

Naperville Central High School (9 - 12)

NAPERVILLE CUSD 203



2020 - 2021

Principal

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District Superintendent

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District Provided Statement

Not available.

About the Report Card

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

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

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

School Snapshot

Graduation Rate : 97.0%

Postsecondary Enrollment : 85.2%

Chronic Absenteeism : 8.5%

Teacher Retention : 93.6%

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(2017-18)**

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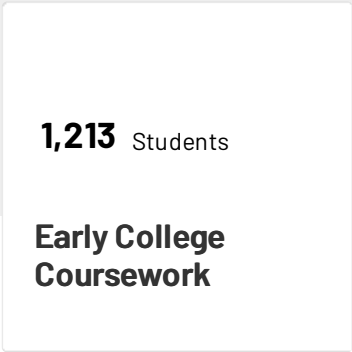
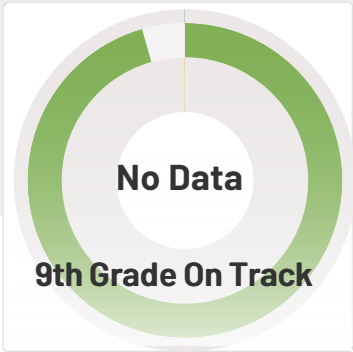
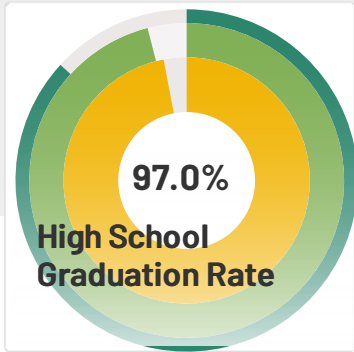
How To Read The Data

Understanding COVID-19 Flags

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

About the data

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



SAT

 Possible data impact due to COVID-19

What is it?

This shows the percentage and number of 11th-graders scoring at each of the performance levels for the SAT. Each Performance Level is a broad, categorical level defined by a student’s score and used to report overall student performance by describing how well students met the expectations for their grade level/ course. Each Performance Level is defined by a range of overall scores for the assessment. There are four Performance Levels for the SAT:

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

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

SAT (cont)

⚠ Possible data impact due to COVID-19

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	7.3%	31.2%	35.5%	26.0%	15.1%	26.3%	39.1%	19.4%
District	8.8%	28.9%	32.8%	29.5%	14.6%	25.3%	36.6%	23.5%
State	27.9%	39.1%	22.0%	11.0%	41.0%	29.7%	22.3%	7.0%
White								
School	7.1%	32.1%	37.6%	23.2%	14.3%	29.0%	43.2%	13.6%
District	7.1%	31.3%	36.3%	25.3%	12.6%	28.4%	42.4%	16.5%
State	18.8%	38.4%	28.0%	14.9%	29.3%	32.5%	29.6%	8.6%
Black								
School	36.4%	50.0%	13.6%	0.0%	50.0%	27.3%	22.7%	0.0%
District	31.4%	47.1%	19.6%	2.0%	51.0%	23.5%	25.5%	0.0%
State	50.9%	37.7%	9.4%	2.0%	68.9%	23.0%	7.4%	0.7%
Male								
School	7.2%	31.3%	33.4%	28.1%	13.1%	22.4%	41.2%	23.3%
District	10.1%	28.9%	30.8%	30.2%	14.0%	23.6%	35.5%	26.9%
State	31.2%	37.3%	20.6%	10.9%	41.1%	28.0%	22.6%	8.4%
Female								
School	7.5%	31.0%	37.6%	23.8%	17.2%	30.4%	37.0%	15.4%
District	7.5%	28.9%	35.0%	28.6%	15.1%	27.1%	38.1%	19.7%
State	24.5%	40.8%	23.5%	11.2%	41.0%	31.4%	21.9%	5.6%

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

SAT (cont)

