

Locust Elem School (PK - 3)

MARENGO-UNION E CONS D 165



2022 - 2023

Principal

Mrs. Suellen Lopez
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Address

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District Superintendent

Dr. Lea Damisch

<http://marengo165.org>

District Provided Statement

Not available.

About the Report Card

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

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

For additional information, refer to the [Public Business Rules for 2021 Report Card Metrics](#) and the [2021 Glossary of Terms](#).

School Snapshot

Site-Based Expenditure Per Student Spending : \$8,428

Average Class Size : *

Chronic Absenteeism : 29.5%

Teacher Retention : 87.1%

Senate District : 32 **House District :** 63

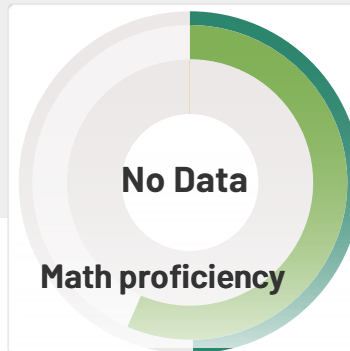
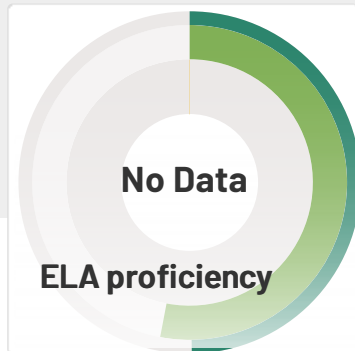
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About the data

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



IAR

What is it?

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

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

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

Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	14.9%	20.7%	24.8%	39.7%	0.0%	8.3%	13.2%	30.6%	31.4%	16.5%
District	14.9%	20.7%	24.8%	39.7%	0.0%	8.3%	13.2%	30.6%	31.4%	16.5%
State	31.2%	19.4%	20.5%	27.1%	1.7%	19.9%	23.5%	23.6%	26.8%	6.2%
White										
School	10.1%	17.7%	26.6%	45.6%	0.0%	5.1%	8.9%	30.4%	38.0%	17.7%
District	10.1%	17.7%	26.6%	45.6%	0.0%	5.1%	8.9%	30.4%	38.0%	17.7%
State	19.7%	18.5%	24.0%	35.6%	2.3%	10.5%	19.0%	25.5%	36.4%	8.7%
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	50.3%	21.1%	15.4%	12.8%	0.4%	39.5%	28.8%	19.8%	11.0%	0.9%
Male										
School	19.2%	17.8%	23.3%	39.7%	0.0%	8.2%	15.1%	26.0%	30.1%	20.5%
District	19.2%	17.8%	23.3%	39.7%	0.0%	8.2%	15.1%	26.0%	30.1%	20.5%
State	34.4%	20.1%	20.5%	23.8%	1.1%	19.8%	21.9%	22.9%	28.1%	7.3%
Female										
School	8.3%	25.0%	27.1%	39.6%	0.0%	8.3%	10.4%	37.5%	33.3%	10.4%
District	8.3%	25.0%	27.1%	39.6%	0.0%	8.3%	10.4%	37.5%	33.3%	10.4%
State	27.9%	18.6%	20.5%	30.6%	2.4%	20.0%	25.1%	24.3%	25.5%	5.1%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	33.3%	0.0%	33.3%	33.3%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%

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

Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	18.2%	30.3%	24.2%	27.3%	0.0%	15.2%	18.2%	36.4%	21.2%	9.1%
District	18.2%	30.3%	24.2%	27.3%	0.0%	15.2%	18.2%	36.4%	21.2%	9.1%
State	43.6%	21.6%	17.7%	16.5%	0.7%	27.2%	30.6%	23.8%	16.4%	2.0%
Asian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	14.0%	12.1%	20.0%	48.4%	5.5%	5.8%	12.1%	19.6%	42.6%	19.9%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	20.0%	20.0%	26.0%	33.0%	1.0%	16.0%	23.0%	20.0%	33.0%	8.0%
American Indian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	48.3%	17.7%	17.4%	15.6%	0.9%	29.3%	23.5%	25.0%	19.5%	2.7%
Two or More Races										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	27.7%	17.9%	21.2%	30.6%	2.7%	18.7%	21.6%	22.7%	29.0%	7.9%

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Academic Progress

IAR (cont)

Grade 3

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	42.9%	28.6%	9.5%	19.0%	0.0%	19.0%	23.8%	33.3%	9.5%	14.3%
District	42.9%	28.6%	9.5%	19.0%	0.0%	19.0%	23.8%	33.3%	9.5%	14.3%
State	55.2%	18.9%	13.7%	11.6%	0.6%	39.4%	25.8%	17.4%	14.7%	2.8%
Students with IEPs										
School	57.1%	28.6%	7.1%	7.1%	0.0%	28.6%	21.4%	42.9%	0.0%	7.1%
District	57.1%	28.6%	7.1%	7.1%	0.0%	28.6%	21.4%	42.9%	0.0%	7.1%
State	61.2%	18.5%	11.6%	8.3%	0.3%	44.1%	26.2%	15.7%	12.0%	2.0%
Non-IEP										
School	9.3%	19.6%	27.1%	43.9%	0.0%	5.6%	12.1%	29.0%	35.5%	17.8%
District	9.3%	19.6%	27.1%	43.9%	0.0%	5.6%	12.1%	29.0%	35.5%	17.8%
State	25.9%	19.5%	22.1%	30.5%	2.0%	15.6%	23.0%	25.0%	29.5%	7.0%
English Learners										
School	29.4%	35.3%	17.6%	17.6%	0.0%	23.5%	23.5%	35.3%	11.8%	5.9%
District	29.4%	35.3%	17.6%	17.6%	0.0%	23.5%	23.5%	35.3%	11.8%	5.9%
State	50.3%	21.7%	16.1%	11.7%	0.2%	29.2%	30.9%	23.3%	15.1%	1.4%
Non-English Learners										
School	12.5%	18.3%	26.0%	43.3%	0.0%	5.8%	11.5%	29.8%	34.6%	18.3%
District	12.5%	18.3%	26.0%	43.3%	0.0%	5.8%	11.5%	29.8%	34.6%	18.3%
State	26.8%	18.8%	21.5%	30.7%	2.1%	17.7%	21.7%	23.7%	29.6%	7.3%

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Academic Progress

IAR (cont)

Grade 3

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	18.3%	23.3%	26.7%	31.7%	0.0%	10.0%	15.0%	30.0%	35.0%	10.0%
District	18.3%	23.3%	26.7%	31.7%	0.0%	10.0%	15.0%	30.0%	35.0%	10.0%
State	44.7%	22.0%	17.8%	15.1%	0.5%	30.5%	29.5%	22.8%	15.5%	1.7%
Non Low Income										
School	11.5%	18.0%	23.0%	47.5%	0.0%	6.6%	11.5%	31.1%	27.9%	23.0%
District	11.5%	18.0%	23.0%	47.5%	0.0%	6.6%	11.5%	31.1%	27.9%	23.0%
State	17.2%	16.7%	23.3%	39.7%	3.1%	8.9%	17.1%	24.5%	38.6%	10.9%
Homeless										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	58.9%	19.7%	12.5%	8.7%	0.2%	44.3%	27.6%	17.7%	9.8%	0.6%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	55.5%	22.7%	13.5%	8.2%	0.1%	41.4%	29.5%	19.3%	9.4%	0.4%
Military										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	24.5%	20.5%	21.1%	31.9%	2.0%	16.4%	22.7%	24.4%	31.3%	5.2%

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Academic Progress

IAR (cont)

Grade 3 - Accountability Proficiency

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	15.7%	21.8%	26.1%	41.8%	0.0%	8.7%	13.9%	32.2%	33.1%	17.4%
District	15.7%	21.8%	26.1%	41.8%	0.0%	8.7%	13.9%	32.2%	33.1%	17.4%
State	32.3%	20.0%	21.2%	28.1%	1.8%	20.5%	24.2%	24.4%	27.7%	6.4%
White										
School	10.7%	18.7%	28.0%	48.0%	0.0%	5.3%	9.3%	32.0%	40.0%	18.7%
District	10.7%	18.7%	28.0%	48.0%	0.0%	5.3%	9.3%	32.0%	40.0%	18.7%
State	20.4%	19.2%	24.9%	37.0%	2.4%	10.9%	19.7%	26.5%	37.8%	9.0%
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	52.3%	21.9%	16.0%	13.3%	0.4%	40.9%	29.8%	20.5%	11.4%	1.0%
Male										
School	20.2%	18.8%	24.5%	41.8%	0.0%	8.7%	15.9%	27.4%	31.7%	21.6%
District	20.2%	18.8%	24.5%	41.8%	0.0%	8.7%	15.9%	27.4%	31.7%	21.6%
State	35.6%	20.8%	21.2%	24.6%	1.2%	20.4%	22.6%	23.6%	29.0%	7.5%
Female										
School	8.8%	26.3%	28.5%	41.7%	0.0%	8.8%	11.0%	39.5%	35.1%	11.0%
District	8.8%	26.3%	28.5%	41.7%	0.0%	8.8%	11.0%	39.5%	35.1%	11.0%
State	28.9%	19.2%	21.2%	31.7%	2.5%	20.7%	25.9%	25.1%	26.3%	5.3%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	35.1%	0.0%	35.1%	35.1%	0.0%	0.0%	35.1%	70.2%	0.0%	0.0%

