

# Granite City High School (9 - 12)

## GRANITE CITY CUSD 9



2023 - 2024

### Principal

Mr. Tim McChristian  
tim.mcchristian@gcsd9.net

### Address

3148 Fehling Rd  
Granite City IL 62040  
(618) 451-5808

### District Superintendent

Mr. Donald Harris

<http://www.gcsd9.net>

### 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](http://www.isbe.net/summative).

For additional information, refer to the [Public Business Rules for 2024 Report Card Metrics](#) and the [2024 Glossary of Terms](#).

## School Snapshot

**Site-Based Expenditure Per Student Spending :** \$12,661

**Graduation Rate :** 73.9%

**Average Class Size :** \*

**Postsecondary Enrollment :** 43.9%

**Chronic Absenteeism :** 43.4%

**Teacher Retention :** 92.6%

VISIT [ILLINOISREPORTCARD.COM](http://ILLINOISREPORTCARD.COM) FOR MORE INFORMATION.

**Senate District :** 56 **House District :** 111

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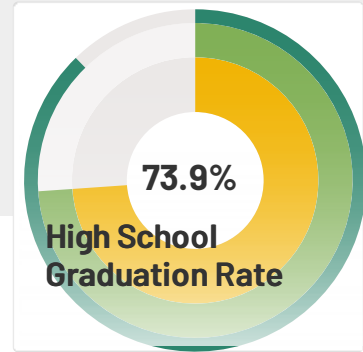
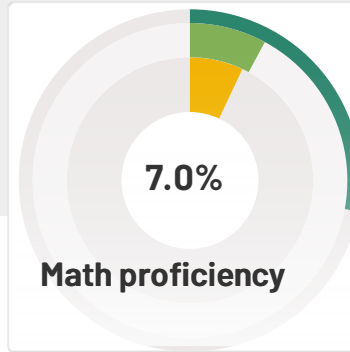
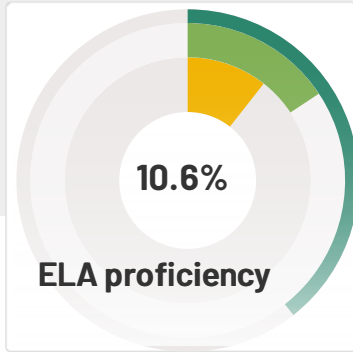
**135 | Administrators & Support Personnel**

**140 | Civil Rights Data Collection (NaN-)**

Date: 10/30/24 9:12:41 -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.



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## SAT

### What is it?

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

There are four Performance Levels for the SAT:

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

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

# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>School</b>	<b>51.5%</b>	<b>37.2%</b>	<b>9.7%</b>	<b>1.5%</b>	<b>72.1%</b>	<b>20.5%</b>	<b>7.4%</b>	<b>0.0%</b>
District	51.5%	37.2%	9.7%	1.5%	72.1%	20.5%	7.4%	0.0%
State	33.5%	34.9%	20.5%	11.1%	47.7%	25.7%	20.3%	6.3%
<b>Female</b>								
<b>School</b>	<b>48.4%</b>	<b>40.5%</b>	<b>10.5%</b>	<b>0.5%</b>	<b>70.0%</b>	<b>24.7%</b>	<b>5.3%</b>	<b>0.0%</b>
District	48.4%	40.5%	10.5%	0.5%	70.0%	24.7%	5.3%	0.0%
State	31.1%	36.7%	21.4%	10.8%	47.3%	27.7%	20.1%	4.9%
<b>Male</b>								
<b>School</b>	<b>55.1%</b>	<b>33.8%</b>	<b>8.6%</b>	<b>2.5%</b>	<b>74.2%</b>	<b>16.2%</b>	<b>9.6%</b>	<b>0.0%</b>
District	55.1%	33.8%	8.6%	2.5%	74.2%	16.2%	9.6%	0.0%
State	36.0%	33.1%	19.6%	11.3%	48.1%	23.8%	20.5%	7.6%
<b>Non Binary</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	11.7%	21.4%	34.0%	33.0%	26.2%	25.2%	38.8%	9.7%
<b>American Indian</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.0%	26.9%	20.6%	9.6%	53.1%	21.2%	21.2%	4.5%
<b>Asian</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	11.7%	23.9%	28.7%	35.7%	15.2%	19.5%	33.6%	31.8%

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

# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Black</b>								
<b>School</b>	72.6%	25.0%	2.4%	0.0%	84.5%	15.5%	0.0%	0.0%
District	72.6%	25.0%	2.4%	0.0%	84.5%	15.5%	0.0%	0.0%
State	55.9%	32.0%	9.6%	2.4%	74.4%	18.3%	6.5%	0.9%
<b>Hispanic</b>								
<b>School</b>	57.9%	28.9%	13.2%	0.0%	76.3%	13.2%	10.5%	0.0%
District	57.9%	28.9%	13.2%	0.0%	76.3%	13.2%	10.5%	0.0%
State	45.7%	36.2%	14.1%	4.0%	61.7%	24.2%	12.3%	1.8%
<b>MENA</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	31.9%	27.8%	26.4%	13.9%	40.3%	20.8%	29.9%	9.0%
<b>Two or More Races</b>								
<b>School</b>	50.0%	40.0%	10.0%	0.0%	80.0%	13.3%	6.7%	0.0%
District	50.0%	40.0%	10.0%	0.0%	80.0%	13.3%	6.7%	0.0%
State	28.6%	34.1%	22.6%	14.8%	44.2%	26.1%	21.3%	8.4%
<b>White</b>								
<b>School</b>	43.4%	42.6%	11.9%	2.1%	66.4%	24.7%	8.9%	0.0%
District	43.4%	42.6%	11.9%	2.1%	66.4%	24.7%	8.9%	0.0%
State	21.7%	36.4%	26.9%	14.9%	34.6%	29.9%	28.0%	7.5%

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

# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>								
<b>School</b>	<b>78.2%</b>	<b>16.7%</b>	<b>5.1%</b>	<b>0.0%</b>	<b>92.3%</b>	<b>6.4%</b>	<b>1.3%</b>	<b>0.0%</b>
District	78.2%	16.7%	5.1%	0.0%	92.3%	6.4%	1.3%	0.0%
State	56.5%	23.5%	12.3%	7.6%	69.3%	15.7%	11.6%	3.4%
<b>English Learners</b>								
<b>School</b>	<b>84.2%</b>	<b>15.8%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>94.7%</b>	<b>0.0%</b>	<b>5.3%</b>	<b>0.0%</b>
District	84.2%	15.8%	0.0%	0.0%	94.7%	0.0%	5.3%	0.0%
State	81.0%	17.5%	1.5%	0.0%	86.9%	10.7%	2.2%	0.2%
<b>Homeless</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	67.5%	24.8%	6.3%	1.5%	82.4%	12.7%	4.6%	0.3%
<b>Students with IEPs</b>								
<b>School</b>	<b>89.4%</b>	<b>7.6%</b>	<b>3.0%</b>	<b>0.0%</b>	<b>98.5%</b>	<b>1.5%</b>	<b>0.0%</b>	<b>0.0%</b>
District	89.4%	7.6%	3.0%	0.0%	98.5%	1.5%	0.0%	0.0%
State	76.2%	17.2%	4.7%	2.0%	87.8%	8.1%	3.3%	0.8%
<b>Low Income</b>								
<b>School</b>	<b>60.7%</b>	<b>31.7%</b>	<b>6.7%</b>	<b>0.9%</b>	<b>81.3%</b>	<b>14.3%</b>	<b>4.5%</b>	<b>0.0%</b>
District	60.7%	31.7%	6.7%	0.9%	81.3%	14.3%	4.5%	0.0%
State	49.9%	34.5%	12.3%	3.3%	66.7%	21.8%	10.1%	1.5%

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

# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.0%	24.0%	0.0%	0.0%	76.0%	24.0%	0.0%	0.0%
<b>Military</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	33.6%	34.8%	23.5%	8.1%	46.8%	30.6%	20.3%	2.4%
<b>Non-English Learners</b>								
<b>School</b>	49.9%	38.3%	10.2%	1.6%	70.9%	21.6%	7.5%	0.0%
District	49.9%	38.3%	10.2%	1.6%	70.9%	21.6%	7.5%	0.0%
State	28.2%	36.8%	22.7%	12.3%	43.3%	27.4%	22.4%	7.0%
<b>Non-IEP</b>								
<b>School</b>	43.8%	43.2%	11.1%	1.9%	66.7%	24.4%	9.0%	0.0%
District	43.8%	43.2%	11.1%	1.9%	66.7%	24.4%	9.0%	0.0%
State	27.7%	37.3%	22.7%	12.3%	42.2%	28.1%	22.6%	7.0%
<b>Non Low Income</b>								
<b>School</b>	39.2%	44.6%	13.9%	2.4%	59.6%	28.9%	11.4%	0.0%
District	39.2%	44.6%	13.9%	2.4%	59.6%	28.9%	11.4%	0.0%
State	20.2%	35.2%	27.3%	17.4%	32.1%	28.9%	28.7%	10.2%
<b>Youth In Care</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	67.3%	26.4%	4.9%	1.5%	86.7%	11.8%	1.5%	0.0%

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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 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
<b>Female</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.4%	29.8%	15.7%	2.0%	77.0%	14.7%	5.1%	3.3%
<b>Male</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.1%	27.3%	16.2%	3.4%	70.8%	18.4%	8.1%	2.8%
<b>Non Binary</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	40.0%	0.0%	0.0%	60.0%	20.0%	20.0%	0.0%
<b>Asian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.3%	30.8%	7.7%	1.3%	85.7%	3.9%	10.4%	0.0%

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

# Academic Progress

## DLM (cont)

### Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Black</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	47.4%	32.0%	18.0%	2.6%	68.2%	20.3%	5.7%	5.7%
<b>Hispanic</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	54.8%	27.8%	14.4%	3.1%	69.9%	19.5%	8.4%	2.2%
<b>MENA</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	66.7%	33.3%	0.0%	66.7%	33.3%	0.0%	0.0%
<b>Two or More Races</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	44.3%	36.1%	16.4%	3.3%	75.4%	19.7%	3.3%	1.6%
<b>White</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.0%	24.6%	17.2%	3.2%	76.0%	14.8%	6.8%	2.3%

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# Academic Progress

## DLM (cont)

### Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
<b>English Learners</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	56.5%	27.4%	14.0%	2.1%	72.6%	16.5%	9.3%	1.6%
<b>Homeless</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	44.1%	38.2%	17.6%	0.0%	70.6%	23.5%	2.9%	2.9%
<b>Students with IEPs</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
<b>Low Income</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.0%	27.9%	16.6%	3.5%	69.6%	19.6%	7.2%	3.6%

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

# Academic Progress

## DLM (cont)

### Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Military</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	63.6%	18.2%	18.2%	0.0%	72.7%	27.3%	0.0%	0.0%
<b>Non-English Learners</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	51.6%	28.4%	16.7%	3.2%	72.9%	17.4%	6.3%	3.4%
<b>Non-IEP</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Non Low Income</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	54.6%	28.8%	14.8%	1.8%	79.1%	12.4%	6.8%	1.6%
<b>Youth In Care</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	40.0%	26.7%	30.0%	3.3%	70.0%	26.7%	3.3%	0.0%

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

# Academic Progress

## DLM (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.8%	33.9%	19.6%	2.8%	52.3%	27.6%	19.6%	0.4%
<b>Female</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	44.1%	35.4%	17.4%	3.1%	56.4%	27.5%	16.2%	0.0%
<b>Male</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.6%	33.0%	20.8%	2.6%	50.1%	27.6%	21.6%	0.7%
<b>Non Binary</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	66.7%	0.0%	0.0%	33.3%	100.0%	0.0%	0.0%	0.0%
<b>Asian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.6%	32.1%	14.1%	1.3%	53.2%	27.8%	19.0%	0.0%

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

# Academic Progress

## DLM (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Black</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	41.8%	35.3%	20.3%	2.6%	50.4%	27.9%	21.2%	0.5%
<b>Hispanic</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	47.4%	34.0%	16.7%	1.9%	53.8%	26.8%	18.8%	0.6%
<b>MENA</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.0%	40.0%	0.0%	0.0%	60.0%	40.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	33.9%	33.9%	27.4%	4.8%	45.2%	32.3%	22.6%	0.0%
<b>White</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.9%	33.2%	21.5%	3.4%	52.8%	27.5%	19.3%	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

## DLM (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.8%	33.8%	19.6%	2.8%	52.3%	27.6%	19.7%	0.4%
<b>English Learners</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	48.8%	31.6%	18.0%	1.6%	52.5%	26.1%	20.9%	0.5%
<b>Homeless</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	34.1%	26.8%	36.6%	2.4%	42.5%	37.5%	17.5%	2.5%
<b>Students with IEPs</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.8%	33.8%	19.6%	2.8%	52.3%	27.6%	19.7%	0.4%
<b>Low Income</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	45.4%	32.8%	19.2%	2.6%	53.9%	27.9%	17.9%	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
<b>Migrant</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Military</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	40.0%	40.0%	20.0%	0.0%	55.6%	33.3%	11.1%	0.0%
<b>Non-English Learners</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	42.3%	34.5%	20.0%	3.1%	52.3%	28.0%	19.3%	0.4%
<b>Non-IEP</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
<b>Non Low Income</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.1%	35.6%	20.2%	3.1%	49.8%	27.2%	22.4%	0.7%
<b>Youth In Care</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	59.3%	18.5%	18.5%	3.7%	65.5%	17.2%	17.2%	0.0%

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

# Academic Progress

## DLM (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	63.9%	25.4%	8.7%	2.0%
<b>Female</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	64.7%	26.8%	7.4%	1.1%
<b>Male</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	63.5%	24.5%	9.5%	2.5%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	66.7%	0.0%	33.3%	0.0%
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	75.0%	20.6%	2.9%	1.5%

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# Academic Progress

## DLM (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Black</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	62.5%	26.8%	9.0%	1.6%
<b>Hispanic</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	67.9%	23.6%	7.5%	0.9%
<b>MENA</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	50.0%	50.0%	0.0%	0.0%
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	61.0%	23.7%	13.6%	1.7%
<b>White</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	60.9%	26.4%	9.5%	3.1%

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# Academic Progress

## DLM (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	63.9%	25.3%	8.8%	2.0%
<b>English Learners</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	70.3%	20.9%	7.6%	1.2%
<b>Homeless</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	59.0%	25.6%	12.8%	2.6%
<b>Students with IEPs</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	63.9%	25.3%	8.8%	2.0%
<b>Low Income</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	64.7%	25.1%	8.6%	1.6%

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# Academic Progress

## DLM (cont)

### Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
<b>Military</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	70.0%	20.0%	10.0%	0.0%
<b>Non-English Learners</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	62.1%	26.6%	9.1%	2.2%
<b>Non-IEP</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%
<b>Non Low Income</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	62.6%	25.7%	9.0%	2.6%
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	64.0%	32.0%	0.0%	4.0%

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## ISA

### What is it?

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

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

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# Academic Progress

## ISA (cont)

### Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	<b>27.7%</b>	<b>31.2%</b>	<b>35.6%</b>	<b>5.5%</b>
District	27.7%	31.2%	35.6%	5.5%
State	21.4%	26.2%	37.4%	14.9%
<b>Female</b>				
<b>School</b>	<b>26.7%</b>	<b>35.2%</b>	<b>33.9%</b>	<b>4.2%</b>
District	26.7%	35.2%	33.9%	4.2%
State	18.6%	28.4%	40.6%	12.3%
<b>Male</b>				
<b>School</b>	<b>28.4%</b>	<b>27.8%</b>	<b>36.9%</b>	<b>6.8%</b>
District	28.4%	27.8%	36.9%	6.8%
State	24.1%	24.2%	34.3%	17.4%
<b>Non Binary</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	8.2%	9.3%	45.4%	37.1%
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	26.6%	26.3%	33.9%	13.2%
<b>Asian</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	7.9%	14.9%	39.4%	37.8%

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# Academic Progress

## ISA (cont)

### Grade HS

	Level 1	Level 2	Level 3	Level 4
Science				
<b>Black</b>				
<b>School</b>	<b>43.4%</b>	<b>35.5%</b>	<b>19.7%</b>	<b>1.3%</b>
District	43.4%	35.5%	19.7%	1.3%
State	39.8%	33.7%	23.5%	3.1%
<b>Hispanic</b>				
<b>School</b>	<b>30.0%</b>	<b>23.3%</b>	<b>43.3%</b>	<b>3.3%</b>
District	30.0%	23.3%	43.3%	3.3%
State	27.2%	32.3%	33.7%	6.7%
<b>MENA</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	50.0%	0.0%	50.0%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	17.0%	25.9%	36.3%	20.7%
<b>Two or More Races</b>				
<b>School</b>	<b>15.4%</b>	<b>46.2%</b>	<b>38.5%</b>	<b>0.0%</b>
District	15.4%	46.2%	38.5%	0.0%
State	17.7%	24.5%	39.0%	18.7%
<b>White</b>				
<b>School</b>	<b>23.4%</b>	<b>29.2%</b>	<b>40.2%</b>	<b>7.2%</b>
District	23.4%	29.2%	40.2%	7.2%
State	14.1%	21.8%	43.6%	20.5%

