

# Early Step Pre-School (PK - PK)

## RIVER BEND CUSD 2



2022 - 2023

### Principal

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### District Superintendent

Dr. Darryl Hogue

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### District Provided Statement

Not available.

## About the Report Card

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

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

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

## School Snapshot

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(2017-18)**

Date: 11/14/23 8:46:11 -06:00

## 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.

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## DLM

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

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## ISA

### 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

### 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	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>32.2%</b> *	<b>25.5%</b> *	<b>40.0%</b> *	*	<b>31.4%</b> *	‡ *	<b>37.5%</b> *	‡ *	*	‡ *	<b>42.3%</b> *	<b>7.2%</b> *
State	<b>34.6%</b> *	<b>30.3%</b> *	<b>39.1%</b> *	<b>58.8%</b> *	<b>44.9%</b> *	<b>16.1%</b> *	<b>22.2%</b> *	<b>62.8%</b> *	<b>41.9%</b> *	<b>27.8%</b> *	<b>38.6%</b> *	<b>15.6%</b> *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*	*
District	<b>5.6%</b> *	*	<b>16.7%</b> *	<b>0.0%</b> *	*	‡ *	*
State	<b>8.7%</b> *	<b>9.4%</b> *	<b>19.9%</b> *	<b>11.7%</b> *	<b>9.0%</b> *	<b>12.6%</b> *	<b>38.3%</b> *

### Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>23.3%</b> *	<b>23.3%</b> *	<b>23.2%</b> *	*	<b>23.1%</b> *	‡ *	<b>31.3%</b> *	‡ *	*	‡ *	<b>23.1%</b> *	<b>6.0%</b> *
State	<b>26.9%</b> *	<b>28.4%</b> *	<b>25.2%</b> *	<b>42.2%</b> *	<b>36.7%</b> *	<b>8.0%</b> *	<b>14.3%</b> *	<b>60.9%</b> *	<b>32.7%</b> *	<b>20.7%</b> *	<b>30.0%</b> *	<b>13.1%</b> *

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

## Proficiency (cont)

### Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*	*
District	2.8%	*	12.4%	0.0%	*	‡	*
State	7.9%	7.7%	12.5%	6.2%	6.5%	6.7%	28.9%

### Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	66.0%	65.0%	67.0%	*	65.0%	‡	‡	‡	*	‡	91.0%	19.0%
State	51.0%	51.0%	51.0%	74.0%	65.0%	25.0%	38.0%	76.0%	56.0%	44.0%	55.0%	29.0%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*	*
District	15.0%	*	51.0%	‡	*	‡	*
State	18.0%	17.0%	35.0%	24.0%	28.0%	25.0%	57.0%

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

## Proficiency (cont)

### ELA - All Tests - Accountability Proficiency

	All	Male	Female	Non Binary	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 - Accountability Proficiency

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

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

## Proficiency (cont)

### Mathematics - All Tests - Accountability Proficiency

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

### Science - All Tests - Accountability Proficiency

	All	Male	Female	Non Binary	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	*	*	*	*	*	*	*

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



## Participation Rate

### 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 - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	98.6% *	98.9% *	98.3% *	* *	98.4% *	‡ *	100.0% *	‡ *	* *	‡ *	100.0% *	95.4% *
State	98.4% *	98.3% *	98.5% *	98.7% *	98.8% *	97.5% *	98.3% *	99.2% *	97.8% *	98.2% *	97.4% *	97.1% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	94.7% *	* *	97.9% *
State	96.8% *	98.4% *	98.1% *

### Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	98.2% *	98.5% *	97.8% *	* *	98.0% *	‡ *	100.0% *	‡ *	* *	‡ *	100.0% *	95.4% *
State	98.3% *	98.1% *	98.4% *	97.4% *	98.7% *	97.2% *	98.2% *	99.2% *	97.7% *	98.1% *	97.2% *	96.8% *

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

## Participation Rate (cont)

### Mathematics - All Tests - Participation

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	<b>94.7%</b>	*	<b>97.4%</b>
State	<b>96.5%</b>	<b>98.3%</b>	<b>97.9%</b>

### Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>98.6%</b>	<b>98.1%</b>	<b>99.1%</b>	*	<b>98.4%</b>	‡	‡	‡	*	‡	<b>100.0%</b>	<b>96.9%</b>
State	<b>96.3%</b>	<b>96.2%</b>	<b>96.4%</b>	<b>92.7%</b>	<b>97.0%</b>	<b>94.4%</b>	<b>96.1%</b>	<b>98.0%</b>	<b>95.2%</b>	<b>95.0%</b>	<b>95.5%</b>	<b>94.0%</b>

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	<b>96.3%</b>	*	<b>98.8%</b>
State	<b>93.8%</b>	<b>96.7%</b>	<b>95.4%</b>

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

## Participation Rate (cont)

### ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	1.4%	1.1%	1.7%	*	1.6%	‡	0.0%	‡	*	‡	0.0%	4.6%
State	1.6%	1.7%	1.5%	1.3%	1.2%	2.6%	1.7%	0.8%	2.2%	1.8%	2.6%	2.9%

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	5.3%	*	2.1%
State	3.2%	1.6%	1.9%

### Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	1.8%	1.5%	2.2%	*	2.0%	‡	0.0%	‡	*	‡	0.0%	4.6%
State	1.7%	1.9%	1.6%	2.6%	1.3%	2.8%	1.8%	0.8%	2.3%	1.9%	2.8%	3.2%

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## Participation Rate (cont)

### Mathematics - All Tests - Non Participation

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
	*	*	*
District	<b>5.3%</b>	*	<b>2.6%</b>
	*	*	*
State	<b>3.5%</b>	<b>1.7%</b>	<b>2.1%</b>
	*	*	*

### Science - All Tests - Non Participation

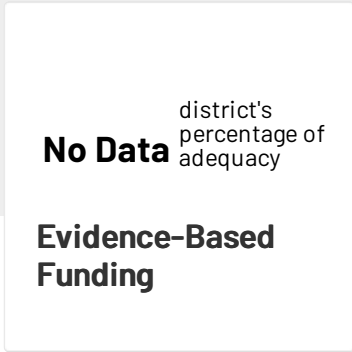
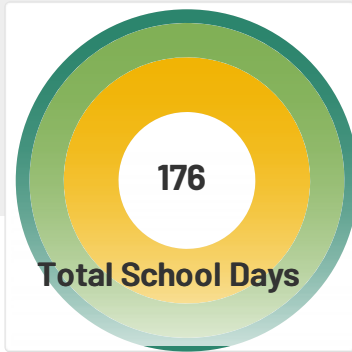
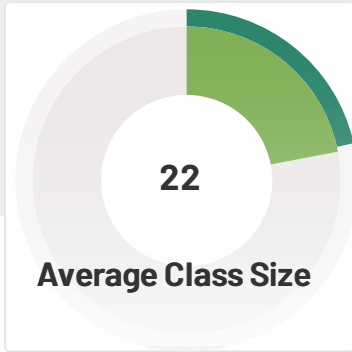
	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>1.4%</b>	<b>1.9%</b>	<b>0.9%</b>	*	<b>1.6%</b>	‡	‡	‡	*	‡	<b>0.0%</b>	<b>3.1%</b>
	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>3.7%</b>	<b>3.8%</b>	<b>3.6%</b>	<b>7.3%</b>	<b>3.0%</b>	<b>5.6%</b>	<b>3.9%</b>	<b>2.0%</b>	<b>4.8%</b>	<b>5.0%</b>	<b>4.5%</b>	<b>6.0%</b>
	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
	*	*	*
District	<b>3.7%</b>	*	<b>1.3%</b>
	*	*	*
State	<b>6.2%</b>	<b>3.3%</b>	<b>4.6%</b>
	*	*	*

