

# Naper Elem School (K - 4)

## NAPERVILLE CUSD 203



2020 - 2021

### Principal

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### Address

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(630) 420-6345

### District Superintendent

Mr. Daniel Bridges

<http://www.naperville203.org>

### 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](#).

## School Snapshot

**Site-Based Expenditure Per Student Spending :** \$13,368

**Average Class Size :** \*

**Chronic Absenteeism :** 6.0%

**Teacher Retention :** 82.1%

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(2017-18)**

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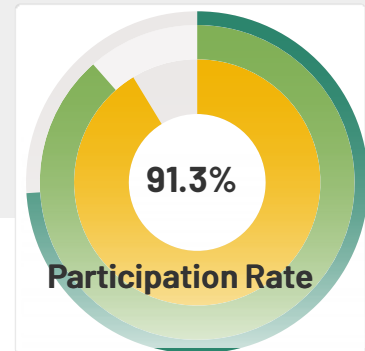
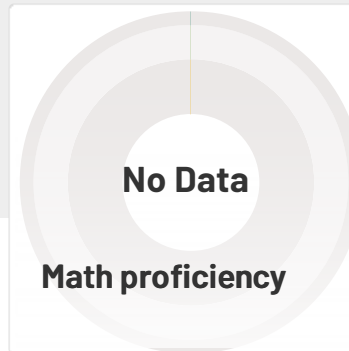
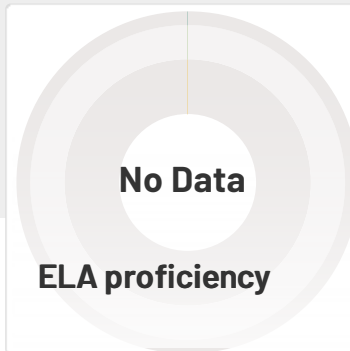
# How To Read The Data

## Understanding COVID-19 Flags

Flag	Description
 Data unavailable due to COVID-19	Due to the suspension of in-person instruction during the 2020-21 school year, the data for this metric is unavailable for use in the School Year 2020-21 Report Card.
 Possible data impact due to COVID-19	Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2020-21 school year. HOWEVER, based on the data collected and comparisons to historical data, the data collected for this collection cycle does not, in aggregate, exhibit greater variation than is normally observed from year to year.
 Possible data impact due to COVID-19	Caution should be used when reviewing this data. This data should not be considered final until all Assessment testing has been completed and the data has been finalized.
 Data delayed due to COVID-19	COVID-19 changes to assessment scheduling delayed publication of 2020-21 data. If no assessment data appears for your district, it may not appear until April of 2022.
 Data not available	Data for this metric are not available through the Report Card, however additional information can be found at <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.



## IAR

 Possible data impact due to COVID-19

### What is it?

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

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

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

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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.

# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>School</b>	13.3%	10.0%	23.3%	46.7%	6.7%	3.3%	13.3%	16.7%	43.3%	23.3%
District	10.0%	12.0%	22.2%	48.7%	7.1%	7.5%	12.4%	22.1%	39.4%	18.6%
State	29.4%	20.9%	21.3%	26.4%	1.9%	22.9%	23.1%	22.8%	25.1%	6.1%
<b>White</b>										
<b>School</b>	5.6%	5.6%	27.8%	61.1%	0.0%	0.0%	11.1%	11.1%	61.1%	16.7%
District	8.0%	11.5%	23.8%	51.0%	5.7%	3.9%	12.7%	26.9%	42.1%	14.4%
State	19.5%	20.6%	24.2%	33.2%	2.5%	12.2%	20.4%	26.9%	33.1%	7.5%
<b>Black</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	42.0%	20.0%	20.0%	16.0%	2.0%	45.8%	22.9%	12.5%	16.7%	2.1%
State	53.7%	21.9%	14.1%	10.1%	0.2%	52.0%	26.9%	13.7%	6.8%	0.7%
<b>Male</b>										
<b>School</b>	25.0%	12.5%	25.0%	31.3%	6.3%	0.0%	18.8%	12.5%	43.8%	25.0%
District	12.7%	14.2%	24.7%	42.7%	5.6%	6.8%	12.5%	19.4%	40.0%	21.3%
State	33.0%	21.9%	20.9%	23.0%	1.2%	22.3%	22.0%	22.5%	26.3%	7.0%
<b>Female</b>										
<b>School</b>	0.0%	7.1%	21.4%	64.3%	7.1%	7.1%	7.1%	21.4%	42.9%	21.4%
District	7.4%	9.9%	19.7%	54.4%	8.6%	8.2%	12.4%	24.7%	38.7%	16.0%
State	25.7%	19.9%	21.7%	30.0%	2.6%	23.4%	24.3%	23.2%	23.8%	5.3%

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.

# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Hispanic</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	19.4%	21.7%	20.9%	33.3%	4.7%	18.7%	20.3%	25.2%	30.1%	5.7%
State	44.7%	22.7%	17.5%	14.5%	0.6%	36.7%	30.2%	19.0%	12.4%	1.6%
<b>Asian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	3.7%	6.0%	19.5%	56.7%	14.0%	4.2%	4.6%	11.6%	41.2%	38.4%
State	11.5%	14.7%	23.5%	45.2%	5.1%	6.8%	12.4%	19.7%	38.7%	22.4%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	21.8%	20.8%	26.7%	29.7%	1.0%	19.2%	26.3%	22.2%	29.3%	3.0%
<b>American Indian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	38.9%	19.2%	18.8%	21.2%	1.9%	32.2%	24.0%	19.2%	18.8%	5.8%
<b>Two or More Races</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	5.9%	11.8%	20.6%	54.4%	7.4%	2.9%	13.2%	13.2%	42.6%	27.9%
State	27.1%	21.2%	22.7%	26.6%	2.3%	21.6%	24.0%	22.1%	24.7%	7.5%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Students with Disabilities</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	35.0%	21.0%	20.4%	23.6%	0.0%	28.1%	24.2%	23.5%	20.3%	3.9%
State	53.7%	21.1%	13.7%	11.0%	0.6%	41.0%	25.4%	17.7%	13.4%	2.5%
<b>Students with IEPs</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	43.6%	23.1%	16.2%	17.1%	0.0%	33.3%	29.9%	20.5%	14.5%	1.7%
State	58.4%	20.7%	12.0%	8.5%	0.4%	44.7%	25.7%	16.5%	11.3%	1.8%
<b>Non-IEP</b>										
<b>School</b>	4.0%	8.0%	24.0%	56.0%	8.0%	0.0%	8.0%	12.0%	52.0%	28.0%
District	6.0%	10.7%	22.9%	52.5%	8.0%	4.4%	10.3%	22.3%	42.4%	20.6%
State	24.6%	21.0%	22.9%	29.4%	2.2%	19.3%	22.7%	23.9%	27.3%	6.8%
<b>English Learners</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	16.8%	23.0%	27.4%	31.0%	1.8%	18.4%	22.8%	21.9%	33.3%	3.5%
State	52.2%	23.3%	15.2%	9.0%	0.3%	40.2%	29.6%	18.2%	10.9%	1.1%
<b>Non-English Learners</b>										
<b>School</b>	8.3%	8.3%	20.8%	54.2%	8.3%	4.2%	8.3%	12.5%	45.8%	29.2%
District	9.2%	10.7%	21.6%	50.7%	7.8%	6.2%	11.2%	22.1%	40.1%	20.4%
State	25.0%	20.5%	22.5%	29.8%	2.2%	19.6%	21.8%	23.7%	27.8%	7.1%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	30.8%	21.9%	20.5%	24.0%	2.7%	30.7%	25.7%	12.9%	25.0%	5.7%
State	46.2%	23.4%	17.1%	12.9%	0.5%	38.9%	29.1%	19.2%	11.6%	1.2%
<b>Non Low Income</b>										
<b>School</b>	4.0%	8.0%	24.0%	56.0%	8.0%	0.0%	4.0%	20.0%	48.0%	28.0%
District	6.8%	10.5%	22.4%	52.5%	7.8%	4.1%	10.5%	23.5%	41.5%	20.5%
State	16.6%	19.1%	24.6%	36.7%	3.0%	10.7%	18.5%	25.6%	35.3%	9.9%
<b>Homeless</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	50.0%	30.0%	0.0%	20.0%	0.0%	*	*	*	*	*
State	53.6%	22.8%	13.9%	9.5%	0.2%	45.2%	29.1%	18.0%	7.1%	0.6%
<b>Migrant</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	51.4%	24.7%	15.4%	8.5%	0.0%	42.0%	27.8%	21.2%	8.5%	0.4%
<b>Military</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	27.9%	20.9%	24.9%	24.5%	1.8%	19.4%	22.9%	29.0%	24.9%	3.8%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>School</b>	7.0%	18.6%	27.9%	44.2%	2.3%	2.3%	20.9%	30.2%	44.2%	2.3%
District	7.4%	11.4%	22.8%	43.8%	14.5%	6.1%	16.0%	28.2%	42.6%	7.2%
State	23.6%	22.0%	26.3%	24.5%	3.7%	25.6%	26.0%	24.7%	21.2%	2.5%
<b>White</b>										
<b>School</b>	6.7%	13.3%	33.3%	46.7%	0.0%	3.3%	23.3%	23.3%	46.7%	3.3%
District	6.3%	11.7%	24.8%	43.2%	14.0%	4.4%	15.0%	33.8%	42.2%	4.6%
State	14.7%	19.9%	29.7%	31.0%	4.7%	14.7%	24.7%	30.1%	27.7%	2.8%
<b>Black</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	23.8%	31.0%	19.0%	21.4%	4.8%	33.3%	40.5%	14.3%	11.9%	0.0%
State	46.4%	26.8%	17.8%	8.5%	0.5%	56.3%	27.4%	11.7%	4.4%	0.2%
<b>Male</b>										
<b>School</b>	13.0%	17.4%	34.8%	34.8%	0.0%	4.3%	21.7%	26.1%	43.5%	4.3%
District	8.9%	13.6%	25.7%	42.1%	9.7%	7.3%	14.6%	24.7%	46.2%	7.1%
State	27.0%	23.3%	25.9%	21.5%	2.4%	25.7%	24.6%	24.2%	22.6%	2.9%
<b>Female</b>										
<b>School</b>	0.0%	20.0%	20.0%	55.0%	5.0%	0.0%	20.0%	35.0%	45.0%	0.0%
District	5.9%	9.3%	20.0%	45.5%	19.2%	4.8%	17.3%	31.7%	38.9%	7.3%
State	20.2%	20.6%	26.6%	27.6%	5.0%	25.6%	27.5%	25.2%	19.7%	2.1%

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# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Hispanic</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	17.8%	15.8%	21.8%	36.6%	7.9%	12.7%	29.4%	29.4%	26.5%	2.0%
State	36.5%	26.4%	22.8%	13.2%	1.1%	40.1%	31.5%	19.1%	8.8%	0.5%
<b>Asian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	2.8%	3.4%	14.7%	55.9%	23.2%	1.2%	8.3%	13.6%	53.3%	23.7%
State	9.8%	13.6%	25.6%	41.5%	9.5%	7.2%	14.0%	23.0%	43.7%	12.2%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	29.8%	20.2%	21.3%	22.3%	6.4%	25.0%	28.3%	32.6%	12.0%	2.2%
<b>American Indian</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	35.9%	21.7%	20.1%	20.1%	2.2%	37.4%	28.0%	17.0%	14.8%	2.7%
<b>Two or More Races</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	3.3%	11.5%	31.1%	44.3%	9.8%	6.5%	8.1%	21.0%	62.9%	1.6%
State	21.6%	21.4%	26.5%	25.7%	4.7%	24.5%	26.0%	24.3%	21.8%	3.4%

