Leyden CHSD 212

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Illinois
REPORT CARD
2020 - 2021

District Provided Statement
Not available.

About the Report Card

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

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

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

District Snapshot

Percent of Adequacy : 98.9%

Chronic Absenteeism : 23.5%

Principal Turnover : 2

Schools in District : 2

Date: 11/05/21 11:03:51 -05:00

Understanding COVID-19 Flags

Flag	Description
⚠️ Data unavailable due to COVID-19	Due to the suspension of in-person instruction during the 2020-21 school year, the data for this metric is unavailable for use in the School Year 2020-21 Report Card.
⚠️ Possible data impact due to COVID-19	Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2020-21 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.
⚠️ Possible data impact due to COVID-19	Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2020-21 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.
⚠️ Data delayed due to COVID-19	Due to both spring and fall assessment testing, the data for this metric will be delayed being reported in the School Year 2020-21 Report Card.
⚠️ Data not available	Data for this metric are not available through the Report Card, however additional information can be found at https://www.isbe.net/Pages/Report-Card-Metrics.aspx. Reasons these data are not available on the SY2020-21 Illinois Report Card may include (a) substantial changes to how the metric is measured (i.e. methodology), (b) substantial changes to what the metric measures (i.e. the construct), (c) circumstances that render the data set substantially incomplete, or (d) circumstances that cause the data and its use to fall below acceptable thresholds for reliability and validity.

About the data

Academic progress data includes information regarding assessments, such as student participation rates, proficiency rates, and mean student growth percentile. Other information regarding academics may include certain touchstones, such as eighth-graders passing Algebra 1, graduation rate, and various advanced coursework information. Academic progress often is disaggregated further into demographic student groups.

83.3%

**High School
Graduation Rate**

78.1%

9th Grade On Track
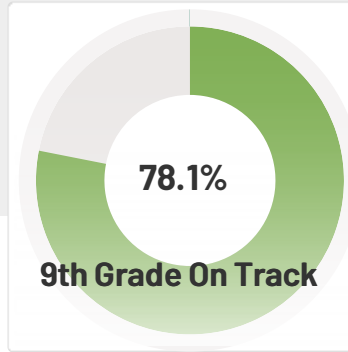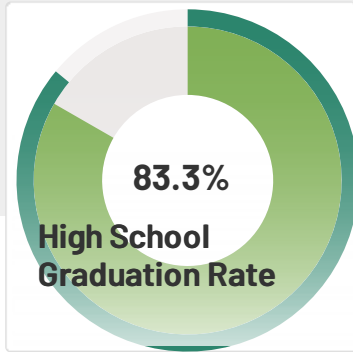
1,568 Students

**Early College
Coursework**

SAT

⚠ Data delayed due to COVID-19

What is it?

This shows the percentage and number of 11th-graders scoring at each of the performance levels for the 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 the SAT:

- Level 1 - Partially Meets Standards: The student has only partially met standards and demonstrates a minimal understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- Level 2 - Approaching Standards: The student is approaching the proficiency level and demonstrates an incomplete understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- Level 3 - Meets Standards: The student has met the proficiency level and demonstrates adequate understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- Level 4 - Exceeds Standards: The student has exceeded the proficiency level and demonstrates a thorough understanding of the knowledge and skills needed relative to the Illinois Learning Standards.

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.

Academic Progress

SAT (cont)

⚠ Data delayed due to COVID-19

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
White								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Black								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Hispanic								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Asian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Male								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Female								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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.

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-English Learners								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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.

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Homeless								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM

⚠ Data delayed due to COVID-19

What is it?

This shows the percentage and number of students scoring at each of the performance levels for the Dynamic Learning Maps Alternative Assessment (DLM-AA) for students with cognitive disabilities. DLM-AA results are not based on raw or scale scores; all data is based on diagnostic classification modeling. Standard setting allows us to look at patterns of number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance are reported using the four Performance Levels approved by the consortium:

- Level 1 – Entry: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Foundational: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
- Level 3 – Satisfactory: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Mastery: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM (cont)

⚠ Data delayed due to COVID-19

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
White								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Black								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Hispanic								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Asian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Male								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Female								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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.

Academic Progress

DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-English Learners								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM (cont)

⚠ Data delayed due to COVID-19

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Low Income								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Homeless								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Military								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM (cont)

Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
District	*	*	*	*
State	*	*	*	*
White				
District	*	*	*	*
State	*	*	*	*
Black				
District	*	*	*	*
State	*	*	*	*
Hispanic				
District	*	*	*	*
State	*	*	*	*
Asian				
District	*	*	*	*
State	*	*	*	*
Male				
District	*	*	*	*
State	*	*	*	*
Female				
District	*	*	*	*
State	*	*	*	*

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM (cont)

Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	*	*	*	*
Two or More Races				
District	*	*	*	*
State	*	*	*	*
Students with Disabilities				
District	*	*	*	*
State	*	*	*	*
Students with IEPs				
District	*	*	*	*
State	*	*	*	*
Non-IEP				
District	*	*	*	*
State	*	*	*	*
English Learners				
District	*	*	*	*
State	*	*	*	*
Non-English Learners				
District	*	*	*	*
State	*	*	*	*

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.

Academic Progress

DLM (cont)

⚠ Data delayed due to COVID-19

Grade 11

| | Science | | | |
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	*	*	*	*
State	*	*	*	*
Non Low Income				
District	*	*	*	*
State	*	*	*	*
Homeless				
District	*	*	*	*
State	*	*	*	*
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	*	*	*	*

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.

ISA

⚠ Data not available

What is it?

This shows the percentage and number of students scoring at each of the Performance Levels for the Illinois Science Assessment (ISA). The ISA performance levels indicate students' understanding of the Illinois Learning Standards in science for their grade level. There are four Performance Levels for the ISA:

- Level 1 – Emerging: Work at this level shows a partial application of knowledge and skills. It is superficial (lacks depth), fragmented, or incomplete and needs considerable development. Work contains errors or omissions.
- Level 2 – Developing: Work at this level does not meet the standard. It shows basic, but inconsistent, application of knowledge and skills. Minor errors or omissions detract from the overall quality. Work needs further development.
- Level 3 – Proficient: Work at this level meets the standard. It is acceptable work that demonstrates application of essential knowledge and skills. Minor errors or omissions do not detract from the overall quality.
- Level 4 – Exemplary: Work at this level is of exceptional quality. It is both thorough and accurate. It exceeds the standard. It shows a sophisticated application of knowledge and skills.

