Fulton High School (9 – 12)
RIVER BEND CUSD 2

Illinois Report Card
2022 – 2023

Principal
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District Superintendent
Dr. Darryl Hogue

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District Provided Statement

Not available.

About the Report Card

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

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

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

School Snapshot

Graduation Rate : 90.2%

Community College Remediation : 45.9%

Chronic Absenteeism : 24.8%

Teacher Retention : 91.1%

Senate District : 36   **House District :** 71

Date: 11/14/23 8:44:36 -06:00

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.

90.2%

High School Graduation Rate

91.4%

9th Grade On Track
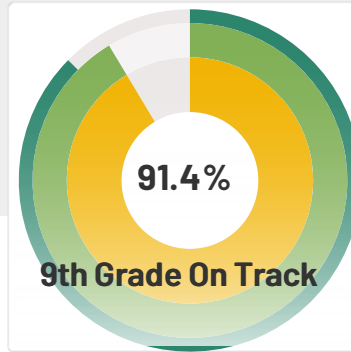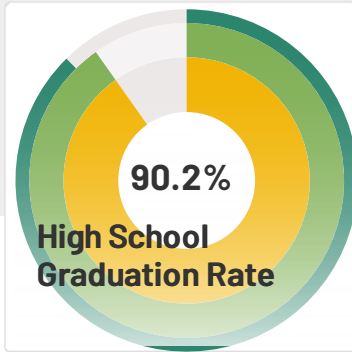
50 Students

Early College Coursework

SAT

What is it?

This shows the percentage and number of 11th-graders scoring at each of the performance levels for the SAT. Each Performance Level is a broad, categorical level defined by a student's score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scores for the assessment. There are four Performance Levels for the SAT:

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

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

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	29.4%	33.8%	32.4%	4.4%	47.1%	27.9%	19.1%	5.9%
District	29.4%	33.8%	32.4%	4.4%	47.1%	27.9%	19.1%	5.9%
State	30.9%	36.8%	21.6%	10.6%	47.7%	25.0%	20.1%	7.2%
White								
School	30.2%	31.7%	33.3%	4.8%	46.0%	30.2%	19.0%	4.8%
District	30.2%	31.7%	33.3%	4.8%	46.0%	30.2%	19.0%	4.8%
State	20.3%	36.7%	28.4%	14.6%	35.1%	28.5%	27.5%	8.9%
Black								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.9%	34.8%	9.5%	1.8%	74.4%	17.9%	6.8%	0.9%
Male								
School	33.3%	39.4%	18.2%	9.1%	48.5%	24.2%	21.2%	6.1%
District	33.3%	39.4%	18.2%	9.1%	48.5%	24.2%	21.2%	6.1%
State	34.8%	34.8%	19.8%	10.5%	47.6%	23.6%	20.3%	8.5%
Female								
School	25.7%	28.6%	45.7%	0.0%	45.7%	31.4%	17.1%	5.7%
District	25.7%	28.6%	45.7%	0.0%	45.7%	31.4%	17.1%	5.7%
State	27.0%	38.9%	23.4%	10.7%	47.9%	26.4%	20.0%	5.8%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	4.2%	29.2%	41.7%	25.0%	25.4%	28.2%	33.8%	12.7%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.3%	40.7%	14.6%	3.4%	61.6%	24.3%	12.3%	1.7%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	10.2%	25.7%	30.5%	33.6%	16.1%	18.5%	31.8%	33.5%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	20.6%	39.3%	27.1%	13.1%	40.2%	15.9%	35.5%	8.4%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	36.6%	36.9%	21.1%	5.4%	58.8%	23.3%	13.3%	4.7%
Two or More Races								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	26.3%	33.4%	24.3%	15.9%	43.5%	23.6%	21.8%	11.2%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	69.2%	23.1%	0.0%	7.7%	76.9%	15.4%	7.7%	0.0%
District	69.2%	23.1%	0.0%	7.7%	76.9%	15.4%	7.7%	0.0%
State	52.5%	26.7%	13.6%	7.2%	68.2%	16.2%	11.7%	3.9%
Students with IEPs								
School	70.0%	20.0%	0.0%	10.0%	70.0%	20.0%	10.0%	0.0%
District	70.0%	20.0%	0.0%	10.0%	70.0%	20.0%	10.0%	0.0%
State	71.4%	21.5%	5.1%	2.0%	86.1%	9.4%	3.5%	1.0%
Non-IEP								
School	22.4%	36.2%	37.9%	3.4%	43.1%	29.3%	20.7%	6.9%
District	22.4%	36.2%	37.9%	3.4%	43.1%	29.3%	20.7%	6.9%
State	25.6%	38.9%	23.8%	11.7%	42.7%	27.0%	22.3%	8.0%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	74.3%	23.1%	2.1%	0.6%	86.3%	10.7%	2.4%	0.6%
Non-English Learners								
School	29.4%	33.8%	32.4%	4.4%	47.1%	27.9%	19.1%	5.9%
District	29.4%	33.8%	32.4%	4.4%	47.1%	27.9%	19.1%	5.9%
State	27.3%	38.0%	23.3%	11.5%	44.4%	26.2%	21.6%	7.7%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	47.8%	34.8%	13.0%	4.3%	69.6%	21.7%	8.7%	0.0%
District	47.8%	34.8%	13.0%	4.3%	69.6%	21.7%	8.7%	0.0%
State	46.6%	38.1%	12.6%	2.7%	66.4%	22.1%	10.0%	1.5%
Non Low Income								
School	20.0%	33.3%	42.2%	4.4%	35.6%	31.1%	24.4%	8.9%
District	20.0%	33.3%	42.2%	4.4%	35.6%	31.1%	24.4%	8.9%
State	19.1%	35.9%	28.4%	16.5%	33.7%	27.2%	27.7%	11.4%
Homeless								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	63.1%	29.4%	6.6%	0.9%	81.3%	14.4%	4.1%	0.2%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	68.1%	24.3%	6.5%	1.0%	86.0%	11.1%	2.8%	0.2%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	34.7%	36.8%	20.6%	7.9%	50.4%	28.1%	18.5%	3.1%

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SAT (cont)

Grade 11 – Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	31.0%	35.6%	34.1%	4.6%	49.5%	29.4%	20.1%	6.2%
District	31.0%	35.6%	34.1%	4.6%	49.5%	29.4%	20.1%	6.2%
State	31.1%	37.1%	21.8%	10.7%	48.0%	25.1%	20.2%	7.2%
White								
School	31.8%	33.4%	35.1%	5.0%	48.5%	31.8%	20.1%	5.0%
District	31.8%	33.4%	35.1%	5.0%	48.5%	31.8%	20.1%	5.0%
State	20.9%	37.7%	29.1%	15.0%	36.0%	29.2%	28.2%	9.2%
Black								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.2%	33.6%	9.2%	1.7%	71.8%	17.3%	6.5%	0.9%
Male								
School	35.1%	41.5%	19.1%	9.6%	51.0%	25.5%	22.3%	6.4%
District	35.1%	41.5%	19.1%	9.6%	51.0%	25.5%	22.3%	6.4%
State	34.9%	34.8%	19.8%	10.6%	47.5%	23.6%	20.3%	8.5%
Female								
School	27.1%	30.1%	48.1%	0.0%	48.1%	33.1%	18.1%	6.0%
District	27.1%	30.1%	48.1%	0.0%	48.1%	33.1%	18.1%	6.0%
State	27.3%	39.4%	23.7%	10.8%	48.4%	26.7%	20.2%	5.9%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	4.3%	30.3%	43.3%	26.0%	26.0%	28.8%	34.6%	13.0%

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SAT (cont)

Grade 11 – Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.0%	40.4%	14.5%	3.4%	61.1%	24.1%	12.2%	1.7%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	10.5%	26.5%	31.4%	34.6%	16.6%	19.1%	32.8%	34.4%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	19.6%	37.5%	25.9%	12.5%	38.4%	15.2%	33.9%	8.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	35.7%	36.0%	20.6%	5.3%	57.4%	22.7%	12.9%	4.6%
Two or More Races								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	26.4%	33.5%	24.4%	15.9%	43.4%	23.6%	21.7%	11.2%

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SAT (cont)

Grade 11 – Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	72.9%	24.3%	0.0%	8.1%	81.0%	16.2%	8.1%	0.0%
District	72.9%	24.3%	0.0%	8.1%	81.0%	16.2%	8.1%	0.0%
State	51.5%	26.2%	13.3%	7.1%	66.6%	15.8%	11.4%	3.8%
Students with IEPs								
School	73.7%	21.1%	0.0%	10.5%	73.7%	21.1%	10.5%	0.0%
District	73.7%	21.1%	0.0%	10.5%	73.7%	21.1%	10.5%	0.0%
State	68.6%	20.7%	4.9%	2.0%	82.1%	9.0%	3.4%	1.0%
Non-IEP								
School	23.6%	38.1%	39.9%	3.6%	45.4%	30.9%	21.8%	7.3%
District	23.6%	38.1%	39.9%	3.6%	45.4%	30.9%	21.8%	7.3%
State	25.9%	39.4%	24.1%	11.9%	43.2%	27.4%	22.6%	8.1%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	69.2%	21.5%	1.9%	0.6%	80.2%	9.9%	2.3%	0.5%
Non-English Learners								
School	31.0%	35.6%	34.1%	4.6%	49.5%	29.4%	20.1%	6.2%
District	31.0%	35.6%	34.1%	4.6%	49.5%	29.4%	20.1%	6.2%
State	27.6%	38.5%	23.6%	11.6%	45.0%	26.5%	21.9%	7.8%

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SAT (cont)

Grade 11 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	50.3%	36.6%	13.7%	4.6%	73.2%	22.9%	9.2%	0.0%
District	50.3%	36.6%	13.7%	4.6%	73.2%	22.9%	9.2%	0.0%
State	45.6%	37.3%	12.3%	2.7%	64.9%	21.6%	9.8%	1.5%
Non Low Income								
School	21.1%	35.1%	44.4%	4.7%	37.4%	32.8%	25.7%	9.4%
District	21.1%	35.1%	44.4%	4.7%	37.4%	32.8%	25.7%	9.4%
State	19.7%	36.9%	29.2%	17.0%	34.6%	27.9%	28.5%	11.7%
Homeless								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	56.9%	26.5%	6.0%	0.8%	72.9%	12.9%	3.7%	0.2%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	58.8%	21.0%	5.6%	0.9%	73.1%	9.4%	2.4%	0.2%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	34.8%	36.9%	20.6%	7.9%	50.5%	28.1%	18.5%	3.1%

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DLM

What is it?

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

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

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DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	43.6%	37.3%	16.5%	2.6%	54.0%	29.3%	16.3%	0.4%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	39.3%	37.7%	19.5%	3.6%	52.0%	30.2%	17.5%	0.3%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	41.4%	41.1%	15.7%	1.7%	52.6%	28.2%	18.2%	0.9%
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	43.4%	37.4%	16.6%	2.5%	52.0%	28.8%	18.9%	0.3%
Female								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	43.9%	37.2%	16.2%	2.8%	57.9%	30.3%	11.2%	0.6%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	50.1%	34.2%	14.3%	1.3%	57.4%	29.3%	13.3%	0.0%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	45.1%	37.4%	12.1%	5.5%	60.2%	21.6%	17.0%	1.1%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	25.0%	50.0%	25.0%	0.0%	50.0%	25.0%	25.0%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	66.7%	0.0%	33.3%	0.0%	33.3%	33.3%	33.3%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	50.0%	35.7%	10.7%	3.6%	48.2%	39.3%	12.5%	0.0%

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DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	43.6%	37.3%	16.4%	2.6%	54.0%	29.3%	16.3%	0.4%
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	43.6%	37.3%	16.4%	2.6%	54.0%	29.3%	16.3%	0.4%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	49.4%	34.5%	13.5%	2.6%	56.1%	27.9%	15.4%	0.6%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	42.0%	38.1%	17.3%	2.6%	53.4%	29.7%	16.5%	0.3%

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DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	45.4%	36.2%	16.5%	1.9%	54.7%	29.3%	15.8%	0.2%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	41.0%	38.8%	16.5%	3.7%	53.0%	29.3%	17.0%	0.6%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	33.3%	53.3%	13.3%	0.0%	60.0%	33.3%	6.7%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	42.3%	26.9%	26.9%	3.8%	42.3%	38.5%	19.2%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	12.5%	50.0%	25.0%	12.5%	50.0%	25.0%	25.0%	0.0%

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DLM (cont)

Grade 11 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	45.7%	39.1%	17.3%	2.8%	56.6%	30.7%	17.1%	0.4%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	41.1%	39.4%	20.4%	3.7%	54.5%	31.6%	18.3%	0.3%
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	43.5%	43.2%	16.5%	1.8%	55.3%	29.6%	19.1%	0.9%
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	45.5%	39.2%	17.4%	2.7%	54.5%	30.2%	19.9%	0.3%
Female								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	45.9%	38.9%	16.9%	2.9%	60.6%	31.8%	11.8%	0.6%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 11 – Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.5%	35.9%	15.0%	1.4%	60.2%	30.7%	13.9%	0.0%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	46.9%	38.9%	12.6%	5.7%	62.7%	22.5%	17.7%	1.2%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	26.3%	52.6%	26.3%	0.0%	52.6%	26.3%	26.3%	0.0%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	70.2%	0.0%	35.1%	0.0%	35.1%	35.1%	35.1%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.6%	37.6%	11.3%	3.8%	50.8%	41.4%	13.2%	0.0%

