

Danville High School (9 - 12)

DANVILLE CCSD 118



2020 - 2021

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http://www.danville.k12.il.us/schools/dhs_site/index.htm

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 : 59.9

8th Graders Passing Algebra I :

Postsecondary Enrollment : 48.0

Teacher Retention : 86.6

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(2018-19)**

Date: 12/08/21 9:56:52 -06:00

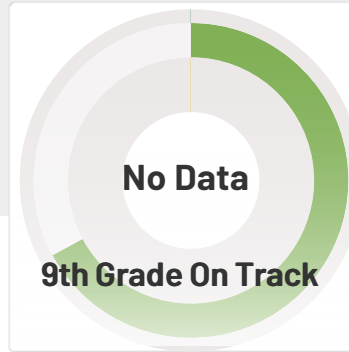
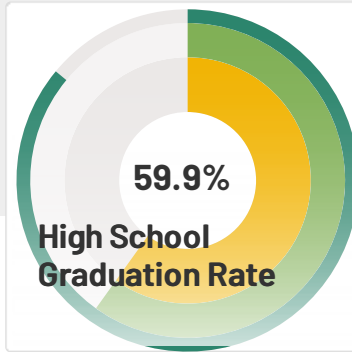
How To Read The Data

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. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.
 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.
 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.



202 Students
Early College Coursework

IAR

 Data delayed 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.

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.

IAR (cont)

 Data delayed due to COVID-19

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
School										
District										
State										
White										
School										
District										
State										
Black										
School										
District										
State										
Male										
School										
District										
State										
Female										
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.

IAR (cont)

 Data delayed due to COVID-19

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Hispanic										
School										
District										
State										
Asian										
School										
District										
State										
Native Hawaiian/ Pacific Islander										
School										
District										
State										
American Indian										
School										
District										
State										
Two or More Races										
School										
District										
State										

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IAR (cont)

 Data delayed due to COVID-19

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
School										
District										
State										
Students with IEPs										
School										
District										
State										
Non-IEP										
School										
District										
State										
English Learners										
School										
District										
State										
Non-English Learners										
School										
District										
State										

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IAR (cont)


 Data delayed due to COVID-19

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
School										
District										
State										
Non Low Income										
School										
District										
State										
Homeless										
School										
District										
State										
Migrant										
School										
District										
State										
Youth In Care										
School										
District										
State										
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.

SAT

 Data delayed 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)

 Data delayed 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	50.00	34.30	13.70	2.00	71.00	24.20	4.40	0.40
District	50.00	34.30	13.70	2.00	71.00	24.20	4.40	0.40
State								
White								
School	34.50	42.20	19.00	4.30	60.30	34.50	4.30	0.90
District	34.50	42.20	19.00	4.30	60.30	34.50	4.30	0.90
State								
Black								
School	68.40	26.50	5.10	0.00	83.70	14.30	2.00	0.00
District	68.40	26.50	5.10	0.00	83.70	14.30	2.00	0.00
State								
Male								
School	54.10	30.60	14.40	0.90	67.60	26.10	5.40	0.90
District	54.10	30.60	14.40	0.90	67.60	26.10	5.40	0.90
State								
Female								
School	46.70	37.20	13.10	2.90	73.70	22.60	3.60	0.00
District	46.70	37.20	13.10	2.90	73.70	22.60	3.60	0.00
State								

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Academic Progress

SAT (cont)


 Data delayed 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	52.60	36.80	10.50	0.00	78.90	15.80	5.30	0.00
District	52.60	36.80	10.50	0.00	78.90	15.80	5.30	0.00
State								
Asian								
School	0.00	0.00	100.00	0.00	0.00	50.00	50.00	0.00
District	0.00	0.00	100.00	0.00	0.00	50.00	50.00	0.00
State								
Native Hawaiian/ Pacific Islander								
School								
District								
State								
American Indian								
School								
District								
State								
Two or More Races								
School	53.80	23.10	23.10	0.00	69.20	15.40	15.40	0.00
District	53.80	23.10	23.10	0.00	69.20	15.40	15.40	0.00
State								

