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.

The federal Every Student Succeeds Act requires states to provide every school a summative designation. Summative designations help families and communities understand how well schools are serving all students. Illinois has four summative designations: Exemplary, Commendable, Targeted Support for Underperforming Group(s), and Comprehensive Support for Lowest-Performing Schools. Schools that receive a designation of Underperforming or Lowest-Performing receive additional funding and supports 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 2019 Glossary of Terms.

<table>
<thead>
<tr>
<th>Summative Designation - Commendable</th>
<th>EBF District Funding Tier - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Group - All Students</td>
<td>Financial capacity to meet expectations - 62.9 %</td>
</tr>
<tr>
<td>Title I Status - Eligible, but Not a Participant in Title I Program</td>
<td>State Senate District - 59</td>
</tr>
<tr>
<td></td>
<td>State House District - 117</td>
</tr>
</tbody>
</table>

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.
### STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Native Hawaiian /Pacific Islander</th>
<th>American Indian</th>
<th>Two or More Races</th>
<th>Children with Disabilities</th>
<th>English Learners</th>
<th>Low Income</th>
<th>Homeless</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td>554</td>
<td>532</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>*</td>
<td>1</td>
<td>10</td>
<td>107</td>
<td>*</td>
<td>271</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>96.0%</td>
<td>0.7%</td>
<td>0.5%</td>
<td>0.7%</td>
<td>0.2%</td>
<td>*</td>
<td>1.8%</td>
<td>19.3%</td>
<td>*</td>
<td>49.9%</td>
<td>7.2%</td>
<td></td>
</tr>
<tr>
<td><strong>District</strong></td>
<td>1,211</td>
<td>1,159</td>
<td>9</td>
<td>18</td>
<td>4</td>
<td>*</td>
<td>1</td>
<td>20</td>
<td>287</td>
<td>*</td>
<td>638</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>95.7%</td>
<td>0.7%</td>
<td>1.5%</td>
<td>0.3%</td>
<td>0.1%</td>
<td>*</td>
<td>1.7%</td>
<td>23.7%</td>
<td>*</td>
<td>52.7%</td>
<td>5.9%</td>
<td></td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>1,984,519</td>
<td>944,451</td>
<td>331,838</td>
<td>523,306</td>
<td>102,113</td>
<td>2,061</td>
<td>5,067</td>
<td>75,683</td>
<td>364,698</td>
<td>241,093</td>
<td>968,570</td>
<td>39,579</td>
</tr>
<tr>
<td></td>
<td>47.6%</td>
<td>16.7%</td>
<td>26.4%</td>
<td>5.1%</td>
<td>0.1%</td>
<td>*</td>
<td>3.8%</td>
<td>18.4%</td>
<td>12.1%</td>
<td>48.8%</td>
<td>2.0%</td>
<td></td>
</tr>
</tbody>
</table>

**Student Enrollment** is based on Serving School.

**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.

### CHRONIC ABSENTEEISM RATE

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Native Hawaiian /Pacific Islander</th>
<th>American Indian</th>
<th>Two or More Races</th>
<th>Children with Disabilities</th>
<th>Students with IEPs</th>
<th>English Learners</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td>13.8%</td>
<td>13.6%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>22.1%</td>
<td>24.4%</td>
<td>*</td>
<td>22.9%</td>
<td></td>
</tr>
<tr>
<td><strong>District</strong></td>
<td>13.7%</td>
<td>13.7%</td>
<td>*</td>
<td>12.9%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>10.6%</td>
<td>19.0%</td>
<td>*</td>
<td>19.9%</td>
<td></td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>17.5%</td>
<td>12.8%</td>
<td>30.9%</td>
<td>19.5%</td>
<td>8.7%</td>
<td>17.6%</td>
<td>23.6%</td>
<td>19.7%</td>
<td>25.4%</td>
<td>26.3%</td>
<td>17.2%</td>
<td>25.4%</td>
</tr>
</tbody>
</table>

