



**MOUNT PROSPECT SCHOOL DISTRICT 57
BOARD OF EDUCATION
Administration Building – 701 W. Gregory Street, Mount Prospect, IL 60056**

**AGENDA – REGULAR MEETING
November 5, 2020 7:00 PM
Fairview School (Multipurpose Room)
300 North Fairview Avenue**

Call to Order and Roll Call

Communications

1. Board of Education
 - Board President Report
 - IASB Resolutions Discussion

Community Comments

Staff Reports

1. Annual Fall Enrollment Study Report
2. Student Services Presentation
3. Annual Code of Conduct Report
4. FY20 Audit Report
5. Lions Park Presentation
6. Return to School Task Force Update
7. IL School Report Card

Community Comments

New Business

1. Approve Addendum to the Transportation Contract

Board Discussion

1. Superintendent Search Timeline

Closed Session

Board Action may or may not take place following Closed Session

Adjournment



Enrollment Study

SEPTEMBER 24, 2020

Figure 1. D57 20 Year Enrollment History 2001 - 2021

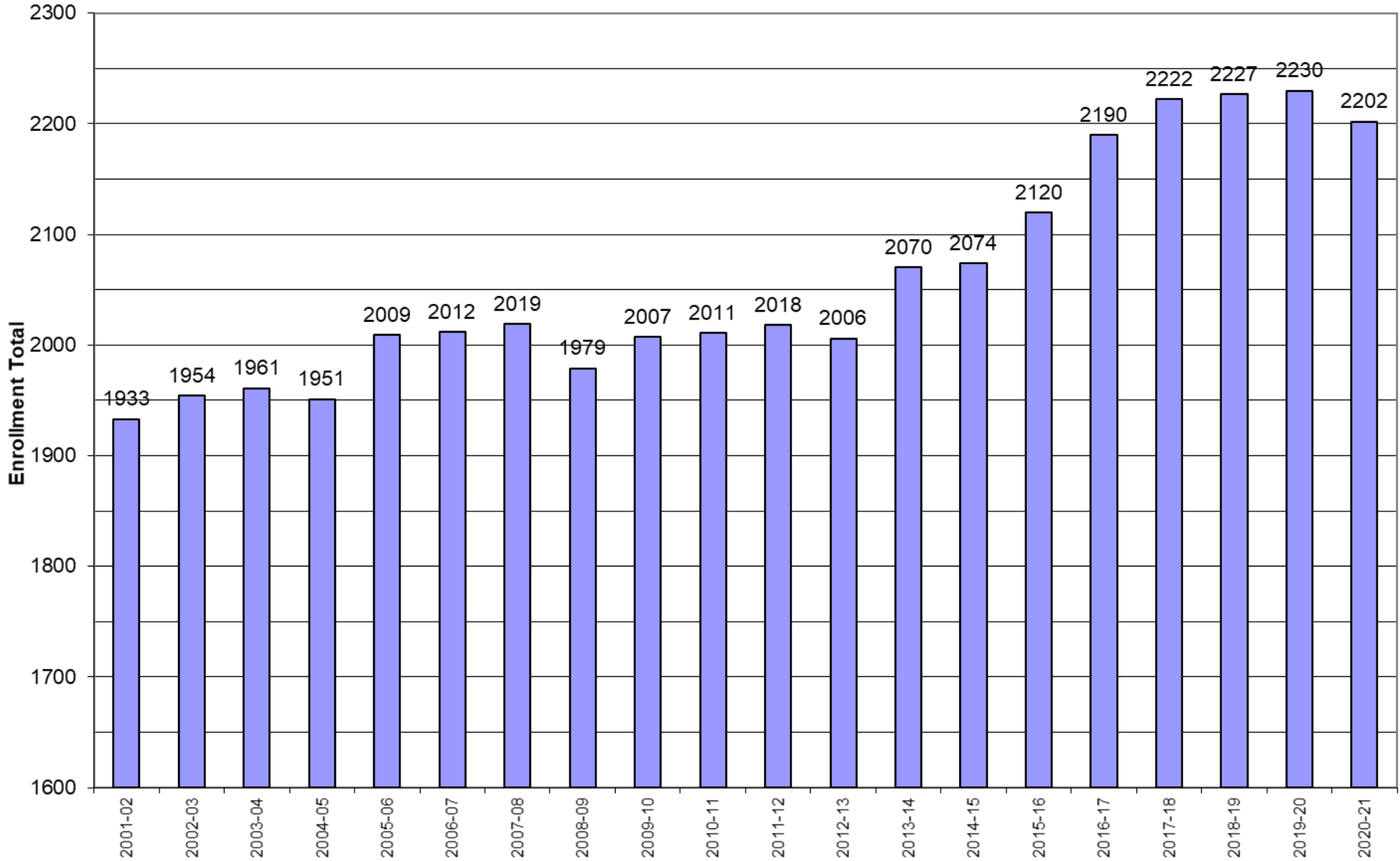


Figure 2. D57 KDG Enrollment 2001-2021

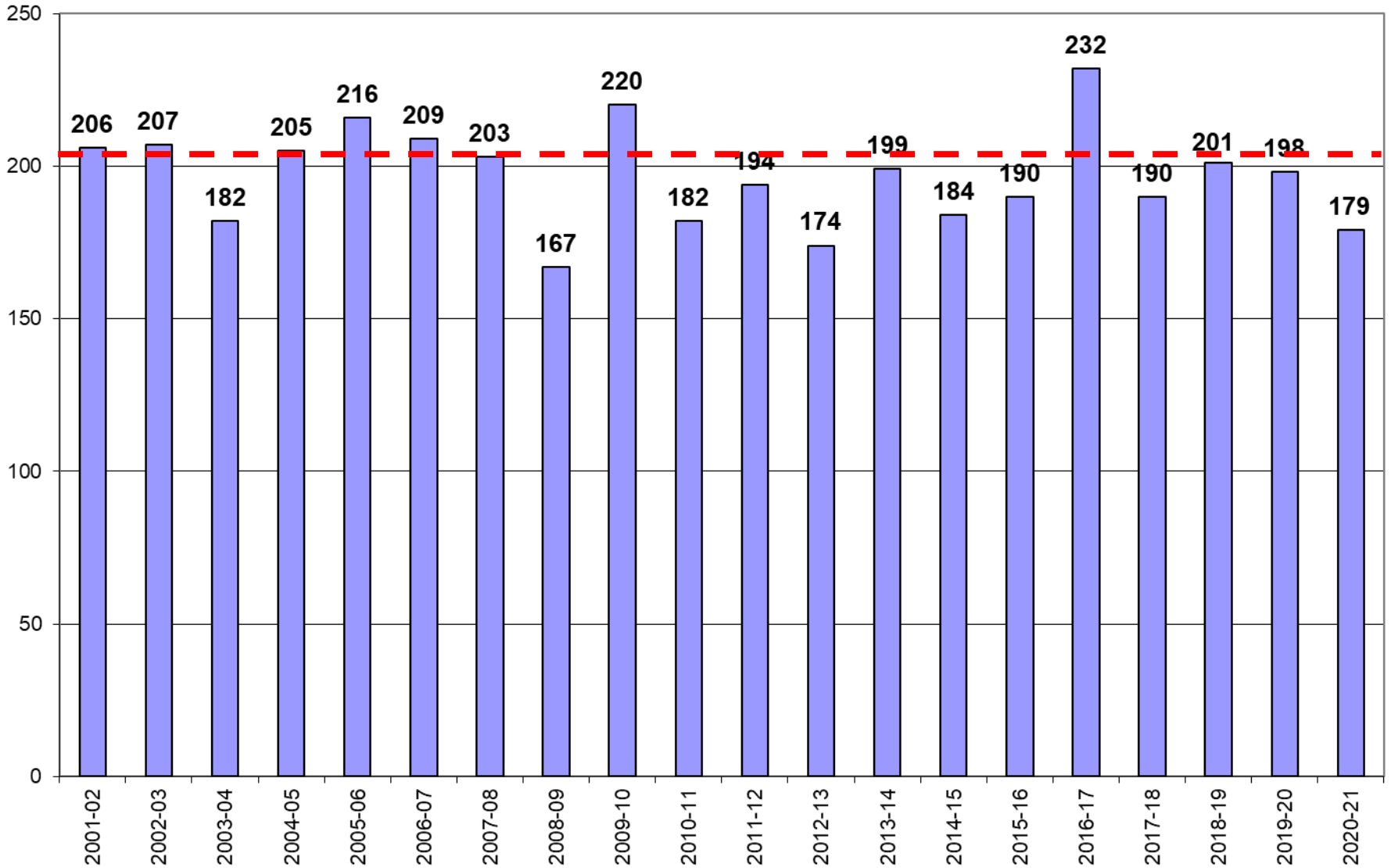
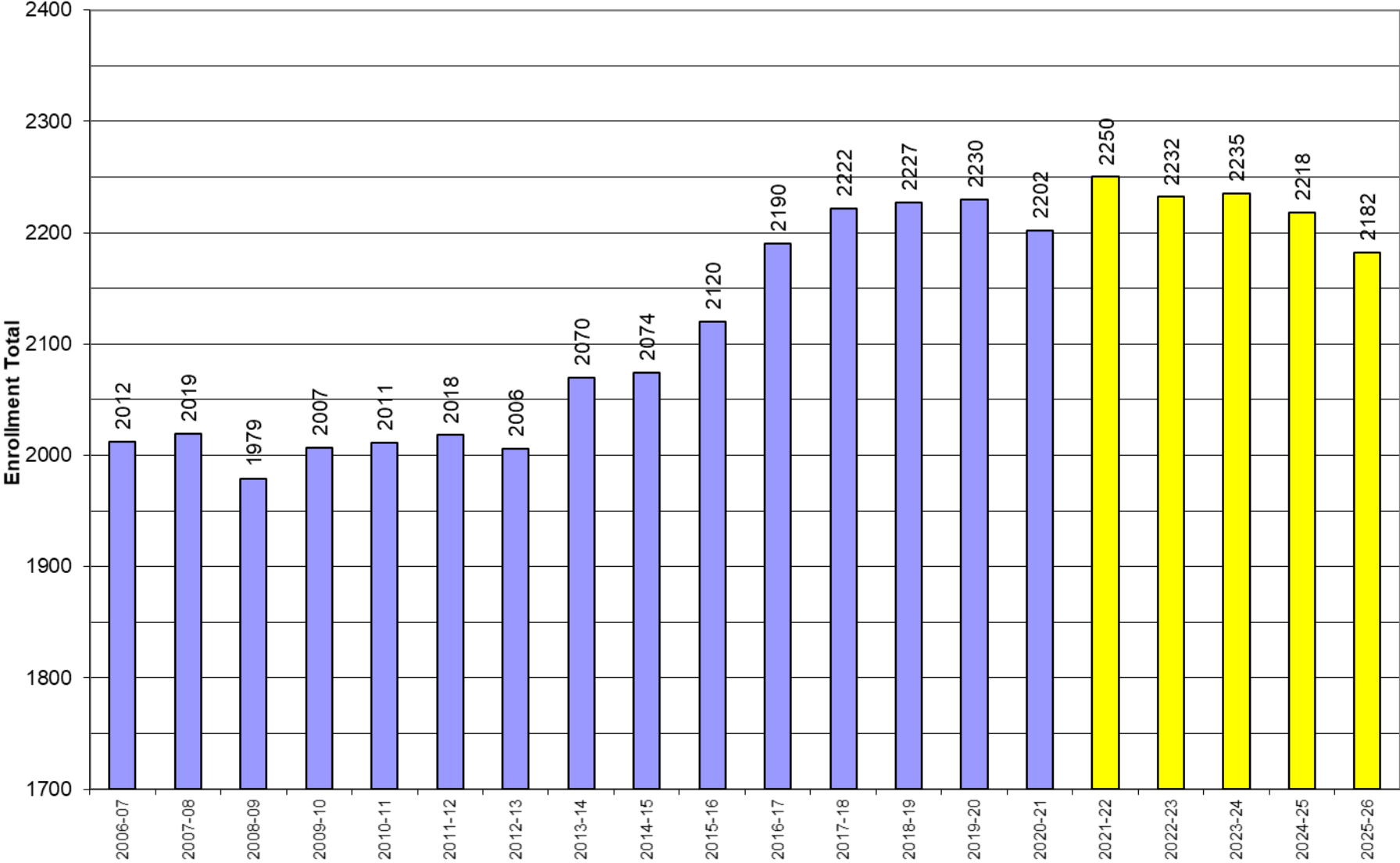


Table 6 Projected Enrollments

Projected Enrollment 2021-2022										
School	K	1	2	3	4	5	6	7	8	Total
WB	197	207								404
FV			125	116	135	144				520
LP			122	135	113	148				518
LN							265	271	272	808
Total	197	207	247	251	248	292	265	271	242	2250
Projected Enrollment 2022-2023										
School	K	1	2	3	4	5	6	7	8	Total
WB	197	228								425
FV			97	125	119	136				477
LP			112	126	140	115				493
LN							296	267	274	837
Total	197	228	209	251	259	251	296	267	274	2232
Projected Enrollment 2023-2024										
School	K	1	2	3	4	5	6	7	8	Total
WB	197	228								425
FV			112	97	128	120				457
LP			130	126	131	143				530
LN							255	298	270	823
Total	197	228	242	223	259	263	255	298	270	2235
Projected Enrollment 2024-2025										
School	K	1	2	3	4	5	6	7	8	Total
WB	197	228								425
FV			112	112	99	129				452
LP			130	134	120	133				517
LN							266	257	301	824
Total	197	228	242	246	219	262	266	257	301	2218
Projected Enrollment 2025-2026										
School	K	1	2	3	4	5	6	7	8	Total
WB	197	228								425
FV			112	112	115	100				439
LP			130	134	139	122				525
LN							266	268	259	793
Total	197	228	242	246	254	222	266	268	259	2182

Figure 3. D57 Enrollment History with 5 Yr Projections 2006 - 2026



Summary



- The most recent five years of data show a relatively stable enrollment. The overall five-year projections indicate a slight increase in enrollment for the next five years with a possible overall decrease of approximately 20 students by 2025 – 2026.
- Available classroom space has become an issue at Lions Park. There is no longer any space to recapture in the event an additional section would be warranted. Administration is now recommending that a four classroom addition be added on at Lions Park. It is to be noted that overall enrollment between Fairview and Lions Park is now essentially equal (FV 515, LP 509). This recommendation will be part of the Summer 2021 construction work.

