

Naperville CUSD 203
Naperville North High School
899 N Mill St
Naperville, ILLINOIS 60563
GRADES - 9 10 11 12

Stephanie Posey
Email - sposey@naperville203.org
(630) 420-6484
<http://www.naperville203.org>



2020

Summative Designation - Exemplary
Student Group - All Students
Title I Status - Eligible, but Not a Participant in Title I Program
IL Youth Survey Participation - NO

EBF District Funding Tier - 4
Financial capacity to meet expectations - 117.1 %
State Senate District - 21
State House District - 041

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

The Illinois Report Card is an annual report released by the Illinois State Board of Education that shows how the state, and each school and district, are progressing on a wide range of educational goals. The Report Card offers a complete picture of student and school performance in order to inform and empower families and communities as they support their local schools. To view an interactive display of Report Card data, visit www.IllinoisReportCard.com.

The federal Every Student Succeeds Act requires states to provide every school a summative designation. All states were given a waiver of this requirement for school year 2019-2020 due to the impact of COVID-19. The waiver requires that states reissue schools their designations from the previous year. Illinois has four summative designations: Exemplary, Commendable, Targeted Support, and Comprehensive Support. Schools that receive a designation of Targeted Support for particular student groups or Comprehensive Support for the school receive additional funding and resources to build local capacity and improve student outcomes. Multiple measures of school performance and environment determine a school's designation. For more information about Illinois' accountability system please visit www.isbe.net/summative.

For additional information, refer to the [2020 Glossary of Terms](#).

STUDENTS

STUDENT ENROLLMENT												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	English Learners	Low Income	Homeless
School	2,700	1,597	116	335	523	*	8	121	497	113	431	22
		59.1%	4.3%	12.4%	19.4%	*	0.3%	4.5%	18.4%	4.2%	16.0%	0.8%
District	16,546	10,091	781	1,841	2,948	11	23	851	2,759	1,186	2,566	141
		61.0%	4.7%	11.1%	17.8%	0.1%	0.1%	5.1%	16.7%	7.2%	15.5%	0.9%
State	1,957,018	929,443	324,212	519,982	102,732	2,035	4,936	73,678	348,751	245,502	949,618	38,890
		47.5%	16.6%	26.6%	5.2%	0.1%	0.3%	3.8%	17.8%	12.5%	48.5%	2.0%

Student Enrollment is based on Serving School.

Children with Disabilities are those students eligible to receive special education services through an IEP or support through a 504 plan.

English Learners are students eligible for transitional bilingual programs.

Low Income are students who receive or live in households that receive SNAP or TANF; are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets the USDA income guidelines to receive free or reduced-price meals.

Homeless students are those who do not have permanent and adequate homes.

CHRONIC ABSENTEEISM RATE												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	12.3%	11.2%	31.3%	21.6%	5.3%	*	*	10.6%	25.7%	26.8%	23.0%	26.9%
District	7.1%	6.0%	22.1%	12.2%	4.1%	8.3%	8.7%	6.2%	15.3%	15.5%	10.4%	17.7%
State	11.0%	7.8%	18.7%	12.5%	5.7%	10.0%	15.6%	13.0%	16.3%	16.9%	11.3%	16.4%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

STUDENT MOBILITY RATE														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	4.3%	4.4%	4.1%	3.3%	15.4%	7.1%	2.5%	*	*	4.0%	6.7%	8.7%	14.1%	12.4%
District	4.5%	4.5%	4.5%	2.9%	12.7%	5.3%	6.9%	16.7%	5.0%	5.9%	5.2%	6.1%	12.5%	9.0%
State	6.2%	6.5%	5.8%	4.1%	11.8%	5.9%	6.1%	8.2%	8.6%	7.6%	6.2%	6.8%	7.4%	9.0%

Students with IEPs are those eligible to receive special education services.

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GIFTED STUDENTS

“Gifted Education” is defined as educational services, including differentiated curricula and instructional methods, designed to meet the needs of gifted children as defined in Article 14A of this code.