### STUDENT MOBILITY RATE

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Native Hawaiian /Pacific Islander</th>
<th>American Indian</th>
<th>Two or More Races</th>
<th>Children with Disabilities</th>
<th>Students with IEPs</th>
<th>English Learners</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td>7.7%</td>
<td>6.5%</td>
<td>8.9%</td>
<td>7.4%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>27.3%</td>
<td>12.5%</td>
<td>12.8%</td>
<td>*</td>
<td>12.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>District</strong></td>
<td>8.8%</td>
<td>7.7%</td>
<td>10.0%</td>
<td>8.6%</td>
<td>10.0%</td>
<td>10.5%</td>
<td>*</td>
<td>*</td>
<td>19.0%</td>
<td>11.1%</td>
<td>11.0%</td>
<td>*</td>
<td>13.0%</td>
<td></td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>7.1%</td>
<td>7.5%</td>
<td>6.7%</td>
<td>4.7%</td>
<td>14.0%</td>
<td>6.7%</td>
<td>6.6%</td>
<td>8.8%</td>
<td>10.3%</td>
<td>8.3%</td>
<td>8.7%</td>
<td>9.6%</td>
<td>8.4%</td>
<td>9.7%</td>
</tr>
</tbody>
</table>

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

---

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.
### INSTRUCTIONAL SETTING

<table>
<thead>
<tr>
<th>TOTAL SCHOOL DAYS</th>
<th>% of 8TH GRADERS PASSING ALGEBRA I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Days</strong></td>
<td><strong>School</strong></td>
</tr>
<tr>
<td>School</td>
<td>175</td>
</tr>
<tr>
<td>State</td>
<td>175</td>
</tr>
<tr>
<td><strong>District</strong></td>
<td>175</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>175</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT-TO-STAFF RATIOS</th>
<th>Pupil-Teacher Elementary</th>
<th>Pupil-Teacher Secondary</th>
<th>Pupil-Certified Staff</th>
<th>Pupil-Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>District</td>
<td>19.9</td>
<td>20.0</td>
<td>11.2</td>
<td>201.8</td>
</tr>
<tr>
<td>State</td>
<td>18.4</td>
<td>19.0</td>
<td>10.4</td>
<td>172.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH AND WELLNESS</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>(days per week)</td>
<td>4.0</td>
<td>4.7</td>
<td>3.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AVERAGE CLASS SIZE</th>
<th>Grades</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9 - 12</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>18.8</td>
<td>19.5</td>
<td>18.5</td>
<td>19.5</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
</tr>
<tr>
<td></td>
<td>District</td>
<td>18.8</td>
<td>19.5</td>
<td>18.5</td>
<td>19.5</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>18.8</td>
<td>19.5</td>
<td>18.5</td>
<td>19.5</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
<td>18.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME DEVOTED TO TEACHING CORE SUBJECTS</th>
<th>Mathematics</th>
<th>Science</th>
<th>English/Language Arts</th>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>School</td>
<td>1</td>
<td>1</td>
<td>44</td>
<td>1</td>
</tr>
<tr>
<td>District</td>
<td>76</td>
<td>73</td>
<td>44</td>
<td>1</td>
</tr>
<tr>
<td>State</td>
<td>90</td>
<td>48</td>
<td>46</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER INFORMATION</th>
<th>Total Number</th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American</th>
<th>Hawaiian</th>
<th>Pacific</th>
<th>Islander</th>
<th>American</th>
<th>Two or More Races</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>75</td>
<td>21.1%</td>
<td>78.9%</td>
<td>98.7%</td>
<td>*</td>
<td>1.3%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>State</td>
<td>130,754</td>
<td>23.2%</td>
<td>76.8%</td>
<td>82.6%</td>
<td>5.9%</td>
<td>6.7%</td>
<td>1.6%</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.8%</td>
<td>2.2%</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER INFORMATION</th>
<th>Average Teaching Experience (Years)</th>
<th>% of Teachers with Bachelor's Degrees</th>
<th>% of Teachers with Master's &amp; Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>District</td>
<td>13.9</td>
<td>36.6%</td>
<td>62.1%</td>
</tr>
<tr>
<td>State</td>
<td>13.2</td>
<td>38.9%</td>
<td>60.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER RETENTION RATE</th>
<th>TEACHER ATTENDANCE RATE</th>
<th>TEACHER EVALUATION RATE</th>
<th>PRINCIPAL TURNOVER (Count)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>89.2%</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>District</td>
<td>90.4%</td>
<td>73.9%</td>
<td>100.0%</td>
</tr>
<tr>
<td>State</td>
<td>85.7%</td>
<td>73.5%</td>
<td>97.2%</td>
</tr>
</tbody>
</table>