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# Academic Progress

## ISA (cont)

### Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	<b>54.9%</b>	<b>28.2%</b>	<b>16.9%</b>	<b>0.0%</b>
District	54.9%	28.2%	16.9%	0.0%
State	37.9%	28.9%	24.3%	8.9%
<b>English Learners</b>				
<b>School</b>	<b>53.3%</b>	<b>33.3%</b>	<b>13.3%</b>	<b>0.0%</b>
District	53.3%	33.3%	13.3%	0.0%
State	45.2%	38.9%	15.3%	0.5%
<b>Homeless</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	44.4%	32.3%	20.6%	2.8%
<b>Students with IEPs</b>				
<b>School</b>	<b>60.7%</b>	<b>27.9%</b>	<b>11.5%</b>	<b>0.0%</b>
District	60.7%	27.9%	11.5%	0.0%
State	50.1%	32.0%	15.0%	2.9%
<b>Low Income</b>				
<b>School</b>	<b>37.2%</b>	<b>33.5%</b>	<b>26.7%</b>	<b>2.6%</b>
District	37.2%	33.5%	26.7%	2.6%
State	31.1%	32.3%	30.5%	6.1%

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

# Academic Progress

## ISA (cont)

### Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	43.5%	34.8%	21.7%	0.0%
<b>Military</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	17.6%	26.9%	41.2%	14.2%
<b>Non-English Learners</b>				
<b>School</b>	26.5%	31.1%	36.6%	5.8%
District	26.5%	31.1%	36.6%	5.8%
State	18.8%	24.8%	39.8%	16.5%
<b>Non-IEP</b>				
<b>School</b>	20.6%	31.9%	40.8%	6.7%
District	20.6%	31.9%	40.8%	6.7%
State	17.7%	25.5%	40.4%	16.5%
<b>Non Low Income</b>				
<b>School</b>	15.8%	28.3%	46.7%	9.2%
District	15.8%	28.3%	46.7%	9.2%
State	13.7%	21.4%	42.9%	21.9%
<b>Youth In Care</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	43.5%	33.2%	21.4%	2.0%

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

## Proficiency

### What is it?

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

### ELA - All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>10.6%</b>	<b>10.3%</b>	<b>10.5%</b>	‡	‡	‡	‡	‡	*	‡	‡	<b>13.4%</b>	‡
District	15.7%	18.7%	12.8%	‡	‡	‡	8.9%	14.6%	*	‡	13.9%	18.6%	4.5%
State	39.4%	43.6%	35.3%	63.3%	31.0%	66.9%	20.3%	26.7%	39.4%	46.1%	42.5%	50.2%	18.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	6.9%	‡	*	‡	‡
District	4.7%	3.2%	11.9%	‡	‡	‡	‡
State	11.8%	10.6%	24.6%	13.0%	7.9%	42.7%	16.1%

### Mathematics - All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>7.0%</b>	<b>4.9%</b>	<b>9.1%</b>	‡	‡	‡	‡	‡	*	‡	‡	<b>8.5%</b>	‡
District	7.9%	7.0%	8.8%	‡	‡	‡	1.7%	6.6%	*	‡	7.6%	10.3%	3.1%
State	27.9%	26.2%	29.6%	40.6%	23.3%	61.3%	8.9%	15.3%	33.3%	34.7%	30.6%	38.0%	13.7%

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## Proficiency (cont)

### Mathematics - All Tests

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	4.1%	‡	*	‡	‡
District	‡	2.9%	5.5%	‡	‡	‡	‡
State	8.0%	8.0%	13.7%	6.4%	6.3%	30.1%	7.6%

### Science - All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	40.0%	37.0%	43.0%	‡	‡	‡	21.0%	45.0%	*	‡	38.0%	46.0%	16.0%
District	35.0%	33.0%	37.0%	‡	‡	‡	18.0%	28.0%	*	‡	29.0%	43.0%	13.0%
State	52.0%	52.0%	52.0%	81.0%	47.0%	77.0%	26.0%	39.0%	54.0%	60.0%	56.0%	66.0%	30.0%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	28.0%	‡	*	‡	‡
District	‡	9.0%	27.0%	‡	‡	‡	‡
State	18.0%	18.0%	36.0%	22.0%	17.0%	57.0%	24.0%

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

## Proficiency (cont)

### ELA - All Tests - Federal Rate

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

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	6.9%	‡	*	‡	‡
District	*	*	*	‡	‡	‡	‡
State	*	*	*	*	*	*	*

### Mathematics - All Tests - Federal Rate

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

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

## Proficiency (cont)

### Mathematics - All Tests - Federal Rate

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	4.0%	‡	*	‡	‡
District	‡	*	*	‡	‡	‡	‡
State	*	*	*	*	*	*	*

### Science - All Tests - Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	39.5%	36.2%	42.4%	‡	‡	‡	20.8%	37.8%	*	‡	*	46.1%	14.7%
District	*	*	*	‡	‡	‡	*	27.7%	*	‡	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*	*

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	27.4%	‡	*	‡	‡
District	‡	9.6%	*	‡	‡	‡	‡
State	*	*	*	*	*	*	*

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

## Participation Rate

### What is it?

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

### ELA - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>95.8%</b>	<b>95.3%</b>	<b>96.3%</b>	‡	‡	‡	<b>97.8%</b>	<b>87.5%</b>	*	‡	<b>97.0%</b>	<b>96.5%</b>	<b>94.6%</b>
District	<b>98.7%</b>	<b>98.8%</b>	<b>98.5%</b>	‡	‡	<b>92.3%</b>	<b>99.3%</b>	<b>97.8%</b>	*	‡	<b>99.2%</b>	<b>98.6%</b>	<b>98.4%</b>
State	<b>98.6%</b>	<b>98.7%</b>	<b>98.5%</b>	<b>95.9%</b>	<b>98.2%</b>	<b>99.2%</b>	<b>97.7%</b>	<b>98.4%</b>	<b>97.3%</b>	<b>98.4%</b>	<b>98.4%</b>	<b>98.9%</b>	<b>97.4%</b>

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>88.0%</b>	<b>93.8%</b>	<b>94.6%</b>
District	<b>97.4%</b>	<b>98.4%</b>	<b>98.3%</b>
State	<b>98.4%</b>	<b>97.1%</b>	<b>98.2%</b>

### Mathematics - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>95.8%</b>	<b>95.3%</b>	<b>96.3%</b>	‡	‡	‡	<b>97.8%</b>	<b>87.5%</b>	*	‡	<b>97.0%</b>	<b>96.5%</b>	<b>94.6%</b>
District	<b>98.4%</b>	<b>98.6%</b>	<b>98.1%</b>	‡	‡	<b>92.3%</b>	<b>98.8%</b>	<b>97.6%</b>	*	‡	<b>98.8%</b>	<b>98.4%</b>	<b>97.7%</b>
State	<b>98.5%</b>	<b>98.6%</b>	<b>98.4%</b>	<b>95.9%</b>	<b>98.0%</b>	<b>99.1%</b>	<b>97.5%</b>	<b>98.3%</b>	<b>97.3%</b>	<b>98.3%</b>	<b>98.2%</b>	<b>98.9%</b>	<b>97.2%</b>

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

## Participation Rate (cont)

### Mathematics - All Tests - Participation

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>88.0%</b>	<b>93.8%</b>	<b>94.6%</b>
District	97.0%	97.7%	98.0%
State	98.2%	96.9%	98.1%

### Science - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>92.6%</b>	<b>91.8%</b>	<b>93.2%</b>	‡	‡	‡	<b>93.8%</b>	<b>82.1%</b>	*	‡	<b>96.3%</b>	<b>93.4%</b>	<b>87.2%</b>
District	96.7%	96.4%	97.0%	‡	‡	‡	97.6%	94.6%	*	‡	98.0%	96.7%	95.0%
State	96.0%	96.1%	95.8%	95.1%	95.1%	97.2%	93.0%	95.4%	83.9%	94.6%	95.5%	97.3%	93.6%

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>76.2%</b>	<b>86.7%</b>	<b>90.2%</b>
District	94.0%	94.9%	96.0%
State	94.9%	93.0%	94.7%

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

# Academic Progress

## Participation Rate (cont)

### Overall SAT ELA - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>95.8%</b>	<b>95.3%</b>	<b>96.3%</b>	‡	‡	‡	<b>97.8%</b>	<b>87.2%</b>	*	*	<b>97.0%</b>	<b>96.4%</b>	<b>94.4%</b>
District	95.8%	95.3%	96.3%	‡	‡	‡	97.8%	87.2%	*	*	97.0%	96.4%	94.4%
State	96.3%	96.7%	95.8%	96.3%	93.0%	98.4%	92.4%	95.2%	100.0%	95.0%	96.2%	98.1%	93.7%

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>88.0%</b>	<b>93.4%</b>	<b>94.6%</b>
District	88.0%	93.4%	94.6%
State	93.8%	92.0%	94.2%

### Overall SAT Mathematics - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>95.8%</b>	<b>95.3%</b>	<b>96.3%</b>	‡	‡	‡	<b>97.8%</b>	<b>87.2%</b>	*	*	<b>97.0%</b>	<b>96.4%</b>	<b>94.4%</b>
District	95.8%	95.3%	96.3%	‡	‡	‡	97.8%	87.2%	*	*	97.0%	96.4%	94.4%
State	96.2%	96.6%	95.8%	96.3%	93.0%	98.4%	92.3%	95.2%	100.0%	95.0%	96.1%	98.0%	93.5%

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>88.0%</b>	<b>93.4%</b>	<b>94.6%</b>
District	88.0%	93.4%	94.6%
State	93.8%	91.7%	94.1%

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

# Academic Progress

## Participation Rate (cont)

### Overall DLM ELA - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	*	*	*	*	‡	*	‡	*	‡	‡
District	100.0%	100.0%	100.0%	*	*	*	‡	‡	*	‡	‡	100.0%	100.0%
State	97.6%	97.7%	97.6%	*	96.0%	98.0%	97.3%	97.5%	100.0%	100.0%	97.7%	97.9%	97.6%

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	*	100.0%	100.0%
State	97.7%	97.6%	97.5%

### Overall DLM Mathematics - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	*	*	*	*	‡	*	‡	*	‡	‡
District	100.0%	100.0%	100.0%	*	*	*	‡	‡	*	‡	‡	100.0%	100.0%
State	97.6%	97.6%	97.6%	*	96.0%	98.1%	97.3%	97.3%	100.0%	100.0%	97.7%	97.8%	97.6%

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	*	100.0%	100.0%
State	97.5%	97.6%	97.5%

\* 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 - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	*	*	*	*	‡	*	‡	*	‡	‡
District	100.0%	‡	‡	*	*	*	‡	‡	*	‡	‡	‡	100.0%
State	96.4%	96.6%	96.3%	*	100.0%	97.0%	96.9%	95.2%	0.0%	100.0%	95.9%	96.9%	96.4%

	English Learners	Students with IEPs	Low Income
<b>School</b>	*	‡	‡
District	*	100.0%	‡
State	96.2%	96.4%	96.2%

### Overall - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	92.5%	91.7%	93.1%	‡	*	‡	93.8%	81.6%	*	*	96.3%	93.3%	86.6%
District	96.7%	96.4%	96.9%	‡	‡	‡	97.6%	94.6%	*	*	98.0%	96.7%	94.8%
State	96.0%	96.1%	95.8%	95.1%	95.1%	97.2%	92.9%	95.4%	86.7%	94.6%	95.5%	97.3%	93.5%

	English Learners	Students with IEPs	Low Income
<b>School</b>	76.2%	85.9%	90.1%
District	94.0%	94.6%	95.9%
State	94.8%	92.8%	94.7%

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

## Participation Rate (cont)

### ELA - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>4.2%</b>	<b>4.7%</b>	<b>3.7%</b>	‡	‡	‡	<b>2.2%</b>	<b>12.5%</b>	*	‡	<b>3.0%</b>	<b>3.5%</b>	<b>5.4%</b>
District	1.3%	1.2%	1.5%	‡	‡	7.7%	0.7%	2.2%	*	‡	0.8%	1.4%	1.6%
State	1.5%	1.3%	1.6%	4.1%	1.8%	0.8%	2.4%	1.6%	2.7%	1.6%	1.7%	1.1%	2.7%

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>12.0%</b>	<b>6.3%</b>	<b>5.4%</b>
District	2.6%	1.6%	1.7%
State	1.7%	3.0%	1.8%

### Mathematics - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>4.2%</b>	<b>4.7%</b>	<b>3.7%</b>	‡	‡	‡	<b>2.2%</b>	<b>12.5%</b>	*	‡	<b>3.0%</b>	<b>3.5%</b>	<b>5.4%</b>
District	1.6%	1.4%	1.9%	‡	‡	7.7%	1.2%	2.4%	*	‡	1.3%	1.6%	2.3%
State	1.6%	1.4%	1.7%	4.1%	2.0%	0.9%	2.6%	1.7%	2.7%	1.7%	1.8%	1.2%	2.9%

\* 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)

### Mathematics - All Tests - Non Participation

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>12.0%</b>	<b>6.3%</b>	<b>5.4%</b>
District	3.0%	2.3%	2.0%
State	1.8%	3.2%	2.0%

### Science - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>7.4%</b>	<b>8.2%</b>	<b>6.8%</b>	‡	‡	‡	<b>6.2%</b>	<b>17.9%</b>	*	‡	<b>3.7%</b>	<b>6.6%</b>	<b>12.8%</b>
District	3.3%	3.6%	3.0%	‡	‡	‡	2.4%	5.4%	*	‡	2.0%	3.3%	5.0%
State	4.1%	4.0%	4.3%	4.9%	4.9%	2.8%	7.2%	4.7%	16.1%	5.4%	4.6%	2.8%	6.5%

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>23.8%</b>	<b>13.3%</b>	<b>9.8%</b>
District	6.0%	5.1%	4.0%
State	5.3%	7.1%	5.4%

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

## Participation Rate (cont)

### Overall SAT ELA - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>4.2%</b>	<b>4.7%</b>	<b>3.7%</b>	‡	‡	‡	<b>2.2%</b>	<b>12.8%</b>	*	*	<b>3.0%</b>	<b>3.6%</b>	<b>5.6%</b>
District	4.2%	4.7%	3.7%	‡	‡	‡	2.2%	12.8%	*	*	3.0%	3.6%	5.6%
State	3.8%	3.3%	4.2%	3.7%	7.0%	1.6%	7.7%	4.8%	0.0%	5.0%	3.8%	1.9%	6.4%

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>12.0%</b>	<b>6.6%</b>	<b>5.4%</b>
District	12.0%	6.6%	5.4%
State	6.2%	8.1%	5.9%

### Overall SAT Mathematics - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>4.2%</b>	<b>4.7%</b>	<b>3.7%</b>	‡	‡	‡	<b>2.2%</b>	<b>12.8%</b>	*	*	<b>3.0%</b>	<b>3.6%</b>	<b>5.6%</b>
District	4.2%	4.7%	3.7%	‡	‡	‡	2.2%	12.8%	*	*	3.0%	3.6%	5.6%
State	3.8%	3.4%	4.3%	3.7%	7.0%	1.6%	7.8%	4.8%	0.0%	5.0%	3.9%	2.0%	6.6%

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>12.0%</b>	<b>6.6%</b>	<b>5.4%</b>
District	12.0%	6.6%	5.4%
State	6.3%	8.3%	6.0%

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

## Participation Rate (cont)

### Overall DLM ELA - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	*	*	*	*	‡	*	‡	*	‡	‡
District	0.0%	0.0%	0.0%	*	*	*	‡	‡	*	‡	‡	0.0%	0.0%
State	2.4%	2.4%	2.4%	*	4.0%	2.0%	2.7%	2.6%	0.0%	0.0%	2.3%	2.1%	2.4%

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	*	0.0%	0.0%
State	2.3%	2.4%	2.5%

### Overall DLM Mathematics - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	*	*	*	*	‡	*	‡	*	‡	‡
District	0.0%	0.0%	0.0%	*	*	*	‡	‡	*	‡	‡	0.0%	0.0%
State	2.4%	2.4%	2.5%	*	4.0%	1.9%	2.8%	2.7%	0.0%	0.0%	2.3%	2.2%	2.4%

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	*	0.0%	0.0%
State	2.5%	2.4%	2.5%

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

## Participation Rate (cont)

### Overall DLM Science - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	*	*	*	*	‡	*	‡	*	‡	‡
District	0.0%	‡	‡	*	*	*	‡	‡	*	‡	‡	‡	0.0%
State	3.6%	3.4%	3.8%	*	0.0%	3.0%	3.2%	4.8%	100.0%	0.0%	4.1%	3.1%	3.6%

	English Learners	Students with IEPs	Low Income
<b>School</b>	*	‡	‡
District	*	0.0%	‡
State	3.8%	3.6%	3.8%

### Overall ISA - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	7.5%	8.3%	6.9%	‡	*	‡	6.2%	18.4%	*	*	3.7%	6.7%	13.4%
District	3.3%	3.6%	3.1%	‡	‡	‡	2.4%	5.4%	*	*	2.0%	3.3%	5.2%
State	4.1%	4.0%	4.3%	4.9%	4.9%	2.8%	7.3%	4.7%	13.3%	5.4%	4.6%	2.8%	6.6%

