

Washington Elem School (PK - 2)

PANA CUSD 8



2020 - 2021

Principal

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District Superintendent

Mr. Jason Bauer

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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 2021 Report Card Metrics](#) and the [2021 Glossary of Terms](#).

School Snapshot

Site-Based Expenditure Per Student Spending : \$8,885

Average Class Size : *

Chronic Absenteeism : 10.6%

Teacher Retention : 87.8%

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(2017-18)**

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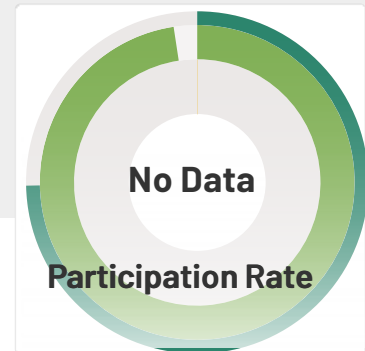
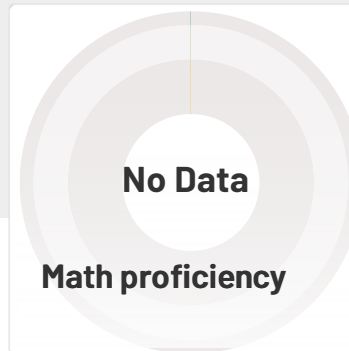
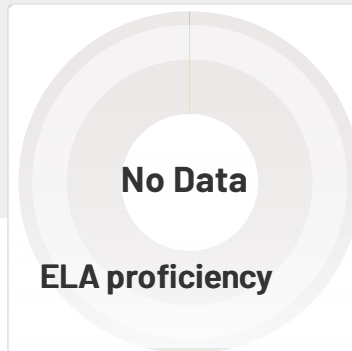
How To Read The Data

Understanding COVID-19 Flags

| Flag | Description |
|--|---|
|  Data unavailable due to COVID-19 | Due to the suspension of in-person instruction during the 2020-21 school year, the data for this metric is unavailable for use in the School Year 2020-21 Report Card. |
|  Possible data impact due to COVID-19 | Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2020-21 school year. HOWEVER, based on the data collected and comparisons to historical data, the data collected for this collection cycle does not, in aggregate, exhibit greater variation than is normally observed from year to year. |
|  Possible data impact due to COVID-19 | Caution should be used when reviewing this data. This data should not be considered final until all Assessment testing has been completed and the data has been finalized. |
|  Data delayed due to COVID-19 | COVID-19 changes to assessment scheduling delayed publication of 2020-21 data. If no assessment data appears for your district, it may not appear until April of 2022. |
|  Data not available | Data for this metric are not available through the Report Card, however additional information can be found at https://www.isbe.net/Pages/Report-Card-Metrics.aspx . Reasons these data are not available on the SY2020-21 Illinois Report Card may include (a) substantial changes to how the metric is measured (i.e. methodology), (b) substantial changes to what the metric measures (i.e. the construct), (c) circumstances that render the data set substantially incomplete, or (d) circumstances that cause the data and its use to fall below acceptable thresholds for reliability and validity. |

About the data

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



IAR

 Possible data impact due to COVID-19

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.

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

DLM

 Possible data impact due to COVID-19

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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ISA



Possible data impact due to COVID-19

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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Proficiency

 Possible data impact due to COVID-19

What is it?

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

ELA - All Tests

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

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

Mathematics - All Tests

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

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Proficiency (cont)

 Possible data impact due to COVID-19

Mathematics - All Tests

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


Science - All Tests

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

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

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Mean Growth Percentile - IAR

 Data not available

What is it?

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


ELA

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

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

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

Mean Growth Percentile - IAR (cont)

 Data not available

Mathematics

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

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

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Participation Rate

 Possible data impact due to COVID-19

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

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|------------|------------|------------|------------|-------------|-------------|-------------|--------------------------------------|-----------------|-------------------|----------------------------|
| School | * * | * * | * * | * * | * * | * * | * * | * * | * * | * * | * * |
| District | 97.6% * | 97.7% * | 97.4% * | 97.8% * | 100.0% * | 100.0% * | 100.0% * | * * | 66.7% * | 90.9% * | 96.6% * |
| State | 74.7% * | 75.0% * | 74.3% * | 86.8% * | 61.6% * | 62.7% * | 71.9% * | 69.9% * | 63.9% * | 75.4% * | 73.9% * |

| | Students with IEPs | English Learners | Low Income |
|---------------|--------------------|------------------|------------|
| School | * * | * * | * * |
| District | 96.3% * | 100.0% * | 96.5% * |
| State | 73.7% * | 61.0% * | 67.0% * |

Mathematics - All Tests

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|------------|------------|------------|------------|-------------|-------------|-------------|--------------------------------------|-----------------|-------------------|----------------------------|
| School | * * | * * | * * | * * | * * | * * | * * | * * | * * | * * | * * |
| District | 97.6% * | 97.7% * | 97.4% * | 97.8% * | 100.0% * | 100.0% * | 100.0% * | * * | 66.7% * | 90.9% * | 96.6% * |
| State | 74.0% * | 74.2% * | 73.6% * | 86.2% * | 60.4% * | 61.9% * | 71.4% * | 68.8% * | 63.3% * | 74.7% * | 73.1% * |