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.
SCHOOL DISTRICT FINANCES

**AVERAGE TEACHER/ADMINISTRATOR SALARIES**

Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

![Average Teacher Salary and Average Administrator Salary](image)

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>$48,031</td>
<td>$67,049</td>
<td></td>
</tr>
<tr>
<td>$79,269</td>
<td>$109,592</td>
<td></td>
</tr>
</tbody>
</table>

**EXPENDITURE BY FUNCTION 2017-18 (Percentages)**

![Expenditure by Function](image)

**REVENUE BY SOURCE 2017-18**

<table>
<thead>
<tr>
<th>Source</th>
<th>District</th>
<th>District %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Property Taxes</td>
<td>$4,040,972</td>
<td>30.0%</td>
<td>60.6%</td>
</tr>
<tr>
<td>Other Local Funding</td>
<td>$1,022,615</td>
<td>7.6%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Evidence-Based Funding</td>
<td>$5,843,818</td>
<td>43.4%</td>
<td>20.9%</td>
</tr>
<tr>
<td>Other State Funding</td>
<td>$1,821,763</td>
<td>13.5%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Federal Funding</td>
<td>$739,720</td>
<td>5.5%</td>
<td>7.1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$13,468,888</strong></td>
<td><strong>5.5%</strong></td>
<td><strong>7.1%</strong></td>
</tr>
</tbody>
</table>

**EXPENDITURE BY FUND 2017-18**

<table>
<thead>
<tr>
<th>Fund</th>
<th>District</th>
<th>District %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>$9,062,599</td>
<td>76.3%</td>
<td>70.5%</td>
</tr>
<tr>
<td>Operations &amp; Maintenance</td>
<td>$370,009</td>
<td>3.1%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Transportation</td>
<td>$721,882</td>
<td>6.1%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Debt Service</td>
<td>$256,889</td>
<td>2.2%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Tort</td>
<td>$408,325</td>
<td>3.4%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Municipal Retirement/ Social Security</td>
<td>$414,868</td>
<td>3.5%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Fire Prevention &amp; Safety</td>
<td>$110,000</td>
<td>0.9%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Capital Projects</td>
<td>$538,248</td>
<td>4.5%</td>
<td>4.9%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$11,882,820</strong></td>
<td><strong>5.5%</strong></td>
<td><strong>4.9%</strong></td>
</tr>
</tbody>
</table>

**OTHER FINANCIAL INDICATORS**

<table>
<thead>
<tr>
<th><strong>2016 Equalized Assessed Valuation per Pupil</strong></th>
<th><strong>2016 Total School Tax Rate per $100</strong></th>
<th><strong>2017-18 Instructional Expenditure per Pupil</strong></th>
<th><strong>2017-18 Operating Expenditure per Pupil</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td><strong>$82,031</strong></td>
<td><strong>$5,127</strong></td>
<td><strong>$8,555</strong></td>
</tr>
<tr>
<td>State</td>
<td>****</td>
<td>****</td>
<td><strong>$13,764</strong></td>
</tr>
</tbody>
</table>

*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.

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 reported are counts out of groups 10 or greater.*
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.

<table>
<thead>
<tr>
<th></th>
<th>Enrollment</th>
<th>Site-Level Per-Pupil Expenditures</th>
<th>District Centralized Per-Pupil Expenditures</th>
<th>Total Per-Pupil Expenditures</th>
<th>Exclusions</th>
<th>Total Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Federal</td>
<td>State/Local</td>
<td>Subtotal</td>
<td>Federal</td>
<td>State/Local</td>
</tr>
<tr>
<td>School</td>
<td>563.02</td>
<td>$10</td>
<td>$2,970</td>
<td>$2,980</td>
<td>$488</td>
<td>$4,583</td>
</tr>
<tr>
<td>District</td>
<td>1,213.58</td>
<td>$201</td>
<td>$3,506</td>
<td>$3,708</td>
<td>$682</td>
<td>$4,902</td>
</tr>
</tbody>
</table>

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.
The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English language arts (ELA), mathematics, and science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. ESSA also requires that English Learners be assessed in four domains (reading, writing, speaking and listening) each year until they reach proficiency. Results are presented both by subject (all tests combined) and then by individual test.

