

Lincoln Elem School (PK)

MUNDELEIN ESD 75



2025 - 2026

Principal

Ms. Jamie DiCarlo
jdicarlo@d75.org

Address

200 W Maple Ave
Mundelein IL 60060
(847)949-2700

District Superintendent

Dr. Corey Tafoya

District Provided Statement

D75 has many accomplishments including a robust fine arts program featuring award-winning bands, theatrical productions, and specialized extracurriculars such as the Mariachi Club. To showcase our students' immense talent, a state-of-the-art stage was added to CSMS last spring. Also, MG received the coveted Legacy Award through the Leader in Me program. This honor highlights our dedication to instilling lifelong leadership skills.

About the Report Card

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

For additional information, refer to the [Public Business Rules for 2026 Report Card Metrics](#) and the [2026 Glossary of Terms](#).

School Snapshot

Site-Based Expenditure Per Student Spending : \$26,522

Teacher Retention : 66.7%

Senate District : 26 **House District :** 52

TABLE OF CONTENTS

02 | Academic Progress

06 | School Environment

10 | Students

14 | Accountability

16 | Teachers

26 | Administrators & Support Personnel

31 | Civil Rights Data Collection (2023-24)

Date: 10/30/26 9:00:18 -05:00

About the data

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

Academic Progress

ELA Participation - Overall

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The "overall" percentage is calculated by subject combining all tests.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	99.8%	99.6%	100.0%	*	‡	100.0%	100.0%	99.8%	*	‡	100.0%	99.7%	99.3%
State	97.5%	97.7%	97.3%	94.6%	96.6%	99.0%	95.2%	97.1%	96.8%	97.5%	97.4%	98.4%	95.8%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	99.6%	100.0%	‡	99.0%	99.8%	*	100.0%	‡
State	96.6%	98.6%	92.4%	95.0%	96.5%	97.0%	98.0%	89.8%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	0.2%	0.4%	0.0%	*	‡	0.0%	0.0%	0.2%	*	‡	0.0%	0.3%	0.7%
State	2.5%	2.3%	2.7%	5.4%	3.4%	1.0%	4.8%	2.9%	3.2%	2.5%	2.6%	1.6%	4.2%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	0.4%	0.0%	‡	1.0%	0.2%	*	0.0%	‡
State	3.4%	1.4%	7.6%	5.0%	3.5%	3.0%	2.0%	10.2%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

Math Participation - Overall

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The "overall" percentage is calculated by subject combining all tests.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	99.8%	99.6%	100.0%	*	‡	100.0%	100.0%	99.8%	*	‡	100.0%	99.7%	99.3%
State	97.4%	97.6%	97.2%	94.6%	96.5%	98.9%	95.1%	97.1%	96.8%	97.4%	97.3%	98.4%	95.8%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	99.6%	100.0%	‡	99.0%	99.8%	*	100.0%	‡
State	96.6%	98.5%	92.2%	95.1%	96.5%	97.4%	98.0%	89.8%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	0.2%	0.4%	0.0%	*	‡	0.0%	0.0%	0.2%	*	‡	0.0%	0.3%	0.7%
State	2.6%	2.4%	2.8%	5.4%	3.5%	1.1%	4.9%	2.9%	3.2%	2.6%	2.7%	1.6%	4.2%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	0.4%	0.0%	‡	1.0%	0.2%	*	0.0%	‡
State	3.4%	1.5%	7.8%	4.9%	3.5%	2.6%	2.0%	10.2%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Academic Progress

Science Participation - Overall

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The "overall" percentage is calculated by subject combining all tests.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	100.0%	100.0%	100.0%	*	*	100.0%	‡	100.0%	*	*	100.0%	100.0%	100.0%
State	97.8%	98.0%	97.6%	95.3%	96.1%	98.9%	96.1%	97.5%	98.1%	97.6%	97.7%	98.5%	96.0%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	100.0%	100.0%	‡	100.0%	100.0%	*	‡	*
State	97.0%	98.8%	93.3%	95.2%	97.0%	96.8%	98.2%	90.7%