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Participation Rate (cont)

 Possible data impact due to COVID-19

Mathematics - All Tests

| | Students with IEPs | English Learners | Low Income |
|---------------|--------------------|------------------|------------|
| School | * | * | * |
| | * | * | * |
| District | 96.3% | 100.0% | 96.5% |
| | * | * | * |
| State | 72.9% | 60.2% | 66.1% |
| | * | * | * |

Science - All Tests

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

| | Students with IEPs | English Learners | Low Income |
|---------------|--------------------|------------------|------------|
| School | * | * | * |
| | * | * | * |
| District | * | * | * |
| | * | * | * |
| State | * | * | * |
| | * | * | * |

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Academic Progress

Participation Rate (cont)

 Possible data impact due to COVID-19

IAR ELA

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

| | Students with IEPs | English Learners | Low Income |
|---------------|--------------------|------------------|------------|
| School | * | * | * |
| District | * | * | * |
| State | * | * | * |

IAR Mathematics

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

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Participation Rate (cont)

 Possible data impact due to COVID-19

IAR Mathematics

| | Students with IEPs | English Learners | Low Income |
|---------------|--------------------|------------------|------------|
| School | * | * | * |
| | * | * | * |
| District | * | * | * |
| | * | * | * |
| State | * | * | * |
| | * | * | * |

DLM ELA

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

| | Students with IEPs | English Learners | Low Income |
|---------------|--------------------|------------------|------------|
| School | * | * | * |
| | * | * | * |
| District | * | * | * |
| | * | * | * |
| State | * | * | * |
| | * | * | * |

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Academic Progress

Participation Rate (cont)

 Possible data impact due to COVID-19

DLM Mathematics

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

| | Students with IEPs | English Learners | Low Income |
|---------------|--------------------|------------------|------------|
| School | * | * | * |
| District | * | * | * |
| State | * | * | * |

DLM Science

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

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Participation Rate (cont)

 Possible data impact due to COVID-19

DLM Science

| | Students with IEPs | English Learners | Low Income |
|---------------|--------------------|------------------|------------|
| School | * | * | * |
| | * | * | * |
| District | * | * | * |
| | * | * | * |
| State | * | * | * |
| | * | * | * |

ISA

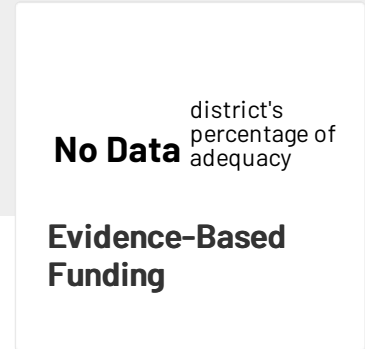
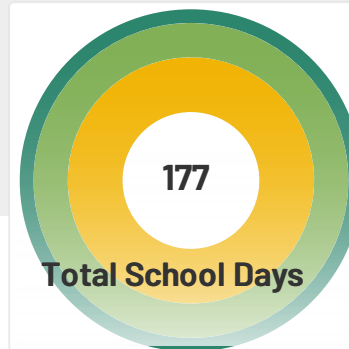
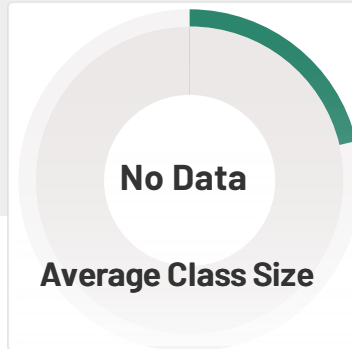
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|-----|------|--------|-------|-------|----------|-------|--------------------------------------|-----------------|-------------------|----------------------------|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

| | Students with IEPs | English Learners | Low Income |
|---------------|--------------------|------------------|------------|
| School | * | * | * |
| | * | * | * |
| District | * | * | * |
| | * | * | * |
| State | * | * | * |
| | * | * | * |

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About the data

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



Illinois Youth Survey

What is it?

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

School did participate in Illinois Youth Survey

| | |
|---------------|-----------|
| School | No |
|---------------|-----------|

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School Environment

School Level Finances

What is it?

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

| | 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 | 241 | \$1,595 | \$7,290 | \$8,885 | \$427 | \$1,794 | \$2,221 | \$2,022 | \$9,084 | \$11,106 | * | * |
| District | 1,166 | \$1,518 | \$7,806 | \$9,324 | \$441 | \$1,803 | \$2,244 | \$1,959 | \$9,609 | \$11,568 | \$1,631,005 | \$15,116,255 |

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District Finances

What is it?