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SAT (cont)

 Data delayed 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	69.20	19.20	11.50	0.00	82.70	15.40	1.90	0.00
District	69.20	19.20	11.50	0.00	82.70	15.40	1.90	0.00
State								
Students with IEPs								
School	87.50	12.50	0.00	0.00	100.00	0.00	0.00	0.00
District	87.50	12.50	0.00	0.00	100.00	0.00	0.00	0.00
State								
Non-IEP								
School	46.00	36.60	15.20	2.20	67.90	26.80	4.90	0.40
District	46.00	36.60	15.20	2.20	67.90	26.80	4.90	0.40
State								
English Learners								
School	71.40	28.60	0.00	0.00	100.00	0.00	0.00	0.00
District	71.40	28.60	0.00	0.00	100.00	0.00	0.00	0.00
State								
Non-English Learners								
School	49.40	34.40	14.10	2.10	70.10	24.90	4.60	0.40
District	49.40	34.40	14.10	2.10	70.10	24.90	4.60	0.40
State								

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Academic Progress

SAT (cont)

 Data delayed 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	60.70	32.10	6.40	0.70	84.30	15.00	0.70	0.00
District	60.70	32.10	6.40	0.70	84.30	15.00	0.70	0.00
State								
Non Low Income								
School	36.10	37.00	23.10	3.70	53.70	36.10	9.30	0.90
District	36.10	37.00	23.10	3.70	53.70	36.10	9.30	0.90
State								
Homeless								
School								
District								
State								
Migrant								
School								
District								
State								
Youth In Care								
School								
District								
State								
Military								
School								
District								
State								

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DLM

 Data delayed due to COVID-19


What is it?

This shows the percentage and number of students scoring at each of the performance levels for the Dynamic Learning Maps Alternative Assessment (DLM-AA) for students with cognitive disabilities. DLM-AA results are not based on raw or scale scores; all data is based on diagnostic classification modeling. Standard setting allows us to look at patterns of number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance are reported using the four Performance Levels approved by the consortium:

- Level 1 – Entry: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Foundational: The student’s understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
- Level 3 – Satisfactory: The student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Mastery: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

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DLM (cont)

 Data delayed due to COVID-19


Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School								
District								
State								
White								
School								
District								
State								
Black								
School								
District								
State								
Male								
School								
District								
State								
Female								
School								
District								
State								

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Academic Progress

DLM (cont)


 Data delayed due to COVID-19

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School								
District								
State								
Asian								
School								
District								
State								
Native Hawaiian/ Pacific Islander								
School								
District								
State								
American Indian								
School								
District								
State								
Two or More Races								
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.

DLM (cont)

 Data delayed due to COVID-19


Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School								
District								
State								
Students with IEPs								
School								
District								
State								
Non-IEP								
School								
District								
State								
English Learners								
School								
District								
State								
Non-English Learners								
School								
District								
State								

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Academic Progress

DLM (cont)


 Data delayed due to COVID-19

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School								
District								
State								
Non Low Income								
School								
District								
State								
Homeless								
School								
District								
State								
Migrant								
School								
District								
State								
Youth In Care								
School								
District								
State								
Military								
School								
District								
State								

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DLM (cont)

 Data delayed 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								
State								
White								
School								
District								
State								
Black								
School								
District								
State								
Male								
School								
District								
State								
Female								
School								
District								
State								

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Academic Progress

DLM (cont)

 Data delayed 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								
Asian								
School								
District								
State								
Native Hawaiian/ Pacific Islander								
School								
District								
State								
American Indian								
School								
District								
State								
Two or More Races								
School								
District								
State								

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DLM (cont)

 Data delayed 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								
State								
Students with IEPs								
School								
District								
State								
Non-IEP								
School								
District								
State								
English Learners								
School								
District								
State								
Non-English Learners								
School								
District								
State								

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Academic Progress

DLM (cont)