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.

Proficiency

What is it?

The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for ELA, math, and science. Each state may also have a general assessment for the majority of its students and an alternate assessment for the 1 percent of students with the most significant cognitive disabilities. The All Test Proficiency measure is the proficiency rate for students combining all tests. A rate is calculated for ELA, math, and science.

ELA - All Tests

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

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

Mathematics - All Tests

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

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.

Proficiency (cont)

Mathematics – All Tests

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

Science – All Tests

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

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

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.

Participation Rate

⚠ Data delayed due to COVID-19

What is it?

This shows the percentage and number of students participating in standardized testing, by subject and applicable test. Some students may take the test for one subject but not another. According to Illinois School Code, all students enrolled in public schools are required to participate in the state assessment or an alternate form of the assessment. Students who participate but for various reasons do not complete the testing process (e.g., illness) are still counted as having participated.

ELA – All Tests

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

	Students with IEPs	English Learners	Low Income
District	* *	* *	* *
State	* *	* *	* *

Mathematics – All Tests

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

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.

Participation Rate (cont)

⚠️ Data delayed due to COVID-19

Mathematics – All Tests

	Students with IEPs	English Learners	Low Income
District	* *	* *	* *
State	* *	* *	* *

Science – All Tests

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

	Students with IEPs	English Learners	Low Income
District	* *	* *	* *
State	* *	* *	* *

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.

Participation Rate (cont)

⚠️ Data delayed due to COVID-19

SAT ELA

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

	Students with IEPs	English Learners	Low Income
District	* *	* *	* *
State	* *	* *	* *

SAT Mathematics

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

	Students with IEPs	English Learners	Low Income
District	* *	* *	* *
State	* *	* *	* *

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.

Academic Progress

Participation Rate (cont)

⚠ Data delayed due to COVID-19

DLM ELA

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

	Students with IEPs	English Learners	Low Income
District	* *	* *	* *
State	* *	* *	* *

DLM Mathematics

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

	Students with IEPs	English Learners	Low Income
District	* *	* *	* *
State	* *	* *	* *

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.

Participation Rate (cont)

⚠️ Data delayed due to COVID-19

DLM Science

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

	Students with IEPs	English Learners	Low Income
District	* *	* *	* *
State	* *	* *	* *

ISA

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

	Students with IEPs	English Learners	Low Income
District	* *	* *	* *
State	* *	* *	* *

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.

9th Grade On Track

⚠ Possible data impact due to COVID-19

What is it?

This shows the percentage of 9th graders on track. They are defined as the percentage of first-time ninth-grade students who have earned at least five course credits without failing more than 0.5 course credits in their core subjects. For the purpose of this metric, core subjects include reading, math, science, and social studies.

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	78.1%	73.7%	82.4%	85.6%	90.0%	74.8%	92.3%	*	*	*	63.2%
State	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income
District	63.2%	71.1%	71.0%
State	*	*	*

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.

College and Career Ready

⚠ Data delayed due to COVID-19

What is it?

This shows the percentage of students in the current academic year who both have an exit code of graduated and who meet either the Distinguished Scholar definition or College and Career Scholar definition.

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

	Students with IEPs	English Learners	Low Income
District	*	*	*
State	*	*	*

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.

Advanced Placement (AP) Exams

⚠ Possible data impact due to COVID-19

What is it?

This shows the cumulative total number of Advanced Placement (AP) exams taken and the cumulative total number of AP exams receiving a score of 3.0 or more and thus earning college credit at Illinois public colleges and universities. Students may enroll in multiple AP courses during their time in high school. The number of Grade 12 AP exams taken represents the cumulative total of exams taken by those students during all four of their high school years (Grades 9, 10, 11, 12). Similarly, the number of Grade 12 AP exams resulting in a score of 3.0 or higher, and thus eligible for college credit, represents the cumulative total during the 12-th graders' four years in high school. The numbers for Grades 10 and 11 are also cumulative. The Advanced Placement information is provided by the College Board.

Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	*	*	*	*

Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	*	*	*	*

Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	*	*	*	*

Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	*	*	*	*

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.

Early College Coursework

What is it?

This shows the number of students enrolled in one or more career and technical education courses as well as the total number of students taking early college coursework in Grades 9, 10, 11, and 12 by year and type of coursework. Students may be enrolled in more than one type of early college coursework, but students are only counted once in the overall enrollment total.

Career and Technical Education

	Enrollment
District	**2,388**
State	**287,191**

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
District	**156**	**452**	**455**	**505**
State	**22,057**	**33,841**	**65,266**	**77,310**

Advanced Placement (AP) Coursework – Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*
State	15,693	6,641	1,781	4,327	2,197	22	25	700	1,023

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	*	*	*	*	*	*
State	210	*	259	*	5,067	*

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.

Early College Coursework (cont)

⚠ Possible data impact due to COVID-19

Advanced Placement (AP) Coursework – Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	307	96	*	191	17	*	*	*	*
State	27,663	13,464	2,123	7,110	3,938	50	53	925	1,692

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	*	*	*	*	115	*
State	340	*	511	*	7,844	*

Advanced Placement (AP) Coursework – Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	284	82	*	175	19	*	*	*	*
State	48,843	24,658	4,299	12,704	5,368	65	93	1,656	3,381

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	*	*	11	*	101	*
State	728	*	973	*	14,342	*

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.

Early College Coursework (cont)

⚠ Possible data impact due to COVID-19

Advanced Placement (AP) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	366	104	*	233	13	*	*	*	*
State	53,068	27,078	4,741	13,690	5,706	66	120	1,667	4,147

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	*	*	24	*	134	*
State	1,071	*	1,168	*	15,644	*

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.

Early College Coursework (cont)

International Baccalaureate (IB) Coursework – Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*
State	124	14	81	11	16	0	1	1	9

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	*	*	*	*	*	*
State	4	*	3	*	85	*

International Baccalaureate (IB) Coursework – Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*
State	140	21	69	33	10	0	0	7	12

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	*	*	*	*	*	*
State	4	*	5	*	104	*

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.

Early College Coursework (cont)

⚠️ Possible data impact due to COVID-19

International Baccalaureate (IB) Coursework – Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*
State	2,860	391	850	1,392	156	2	12	57	238

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	*	*	*	*	*	*
State	70	*	93	*	2,024	*

International Baccalaureate (IB) Coursework – Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*
State	2,997	398	842	1,486	214	3	10	44	284

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	*	*	*	*	*	*
State	85	*	94	*	2,098	*

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.