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Academic Progress

IAR (cont)

Grade 3 - Accountability Proficiency

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School	19.1%	31.9%	25.5%	28.7%	0.0%	16.0%	19.1%	38.3%	22.3%	9.6%
District	19.1%	31.9%	25.5%	28.7%	0.0%	16.0%	19.1%	38.3%	22.3%	9.6%
State	44.7%	22.2%	18.2%	16.9%	0.7%	27.9%	31.3%	24.3%	16.8%	2.1%
Asian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	14.2%	12.2%	20.3%	49.0%	5.6%	5.9%	12.2%	19.8%	43.1%	20.2%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	20.6%	20.6%	26.8%	34.1%	1.0%	16.5%	23.7%	20.6%	34.1%	8.3%
American Indian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	49.1%	18.0%	17.7%	15.8%	0.9%	29.8%	23.9%	25.5%	19.9%	2.8%
Two or More Races										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	28.4%	18.3%	21.7%	31.4%	2.8%	19.1%	22.2%	23.3%	29.8%	8.1%

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Academic Progress

IAR (cont)

Grade 3 - Accountability Proficiency

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	45.1%	30.1%	10.0%	20.1%	0.0%	20.1%	25.1%	35.1%	10.0%	15.0%
District	45.1%	30.1%	10.0%	20.1%	0.0%	20.1%	25.1%	35.1%	10.0%	15.0%
State	56.8%	19.5%	14.1%	12.0%	0.6%	40.5%	26.5%	17.8%	15.1%	2.9%
Students with IEPs										
School	60.2%	30.1%	7.5%	7.5%	0.0%	30.1%	22.6%	45.1%	0.0%	7.5%
District	60.2%	30.1%	7.5%	7.5%	0.0%	30.1%	22.6%	45.1%	0.0%	7.5%
State	62.9%	19.0%	12.0%	8.5%	0.4%	45.2%	26.9%	16.2%	12.3%	2.0%
Non-IEP										
School	9.8%	20.7%	28.5%	46.2%	0.0%	5.9%	12.8%	30.5%	37.4%	18.7%
District	9.8%	20.7%	28.5%	46.2%	0.0%	5.9%	12.8%	30.5%	37.4%	18.7%
State	26.8%	20.2%	22.9%	31.6%	2.1%	16.1%	23.7%	25.9%	30.5%	7.2%
English Learners										
School	31.0%	37.2%	18.6%	18.6%	0.0%	24.8%	24.8%	37.2%	12.4%	6.2%
District	31.0%	37.2%	18.6%	18.6%	0.0%	24.8%	24.8%	37.2%	12.4%	6.2%
State	49.9%	21.5%	16.0%	11.6%	0.2%	29.0%	30.7%	23.1%	15.0%	1.4%
Non-English Learners										
School	13.2%	19.2%	27.3%	45.6%	0.0%	6.1%	12.2%	31.4%	36.4%	19.2%
District	13.2%	19.2%	27.3%	45.6%	0.0%	6.1%	12.2%	31.4%	36.4%	19.2%
State	28.0%	19.7%	22.5%	32.1%	2.2%	18.5%	22.6%	24.7%	30.8%	7.6%

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Academic Progress

IAR (cont)

Grade 3 - Accountability Proficiency

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School	19.3%	24.6%	28.1%	33.3%	0.0%	10.5%	15.8%	31.6%	36.8%	10.5%
District	19.3%	24.6%	28.1%	33.3%	0.0%	10.5%	15.8%	31.6%	36.8%	10.5%
State	46.1%	22.7%	18.4%	15.6%	0.5%	31.4%	30.4%	23.5%	16.0%	1.8%
Non Low Income										
School	12.1%	19.0%	24.2%	50.0%	0.0%	6.9%	12.1%	32.8%	29.3%	24.2%
District	12.1%	19.0%	24.2%	50.0%	0.0%	6.9%	12.1%	32.8%	29.3%	24.2%
State	17.8%	17.2%	24.2%	41.1%	3.2%	9.2%	17.7%	25.3%	40.0%	11.2%
Homeless										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	56.9%	19.1%	12.1%	8.4%	0.2%	42.6%	26.5%	17.0%	9.4%	0.6%
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	57.4%	23.5%	14.0%	8.5%	0.1%	42.6%	30.4%	19.8%	9.7%	0.4%
Military										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.4%	21.3%	21.9%	33.2%	2.1%	16.9%	23.4%	25.2%	32.3%	5.4%

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DLM

What is it?

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

- Level 1 – Entry: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
 - Level 2 – Foundational: The student’s understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
 - Level 3 – Satisfactory: The student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
 - Level 4 – Mastery: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.
-

Academic Progress

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.3%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
White								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	73.2%	12.3%	14.0%	0.5%	76.1%	10.5%	8.8%	4.6%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	66.6%	17.0%	15.7%	0.8%	73.9%	11.0%	9.7%	5.5%
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.5%	13.9%	12.9%	0.6%	74.9%	8.8%	10.6%	5.7%
Female								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	71.9%	15.2%	12.7%	0.2%	77.6%	12.5%	7.7%	2.2%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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

Academic Progress

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	73.9%	14.9%	11.0%	0.2%	76.3%	8.3%	11.4%	3.9%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	84.4%	10.0%	4.4%	1.1%	83.1%	5.6%	9.0%	2.2%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	33.3%	66.7%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.7%	17.1%	12.2%	0.0%	70.7%	13.4%	8.5%	7.3%

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Academic Progress

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.4%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.4%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.7%	13.9%	9.8%	0.6%	76.3%	8.3%	11.0%	4.4%
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	70.9%	14.5%	14.1%	0.4%	75.5%	10.6%	9.2%	4.7%

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Academic Progress

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.0%	14.4%	14.0%	0.6%	73.8%	10.6%	10.4%	5.1%
Non Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.7%	14.2%	10.8%	0.3%	79.1%	8.8%	8.4%	3.7%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.7%	16.2%	8.1%	0.0%	84.2%	2.6%	10.5%	2.6%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.0%	12.0%	12.0%	0.0%	64.0%	24.0%	4.0%	8.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	55.6%	11.1%	33.3%	0.0%	55.6%	11.1%	22.2%	11.1%

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Academic Progress

DLM (cont)

Grade 3 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.7%	15.0%	13.5%	0.5%	79.3%	10.4%	10.2%	4.8%
White								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	76.6%	12.9%	14.6%	0.5%	79.6%	11.0%	9.2%	4.8%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.1%	17.9%	16.5%	0.8%	77.8%	11.5%	10.2%	5.8%
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	76.0%	14.6%	13.5%	0.7%	78.5%	9.2%	11.1%	6.0%
Female								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.1%	15.9%	13.2%	0.2%	81.1%	13.0%	8.1%	2.3%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 3 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	77.5%	15.6%	11.5%	0.2%	80.0%	8.7%	12.0%	4.1%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	86.0%	10.2%	4.5%	1.1%	84.7%	5.7%	9.2%	2.3%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	105.3%	0.0%	0.0%	0.0%	105.3%	0.0%	0.0%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	35.1%	70.2%	0.0%	0.0%	35.1%	70.2%	0.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	74.5%	18.0%	12.8%	0.0%	74.5%	14.1%	9.0%	7.7%

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Academic Progress

DLM (cont)

Grade 3 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.8%	15.0%	13.4%	0.5%	79.3%	10.4%	10.2%	4.8%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	75.8%	15.0%	13.4%	0.5%	79.3%	10.4%	10.2%	4.8%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	0.0%	105.3%	0.0%	105.3%	0.0%	0.0%	0.0%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	78.4%	14.4%	10.1%	0.6%	79.1%	8.6%	11.4%	4.5%
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.6%	15.3%	14.9%	0.5%	79.4%	11.2%	9.6%	5.0%

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Academic Progress

DLM (cont)

Grade 3 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.4%	15.1%	14.7%	0.6%	77.4%	11.1%	10.9%	5.4%
Non Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	78.1%	14.8%	11.3%	0.4%	82.7%	9.2%	8.8%	3.9%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.6%	16.2%	8.1%	0.0%	84.2%	2.6%	10.5%	2.6%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	80.0%	12.6%	12.6%	0.0%	67.4%	25.3%	4.2%	8.4%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	58.5%	11.7%	35.1%	0.0%	58.5%	11.7%	23.4%	11.7%

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ISA

What is it?

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

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

Academic Progress

Proficiency

What is it?

