Highland Elem School (PK - 2)

MERIDIAN CUSD 223

2025 - 2026

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District Provided Statement

Meridian CUSD 223 is an award-winning district in Ogle and Winnebago Counties, dedicated to empowering every student for success in a dynamic world. Our highly qualified and innovative staff delivers a comprehensive educational experience, balancing rigorous academic programming with robust opportunities in the arts, athletics, and career and technical education. We live our mission to empower the next generation of visionary leaders.

About the Report Card

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

For additional information, refer to the Public Business Rules for 2026 Report Card Metrics and the 2026 Glossary of Terms.

School Snapshot

Site-Based Expenditure Per Student Spending : $9,690

Average Class Size : 19.3

8th Graders Passing Algebra I : *

Chronic Absenteeism : 12.5%

Teacher Retention : 89.4%

Senate District : 45 **House District :** 89

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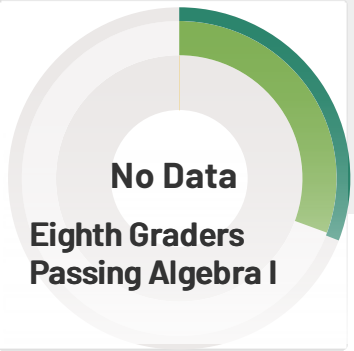
Academic Progress

About the data

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







Academic Progress

ELA Proficiency – Overall

What is it?

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

All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	**59.3%**	**66.5%**	**52.4%**	*	*	‡	‡	**49.2%**	*	*	**38.5%**	**61.9%**	**34.2%**
State	**55.4%**	**59.9%**	**51.0%**	**83.9%**	**47.8%**	**79.6%**	**34.1%**	**42.6%**	**57.6%**	**64.3%**	**59.9%**	**67.3%**	**31.4%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	**24.8%**	**84.6%**	‡	**27.4%**	**44.6%**	*	‡	‡
State	**22.9%**	**77.7%**	**26.1%**	**17.7%**	**39.3%**	**13.1%**	**58.4%**	**26.3%**

All Tests - Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	‡	*	*	*	*	**36.3%**	*	*

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

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

ELA Proficiency – IAR

What is it?

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

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

Students performing at levels 3 and 4 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area and at each grade level/course.

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

ELA Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
School	*	*	*	*
District	5.8%	33.1%	49.3%	11.8%
State	12.9%	30.8%	41.9%	14.4%
Female				
School	*	*	*	*
District	5.0%	29.0%	51.4%	14.6%
State	10.7%	28.8%	43.2%	17.3%
Male				
School	*	*	*	*
District	6.6%	37.0%	47.3%	9.0%
State	15.0%	32.6%	40.6%	11.7%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	‡	14.7%	49.1%	31.9%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	16.8%	34.8%	37.6%	10.8%
Asian				
School	*	*	*	*
District	‡	‡	‡	‡
State	4.6%	15.8%	45.9%	33.7%

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

ELA Proficiency – IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Black				
School	*	*	*	*
District	‡	‡	‡	‡
State	22.8%	41.8%	30.5%	4.9%
Hispanic				
School	*	*	*	*
District	11.8%	38.7%	37.6%	11.8%
State	19.0%	37.1%	36.1%	7.8%
MENA				
School	*	*	*	*
District	*	*	*	*
State	11.5%	28.4%	44.4%	15.6%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	11.5%	21.2%	51.7%	15.6%
Two or More Races				
School	*	*	*	*
District	‡	‡	‡	‡
State	11.3%	28.9%	41.7%	18.1%
White				
School	*	*	*	*
District	4.3%	31.5%	52.1%	12.1%
State	6.8%	25.0%	49.1%	19.1%

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

ELA Proficiency – IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	*	*	*	*
District	15.6%	47.4%	36.3%	‡
State	29.8%	39.4%	25.1%	5.7%
English Learners				
School	*	*	*	*
District	26.2%	47.6%	‡	‡
State	29.0%	45.1%	23.6%	2.3%
Former EL				
School	*	*	*	*
District	‡	‡	‡	‡
State	1.2%	15.7%	60.9%	22.3%
Homeless				
School	*	*	*	*
District	‡	‡	‡	‡
State	30.8%	41.8%	24.5%	3.0%
Students with IEPs				
School	*	*	*	*
District	18.6%	52.0%	28.4%	‡
State	38.9%	42.8%	16.1%	2.3%
Low Income				
School	*	*	*	*
District	11.0%	42.9%	39.8%	6.3%
State	19.6%	39.5%	34.6%	6.2%

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

ELA Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Migrant				
School	*	*	*	*
District	*	*	*	*
State	51.7%	36.8%	11.5%	‡
Military				
School	*	*	*	*
District	‡	‡	‡	‡
State	10.4%	29.4%	45.1%	15.1%
Youth In Care				
School	*	*	*	*
District	‡	‡	‡	‡
State	29.2%	42.9%	24.9%	3.0%

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

ELA Proficiency – DLM

What is it?

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

- Level 1 – Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Approaching Target: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
- Level 3 – At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

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ELA Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
School	*	*	*	*
District	‡	‡	‡	‡
State	60.2%	25.4%	13.2%	1.2%
Female				
School	*	*	*	*
District	‡	‡	‡	‡
State	59.7%	26.0%	13.0%	1.3%
Male				
School	*	*	*	*
District	‡	‡	‡	‡
State	60.4%	25.1%	13.2%	1.2%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	‡	‡	‡	‡
American Indian				
School	*	*	*	*
District	*	*	*	*
State	71.9%	‡	‡	‡
Asian				
School	*	*	*	*
District	*	*	*	*
State	67.7%	21.0%	10.4%	‡

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

ELA Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Black				
School	*	*	*	*
District	*	*	*	*
State	55.5%	27.8%	15.4%	1.3%
Hispanic				
School	*	*	*	*
District	‡	‡	‡	‡
State	60.7%	25.7%	12.2%	1.4%
MENA				
School	*	*	*	*
District	*	*	*	*
State	63.6%	24.2%	‡	‡
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	‡	‡	‡	‡
Two or More Races				
School	*	*	*	*
District	‡	‡	‡	‡
State	64.1%	23.8%	11.6%	‡
White				
School	*	*	*	*
District	‡	‡	‡	‡
State	61.1%	24.5%	13.2%	1.2%

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

ELA Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	*	*	*	*
District	‡	‡	‡	‡
State	60.2%	25.4%	13.2%	1.2%
English Learners				
School	*	*	*	*
District	‡	‡	‡	‡
State	62.8%	24.8%	11.2%	1.2%
Former EL				
School	*	*	*	*
District	*	*	*	*
State	‡	‡	‡	‡
Homeless				
School	*	*	*	*
District	*	*	*	*
State	54.5%	27.9%	16.6%	‡
Students with IEPs				
School	*	*	*	*
District	‡	‡	‡	‡
State	60.2%	25.4%	13.2%	1.2%
Low Income				
School	*	*	*	*
District	‡	‡	‡	‡
State	59.8%	25.6%	13.2%	1.4%

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

ELA Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Military				
School	*	*	*	*
District	*	*	*	*
State	**66.3%**	**17.3%**	**16.3%**	‡
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	**61.8%**	**27.1%**	**10.1%**	‡

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

ELA Participation – Overall

What is it?

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

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	98.0%	98.7%	97.4%	*	*	‡	100.0%	98.5%	*	*	89.7%	98.4%	96.9%
State	97.5%	97.7%	97.3%	94.6%	96.6%	99.0%	95.2%	97.1%	96.8%	97.5%	97.4%	98.4%	95.8%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	98.4%	100.0%	‡	96.6%	96.1%	*	84.6%	‡
State	96.6%	98.6%	92.4%	95.0%	96.5%	97.0%	98.0%	89.8%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	2.0%	1.3%	2.6%	*	*	‡	0.0%	1.5%	*	*	10.3%	1.6%	3.1%
State	2.5%	2.3%	2.7%	5.4%	3.4%	1.0%	4.8%	2.9%	3.2%	2.5%	2.6%	1.6%	4.2%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	1.6%	0.0%	‡	3.4%	3.9%	*	15.4%	‡
State	3.4%	1.4%	7.6%	5.0%	3.5%	3.0%	2.0%	10.2%

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ELA Participation - IAR

What is it?

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

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	99.4%	99.4%	99.4%	*	*	‡	‡	98.9%	*	*	93.8%	99.6%	99.3%
State	99.2%	99.3%	99.2%	97.1%	99.3%	99.4%	98.8%	99.3%	99.1%	99.5%	99.0%	99.3%	98.4%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	97.7%	‡	‡	99.0%	98.5%	*	‡	‡
State	99.2%	99.7%	97.5%	98.1%	99.1%	99.1%	99.2%	96.9%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	0.6%	0.6%	0.6%	*	*	‡	‡	1.1%	*	*	6.3%	0.4%	0.7%
State	0.8%	0.7%	0.8%	2.9%	0.7%	0.6%	1.2%	0.7%	0.9%	0.5%	1.0%	0.7%	1.6%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	2.3%	‡	‡	1.0%	1.5%	*	‡	‡
State	0.8%	0.3%	2.5%	1.9%	0.9%	0.9%	0.8%	3.1%

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ELA Participation - DLM

What is it?

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

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	**90.9%**	‡	‡	*	*	*	*	‡	*	*	‡	‡	**90.9%**
State	**93.9%**	**94.2%**	**93.8%**	‡	**91.4%**	**95.2%**	**92.3%**	**94.4%**	**90.4%**	**100.0%**	**94.5%**	**94.4%**	**93.9%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	‡	*	*	**90.9%**	‡	*	*	*
State	**94.9%**	‡	**91.9%**	**93.9%**	**93.9%**	*	**90.4%**	**86.1%**

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	**9.1%**	‡	‡	*	*	*	*	‡	*	*	‡	‡	**9.1%**
State	**6.1%**	**5.8%**	**6.2%**	‡	**8.6%**	**4.8%**	**7.7%**	**5.6%**	**9.6%**	**0.0%**	**5.5%**	**5.6%**	**6.1%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	‡	*	*	**9.1%**	‡	*	*	*
State	**5.1%**	‡	**8.1%**	**6.1%**	**6.1%**	*	**9.6%**	**13.9%**

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

ELA Growth – IAR

What is it?

