

# West Aurora High School (9 - 12)

## AURORA WEST USD 129



2021 - 2022

### Principal

Dr. Charles Hiscock  
chiscock@sd129.org

### Address

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### District Superintendent

Dr. Jeff Craig

<https://www.sd129.org/Domain/22>

### District Provided Statement

Dating back to 1868, the West Aurora School District is one of the most historic school districts in the state. A tradition of pride, honor, and excellence is evident when you walk the halls and encounter parents, community members, and staff. West Aurora School District offers a wide variety of programming that is grounded in critical thinking and problem-solving for all students that prepares them for any post high school pathway.

## 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](http://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** : 89.0%

**Postsecondary Enrollment** : 53.4%

**Chronic Absenteeism** : 27.3%

**Teacher Retention** : 93.5%

**Senate District** : 25    **House District** : 50

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## 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.
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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.

# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>School</b>	<b>37.8%</b>	<b>42.9%</b>	<b>14.9%</b>	<b>4.4%</b>	<b>57.2%</b>	<b>25.6%</b>	<b>15.3%</b>	<b>2.0%</b>
District	37.8%	42.9%	14.9%	4.4%	57.2%	25.6%	15.3%	2.0%
State	30.0%	39.1%	20.6%	10.3%	44.8%	25.2%	23.4%	6.5%
<b>White</b>								
<b>School</b>	<b>16.5%</b>	<b>40.1%</b>	<b>31.6%</b>	<b>11.8%</b>	<b>31.6%</b>	<b>33.5%</b>	<b>31.1%</b>	<b>3.8%</b>
District	16.5%	40.1%	31.6%	11.8%	31.6%	33.5%	31.1%	3.8%
State	19.5%	39.2%	27.3%	14.1%	33.1%	27.4%	31.4%	8.1%
<b>Black</b>								
<b>School</b>	<b>61.0%</b>	<b>30.5%</b>	<b>8.5%</b>	<b>0.0%</b>	<b>79.7%</b>	<b>15.2%</b>	<b>5.1%</b>	<b>0.0%</b>
District	61.0%	30.5%	8.5%	0.0%	79.7%	15.2%	5.1%	0.0%
State	53.0%	36.8%	8.4%	1.8%	71.6%	19.9%	7.7%	0.7%
<b>Male</b>								
<b>School</b>	<b>43.2%</b>	<b>36.0%</b>	<b>15.8%</b>	<b>5.0%</b>	<b>55.4%</b>	<b>23.8%</b>	<b>17.3%</b>	<b>3.6%</b>
District	43.2%	36.0%	15.8%	5.0%	55.4%	23.8%	17.3%	3.6%
State	33.7%	37.6%	18.9%	9.8%	45.0%	23.7%	23.5%	7.8%
<b>Female</b>								
<b>School</b>	<b>31.9%</b>	<b>50.4%</b>	<b>13.9%</b>	<b>3.8%</b>	<b>59.1%</b>	<b>27.5%</b>	<b>13.2%</b>	<b>0.2%</b>
District	31.9%	50.4%	13.9%	3.8%	59.1%	27.5%	13.2%	0.2%
State	26.3%	40.7%	22.3%	10.8%	44.6%	26.8%	23.4%	5.1%
<b>Non Binary</b>								
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*
State	27.3%	27.3%	9.1%	36.4%	36.4%	13.6%	31.8%	18.2%

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# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>								
<b>School</b>	<b>43.0%</b>	<b>45.6%</b>	<b>9.7%</b>	<b>1.7%</b>	<b>64.5%</b>	<b>25.0%</b>	<b>9.3%</b>	<b>1.2%</b>
District	43.0%	45.6%	9.7%	1.7%	64.5%	25.0%	9.3%	1.2%
State	40.5%	42.8%	13.4%	3.2%	57.5%	26.0%	14.8%	1.6%
<b>Asian</b>								
<b>School</b>	<b>39.3%</b>	<b>42.9%</b>	<b>10.7%</b>	<b>7.1%</b>	<b>57.1%</b>	<b>10.7%</b>	<b>25.0%</b>	<b>7.1%</b>
District	39.3%	42.9%	10.7%	7.1%	57.1%	10.7%	25.0%	7.1%
State	10.9%	27.7%	28.8%	32.5%	15.0%	18.0%	36.9%	30.0%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	19.4%	33.3%	33.3%	13.9%	29.1%	23.0%	37.0%	10.9%
<b>American Indian</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.3%	37.9%	15.7%	5.1%	56.3%	23.9%	16.7%	3.1%
<b>Two or More Races</b>								
<b>School</b>	<b>26.9%</b>	<b>50.0%</b>	<b>11.5%</b>	<b>11.5%</b>	<b>50.0%</b>	<b>19.2%</b>	<b>26.9%</b>	<b>3.8%</b>
District	26.9%	50.0%	11.5%	11.5%	50.0%	19.2%	26.9%	3.8%
State	27.3%	37.2%	21.8%	13.6%	44.1%	22.7%	24.6%	8.7%

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# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>								
<b>School</b>	<b>65.0%</b>	<b>21.9%</b>	<b>9.5%</b>	<b>3.6%</b>	<b>75.4%</b>	<b>16.7%</b>	<b>7.1%</b>	<b>0.8%</b>
District	65.0%	21.9%	9.5%	3.6%	75.4%	16.7%	7.1%	0.8%
State	54.1%	27.2%	11.8%	6.8%	67.4%	16.3%	13.0%	3.4%
<b>Students with IEPs</b>								
<b>School</b>	<b>77.6%</b>	<b>16.3%</b>	<b>4.1%</b>	<b>2.0%</b>	<b>87.4%</b>	<b>8.0%</b>	<b>4.6%</b>	<b>0.0%</b>
District	77.6%	16.3%	4.1%	2.0%	87.4%	8.0%	4.6%	0.0%
State	72.3%	21.6%	4.3%	1.8%	84.5%	10.6%	4.2%	0.7%
<b>Non-IEP</b>								
<b>School</b>	<b>32.8%</b>	<b>46.2%</b>	<b>16.3%</b>	<b>4.7%</b>	<b>53.8%</b>	<b>27.5%</b>	<b>16.5%</b>	<b>2.2%</b>
District	32.8%	46.2%	16.3%	4.7%	53.8%	27.5%	16.5%	2.2%
State	24.4%	41.4%	22.7%	11.4%	39.6%	27.2%	26.0%	7.3%
<b>English Learners</b>								
<b>School</b>	<b>87.7%</b>	<b>12.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>94.7%</b>	<b>5.3%</b>	<b>0.0%</b>	<b>0.0%</b>
District	87.7%	12.3%	0.0%	0.0%	94.7%	5.3%	0.0%	0.0%
State	79.2%	19.8%	0.9%	0.0%	85.4%	12.0%	2.4%	0.2%
<b>Non-English Learners</b>								
<b>School</b>	<b>29.7%</b>	<b>47.8%</b>	<b>17.3%</b>	<b>5.2%</b>	<b>51.5%</b>	<b>28.6%</b>	<b>17.6%</b>	<b>2.3%</b>
District	29.7%	47.8%	17.3%	5.2%	51.5%	28.6%	17.6%	2.3%
State	26.6%	40.5%	22.0%	11.0%	42.0%	26.2%	24.9%	6.9%

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# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>School</b>	49.6%	40.1%	9.2%	1.0%	69.1%	20.5%	9.5%	1.0%
District	49.6%	40.1%	9.2%	1.0%	69.1%	20.5%	9.5%	1.0%
State	45.9%	40.4%	11.2%	2.5%	63.5%	23.4%	11.7%	1.4%
<b>Non Low Income</b>								
<b>School</b>	27.8%	45.2%	19.7%	7.3%	47.4%	29.8%	20.1%	2.7%
District	27.8%	45.2%	19.7%	7.3%	47.4%	29.8%	20.1%	2.7%
State	19.3%	38.3%	26.9%	15.6%	32.2%	26.5%	31.4%	10.0%
<b>Homeless</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.9%	32.5%	5.6%	1.0%	78.5%	15.8%	5.4%	0.2%
<b>Migrant</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	63.3%	32.1%	4.2%	0.4%	83.1%	13.5%	2.9%	0.4%
<b>Military</b>								
<b>School</b>	18.8%	62.5%	6.3%	12.5%	50.0%	43.8%	0.0%	6.3%
District	18.8%	62.5%	6.3%	12.5%	50.0%	43.8%	0.0%	6.3%
State	32.3%	39.2%	18.3%	10.2%	46.9%	27.0%	20.9%	5.2%

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# Academic Progress

## SAT (cont)

### Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>School</b>	<b>38.4%</b>	<b>43.6%</b>	<b>15.2%</b>	<b>4.5%</b>	<b>57.1%</b>	<b>25.6%</b>	<b>15.3%</b>	<b>2.0%</b>
District	38.4%	43.6%	15.2%	4.5%	57.1%	25.6%	15.3%	2.0%
State	30.2%	39.4%	20.7%	10.4%	45.0%	25.4%	23.6%	6.5%
<b>White</b>								
<b>School</b>	<b>16.8%</b>	<b>40.9%</b>	<b>32.2%</b>	<b>12.0%</b>	<b>32.2%</b>	<b>34.1%</b>	<b>31.7%</b>	<b>3.9%</b>
District	16.8%	40.9%	32.2%	12.0%	32.2%	34.1%	31.7%	3.9%
State	20.0%	40.2%	28.0%	14.5%	33.9%	28.1%	32.2%	8.3%
<b>Black</b>								
<b>School</b>	<b>59.8%</b>	<b>29.9%</b>	<b>8.4%</b>	<b>0.0%</b>	<b>75.4%</b>	<b>14.4%</b>	<b>4.8%</b>	<b>0.0%</b>
District	59.8%	29.9%	8.4%	0.0%	75.4%	14.4%	4.8%	0.0%
State	50.8%	35.3%	8.1%	1.7%	68.5%	19.1%	7.4%	0.7%
<b>Male</b>								
<b>School</b>	<b>43.4%</b>	<b>36.1%</b>	<b>15.9%</b>	<b>5.1%</b>	<b>54.4%</b>	<b>23.3%</b>	<b>17.0%</b>	<b>3.5%</b>
District	43.4%	36.1%	15.9%	5.1%	54.4%	23.3%	17.0%	3.5%
State	33.7%	37.6%	18.9%	9.9%	44.9%	23.6%	23.5%	7.8%
<b>Female</b>								
<b>School</b>	<b>32.9%</b>	<b>51.9%</b>	<b>14.4%</b>	<b>3.9%</b>	<b>60.2%</b>	<b>28.0%</b>	<b>13.4%</b>	<b>0.2%</b>
District	32.9%	51.9%	14.4%	3.9%	60.2%	28.0%	13.4%	0.2%
State	26.6%	41.3%	22.6%	10.9%	45.2%	27.2%	23.7%	5.2%
<b>Non Binary</b>								
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*
State	28.7%	28.7%	9.6%	38.3%	38.3%	14.4%	33.5%	19.1%

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# Academic Progress

## SAT (cont)

### Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>								
<b>School</b>	<b>43.8%</b>	<b>46.5%</b>	<b>9.8%</b>	<b>1.7%</b>	<b>64.2%</b>	<b>24.9%</b>	<b>9.3%</b>	<b>1.2%</b>
District	43.8%	46.5%	9.8%	1.7%	64.2%	24.9%	9.3%	1.2%
State	40.3%	42.5%	13.3%	3.2%	57.0%	25.8%	14.7%	1.6%
<b>Asian</b>								
<b>School</b>	<b>41.4%</b>	<b>45.1%</b>	<b>11.3%</b>	<b>7.5%</b>	<b>60.2%</b>	<b>11.3%</b>	<b>26.3%</b>	<b>7.5%</b>
District	41.4%	45.1%	11.3%	7.5%	60.2%	11.3%	26.3%	7.5%
State	11.4%	28.8%	30.0%	33.8%	15.6%	18.7%	38.4%	31.2%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	20.1%	34.5%	34.5%	14.4%	30.1%	23.8%	38.2%	11.3%
<b>American Indian</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.1%	36.7%	15.2%	5.0%	54.6%	23.2%	16.2%	3.0%
<b>Two or More Races</b>								
<b>School</b>	<b>28.3%</b>	<b>52.6%</b>	<b>12.2%</b>	<b>12.2%</b>	<b>52.6%</b>	<b>20.2%</b>	<b>28.3%</b>	<b>4.1%</b>
District	28.3%	52.6%	12.2%	12.2%	52.6%	20.2%	28.3%	4.1%
State	27.2%	37.0%	21.7%	13.6%	43.8%	22.5%	24.4%	8.6%

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# Academic Progress

## SAT (cont)

### Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>								
<b>School</b>	<b>64.6%</b>	<b>21.8%</b>	<b>9.4%</b>	<b>3.6%</b>	<b>69.0%</b>	<b>15.3%</b>	<b>6.5%</b>	<b>0.7%</b>
District	64.6%	21.8%	9.4%	3.6%	69.0%	15.3%	6.5%	0.7%
State	52.6%	26.5%	11.5%	6.6%	65.1%	15.7%	12.5%	3.3%
<b>Students with IEPs</b>								
<b>School</b>	<b>75.5%</b>	<b>15.9%</b>	<b>4.0%</b>	<b>2.0%</b>	<b>75.5%</b>	<b>7.0%</b>	<b>4.0%</b>	<b>0.0%</b>
District	75.5%	15.9%	4.0%	2.0%	75.5%	7.0%	4.0%	0.0%
State	68.8%	20.6%	4.1%	1.7%	79.7%	10.0%	4.0%	0.6%
<b>Non-IEP</b>								
<b>School</b>	<b>33.5%</b>	<b>47.3%</b>	<b>16.6%</b>	<b>4.8%</b>	<b>54.7%</b>	<b>28.0%</b>	<b>16.8%</b>	<b>2.2%</b>
District	33.5%	47.3%	16.6%	4.8%	54.7%	28.0%	16.8%	2.2%
State	24.7%	42.0%	23.1%	11.6%	40.1%	27.5%	26.3%	7.4%
<b>English Learners</b>								
<b>School</b>	<b>89.4%</b>	<b>12.5%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>89.4%</b>	<b>5.0%</b>	<b>0.0%</b>	<b>0.0%</b>
District	89.4%	12.5%	0.0%	0.0%	89.4%	5.0%	0.0%	0.0%
State	76.5%	19.1%	0.9%	0.0%	82.0%	11.5%	2.3%	0.2%
<b>Non-English Learners</b>								
<b>School</b>	<b>30.2%</b>	<b>48.6%</b>	<b>17.6%</b>	<b>5.2%</b>	<b>52.0%</b>	<b>28.9%</b>	<b>17.7%</b>	<b>2.3%</b>
District	30.2%	48.6%	17.6%	5.2%	52.0%	28.9%	17.7%	2.3%
State	26.8%	40.9%	22.2%	11.1%	42.3%	26.4%	25.1%	7.0%