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

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	38.4% *	37.7% *	39.6% *	* *	44.4% *	‡ *	25.7% *	* *	* *	‡ *	‡ *	16.0% *
District	38.8% *	34.3% *	44.6% *	* *	41.0% *	‡ *	33.9% *	‡ *	‡ *	‡ *	40.9% *	16.7% *
State	34.6% *	30.3% *	39.1% *	58.8% *	44.9% *	16.1% *	22.2% *	62.8% *	41.9% *	27.8% *	38.6% *	15.6% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	5.6% *	17.6% *	31.1% *	‡ *	* *	‡ *	‡ *
District	5.0% *	20.0% *	29.9% *	45.5% *	* *	‡ *	‡ *
State	8.7% *	9.4% *	19.9% *	11.7% *	9.0% *	12.6% *	38.3% *

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	47.2% *	49.4% *	43.8% *	* *	54.3% *	‡ *	31.4% *	* *	* *	‡ *	‡ *	24.0% *
District	35.7% *	38.9% *	31.6% *	* *	39.3% *	‡ *	27.9% *	‡ *	‡ *	‡ *	45.5% *	16.7% *
State	26.9% *	28.4% *	25.2% *	42.2% *	36.7% *	8.0% *	14.3% *	60.9% *	32.7% *	20.7% *	30.0% *	13.1% *

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

Academic Progress

Proficiency (cont)

Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	11.1% *	17.6% *	44.3% *	‡ *	* *	‡ *	‡ *
District	5.0% *	11.0% *	26.9% *	27.3% *	* *	‡ *	‡ *
State	7.9% *	7.7% *	12.5% *	6.2% *	6.5% *	6.7% *	28.9% *

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	* *	* *	‡ *	‡ *	‡ *
District	52.0% *	54.0% *	50.0% *	* *	58.0% *	‡ *	42.0% *	‡ *	‡ *	‡ *	‡ *	22.0% *
State	51.0% *	51.0% *	51.0% *	74.0% *	65.0% *	25.0% *	38.0% *	76.0% *	56.0% *	44.0% *	55.0% *	29.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡ *	‡ *	‡ *	‡ *	* *	‡ *	‡ *
District	0.0% *	11.0% *	36.0% *	‡ *	* *	‡ *	‡ *
State	18.0% *	17.0% *	35.0% *	24.0% *	28.0% *	25.0% *	57.0% *

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Academic Progress

Proficiency (cont)

ELA - All Tests - Accountability Proficiency

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	‡	*	‡	*	‡	‡	‡	‡	*
District	*	*	*	*	*	‡	*	‡	‡	‡	*	*
State	35.6%	31.1%	40.3%	61.1%	46.4%	16.5%	22.7%	64.2%	42.8%	28.2%	39.4%	15.9%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	‡	‡	‡	‡
District	*	*	*	*	*	‡	‡
State	8.8%	9.3%	20.4%	11.2%	8.5%	12.4%	39.5%

Mathematics - All Tests - Accountability Proficiency

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	‡	*	‡	*	‡	‡	‡	‡	*
District	*	*	*	*	*	‡	*	‡	‡	‡	*	*
State	27.6%	29.1%	25.9%	43.3%	37.9%	8.1%	14.6%	62.2%	33.3%	21.0%	30.6%	13.3%

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Academic Progress

Proficiency (cont)

Mathematics - All Tests - Accountability Proficiency

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	‡	‡	‡	‡
District	*	*	*	*	*	‡	‡
State	8.0%	7.6%	12.8%	5.9%	6.1%	6.5%	29.8%

Science - All Tests - Accountability Proficiency

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	*	*	‡	*	‡	‡	‡	‡	*
State	52.1%	52.1%	52.2%	72.5%	66.2%	25.0%	39.0%	78.8%	55.8%	44.1%	55.3%	29.0%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	‡	‡	‡	‡	‡	‡
District	*	*	*	‡	*	‡	‡
State	18.1%	17.8%	35.1%	23.1%	29.8%	23.9%	58.0%

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Academic Progress

Growth Percentile – IAR

What is it?

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

ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	53 26,244	52.8 14,041	53.3 12,203	* *	52.1 17,022	55 220	54.7 8,046	80 80	99 99	* *	51.8 777	49 4,215
State	49.8 624,235	48.7 319,031	50.9 305,074	43.6 130	50.9 289,283	47.2 99,937	48 172,897	56.3 34,477	52.2 605	49.3 1,409	49.5 25,627	44 117,288

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	* *	* *	* *	* *	* *	* *	* *
District	46.5 2,605	57.3 4,180	54 12,531	62 434	* *	34 34	53 53
State	42 89,584	46.4 92,228	47.5 312,575	45.4 12,515	42 106	44.5 3,373	49.3 4,728

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

Academic Progress

Growth Percentile – IAR (cont)

Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	56.5 27,901	55.5 14,696	57.7 13,205	*	55.3 18,096	56 224	59.6 8,755	46 46	50 50	*	52.1 730	58.4 4,968
State	49.7 621,983	49.5 317,855	49.8 303,999	52.7 129	50.2 288,546	46.6 99,272	49 172,261	57.5 34,383	52.5 602	49.4 1,403	49.3 25,516	44.5 116,504

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	54.8 3,014	61.4 4,545	57.3 13,232	65.3 457	*	97 97	68 68
State	42.6 88,960	47.3 91,879	47.9 311,018	45 12,376	47.2 104	44.4 3,339	50.3 4,718

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

Academic Progress

Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	100.0% *	* *	* *	‡ *	‡ *	100.0% *
District	99.8% *	99.7% *	100.0% *	* *	100.0% *	‡ *	99.5% *	‡ *	‡ *	‡ *	100.0% *	100.0% *
State	98.4% *	98.3% *	98.5% *	98.7% *	98.8% *	97.5% *	98.3% *	99.2% *	97.8% *	98.2% *	97.4% *	97.1% *

	Students with IEPs	English Learners	Low Income
School	100.0% *	100.0% *	100.0% *
District	100.0% *	98.9% *	99.7% *
State	96.8% *	98.4% *	98.1% *

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	100.0% *	* *	* *	‡ *	‡ *	100.0% *
District	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	100.0% *	‡ *	‡ *	‡ *	100.0% *	100.0% *
State	98.3% *	98.1% *	98.4% *	97.4% *	98.7% *	97.2% *	98.2% *	99.2% *	97.7% *	98.1% *	97.2% *	96.8% *

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

Participation Rate (cont)

Mathematics - All Tests - Participation

	Students with IEPs	English Learners	Low Income
School	100.0% *	100.0% *	100.0% *
District	100.0% *	100.0% *	100.0% *
State	96.5% *	98.3% *	97.9% *

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	* *	* *	‡ *	‡ *	‡ *
District	99.6% *	100.0% *	99.1% *	* *	99.4% *	‡ *	100.0% *	‡ *	‡ *	‡ *	‡ *	100.0% *
State	96.3% *	96.2% *	96.4% *	92.7% *	97.0% *	94.4% *	96.1% *	98.0% *	95.2% *	95.0% *	95.5% *	94.0% *

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	100.0% *	100.0% *	100.0% *
State	93.8% *	96.7% *	95.4% *

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

Academic Progress

Participation Rate (cont)

Overall IAR ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	100.0% *	* *	* *	‡ *	‡ *	100.0% *
District	99.8% 636	99.7% 351	100.0% 285	* *	100.0% 416	‡ 7	99.5% 188	‡ 1	‡ 1	‡ 1	100.0% 22	100.0% 115
State	98.9% *	98.8% *	98.9% *	98.7% *	99.0% *	98.4% *	99.0% *	99.3% *	98.8% *	98.8% *	97.7% *	97.8% *

	Students with IEPs	English Learners	Low Income
School	100.0% *	100.0% *	100.0% *
District	100.0% 75	98.9% 90	99.7% 302
State	97.6% *	99.0% *	98.8% *

Overall IAR Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	100.0% *	* *	* *	‡ *	‡ *	100.0% *
District	100.0% 637	100.0% 352	100.0% 285	* *	100.0% 416	‡ 7	100.0% 189	‡ 1	‡ 1	‡ 1	100.0% 22	100.0% 115
State	98.7% *	98.7% *	98.8% *	97.5% *	98.9% *	98.1% *	98.9% *	99.3% *	98.7% *	98.8% *	97.5% *	97.5% *

	Students with IEPs	English Learners	Low Income
School	100.0% *	100.0% *	100.0% *
District	100.0% 75	100.0% 91	100.0% 303
State	97.3% *	98.8% *	98.6% *

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

Academic Progress

Participation Rate (cont)

Overall DLM ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	* *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *
District	‡ 5	‡ 5	* *	* *	‡ 4	* *	‡ 1	* *	* *	* *	* *	‡ 5
State	99.7% *	99.7% *	99.8% *	100.0% *	99.7% *	99.7% *	99.9% *	99.5% *	100.0% *	100.0% *	99.8% *	99.7% *

	Students with IEPs	English Learners	Low Income
School	‡ *	* *	‡ *
District	‡ 5	* *	‡ 2
State	99.7% *	99.9% *	99.7% *

