Wm F Gurrie Middle School (7 - 8)

LA GRANGE SD 105 SOUTH

Illinois Report Card
2023 - 2024

Principal
Lorena Mendoza
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District Superintendent
Dr. Brian Ganan

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District Provided Statement

Not available.

About the Report Card

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

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

For additional information, refer to the Public Business Rules for 2024 Report Card Metrics and the 2024 Glossary of Terms.

School Snapshot

Site-Based Expenditure Per Student Spending : $15,959

Average Class Size : *

8th Graders Passing Algebra I : 39.0%

Chronic Absenteeism : 19.4%

Teacher Retention : 90.0%

Date: 10/30/24 9:51:32 -05:00

About the data

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

66.7%
ELA proficiency

48.3%
Math proficiency

No Data
Eighth Graders Passing Algebra I

IAR
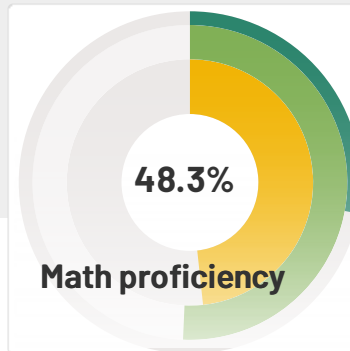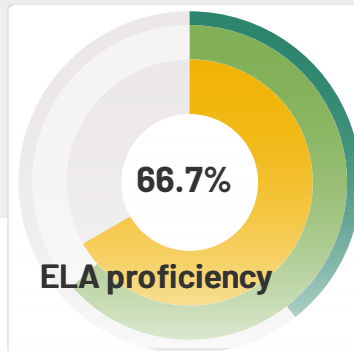
What is it?

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

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

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

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

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	3.1%	11.7%	22.7%	35.9%	26.6%	1.6%	17.2%	35.9%	34.4%	10.9%
District	3.1%	11.7%	22.7%	35.9%	26.6%	1.6%	17.2%	35.9%	34.4%	10.9%
State	10.4%	21.4%	25.7%	31.4%	11.1%	8.7%	29.7%	33.0%	24.0%	4.7%
Female										
School	1.4%	12.9%	22.9%	31.4%	31.4%	2.9%	17.1%	35.7%	35.7%	8.6%
District	1.4%	12.9%	22.9%	31.4%	31.4%	2.9%	17.1%	35.7%	35.7%	8.6%
State	8.0%	18.7%	24.6%	34.4%	14.3%	8.1%	30.1%	33.8%	23.7%	4.2%
Male										
School	5.2%	10.3%	22.4%	41.4%	20.7%	0.0%	17.2%	36.2%	32.8%	13.8%
District	5.2%	10.3%	22.4%	41.4%	20.7%	0.0%	17.2%	36.2%	32.8%	13.8%
State	12.6%	24.0%	26.8%	28.5%	8.1%	9.3%	29.2%	32.2%	24.2%	5.1%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	8.8%	11.8%	32.4%	38.2%	8.8%	8.8%	32.4%	26.5%	29.4%	2.9%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	19.4%	25.4%	25.1%	20.8%	9.3%	10.8%	35.4%	31.0%	18.8%	4.0%
Asian										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	3.9%	7.9%	14.7%	40.9%	32.6%	2.5%	9.7%	23.1%	42.8%	22.0%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	16.9%	31.8%	28.0%	19.6%	3.7%	17.7%	46.7%	27.2%	8.0%	0.5%
Hispanic										
School	4.1%	18.4%	26.5%	42.9%	8.2%	4.1%	22.4%	49.0%	24.5%	0.0%
District	4.1%	18.4%	26.5%	42.9%	8.2%	4.1%	22.4%	49.0%	24.5%	0.0%
State	15.7%	27.4%	26.8%	24.6%	5.5%	11.7%	38.4%	33.9%	14.8%	1.3%
MENA										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	22.2%	16.7%	27.8%	33.3%	0.0%	11.1%	50.0%	16.7%	16.7%	5.6%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	10.9%	15.5%	23.3%	38.0%	12.4%	5.4%	32.3%	30.8%	25.4%	6.2%
Two or More Races										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	8.8%	21.6%	25.4%	31.2%	13.0%	8.6%	29.0%	31.9%	24.6%	5.9%
White										
School	1.5%	9.1%	18.2%	30.3%	40.9%	0.0%	13.6%	28.8%	42.4%	15.2%
District	1.5%	9.1%	18.2%	30.3%	40.9%	0.0%	13.6%	28.8%	42.4%	15.2%
State	5.6%	15.7%	25.7%	38.6%	14.4%	4.5%	20.8%	35.8%	32.9%	6.0%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	9.1%	30.3%	36.4%	21.2%	3.0%	6.1%	45.5%	36.4%	12.1%	0.0%
District	9.1%	30.3%	36.4%	21.2%	3.0%	6.1%	45.5%	36.4%	12.1%	0.0%
State	25.8%	33.7%	21.5%	15.4%	3.7%	23.1%	42.5%	21.9%	10.7%	1.8%
English Learners										
School	7.1%	42.9%	35.7%	14.3%	0.0%	14.3%	50.0%	35.7%	0.0%	0.0%
District	7.1%	42.9%	35.7%	14.3%	0.0%	14.3%	50.0%	35.7%	0.0%	0.0%
State	27.1%	37.7%	24.0%	10.6%	0.7%	18.7%	49.5%	26.8%	4.9%	0.2%
Homeless										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.4%	31.5%	22.4%	12.6%	2.1%	23.1%	47.2%	23.7%	5.7%	0.2%
Students with IEPs										
School	8.3%	37.5%	37.5%	16.7%	0.0%	8.3%	58.3%	25.0%	8.3%	0.0%
District	8.3%	37.5%	37.5%	16.7%	0.0%	8.3%	58.3%	25.0%	8.3%	0.0%
State	33.2%	38.7%	18.5%	8.3%	1.3%	30.0%	48.1%	16.3%	4.8%	0.7%
Low Income										
School	6.7%	24.4%	24.4%	33.3%	11.1%	4.4%	26.7%	48.9%	20.0%	0.0%
District	6.7%	24.4%	24.4%	33.3%	11.1%	4.4%	26.7%	48.9%	20.0%	0.0%
State	15.9%	29.1%	27.6%	22.7%	4.7%	13.4%	40.6%	31.9%	12.9%	1.2%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	16.1%	38.7%	25.8%	16.1%	3.2%	12.9%	45.2%	25.8%	16.1%	0.0%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	7.5%	20.2%	25.9%	36.1%	10.4%	7.4%	25.3%	35.8%	28.7%	2.8%
Non-English Learners										
School	2.6%	7.9%	21.1%	38.6%	29.8%	0.0%	13.2%	36.0%	38.6%	12.3%
District	2.6%	7.9%	21.1%	38.6%	29.8%	0.0%	13.2%	36.0%	38.6%	12.3%
State	7.4%	18.6%	26.0%	35.0%	13.0%	7.0%	26.2%	34.1%	27.3%	5.5%
Non-IEP										
School	1.9%	5.8%	19.2%	40.4%	32.7%	0.0%	7.7%	38.5%	40.4%	13.5%
District	1.9%	5.8%	19.2%	40.4%	32.7%	0.0%	7.7%	38.5%	40.4%	13.5%
State	6.6%	18.6%	26.9%	35.2%	12.7%	5.2%	26.6%	35.7%	27.1%	5.3%
Non Low Income										
School	1.2%	4.8%	21.7%	37.3%	34.9%	0.0%	12.0%	28.9%	42.2%	16.9%
District	1.2%	4.8%	21.7%	37.3%	34.9%	0.0%	12.0%	28.9%	42.2%	16.9%
State	4.6%	13.4%	23.8%	40.4%	17.8%	3.8%	18.2%	34.1%	35.6%	8.3%
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	22.6%	37.1%	25.6%	13.5%	1.3%	23.7%	48.1%	22.0%	6.2%	0.0%

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School	3.1%	9.2%	16.0%	55.7%	16.0%	9.2%	16.8%	22.1%	36.6%	15.3%
District	3.1%	9.2%	16.0%	55.7%	16.0%	9.2%	16.8%	22.1%	36.6%	15.3%
State	14.4%	13.3%	22.5%	40.9%	9.0%	29.3%	24.3%	18.3%	23.1%	5.0%
Female										
School	3.6%	5.4%	16.1%	48.2%	26.8%	10.7%	14.3%	30.4%	28.6%	16.1%
District	3.6%	5.4%	16.1%	48.2%	26.8%	10.7%	14.3%	30.4%	28.6%	16.1%
State	11.0%	11.5%	20.9%	44.1%	12.5%	28.4%	25.1%	19.0%	22.9%	4.6%
Male										
School	2.7%	12.0%	16.0%	61.3%	8.0%	8.0%	18.7%	16.0%	42.7%	14.7%
District	2.7%	12.0%	16.0%	61.3%	8.0%	8.0%	18.7%	16.0%	42.7%	14.7%
State	17.6%	14.9%	24.0%	37.9%	5.7%	30.2%	23.6%	17.6%	23.3%	5.3%
Non Binary										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	12.2%	14.3%	57.1%	16.3%	10.2%	18.4%	28.6%	28.6%	14.3%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	24.6%	13.8%	19.6%	33.7%	8.3%	38.0%	25.2%	16.1%	16.8%	4.0%
Asian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	5.1%	5.3%	12.5%	53.6%	23.6%	8.7%	12.2%	15.3%	40.6%	23.2%