⚠ Possible data impact due to COVID-19

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	8.3%	36.7%	35.0%	20.0%	30.0%	21.7%	31.7%	16.7%
District	20.7%	37.1%	27.9%	14.3%	36.4%	27.9%	24.3%	11.4%
State	37.3%	43.9%	15.2%	3.6%	54.9%	29.8%	13.4%	1.9%
Asian								
School	1.1%	19.6%	25.0%	54.3%	4.3%	15.2%	23.9%	56.5%
District	3.7%	13.6%	22.6%	60.1%	3.7%	12.3%	22.2%	61.7%
State	10.6%	27.3%	30.4%	31.7%	14.7%	21.0%	33.9%	30.3%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	20.9%	41.9%	23.3%	14.0%	35.7%	27.9%	27.9%	8.5%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	33.2%	41.3%	14.3%	11.2%	46.3%	31.7%	16.2%	5.8%
Two or More Races								
School	6.9%	27.6%	51.7%	13.8%	6.9%	27.6%	51.7%	13.8%
District	5.1%	22.0%	49.2%	23.7%	3.4%	30.5%	50.8%	15.3%
State	24.2%	38.0%	24.0%	13.8%	39.1%	28.6%	23.6%	8.6%

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

SAT (cont)

⚠ Possible data impact due to COVID-19

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	20.2%	36.3%	26.6%	16.9%	35.5%	27.4%	29.0%	8.1%
District	25.1%	38.8%	22.7%	13.3%	36.1%	32.2%	24.7%	7.1%
State	54.1%	28.2%	11.5%	6.2%	67.2%	18.4%	11.1%	3.3%
Students with IEPs								
School	35.1%	45.6%	14.0%	5.3%	61.4%	21.1%	15.8%	1.8%
District	40.3%	42.7%	12.1%	4.8%	58.1%	26.6%	13.7%	1.6%
State	70.2%	23.5%	4.7%	1.6%	83.1%	12.2%	3.9%	0.7%
Non-IEP								
School	4.7%	29.8%	37.5%	28.0%	10.7%	26.8%	41.4%	21.1%
District	5.6%	27.5%	34.9%	32.0%	10.2%	25.2%	39.0%	25.7%
State	22.5%	41.0%	24.2%	12.2%	35.7%	31.9%	24.6%	7.8%
English Learners								
School	*	*	*	*	*	*	*	*
District	80.6%	16.7%	0.0%	2.8%	72.2%	19.4%	5.6%	2.8%
State	77.8%	21.3%	0.8%	0.1%	85.5%	12.3%	1.8%	0.4%
Non-English Learners								
School	7.2%	30.8%	35.7%	26.2%	14.9%	26.0%	39.4%	19.6%
District	6.8%	29.2%	33.7%	30.2%	13.0%	25.5%	37.5%	24.0%
State	25.0%	40.1%	23.2%	11.7%	38.5%	30.7%	23.4%	7.4%

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Academic Progress

SAT (cont)

⚠ Possible data impact due to COVID-19

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	20.8%	45.8%	22.9%	10.4%	36.5%	31.3%	22.9%	9.4%
District	29.8%	38.0%	22.6%	9.6%	39.4%	30.3%	20.7%	9.6%
State	43.6%	40.8%	12.7%	2.9%	60.4%	27.0%	11.1%	1.6%
Non Low Income								
School	5.0%	28.7%	37.6%	28.7%	11.5%	25.4%	41.9%	21.1%
District	4.9%	27.2%	34.7%	33.1%	10.0%	24.4%	39.6%	26.0%
State	17.6%	38.0%	28.1%	16.3%	28.5%	31.5%	29.6%	10.5%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.9%	36.8%	8.7%	1.6%	69.3%	23.8%	6.3%	0.5%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	65.1%	28.4%	5.9%	0.5%	82.7%	14.3%	3.0%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	30.2%	43.5%	19.4%	7.0%	43.4%	33.8%	18.6%	4.2%

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.

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 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	*	*	*	*	*	*	*	*
District	10.0%	30.0%	50.0%	10.0%	20.0%	50.0%	20.0%	10.0%
State	38.6%	35.7%	22.2%	3.5%	49.9%	25.2%	23.7%	1.2%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	39.9%	33.8%	22.2%	4.0%	50.5%	23.6%	24.3%	1.6%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	36.0%	43.0%	18.0%	3.0%	53.0%	24.5%	22.5%	0.0%
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	37.8%	36.4%	21.6%	4.2%	47.8%	25.2%	25.2%	1.8%
Female								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	40.2%	34.2%	23.5%	2.2%	53.9%	25.3%	20.8%	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 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	36.5%	34.8%	26.6%	2.0%	45.3%	28.0%	25.5%	1.2%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	56.3%	27.1%	12.5%	4.2%	63.8%	25.5%	10.6%	0.0%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	0.0%	50.0%	50.0%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	25.7%	34.3%	31.4%	8.6%	40.0%	31.4%	25.7%	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