Summary



- Free and reduced lunch data and fee waivers remain consistent.
- We continue to experience a steady influx of new students transferring into the District while a lesser number transfer out.
- Many of the students who moved into the District come from multilingual homes and we monitor this impact on our EL staffing.
- All of our new students will be assessed to garner valuable information for program placement and social assimilation. We will identify specific student instructional and social/emotional needs and provide for appropriate intervention and support.

Summary



Questions

Child Find & the Continuum of Services

Board Meeting
September 24, 2020

Beliefs and Commitments

Belief

We believe in shared responsibility by the entire team (staff, parents, students) to meet the needs of students.

We believe in taking into consideration the whole child and educating him or her in the least restrictive environment.

Commitment

We will educate staff and parents about programs and services to meaningfully participate in the decision making process.
We will learn together about the child's strengths and needs.
We will collaborate.

We will provide a continuum of services.
We align supports to the student's emotional, academic, behavioral, physical, and health needs.

Belief and Commitments

Belief

We believe in utilizing a systematic decision making process based on analysis of student data.

We believe in high expectations for all students. All students can learn, be successful, and move toward the highest level of independence possible.

Commitment

We will have a uniformed system and consistent procedures.
We will use multiple sources of data.
We will engage in an ongoing problem solving process.

We will write goals that are ambitious and reasonable.
We will provide appropriate evidence-based supports and curricula.
We will advocate for our students.
We will teach our students how to self-advocate.

What is IDEA?

- ❑ The Individuals with Disabilities Education Act is a law ensuring services to students with disabilities
- ❑ Infants and toddlers (birth-two) receive early intervention services under IDEA Part C
- ❑ Children youth (age 3-21) receive special education and related services under IDEA Part B

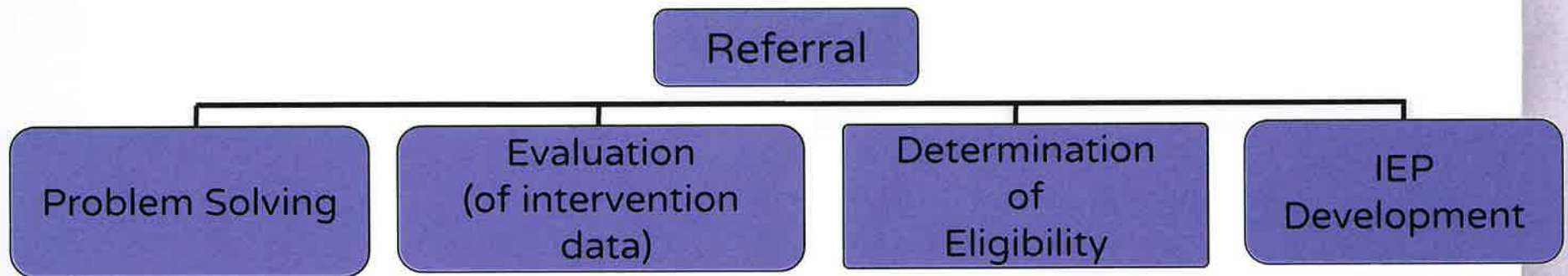
Legal Framework

- ▣ Free Appropriate Public Education (FAPE)
 - Educational instruction specifically designed to meet the unique needs of the handicapped child, supported by such services as are necessary to permit the child “to benefit” from instruction.
- ▣ Least Restrictive Environment (LRE)
 - Schools must ensure that children with disabilities are educated with nondisabled children to the maximum extent possible
 - Special classes, separate schooling, or other removal of children with disabilities from the general education environment should only occur when the nature/severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

District 57 Child Find

- ▣ Ensures that children, including ages 3-5, with disabilities “are identified, located, and evaluated, and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.” (IDEA Section 300.111 Child find)
 - Parent referrals
 - Multi-tiered System of Supports (MTSS)

Child Find



Eligibility

- Teams must first rule out determinant factors (all disability areas):
 - Lack of Appropriate Instruction in Reading
 - Lack of Appropriate Instruction in Math
 - Limited English Proficiency
- Exclusionary Criteria (for SLD):
 - Visual, Hearing, or Motor Disability
 - Intellectual Disability
 - Emotional Disability
 - Cultural Factors
 - Environmental or Economic Disadvantage

Eligibility Categories

- ▣ Autism
- ▣ Deaf-blindness
- ▣ Deafness
- ▣ Developmental delay
- ▣ Emotional disability
- ▣ Hearing impairment
- ▣ Intellectual disability
- ▣ Multiple disabilities
- ▣ Orthopedic impairment
- ▣ Other health impairment
- ▣ Specific learning disability
- ▣ Speech or language impairment
- ▣ Traumatic brain injury
- ▣ Visual impairment

Individualized Education Plan (IEP)

- **Components of the IEP**
 - Present Levels of Academic and Functional Performance
 - Goals and Objectives (based on areas of need)
 - Educational Accommodations
 - Educational Services and Placement

CONTINUUM OF SERVICES

Least Restrictive

Most Restrictive

General Education

Tier 1 instruction provided with the gen ed curriculum. Typical differentiation strategies utilized within the classroom.

General Education Interventions

Tier 2 or 3 supplemental instruction provided in the areas of Literacy (LSS) or Math (MSS). Provided within and outside of the gen ed classroom by interventionists.

Special Education Resource

Instruction provided to students who have been identified as having a mild or moderate disability that impacts their academic performance. Provided within and within the gen ed environment.

Special Education Extended Support Program (ESP)

Specialized instruction provided within a small group setting typically outside of the general education environment using instructional materials and paced instruction.

Special Education SOAR Program

Highly individualized self-contained instructional setting for students exhibiting significant deficits in the areas of cognitive development, communication/language, adaptive skills, and/or social skills.

Therapeutic Program

Highly individualized self-contained instructional setting for students who do not have access to general education peers.

Considerations for Placement

- ▣ Needs of the student
- ▣ Progress toward goals
- ▣ Discrepancy from same-age peers
- ▣ Services
- ▣ Balancing FAPE & LRE

Questions?

Social Emotional Learning in District 57

Social Emotional Learning in District 57

- Olweus Bullying Prevention Program
- School-wide Expectations
- Restorative Practices

Code of Conduct

- Documents the District's philosophy and approach to addressing student behavior
- Based on legal requirements and best practices
- Reviewed annually by the Parent-Teacher Behavioral Advisory Committee
- Must be presented annually to the Board for its review and approval

Social and Emotional Learning Core Competencies



Illinois Social Emotional Learning Standards

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

What do we know about best practice?

- Schools that foster positive school climates can help engage all students in learning by preventing problem behavior and intervening (US DOE, Guiding Principles, 2014)
- Students are more likely to experience success when they are explicitly taught classroom routines and expectations, are acknowledged for displaying expected behaviors, are prompted and corrected when they don't display expected behaviors, and are treated with respect (US DOE, Dear Colleague Letter, 2016)
- Use of a multi-tiered system of behavioral support can improve school climate, school safety, and academic outcomes for all students (US DOE, Guiding Principles, 2016)

District 57 Multi-Tiered System of Support

Designing School-Wide Systems for Student Success

Academic Systems

Tertiary Interventions/Tier 3:

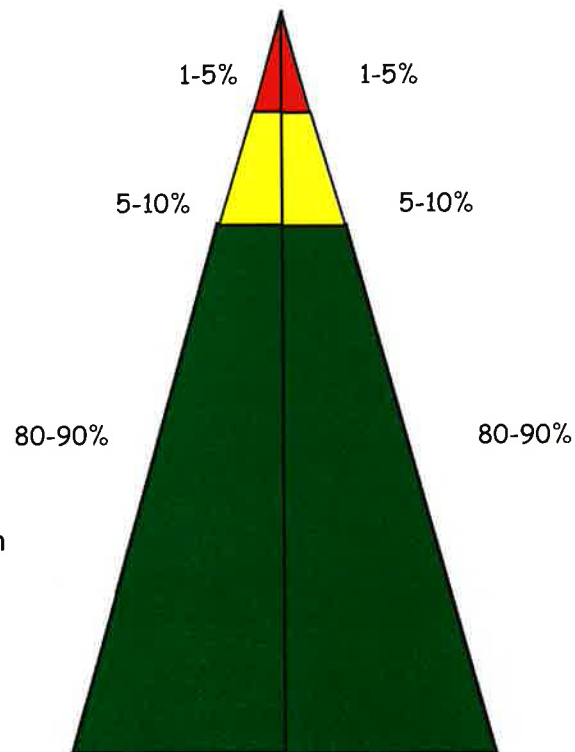
LLI, LSS, MSS, Corrective Reading, Reading Mastery

Secondary Interventions/Tier 2:

Literacy Support Services (Read Naturally, Words Their Way), Math Support Services, RISE, Homework Club, CSO

Universal Intervention/Tier 1:

Reach for Reading, Math in Focus, FOSS Science, TCI Social Studies, Rush Executive Functioning System



Behavioral Systems

Tertiary Intervention/Tier 3:

FBA/BIP, Individual Counseling, Home Visits, Circles (Peace, Re-entry)

Secondary Interventions/Tier 2:

Check in Check out, Zones of Regulation, Social Thinking, Targeted Groups, Circles (Circle of Support, Healing, Understanding)

Universal Intervention/Tier 1:

School-wide Expectations, Olweus Anti-Bullying, Class Meetings/Advisory, Restorative practices (self-awareness, empathetic listening, cultivating a positive climate/culture), Circles (Community Building, Talking, Academic, Celebration)

Lincoln Middle School Behavior Matrix

	Bathroom	Bus	Cafeteria & Recess	Classroom	Hallway	School Activity
Be Safe	<p>Keep hands & feet to self</p> <p>Immediately report any unsafe condition</p> <p>Enter/exit in a calm and orderly manner</p> <p>No food, drink, or other likely allergens</p>	<p>Keep hands & feet to self</p> <p>Immediately report any unsafe condition</p> <p>Enter/exit in a calm and orderly manner</p> <p>Stand up only after the bus has stopped</p> <p>Face forward and keep the aisles clear</p>	<p>Keep hands & feet to self</p> <p>Immediately report any unsafe condition</p> <p>Arrive/leave in a calm and orderly manner</p>	<p>Keep hands & feet to self</p> <p>Immediately report any unsafe condition</p> <p>Arrive/leave in a calm and orderly manner</p> <p>Sit in chairs/desks properly</p> <p>No food, drink, or other likely allergens</p>	<p>Keep hands & feet to self</p> <p>Immediately report any unsafe condition</p> <p>Walk to the right & follow the up/down stairwells</p> <p>Keep hallways free from congestion</p> <p>No food, drink, or other likely allergens</p>	<p>Keep hands & feet to self</p> <p>Immediately report any unsafe condition</p> <p>Arrive/leave in a calm and orderly manner</p> <p>Be aware of your surroundings</p> <p>Stay with your group</p>
Be Respectful	<p>Use appropriate language and voice</p> <p>Respect the privacy of others</p>	<p>Use appropriate language and voice</p> <p>Be courteous of others and their belongings</p> <p>Be in compliance of the dress code</p> <p>Follow the directions of the bus driver</p>	<p>Use appropriate language and voice</p> <p>Be courteous of others and their belongings</p> <p>Be in compliance of the dress code & dress appropriately for outdoor recess</p> <p>Follow the directions of school staff</p>	<p>Use appropriate language and voice</p> <p>Be courteous of others and their belongings</p> <p>Be in compliance of the dress code</p> <p>Follow the directions of school staff</p>	<p>Use appropriate language and voice</p> <p>Be courteous of others and their belongings</p> <p>Be in compliance of the dress code</p> <p>Follow the directions of school staff</p>	<p>Use appropriate language and voice</p> <p>Be courteous of others and their belongings</p> <p>Be in compliance of the dress code</p> <p>Follow directions of school staff, site supervisor, or host</p>
Be Responsible	<p>Keep the bathroom clean</p> <p>Report any uncleanliness</p>	<p>Keep the bus clean</p> <p>Report any uncleanliness</p>	<p>Keep the cafeteria clean</p> <p>Report any uncleanliness</p>	<p>Keep the classroom clean</p> <p>Arrive on time & leave only with permission</p>	<p>Keep the hallways clean</p> <p>Report any uncleanliness</p>	<p>Keep the site clean</p> <p>Arrive on time</p>

Fairview School Expectations

	Arrival & Dismissal	Bus	Hallway	Classroom	Recess	Lunchroom	Bathroom	LRC	Assembly & Field Trip
Be Responsible	<ul style="list-style-type: none"> *Arrive on time (8:35-8:45) *Be in your classroom by 8:50 *Exit building at 3:20 	<ul style="list-style-type: none"> *Get to the bus stop on time *Listen to the bus driver *Report problems to the bus driver 	<ul style="list-style-type: none"> *Keep hallways clean *Keep moving 	<ul style="list-style-type: none"> *Be prepared and ready to work *Keep your area clean 	<ul style="list-style-type: none"> *Be responsible for recess materials *Line up quickly and quietly when recess ends 	<ul style="list-style-type: none"> *Clean up your area *Recycle *Raise your hand if you need help *Enter and exit lunchroom with permission 	<ul style="list-style-type: none"> *Get permission to use the bathroom *Use the closest bathroom *Get in, get out 	<ul style="list-style-type: none"> *Handle materials and furniture with care *Return books/materials on time 	<ul style="list-style-type: none"> *Follow the teacher or presenters directions *Use the bathroom before the assembly begins
Be Respectful	<ul style="list-style-type: none"> *Enter/exit building quietly *Keep hands/materials to yourself 	<ul style="list-style-type: none"> *Keep bus clean *Use kind words and inside voice *Keep hands and feet to yourself 	<ul style="list-style-type: none"> *Keep your hands to yourself *Walk quietly *Make eye contact and greet others 	<ul style="list-style-type: none"> *Listen and follow teacher's directions *Participate *Work well with others *Use kind words *Keep your hands to yourself 	<ul style="list-style-type: none"> *Listen and follow directions from supervisors *Use appropriate language *Take turns and share equipment 	<ul style="list-style-type: none"> *Listen and follow directions from supervisors *Use appropriate language/indoor voice *Line up and wait quietly to receive milk 	<ul style="list-style-type: none"> *Respect each other's privacy *Keep bathroom clean *Use a quiet voice 	<ul style="list-style-type: none"> *Use computers appropriately *Use quiet voices *Listen and follow directions 	<ul style="list-style-type: none"> *Sit flat on your bottom *Keep hands to yourself *Be a good listener *Raise hand before speaking
Be Safe	<ul style="list-style-type: none"> *Line up in a straight line with your class for arrival *Follow directions of supervisors *Walk to pick up area for dismissal 	<ul style="list-style-type: none"> *Enter and exit in a quiet line *Sit in your seat, face forward *Stand up only after bus has stopped *Keep aisles clear *No eating 	<ul style="list-style-type: none"> *Walk on the right facing forward *Keep belongings along wall *Keep doorways clear 	<ul style="list-style-type: none"> *Follow classroom expectations *Walk and sit properly *Follow emergency drills without talking 	<ul style="list-style-type: none"> *Walk to and play only in designated areas *Dress appropriately for weather *Report problems to supervisors *Do not speak to strangers 	<ul style="list-style-type: none"> *Keep hands/feet to self *Do not share food *Clean hands before eating *Walk lunch carts to/from lunchroom *Remain in your seat until dismissed 	<ul style="list-style-type: none"> *Wash hands *Report supply needs (toilet paper, soap) *Report water spills 	<ul style="list-style-type: none"> *Show digital citizenship *Walk and sit properly 	<ul style="list-style-type: none"> *Enter and exit in a quiet line *Stay with your group

IN THE BATHROOM

Responsible	Respectful	Safe
<ul style="list-style-type: none">★ Get permission to use the bathroom★ Use the closest bathroom★ Get in, get out	<ul style="list-style-type: none">★ Respect each other's privacy★ Keep bathroom clean★ Use a quiet voice	<ul style="list-style-type: none">★ Wash hands★ Report supply needs (toilet paper, soap)★ Report water spills

Acknowledgements

A vertical character card featuring a blue parrot with a yellow beak and feet. The parrot has "FV" on its chest. To the right of the parrot is a vertical line for a name.

