

# Dwight Twp HSD 230



2020 - 2021

## District Superintendent

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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](http://www.isbe.net/summative).

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

## District Snapshot

**Percent of Adequacy :** \*

**Chronic Absenteeism :** 10.7%

**Principal Turnover :** 2    **Schools in District :** 1

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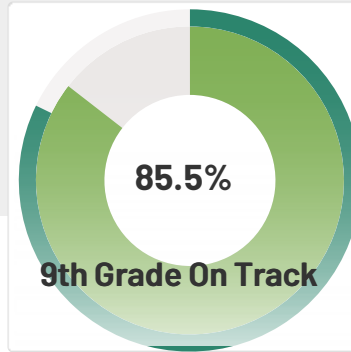
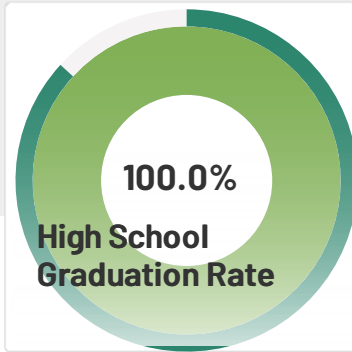
# How To Read The Data

## 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 <a href="https://www.isbe.net/Pages/Report-Card-Metrics.aspx">https://www.isbe.net/Pages/Report-Card-Metrics.aspx</a> . 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.



**35** Students  
**Early College Coursework**

## SAT

 Possible data impact due to COVID-19

### What is it?

This shows the percentage and number of 11th-graders scoring at each of the performance levels for the SAT. Each Performance Level is a broad, categorical level defined by a student's 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 scores for the assessment. There are four Performance Levels for the SAT:

- Level 1 - Partially Meets Standards: The student has only partially met standards and demonstrates a minimal understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- Level 2 - Approaching Standards: The student is approaching the proficiency level and demonstrates an incomplete understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- Level 3 - Meets Standards: The student has met the proficiency level and demonstrates adequate understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- Level 4 - Exceeds Standards: The student has exceeded the proficiency level and demonstrates a thorough understanding of the knowledge and skills needed relative to the Illinois Learning Standards.

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

## SAT (cont)

 Possible data impact due to COVID-19

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	41.7%	39.6%	14.6%	4.2%	31.3%	47.9%	18.8%	2.1%
State	27.9%	39.1%	22.0%	11.0%	41.0%	29.7%	22.3%	7.0%
<b>White</b>								
<b>District</b>	39.5%	39.5%	16.3%	4.7%	32.6%	48.8%	16.3%	2.3%
State	18.8%	38.4%	28.0%	14.9%	29.3%	32.5%	29.6%	8.6%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	50.9%	37.7%	9.4%	2.0%	68.9%	23.0%	7.4%	0.7%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	37.3%	43.9%	15.2%	3.6%	54.9%	29.8%	13.4%	1.9%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	10.6%	27.3%	30.4%	31.7%	14.7%	21.0%	33.9%	30.3%
<b>Male</b>								
<b>District</b>	45.7%	42.9%	11.4%	0.0%	34.3%	48.6%	17.1%	0.0%
State	31.2%	37.3%	20.6%	10.9%	41.1%	28.0%	22.6%	8.4%
<b>Female</b>								
<b>District</b>	30.8%	30.8%	23.1%	15.4%	23.1%	46.2%	23.1%	7.7%
State	24.5%	40.8%	23.5%	11.2%	41.0%	31.4%	21.9%	5.6%

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

## SAT (cont)

 Possible data impact due to COVID-19

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	20.9%	41.9%	23.3%	14.0%	35.7%	27.9%	27.9%	8.5%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	33.2%	41.3%	14.3%	11.2%	46.3%	31.7%	16.2%	5.8%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	24.2%	38.0%	24.0%	13.8%	39.1%	28.6%	23.6%	8.6%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.1%	28.2%	11.5%	6.2%	67.2%	18.4%	11.1%	3.3%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	70.2%	23.5%	4.7%	1.6%	83.1%	12.2%	3.9%	0.7%
<b>Non-IEP</b>								
<b>District</b>	30.0%	47.5%	17.5%	5.0%	17.5%	57.5%	22.5%	2.5%
State	22.5%	41.0%	24.2%	12.2%	35.7%	31.9%	24.6%	7.8%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	77.8%	21.3%	0.8%	0.1%	85.5%	12.3%	1.8%	0.4%
<b>Non-English Learners</b>								
<b>District</b>	41.7%	39.6%	14.6%	4.2%	31.3%	47.9%	18.8%	2.1%
State	25.0%	40.1%	23.2%	11.7%	38.5%	30.7%	23.4%	7.4%

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

# Academic Progress

## SAT (cont)

 Possible data impact due to COVID-19

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	43.8%	37.5%	18.8%	0.0%	31.3%	37.5%	31.3%	0.0%
State	43.6%	40.8%	12.7%	2.9%	60.4%	27.0%	11.1%	1.6%
<b>Non Low Income</b>								
<b>District</b>	40.6%	40.6%	12.5%	6.3%	31.3%	53.1%	12.5%	3.1%
State	17.6%	38.0%	28.1%	16.3%	28.5%	31.5%	29.6%	10.5%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.9%	36.8%	8.7%	1.6%	69.3%	23.8%	6.3%	0.5%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.1%	28.4%	5.9%	0.5%	82.7%	14.3%	3.0%	0.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	30.2%	43.5%	19.4%	7.0%	43.4%	33.8%	18.6%	4.2%

\* 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.