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DLM (cont)

Grade 11 – Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	45.7%	39.1%	17.2%	2.8%	56.6%	30.8%	17.1%	0.4%
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	45.7%	39.1%	17.2%	2.8%	56.6%	30.8%	17.1%	0.4%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	0.0%	105.3%	0.0%	105.3%	0.0%	0.0%	0.0%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	51.9%	36.2%	14.1%	2.8%	58.9%	29.3%	16.2%	0.6%
Non-English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	43.9%	39.9%	18.1%	2.8%	56.0%	31.1%	17.3%	0.4%

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DLM (cont)

Grade 11 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	47.6%	38.0%	17.3%	1.9%	57.3%	30.7%	16.5%	0.2%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	43.0%	40.7%	17.3%	3.9%	55.7%	30.8%	17.8%	0.7%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	35.1%	56.1%	14.0%	0.0%	63.2%	35.1%	7.0%	0.0%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	44.5%	28.3%	28.3%	4.1%	44.5%	40.5%	20.2%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	13.2%	52.6%	26.3%	13.2%	52.6%	26.3%	26.3%	0.0%

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DLM (cont)

Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
School	*	*	*	*
District	*	*	*	*
State	66.8%	23.7%	8.3%	1.2%
White				
School	*	*	*	*
District	*	*	*	*
State	63.5%	25.4%	9.5%	1.7%
Black				
School	*	*	*	*
District	*	*	*	*
State	64.9%	24.9%	9.5%	0.6%
Male				
School	*	*	*	*
District	*	*	*	*
State	66.4%	23.5%	8.7%	1.4%
Female				
School	*	*	*	*
District	*	*	*	*
State	67.5%	24.3%	7.4%	0.8%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*

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DLM (cont)

Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	*	*	*	*
District	*	*	*	*
State	71.2%	21.5%	6.1%	1.2%
Asian				
School	*	*	*	*
District	*	*	*	*
State	74.1%	18.8%	7.1%	0.0%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	50.0%	25.0%	25.0%	0.0%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	70.6%	21.6%	5.9%	2.0%

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DLM (cont)

Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	*	*	*	*
District	*	*	*	*
State	66.8%	23.7%	8.3%	1.2%
Students with IEPs				
School	*	*	*	*
District	*	*	*	*
State	66.8%	23.7%	8.3%	1.2%
Non-IEP				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
English Learners				
School	*	*	*	*
District	*	*	*	*
State	71.8%	21.1%	6.5%	0.6%
Non-English Learners				
School	*	*	*	*
District	*	*	*	*
State	65.3%	24.5%	8.8%	1.4%

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DLM (cont)

Grade 11

	Science Level 1	Level 2	Level 3	Level 4
Low Income				
School	*	*	*	*
District	*	*	*	*
State	66.3%	25.1%	7.2%	1.4%
Non Low Income				
School	*	*	*	*
District	*	*	*	*
State	67.4%	21.9%	9.8%	1.0%
Homeless				
School	*	*	*	*
District	*	*	*	*
State	64.3%	32.1%	3.6%	0.0%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	66.7%	16.7%	12.5%	4.2%
Military				
School	*	*	*	*
District	*	*	*	*
State	25.0%	62.5%	0.0%	12.5%

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DLM (cont)

Grade 11 - Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
School	*	*	*	*
District	*	*	*	*
State	70.2%	25.0%	8.7%	1.3%
White				
School	*	*	*	*
District	*	*	*	*
State	66.8%	26.7%	10.0%	1.8%
Black				
School	*	*	*	*
District	*	*	*	*
State	68.3%	26.2%	10.0%	0.7%
Male				
School	*	*	*	*
District	*	*	*	*
State	69.9%	24.7%	9.2%	1.5%
Female				
School	*	*	*	*
District	*	*	*	*
State	70.9%	25.5%	7.8%	0.8%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*

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DLM (cont)

Grade 11 – Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	*	*	*	*
District	*	*	*	*
State	74.7%	22.6%	6.5%	1.2%
Asian				
School	*	*	*	*
District	*	*	*	*
State	78.0%	19.8%	7.4%	0.0%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	52.6%	26.3%	26.3%	0.0%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	52.6%	52.6%	0.0%	0.0%
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	74.3%	22.7%	6.2%	2.1%

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DLM (cont)

Grade 11 - Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	*	*	*	*
District	*	*	*	*
State	70.2%	25.0%	8.7%	1.3%
Students with IEPs				
School	*	*	*	*
District	*	*	*	*
State	70.2%	25.0%	8.7%	1.3%
Non-IEP				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
English Learners				
School	*	*	*	*
District	*	*	*	*
State	75.4%	22.1%	6.8%	0.7%
Non-English Learners				
School	*	*	*	*
District	*	*	*	*
State	68.8%	25.8%	9.3%	1.5%

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DLM (cont)

Grade 11 – Accountability Proficiency

| | Science | | | |
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	*	*	*	*
District	*	*	*	*
State	69.7%	26.4%	7.6%	1.5%
Non Low Income				
School	*	*	*	*
District	*	*	*	*
State	70.9%	23.0%	10.3%	1.0%
Homeless				
School	*	*	*	*
District	*	*	*	*
State	67.7%	33.8%	3.8%	0.0%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	70.2%	17.5%	13.2%	4.4%
Military				
School	*	*	*	*
District	*	*	*	*
State	26.3%	65.8%	0.0%	13.2%

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ISA

What is it?

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

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

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ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
School	15.4%	27.7%	44.6%	12.3%
District	15.4%	27.7%	44.6%	12.3%
State	23.4%	24.4%	36.5%	15.7%
White				
School	16.7%	25.0%	46.7%	11.7%
District	16.7%	25.0%	46.7%	11.7%
State	14.9%	20.5%	42.6%	22.0%
Black				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	45.4%	30.1%	21.5%	3.1%
Male				
School	22.6%	25.8%	32.3%	19.4%
District	22.6%	25.8%	32.3%	19.4%
State	25.3%	22.4%	33.6%	18.7%
Female				
School	8.8%	29.4%	55.9%	5.9%
District	8.8%	29.4%	55.9%	5.9%
State	21.4%	26.4%	39.5%	12.7%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	16.4%	13.1%	37.7%	32.8%

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ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	30.2%	30.6%	32.5%	6.7%
Asian				
School	*	*	*	*
District	*	*	*	*
State	8.6%	14.1%	41.4%	35.8%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	16.7%	26.9%	36.1%	20.4%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	27.0%	30.1%	34.7%	8.1%
Two or More Races				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	21.4%	21.3%	36.8%	20.6%

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

ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	33.3%	50.0%	8.3%	8.3%
District	33.3%	50.0%	8.3%	8.3%
State	40.5%	26.5%	23.5%	9.5%
Students with IEPs				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	53.3%	28.9%	14.3%	3.5%
Non-IEP				
School	12.5%	25.0%	50.0%	12.5%
District	12.5%	25.0%	50.0%	12.5%
State	19.6%	23.8%	39.3%	17.3%
English Learners				
School	*	*	*	*
District	*	*	*	*
State	52.2%	34.7%	12.5%	0.6%
Non-English Learners				
School	15.4%	27.7%	44.6%	12.3%
District	15.4%	27.7%	44.6%	12.3%
State	21.0%	23.5%	38.5%	17.0%

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

ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	**23.8%**	**38.1%**	**33.3%**	**4.8%**
District	23.8%	38.1%	33.3%	4.8%
State	34.7%	30.0%	29.4%	5.9%
Non Low Income				
School	**11.4%**	**22.7%**	**50.0%**	**15.9%**
District	11.4%	22.7%	50.0%	15.9%
State	15.3%	20.4%	41.6%	22.8%
Homeless				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	47.1%	29.7%	20.6%	2.6%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	49.4%	28.2%	20.4%	2.1%
Military				
School	*	*	*	*
District	*	*	*	*
State	22.7%	24.2%	38.9%	14.2%

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

ISA (cont)

Grade HS – Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
School	15.5%	27.9%	44.9%	12.4%
District	15.5%	27.9%	44.9%	12.4%
State	22.3%	23.3%	34.9%	15.0%
White				
School	16.7%	25.1%	46.8%	11.7%
District	16.7%	25.1%	46.8%	11.7%
State	14.7%	20.3%	42.1%	21.7%
Black				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	40.2%	26.7%	19.0%	2.7%
Male				
School	22.3%	25.5%	31.9%	19.1%
District	22.3%	25.5%	31.9%	19.1%
State	24.1%	21.4%	32.0%	17.8%
Female				
School	9.0%	30.1%	57.1%	6.0%
District	9.0%	30.1%	57.1%	6.0%
State	20.5%	25.3%	37.9%	12.2%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	14.8%	11.9%	34.1%	29.7%

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

ISA (cont)

Grade HS – Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	28.2%	28.6%	30.4%	6.2%
Asian				
School	*	*	*	*
District	*	*	*	*
State	8.7%	14.2%	41.6%	35.9%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	15.8%	25.4%	34.2%	19.3%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	24.6%	27.4%	31.6%	7.4%
Two or More Races				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	20.2%	20.2%	34.8%	19.5%

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

ISA (cont)

Grade HS - Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	**32.4%**	**48.6%**	**8.1%**	**8.1%**
District	**32.4%**	**48.6%**	**8.1%**	**8.1%**
State	**36.4%**	**23.8%**	**21.1%**	**8.5%**
Students with IEPs				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	**46.6%**	**25.3%**	**12.6%**	**3.0%**
Non-IEP				
School	**12.7%**	**25.4%**	**50.8%**	**12.7%**
District	**12.7%**	**25.4%**	**50.8%**	**12.7%**
State	**19.0%**	**23.0%**	**38.0%**	**16.7%**
English Learners				
School	*	*	*	*
District	*	*	*	*
State	**47.8%**	**31.7%**	**11.5%**	**0.5%**
Non-English Learners				
School	**15.5%**	**27.9%**	**44.9%**	**12.4%**
District	**15.5%**	**27.9%**	**44.9%**	**12.4%**
State	**20.1%**	**22.6%**	**36.9%**	**16.3%**

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

ISA (cont)

Grade HS – Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	23.9%	38.3%	33.5%	4.8%
District	23.9%	38.3%	33.5%	4.8%
State	31.7%	27.4%	26.9%	5.4%
Non Low Income				
School	11.4%	22.9%	50.3%	16.0%
District	11.4%	22.9%	50.3%	16.0%
State	15.1%	20.1%	41.1%	22.5%
Homeless				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	39.1%	24.7%	17.1%	2.2%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	36.6%	20.9%	15.2%	1.5%
Military				
School	*	*	*	*
District	*	*	*	*
State	22.0%	23.5%	37.7%	13.8%

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Proficiency

What is it?

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

ELA – All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	36.2% *	26.5% *	45.7% *	* *	38.1% *	‡ *	‡ *	* *	* *	* *	‡ *	7.1% *
District	32.2% *	25.5% *	40.0% *	* *	31.4% *	‡ *	37.5% *	‡ *	* *	‡ *	42.3% *	7.2% *
State	34.6% *	30.3% *	39.1% *	58.8% *	44.9% *	16.1% *	22.2% *	62.8% *	41.9% *	27.8% *	38.6% *	15.6% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	9.1% *	* *	16.7% *	‡ *	* *	‡ *	* *
District	5.6% *	* *	16.7% *	0.0% *	* *	‡ *	* *
State	8.7% *	9.4% *	19.9% *	11.7% *	9.0% *	12.6% *	38.3% *

Mathematics – All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	24.6% *	26.5% *	22.9% *	* *	23.8% *	‡ *	‡ *	* *	* *	* *	‡ *	7.1% *
District	23.3% *	23.3% *	23.2% *	* *	23.1% *	‡ *	31.3% *	‡ *	* *	‡ *	23.1% *	6.0% *
State	26.9% *	28.4% *	25.2% *	42.2% *	36.7% *	8.0% *	14.3% *	60.9% *	32.7% *	20.7% *	30.0% *	13.1% *

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

Proficiency (cont)

Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	9.1% *	* *	8.3% *	‡ *	* *	‡ *	* *
District	2.8% *	* *	12.4% *	0.0% *	* *	‡ *	* *
State	7.9% *	7.7% *	12.5% *	6.2% *	6.5% *	6.7% *	28.9% *

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	56.0% *	51.0% *	61.0% *	* *	58.0% *	‡ *	‡ *	* *	* *	* *	‡ *	16.0% *
District	66.0% *	65.0% *	67.0% *	* *	65.0% *	‡ *	‡ *	‡ *	* *	‡ *	91.0% *	19.0% *
State	51.0% *	51.0% *	51.0% *	74.0% *	65.0% *	25.0% *	38.0% *	76.0% *	56.0% *	44.0% *	55.0% *	29.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡ *	* *	38.0% *	‡ *	* *	‡ *	* *
District	15.0% *	* *	51.0% *	‡ *	* *	‡ *	* *
State	18.0% *	17.0% *	35.0% *	24.0% *	28.0% *	25.0% *	57.0% *

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

Proficiency (cont)

ELA - All Tests - Accountability Proficiency

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

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

Mathematics - All Tests - Accountability Proficiency

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

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

Proficiency (cont)

Mathematics – All Tests – Accountability Proficiency

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

Science – All Tests – Accountability Proficiency

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	51.0%	*	‡	*	‡	‡	‡	‡	‡	‡	16.2%
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