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

Cohort Growth Percentile ELA - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	50.3	50.8	49.8	*	*	‡	‡	50	*	*	‡	50.4	46.1
State	50	51.2	48.7	53.1	49.4	56.6	45.9	49	51.9	50.5	49.9	51.1	45.4

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	48.9	‡	‡	46	47.4	*	‡	‡
State	47.9	53.8	44	43.2	47.4	44.4	50	45.2

Baseline Growth Percentile ELA - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	58.8	59.7	57.8	*	*	‡	‡	57.9	*	*	‡	59	54.3
State	58.4	59.4	57.4	61.6	57.7	64.2	54.6	57.6	59.9	59.6	58	59.5	54.2

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

ELA Growth – IAR (cont)

Baseline Growth Percentile ELA - By Demographics

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	**54.8**	‡	‡	**53.9**	**55.9**	*	‡	‡
State	**56.3**	**62.9**	**52.6**	**52.1**	**56**	**52.9**	**58.4**	**53.1**

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

Math Proficiency - Overall

What is it?

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

All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	**42.8%**	**42.1%**	**43.4%**	*	*	‡	‡	**30.5%**	*	*	‡	**45.5%**	**19.2%**
State	**39.2%**	**37.2%**	**41.2%**	**61.3%**	**31.6%**	**71.8%**	**16.3%**	**25.8%**	**45.4%**	**46.5%**	**43.4%**	**51.2%**	**21.6%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	**16.9%**	‡	‡	**14.9%**	**25.1%**	*	‡	‡
State	**14.8%**	**55.6%**	**12.8%**	**11.7%**	**22.5%**	**9.2%**	**39.7%**	**13.1%**

All Tests - Federal Rate

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

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

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

Math Proficiency - IAR

What is it?

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

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

Students performing at levels 3 and 4 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area and at each grade level/course.

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

Math Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
School	*	*	*	*
District	13.3%	40.9%	39.7%	6.1%
State	25.4%	35.0%	31.6%	8.0%
Female				
School	*	*	*	*
District	14.0%	41.7%	40.2%	4.0%
State	25.6%	37.0%	30.5%	6.8%
Male				
School	*	*	*	*
District	12.7%	40.1%	39.2%	8.1%
State	25.2%	33.0%	32.7%	9.1%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	9.8%	28.2%	44.8%	17.2%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	32.4%	35.9%	25.0%	6.6%
Asian				
School	*	*	*	*
District	‡	‡	‡	‡
State	7.8%	20.7%	44.1%	27.4%

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

Math Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Black				
School	*	*	*	*
District	‡	‡	‡	‡
State	46.6%	36.8%	15.1%	1.6%
Hispanic				
School	*	*	*	*
District	26.9%	39.8%	32.3%	‡
State	34.0%	39.8%	23.1%	3.1%
MENA				
School	*	*	*	*
District	*	*	*	*
State	19.5%	33.7%	38.2%	8.6%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	18.3%	34.8%	39.1%	7.8%
Two or More Races				
School	*	*	*	*
District	‡	‡	‡	‡
State	24.0%	32.8%	32.8%	10.3%
White				
School	*	*	*	*
District	10.6%	40.5%	41.8%	7.1%
State	14.9%	33.4%	41.1%	10.5%

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

Math Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	*	*	*	*
District	33.3%	43.0%	20.7%	‡
State	47.0%	31.6%	17.9%	3.5%
English Learners				
School	*	*	*	*
District	31.0%	50.0%	‡	‡
State	44.5%	38.7%	15.5%	1.2%
Former EL				
School	*	*	*	*
District	‡	‡	‡	‡
State	6.6%	35.0%	44.6%	13.8%
Homeless				
School	*	*	*	*
District	‡	‡	‡	‡
State	51.5%	35.0%	12.8%	0.8%
Students with IEPs				
School	*	*	*	*
District	36.3%	44.1%	17.6%	‡
State	58.2%	29.0%	11.1%	1.6%
Low Income				
School	*	*	*	*
District	23.6%	50.3%	24.1%	‡
State	37.7%	39.1%	20.7%	2.5%

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

Math Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Migrant				
School	*	*	*	*
District	*	*	*	*
State	57.5%	33.9%	8.0%	‡
Military				
School	*	*	*	*
District	‡	‡	‡	‡
State	20.4%	38.2%	35.4%	6.0%
Youth In Care				
School	*	*	*	*
District	‡	‡	‡	‡
State	51.8%	33.9%	13.2%	1.1%

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

Math Proficiency - DLM

What is it?

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

- Level 1 – Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Approaching Target: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
- Level 3 – At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

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

Math Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
School	*	*	*	*
District	‡	‡	‡	‡
State	**64.0%**	**21.1%**	**11.5%**	**3.4%**
Female				
School	*	*	*	*
District	‡	‡	‡	‡
State	**66.3%**	**21.8%**	**9.6%**	**2.4%**
Male				
School	*	*	*	*
District	‡	‡	‡	‡
State	**62.9%**	**20.8%**	**12.4%**	**3.9%**
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	‡	‡	‡	‡
American Indian				
School	*	*	*	*
District	*	*	*	*
State	**78.1%**	‡	‡	‡
Asian				
School	*	*	*	*
District	*	*	*	*
State	**69.0%**	**17.4%**	**9.2%**	**4.4%**

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

Math Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Black				
School	*	*	*	*
District	*	*	*	*
State	59.1%	23.1%	13.2%	4.5%
Hispanic				
School	*	*	*	*
District	‡	‡	‡	‡
State	63.3%	20.1%	12.8%	3.8%
MENA				
School	*	*	*	*
District	*	*	*	*
State	65.2%	19.7%	‡	‡
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	‡	‡	‡	‡
Two or More Races				
School	*	*	*	*
District	‡	‡	‡	‡
State	69.6%	17.6%	10.0%	2.8%
White				
School	*	*	*	*
District	‡	‡	‡	‡
State	66.4%	21.7%	9.8%	2.2%

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

Math Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	*	*	*	*
District	‡	‡	‡	‡
State	64.0%	21.1%	11.5%	3.4%
English Learners				
School	*	*	*	*
District	‡	‡	‡	‡
State	64.4%	20.1%	11.8%	3.7%
Former EL				
School	*	*	*	*
District	*	*	*	*
State	‡	‡	‡	‡
Homeless				
School	*	*	*	*
District	*	*	*	*
State	59.5%	21.2%	16.3%	‡
Students with IEPs				
School	*	*	*	*
District	‡	‡	‡	‡
State	64.0%	21.1%	11.5%	3.4%
Low Income				
School	*	*	*	*
District	‡	‡	‡	‡
State	62.6%	21.2%	12.5%	3.7%

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

Math Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Military				
School	*	*	*	*
District	*	*	*	*
State	**68.6%**	**22.9%**	‡	‡
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	**64.2%**	**20.4%**	**12.4%**	‡

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

Math Participation – Overall

What is it?

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

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	98.0%	98.7%	97.4%	*	*	‡	100.0%	98.5%	*	*	89.7%	98.4%	96.9%
State	97.4%	97.6%	97.2%	94.6%	96.5%	98.9%	95.1%	97.1%	96.8%	97.4%	97.3%	98.4%	95.8%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	98.4%	100.0%	‡	96.6%	96.1%	*	84.6%	‡
State	96.6%	98.5%	92.2%	95.1%	96.5%	97.4%	98.0%	89.8%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	2.0%	1.3%	2.6%	*	*	‡	0.0%	1.5%	*	*	10.3%	1.6%	3.1%
State	2.6%	2.4%	2.8%	5.4%	3.5%	1.1%	4.9%	2.9%	3.2%	2.6%	2.7%	1.6%	4.2%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	1.6%	0.0%	‡	3.4%	3.9%	*	15.4%	‡
State	3.4%	1.5%	7.8%	4.9%	3.5%	2.6%	2.0%	10.2%

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

Math Participation – IAR

What is it?

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

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	99.4%	99.4%	99.4%	*	*	‡	‡	98.9%	*	*	93.8%	99.6%	99.3%
State	99.1%	99.1%	99.1%	96.5%	99.1%	99.4%	98.6%	99.2%	99.0%	99.3%	98.9%	99.2%	98.2%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	97.7%	‡	‡	99.0%	98.5%	*	‡	‡
State	99.0%	99.6%	97.0%	97.9%	98.9%	99.1%	99.1%	96.6%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	0.6%	0.6%	0.6%	*	*	‡	‡	1.1%	*	*	6.3%	0.4%	0.7%
State	0.9%	0.9%	0.9%	3.5%	0.9%	0.6%	1.4%	0.8%	1.0%	0.7%	1.1%	0.8%	1.8%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	2.3%	‡	‡	1.0%	1.5%	*	‡	‡
State	1.0%	0.4%	3.0%	2.1%	1.1%	0.9%	0.9%	3.4%

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

Math Participation – DLM

What is it?