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



# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	38.6%	35.7%	22.2%	3.5%	49.9%	25.2%	23.7%	1.2%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	39.9%	33.8%	22.2%	4.0%	50.5%	23.6%	24.3%	1.6%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	36.0%	43.0%	18.0%	3.0%	53.0%	24.5%	22.5%	0.0%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	36.5%	34.8%	26.6%	2.0%	45.3%	28.0%	25.5%	1.2%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	56.3%	27.1%	12.5%	4.2%	63.8%	25.5%	10.6%	0.0%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	37.8%	36.4%	21.6%	4.2%	47.8%	25.2%	25.2%	1.8%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	40.2%	34.2%	23.5%	2.2%	53.9%	25.3%	20.8%	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)

 Possible data impact due to COVID-19

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	25.7%	34.3%	31.4%	8.6%	40.0%	31.4%	25.7%	2.9%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	38.3%	35.9%	22.2%	3.6%	49.9%	25.1%	23.9%	1.2%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	38.3%	35.9%	22.2%	3.6%	49.9%	25.1%	23.9%	1.2%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	61.5%	15.4%	23.1%	0.0%	50.0%	41.7%	8.3%	0.0%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	32.1%	39.1%	26.3%	2.6%	46.2%	28.2%	25.0%	0.6%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	39.6%	35.1%	21.6%	3.7%	50.5%	24.8%	23.5%	1.3%

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

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	38.3%	38.2%	20.3%	3.2%	48.1%	26.8%	24.6%	0.5%
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	38.8%	33.0%	24.3%	3.9%	51.8%	23.6%	22.7%	1.9%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	21.4%	42.9%	35.7%	0.0%	42.9%	28.6%	28.6%	0.0%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	42.1%	36.8%	21.1%	0.0%	52.6%	21.1%	26.3%	0.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	37.5%	25.0%	37.5%	0.0%	75.0%	25.0%	0.0%	0.0%

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

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	*	*	*	*
State	62.6%	27.8%	8.8%	0.8%
<b>White</b>				
<b>District</b>	*	*	*	*
State	61.8%	28.3%	9.2%	0.8%
<b>Black</b>				
<b>District</b>	*	*	*	*
State	66.0%	28.2%	5.9%	0.0%
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	63.6%	25.4%	9.6%	1.3%
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	62.8%	32.6%	4.7%	0.0%
<b>Male</b>				
<b>District</b>	*	*	*	*
State	59.7%	28.6%	10.5%	1.2%
<b>Female</b>				
<b>District</b>	*	*	*	*
State	68.4%	26.0%	5.6%	0.0%

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

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 11

	Level 1	Level 2	Level 3	Level 4
Science				
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
American Indian				
District	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%
Two or More Races				
District	*	*	*	*
State	48.5%	27.3%	21.2%	3.0%
Students with Disabilities				
District	*	*	*	*
State	62.4%	27.8%	8.9%	0.8%
Students with IEPs				
District	*	*	*	*
State	62.4%	27.8%	8.9%	0.8%
Non-IEP				
District	*	*	*	*
State	76.9%	23.1%	0.0%	0.0%
English Learners				
District	*	*	*	*
State	57.7%	29.5%	11.4%	1.3%
Non-English Learners				
District	*	*	*	*
State	63.5%	27.4%	8.4%	0.7%

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

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	*	*	*	*
State	61.7%	29.4%	7.9%	0.9%
<b>Non Low Income</b>				
<b>District</b>	*	*	*	*
State	63.7%	25.9%	9.8%	0.6%
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	50.0%	35.7%	14.3%	0.0%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	50.0%	38.9%	11.1%	0.0%
<b>Military</b>				
<b>District</b>	*	*	*	*
State	75.0%	12.5%	12.5%	0.0%

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

## 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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## ISA (cont)

 Possible data impact due to COVID-19

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>White</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Black</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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



## ISA (cont)

 Possible data impact due to COVID-19

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Students with Disabilities</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Students with IEPs</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Male</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Female</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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

## ISA (cont)

 Possible data impact due to COVID-19

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>English Learners</b>				
District	*	*	*	*
State	*	*	*	*
<b>Non-English Learners</b>				
District	*	*	*	*
State	*	*	*	*
<b>Low Income</b>				
District	*	*	*	*
State	*	*	*	*
<b>Non Low Income</b>				
District	*	*	*	*
State	*	*	*	*
<b>Homeless</b>				
District	*	*	*	*
State	*	*	*	*
<b>Migrant</b>				
District	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
District	*	*	*	*
State	*	*	*	*
<b>Military</b>				
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

 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
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	*	*	*	*	*	*	*
	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*
	*	*	*	*	*	*	*

### Mathematics - All Tests

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
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)

 Possible data impact due to COVID-19

### Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

### Science - All Tests

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

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

## 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
<b>District</b>	<b>98.0%</b> *	<b>100.0%</b> *	<b>92.9%</b> *	<b>97.7%</b> *	<b>100.0%</b> *	<b>100.0%</b> *	* *	* *	* *	<b>100.0%</b> *	<b>90.0%</b> *
State	<b>74.7%</b> *	<b>75.0%</b> *	<b>74.3%</b> *	<b>86.8%</b> *	<b>61.6%</b> *	<b>62.7%</b> *	<b>71.9%</b> *	<b>69.9%</b> *	<b>63.9%</b> *	<b>75.4%</b> *	<b>73.9%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>88.9%</b> *	* *	<b>94.1%</b> *
State	<b>73.7%</b> *	<b>61.0%</b> *	<b>67.0%</b> *

### Mathematics - All Tests

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>98.0%</b> *	<b>100.0%</b> *	<b>92.9%</b> *	<b>97.7%</b> *	<b>100.0%</b> *	<b>100.0%</b> *	* *	* *	* *	<b>100.0%</b> *	<b>90.0%</b> *
State	<b>74.0%</b> *	<b>74.2%</b> *	<b>73.6%</b> *	<b>86.2%</b> *	<b>60.4%</b> *	<b>61.9%</b> *	<b>71.4%</b> *	<b>68.8%</b> *	<b>63.3%</b> *	<b>74.7%</b> *	<b>73.1%</b> *

\* 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)

 Possible data impact due to COVID-19

### Mathematics - All Tests

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>88.9%</b> *	* *	<b>94.1%</b> *
State	<b>72.9%</b> *	<b>60.2%</b> *	<b>66.1%</b> *

### Science - All Tests

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

	Students with IEPs	English Learners	Low Income
<b>District</b>	* *	* *	* *
State	* *	* *	* *

\* 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)

 Possible data impact due to COVID-19

### SAT ELA

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

	Students with IEPs	English Learners	Low Income
<b>District</b>	*	*	*
	*	*	*
State	*	*	*
	*	*	*

