Thornton Twp HSD 205

District Superintendent

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2022 - 2023

District Provided Statement

Not available.

About the Report Card

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

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

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

District Snapshot

Percent of Adequacy : 82.4%

Chronic Absenteeism : 51.8%

Principal Turnover : 2

Schools in District : 3

Senate District : 15   **House District :** 29

Date: 10/25/24 11:55:41 -05:00

Academic Progress

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.

82.0%
High School Graduation Rate

74.2%
9th Grade On Track
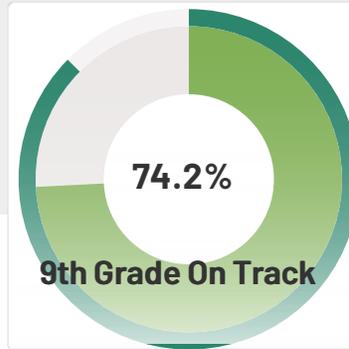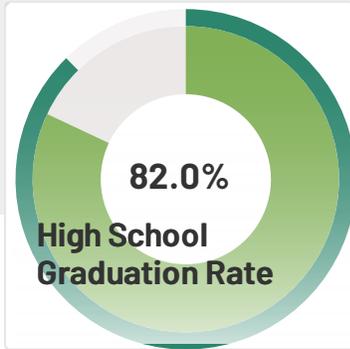
1,903 Students

Early College Coursework

SAT

What is it?

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

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

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

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	59.0%	33.0%	7.0%	1.0%	76.0%	20.2%	3.3%	0.4%
State	30.9%	36.8%	21.6%	10.6%	47.7%	25.0%	20.1%	7.2%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	20.3%	36.7%	28.4%	14.6%	35.1%	28.5%	27.5%	8.9%
Black								
District	61.2%	31.6%	6.3%	0.9%	79.3%	18.6%	1.7%	0.4%
State	53.9%	34.8%	9.5%	1.8%	74.4%	17.9%	6.8%	0.9%
Hispanic								
District	52.6%	37.1%	9.1%	1.1%	65.1%	24.0%	10.3%	0.6%
State	41.3%	40.7%	14.6%	3.4%	61.6%	24.3%	12.3%	1.7%
Asian								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	10.2%	25.7%	30.5%	33.6%	16.1%	18.5%	31.8%	33.5%
Male								
District	63.6%	28.2%	6.7%	1.5%	76.3%	18.9%	4.0%	0.8%
State	34.8%	34.8%	19.8%	10.5%	47.6%	23.6%	20.3%	8.5%
Female								
District	54.5%	37.6%	7.3%	0.6%	75.8%	21.6%	2.6%	0.0%
State	27.0%	38.9%	23.4%	10.7%	47.9%	26.4%	20.0%	5.8%
Non Binary								
District	*	*	*	*	*	*	*	*
State	4.2%	29.2%	41.7%	25.0%	25.4%	28.2%	33.8%	12.7%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	20.6%	39.3%	27.1%	13.1%	40.2%	15.9%	35.5%	8.4%
American Indian								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	36.6%	36.9%	21.1%	5.4%	58.8%	23.3%	13.3%	4.7%
Two or More Races								
District	42.9%	42.9%	14.3%	0.0%	66.7%	33.3%	0.0%	0.0%
State	26.3%	33.4%	24.3%	15.9%	43.5%	23.6%	21.8%	11.2%
Students with Disabilities								
District	86.1%	13.3%	0.6%	0.0%	92.7%	6.1%	1.2%	0.0%
State	52.5%	26.7%	13.6%	7.2%	68.2%	16.2%	11.7%	3.9%
Students with IEPs								
District	88.1%	11.2%	0.7%	0.0%	94.4%	4.2%	1.4%	0.0%
State	71.4%	21.5%	5.1%	2.0%	86.1%	9.4%	3.5%	1.0%
Non-IEP								
District	53.9%	36.8%	8.1%	1.2%	72.9%	23.0%	3.6%	0.5%
State	25.6%	38.9%	23.8%	11.7%	42.7%	27.0%	22.3%	8.0%
English Learners								
District	61.0%	38.0%	1.0%	0.0%	69.0%	28.0%	2.0%	1.0%
State	74.3%	23.1%	2.1%	0.6%	86.3%	10.7%	2.4%	0.6%
Non-English Learners								
District	58.7%	32.4%	7.7%	1.1%	76.8%	19.4%	3.5%	0.3%
State	27.3%	38.0%	23.3%	11.5%	44.4%	26.2%	21.6%	7.7%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	60.4%	32.7%	6.1%	0.7%	77.3%	19.7%	2.7%	0.3%
State	46.6%	38.1%	12.6%	2.7%	66.4%	22.1%	10.0%	1.5%
Non Low Income								
District	54.4%	33.8%	9.7%	2.1%	72.2%	21.9%	5.1%	0.8%
State	19.1%	35.9%	28.4%	16.5%	33.7%	27.2%	27.7%	11.4%
Homeless								
District	68.2%	31.8%	0.0%	0.0%	86.0%	11.6%	2.3%	0.0%
State	63.1%	29.4%	6.6%	0.9%	81.3%	14.4%	4.1%	0.2%
Migrant								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	88.9%	11.1%	0.0%	0.0%
Youth In Care								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	68.1%	24.3%	6.5%	1.0%	86.0%	11.1%	2.8%	0.2%
Military								
District	82.4%	17.6%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
State	34.7%	36.8%	20.6%	7.9%	50.4%	28.1%	18.5%	3.1%

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DLM

What is it?

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

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

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DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	30.8%	38.5%	30.8%	0.0%	30.8%	26.9%	34.6%	7.7%
State	43.6%	37.3%	16.5%	2.6%	54.0%	29.3%	16.3%	0.4%
White								
District	*	*	*	*	*	*	*	*
State	39.3%	37.7%	19.5%	3.6%	52.0%	30.2%	17.5%	0.3%
Black								
District	22.7%	40.9%	36.4%	0.0%	22.7%	31.8%	36.4%	9.1%
State	41.4%	41.1%	15.7%	1.7%	52.6%	28.2%	18.2%	0.9%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	50.1%	34.2%	14.3%	1.3%	57.4%	29.3%	13.3%	0.0%
Asian								
District	*	*	*	*	*	*	*	*
State	45.1%	37.4%	12.1%	5.5%	60.2%	21.6%	17.0%	1.1%
Male								
District	27.8%	55.6%	16.7%	0.0%	27.8%	22.2%	50.0%	0.0%
State	43.4%	37.4%	16.6%	2.5%	52.0%	28.8%	18.9%	0.3%
Female								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.9%	37.2%	16.2%	2.8%	57.9%	30.3%	11.2%	0.6%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	25.0%	50.0%	25.0%	0.0%	50.0%	25.0%	25.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	66.7%	0.0%	33.3%	0.0%	33.3%	33.3%	33.3%	0.0%
Two or More Races								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	50.0%	35.7%	10.7%	3.6%	48.2%	39.3%	12.5%	0.0%
Students with Disabilities								
District	30.8%	38.5%	30.8%	0.0%	30.8%	26.9%	34.6%	7.7%
State	43.6%	37.3%	16.4%	2.6%	54.0%	29.3%	16.3%	0.4%
Students with IEPs								
District	30.8%	38.5%	30.8%	0.0%	30.8%	26.9%	34.6%	7.7%
State	43.6%	37.3%	16.4%	2.6%	54.0%	29.3%	16.3%	0.4%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	49.4%	34.5%	13.5%	2.6%	56.1%	27.9%	15.4%	0.6%
Non-English Learners								
District	29.2%	37.5%	33.3%	0.0%	29.2%	29.2%	33.3%	8.3%
State	42.0%	38.1%	17.3%	2.6%	53.4%	29.7%	16.5%	0.3%

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DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	30.4%	34.8%	34.8%	0.0%	34.8%	26.1%	30.4%	8.7%
State	45.4%	36.2%	16.5%	1.9%	54.7%	29.3%	15.8%	0.2%
Non Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.0%	38.8%	16.5%	3.7%	53.0%	29.3%	17.0%	0.6%
Homeless								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	33.3%	53.3%	13.3%	0.0%	60.0%	33.3%	6.7%	0.0%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	42.3%	26.9%	26.9%	3.8%	42.3%	38.5%	19.2%	0.0%
Military								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	12.5%	50.0%	25.0%	12.5%	50.0%	25.0%	25.0%	0.0%

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DLM (cont)

Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
District	42.3%	38.5%	19.2%	0.0%
State	66.8%	23.7%	8.3%	1.2%
White				
District	*	*	*	*
State	63.5%	25.4%	9.5%	1.7%
Black				
District	34.8%	43.5%	21.7%	0.0%
State	64.9%	24.9%	9.5%	0.6%
Hispanic				
District	‡	‡	‡	‡
State	71.2%	21.5%	6.1%	1.2%
Asian				
District	*	*	*	*
State	74.1%	18.8%	7.1%	0.0%
Male				
District	47.4%	31.6%	21.1%	0.0%
State	66.4%	23.5%	8.7%	1.4%
Female				
District	‡	‡	‡	‡
State	67.5%	24.3%	7.4%	0.8%
Non Binary				
District	*	*	*	*
State	*	*	*	*

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DLM (cont)

Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	50.0%	25.0%	25.0%	0.0%
American Indian				
District	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%
Two or More Races				
District	‡	‡	‡	‡
State	70.6%	21.6%	5.9%	2.0%
Students with Disabilities				
District	42.3%	38.5%	19.2%	0.0%
State	66.8%	23.7%	8.3%	1.2%
Students with IEPs				
District	42.3%	38.5%	19.2%	0.0%
State	66.8%	23.7%	8.3%	1.2%
Non-IEP				
District	*	*	*	*
State	*	*	*	*
English Learners				
District	‡	‡	‡	‡
State	71.8%	21.1%	6.5%	0.6%
Non-English Learners				
District	37.5%	41.7%	20.8%	0.0%
State	65.3%	24.5%	8.8%	1.4%

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DLM (cont)

Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	45.5%	40.9%	13.6%	0.0%
State	66.3%	25.1%	7.2%	1.4%
Non Low Income				
District	‡	‡	‡	‡
State	67.4%	21.9%	9.8%	1.0%
Homeless				
District	‡	‡	‡	‡
State	64.3%	32.1%	3.6%	0.0%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	66.7%	16.7%	12.5%	4.2%
Military				
District	‡	‡	‡	‡
State	25.0%	62.5%	0.0%	12.5%

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ISA

What is it?

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

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

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ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
District	55.6%	27.4%	15.6%	1.4%
State	23.4%	24.4%	36.5%	15.7%
White				
District	‡	‡	‡	‡
State	14.9%	20.5%	42.6%	22.0%
Black				
District	59.6%	25.6%	13.7%	1.0%
State	45.4%	30.1%	21.5%	3.1%
Hispanic				
District	40.1%	34.9%	22.1%	2.9%
State	30.2%	30.6%	32.5%	6.7%
Asian				
District	‡	‡	‡	‡
State	8.6%	14.1%	41.4%	35.8%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	16.7%	26.9%	36.1%	20.4%
American Indian				
District	‡	‡	‡	‡
State	27.0%	30.1%	34.7%	8.1%

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ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	55.0%	15.0%	30.0%	0.0%
State	21.4%	21.3%	36.8%	20.6%
Students with Disabilities				
District	70.7%	22.4%	6.8%	0.0%
State	40.5%	26.5%	23.5%	9.5%
Students with IEPs				
District	70.8%	22.3%	6.9%	0.0%
State	53.3%	28.9%	14.3%	3.5%
Non-IEP				
District	53.1%	28.2%	17.1%	1.7%
State	19.6%	23.8%	39.3%	17.3%
English Learners				
District	44.8%	40.6%	13.5%	1.0%
State	52.2%	34.7%	12.5%	0.6%
Male				
District	56.8%	24.5%	16.5%	2.2%
State	25.3%	22.4%	33.6%	18.7%
Female				
District	54.4%	30.2%	14.8%	0.7%
State	21.4%	26.4%	39.5%	12.7%
Non Binary				
District	*	*	*	*
State	16.4%	13.1%	37.7%	32.8%

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ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	44.8%	40.6%	13.5%	1.0%
State	52.2%	34.7%	12.5%	0.6%
Non-English Learners				
District	56.9%	25.8%	15.8%	1.5%
State	21.0%	23.5%	38.5%	17.0%
Low Income				
District	55.4%	28.6%	14.7%	1.3%
State	34.7%	30.0%	29.4%	5.9%
Non Low Income				
District	56.3%	23.7%	18.3%	1.8%
State	15.3%	20.4%	41.6%	22.8%
Homeless				
District	76.5%	17.6%	5.9%	0.0%
State	47.1%	29.7%	20.6%	2.6%
Migrant				
District	*	*	*	*
State	55.6%	44.4%	0.0%	0.0%
Youth In Care				
District	‡	‡	‡	‡
State	49.4%	28.2%	20.4%	2.1%
Military				
District	56.3%	31.3%	12.5%	0.0%
State	22.7%	24.2%	38.9%	14.2%

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Proficiency

What is it?

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

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	8.0% *	7.8% *	8.2% *	* *	14.3% *	7.4% *	9.5% *	16.7% *	* *	0.0% *	13.6% *	4.3% *
State	34.6% *	30.3% *	39.1% *	58.8% *	44.9% *	16.1% *	22.2% *	62.8% *	41.9% *	27.8% *	38.6% *	15.6% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	4.8% *	0.9% *	7.0% *	2.0% *	* *	0.0% *	5.3% *
State	8.7% *	9.4% *	19.9% *	11.7% *	9.0% *	12.6% *	38.3% *

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	4.5% *	5.9% *	3.0% *	* *	0.0% *	3.2% *	10.6% *	16.7% *	* *	0.0% *	0.0% *	6.2% *
State	26.9% *	28.4% *	25.2% *	42.2% *	36.7% *	8.0% *	14.3% *	60.9% *	32.7% *	20.7% *	30.0% *	13.1% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	7.0% *	3.7% *	3.9% *	4.0% *	* *	0.0% *	0.0% *
State	7.9% *	7.7% *	12.5% *	6.2% *	6.5% *	6.7% *	28.9% *

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

Proficiency (cont)

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	17.0% *	18.0% *	15.0% *	* *	20.0% *	15.0% *	24.0% *	16.0% *	* *	0.0% *	28.0% *	8.0% *
State	51.0% *	51.0% *	51.0% *	74.0% *	65.0% *	25.0% *	38.0% *	76.0% *	56.0% *	44.0% *	55.0% *	29.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	9.0% *	14.0% *	16.0% *	5.0% *	* *	0.0% *	11.0% *
State	18.0% *	17.0% *	35.0% *	24.0% *	28.0% *	25.0% *	57.0% *

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

Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	91.6% *	89.5% *	93.8% *	* *	100.0% *	91.5% *	92.8% *	100.0% *	* *	66.7% *	81.5% *	84.0% *
State	98.4% *	98.3% *	98.5% *	98.7% *	98.8% *	97.5% *	98.3% *	99.2% *	97.8% *	98.2% *	97.4% *	97.1% *

	Students with IEPs	English Learners	Low Income
District	82.8% *	95.9% *	90.8% *
State	96.8% *	98.4% *	98.1% *

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	91.4% *	89.3% *	93.6% *	* *	100.0% *	91.3% *	92.8% *	100.0% *	* *	66.7% *	81.5% *	83.6% *
State	98.3% *	98.1% *	98.4% *	97.4% *	98.7% *	97.2% *	98.2% *	99.2% *	97.7% *	98.1% *	97.2% *	96.8% *

	Students with IEPs	English Learners	Low Income
District	82.4% *	95.9% *	90.6% *
State	96.5% *	98.3% *	97.9% *

* 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)

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	91.9% *	90.2% *	93.6% *	* *	100.0% *	91.3% *	93.7% *	100.0% *	* *	33.3% *	100.0% *	86.4% *
State	96.3% *	96.2% *	96.4% *	92.7% *	97.0% *	94.4% *	96.1% *	98.0% *	95.2% *	95.0% *	95.5% *	94.0% *

	Students with IEPs	English Learners	Low Income
District	86.5% *	90.7% *	91.2% *
State	93.8% *	96.7% *	95.4% *

* 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 – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**91.4%** 1,056	**89.3%** 527	**93.6%** 529	* *	‡ 7	**91.4%** 829	**92.7%** 191	‡ 6	* *	‡ 2	**80.8%** 21	**81.9%** 181
State	**95.7%** 137,732	**95.2%** 69,488	**96.3%** 68,172	**98.6%** 72	**97.5%** 64,272	**91.7%** 21,160	**94.6%** 39,425	**98.8%** 7,723	**91.0%** 111	**93.9%** 290	**95.2%** 4,751	**92.5%** 25,754

	Students with IEPs	English Learners	Low Income
District	**80.3%** 159	**95.8%** 115	**90.6%** 808
State	**90.3%** 16,535	**92.7%** 11,506	**93.3%** 60,308

Overall SAT Mathematics – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**91.3%** 1,054	**89.2%** 526	**93.5%** 528	* *	‡ 7	**91.2%** 827	**92.7%** 191	‡ 6	* *	‡ 2	**80.8%** 21	**81.4%** 180
State	**95.6%** 137,539	**95.0%** 69,365	**96.2%** 68,103	**97.3%** 71	**97.5%** 64,217	**91.4%** 21,089	**94.5%** 39,376	**98.7%** 7,720	**91.0%** 111	**93.9%** 290	**94.9%** 4,736	**92.0%** 25,612