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# Academic Progress

## SAT (cont)

### Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>School</b>	50.1%	40.5%	9.3%	1.0%	68.0%	20.2%	9.3%	1.0%
District	50.1%	40.5%	9.3%	1.0%	68.0%	20.2%	9.3%	1.0%
State	44.8%	39.5%	11.0%	2.5%	61.9%	22.8%	11.5%	1.4%
<b>Non Low Income</b>								
<b>School</b>	28.5%	46.2%	20.1%	7.5%	47.9%	30.2%	20.3%	2.8%
District	28.5%	46.2%	20.1%	7.5%	47.9%	30.2%	20.3%	2.8%
State	19.8%	39.3%	27.7%	16.0%	33.0%	27.2%	32.2%	10.2%
<b>Homeless</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.0%	29.4%	5.0%	0.9%	70.7%	14.2%	4.9%	0.2%
<b>Migrant</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	49.9%	25.3%	3.3%	0.4%	64.6%	10.5%	2.3%	0.4%
<b>Military</b>								
<b>School</b>	19.7%	65.8%	6.6%	13.2%	52.6%	46.1%	0.0%	6.6%
District	19.7%	65.8%	6.6%	13.2%	52.6%	46.1%	0.0%	6.6%
State	32.8%	39.9%	18.6%	10.4%	47.6%	27.4%	21.2%	5.3%

\* 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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## 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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# Academic Progress

## ISA (cont)

### Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	<b>17.6%</b>	<b>32.4%</b>	<b>40.0%</b>	<b>10.0%</b>
District	17.6%	32.4%	40.0%	10.0%
State	17.9%	30.3%	38.0%	13.8%
<b>White</b>				
<b>School</b>	<b>11.1%</b>	<b>19.1%</b>	<b>46.7%</b>	<b>23.1%</b>
District	11.1%	19.1%	46.7%	23.1%
State	11.1%	25.3%	44.6%	19.0%
<b>Black</b>				
<b>School</b>	<b>33.8%</b>	<b>41.6%</b>	<b>24.7%</b>	<b>0.0%</b>
District	33.8%	41.6%	24.7%	0.0%
State	38.2%	39.5%	20.3%	2.0%
<b>Male</b>				
<b>School</b>	<b>19.0%</b>	<b>27.1%</b>	<b>39.0%</b>	<b>14.8%</b>
District	19.0%	27.1%	39.0%	14.8%
State	19.6%	28.9%	35.6%	16.0%
<b>Female</b>				
<b>School</b>	<b>16.1%</b>	<b>38.1%</b>	<b>40.9%</b>	<b>4.9%</b>
District	16.1%	38.1%	40.9%	4.9%
State	16.1%	31.7%	40.5%	11.6%
<b>Non Binary</b>				
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*
State	21.4%	0.0%	28.6%	50.0%

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# Academic Progress

## ISA (cont)

### Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>				
<b>School</b>	<b>17.7%</b>	<b>37.2%</b>	<b>39.0%</b>	<b>6.1%</b>
District	17.7%	37.2%	39.0%	6.1%
State	23.0%	37.8%	33.5%	5.7%
<b>Asian</b>				
<b>School</b>	<b>15.4%</b>	<b>26.9%</b>	<b>50.0%</b>	<b>7.7%</b>
District	15.4%	26.9%	50.0%	7.7%
State	6.4%	16.8%	43.8%	33.1%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	11.0%	28.1%	41.1%	19.9%
<b>American Indian</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	19.8%	35.9%	36.3%	8.1%
<b>Two or More Races</b>				
<b>School</b>	<b>21.7%</b>	<b>21.7%</b>	<b>39.1%</b>	<b>17.4%</b>
District	21.7%	21.7%	39.1%	17.4%
State	16.2%	27.8%	38.3%	17.8%

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## ISA (cont)

### Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	<b>37.7%</b>	<b>34.4%</b>	<b>20.5%</b>	<b>7.4%</b>
District	37.7%	34.4%	20.5%	7.4%
State	33.3%	35.1%	23.8%	7.8%
<b>Students with IEPs</b>				
<b>School</b>	<b>47.3%</b>	<b>38.5%</b>	<b>11.0%</b>	<b>3.3%</b>
District	47.3%	38.5%	11.0%	3.3%
State	43.8%	39.2%	14.4%	2.7%
<b>Non-IEP</b>				
<b>School</b>	<b>13.8%</b>	<b>31.6%</b>	<b>43.6%</b>	<b>10.9%</b>
District	13.8%	31.6%	43.6%	10.9%
State	14.6%	29.1%	41.0%	15.2%
<b>English Learners</b>				
<b>School</b>	<b>45.0%</b>	<b>46.8%</b>	<b>8.1%</b>	<b>0.0%</b>
District	45.0%	46.8%	8.1%	0.0%
State	44.7%	44.3%	10.8%	0.1%
<b>Non-English Learners</b>				
<b>School</b>	<b>13.2%</b>	<b>30.1%</b>	<b>45.0%</b>	<b>11.7%</b>
District	13.2%	30.1%	45.0%	11.7%
State	16.0%	29.3%	39.9%	14.8%

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# Academic Progress

## ISA (cont)

### Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>School</b>	<b>23.1%</b>	<b>38.1%</b>	<b>34.4%</b>	<b>4.4%</b>
District	23.1%	38.1%	34.4%	4.4%
State	27.8%	38.2%	29.2%	4.7%
<b>Non Low Income</b>				
<b>School</b>	<b>13.2%</b>	<b>27.8%</b>	<b>44.4%</b>	<b>14.6%</b>
District	13.2%	27.8%	44.4%	14.6%
State	11.6%	25.2%	43.6%	19.6%
<b>Homeless</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	40.5%	38.8%	18.6%	2.1%
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	44.0%	37.5%	16.7%	1.8%
<b>Military</b>				
<b>School</b>	<b>7.1%</b>	<b>28.6%</b>	<b>42.9%</b>	<b>21.4%</b>
District	7.1%	28.6%	42.9%	21.4%
State	17.4%	30.0%	38.2%	14.4%

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# Academic Progress

## ISA (cont)

### Grade HS - Accountability

	Level 1	Level 2	Level 3	Level 4
Science				
<b>All</b>				
<b>School</b>	<b>18.1%</b>	<b>33.2%</b>	<b>40.9%</b>	<b>10.3%</b>
District	18.1%	33.2%	40.9%	10.3%
State	17.7%	30.0%	37.7%	13.7%
<b>White</b>				
<b>School</b>	<b>11.1%</b>	<b>19.1%</b>	<b>46.8%</b>	<b>23.2%</b>
District	11.1%	19.1%	46.8%	23.2%
State	11.3%	25.7%	45.3%	19.3%
<b>Black</b>				
<b>School</b>	<b>35.5%</b>	<b>43.8%</b>	<b>26.0%</b>	<b>0.0%</b>
District	35.5%	43.8%	26.0%	0.0%
State	35.1%	36.4%	18.7%	1.8%
<b>Male</b>				
<b>School</b>	<b>19.6%</b>	<b>27.9%</b>	<b>40.2%</b>	<b>15.2%</b>
District	19.6%	27.9%	40.2%	15.2%
State	19.4%	28.5%	35.2%	15.8%
<b>Female</b>				
<b>School</b>	<b>16.4%</b>	<b>38.9%</b>	<b>41.8%</b>	<b>5.0%</b>
District	16.4%	38.9%	41.8%	5.0%
State	16.0%	31.5%	40.2%	11.5%
<b>Non Binary</b>				
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*
State	19.7%	0.0%	26.3%	46.1%

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# Academic Progress

## ISA (cont)

### Grade HS - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>				
<b>School</b>	<b>18.3%</b>	<b>38.3%</b>	<b>40.3%</b>	<b>6.2%</b>
District	18.3%	38.3%	40.3%	6.2%
State	22.5%	37.0%	32.7%	5.5%
<b>Asian</b>				
<b>School</b>	<b>15.6%</b>	<b>27.3%</b>	<b>50.7%</b>	<b>7.8%</b>
District	15.6%	27.3%	50.7%	7.8%
State	6.5%	17.2%	45.1%	34.0%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	10.8%	27.7%	40.5%	19.6%
<b>American Indian</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	18.6%	33.8%	34.2%	7.6%
<b>Two or More Races</b>				
<b>School</b>	<b>21.9%</b>	<b>21.9%</b>	<b>39.5%</b>	<b>17.5%</b>
District	21.9%	21.9%	39.5%	17.5%
State	15.9%	27.3%	37.6%	17.5%

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## ISA (cont)

### Grade HS - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	<b>39.1%</b>	<b>35.7%</b>	<b>21.2%</b>	<b>7.6%</b>
District	39.1%	35.7%	21.2%	7.6%
State	31.8%	33.5%	22.8%	7.5%
<b>Students with IEPs</b>				
<b>School</b>	<b>49.2%</b>	<b>40.1%</b>	<b>11.4%</b>	<b>3.4%</b>
District	49.2%	40.1%	11.4%	3.4%
State	41.5%	37.1%	13.6%	2.6%
<b>Non-IEP</b>				
<b>School</b>	<b>14.2%</b>	<b>32.3%</b>	<b>44.6%</b>	<b>11.2%</b>
District	14.2%	32.3%	44.6%	11.2%
State	14.6%	29.0%	40.9%	15.2%
<b>English Learners</b>				
<b>School</b>	<b>47.4%</b>	<b>49.3%</b>	<b>8.5%</b>	<b>0.0%</b>
District	47.4%	49.3%	8.5%	0.0%
State	42.8%	42.4%	10.4%	0.1%
<b>Non-English Learners</b>				
<b>School</b>	<b>13.5%</b>	<b>30.7%</b>	<b>46.0%</b>	<b>11.9%</b>
District	13.5%	30.7%	46.0%	11.9%
State	15.9%	29.1%	39.6%	14.7%

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# Academic Progress

## ISA (cont)

### Grade HS - Accountability

	Level 1	Level 2	Level 3	Level 4
Science				
<b>Low Income</b>				
<b>School</b>	<b>23.7%</b>	<b>39.1%</b>	<b>35.4%</b>	<b>4.6%</b>
District	23.7%	39.1%	35.4%	4.6%
State	26.7%	36.7%	28.0%	4.5%
<b>Non Low Income</b>				
<b>School</b>	<b>13.5%</b>	<b>28.4%</b>	<b>45.4%</b>	<b>14.9%</b>
District	13.5%	28.4%	45.4%	14.9%
State	11.7%	25.6%	44.1%	19.8%
<b>Homeless</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	36.3%	34.8%	16.7%	1.9%
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	38.5%	32.8%	14.6%	1.6%
<b>Military</b>				
<b>School</b>	<b>7.5%</b>	<b>30.1%</b>	<b>45.1%</b>	<b>22.6%</b>
District	7.5%	30.1%	45.1%	22.6%
State	17.8%	30.6%	38.9%	14.6%

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# Academic Progress

## 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
<b>School</b>	<b>18.7%</b> *	<b>20.1%</b> *	<b>17.1%</b> *	<b>*</b> *	<b>42.0%</b> *	<b>7.9%</b> *	<b>11.0%</b> *	<b>16.7%</b> *	<b>*</b> *	<b>‡</b> *	<b>21.4%</b> *	<b>13.6%</b> *
District	17.1% *	13.8% *	20.5% *	‡ *	33.1% *	9.8% *	12.4% *	17.9% *	‡ *	‡ *	21.9% *	5.4% *
State	29.9% *	25.5% *	34.7% *	50.5% *	39.4% *	12.1% *	18.4% *	58.6% *	38.7% *	23.5% *	33.6% *	12.9% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>8.4%</b> *	<b>0.7%</b> *	<b>10.1%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>17.6%</b> *
District	3.7% *	2.8% *	11.2% *	8.2% *	* *	0.0% *	7.6% *
State	7.0% *	6.9% *	15.9% *	9.3% *	10.2% *	11.0% *	31.1% *

### 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
<b>School</b>	<b>16.7%</b> *	<b>20.0%</b> *	<b>13.2%</b> *	<b>*</b> *	<b>34.2%</b> *	<b>4.7%</b> *	<b>10.2%</b> *	<b>30.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>28.6%</b> *	<b>10.0%</b> *
District	13.8% *	16.1% *	11.4% *	‡ *	29.0% *	5.5% *	9.2% *	22.5% *	‡ *	‡ *	19.9% *	5.0% *
State	25.8% *	27.3% *	24.3% *	37.2% *	35.6% *	6.8% *	13.5% *	60.2% *	33.4% *	19.1% *	28.5% *	12.2% *

