

Yorkville High School (9 - 12)

YORKVILLE CUSD 115



2022 - 2023

Principal

Mr. David Travis
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Address

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District Superintendent

Dr. Timothy Kilrea

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District Provided Statement

Not available.

About the Report Card

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

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

For additional information, refer to the [Public Business Rules for 2023 Report Card Metrics](#) and the [2023 Glossary of Terms](#).

School Snapshot

Graduation Rate : 95.3%

Community College Remediation : 71.5%

Chronic Absenteeism : 26.1%

Teacher Retention : 88.3%

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

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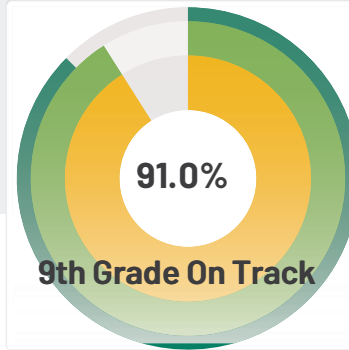
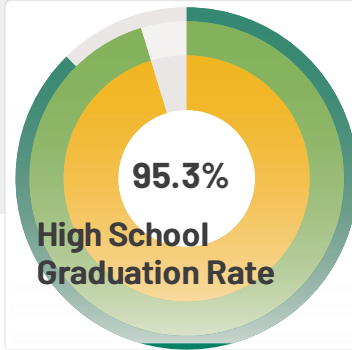
135 | Administrators

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

Date: 06/27/24 6:24:13 -05:00

About the data

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



852 Students
Early College Coursework

SAT

What is it?

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

There are four Performance Levels for the SAT:

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

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

Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	20.0%	39.7%	27.0%	13.3%	42.2%	35.3%	17.3%	5.2%
District	20.0%	39.7%	27.0%	13.3%	42.2%	35.3%	17.3%	5.2%
State	30.9%	36.8%	21.6%	10.6%	47.7%	25.0%	20.1%	7.2%
White								
School	14.7%	36.3%	31.7%	17.3%	33.3%	39.2%	20.6%	6.9%
District	14.7%	36.3%	31.7%	17.3%	33.3%	39.2%	20.6%	6.9%
State	20.3%	36.7%	28.4%	14.6%	35.1%	28.5%	27.5%	8.9%
Black								
School	32.4%	51.4%	10.8%	5.4%	70.3%	18.9%	8.1%	2.7%
District	32.4%	51.4%	10.8%	5.4%	70.3%	18.9%	8.1%	2.7%
State	53.9%	34.8%	9.5%	1.8%	74.4%	17.9%	6.8%	0.9%
Male								
School	23.3%	39.3%	25.3%	12.1%	39.7%	35.8%	18.3%	6.2%
District	23.3%	39.3%	25.3%	12.1%	39.7%	35.8%	18.3%	6.2%
State	34.8%	34.8%	19.8%	10.5%	47.6%	23.6%	20.3%	8.5%
Female								
School	16.1%	40.2%	29.0%	14.7%	45.1%	34.8%	16.1%	4.0%
District	16.1%	40.2%	29.0%	14.7%	45.1%	34.8%	16.1%	4.0%
State	27.0%	38.9%	23.4%	10.7%	47.9%	26.4%	20.0%	5.8%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	4.2%	29.2%	41.7%	25.0%	25.4%	28.2%	33.8%	12.7%

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Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	30.3%	43.1%	21.1%	5.5%	54.1%	33.0%	11.9%	0.9%
District	30.3%	43.1%	21.1%	5.5%	54.1%	33.0%	11.9%	0.9%
State	41.3%	40.7%	14.6%	3.4%	61.6%	24.3%	12.3%	1.7%
Asian								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	10.2%	25.7%	30.5%	33.6%	16.1%	18.5%	31.8%	33.5%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	20.6%	39.3%	27.1%	13.1%	40.2%	15.9%	35.5%	8.4%
American Indian								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	36.6%	36.9%	21.1%	5.4%	58.8%	23.3%	13.3%	4.7%
Two or More Races								
School	30.0%	50.0%	10.0%	10.0%	60.0%	30.0%	0.0%	10.0%
District	30.0%	50.0%	10.0%	10.0%	60.0%	30.0%	0.0%	10.0%
State	26.3%	33.4%	24.3%	15.9%	43.5%	23.6%	21.8%	11.2%

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Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	39.7%	35.9%	12.8%	11.5%	62.8%	23.1%	10.3%	3.8%
District	39.7%	35.9%	12.8%	11.5%	62.8%	23.1%	10.3%	3.8%
State	52.5%	26.7%	13.6%	7.2%	68.2%	16.2%	11.7%	3.9%
Students with IEPs								
School	62.5%	30.0%	5.0%	2.5%	87.5%	12.5%	0.0%	0.0%
District	62.5%	30.0%	5.0%	2.5%	87.5%	12.5%	0.0%	0.0%
State	71.4%	21.5%	5.1%	2.0%	86.1%	9.4%	3.5%	1.0%
Non-IEP								
School	16.1%	40.6%	29.0%	14.3%	38.1%	37.4%	18.8%	5.7%
District	16.1%	40.6%	29.0%	14.3%	38.1%	37.4%	18.8%	5.7%
State	25.6%	38.9%	23.8%	11.7%	42.7%	27.0%	22.3%	8.0%
English Learners								
School	61.1%	33.3%	5.6%	0.0%	88.9%	5.6%	5.6%	0.0%
District	61.1%	33.3%	5.6%	0.0%	88.9%	5.6%	5.6%	0.0%
State	74.3%	23.1%	2.1%	0.6%	86.3%	10.7%	2.4%	0.6%
Non-English Learners								
School	18.4%	40.0%	27.9%	13.8%	40.4%	36.5%	17.7%	5.4%
District	18.4%	40.0%	27.9%	13.8%	40.4%	36.5%	17.7%	5.4%
State	27.3%	38.0%	23.3%	11.5%	44.4%	26.2%	21.6%	7.7%

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Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	33.3%	44.4%	14.8%	7.4%	66.7%	20.4%	11.1%	1.9%
District	33.3%	44.4%	14.8%	7.4%	66.7%	20.4%	11.1%	1.9%
State	46.6%	38.1%	12.6%	2.7%	66.4%	22.1%	10.0%	1.5%
Non Low Income								
School	16.1%	38.3%	30.6%	15.0%	35.1%	39.7%	19.0%	6.2%
District	16.1%	38.3%	30.6%	15.0%	35.1%	39.7%	19.0%	6.2%
State	19.1%	35.9%	28.4%	16.5%	33.7%	27.2%	27.7%	11.4%
Homeless								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	63.1%	29.4%	6.6%	0.9%	81.3%	14.4%	4.1%	0.2%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	68.1%	24.3%	6.5%	1.0%	86.0%	11.1%	2.8%	0.2%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	34.7%	36.8%	20.6%	7.9%	50.4%	28.1%	18.5%	3.1%

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DLM

What is it?

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

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

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Academic Progress

DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11

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

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ISA

What is it?

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

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

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Academic Progress

ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
School	37.6%	24.5%	29.8%	8.1%
District	37.6%	24.5%	29.8%	8.1%
State	23.4%	24.4%	36.5%	15.7%
White				
School	32.5%	22.8%	33.9%	10.7%
District	32.5%	22.8%	33.9%	10.7%
State	14.9%	20.5%	42.6%	22.0%
Black				
School	59.5%	21.6%	16.2%	2.7%
District	59.5%	21.6%	16.2%	2.7%
State	45.4%	30.1%	21.5%	3.1%
Male				
School	42.0%	22.3%	28.2%	7.6%
District	42.0%	22.3%	28.2%	7.6%
State	25.3%	22.4%	33.6%	18.7%
Female				
School	32.9%	26.9%	31.5%	8.7%
District	32.9%	26.9%	31.5%	8.7%
State	21.4%	26.4%	39.5%	12.7%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	16.4%	13.1%	37.7%	32.8%

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Academic Progress

ISA (cont)

Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	44.7%	28.2%	23.3%	3.9%
District	44.7%	28.2%	23.3%	3.9%
State	30.2%	30.6%	32.5%	6.7%
Asian				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	8.6%	14.1%	41.4%	35.8%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	16.7%	26.9%	36.1%	20.4%
American Indian				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	27.0%	30.1%	34.7%	8.1%
Two or More Races				
School	50.0%	27.8%	22.2%	0.0%
District	50.0%	27.8%	22.2%	0.0%
State	21.4%	21.3%	36.8%	20.6%

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Academic Progress

ISA (cont)

Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	48.6%	25.0%	20.8%	5.6%
District	48.6%	25.0%	20.8%	5.6%
State	40.5%	26.5%	23.5%	9.5%
Students with IEPs				
School	59.5%	16.2%	24.3%	0.0%
District	59.5%	16.2%	24.3%	0.0%
State	53.3%	28.9%	14.3%	3.5%
Non-IEP				
School	35.7%	25.2%	30.2%	8.8%
District	35.7%	25.2%	30.2%	8.8%
State	19.6%	23.8%	39.3%	17.3%
English Learners				
School	57.9%	21.1%	15.8%	5.3%
District	57.9%	21.1%	15.8%	5.3%
State	52.2%	34.7%	12.5%	0.6%
Non-English Learners				
School	36.8%	24.7%	30.4%	8.2%
District	36.8%	24.7%	30.4%	8.2%
State	21.0%	23.5%	38.5%	17.0%

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Academic Progress

ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	50.5%	23.8%	20.0%	5.7%
District	50.5%	23.8%	20.0%	5.7%
State	34.7%	30.0%	29.4%	5.9%
Non Low Income				
School	33.8%	24.7%	32.7%	8.8%
District	33.8%	24.7%	32.7%	8.8%
State	15.3%	20.4%	41.6%	22.8%
Homeless				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	47.1%	29.7%	20.6%	2.6%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	49.4%	28.2%	20.4%	2.1%
Military				
School	*	*	*	*
District	*	*	*	*
State	22.7%	24.2%	38.9%	14.2%

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Academic Progress

Proficiency

What is it?

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

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	39.9% *	36.7% *	43.6% *	* *	48.7% *	16.2% *	26.1% *	‡ *	* *	‡ *	18.2% *	23.5% *
District	43.3% *	37.7% *	49.3% *	* *	49.7% *	27.4% *	31.1% *	62.9% *	‡ *	‡ *	40.9% *	17.0% *
State	34.6% *	30.3% *	39.1% *	58.8% *	44.9% *	16.1% *	22.2% *	62.8% *	41.9% *	27.8% *	38.6% *	15.6% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	8.5% *	5.3% *	22.3% *	‡ *	* *	* *	* *
District	8.4% *	14.9% *	28.2% *	30.8% *	* *	‡ *	‡ *
State	8.7% *	9.4% *	19.9% *	11.7% *	9.0% *	12.6% *	38.3% *

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	22.3% *	24.2% *	20.0% *	* *	27.4% *	10.8% *	12.6% *	‡ *	* *	‡ *	9.1% *	14.1% *
District	27.8% *	29.5% *	26.0% *	* *	33.7% *	14.6% *	16.0% *	48.6% *	‡ *	‡ *	24.9% *	11.4% *
State	26.9% *	28.4% *	25.2% *	42.2% *	36.7% *	8.0% *	14.3% *	60.9% *	32.7% *	20.7% *	30.0% *	13.1% *

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Academic Progress

Proficiency (cont)

Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	2.1% *	5.3% *	13.4% *	‡ *	* *	* *	* *
District	8.1% *	9.3% *	15.1% *	26.9% *	* *	‡ *	‡ *
State	7.9% *	7.7% *	12.5% *	6.2% *	6.5% *	6.7% *	28.9% *

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	37.0% *	35.0% *	40.0% *	* *	44.0% *	18.0% *	26.0% *	‡ *	* *	‡ *	21.0% *	26.0% *
District	51.0% *	50.0% *	51.0% *	* *	58.0% *	28.0% *	37.0% *	75.0% *	‡ *	‡ *	45.0% *	27.0% *
State	51.0% *	51.0% *	51.0% *	74.0% *	65.0% *	25.0% *	38.0% *	76.0% *	56.0% *	44.0% *	55.0% *	29.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	23.0% *	20.0% *	26.0% *	‡ *	* *	* *	* *
District	19.0% *	18.0% *	36.0% *	63.0% *	* *	‡ *	‡ *
State	18.0% *	17.0% *	35.0% *	24.0% *	28.0% *	25.0% *	57.0% *