DLM (cont)

 Possible data impact due to COVID-19

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	10.0%	30.0%	50.0%	10.0%	20.0%	50.0%	20.0%	10.0%
State	38.3%	35.9%	22.2%	3.6%	49.9%	25.1%	23.9%	1.2%
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	10.0%	30.0%	50.0%	10.0%	20.0%	50.0%	20.0%	10.0%
State	38.3%	35.9%	22.2%	3.6%	49.9%	25.1%	23.9%	1.2%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	61.5%	15.4%	23.1%	0.0%	50.0%	41.7%	8.3%	0.0%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	32.1%	39.1%	26.3%	2.6%	46.2%	28.2%	25.0%	0.6%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	10.0%	30.0%	50.0%	10.0%	20.0%	50.0%	20.0%	10.0%
State	39.6%	35.1%	21.6%	3.7%	50.5%	24.8%	23.5%	1.3%

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 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	38.3%	38.2%	20.3%	3.2%	48.1%	26.8%	24.6%	0.5%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	38.8%	33.0%	24.3%	3.9%	51.8%	23.6%	22.7%	1.9%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	21.4%	42.9%	35.7%	0.0%	42.9%	28.6%	28.6%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	42.1%	36.8%	21.1%	0.0%	52.6%	21.1%	26.3%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	37.5%	25.0%	37.5%	0.0%	75.0%	25.0%	0.0%	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 11

Science				
	Level 1	Level 2	Level 3	Level 4
All				
School	*	*	*	*
District	40.0%	40.0%	20.0%	0.0%
State	62.6%	27.8%	8.8%	0.8%
White				
School	*	*	*	*
District	*	*	*	*
State	61.8%	28.3%	9.2%	0.8%
Black				
School	*	*	*	*
District	*	*	*	*
State	66.0%	28.2%	5.9%	0.0%
Male				
School	*	*	*	*
District	*	*	*	*
State	59.7%	28.6%	10.5%	1.2%
Female				
School	*	*	*	*
District	*	*	*	*
State	68.4%	26.0%	5.6%	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 11

Science				
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	*	*	*	*
District	*	*	*	*
State	63.6%	25.4%	9.6%	1.3%
Asian				
School	*	*	*	*
District	*	*	*	*
State	62.8%	32.6%	4.7%	0.0%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	48.5%	27.3%	21.2%	3.0%

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 11

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	*	*	*	*
District	40.0%	40.0%	20.0%	0.0%
State	62.4%	27.8%	8.9%	0.8%
Students with IEPs				
School	*	*	*	*
District	40.0%	40.0%	20.0%	0.0%
State	62.4%	27.8%	8.9%	0.8%
Non-IEP				
School	*	*	*	*
District	*	*	*	*
State	76.9%	23.1%	0.0%	0.0%
English Learners				
School	*	*	*	*
District	*	*	*	*
State	57.7%	29.5%	11.4%	1.3%
Non-English Learners				
School	*	*	*	*
District	40.0%	40.0%	20.0%	0.0%
State	63.5%	27.4%	8.4%	0.7%

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.

Academic Progress

DLM (cont)


 Possible data impact due to COVID-19

Grade 11

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

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.

Academic Progress

Proficiency

⚠ Possible data impact due to COVID-19

What is it?

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

ELA - All Tests

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

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

Mathematics - All Tests

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

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

Proficiency (cont)

⚠ Possible data impact due to COVID-19

Mathematics - All Tests

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

Science - All Tests

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

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

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
School	98.1% *	98.0% *	98.2% *	98.5% *	100.0% *	92.3% *	98.9% *	* *	* *	100.0% *	95.5% *
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
School	95.2% *	* *	91.5% *
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
School	98.1% *	98.0% *	98.2% *	98.5% *	100.0% *	92.3% *	98.9% *	* *	* *	100.0% *	95.5% *
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.

Academic Progress

Participation Rate (cont)

⚠ Possible data impact due to COVID-19

Mathematics - All Tests

	Students with IEPs	English Learners	Low Income
School	95.2% *	* *	91.5% *
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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
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

SAT ELA

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

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

SAT Mathematics

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

SAT Mathematics

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

DLM ELA

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

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

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
School	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income
School	*	*	*
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 Science

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

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

ISA

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

ISA

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
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.