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

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

Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	‡ *	* *	* *	* *	‡ *	100.0% *
District	98.6% *	98.9% *	98.3% *	* *	98.4% *	‡ *	100.0% *	‡ *	* *	‡ *	100.0% *	95.4% *
State	98.4% *	98.3% *	98.5% *	98.7% *	98.8% *	97.5% *	98.3% *	99.2% *	97.8% *	98.2% *	97.4% *	97.1% *

	Students with IEPs	English Learners	Low Income
School	100.0% *	* *	100.0% *
District	94.7% *	* *	97.9% *
State	96.8% *	98.4% *	98.1% *

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	‡ *	* *	* *	* *	‡ *	100.0% *
District	98.2% *	98.5% *	97.8% *	* *	98.0% *	‡ *	100.0% *	‡ *	* *	‡ *	100.0% *	95.4% *
State	98.3% *	98.1% *	98.4% *	97.4% *	98.7% *	97.2% *	98.2% *	99.2% *	97.7% *	98.1% *	97.2% *	96.8% *

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

Participation Rate (cont)

Mathematics – All Tests – Participation

	Students with IEPs	English Learners	Low Income
School	**100.0%** *	* *	**100.0%** *
District	**94.7%** *	* *	**97.4%** *
State	**96.5%** *	**98.3%** *	**97.9%** *

Science – All Tests – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**95.6%** *	**93.9%** *	**97.1%** *	* *	**95.2%** *	‡ *	‡ *	* *	* *	* *	‡ *	**92.3%** *
District	**98.6%** *	**98.1%** *	**99.1%** *	* *	**98.4%** *	‡ *	‡ *	‡ *	* *	‡ *	**100.0%** *	**96.9%** *
State	**96.3%** *	**96.2%** *	**96.4%** *	**92.7%** *	**97.0%** *	**94.4%** *	**96.1%** *	**98.0%** *	**95.2%** *	**95.0%** *	**95.5%** *	**94.0%** *

	Students with IEPs	English Learners	Low Income
School	‡ *	* *	**95.5%** *
District	**96.3%** *	* *	**98.8%** *
State	**93.8%** *	**96.7%** *	**95.4%** *

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Participation Rate (cont)

Overall SAT ELA – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**100.0%** *	**100.0%** *	**100.0%** *	* *	**100.0%** *	‡ *	‡ *	* *	* *	* *	‡ *	**100.0%** *
District	**100.0%** 69	**100.0%** 34	**100.0%** 35	* *	**100.0%** 63	‡ 1	‡ 2	* *	* *	* *	‡ 3	**100.0%** 14
State	**95.7%** 137,732	**95.2%** 69,488	**96.3%** 68,172	**98.6%** 72	**97.5%** 64,272	**91.7%** 21,160	**94.6%** 39,425	**98.8%** 7,723	**91.0%** 111	**93.9%** 290	**95.2%** 4,751	**92.5%** 25,754

	Students with IEPs	English Learners	Low Income
School	**100.0%** *	* *	**100.0%** *
District	**100.0%** 11	* *	**100.0%** 24
State	**90.3%** 16,535	**92.7%** 11,506	**93.3%** 60,308

Overall SAT Mathematics – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**100.0%** *	**100.0%** *	**100.0%** *	* *	**100.0%** *	‡ *	‡ *	* *	* *	* *	‡ *	**100.0%** *
District	**100.0%** 69	**100.0%** 34	**100.0%** 35	* *	**100.0%** 63	‡ 1	‡ 2	* *	* *	* *	‡ 3	**100.0%** 14
State	**95.6%** 137,539	**95.0%** 69,365	**96.2%** 68,103	**97.3%** 71	**97.5%** 64,217	**91.4%** 21,089	**94.5%** 39,376	**98.7%** 7,720	**91.0%** 111	**93.9%** 290	**94.9%** 4,736	**92.0%** 25,612

	Students with IEPs	English Learners	Low Income
School	**100.0%** *	* *	**100.0%** *
District	**100.0%** 11	* *	**100.0%** 24
State	**89.6%** 16,401	**92.5%** 11,470	**93.1%** 60,157

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

Participation Rate (cont)

Overall DLM ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	‡ 6	‡ 1	‡ 5	* *	‡ 6	* *	* *	* *	* *	* *	* *	‡ 6
State	**99.7%** 10,868	**99.7%** 7,240	**99.8%** 3,627	**100.0%** 1	**99.7%** 4,191	**99.7%** 2,545	**99.9%** 3,061	**99.5%** 607	**100.0%** 15	**100.0%** 28	**99.8%** 421	**99.7%** 10,858

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	‡ 6	* *	‡ 2
State	**99.7%** 10,858	**99.9%** 2,907	**99.7%** 6,850

Overall DLM Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	‡ 6	‡ 1	‡ 5	* *	‡ 6	* *	* *	* *	* *	* *	* *	‡ 6
State	**99.8%** 10,838	**99.7%** 7,228	**99.8%** 3,609	**100.0%** 1	**99.7%** 4,184	**99.7%** 2,538	**99.9%** 3,055	**99.5%** 598	**100.0%** 15	**100.0%** 28	**99.8%** 420	**99.8%** 10,829

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	‡ 6	* *	‡ 2
State	**99.8%** 10,829	**99.9%** 2,901	**99.7%** 6,828

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Participation Rate (cont)

Overall DLM Science – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	‡ 2	* *	‡ 2	* *	‡ 2	* *	* *	* *	* *	* *	* *	‡ 2
State	100.0% 4,358	100.0% 2,879	99.9% 1,478	100.0% 1	100.0% 1,710	99.9% 961	100.0% 1,267	100.0% 241	100.0% 7	100.0% 13	100.0% 159	100.0% 4,355

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	‡ 2	* *	* *
State	100.0% 4,355	100.0% 1,116	100.0% 2,713

Overall – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	95.6% *	93.9% *	97.1% *	* *	95.2% *	‡ *	‡ *	* *	* *	* *	‡ *	92.3% *
District	98.6% 206	98.1% 102	99.0% 104	* *	98.4% 181	‡ 3	‡ 9	‡ 1	* *	* *	100.0% 12	96.7% 29
State	96.3% 393,061	96.2% 199,738	96.4% 193,184	92.7% 139	97.0% 182,176	94.3% 61,290	96.1% 110,834	97.9% 22,291	95.2% 394	94.9% 897	95.5% 15,179	93.7% 71,774

	Students with IEPs	English Learners	Low Income
School	‡ *	* *	95.5% *
District	96.0% 24	* *	98.8% 79
State	93.3% 51,101	96.6% 48,621	95.3% 185,358

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

Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
District	1.4% *	1.1% *	1.7% *	* *	1.6% *	‡ *	0.0% *	‡ *	* *	‡ *	0.0% *	4.6% *
State	1.6% *	1.7% *	1.5% *	1.3% *	1.2% *	2.6% *	1.7% *	0.8% *	2.2% *	1.8% *	2.6% *	2.9% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	* *	0.0% *
District	5.3% *	* *	2.1% *
State	3.2% *	1.6% *	1.9% *

Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
District	1.8% *	1.5% *	2.2% *	* *	2.0% *	‡ *	0.0% *	‡ *	* *	‡ *	0.0% *	4.6% *
State	1.7% *	1.9% *	1.6% *	2.6% *	1.3% *	2.8% *	1.8% *	0.8% *	2.3% *	1.9% *	2.8% *	3.2% *

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

Participation Rate (cont)

Mathematics - All Tests - Non Participation

	Students with IEPs	English Learners	Low Income
School	0.0% *	* *	0.0% *
District	5.3% *	* *	2.6% *
State	3.5% *	1.7% *	2.1% *

Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	4.4% *	6.1% *	2.9% *	* *	4.8% *	‡ *	‡ *	* *	* *	* *	‡ *	7.7% *
District	1.4% *	1.9% *	0.9% *	* *	1.6% *	‡ *	‡ *	‡ *	* *	‡ *	0.0% *	3.1% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.6% *	3.9% *	2.0% *	4.8% *	5.0% *	4.5% *	6.0% *

	Students with IEPs	English Learners	Low Income
School	‡ *	* *	4.5% *
District	3.7% *	* *	1.3% *
State	6.2% *	3.3% *	4.6% *

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

Participation Rate (cont)

Overall SAT ELA – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
District	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
State	4.3% *	4.9% *	3.7% *	1.4% *	2.5% *	8.3% *	5.4% *	1.2% *	9.0% *	6.1% *	4.8% *	7.5% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	* *	0.0% *
District	0.0% *	* *	0.0% *
State	9.7% *	7.3% *	6.7% *

Overall SAT Mathematics – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
District	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
State	4.4% *	5.0% *	3.8% *	2.7% *	2.6% *	8.6% *	5.5% *	1.3% *	9.0% *	6.1% *	5.1% *	8.0% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	* *	0.0% *
District	0.0% *	* *	0.0% *
State	10.4% *	7.6% *	6.9% *

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

Participation Rate (cont)

Overall DLM ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	‡ *	‡ *	‡ *	* *	‡ *	* *	* *	* *	* *	* *	* *	‡ *
State	0.3% *	0.3% *	0.2% *	0.0% *	0.3% *	0.3% *	0.1% *	0.5% *	0.0% *	0.0% *	0.2% *	0.3% *

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	‡ *	* *	‡ *
State	0.3% *	0.1% *	0.3% *

Overall DLM Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	‡ *	‡ *	‡ *	* *	‡ *	* *	* *	* *	* *	* *	* *	‡ *
State	0.2% *	0.3% *	0.2% *	0.0% *	0.3% *	0.3% *	0.1% *	0.5% *	0.0% *	0.0% *	0.2% *	0.2% *

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	‡ *	* *	‡ *
State	0.2% *	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.

Participation Rate (cont)

Overall DLM Science – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	* *	* *	‡ *
State	0.0% *	0.0% *	0.1% *	0.0% *	0.0% *	0.1% *	0.0% *	0.0% *	0.0% *	0.0% *	0.0% *	0.0% *

	Students with IEPs	English Learners	Low Income
School	* *	* *	* *
District	‡ *	* *	* *
State	0.0% *	0.0% *	0.0% *

Overall ISA – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	4.4% *	6.1% *	2.9% *	* *	4.8% *	‡ *	‡ *	* *	* *	* *	‡ *	7.7% *
District	1.4% *	1.9% *	1.0% *	* *	1.6% *	‡ *	‡ *	‡ *	* *	* *	0.0% *	3.3% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.7% *	3.9% *	2.1% *	4.8% *	5.1% *	4.5% *	6.3% *

	Students with IEPs	English Learners	Low Income
School	‡ *	* *	4.5% *
District	4.0% *	* *	1.3% *
State	6.7% *	3.4% *	4.7% *

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

9th Grade On Track

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	91.4%	88.6%	94.3%	*	90.8%	‡	‡	*	*	*	‡	‡
District	91.4%	88.6%	94.3%	*	90.8%	‡	‡	*	*	*	‡	‡
State	87.4%	85.8%	89.1%	83.6%	91.4%	78.9%	84.1%	96.8%	88.0%	87.6%	85.3%	83.8%

	Students with IEPs	English Learners	Low Income
School	‡	*	81.5%
District	‡	*	81.5%
State	82.3%	79.8%	80.6%

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

College and Career Ready

What is it?

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

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

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

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

Career and Technical Education

What is it?

Career and Technical Education (CTE) programs in Illinois provide instruction for careers in high-wage, high-skill, and in-demand occupations.

Four year graduation rate: This shows the percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate, both as a whole and broken down by student group.

Extended graduation rate: This shows the percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101 (within six years of entering high school), both as a whole and broken down by student group.

ELA Proficiency: This shows CTE concentrators' proficiency in the challenging state academic standards adopted by the state under Section 111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act, both as a whole and broken down by student group.

Math Proficiency: This shows CTE concentrators' proficiency in the challenging state academic standards adopted by the state under Section 111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act, both as a whole and broken down by student group.

Science Proficiency: This shows CTE concentrators' proficiency in the challenging state academic standards adopted by the state under Section 111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act, both as a whole and broken down by student group.

Postsecondary placement rate: This shows the percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in post secondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed, both as a whole and broken down by student group.

Nontraditional program enrollment rate: This shows the percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented, both as a whole and broken down by student group.

Attained postsecondary credits rate: This shows the percentage of CTE concentrators graduating from high school having attained post secondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement, both as a whole and broken down by student group.

Work-based learning rate: This shows the percentage of CTE concentrators graduating from high school having participated in work-based learning, both as a whole and broken down by student group.

Total Count of CTE Participants: This shows the total count of CTE participants, both as a whole and broken down by student group. Subsequent sections throughout the remainder of this section represent subtotals within each of the career cluster program areas available statewide.

