

Champaign CUSD 4
Robeson Elem School
2501 Southmoor Dr
Champaign, ILLINOIS 61821
GRADES - K 1 2 3 4 5

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2020

Summative Designation - Targeted
Student Group - Black
Title I Status - Schoolwide Title I Program
IL Youth Survey Participation - NO

EBF District Funding Tier - 2
Financial capacity to meet expectations - 89.3 %
State Senate District - 52
State House District - 104

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. 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](#).

STUDENTS

| STUDENT ENROLLMENT | | | | | | | | | | | | |
|--------------------|-----------|---------|---------|----------|---------|--|--------------------|-------------------------|----------------------------------|---------------------|---------------|----------|
| | All | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Children with Disabilities | English Learners | Low Income | Homeless |
| School | 450 | 196 | 136 | 30 | 27 | * | * | 61 | 61 | 38 | 228 | 10 |
| District | 10,137 | 3,431 | 3,625 | 1,321 | 889 | 4 | 18 | 849 | 1,676 | 1,272 | 5,575 | 198 |
| 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 |
| | | 43.6% | 30.2% | 6.7% | 6.0% | * | * | 13.6% | 13.6% | 8.4% | 50.7% | 2.2% |
| | | 33.8% | 35.8% | 13.0% | 8.8% | 0.0% | 0.2% | 8.4% | 16.5% | 12.5% | 55.0% | 2.0% |
| | | 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 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.

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; 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.

| CHRONIC ABSENTEEISM RATE | | | | | | | | | | | | |
|--------------------------|-------|-------|-------|----------|-------|--|--------------------|-------------------------|----------------------------------|--------------------------|---------------------|---------------|
| | All | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Children with Disabilities | Students with IEPs | English Learners | Low Income |
| School | 10.1% | 2.9% | 18.7% | 16.0% | 11.1% | * | * | 9.1% | 9.1% | 9.8% | 9.1% | 16.9% |
| District | 13.7% | 8.5% | 19.4% | 17.2% | 3.1% | * | 31.3% | 15.6% | 19.7% | 19.9% | 12.2% | 20.4% |
| State | 11.0% | 7.8% | 18.7% | 12.5% | 5.7% | 10.0% | 15.6% | 13.0% | 16.3% | 16.9% | 11.3% | 16.4% |

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 | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Children with Disabilities | Students with IEPs | English Learners | Low Income |
| School | 11.2% | 12.0% | 10.4% | 3.5% | 21.3% | 14.7% | 20.0% | * | * | 4.8% | 7.8% | 5.0% | 14.3% | 18.5% |
| District | 10.2% | 11.1% | 9.2% | 6.9% | 13.1% | 11.2% | 10.0% | * | 20.0% | 8.9% | 10.0% | 10.6% | 12.4% | 12.8% |
| State | 6.2% | 6.5% | 5.8% | 4.1% | 11.8% | 5.9% | 6.1% | 8.2% | 8.6% | 7.6% | 6.2% | 6.8% | 7.4% | 9.0% |

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

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GIFTED STUDENTS

“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 | 65 | 12.9% |
| District | 1,104 | 9.6% |
| State | 165,182 | 7.6% |

| STUDENTS ASSESSED FOR GIFTEDNESS (Demographics) | | | | | | | | | | | | | |
|---|---------|-------|--------|-------|-------|----------|-------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students With IEPs | English Learners | Low Income |
| School | 65 | 15.3% | 10.4% | 13.8% | 11.0% | * | * | * | * | * | 16.4% | * | 12.5% |
| District | 1,104 | 10.3% | 8.9% | 11.3% | 7.0% | 7.4% | 16.2% | * | * | 11.2% | 7.6% | 10.2% | 7.7% |
| State | 165,182 | 7.5% | 7.7% | 8.5% | 4.7% | 5.5% | 18.4% | 8.1% | 7.4% | 9.1% | 5.9% | 6.3% | 4.7% |

| STUDENTS ASSESSED FOR GIFTEDNESS TAUGHT BY GIFTED-ENDORSED TEACHERS | | |
|---|------------|------------|
| | # Students | % Students |
| School | * | * |
| District | 125 | 1.1% |
| State | 19,414 | 0.9% |

| STUDENTS ASSESSED FOR GIFTEDNESS TAUGHT BY GIFTED-ENDORSED TEACHERS (Demographics) | | | | | | | | | | | | | |
|--|--------|------|--------|-------|-------|----------|-------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students With IEPs | English Learners | Low Income |
| School | * | * | * | * | * | * | * | * | * | * | * | * | * |
| District | 125 | 1.2% | 1.0% | 1.6% | 0.6% | * | 2.7% | * | * | 1.1% | 0.8% | 0.8% | 0.6% |
| 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% |