Early College Coursework (cont)

⚠ Possible data impact due to COVID-19

Dual Credit Coursework – Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	149	49	*	91	*	*	*	*	*
State	6,880	3,130	1,711	1,475	302	5	14	243	835

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
District	*	*	*	*	58	*			
State	574	*	367	*	2,699	*			

Dual Credit Coursework – Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	243	58	*	167	10	*	*	*	10
State	7,746	3,915	1,009	2,068	468	8	17	261	968

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
District	10	*	18	*	120	*			
State	618	*	433	*	2,888	*			

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.

Early College Coursework (cont)

⚠ Possible data impact due to COVID-19

Dual Credit Coursework – Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	237	52	*	171	*	*	*	*	24
State	23,624	14,219	2,406	4,814	1,362	22	32	769	2,555

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
District	24	*	35	*	103	*			
State	1,481	*	635	*	7,607	*			

Dual Credit Coursework – Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	238	66	*	158	*	*	*	*	35
State	41,120	24,302	3,983	8,804	2,673	45	88	1,225	4,652

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
District	35	*	25	*	99	*			
State	2,460	*	1,122	*	12,775	*			

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.

High School Graduation Rate

⚠ Possible data impact due to COVID-19

What is it?

This shows the percentage of graduating students who entered ninth grade for the first time four, five, or six years prior to the year being reported. Graduation Rate is calculated based on ESSA High School Graduation Rate guidance found here. Students are reported at the school where students attend (home school). The cohort is based on the number of students who enter Grade 9 for the first time, adjusted by adding into the cohort any student who transfers in later during Grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

4 Year

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	83.3%	80.5%	86.5%	86.5%	87.5%	81.9%	86.4%	*	*	75.0%	63.9%
State	86.0%	83.1%	88.9%	90.3%	76.8%	82.4%	94.7%	85.5%	78.4%	82.3%	75.3%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	63.4%	67.9%	78.3%	65.2%	*	*	*
State	69.8%	73.2%	77.9%	64.0%	60.0%	53.7%	88.3%

5 Year

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	88.8%	87.1%	90.6%	89.4%	78.6%	88.6%	91.7%	*	*	90.0%	68.0%
State	89.3%	87.1%	91.6%	92.3%	82.0%	87.3%	95.5%	92.1%	83.5%	86.8%	80.5%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	66.4%	75.6%	89.4%	64.7%	*	*	*
State	75.3%	79.9%	83.6%	70.7%	65.5%	57.2%	93.5%

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.

High School Graduation Rate (cont)

⚠ Possible data impact due to COVID-19

6 Year

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	88.1%	84.9%	91.7%	89.5%	47.1%	87.9%	100.0%	*	*	100.0%	67.7%
State	89.1%	86.7%	91.5%	92.4%	81.2%	86.4%	95.6%	86.5%	80.8%	88.9%	82.2%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	67.5%	85.7%	86.8%	52.0%	*	*	*
State	76.6%	79.2%	82.9%	70.8%	73.3%	60.5%	93.2%

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

What is it?

This shows the percentage of students who graduated with a regular high school diploma from a public high school in Illinois and enrolled in a two-year or four-year college in the United States within 12 or 16 months.

12 Month Enrollment

|	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
District	67.6%	*	*	27.5%	40.0%	0.0%
State	68.6%	*	*	40.1%	28.5%	0.0%

16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
District	68.2%	*	*	27.5%	40.7%	0.0%
State	69.2%	*	*	40.2%	29.0%	0.0%

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.

About the data

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

No Data

Average Class Size

176

Total School Days

No Data district's percentage of adequacy

Evidence-Based Funding
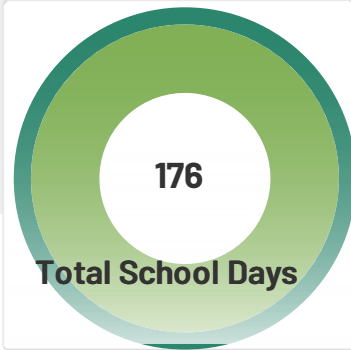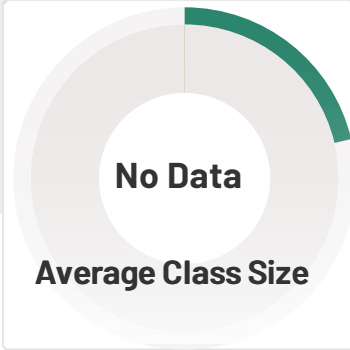
School Level Finances

What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
District	3,532	$975	$13,514	$14,489	$223	$7,967	$8,190	$1,198	$21,481	$22,679	$16,149,450	$96,241,205

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 Level Finances (cont)

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
District	**3,532**	**$975**	**$13,514**	**$14,489**	**$223**	**$7,967**	**$8,190**	**$1,198**	**$21,481**	**$22,679**
East Leyden High School	1,823	$386	$13,117	$13,503	$223	$7,967	$8,190	$609	$21,084	$21,693
West Leyden High School	1,709	$1,603	$13,938	$15,541	$223	$7,967	$8,190	$1,826	$21,906	$23,732

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.

District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Faced Funding	Other State Funding	Federal Funding	Total Revenue
District	71.4% $66,007,670	12.2% $11,317,170	10.6% $9,772,391	2.2% $1,990,031	3.6% $3,324,029	$92,411,291
State	60.1%	5.8%	22.3%	4.7%	7.1%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	35.1%	1.8%	29.5%	33.7%
State	47.4%	3.0%	29.0%	20.7%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	55.8% $64,041,478	6.5% $7,477,647	3.8% $4,408,877	7.4% $8,490,995	0.1% $150,903	2.2% $2,574,883	0.2% $276,521	23.9% $27,419,547	$114,840,851
State	70.1%	7.1%	3.6%	8.8%	1.2%	1.9%	0.5%	6.8%	*

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.

District Finances (cont)

Other Financial Indicators

	2018 Equalized Assessed Valuation per Pupil	2018 Total School Tax Rate per $100	2019-20 Instructional Expenditure per Pupil	2019-20 Operating Expenditure per Pupil
District	$691,387	3	$12,974	$24,169
State	*	*	$8,826	$14,747

Average Class Size

What is it?

This shows the average number of students in each class at this school. Class size refers to the number of students in a classroom, specifically either the number of students being taught by individual teachers in a classroom or the average number of students being taught by teachers in a school, district, or education system

	Grade 9	Grade 10	Grade 11	Grade 12	Grades 9-12	Overall
District	14	14	14	14	14	13
State	21	21	20	20	20	20

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.