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

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Career and Technical Education (cont)

Career and Technical Education

	Enrollment
School	**231**
District	**231**
State	**299,613**

Perkins Measures – Four-Year Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**95.8%**	**91.7%**	**100.0%**	*	**95.8%**	*	*	*	*	*	*	*
District	**95.8%**	**91.7%**	**100.0%**	*	**95.8%**	*	*	*	*	*	*	‡
State	**95.8%**	**95.3%**	**96.4%**	**77.3%**	**96.5%**	**94.2%**	**94.8%**	**97.6%**	**91.8%**	**91.0%**	**94.2%**	**91.4%**

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	**90.9%**	*	*	*	*
District	‡	*	**90.9%**	*	*	*	*
State	**88.0%**	**90.5%**	**93.3%**	**88.8%**	**75.0%**	**81.4%**	**96.1%**

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

Career and Technical Education (cont)

Perkins Measures - Extended (Six-Year) Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	*	*	‡	*	*	*	*	*	*	*
District	‡	‡	*	*	‡	*	*	*	*	*	*	*
State	95.6%	95.0%	96.3%	*	95.9%	94.5%	94.6%	98.5%	97.0%	97.6%	93.5%	82.8%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	*	*	*	*	*
District	‡	*	*	*	*	*	*
State	89.6%	90.2%	92.5%	87.2%	50.0%	86.5%	95.3%

Perkins Measures - Academic Proficiency Rate in Reading/Language Art

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	*	‡	*	*	*	*	*	*	*
District	‡	‡	‡	*	‡	*	*	*	*	*	*	‡
State	26.9%	26.1%	27.9%	55.6%	32.9%	7.3%	14.9%	53.7%	41.9%	19.3%	29.5%	16.4%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	‡	*	*	*	*
District	‡	*	‡	*	*	*	*
State	5.4%	0.8%	12.6%	8.3%	0.0%	4.3%	25.6%

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

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	*	‡	*	*	*	*	*	*	*
District	‡	‡	‡	*	‡	*	*	*	*	*	*	‡
State	27.4%	29.7%	24.4%	44.4%	33.0%	7.0%	15.3%	61.6%	39.5%	16.9%	28.9%	15.1%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	‡	*	*	*	*
District	‡	*	‡	*	*	*	*
State	4.8%	2.2%	12.5%	6.6%	0.0%	7.7%	25.8%

Perkins Measures – Academic Proficiency Rate in Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	75.0%	91.7%	‡	*	75.0%	*	*	*	*	*	*	*
District	75.0%	91.7%	‡	*	75.0%	*	*	*	*	*	*	‡
State	51.9%	53.4%	50.1%	81.3%	59.2%	22.5%	41.4%	74.6%	66.7%	43.8%	52.6%	32.4%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	‡	*	*	*	*
District	‡	*	‡	*	*	*	*
State	18.5%	11.8%	37.1%	28.3%	0.0%	29.8%	49.5%

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

Career and Technical Education (cont)

Perkins Measures - Postsecondary Placement Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	*	‡	*	*	*	*	*	*	*
District	‡	‡	‡	*	‡	*	*	*	*	*	*	‡
State	57.5%	52.4%	63.9%	33.3%	61.0%	45.5%	48.5%	81.3%	53.3%	48.8%	55.1%	44.3%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	‡	*	*	*	*
District	‡	*	‡	*	*	*	*
State	35.0%	37.8%	42.6%	32.9%	33.3%	37.4%	51.6%

Perkins Measures - Nontraditional Program Enrollment Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	36.8%	‡	95.2%	*	34.6%	*	*	*	*	*	‡	*
District	36.8%	‡	95.2%	*	34.6%	*	*	*	*	*	‡	‡
State	30.8%	8.9%	59.0%	0.0%	31.0%	33.6%	29.4%	28.2%	26.0%	31.1%	32.2%	28.5%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	‡	*	*	*	*
District	‡	*	‡	*	*	*	*
State	27.7%	28.7%	32.0%	34.9%	40.0%	42.3%	33.2%

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

Career and Technical Education (cont)

Perkins Measures - Program Quality – Attained Postsecondary Credits Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	*	‡	*	*	*	*	*	*	*
District	‡	‡	‡	*	‡	*	*	*	*	*	*	‡
State	38.0%	40.5%	35.0%	22.2%	38.3%	32.8%	39.6%	41.0%	44.7%	39.1%	35.9%	35.4%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	‡	*	*	*	*
District	‡	*	‡	*	*	*	*
State	32.9%	37.8%	35.5%	28.5%	0.0%	29.7%	38.8%

Perkins Measures - Program Quality – Work-Based Learning Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	*	‡	*	*	*	*	*	*	*
District	‡	‡	‡	*	‡	*	*	*	*	*	*	‡
State	10.3%	7.1%	14.4%	11.1%	10.7%	10.1%	9.5%	10.5%	10.6%	9.2%	10.4%	9.3%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	‡	*	*	*	*
District	‡	*	‡	*	*	*	*
State	9.1%	8.0%	10.5%	9.8%	0.0%	10.2%	9.5%

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

Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	230	128	102	*	214	‡	‡	*	*	*	‡	32
District	230	128	102	*	214	‡	‡	*	*	*	‡	32
State	278,543	154,296	124,095	152	153,870	34,061	65,651	13,493	246	640	10,582	50,469

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	24	*	82	‡	*	*	*
District	24	*	82	‡	*	*	*
State	33,915	20,475	113,210	5,543	56	1,077	2,503

CTE Participant - Count of Students participating in Agri Food & Nat. Res.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	30,908	17,832	13,064	12	25,606	1,766	2,268	250	15	53	950	5,491

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	4,187	537	11,912	770	6	197	230

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Arch. & Const.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	69	56	13	*	65	‡	‡	*	*	*	*	13
District	69	56	13	*	65	‡	‡	*	*	*	*	13
State	42,527	33,116	9,398	13	26,149	4,140	8,886	1,602	42	87	1,621	8,352

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	27	‡	*	*	*
District	‡	*	27	‡	*	*	*
State	5,921	2,998	17,513	803	27	149	347

CTE Participant - Count of Students participating in Arts, AV, Tech & Comm.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	54	42	12	*	48	‡	‡	*	*	*	‡	‡
District	54	42	12	*	48	‡	‡	*	*	*	‡	‡
State	29,391	18,066	11,304	21	16,181	3,508	7,183	1,150	40	70	1,259	5,692

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	19	‡	*	*	*
District	‡	*	19	‡	*	*	*
State	3,987	2,456	12,715	578	22	118	311

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Business Mgmt. & Admin.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	68,232	39,350	28,852	30	39,243	9,127	13,260	3,494	66	166	2,876	10,533

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	6,892	4,449	27,183	1,356	32	294	623

CTE Participant - Count of Students participating in Education & Training

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	101	59	42	*	96	‡	‡	*	*	*	‡	16
District	101	59	42	*	96	‡	‡	*	*	*	‡	16
State	22,613	5,311	17,292	10	11,047	3,486	6,318	752	25	56	929	4,367

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	12	*	40	‡	*	*	*
District	12	*	40	‡	*	*	*
State	2,798	2,084	10,247	492	2	88	169

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	131	74	57	*	122	‡	‡	*	*	*	‡	13
District	131	74	57	*	122	‡	‡	*	*	*	‡	13
State	59,752	34,657	25,080	15	35,141	6,849	11,491	3,628	55	116	2,472	8,695

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	45	‡	*	*	*
District	‡	*	45	‡	*	*	*
State	5,347	3,365	21,512	961	27	199	565

CTE Participant - Count of Students participating in Govt. & Public Admin.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	695	351	344	*	376	170	73	9	1	2	64	140

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	103	23	463	26	1	11	8

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	*	‡	*	‡	*	*	*	*	*	*	*
District	‡	*	‡	*	‡	*	*	*	*	*	*	*
State	16,596	4,794	11,794	8	7,428	2,909	4,521	930	16	46	746	2,285

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	‡	*	*	*	*
District	*	*	‡	*	*	*	*
State	1,520	1,489	8,247	434	2	74	97

CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	163	90	73	*	152	‡	‡	*	*	*	‡	22
District	163	90	73	*	152	‡	‡	*	*	*	‡	22
State	75,162	34,999	40,109	54	40,679	9,832	18,512	2,758	56	193	3,132	15,311

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	15	*	61	‡	*	*	*
District	15	*	61	‡	*	*	*
State	10,842	5,765	31,200	1,471	16	302	795

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	*	‡	*	‡	*	*	*	*	*	*	‡
District	‡	*	‡	*	‡	*	*	*	*	*	*	‡
State	42,282	15,139	27,123	20	26,241	5,276	7,644	1,061	35	84	1,941	7,564

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	‡	*	*	*	*
District	‡	*	‡	*	*	*	*
State	5,624	2,319	18,797	947	19	220	414

CTE Participant - Count of Students participating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	81	42	39	*	76	‡	‡	*	*	*	‡	11
District	81	42	39	*	76	‡	‡	*	*	*	‡	11
State	44,905	27,754	17,121	30	25,175	6,089	9,233	2,341	40	110	1,917	8,037

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	32	‡	*	*	*
District	‡	*	32	‡	*	*	*
State	5,742	3,350	19,269	835	25	227	431

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Law,. Public Safety, Cor. & Sec.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	*	*	‡	*	‡	*	*	*	*	*
District	‡	‡	*	*	‡	*	‡	*	*	*	*	*
State	7,076	3,403	3,671	2	3,027	1,468	2,028	186	8	17	342	1,271

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	898	708	3,864	201	3	40	33

CTE Participant - Count of Students participating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	98	59	39	*	92	‡	‡	*	*	*	‡	14
District	98	59	39	*	92	‡	‡	*	*	*	‡	14
State	47,090	31,444	15,625	21	28,143	4,853	10,938	1,268	42	87	1,759	9,844

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	10	*	37	‡	*	*	*
District	10	*	37	‡	*	*	*
State	7,009	3,693	20,382	860	13	197	424

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Career and Technical Education (cont)

CTE Participant - Count of Students participating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	34,149	20,594	13,542	13	19,849	3,409	7,091	2,260	33	81	1,426	5,215

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	3,103	2,224	12,056	445	21	108	423

CTE Participant - Count of Students participating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	25,337	19,087	6,235	15	12,603	2,620	6,680	2,360	28	62	984	4,382

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	2,712	2,238	9,416	350	1	78	159

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Transp. Distr. & Logis.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	*	*	‡	*	*	*	*	*	*	*
District	‡	‡	*	*	‡	*	*	*	*	*	*	*
State	32,433	26,816	5,605	12	17,740	3,279	9,286	945	22	92	1,069	7,177

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	‡	*	*	*	*
District	*	*	‡	*	*	*	*
State	5,278	3,379	14,466	604	3	108	276

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

Career and Technical Education (cont)

CTE Concentrator – Total Count of CTE Concentrators

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	57	36	21	*	55	*	*	*	*	*	‡	‡
District	57	36	21	*	55	*	*	*	*	*	‡	‡
State	127,211	71,378	55,781	52	74,286	13,777	28,212	6,216	96	241	4,383	23,351

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	22	*	*	*	*
District	‡	*	22	*	*	*	*
State	15,051	6,878	48,699	2,391	15	364	1,118

CTE Concentrator – Count of Students concentrating in Agri Food & Nat. Res.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	*	*	‡	*	*	*	*	*	*	*
District	‡	‡	*	*	‡	*	*	*	*	*	*	*
State	16,002	9,909	6,084	9	14,151	566	839	82	6	20	338	2,702

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	2,063	143	5,722	408	2	80	103

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

Career and Technical Education (cont)

CTE Concentrator – Count of Students concentrating in Arch. & Const.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	10,606	9,125	1,479	2	6,626	876	2,368	412	10	19	295	2,142

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	1,388	582	3,791	159	3	9	68

CTE Concentrator – Count of Students concentrating in Arts, AV, Tech & Comm.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	*	*	‡	*	*	*	*	*	*	‡
District	‡	‡	*	*	‡	*	*	*	*	*	*	‡
State	6,275	3,825	2,448	2	3,321	782	1,578	327	7	6	254	1,304

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	849	339	2,510	108	4	13	72

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Business Mgmt. & Admin.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	13,178	8,505	4,668	5	7,765	1,617	2,517	781	8	32	458	1,703

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	1,021	731	4,749	221	5	29	109

CTE Concentrator - Count of Students concentrating in Education & Training

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	*	‡	*	*	*	*	*	*	*
District	‡	‡	‡	*	‡	*	*	*	*	*	*	*
State	5,918	442	5,472	4	3,040	595	1,814	266	5	9	189	1,156

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	‡	*	*	*	*
District	*	*	‡	*	*	*	*
State	617	431	2,276	102	*	14	51

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Career and Technical Education (cont)

CTE Concentrator – Count of Students concentrating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	9,285	6,038	3,245	2	5,803	871	1,588	688	4	14	317	953

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	515	323	2,879	106	4	14	77

CTE Concentrator – Count of Students concentrating in Govt. & Public Admin.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	78	54	24	*	73	*	4	*	*	*	1	23

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	16	*	33	1	*	1	2

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Career and Technical Education (cont)

CTE Concentrator – Count of Students concentrating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	4,307	734	3,571	2	1,761	768	1,242	380	3	9	144	473

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	223	283	2,010	120	*	12	25

CTE Concentrator – Count of Students concentrating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	37	19	18	*	35	*	*	*	*	*	‡	‡
District	37	19	18	*	35	*	*	*	*	*	‡	‡
State	40,199	17,954	22,230	15	22,285	5,283	9,543	1,303	29	83	1,673	8,694

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	15	*	*	*	*
District	‡	*	15	*	*	*	*
State	5,942	2,530	16,124	798	6	134	437

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Career and Technical Education (cont)

CTE Concentrator – Count of Students concentrating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	15,415	3,739	11,670	6	10,049	1,731	2,627	295	16	26	671	2,910

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	2,143	682	6,951	430	6	66	146

CTE Concentrator – Count of Students concentrating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	*	‡	*	‡	*	*	*	*	*	*	*
District	‡	*	‡	*	‡	*	*	*	*	*	*	*
State	9,782	7,498	2,281	3	5,598	1,060	1,861	875	9	23	356	1,728

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	‡	*	*	*	*
District	*	*	‡	*	*	*	*
State	1,118	480	3,517	146	4	23	72

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Career and Technical Education (cont)

CTE Concentrator – Count of Students concentrating in Law,. Public Safety, Cor. & Sec.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	1,319	562	757	*	542	211	476	55	3	3	29	242

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	123	45	649	33	*	1	4

CTE Concentrator – Count of Students concentrating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	17	15	‡	*	17	*	*	*	*	*	*	‡
District	17	15	‡	*	17	*	*	*	*	*	*	‡
State	10,541	7,087	3,452	2	6,755	895	2,280	266	8	19	318	2,380

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	‡	*	*	*	*
District	*	*	‡	*	*	*	*
State	1,597	563	4,031	158	3	25	89

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Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	34,149	20,594	13,542	13	19,849	3,409	7,091	2,260	33	81	1,426	5,215

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	3,103	2,224	12,056	445	21	108	423

CTE Concentrator - Count of Students concentrating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	8,707	6,897	1,807	3	4,058	684	2,371	1,266	8	15	305	1,191

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	495	417	2,548	97	*	11	41

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Career and Technical Education (cont)

CTE Concentrator – Count of Students concentrating in Transp. Distr. & Logis.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	*	*	‡	*	*	*	*	*	*	*
District	‡	‡	*	*	‡	*	*	*	*	*	*	*
State	9,432	8,797	633	2	5,421	659	2,849	222	7	19	255	2,352

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*
State	1,669	819	3,964	136	*	26	82

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

High School Graduation Rate

What is it?