	English Learners	Students with IEPs	Low Income
<b>School</b>	23.8%	14.1%	9.9%
District	6.0%	5.4%	4.1%
State	5.3%	7.4%	5.4%

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

## 9th Grade On Track

### What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>74.6%</b>	<b>76.7%</b>	<b>72.6%</b>	*	‡	‡	<b>63.5%</b>	<b>77.8%</b>	*	*	<b>66.7%</b>	<b>77.7%</b>	<b>81.5%</b>
District	74.6%	76.7%	72.6%	*	‡	‡	63.5%	77.8%	*	*	66.7%	77.7%	81.5%
State	88.2%	89.8%	86.7%	82.4%	85.4%	96.7%	79.7%	84.1%	91.2%	91.3%	87.1%	92.7%	84.2%

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>78.9%</b>	<b>82.1%</b>	<b>66.4%</b>
District	78.9%	82.1%	66.4%
State	79.7%	82.8%	81.7%

\* 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)

### Perkins Measures – Four-Year Graduation Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>91.5%</b>	<b>92.6%</b>	<b>91.2%</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>90.9%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>90.1%</b>	<b>96.0%</b>
District	91.6%	92.6%	91.3%	*	‡	*	91.7%	‡	*	*	‡	90.1%	96.2%
State	96.1%	96.5%	95.8%	96.0%	90.7%	98.0%	94.8%	94.9%	0.0%	92.5%	95.5%	96.8%	92.3%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>‡</b>	<b>*</b>	<b>93.3%</b>	<b>88.9%</b>	<b>*</b>	<b>*</b>	<b>92.0%</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	‡	*	93.8%	89.1%	*	*	92.0%	*	*	‡
State	92.3%	88.9%	89.1%	93.8%	100.0%	96.2%	96.2%	85.7%	87.1%	78.4%

### Perkins Measures – Extended (Six-Year) Graduation Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>90.5%</b>	<b>90.9%</b>	<b>90.4%</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>93.8%</b>	<b>89.5%</b>
District	90.5%	90.9%	90.4%	*	‡	*	‡	‡	*	*	‡	93.8%	89.5%
State	96.5%	97.0%	96.1%	100.0%	97.6%	98.8%	95.4%	95.9%	*	100.0%	94.9%	96.8%	94.3%

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

## Career and Technical Education (cont)

### Perkins Measures – Extended (Six-Year) Graduation Rate

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	87.5%	89.6%	*	*	‡	*	*	*
District	‡	‡	87.5%	89.6%	*	*	‡	*	*	*
State	92.0%	92.2%	91.6%	93.9%	85.7%	96.3%	96.1%	100.0%	90.1%	87.9%

### Perkins Measures – Academic Proficiency Rate in Reading/Language Art

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	*	*	*	‡	‡	*	*	‡	‡	‡
District	‡	‡	‡	*	*	*	‡	‡	*	*	‡	‡	‡
State	29.2%	29.6%	28.8%	54.2%	27.4%	58.5%	9.2%	15.7%	*	31.6%	32.0%	35.7%	19.6%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	‡	‡	*	*	‡	*	*	‡
District	*	*	‡	‡	*	*	‡	*	*	‡
State	3.4%	9.7%	6.5%	14.5%	0.0%	29.3%	28.9%	50.0%	17.3%	9.7%

### Perkins Measures – Academic Proficiency Rate in Mathematics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	*	*	*	‡	‡	*	*	‡	‡	‡
District	‡	‡	‡	*	*	*	‡	‡	*	*	‡	‡	‡
State	25.1%	22.0%	27.6%	54.2%	20.8%	60.4%	6.1%	12.7%	*	36.8%	25.1%	30.6%	14.9%

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

## Career and Technical Education (cont)

### Perkins Measures – Academic Proficiency Rate in Mathematics

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	‡	‡	*	*	‡	*	*	‡
District	*	*	‡	‡	*	*	‡	*	*	‡
State	<b>3.6%</b>	<b>5.8%</b>	<b>4.2%</b>	<b>10.7%</b>	<b>0.0%</b>	<b>20.5%</b>	<b>23.0%</b>	<b>16.7%</b>	<b>13.6%</b>	<b>2.9%</b>

### Perkins Measures – Academic Proficiency Rate in Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>43.3%</b>	<b>50.0%</b>	<b>41.0%</b>	*	‡	*	‡	‡	*	*	‡	<b>48.8%</b>	‡
District	<b>42.9%</b>	<b>50.0%</b>	<b>40.5%</b>	*	‡	*	‡	‡	*	*	‡	<b>48.8%</b>	‡
State	<b>53.6%</b>	<b>51.9%</b>	<b>55.0%</b>	<b>57.1%</b>	<b>54.0%</b>	<b>76.0%</b>	<b>25.7%</b>	<b>42.3%</b>	*	<b>50.0%</b>	<b>54.3%</b>	<b>61.1%</b>	<b>34.3%</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	*	‡	<b>26.7%</b>	*	*	<b>52.2%</b>	*	*	‡
District	‡	*	‡	<b>26.1%</b>	*	*	<b>52.2%</b>	*	*	‡
State	<b>17.6%</b>	<b>29.6%</b>	<b>19.5%</b>	<b>39.3%</b>	<b>0.0%</b>	<b>55.1%</b>	<b>53.8%</b>	<b>83.3%</b>	<b>45.8%</b>	<b>24.7%</b>

### Perkins Measures – Postsecondary Placement Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>43.0%</b>	<b>52.6%</b>	<b>41.0%</b>	*	‡	‡	<b>58.8%</b>	‡	*	*	‡	<b>39.7%</b>	<b>40.0%</b>
District	<b>43.0%</b>	<b>52.6%</b>	<b>41.0%</b>	*	‡	‡	<b>58.8%</b>	‡	*	*	‡	<b>39.7%</b>	<b>40.0%</b>
State	<b>70.6%</b>	<b>78.1%</b>	<b>64.8%</b>	<b>50.0%</b>	<b>67.8%</b>	<b>86.0%</b>	<b>67.1%</b>	<b>66.3%</b>	*	<b>68.1%</b>	<b>68.3%</b>	<b>71.8%</b>	<b>60.2%</b>

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

## Career and Technical Education (cont)

### Perkins Measures – Postsecondary Placement Rate

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	40.7%	40.3%	*	‡	‡	*	*	‡
District	‡	‡	40.7%	40.3%	*	‡	‡	*	*	‡
State	54.7%	55.6%	51.5%	61.7%	66.7%	68.3%	75.3%	80.0%	55.8%	53.9%

### Perkins Measures – Nontraditional Program Enrollment Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	15.6%	58.2%	5.0%	‡	‡	‡	‡	‡	*	*	‡	16.0%	‡
District	15.5%	58.2%	5.0%	‡	‡	‡	‡	‡	*	*	‡	16.0%	‡
State	30.7%	45.9%	18.8%	0.0%	30.9%	28.6%	32.5%	28.9%	24.3%	37.7%	32.0%	31.2%	28.8%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	‡	20.6%	*	‡	100.0%	*	*	‡
District	‡	‡	‡	20.4%	*	‡	100.0%	*	*	‡
State	27.9%	34.1%	29.5%	31.9%	72.2%	32.3%	100.0%	21.4%	33.2%	40.2%

### Perkins Measures – Program Quality – Attained Postsecondary Credits Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	60.5%	55.6%	62.1%	*	‡	*	‡	‡	*	*	‡	64.7%	79.2%
District	60.9%	55.6%	62.5%	*	‡	*	‡	‡	*	*	‡	64.7%	80.0%
State	43.8%	40.9%	46.2%	18.5%	46.5%	47.0%	37.5%	45.8%	*	44.7%	40.5%	44.2%	41.4%

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## Career and Technical Education (cont)

### Perkins Measures – Program Quality – Attained Postsecondary Credits Rate

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	*	85.7%	58.8%	*	*	50.0%	*	*	‡
District	‡	*	86.7%	59.6%	*	*	50.0%	*	*	‡
State	44.7%	33.9%	40.2%	40.6%	0.0%	45.8%	42.8%	50.0%	43.4%	35.6%

### Perkins Measures – Program Quality – Work-Based Learning Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	16.7%	37.0%	‡	*	‡	*	‡	‡	*	*	‡	16.5%	‡
District	16.5%	37.0%	‡	*	‡	*	‡	‡	*	*	‡	16.5%	‡
State	11.7%	16.4%	7.9%	7.4%	7.9%	12.2%	11.8%	10.6%	*	18.4%	12.2%	12.0%	10.0%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	*	‡	‡	*	*	‡	*	*	‡
District	‡	*	‡	‡	*	*	‡	*	*	‡
State	9.7%	8.9%	9.7%	11.5%	16.7%	12.1%	13.1%	0.0%	19.0%	10.2%

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## Career and Technical Education (cont)

### CTE Participant - Total Count of CTE Participants

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>813</b>	<b>328</b>	<b>484</b>	‡	‡	‡	<b>126</b>	<b>102</b>	*	*	<b>59</b>	<b>515</b>	<b>126</b>
District	<b>815</b>	<b>328</b>	<b>486</b>	‡	‡	‡	<b>127</b>	<b>102</b>	*	*	<b>59</b>	<b>516</b>	<b>128</b>
State	<b>285,732</b>	<b>127,994</b>	<b>157,572</b>	<b>166</b>	<b>684</b>	<b>14,250</b>	<b>34,879</b>	<b>68,141</b>	<b>477</b>	<b>235</b>	<b>11,640</b>	<b>155,426</b>	<b>51,864</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>48</b>	<b>16</b>	<b>90</b>	<b>461</b>	*	‡	<b>36</b>	*	*	‡
District	<b>48</b>	<b>16</b>	<b>92</b>	<b>463</b>	*	‡	<b>36</b>	*	*	‡
State	<b>27,252</b>	<b>6,699</b>	<b>34,821</b>	<b>120,302</b>	<b>76</b>	<b>2,596</b>	<b>37,950</b>	<b>26</b>	<b>1,039</b>	<b>1,033</b>

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>32,330</b>	<b>13,727</b>	<b>18,595</b>	<b>8</b>	<b>47</b>	<b>259</b>	<b>1,493</b>	<b>2,480</b>	<b>6</b>	<b>15</b>	<b>1,025</b>	<b>27,005</b>	<b>6,059</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	<b>762</b>	<b>1,001</b>	<b>4,682</b>	<b>12,885</b>	<b>11</b>	<b>326</b>	<b>7,924</b>	<b>10</b>	<b>258</b>	<b>180</b>

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

## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>175</b>	<b>20</b>	<b>155</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>18</b>	<b>22</b>	<b>*</b>	<b>*</b>	<b>13</b>	<b>120</b>	<b>30</b>
District	176	20	156	*	‡	‡	18	22	*	*	13	121	31
State	42,822	9,605	33,197	20	99	1,664	4,061	8,774	107	30	1,727	26,360	8,417

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>13</b>	<b>‡</b>	<b>21</b>	<b>91</b>	<b>*</b>	<b>‡</b>	<b>11</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	13	‡	22	92	*	‡	11	*	*	‡
State	3,621	927	6,051	17,923	19	368	4,500	2	147	163

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	31,133	12,309	18,798	26	68	1,198	4,279	7,078	57	26	1,501	16,926	6,271

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*
State	3,104	696	4,261	13,638	19	395	3,605	3	67	138

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

## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>387</b>	<b>212</b>	<b>175</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>87</b>	<b>52</b>	<b>*</b>	<b>*</b>	<b>24</b>	<b>218</b>	<b>56</b>
District	387	212	175	*	‡	‡	87	52	*	*	24	218	56
State	72,045	30,455	41,554	36	180	3,884	9,336	14,073	126	63	3,269	41,114	11,073

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>25</b>	<b>‡</b>	<b>38</b>	<b>235</b>	<b>*</b>	<b>‡</b>	<b>11</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	25	‡	38	235	*	‡	11	*	*	‡
State	6,173	1,642	7,126	29,121	31	685	9,718	8	217	319

### CTE Participant - Count of Students participating in Education & Training

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	24,106	18,567	5,527	12	70	780	3,511	6,631	76	25	1,107	11,906	4,616

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*
State	2,694	622	2,942	11,200	1	174	2,823	3	52	101

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

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

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

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

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

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

# Academic Progress

## Career and Technical Education (cont)

### CTE Participant - Count of Students participating in Health Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	17,670	12,698	4,966	6	56	947	3,125	4,694	18	18	810	8,002	2,417

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	1,880	592	1,585	9,139	2	102	1,681	1	50	97

### CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	74,494	38,286	36,171	37	180	2,633	10,463	18,741	170	60	3,298	38,949	15,410

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	7,599	1,814	11,095	32,641	25	722	15,417	1	223	303

\* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>171</b>	<b>93</b>	<b>77</b>	‡	‡	‡	<b>25</b>	<b>20</b>	*	*	<b>17</b>	<b>107</b>	<b>23</b>
District	171	93	77	‡	‡	‡	25	20	*	*	17	107	23
State	55,203	36,357	18,804	42	91	1,706	6,580	11,062	144	45	2,582	32,993	10,322

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	<b>19</b>	<b>99</b>	*	‡	<b>11</b>	*	*	‡
District	‡	‡	19	99	*	‡	11	*	*	‡
State	4,422	1,472	7,253	24,456	30	539	10,276	4	294	259

### CTE Participant - Count of Students participating in Information Technology

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>361</b>	<b>196</b>	<b>165</b>	*	‡	‡	<b>81</b>	<b>49</b>	*	*	<b>22</b>	<b>203</b>	<b>55</b>
District	361	196	165	*	‡	‡	81	49	*	*	22	203	55
State	46,980	17,281	29,658	41	121	3,129	6,186	9,955	103	36	2,004	25,446	8,311

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>24</b>	‡	<b>38</b>	<b>223</b>	*	‡	‡	*	*	‡
District	24	‡	38	223	*	‡	‡	*	*	‡
State	4,636	1,130	5,849	21,019	19	470	5,347	5	168	237

\* 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 Law, Public Safety, Cor. & Sec.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>6,492</b>	<b>3,380</b>	<b>3,110</b>	<b>2</b>	<b>16</b>	<b>166</b>	<b>1,278</b>	<b>1,828</b>	<b>6</b>	<b>9</b>	<b>351</b>	<b>2,838</b>	<b>1,202</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	<b>767</b>	<b>232</b>	<b>820</b>	<b>3,644</b>	*	<b>46</b>	<b>936</b>	<b>1</b>	<b>14</b>	<b>37</b>

### CTE Participant - Count of Students participating in Manufacturing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>192</b>	<b>32</b>	<b>160</b>	*	‡	‡	<b>15</b>	<b>24</b>	*	*	<b>11</b>	<b>140</b>	<b>29</b>
District	<b>193</b>	<b>32</b>	<b>161</b>	*	‡	‡	<b>16</b>	<b>24</b>	*	*	<b>11</b>	<b>140</b>	<b>30</b>
State	<b>33,011</b>	<b>6,488</b>	<b>26,504</b>	<b>19</b>	<b>77</b>	<b>644</b>	<b>2,982</b>	<b>7,360</b>	<b>32</b>	<b>26</b>	<b>1,413</b>	<b>20,477</b>	<b>7,067</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	<b>23</b>	<b>97</b>	*	‡	<b>19</b>	*	*	*
District	‡	‡	<b>24</b>	<b>98</b>	*	‡	<b>19</b>	*	*	*
State	<b>3,123</b>	<b>708</b>	<b>5,246</b>	<b>14,723</b>	<b>9</b>	<b>317</b>	<b>3,052</b>	*	<b>95</b>	<b>133</b>

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

## Career and Technical Education (cont)

### CTE Participant - Count of Students participating in Marketing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>40,294</b>	<b>16,128</b>	<b>24,150</b>	<b>16</b>	<b>93</b>	<b>2,505</b>	<b>4,083</b>	<b>8,321</b>	<b>142</b>	<b>35</b>	<b>1,837</b>	<b>23,278</b>	<b>6,092</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	<b>3,358</b>	<b>659</b>	<b>3,561</b>	<b>14,878</b>	<b>16</b>	<b>531</b>	<b>4,442</b>	<b>1</b>	<b>129</b>	<b>122</b>

### CTE Participant - Count of Students participating in STEM

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>24,725</b>	<b>6,075</b>	<b>18,634</b>	<b>16</b>	<b>68</b>	<b>2,375</b>	<b>2,481</b>	<b>6,686</b>	<b>32</b>	<b>18</b>	<b>1,022</b>	<b>12,043</b>	<b>4,325</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	<b>2,747</b>	<b>413</b>	<b>2,673</b>	<b>9,341</b>	<b>1</b>	<b>127</b>	<b>2,467</b>	<b>*</b>	<b>50</b>	<b>65</b>

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## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>176</b>	<b>32</b>	<b>144</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>19</b>	<b>24</b>	<b>*</b>	<b>*</b>	<b>10</b>	<b>122</b>	<b>29</b>
District	176	32	144	*	*	‡	19	24	*	*	10	122	29
State	32,426	5,647	26,768	11	90	877	3,136	9,262	116	25	1,226	17,694	7,306