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

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	**90.9%**	‡	‡	*	*	*	*	‡	*	*	‡	‡	**90.9%**
State	**93.8%**	**93.9%**	**93.8%**	‡	**91.4%**	**95.2%**	**92.3%**	**94.3%**	**90.4%**	**100.0%**	**94.3%**	**94.2%**	**93.8%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	‡	*	*	**90.9%**	‡	*	*	*
State	**94.8%**	‡	**91.6%**	**93.8%**	**93.8%**	*	**91.3%**	**87.4%**

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	**9.1%**	‡	‡	*	*	*	*	‡	*	*	‡	‡	**9.1%**
State	**6.2%**	**6.1%**	**6.2%**	‡	**8.6%**	**4.8%**	**7.7%**	**5.7%**	**9.6%**	**0.0%**	**5.7%**	**5.8%**	**6.2%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	‡	*	*	**9.1%**	‡	*	*	*
State	**5.2%**	‡	**8.4%**	**6.2%**	**6.2%**	*	**8.7%**	**12.6%**

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

Math Growth – IAR

What is it?

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

Cohort Growth Percentile Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	52.7	56.3	49.3	*	*	‡	‡	54.1	*	*	‡	52.7	48.6
State	50	50.5	49.4	58.7	49.5	57.1	46.6	49.4	51.7	51.1	49.9	50.5	46.5

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	50.8	‡	‡	50.8	48.9	*	‡	‡
State	48.7	54.6	45.4	44.8	47.9	47.7	50.1	46.1

Baseline Growth Percentile Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	47	50	44	*	*	‡	‡	46.9	*	*	‡	47.2	42.7
State	44.5	44.9	44.1	54.2	44.2	51.8	41.4	43.9	46.4	45.1	44.5	45.1	41.6

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

Math Growth – IAR (cont)

Baseline Growth Percentile Math - By Demographics

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	**43.7**	‡	‡	**44.7**	**43.1**	*	‡	‡
State	**43**	**49.5**	**40.4**	**40.1**	**42.5**	**43.4**	**44.6**	**41.2**

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

Science Proficiency - Overall

What is it?

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

All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	**54.6%**	**55.4%**	**53.7%**	*	*	*	‡	**54.7%**	*	*	‡	**55.7%**	**32.8%**
State	**48.7%**	**48.4%**	**48.9%**	**74.7%**	**40.5%**	**75.6%**	**25.4%**	**35.5%**	**48.3%**	**59.7%**	**53.5%**	**61.4%**	**28.9%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	‡	‡	‡	**25.0%**	**34.0%**	*	‡	*
State	**16.8%**	**66.9%**	**20.5%**	**15.4%**	**32.1%**	‡	**52.2%**	**20.0%**

All Tests - Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	‡	*	**32.3%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	*	*	*	**24.5%**	*	*	*	*

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

Science Proficiency - ISA

What is it?

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

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

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

Science Proficiency - ISA (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
School	*	*	*	*
District	6.4%	37.0%	51.6%	5.0%
State	11.3%	39.0%	43.1%	6.6%
Female				
School	*	*	*	*
District	‡	36.8%	53.5%	‡
State	10.3%	40.9%	43.1%	5.7%
Male				
School	*	*	*	*
District	‡	37.1%	49.5%	‡
State	12.3%	37.1%	43.1%	7.5%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	‡	16.9%	52.3%	26.2%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	13.4%	45.0%	37.2%	4.3%
Asian				
School	*	*	*	*
District	*	*	*	*
State	3.9%	20.8%	56.2%	19.0%

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

Science Proficiency - ISA (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Black				
School	*	*	*	*
District	‡	‡	‡	‡
State	22.6%	51.4%	24.7%	1.3%
Hispanic				
School	*	*	*	*
District	‡	30.8%	53.8%	‡
State	15.5%	47.8%	34.0%	2.8%
MENA				
School	*	*	*	*
District	*	*	*	*
State	11.1%	39.9%	44.2%	4.8%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	7.0%	31.6%	55.3%	6.0%
Two or More Races				
School	*	*	*	*
District	‡	‡	‡	‡
State	10.5%	35.3%	45.7%	8.5%
White				
School	*	*	*	*
District	‡	38.3%	52.0%	6.3%
State	5.8%	31.7%	53.4%	9.1%

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

Science Proficiency - ISA (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	*	*	*	*
District	‡	48.8%	32.6%	‡
State	26.5%	44.9%	25.1%	3.5%
English Learners				
School	*	*	*	*
District	‡	‡	‡	‡
State	24.2%	57.9%	17.4%	0.6%
Former EL				
School	*	*	*	*
District	‡	‡	‡	‡
State	1.4%	25.3%	63.8%	9.4%
Homeless				
School	*	*	*	*
District	‡	‡	‡	‡
State	25.4%	52.3%	21.4%	0.9%
Students with IEPs				
School	*	*	*	*
District	‡	48.4%	‡	‡
State	35.4%	48.5%	14.8%	1.3%
Low Income				
School	*	*	*	*
District	‡	50.8%	35.4%	‡
State	17.6%	48.9%	31.3%	2.2%

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

Science Proficiency - ISA (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Migrant				
School	*	*	*	*
District	*	*	*	*
State	38.3%	53.2%	‡	‡
Military				
School	*	*	*	*
District	‡	‡	‡	‡
State	9.4%	35.6%	47.9%	7.1%
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	27.0%	49.8%	22.0%	1.1%

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

Science Proficiency - DLM

What is it?

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

- Level 1 – Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Approaching Target: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
- Level 3 – At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

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

Science Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
School	*	*	*	*
District	‡	‡	‡	‡
State	70.1%	19.2%	9.7%	1.0%
Female				
School	*	*	*	*
District	‡	‡	‡	‡
State	69.4%	20.5%	9.0%	1.1%
Male				
School	*	*	*	*
District	‡	‡	‡	‡
State	70.4%	18.6%	10.0%	1.0%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	‡	‡	‡	‡
American Indian				
School	*	*	*	*
District	*	*	*	*
State	73.3%	‡	‡	‡
Asian				
School	*	*	*	*
District	*	*	*	*
State	77.0%	13.8%	8.4%	‡

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

Science Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Black				
School	*	*	*	*
District	*	*	*	*
State	64.2%	22.4%	12.0%	1.5%
Hispanic				
School	*	*	*	*
District	*	*	*	*
State	69.2%	20.2%	9.6%	1.1%
MENA				
School	*	*	*	*
District	*	*	*	*
State	73.3%	‡	‡	‡
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	‡	‡	‡	‡
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	71.0%	21.0%	8.0%	‡
White				
School	*	*	*	*
District	‡	‡	‡	‡
State	73.4%	17.1%	8.7%	0.8%

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

Science Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	*	*	*	*
District	‡	‡	‡	‡
State	70.1%	19.3%	9.7%	1.0%
English Learners				
School	*	*	*	*
District	*	*	*	*
State	70.7%	19.5%	9.1%	0.8%
Former EL				
School	*	*	*	*
District	*	*	*	*
State	‡	‡	‡	‡
Homeless				
School	*	*	*	*
District	*	*	*	*
State	54.1%	24.5%	18.4%	‡
Students with IEPs				
School	*	*	*	*
District	‡	‡	‡	‡
State	70.1%	19.3%	9.7%	1.0%
Low Income				
School	*	*	*	*
District	‡	‡	‡	‡
State	67.7%	20.9%	10.2%	1.2%

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

Science Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Military				
School	*	*	*	*
District	*	*	*	*
State	**63.6%**	‡	‡	‡
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	**68.3%**	**28.6%**	‡	‡

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

Science Participation – Overall

What is it?

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

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	98.8%	99.4%	98.0%	*	*	*	‡	100.0%	*	*	‡	98.8%	93.5%
State	97.8%	98.0%	97.6%	95.3%	96.1%	98.9%	96.1%	97.5%	98.1%	97.6%	97.7%	98.5%	96.0%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	95.0%	‡	‡	93.0%	99.0%	*	‡	*
State	97.0%	98.8%	93.3%	95.2%	97.0%	96.8%	98.2%	90.7%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	1.2%	0.6%	2.0%	*	*	*	‡	0.0%	*	*	‡	1.2%	6.5%
State	2.2%	2.0%	2.4%	4.7%	3.9%	1.1%	3.9%	2.5%	1.9%	2.4%	2.3%	1.5%	4.0%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	5.0%	‡	‡	7.0%	1.0%	*	‡	*
State	3.0%	1.2%	6.7%	4.8%	3.0%	3.2%	1.8%	9.3%

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

Science Participation – ISA

What is it?

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

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	99.1%	100.0%	98.1%	*	*	*	‡	100.0%	*	*	‡	99.4%	95.6%
State	98.7%	98.7%	98.6%	97.1%	97.7%	99.1%	97.9%	98.7%	98.7%	98.2%	98.4%	98.9%	97.4%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	93.3%	‡	‡	93.9%	98.5%	*	‡	*
State	98.6%	99.4%	96.0%	97.1%	98.4%	98.5%	98.7%	94.4%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	0.9%	0.0%	1.9%	*	*	*	‡	0.0%	*	*	‡	0.6%	4.4%
State	1.3%	1.3%	1.4%	2.9%	2.3%	0.9%	2.1%	1.3%	1.3%	1.8%	1.6%	1.1%	2.6%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	6.7%	‡	‡	6.1%	1.5%	*	‡	*
State	1.4%	0.6%	4.0%	2.9%	1.6%	1.5%	1.3%	5.6%

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

Science Participation – DLM

What is it?

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

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	**91.4%**	**91.3%**	**91.4%**	‡	**93.8%**	**94.0%**	**90.4%**	**92.5%**	**88.2%**	‡	**89.5%**	**90.9%**	**91.4%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	*	*	*	‡	‡	*	*	*
State	**92.7%**	‡	**93.5%**	**91.4%**	**91.7%**	*	**91.7%**	**80.8%**

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	**8.6%**	**8.7%**	**8.6%**	‡	**6.3%**	**6.0%**	**9.6%**	**7.5%**	**11.8%**	‡	**10.5%**	**9.1%**	**8.6%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	*	*	*	‡	‡	*	*	*
State	**7.3%**	‡	**6.5%**	**8.6%**	**8.3%**	*	**8.3%**	**19.2%**

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

Eighth Graders Passing Algebra I

What is it?