9th Grade On Track

 Possible data impact due to COVID-19

What is it?


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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*
District	95.6%	94.8%	96.6%	96.4%	87.7%	90.3%	98.2%	*	*	96.1%	88.8%
State	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	88.1%	92.6%	86.9%
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.

College and Career Ready

 Data not available

What is it?

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

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

	Students with IEPs	English Learners	Low Income
School	*	*	*
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.

Advanced Placement (AP) Exams

 Possible data impact due to COVID-19

What is it?

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

Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*

Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	*	*	*	*
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.

Advanced Placement (AP) Exams (cont)

 Possible data impact due to COVID-19

Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*

Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	*	*	*	*
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

Early College Coursework

 Possible data impact due to COVID-19

What is it?

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

Career and Technical Education

Enrollment	
School	1,651
District	3,318
State	287,191

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
School	87	327	344	455
District	248	622	768	917
State	22,057	33,843	65,270	77,310

Advanced Placement (AP) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	70	27	*	*	32	*	*	*	*
District	133	42	*	*	67	*	*	11	*
State	15,693	6,641	1,781	4,327	2,197	22	25	700	1,023

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	*	*	*	*	*	*
District	*	*	*	*	10	*
State	210	*	259	*	5,067	*

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

Early College Coursework (cont)

⚠ Possible data impact due to COVID-19

Advanced Placement (AP) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	293	179	*	22	80	*	*	*	18
District	485	264	*	34	159	*	*	19	23
State	27,664	13,465	2,123	7,110	3,938	50	53	925	1,693

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	*	*	*	*	19	*
District	*	*	*	*	33	*
State	340	*	511	*	7,845	*

Advanced Placement (AP) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	265	163	*	28	63	*	*	*	23
District	618	342	*	57	185	*	*	27	47
State	48,847	24,661	4,299	12,705	5,368	65	93	1,656	3,382

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	*	*	*	*	22	*
District	*	*	*	*	59	*
State	728	*	973	*	14,343	*

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.

Early College Coursework (cont)

 Possible data impact due to COVID-19

Advanced Placement (AP) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	377	232	*	26	98	*	*	13	35
District	770	464	13	53	203	*	*	37	64
State	53,068	27,078	4,741	13,690	5,706	66	120	1,667	4,147

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	*	*	*	*	29	*
District	12	*	*	*	67	*
State	1,071	*	1,168	*	15,644	*

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

Early College Coursework (cont)

⚠ Possible data impact due to COVID-19

International Baccalaureate (IB) Coursework - Grade 9

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

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	4	*	3	*	85	*

International Baccalaureate (IB) Coursework - Grade 10

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

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	4	*	5	*	104	*

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

Early College Coursework (cont)

 Possible data impact due to COVID-19

International Baccalaureate (IB) Coursework - Grade 11

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

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	70	*	93	*	2,024	*

International Baccalaureate (IB) Coursework - Grade 12

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

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	85	*	94	*	2,098	*

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

Early College Coursework (cont)

⚠ Possible data impact due to COVID-19

Dual Credit Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	20	*	*	*	*	*	*	*	*
District	129	78	*	11	27	*	*	*	11
State	6,880	3,130	1,711	1,475	302	5	14	243	835

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	*	*	*	*	*	*
District	*	*	*	*	13	*
State	574	*	367	*	2,699	*

Dual Credit Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	53	48	*	*	*	*	*	*	12
District	198	132	*	33	25	*	*	*	32
State	7,747	3,915	1,009	2,068	468	8	17	262	968

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	*	*	*	*	*	*
District	15	*	12	*	34	*
State	618	*	433	*	2,888	*

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

Early College Coursework (cont)

⚠ Possible data impact due to COVID-19

Dual Credit Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	126	92	*	*	17	*	*	*	19
District	251	159	*	32	41	*	*	12	46
State	23,625	14,220	2,406	4,814	1,362	22	32	769	2,555

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	*	*	*	*	13	*
District	23	*	10	*	39	*
State	1,481	*	635	*	7,607	*

Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	243	149	*	20	56	*	*	*	35
District	440	273	12	38	100	*	*	17	58
State	41,120	24,302	3,983	8,804	2,673	45	88	1,225	4,652

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	16	*	*	*	33	*
District	26	*	*	*	61	*
State	2,460	*	1,122	*	12,775	*

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

High School Graduation Rate

⚠ Possible data impact due to COVID-19

What is it?