“Advanced Academic Program” is defined as a course 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. Note that gifted students are a subset of accelerated placement /advanced academic program students and are included in these metrics also.

STUDENTS ASSESSED FOR GIFTEDNESS		
	# Students	% Students
School	*	*
District	1,675	8.8%
State	165,182	7.6%

STUDENTS ASSESSED FOR GIFTEDNESS (Demographics)													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	1,675	8.8%	8.9%	8.9%	6.6%	7.1%	10.6%	*	*	9.0%	5.6%	6.6%	6.7%
State	165,182	7.5%	7.7%	8.5%	4.7%	5.5%	18.4%	8.1%	7.4%	9.1%	5.9%	6.3%	4.7%

STUDENTS ASSESSED FOR GIFTEDNESS TAUGHT BY GIFTED-ENDORSED TEACHERS		
	# Students	% Students
School	*	*
District	145	0.8%
State	19,414	0.9%

STUDENTS ASSESSED FOR GIFTEDNESS TAUGHT BY GIFTED-ENDORSED TEACHERS (Demographics)													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	145	0.8%	0.7%	1.0%	*	*	0.6%	*	*	*	*	*	*
State	19,414	0.9%	0.9%	1.1%	0.3%	0.6%	2.7%	0.3%	0.7%	0.9%	0.4%	0.4%	0.4%

Please note that asterisks in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

STUDENTS IDENTIFIED AS GIFTED		
	# Students	% Students
School	*	*
District	112	0.6%
State	50,813	2.3%

STUDENTS IDENTIFIED AS GIFTED (Demographics)													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	112	0.6%	0.6%	0.5%	*	*	1.5%	*	*	*	*	*	*
State	50,813	2.3%	2.4%	2.5%	1.1%	1.4%	9.9%	3.4%	1.3%	2.7%	0.6%	0.5%	1.0%

STUDENTS IDENTIFIED AS GIFTED TAUGHT BY GIFTED-ENDORSED TEACHERS		
	# Students	% Students
School	*	*
District	20	0.1%
State	9,454	0.4%

STUDENTS IDENTIFIED AS GIFTED TAUGHT BY GIFTED-ENDORSED TEACHERS (Demographics)													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	20	0.1%	*	0.1%	*	*	*	*	*	*	*	*	*
State	9,454	0.4%	0.4%	0.5%	0.1%	0.2%	1.9%	0.1%	0.3%	0.5%	0.1%	0.1%	0.1%

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INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS	
Number of Days	
School	176
District	176
State	175

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% of 8TH GRADERS PASSING ALGEBRA I	
School	*
District	28.2%
State	30.8%

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STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	17.8	17.5	9.7	154.9
State	18.1	18.6	10.1	171.1

HEALTH AND WELLNESS (days per week)	
School	5.0
District	3.0
State	3.6

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AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	*	*	*	*	*	*	*	*	*	23.7	23.6
District	24.0	24.0	24.6	23.3	17.9	17.4	25.3	25.1	26.3	23.4	23.6
State	19.1	20.8	21.2	21.9	22.0	22.6	23.1	23.0	22.5	21.6	21.7

TEACHER INFORMATION (Full-Time Equivalents)											
	Total Number	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown
District	1,132	26.5%	73.5%	91.6%	1.4%	3.5%	2.4%	*	0.3%	0.9%	*
State	131,230	23.2%	76.8%	82.3%	5.9%	7.0%	1.7%	0.1%	0.2%	0.8%	2.0%

TEACHER INFORMATION (Experience)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	13.0	33.4%	66.3%
State	13.4	39.6%	59.8%