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

## About the data

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



## Illinois Youth Survey

### What is it?

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

School did participate in Illinois Youth Survey	
School	No

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# School Environment

## School Level Finances

### What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
<b>School</b>	<b>25</b>	<b>\$6,625</b>	<b>\$82</b>	<b>\$6,708</b>	<b>\$2</b>	<b>\$3,081</b>	<b>\$3,082</b>	<b>\$6,627</b>	<b>\$3,163</b>	<b>\$9,790</b>	*	*
District	926	\$398	\$5,031	\$5,429	\$1,633	\$5,001	\$6,635	\$2,031	\$10,033	\$12,063	\$2,228,384	\$13,397,177

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

## District Finances

### What is it?

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

### Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	<b>53.2%</b> \$6,813,827	<b>8.5%</b> \$1,087,293	<b>21.5%</b> \$2,757,883	<b>3.4%</b> \$432,769	<b>13.4%</b> \$1,715,686	<b>\$12,807,458</b>
State	<b>59.6%</b>	<b>3.8%</b>	<b>20.2%</b>	<b>4.0%</b>	<b>12.3%</b>	*

### Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	<b>38.0%</b>	<b>3.2%</b>	<b>23.5%</b>	<b>35.2%</b>
State	<b>47.2%</b>	<b>2.3%</b>	<b>30.4%</b>	<b>20.2%</b>

### Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	<b>59.1%</b> \$8,675,246	<b>4.3%</b> \$624,104	<b>8.2%</b> \$1,202,685	<b>6.4%</b> \$936,988	<b>3.2%</b> \$474,694	<b>1.8%</b> \$267,865	<b>0.7%</b> \$95,786	<b>16.3%</b> \$2,390,343	<b>\$14,667,711</b>
State	<b>71.3%</b>	<b>7.4%</b>	<b>3.7%</b>	<b>7.8%</b>	<b>1.2%</b>	<b>1.8%</b>	<b>0.4%</b>	<b>6.4%</b>	*

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## District Finances (cont)

### Other Financial Indicators

	2020 Equalized Assessed Valuation per Pupil	2020 Total School Tax Rate per \$100	2021-22 Instructional Expenditure per Pupil	2021-22 Operating Expenditure per Pupil
District	\$156,393	4.6	\$6,856	\$11,538
State	*	*	\$10,636	\$17,952

## 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

	PK	Overall
<b>School</b>	*	*
District	*	19
State	*	21

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



## Total School Days

### What is it?

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

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

## Health and Wellness

### What is it?

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

Truant Minor Count: The table below reports the count of the number of truant minors in the district in the previous school year.

Truant Minors are defined as chronic truants to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community.

### Days PE per week

Days PE per week	
<b>School</b>	<b>0</b>
District	3
State	4

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

## Health and Wellness (cont)

### Truant Minor Count

School	*
District	20
State	157,112

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

## About the data

Student data includes information regarding the student population, including enrollment and attendance data, as well as information regarding specific student groups, such as gifted students and English Learner students. Student data often is disaggregated further into demographic student groups.

**50**

**Student Enrollment**



**No Data**

**Chronic Absenteeism**

## Student Enrollment

### What is it?

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

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

### By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>100.0%</b> <b>50</b>	<b>58.0%</b> <b>29</b>	<b>42.0%</b> <b>21</b>	<b>0.0%</b> <b>*</b>	<b>80.0%</b> <b>40</b>	‡	‡	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	‡	<b>22.0%</b> <b>11</b>
District	<b>100.0%</b> 925	<b>53.9%</b> 499	<b>46.1%</b> 426	<b>0.0%</b> <b>*</b>	<b>88.3%</b> 817	‡	<b>4.8%</b> 44	‡	‡	‡	<b>5.4%</b> 50	<b>15.5%</b> 143
State	<b>100.0%</b> 1,857,790	<b>51.4%</b> 954,190	<b>48.6%</b> 901,981	<b>0.1%</b> 1,619	<b>45.9%</b> 853,165	<b>16.5%</b> 307,166	<b>27.5%</b> 511,065	<b>5.5%</b> 101,782	<b>0.1%</b> 1,801	<b>0.2%</b> 4,582	<b>4.2%</b> 78,229	<b>19.4%</b> 361,334

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>22.0%</b> <b>11</b>	<b>0.0%</b> <b>*</b>	<b>46.0%</b> <b>23</b>	<b>0.0%</b> <b>*</b>	<b>0.0%</b> <b>*</b>	‡	<b>0.0%</b> <b>*</b>
District	<b>13.3%</b> 123	<b>0.0%</b> <b>*</b>	<b>38.6%</b> 357	<b>2.5%</b> 23	<b>0.0%</b> <b>*</b>	‡	<b>0.0%</b> <b>*</b>
State	<b>15.3%</b> 284,032	<b>14.6%</b> 271,983	<b>49.0%</b> 910,675	<b>2.3%</b> 42,367	<b>0.0%</b> 364	<b>0.7%</b> 13,316	<b>0.8%</b> 15,281

### By Grades

	PK
<b>School</b>	<b>50</b>
District	<b>50</b>
State	<b>82,735</b>

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

## Advanced Academic Programs

### What is it?

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

### Students Enrolled in Accelerated Placement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	9.6% 94	6.8% 36	12.9% 58	* *	9.8% 85	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	11.0% 211,565	10.4% 103,473	11.6% 107,975	17.3% 117	10.5% 91,681	7.1% 22,983	11.3% 60,462	25.9% 27,525	16.4% 302	9.2% 446	10.0% 8,166	6.6% 24,255

	Students with IEPs	English Learners	Low Income	Youth In Homeless Care
<b>School</b>	*	*	*	*
District	‡ ‡	* *	4.5% 19	‡ ‡
State	3.3% 9,619	4.7% 13,757	7.6% 71,713	5.6% 2,549

### Students Enrolled in Accelerated Placement - ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	4.8% 47	2.8% 15	7.1% 32	* *	4.7% 41	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	0.7% 13,762	0.5% 4,982	0.9% 8,758	3.2% 22	0.8% 7,412	0.5% 1,490	0.6% 3,421	0.8% 804	0.7% 13	0.6% 31	0.7% 591	0.4% 1,491

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

## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - ELA

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	‡	*	<b>2.6%</b> 11	‡	*
State	<b>0.2%</b> 501	<b>0.2%</b> 490	<b>0.4%</b> 4,213	<b>0.3%</b> 158	<b>0.2%</b> 24

### Students Enrolled in Accelerated Placement - Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	*	‡	‡	‡	‡	‡	‡	‡	‡
State	<b>1.7%</b> 33,417	<b>2.0%</b> 19,970	<b>1.4%</b> 13,429	<b>2.7%</b> 18	<b>2.2%</b> 18,940	<b>0.4%</b> 1,331	<b>1.0%</b> 5,526	<b>5.5%</b> 5,887	<b>1.6%</b> 30	<b>1.5%</b> 72	<b>2.0%</b> 1,631	<b>0.8%</b> 2,863