Overall DLM Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	* *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *
District	‡ 5	‡ 5	* *	* *	‡ 4	* *	‡ 1	* *	* *	* *	* *	‡ 5
State	99.8% *	99.7% *	99.8% *	100.0% *	99.7% *	99.7% *	99.9% *	99.5% *	100.0% *	100.0% *	99.8% *	99.8% *

	Students with IEPs	English Learners	Low Income
School	‡ *	* *	‡ *
District	‡ 5	* *	‡ 2
State	99.8% *	99.9% *	99.7% *

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

Academic Progress

Participation Rate (cont)

Overall DLM Science - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	‡ 2	‡ 2	* *	* *	‡ 2	* *	* *	* *	* *	* *	* *	‡ 2
State	100.0% *	100.0% *	99.9% *	100.0% *	100.0% *	99.9% *	100.0% *	100.0% *	100.0% *	100.0% *	100.0% *	100.0% *

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	‡ 2	* *	‡ 1
State	100.0% *	100.0% *	100.0% *

Overall - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	99.6% 232	100.0% 124	99.1% 108	* *	99.4% 153	‡ 3	100.0% 69	* *	‡ 1	* *	‡ 6	100.0% 43
State	96.3% *	96.2% *	96.4% *	92.7% *	97.0% *	94.3% *	96.1% *	97.9% *	95.2% *	94.9% *	95.5% *	93.7% *

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	100.0% 30	100.0% 27	100.0% 96
State	93.3% *	96.6% *	95.3% *

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

Academic Progress

Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	0.0% *	* *	* *	‡ *	‡ *	0.0% *
District	0.2% *	0.3% *	0.0% *	* *	0.0% *	‡ *	0.5% *	‡ *	‡ *	‡ *	0.0% *	0.0% *
State	1.6% *	1.7% *	1.5% *	1.3% *	1.2% *	2.6% *	1.7% *	0.8% *	2.2% *	1.8% *	2.6% *	2.9% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	0.0% *	0.0% *
District	0.0% *	1.1% *	0.3% *
State	3.2% *	1.6% *	1.9% *

Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	0.0% *	* *	* *	‡ *	‡ *	0.0% *
District	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	0.0% *	‡ *	‡ *	‡ *	0.0% *	0.0% *
State	1.7% *	1.9% *	1.6% *	2.6% *	1.3% *	2.8% *	1.8% *	0.8% *	2.3% *	1.9% *	2.8% *	3.2% *

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

Participation Rate (cont)

Mathematics - All Tests - Non Participation

	Students with IEPs	English Learners	Low Income
School	0.0% *	0.0% *	0.0% *
District	0.0% *	0.0% *	0.0% *
State	3.5% *	1.7% *	2.1% *

Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	* *	* *	‡ *	‡ *	‡ *
District	0.4% *	0.0% *	0.9% *	* *	0.6% *	‡ *	0.0% *	‡ *	‡ *	‡ *	‡ *	0.0% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.6% *	3.9% *	2.0% *	4.8% *	5.0% *	4.5% *	6.0% *

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	0.0% *	0.0% *	0.0% *
State	6.2% *	3.3% *	4.6% *

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

Academic Progress

Participation Rate (cont)

Overall IAR ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	0.0% *	* *	* *	‡ *	‡ *	0.0% *
District	0.2% *	0.3% *	0.0% *	* *	0.0% *	‡ *	0.5% *	‡ *	‡ *	‡ *	0.0% *	0.0% *
State	1.1% *	1.2% *	1.1% *	1.3% *	1.0% *	1.6% *	1.0% *	0.7% *	1.2% *	1.2% *	2.3% *	2.2% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	0.0% *	0.0% *
District	0.0% *	1.1% *	0.3% *
State	2.4% *	1.0% *	1.2% *

Overall IAR Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	0.0% *	* *	* *	‡ *	‡ *	0.0% *
District	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	0.0% *	‡ *	‡ *	‡ *	0.0% *	0.0% *
State	1.3% *	1.3% *	1.2% *	2.5% *	1.1% *	1.9% *	1.1% *	0.7% *	1.3% *	1.2% *	2.5% *	2.5% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	0.0% *	0.0% *
District	0.0% *	0.0% *	0.0% *
State	2.7% *	1.2% *	1.4% *

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

Academic Progress

Participation Rate (cont)

Overall DLM ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	† *	† *	* *	* *	† *	* *	† *	* *	* *	* *	* *	† *
District	† *	† *	* *	* *	† *	* *	† *	* *	* *	* *	* *	† *
State	0.3% *	0.3% *	0.2% *	0.0% *	0.3% *	0.3% *	0.1% *	0.5% *	0.0% *	0.0% *	0.2% *	0.3% *

	Students with IEPs	English Learners	Low Income
School	† *	* *	† *
District	† *	* *	† *
State	0.3% *	0.1% *	0.3% *

Overall DLM Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	† *	† *	* *	* *	† *	* *	† *	* *	* *	* *	* *	† *
District	† *	† *	* *	* *	† *	* *	† *	* *	* *	* *	* *	† *
State	0.2% *	0.3% *	0.2% *	0.0% *	0.3% *	0.3% *	0.1% *	0.5% *	0.0% *	0.0% *	0.2% *	0.2% *

	Students with IEPs	English Learners	Low Income
School	† *	* *	† *
District	† *	* *	† *
State	0.2% *	0.1% *	0.3% *

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

Academic Progress

Participation Rate (cont)

Overall DLM Science - Non Participation

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

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

Overall ISA - Non Participation

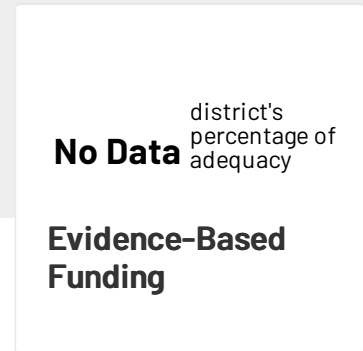
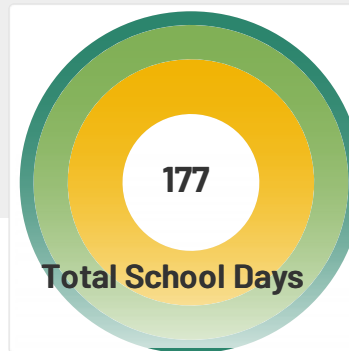
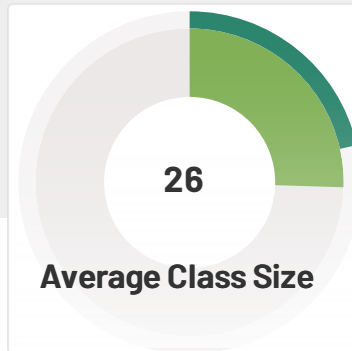
	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	0.4% *	0.0% *	0.9% *	* *	0.6% *	‡ *	0.0% *	* *	‡ *	* *	‡ *	0.0% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.7% *	3.9% *	2.1% *	4.8% *	5.1% *	4.5% *	6.3% *

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	0.0% *	0.0% *	0.0% *
State	6.7% *	3.4% *	4.7% *

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

About the data

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



Illinois Youth Survey

What is it?

This confirms whether or not this school participated in the Illinois Youth Survey (IYS) for the school year. The Illinois Youth Survey is a self-report survey of eighth-, 10th-, and 12th-grade students conducted during the spring of even-numbered years. It is administered in school settings and designed to gather information about a variety of health and social indicators, including substance use patterns and attitudes of Illinois youth. IYS is supported by the Center for Prevention Research and Development (CPRD) at the University of Illinois at Urbana-Champaign. For more information, visit iys.cprd.illinois.edu. This indicator shows whether your school participated during the most recent administration year. CPRD provides all schools that participate in the Illinois Youth Survey a summary report of their results.

School did participate in Illinois Youth Survey	
School	No

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

School Environment

School Level Finances

What is it?

Average spending per student at this school, as collected through the unaudited ESSA Site-Based Expenditure Report. Districts report the actual dollars spent in the previous school year, including site-level costs (like school staff) and districtwide centralized costs allocated to each individual school (like transportation and central office staff), divided by the school's enrollment. Districts also report whether federal or state/local sources funded the spending.

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Total Expenditures	
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total	Exclusions	Total Expenditures
School	521	\$1,287	\$7,141	\$8,428	\$0	\$2,522	\$2,522	\$1,287	\$9,663	\$10,950	*	*
District	1,044	\$1,155	\$8,231	\$9,387	\$0	\$2,571	\$2,571	\$1,155	\$10,803	\$11,958	\$2,386,035	\$14,864,697

* 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	59.1% \$9,580,760	4.1% \$658,777	15.3% \$2,475,835	5.7% \$917,903	15.9% \$2,572,428	\$16,205,703
State	59.6%	3.8%	20.2%	4.0%	12.3%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	40.7%	4.6%	31.6%	23.2%
State	47.2%	2.3%	30.4%	20.2%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	64.2% \$9,774,325	26.3% \$4,007,210	5.6% \$855,226	1.4% \$217,444	0.0% \$0	2.4% \$366,138	0.0% \$0	0.0% \$0	\$15,220,343
State	71.3%	7.4%	3.7%	7.8%	1.2%	1.8%	0.4%	6.4%	*

* 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

	2020 Equalized Assessed Valuation per Pupil	2020 Total School Tax Rate per \$100	2021-22 Instructional Expenditure per Pupil	2021-22 Operating Expenditure per Pupil
District	\$283,124	3	\$6,827	\$12,241
State	*	*	\$10,636	\$17,952

Average Class Size

What is it?