TEACHER RETENTION RATE	
School	90.9%
District	88.9%
State	85.9%

PRINCIPAL TURNOVER (Count)	
School	2.0
District	2.0
State	2.0

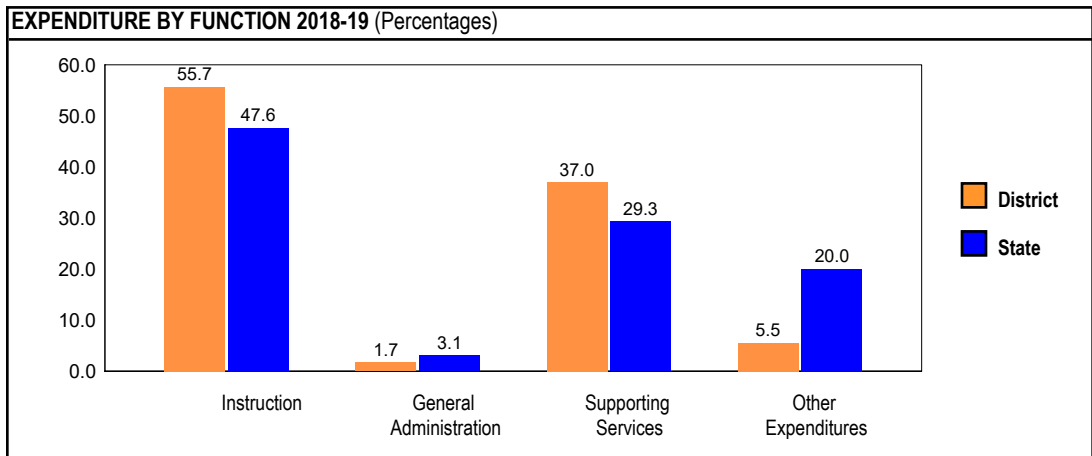
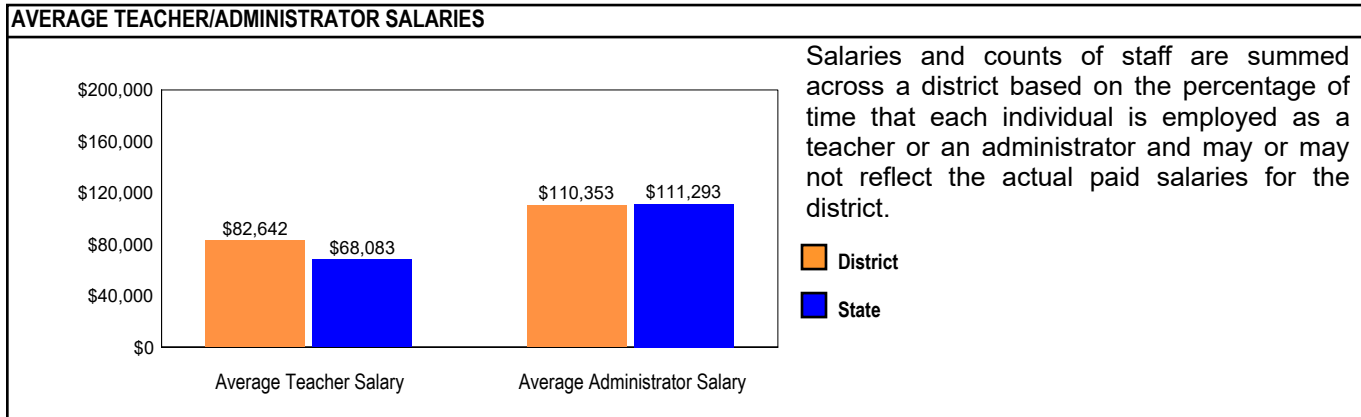
TEACHER ATTENDANCE RATE	
School	--
District	86.8%
State	86.6%

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TEACHER EVALUATION RATE	
School	--
District	99.1%
State	98.7%

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SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2018-19

	District	District %	State %
Local Property Taxes	\$241,515,264	84.3%	60.3%
Other Local Funding	\$15,904,695	5.5%	6.1%
Evidence-Based Funding	\$12,647,083	4.4%	21.7%
Other State Funding	\$10,669,446	3.7%	4.9%
Federal Funding	\$5,846,231	2.0%	7.0%
TOTAL	\$286,582,719		