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	‡	*	‡	‡	*
State	<b>0.4%</b> 1,077	<b>0.6%</b> 1,699	<b>0.7%</b> 6,539	<b>0.4%</b> 173	<b>0.2%</b> 35

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

## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - Multiple Subjects

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	3.1% 30	3.2% 17	2.9% 13	* *	3.1% 27	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	6.8% 131,254	6.2% 61,336	7.5% 69,850	10.0% 68	5.9% 51,919	4.9% 16,074	7.4% 39,744	17.1% 18,174	12.4% 227	5.8% 282	5.9% 4,834	3.8% 14,030

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	‡ ‡	* *	‡ ‡	‡ ‡	* *
State	1.6% 4,654	2.3% 6,809	5.0% 47,236	3.1% 1,396	0.8% 120

### Students Enrolled in Accelerated Placement - Whole Grade

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	0.1% 2,355	0.1% 1,141	0.1% 1,214	0.0% 0	0.1% 1,063	0.1% 202	0.0% 188	0.7% 729	0.2% 3	0.1% 3	0.2% 167	0.1% 217

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

## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - Whole Grade

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	‡	*	‡	‡	*
	‡	*	‡	‡	*
State	<b>0.0%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>
	44	39	520	9	3

### Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>12.6%</b>	<b>8.8%</b>	<b>16.9%</b>	*	<b>12.6%</b>	‡	‡	‡	*	*	‡	‡
	35	13	22	*	32	‡	‡	‡	*	*	‡	‡
State	<b>22.7%</b>	<b>19.6%</b>	<b>26.0%</b>	<b>21.2%</b>	<b>23.9%</b>	<b>13.0%</b>	<b>20.6%</b>	<b>53.1%</b>	<b>33.4%</b>	<b>17.2%</b>	<b>23.5%</b>	<b>10.4%</b>
	138,767	61,429	77,249	89	66,690	12,920	36,163	17,364	219	260	5,151	12,946

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	‡	*	‡	‡	‡
	‡	*	‡	‡	‡
State	<b>2.9%</b>	<b>6.4%</b>	<b>14.9%</b>	<b>7.5%</b>	<b>3.1%</b>
	2,526	3,907	41,614	1,194	102

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



## Advanced Academic Programs (cont)

### Students Enrolled in IB Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	‡	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡
State	<b>1.1%</b> 6,888	<b>0.9%</b> 2,740	<b>1.4%</b> 4,147	<b>0.2%</b> 1	<b>0.5%</b> 1,267	<b>1.7%</b> 1,692	<b>1.9%</b> 3,336	<b>1.2%</b> 406	<b>2.0%</b> 13	<b>1.3%</b> 19	<b>0.7%</b> 155	<b>0.8%</b> 953

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	‡	*	‡	‡	‡
State	<b>0.4%</b> 316	<b>0.7%</b> 402	<b>1.6%</b> 4,368	<b>1.0%</b> 155	<b>0.6%</b> 19

### Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>10.9%</b> 107	<b>8.9%</b> 47	<b>13.3%</b> 60	*	<b>11.3%</b> 98	*	‡	‡	*	*	‡	‡
State	<b>20.3%</b> 390,960	<b>18.7%</b> 185,955	<b>21.9%</b> 204,693	<b>46.1%</b> 312	<b>22.0%</b> 192,469	<b>13.8%</b> 44,859	<b>18.7%</b> 100,219	<b>34.7%</b> 36,905	<b>26.3%</b> 483	<b>18.0%</b> 868	<b>18.6%</b> 15,157	<b>12.4%</b> 45,420

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

## Advanced Academic Programs (cont)

### Students Enrolled in any course designated as Enriched or Honors

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	‡	*	5.2% 22	*	*
State	6.6% 18,955	7.3% 21,412	13.9% 131,252	10.3% 4,703	4.6% 671

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	13.4% 37	10.9% 16	16.2% 21	*	13.8% 35	‡	‡	‡	*	*	‡	‡
State	14.0% 85,182	13.7% 42,915	14.2% 42,235	7.6% 32	18.0% 50,161	8.6% 8,600	10.2% 17,888	16.7% 5,465	11.8% 77	9.2% 140	13.0% 2,851	9.0% 11,213

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	‡	*	‡	‡	‡
State	6.7% 5,843	6.0% 3,661	9.6% 26,728	8.7% 1,381	5.2% 173

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

## Advanced Academic Programs (cont)

### Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>8.4%</b> 161,960	<b>8.3%</b> 82,804	<b>8.5%</b> 79,074	<b>12.1%</b> 82	<b>9.5%</b> 82,826	<b>4.7%</b> 15,310	<b>6.3%</b> 33,934	<b>19.8%</b> 21,125	<b>10.1%</b> 185	<b>9.0%</b> 433	<b>10.0%</b> 8,147	<b>7.3%</b> 26,740

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>6.3%</b> 18,167	<b>6.2%</b> 18,038	<b>5.4%</b> 51,189	<b>3.2%</b> 1,484	<b>3.2%</b> 466

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>1.1%</b> 20,484	<b>1.1%</b> 10,553	<b>1.1%</b> 9,928	<b>0.4%</b> 3	<b>1.3%</b> 11,027	<b>0.4%</b> 1,394	<b>0.6%</b> 3,374	<b>3.4%</b> 3,619	<b>1.1%</b> 21	<b>1.4%</b> 67	<b>1.2%</b> 982	<b>0.7%</b> 2,490

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

## Advanced Academic Programs (cont)

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>0.4%</b> 1,245	<b>0.5%</b> 1,326	<b>0.4%</b> 3,975	<b>0.2%</b> 91	<b>0.1%</b> 15

### Students Identified As Gifted

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>3.0%</b> 58,033	<b>3.0%</b> 30,004	<b>3.0%</b> 27,986	<b>6.4%</b> 43	<b>3.3%</b> 29,159	<b>1.0%</b> 3,185	<b>1.6%</b> 8,667	<b>12.9%</b> 13,689	<b>5.2%</b> 95	<b>2.7%</b> 132	<b>3.8%</b> 3,106	<b>1.6%</b> 5,846

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>0.7%</b> 1,922	<b>0.5%</b> 1,488	<b>1.1%</b> 10,643	<b>0.5%</b> 208	<b>0.2%</b> 30

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

## Advanced Academic Programs (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.6%</b> 11,006	<b>0.6%</b> 5,751	<b>0.6%</b> 5,252	<b>0.4%</b> 3	<b>0.6%</b> 5,598	<b>0.2%</b> 671	<b>0.3%</b> 1,380	<b>2.5%</b> 2,690	<b>0.8%</b> 15	<b>0.8%</b> 38	<b>0.8%</b> 614	<b>0.3%</b> 958

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>0.1%</b> 289	<b>0.1%</b> 202	<b>0.2%</b> 1,664	<b>0.1%</b> 25	<b>0.0%</b> 4

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

## English Learners

### What is it?

This shows students whose primary language is not English. These students have been identified through a screening process as eligible for bilingual education and/or English as a second language services, and who have not yet reached English language proficiency as measured by ACCESS for ELLs 2.0.

### EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
School	*	* *	* *	* *
District	*	* *	* *	* *
State	*	<b>99.9%</b> 252,357	<b>5.8%</b> *	* 54,729

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

## Student Attendance

### 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	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	93.3%	93.1%	93.4%	*	93.2%	94.3%	93.4%	94.4%	95.4%	93.1%	93.9%	91.4%
State	91.2%	91.3%	91.1%	88.8%	92.8%	88.2%	89.9%	93.6%	91.3%	89.8%	91.1%	89.4%

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	91.1%	*	91.3%
State	89.3%	90.4%	89.2%

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

## Student Mobility Rate

### 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	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	8.2%	9.3%	7.0%	*	8.1%	‡	‡	‡	‡	‡	‡	8.9%
State	7.4%	7.7%	7.2%	13.4%	4.8%	13.3%	8.0%	7.7%	8.5%	10.8%	8.2%	6.9%

	Students with IEPs	English Learners	Low Income	Homeless
School	*	*	*	*
District	10.2%	*	13.2%	‡
State	7.5%	10.9%	10.2%	29.8%

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



## Chronic Absenteeism Rate

### 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.

### By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	19.2%	20.3%	17.9%	*	19.2%	‡	28.6%	‡	‡	‡	‡	30.0%
State	28.3%	27.9%	28.7%	39.0%	20.7%	42.1%	34.5%	18.5%	29.0%	35.6%	29.1%	35.3%

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	31.5%	*	29.1%
State	36.2%	33.2%	38.2%

### By Grades

	PK
<b>School</b>	‡
District	*
State	*

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

## Chronic Truancy Rate

### 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	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	3.6%	3.7%	3.5%	*	3.5%	‡	‡	‡	‡	‡	‡	‡
State	19.9%	19.9%	20.0%	16.9%	7.7%	44.7%	27.9%	7.9%	19.7%	27.0%	17.6%	22.9%

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	‡	*	6.6%
State	24.6%	26.6%	31.7%

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

## Truancy Rate

### What is it?

Not Available.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>94</b> 10.9%	<b>63</b> 13.7%	<b>31</b> 7.7%	* *	<b>79</b> 10.2%	‡ ‡	<b>6</b> 16.7%	‡ ‡	‡ ‡	‡ ‡	<b>6</b> 15.0%	<b>20</b> 14.2%
State	<b>422,690</b> 25.1%	<b>216,052</b> 25.0%	<b>206,482</b> 25.2%	<b>156</b> 23.8%	<b>148,132</b> 19.3%	<b>85,946</b> 30.9%	<b>151,264</b> 32.3%	<b>18,279</b> 19.6%	<b>428</b> 25.9%	<b>1,194</b> 28.4%	<b>17,447</b> 25.4%	<b>84,510</b> 26.2%

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
	*	*	*
District	<b>18</b> 14.8%	* *	<b>67</b> 18.3%
State	<b>65,483</b> 26.5%	<b>82,015</b> 33.3%	<b>247,716</b> 30.4%

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

## Student Discipline

### What is it?

The tables below provide a summary of discipline incidents occurring over the previous school year. In the following tables incidents are broken down by column (actions taken). The tables represent breakdowns by race, gender, grade level, whether a student is an English learner, incident type, and duration of the action taken.

### Total Student Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	*	*	*	*	*	*
District	58	*	*	31	37	3
State	114,218	458	119	69,648	67,124	2,023

### Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	*	*	*	*	*	*
District	114	*	*	44	67	3
State	250,351	472	121	138,319	108,741	2,698

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

## Student Discipline (cont)

### By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>White</b>						
<b>School</b>	*	*	*	*	*	*
District	101	*	*	38	60	3
State	75,846	135	39	44,702	30,559	411
<b>Black</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	93,206	188	39	43,799	47,398	1,782
<b>Hispanic</b>						
<b>School</b>	*	*	*	*	*	*
District	11	*	*	6	5	*
State	62,612	108	33	39,513	22,648	310
<b>Asian</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	2,270	3	2	1,444	803	18
<b>Native Hawaiian/ Pacific Islander</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	173	*	*	83	89	1

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

## Student Discipline (cont)

### By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>American Indian</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	681	3	*	372	303	3
<b>Two or More Races</b>						
<b>School</b>	*	*	*	*	*	*
District	2	*	*	*	2	*
State	15,563	35	8	8,406	6,941	173

### By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>K-8</b>						
<b>School</b>	*	*	*	*	*	*
District	65	*	*	21	42	2
State	121,737	145	49	60,827	59,300	1,416
<b>9-12</b>						
<b>School</b>	*	*	*	*	*	*
District	49	*	*	23	25	1
State	128,614	327	72	77,492	49,441	1,282

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

## Student Discipline (cont)

### By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Tobacco</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	7,952	2	*	4,445	3,481	24
<b>Alcohol</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	4,165	3	*	1,845	2,306	11
<b>Drug Offences</b>						
<b>School</b>	*	*	*	*	*	*
District	2	*	*	*	2	*
State	11,150	86	16	3,227	7,568	253
<b>Violence with Physical Injury</b>						
<b>School</b>	*	*	*	*	*	*
District	1	*	*	1	*	*
State	15,219	94	17	3,462	11,472	174
<b>Violence without Physical Injury</b>						
<b>School</b>	*	*	*	*	*	*
District	1	*	*	*	1	*
State	49,238	83	29	18,880	29,328	918

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

## Student Discipline (cont)

### By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Dangerous Weapon: Firearm</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	665	24	12	124	487	18
<b>Dangerous Weapon: Other</b>						
<b>School</b>	*	*	*	*	*	*
District	4	*	*	*	3	1
State	2,644	60	11	664	1,769	140
<b>Other Reason</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	*	*	*	*	*	*

### By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Students with IEPs</b>						
<b>School</b>	*	*	*	*	*	*
District	44	*	*	7	35	2
State	69,205	76	10	35,739	32,510	870

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## Student Discipline (cont)

### By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>English Learners</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	30,924	51	18	19,482	11,239	134
<b>Low Income</b>						
<b>School</b>	*	*	*	*	*	*
District	66	*	*	25	39	2
State	185,307	372	92	99,893	82,771	2,179

### By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Less than 1 day</b>						
<b>School</b>	*	*	*	*	*	*
District	26	*	*	3	23	*
State	22,054	84	5	18,376	3,567	22
<b>1-2 days</b>						
<b>School</b>	*	*	*	*	*	*
District	64	*	*	39	22	3
State	138,143	66	13	98,587	38,888	589

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## Student Discipline (cont)

### By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>2-3 days</b>						
<b>School</b>	*	*	*	*	*	*
District	7	*	*	1	6	*
State	40,987	1	2	14,990	25,620	374
<b>3-4 days</b>						
<b>School</b>	*	*	*	*	*	*
District	10	*	*	*	10	*
State	28,489	1	1	4,798	23,319	370
<b>4-10 days</b>						
<b>School</b>	*	*	*	*	*	*
District	6	*	*	1	5	*
State	13,943	16	10	1,374	12,253	290
<b>Greater than 10 days</b>						
<b>School</b>	*	*	*	*	*	*
District	1	*	*	*	1	*
State	6,735	304	90	194	5,094	1,053

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## Student Discipline (cont)

### By Gender - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Male</b>						
<b>School</b>	*	*	*	*	*	*
District	86	*	*	37	46	3
State	168,584	309	78	93,901	72,584	1,712
<b>Female</b>						
<b>School</b>	*	*	*	*	*	*
District	28	*	*	7	21	*
State	81,424	162	43	44,184	36,051	984
<b>Non Binary</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	343	1	*	234	106	2

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

## About the data

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

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

**Annual Summative Designation**

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	
<b>School</b>	<b>Eligible, but Not a Participant in Title One Program</b>

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## 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 in Improvement Status	School Improvement Grant Allocation by School	Level of Support	Reason for Improvement Status & Grant Allocation	School Improvement Status
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\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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## Summative Designation Meta Indicator Components

### What is it?

Percentage of Students with 95% Attendance in Junior/Senior year: The tables indicate the percentage of students in this district and the state who graduated with an average attendance rate of 95% or better over their junior and senior years.