Summary Non Participation

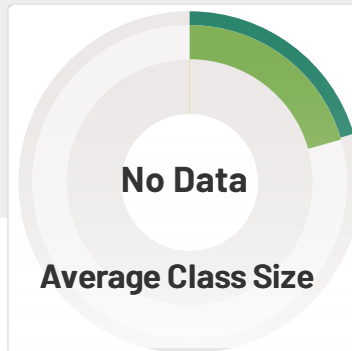
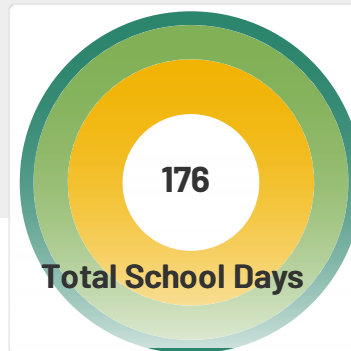
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	0.0%	0.0%	0.0%	*	*	0.0%	‡	0.0%	*	*	0.0%	0.0%	0.0%
State	2.2%	2.0%	2.4%	4.7%	3.9%	1.1%	3.9%	2.5%	1.9%	2.4%	2.3%	1.5%	4.0%

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*	*
District	0.0%	0.0%	‡	0.0%	0.0%	*	‡	*
State	3.0%	1.2%	6.7%	4.8%	3.0%	3.2%	1.8%	9.3%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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



School Environment

Early Learning

What is it?

This shows the percentage of entering kindergartners rated on their readiness. The Kindergarten Individual Development Survey (KIDS) was implemented statewide in Illinois in the 2017-18 school year. KIDS is an observational assessment tool designed to help teachers, administrators, families, and policymakers better understand the development of children in kindergarten. ISBE requires kindergarten teachers to collect observations beginning on the first day of in-person instruction on a minimum of 14 required measures, which are from three key developmental areas. This subset of 14 measures provides a developmental indicator for a group of students (class, school, district, state) in kindergarten.

Kindergarten Individual Developmental Survey (KIDS) Results - Overall

	% 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
School	*	*	*	*	*	*	*	*
District	84.6%	34.3%	18.2%	13.9%	33.6%	59.9%	46.0%	40.9%
State	90.7%	33.4%	16.2%	17.3%	33.1%	60.2%	51.1%	38.8%

% Entering Kindergartners Demonstrating Readiness in all 3 Developmental Areas - KIDS Results

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	English Learners	Students with IEPs	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	33.6%	*	‡	‡	26.7%	*	*	‡	45.8%	‡	‡	‡	22.8%
State	33.1%	23.9%	37.3%	26.9%	22.1%	24.4%	26.3%	35.5%	41.0%	17.1%	16.5%	17.1%	23.8%

Homeless

School	*
District	‡
State	21.3%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

School Environment

School Level Finances

What is it?

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

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
School	56	\$272	\$26,250	\$26,522	\$160	\$6,984	\$7,144	\$433	\$33,234	\$33,666	*	*
District	1,525	\$413	\$11,583	\$11,996	\$160	\$6,984	\$7,144	\$573	\$18,567	\$19,140	\$8,100,979	\$37,291,513

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Total School Days

What is it?

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

Total School Days	
School	176
District	176
State	176

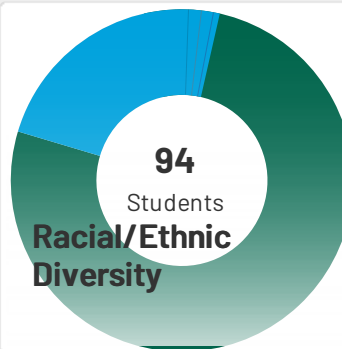
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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

94

Student Enrollment



Student Enrollment

What is it?

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

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

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	100.0% 94	43.6% 41	56.4% 53	‡ *	‡ ‡	‡ ‡	‡ ‡	70.2% 66	‡ *	‡ ‡	‡ ‡	20.2% 19	51.1% 48
District	100.0% 1,556	48.1% 749	51.9% 807	‡ *	‡ ‡	4.2% 66	2.2% 35	53.4% 831	‡ *	‡ ‡	4.0% 62	35.7% 555	25.9% 403
State	100.0% 1,819,118	48.6% 883,597	51.4% 934,891	0.0% 630	0.3% 4,675	5.9% 106,670	16.3% 296,518	28.3% 515,547	0.4% 7,471	0.1% 1,485	4.8% 87,526	43.9% 799,226	22.4% 407,651

