

# Leyden CHSD 212

## District Superintendent

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2021 - 2022

<http://www.leyden212.org>

## District Provided Statement

Leyden High School District 212 is a comprehensive high school district located in Chicago's near west suburbs. Students reside in Northlake, Franklin Park, Schiller Park, River Grove, Rosemont, and unincorporated areas of Melrose Park. East Leyden High School is located in Franklin Park, and West Leyden High School is located in Northlake. At Leyden, faculty and staff aim to educate, enrich, and empower students and community.

## 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](#).

## District Snapshot

**Percent of Adequacy** : 106.2%

**Chronic Absenteeism** : 38.5%

**Principal Turnover** : 2

**Schools in District** : 2

**Senate District** : 39    **House District** : 78

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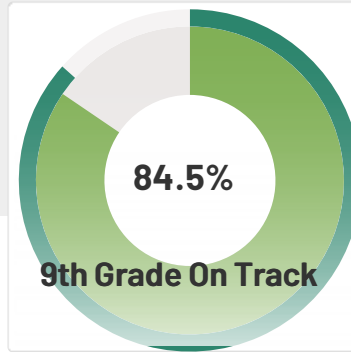
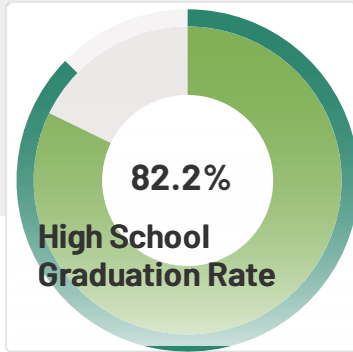
**121 | Civil Rights Data Collection  
(2017-18)**

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## About the data

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



**1,379** Students  
**Early College Coursework**

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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.
- 

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

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	37.0%	45.2%	14.6%	3.2%	53.9%	26.9%	18.1%	1.1%
State	30.0%	39.1%	20.6%	10.3%	44.8%	25.2%	23.4%	6.5%
<b>White</b>								
<b>District</b>	28.4%	42.3%	23.2%	6.2%	35.8%	32.1%	31.1%	1.0%
State	19.5%	39.2%	27.3%	14.1%	33.1%	27.4%	31.4%	8.1%
<b>Black</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	36.8%	8.4%	1.8%	71.6%	19.9%	7.7%	0.7%
<b>Hispanic</b>								
<b>District</b>	40.5%	46.2%	11.3%	2.0%	60.8%	25.4%	13.0%	0.8%
State	40.5%	42.8%	13.4%	3.2%	57.5%	26.0%	14.8%	1.6%
<b>Asian</b>								
<b>District</b>	0.0%	57.1%	33.3%	9.5%	9.5%	28.6%	52.4%	9.5%
State	10.9%	27.7%	28.8%	32.5%	15.0%	18.0%	36.9%	30.0%
<b>Male</b>								
<b>District</b>	39.5%	43.3%	14.5%	2.7%	53.1%	26.2%	19.4%	1.4%
State	33.7%	37.6%	18.9%	9.8%	45.0%	23.7%	23.5%	7.8%
<b>Female</b>								
<b>District</b>	34.3%	47.2%	14.6%	3.8%	54.8%	27.8%	16.7%	0.8%
State	26.3%	40.7%	22.3%	10.8%	44.6%	26.8%	23.4%	5.1%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	27.3%	27.3%	9.1%	36.4%	36.4%	13.6%	31.8%	18.2%

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

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	†	†	†	†	†	†	†	†
State	19.4%	33.3%	33.3%	13.9%	29.1%	23.0%	37.0%	10.9%
<b>American Indian</b>								
<b>District</b>	†	†	†	†	†	†	†	†
State	41.3%	37.9%	15.7%	5.1%	56.3%	23.9%	16.7%	3.1%
<b>Two or More Races</b>								
<b>District</b>	†	†	†	†	†	†	†	†
State	27.3%	37.2%	21.8%	13.6%	44.1%	22.7%	24.6%	8.7%
<b>Students with Disabilities</b>								
<b>District</b>	69.0%	24.6%	4.8%	1.6%	87.3%	7.9%	4.8%	0.0%
State	54.1%	27.2%	11.8%	6.8%	67.4%	16.3%	13.0%	3.4%
<b>Students with IEPs</b>								
<b>District</b>	76.9%	21.2%	1.0%	1.0%	93.3%	3.8%	2.9%	0.0%
State	72.3%	21.6%	4.3%	1.8%	84.5%	10.6%	4.2%	0.7%
<b>Non-IEP</b>								
<b>District</b>	31.4%	48.6%	16.5%	3.5%	48.3%	30.2%	20.2%	1.2%
State	24.4%	41.4%	22.7%	11.4%	39.6%	27.2%	26.0%	7.3%
<b>English Learners</b>								
<b>District</b>	74.6%	24.6%	0.8%	0.0%	84.1%	11.9%	4.0%	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>District</b>	30.4%	48.8%	17.0%	3.8%	48.5%	29.6%	20.6%	1.3%
State	26.6%	40.5%	22.0%	11.0%	42.0%	26.2%	24.9%	6.9%

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

# 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>District</b>	45.5%	40.2%	11.6%	2.8%	62.5%	22.5%	13.4%	1.5%
State	45.9%	40.4%	11.2%	2.5%	63.5%	23.4%	11.7%	1.4%
<b>Non Low Income</b>								
<b>District</b>	29.5%	49.7%	17.2%	3.6%	46.1%	30.9%	22.3%	0.7%
State	19.3%	38.3%	26.9%	15.6%	32.2%	26.5%	31.4%	10.0%
<b>Homeless</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	60.9%	32.5%	5.6%	1.0%	78.5%	15.8%	5.4%	0.2%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	63.3%	32.1%	4.2%	0.4%	83.1%	13.5%	2.9%	0.4%
<b>Military</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	32.3%	39.2%	18.3%	10.2%	46.9%	27.0%	20.9%	5.2%

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

## 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>District</b>	37.7%	46.0%	14.9%	3.3%	54.8%	27.4%	18.4%	1.1%
State	30.2%	39.4%	20.7%	10.4%	45.0%	25.4%	23.6%	6.5%
<b>White</b>								
<b>District</b>	28.4%	42.3%	23.2%	6.2%	35.6%	32.0%	31.0%	1.0%
State	20.0%	40.2%	28.0%	14.5%	33.9%	28.1%	32.2%	8.3%
<b>Black</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	50.8%	35.3%	8.1%	1.7%	68.5%	19.1%	7.4%	0.7%
<b>Hispanic</b>								
<b>District</b>	41.6%	47.6%	11.7%	2.0%	62.5%	26.1%	13.4%	0.9%
State	40.3%	42.5%	13.3%	3.2%	57.0%	25.8%	14.7%	1.6%
<b>Asian</b>								
<b>District</b>	0.0%	57.4%	33.5%	9.6%	9.6%	28.7%	52.6%	9.6%
State	11.4%	28.8%	30.0%	33.8%	15.6%	18.7%	38.4%	31.2%
<b>Male</b>								
<b>District</b>	40.3%	44.2%	14.8%	2.8%	53.9%	26.6%	19.7%	1.4%
State	33.7%	37.6%	18.9%	9.9%	44.9%	23.6%	23.5%	7.8%
<b>Female</b>								
<b>District</b>	34.9%	48.0%	14.9%	3.9%	55.7%	28.2%	16.9%	0.8%
State	26.6%	41.3%	22.6%	10.9%	45.2%	27.2%	23.7%	5.2%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	28.7%	28.7%	9.6%	38.3%	38.3%	14.4%	33.5%	19.1%

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

## SAT (cont)

### Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	†	†	†	†	†	†	†	†
State	20.1%	34.5%	34.5%	14.4%	30.1%	23.8%	38.2%	11.3%
<b>American Indian</b>								
<b>District</b>	†	†	†	†	†	†	†	†
State	40.1%	36.7%	15.2%	5.0%	54.6%	23.2%	16.2%	3.0%
<b>Two or More Races</b>								
<b>District</b>	†	†	†	†	†	†	†	†
State	27.2%	37.0%	21.7%	13.6%	43.8%	22.5%	24.4%	8.6%
<b>Students with Disabilities</b>								
<b>District</b>	66.9%	23.8%	4.6%	1.5%	84.5%	7.7%	4.6%	0.0%
State	52.6%	26.5%	11.5%	6.6%	65.1%	15.7%	12.5%	3.3%
<b>Students with IEPs</b>								
<b>District</b>	73.2%	20.1%	0.9%	0.9%	88.8%	3.7%	2.8%	0.0%
State	68.8%	20.6%	4.1%	1.7%	79.7%	10.0%	4.0%	0.6%
<b>Non-IEP</b>								
<b>District</b>	32.3%	50.0%	17.0%	3.7%	49.5%	31.0%	20.8%	1.3%
State	24.7%	42.0%	23.1%	11.6%	40.1%	27.5%	26.3%	7.4%
<b>English Learners</b>								
<b>District</b>	75.0%	24.7%	0.8%	0.0%	84.5%	12.0%	4.0%	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>District</b>	31.0%	49.8%	17.4%	3.9%	49.4%	30.2%	21.0%	1.3%
State	26.8%	40.9%	22.2%	11.1%	42.3%	26.4%	25.1%	7.0%

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



## 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>District</b>	46.8%	41.3%	12.0%	2.9%	64.2%	23.1%	13.8%	1.6%
State	44.8%	39.5%	11.0%	2.5%	61.9%	22.8%	11.5%	1.4%
<b>Non Low Income</b>								
<b>District</b>	29.8%	50.1%	17.4%	3.7%	46.5%	31.1%	22.4%	0.7%
State	19.8%	39.3%	27.7%	16.0%	33.0%	27.2%	32.2%	10.2%
<b>Homeless</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	55.0%	29.4%	5.0%	0.9%	70.7%	14.2%	4.9%	0.2%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	49.9%	25.3%	3.3%	0.4%	64.6%	10.5%	2.3%	0.4%
<b>Military</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	32.8%	39.9%	18.6%	10.4%	47.6%	27.4%	21.2%	5.3%

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

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## DLM

### What is it?

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

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

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

# Academic Progress

## DLM (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	40.8%	38.9%	17.7%	2.6%	59.3%	21.2%	19.3%	0.3%
<b>White</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	39.1%	37.9%	20.1%	2.8%	58.6%	19.8%	21.2%	0.3%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	39.0%	42.6%	16.2%	2.2%	58.0%	24.5%	17.6%	0.0%
<b>Hispanic</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	44.3%	37.3%	15.9%	2.5%	60.9%	21.1%	17.8%	0.3%
<b>Asian</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	47.4%	41.1%	10.5%	1.1%	66.0%	17.0%	17.0%	0.0%
<b>Male</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	41.3%	40.0%	16.1%	2.5%	58.4%	21.3%	19.9%	0.4%
<b>Female</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	39.8%	36.9%	20.6%	2.8%	61.0%	20.9%	18.1%	0.0%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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