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## IAR (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Students with Disabilities</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	29.6%	17.8%	31.9%	18.5%	2.2%	21.9%	29.2%	27.7%	19.7%	1.5%
State	48.3%	24.3%	16.7%	9.8%	1.0%	46.3%	25.9%	16.5%	10.3%	1.0%
<b>Students with IEPs</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	39.8%	16.9%	26.5%	16.9%	0.0%	28.2%	29.4%	23.5%	16.5%	2.4%
State	54.9%	24.0%	13.6%	6.9%	0.6%	51.8%	25.8%	14.1%	7.7%	0.6%
<b>Non-IEP</b>										
<b>School</b>	7.0%	18.6%	27.9%	44.2%	2.3%	2.3%	20.9%	30.2%	44.2%	2.3%
District	4.5%	10.9%	22.5%	46.3%	15.8%	4.0%	14.7%	28.7%	45.0%	7.6%
State	18.5%	21.6%	28.3%	27.3%	4.2%	21.4%	26.1%	26.4%	23.4%	2.8%
<b>English Learners</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	25.3%	21.8%	26.4%	26.4%	0.0%	16.3%	40.7%	31.4%	11.6%	0.0%
State	46.0%	28.3%	19.1%	6.4%	0.2%	45.2%	32.0%	16.6%	6.0%	0.2%
<b>Non-English Learners</b>										
<b>School</b>	7.0%	18.6%	27.9%	44.2%	2.3%	2.3%	20.9%	30.2%	44.2%	2.3%
District	5.7%	10.4%	22.5%	45.5%	15.9%	5.1%	13.6%	27.9%	45.5%	7.9%
State	19.7%	20.8%	27.5%	27.7%	4.3%	22.2%	25.0%	26.1%	23.9%	2.9%

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.

# Academic Progress

## IAR (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	17.1%	19.2%	24.0%	32.2%	7.5%	19.0%	26.8%	31.0%	21.8%	1.4%
State	37.9%	27.0%	22.3%	11.9%	0.9%	42.8%	30.7%	18.3%	7.9%	0.4%
<b>Non Low Income</b>										
<b>School</b>	7.5%	17.5%	27.5%	45.0%	2.5%	2.5%	20.0%	30.0%	45.0%	2.5%
District	5.7%	10.1%	22.6%	45.8%	15.7%	3.9%	14.2%	27.7%	46.0%	8.1%
State	12.8%	18.2%	29.3%	34.0%	5.8%	12.7%	22.5%	29.5%	31.2%	4.1%
<b>Homeless</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	46.9%	24.3%	19.4%	8.6%	0.8%	48.7%	30.6%	16.0%	4.6%	0.1%
<b>Migrant</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
<b>Youth In Care</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	44.2%	26.1%	18.6%	10.0%	1.0%	44.9%	32.8%	15.5%	6.7%	0.0%
<b>Military</b>										
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	23.0%	20.1%	27.7%	26.7%	2.5%	23.9%	27.8%	27.7%	18.8%	1.7%

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.

## 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.

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.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	63.6%	0.0%	36.4%	0.0%	63.6%	18.2%	18.2%	0.0%
State	71.0%	9.9%	18.4%	0.7%	75.0%	13.0%	8.2%	3.8%
<b>White</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.3%	10.0%	20.1%	0.6%	74.0%	13.5%	8.2%	4.2%
<b>Black</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.6%	8.8%	20.7%	0.9%	74.5%	10.6%	10.2%	4.6%
<b>Male</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.3%	10.2%	18.9%	0.7%	73.5%	12.8%	8.6%	5.0%
<b>Female</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	72.8%	9.3%	17.3%	0.6%	78.4%	13.3%	7.1%	1.2%

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.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	73.9%	11.6%	14.1%	0.4%	75.7%	13.0%	8.1%	3.2%
<b>Asian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.5%	7.8%	15.7%	0.0%	74.5%	21.6%	3.9%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>American Indian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	73.1%	7.7%	17.3%	1.9%	82.4%	9.8%	3.9%	3.9%

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.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	63.6%	0.0%	36.4%	0.0%	63.6%	18.2%	18.2%	0.0%
State	70.9%	10.0%	18.4%	0.7%	74.9%	13.3%	8.2%	3.7%
<b>Students with IEPs</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	63.6%	0.0%	36.4%	0.0%	63.6%	18.2%	18.2%	0.0%
State	70.9%	10.0%	18.4%	0.7%	74.9%	13.3%	8.2%	3.7%
<b>Non-IEP</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.0%	4.2%	20.8%	0.0%	79.2%	0.0%	8.3%	12.5%
<b>English Learners</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.4%	10.6%	14.0%	0.0%	77.6%	14.4%	5.7%	2.3%
<b>Non-English Learners</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.6%	9.7%	19.9%	0.9%	74.2%	12.5%	9.0%	4.4%

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.



# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.7%	10.3%	19.1%	1.0%	74.0%	13.9%	8.0%	4.1%
<b>Non Low Income</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	72.8%	9.4%	17.5%	0.2%	76.4%	11.7%	8.4%	3.5%
<b>Homeless</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.2%	7.7%	23.1%	0.0%	75.0%	16.7%	8.3%	0.0%
<b>Migrant</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	10.0%	25.0%	5.0%	65.0%	15.0%	15.0%	5.0%
<b>Military</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.9%	15.4%	7.7%	0.0%	75.0%	8.3%	16.7%	0.0%

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.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	36.4%	0.0%	63.6%	0.0%	18.2%	18.2%	36.4%	27.3%
State	70.0%	16.5%	12.5%	1.0%	57.9%	10.2%	19.3%	12.7%
<b>White</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.8%	15.8%	13.4%	1.0%	58.9%	8.8%	19.8%	12.6%
<b>Black</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.2%	19.0%	11.4%	0.5%	55.0%	12.8%	21.8%	10.4%
<b>Male</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	30.0%	0.0%	70.0%	0.0%	10.0%	20.0%	40.0%	30.0%
State	67.4%	17.4%	13.9%	1.4%	55.8%	9.7%	19.6%	14.9%
<b>Female</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	75.4%	14.7%	9.5%	0.3%	62.1%	11.1%	18.7%	8.2%

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.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.4%	16.6%	12.5%	1.5%	57.4%	11.0%	17.6%	14.0%
<b>Asian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	78.8%	9.6%	11.5%	0.0%	65.4%	9.6%	11.5%	13.5%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
<b>American Indian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	20.0%	20.0%	0.0%	60.0%	0.0%	0.0%	40.0%
<b>Two or More Races</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	74.2%	16.1%	6.5%	3.2%	53.3%	10.0%	23.3%	13.3%

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.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	36.4%	0.0%	63.6%	0.0%	18.2%	18.2%	36.4%	27.3%
State	69.7%	16.8%	12.5%	1.1%	57.5%	10.2%	19.3%	13.0%
<b>Students with IEPs</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	36.4%	0.0%	63.6%	0.0%	18.2%	18.2%	36.4%	27.3%
State	69.7%	16.8%	12.5%	1.1%	57.5%	10.2%	19.3%	13.0%
<b>Non-IEP</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	81.8%	4.5%	13.6%	0.0%	72.7%	9.1%	18.2%	0.0%
<b>English Learners</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.2%	16.9%	12.1%	0.8%	58.5%	10.5%	18.5%	12.5%
<b>Non-English Learners</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	40.0%	0.0%	60.0%	0.0%	20.0%	20.0%	40.0%	20.0%
State	69.9%	16.4%	12.6%	1.1%	57.7%	10.1%	19.5%	12.8%

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.

# Academic Progress

## DLM (cont)

 Possible data impact due to COVID-19

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.1%	16.8%	12.2%	0.9%	56.4%	11.9%	20.1%	11.6%
<b>Non Low Income</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.8%	16.1%	12.9%	1.2%	60.0%	7.6%	18.1%	14.4%
<b>Homeless</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	83.3%	0.0%	16.7%	0.0%	50.0%	25.0%	8.3%	16.7%
<b>Migrant</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.2%	14.3%	9.5%	0.0%	57.1%	14.3%	19.0%	9.5%
<b>Military</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	57.1%	0.0%	28.6%	14.3%

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.

## ISA

 Data not available

### 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.

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.

## 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>School</b>	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*

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

### Mathematics - All Tests

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

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.

## 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>School</b>	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

### Science - All Tests

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

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

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 Growth Percentile - IAR

 Data not available

### What is it?

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


### ELA

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

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

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 Growth Percentile - IAR (cont)

 Data not available

### Mathematics

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

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

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.

# Academic Progress

## 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>School</b>	<b>91.3%</b> *	<b>90.7%</b> *	<b>91.9%</b> *	<b>96.0%</b> *	* *	* *	* *	* *	* *	* *	* *
District	88.5% *	88.7% *	88.4% *	91.7% *	78.0% *	86.5% *	82.8% *	* *	* *	87.1% *	87.1% *
State	74.0% *	74.3% *	73.7% *	86.5% *	60.1% *	61.7% *	71.4% *	69.5% *	63.3% *	74.8% *	73.3% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	* *	* *	* *
District	86.1% *	88.2% *	80.1% *
State	73.1% *	59.9% *	66.0% *

### Mathematics - All Tests

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>91.3%</b> *	<b>90.7%</b> *	<b>91.9%</b> *	<b>96.0%</b> *	* *	* *	* *	* *	* *	* *	* *
District	87.5% *	87.7% *	87.3% *	90.7% *	77.0% *	84.4% *	82.1% *	* *	* *	86.3% *	86.3% *
State	73.3% *	73.6% *	73.0% *	86.0% *	58.9% *	60.9% *	70.8% *	68.4% *	62.5% *	74.1% *	72.5% *

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.

## Participation Rate (cont)

 Possible data impact due to COVID-19

### Mathematics - All Tests

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	86.0% *	87.1% *	78.2% *
State	72.3% *	59.0% *	65.1% *

### Science - All Tests

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

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

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.

# Academic Progress

## Participation Rate (cont)

 Possible data impact due to COVID-19

### IAR ELA

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

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

### IAR Mathematics

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

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.

## Participation Rate (cont)

 Possible data impact due to COVID-19

### IAR Mathematics

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

### DLM ELA

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

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

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.

# Academic Progress

## Participation Rate (cont)

 Possible data impact due to COVID-19

### DLM Mathematics

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

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

### DLM Science

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

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.