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Never EL	Youth In Care
School	35.1% 33	‡ *	‡ ‡	48.9% 46	‡ ‡	‡ *	‡ *	64.9% 61	‡ ‡
District	29.8% 464	5.6% 87	0.8% 12	20.8% 323	40.6% 632	‡ *	0.7% 11	64.6% 1,005	‡ ‡
State	17.5% 318,654	6.2% 112,681	2.5% 44,847	16.7% 304,563	47.5% 864,402	0.0% 481	0.9% 15,974	76.3% 1,387,783	0.6% 11,551

By Grades

	PK
School	94
District	94
State	86,382

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

English Learners Outcomes

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
School	*	*	*	*
District	*	98.8% 415	7.2% 30	* 48
State	*	98.6% 269,785	7.9% 21,216	* 67,379

English Learners Progress - Overall

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	Low Income
School	*	*	*	*	*	*	*	*	*	*	*
District	61.8	*	‡	*	60.2	*	*	57	79.5	50.8	62.3
State	54.6	51.9	69.3	59.8	51.1	60.1	52.4	65.8	66.1	43.2	53.1

English Learners Progress - Grade ES

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	Low Income
School	*	*	*	*	*	*	*	*	*	*	*
District	61.8	*	‡	*	60.2	*	*	57	79.5	50.8	62.3
State	65.4	61.7	77	68.5	62.4	70.4	66.7	73.5	75.1	54.8	64.1

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

English Learners Outcomes (cont)

English Learners Progress - Grade HS

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	Low Income
School	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	30.1	29	45.1	41.4	27.3	38.4	28.6	37.9	40.6	18	28.4

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has six summative designations: Exemplary School, Approaching Exemplary School, Commendable School, Developing School, Comprehensive School, and Dually Designated School. Multiple measures of school performance and growth determine a school's annual* summative designation.

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

Annual Summative Designation

No Data

School Improvement Funds

Title 1 Eligible but Not Served

Title I Status

Title I Status

What is it?

Title I Status indicates if an entity receives funds from the Title I grant. If an entity receives Title I funds, their status can be "Title I Targeted" or "Title I Schoolwide." Title I Targeted assistance programs must focus services to identify students most at risk of failing through multiple objective criteria. Services, including supplies, must ONLY focus on those students identified. Title I Schoolwide programs may focus services to the entire school. Schoolwide Title I Status is defined as a school with 40 percent or greater of the students enrolled classified as low income. Schoolwide programs are not required to identify students at risk and thus may focus their funding and efforts on raising achievement of the whole school.

Title I Status	
School	Title 1 Eligible but Not Served

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

School Improvement Funds

What is it?

Funds authorized under Title I, Part A, Section 1003 School Improvement of ESSA are allocated on a formula basis to LEAs serving the state's lowest-performing schools that are implementing comprehensive support and improvement activities or the state's underperforming schools that are implementing targeted support and improvement activities. School Improvement funds are disbursed by the Illinois State Board of Education to eligible LEAs via the IL-EMPOWER Grant to assist schools in improvement status develop, implement, and monitor effective School Improvement Plans. The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status. LEAs use school improvement funding for the following types of planning and implementation activities:

- Contracting for professional services from state-approved learning partners.
- Conducting school-level needs assessments.
- Analyzing data.
- Identifying resource inequities.
- Researching and implementing evidence-based interventions.
- Purchasing standards-aligned curriculum and materials.
- Purchasing and administering local assessments for progress monitoring.
- Paying school personnel to collaborate and to develop, implement, and monitor School Improvement Plans.

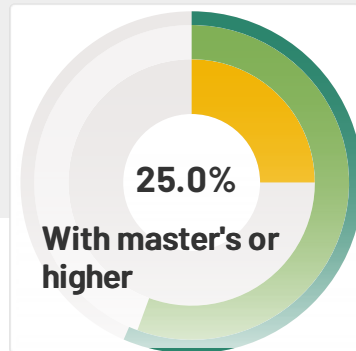
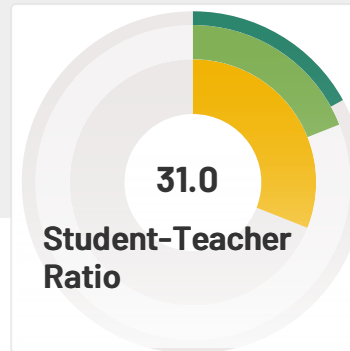
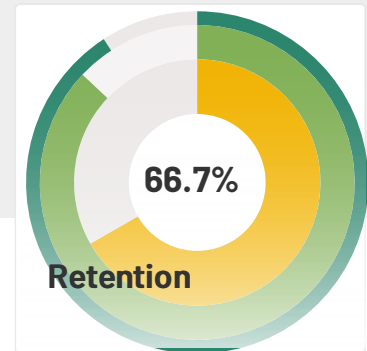
Schools Who Receive Title I School Improvement - 1003(a) Funds