## DLM (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	57.1%	28.6%	0.0%	14.3%	57.1%	14.3%	28.6%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	31.6%	34.2%	28.9%	5.3%	52.6%	26.3%	18.4%	2.6%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	40.8%	38.9%	17.7%	2.6%	59.3%	21.2%	19.3%	0.3%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	40.8%	38.9%	17.7%	2.6%	59.3%	21.2%	19.3%	0.3%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	42.1%	42.1%	14.2%	1.7%	59.0%	22.0%	18.7%	0.3%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	40.5%	38.2%	18.5%	2.8%	59.4%	21.0%	19.4%	0.2%

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

## DLM (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>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	41.3%	40.2%	16.5%	2.0%	59.4%	23.1%	17.4%	0.1%
<b>Non Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	40.2%	37.5%	19.0%	3.3%	59.2%	18.9%	21.4%	0.4%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	30.6%	44.4%	22.2%	2.8%	38.9%	27.8%	33.3%	0.0%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	25.0%	58.3%	16.7%	0.0%	47.8%	39.1%	13.0%	0.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	33.3%	42.9%	23.8%	0.0%	66.7%	23.8%	9.5%	0.0%

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

# Academic Progress

## DLM (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>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	42.9%	40.9%	18.6%	2.8%	62.3%	22.3%	20.2%	0.3%
<b>White</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	41.1%	39.8%	21.1%	3.0%	61.6%	20.8%	22.3%	0.3%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	41.1%	44.8%	17.1%	2.3%	61.0%	25.7%	18.5%	0.0%
<b>Hispanic</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	46.7%	39.2%	16.7%	2.7%	64.1%	22.2%	18.7%	0.3%
<b>Asian</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	49.9%	43.2%	11.1%	1.1%	69.4%	17.9%	17.9%	0.0%
<b>Male</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	43.4%	42.1%	16.9%	2.7%	61.4%	22.4%	20.9%	0.4%
<b>Female</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	41.8%	38.8%	21.6%	2.9%	64.1%	21.9%	19.1%	0.0%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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

## DLM (cont)

### Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	105.3%	0.0%	0.0%	0.0%	0.0%	105.3%	0.0%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.2%	30.1%	0.0%	15.0%	60.2%	15.0%	30.1%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	32.4%	35.1%	29.7%	5.4%	54.0%	27.0%	18.9%	2.7%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	42.9%	40.9%	18.6%	2.8%	62.3%	22.3%	20.2%	0.3%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	42.9%	40.9%	18.6%	2.8%	62.3%	22.3%	20.2%	0.3%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	44.3%	44.3%	15.0%	1.7%	62.1%	23.2%	19.7%	0.4%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	42.5%	40.1%	19.4%	3.0%	62.4%	22.0%	20.4%	0.3%

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

# Academic Progress

## DLM (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>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	43.4%	42.3%	17.4%	2.1%	62.5%	24.3%	18.3%	0.1%
<b>Non Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	42.2%	39.3%	19.9%	3.5%	62.1%	19.9%	22.5%	0.4%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	32.2%	46.8%	23.4%	2.9%	40.9%	29.2%	35.1%	0.0%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	26.3%	61.4%	17.5%	0.0%	50.3%	41.2%	13.7%	0.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	35.1%	45.1%	25.1%	0.0%	70.2%	25.1%	10.0%	0.0%

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



# Academic Progress

## DLM (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	‡	‡	‡	‡
State	66.7%	25.7%	6.8%	0.8%
<b>White</b>				
<b>District</b>	‡	‡	‡	‡
State	63.6%	27.9%	7.7%	0.8%
<b>Black</b>				
<b>District</b>	*	*	*	*
State	67.8%	25.2%	5.2%	1.7%
<b>Hispanic</b>				
<b>District</b>	‡	‡	‡	‡
State	68.1%	24.9%	6.7%	0.3%
<b>Asian</b>				
<b>District</b>	‡	‡	‡	‡
State	80.5%	16.1%	3.4%	0.0%
<b>Male</b>				
<b>District</b>	‡	‡	‡	‡
State	66.2%	25.5%	7.2%	1.0%
<b>Female</b>				
<b>District</b>	‡	‡	‡	‡
State	67.7%	25.9%	6.0%	0.4%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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

## DLM (cont)

### Grade 11

	Science				
	Level 1	Level 2	Level 3	Level 4	
<b>Native Hawaiian/ Pacific Islander</b>					
<b>District</b>	*	*	*	*	
State	100.0%	0.0%	0.0%	0.0%	
<b>American Indian</b>					
<b>District</b>	*	*	*	*	
State	83.3%	0.0%	16.7%	0.0%	
<b>Two or More Races</b>					
<b>District</b>	*	*	*	*	
State	59.5%	27.0%	13.5%	0.0%	
<b>Students with Disabilities</b>					
<b>District</b>	‡	‡	‡	‡	
State	66.7%	25.7%	6.8%	0.8%	
<b>Students with IEPs</b>					
<b>District</b>	‡	‡	‡	‡	
State	66.7%	25.7%	6.8%	0.8%	
<b>Non-IEP</b>					
<b>District</b>	*	*	*	*	
State	*	*	*	*	
<b>English Learners</b>					
<b>District</b>	‡	‡	‡	‡	
State	70.5%	22.5%	6.6%	0.4%	
<b>Non-English Learners</b>					
<b>District</b>	‡	‡	‡	‡	
State	65.8%	26.4%	6.8%	0.9%	

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

## DLM (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	‡	‡	‡	‡
State	65.9%	27.1%	6.1%	1.0%
<b>Non Low Income</b>				
<b>District</b>	‡	‡	‡	‡
State	67.7%	24.0%	7.7%	0.6%
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	55.9%	29.4%	11.8%	2.9%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	65.2%	30.4%	4.3%	0.0%
<b>Military</b>				
<b>District</b>	*	*	*	*
State	76.2%	19.0%	4.8%	0.0%

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

# Academic Progress

## DLM (cont)

### Grade 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	‡	‡	‡	‡
State	70.2%	27.0%	7.2%	0.9%
<b>White</b>				
<b>District</b>	‡	‡	‡	‡
State	66.9%	29.3%	8.1%	0.9%
<b>Black</b>				
<b>District</b>	*	*	*	*
State	71.4%	26.5%	5.5%	1.8%
<b>Hispanic</b>				
<b>District</b>	‡	‡	‡	‡
State	71.7%	26.2%	7.1%	0.3%
<b>Asian</b>				
<b>District</b>	‡	‡	‡	‡
State	84.7%	16.9%	3.6%	0.0%
<b>Male</b>				
<b>District</b>	‡	‡	‡	‡
State	69.7%	26.8%	7.6%	1.1%
<b>Female</b>				
<b>District</b>	‡	‡	‡	‡
State	71.1%	27.3%	6.3%	0.4%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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

## DLM (cont)

### Grade 11 - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	105.3%	0.0%	0.0%	0.0%
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	87.7%	0.0%	17.5%	0.0%
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	62.6%	28.5%	14.2%	0.0%
<b>Students with Disabilities</b>				
<b>District</b>	‡	‡	‡	‡
State	70.2%	27.0%	7.2%	0.9%
<b>Students with IEPs</b>				
<b>District</b>	‡	‡	‡	‡
State	70.2%	27.0%	7.2%	0.9%
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>District</b>	‡	‡	‡	‡
State	74.2%	23.7%	7.0%	0.4%
<b>Non-English Learners</b>				
<b>District</b>	‡	‡	‡	‡
State	69.3%	27.7%	7.2%	1.0%

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

# Academic Progress

## DLM (cont)

### Grade 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	‡	‡	‡	‡
State	69.3%	28.5%	6.4%	1.1%
<b>Non Low Income</b>				
<b>District</b>	‡	‡	‡	‡
State	71.2%	25.3%	8.1%	0.6%
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	58.8%	31.0%	12.4%	3.1%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	68.7%	32.0%	4.6%	0.0%
<b>Military</b>				
<b>District</b>	*	*	*	*
State	80.2%	20.1%	5.0%	0.0%

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

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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.
-

## ISA (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>White</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Black</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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



## ISA (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Students with Disabilities</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Students with IEPs</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Male</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Female</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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

## ISA (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non-English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Low Income</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non Low Income</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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

## ISA (cont)

### Grade 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>White</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Black</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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

## ISA (cont)

### Grade 11 - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Students with Disabilities</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Students with IEPs</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Male</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Female</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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

## ISA (cont)

### Grade 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non-English Learners</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Low Income</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Non Low Income</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*

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

## Proficiency

### 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>District</b>	<b>17.5%</b> *	<b>17.0%</b> *	<b>18.0%</b> *	* *	<b>28.9%</b> *	‡ *	<b>13.1%</b> *	<b>39.1%</b> *	‡ *	‡ *	‡ *	<b>6.2%</b> *
State	<b>29.9%</b> *	<b>25.5%</b> *	<b>34.7%</b> *	<b>50.5%</b> *	<b>39.4%</b> *	<b>12.1%</b> *	<b>18.4%</b> *	<b>58.6%</b> *	<b>38.7%</b> *	<b>23.5%</b> *	<b>33.6%</b> *	<b>12.9%</b> *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>2.4%</b> *	<b>0.7%</b> *	<b>14.3%</b> *	<b>20.0%</b> *	* *	* *	‡ *
State	<b>7.0%</b> *	<b>6.9%</b> *	<b>15.9%</b> *	<b>9.3%</b> *	<b>10.2%</b> *	<b>11.0%</b> *	<b>31.1%</b> *

### 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>District</b>	<b>18.4%</b> *	<b>20.1%</b> *	<b>16.5%</b> *	* *	<b>31.5%</b> *	‡ *	<b>13.1%</b> *	<b>63.6%</b> *	‡ *	‡ *	‡ *	<b>4.8%</b> *
State	<b>25.8%</b> *	<b>27.3%</b> *	<b>24.3%</b> *	<b>37.2%</b> *	<b>35.6%</b> *	<b>6.8%</b> *	<b>13.5%</b> *	<b>60.2%</b> *	<b>33.4%</b> *	<b>19.1%</b> *	<b>28.5%</b> *	<b>12.2%</b> *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>3.3%</b> *	<b>3.7%</b> *	<b>14.3%</b> *	<b>0.0%</b> *	* *	* *	‡ *
State	<b>7.2%</b> *	<b>6.8%</b> *	<b>11.4%</b> *	<b>5.6%</b> *	<b>7.3%</b> *	<b>6.7%</b> *	<b>26.1%</b> *