 Data delayed 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								
Non Low Income								
School								
District								
State								
Homeless								
School								
District								
State								
Migrant								
School								
District								
State								
Youth In Care								
School								
District								
State								
Military								
School								
District								
State								

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DLM (cont)


 Data delayed due to COVID-19

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
School				
District				
State				
White				
School				
District				
State				
Black				
School				
District				
State				
Male				
School				
District				
State				
Female				
School				
District				
State				

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DLM (cont)

 Data delayed due to COVID-19

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School				
District				
State				
Asian				
School				
District				
State				
Native Hawaiian/ Pacific Islander				
School				
District				
State				
American Indian				
School				
District				
State				
Two or More Races				
School				
District				
State				

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DLM (cont)


 Data delayed due to COVID-19

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School				
District				
State				
Students with IEPs				
School				
District				
State				
Non-IEP				
School				
District				
State				
English Learners				
School				
District				
State				
Non-English Learners				
School				
District				
State				

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DLM (cont)

 Data delayed due to COVID-19

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
School				
District				
State				
Non Low Income				
School				
District				
State				
Homeless				
School				
District				
State				
Migrant				
School				
District				
State				
Youth In Care				
School				
District				
State				
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.

DLM (cont)


 Data delayed due to COVID-19

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
All				
School				
District				
State				
White				
School				
District				
State				
Black				
School				
District				
State				
Male				
School				
District				
State				
Female				
School				
District				
State				

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DLM (cont)


 Data delayed due to COVID-19

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School				
District				
State				
Asian				
School				
District				
State				
Native Hawaiian/ Pacific Islander				
School				
District				
State				
American Indian				
School				
District				
State				
Two or More Races				
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.

DLM (cont)

 Data delayed due to COVID-19

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School				
District				
State				
Students with IEPs				
School				
District				
State				
Non-IEP				
School				
District				
State				
English Learners				
School				
District				
State				
Non-English Learners				
School				
District				
State				

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Academic Progress

DLM (cont)

 Data delayed due to COVID-19

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
School				
District				
State				
Non Low Income				
School				
District				
State				
Homeless				
School				
District				
State				
Migrant				
School				
District				
State				
Youth In Care				
School				
District				
State				
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.

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.

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Proficiency

 Data delayed 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.

Proficiency (cont)

 Data delayed 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.

Mean Growth Percentile - IAR

 Data not available

What is it?

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


ELA

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

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

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
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

 Data delayed 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	87.3	84.7	89.5	87.9	87.5	82.6				86.7	82.5
District	86.4	83.5	89.0	87.2	86.0	82.6				86.7	80.0
State											

	Students with IEPs	English Learners	Low Income
School	72.7		82.4
District	70.6		81.4
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	87.3	84.7	89.5	87.9	87.5	82.6				86.7	82.5
District	86.4	83.5	89.0	87.2	86.0	82.6				86.7	80.0
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)

 Data delayed due to COVID-19

Mathematics - All Tests

	Students with IEPs	English Learners	Low Income
School	72.7		82.4
District	70.6		81.4
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
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)

 Data delayed due to COVID-19

IAR ELA

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


	Students with IEPs	English Learners	Low Income
School			
District			
State			

IAR Mathematics

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

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)

 Data delayed due to COVID-19

IAR Mathematics

	Students with IEPs	English Learners	Low Income
School			
District			
State			


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			

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)

 Data delayed due to COVID-19

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											


	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											

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)

 Data delayed due to COVID-19

DLM ELA

	Students with IEPs	English Learners	Low Income
School			
District			
State			

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)

 Data delayed 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)

 Data delayed 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.

Eighth Graders Passing Algebra I

 Possible data impact due to COVID-19

What is it?

This shows the percentage of eighth-graders passing Algebra I. They are defined as eighth-grade students who have successfully completed Algebra I (or its equivalent) by the end of Grade 8. Successful completion is measured by earning a D or above and receiving at least 1.0 credit hour.

Students	
School	
District	28.8
State	28.8

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.