### ELA PARTICIPATION - ALL TESTS (Demographics)

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### 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.”

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.
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### DLM-AA MATH PARTICIPATION (Demographics)

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### ELA PROFICIENCY - ALL TESTS (Demographics)

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### MATH PROFICIENCY - ALL TESTS (Demographics)

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### MATH PROFICIENCY - ALL TESTS (Demographics Continued)

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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.
## SCIENCE PROFICIENCY - ALL TESTS (Demographics)

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<th>Native Hawaiian/Pacific Islander</th>
<th>American Indian</th>
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## SCIENCE PROFICIENCY - ALL TESTS (Demographics Continued)

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## EL PROFICIENCY ON ACCESS

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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.
Illinois Assessment of Readiness (IAR)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for IAR assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics) and at each grade level/course.

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.
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### Grade 7 - Gender

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### Grade 7 - Children with Disabilities

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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.
## Grade 8 - All

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## Grade 8 - Gender

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## Grade 8 - Students with IEPs

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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.
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### MEAN ELA GROWTH PERCENTILE - IAR (Demographics Continued)

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SAT

Each Performance Level is a broad, categorical level defined by a student’s score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scores for the assessment. There are four Performance Levels for SAT:

Level 1 -- Partially Meets Standards  
The student has only partially met standards & demonstrates a **minimal** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

Level 2 -- Approaching Standards  
The student is approaching the proficiency level & demonstrates an **incomplete** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

Level 3 -- Meets Standards  
The student has met the proficiency level & demonstrates **adequate** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

Level 4 -- Exceeds Standards  
The student has exceeded the proficiency level & demonstrates a **thorough** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

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</tr>
<tr>
<td>District</td>
<td>24.1%</td>
<td>36.2%</td>
<td>29.3%</td>
<td>10.3%</td>
<td>37.9%</td>
<td>32.8%</td>
</tr>
<tr>
<td>State</td>
<td>16.3%</td>
<td>33.7%</td>
<td>33.7%</td>
<td>16.3%</td>
<td>21.0%</td>
<td>31.0%</td>
</tr>
</tbody>
</table>

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.
Illinois Science Assessment (ISA)

The ISA performance levels indicate students’ understanding of the Illinois Learning Standards in science for their grade level. There are two performance levels for the ISA, Proficient and Not Proficient, with different threshold scores for each grade-level test.

Level 1 - Not Proficient
Level 2 - Proficient

Scale Score Needed to be Proficient (out of 200-400 Scale Score Range)
Grade 5 - 296
Grade 8 - 293
High School - 307

### ISA PROFICIENCY (Demographics)

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Native Hawaiian/Pacific Islander</th>
<th>American Indian</th>
<th>Two or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td>83</td>
<td>33</td>
<td>50</td>
<td>78</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>46.6%</td>
<td>41.8%</td>
<td>50.5%</td>
<td>45.6%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>District</strong></td>
<td>134</td>
<td>67</td>
<td>67</td>
<td>128</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>52.1%</td>
<td>52.3%</td>
<td>51.9%</td>
<td>51.6%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>207,539</td>
<td>105,167</td>
<td>102,372</td>
<td>124,742</td>
<td>15,550</td>
<td>42,091</td>
<td>16,042</td>
<td>252</td>
<td>465</td>
<td>8,397</td>
</tr>
<tr>
<td></td>
<td>48.7%</td>
<td>48.5%</td>
<td>48.9%</td>
<td>61.4%</td>
<td>22.7%</td>
<td>36.2%</td>
<td>72.6%</td>
<td>55.8%</td>
<td>41.5%</td>
<td>53.3%</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Native Hawaiian/Pacific Islander</th>
<th>American Indian</th>
<th>Two or More Races</th>
<th>Children with Disabilities</th>
<th>Students with IEPs</th>
<th>English Learners</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
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<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>96.0%</td>
<td>95.5%</td>
<td>*</td>
</tr>
<tr>
<td>District</td>
<td>97</td>
<td>93.0%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>96.0%</td>
<td>95.5%</td>
<td>*</td>
</tr>
<tr>
<td>State</td>
<td>128,346</td>
<td>91.3%</td>
<td>74.5%</td>
<td>82.7%</td>
<td>96.6%</td>
<td>90.2%</td>
<td>82.0%</td>
<td>87.3%</td>
<td>78.9%</td>
<td>76.9%</td>
<td>77.1%</td>
<td>78.7%</td>
</tr>
</tbody>
</table>