This shows the average number of students in each class at this school. Class size refers to the number of students in a classroom, specifically either the number of students being taught by individual teachers in a classroom or the average number of students being taught by teachers in a school, district, or education system

	PK	K	Grade 1	Grade 2	Grade 3	Overall
School	*	15	20	25	24	22
District	*	15	20	25	24	23
State	*	20	21	21	21	21

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

Total School Days

What is it?

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

Total School Days	
School	177
District	177
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	
School	5
District	5
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

School	9
District	32
State	157,112

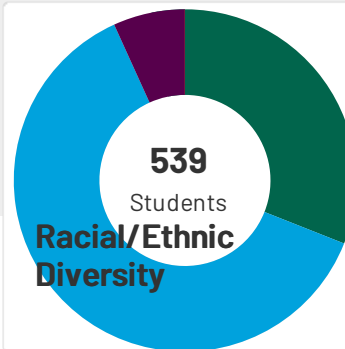
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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.

539

Student Enrollment



29.5%

Chronic Absenteeism

Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% 539	53.4% 288	46.6% 251	0.0% *	59.6% 321	‡ ‡	32.7% 176	‡ ‡	0.0% *	‡ ‡	6.5% 35	13.5% 73
District	100.0% 1,058	54.4% 576	45.6% 482	0.0% *	63.1% 668	‡ ‡	30.6% 324	‡ ‡	‡ ‡	‡ ‡	4.9% 52	15.9% 168
State	100.0% 1,857,790	51.4% 954,190	48.6% 901,981	0.1% 1,619	45.9% 853,165	16.5% 307,166	27.5% 511,065	5.5% 101,782	0.1% 1,801	0.2% 4,582	4.2% 78,229	19.4% 361,334

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	11.5% 62	10.9% 59	53.1% 286	‡ ‡	0.0% *	‡ ‡	‡ ‡
District	11.7% 124	11.9% 126	49.1% 519	1.1% 12	0.0% *	‡ ‡	‡ ‡
State	15.3% 284,032	14.6% 271,983	49.0% 910,675	2.3% 42,367	0.0% 364	0.7% 13,316	0.8% 15,281

By Grades

	PK	K	Grade 1	Grade 2	Grade 3
School	75	117	104	122	121
District	75	117	104	122	121
State	82,735	121,269	129,960	128,455	128,958

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

Advanced Academic Programs

What is it?

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

Students Enrolled in Accelerated Placement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	5.6% 61	7.0% 42	3.8% 19	‡ ‡	6.4% 43	‡ ‡	4.5% 16	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
State	11.0% 211,565	10.4% 103,473	11.6% 107,975	17.3% 117	10.5% 91,681	7.1% 22,983	11.3% 60,462	25.9% 27,525	16.4% 302	9.2% 446	10.0% 8,166	6.6% 24,255

	Students with IEPs	English Learners	Low Income	Youth In Homeless Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	3.3% 9,619	4.7% 13,757	7.6% 71,713	5.6% 2,549

Students Enrolled in Accelerated Placement - ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
State	0.7% 13,762	0.5% 4,982	0.9% 8,758	3.2% 22	0.8% 7,412	0.5% 1,490	0.6% 3,421	0.8% 804	0.7% 13	0.6% 31	0.7% 591	0.4% 1,491

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - ELA

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	† †	† †	† †	† †	† †
District	† †	† †	† †	† †	† †
State	0.2% 501	0.2% 490	0.4% 4,213	0.3% 158	0.2% 24

Students Enrolled in Accelerated Placement - Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	† †	† †	† †	* *	† †	† †	† †	† †	* *	† †	† †	† †
District	† †	† †	† †	† †	† †	† †	† †	† †	* *	† †	† †	† †
State	1.7% 33,417	2.0% 19,970	1.4% 13,429	2.7% 18	2.2% 18,940	0.4% 1,331	1.0% 5,526	5.5% 5,887	1.6% 30	1.5% 72	2.0% 1,631	0.8% 2,863

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	† †	† †	† †	† †	† †
District	† †	† †	† †	† †	† †
State	0.4% 1,077	0.6% 1,699	0.7% 6,539	0.4% 173	0.2% 35

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Multiple Subjects

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	4.9% 54	6.2% 37	3.4% 17	‡ ‡	5.7% 38	‡ ‡	4.2% 15	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
State	6.8% 131,254	6.2% 61,336	7.5% 69,850	10.0% 68	5.9% 51,919	4.9% 16,074	7.4% 39,744	17.1% 18,174	12.4% 227	5.8% 282	5.9% 4,834	3.8% 14,030

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1.6% 4,654	2.3% 6,809	5.0% 47,236	3.1% 1,396	0.8% 120

Students Enrolled in Accelerated Placement - Whole Grade

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
State	0.1% 2,355	0.1% 1,141	0.1% 1,214	0.0% 0	0.1% 1,063	0.1% 202	0.0% 188	0.7% 729	0.2% 3	0.1% 3	0.2% 167	0.1% 217

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Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Whole Grade

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	† †	† †	† †	† †	† †
District	† †	† †	† †	† †	† †
State	0.0% 44	0.0% 39	0.1% 520	0.0% 9	0.0% 3

Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	22.7% 138,767	19.6% 61,429	26.0% 77,249	21.2% 89	23.9% 66,690	13.0% 12,920	20.6% 36,163	53.1% 17,364	33.4% 219	17.2% 260	23.5% 5,151	10.4% 12,946

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	2.9% 2,526	6.4% 3,907	14.9% 41,614	7.5% 1,194	3.1% 102

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Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	1.1% 6,888	0.9% 2,740	1.4% 4,147	0.2% 1	0.5% 1,267	1.7% 1,692	1.9% 3,336	1.2% 406	2.0% 13	1.3% 19	0.7% 155	0.8% 953

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	0.4% 316	0.7% 402	1.6% 4,368	1.0% 155	0.6% 19

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	*	*	‡	*	‡	*	*	*	*	‡
District	3.0% 33	3.4% 20	2.6% 13	*	3.0% 20	‡	3.4% 12	*	*	*	*	‡
State	20.3% 390,960	18.7% 185,955	21.9% 204,693	46.1% 312	22.0% 192,469	13.8% 44,859	18.7% 100,219	34.7% 36,905	26.3% 483	18.0% 868	18.6% 15,157	12.4% 45,420

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Advanced Academic Programs (cont)

Students Enrolled in any course designated as Enriched or Honors

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	* *	‡ ‡	* *	* *
District	‡ ‡	‡ ‡	‡ ‡	* *	* *
State	6.6% 18,955	7.3% 21,412	13.9% 131,252	10.3% 4,703	4.6% 671

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	14.0% 85,182	13.7% 42,915	14.2% 42,235	7.6% 32	18.0% 50,161	8.6% 8,600	10.2% 17,888	16.7% 5,465	11.8% 77	9.2% 140	13.0% 2,851	9.0% 11,213

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	6.7% 5,843	6.0% 3,661	9.6% 26,728	8.7% 1,381	5.2% 173

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Advanced Academic Programs (cont)

Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	8.4% 161,960	8.3% 82,804	8.5% 79,074	12.1% 82	9.5% 82,826	4.7% 15,310	6.3% 33,934	19.8% 21,125	10.1% 185	9.0% 433	10.0% 8,147	7.3% 26,740

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	6.3% 18,167	6.2% 18,038	5.4% 51,189	3.2% 1,484	3.2% 466

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	1.1% 20,484	1.1% 10,553	1.1% 9,928	0.4% 3	1.3% 11,027	0.4% 1,394	0.6% 3,374	3.4% 3,619	1.1% 21	1.4% 67	1.2% 982	0.7% 2,490

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Advanced Academic Programs (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	0.4% 1,245	0.5% 1,326	0.4% 3,975	0.2% 91	0.1% 15

Students Identified As Gifted

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	3.0% 58,033	3.0% 30,004	3.0% 27,986	6.4% 43	3.3% 29,159	1.0% 3,185	1.6% 8,667	12.9% 13,689	5.2% 95	2.7% 132	3.8% 3,106	1.6% 5,846

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	0.7% 1,922	0.5% 1,488	1.1% 10,643	0.5% 208	0.2% 30

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Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.6% 11,006	0.6% 5,751	0.6% 5,252	0.4% 3	0.6% 5,598	0.2% 671	0.3% 1,380	2.5% 2,690	0.8% 15	0.8% 38	0.8% 614	0.3% 958

