Forrestville Valley CUSD 221 Travis Heinz
Forreston Jr/Sr High Sch Email - theinz@fvdistrict221.org
PO Box 665 (815) 938-2175
Forreston, ILLINOIS 61030 http://www.fvdistrict221.org/
GRADES - 6 7 8 9 10 11 12



2020

Summative Designation - Commendable EBF District Funding Tier - 2

Student Group - All Students Financial capacity to meet expectations - 67.9 % Title I Status - Eligible, but Not a Participant in Title I Program State Senate District - 45 IL Youth Survey Participation - YES 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.llinoisReportCard.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.

For additional information, refer to the 2020 Glossary of Terms.

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STUDENT ENROLLMENT

Native

Hawaiian More
/Pacific American Children English
Two or with Low
All Races Homeless White Black Income

Hispanic Asian Indian Learners
Islander Disabilities

School 431 385 * 14 5 * * 27 74 * 125 * 89.3% * 3.2% 1.2% * * 6.3% 17.2% * 29.0% * **District** 794 711 * 26 5 * 2 50 147 * 242 * 89.5% * 3.3% 0.6% * 0.3% 6.3% 18.5% * 30.5% * **State** 1,957,018 929,443 324,212 519,982 102,732 2,035 4,936 73,678 348,751 245,502 949,618 38,890

47.5% 16.6% 26.6% 5.2% 0.1% 0.3% 3.8% 17.8% 12.5% 48.5% 2.0%

Student Enrollment is based on <u>Serving School</u>.

Children with Disabilities are those students eligible to receive special education services through an IEP or support through a 504 plan.

English Learners are students eligible for transitional bilingual programs.

or live in a household where the household income meets the USDA income guidelines to receive free or reduced-price meals.

Homeless students are those who do not have permanent and adequate

homes. Native

CHRONIC ABSENTEEISM RATE

Low Income are students who receive or live in households that receive SNAP or TANF; are classified as homeless, migrant, runaway, Head Start, or foster children;

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

All Races

Indian
White Black Income

Disabilities IEPs Learners

Hispanic Asian Islander School 7.2% 7.1% * 6.7% * * * 11.1% 12.5% * 14.9% 11.6%

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

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

All Races

Male Female Hispanic Asian Islander

White Black Income Indian Disabilities IEPs Learners

School 3.9% 3.6% 4.2% 4.4% * 0.0% * * * 0.0% 3.0% * 7.3%

3.4%

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.

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.

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"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 State 165,182 7.6%

District

Students With Native Low

Hawaiian /Pacific

STUDENTS ASSESSED

FOR GIFTEDNESS

American (Demographics)

Indian Two or More **English**

All Races Male Female Hispanic Asian Islander Learners Income

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 * *

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

STUDENTS ASSESSED FOR **GIFTEDNESS TAUGHT BY**

GIFTED-ENDORSED TEACHERS Two or **Students** (Demographics) Native

Hawaiian

With /Pacific American More English Low

All Races White Black IEPs

Male Female Hispanic Asian Indian Income

Islander Learners

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%

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. 47-071-2210-26-0004 Page 4 of 21

STUDENTS IDENTIFIED AS GIFTED

Students % Students

School * *

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

Hawaiian /Pacific

STUDENTS IDENTIFIED

AS GIFTED

American Two or More **English** (Demographics) **Native Students With** Low

All Races Male Female Hispanic Asian White Black IEPs Income Indian Islander Learners School * * * * * * * * * * * District * * * * * * * * * * **State** 50,813 2.3% 2.4% 2.5% 1.1% 1.4% 9.9% 3.4% 1.3% 2.7% 1.0% 0.6% STUDENTS IDENTIFIED AS GIFTED TAUGHT BY **GIFTED-ENDORSED TEACHERS** # Students % Students * * * * 9,454 0.4% **School District State** STUDENTS IDENTIFIED AS GIFTED **TEACHERS (Demographics) Native** Two or **Students** TAUGHT BY GIFTED-ENDORSED Hawaiian /Pacific Hispanic Asian American Indian With Low Male Female Islander More **English Learners** Income **All Races** White Black IEPs School * * * * * * * * * * *