This shows the percentage of eighth-graders passing Algebra I. They are defined as eighth-grade students who have successfully completed Algebra I (or its equivalent) by the end of Grade 8. Successful completion is measured by earning a D or above and receiving at least 1.0 credit hour.

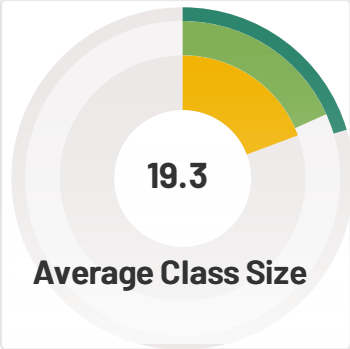
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	**30.6%**	**29.7%**	**31.9%**	*	*	*	‡	‡	*	*	‡	**36.5%**	‡
State	**30.9%**	**30.1%**	**31.7%**	**46.5%**	**24.2%**	**63.5%**	**17.7%**	**22.7%**	**33.0%**	**38.7%**	**34.2%**	**36.2%**	**16.1%**

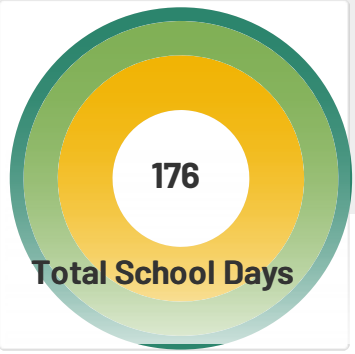
	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	‡	*	‡	‡	‡	*	‡	*
State	**13.0%**	*	**11.7%**	**7.5%**	**19.8%**	‡	**26.8%**	**9.6%**

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

About the data

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





Illinois Youth Survey

What is it?

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

	School did participate in Illinois Youth Survey
School	**No**

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

Early Learning

What is it?

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

Kindergarten Individual Developmental Survey (KIDS) Results - Overall

	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmnetal Areas	Social and Emotional Development	Language and Literacy Development	Math
School	**99.0%**	**63.7%**	**11.8%**	**17.6%**	**‡**	**35.3%**	**23.5%**	**‡**
District	**99.0%**	**63.7%**	**11.8%**	**17.6%**	**‡**	**35.3%**	**23.5%**	**‡**
State	**90.7%**	**33.4%**	**16.2%**	**17.3%**	**33.1%**	**60.2%**	**51.1%**	**38.8%**

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

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	English Learners	Students with IEPs	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	‡	*	*	*	‡	*	*	*	‡	‡	*	‡	‡
State	**33.1%**	**23.9%**	**37.3%**	**26.9%**	**22.1%**	**24.4%**	**26.3%**	**35.5%**	**41.0%**	**17.1%**	**16.5%**	**17.1%**	**23.8%**

	Homeless
School	*
District	‡
State	**21.3%**

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

School Level Finances

What is it?

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

		Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures				
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total	Exclusions	Total Expenditures
School	**333**	**$299**	**$9,391**	**$9,690**	**$243**	**$5,746**	**$5,989**	**$543**	**$15,137**	**$15,679**	*	*
District	**1,424**	**$142**	**$9,501**	**$9,642**	**$243**	**$5,746**	**$5,989**	**$385**	**$15,247**	**$15,632**	**$3,596,130**	**$25,862,395**

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

Average Class Size

What is it?

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

	K	Grade 1	Grade 2
School	**17.3**	**20.6**	**20.2**
District	**17.3**	**20.6**	**20.2**
State	**19.3**	**19.6**	**19.9**

Total School Days

What is it?

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

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

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

Health and Wellness

What is it?

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

Truant Minor Count: The table below reports the count of the number of truant minors in the district in the previous school year.

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

Days PE per week

	Days PE per week
School	**5**
District	**4**
State	**4**

Health and Wellness (cont)

Truant Minor Count

School	**‡**
District	**‡**
State	**167,697**

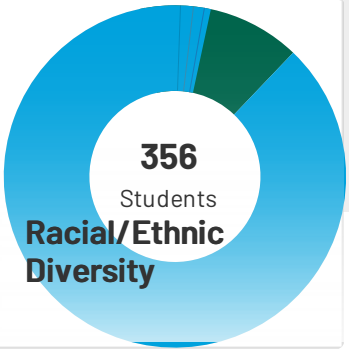
***** indicates non-reported data. **‡** indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

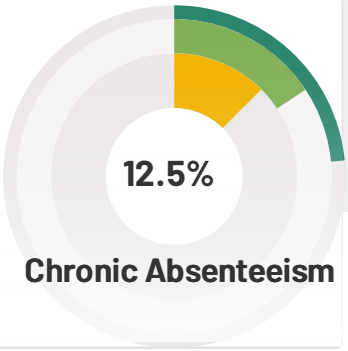
Student data includes information regarding the student population, including enrollment and attendance data, as well as information regarding specific student groups, such as gifted students and English Learner students. Student data often is disaggregated further into demographic student groups.

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Student Enrollment



Racial/Ethnic Diversity



Chronic Absenteeism

Student Enrollment

What is it?

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

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

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**100.0%** **356**	**46.3%** **165**	**53.7%** **191**	**‡** *	**‡** *	**‡** *	**‡** **‡**	**13.8%** **49**	**‡** *	**‡** *	**‡** **‡**	**81.2%** **289**	**17.7%** **63**
District	**100.0%** 1,431	**48.6%** 696	**51.4%** 735	**‡** *	**‡** *	**‡** ‡	**1.3%** 19	**14.0%** 201	**‡** *	**‡** *	**2.7%** 38	**81.8%** 1,171	**19.6%** 281
State	**100.0%** 1,819,118	**48.6%** 883,597	**51.4%** 934,891	**0.0%** 630	**0.3%** 4,675	**5.9%** 106,670	**16.3%** 296,518	**28.3%** 515,547	**0.4%** 7,471	**0.1%** 1,485	**4.8%** 87,526	**43.9%** 799,226	**22.4%** 407,651

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Never EL	Youth In Care
School	**3.9%** **14**	**‡** *	**‡** **‡**	**15.7%** **56**	**34.8%** **124**	**‡** *	**4.2%** **15**	**96.1%** **342**	**‡** **‡**
District	**5.9%** 84	**1.3%** 18	**0.8%** 11	**15.6%** 223	**30.7%** 439	**‡** *	**1.9%** 27	**92.9%** 1,329	**‡** ‡
State	**17.5%** 318,654	**6.2%** 112,681	**2.5%** 44,847	**16.7%** 304,563	**47.5%** 864,402	**0.0%** 481	**0.9%** 15,974	**76.3%** 1,387,783	**0.6%** 11,551

By Grades

	PK	K	Grade 1	Grade 2
School	**52**	**102**	**102**	**100**
District	**52**	**102**	**102**	**100**
State	**86,382**	**115,387**	**121,751**	**126,030**

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

Advanced Academic Programs

What is it?

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

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

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

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

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

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

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

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

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

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

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
District	**2.8%** 41	**2.1%** 15	**3.5%** 26	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	**3.0%** 36	‡ ‡
State	**14.1%** 263,987	**14.6%** 132,911	**13.6%** 130,950	**17.5%** 126	**12.8%** 591	**31.0%** 34,151	**8.5%** 26,633	**13.8%** 73,581	**12.2%** 1,077	**20.3%** 308	**12.8%** 11,643	**14.3%** 116,003	**8.3%** 34,427

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**8.2%** 27,475	**4.3%** 13,149	**9.4%** 81,095	**6.7%** 3,741	**2.1%** 266

Students who are Identified as Accelerated - ELA - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	**0.9%** 17,404	**1.2%** 11,094	**0.7%** 6,293	**2.4%** 17	**0.8%** 37	**0.9%** 963	**0.5%** 1,427	**0.8%** 4,240	**0.6%** 57	**0.7%** 11	**0.9%** 861	**1.2%** 9,808	**0.6%** 2,350

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Advanced Academic Programs (cont)

Students who are Identified as Accelerated - ELA - By Demographics

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.3%** 1,046	**0.2%** 596	**0.6%** 4,812	**0.3%** 161	**0.2%** 23

Students who are Identified as Accelerated - Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
District	**2.8%** 41	**2.1%** 15	**3.5%** 26	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	**3.0%** 36	‡ ‡
State	**2.1%** 39,216	**1.7%** 15,265	**2.5%** 23,940	**1.5%** 11	**1.6%** 76	**6.4%** 7,033	**0.4%** 1,150	**1.0%** 5,338	**1.5%** 135	**2.1%** 32	**2.4%** 2,136	**2.9%** 23,316	**1.1%** 4,459

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.6%** 1,891	**0.5%** 1,496	**0.7%** 5,883	**0.3%** 147	**0.2%** 19

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Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Single Subject Other than ELA, Math or Science - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	**4.2%** 79,144	**4.4%** 39,765	**4.1%** 39,356	**3.2%** 23	**4.4%** 205	**4.6%** 5,034	**5.4%** 16,975	**6.9%** 36,596	**1.2%** 103	**8.8%** 134	**2.4%** 2,222	**2.2%** 17,875	**3.5%** 14,334

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**5.3%** 17,875	**2.6%** 8,099	**5.0%** 43,450	**4.9%** 2,712	**1.4%** 172

Students who are Identified as Accelerated - Mutiple Subjects, but not Whole Grade - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	**6.5%** 121,810	**7.0%** 63,376	**6.1%** 58,366	**9.4%** 68	**5.6%** 257	**18.7%** 20,587	**2.0%** 6,101	**4.8%** 25,467	**8.5%** 753	**8.3%** 126	**6.8%** 6,161	**7.7%** 62,358	**3.0%** 12,562