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

4 Year

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	97.0%	95.2%	98.6%	96.3%	97.0%	94.9%	100.0%	*	*	100.0%	87.7%
District	96.0%	93.8%	98.0%	96.1%	91.4%	93.4%	98.3%	*	*	98.3%	83.5%
State	86.8%	84.2%	89.6%	90.9%	77.9%	83.6%	95.1%	86.6%	79.4%	83.2%	76.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	76.8%	*	93.7%	78.6%	*	*	*
District	71.9%	81.3%	89.8%	82.1%	*	*	*
State	71.5%	74.6%	79.2%	64.2%	60.0%	55.8%	89.6%

5 Year

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	98.4%	97.8%	99.1%	98.1%	92.9%	100.0%	100.0%	*	*	100.0%	92.6%
District	97.0%	96.0%	98.1%	96.8%	90.6%	95.9%	99.2%	*	*	100.0%	87.6%
State	89.5%	87.3%	91.7%	92.4%	82.3%	87.5%	95.6%	92.7%	84.1%	86.9%	81.0%

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

High School Graduation Rate (cont)

 Possible data impact due to COVID-19

5 Year

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	89.5%	*	95.3%	*	*	*	*
District	80.4%	89.4%	93.0%	89.5%	*	*	*
State	75.9%	80.2%	83.8%	70.9%	65.5%	57.7%	93.5%

6 Year

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	98.5%	98.6%	98.5%	99.0%	93.1%	98.1%	99.0%	*	*	96.3%	92.1%
District	98.2%	97.7%	98.8%	98.6%	93.8%	96.9%	99.1%	*	*	98.1%	91.7%
State	89.1%	86.8%	91.5%	92.5%	81.3%	86.5%	95.7%	86.5%	80.8%	89.0%	82.6%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	91.0%	90.9%	96.9%	83.3%	*	*	*
District	88.1%	97.7%	96.6%	80.0%	*	*	*
State	76.3%	79.4%	83.0%	70.9%	73.3%	60.9%	93.4%

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.

Postsecondary Enrollment

What is it?

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

12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
School	85.2%	*	*	68.6%	16.6%	0.0%
District	83.8%	*	*	66.9%	16.9%	0.0%
State	68.6%	*	*	40.1%	28.5%	0.0%

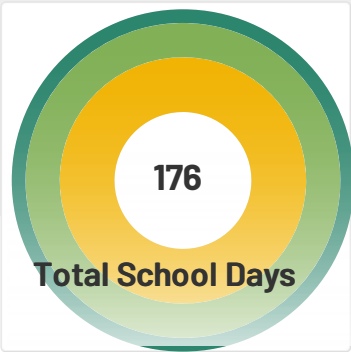
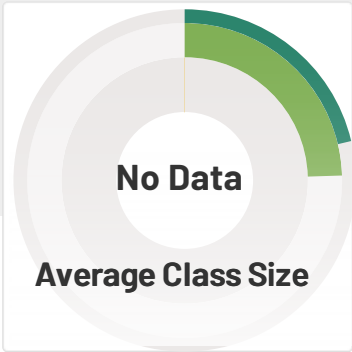
16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
School	85.7%	*	*	68.9%	16.9%	0.0%
District	84.3%	*	*	67.1%	17.2%	0.0%
State	69.2%	*	*	40.2%	29.0%	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.

About the data

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



Illinois Youth Survey

What is it?

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

School did participate in Illinois Youth Survey	
School	No

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.

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures				
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total	Exclusions	Total Expenditures
School	2,622	\$0	\$12,135	\$12,135	\$511	\$4,236	\$4,747	\$511	\$16,371	\$16,882	*	*
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	84.2% \$245,960,761	4.8% \$14,107,864	4.3% \$12,666,370	3.6% \$10,654,921	3.0% \$8,659,796	\$292,049,712
State	60.1%	5.8%	22.3%	4.7%	7.1%	*

Expenditure By Function

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

Expenditure By Fund

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

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.

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

	Grade 9	Grade 10	Grade 11	Grade 12	Grades 9-12	Overall
School	24	24	23	22	23	23
District	24	24	24	23	24	23
State	21	21	20	20	20	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	
School	176
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	
School	5
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.