0.5%

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. 47-071-2210-26-0004 Page 5 of 21

0.1%

0.1%

TOTAL SCHOOL DAYS

Number of Days

School 181

District * * * * * * * * * *

State 9,454 0.4% 0.4% 0.5% 0.1% 0.2% 1.9% 0.1% 0.3% 0.5% 0.1%

District 181

State 175

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

School 28.1%

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 Pupil **Teacher Teacher**

Pupil

Certified Staff Pupil

Secondary Administrator Elementary

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 ****** 19.3 22.9 20.4 17.7 18.8 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)

Native

Total

Number Male Female Hawaiian /Pacific Islander

American

Hispanic Asian Two or More

White Black Indian Unknown

Races

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. 47-071-2210-26-0004 Page 6 of 21 TEACHER INFORMATION (Experience)

Average Teaching Experienc e (Years)

% of **Teacher** s with

% of **Teachers** with

Bachelor' s Degrees Master's & Above

School -- -- --

District 18.6 46.6% 53.4% **State** 13.4 39.6% 59.8%

TEACHER RETENTION RATE PRINCIPAL TURNOVER (Count)

School 91.3% School 2.0 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

not reflect the actual paid salaries for the district.

\$57.314 \$68,083

across a district based on the percentage of time that each

District

\$105,500 \$111,293

individual is employed as a teacher State or an administrator and may or may

Average Teacher Salary Average Administrator Salary

EVDENDITUDE	BY FUNCTION	2040 40	(Dersenters)
EXPENDITURE	BT FUNCTION	ZU 18-19	(Percentages)

60.0

50.0 40.0 30.0 20.0

10.0 0.0

25.6 22.4 29.3 41.9 20.0 47.6 10.0

3.1

District State

Other Administration Expenditures

REVENUE BY SOURCE 2018-19 EXPENDITURE BY FUND 2018-19 Instruction General

Supporting Services

		District District %	State %			District District % State %
Local Property T	\$5,101,20)1	60.3%	58.4%		
Local Floperty	55.9%		Education \$5,869,858	70.4%		
	State Funding		4.2%	Transportation	TOTAL	9.9% 5.8% 10.9%
Other Local		\$769,443 \$2,2	11,233	Debt Service	TOTAL \$999,386	8.1%
Funding	Federal Fundin	n		Tort	\$586.215	
	i caciai i aiiaii	\$667,429	6.1% 21.7% 4.9%	Municipal	, ,	1.5% 4.7% 0.7%
Evidence-Based	TOTAL			Retirement/ Social	\$1,093,825 \$811,741	7.3% 3.9% 8.4%
		\$380,956 \$9,1	30.262 7.0%	Security	¢150 704	1.2%
Funding Other	OTHER FINANC		,	Fire Prevention &	\$150,724 \$472,253	

Safety Capital

INDICATORS

Operations & 8.4% 24.2% 7.3% Maintenance

Projects Assessed Valuation

2017 Total

School Tax Rate

per \$100

per Pupil

2018-19 Instructional Expenditure per Pupil 2018-19 Operating

Expenditure

\$472,253

\$65.394

\$10,049,396

1.9% 0.6% 6.3%

per Pupil

2017 Equalized

District \$141,428 5.38 \$5,703 \$10,425 State ** ** \$8,582 \$14,492

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and

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

^{**} Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided. Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated. Total school tax rate is a district's total tax rate as it appears on local property tax bills.

reported are counts out of groups 10 or greater.

47-071-2210-26-0004 Page 8 of 21

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.

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.