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	67.1	63.9	70.2	70.9	65.5	73.8				55.6	69.5
State											

	Students with IEPs	English Learners	Low Income
School			
District	66.0		58.3
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.

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	522
District	522
State	287191

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
School	11	15	111	65
District	11	15	111	65
State	22057	33841	65266	77310

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	11								
District	11								
State	15693	6641	1781	4327	2197	22	25	700	1023

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School						
District						
State	210		259		5067	

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 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	10								
District	10								
State	27663	13464	2123	7110	3938	50	53	925	1692

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School						
District						
State	340		511		7844	

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	92	55	18	10					11
District	92	55	18	10					11
State	48843	24658	4299	12704	5368	65	93	1656	3381

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School					32	
District					32	
State	728		973		14342	

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	36	25							
District	36	25							
State	53068	27078	4741	13690	5706	66	120	1667	4147

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School						
District						
State	1071		1168		15644	

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

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.

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	2860	391	850	1392	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		2024	

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	2997	398	842	1486	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		2098	

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									
District									
State	6880	3130	1711	1475	302	5	14	243	835

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School						
District						
State	574		367		2699	

Dual Credit Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School									
District									
State	7746	3915	1009	2068	468	8	17	261	968

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School						
District						
State	618		433		2888	

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	47	24	14						
District	47	24	14						
State	23624	14219	2406	4814	1362	22	32	769	2555

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School					20	
District					20	
State	1481		635		7607	

Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	42	23							
District	42	23							
State	41120	24302	3983	8804	2673	45	88	1225	4652

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School					20	
District					20	
State	2460		1122		12775	

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	59.9	53.4	66.8	65.2	56.1	64.9				46.9	60.4
District	59.9	53.4	66.8	65.2	56.1	64.9				46.9	60.4
State	86.0	83.1	88.9	90.3	76.8	82.4	94.7	85.5	78.4	82.3	75.3

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	46.4		49.2	41.9			
District	46.4		49.2	41.9			
State	69.8	73.2	77.9	64.0	60.0	53.7	88.3

5 Year

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	72.0	69.1	74.6	74.4	65.4	87.2				66.7	66.7
District	72.0	69.1	74.6	74.4	65.4	87.2				66.7	66.7
State	89.3	87.1	91.6	92.3	82.0	87.3	95.5	92.1	83.5	86.8	80.5

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

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	54.9		68.6	64.5			
District	54.9		68.6	64.5			
State	75.3	79.9	83.6	70.7	65.5	57.2	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	74.2	67.2	81.2	74.7	70.9	77.6				88.9	72.2
District	74.2	67.2	81.2	74.7	70.9	77.6				88.9	72.2
State	89.1	86.7	91.5	92.4	81.2	86.4	95.6	86.5	80.8	88.9	82.2

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	66.7		71.1	52.9			
District	66.7		71.1	52.9			
State	76.6	79.2	82.9	70.8	73.3	60.5	93.2

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.

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	48.0			15.8	32.2	0.0
District	48.0			15.8	32.2	0.0
State	68.6			40.1	28.5	0.0

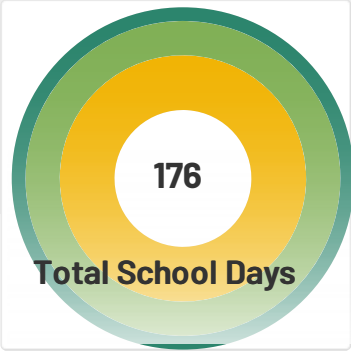
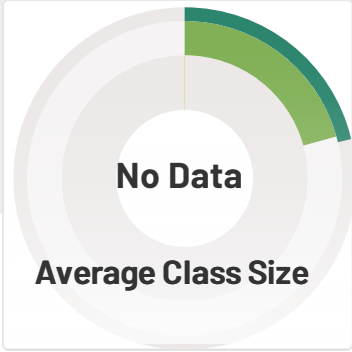
16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
School	48.7			16.1	32.6	0.0
District	48.7			16.1	32.6	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	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.