Name _____

Character Card

Name _____

Teacher _____

Being Responsible

Being Respectful

Being Safe

The Olweus Bullying Prevention Program IS...

- Designed for ALL students
- Preventive AND responsive
- Focused on changing norms and restructuring the school setting
- Research-based
- NOT time-limited: Requires systematic efforts over time

District 57 Olweus Bullying Prevention Scope and Sequence



Sixth Grade

Standards	Olweus Category	Unit/Lesson	Description
<p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships. A. Recognize feelings and perspectives of others. 2A.3a. Predict other's feelings and perspectives in a variety of situations.</p>	<p>2-Identifying Feelings</p>	<p>Empathy for Strangers and Friends (p. 32)</p>	<p>Students learn about the definition of empathy and discuss its importance.</p>
<p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships. A. Recognize feelings and perspectives of others. 2A.3a. Predict other's feelings and perspectives in a variety of situations.</p>		<p>The Masks We Wear (p. 51)</p>	<p>Students will identify and predict emotions shown on other's faces.</p>
<p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships. B. Recognize individual and group similarities and differences. 2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.</p>	<p>6-Respecting Differences and Promoting Acceptance</p>	<p>Common Ground (p. 149)</p>	<p>Students will examine differences/similarities in small groups, and then apply it to larger settings of diversity.</p>

Restorative Practices vs. Restorative Justice

Restorative Practices are tools which allow individuals to practice Restorative Justice. Practices range from various types of circles, to specific language choices, to how we include people in spaces to resolve conflict.

Restorative Justice is a mindset that values relationships at the center of community life. When harm happens, these relationships create space for multiple perspectives to be heard in order to repair the harm.

Restorative Justice: Proactive and Responsive Practices



PROACTIVE
Reduces Harm

RESPONSIVE
Repairs Harm



**We build a house before it
needs repair.**

**We put out fires to
protect what we built.**

Parent-Teacher Behavioral Advisory Committee Members

Marie Claire Amorella
John Bonadurer
Natalie Cotner
Melissa Gaseor
Mary Gorr
Anna Landsnes

Dan Raftery
Lisa Ryno
Paul Suminski
Randy Steen
Sara Tyburski

The background of the slide is white and features a decorative pattern of light blue squares. Each square is slightly offset from the others, creating a 3D effect with soft shadows. The squares are arranged in a grid-like pattern, with some squares appearing to be in front of others, giving a sense of depth. The overall effect is clean and modern.

Questions?

05-016-0570-02-2008

Mount Prospect SD 57
Westbrook Early Learning Cntr
103 S Busse Rd
Mt Prospect, ILLINOIS 60056
GRADES - PK K 1

Kristin Vonder Haar
Email - kvonderhaar@d57.org
(847) 394-7340
<http://www.d57.org>

**2020**

Summative Designation - Commendable	EBF District Funding Tier - 2
Student Group - All Students	Financial capacity to meet expectations - 88.9 %
Title I Status - Eligible, but Not a Participant in Title I Program	State Senate District - 27
IL Youth Survey Participation - NO	State House District - 053

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	515	428	3	14	41	*	1	28	83	69	2	2
		83.1%	0.6%	2.7%	8.0%	*	0.2%	5.4%	16.1%	13.4%	0.4%	0.4%
District	2,319	1,821	18	143	193	1	2	141	405	168	140	18
		78.5%	0.8%	6.2%	8.3%	0.0%	0.1%	6.1%	17.5%	7.2%	6.0%	0.8%
State	1,957,018	929,443	324,212	519,982	102,732	2,035	4,936	73,678	348,751	245,502	949,618	38,890
		47.5%	16.6%	26.6%	5.2%	0.1%	0.3%	3.8%	17.8%	12.5%	48.5%	2.0%

Student Enrollment is based on 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	3.8%	2.6%	*	*	15.0%	*	*	6.7%	7.1%	4.3%	0.0%	*
District	2.3%	2.2%	5.9%	4.1%	2.3%	*	*	0.8%	4.2%	4.7%	3.0%	0.8%
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	3.4%	3.6%	3.2%	2.2%	*	18.2%	7.9%	*	*	4.0%	6.3%	7.3%	1.9%	*
District	1.7%	1.5%	1.9%	1.3%	5.3%	5.2%	2.1%	*	*	1.4%	2.9%	4.3%	3.2%	1.5%
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.

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.

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	*	*
District	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
State	19,414	0.9%	0.9%	1.1%	0.3%	0.6%	2.7%	0.3%	0.7%	0.9%	0.4%	0.4%	0.4%

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

STUDENTS IDENTIFIED AS GIFTED		
	# Students	% Students
School	*	*
District	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
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%

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

INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS	
Number of Days	
School	181
District	181
State	175

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.

% of 8TH GRADERS PASSING ALGEBRA I	
School	*
District	52.2%
State	30.8%

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

STUDENT-TO-STAFF RATIOS				
	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	19.3	*	9.3	178.4
State	18.1	18.6	10.1	171.1

HEALTH AND WELLNESS (days per week)	
School	2.5
District	3.4
State	3.6

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. 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.

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	*	*	*	20.0	20.5	21.3	28.9	25.6	29.4	*	27.8
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	148	8.2%	91.8%	94.0%	*	2.1%	1.9%	*	*	*	2.1%
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	13.5	30.3%	69.7%
State	13.4	39.6%	59.8%

TEACHER RETENTION RATE	
School	82.4%
District	86.1%
State	85.9%

PRINCIPAL TURNOVER (Count)	
School	2.0
District	2.0
State	2.0

TEACHER ATTENDANCE RATE	
School	--
District	88.0%
State	86.6%

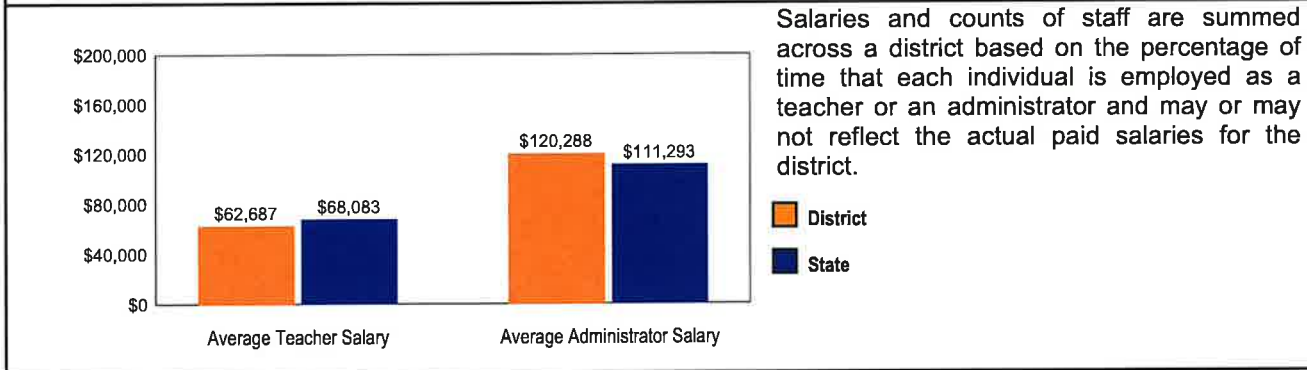
Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting 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	99.0%
State	98.7%

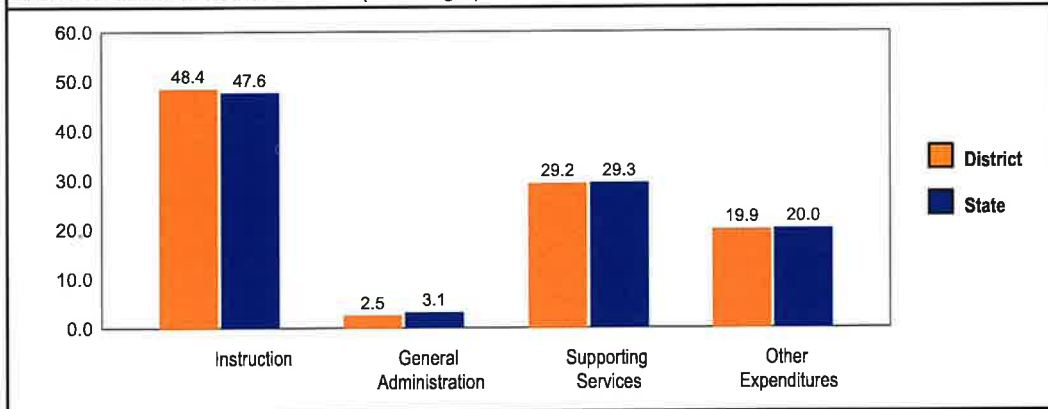
Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting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

SCHOOL DISTRICT FINANCES

AVERAGE TEACHER/ADMINISTRATOR SALARIES



EXPENDITURE BY FUNCTION 2018-19 (Percentages)



REVENUE BY SOURCE 2018-19

	District	District %	State %
Local Property Taxes	\$28,075,778	84.3%	60.3%
Other Local Funding	\$2,271,275	6.8%	6.1%
Evidence-Based Funding	\$1,922,305	5.8%	21.7%
Other State Funding	\$119,329	0.4%	4.9%
Federal Funding	\$905,262	2.7%	7.0%
TOTAL	\$33,293,949		

EXPENDITURE BY FUND 2018-19

	District	District %	State %
Education	\$21,929,579	73.8%	70.4%
Operations & Maintenance	\$1,840,026	6.2%	7.3%
Transportation	\$773,806	2.6%	3.9%
Debt Service	\$850,192	2.9%	8.4%
Tort	\$0	0.0%	1.2%
Municipal Retirement/ Social Security	\$726,847	2.4%	1.9%
Fire Prevention & Safety	\$0	0.0%	0.6%
Capital Projects	\$3,596,845	12.1%	6.3%
TOTAL	\$29,717,295		

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	\$319,104	3.72	\$6,842	\$11,488
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	434.75	\$435	\$479	\$914	\$10	\$8,371	\$8,381	\$445	\$8,850	\$9,295		
District	2,263.85	\$416	\$1,070	\$1,486	\$10	\$8,371	\$8,381	\$426	\$9,441	\$9,867	\$7,722,354	\$30,059,366

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

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.

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

DLM-AA ELA PARTICIPATION (Demographics)														
	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	50	50	100.0%	3	6.0%	*	*
District	150	150	100.0%	24	16.0%	*	*
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	
School	0.0%
District	1.0%
State	5.1%

CRDC - OUT-OF-SCHOOL SUSPENSIONS	
School	0.0%
District	0.1%
State	3.5%

CRDC - EXPULSIONS	
School	0.0%
District	0.0%
State	0.1%

CRDC - SCHOOL-RELATED ARRESTS	
School	0.0%
District	0.0%
State	0.1%

CRDC - REFERRAL TO LAW ENFORCEMENT	
School	0.0%
District	0.0%
State	0.7%

CRDC - CHRONIC ABSENTEEISM	
School	5.5%
District	5.9%
State	16.3%

CRDC - INCIDENTS OF VIOLENCE	
	Rate of Incidents of Violence
School	0.0%
District	1.1%
State	2.2%

CRDC - INCIDENTS OF VIOLENCE - FIREARM AND HOMICIDE		
	Firearm	Homicide
School	No	No
Schools in the District with Incidents of Violence	0	0
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	80 15.0%
District	80 3.5%
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	0	0.0%	0	0.0%	0	0.0%
	State	143,753	7.2%	5,004	0.3%	65,736	3.3%

Mount Prospect SD 57
Fairview Elem School
300 N Fairview Ave
Mt Prospect, ILLINOIS 60056
GRADES - 2 3 4 5

Dan Ophus
Email - dophus@d57.org
(847) 394-7320
<http://www.d57.org>



2020

Summative Designation - Commendable
Student Group - All Students
Title I Status - Targeted Assistance Title I Program
IL Youth Survey Participation - NO

EBF District Funding Tier - 2
Financial capacity to meet expectations - 88.9 %
State Senate District - 27
State House District - 053

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	541	420	8	34	44	*	*	35	81	41	34	5
		77.6%	1.5%	6.3%	8.1%	*	*	6.5%	15.0%	7.6%	6.3%	0.9%
District	2,319	1,821	18	143	193	1	2	141	405	168	140	18
		78.5%	0.8%	6.2%	8.3%	0.0%	0.1%	6.1%	17.5%	7.2%	6.0%	0.8%
State	1,957,018	929,443	324,212	519,982	102,732	2,035	4,936	73,678	348,751	245,502	949,618	38,890
		47.5%	16.6%	26.6%	5.2%	0.1%	0.3%	3.8%	17.8%	12.5%	48.5%	2.0%

Student Enrollment is based on 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	1.6%	1.7%	*	2.6%	0.0%	*	*	0.0%	4.7%	7.1%	0.0%	3.0%
District	2.3%	2.2%	5.9%	4.1%	2.3%	*	*	0.8%	4.2%	4.7%	3.0%	0.8%
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	1.1%	1.0%	1.2%	0.2%	*	10.5%	0.0%	*	*	2.9%	2.4%	1.9%	4.7%	0.0%
District	1.7%	1.5%	1.9%	1.3%	5.3%	5.2%	2.1%	*	*	1.4%	2.9%	4.3%	3.2%	1.5%
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.