District Environment

Total School Days

⚠ Possible data impact due to COVID-19

What is it?

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

	Total School Days
District	**176**
State	**177**

Health and Wellness

⚠ Possible data impact due to COVID-19

What is it?

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

	Days PE per week
District	**5**
State	**3**

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.

About the data

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

3,421

Student Enrollment

3,421
Students

Racial/Ethnic Diversity
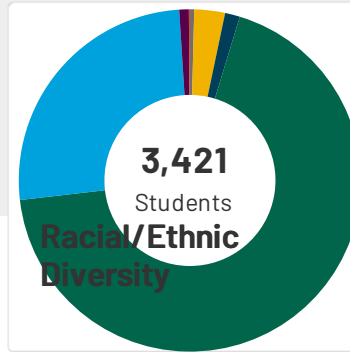
23.5%

Chronic Absenteeism

Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% 3,421	51.9% 1,775	48.1% 1,646	25.8% 884	1.4% 48	68.4% 2,341	2.9% 100	0.1% 3	0.4% 15	0.9% 30	13.6% 464
State	100.0% 1,887,316	51.3% 969,086	48.7% 918,230	46.7% 880,891	16.6% 312,609	27.0% 510,387	5.4% 102,407	0.1% 1,942	0.2% 4,650	3.9% 74,430	18.3% 345,533

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	13.6% 464	13.9% 476	43.3% 1,482	1.1% 36	0.0% *	0.0% 1	0.5% 16
State	14.9% 281,323	12.9% 243,308	48.1% 908,417	1.7% 32,284	0.0% 326	0.7% 12,795	0.7% 12,743

By Grades

|	Grade 9	Grade 10	Grade 11	Grade 12
District	942	857	798	824
State	153,493	152,533	148,759	149,423

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.

Advanced Academic Programs

What is it?

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

Students Enrolled in Accelerated Placement

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	8.0% 156,197	7.5% 74,804	8.6% 81,393	7.7% 69,509	5.4% 17,793	7.8% 41,113	20.3% 21,376	13.0% 256	7.7% 385	7.4% 5,765	4.3% 15,015

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	* *	* *	* *	* *
State	1.9% 5,501	2.3% 5,720	5.5% 50,536	2.2% 512	1.0% 139

Students Enrolled in Accelerated Placement - ELA

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	0.5% 9,062	0.3% 3,144	0.6% 5,918	0.6% 5,606	0.2% 634	0.3% 1,776	0.6% 627	0.2% 3	0.5% 26	0.5% 390	0.2% 842

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.

Advanced Academic Programs (cont)

⚠ Possible data impact due to COVID-19

Students Enrolled in Accelerated Placement – ELA

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	* *	* *	* *	* *
State	0.1% 247	0.1% 130	0.2% 2,196	0.1% 32	0.0% 7

Students Enrolled in Accelerated Placement – Math

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	1.2% 24,290	1.4% 14,444	1.0% 9,846	1.5% 13,688	0.2% 739	0.8% 4,135	4.4% 4,620	1.2% 23	1.6% 79	1.3% 1,006	0.6% 1,937

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	* *	* *	* *	* *
State	0.3% 773	0.3% 846	0.5% 4,371	0.2% 57	0.1% 12

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.

Advanced Academic Programs (cont)

⚠ Possible data impact due to COVID-19

Students Enrolled in Accelerated Placement – Mutiple Subjects

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	5.2% 100,406	4.6% 46,284	5.7% 54,122	4.6% 41,443	3.9% 12,686	5.3% 27,815	13.7% 14,366	10.5% 207	4.4% 219	4.7% 3,670	2.7% 9,334

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	* *	* *	* *	* *
State	1.1% 3,069	1.0% 2,626	3.8% 34,624	1.1% 250	0.6% 90

Students Enrolled in Accelerated Placement – Whole Grade

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	0.2% 4,782	0.2% 2,132	0.3% 2,650	0.1% 929	0.6% 1,891	0.2% 1,279	0.5% 497	0.4% 8	0.3% 17	0.2% 161	0.1% 473

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.

Advanced Academic Programs (cont)

⚠️ Possible data impact due to COVID-19

Students Enrolled in Accelerated Placement – Whole Grade

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	* *	* *	* *	* *
State	0.1% 253	0.3% 810	0.3% 2,705	0.0% 0	0.1% 14

Students Enrolled in Advanced Placement Coursework

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	27.0% 964	22.1% 413	32.3% 551	30.9% 283	* *	24.7% 605	46.2% 49	* *	* *	32.4% 11	3.0% 16
State	23.6% 145,267	20.2% 63,878	27.2% 81,389	24.5% 71,841	13.0% 12,944	22.6% 37,831	53.1% 17,209	31.9% 203	19.9% 291	23.9% 4,948	8.8% 10,243

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	3.0% 16	9.6% 49	22.6% 357	* *	* *
State	2.7% 2,349	7.0% 2,911	16.0% 42,897	* *	* *

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.

Advanced Academic Programs (cont)

⚠ Possible data impact due to COVID-19

Students Enrolled in IB Coursework

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	1.0% 6,121	0.8% 2,379	1.3% 3,742	0.3% 824	1.9% 1,842	1.7% 2,922	1.2% 396	0.8% 5	1.6% 23	0.5% 109	0.5% 543

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	* *	* *	* *	* *
State	0.2% 163	0.5% 195	1.6% 4,311	* *	* *

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	56.6% 2,021	49.5% 925	64.3% 1,096	65.2% 597	40.8% 20	52.6% 1,286	82.1% 87	* *	* *	58.8% 20	12.8% 69
State	20.1% 390,785	18.3% 183,738	21.9% 207,047	22.4% 202,744	13.3% 43,538	17.6% 92,777	34.4% 36,095	23.3% 461	16.4% 815	18.4% 14,355	10.7% 37,437

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.

Advanced Academic Programs (cont)

⚠ Possible data impact due to COVID-19

Students Enrolled in any course designated as Enriched or Honors

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	12.8% 69	22.1% 113	51.4% 814	36.0% 18	* *
State	5.9% 16,764	5.0% 12,638	13.4% 122,600	9.6% 2,248	4.0% 575

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

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	24.3% 867	16.1% 301	33.2% 566	24.6% 225	38.8% 19	24.0% 587	19.8% 21	* *	* *	32.4% 11	14.0% 75
State	12.9% 79,370	12.2% 38,630	13.6% 40,740	15.5% 45,566	9.2% 9,109	10.2% 17,161	14.8% 4,805	12.6% 80	10.3% 151	12.1% 2,498	7.7% 9,010

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	14.0% 75	16.0% 82	24.0% 380	* *	* *
State	5.8% 5,133	6.1% 2,557	9.7% 25,969	* *	* *

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Gifted Students

⚠️ Possible data impact due to COVID-19

What is it?