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Academic Progress

Proficiency (cont)

ELA - All Tests - Federal Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	15.8%	*	‡	*	‡	16.8%	21.9%
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	7.8%	4.8%	22.3%	‡	*	*	*
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

Mathematics - All Tests - Federal Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	10.5%	*	‡	*	‡	8.4%	13.2%
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

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Proficiency (cont)

Mathematics - All Tests - Federal Rate

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	1.9%	4.8%	13.4%	‡	*	*	*
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

Science - All Tests - Federal Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	35.9%	33.5%	38.6%	*	42.5%	18.9%	25.0%	‡	*	‡	20.1%	23.7%
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	22.4%	17.5%	25.4%	‡	*	*	*
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

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Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	95.9% *	96.0% *	95.8% *	* *	97.2% *	92.5% *	95.7% *	‡ *	* *	‡ *	88.0% *	88.5% *
District	98.4% *	98.8% *	98.1% *	* *	98.6% *	98.4% *	98.2% *	97.2% *	‡ *	‡ *	97.4% *	97.0% *
State	98.4% *	98.3% *	98.5% *	98.7% *	98.8% *	97.5% *	98.3% *	99.2% *	97.8% *	98.2% *	97.4% *	97.1% *

	Students with IEPs	English Learners	Low Income
School	87.0% *	90.9% *	94.9% *
District	96.9% *	98.6% *	98.4% *
State	96.8% *	98.4% *	98.1% *

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	95.9% *	96.0% *	95.8% *	* *	97.2% *	92.5% *	95.7% *	‡ *	* *	‡ *	88.0% *	88.5% *
District	98.4% *	98.7% *	98.1% *	* *	98.5% *	98.4% *	98.5% *	97.2% *	‡ *	‡ *	96.9% *	96.4% *
State	98.3% *	98.1% *	98.4% *	97.4% *	98.7% *	97.2% *	98.2% *	99.2% *	97.7% *	98.1% *	97.2% *	96.8% *

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Participation Rate (cont)

Mathematics - All Tests - Participation

	Students with IEPs	English Learners	Low Income
School	87.0% *	90.9% *	94.9% *
District	96.5% *	98.6% *	98.2% *
State	96.5% *	98.3% *	97.9% *

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	92.2% *	91.9% *	92.5% *	* *	92.5% *	94.9% *	89.8% *	‡ *	* *	‡ *	90.5% *	89.9% *
District	97.1% *	97.0% *	97.2% *	* *	97.4% *	97.0% *	96.6% *	96.0% *	‡ *	‡ *	96.1% *	96.4% *
State	96.3% *	96.2% *	96.4% *	92.7% *	97.0% *	94.4% *	96.1% *	98.0% *	95.2% *	95.0% *	95.5% *	94.0% *

	Students with IEPs	English Learners	Low Income
School	93.6% *	83.3% *	93.1% *
District	97.5% *	95.3% *	97.1% *
State	93.8% *	96.7% *	95.4% *

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Academic Progress

Participation Rate (cont)

Overall SAT ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	95.8% *	95.9% *	95.7% *	* *	97.1% *	92.5% *	95.7% *	‡ *	* *	‡ *	87.5% *	87.8% *
District	95.8% 484	95.9% 259	95.7% 225	* *	97.1% 306	92.5% 37	95.7% 111	‡ 8	* *	‡ 1	87.5% 21	87.8% 79
State	95.7% 137,732	95.2% 69,488	96.3% 68,172	98.6% 72	97.5% 64,272	91.7% 21,160	94.6% 39,425	98.8% 7,723	91.0% 111	93.9% 290	95.2% 4,751	92.5% 25,754

	Students with IEPs	English Learners	Low Income
School	85.4% *	90.5% *	94.8% *
District	85.4% 41	90.5% 19	94.8% 109
State	90.3% 16,535	92.7% 11,506	93.3% 60,308

Overall SAT Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	95.8% *	95.9% *	95.7% *	* *	97.1% *	92.5% *	95.7% *	‡ *	* *	‡ *	87.5% *	87.8% *
District	95.8% 484	95.9% 259	95.7% 225	* *	97.1% 306	92.5% 37	95.7% 111	‡ 8	* *	‡ 1	87.5% 21	87.8% 79
State	95.6% 137,539	95.0% 69,365	96.2% 68,103	97.3% 71	97.5% 64,217	91.4% 21,089	94.5% 39,376	98.7% 7,720	91.0% 111	93.9% 290	94.9% 4,736	92.0% 25,612

	Students with IEPs	English Learners	Low Income
School	85.4% *	90.5% *	94.8% *
District	85.4% 41	90.5% 19	94.8% 109
State	89.6% 16,401	92.5% 11,470	93.1% 60,157

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Academic Progress

Participation Rate (cont)

Overall DLM ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	‡ *	‡ *
District	98.0% 48	97.1% 34	100.0% 14	* *	96.0% 24	‡ 4	100.0% 14	‡ 2	* *	* *	‡ 4	98.0% 48
State	99.7% 10,868	99.7% 7,240	99.8% 3,627	100.0% 1	99.7% 4,191	99.7% 2,545	99.9% 3,061	99.5% 607	100.0% 15	100.0% 28	99.8% 421	99.7% 10,858

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	98.0% 48	100.0% 10	100.0% 17
State	99.7% 10,858	99.9% 2,907	99.7% 6,850

Overall DLM Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	‡ *	‡ *
District	98.0% 48	97.1% 34	100.0% 14	* *	96.0% 24	‡ 4	100.0% 14	‡ 2	* *	* *	‡ 4	98.0% 48
State	99.8% 10,838	99.7% 7,228	99.8% 3,609	100.0% 1	99.7% 4,184	99.7% 2,538	99.9% 3,055	99.5% 598	100.0% 15	100.0% 28	99.8% 420	99.8% 10,829

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	98.0% 48	100.0% 10	100.0% 17
State	99.8% 10,829	99.9% 2,901	99.7% 6,828

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Academic Progress

Participation Rate (cont)

Overall DLM Science - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	* *	* *	‡ *	* *	‡ *	* *	* *	* *	‡ *	‡ *
District	100.0% 16	100.0% 12	‡ 4	* *	‡ 8	‡ 1	‡ 5	* *	* *	* *	‡ 2	100.0% 16
State	100.0% 4,358	100.0% 2,879	99.9% 1,478	100.0% 1	100.0% 1,710	99.9% 961	100.0% 1,267	100.0% 241	100.0% 7	100.0% 13	100.0% 159	100.0% 4,355

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	100.0% 16	‡ 3	‡ 7
State	100.0% 4,355	100.0% 1,116	100.0% 2,713

Overall - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	92.1% *	91.7% *	92.5% *	* *	92.5% *	94.9% *	89.7% *	‡ *	* *	‡ *	90.0% *	89.3% *
District	97.1% 1,561	97.0% 776	97.2% 785	* *	97.4% 1,003	96.9% 127	96.5% 331	96.0% 24	‡ 2	‡ 3	95.9% 71	96.2% 280
State	96.3% 393,061	96.2% 199,738	96.4% 193,184	92.7% 139	97.0% 182,176	94.3% 61,290	96.1% 110,834	97.9% 22,291	95.2% 394	94.9% 897	95.5% 15,179	93.7% 71,774

	Students with IEPs	English Learners	Low Income
School	92.9% *	82.6% *	93.0% *
District	97.3% 180	95.1% 78	97.0% 360
State	93.3% 51,101	96.6% 48,621	95.3% 185,358

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Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	4.1% *	4.0% *	4.2% *	* *	2.8% *	7.5% *	4.3% *	‡ *	* *	‡ *	12.0% *	11.5% *
District	1.6% *	1.2% *	1.9% *	* *	1.4% *	1.6% *	1.8% *	2.8% *	‡ *	‡ *	2.6% *	3.0% *
State	1.6% *	1.7% *	1.5% *	1.3% *	1.2% *	2.6% *	1.7% *	0.8% *	2.2% *	1.8% *	2.6% *	2.9% *

	Students with IEPs	English Learners	Low Income
School	13.0% *	9.1% *	5.1% *
District	3.1% *	1.4% *	1.6% *
State	3.2% *	1.6% *	1.9% *

Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	4.1% *	4.0% *	4.2% *	* *	2.8% *	7.5% *	4.3% *	‡ *	* *	‡ *	12.0% *	11.5% *
District	1.6% *	1.3% *	1.9% *	* *	1.5% *	1.6% *	1.5% *	2.8% *	‡ *	‡ *	3.1% *	3.6% *
State	1.7% *	1.9% *	1.6% *	2.6% *	1.3% *	2.8% *	1.8% *	0.8% *	2.3% *	1.9% *	2.8% *	3.2% *

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Participation Rate (cont)

Mathematics - All Tests - Non Participation

	Students with IEPs	English Learners	Low Income
School	13.0% *	9.1% *	5.1% *
District	3.5% *	1.4% *	1.8% *
State	3.5% *	1.7% *	2.1% *

Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	7.8% *	8.1% *	7.5% *	* *	7.5% *	5.1% *	10.2% *	‡ *	* *	‡ *	9.5% *	10.1% *
District	2.9% *	3.0% *	2.8% *	* *	2.6% *	3.0% *	3.4% *	4.0% *	‡ *	‡ *	3.9% *	3.6% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.6% *	3.9% *	2.0% *	4.8% *	5.0% *	4.5% *	6.0% *

	Students with IEPs	English Learners	Low Income
School	6.4% *	16.7% *	6.9% *
District	2.5% *	4.7% *	2.9% *
State	6.2% *	3.3% *	4.6% *

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Academic Progress

Participation Rate (cont)

Overall SAT ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	4.2% *	4.1% *	4.3% *	* *	2.9% *	7.5% *	4.3% *	‡ *	* *	‡ *	12.5% *	12.2% *
District	4.2% *	4.1% *	4.3% *	* *	2.9% *	7.5% *	4.3% *	‡ *	* *	‡ *	12.5% *	12.2% *
State	4.3% *	4.9% *	3.7% *	1.4% *	2.5% *	8.3% *	5.4% *	1.2% *	9.0% *	6.1% *	4.8% *	7.5% *

	Students with IEPs	English Learners	Low Income
School	14.6% *	9.5% *	5.2% *
District	14.6% *	9.5% *	5.2% *
State	9.7% *	7.3% *	6.7% *

Overall SAT Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	4.2% *	4.1% *	4.3% *	* *	2.9% *	7.5% *	4.3% *	‡ *	* *	‡ *	12.5% *	12.2% *
District	4.2% *	4.1% *	4.3% *	* *	2.9% *	7.5% *	4.3% *	‡ *	* *	‡ *	12.5% *	12.2% *
State	4.4% *	5.0% *	3.8% *	2.7% *	2.6% *	8.6% *	5.5% *	1.3% *	9.0% *	6.1% *	5.1% *	8.0% *

	Students with IEPs	English Learners	Low Income
School	14.6% *	9.5% *	5.2% *
District	14.6% *	9.5% *	5.2% *
State	10.4% *	7.6% *	6.9% *

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

Participation Rate (cont)

Overall DLM ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	‡ *	‡ *
District	2.0% *	2.9% *	0.0% *	* *	4.0% *	‡ *	0.0% *	‡ *	* *	* *	‡ *	2.0% *
State	0.3% *	0.3% *	0.2% *	0.0% *	0.3% *	0.3% *	0.1% *	0.5% *	0.0% *	0.0% *	0.2% *	0.3% *

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	2.0% *	0.0% *	0.0% *
State	0.3% *	0.1% *	0.3% *

Overall DLM Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	‡ *	‡ *
District	2.0% *	2.9% *	0.0% *	* *	4.0% *	‡ *	0.0% *	‡ *	* *	* *	‡ *	2.0% *
State	0.2% *	0.3% *	0.2% *	0.0% *	0.3% *	0.3% *	0.1% *	0.5% *	0.0% *	0.0% *	0.2% *	0.2% *

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	2.0% *	0.0% *	0.0% *
State	0.2% *	0.1% *	0.3% *

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

Academic Progress

Participation Rate (cont)

Overall DLM Science - Non Participation

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

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

Overall ISA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	7.9% *	8.3% *	7.5% *	* *	7.5% *	5.1% *	10.3% *	‡ *	* *	‡ *	10.0% *	10.7% *
District	2.9% *	3.0% *	2.8% *	* *	2.6% *	3.1% *	3.5% *	4.0% *	‡ *	‡ *	4.1% *	3.8% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.7% *	3.9% *	2.1% *	4.8% *	5.1% *	4.5% *	6.3% *

	Students with IEPs	English Learners	Low Income
School	7.1% *	17.4% *	7.0% *
District	2.7% *	4.9% *	3.0% *
State	6.7% *	3.4% *	4.7% *

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9th Grade On Track

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	91.0%	89.6%	92.6%	*	94.3%	65.0%	87.4%	100.0%	‡	*	100.0%	79.8%
District	91.0%	89.6%	92.6%	*	94.3%	65.0%	87.4%	100.0%	‡	*	100.0%	79.8%
State	87.4%	85.8%	89.1%	83.6%	91.4%	78.9%	84.1%	96.8%	88.0%	87.6%	85.3%	83.8%

	Students with IEPs	English Learners	Low Income
School	75.0%	75.0%	81.0%
District	75.0%	75.0%	81.0%
State	82.3%	79.8%	80.6%

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College and Career Ready

What is it?