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.

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	*	*
District	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
State	19,414	0.9%	0.9%	1.1%	0.3%	0.6%	2.7%	0.3%	0.7%	0.9%	0.4%	0.4%	0.4%

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

STUDENTS IDENTIFIED AS GIFTED		
	# Students	% Students
School	*	*
District	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
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%

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

INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS	
Number of Days	
School	181
District	181
State	175

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.

% of 8TH GRADERS PASSING ALGEBRA I	
School	*
District	52.2%
State	30.8%

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

STUDENT-TO-STAFF RATIOS				
	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	19.3	*	9.3	178.4
State	18.1	18.6	10.1	171.1

HEALTH AND WELLNESS (days per week)	
School	3.0
District	3.4
State	3.6

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. 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.

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	*	*	*	22.0	22.5	23.0	*	*	*	*	22.6
District	*	*	*	20.0	20.5	21.3	28.9	25.6	29.4	*	27.8
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	148	8.2%	91.8%	94.0%	*	2.1%	1.9%	*	*	*	2.1%
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	13.5	30.3%	69.7%
State	13.4	39.6%	59.8%

TEACHER RETENTION RATE	
School	89.0%
District	86.1%
State	85.9%

PRINCIPAL TURNOVER (Count)	
School	1.0
District	2.0
State	2.0

TEACHER ATTENDANCE RATE	
School	--
District	88.0%
State	86.6%

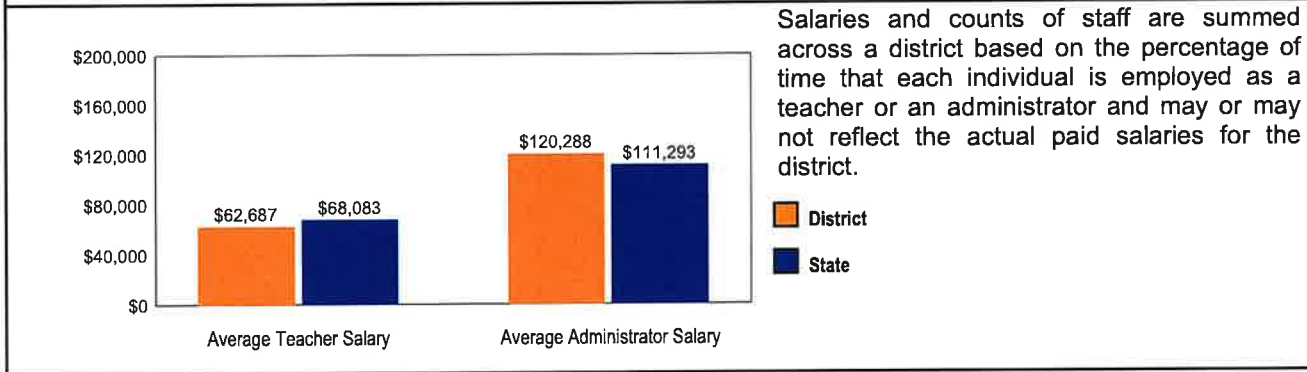
Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting 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	99.0%
State	98.7%

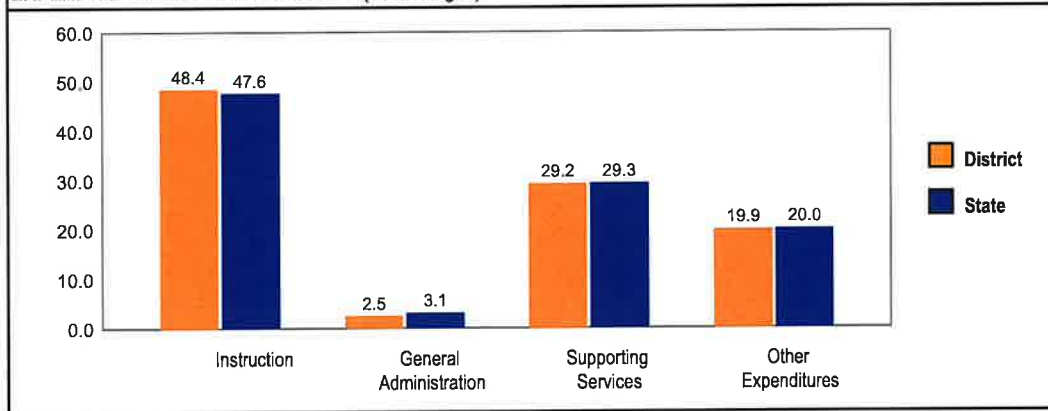
Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting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

SCHOOL DISTRICT FINANCES

AVERAGE TEACHER/ADMINISTRATOR SALARIES



EXPENDITURE BY FUNCTION 2018-19 (Percentages)



REVENUE BY SOURCE 2018-19

	District	District %	State %
Local Property Taxes	\$28,075,778	84.3%	60.3%
Other Local Funding	\$2,271,275	6.8%	6.1%
Evidence-Based Funding	\$1,922,305	5.8%	21.7%
Other State Funding	\$119,329	0.4%	4.9%
Federal Funding	\$905,262	2.7%	7.0%
TOTAL	\$33,293,949		

EXPENDITURE BY FUND 2018-19

	District	District %	State %
Education	\$21,929,579	73.8%	70.4%
Operations & Maintenance	\$1,840,026	6.2%	7.3%
Transportation	\$773,806	2.6%	3.9%
Debt Service	\$850,192	2.9%	8.4%
Tort	\$0	0.0%	1.2%
Municipal Retirement/ Social Security	\$726,847	2.4%	1.9%
Fire Prevention & Safety	\$0	0.0%	0.6%
Capital Projects	\$3,596,845	12.1%	6.3%
TOTAL	\$29,717,295		

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	\$319,104	3.72	\$6,842	\$11,488
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	551.00	\$456	\$1,138	\$1,594	\$10	\$8,371	\$8,381	\$466	\$9,509	\$9,975		
District	2,263.85	\$416	\$1,070	\$1,486	\$10	\$8,371	\$8,381	\$426	\$9,441	\$9,867	\$7,722,354	\$30,059,366

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

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.

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	44	44	100.0%	9	20.5%	*	*
District	150	150	100.0%	24	16.0%	*	*
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.

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

CIVIL RIGHTS DATA COLLECTION - 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	
School	0.0%
District	1.0%
State	5.1%

CRDC - OUT-OF-SCHOOL SUSPENSIONS	
School	0.0%
District	0.1%
State	3.5%

CRDC - EXPULSIONS	
School	0.0%
District	0.0%
State	0.1%

CRDC - SCHOOL-RELATED ARRESTS	
School	0.0%
District	0.0%
State	0.1%

CRDC - REFERRAL TO LAW ENFORCEMENT	
School	0.0%
District	0.0%
State	0.7%

CRDC - CHRONIC ABSENTEEISM	
School	4.1%
District	5.9%
State	16.3%

CRDC - INCIDENTS OF VIOLENCE	
	Rate of Incidents of Violence
School	0.0%
District	1.1%
State	2.2%

CRDC - INCIDENTS OF VIOLENCE - FIREARM AND HOMICIDE		
	Firearm	Homicide
School	No	No
Schools in the District with Incidents of Violence	0	0
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	80 3.5%
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	0	0.0%	0	0.0%	0	0.0%
	State	143,753	7.2%	5,004	0.3%	65,736	3.3%

Mount Prospect SD 57
Lions Park Elem School
300 E Council Trl
Mt Prospect, ILLINOIS 60056
GRADES - 2 3 4 5

Katherine Kelly
Email - kkelly@d57.org
(847) 394-7330
<http://www.d57.org>



2020

Summative Designation - Commendable
Student Group - All Students
Title I Status - Targeted Assistance Title I Program
IL Youth Survey Participation - NO

EBF District Funding Tier - 2
Financial capacity to meet expectations - 88.9 %
State Senate District - 27
State House District - 053

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	484	386	3	21	44	*	1	29	74	36	27	6
		79.8%	0.6%	4.3%	9.1%	*	0.2%	6.0%	15.3%	7.4%	5.6%	1.2%
District	2,319	1,821	18	143	193	1	2	141	405	168	140	18
		78.5%	0.8%	6.2%	8.3%	0.0%	0.1%	6.1%	17.5%	7.2%	6.0%	0.8%
State	1,957,018	929,443	324,212	519,982	102,732	2,035	4,936	73,678	348,751	245,502	949,618	38,890
		47.5%	16.6%	26.6%	5.2%	0.1%	0.3%	3.8%	17.8%	12.5%	48.5%	2.0%

Student Enrollment is based on 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	2.1%	2.1%	*	4.5%	2.3%	*	*	0.0%	4.1%	4.5%	5.6%	0.0%
District	2.3%	2.2%	5.9%	4.1%	2.3%	*	*	0.8%	4.2%	4.7%	3.0%	0.8%
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	0.8%	0.9%	0.8%	1.0%	*	0.0%	0.0%	*	*	0.0%	1.4%	2.2%	0.0%	3.8%
District	1.7%	1.5%	1.9%	1.3%	5.3%	5.2%	2.1%	*	*	1.4%	2.9%	4.3%	3.2%	1.5%
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.

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.

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	*	*
District	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
State	19,414	0.9%	0.9%	1.1%	0.3%	0.6%	2.7%	0.3%	0.7%	0.9%	0.4%	0.4%	0.4%

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

STUDENTS IDENTIFIED AS GIFTED		
	# Students	% Students
School	*	*
District	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
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%

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

INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS	
Number of Days	
School	181
District	181
State	175

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.

% of 8TH GRADERS PASSING ALGEBRA I	
School	*
District	52.2%
State	30.8%

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

STUDENT-TO-STAFF RATIOS				
	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	19.3	*	9.3	178.4
State	18.1	18.6	10.1	171.1

HEALTH AND WELLNESS (days per week)	
School	3.0
District	3.4
State	3.6

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. 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.

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	*	*	*	18.0	18.5	19.5	*	*	*	*	18.8
District	*	*	*	20.0	20.5	21.3	28.9	25.6	29.4	*	27.8
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	148	8.2%	91.8%	94.0%	*	2.1%	1.9%	*	*	*	2.1%
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	13.5	30.3%	69.7%
State	13.4	39.6%	59.8%

TEACHER RETENTION RATE	
School	84.6%
District	86.1%
State	85.9%

PRINCIPAL TURNOVER (Count)	
School	2.0
District	2.0
State	2.0

TEACHER ATTENDANCE RATE	
School	--
District	88.0%
State	86.6%

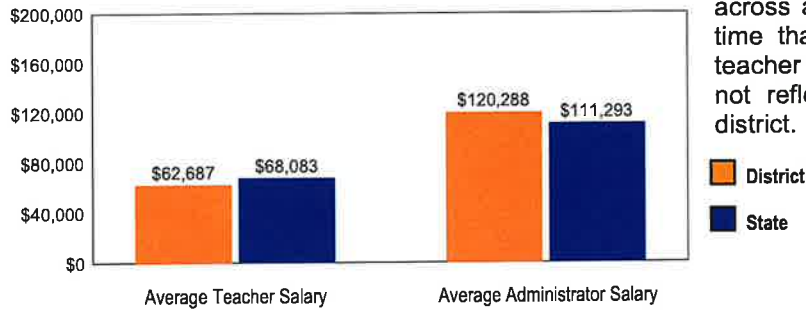
Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting 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	99.0%
State	98.7%

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

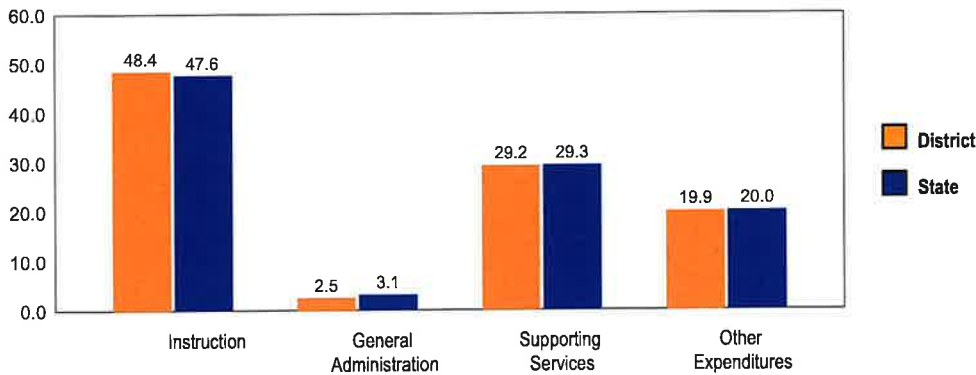
SCHOOL DISTRICT FINANCES

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.