This shows the number and percentage of students who have been assessed for giftedness. The current guidelines within which gifted education programs operate was established with reauthorization of the Elementary and Secondary Education Act in 1988 and passage of the Jacob Javits Gifted and Talented Students Education Act. At the federal level, the program supports "evidence-based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools nationwide to identify gifted and talented students and meet their special educational needs." Within Illinois, school districts define both the criteria for "giftedness" and the assessments used to measure it, and self-report data on their programs of gifted education.

Students Assessed For Giftedness

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	**9.7%** 188,673	**9.6%** 96,414	**9.8%** 92,259	**10.5%** 95,102	**6.1%** 19,993	**7.5%** 39,207	**23.1%** 24,303	**13.1%** 258	**10.7%** 533	**11.9%** 9,277	* *

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	* *	* *	* *	* *
State	**7.2%** 20,532	**7.0%** 17,656	**6.5%** 59,670	* *	* *

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	**1.3%** 24,668	**1.3%** 12,576	**1.3%** 12,092	**1.5%** 13,267	**0.5%** 1,720	**0.8%** 3,955	**4.2%** 4,367	**2.0%** 40	**1.6%** 79	**1.6%** 1,240	* *

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Gifted Students (cont)

⚠️ Possible data impact due to COVID-19

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	* *	* *	* *	* *
State	0.6% 1,594	0.5% 1,238	0.5% 4,817	* *	* *

Students Identified As Gifted

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	3.4% 65,476	3.4% 33,875	3.3% 31,601	3.4% 30,346	2.0% 6,537	2.2% 11,680	12.7% 13,394	6.7% 133	3.2% 158	4.1% 3,228	* *

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	* *	* *	* *	* *
State	0.7% 2,067	0.5% 1,224	1.8% 16,100	* *	* *

Asterisks (*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Gifted Students (cont)

⚠ Possible data impact due to COVID-19

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	**0.7%** 13,016	**0.7%** 6,723	**0.7%** 6,293	**0.7%** 6,289	**0.3%** 1,123	**0.3%** 1,672	**3.0%** 3,122	**1.3%** 25	**0.9%** 44	**1.0%** 741	* *

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	* *	* *	* *	* *
State	**0.1%** 383	**0.1%** 156	**0.2%** 2,156	* *	* *

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.

Students With IEPs

What is it?

This shows the percentage of students who receive special education and related services in accordance with their Individualized Education Programs (IEPs). Each student who is found eligible for special education and related services receives an IEP that specifies supplemental services, accommodations, modifications, and supports to enable the student to be involved in, and make progress in, the general education curriculum. The state collects demographic information on all students, including racial and ethnic diversity. There are 14 disability areas, ranging from autism to visual impairment. Schools follow a process mandated by law in identifying students' disabilities and then developing IEPs.

By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
District	**All Students**	3.7%	0.4%	11.1%	0.3%	0.0%	0.1%	0.0%
	Students with IEPs	23.8%	2.2%	70.9%	1.9%	0.2%	0.7%	0.2%
All Peer Districts *	All Students	6.7%	10.5%	7.3%	2.8%	5.7%	8.9%	5.4%
	Students with IEPs	46.9%	19.2%	27.3%	2.8%	0.1%	0.3%	3.4%
State	All Students	6.9%	3.0%	4.2%	0.4%	0.0%	0.0%	0.6%
	Students with IEPs	45.6%	19.6%	27.5%	2.8%	0.1%	0.3%	4.1%

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	**All Students**	1.5%	*	8.3%	*	0.1%	0.0%	0.0%
	Students with IEPs	8.7%	*	41.8%	*	1.0%	0.2%	0.0%
All Peer Districts *	All Students	9.3%	*	52.7%	*	0.6%	0.2%	0.2%
	Students with IEPs	0.7%	*	5.1%	*	0.1%	0.0%	0.0%
State	All Students	0.6%	*	2.9%	*	0.1%	0.0%	0.0%
	Students with IEPs	4.9%	*	33.5%	*	0.8%	0.2%	0.0%

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.

Students With IEPs (cont)

By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
District	**All Students**	0.1%	1.9%	2.0%	0.3%	*	1.6%	*
	Students with IEPs	1.6%	13.5%	18.1%	1.7%	*	12.4%	*
All Peer Districts *	All Students	0.7%	11.9%	12.5%	1.7%	*	10.2%	*
	Students with IEPs	2.4%	0.9%	2.1%	0.2%	*	1.5%	*
State	All Students	0.1%	0.9%	1.3%	0.1%	*	0.9%	*
	Students with IEPs	15.7%	6.2%	13.6%	1.0%	*	10.0%	*

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.

Educational Environments for Students with IEPs

What is it?

This shows the percentage of students with IEPs and the classification of their educational environment. Special education law requires that students with IEPs be placed to the maximum extent appropriate with children who are not disabled. This means including students with IEPs in general classrooms, the least restrictive environment, as much as possible. The IEP team, which includes parents, bases placement decisions on the best ways to meet the identified needs of a student. The percentage of time spent in general classrooms will vary according to the needs of individual students, who may require supplemental services to achieve their learning goals. The percentage of students with IEPs whose educational environment was classified into one of four settings for students age 6 to 21 is as follows:

- 80 percent or more of time in a general classroom with their non-disabled peers
- Less than 40 percent of time in a general classroom
- 40-79 percent of time in a general classroom
- In a separate facility

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	33.9%	37.4%	15.8%	12.8%
All Peer Districts *	40.1%	31.2%	15.6%	13.1%
State	54.2%	26.1%	13.3%	6.4%
White				
District	32.0%	34.4%	17.2%	16.4%
All Peer Districts *	45.3%	28.5%	13.3%	12.9%
State	57.8%	24.8%	11.2%	6.3%
Black				
District	58.3%	16.7%	16.7%	8.3%
All Peer Districts *	30.1%	33.0%	20.1%	16.8%
State	45.2%	29.8%	16.7%	8.3%
Hispanic				
District	33.6%	40.2%	15.0%	11.3%
All Peer Districts *	39.5%	34.7%	15.6%	10.2%
State	55.0%	26.7%	13.5%	4.9%

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.