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Black										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	22.8%	20.6%	27.1%	27.1%	2.5%	50.4%	27.6%	12.5%	8.7%	0.7%
Hispanic										
School	8.3%	18.8%	22.9%	47.9%	2.1%	22.9%	20.8%	31.3%	20.8%	4.2%
District	8.3%	18.8%	22.9%	47.9%	2.1%	22.9%	20.8%	31.3%	20.8%	4.2%
State	21.1%	16.3%	24.7%	33.5%	4.4%	39.2%	28.1%	16.5%	14.5%	1.7%
MENA										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	16.7%	83.3%	0.0%	0.0%	16.7%	33.3%	50.0%	0.0%
Native Hawaiian/ Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	18.3%	9.6%	17.3%	40.4%	14.4%	19.2%	23.1%	17.3%	29.8%	10.6%
Two or More Races										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	13.1%	13.7%	22.9%	40.5%	9.8%	29.2%	23.8%	17.5%	23.3%	6.2%
White										
School	0.0%	2.7%	13.5%	59.5%	24.3%	1.4%	12.2%	14.9%	47.3%	24.3%
District	0.0%	2.7%	13.5%	59.5%	24.3%	1.4%	12.2%	14.9%	47.3%	24.3%
State	8.3%	9.7%	20.6%	49.1%	12.3%	18.0%	22.3%	22.0%	31.5%	6.2%

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School	16.7%	25.0%	29.2%	25.0%	4.2%	29.2%	37.5%	8.3%	20.8%	4.2%
District	16.7%	25.0%	29.2%	25.0%	4.2%	29.2%	37.5%	8.3%	20.8%	4.2%
State	35.0%	20.9%	20.7%	20.6%	2.7%	55.5%	21.9%	10.5%	10.2%	1.8%
English Learners										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	37.1%	22.2%	25.1%	15.2%	0.4%	56.6%	28.3%	10.3%	4.6%	0.2%
Homeless										
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	41.3%	18.3%	20.3%	18.9%	1.4%	59.5%	24.5%	9.7%	5.8%	0.5%
Students with IEPs										
School	20.0%	33.3%	33.3%	6.7%	6.7%	46.7%	40.0%	6.7%	6.7%	0.0%
District	20.0%	33.3%	33.3%	6.7%	6.7%	46.7%	40.0%	6.7%	6.7%	0.0%
State	45.5%	24.2%	18.8%	10.8%	0.6%	69.0%	19.6%	6.9%	4.0%	0.5%
Low Income										
School	6.5%	19.6%	26.1%	41.3%	6.5%	23.9%	26.1%	28.3%	15.2%	6.5%
District	6.5%	19.6%	26.1%	41.3%	6.5%	23.9%	26.1%	28.3%	15.2%	6.5%
State	21.7%	18.1%	25.8%	30.6%	3.7%	42.4%	28.0%	15.4%	12.7%	1.5%

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Migrant										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	53.8%	26.9%	11.5%	7.7%	0.0%	69.2%	26.9%	3.8%	0.0%	0.0%
Military										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	12.9%	12.2%	23.6%	43.2%	8.0%	25.5%	25.1%	19.8%	25.1%	4.6%
Non-English Learners										
School	1.6%	7.3%	16.1%	58.1%	16.9%	7.3%	15.3%	22.6%	38.7%	16.1%
District	1.6%	7.3%	16.1%	58.1%	16.9%	7.3%	15.3%	22.6%	38.7%	16.1%
State	10.6%	11.8%	22.0%	45.2%	10.4%	24.7%	23.7%	19.6%	26.2%	5.8%
Non-IEP										
School	0.9%	6.0%	13.8%	62.1%	17.2%	4.3%	13.8%	24.1%	40.5%	17.2%
District	0.9%	6.0%	13.8%	62.1%	17.2%	4.3%	13.8%	24.1%	40.5%	17.2%
State	9.4%	11.5%	23.0%	45.7%	10.3%	22.9%	25.1%	20.1%	26.1%	5.7%
Non Low Income										
School	1.2%	3.5%	10.6%	63.5%	21.2%	1.2%	11.8%	18.8%	48.2%	20.0%
District	1.2%	3.5%	10.6%	63.5%	21.2%	1.2%	11.8%	18.8%	48.2%	20.0%
State	6.8%	8.2%	19.0%	51.6%	14.5%	15.7%	20.5%	21.3%	33.9%	8.6%
Youth In Care										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	31.5%	20.9%	24.7%	21.6%	1.3%	58.0%	26.2%	9.0%	6.5%	0.3%

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DLM

What is it?

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

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

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DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
Female								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.4%	29.8%	15.7%	2.0%	77.0%	14.7%	5.1%	3.3%
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	53.1%	27.3%	16.2%	3.4%	70.8%	18.4%	8.1%	2.8%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	40.0%	0.0%	0.0%	60.0%	20.0%	20.0%	0.0%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.3%	30.8%	7.7%	1.3%	85.7%	3.9%	10.4%	0.0%

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

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	47.4%	32.0%	18.0%	2.6%	68.2%	20.3%	5.7%	5.7%
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.8%	27.8%	14.4%	3.1%	69.9%	19.5%	8.4%	2.2%
MENA								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	66.7%	33.3%	0.0%	66.7%	33.3%	0.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	44.3%	36.1%	16.4%	3.3%	75.4%	19.7%	3.3%	1.6%
White								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.0%	24.6%	17.2%	3.2%	76.0%	14.8%	6.8%	2.3%

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DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	56.5%	27.4%	14.0%	2.1%	72.6%	16.5%	9.3%	1.6%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	44.1%	38.2%	17.6%	0.0%	70.6%	23.5%	2.9%	2.9%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.0%	27.9%	16.6%	3.5%	69.6%	19.6%	7.2%	3.6%

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DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	63.6%	18.2%	18.2%	0.0%	72.7%	27.3%	0.0%	0.0%
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	51.6%	28.4%	16.7%	3.2%	72.9%	17.4%	6.3%	3.4%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Non Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	54.6%	28.8%	14.8%	1.8%	79.1%	12.4%	6.8%	1.6%
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	40.0%	26.7%	30.0%	3.3%	70.0%	26.7%	3.3%	0.0%

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DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	29.5%	16.8%	0.6%	65.3%	28.5%	5.7%	0.6%
Female								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.2%	28.3%	17.3%	0.2%	68.5%	27.5%	3.6%	0.4%
Male								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.4%	30.2%	16.5%	0.9%	63.5%	29.0%	6.8%	0.7%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	50.0%	0.0%	50.0%	0.0%	50.0%	50.0%	0.0%	0.0%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	68.1%	20.3%	11.6%	0.0%	72.5%	20.3%	7.2%	0.0%

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DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	45.5%	36.1%	17.9%	0.6%	62.5%	29.4%	8.1%	0.0%
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	57.3%	27.5%	14.2%	1.0%	65.6%	28.0%	5.6%	0.8%
MENA								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.4%	20.8%	18.9%	0.0%	67.9%	24.5%	5.7%	1.9%
White								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.0%	29.2%	18.2%	0.5%	65.6%	29.5%	4.2%	0.7%

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DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	29.6%	16.8%	0.6%	65.2%	28.5%	5.7%	0.6%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	55.1%	28.7%	15.2%	1.0%	63.7%	29.4%	6.1%	0.7%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	47.6%	26.2%	26.2%	0.0%	67.4%	18.6%	14.0%	0.0%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	29.6%	16.8%	0.6%	65.2%	28.5%	5.7%	0.6%
Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	51.2%	29.9%	18.2%	0.8%	63.2%	29.5%	6.6%	0.8%

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DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	55.6%	22.2%	22.2%	0.0%	55.6%	44.4%	0.0%	0.0%
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.2%	29.9%	17.4%	0.5%	65.9%	28.1%	5.5%	0.5%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	56.4%	28.9%	14.3%	0.4%	69.1%	26.7%	4.0%	0.2%
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	35.3%	41.2%	23.5%	0.0%	58.8%	35.3%	5.9%	0.0%

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DLM (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	64.8%	19.3%	12.6%	3.3%
Female				
School	*	*	*	*
District	*	*	*	*
State	67.9%	15.8%	14.3%	1.9%
Male				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	63.0%	21.2%	11.7%	4.0%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
American Indian				
School	*	*	*	*
District	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%
Asian				
School	*	*	*	*
District	*	*	*	*
State	78.8%	12.1%	4.5%	4.5%

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DLM (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Black				
School	*	*	*	*
District	*	*	*	*
State	61.1%	21.6%	13.5%	3.8%
Hispanic				
School	*	*	*	*
District	*	*	*	*
State	67.7%	17.7%	11.0%	3.5%
MENA				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	64.7%	19.6%	13.7%	2.0%
White				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	63.2%	20.0%	14.0%	2.8%

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DLM (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	64.8%	19.3%	12.6%	3.3%
English Learners				
School	*	*	*	*
District	*	*	*	*
State	66.1%	19.5%	10.3%	4.1%
Homeless				
School	*	*	*	*
District	*	*	*	*
State	57.5%	15.0%	22.5%	5.0%
Students with IEPs				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	64.8%	19.3%	12.6%	3.3%
Low Income				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	62.8%	19.8%	13.4%	4.0%

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DLM (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Military				
School	*	*	*	*
District	*	*	*	*
State	66.7%	22.2%	0.0%	11.1%
Non-English Learners				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	64.2%	19.2%	13.6%	2.9%
Non-IEP				
School	*	*	*	*
District	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%
Non Low Income				
School	*	*	*	*
District	*	*	*	*
State	68.3%	18.4%	11.3%	1.9%
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	56.3%	25.0%	6.3%	12.5%

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ISA

What is it?

