Roselle SD 12

2024 - 2025

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District Provided Statement

We are proud to have earned an Exemplary Summative Designation for both of our District 12 schools. Our students continue to demonstrate strong academic growth in English Language Arts (ELA) and Mathematics, and our chronic absenteeism has returned to pre-pandemic levels. These achievements reflect the dedication of our staff, learners, and families. We remain committed to continuous improvement and ensuring success for all learners.

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 2024 Report Card Metrics and the 2024 Glossary of Terms.

District Snapshot

Percent of Adequacy : 100.6%

Chronic Absenteeism : 8.7%

Principal Turnover : 3

Schools in District : 2

Senate District : 24 **House District :** 48

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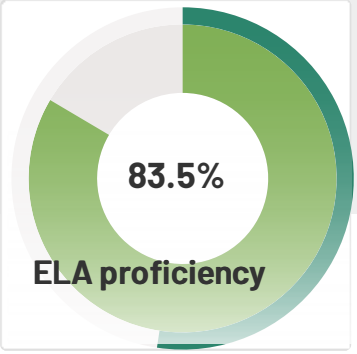
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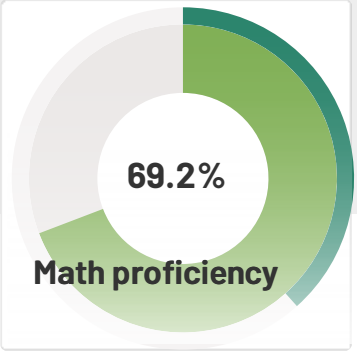
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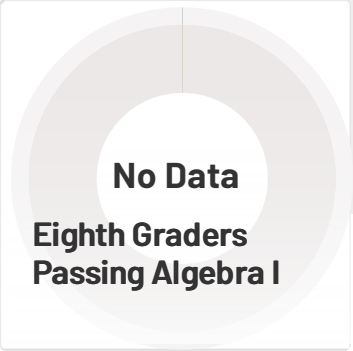
Academic Progress

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
District	**83.5%**	**89.5%**	**77.7%**	*	‡	**90.0%**	‡	**72.2%**	*	‡	‡	**86.2%**	**49.3%**
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
District	**67.7%**	**45.6%**	**77.6%**	‡	*	‡	*
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
District	*	*	*	*	*	*	*	*	*	*	*	*	*

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

* 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

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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ELA Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	3.6%	12.6%	61.1%	22.8%
State	14.1%	32.8%	40.9%	12.2%
Female				
District	0.4%	10.1%	63.4%	26.1%
State	11.5%	30.4%	43.1%	15.0%
Male				
District	6.7%	15.0%	58.8%	19.6%
State	16.7%	35.1%	38.8%	9.5%
Non Binary				
District	*	*	*	*
State	5.3%	12.3%	60.8%	21.6%
American Indian				
District	‡	‡	‡	‡
State	18.3%	36.4%	36.6%	8.6%
Asian				
District	5.0%	5.0%	45.0%	45.0%
State	4.9%	16.8%	47.9%	30.3%
Black				
District	‡	‡	‡	‡
State	25.0%	42.8%	28.1%	4.2%
Hispanic				
District	8.9%	18.9%	60.0%	12.2%
State	20.1%	39.0%	34.5%	6.4%

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

ELA Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	11.7%	27.4%	41.9%	19.0%
Native Hawaiian/ Pacific Islander				
District	‡	‡	‡	‡
State	10.2%	26.5%	48.1%	15.3%
Two or More Races				
District	‡	‡	‡	‡
State	12.8%	30.8%	41.1%	15.3%
White				
District	2.3%	11.3%	62.1%	24.3%
State	7.9%	27.6%	48.4%	16.0%
Students with Disabilities				
District	13.4%	35.8%	43.3%	7.5%
State	34.3%	39.6%	21.9%	4.2%
English Learners				
District	12.3%	20.0%	55.4%	12.3%
State	30.1%	45.9%	21.9%	2.1%
Homeless				
District	‡	‡	‡	‡
State	31.7%	42.1%	23.5%	2.7%
Students with IEPs				
District	16.4%	36.4%	41.8%	5.5%
State	41.9%	41.4%	14.7%	1.9%

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ELA Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	**6.0%**	**15.5%**	**61.3%**	**17.3%**
State	**21.5%**	**40.9%**	**32.3%**	**5.3%**
Migrant				
District	*	*	*	*
State	**45.4%**	**38.3%**	**14.2%**	**2.1%**
Military				
District	‡	‡	‡	‡
State	**12.2%**	**31.9%**	**43.1%**	**12.9%**
Youth In Care				
District	*	*	*	*
State	**31.3%**	**43.1%**	**23.3%**	**2.3%**

* 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

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.

ELA Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	‡	‡	‡	‡
State	62.3%	22.8%	13.3%	1.6%
Female				
District	*	*	*	*
State	60.2%	24.4%	13.9%	1.5%
Male				
District	‡	‡	‡	‡
State	63.2%	22.0%	13.1%	1.6%
Non Binary				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	66.7%	20.0%	13.3%	0.0%
Asian				
District	*	*	*	*
State	70.0%	20.3%	8.4%	1.3%
Black				
District	‡	‡	‡	‡
State	57.6%	24.1%	16.2%	2.0%
Hispanic				
District	*	*	*	*
State	63.0%	22.7%	12.8%	1.6%

* 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
MENA				
District	*	*	*	*
State	64.3%	17.9%	14.3%	3.6%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	41.7%	50.0%	8.3%	0.0%
Two or More Races				
District	*	*	*	*
State	64.2%	21.1%	13.0%	1.8%
White				
District	‡	‡	‡	‡
State	63.5%	22.6%	12.6%	1.4%
Students with Disabilities				
District	‡	‡	‡	‡
State	62.3%	22.8%	13.3%	1.6%
English Learners				
District	*	*	*	*
State	64.0%	23.2%	11.5%	1.3%
Homeless				
District	*	*	*	*
State	59.6%	24.0%	15.4%	1.1%
Students with IEPs				
District	‡	‡	‡	‡
State	62.3%	22.8%	13.3%	1.6%

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ELA Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	‡	‡	‡
State	**61.5%**	**22.5%**	**14.3%**	**1.7%**
Migrant				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	**56.3%**	**25.3%**	**17.2%**	**1.1%**
Youth In Care				
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.

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.

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
District	**100.0%**	**100.0%**	**100.0%**	*	‡	**100.0%**	‡	**100.0%**	*	‡	‡	**100.0%**	**100.0%**
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
District	**100.0%**	**100.0%**	**100.0%**	‡	*	‡	*
State	**98.4%**	**96.9%**	**98.2%**	**95.9%**	**98.0%**	**98.8%**	**93.9%**

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
District	**0.0%**	**0.0%**	**0.0%**	*	‡	**0.0%**	‡	**0.0%**	*	‡	‡	**0.0%**	**0.0%**
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
District	**0.0%**	**0.0%**	**0.0%**	‡	*	‡	*
State	**1.6%**	**3.1%**	**1.8%**	**4.1%**	**2.0%**	**1.2%**	**6.1%**

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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
District	**100.0%**	**100.0%**	**100.0%**	*	‡	**100.0%**	‡	**100.0%**	*	‡	‡	**100.0%**	**100.0%**
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
District	**100.0%**	**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
District	**0.0%**	**0.0%**	**0.0%**	*	‡	**0.0%**	‡	**0.0%**	*	‡	‡	**0.0%**	**0.0%**
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
District	**0.0%**	**0.0%**	**0.0%**	‡	*	‡	*
State	**1.0%**	**1.9%**	**1.0%**	**2.7%**	**1.8%**	**0.7%**	**3.4%**

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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
District	‡	*	‡	*	*	*	‡	*	*	*	*	‡	‡
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
District	*	‡	‡	*	*	*	*
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
District	‡	*	‡	*	*	*	‡	*	*	*	*	‡	‡
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
District	*	‡	‡	*	*	*	*
State	**5.5%**	**6.4%**	**6.7%**	**8.1%**	*	**7.4%**	**10.0%**

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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
District	**62.7**	**64**	**61.5**	*	‡	**66.7**	‡	**65.9**	*	‡	‡	**61.3**	**54**
State	**50**	**51.9**	**48.1**	**52.9**	**49.6**	**56.1**	**46.9**	**48.9**	**55.2**	**53.2**	**50.1**	**50.8**	**44.5**

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	**65.6**	**54.1**	**66.1**	‡	*	‡	*
State	**47.5**	**42.7**	**47.7**	**45.2**	**48.3**	**49.7**	**44.2**

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
District	**69.3**	**70.3**	**68.3**	*	‡	**67.4**	‡	**73.3**	*	‡	‡	**68**	**61.3**
State	**58.2**	**59.8**	**56.7**	**60.2**	**58**	**62.6**	**56**	**57.8**	**62.4**	**60.4**	**58**	**58.7**	**53.6**

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	**72.3**	**62.3**	**73**	‡	*	‡	*
State	**56.7**	**52**	**56.6**	**54.2**	**58**	**57.7**	**53.2**

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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
District	**69.2%**	**66.8%**	**71.5%**	*	‡	**80.0%**	‡	**53.3%**	*	‡	‡	**73.0%**	**37.7%**
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
District	**52.3%**	**36.8%**	**58.8%**	‡	*	‡	*
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
District	*	*	*	*	*	*	*	*	*	*	*	*	*

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

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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.

***** 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
All				
District	4.0%	26.6%	56.5%	13.0%
State	24.6%	36.9%	30.9%	7.6%
Female				
District	4.2%	29.0%	58.4%	8.4%
State	24.8%	38.8%	29.9%	6.5%
Male				
District	3.8%	24.2%	54.6%	17.5%
State	24.4%	35.1%	31.9%	8.7%
Non Binary				
District	*	*	*	*
State	11.1%	36.8%	40.4%	11.7%
American Indian				
District	‡	‡	‡	‡
State	31.3%	36.4%	26.1%	6.2%
Asian				
District	0.0%	20.0%	55.0%	25.0%
State	7.0%	21.6%	43.9%	27.6%
Black				
District	‡	‡	‡	‡
State	46.5%	38.1%	14.1%	1.3%
Hispanic				
District	6.7%	40.0%	50.0%	3.3%
State	32.7%	42.1%	22.5%	2.7%

* 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
MENA				
District	*	*	*	*
State	17.8%	35.3%	37.5%	9.4%
Native Hawaiian/ Pacific Islander				
District	‡	‡	‡	‡
State	18.4%	37.4%	36.1%	8.2%
Two or More Races				
District	‡	‡	‡	‡
State	23.5%	34.6%	32.2%	9.7%
White				
District	3.1%	23.7%	58.5%	14.7%
State	14.2%	35.5%	40.2%	10.1%
Students with Disabilities				
District	13.4%	47.8%	32.8%	6.0%
State	48.2%	32.2%	16.5%	3.1%
English Learners				
District	6.2%	41.5%	49.2%	3.1%
State	42.1%	40.7%	16.0%	1.2%
Homeless				
District	‡	‡	‡	‡
State	49.9%	36.7%	12.7%	0.7%
Students with IEPs				
District	14.5%	47.3%	32.7%	5.5%
State	57.1%	30.1%	11.2%	1.6%

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

Math Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	**5.4%**	**35.1%**	**49.4%**	**10.1%**
State	**36.6%**	**41.0%**	**20.1%**	**2.3%**
Migrant				
District	*	*	*	*
State	**51.4%**	**38.6%**	**9.3%**	**0.7%**
Military				
District	‡	‡	‡	‡
State	**20.1%**	**40.4%**	**33.1%**	**6.3%**
Youth In Care				
District	*	*	*	*
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.