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Mutiple Subjects, but not Whole Grade - By Demographics

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

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	**0.1%** 2,272	**0.1%** 1,191	**0.1%** 1,077	‡ ‡	‡ ‡	**0.2%** 229	**0.2%** 663	**0.1%** 791	‡ ‡	‡ ‡	**0.1%** 99	**0.1%** 475	**0.0%** 161

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.1%** 176	**0.0%** 63	**0.1%** 1,019	**0.0%** 19	‡ ‡

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Advanced Academic Programs (cont)

Students Enrolled in Advanced Placement Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	**26.1%** 110	**32.0%** 66	**20.5%** 44	‡ ‡	‡ ‡	‡ ‡	‡ ‡	**20.0%** 11	‡ ‡	‡ ‡	‡ ‡	**28.0%** 97	‡ ‡
State	**27.3%** 159,569	**30.7%** 87,172	**24.0%** 72,253	**36.8%** 144	**25.3%** 338	**57.7%** 19,780	**16.4%** 15,710	**25.7%** 43,878	**31.1%** 918	**35.0%** 193	**29.0%** 6,963	**28.1%** 71,789	**13.8%** 17,982

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	**14.4%** 18	‡ ‡	‡ ‡
State	**13.0%** 11,449	**4.0%** 3,475	**18.8%** 48,385	**10.0%** 1,836	**3.3%** 97

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	**42.5%** 179	**42.7%** 88	**42.3%** 91	‡ ‡	‡ ‡	‡ ‡	‡ ‡	**43.6%** 24	‡ ‡	‡ ‡	‡ ‡	**42.5%** 147	**42.1%** 32
State	**20.0%** 117,055	**20.6%** 58,638	**19.4%** 58,343	**18.9%** 74	**17.8%** 238	**22.9%** 7,852	**13.7%** 13,127	**16.3%** 27,797	**24.4%** 720	**20.9%** 115	**19.8%** 4,750	**24.4%** 62,456	**13.4%** 17,463

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

Advanced Academic Programs (cont)

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

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	**44.0%** 11	**37.5%** 21	**40.0%** 50	‡ ‡	* *
State	**11.5%** 10,113	**9.7%** 8,320	**14.6%** 37,471	**11.9%** 2,182	**7.3%** 212

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	**21.6%** 91	**29.1%** 60	**14.4%** 31	‡ ‡	‡ ‡	‡ ‡	‡ ‡	**20.0%** 11	‡ ‡	‡ ‡	‡ ‡	**22.5%** 78	‡ ‡
State	**55.8%** 326,395	**60.4%** 171,593	**51.4%** 154,547	**65.2%** 255	**51.6%** 690	**80.9%** 27,725	**43.5%** 41,654	**55.7%** 94,990	**53.1%** 1,567	**61.5%** 339	**56.4%** 13,567	**57.0%** 145,863	**35.5%** 46,263

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	**13.6%** 17	‡ ‡	‡ ‡
State	**41.1%** 36,242	**21.1%** 18,203	**45.3%** 116,737	**31.4%** 5,771	**16.9%** 495

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Advanced Academic Programs (cont)

Students Enrolled in IB Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.5%** 9,043	**1.8%** 5,175	**1.3%** 3,867	‡ ‡	**1.6%** 21	**1.5%** 507	**2.3%** 2,199	**2.6%** 4,441	‡ ‡	**3.1%** 17	**0.9%** 208	**0.6%** 1,648	**1.2%** 1,504

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.6%** 1,442	**0.6%** 497	**2.2%** 5,649	**1.8%** 322	**0.8%** 24

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Advanced Academic Programs (cont)

Students Enrolled in any Advanced Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	**62.9%** 265	**67.0%** 138	**59.1%** 127	‡ ‡	‡ ‡	‡ ‡	‡ ‡	**58.2%** 32	‡ ‡	‡ ‡	‡ ‡	**64.5%** 223	**46.1%** 35
State	**60.8%** 355,552	**64.9%** 184,273	**56.9%** 171,011	**68.5%** 268	**56.5%** 756	**82.6%** 28,304	**48.2%** 46,194	**59.7%** 101,757	**60.1%** 1,773	**65.7%** 362	**61.4%** 14,767	**63.2%** 161,639	**40.6%** 52,946

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	**52.0%** 13	**37.5%** 21	**56.0%** 70	‡ ‡	‡ ‡
State	**45.1%** 39,753	**26.4%** 22,751	**50.1%** 128,964	**36.8%** 6,765	**21.2%** 620

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Advanced Academic Programs (cont)

Students Assessed For Giftedness - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**12.2%** 229,105	**12.3%** 111,815	**12.2%** 117,197	**12.9%** 93	**14.7%** 679	**26.0%** 28,616	**7.4%** 23,206	**9.6%** 51,344	**9.8%** 869	**14.2%** 215	**14.1%** 12,774	**13.7%** 111,402	**11.0%** 45,450

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**8.7%** 29,115	**9.4%** 29,002	**8.4%** 73,198	**5.6%** 3,147	**5.9%** 736

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.4%** 25,974	**1.4%** 12,582	**1.4%** 13,386	‡ ‡	**2.1%** 96	**3.7%** 4,114	**0.6%** 1,946	**0.9%** 4,793	**0.9%** 82	**2.1%** 32	**1.5%** 1,377	**1.7%** 13,534	**1.1%** 4,352

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

Advanced Academic Programs (cont)

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

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.6%** 1,924	**0.7%** 2,296	**0.6%** 5,630	**0.3%** 165	**0.3%** 39

Students Identified As Gifted - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**4.8%** 90,505	**4.9%** 44,056	**4.8%** 46,405	**6.1%** 44	**4.5%** 208	**16.0%** 17,592	**2.2%** 6,916	**3.0%** 16,042	**3.1%** 278	**6.5%** 99	**5.6%** 5,075	**5.4%** 44,295	**2.7%** 11,300

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.3%** 4,479	**1.4%** 4,197	**2.3%** 19,695	**0.9%** 525	**0.7%** 90

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

Advanced Academic Programs (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.8%** 14,417	**0.7%** 6,781	**0.8%** 7,632	‡ ‡	**1.1%** 52	**2.7%** 2,994	**0.3%** 999	**0.4%** 2,160	**0.6%** 49	**1.3%** 19	**0.9%** 847	**0.9%** 7,297	**0.4%** 1,691

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.1%** 480	**0.2%** 669	**0.3%** 2,460	**0.1%** 45	**0.1%** 11

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

English Learners Outcomes

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
School	*	**100.0%** **14**	‡ ‡	* ‡
District	*	**98.6%** 71	‡ ‡	* 26
State	*	**98.6%** 269,785	**7.9%** 21,216	* 67,379

English Learners Progress - Overall

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	Low Income
School	‡	*	*	*	‡	*	*	*	*	*	‡
District	**54.4**	*	*	*	**56.1**	*	*	*	‡	**54.5**	**51.1**
State	**54.6**	**51.9**	**69.3**	**59.8**	**51.1**	**60.1**	**52.4**	**65.8**	**66.1**	**43.2**	**53.1**

English Learners Progress - Grade ES

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	Low Income
School	‡	*	*	*	‡	*	*	*	*	*	‡
District	**61.7**	*	*	*	**62.9**	*	*	*	‡	**53.8**	**58.8**
State	**65.4**	**61.7**	**77**	**68.5**	**62.4**	**70.4**	**66.7**	**73.5**	**75.1**	**54.8**	**64.1**

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

English Learners Outcomes (cont)

English Learners Progress - Grade HS

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	Low Income
School	*	*	*	*	*	*	*	*	*	*	*
District	**38.8**	*	*	*	**41.3**	*	*	*	‡	‡	**36.3**
State	**30.1**	**29**	**45.1**	**41.4**	**27.3**	**38.4**	**28.6**	**37.9**	**40.6**	**18**	**28.4**

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

Student Attendance

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**94.3%**	**94.5%**	**94.2%**	‡	‡	‡	**90.2%**	**94.8%**	‡	‡	**90.0%**	**94.5%**	**93.0%**
District	**93.8%**	**93.7%**	**93.8%**	‡	‡	**93.8%**	**91.5%**	**93.1%**	‡	‡	**92.1%**	**94.0%**	**92.6%**
State	**92.1%**	**92.1%**	**92.2%**	**90.0%**	**90.6%**	**94.2%**	**89.3%**	**90.6%**	**93.1%**	**91.4%**	**92.3%**	**93.9%**	**90.8%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	**95.1%**	‡	**95.6%**	**92.6%**	**93.1%**	‡	**93.0%**	**96.3%**
District	**94.0%**	‡	**87.0%**	**92.7%**	**91.4%**	‡	**91.9%**	**94.8%**
State	**90.6%**	‡	**85.4%**	**90.4%**	**90.1%**	**92.2%**	**93.1%**	**89.3%**

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

Student Mobility Rate

What is it?

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

Student Mobility

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	3.3%	‡	‡	*	*	*	‡	‡	*	*	‡	‡	‡
District	5.2%	7.1%	3.4%	*	*	‡	‡	5.6%	*	*	‡	5.2%	7.4%
State	6.9%	6.6%	7.1%	9.6%	10.0%	5.9%	12.0%	7.7%	10.1%	7.7%	7.7%	4.5%	6.6%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	‡	*	‡	‡	‡	*	‡	‡
District	‡	*	‡	7.4%	8.0%	*	‡	‡
State	9.8%	*	26.3%	7.3%	9.6%	15.4%	8.9%	28.6%

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

Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**12.5%**	**14.2%**	**11.0%**	*	*	*	‡	**6.8%**	*	*	‡	**11.2%**	**22.6%**
District	**15.7%**	**17.9%**	**13.7%**	*	*	‡	**35.3%**	**17.7%**	*	*	**37.2%**	**14.2%**	**22.6%**
State	**23.5%**	**23.9%**	**23.2%**	**29.0%**	**30.9%**	**15.3%**	**36.7%**	**30.1%**	**20.1%**	**25.6%**	**23.2%**	**15.5%**	**29.1%**

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
School	**7.1%**	**12.5%**	**25.5%**	**23.1%**	**9.1%**	‡
District	**14.1%**	**15.7%**	**22.8%**	**29.7%**	**25.0%**	‡
State	**30.3%**	**23.5%**	**30.5%**	**33.3%**	**19.1%**	**34.5%**

By Grades

	K	Grade 1	Grade 2
School	**12.4%**	**9.7%**	**15.5%**
District	**12.4%**	**9.7%**	**15.5%**
State	**23.8%**	**19.6%**	**18.3%**

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

Consistent Attendance Rate

What is it?