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

Revenue By Source

| | Local Property Taxes | Other Local Funding | Evidence-Based Funding | Other State Funding | Federal Funding | Total Revenue |
|----------|-----------------------------|----------------------------|------------------------|--------------------------|----------------------------|---------------------|
| District | 37.6% \$6,076,024 | 7.6% \$1,221,631 | * | 4.3% \$694,922 | 7.7% \$1,249,447 | \$16,147,972 |
| State | 60.1% | 5.8% | * | 4.7% | 7.1% | * |

Expenditure By Function

| | Instruction | General Administration | Supporting Services | Other Expenditures |
|----------|--------------|------------------------|---------------------|--------------------|
| District | 48.5% | 5.1% | 25.9% | 20.4% |
| State | 47.4% | 3.0% | 29.0% | 20.7% |

Expenditure By Fund

| | Education | Operations & Maintenance | Transportation | Debt Service | Tort | Municipal Retirement/ Social Security | Fire Prevention & Safety | Capital Projects | Total Expenditure |
|----------|------------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--|--------------------------|--------------------------|---------------------|
| District | 71.8% \$10,945,555 | 5.6% \$855,639 | 4.4% \$663,858 | 6.7% \$1,019,416 | 3.6% \$552,315 | 3.1% \$473,392 | 0.0% \$3,226 | 4.8% \$726,332 | \$15,239,733 |
| State | 70.1% | 7.1% | 3.6% | 8.8% | 1.2% | 1.9% | 0.5% | 6.8% | * |

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

District Finances (cont)

Other Financial Indicators

| | 2018 Equalized Assessed Valuation per Pupil | 2018 Total School Tax Rate per \$100 | 2019-20 Instructional Expenditure per Pupil | 2019-20 Operating Expenditure per Pupil |
|----------|---|--------------------------------------|---|---|
| District | \$98,306 | 5 | \$6,373 | \$9,922 |
| State | * | * | \$8,826 | \$14,747 |

Average Class Size

What is it?

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

| | PK | K | Grade 1 | Grade 2 | Overall |
|---------------|----------|-----------|-----------|-----------|-----------|
| School | * | 15 | 14 | 18 | 16 |
| District | * | 15 | 14 | 18 | 18 |
| State | 4 | 19 | 20 | 20 | 20 |

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

School Environment

Total School Days

 Possible data impact due to COVID-19

What is it?

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

| Total School Days | |
|-------------------|------------|
| School | 177 |
| District | 177 |
| State | 177 |

Health and Wellness

 Possible data impact due to COVID-19

What is it?

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

| Days PE per week | |
|------------------|----------|
| School | 5 |
| District | 5 |
| State | 3 |

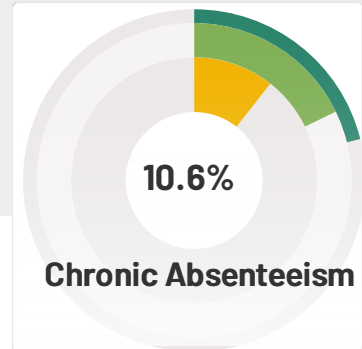
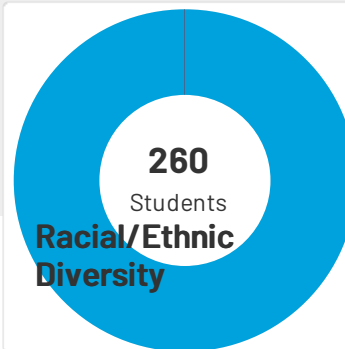
* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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

260

Student Enrollment



Student Enrollment

What is it?

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

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

By Subgroups

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|-----------------------------|----------------------------|----------------------------|----------------------------|-------------------------|-------------------------|-------------------------|--------------------------------------|-------------------------|-------------------------|----------------------------|
| School | 100.0% 260 | 48.5% 126 | 51.5% 134 | 98.1% 255 | 0.0% * | 0.0% * | 0.0% * | 0.0% * | 0.0% * | 0.0% * | 13.8% 36 |
| District | 100.0% 1,172 | 49.7% 582 | 50.3% 590 | 95.3% 1,117 | 0.0% * | 1.3% 15 | 0.0% * | 0.0% * | 0.0% * | 2.1% 25 | 16.7% 196 |
| State | 100.0% 1,887,316 | 51.3% 969,086 | 48.7% 918,230 | 46.7% 880,891 | 16.6% 312,609 | 27.0% 510,387 | 5.4% 102,407 | 0.1% 1,942 | 0.2% 4,650 | 3.9% 74,430 | 18.3% 345,533 |

| | Students with IEPs | English Learners | Low Income | Homeless | Migrant | Youth In Care | Military |
|---------------|---------------------------|-------------------------|----------------------------|-------------------------|-------------------------|--------------------------|-------------------------|
| School | 13.5% 35 | 0.0% * | 66.2% 172 | 0.0% * | 0.0% * | 3.8% 10 | 0.0% * |
| District | 14.8% 174 | 0.0% * | 59.6% 698 | 1.0% 12 | 0.0% * | 2.7% 32 | 0.9% 11 |
| State | 14.9% 281,241 | 12.9% 243,308 | 48.1% 908,417 | 1.7% 32,284 | 0.0% 326 | 0.7% 13,062 | 0.7% 12,743 |

By Grades

| | PK | K | Grade 1 | Grade 2 |
|---------------|-----------|-----------|-----------|-----------|
| School | 62 | 61 | 59 | 78 |
| District | 62 | 61 | 59 | 78 |
| State | 68,067 | 120,110 | 127,671 | 127,907 |

* 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

 Possible data impact due to COVID-19

What is it?