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>20</b>	<b>99</b>	<b>*</b>	<b>‡</b>	<b>13</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	‡	‡	20	99	*	‡	13	*	*	‡
State	4,245	715	5,456	15,075	2	226	2,959	4	119	109

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## Career and Technical Education (cont)

### CTE Concentrator - Total Count of CTE Concentrators

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>276</b>	<b>55</b>	<b>220</b>	‡	‡	‡	<b>21</b>	<b>20</b>	*	*	<b>20</b>	<b>212</b>	<b>54</b>
District	277	55	221	‡	‡	‡	22	20	*	*	20	212	55
State	139,917	61,576	78,273	68	291	6,846	14,498	31,148	177	106	5,356	81,495	24,975

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>11</b>	‡	<b>34</b>	<b>136</b>	*	‡	<b>43</b>	*	*	‡
District	11	‡	35	137	*	‡	43	*	*	‡
State	9,969	2,935	16,249	55,828	18	1,216	42,968	14	611	386

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
State	19,711	7,660	12,045	6	26	99	699	1,097	*	5	521	17,264	3,401

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	‡	*	‡	*	*	‡	*	*	*
District	*	‡	*	‡	*	*	‡	*	*	*
State	271	537	2,608	7,360	3	158	8,995	5	165	83

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## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>132</b>	<b>11</b>	<b>121</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>11</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>14</b>	<b>99</b>	<b>23</b>
District	132	11	121	*	‡	‡	11	‡	*	*	14	99	23
State	14,136	1,876	12,256	4	24	448	1,186	3,167	43	10	481	8,777	2,651

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>12</b>	<b>65</b>	<b>*</b>	<b>*</b>	<b>13</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	‡	‡	12	65	*	*	13	*	*	*
State	1,014	259	1,781	5,638	5	116	3,022	1	54	17

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	7,605	2,988	4,609	8	16	321	811	1,818	10	8	348	4,273	1,623

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*
State	522	135	1,020	3,010	3	122	1,954	2	24	14

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

## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>10</b>	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
District	10	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
State	16,795	5,939	10,850	6	41	1,140	1,761	3,196	37	11	637	9,972	2,191

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	‡	*	*	‡	*	*	*
District	*	*	*	‡	*	*	‡	*	*	*
State	1,188	293	1,187	5,902	6	138	9,695	2	62	39

### CTE Concentrator - Count of Students concentrating in Education & Training

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	7,609	6,977	630	2	17	244	775	2,210	14	7	292	4,050	1,491

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	649	171	838	3,186	*	43	1,717	1	21	16

\* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	*	*	*	*	*	*	*	*	‡	*
District	‡	‡	‡	*	*	*	*	*	*	*	*	‡	*
State	12,117	4,034	8,081	2	20	1,084	981	2,154	23	9	439	7,407	1,338

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	‡	*	*	‡	*	*	*
District	*	*	*	‡	*	*	‡	*	*	*
State	631	147	625	3,724	4	86	3,714	2	52	15

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	160	69	91	*	*	2	30	19	*	1	5	103	64

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	12	8	53	92	*	4	50	*	*	2

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

## Career and Technical Education (cont)

### CTE Concentrator - Count of Students concentrating in Health Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>5,646</b>	<b>4,646</b>	<b>997</b>	<b>3</b>	<b>16</b>	<b>460</b>	<b>925</b>	<b>1,584</b>	<b>3</b>	<b>5</b>	<b>225</b>	<b>2,428</b>	<b>669</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	<b>447</b>	<b>150</b>	<b>341</b>	<b>2,585</b>	*	<b>29</b>	<b>1,129</b>	*	<b>15</b>	<b>9</b>

### CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
State	<b>20,943</b>	<b>11,263</b>	<b>9,670</b>	<b>10</b>	<b>46</b>	<b>539</b>	<b>3,001</b>	<b>5,110</b>	<b>23</b>	<b>15</b>	<b>927</b>	<b>11,282</b>	<b>4,467</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	‡	*	‡	*	*	‡	*	*	*
District	*	‡	*	‡	*	*	‡	*	*	*
State	<b>1,709</b>	<b>509</b>	<b>3,339</b>	<b>9,246</b>	<b>8</b>	<b>172</b>	<b>13,655</b>	*	<b>77</b>	<b>83</b>

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

## Career and Technical Education (cont)

### CTE Concentrator - Count of Students concentrating in Human Services

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>20</b>	<b>10</b>	‡	‡	*	*	‡	‡	*	*	*	<b>14</b>	‡
District	20	10	‡	‡	*	*	‡	‡	*	*	*	14	‡
State	34,580	26,035	8,524	21	55	964	4,215	7,665	36	30	1,623	19,992	6,789

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	‡	12	*	*	10	*	*	‡
District	‡	‡	‡	12	*	*	10	*	*	‡
State	2,483	868	4,711	15,187	9	333	14,061	2	203	146

### CTE Concentrator - Count of Students concentrating in Information Technology

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>21</b>	‡	16	*	*	*	‡	*	*	*	‡	<b>14</b>	‡
District	21	‡	16	*	*	*	‡	*	*	*	‡	14	‡
State	11,817	2,720	9,089	8	31	1,181	1,212	2,371	3	12	426	6,581	1,988

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	‡	10	*	‡	‡	*	*	*
District	*	*	‡	10	*	‡	‡	*	*	*
State	802	202	1,225	4,362	3	106	3,413	*	58	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)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	1,723	964	759	*	2	57	269	562	*	1	51	781	357

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	84	50	205	849	*	7	849	1	10	*

### CTE Concentrator - Count of Students concentrating in Manufacturing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	126	18	108	*	‡	*	10	‡	*	*	‡	101	25
District	127	18	109	*	‡	*	11	‡	*	*	‡	101	26
State	11,389	1,415	9,970	4	19	179	720	2,579	6	9	409	7,468	2,458

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	*	19	61	*	*	23	*	*	*
District	‡	*	20	62	*	*	23	*	*	*
State	781	178	1,774	4,571	*	105	2,000	2	44	14

\* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>8,663</b>	<b>2,643</b>	<b>6,018</b>	<b>2</b>	<b>15</b>	<b>609</b>	<b>687</b>	<b>1,712</b>	<b>29</b>	<b>6</b>	<b>335</b>	<b>5,270</b>	<b>1,109</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	<b>499</b>	<b>87</b>	<b>508</b>	<b>2,678</b>	<b>3</b>	<b>79</b>	<b>2,258</b>	*	<b>15</b>	<b>9</b>

### CTE Concentrator - Count of Students concentrating in STEM

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>9,311</b>	<b>2,010</b>	<b>7,296</b>	<b>5</b>	<b>27</b>	<b>1,311</b>	<b>659</b>	<b>2,569</b>	<b>5</b>	<b>10</b>	<b>335</b>	<b>4,395</b>	<b>1,351</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	<b>671</b>	<b>110</b>	<b>593</b>	<b>2,785</b>	*	<b>46</b>	<b>2,264</b>	*	<b>13</b>	<b>17</b>

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

## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>114</b>	<b>13</b>	<b>101</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>13</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>85</b>	<b>21</b>
District	114	13	101	*	‡	‡	‡	13	*	*	‡	85	21
State	11,613	912	10,696	5	25	274	737	3,720	24	10	342	6,481	2,656

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>‡</b>	<b>*</b>	<b>15</b>	<b>59</b>	<b>*</b>	<b>*</b>	<b>14</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	‡	*	15	59	*	*	14	*	*	*
State	1,446	187	1,914	5,118	*	119	1,747	3	73	14

\* 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

### 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>73.9%</b> 343	<b>73.8%</b> 172	<b>74.0%</b> 171	* *	‡ ‡	‡ ‡	<b>73.9%</b> 65	<b>76.5%</b> 39	* *	* *	<b>73.5%</b> 25	<b>73.2%</b> 208	<b>67.9%</b> 76
District	73.9% 345	73.8% 172	73.9% 173	* *	‡ ‡	‡ ‡	74.2% 66	76.5% 39	* *	* *	73.5% 25	73.1% 209	67.8% 78
State	87.7% 130,309	89.6% 65,166	85.9% 65,055	89.8% 88	74.5% 263	94.6% 7,597	80.7% 19,318	85.1% 36,335	0.0% 0	82.1% 110	85.4% 4,755	91.3% 61,931	79.5% 26,479

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>71.4%</b> 15	<b>63.3%</b> 57	<b>66.4%</b> 182	<b>61.5%</b> 16	* *	‡ ‡	‡ ‡
District	71.4% 15	63.4% 59	66.4% 184	61.5% 16	* *	‡ ‡	‡ ‡
State	77.8% 11,384	72.5% 15,723	81.8% 56,546	69.9% 5,506	65.0% 13	89.6% 987	57.6% 548

### 5 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>76.0%</b> 365	<b>77.8%</b> 179	<b>74.4%</b> 186	* *	‡ ‡	‡ ‡	<b>71.3%</b> 67	<b>73.3%</b> 44	* *	‡ ‡	<b>65.4%</b> 17	<b>78.5%</b> 227	<b>77.3%</b> 85
District	76.0% 365	77.8% 179	74.4% 186	* *	‡ ‡	‡ ‡	71.3% 67	73.3% 44	* *	‡ ‡	65.4% 17	78.5% 227	77.3% 85
State	89.3% 133,869	91.2% 66,384	87.6% 67,429	88.9% 56	86.2% 288	95.5% 7,829	82.6% 19,618	87.9% 37,004	0.0% 0	95.0% 170	86.2% 4,364	91.9% 64,596	81.4% 26,819

\* 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

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>75.0%</b> 12	<b>78.1%</b> 75	<b>73.1%</b> 212	‡	*	‡	‡
District	75.0% 12	78.1% 75	73.1% 212	‡	*	‡	‡
State	<b>80.7%</b> 9,957	<b>75.6%</b> 16,769	<b>83.7%</b> 56,057	<b>73.4%</b> 5,586	<b>57.1%</b> 12	<b>91.1%</b> 1,135	<b>60.7%</b> 569

### 6 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>79.4%</b> 367	<b>81.7%</b> 178	<b>77.5%</b> 189	*	‡	‡	<b>81.9%</b> 68	<b>80.9%</b> 38	*	‡	<b>60.0%</b> 15	<b>80.0%</b> 240	<b>76.2%</b> 77
District	79.4% 367	81.7% 178	77.5% 189	*	‡	‡	81.9% 68	80.9% 38	*	‡	60.0% 15	80.0% 240	76.2% 77
State	<b>89.6%</b> 135,907	<b>91.6%</b> 67,791	<b>87.7%</b> 68,098	<b>85.7%</b> 18	<b>83.9%</b> 281	<b>95.7%</b> 7,823	<b>83.0%</b> 19,907	<b>88.2%</b> 36,195	<b>0.0%</b> 0	<b>89.7%</b> 131	<b>87.0%</b> 4,382	<b>92.1%</b> 67,188	<b>81.9%</b> 25,777

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	<b>75.0%</b> 69	<b>73.0%</b> 192	<b>71.4%</b> 20	*	‡	‡
District	‡	75.0% 69	73.0% 192	71.4% 20	*	‡	‡
State	<b>82.0%</b> 8,812	<b>77.1%</b> 17,062	<b>83.6%</b> 53,830	<b>73.3%</b> 5,428	<b>83.3%</b> 20	<b>90.8%</b> 1,068	<b>59.6%</b> 551

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

## Postsecondary Enrollment

### What is it?

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

### 12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
<b>School</b>	<b>43.9%</b>	<b>36.6%</b>	<b>7.3%</b>	<b>23.6%</b>	<b>20.3%</b>	<b>0.0%</b>
District	43.9%	36.6%	7.3%	23.6%	20.3%	0.0%
State	66.1%	50.9%	15.3%	40.6%	25.5%	0.0%

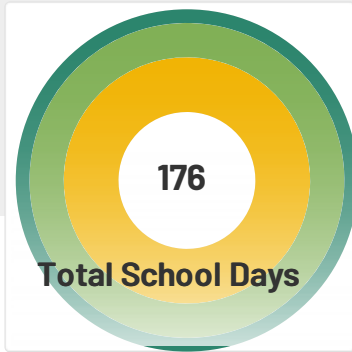
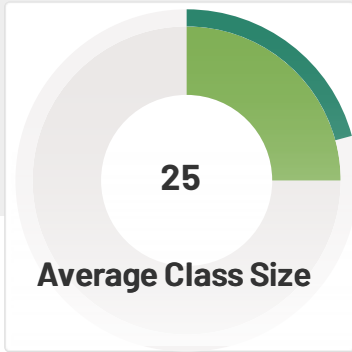
### 16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
<b>School</b>	<b>44.4%</b>	<b>37.1%</b>	<b>7.3%</b>	<b>23.6%</b>	<b>20.8%</b>	<b>0.0%</b>
District	44.4%	37.1%	7.3%	23.6%	20.8%	0.0%
State	66.8%	51.5%	15.3%	40.7%	26.1%	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.



## Illinois Youth Survey

### What is it?

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

School did participate in Illinois Youth Survey	
School	No

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

# School Environment

## School Level Finances

### What is it?

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

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
<b>School</b>	<b>1,724</b>	<b>\$877</b>	<b>\$11,784</b>	<b>\$12,661</b>	<b>\$512</b>	<b>\$2,890</b>	<b>\$3,402</b>	<b>\$1,390</b>	<b>\$14,673</b>	<b>\$16,063</b>	*	*
District	5,765	\$1,650	\$10,314	\$11,964	\$512	\$2,890	\$3,402	\$2,162	\$13,204	\$15,366	\$11,860,879	\$100,448,916

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

## 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 7	Grade 9	Grade 10	Grade 11	Grade 12	Overall
<b>School</b>	*	21	14	11	8	23
District	23	21	14	11	8	23
State	21	17	14	13	12	21

## Total School Days

### What is it?

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

	Total School Days
<b>School</b>	176
District	176
State	176

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

## 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	
<b>School</b>	<b>5</b>
District	<b>3</b>
State	<b>4</b>

## Health and Wellness (cont)

### Truant Minor Count

<b>School</b>	<b>14</b>
District	<b>135</b>
State	<b>167,463</b>

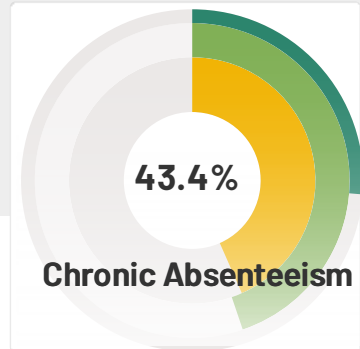
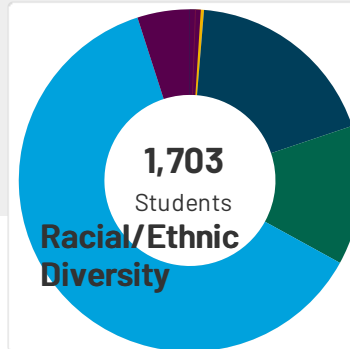
\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

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.