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# Academic Progress

## Proficiency (cont)

### Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>7.5%</b> *	<b>0.8%</b> *	<b>10.3%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>5.9%</b> *
District	4.1% *	3.0% *	8.8% *	3.3% *	* *	9.1% *	6.7% *
State	7.2% *	6.8% *	11.4% *	5.6% *	7.3% *	6.7% *	26.1% *

### 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
<b>School</b>	<b>49.0%</b> *	<b>53.0%</b> *	<b>44.0%</b> *	<b>*</b> *	<b>68.0%</b> *	<b>24.0%</b> *	<b>44.0%</b> *	<b>57.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>56.0%</b> *	<b>26.0%</b> *
District	42.0% *	45.0% *	39.0% *	‡ *	64.0% *	22.0% *	36.0% *	43.0% *	‡ *	‡ *	44.0% *	20.0% *
State	50.0% *	50.0% *	50.0% *	75.0% *	63.0% *	23.0% *	37.0% *	76.0% *	56.0% *	41.0% *	54.0% *	28.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>13.0%</b> *	<b>8.0%</b> *	<b>38.0%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>64.0%</b> *
District	12.0% *	14.0% *	34.0% *	20.0% *	* *	‡ *	36.0% *
State	17.0% *	16.0% *	33.0% *	22.0% *	19.0% *	24.0% *	54.0% *

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## Proficiency (cont)

### ELA - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>18.8%</b>	<b>20.0%</b>	<b>17.5%</b>	‡	<b>42.6%</b>	<b>7.7%</b>	<b>11.2%</b>	<b>17.5%</b>	‡	‡	<b>21.8%</b>	<b>13.2%</b>
District	17.7%	14.3%	21.3%	‡	34.1%	10.2%	12.8%	18.9%	‡	‡	22.7%	5.5%
State	30.9%	26.2%	35.8%	51.6%	40.8%	12.4%	19.0%	61.1%	40.0%	24.0%	34.2%	13.1%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>8.0%</b>	<b>0.7%</b>	<b>10.1%</b>	‡	‡	‡	<b>17.5%</b>
District	3.7%	3.0%	11.5%	7.9%	*	0.0%	7.9%
State	7.1%	7.1%	16.3%	9.2%	10.5%	10.7%	32.1%

### Mathematics - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>16.6%</b>	<b>19.4%</b>	<b>13.4%</b>	‡	<b>34.5%</b>	<b>4.4%</b>	<b>10.1%</b>	<b>31.6%</b>	‡	‡	<b>29.0%</b>	<b>9.0%</b>
District	14.2%	16.5%	11.8%	‡	29.8%	5.7%	9.4%	23.7%	‡	‡	20.8%	5.0%
State	26.6%	28.0%	25.0%	37.6%	36.8%	6.9%	13.9%	62.6%	34.4%	19.4%	28.9%	12.3%

\* 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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>6.4%</b>	<b>0.7%</b>	<b>10.1%</b>	‡	‡	‡	<b>5.8%</b>
District	4.1%	3.1%	9.1%	3.1%	*	8.1%	7.0%
State	7.3%	7.0%	11.6%	5.5%	7.5%	6.4%	26.9%

### Science - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>50.7%</b>	<b>55.2%</b>	<b>45.9%</b>	‡	<b>68.5%</b>	<b>26.0%</b>	<b>46.0%</b>	<b>58.5%</b>	‡	‡	<b>57.0%</b>	<b>27.3%</b>
District	43.2%	46.0%	40.2%	‡	65.4%	23.3%	37.4%	44.7%	‡	‡	42.8%	20.9%
State	51.8%	51.7%	52.0%	74.8%	65.9%	23.4%	38.5%	79.4%	57.4%	41.6%	55.5%	28.9%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>14.3%</b>	<b>8.5%</b>	<b>39.3%</b>	‡	‡	‡	<b>67.7%</b>
District	12.5%	14.5%	34.5%	20.1%	*	‡	36.4%
State	18.0%	16.9%	34.1%	22.0%	19.0%	24.2%	56.0%

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## 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
<b>School</b>	<b>95.9%</b> *	<b>94.6%</b> *	<b>97.4%</b> *	<b>*</b> *	<b>96.2%</b> *	<b>92.7%</b> *	<b>96.1%</b> *	<b>100.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>96.6%</b> *	<b>92.6%</b> *
District	98.3% *	98.0% *	98.7% *	‡ *	97.8% *	98.4% *	98.4% *	100.0% *	‡ *	‡ *	98.7% *	96.6% *
State	98.0% *	97.8% *	98.1% *	96.9% *	98.4% *	96.7% *	97.9% *	99.0% *	98.3% *	97.1% *	96.6% *	96.5% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>90.2%</b> *	<b>95.8%</b> *	<b>95.0%</b> *
District	96.5% *	98.9% *	98.2% *
State	96.2% *	98.1% *	97.6% *

### 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
<b>School</b>	<b>94.1%</b> *	<b>92.0%</b> *	<b>96.3%</b> *	<b>*</b> *	<b>95.7%</b> *	<b>89.6%</b> *	<b>93.7%</b> *	<b>100.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>96.6%</b> *	<b>85.7%</b> *
District	97.9% *	97.5% *	98.3% *	‡ *	97.6% *	97.9% *	97.9% *	100.0% *	‡ *	‡ *	99.3% *	95.1% *
State	97.7% *	97.6% *	97.9% *	95.9% *	98.3% *	96.3% *	97.7% *	98.8% *	97.9% *	96.8% *	96.3% *	96.0% *

\* 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
<b>School</b>	<b>81.1%</b> *	<b>88.7%</b> *	<b>92.6%</b> *
District	94.8% *	98.2% *	97.7% *
State	95.7% *	97.9% *	97.3% *

### 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
<b>School</b>	<b>99.9%</b> *	<b>99.8%</b> *	<b>100.0%</b> *	* *	<b>100.0%</b> *	<b>100.0%</b> *	<b>99.8%</b> *	<b>100.0%</b> *	* *	‡ *	<b>100.0%</b> *	<b>99.3%</b> *
District	97.7% *	97.7% *	97.8% *	‡ *	98.2% *	97.9% *	97.5% *	98.5% *	‡ *	‡ *	96.6% *	96.8% *
State	98.0% *	97.9% *	98.0% *	94.7% *	98.5% *	96.6% *	97.6% *	99.1% *	98.2% *	96.7% *	97.7% *	96.9% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>100.0%</b> *	<b>100.0%</b> *	<b>100.0%</b> *
District	96.7% *	97.6% *	97.8% *
State	97.0% *	98.0% *	97.4% *

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

# Academic Progress

## 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
<b>School</b>	<b>96.0%</b> *	<b>94.7%</b> *	<b>97.4%</b> *	<b>*</b> *	<b>96.5%</b> *	<b>92.7%</b> *	<b>96.0%</b> *	<b>100.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>96.6%</b> *	<b>92.1%</b> *
District	96.0% 927	94.7% 484	97.4% 443	* *	96.5% 220	92.7% 89	96.0% 557	100.0% 30	* *	‡ 3	96.6% 28	92.1% 151
State	95.2% 142,053	94.6% 72,225	95.8% 69,802	100.0% 26	97.2% 66,937	90.6% 21,716	94.0% 40,286	98.5% 7,992	97.7% 172	93.1% 322	93.9% 4,628	91.9% 26,148

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>89.3%</b> *	<b>95.7%</b> *	<b>95.1%</b> *
District	89.3% 108	95.7% 135	95.1% 428
State	90.0% 17,519	91.5% 9,727	92.4% 59,151

### 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
<b>School</b>	<b>94.1%</b> *	<b>92.2%</b> *	<b>96.3%</b> *	<b>*</b> *	<b>96.1%</b> *	<b>89.6%</b> *	<b>93.6%</b> *	<b>100.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>96.6%</b> *	<b>84.8%</b> *
District	94.1% 909	92.2% 471	96.3% 438	* *	96.1% 219	89.6% 86	93.6% 543	100.0% 30	* *	‡ 3	96.6% 28	84.8% 139
State	95.0% 141,759	94.3% 72,046	95.6% 69,687	100.0% 26	97.0% 66,836	90.2% 21,637	93.8% 40,194	98.3% 7,982	97.7% 172	92.8% 321	93.7% 4,617	91.2% 25,949

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>79.3%</b> *	<b>88.7%</b> *	<b>92.7%</b> *
District	79.3% 96	88.7% 125	92.7% 417
State	89.1% 17,339	91.0% 9,677	92.2% 58,980

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

# Academic Progress

## 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
<b>School</b>	<b>100.0%</b> *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	<b>100.0%</b> *
District	<b>100.0%</b> 56	<b>100.0%</b> 34	<b>100.0%</b> 22	* *	<b>100.0%</b> 18	‡ 3	<b>100.0%</b> 29	‡ 1	* *	‡ 1	‡ 4	<b>100.0%</b> 56
State	<b>99.9%</b> 10,693	<b>99.9%</b> 7,160	<b>99.9%</b> 3,533	* *	<b>99.9%</b> 4,222	<b>100.0%</b> 2,489	<b>99.9%</b> 3,012	<b>99.8%</b> 579	<b>100.0%</b> 7	<b>100.0%</b> 37	<b>99.7%</b> 347	<b>99.9%</b> 10,693

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>100.0%</b> *	‡ *	‡ *
District	<b>100.0%</b> 56	<b>100.0%</b> 22	<b>100.0%</b> 34
State	<b>99.9%</b> 10,693	<b>99.9%</b> 2,734	<b>99.9%</b> 6,388

### 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
<b>School</b>	<b>100.0%</b> *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	<b>100.0%</b> *
District	<b>100.0%</b> 56	<b>100.0%</b> 34	<b>100.0%</b> 22	* *	<b>100.0%</b> 18	‡ 3	<b>100.0%</b> 29	‡ 1	* *	‡ 1	‡ 4	<b>100.0%</b> 56
State	<b>99.9%</b> 10,644	<b>99.9%</b> 7,125	<b>99.9%</b> 3,519	* *	<b>99.9%</b> 4,211	<b>100.0%</b> 2,479	<b>99.9%</b> 2,993	<b>99.8%</b> 573	<b>100.0%</b> 7	<b>100.0%</b> 37	<b>99.7%</b> 344	<b>99.9%</b> 10,644

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>100.0%</b> *	‡ *	‡ *
District	<b>100.0%</b> 56	<b>100.0%</b> 22	<b>100.0%</b> 34
State	<b>99.9%</b> 10,644	<b>99.9%</b> 2,712	<b>99.9%</b> 6,355

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# Academic Progress

## 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
<b>School</b>	<b>100.0%</b> *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	<b>100.0%</b> *
District	<b>100.0%</b> 27	<b>100.0%</b> 14	<b>100.0%</b> 13	* *	<b>100.0%</b> 10	‡ 2	<b>100.0%</b> 13	‡ 1	* *	‡ 1	* *	<b>100.0%</b> 27
State	<b>100.0%</b> 4,158	<b>100.0%</b> 2,775	<b>100.0%</b> 1,383	* *	<b>100.0%</b> 1,683	<b>100.0%</b> 956	<b>100.0%</b> 1,153	<b>99.6%</b> 229	<b>100.0%</b> 4	<b>100.0%</b> 15	<b>100.0%</b> 118	<b>100.0%</b> 4,158

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>100.0%</b> *	‡ *	‡ *
District	<b>100.0%</b> 27	‡ 6	<b>100.0%</b> 14
State	<b>100.0%</b> 4,158	<b>99.9%</b> 987	<b>100.0%</b> 2,392

### Overall - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>99.9%</b> *	<b>99.8%</b> *	<b>100.0%</b> *	* *	<b>100.0%</b> *	<b>100.0%</b> *	<b>99.8%</b> *	<b>100.0%</b> *	* *	‡ *	<b>100.0%</b> *	<b>99.2%</b> *
District	<b>97.7%</b> 2,380	<b>97.6%</b> 1,201	<b>97.8%</b> 1,179	* *	<b>98.1%</b> 578	<b>97.9%</b> 228	<b>97.5%</b> 1,446	<b>98.5%</b> 64	‡ 3	‡ 4	<b>96.6%</b> 57	<b>96.5%</b> 333
State	<b>97.9%</b> 395,258	<b>97.9%</b> 201,018	<b>98.0%</b> 194,204	<b>94.7%</b> 36	<b>98.5%</b> 185,552	<b>96.6%</b> 61,374	<b>97.6%</b> 110,216	<b>99.0%</b> 22,083	<b>98.2%</b> 426	<b>96.6%</b> 980	<b>97.7%</b> 14,627	<b>96.7%</b> 70,516

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>100.0%</b> *	<b>100.0%</b> *	<b>100.0%</b> *
District	<b>96.4%</b> 267	<b>97.6%</b> 611	<b>97.7%</b> 1,042
State	<b>96.7%</b> 50,623	<b>98.0%</b> 46,584	<b>97.4%</b> 178,492

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# Academic Progress

## 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
<b>School</b>	<b>4.1%</b> *	<b>5.4%</b> *	<b>2.6%</b> *	<b>*</b> *	<b>3.8%</b> *	<b>7.3%</b> *	<b>3.9%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>3.4%</b> *	<b>7.4%</b> *
District	1.7% *	2.0% *	1.3% *	‡ *	2.2% *	1.6% *	1.6% *	0.0% *	‡ *	‡ *	1.3% *	3.4% *
State	2.0% *	2.2% *	1.9% *	3.1% *	1.6% *	3.3% *	2.1% *	1.0% *	1.7% *	2.9% *	3.4% *	3.5% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>9.8%</b> *	<b>4.2%</b> *	<b>5.0%</b> *
District	3.5% *	1.1% *	1.8% *
State	3.8% *	1.9% *	2.4% *