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
All				
District	‡	‡	‡	‡
State	66.3%	17.9%	12.1%	3.7%
Female				
District	*	*	*	*
State	67.9%	19.1%	10.1%	2.9%
Male				
District	‡	‡	‡	‡
State	65.6%	17.3%	13.1%	4.1%
Non Binary				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	66.7%	13.3%	16.7%	3.3%
Asian				
District	*	*	*	*
State	72.4%	12.6%	11.6%	3.3%
Black				
District	‡	‡	‡	‡
State	62.0%	19.1%	14.0%	4.9%
Hispanic				
District	*	*	*	*
State	65.7%	18.3%	12.2%	3.8%

* 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
MENA				
District	*	*	*	*
State	57.1%	25.0%	17.9%	0.0%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	50.0%	33.3%	16.7%	0.0%
Two or More Races				
District	*	*	*	*
State	67.9%	14.9%	13.7%	3.4%
White				
District	‡	‡	‡	‡
State	68.8%	17.9%	10.5%	2.8%
Students with Disabilities				
District	‡	‡	‡	‡
State	66.3%	17.9%	12.1%	3.7%
English Learners				
District	*	*	*	*
State	66.9%	17.0%	12.5%	3.6%
Homeless				
District	*	*	*	*
State	61.5%	20.0%	15.1%	3.4%
Students with IEPs				
District	‡	‡	‡	‡
State	66.3%	17.9%	12.1%	3.7%

* 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
Low Income				
District	‡	‡	‡	‡
State	**64.5%**	**18.4%**	**13.2%**	**3.9%**
Migrant				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	**60.9%**	**26.4%**	**6.9%**	**5.7%**
Youth In Care				
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.

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.

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
District	**100.0%**	**100.0%**	**100.0%**	*	‡	**100.0%**	‡	**100.0%**	*	‡	‡	**100.0%**	**100.0%**
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
District	**100.0%**	**100.0%**	**100.0%**	‡	*	‡	*
State	**98.2%**	**96.7%**	**98.1%**	**95.4%**	**97.6%**	**98.9%**	**93.5%**

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
District	**0.0%**	**0.0%**	**0.0%**	*	‡	**0.0%**	‡	**0.0%**	*	‡	‡	**0.0%**	**0.0%**
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
District	**0.0%**	**0.0%**	**0.0%**	‡	*	‡	*
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
District	**100.0%**	**100.0%**	**100.0%**	*	‡	**100.0%**	‡	**100.0%**	*	‡	‡	**100.0%**	**100.0%**
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
District	**100.0%**	**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
District	**0.0%**	**0.0%**	**0.0%**	*	‡	**0.0%**	‡	**0.0%**	*	‡	‡	**0.0%**	**0.0%**
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
District	**0.0%**	**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.

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
District	‡	*	‡	*	*	*	‡	*	*	*	*	‡	‡
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
District	*	‡	‡	*	*	*	*
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
District	‡	*	‡	*	*	*	‡	*	*	*	*	‡	‡
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
District	*	‡	‡	*	*	*	*
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
District	**68.2**	**70.2**	**66.3**	*	‡	**63.2**	‡	**69.6**	*	‡	‡	**67.9**	**65.8**
State	**50**	**49.8**	**50**	**51.3**	**49.7**	**57.6**	**45.7**	**49.4**	**55.8**	**53.8**	**49.9**	**50.6**	**46.2**

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	**67.4**	**64.2**	**70.5**	‡	*	‡	*
State	**48.5**	**44.7**	**47.7**	**44.9**	**47.3**	**49.5**	**44.2**

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
District	**70.5**	**72.7**	**68.3**	*	‡	**66.1**	‡	**71.3**	*	‡	‡	**70.3**	**67.8**
State	**52**	**52**	**52**	**53.5**	**51.5**	**59.2**	**47.4**	**51.6**	**58.1**	**56**	**51.9**	**53**	**47.7**

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	**68.7**	**66.1**	**72.8**	‡	*	‡	*
State	**50.1**	**45.9**	**49.7**	**46.4**	**48.3**	**51.7**	**45.6**

* 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
District	**65.6%**	**67.5%**	**63.5%**	*	*	‡	‡	**45.2%**	*	‡	*	**71.6%**	**47.8%**
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
District	‡	‡	**54.1%**	‡	*	‡	*
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
District	*	*	*	*	*	*	*	*	*	*	*	*	*

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

* 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

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.

***** 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
All				
District	**4.6%**	**29.4%**	**60.1%**	**5.9%**
State	**14.6%**	**42.3%**	**36.8%**	**6.2%**
Female				
District	**2.5%**	**30.0%**	**61.3%**	**6.3%**
State	**13.4%**	**44.4%**	**36.8%**	**5.4%**
Male				
District	**6.8%**	**28.8%**	**58.9%**	**5.5%**
State	**15.8%**	**40.4%**	**36.7%**	**7.0%**
Non Binary				
District	*	*	*	*
State	**7.1%**	**20.0%**	**60.0%**	**12.9%**
American Indian				
District	*	*	*	*
State	**19.4%**	**47.4%**	**29.9%**	**3.3%**
Asian				
District	‡	‡	‡	‡
State	**4.4%**	**24.2%**	**53.0%**	**18.4%**
Black				
District	‡	‡	‡	‡
State	**29.8%**	**51.8%**	**17.5%**	**1.0%**
Hispanic				
District	**6.5%**	**48.4%**	**38.7%**	**6.5%**
State	**19.6%**	**51.0%**	**27.1%**	**2.3%**

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

Science Proficiency - ISA (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	12.1%	46.7%	36.4%	4.8%
Native Hawaiian/ Pacific Islander				
District	‡	‡	‡	‡
State	10.6%	39.4%	42.2%	7.8%
Two or More Races				
District	*	*	*	*
State	13.5%	39.9%	38.4%	8.2%
White				
District	3.5%	24.3%	66.1%	6.1%
State	7.6%	36.2%	47.4%	8.8%
Students with Disabilities				
District	13.6%	36.4%	45.5%	4.5%
State	34.2%	43.4%	19.5%	2.9%
English Learners				
District	25.0%	56.3%	18.8%	0.0%
State	30.2%	58.2%	11.3%	0.3%
Homeless				
District	‡	‡	‡	‡
State	32.1%	50.7%	16.2%	1.0%
Students with IEPs				
District	15.0%	40.0%	40.0%	5.0%
State	42.6%	44.5%	11.6%	1.2%

* 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
Low Income				
District	**6.7%**	**38.3%**	**50.0%**	**5.0%**
State	**22.5%**	**50.9%**	**24.6%**	**1.9%**
Migrant				
District	*	*	*	*
State	**34.6%**	**51.9%**	**13.5%**	**0.0%**
Military				
District	‡	‡	‡	‡
State	**11.4%**	**40.7%**	**41.0%**	**7.0%**
Youth In Care				
District	*	*	*	*
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.

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.

Science Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	‡	‡	‡	‡
State	69.3%	20.6%	9.1%	1.0%
Female				
District	*	*	*	*
State	70.9%	20.3%	7.9%	0.8%
Male				
District	‡	‡	‡	‡
State	68.5%	20.7%	9.7%	1.0%
Non Binary				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	66.7%	16.7%	16.7%	0.0%
Asian				
District	*	*	*	*
State	80.4%	15.7%	2.6%	1.3%
Black				
District	*	*	*	*
State	63.9%	22.4%	12.2%	1.5%
Hispanic				
District	*	*	*	*
State	70.0%	21.1%	8.3%	0.5%

* 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
MENA				
District	*	*	*	*
State	64.3%	21.4%	14.3%	0.0%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	37.5%	25.0%	25.0%	12.5%
Two or More Races				
District	*	*	*	*
State	65.7%	23.2%	10.6%	0.5%
White				
District	‡	‡	‡	‡
State	71.4%	19.3%	8.3%	1.0%
Students with Disabilities				
District	‡	‡	‡	‡
State	69.3%	20.6%	9.1%	1.0%
English Learners				
District	*	*	*	*
State	71.6%	20.3%	7.5%	0.5%
Homeless				
District	*	*	*	*
State	66.3%	20.2%	12.5%	1.0%
Students with IEPs				
District	‡	‡	‡	‡
State	69.3%	20.6%	9.1%	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
Low Income				
District	‡	‡	‡	‡
State	**68.1%**	**20.5%**	**10.3%**	**1.0%**
Migrant				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	**56.3%**	**31.3%**	**12.5%**	**0.0%**
Youth In Care				
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.

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
District	**100.0%**	**100.0%**	**100.0%**	*	*	‡	‡	**100.0%**	*	‡	*	**100.0%**	**100.0%**
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
District	**100.0%**	**100.0%**	**100.0%**	‡	*	‡	*
State	**96.8%**	**94.4%**	**96.6%**	**92.7%**	**96.3%**	**97.9%**	**87.2%**

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
District	**0.0%**	**0.0%**	**0.0%**	*	*	‡	‡	**0.0%**	*	‡	*	**0.0%**	**0.0%**
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
District	**0.0%**	**0.0%**	**0.0%**	‡	*	‡	*
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
District	**100.0%**	**100.0%**	**100.0%**	*	*	‡	‡	**100.0%**	*	‡	*	**100.0%**	**100.0%**
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
District	**100.0%**	**100.0%**	**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
District	**0.0%**	**0.0%**	**0.0%**	*	*	‡	‡	**0.0%**	*	‡	*	**0.0%**	**0.0%**
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
District	**0.0%**	**0.0%**	**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
District	‡	*	‡	*	*	*	*	*	*	*	*	‡	‡
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
District	*	‡	‡	*	*	*	*
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
District	‡	*	‡	*	*	*	*	*	*	*	*	‡	‡
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
District	*	‡	‡	*	*	*	*
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
District	**92.2%**	**94.6%**	**90.0%**	*	*	‡	‡	**100.0%**	*	‡	‡	**91.2%**	‡
State	**30.8%**	**30.5%**	**31.2%**	**38.6%**	**26.6%**	**63.7%**	**18.2%**	**23.2%**	**34.1%**	**30.0%**	**33.8%**	**35.7%**	**14.9%**

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	**83.3%**	*	*	*	*
State	**14.1%**	**7.8%**	**20.4%**	**15.2%**	**18.9%**	*	*

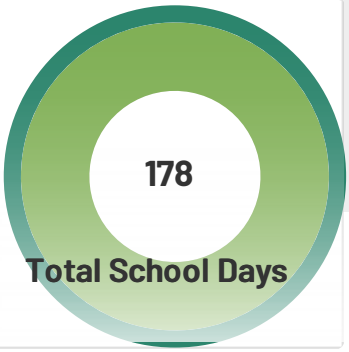
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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

No Data

Average Class Size



Total School Days

100.6% district's percentage of adequacy

Evidence-Based Funding

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

	% 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 Developmnetal Areas	Social and Emotional Development	Language and Literacy Development	Math
District	**66.1%**	**‡**	**‡**	**‡**	**45.9%**	**64.9%**	**62.2%**	**62.2%**
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

	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
District	**45.9%**	*****	*****	**‡**	**‡**	**‡**	*****	*****	**44.1%**	**‡**	*****	**‡**	**‡**
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
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 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.

		Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures				
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total	Exclusions	Total Expenditures
District	**729**	**$115**	**$8,859**	**$8,975**	**$440**	**$6,559**	**$6,999**	**$555**	**$15,418**	**$15,974**	**$1,949,460**	**$13,586,361**

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

School Level Finances (cont)

		Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
Roselle Middle School	**233**	**$102**	**$10,157**	**$10,259**	**$440**	**$6,559**	**$6,999**	**$542**	**$16,716**	**$17,258**
Spring Hills Elem School	**496**	**$122**	**$8,250**	**$8,372**	**$440**	**$6,559**	**$6,999**	**$561**	**$14,809**	**$15,371**

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

District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	**83.3% $11,443,679**	**6.4% $879,124**	**4.3% $592,486**	**2.8% $378,032**	**3.2% $438,460**	**$13,731,781**
State	**56.7%**	**7.0%**	**19.6%**	**4.9%**	**11.9%**	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	**41.6%**	**4.9%**	**30.0%**	**23.5%**
State	**46.3%**	**2.3%**	**30.9%**	**20.5%**

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	**77.3% $9,945,187**	**5.9% $755,538**	**4.5% $583,172**	**11.0% $1,418,579**	**0.0% $0**	**1.3% $166,900**	**0.0% $0**	**0.0% $0**	**$12,869,376**
State	**70.6%**	**7.9%**	**4.2%**	**6.7%**	**1.3%**	**1.6%**	**0.3%**	**7.4%**	*

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

District Finances (cont)

Other Financial Indicators

	2022 Equalized Assessed Valuation per Pupil	2022 Total School Tax Rate per $100	2023-24 Instructional Expenditure per Pupil	2023-24 Operating Expenditure per Pupil
District	**$515,163**	**3.4**	**$8,420**	**$15,978**
State	*	*	**$11,785**	**$20,129**

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 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Summary
District	**18.7**	**17.3**	**19**	**24.8**	**21.8**	**26.9**	**24.3**	**23.2**	**23.8**	*
State	**20**	**20.1**	**20.5**	**21.2**	**21.2**	**21.3**	**21.1**	**20.8**	**20.9**	*

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

Total School Days

What is it?

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

	Total School Days
District	**178**
State	**176**

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
District	**4**
State	**4**

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

Health and Wellness (cont)

Truant Minor Count

District	‡
State	133,572

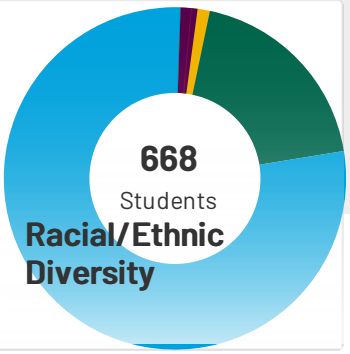
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

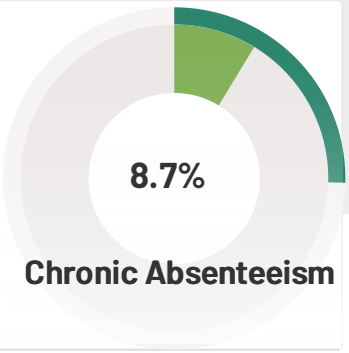
Student data includes information regarding the student population, including enrollment and attendance data, as well as information regarding specific student groups, such as gifted students and English Learner students. Student data often is disaggregated further into demographic student groups.

668

Student Enrollment



Racial/Ethnic Diversity



Chronic Absenteeism

Student Enrollment

What is it?

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

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

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**100.0% 668**	**51.0% 341**	**49.0% 327**	**‡ ***	**‡ ‡**	**5.1% 34**	**‡ ‡**	**18.1% 121**	**‡ ‡**	**‡ ‡**	**1.5% 10**	**73.8% 493**	**14.8% 99**
State	**100.0%** 1,848,560	**48.6%** 897,517	**51.4%** 950,308	**0.0%** 735	**0.2%** 4,558	**5.7%** 105,669	**16.3%** 301,432	**28.6%** 528,901	**0.3%** 4,666	**0.1%** 1,551	**4.5%** 83,710	**44.3%** 818,073	**20.3%** 374,578

	English Learners	Students with IEPs	Low Income	Former EL	Homeless	Migrant	Military	Never EL	Youth In Care
District	**16.5% 110**	**12.7% 85**	**32.0% 214**	**12.7% 85**	**‡ ‡**	**‡ ***	**‡ ***	**70.8% 473**	**‡ ***
State	**17.5%** 323,442	**16.3%** 301,325	**49.7%** 918,460	**7.9%** 145,624	**2.7%** 49,396	**0.0%** 511	**0.8%** 15,488	**74.6%** 1,379,494	**0.7%** 12,794

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	**‡**	**‡**	**66**	**74**	**73**	**92**	**79**	**80**	**75**	**71**
State	**87,040**	**119,309**	**125,401**	**128,383**	**134,226**	**132,650**	**132,489**	**131,830**	**133,868**	**137,233**

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

Advanced Academic Programs

What is it?

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

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

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

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

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

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

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

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

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

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

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ *	‡ *	‡ *	‡ *	‡ *	‡ ‡	‡ *
State	**13.4%** 257,423	**14.0%** 129,975	**12.9%** 127,298	**19.8%** 150	**12.4%** 589	**30.7%** 33,786	**8.1%** 25,767	**13.2%** 71,750	**14.5%** 995	**19.3%** 307	**12.1%** 11,532	**13.5%** 112,697	**7.3%** 27,623

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ *	‡ *	‡ ‡	‡ *	* *
State	**7.3%** 25,265	**3.9%** 11,862	**8.8%** 82,556	**6.2%** 3,926	**1.9%** 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
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ *	‡ *	‡ *	‡ *	‡ *	‡ ‡	‡ *
State	**0.9%** 17,699	**1.2%** 11,287	**0.6%** 6,394	**2.4%** 18	**0.5%** 25	**0.9%** 1,006	**0.6%** 2,048	**0.7%** 3,929	**0.8%** 53	**0.8%** 13	**1.0%** 957	**1.2%** 9,668	**0.6%** 2,147

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ *	‡ *	‡ ‡	‡ *	* *
State	**0.3%** 1,010	**0.2%** 745	**0.6%** 5,268	**0.4%** 269	**0.2%** 28

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

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

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

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

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

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ *	‡ *	‡ ‡	‡ *	* *
State	**3.8%** 13,059	**1.9%** 5,757	**5.8%** 54,527	**3.4%** 2,122	**1.0%** 145

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
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ *	‡ *	‡ *	‡ *	‡ *	‡ ‡	‡ *
State	**0.1%** 2,133	**0.1%** 1,159	**0.1%** 967	**0.9%** 7	**0.1%** 3	**0.2%** 213	**0.2%** 488	**0.1%** 781	**0.0%** 3	**0.0%** 0	**0.1%** 107	**0.1%** 538	**0.0%** 88

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ *	‡ *	‡ ‡	‡ *	* *
State	**0.1%** 178	**0.0%** 53	**0.1%** 829	**0.0%** 17	**0.0%** 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
District	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *
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
District	‡ *	‡ *	‡ *	‡ *	‡ *
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
District	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *
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

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ *	‡ *	‡ *	‡ *	‡ *
State	**8.9%** 7,690	**8.3%** 7,259	**12.8%** 35,591	**9.4%** 1,908	**5.6%** 177

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Advanced Academic Programs (cont)

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
District	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *
State	**54.8%** 329,017	**59.2%** 172,321	**50.7%** 156,393	**63.3%** 303	**53.4%** 779	**80.0%** 27,097	**43.8%** 43,086	**54.8%** 95,836	**50.9%** 1,122	**65.5%** 382	**54.2%** 13,895	**55.8%** 146,820	**31.9%** 37,889

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ *	‡ *	‡ *	‡ *	‡ *
State	**39.3%** 33,898	**20.9%** 18,196	**45.0%** 124,738	**29.8%** 6,025	**17.9%** 568

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
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
District	‡ *	‡ *	‡ *	‡ *	‡ *
State	**1.3%** 1,130	**0.5%** 459	**2.0%** 5,509	**1.4%** 285	**0.7%** 21

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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
District	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *
State	**59.5%** 357,337	**63.4%** 184,633	**55.9%** 172,382	**67.2%** 322	**56.6%** 826	**82.3%** 27,872	**47.9%** 47,132	**58.4%** 102,245	**57.5%** 1,267	**68.3%** 398	**58.8%** 15,071	**61.8%** 162,526	**37.0%** 43,852

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ *	‡ *	‡ *	‡ *	‡ *
State	**42.8%** 36,985	**25.7%** 22,400	**49.2%** 136,487	**34.0%** 6,876	**21.0%** 667

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

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ *	‡ *
State	**8.4%** 28,791	**8.9%** 27,370	**8.3%** 77,803	**5.4%** 3,438	**5.9%** 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
District	‡ ‡	‡ ‡	‡ ‡	‡ *	‡ ‡	‡ ‡	‡ *	‡ ‡	‡ ‡	‡ *	‡ *	‡ ‡	‡ ‡
State	**1.3%** 24,782	**1.3%** 11,944	**1.3%** 12,832	**0.8%** 6	**1.6%** 78	**4.2%** 4,574	**0.6%** 1,996	**0.8%** 4,148	**0.8%** 57	**1.7%** 27	**1.5%** 1,406	**1.5%** 12,496	**0.9%** 3,490

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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
District	‡ ‡	‡ ‡	‡ ‡	‡ *	‡ *
State	**0.5%** 1,725	**0.6%** 1,890	**0.6%** 5,564	**0.3%** 169	**0.2%** 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
District	‡ ‡	‡ ‡	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ ‡	‡ *
State	**4.8%** 91,462	**4.8%** 44,631	**4.7%** 46,778	**7.0%** 53	**5.3%** 253	**17.2%** 18,947	**2.3%** 7,284	**3.1%** 16,594	**3.8%** 262	**7.8%** 123	**5.4%** 5,095	**5.1%** 42,904	**2.5%** 9,345

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

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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
District	‡ ‡	‡ ‡	‡ ‡	‡ *	‡ ‡	‡ ‡	‡ *	‡ ‡	‡ ‡	‡ *	‡ *	‡ ‡	‡ ‡
State	**0.8%** 15,049	**0.8%** 7,157	**0.8%** 7,890	**0.3%** 2	**1.1%** 52	**3.3%** 3,580	**0.3%** 1,092	**0.4%** 2,066	**0.5%** 36	**1.3%** 21	**0.9%** 903	**0.9%** 7,299	**0.4%** 1,406

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

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Students With IEPs

What is it?

This shows the percentage of students who receive special education and related services in accordance with their Individualized Education Programs (IEPs). Each student who is found eligible for special education and related services receives an IEP that specifies supplemental services, accommodations, modifications, and supports to enable the student to be involved in, and make progress in, the general education curriculum. The state collects demographic information on all students, including racial and ethnic diversity. There are 14 disability areas, ranging from autism to visual impairment. Schools follow a process mandated by law in identifying students' disabilities and then developing IEPs.