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

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

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

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

Career and Technical Education

What is it?

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

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

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

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

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

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

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

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

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

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

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

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

Academic Progress

Career and Technical Education (cont)

Career and Technical Education

Enrollment	
School	1,427
District	1,427
State	299,613

Perkins Measures - Four-Year Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	98.9% 184	99.1% 109	98.7% 75	* *	98.4% 124	100.0% 13	100.0% 35	‡ ‡	* *	* *	100.0% 11	97.3% 36
District	98.9% 184	99.1% 109	98.7% 75	* *	98.4% 124	100.0% 13	100.0% 35	‡ ‡	* *	* *	100.0% 11	97.3% 36
State	95.8% 51,339	95.3% 28,582	96.4% 22,740	77.3% 17	96.5% 29,965	94.2% 5,741	94.8% 11,312	97.6% 2,477	91.8% 45	91.0% 81	94.2% 1,718	91.4% 8,769

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	100.0% 22	‡ ‡	100.0% 35	‡ ‡	* *	‡ ‡	* *	100.0% 42	* *	* *
District	100.0% 22	‡ ‡	100.0% 35	‡ ‡	* *	‡ ‡	* *	100.0% 42	* *	* *
State	88.0% 5,484	90.5% 2,345	93.3% 19,035	88.8% 1,095	‡ ‡	81.4% 105	96.1% 488	96.0% 15,744	91.9% 181	‡ ‡

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

Career and Technical Education (cont)

Perkins Measures – Extended (Six-Year) Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	93.2% 82	92.5% 49	94.3% 33	* *	95.0% 57	‡ ‡	93.3% 14	* *	* *	* *	‡ ‡	‡ ‡
District	93.2% 82	92.5% 49	94.3% 33	* *	95.0% 57	‡ ‡	93.3% 14	* *	* *	* *	‡ ‡	‡ ‡
State	95.6% 38,007	95.0% 21,265	96.3% 16,742	* *	95.9% 22,950	94.5% 4,016	94.6% 7,955	98.5% 1,838	97.0% 32	97.6% 81	93.5% 1,135	82.8% 2,089

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	68.4% 13	‡ ‡	92.9% 13	* *	* *	* *	* *	82.9% 29	* *	* *
District	68.4% 13	‡ ‡	92.9% 13	* *	* *	* *	* *	82.9% 29	* *	* *
State	89.6% 4,370	90.2% 1,411	92.5% 13,545	87.2% 619	‡ ‡	86.5% 64	95.3% 345	96.5% 15,845	91.4% 117	‡ ‡

Perkins Measures – Academic Proficiency Rate in Reading/Language Art

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	34.4% 63	41.7% 45	24.0% 18	* *	39.5% 49	‡ ‡	28.6% 10	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	34.4% 63	41.7% 45	24.0% 18	* *	39.5% 49	‡ ‡	28.6% 10	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	26.9% 13,970	26.1% 7,569	27.9% 6,391	55.6% 10	32.9% 9,949	7.3% 425	14.9% 1,717	53.7% 1,335	41.9% 18	19.3% 16	29.5% 510	16.4% 1,465

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

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Reading/Language Art

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	* *	25.4% 16	* *	* *
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	* *	25.4% 16	* *	* *
State	5.4% 307	0.8% 18	12.6% 2,466	8.3% 97	‡ ‡	‡ ‡	25.6% 124	25.6% 7,572	10.6% 21	‡ ‡

Perkins Measures – Academic Proficiency Rate in Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	32.2% 59	40.7% 44	20.0% 15	* *	39.5% 49	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	32.2% 59	40.7% 44	20.0% 15	* *	39.5% 49	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	27.4% 14,229	29.7% 8,619	24.4% 5,602	‡ ‡	33.0% 9,997	7.0% 410	15.3% 1,758	61.6% 1,533	39.5% 17	16.9% 14	28.9% 500	15.1% 1,351

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	* *	25.4% 16	* *	* *
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	* *	25.4% 16	* *	* *
State	4.8% 269	2.2% 52	12.5% 2,433	6.6% 77	‡ ‡	‡ ‡	25.8% 125	24.6% 7,282	11.1% 22	‡ ‡

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

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	42.2% 70	47.9% 46	34.3% 24	* *	47.3% 53	‡ ‡	36.4% 12	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	42.2% 70	47.9% 46	34.3% 24	* *	47.3% 53	‡ ‡	36.4% 12	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	51.9% 25,485	53.4% 14,679	50.1% 10,793	81.3% 13	59.2% 17,092	22.5% 1,156	41.4% 4,513	74.6% 1,814	66.7% 28	43.8% 35	52.6% 847	32.4% 2,659

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	* *	36.8% 21	* *	* *
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	* *	36.8% 21	* *	* *
State	18.5% 961	11.8% 265	37.1% 6,678	28.3% 282	‡ ‡	29.8% 31	49.5% 229	50.9% 14,231	40.0% 76	‡ ‡

Perkins Measures – Postsecondary Placement Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	64.4% 123	63.7% 79	65.7% 44	* *	64.9% 87	66.7% 12	53.6% 15	‡ ‡	* *	* *	‡ ‡	45.5% 10
District	64.4% 123	63.7% 79	65.7% 44	* *	64.9% 87	66.7% 12	53.6% 15	‡ ‡	* *	* *	‡ ‡	45.5% 10
State	57.5% 26,367	52.4% 13,456	63.9% 12,908	‡ ‡	61.0% 16,775	45.5% 2,309	48.5% 4,577	81.3% 1,820	53.3% 16	48.8% 42	55.1% 828	44.3% 3,493

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Career and Technical Education (cont)

Perkins Measures – Postsecondary Placement Rate

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡ ‡	‡ ‡	47.8% 11	* *	* *	* *	* *	63.6% 28	* *	* *
District	‡ ‡	‡ ‡	47.8% 11	* *	* *	* *	* *	63.6% 28	* *	* *
State	35.0% 1,822	37.8% 691	42.6% 6,889	32.9% 316	‡ ‡	37.4% 34	51.6% 206	60.3% 8,375	33.8% 47	‡ ‡

Perkins Measures – Nontraditional Program Enrollment Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	25.9% 144	2.8% 10	66.7% 134	* *	22.2% 84	37.5% 15	31.4% 32	‡ ‡	* *	* *	41.4% 12	28.2% 31
District	25.9% 144	2.8% 10	66.7% 134	* *	22.2% 84	37.5% 15	31.4% 32	‡ ‡	* *	* *	41.4% 12	28.2% 31
State	30.8% 39,227	8.9% 6,330	59.0% 32,897	‡ ‡	31.0% 23,042	33.6% 4,633	29.4% 8,285	28.2% 1,755	26.0% 25	31.1% 75	32.2% 1,412	28.5% 6,652

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	29.7% 22	‡ ‡	34.4% 32	‡ ‡	* *	‡ ‡	* *	100.0% 144	* *	* *
District	29.7% 22	‡ ‡	34.4% 32	‡ ‡	* *	‡ ‡	* *	100.0% 144	* *	* *
State	27.7% 4,173	28.7% 1,974	32.0% 15,591	34.9% 834	‡ ‡	42.3% 154	33.2% 371	100.0% 39,227	29.9% 158	‡ ‡

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

Career and Technical Education (cont)

Perkins Measures – Program Quality – Attained Postsecondary Credits Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	46.5% 86	48.2% 53	44.0% 33	* *	46.0% 57	‡ ‡	58.3% 21	‡ ‡	* *	* *	‡ ‡	55.6% 20
District	46.5% 86	48.2% 53	44.0% 33	* *	46.0% 57	‡ ‡	58.3% 21	‡ ‡	* *	* *	‡ ‡	55.6% 20
State	38.0% 20,221	40.5% 12,018	35.0% 8,199	‡ ‡	38.3% 11,839	32.8% 1,979	39.6% 4,671	41.0% 1,033	44.7% 21	39.1% 34	35.9% 644	35.4% 3,288

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	59.1% 13	‡ ‡	48.6% 17	‡ ‡	* *	‡ ‡	* *	38.1% 16	* *	* *
District	59.1% 13	‡ ‡	48.6% 17	‡ ‡	* *	‡ ‡	* *	38.1% 16	* *	* *
State	32.9% 1,952	37.8% 947	35.5% 7,186	28.5% 353	‡ ‡	29.7% 38	38.8% 196	34.8% 5,659	31.3% 65	‡ ‡

Perkins Measures – Program Quality – Work-Based Learning Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	10.3% 5,485	7.1% 2,110	14.4% 3,373	‡ ‡	10.7% 3,298	10.1% 608	9.4% 1,115	10.5% 264	‡ ‡	‡ ‡	10.4% 187	9.3% 865

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

Career and Technical Education (cont)

Perkins Measures - Program Quality - Work-Based Learning Rate

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	‡	‡	‡	*	‡	*	‡	*	*
	‡	‡	‡	‡	*	‡	*	‡	*	*
District	‡	‡	‡	‡	*	‡	*	‡	*	*
	‡	‡	‡	‡	*	‡	*	‡	*	*
State	9.1% 540	8.0% 201	10.5% 2,121	9.8% 121	‡	10.2% 13	9.5% 48	12.2% 1,983	10.1% 21	‡
	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡

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

Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1,225	746	479	*	770	108	256	23	‡	‡	65	266
District	1,225	746	479	*	770	108	256	23	‡	‡	65	266
State	278,543	154,296	124,095	152	153,870	34,061	65,651	13,493	246	640	10,582	50,469

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	175	52	269	‡	*	‡	*	108	*	*
District	175	52	269	‡	*	‡	*	108	*	*
State	33,915	20,475	113,210	5,543	56	1,077	2,503	33,072	1,021	24

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

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	4,187	537	11,912	770	‡	197	230	6,192	240	‡

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	16	14	‡	*	‡	‡	‡	*	*	*	*	‡
District	16	14	‡	*	‡	‡	‡	*	*	*	*	‡
State	42,527	33,116	9,398	13	26,149	4,140	8,886	1,602	42	87	1,621	8,352

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	‡	‡	*	*	*	*	*	*	*
District	‡	‡	‡	*	*	*	*	*	*	*
State	5,921	2,998	17,513	803	27	149	347	2,941	180	‡

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

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	*	*	*	*	*	*	*	*	*
District	‡	*	*	*	*	*	*	*	*	*
State	3,987	2,456	12,715	578	22	118	311	2,159	65	‡

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

Academic Progress

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	266	193	73	*	172	23	54	‡	*	‡	14	55
District	266	193	73	*	172	23	54	‡	*	‡	14	55
State	68,232	39,350	28,852	30	39,243	9,127	13,260	3,494	66	166	2,876	10,533

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	32	16	58	*	*	‡	*	13	*	*
District	32	16	58	*	*	‡	*	13	*	*
State	6,892	4,449	27,183	1,356	32	294	623	6,425	259	‡

CTE Participant - Count of Students participating in Education & Training

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	201	43	158	*	108	28	51	‡	‡	‡	‡	52
District	201	43	158	*	108	28	51	‡	‡	‡	‡	52
State	22,613	5,311	17,292	10	11,047	3,486	6,318	752	25	56	929	4,367

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	30	14	64	‡	*	‡	*	16	*	*
District	30	14	64	‡	*	‡	*	16	*	*
State	2,798	2,084	10,247	492	‡	88	169	3,129	29	‡