	Students with IEPs	English Learners	Low Income
District	**79.8%** 158	**95.8%** 115	**90.4%** 806
State	**89.6%** 16,401	**92.5%** 11,470	**93.1%** 60,157

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

Participation Rate (cont)

Overall DLM ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**100.0%** 29	**100.0%** 18	**100.0%** 11	* *	* *	**100.0%** 25	‡ 3	* *	* *	* *	‡ 1	**100.0%** 29
State	**99.7%** 10,868	**99.7%** 7,240	**99.8%** 3,627	**100.0%** 1	**99.7%** 4,191	**99.7%** 2,545	**99.9%** 3,061	**99.5%** 607	**100.0%** 15	**100.0%** 28	**99.8%** 421	**99.7%** 10,858

	Students with IEPs	English Learners	Low Income
District	**100.0%** 29	‡ 2	**100.0%** 26
State	**99.7%** 10,858	**99.9%** 2,907	**99.7%** 6,850

Overall DLM Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**100.0%** 29	**100.0%** 18	**100.0%** 11	* *	* *	**100.0%** 25	‡ 3	* *	* *	* *	‡ 1	**100.0%** 29
State	**99.8%** 10,838	**99.7%** 7,228	**99.8%** 3,609	**100.0%** 1	**99.7%** 4,184	**99.7%** 2,538	**99.9%** 3,055	**99.5%** 598	**100.0%** 15	**100.0%** 28	**99.8%** 420	**99.8%** 10,829

	Students with IEPs	English Learners	Low Income
District	**100.0%** 29	‡ 2	**100.0%** 26
State	**99.8%** 10,829	**99.9%** 2,901	**99.7%** 6,828

* 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 – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% 26	100.0% 19	‡ 7	* *	* *	100.0% 23	‡ 2	* *	* *	* *	‡ 1	100.0% 26
State	100.0% 4,358	100.0% 2,879	99.9% 1,478	100.0% 1	100.0% 1,710	99.9% 961	100.0% 1,267	100.0% 241	100.0% 7	100.0% 13	100.0% 159	100.0% 4,355

	Students with IEPs	English Learners	Low Income
District	100.0% 26	‡ 2	100.0% 22
State	100.0% 4,355	100.0% 1,116	100.0% 2,713

Overall – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	91.7% 945	89.9% 471	93.5% 474	* *	‡ 5	91.1% 733	93.7% 177	‡ 6	* *	‡ 1	100.0% 23	84.6% 159
State	96.3% 393,061	96.2% 199,738	96.4% 193,184	92.7% 139	97.0% 182,176	94.3% 61,290	96.1% 110,834	97.9% 22,291	95.2% 394	94.9% 897	95.5% 15,179	93.7% 71,774

	Students with IEPs	English Learners	Low Income
District	84.3% 140	90.6% 96	90.9% 712
State	93.3% 51,101	96.6% 48,621	95.3% 185,358

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

Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	8.4% *	10.5% *	6.3% *	* *	‡ *	8.5% *	7.2% *	‡ *	* *	‡ *	18.5% *	16.0% *
State	1.6% *	1.7% *	1.5% *	1.3% *	1.2% *	2.6% *	1.7% *	0.8% *	2.2% *	1.8% *	2.6% *	2.9% *

	Students with IEPs	English Learners	Low Income
District	17.2% *	4.1% *	9.2% *
State	3.2% *	1.6% *	1.9% *

Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	8.6% *	10.7% *	6.4% *	* *	‡ *	8.7% *	7.2% *	‡ *	* *	‡ *	18.5% *	16.4% *
State	1.7% *	1.9% *	1.6% *	2.6% *	1.3% *	2.8% *	1.8% *	0.8% *	2.3% *	1.9% *	2.8% *	3.2% *

	Students with IEPs	English Learners	Low Income
District	17.6% *	4.1% *	9.4% *
State	3.5% *	1.7% *	2.1% *

* 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)

Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	8.1% *	9.8% *	6.4% *	* *	‡ *	8.7% *	6.3% *	‡ *	* *	‡ *	0.0% *	13.6% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.6% *	3.9% *	2.0% *	4.8% *	5.0% *	4.5% *	6.0% *

	Students with IEPs	English Learners	Low Income
District	13.5% *	9.3% *	8.8% *
State	6.2% *	3.3% *	4.6% *

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

Participation Rate (cont)

Overall SAT ELA – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	8.6% *	10.7% *	6.4% *	* *	‡ *	8.6% *	7.3% *	‡ *	* *	‡ *	19.2% *	18.1% *
State	4.3% *	4.9% *	3.7% *	1.4% *	2.5% *	8.3% *	5.4% *	1.2% *	9.0% *	6.1% *	4.8% *	7.5% *

	Students with IEPs	English Learners	Low Income
District	19.7% *	4.2% *	9.4% *
State	9.7% *	7.3% *	6.7% *

Overall SAT Mathematics – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	8.7% *	10.8% *	6.5% *	* *	‡ *	8.8% *	7.3% *	‡ *	* *	‡ *	19.2% *	18.6% *
State	4.4% *	5.0% *	3.8% *	2.7% *	2.6% *	8.6% *	5.5% *	1.3% *	9.0% *	6.1% *	5.1% *	8.0% *

	Students with IEPs	English Learners	Low Income
District	20.2% *	4.2% *	9.6% *
State	10.4% *	7.6% *	6.9% *

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

Participation Rate (cont)

Overall DLM ELA - Non Participation

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

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

Overall DLM Mathematics - Non Participation

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

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

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

Participation Rate (cont)

Overall DLM Science – Non Participation

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

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

Overall ISA – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	8.3% *	10.1% *	6.5% *	* *	‡ *	8.9% *	6.3% *	‡ *	* *	‡ *	0.0% *	15.4% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.7% *	3.9% *	2.1% *	4.8% *	5.1% *	4.5% *	6.3% *

	Students with IEPs	English Learners	Low Income
District	15.7% *	9.4% *	9.1% *
State	6.7% *	3.4% *	4.7% *

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

9th Grade On Track

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	74.2%	71.8%	76.7%	*	‡	71.3%	83.8%	‡	*	‡	76.9%	77.4%
State	87.4%	85.8%	89.1%	83.6%	91.4%	78.9%	84.1%	96.8%	88.0%	87.6%	85.3%	83.8%

	Students with IEPs	English Learners	Low Income
District	76.3%	80.8%	71.7%
State	82.3%	79.8%	80.6%

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

College and Career Ready

What is it?

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

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

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

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

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 rate, both as a whole and broken down by student group.

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

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

Career and Technical Education (cont)

Career and Technical Education

	Enrollment
District	**2,663**
State	**299,613**

Perkins Measures - Four-Year Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**97.1%** 372	**97.3%** 220	**96.8%** 152	* *	‡ ‡	**97.8%** 305	**95.1%** 58	‡ ‡	* *	* *	‡ ‡	**92.0%** 46
State	**95.8%** 51,339	**95.3%** 28,582	**96.4%** 22,740	**77.3%** 17	**96.5%** 29,965	**94.2%** 5,741	**94.8%** 11,312	**97.6%** 2,477	**91.8%** 45	**91.0%** 81	**94.2%** 1,718	**91.4%** 8,769

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	**88.6%** 31	**93.5%** 29	**97.3%** 284	**93.3%** 14	* *	‡ ‡	‡ ‡	**98.0%** 145	* *	* *
State	**88.0%** 5,484	**90.5%** 2,345	**93.3%** 19,035	**88.8%** 1,095	‡ ‡	**81.4%** 105	**96.1%** 488	**96.0%** 15,744	**91.9%** 181	‡ ‡

Perkins Measures - Extended (Six-Year) Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**96.2%** 255	**93.7%** 134	**99.2%** 121	* *	‡ ‡	**97.5%** 197	**93.0%** 53	* *	* *	* *	‡ ‡	‡ ‡
State	**95.6%** 38,007	**95.0%** 21,265	**96.3%** 16,742	* *	**95.9%** 22,950	**94.5%** 4,016	**94.6%** 7,955	**98.5%** 1,838	**97.0%** 32	**97.6%** 81	**93.5%** 1,135	**82.8%** 2,089

* 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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	84.8% 28	88.2% 15	96.0% 237	‡ ‡	* *	* *	‡ ‡	98.3% 116	* *	* *
State	89.6% 4,370	90.2% 1,411	92.5% 13,545	87.2% 619	‡ ‡	86.5% 64	95.3% 345	96.5% 15,845	91.4% 117	‡ ‡