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

Students Enrolled in Accelerated Placement

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|--------------------------------------|--------------------|----------------------|----------------------------|
| School | * | * | * | * | * | * | * | * | * | * | * |
| District | * | * | * | * | * | * | * | * | * | * | * |
| State | 8.0% 156,197 | 7.5% 74,801 | 8.6% 81,388 | 7.7% 69,509 | 5.4% 17,793 | 7.8% 41,113 | 20.3% 21,376 | 13.0% 256 | 7.7% 385 | 7.4% 5,765 | 4.3% 15,015 |

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|---------------|----------------------|----------------------|-----------------------|--------------------|--------------------|
| School | * | * | * | * | * |
| District | * | * | * | * | * |
| State | 1.9% 5,501 | 2.3% 5,720 | 5.5% 50,536 | 2.2% 512 | 1.0% 139 |

Students Enrolled in Accelerated Placement - ELA

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|----------------------|----------------------|----------------------|----------------------|--------------------|----------------------|--------------------|--------------------------------------|-------------------|--------------------|----------------------------|
| School | * | * | * | * | * | * | * | * | * | * | * |
| District | * | * | * | * | * | * | * | * | * | * | * |
| State | 0.5% 9,062 | 0.3% 3,144 | 0.6% 5,918 | 0.6% 5,606 | 0.2% 634 | 0.3% 1,776 | 0.6% 627 | 0.2% 3 | 0.5% 26 | 0.5% 390 | 0.2% 842 |

* 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)

 Possible data impact due to COVID-19

Students Enrolled in Accelerated Placement - ELA

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|---------------|--------------------|--------------------|----------------------|-------------------|------------------|
| School | * | * | * | * | * |
| District | * | * | * | * | * |
| State | 0.1% 247 | 0.1% 130 | 0.2% 2,196 | 0.1% 32 | 0.0% 7 |

Students Enrolled in Accelerated Placement - Math

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|-----------------------|-----------------------|----------------------|-----------------------|--------------------|----------------------|----------------------|--------------------------------------|-------------------|----------------------|----------------------------|
| School | * | * | * | * | * | * | * | * | * | * | * |
| District | * | * | * | * | * | * | * | * | * | * | * |
| State | 1.2% 24,290 | 1.4% 14,444 | 1.0% 9,845 | 1.5% 13,688 | 0.2% 739 | 0.8% 4,135 | 4.4% 4,620 | 1.2% 23 | 1.6% 79 | 1.3% 1,006 | 0.6% 1,937 |

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|---------------|--------------------|--------------------|----------------------|-------------------|-------------------|
| School | * | * | * | * | * |
| District | * | * | * | * | * |
| State | 0.3% 773 | 0.3% 846 | 0.5% 4,371 | 0.2% 57 | 0.1% 12 |

* 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)

 Possible data impact due to COVID-19

Students Enrolled in Accelerated Placement - Multiple Subjects

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|--------------------------------------|--------------------|----------------------|----------------------------|
| School | * | * | * | * | * | * | * | * | * | * | * |
| District | * | * | * | * | * | * | * | * | * | * | * |
| State | 5.2% 100,406 | 4.6% 46,281 | 5.7% 54,120 | 4.6% 41,443 | 3.9% 12,686 | 5.3% 27,815 | 13.7% 14,366 | 10.5% 207 | 4.4% 219 | 4.7% 3,670 | 2.7% 9,334 |

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|---------------|----------------------|----------------------|-----------------------|--------------------|-------------------|
| School | * | * | * | * | * |
| District | * | * | * | * | * |
| State | 1.1% 3,069 | 1.0% 2,626 | 3.8% 34,624 | 1.1% 250 | 0.6% 90 |

Students Enrolled in Accelerated Placement - Whole Grade

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|----------------------|----------------------|----------------------|--------------------|----------------------|----------------------|--------------------|--------------------------------------|-------------------|--------------------|----------------------------|
| School | * | * | * | * | * | * | * | * | * | * | * |
| District | * | * | * | * | * | * | * | * | * | * | * |
| State | 0.2% 4,782 | 0.2% 2,132 | 0.3% 2,650 | 0.1% 929 | 0.6% 1,891 | 0.2% 1,279 | 0.5% 497 | 0.4% 8 | 0.3% 17 | 0.2% 161 | 0.1% 473 |

* 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)

 Possible data impact due to COVID-19

Students Enrolled in Accelerated Placement - Whole Grade

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|---------------|--------------------|--------------------|----------------------|------------------|-------------------|
| School | * | * | * | * | * |
| District | * | * | * | * | * |
| State | 0.1% 253 | 0.3% 810 | 0.3% 2,705 | 0.0% 0 | 0.1% 14 |

Students Enrolled in Advanced Placement Coursework

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|-------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|--------------------------------------|---------------------|-----------------------|----------------------------|
| School | * | * | * | * | * | * | * | * | * | * | * |
| District | * | * | * | * | * | * | * | * | * | * | * |
| State | 23.6% 145,272 | 20.2% 63,878 | 27.2% 81,389 | 24.5% 71,845 | 13.0% 12,944 | 22.6% 37,832 | 53.1% 17,209 | 31.9% 203 | 19.9% 291 | 23.9% 4,948 | 8.8% 10,245 |

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|---------------|----------------------|----------------------|------------------------|----------|---------------|
| School | * | * | * | * | * |
| District | * | * | * | * | * |
| State | 2.7% 2,349 | 7.0% 2,911 | 16.0% 42,899 | * | * |

* 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)