EXPENDITURE BY FUND 2018-19

	District	District %	State %
Education	\$217,064,936	80.7%	70.4%
Operations & Maintenance	\$25,132,982	9.3%	7.3%
Transportation	\$12,907,145	4.8%	3.9%
Debt Service	\$4,665,324	1.7%	8.4%
Tort	\$1,046,239	0.4%	1.2%
Municipal Retirement/ Social Security	\$8,053,330	3.0%	1.9%
Fire Prevention & Safety	\$0	0.0%	0.6%
Capital Projects	\$0	0.0%	6.3%
TOTAL	\$268,869,956		

OTHER FINANCIAL INDICATORS

	2017 Equalized Assessed Valuation per Pupil	2017 Total School Tax Rate per \$100	2018-19 Instructional Expenditure per Pupil	2018-19 Operating Expenditure per Pupil
District	\$305,536	5.01	\$9,597	\$15,699
State	**	**	\$8,582	\$14,492

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

SCHOOL-LEVEL FINANCES

The Every Student Succeeds Act requires LEAs to report school-level expenditure data, beginning with school year 2018-19. LEAs are required to report actual personnel and non-personnel expenditures of both site-specific and district centralized expenditures. These data are self-reported and may differ from Annual Financial Report data. For more information, visit www.isbe.net/site-based.

For Site-Based Expenditure Reporting, enrollment numbers display the average of the enrolled student count on October 1 and March 1 of the reporting year, including all children aged 3 through 21 in grades prekindergarten through 12 served by the LEA or placed in another educational institution by the LEA. Note that students attending only part of each day are counted as proportional students in the count, which may lead to decimal places in the enrollment number.

	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	Subtotal		
School	2,732.50	\$0	\$11,087	\$11,087	\$171	\$3,756	\$3,928	\$171	\$14,843	\$15,014		
District	16,569.53	\$0	\$10,623	\$10,623	\$392	\$4,282	\$4,674	\$392	\$14,905	\$15,298	\$15,270,933	\$268,744,245

SCHOOL IMPROVEMENT FUNDS

Title I School Improvement - 1003(a) Grant funds are federal Title I funds allocated to districts to support school improvement efforts in schools designated as targeted or comprehensive. Funds must be spent on activities that supplement core programs. Comprehensive schools receive comprehensive support and are required to utilize an approved Learning Partner. Targeted schools receive targeted support and may utilize an approved Learning Partner. Any school utilizing Title I School Improvement - 1003(a) funds must complete an application and School Improvement Report based on a local Board of Education approved School Improvement Plan and submit the Illinois Quality Framework Supporting Rubric. Additional information on the requirements of this grant can be found here: <https://www.isbe.net/Pages/IL-EMPOWER.aspx>

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

ACADEMIC PERFORMANCE - ASSESSMENTS

The federal Every Student Succeeds Act requires states to provide every school a summative designation. All states were given a waiver of this requirement for school year 2019-2020 due to the impact of COVID-19. The waiver requires that states reissue schools their designations from the previous year. Illinois has four summative designations: Exemplary, Commendable, Targeted Support, and Comprehensive Support. Schools that receive a designation of Targeted Support for particular student groups or Comprehensive Support for the school receive additional funding and resources to build local capacity and improve student outcomes. Multiple measures of school performance and environment determine a school's designation. For more information about Illinois' accountability system please visit www.isbe.net/summative

ELA PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MATH PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

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SCIENCE PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

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NUMBER AND PERCENTAGE OF ENGLISH LEARNERS EXEMPTED FROM ASSESSMENT

No English Learners are exempted from assessment, including those who are newly arrived in the U.S. Previously, states could exempt newly arrived English Learners from ELA testing only. Under ESSA, states have flexibility in how they test and use scores from newly arrived English Learners. Per the approved Illinois ESSA State Plan, "Illinois will assess newly arrived ELs, enrolled in their first year in U.S. schools, in grades 3-12 in academic content areas: English language arts, mathematics, and science. Data from the first-year assessments will not be included in accountability determinations, but serve solely for baseline purposes."