### 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
<b>School</b>	<b>5.9%</b> *	<b>8.0%</b> *	<b>3.7%</b> *	<b>*</b> *	<b>4.3%</b> *	<b>10.4%</b> *	<b>6.3%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>3.4%</b> *	<b>14.3%</b> *
District	2.1% *	2.5% *	1.7% *	‡ *	2.4% *	2.1% *	2.1% *	0.0% *	‡ *	‡ *	0.7% *	4.9% *
State	2.3% *	2.4% *	2.1% *	4.1% *	1.7% *	3.7% *	2.3% *	1.2% *	2.1% *	3.2% *	3.7% *	4.0% *

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## Participation Rate (cont)

### Mathematics - All Tests - Non Participation

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>18.9%</b> *	<b>11.3%</b> *	<b>7.4%</b> *
District	5.2% *	1.8% *	2.3% *
State	4.3% *	2.1% *	2.7% *

### 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
<b>School</b>	<b>0.1%</b> *	<b>0.2%</b> *	<b>0.0%</b> *	* *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.2%</b> *	<b>0.0%</b> *	* *	‡ *	<b>0.0%</b> *	<b>0.7%</b> *
District	2.3% *	2.3% *	2.2% *	‡ *	1.8% *	2.1% *	2.5% *	1.5% *	‡ *	‡ *	3.4% *	3.2% *
State	2.0% *	2.1% *	2.0% *	5.3% *	1.5% *	3.4% *	2.4% *	0.9% *	1.8% *	3.3% *	2.3% *	3.1% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *
District	3.3% *	2.4% *	2.2% *
State	3.0% *	2.0% *	2.6% *

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

# Academic Progress

## 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
<b>School</b>	<b>4.0%</b> *	<b>5.3%</b> *	<b>2.6%</b> *	<b>*</b> *	<b>3.5%</b> *	<b>7.3%</b> *	<b>4.0%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>3.4%</b> *	<b>7.9%</b> *
District	4.0% *	5.3% *	2.6% *	* *	3.5% *	7.3% *	4.0% *	0.0% *	* *	‡ *	3.4% *	7.9% *
State	4.8% *	5.4% *	4.2% *	0.0% *	2.8% *	9.4% *	6.0% *	1.5% *	2.3% *	6.9% *	6.1% *	8.1% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>10.7%</b> *	<b>4.3%</b> *	<b>4.9%</b> *
District	10.7% *	4.3% *	4.9% *
State	10.0% *	8.5% *	7.6% *

### 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
<b>School</b>	<b>5.9%</b> *	<b>7.8%</b> *	<b>3.7%</b> *	<b>*</b> *	<b>3.9%</b> *	<b>10.4%</b> *	<b>6.4%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>3.4%</b> *	<b>15.2%</b> *
District	5.9% *	7.8% *	3.7% *	* *	3.9% *	10.4% *	6.4% *	0.0% *	* *	‡ *	3.4% *	15.2% *
State	5.0% *	5.7% *	4.4% *	0.0% *	3.0% *	9.8% *	6.2% *	1.7% *	2.3% *	7.2% *	6.3% *	8.8% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>20.7%</b> *	<b>11.3%</b> *	<b>7.3%</b> *
District	20.7% *	11.3% *	7.3% *
State	10.9% *	9.0% *	7.8% *

\* 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)

### 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
<b>School</b>	<b>0.0%</b> *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	<b>0.0%</b> *
District	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	* *	<b>0.0%</b> *	‡ *	<b>0.0%</b> *	‡ *	* *	‡ *	‡ *	<b>0.0%</b> *
State	<b>0.1%</b> *	<b>0.1%</b> *	<b>0.1%</b> *	* *	<b>0.1%</b> *	<b>0.0%</b> *	<b>0.1%</b> *	<b>0.2%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.3%</b> *	<b>0.1%</b> *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>0.0%</b> *	‡ *	‡ *
District	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *
State	<b>0.1%</b> *	<b>0.1%</b> *	<b>0.1%</b> *

### 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
<b>School</b>	<b>0.0%</b> *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	<b>0.0%</b> *
District	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	* *	<b>0.0%</b> *	‡ *	<b>0.0%</b> *	‡ *	* *	‡ *	‡ *	<b>0.0%</b> *
State	<b>0.1%</b> *	<b>0.1%</b> *	<b>0.1%</b> *	* *	<b>0.1%</b> *	<b>0.0%</b> *	<b>0.1%</b> *	<b>0.2%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.3%</b> *	<b>0.1%</b> *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>0.0%</b> *	‡ *	‡ *
District	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *
State	<b>0.1%</b> *	<b>0.1%</b> *	<b>0.1%</b> *

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



# Academic Progress

## 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
<b>School</b>	<b>0.0%</b> *	<b>‡</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>*</b> *	<b>*</b> *	<b>*</b> *	<b>*</b> *	<b>0.0%</b> *
District	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>0.0%</b> *	<b>‡</b> *	<b>0.0%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>*</b> *	<b>0.0%</b> *
State	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.4%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>0.0%</b> *	<b>‡</b> *	<b>‡</b> *
District	<b>0.0%</b> *	<b>‡</b> *	<b>0.0%</b> *
State	<b>0.0%</b> *	<b>0.1%</b> *	<b>0.0%</b> *

### 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
<b>School</b>	<b>0.1%</b> *	<b>0.2%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.2%</b> *	<b>0.0%</b> *	<b>*</b> *	<b>‡</b> *	<b>0.0%</b> *	<b>0.8%</b> *
District	<b>2.3%</b> *	<b>2.4%</b> *	<b>2.2%</b> *	<b>*</b> *	<b>1.9%</b> *	<b>2.1%</b> *	<b>2.5%</b> *	<b>1.5%</b> *	<b>‡</b> *	<b>‡</b> *	<b>3.4%</b> *	<b>3.5%</b> *
State	<b>2.1%</b> *	<b>2.1%</b> *	<b>2.0%</b> *	<b>5.3%</b> *	<b>1.5%</b> *	<b>3.4%</b> *	<b>2.4%</b> *	<b>1.0%</b> *	<b>1.8%</b> *	<b>3.4%</b> *	<b>2.3%</b> *	<b>3.3%</b> *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *
District	<b>3.6%</b> *	<b>2.4%</b> *	<b>2.3%</b> *
State	<b>3.3%</b> *	<b>2.0%</b> *	<b>2.6%</b> *

\* 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
<b>School</b>	<b>67.4%</b>	<b>64.1%</b>	<b>70.8%</b>	*	<b>83.2%</b>	<b>67.3%</b>	<b>62.7%</b>	<b>70.4%</b>	‡	*	<b>56.0%</b>	<b>63.9%</b>
District	67.5%	64.3%	70.8%	*	83.3%	67.7%	62.7%	70.4%	‡	*	56.0%	63.9%
State	86.6%	84.9%	88.3%	95.9%	90.9%	76.4%	83.8%	96.6%	86.7%	79.0%	83.5%	82.4%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>65.8%</b>	<b>53.7%</b>	<b>57.8%</b>
District	65.8%	53.7%	57.8%
State	81.1%	79.5%	79.4%

\* 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
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.

\* 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)

### Career and Technical Education

Enrollment	
<b>School</b>	<b>1,637</b>
District	1,637
State	291,667

### 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
<b>School</b>	<b>99.2%</b>	<b>98.4%</b>	<b>100.0%</b>	<b>*</b>	<b>96.7%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>95.0%</b>
District	99.2%	98.4%	100.0%	*	96.7%	100.0%	100.0%	‡	*	‡	*	95.0%
State	97.1%	96.7%	97.7%	100.0%	97.8%	95.4%	95.8%	98.7%	100.0%	98.6%	96.2%	93.0%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>94.1%</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	94.1%	‡	‡	*	*	‡
State	90.4%	91.9%	92.6%	85.7%	89.5%	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
<b>School</b>	<b>96.6%</b>	<b>96.2%</b>	<b>97.1%</b>	<b>*</b>	<b>94.4%</b>	<b>96.3%</b>	<b>97.7%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>91.7%</b>
District	96.6%	96.2%	97.1%	*	94.4%	96.3%	97.7%	‡	*	‡	‡	91.7%
State	96.2%	95.8%	96.9%	*	96.5%	95.1%	95.4%	98.7%	100.0%	94.9%	94.9%	92.8%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>88.9%</b>	<b>92.3%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	88.9%	92.3%	‡	*	*	‡
State	90.1%	92.3%	89.4%	*	77.0%	96.3%

### 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
<b>School</b>	<b>19.2%</b>	<b>21.3%</b>	<b>16.7%</b>	<b>*</b>	<b>32.6%</b>	<b>‡</b>	<b>12.5%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
District	19.2%	21.3%	16.7%	*	32.6%	‡	12.5%	‡	*	‡	‡	‡
State	28.1%	28.6%	27.6%	87.5%	33.3%	8.7%	15.9%	57.9%	28.6%	21.5%	29.5%	16.4%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	‡	‡	‡	*	*	‡
State	5.7%	0.7%	6.7%	0.0%	16.5%	21.8%

\* 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)

### 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
<b>School</b>	<b>20.4%</b>	<b>24.5%</b>	<b>15.4%</b>	<b>*</b>	<b>34.9%</b>	<b>‡</b>	<b>16.4%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
District	20.4%	24.5%	15.4%	*	34.9%	‡	16.4%	‡	*	‡	‡	‡
State	25.8%	29.0%	21.8%	50.0%	30.8%	6.6%	12.8%	61.3%	28.6%	19.0%	25.0%	13.4%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	‡	‡	‡	*	*	‡
State	4.3%	1.3%	4.6%	0.0%	6.3%	18.1%

### 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
<b>School</b>	<b>30.6%</b>	<b>39.6%</b>	<b>19.5%</b>	<b>*</b>	<b>41.5%</b>	<b>‡</b>	<b>26.4%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
District	30.6%	39.6%	19.5%	*	41.5%	‡	26.4%	‡	*	‡	‡	‡
State	29.9%	34.3%	24.2%	100.0%	34.9%	9.5%	19.2%	53.0%	34.8%	30.6%	32.3%	17.9%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	‡	‡	‡	*	*	‡
State	7.9%	1.5%	12.1%	0.0%	8.2%	22.2%

\* 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 – 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
<b>School</b>	<b>44.4%</b>	<b>43.4%</b>	<b>45.9%</b>	<b>*</b>	<b>61.0%</b>	<b>‡</b>	<b>36.1%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	44.4%	43.4%	45.9%	*	61.0%	‡	36.1%	‡	*	*	*	‡
State	54.6%	49.5%	61.1%	*	58.0%	43.8%	44.2%	81.7%	48.5%	47.1%	52.9%	62.2%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	‡	‡	‡	*	*	‡
State	30.9%	32.6%	28.1%	0.0%	23.5%	50.0%

### 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
<b>School</b>	<b>27.6%</b>	<b>‡</b>	<b>57.2%</b>	<b>*</b>	<b>21.4%</b>	<b>32.7%</b>	<b>29.5%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>31.9%</b>
District	27.6%	‡	57.2%	*	21.4%	32.7%	29.5%	‡	‡	‡	‡	31.9%
State	31.0%	8.4%	60.1%	0.0%	31.1%	35.3%	29.2%	26.8%	28.6%	25.7%	32.4%	28.3%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>32.1%</b>	<b>29.3%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	32.1%	29.3%	‡	*	*	‡
State	28.7%	30.2%	36.3%	50.0%	39.9%	32.4%

\* 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
<b>School</b>	<b>7.9%</b>	<b>11.3%</b>	‡	*	‡	‡	‡	‡	*	‡	‡	‡
District	7.9%	11.3%	‡	*	‡	‡	‡	‡	*	‡	‡	‡
State	31.7%	33.6%	29.2%	33.3%	32.1%	29.3%	31.9%	32.1%	40.0%	31.4%	28.1%	30.9%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	‡	‡	‡	*	*	‡
District	‡	‡	‡	*	*	‡
State	29.7%	30.3%	25.4%	16.7%	18.7%	35.1%

### 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
<b>School</b>	‡	‡	‡	*	‡	‡	‡	‡	*	‡	‡	‡
District	‡	‡	‡	*	‡	‡	‡	‡	*	‡	‡	‡
State	5.0%	4.7%	5.5%	0.0%	5.7%	4.7%	3.6%	3.1%	6.7%	7.0%	5.5%	6.3%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	‡	‡	‡	*	*	‡
District	‡	‡	‡	*	*	‡
State	7.0%	3.6%	4.2%	33.3%	8.8%	5.3%

\* 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
<b>School</b>	<b>1,550</b>	<b>766</b>	<b>784</b>	<b>*</b>	<b>285</b>	<b>174</b>	<b>1,005</b>	<b>41</b>	<b>‡</b>	<b>‡</b>	<b>37</b>	<b>213</b>
District	1,550	766	784	*	285	174	1,005	41	‡	‡	37	213
State	266,448	149,005	117,054	389	149,012	33,617	60,351	12,981	218	528	9,741	47,616

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>158</b>	<b>219</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>29</b>
District	158	219	‡	*	‡	29
State	32,355	15,937	5,140	45	947	2,430

### 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
<b>School</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	‡	*	‡	*	*	*	‡	*	*	*	*	‡
State	26,698	15,890	10,797	11	22,358	1,584	1,795	149	11	29	772	5,049

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	‡	*	*	*	*	*
State	3,862	364	663	10	150	176

\* 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
<b>School</b>	<b>152</b>	<b>125</b>	<b>27</b>	<b>*</b>	<b>38</b>	<b>‡</b>	<b>93</b>	<b>11</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>25</b>
District	152	125	27	*	38	‡	93	11	*	*	‡	25
State	39,138	31,245	7,846	47	24,565	3,908	7,504	1,572	27	85	1,477	7,843

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>16</b>	<b>22</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	16	22	‡	*	*	‡
State	5,680	2,129	692	12	143	318

### 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
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	25,572	15,961	9,525	86	13,577	3,449	6,228	1,132	24	44	1,118	5,033