 Possible data impact due to COVID-19

Students Enrolled in IB Coursework

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|----------------------|----------------------|----------------------|--------------------|----------------------|----------------------|--------------------|--------------------------------------|-------------------|--------------------|----------------------------|
| School | * | * | * | * | * | * | * | * | * | * | * |
| District | * | * | * | * | * | * | * | * | * | * | * |
| State | 1.0% 6,121 | 0.8% 2,379 | 1.3% 3,742 | 0.3% 824 | 1.9% 1,842 | 1.7% 2,922 | 1.2% 396 | 0.8% 5 | 1.6% 23 | 0.5% 109 | 0.5% 543 |

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|---------------|--------------------|--------------------|----------------------|----------|---------------|
| School | * | * | * | * | * |
| District | * | * | * | * | * |
| State | 0.2% 163 | 0.5% 195 | 1.6% 4,311 | * | * |

Students Enrolled in any course designated as Enriched or Honors

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|-------------------------|-------------------------|-------------------------|-------------------------|------------------------|------------------------|------------------------|--------------------------------------|---------------------|------------------------|----------------------------|
| School | * | * | * | * | * | * | * | * | * | * | * |
| District | 18.6% 225 | 18.4% 111 | 18.8% 114 | 18.8% 216 | * | * | * | * | * | * | 7.5% 16 |
| State | 20.1% 390,785 | 18.3% 183,736 | 21.9% 207,040 | 22.4% 202,744 | 13.3% 43,538 | 17.6% 92,777 | 34.4% 36,095 | 23.3% 461 | 16.4% 815 | 18.4% 14,355 | 10.7% 37,437 |

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

Advanced Academic Programs (cont)

 Possible data impact due to COVID-19

Students Enrolled in any course designated as Enriched or Honors

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|---------------|-----------------------|-----------------------|-------------------------|----------------------|--------------------|
| School | * | * | * | * | * |
| District | * | * | 11.7% 85 | * | * |
| State | 5.9% 16,764 | 5.0% 12,638 | 13.4% 122,600 | 9.6% 2,248 | 4.0% 575 |

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

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|------------------------|------------------------|------------------------|------------------------|----------------------|------------------------|-----------------------|--------------------------------------|---------------------|-----------------------|----------------------------|
| School | * | * | * | * | * | * | * | * | * | * | * |
| District | 11.1% 46 | 10.8% 23 | 11.4% 23 | 11.3% 44 | * | * | * | * | * | * | * |
| State | 12.9% 79,372 | 12.2% 38,630 | 13.6% 40,740 | 15.5% 45,567 | 9.2% 9,109 | 10.2% 17,161 | 14.8% 4,805 | 12.6% 80 | 10.3% 151 | 12.1% 2,499 | 7.7% 9,010 |

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|---------------|----------------------|----------------------|-----------------------|----------|---------------|
| School | * | * | * | * | * |
| District | * | * | 6.0% 13 | * | * |
| State | 5.8% 5,133 | 6.1% 2,557 | 9.7% 25,969 | * | * |

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

Gifted Students

 Possible data impact due to COVID-19

What is it?

This shows the number and percentage of students who have been assessed for giftedness. The current guidelines within which gifted education programs operate was established with reauthorization of the Elementary and Secondary Education Act in 1988 and passage of the Jacob Javits Gifted and Talented Students Education Act. At the federal level, the program supports “evidence-based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools nationwide to identify gifted and talented students and meet their special educational needs.” Within Illinois, school districts define both the criteria for “giftedness” and the assessments used to measure it, and self-report data on their programs of gifted education.

Students Assessed For Giftedness

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|------------------------|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|------------------------|--------------------------------------|---------------------|-----------------------|----------------------------|
| School | * | * | * | * | * | * | * | * | * | * | * |
| District | * | * | * | * | * | * | * | * | * | * | * |
| State | 9.7% 188,673 | 9.6% 96,413 | 9.8% 92,259 | 10.5% 95,102 | 6.1% 19,993 | 7.5% 39,207 | 23.1% 24,303 | 13.1% 258 | 10.7% 533 | 11.9% 9,277 | * |

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|---------------|-----------------------|-----------------------|-----------------------|----------|---------------|
| School | * | * | * | * | * |
| District | * | * | * | * | * |
| State | 7.2% 20,532 | 7.0% 17,655 | 6.5% 59,670 | * | * |

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|----------------------|----------------------|--------------------------------------|-------------------|----------------------|----------------------------|
| School | * | * | * | * | * | * | * | * | * | * | * |
| District | * | * | * | * | * | * | * | * | * | * | * |
| State | 1.3% 24,668 | 1.3% 12,576 | 1.3% 12,092 | 1.5% 13,267 | 0.5% 1,720 | 0.8% 3,955 | 4.2% 4,367 | 2.0% 40 | 1.6% 79 | 1.6% 1,240 | * |

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

Gifted Students (cont)

 Possible data impact due to COVID-19

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|---------------|----------------------|----------------------|----------------------|----------|---------------|
| School | * | * | * | * | * |
| District | * | * | * | * | * |
| State | 0.6% 1,594 | 0.5% 1,238 | 0.5% 4,817 | * | * |

Students Identified As Gifted

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|-----------------------|------------------------|--------------------------------------|--------------------|----------------------|----------------------------|
| School | * | * | * | * | * | * | * | * | * | * | * |
| District | * | * | * | * | * | * | * | * | * | * | * |
| State | 3.4% 65,476 | 3.4% 33,874 | 3.3% 31,601 | 3.4% 30,346 | 2.0% 6,537 | 2.2% 11,680 | 12.7% 13,394 | 6.7% 133 | 3.2% 158 | 4.1% 3,228 | * |