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IAR ELA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

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IAR MATH PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

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SAT ELA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

SAT MATH PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

DLM-AA ELA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

DLM-AA MATH PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

DLM-AA SCIENCE PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

ISA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School														
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

ELA PROFICIENCY - ALL TESTS (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School										
District										
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

ELA PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School								
District								
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MATH PROFICIENCY - ALL TESTS (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School										
District										
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MATH PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School								
District								
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

SCIENCE PROFICIENCY - ALL TESTS (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School										
District										
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

SCIENCE PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School								
District								
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

EL PROFICIENCY ON ACCESS							
	# ELS	# Tested	% Participation	# Proficient	% Proficient	# Long Term EL	% Long Term EL
School	97	97	100.0%	3	3.1%	14	*
District	996	992	99.6%	166	16.7%	19	1.9%
State	223,399	220,920	98.9%	17,503	7.9%	20,127	9.0%

Please note that asterisks in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

MEAN ELA GROWTH PERCENTILE - IAR (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School										
District										
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MEAN ELA GROWTH PERCENTILE - IAR (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School								
District								
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MEAN MATH GROWTH PERCENTILE - IAR (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School										
District										
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MEAN MATH GROWTH PERCENTILE - IAR (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School								
District								
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

9th Grade On Track												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	675	99.0%	95.2%	90.5%	99.2%	*	*	90.9%	92.2%	86.0%	84.4%	91.1%
District	1,321	98.6%	89.7%	93.8%	99.6%	*	*	94.4%	93.8%	90.2%	85.7%	92.7%
State	130,164	92.8%	78.5%	85.9%	96.9%	91.0%	86.3%	87.8%	82.4%	80.6%	80.5%	81.7%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

CAREER AND TECHNICAL EDUCATION ENROLLMENT	
School	1,441
District	3,022
State	286,237

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 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.

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)				
	GRADE 9	GRADE 10	GRADE 11	GRADE 12
School	79	227	341	416
District	182	495	635	889
State	19,855	32,687	62,063	77,243