### SAT Mathematics

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

	Students with IEPs	English Learners	Low Income
<b>District</b>	*	*	*
	*	*	*
State	*	*	*
	*	*	*

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

# Academic Progress

## Participation Rate (cont)

 Possible data impact due to COVID-19

### DLM ELA

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

	Students with IEPs	English Learners	Low Income
<b>District</b>	*	*	*
	*	*	*
State	*	*	*
	*	*	*

### DLM Mathematics

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

	Students with IEPs	English Learners	Low Income
<b>District</b>	*	*	*
	*	*	*
State	*	*	*
	*	*	*

\* 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)

 Possible data impact due to COVID-19

### DLM Science

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

	Students with IEPs	English Learners	Low Income
<b>District</b>	*	*	*
	*	*	*
State	*	*	*
	*	*	*

### ISA

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

	Students with IEPs	English Learners	Low Income
<b>District</b>	*	*	*
	*	*	*
State	*	*	*
	*	*	*

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

## 9th Grade On Track

 Possible data impact due to COVID-19

### What is it?

This shows the percentage of 9th graders on track. They are defined as the percentage of first-time ninth-grade students who have earned at least five course credits without failing more than 0.5 course credits in their core subjects. For the purpose of this metric, core subjects include reading, math, science, and social studies.


	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>85.5%</b>	<b>79.3%</b>	<b>92.3%</b>	<b>83.3%</b>	*	*	*	*	*	*	*
State	82.2%	79.6%	84.8%	87.3%	71.7%	77.3%	95.1%	81.2%	73.0%	79.4%	77.1%

	Students with IEPs	English Learners	Low Income
<b>District</b>	*	*	76.2%
State	74.8%	72.5%	72.2%

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

## College and Career Ready

 Data not available

### What is it?

This shows the percentage of students in the current academic year who both have an exit code of graduated and who meet either the Distinguished Scholar definition or College and Career Scholar definition.

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

	Students with IEPs	English Learners	Low Income
<b>District</b>	*	*	*
State	*	*	*

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

## Advanced Placement (AP) Exams

 Possible data impact due to COVID-19

### What is it?

This shows the cumulative total number of Advanced Placement (AP) exams taken and the cumulative total number of AP exams receiving a score of 3.0 or more and thus earning college credit at Illinois public colleges and universities. Students may enroll in multiple AP courses during their time in high school. The number of Grade 12 AP exams taken represents the cumulative total of exams taken by those students during all four of their high school years (Grades 9, 10, 11, 12). Similarly, the number of Grade 12 AP exams resulting in a score of 3.0 or higher, and thus eligible for college credit, represents the cumulative total during the 12-th graders' four years in high school. The numbers for Grades 10 and 11 are also cumulative. The Advanced Placement information is provided by the College Board.

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>District</b>	*	*	*	*
State	*	*	*	*

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>District</b>	*	*	*	*
State	*	*	*	*

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>District</b>	*	*	*	*
State	*	*	*	*

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>District</b>	*	*	*	*
State	*	*	*	*

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

## Early College Coursework

 Possible data impact due to COVID-19

### What is it?

This shows the number of students enrolled in one or more career and technical education courses as well as the total number of students taking early college coursework in Grades 9, 10, 11, and 12 by year and type of coursework. Students may be enrolled in more than one type of early college coursework, but students are only counted once in the overall enrollment total.

Enrollment	
<b>District</b>	<b>208</b>
State	<b>287,191</b>

<b>District</b>	*	*	<b>20</b>	<b>15</b>
State	<b>22,057</b>	<b>33,843</b>	<b>65,270</b>	<b>77,310</b>

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*
State	<b>15,693</b>	<b>6,641</b>	<b>1,781</b>	<b>4,327</b>	<b>2,197</b>	<b>22</b>	<b>25</b>	<b>700</b>	<b>1,023</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>District</b>	*	*	*	*	*	*
State	<b>210</b>	*	<b>259</b>	*	<b>5,067</b>	*

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

## Early College Coursework (cont)

 Possible data impact due to COVID-19

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*
State	27,664	13,465	2,123	7,110	3,938	50	53	925	1,693

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>District</b>	*	*	*	*	*	*
State	340	*	511	*	7,845	*

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	15	14	*	*	*	*	*	*	*
State	48,847	24,661	4,299	12,705	5,368	65	93	1,656	3,382

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>District</b>	*	*	*	*	*	*
State	728	*	973	*	14,343	*

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

## Early College Coursework (cont)

 Possible data impact due to COVID-19

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>14</b>	<b>14</b>	*	*	*	*	*	*	*
State	<b>53,068</b>	<b>27,078</b>	<b>4,741</b>	<b>13,690</b>	<b>5,706</b>	<b>66</b>	<b>120</b>	<b>1,667</b>	<b>4,147</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>District</b>	*	*	*	*	*	*
State	<b>1,071</b>	*	<b>1,168</b>	*	<b>15,644</b>	*

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

## Early College Coursework (cont)

 Possible data impact due to COVID-19

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*
State	124	14	81	11	16	0	1	1	9

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>District</b>	*	*	*	*	*	*
State	4	*	3	*	85	*

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*
State	140	21	69	33	10	0	0	7	12

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>District</b>	*	*	*	*	*	*
State	4	*	5	*	104	*

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



# Academic Progress

## Early College Coursework (cont)

 Possible data impact due to COVID-19

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*
State	2,860	391	850	1,392	156	2	12	57	238

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>District</b>	*	*	*	*	*	*
State	70	*	93	*	2,024	*

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*
State	2,997	398	842	1,486	214	3	10	44	284

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>District</b>	*	*	*	*	*	*
State	85	*	94	*	2,098	*

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

## Early College Coursework (cont)

 Possible data impact due to COVID-19

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*
State	6,880	3,130	1,711	1,475	302	5	14	243	835

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>District</b>	*	*	*	*	*	*
State	574	*	367	*	2,699	*

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*
State	7,747	3,915	1,009	2,068	468	8	17	262	968

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>District</b>	*	*	*	*	*	*
State	618	*	433	*	2,888	*