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity

		American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White
District	**All Students**	**0.3%**	**0.6%**	**0.3%**	**2.4%**	*	*	*	**13.3%**
	Students with IEPs	‡	‡	‡	**17.1%**	*	*	*	**76.1%**
All Peer Districts	All Students	**37.0%**	**22.8%**	**43.7%**	**32.6%**	*	*	*	**34.6%**
	Students with IEPs	*	*	*	*	*	*	*	*
State	All Students	**0.0%**	**0.5%**	**3.3%**	**4.9%**	**0.0%**	**0.0%**	**0.8%**	**7.1%**
	Students with IEPs	**0.2%**	**3.1%**	**19.8%**	**29.3%**	**0.2%**	**0.1%**	**4.8%**	**42.5%**

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	**All Students**	**2.8%**	*	*	**2.1%**	**0.3%**	**0.1%**	**0.1%**
	Students with IEPs	**16.2%**	*	*	**22.2%**	‡	‡	‡
All Peer Districts	All Students	**5.1%**	*	*	**15.1%**	**1.2%**	**0.3%**	**0.8%**
	Students with IEPs	*	*	*	*	*	*	*
State	All Students	**2.2%**	**0.0%**	**0.0%**	**2.4%**	**0.8%**	**0.1%**	**0.7%**
	Students with IEPs	**13.5%**	**0.2%**	**0.0%**	**14.3%**	**4.7%**	**0.7%**	**4.3%**

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Students With IEPs (cont)

By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
District	**All Students**	*	0.1%	2.2%	3.1%	4.6%	*	*
	Students with IEPs	*	‡	12.8%	17.9%	26.5%	*	*
All Peer Districts	All Students	*	0.1%	4.4%	8.4%	7.7%	*	*
	Students with IEPs	*	*	*	*	*	*	*
State	All Students	0.2%	0.0%	2.3%	5.1%	2.7%	0.0%	0.1%
	Students with IEPs	1.0%	0.2%	13.7%	30.9%	16.0%	0.2%	0.3%

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

Educational Environments for Students with IEPs (ages 6-21)

What is it?

This shows the percentage of students with IEPs and the classification of their educational environment. Special education law requires that students with IEPs be placed to the maximum extent appropriate with children who are not disabled. This means including students with IEPs in general classrooms, the least restrictive environment, as much as possible. The IEP team, which includes parents, bases placement decisions on the best ways to meet the identified needs of a student. The percentage of time spent in general classrooms will vary according to the needs of individual students, who may require supplemental services to achieve their learning goals. The percentage of students with IEPs whose educational environment was classified into one of four settings for students age 6 to 21 is as follows:

- 80 percent or more of time in a general classroom with their non-disabled peers
- Less than 40 percent of time in a general classroom
- 40-79 percent of time in a general classroom
- In a separate facility

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	**81.4%**	**7.2%**	**10.3%**	**1.0%**
All Peer Districts	*	*	*	*
State	**54.4%**	**25.2%**	**13.5%**	**6.9%**
American Indian				
District	**0.0%**	**1.0%**	**1.0%**	**0.0%**
All Peer Districts	*	*	*	*
State	**0.1%**	**0.1%**	**0.0%**	**0.0%**
Asian				
District	**2.1%**	**1.0%**	**1.0%**	**0.0%**
All Peer Districts	*	*	*	*
State	**1.5%**	**0.5%**	**0.6%**	**0.2%**

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

Educational Environments for Students with IEPs (ages 6-21) (cont)

By Race/ Ethnicity - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Black				
District	**1.0%**	**0.0%**	**1.0%**	**0.0%**
All Peer Districts	*	*	*	*
State	**9.0%**	**5.9%**	**3.5%**	**1.7%**
Hispanic				
District	**14.4%**	**2.1%**	**1.0%**	**0.0%**
All Peer Districts	*	*	*	*
State	**16.0%**	**7.5%**	**4.1%**	**1.7%**
MENA				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	**0.1%**	**0.0%**	**0.0%**	**0.0%**
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Two or More Races				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	**2.6%**	**1.1%**	**0.7%**	**0.4%**
White				
District	**63.9%**	**3.1%**	**6.2%**	**1.0%**
All Peer Districts	*	*	*	*
State	**25.0%**	**10.0%**	**4.5%**	**2.9%**

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

Educational Environments for Students with IEPs (ages 6-21) (cont)

By Race/ Ethnicity - Within Demographic Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	**81.4%**	**7.2%**	**10.3%**	**1.0%**
All Peer Districts	*	*	*	*
State	**54.4%**	**25.2%**	**13.5%**	**6.9%**
American Indian				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	**51.0%**	**26.8%**	**14.0%**	**8.1%**
Asian				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	**53.1%**	**17.8%**	**21.4%**	**7.7%**
Black				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	**44.6%**	**29.4%**	**17.4%**	**8.5%**
Hispanic				
District	**82.4%**	**11.8%**	**5.9%**	**0.0%**
All Peer Districts	*	*	*	*
State	**54.7%**	**25.6%**	**14.0%**	**5.7%**
MENA				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	**47.6%**	**29.4%**	**15.2%**	**7.8%**

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

Educational Environments for Students with IEPs (ages 6-21) (cont)

By Race/ Ethnicity - Within Demographic Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	53.8%	22.3%	13.7%	10.2%
Two or More Races				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	54.5%	22.9%	14.2%	8.4%
White				
District	86.1%	4.2%	8.3%	1.4%
All Peer Districts	*	*	*	*
State	58.9%	23.6%	10.6%	6.8%

For Selected Disabilities - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	6.2%	3.1%	7.2%	1.0%
All Peer Districts	*	*	*	*
State	3.7%	2.9%	4.7%	2.1%
Emotional Disability				
District	1.0%	1.0%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	1.9%	1.0%	0.6%	1.7%

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

Educational Environments for Students with IEPs (ages 6-21) (cont)

For Selected Disabilities - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Intellectual Disability				
District	**0.0%**	**1.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*
State	**0.2%**	**1.5%**	**2.3%**	**0.8%**
Other Health Impairment				
District	**12.4%**	**2.1%**	**1.0%**	**0.0%**
All Peer Districts	*	*	*	*
State	**8.6%**	**4.0%**	**1.3%**	**0.9%**
Specific Learning Disability				
District	**21.6%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*
State	**19.1%**	**12.7%**	**1.7%**	**0.5%**
Speech or Language Impairment				
District	**24.7%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*
State	**14.1%**	**0.2%**	**0.1%**	**0.0%**

For Selected Disabilities - Within Disability Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	**35.3%**	**17.6%**	**41.2%**	**5.9%**
All Peer Districts	*	*	*	*
State	**27.6%**	**21.5%**	**34.9%**	**16.0%**

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

Educational Environments for Students with IEPs (ages 6-21) (cont)

For Selected Disabilities - Within Disability Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Emotional Disability				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	36.0%	20.0%	11.5%	32.2%
Intellectual Disability				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	3.2%	31.1%	48.1%	17.5%
Other Health Impairment				
District	80.0%	13.3%	6.7%	0.0%
All Peer Districts	*	*	*	*
State	58.1%	26.8%	9.0%	6.1%
Specific Learning Disability				
District	100.0%	0.0%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	56.1%	37.5%	5.0%	1.3%
Speech or Language Impairment				
District	100.0%	0.0%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	98.2%	1.2%	0.5%	0.1%

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

Early Childhood (EC) Educational Environments (ages 3-5)

What is it?

This shows the percentage of students with IEPs and the classification of their educational environment. Special education law requires that students with IEPs be placed to the maximum extent appropriate with children who are not disabled. This means including students with IEPs in general classrooms, the least restrictive environment, as much as possible. The IEP team, which includes parents, bases placement decisions on the best ways to meet the identified needs of a student. The percentage of time spent in general classrooms will vary according to the needs of individual students, who may require supplemental services to achieve their learning goals. For pre-school students age 3-5 with IEPs, educational environments are classified in five ways:

- Receives the majority of special education services inside an early childhood program
- Enrolled in a regular early childhood program but the majority of special education services outside the early childhood program
- Enrolled in special education class or facility
- At home
- In the care of a service provider

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity - Within Total Population

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	**65.0%**	**0.0%**	**20.0%**	**0.0%**	**15.0%**
All Peer Districts	*	*	*	*	*
State	**54.6%**	**14.9%**	**25.4%**	**0.1%**	**5.0%**
American Indian					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**0.1%**	**0.0%**	**0.1%**	**0.0%**	**0.0%**
Asian					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**2.6%**	**0.4%**	**1.4%**	**0.0%**	**0.3%**

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

Early Childhood (EC) Educational Environments (ages 3-5) (cont)

By Race/ Ethnicity - Within Total Population

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Black					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**7.8%**	**2.3%**	**5.6%**	**0.0%**	**0.2%**
Hispanic					
District	**15.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**18.4%**	**2.4%**	**8.2%**	**0.0%**	**1.0%**
MENA					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**0.2%**	**0.0%**	**0.1%**	**0.0%**	**0.0%**
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Two or More Races					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**3.0%**	**1.0%**	**1.3%**	**0.0%**	**0.2%**

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

Early Childhood (EC) Educational Environments (ages 3-5) (cont)

By Race/ Ethnicity - Within Total Population

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
White					
District	**50.0%**	**0.0%**	**20.0%**	**0.0%**	**15.0%**
All Peer Districts	*	*	*	*	*
State	**22.4%**	**8.7%**	**8.7%**	**0.1%**	**3.2%**

By Race/ Ethnicity - Within Demographic Group

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	**65.0%**	**0.0%**	**20.0%**	**0.0%**	**15.0%**
All Peer Districts	*	*	*	*	*
State	**54.6%**	**14.9%**	**25.4%**	**0.1%**	**5.0%**
American Indian					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**64.6%**	**7.7%**	**26.2%**	**0.0%**	**1.5%**
Asian					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**55.3%**	**9.1%**	**29.8%**	**0.0%**	**5.8%**
Black					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**49.2%**	**14.4%**	**34.9%**	**0.1%**	**1.5%**

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

Early Childhood (EC) Educational Environments (ages 3-5) (cont)

By Race/ Ethnicity - Within Demographic Group

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Hispanic					
District	**100.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**61.1%**	**8.2%**	**27.4%**	**0.0%**	**3.2%**
MENA					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**48.4%**	**10.3%**	**31.7%**	**0.0%**	**9.5%**
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**43.3%**	**10.0%**	**36.7%**	**0.0%**	**10.0%**
Two or More Races					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**53.8%**	**18.2%**	**23.8%**	**0.2%**	**4.1%**

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

Early Childhood (EC) Educational Environments (ages 3-5) (cont)

For Selected Disabilities - Within Total Population

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	**0.0%**	**0.0%**	**10.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**5.2%**	**1.4%**	**8.2%**	**0.0%**	**0.1%**
Developmental Delay					
District	**40.0%**	**0.0%**	**10.0%**	**0.0%**	**5.0%**
All Peer Districts	*	*	*	*	*
State	**28.9%**	**4.3%**	**14.6%**	**0.0%**	**0.5%**
Emotional Disability					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Intellectual Disability					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**0.0%**	**0.0%**	**0.1%**	**0.0%**	**0.0%**
Other Health Impairment					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**1.1%**	**0.2%**	**1.2%**	**0.0%**	**0.0%**

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Early Childhood (EC) Educational Environments (ages 3-5) (cont)

For Selected Disabilities - Within Total Population

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Specific Learning Disability					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
State	**0.1%**	**0.0%**	**0.1%**	**0.0%**	**0.0%**
Speech or Language Impairment					
District	**25.0%**	**0.0%**	**0.0%**	**0.0%**	**10.0%**
All Peer Districts	**25.0%**	**0.0%**	**0.0%**	**0.0%**	**10.0%**
State	**18.5%**	**8.8%**	**0.6%**	**0.0%**	**4.3%**

For Selected Disabilities - Within Disability Group

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	**‡**	**‡**	**‡**	**‡**	**‡**
All Peer Districts	**‡**	**‡**	**‡**	**‡**	**‡**
State	**34.8%**	**9.4%**	**55.0%**	**0.0%**	**0.8%**
Developmental Delay					
District	**72.7%**	**0.0%**	**18.2%**	**0.0%**	**9.1%**
All Peer Districts	**72.7%**	**0.0%**	**18.2%**	**0.0%**	**9.1%**
State	**59.8%**	**9.0%**	**30.1%**	**0.0%**	**1.1%**

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Early Childhood (EC) Educational Environments (ages 3-5) (cont)

For Selected Disabilities - Within Disability Group

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	0.0%	0.0%	0.0%	0.0%	0.0%
State	100.0%	0.0%	0.0%	0.0%	0.0%
Intellectual Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	0.0%	0.0%	0.0%	0.0%	0.0%
State	21.1%	0.0%	78.9%	0.0%	0.0%
Other Health Impairment					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	0.0%	0.0%	0.0%	0.0%	0.0%
State	44.6%	8.3%	46.0%	0.6%	0.6%
Specific Learning Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	0.0%	0.0%	0.0%	0.0%	0.0%
State	57.9%	10.5%	29.8%	0.0%	1.8%
Speech or Language Impairment					
District	‡	‡	‡	‡	‡
All Peer Districts	‡	‡	‡	‡	‡
State	57.5%	27.3%	1.8%	0.1%	13.3%

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State Performance Plan Indicators For Students With IEPs

What is it?