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Asian				
District	50.0%	0.0%	20.0%	30.0%
All Peer Districts *	34.9%	27.9%	20.4%	16.8%
State	53.6%	19.4%	20.2%	6.9%
Native Hawaiian/ Pacific Islander				
District	100.0%	0.0%	0.0%	0.0%
All Peer Districts *	55.6%	14.8%	7.4%	22.2%
State	51.1%	22.9%	15.4%	10.6%
American Indian				
District	0.0%	25.0%	50.0%	25.0%
All Peer Districts *	32.4%	33.3%	14.7%	19.6%
State	52.7%	25.6%	15.1%	6.7%
Two or More Races				
District	0.0%	100.0%	0.0%	0.0%
All Peer Districts *	36.3%	31.7%	18.6%	13.4%
State	54.6%	23.5%	14.3%	7.6%

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.

Educational Environments for Students with IEPs (cont)

For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	4.0%	20.0%	70.0%	6.0%
All Peer Districts *	1.8%	24.9%	48.9%	24.3%
State	3.4%	29.8%	50.1%	16.6%
Emotional Disability				
District	66.7%	33.3%	0.0%	0.0%
All Peer Districts *	71.6%	14.9%	4.6%	8.8%
State	70.5%	14.3%	9.0%	6.2%
Intellectual Disability				
District	0.0%	0.0%	100.0%	0.0%
All Peer Districts *	20.0%	20.0%	50.0%	10.0%
State	23.3%	23.3%	36.7%	16.7%
Other Health Impairment				
District	41.8%	41.8%	7.5%	9.0%
All Peer Districts *	53.9%	29.0%	9.9%	7.2%
State	57.8%	27.9%	9.5%	4.9%
Specific Learning Disability				
District	0.0%	0.0%	77.8%	22.2%
All Peer Districts *	1.6%	10.5%	38.7%	49.2%
State	2.6%	12.2%	51.0%	34.3%
Speech or Language Impairment				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

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.

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

| | Regular Early Childhood Program | | | | |
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	48.5%	17.1%	26.6%	0.2%	7.6%
White					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	44.2%	22.1%	23.4%	0.4%	10.0%
Black					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	50.0%	15.2%	32.0%	0.1%	2.7%
Hispanic					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	56.7%	9.5%	28.5%	0.1%	5.2%

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.

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

| | Regular Early Childhood Program | | | | |
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Asian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	48.4%	9.4%	34.3%	0.2%	7.7%
Native Hawaiian/ Pacific Islander					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	42.1%	10.5%	36.8%	0.0%	10.5%
American Indian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	66.7%	9.5%	19.0%	1.6%	3.2%
Two or More Races					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	45.8%	18.0%	29.2%	0.1%	7.0%

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.

Early Childhood (EC) Educational Environments (ages 3-5)

What is it?

This shows the percentage of students with IEPs and the classification of their educational environment. Special education law requires that students with IEPs be placed to the maximum extent appropriate with children who are not disabled. This means including students with IEPs in general classrooms, the least restrictive environment, as much as possible. The IEP team, which includes parents, bases placement decisions on the best ways to meet the identified needs of a student. The percentage of time spent in general classrooms will vary according to the needs of individual students, who may require supplemental services to achieve their learning goals. For pre-school students age 3-5 with IEPs, educational environments are classified in five ways:

- Receives the majority of special education services inside an early childhood program
- Enrolled in a regular early childhood program but the majority of special education services outside the early childhood program
- Enrolled in special education class or facility
- At home
- In the care of a service provider

For Selected Disabilities

| | Regular Early Childhood Program | | | | |
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	24.1%	13.8%	62.1%	0.0%	0.0%
Developmental Delay					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	42.1%	12.9%	41.5%	0.0%	3.5%

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.

Early Childhood (EC) Educational Environments (ages 3–5) (cont)

For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Intellectual Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	0.0%	0.0%	66.7%	33.3%	0.0%
Other Health Impairment					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	42.6%	8.8%	45.9%	1.9%	0.9%

For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Specific Learning Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	13.8%	5.4%	74.3%	6.6%	0.0%
Speech or Language Impairment					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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.

State Performance Plan Indicators For Students With IEPs

What is it?

The Individuals with Disabilities Education Act (IDEA 2004) requires states to develop and submit a State Performance Plan (SPP) to the Office of Special Education Programs at the U.S. Department of Education. The SPP is designed to evaluate the state's efforts to implement the requirements and purposes of IDEA and describe how the state will improve its implementation. The plan consists of several priority areas with specific indicators defined for each area. Measurable and rigorous targets are defined for each indicator to show progress throughout the life of the SPP. States are required to publicly report on SPP Indicators 1-14. A link to Part B of the Illinois State Performance Plan can be found at https://www.isbe.net/Pages/State-Performance-Plan-Data-and-Accountability.aspx

SPP Indicator	Indicator Description	2020-21 District Data	2020-21 State Target	District Met Target
1	**Graduation Percent for students with IEPs (Data lag one year)**	**92.59**	**82.6**	**Yes**
2	**Dropout Percent for students with IEPs (Data lag one year)**	**7.41**	**13.7**	**Yes**
3a1	**Reading assessment participation rate for students with IEPs**	*	*	*
3b1	**Reading assessment proficiency rate for students with IEPs against grade level academic achievement standards**	*	*	*
3b2	**Math assessment proficiency rate for students with IEPs against grade level academic achievement standards**	*	*	*
3c1	**Reading assessment proficiency rate for students with IEPs against alternate academic achievement standards**	*	*	*
3c2	**Math assessment proficiency rate for students with IEPs against alternate academic achievement standards**	*	*	*
4a	**Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in –? (Data lag one year)**	**No**	**No**	**Yes**
4b	**Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)**	**No**	**No**	**Yes**
5a	**Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time**	**33.9**	**52.7**	**No**
5b	**Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time**	**15.8**	**12.92**	**No**
5c	**Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities**	**12.8**	**6.68**	**No**

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.

State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2020-21 District Data	2020-21 State Target	District Met Target
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	*	46	N/A
6b	Children ages 3-5 in separate special education class, separate school or residential facility	*	26.3	N/A
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	*	83.95	N/A
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	*	47.2	N/A
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	*	84.1	N/A
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	*	45.1	N/A
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	*	85.8	N/A
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	*	53.4	N/A
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	76.0	70.5	Yes
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	Yes
11	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	100.00	100	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	*	100	N/A
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	100.00	100	Yes
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	*	29.6	N/A

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.