Expenditures

Site-Level Per-Pupil Expenditures

Total Per-Pupil Expenditures

District Centralized Per-Pupil

Total

Enrollment Federal State/Local Subtotal Federal State/Local Subtotal Federal State/Local Subtotal Expenditures

Exclusions

School 438.50 \$102 \$6,288 \$6,389 \$26 \$3,133 \$3,160 \$128 \$9,421 \$9,549 District 788.75 \$262 \$6,108 \$6,370 \$26 \$3,133 \$3,160 \$289 \$9,241 \$9,529 \$2,236,614 \$9,752,940

Please note that asterisks in the tables indicate eithe 47-071-2210-26-0004 Page 9 of 2		acy concerns. Student counts reported are counts or	ut of groups 10 or greater.
Title I School Improvement - 1003(efforts in schools designated as tar Comprehensive schools receive conschools receive targeted support a 1003(a) funds must complete an a School Improvement Plan and sub of this grant can be found here: htt	rgeted or comprehensive. Funds romprehensive support and are record may utilize an approved Learn pplication and School Improvement the Illinois Quality Framework	must be spent on activities that sup quired to utilize an approved Learn ing Partner. Any school utilizing Ti nt Report based on a local Board of Supporting Rubric. Additional info	oplement core programs. ing Partner. Targeted tle I School Improvement - of Education approved
SCHOOL IMPROVEMENT FUNDS School Year First Identified As Needing Support	Title I School Improvement - 1003(a) Funds Received for	Reason for Receiving Title I School Improvement -	
Level of Support 1003(a) Funds Previo	ous School Year		

reissue schools their designations fi Commendable, Targeted Support, a particular student groups or Compre	om the pand Compehensive mes. Mul	revious orehens Support Itiple me	year. Illi ive Supp t for the easures	inois has port. Sch school re of schoo	four sur ools that eceive a l perforn	at receive a designation of Targeted Support for additional funding and resources to build local mance and environment determine a school's
The federal Every Student Succeed	s Act req				-	hool a summative designation. All states were
Please note that asterisks in the tables indicate either 47-071-2210-26-0004 Page 10 of 2		data or sup _l	pressed data	a due to priva	cy concerns	s. Student counts reported are counts out of groups 10 or greater.

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)

Hawaiian Two or with English

/Pacific American More Students Low
Indian Children with

All Races

Male Female Hispanic Asian Islander

White Black Income

School District State 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.

SCIENCE PARTICIPATION - ALL TESTS (Demographics)

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

All Races

White Black Income

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.

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."

IAR ELA PARTICIPATION (Demographics)

Native

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

All Races

Male Female Hispanic Asian Islander

White Black Income

School District State

Indian **Disabilities**

Learners

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.

IAR MATH PARTICIPATION (Demographics)

Native

Hawaiian Two or Children Students English /Pacific **American More** with with Low

All Races

White Black Income

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

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.

SAT ELA PARTICIPATION (Demographics)

Native

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

All Races

Male Female Hispanic Asian Islander

White Black Income

School District State

Indian **Disabilities** Learners

Indian

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.

SAT MATH PARTICIPATION (Demographics)

Native

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

Disabilities

White Black Income

School District State

Indian **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. 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.

47-071-2210-26-0004 Page 12 of 21

DLM-AA ELA PARTICIPATION (Demographics)

Native

Children Students English

Hawaiian /Pacific American More

Two or with

Learners

Low

All Races

Male Female Hispanic Asian Islander

White Black Income

School District State

Indian

Disabilities

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.

DLM-AA MATH PARTICIPATION (Demographics)

Native

Hawaiian

Two or /Pacific American More

with

Children Students English

Disabilities

with Low

All Races

White Black Income

Male Female Hispanic Asian Islander **District** School

State Indian **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. **DLM-AA SCIENCE PARTICIPATION (Demographics)** Native Hawaiian Two or Children Students English /Pacific American More with with Low **All Races** Male Female Hispanic Asian Islander White Black Income Indian Learners **School District State Disabilities 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. ISA PARTICIPATION (Demographics) **Native** Children Students English Hawaiian Two or /Pacific American More with with Low All Races Male Female Hispanic Asian Islander Disabilities White Black Income Indian School District State **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. Please note that asterisks in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are

47-071-2210-26-0004 Page 13 of 21

counts out of groups 10 or greater.