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Finance

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

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Career and Technical Education (cont)

CTE Participant - Count of Students participating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	36	11	25	*	20	*	10	‡	*	*	‡	‡
District	36	11	25	*	20	*	10	‡	*	*	‡	‡
State	16,596	4,794	11,794	‡	7,428	2,909	4,521	930	16	46	746	2,285

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	‡	‡	*	*	*	*	‡	*	*
District	‡	‡	‡	*	*	*	*	‡	*	*
State	1,520	1,489	8,247	434	‡	74	97	1,668	40	*

CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	469	244	225	*	281	46	106	‡	*	*	29	105
District	469	244	225	*	281	46	106	‡	*	*	29	105
State	75,162	34,999	40,109	54	40,679	9,832	18,512	2,758	56	193	3,132	15,311

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	71	21	124	‡	*	‡	*	62	*	*
District	71	21	124	‡	*	‡	*	62	*	*
State	10,842	5,765	31,200	1,471	16	302	795	15,811	231	‡

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	10	*	10	*	‡	‡	‡	*	*	*	‡	‡
District	10	*	10	*	‡	‡	‡	*	*	*	‡	‡
State	42,282	15,139	27,123	20	26,241	5,276	7,644	1,061	35	84	1,941	7,564

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	*	‡	*	*	*	*	‡	*	*
District	‡	*	‡	*	*	*	*	‡	*	*
State	5,624	2,319	18,797	947	19	220	414	7,041	271	‡

CTE Participant - Count of Students participating in Information Technology

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	*	‡	*	*	*	*	‡	*	*
District	‡	*	‡	*	*	*	*	‡	*	*
State	5,742	3,350	19,269	835	25	227	431	3,417	151	‡

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Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	27	18	‡	*	20	‡	‡	*	*	*	‡	‡
District	27	18	‡	*	20	‡	‡	*	*	*	‡	‡
State	7,076	3,403	3,671	‡	3,027	1,468	2,028	186	‡	17	342	1,271

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	*	‡	*	*	*	*	‡	*	*
District	‡	*	‡	*	*	*	*	‡	*	*
State	898	708	3,864	201	‡	40	33	679	16	‡

CTE Participant - Count of Students participating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	73	66	‡	*	59	‡	10	‡	*	*	‡	18
District	73	66	‡	*	59	‡	10	‡	*	*	‡	18
State	47,090	31,444	15,625	21	28,143	4,853	10,938	1,268	42	87	1,759	9,844

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	12	‡	‡	*	*	*	*	‡	*	*
District	12	‡	‡	*	*	*	*	‡	*	*
State	7,009	3,693	20,382	860	13	197	424	3,769	182	‡

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Career and Technical Education (cont)

CTE Participant - Count of Students participating in Marketing

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	3,103	2,224	12,056	445	21	108	423	2,920	97	‡

CTE Participant - Count of Students participating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	287	244	43	*	192	23	50	‡	*	*	15	63
District	287	244	43	*	192	23	50	‡	*	*	15	63
State	25,337	19,087	6,235	15	12,603	2,620	6,680	2,360	28	62	984	4,382

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	44	13	60	*	*	‡	*	11	*	*
District	44	13	60	*	*	‡	*	11	*	*
State	2,712	2,238	9,416	350	‡	78	159	1,901	64	*

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Academic Progress

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	31	29	‡	*	23	‡	‡	*	*	*	‡	‡
District	31	29	‡	*	23	‡	‡	*	*	*	‡	‡
State	32,433	26,816	5,605	12	17,740	3,279	9,286	945	22	92	1,069	7,177

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	‡	‡	*	*	*	*	*	*	*
District	‡	‡	‡	*	*	*	*	*	*	*
State	5,278	3,379	14,466	604	‡	108	276	1,724	116	‡

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Career and Technical Education (cont)

CTE Concentrator - Total Count of CTE Concentrators

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	556	355	201	*	378	40	102	‡	*	*	29	110
District	556	355	201	*	378	40	102	‡	*	*	29	110
State	127,211	71,378	55,781	52	74,286	13,777	28,212	6,216	96	241	4,383	23,351

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	74	14	93	‡	*	‡	*	144	*	*
District	74	14	93	‡	*	‡	*	144	*	*
State	15,051	6,878	48,699	2,391	15	364	1,118	39,227	529	11

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

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	2,063	143	5,722	408	‡	80	103	6,463	136	‡

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

Academic Progress

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	13	‡	‡	*	‡	‡	‡	*	*	*	‡	‡
District	13	‡	‡	*	‡	‡	‡	*	*	*	‡	‡
State	10,606	9,125	1,479	‡	6,626	876	2,368	412	10	19	295	2,142

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	‡	‡	*	*	*	*	‡	*	*
District	‡	‡	‡	*	*	*	*	‡	*	*
State	1,388	582	3,791	159	‡	‡	68	1,917	32	‡

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

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	*	‡	*	*	*	*	‡	*	*
District	‡	*	‡	*	*	*	*	‡	*	*
State	849	339	2,510	108	‡	13	72	1,114	12	‡

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Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	143	110	33	*	104	‡	24	‡	*	*	‡	25
District	143	110	33	*	104	‡	24	‡	*	*	‡	25
State	13,178	8,505	4,668	‡	7,765	1,617	2,517	781	‡	32	458	1,703

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	15	‡	19	*	*	*	*	14	*	*
District	15	‡	19	*	*	*	*	14	*	*
State	1,021	731	4,749	221	‡	29	109	5,659	69	*

CTE Concentrator - Count of Students concentrating in Education & Training

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	50	‡	46	*	32	‡	‡	‡	*	*	‡	10
District	50	‡	46	*	32	‡	‡	‡	*	*	‡	10
State	5,918	442	5,472	‡	3,040	595	1,814	266	‡	‡	189	1,156

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	‡	13	‡	*	*	*	12	*	*
District	‡	‡	13	‡	*	*	*	12	*	*
State	617	431	2,276	102	*	14	51	1,584	‡	*

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	65	50	15	*	44	‡	12	‡	*	*	‡	10
District	65	50	15	*	44	‡	12	‡	*	*	‡	10
State	9,285	6,038	3,245	‡	5,803	871	1,588	688	‡	14	317	953

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	*	‡	‡	*	*	*	‡	*	*
District	‡	*	‡	‡	*	*	*	‡	*	*
State	515	323	2,879	106	‡	14	77	2,365	35	‡

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

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	16	*	33	‡	*	‡	‡	10	*	*

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Health Science

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	*	‡	*	*	*	*	‡	*	*
District	‡	*	‡	*	*	*	*	‡	*	*
State	223	283	2,010	120	*	12	25	846	12	*

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	199	87	112	*	119	22	40	‡	*	*	17	44
District	199	87	112	*	119	22	40	‡	*	*	17	44
State	40,199	17,954	22,230	15	22,285	5,283	9,543	1,303	29	83	1,673	8,694

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	30	‡	44	‡	*	‡	*	116	*	*
District	30	‡	44	‡	*	‡	*	116	*	*
State	5,942	2,530	16,124	798	‡	134	437	22,688	133	‡

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	13	‡	‡	*	‡	*	‡	*	*	*	‡	12
District	13	‡	‡	*	‡	*	‡	*	*	*	‡	12
State	15,415	3,739	11,670	‡	10,049	1,731	2,627	295	16	26	671	2,910

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	11	‡	‡	*	*	*	*	11	*	*
District	11	‡	‡	*	*	*	*	11	*	*
State	2,143	682	6,951	430	‡	66	146	6,033	131	‡

CTE Concentrator - Count of Students concentrating in Information Technology

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	*	‡	*	*	‡	*	‡	*	*
District	‡	*	‡	*	*	‡	*	‡	*	*
State	1,118	480	3,517	146	‡	23	72	2,055	47	‡

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

Academic Progress

Career and Technical Education (cont)

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

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	*	*	‡	*	*	*	*	‡	*	*
District	*	*	‡	*	*	*	*	‡	*	*
State	123	45	649	33	*	‡	‡	528	‡	*

CTE Concentrator - Count of Students concentrating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	14	12	‡	*	11	*	‡	*	*	*	‡	10
District	14	12	‡	*	11	*	‡	*	*	*	‡	10
State	10,541	7,087	3,452	‡	6,755	895	2,280	266	‡	19	318	2,380

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	10	*	‡	*	*	*	*	‡	*	*
District	10	*	‡	*	*	*	*	‡	*	*
State	1,597	563	4,031	158	‡	25	89	1,802	39	‡

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	*	‡	*	‡	*	*	*	‡	‡
District	‡	‡	‡	*	‡	*	‡	*	*	*	‡	‡
State	6,862	4,803	2,058	‡	4,261	518	1,378	439	‡	15	249	861

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	*	‡	*	*	*	*	‡	*	*
District	‡	*	‡	*	*	*	*	‡	*	*
State	417	289	2,024	56	‡	‡	52	1,420	10	*

CTE Concentrator - Count of Students concentrating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	163	144	19	*	127	‡	24	‡	*	*	‡	33
District	163	144	19	*	127	‡	24	‡	*	*	‡	33
State	8,707	6,897	1,807	‡	4,058	684	2,371	1,266	‡	15	305	1,191

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	24	‡	18	*	*	‡	*	22	*	*
District	24	‡	18	*	*	‡	*	22	*	*
State	495	417	2,548	97	*	11	41	1,895	‡	*

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	11	‡	‡	*	‡	*	‡	*	*	*	‡	‡
District	11	‡	‡	*	‡	*	‡	*	*	*	‡	‡
State	9,432	8,797	633	‡	5,421	659	2,849	222	‡	19	255	2,352

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	*	‡	*	*	*	*	‡	*	*
District	‡	*	‡	*	*	*	*	‡	*	*
State	1,669	819	3,964	136	*	26	82	881	44	‡

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

High School Graduation Rate

What is it?

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

4 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	95.3%	93.5%	97.1%	*	96.1%	92.1%	95.4%	‡	*	‡	88.0%	86.4%
District	95.3%	93.5%	97.1%	*	96.1%	92.1%	95.4%	‡	*	‡	88.0%	86.4%
State	87.6%	85.6%	89.7%	82.5%	90.7%	80.1%	85.5%	94.7%	91.6%	82.2%	84.2%	78.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	81.2%	92.9%	90.5%	‡	*	‡	*
District	81.2%	92.9%	90.5%	‡	*	‡	*
State	72.3%	77.3%	81.2%	69.4%	52.4%	56.0%	89.0%

5 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	96.0%	95.7%	96.4%	*	97.2%	100.0%	91.6%	100.0%	*	‡	90.9%	85.3%
District	96.0%	95.7%	96.4%	*	97.2%	100.0%	91.6%	100.0%	*	‡	90.9%	85.3%
State	89.1%	87.2%	91.2%	90.0%	91.7%	82.4%	87.7%	95.6%	88.4%	84.2%	86.5%	80.9%

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

Academic Progress

High School Graduation Rate (cont)

5 Year

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	77.6%	77.8%	94.3%	‡	*	*	‡
District	77.6%	77.8%	94.3%	‡	*	*	‡
State	75.9%	81.6%	82.9%	72.0%	83.3%	57.7%	90.5%

6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	96.4%	95.5%	97.3%	*	96.7%	94.1%	96.8%	‡	*	*	92.3%	86.7%
District	96.4%	95.5%	97.3%	*	96.7%	94.1%	96.8%	‡	*	*	92.3%	86.7%
State	89.3%	87.1%	91.6%	*	92.3%	82.2%	87.3%	96.7%	91.6%	82.5%	86.0%	81.1%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	81.6%	100.0%	95.5%	‡	*	‡	*
District	81.6%	100.0%	95.5%	‡	*	‡	*
State	76.8%	80.8%	83.2%	70.6%	60.0%	62.1%	91.4%

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

Community College Remediation

What is it?