	Cohort Year	School Improvement Status	Term within School Improvement Status Cycle	Current School Improvement Grant Term Allocation	Reason for Improvement Status & Grant Allocation
School	*	*	*	*	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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



Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
School	13	75.0%	*
District	13	66.9%	94.7%
State	14	65.2%	96.7%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Full-Time Equivalents

What is it?

This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district. This displays the race and gender distribution by FTE for teachers in (this school/this district/the state). The table shows distribution by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/.5 employees = 1FTE). Information is gathered about the race/ethnicity of school and district teachers. The percentage of male and female teachers is also compiled.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	All	100.0% 4	* *	* *	* *	25.0% 1	* *	* *	* *	75.0% 3	* *
	Female	100.0% 4	* *	* *	* *	100.0% 1	* *	* *	* *	100.0% 3	* *
	Male	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 111.8	* *	1.8% 2	* *	24.7% 27.6	* *	* *	0.9% 1	67.1% 75	5.5% 6.1
	Female	83.0% 92.8	* *	100.0% 2	* *	92.8% 25.6	* *	* *	100.0% 1	78.7% 59	83.6% 5.1
	Male	17.0% 19	* *	* *	* *	7.2% 2	* *	* *	* *	21.3% 16	16.4% 1
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 139625.7	0.2% 341.7	2.3% 3205.4	6.6% 9192	9.3% 12980.7	0.1% 85.1	0.1% 118.7	1.0% 1456.7	78.4% 109500.6	2.0% 2744.8
	Female	76.6% 106964.8	77.4% 264.6	77.3% 2478	78.0% 7167.1	78.0% 10125.4	78.2% 66.5	65.5% 77.7	75.5% 1100.2	76.3% 83595.5	76.1% 2089.8
	Male	23.3% 32596.9	22.6% 77.1	22.6% 724.4	21.8% 2005	21.9% 2846.3	21.8% 18.5	34.5% 41	24.3% 354.5	23.6% 25888.6	23.4% 641.5
	Non Binary	0.0% 64	* *	0.1% 3	0.2% 20	0.1% 9	* *	* *	0.1% 2	0.0% 16.5	0.5% 13.5

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Teacher Head Count

What is it?

Teacher Headcount is defined as the total number of all teachers.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	All	4	*	*	*	1	*	*	*	3	*
	Female	4	*	*	*	1	*	*	*	3	*
	Male	*	*	*	*	*	*	*	*	*	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
District	All	114	*	2	*	28	*	*	1	76	7
	Female	95	*	2	*	26	*	*	1	60	6
	Male	19	*	*	*	2	*	*	*	16	1
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	143820	356	3326	9661	13483	90	121	1511	112421	2851
	Female	110181	275	2568	7530	10521	70	80	1144	85818	2175
	Male	33574	81	755	2111	2953	20	41	365	26586	662
	Non Binary	65	*	3	20	9	*	*	2	17	14

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Teachers Education

What is it?

The tables below represent the percentage of teachers with bachelor's and master's degrees across the state and highlight the rates across all high-poverty and low-poverty schools in the district (as applicable).

Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
School	75.0%	*	*
District	44.4%	*	75.0%
State	42.4%	43.3%	36.6%

Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
School	25.0%	*	*
District	55.6%	*	25.0%
State	56.5%	55.0%	63.0%

Student-To-Teacher Ratios

What is it?

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

	Student-Teacher Ratio
School	31
District	*
State	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Novice Teachers

What is it?