Percentage of students who fall into each GPA category: The tables indicate the percentage of students in this district and the state whose GPA fell into one of four categorical ranges (as noted in the table).

Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement: The tables below indicate the percentage of students in this district and the state who met the minimum composite score requirements on the SAT or ACT.

Percentage of students who have at least 1 Academic ELA Indicator: The tables below indicate the percentage of students in this district and the state who have currently met the requirements for at least 1 academic ELA indicator.

Percentage of students who have at least 1 Academic Math Indicator: The tables below indicate the percentage of students in this district and the state who have currently met the requirements for at least 1 academic MATH indicator.

Percentage of students who have identified a Career Area of Interest by Sophomore Year: The tables below indicate the percentage of students in this district and the state who have identified a career area of interest by their sophomore year.

Percentage of students who have earned 1, 2, or 3+ career ready indicators: The tables below indicate the percentage of students in this district and the state who have earned 1, 2, or 3+ career-ready indicators.

Percentage of students who have earned a College and Career Pathway Endorsement: The tables below indicate the percentage of students in this district and the state who have earned a college and career pathway endorsement.

Student Participation in Fine Arts: The tables below indicate the percentage of students in this district and the state who were enrolled in one or more fine arts courses in the previous year.

Fine Arts: Teacher Qualifications: The tables below indicate the percentage of students in the district and the state enrolled in fine arts courses taught by teachers licensed to teach fine arts courses.

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## Summative Designation Meta Indicator Components (cont)

### Percentage of students with 95% attendance in JR/SR year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>53</b> 100.0%	<b>35</b> 100.0%	<b>18</b> 100.0%	* *	<b>50</b> 100.0%	* *	<b>2</b> 100.0%	* *	* *	* *	<b>1</b> 100.0%	<b>5</b> 100.0%
State	<b>89,290</b> 72.1%	<b>45,134</b> 72.3%	<b>44,113</b> 72.0%	<b>43</b> 84.3%	<b>52,654</b> 88.3%	<b>7,120</b> 41.2%	<b>19,452</b> 55.9%	<b>6,727</b> 88.6%	<b>125</b> 76.7%	<b>161</b> 58.6%	<b>3,051</b> 76.0%	<b>15,236</b> 66.4%

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	<b>3</b> 100.0%	* *	<b>14</b> 100.0%
State	<b>8,661</b> 60.2%	<b>3,984</b> 48.1%	<b>26,686</b> 52.4%

### Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>All</b>				
<b>School</b>	*	*	*	*
District	<b>0</b> 0.0%	<b>16</b> 30.2%	<b>28</b> 52.8%	<b>9</b> 17.0%
State	<b>15,394</b> 12.4%	<b>36,141</b> 29.2%	<b>43,060</b> 34.8%	<b>29,154</b> 23.6%

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>Male</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	<b>0</b> 0.0%	<b>13</b> 37.1%	<b>18</b> 51.4%	<b>4</b> 11.4%
State	<b>7,818</b> 12.5%	<b>21,887</b> 35.1%	<b>21,286</b> 34.1%	<b>11,438</b> 18.3%
<b>Female</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	<b>0</b> 0.0%	<b>3</b> 16.7%	<b>10</b> 55.6%	<b>5</b> 27.8%
State	<b>7,571</b> 12.3%	<b>14,240</b> 23.2%	<b>21,751</b> 35.5%	<b>17,707</b> 28.9%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	<b>5</b> 9.8%	<b>14</b> 27.4%	<b>23</b> 45.1%	<b>9</b> 17.6%

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



## Summative Designation Meta Indicator Components (cont)

### Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>White</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	<b>0</b> 0.0%	<b>15</b> 30.0%	<b>27</b> 54.0%	<b>8</b> 16.0%
State	<b>7,644</b> 12.8%	<b>11,888</b> 19.9%	<b>21,605</b> 36.2%	<b>18,509</b> 31.0%
<b>Black</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	<b>2,357</b> 13.6%	<b>8,114</b> 47.0%	<b>5,263</b> 30.5%	<b>1,543</b> 8.9%
<b>Hispanic</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	<b>0</b> 0.0%	<b>1</b> 50.0%	<b>0</b> 0.0%	<b>1</b> 50.0%
State	<b>4,111</b> 11.8%	<b>14,044</b> 40.4%	<b>12,244</b> 35.2%	<b>4,385</b> 12.6%
<b>Asian</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	<b>797</b> 10.5%	<b>776</b> 10.2%	<b>2,425</b> 31.9%	<b>3,593</b> 47.3%

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	<b>11</b> 6.8%	<b>37</b> 22.7%	<b>60</b> 36.8%	<b>54</b> 33.1%
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	<b>30</b> 10.9%	<b>102</b> 37.1%	<b>94</b> 34.2%	<b>49</b> 17.8%
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>1</b> 100.0%	<b>0</b> 0.0%
State	<b>444</b> 11.1%	<b>1,180</b> 29.4%	<b>1,369</b> 34.1%	<b>1,021</b> 25.4%
<b>Students with Disabilities</b>				
<b>School</b>	*	*	*	*
District	<b>0</b> 0.0%	<b>4</b> 80.0%	<b>1</b> 20.0%	<b>0</b> 0.0%
State	<b>3,107</b> 13.5%	<b>8,999</b> 39.2%	<b>7,949</b> 34.6%	<b>2,891</b> 12.6%

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>Students with IEPs</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	<b>0</b> 0.0%	<b>2</b> 66.7%	<b>1</b> 33.3%	<b>0</b> 0.0%
State	<b>2,129</b> 14.8%	<b>6,660</b> 46.3%	<b>4,563</b> 31.7%	<b>1,037</b> 7.2%
<b>English Learners</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	<b>1,110</b> 13.4%	<b>4,087</b> 49.4%	<b>2,598</b> 31.4%	<b>485</b> 5.9%
<b>Low Income</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	<b>0</b> 0.0%	<b>6</b> 42.9%	<b>7</b> 50.0%	<b>1</b> 7.1%
State	<b>6,735</b> 13.2%	<b>21,240</b> 41.7%	<b>16,497</b> 32.4%	<b>6,473</b> 12.7%

### Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>13</b> 24.5%	<b>7</b> 20.0%	<b>6</b> 33.3%	*	<b>12</b> 24.0%	*	<b>1</b> 50.0%	*	*	*	<b>0</b> 0.0%	<b>0</b> 0.0%
State	<b>24,363</b> 19.7%	<b>12,253</b> 19.6%	<b>12,095</b> 19.7%	<b>15</b> 29.4%	<b>14,978</b> 25.1%	<b>826</b> 4.8%	<b>3,630</b> 10.4%	<b>3,905</b> 51.4%	<b>53</b> 32.5%	<b>37</b> 13.4%	<b>934</b> 23.3%	<b>2,868</b> 12.5%

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	<b>0</b> 0.0%	*	<b>2</b> 14.3%
State	<b>464</b> 3.2%	<b>181</b> 2.2%	<b>4,047</b> 7.9%

### Percentage of students who have at least 1 Academic ELA Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>30</b> 56.6%	<b>19</b> 54.3%	<b>11</b> 61.1%	*	<b>28</b> 56.0%	*	<b>2</b> 100.0%	*	*	*	<b>0</b> 0.0%	<b>0</b> 0.0%
State	<b>52,201</b> 42.2%	<b>22,804</b> 36.5%	<b>29,373</b> 47.9%	<b>24</b> 47.1%	<b>29,531</b> 49.5%	<b>3,996</b> 23.1%	<b>11,350</b> 32.6%	<b>5,378</b> 70.8%	<b>98</b> 60.1%	<b>90</b> 32.7%	<b>1,758</b> 43.8%	<b>5,784</b> 25.2%

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	<b>0</b> 0.0%	*	<b>6</b> 42.9%
State	<b>1,428</b> 9.9%	<b>766</b> 9.3%	<b>14,121</b> 27.7%

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have at least 1 Academic Math Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	<b>33</b> 62.3%	<b>21</b> 60.0%	<b>12</b> 66.7%	* *	<b>31</b> 62.0%	* *	<b>2</b> 100.0%	* *	* *	* *	<b>0</b> 0.0%	<b>0</b> 0.0%
State	<b>87,721</b> 70.9%	<b>41,992</b> 67.3%	<b>45,691</b> 74.6%	<b>38</b> 74.5%	<b>45,501</b> 76.3%	<b>9,800</b> 56.7%	<b>22,507</b> 64.7%	<b>6,856</b> 90.3%	<b>126</b> 77.3%	<b>177</b> 64.4%	<b>2,754</b> 68.6%	<b>12,917</b> 56.3%

	Students with IEPs	English Learners	Low Income
<b>School</b>	* *	* *	* *
District	<b>0</b> 0.0%	* *	<b>7</b> 50.0%
State	<b>6,259</b> 43.5%	<b>4,197</b> 50.7%	<b>30,104</b> 59.1%

### Percentage of students who have identified a Career Area of Interest by Sophomore Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	<b>53</b> 100.0%	<b>35</b> 100.0%	<b>18</b> 100.0%	* *	<b>50</b> 100.0%	* *	<b>2</b> 100.0%	* *	* *	* *	<b>1</b> 100.0%	<b>5</b> 100.0%
State	<b>75,953</b> 61.4%	<b>37,503</b> 60.1%	<b>38,432</b> 62.7%	<b>18</b> 35.3%	<b>40,116</b> 67.3%	<b>8,205</b> 47.5%	<b>19,033</b> 54.7%	<b>5,747</b> 75.7%	<b>103</b> 63.2%	<b>162</b> 58.9%	<b>2,587</b> 64.4%	<b>12,696</b> 55.3%

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have identified a Career Area of Interest by Sophomore Year

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
	*	*	*
District	<b>3</b> 100.0%	*	<b>14</b> 100.0%
State	<b>7,312</b> 50.8%	<b>4,111</b> 49.6%	<b>27,119</b> 53.2%

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
<b>All</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	<b>37</b> 69.8%	<b>10</b> 18.9%	<b>4</b> 7.5%	<b>2</b> 3.8%
State	<b>40,809</b> 33.0%	<b>25,424</b> 20.5%	<b>28,205</b> 22.8%	<b>29,328</b> 23.7%
<b>Male</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	<b>24</b> 68.6%	<b>8</b> 22.9%	<b>2</b> 5.7%	<b>1</b> 2.9%
State	<b>20,203</b> 32.4%	<b>13,128</b> 21.0%	<b>14,541</b> 23.3%	<b>14,563</b> 23.3%
<b>Female</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	<b>13</b> 72.2%	<b>2</b> 11.1%	<b>2</b> 11.1%	<b>1</b> 5.6%
State	<b>20,600</b> 33.6%	<b>12,285</b> 20.1%	<b>13,641</b> 22.3%	<b>14,754</b> 24.1%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	<b>6</b> 11.8%	<b>11</b> 21.6%	<b>23</b> 45.1%	<b>11</b> 21.6%

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

## Summative Designation Meta Indicator Components (cont)

Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
<b>White</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	<b>35</b> 70.0%	<b>10</b> 20.0%	<b>4</b> 8.0%	<b>1</b> 2.0%
State	<b>25,996</b> 43.6%	<b>13,831</b> 23.2%	<b>11,756</b> 19.7%	<b>8,073</b> 13.5%
<b>Black</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	<b>2,595</b> 15.0%	<b>2,858</b> 16.5%	<b>5,062</b> 29.3%	<b>6,766</b> 39.1%
<b>Hispanic</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	<b>2</b> 100.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%
State	<b>7,816</b> 22.5%	<b>5,862</b> 16.9%	<b>8,846</b> 25.4%	<b>12,261</b> 35.3%
<b>Asian</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	<b>2,872</b> 37.8%	<b>1,886</b> 24.9%	<b>1,487</b> 19.6%	<b>1,346</b> 17.7%

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



## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	<b>41</b> 25.1%	<b>23</b> 14.1%	<b>24</b> 14.7%	<b>75</b> 46.0%
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	<b>72</b> 26.2%	<b>49</b> 17.8%	<b>79</b> 28.7%	<b>75</b> 27.3%
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>1</b> 100.0%
State	<b>1,417</b> 35.3%	<b>915</b> 22.8%	<b>951</b> 23.7%	<b>732</b> 18.2%
<b>Students with Disabilities</b>				
<b>School</b>	*	*	*	*
District	<b>1</b> 20.0%	<b>2</b> 40.0%	<b>1</b> 20.0%	<b>1</b> 20.0%
State	<b>5,703</b> 24.9%	<b>4,450</b> 19.4%	<b>5,696</b> 24.8%	<b>7,099</b> 30.9%

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
<b>Students with IEPs</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	<b>0</b> 0.0%	<b>1</b> 33.3%	<b>1</b> 33.3%	<b>1</b> 33.3%
State	<b>2,907</b> 20.2%	<b>2,568</b> 17.8%	<b>3,840</b> 26.7%	<b>5,076</b> 35.3%
<b>English Learners</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	<b>1,193</b> 14.4%	<b>1,344</b> 16.2%	<b>2,173</b> 26.2%	<b>3,570</b> 43.1%
<b>Low Income</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	<b>9</b> 64.3%	<b>3</b> 21.4%	<b>1</b> 7.1%	<b>1</b> 7.1%
State	<b>11,094</b> 21.8%	<b>8,706</b> 17.1%	<b>13,292</b> 26.1%	<b>17,860</b> 35.0%