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

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

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ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
School	**4.6%**	**23.1%**	**40.0%**	**32.3%**
District	4.6%	23.1%	40.0%	32.3%
State	16.5%	29.0%	34.5%	20.0%
Female				
School	**8.9%**	**28.6%**	**37.5%**	**25.0%**
District	8.9%	28.6%	37.5%	25.0%
State	15.1%	31.7%	36.0%	17.3%
Male				
School	**1.4%**	**18.9%**	**41.9%**	**37.8%**
District	1.4%	18.9%	41.9%	37.8%
State	17.8%	26.6%	33.2%	22.5%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	4.0%	12.0%	34.0%	50.0%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	18.4%	34.3%	31.4%	15.9%
Asian				
School	*	*	*	*
District	*	*	*	*
State	5.0%	14.1%	36.0%	44.9%

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ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Black				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	31.7%	40.2%	23.5%	4.7%
Hispanic				
School	12.8%	38.3%	31.9%	17.0%
District	12.8%	38.3%	31.9%	17.0%
State	22.1%	36.9%	30.8%	10.2%
MENA				
School	*	*	*	*
District	*	*	*	*
State	0.0%	28.6%	57.1%	14.3%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	15.2%	20.0%	34.3%	30.5%
Two or More Races				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	15.2%	26.8%	35.1%	22.9%
White				
School	0.0%	10.8%	44.6%	44.6%
District	0.0%	10.8%	44.6%	44.6%
State	9.0%	22.2%	40.6%	28.1%

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ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	17.4%	43.5%	34.8%	4.3%
District	17.4%	43.5%	34.8%	4.3%
State	35.2%	33.6%	21.3%	9.9%
English Learners				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	34.6%	45.7%	18.3%	1.4%
Homeless				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	38.0%	38.7%	19.2%	4.2%
Students with IEPs				
School	28.6%	50.0%	21.4%	0.0%
District	28.6%	50.0%	21.4%	0.0%
State	45.0%	36.3%	14.8%	3.9%
Low Income				
School	13.3%	40.0%	33.3%	13.3%
District	13.3%	40.0%	33.3%	13.3%
State	24.8%	37.1%	29.1%	9.0%

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

ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Migrant				
School	*	*	*	*
District	*	*	*	*
State	34.6%	53.8%	11.5%	0.0%
Military				
School	*	*	*	*
District	*	*	*	*
State	14.3%	27.5%	34.6%	23.6%
Non-English Learners				
School	2.4%	22.0%	41.5%	34.1%
District	2.4%	22.0%	41.5%	34.1%
State	13.4%	26.3%	37.2%	23.0%
Non-IEP				
School	1.7%	19.8%	42.2%	36.2%
District	1.7%	19.8%	42.2%	36.2%
State	11.9%	27.9%	37.7%	22.5%
Non Low Income				
School	0.0%	14.1%	43.5%	42.4%
District	0.0%	14.1%	43.5%	42.4%
State	7.8%	20.8%	40.1%	31.3%
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	35.7%	39.1%	19.6%	5.6%

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Proficiency

What is it?

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

ELA – All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	66.7%	67.7%	65.7%	*	*	‡	‡	50.5%	*	*	‡	76.8%	25.4%
District	63.5%	66.4%	61.0%	*	*	94.1%	‡	45.0%	*	*	66.7%	74.6%	30.1%
State	39.4%	43.6%	35.3%	63.3%	31.0%	66.9%	20.3%	26.7%	39.4%	46.1%	42.5%	50.2%	18.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	45.7%	‡	*	*	*
District	23.4%	19.9%	43.1%	‡	*	*	*
State	11.8%	10.6%	24.6%	13.0%	7.9%	42.7%	16.1%

Mathematics – 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	48.3%	44.1%	52.2%	*	*	‡	‡	24.7%	*	*	‡	64.1%	16.9%
District	50.7%	48.4%	52.6%	*	*	94.1%	‡	26.9%	*	*	66.7%	64.4%	23.7%
State	27.9%	26.2%	29.6%	40.6%	23.3%	61.3%	8.9%	15.3%	33.3%	34.7%	30.6%	38.0%	13.7%

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

Proficiency (cont)

Mathematics – All Tests

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	20.7%	‡	*	*	*
District	19.1%	14.9%	28.5%	‡	*	*	*
State	8.0%	8.0%	13.7%	6.4%	6.3%	30.1%	7.6%

Science – 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	71.0%	62.0%	78.0%	*	*	‡	‡	48.0%	*	*	‡	88.0%	‡
District	64.0%	58.0%	69.0%	*	*	‡	‡	47.0%	*	*	‡	79.0%	30.0%
State	52.0%	52.0%	52.0%	81.0%	47.0%	77.0%	26.0%	39.0%	54.0%	60.0%	56.0%	66.0%	30.0%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	45.0%	‡	*	*	*
District	‡	‡	38.0%	‡	*	*	*
State	18.0%	18.0%	36.0%	22.0%	17.0%	57.0%	24.0%

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

Proficiency (cont)

ELA – All Tests – 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	*	*	*	*	*	*	‡	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Mathematics – 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	*	*	*	*	*	*	‡	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Proficiency (cont)

Mathematics – All Tests – Federal Rate

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

Science – 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	*	*	*	*	*	‡	‡	*	*	*	‡	*	**29.4%**
State	*	*	*	*	*	*	*	*	*	*	*	*	*

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	**42.5%**	‡	*	*	*
District	‡	‡	*	‡	*	*	*
State	*	*	*	*	*	*	*

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

Growth Percentile – IAR

What is it?

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

Cohort Growth Percentile – Overall

	ELA					Mathematics				
	Did Not Meet	Partially Met	Approached	Met	Exceeded	Did Not Meet	Partially Met	Approached	Met	Exceeded
School	21.4	37.3	46.4	51.3	71.3	23.8	43.3	51.2	55.8	68.7
District	17.3	47.4	50.7	59.6	76.3	23.7	42.1	54.8	66.2	75.3
State	22	41.4	47.8	59.8	79.8	24.8	45.5	55.3	62.2	76.8

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	52.3	57.8	46.9	*	*	‡	‡	46.3	*	*	56.3	55.8	50.9
District	57.9	61.4	54.8	*	*	57.1	55.1	54.6	*	*	54.6	60.5	55.5
State	50	51.6	48.3	51.9	48.1	56.2	46.9	48.8	48.3	50	49.1	51	44.7

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	43.9	52	49.2	‡	*	*	*
District	55.8	56.4	56.5	‡	*	*	*
State	47.3	43	47.9	45.5	44.8	50.2	45.5

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

Growth Percentile – IAR (cont)

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	52.4	58	47.1	*	*	‡	‡	49.7	*	*	52.2	53.3	47.7
District	56.9	60.3	54	*	*	76.9	57.6	52.5	*	*	54	59.1	48.4
State	50	50.5	49.5	51.2	49.5	57	47.2	49.2	56.3	50.2	49.6	50.6	45.3

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	45.9	44.8	49.9	‡	*	*	*
District	50.5	45.1	53.4	‡	*	*	*
State	47.9	43.5	48.2	46.1	50.1	50.3	44

Baseline Growth Percentile - Overall

	ELA					Mathematics				
	Did Not Meet	Partially Met	Approached	Met	Exceeded	Did Not Meet	Partially Met	Approached	Met	Exceeded
School	34.3	56.1	61.4	62.5	74.1	28.6	50.4	56.7	59.2	73.9
District	23.4	62.5	65.2	70.3	79.3	26.1	47.8	59.1	69.6	78.8
State	29.6	55.1	62.3	71	82.7	29.1	51.9	59.9	65.7	80.8

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

Growth Percentile – IAR (cont)

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	63.2 256	67 125	59.6 131	* *	* *	‡ ‡	‡ ‡	58.6 96	* *	* *	65 12	66.1 138	64.1 55
District	68.1 604	70.8 283	65.8 321	* *	* *	64.1 15	66.3 17	65.7 215	* *	* *	64.1 26	70.3 331	66.4 147
State	61.2 620,697	62.6 303,418	60 317,143	61.6 136	59.3 1,396	65.5 34,916	58.8 98,958	60.6 170,324	60.4 60	60.9 539	60.2 27,431	62.1 287,073	56 121,728

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	59.3 21	65.9 38	62 90	‡ ‡	* *	* *	* *
District	66.7 74	67.5 106	67.3 219	‡ ‡	* *	* *	* *
State	58.7 92,769	54.1 91,493	59.6 317,593	56.8 13,055	54 119	61.2 5,008	56.5 3,381

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	57.4 256	63.5 125	51.5 131	* *	* *	‡ ‡	‡ ‡	54.8 96	* *	* *	58.2 12	58.1 138	54.9 55
District	60.9 604	64.4 283	57.9 321	* *	* *	79.7 15	58.4 17	56.6 215	* *	* *	58.8 26	63.2 331	53.2 146
State	54.7 619,153	55.4 302,675	54.1 316,343	56.1 135	54.6 1,390	61.2 34,876	52.4 98,560	54.4 169,823	61.8 60	55.2 539	54.2 27,341	55 286,564	50.3 121,157

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Growth Percentile – IAR (cont)

Baseline Growth Percentile Math - By Demographics

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	**53.3** 21	**52.2** 38	**55.6** 90	‡ ‡	* *	* *	* *
District	**55.2** 74	**49.6** 105	**57.4** 219	‡ ‡	* *	* *	* *
State	**53.2** 92,463	**48.6** 91,035	**53.3** 316,506	**51** 12,944	**54.7** 115	**54.9** 5,004	**49** 3,353