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

# Academic Progress

## Early College Coursework (cont)

 Possible data impact due to COVID-19

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*
State	23,625	14,220	2,406	4,814	1,362	22	32	769	2,555

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>District</b>	*	*	*	*	*	*
State	1,481	*	635	*	7,607	*

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*
State	41,120	24,302	3,983	8,804	2,673	45	88	1,225	4,652

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>District</b>	*	*	*	*	*	*
State	2,460	*	1,122	*	12,775	*

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

## High School Graduation Rate

 Possible data impact due to COVID-19

### What is it?

This shows the percentage of graduating students who entered ninth grade for the first time four, five, or six years prior to the year being reported. Graduation Rate is calculated based on ESSA High School Graduation Rate guidance found [here](#). Students are reported at the school where students attend (home school). The cohort is based on the number of students who enter Grade 9 for the first time, adjusted by adding into the cohort any student who transfers in later during Grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

### 4 Year

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	86.8%	84.2%	89.6%	90.9%	77.9%	83.6%	95.1%	86.6%	79.4%	83.2%	76.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>100.0%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	71.5%	74.6%	79.2%	64.2%	60.0%	55.8%	89.6%

### 5 Year

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>88.9%</b>	<b>94.7%</b>	<b>80.0%</b>	<b>89.7%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	89.5%	87.3%	91.7%	92.4%	82.3%	87.5%	95.6%	92.7%	84.1%	86.9%	81.0%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>66.7%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	75.9%	80.2%	83.8%	70.9%	65.5%	57.7%	93.5%

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

## High School Graduation Rate (cont)

 Possible data impact due to COVID-19

### 6 Year

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>91.2%</b>	<b>87.2%</b>	<b>96.6%</b>	<b>90.0%</b>	*	*	*	*	*	*	<b>100.0%</b>
State	89.1%	86.8%	91.5%	92.5%	81.3%	86.5%	95.7%	86.5%	80.8%	89.0%	82.6%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>91.7%</b>	*	<b>79.2%</b>	*	*	*	*
State	76.3%	79.4%	83.0%	70.9%	73.3%	60.9%	93.4%

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

## Community College Remediation

### What is it?

This shows the percentage of students who graduated with a regular high school diploma from a public high school in Illinois and enrolled in a two-year or four-year college in the United States within 12 or 16 months.

### 12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
<b>District</b>	<b>58.3%</b>	*	*	<b>35.0%</b>	<b>23.3%</b>	<b>0.0%</b>
State	68.6%	*	*	40.1%	28.5%	0.0%

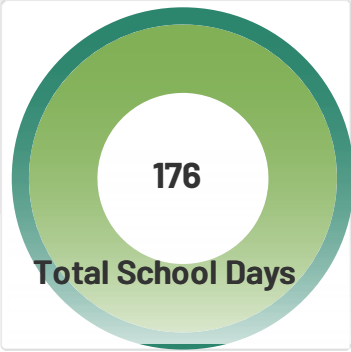
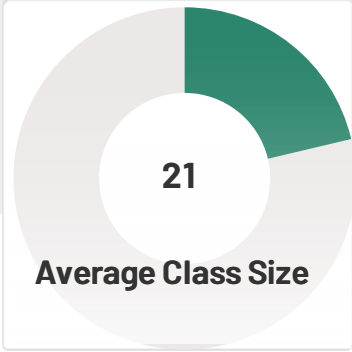
### 16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
<b>District</b>	<b>60.0%</b>	*	*	<b>35.0%</b>	<b>25.0%</b>	<b>0.0%</b>
State	69.2%	*	*	40.2%	29.0%	0.0%

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

## About the data

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



**No Data** district's percentage of adequacy

**Evidence-Based Funding**

## 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		
<b>District</b>	<b>231</b>	<b>\$1,596</b>	<b>\$17,337</b>	<b>\$18,933</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,596</b>	<b>\$17,337</b>	<b>\$18,933</b>	<b>\$550,413</b>	<b>\$4,925,137</b>

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



## School Level Finances (cont)

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
<b>District</b>	<b>231</b>	<b>\$1,596</b>	<b>\$17,337</b>	<b>\$18,933</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,596</b>	<b>\$17,337</b>	<b>\$18,933</b>
Dwight High School	231	\$1,596	\$17,337	\$18,933	\$0	\$0	\$0	\$1,596	\$17,337	\$18,933

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

## District Finances

### What is it?

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

### Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
<b>District</b>	<b>73.8%</b> <b>\$4,227,211</b>	<b>7.8%</b> <b>\$445,726</b>	<b>11.6%</b> <b>\$661,779</b>	<b>3.4%</b> <b>\$192,194</b>	<b>3.5%</b> <b>\$202,439</b>	<b>\$5,729,349</b>
State	60.1%	5.8%	22.3%	4.7%	7.1%	*

### Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
<b>District</b>	<b>40.8%</b>	<b>4.5%</b>	<b>35.7%</b>	<b>18.9%</b>
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
<b>District</b>	<b>68.0%</b> <b>\$3,562,972</b>	<b>11.6%</b> <b>\$606,536</b>	<b>8.3%</b> <b>\$434,917</b>	<b>4.9%</b> <b>\$257,869</b>	<b>1.9%</b> <b>\$101,859</b>	<b>2.4%</b> <b>\$127,337</b>	<b>0.0%</b> <b>\$0</b>	<b>2.8%</b> <b>\$148,555</b>	<b>\$5,240,045</b>
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
<b>District</b>	<b>\$591,073</b>	<b>2.8</b>	<b>\$10,590</b>	<b>\$21,329</b>
State	*	*	<b>\$8,826</b>	<b>\$14,747</b>

## 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 9	Grade 10	Grade 11	Grade 12	Grade HS	Overall
<b>District</b>	<b>16</b>	<b>15</b>	<b>12</b>	<b>12</b>	<b>*</b>	<b>13</b>
State	<b>21</b>	<b>21</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>

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

## Total School Days

 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	
<b>District</b>	<b>176</b>
State	177

## Health and Wellness

 Possible data impact due to COVID-19

### 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	
<b>District</b>	<b>5</b>
State	3

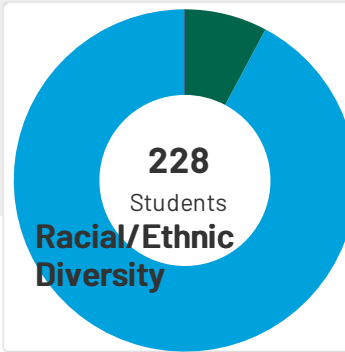
\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## 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.