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

12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
School	71.5%	*	*	41.2%	30.3%	0.0%
District	71.5%	*	*	41.2%	30.3%	0.0%
State	64.8%	*	*	39.7%	25.1%	0.0%

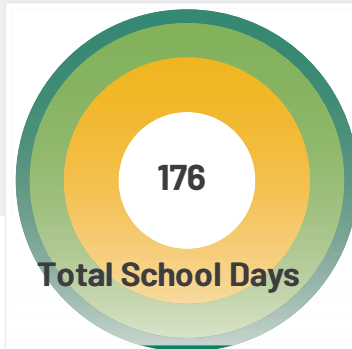
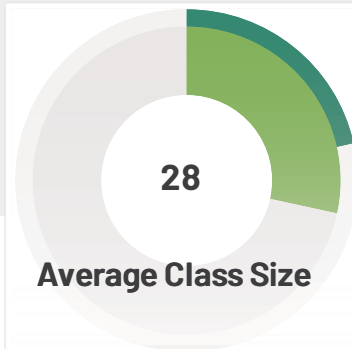
16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
School	72.2%	*	*	41.5%	30.8%	0.0%
District	72.2%	*	*	41.5%	30.8%	0.0%
State	65.6%	*	*	39.9%	25.7%	0.0%

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

About the data

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



No Data district's percentage of adequacy
Evidence-Based Funding

Illinois Youth Survey

What is it?

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

School did participate in Illinois Youth Survey	
School	No

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School Environment

School Level Finances

What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
School	2,101	\$0	\$9,556	\$9,556	\$131	\$5,288	\$5,419	\$131	\$14,844	\$14,975	*	*
District	6,867	\$149	\$9,845	\$9,994	\$131	\$5,288	\$5,419	\$280	\$15,133	\$15,413	\$18,807,566	\$124,652,308

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

District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	68.2% \$69,979,735	2.6% \$2,716,113	15.8% \$16,172,133	5.4% \$5,493,887	8.0% \$8,179,801	\$102,541,669
State	59.6%	3.8%	20.2%	4.0%	12.3%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	38.8%	2.5%	31.0%	27.7%
State	47.2%	2.3%	30.4%	20.2%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	58.7% \$65,024,646	6.8% \$7,483,626	6.1% \$6,742,240	23.5% \$26,055,147	1.1% \$1,266,545	1.9% \$2,146,909	0.1% \$69,329	1.8% \$1,953,126	\$110,741,568
State	71.3%	7.4%	3.7%	7.8%	1.2%	1.8%	0.4%	6.4%	*

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

District Finances (cont)

Other Financial Indicators

	2020 Equalized Assessed Valuation per Pupil	2020 Total School Tax Rate per \$100	2021-22 Instructional Expenditure per Pupil	2021-22 Operating Expenditure per Pupil
District	\$165,489	7	\$7,287	\$13,361
State	*	*	\$10,636	\$17,952

Average Class Size

What is it?

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

	Grade 9	Grade 10	Grade 11	Grade 12	Grade HS	Overall
School	27	27	26	25	*	26
District	27	27	26	25	*	25
State	22	21	21	20	21	21

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

Total School Days

What is it?

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

Total School Days	
School	176
District	176
State	176

Health and Wellness

What is it?

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

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

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

Days PE per week

Days PE per week	
School	5
District	5
State	4

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

Health and Wellness (cont)

Truant Minor Count

School	0
District	40
State	157,112

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

About the data

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

2,042

Student Enrollment

26.1%

Chronic Absenteeism

1.5%

Dropout Rate

Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% 2,042	51.3% 1,047	48.7% 995	0.0% *	64.0% 1,307	7.5% 154	20.8% 424	2.3% 46	‡	‡	5.2% 107	20.2% 413
District	100.0% 6,833	51.3% 3,505	48.7% 3,328	0.0% *	61.4% 4,198	8.1% 556	23.0% 1,575	2.3% 154	‡	‡	4.9% 335	20.5% 1,399
State	100.0% 1,857,790	51.4% 954,190	48.6% 901,981	0.1% 1,619	45.9% 853,165	16.5% 307,166	27.5% 511,065	5.5% 101,782	0.1% 1,801	0.2% 4,582	4.2% 78,229	19.4% 361,334

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	12.6% 258	3.4% 69	21.9% 448	0.6% 13	0.0% *	‡	0.0% *
District	15.2% 1,039	7.5% 511	24.9% 1,699	0.6% 42	0.0% *	0.5% 32	‡
State	15.3% 284,032	14.6% 271,983	49.0% 910,675	2.3% 42,367	0.0% 364	0.7% 13,316	0.8% 15,281

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	531	541	511	459
District	531	541	511	459
State	152,855	152,854	143,487	146,123

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

Advanced Academic Programs

What is it?

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

Students Enrolled in Accelerated Placement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	14.7% 317	15.6% 176	13.6% 141	* *	20.0% 271	‡ ‡	5.2% 24	19.2% 10	* *	* *	8.6% 10	5.5% 26
District	14.5% 1,041	15.4% 571	13.6% 469	‡ ‡	19.4% 844	4.6% 28	5.8% 97	16.9% 29	* *	* *	12.3% 43	5.0% 74
State	11.0% 211,565	10.4% 103,473	11.6% 107,975	17.3% 117	10.5% 91,681	7.1% 22,983	11.3% 60,462	25.9% 27,525	16.4% 302	9.2% 446	10.0% 8,166	6.6% 24,255

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	6.1% 27	‡ ‡	‡ ‡
District	2.4% 27	‡ ‡	6.4% 114	‡ ‡	‡ ‡
State	3.3% 9,619	4.7% 13,757	7.6% 71,713	5.6% 2,549	1.8% 260

Students Enrolled in Accelerated Placement - ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	4.2% 90	3.0% 34	5.4% 56	* *	5.6% 76	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	4.3% 310	3.3% 123	5.4% 186	‡ ‡	5.9% 257	‡ ‡	1.3% 22	5.8% 10	* *	* *	3.7% 13	1.4% 21
State	0.7% 13,762	0.5% 4,982	0.9% 8,758	3.2% 22	0.8% 7,412	0.5% 1,490	0.6% 3,421	0.8% 804	0.7% 13	0.6% 31	0.7% 591	0.4% 1,491

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - ELA

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡	‡	‡	‡	‡
District	‡	‡	2.1% 37	‡	‡
State	0.2% 501	0.2% 490	0.4% 4,213	0.3% 158	0.2% 24

Students Enrolled in Accelerated Placement - Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	9.6% 207	11.6% 130	7.4% 77	* *	13.0% 176	‡	3.0% 14	‡	* *	* *	‡	4.2% 20
District	7.4% 532	9.0% 331	5.8% 201	‡	9.9% 430	2.5% 15	3.2% 54	7.0% 12	* *	* *	6.0% 21	2.9% 43
State	1.7% 33,417	2.0% 19,970	1.4% 13,429	2.7% 18	2.2% 18,940	0.4% 1,331	1.0% 5,526	5.5% 5,887	1.6% 30	1.5% 72	2.0% 1,631	0.8% 2,863

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡	‡	3.6% 16	‡	‡
District	1.6% 18	‡	3.0% 54	‡	‡
State	0.4% 1,077	0.6% 1,699	0.7% 6,539	0.4% 173	0.2% 35

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Multiple Subjects

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.8% 17	0.9% 10	‡ ‡	* *	1.2% 16	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	2.7% 191	3.0% 112	2.3% 79	‡ ‡	3.5% 150	‡ ‡	1.2% 20	‡ ‡	* *	* *	‡ ‡	0.7% 10
State	6.8% 131,254	6.2% 61,336	7.5% 69,850	10.0% 68	5.9% 51,919	4.9% 16,074	7.4% 39,744	17.1% 18,174	12.4% 227	5.8% 282	5.9% 4,834	3.8% 14,030

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	1.2% 22	‡ ‡	‡ ‡
State	1.6% 4,654	2.3% 6,809	5.0% 47,236	3.1% 1,396	0.8% 120

Students Enrolled in Accelerated Placement - Whole Grade

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

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Whole Grade

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

Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	30.3% 655	27.3% 307	33.5% 348	* *	34.6% 469	16.0% 28	24.0% 111	34.6% 18	‡ ‡	‡ ‡	25.0% 29	11.3% 53
District	30.3% 655	27.3% 307	33.5% 348	* *	34.6% 469	16.0% 28	24.0% 111	34.6% 18	‡ ‡	‡ ‡	25.0% 29	11.3% 53
State	22.7% 138,767	19.6% 61,429	26.0% 77,249	21.2% 89	23.9% 66,690	13.0% 12,920	20.6% 36,163	53.1% 17,364	33.4% 219	17.2% 260	23.5% 5,151	10.4% 12,946

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	3.2% 10	‡ ‡	17.3% 76	‡ ‡	‡ ‡
District	3.2% 10	‡ ‡	17.3% 76	‡ ‡	‡ ‡
State	2.9% 2,526	6.4% 3,907	14.9% 41,614	7.5% 1,194	3.1% 102

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

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

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

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	43.0% 931	39.2% 441	47.2% 490	* *	47.6% 645	22.3% 39	37.9% 175	53.8% 28	‡ ‡	* *	37.1% 43	17.6% 83
District	14.5% 1,034	13.2% 489	15.8% 545	* *	16.8% 729	6.9% 42	11.2% 186	17.4% 30	‡ ‡	* *	13.2% 46	5.9% 88
State	20.3% 390,960	18.7% 185,955	21.9% 204,693	46.1% 312	22.0% 192,469	13.8% 44,859	18.7% 100,219	34.7% 36,905	26.3% 483	18.0% 868	18.6% 15,157	12.4% 45,420

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

Advanced Academic Programs (cont)

Students Enrolled in any course designated as Enriched or Honors

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	8.4% 26	17.9% 14	29.5% 130	‡ ‡	‡ ‡
District	2.4% 27	2.5% 14	7.9% 140	‡ ‡	‡ ‡
State	6.6% 18,955	7.3% 21,412	13.9% 131,252	10.3% 4,703	4.6% 671

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	14.4% 312	13.1% 147	15.9% 165	* *	15.7% 213	10.9% 19	13.0% 60	‡ ‡	‡ ‡	‡ ‡	12.1% 14	13.0% 61
District	14.4% 312	13.1% 147	15.9% 165	* *	15.7% 213	10.9% 19	13.0% 60	‡ ‡	‡ ‡	‡ ‡	12.1% 14	13.0% 61
State	14.0% 85,182	13.7% 42,915	14.2% 42,235	7.6% 32	18.0% 50,161	8.6% 8,600	10.2% 17,888	16.7% 5,465	11.8% 77	9.2% 140	13.0% 2,851	9.0% 11,213

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	11.9% 37	‡ ‡	11.4% 50	‡ ‡	‡ ‡
District	11.9% 37	‡ ‡	11.4% 50	‡ ‡	‡ ‡
State	6.7% 5,843	6.0% 3,661	9.6% 26,728	8.7% 1,381	5.2% 173

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Exams - Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	72	42	68	39
District	72	42	68	39
State	16,722	9,655	15,401	9,066

Advanced Placement (AP) Exams - Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	248	107	194	89
District	248	107	194	89
State	42,163	26,824	25,036	16,469

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Exams - Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	458	290	168	108
District	458	290	168	108
State	115,622	71,399	40,825	27,121

Advanced Placement (AP) Exams - Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	659	436	172	124
District	659	436	172	124
State	180,525	118,009	39,859	30,122

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

Advanced Academic Programs (cont)

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
School	76	203	230	343
District	76	203	230	343
State	23,238	34,677	64,198	76,361

Advanced Placement (AP) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	74	55	‡	10	‡	‡	‡	‡	‡
District	74	55	‡	10	‡	‡	‡	‡	‡
State	16,056	6,601	2,058	4,343	2,340	34	32	648	1,359

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

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	203	145	12	27	‡	‡	‡	10	13
District	203	145	12	27	‡	‡	‡	10	13
State	27,067	12,681	2,267	6,936	3,987	35	72	1,089	2,169

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	‡	*	22	*
District	‡	*	‡	*	22	*
State	369	*	765	*	7,808	*

Advanced Placement (AP) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	187	131	‡	38	‡	‡	‡	‡	20
District	187	131	‡	38	‡	‡	‡	‡	20
State	45,997	22,566	4,277	11,952	5,295	55	80	1,772	4,375

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	‡	*	25	*
District	‡	*	‡	*	25	*
State	832	*	1,212	*	13,567	*

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	191	138	‡	36	‡	‡	‡	‡	14
District	191	138	‡	36	‡	‡	‡	‡	14
State	49,647	24,842	4,318	12,932	5,742	95	76	1,642	5,043

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	‡	*	22	*
District	‡	*	‡	*	22	*
State	1,062	*	1,487	*	14,845	*