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|---------------|----------------------|----------------------|-----------------------|----------|---------------|
| School | * | * | * | * | * |
| District | * | * | * | * | * |
| State | 0.7% 2,067 | 0.5% 1,224 | 1.8% 16,100 | * | * |

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

Gifted Students (cont)

 Possible data impact due to COVID-19

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|-----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|--------------------------------------|-------------------|--------------------|----------------------------|
| School | * | * | * | * | * | * | * | * | * | * | * |
| District | * | * | * | * | * | * | * | * | * | * | * |
| State | 0.7% 13,016 | 0.7% 6,723 | 0.7% 6,293 | 0.7% 6,289 | 0.3% 1,123 | 0.3% 1,672 | 3.0% 3,122 | 1.3% 25 | 0.9% 44 | 1.0% 741 | * * |

| | Students with IEPs | English Learners | Low Income | Homeless | Youth In Care |
|---------------|--------------------|--------------------|----------------------|----------|---------------|
| School | * | * | * | * | * |
| District | * | * | * | * | * |
| State | 0.1% 383 | 0.1% 156 | 0.2% 2,156 | * * | * * |

* 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 | Proficient | More than 7 years as an EL |
|---------------|-------------------|-------------------------|------------------|----------------------------|
| School | * | * * | * * | * * |
| District | * | * * | * * | * * |
| State | * | 99.8% 139,811 | 6.5% * | * 38,907 |

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

Student Attendance

 Possible data impact due to COVID-19

What is it?

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

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|--------------|--------------|--------------|--------------|----------|----------|----------|--------------------------------------|-----------------|-------------------|----------------------------|
| School | 96.7% | 96.5% | 96.8% | 96.6% | * | * | * | * | * | 98.8% | 94.3% |
| District | 94.4% | 94.2% | 94.5% | 94.6% | 95.9% | 92.4% | 85.0% | * | 82.1% | 86.5% | 93.3% |
| State | 92.5% | 92.1% | 92.9% | 94.7% | 86.7% | 91.4% | 96.5% | 93.6% | 90.8% | 92.0% | 90.2% |

| | Students with IEPs | English Learners | Low Income |
|---------------|--------------------|------------------|--------------|
| School | 94.3% | * | 96.1% |
| District | 93.8% | 98.6% | 93.0% |
| State | 89.6% | 91.9% | 89.4% |

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

Student Mobility Rate

 Possible data impact due to COVID-19

What is it?

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

Student Mobility

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|-------------|--------------|-------------|-------------|-------|----------|-------|--------------------------------------|-----------------|-------------------|----------------------------|
| School | 5.9% | 10.0% | 1.9% | 6.0% | * | * | * | * | * | * | 3.2% |
| District | 9.4% | 11.0% | 7.8% | 9.0% | * | 15.4% | * | * | * | 19.0% | 10.7% |
| State | 6.1% | 6.4% | 5.8% | 5.3% | 9.5% | 5.4% | 4.4% | 7.2% | 7.8% | 8.0% | 5.5% |

| | Students with IEPs | English Learners | Low Income |
|---------------|--------------------|------------------|-------------|
| School | 3.3% | * | 8.8% |
| District | 11.8% | * | 12.8% |
| State | 6.0% | 6.2% | 7.7% |

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

Chronic Absenteeism Rate

 Possible data impact due to COVID-19

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.

Chronic Absenteeism

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|--------------|--------------|-------------|--------------|-------|----------|-------|--------------------------------------|-----------------|-------------------|----------------------------|
| School | 10.6% | 14.3% | 7.0% | 10.7% | * | * | * | * | * | * | 19.0% |
| District | 17.8% | 18.2% | 17.3% | 17.0% | * | 13.3% | * | * | * | 38.1% | 22.9% |
| State | 21.1% | 22.3% | 19.9% | 13.9% | 39.0% | 24.7% | 8.1% | 18.8% | 26.7% | 23.8% | 28.0% |

| | Students with IEPs | English Learners | Low Income |
|---------------|--------------------|------------------|--------------|
| School | 19.0% | * | 12.6% |
| District | 20.6% | * | 22.8% |
| State | 30.0% | 23.8% | 31.7% |

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

Dropout Rate

 Possible data impact due to COVID-19

What is it?

This shows the percentage of students who are removed from the local enrollment roster before the end of a school term. Dropouts include students in Grades 9-12 whose names have been removed for any reason, including moved not known to be continuing, transfer to GED-program, and aged out. The percentage does not include death, extended illness, graduation/completion of a program of studies, transfer to another public/private/home school, or expulsion.

By Subgroups

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|------|------|--------|-------|-------|----------|-------|--------------------------------------|-----------------|-------------------|----------------------------|
| School | * | * | * | * | * | * | * | * | * | * | * |
| District | 6.5% | 7.4% | 5.6% | 6.1% | * | * | * | * | * | * | 3.0% |
| State | 2.5% | 3.0% | 2.0% | 2.1% | 4.0% | 2.6% | 0.8% | 2.0% | 4.7% | 3.3% | 2.5% |

| | Students with IEPs | English Learners | Low Income |
|---------------|--------------------|------------------|------------|
| School | * | * | * |
| District | 4.0% | * | 10.8% |
| State | 2.9% | 4.1% | 3.8% |

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

Chronically Truant Students

 Possible data impact due to COVID-19

What is it?