EXPENDITURE BY FUNCTION 2018-19 (Percentages)



REVENUE BY SOURCE 2018-19

	District	District %	State %
Local Property Taxes	\$28,075,778	84.3%	60.3%
Other Local Funding	\$2,271,275	6.8%	6.1%
Evidence-Based Funding	\$1,922,305	5.8%	21.7%
Other State Funding	\$119,329	0.4%	4.9%
Federal Funding	\$905,262	2.7%	7.0%
TOTAL	\$33,293,949		

EXPENDITURE BY FUND 2018-19

	District	District %	State %
Education	\$21,929,579	73.8%	70.4%
Operations & Maintenance	\$1,840,026	6.2%	7.3%
Transportation	\$773,806	2.6%	3.9%
Debt Service	\$850,192	2.9%	8.4%
Tort	\$0	0.0%	1.2%
Municipal Retirement/ Social Security	\$726,847	2.4%	1.9%
Fire Prevention & Safety	\$0	0.0%	0.6%
Capital Projects	\$3,596,845	12.1%	6.3%
TOTAL	\$29,717,295		

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	\$319,104	3.72	\$6,842	\$11,488
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	489.50	\$512	\$915	\$1,427	\$10	\$8,371	\$8,381	\$522	\$9,286	\$9,808		
District	2,263.85	\$416	\$1,070	\$1,486	\$10	\$8,371	\$8,381	\$426	\$9,441	\$9,867	\$7,722,354	\$30,059,366

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

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.

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

DLM-AA ELA PARTICIPATION (Demographics)														
	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	32	32	100.0%	11	34.4%	*	*
District	150	150	100.0%	24	16.0%	*	*
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	
School	0.2%
District	1.0%
State	5.1%

CRDC - OUT-OF-SCHOOL SUSPENSIONS	
School	0.0%
District	0.1%
State	3.5%

CRDC - EXPULSIONS	
School	0.0%
District	0.0%
State	0.1%

CRDC - SCHOOL-RELATED ARRESTS	
School	0.0%
District	0.0%
State	0.1%

CRDC - REFERRAL TO LAW ENFORCEMENT	
School	0.0%
District	0.0%
State	0.7%

CRDC - CHRONIC ABSENTEEISM	
School	3.8%
District	5.9%
State	16.3%

CRDC - INCIDENTS OF VIOLENCE	
	Rate of Incidents of Violence
School	0.0%
District	1.1%
State	2.2%

CRDC - INCIDENTS OF VIOLENCE - FIREARM AND HOMICIDE		
	Firearm	Homicide
School	No	No
Schools in the District with Incidents of Violence	0	0
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	80 3.5%
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	0	0.0%	0	0.0%	0	0.0%
	State	143,753	7.2%	5,004	0.3%	65,736	3.3%

Mount Prospect SD 57
 Lincoln Middle School
 700 W Lincoln St
 Mt Prospect, ILLINOIS 60056
 GRADES - 6 7 8

Paul Suminski
 Email - psuminski@d57.org
 (847) 394-7350
<http://www.d57.org>



2020

Summative Designation - Commendable
Student Group - All Students
Title I Status - Targeted Assistance Title I Program
IL Youth Survey Participation - YES

EBF District Funding Tier - 2
Financial capacity to meet expectations - 88.9 %
State Senate District - 27
State House District - 053

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	779	587	4	74	64	1	*	49	167	22	77	5
		75.4%	0.5%	9.5%	8.2%	0.1%	*	6.3%	21.4%	2.8%	9.9%	0.6%
District	2,319	1,821	18	143	193	1	2	141	405	168	140	18
		78.5%	0.8%	6.2%	8.3%	0.0%	0.1%	6.1%	17.5%	7.2%	6.0%	0.8%
State	1,957,018	929,443	324,212	519,982	102,732	2,035	4,936	73,678	348,751	245,502	949,618	38,890
		47.5%	16.6%	26.6%	5.2%	0.1%	0.3%	3.8%	17.8%	12.5%	48.5%	2.0%

Student Enrollment is based on 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	2.4%	2.5%	*	4.9%	0.0%	*	*	0.0%	3.5%	3.4%	8.3%	0.0%
District	2.3%	2.2%	5.9%	4.1%	2.3%	*	*	0.8%	4.2%	4.7%	3.0%	0.8%
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	1.4%	1.0%	1.8%	1.4%	*	2.5%	1.6%	*	*	0.0%	2.4%	4.7%	8.3%	0.0%
District	1.7%	1.5%	1.9%	1.3%	5.3%	5.2%	2.1%	*	*	1.4%	2.9%	4.3%	3.2%	1.5%
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.

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.

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	*	*
District	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
State	19,414	0.9%	0.9%	1.1%	0.3%	0.6%	2.7%	0.3%	0.7%	0.9%	0.4%	0.4%	0.4%

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

STUDENTS IDENTIFIED AS GIFTED		
	# Students	% Students
School	*	*
District	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*
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%

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

INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS	
Number of Days	
School	181
District	181
State	175

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.

% of 8TH GRADERS PASSING ALGEBRA I	
School	52.2%
District	52.2%
State	30.8%

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

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	19.3	*	9.3	178.4
State	18.1	18.6	10.1	171.1

HEALTH AND WELLNESS (days per week)	
School	5.0
District	3.4
State	3.6

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. 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.

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	*	*	*	*	*	*	28.9	25.6	29.4	*	28.4
District	*	*	*	20.0	20.5	21.3	28.9	25.6	29.4	*	27.8
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	148	8.2%	91.8%	94.0%	*	2.1%	1.9%	*	*	*	2.1%
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	13.5	30.3%	69.7%
State	13.4	39.6%	59.8%

TEACHER RETENTION RATE	
School	86.8%
District	86.1%
State	85.9%

PRINCIPAL TURNOVER (Count)	
School	2.0
District	2.0
State	2.0

TEACHER ATTENDANCE RATE	
School	--
District	88.0%
State	86.6%

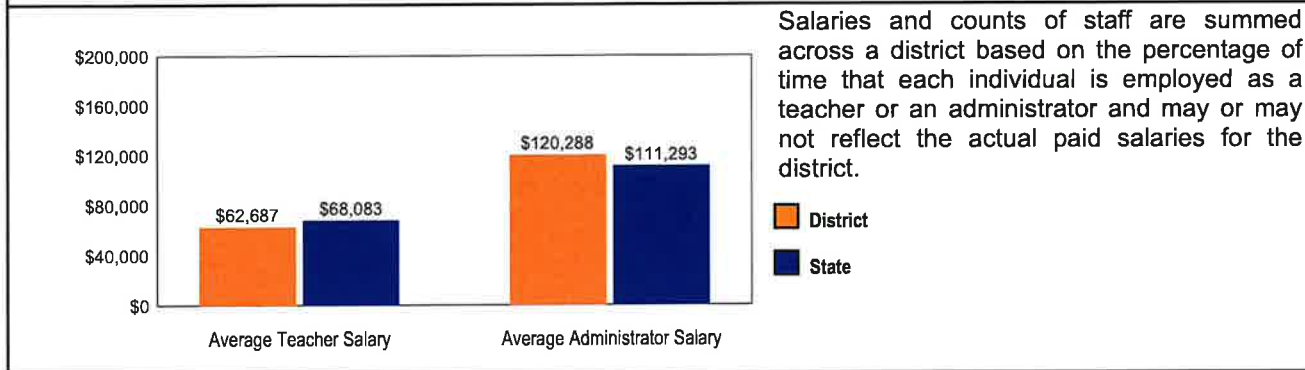
Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting 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	99.0%
State	98.7%

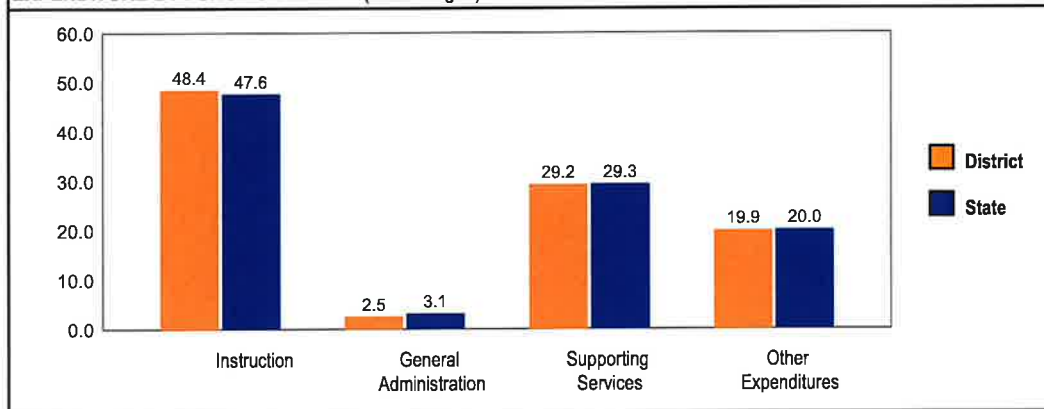
Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting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

SCHOOL DISTRICT FINANCES

AVERAGE TEACHER/ADMINISTRATOR SALARIES



EXPENDITURE BY FUNCTION 2018-19 (Percentages)



REVENUE BY SOURCE 2018-19

	District	District %	State %
Local Property Taxes	\$28,075,778	84.3%	60.3%
Other Local Funding	\$2,271,275	6.8%	6.1%
Evidence-Based Funding	\$1,922,305	5.8%	21.7%
Other State Funding	\$119,329	0.4%	4.9%
Federal Funding	\$905,262	2.7%	7.0%
TOTAL	\$33,293,949		

EXPENDITURE BY FUND 2018-19

	District	District %	State %
Education	\$21,929,579	73.8%	70.4%
Operations & Maintenance	\$1,840,026	6.2%	7.3%
Transportation	\$773,806	2.6%	3.9%
Debt Service	\$850,192	2.9%	8.4%
Tort	\$0	0.0%	1.2%
Municipal Retirement/ Social Security	\$726,847	2.4%	1.9%
Fire Prevention & Safety	\$0	0.0%	0.6%
Capital Projects	\$3,596,845	12.1%	6.3%
TOTAL	\$29,717,295		

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	\$319,104	3.72	\$6,842	\$11,488
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	788.60	\$318	\$1,444	\$1,762	\$10	\$8,371	\$8,381	\$328	\$9,815	\$10,143		
District	2,263.85	\$416	\$1,070	\$1,486	\$10	\$8,371	\$8,381	\$426	\$9,441	\$9,867	\$7,722,354	\$30,059,366

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

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.

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

DLM-AA ELA PARTICIPATION (Demographics)														
	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	24	24	100.0%	1	4.2%	*	*
District	150	150	100.0%	24	16.0%	*	*
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	
School	2.9%
District	1.0%
State	5.1%

CRDC - OUT-OF-SCHOOL SUSPENSIONS	
School	0.4%
District	0.1%
State	3.5%

CRDC - EXPULSIONS	
School	0.0%
District	0.0%
State	0.1%

CRDC - SCHOOL-RELATED ARRESTS	
School	0.0%
District	0.0%
State	0.1%

CRDC - REFERRAL TO LAW ENFORCEMENT	
School	0.1%
District	0.0%
State	0.7%

CRDC - CHRONIC ABSENTEEISM	
School	8.7%
District	5.9%
State	16.3%

CRDC - INCIDENTS OF VIOLENCE	
	Rate of Incidents of Violence
School	3.2%
District	1.1%
State	2.2%

CRDC - INCIDENTS OF VIOLENCE - FIREARM AND HOMICIDE		
	Firearm	Homicide
School	No	No
Schools in the District with Incidents of Violence	0	0
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	80 3.5%
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	0	0.0%	0	0.0%	0	0.0%
	State	143,753	7.2%	5,004	0.3%	65,736	3.3%

Mount Prospect SD 57
Mt Prospect, ILLINOIS 60056

Elaine Aumiller
Email - eaumiller@d57.org
(847) 394-7300
<http://www.d57.org>



2020

EBF District Funding Tier - 2
Financial capacity to meet expectations - 88.9 %
State Senate District - 27
State House District - 053

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
District	2,319	1,821	18	143	193	1	2	141	405	168	140	18
		78.5%	0.8%	6.2%	8.3%	0.0%	0.1%	6.1%	17.5%	7.2%	6.0%	0.8%
State	1,957,018	929,443	324,212	519,982	102,732	2,035	4,936	73,678	348,751	245,502	949,618	38,890
		47.5%	16.6%	26.6%	5.2%	0.1%	0.3%	3.8%	17.8%	12.5%	48.5%	2.0%

Student Enrollment is based on 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
District	2.3%	2.2%	5.9%	4.1%	2.3%	*	*	0.8%	4.2%	4.7%	3.0%	0.8%
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
District	1.7%	1.5%	1.9%	1.3%	5.3%	5.2%	2.1%	*	*	1.4%	2.9%	4.3%	3.2%	1.5%
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.

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.

EARLY LEARNING

KINDERGARTEN INDIVIDUAL DEVELOPMENTAL SURVEY (KIDS) RESULTS								
	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
District	96.6%	15.2%	27.9%	31.0%	25.9%	82.7%	55.3%	29.4%
State	88.7%	36.9%	17.0%	17.5%	28.6%	56.0%	47.1%	34.6%

The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten.

KINDERGARTEN INDIVIDUAL DEVELOPMENTAL SURVEY (KIDS) RESULTS (Demographics)													
	% of Entering Kindergartners Demonstrating Readiness in all 3 Developmental Areas												
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	English Learners	Non English Learners	Students with IEPs	Students with Non-IEPs	Free/ Reduced Price Lunch	Non Free/ Reduced Price Lunch
District	29.3%	0.0%	0.0%	16.7%	*	*	0.0%	0.0%	26.4%	12.5%	27.7%	0.0%	26.2%
State	34.9%	23.4%	17.3%	35.3%	36.6%	14.5%	30.9%	13.7%	31.6%	14.3%	30.2%	19.7%	36.3%

The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten.

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

GIFTED 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
District	*	*
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
District	*	*	*	*	*	*	*	*	*	*	*	*	*
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
District	*	*
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
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	19,414	0.9%	0.9%	1.1%	0.3%	0.6%	2.7%	0.3%	0.7%	0.9%	0.4%	0.4%	0.4%

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

STUDENTS IDENTIFIED AS GIFTED		
	# Students	% Students
District	*	*
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
District	*	*	*	*	*	*	*	*	*	*	*	*	*
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
District	*	*
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
District	*	*	*	*	*	*	*	*	*	*	*	*	*
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%

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

INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS	
Number of Days	
District	181
State	175

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.

% of 8TH GRADERS PASSING ALGEBRA I	
District	52.2%
State	30.8%

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

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
District	19.3	*	9.3	178.4
State	18.1	18.6	10.1	171.1

HEALTH AND WELLNESS (days per week)	
District	3.4
State	3.6

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. 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.