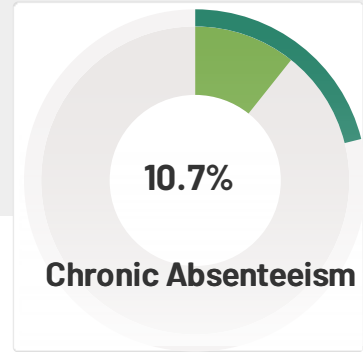
**228**

**Student Enrollment**



**10.7%**

**Chronic Absenteeism**



## Student Enrollment

### What is it?

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

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

### By Subgroups

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>100.0%</b> <b>228</b>	<b>60.5%</b> <b>138</b>	<b>39.5%</b> <b>90</b>	<b>88.6%</b> <b>202</b>	<b>0.0%</b> <b>*</b>	<b>7.5%</b> <b>17</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	<b>15.8%</b> <b>36</b>
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
<b>District</b>	<b>14.9%</b> <b>34</b>	<b>0.0%</b> <b>*</b>	<b>39.9%</b> <b>91</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>
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

	Grade 9	Grade 10	Grade 11	Grade 12
<b>District</b>	<b>57</b>	<b>59</b>	<b>50</b>	<b>62</b>
State	153,493	152,533	148,759	149,423

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

## Advanced Academic Programs

### What is it?

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

### Students Enrolled in Accelerated Placement

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
	*	*	*	*	*
State	<b>1.9%</b> 5,501	<b>2.3%</b> 5,720	<b>5.5%</b> 50,536	<b>2.2%</b> 512	<b>1.0%</b> 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
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.5%</b> 9,062	<b>0.3%</b> 3,144	<b>0.6%</b> 5,918	<b>0.6%</b> 5,606	<b>0.2%</b> 634	<b>0.3%</b> 1,776	<b>0.6%</b> 627	<b>0.2%</b> 3	<b>0.5%</b> 26	<b>0.5%</b> 390	<b>0.2%</b> 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
<b>District</b>	*	*	*	*	*
State	<b>0.1%</b> 247	<b>0.1%</b> 130	<b>0.2%</b> 2,196	<b>0.1%</b> 32	<b>0.0%</b> 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
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
State	<b>1.2%</b> 24,290	<b>1.4%</b> 14,444	<b>1.0%</b> 9,845	<b>1.5%</b> 13,688	<b>0.2%</b> 739	<b>0.8%</b> 4,135	<b>4.4%</b> 4,620	<b>1.2%</b> 23	<b>1.6%</b> 79	<b>1.3%</b> 1,006	<b>0.6%</b> 1,937

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
State	<b>0.3%</b> 773	<b>0.3%</b> 846	<b>0.5%</b> 4,371	<b>0.2%</b> 57	<b>0.1%</b> 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
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
State	<b>5.2%</b> 100,406	<b>4.6%</b> 46,281	<b>5.7%</b> 54,120	<b>4.6%</b> 41,443	<b>3.9%</b> 12,686	<b>5.3%</b> 27,815	<b>13.7%</b> 14,366	<b>10.5%</b> 207	<b>4.4%</b> 219	<b>4.7%</b> 3,670	<b>2.7%</b> 9,334

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
State	<b>1.1%</b> 3,069	<b>1.0%</b> 2,626	<b>3.8%</b> 34,624	<b>1.1%</b> 250	<b>0.6%</b> 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
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.2%</b> 4,782	<b>0.2%</b> 2,132	<b>0.3%</b> 2,650	<b>0.1%</b> 929	<b>0.6%</b> 1,891	<b>0.2%</b> 1,279	<b>0.5%</b> 497	<b>0.4%</b> 8	<b>0.3%</b> 17	<b>0.2%</b> 161	<b>0.1%</b> 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
<b>District</b>	*	*	*	*	*
State	<b>0.1%</b> 253	<b>0.3%</b> 810	<b>0.3%</b> 2,705	<b>0.0%</b> 0	<b>0.1%</b> 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
<b>District</b>	<b>11.8%</b> 29	<b>10.0%</b> 15	<b>14.7%</b> 14	<b>13.0%</b> 28	*	*	*	*	*	*	*
State	<b>23.6%</b> 145,272	<b>20.2%</b> 63,878	<b>27.2%</b> 81,389	<b>24.5%</b> 71,845	<b>13.0%</b> 12,944	<b>22.6%</b> 37,832	<b>53.1%</b> 17,209	<b>31.9%</b> 203	<b>19.9%</b> 291	<b>23.9%</b> 4,948	<b>8.8%</b> 10,245

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
State	<b>2.7%</b> 2,349	<b>7.0%</b> 2,911	<b>16.0%</b> 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
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*
State	<b>1.0%</b> 6,121	<b>0.8%</b> 2,379	<b>1.3%</b> 3,742	<b>0.3%</b> 824	<b>1.9%</b> 1,842	<b>1.7%</b> 2,922	<b>1.2%</b> 396	<b>0.8%</b> 5	<b>1.6%</b> 23	<b>0.5%</b> 109	<b>0.5%</b> 543