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	*	*	*	*	*
State	0.1% 289	0.1% 202	0.2% 1,664	0.1% 25	0.0% 4

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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	Proficient	More than 7 years as an EL
School	*	100.0% 52	0.0% *	* *
District	*	100.0% 124	4.0% *	* 13
State	*	99.9% 252,357	5.8% *	* 54,729

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Student Attendance

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	91.8%	92.0%	91.6%	*	92.5%	85.0%	91.0%	92.4%	*	90.2%	89.6%	90.8%
District	92.1%	92.3%	91.9%	83.3%	92.4%	87.1%	92.0%	94.0%	*	90.2%	89.3%	90.9%
State	91.2%	91.3%	91.1%	88.8%	92.8%	88.2%	89.9%	93.6%	91.3%	89.8%	91.1%	89.4%

	Students with IEPs	English Learners	Low Income
School	91.2%	90.2%	91.0%
District	91.0%	91.2%	91.4%
State	89.3%	90.4%	89.2%

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Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	7.0%	8.3%	5.5%	*	6.1%	‡	7.4%	‡	*	‡	‡	‡
District	7.7%	7.4%	8.0%	‡	5.8%	‡	8.7%	‡	*	‡	‡	11.1%
State	7.4%	7.7%	7.2%	13.4%	4.8%	13.3%	8.0%	7.7%	8.5%	10.8%	8.2%	6.9%

	Students with IEPs	English Learners	Low Income	Homeless
School	‡	‡	7.9%	‡
District	12.2%	10.1%	10.6%	‡
State	7.5%	10.9%	10.2%	29.8%

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Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	29.5%	28.7%	30.4%	*	24.1%	‡	33.3%	‡	*	‡	51.5%	31.7%
District	27.5%	26.6%	28.3%	‡	24.1%	‡	29.0%	‡	*	‡	51.0%	33.3%
State	28.3%	27.9%	28.7%	39.0%	20.7%	42.1%	34.5%	18.5%	29.0%	35.6%	29.1%	35.3%

	Students with IEPs	English Learners	Low Income
School	31.3%	35.2%	35.7%
District	33.9%	32.3%	33.3%
State	36.2%	33.2%	38.2%

By Grades

	PK	K	Grade 1	Grade 2	Grade 3
School	‡	42.5%	30.0%	25.2%	21.4%
District	*	42.5%	30.0%	25.2%	21.4%
State	*	33.6%	27.5%	24.3%	22.0%

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Chronic Truancy Rate

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	10.2%	9.3%	11.4%	*	7.6%	‡	14.4%	‡	*	‡	‡	‡
District	10.5%	9.6%	11.6%	‡	7.0%	‡	14.6%	‡	*	‡	‡	12.1%
State	19.9%	19.9%	20.0%	16.9%	7.7%	44.7%	27.9%	7.9%	19.7%	27.0%	17.6%	22.9%

	Students with IEPs	English Learners	Low Income
School	‡	‡	13.3%
District	11.7%	15.5%	14.4%
State	24.6%	26.6%	31.7%

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Truancy Rate

What is it?

Not Available.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	152 42.0%	85 41.7%	67 42.4%	* *	87 38.8%	‡ ‡	53 47.7%	‡ ‡	* *	‡ ‡	10 45.5%	23 48.9%
District	365 40.3%	196 39.2%	169 41.7%	‡ ‡	241 42.1%	‡ ‡	104 37.0%	‡ ‡	* *	‡ ‡	17 42.5%	65 43.6%
State	422,690 25.1%	216,052 25.0%	206,482 25.2%	156 23.8%	148,132 19.3%	85,946 30.9%	151,264 32.3%	18,279 19.6%	428 25.9%	1,194 28.4%	17,447 25.4%	84,510 26.2%

	Students with IEPs	English Learners	Low Income
School	18 50.0%	22 55.0%	84 42.9%
District	47 45.6%	48 41.4%	187 40.2%
State	65,483 26.5%	82,015 33.3%	247,716 30.4%

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Student Discipline

What is it?

The tables below provide a summary of discipline incidents occurring over the previous school year. In the following tables incidents are broken down by column (actions taken). The tables represent breakdowns by race, gender, grade level, whether a student is an English learner, incident type, and duration of the action taken.

Total Student Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	5	*	*	3	2	*
District	42	*	*	26	26	*
State	114,218	458	119	69,648	67,124	2,023

Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	5	*	*	3	2	*
District	85	*	*	43	42	*
State	250,351	472	121	138,319	108,741	2,698

* 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
White						
School	3	*	*	1	2	*
District	35	*	*	19	16	*
State	75,846	135	39	44,702	30,559	411
Black						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	93,206	188	39	43,799	47,398	1,782
Hispanic						
School	1	*	*	1	*	*
District	28	*	*	16	12	*
State	62,612	108	33	39,513	22,648	310
Asian						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	2,270	3	2	1,444	803	18
Native Hawaiian/ Pacific Islander						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	173	*	*	83	89	1

* 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						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	681	3	*	372	303	3
Two or More Races						
School	1	*	*	1	*	*
District	22	*	*	8	14	*
State	15,563	35	8	8,406	6,941	173

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						
School	5	*	*	3	2	*
District	85	*	*	43	42	*
State	121,737	145	49	60,827	59,300	1,416
9-12						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	128,614	327	72	77,492	49,441	1,282

* 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
Tobacco						
School	*	*	*	*	*	*
District	11	*	*	1	10	*
State	7,952	2	*	4,445	3,481	24
Alcohol						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	4,165	3	*	1,845	2,306	11
Drug Offences						
School	*	*	*	*	*	*
District	4	*	*	1	3	*
State	11,150	86	16	3,227	7,568	253
Violence with Physical Injury						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	15,219	94	17	3,462	11,472	174
Violence without Physical Injury						
School	1	*	*	*	1	*
District	14	*	*	4	10	*
State	49,238	83	29	18,880	29,328	918

* 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
Dangerous Weapon: Firearm						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	665	24	12	124	487	18
Dangerous Weapon: Other						
School	*	*	*	*	*	*
District	2	*	*	*	2	*
State	2,644	60	11	664	1,769	140
Other Reason						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	*	*	*	*	*	*

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
Students with IEPs						
School	1	*	*	*	1	*
District	32	*	*	15	17	*
State	69,205	76	10	35,739	32,510	870

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

Student Discipline (cont)

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
English Learners						
School	*	*	*	*	*	*
District	13	*	*	7	6	*
State	30,924	51	18	19,482	11,239	134
Low Income						
School	4	*	*	3	1	*
District	59	*	*	30	29	*
State	185,307	372	92	99,893	82,771	2,179

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						
School	1	*	*	*	1	*
District	7	*	*	5	2	*
State	22,054	84	5	18,376	3,567	22
1-2 days						
School	4	*	*	3	1	*
District	48	*	*	36	12	*
State	138,143	66	13	98,587	38,888	589

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

Student Discipline (cont)

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
2-3 days						
School	*	*	*	*	*	*
District	13	*	*	2	11	*
State	40,987	1	2	14,990	25,620	374
3-4 days						
School	*	*	*	*	*	*
District	7	*	*	*	7	*
State	28,489	1	1	4,798	23,319	370
4-10 days						
School	*	*	*	*	*	*
District	10	*	*	*	10	*
State	13,943	16	10	1,374	12,253	290
Greater than 10 days						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	6,735	304	90	194	5,094	1,053

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

Student Discipline (cont)

By Gender - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Male						
School	5	*	*	3	2	*
District	56	*	*	29	27	*
State	168,584	309	78	93,901	72,584	1,712
Female						
School	*	*	*	*	*	*
District	29	*	*	14	15	*
State	81,424	162	43	44,184	36,051	984
Non Binary						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	343	1	*	234	106	2

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

About the data

Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has five summative designations: Exemplary School, Commendable School, Targeted School, Comprehensive School, and Intensive School. Targeted Schools and Comprehensive Schools receive additional funding and supports to build local capacity and improve student outcomes. Multiple measures of school performance and growth determine a school's annual* summative designation.

* Federal waivers issued in 2020 and 2021 impacted accountability. For more information, see www.isbe.net/summative.

Annual Summative Designation Commendable School

A school that has **no underperforming student groups**, a graduation rate greater than 67%, and whose performance is **not in the top 10%** of schools statewide.

No Data

School Improvement Funds

Schoolwide Title I Program

Title I Status

Title I Status

What is it?

Title I Status indicates if an entity receives funds from the Title I grant. If an entity receives Title I funds, their status can be "Title I Targeted" or "Title I Schoolwide." Title I Targeted assistance programs must focus services to identify students most at risk of failing through multiple objective criteria. Services, including supplies, must ONLY focus on those students identified. Title I Schoolwide programs may focus services to the entire school. Schoolwide Title I Status is defined as a school with 40 percent or greater of the students enrolled classified as low income. Schoolwide programs are not required to identify students at risk and thus may focus their funding and efforts on raising achievement of the whole school.

Title I Status	
School	Schoolwide Title I Program

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

School Improvement Funds

What is it?