### CAREER AND TECHNICAL EDUCATION ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>346</td>
<td>346</td>
<td>284,680</td>
</tr>
</tbody>
</table>

### ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)

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<thead>
<tr>
<th>Grade</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>*</td>
<td>*</td>
<td>44</td>
<td>61</td>
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<tr>
<td>District</td>
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<td>*</td>
<td>44</td>
<td>61</td>
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<tr>
<td>State</td>
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<td>31,225</td>
<td>60,933</td>
<td>77,059</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Advanced Placement Course Work</th>
<th>International Baccalaureate (IB) Course Work</th>
<th>Dual Credit Course Work</th>
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<tbody>
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<td><strong>Grade 10</strong></td>
<td><strong>Grade 11</strong></td>
</tr>
<tr>
<td>All School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>25,966</td>
</tr>
<tr>
<td>White School</td>
<td></td>
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</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>6,527</td>
<td>13,448</td>
</tr>
<tr>
<td>Black School</td>
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<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
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<td>2,005</td>
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<tr>
<td>State</td>
<td>2,129</td>
<td>3,563</td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>18</td>
<td>48</td>
</tr>
<tr>
<td>American Indian School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
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<td>59</td>
</tr>
<tr>
<td>Two or More Races School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
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<td>State</td>
<td>577</td>
<td>866</td>
</tr>
<tr>
<td>Children with Disabilities</td>
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<td></td>
</tr>
<tr>
<td>School</td>
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<tr>
<td>District</td>
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<td></td>
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<tr>
<td>State</td>
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<tr>
<td>IEP School</td>
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<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>139</td>
<td>296</td>
</tr>
<tr>
<td>Non IEP School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>13,869</td>
<td>25,670</td>
</tr>
<tr>
<td>EL School</td>
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<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>113</td>
<td>263</td>
</tr>
<tr>
<td>Non EL School</td>
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<td></td>
</tr>
<tr>
<td>District</td>
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<td></td>
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<tr>
<td>State</td>
<td>13,895</td>
<td>25,703</td>
</tr>
<tr>
<td>Low Income School</td>
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<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
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<td>6,910</td>
</tr>
<tr>
<td>Non Low Income School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>9,950</td>
<td>19,056</td>
</tr>
</tbody>
</table>

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.
### POSTSECONDARY ENROLLMENT 12 MONTH

<table>
<thead>
<tr>
<th>Level</th>
<th>All</th>
<th>Public Institution</th>
<th>Private Institution</th>
<th>4 Yr</th>
<th>2 Yr</th>
<th>&lt; 2 Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>78.4%</td>
<td>75.0%</td>
<td>3.4%</td>
<td>11.4%</td>
<td>67.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>District</td>
<td>78.4%</td>
<td>75.0%</td>
<td>3.4%</td>
<td>11.4%</td>
<td>67.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>State</td>
<td>72.5%</td>
<td>56.0%</td>
<td>16.5%</td>
<td>40.2%</td>
<td>32.3%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

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.