The Individuals with Disabilities Education Act (IDEA 2004) requires states to develop and submit a State Performance Plan (SPP) to the Office of Special Education Programs at the U.S. Department of Education. The SPP is designed to evaluate the state's efforts to implement the requirements and purposes of IDEA and describe how the state will improve its implementation. The plan consists of several priority areas with specific indicators defined for each area. Measurable and rigorous targets are defined for each indicator to show progress throughout the life of the SPP. States are required to publicly report on SPP Indicators 1-14. A link to Part B of the Illinois State Performance Plan can be found at https://www.isbe.net/Pages/General-Supervision.aspx

SPP Indicator	Indicator Description	2024-25 District Data	2024-25 State Target	District Met Target
1	Graduation Percent for students with IEPs (Data lag one year)	*	82.6	N/A
2	Dropout Percent for students with IEPs (Data lag one year)	*	13.7	N/A
3ae4	Reading assessment participation rate for students with IEPs, Grade 4	100.00	95	Yes
3ae8	Reading assessment participation rate for students with IEPs, Grade 8	100.00	95	Yes
3ae11	Reading assessment participation rate for students with IEPs, Grade 11	*	95	N/A
3am4	Math assessment participation rate for students with IEPs, Grade 4	100.00	95	Yes
3am8	Math assessment participation rate for students with IEPs, Grade 8	100.00	95	Yes
3am11	Math assessment participation rate for students with IEPs, Grade 11	*	95	N/A
3be4	Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	35.71	10	Yes
3be8	Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	33.33	7	Yes
3be11	Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	*	7.5	N/A
3bm4	Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	14.29	11	Yes
3bm8	Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	11.11	5.5	Yes
3bm11	Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	*	6.5	N/A
3ce4	Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	14	N/A
3ce8	Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	22.5	N/A

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2024-25 District Data	2024-25 State Target	District Met Target
3ce11	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	22	N/A
3cm4	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	19.5	N/A
3cm8	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	4.5	N/A
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	3.5	N/A
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	6.06	26.5	Yes
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	52.92	32.5	No
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	29	N/A
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	23.69	22.5	No
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	45.14	27	No
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	*	28.5	N/A
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year)	No	No	Yes
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	71.2	53.5	Yes
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	9.0	12.29	Yes
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	0.9	6.35	Yes
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	54.2	48	Yes
6b	Children ages 3-5 in separate special education class, separate school or residential facility	16.7	25.26	Yes

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

State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2024-25 District Data	2024-25 State Target	District Met Target
6c	Children ages 3-5 receiving special education and related services in the home	0.0	0.24	Yes
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	88.89	83.95	Yes
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	50.00	47.2	Yes
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	80.00	84.1	No
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	60.00	45.1	Yes
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	87.50	85.8	Yes
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	60.00	53.4	Yes
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	*	72.5	N/A
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	Yes
11	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	100.00	100	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	100.00	100	Yes
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	*	100	N/A
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	*	29.6	N/A
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	*	63.5	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	*	75.75	N/A

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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
District	*	**100.0%** **110**	**27.3%** **30**	* ‡
State	*	**100.0%** 280,143	**7.1%** 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
District	**95.1%**	**95.2%**	**94.9%**	**‡**	**93.8%**	**94.9%**	**95.9%**	**94.4%**	**94.6%**	**92.0%**	**95.0%**	**95.3%**	**93.5%**
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
District	**94.8%**	**93.2%**	**94.5%**	**95.8%**	**‡**	**93.3%**	**‡**
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
District	**2.8%**	**‡**	**3.2%**	*****	**‡**	**‡**	**‡**	**‡**	**‡**	**‡**	**‡**	**‡**	**‡**
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
District	**‡**	**‡**	**5.0%**	**‡**	*****	**‡**	*****
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
District	**8.7%**	**8.7%**	**8.6%**	*	‡	‡	‡	**15.0%**	‡	‡	‡	**6.8%**	**16.1%**
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
District	**8.8%**	‡	**17.5%**	**14.6%**	‡	*
State	**31.4%**	**52.9%**	**32.6%**	**35.1%**	**20.7%**	**36.9%**

By Grades

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
District	‡	‡	‡	‡	‡	‡	‡	‡	**14.7%**
State	**26.1%**	**21.9%**	**20.2%**	**19.1%**	**18.6%**	**18.4%**	**20.2%**	**22.4%**	**24.2%**

* 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
District	‡	‡	‡	*	‡	‡	‡	‡	‡	‡	‡	‡	‡
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
District	‡	‡	‡
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
District	**13** **2.1%**	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**439,723** 26.3%	**215,363** 26.5%	**224,194** 26.2%	**166** 24.0%	**1,265** 32.3%	**20,437** 21.1%	**86,658** 31.7%	**160,595** 33.9%	**1,361** 24.1%	**388** 27.4%	**21,073** 26.3%	**147,946** 20.1%	**88,871** 26.9%

	English Learners	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	‡ ‡
State	**100,113** 34.3%	**71,738** 27.7%	**253,835** 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
District	‡	*	*	*	‡	*
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
District	‡	*	*	*	‡	*
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
American Indian						
District	*	*	*	*	*	*
State	785	*	*	508	273	4
Asian						
District	*	*	*	*	*	*
State	2,536	1	1	1,747	779	8
Black						
District	*	*	*	*	*	*
State	92,658	163	47	46,987	44,270	1,191
Hispanic						
District	*	*	*	*	*	*
State	63,277	89	26	42,760	20,222	180
Native Hawaiian/ Pacific Islander						
District	‡	*	*	*	‡	*
State	161	*	*	90	71	*
Two or More Races						
District	*	*	*	*	*	*
State	17,629	45	4	9,924	7,512	144
White						
District	‡	*	*	*	‡	*
State	73,171	94	37	45,162	27,564	314

* 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 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
K-8						
District	‡	*	*	*	‡	*
State	124,629	130	31	65,804	57,578	1,086
9-12						
District	‡	*	*	*	‡	*
State	126,559	262	84	82,018	43,435	760

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
Tobacco						
District	*	*	*	*	*	*
State	6,945	1	1	3,977	2,949	17
Alcohol						
District	*	*	*	*	*	*
State	3,020	2	2	1,279	1,726	11
Drug Offences						
District	‡	*	*	*	‡	*
State	9,926	56	14	2,766	6,910	180
Violence with Physical Injury						
District	‡	*	*	*	‡	*
State	14,271	69	20	3,495	10,573	114

* 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
Violence without Physical Injury						
District	‡	*	*	*	‡	*
State	50,061	99	20	20,055	29,245	642
Dangerous Weapon: Firearm						
District	*	*	*	*	*	*
State	469	16	5	94	345	9
Dangerous Weapon: Other						
District	*	*	*	*	*	*
State	1,967	45	10	467	1,376	69
Other Reason						
District	‡	*	*	*	‡	*
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
English Learners						
District	‡	*	*	*	‡	*
State	39,656	45	18	27,369	12,115	109
Students with IEPs						
District	*	*	*	*	*	*
State	67,346	82	1	37,080	29,639	544

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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
Low Income						
District	‡	*	*	*	‡	*
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
Less than 1 day						
District	*	*	*	*	*	*
State	33,424	2	1	29,205	4,201	15
1-2 days						
District	‡	*	*	*	‡	*
State	139,581	76	7	100,634	38,476	388
2-3 days						
District	‡	*	*	*	‡	*
State	37,612	6	1	13,197	24,224	184
3-4 days						
District	‡	*	*	*	‡	*
State	24,082	5	*	3,689	20,239	149
4-10 days						
District	*	*	*	*	*	*
State	11,060	8	*	956	9,896	200

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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
Greater than 10 days						
District	‡	*	*	*	‡	*
State	**5,429**	**295**	**106**	**141**	**3,977**	**910**

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
Female						
District	‡	*	*	*	‡	*
State	**76,447**	**108**	**23**	**44,517**	**31,176**	**623**
Male						
District	‡	*	*	*	‡	*
State	**174,665**	**284**	**92**	**103,262**	**69,804**	**1,223**
Non Binary						
District	*	*	*	*	*	*
State	**76**	*	*	**43**	**33**	*

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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.

2	Exemplary Schools
-	Commendable Schools
-	Lowest Performing Schools
-	Under Performing Schools
-	Intensive Schools

No Data

School Improvement Funds

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.

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
Students with IEPs				
District	* *	* *	* *	* *
State	**4,500** 27.6%	**2,451** 15.0%	**3,790** 23.2%	**5,564** 34.1%
Low Income				
District	* *	* *	* *	* *
State	**16,783** 27.5%	**9,146** 15.0%	**14,025** 23.0%	**21,053** 34.5%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	**2,707** 2.0%	**1,796** 2.6%	**907** 1.3%	**4** 3.4%	**4** 1.3%	**185** 2.3%	**231** 1.1%	**646** 1.7%	* *	**3** 2.2%	**130** 2.1%	**1,508** 2.4%	**308** 1.3%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	* *	* *
State	**186** 1.2%	**522** 2.4%	**132** 0.8%	**944** 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
District	**90.6%**	**93.0%**	**88.3%**	*	‡	**94.3%**	‡	**92.1%**	*	‡	‡	**90.4%**	**87.5%**
State	**72.0%**	**74.8%**	**69.2%**	**71.9%**	**71.7%**	**76.5%**	**72.1%**	**73.8%**	*	**71.3%**	**73.3%**	**70.0%**	**70.4%**

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Student Participation in Fine Arts

	English Learners	Former EL	Students with IEPs	Low Income
District	**93.8%**	**89.4%**	**85.6%**	**94.1%**
State	**77.3%**	**64.7%**	**70.2%**	**72.8%**

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
District	**100.0%**	**100.0%**	**100.0%**	*	‡	**100.0%**	‡	**100.0%**	*	‡	‡	**100.0%**	**100.0%**
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
District	**100.0%**	**100.0%**	**100.0%**	**100.0%**
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
District	**17** **8.3%**	**10** **9.8%**	**‡** **6.8%**	* *	* *	‡ ‡	‡ ‡	‡ **15.6%**	* *	‡ ‡	‡ ‡	‡ **5.9%**	‡ **10.3%**
State	**85,201** 22.3%	**40,290** 21.6%	**44,907** 22.9%	**4** 10.5%	**278** 30.9%	**4,746** 21.3%	**23,143** 36.0%	**30,604** 28.8%	* *	**56** 21.4%	**4,711** 21.7%	**21,663** 13.0%	**18,330** 27.2%