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			Exclusions	T E
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
School	1368.000	577.2300	9334.8700	9912.1000	1269.4700	5694.1100	6963.5800	1846.7000	15028.9800	16875.6800		
District	5269.500	613.0508	7795.1183	8408.1691	1269.4700	5734.2798	7003.7498	1882.5208	13529.3981	15411.9189	3074737.9400	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

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	28.3 22227517.0000	2.6 2054766.0000	48.3 37978008.0000	7.8 6125099.0000	13.1 10275699.0000	78661089.0000
State	60.1	5.8	22.3	4.7	7.1	

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	48.7	3.7	34.6	13.0
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	79.1 61867807.0000	6.4 5021387.0000	4.2 3277558.0000	4.8 3751874.0000	2.0 1563883.0000	3.4 2670967.0000	0.0 0.0000	0.1 67676.0000	78221152.0000
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	74126.2200	5.47	8319.0900	14928.8800
State			8825.5100	14746.9500

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 8	Grade 9	Grade 10	Grade 11	Grade 12	Grades 9-12	Overall
School		14.5	15.0	14.5	12.9	14.4	13.6
District	20.7	14.3	14.8	14.1	12.5	14.1	19.3
State	21.3	20.7	20.7	20.4	19.8	20.4	20.3

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.

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?

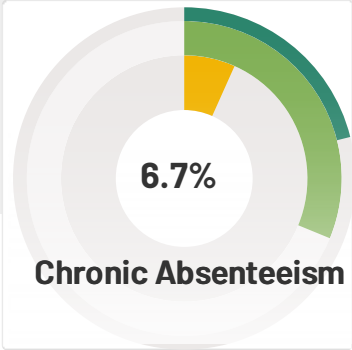
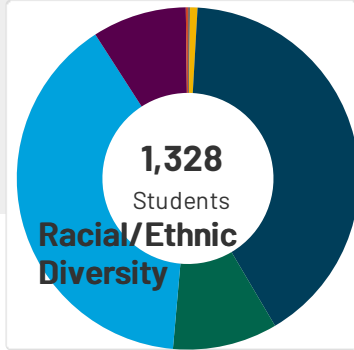
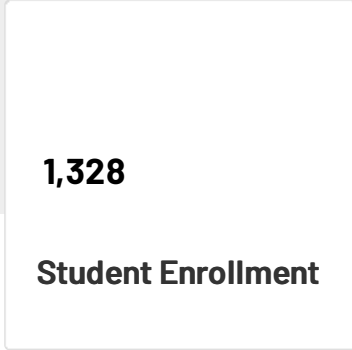
This shows the average number of days of physical education per week per student.

Days PE per week	
School	5.0
District	3.4
State	3.2

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.

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
School	100.0 1328	48.3 641	51.7 687	39.5 525	40.6 539	9.9 132	0.7 9	0.2 2	0.2 3	8.9 118	24.2 321
District	100.0 4867	50.3 2447	49.7 2420	33.7 1641	45.2 2201	9.4 457	0.6 27	0.2 8	0.2 9	10.8 524	24.4 1189
State	100.0 1887316	51.3 969086	48.7 918230	46.7 880891	16.6 312609	27.0 510387	5.4 102407	0.1 1942	0.2 4650	3.9 74430	18.3 345533

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	13.1 174	2.5 33	64.2 853	1.7 22	0.1 1	0.5 7	0.2 2
District	16.1 784	3.6 173	74.0 3604	1.4 67	0.0 1	1.7 83	0.3 14
State	14.9 281323	12.9 243308	48.1 908417	1.7 32284	0.0 326	0.7 12795	0.7 12743

By Grades

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
School		423	349	284	271
District	381	445	370	296	275
State	149255	153493	152533	148759	149423

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											
District											
State	8.0 156197	7.5 74804	8.6 81393	7.7 69509	5.4 17793	7.8 41113	20.3 21376	13.0 256	7.7 385	7.4 5765	4.3 15015

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School					
District					
State	1.9 5501	2.3 5720	5.5 50536	2.2 512	1.0 139