2,606

Student Enrollment

8.5%

Chronic Absenteeism

0.2%

Dropout Rate

Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% 2,606	50.8% 1,325	49.2% 1,281	66.1% 1,723	4.1% 106	9.2% 240	16.6% 433	0.0% *	0.0% *	3.8% 99	20.5% 535
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
School	11.0% 287	0.9% 24	14.9% 388	0.8% 22	0.0% *	0.0% *	0.0% *
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

	Grade 9	Grade 10	Grade 11	Grade 12
School	611	665	662	668
District	1,232	1,345	1,368	1,337
State	153,493	152,533	148,759	149,423

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
School	49.8% 1,321	48.6% 661	51.0% 659	47.3% 828	22.4% 24	42.9% 106	70.5% 310	* *	* *	49.0% 51	24.6% 139
District	25.6% 4,259	26.5% 2,278	24.6% 1,974	24.1% 2,414	7.5% 62	16.7% 312	42.4% 1,256	* *	* *	22.5% 208	13.6% 389
State	8.0% 156,197	7.5% 74,801	8.6% 81,388	7.7% 69,509	5.4% 17,793	7.8% 41,113	20.3% 21,376	13.0% 256	7.7% 385	7.4% 5,765	4.3% 15,015

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	12.5% 39	* *	31.8% 133	* *	* *
District	6.8% 128	2.8% 35	13.3% 371	8.0% 14	* *
State	1.9% 5,501	2.3% 5,720	5.5% 50,536	2.2% 512	1.0% 139

Students Enrolled in Accelerated Placement - ELA

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1.0% 26	* *	1.6% 21	1.1% 19	* *	* *	* *	* *	* *	* *	* *
District	0.5% 83	0.2% 16	0.8% 67	0.7% 68	* *	* *	* *	* *	* *	* *	* *
State	0.5% 9,062	0.3% 3,144	0.6% 5,918	0.6% 5,606	0.2% 634	0.3% 1,776	0.6% 627	0.2% 3	0.5% 26	0.5% 390	0.2% 842

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
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	0.1% 247	0.1% 130	0.2% 2,196	0.1% 32	0.0% 7

Students Enrolled in Accelerated Placement - Math

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	2.3% 62	2.1% 29	2.6% 33	2.9% 50	* *	* *	* *	* *	* *	* *	* *
District	10.3% 1,718	11.8% 1,009	8.8% 708	9.5% 949	1.5% 12	4.4% 82	19.4% 576	* *	* *	10.5% 97	4.7% 135
State	1.2% 24,290	1.4% 14,444	1.0% 9,845	1.5% 13,688	0.2% 739	0.8% 4,135	4.4% 4,620	1.2% 23	1.6% 79	1.3% 1,006	0.6% 1,937

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	2.4% 45	* *	3.4% 95	* *	* *
State	0.3% 773	0.3% 846	0.5% 4,371	0.2% 57	0.1% 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
School	20.1% 534	19.7% 268	20.6% 266	16.4% 288	* *	12.6% 31	42.5% 187	* *	* *	20.2% 21	7.2% 41
District	7.0% 1,160	6.5% 562	7.4% 594	5.7% 572	1.8% 15	3.8% 71	15.1% 447	* *	* *	5.7% 53	2.6% 73
State	5.2% 100,406	4.6% 46,281	5.7% 54,120	4.6% 41,443	3.9% 12,686	5.3% 27,815	13.7% 14,366	10.5% 207	4.4% 219	4.7% 3,670	2.7% 9,334

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	11.0% 46	* *	* *
District	0.5% 10	* *	3.6% 101	* *	* *
State	1.1% 3,069	1.0% 2,626	3.8% 34,624	1.1% 250	0.6% 90

Students Enrolled in Accelerated Placement - Whole Grade

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

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
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	0.1% 253	0.3% 810	0.3% 2,705	0.0% 0	0.1% 14

Students Enrolled in Advanced Placement Coursework

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	37.9% 1,005	34.1% 464	41.8% 540	34.3% 601	11.2% 12	32.8% 81	62.0% 273	* *	* *	34.6% 36	14.1% 80
District	37.2% 2,006	33.4% 917	41.2% 1,084	33.0% 1,112	11.8% 28	26.5% 153	63.6% 614	* *	* *	41.0% 94	13.1% 143
State	23.6% 145,272	20.2% 63,878	27.2% 81,389	24.5% 71,845	13.0% 12,944	22.6% 37,832	53.1% 17,209	31.9% 203	19.9% 291	23.9% 4,948	8.8% 10,245