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	3,595	1,802	613	8	106	228

\* 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
<b>School</b>	<b>394</b>	<b>245</b>	<b>149</b>	<b>*</b>	<b>66</b>	<b>44</b>	<b>261</b>	<b>10</b>	<b>*</b>	<b>‡</b>	<b>10</b>	<b>40</b>
District	394	245	149	*	66	44	261	10	*	‡	10	40
State	66,910	38,568	28,230	112	38,772	9,182	12,499	3,467	50	132	2,808	10,038

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>29</b>	<b>54</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	29	54	‡	*	‡	‡
State	6,527	3,638	1,106	20	274	617

### 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
<b>School</b>	<b>111</b>	<b>16</b>	<b>95</b>	<b>*</b>	<b>15</b>	<b>12</b>	<b>79</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>18</b>
District	111	16	95	*	15	12	79	‡	*	*	‡	18
State	18,093	3,735	14,332	26	9,177	2,585	4,785	683	15	41	807	3,282

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>12</b>	<b>22</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	12	22	‡	*	*	‡
State	2,110	1,425	424	*	70	155

\* 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
<b>School</b>	<b>306</b>	<b>192</b>	<b>114</b>	<b>*</b>	<b>47</b>	<b>28</b>	<b>208</b>	<b>10</b>	<b>*</b>	<b>‡</b>	<b>10</b>	<b>30</b>
District	306	192	114	*	47	28	208	10	*	‡	10	30
State	56,125	32,547	23,475	103	33,485	6,707	10,216	3,426	35	101	2,155	7,516

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>21</b>	<b>46</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	21	46	‡	*	‡	‡
State	4,601	2,700	726	16	180	515

### 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
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	677	355	322	*	399	141	63	7	1	*	66	157

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	117	27	26	*	12	3

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## 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
<b>School</b>	<b>215</b>	<b>30</b>	<b>185</b>	<b>*</b>	<b>33</b>	<b>18</b>	<b>154</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>13</b>
District	215	30	185	*	33	18	154	‡	*	*	‡	13
State	15,258	3,943	11,309	6	6,814	2,572	4,234	900	9	49	680	1,998

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>‡</b>	<b>30</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	‡	30	*	*	*	‡
State	1,274	1,160	441	2	73	112

### 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
<b>School</b>	<b>687</b>	<b>359</b>	<b>328</b>	<b>*</b>	<b>105</b>	<b>90</b>	<b>459</b>	<b>12</b>	<b>‡</b>	<b>‡</b>	<b>17</b>	<b>120</b>
District	687	359	328	*	105	90	459	12	‡	‡	17	120
State	62,735	28,200	34,396	139	34,506	8,483	14,876	2,179	55	122	2,514	12,631

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>98</b>	<b>108</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>15</b>
District	98	108	‡	*	‡	15
State	9,095	4,152	1,188	11	233	664

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## 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
<b>School</b>	<b>289</b>	<b>97</b>	<b>192</b>	<b>*</b>	<b>47</b>	<b>37</b>	<b>196</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>59</b>
District	289	97	192	*	47	37	196	‡	*	*	‡	59
State	36,864	12,307	24,551	6	23,300	4,482	6,476	882	32	64	1,628	6,891

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>46</b>	<b>52</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	46	52	‡	*	*	‡
State	5,082	1,657	814	15	198	409

### 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
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	45,944	28,592	17,298	54	24,834	7,494	9,238	2,371	47	100	1,860	8,223

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	5,835	2,917	1,027	13	219	494

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## 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>5,205</b>	<b>2,624</b>	<b>2,581</b>	*	<b>2,253</b>	<b>1,132</b>	<b>1,352</b>	<b>161</b>	<b>4</b>	<b>15</b>	<b>288</b>	<b>928</b>

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	<b>665</b>	<b>438</b>	<b>183</b>	*	<b>27</b>	<b>32</b>

### 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
<b>School</b>	<b>277</b>	<b>127</b>	<b>150</b>	*	<b>44</b>	<b>36</b>	<b>188</b>	‡	*	*	‡	<b>56</b>
District	<b>277</b>	<b>127</b>	<b>150</b>	*	<b>44</b>	<b>36</b>	<b>188</b>	‡	*	*	‡	<b>56</b>
State	<b>40,725</b>	<b>27,832</b>	<b>12,839</b>	<b>54</b>	<b>24,992</b>	<b>4,203</b>	<b>8,691</b>	<b>1,116</b>	<b>28</b>	<b>85</b>	<b>1,610</b>	<b>8,596</b>

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>44</b>	<b>46</b>	*	*	‡	‡
District	<b>44</b>	<b>46</b>	*	*	‡	‡
State	<b>6,238</b>	<b>2,546</b>	<b>744</b>	<b>10</b>	<b>157</b>	<b>349</b>

\* 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 Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>330</b>	<b>217</b>	<b>113</b>	<b>*</b>	<b>56</b>	<b>41</b>	<b>212</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>10</b>	<b>31</b>
District	330	217	113	*	56	41	212	‡	*	‡	10	31
State	30,550	18,311	12,235	4	18,023	2,915	6,197	2,037	21	67	1,290	4,370

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>22</b>	<b>51</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	22	51	‡	*	‡	‡
State	2,504	1,594	358	11	89	341

### 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
<b>School</b>	<b>127</b>	<b>105</b>	<b>22</b>	<b>*</b>	<b>37</b>	<b>‡</b>	<b>74</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>21</b>
District	127	105	22	*	37	‡	74	‡	*	*	‡	21
State	23,845	18,493	5,300	52	11,743	2,761	5,994	2,280	21	53	993	3,995

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>10</b>	<b>16</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	10	16	‡	*	*	‡
State	2,477	1,685	373	*	75	170

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## 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
<b>School</b>	<b>48</b>	<b>42</b>	‡	*	‡	‡	<b>32</b>	‡	*	*	‡	<b>12</b>
District	48	42	‡	*	‡	‡	32	‡	*	*	‡	12
State	<b>28,343</b>	<b>24,204</b>	<b>4,073</b>	<b>66</b>	<b>15,941</b>	<b>2,937</b>	<b>7,603</b>	<b>777</b>	<b>18</b>	<b>69</b>	<b>998</b>	<b>6,642</b>

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	‡	<b>10</b>	*	*	*	‡
District	‡	10	*	*	*	‡
State	<b>4,943</b>	<b>2,392</b>	<b>549</b>	<b>1</b>	<b>94</b>	<b>257</b>

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## 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
<b>School</b>	<b>445</b>	<b>237</b>	<b>208</b>	<b>*</b>	<b>103</b>	<b>52</b>	<b>271</b>	<b>11</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>69</b>
District	445	237	208	*	103	52	271	11	‡	‡	‡	69
State	105,517	59,367	46,113	37	62,749	11,585	22,204	5,122	77	183	3,597	18,817

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>53</b>	<b>41</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	53	41	‡	*	*	‡
State	12,617	4,653	1,874	16	288	868

### 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
<b>School</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	‡	*	‡	*	‡	*	‡	*	*	*	*	‡
State	18,507	11,204	7,296	7	15,976	852	1,102	93	7	19	458	3,489

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	‡	‡	*	*	*	*
State	2,652	193	470	3	89	108

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## 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
<b>School</b>	<b>89</b>	<b>74</b>	<b>15</b>	<b>*</b>	<b>35</b>	<b>‡</b>	<b>41</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>11</b>
District	89	74	15	*	35	‡	41	‡	*	‡	‡	11
State	26,342	21,682	4,655	5	17,515	2,156	4,507	1,207	18	51	888	5,029

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	‡	‡	*	*	*	*
State	3,458	971	409	10	63	199

### 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
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	‡	‡	‡	*	‡	*	‡	*	*	*	‡	‡
State	15,483	10,619	4,862	2	9,793	1,346	3,079	649	8	17	591	3,129

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	‡	‡	*	*	*	*
State	2,130	621	266	10	34	144

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## 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
<b>School</b>	<b>97</b>	<b>63</b>	<b>34</b>	<b>*</b>	<b>22</b>	<b>13</b>	<b>57</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>13</b>
District	97	63	34	*	22	13	57	‡	*	‡	‡	13
State	41,362	25,135	16,223	4	27,489	4,169	6,330	1,774	33	76	1,491	6,501

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	‡	‡	‡	*	*	‡
State	4,299	1,414	675	13	121	344

### 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
<b>School</b>	<b>85</b>	<b>‡</b>	<b>80</b>	<b>*</b>	<b>13</b>	<b>16</b>	<b>55</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>17</b>
District	85	‡	80	*	13	16	55	‡	*	*	*	17
State	11,518	1,588	9,926	4	6,241	1,419	3,009	385	7	21	436	2,076

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>15</b>	<b>13</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	15	13	‡	*	*	‡
State	1,268	619	212	*	28	109

\* 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 Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>87</b>	<b>58</b>	<b>29</b>	<b>*</b>	<b>20</b>	<b>11</b>	<b>52</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>10</b>
District	87	58	29	*	20	11	52	‡	*	‡	‡	10
State	<b>33,959</b>	<b>20,788</b>	<b>13,169</b>	<b>2</b>	<b>22,920</b>	<b>3,042</b>	<b>5,005</b>	<b>1,667</b>	<b>31</b>	<b>55</b>	<b>1,239</b>	<b>4,793</b>

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	‡	‡	‡	*	*	‡
State	<b>2,960</b>	<b>1,010</b>	<b>440</b>	<b>12</b>	<b>86</b>	<b>292</b>

### 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
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>113</b>	<b>58</b>	<b>55</b>	<b>*</b>	<b>97</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>*</b>	<b>*</b>	<b>3</b>	<b>38</b>

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	<b>24</b>	<b>*</b>	<b>2</b>	<b>*</b>	<b>1</b>	<b>1</b>

\* 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 Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>37</b>	‡	<b>31</b>	*	‡	‡	<b>26</b>	*	*	*	‡	‡
District	37	‡	31	*	‡	‡	26	*	*	*	‡	‡
State	6,173	1,333	4,837	3	2,995	947	1,564	391	4	19	253	714

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	‡	‡	*	*	*	‡
District	‡	‡	*	*	*	‡
State	426	335	169	*	25	44

### 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
<b>School</b>	<b>321</b>	<b>168</b>	<b>153</b>	*	<b>61</b>	<b>43</b>	<b>208</b>	‡	‡	‡	‡	<b>57</b>
District	321	168	153	*	61	43	208	‡	‡	‡	‡	57
State	48,695	22,505	26,169	21	28,548	6,159	10,367	1,580	34	77	1,930	9,549

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>48</b>	<b>33</b>	‡	*	*	‡
District	48	33	‡	*	*	‡
State	6,915	2,375	897	8	156	485

\* 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 Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>118</b>	<b>30</b>	<b>88</b>	<b>*</b>	<b>18</b>	<b>21</b>	<b>76</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>27</b>
District	118	30	88	*	18	21	76	‡	*	*	‡	27
State	27,699	9,645	18,052	2	18,594	2,843	4,474	586	20	46	1,136	5,214

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>25</b>	<b>20</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	25	20	‡	*	*	‡
State	3,818	982	589	13	109	229

### 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
<b>School</b>	<b>15</b>	<b>13</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	15	13	‡	*	‡	‡	‡	*	*	*	*	‡
State	32,612	20,966	11,640	6	21,421	3,121	5,212	1,627	22	58	1,151	5,544

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	‡	*	*	*	*	*
State	3,888	1,162	519	11	109	295

\* 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 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>1,797</b>	<b>927</b>	<b>870</b>	*	<b>939</b>	<b>235</b>	<b>467</b>	<b>86</b>	<b>3</b>	<b>6</b>	<b>61</b>	<b>288</b>

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	<b>172</b>	<b>29</b>	<b>38</b>	*	*	<b>8</b>

### 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
<b>School</b>	<b>86</b>	<b>39</b>	<b>47</b>	*	<b>13</b>	<b>11</b>	<b>60</b>	‡	*	*	‡	<b>21</b>
District	<b>86</b>	<b>39</b>	<b>47</b>	*	<b>13</b>	<b>11</b>	<b>60</b>	‡	*	*	‡	<b>21</b>
State	<b>25,458</b>	<b>17,526</b>	<b>7,931</b>	<b>1</b>	<b>17,023</b>	<b>2,224</b>	<b>4,569</b>	<b>674</b>	<b>17</b>	<b>37</b>	<b>914</b>	<b>5,240</b>

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>21</b>	<b>16</b>	‡	*	*	‡
District	<b>21</b>	<b>16</b>	‡	*	*	‡
State	<b>3,700</b>	<b>978</b>	<b>448</b>	<b>3</b>	<b>74</b>	<b>208</b>

\* 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 Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>330</b>	<b>217</b>	<b>113</b>	<b>*</b>	<b>56</b>	<b>41</b>	<b>212</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>10</b>	<b>31</b>
District	330	217	113	*	56	41	212	‡	*	‡	10	31
State	30,550	18,311	12,235	4	18,023	2,915	6,197	2,037	21	67	1,290	4,370

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>22</b>	<b>51</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	22	51	‡	*	‡	‡
State	2,504	1,594	358	11	89	341

### 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
<b>School</b>	<b>81</b>	<b>67</b>	<b>14</b>	<b>*</b>	<b>32</b>	<b>‡</b>	<b>38</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>11</b>
District	81	67	14	*	32	‡	38	‡	*	‡	‡	11
State	15,175	12,352	2,820	3	8,216	1,286	3,586	1,479	15	26	567	2,472

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	‡	‡	*	*	*	*
State	1,434	570	173	1	33	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 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
<b>School</b>	<b>12</b>	<b>10</b>	‡	*	‡	*	‡	*	*	*	‡	‡
District	12	10	‡	*	‡	*	‡	*	*	*	‡	‡
State	18,365	16,195	2,167	3	11,134	1,651	4,475	485	10	36	574	4,262

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	‡	‡	*	*	*	*
District	‡	‡	*	*	*	*
State	3,074	1,073	328	*	46	161