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

4 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	90.2%	89.7%	90.9%	*	91.2%	*	‡	*	*	*	‡	‡
District	90.2%	89.7%	90.9%	*	91.2%	*	‡	*	*	*	‡	‡
State	87.6%	85.6%	89.7%	82.5%	90.7%	80.1%	85.5%	94.7%	91.6%	82.2%	84.2%	78.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	‡	75.0%	‡	*	*	*
District	‡	‡	75.0%	‡	*	*	*
State	72.3%	77.3%	81.2%	69.4%	52.4%	56.0%	89.0%

5 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	96.9%	97.0%	96.8%	*	96.7%	*	‡	‡	*	*	‡	‡
District	96.9%	97.0%	96.8%	*	96.7%	*	‡	‡	*	*	‡	‡
State	89.1%	87.2%	91.2%	90.0%	91.7%	82.4%	87.7%	95.6%	88.4%	84.2%	86.5%	80.9%

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High School Graduation Rate (cont)

5 Year

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	‡	*	91.3%	*	*	*	*
District	‡	*	91.3%	*	*	*	*
State	75.9%	81.6%	82.9%	72.0%	83.3%	57.7%	90.5%

6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	84.9%	82.5%	87.9%	*	84.1%	*	‡	*	*	*	‡	70.6%
District	84.9%	82.5%	87.9%	*	84.1%	*	‡	*	*	*	‡	70.6%
State	89.3%	87.1%	91.6%	*	92.3%	82.2%	87.3%	96.7%	91.6%	82.5%	86.0%	81.1%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	71.4%	‡	82.6%	*	*	*	*
District	71.4%	‡	82.6%	*	*	*	*
State	76.8%	80.8%	83.2%	70.6%	60.0%	62.1%	91.4%

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

Community College Remediation

What is it?

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

12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
School	45.9%	*	*	23.0%	23.0%	0.0%
District	45.9%	*	*	23.0%	23.0%	0.0%
State	64.8%	*	*	39.7%	25.1%	0.0%

16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
School	45.9%	*	*	23.0%	23.0%	0.0%
District	45.9%	*	*	23.0%	23.0%	0.0%
State	65.6%	*	*	39.9%	25.7%	0.0%

* 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.

22

Average Class Size

176

Total School Days
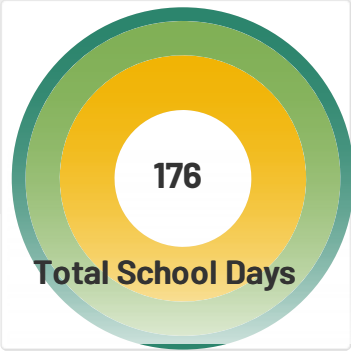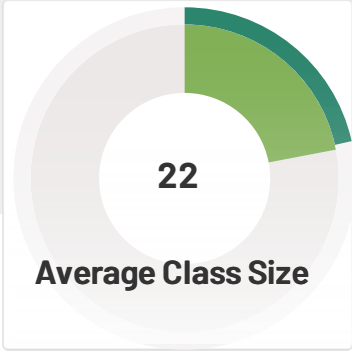
No Data district's percentage of adequacy

Evidence-Based Funding

Illinois Youth Survey

What is it?

This confirms whether or not this school participated in the Illinois Youth Survey (IYS) for the school year. The Illinois Youth Survey is a self-report survey of eighth-, 10th-, and 12th-grade students conducted during the spring of even-numbered years. It is administered in school settings and designed to gather information about a variety of health and social indicators, including substance use patterns and attitudes of Illinois youth. IYS is supported by the Center for Prevention Research and Development (CPRD) at the University of Illinois at Urbana-Champaign. For more information, visit iys.cprd.illinois.edu. This indicator shows whether your school participated during the most recent administration year. CPRD provides all schools that participate in the Illinois Youth Survey a summary report of their results.

	School did participate in Illinois Youth Survey
School	**No**

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

School Level Finances

What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
School	274	$7	$7,057	$7,064	$1,682	$5,235	$6,917	$1,689	$12,291	$13,980	*	*
District	926	$398	$5,031	$5,429	$1,633	$5,001	$6,635	$2,031	$10,033	$12,063	$2,228,384	$13,397,177

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

District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	**53.2%** $6,813,827	**8.5%** $1,087,293	**21.5%** $2,757,883	**3.4%** $432,769	**13.4%** $1,715,686	**$12,807,458**
State	**59.6%**	**3.8%**	**20.2%**	**4.0%**	**12.3%**	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	**38.0%**	**3.2%**	**23.5%**	**35.2%**
State	**47.2%**	**2.3%**	**30.4%**	**20.2%**

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	**59.1%** $8,675,246	**4.3%** $624,104	**8.2%** $1,202,685	**6.4%** $936,988	**3.2%** $474,694	**1.8%** $267,865	**0.7%** $95,786	**16.3%** $2,390,343	**$14,667,711**
State	**71.3%**	**7.4%**	**3.7%**	**7.8%**	**1.2%**	**1.8%**	**0.4%**	**6.4%**	*

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

District Finances (cont)

Other Financial Indicators

	2020 Equalized Assessed Valuation per Pupil	2020 Total School Tax Rate per $100	2021-22 Instructional Expenditure per Pupil	2021-22 Operating Expenditure per Pupil
District	$156,393	4.6	$6,856	$11,538
State	*	*	$10,636	$17,952

Average Class Size

What is it?

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

	Grade 9	Grade 10	Grade 11	Grade 12	Grade HS	Overall
School	19	18	17	15	*	16
District	19	18	17	15	*	19
State	22	21	21	20	21	21

* 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**

Health and Wellness

What is it?

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

Truant Minor Count: The table below reports the count of the number of truant minors in the district in the previous school year.

Truant Minors are defined as chronic truants to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community.

Days PE per week

	Days PE per week
School	5
District	3
State	4

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

Health and Wellness (cont)

Truant Minor Count

School	11
District	20
State	157,112

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.

266

Student Enrollment

24.8%

Chronic Absenteeism

-

Dropout Rate

Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% 266	53.0% 141	47.0% 125	0.0% *	91.4% 243	‡ ‡	4.5% 12	‡ ‡	0.0% *	0.0% *	‡ ‡	14.3% 38
District	100.0% 925	53.9% 499	46.1% 426	0.0% *	88.3% 817	‡ ‡	4.8% 44	‡ ‡	‡ ‡	‡ ‡	5.4% 50	15.5% 143
State	100.0% 1,857,790	51.4% 954,190	48.6% 901,981	0.1% 1,619	45.9% 853,165	16.5% 307,166	27.5% 511,065	5.5% 101,782	0.1% 1,801	0.2% 4,582	4.2% 78,229	19.4% 361,334

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	10.9% 29	0.0% *	34.6% 92	‡ ‡	0.0% *	0.0% *	0.0% *
District	13.3% 123	0.0% *	38.6% 357	2.5% 23	0.0% *	‡ ‡	0.0% *
State	15.3% 284,032	14.6% 271,983	49.0% 910,675	2.3% 42,367	0.0% 364	0.7% 13,316	0.8% 15,281

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	70	60	72	64
District	70	60	72	64
State	152,855	152,854	143,487	146,123

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

Advanced Academic Programs

What is it?

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

Students Enrolled in Accelerated Placement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**33.9%** **94**	**24.5%** **36**	**44.6%** **58**	* *	**33.5%** **85**	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	**9.6%** 94	**6.8%** 36	**12.9%** 58	* *	**9.8%** 85	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**11.0%** 211,565	**10.4%** 103,473	**11.6%** 107,975	**17.3%** 117	**10.5%** 91,681	**7.1%** 22,983	**11.3%** 60,462	**25.9%** 27,525	**16.4%** 302	**9.2%** 446	**10.0%** 8,166	**6.6%** 24,255

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	* *	**18.1%** **19**	‡ ‡	* *
District	‡ ‡	* *	**4.5%** 19	‡ ‡	* *
State	**3.3%** 9,619	**4.7%** 13,757	**7.6%** 71,713	**5.6%** 2,549	**1.8%** 260

Students Enrolled in Accelerated Placement - ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**17.0%** **47**	**10.2%** **15**	**24.6%** **32**	* *	**16.1%** **41**	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	**4.8%** 47	**2.8%** 15	**7.1%** 32	* *	**4.7%** 41	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.7%** 13,762	**0.5%** 4,982	**0.9%** 8,758	**3.2%** 22	**0.8%** 7,412	**0.5%** 1,490	**0.6%** 3,421	**0.8%** 804	**0.7%** 13	**0.6%** 31	**0.7%** 591	**0.4%** 1,491

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement – ELA

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	* *	**10.5%** 11	‡ ‡	* *
District	‡ ‡	* *	**2.6%** 11	‡ ‡	* *
State	**0.2%** 501	**0.2%** 490	**0.4%** 4,213	**0.3%** 158	**0.2%** 24

Students Enrolled in Accelerated Placement – Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.7%** 33,417	**2.0%** 19,970	**1.4%** 13,429	**2.7%** 18	**2.2%** 18,940	**0.4%** 1,331	**1.0%** 5,526	**5.5%** 5,887	**1.6%** 30	**1.5%** 72	**2.0%** 1,631	**0.8%** 2,863

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	* *	‡ ‡	‡ ‡	* *
District	‡ ‡	* *	‡ ‡	‡ ‡	* *
State	**0.4%** 1,077	**0.6%** 1,699	**0.7%** 6,539	**0.4%** 173	**0.2%** 35

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Mutiple Subjects

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**10.8%** **30**	**11.6%** **17**	**10.0%** **13**	* *	**10.6%** **27**	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	**3.1%** 30	**3.2%** 17	**2.9%** 13	* *	**3.1%** 27	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**6.8%** 131,254	**6.2%** 61,336	**7.5%** 69,850	**10.0%** 68	**5.9%** 51,919	**4.9%** 16,074	**7.4%** 39,744	**17.1%** 18,174	**12.4%** 227	**5.8%** 282	**5.9%** 4,834	**3.8%** 14,030

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	* *	‡ ‡	‡ ‡	* *
District	‡ ‡	* *	‡ ‡	‡ ‡	* *
State	**1.6%** 4,654	**2.3%** 6,809	**5.0%** 47,236	**3.1%** 1,396	**0.8%** 120

Students Enrolled in Accelerated Placement - Whole Grade

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.1%** 2,355	**0.1%** 1,141	**0.1%** 1,214	**0.0%** 0	**0.1%** 1,063	**0.1%** 202	**0.0%** 188	**0.7%** 729	**0.2%** 3	**0.1%** 3	**0.2%** 167	**0.1%** 217

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement – Whole Grade

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	* *	‡ ‡	‡ ‡	* *
District	‡ ‡	* *	‡ ‡	‡ ‡	* *
State	0.0% 44	0.0% 39	0.1% 520	0.0% 9	0.0% 3

Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**12.6%** **35**	**8.8%** **13**	**16.9%** **22**	* *	**12.6%** **32**	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	**12.6%** 35	**8.8%** 13	**16.9%** 22	* *	**12.6%** 32	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	**22.7%** 138,767	**19.6%** 61,429	**26.0%** 77,249	**21.2%** 89	**23.9%** 66,690	**13.0%** 12,920	**20.6%** 36,163	**53.1%** 17,364	**33.4%** 219	**17.2%** 260	**23.5%** 5,151	**10.4%** 12,946

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
State	2.9% 2,526	6.4% 3,907	14.9% 41,614	7.5% 1,194	3.1% 102

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	1.1% 6,888	0.9% 2,740	1.4% 4,147	0.2% 1	0.5% 1,267	1.7% 1,692	1.9% 3,336	1.2% 406	2.0% 13	1.3% 19	0.7% 155	0.8% 953