Students Enrolled in Accelerated Placement - ELA

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School											
District											
State	0.5 9062	0.3 3144	0.6 5918	0.6 5606	0.2 634	0.3 1776	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 2196	0.1 32	0.0 7

Students Enrolled in Accelerated Placement - Math

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School											
District											
State	1.2 24290	1.4 14444	1.0 9846	1.5 13688	0.2 739	0.8 4135	4.4 4620	1.2 23	1.6 79	1.3 1006	0.6 1937

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School					
District					
State	0.3 773	0.3 846	0.5 4371	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											
District											
State	5.2 100406	4.6 46284	5.7 54122	4.6 41443	3.9 12686	5.3 27815	13.7 14366	10.5 207	4.4 219	4.7 3670	2.7 9334

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School					
District					
State	1.1 3069	1.0 2626	3.8 34624	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 4782	0.2 2132	0.3 2650	0.1 929	0.6 1891	0.2 1279	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 2705	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	10.3 149	7.3 51	13.2 98	15.4 87	5.2 31	9.5 14				10.3 13	5.3 18
District	10.3 149	7.3 51	13.2 98	15.4 87	5.2 31	9.5 14				10.2 13	5.2 18
State	23.6 145267	20.2 63878	27.2 81389	24.5 71841	13.0 12944	22.6 37831	53.1 17209	31.9 203	19.9 291	23.9 4948	8.8 10243

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School			5.6 54		
District			5.6 54		
State	2.7 2349	7.0 2911	16.0 42897		

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 6121	0.8 2379	1.3 3742	0.3 824	1.9 1842	1.7 2922	1.2 396	0.8 5	1.6 23	0.5 109	0.5 543

	Students with IEPs	English Learners	Low Income	Youth In Homeless Care
School				
District				
State	0.2 163	0.5 195	1.6 4311	

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	27.6 398	22.1 155	32.7 243	39.6 224	16.8 99	27.9 41				21.4 27	15.2 52
District	10.5 550	8.5 223	12.7 327	18.1 318	5.5 130	10.4 51				7.3 41	5.5 68
State	20.1 390785	18.3 183738	21.9 207047	22.4 202744	13.3 43538	17.6 92777	34.4 36095	23.3 461	16.4 815	18.4 14355	10.7 37437

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			18.0 173		
District			6.2 244		
State	5.9 16764	5.0 12638	13.4 122600	9.6 2248	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	6.5 94	6.3 44	6.7 50	8.7 49	4.1 24	8.2 12					4.4 15
District	6.5 94	6.3 44	6.7 50	8.7 49	4.1 24	8.2 12					4.4 15
State	12.9 79370	12.2 38630	13.6 40740	15.5 45566	9.2 9109	10.2 17161	14.8 4805	12.6 80	10.3 151	12.1 2498	7.7 9010

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School			4.7 45		
District			4.7 45		
State	5.8 5133	6.1 2557	9.7 25969		

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											
State	9.7 188673	9.6 96414	9.8 92259	10.5 95102	6.1 19993	7.5 39207	23.1 24303	13.1 258	10.7 533	11.9 9277	

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School					
District					
State	7.2 20532	7.0 17656	6.5 59670		

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School											
District											
State	1.3 24668	1.3 12576	1.3 12092	1.5 13267	0.5 1720	0.8 3955	4.2 4367	2.0 40	1.6 79	1.6 1240	

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					
State	0.6 1594	0.5 1238	0.5 4817		

Students Identified As Gifted

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School											
District											
State	3.4 65476	3.4 33875	3.3 31601	3.4 30346	2.0 6537	2.2 11680	12.7 13394	6.7 133	3.2 158	4.1 3228	

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School					
District					
State	0.7 2067	0.5 1224	1.8 16100		

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											
State	0.7 13016	0.7 6723	0.7 6293	0.7 6289	0.3 1123	0.3 1672	3.0 3122	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 2156		

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				
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.

Student Attendance

 Possible data impact due to COVID-19

What is it?