The table below represents the percentage of teachers defined as “novice” – having less than 2 full-time equivalent years of combined public school teaching experience. The display summarizes the rate within this district and across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
School	* *	* *	* *
District	7 6.0%	* *	* *
State	8,993 6.4%	2,547 8.9%	1,734 4.1%

Teacher Out of Field

What is it?

The table below represents the percentage of teachers defined as “out-of-field” – a teacher teaching in a grade or content area for which he or she does not hold the appropriate state-issued license, endorsement, approvals, or previous qualifications. The display summarizes the rate across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
School	* *	* *	* *
District	3 0.4%	* *	* *
State	87,209 8.0%	25,277 11.8%	11,884 3.6%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Teachers with Short Term or Provisional Licenses

What is it?

The tables below represent the percentage of teachers teaching with short-term or provisional licenses. The display summarizes the rate across the state and highlights the rates across all high-poverty and low-poverty schools.

	All Schools	High Poverty Schools	Low Poverty Schools
School	0 0.0%	* *	* *
District	7 6.0%	* *	* *
State	5,279 3.8%	1,525 5.3%	845 2.0%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Retention

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	All	66.7%	*	*	*	100.0%	*	*	50.0%	72.7%	0.0%
	Female	66.7%	*	*	*	100.0%	*	*	50.0%	72.7%	0.0%
	Male	*	*	*	*	*	*	*	*	*	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
District	All	87.0%	*	80.0%	*	81.7%	*	*	80.0%	89.5%	82.4%
	Female	87.1%	*	80.0%	*	82.9%	*	*	80.0%	89.5%	81.3%
	Male	86.4%	*	*	*	75.0%	*	*	*	89.1%	100.0%
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	90.8%	88.5%	90.2%	87.8%	91.2%	86.3%	92.4%	88.9%	91.0%	87.5%
	Female	90.6%	88.0%	90.0%	88.2%	91.5%	85.3%	93.1%	89.2%	90.7%	87.2%
	Male	91.5%	90.2%	90.7%	86.5%	90.4%	90.0%	90.9%	88.0%	92.0%	88.2%
	Non Binary	88.8%	*	66.7%	88.9%	94.4%	*	*	100.0%	84.0%	90.9%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Average Teacher Salary

What is it?

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

Average Teacher Salary	
School	\$56,702
District	\$63,944
State	\$81,911

Teacher Evaluation

What is it?

The percent of teachers evaluated as excellent or proficient by an administrator or other evaluator trained in performance evaluations.

	All Schools	High Poverty Schools	Low Poverty Schools
School	2 *	* *	* *
District	36 94.7%	0 *	2 100.0%
State	65,947 96.7%	14,951 93.0%	19,024 98.5%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Teachers with Gifted Endorsement

What is it?

This shows the number of teachers who have taken the necessary steps to obtain an endorsement for their Professional Educator License indicating that they have the skills to respond to the needs of gifted students in their classroom.

Teachers with Gifted Endorsement	
School	*
District	4
State	1,087

National Board Certified Teachers

What is it?

This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	2,077	1,675	402	*	4	69	133	173	1	1	25	1,648	23

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Average Teaching Experience

What is it?

The table below represents the average teaching experience of teachers across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

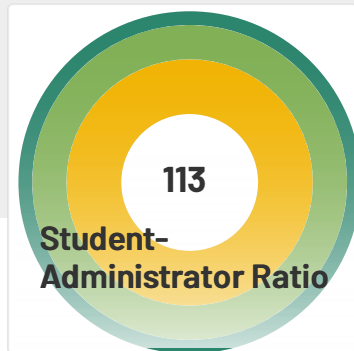
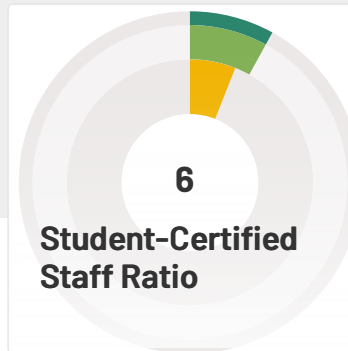
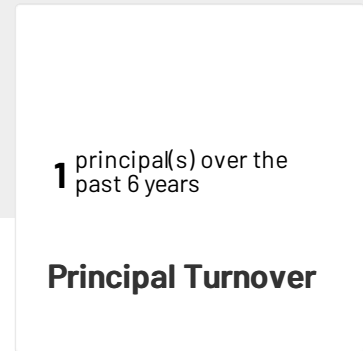
	All Schools	High Poverty Schools	Low Poverty Schools
School	13	*	*
District	13	*	*
State	14	*	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Administrators & Support Personnel