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 9

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

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

International Baccalaureate (IB) Coursework - Grade 10

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

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

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 11

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

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

International Baccalaureate (IB) Coursework - Grade 12

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

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

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Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 9

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

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

Dual Credit Coursework - Grade 10

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

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

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	61	45	‡	10	‡	‡	‡	‡	19
District	61	45	‡	10	‡	‡	‡	‡	19
State	25,274	15,801	2,051	4,964	1,545	18	33	862	3,274

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	15	*	‡	*	‡	*
District	15	*	‡	*	‡	*
State	1,693	*	923	*	7,470	*

Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	246	164	15	49	‡	‡	‡	13	41
District	246	164	15	49	‡	‡	‡	13	41
State	42,686	25,912	3,551	8,830	2,907	47	73	1,366	5,414

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	22	*	‡	*	41	*
District	22	*	‡	*	41	*
State	2,747	*	1,420	*	12,854	*

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Advanced Academic Programs (cont)

Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	14.7% 317	15.6% 176	13.6% 141	* *	20.0% 271	‡ ‡	5.2% 24	19.2% 10	* *	* *	8.6% 10	5.5% 26
District	14.5% 1,038	15.4% 568	13.6% 469	‡ ‡	19.4% 841	4.6% 28	5.8% 97	16.9% 29	* *	* *	12.3% 43	5.0% 74
State	8.4% 161,960	8.3% 82,804	8.5% 79,074	12.1% 82	9.5% 82,826	4.7% 15,310	6.3% 33,934	19.8% 21,125	10.1% 185	9.0% 433	10.0% 8,147	7.3% 26,740

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	* *	6.1% 27	‡ ‡	‡ ‡
District	2.4% 27	‡ ‡	6.4% 114	‡ ‡	‡ ‡
State	6.3% 18,167	6.2% 18,038	5.4% 51,189	3.2% 1,484	3.2% 466

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	3.6% 260	4.2% 154	3.0% 105	‡ ‡	4.7% 204	1.6% 10	1.6% 26	‡ ‡	* *	* *	4.6% 16	1.5% 22
State	1.1% 20,484	1.1% 10,553	1.1% 9,928	0.4% 3	1.3% 11,027	0.4% 1,394	0.6% 3,374	3.4% 3,619	1.1% 21	1.4% 67	1.2% 982	0.7% 2,490

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Advanced Academic Programs (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	‡ ‡	‡ ‡	1.7% 31	‡ ‡	* *
State	0.4% 1,245	0.5% 1,326	0.4% 3,975	0.2% 91	0.1% 15

Students Identified As Gifted

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	9.1% 197	9.8% 110	8.4% 87	* *	12.5% 169	‡ ‡	3.2% 15	‡ ‡	* *	* *	‡ ‡	2.8% 13
District	9.8% 702	10.1% 373	9.5% 328	‡ ‡	13.3% 576	2.6% 16	3.5% 59	12.2% 21	* *	* *	8.6% 30	2.9% 44
State	3.0% 58,033	3.0% 30,004	3.0% 27,986	6.4% 43	3.3% 29,159	1.0% 3,185	1.6% 8,667	12.9% 13,689	5.2% 95	2.7% 132	3.8% 3,106	1.6% 5,846

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	* *	4.1% 18	‡ ‡	‡ ‡
District	1.4% 16	‡ ‡	4.6% 81	‡ ‡	‡ ‡
State	0.7% 1,922	0.5% 1,488	1.1% 10,643	0.5% 208	0.2% 30

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Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	2.2% 160	2.4% 90	2.0% 69	‡ ‡	3.0% 131	‡ ‡	0.7% 11	‡ ‡	* *	* *	2.9% 10	0.8% 12
State	0.6% 11,006	0.6% 5,751	0.6% 5,252	0.4% 3	0.6% 5,598	0.2% 671	0.3% 1,380	2.5% 2,690	0.8% 15	0.8% 38	0.8% 614	0.3% 958

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	*	*	*	*	*
District	‡ ‡	‡ ‡	1.5% 26	‡ ‡	* *
State	0.1% 289	0.1% 202	0.2% 1,664	0.1% 25	0.0% 4

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English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
School	65	100.0% 65	15.4% 10	61.5% 40
District	490	100.0% 490	8.2% 40	11.4% 56
State	250,939	99.9% 250,754	5.9% 14,576	21.8% 54,729

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Student Attendance

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	91.6%	92.2%	91.0%	*	92.6%	91.7%	89.2%	93.8%	92.0%	86.6%	89.1%	90.0%
District	92.5%	92.7%	92.3%	87.6%	93.1%	92.1%	91.2%	92.4%	94.2%	88.5%	91.7%	90.8%
State	91.2%	91.3%	91.1%	88.8%	92.8%	88.2%	89.9%	93.6%	91.3%	89.8%	91.1%	89.4%

	Students with IEPs	English Learners	Low Income
School	90.2%	90.3%	89.4%
District	91.0%	91.5%	91.0%
State	89.3%	90.4%	89.2%

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

Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	7.0%	7.2%	6.7%	*	3.1%	15.1%	13.6%	‡	‡	‡	‡	9.4%
District	5.0%	5.2%	4.8%	‡	2.1%	14.7%	8.3%	11.6%	‡	‡	4.3%	6.0%
State	7.4%	7.7%	7.2%	13.4%	4.8%	13.3%	8.0%	7.7%	8.5%	10.8%	8.2%	6.9%

	Students with IEPs	English Learners	Low Income	Homeless
School	11.3%	17.9%	14.7%	‡
District	7.0%	10.4%	10.4%	‡
State	7.5%	10.9%	10.2%	29.8%

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

Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	26.1%	24.4%	28.0%	*	21.8%	27.8%	36.2%	19.2%	‡	‡	37.1%	32.6%
District	22.6%	22.0%	23.3%	‡	18.9%	26.4%	29.6%	28.6%	‡	‡	26.8%	30.2%
State	28.3%	27.9%	28.7%	39.0%	20.7%	42.1%	34.5%	18.5%	29.0%	35.6%	29.1%	35.3%

	Students with IEPs	English Learners	Low Income
School	31.2%	32.9%	34.2%
District	30.3%	29.5%	31.9%
State	36.2%	33.2%	38.2%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	17.5%	25.4%	29.9%	32.2%
District	17.5%	25.4%	29.9%	32.2%
State	30.7%	34.1%	36.8%	42.7%

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

Dropout Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1.5%	1.7%	1.3%	‡	0.9%	‡	2.3%	‡	‡	‡	‡	2.4%
District	1.5%	1.7%	1.3%	‡	0.9%	‡	2.3%	‡	‡	‡	‡	2.4%
State	2.9%	3.2%	2.6%	2.5%	2.1%	5.1%	3.2%	1.0%	3.2%	4.6%	3.7%	2.7%

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

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	2.0%	3.2%	2.6%	‡
District	2.0%	3.2%	2.6%	‡
State	2.4%	4.7%	4.9%	4.0%

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

Chronic Truancy Rate

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	12.3%	12.0%	12.7%	*	6.7%	21.6%	22.5%	‡	‡	‡	25.0%	13.9%
District	7.9%	7.9%	7.9%	‡	3.9%	16.3%	14.7%	‡	‡	‡	13.0%	10.3%
State	19.9%	19.9%	20.0%	16.9%	7.7%	44.7%	27.9%	7.9%	19.7%	27.0%	17.6%	22.9%

	Students with IEPs	English Learners	Low Income
School	16.2%	26.6%	21.4%
District	11.6%	14.0%	16.0%
State	24.6%	26.6%	31.7%

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

Truancy Rate

What is it?

Not Available.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	505 23.3%	286 25.3%	219 21.1%	* *	268 19.8%	63 35.8%	138 29.6%	11 21.2%	‡ ‡	‡ ‡	24 20.7%	138 29.1%
District	1,213 18.8%	634 19.1%	579 18.5%	‡ ‡	543 13.7%	200 35.8%	387 26.3%	24 16.9%	‡ ‡	‡ ‡	57 18.1%	313 23.6%
State	422,690 25.1%	216,052 25.0%	206,482 25.2%	156 23.8%	148,132 19.3%	85,946 30.9%	151,264 32.3%	18,279 19.6%	428 25.9%	1,194 28.4%	17,447 25.4%	84,510 26.2%

	Students with IEPs	English Learners	Low Income
School	95 30.3%	24 30.4%	133 29.7%
District	244 25.3%	134 28.0%	463 29.2%
State	65,483 26.5%	82,015 33.3%	247,716 30.4%

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

Student Discipline

What is it?

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

Total Student Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	179	*	*	161	98	*
District	427	*	*	363	243	*
State	114,218	458	119	69,648	67,124	2,023

Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	813	*	*	622	191	*
District	1,317	*	*	944	373	*
State	250,351	472	121	138,319	108,741	2,698

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

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
White						
School	268	*	*	208	60	*
District	474	*	*	330	144	*
State	75,846	135	39	44,702	30,559	411
Black						
School	205	*	*	146	59	*
District	325	*	*	224	101	*
State	93,206	188	39	43,799	47,398	1,782
Hispanic						
School	249	*	*	194	55	*
District	383	*	*	283	100	*
State	62,612	108	33	39,513	22,648	310
Asian						
School	25	*	*	17	8	*
District	28	*	*	19	9	*
State	2,270	3	2	1,444	803	18
Native Hawaiian/ Pacific Islander						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	173	*	*	83	89	1

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

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
American Indian						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	681	3	*	372	303	3
Two or More Races						
School	66	*	*	57	9	*
District	107	*	*	88	19	*
State	15,563	35	8	8,406	6,941	173

By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
K-8						
School	*	*	*	*	*	*
District	504	*	*	322	182	*
State	121,737	145	49	60,827	59,300	1,416
9-12						
School	813	*	*	622	191	*
District	813	*	*	622	191	*
State	128,614	327	72	77,492	49,441	1,282

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

Student Discipline (cont)

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Tobacco						
School	23	*	*	9	14	*
District	26	*	*	11	15	*
State	7,952	2	*	4,445	3,481	24
Alcohol						
School	1	*	*	*	1	*
District	16	*	*	8	8	*
State	4,165	3	*	1,845	2,306	11
Drug Offences						
School	40	*	*	14	26	*
District	46	*	*	18	28	*
State	11,150	86	16	3,227	7,568	253
Violence with Physical Injury						
School	*	*	*	*	*	*
District	1	*	*	*	1	*
State	15,219	94	17	3,462	11,472	174
Violence without Physical Injury						
School	52	*	*	24	28	*
District	165	*	*	79	86	*
State	49,238	83	29	18,880	29,328	918

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Student Discipline (cont)

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Dangerous Weapon: Firearm						
School	*	*	*	*	*	*
District	4	*	*	1	3	*
State	665	24	12	124	487	18
Dangerous Weapon: Other						
School	3	*	*	1	2	*
District	12	*	*	6	6	*
State	2,644	60	11	664	1,769	140
Other Reason						
School	694	*	*	574	120	*
District	1,047	*	*	821	226	*
State	159,318	120	36	105,672	52,330	1,160

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Students with IEPs						
School	205	*	*	154	51	*
District	329	*	*	233	96	*
State	69,205	76	10	35,739	32,510	870

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

Student Discipline (cont)

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
English Learners						
School	33	*	*	28	5	*
District	77	*	*	59	18	*
State	30,924	51	18	19,482	11,239	134
Low Income						
School	324	*	*	235	89	*
District	566	*	*	393	173	*
State	185,307	372	92	99,893	82,771	2,179

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Less than 1 day						
School	241	*	*	241	*	*
District	335	*	*	335	*	*
State	22,054	84	5	18,376	3,567	22
1-2 days						
School	391	*	*	279	112	*
District	715	*	*	507	208	*
State	138,143	66	13	98,587	38,888	589

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Student Discipline (cont)

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
2-3 days						
School	59	*	*	22	37	*
District	109	*	*	22	87	*
State	40,987	1	2	14,990	25,620	374
3-4 days						
School	37	*	*	7	30	*
District	58	*	*	7	51	*
State	28,489	1	1	4,798	23,319	370
4-10 days						
School	68	*	*	57	11	*
District	78	*	*	57	21	*
State	13,943	16	10	1,374	12,253	290
Greater than 10 days						
School	17	*	*	16	1	*
District	22	*	*	16	6	*
State	6,735	304	90	194	5,094	1,053

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Student Discipline (cont)

By Gender - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Male						
School	585	*	*	430	155	*
District	952	*	*	659	293	*
State	168,584	309	78	93,901	72,584	1,712
Female						
School	228	*	*	192	36	*
District	365	*	*	285	80	*
State	81,424	162	43	44,184	36,051	984
Non Binary						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	343	1	*	234	106	2

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About the data

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

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

Annual Summative Designation Commendable School

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

No Data

School Improvement Funds

Eligible, but Not a Participant in Title One Program

Title I Status

Title I Status

What is it?