\* 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
<b>School</b>	<b>89.0%</b>	<b>87.1%</b>	<b>90.7%</b>	<b>*</b>	<b>90.9%</b>	<b>87.1%</b>	<b>88.8%</b>	<b>89.3%</b>	<b>*</b>	<b>‡</b>	<b>80.0%</b>	<b>77.9%</b>
District	89.0%	87.1%	90.7%	*	90.9%	87.1%	88.8%	89.3%	*	‡	80.0%	77.9%
State	87.3%	85.0%	89.7%	94.7%	90.5%	79.5%	85.1%	94.8%	86.3%	80.1%	84.5%	77.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>73.0%</b>	<b>86.1%</b>	<b>85.0%</b>	<b>70.4%</b>	<b>*</b>	<b>‡</b>	<b>84.2%</b>
District	73.0%	86.1%	85.0%	70.4%	*	‡	84.2%
State	72.1%	76.8%	80.1%	67.3%	83.3%	51.8%	88.4%

### 5 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>88.6%</b>	<b>85.4%</b>	<b>91.5%</b>	<b>*</b>	<b>91.0%</b>	<b>86.2%</b>	<b>87.5%</b>	<b>92.9%</b>	<b>*</b>	<b>‡</b>	<b>93.3%</b>	<b>76.5%</b>
District	88.6%	85.4%	91.5%	*	91.0%	86.2%	87.5%	92.9%	*	‡	93.3%	76.5%
State	88.8%	86.4%	91.2%	*	91.8%	81.6%	86.5%	96.3%	89.8%	81.3%	85.2%	79.6%

\* 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 (cont)

### 5 Year

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>70.5%</b>	<b>80.3%</b>	<b>85.1%</b>	<b>69.7%</b>	<b>*</b>	<b>*</b>	<b>82.6%</b>
District	70.5%	80.3%	85.1%	69.7%	*	*	82.6%
State	75.2%	79.5%	82.5%	69.6%	60.0%	60.5%	90.7%

### 6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>88.5%</b>	<b>85.7%</b>	<b>91.4%</b>	<b>*</b>	<b>88.8%</b>	<b>82.0%</b>	<b>89.6%</b>	<b>89.7%</b>	<b>*</b>	<b>‡</b>	<b>93.3%</b>	<b>77.2%</b>
District	88.5%	85.7%	91.4%	*	88.8%	82.0%	89.6%	89.7%	*	‡	93.3%	77.2%
State	90.1%	87.9%	92.4%	*	92.7%	83.7%	88.3%	96.2%	92.7%	84.9%	87.6%	82.2%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>71.3%</b>	<b>83.3%</b>	<b>85.0%</b>	<b>82.6%</b>	<b>*</b>	<b>‡</b>	<b>91.3%</b>
District	71.3%	83.3%	85.0%	82.6%	*	‡	91.3%
State	77.6%	81.8%	84.8%	72.8%	65.5%	59.3%	93.4%

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

## Postsecondary Enrollment

### What is it?

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

### 12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
<b>School</b>	<b>53.4%</b>	<b>*</b>	<b>*</b>	<b>23.9%</b>	<b>29.5%</b>	<b>0.0%</b>
District	53.4%	*	*	23.9%	29.5%	0.0%
State	64.3%	*	*	38.2%	26.1%	0.0%

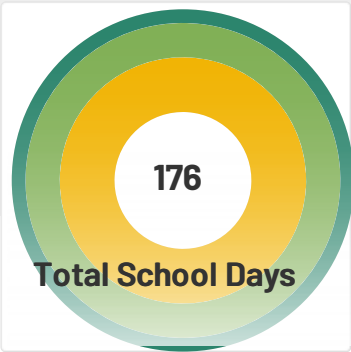
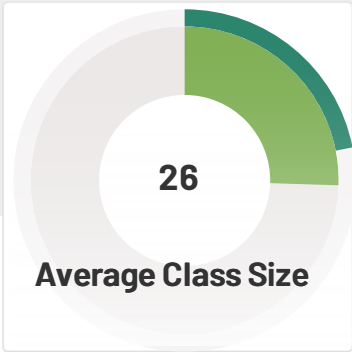
### 16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
<b>School</b>	<b>54.5%</b>	<b>*</b>	<b>*</b>	<b>23.9%</b>	<b>30.6%</b>	<b>0.0%</b>
District	54.5%	*	*	23.9%	30.6%	0.0%
State	65.1%	*	*	38.4%	26.8%	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.



**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](http://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	
<b>School</b>	<b>No</b>

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

# School Environment

## School Level Finances

### What is it?

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

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
<b>School</b>	<b>3,759</b>	<b>\$1,219</b>	<b>\$8,355</b>	<b>\$9,574</b>	<b>\$623</b>	<b>\$4,129</b>	<b>\$4,751</b>	<b>\$1,841</b>	<b>\$12,483</b>	<b>\$14,325</b>	*	*
District	11,083	\$1,194	\$9,558	\$10,752	\$621	\$4,324	\$4,945	\$1,815	\$13,882	\$15,697	\$30,683,393	\$204,643,632

\* 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	<b>50.4%</b> \$101,045,043	<b>3.2%</b> \$6,372,378	<b>30.7%</b> \$61,652,058	<b>5.5%</b> \$11,063,010	<b>10.2%</b> \$20,513,408	<b>\$200,645,897</b>
State	<b>60.6%</b>	<b>4.0%</b>	<b>21.3%</b>	<b>4.7%</b>	<b>9.5%</b>	*

### Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	<b>49.1%</b>	<b>0.7%</b>	<b>29.7%</b>	<b>20.5%</b>
State	<b>48.2%</b>	<b>2.3%</b>	<b>29.1%</b>	<b>20.4%</b>

### Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	<b>74.9%</b> \$142,008,183	<b>7.8%</b> \$14,821,837	<b>5.6%</b> \$10,717,212	<b>8.6%</b> \$16,304,029	<b>0.0%</b> \$0	<b>2.3%</b> \$4,444,883	<b>0.0%</b> \$0	<b>0.7%</b> \$1,403,772	<b>\$189,699,916</b>
State	<b>71.3%</b>	<b>7.1%</b>	<b>2.9%</b>	<b>8.5%</b>	<b>1.2%</b>	<b>1.9%</b>	<b>0.6%</b>	<b>6.5%</b>	*

\* 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

	2019 Equalized Assessed Valuation per Pupil	2019 Total School Tax Rate per \$100	2020-21 Instructional Expenditure per Pupil	2020-21 Operating Expenditure per Pupil
District	\$177,303	5.6	\$9,576	\$15,760
State	*	*	\$9,703	\$16,029

## 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
<b>School</b>	<b>27</b>	<b>27</b>	<b>27</b>	<b>26</b>	<b>*</b>	<b>26</b>
District	27	27	27	26	*	24
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	
<b>School</b>	<b>176</b>
District	176
State	176

## Health and Wellness

### What is it?

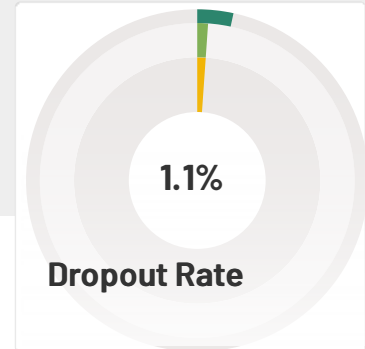
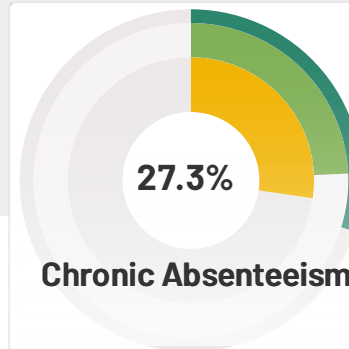
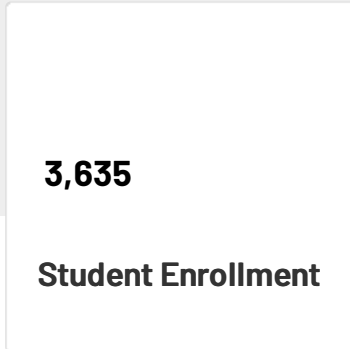
This shows the average number of days of physical education per week per student.

Days PE per week	
<b>School</b>	<b>5</b>
District	4
State	4

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

## About the data

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.



## 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
<b>School</b>	<b>100.0%</b> <b>3,635</b>	<b>49.7%</b> <b>1,805</b>	<b>50.3%</b> <b>1,830</b>	<b>0.0%</b> <b>*</b>	<b>23.5%</b> <b>853</b>	<b>10.2%</b> <b>369</b>	<b>61.0%</b> <b>2,216</b>	<b>2.9%</b> <b>104</b>	‡	‡	<b>2.2%</b> <b>81</b>	<b>15.4%</b> <b>559</b>
District	100.0% 10,925	50.8% 5,549	49.2% 5,376	0.0% *	21.6% 2,365	10.8% 1,178	61.3% 6,698	3.4% 373	0.1% 16	0.2% 17	2.5% 278	17.8% 1,948
State	100.0% 1,869,325	51.4% 959,975	48.6% 909,276	0.0% 74	46.4% 866,540	16.6% 310,464	27.2% 508,549	5.4% 100,564	0.1% 1,851	0.3% 4,756	4.1% 76,601	20.3% 378,912

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>11.7%</b> <b>426</b>	<b>16.2%</b> <b>590</b>	<b>44.9%</b> <b>1,632</b>	<b>0.6%</b> <b>20</b>	<b>0.0%</b> <b>*</b>	‡	<b>1.7%</b> <b>63</b>
District	15.6% 1,709	29.9% 3,269	42.5% 4,643	0.7% 77	0.0% *	0.3% 34	1.8% 192
State	16.5% 307,555	13.7% 255,367	46.5% 869,330	2.0% 36,543	0.0% 343	0.7% 13,324	0.8% 14,220

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	<b>1,147</b>	<b>855</b>	<b>848</b>	<b>785</b>
District	1,157	864	851	820
State	157,008	149,133	146,066	149,597

\* 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
<b>School</b>	<b>3.3%</b> <b>128</b>	<b>2.8%</b> <b>56</b>	<b>3.7%</b> <b>72</b>	<b>*</b> <b>*</b>	<b>5.7%</b> <b>52</b>	<b>2.4%</b> <b>10</b>	<b>2.4%</b> <b>58</b>	‡ ‡	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	‡ ‡	‡ ‡
District	<b>3.6%</b> 422	<b>3.4%</b> 203	<b>3.8%</b> 219	<b>*</b> <b>*</b>	<b>7.5%</b> 185	<b>2.0%</b> 26	<b>2.6%</b> 186	<b>2.5%</b> 10	‡ ‡	<b>*</b> <b>*</b>	<b>4.6%</b> 14	<b>0.7%</b> 14
State	<b>8.5%</b> 165,594	<b>8.0%</b> 79,982	<b>9.1%</b> 85,528	<b>5.8%</b> 84	<b>7.2%</b> 64,447	<b>6.2%</b> 20,363	<b>9.7%</b> 51,280	<b>21.5%</b> 22,540	<b>15.2%</b> 290	<b>7.6%</b> 368	<b>7.8%</b> 6,306	<b>5.3%</b> 18,800

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	‡ ‡	<b>*</b> <b>*</b>	<b>1.9%</b> <b>33</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>
District	‡ ‡	‡ ‡	<b>2.6%</b> 121	‡ ‡	<b>*</b> <b>*</b>
State	<b>2.8%</b> 7,916	<b>3.8%</b> 10,296	<b>6.7%</b> 61,947	<b>5.4%</b> 2,318	<b>1.6%</b> 232

### 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
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	<b>*</b> <b>*</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	<b>*</b> <b>*</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	<b>*</b> <b>*</b>	‡ ‡	‡ ‡
State	<b>0.5%</b> 9,274	<b>0.3%</b> 3,409	<b>0.6%</b> 5,855	<b>0.7%</b> 10	<b>0.5%</b> 4,396	<b>0.3%</b> 1,144	<b>0.5%</b> 2,685	<b>0.6%</b> 637	<b>0.4%</b> 7	<b>0.2%</b> 11	<b>0.5%</b> 394	<b>0.3%</b> 1,060

\* 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
<b>School</b>	‡	*	‡	*	*
	‡	*	‡	*	*
District	‡	‡	‡	‡	*
	‡	‡	‡	‡	*
State	<b>0.1%</b> 400	<b>0.1%</b> 400	<b>0.3%</b> 3,006	<b>0.3%</b> 149	<b>0.1%</b> 21

### 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
<b>School</b>	<b>3.3%</b> <b>128</b>	<b>2.8%</b> <b>56</b>	<b>3.7%</b> <b>72</b>	*	<b>5.7%</b> <b>52</b>	<b>2.4%</b> <b>10</b>	<b>2.4%</b> <b>58</b>	‡	*	*	‡	‡
	‡	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡
District	<b>3.6%</b> 422	<b>3.4%</b> 203	<b>3.8%</b> 219	*	<b>7.5%</b> 185	<b>2.0%</b> 26	<b>2.6%</b> 186	<b>2.5%</b> 10	‡	*	<b>4.6%</b> 14	<b>0.7%</b> 14
	‡	‡	‡	*	‡	‡	‡	‡	‡	*	‡	‡
State	<b>1.3%</b> 24,369	<b>1.4%</b> 14,394	<b>1.1%</b> 9,946	<b>2.0%</b> 29	<b>1.4%</b> 12,824	<b>0.3%</b> 890	<b>0.9%</b> 4,686	<b>4.4%</b> 4,613	<b>1.5%</b> 29	<b>1.2%</b> 60	<b>1.6%</b> 1,267	<b>0.6%</b> 2,159

