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GRADES - 1 2 3 4 5

## **2020**

**Summative Designation - Commendable EBF District**  
**Funding Tier - 2**

**Student Group - All Students Financial capacity to meet expectations - 67.9 % Title I Status - Targeted Assistance**  
**Title I Program State Senate District - 45 IL Youth Survey Participation - NO State House District - 089**

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

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

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

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



School 2.4% 2.3% \* 0.0% \*\*\* 5.0% 3.7% \* 5.1% 4.1%

District 5.3% 5.2% \* 3.7% \*\*\* 8.5% 9.0% \* 10.4%

8.5%

State 11.0% 7.8% 18.7% 12.5% 5.7% 10.0% 15.6% 13.0% 16.3% 11.3% 16.4% 16.9%

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

**STUDENT MOBILITY RATE**

	All Races	Hawaiian /Pacific	Two or More American	Children with	Native Students with	English Low	Indian	Disabilities	IEPs	White Black Income Learners	
	Male Female	Hispanic	Asian	Islander							
School	7.9% 7.1%	8.8% 8.5%	* 0.0% ***	5.3%	11.8%	* 17.9%				13.0%	
District	5.9% 5.5%	6.4% 6.4%	* 0.0% ***	4.1%	7.1%	* 13.1%				7.9%	
State	6.2% 6.5%	5.8% 4.1%	11.8% 5.9%	6.1%	8.2%	8.6%	7.6%	6.2%	7.4%	9.0%	6.8%

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

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

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

“Advanced Academic Program” is defined as a course of study to which students are assigned based on advanced cognitive ability or advanced academic achievement compared to local age peers and in which the curriculum is substantially differentiated from the general curriculum to provide appropriate challenge and pace. Note that gifted students are a subset of accelerated placement /advanced academic program students and are included in these metrics also.

**STUDENTS ASSESSED FOR GIFTEDNESS**

	# Students	% Students
School *		*
District	165,182	7.6%

\*\*

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

**STUDENTS ASSESSED FOR GIFTEDNESS TAUGHT BY  
GIFTED-ENDORSED TEACHERS**

# Students % Students

School	**	
District	State	** 19,414 0.9%

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

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**STUDENTS IDENTIFIED AS GIFTED**

# Students % Students

School	**	
District	State	** 50,813 2.3%

STUDENTS IDENTIFIED AS GIFTED (Demographics)	Hawaiian /Pacific			English	
	American Native	Two or More Students With	Low	English	Low

School	District	State	All Races Male Female Hispanic Asian										White Black IEPs Indian Learners		Income			
			Islander															
*****	*****	50,813	2.3%	2.4%	2.5%	1.1%	1.4%	9.9%	3.4%	1.3%	2.7%	1.0%					0.6%	0.5%

**STUDENTS IDENTIFIED AS GIFTED TAUGHT BY GIFTED-ENDORSED TEACHERS**

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

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**TOTAL SCHOOL DAYS**

Number of Days

School 181

District 181

State 175

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**% of 8TH GRADERS  
PASSING ALGEBRA I**

School \*

District 28.1%

State 30.8%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. HOWEVER, based on the data collected and comparisons to historical data, the data collected for this collection cycle does not, in aggregate, exhibit greater variation than is normally observed from year to year.

**STUDENT-TO-STAFF RATIOS**

Pupil Teacher Elementary	Pupil Teacher Secondary	Pupil Certified Staff	Pupil Administrator
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School -- -- -- --

District 17.3 18.0 11.4 198.5

State 18.1 18.6 10.1 171.1

**HEALTH  
AND  
WELLNESS  
(days per week)**

School 5.0

District 5.0

State 3.6

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**AVERAGE CLASS SIZE (as of the first school day in May)**

Grades K 1 2 3 4 5 6 7 8 9 - 12 Overall School \* 14.8 15.8 20.7 19.1 20.2 \* \* \* \* 18.2 District 18.4 14.8 15.8 20.7 19.1

20.2 19.3 22.9 20.4 17.7 18.5 State 19.1 20.8 21.2 21.9 22.0 22.6 23.1 23.0 22.5 21.6 21.7

**TEACHER INFORMATION (Full-Time Equivalents)**

Total	Number		Hawaiian /Pacific Islander	Native				White Black Indian Unknown Races			
	Male	Female		American Two or More							
	Hispanic	Asian									

District 55 26.3% 73.7% 100.0% \* \* \* \* \* State 131,230 23.2% 76.8% 82.3% 5.9% 7.0% 1.7% 0.1% 0.2% 0.8% 2.0%

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

Average Teaching Experienc e (Years)	% of Teacher s with Bachelor' s Degrees	% of Teacher s with Master's & Above
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School -- -- --

**District** 18.6 46.6% 53.4%

**State** 13.4 39.6% 59.8%

**TEACHER RETENTION RATE PRINCIPAL TURNOVER (Count)**

**School** 93.6% **School** 3.0

**District** 90.7% **District** 1.0

**State** 85.9% **State** 2.0

**TEACHER ATTENDANCE RATE**

**School** --

**District** 96.1%

**State** 86.6%

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**TEACHER EVALUATION RATE**

**School** --

**District** 100.0%

**State** 98.7%

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**AVERAGE TEACHER/ADMINISTRATOR SALARIES**