**1,703**

**Student Enrollment**



## Student Enrollment

### What is it?

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

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

### By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>100.0%</b> <b>1,703</b>	<b>48.9%</b> <b>832</b>	<b>51.1%</b> <b>870</b>	‡ ‡	<b>0.6%</b> <b>10</b>	<b>0.7%</b> <b>12</b>	<b>18.3%</b> <b>312</b>	<b>13.0%</b> <b>222</b>	<b>0.0%</b> <b>*</b>	‡ ‡	<b>5.9%</b> <b>101</b>	<b>61.3%</b> <b>1,044</b>	<b>19.1%</b> <b>325</b>
District	<b>100.0%</b> 5,660	<b>48.7%</b> 2,757	<b>51.3%</b> 2,901	‡ ‡	<b>0.4%</b> 22	<b>0.5%</b> 31	<b>19.5%</b> 1,102	<b>15.1%</b> 857	<b>0.0%</b> <b>*</b>	‡ ‡	<b>6.8%</b> 384	<b>57.6%</b> 3,260	<b>22.3%</b> 1,265
State	<b>100.0%</b> 1,851,290	<b>48.6%</b> 899,170	<b>51.4%</b> 951,463	<b>0.0%</b> 657	<b>0.2%</b> 4,580	<b>5.6%</b> 103,838	<b>16.5%</b> 305,129	<b>28.1%</b> 519,576	<b>0.0%</b> 7	<b>0.1%</b> 1,693	<b>4.2%</b> 78,523	<b>45.3%</b> 837,944	<b>20.3%</b> 376,166

	English Learners	Students with IEPs	Low Income	Former EL	Homeless	Migrant	Military	Never EL	Youth In Care
<b>School</b>	<b>6.0%</b> <b>102</b>	<b>15.2%</b> <b>259</b>	<b>55.1%</b> <b>939</b>	<b>3.1%</b> <b>52</b>	<b>1.4%</b> <b>23</b>	<b>0.0%</b> <b>*</b>	<b>0.9%</b> <b>15</b>	<b>91.0%</b> <b>1,549</b>	<b>1.1%</b> <b>19</b>
District	<b>6.9%</b> 393	<b>20.1%</b> 1,135	<b>61.4%</b> 3,477	<b>1.4%</b> 80	<b>2.1%</b> 117	<b>0.0%</b> <b>*</b>	<b>1.6%</b> 88	<b>91.6%</b> 5,187	<b>1.9%</b> 105
State	<b>16.4%</b> 303,166	<b>16.0%</b> 295,285	<b>49.8%</b> 922,067	<b>8.2%</b> 152,571	<b>2.6%</b> 47,220	<b>0.0%</b> 441	<b>0.8%</b> 14,692	<b>75.4%</b> 1,395,553	<b>0.7%</b> 13,111

### By Grades

	Grade 7	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	<b>‡</b>	<b>431</b>	<b>511</b>	<b>380</b>	<b>380</b>
District	<b>397</b>	<b>441</b>	<b>529</b>	<b>388</b>	<b>388</b>
State	<b>135,732</b>	<b>149,427</b>	<b>150,263</b>	<b>146,651</b>	<b>144,580</b>

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

## Advanced Academic Programs

### 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 who are Identified as Accelerated

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>9.7%</b> 186,357	<b>10.0%</b> 93,530	<b>9.3%</b> 92,604	<b>12.9%</b> 223	<b>8.5%</b> 395	<b>24.8%</b> 26,830	<b>2.9%</b> 9,360	<b>7.4%</b> 40,620	<b>24.0%</b> 609	<b>9.9%</b> 167	<b>9.7%</b> 8,363	<b>11.7%</b> 100,013	<b>4.8%</b> 18,478

	English Learners	Students with IEPs	Low Income	Youth In Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
	‡	‡	‡	‡	‡
State	<b>3.2%</b> 10,687	<b>2.1%</b> 6,270	<b>4.6%</b> 44,329	<b>2.2%</b> 1,460	<b>1.2%</b> 168

### Students who are Identified as Accelerated - ELA

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>0.9%</b> 17,567	<b>1.2%</b> 11,004	<b>0.7%</b> 6,536	<b>1.6%</b> 27	<b>0.8%</b> 37	<b>0.8%</b> 855	<b>0.4%</b> 1,211	<b>0.7%</b> 3,856	<b>0.6%</b> 16	<b>0.6%</b> 10	<b>0.9%</b> 773	<b>1.3%</b> 10,809	<b>0.5%</b> 1,966

\* 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 who are Identified as Accelerated - ELA

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	* 792	<b>0.3%</b> 828	* 5,592	* 264	* 53

### Students who are Identified as Accelerated - Math

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>1.8%</b> 34,975	<b>1.5%</b> 13,797	<b>2.1%</b> 21,127	<b>3.0%</b> 51	<b>1.3%</b> 61	<b>5.7%</b> 6,130	<b>0.3%</b> 904	<b>0.9%</b> 4,790	<b>1.1%</b> 29	<b>1.8%</b> 30	<b>2.1%</b> 1,773	<b>2.5%</b> 21,258	<b>0.9%</b> 3,279

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	<b>0.5%</b> 1,609	<b>0.4%</b> 1,230	<b>0.6%</b> 6,021	<b>0.3%</b> 170	<b>0.1%</b> 18

\* 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 who are Identified as Accelerated - Single Subject Other than ELA, Math or Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>1.3%</b> 24,656	<b>1.3%</b> 12,012	<b>1.3%</b> 12,629	<b>0.9%</b> 15	<b>2.2%</b> 100	<b>1.4%</b> 1,500	<b>0.5%</b> 1,585	<b>1.7%</b> 9,615	<b>4.9%</b> 124	<b>0.9%</b> 16	<b>1.0%</b> 869	<b>1.3%</b> 10,847	<b>1.0%</b> 3,759

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>1.3%</b> 4,443	<b>0.6%</b> 1,927	<b>0.9%</b> 8,937	<b>0.7%</b> 474	<b>0.2%</b> 30

### Students who are Identified as Accelerated - Multiple Subjects, but not Whole Grade

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>5.4%</b> 104,119	<b>5.8%</b> 54,024	<b>5.0%</b> 49,971	<b>7.2%</b> 124	<b>4.2%</b> 193	<b>16.5%</b> 17,848	<b>1.6%</b> 5,055	<b>3.8%</b> 20,776	<b>17.2%</b> 437	<b>6.0%</b> 102	<b>5.5%</b> 4,750	<b>6.4%</b> 54,958	<b>2.4%</b> 9,012

\* 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 who are Identified as Accelerated - Multiple Subjects, but not Whole Grade

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

### Students who are Identified as Accelerated - Whole Grade Acceleration

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>0.1%</b> 2,145	<b>0.1%</b> 1,207	<b>0.1%</b> 932	<b>0.3%</b> 6	<b>0.0%</b> 2	<b>0.3%</b> 273	<b>0.1%</b> 417	<b>0.2%</b> 833	<b>0.0%</b> 0	<b>0.2%</b> 4	<b>0.1%</b> 99	<b>0.1%</b> 517	<b>0.0%</b> 96

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	<b>0.1%</b> 241	<b>0.0%</b> 51	<b>0.0%</b> 422	<b>0.0%</b> 24	<b>0.1%</b> 8

\* 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 Advanced Placement Coursework

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>2.8%</b> 51	<b>4.0%</b> 36	<b>1.6%</b> 15	‡	‡	‡	‡	‡	*	‡	‡	<b>3.5%</b> 39	‡
District	2.8% 51	4.0% 36	1.6% 15	‡	‡	‡	‡	‡	*	‡	‡	3.5% 39	‡
State	<b>24.2%</b> 146,564	<b>27.5%</b> 81,086	<b>21.0%</b> 65,343	<b>29.3%</b> 135	<b>20.2%</b> 307	<b>54.9%</b> 18,113	<b>14.1%</b> 13,985	<b>22.5%</b> 40,125	<b>28.3%</b> 278	<b>32.4%</b> 198	<b>25.2%</b> 5,892	<b>25.0%</b> 67,666	<b>11.7%</b> 14,446

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	<b>1.2%</b> 13	‡	‡
District	‡	‡	1.2% 13	‡	‡
State	<b>9.7%</b> 7,479	<b>3.4%</b> 2,984	<b>16.4%</b> 47,264	<b>8.0%</b> 1,619	<b>3.2%</b> 104

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>23.7%</b> 437	<b>24.8%</b> 224	<b>22.7%</b> 212	‡	‡	‡	<b>14.6%</b> 52	<b>22.7%</b> 52	*	‡	<b>21.0%</b> 26	<b>26.9%</b> 297	<b>12.8%</b> 47
District	23.7% 438	24.8% 224	22.7% 213	‡	‡	‡	14.8% 53	22.7% 52	*	‡	20.8% 26	26.8% 297	13.0% 48
State	<b>16.4%</b> 99,797	<b>16.9%</b> 49,774	<b>16.0%</b> 49,965	<b>12.6%</b> 58	<b>11.5%</b> 175	<b>19.3%</b> 6,358	<b>10.8%</b> 10,646	<b>13.1%</b> 23,343	<b>21.3%</b> 209	<b>15.5%</b> 95	<b>15.3%</b> 3,587	<b>20.5%</b> 55,384	<b>10.9%</b> 13,542

\* 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 dual-credit course where college credit was earned

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	<b>* 20</b>	<b>8.7% 26</b>	<b>19.2% 212</b>	<b>‡ ‡</b>	<b>‡ ‡</b>
District	* 20	9.0% 27	* 213	‡ ‡	‡ ‡
State	* 6,220	8.1% 7,028	* 34,431	* 1,693	* 165

### Students Enrolled in any course designated as Enriched or Honors

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>89.5% 1,648</b>	<b>89.2% 807</b>	<b>90.0% 840</b>	<b>‡ ‡</b>	<b>‡ ‡</b>	<b>92.3% 12</b>	<b>86.8% 310</b>	<b>93.0% 213</b>	<b>* *</b>	<b>‡ ‡</b>	<b>86.3% 107</b>	<b>90.2% 996</b>	<b>86.6% 317</b>
District	89.4% 1,726	89.2% 843	89.9% 882	‡ ‡	‡ ‡	92.3% 14	86.9% 315	93.0% 224	* *	‡ ‡	85.6% 109	90.2% 1,054	86.7% 325
State	52.3% 400,741	57.1% 208,165	47.9% 192,119	58.8% 457	49.1% 892	78.8% 38,146	41.2% 47,154	51.7% 104,589	50.7% 710	60.4% 453	52.8% 16,902	53.6% 191,895	32.3% 47,950

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	<b>98.2% 107</b>	<b>84.9% 253</b>	<b>86.6% 959</b>	<b>102.9% 35</b>	<b>79.2% 19</b>
District	98.2% 107	85.0% 259	86.6% 990	102.9% 35	79.2% 19
State	34.8% 30,687	19.4% 20,597	42.4% 142,461	28.3% 6,483	16.8% 675

\* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	1.2% 7,572	1.5% 4,466	1.0% 3,104	0.4% 2	1.4% 21	1.4% 447	1.8% 1,806	2.0% 3,583	0.1% 1	2.6% 16	0.8% 194	0.6% 1,504	0.8% 1,030

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	0.9% 697	0.4% 323	1.7% 4,843	1.0% 206	0.5% 16

\* 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) Testing (College Board) Exams - Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>School</b>	*	*	*	*
District	*	*	*	*
State	<b>17,656</b>	<b>10,830</b>	<b>16,715</b>	<b>10,160</b>

### Advanced Placement (AP) Testing (College Board) Exams - Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	<b>44,080</b>	<b>31,204</b>	<b>26,027</b>	<b>18,959</b>

### Advanced Placement (AP) Testing (College Board) Exams - Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>School</b>	*	*	*	*
District	*	*	*	*
State	<b>124,858</b>	<b>83,994</b>	<b>43,339</b>	<b>30,713</b>

### Advanced Placement (AP) Testing (College Board) Exams - Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>School</b>	*	*	*	*
District	*	*	*	*
State	<b>183,430</b>	<b>123,825</b>	<b>40,583</b>	<b>30,794</b>

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

## Advanced Academic Programs (cont)

### Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	<b>128</b>	<b>36</b>	<b>129</b>	<b>144</b>
District	128	36	129	145
State	24,796	37,324	70,679	80,440

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

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	17,583	46	2,594	2,162	4,873	53	30	731	7,094	1,532

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>School</b>	‡	‡	‡	*	*	*
District	‡	‡	‡	*	*	*
State	756	325	6,231	*	*	*

\* 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	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>28,654</b>	<b>51</b>	<b>4,197</b>	<b>2,460</b>	<b>7,649</b>	<b>129</b>	<b>48</b>	<b>1,194</b>	<b>12,926</b>	<b>2,522</b>

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	‡	‡	‡	*	*	*
District	‡	‡	‡	*	*	*
State	<b>1,501</b>	<b>427</b>	<b>8,870</b>	*	*	*

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

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>49,613</b>	<b>133</b>	<b>5,610</b>	<b>4,854</b>	<b>13,882</b>	<b>96</b>	<b>64</b>	<b>2,006</b>	<b>22,968</b>	<b>4,806</b>

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	‡	‡	‡	*	*	*
District	‡	‡	‡	*	*	*
State	<b>2,837</b>	<b>977</b>	<b>16,136</b>	*	*	*

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

## Advanced Academic Programs (cont)

### Advanced Placement (AP) Coursework - Grade 12

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>45</b>	‡	‡	‡	‡	*	‡	‡	<b>35</b>	‡
District	45	‡	‡	‡	‡	*	‡	‡	35	‡
State	50,714	77	5,712	4,509	13,721	0	56	1,961	24,678	5,586

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>School</b>	‡	‡	11	*	*	*
District	‡	‡	11	*	*	*
State	2,385	1,255	16,027	*	*	*

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

## Advanced Academic Programs (cont)

### Dual Credit Coursework - Grade 9

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>128</b>	‡	‡	<b>20</b>	<b>11</b>	*	‡	‡	<b>88</b>	<b>10</b>
District	<b>128</b>	‡	‡	<b>20</b>	<b>11</b>	*	‡	‡	<b>88</b>	<b>10</b>
State	<b>7,873</b>	<b>17</b>	<b>485</b>	<b>1,735</b>	<b>1,955</b>	<b>30</b>	<b>7</b>	<b>265</b>	<b>3,379</b>	<b>1,046</b>

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>School</b>	‡	‡	<b>70</b>	*	*	*
District	‡	‡	<b>70</b>	*	*	*
State	<b>767</b>	<b>677</b>	<b>3,173</b>	*	*	*

### Dual Credit Coursework - Grade 10

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>36</b>	‡	‡	‡	‡	*	‡	‡	<b>23</b>	‡
District	<b>36</b>	‡	‡	‡	‡	*	‡	‡	<b>23</b>	‡
State	<b>11,691</b>	<b>21</b>	<b>822</b>	<b>1,301</b>	<b>3,050</b>	<b>106</b>	<b>13</b>	<b>432</b>	<b>5,946</b>	<b>1,687</b>

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>School</b>	‡	‡	<b>23</b>	*	*	*
District	‡	‡	<b>23</b>	*	*	*
State	<b>1,172</b>	<b>960</b>	<b>4,316</b>	*	*	*

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

## Advanced Academic Programs (cont)

### Dual Credit Coursework - Grade 11

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>129</b>	‡	‡	<b>15</b>	<b>13</b>	*	‡	<b>12</b>	<b>88</b>	<b>11</b>
District	129	‡	‡	15	13	*	‡	12	88	11
State	30,348	59	1,776	2,748	6,654	72	28	1,129	17,882	4,003

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>School</b>	‡	‡	<b>57</b>	*	*	*
District	‡	‡	57	*	*	*
State	1,816	2,101	10,197	*	*	*

### Dual Credit Coursework - Grade 12

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>144</b>	‡	‡	<b>14</b>	<b>21</b>	*	‡	‡	<b>98</b>	<b>19</b>
District	145	‡	‡	15	21	*	‡	‡	98	20
State	49,885	78	3,275	4,862	11,684	1	47	1,761	28,177	6,806

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>School</b>	‡	<b>11</b>	<b>62</b>	*	*	*
District	‡	12	63	*	*	*
State	2,465	3,290	16,745	*	*	*

\* 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	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	285	0	29	125	26	0	1	26	78	31

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	‡	‡	‡	*	*	*
District	‡	‡	‡	*	*	*
State	10	14	116	*	*	*

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

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	186	0	11	99	36	0	0	5	35	23

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	‡	‡	‡	*	*	*
District	‡	‡	‡	*	*	*
State	9	9	109	*	*	*

\* 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	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>3,792</b>	<b>13</b>	<b>200</b>	<b>892</b>	<b>1,868</b>	<b>1</b>	<b>11</b>	<b>83</b>	<b>724</b>	<b>531</b>

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	‡	‡	‡	*	*	*
District	‡	‡	‡	*	*	*
State	<b>432</b>	<b>191</b>	<b>2,486</b>	*	*	*

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

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>3,309</b>	<b>8</b>	<b>207</b>	<b>690</b>	<b>1,653</b>	<b>0</b>	<b>4</b>	<b>80</b>	<b>667</b>	<b>445</b>

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	‡	‡	‡	*	*	*
District	‡	‡	‡	*	*	*
State	<b>246</b>	<b>109</b>	<b>2,132</b>	*	*	*

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

## Advanced Academic Programs (cont)

### Students Assessed For Giftedness

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>10.9%</b> 210,029	<b>10.9%</b> 102,148	<b>10.8%</b> 107,618	<b>15.2%</b> 263	<b>13.1%</b> 609	<b>25.5%</b> 27,603	<b>6.7%</b> 21,672	<b>8.9%</b> 49,106	<b>9.1%</b> 231	<b>14.6%</b> 247	<b>12.6%</b> 10,835	<b>11.7%</b> 99,726	<b>9.6%</b> 36,640

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>8.1%</b> 27,120	<b>8.1%</b> 24,250	<b>7.9%</b> 75,982	<b>5.0%</b> 3,368	<b>5.7%</b> 830

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>1.3%</b> 24,286	<b>1.2%</b> 11,650	<b>1.3%</b> 12,539	<b>5.6%</b> 97	<b>1.7%</b> 77	<b>4.2%</b> 4,503	<b>0.6%</b> 2,057	<b>0.8%</b> 4,442	<b>0.7%</b> 19	<b>1.7%</b> 29	<b>1.5%</b> 1,258	<b>1.4%</b> 11,901	<b>0.8%</b> 3,235

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

## Advanced Academic Programs (cont)

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

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	* 1,641	<b>0.6%</b> 1,669	* 5,810	* 176	* 31

### Students Identified As Gifted

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	* *	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	* *	‡	‡	‡	‡
State	<b>4.3%</b> 82,264	<b>4.3%</b> 39,778	<b>4.3%</b> 42,329	<b>9.1%</b> 157	<b>4.4%</b> 204	<b>16.8%</b> 18,205	<b>1.9%</b> 6,169	<b>2.7%</b> 14,678	<b>3.2%</b> 82	<b>8.0%</b> 135	<b>5.2%</b> 4,475	<b>4.5%</b> 38,316	<b>2.4%</b> 9,053

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	<b>0.9%</b> 2,868	<b>0.9%</b> 2,723	<b>2.1%</b> 20,218	<b>0.7%</b> 450	<b>0.4%</b> 60