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Academic Progress

Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	98.9%	98.5%	99.3%	*	*	‡	‡	100.0%	*	*	100.0%	98.0%	95.2%
District	99.0%	99.4%	98.5%	*	*	100.0%	100.0%	99.6%	*	*	97.1%	98.6%	96.4%
State	98.6%	98.7%	98.5%	95.9%	98.2%	99.2%	97.7%	98.4%	97.3%	98.4%	98.4%	98.9%	97.4%

	English Learners	Students with IEPs	Low Income
School	100.0%	93.2%	97.1%
District	100.0%	95.3%	98.3%
State	98.4%	97.1%	98.2%

Mathematics - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	98.9%	98.5%	99.3%	*	*	‡	‡	100.0%	*	*	100.0%	98.0%	95.2%
District	99.0%	99.4%	98.5%	*	*	100.0%	100.0%	99.6%	*	*	97.1%	98.6%	96.4%
State	98.5%	98.6%	98.4%	95.9%	98.0%	99.1%	97.5%	98.3%	97.3%	98.3%	98.2%	98.9%	97.2%

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

Participation Rate (cont)

Mathematics – All Tests – Participation

	English Learners	Students with IEPs	Low Income
School	**100.0%**	**93.2%**	**97.1%**
District	100.0%	95.3%	98.3%
State	98.2%	96.9%	98.1%

Science – All Tests – Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**97.1%**	**96.6%**	**97.5%**	*	*	‡	‡	**98.0%**	*	*	‡	**96.2%**	**85.7%**
District	97.7%	98.1%	97.4%	*	*	‡	100.0%	98.9%	*	*	100.0%	96.4%	91.2%
State	96.0%	96.1%	95.8%	95.1%	95.1%	97.2%	93.0%	95.4%	83.9%	94.6%	95.5%	97.3%	93.6%

	English Learners	Students with IEPs	Low Income
School	‡	**78.9%**	**92.3%**
District	100.0%	88.5%	95.8%
State	94.9%	93.0%	94.7%

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

Participation Rate (cont)

Overall IAR ELA - 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	98.9%	98.5%	99.3%	*	*	‡	‡	100.0%	*	*	100.0%	97.9%	95.0%
District	98.9%	99.4%	98.5%	*	*	100.0%	100.0%	99.6%	*	*	97.1%	98.6%	96.1%
State	99.0%	99.1%	99.0%	95.7%	99.2%	99.4%	98.7%	99.1%	97.2%	99.1%	98.7%	99.1%	98.1%

	English Learners	Students with IEPs	Low Income
School	100.0%	92.9%	97.0%
District	100.0%	94.8%	98.2%
State	98.9%	97.9%	98.9%

Overall IAR Mathematics - 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	98.9%	98.5%	99.3%	*	*	‡	‡	100.0%	*	*	100.0%	97.9%	95.0%
District	98.9%	99.4%	98.5%	*	*	100.0%	100.0%	99.6%	*	*	97.1%	98.6%	96.1%
State	98.9%	99.0%	98.9%	95.7%	99.0%	99.3%	98.5%	99.0%	97.2%	99.0%	98.6%	99.0%	97.8%

	English Learners	Students with IEPs	Low Income
School	100.0%	92.9%	97.0%
District	100.0%	94.8%	98.2%
State	98.8%	97.6%	98.8%

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

Participation Rate (cont)

Overall DLM ELA - 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	100.0%	‡	100.0%	*	*	‡	‡	‡	*	*	*	‡	100.0%
State	97.6%	97.7%	97.6%	*	96.0%	98.0%	97.3%	97.5%	100.0%	100.0%	97.7%	97.9%	97.6%

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	‡	100.0%	‡
State	97.7%	97.6%	97.5%

Overall DLM Mathematics - 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	100.0%	‡	100.0%	*	*	‡	‡	‡	*	*	*	‡	100.0%
State	97.6%	97.6%	97.6%	*	96.0%	98.1%	97.3%	97.3%	100.0%	100.0%	97.7%	97.8%	97.6%

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	‡	100.0%	‡
State	97.5%	97.6%	97.5%

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

Participation Rate (cont)

Overall DLM Science – 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	96.4%	96.6%	96.3%	*	100.0%	97.0%	96.9%	95.2%	0.0%	100.0%	95.9%	96.9%	96.4%

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	‡	‡	‡
State	96.2%	96.4%	96.2%

Overall – 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	97.1%	96.6%	97.4%	*	*	*	‡	98.0%	*	*	‡	96.1%	85.2%
District	97.6%	98.0%	97.3%	*	*	‡	‡	98.9%	*	*	100.0%	96.4%	90.5%
State	96.0%	96.1%	95.8%	95.1%	95.1%	97.2%	92.9%	95.4%	86.7%	94.6%	95.5%	97.3%	93.5%

	English Learners	Students with IEPs	Low Income
School	‡	77.8%	92.2%
District	100.0%	87.2%	95.6%
State	94.8%	92.8%	94.7%

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

Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	1.1%	1.5%	0.7%	*	*	‡	‡	0.0%	*	*	0.0%	2.0%	4.8%
District	1.0%	0.6%	1.5%	*	*	0.0%	0.0%	0.4%	*	*	2.9%	1.4%	3.6%
State	1.5%	1.3%	1.6%	4.1%	1.8%	0.8%	2.4%	1.6%	2.7%	1.6%	1.7%	1.1%	2.7%

	English Learners	Students with IEPs	Low Income
School	0.0%	6.8%	2.9%
District	0.0%	4.7%	1.7%
State	1.7%	3.0%	1.8%

Mathematics - All Tests - 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	1.1%	1.5%	0.7%	*	*	‡	‡	0.0%	*	*	0.0%	2.0%	4.8%
District	1.0%	0.6%	1.5%	*	*	0.0%	0.0%	0.4%	*	*	2.9%	1.4%	3.6%
State	1.6%	1.4%	1.7%	4.1%	2.0%	0.9%	2.6%	1.7%	2.7%	1.7%	1.8%	1.2%	2.9%

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

Participation Rate (cont)

Mathematics - All Tests - Non Participation

	English Learners	Students with IEPs	Low Income
School	0.0%	6.8%	2.9%
District	0.0%	4.7%	1.7%
State	1.8%	3.2%	2.0%

Science - All Tests - 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	2.9%	3.4%	2.5%	*	*	‡	‡	2.0%	*	*	‡	3.8%	14.3%
District	2.3%	1.9%	2.6%	*	*	‡	0.0%	1.1%	*	*	0.0%	3.6%	8.8%
State	4.1%	4.0%	4.3%	4.9%	4.9%	2.8%	7.2%	4.7%	16.1%	5.4%	4.6%	2.8%	6.5%

	English Learners	Students with IEPs	Low Income
School	‡	21.1%	7.7%
District	0.0%	11.5%	4.2%
State	5.3%	7.1%	5.4%

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

Participation Rate (cont)

Overall IAR ELA – 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	1.1%	1.5%	0.7%	*	*	‡	‡	0.0%	*	*	0.0%	2.1%	5.0%
District	1.1%	0.6%	1.5%	*	*	0.0%	0.0%	0.4%	*	*	2.9%	1.4%	3.9%
State	1.0%	1.0%	1.1%	4.3%	0.8%	0.7%	1.4%	1.0%	2.8%	0.9%	1.3%	0.9%	2.0%

	English Learners	Students with IEPs	Low Income
School	0.0%	7.1%	3.0%
District	0.0%	5.2%	1.8%
State	1.2%	2.2%	1.2%

Overall IAR Mathematics – 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	1.1%	1.5%	0.7%	*	*	‡	‡	0.0%	*	*	0.0%	2.1%	5.0%
District	1.1%	0.6%	1.5%	*	*	0.0%	0.0%	0.4%	*	*	2.9%	1.4%	3.9%
State	1.1%	1.1%	1.2%	4.3%	1.0%	0.8%	1.6%	1.1%	2.8%	1.0%	1.5%	1.0%	2.2%

	English Learners	Students with IEPs	Low Income
School	0.0%	7.1%	3.0%
District	0.0%	5.2%	1.8%
State	1.3%	2.4%	1.3%

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

Participation Rate (cont)

Overall DLM ELA - 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	0.0%	‡	0.0%	*	*	‡	‡	‡	*	*	*	‡	0.0%
State	2.4%	2.4%	2.4%	*	4.0%	2.0%	2.7%	2.6%	0.0%	0.0%	2.3%	2.1%	2.4%

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	‡	0.0%	‡
State	2.3%	2.4%	2.5%

Overall DLM Mathematics - 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	0.0%	‡	0.0%	*	*	‡	‡	‡	*	*	*	‡	0.0%
State	2.4%	2.4%	2.5%	*	4.0%	1.9%	2.8%	2.7%	0.0%	0.0%	2.3%	2.2%	2.4%

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	‡	0.0%	‡
State	2.5%	2.4%	2.5%

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

Participation Rate (cont)

Overall DLM Science – 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	3.6%	3.4%	3.8%	*	0.0%	3.0%	3.2%	4.8%	100.0%	0.0%	4.1%	3.1%	3.6%

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	‡	‡	‡
State	3.8%	3.6%	3.8%

Overall ISA – 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	2.9%	3.4%	2.6%	*	*	*	‡	2.0%	*	*	‡	3.9%	14.8%
District	2.4%	2.0%	2.7%	*	*	‡	‡	1.1%	*	*	0.0%	3.6%	9.5%
State	4.1%	4.0%	4.3%	4.9%	4.9%	2.8%	7.3%	4.7%	13.3%	5.4%	4.6%	2.8%	6.6%

	English Learners	Students with IEPs	Low Income
School	‡	22.2%	7.8%
District	0.0%	12.8%	4.4%
State	5.3%	7.4%	5.4%

* 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	39.0%	36.8%	40.5%	*	*	‡	‡	20.0%	*	*	‡	51.9%	‡
District	39.0%	36.8%	40.5%	*	*	‡	‡	20.0%	*	*	‡	51.9%	‡
State	29.0%	28.5%	29.5%	26.6%	24.3%	62.1%	13.6%	22.3%	23.5%	40.4%	31.5%	34.4%	14.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	‡	‡	*	*	*
District	‡	‡	‡	‡	*	*	*
State	12.7%	7.2%	18.2%	11.3%	0.0%	*	*

* 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.