Perkins Measures - Academic Proficiency Rate in Reading/Language Art

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	5.4% 20	5.8% 13	‡ ‡	* *	‡ ‡	3.9% 12	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	26.9% 13,970	26.1% 7,569	27.9% 6,391	55.6% 10	32.9% 9,949	7.3% 425	14.9% 1,717	53.7% 1,335	41.9% 18	19.3% 16	29.5% 510	16.4% 1,465

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡ ‡	‡ ‡	4.5% 13	‡ ‡	* *	* *	‡ ‡	4.9% 17	* *	* *
State	5.4% 307	0.8% 18	12.6% 2,466	8.3% 97	‡ ‡	‡ ‡	25.6% 124	25.6% 7,572	10.6% 21	‡ ‡

Perkins Measures - Academic Proficiency Rate in Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	5.1% 19	5.4% 12	‡ ‡	* *	‡ ‡	3.6% 11	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	27.4% 14,229	29.7% 8,619	24.4% 5,602	‡ ‡	33.0% 9,997	7.0% 410	15.3% 1,758	61.6% 1,533	39.5% 17	16.9% 14	28.9% 500	15.1% 1,351

* 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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡ ‡	‡ ‡	3.8% 11	‡ ‡	* *	* *	‡ ‡	4.1% 14	* *	* *
State	4.8% 269	2.2% 52	12.5% 2,433	6.6% 77	‡ ‡	‡ ‡	25.8% 125	24.6% 7,282	11.1% 22	‡ ‡

Perkins Measures – Academic Proficiency Rate in Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	13.6% 48	14.5% 30	12.3% 18	* *	‡ ‡	11.1% 32	22.8% 13	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	51.9% 25,485	53.4% 14,679	50.1% 10,793	81.3% 13	59.2% 17,092	22.5% 1,156	41.4% 4,513	74.6% 1,814	66.7% 28	43.8% 35	52.6% 847	32.4% 2,659

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡ ‡	‡ ‡	13.7% 37	‡ ‡	* *	* *	‡ ‡	12.8% 42	* *	* *
State	18.5% 961	11.8% 265	37.1% 6,678	28.3% 282	‡ ‡	29.8% 31	49.5% 229	50.9% 14,231	40.0% 76	‡ ‡

Perkins Measures – Postsecondary Placement Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	40.7% 111	34.2% 51	48.4% 60	* *	‡ ‡	40.5% 89	43.9% 18	‡ ‡	* *	* *	‡ ‡	29.4% 10
State	57.5% 26,367	52.4% 13,456	63.9% 12,908	‡ ‡	61.0% 16,775	45.5% 2,309	48.5% 4,577	81.3% 1,820	53.3% 16	48.8% 42	55.1% 828	44.3% 3,493

* 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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡ ‡	‡ ‡	37.1% 86	‡ ‡	* *	* *	‡ ‡	49.1% 53	* *	* *
State	35.0% 1,822	37.8% 691	42.6% 6,889	32.9% 316	‡ ‡	37.4% 34	51.6% 206	60.3% 8,375	33.8% 47	‡ ‡

Perkins Measures - Nontraditional Program Enrollment Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	34.8% 263	38.8% 169	29.4% 94	* *	‡ ‡	37.3% 222	23.4% 33	‡ ‡	* *	* *	‡ ‡	42.9% 36
State	30.8% 39,227	8.9% 6,330	59.0% 32,897	‡ ‡	31.0% 23,042	33.6% 4,633	29.4% 8,285	28.2% 1,755	26.0% 25	31.1% 75	32.2% 1,412	28.5% 6,652

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	44.4% 28	19.4% 13	34.6% 197	36.7% 11	* *	‡ ‡	‡ ‡	100.0% 263	* *	* *
State	27.7% 4,173	28.7% 1,974	32.0% 15,591	34.9% 834	‡ ‡	42.3% 154	33.2% 371	100.0% 39,227	29.9% 158	‡ ‡

Perkins Measures - Program Quality – Attained Postsecondary Credits Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	89.4% 337	88.4% 199	90.8% 138	* *	‡ ‡	91.3% 282	79.7% 47	‡ ‡	* *	* *	‡ ‡	91.3% 42
State	38.0% 20,221	40.5% 12,018	35.0% 8,199	‡ ‡	38.3% 11,839	32.8% 1,979	39.6% 4,671	41.0% 1,033	44.7% 21	39.1% 34	35.9% 644	35.4% 3,288

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

Career and Technical Education (cont)

Perkins Measures - Program Quality – Attained Postsecondary Credits Rate

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	93.5% 29	86.7% 26	90.3% 262	86.7% 13	* *	* *	‡ ‡	95.2% 139	* *	* *
State	32.9% 1,952	37.8% 947	35.5% 7,186	28.5% 353	‡ ‡	29.7% 38	38.8% 196	34.8% 5,659	31.3% 65	‡ ‡

Perkins Measures - Program Quality – Work-Based Learning Rate

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

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

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

Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	2,246	1,192	1,054	*	15	1,763	418	‡	*	‡	38	283
State	278,543	154,296	124,095	152	153,870	34,061	65,651	13,493	246	640	10,582	50,469

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	244	235	1,654	136	*	16	52	183	*	*
State	33,915	20,475	113,210	5,543	56	1,077	2,503	33,072	1,021	24

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

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

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

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	227	178	49	*	‡	184	41	*	*	*	‡	37
State	42,527	33,116	9,398	13	26,149	4,140	8,886	1,602	42	87	1,621	8,352

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	35	28	188	23	*	‡	10	23	*	*
State	5,921	2,998	17,513	803	27	149	347	2,941	180	‡

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

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

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

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1,030	543	487	*	‡	826	178	‡	*	‡	18	107
State	68,232	39,350	28,852	30	39,243	9,127	13,260	3,494	66	166	2,876	10,533

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	92	101	665	58	*	‡	12	111	*	*
State	6,892	4,449	27,183	1,356	32	294	623	6,425	259	‡

CTE Participant - Count of Students participating in Education & Training

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

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

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	767	391	376	*	‡	597	147	‡	*	‡	16	84
State	59,752	34,657	25,080	15	35,141	6,849	11,491	3,628	55	116	2,472	8,695

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce		
District	76	85	483	43	*	‡	‡	75	*	*		
State	5,347	3,365	21,512	961	27	199	565	5,060	226	‡		

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

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce		
District	*	*	*	*	*	*	*	*	*	*		
State	103	23	463	26	‡	11	‡	52	*	*		

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Health Science

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

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

CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	477	216	261	*	‡	376	84	‡	*	‡	12	93
State	75,162	34,999	40,109	54	40,679	9,832	18,512	2,758	56	193	3,132	15,311

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	79	49	370	31	*	‡	‡	29	*	*
State	10,842	5,765	31,200	1,471	16	302	795	15,811	231	‡

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	167	20	147	*	‡	133	27	*	*	*	‡	10
State	42,282	15,139	27,123	20	26,241	5,276	7,644	1,061	35	84	1,941	7,564

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡	14	121	‡	*	*	‡	‡	*	*
State	5,624	2,319	18,797	947	19	220	414	7,041	271	‡

CTE Participant - Count of Students participating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	570	309	261	*	‡	435	113	‡	*	‡	13	62
State	44,905	27,754	17,121	30	25,175	6,089	9,233	2,341	40	110	1,917	8,037

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	60	68	348	39	*	‡	‡	24	*	*
State	5,742	3,350	19,269	835	25	227	431	3,417	151	‡

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

Career and Technical Education (cont)

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

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

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

CTE Participant - Count of Students participating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	280	63	217	*	‡	232	44	‡	*	*	‡	23
State	47,090	31,444	15,625	21	28,143	4,853	10,938	1,268	42	87	1,759	9,844

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	19	26	231	16	*	‡	15	12	*	*
State	7,009	3,693	20,382	860	13	197	424	3,769	182	‡

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Marketing

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

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

CTE Participant - Count of Students participating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	106	75	31	*	‡	71	32	*	*	‡	‡	10
State	25,337	19,087	6,235	15	12,603	2,620	6,680	2,360	28	62	984	4,382

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡	14	92	‡	*	*	‡	‡	*	*
State	2,712	2,238	9,416	350	‡	78	159	1,901	64	*

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	319	281	38	*	‡	220	89	‡	*	*	‡	60
State	32,433	26,816	5,605	12	17,740	3,279	9,286	945	22	92	1,069	7,177

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	53	44	262	15	*	‡	‡	32	*	*
State	5,278	3,379	14,466	604	‡	108	276	1,724	116	‡

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

Career and Technical Education (cont)

CTE Concentrator - Total Count of CTE Concentrators

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	756	436	320	*	‡	596	141	‡	*	*	11	84
State	127,211	71,378	55,781	52	74,286	13,777	28,212	6,216	96	241	4,383	23,351

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	63	67	569	30	*	‡	14	263	*	*
State	15,051	6,878	48,699	2,391	15	364	1,118	39,227	529	11