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	96.6	96.6	96.6	96.8	96.3	96.2	99.7	99.9	98.6	97.5	97.2
District	90.0	89.4	90.6	92.5	87.2	93.2	98.7	96.9	95.0	90.6	90.2
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	97.7	97.5	96.0
District	89.0	95.3	88.2
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	8.7	9.9	7.6	8.9	8.5	7.1				10.5	7.6
District	13.0	14.0	12.0	14.3	12.6	13.5	11.5			11.1	8.6
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	8.5	10.3	9.1
District	10.4	6.6	13.5
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	6.7	7.4	6.0	6.2	7.3	7.4				5.5	5.5
District	31.2	33.3	29.1	23.1	40.5	19.7	0.0			29.4	29.2
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	5.3	5.9	8.0
District	34.0	17.1	37.0
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	7.1	7.8	6.5	7.7	5.5	6.5				12.9	7.5
District	7.1	7.8	6.5	7.7	5.5	6.5				12.9	7.4
State	2.6	3.0	2.1	2.1	4.0	2.7	0.8	2.2	4.5	3.3	2.6

	Students with IEPs	English Learners	Low Income
School	10.0	5.7	8.3
District	9.9	5.7	8.3
State	2.9	4.1	3.9

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
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.

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	11.8	12.7	10.9	10.2	13.9	12.9				8.7	10.5
District	39.4	41.0	37.9	28.0	51.6	27.3				37.0	36.4
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	11.1		14.8
District	40.8	19.0	46.9
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.

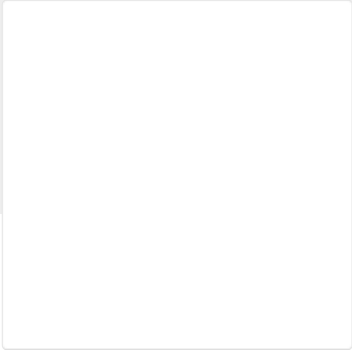
About the data

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.



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	Schoolwide 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.

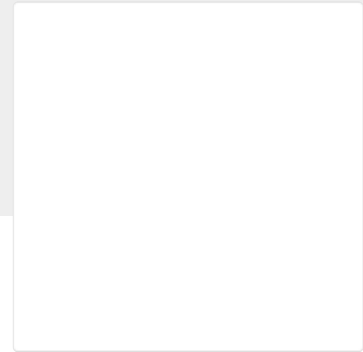
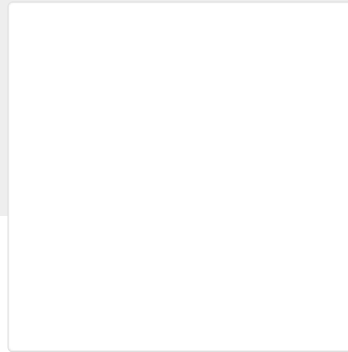
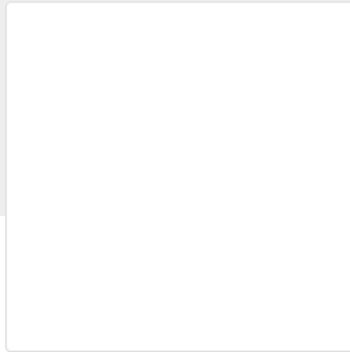
Schools Who Receive Title I School Improvement - 1003(a) Funds

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
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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.

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.

School	Average Teaching Experience	With Bachelor's Degrees	With Master's & Above	Attendance Rate	Evaluation Rate
District	13.0	51.7	47.2	82.2	
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	16.8	14.9
State	16.9	18.4

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	59995.0000
State	70705.0000