19
Average Class Size

178
Total School Days
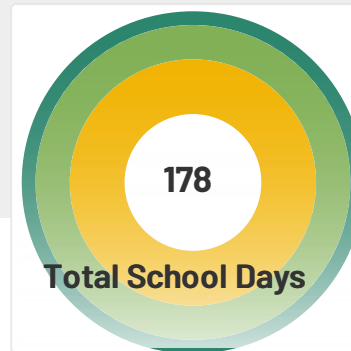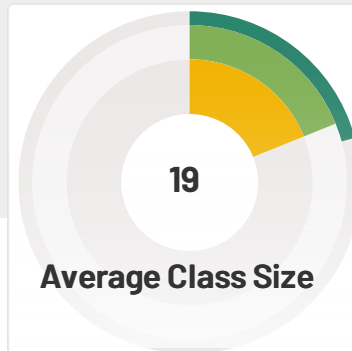
Illinois Youth Survey

What is it?

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

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

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

School Level Finances

What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
School	271	$0	$15,959	$15,959	$878	$8,359	$9,237	$878	$24,318	$25,196	*	*
District	1,171	$50	$14,249	$14,299	$878	$8,637	$9,515	$928	$22,886	$23,814	$3,539,711	$31,415,068

* 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

	Grade 7	Grade 8	Overall
School	18	19	19
District	18	19	18
State	21	21	21

Total School Days

What is it?

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

	Total School Days
School	178
District	178
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	**3**
District	**5**
State	**4**

Health and Wellness (cont)

Truant Minor Count

School	**‡**
District	**0**
State	**167,463**

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

Students

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.

266

Student Enrollment

266
Students
Racial/Ethnic Diversity
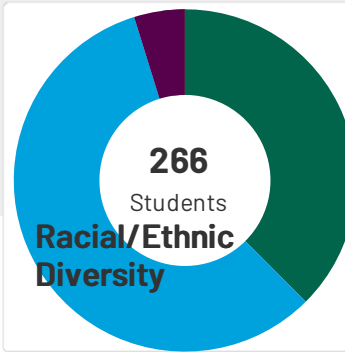
19.4%
Chronic Absenteeism
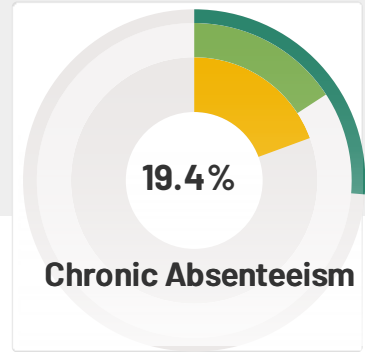
Student Enrollment

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%** **266**	**49.2%** **131**	**50.8%** **135**	**0.0%** *****	**0.0%** *****	**‡** **‡**	**‡** **‡**	**37.2%** **99**	**0.0%** *****	**0.0%** *****	**4.5%** **12**	**54.1%** **144**	**21.8%** **58**
District	100.0% 1,168	47.3% 553	52.7% 615	0.0% *	0.0% *	3.1% 36	2.6% 30	36.8% 430	0.0% *	0.0% *	4.0% 47	53.5% 625	23.3% 272
State	100.0% 1,851,290	48.6% 899,170	51.4% 951,463	0.0% 657	0.2% 4,580	5.6% 103,838	16.5% 305,129	28.1% 519,576	0.0% 7	0.1% 1,693	4.2% 78,523	45.3% 837,944	20.3% 376,166

	English Learners	Students with IEPs	Low Income	Former EL	Homeless	Migrant	Military	Never EL	Youth In Care
School	**11.3%** **30**	**15.4%** **41**	**35.0%** **93**	**15.8%** **42**	**‡** **‡**	**0.0%** *****	**0.0%** *****	**72.9%** **194**	**0.0%** *****
District	16.1% 188	19.4% 227	40.1% 468	6.4% 75	‡ ‡	0.0% *	0.0% *	77.5% 905	0.0% *
State	16.4% 303,166	16.0% 295,285	49.8% 922,067	8.2% 152,571	2.6% 47,220	0.0% 441	0.8% 14,692	75.4% 1,395,553	0.7% 13,111

By Grades

	Grade 7	Grade 8
School	**134**	**132**
District	134	132
State	135,732	137,388

* 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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**45.3%** 121	**40.0%** 52	**50.4%** 69	* *	* *	‡ ‡	‡ ‡	**23.0%** 23	* *	* *	‡ ‡	**61.5%** 88	‡ ‡
District	**15.9%** 196	**15.0%** 87	**16.6%** 109	* *	* *	‡ ‡	‡ ‡	**7.8%** 37	‡ ‡	* *	**23.1%** 12	**21.7%** 138	**5.4%** 16
State	**9.7%** 186,357	**10.0%** 93,530	**9.3%** 92,604	**12.9%** 223	**8.5%** 395	**24.8%** 26,830	**2.9%** 9,360	**7.4%** 40,620	**24.0%** 609	**9.9%** 167	**9.7%** 8,363	**11.7%** 100,013	**4.8%** 18,478

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	**22.9%** 22	‡ ‡	* *
District	‡ ‡	‡ ‡	**6.8%** 35	‡ ‡	* *
State	**3.2%** 10,687	**2.1%** 6,270	**4.6%** 44,329	**2.2%** 1,460	**1.2%** 168

Students who are Identified as Accelerated - ELA

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**9.4%** 25	**10.8%** 14	**8.0%** 11	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	**12.6%** 18	‡ ‡
District	**2.0%** 25	**2.4%** 14	**1.7%** 11	* *	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	**2.8%** 18	‡ ‡
State	**0.9%** 17,567	**1.2%** 11,004	**0.7%** 6,536	**1.6%** 27	**0.8%** 37	**0.8%** 855	**0.4%** 1,211	**0.7%** 3,856	**0.6%** 16	**0.6%** 10	**0.9%** 773	**1.3%** 10,809	**0.5%** 1,966

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated – ELA

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
State	* 792	0.3% 828	* 5,592	* 264	* 53

Students who are Identified as Accelerated – Math

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	7.5% 20	‡ ‡	10.9% 15	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	8.4% 12	‡ ‡
District	7.5% 92	6.7% 39	8.1% 53	* *	* *	‡ ‡	‡ ‡	4.0% 19	‡ ‡	* *	‡ ‡	9.6% 61	‡ ‡
State	1.8% 34,975	1.5% 13,797	2.1% 21,127	3.0% 51	1.3% 61	5.7% 6,130	0.3% 904	0.9% 4,790	1.1% 29	1.8% 30	2.1% 1,773	2.5% 21,258	0.9% 3,279

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
District	‡ ‡	‡ ‡	3.3% 17	‡ ‡	* *
State	0.5% 1,609	0.4% 1,230	0.6% 6,021	0.3% 170	0.1% 18

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

Advanced Academic Programs (cont)

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

	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	1.3% 24,656	1.3% 12,012	1.3% 12,629	0.9% 15	2.2% 100	1.4% 1,500	0.5% 1,585	1.7% 9,615	4.9% 124	0.9% 16	1.0% 869	1.3% 10,847	1.0% 3,759

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
State	1.3% 4,443	0.6% 1,927	0.9% 8,937	0.7% 474	0.2% 30

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	25.1% 67	24.6% 32	25.5% 35	* *	* *	‡ ‡	‡ ‡	12.0% 12	* *	* *	‡ ‡	34.3% 49	‡ ‡
District	5.4% 67	5.5% 32	5.3% 35	* *	* *	‡	‡	2.5% 12	‡	* *	‡	7.7% 49	‡
State	5.4% 104,119	5.8% 54,024	5.0% 49,971	7.2% 124	4.2% 193	16.5% 17,848	1.6% 5,055	3.8% 20,776	17.2% 437	6.0% 102	5.5% 4,750	6.4% 54,958	2.4% 9,012

* 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

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

Students who are Identified as Accelerated - Whole Grade Acceleration

	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	1.0% 12	‡ ‡	1.5% 10	* *	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	1.6% 10	‡ ‡
State	0.1% 2,145	0.1% 1,207	0.1% 932	0.3% 6	0.0% 2	0.3% 273	0.1% 417	0.2% 833	0.0% 0	0.2% 4	0.1% 99	0.1% 517	0.0% 96

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
State	0.1% 241	0.0% 51	0.0% 422	0.0% 24	0.1% 8

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

Advanced Academic Programs (cont)

Students Enrolled in Advanced Placement Coursework

	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	**24.2%** 146,564	**27.5%** 81,086	**21.0%** 65,343	**29.3%** 135	**20.2%** 307	**54.9%** 18,113	**14.1%** 13,985	**22.5%** 40,125	**28.3%** 278	**32.4%** 198	**25.2%** 5,892	**25.0%** 67,666	**11.7%** 14,446

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	**9.7%** 7,479	**3.4%** 2,984	**16.4%** 47,264	**8.0%** 1,619	**3.2%** 104

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

	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	**16.4%** 99,797	**16.9%** 49,774	**16.0%** 49,965	**12.6%** 58	**11.5%** 175	**19.3%** 6,358	**10.8%** 10,646	**13.1%** 23,343	**21.3%** 209	**15.5%** 95	**15.3%** 3,587	**20.5%** 55,384	**10.9%** 13,542