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

## Proficiency (cont)

### 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>District</b>	<b>44.0%</b> *	<b>41.0%</b> *	<b>46.0%</b> *	<b>*</b> *	<b>53.0%</b> *	<b>‡</b> *	<b>39.0%</b> *	<b>86.0%</b> *	<b>‡</b> *	<b>‡</b> *	<b>‡</b> *	<b>20.0%</b> *
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>District</b>	<b>14.0%</b> *	<b>14.0%</b> *	<b>36.0%</b> *	<b>‡</b> *	<b>*</b> *	<b>*</b> *	<b>‡</b> *
State	17.0% *	16.0% *	33.0% *	22.0% *	19.0% *	24.0% *	54.0% *

### 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>District</b>	<b>17.8%</b>	<b>17.3%</b>	<b>18.3%</b>	<b>*</b>	<b>28.8%</b>	<b>‡</b>	<b>13.5%</b>	<b>39.5%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>6.0%</b>
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>District</b>	<b>2.3%</b>	<b>0.7%</b>	<b>14.6%</b>	<b>19.1%</b>	<b>*</b>	<b>*</b>	<b>‡</b>
State	7.1%	7.1%	16.3%	9.2%	10.5%	10.7%	32.1%

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

## Proficiency (cont)

### 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>District</b>	<b>18.7%</b>	<b>20.4%</b>	<b>16.8%</b>	<b>*</b>	<b>31.3%</b>	<b>‡</b>	<b>13.5%</b>	<b>64.1%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>4.7%</b>
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%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>3.1%</b>	<b>3.7%</b>	<b>14.6%</b>	<b>0.0%</b>	<b>*</b>	<b>*</b>	<b>‡</b>
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>District</b>	<b>46.5%</b>	<b>44.0%</b>	<b>48.8%</b>	<b>*</b>	<b>56.0%</b>	<b>‡</b>	<b>41.8%</b>	<b>90.9%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>21.3%</b>
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>District</b>	<b>14.9%</b>	<b>14.7%</b>	<b>38.4%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
State	18.0%	16.9%	34.1%	22.0%	19.0%	24.2%	56.0%

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



## 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>District</b>	<b>96.8%</b> *	<b>97.1%</b> *	<b>96.5%</b> *	* *	<b>94.8%</b> *	‡ *	<b>97.9%</b> *	<b>95.8%</b> *	‡ *	‡ *	‡ *	<b>93.0%</b> *
State	<b>98.0%</b> *	<b>97.8%</b> *	<b>98.1%</b> *	<b>96.9%</b> *	<b>98.4%</b> *	<b>96.7%</b> *	<b>97.9%</b> *	<b>99.0%</b> *	<b>98.3%</b> *	<b>97.1%</b> *	<b>96.6%</b> *	<b>96.5%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>91.9%</b> *	<b>95.8%</b> *	<b>97.7%</b> *
State	<b>96.2%</b> *	<b>98.1%</b> *	<b>97.6%</b> *

### 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>District</b>	<b>96.6%</b> *	<b>96.7%</b> *	<b>96.5%</b> *	* *	<b>94.3%</b> *	‡ *	<b>97.7%</b> *	<b>95.7%</b> *	‡ *	‡ *	‡ *	<b>92.9%</b> *
State	<b>97.7%</b> *	<b>97.6%</b> *	<b>97.9%</b> *	<b>95.9%</b> *	<b>98.3%</b> *	<b>96.3%</b> *	<b>97.7%</b> *	<b>98.8%</b> *	<b>97.9%</b> *	<b>96.8%</b> *	<b>96.3%</b> *	<b>96.0%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>91.8%</b> *	<b>95.8%</b> *	<b>97.5%</b> *
State	<b>95.7%</b> *	<b>97.9%</b> *	<b>97.3%</b> *

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

## Participation Rate (cont)

### 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>District</b>	<b>100.0%</b> *	<b>100.0%</b> *	<b>100.0%</b> *	* *	<b>100.0%</b> *	‡ *	<b>100.0%</b> *	<b>100.0%</b> *	‡ *	‡ *	‡ *	<b>100.0%</b> *
State	<b>98.0%</b> *	<b>97.9%</b> *	<b>98.0%</b> *	<b>94.7%</b> *	<b>98.5%</b> *	<b>96.6%</b> *	<b>97.6%</b> *	<b>99.1%</b> *	<b>98.2%</b> *	<b>96.7%</b> *	<b>97.7%</b> *	<b>96.9%</b> *

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

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

## Participation Rate (cont)

### 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>District</b>	<b>96.8%</b> 878	<b>97.1%</b> 467	<b>96.5%</b> 411	* *	<b>94.7%</b> 198	‡ 6	<b>97.9%</b> 643	<b>95.5%</b> 21	‡ 1	‡ 3	‡ 6	<b>92.5%</b> 135
State	<b>95.2%</b> 142,053	<b>94.6%</b> 72,225	<b>95.8%</b> 69,802	<b>100.0%</b> 26	<b>97.2%</b> 66,937	<b>90.6%</b> 21,716	<b>94.0%</b> 40,286	<b>98.5%</b> 7,992	<b>97.7%</b> 172	<b>93.1%</b> 322	<b>93.9%</b> 4,628	<b>91.9%</b> 26,148

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>91.1%</b> 113	<b>95.7%</b> 134	<b>97.7%</b> 417
State	<b>90.0%</b> 17,519	<b>91.5%</b> 9,727	<b>92.4%</b> 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>District</b>	<b>96.6%</b> 876	<b>96.7%</b> 465	<b>96.5%</b> 411	* *	<b>94.3%</b> 197	‡ 6	<b>97.7%</b> 642	<b>95.5%</b> 21	‡ 1	‡ 3	‡ 6	<b>92.5%</b> 135
State	<b>95.0%</b> 141,759	<b>94.3%</b> 72,046	<b>95.6%</b> 69,687	<b>100.0%</b> 26	<b>97.0%</b> 66,836	<b>90.2%</b> 21,637	<b>93.8%</b> 40,194	<b>98.3%</b> 7,982	<b>97.7%</b> 172	<b>92.8%</b> 321	<b>93.7%</b> 4,617	<b>91.2%</b> 25,949

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>91.1%</b> 113	<b>95.7%</b> 134	<b>97.4%</b> 416
State	<b>89.1%</b> 17,339	<b>91.0%</b> 9,677	<b>92.2%</b> 58,980

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

## Participation Rate (cont)

### 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>District</b>	<b>100.0%</b> 11	‡ 5	‡ 6	* *	‡ 3	* *	‡ 6	‡ 2	* *	* *	* *	<b>100.0%</b> 11
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>District</b>	<b>100.0%</b> 11	‡ 2	‡ 5
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>District</b>	<b>100.0%</b> 10	‡ 4	‡ 6	* *	‡ 3	* *	‡ 6	‡ 1	* *	* *	* *	<b>100.0%</b> 10
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>District</b>	<b>100.0%</b> 10	‡ 2	‡ 5
State	<b>99.9%</b> 10,644	<b>99.9%</b> 2,712	<b>99.9%</b> 6,355

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

## Participation Rate (cont)

### 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>District</b>	‡ 8	‡ 3	‡ 5	* *	‡ 3	* *	‡ 4	‡ 1	* *	* *	* *	‡ 8
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>District</b>	‡ 8	‡ 2	‡ 3
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>District</b>	<b>100.0%</b> 778	<b>100.0%</b> 373	<b>100.0%</b> 405	* *	<b>100.0%</b> 185	‡ 6	<b>100.0%</b> 557	<b>100.0%</b> 21	‡ 1	‡ 3	‡ 5	<b>100.0%</b> 91
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>District</b>	<b>100.0%</b> 77	<b>100.0%</b> 98	<b>100.0%</b> 353
State	<b>96.7%</b> 50,623	<b>98.0%</b> 46,584	<b>97.4%</b> 178,492

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

## Participation Rate (cont)

### 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>District</b>	<b>3.2%</b> *	<b>2.9%</b> *	<b>3.5%</b> *	<b>*</b> *	<b>5.2%</b> *	<b>‡</b> *	<b>2.1%</b> *	<b>4.2%</b> *	<b>‡</b> *	<b>‡</b> *	<b>‡</b> *	<b>7.0%</b> *
State	<b>2.0%</b> *	<b>2.2%</b> *	<b>1.9%</b> *	<b>3.1%</b> *	<b>1.6%</b> *	<b>3.3%</b> *	<b>2.1%</b> *	<b>1.0%</b> *	<b>1.7%</b> *	<b>2.9%</b> *	<b>3.4%</b> *	<b>3.5%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>8.1%</b> *	<b>4.2%</b> *	<b>2.3%</b> *
State	<b>3.8%</b> *	<b>1.9%</b> *	<b>2.4%</b> *

### 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>District</b>	<b>3.4%</b> *	<b>3.3%</b> *	<b>3.5%</b> *	<b>*</b> *	<b>5.7%</b> *	<b>‡</b> *	<b>2.3%</b> *	<b>4.3%</b> *	<b>‡</b> *	<b>‡</b> *	<b>‡</b> *	<b>7.1%</b> *
State	<b>2.3%</b> *	<b>2.4%</b> *	<b>2.1%</b> *	<b>4.1%</b> *	<b>1.7%</b> *	<b>3.7%</b> *	<b>2.3%</b> *	<b>1.2%</b> *	<b>2.1%</b> *	<b>3.2%</b> *	<b>3.7%</b> *	<b>4.0%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>8.2%</b> *	<b>4.2%</b> *	<b>2.5%</b> *
State	<b>4.3%</b> *	<b>2.1%</b> *	<b>2.7%</b> *

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

## Participation Rate (cont)

### 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>District</b>	<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>0.0%</b> *	<b>‡</b> *	<b>‡</b> *	<b>‡</b> *	<b>0.0%</b> *
State	<b>2.0%</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>0.9%</b> *	<b>1.8%</b> *	<b>3.3%</b> *	<b>2.3%</b> *	<b>3.1%</b> *

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

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

## Participation Rate (cont)

### 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>District</b>	<b>3.2%</b> *	<b>2.9%</b> *	<b>3.5%</b> *	<b>*</b> *	<b>5.3%</b> *	<b>‡</b> *	<b>2.1%</b> *	<b>4.5%</b> *	<b>‡</b> *	<b>‡</b> *	<b>‡</b> *	<b>7.5%</b> *
State	<b>4.8%</b> *	<b>5.4%</b> *	<b>4.2%</b> *	<b>0.0%</b> *	<b>2.8%</b> *	<b>9.4%</b> *	<b>6.0%</b> *	<b>1.5%</b> *	<b>2.3%</b> *	<b>6.9%</b> *	<b>6.1%</b> *	<b>8.1%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>8.9%</b> *	<b>4.3%</b> *	<b>2.3%</b> *
State	<b>10.0%</b> *	<b>8.5%</b> *	<b>7.6%</b> *