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
District	*	*	*	20.0	20.5	21.3	28.9	25.6	29.4	*	27.8
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	148	8.2%	91.8%	94.0%	*	2.1%	1.9%	*	*	*	2.1%
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 Masters's & Above
District	13.5	30.3%	69.7%
State	13.4	39.6%	59.8%

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.

TEACHER RETENTION RATE	
District	86.1%
State	85.9%

PRINCIPAL TURNOVER (Count)	
District	2.0
State	2.0

TEACHER ATTENDANCE RATE	
District	88.0%
State	86.6%

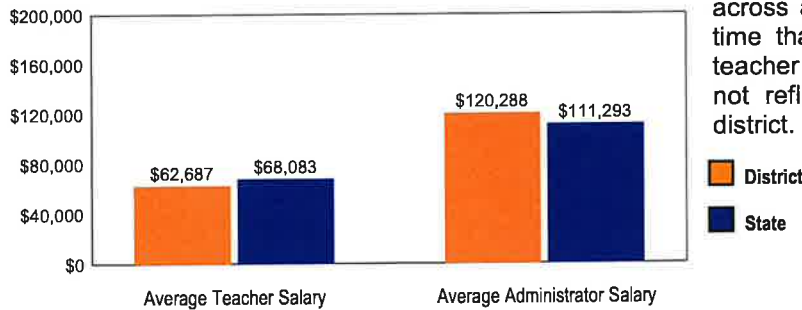
Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting 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	
District	99.0%
State	98.7%

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

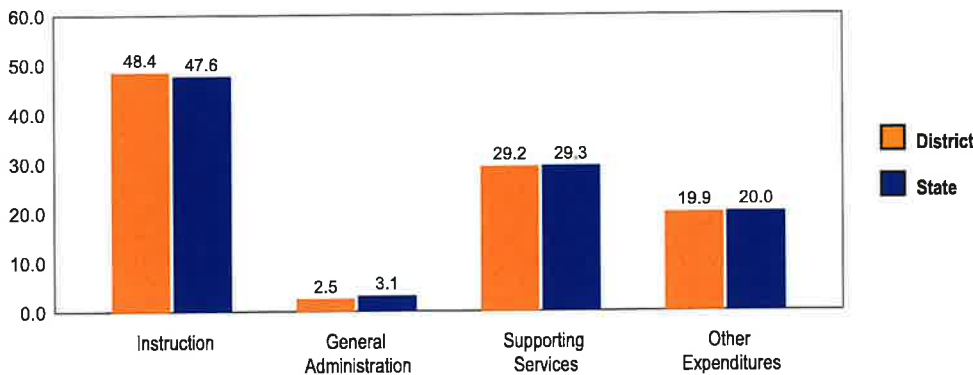
SCHOOL DISTRICT FINANCES

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.

EXPENDITURE BY FUNCTION 2018-19 (Percentages)



REVENUE BY SOURCE 2018-19

	District	District %	State %
Local Property Taxes	\$28,075,778	84.3%	60.3%
Other Local Funding	\$2,271,275	6.8%	6.1%
Evidence-Based Funding	\$1,922,305	5.8%	21.7%
Other State Funding	\$119,329	0.4%	4.9%
Federal Funding	\$905,262	2.7%	7.0%
TOTAL	\$33,293,949		

EXPENDITURE BY FUND 2018-19

	District	District %	State %
Education	\$21,929,579	73.8%	70.4%
Operations & Maintenance	\$1,840,026	6.2%	7.3%
Transportation	\$773,806	2.6%	3.9%
Debt Service	\$850,192	2.9%	8.4%
Tort	\$0	0.0%	1.2%
Municipal Retirement/ Social Security	\$726,847	2.4%	1.9%
Fire Prevention & Safety	\$0	0.0%	0.6%
Capital Projects	\$3,596,845	12.1%	6.3%
TOTAL	\$29,717,295		

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	\$319,104	3.72	\$6,842	\$11,488
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.

District Sites	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		
Fairview Elem School	551.00	\$456	\$1,138	\$1,594	\$10	\$8,371	\$8,381	\$466	\$9,509	\$9,975		
Lincoln Middle School	788.60	\$318	\$1,444	\$1,762	\$10	\$8,371	\$8,381	\$328	\$9,815	\$10,143		
Lions Park Elem School	489.50	\$512	\$915	\$1,427	\$10	\$8,371	\$8,381	\$522	\$9,286	\$9,808		
Westbrook Early Learning Cntr	434.75	\$435	\$479	\$914	\$10	\$8,371	\$8,381	\$445	\$8,850	\$9,295		
District	2,263.85	\$416	\$1,070	\$1,486	\$10	\$8,371	\$8,381	\$426	\$9,441	\$9,867	\$7,722,354	\$30,059,366

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				
Schools Who Receive Title I School Improvement - 1003(a) 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

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.

ACADEMIC PERFORMANCE - ASSESSMENTS

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

ELA PARTICIPATION - ALL TESTS (Demographics)														
	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
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
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
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."

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
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
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
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
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
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.

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

DLM-AA 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
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
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
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
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
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.

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.

MATH PROFICIENCY - ALL TESTS (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
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
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
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
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
District	150	150	100.0%	24	16.0%	*	*
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
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
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
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
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.

NAEP

2019 Mathematics State Snapshot Report

Illinois ■ Grade 4 ■ Public Schools

Results for Student Groups in 2019

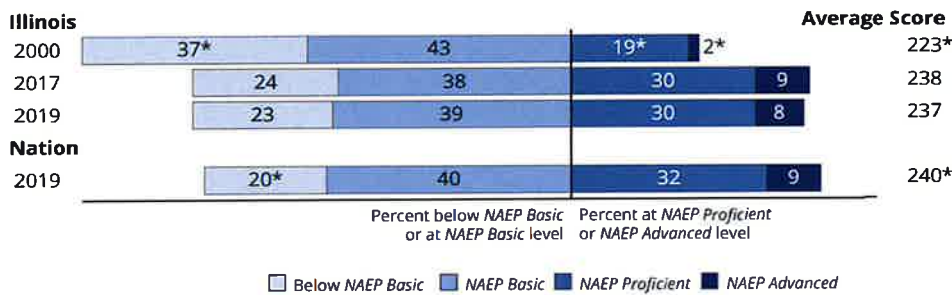
Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	46	246	86	51	11
Black	17	217	57	14	1
Hispanic	27	231	74	28	4
Asian	4	259	88	65	25
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	4	238	76	40	12
Gender					
Male	50	239	78	41	10
Female	50	236	77	36	6
National School Lunch Program					
Eligible	52	226	67	24	3
Not eligible	48	249	88	54	14

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

NAEP Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2019. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP

2019 Mathematics State Snapshot Report

Illinois ■ Grade 8 ■ Public Schools

Results for Student Groups in 2019

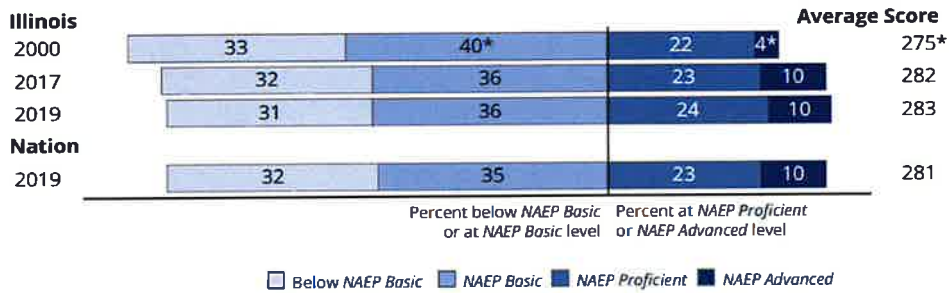
Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	48	291	78	42	12
Black	18	262	49	14	2
Hispanic	25	273	62	24	5
Asian	6	320	92	73	36
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	286	71	38	17
Gender					
Male	51	283	69	35	12
Female	49	282	70	32	9
National School Lunch Program					
Eligible	48	269	56	20	4
Not eligible	52	295	82	46	15

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

NAEP Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2019. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP

National Center for Education Statistics

2019 Mathematics Grades 4 and 8 Assessment Report Cards: Summary Data Tables for National and State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, and Types of Accommodations

Table A-11. Inclusion rate and standard error (SE) in NAEP mathematics for fourth- and eighth-grade public school students with disabilities (SD) and English language learners (ELL), as a percentage of identified SD or ELL students, by state/jurisdiction: 2019

State/jurisdiction	Percentage of identified SD or ELL students							
	Grade 4				Grade 8			
	SD		ELL		SD		ELL	
	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE
Illinois	95 ¹	1.2	98 ¹	0.7	94 ¹	1.1	95 ¹	2.0

† Not applicable. Standard error estimate cannot be accurately determined.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

¹ The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 85 percent.

² Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP mathematics results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. SD includes students identified as having an Individualized Education Program but excludes other students protected under Section 504 of the Rehabilitation Act of 1973. In Puerto Rico, the English language learner (ELL) category is for the Spanish language learner (SLL).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.

NAEP

2019 Reading State Snapshot Report

Illinois ■ Grade 4 ■ Public Schools

Results for Student Groups in 2019

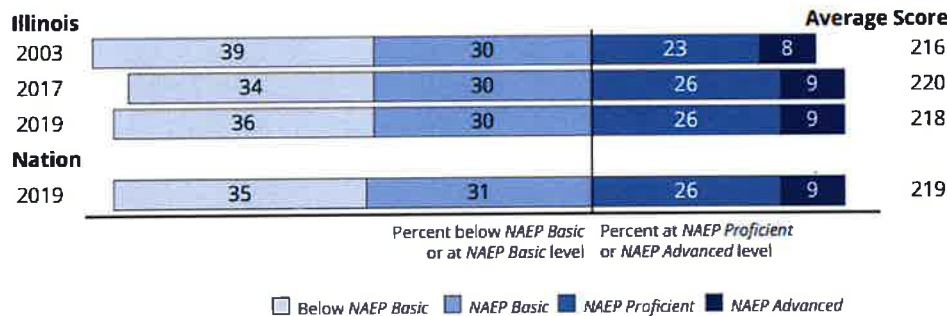
Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	46	228	75	45	12
Black	18	200	46	17	2
Hispanic	27	208	55	23	4
Asian	4	238	82	57	19
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	4	229	74	43	12
Gender					
Male	50	215	61	32	8
Female	50	221	68	36	9
National School Lunch Program					
Eligible	52	205	51	21	3
Not eligible	47	233	79	50	14

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

NAEP Achievement-Level Percentages and Average Score Results



NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP

2019 Reading State Snapshot Report

Illinois ■ Grade 8 ■ Public Schools

Results for Student Groups in 2019

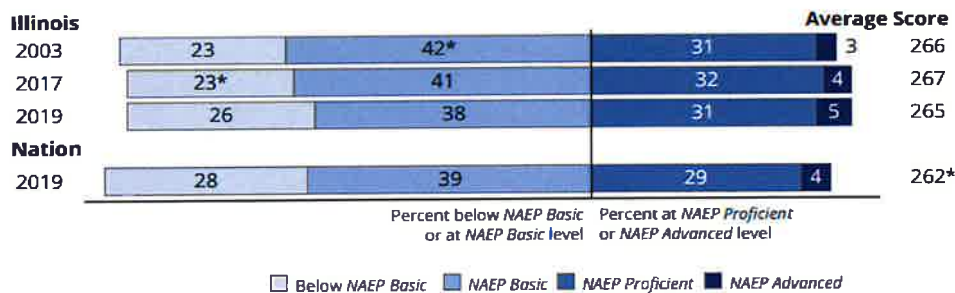
Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	48	274	82	45	6
Black	18	246	56	15	1
Hispanic	25	255	66	25	2
Asian	6	290	90	66	15
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	263	72	32	5
Gender					
Male	51	260	69	32	4
Female	49	269	78	40	6
National School Lunch Program					
Eligible	50	251	62	21	1
Not eligible	50	278	85	50	8

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

NAEP Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2019. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP

National Center for Education Statistics

2019 Reading Grades 4 and 8 Assessment Report Cards: Summary Data Tables for National and State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, and Types of Accommodations

Table A-11. Inclusion rate and standard error (SE) in NAEP reading for fourth- and eighth-grade public school students with disabilities (SD) and English language learners (ELL), as a percentage of identified SD or ELL students, by state/jurisdiction: 2019

State/jurisdiction	Percentage of identified SD or ELL students							
	Grade 4				Grade 8			
	SD		ELL		SD		ELL	
	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE
Illinois	91 ¹	2.1	96 ¹	1.0	95 ¹	1.4	94 ¹	1.6

† Not applicable. Standard error estimate cannot be accurately determined.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

¹ The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 85 percent.

² Department of Defense Education Activity (overseas and domestic schools).