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
State	<b>0.2%</b> 163	<b>0.5%</b> 195	<b>1.6%</b> 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
<b>District</b>	<b>35.1%</b> 86	<b>30.0%</b> 45	<b>43.2%</b> 41	<b>37.5%</b> 81	*	*	*	*	*	*	*
State	<b>20.1%</b> 390,785	<b>18.3%</b> 183,736	<b>21.9%</b> 207,040	<b>22.4%</b> 202,744	<b>13.3%</b> 43,538	<b>17.6%</b> 92,777	<b>34.4%</b> 36,095	<b>23.3%</b> 461	<b>16.4%</b> 815	<b>18.4%</b> 14,355	<b>10.7%</b> 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
<b>District</b>	*	*	<b>28.0%</b>	*	*
	*	*	<b>28</b>	*	*
State	<b>5.9%</b>	<b>5.0%</b>	<b>13.4%</b>	<b>9.6%</b>	<b>4.0%</b>
	16,764	12,638	122,600	2,248	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
<b>District</b>	<b>5.7%</b>	*	*	<b>5.6%</b>	*	*	*	*	*	*	*
	<b>14</b>	*	*	<b>12</b>	*	*	*	*	*	*	*
State	<b>12.9%</b>	<b>12.2%</b>	<b>13.6%</b>	<b>15.5%</b>	<b>9.2%</b>	<b>10.2%</b>	<b>14.8%</b>	<b>12.6%</b>	<b>10.3%</b>	<b>12.1%</b>	<b>7.7%</b>
	79,372	38,630	40,740	45,567	9,109	17,161	4,805	80	151	2,499	9,010

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
	*	*	*	*	*
State	<b>5.8%</b>	<b>6.1%</b>	<b>9.7%</b>	*	*
	5,133	2,557	25,969	*	*

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

 Possible data impact due to COVID-19

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

	Students with IEPs	English Learners	Low Income	Youth In Homeless Care	Youth In Care
<b>District</b>	*	*	*	*	*
State	<b>7.2%</b> 20,532	<b>7.0%</b> 17,655	<b>6.5%</b> 59,670	* *	* *

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

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

(cont)

 Possible data impact due to COVID-19

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
	*	*	*	*	*
State	<b>0.6%</b> 1,594	<b>0.5%</b> 1,238	<b>0.5%</b> 4,817	*	*
				*	*

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
	*	*	*	*	*
State	<b>0.7%</b> 2,067	<b>0.5%</b> 1,224	<b>1.8%</b> 16,100	*	*
				*	*

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

**(cont)**

 Possible data impact due to COVID-19

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
State	<b>0.1%</b> 383	<b>0.1%</b> 156	<b>0.2%</b> 2,156	* *	* *

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

## Students With IEPs

### What is it?

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

### By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
District	All Students	13.6%	0.9%	2.2%	*	*	*	*
	Students with IEPs	81.6%	5.3%	13.2%	*	*	*	*
All Peer Districts *	All Students	6.7%	10.5%	7.3%	*	*	*	*
	Students with IEPs	46.9%	19.2%	27.3%	*	*	*	*
State	All Students	6.9%	3.0%	4.2%	*	*	*	*
	Students with IEPs	45.6%	19.6%	27.5%	*	*	*	*

### By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	All Students	3.5%	*	*	*	2.2%	*	1.3%
	Students with IEPs	21.1%	*	*	*	13.2%	*	7.9%
All Peer Districts *	All Students	0.9%	*	*	*	0.9%	*	0.6%
	Students with IEPs	12.4%	*	*	*	13.5%	*	8.7%
State	All Students	1.5%	*	*	*	0.9%	*	0.7%
	Students with IEPs	10.0%	*	*	*	6.2%	*	4.9%

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



## Students With IEPs (cont)

### By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
<b>District</b>	<b>All Students</b>	*	*	3.1%	6.6%	*	*	*
	<b>Students with IEPs</b>	*	*	18.4%	39.5%	*	*	*
All Peer Districts *	All Students	*	*	1.3%	2.9%	*	*	*
	Students with IEPs	*	*	18.1%	41.8%	*	*	*
State	All Students	*	*	2.1%	5.1%	*	*	*
	Students with IEPs	*	*	13.6%	33.5%	*	*	*

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

## Educational Environments for Students with IEPs

### What is it?

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

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

### By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>All</b>				
<b>District</b>	<b>28.9%</b>	<b>36.8%</b>	<b>26.3%</b>	<b>7.9%</b>
All Peer Districts *	40.1%	31.2%	15.6%	13.1%
State	54.2%	26.1%	13.3%	6.4%
<b>White</b>				
<b>District</b>	<b>32.3%</b>	<b>35.5%</b>	<b>25.8%</b>	<b>6.5%</b>
All Peer Districts *	45.3%	28.5%	13.3%	12.9%
State	57.8%	24.8%	11.2%	6.3%
<b>Black</b>				
<b>District</b>	<b>0.0%</b>	<b>50.0%</b>	<b>50.0%</b>	<b>0.0%</b>
All Peer Districts *	30.1%	33.0%	20.1%	16.8%
State	45.2%	29.8%	16.7%	8.3%
<b>Hispanic</b>				
<b>District</b>	<b>20.0%</b>	<b>40.0%</b>	<b>20.0%</b>	<b>20.0%</b>
All Peer Districts *	39.5%	34.7%	15.6%	10.2%
State	55.0%	26.7%	13.5%	4.9%

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

## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Asian</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

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## Educational Environments for Students with IEPs (cont)

### For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Autism</b>				
<b>District</b>	<b>25.0%</b>	<b>50.0%</b>	<b>25.0%</b>	<b>0.0%</b>
All Peer Districts *	24.6%	25.6%	24.6%	25.2%
State	29.4%	22.1%	32.6%	15.9%
<b>Emotional Disability</b>				
<b>District</b>	<b>40.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>60.0%</b>
All Peer Districts *	32.7%	21.5%	13.4%	32.4%
State	35.6%	19.9%	14.4%	30.1%
<b>Intellectual Disability</b>				
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>0.0%</b>
All Peer Districts *	1.8%	24.9%	48.9%	24.3%
State	3.4%	29.8%	50.1%	16.6%
<b>Other Health Impairment</b>				
<b>District</b>	<b>28.6%</b>	<b>42.9%</b>	<b>28.6%</b>	<b>0.0%</b>
All Peer Districts *	53.9%	29.0%	9.9%	7.2%
State	57.8%	27.9%	9.5%	4.9%
<b>Specific Learning Disability</b>				
<b>District</b>	<b>33.3%</b>	<b>46.7%</b>	<b>20.0%</b>	<b>0.0%</b>
All Peer Districts *	48.6%	40.2%	8.9%	2.3%
State	55.0%	37.9%	6.2%	1.0%
<b>Speech or Language Impairment</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*
State	*	*	*	*