| STUDENTS IDENTIFIED AS GIFTED | | |
|-------------------------------|------------|------------|
| | # Students | % Students |
| School | 1 | 0.2% |
| District | 391 | 3.4% |
| State | 50,813 | 2.3% |

| STUDENTS IDENTIFIED AS GIFTED (Demographics) | | | | | | | | | | | | | |
|--|--------|------|--------|-------|-------|----------|-------|--|--------------------|-------------------------|--------------------------|---------------------|---------------|
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students With IEPs | English Learners | Low Income |
| School | * | * | * | * | * | * | * | * | * | * | * | * | * |
| District | 391 | 3.6% | 3.2% | 4.4% | 1.2% | 1.2% | 12.3% | * | * | 3.8% | 1.0% | 1.1% | 1.6% |
| State | 50,813 | 2.3% | 2.4% | 2.5% | 1.1% | 1.4% | 9.9% | 3.4% | 1.3% | 2.7% | 0.6% | 0.5% | 1.0% |

| STUDENTS IDENTIFIED AS GIFTED TAUGHT BY GIFTED-ENDORSED TEACHERS | | |
|---|------------|------------|
| | # Students | % Students |
| School | * | * |
| District | 85 | 0.7% |
| State | 9,454 | 0.4% |

| STUDENTS IDENTIFIED AS GIFTED TAUGHT BY GIFTED-ENDORSED TEACHERS (Demographics) | | | | | | | | | | | | | |
|---|-------|------|--------|-------|-------|----------|-------|--|--------------------|-------------------------|--------------------------|---------------------|---------------|
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students With IEPs | English Learners | Low Income |
| School | * | * | * | * | * | * | * | * | * | * | * | * | * |
| District | 85 | 0.8% | 0.7% | 1.2% | * | * | 2.6% | * | * | * | * | * | 0.3% |
| State | 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% |

INSTRUCTIONAL SETTING

| TOTAL SCHOOL DAYS | |
|-------------------|-----|
| Number of Days | |
| School | 177 |
| District | 177 |
| State | 175 |

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| % of 8TH GRADERS PASSING ALGEBRA I | |
|------------------------------------|-------|
| School | * |
| District | 37.3% |
| State | 30.8% |

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| STUDENT-TO-STAFF RATIOS | | | | |
|-------------------------|--------------------------|-------------------------|-----------------------|---------------------|
| | Pupil-Teacher Elementary | Pupil-Teacher Secondary | Pupil-Certified Staff | Pupil-Administrator |
| School | -- | -- | -- | -- |
| District | 16.9 | 14.9 | 8.8 | 145.3 |
| State | 18.1 | 18.6 | 10.1 | 171.1 |

| HEALTH AND WELLNESS (days per week) | |
|-------------------------------------|-----|
| School | 1.7 |
| District | 3.2 |
| 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 | * | * | * | * | * | * | * | * | * | * | * |
| District | * | * | * | * | * | * | 23.9 | 23.3 | 22.5 | 20.5 | 21.6 |
| 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 | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Unknown |
| District | 761 | 26.3% | 73.7% | 82.6% | 7.4% | 4.0% | 5.4% | 0.3% | 0.3% | * | * |
| State | 131,230 | 23.2% | 76.8% | 82.3% | 5.9% | 7.0% | 1.7% | 0.1% | 0.2% | 0.8% | 2.0% |

| TEACHER INFORMATION (Experience) | | | |
|---|--|--|--|
| | Average Teaching Experience (Years) | % of Teachers with Bachelor's Degrees | % of Teachers with Master's & Above |
| School | -- | -- | -- |
| District | 10.7 | 45.3% | 54.6% |
| State | 13.4 | 39.6% | 59.8% |

| TEACHER RETENTION RATE | |
|-------------------------------|-------|
| School | 88.9% |
| District | 84.4% |
| State | 85.9% |

| PRINCIPAL TURNOVER (Count) | |
|-----------------------------------|-----|
| School | 2.0 |
| District | 2.0 |
| State | 2.0 |

| TEACHER ATTENDANCE RATE | |
|--------------------------------|-------|
| School | -- |
| District | 85.1% |
| State | 86.6% |