### POSTSECONDARY ENROLLMENT 16 MONTH

<table>
<thead>
<tr>
<th>Level</th>
<th>All</th>
<th>Public Institution</th>
<th>Private Institution</th>
<th>4 Yr</th>
<th>2 Yr</th>
<th>&lt; 2 Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>78.4%</td>
<td>75.0%</td>
<td>3.4%</td>
<td>11.4%</td>
<td>67.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>District</td>
<td>78.4%</td>
<td>75.0%</td>
<td>3.4%</td>
<td>11.4%</td>
<td>67.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>State</td>
<td>73.5%</td>
<td>56.9%</td>
<td>16.7%</td>
<td>40.4%</td>
<td>33.1%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
## HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race / Ethnicity</th>
<th>All</th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Native Hawaiian / Pacific Islander</th>
<th>American Indian</th>
<th>Two or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>95.7%</td>
<td>94.6%</td>
<td>96.4%</td>
<td>95.6%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>District</td>
<td>95.7%</td>
<td>94.6%</td>
<td>96.4%</td>
<td>95.6%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>State</td>
<td>86.2%</td>
<td>83.4%</td>
<td>89.1%</td>
<td>90.8%</td>
<td>76.5%</td>
<td>82.2%</td>
<td>93.9%</td>
<td>80.1%</td>
<td>78.1%</td>
<td>86.9%</td>
<td></td>
</tr>
</tbody>
</table>

## HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics Continued)

<table>
<thead>
<tr>
<th>Children with Disabilities</th>
<th>Students with IEPs</th>
<th>English Learners</th>
<th>Low Income</th>
<th>Homeless</th>
<th>Migrant</th>
<th>Youth In Care</th>
<th>Military</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>87.5%</td>
<td>*</td>
<td>92.9%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>District</td>
<td>87.5%</td>
<td>*</td>
<td>92.9%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>State</td>
<td>74.8%</td>
<td>69.9%</td>
<td>72.0%</td>
<td>78.3%</td>
<td>66.5%</td>
<td>66.7%</td>
<td>54.3%</td>
</tr>
</tbody>
</table>

## HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race / Ethnicity</th>
<th>All</th>
<th>Male</th>
<th>Female</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Native Hawaiian / Pacific Islander</th>
<th>American Indian</th>
<th>Two or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>95.2%</td>
<td>95.2%</td>
<td>95.2%</td>
<td>95.2%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>District</td>
<td>95.2%</td>
<td>95.2%</td>
<td>95.2%</td>
<td>95.2%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>State</td>
<td>87.5%</td>
<td>85.1%</td>
<td>90.1%</td>
<td>91.9%</td>
<td>78.4%</td>
<td>83.7%</td>
<td>95.1%</td>
<td>84.5%</td>
<td>82.8%</td>
<td>86.8%</td>
<td></td>
</tr>
</tbody>
</table>

## HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics Continued)

<table>
<thead>
<tr>
<th>Children with Disabilities</th>
<th>Students with IEPs</th>
<th>English Learners</th>
<th>Low Income</th>
<th>Homeless</th>
<th>Migrant</th>
<th>Youth In Care</th>
<th>Military</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.3%</td>
<td>*</td>
<td>90.0%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>District</td>
<td>93.3%</td>
<td>*</td>
<td>90.0%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>State</td>
<td>74.1%</td>
<td>73.2%</td>
<td>75.9%</td>
<td>80.5%</td>
<td>71.4%</td>
<td>73.7%</td>
<td>33.1%</td>
</tr>
</tbody>
</table>
### HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race / Ethnicity</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Native Hawaiian /Pacific Islander</td>
<td>96.6%</td>
<td>96.6%</td>
<td>88.1%</td>
</tr>
<tr>
<td></td>
<td>American Indian</td>
<td>*</td>
<td>*</td>
<td>85.9%</td>
</tr>
<tr>
<td></td>
<td>Two or More Races</td>
<td>*</td>
<td>*</td>
<td>90.4%</td>
</tr>
<tr>
<td>Male</td>
<td>White</td>
<td>96.6%</td>
<td>96.6%</td>
<td>91.9%</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>*</td>
<td>*</td>
<td>79.1%</td>
</tr>
<tr>
<td>Female</td>
<td>Hispanic</td>
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<td>85.3%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>*</td>
<td>*</td>
<td>95.6%</td>
</tr>
</tbody>
</table>

### HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics Continued)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race / Ethnicity</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Native Hawaiian /Pacific Islander</td>
<td>91.7%</td>
<td>91.7%</td>
<td>81.0%</td>
</tr>
<tr>
<td></td>
<td>American Indian</td>
<td>*</td>
<td>*</td>
<td>61.0%</td>
</tr>
<tr>
<td></td>
<td>Two or More Races</td>
<td>*</td>
<td>*</td>
<td>73.2%</td>
</tr>
<tr>
<td>Male</td>
<td>White</td>
<td>*</td>
<td>*</td>
<td>66.7%</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>*</td>
<td>*</td>
<td>27.6%</td>
</tr>
<tr>
<td>Female</td>
<td>Hispanic</td>
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<td>*</td>
<td>28.6%</td>
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</table>

### DROPOUT RATE

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<tr>
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<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Native Hawaiian /Pacific Islander</td>
<td>3.3%</td>
<td>3.3%</td>
<td>4.2%</td>
</tr>
<tr>
<td></td>
<td>American Indian</td>
<td>*</td>
<td>*</td>
<td>8.0%</td>
</tr>
<tr>
<td></td>
<td>Two or More Races</td>
<td>*</td>
<td>*</td>
<td>5.0%</td>
</tr>
<tr>
<td>Male</td>
<td>White</td>
<td>*</td>
<td>*</td>
<td>1.7%</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>*</td>
<td>*</td>
<td>5.4%</td>
</tr>
<tr>
<td>Female</td>
<td>Hispanic</td>
<td>*</td>
<td>*</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

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.
CIVIL RIGHTS DATA COLLECTION - 2015-16 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 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.

<table>
<thead>
<tr>
<th>CRDC - IN-SCHOOL SUSPENSIONS</th>
<th>CRDC - OUT-OF-SCHOOL SUSPENSIONS</th>
<th>CRDC - EXPULSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>School</td>
<td>School</td>
</tr>
<tr>
<td>14.3%</td>
<td>7.8%</td>
<td>0.3%</td>
</tr>
<tr>
<td>District</td>
<td>District</td>
<td>District</td>
</tr>
<tr>
<td>6.6%</td>
<td>4.4%</td>
<td>0.3%</td>
</tr>
<tr>
<td>State</td>
<td>State</td>
<td>State</td>
</tr>
<tr>
<td>5.3%</td>
<td>4.5%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRDC - SCHOOL-RELATED ARRESTS</th>
<th>CRDC - REFERRAL TO LAW ENFORCEMENT</th>
<th>CRDC - CHRONIC ABSENTEEISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>School</td>
<td>School</td>
</tr>
<tr>
<td>0.0%</td>
<td>0.0%</td>
<td>13.2%</td>
</tr>
<tr>
<td>District</td>
<td>District</td>
<td>District</td>
</tr>
<tr>
<td>0.0%</td>
<td>0.0%</td>
<td>11.6%</td>
</tr>
<tr>
<td>State</td>
<td>State</td>
<td>State</td>
</tr>
<tr>
<td>0.2%</td>
<td>0.4%</td>
<td>16.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRDC - INCIDENTS OF VIOLENCE</th>
<th>CRDC - INCIDENTS OF VIOLENCE - FIREARM AND HOMICIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate of Incidents of Violence</td>
<td>School</td>
</tr>
<tr>
<td>1.9%</td>
<td>No</td>
</tr>
<tr>
<td>District</td>
<td>0.8%</td>
</tr>
<tr>
<td>2.2%</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>CRDC - NUMBER AND PERCENT ENROLLED IN PRESCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>0.0%</td>
</tr>
<tr>
<td>District</td>
</tr>
<tr>
<td>77</td>
</tr>
<tr>
<td>5.8%</td>
</tr>
<tr>
<td>State</td>
</tr>
<tr>
<td>82,056</td>
</tr>
<tr>
<td>4.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRDC - ADVANCED PLACEMENT COURSE WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCED PLACEMENT (AP) COURSE WORK</td>
</tr>
<tr>
<td>INTERNATIONAL BACCALAUREATE (IB) COURSE WORK</td>
</tr>
<tr>
<td>DUAL CREDIT COURSE WORK</td>
</tr>
<tr>
<td>Number</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>All</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>District</td>
</tr>
<tr>
<td>State</td>
</tr>
</tbody>
</table>

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.