ΑII School /Pacific

Hawaiian Two or White Black Hispanic

American More **Male Female**

District

State **Students** Asian Indian Islander

Races

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.

ELA PROFICIENCY - ALL TESTS (Demographics Continued)

Students with Children with **English** Youth In

Disabilities Homeless Migrant

Learners **Care Military**

District State

IEPs

Low

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)

Native

Hawaiian Two or

All

/Pacific

More

Students

Asian Indian Islander

American

School State

Races

Male Female White Black Hispanic

District

Income

School

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 Continued)

Children with Students with

Youth In

Disabilities Homeless Migrant

Low **Care Military**

English

Income

School

State **IEPs**

District

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. 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. 47-071-2210-26-0004 Page 14 of 21 SCIENCE PROFICIENCY - ALL TESTS (Demographics) Native Hawaiian Two or ΑII /Pacific American More Asian Indian Islander Races State Male Female White Black Hispanic

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)

English Youth In Children with Learners Low Students with

IEPs Income **Disabilities Homeless Migrant School**

State **Care Military 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.

Students

School

District

Proficient Long Proficient # Term EL # Long **ELS** Term EL **Tested Participati** % # % on School * * * * * *

District * * * * * *

State 223,399 220,920 17,503 7.9% 20,127 9.0% 98.9%

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. 47-071-2210-26-0004 Page 15 of 21

MEAN ELA GROWTH PERCENTILE - IAR (Demographics)

Native Hawaiian /Pacific Two or More

ΑII American

Students Indian Islander

School Races State

Male Female White Black Hispanic Asian

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)

Students with Youth In Children with **English** Low

Disabilities Homeless Migrant

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) All Hawaiian / Pacific Two or More All American Students Indian Islander School State Races Male Female White Black Hispanic Asian 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 MATH GROWTH PERCENTILE - IAR (Demographics Continued) Children with Students with Youth In English Low Disabilities Homeless Migrant School District State IEPs Care Military Learners 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. MEAN MATH GROWTH PERCENTILE - IAR (Demographics Continued) Children with Students with Youth In English Low Disabilities Homeless Migrant Learners 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. Please note that astertisks in the tables indicate either non-reported data or suspensed data due to privacy concerns. Student counts reported are	School District	State	IEPs Learners Income	Care Military		
MEAN MATH GROWTH PERCENTILE - IAR (Demographics) All Hawaiian /Pacific American Students Indian Islander School State Races Male Female White Black Hispanic Asian 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 MATH GROWTH PERCENTILE - IAR (Demographics Continued) Children with Students with English Low Disabilities Homeless Migrant School District State IEPs Care Military Learners 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.						
Students State 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 MATH GROWTH PERCENTILE - IAR (Demographics Continued) English Low Disabilities Homeless Migrant School 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 MATH GROWTH PERCENTILE - IAR (Demographics Continued) English Low Disabilities Homeless Migrant School District State IEPs Care Military Learners 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	Due to the suspension	n of in-person instruction	on during the 2019-20 so	chool year, the data for this metric	is unavailable for use in the School Year 20	020 Report Card.
Students Hawaiian Pacific American Indian Islander School State Male Female White Black Hispanic Asian 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 MATH GROWTH PERCENTILE - IAR (Demographics Continued) Children with Students with English Low Learners Income EIPS Care Military Learners 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. Disabilities Homeless Migrant English Low Learners Income Lear	MEAN MATH GROV	VTH PERCENTILE - IA	AR (Demographics)		N. e	
School State Male Female White Black Hispanic Asian 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 MATH GROWTH PERCENTILE - IAR (Demographics Continued) Children with Students with English Low Disabilities Homeless Migrant School District State IEPs Care Military Learners 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. A Children with Students with English Low Disabilities Homeless Migrant Learners 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	Δľ	I	Hawaiian /Pa			
Male Female White Black Hispanic Asian 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 MATH GROWTH PERCENTILE - IAR (Demographics Continued) Children with Students with Youth In English Low Disabilities Homeless Migrant School District State IEPS Care Military Learners 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	Students	•		7	Indian Islander	
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) Children with Students with Youth In English Low Disabilities Homeless Migrant School District State IEPs Care Military Learners 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	School			Vhite Black Hispanic Asian	Races	
MEAN MATH GROWTH PERCENTILE - IAR (Demographics Continued) Children with Students with Youth In English Low Disabilities Homeless Migrant School District State IEPs Care Military Learners 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	District					
MEAN MATH GROWTH PERCENTILE - IAR (Demographics Continued) Children with Students with Youth In English Low Disabilities Homeless Migrant School District State IEPs Care Military Learners 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						
MEAN MATH GROWTH PERCENTILE - IAR (Demographics Continued) Children with Students with Youth In English Low Disabilities Homeless Migrant School District State IEPs Care Military Learners 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						
MEAN MATH GROWTH PERCENTILE - IAR (Demographics Continued) Children with Students with Youth In English Low Disabilities Homeless Migrant School District State IEPs Care Military Learners 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						
MEAN MATH GROWTH PERCENTILE - IAR (Demographics Continued) Children with Students with Youth In English Low Disabilities Homeless Migrant School District State IEPs Care Military Learners 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	Due to the suspension	of in-nerson instruction	on during the 2010-20 ea	chool year the data for this metric	is unavailable for use in the School Vear 20	120 Penort Card
Children with Students with Youth In English Low Disabilities Homeless Migrant School District State IEPs Care Military Learners 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					is unavaliable for use in the school feat 20	zo Report Gard.
Disabilities Homeless Migrant School District State IEPs Care Military Learners 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		0 , 1, 1				
School District State IEPs Care Military Learners 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		en with	English L			
			IEPs Learners	Care Military		
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	Due :	to the evenencies of in				
		to the suspension of the	person instruction duri	ing the 2019-20 school year, the da	ata for this metric is unavailable for use in th	ne School Year 2020
counts out of groups 10 or greater.	Repo					