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

ADVANCED PLACEMENT COURSE WORK													
		ADVANCED PLACEMENT (AP) COURSE WORK				INTERNATIONAL BACCALAUREATE (IB) COURSE WORK				DUAL CREDIT COURSE WORK			
		Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12
All	School	63	208	332	369	*	*	*	*	19	24	26	129
	District	144	455	594	781	*	*	*	*	46	53	91	341
	State	14,877	27,199	46,708	53,642	263	314	2,827	2,608	5,392	6,740	19,846	38,017
White	School	20	80	175	221	*	*	*	*	11	15	13	72
	District	65	237	317	475	*	*	*	*	32	37	57	192
	State	6,680	13,468	24,167	28,113	29	36	357	356	2,857	3,776	12,960	23,702
Black	School	*	*	*	*	*	*	*	*	*	*	*	*
	District	*	*	10	15	*	*	*	*	*	*	*	10
	State	1,556	2,162	4,037	4,833	58	93	852	789	917	844	1,574	3,438
Hispanic	School	*	19	27	25	*	*	*	*	*	*	*	12
	District	*	36	43	47	*	*	*	*	*	*	13	31
	State	3,906	6,689	11,696	13,503	154	167	1,378	1,230	1,153	1,478	3,504	7,448
Asian	School	39	95	99	104	*	*	*	*	*	*	*	39
	District	69	158	191	214	*	*	*	*	*	*	19	96
	State	2,157	3,836	5,093	5,325	17	12	190	179	279	416	1,127	2,114
Native Hawaiian/ Pacific Islander	School	*	*	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	37	36	66	61	1	1	2	3	3	7	15	42
American Indian	School	*	*	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	20	64	105	104	0	1	8	12	10	16	34	77
Two or More Races	School	*	10	25	10	*	*	*	*	*	*	*	*
	District	*	17	33	28	*	*	*	*	*	*	*	11
	State	521	944	1,544	1,703	4	4	40	39	173	203	632	1,196
Children with Disabilities	School	*	13	22	37	*	*	*	*	*	*	*	14
	District	*	40	39	62	*	*	*	*	*	13	15	33
	State	805	1,511	2,887	3,710	18	14	228	223	668	858	2,094	3,838
IEP	School	*	*	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	152	306	648	1,124	3	3	85	88	485	571	1,323	2,230
Non IEP	School	63	206	327	364	*	*	*	*	16	18	26	127
	District	144	452	586	772	*	*	*	*	41	45	89	332
	State	14,725	26,893	46,060	52,518	260	311	2,742	2,520	4,907	6,169	18,523	35,787
EL	School	*	*	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	174	405	695	1,046	8	12	88	76	276	266	489	850
Non EL	School	63	202	329	367	*	*	*	*	19	24	24	126
	District	144	449	591	779	*	*	*	*	46	53	89	337
	State	14,703	26,794	46,013	52,596	255	302	2,739	2,532	5,116	6,474	19,357	37,167
Low Income	School	*	22	37	26	*	*	*	*	*	*	*	15
	District	*	43	58	57	*	*	*	*	*	*	10	36
	State	4,122	6,746	11,929	16,202	150	200	1,546	1,856	1,874	2,259	5,742	11,597
Non Low Income	School	60	186	295	343	*	*	*	*	18	22	20	114
	District	138	412	536	724	*	*	*	*	44	50	81	305
	State	10,755	20,453	34,779	37,440	113	114	1,281	752	3,518	4,481	14,104	26,420

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

Please note that asterisks in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

ADVANCED PLACEMENT (AP) EXAMS				
GRADE 9				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
School	69	65	64	61
District	153	144	139	131
State	14,406	9,093	13,534	8,503

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GRADE 10				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
School	373	320	177	141
District	737	616	388	301
State	48,657	32,833	23,795	16,823

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GRADE 11				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
School	1,184	1,022	300	261
District	2,433	2,157	540	487
State	152,218	105,918	39,025	29,462

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GRADE 12				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
School	2,343	2,109	264	243
District	5,058	4,464	583	530
State	278,398	195,120	37,687	30,599

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POSTSECONDARY ENROLLMENT 12 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	*	*	*	*	*	*

POSTSECONDARY ENROLLMENT 16 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	*	*	*	*	*	*

HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics)										
	Gender			Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School	96.9%	96.0%	97.6%	97.4%	88.6%	95.6%	97.6%	*	*	100.0%
District	96.7%	95.9%	97.6%	97.0%	86.4%	96.6%	98.0%	*	*	100.0%
State	88.0%	85.6%	90.5%	91.5%	79.9%	85.5%	94.5%	89.4%	80.0%	85.7%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics Continued)									
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	
School	93.4%	85.0%	*	93.6%	*	*	*	*	*
District	88.5%	80.5%	*	91.1%	84.6%	*	*	*	*
State	81.3%	74.0%	*	82.0%	74.0%	67.9%	52.4%	52.4%	

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HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics)										
	Gender			Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School	98.1%	97.3%	98.8%	98.2%	91.7%	97.4%	100.0%	*	*	100.0%
District	98.1%	97.5%	98.7%	98.5%	92.3%	96.9%	99.1%	*	*	98.1%
State	88.4%	86.0%	90.9%	92.0%	80.2%	85.6%	95.3%	87.1%	78.8%	88.5%

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HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics Continued)									
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	
School	93.6%	86.2%	*	95.4%	*	*	*	*	*
District	91.4%	87.6%	*	95.6%	85.7%	*	*	*	*
State	85.7%	75.1%	*	82.1%	74.5%	73.3%	65.2%	65.2%	