About the data

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



Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
School	6	113
District	8	121
State	8	133

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Administrators & Support Personnel

Demographics

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	All	*	*	*	*	*	*	*	*	*	*
		*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
		*	*	*	*	*	*	*	*	*	*
Male		*	*	*	*	*	*	*	*	*	*
		*	*	*	*	*	*	*	*	*	*
Non Binary		*	*	*	*	*	*	*	*	*	*
		*	*	*	*	*	*	*	*	*	*
District	All	100.0% 12.8	*	*	*	31.2% 4	*	*	*	68.8% 8.8	*
	Female	80.5% 10.3	*	*	*	100.0% 4	*	*	*	71.7% 6.3	*
	Male	19.5% 2.5	*	*	*	*	*	*	*	28.3% 2.5	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	100.0% 13645.1	0.2% 30.3	1.1% 156	14.4% 1968.8	6.5% 890.7	0.0% 5	0.1% 7	0.9% 121.9	75.1% 10241.1	1.6% 224.5
	Female	61.4% 8383.2	80.3% 24.3	63.1% 98.5	74.1% 1458.6	66.4% 591.6	100.0% 5	71.4% 5	65.5% 79.9	58.3% 5973.1	65.6% 147.3
	Male	38.5% 5256.9	19.7% 6	36.9% 57.5	25.8% 507.2	33.6% 299	*	28.6% 2	34.5% 42	41.7% 4267	33.9% 76.2
	Non Binary	0.0% 5	*	*	0.2% 3	*	*	*	*	0.0% 1	0.4% 1

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Administrators & Support Personnel

Principal Turnover

What is it?

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

Principal(s) over the past 6 years	
School	1
District	2
State	2

Average Administrator Salary

What is it?

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

Average Administrator Salary	
School	\$136,506
District	\$125,731
State	\$128,760

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Administrators & Support Personnel

Novice Administrator

What is it?

The table below represents the percentage of administrators defined as “novice” - having less than 2 full-time equivalent years of combined public school teaching experience. The display summarizes the rate within this district and across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
School	*	*	*
District	*	*	*
State	1,040 7.6%	236 10.1%	222 7.9%

Support Personnel FTE

What is it?

This displays the total support personnel (Counselors, School Nurses, School Psychologists, and School Social Workers) by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/.5 employees = 1FTE).

Total Support Personnel FTE

	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
School	*	*	0.5	1
District	1	*	2	5
State	3727.1	1325.8	2168.6	4554.3

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Administrators & Support Personnel

Pupil Support Personnel Ratio

What is it?

These tables display the average number of students per counselor, the average number of students per nurse, the average number of students per social worker, and the average number of students per psychologist in this entity (whether it be school, district, or the state.) The ratio is calculated by using the fall enrollment total, divided by the number of FTE psychologists. When examining school or district ratios keep in mind that the number of psychologists can vary greatly between schools and districts, depending on their size, student population, programs, and financial resources.

Student/Support Personnel Ratio

	Student/School Counselor Ratio	Student/School Nurse Ratio	Student/School Psychologist Ratio	Student/School Social Worker Ratio
School	*	*	188	94
District	1,556	*	798	311
State	488	1,372	839	399

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
School	*	*	*	*	*	*
District	1.0%	2.5%	0.7%	0.0%	0.0%	*
State	4.5%	3.8%	0.1%	0.1%	0.3%	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Civil Rights Data Collection

(2023-24)

Student Environment (cont)

School	Incidents of Harassment or Bullying	Incidents of Violence	Number of Schools with Incidents of Violence	
	*	*	Firearm	Homicide
District	0.1%	2.7%	0	0
State	0.9%	3.3%	17	2

Academic Environment

What is it?

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

School	Enrolled in PreSchool	Advanced Placement (AP) Course Work	Advanced Placement Course Work	
	*	*	International Baccalaureate (IB) Course Work	Dual Credit Course Work
District	8.7% 127	0.0% 0	0.0% 0	0.0% 0
State	4.5% 79,442	8.2% 145,004	0.4% 7,358	5.0% 88,073

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.