### 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>District</b>	<b>3.4%</b> *	<b>3.3%</b> *	<b>3.5%</b> *	<b>*</b> *	<b>5.7%</b> *	<b>‡</b> *	<b>2.3%</b> *	<b>4.5%</b> *	<b>‡</b> *	<b>‡</b> *	<b>‡</b> *	<b>7.5%</b> *
State	<b>5.0%</b> *	<b>5.7%</b> *	<b>4.4%</b> *	<b>0.0%</b> *	<b>3.0%</b> *	<b>9.8%</b> *	<b>6.2%</b> *	<b>1.7%</b> *	<b>2.3%</b> *	<b>7.2%</b> *	<b>6.3%</b> *	<b>8.8%</b> *

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>8.9%</b> *	<b>4.3%</b> *	<b>2.6%</b> *
State	<b>10.9%</b> *	<b>9.0%</b> *	<b>7.8%</b> *

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



## Participation Rate (cont)

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

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

## Participation Rate (cont)

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

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

### Overall ISA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	0.0% *	0.0% *	‡ *	‡ *	‡ *	0.0% *
State	2.1% *	2.1% *	2.0% *	5.3% *	1.5% *	3.4% *	2.4% *	1.0% *	1.8% *	3.4% *	2.3% *	3.3% *

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

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

## 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>District</b>	<b>84.5%</b>	<b>83.3%</b>	<b>85.8%</b>	*	<b>89.1%</b>	<b>84.6%</b>	<b>82.9%</b>	<b>88.2%</b>	‡	‡	‡	<b>78.7%</b>
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>District</b>	<b>76.7%</b>	<b>77.4%</b>	<b>78.8%</b>
State	81.1%	79.5%	79.4%

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

## 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>District</b>	<b>2.7%</b>	<b>2.8%</b>	<b>2.7%</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	0.1%	0.0%	0.2%	5.6%	0.1%	0.2%	0.0%	0.2%	1.6%	0.7%	0.3%	0.1%

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

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

## Career and Technical Education

### Career and Technical Education

Enrollment	
District	2,590
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
District	93.9%	92.9%	95.0%	*	95.4%	*	93.3%	100.0%	*	*	*	*
State	96.2%	95.7%	96.8%	100.0%	97.0%	94.3%	94.6%	98.5%	96.9%	96.3%	95.3%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	78.4%	79.7%	*	*	*	*
State	89.0%	90.0%	90.7%	85.7%	85.9%	94.8%

### 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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	29.3%	27.8%	31.7%	*	28.6%	30.7%	27.1%	46.7%	*	0.0%	35.0%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	22.8%	33.9%	41.2%	*	0.0%	20.0%

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

## Career and Technical Education

### 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>District</b>	<b>18.7%</b>	<b>21.8%</b>	<b>15.6%</b>	<b>*</b>	<b>33.3%</b>	<b>*</b>	<b>12.5%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	28.1%	28.5%	27.6%	87.5%	33.3%	8.8%	16.0%	58.0%	30.0%	20.5%	29.8%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	5.8%	0.8%	6.9%	0.0%	16.7%	22.5%

### 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>District</b>	<b>14.4%</b>	<b>20.0%</b>	<b>8.9%</b>	<b>*</b>	<b>30.4%</b>	<b>*</b>	<b>8.1%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	25.8%	28.8%	21.9%	50.0%	30.8%	6.5%	12.9%	61.3%	30.0%	18.0%	25.2%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	4.3%	1.5%	4.6%	0.0%	6.4%	18.4%

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

## Career and Technical Education (cont)

### 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>District</b>	<b>16.9%</b>	<b>24.5%</b>	<b>9.3%</b>	<b>*</b>	<b>32.4%</b>	<b>*</b>	<b>10.8%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	29.8%	34.2%	24.2%	100.0%	34.8%	9.5%	19.3%	52.9%	37.5%	31.3%	32.3%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	7.8%	1.6%	11.9%	0.0%	8.6%	22.8%

### 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>District</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>
State	*	*	*	*	*	*	*	*	*	*	*	*

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

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

## Career and Technical Education (cont)

### 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>District</b>	<b>38.3%</b>	<b>*</b>	<b>74.5%</b>	<b>*</b>	<b>32.0%</b>	<b>*</b>	<b>40.8%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	31.2%	8.8%	60.1%	0.0%	31.3%	35.6%	29.3%	26.6%	28.1%	23.9%	32.9%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>35.0%</b>	<b>41.3%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	29.2%	30.4%	36.8%	50.0%	39.9%	32.6%

### 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>District</b>	<b>69.3%</b>	<b>59.2%</b>	<b>79.1%</b>	<b>*</b>	<b>79.6%</b>	<b>*</b>	<b>66.5%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	31.3%	33.5%	28.6%	33.3%	31.9%	28.8%	31.5%	31.3%	43.8%	31.4%	28.0%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>68.3%</b>	<b>65.3%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	29.4%	29.9%	24.5%	16.7%	16.9%	35.2%

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



## Career and Technical Education (cont)

### 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>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
State	4.9%	4.6%	5.2%	0.0%	5.6%	4.7%	3.4%	3.0%	6.3%	7.0%	4.9%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	*	*	*	*	*	*
State	7.2%	3.5%	3.9%	33.3%	9.0%	5.2%

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

## Career and Technical Education

### 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>District</b>	<b>2,563</b>	<b>1,392</b>	<b>1,171</b>	<b>*</b>	<b>596</b>	<b>34</b>	<b>1,838</b>	<b>65</b>	<b>*</b>	<b>*</b>	<b>19</b>	<b>*</b>
State	265,268	148,376	116,503	389	148,403	33,272	60,201	12,961	219	526	9,686	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>283</b>	<b>360</b>	<b>23</b>	<b>*</b>	<b>*</b>	<b>26</b>
State	32,293	15,890	5,091	45	943	2,407

### 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>District</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>
State	26,281	15,688	10,582	11	21,990	1,562	1,781	144	11	29	764	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	3,809	359	659	10	146	166

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

## 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>District</b>	<b>328</b>	<b>280</b>	<b>48</b>	<b>*</b>	<b>94</b>	<b>*</b>	<b>225</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	38,925	31,101	7,777	47	24,366	3,904	7,505	1,569	27	84	1,470	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>49</b>	<b>60</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	5,671	2,132	692	12	143	314

### 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>District</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>
State	25,281	15,810	9,385	86	13,423	3,328	6,220	1,132	24	44	1,110	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	3,564	1,801	599	8	105	225

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

## 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>District</b>	<b>92</b>	<b>57</b>	<b>35</b>	<b>*</b>	<b>19</b>	<b>*</b>	<b>70</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	66,174	38,133	27,929	112	38,494	8,940	12,349	3,446	51	131	2,763	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	6,456	3,575	1,080	20	271	609

### 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>District</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>
State	17,661	3,578	14,057	26	8,867	2,540	4,740	679	15	38	782	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	2,050	1,409	409	*	69	147

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

## 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>District</b>	<b>136</b>	<b>77</b>	<b>59</b>	<b>*</b>	<b>34</b>	<b>*</b>	<b>95</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	56,039	32,482	23,454	103	33,408	6,706	10,211	3,427	36	100	2,151	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	4,597	2,698	725	16	181	509

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	117	27	394	26	*	12	3

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

## 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>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
State	15,037	3,867	11,164	6	6,648	2,534	4,228	897	9	49	672	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	*	*	*	*	*	*
State	1,262	1,160	438	2	73	108

### 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>District</b>	936	360	576	*	208	16	680	19	*	*	*	*
State	62,331	28,055	34,137	139	34,203	8,434	14,862	2,175	54	121	2,482	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	94	104	*	*	*	11
State	9,076	4,160	1,178	11	232	661

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

## 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>District</b>	<b>402</b>	<b>34</b>	<b>368</b>	<b>*</b>	<b>84</b>	<b>*</b>	<b>306</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	36,555	12,174	24,375	6	23,043	4,465	6,459	878	32	64	1,614	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>29</b>	<b>42</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	5,046	1,656	810	15	198	405

### 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>District</b>	<b>1,331</b>	<b>817</b>	<b>514</b>	<b>*</b>	<b>301</b>	<b>25</b>	<b>946</b>	<b>43</b>	<b>*</b>	<b>*</b>	<b>10</b>	<b>*</b>
State	45,847	28,538	17,255	54	24,759	7,475	9,237	2,372	47	100	1,857	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>137</b>	<b>207</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>14</b>
State	5,829	2,919	1,021	13	218	491

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

## 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>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
State	5,102	2,573	2,529	*	2,156	1,131	1,350	161	4	15	285	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	*	*	*	*	*	*
State	654	438	182	*	27	29

### 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>District</b>	118	108	10	*	34	*	82	*	*	*	*	*
State	40,424	27,653	12,717	54	24,778	4,176	8,650	1,111	28	83	1,598	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	18	15	*	*	*	*
State	6,209	2,536	733	10	155	344

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



## 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>District</b>	<b>300</b>	<b>210</b>	<b>90</b>	<b>*</b>	<b>74</b>	<b>*</b>	<b>209</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	30,296	18,139	12,153	4	17,813	2,901	6,183	2,036	21	67	1,275	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>28</b>	<b>32</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	2,490	1,593	358	11	89	339

### 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>District</b>	<b>123</b>	<b>111</b>	<b>12</b>	<b>*</b>	<b>47</b>	<b>*</b>	<b>66</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	23,586	18,269	5,265	52	11,532	2,754	5,969	2,279	21	53	978	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	2,433	1,680	368	*	74	154

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

## 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>District</b>	<b>279</b>	<b>254</b>	<b>25</b>	<b>*</b>	<b>73</b>	<b>*</b>	<b>201</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	28,219	24,133	4,020	66	15,841	2,929	7,592	776	18	69	994	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>42</b>	<b>50</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	4,932	2,389	547	1	94	254

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

## Career and Technical Education

### 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>District</b>	<b>1,103</b>	<b>546</b>	<b>557</b>	<b>*</b>	<b>281</b>	<b>12</b>	<b>767</b>	<b>28</b>	<b>*</b>	<b>*</b>	<b>11</b>	<b>*</b>
State	106,122	59,746	46,338	38	62,866	11,794	22,407	5,187	82	184	3,602	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>103</b>	<b>126</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>15</b>
State	12,941	4,696	1,904	16	286	874