### Percentage of students who have earned a College and Career Pathway Endorsement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>1</b> 1.9%	<b>0</b> 0.0%	<b>1</b> 5.6%	*	<b>1</b> 2.0%	*	<b>0</b> 0.0%	*	*	*	<b>0</b> 0.0%	<b>0</b> 0.0%
State	<b>964</b> 0.8%	<b>339</b> 0.5%	<b>625</b> 1.0%	<b>0</b> 0.0%	<b>571</b> 1.0%	<b>21</b> 0.1%	<b>189</b> 0.5%	<b>149</b> 2.0%	<b>4</b> 2.5%	<b>1</b> 0.4%	<b>29</b> 0.7%	<b>102</b> 0.4%

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

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have earned a College and Career Pathway Endorsement

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	<b>0</b> 0.0%	*	<b>1</b> 7.1%
State	<b>32</b> 0.2%	<b>17</b> 0.2%	<b>243</b> 0.5%

### Fine Arts: Student Participation in Fine Arts

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>79.3%</b>	<b>76.1%</b>	<b>82.9%</b>	*	<b>78.8%</b>	<b>77.8%</b>	<b>75.6%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>89.1%</b>	<b>71.8%</b>
State	<b>69.9%</b>	<b>67.0%</b>	<b>72.8%</b>	<b>69.1%</b>	<b>68.5%</b>	<b>66.9%</b>	<b>72.5%</b>	<b>76.2%</b>	<b>72.0%</b>	<b>71.8%</b>	<b>71.1%</b>	<b>67.0%</b>

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	<b>71.3%</b>	*	<b>78.4%</b>
State	<b>66.4%</b>	<b>78.2%</b>	<b>69.9%</b>

### Fine Arts: Student Participation in Fine Arts Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	<b>730</b>	<b>375</b>	<b>355</b>	*	<b>646</b>	<b>7</b>	<b>31</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>41</b>	<b>107</b>
State	<b>1,271,937</b>	<b>626,370</b>	<b>645,098</b>	<b>469</b>	<b>568,210</b>	<b>203,123</b>	<b>365,407</b>	<b>76,666</b>	<b>1,272</b>	<b>3,266</b>	<b>53,993</b>	<b>228,922</b>

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

## Summative Designation Meta Indicator Components (cont)

### Fine Arts: Student Participation in Fine Arts Numerator Count

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	92	*	305
State	175,684	212,971	619,115

### Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	921	493	428	*	820	9	41	3	1	1	46	149
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	129	*	389
State	264,507	272,399	885,329

### Fine Arts: Teacher Qualifications

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	97.4%	97.9%	96.9%	*	97.5%	100.0%	93.5%	100.0%	100.0%	100.0%	97.6%	94.4%
State	94.2%	94.3%	94.2%	96.2%	96.3%	86.8%	94.2%	98.0%	96.5%	94.8%	95.6%	93.1%

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

## Summative Designation Meta Indicator Components (cont)

### Fine Arts: Teacher Qualifications

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	94.6%	*	95.7%
State	92.5%	95.5%	92.2%

### Fine Arts: Teacher Qualifications Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	711	367	344	*	630	7	29	3	1	1	40	101
State	1,198,737	590,333	607,953	451	547,213	176,302	344,175	75,128	1,228	3,096	51,595	213,132

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	87	*	292
State	162,574	203,311	570,669

### Fine Arts: Teacher Qualifications Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	921	493	428	*	820	9	41	3	1	1	46	149
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

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

## Summative Designation Meta Indicator Components (cont)

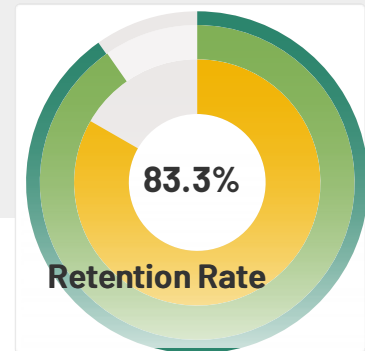
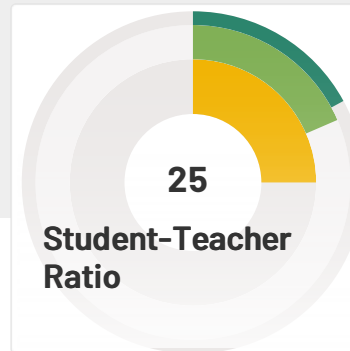
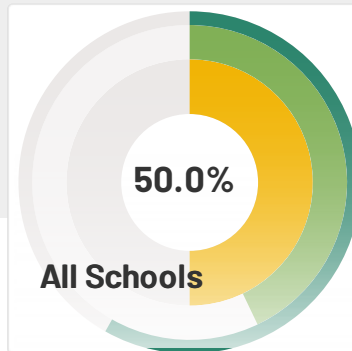
### Fine Arts: Teacher Qualifications Denominator Count

	Students with IEPs	English Learners	Low Income
School	*	*	*
District	129	*	389
State	264,507	272,399	885,329

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

## About the data

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



## Teacher Information

### What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
<b>School</b>	<b>4</b>	<b>50.0%</b>	<b>*</b>
District	16	66.2%	100.0%
State	*	64.4%	97.2%

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

## Student-To-Teacher Ratios

### What is it?

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

Student-Teacher Ratio	
<b>School</b>	<b>25</b>
District	*
State	*

## Average Teacher Salary

### What is it?

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

Average Teacher Salary	
<b>School</b>	<b>\$47,250</b>
District	<b>\$50,572</b>
State	<b>\$73,916</b>

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



## Retention Rate

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	83.3% 5	83.3% 5	*	*	*	*	*	*	*
	Male	*	*	*	*	*	*	*	*	*
	Female	83.3% 5	83.3% 5	*	*	*	*	*	*	*
	Non Binary	*	*	*	*	*	*	*	*	*
District	All	90.3% 159	90.0% 153	*	*	*	*	*	100.0% 6	*
	Male	87.8% 36	86.8% 33	*	*	*	*	*	100.0% 3	*
	Female	91.1% 123	90.9% 120	*	*	*	*	*	100.0% 3	*
	Non Binary	*	*	*	*	*	*	*	*	*
State	All	90.2% 318,584	90.7% 270,195	85.3% 14,654	93.0% 21,699	90.2% 5,030	84.4% 190	91.8% 606	85.1% 2,319	70.8% 3,891
	Male	91.4% 75,736	92.0% 64,848	85.0% 3,134	93.4% 4,992	92.1% 1,169	81.1% 60	93.4% 156	84.9% 591	67.3% 786
	Female	89.9% 242,848	90.3% 205,347	85.3% 11,520	92.8% 16,707	89.6% 3,861	86.1% 130	91.3% 450	85.2% 1,728	71.7% 3,105
	Non Binary	*	*	*	*	*	*	*	*	*

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

## Full-Time Equivalent

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	100.0% 2	100.0% 2	* *	* *	* *	* *	* *	* *	* *
	Male	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Female	100.0% 2	100.0% 2	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 63.8	96.9% 61.8	* *	* *	* *	* *	* *	3.1% 2	* *
	Male	17.6% 11.3	16.6% 10.3	* *	* *	* *	* *	* *	50.0% 1	* *
	Female	82.4% 52.6	83.4% 51.6	* *	* *	* *	* *	* *	50.0% 1	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 134896.6	80.6% 108715.6	6.2% 8387.2	8.4% 11339.2	1.9% 2528.6	0.1% 84.2	0.2% 260.1	0.8% 1096.3	1.8% 2485.4
	Male	23.5% 31704.3	23.8% 25848.6	21.9% 1840	22.6% 2557.1	23.4% 591.8	28.3% 23.8	22.7% 59	23.9% 261.9	21.0% 522.1
	Female	76.5% 103192.2	76.2% 82867.1	78.1% 6547.2	77.4% 8782.1	76.6% 1936.7	71.7% 60.4	77.3% 201	76.1% 834.4	79.0% 1963.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## Teachers with Gifted Endorsement

### What is it?

This shows the number of teachers who have taken the necessary steps to obtain an endorsement for their Professional Educator License indicating that they have the skills to respond to the needs of gifted students in their classroom.