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

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

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

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

Career and Technical Education (cont)

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

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

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

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

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

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

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	531	296	235	*	‡	441	79	*	*	*	‡	52
State	13,178	8,505	4,668	‡	7,765	1,617	2,517	781	‡	32	458	1,703

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	37	37	385	23	*	*	‡	187	*	*
State	1,021	731	4,749	221	‡	29	109	5,659	69	*

CTE Concentrator - Count of Students concentrating in Education & Training

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

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

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	237	126	111	*	‡	193	39	*	*	*	‡	34
State	9,285	6,038	3,245	‡	5,803	871	1,588	688	‡	14	317	953

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	26	16	172	‡	*	*	‡	134	*	*
State	515	323	2,879	106	‡	14	77	2,365	35	‡

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

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

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

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Health Science

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

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

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	125	54	71	*	*	101	19	‡	*	*	‡	16
State	40,199	17,954	22,230	15	22,285	5,283	9,543	1,303	29	83	1,673	8,694

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	13	‡	103	‡	*	*	‡	78	*	*
State	5,942	2,530	16,124	798	‡	134	437	22,688	133	‡

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Human Services

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

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

CTE Concentrator - Count of Students concentrating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	56	42	14	*	‡	40	14	*	*	*	‡	10
State	9,782	7,498	2,281	‡	5,598	1,060	1,861	875	‡	23	356	1,728

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡	‡	36	‡	*	*	‡	33	*	*
State	1,118	480	3,517	146	‡	23	72	2,055	47	‡

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

Career and Technical Education (cont)

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

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

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

CTE Concentrator - Count of Students concentrating in Manufacturing

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

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

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Marketing

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

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

CTE Concentrator - Count of Students concentrating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	22	19	‡	*	*	10	‡	‡	*	*	‡	*
State	8,707	6,897	1,807	‡	4,058	684	2,371	1,266	‡	15	305	1,191

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	*	‡	20	*	*	*	*	‡	*	*
State	495	417	2,548	97	*	11	41	1,895	‡	*

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	72	68	‡	*	*	47	24	‡	*	*	*	11
State	9,432	8,797	633	‡	5,421	659	2,849	222	‡	19	255	2,352

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡	13	62	‡	*	‡	‡	‡	*	*
State	1,669	819	3,964	136	*	26	82	881	44	‡

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

High School Graduation Rate

What is it?

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

4 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	82.0%	79.1%	85.0%	*	‡	81.7%	84.4%	83.3%	*	‡	78.3%	69.1%
State	87.6%	85.6%	89.7%	82.5%	90.7%	80.1%	85.5%	94.7%	91.6%	82.2%	84.2%	78.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	67.1%	81.6%	81.8%	74.0%	*	60.0%	81.8%
State	72.3%	77.3%	81.2%	69.4%	52.4%	56.0%	89.0%

5 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	80.4%	77.5%	83.5%	*	‡	80.2%	82.4%	‡	‡	*	81.0%	68.3%
State	89.1%	87.2%	91.2%	90.0%	91.7%	82.4%	87.7%	95.6%	88.4%	84.2%	86.5%	80.9%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	66.5%	82.6%	80.0%	63.0%	*	53.3%	100.0%
State	75.9%	81.6%	82.9%	72.0%	83.3%	57.7%	90.5%

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

High School Graduation Rate (cont)

6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	81.1%	75.0%	87.4%	*	53.3%	81.3%	83.3%	‡	*	‡	76.5%	62.5%
State	89.3%	87.1%	91.6%	*	92.3%	82.2%	87.3%	96.7%	91.6%	82.5%	86.0%	81.1%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	62.9%	83.9%	82.1%	70.3%	*	72.7%	87.5%
State	76.8%	80.8%	83.2%	70.6%	60.0%	62.1%	91.4%

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

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
District	44.4%	*	*	28.0%	16.4%	0.0%
State	64.8%	*	*	39.7%	25.1%	0.0%

16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
District	45.7%	*	*	28.8%	16.9%	0.0%
State	65.6%	*	*	39.9%	25.7%	0.0%

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

About the data

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

22

Average Class Size

176

Total School Days
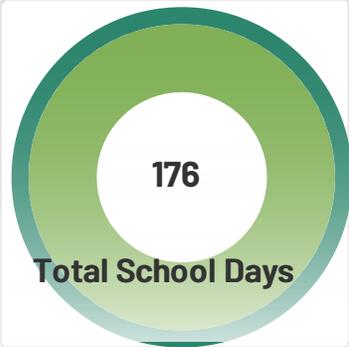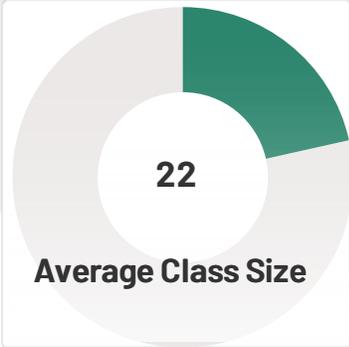
No Data district's percentage of adequacy

Evidence-Based Funding

School Level Finances

What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
District	4,656	$1,099	$22,158	$23,256	$1,433	$1,766	$3,199	$2,532	$23,923	$26,455	$12,352,239	$135,515,365

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

School Level Finances (cont)

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
District	4,656	$1,099	$22,158	$23,256	$1,433	$1,766	$3,199	$2,532	$23,923	$26,455
Thornton Township High School	1,464	$934	$22,624	$23,557	$1,433	$1,766	$3,199	$2,367	$24,389	$26,756
Thornridge High School	936	$2,520	$43,355	$45,876	$1,433	$1,766	$3,199	$3,954	$45,121	$49,075
Thornwood High School	1,994	$661	$12,584	$13,245	$1,433	$1,766	$3,199	$2,094	$14,350	$16,444
Outlook Academy	210	$339	$12,278	$12,618	$1,433	$1,766	$3,199	$1,773	$14,044	$15,817
PEACE Center	52	$19	$34,485	$34,504	$1,433	$1,766	$3,199	$1,453	$36,251	$37,703

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

District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	57.2% $81,951,509	1.2% $1,710,807	32.3% $46,247,038	1.1% $1,617,304	8.3% $11,845,039	$143,371,697
State	59.6%	3.8%	20.2%	4.0%	12.3%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	41.8%	3.9%	32.2%	22.1%
State	47.2%	2.3%	30.4%	20.2%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	71.7% $92,630,078	11.8% $15,284,713	4.7% $6,101,776	8.3% $10,676,666	0.6% $765,301	1.7% $2,133,549	0.0% $0	1.2% $1,565,677	$129,157,760
State	71.3%	7.4%	3.7%	7.8%	1.2%	1.8%	0.4%	6.4%	*

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

District Finances (cont)

Other Financial Indicators

	2020 Equalized Assessed Valuation per Pupil	2020 Total School Tax Rate per $100	2021-22 Instructional Expenditure per Pupil	2021-22 Operating Expenditure per Pupil
District	$395,873	5.9	$14,837	$28,073
State	*	*	$10,636	$17,952

Average Class Size

What is it?

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

	Grade 9	Grade 10	Grade 11	Grade 12	Grade HS	Overall
District	20	23	23	21	*	21
State	22	21	21	20	21	21

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

Total School Days

What is it?

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

	Total School Days
District	**176**
State	**176**

Health and Wellness

What is it?

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

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

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

Days PE per week

	Days PE per week
District	5
State	4

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

Health and Wellness (cont)

Truant Minor Count

District	1,376
State	157,112

About the data

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

4,425

Student Enrollment

4,425
Students

Racial/Ethnic Diversity

51.8%

Chronic Absenteeism
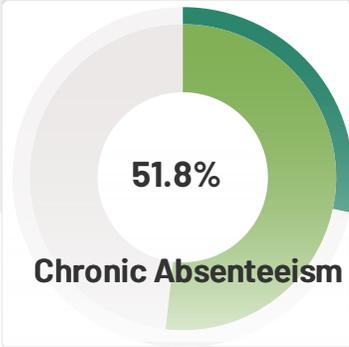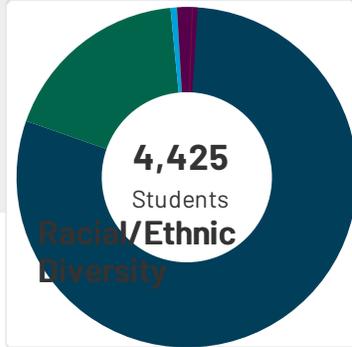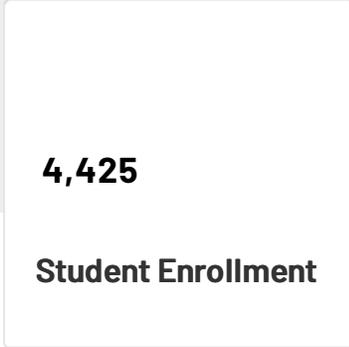
Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% 4,425	50.4% 2,230	49.6% 2,195	0.0% *	0.6% 28	79.1% 3,502	17.7% 783	0.5% 22	‡ ‡	‡ ‡	1.9% 85	13.4% 594
State	100.0% 1,857,790	51.4% 954,190	48.6% 901,981	0.1% 1,619	45.9% 853,165	16.5% 307,166	27.5% 511,065	5.5% 101,782	0.1% 1,801	0.2% 4,582	4.2% 78,229	19.4% 361,334

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	11.6% 512	9.5% 422	69.5% 3,074	3.9% 174	0.0% *	0.6% 28	1.6% 72
State	15.3% 284,032	14.6% 271,983	49.0% 910,675	2.3% 42,367	0.0% 364	0.7% 13,316	0.8% 15,281

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	1,115	1,135	1,053	1,122
State	152,855	152,854	143,487	146,123

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

Advanced Academic Programs

What is it?