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

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Students with Disabilities |
|---------------|--------------|--------------|--------------|--------------|-------|----------|-------|--------------------------------------|-----------------|-------------------|----------------------------|
| School | 16.3% | 15.7% | 16.9% | 16.4% | * | * | * | * | * | * | * |
| District | 20.5% | 21.6% | 19.4% | 19.8% | * | * | * | * | * | * | 26.9% |
| State | 22.8% | 24.0% | 21.4% | 11.4% | 47.0% | 30.2% | 7.4% | 20.9% | 29.2% | 23.9% | 28.0% |

| | Students with IEPs | English Learners | Low Income |
|---------------|--------------------|------------------|------------|
| School | * | * | 21.1% |
| District | 25.0% | * | 27.3% |
| State | 30.0% | 28.8% | 36.0% |

* 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

Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has four summative designations: Exemplary School, Commendable School, Targeted School, and Comprehensive 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.

Summative Designation Not Calculated

The requirement to issue a summative designation was [waived](#) for school year 2020-2021 so that data can be used to provide information to support reengagement and restoration.

No Data

School Improvement
Funds

Targeted
Assistance
Title I Program

Title I Status

Title I Status

What is it?

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

| Title I Status | |
|----------------|-------------------------------------|
| School | Targeted Assistance Title I Program |

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

School Improvement Funds

What is it?

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

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

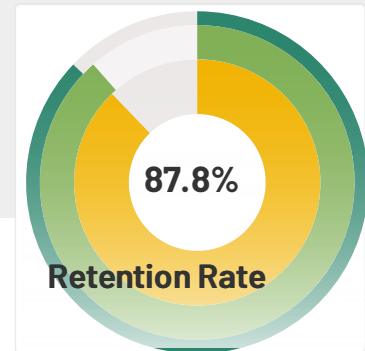
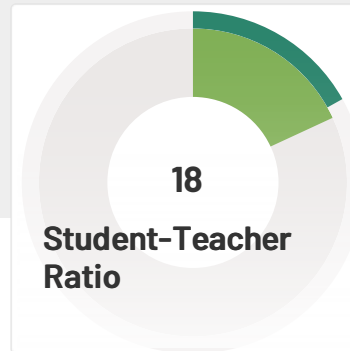
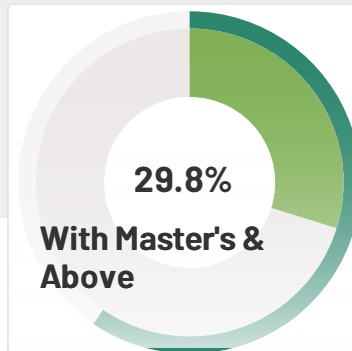
Schools Who Receive Title I School Improvement - 1003(a) Funds

| School Year First Identified As Needing Support | Title I School Improvement - 1003(a) Funds Received for Previous School Year | Level of Support | Reason for Receiving Title I School Improvement - 1003(a) Funds |
|---|--|------------------|---|
|---|--|------------------|---|

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About the data

Teacher data includes information regarding teachers, including salary, retention, and education, as well as information comparing the ratio of teachers to students.



Teacher Information

Possible data impact due to COVID-19

What is it?

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

| | Average Teaching Experience | With Bachelor's Degrees | With Master's & Above | Attendance Rate | Evaluation Rate |
|---------------|-----------------------------|-------------------------|-----------------------|-----------------|-----------------|
| School | * | * | * | * | * |
| District | 15 | 70.2% | 29.8% | 71.4% | 100.0% |
| State | * | 39.8% | 59.5% | 85.7% | 98.8% |

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Student-To-Teacher Ratios

What is it?

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

| | Student-Teacher Ratio - Elementary | Student-Teacher Ratio - Secondary |
|----------|------------------------------------|-----------------------------------|
| District | 18 | 18 |
| State | 17 | 18 |

Average Teacher Salary

What is it?

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

| | Average Teacher Salary |
|----------|------------------------|
| District | \$51,218 |
| State | \$70,653 |

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Retention Rate

What is it?

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

| | | All | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Unknown |
|----------|--------|------------------|------------------|-----------------|-----------------|----------------|--|--------------------|----------------------|----------------|
| School | All | 87.8% 43 | 87.8% 43 | * * | * * | * * | * * | * * | * * | * * |
| | Male | 100.0% 3 | 100.0% 3 | * * | * * | * * | * * | * * | * * | * * |
| | Female | 87.0% 40 | 87.0% 40 | * * | * * | * * | * * | * * | * * | * * |
| District | All | 88.5% 201 | 88.9% 201 | * * | 0.0% 0 | * * | * * | * * | * * | * * |
| | Male | 92.3% 60 | 93.8% 60 | * * | 0.0% 0 | * * | * * | * * | * * | * * |
| | Female | 87.0% 141 | 87.0% 141 | * * | * * | * * | * * | * * | * * | * * |
| State | All | 87.1% 308,429 | 87.6% 261,273 | 80.5% 15,160 | 87.1% 20,721 | 86.8% 4,670 | 88.0% 184 | 84.2% 669 | 84.8% 2,254 | 80.2% 3,498 |
| | Male | 88.4% 72,977 | 89.2% 62,644 | 78.8% 2,882 | 86.4% 4,759 | 86.6% 1,096 | 87.7% 57 | 88.0% 169 | 86.4% 579 | 79.7% 791 |
| | Female | 86.7% 235,452 | 87.1% 198,629 | 81.0% 12,278 | 87.3% 15,962 | 86.8% 3,574 | 88.2% 127 | 82.9% 500 | 84.3% 1,675 | 80.3% 2,707 |

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Full-Time Equivalent

What is it?