Consistent Attendance Rate is a measure that identifies the percentage of students that are identified as consistently present.

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**87.5%**	**85.8%**	**89.0%**	*	*	*	‡	**93.2%**	*	*	‡	**88.8%**	**77.4%**
District	**84.3%**	**82.1%**	**86.3%**	*	*	‡	**64.7%**	**82.3%**	*	*	**62.8%**	**85.8%**	**77.4%**
State	**76.5%**	**76.1%**	**76.8%**	**71.0%**	**69.1%**	**84.7%**	**63.3%**	**69.9%**	**79.9%**	**74.4%**	**76.8%**	**84.5%**	**70.9%**

	English Learners	Former EL	Students with IEPs	Low Income
School	**92.9%**	*	**74.5%**	**76.9%**
District	**85.9%**	**68.4%**	**77.2%**	**70.3%**
State	**69.7%**	**78.8%**	**69.5%**	**66.7%**

By Grades

	K	Grade 1	Grade 2
School	**87.6%**	**90.3%**	**84.5%**
District	**87.6%**	**90.3%**	**84.5%**
State	**76.2%**	**80.4%**	**81.7%**

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

Chronic Truancy Rate

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	*	*	*	‡	‡	*	*	‡	‡	‡
District	**6.0%**	**6.8%**	**5.3%**	*	*	‡	‡	**12.9%**	*	*	‡	**5.0%**	**8.4%**
State	**19.3%**	**19.4%**	**19.3%**	**16.0%**	**24.5%**	**9.2%**	**42.0%**	**27.7%**	**12.1%**	**20.2%**	**16.2%**	**7.2%**	**21.2%**

	English Learners	Students with IEPs	Low Income
School	‡	‡	‡
District	‡	**8.4%**	**13.5%**
State	**28.9%**	**23.5%**	**30.7%**

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

Truancy Rate

What is it?

This shows the percentage of students who miss more than 1 percent but less than 5 percent school days per year without a valid excuse. Illinois law defines "truant" as a student who is subject to compulsory school attendance and is absent without a valid excuse for more than 1 percent but less than 5 percent of the past 180 school days.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**22** **10.7%**	**13** **14.1%**	**‡** **‡**	*** *	*** *	*** *	**‡** **‡**	**‡** **‡**	*** *	*** *	**‡** **‡**	**12** **7.6%**	**‡** **‡**
District	**212** 16.2%	**95** 15.0%	**117** 17.4%	*** *	*** *	**‡** ‡	**‡** ‡	**34** 18.3%	*** *	*** *	**12** 29.3%	**159** 15.0%	**46** 16.8%
State	**429,791** 26.3%	**209,839** 26.3%	**219,784** 26.2%	**168** 27.1%	**1,174** 31.5%	**21,060** 21.8%	**85,963** 32.1%	**152,014** 32.6%	**1,834** 25.4%	**384** 29.2%	**20,353** 26.6%	**147,009** 20.5%	**98,104** 27.0%

	English Learners	Students with IEPs	Low Income
School	**‡** **‡**	**‡** **‡**	**16** **21.6%**
District	**16** 19.0%	**37** 17.3%	**94** 23.1%
State	**92,720** 32.8%	**72,711** 27.7%	**232,508** 30.8%

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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	*	*	*	*	*	*
District	**29**	*	*	‡	‡	*
State	**106,693**	**285**	**77**	**71,051**	**57,731**	**1,685**

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	*	*	*	*	*	*
District	**33**	*	*	‡	**27**	*
State	**248,184**	**290**	**78**	**149,029**	**96,433**	**2,354**

* 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	770	‡	‡	481	267	19
Asian						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	2,783	*	*	1,959	809	‡
Black						
School	*	*	*	*	*	*
District	‡	*	*	‡	*	*
State	92,322	141	30	48,653	42,295	1,203
Hispanic						
School	*	*	*	*	*	*
District	‡	*	*	‡	‡	*
State	60,143	39	13	41,447	18,005	639
Native Hawaiian/ Pacific Islander						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	187	*	‡	133	53	*

* 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
Two or More Races						
School	*	*	*	*	*	*
District	‡	*	*	*	‡	*
State	17,842	19	‡	10,150	7,542	125
White						
School	*	*	*	*	*	*
District	26	*	*	‡	23	*
State	72,578	88	26	45,031	27,084	349

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	*	*	*	*	*	*
District	17	*	*	‡	11	*
State	125,554	109	24	66,566	57,734	1,121
9-12						
School	*	*	*	*	*	*
District	16	*	*	‡	16	*
State	122,630	181	54	82,463	38,699	1,233

* 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	‡	*	*	*	‡	*
State	7,156	‡	‡	4,164	2,937	51
Alcohol						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	2,716	*	*	1,277	1,428	‡
Drug Offences						
School	*	*	*	*	*	*
District	‡	*	*	*	‡	*
State	10,089	56	‡	2,997	6,672	355
Violence with Physical Injury						
School	*	*	*	*	*	*
District	10	*	*	‡	‡	*
State	11,307	26	13	2,982	8,139	147
Violence without Physical Injury						
School	*	*	*	*	*	*
District	‡	*	*	‡	‡	*
State	42,544	96	14	17,181	24,773	480

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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	190	20	‡	32	125	‡
Dangerous Weapon: Other						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	1,570	‡	‡	391	1,115	40
Other Reason						
School	*	*	*	*	*	*
District	‡	*	*	*	‡	*
State	172,612	71	31	120,005	51,244	1,261

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	‡	*	*	‡	*	*
State	39,030	17	10	27,621	10,990	392

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Student Discipline (cont)

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Students with IEPs						
School	*	*	*	*	*	*
District	10	*	*	‡	‡	*
State	69,521	59	‡	38,453	30,372	633
Low Income						
School	*	*	*	*	*	*
District	19	*	*	‡	16	*
State	175,514	211	52	103,064	70,356	1,831

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	*	*	*	*	*	*
District	*	*	*	*	*	*
State	36,331	‡	‡	31,667	4,638	22
1-2 days						
School	*	*	*	*	*	*
District	16	*	*	‡	15	*
State	139,994	49	‡	100,638	38,543	756

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Student Discipline (cont)

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
2-3 days						
School	*	*	*	*	*	*
District	‡	*	*	‡	‡	*
State	35,382	‡	‡	12,196	22,764	409
3-4 days						
School	*	*	*	*	*	*
District	‡	*	*	*	‡	*
State	22,269	‡	*	3,640	18,388	239
4-10 days						
School	*	*	*	*	*	*
District	‡	*	*	*	‡	*
State	13,371	24	‡	852	12,074	413
Greater than 10 days						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	837	205	55	36	26	515

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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
Female						
School	*	*	*	*	*	*
District	‡	*	*	‡	‡	*
State	**75,244**	**98**	**27**	**45,829**	**28,514**	**776**
Male						
School	*	*	*	*	*	*
District	‡	*	*	‡	‡	*
State	**172,888**	**192**	**51**	**103,164**	**67,903**	**1,578**
Non Binary						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	**52**	*	*	**36**	**16**	*

* 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 six summative designations: Exemplary School, Approaching Exemplary School, Commendable School, Developing School, Comprehensive School, and Dually Designated School. 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

Approaching Exemplary School

Patterns of strong performance approaching the highest levels. Schools with an Approaching Exemplary overall profile have no student groups with a Comprehensive profile.

No Data

School Improvement Funds

Title 1 Schoolwide

Title I Status

Title I Status

What is it?

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

	Title I Status
School	**Title 1 Schoolwide**

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School Improvement Funds

What is it?

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

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

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

	Cohort Year	School Improvement Status	Term within School Improvement Status Cycle	Current School Improvement Grant Term Allocation	Reason for Improvement Status & Grant Allocation
School	*	*	*	*	*

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Meta Indicator Components

What is it?

Summative Designation Meta Indicators: The accountability system has meta-indicators that are currently being validated for use as indicators within the summative designation calculations in future years. The Illinois Report Card is not reporting an overall calculation, but rather the sub-elements of the indicator calculations.

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

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

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

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

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

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

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

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

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

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

Summative Designation Meta Indicators/P2 Meta Indicators/Chronic Absenteeism: The percentage of students in grades K, 1, and 2 who are chronically absent.

Summative Designation Meta Indicators/P2 Meta Indicators/Dual Language Programs: The percentage of students designated as "Currently EL" or "Currently EL Transition Incomplete" students from K, 1st, and 2nd grade who are enrolled in a dual language program.

Summative Designation Meta Indicators/P2 Meta Indicators/3rd Grade Literacy: The percentage of 3rd grade students who have received an A, B, or C (or commensurate standards) in English Language Arts (ELA).

Summative Designation Meta Indicators/Elementary/Middle School Meta Indicators/5th Grade Math: The percentage of 5th grade students who have received an A, B, or C (or commensurate standards) in math.

Summative Designation Meta Indicators/Elementary/Middle School Meta Indicators/Academic Success: The percentage of 6th, 7th, and 8th grade students who have received at least one A or B (or commensurate standards) and no grade of D and F (or commensurate standards) in core content courses in the current academic year.