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

Students Enrolled in Accelerated Placement

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

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

Students Enrolled in Accelerated Placement - ELA

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

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

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement – Math

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

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

Students Enrolled in Accelerated Placement – Mutiple Subjects

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

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

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement – Whole Grade

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

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

Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	6.2% 304	4.4% 110	8.2% 194	* *	‡ ‡	5.0% 194	11.2% 94	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	22.7% 138,767	19.6% 61,429	26.0% 77,249	21.2% 89	23.9% 66,690	13.0% 12,920	20.6% 36,163	53.1% 17,364	33.4% 219	17.2% 260	23.5% 5,151	10.4% 12,946

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	‡ ‡	5.2% 25	5.8% 213	4.9% 15	‡ ‡
State	2.9% 2,526	6.4% 3,907	14.9% 41,614	7.5% 1,194	3.1% 102

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**4.4%** 214	**2.7%** 67	**6.2%** 147	* *	‡ ‡	**4.2%** 162	**4.8%** 40	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.1%** 6,888	**0.9%** 2,740	**1.4%** 4,147	**0.2%** 1	**0.5%** 1,267	**1.7%** 1,692	**1.9%** 3,336	**1.2%** 406	**2.0%** 13	**1.3%** 19	**0.7%** 155	**0.8%** 953

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	‡ ‡	**3.3%** 16	**4.1%** 151	**4.9%** 15	‡ ‡
State	**0.4%** 316	**0.7%** 402	**1.6%** 4,368	**1.0%** 155	**0.6%** 19

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**34.1%** 1,668	**28.7%** 726	**39.9%** 942	* *	**31.8%** 14	**32.6%** 1,264	**40.8%** 343	**69.6%** 16	* *	‡ ‡	**32.2%** 29	**9.1%** 76
State	**20.3%** 390,960	**18.7%** 185,955	**21.9%** 204,693	**46.1%** 312	**22.0%** 192,469	**13.8%** 44,859	**18.7%** 100,219	**34.7%** 36,905	**26.3%** 483	**18.0%** 868	**18.6%** 15,157	**12.4%** 45,420

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	**5.6%** 42	**31.8%** 153	**33.7%** 1,233	**27.0%** 82	‡ ‡
State	**6.6%** 18,955	**7.3%** 21,412	**13.9%** 131,252	**10.3%** 4,703	**4.6%** 671

* 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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**31.9%** 1,558	**31.8%** 803	**32.0%** 755	* *	**25.0%** 11	**31.7%** 1,232	**33.5%** 281	‡ ‡	‡ ‡	‡ ‡	**33.3%** 30	**14.5%** 121
State	**14.0%** 85,182	**13.7%** 42,915	**14.2%** 42,235	**7.6%** 32	**18.0%** 50,161	**8.6%** 8,600	**10.2%** 17,888	**16.7%** 5,465	**11.8%** 77	**9.2%** 140	**13.0%** 2,851	**9.0%** 11,213

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	**13.7%** 103	**35.3%** 170	**27.8%** 1,019	**31.9%** 97	‡ ‡
State	**6.7%** 5,843	**6.0%** 3,661	**9.6%** 26,728	**8.7%** 1,381	**5.2%** 173

Advanced Placement (AP) Exams - Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	30	‡	30	‡
State	16,722	9,655	15,401	9,066

Advanced Placement (AP) Exams - Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	54	24	35	20
State	42,163	26,824	25,036	16,469

Advanced Placement (AP) Exams - Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	225	32	131	27
State	115,622	71,399	40,825	27,121

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Exams - Grade 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
District	319	62	118	35
State	180,525	118,009	39,859	30,122

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
District	902	232	361	408
State	23,238	34,677	64,198	76,361

Advanced Placement (AP) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	38	‡	28	‡	‡	‡	‡	‡	‡
State	16,056	6,601	2,058	4,343	2,340	34	32	648	1,359

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	25	*
State	263	*	443	*	5,394	*

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework – Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	39	‡	11	26	‡	‡	‡	‡	‡
State	27,067	12,681	2,267	6,936	3,987	35	72	1,089	2,169

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	34	*
State	369	*	765	*	7,808	*

Advanced Placement (AP) Coursework – Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99	‡	67	27	‡	‡	‡	‡	‡
State	45,997	22,566	4,277	11,952	5,295	55	80	1,772	4,375

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	11	*	68	*
State	832	*	1,212	*	13,567	*

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Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	128	‡	88	33	‡	‡	‡	‡	‡
State	49,647	24,842	4,318	12,932	5,742	95	76	1,642	5,043

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	13	*	86	*
State	1,062	*	1,487	*	14,845	*

International Baccalaureate (IB) Coursework - Grade 9

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

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

* 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 10

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

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

International Baccalaureate (IB) Coursework – Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	117	‡	83	28	‡	‡	‡	‡	‡
State	3,310	569	788	1,711	157	5	8	72	466

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	10	*	89	*
State	168	*	249	*	2,183	*

* 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 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	96	‡	78	12	‡	‡	‡	‡	‡
State	3,095	613	664	1,529	213	8	11	57	419

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	61	*
State	101	*	132	*	1,928	*

Dual Credit Coursework – Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	891	‡	691	173	‡	‡	‡	20	59
State	7,794	3,259	1,983	1,837	400	4	12	299	1,123

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	54	*	114	*	521	*
State	618	*	648	*	3,024	*

* 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 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	194	‡	159	31	‡	‡	‡	‡	11
State	9,428	5,189	1,015	2,257	613	8	22	324	1,402

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	14	*	156	*
State	785	*	670	*	3,380	*

Dual Credit Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	234	‡	181	45	‡	‡	‡	‡	22
State	25,274	15,801	2,051	4,964	1,545	18	33	862	3,274

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	20	*	21	*	163	*
State	1,693	*	923	*	7,470	*

* 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 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	239	‡	201	32	‡	‡	‡	‡	29
State	42,686	25,912	3,551	8,830	2,907	47	73	1,366	5,414

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	21	*	21	*	179	*
State	2,747	*	1,420	*	12,854	*

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Advanced Academic Programs (cont)

Students Assessed For Giftedness

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

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

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

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

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

Advanced Academic Programs (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

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

Students Identified As Gifted

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

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

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

Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

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

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

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

Students With IEPs

What is it?

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

By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
District	**All Students**	0.3%	14.5%	1.7%	0.0%	*	0.1%	0.4%
	Students with IEPs	1.7%	85.3%	10.2%	0.1%	*	0.4%	2.3%
All Peer Districts *	All Students	6.6%	10.6%	7.6%	3.2%	*	8.3%	5.5%
	Students with IEPs	44.8%	19.2%	29.0%	3.1%	*	0.3%	3.6%
State	All Students	7.0%	3.0%	4.4%	0.5%	*	0.0%	0.7%
	Students with IEPs	44.9%	19.2%	28.2%	2.9%	*	0.3%	4.4%

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	**All Students**	1.7%	0.0%	*	*	1.7%	0.2%	3.0%
	Students with IEPs	10.2%	0.3%	*	*	10.1%	1.1%	17.8%
All Peer Districts *	All Students	0.9%	0.0%	*	*	0.9%	0.1%	0.6%
	Students with IEPs	13.0%	0.2%	*	*	12.4%	0.9%	8.4%
State	All Students	1.8%	0.0%	*	*	0.8%	0.1%	0.7%
	Students with IEPs	11.3%	0.2%	*	*	5.4%	0.8%	4.6%

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

Students With IEPs (cont)

By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
District	**All Students**	0.3%	0.0%	1.4%	8.2%	0.2%	0.0%	0.1%
	Students with IEPs	2.0%	0.1%	8.5%	48.4%	0.9%	0.3%	0.4%
All Peer Districts *	All Students	0.1%	0.0%	1.4%	3.0%	0.1%	0.0%	0.0%
	Students with IEPs	1.7%	0.3%	19.2%	41.6%	1.5%	0.2%	0.4%
State	All Students	0.2%	0.0%	2.2%	5.0%	2.5%	0.0%	0.1%
	Students with IEPs	1.0%	0.3%	13.8%	32.3%	16.2%	0.2%	0.3%

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

Educational Environments for Students with IEPs

What is it?