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HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics)										
	Gender			Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School	98.6%	98.3%	98.8%	99.3%	95.7%	94.0%	100.0%	*	*	95.5%
District	97.7%	96.7%	98.7%	98.5%	94.6%	95.4%	96.7%	*	*	98.2%
State	88.2%	85.8%	90.6%	92.2%	79.4%	84.9%	95.4%	85.6%	84.1%	87.1%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	93.0%	*	95.2%	*	*	*	*
District	28.6%	83.2%	*	94.0%	94.1%	*	*	*
State	37.3%	75.2%	*	81.6%	74.9%	73.7%	41.9%	41.9%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

DROPOUT RATE														
	Gender			Race / Ethnicity							Children with Disabilities	Students with IEPs	English Learners	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
School	2.0%	2.3%	1.7%	1.6%	5.4%	2.3%	2.0%	*	*	2.4%	1.3%	2.4%	1.6%	3.1%
District	1.6%	1.6%	1.5%	1.3%	2.9%	1.8%	1.7%	*	0.0%	1.8%	1.1%	2.2%	1.3%	2.2%
State	3.5%	3.9%	3.0%	2.5%	6.2%	3.8%	1.4%	4.0%	5.3%	4.0%	2.5%	3.8%	1.4%	5.5%

Users of this report should note that this data may have been affected by the suspension of in-person instruction during the 2019-20 school year. It was collected in accordance with ISBE data policy and validated through normal procedures but the state environment and policy changes resulting from the suspension of in-person instruction may have affected the results. Please use caution when interpreting results and trends.

CIVIL RIGHTS DATA COLLECTION - 2017-18 SCHOOL YEAR

Data from the Civil Rights Data Collection comes directly from the U.S. Department of Education (ED). ED collects the data directly from ISBE and school districts and releases the information on a two to three-year delay.

ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for in-school suspensions, out-of-school suspensions, and expulsions is reported by ISBE in a separate report on www.isbe.net. Current year data for chronic absenteeism can be found in the Students section of the Report Card. 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.

CRDC - IN-SCHOOL SUSPENSIONS		CRDC - OUT-OF-SCHOOL SUSPENSIONS		CRDC - EXPULSIONS	
School	3.3%	School	2.2%	School	0.3%
District	1.8%	District	0.9%	District	0.1%
State	5.1%	State	3.5%	State	0.1%

CRDC - SCHOOL-RELATED ARRESTS		CRDC - REFERRAL TO LAW ENFORCEMENT		CRDC - CHRONIC ABSENTEEISM	
School	0.0%	School	0.1%	School	21.4%
District	0.0%	District	0.0%	District	11.3%
State	0.1%	State	0.7%	State	16.3%

CRDC - INCIDENTS OF VIOLENCE		CRDC - INCIDENTS OF VIOLENCE - FIREARM AND HOMICIDE		
	Rate of Incidents of Violence		Firearm	Homicide
School	0.0%	School	No	No
District	0.2%	Schools in the District with Incidents of Violence	0	0
State	2.2%	Schools in the District with Incidents of Violence	153	5

Please note that at the school level, these metrics are displayed as a yes or no indicator. However, at the district and state level, these metrics are displayed as a count.

CRDC - NUMBER AND PERCENT ENROLLED IN PRESCHOOL	
School	0 0.0%
District	390 2.3%
State	78,272 3.9%

CRDC - ADVANCED PLACEMENT COURSE WORK							
		ADVANCED PLACEMENT (AP) COURSE WORK		INTERNATIONAL BACCALAUREATE (IB) COURSE WORK		DUAL CREDIT COURSE WORK	
		Number	Percent	Number	Percent	Number	Percent
All	School	920	34.4%	0	0.0%	146	5.5%
	District	1,825	11.0%	0	0.0%	349	2.1%
	State	143,753	7.2%	5,004	0.3%	65,736	3.3%