Salaries and counts of staff are summed

\$200,000 \$160,000 \$120,000

\$80,000 \$40,000 \$0





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

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

	Site-Level Per-Pupil Expenditures				Expenditures				Total Per-Pupil Expenditures				Total				
	District		Centralized		Per-Pupil		Enrollment		Federal		State/Local		Subtotal		Expenditures		Exclusions

School	282.00	\$521	\$5,549	\$6,070	\$26	\$3,133	\$3,160	\$547	\$8,682	\$9,229	District	788.75	\$262	\$6,108	\$6,370	\$26	\$3,133	\$3,160	\$289	\$9,241	\$9,529	\$2,236,614	\$9,752,940
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Title I School Improvement - 1003(a) Grant funds are federal Title I funds allocated to districts to support school improvement efforts in schools designated as targeted or comprehensive. Funds must be spent on activities that supplement core programs. Comprehensive schools receive comprehensive support and are required to utilize an approved Learning Partner. Targeted schools receive targeted support and may utilize an approved Learning Partner. Any school utilizing Title I School Improvement - 1003(a) funds must complete an application and School Improvement Report based on a local Board of Education approved School Improvement Plan and submit the Illinois Quality Framework Supporting Rubric. Additional information on the requirements of this grant can be found here: <https://www.isbe.net/Pages/IL-EMPOWER.aspx>

**SCHOOL IMPROVEMENT FUNDS**

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

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**ELA PARTICIPATION - ALL TESTS (Demographics)**

	Hawaiian /Pacific	American	Two or More	Children with	Native Students with	English Low
All Races						

Male Female Hispanic Asian  
 Islander  
 School District State  
 Indian Disabilities  
 IEPs  
 Learners

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

**MATH PARTICIPATION - ALL TESTS (Demographics)**

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

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**SCIENCE PARTICIPATION - ALL TESTS (Demographics)**

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

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

**NUMBER AND PERCENTAGE OF ENGLISH LEARNERS EXEMPTED FROM ASSESSMENT**

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

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School District State

Indian  
IEPs  
Learners

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Report Card. Please note that asterisks in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are

counts out of groups 10 or greater.

DLM-AA ELA PARTICIPATION (Demographics)

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

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

DLM-AA MATH PARTICIPATION (Demographics)

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

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

**DLM-AA SCIENCE PARTICIPATION (Demographics)**

School	District	State	All Races	Male	Female	Hispanic	Asian	Islander	Hawaiian /Pacific	American	More	Two or	Children with	Native Students with	English Low	White	Black	Income

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

**ISA PARTICIPATION (Demographics)**

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

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

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

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

**MATH PROFICIENCY - ALL TESTS (Demographics)**

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

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



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

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**SCIENCE PROFICIENCY - ALL TESTS (Demographics)**

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

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

**SCIENCE PROFICIENCY - ALL TESTS (Demographics Continued)**

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

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

**EL PROFICIENCY ON ACCESS**

	#	ELS #	Tested %	Participation %	# Proficient	Long Term EL %
School *****	*					
District *****	*					
State	223,399	220,920	17,503 7.9%	20,127 9.0%		98.9%

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**MEAN ELA GROWTH PERCENTILE - IAR (Demographics)**

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

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

**MEAN ELA GROWTH PERCENTILE - IAR (Demographics Continued)**

	Children with Disabilities	Students with Homeless Migrant	English Low	Youth In

School District State IEPs Learners Income Care Military

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

MEAN MATH GROWTH PERCENTILE - IAR (Demographics)

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

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

MEAN MATH GROWTH PERCENTILE - IAR (Demographics Continued)

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

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

Report Card. Please note that asterisks in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are

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

ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for in-school suspensions, out-of-school suspensions, and expulsions is reported by ISBE in a separate report on [www.isbe.net](http://www.isbe.net). Current year data for chronic absenteeism can be found in the Students section of the Report Card. Current year data for accelerated coursework can be found in the Academic Performance section of the Report Card. Please note data may not match due to differences in data collection methods.

CRDC - IN-SCHOOL			SUSPENSIONS CRDC - OUT-OF-SCHOOL			SUSPENSIONS CRDC - EXPULSIONS		
School			1.3%	2.6%	0.0%			
District	2.6%	3.9%	0.2%					
State			5.1%	3.5%	0.1%			

CRDC - SCHOOL-RELATED ARRESTS			CRDC - REFERRAL TO LAW ENFORCEMENT			CRDC - CHRONIC ABSENTEEISM		
School			0.0%	0.0%	3.6%			
District			0.0%	0.0%	8.0%			
State	0.1%	0.7%	16.3%					

CRDC - INCIDENTS OF VIOLENCE				CRDC - INCIDENTS OF VIOLENCE - FIREARM AND HOMICIDE			
Incidents of Violence			Schools in the District with Incidents of Violence		Incidents of Violence		
School	2.3%		No	No	0	0	0
District	2.1%						
State	2.2%				153	5	

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

CRDC - NUMBER AND PERCENT ENROLLED IN PRESCHOOL	
School	67
	7.8%
District	78,27
	2
State	3.9
	%
	0
	0.0%

CRDC - ADVANCED PLACEMENT COURSE WORK		INTERNATIONAL BACCALAUREATE (IB) COURSE WORK		DUAL CREDIT COURSE WORK	
ADVANCED PLACEMENT (AP)		WORK		WORK	
		State		State	
		Number	Percent	Number	Percent
All School		0	0.0%	0	0.0%
District		89	10.3%	143,753	7.2%
		5,004	0.3%	65,736	

3.3%

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