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

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

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	17.5%	35.1%	17.4%	30.0%
All Peer Districts *	40.2%	31.8%	15.1%	12.9%
State	54.1%	26.1%	13.3%	6.5%
White				
District	15.4%	15.4%	7.7%	61.5%
All Peer Districts *	44.9%	28.7%	13.5%	12.9%
State	58.1%	24.7%	10.8%	6.4%
Black				
District	17.1%	34.8%	17.1%	30.9%
All Peer Districts *	30.9%	35.2%	18.0%	15.9%
State	44.9%	30.0%	16.8%	8.3%
Hispanic				
District	22.1%	40.3%	18.2%	19.5%
All Peer Districts *	39.8%	34.9%	15.3%	10.0%
State	54.4%	26.6%	13.9%	5.1%

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Asian				
District	0.0%	0.0%	100.0%	0.0%
All Peer Districts *	36.1%	27.3%	17.8%	18.8%
State	52.7%	19.2%	20.5%	7.7%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
American Indian				
District	0.0%	33.3%	33.3%	33.3%
All Peer Districts *	31.9%	38.3%	17.0%	12.8%
State	49.2%	27.8%	15.0%	7.9%
Two or More Races				
District	17.6%	41.2%	23.5%	17.6%
All Peer Districts *	38.8%	31.9%	15.1%	14.1%
State	55.1%	23.3%	13.9%	7.7%

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

Educational Environments for Students with IEPs (cont)

For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	1.5%	17.2%	26.1%	55.2%
All Peer Districts *	1.6%	25.6%	46.7%	26.2%
State	3.5%	30.1%	49.7%	16.7%
Emotional Disability				
District	37.5%	12.5%	12.5%	37.5%
All Peer Districts *	68.6%	16.1%	6.2%	9.0%
State	70.5%	14.4%	8.4%	6.7%
Intellectual Disability				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Other Health Impairment				
District	18.8%	46.9%	20.3%	14.1%
All Peer Districts *	53.2%	29.8%	9.6%	7.5%
State	57.3%	28.0%	9.1%	5.5%
Specific Learning Disability				
District	0.0%	0.0%	6.7%	93.3%
All Peer Districts *	2.2%	9.8%	39.2%	48.8%
State	3.7%	13.0%	49.4%	33.8%
Speech or Language Impairment				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	51.9%	16.6%	25.1%	0.1%	6.3%
White					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	48.6%	22.0%	20.7%	0.1%	8.7%
Black					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	49.7%	15.7%	31.9%	0.0%	2.7%
Hispanic					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	59.8%	8.1%	28.3%	0.1%	3.8%

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Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Asian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	51.4%	9.4%	32.9%	0.2%	6.2%
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
American Indian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	40.6%	20.3%	37.5%	0.0%	1.6%
Two or More Races					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	49.8%	19.5%	24.7%	0.2%	5.8%

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

What is it?

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

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

For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	42.9%	14.3%	42.9%	0.0%	0.0%
Developmental Delay					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	39.0%	11.6%	47.3%	0.0%	2.1%

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

For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Other Health Impairment					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	44.3%	11.6%	41.4%	1.3%	1.4%

For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Specific Learning Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	16.5%	8.2%	66.5%	7.0%	1.9%
Speech or Language Impairment					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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State Performance Plan Indicators For Students With IEPs

What is it?

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

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
1	**Graduation Percent for students with IEPs (Data lag one year)**	**87.06**	82.6	**Yes**
2	**Dropout Percent for students with IEPs (Data lag one year)**	**11.18**	13.7	**Yes**
3ae4	**Reading assessment participation rate for students with IEPs, Grade 4**	*	95	N/A
3ae8	**Reading assessment participation rate for students with IEPs, Grade 8**	*	95	N/A
3ae11	**Reading assessment participation rate for students with IEPs, Grade 11**	100.00	95	Yes
3am4	**Math assessment participation rate for students with IEPs, Grade 4**	*	95	N/A
3am8	**Math assessment participation rate for students with IEPs, Grade 8**	*	95	N/A
3am11	**Math assessment participation rate for students with IEPs, Grade 11**	99.55	95	Yes
3be4	**Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards**	*	11	N/A
3be8	**Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards**	*	8	N/A
3be11	**Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards**	0.00	8	No
3bm4	**Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards**	*	12	N/A
3bm8	**Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards**	*	6.5	N/A
3bm11	**Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards**	0.00	7	No
3ce4	**Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards**	*	15	N/A
3ce8	**Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards**	*	23.5	N/A

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
3ce11	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	9.52	22.5	No
3cm4	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	20.5	N/A
3cm8	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	5.5	N/A
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	21.88	4	Yes
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	*	25.5	N/A
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	*	31.5	N/A
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	6.45	28	Yes
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	*	21.5	N/A
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	*	26	N/A
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	5.38	27.5	Yes
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year)	No	No	Yes
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	17.5	53.1	No
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	17.4	12.33	No
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	30.0	6.37	No
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	*	47.0	N/A
6b	Children ages 3-5 in separate special education class, separate school or residential facility	*	26.04	N/A

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
6c	Children ages 3-5 receiving special education and related services in the home	*	0.27	N/A
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	*	83.95	N/A
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	*	47.2	N/A
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	*	84.1	N/A
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	*	45.1	N/A
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	*	85.8	N/A
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	*	53.4	N/A
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	*	71	N/A
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	Yes
11	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	100.00	100	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	*	100	N/A
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	100.00	100	Yes
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	*	29.6	N/A
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	*	63.5	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	*	75.75	N/A

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English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
District	**348**	**100.0%** 348	‡ ‡	**93.1%** 324
State	**250,939**	**99.9%** 250,754	**5.9%** 14,576	**21.8%** 54,729

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Student Attendance

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	86.5%	86.6%	86.4%	*	87.0%	86.3%	87.5%	85.1%	83.4%	76.0%	88.3%	84.4%
State	91.2%	91.3%	91.1%	88.8%	92.8%	88.2%	89.9%	93.6%	91.3%	89.8%	91.1%	89.4%

	Students with IEPs	English Learners	Low Income
District	84.1%	86.4%	85.7%
State	89.3%	90.4%	89.2%

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Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	20.8%	22.5%	19.1%	*	‡	22.3%	14.4%	‡	‡	‡	16.7%	21.9%
State	7.4%	7.7%	7.2%	13.4%	4.8%	13.3%	8.0%	7.7%	8.5%	10.8%	8.2%	6.9%

	Students with IEPs	English Learners	Low Income	Homeless
District	22.2%	18.5%	22.4%	28.0%
State	7.5%	10.9%	10.2%	29.8%

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Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	51.8%	49.9%	53.8%	*	58.1%	52.5%	47.3%	75.0%	‡	‡	50.5%	55.8%
State	28.3%	27.9%	28.7%	39.0%	20.7%	42.1%	34.5%	18.5%	29.0%	35.6%	29.1%	35.3%

	Students with IEPs	English Learners	Low Income
District	56.0%	51.6%	54.4%
State	36.2%	33.2%	38.2%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	48.4%	48.7%	50.6%	59.1%
State	30.7%	34.1%	36.8%	42.7%

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

Dropout Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	4.4%	5.0%	3.7%	‡	‡	4.5%	3.4%	‡	‡	‡	‡	4.2%
State	2.9%	3.2%	2.6%	2.5%	2.1%	5.1%	3.2%	1.0%	3.2%	4.6%	3.7%	2.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant
District	4.4%	3.5%	4.8%	‡	‡
State	3.2%	3.7%	4.3%	8.2%	10.7%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	4.5%	7.3%	7.2%	5.6%
State	2.4%	4.7%	4.9%	4.0%

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Chronic Truancy Rate

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	49.2%	47.9%	50.6%	*	26.8%	49.7%	47.9%	82.6%	‡	‡	39.6%	41.6%
State	19.9%	19.9%	20.0%	16.9%	7.7%	44.7%	27.9%	7.9%	19.7%	27.0%	17.6%	22.9%

	Students with IEPs	English Learners	Low Income
District	42.3%	53.7%	53.1%
State	24.6%	26.6%	31.7%

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

Truancy Rate

What is it?