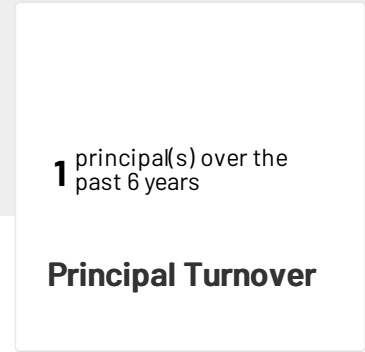
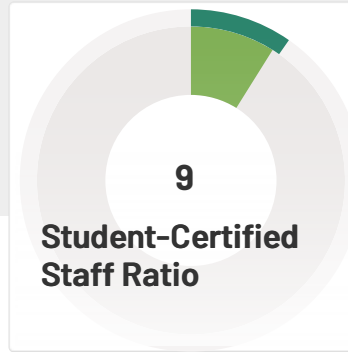
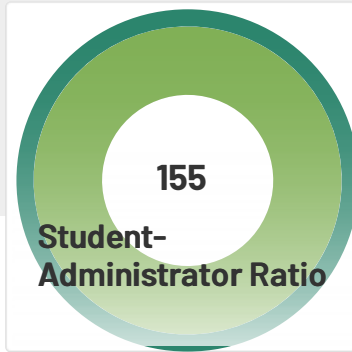
This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

| | | All | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | Unknown |
|----------|--------|--------------------|-------------------|-----------------|-----------------|-----------------|--|--------------------|----------------------|-----------------|
| School | All | 100.0% 18.2 | 100.0% 18.2 | * | * | * | * | * | * | * |
| | Male | 5.5% 1 | 5.5% 1 | * | * | * | * | * | * | * |
| | Female | 94.5% 17.2 | 94.5% 17.2 | * | * | * | * | * | * | * |
| District | All | 100.0% 87.3 | 100.0% 87.3 | * | * | * | * | * | * | * |
| | Male | 26.3% 23 | 26.3% 23 | * | * | * | * | * | * | * |
| | Female | 73.7% 64.3 | 73.7% 64.3 | * | * | * | * | * | * | * |
| State | All | 100.0% 132354.5 | 82.0% 108491.7 | 6.0% 7993.1 | 7.9% 10482.3 | 1.7% 2309.5 | 0.1% 83.7 | 0.2% 240.2 | 0.8% 1059 | 1.3% 1695 |
| | Male | 23.1% 30617.9 | 23.4% 25426.5 | 20.5% 1641.5 | 22.5% 2355 | 22.2% 512.8 | 29.8% 24.9 | 24.1% 58 | 24.4% 258.6 | 20.1% 340.5 |
| | Female | 76.9% 101736.7 | 76.6% 83065.2 | 79.5% 6351.6 | 77.5% 8127.3 | 77.8% 1796.7 | 70.2% 58.8 | 75.9% 182.3 | 75.6% 800.4 | 79.9% 1354.5 |

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

About the data

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



Student-To-Staff Ratios

What is it?

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

| | Student-Certified Staff Ratio | Student-Administrator Ratio |
|----------|-------------------------------|-----------------------------|
| District | 9 | 155 |
| State | 10 | 157 |

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

Principal Turnover

What is it?

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

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

Average Administrator Salary

What is it?

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

| Average Administrator Salary | |
|------------------------------|------------------|
| District | \$87,767 |
| State | \$114,141 |

* 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 | 0.3% | 0.3% | 0.3% | 0.0% | 0.0% | 12.2% |
| District | 3.6% | 2.5% | 0.7% | 0.0% | 0.1% | 16.5% |
| State | 5.1% | 3.5% | 0.1% | 0.1% | 0.7% | 16.3% |

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

Civil Rights Data Collection

(2017-18)

Student Environment (cont)

| School | Number of Schools with Incidents of Violence | | |
|----------|--|---------|----------|
| | Rate of Incidents of Violence | Firearm | Homicide |
| School | 0.0% | 0 | 0 |
| District | 0.0% | 0 | 0 |
| State | 2.2% | 153 | 5 |

Academic Environment

What is it?

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

| School | Advanced Placement Course Work | | | |
|----------|--------------------------------|-------------------------------------|--|-------------------------|
| | Enrolled in PreSchool | Advanced Placement (AP) Course Work | International Baccalaureate (IB) Course Work | Dual Credit Course Work |
| School | 19.6% 66 | 0.0% 0 | 0.0% 0 | 0.0% 0 |
| District | 5.0% 66 | 0.0% 0 | 0.0% 0 | 6.5% 85 |
| State | 3.9% 78,272 | 7.2% 143,753 | 0.3% 5,004 | 3.3% 65,736 |

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