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	‡	*	<b>1.9%</b>	*	*
	‡	*	<b>33</b>	*	*
District	‡	‡	<b>2.6%</b>	‡	*
	‡	‡	121	‡	*
State	<b>0.3%</b> 808	<b>0.6%</b> 1,578	<b>0.6%</b> 5,252	<b>0.3%</b> 111	<b>0.1%</b> 19

\* 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 - Multiple Subjects

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡
State	<b>5.6%</b> 108,934	<b>5.0%</b> 50,021	<b>6.3%</b> 58,870	<b>2.9%</b> 43	<b>4.4%</b> 39,069	<b>4.5%</b> 14,721	<b>6.6%</b> 34,997	<b>15.0%</b> 15,752	<b>12.3%</b> 235	<b>5.0%</b> 244	<b>4.8%</b> 3,916	<b>3.2%</b> 11,406

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	‡ ‡	* *	‡ ‡	* *	* *
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
State	<b>1.4%</b> 4,007	<b>1.8%</b> 4,965	<b>4.6%</b> 42,912	<b>3.4%</b> 1,461	<b>0.9%</b> 126

### 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
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡
State	<b>0.1%</b> 1,280	<b>0.1%</b> 620	<b>0.1%</b> 660	<b>0.0%</b> 0	<b>0.1%</b> 607	<b>0.1%</b> 197	<b>0.0%</b> 104	<b>0.2%</b> 251	<b>0.0%</b> 0	<b>0.0%</b> 0	<b>0.1%</b> 121	<b>0.0%</b> 81

\* 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
<b>School</b>	‡	*	‡	*	*
	‡	*	‡	*	*
District	‡	‡	‡	‡	*
	‡	‡	‡	‡	*
State	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
	26	42	289	2	1

### 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
<b>School</b>	<b>17.6%</b>	<b>15.4%</b>	<b>19.7%</b>	*	<b>27.2%</b>	<b>6.7%</b>	<b>15.7%</b>	<b>19.8%</b>	*	‡	<b>19.6%</b>	<b>5.0%</b>
	<b>691</b>	<b>306</b>	<b>385</b>	*	<b>246</b>	<b>28</b>	<b>374</b>	<b>22</b>	*	‡	<b>18</b>	<b>34</b>
District	<b>17.6%</b>	<b>15.4%</b>	<b>19.7%</b>	*	<b>27.1%</b>	<b>6.7%</b>	<b>15.6%</b>	<b>19.8%</b>	*	‡	<b>19.6%</b>	<b>5.0%</b>
	691	306	385	*	246	28	374	22	*	‡	18	34
State	<b>22.2%</b>	<b>18.8%</b>	<b>25.7%</b>	<b>31.9%</b>	<b>23.2%</b>	<b>12.6%</b>	<b>20.5%</b>	<b>51.9%</b>	<b>32.4%</b>	<b>17.6%</b>	<b>22.2%</b>	<b>9.3%</b>
	136,701	59,465	76,999	237	66,464	12,696	35,457	16,825	210	262	4,787	11,353

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	‡	<b>4.9%</b>	<b>13.0%</b>	*	*
	‡	<b>32</b>	<b>227</b>	*	*
District	‡	<b>4.9%</b>	<b>13.0%</b>	*	*
	‡	32	227	*	*
State	<b>2.8%</b>	<b>6.8%</b>	<b>14.8%</b>	<b>7.6%</b>	<b>2.9%</b>
	2,484	3,404	40,874	1,138	94

\* 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
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
State	<b>1.0%</b> 6,054	<b>0.7%</b> 2,344	<b>1.2%</b> 3,710	<b>0.0%</b> 0	<b>0.4%</b> 1,090	<b>1.6%</b> 1,644	<b>1.6%</b> 2,808	<b>1.1%</b> 355	<b>1.8%</b> 12	<b>1.5%</b> 23	<b>0.6%</b> 122	<b>0.5%</b> 590

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	* *	* *
District	‡ ‡	‡ ‡	‡ ‡	* *	* *
State	<b>0.2%</b> 189	<b>0.4%</b> 197	<b>1.4%</b> 3,902	<b>1.0%</b> 154	<b>0.6%</b> 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
<b>School</b>	<b>30.9%</b> 1,217	<b>26.6%</b> 528	<b>35.3%</b> 689	* *	<b>49.5%</b> 449	<b>15.6%</b> 65	<b>26.3%</b> 628	<b>37.8%</b> 42	* *	‡ ‡	<b>32.6%</b> 30	<b>9.0%</b> 61
District	<b>10.5%</b> 1,217	<b>8.9%</b> 528	<b>12.1%</b> 689	* *	<b>18.1%</b> 449	<b>5.1%</b> 65	<b>8.8%</b> 628	<b>10.6%</b> 42	* *	‡ ‡	<b>9.9%</b> 30	<b>3.2%</b> 61
State	<b>19.8%</b> 384,714	<b>18.1%</b> 180,719	<b>21.6%</b> 203,343	<b>44.7%</b> 652	<b>21.8%</b> 194,193	<b>13.3%</b> 43,602	<b>17.9%</b> 94,705	<b>34.4%</b> 36,095	<b>23.9%</b> 455	<b>17.0%</b> 828	<b>18.3%</b> 14,836	<b>11.6%</b> 41,302

\* 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
<b>School</b>	<b>3.4%</b> <b>18</b>	<b>6.6%</b> <b>43</b>	<b>22.2%</b> <b>387</b>	‡	*
District	1.1% 18	1.2% 43	8.2% 387	‡	*
State	6.3% 17,755	6.0% 16,214	13.5% 125,534	10.4% 4,460	4.3% 639

### 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
<b>School</b>	<b>10.0%</b> <b>394</b>	<b>8.6%</b> <b>171</b>	<b>11.4%</b> <b>223</b>	*	<b>16.7%</b> <b>151</b>	<b>4.6%</b> <b>19</b>	<b>8.1%</b> <b>194</b>	<b>13.5%</b> <b>15</b>	*	‡	<b>14.1%</b> <b>13</b>	<b>3.0%</b> <b>20</b>
District	10.0% 394	8.6% 171	11.4% 223	*	16.6% 151	4.5% 19	8.1% 194	13.5% 15	*	‡	14.1% 13	2.9% 20
State	13.1% 80,917	13.0% 41,004	13.3% 39,900	1.7% 13	16.9% 48,578	8.5% 8,542	9.3% 16,045	14.9% 4,849	9.4% 61	9.1% 135	12.5% 2,707	8.5% 10,392

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	‡	<b>2.5%</b> <b>16</b>	<b>6.6%</b> <b>115</b>	*	*
District	‡	2.5% 16	6.6% 115	*	*
State	6.5% 5,733	5.9% 2,960	8.9% 24,704	8.0% 1,196	4.4% 146

\* 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
<b>School</b>	<b>37</b>	<b>20</b>	<b>37</b>	<b>20</b>
District	37	20	37	20
State	16,077	8,983	14,916	8,430

### 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
<b>School</b>	<b>142</b>	<b>100</b>	<b>79</b>	<b>61</b>
District	142	100	79	61
State	47,189	29,003	22,853	14,471

\* 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
<b>School</b>	<b>532</b>	<b>334</b>	<b>147</b>	<b>118</b>
District	532	334	147	118
State	155,940	96,101	39,509	26,229

### 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
<b>School</b>	<b>753</b>	<b>464</b>	<b>119</b>	<b>106</b>
District	753	464	119	106
State	307,079	201,928	39,341	29,765

\* 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
<b>School</b>	<b>56</b>	<b>131</b>	<b>276</b>	<b>353</b>
District	56	131	276	353
State	22,770	32,659	62,725	76,218

### Advanced Placement (AP) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>56</b>	<b>20</b>	‡	<b>29</b>	‡	*	‡	‡	‡
District	56	20	‡	29	‡	*	‡	‡	‡
State	15,450	6,403	1,980	4,044	2,261	29	65	668	1,060

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	<b>10</b>	*
District	‡	*	‡	*	10	*
State	254	*	313	*	5,241	*

\* 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
<b>School</b>	<b>128</b>	<b>42</b>	‡	<b>73</b>	‡	*	‡	‡	‡
District	128	42	‡	73	‡	*	‡	‡	‡
State	<b>25,323</b>	<b>11,877</b>	<b>2,417</b>	<b>6,347</b>	<b>3,593</b>	<b>35</b>	<b>44</b>	<b>1,010</b>	<b>1,923</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	<b>48</b>	*
District	‡	*	‡	*	<b>48</b>	*
State	<b>371</b>	*	<b>543</b>	*	<b>7,608</b>	*

### Advanced Placement (AP) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>249</b>	<b>85</b>	‡	<b>138</b>	‡	*	‡	‡	<b>12</b>
District	249	85	‡	138	‡	*	‡	‡	12
State	<b>45,254</b>	<b>22,249</b>	<b>3,876</b>	<b>12,195</b>	<b>5,252</b>	<b>89</b>	<b>73</b>	<b>1,520</b>	<b>3,844</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	<b>13</b>	*	<b>90</b>	*
District	‡	*	<b>13</b>	*	<b>90</b>	*
State	<b>773</b>	*	<b>1,235</b>	*	<b>13,754</b>	*

\* 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
<b>School</b>	<b>258</b>	<b>99</b>	<b>10</b>	<b>134</b>	<b>10</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>15</b>
District	258	99	10	134	10	*	‡	‡	15
State	50,674	25,935	4,423	12,871	5,719	57	80	1,589	4,526

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	<b>‡</b>	<b>*</b>	<b>14</b>	<b>*</b>	<b>79</b>	<b>*</b>
District	‡	*	14	*	79	*
State	1,086	*	1,313	*	14,271	*

\* 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
<b>School</b>	‡	‡	‡	‡	‡	*	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡
State	171	48	83	19	10	0	0	11	11

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	‡	*
District	‡	*	‡	*	‡	*
State	4	*	3	*	75	*

### International Baccalaureate (IB) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	*	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡
State	194	33	104	37	15	0	0	5	18

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	‡	*
District	‡	*	‡	*	‡	*
State	12	*	7	*	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 (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
<b>School</b>	‡	‡	‡	‡	‡	*	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡
State	<b>2,942</b>	<b>565</b>	<b>701</b>	<b>1,430</b>	<b>172</b>	<b>10</b>	<b>12</b>	<b>52</b>	<b>317</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	‡	*
District	‡	*	‡	*	‡	*
State	<b>95</b>	*	<b>99</b>	*	<b>1,864</b>	*

### International Baccalaureate (IB) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	*	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡
State	<b>2,747</b>	<b>444</b>	<b>756</b>	<b>1,322</b>	<b>158</b>	<b>2</b>	<b>11</b>	<b>54</b>	<b>244</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	‡	*
District	‡	*	‡	*	‡	*
State	<b>78</b>	*	<b>88</b>	*	<b>1,840</b>	*

\* 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
<b>School</b>	‡	‡	‡	‡	‡	*	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡
State	<b>7,918</b>	<b>3,252</b>	<b>2,194</b>	<b>1,756</b>	<b>419</b>	<b>8</b>	<b>17</b>	<b>272</b>	<b>1,015</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	‡	*
District	‡	*	‡	*	‡	*
State	<b>635</b>	*	<b>552</b>	*	<b>3,427</b>	*

### Dual Credit Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>17</b>	<b>12</b>	‡	‡	‡	*	‡	‡	‡
District	<b>17</b>	<b>12</b>	‡	‡	‡	*	‡	‡	‡
State	<b>9,112</b>	<b>4,937</b>	<b>1,025</b>	<b>2,220</b>	<b>595</b>	<b>5</b>	<b>19</b>	<b>311</b>	<b>1,251</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	‡	*
District	‡	*	‡	*	‡	*
State	<b>739</b>	*	<b>517</b>	*	<b>3,104</b>	*

\* 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 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>122</b>	<b>43</b>	‡	<b>64</b>	‡	*	‡	‡	‡
District	122	43	‡	64	‡	*	‡	‡	‡
State	<b>23,791</b>	<b>14,980</b>	<b>2,050</b>	<b>4,480</b>	<b>1,406</b>	<b>18</b>	<b>40</b>	<b>817</b>	<b>2,946</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	<b>39</b>	*
District	‡	*	‡	*	<b>39</b>	*
State	<b>1,587</b>	*	<b>739</b>	*	<b>7,266</b>	*

### Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>255</b>	<b>96</b>	<b>13</b>	<b>127</b>	<b>10</b>	*	‡	‡	<b>14</b>
District	255	96	13	127	10	*	‡	‡	14
State	<b>40,096</b>	<b>25,409</b>	<b>3,273</b>	<b>7,589</b>	<b>2,429</b>	<b>30</b>	<b>59</b>	<b>1,307</b>	<b>5,180</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	<b>13</b>	*	<b>74</b>	*
District	‡	*	<b>13</b>	*	<b>74</b>	*
State	<b>2,772</b>	*	<b>1,152</b>	*	<b>10,907</b>	*

\* 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>6.7%</b> 129,344	<b>6.6%</b> 66,002	<b>6.7%</b> 63,320	<b>1.5%</b> 22	<b>7.0%</b> 61,935	<b>4.1%</b> 13,630	<b>5.1%</b> 26,858	<b>18.7%</b> 19,663	<b>7.5%</b> 142	<b>7.0%</b> 342	<b>8.3%</b> 6,774	<b>5.9%</b> 21,223

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>5.1%</b> 14,417	<b>5.4%</b> 14,816	<b>4.3%</b> 40,132	<b>2.4%</b> 1,052	<b>2.6%</b> 379

### 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.8%</b> 15,553	<b>0.8%</b> 8,042	<b>0.8%</b> 7,507	<b>0.3%</b> 4	<b>0.9%</b> 7,974	<b>0.3%</b> 897	<b>0.5%</b> 2,550	<b>3.1%</b> 3,219	<b>0.6%</b> 12	<b>1.0%</b> 47	<b>1.1%</b> 854	<b>0.5%</b> 1,893