Summative Designation Meta Indicators/Elementary/Middle School Meta Indicators/Student Discipline: The percentage of 6th, 7th, and 8th grade students who have received a suspension or expulsion in the current academic year.

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

Meta Indicator Components (cont)

	English Learners	Former EL	Students with IEPs	Low Income
School	* *	* *	* *	* *
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**222** 1.3%	**660** 3.4%	**151** 0.9%	**974** 1.7%

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**98.7%**	**100.0%**	**97.5%**	*	*	*	‡	**100.0%**	*	*	‡	**99.2%**	**94.3%**
District	**85.6%**	**89.7%**	**81.7%**	*	*	‡	**76.5%**	**90.8%**	*	*	**65.1%**	**85.6%**	**82.0%**
State	**71.8%**	**74.6%**	**69.1%**	**74.4%**	**71.5%**	**76.4%**	**70.7%**	**73.0%**	**67.0%**	**70.7%**	**74.0%**	**70.5%**	**70.3%**

	English Learners	Former EL	Students with IEPs	Low Income
School	**100.0%**	‡	**93.6%**	**98.0%**
District	**89.4%**	**85.2%**	**80.9%**	**87.0%**
State	**75.8%**	**65.3%**	**70.1%**	**71.8%**

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

Meta Indicator Components (cont)

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**100.0%**	**100.0%**	**100.0%**	*	*	*	‡	**100.0%**	*	*	‡	**100.0%**	**100.0%**
District	**99.3%**	**99.0%**	**99.5%**	*	*	‡	**100.0%**	**100.0%**	*	*	**96.4%**	**99.2%**	**98.7%**
State	**96.6%**	**96.6%**	**96.6%**	**95.9%**	**96.8%**	**99.0%**	**91.3%**	**96.8%**	**98.7%**	**96.4%**	**97.9%**	**97.9%**	**95.7%**

	English Learners	Former EL	Students with IEPs	Low Income
School	**100.0%**	‡	**100.0%**	**100.0%**
District	**100.0%**	**100.0%**	**98.9%**	**99.2%**
State	**97.3%**	**96.9%**	**95.2%**	**95.1%**

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

Meta Indicator Components (cont)

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**37** **12.0%**	**18** **12.4%**	**19** **11.7%**	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	**27** **10.8%**	**12** **22.6%**
District	**37** 12.0%	**18** 12.4%	**19** 11.7%	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	**27** 10.8%	**12** 22.6%
State	**75,800** 20.5%	**35,791** 19.9%	**39,997** 21.1%	**12** 20.0%	**287** 28.8%	**4,052** 18.7%	**21,036** 33.8%	**27,591** 26.9%	**370** 20.1%	**62** 24.4%	**4,126** 20.0%	**18,276** 11.4%	**18,836** 25.7%

	English Learners	Former EL	Students with IEPs	Low Income
School	‡ ‡	‡ ‡	**12** **25.5%**	**22** **21.8%**
District	‡ ‡	‡ ‡	**12** 25.5%	**22** 21.8%
State	**20,166** 26.2%	**1,740** 18.8%	**16,577** 26.5%	**52,668** 29.4%

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	* *	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	* *	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡
State	**19,777** 25.6%	**9,850** 27.3%	**9,926** 24.2%	**1** 8.3%	**57** 13.4%	**136** 1.4%	**98** 3.9%	**18,975** 36.0%	**2** 0.2%	**7** 13.7%	**56** 3.9%	**446** 4.9%	**3,261** 20.0%

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Meta Indicator Components (cont)

	English Learners	Former EL	Students with IEPs	Low Income
School	‡ ‡	* *	‡ ‡	‡ ‡
District	‡ ‡	* *	‡ ‡	‡ ‡
State	**19,777** 25.6%	**0** *	**2,839** 19.4%	**13,361** 27.1%

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	**111** 100.0%	**51** 100.0%	**60** 100.0%	* *	* *	* *	* *	**11** 100.0%	* *	* *	‡ ‡	**93** 100.0%	**18** 100.0%
State	**114,038** 94.1%	**55,952** 94.5%	**58,074** 93.7%	**12** 100.0%	**238** 89.8%	**7,198** 96.6%	**17,439** 90.7%	**31,726** 92.1%	**408** 91.9%	**81** 93.1%	**5,945** 94.5%	**51,003** 96.3%	**24,784** 92.6%

	English Learners	Former EL	Students with IEPs	Low Income
School	* *	* *	* *	* *
District	‡ ‡	* *	**17** 100.0%	**32** 100.0%
State	**23,511** 91.0%	**3,636** 97.3%	**19,326** 91.8%	**53,750** 92.1%

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

Meta Indicator Components (cont)

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	**104** 100.0%	**43** 100.0%	**61** 100.0%	* *	* *	* *	* *	**19** 100.0%	* *	* *	‡ ‡	**84** 100.0%	**28** 100.0%
State	**116,140** 92.3%	**56,915** 92.7%	**59,193** 91.9%	**32** 100.0%	**277** 89.6%	**7,602** 97.3%	**16,521** 84.6%	**32,361** 90.2%	**383** 95.3%	**84** 92.3%	**5,787** 93.2%	**53,125** 95.6%	**25,949** 91.3%

	English Learners	Former EL	Students with IEPs	Low Income
School	* *	* *	* *	* *
District	‡ ‡	‡ ‡	**21** 100.0%	**28** 100.0%
State	**20,562** 88.5%	**9,831** 97.0%	**18,905** 90.5%	**52,190** 88.2%

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	**282** 83.9%	**157** 88.7%	**125** 78.6%	* *	* *	‡ ‡	‡ ‡	**39** 78.0%	* *	* *	‡ ‡	**235** 85.1%	**59** 78.7%
State	**305,427** 79.2%	**155,142** 82.5%	**150,188** 76.1%	**97** 79.5%	**635** 71.7%	**22,014** 93.4%	**37,667** 63.1%	**80,121** 74.2%	**1,372** 85.2%	**253** 82.1%	**14,161** 78.5%	**149,204** 86.1%	**63,670** 74.0%

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Meta Indicator Components (cont)

	English Learners	Former EL	Students with IEPs	Low Income
School	* *	* *	* *	* *
District	**18** 78.3%	**10** 100.0%	**44** 78.6%	**70** 70.0%
State	**40,129** 68.7%	**36,852** 88.1%	**43,022** 71.7%	**118,561** 69.2%

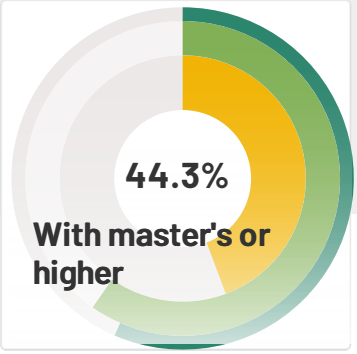
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	**17,851** 4.5%	**5,811** 3.0%	**12,038** 5.9%	**2** 1.6%	**45** 4.9%	**209** 0.9%	**7,411** 11.7%	**3,649** 3.3%	**73** 4.4%	**16** 5.0%	**1,309** 7.0%	**5,139** 2.9%	**5,984** 6.7%

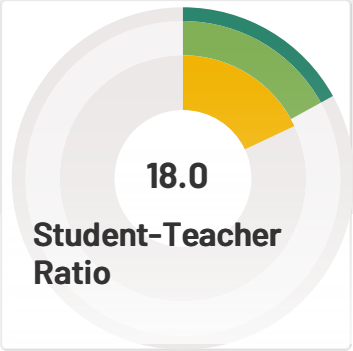
	English Learners	Former EL	Students with IEPs	Low Income
School	* *	* *	* *	* *
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**2,197** 3.6%	**664** 1.6%	**4,836** 7.7%	**12,755** 7.1%

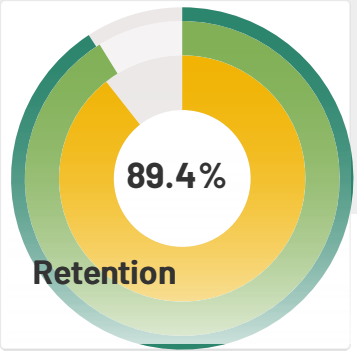
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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	**15**	**25.9%**	*****
District	**17**	**46.7%**	**100.0%**
State	**14**	**65.2%**	**96.7%**

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

Full-Time Equivalents

What is it?

This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district. This displays the race and gender distribution by FTE for teachers in (this school/this district/the state). The table shows distribution by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/.5 employees = 1FTE). Information is gathered about the race/ethnicity of school and district teachers. The percentage of male and female teachers is also compiled.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	**All**	**100.0%** **25.1**	* *	* *	* *	* *	* *	* *	* *	**100.0%** **25.1**	* *
	Female	**96.0%** **24.1**	* *	* *	* *	* *	* *	* *	* *	**96.0%** **24.1**	* *
	Male	**4.0%** **1**	* *	* *	* *	* *	* *	* *	* *	**4.0%** **1**	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	**100.0%** 103.4	* *	* *	* *	* *	* *	* *	* *	**99.0%** 102.4	**1.0%** 1
	Female	**75.8%** 78.4	* *	* *	* *	* *	* *	* *	* *	**75.6%** 77.4	**100.0%** 1
	Male	**24.2%** 25	* *	* *	* *	* *	* *	* *	* *	**24.4%** 25	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 139625.7	**0.2%** 341.7	**2.3%** 3205.4	**6.6%** 9192	**9.3%** 12980.7	**0.1%** 85.1	**0.1%** 118.7	**1.0%** 1456.7	**78.4%** 109500.6	**2.0%** 2744.8
	Female	**76.6%** 106964.8	**77.4%** 264.6	**77.3%** 2478	**78.0%** 7167.1	**78.0%** 10125.4	**78.2%** 66.5	**65.5%** 77.7	**75.5%** 1100.2	**76.3%** 83595.5	**76.1%** 2089.8
	Male	**23.3%** 32596.9	**22.6%** 77.1	**22.6%** 724.4	**21.8%** 2005	**21.9%** 2846.3	**21.8%** 18.5	**34.5%** 41	**24.3%** 354.5	**23.6%** 25888.6	**23.4%** 641.5
	Non Binary	**0.0%** 64	* *	**0.1%** 3	**0.2%** 20	**0.1%** 9	* *	* *	**0.1%** 2	**0.0%** 16.5	**0.5%** 13.5

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

Teacher Head Count

What is it?