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	3.5% 11	* *	18.7% 78	* *	* *
District	3.9% 23	* *	18.7% 169	* *	* *
State	2.7% 2,349	7.0% 2,911	16.0% 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
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	1.0% 6,121	0.8% 2,379	1.3% 3,742	0.3% 824	1.9% 1,842	1.7% 2,922	1.2% 396	0.8% 5	1.6% 23	0.5% 109	0.5% 543

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

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	59.3% 1,575	52.4% 713	66.6% 860	57.0% 998	22.4% 24	47.8% 118	82.3% 362	* *	* *	68.3% 71	26.5% 150
District	31.5% 5,237	29.5% 2,534	33.6% 2,694	30.9% 3,095	9.1% 75	19.0% 354	48.3% 1,432	* *	* *	29.5% 273	15.1% 431
State	20.1% 390,785	18.3% 183,736	21.9% 207,040	22.4% 202,744	13.3% 43,538	17.6% 92,777	34.4% 36,095	23.3% 461	16.4% 815	18.4% 14,355	10.7% 37,437

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
School	7.4% 23	* *	32.5% 136	* *	* *
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
School	16.7% 442	17.1% 232	16.3% 210	17.0% 297	10.3% 11	13.8% 34	18.6% 82	* *	* *	17.3% 18	12.2% 69
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
School	9.6% 30	* *	13.2% 55	* *	* *
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
School	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
District	13.2% 2,189	13.0% 1,115	13.4% 1,074	12.3% 1,232	9.2% 76	9.6% 179	19.2% 568	*	*	14.2% 131	*
								*	*		*
State	9.7% 188,673	9.6% 96,413	9.8% 92,259	10.5% 95,102	6.1% 19,993	7.5% 39,207	23.1% 24,303	13.1% 258	10.7% 533	11.9% 9,277	*
											*

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
	*	*	*	*	*
District	7.8% 147	7.8% 98	9.1% 256	*	*
				*	*
State	7.2% 20,532	7.0% 17,655	6.5% 59,670	*	*
				*	*

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
District	1.4% 231	1.5% 126	1.3% 105	1.4% 145	*	0.8% 15	1.9% 56	*	*	1.3% 12	*
					*			*	*		*
State	1.3% 24,668	1.3% 12,576	1.3% 12,092	1.5% 13,267	0.5% 1,720	0.8% 3,955	4.2% 4,367	2.0% 40	1.6% 79	1.6% 1,240	*
											*

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
School	*	*	*	*	*
	*	*	*	*	*
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
School	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*
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
School	*	*	*	*	*
	*	*	*	*	*
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
School	*	*	*	*	*	*	*	*	*	*	*
District	0.3% 52	0.3% 25	0.3% 27	0.3% 26	* *	* *	0.7% 22	* *	* *	* *	* *
State	0.7% 13,016	0.7% 6,723	0.7% 6,293	0.7% 6,289	0.3% 1,123	0.3% 1,672	3.0% 3,122	1.3% 25	0.9% 44	1.0% 741	* *

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

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
School	*	*	*	*
		*	*	16
District	*	99.7% 943	20.3% *	* 87
State	*	99.8% 139,811	6.5% *	* 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
School	95.6%	95.7%	95.6%	95.8%	90.0%	94.0%	97.2%	94.3%	96.3%	96.0%	92.6%
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
School	92.7%	94.1%	91.6%
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
School	2.7%	2.1%	3.3%	2.3%	10.1%	3.2%	1.3%	*	*	7.3%	5.3%
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
School	3.4%	5.0%	6.8%
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
School	8.5%	9.4%	7.5%	7.5%	31.8%	12.9%	3.9%	*	*	9.6%	17.6%
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
School	17.6%	25.0%	23.2%
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	0.2%	0.4%	0.0%	0.2%	0.0%	0.8%	0.0%	*	*	0.0%	0.6%
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	1.1%	0.0%	0.5%
District	1.1%	0.8%	0.5%
State	2.9%	4.1%	3.8%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	0.0%	0.0%	0.5%	0.3%
District	0.2%	0.0%	0.3%	0.4%
State	0.5%	2.7%	3.3%	3.5%

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.

Chronically Truant Students

 Possible data impact due to COVID-19

What is it?