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

Title I Status

School

Eligible, but Not a Participant in Title One Program

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School Improvement Funds

What is it?

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

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

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

School Year First Identified in Improvement Status	School Improvement Grant Allocation by School	Level of Support	Reason for Improvement Status & Grant Allocation	School Improvement Status
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Summative Designation Meta Indicator Components

What is it?

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

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

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

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

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

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

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

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

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

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

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Summative Designation Meta Indicator Components (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	385 83.0%	193 83.5%	192 82.4%	* *	265 89.5%	24 68.6%	74 70.5%	5 83.3%	* *	1 100.0%	16 76.2%	64 79.0%
District	385 83.0%	193 83.5%	192 82.4%	* *	265 89.5%	24 68.6%	74 70.5%	5 83.3%	* *	1 100.0%	16 76.2%	64 79.0%
State	89,290 72.1%	45,134 72.3%	44,113 72.0%	43 84.3%	52,654 88.3%	7,120 41.2%	19,452 55.9%	6,727 88.6%	125 76.7%	161 58.6%	3,051 76.0%	15,236 66.4%

	Students with IEPs	English Learners	Low Income
School	37 77.1%	6 66.7%	58 69.0%
District	37 77.1%	6 66.7%	58 69.0%
State	8,661 60.2%	3,984 48.1%	26,686 52.4%

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
All				
School	5 1.1%	144 31.0%	174 37.5%	141 30.4%
District	5 1.1%	144 31.0%	174 37.5%	141 30.4%
State	15,394 12.4%	36,141 29.2%	43,060 34.8%	29,154 23.6%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Male				
School	3 1.3%	82 35.5%	91 39.4%	55 23.8%
District	3 1.3%	82 35.5%	91 39.4%	55 23.8%
State	7,818 12.5%	21,887 35.1%	21,286 34.1%	11,438 18.3%
Female				
School	2 0.9%	62 26.6%	83 35.6%	86 36.9%
District	2 0.9%	62 26.6%	83 35.6%	86 36.9%
State	7,571 12.3%	14,240 23.2%	21,751 35.5%	17,707 28.9%
Non Binary				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	5 9.8%	14 27.4%	23 45.1%	9 17.6%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
White				
School	2 0.7%	67 22.6%	115 38.9%	112 37.8%
District	2 0.7%	67 22.6%	115 38.9%	112 37.8%
State	7,644 12.8%	11,888 19.9%	21,605 36.2%	18,509 31.0%
Black				
School	0 0.0%	21 60.0%	10 28.6%	4 11.4%
District	0 0.0%	21 60.0%	10 28.6%	4 11.4%
State	2,357 13.6%	8,114 47.0%	5,263 30.5%	1,543 8.9%
Hispanic				
School	2 1.9%	48 45.7%	40 38.1%	15 14.3%
District	2 1.9%	48 45.7%	40 38.1%	15 14.3%
State	4,111 11.8%	14,044 40.4%	12,244 35.2%	4,385 12.6%
Asian				
School	0 0.0%	2 33.3%	1 16.7%	3 50.0%
District	0 0.0%	2 33.3%	1 16.7%	3 50.0%
State	797 10.5%	776 10.2%	2,425 31.9%	3,593 47.3%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Native Hawaiian/ Pacific Islander				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	11 6.8%	37 22.7%	60 36.8%	54 33.1%
American Indian				
School	0 0.0%	0 0.0%	1 100.0%	0 0.0%
District	0 0.0%	0 0.0%	1 100.0%	0 0.0%
State	30 10.9%	102 37.1%	94 34.2%	49 17.8%
Two or More Races				
School	1 4.8%	6 28.6%	7 33.3%	7 33.3%
District	1 4.8%	6 28.6%	7 33.3%	7 33.3%
State	444 11.1%	1,180 29.4%	1,369 34.1%	1,021 25.4%
Students with Disabilities				
School	2 2.5%	41 50.6%	30 37.0%	8 9.9%
District	2 2.5%	41 50.6%	30 37.0%	8 9.9%
State	3,107 13.5%	8,999 39.2%	7,949 34.6%	2,891 12.6%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Students with IEPs				
School	2 4.2%	30 62.5%	14 29.2%	2 4.2%
District	2 4.2%	30 62.5%	14 29.2%	2 4.2%
State	2,129 14.8%	6,660 46.3%	4,563 31.7%	1,037 7.2%
English Learners				
School	0 0.0%	8 88.9%	1 11.1%	0 0.0%
District	0 0.0%	8 88.9%	1 11.1%	0 0.0%
State	1,110 13.4%	4,087 49.4%	2,598 31.4%	485 5.9%
Low Income				
School	1 1.2%	51 60.7%	23 27.4%	9 10.7%
District	1 1.2%	51 60.7%	23 27.4%	9 10.7%
State	6,735 13.2%	21,240 41.7%	16,497 32.4%	6,473 12.7%

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	106 22.8%	62 26.8%	44 18.9%	* *	86 29.0%	3 8.6%	12 11.4%	1 16.7%	* *	0 0.0%	4 19.1%	6 7.4%
District	106 22.8%	62 26.8%	44 18.9%	* *	86 29.0%	3 8.6%	12 11.4%	1 16.7%	* *	0 0.0%	4 19.1%	6 7.4%
State	24,363 19.7%	12,253 19.6%	12,095 19.7%	15 29.4%	14,978 25.1%	826 4.8%	3,630 10.4%	3,905 51.4%	53 32.5%	37 13.4%	934 23.3%	2,868 12.5%

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Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
School	2 4.2%	0 0.0%	11 13.1%
District	2 4.2%	0 0.0%	11 13.1%
State	464 3.2%	181 2.2%	4,047 7.9%

Percentage of students who have at least 1 Academic ELA Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	188 40.5%	90 39.0%	98 42.1%	* *	143 48.3%	8 22.9%	29 27.6%	2 33.3%	* *	0 0.0%	6 28.6%	19 23.5%
District	188 40.5%	90 39.0%	98 42.1%	* *	143 48.3%	8 22.9%	29 27.6%	2 33.3%	* *	0 0.0%	6 28.6%	19 23.5%
State	52,201 42.2%	22,804 36.5%	29,373 47.9%	24 47.1%	29,531 49.5%	3,996 23.1%	11,350 32.6%	5,378 70.8%	98 60.1%	90 32.7%	1,758 43.8%	5,784 25.2%

	Students with IEPs	English Learners	Low Income
School	5 10.4%	0 0.0%	24 28.6%
District	5 10.4%	0 0.0%	24 28.6%
State	1,428 9.9%	766 9.3%	14,121 27.7%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have at least 1 Academic Math Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	359 77.4%	170 73.6%	189 81.1%	* *	248 83.8%	20 57.1%	67 63.8%	5 83.3%	* *	1 100.0%	18 85.7%	53 65.4%
District	359 77.4%	170 73.6%	189 81.1%	* *	248 83.8%	20 57.1%	67 63.8%	5 83.3%	* *	1 100.0%	18 85.7%	53 65.4%
State	87,721 70.9%	41,992 67.3%	45,691 74.6%	38 74.5%	45,501 76.3%	9,800 56.7%	22,507 64.7%	6,856 90.3%	126 77.3%	177 64.4%	2,754 68.6%	12,917 56.3%

	Students with IEPs	English Learners	Low Income
School	30 62.5%	3 33.3%	50 59.5%
District	30 62.5%	3 33.3%	50 59.5%
State	6,259 43.5%	4,197 50.7%	30,104 59.1%

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	437 94.2%	213 92.2%	224 96.1%	* *	283 95.6%	33 94.3%	94 89.5%	6 100.0%	* *	1 100.0%	20 95.2%	76 93.8%
District	437 94.2%	213 92.2%	224 96.1%	* *	283 95.6%	33 94.3%	94 89.5%	6 100.0%	* *	1 100.0%	20 95.2%	76 93.8%
State	75,953 61.4%	37,503 60.1%	38,432 62.7%	18 35.3%	40,116 67.3%	8,205 47.5%	19,033 54.7%	5,747 75.7%	103 63.2%	162 58.9%	2,587 64.4%	12,696 55.3%

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

Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
School	45 93.8%	8 88.9%	77 91.7%
District	45 93.8%	8 88.9%	77 91.7%
State	7,312 50.8%	4,111 49.6%	27,119 53.2%

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Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
All				
School	139 30.0%	132 28.4%	129 27.8%	64 13.8%
District	139 30.0%	132 28.4%	129 27.8%	64 13.8%
State	40,809 33.0%	25,424 20.5%	28,205 22.8%	29,328 23.7%
Male				
School	72 31.2%	62 26.8%	61 26.4%	36 15.6%
District	72 31.2%	62 26.8%	61 26.4%	36 15.6%
State	20,203 32.4%	13,128 21.0%	14,541 23.3%	14,563 23.3%
Female				
School	67 28.8%	70 30.0%	68 29.2%	28 12.0%
District	67 28.8%	70 30.0%	68 29.2%	28 12.0%
State	20,600 33.6%	12,285 20.1%	13,641 22.3%	14,754 24.1%
Non Binary				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	6 11.8%	11 21.6%	23 45.1%	11 21.6%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
White				
School	96 32.4%	97 32.8%	75 25.3%	28 9.5%
District	96 32.4%	97 32.8%	75 25.3%	28 9.5%
State	25,996 43.6%	13,831 23.2%	11,756 19.7%	8,073 13.5%
Black				
School	7 20.0%	7 20.0%	16 45.7%	5 14.3%
District	7 20.0%	7 20.0%	16 45.7%	5 14.3%
State	2,595 15.0%	2,858 16.5%	5,062 29.3%	6,766 39.1%
Hispanic				
School	26 24.8%	19 18.1%	30 28.6%	30 28.6%
District	26 24.8%	19 18.1%	30 28.6%	30 28.6%
State	7,816 22.5%	5,862 16.9%	8,846 25.4%	12,261 35.3%
Asian				
School	2 33.3%	3 50.0%	1 16.7%	0 0.0%
District	2 33.3%	3 50.0%	1 16.7%	0 0.0%
State	2,872 37.8%	1,886 24.9%	1,487 19.6%	1,346 17.7%

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Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	41 25.1%	23 14.1%	24 14.7%	75 46.0%
American Indian				
School	0 0.0%	0 0.0%	1 100.0%	0 0.0%
District	0 0.0%	0 0.0%	1 100.0%	0 0.0%
State	72 26.2%	49 17.8%	79 28.7%	75 27.3%
Two or More Races				
School	8 38.1%	6 28.6%	6 28.6%	1 4.8%
District	8 38.1%	6 28.6%	6 28.6%	1 4.8%
State	1,417 35.3%	915 22.8%	951 23.7%	732 18.2%
Students with Disabilities				
School	22 27.2%	21 25.9%	20 24.7%	18 22.2%
District	22 27.2%	21 25.9%	20 24.7%	18 22.2%
State	5,703 24.9%	4,450 19.4%	5,696 24.8%	7,099 30.9%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
Students with IEPs				
School	11 22.9%	13 27.1%	12 25.0%	12 25.0%
District	11 22.9%	13 27.1%	12 25.0%	12 25.0%
State	2,907 20.2%	2,568 17.8%	3,840 26.7%	5,076 35.3%
English Learners				
School	1 11.1%	2 22.2%	3 33.3%	3 33.3%
District	1 11.1%	2 22.2%	3 33.3%	3 33.3%
State	1,193 14.4%	1,344 16.2%	2,173 26.2%	3,570 43.1%
Low Income				
School	23 27.4%	23 27.4%	21 25.0%	17 20.2%
District	23 27.4%	23 27.4%	21 25.0%	17 20.2%
State	11,094 21.8%	8,706 17.1%	13,292 26.1%	17,860 35.0%

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

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

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

Summative Designation Meta Indicator Components (cont)