* 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

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	* 6,220	**8.1%** 7,028	* 34,431	* 1,693	* 165

Students Enrolled in any course designated as Enriched or Honors

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	* 158	* 69	* 89	* *	* *	‡ ‡	‡ ‡	* 39	* *	* *	‡ ‡	* 104	* 18
District	* 229	* 103	* 126	* *	* *	‡ ‡	‡ ‡	* 53	* *	* *	* 13	* 152	* 24
State	**52.3%** 400,741	**57.1%** 208,165	**47.9%** 192,119	**58.8%** 457	**49.1%** 892	**78.8%** 38,146	**41.2%** 47,154	**51.7%** 104,589	**50.7%** 710	**60.4%** 453	**52.8%** 16,902	**53.6%** 191,895	**32.3%** 47,950

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	* 34	‡ ‡	* *
District	‡ ‡	* 13	* 47	‡ ‡	* *
State	**34.8%** 30,687	**19.4%** 20,597	**42.4%** 142,461	**28.3%** 6,483	**16.8%** 675

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

	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	1.2% 7,572	1.5% 4,466	1.0% 3,104	0.4% 2	1.4% 21	1.4% 447	1.8% 1,806	2.0% 3,583	0.1% 1	2.6% 16	0.8% 194	0.6% 1,504	0.8% 1,030

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	0.9% 697	0.4% 323	1.7% 4,843	1.0% 206	0.5% 16

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

Advanced Academic Programs (cont)

Students Assessed For Giftedness

	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% 267	100.0% 130	100.0% 137	* *	* *	‡ ‡	‡ ‡	100.0% 100	* *	* *	100.0% 13	100.0% 143	100.0% 59
District	92.9% 1,146	93.3% 540	92.5% 606	* *	* *	91.2% 31	87.5% 28	87.1% 413	‡ ‡	* *	100.0% 52	96.9% 617	89.5% 264
State	10.9% 210,029	10.9% 102,148	10.8% 107,618	15.2% 263	13.1% 609	25.5% 27,603	6.7% 21,672	8.9% 49,106	9.1% 231	14.6% 247	12.6% 10,835	11.7% 99,726	9.6% 36,640

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	100.0% 29	100.0% 42	100.0% 96	‡ ‡	* *
District	84.1% 175	87.6% 219	87.4% 450	70.4% 19	* *
State	8.1% 27,120	8.1% 24,250	7.9% 75,982	5.0% 3,368	5.7% 830

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	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	1.3% 24,286	1.2% 11,650	1.3% 12,539	5.6% 97	1.7% 77	4.2% 4,503	0.6% 2,057	0.8% 4,442	0.7% 19	1.7% 29	1.5% 1,258	1.4% 11,901	0.8% 3,235

* 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

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
State	* 1,641	**0.6%** 1,669	* 5,810	* 176	* 31

Students Identified As Gifted

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**45.7%** **122**	**40.0%** **52**	**51.1%** **70**	* *	* *	‡ ‡	‡ ‡	**23.0%** **23**	* *	* *	‡ ‡	**62.2%** **89**	‡ ‡
District	**16.0%** 197	**15.0%** 87	**16.8%** 110	* *	* *	‡ ‡	‡ ‡	**7.8%** 37	‡ ‡	* *	**23.1%** 12	**21.8%** 139	**5.4%** 16
State	**4.3%** 82,264	**4.3%** 39,778	**4.3%** 42,329	**9.1%** 157	**4.4%** 204	**16.8%** 18,205	**1.9%** 6,169	**2.7%** 14,678	**3.2%** 82	**8.0%** 135	**5.2%** 4,475	**4.5%** 38,316	**2.4%** 9,053

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	**22.9%** **22**	‡ ‡	* *
District	‡ ‡	‡ ‡	**6.8%** 35	‡ ‡	* *
State	**0.9%** 2,868	**0.9%** 2,723	**2.1%** 20,218	**0.7%** 450	**0.4%** 60

* 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

	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% 14,561	0.7% 6,794	0.8% 7,679	5.1% 88	1.0% 45	3.3% 3,571	0.3% 1,112	0.4% 2,057	0.2% 6	1.2% 20	1.0% 834	0.8% 6,916	0.4% 1,436

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
State	0.1% 356	0.2% 467	0.3% 2,738	0.1% 50	0.0% 7

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

English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
School	*	**100.0%** **25**	‡ ‡	* ‡
District	*	**100.0%** 163	8.7% 14	* 5
State	*	**100.0%** 268,275	6.2% 16,723	* 62,087

* 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	**93.2%**	**93.1%**	**93.4%**	*	*	**97.5%**	**93.8%**	**93.0%**	*	*	**95.5%**	**93.0%**	**90.4%**
District	**94.0%**	**93.9%**	**94.1%**	*	*	**95.8%**	**93.8%**	**92.6%**	**96.0%**	*	**94.4%**	**94.9%**	**92.2%**
State	**91.6%**	**91.6%**	**91.7%**	**92.2%**	**90.3%**	**94.0%**	**88.6%**	**90.1%**	**92.8%**	**91.3%**	**91.7%**	**93.3%**	**90.0%**

	English Learners	Students with IEPs	Low Income	Military	Youth In Care
School	**93.7%**	**89.2%**	**91.6%**	*	*
District	**92.6%**	**91.7%**	**91.7%**	**82.7%**	*
State	**90.4%**	**89.8%**	**89.6%**	**92.8%**	**89.1%**

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

Students

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	12.7%	19.1%	‡	*	*	‡	‡	23.5%	*	*	‡	‡	‡
District	5.8%	7.2%	4.5%	*	*	‡	‡	10.8%	‡	*	‡	2.3%	4.8%
State	7.9%	7.6%	8.2%	5.0%	11.7%	7.6%	13.2%	9.9%	7.5%	8.6%	8.3%	4.6%	6.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	29.2%	‡	*	*	*
District	14.4%	5.9%	11.7%	60.9%	*	*	*
State	13.6%	7.4%	10.9%	38.2%	38.4%	9.3%	27.9%

* 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	19.4%	21.1%	17.9%	*	*	‡	‡	24.3%	*	*	‡	18.5%	30.8%
District	15.8%	17.0%	14.8%	*	*	‡	‡	26.2%	‡	*	‡	9.5%	23.7%
State	26.3%	26.6%	26.0%	23.6%	32.8%	16.6%	40.4%	32.9%	22.9%	28.0%	26.6%	18.1%	32.7%

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
School	‡	‡	35.4%	28.9%	*	*
District	26.6%	45.8%	25.8%	28.9%	‡	*
State	32.1%	54.6%	33.6%	36.3%	20.3%	38.0%

By Grades

	Grade 7	Grade 8
School	15.4%	23.4%
District	15.4%	23.4%
State	23.1%	25.3%

* 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	1.7%	2.7%	‡	*	*	‡	‡	3.5%	‡	*	‡	‡	‡
State	20.0%	20.0%	20.0%	8.6%	26.3%	8.1%	44.4%	28.5%	7.8%	20.7%	17.2%	7.4%	22.6%

	English Learners	Students with IEPs	Low Income
School	‡	‡	‡
District	‡	‡	3.3%
State	28.3%	24.3%	31.7%

Truancy Rate

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
District	51 5.0%	24 5.0%	27 5.0%	* *	* *	‡ ‡	‡ ‡	35 9.5%	‡ ‡	* *	‡ ‡	13 2.4%	‡ ‡
State	431,594 25.7%	210,741 25.8%	220,534 25.6%	319 19.0%	1,195 29.9%	19,524 20.6%	86,768 31.5%	157,444 32.8%	626 27.7%	389 25.9%	19,102 26.1%	146,546 19.5%	89,136 26.7%

	English Learners	Students with IEPs	Low Income
School	‡ ‡	‡ ‡	‡ ‡
District	16 10.1%	‡	43 10.9%
State	94,123 33.5%	69,217 27.2%	255,729 30.7%

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

Student Discipline

What is it?

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

Total Student Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	14	*	*	14	1	*
District	22	*	*	21	3	*
State	111,577	455	103	71,095	63,510	1,670

Total Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	17	*	*	16	1	*
District	27	*	*	24	3	*
State	253,314	459	103	148,096	102,584	2,072

* 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	693	*	*	422	266	5
Asian						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	2,469	1	1	1,576	874	17
Black						
School	‡	*	*	‡	‡	*
District	5	*	*	3	2	*
State	89,929	188	36	45,037	43,342	1,326
Hispanic						
School	9	*	*	9	*	*
District	12	*	*	11	1	*
State	66,026	90	32	43,498	22,178	228
Native Hawaiian/ Pacific Islander						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	183	*	*	112	71	*

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

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Two or More Races						
School	‡	*	*	‡	*	*
District	1	*	*	1	*	*
State	17,008	44	9	9,837	6,966	152
White						
School	5	*	*	5	*	*
District	9	*	*	9	*	*
State	76,667	136	25	47,398	28,764	344

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	17	*	*	16	1	*
District	27	*	*	24	3	*
State	124,379	139	31	65,831	57,183	1,195
9-12						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	128,935	320	72	82,265	45,401	877

* 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	1	*	*	1	*	*
District	1	*	*	1	*	*
State	7,455	5	1	4,257	3,164	28
Alcohol						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	3,198	2	*	1,295	1,878	23
Drug Offences						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	10,678	88	16	3,149	7,214	211
Violence with Physical Injury						
School	1	*	*	*	1	*
District	3	*	*	2	1	*
State	15,625	103	14	3,518	11,871	119
Violence without Physical Injury						
School	6	*	*	6	*	*
District	12	*	*	10	2	*
State	50,695	106	25	19,517	30,324	723