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## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>All</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	48.5%	17.1%	26.6%	0.2%	7.6%
<b>White</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	44.2%	22.1%	23.4%	0.4%	10.0%
<b>Black</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	50.0%	15.2%	32.0%	0.1%	2.7%
<b>Hispanic</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	56.7%	9.5%	28.5%	0.1%	5.2%

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

## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Asian</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>American Indian</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Two or More Races</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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

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

### What is it?

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

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

### For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Autism</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	31.3%	8.2%	60.1%	0.0%	0.4%
<b>Developmental Delay</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Emotional Disability</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	42.9%	28.6%	0.0%	0.0%	28.6%

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

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

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Intellectual Disability</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	24.1%	13.8%	62.1%	0.0%	0.0%
<b>Other Health Impairment</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	42.6%	8.8%	45.9%	1.9%	0.9%

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Specific Learning Disability</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	53.8%	12.8%	23.1%	0.0%	10.3%
<b>Speech or Language Impairment</b>					
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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



## State Performance Plan Indicators For Students With IEPs

### What is it?

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

SPP Indicator	Indicator Description	2020-21 District Data	2020-21 State Target	District Met Target
<b>1</b>	<b>Graduation Percent for students with IEPs (Data lag one year)</b>	<b>100.00</b>	<b>82.6</b>	<b>Yes</b>
<b>2</b>	<b>Dropout Percent for students with IEPs (Data lag one year)</b>	<b>0.00</b>	<b>13.7</b>	<b>Yes</b>
<b>3a1</b>	<b>Reading assessment participation rate for students with IEPs</b>	*	*	*
<b>3a2</b>	<b>Math assessment participation rate for students with IEPs</b>	*	*	*
<b>3b1</b>	<b>Reading assessment proficiency rate for students with IEPs against grade level academic achievement standards</b>	*	*	*
<b>3b2</b>	<b>Math assessment proficiency rate for students with IEPs against grade level academic achievement standards</b>	*	*	*
<b>3c1</b>	<b>Reading assessment proficiency rate for students with IEPs against alternate academic achievement standards</b>	*	*	*
<b>3c2</b>	<b>Math assessment proficiency rate for students with IEPs against alternate academic achievement standards</b>	*	*	*
<b>3d1</b>	<b>Gap in reading proficiency rates for students with IEPs and all students against grade level academic achievement standards</b>	*	*	*
<b>3d2</b>	<b>Gap in math proficiency rates for students with IEPs and all students against grade level academic achievement standards</b>	*	*	*
<b>4a</b>	<b>Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year)</b>	<b>No</b>	<b>No</b>	<b>Yes</b>
<b>4b</b>	<b>Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)</b>	<b>No</b>	<b>No</b>	<b>Yes</b>

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

## State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2020-21 District Data	2020-21 State Target	District Met Target
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	28.9	52.7	No
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	26.3	12.92	No
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	7.9	6.68	No
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	*	46	N/A
6b	Children ages 3-5 in separate special education class, separate school or residential facility	*	26.3	N/A
6c	Children ages 3-5 receiving special education and related services in the home	*	0.28	N/A
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	*	83.95	N/A
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	*	47.2	N/A
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	*	84.1	N/A
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	*	45.1	N/A
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	*	85.8	N/A
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	*	53.4	N/A
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	*	70.5	N/A
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	Yes

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## State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2020-21 District Data	2020-21 State Target	District Met Target
11	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	100.00	100	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	*	100	N/A
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	100.00	100	Yes
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	*	29.6	N/A
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	*	63.5	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	*	75.75	N/A

\* 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
<b>District</b>	*	* *	* *	* 1
State	*	<b>99.8%</b> 139,811	<b>6.5%</b> *	* 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
<b>District</b>	<b>95.8%</b>	<b>96.1%</b>	<b>95.2%</b>	<b>95.7%</b>	<b>96.9%</b>	<b>95.3%</b>	<b>99.9%</b>	*	*	<b>98.1%</b>	<b>93.3%</b>
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
<b>District</b>	<b>93.3%</b>	<b>92.6%</b>	<b>92.8%</b>
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
<b>District</b>	<b>13.4%</b>	<b>14.5%</b>	<b>11.6%</b>	<b>14.3%</b>	<b>*</b>	<b>6.7%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>15.4%</b>
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
<b>District</b>	<b>16.2%</b>	<b>*</b>	<b>18.7%</b>
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
<b>District</b>	<b>10.7%</b>	<b>9.4%</b>	<b>12.8%</b>	<b>11.2%</b>	<b>*</b>	<b>11.1%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>16.7%</b>
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
<b>District</b>	<b>17.5%</b>	<b>*</b>	<b>19.4%</b>
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
<b>District</b>	<b>0.9%</b>	<b>0.7%</b>	<b>1.1%</b>	<b>1.0%</b>	<b>*</b>	<b>0.0%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>0.0%</b>
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
<b>District</b>	<b>0.0%</b>	<b>*</b>	<b>0.0%</b>
State	2.9%	4.1%	3.8%

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>District</b>	<b>0.0%</b>	<b>1.7%</b>	<b>2.0%</b>	<b>0.0%</b>
State	0.5%	2.7%	3.3%	3.5%

\* 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

 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
<b>District</b>	<b>10.7%</b>	<b>11.5%</b>	<b>*</b>	<b>11.2%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	22.8%	24.0%	21.4%	11.4%	47.0%	30.2%	7.4%	20.9%	29.2%	23.9%	28.0%