State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2020-21 District Data	2020-21 State Target	District Met Target
14b	**Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school**	*	63.5	N/A
14c	**Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school**	*	75.75	N/A
3a2	**Math assessment participation rate for students with IEPs**	*	*	*
3d1	**Gap in reading proficiency rates for students with IEPs and all students against grade level academic achievement standards**	*	*	*
3d2	**Gap in math proficiency rates for students with IEPs and all students against grade level academic achievement standards**	*	*	*
6c	**Children ages 3-5 receiving special education and related services in the home**	*	0.28	N/A

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.

English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
District	*	* *	* *	* *
State	*	* *	* *	* *

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 Attendance

⚠️ Possible data impact due to COVID-19

What is it?

This shows the average daily attendance at this school. This is a weighted measure of the number of days present relative to the total number of potential attendance days.

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	91.3%	90.4%	92.3%	92.5%	92.6%	90.7%	95.6%	99.1%	89.0%	89.3%	88.1%
State	92.5%	92.1%	92.9%	94.7%	86.7%	91.4%	96.5%	93.6%	90.8%	92.0%	90.2%

	Students with IEPs	English Learners	Low Income
District	88.1%	88.2%	89.5%
State	89.6%	91.9%	89.4%

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 Mobility Rate

⚠ Possible data impact due to COVID-19

What is it?

A school's student mobility rate is the percentage of students who experienced at least one transfer in or out of the school between the first school day of October and the last school day of the year. Graduates are not included.

Student Mobility

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	14.2%	17.7%	10.3%	10.9%	13.9%	15.4%	12.5%	*	*	24.0%	19.1%
State	6.1%	6.4%	5.8%	5.3%	9.5%	5.4%	4.4%	7.2%	7.8%	8.0%	5.5%

	Students with IEPs	English Learners	Low Income
District	19.1%	22.7%	17.4%
State	6.0%	6.2%	7.7%

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.

Chronic Absenteeism Rate

⚠️ Possible data impact due to COVID-19

What is it?

This shows the percentage of students who miss 10 percent or more of school days per year either with or without a valid excuse. Illinois law defines "chronic absentee" as a student who misses 10 percent of school days within an academic year with or without a valid excuse. That's 18 days of an average 180-day school year. Excused absences include illness, suspension, need to care for a family member, etc. Students need daily instruction in order to succeed. Chronic absentees are at risk of academic and social problems.

Chronic Absenteeism

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	23.5%	25.2%	21.6%	19.6%	24.5%	25.1%	11.2%	*	33.3%	38.2%	33.7%
State	21.1%	22.3%	19.9%	13.9%	39.0%	24.7%	8.1%	18.8%	26.7%	23.8%	28.0%

	Students with IEPs	English Learners	Low Income
District	33.7%	31.7%	29.8%
State	30.0%	23.8%	31.7%

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.

Dropout Rate

⚠ Possible data impact due to COVID-19

What is it?

This shows the percentage of students who are removed from the local enrollment roster before the end of a school term. Dropouts include students in Grades 9-12 whose names have been removed for any reason, including moved not known to be continuing, transfer to GED-program, and aged out. The percentage does not include death, extended illness, graduation/completion of a program of studies, transfer to another public/private/home school, or expulsion.

By Subgroups

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1.8%	2.2%	1.4%	1.6%	3.9%	1.9%	0.9%	*	0.0%	2.9%	2.5%
State	2.6%	3.0%	2.1%	2.1%	4.0%	2.7%	0.8%	2.2%	4.5%	3.3%	2.6%

	Students with IEPs	English Learners	Low Income
District	2.5%	3.4%	2.4%
State	2.9%	4.1%	3.9%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	*	*	*	*
State	*	*	*	*

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.

Chronically Truant Students

⚠️ Possible data impact due to COVID-19

What is it?

This shows the percentage of students who are considered chronic truants as defined in Section 26-2a of the School Code. Chronic truants include students subject to compulsory attendance who have been absent without valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days.

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	29.3%	33.4%	24.7%	23.1%	34.7%	31.8%	17.0%	*	*	41.2%	38.2%
State	22.8%	24.0%	21.4%	11.4%	47.0%	30.2%	7.4%	20.9%	29.2%	23.9%	28.0%

	Students with IEPs	English Learners	Low Income
District	38.2%	40.0%	37.2%
State	30.0%	28.8%	36.0%

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.

About the data

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

*Federal waivers issued in 2020 and 2021 impacted accountability. For more information, see www.isbe.net/summative.

| –	Exemplary Schools
–	Commendable Schools
–	Lowest Performing Schools
–	Under Performing Schools
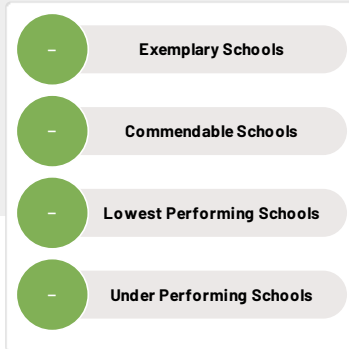
No Data

School Improvement Funds

About the data

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

83.8%

With Master's & Above

100.0%

Evaluation Rate

92.4%

Retention Rate
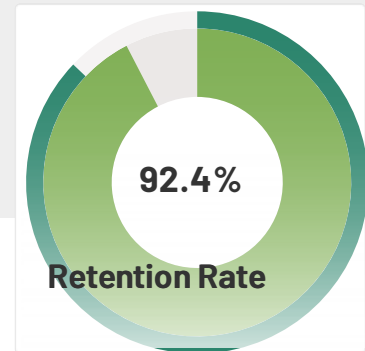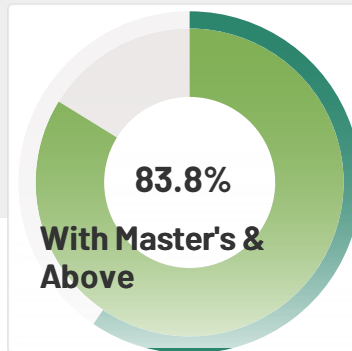
Teacher Information

⚠️ Possible data impact due to COVID-19

What is it?

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

	Average Teaching Experience	With Bachelor's Degrees	With Master's & Above	Attendance Rate	Evaluation Rate
District	16	15.7%	83.8%	89.1%	100.0%
State	*	39.8%	59.5%	85.7%	98.8%

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-To-Teacher Ratios

What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	*	18
State	17	18

Average Teacher Salary

What is it?