	English Learners	Former EL	Students with IEPs	Low Income
District	**‡** **6.7%**	‡ ‡	**‡** **11.8%**	**‡** **15.0%**
State	**22,723** 28.0%	**1,722** 20.3%	**16,775** 27.7%	**61,853** 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
District	**‡** **0.0%**	‡ ‡	**‡** **0.0%**	* *	* *	‡ ‡	‡ *	‡ ‡	* *	‡ *	‡ *	**‡** **0.0%**	‡ ‡
State	**20,582** 25.3%	**10,051** 26.6%	**10,531** 24.1%	**0** 0.0%	**77** 22.5%	**155** 1.5%	**120** 4.8%	**19,571** 34.9%	* *	**6** 12.2%	**197** 10.2%	**456** 4.3%	**2,906** 19.7%

	English Learners	Former EL	Students with IEPs	Low Income
District	**‡** **0.0%**	‡ *	**‡** ‡	**‡** **0.0%**
State	**20,582** 25.3%	**0** *	**2,711** 19.5%	**15,163** 26.5%

* 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)

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
District	**76** **100.0%**	**39** **100.0%**	**37** **100.0%**	* *	* *	‡ ‡	‡ ‡	**17** ‡	* *	* *	‡ ‡	**50** **100.0%**	**11** ‡
State	**121,111** 94.5%	**59,701** 95.0%	**61,395** 94.1%	**15** 93.8%	**260** 92.5%	**7,278** 96.1%	**18,996** 91.3%	**33,269** 92.7%	* *	**75** 91.5%	**6,368** 94.8%	**54,865** 96.6%	**23,531** 92.8%

	English Learners	Former EL	Students with IEPs	Low Income
District	**24** **100.0%**	‡ ‡	‡ ‡	**21** **100.0%**
State	**26,029** 91.9%	**3,719** 97.2%	**19,629** 92.3%	**61,238** 93.0%

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
District	**81** **100.0%**	**47** **100.0%**	**34** **100.0%**	* *	* *	‡ ‡	* *	**20** **100.0%**	* *	* *	* *	**57** **100.0%**	**15** ‡
State	**117,329** 92.1%	**57,496** 92.6%	**59,805** 91.7%	**28** 96.5%	**260** 84.7%	**7,288** 95.7%	**17,612** 86.4%	**32,268** 90.2%	* *	**90** 93.8%	**5,908** 92.6%	**53,903** 94.9%	**23,732** 90.7%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	**12** ‡	‡ ‡	**29** **100.0%**
State	**19,605** 88.3%	**10,054** 95.8%	**18,791** 90.3%	**57,041** 89.0%

* 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: 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
District	**214** **93.0%**	**93** **91.2%**	**121** **94.5%**	* *	‡ ‡	‡ ‡	‡ ‡	**33** **86.8%**	* *	* *	‡ ‡	**163** **94.8%**	**33** **89.2%**
State	**315,129** 79.6%	**159,710** 82.7%	**155,321** 76.7%	**98** 81.0%	**685** 76.0%	**21,875** 93.2%	**40,658** 64.7%	**83,698** 75.2%	* *	**287** 83.2%	**14,626** 78.5%	**153,300** 86.0%	**59,007** 74.6%

	English Learners	Former EL	Students with IEPs	Low Income
District	**13** ‡	**58** **98.3%**	‡ **90.3%**	**54** **87.1%**
State	**44,416** 70.3%	**36,651** 89.0%	**43,233** 72.9%	**132,376** 70.2%

Elementary/Middle School: Student Discipline

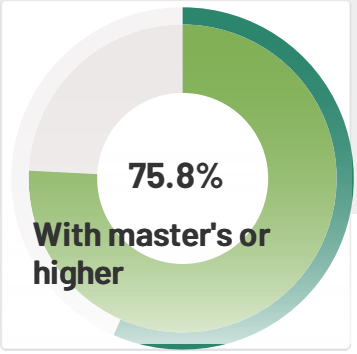
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ **1.7%**	‡ **1.0%**	‡ **2.3%**	* *	‡ ‡	‡ ‡	‡ ‡	‡ **0.0%**	* *	* *	‡ ‡	‡ **2.3%**	‡ **5.4%**
State	**17,819** 4.4%	**5,940** 3.0%	**11,872** 5.7%	**7** 5.4%	**49** 5.2%	**201** 0.8%	**6,878** 10.5%	**3,596** 3.1%	* *	**11** 3.1%	**1,318** 6.8%	**5,766** 3.2%	**5,417** 6.6%

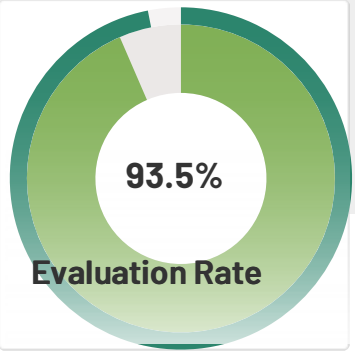
	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	‡ **0.0%**	‡ **3.2%**	‡ **1.6%**
State	**2,270** 3.4%	**626** 1.5%	**4,505** 7.3%	**12,852** 6.6%

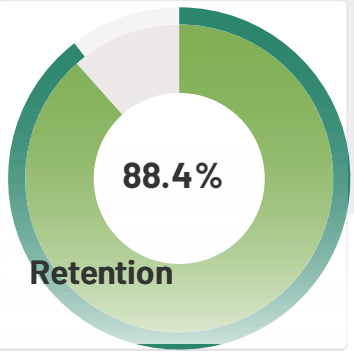
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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
District	**14**	**63.6%**	**93.5%**
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
District	**All**	**100.0%** **49**	* *	* *	* *	**2.0%** **1**	* *	* *	* *	**98.0%** **48**	* *
	Female	**81.8%** **40.1**	* *	* *	* *	**100.0%** **1**	* *	* *	* *	**81.4%** **39.1**	* *
	Male	**18.2%** **8.9**	* *	* *	* *	* *	* *	* *	* *	**18.6%** **8.9**	* *
	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
District	**All**	**100.0%** **50**	* *	* *	* *	**2.0%** **1**	* *	* *	* *	**98.0%** **49**	* *
	Female	**81.8%** **41**	* *	* *	* *	**100.0%** **1**	* *	* *	* *	**81.4%** **40**	* *
	Male	**18.2%** **9**	* *	* *	* *	* *	* *	* *	* *	**18.6%** **9**	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 142079	**0.2%** 351	**2.1%** 3017	**6.3%** 9177	**8.9%** 12734	* *	**0.1%** 118	**1.5%** 2088	**78.9%** 111759	**1.9%** 2770
	Female	**76.5%** 108777	**77.4%** 271	**76.3%** 2308	**78.2%** 7177	**77.7%** 9913	* *	**66.1%** 79	**78.0%** 1636	**76.3%** 85213	**76.6%** 2125
	Male	**23.4%** 33293	**22.6%** 80	**23.6%** 707	**21.7%** 1999	**22.3%** 2821	* *	**33.9%** 39	**22.0%** 452	**23.7%** 26540	**23.4%** 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
District	**24.2%**	*	**21.5%**
State	**42.4%**	**42.4%**	**36.4%**

Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
District	**75.8%**	*	**78.5%**
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 - Elementary	Student-Teacher Ratio - Secondary
District	**17**	*
State	**17**	**17**

* 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
District	**2** **4.0%**	* *	**2** **4.0%**
State	**8,956** 6.5%	**2,511** 8.0%	**1,842** 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
District	**4** **1.7%**	* *	**2** **1.3%**
State	**106,079** 9.7%	**37,367** 16.7%	**13,401** 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
District	**0** **0.0%**	* *	* *
State	**4,653** 3.4%	**1,427** 4.9%	**728** 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
District	**All**	**88.4%**	*	*	**0.0%**	**100.0%**	*	*	*	**88.8%**	*
	Female	**88.1%**	*	*	**0.0%**	**100.0%**	*	*	*	**88.6%**	*
	Male	**90.0%**	*	*	*	*	*	*	*	**90.0%**	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	**89.5%**	**87.4%**	**88.3%**	**84.9%**	**89.1%**	*	**90.3%**	**89.6%**	**89.9%**	**87.1%**
	Female	**89.2%**	**86.9%**	**87.9%**	**85.1%**	**89.3%**	*	**90.7%**	**89.9%**	**89.6%**	**86.8%**
	Male	**90.4%**	**89.0%**	**89.5%**	**84.3%**	**88.7%**	*	**89.5%**	**88.7%**	**91.1%**	**87.9%**
	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
District	**$83,137**
State	**$78,495**

Teacher Evaluation

What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
District	**29** **93.5%**	**0** *	**23** **95.7%**
State	**58,786** 96.9%	**11,415** 92.1%	**18,704** 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
District	**2**
State	**1,102**

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
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	**2,070**	**1,674**	**396**	*	**4**	**61**	**128**	**169**	**1**	**1**	**56**	**1,628**	*

* 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).

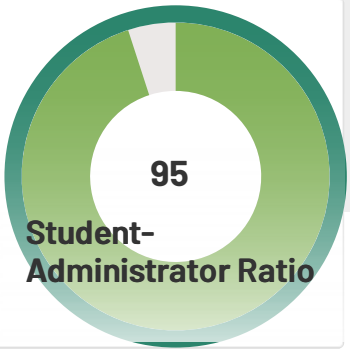
	All Schools	High Poverty Schools	Low Poverty Schools
District	**14**	*	*
State	**14**	*	*

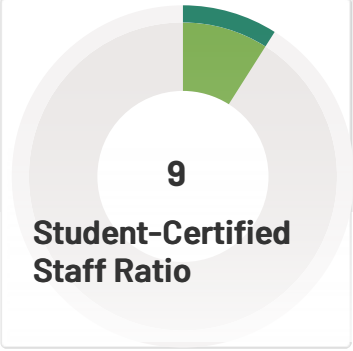
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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.





3 principal(s) over the past 6 years

Principal Turnover

Student-To-Staff Ratios

What is it?

This shows the average number of students per certified staff member and the average number of students per administrator.

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	**9**	**95**
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
District	**All**	**100.0%** **7**	* *	* *	* *	* *	* *	* *	* *	**100.0%** **7**	* *
	Female	**57.1%** **4**	* *	* *	* *	* *	* *	* *	* *	**57.1%** **4**	* *
	Male	**42.9%** **3**	* *	* *	* *	* *	* *	* *	* *	**42.9%** **3**	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 13632	**0.2%** 28.2	**1.1%** 151.2	**14.5%** 1978.6	**6.6%** 898.7	* *	**0.1%** 6.8	**1.4%** 189.6	**74.4%** 10143	**1.7%** 231
	Female	**61.0%** 8317.9	**74.7%** 21.1	**62.8%** 95	**73.4%** 1451.6	**66.2%** 595.1	* *	**58.5%** 4	**73.0%** 138.4	**57.6%** 5847	**69.7%** 160.9
	Male	**39.0%** 5314	**25.3%** 7.1	**37.2%** 56.2	**26.6%** 526.9	**33.8%** 303.6	* *	**41.5%** 2.8	**27.0%** 51.2	**42.4%** 4296.1	**30.3%** 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.

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
District	**3**
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	**$142,174**
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
District	* *	* *	* *
State	**1,220** 9.0%	**284** 12.1%	**241** 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
District	*	*	**0.5**	**2**
State	**3767.5**	**1279**	**2121.8**	**4396.2**

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

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
District	*	*	1,336	337
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.

Civil Rights Data Collection
(2021-22)

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
District	**0.0%**	**0.3%**	**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.

Student Environment (cont)

	Incidents of Harassment or Bullying	Incidents of Violence	Number of Schools with Incidents of Violence	
			Firearm	Homicide
District	**0.0%**	**0.0%**	**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.

			Advanced Placement Course Work	
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
District	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**
State	**3.9%** 70,447	**7.6%** 137,290	**0.4%** 6,371	**4.4%** 78,721

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

About the data

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations of interest. National NAEP reports information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at Grades 4, 8, and 12.