### 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>District</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>
State	18,535	11,296	7,231	8	15,997	849	1,110	90	7	19	463	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	2,693	197	488	3	88	109

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

## 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>District</b>	<b>201</b>	<b>178</b>	<b>23</b>	<b>*</b>	<b>56</b>	<b>*</b>	<b>136</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	26,458	21,788	4,665	5	17,557	2,173	4,553	1,214	19	54	888	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>25</b>	<b>32</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	3,555	986	411	10	61	208

### 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>District</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>
State	15,359	10,574	4,783	2	9,682	1,313	3,101	650	8	17	588	*

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

## 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>District</b>	<b>144</b>	<b>107</b>	<b>37</b>	<b>*</b>	<b>38</b>	<b>*</b>	<b>96</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	40,934	24,921	16,009	4	27,151	4,139	6,292	1,762	35	76	1,479	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	4,362	1,393	650	13	115	341

### 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>District</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>
State	11,335	1,532	9,799	4	6,143	1,396	2,963	381	8	18	426	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	1,274	594	205	*	29	108

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

## 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>District</b>	<b>116</b>	<b>77</b>	<b>39</b>	<b>*</b>	<b>31</b>	<b>*</b>	<b>80</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	33,875	20,774	13,098	3	22,706	3,143	5,043	1,668	34	50	1,231	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	3,037	1,027	447	12	83	290

### 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>District</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>
State	111	57	54	*	96	6	5	1	*	*	3	*

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

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

## 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>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
State	6,374	1,366	5,005	3	3,023	965	1,665	443	4	21	253	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	*	*	*	*	*	*
State	427	339	165	*	23	48

### 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>District</b>	774	305	469	*	182	12	552	16	*	*	10	*
State	48,719	22,623	26,075	21	28,292	6,328	10,485	1,592	38	77	1,907	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	76	89	*	*	*	12
State	7,152	2,419	902	8	153	487

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

## 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>District</b>	<b>344</b>	<b>23</b>	<b>321</b>	<b>*</b>	<b>77</b>	<b>*</b>	<b>253</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	27,327	9,541	17,784	2	18,283	2,817	4,470	579	23	45	1,110	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>22</b>	<b>34</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	3,902	987	588	13	105	228

### 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>District</b>	<b>944</b>	<b>496</b>	<b>448</b>	<b>*</b>	<b>224</b>	<b>12</b>	<b>669</b>	<b>25</b>	<b>*</b>	<b>*</b>	<b>11</b>	<b>*</b>
State	32,222	20,745	11,471	6	21,112	3,112	5,181	1,603	25	59	1,130	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>92</b>	<b>111</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>14</b>
State	3,935	1,174	521	11	105	301

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



## 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>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
State	1,737	881	856	*	889	230	466	81	3	5	63	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	*	*	*	*	*	*
State	177	29	37	*	*	8

### 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>District</b>	191	173	18	*	64	*	118	*	*	*	*	*
State	25,315	17,482	7,831	2	16,875	2,222	4,573	691	18	38	898	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	20	21	*	*	*	*
State	3,761	978	447	3	70	212

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

## 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>District</b>	<b>300</b>	<b>210</b>	<b>90</b>	<b>*</b>	<b>74</b>	<b>*</b>	<b>209</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	30,296	18,139	12,153	4	17,813	2,901	6,183	2,036	21	67	1,275	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>28</b>	<b>32</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	2,490	1,593	358	11	89	339

### 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>District</b>	<b>84</b>	<b>77</b>	<b>*</b>	<b>*</b>	<b>37</b>	<b>*</b>	<b>40</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	15,173	12,343	2,827	3	8,146	1,321	3,606	1,496	16	28	560	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	1,468	576	177	1	31	102

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

## 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>District</b>	<b>252</b>	<b>233</b>	<b>19</b>	<b>*</b>	<b>73</b>	<b>*</b>	<b>171</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	18,427	16,256	2,168	3	11,146	1,654	4,520	487	12	35	573	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>31</b>	<b>38</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	3,140	1,083	332	*	43	175

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

## High School Graduation Rate

### 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>District</b>	<b>82.2%</b>	<b>78.6%</b>	<b>85.9%</b>	<b>*</b>	<b>83.7%</b>	<b>100.0%</b>	<b>80.8%</b>	<b>96.8%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>66.4%</b>
State	87.3%	85.0%	89.7%	94.7%	90.5%	79.5%	85.0%	94.8%	86.3%	80.1%	84.4%	77.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>63.6%</b>	<b>64.8%</b>	<b>78.0%</b>	<b>47.6%</b>	<b>*</b>	<b>‡</b>	<b>63.6%</b>
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>District</b>	<b>85.5%</b>	<b>82.9%</b>	<b>88.3%</b>	<b>*</b>	<b>87.6%</b>	<b>87.5%</b>	<b>84.7%</b>	<b>86.4%</b>	<b>*</b>	<b>‡</b>	<b>75.0%</b>	<b>68.5%</b>
State	88.8%	86.4%	91.2%	*	91.8%	81.6%	86.5%	96.3%	89.8%	81.3%	85.2%	79.6%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>69.5%</b>	<b>73.0%</b>	<b>80.9%</b>	<b>65.2%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
State	75.2%	79.5%	82.5%	69.6%	60.0%	60.5%	90.7%

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

## High School Graduation Rate (cont)

### 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>District</b>	<b>89.4%</b>	<b>87.6%</b>	<b>91.3%</b>	<b>*</b>	<b>89.8%</b>	<b>78.6%</b>	<b>89.2%</b>	<b>91.7%</b>	<b>‡</b>	<b>‡</b>	<b>90.0%</b>	<b>70.9%</b>
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>District</b>	<b>72.9%</b>	<b>76.9%</b>	<b>89.6%</b>	<b>64.7%</b>	<b>*</b>	<b>*</b>	<b>‡</b>
State	77.6%	81.8%	84.8%	72.8%	65.5%	59.3%	93.4%

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

## 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>District</b>	<b>67.0%</b>	*	*	<b>24.2%</b>	<b>42.7%</b>	<b>0.0%</b>
State	<b>64.3%</b>	*	*	<b>38.2%</b>	<b>26.1%</b>	<b>0.0%</b>

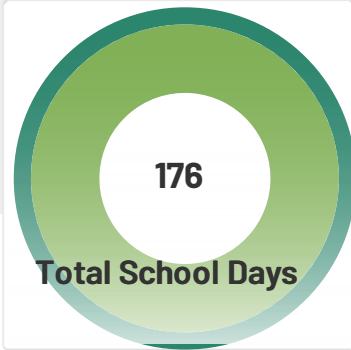
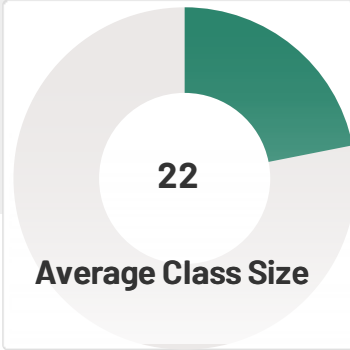
### 16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
<b>District</b>	<b>67.2%</b>	*	*	<b>24.2%</b>	<b>43.0%</b>	<b>0.0%</b>
State	<b>65.1%</b>	*	*	<b>38.4%</b>	<b>26.8%</b>	<b>0.0%</b>

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

## About the data

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



**No Data** district's percentage of adequacy

**Evidence-Based Funding**

## School Level Finances

### What is it?

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

	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>District</b>	<b>3,439</b>	<b>\$1,330</b>	<b>\$14,656</b>	<b>\$15,986</b>	<b>\$224</b>	<b>\$9,648</b>	<b>\$9,873</b>	<b>\$1,554</b>	<b>\$24,304</b>	<b>\$25,859</b>	<b>\$15,175,569</b>	<b>\$104,103,599</b>

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



## School Level Finances (cont)

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
<b>District</b>	<b>3,439</b>	<b>\$1,330</b>	<b>\$14,656</b>	<b>\$15,986</b>	<b>\$224</b>	<b>\$9,648</b>	<b>\$9,873</b>	<b>\$1,554</b>	<b>\$24,304</b>	<b>\$25,859</b>
East Leyden High School	1,763	\$617	\$14,180	\$14,797	\$224	\$9,648	\$9,873	\$842	\$23,828	\$24,670
West Leyden High School	1,676	\$2,080	\$15,157	\$17,236	\$224	\$9,648	\$9,873	\$2,304	\$24,805	\$27,109

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

## District Finances

### What is it?

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

### Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
<b>District</b>	<b>77.0%</b> <b>\$83,235,389</b>	<b>8.0%</b> <b>\$8,618,457</b>	<b>9.0%</b> <b>\$9,772,391</b>	<b>2.1%</b> <b>\$2,303,027</b>	<b>3.8%</b> <b>\$4,112,380</b>	<b>\$108,041,644</b>
State	60.6%	4.0%	21.3%	4.7%	9.5%	*

### Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
<b>District</b>	<b>43.9%</b>	<b>2.4%</b>	<b>32.0%</b>	<b>21.7%</b>
State	48.2%	2.3%	29.1%	20.4%

### Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
<b>District</b>	<b>69.0%</b> <b>\$61,537,828</b>	<b>6.6%</b> <b>\$5,926,613</b>	<b>3.7%</b> <b>\$3,316,216</b>	<b>9.5%</b> <b>\$8,493,006</b>	<b>0.0%</b> <b>\$1,772</b>	<b>2.9%</b> <b>\$2,581,636</b>	<b>0.0%</b> <b>\$-2,900</b>	<b>8.2%</b> <b>\$7,273,665</b>	<b>\$89,127,836</b>
State	71.3%	7.1%	2.9%	8.5%	1.2%	1.9%	0.6%	6.5%	*

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

## 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
<b>District</b>	<b>\$849,314</b>	<b>2.9</b>	<b>\$12,751</b>	<b>\$22,959</b>
State	*	*	<b>\$9,703</b>	<b>\$16,029</b>

## Average Class Size

### What is it?

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

	Grade 9	Grade 10	Grade 11	Grade 12	Grades 9-12	Overall
<b>District</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>22</b>	<b>*</b>	<b>22</b>
State	<b>22</b>	<b>21</b>	<b>21</b>	<b>20</b>	<b>21</b>	<b>21</b>

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

## 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>District</b>	<b>176</b>
State	176

## Health and Wellness

### What is it?

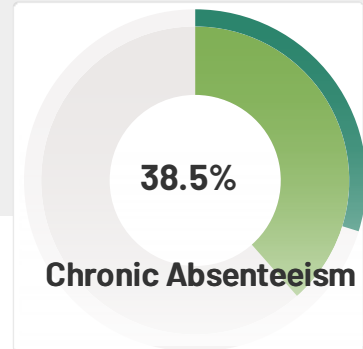
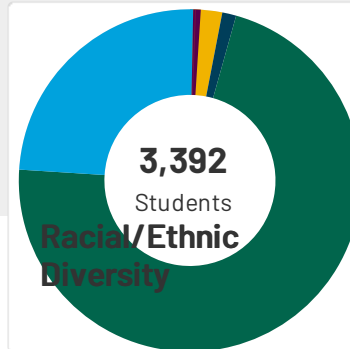
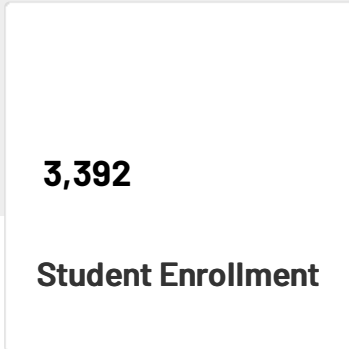
This shows the average number of days of physical education per week per student.