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

	Average Teacher Salary
District	$96,416
State	$70,705

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.

Retention Rate

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	**All**	92.4% 533	92.9% 470	75.0% 3	87.8% 36	85.7% 12	* *	100.0% 6	100.0% 6	* *
	Male	93.2% 234	94.1% 208	75.0% 3	80.0% 12	100.0% 6	* *	100.0% 2	100.0% 3	* *
	Female	91.7% 299	91.9% 262	* *	92.3% 24	75.0% 6	* *	100.0% 4	100.0% 3	* *
State	All	87.1% 308,369	87.6% 261,205	80.6% 15,160	87.1% 20,712	86.9% 4,631	85.0% 187	83.9% 664	84.9% 2,249	80.2% 3,561
	Male	88.4% 72,950	89.2% 62,631	78.9% 2,881	86.4% 4,747	86.7% 1,082	84.3% 59	88.4% 167	86.4% 579	79.8% 804
	Female	86.7% 235,419	87.1% 198,574	81.0% 12,279	87.3% 15,965	87.0% 3,549	85.3% 128	82.6% 497	84.4% 1,670	80.3% 2,757

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.
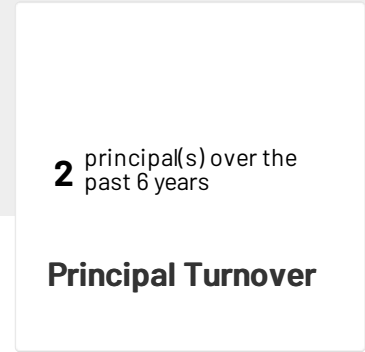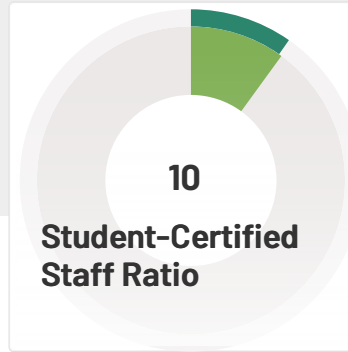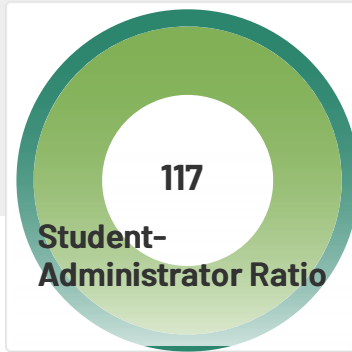
Full-Time Equivalents

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	**All**	**100.0%** 228.6	**87.0%** 199	**0.9%** 2	**7.0%** 16	**2.2%** 5	* *	**1.8%** 4	**1.1%** 2.6	* *
	Male	**42.9%** 98	**42.7%** 85	**100.0%** 2	**31.3%** 5	**60.0%** 3	* *	**50.0%** 2	**38.5%** 1	* *
	Female	**57.1%** 130.6	**57.3%** 114	* *	**68.8%** 11	**40.0%** 2	* *	**50.0%** 2	**61.5%** 1.6	* *
State	All	**100.0%** 132354.5	**82.0%** 108491.7	**6.0%** 7993.1	**7.9%** 10482.3	**1.7%** 2309.5	**0.1%** 83.7	**0.2%** 240.2	**0.8%** 1059	**1.3%** 1695
	Male	**23.1%** 30617.9	**23.4%** 25426.5	**20.5%** 1641.5	**22.5%** 2355	**22.2%** 512.8	**29.8%** 24.9	**24.1%** 58	**24.4%** 258.6	**20.1%** 340.5
	Female	**76.9%** 101736.7	**76.6%** 83065.2	**79.5%** 6351.6	**77.5%** 8127.3	**77.8%** 1796.7	**70.2%** 58.8	**75.9%** 182.3	**75.6%** 800.4	**79.9%** 1354.5

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.

About the data

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

117
Student-Administrator Ratio

10
Student-Certified Staff Ratio

2 principal(s) over the past 6 years

Principal Turnover

Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	10	117
State	10	157

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.

Full-Time Equivalents

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	**All**	**100.0%** 29.3	**85.4%** 25	* *	**13.6%** 4	* *	* *	* *	**1.0%** 0.3	* *
	Male	**59.7%** 17.5	**66.0%** 16.5	* *	**25.0%** 1	* *	* *	* *	* *	* *
	Female	**40.3%** 11.8	**34.0%** 8.5	* *	**75.0%** 3	* *	* *	* *	**100.0%** 0.3	* *
State	All	**100.0%** 12059.4	**75.8%** 9142.6	**14.6%** 1757.5	**6.9%** 832.9	**1.0%** 115.4	**0.1%** 11	**0.2%** 21.3	**0.8%** 101.7	**0.6%** 77.1
	Male	**42.6%** 5135.9	**46.3%** 4229.8	**27.0%** 473.8	**36.9%** 307	**46.0%** 53.1	**27.4%** 3	**32.2%** 6.9	**27.8%** 28.3	**44.2%** 34.1
	Female	**57.4%** 6923.5	**53.7%** 4912.8	**73.0%** 1283.7	**63.1%** 525.9	**54.0%** 62.3	**72.6%** 8	**67.8%** 14.4	**72.2%** 73.4	**55.8%** 43.1

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.

Principal Turnover

What is it?

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

	Principal(s) over the past 6 years
District	**2**
State	**2**

Average Administrator Salary

What is it?

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

	Average Administrator Salary
District	**$140,914**
State	**$114,208**

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.

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
District	*	*	*	*	*	*
State	*	*	*	*	*	*

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 Environment (cont)

	Rate of Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
District	*	*	*
State	*	*	*

Academic Environment

What is it?

Data from the Civil Rights Data Collection comes directly from ED, which collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for accelerated coursework can be found in the Academic Performance section of the Report Card. Please note data may not match due to differences in data collection methods.

	Enrolled in PreSchool	Advanced Placement Course Work		Dual Credit Course Work
		Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	
District	* *	* *	* *	* *
State	* *	* *	* *	* *

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.

About the data

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations of interest. National NAEP reports information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at Grades 4, 8, and 12.

Inclusion Rate and Standard Error in NAEP

What is it?

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see The Nation's Report Card.

Percentage of students identified With Disabilities and English Learners – Reading

Jurisdiction
Illinois

Percentage of students identified With Disabilities and English Learners – Mathematics

Jurisdiction
Illinois