Inclusion Rate and Standard Error in NAEP

What is it?

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see The Nation's Report Card.

Percentage of students identified With Disabilities and English Learners - Reading

	Grade 4 English Language Learners		Grade 8 English Language Learners	
Jurisdiction	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	**91**	**1.4**	**89**	**1.7**

Percentage of students identified With Disabilities and English Learners - Mathematics

	Grade 4 English Language Learners		Grade 8 English Language Learners	
Jurisdiction	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	**92**	**1.4**	**90**	**1.7**

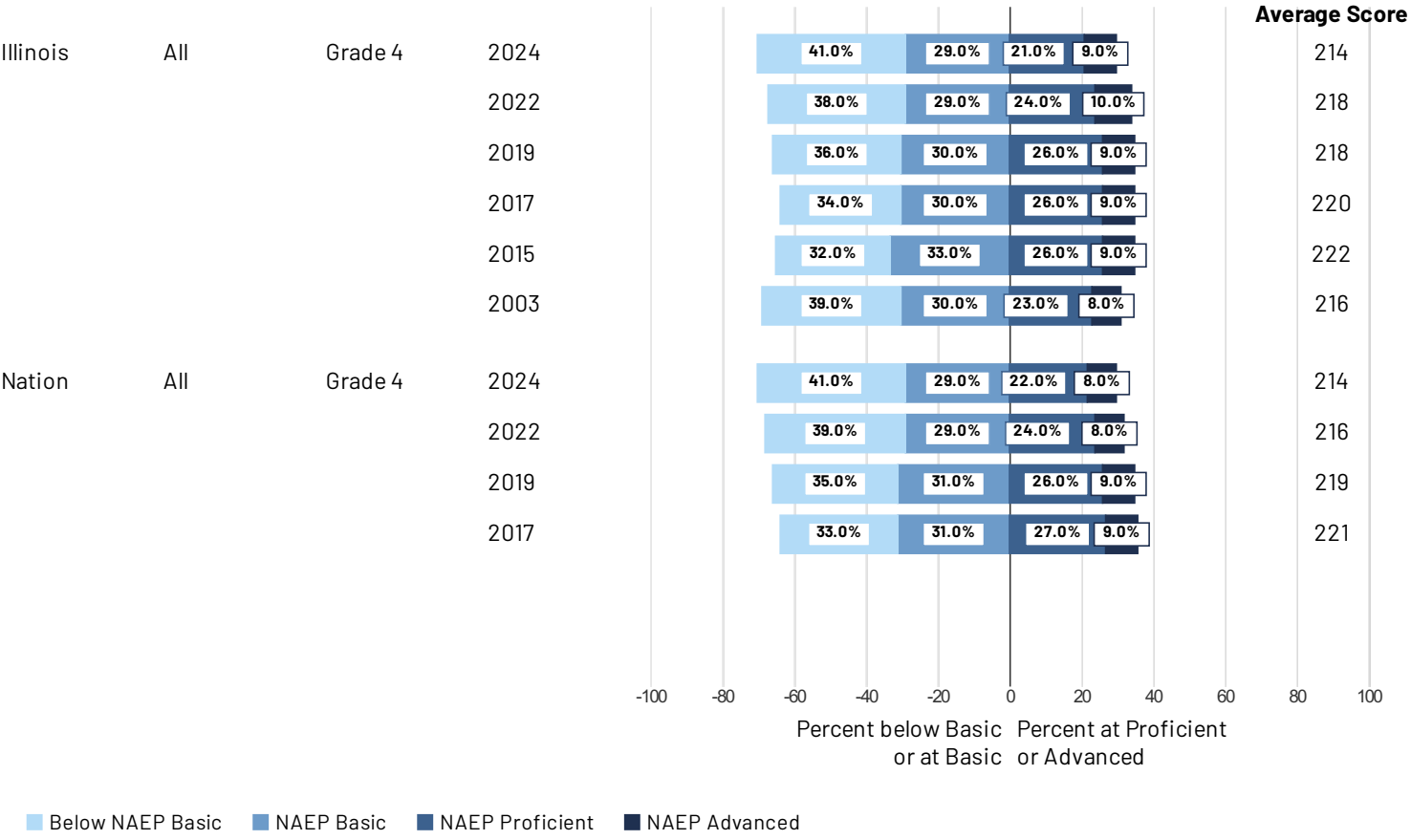
NAEP Achievement-Level Percentages and Average Score Results

What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see The Nation's Report Card.

Reading - Grade 4

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 4	2024	41.0% | 29.0% | 21.0% | 9.0%	214
			2022	38.0% | 29.0% | 24.0% | 10.0%	218
			2019	36.0% | 30.0% | 26.0% | 9.0%	218
			2017	34.0% | 30.0% | 26.0% | 9.0%	220
			2015	32.0% | 33.0% | 26.0% | 9.0%	222
			2003	39.0% | 30.0% | 23.0% | 8.0%	216
Nation	All	Grade 4	2024	41.0% | 29.0% | 22.0% | 8.0%	214
			2022	39.0% | 29.0% | 24.0% | 8.0%	216
			2019	35.0% | 31.0% | 26.0% | 9.0%	219
			2017	33.0% | 31.0% | 27.0% | 9.0%	221



* Significantly different (p < .05) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

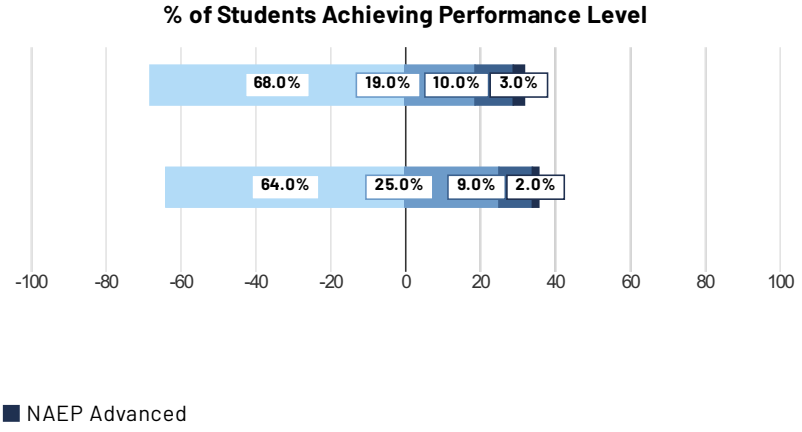
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Reading - Grade 4

Level	Demographics	Grade	Year
Illinois	Students with Disabilities	Grade 4	2024
	English Language Learners	Grade 4	2024



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabiliation Act of 1973.

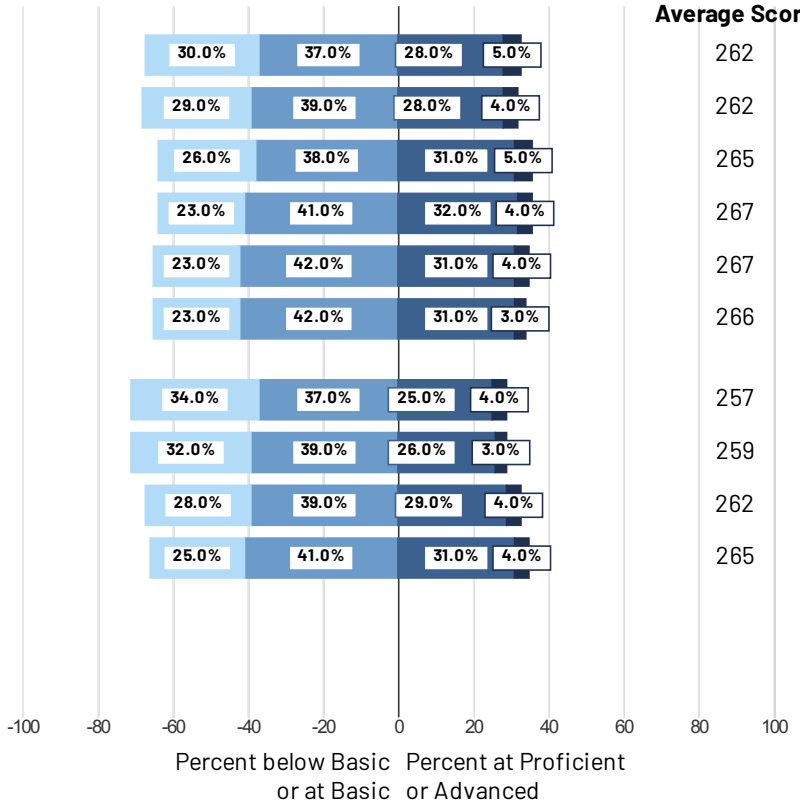
NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

NAEP Achievement-Level Percentages and Average Score Results (cont)

Reading - Grade 8

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 8	2024	30.0% | 37.0% | 28.0% | 5.0%	262
			2022	29.0% | 39.0% | 28.0% | 4.0%	262
			2019	26.0% | 38.0% | 31.0% | 5.0%	265
			2017	23.0% | 41.0% | 32.0% | 4.0%	267
			2015	23.0% | 42.0% | 31.0% | 4.0%	267
			2003	23.0% | 42.0% | 31.0% | 3.0%	266
Nation	All	Grade 8	2024	34.0% | 37.0% | 25.0% | 4.0%	257
			2022	32.0% | 39.0% | 26.0% | 3.0%	259
			2019	28.0% | 39.0% | 29.0% | 4.0%	262
			2017	25.0% | 41.0% | 31.0% | 4.0%	265



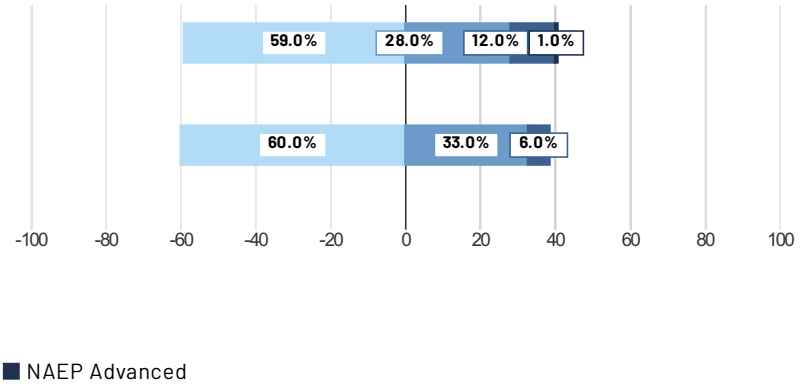
* Significantly different (p < .05) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results (cont)

Reading - Grade 8

Level	Demographics	Grade	Year
Illinois	Students with Disabilities	Grade 8	2024
	English Language Learners	Grade 8	2024



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabiliation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

Results for Student Groups

What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see The Nation's Report Card.