## Participation Rate (cont)

 Possible data impact due to COVID-19

### DLM Science

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

### ISA

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

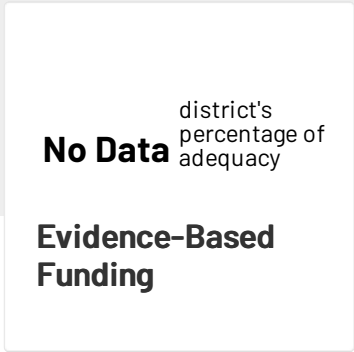
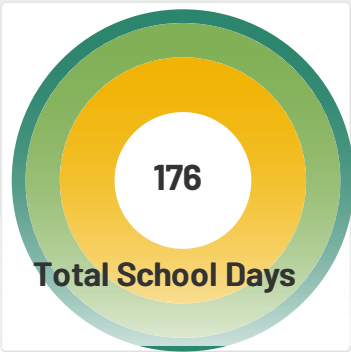
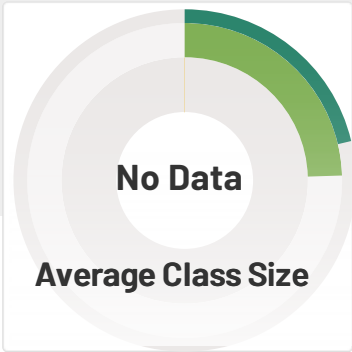
	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
	*	*	*
District	*	*	*
	*	*	*
State	*	*	*
	*	*	*

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.



## About the data

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



## Illinois Youth Survey

### What is it?

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

School did participate in Illinois Youth Survey	
School	No

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.

# School Environment

## School Level Finances

### What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
<b>School</b>	<b>203</b>	<b>\$0</b>	<b>\$13,368</b>	<b>\$13,368</b>	<b>\$761</b>	<b>\$4,409</b>	<b>\$5,171</b>	<b>\$761</b>	<b>\$17,777</b>	<b>\$18,538</b>	<b>*</b>	<b>*</b>
District	16,124	\$0	\$10,949	\$10,949	\$574	\$4,418	\$4,991	\$574	\$15,367	\$15,940	\$26,702,023	\$283,726,083

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.

## 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-Faced Funding	Other State Funding	Federal Funding	Total Revenue
District	<b>84.2%</b> \$245,960,761	<b>4.8%</b> \$14,107,864	<b>4.3%</b> \$12,666,370	<b>3.6%</b> \$10,654,921	<b>3.0%</b> \$8,659,796	<b>\$292,049,712</b>
State	<b>60.1%</b>	<b>5.8%</b>	<b>22.3%</b>	<b>4.7%</b>	<b>7.1%</b>	*

### Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	<b>55.5%</b>	<b>1.4%</b>	<b>36.1%</b>	<b>7.0%</b>
State	<b>47.4%</b>	<b>3.0%</b>	<b>29.0%</b>	<b>20.7%</b>

### Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	<b>80.8%</b> \$221,126,972	<b>9.7%</b> \$26,572,318	<b>4.1%</b> \$11,328,534	<b>1.9%</b> \$5,110,890	<b>0.4%</b> \$1,180,707	<b>3.0%</b> \$8,248,662	<b>0.0%</b> \$0	<b>0.0%</b> \$0	<b>\$273,568,083</b>
State	<b>70.1%</b>	<b>7.1%</b>	<b>3.6%</b>	<b>8.8%</b>	<b>1.2%</b>	<b>1.9%</b>	<b>0.5%</b>	<b>6.8%</b>	*

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.

## District Finances (cont)

### Other Financial Indicators

	2018 Equalized Assessed Valuation per Pupil	2018 Total School Tax Rate per \$100	2019-20 Instructional Expenditure per Pupil	2019-20 Operating Expenditure per Pupil
District	\$320,018	4.9	\$9,821	\$15,867
State	*	*	\$8,826	\$14,747

## Average Class Size

### What is it?

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

	K	Grade 1	Grade 2	Grade 3	Grade 4	Overall
<b>School</b>	<b>23</b>	<b>29</b>	<b>26</b>	<b>21</b>	<b>18</b>	<b>23</b>
District	24	23	24	23	18	23
State	19	20	20	20	21	20

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.

# School Environment

## Total School Days

 Possible data impact due to COVID-19

### What is it?

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

Total School Days	
<b>School</b>	<b>176</b>
District	176
State	177

## Health and Wellness

 Possible data impact due to COVID-19

### What is it?

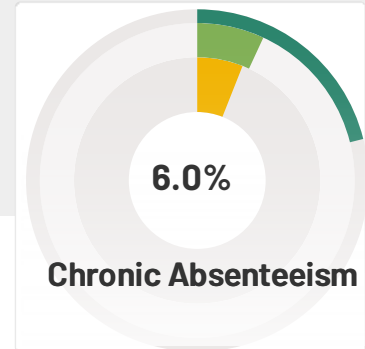
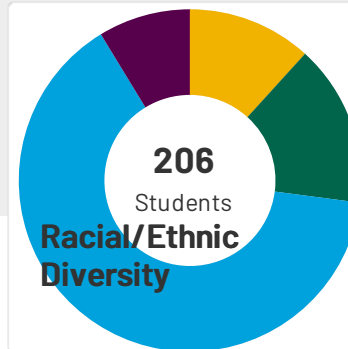
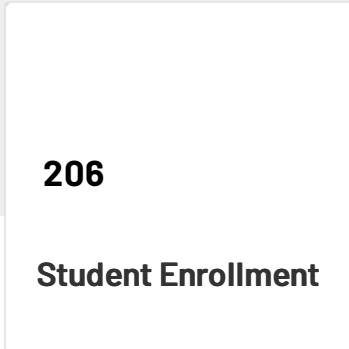
This shows the average number of days of physical education per week per student.

Days PE per week	
<b>School</b>	<b>2</b>
District	3
State	3

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.