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

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

## 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>District</b>	<b>100.0%</b> <b>3,392</b>	<b>52.0%</b> <b>1,763</b>	<b>48.0%</b> <b>1,629</b>	<b>0.0%</b> <b>*</b>	<b>24.0%</b> <b>814</b>	<b>1.3%</b> <b>43</b>	<b>70.8%</b> <b>2,403</b>	<b>2.7%</b> <b>92</b>	‡ ‡	<b>0.3%</b> <b>10</b>	<b>0.7%</b> <b>25</b>	<b>16.2%</b> <b>550</b>
State	<b>100.0%</b> 1,869,325	<b>51.4%</b> 959,975	<b>48.6%</b> 909,276	<b>0.0%</b> 74	<b>46.4%</b> 866,540	<b>16.6%</b> 310,464	<b>27.2%</b> 508,549	<b>5.4%</b> 100,564	<b>0.1%</b> 1,851	<b>0.3%</b> 4,756	<b>4.1%</b> 76,601	<b>20.3%</b> 378,912

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	<b>13.7%</b> <b>465</b>	<b>15.7%</b> <b>534</b>	<b>44.0%</b> <b>1,492</b>	<b>0.9%</b> <b>30</b>	<b>0.0%</b> <b>*</b>	‡ ‡	<b>0.6%</b> <b>22</b>
State	<b>16.5%</b> 307,555	<b>13.7%</b> 255,367	<b>46.5%</b> 869,330	<b>2.0%</b> 36,543	<b>0.0%</b> 343	<b>0.7%</b> 13,324	<b>0.8%</b> 14,220

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>District</b>	<b>958</b>	<b>847</b>	<b>823</b>	<b>764</b>
State	<b>157,008</b>	<b>149,133</b>	<b>146,066</b>	<b>149,597</b>

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

## Advanced Academic Programs

### What is it?

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

### Students Enrolled in Accelerated Placement

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
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

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

## Advanced Academic Programs (cont)

### 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>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
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>District</b>	*	*	*	*	*
	*	*	*	*	*
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

### 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>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
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>District</b>	*	*	*	*	*
	*	*	*	*	*
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

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



## Advanced Academic Programs (cont)

### 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>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
State	<b>0.0%</b> 26	<b>0.0%</b> 42	<b>0.0%</b> 289	<b>0.0%</b> 2	<b>0.0%</b> 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>District</b>	<b>23.5%</b> <b>842</b>	<b>17.3%</b> <b>323</b>	<b>30.2%</b> <b>519</b>	*	<b>29.2%</b> <b>247</b>	‡	<b>21.2%</b> <b>539</b>	<b>45.0%</b> <b>45</b>	‡	‡	‡	<b>3.7%</b> <b>22</b>
State	<b>22.2%</b> 136,701	<b>18.8%</b> 59,465	<b>25.7%</b> 76,999	<b>31.9%</b> 237	<b>23.2%</b> 66,464	<b>12.6%</b> 12,696	<b>20.5%</b> 35,457	<b>51.9%</b> 16,825	<b>32.4%</b> 210	<b>17.6%</b> 262	<b>22.2%</b> 4,787	<b>9.3%</b> 11,353

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	‡	<b>5.0%</b> <b>30</b>	<b>19.0%</b> <b>318</b>	‡	*
State	<b>2.8%</b> 2,484	<b>6.8%</b> 3,404	<b>14.8%</b> 40,874	<b>7.6%</b> 1,138	<b>2.9%</b> 94

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

## Advanced Academic Programs (cont)

### 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
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
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
District	<b>55.7%</b> <b>1,998</b>	<b>50.3%</b> <b>938</b>	<b>61.6%</b> <b>1,060</b>	* *	<b>63.4%</b> <b>537</b>	<b>37.0%</b> <b>17</b>	<b>52.9%</b> <b>1,348</b>	<b>73.0%</b> <b>73</b>	‡ ‡	‡ ‡	<b>44.4%</b> <b>12</b>	<b>19.4%</b> <b>117</b>
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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	<b>14.4%</b> <b>74</b>	<b>20.5%</b> <b>123</b>	<b>50.4%</b> <b>844</b>	<b>30.6%</b> <b>15</b>	‡ ‡
State	<b>6.3%</b> 17,755	<b>6.0%</b> 16,214	<b>13.5%</b> 125,534	<b>10.4%</b> 4,460	<b>4.3%</b> 639

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

## Advanced Academic Programs (cont)

### 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>District</b>	<b>24.4%</b> <b>875</b>	<b>25.3%</b> <b>472</b>	<b>23.4%</b> <b>403</b>	<b>*</b> <b>*</b>	<b>26.1%</b> <b>221</b>	<b>‡</b> <b>‡</b>	<b>24.1%</b> <b>615</b>	<b>26.0%</b> <b>26</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>12.8%</b> <b>77</b>
State	<b>13.1%</b> 80,917	<b>13.0%</b> 41,004	<b>13.3%</b> 39,900	<b>1.7%</b> 13	<b>16.9%</b> 48,578	<b>8.5%</b> 8,542	<b>9.3%</b> 16,045	<b>14.9%</b> 4,849	<b>9.4%</b> 61	<b>9.1%</b> 135	<b>12.5%</b> 2,707	<b>8.5%</b> 10,392

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	<b>12.4%</b> <b>64</b>	<b>12.7%</b> <b>76</b>	<b>22.4%</b> <b>374</b>	<b>‡</b> <b>‡</b>	<b>*</b> <b>*</b>
State	<b>6.5%</b> 5,733	<b>5.9%</b> 2,960	<b>8.9%</b> 24,704	<b>8.0%</b> 1,196	<b>4.4%</b> 146

### 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>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	<b>16,077</b>	<b>8,983</b>	<b>14,916</b>	<b>8,430</b>

### 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>District</b>	<b>332</b>	<b>166</b>	<b>245</b>	<b>118</b>
State	<b>47,189</b>	<b>29,003</b>	<b>22,853</b>	<b>14,471</b>

### 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>District</b>	<b>957</b>	<b>504</b>	<b>232</b>	<b>165</b>
State	<b>155,940</b>	<b>96,101</b>	<b>39,509</b>	<b>26,229</b>

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

## Advanced Academic Programs (cont)

### 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>District</b>	<b>1,845</b>	<b>879</b>	<b>302</b>	<b>192</b>
State	307,079	201,928	39,341	29,765

### Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
<b>District</b>	<b>40</b>	<b>344</b>	<b>475</b>	<b>520</b>
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>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡
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>District</b>	‡	*	‡	*	‡	*
State	254	*	313	*	5,241	*

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

## Advanced Academic Programs (cont)

### 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>District</b>	<b>277</b>	<b>100</b>	‡	<b>159</b>	<b>14</b>	‡	‡	‡	‡
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>District</b>	‡	*	‡	*	<b>104</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>District</b>	<b>249</b>	<b>64</b>	‡	<b>173</b>	<b>11</b>	‡	‡	‡	‡
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>District</b>	‡	*	‡	*	<b>97</b>	*
State	<b>773</b>	*	<b>1,235</b>	*	<b>13,754</b>	*

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

## Advanced Academic Programs (cont)

### 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>District</b>	<b>314</b>	<b>82</b>	<b>‡</b>	<b>206</b>	<b>20</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>10</b>
State	<b>50,674</b>	<b>25,935</b>	<b>4,423</b>	<b>12,871</b>	<b>5,719</b>	<b>57</b>	<b>80</b>	<b>1,589</b>	<b>4,526</b>
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
<b>District</b>	<b>‡</b>	<b>*</b>	<b>17</b>	<b>*</b>	<b>116</b>	<b>*</b>			
State	<b>1,086</b>	<b>*</b>	<b>1,313</b>	<b>*</b>	<b>14,271</b>	<b>*</b>			

### 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>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
State	<b>171</b>	<b>48</b>	<b>83</b>	<b>19</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>11</b>
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
<b>District</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>*</b>			
State	<b>4</b>	<b>*</b>	<b>3</b>	<b>*</b>	<b>75</b>	<b>*</b>			

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

## Advanced Academic Programs (cont)

### 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>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡
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>District</b>	‡	*	‡	*	‡	*
State	12	*	7	*	123	*

### 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>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	2,942	565	701	1,430	172	10	12	52	317

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

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

## Advanced Academic Programs (cont)

### 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>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	2,747	444	756	1,322	158	2	11	54	244

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

### Dual Credit Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	38	15	‡	22	‡	‡	‡	‡	‡
State	7,918	3,252	2,194	1,756	419	8	17	272	1,015

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>District</b>	‡	*	‡	*	16	*
State	635	*	552	*	3,427	*

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



## Advanced Academic Programs (cont)

### Dual Credit Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>124</b>	<b>27</b>	‡	<b>86</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>District</b>	‡	*	‡	*	<b>59</b>	*
State	<b>739</b>	*	<b>517</b>	*	<b>3,104</b>	*

### Dual Credit Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>343</b>	<b>87</b>	‡	<b>249</b>	‡	‡	‡	‡	<b>30</b>
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>District</b>	<b>23</b>	*	<b>38</b>	*	<b>148</b>	*
State	<b>1,587</b>	*	<b>739</b>	*	<b>7,266</b>	*

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

## Advanced Academic Programs (cont)

### Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	<b>370</b>	<b>92</b>	<b>‡</b>	<b>258</b>	<b>14</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>40</b>
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>District</b>	<b>35</b>	<b>*</b>	<b>31</b>	<b>*</b>	<b>151</b>	<b>*</b>
State	<b>2,772</b>	<b>*</b>	<b>1,152</b>	<b>*</b>	<b>10,907</b>	<b>*</b>