9th Grade On Track

Native

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

All Races

White Black Income

Hispanic Asian Indian IEPs
Islander Disabilities Learners

School 59 96.2% * * * * * * 90.0% * 100.0% 91.7%

District 59 96.2% * * * * * * 90.0% * 100.0%

91.7%

State 130,164 92.8% 78.5% 85.9% 96.9% 91.0% 86.3% 87.8% 80.6% 80.5% 81.7% 82.4%

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CAREER AND TECHNICAL EDUCATION ENROLLMENT

School 172

District 172

State 286,237

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.

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)

GRADE 9 GRADE 10 GRADE 11 GRADE 12

School * 28 38

*

District * 28 38

State 19,855 32,687 62,063 77,243

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ADVANCED PLACEMENT (AP) COLIRSE WORK

COURSE WORK DUAL CREDIT COURSE WORK

State 3,836 5,093 5,325 12 190 179 416 1,127 2,114

	ADVANCED PLACEMENT (AP) COURSE WORK INTERNATIONAL BACCALAUREATE (IB)			COURSE WORK DUAL CREDIT COURSE WORK			
Grad	Grade9 Grade10 Grade11 Grade12 Grade9 Grade10 Grade11 Gra			de9 Grade10 Grade11 Grade12 All School * * * * * * * * 28 38			
	*			District * * * * * * 28 38			
	•		•	State 27,199 46,708 53,642 314 2,827 2,608 6,740 19,846 38,017			
14	,877	263	5,3	392			
	36						
			*	*			
	*		*	District * * * * * * 26 36			
				State 13,468 24,167 28,113 36 357 356 3,776 12,960 23,702			
6	,680	29	2,	2,857			
Black School * * * * * * * * *	•		*				
			*	* District * * * * * * *			
	*		*	*			
				State 2,162 4,037 4,833 93 852 789 844 1,574 3,438			
	,556	58	91	17			
Hispanic School * * * * * *	* * *		*	*			
				District * * * * * * * *			
	*		*	*			
2	,906	154	1	State 6,689 11,696 13,503 167 1,378 1,230 1,478 3,504 7,448 1,153			
Asian School * * * * * * * *	•	104	Ι,	,100			
Asian School			*	*			
				District * * * * * * * *			
	*		*	*			