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

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

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

	School Year First Identified in Improvement Status	School Improvement Grant Allocation by School	Level of Support	Reason for Improvement Status & Grant Allocation	School Improvement Status
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Summative Designation Meta Indicator Components

What is it?

Percentage of Students with 95% Attendance in Junior/Senior year: The tables indicate the percentage of students in this district and the state who graduated with an average attendance rate of 95% or better over their junior and senior years.

Percentage of students who fall into each GPA category: The tables indicate the percentage of students in this district and the state whose GPA fell into one of four categorical ranges (as noted in the table).

Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement: The tables below indicate the percentage of students in this district and the state who met the minimum composite score requirements on the SAT or ACT.

Percentage of students who have at least 1 Academic ELA Indicator: The tables below indicate the percentage of students in this district and the state who have currently met the requirements for at least 1 academic ELA indicator.

Percentage of students who have at least 1 Academic Math Indicator: The tables below indicate the percentage of students in this district and the state who have currently met the requirements for at least 1 academic MATH indicator.

Percentage of students who have identified a Career Area of Interest by Sophomore Year: The tables below indicate the percentage of students in this district and the state who have identified a career area of interest by their sophomore year.

Percentage of students who have earned 1, 2, or 3+ career ready indicators: The tables below indicate the percentage of students in this district and the state who have earned 1, 2, or 3+ career-ready indicators.

Percentage of students who have earned a College and Career Pathway Endorsement: The tables below indicate the percentage of students in this district and the state who have earned a college and career pathway endorsement.

Student Participation in Fine Arts: The tables below indicate the percentage of students in this district and the state who were enrolled in one or more fine arts courses in the previous year.

Fine Arts: Teacher Qualifications: The tables below indicate the percentage of students in the district and the state enrolled in fine arts courses taught by teachers licensed to teach fine arts courses.

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Summative Designation Meta Indicator Components (cont)

Percentage of students with 95% attendance in JR/SR year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	89,290 72.1%	45,134 72.3%	44,113 72.0%	43 84.3%	52,654 88.3%	7,120 41.2%	19,452 55.9%	6,727 88.6%	125 76.7%	161 58.6%	3,051 76.0%	15,236 66.4%

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	* *	* *	* *
State	8,661 60.2%	3,984 48.1%	26,686 52.4%

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
All				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	15,394 12.4%	36,141 29.2%	43,060 34.8%	29,154 23.6%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Male				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	7,818 12.5%	21,887 35.1%	21,286 34.1%	11,438 18.3%
Female				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	7,571 12.3%	14,240 23.2%	21,751 35.5%	17,707 28.9%
Non Binary				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	5 9.8%	14 27.4%	23 45.1%	9 17.6%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
White				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	7,644 12.8%	11,888 19.9%	21,605 36.2%	18,509 31.0%
Black				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	2,357 13.6%	8,114 47.0%	5,263 30.5%	1,543 8.9%
Hispanic				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	4,111 11.8%	14,044 40.4%	12,244 35.2%	4,385 12.6%
Asian				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	797 10.5%	776 10.2%	2,425 31.9%	3,593 47.3%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	11 6.8%	37 22.7%	60 36.8%	54 33.1%
American Indian				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	30 10.9%	102 37.1%	94 34.2%	49 17.8%
Two or More Races				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	444 11.1%	1,180 29.4%	1,369 34.1%	1,021 25.4%
Students with Disabilities				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	3,107 13.5%	8,999 39.2%	7,949 34.6%	2,891 12.6%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Students with IEPs				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	2,129 14.8%	6,660 46.3%	4,563 31.7%	1,037 7.2%
English Learners				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	1,110 13.4%	4,087 49.4%	2,598 31.4%	485 5.9%
Low Income				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	6,735 13.2%	21,240 41.7%	16,497 32.4%	6,473 12.7%

Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	24,363 19.7%	12,253 19.6%	12,095 19.7%	15 29.4%	14,978 25.1%	826 4.8%	3,630 10.4%	3,905 51.4%	53 32.5%	37 13.4%	934 23.3%	2,868 12.5%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	* *	* *	* *
State	464 3.2%	181 2.2%	4,047 7.9%

Percentage of students who have at least 1 Academic ELA Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	52,201 42.2%	22,804 36.5%	29,373 47.9%	24 47.1%	29,531 49.5%	3,996 23.1%	11,350 32.6%	5,378 70.8%	98 60.1%	90 32.7%	1,758 43.8%	5,784 25.2%

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	* *	* *	* *
State	1,428 9.9%	766 9.3%	14,121 27.7%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who have at least 1 Academic Math Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	87,721 70.9%	41,992 67.3%	45,691 74.6%	38 74.5%	45,501 76.3%	9,800 56.7%	22,507 64.7%	6,856 90.3%	126 77.3%	177 64.4%	2,754 68.6%	12,917 56.3%

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	* *	* *	* *
State	6,259 43.5%	4,197 50.7%	30,104 59.1%

Percentage of students who have identified a Career Area of Interest by Sophomore Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	75,953 61.4%	37,503 60.1%	38,432 62.7%	18 35.3%	40,116 67.3%	8,205 47.5%	19,033 54.7%	5,747 75.7%	103 63.2%	162 58.9%	2,587 64.4%	12,696 55.3%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have identified a Career Area of Interest by Sophomore Year

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	* *	* *	* *
State	7,312 50.8%	4,111 49.6%	27,119 53.2%

* 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
All				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	40,809 33.0%	25,424 20.5%	28,205 22.8%	29,328 23.7%
Male				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	20,203 32.4%	13,128 21.0%	14,541 23.3%	14,563 23.3%
Female				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	20,600 33.6%	12,285 20.1%	13,641 22.3%	14,754 24.1%
Non Binary				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	6 11.8%	11 21.6%	23 45.1%	11 21.6%

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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
White				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	25,996 43.6%	13,831 23.2%	11,756 19.7%	8,073 13.5%
Black				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	2,595 15.0%	2,858 16.5%	5,062 29.3%	6,766 39.1%
Hispanic				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	7,816 22.5%	5,862 16.9%	8,846 25.4%	12,261 35.3%
Asian				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	2,872 37.8%	1,886 24.9%	1,487 19.6%	1,346 17.7%

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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
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	41 25.1%	23 14.1%	24 14.7%	75 46.0%
American Indian				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	72 26.2%	49 17.8%	79 28.7%	75 27.3%
Two or More Races				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	1,417 35.3%	915 22.8%	951 23.7%	732 18.2%
Students with Disabilities				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	5,703 24.9%	4,450 19.4%	5,696 24.8%	7,099 30.9%

* 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				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	2,907 20.2%	2,568 17.8%	3,840 26.7%	5,076 35.3%
English Learners				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	1,193 14.4%	1,344 16.2%	2,173 26.2%	3,570 43.1%
Low Income				
School	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	11,094 21.8%	8,706 17.1%	13,292 26.1%	17,860 35.0%

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	964 0.8%	339 0.5%	625 1.0%	0 0.0%	571 1.0%	21 0.1%	189 0.5%	149 2.0%	4 2.5%	1 0.4%	29 0.7%	102 0.4%

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Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	* *	* *	* *
State	32 0.2%	17 0.2%	243 0.5%

Fine Arts: Student Participation in Fine Arts

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	74.3%	75.1%	73.4%	*	76.7%	33.3%	71.8%	50.0%	*	100.0%	67.7%	74.1%
District	87.2%	87.2%	87.1%	100.0%	88.6%	80.0%	86.2%	66.7%	*	100.0%	76.6%	87.6%
State	69.9%	67.0%	72.8%	69.1%	68.5%	66.9%	72.5%	76.2%	72.0%	71.8%	71.1%	67.0%

	Students with IEPs	English Learners	Low Income
School	70.2%	75.0%	73.7%
District	84.4%	88.6%	85.7%
State	66.4%	78.2%	69.9%

Fine Arts: Student Participation in Fine Arts Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	353	196	157	*	221	1	107	1	*	2	21	43
District	876	478	397	1	560	8	268	2	*	2	36	134
State	1,271,937	626,370	645,098	469	568,210	203,123	365,407	76,666	1,272	3,266	53,993	228,922

* 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 Numerator Count

	Students with IEPs	English Learners	Low Income
School	33	39	193
District	92	109	444
State	175,684	212,971	619,115

Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	475	261	214	*	288	3	149	2	*	2	31	58
District	1,005	548	456	1	632	10	311	3	*	2	47	153
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

	Students with IEPs	English Learners	Low Income
School	47	52	262
District	109	123	518
State	264,507	272,399	885,329

Fine Arts: Teacher Qualifications

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0%	100.0%	100.0%	*	100.0%	100.0%	100.0%	100.0%	*	100.0%	100.0%	100.0%
District	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	*	100.0%	100.0%	100.0%
State	94.2%	94.3%	94.2%	96.2%	96.3%	86.8%	94.2%	98.0%	96.5%	94.8%	95.6%	93.1%