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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	499	8	6	86	388	11
Dangerous Weapon: Other						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	2,171	51	12	547	1,472	89
Other Reason						
School	9	*	*	9	*	*
District	11	*	*	11	*	*
State	162,993	96	29	115,727	46,273	868

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	3	*	*	3	*	*
District	3	*	*	3	*	*
State	37,976	39	19	25,420	12,372	126

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

Student Discipline (cont)

By Program – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Students with IEPs						
School	8	*	*	8	*	*
District	12	*	*	11	1	*
State	66,546	75	4	36,569	29,362	536
Low Income						
School	13	*	*	12	1	*
District	21	*	*	18	3	*
State	187,999	372	82	107,558	78,336	1,651

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	4	*	*	4	*	*
District	8	*	*	7	1	*
State	32,224	1	1	28,032	4,171	19
1–2 days						
School	12	*	*	12	*	*
District	18	*	*	17	1	*
State	139,069	77	4	100,589	37,898	501

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

Student Discipline (cont)

By Duration – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
2–3 days						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	38,526	3	1	13,746	24,575	201
3–4 days						
School	1	*	*	*	1	*
District	1	*	*	*	1	*
State	25,631	*	*	4,402	21,069	160
4–10 days						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	12,050	6	*	1,123	10,680	241
Greater than 10 days						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	5,814	372	97	204	4,191	950

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

Student Discipline (cont)

By Gender – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Female						
School	8	*	*	7	1	*
District	11	*	*	9	2	*
State	80,404	155	31	46,399	33,111	708
Male						
School	9	*	*	9	*	*
District	16	*	*	15	1	*
State	172,782	302	72	101,617	69,428	1,363
Non Binary						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	128	2	*	80	45	1

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

About the data

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

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

Annual Summative Designation
Commendable School

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

No Data

School Improvement Funds

Title 1 Ineligible Due to Ranking

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 Ineligible Due to Ranking**

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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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Summative Designation Meta Indicator Components

What is it?

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

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

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

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

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

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

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

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

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

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

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Summative Designation Meta Indicator Components (cont)

Fine Arts: Student Participation in Fine Arts

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	98.2%	98.5%	97.8%	*	*	‡	‡	99.0%	*	*	‡	97.3%	92.2%
District	97.5%	98.7%	96.4%	*	*	100.0%	96.7%	96.9%	*	*	98.1%	97.8%	89.9%
State	71.5%	74.5%	68.8%	60.4%	72.3%	77.2%	70.8%	73.3%	*	72.7%	73.6%	69.8%	69.6%

	English Learners	Students with IEPs	Low Income
School	96.8%	89.4%	99.0%
District	96.2%	87.9%	97.0%
State	77.8%	69.0%	71.6%

Fine Arts: Student Participation in Fine Arts Numberator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	267	131	136	*	*	‡	‡	101	*	*	‡	142	59
District	1,128	538	590	*	*	31	29	409	*	*	51	608	241
State	1,298,358	657,160	640,170	1,028	3,116	78,743	211,608	378,996	*	1,162	58,897	565,836	245,787

	English Learners	Students with IEPs	Low Income
School	30	42	95
District	176	196	448
State	240,272	187,927	645,976

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	272	133	139	*	*	‡	‡	102	*	*	‡	146	64
District	1,157	545	612	*	*	31	30	422	*	*	52	622	268
State	1,815,128	882,738	930,687	1,703	4,311	102,024	298,968	517,265	*	1,599	80,004	810,957	353,228

	English Learners	Students with IEPs	Low Income
School	31	47	96
District	183	223	462
State	308,769	272,497	902,644

Fine Arts: Teacher Qualifications

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	100.0%	100.0%	100.0%	*	*	‡	‡	100.0%	*	*	‡	100.0%	100.0%
District	100.0%	100.0%	100.0%	*	*	100.0%	100.0%	100.0%	*	*	100.0%	100.0%	100.0%
State	95.8%	95.8%	96.0%	97.9%	96.0%	98.3%	90.8%	96.0%	*	96.5%	96.9%	97.2%	94.8%

	English Learners	Students with IEPs	Low Income
School	100.0%	100.0%	100.0%
District	100.0%	100.0%	100.0%
State	96.7%	94.4%	94.4%

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications Numerator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	267	131	136	*	*	‡	‡	101	*	*	‡	142	59
District	1,128	538	590	*	*	31	29	409	*	*	51	608	241
State	1,244,490	629,246	614,238	1,006	2,991	77,424	192,141	363,717	*	1,121	57,047	550,049	233,123

	English Learners	Students with IEPs	Low Income
School	30	42	95
District	176	196	448
State	232,248	177,452	609,846

Fine Arts: Teacher Qualifications Denominator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	267	131	136	*	*	‡	‡	101	*	*	‡	142	59
District	1,128	538	590	*	*	31	29	409	*	*	51	608	241
State	1,298,358	657,160	640,170	1,028	3,116	78,743	211,608	378,996	*	1,162	58,897	565,836	245,787

	English Learners	Students with IEPs	Low Income
School	30	42	95
District	176	196	448
State	240,272	187,927	645,976

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

Summative Designation Meta Indicator Components (cont)

Elementary/Middle School: 5th Grade Math

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	111 97.4%	41 95.3%	70 98.6%	* *	* *	‡ ‡	‡ ‡	41 97.6%	* *	* *	‡ ‡	56 98.3%	33 97.1%
State	113,055 91.5%	55,494 92.0%	57,531 91.0%	30 90.9%	244 83.8%	6,904 93.6%	16,645 85.8%	31,255 88.9%	* *	91 94.8%	5,155 92.0%	52,761 94.8%	22,436 90.3%

	English Learners	Students with IEPs	Low Income
School	* *	* *	* *
District	‡ ‡	28 96.5%	40 95.2%
State	18,781 85.9%	17,418 90.3%	55,496 88.4%

Elementary/Middle School: Academic Success

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	254 95.5%	127 97.0%	127 94.1%	* *	* *	‡ ‡	‡ ‡	94 94.0%	* *	* *	‡ ‡	136 95.8%	55 93.2%
District	380 96.0%	191 96.5%	189 95.5%	* *	* *	‡ ‡	‡ ‡	133 93.7%	* *	* *	21 100.0%	209 96.8%	79 92.9%
State	315,373 79.3%	159,005 82.3%	155,485 76.5%	883 79.1%	653 75.8%	21,353 93.5%	40,923 64.7%	85,594 75.3%	* *	305 82.2%	12,889 77.1%	153,656 85.5%	58,528 74.1%

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

Summative Designation Meta Indicator Components (cont)

Elementary/Middle School: Academic Success

	English Learners	Students with IEPs	Low Income
School	**28** **96.5%**	**41** **97.6%**	**90** **95.7%**
District	**46** 95.8%	**59** 95.2%	**129** 94.2%
State	**44,566** 70.8%	**42,337** 72.4%	**135,787** 70.1%

Elementary/Middle School: Student Discipline

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**1** **0.4%**	**1** **0.8%**	**0** **0.0%**	***** *****	***** *****	**‡** **‡**	**‡** **‡**	**0** **0.0%**	***** *****	***** *****	**‡** **‡**	**0** **0.0%**	**0** **0.0%**
District	**1** 0.3%	**1** 0.5%	**0** 0.0%	* *	* *	‡ ‡	‡ ‡	**0** 0.0%	* *	* *	**0** 0.0%	**0** 0.0%	**0** 0.0%
State	**20,803** 5.1%	**7,533** 3.8%	**13,247** 6.3%	**23** 2.0%	**56** 6.2%	**225** 1.0%	**8,486** 12.8%	**4,683** 4.0%	* *	**18** 4.7%	**1,363** 7.8%	**5,972** 3.2%	**6,113** 7.5%

	English Learners	Students with IEPs	Low Income
School	**0** **0.0%**	**0** **0.0%**	**1** **1.0%**
District	**0** 0.0%	**0** 0.0%	**1** 0.7%
State	**2,726** 4.2%	**5,071** 8.3%	**15,688** 7.8%

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.

76.6%

All Schools

11

Student-Teacher Ratio

90.0%

Retention Rate
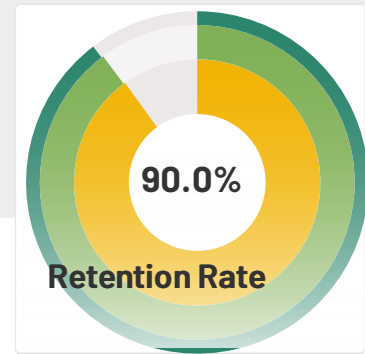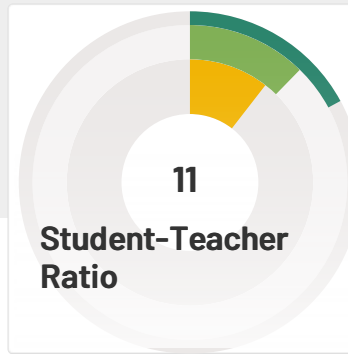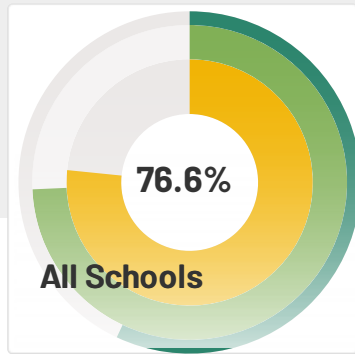
Teacher Information

What is it?

This shows information pertaining to teachers, including experience, education, attendance, and evaluation.