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

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

Fine Arts: Student Participation in Fine Arts

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	49.1%	41.0%	57.9%	*	47.4%	50.3%	54.0%	65.4%	100.0%	50.0%	39.5%	50.2%
District	81.8%	78.3%	85.5%	100.0%	80.5%	83.0%	85.0%	88.0%	100.0%	80.0%	78.4%	81.2%
State	69.9%	67.0%	72.8%	69.1%	68.5%	66.9%	72.5%	76.2%	72.0%	71.8%	71.1%	67.0%

	Students with IEPs	English Learners	Low Income
School	51.0%	47.4%	52.3%
District	83.3%	90.8%	85.6%
State	66.4%	78.2%	69.9%

Fine Arts: Student Participation in Fine Arts Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1,061	461	600	*	643	87	250	34	1	1	45	236
District	5,640	2,769	2,870	1	3,400	484	1,344	139	7	4	262	1,116
State	1,271,937	626,370	645,098	469	568,210	203,123	365,407	76,666	1,272	3,266	53,993	228,922

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Student Participation in Fine Arts Numerator Count

	Students with IEPs	English Learners	Low Income
School	158	37	231
District	842	475	1,445
State	175,684	212,971	619,115

Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	2,161	1,125	1,036	*	1,356	173	463	52	1	2	114	470
District	6,894	3,538	3,355	1	4,225	583	1,582	158	7	5	334	1,375
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

	Students with IEPs	English Learners	Low Income
School	310	78	442
District	1,011	523	1,688
State	264,507	272,399	885,329

Fine Arts: Teacher Qualifications

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	99.4%	99.1%	99.7%	*	99.4%	98.8%	99.6%	100.0%	100.0%	100.0%	100.0%	97.5%
District	96.8%	96.1%	97.5%	100.0%	96.9%	95.3%	97.3%	99.3%	100.0%	100.0%	95.0%	95.6%
State	94.2%	94.3%	94.2%	96.2%	96.3%	86.8%	94.2%	98.0%	96.5%	94.8%	95.6%	93.1%

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Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications

	Students with IEPs	English Learners	Low Income
School	96.2%	100.0%	100.0%
District	95.3%	98.1%	96.9%
State	92.5%	95.5%	92.2%

Fine Arts: Teacher Qualifications Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1,055	457	598	*	639	86	249	34	1	1	45	230
District	5,461	2,661	2,799	1	3,295	461	1,307	138	7	4	249	1,067
State	1,198,737	590,333	607,953	451	547,213	176,302	344,175	75,128	1,228	3,096	51,595	213,132

	Students with IEPs	English Learners	Low Income
School	152	37	231
District	802	466	1,400
State	162,574	203,311	570,669

Fine Arts: Teacher Qualifications Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	2,161	1,125	1,036	*	1,356	173	463	52	1	2	114	470
District	6,894	3,538	3,355	1	4,225	583	1,582	158	7	5	334	1,375
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

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Summative Designation Meta Indicator Components (cont)

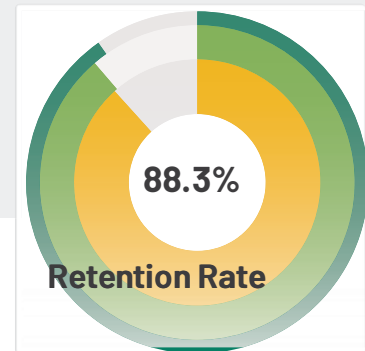
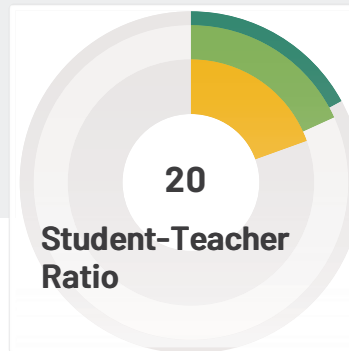
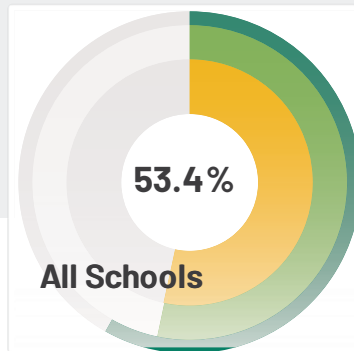
Fine Arts: Teacher Qualifications Denominator Count

	Students with IEPs	English Learners	Low Income
School	310	78	442
District	1,011	523	1,688
State	264,507	272,399	885,329

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

About the data

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



Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
School	11	57.1%	*
District	11	55.9%	*
State	*	64.4%	97.2%

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

Student-To-Teacher Ratios

What is it?

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

Student-Teacher Ratio	
School	20
District	*
State	*

Average Teacher Salary

What is it?

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

Average Teacher Salary	
School	\$64,636
District	\$64,126
State	\$73,916

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

Retention Rate

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	88.3% 301	88.9% 295	* *	0.0% 0	66.7% 2	* *	100.0% 4	* *	* *
	Male	88.7% 110	88.7% 110	* *	* *	* *	* *	* *	* *	* *
	Female	88.0% 191	88.9% 185	* *	0.0% 0	66.7% 2	* *	100.0% 4	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	88.7% 1,030	89.1% 996	0.0% 0	80.8% 21	66.7% 6	* *	100.0% 6	* *	100.0% 1
	Male	91.0% 233	90.9% 229	* *	100.0% 4	* *	* *	* *	* *	* *
	Female	88.1% 797	88.6% 767	0.0% 0	77.3% 17	66.7% 6	* *	100.0% 6	* *	100.0% 1
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	90.2% 318,584	90.6% 270,179	85.3% 14,688	90.3% 21,684	89.9% 5,066	88.0% 184	88.6% 565	87.2% 2,267	87.9% 3,951
	Male	91.3% 75,750	91.8% 64,866	84.9% 3,139	90.4% 4,980	91.2% 1,185	89.4% 59	92.4% 146	87.2% 566	87.6% 809
	Female	89.9% 242,834	90.2% 205,313	85.4% 11,549	90.3% 16,704	89.5% 3,881	87.4% 125	87.3% 419	87.2% 1,701	88.0% 3,142
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Full-Time Equivalent

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	100.0% 125.9	96.8% 121.9	* *	1.2% 1.5	0.4% 0.5	* *	1.6% 2	* *	* *
	Male	37.0% 46.6	37.4% 45.6	* *	66.7% 1	* *	* *	* *	* *	* *
	Female	63.0% 79.3	62.6% 76.3	* *	33.3% 0.5	100.0% 0.5	* *	100.0% 2	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 434	95.9% 416.1	0.2% 1	1.8% 7.9	0.5% 2	* *	0.7% 3	0.5% 2	0.5% 2
	Male	22.5% 97.8	22.8% 94.8	* *	25.3% 2	* *	* *	* *	50.0% 1	* *
	Female	77.5% 336.2	77.2% 321.3	100.0% 1	74.7% 5.9	100.0% 2	* *	100.0% 3	50.0% 1	100.0% 2
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 134896.6	80.6% 108715.6	6.2% 8387.2	8.4% 11339.2	1.9% 2528.6	0.1% 84.2	0.2% 260.1	0.8% 1096.3	1.8% 2485.4
	Male	23.5% 31704.3	23.8% 25848.6	21.9% 1840	22.6% 2557.1	23.4% 591.8	28.3% 23.8	22.7% 59	23.9% 261.9	21.0% 522.1
	Female	76.5% 103192.2	76.2% 82867.1	78.1% 6547.2	77.4% 8782.1	76.6% 1936.7	71.7% 60.4	77.3% 201	76.1% 834.4	79.0% 1963.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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Teachers with Gifted Endorsement

What is it?

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

Teachers with Gifted Endorsement	
School	*
District	15
State	1,185

National Board Certified Teachers

What is it?

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

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female
School	9	9	*	*	*	*	*	*	*	1	8
District	25	24	*	1	*	*	*	*	*	4	21
State	2,293	1,831	143	192	66	1	7	26	27	457	1,836

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

Teachers with Short Term or Provisional Licenses

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	4 3.2%	*	*
District	12 2.9%	*	12 2.0%
State	4,465 3.3%	1,349 4.0%	658 1.0%

Novice Teachers

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	8 7.1%	*	*
District	34 8.0%	*	29 6.0%
State	9,383 7.0%	2,627 9.0%	2,031 5.0%

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

Teacher Out of Field

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	14 11.0%	*	*
District	20 4.9%	*	19 4.0%
State	4,649 4.2%	836 4.0%	1,243 3.0%

Average Teaching Experience

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	11	*	*
District	11	*	*
State	*	*	*

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

Teachers Education

What is it?

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

Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
School	46.6%	*	*
District	46.7%	*	46.0%
State	41.0%	41.1%	35.1%

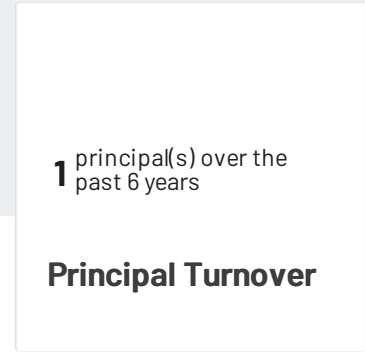
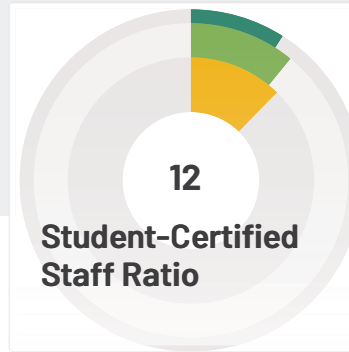
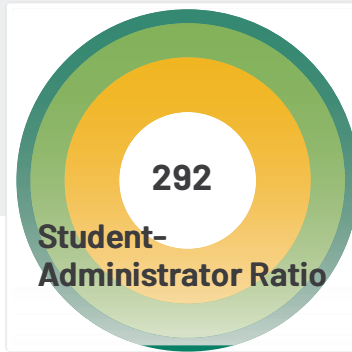
Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
School	53.4%	*	*
District	53.3%	*	54.0%
State	58.2%	57.1%	64.6%

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

About the data

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



Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
School	12	292
District	11	197
State	9	141

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

Administrators

Demographics

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	*	*	*	*	*	*	*	*	*
	Male	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*
	Non Binary	*	*	*	*	*	*	*	*	*
District	All	100.0% 34.7	94.2% 32.7	*	5.8% 2	*	*	*	*	*
	Male	40.1% 13.9	36.5% 11.9	*	100.0% 2	*	*	*	*	*
	Female	59.9% 20.7	63.5% 20.7	*	*	*	*	*	*	*
	Non Binary	*	*	*	*	*	*	*	*	*
State	All	100.0% 13214.3	75.6% 9995.7	14.8% 1954.1	6.9% 910.7	1.0% 136	0.1% 9	0.1% 19.7	0.7% 92.3	0.7% 96.8
	Male	40.5% 5353.4	43.4% 4339.7	28.5% 557.8	35.6% 323.9	41.3% 56.2	33.4% 3	49.3% 9.7	30.2% 27.8	36.5% 35.3
	Female	59.5% 7860.9	56.6% 5656	71.5% 1396.3	64.4% 586.8	58.7% 79.9	66.6% 6	50.7% 10	69.8% 64.5	63.5% 61.4
	Non Binary	*	*	*	*	*	*	*	*	*

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

Principal Turnover

What is it?

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

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

Average Administrator Salary

What is it?

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

Average Administrator Salary	
School	\$108,458
District	\$111,398
State	\$116,908

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

Novice Administrator

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	1 14.3%	* *	* *
District	3 11.3%	* *	1 8.7%
State	1,563 11.8%	341 14.6%	253 9.9%

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

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
School	10.2%	4.7%	0.3%	0.3%	0.2%	19.5%
District	4.6%	2.3%	0.1%	0.1%	0.2%	16.5%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

Civil Rights Data Collection

(2017-18)

Student Environment (cont)

School	Number of Schools with Incidents of Violence		
	Incidents of Violence	Firearm	Homicide
School	1.2%	0	0
District	1.1%	0	0
State	2.2%	153	5

Academic Environment

What is it?

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

School	Advanced Placement Course Work			
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	0.0% 0	26.0% 467	0.0% 0	5.7% 103
District	1.2% 76	7.7% 467	0.0% 0	1.7% 103
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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