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications

	Students with IEPs	English Learners	Low Income
School	100.0%	100.0%	100.0%
District	100.0%	100.0%	100.0%
State	92.5%	95.5%	92.2%

Fine Arts: Teacher Qualifications Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	353	196	157	*	221	1	107	1	*	2	21	43
District	876	478	397	1	560	8	268	2	*	2	36	134
State	1,198,737	590,333	607,953	451	547,213	176,302	344,175	75,128	1,228	3,096	51,595	213,132

	Students with IEPs	English Learners	Low Income
School	33	39	193
District	92	109	444
State	162,574	203,311	570,669

Fine Arts: Teacher Qualifications Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	475	261	214	*	288	3	149	2	*	2	31	58
District	1,005	548	456	1	632	10	311	3	*	2	47	153
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

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

Summative Designation Meta Indicator Components (cont)

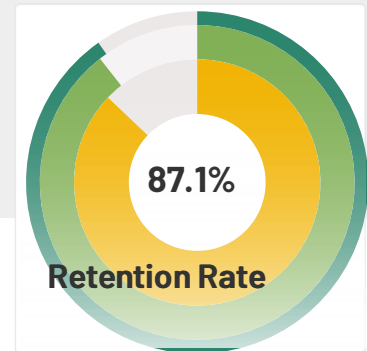
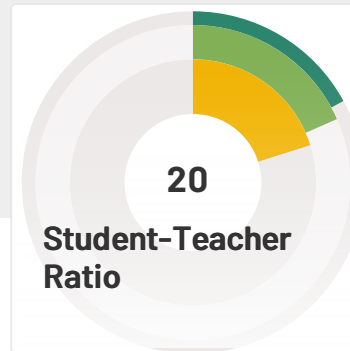
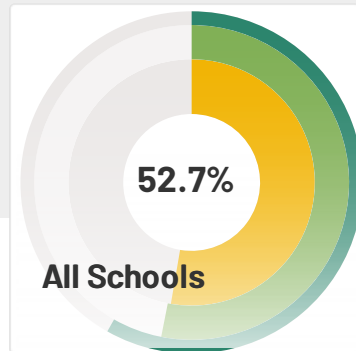
Fine Arts: Teacher Qualifications Denominator Count

	Students with IEPs	English Learners	Low Income
School	47	52	262
District	109	123	518
State	264,507	272,399	885,329

* 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
School	12	80.2%	*
District	12	68.0%	92.7%
State	*	64.4%	97.2%

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

Student-To-Teacher Ratios

What is it?

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

Student-Teacher Ratio	
School	20
District	*
State	*

Average Teacher Salary

What is it?

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

Average Teacher Salary	
School	\$58,944
District	\$60,269
State	\$73,916

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

Retention Rate

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	87.1% 81	86.2% 75	* *	100.0% 6	* *	* *	* *	* *	* *
	Male	100.0% 3	* *	* *	100.0% 3	* *	* *	* *	* *	* *
	Female	86.7% 78	86.2% 75	* *	100.0% 3	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	89.4% 178	89.1% 172	* *	100.0% 6	* *	* *	* *	* *	* *
	Male	95.0% 19	94.1% 16	* *	100.0% 3	* *	* *	* *	* *	* *
	Female	88.8% 159	88.6% 156	* *	100.0% 3	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	90.2% 318,584	90.7% 270,195	85.3% 14,654	93.0% 21,699	90.2% 5,030	84.4% 190	91.8% 606	85.1% 2,319	70.8% 3,891
	Male	91.4% 75,736	92.0% 64,848	85.0% 3,134	93.4% 4,992	92.1% 1,169	81.1% 60	93.4% 156	84.9% 591	67.3% 786
	Female	89.9% 242,848	90.3% 205,347	85.3% 11,520	92.8% 16,707	89.6% 3,861	86.1% 130	91.3% 450	85.2% 1,728	71.7% 3,105
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Full-Time 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.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	100.0% 33.8	91.1% 30.8	* *	5.9% 2	* *	* *	* *	* *	3.0% 1
	Male	3.3% 1.1	0.3% 0.1	* *	50.0% 1	* *	* *	* *	* *	* *
	Female	96.7% 32.7	99.7% 30.7	* *	50.0% 1	* *	* *	* *	* *	100.0% 1
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 70.3	95.7% 67.3	* *	2.8% 2	* *	* *	* *	* *	1.4% 1
	Male	11.4% 8	10.4% 7	* *	50.0% 1	* *	* *	* *	* *	* *
	Female	88.6% 62.3	89.6% 60.3	* *	50.0% 1	* *	* *	* *	* *	100.0% 1
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 134896.6	80.6% 108715.6	6.2% 8387.2	8.4% 11339.2	1.9% 2528.6	0.1% 84.2	0.2% 260.1	0.8% 1096.3	1.8% 2485.4
	Male	23.5% 31704.3	23.8% 25848.6	21.9% 1840	22.6% 2557.1	23.4% 591.8	28.3% 23.8	22.7% 59	23.9% 261.9	21.0% 522.1
	Female	76.5% 103192.2	76.2% 82867.1	78.1% 6547.2	77.4% 8782.1	76.6% 1936.7	71.7% 60.4	77.3% 201	76.1% 834.4	79.0% 1963.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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Teachers with Gifted Endorsement

What is it?

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

Teachers with Gifted Endorsement	
School	*
District	*
State	1,185

National Board Certified Teachers

What is it?

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

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female
School	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	2,293	1,831	143	192	66	1	7	26	*	457	1,836

* 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
School	0 0.0%	* *	* *
District	0 0.0%	* *	* *
State	4,465 3.3%	1,349 4.0%	658 1.0%

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
School	0 2.9%	* *	* *
District	2 4.2%	* *	* *
State	9,383 7.0%	2,627 9.0%	2,031 5.0%

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

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
School	0 0.0%	* *	* *
District	2 3.2%	* *	* *
State	4,649 4.2%	836 4.0%	1,243 3.0%

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
School	12	*	*
District	12	*	*
State	*	*	*

* 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
School	47.3%	*	*
District	46.9%	*	*
State	41.0%	41.1%	35.1%

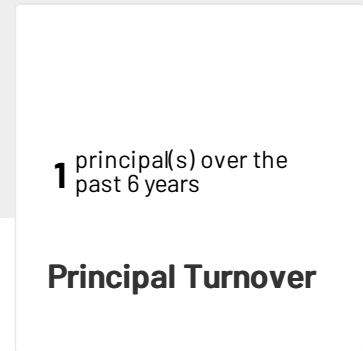
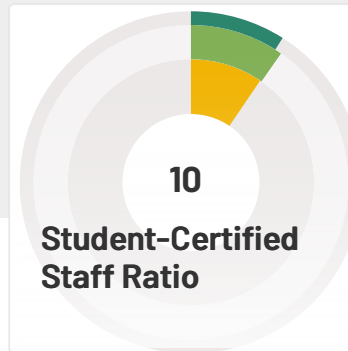
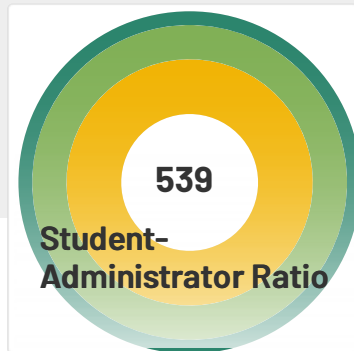
Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
School	52.7%	*	*
District	53.1%	*	*
State	58.2%	57.1%	64.6%

* 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

Administrator data includes information regarding administration, including salary and turnover, as well as information comparing ratios of administration to both students and staff.



Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
School	10	539
District	10	265
State	9	141

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

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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	*	*	*	*	*	*	*	*	*
		*	*	*	*	*	*	*	*	*
	Male	*	*	*	*	*	*	*	*	*
		*	*	*	*	*	*	*	*	*
Female		*	*	*	*	*	*	*	*	*
		*	*	*	*	*	*	*	*	*
Non Binary		*	*	*	*	*	*	*	*	*
		*	*	*	*	*	*	*	*	*
District	All	100.0% 4	100.0% 4	* *	* *	* *	* *	* *	* *	* *
	Male	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Female	100.0% 4	100.0% 4	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 13214.3	75.6% 9995.7	14.8% 1954.1	6.9% 910.7	1.0% 136	0.1% 9	0.1% 19.7	0.7% 92.3	0.7% 96.8
	Male	40.5% 5353.4	43.4% 4339.7	28.5% 557.8	35.6% 323.9	41.3% 56.2	33.4% 3	49.3% 9.7	30.2% 27.8	36.5% 35.3
	Female	59.5% 7860.9	56.6% 5656	71.5% 1396.3	64.4% 586.8	58.7% 79.9	66.6% 6	50.7% 10	69.8% 64.5	63.5% 61.4
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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Principal Turnover

What is it?

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

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

Average Administrator Salary

What is it?

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

Average Administrator Salary	
School	\$123,236
District	\$140,085
State	\$116,908

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

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
School	* *	* *	* *
District	* *	* *	* *
State	1,563 11.8%	341 14.6%	253 9.9%

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