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
State	0.4% 316	0.7% 402	1.6% 4,368	1.0% 155	0.6% 19

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	38.3% 106	31.3% 46	46.2% 60	* *	38.2% 97	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	10.9% 107	8.9% 47	13.3% 60	* *	11.3% 98	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	20.3% 390,960	18.7% 185,955	21.9% 204,693	46.1% 312	22.0% 192,469	13.8% 44,859	18.7% 100,219	34.7% 36,905	26.3% 483	18.0% 868	18.6% 15,157	12.4% 45,420

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

Advanced Academic Programs (cont)

Students Enrolled in any course designated as Enriched or Honors

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	**21.0%** 22	* *	* *
District	‡ ‡	* *	**5.2%** 22	* *	* *
State	**6.6%** 18,955	**7.3%** 21,412	**13.9%** 131,252	**10.3%** 4,703	**4.6%** 671

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**13.4%** 37	**10.9%** 16	**16.2%** 21	* *	**13.8%** 35	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	**13.4%** 37	**10.9%** 16	**16.2%** 21	* *	**13.8%** 35	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	**14.0%** 85,182	**13.7%** 42,915	**14.2%** 42,235	**7.6%** 32	**18.0%** 50,161	**8.6%** 8,600	**10.2%** 17,888	**16.7%** 5,465	**11.8%** 77	**9.2%** 140	**13.0%** 2,851	**9.0%** 11,213

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
State	**6.7%** 5,843	**6.0%** 3,661	**9.6%** 26,728	**8.7%** 1,381	**5.2%** 173

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Exams – Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	*	*	*	*
District	*	*	*	*
State	16,753	9,677	15,401	9,066

Advanced Placement (AP) Exams – Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	*	*	*	*
District	*	*	*	*
State	52,702	33,951	25,036	16,471

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Exams - Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	158,122	99,183	40,825	27,123

Advanced Placement (AP) Exams - Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	*	*	*	*
District	*	*	*	*
State	309,351	203,570	39,859	30,126

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

Advanced Academic Programs (cont)

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
School	‡	‡	31	21
District	‡	‡	31	21
State	23,238	34,677	64,198	76,361

Advanced Placement (AP) Coursework – Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	*	*	‡	‡
District	‡	‡	‡	‡	‡	*	*	‡	‡
State	16,056	6,601	2,058	4,343	2,340	34	32	648	1,359

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	*	*	‡	*
District	‡	*	*	*	‡	*
State	263	*	443	*	5,394	*

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework – Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	*	*	‡	‡
District	‡	‡	‡	‡	‡	*	*	‡	‡
State	27,067	12,681	2,267	6,936	3,987	35	72	1,089	2,169

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	*	*	‡	*
District	‡	*	*	*	‡	*
State	369	*	765	*	7,808	*

Advanced Placement (AP) Coursework – Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	25	23	‡	‡	‡	*	*	‡	‡
District	25	23	‡	‡	‡	*	*	‡	‡
State	45,997	22,566	4,277	11,952	5,295	55	80	1,772	4,375

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	*	*	‡	*
District	‡	*	*	*	‡	*
State	832	*	1,212	*	13,567	*

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework – Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	10	‡	‡	‡	‡	*	*	‡	‡
District	10	‡	‡	‡	‡	*	*	‡	‡
State	49,647	24,842	4,318	12,932	5,742	95	76	1,642	5,043

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	*	*	‡	*
District	‡	*	*	*	‡	*
State	1,062	*	1,487	*	14,845	*

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	*	*	‡	‡
District	‡	‡	‡	‡	‡	*	*	‡	‡
State	247	59	104	48	20	0	0	16	43

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income		
School	‡	*	*	*	‡	*		
District	‡	*	*	*	‡	*		
State	28	*	7	*	107	*		

International Baccalaureate (IB) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	*	*	‡	‡
District	‡	‡	‡	‡	‡	*	*	‡	‡
State	236	26	136	48	16	0	0	10	25

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income		
School	‡	*	*	*	‡	*		
District	‡	*	*	*	‡	*		
State	19	*	14	*	150	*		

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework – Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	*	*	‡	‡
District	‡	‡	‡	‡	‡	*	*	‡	‡
State	3,310	569	788	1,711	157	5	8	72	466

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	*	*	‡	*
District	‡	*	*	*	‡	*
State	168	*	249	*	2,183	*

International Baccalaureate (IB) Coursework – Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	*	*	‡	‡
District	‡	‡	‡	‡	‡	*	*	‡	‡
State	3,095	613	664	1,529	213	8	11	57	419

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	*	*	‡	*
District	‡	*	*	*	‡	*
State	101	*	132	*	1,928	*

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

Advanced Academic Programs (cont)

Dual Credit Coursework – Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	*	*	‡	‡
District	‡	‡	‡	‡	‡	*	*	‡	‡
State	7,794	3,259	1,983	1,837	400	4	12	299	1,123

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	*	*	‡	*
District	‡	*	*	*	‡	*
State	618	*	648	*	3,024	*

Dual Credit Coursework – Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	*	*	‡	‡
District	‡	‡	‡	‡	‡	*	*	‡	‡
State	9,428	5,189	1,015	2,257	613	8	22	324	1,402

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	*	*	‡	*
District	‡	*	*	*	‡	*
State	785	*	670	*	3,380	*

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

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Advanced Academic Programs (cont)

Dual Credit Coursework – Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	19	19	‡	‡	‡	*	*	‡	‡
District	19	19	‡	‡	‡	*	*	‡	‡
State	25,274	15,801	2,051	4,964	1,545	18	33	862	3,274

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	*	*	‡	*
District	‡	*	*	*	‡	*
State	1,693	*	923	*	7,470	*

Dual Credit Coursework – Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	18	16	‡	‡	‡	*	*	‡	‡
District	18	16	‡	‡	‡	*	*	‡	‡
State	42,686	25,912	3,551	8,830	2,907	47	73	1,366	5,414

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	*	*	‡	*
District	‡	*	*	*	‡	*
State	2,747	*	1,420	*	12,854	*

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

Advanced Academic Programs (cont)

Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	8.4% 161,960	8.3% 82,804	8.5% 79,074	12.1% 82	9.5% 82,826	4.7% 15,310	6.3% 33,934	19.8% 21,125	10.1% 185	9.0% 433	10.0% 8,147	7.3% 26,740

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	6.3% 18,167	6.2% 18,038	5.4% 51,189	3.2% 1,484	3.2% 466

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	1.1% 20,484	1.1% 10,553	1.1% 9,928	0.4% 3	1.3% 11,027	0.4% 1,394	0.6% 3,374	3.4% 3,619	1.1% 21	1.4% 67	1.2% 982	0.7% 2,490

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

Advanced Academic Programs (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	0.4% 1,245	0.5% 1,326	0.4% 3,975	0.2% 91	0.1% 15

Students Identified As Gifted

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	3.0% 58,033	3.0% 30,004	3.0% 27,986	6.4% 43	3.3% 29,159	1.0% 3,185	1.6% 8,667	12.9% 13,689	5.2% 95	2.7% 132	3.8% 3,106	1.6% 5,846

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	0.7% 1,922	0.5% 1,488	1.1% 10,643	0.5% 208	0.2% 30

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

Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	0.6% 11,006	0.6% 5,751	0.6% 5,252	0.4% 3	0.6% 5,598	0.2% 671	0.3% 1,380	2.5% 2,690	0.8% 15	0.8% 38	0.8% 614	0.3% 958

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	0.1% 289	0.1% 202	0.2% 1,664	0.1% 25	0.0% 4

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

English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
School	*	* *	* *	* *
District	*	* *	* *	* *
State	*	99.9% 252,357	5.8% *	* 54,729

Student Attendance

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	91.6%	91.6%	91.5%	*	91.4%	95.0%	93.2%	94.6%	*	*	93.7%	88.7%
District	93.3%	93.1%	93.4%	*	93.2%	94.3%	93.4%	94.4%	95.4%	93.1%	93.9%	91.4%
State	91.2%	91.3%	91.1%	88.8%	92.8%	88.2%	89.9%	93.6%	91.3%	89.8%	91.1%	89.4%

	Students with IEPs	English Learners	Low Income
School	87.7%	*	87.7%
District	91.1%	*	91.3%
State	89.3%	90.4%	89.2%

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

Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	8.3%	11.0%	‡	*	8.1%	‡	‡	‡	*	*	‡	‡
District	8.2%	9.3%	7.0%	*	8.1%	‡	‡	‡	‡	‡	‡	8.9%
State	7.4%	7.7%	7.2%	13.4%	4.8%	13.3%	8.0%	7.7%	8.5%	10.8%	8.2%	6.9%

	Students with IEPs	English Learners	Low Income	Homeless
School	‡	*	14.0%	‡
District	10.2%	*	13.2%	‡
State	7.5%	10.9%	10.2%	29.8%

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

Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	24.8%	23.8%	26.0%	*	25.4%	‡	‡	‡	*	*	‡	34.1%
District	19.2%	20.3%	17.9%	*	19.2%	‡	28.6%	‡	‡	‡	‡	30.0%
State	28.3%	27.9%	28.7%	39.0%	20.7%	42.1%	34.5%	18.5%	29.0%	35.6%	29.1%	35.3%

	Students with IEPs	English Learners	Low Income
School	37.1%	*	42.5%
District	31.5%	*	29.1%
State	36.2%	33.2%	38.2%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	‡	26.9%	36.0%	24.6%
District	11.3%	26.9%	36.0%	24.6%
State	30.7%	34.1%	36.8%	42.7%

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

Dropout Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	2.9%	3.2%	2.6%	2.5%	2.1%	5.1%	3.2%	1.0%	3.2%	4.6%	3.7%	2.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant
School	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	3.2%	3.7%	4.3%	8.2%	10.7%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	2.4%	4.7%	4.9%	4.0%

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

Chronic Truancy Rate

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	6.5%	6.8%	‡	*	6.3%	‡	‡	‡	*	*	‡	‡
District	3.6%	3.7%	3.5%	*	3.5%	‡	‡	‡	‡	‡	‡	‡
State	19.9%	19.9%	20.0%	16.9%	7.7%	44.7%	27.9%	7.9%	19.7%	27.0%	17.6%	22.9%

	Students with IEPs	English Learners	Low Income
School	‡	*	13.2%
District	‡	*	6.6%
State	24.6%	26.6%	31.7%

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

Truancy Rate

What is it?

Not Available.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**26** 9.4%	**19** 13.0%	**7** 5.3%	* *	**24** 9.4%	‡ ‡	**1** 8.3%	‡ ‡	* *	* *	‡ ‡	**5** 11.4%
District	**94** 10.9%	**63** 13.7%	**31** 7.7%	* *	**79** 10.2%	‡ ‡	**6** 16.7%	‡ ‡	‡ ‡	‡ ‡	**6** 15.0%	**20** 14.2%
State	**422,690** 25.1%	**216,052** 25.0%	**206,482** 25.2%	**156** 23.8%	**148,132** 19.3%	**85,946** 30.9%	**151,264** 32.3%	**18,279** 19.6%	**428** 25.9%	**1,194** 28.4%	**17,447** 25.4%	**84,510** 26.2%

	Students with IEPs	English Learners	Low Income
School	**5** 14.3%	* *	**16** 15.1%
District	**18** 14.8%	* *	**67** 18.3%
State	**65,483** 26.5%	**82,015** 33.3%	**247,716** 30.4%

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

Student Discipline

What is it?

The tables below provide a summary of discipline incidents occurring over the previous school year. In the following tables incidents are broken down by column (actions taken). The tables represent breakdowns by race, gender, grade level, whether a student is an English learner, incident type, and duration of the action taken.