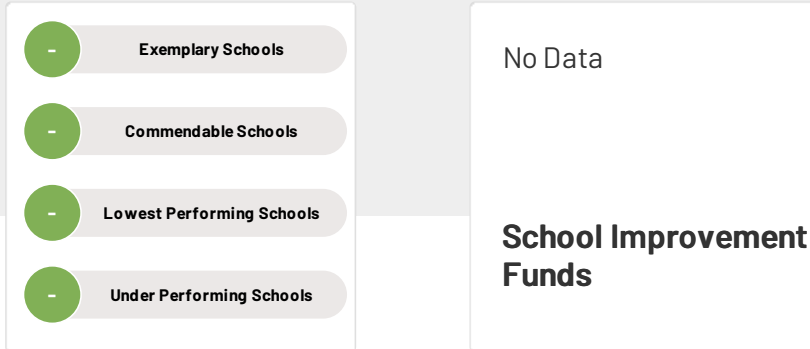
	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>*</b>	<b>*</b>	<b>22.7%</b>
State	30.0%	28.8%	36.0%

\* 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

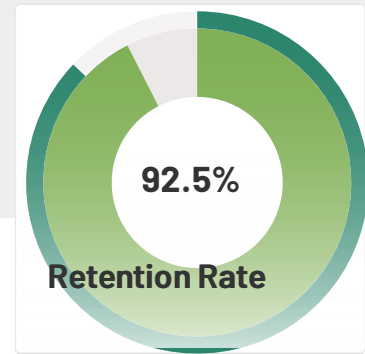
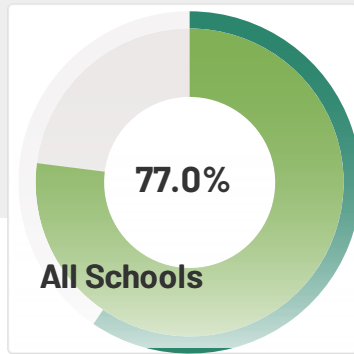
Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has five summative designations: Exemplary School, Commendable School, Targeted School, Comprehensive School, and Intensive School. Targeted Schools and Comprehensive Schools 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](http://www.isbe.net/summative).



## 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.

	All Schools	All Schools	All Schools	Attendance Rate	Evaluation Rate
<b>District</b>	<b>16</b>	<b>23.0%</b>	<b>77.0%</b>	<b>95.5%</b>	<b>100.0%</b>
State	*	39.8%	59.5%	85.7%	98.8%

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

## Student-To-Teacher Ratios

### What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
<b>District</b>	*	12
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
<b>District</b>	\$53,594
State	\$70,653

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

## Retention Rate

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	92.5% 62	92.5% 62	*	*	*	*	*	*	*
	Male	85.7% 24	85.7% 24	*	*	*	*	*	*	*
	Female	97.4% 38	97.4% 38	*	*	*	*	*	*	*
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

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

## Full-Time Equivalent

### What is it?

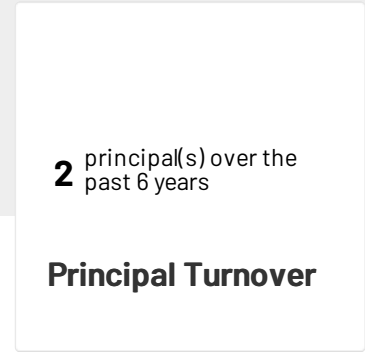
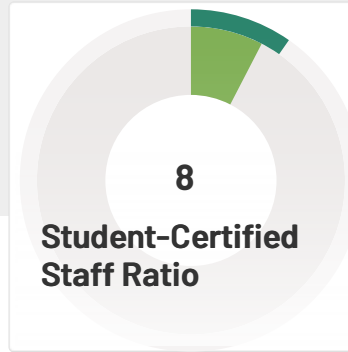
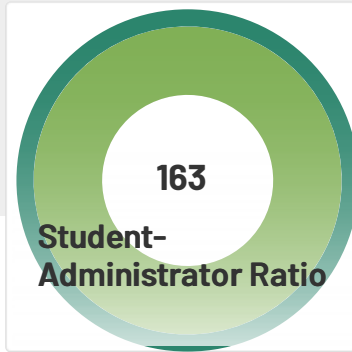
This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	100.0% 22.2	100.0% 22.2	*	*	*	*	*	*	*
	Male	37.0% 8.2	* 8.2	*	*	*	*	*	*	*
	Female	63.0% 14	* 14	*	*	*	*	*	*	*
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	* 25426.5	* 1641.5	* 2355	* 512.8	* 24.9	* 58	* 258.6	* 340.5
	Female	76.9% 101736.7	* 83065.2	* 6351.6	* 8127.3	* 1796.7	* 58.8	* 182.3	* 800.4	* 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
<b>District</b>	<b>8</b>	<b>163</b>
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.

## Demographics

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	100.0% 1.4	100.0% 1.4	*	*	*	*	*	*	*
	Male	100.0% 1.4	* 1.4	*	*	*	*	*	*	*
	Female	* *	* *	*	*	*	*	*	*	*
State	All	100.0% 12059.4	75.8% 9142.6	14.6% 1757.5	6.9% 832.9	1.0% 115.4	0.1% 11	0.2% 21.3	0.8% 101.7	0.6% 77.1
	Male	42.6% 5135.9	* 4229.8	* 473.8	* 307	* 53.1	* 3	* 6.9	* 28.3	* 34.1
	Female	57.4% 6923.5	* 4912.8	* 1283.7	* 525.9	* 62.3	* 8	* 14.4	* 73.4	* 43.1

\* 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	
<b>District</b>	<b>2</b>
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	
<b>District</b>	<b>\$149,144</b>
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](http://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
<b>District</b>	<b>4.1%</b>	<b>10.4%</b>	<b>0.5%</b>	<b>0.0%</b>	<b>0.5%</b>	<b>22.1%</b>
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.

## Student Environment (cont)

	Rate of Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
<b>District</b>	<b>2.7%</b>	<b>0</b>	<b>0</b>
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.

	Enrolled in PreSchool	Advanced Placement Course Work		
		Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
<b>District</b>	<b>0.0%</b> <b>0</b>	<b>13.1%</b> <b>29</b>	<b>0.0%</b> <b>0</b>	<b>5.0%</b> <b>11</b>
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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

## About the data

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

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## Inclusion Rate and Standard Error in NAEP

### What is it?

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

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### Percentage of students identified With Disabilities and English Learners - Reading

Jurisdiction
Illinois

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### Percentage of students identified With Disabilities and English Learners - Mathematics

Jurisdiction
Illinois