## 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.



## 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>School</b>	<b>100.0%</b> <b>206</b>	<b>50.5%</b> <b>104</b>	<b>49.5%</b> <b>102</b>	<b>61.2%</b> <b>126</b>	<b>0.0%</b> <b>*</b>	<b>14.6%</b> <b>30</b>	<b>11.2%</b> <b>23</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	<b>8.3%</b> <b>17</b>	<b>14.1%</b> <b>29</b>
District	100.0% 16,104	51.3% 8,263	48.7% 7,841	60.5% 9,737	4.8% 766	11.1% 1,795	17.9% 2,881	0.1% 17	0.1% 18	5.5% 890	16.8% 2,704
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>School</b>	<b>11.7%</b> <b>24</b>	<b>9.2%</b> <b>19</b>	<b>16.5%</b> <b>34</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>
District	10.9% 1,751	7.2% 1,162	16.5% 2,664	1.0% 158	0.0% *	0.1% 15	0.0% *
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

	K	Grade 1	Grade 2	Grade 3	Grade 4
<b>School</b>	<b>30</b>	<b>47</b>	<b>45</b>	<b>38</b>	<b>46</b>
District	1,015	1,159	1,092	1,206	1,144
State	120,110	127,671	127,907	130,321	134,540

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 Academic Programs

 Possible data impact due to COVID-19

### What is it?

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

### Students Enrolled in Accelerated Placement

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>5.6%</b> 12	*	*	*	*	*	*	*	*	*	*
District	<b>25.6%</b> 4,259	<b>26.5%</b> 2,278	<b>24.6%</b> 1,974	<b>24.1%</b> 2,414	<b>7.5%</b> 62	<b>16.7%</b> 312	<b>42.4%</b> 1,256	*	*	<b>22.5%</b> 208	<b>13.6%</b> 389
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>School</b>	*	*	*	*	*
District	<b>6.8%</b> 128	<b>2.8%</b> 35	<b>13.3%</b> 371	<b>8.0%</b> 14	*
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>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	<b>0.5%</b> 83	<b>0.2%</b> 16	<b>0.8%</b> 67	<b>0.7%</b> 68	*	*	*	*	*	*	*
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

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 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>School</b>	*	*	*	*	*
District	*	*	*	*	*
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>School</b>	<b>5.6%</b> <b>12</b>	*	*	*	*	*	*	*	*	*	*
District	<b>10.3%</b> 1,718	<b>11.8%</b> 1,009	<b>8.8%</b> 708	<b>9.5%</b> 949	<b>1.5%</b> 12	<b>4.4%</b> 82	<b>19.4%</b> 576	*	*	<b>10.5%</b> 97	<b>4.7%</b> 135
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>School</b>	*	*	*	*	*
District	<b>2.4%</b> 45	*	<b>3.4%</b> 95	*	*
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

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 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>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	<b>7.0%</b> 1,160	<b>6.5%</b> 562	<b>7.4%</b> 594	<b>5.7%</b> 572	<b>1.8%</b> 15	<b>3.8%</b> 71	<b>15.1%</b> 447	*	*	<b>5.7%</b> 53	<b>2.6%</b> 73
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>School</b>	*	*	*	*	*
District	<b>0.5%</b> 10	*	<b>3.6%</b> 101	*	*
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>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
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

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 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>School</b>	*	*	*	*	*
District	*	*	*	*	*
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>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	<b>37.2%</b> 2,006	<b>33.4%</b> 917	<b>41.2%</b> 1,084	<b>33.0%</b> 1,112	<b>11.8%</b> 28	<b>26.5%</b> 153	<b>63.6%</b> 614	*	*	<b>41.0%</b> 94	<b>13.1%</b> 143
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>School</b>	*	*	*	*	*
District	<b>3.9%</b> 23	*	<b>18.7%</b> 169	*	*
State	<b>2.7%</b> 2,349	<b>7.0%</b> 2,911	<b>16.0%</b> 42,899	*	*

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 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>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
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>School</b>	*	*	*	*	*
District	*	*	*	*	*
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>School</b>	<b>6.1%</b> 13	*	*	*	*	*	*	*	*	*	*
District	<b>31.5%</b> 5,237	<b>29.5%</b> 2,534	<b>33.6%</b> 2,694	<b>30.9%</b> 3,095	<b>9.1%</b> 75	<b>19.0%</b> 354	<b>48.3%</b> 1,432	*	*	<b>29.5%</b> 273	<b>15.1%</b> 431
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

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 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>School</b>	*	*	*	*	*
District	5.1% 97	1.6% 20	15.2% 426	8.0% 14	* *
State	5.9% 16,764	5.0% 12,638	13.4% 122,600	9.6% 2,248	4.0% 575

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	18.9% 1,018	20.6% 566	17.1% 450	19.0% 642	10.9% 26	19.7% 114	20.0% 193	* *	* *	18.3% 42	13.5% 147
State	12.9% 79,372	12.2% 38,630	13.6% 40,740	15.5% 45,567	9.2% 9,109	10.2% 17,161	14.8% 4,805	12.6% 80	10.3% 151	12.1% 2,499	7.7% 9,010

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	11.4% 68	19.9% 28	16.2% 147	* *	* *
State	5.8% 5,133	6.1% 2,557	9.7% 25,969	* *	* *

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.

## Gifted Students

 Possible data impact due to COVID-19

### What is it?

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

### Students Assessed For Giftedness

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>13.6%</b> <b>29</b>	<b>15.0%</b> <b>16</b>	<b>12.3%</b> <b>13</b>	<b>14.5%</b> <b>19</b>	*	*	*	*	*	*	*
District	<b>13.2%</b> 2,189	<b>13.0%</b> 1,115	<b>13.4%</b> 1,074	<b>12.3%</b> 1,232	<b>9.2%</b> 76	<b>9.6%</b> 179	<b>19.2%</b> 568	*	*	<b>14.2%</b> 131	*
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	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	<b>7.8%</b> 147	<b>7.8%</b> 98	<b>9.1%</b> 256	*	*
State	<b>7.2%</b> 20,532	<b>7.0%</b> 17,655	<b>6.5%</b> 59,670	*	*

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	<b>1.4%</b> 231	<b>1.5%</b> 126	<b>1.3%</b> 105	<b>1.4%</b> 145	*	<b>0.8%</b> 15	<b>1.9%</b> 56	*	*	<b>1.3%</b> 12	*
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	*

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.