Results for Student Groups in 2024 - Reading - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP Basic	Percentage at or above NAEP Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	5.0%	239	83.0%	57.0%	22.0%
Black	18.0%	198	43.0%	18.0%	5.0%
Hispanic	27.0%	202	46.0%	21.0%	4.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	225	69.0%	44.0%	18.0%
White	46.0%	224	70.0%	37.0%	12.0%
Gender					
Female	49.0%	218	63.0%	33.0%	10.0%
Male	51.0%	210	56.0%	28.0%	8.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	52.0%	199	45.0%	18.0%	3.0%
Not Eligible NSLP	48.0%	230	75.0%	44.0%	15.0%

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Results for Student Groups (cont)

Results for Student Groups in 2024 - Reading - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP Basic	Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	6.0%	284	89.0%	56.0%	14.0%
Black	14.0%	242	50.0%	16.0%	1.0%
Hispanic	28.0%	252	61.0%	24.0%	2.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	269	76.0%	40.0%	6.0%
White	47.0%	270	79.0%	40.0%	6.0%
Gender					
Female	48.0%	266	73.0%	36.0%	6.0%
Male	52.0%	258	67.0%	30.0%	4.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	47.0%	246	55.0%	19.0%	1.0%
Not Eligible NSLP	52.0%	276	83.0%	46.0%	8.0%

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

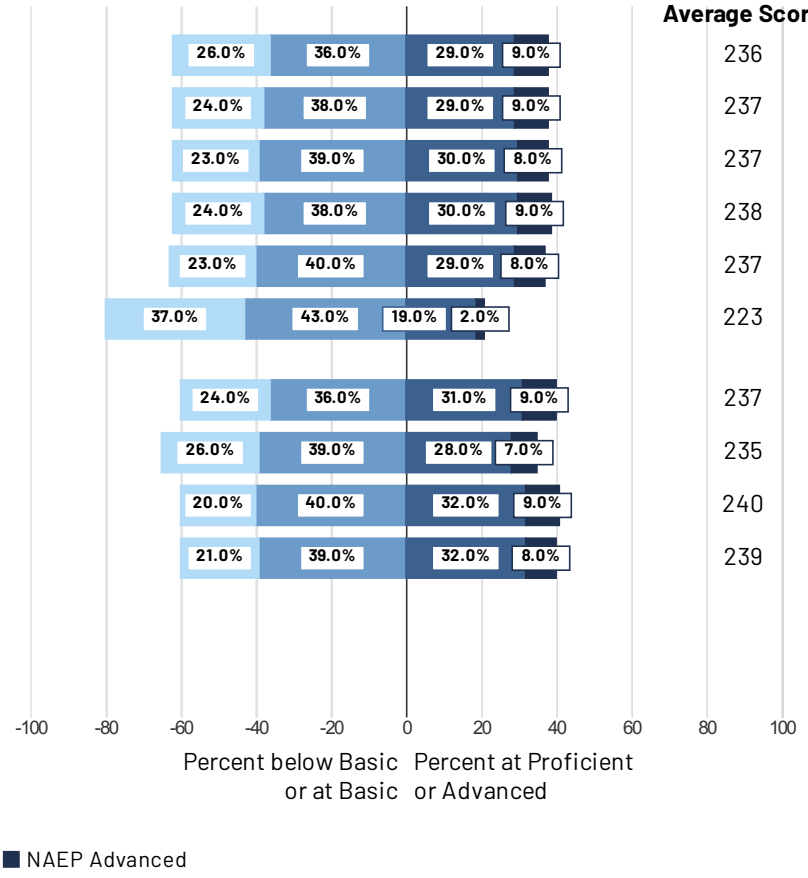
NAEP Achievement-Level Percentages and Average Score Results

What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see The Nation's Report Card.

Mathematics - Grade 4

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 4	2024	26.0% | 36.0% | 29.0% | 9.0%	236
			2022	24.0% | 38.0% | 29.0% | 9.0%	237
			2019	23.0% | 39.0% | 30.0% | 8.0%	237
			2017	24.0% | 38.0% | 30.0% | 9.0%	238
			2015	23.0% | 40.0% | 29.0% | 8.0%	237
			2000	37.0% | 43.0% | 19.0% | 2.0%	223
Nation	All	Grade 4	2024	24.0% | 36.0% | 31.0% | 9.0%	237
			2022	26.0% | 39.0% | 28.0% | 7.0%	235
			2019	20.0% | 40.0% | 32.0% | 9.0%	240
			2017	21.0% | 39.0% | 32.0% | 8.0%	239



* Significantly different (p < .05) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

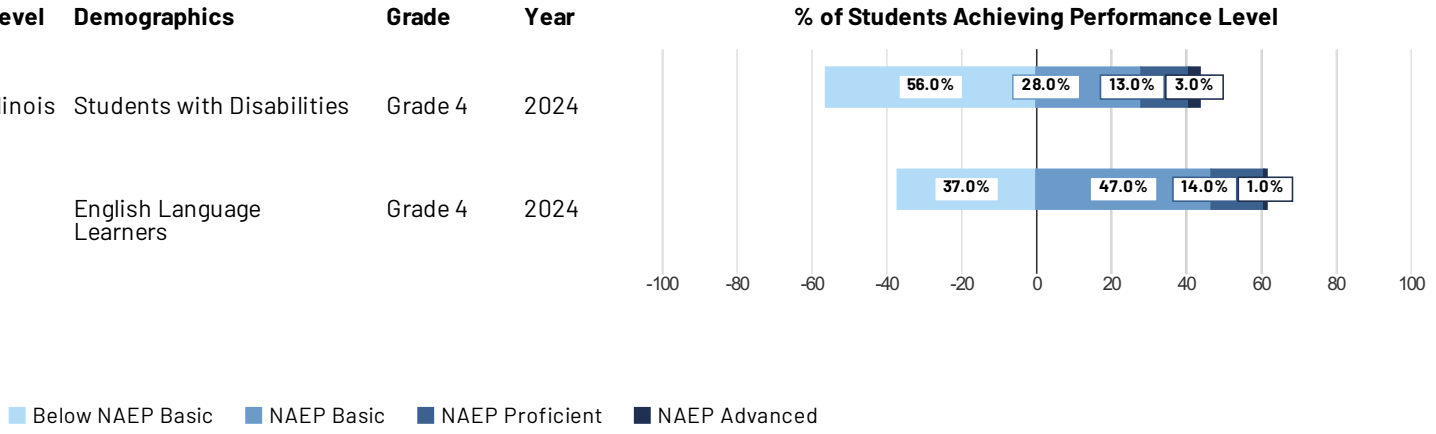
NAEP Achievement-Level Percentages and Average Score Results

What is it?

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Mathematics - Grade 4

Level	Demographics	Grade	Year
Illinois	Students with Disabilities	Grade 4	2024
	English Language Learners	Grade 4	2024



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabiliation Act of 1973.

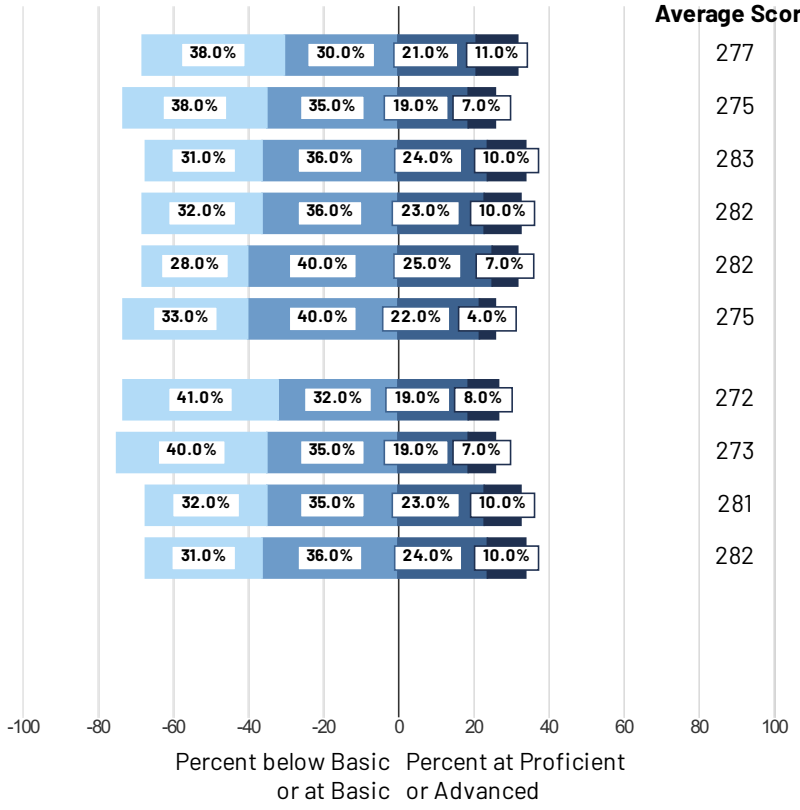
NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

NAEP Achievement-Level Percentages and Average Score Results (cont)

Mathematics - Grade 8

Level	Demographics	Grade	Year	% of Students Achieving Performance Level				Average Score
				Below NAEP Basic	NAEP Basic	NAEP Proficient	NAEP Advanced	
Illinois	All	Grade 8	2024	38.0%	30.0%	21.0%	11.0%	277
			2022	38.0%	35.0%	19.0%	7.0%	275
			2019	31.0%	36.0%	24.0%	10.0%	283
			2017	32.0%	36.0%	23.0%	10.0%	282
			2015	28.0%	40.0%	25.0%	7.0%	282
			2000	33.0%	40.0%	22.0%	4.0%	275
Nation	All	Grade 8	2024	41.0%	32.0%	19.0%	8.0%	272
			2022	40.0%	35.0%	19.0%	7.0%	273
			2019	32.0%	35.0%	23.0%	10.0%	281
			2017	31.0%	36.0%	24.0%	10.0%	282



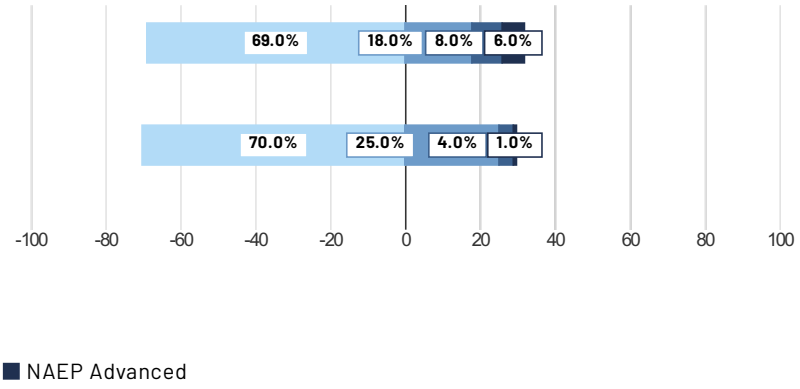
* Significantly different (p < .05) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results (cont)

Mathematics - Grade 8

Level	Demographics	Grade	Year
Illinois	Students with Disabilities	Grade 8	2024
	English Language Learners	Grade 8	2024



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabiliation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

Results for Student Groups

What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see The Nation's Report Card.

Results for Student Groups in 2024 - Math - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP Basic	Percentage at or above NAEP Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	5.0%	259	92.0%	62.0%	26.0%
Black	18.0%	217	54.0%	18.0%	1.0%
Hispanic	27.0%	223	62.0%	20.0%	3.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	240	79.0%	45.0%	10.0%
White	46.0%	249	86.0%	53.0%	13.0%
Gender					
Female	49.0%	234	73.0%	36.0%	7.0%
Male	51.0%	238	75.0%	40.0%	11.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	52.0%	222	61.0%	21.0%	2.0%
Not Eligible NSLP	48.0%	251	88.0%	56.0%	15.0%

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Results for Student Groups (cont)

Results for Student Groups in 2024 - Math - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP Basic	Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	6.0%	309	87.0%	61.0%	30.0%
Black	14.0%	250	35.0%	9.0%	2.0%
Hispanic	29.0%	262	48.0%	18.0%	4.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	286	62.0%	36.0%	18.0%
White	47.0%	290	75.0%	44.0%	15.0%
Gender					
Female	48.0%	274	61.0%	28.0%	8.0%
Male	52.0%	280	63.0%	36.0%	13.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	48.0%	259	44.0%	15.0%	3.0%
Not Eligible NSLP	51.0%	295	79.0%	49.0%	18.0%

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.