Total Student Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	25	*	*	12	17	1
District	58	*	*	31	37	3
State	114,218	458	119	69,648	67,124	2,023

Total Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	49	*	*	23	25	1
District	114	*	*	44	67	3
State	250,351	472	121	138,319	108,741	2,698

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

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
White						
School	45	*	*	20	24	1
District	101	*	*	38	60	3
State	75,846	135	39	44,702	30,559	411
Black						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	93,206	188	39	43,799	47,398	1,782
Hispanic						
School	4	*	*	3	1	*
District	11	*	*	6	5	*
State	62,612	108	33	39,513	22,648	310
Asian						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	2,270	3	2	1,444	803	18
Native Hawaiian/ Pacific Islander						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	173	*	*	83	89	1

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

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
American Indian						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	681	3	*	372	303	3
Two or More Races						
School	*	*	*	*	*	*
District	2	*	*	*	2	*
State	15,563	35	8	8,406	6,941	173

By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
K-8						
School	*	*	*	*	*	*
District	65	*	*	21	42	2
State	121,737	145	49	60,827	59,300	1,416
9-12						
School	49	*	*	23	25	1
District	49	*	*	23	25	1
State	128,614	327	72	77,492	49,441	1,282

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

Student Discipline (cont)

By Incident Type – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Tobacco						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	7,952	2	*	4,445	3,481	24
Alcohol						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	4,165	3	*	1,845	2,306	11
Drug Offences						
School	2	*	*	*	2	*
District	2	*	*	*	2	*
State	11,150	86	16	3,227	7,568	253
Violence with Physical Injury						
School	*	*	*	*	*	*
District	1	*	*	1	*	*
State	15,219	94	17	3,462	11,472	174
Violence without Physical Injury						
School	*	*	*	*	*	*
District	1	*	*	*	1	*
State	49,238	83	29	18,880	29,328	918

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

Student Discipline (cont)

By Incident Type – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Dangerous Weapon: Firearm						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	665	24	12	124	487	18
Dangerous Weapon: Other						
School	*	*	*	*	*	*
District	4	*	*	*	3	1
State	2,644	60	11	664	1,769	140
Other Reason						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	*	*	*	*	*	*

By Program – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Students with IEPs						
School	10	*	*	2	8	*
District	44	*	*	7	35	2
State	69,205	76	10	35,739	32,510	870

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

Student Discipline (cont)

By Program – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
English Learners						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	30,924	51	18	19,482	11,239	134
Low Income						
School	29	*	*	11	17	1
District	66	*	*	25	39	2
State	185,307	372	92	99,893	82,771	2,179

By Duration – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Less than 1 day						
School	*	*	*	*	*	*
District	26	*	*	3	23	*
State	22,054	84	5	18,376	3,567	22
1–2 days						
School	31	*	*	21	9	1
District	64	*	*	39	22	3
State	138,143	66	13	98,587	38,888	589

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

Student Discipline (cont)

By Duration – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
2-3 days						
School	7	*	*	1	6	*
District	7	*	*	1	6	*
State	40,987	1	2	14,990	25,620	374
3-4 days						
School	6	*	*	*	6	*
District	10	*	*	*	10	*
State	28,489	1	1	4,798	23,319	370
4-10 days						
School	5	*	*	1	4	*
District	6	*	*	1	5	*
State	13,943	16	10	1,374	12,253	290
Greater than 10 days						
School	*	*	*	*	*	*
District	1	*	*	*	1	*
State	6,735	304	90	194	5,094	1,053

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

Student Discipline (cont)

By Gender – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Male						
School	40	*	*	21	18	1
District	86	*	*	37	46	3
State	168,584	309	78	93,901	72,584	1,712
Female						
School	9	*	*	2	7	*
District	28	*	*	7	21	*
State	81,424	162	43	44,184	36,051	984
Non Binary						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	343	1	*	234	106	2

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About the data

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

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

Annual Summative Designation
Commendable School

A school that has **no underperforming student groups**, a graduation rate greater than 67%, and whose performance is **not in the top 10%** of schools statewide.

No Data

School Improvement Funds

Eligible, but Not a Participant in Title One Program

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	**Eligible, but Not a Participant in Title One Program**

* 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

	School Year First Identified in Improvement Status	School Improvement Grant Allocation by School	Level of Support	Reason for Improvement Status & Grant Allocation	School Improvement Status

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Summative Designation Meta Indicator Components

What is it?

Percentage of Students with 95% Attendance in Junior/Senior year: The tables indicate the percentage of students in this district and the state who graduated with an average attendance rate of 95% or better over their junior and senior years.

Percentage of students who fall into each GPA category: The tables indicate the percentage of students in this district and the state whose GPA fell into one of four categorical ranges (as noted in the table).

Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement: The tables below indicate the percentage of students in this district and the state who met the minimum composite score requirements on the SAT or ACT.

Percentage of students who have at least 1 Academic ELA Indicator: The tables below indicate the percentage of students in this district and the state who have currently met the requirements for at least 1 academic ELA indicator.

Percentage of students who have at least 1 Academic Math Indicator: The tables below indicate the percentage of students in this district and the state who have currently met the requirements for at least 1 academic MATH indicator.

Percentage of students who have identified a Career Area of Interest by Sophomore Year: The tables below indicate the percentage of students in this district and the state who have identified a career area of interest by their sophomore year.

Percentage of students who have earned 1, 2, or 3+ career ready indicators: The tables below indicate the percentage of students in this district and the state who have earned 1, 2, or 3+ career-ready indicators.

Percentage of students who have earned a College and Career Pathway Endorsement: The tables below indicate the percentage of students in this district and the state who have earned a college and career pathway endorsement.

Student Participation in Fine Arts: The tables below indicate the percentage of students in this district and the state who were enrolled in one or more fine arts courses in the previous year.

Fine Arts: Teacher Qualifications: The tables below indicate the percentage of students in the district and the state enrolled in fine arts courses taught by teachers licensed to teach fine arts courses.

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Summative Designation Meta Indicator Components (cont)

Percentage of students with 95% attendance in JR/SR year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	53 100.0%	35 100.0%	18 100.0%	* *	50 100.0%	* *	2 100.0%	* *	* *	* *	1 100.0%	5 100.0%
District	53 100.0%	35 100.0%	18 100.0%	* *	50 100.0%	* *	2 100.0%	* *	* *	* *	1 100.0%	5 100.0%
State	89,290 72.1%	45,134 72.3%	44,113 72.0%	43 84.3%	52,654 88.3%	7,120 41.2%	19,452 55.9%	6,727 88.6%	125 76.7%	161 58.6%	3,051 76.0%	15,236 66.4%

	Students with IEPs	English Learners	Low Income
School	3 100.0%	* *	14 100.0%
District	3 100.0%	* *	14 100.0%
State	8,661 60.2%	3,984 48.1%	26,686 52.4%

Percentage of students who fall into each GPA category

	> 3.75	2.8 – 3.75	< 2.8	No GPA
All				
School	0 0.0%	16 30.2%	28 52.8%	9 17.0%
District	0 0.0%	16 30.2%	28 52.8%	9 17.0%
State	15,394 12.4%	36,141 29.2%	43,060 34.8%	29,154 23.6%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Male				
School	**0** **0.0%**	**13** **37.1%**	**18** **51.4%**	**4** **11.4%**
District	0 0.0%	13 37.1%	18 51.4%	4 11.4%
State	7,818 12.5%	21,887 35.1%	21,286 34.1%	11,438 18.3%
Female				
School	**0** **0.0%**	**3** **16.7%**	**10** **55.6%**	**5** **27.8%**
District	0 0.0%	3 16.7%	10 55.6%	5 27.8%
State	7,571 12.3%	14,240 23.2%	21,751 35.5%	17,707 28.9%
Non Binary				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	5 9.8%	14 27.4%	23 45.1%	9 17.6%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
White				
School	0 0.0%	15 30.0%	27 54.0%	8 16.0%
District	0 0.0%	15 30.0%	27 54.0%	8 16.0%
State	7,644 12.8%	11,888 19.9%	21,605 36.2%	18,509 31.0%
Black				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	2,357 13.6%	8,114 47.0%	5,263 30.5%	1,543 8.9%
Hispanic				
School	0 0.0%	1 50.0%	0 0.0%	1 50.0%
District	0 0.0%	1 50.0%	0 0.0%	1 50.0%
State	4,111 11.8%	14,044 40.4%	12,244 35.2%	4,385 12.6%
Asian				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	797 10.5%	776 10.2%	2,425 31.9%	3,593 47.3%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Native Hawaiian/ Pacific Islander				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	11 6.8%	37 22.7%	60 36.8%	54 33.1%
American Indian				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	30 10.9%	102 37.1%	94 34.2%	49 17.8%
Two or More Races				
School	0 0.0%	0 0.0%	1 100.0%	0 0.0%
District	0 0.0%	0 0.0%	1 100.0%	0 0.0%
State	444 11.1%	1,180 29.4%	1,369 34.1%	1,021 25.4%
Students with Disabilities				
School	0 0.0%	4 80.0%	1 20.0%	0 0.0%
District	0 0.0%	4 80.0%	1 20.0%	0 0.0%
State	3,107 13.5%	8,999 39.2%	7,949 34.6%	2,891 12.6%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Students with IEPs				
School	**0** **0.0%**	**2** **66.7%**	**1** **33.3%**	**0** **0.0%**
District	0 0.0%	2 66.7%	1 33.3%	0 0.0%
State	2,129 14.8%	6,660 46.3%	4,563 31.7%	1,037 7.2%
English Learners				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	1,110 13.4%	4,087 49.4%	2,598 31.4%	485 5.9%
Low Income				
School	**0** **0.0%**	**6** **42.9%**	**7** **50.0%**	**1** **7.1%**
District	0 0.0%	6 42.9%	7 50.0%	1 7.1%
State	6,735 13.2%	21,240 41.7%	16,497 32.4%	6,473 12.7%

Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**13** **24.5%**	**7** **20.0%**	**6** **33.3%**	* *	**12** **24.0%**	* *	**1** **50.0%**	* *	* *	* *	**0** **0.0%**	**0** **0.0%**
District	13 24.5%	7 20.0%	6 33.3%	* *	12 24.0%	* *	1 50.0%	* *	* *	* *	0 0.0%	0 0.0%
State	24,363 19.7%	12,253 19.6%	12,095 19.7%	15 29.4%	14,978 25.1%	826 4.8%	3,630 10.4%	3,905 51.4%	53 32.5%	37 13.4%	934 23.3%	2,868 12.5%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement

	Students with IEPs	English Learners	Low Income
School	0 0.0%	* *	2 14.3%
District	0 0.0%	* *	2 14.3%
State	464 3.2%	181 2.2%	4,047 7.9%

Percentage of students who have at least 1 Academic ELA Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	30 56.6%	19 54.3%	11 61.1%	* *	28 56.0%	* *	2 100.0%	* *	* *	* *	0 0.0%	0 0.0%
District	30 56.6%	19 54.3%	11 61.1%	* *	28 56.0%	* *	2 100.0%	* *	* *	* *	0 0.0%	0 0.0%
State	52,201 42.2%	22,804 36.5%	29,373 47.9%	24 47.1%	29,531 49.5%	3,996 23.1%	11,350 32.6%	5,378 70.8%	98 60.1%	90 32.7%	1,758 43.8%	5,784 25.2%

	Students with IEPs	English Learners	Low Income
School	0 0.0%	* *	6 42.9%
District	0 0.0%	* *	6 42.9%
State	1,428 9.9%	766 9.3%	14,121 27.7%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have at least 1 Academic Math Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**33** **62.3%**	**21** **60.0%**	**12** **66.7%**	* *	**31** **62.0%**	* *	**2** **100.0%**	* *	* *	* *	**0** **0.0%**	**0** **0.0%**
District	33 62.3%	21 60.0%	12 66.7%	* *	31 62.0%	* *	2 100.0%	* *	* *	* *	0 0.0%	0 0.0%
State	87,721 70.9%	41,992 67.3%	45,691 74.6%	38 74.5%	45,501 76.3%	9,800 56.7%	22,507 64.7%	6,856 90.3%	126 77.3%	177 64.4%	2,754 68.6%	12,917 56.3%

	Students with IEPs	English Learners	Low Income
School	**0** **0.0%**	* *	**7** **50.0%**
District	0 0.0%	* *	7 50.0%
State	6,259 43.5%	4,197 50.7%	30,104 59.1%

Percentage of students who have identified a Career Area of Interest by Sophomore Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**53** **100.0%**	**35** **100.0%**	**18** **100.0%**	* *	**50** **100.0%**	* *	**2** **100.0%**	* *	* *	* *	**1** **100.0%**	**5** **100.0%**
District	53 100.0%	35 100.0%	18 100.0%	* *	50 100.0%	* *	2 100.0%	* *	* *	* *	1 100.0%	5 100.0%
State	75,953 61.4%	37,503 60.1%	38,432 62.7%	18 35.3%	40,116 67.3%	8,205 47.5%	19,033 54.7%	5,747 75.7%	103 63.2%	162 58.9%	2,587 64.4%	12,696 55.3%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have identified a Career Area of Interest by Sophomore Year

	Students with IEPs	English Learners	Low Income
School	**3** **100.0%**	***** *****	**14** **100.0%**
District	3 100.0%	* *	14 100.0%
State	**7,312** 50.8%	**4,111** 49.6%	**27,119** 53.2%

Summative Designation Meta Indicator Components (cont)

Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
All				
School	**37** **69.8%**	**10** **18.9%**	**4** **7.5%**	**2** **3.8%**
District	37 69.8%	10 18.9%	4 7.5%	2 3.8%
State	40,809 33.0%	25,424 20.5%	28,205 22.8%	29,328 23.7%
Male				
School	**24** **68.6%**	**8** **22.9%**	**2** **5.7%**	**1** **2.9%**
District	24 68.6%	8 22.9%	2 5.7%	1 2.9%
State	20,203 32.4%	13,128 21.0%	14,541 23.3%	14,563 23.3%
Female				
School	**13** **72.2%**	**2** **11.1%**	**2** **11.1%**	**1** **5.6%**
District	13 72.2%	2 11.1%	2 11.1%	1 5.6%
State	20,600 33.6%	12,285 20.1%	13,641 22.3%	14,754 24.1%
Non Binary				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	6 11.8%	11 21.6%	23 45.1%	11 21.6%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
White				
School	**35** **70.0%**	**10** **20.0%**	**4** **8.0%**	**1** **2.0%**
District	35 70.0%	10 20.0%	4 8.0%	1 2.0%
State	25,996 43.6%	13,831 23.2%	11,756 19.7%	8,073 13.5%
Black				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	2,595 15.0%	2,858 16.5%	5,062 29.3%	6,766 39.1%
Hispanic				
School	**2** **100.0%**	**0** **0.0%**	**0** **0.0%**	**0** **0.0%**
District	2 100.0%	0 0.0%	0 0.0%	0 0.0%
State	7,816 22.5%	5,862 16.9%	8,846 25.4%	12,261 35.3%
Asian				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	2,872 37.8%	1,886 24.9%	1,487 19.6%	1,346 17.7%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
Native Hawaiian/ Pacific Islander				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	41 25.1%	23 14.1%	24 14.7%	75 46.0%
American Indian				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	72 26.2%	49 17.8%	79 28.7%	75 27.3%
Two or More Races				
School	0 0.0%	0 0.0%	0 0.0%	1 100.0%
District	0 0.0%	0 0.0%	0 0.0%	1 100.0%
State	1,417 35.3%	915 22.8%	951 23.7%	732 18.2%
Students with Disabilities				
School	1 20.0%	2 40.0%	1 20.0%	1 20.0%
District	1 20.0%	2 40.0%	1 20.0%	1 20.0%
State	5,703 24.9%	4,450 19.4%	5,696 24.8%	7,099 30.9%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
Students with IEPs				
School	**0** **0.0%**	**1** **33.3%**	**1** **33.3%**	**1** **33.3%**
District	0 0.0%	1 33.3%	1 33.3%	1 33.3%
State	2,907 20.2%	2,568 17.8%	3,840 26.7%	5,076 35.3%
English Learners				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	1,193 14.4%	1,344 16.2%	2,173 26.2%	3,570 43.1%
Low Income				
School	**9** **64.3%**	**3** **21.4%**	**1** **7.1%**	**1** **7.1%**
District	9 64.3%	3 21.4%	1 7.1%	1 7.1%
State	11,094 21.8%	8,706 17.1%	13,292 26.1%	17,860 35.0%