	All Schools	Attendance Rate	Evaluation Rate
School	16	49.5%	*
District	13	54.5%	98.8%
State	14	66.0%	97.2%

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

Full-Time Equivalents

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	**All**	**100.0%** 29.9	* *	* *	* *	**8.7%** 2.6	* *	* *	* *	**91.3%** 27.3	* *
	Female	**70.2%** 21	* *	* *	* *	**61.5%** 1.6	* *	* *	* *	**71.0%** 19.4	* *
	Male	**29.8%** 8.9	* *	* *	* *	**38.5%** 1	* *	* *	* *	**29.0%** 7.9	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	**100.0%** 128.7	* *	**0.8%** 1	**1.5%** 1.9	**4.7%** 6	* *	* *	**1.6%** 2	**91.6%** 117.8	* *
	Female	**84.1%** 108.2	* *	**100.0%** 1	**100.0%** 1.9	**83.3%** 5	* *	* *	**100.0%** 2	**83.5%** 98.3	* *
	Male	**15.9%** 20.5	* *	* *	* *	**16.7%** 1	* *	* *	* *	**16.5%** 19.5	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 137212.1	**0.2%** 274.8	**2.0%** 2750.6	**6.4%** 8800	**8.9%** 12198.5	* *	**0.1%** 105.4	**0.8%** 1110.4	**79.6%** 109172.2	**2.0%** 2778
	Female	**76.5%** 104942.3	**77.1%** 212	**77.0%** 2118.9	**78.4%** 6903.5	**77.7%** 9474	* *	**70.0%** 73.8	**75.3%** 836.1	**76.2%** 83191.1	**76.0%** 2110.7
	Male	**23.5%** 32266.1	**22.9%** 62.8	**23.0%** 631.7	**21.6%** 1896.5	**22.3%** 2724.5	* *	**30.0%** 31.6	**24.7%** 274.3	**23.8%** 25977.3	**24.0%** 667.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Teacher Head Count

What is it?

Not Available.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	**All**	34	34	34	34	34	*	34	34	34	34
	Female	34	34	34	34	34	*	34	34	34	34
	Male	34	34	34	34	34	*	34	34	34	34
	Non Binary	*	*	*	*	*	*	*	*	*	*
District	All	133	133	133	133	133	*	133	133	133	133
	Female	133	133	133	133	133	*	133	133	133	133
	Male	133	133	133	133	133	*	133	133	133	133
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	140477	140477	140477	140477	140477	*	140477	140477	140477	140477
	Female	140477	140477	140477	140477	140477	*	140477	140477	140477	140477
	Male	140477	140477	140477	140477	140477	*	140477	140477	140477	140477
	Non Binary	*	*	*	*	*	*	*	*	*	*

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

Teachers

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	**23.4%**	*	*
District	**25.7%**	**22.9%**	**27.7%**
State	**42.0%**	**42.2%**	**36.2%**

Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
School	**76.6%**	*	*
District	**74.3%**	**77.1%**	**72.3%**
State	**57.0%**	**55.8%**	**63.4%**

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	**11**
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	1 3.3%	* *	* *
District	7 6.2%	0 0.0%	3 2.0%
State	9,160 6.7%	2,711 9.0%	1,949 4.0%

Teacher Out of Field

What is it?

The table below represents the percentage of teachers defined as "out-of-field" – a teacher teaching in a grade or content area for which he or she does not hold the appropriate state-issued license, endorsement, approvals, or previous qualifications. The display summarizes the rate across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
School	0 0.0%	* *	* *
District	2 2.2%	*	1 2.0%
State	4,726 4.1%	805 3.0%	1,205 3.0%

* 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	**1** **3.3%**	* *	* *
District	2 1.6%	* *	* *
State	4,307 3.1%	1,409 4.0%	694 1.0%

Retention Rate

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	**All**	**90.0%** 72	* *	**50.0%** 1	* *	**100.0%** 6	* *	* *	* *	**90.3%** 65	* *
	Female	**86.2%** 50	* *	**50.0%** 1	* *	**100.0%** 3	* *	* *	* *	**86.8%** 46	* *
	Male	**100.0%** 22	* *	* *	* *	**100.0%** 3	* *	* *	* *	**100.0%** 19	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	**89.8%** 318	* *	**50.0%** 1	**100.0%** 1	**73.3%** 11	* *	* *	**100.0%** 3	**91.0%** 302	**0.0%** 0
	Female	**88.9%** 265	* *	**50.0%** 1	**100.0%** 1	**70.0%** 7	* *	* *	**100.0%** 3	**90.0%** 253	**0.0%** 0
	Male	**94.6%** 53	* *	* *	* *	**80.0%** 4	* *	* *	* *	**96.1%** 49	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**89.6%** 318,798	**89.0%** 566	**88.5%** 5,292	**84.6%** 14,534	**89.2%** 22,226	* *	**89.9%** 195	**86.7%** 2,310	**89.9%** 268,681	**88.7%** 4,952
	Female	**89.2%** 242,531	**88.4%** 426	**88.1%** 4,042	**84.7%** 11,348	**89.2%** 17,160	* *	**90.3%** 139	**86.6%** 1,732	**89.5%** 203,914	**88.1%** 3,728
	Male	**90.8%** 76,267	**90.9%** 140	**90.1%** 1,250	**84.2%** 3,186	**89.4%** 5,066	* *	**88.9%** 56	**87.2%** 578	**91.3%** 64,767	**90.7%** 1,224
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Average Teacher Salary

What is it?

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

	Average Teacher Salary
School	**$71,895**
District	**$70,219**
State	**$75,978**

Teacher Evaluation

What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
School	**20** *	* *	* *
District	**83** 98.8%	**20** 100.0%	**35** 100.0%
State	**66,326** 97.2%	**14,938** 94.0%	**20,636** 98.6%

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

Teachers with 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	1,145

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.

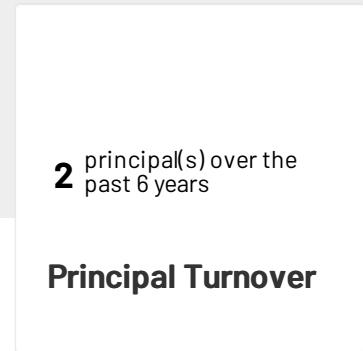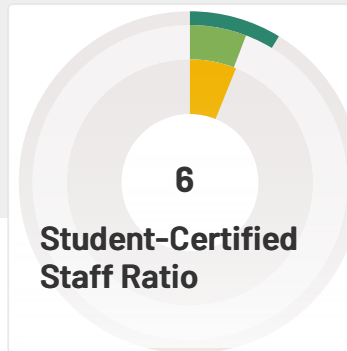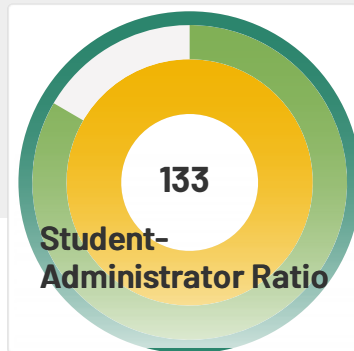|	All	Female	Male	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	*	*	*	*	*	*	*	*	*	*	*	*
District	5	5	*	*	*	*	*	*	*	*	5	*
State	2,199	1,763	436	6	63	134	188	*	1	24	1,757	*

* 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	16	*	*
District	13	*	*
State	14	*	*

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.

133
Student-Administrator Ratio

6
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	133
District	6	83
State	9	136

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

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%** 14	* *	* *	* *	**14.3%** 2	* *	* *	* *	**85.7%** 12	* *
	Female	**78.6%** 11	* *	* *	* *	**100.0%** 2	* *	* *	* *	**75.0%** 9	* *
	Male	**21.4%** 3	* *	* *	* *	* *	* *	* *	* *	**25.0%** 3	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 13641.6	**0.2%** 24.8	**1.1%** 150	**14.8%** 2017.8	**7.0%** 955.8	* *	**0.1%** 7	**0.7%** 102	**74.3%** 10136.3	**1.8%** 245.9
	Female	**60.2%** 8217.7	**64.8%** 16	**59.8%** 89.8	**72.2%** 1457.3	**65.6%** 626.8	* *	**57.1%** 4	**69.1%** 70.4	**57.1%** 5784	**68.5%** 168.3
	Male	**39.8%** 5423.9	**35.2%** 8.7	**40.2%** 60.3	**27.8%** 560.5	**34.4%** 329	* *	**42.9%** 3	**30.9%** 31.6	**42.9%** 4352.2	**31.5%** 77.6
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Administrators & Support Personnel

Principal Turnover

What is it?

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

	Principal(s) over the past 6 years
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	**$154,247**
District	$130,183
State	$119,384

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

Novice Administrator

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	* *	* *	* *
District	* *	* *	* *
State	**1,455** 10.7%	**294** 12.2%	**228** 8.5%

Support Personnel FTE

What is it?

Not Available.

Total Support Personnel FTE

	Total Support Personnel FTE	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
School	1.7	*	*	0.2	1.5
District	8.9	*	1	0.9	7
State	11331.1	3747.4	1209.5	2091.7	4282.6

* 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?

Not Available.

Student/Support Personnel Ratio

	Student/Support Personnel Ratio	Student/School Counselor Ratio	Student/School Nurse Ratio	Student/School Psychologist Ratio	Student/School Social Worker Ratio
School	158	*	*	1,430	177
District	131	*	1,168	1,256	167
State	163	494	1,531	885	432

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

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	*	*	*	*	*	*

* 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	*	*	*	*
District	*	*	*	*
State	*	*	*	*

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	* *	* *	* *	* *
District	* *	* *	* *	* *
State	* *	* *	* *	* *

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