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

## Gifted Students

### What is it?

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

### Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>6.5%</b> 125,984	<b>6.4%</b> 64,278	<b>6.6%</b> 61,684	<b>1.5%</b> 22	<b>6.7%</b> 59,326	<b>4.1%</b> 13,504	<b>5.0%</b> 26,428	<b>18.7%</b> 19,584	<b>7.2%</b> 137	<b>6.9%</b> 337	<b>8.2%</b> 6,668	<b>5.7%</b> 20,436

	Students with IEPs	English Learners	Low Income	Youth In Homeless Care
<b>District</b>	*	*	*	*
State	<b>4.9%</b> 13,939	<b>5.4%</b> 14,653	<b>4.3%</b> 39,577	<b>2.4%</b> 1,025

### 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>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.8%</b> 15,425	<b>0.8%</b> 7,974	<b>0.8%</b> 7,447	<b>0.3%</b> 4	<b>0.9%</b> 7,868	<b>0.3%</b> 893	<b>0.5%</b> 2,539	<b>3.1%</b> 3,215	<b>0.6%</b> 12	<b>1.0%</b> 47	<b>1.0%</b> 851	<b>0.5%</b> 1,859

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

## Gifted Students (cont)

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
	*	*	*	*	*
State	<b>0.4%</b> 997	<b>0.4%</b> 972	<b>0.3%</b> 3,030	<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>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
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>District</b>	*	*	*	*	*
	*	*	*	*	*
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

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

## Gifted Students (cont)

### 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
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
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

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

## Students With IEPs

### What is it?

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

### By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
<b>District</b>	<b>All Students</b>	*	*	*	*	<b>0.1%</b>	*	*
	<b>Students with IEPs</b>	*	*	*	*	<b>0.6%</b>	*	*
All Peer Districts *	All Students	*	*	*	*	<b>8.2%</b>	*	*
	Students with IEPs	*	*	*	*	<b>0.3%</b>	*	*
State	All Students	*	*	*	*	<b>0.0%</b>	*	*
	Students with IEPs	*	*	*	*	<b>0.3%</b>	*	*

### By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
<b>District</b>	<b>All Students</b>	<b>1.3%</b>	*	<b>7.8%</b>	*	<b>0.2%</b>	<b>0.0%</b>	<b>0.0%</b>
	<b>Students with IEPs</b>	<b>8.5%</b>	*	<b>41.8%</b>	*	<b>0.9%</b>	<b>0.2%</b>	<b>0.0%</b>
All Peer Districts *	All Students	<b>8.7%</b>	*	<b>51.1%</b>	*	<b>1.2%</b>	<b>0.2%</b>	<b>0.2%</b>
	Students with IEPs	<b>0.7%</b>	*	<b>5.0%</b>	*	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>
State	All Students	<b>0.6%</b>	*	<b>3.0%</b>	*	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>
	Students with IEPs	<b>4.8%</b>	*	<b>33.1%</b>	*	<b>0.8%</b>	<b>0.2%</b>	<b>0.0%</b>

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

## Students With IEPs (cont)

### By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
<b>District</b>	<b>All Students</b>	<b>0.1%</b>	<b>1.8%</b>	<b>2.0%</b>	<b>0.3%</b>	<b>*</b>	<b>1.7%</b>	<b>*</b>
	<b>Students with IEPs</b>	<b>1.6%</b>	<b>12.9%</b>	<b>18.9%</b>	<b>1.6%</b>	<b>*</b>	<b>12.6%</b>	<b>*</b>
All Peer Districts *	All Students	0.6%	12.0%	13.2%	1.9%	*	10.9%	*
	Students with IEPs	2.4%	0.9%	2.1%	0.2%	*	1.6%	*
State	All Students	0.1%	0.9%	1.3%	0.1%	*	0.9%	*
	Students with IEPs	15.8%	5.7%	13.8%	1.0%	*	10.5%	*

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

## Educational Environments for Students with IEPs

### What is it?

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

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

### By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>All</b>				
<b>District</b>	<b>35.7%</b>	<b>34.4%</b>	<b>15.9%</b>	<b>14.0%</b>
All Peer Districts *	40.1%	32.2%	15.4%	12.3%
State	54.2%	26.3%	13.3%	6.3%
<b>White</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Black</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

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



## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Asian</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	0.0%	66.7%	0.0%	33.3%
All Peer Districts *	37.2%	37.2%	11.7%	13.8%
State	51.6%	27.3%	14.9%	6.1%
<b>American Indian</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

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

## Educational Environments for Students with IEPs (cont)

### For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Autism</b>				
<b>District</b>	<b>2.2%</b>	<b>40.0%</b>	<b>51.1%</b>	<b>6.7%</b>
All Peer Districts *	1.9%	24.7%	48.5%	24.9%
State	3.4%	29.9%	49.9%	16.8%
<b>Emotional Disability</b>				
<b>District</b>	<b>83.3%</b>	<b>16.7%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	73.6%	15.5%	3.4%	7.5%
State	70.8%	14.0%	8.8%	6.5%
<b>Intellectual Disability</b>				
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>0.0%</b>
All Peer Districts *	28.6%	14.3%	57.1%	0.0%
State	39.1%	13.0%	39.1%	8.7%
<b>Other Health Impairment</b>				
<b>District</b>	<b>45.6%</b>	<b>29.4%</b>	<b>13.2%</b>	<b>11.8%</b>
All Peer Districts *	53.3%	30.5%	9.7%	6.6%
State	57.6%	28.2%	9.3%	5.0%
<b>Specific Learning Disability</b>				
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>90.0%</b>	<b>10.0%</b>
All Peer Districts *	2.2%	10.0%	38.4%	49.5%
State	2.9%	13.1%	47.7%	36.3%
<b>Speech or Language Impairment</b>				
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*
State	*	*	*	*

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

## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>All</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	50.7%	16.7%	26.0%	0.2%	6.4%
<b>White</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Black</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Hispanic</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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

## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Asian</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>					
<b>District</b>	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	62.7%	7.8%	27.5%	0.0%	2.0%
<b>American Indian</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Two or More Races</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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

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

### What is it?

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

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

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Autism</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	43.5%	8.7%	47.8%	0.0%	0.0%
<b>Developmental Delay</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Emotional Disability</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	38.3%	14.3%	46.8%	0.0%	0.6%

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

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

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Intellectual Disability</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	33.3%	0.0%	33.3%	33.3%	0.0%
<b>Other Health Impairment</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	45.2%	11.9%	39.2%	2.5%	1.1%

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Specific Learning Disability</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	22.0%	6.0%	63.3%	7.3%	1.3%
<b>Speech or Language Impairment</b>					
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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

## State Performance Plan Indicators For Students With IEPs

### What is it?

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

SPP Indicator	Indicator Description	2021-22 District Data	2021-22 State Target	District Met Target
<b>1</b>	<b>Graduation Percent for students with IEPs (Data lag one year)</b>	<b>96.08</b>	<b>82.6</b>	<b>Yes</b>
<b>2</b>	<b>Dropout Percent for students with IEPs (Data lag one year)</b>	<b>3.92</b>	<b>13.7</b>	<b>Yes</b>
<b>3ae4</b>	<b>Reading assessment participation rate for students with IEPs, Grade 4</b>	<b>*</b>	<b>95</b>	<b>N/A</b>
<b>3ae8</b>	<b>Reading assessment participation rate for students with IEPs, Grade 8</b>	<b>*</b>	<b>95</b>	<b>N/A</b>
<b>3ae11</b>	<b>Reading assessment participation rate for students with IEPs, Grade 11</b>	<b>77.27</b>	<b>95</b>	<b>No</b>
<b>3am4</b>	<b>Math assessment participation rate for students with IEPs, Grade 4</b>	<b>*</b>	<b>95</b>	<b>N/A</b>
<b>3am8</b>	<b>Math assessment participation rate for students with IEPs, Grade 8</b>	<b>*</b>	<b>95</b>	<b>N/A</b>
<b>3am11</b>	<b>Math assessment participation rate for students with IEPs, Grade 11</b>	<b>77.27</b>	<b>95</b>	<b>No</b>
<b>3be4</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards</b>	<b>*</b>	<b>11</b>	<b>N/A</b>
<b>3be8</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards</b>	<b>*</b>	<b>8</b>	<b>N/A</b>
<b>3be11</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards</b>	<b>8.33</b>	<b>8</b>	<b>Yes</b>
<b>3bm4</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards</b>	<b>*</b>	<b>12</b>	<b>N/A</b>

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

## State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2021-22 District Data	2021-22 State Target	District Met Target
<b>3bm8</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards</b>	*	<b>6.5</b>	<b>N/A</b>
<b>3bm11</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards</b>	<b>4.76</b>	<b>7</b>	<b>No</b>
<b>3ce4</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards</b>	*	<b>15</b>	<b>N/A</b>
<b>3ce8</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards</b>	*	<b>23.5</b>	<b>N/A</b>
<b>3ce11</b>	<b>Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards</b>	<b>0.00</b>	<b>22.5</b>	<b>No</b>
<b>3cm4</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards</b>	*	<b>20.5</b>	<b>N/A</b>
<b>3cm8</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards</b>	*	<b>5.5</b>	<b>N/A</b>
<b>3cm11</b>	<b>Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards</b>	<b>0.00</b>	<b>4</b>	<b>No</b>
<b>3de4</b>	<b>Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards</b>	*	<b>25.5</b>	<b>N/A</b>
<b>3de8</b>	<b>Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards</b>	*	<b>31.5</b>	<b>N/A</b>
<b>3de11</b>	<b>Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards</b>	<b>11.93</b>	<b>28</b>	<b>No</b>
<b>3dm4</b>	<b>Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards</b>	*	<b>21.5</b>	<b>N/A</b>
<b>3dm8</b>	<b>Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards</b>	*	<b>26</b>	<b>N/A</b>
<b>3dm11</b>	<b>Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards</b>	<b>9.81</b>	<b>27.5</b>	<b>No</b>
<b>4a</b>	<b>Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year)</b>	<b>No</b>	<b>-1</b>	<b>Yes</b>

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



## State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2021-22 District Data	2021-22 State Target	District Met Target
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	35.7	52.9	No
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	15.9	12.35	No
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	14.0	6.38	No
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	*	46.5	N/A
6b	Children ages 3-5 in separate special education class, separate school or residential facility	*	26.04	N/A
6c	Children ages 3-5 receiving special education and related services in the home	*	0.27	N/A
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	*	83.95	N/A
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	*	47.2	N/A
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	*	84.1	N/A
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	*	45.1	N/A
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	*	85.8	N/A
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	*	53.4	N/A
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	*	71	N/A
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes

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

## English Learners

### What is it?

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

### EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
<b>District</b>	*	<b>100.0%</b> <b>465</b>	<b>1.3%</b> *	* <b>444</b>
State	*	<b>100.0%</b> 229,014	<b>6.1%</b> *	* 47,572

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

## Student Attendance

### 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>District</b>	<b>88.9%</b>	<b>89.2%</b>	<b>88.5%</b>	*	<b>88.1%</b>	<b>89.0%</b>	<b>89.1%</b>	<b>92.7%</b>	<b>93.3%</b>	<b>88.4%</b>	<b>79.6%</b>	<b>86.7%</b>
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>District</b>	<b>87.1%</b>	<b>87.3%</b>	<b>87.3%</b>
State	88.4%	90.1%	88.1%

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

## 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>District</b>	<b>19.5%</b>	<b>22.0%</b>	<b>16.6%</b>	<b>*</b>	<b>16.7%</b>	<b>‡</b>	<b>20.6%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>25.1%</b>
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>District</b>	<b>23.1%</b>	<b>25.8%</b>	<b>23.3%</b>	<b>54.8%</b>
State	8.0%	9.5%	10.2%	25.7%

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

## Chronic Absenteeism Rate

### 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>District</b>	<b>38.5%</b>	<b>37.1%</b>	<b>40.0%</b>	*	<b>39.1%</b>	<b>44.4%</b>	<b>38.5%</b>	<b>24.2%</b>	‡	‡	<b>61.5%</b>	<b>42.1%</b>
State	29.8%	29.5%	30.2%	20.9%	21.2%	47.9%	36.1%	15.8%	28.0%	36.4%	30.6%	37.3%

	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>39.8%</b>	<b>40.4%</b>	<b>43.4%</b>
State	38.9%	34.5%	42.0%

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>District</b>	<b>34.8%</b>	<b>35.4%</b>	<b>41.8%</b>	<b>47.3%</b>
State	32.7%	35.4%	38.6%	43.6%

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

## 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>District</b>	<b>1.8%</b>	<b>2.0%</b>	<b>1.6%</b>	‡	<b>1.8%</b>	‡	<b>1.8%</b>	‡	‡	‡	‡	<b>3.1%</b>
State	<b>3.3%</b>	<b>3.9%</b>	<b>2.8%</b>	<b>0.3%</b>	<b>2.6%</b>	<b>5.4%</b>	<b>3.7%</b>	<b>0.7%</b>	<b>2.5%</b>	<b>4.7%</b>	<b>4.4%</b>	<b>3.0%</b>

	Students with IEPs	English Learners	Low Income	Homeless	Migrant
<b>District</b>	<b>3.6%</b>	<b>2.0%</b>	<b>1.9%</b>	‡	‡
State	<b>3.6%</b>	<b>4.3%</b>	<b>5.1%</b>	<b>9.6%</b>	<b>12.6%</b>

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>District</b>	‡	<b>1.2%</b>	<b>1.9%</b>	<b>3.5%</b>
State	<b>1.7%</b>	<b>3.1%</b>	<b>4.2%</b>	<b>4.6%</b>

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

## Chronically Truant Students

### 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>District</b>	<b>12.7%</b>	<b>13.5%</b>	<b>11.9%</b>	*	<b>9.6%</b>	‡	<b>13.7%</b>	‡	‡	‡	‡	<b>18.8%</b>
State	22.1%	22.2%	22.0%	7.2%	8.6%	50.2%	30.9%	7.9%	20.5%	28.8%	19.8%	25.5%

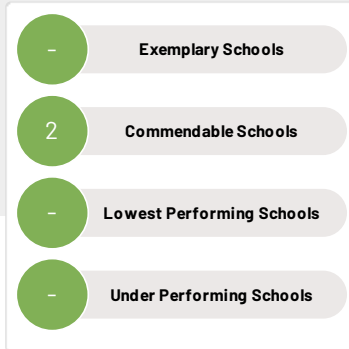
	Students with IEPs	English Learners	Low Income
<b>District</b>	<b>19.3%</b>	<b>19.8%</b>	<b>17.1%</b>
State	27.8%	29.4%	36.1%

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

## 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).



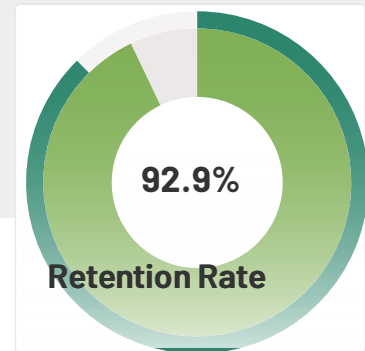
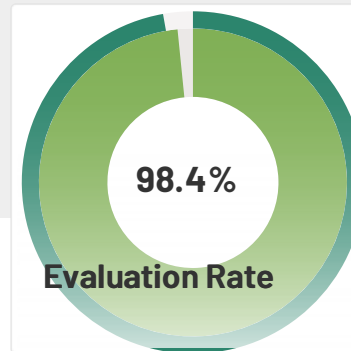
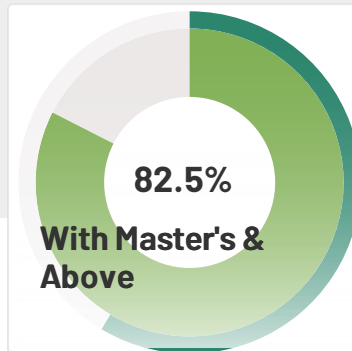
No Data

**School Improvement  
Funds**



## About the data

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



## Teacher Information

### What is it?

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

	Average Teaching Experience	With Bachelor's Degrees	With Master's & Above	Attendance Rate	Evaluation Rate
<b>District</b>	<b>17</b>	<b>17.0%</b>	<b>82.5%</b>	<b>57.4%</b>	<b>98.4%</b>
State	*	40.6%	58.6%	66.1%	97.2%

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

## 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
<b>District</b>	*	17
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
<b>District</b>	\$104,520
State	\$72,316

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

## Retention Rate

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	92.9% 551	93.5% 487	80.0% 4	90.0% 36	75.0% 9	* *	100.0% 9	100.0% 6	* *
	Male	93.8% 244	94.7% 216	80.0% 4	85.7% 12	83.3% 5	* *	100.0% 4	100.0% 3	* *
	Female	92.2% 307	92.5% 271	* *	92.3% 24	66.7% 4	* *	100.0% 5	100.0% 3	* *
	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	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## Full-Time 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
District	All	100.0% 231.7	87.4% 202.6	0.9% 2	6.5% 15	1.7% 4	* *	1.7% 4	1.8% 4.1	* *
	Male	42.4% 98.2	42.1% 85.2	100.0% 2	33.3% 5	75.0% 3	* *	50.0% 2	24.4% 1	* *
	Female	57.6% 133.5	57.9% 117.4	* *	66.7% 10	25.0% 1	* *	50.0% 2	75.6% 3.1	* *
	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	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## Teachers with Gifted Endorsement

Teachers with Gifted Endorsement	
District	2
State	1,247

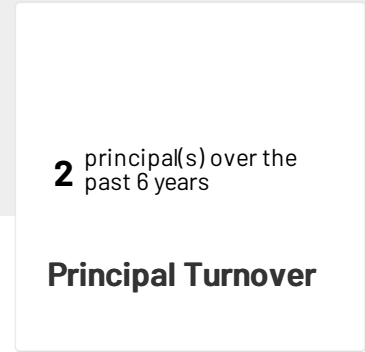
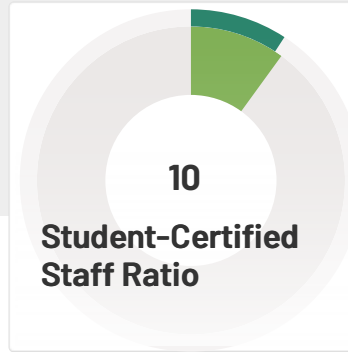
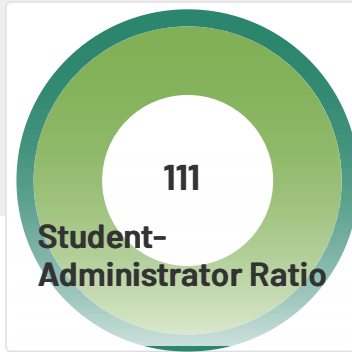
## National Board Certified Teachers

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Male	Female	Non Binary	Unknown
District	12	12	*	*	*	*	*	*	3	9	*	*
State	2,513	2,027	150	203	68	1	6	29	484	2,029	*	*

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

## About the data

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



## 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
<b>District</b>	<b>10</b>	<b>111</b>
State	9	147

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

## Full-Time Equivalent

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	100.0% 30.6	88.9% 27.2	* *	9.8% 3	* *	* *	* *	1.3% 0.4	* *
	Male	58.5% 17.9	62.1% 16.9	* *	33.3% 1	* *	* *	* *	* *	* *
	Female	41.5% 12.7	37.9% 10.3	* *	66.7% 2	* *	* *	* *	100.0% 0.4	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 12732.9	76.1% 9694.8	14.3% 1820.1	6.9% 872.4	0.9% 118.1	0.1% 8.7	0.3% 34.1	0.8% 97	0.7% 87.8
	Male	41.2% 5242	44.5% 4311.1	27.9% 507	33.4% 291	45.9% 54.2	33.1% 2.9	34.9% 11.9	33.1% 32.1	36.2% 31.8
	Female	58.8% 7490.9	55.5% 5383.7	72.1% 1313.1	66.6% 581.4	54.1% 63.9	66.9% 5.8	65.1% 22.2	66.9% 64.9	63.8% 56
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## Principal Turnover

### What is it?

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

Principal(s) over the past 6 years	
<b>District</b>	<b>2</b>
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	
<b>District</b>	<b>\$141,552</b>
State	\$116,206

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



## About the data

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

## Student Environment

### What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
<b>District</b>	<b>9.5%</b>	<b>5.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>9.6%</b>	<b>27.1%</b>
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

## Student Environment (cont)

	Rate of Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
<b>District</b>	<b>2.3%</b>	<b>0</b>	<b>0</b>
State	2.2%	153	5

## Academic Environment

### What is it?

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

	Enrolled in PreSchool	Advanced Placement Course Work		
		Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
<b>District</b>	<b>0.0%</b> <b>0</b>	<b>30.1%</b> <b>1,035</b>	<b>0.0%</b> <b>0</b>	<b>13.9%</b> <b>477</b>
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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

## About the data

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

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## Inclusion Rate and Standard Error in NAEP

### What is it?

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

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### Percentage of students identified With Disabilities and English Learners - Reading

Jurisdiction
Illinois

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### Percentage of students identified With Disabilities and English Learners - Mathematics

Jurisdiction
Illinois