Teacher Headcount is defined as the total number of all teachers.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	**All**	**27**	*	*	*	*	*	*	*	**27**	*
	Female	**26**	*	*	*	*	*	*	*	**26**	*
	Male	**1**	*	*	*	*	*	*	*	**1**	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
District	All	**107**	*	*	*	*	*	*	*	**106**	**1**
	Female	**81**	*	*	*	*	*	*	*	**80**	**1**
	Male	**26**	*	*	*	*	*	*	*	**26**	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	**143820**	**356**	**3326**	**9661**	**13483**	**90**	**121**	**1511**	**112421**	**2851**
	Female	**110181**	**275**	**2568**	**7530**	**10521**	**70**	**80**	**1144**	**85818**	**2175**
	Male	**33574**	**81**	**755**	**2111**	**2953**	**20**	**41**	**365**	**26586**	**662**
	Non Binary	**65**	*	**3**	**20**	**9**	*	*	**2**	**17**	**14**

* 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	**51.7%**	*	*
District	**39.4%**	*	**35.4%**
State	**42.4%**	**43.3%**	**36.6%**

Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
School	**44.3%**	*	*
District	**59.7%**	*	**64.6%**
State	**56.5%**	**55.0%**	**63.0%**

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	**18**
District	*
State	*

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

Novice Teachers

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	* *	* *	* *
District	**3** 3.1%	* *	**3** 3.0%
State	**8,993** 6.4%	**2,547** 8.9%	**1,734** 4.1%

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	**53** 6.8%	* *	**53** 7.6%
State	**87,209** 8.0%	**25,277** 11.8%	**11,884** 3.6%

* 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	**2** 1.9%	* *	**2** 2.6%
State	**5,279** 3.8%	**1,525** 5.3%	**845** 2.0%

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

Retention

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	**All**	**89.4%**	*	*	*	*	*	*	*	**89.4%**	*
	Female	**88.9%**	*	*	*	*	*	*	*	**88.9%**	*
	Male	**100.0%**	*	*	*	*	*	*	*	**100.0%**	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
District	All	**91.2%**	*	*	*	*	*	*	*	**91.2%**	**100.0%**
	Female	**91.0%**	*	*	*	*	*	*	*	**91.0%**	**100.0%**
	Male	**91.8%**	*	*	*	*	*	*	*	**91.8%**	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	**90.8%**	**88.5%**	**90.2%**	**87.8%**	**91.2%**	**86.3%**	**92.4%**	**88.9%**	**91.0%**	**87.5%**
	Female	**90.6%**	**88.0%**	**90.0%**	**88.2%**	**91.5%**	**85.3%**	**93.1%**	**89.2%**	**90.7%**	**87.2%**
	Male	**91.5%**	**90.2%**	**90.7%**	**86.5%**	**90.4%**	**90.0%**	**90.9%**	**88.0%**	**92.0%**	**88.2%**
	Non Binary	**88.8%**	*	**66.7%**	**88.9%**	**94.4%**	*	*	**100.0%**	**84.0%**	**90.9%**

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

Average Teacher Salary

What is it?

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

	Average Teacher Salary
School	**$63,255**
District	**$66,784**
State	**$81,911**

Teacher Evaluation

What is it?

The percent of teachers evaluated as excellent or proficient by an administrator or other evaluator trained in performance evaluations.

	All Schools	High Poverty Schools	Low Poverty Schools
School	**9** *	* *	* *
District	**41** 100.0%	**0** *	**32** 100.0%
State	**65,947** 96.7%	**14,951** 93.0%	**19,024** 98.5%

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

Teachers with Gifted Endorsement

What is it?

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

	Teachers with Gifted Endorsement
School	*
District	*
State	**1,087**

National Board Certified Teachers

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	**1**	*	**1**	*	*	*	*	*	*	*	*	**1**	*
State	**2,077**	**1,675**	**402**	*	**4**	**69**	**133**	**173**	**1**	**1**	**25**	**1,648**	**23**

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

Average Teaching Experience

What is it?

The table below represents the average teaching experience of teachers across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

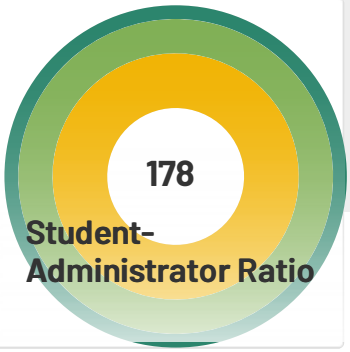
	All Schools	High Poverty Schools	Low Poverty Schools
School	**15**	*	*
District	**17**	*	*
State	**14**	*	*

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

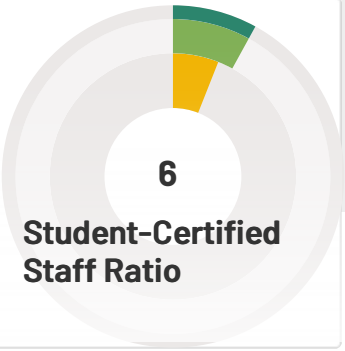
Administrators & Support Personnel

About the data

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



Student-Administrator Ratio



Student-Certified Staff Ratio

2 principal(s) over the past 6 years

Principal Turnover

Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
School	**6**	**178**
District	**8**	**160**
State	**8**	**133**

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

Administrators & Support Personnel

Demographics

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	**All**	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Female	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Male	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	**100.0%** 8.9	* *	* *	* *	* *	* *	* *	* *	**100.0%** 8.9	* *
	Female	**67.3%** 6	* *	* *	* *	* *	* *	* *	* *	**67.3%** 6	* *
	Male	**32.7%** 2.9	* *	* *	* *	* *	* *	* *	* *	**32.7%** 2.9	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 13645.1	**0.2%** 30.3	**1.1%** 156	**14.4%** 1968.8	**6.5%** 890.7	**0.0%** 5	**0.1%** 7	**0.9%** 121.9	**75.1%** 10241.1	**1.6%** 224.5
	Female	**61.4%** 8383.2	**80.3%** 24.3	**63.1%** 98.5	**74.1%** 1458.6	**66.4%** 591.6	**100.0%** 5	**71.4%** 5	**65.5%** 79.9	**58.3%** 5973.1	**65.6%** 147.3
	Male	**38.5%** 5256.9	**19.7%** 6	**36.9%** 57.5	**25.8%** 507.2	**33.6%** 299	* *	**28.6%** 2	**34.5%** 42	**41.7%** 4267	**33.9%** 76.2
	Non Binary	**0.0%** 5	* *	* *	**0.2%** 3	* *	* *	* *	* *	**0.0%** 1	**0.4%** 1

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

Administrators & Support Personnel

Principal Turnover

What is it?

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

	Principal(s) over the past 6 years
School	**2**
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	**$83,050**
District	**$108,250**
State	**$128,760**

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Administrators & Support Personnel

Novice Administrator

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	* *	* *	* *
District	* *	* *	* *
State	**1,040** 7.6%	**236** 10.1%	**222** 7.9%

Support Personnel FTE

What is it?

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

Total Support Personnel FTE

	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
School	**1**	*	**1**	**1**
District	**6**	*	**2**	**1**
State	**3727.1**	**1325.8**	**2168.6**	**4554.3**

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

Pupil Support Personnel Ratio

What is it?

These tables display the average number of students per counselor, the average number of students per nurse, the average number of students per social worker, and the average number of students per psychologist in this entity (whether it be school, district, or the state.) The ratio is calculated by using the fall enrollment total, divided by the number of FTE psychologists. When examining school or district ratios keep in mind that the number of psychologists can vary greatly between schools and districts, depending on their size, student population, programs, and financial resources.

Student/Support Personnel Ratio

	Student/School Counselor Ratio	Student/School Nurse Ratio	Student/School Psychologist Ratio	Student/School Social Worker Ratio
School	**356**	*	**356**	**356**
District	**239**	*	**716**	**1,431**
State	**488**	**1,372**	**839**	**399**

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

Civil Rights Data Collection
(2023-24)

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
School	**0.0%**	**0.3%**	**0.0%**	**0.0%**	**0.0%**	*
District	**4.2%**	**3.5%**	**2.3%**	**0.0%**	**0.0%**	*
State	**4.5%**	**3.8%**	**0.1%**	**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.

Student Environment (cont)

	Incidents of Harassment or Bullying	Incidents of Violence	Number of Schools with Incidents of Violence	
			Firearm	Homicide
School	**0.0%**	**0.0%**	*	*
District	**0.0%**	**1.1%**	**0**	**0**
State	**0.9%**	**3.3%**	**17**	**2**

Academic Environment

What is it?

Data from the Civil Rights Data Collection comes directly from ED, which collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for accelerated coursework can be found in the Academic Performance section of the Report Card. Please note data may not match due to differences in data collection methods.

		Advanced Placement Course Work		
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	**16.6%** **53**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**
District	**3.7%** 53	**6.3%** 90	**0.0%** 0	**13.2%** 187
State	**4.5%** 79,442	**8.2%** 145,004	**0.4%** 7,358	**5.0%** 88,073

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