## Gifted Students (cont)

 Possible data impact due to COVID-19

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	0.6% 12	*	0.6% 18	*	*
State	0.6% 1,594	0.5% 1,238	0.5% 4,817	*	*

### Students Identified As Gifted

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	1.2% 195	1.3% 109	1.1% 86	0.7% 71	*	*	3.7% 110	*	*	*	*
State	3.4% 65,476	3.4% 33,874	3.3% 31,601	3.4% 30,346	2.0% 6,537	2.2% 11,680	12.7% 13,394	6.7% 133	3.2% 158	4.1% 3,228	*

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

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.

## Gifted Students (cont)

 Possible data impact due to COVID-19

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	<b>0.3%</b> 52	<b>0.3%</b> 25	<b>0.3%</b> 27	<b>0.3%</b> 26	*	*	<b>0.7%</b> 22	*	*	*	*
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>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>0.1%</b> 383	<b>0.1%</b> 156	<b>0.2%</b> 2,156	*	*

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.



## 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>School</b>	*	<b>100.0%</b> 17	<b>5.9%</b> *	<b>*</b> *
District	*	<b>99.7%</b> 943	<b>20.3%</b> *	<b>*</b> 87
State	*	<b>99.8%</b> 139,811	<b>6.5%</b> *	<b>*</b> 38,907

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.

## 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>School</b>	<b>96.5%</b>	<b>96.8%</b>	<b>96.2%</b>	<b>96.9%</b>	<b>86.1%</b>	<b>96.4%</b>	<b>97.8%</b>	<b>98.5%</b>	<b>*</b>	<b>97.5%</b>	<b>94.9%</b>
District	96.4%	96.4%	96.4%	96.7%	91.1%	94.8%	97.8%	98.0%	93.7%	96.1%	93.9%
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>School</b>	<b>94.3%</b>	<b>96.4%</b>	<b>91.5%</b>
District	93.6%	95.6%	93.0%
State	89.6%	91.9%	89.4%

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.

## 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>School</b>	<b>18.7%</b>	<b>16.5%</b>	<b>20.9%</b>	<b>16.5%</b>	<b>20.0%</b>	<b>24.2%</b>	<b>16.0%</b>	<b>*</b>	<b>*</b>	<b>29.4%</b>	<b>6.7%</b>
District	5.1%	5.5%	4.6%	4.2%	10.0%	7.7%	4.3%	15.8%	5.9%	6.8%	5.7%
State	6.1%	6.4%	5.8%	5.3%	9.5%	5.4%	4.4%	7.2%	7.8%	8.0%	5.5%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>4.2%</b>	<b>9.5%</b>	<b>20.0%</b>
District	6.2%	11.4%	8.4%
State	6.0%	6.2%	7.7%

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.

## 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>School</b>	<b>6.0%</b>	<b>6.8%</b>	<b>5.3%</b>	<b>2.7%</b>	<b>*</b>	<b>7.4%</b>	<b>5.0%</b>	<b>*</b>	<b>*</b>	<b>0.0%</b>	<b>15.4%</b>
District	6.9%	7.6%	6.0%	4.9%	29.7%	13.1%	3.5%	6.3%	5.6%	6.8%	14.5%
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>School</b>	<b>20.0%</b>	<b>6.3%</b>	<b>25.9%</b>
District	16.2%	12.2%	21.0%
State	30.0%	23.8%	31.7%

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.

## Dropout Rate

 Possible data impact due to COVID-19

### What is it?

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

### By Subgroups

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*
District	0.2%	0.3%	0.2%	0.2%	0.5%	1.1%	0.0%	*	0.0%	0.0%	0.7%
State	2.5%	3.0%	2.0%	2.1%	4.0%	2.6%	0.8%	2.0%	4.7%	3.3%	2.5%

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	1.1%	0.8%	0.5%
State	2.9%	4.1%	3.8%

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.

## Chronically Truant Students

 Possible data impact due to COVID-19

### What is it?

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	3.9%	4.5%	3.3%	2.2%	20.7%	9.6%	1.8%	*	*	4.1%	7.9%
State	22.8%	24.0%	21.4%	11.4%	47.0%	30.2%	7.4%	20.9%	29.2%	23.9%	28.0%

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	9.4%	7.5%	14.2%
State	30.0%	28.8%	36.0%

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.

## About the data

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

\*Federal waivers issued in 2020 and 2021 impacted accountability. For more information, see [www.isbe.net/summative](http://www.isbe.net/summative).

### Summative Designation Not Calculated

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

No Data

School Improvement  
Funds

Targeted  
Assistance  
Title I Program

Title I Status

## Title I Status

### What is it?

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

Title I Status	
School	Targeted Assistance Title I Program

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.

## School Improvement Funds

### What is it?

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

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

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

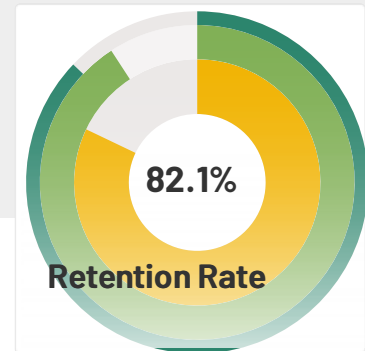
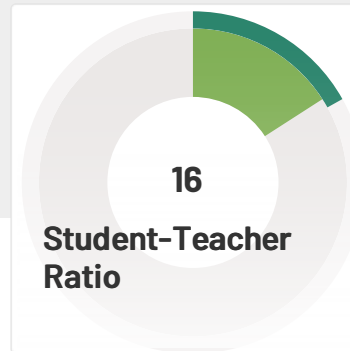
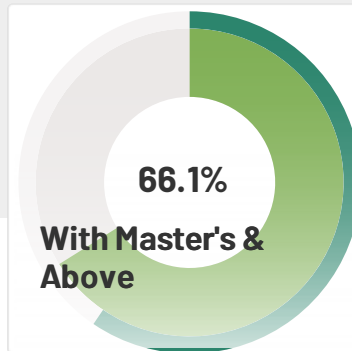
School Year First Identified As Needing Support	Title I School Improvement - 1003(a) Funds Received for Previous School Year	Level of Support	Reason for Receiving Title I School Improvement - 1003(a) Funds

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.