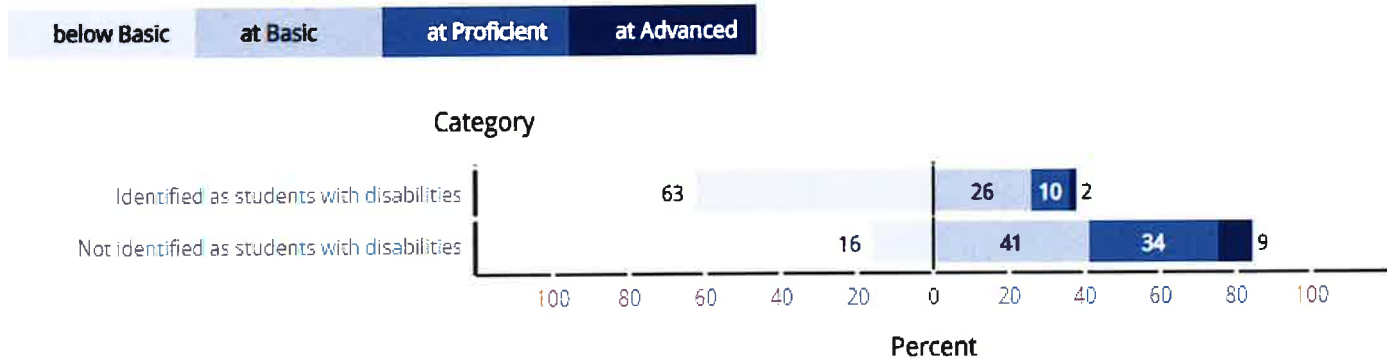
NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. SD includes students identified as having an Individualized Education Program but excludes other students protected under Section 504 of the Rehabilitation Act of 1973.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

NAEP

2019 IL Gr 4 Math - Students with Disabilities

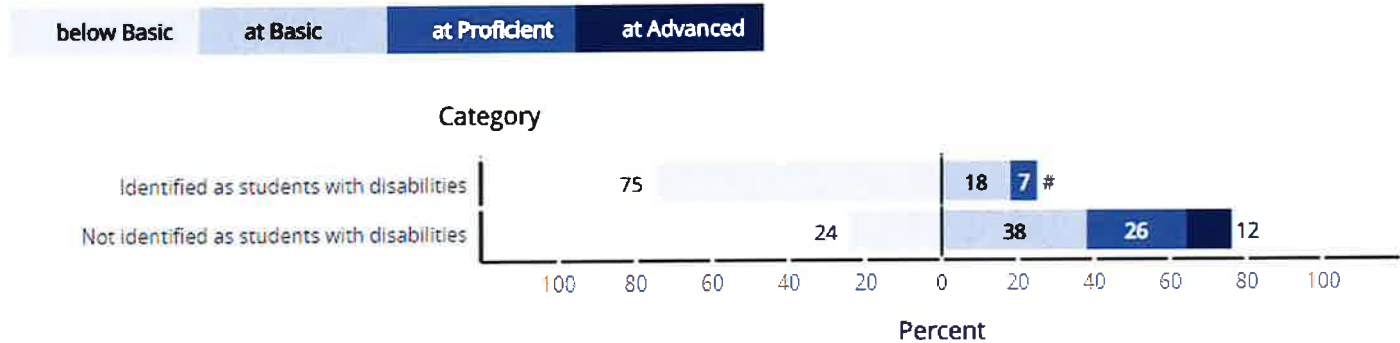
Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 mathematics, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2019
2019, Illinois



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.
NOTE: Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.

2019 IL Gr 8 Math - Students with Disabilities

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 8 mathematics, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2019
2019, Illinois

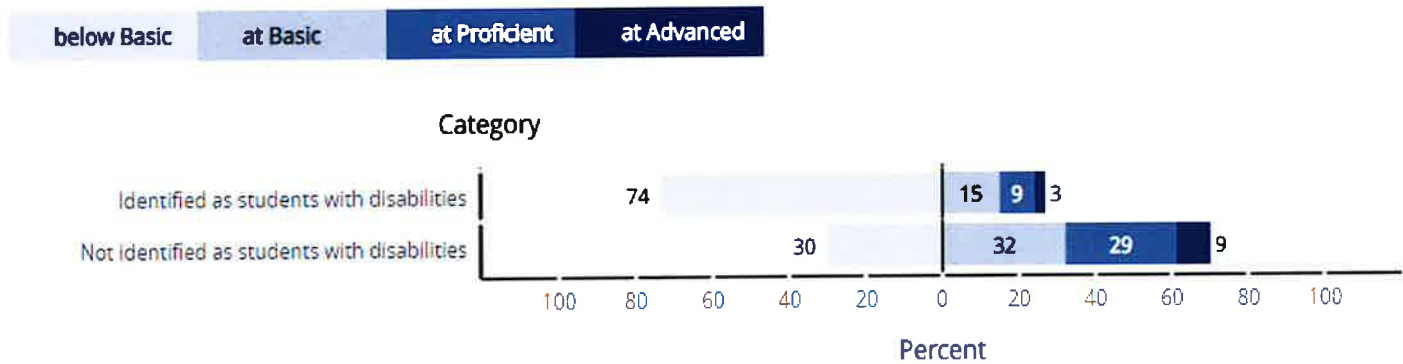


Rounds to zero.
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.
NOTE: Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.

NAEP

2019 IL Gr 4 Reading - Students with Disabilities

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 reading, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2019
2019, Illinois



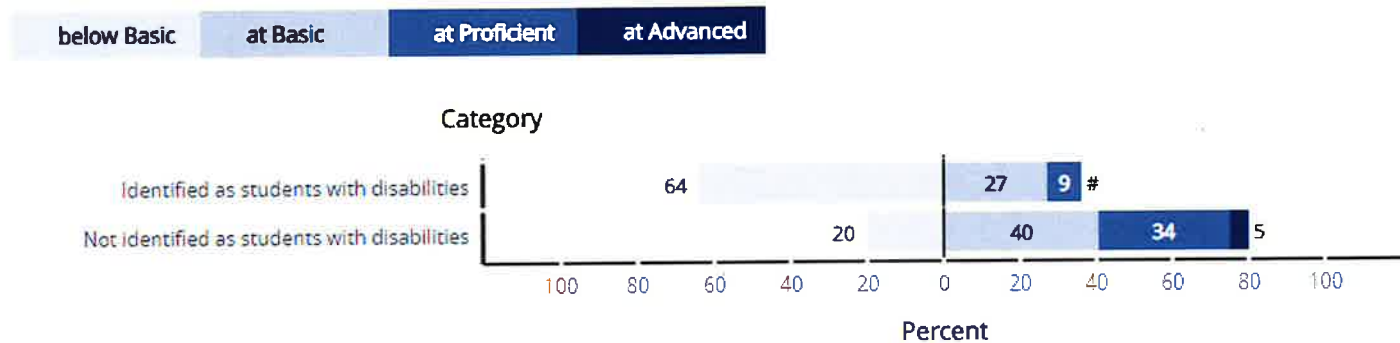
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

2019 IL Gr 8 Reading - Students with Disabilities

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 8 reading, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2019
2019, Illinois



Rounds to zero.

IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

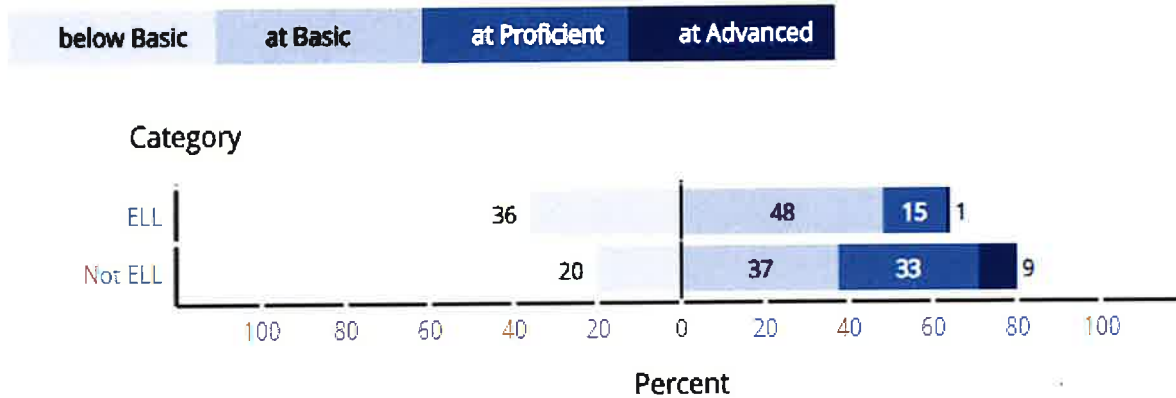
NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

NAEP

2019 IL Gr 4 Math - English Learners

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 mathematics, by Status as English Language Learner, 2 categories [LEP] for jurisdiction: 2019
2019, Illinois

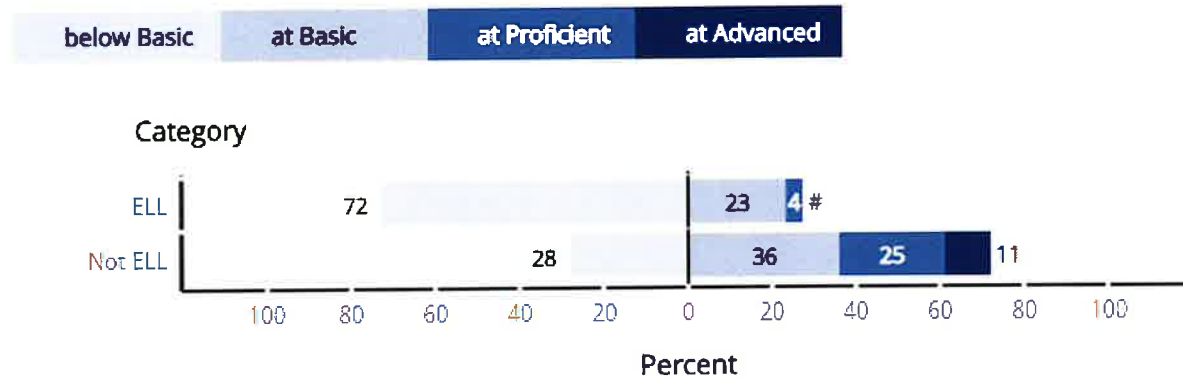


NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.

2019 IL Gr 8 Math - English Learners

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 8 mathematics, by Status as English Language Learner, 2 categories [LEP] for jurisdiction: 2019
2019, Illinois



Rounds to zero.

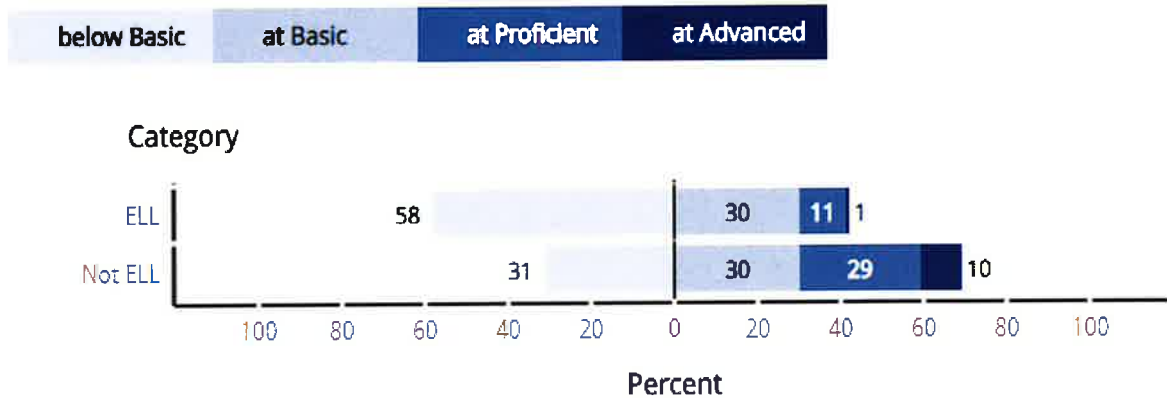
NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.

NAEP

2019 IL Gr 4 Reading - English Learners

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 reading, by Status as English Language Learner, 2 categories [LEP] for jurisdiction: 2019
2019, Illinois

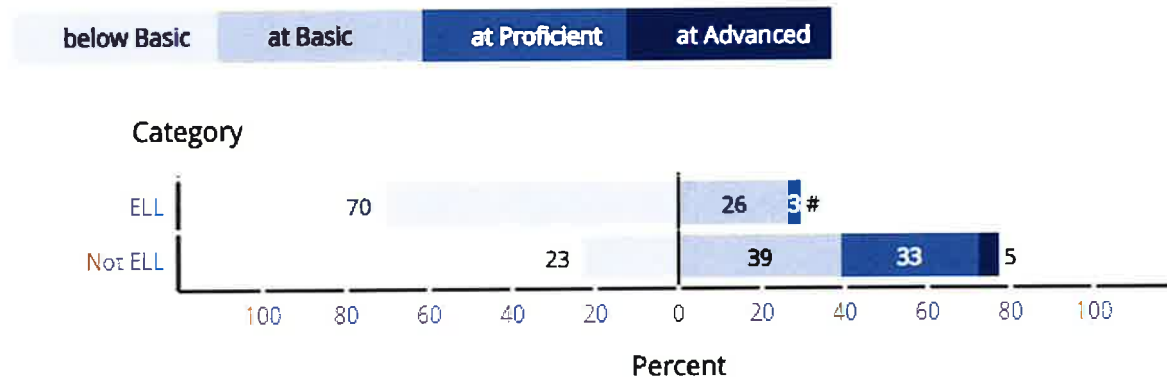


NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

2019 IL Gr 8 Reading - English Learners

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 8 reading, by Status as English Language Learner, 2 categories [LEP] for jurisdiction: 2019
2019, Illinois



Rounds to zero.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

NAEP

The National Assessment of Educational Progress is a nationally representative and continuing assessment have 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 and sub-groups of those populations. NAEP results are based on a sample of student populations of interest.