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

## Advanced Academic Programs (cont)

### Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>0.8%</b> 14,561	<b>0.7%</b> 6,794	<b>0.8%</b> 7,679	<b>5.1%</b> 88	<b>1.0%</b> 45	<b>3.3%</b> 3,571	<b>0.3%</b> 1,112	<b>0.4%</b> 2,057	<b>0.2%</b> 6	<b>1.2%</b> 20	<b>1.0%</b> 834	<b>0.8%</b> 6,916	<b>0.4%</b> 1,436

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	<b>0.1%</b> 356	<b>0.2%</b> 467	<b>0.3%</b> 2,738	<b>0.1%</b> 50	<b>0.0%</b> 7

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

## English Learners

### What is it?

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

### EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
<b>School</b>	*	<b>100.0%</b> <b>82</b>	‡ ‡	*
District	*	<b>100.0%</b> 360	‡ ‡	* 84
State	*	<b>100.0%</b> 268,275	<b>6.2%</b> 16,723	* 62,087

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

## Student Attendance

### What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>85.9%</b>	<b>86.0%</b>	<b>85.9%</b>	<b>82.6%</b>	<b>82.2%</b>	<b>90.9%</b>	<b>84.4%</b>	<b>85.2%</b>	*	<b>96.2%</b>	<b>84.4%</b>	<b>86.7%</b>	<b>83.6%</b>
District	87.6%	87.8%	87.5%	82.6%	84.1%	90.8%	86.0%	88.4%	*	94.6%	86.7%	88.1%	86.4%
State	91.6%	91.6%	91.7%	92.2%	90.3%	94.0%	88.6%	90.1%	92.8%	91.3%	91.7%	93.3%	90.0%

	English Learners	Students with IEPs	Low Income	Military	Youth In Care
<b>School</b>	<b>86.0%</b>	<b>82.9%</b>	<b>82.9%</b>	<b>85.8%</b>	<b>79.1%</b>
District	89.5%	86.4%	86.0%	87.0%	84.5%
State	90.4%	89.8%	89.6%	92.8%	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 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>17.4%</b>	<b>16.4%</b>	<b>18.3%</b>	‡	‡	‡	<b>22.9%</b>	<b>22.3%</b>	*	‡	<b>18.4%</b>	<b>14.4%</b>	<b>20.9%</b>
District	13.2%	12.9%	13.5%	‡	‡	‡	19.7%	14.3%	*	‡	13.8%	10.3%	11.9%
State	7.9%	7.6%	8.2%	5.0%	11.7%	7.6%	13.2%	9.9%	7.5%	8.6%	8.3%	4.6%	6.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>24.7%</b>	<b>22.2%</b>	<b>20.6%</b>	<b>62.2%</b>	*	‡	‡
District	21.6%	12.1%	14.1%	47.7%	‡	15.3%	27.1%
State	13.6%	7.4%	10.9%	38.2%	38.4%	9.3%	27.9%

\* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>43.4%</b>	<b>42.7%</b>	<b>44.1%</b>	‡	‡	‡	<b>51.2%</b>	<b>45.5%</b>	*	‡	<b>49.6%</b>	<b>39.8%</b>	<b>51.1%</b>
District	<b>44.8%</b>	<b>44.4%</b>	<b>45.1%</b>	‡	<b>66.7%</b>	‡	<b>51.1%</b>	<b>42.7%</b>	*	‡	<b>48.5%</b>	<b>42.6%</b>	<b>50.6%</b>
State	<b>26.3%</b>	<b>26.6%</b>	<b>26.0%</b>	<b>23.6%</b>	<b>32.8%</b>	<b>16.6%</b>	<b>40.4%</b>	<b>32.9%</b>	<b>22.9%</b>	<b>28.0%</b>	<b>26.6%</b>	<b>18.1%</b>	<b>32.7%</b>

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
<b>School</b>	<b>45.0%</b>	<b>77.1%</b>	<b>53.0%</b>	<b>53.9%</b>	‡	<b>53.8%</b>
District	<b>37.3%</b>	<b>70.9%</b>	<b>51.1%</b>	<b>52.3%</b>	<b>41.9%</b>	<b>52.9%</b>
State	<b>32.1%</b>	<b>54.6%</b>	<b>33.6%</b>	<b>36.3%</b>	<b>20.3%</b>	<b>38.0%</b>

### By Grades

	Grade 7	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	*	<b>35.9%</b>	<b>50.3%</b>	<b>42.7%</b>	<b>45.3%</b>
District	<b>40.5%</b>	<b>36.0%</b>	<b>50.4%</b>	<b>42.9%</b>	<b>45.3%</b>
State	<b>23.1%</b>	<b>29.6%</b>	<b>33.1%</b>	<b>35.8%</b>	<b>41.0%</b>

\* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>4.8%</b>	<b>4.5%</b>	<b>5.1%</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>6.7%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>4.9%</b>	<b>6.8%</b>
District	4.8%	4.5%	5.2%	*	‡	*	6.7%	‡	*	*	‡	5.0%	7.0%
State	2.7%	2.5%	2.9%	3.2%	4.1%	1.0%	4.5%	3.2%	0.0%	2.3%	3.3%	1.9%	2.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant
<b>School</b>	<b>‡</b>	<b>7.7%</b>	<b>5.9%</b>	<b>‡</b>	<b>*</b>
District	‡	7.9%	6.0%	‡	*
State	3.7%	2.8%	3.9%	7.6%	10.6%

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	<b>2.1%</b>	<b>8.5%</b>	<b>9.6%</b>	<b>9.1%</b>
District	2.1%	8.5%	9.8%	9.0%
State	2.4%	4.6%	4.5%	3.5%

\* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>36.1%</b>	<b>35.9%</b>	<b>36.2%</b>	‡	‡	‡	<b>51.2%</b>	<b>41.8%</b>	*	‡	<b>41.1%</b>	<b>29.3%</b>	<b>42.0%</b>
District	36.0%	36.6%	35.5%	‡	59.1%	‡	51.6%	38.8%	*	‡	41.2%	29.1%	37.7%
State	20.0%	20.0%	20.0%	8.6%	26.3%	8.1%	44.4%	28.5%	7.8%	20.7%	17.2%	7.4%	22.6%

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>45.9%</b>	<b>46.2%</b>	<b>47.4%</b>
District	40.2%	39.3%	44.4%
State	28.3%	24.3%	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?

This shows the percentage of students who miss more than 1 percent but less than 5 percent school days per year without a valid excuse. Illinois law defines "truant" as a student who is subject to compulsory school attendance and is absent without a valid excuse for more than 1 percent but less than 5 percent of the past 180 school days.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>467</b> 25.3%	<b>212</b> 23.4%	<b>254</b> 27.0%	‡	‡	‡	<b>106</b> 29.2%	<b>67</b> 28.9%	*	‡	<b>30</b> 24.2%	<b>260</b> 23.6%	<b>97</b> 26.3%
District	<b>1,710</b> 31.9%	<b>802</b> 30.7%	<b>907</b> 33.1%	‡	‡	‡	<b>370</b> 33.8%	<b>275</b> 34.5%	*	‡	<b>128</b> 32.2%	<b>924</b> 30.7%	<b>402</b> 33.4%
State	<b>431,594</b> 25.7%	<b>210,741</b> 25.8%	<b>220,534</b> 25.6%	<b>319</b> 19.0%	<b>1,195</b> 29.9%	<b>19,524</b> 20.6%	<b>86,768</b> 31.5%	<b>157,444</b> 32.8%	<b>626</b> 27.7%	<b>389</b> 25.9%	<b>19,102</b> 26.1%	<b>146,546</b> 19.5%	<b>89,136</b> 26.7%

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>31</b> 28.4%	<b>86</b> 28.6%	<b>292</b> 26.2%
District	<b>142</b> 34.2%	<b>374</b> 34.9%	<b>1,163</b> 32.5%
State	<b>94,123</b> 33.5%	<b>69,217</b> 27.2%	<b>255,729</b> 30.7%

\* 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
<b>School</b>	<b>95</b>	<b>Not Provided</b>	<b>*</b>	<b>16</b>	<b>80</b>	<b>Not Provided</b>
District	431	*	*	159	329	*
State	111,577	455	103	71,095	63,510	1,670

### 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
<b>School</b>	<b>108</b>	<b>Not Provided</b>	<b>*</b>	<b>17</b>	<b>91</b>	<b>Not Provided</b>
District	629	*	*	192	437	*
State	253,314	459	103	148,096	102,584	2,072

\* 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
<b>American Indian</b>						
<b>School</b>	<b>1</b>	<b>Not Provided</b>	<b>*</b>	<b>*</b>	<b>1</b>	<b>Not Provided</b>
District	4	*	*	2	2	*
State	693	*	*	422	266	5
<b>Asian</b>						
<b>School</b>	<b>*</b>	<b>Not Provided</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>Not Provided</b>
District	*	*	*	*	*	*
State	2,469	1	1	1,576	874	17
<b>Black</b>						
<b>School</b>	<b>47</b>	<b>Not Provided</b>	<b>*</b>	<b>6</b>	<b>41</b>	<b>Not Provided</b>
District	247	*	*	60	187	*
State	89,929	188	36	45,037	43,342	1,326
<b>Hispanic</b>						
<b>School</b>	<b>11</b>	<b>Not Provided</b>	<b>*</b>	<b>2</b>	<b>9</b>	<b>Not Provided</b>
District	64	*	*	26	38	*
State	66,026	90	32	43,498	22,178	228
<b>Native Hawaiian/ Pacific Islander</b>						
<b>School</b>	<b>*</b>	<b>Not Provided</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>Not Provided</b>
District	*	*	*	*	*	*
State	183	*	*	112	71	*

\* 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
<b>Two or More Races</b>						
<b>School</b>	<b>8</b>	<b>Not Provided</b>	<b>*</b>	<b>1</b>	<b>7</b>	<b>Not Provided</b>
District	52	*	*	20	32	*
State	17,008	44	9	9,837	6,966	152
<b>White</b>						
<b>School</b>	<b>41</b>	<b>Not Provided</b>	<b>*</b>	<b>8</b>	<b>33</b>	<b>Not Provided</b>
District	262	*	*	84	178	*
State	76,667	136	25	47,398	28,764	344

### 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
<b>K-8</b>						
<b>School</b>	<b>*</b>	<b>Not Provided</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>Not Provided</b>
District	502	*	*	175	327	*
State	124,379	139	31	65,831	57,183	1,195
<b>9-12</b>						
<b>School</b>	<b>108</b>	<b>Not Provided</b>	<b>*</b>	<b>17</b>	<b>91</b>	<b>Not Provided</b>
District	127	*	*	17	110	*
State	128,935	320	72	82,265	45,401	877

\* 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
<b>Tobacco</b>						
<b>School</b>	*	Not Provided	*	*	*	Not Provided
District	*	*	*	*	*	*
State	7,455	5	1	4,257	3,164	28
<b>Alcohol</b>						
<b>School</b>	4	Not Provided	*	*	4	Not Provided
District	6	*	*	*	6	*
State	3,198	2	*	1,295	1,878	23
<b>Drug Offences</b>						
<b>School</b>	19	Not Provided	*	*	19	Not Provided
District	43	*	*	*	43	*
State	10,678	88	16	3,149	7,214	211
<b>Violence with Physical Injury</b>						
<b>School</b>	*	Not Provided	*	*	*	Not Provided
District	*	*	*	*	*	*
State	15,625	103	14	3,518	11,871	119
<b>Violence without Physical Injury</b>						
<b>School</b>	64	Not Provided	*	11	53	Not Provided
District	532	*	*	174	358	*
State	50,695	106	25	19,517	30,324	723

\* 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
<b>Dangerous Weapon: Firearm</b>						
<b>School</b>	*	Not Provided	*	*	*	Not Provided
District	*	*	*	*	*	*
State	499	8	6	86	388	11
<b>Dangerous Weapon: Other</b>						
<b>School</b>	15	Not Provided	*	*	15	Not Provided
District	32	*	*	2	30	*
State	2,171	51	12	547	1,472	89
<b>Other Reason</b>						
<b>School</b>	6	Not Provided	*	6	*	Not Provided
District	16	*	*	16	*	*
State	162,993	96	29	115,727	46,273	868

### 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
<b>English Learners</b>						
<b>School</b>	5	Not Provided	*	1	4	Not Provided
District	19	*	*	10	9	*
State	37,976	39	19	25,420	12,372	126

\* 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
<b>Students with IEPs</b>						
<b>School</b>	<b>30</b>	<b>Not Provided</b>	<b>*</b>	<b>3</b>	<b>27</b>	<b>Not Provided</b>
District	173	*	*	46	127	*
State	66,546	75	4	36,569	29,362	536
<b>Low Income</b>						
<b>School</b>	<b>84</b>	<b>Not Provided</b>	<b>*</b>	<b>13</b>	<b>71</b>	<b>Not Provided</b>
District	520	*	*	149	371	*
State	187,999	372	82	107,558	78,336	1,651

### 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
<b>Less than 1 day</b>						
<b>School</b>	<b>*</b>	<b>Not Provided</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>Not Provided</b>
District	42	*	*	37	5	*
State	32,224	1	1	28,032	4,171	19
<b>1-2 days</b>						
<b>School</b>	<b>9</b>	<b>Not Provided</b>	<b>*</b>	<b>7</b>	<b>2</b>	<b>Not Provided</b>
District	209	*	*	100	109	*
State	139,069	77	4	100,589	37,898	501

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

## Student Discipline (cont)

### By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>2-3 days</b>						
<b>School</b>	<b>16</b>	<b>Not Provided</b>	<b>*</b>	<b>8</b>	<b>8</b>	<b>Not Provided</b>
District	106	*	*	35	71	*
State	38,526	3	1	13,746	24,575	201
<b>3-4 days</b>						
<b>School</b>	<b>30</b>	<b>Not Provided</b>	<b>*</b>	<b>2</b>	<b>28</b>	<b>Not Provided</b>
District	121	*	*	17	104	*
State	25,631	*	*	4,402	21,069	160
<b>4-10 days</b>						
<b>School</b>	<b>42</b>	<b>Not Provided</b>	<b>*</b>	<b>*</b>	<b>42</b>	<b>Not Provided</b>
District	125	*	*	3	122	*
State	12,050	6	*	1,123	10,680	241
<b>Greater than 10 days</b>						
<b>School</b>	<b>11</b>	<b>Not Provided</b>	<b>*</b>	<b>*</b>	<b>11</b>	<b>Not Provided</b>
District	26	*	*	*	26	*
State	5,814	372	97	204	4,191	950

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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
<b>Female</b>						
<b>School</b>	<b>28</b>	<b>Not Provided</b>	<b>*</b>	<b>5</b>	<b>23</b>	<b>Not Provided</b>
District	172	*	*	40	132	*
State	80,404	155	31	46,399	33,111	708
<b>Male</b>						
<b>School</b>	<b>80</b>	<b>Not Provided</b>	<b>*</b>	<b>12</b>	<b>68</b>	<b>Not Provided</b>
District	457	*	*	152	305	*
State	172,782	302	72	101,617	69,428	1,363
<b>Non Binary</b>						
<b>School</b>	<b>*</b>	<b>Not Provided</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>Not Provided</b>
District	*	*	*	*	*	*
State	128	2	*	80	45	1

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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](http://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.