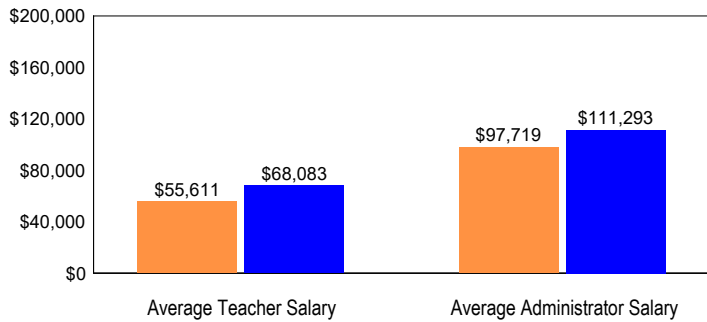
Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting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

| TEACHER EVALUATION RATE | |
|--------------------------------|-------|
| School | -- |
| District | 99.1% |
| State | 98.7% |

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SCHOOL DISTRICT FINANCES

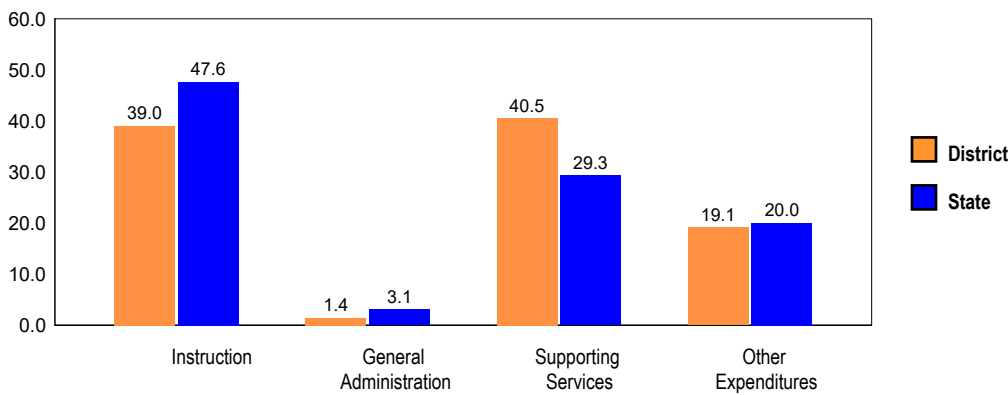
AVERAGE TEACHER/ADMINISTRATOR SALARIES



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.

■ District
■ State

EXPENDITURE BY FUNCTION 2018-19 (Percentages)



■ District
■ State

REVENUE BY SOURCE 2018-19

| | District | District % | State % |
|------------------------|----------------------|------------|---------|
| Local Property Taxes | \$117,427,885 | 68.2% | 60.3% |
| Other Local Funding | \$14,784,405 | 8.6% | 6.1% |
| Evidence-Based Funding | \$14,766,684 | 8.6% | 21.7% |
| Other State Funding | \$9,838,440 | 5.7% | 4.9% |
| Federal Funding | \$15,258,037 | 8.9% | 7.0% |
| TOTAL | \$172,075,451 | | |

EXPENDITURE BY FUND 2018-19

| | District | District % | State % |
|--|----------------------|------------|---------|
| Education | \$110,087,730 | 57.7% | 70.4% |
| Operations & Maintenance | \$11,867,091 | 6.2% | 7.3% |
| Transportation | \$8,124,050 | 4.3% | 3.9% |
| Debt Service | \$26,387,483 | 13.8% | 8.4% |
| Tort | \$1,737,430 | 0.9% | 1.2% |
| Municipal Retirement/ Social Security | \$4,567,015 | 2.4% | 1.9% |
| Fire Prevention & Safety | \$3,147 | 0.0% | 0.6% |
| Capital Projects | \$28,105,409 | 14.7% | 6.3% |
| TOTAL | \$190,879,355 | | |

OTHER FINANCIAL INDICATORS

| | 2017 Equalized Assessed Valuation per Pupil | 2017 Total School Tax Rate per \$100 | 2018-19 Instructional Expenditure per Pupil | 2018-19 Operating Expenditure per Pupil |
|----------|---|--------------------------------------|---|---|
| District | \$263,127 | 5.03 | \$8,843 | \$16,594 |
| State | ** | ** | \$8,582 | \$14,492 |

** 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.

SCHOOL-LEVEL FINANCES

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.