Native Ha	awaiian/ Pacifi	С	Islander 2,157		17 279							
		*				*				*	Schoo	ol * * * * * * * *
		*				*				*	Distri	:t * * * * * * *
											State 36 66 6	1 1 2 3 7 15 42
		37				1						
American	Indian									3		
7 tillorioun	indian	*				*				*	Schoo	ol * * * * * * * *
		*				*				*	Distri	:t * * * * * * * *
											e 64 105 104 ⁻	8 12 16 34 77
		20				0						
Two or M	ore Races									10		
	0.0.1.000	*				*	,	*			Sch	ool * * * * * * * *
		*				*	,	*			Dist	rict * * * * * * * *
		·				•	·	•		State 944 1	,544 1,703 4 4	0 39 203 1,196
Children with	521											
Disabilitie	es *	*	*	*	*	*	*	*	*	*	*	*
School District State	* 805	* 1,511	* 2,887	* 3,710 4	18	* 14	* 228	* 223 173	* 668	* 858 632	2,094	* 3,838
IEP Scho	ol * * * * * * *	*		•				110		002		
						*		*				*
	District * * * *	*				*		*		*		*
	State 306 648	1,124 3 3 152		3			485		1,323		2,230	
Non IEP S	School * * * * *	* * 26 33	3			*		*			*	
		*				*		*			District	* * * * * * 26 33
									ate 26,893 46	,060 52,518 3 ⁻		18,523 35,787
FI Schoo	ol * * * * * * *	14,725		260			4,907		6,169			
	District * * * *	* * *				*		*		*		*
	District	*			*			*		**	- 005 4 040 40	00 70 000 050
		174	*	8 *			276 *		38	State 408	695 1,046 12	88 76 266 850
Non EL S	ichool * * * * *	* * 28					489					
		*			*			*		38		
	District * * * *											
State 26,	794 46,013 52	14,703 596 302,	2,739 2,532 6,4		255 ne		5,1 19,357 37,167	16				
		*				*		*			Sch.	ool * * * * * * *
		*				<u>.</u>		*			Distr	ict * * * * * * *
		*				•						

Non Low Income	on Low Income 4,122 150		1,874		State 6,746 11,929 16,202 200 1,546 1,856 5,742 11,597 2,259		
	*		*	*	School ***** 21 31		
	*		*	*	District * * * * * 21 31		
	10,755	113	3,518		State 20,453 34,779 37,440 114 1,281 752 14,104 26,420 4,481		

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47-071-2210-26-0004 Page 18 of 21 POSTSECONDARY ENROLLMENT 12 MONTH

	Private
All 4 Yr 2 Yr	Public 2 Yr InstitutionInstitution
School ****** District ***** State ***	***
POSTSECONDARY ENROLLMENT 16 MON	ΓΗ Private
All 4 Yr 2 Yr <	Public < 2 Yr InstitutionInstitution

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. 47-071-2210-26-0004 Page 19 of 21 HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics)

Gender /Pacific Two or

Race / Ethnicity

Native

Hawaiian American
All Male Female Indian Islander

White Black Hispanic Asian

More Races

School 94.7% 90.9% 100.0% 94.5% * * * * * * * **District** 94.7% 90.9% 100.0% 94.5% * * * * * * **State** 88.0% 85.6% 90.5% 91.5% 79.9% 85.5% 94.5% 89.4% 80.0% 85.7%

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.

HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics Continued)

Learners Youth In

Children with IEPs Low Students with English Income

Disabilities Homeless Migrant School 90.0% *

81.8%

Care Military

State 74.0% * 82.0%

81.3% 74.0% 67.9% 52.4% 52.4%

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HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics)

Gender Race / Ethnicity

Native Hawaiian

/Pacific Hispanic Asian Islander Two or All Male Female White Black American Indian More Races

School 94.6% 93.5% 96.0% 94.2% * * * * * * District 94.6% 93.5% 96.0% 94.2% * * * * * * State 88.4% 86.0% 90.9% 92.0% 80.2% 85.6% 95.3% 87.1% 78.8% 88.5%

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.

HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics Continued)

Students with Youth In

English Low

Children with

Disabilities Homeless Migrant

IEPs Learners * Care Military

* 80.0% Income 92.9% * * * *

* * * * *

District 80.0% * 92.9%

85.7% 74.5% 73.3% 65.2% 65.2%

State 75.1% * 82.1%

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47-071-2210-26-0004 Page 20 of 21

HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics)

Gender Race / Ethnicity

Native

Hispanic Asian Islander Two or

/PacificHispanic Asian IslanderTwo orAll Male Female White BlackAmerican IndianMore Races

School 97.1% 100.0% 94.4% 96.9% * * * * * * * **District** 97.1% 100.0% 94.4% 96.9% * * * * * * **State** 88.2% 85.8% 90.6% 92.2% 79.4% 84.9% 95.4% 85.6% 84.1% 87.1%

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.

HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics Continued) Learners Youth In

Children with IEPs Low Students with English Income Disabilities Homeless Migrant

Care Military 89.5%

89.5% 75.2%

37.3% 74.9% 73.7% 41.9% 41.9%

State 81.6%

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.

DROPOUT RATE

School

District

Gender Race / Ethnicity

			Native				
Hawaiian /Pacific	White Black Hispanic Asian	American	Indian	Two or	Children with Disabilities	IEPs	Low Income
All Male Female	Islander			More Races	Students with	English Learners	
School 2.8% 1.7% 3.9% 2.6% * *	* * * 0.0% 2.7% * 7.6%)					
District 2.8% 1.7% 3.9% 2.6% * *	* * * 0 00/ 2 70/ * 7 60/	,				2.3%	
DISUICE 2.0% 1.1% 3.9% 2.0%	0.0% 2.1% 1.0%	0				2.3%	
State 3.5% 3.9% 3.0% 2.5% 6.2%	3.8% 1.4% 4.0% 5.3%	% 4.0% 3.8%	1.4% 5.5	%		0.70	
						2.5%	

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

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. 47-071-2210-26-0004 Page 21 of 21 CIVIL RIGHTS DATA COLLECTION - 2017-18 SCHOOL YEAR

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. 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.

> **SUSPENSIONS SUSPENSIONS CRDC - EXPULSIONS**

CRDC -**OUT-OF-SCHOOL**

3.9% 5.7% 0.5%

CRDC -IN-SCHOOL

School

School School

2.6% 3.9% 0.2%

District **District District**

5.1% 3.5% 0.1% State

State State

CRDC - SCHOOL-RELATED CRDC - REFERRAL TO CRDC - CHRONIC ABSENTEEISM

ARRESTS LAW ENFORCEMENT

0.0% 0.0% 12.3% School

School School

0.0% 0.0% 8.0% District

District District

0.1% 0.7% 16.3%

State State State

CRDC - INCIDENTS OF VIOLENCE - FIREARM

AND HOMICIDE Firearm Homicide CRDC - INCIDENTS OF VIOLENCE

Incidents of Violence Incidents of Violence Schools in the

No No 00 District with 2.5%

Incidents of Violence 2.1%

School District State Schools in the 2.2%

153 5 District with Rate of School

> 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

67 School

7.8%

78.27

2

3.9 State

%

0 0.0%

COURSE WORK

CRDC - ADVANCED PLACEMENT COURSE WORK

INTERNATIONAL BACCALAUREATE (IB) COURSE DUAL CREDIT COURSE WORK ADVANCED PLACEMENT (AP)

WORK

Number Percent Number Percent Number Percent

ΑII School

District

0 0.0% 0 0.0% 89 20.2% 0 0.0% 0 0.0% 89 10.3% 143,753 7.2% 5,004 0.3%

65,736 3.3%

District State