**\$282,684** received to support the achievement of **Multiracial** students  
**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	Cohort Year	School Improvement Status	Term within School Improvement Status Cycle	Current School Improvement Grant Term Allocation	Reason for Improvement Status & Grant Allocation
	2022	Targeted	Implementation Year 1	\$282,684	Multiracial

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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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>256</b> 70.5%	<b>127</b> 69.8%	<b>129</b> 71.3%	* *	‡ ‡	‡ ‡	<b>36</b> 49.3%	<b>24</b> 60.0%	* *	‡ ‡	<b>20</b> 80.0%	<b>169</b> 77.5%	<b>49</b> 66.2%
District	257 70.4%	127 69.8%	130 71.0%	* *	‡ ‡	‡ ‡	36 48.6%	24 60.0%	* *	‡ ‡	20 80.0%	170 77.6%	50 65.8%
State	94,588 70.6%	46,845 70.4%	47,663 70.7%	80 86.0%	174 61.7%	6,521 85.8%	8,660 42.9%	20,675 54.7%	* *	73 62.9%	3,657 75.1%	54,828 86.8%	16,343 65.5%

	English Learners	Students with IEPs	Low Income
<b>School</b>	‡ ‡	<b>35</b> 61.4%	<b>118</b> 58.1%
District	‡ ‡	36 61.0%	119 58.1%
State	5,598 49.0%	9,440 59.9%	31,642 53.3%

### Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>All</b>				
<b>School</b>	<b>158</b> 43.5%	<b>99</b> 27.3%	<b>62</b> 17.1%	<b>36</b> 9.9%
District	159 43.6%	100 27.4%	62 17.0%	36 9.9%
State	27,604 20.6%	43,394 32.4%	35,867 26.8%	16,205 12.1%

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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
<b>Female</b>				
<b>School</b>	<b>101</b> 55.5%	<b>43</b> 23.6%	<b>20</b> 11.0%	<b>16</b> 8.8%
District	101 55.5%	43 23.6%	20 11.0%	16 8.8%
State	<b>16,583</b> 24.9%	<b>22,057</b> 33.2%	<b>14,484</b> 21.8%	<b>8,023</b> 12.1%
<b>Male</b>				
<b>School</b>	<b>57</b> 31.5%	<b>56</b> 30.9%	<b>42</b> 23.2%	<b>20</b> 11.1%
District	58 31.7%	57 31.1%	42 22.9%	20 10.9%
State	<b>10,994</b> 16.3%	<b>21,306</b> 31.6%	<b>21,373</b> 31.7%	<b>8,163</b> 12.1%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	<b>27</b> 29.0%	<b>31</b> 33.3%	<b>10</b> 10.8%	<b>19</b> 20.4%
<b>American Indian</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	<b>41</b> 14.5%	<b>79</b> 28.0%	<b>115</b> 40.8%	<b>24</b> 8.5%

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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
<b>Asian</b>				
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>3,634</b> 47.8%	<b>2,730</b> 35.9%	<b>855</b> 11.2%	<b>262</b> 3.5%
<b>Black</b>				
<b>School</b>	<b>20</b> 27.4%	<b>23</b> 31.5%	<b>21</b> 28.8%	<b>8</b> 11.0%
District	<b>20</b> 27.0%	<b>24</b> 32.4%	<b>21</b> 28.4%	<b>8</b> 10.8%
State	<b>1,417</b> 7.0%	<b>5,151</b> 25.5%	<b>7,669</b> 38.0%	<b>4,072</b> 20.2%
<b>Hispanic</b>				
<b>School</b>	<b>19</b> 47.5%	<b>9</b> 22.5%	<b>4</b> 10.0%	<b>7</b> 17.5%
District	<b>19</b> 47.5%	<b>9</b> 22.5%	<b>4</b> 10.0%	<b>7</b> 17.5%
State	<b>4,002</b> 10.6%	<b>11,928</b> 31.6%	<b>14,262</b> 37.7%	<b>5,254</b> 13.9%
<b>MENA</b>				
<b>School</b>	* *	* *	* *	* *
District	* *	* *	* *	* *
State	* *	* *	* *	* *

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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
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>30</b> 25.9%	<b>43</b> 37.1%	<b>26</b> 22.4%	<b>13</b> 11.2%
<b>Two or More Races</b>				
<b>School</b>	<b>5</b> 20.0%	<b>6</b> 24.0%	<b>7</b> 28.0%	<b>4</b> 16.0%
District	<b>5</b> 20.0%	<b>6</b> 24.0%	<b>7</b> 28.0%	<b>4</b> 16.0%
State	<b>1,164</b> 23.9%	<b>1,540</b> 31.6%	<b>1,276</b> 26.2%	<b>527</b> 10.8%
<b>White</b>				
<b>School</b>	<b>109</b> 50.0%	<b>60</b> 27.5%	<b>29</b> 13.3%	<b>17</b> 7.8%
District	<b>110</b> 50.2%	<b>60</b> 27.4%	<b>29</b> 13.2%	<b>17</b> 7.8%
State	<b>17,316</b> 27.4%	<b>21,923</b> 34.7%	<b>11,664</b> 18.5%	<b>6,053</b> 9.6%
<b>Students with Disabilities</b>				
<b>School</b>	<b>20</b> 27.0%	<b>26</b> 35.1%	<b>20</b> 27.0%	<b>8</b> 10.8%
District	<b>21</b> 27.6%	<b>27</b> 35.5%	<b>20</b> 26.3%	<b>8</b> 10.5%
State	<b>2,865</b> 11.5%	<b>8,041</b> 32.2%	<b>8,926</b> 35.8%	<b>3,337</b> 13.4%

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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
<b>English Learners</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	<b>679</b> 6.0%	<b>3,373</b> 29.5%	<b>4,972</b> 43.6%	<b>1,652</b> 14.5%
<b>Students with IEPs</b>				
<b>School</b>	<b>13</b> 22.8%	<b>20</b> 35.1%	<b>17</b> 29.8%	<b>7</b> 12.3%
District	<b>14</b> 23.7%	<b>21</b> 35.6%	<b>17</b> 28.8%	<b>7</b> 11.9%
State	<b>1,001</b> 6.4%	<b>4,336</b> 27.5%	<b>6,482</b> 41.2%	<b>2,535</b> 16.1%
<b>Low Income</b>				
<b>School</b>	<b>63</b> 31.0%	<b>61</b> 30.0%	<b>45</b> 22.2%	<b>30</b> 14.8%
District	<b>64</b> 31.2%	<b>62</b> 30.2%	<b>45</b> 21.9%	<b>30</b> 14.6%
State	<b>6,166</b> 10.4%	<b>16,557</b> 27.9%	<b>21,153</b> 35.6%	<b>9,988</b> 16.8%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>*</b> *	‡ ‡	‡ ‡	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>*</b> *	‡ ‡	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%
District	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>*</b> *	‡ ‡	‡ ‡	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>*</b> *	‡ ‡	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%
State	<b>25,068</b> 18.7%	<b>12,327</b> 18.5%	<b>12,708</b> 18.9%	<b>33</b> 35.5%	<b>37</b> 13.1%	<b>3,976</b> 52.3%	<b>930</b> 4.6%	<b>3,931</b> 10.4%	<b>*</b> *	<b>41</b> 35.3%	<b>1,126</b> 23.1%	<b>15,027</b> 23.8%	<b>3,360</b> 13.5%

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## Summative Designation Meta Indicator Components (cont)

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

	English Learners	Students with IEPs	Low Income
<b>School</b>	‡ ‡	<b>0</b> <b>0.0%</b>	<b>0</b> <b>0.0%</b>
District	‡ ‡	<b>0</b> 0.0%	<b>0</b> 0.0%
State	<b>456</b> 4.0%	<b>645</b> 4.1%	<b>4,467</b> 7.5%

### Percentage of students who have at least 1 Academic ELA Indicator

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>58</b> <b>16.0%</b>	<b>37</b> <b>20.3%</b>	<b>21</b> <b>11.6%</b>	<b>*</b> <b>*</b>	‡ ‡	‡ ‡	<b>2</b> <b>2.7%</b>	<b>5</b> <b>12.5%</b>	<b>*</b> <b>*</b>	‡ ‡	<b>1</b> <b>4.0%</b>	<b>46</b> <b>21.1%</b>	<b>4</b> <b>5.4%</b>
District	<b>58</b> 15.9%	<b>37</b> 20.3%	<b>21</b> 11.5%	<b>*</b> <b>*</b>	‡ ‡	‡ ‡	<b>2</b> 2.7%	<b>5</b> 12.5%	<b>*</b> <b>*</b>	‡ ‡	<b>1</b> 4.0%	<b>46</b> 21.0%	<b>4</b> 5.3%
State	<b>64,769</b> 48.3%	<b>35,486</b> 53.3%	<b>29,231</b> 43.4%	<b>52</b> 55.9%	<b>103</b> 36.5%	<b>5,958</b> 78.3%	<b>6,703</b> 33.2%	<b>15,619</b> 41.3%	<b>*</b> <b>*</b>	<b>69</b> 59.5%	<b>2,431</b> 49.9%	<b>33,886</b> 53.7%	<b>8,237</b> 33.0%

	English Learners	Students with IEPs	Low Income
<b>School</b>	‡ ‡	<b>0</b> <b>0.0%</b>	<b>15</b> <b>7.4%</b>
District	‡ ‡	<b>0</b> 0.0%	<b>15</b> 7.3%
State	<b>2,293</b> 20.1%	<b>2,626</b> 16.7%	<b>20,930</b> 35.3%

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## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have at least 1 Academic Math Indicator

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>111</b> 30.6%	<b>65</b> 35.7%	<b>46</b> 25.4%	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>8</b> 11.0%	<b>13</b> 32.5%	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>3</b> 12.0%	<b>84</b> 38.5%	<b>7</b> 9.5%
District	111 30.4%	65 35.7%	46 25.1%	* *	‡ ‡	‡ ‡	8 10.8%	13 32.5%	* *	‡ ‡	3 12.0%	84 38.4%	7 9.2%
State	<b>92,695</b> 69.2%	<b>48,537</b> 73.0%	<b>44,086</b> 65.4%	<b>72</b> 77.4%	<b>173</b> 61.4%	<b>6,755</b> 88.8%	<b>11,398</b> 56.4%	<b>24,120</b> 63.8%	<b>*</b> <b>*</b>	<b>84</b> 72.4%	<b>3,266</b> 67.1%	<b>46,899</b> 74.3%	<b>13,619</b> 54.5%

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>‡</b> <b>‡</b>	<b>2</b> 3.5%	<b>41</b> 20.2%
District	‡ ‡	2 3.4%	41 20.0%
State	<b>5,805</b> 50.9%	<b>6,602</b> 41.9%	<b>34,525</b> 58.1%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>3</b> 0.8%	<b>1</b> 0.6%	<b>2</b> 1.1%	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>‡</b> <b>‡</b>	<b>1</b> 1.4%	<b>0</b> 0.0%	<b>*</b> <b>*</b>	<b>‡</b> <b>‡</b>	<b>0</b> 0.0%	<b>2</b> 0.9%	<b>2</b> 2.7%
District	3 0.8%	1 0.6%	2 1.1%	* *	‡ ‡	‡ ‡	1 1.4%	0 0.0%	* *	‡ ‡	0 0.0%	2 0.9%	2 2.6%
State	<b>70,373</b> 52.5%	<b>34,837</b> 52.4%	<b>35,490</b> 52.7%	<b>46</b> 49.5%	<b>147</b> 52.1%	<b>5,351</b> 70.4%	<b>6,499</b> 32.2%	<b>16,954</b> 44.9%	<b>*</b> <b>*</b>	<b>51</b> 44.0%	<b>2,687</b> 55.2%	<b>38,684</b> 61.3%	<b>12,208</b> 48.9%

\* 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 identified a Career Area of Interest by Sophomore Year

	English Learners	Students with IEPs	Low Income
<b>School</b>	‡	<b>1</b> 1.8%	<b>2</b> 1.0%
District	‡	<b>1</b> 1.7%	<b>2</b> 1.0%
State	<b>5,031</b> 44.1%	<b>6,984</b> 44.4%	<b>24,316</b> 41.0%

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

	3+	only 2	only 1	0
<b>All</b>				
<b>School</b>	<b>96</b> 26.5%	<b>76</b> 20.9%	<b>82</b> 22.6%	<b>109</b> 30.0%
District	<b>97</b> 26.6%	<b>76</b> 20.8%	<b>83</b> 22.7%	<b>109</b> 29.9%
State	<b>43,130</b> 32.2%	<b>23,491</b> 17.5%	<b>30,663</b> 22.9%	<b>36,721</b> 27.4%
<b>Female</b>				
<b>School</b>	<b>44</b> 24.2%	<b>38</b> 20.9%	<b>35</b> 19.2%	<b>65</b> 35.7%
District	<b>44</b> 24.2%	<b>38</b> 20.9%	<b>35</b> 19.2%	<b>65</b> 35.7%
State	<b>21,585</b> 32.5%	<b>11,600</b> 17.4%	<b>14,670</b> 22.1%	<b>18,666</b> 28.1%
<b>Male</b>				
<b>School</b>	<b>52</b> 28.7%	<b>38</b> 21.0%	<b>47</b> 26.0%	<b>44</b> 24.3%
District	<b>53</b> 29.0%	<b>38</b> 20.8%	<b>48</b> 26.2%	<b>44</b> 24.0%
State	<b>21,533</b> 31.9%	<b>11,877</b> 17.6%	<b>15,953</b> 23.7%	<b>18,028</b> 26.8%

\* 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
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	<b>12</b> 12.9%	<b>14</b> 15.0%	<b>40</b> 43.0%	<b>27</b> 29.0%
<b>American Indian</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	<b>67</b> 23.8%	<b>44</b> 15.6%	<b>73</b> 25.9%	<b>98</b> 34.8%
<b>Asian</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	<b>2,640</b> 34.7%	<b>1,779</b> 23.4%	<b>1,636</b> 21.5%	<b>1,549</b> 20.4%
<b>Black</b>				
<b>School</b>	<b>8</b> 11.0%	<b>10</b> 13.7%	<b>19</b> 26.0%	<b>36</b> 49.3%
District	<b>9</b> 12.2%	<b>10</b> 13.5%	<b>19</b> 25.7%	<b>36</b> 48.6%
State	<b>3,414</b> 16.9%	<b>3,069</b> 15.2%	<b>4,884</b> 24.2%	<b>8,829</b> 43.7%

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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
<b>Hispanic</b>				
<b>School</b>	<b>7</b> 17.5%	<b>10</b> 25.0%	<b>10</b> 25.0%	<b>13</b> 32.5%
District	7 17.5%	10 25.0%	10 25.0%	13 32.5%
State	<b>8,885</b> 23.5%	<b>5,540</b> 14.7%	<b>8,643</b> 22.9%	<b>14,731</b> 39.0%
<b>MENA</b>				
<b>School</b>	* *	* *	* *	* *
District	* *	* *	* *	* *
State	* *	* *	* *	* *
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>29</b> 25.0%	<b>16</b> 13.8%	<b>24</b> 20.7%	<b>47</b> 40.5%
<b>Two or More Races</b>				
<b>School</b>	<b>7</b> 28.0%	<b>4</b> 16.0%	<b>4</b> 16.0%	<b>10</b> 40.0%
District	7 28.0%	4 16.0%	4 16.0%	10 40.0%
State	<b>1,645</b> 33.8%	<b>847</b> 17.4%	<b>1,239</b> 25.4%	<b>1,139</b> 23.4%

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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
<b>White</b>				
<b>School</b>	<b>73</b> 33.5%	<b>47</b> 21.6%	<b>49</b> 22.5%	<b>49</b> 22.5%
District	73 33.3%	47 21.5%	50 22.8%	49 22.4%
State	26,450 41.9%	12,196 19.3%	14,164 22.4%	10,328 16.4%
<b>Students with Disabilities</b>				
<b>School</b>	<b>14</b> 18.9%	<b>7</b> 9.5%	<b>14</b> 18.9%	<b>39</b> 52.7%
District	15 19.7%	7 9.2%	15 19.7%	39 51.3%
State	6,480 25.9%	3,947 15.8%	6,074 24.3%	8,466 33.9%
<b>English Learners</b>				
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1,958 17.2%	1,517 13.3%	2,685 23.5%	5,253 46.0%
<b>Students with IEPs</b>				
<b>School</b>	<b>8</b> 14.0%	<b>3</b> 5.3%	<b>11</b> 19.3%	<b>35</b> 61.4%
District	9 15.3%	3 5.1%	12 20.3%	35 59.3%
State	3,423 21.7%	2,229 14.2%	4,080 25.9%	6,016 38.2%

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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
<b>Low Income</b>				
<b>School</b>	<b>33</b> 16.3%	<b>39</b> 19.2%	<b>44</b> 21.7%	<b>87</b> 42.9%
District	<b>34</b> 16.6%	<b>39</b> 19.0%	<b>45</b> 21.9%	<b>87</b> 42.4%
State	<b>13,495</b> 22.7%	<b>8,607</b> 14.5%	<b>14,231</b> 24.0%	<b>23,045</b> 38.8%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>*</b>	<b>‡</b>	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%
District	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>*</b>	<b>‡</b>	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%
State	<b>2,218</b> 1.7%	<b>1,426</b> 2.1%	<b>792</b> 1.2%	<b>0</b> 0.0%	<b>3</b> 1.1%	<b>252</b> 3.3%	<b>130</b> 0.6%	<b>527</b> 1.4%	<b>*</b>	<b>3</b> 2.6%	<b>79</b> 1.6%	<b>1,224</b> 1.9%	<b>291</b> 1.2%

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>‡</b>	<b>0</b> 0.0%	<b>0</b> 0.0%
District	<b>‡</b>	<b>0</b> 0.0%	<b>0</b> 0.0%
State	<b>108</b> 0.9%	<b>93</b> 0.6%	<b>677</b> 1.1%

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## Summative Designation Meta Indicator Components (cont)

### Fine Arts: Student Participation in Fine Arts

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>42.1%</b>	<b>54.6%</b>	<b>30.2%</b>	‡	‡	‡	<b>44.8%</b>	<b>37.0%</b>	*	‡	<b>43.9%</b>	<b>42.3%</b>	<b>38.2%</b>
District	<b>62.4%</b>	<b>67.2%</b>	<b>58.0%</b>	‡	<b>54.2%</b>	<b>58.1%</b>	<b>63.6%</b>	<b>63.1%</b>	*	‡	<b>58.0%</b>	<b>62.5%</b>	<b>61.5%</b>
State	<b>71.5%</b>	<b>74.5%</b>	<b>68.8%</b>	<b>60.4%</b>	<b>72.3%</b>	<b>77.2%</b>	<b>70.8%</b>	<b>73.3%</b>	*	<b>72.7%</b>	<b>73.6%</b>	<b>69.8%</b>	<b>69.6%</b>

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>40.7%</b>	<b>35.8%</b>	<b>41.4%</b>
District	<b>66.4%</b>	<b>61.2%</b>	<b>62.8%</b>
State	<b>77.8%</b>	<b>69.0%</b>	<b>71.6%</b>