## About the data

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



## Teacher Information

Possible data impact due to COVID-19

### What is it?

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

	Average Teaching Experience	With Bachelor's Degrees	With Master's & Above	Attendance Rate	Evaluation Rate
<b>School</b>	*	*	*	*	*
District	13	33.5%	66.1%	86.9%	100.0%
State	*	39.8%	59.5%	85.7%	98.8%

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.

## Student-To-Teacher Ratios

### What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	16	17
State	17	18

## Average Teacher Salary

### What is it?

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

	Average Teacher Salary
District	\$84,100
State	\$70,653

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.

## Retention Rate

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	82.1% 32	81.6% 31	* *	100.0% 1	* *	* *	* *	* *	* *
	Male	66.7% 2	50.0% 1	* *	100.0% 1	* *	* *	* *	* *	* *
	Female	83.3% 30	83.3% 30	* *	* *	* *	* *	* *	* *	* *
District	All	90.8% 2,810	90.7% 2,590	90.5% 38	92.4% 122	90.6% 58	* *	* *	66.7% 2	* *
	Male	91.5% 752	91.1% 705	100.0% 6	97.0% 32	100.0% 8	* *	* *	100.0% 1	* *
	Female	90.5% 2,058	90.6% 1,885	88.9% 32	90.9% 90	89.3% 50	* *	* *	50.0% 1	* *
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

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.

## Full-Time Equivalent

### What is it?

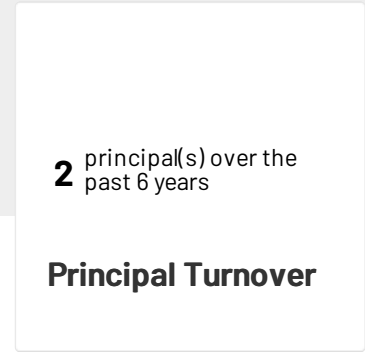
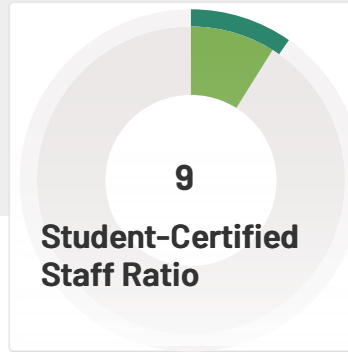
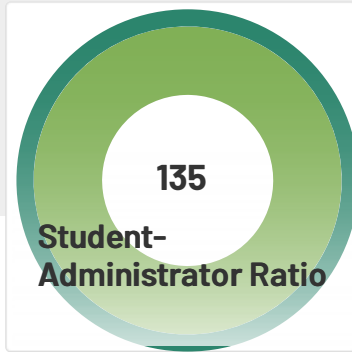
This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	100.0% 17.2	87.5% 15.1	0.9% 0.2	5.8% 1	2.9% 0.5	* *	* *	* *	2.9% 0.5
	Male	8.7% 1.5	3.3% 0.5	* *	100.0% 1	* *	* *	* *	* *	* *
	Female	91.3% 15.7	96.7% 14.6	100.0% 0.2	* *	100.0% 0.5	* *	* *	* *	100.0% 0.5
District	All	100.0% 1155.3	90.1% 1040.4	1.4% 15.9	4.8% 55	2.8% 32	* *	* *	0.2% 2	0.9% 10.1
	Male	25.8% 298.1	26.4% 274.2	24.6% 3.9	23.6% 13	9.4% 3	* *	* *	50.0% 1	29.8% 3
	Female	74.2% 857.3	73.6% 766.3	75.4% 12	76.4% 42	90.6% 29	* *	* *	50.0% 1	70.2% 7.1
State	All	100.0% 132354.5	82.0% 108491.7	6.0% 7993.1	7.9% 10482.3	1.7% 2309.5	0.1% 83.7	0.2% 240.2	0.8% 1059	1.3% 1695
	Male	23.1% 30617.9	23.4% 25426.5	20.5% 1641.5	22.5% 2355	22.2% 512.8	29.8% 24.9	24.1% 58	24.4% 258.6	20.1% 340.5
	Female	76.9% 101736.7	76.6% 83065.2	79.5% 6351.6	77.5% 8127.3	77.8% 1796.7	70.2% 58.8	75.9% 182.3	75.6% 800.4	79.9% 1354.5

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.

## About the data

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



## Student-To-Staff Ratios

### What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	9	135
State	10	157

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.

## 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>School</b>	<b>2</b>
District	2
State	2

## Average Administrator Salary

### What is it?

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

Average Administrator Salary	
District	<b>\$107,746</b>
State	<b>\$114,141</b>

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.

## 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>School</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>4.8%</b>
District	1.8%	0.9%	0.1%	0.0%	0.0%	11.3%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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.

# Civil Rights Data Collection

(2017-18)

## Student Environment (cont)

School	Number of Schools with Incidents of Violence		
	Rate of Incidents of Violence	Firearm	Homicide
School	0.0%	0	0
District	0.2%	0	0
State	2.2%	153	5

## Academic Environment

### What is it?

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

School	Enrolled in PreSchool	Advanced Placement Course Work		
		Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	0.0% 0	0.0% 0	0.0% 0	0.0% 0
District	2.3% 390	11.0% 1,825	0.0% 0	2.1% 349
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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.