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## Advanced Academic Programs (cont)

### Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>0.4%</b> 1,020	<b>0.4%</b> 980	<b>0.3%</b> 3,044	<b>0.1%</b> 55	<b>0.1%</b> 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>2.4%</b> 46,332	<b>2.4%</b> 23,874	<b>2.4%</b> 22,449	<b>0.6%</b> 9	<b>2.5%</b> 21,975	<b>0.9%</b> 2,920	<b>1.3%</b> 6,782	<b>11.5%</b> 12,042	<b>3.3%</b> 63	<b>2.0%</b> 98	<b>3.0%</b> 2,452	<b>1.3%</b> 4,476

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>0.6%</b> 1,599	<b>0.5%</b> 1,279	<b>0.9%</b> 8,598	<b>0.4%</b> 184	<b>0.1%</b> 20

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## 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
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.5%</b> 8,965	<b>0.5%</b> 4,706	<b>0.5%</b> 4,258	<b>0.1%</b> 1	<b>0.5%</b> 4,393	<b>0.1%</b> 390	<b>0.2%</b> 1,124	<b>2.3%</b> 2,463	<b>0.5%</b> 9	<b>0.5%</b> 23	<b>0.7%</b> 563	<b>0.2%</b> 726

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>0.1%</b> 255	<b>0.1%</b> 171	<b>0.1%</b> 1,352	<b>0.0%</b> 17	<b>0.0%</b> 2

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## 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
<b>School</b>	*	<b>100.0%</b> <b>551</b>	<b>3.6%</b> *	<b>*</b> <b>409</b>
District	*	<b>100.0%</b> 2,998	<b>5.6%</b> *	<b>*</b> 569
State	*	<b>100.0%</b> 229,014	<b>6.1%</b> *	<b>*</b> 47,572

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



## 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
<b>School</b>	<b>90.8%</b>	<b>90.9%</b>	<b>90.7%</b>	<b>*</b>	<b>92.6%</b>	<b>90.8%</b>	<b>90.0%</b>	<b>93.4%</b>	<b>63.1%</b>	<b>85.1%</b>	<b>92.1%</b>	<b>87.7%</b>
District	92.1%	92.1%	92.1%	87.8%	93.8%	91.5%	91.5%	95.1%	86.4%	88.5%	91.8%	89.6%
State	90.8%	90.9%	90.8%	93.0%	92.8%	86.5%	89.4%	94.2%	91.3%	89.5%	90.7%	88.8%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>87.0%</b>	<b>88.4%</b>	<b>89.3%</b>
District	89.5%	91.6%	91.0%
State	88.4%	90.1%	88.1%

\* 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
<b>School</b>	<b>17.3%</b>	<b>17.5%</b>	<b>17.1%</b>	<b>*</b>	<b>11.5%</b>	<b>20.5%</b>	<b>18.7%</b>	<b>16.9%</b>	<b>‡</b>	<b>‡</b>	<b>18.1%</b>	<b>18.9%</b>
District	11.2%	10.7%	11.6%	‡	8.4%	15.2%	11.4%	8.1%	‡	‡	12.0%	12.1%
State	7.6%	7.9%	7.3%	2.9%	5.2%	13.8%	7.7%	7.1%	9.6%	10.2%	8.9%	7.2%

	Students with IEPs	English Learners	Low Income	Homeless
<b>School</b>	<b>19.8%</b>	<b>22.9%</b>	<b>18.8%</b>	<b>59.1%</b>
District	12.0%	11.7%	10.9%	35.9%
State	8.0%	9.5%	10.2%	25.7%

\* 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
<b>School</b>	<b>27.3%</b>	<b>26.0%</b>	<b>28.6%</b>	*	<b>19.3%</b>	<b>31.0%</b>	<b>29.9%</b>	<b>19.5%</b>	‡	‡	<b>26.9%</b>	<b>38.4%</b>
District	24.3%	24.3%	24.3%	‡	15.4%	30.4%	26.8%	11.3%	‡	‡	26.5%	34.3%
State	29.8%	29.5%	30.2%	20.9%	21.2%	47.9%	36.1%	15.7%	28.0%	36.4%	30.6%	37.3%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>41.2%</b>	<b>35.3%</b>	<b>32.8%</b>
District	35.1%	27.2%	29.1%
State	38.9%	34.5%	42.0%

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	<b>29.3%</b>	<b>24.0%</b>	<b>26.4%</b>	<b>32.0%</b>
District	29.4%	23.9%	26.4%	32.0%
State	32.6%	35.4%	38.5%	43.6%

\* 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
<b>School</b>	1.1%	1.5%	0.8%	‡	1.1%	‡	1.2%	‡	‡	‡	‡	‡
District	1.1%	1.5%	0.8%	‡	1.1%	‡	1.2%	‡	‡	‡	‡	‡
State	3.4%	3.9%	2.8%	0.3%	2.6%	5.4%	3.7%	0.7%	2.5%	4.7%	4.4%	3.0%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant
<b>School</b>	‡	‡	1.5%	‡	‡
District	‡	‡	1.5%	‡	‡
State	3.6%	4.3%	5.1%	9.6%	12.6%

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	‡	1.4%	1.4%	1.2%
District	‡	1.4%	1.4%	1.2%
State	1.7%	3.1%	4.2%	4.6%

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

## Chronically Truant Students

### 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
<b>School</b>	<b>24.8%</b>	<b>25.3%</b>	<b>24.2%</b>	*	<b>13.5%</b>	<b>31.1%</b>	<b>28.3%</b>	<b>23.0%</b>	‡	‡	<b>15.2%</b>	<b>30.1%</b>
District	<b>26.0%</b>	<b>26.2%</b>	<b>25.7%</b>	‡	<b>13.9%</b>	<b>32.1%</b>	<b>29.6%</b>	<b>16.8%</b>	‡	‡	<b>23.2%</b>	<b>31.5%</b>
State	<b>22.1%</b>	<b>22.2%</b>	<b>22.0%</b>	<b>7.2%</b>	<b>8.6%</b>	<b>50.2%</b>	<b>30.9%</b>	<b>7.9%</b>	<b>20.5%</b>	<b>28.8%</b>	<b>19.8%</b>	<b>25.5%</b>

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>33.6%</b>	<b>35.9%</b>	<b>30.8%</b>
District	<b>33.5%</b>	<b>32.9%</b>	<b>31.4%</b>
State	<b>27.8%</b>	<b>29.4%</b>	<b>36.1%</b>

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

## About the data

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

\*Federal waivers issued in 2020 and 2021 impacted accountability. For more information, see [www.isbe.net/summative](http://www.isbe.net/summative).

### 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

Schoolwide  
Title I 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	Schoolwide Title I Program

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## 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.

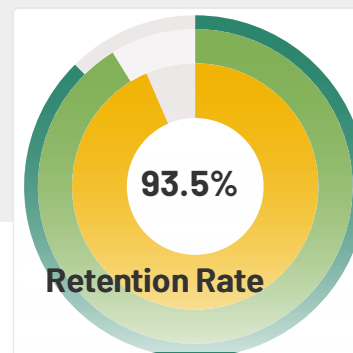
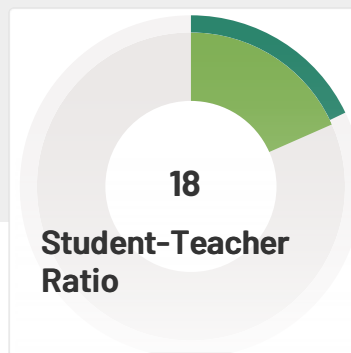
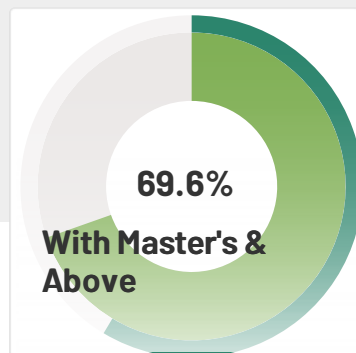
### Schools Who Receive Title I School Improvement - 1003(a) Funds

School Year First Identified As Needing Support	Title I School Improvement - 1003(a) Funds Received for Previous School Year	Level of Support	Reason for Receiving Title I School Improvement - 1003(a) Funds
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## About the data

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



## Teacher Information

### What is it?

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

School	Average Teaching Experience	With Bachelor's Degrees	With Master's & Above	Attendance Rate	Evaluation Rate
District	14	30.2%	69.6%	68.5%	99.3%
State	*	40.6%	58.6%	66.1%	97.2%

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## Student-To-Teacher Ratios

### What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	16	18
State	17	18

## Average Teacher Salary

### What is it?

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

	Average Teacher Salary
District	\$71,176
State	\$72,316

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## 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	93.5% 615	93.6% 542	90.5% 19	90.9% 40	100.0% 14	* *	* *	* *	* *
	Male	94.3% 249	93.3% 210	100.0% 9	100.0% 22	100.0% 8	* *	* *	* *	* *
	Female	92.9% 366	93.8% 332	83.3% 10	81.8% 18	100.0% 6	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	91.2% 2,036	91.3% 1,754	91.5% 65	90.2% 193	96.0% 24	* *	* *	* *	0.0% 0
	Male	92.8% 501	92.6% 428	90.9% 20	93.8% 45	100.0% 8	* *	* *	* *	* *
	Female	90.7% 1,535	90.8% 1,326	91.8% 45	89.2% 148	94.1% 16	* *	* *	* *	0.0% 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	87.6% 311,523	88.1% 262,637	81.8% 15,332	87.4% 21,752	87.6% 4,957	86.4% 184	85.5% 691	85.0% 2,323	82.6% 3,647
	Male	89.1% 73,837	89.8% 63,050	81.2% 3,038	87.3% 4,993	88.5% 1,159	87.5% 56	87.6% 169	87.1% 594	81.7% 778
	Female	87.2% 237,686	87.6% 199,587	81.9% 12,294	87.5% 16,759	87.3% 3,798	85.9% 128	84.9% 522	84.3% 1,729	82.9% 2,869
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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## Full-Time Equivalent

### 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% 228.5	88.8% 202.8	2.2% 5.1	6.8% 15.6	2.2% 5	* *	* *	* *	* *
	Male	40.2% 91.9	38.4% 77.9	58.5% 3	51.4% 8	60.0% 3	* *	* *	* *	* *
	Female	59.8% 136.6	61.6% 125	41.5% 2.1	48.6% 7.6	40.0% 2	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 812	86.3% 700.9	2.7% 22.3	9.1% 74.2	1.2% 9.4	* *	* *	* *	0.6% 5.3
	Male	22.6% 183.5	22.7% 158.9	25.3% 5.6	20.2% 15	32.0% 3	* *	* *	* *	19.0% 1
	Female	77.4% 628.5	77.3% 542	74.7% 16.6	79.8% 59.2	68.0% 6.4	* *	* *	* *	81.0% 4.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 134887.1	81.3% 109693.6	6.0% 8130.5	8.0% 10848.3	1.8% 2472.7	0.1% 83.5	0.2% 319.7	0.8% 1125.1	1.6% 2213.8
	Male	23.3% 31433.8	23.6% 25853.6	21.4% 1741.5	22.6% 2449.9	22.4% 554.9	29.7% 24.8	22.9% 73.3	24.0% 270.5	21.0% 465.5
	Female	76.7% 103453.3	76.4% 83840	78.6% 6389	77.4% 8398.4	77.6% 1917.8	70.3% 58.7	77.1% 246.5	76.0% 854.6	79.0% 1748.3
	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	
<b>School</b>	<b>3</b>
District	<b>22</b>
State	<b>1,247</b>

## National Board Certified Teachers

### What is it?

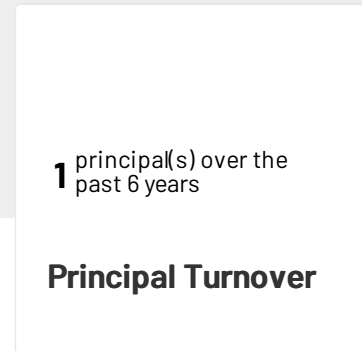
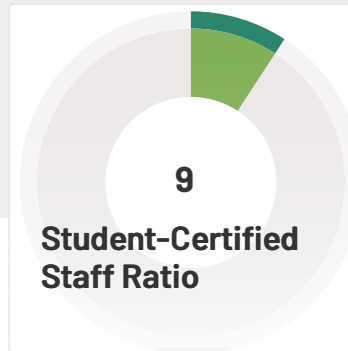
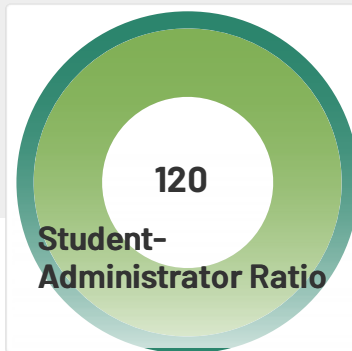
This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Male	Female	Non Binary	Unknown
<b>School</b>	<b>9</b>	<b>7</b>	<b>*</b>	<b>2</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>4</b>	<b>5</b>	<b>*</b>	<b>*</b>
District	<b>30</b>	<b>24</b>	<b>2</b>	<b>4</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>4</b>	<b>26</b>	<b>*</b>	<b>*</b>
State	<b>2,513</b>	<b>2,027</b>	<b>150</b>	<b>203</b>	<b>68</b>	<b>1</b>	<b>6</b>	<b>29</b>	<b>484</b>	<b>2,029</b>	<b>*</b>	<b>*</b>

\* 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

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



## Student-To-Staff Ratios

### What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	9	120
State	9	147

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## 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	
<b>School</b>	<b>1</b>
District	2
State	2

## Average Administrator Salary

### What is it?

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

Average Administrator Salary	
District	<b>\$99,093</b>
State	<b>\$116,206</b>

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