Percentage of students who have earned a College and Career Pathway Endorsement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**1** **1.9%**	**0** **0.0%**	**1** **5.6%**	* *	**1** **2.0%**	* *	**0** **0.0%**	* *	* *	* *	**0** **0.0%**	**0** **0.0%**
District	1 1.9%	0 0.0%	1 5.6%	* *	1 2.0%	* *	0 0.0%	* *	* *	* *	0 0.0%	0 0.0%
State	964 0.8%	339 0.5%	625 1.0%	0 0.0%	571 1.0%	21 0.1%	189 0.5%	149 2.0%	4 2.5%	1 0.4%	29 0.7%	102 0.4%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have earned a College and Career Pathway Endorsement

	Students with IEPs	English Learners	Low Income
School	0 0.0%	* *	1 7.1%
District	0 0.0%	* *	1 7.1%
State	32 0.2%	17 0.2%	243 0.5%

Fine Arts: Student Participation in Fine Arts

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	36.5%	23.3%	51.1%	*	36.6%	50.0%	25.0%	100.0%	*	*	37.5%	26.7%
District	79.3%	76.1%	82.9%	*	78.8%	77.8%	75.6%	100.0%	100.0%	100.0%	89.1%	71.8%
State	69.9%	67.0%	72.8%	69.1%	68.5%	66.9%	72.5%	76.2%	72.0%	71.8%	71.1%	67.0%

	Students with IEPs	English Learners	Low Income
School	22.2%	*	29.5%
District	71.3%	*	78.4%
State	66.4%	78.2%	69.9%

Fine Arts: Student Participation in Fine Arts Numberator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	101	34	67	*	93	1	3	1	*	*	3	12
District	730	375	355	*	646	7	31	3	1	1	41	107
State	1,271,937	626,370	645,098	469	568,210	203,123	365,407	76,666	1,272	3,266	53,993	228,922

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Student Participation in Fine Arts Numberator Count

	Students with IEPs	English Learners	Low Income
School	8	*	31
District	92	*	305
State	175,684	212,971	619,115

Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	277	146	131	*	254	2	12	1	*	*	8	45
District	921	493	428	*	820	9	41	3	1	1	46	149
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

	Students with IEPs	English Learners	Low Income
School	36	*	105
District	129	*	389
State	264,507	272,399	885,329

Fine Arts: Teacher Qualifications

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	91.1%	88.2%	92.5%	*	91.4%	100.0%	100.0%	100.0%	*	*	66.7%	58.3%
District	97.4%	97.9%	96.9%	*	97.5%	100.0%	93.5%	100.0%	100.0%	100.0%	97.6%	94.4%
State	94.2%	94.3%	94.2%	96.2%	96.3%	86.8%	94.2%	98.0%	96.5%	94.8%	95.6%	93.1%

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

## Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications

	Students with IEPs	English Learners	Low Income
School	50.0%	*	80.7%
District	94.6%	*	95.7%
State	92.5%	95.5%	92.2%

Fine Arts: Teacher Qualifications Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	92	30	62	*	85	1	3	1	*	*	2	7
District	711	367	344	*	630	7	29	3	1	1	40	101
State	1,198,737	590,333	607,953	451	547,213	176,302	344,175	75,128	1,228	3,096	51,595	213,132

	Students with IEPs	English Learners	Low Income
School	4	*	25
District	87	*	292
State	162,574	203,311	570,669

Fine Arts: Teacher Qualifications Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	277	146	131	*	254	2	12	1	*	*	8	45
District	921	493	428	*	820	9	41	3	1	1	46	149
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

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

## Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications Denominator Count

	Students with IEPs	English Learners	Low Income
School	36	*	105
District	129	*	389
State	264,507	272,399	885,329

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.

31.8%

All Schools

15

Student-Teacher Ratio

91.1%

Retention Rate
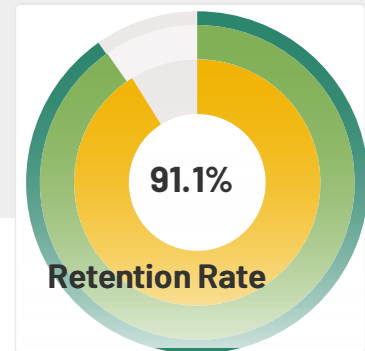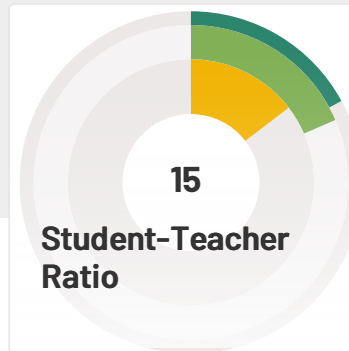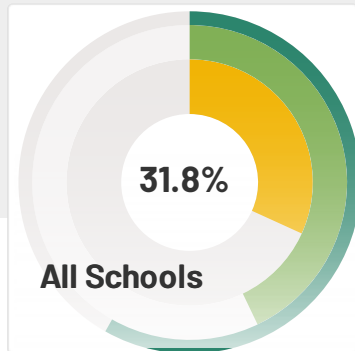
Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
School	17	70.7%	*
District	16	66.2%	100.0%
State	*	64.4%	97.2%

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

Student-To-Teacher Ratios

What is it?

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

	Student-Teacher Ratio
School	**15**
District	*
State	*

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	**$49,453**
District	$50,572
State	$73,916

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

Retention Rate

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	**All**	91.1% 51	91.1% 51	* *	* *	* *	* *	* *	* *	* *
	Male	91.7% 22	91.7% 22	* *	* *	* *	* *	* *	* *	* *
	Female	90.6% 29	90.6% 29	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	90.3% 159	90.0% 153	* *	* *	* *	* *	* *	100.0% 6	* *
	Male	87.8% 36	86.8% 33	* *	* *	* *	* *	* *	100.0% 3	* *
	Female	91.1% 123	90.9% 120	* *	* *	* *	* *	* *	100.0% 3	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	90.2% 318,584	90.7% 270,195	85.3% 14,654	93.0% 21,699	90.2% 5,030	84.4% 190	91.8% 606	85.1% 2,319	70.8% 3,891
	Male	91.4% 75,736	92.0% 64,848	85.0% 3,134	93.4% 4,992	92.1% 1,169	81.1% 60	93.4% 156	84.9% 591	67.3% 786
	Female	89.9% 242,848	90.3% 205,347	85.3% 11,520	92.8% 16,707	89.6% 3,861	86.1% 130	91.3% 450	85.2% 1,728	71.7% 3,105
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

* 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.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	**All**	**100.0%** 21.2	**100.0%** 21.2	* *	* *	* *	* *	* *	* *	* *
	Male	**36.0%** 7.7	**36.0%** 7.7	* *	* *	* *	* *	* *	* *	* *
	Female	**64.0%** 13.6	**64.0%** 13.6	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	**100.0%** 63.8	**96.9%** 61.8	* *	* *	* *	* *	* *	**3.1%** 2	* *
	Male	**17.6%** 11.3	**16.6%** 10.3	* *	* *	* *	* *	* *	**50.0%** 1	* *
	Female	**82.4%** 52.6	**83.4%** 51.6	* *	* *	* *	* *	* *	**50.0%** 1	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 134896.6	**80.6%** 108715.6	**6.2%** 8387.2	**8.4%** 11339.2	**1.9%** 2528.6	**0.1%** 84.2	**0.2%** 260.1	**0.8%** 1096.3	**1.8%** 2485.4
	Male	**23.5%** 31704.3	**23.8%** 25848.6	**21.9%** 1840	**22.6%** 2557.1	**23.4%** 591.8	**28.3%** 23.8	**22.7%** 59	**23.9%** 261.9	**21.0%** 522.1
	Female	**76.5%** 103192.2	**76.2%** 82867.1	**78.1%** 6547.2	**77.4%** 8782.1	**76.6%** 1936.7	**71.7%** 60.4	**77.3%** 201	**76.1%** 834.4	**79.0%** 1963.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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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	1
State	1,185

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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female
School	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*
State	2,293	1,831	143	192	66	1	7	26	27	457	1,836

* 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	2 9.4%	* *	* *
District	5 7.8%	* *	* *
State	4,465 3.3%	1,349 4.0%	658 1.0%

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	1 8.1%	* *	* *
District	6 10.3%	* *	* *
State	9,383 7.0%	2,627 9.0%	2,031 5.0%

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

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	**3** **12.5%**	* *	* *
District	6 9.8%	* *	* *
State	4,649 4.2%	836 4.0%	1,243 3.0%

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	17	*	*
District	16	*	*
State	*	*	*

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* 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	**68.2%**	*	*
District	**57.1%**	*	*
State	**41.0%**	**41.1%**	**35.1%**

Teachers Education – Master's

	All Schools	High Poverty Schools	Low Poverty Schools
School	**31.8%**	*	*
District	**42.9%**	*	*
State	**58.2%**	**57.1%**	**64.6%**

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.

176

Student-Administrator Ratio

8

Student-Certified Staff Ratio

2 principal(s) over the past 6 years

Principal Turnover
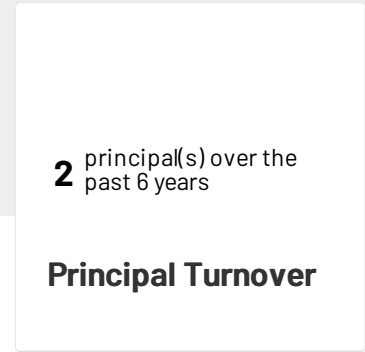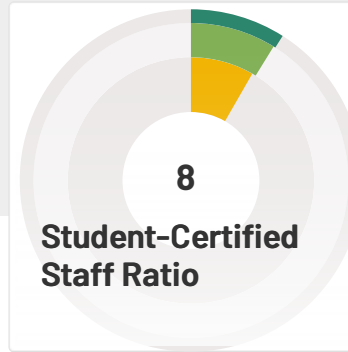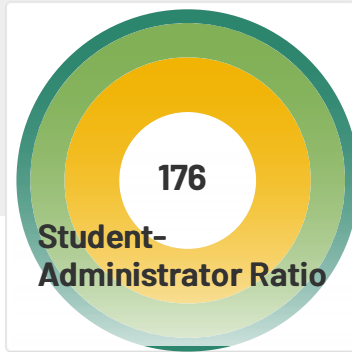
Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
School	8	176
District	9	236
State	9	141

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

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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	**All**	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Male	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Female	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 3.9	100.0% 3.9	* *	* *	* *	* *	* *	* *	* *
	Male	100.0% 3.9	100.0% 3.9	* *	* *	* *	* *	* *	* *	* *
	Female	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 13214.3	75.6% 9995.7	14.8% 1954.1	6.9% 910.7	1.0% 136	0.1% 9	0.1% 19.7	0.7% 92.3	0.7% 96.8
	Male	40.5% 5353.4	43.4% 4339.7	28.5% 557.8	35.6% 323.9	41.3% 56.2	33.4% 3	49.3% 9.7	30.2% 27.8	36.5% 35.3
	Female	59.5% 7860.9	56.6% 5656	71.5% 1396.3	64.4% 586.8	58.7% 79.9	66.6% 6	50.7% 10	69.8% 64.5	63.5% 61.4
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Administrators

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	**2**
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	**$100,662**
District	**$112,755**
State	**$116,908**

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

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	**0** **54.3%**	* *	* *
District	0 20.9%	* *	* *
State	1,563 11.8%	341 14.6%	253 9.9%

* 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	6.7%	2.0%	0.0%	0.0%	0.0%	13.3%
District	2.8%	1.0%	0.0%	0.0%	0.0%	10.9%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

Student Environment (cont)

	Rate of Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
School	0.0%	0	0
District	0.0%	0	0
State	2.2%	153	5

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.

			Advanced Placement Course Work	
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	0.0% 0	15.3% 46	0.0% 0	1.0% 3
District	5.2% 50	4.8% 46	0.0% 0	0.3% 3
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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