Teachers with Gifted Endorsement	
<b>School</b>	*
District	1
State	1,185

## National Board Certified Teachers

### What is it?

This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	2,293	1,831	143	192	66	1	7	26	27	457	1,836

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

## Teachers with Short Term or Provisional Licenses

### What is it?

The tables below represent the percentage of teachers teaching with short-term or provisional licenses. The display summarizes the rate across the state and highlights the rates across all high-poverty and low-poverty schools.

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>0</b> 0.0%	*	*
District	<b>5</b> 7.8%	*	*
State	<b>4,465</b> 3.3%	<b>1,349</b> 4.0%	<b>658</b> 1.0%

## Novice Teachers

### What is it?

The table below represents the percentage of teachers defined as "novice" - having less than 2 full-time equivalent years of combined public school teaching experience. The display summarizes the rate within this district and across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	*	*	*
District	<b>6</b> 10.3%	*	*
State	<b>9,383</b> 7.0%	<b>2,627</b> 9.0%	<b>2,031</b> 5.0%

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

## Teacher Out of Field

### What is it?

The table below represents the percentage of teachers defined as “out-of-field” – a teacher teaching in a grade or content area for which he or she does not hold the appropriate state-issued license, endorsement, approvals, or previous qualifications. The display summarizes the rate across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
School	*	*	*
District	<b>6</b> 9.8%	*	*
State	<b>4,649</b> 4.2%	<b>836</b> 4.0%	<b>1,243</b> 3.0%

## Average Teaching Experience

### What is it?

The table below represents the average teaching experience of teachers across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
School	<b>4</b>	*	*
District	<b>16</b>	*	*
State	*	*	*

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

## Teachers Education

### What is it?

The tables below represent the percentage of teachers with bachelor's and master's degrees across the state and highlight the rates across all high-poverty and low-poverty schools in the district (as applicable).

### Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>50.0%</b>	<b>*</b>	<b>*</b>
District	57.1%	*	*
State	41.0%	41.1%	35.1%

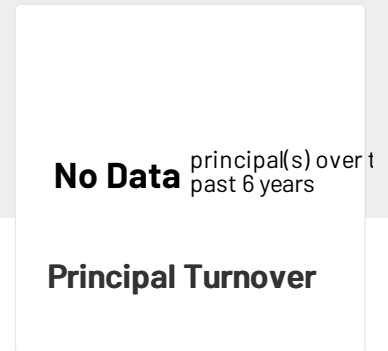
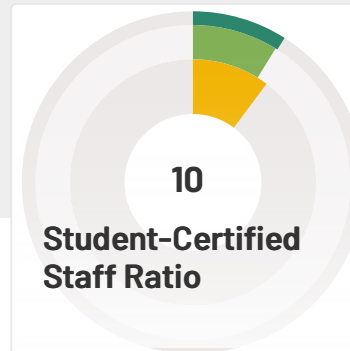
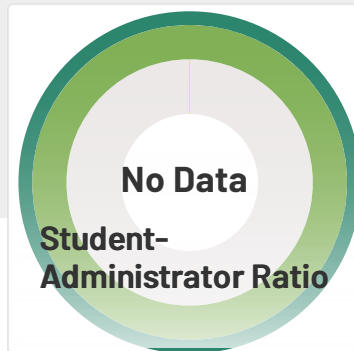
### Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>50.0%</b>	<b>*</b>	<b>*</b>
District	42.9%	*	*
State	58.2%	57.1%	64.6%

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

## About the data

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



## Student-To-Staff Ratios

### What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
<b>School</b>	<b>10</b>	<b>*</b>
District	9	236
State	9	141

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

## Demographics

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
<b>School</b>	<b>All</b>	*	*	*	*	*	*	*	*	*
	<b>Male</b>	*	*	*	*	*	*	*	*	*
	<b>Female</b>	*	*	*	*	*	*	*	*	*
	<b>Non Binary</b>	*	*	*	*	*	*	*	*	*
District	All	<b>100.0%</b> 3.9	<b>100.0%</b> 3.9	*	*	*	*	*	*	*
	Male	<b>100.0%</b> 3.9	<b>100.0%</b> 3.9	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*
	Non Binary	*	*	*	*	*	*	*	*	*
State	All	<b>100.0%</b> 13214.3	<b>75.6%</b> 9995.7	<b>14.8%</b> 1954.1	<b>6.9%</b> 910.7	<b>1.0%</b> 136	<b>0.1%</b> 9	<b>0.1%</b> 19.7	<b>0.7%</b> 92.3	<b>0.7%</b> 96.8
	Male	<b>40.5%</b> 5353.4	<b>43.4%</b> 4339.7	<b>28.5%</b> 557.8	<b>35.6%</b> 323.9	<b>41.3%</b> 56.2	<b>33.4%</b> 3	<b>49.3%</b> 9.7	<b>30.2%</b> 27.8	<b>36.5%</b> 35.3
	Female	<b>59.5%</b> 7860.9	<b>56.6%</b> 5656	<b>71.5%</b> 1396.3	<b>64.4%</b> 586.8	<b>58.7%</b> 79.9	<b>66.6%</b> 6	<b>50.7%</b> 10	<b>69.8%</b> 64.5	<b>63.5%</b> 61.4
	Non Binary	*	*	*	*	*	*	*	*	*

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



## Principal Turnover

### What is it?

Principal Turnover for the school is the number of different principals at the same school in the last six years. At the district and state level, it is the average number of principals at the same school in the past six years. If the number is zero, no current data was provided.

Principal(s) over the past 6 years	
School	*
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	
School	*
District	\$112,755
State	\$116,908

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

## Novice Administrator

### What is it?

The table below represents the percentage of administrators defined as “novice” - having less than 2 full-time equivalent years of combined public school teaching experience. The display summarizes the rate within this district and across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
School	* *	* *	* *
District	<b>0</b> 20.9%	* *	* *
State	<b>1,563</b> 11.8%	<b>341</b> 14.6%	<b>253</b> 9.9%

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

## About the data

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

## Student Environment

### What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
<b>School</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>*</b>
District	2.8%	1.0%	0.0%	0.0%	0.0%	10.9%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

# Civil Rights Data Collection

(2017-18)

## Student Environment (cont)

School	Number of Schools with Incidents of Violence		
	Rate of Incidents of Violence	Firearm	Homicide
School	0.0%	0	0
District	0.0%	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	Advanced Placement Course Work			
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	100.0% 50	0.0% 0	0.0% 0	0.0% 0
District	5.2% 50	4.8% 46	0.0% 0	0.3% 3
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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