### Fine Arts: Student Participation in Fine Arts Numerator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>776</b>	<b>493</b>	<b>283</b>	‡	‡	‡	<b>160</b>	<b>85</b>	*	‡	<b>54</b>	<b>467</b>	<b>139</b>
District	<b>3,579</b>	<b>1,872</b>	<b>1,707</b>	‡	<b>13</b>	<b>18</b>	<b>744</b>	<b>545</b>	*	‡	<b>258</b>	<b>1,999</b>	<b>777</b>
State	<b>1,298,358</b>	<b>657,160</b>	<b>640,170</b>	<b>1,028</b>	<b>3,116</b>	<b>78,743</b>	<b>211,608</b>	<b>378,996</b>	*	<b>1,162</b>	<b>58,897</b>	<b>565,836</b>	<b>245,787</b>

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>44</b>	<b>106</b>	<b>460</b>
District	<b>289</b>	<b>693</b>	<b>2,430</b>
State	<b>240,272</b>	<b>187,927</b>	<b>645,976</b>

\* 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 Denominator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>1,842</b>	<b>903</b>	<b>936</b>	‡	‡	‡	<b>357</b>	<b>230</b>	*	‡	<b>123</b>	<b>1,105</b>	<b>364</b>
District	<b>5,734</b>	<b>2,787</b>	<b>2,944</b>	‡	<b>24</b>	<b>31</b>	<b>1,169</b>	<b>864</b>	*	‡	<b>445</b>	<b>3,197</b>	<b>1,264</b>
State	<b>1,815,128</b>	<b>882,738</b>	<b>930,687</b>	<b>1,703</b>	<b>4,311</b>	<b>102,024</b>	<b>298,968</b>	<b>517,265</b>	*	<b>1,599</b>	<b>80,004</b>	<b>810,957</b>	<b>353,228</b>

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>108</b>	<b>296</b>	<b>1,110</b>
District	<b>435</b>	<b>1,132</b>	<b>3,869</b>
State	<b>308,769</b>	<b>272,497</b>	<b>902,644</b>

### Fine Arts: Teacher Qualifications

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>90.6%</b>	<b>90.5%</b>	<b>90.8%</b>	‡	‡	‡	<b>85.6%</b>	<b>91.8%</b>	*	‡	<b>87.0%</b>	<b>92.3%</b>	<b>87.8%</b>
District	<b>97.5%</b>	<b>97.3%</b>	<b>97.8%</b>	‡	‡	‡	<b>96.1%</b>	<b>98.7%</b>	*	‡	<b>96.1%</b>	<b>97.9%</b>	<b>96.1%</b>
State	<b>95.8%</b>	<b>95.8%</b>	<b>96.0%</b>	<b>97.9%</b>	<b>96.0%</b>	<b>98.3%</b>	<b>90.8%</b>	<b>96.0%</b>	*	<b>96.5%</b>	<b>96.9%</b>	<b>97.2%</b>	<b>94.8%</b>

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>93.2%</b>	<b>84.9%</b>	<b>89.1%</b>
District	<b>99.0%</b>	<b>95.8%</b>	<b>97.4%</b>
State	<b>96.7%</b>	<b>94.4%</b>	<b>94.4%</b>

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

## Summative Designation Meta Indicator Components (cont)

### Fine Arts: Teacher Qualifications Numerator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>703</b>	<b>446</b>	<b>257</b>	‡	‡	‡	<b>137</b>	<b>78</b>	*	‡	<b>47</b>	<b>431</b>	<b>122</b>
District	<b>3,491</b>	<b>1,822</b>	<b>1,669</b>	‡	‡	‡	<b>715</b>	<b>538</b>	*	‡	<b>248</b>	<b>1,957</b>	<b>747</b>
State	<b>1,244,490</b>	<b>629,246</b>	<b>614,238</b>	<b>1,006</b>	<b>2,991</b>	<b>77,424</b>	<b>192,141</b>	<b>363,717</b>	*	<b>1,121</b>	<b>57,047</b>	<b>550,049</b>	<b>233,123</b>

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>41</b>	<b>90</b>	<b>410</b>
District	<b>286</b>	<b>664</b>	<b>2,366</b>
State	<b>232,248</b>	<b>177,452</b>	<b>609,846</b>

### Fine Arts: Teacher Qualifications Denominator Count

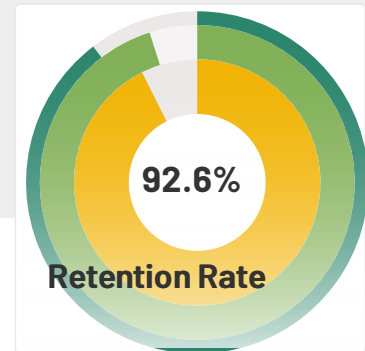
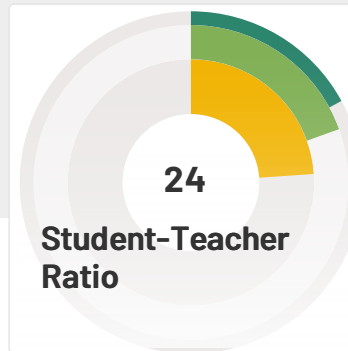
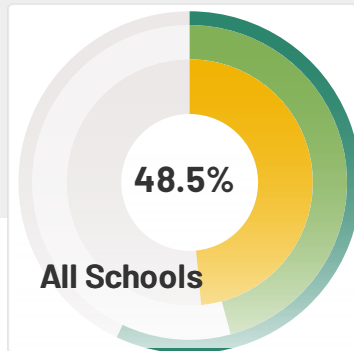
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>776</b>	<b>493</b>	<b>283</b>	‡	‡	‡	<b>160</b>	<b>85</b>	*	‡	<b>54</b>	<b>467</b>	<b>139</b>
District	<b>3,579</b>	<b>1,872</b>	<b>1,707</b>	‡	‡	‡	<b>744</b>	<b>545</b>	*	‡	<b>258</b>	<b>1,999</b>	<b>777</b>
State	<b>1,298,358</b>	<b>657,160</b>	<b>640,170</b>	<b>1,028</b>	<b>3,116</b>	<b>78,743</b>	<b>211,608</b>	<b>378,996</b>	*	<b>1,162</b>	<b>58,897</b>	<b>565,836</b>	<b>245,787</b>

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>44</b>	<b>106</b>	<b>460</b>
District	<b>289</b>	<b>693</b>	<b>2,430</b>
State	<b>240,272</b>	<b>187,927</b>	<b>645,976</b>

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

## About the data

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
<b>School</b>	<b>17</b>	<b>53.7%</b>	<b>*</b>
District	18	53.9%	100.0%
State	14	66.0%	97.2%

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

## Full-Time Equivalents

### What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	All	100.0% 95.1	* *	* *	1.1% 1	* *	* *	* *	* *	98.9% 94.1	* *
	Female	57.8% 55	* *	* *	* *	* *	* *	* *	* *	58.4% 55	* *
	Male	42.2% 40.1	* *	* *	100.0% 1	* *	* *	* *	* *	41.6% 39.1	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 349.5	* *	0.6% 2	0.6% 2	0.3% 1	* *	* *	* *	98.4% 344	0.1% 0.5
	Female	78.1% 272.9	* *	100.0% 2	* *	100.0% 1	* *	* *	* *	78.5% 269.9	* *
	Male	21.9% 76.6	* *	* *	100.0% 2	* *	* *	* *	* *	21.5% 74.1	100.0% 0.5
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 137212.1	0.2% 274.8	2.0% 2750.6	6.4% 8800	8.9% 12198.5	* *	0.1% 105.4	0.8% 1110.4	79.6% 109172.2	2.0% 2778
	Female	76.5% 104942.3	77.1% 212	77.0% 2118.9	78.4% 6903.5	77.7% 9474	* *	70.0% 73.8	75.3% 836.1	76.2% 83191.1	76.0% 2110.7
	Male	23.5% 32266.1	22.9% 62.8	23.0% 631.7	21.6% 1896.5	22.3% 2724.5	* *	30.0% 31.6	24.7% 274.3	23.8% 25977.3	24.0% 667.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## Teacher Head Count

### What is it?

Not Available.

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown	
<b>School</b>	<b>All</b>	96	96	96	96	96	*	96	96	96	96
	<b>Female</b>	96	96	96	96	96	*	96	96	96	96
	<b>Male</b>	96	96	96	96	96	*	96	96	96	96
	<b>Non Binary</b>	*	*	*	*	*	*	*	*	*	*
District	All	352	352	352	352	352	*	352	352	352	352
	Female	352	352	352	352	352	*	352	352	352	352
	Male	352	352	352	352	352	*	352	352	352	352
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	140477	140477	140477	140477	140477	*	140477	140477	140477	140477
	Female	140477	140477	140477	140477	140477	*	140477	140477	140477	140477
	Male	140477	140477	140477	140477	140477	*	140477	140477	140477	140477
	Non Binary	*	*	*	*	*	*	*	*	*	*

\* 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
<b>School</b>	<b>47.3%</b>	*	*
District	53.0%	71.4%	*
State	42.0%	42.2%	36.2%

### Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>48.5%</b>	*	*
District	45.8%	28.6%	*
State	57.0%	55.8%	63.4%

## 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
<b>School</b>	<b>24</b>
District	*
State	*

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

## 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
<b>School</b>	<b>4</b> 4.2%	*	*
District	<b>8</b> 2.3%	*	*
State	<b>9,160</b> 6.7%	<b>2,711</b> 9.0%	<b>1,949</b> 4.0%

## 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
<b>School</b>	<b>5</b> 5.3%	*	*
District	<b>6</b> 2.2%	*	*
State	<b>4,726</b> 4.1%	<b>805</b> 3.0%	<b>1,205</b> 3.0%

\* 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
<b>School</b>	<b>0</b> <b>0.0%</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>
District	<b>0</b> 0.0%	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>
State	<b>4,307</b> 3.1%	<b>1,409</b> 4.0%	<b>694</b> 1.0%

\* 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	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown	
School	All	92.6% 264	* *	* *	100.0% 3	* *	* *	* *	92.6% 261	* *	
	Female	92.6% 137	* *	* *	* *	* *	* *	* *	92.6% 137	* *	
	Male	92.7% 127	* *	* *	100.0% 3	* *	* *	* *	92.5% 124	* *	
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	
District	All	95.1% 966	* *	100.0% 5	85.7% 6	100.0% 2	* *	* *	95.1% 950	100.0% 3	
	Female	95.1% 744	* *	100.0% 5	0.0% 0	100.0% 2	* *	* *	95.2% 737	* *	
	Male	94.9% 222	* *	* *	100.0% 6	* *	* *	* *	94.7% 213	100.0% 3	
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	
State	All	89.6% 318,798	89.0% 566	88.5% 5,292	84.6% 14,534	89.2% 22,226	* *	89.9% 195	86.7% 2,310	89.9% 268,681	88.7% 4,952
	Female	89.2% 242,531	88.4% 426	88.1% 4,042	84.7% 11,348	89.2% 17,160	* *	90.3% 139	86.6% 1,732	89.5% 203,914	88.1% 3,728
	Male	90.8% 76,267	90.9% 140	90.1% 1,250	84.2% 3,186	89.4% 5,066	* *	88.9% 56	87.2% 578	91.3% 64,767	90.7% 1,224
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## Average Teacher Salary

### What is it?

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

Average Teacher Salary	
<b>School</b>	<b>\$78,015</b>
District	<b>\$77,375</b>
State	<b>\$75,978</b>

## Teacher Evaluation

### What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>43</b> *	<b>*</b> *	<b>*</b> *
District	<b>187</b> 100.0%	<b>6</b> 100.0%	<b>0</b> *
State	<b>66,326</b> 97.2%	<b>14,938</b> 94.0%	<b>20,636</b> 98.6%

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

## Teachers with Gifted Endorsement

### What is it?

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

Teachers with Gifted Endorsement	
<b>School</b>	*
District	*
State	<b>1,145</b>

## National Board Certified Teachers

### What is it?

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

	All	Female	Male	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>2,199</b>	<b>1,763</b>	<b>436</b>	<b>6</b>	<b>63</b>	<b>134</b>	<b>188</b>	*	<b>1</b>	<b>24</b>	<b>1,757</b>	*

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

## Average Teaching Experience

### What is it?

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

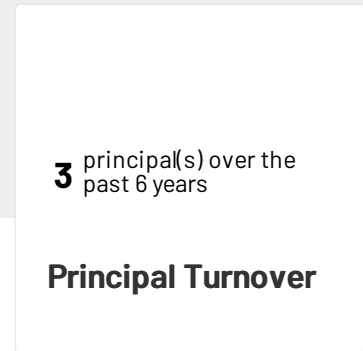
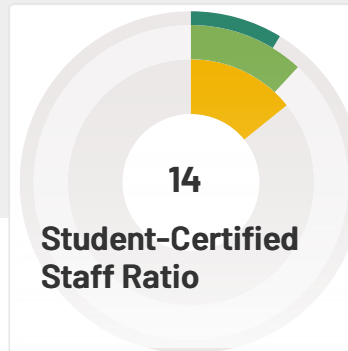
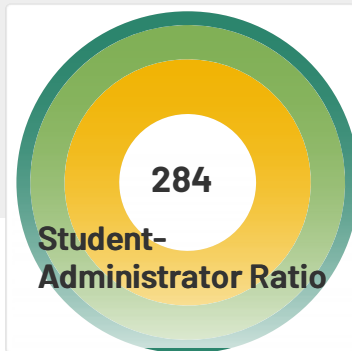
	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>17</b>	*	*
District	18	*	*
State	14	*	*

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

# Administrators & Support Personnel

## About the data

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



## Student-To-Staff Ratios

### What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
<b>School</b>	<b>14</b>	<b>284</b>
District	12	236
State	9	136

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

# Administrators & Support Personnel

## Demographics

### What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	All	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Male	*	*	*	*	*	*	*	*	*	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
District	All	<b>100.0%</b> 24	*	*	<b>4.2%</b> 1	*	*	*	*	<b>95.8%</b> 23	*
	Female	<b>50.0%</b> 12	*	*	*	*	*	*	*	<b>52.2%</b> 12	*
	Male	<b>50.0%</b> 12	*	*	<b>100.0%</b> 1	*	*	*	*	<b>47.8%</b> 11	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	<b>100.0%</b> 13641.6	<b>0.2%</b> 24.8	<b>1.1%</b> 150	<b>14.8%</b> 2017.8	<b>7.0%</b> 955.8	*	<b>0.1%</b> 7	<b>0.7%</b> 102	<b>74.3%</b> 10136.3	<b>1.8%</b> 245.9
	Female	<b>60.2%</b> 8217.7	<b>64.8%</b> 16	<b>59.8%</b> 89.8	<b>72.2%</b> 1457.3	<b>65.6%</b> 626.8	*	<b>57.1%</b> 4	<b>69.1%</b> 70.4	<b>57.1%</b> 5784	<b>68.5%</b> 168.3
	Male	<b>39.8%</b> 5423.9	<b>35.2%</b> 8.7	<b>40.2%</b> 60.3	<b>27.8%</b> 560.5	<b>34.4%</b> 329	*	<b>42.9%</b> 3	<b>30.9%</b> 31.6	<b>42.9%</b> 4352.2	<b>31.5%</b> 77.6
	Non Binary	*	*	*	*	*	*	*	*	*	*

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

# Administrators & Support Personnel

## Principal Turnover

### What is it?

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

Principal(s) over the past 6 years	
<b>School</b>	<b>3</b>
District	2
State	2

## Average Administrator Salary

### What is it?

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

Average Administrator Salary	
<b>School</b>	<b>\$116,528</b>
District	\$134,704
State	\$119,384

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

# Administrators & Support Personnel

## Novice Administrator

### What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	*	*	*
	*	*	*
District	*	*	*
	*	*	*
State	<b>1,455</b> 10.7%	<b>294</b> 12.2%	<b>228</b> 8.5%

## Support Personnel FTE

### What is it?

Not Available.

### Total Support Personnel FTE

	Total Support Personnel FTE	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
<b>School</b>	<b>8.1</b>	<b>4</b>	<b>2.1</b>	<b>*</b>	<b>2</b>
District	<b>26.1</b>	<b>5</b>	<b>9.1</b>	<b>*</b>	<b>12</b>
State	<b>11331.1</b>	<b>3747.4</b>	<b>1209.5</b>	<b>2091.7</b>	<b>4282.6</b>

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

# Administrators & Support Personnel

## Pupil Support Personnel Ratio

### What is it?

Not Available.

### Student/Support Personnel Ratio

	Student/Support Personnel Ratio	Student/School Counselor Ratio	Student/School Nurse Ratio	Student/School Psychologist Ratio	Student/School Social Worker Ratio
<b>School</b>	<b>211</b>	<b>426</b>	<b>827</b>	<b>*</b>	<b>852</b>
District	217	1,132	625	*	472
State	163	494	1,531	885	432

\* 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](http://www.isbe.net). Current year data for chronic absenteeism can be found in the Students section of the Report Card. Please note data may not match due to differences in data collection methods.

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	*	*	*	*	*	*

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

## Student Environment (cont)

	Incidents of Harassment or Bullying		Number of Schools with Incidents of Violence	
	Incidents of Violence	Firearm	Homicide	
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*

## Academic Environment

### What is it?

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

	Advanced Placement Course Work			
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
<b>School</b>	* *	* *	* *	* *
District	* *	* *	* *	* *
State	* *	* *	* *	* *

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