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	6.2%	7.7%	4.5%	4.6%	30.9%	12.1%	2.7%	*	*	*	12.9%
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
School	15.1%	*	21.4%
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.

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

Eligible, but
Not a
Participant in
Title One
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	Eligible, but Not a Participant in Title One Program

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.

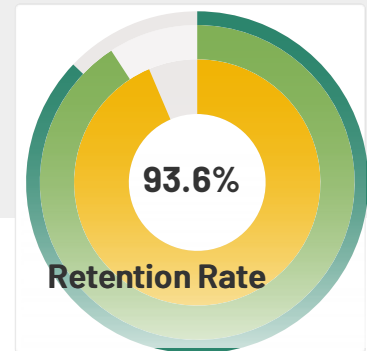
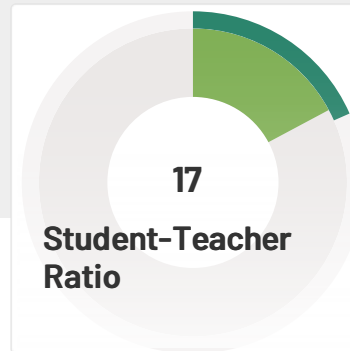
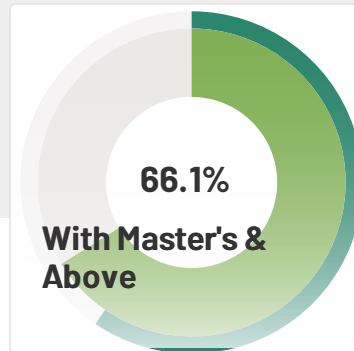
Schools Who Receive Title I School Improvement - 1003(a) Funds

	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
School	*	*	*	*	*
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	93.6% 484	93.4% 464	100.0% 3	100.0% 9	100.0% 7	* *	* *	100.0% 1	* *
	Male	93.1% 216	92.7% 203	100.0% 3	100.0% 6	100.0% 3	* *	* *	100.0% 1	* *
	Female	94.0% 268	93.9% 261	* *	100.0% 3	100.0% 4	* *	* *	* *	* *
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 Equivalents

What is it?

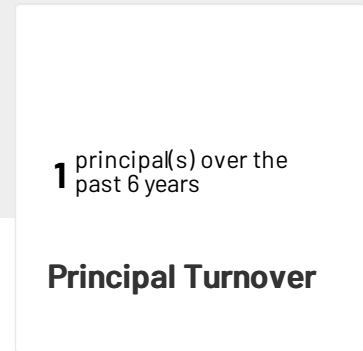
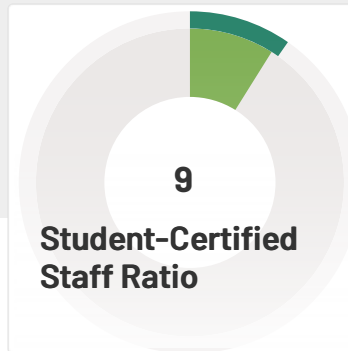
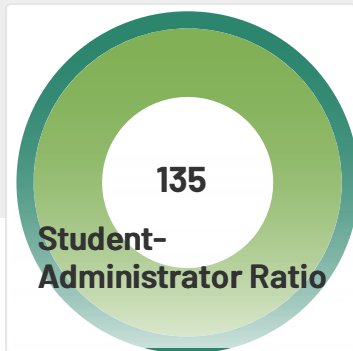
This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	100.0% 179.6	93.9% 168.7	0.8% 1.4	2.2% 4	1.8% 3.2	* *	* *	0.6% 1	0.7% 1.3
	Male	43.8% 78.6	43.1% 72.7	100.0% 1.4	50.0% 2	31.3% 1	* *	* *	100.0% 1	38.5% 0.5
	Female	56.2% 101	56.9% 96	* *	50.0% 2	68.8% 2.2	* *	* *	* *	61.5% 0.8
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	
School	1
District	2
State	2

Average Administrator Salary

What is it?

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

Average Administrator Salary	
District	\$107,746
State	\$114,141

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)

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
School	3.6%	1.3%	0.2%	0.0%	0.1%	15.3%
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	Rate of Incidents of Violence	Number of Schools with 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 (AP) Course Work	Advanced Placement Course Work	
			International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	0.0% 0	32.1% 905	0.0% 0	7.2% 203
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.