| | Enrollment | Site-Level Per-Pupil Expenditures | | | District Centralized Per-Pupil Expenditures | | | Total Per-Pupil Expenditures | | | Exclusions | Total Expenditures |
|----------|------------|-----------------------------------|-------------|----------|---|-------------|----------|------------------------------|-------------|----------|---------------|--------------------|
| | | Federal | State/Local | Subtotal | Federal | State/Local | Subtotal | Federal | State/Local | Subtotal | | |
| School | 458.50 | \$125 | \$5,349 | \$5,474 | \$384 | \$5,658 | \$6,042 | \$509 | \$11,007 | \$11,516 | | |
| District | 10,206.99 | \$320 | \$6,584 | \$6,903 | \$485 | \$5,545 | \$6,030 | \$805 | \$12,129 | \$12,934 | \$117,632,648 | \$249,648,098 |

SCHOOL IMPROVEMENT FUNDS

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 | | | |
|---|------------------|--|---|
| School Year First Identified As Needing Support | Level of Support | Title I School Improvement - 1003(a) Funds Received for Previous School Year | Reason for Receiving Title I School Improvement - 1003(a) Funds |
| 2019 | Targeted | 15,000 | Black |

ACADEMIC PERFORMANCE - ASSESSMENTS

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

| ELA PARTICIPATION - ALL TESTS (Demographics) | | | | | | | | | | | | | | |
|--|-----|------|--------|-------|-------|----------|-------|-----------------------------------|-----------------|-------------------|----------------------------|--------------------|------------------|------------|
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Children with Disabilities | Students with IEPs | English Learners | Low Income |
| School | | | | | | | | | | | | | | |
| District | | | | | | | | | | | | | | |
| State | | | | | | | | | | | | | | |

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

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

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."

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.

| IAR ELA PARTICIPATION (Demographics) | | | | | | | | | | | | | | |
|--------------------------------------|-----|------|--------|-------|-------|----------|-------|-----------------------------------|-----------------|-------------------|----------------------------|--------------------|------------------|------------|
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Children with Disabilities | Students with IEPs | English Learners | Low Income |
| School | | | | | | | | | | | | | | |
| District | | | | | | | | | | | | | | |
| State | | | | | | | | | | | | | | |

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

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

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

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

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

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

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

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

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

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

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

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

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

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 | % Proficient | # Long Term EL | % Long Term EL |
| School | 39 | 38 | 97.4% | 9 | 23.7% | * | * |
| District | 1,252 | 1,241 | 99.1% | 116 | 9.4% | 21 | 1.7% |
| State | 223,399 | 220,920 | 98.9% | 17,503 | 7.9% | 20,127 | 9.0% |

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.

| MEAN ELA GROWTH PERCENTILE - IAR (Demographics) | | | | | | | | | | |
|---|--------------|------|--------|-------|-------|----------|-------|-----------------------------------|-----------------|-------------------|
| | All Students | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races |
| School | | | | | | | | | | |
| District | | | | | | | | | | |
| State | | | | | | | | | | |

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

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

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

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.

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 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 | 0.0% | School | 7.8% | School | 0.0% |
| District | 1.0% | District | 3.3% | District | 0.0% |
| State | 5.1% | State | 3.5% | State | 0.1% |

| CRDC - SCHOOL-RELATED ARRESTS | | CRDC - REFERRAL TO LAW ENFORCEMENT | | CRDC - CHRONIC ABSENTEEISM | |
|-------------------------------|------|------------------------------------|------|----------------------------|-------|
| School | 0.0% | School | 0.2% | School | 14.0% |
| District | 0.0% | District | 0.1% | District | 21.1% |
| State | 0.1% | State | 0.7% | State | 16.3% |

| CRDC - INCIDENTS OF VIOLENCE | | CRDC - INCIDENTS OF VIOLENCE - FIREARM AND HOMICIDE | | |
|------------------------------|-------------------------------|---|---------|----------|
| | Rate of Incidents of Violence | | Firearm | Homicide |
| School | 0.0% | School | No | No |
| District | 0.0% | Schools in the District with Incidents of Violence | 0 | 0 |
| State | 2.2% | Schools in the District with Incidents of Violence | 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 | 0 0.0% |
| District | 292 2.9% |
| State | 78,272 3.9% |

| CRDC - ADVANCED PLACEMENT COURSE WORK | | | | | | | |
|---------------------------------------|----------|-------------------------------------|---------|--|---------|-------------------------|---------|
| | | ADVANCED PLACEMENT (AP) COURSE WORK | | INTERNATIONAL BACCALAUREATE (IB) COURSE WORK | | DUAL CREDIT COURSE WORK | |
| | | Number | Percent | Number | Percent | Number | Percent |
| All | School | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| | District | 712 | 7.2% | 0 | 0.0% | 564 | 5.7% |
| | State | 143,753 | 7.2% | 5,004 | 0.3% | 65,736 | 3.3% |