Additional information regarding NAEP results can be found here:

- Mathematics
 - o 2019 Grade 4 <https://www.isbe.net/Documents/naep-2019-math-snap-4.pdf>
 - o 2019 Grade 8 <https://www.isbe.net/Documents/naep-2019-math-snap-8.pdf>
 - o 2019 State Report Grades 4 and 8
<https://www.isbe.net/Documents/naep-2019-math-state-4-8.pdf>
 - o 2019 NAEP Inclusion Rates
https://www.nationsreportcard.gov/mathematics/supportive_files/2019_technical_appendix_math.pdf
- Reading
 - o 2019 Grade 4 <https://www.isbe.net/Documents/naep-2019-read-snap-4.pdf>
 - o 2019 Grade 8 <https://www.isbe.net/Documents/naep-2019-read-snap-8.pdf>
 - o 2019 State Report Grades 4 and 8
<https://www.isbe.net/Documents/naep-2019-read-state-4-8.pdf>
 - o 2019 NAEP Inclusion Rates
https://www.nationsreportcard.gov/reading/supportive_files/2019_technical_appendix_reading.pdf

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	
District	1.0%
State	5.1%

CRDC - OUT-OF-SCHOOL SUSPENSIONS	
District	0.1%
State	3.5%

CRDC - EXPULSIONS	
District	0.0%
State	0.1%

CRDC - SCHOOL-RELATED ARRESTS	
District	0.0%
State	0.1%

CRDC - REFERRAL TO LAW ENFORCEMENT	
District	0.0%
State	0.7%

CRDC - CHRONIC ABSENTEEISM	
District	5.9%
State	16.3%

CRDC - INCIDENTS OF VIOLENCE	
	Rate of Incidents of Violence
District	1.1%
State	2.2%

CRDC - INCIDENTS OF VIOLENCE - FIREARM AND HOMICIDE		
	Firearm	Homicide
Schools in the District with Incidents of Violence	0	0
Schools in the State 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	
District	80 3.5%
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	District	0	0.0%	0	0.0%	0	0.0%
	State	143,753	7.2%	5,004	0.3%	65,736	3.3%

RACE/ETHNICITY AND DISABILITY CATEGORY FOR STUDENTS WITH IEPs

Percent of Students with IEPs by Race / Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian	Native American	Two or More Races
District	All Students	78.5%	0.8%	6.2%	8.3%	0.0%	0.1%	6.1%
	Students with IEPs	68.2%	1.1%	13.9%	7.9%			9.0%
All Peer Districts *	All Students	49.5%	13.2%	26.1%	6.7%	0.1%	0.2%	4.2%
	Students with IEPs	48.4%	15.4%	27.5%	4.1%	0.1%	0.2%	4.3%
State	All Students	47.5%	16.6%	26.6%	5.2%	0.1%	0.3%	3.8%
	Students with IEPs	46.5%	19.7%	26.8%	2.7%	0.1%	0.3%	3.9%

Percent of Students with IEPs in Each Disability Category

Disability Category	Percent of All Students			Percent of Students with IEPs		
	District	All Peer Districts*	State	District	All Peer Districts*	State
Autism	1.3%	1.4%	1.4%	10.9%	9.3%	9.6%
Deafness		0.0%	0.0%		0.2%	0.2%
Deaf-Blindness		0.0%	0.0%		0.0%	0.0%
Developmental Delay	3.1%	3.2%	2.0%	27.3%	21.0%	13.4%
Emotional Disability	0.3%	0.8%	0.9%	2.6%	4.9%	6.2%
Hearing Impairment	0.1%	0.2%	0.1%	1.1%	1.0%	0.9%
Intellectual Disability	0.1%	0.4%	0.8%	0.7%	2.7%	5.1%
Multiple Disabilities	0.0%	0.1%	0.2%	0.4%	0.9%	1.0%
Orthopedic Impairment		0.0%	0.0%		0.3%	0.3%
Other Health Impairment	1.5%	1.7%	2.0%	13.1%	11.2%	13.2%
Specific Learning Disability	2.1%	3.9%	5.1%	18.4%	25.1%	33.6%
Speech or Language Impairment	2.9%	3.5%	2.4%	25.1%	22.8%	16.0%
Traumatic Brain Injury		0.0%	0.0%		0.1%	0.2%
Visual Impairment	0.0%	0.1%	0.1%	0.4%	0.4%	0.3%

*Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District

** Peer districts for Unit Districts do not include Chicago Public Schools

*** Students who are receiving special education and/or related services via an Individualized Service Plan (ISP) have been removed from all calculations

EDUCATIONAL ENVIRONMENTS FOR STUDENTS WITH IEPs

Educational environment refers to the extent to which students with IEPs receive special education and related services in classes or schools with their non-disabled peers. Research has shown that students with IEPs who received their special education and/or related services in the general education environment displayed increased motivation, higher self-esteem, improved communication and socialization skills, and greater academic achievement as compared to students who received their special education and/or related services in a more restrictive, or segregated, environment.

The educational environments in which students with IEPs ages 6-21 receive their special education and/or related services are generally classified into four settings:

1. Served inside the general education classroom 80% or more of the day
2. Served inside the general education classroom 40% to 79% of the day
3. Served inside the general education classroom less than 40% of the day
4. Served in separate educational facilities

The following information is provided for students ages 6 through 21.

Percent of Students with IEPs in Various Educational Environments					
		Inside ≥ 80%	Inside 40-79%	Inside <40%	Separate Facility
All Students with an IEP	District	60.2%	31.8%	5.2%	2.8%
	All Peer Districts*	60.0%	20.3%	13.7%	6.1%
	State	53.5%	26.7%	13.1%	6.8%

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.

Educational Environments by Race / Ethnicity					
		Inside ≥ 80%	Inside 40-79%	Inside <40%	Separate Facility
White	District	62.0%	31.0%	4.2%	2.8%
	All Peer Districts*	63.4%	20.8%	10.7%	5.1%
	State	56.9%	25.2%	11.1%	6.8%
Black	District	50.0%	50.0%	0.0%	0.0%
	All Peer Districts*	47.7%	22.9%	18.2%	11.2%
	State	44.8%	30.2%	16.3%	8.7%
Hispanic	District	50.0%	40.0%	6.7%	3.3%
	All Peer Districts*	61.5%	18.5%	15.4%	4.7%
	State	54.2%	27.4%	13.3%	5.1%
Asian	District	52.9%	23.5%	17.6%	5.9%
	All Peer Districts*	60.6%	16.2%	18.3%	4.9%
	State	54.2%	18.9%	19.9%	7.1%
Native Hawaiian	District				
	All Peer Districts*	57.6%	20.3%	15.3%	6.8%
	State	52.0%	22.9%	15.2%	9.9%
Native American	District				
	All Peer Districts*	60.3%	19.0%	13.2%	7.4%
	State	52.0%	25.8%	14.7%	7.4%
Two or More Races	District	70.0%	30.0%	0.0%	0.0%
	All Peer Districts*	58.7%	20.3%	14.2%	6.9%
	State	53.7%	24.1%	14.1%	8.2%

*Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District

** Peer districts for Unit Districts do not include Chicago Public Schools

Educational Environments for Students with IEPs for Selected Disabilities					
		Inside ≥ 80%	Inside 40-79%	Inside <40%	Separate Facility
Autism	District	17.4%	43.5%	34.8%	4.3%
	All Peer Districts*	33.4%	17.8%	33.7%	15.1%
	State	30.0%	22.2%	31.4%	16.4%
Emotional Disability	District	42.9%	28.6%	0.0%	28.6%
	All Peer Districts*	39.8%	13.1%	13.8%	33.4%
	State	34.6%	19.6%	14.4%	31.3%
Intellectual Disability	District	0.0%	100.0%	0.0%	0.0%
	All Peer Districts*	4.4%	23.6%	56.0%	16.1%
	State	3.8%	29.5%	50.6%	16.2%
Other Health Impairment	District	51.6%	41.9%	3.2%	3.2%
	All Peer Districts*	62.6%	22.8%	9.9%	4.7%
	State	57.7%	27.8%	9.2%	5.3%
Specific Learning Disability	District	61.7%	36.2%	2.1%	0.0%
	All Peer Districts*	58.6%	32.5%	8.1%	0.9%
	State	55.7%	37.1%	6.0%	1.1%
Speech or Language Impairment	District	92.2%	7.8%	0.0%	0.0%
	All Peer Districts*	96.9%	2.1%	0.8%	0.1%
	State	97.4%	1.9%	0.7%	0.1%

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

Educational environments for children ages 3 through 5 can be generally classified into one of the following settings:

- A. Children attending a regular early childhood program and receives the majority of special education and related services in the regular early childhood program.
- B. Children attending a regular early childhood program and receives the majority of special education and related services in some other location.
- C. Children receiving special education or related services full-time in a separate class/facility.
- D. Children receiving special education or related services full-time in the child's home.
- E. Children receiving special education or related services from a service provider, and who do not attend an early childhood or special education program.

Percent of Students with IEPs in Various Educational Environments					
	Regular Early Childhood Program		Separate Class/Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
District	85.7	8.9	0.0	0.0	5.4
All Peer Districts*	44.3	22.4	26.7	0.2	6.4
State	45.9	24.8	23.3	0.2	5.7

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.

Educational Environments by Race/Ethnicity					
	Regular Early Childhood Program		Separate Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
White					
District	82.5%	10.0%	0.0%	0.0%	7.5%
All Peer Districts*	40.9%	26.7%	23.7%	0.2%	8.4%
State	41.7%	30.6%	20.1%	0.2%	7.4%
Black					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	41.3%	22.9%	33.3%	0.1%	2.5%
State	47.4%	21.4%	28.9%	0.1%	2.2%
Hispanic					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	51.1%	15.5%	28.5%	0.2%	4.8%
State	54.1%	15.8%	25.7%	0.1%	4.2%
Asian					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	46.6%	15.7%	32.2%	0.3%	5.3%
State	46.5%	15.2%	32.1%	0.2%	5.9%
Native Hawaiian					
District					
All Peer Districts*	46.7%	20.0%	33.3%	0.0%	0.0%
State	43.8%	15.6%	40.6%	0.0%	0.0%
Native American					
District					
All Peer Districts*	40.0%	21.8%	34.5%	1.8%	1.8%
State	41.7%	23.3%	31.7%	0.8%	2.5%
Two or More Races					
District	75.0%	25.0%	0.0%	0.0%	0.0%
All Peer Districts*	45.6%	23.0%	26.6%	0.1%	4.6%
State	44.6%	28.0%	22.8%	0.2%	4.4%

*Peer districts are districts of the same type as this district: Elementary, High School , or Unit

** Peer districts for Unit Districts do not include Chicago Public Schools

Educational Environments for Students with IEPs for Selected Disabilities					
	Regular Early Childhood Program		Separate Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
Autism					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	25.3%	16.1%	57.6%	0.0%	1.0%
State	30.5%	13.6%	55.3%	0.0%	0.5%
Developmental Delay					
District	92.9%	7.1%	0.0%	0.0%	0.0%
All Peer Districts*	47.2%	14.7%	36.3%	0.1%	1.7%
State	50.9%	14.9%	33.0%	0.0%	1.0%
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	39.3%	10.7%	46.4%	0.0%	3.6%
State	39.6%	18.9%	39.6%	0.0%	1.9%
Intellectual Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	25.9%	14.8%	59.3%	0.0%	0.0%
State	22.9%	24.3%	52.9%	0.0%	0.0%
Other Health Impairment					
District	75.0%	25.0%	0.0%	0.0%	0.0%
All Peer Districts*	37.5%	14.1%	45.3%	2.1%	1.0%
State	45.1%	14.0%	38.0%	2.1%	0.7%
Specific Learning Disability					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	69.4%	8.3%	19.4%	0.0%	0.0%
State	62.7%	13.4%	19.4%	0.0%	4.5%
Speech or Language Impairment					
District	68.8%	12.5%	0.0%	0.0%	18.8%
All Peer Districts*	45.5%	35.0%	4.6%	0.2%	14.6%
State	43.9%	40.1%	2.9%	0.2%	12.9%

*Peer districts are districts of the same type as this district: Elementary, High School , or Unit

** Peer districts for Unit Districts do not include Chicago Public Schools

STATE PERFORMANCE PLAN INDICATORS FOR STUDENTS WITH IEPS

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 (OSEP) 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 the Illinois State Performance Plan, Part B can be found at: <https://www.isbe.net/Pages/State-Performance-Plan-Data-and-Accountability.aspx>

The table below shows how this school district performed on specific indicators and whether or not it met the annual state targets for those indicators as defined in the Illinois State Performance Plan. Some indicators require a minimum number of students before comparing district data to the state targets. "N/A" indicates that either the district did not have enough students to report on the district's performance for that particular indicator or the district does not serve students of the ages measured by the indicator.

The State Test Participation Rate is calculated by dividing the number of participants by the Tested Enrollment. At least 95% of students should be tested in ELA and mathematics with at least 10 students. If the state test participation rate is less than 95%, a 95% confidence interval is applied and the student group can meet the 95% target through the confidence interval.

SPP Indicator	Indicator Description	2019 - 2020 District Data	2019 - 2020 State Target	District Met State Target
1	Graduation Rate for students with IEPs (Data lag one year)		74.2	N/A
2	Dropout Rate for students with IEPs (Data lag one year)		4.5	N/A
3a	Made adequate yearly progress (AYP) for students with IEPs	N/A	N/A	N/A
3b	Reading assessment participation rate for students with IEPs		95.1	N/A
3b	Math assessment participation rate for students with IEPs		95.1	N/A
3c	Students with IEPs meeting or exceeding standards on state reading assessments		23.3	N/A
3c	Students with IEPs meeting or exceeding standards on state math assessments		23.6	N/A
4a	Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days for children with IEPs (Data lag one year)	No	No	Yes
4b	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 served inside the general classroom \geq 80% of the time	60.2	58.0	Yes
5b	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	5.2	15.5	Yes
5c	Students with IEPs ages 6-21 served in separate educational facilities	2.8	3.9	Yes

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.

SPP Indicator	Indicator Description	2018 - 2019 District Data	2018 - 2019 State Target	District Met State 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	85.7	32.9	Yes
6b	Children ages 3-5 in separate special education class, separate school or residential facility		30.5	N/A
7a	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	100.0	86.3	Yes
7a	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	83.3	55.6	Yes
7b	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	94.4	87.0	Yes
7b	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	75.0	53.9	Yes
7c	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	95.5	88.1	Yes
7c	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		61.0	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		61.0	N/A
9	Disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification	No	No	Yes
10	Disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification	No	No	Yes

SPP Indicator	Indicator Description	2018 - 2019 District Data	2018 - 2019 State Target	District Met State Target
11	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	100.0	100.0	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	100.0	100.0	Yes
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		100.0	N/A
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school		35.1	N/A
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		57.0	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		75.0	N/A

SPP Indicators 1 - 8 and 14 are Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators

Mount Prospect School District 57
Office of the Assistant Superintendent for Finance and Operations

TO: Dr. Elaine Aumiller, Superintendent

FROM: Adam Parisi, Assistant Superintendent for Finance and Operations/CSBO

DATE: November, 2020

RE: Transportation Services Contract Addendum
Policy 4:60 Operational Services, Purchases and Contracts

EXECUTIVE SUMMARY:

The District entered into a new transportation services contract with First Student on July 1, 2020. Similar to last year, a lower price was negotiated based on a percentage of the agreed amount. As a result, an addendum is brought forth for action this evening.

BACKGROUND AND RATIONALE:

As a result of COVID-19 and schools being closed, the level of transportation services being used is extremely limited. In addition, only a small number of parents are currently making payments.

Therefore, I negotiated a change in the current contract from August 24 through November 6, 2020. In this contract, a percentage of the overall contract will be paid to cover the costs of running the bus facility, utilities and the salaries and benefits of the upper management of the First Student location.

RECOMMENDED BOARD ACTION:

That the Board of Education approve the contract addendum from First Student Inc. to allow for payment of 35 percent of the agreed upon contracting price.