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	86.6 219.0	86.0 209.0	100.0 4.0	100.0 1.0	100.0 2.0		100.0 3.0		
	Male	87.3 110.0	86.7 104.0		100.0 1.0	100.0 2.0		100.0 3.0		
	Female	85.8 109.0	85.4 105.0	100.0 4.0						
District	All	84.5 839.0	85.1 799.0	75.7 28.0	83.3 5.0	100.0 2.0		71.4 5.0	0.0 0.0	
	Male	84.0 225.0	84.5 213.0	0.0 0.0	83.3 5.0	100.0 2.0		83.3 5.0	0.0 0.0	
	Female	84.7 614.0	85.3 586.0	77.8 28.0				0.0 0.0	0.0 0.0	
State	All	87.1 308369.0	87.6 261205.0	80.6 15160.0	87.1 20712.0	86.9 4631.0	85.0 187.0	83.9 664.0	84.9 2249.0	80.2 3561.0
	Male	88.4 72950.0	89.2 62631.0	78.9 2881.0	86.4 4747.0	86.7 1082.0	84.3 59.0	88.4 167.0	86.4 579.0	79.8 804.0
	Female	86.7 235419.0	87.1 198574.0	81.0 12279.0	87.3 15965.0	87.0 3549.0	85.3 128.0	82.6 497.0	84.4 1670.0	80.3 2757.0

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.

Full-Time Equivalent

What is it?

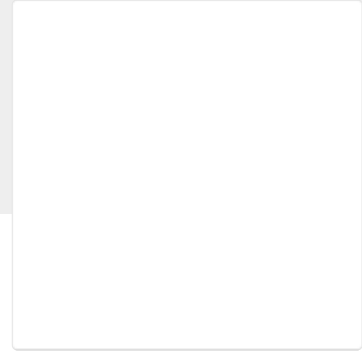
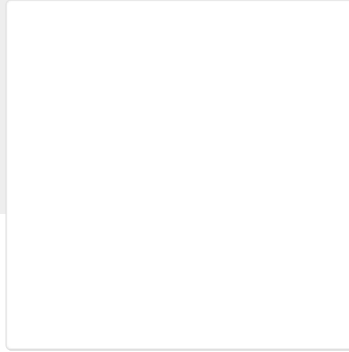
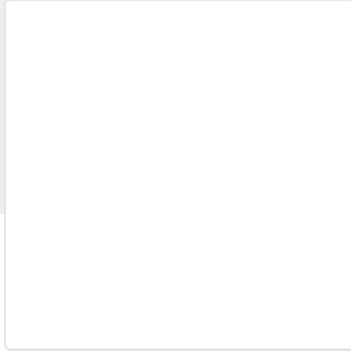
This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	100.0 92.800	91.8 85.210	3.2 3.000	2.8 2.590	1.1 1.000		1.1 1.000		
	Male	45.3 42.000	45.8 39.000		38.6 1.000	100.0 1.000		100.0 1.000		
	Female	54.7 50.800	54.2 46.210	100.0 3.000	61.4 1.590					
District	All	100.0 347.800	94.1 327.210	3.7 13.000	1.3 4.590	0.3 1.000		0.6 2.000		
	Male	26.5 92.000	26.6 87.000		65.4 3.000	100.0 1.000		50.0 1.000		
	Female	73.5 255.800	73.4 240.210	100.0 13.000	34.6 1.590			50.0 1.000		
State	All	100.0 132354.532	82.0 108491.745	6.0 7993.110	7.9 10482.268	1.7 2309.518	0.1 83.680	0.2 240.220	0.8 1059.000	1.3 1694.991
	Male	23.1 30617.856	23.4 25426.528	20.5 1641.490	22.5 2354.998	22.2 512.830	29.8 24.900	24.1 57.970	24.4 258.600	20.1 340.540
	Female	76.9 101736.676	76.6 83065.217	79.5 6351.620	77.5 8127.270	77.8 1796.688	70.2 58.780	75.9 182.250	75.6 800.400	79.9 1354.451

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	8.2	147.5
State	9.7	156.5

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.

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	2
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	96390.0000
State	114208.0000

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. 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						
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.

Civil Rights Data Collection

(2018-19)

Student Environment (cont)

School	Number of Schools with Incidents of Violence		
	Rate of Incidents of Violence	Firearm	Homicide
District			
State			

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
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.