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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1,568 32.3%	782 31.4%	786 33.3%	* *	15 36.6%	1,228 31.9%	288 34.2%	3 13.0%	‡ ‡	‡ ‡	32 35.2%	211 26.3%
State	422,690 25.1%	216,052 25.0%	206,482 25.2%	156 23.8%	148,132 19.3%	85,946 30.9%	151,264 32.3%	18,279 19.6%	428 25.9%	1,194 28.4%	17,447 25.4%	84,510 26.2%

	Students with IEPs	English Learners	Low Income
District	180 25.1%	160 32.9%	1,104 30.6%
State	65,483 26.5%	82,015 33.3%	247,716 30.4%

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

Student Discipline

What is it?

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

Total Student Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	1,007	*	*	229	882	36
State	114,218	458	119	69,648	67,124	2,023

Total Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	1,927	*	*	377	1,497	53
State	250,351	472	121	138,319	108,741	2,698

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

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
White						
District	‡	*	*	*	1	*
State	75,846	135	39	44,702	30,559	411
Black						
District	1,769	*	*	325	1,393	51
State	93,206	188	39	43,799	47,398	1,782
Hispanic						
District	126	*	*	42	83	1
State	62,612	108	33	39,513	22,648	310
Asian						
District	*	*	*	*	*	*
State	2,270	3	2	1,444	803	18
Native Hawaiian/ Pacific Islander						
District	‡	*	*	‡	*	*
State	173	*	*	83	89	1
American Indian						
District	*	*	*	*	*	*
State	681	3	*	372	303	3
Two or More Races						
District	30	*	*	‡	20	1
State	15,563	35	8	8,406	6,941	173

* 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 Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
K-8						
District	*	*	*	*	*	*
State	121,737	145	49	60,827	59,300	1,416
9-12						
District	1,927	*	*	377	1,497	53
State	128,614	327	72	77,492	49,441	1,282

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Tobacco						
District	23	*	*	*	22	1
State	7,952	2	*	4,445	3,481	24
Alcohol						
District	2	*	*	*	2	*
State	4,165	3	*	1,845	2,306	11
Drug Offences						
District	124	*	*	5	114	5
State	11,150	86	16	3,227	7,568	253
Violence with Physical Injury						
District	44	*	*	*	43	1
State	15,219	94	17	3,462	11,472	174

* 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
Violence without Physical Injury						
District	192	*	*	1	191	*
State	49,238	83	29	18,880	29,328	918
Dangerous Weapon: Firearm						
District	5	*	*	*	5	*
State	665	24	12	124	487	18
Dangerous Weapon: Other						
District	14	*	*	1	13	*
State	2,644	60	11	664	1,769	140
Other Reason						
District	1,523	*	*	370	1,107	46
State	159,318	120	36	105,672	52,330	1,160

By Program – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Students with IEPs						
District	363	*	*	54	277	32
State	69,205	76	10	35,739	32,510	870
English Learners						
District	77	*	*	29	48	*
State	30,924	51	18	19,482	11,239	134

* 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
Low Income						
District	1,452	*	*	341	1,075	36
State	185,307	372	92	99,893	82,771	2,179

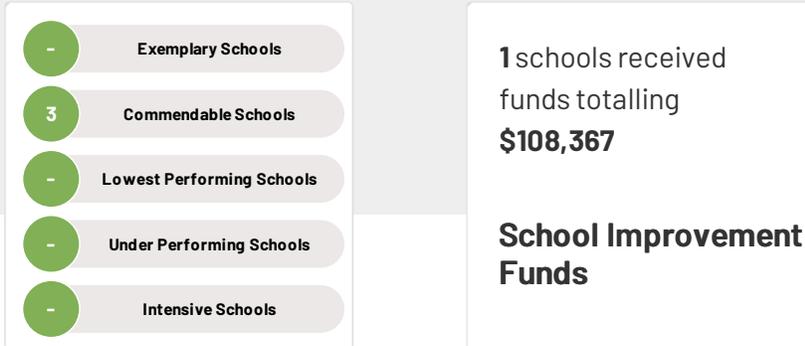**By Duration - Incident Count**

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Less than 1 day						
District	*	*	*	*	*	*
State	22,054	84	5	18,376	3,567	22
1-2 days						
District	688	*	*	271	393	24
State	138,143	66	13	98,587	38,888	589
2-3 days						
District	588	*	*	104	463	21
State	40,987	1	2	14,990	25,620	374
3-4 days						
District	236	*	*	2	230	4
State	28,489	1	1	4,798	23,319	370
4-10 days						
District	180	*	*	*	177	3
State	13,943	16	10	1,374	12,253	290

* 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
Greater than 10 days						
District	235	*	*	*	234	1
State	6,735	304	90	194	5,094	1,053

By Gender – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Male						
District	1,231	*	*	240	945	46
State	168,584	309	78	93,901	72,584	1,712
Female						
District	696	*	*	137	552	7
State	81,424	162	43	44,184	36,051	984
Non Binary						
District	*	*	*	*	*	*
State	343	1	*	234	106	2

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

About the data

Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has 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.

-	Exemplary Schools
3	Commendable Schools
-	Lowest Performing Schools
-	Under Performing Schools
-	Intensive Schools

1 schools received funds totalling **$108,367**

School Improvement Funds

School Improvement Funds

What is it?

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

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

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

	School Year First Identified in Improvement Status	Level of Support	School Improvement Grant Allocation by School	Reason for Improvement Status & Grant Allocation	School Improvement Status
Thornridge High School	**2018**	**Comprehensive**	**$108,367**	**All**	*

* 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

What is it?

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

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

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

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

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

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

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

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

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

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

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Summative Designation Meta Indicator Components (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	35 29.7%	18 28.1%	17 31.5%	* *	1 100.0%	25 26.6%	7 36.8%	* *	* *	* *	2 50.0%	12 46.1%
State	89,290 72.1%	45,134 72.3%	44,113 72.0%	43 84.3%	52,654 88.3%	7,120 41.2%	19,452 55.9%	6,727 88.6%	125 76.7%	161 58.6%	3,051 76.0%	15,236 66.4%

	Students with IEPs	English Learners	Low Income
District	12 46.1%	2 22.2%	28 30.1%
State	8,661 60.2%	3,984 48.1%	26,686 52.4%

Percentage of students who fall into each GPA category

All				
District	6 5.1%	15 12.7%	46 39.0%	51 43.2%
State	29,154 23.6%	43,060 34.8%	36,141 29.2%	15,394 12.4%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Male				
District	1 1.6%	9 14.1%	28 43.8%	26 40.6%
State	11,438 18.3%	21,286 34.1%	21,887 35.1%	7,818 12.5%
Female				
District	5 9.3%	6 11.1%	18 33.3%	25 46.3%
State	17,707 28.9%	21,751 35.5%	14,240 23.2%	7,571 12.3%
Non Binary				
District	* *	* *	* *	* *
State	9 17.6%	23 45.1%	14 27.4%	5 9.8%

* 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 fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
White				
District	1 100.0%	0 0.0%	0 0.0%	0 0.0%
State	18,509 31.0%	21,605 36.2%	11,888 19.9%	7,644 12.8%
Black				
District	4 4.3%	12 12.8%	35 37.2%	43 45.7%
State	1,543 8.9%	5,263 30.5%	8,114 47.0%	2,357 13.6%
Hispanic				
District	1 5.3%	2 10.5%	10 52.6%	6 31.6%
State	4,385 12.6%	12,244 35.2%	14,044 40.4%	4,111 11.8%
Asian				
District	* *	* *	* *	* *
State	3,593 47.3%	2,425 31.9%	776 10.2%	797 10.5%

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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
Native Hawaiian/ Pacific Islander				
District	* *	* *	* *	* *
State	54 33.1%	60 36.8%	37 22.7%	11 6.8%
American Indian				
District	* *	* *	* *	* *
State	49 17.8%	94 34.2%	102 37.1%	30 10.9%
Two or More Races				
District	0 0.0%	1 25.0%	1 25.0%	2 50.0%
State	1,021 25.4%	1,369 34.1%	1,180 29.4%	444 11.1%
Students with Disabilities				
District	2 7.7%	6 23.1%	9 34.6%	9 34.6%
State	2,891 12.6%	7,949 34.6%	8,999 39.2%	3,107 13.5%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Students with IEPs				
District	**2** **7.7%**	**6** **23.1%**	**9** **34.6%**	**9** **34.6%**
State	**1,037** 7.2%	**4,563** 31.7%	**6,660** 46.3%	**2,129** 14.8%
English Learners				
District	**0** **0.0%**	**1** **11.1%**	**7** **77.8%**	**1** **11.1%**
State	**485** 5.9%	**2,598** 31.4%	**4,087** 49.4%	**1,110** 13.4%
Low Income				
District	**6** **6.5%**	**8** **8.6%**	**39** **41.9%**	**40** **43.0%**
State	**6,473** 12.7%	**16,497** 32.4%	**21,240** 41.7%	**6,735** 13.2%

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

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

* 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 meet the IL SAT/ ACT Composite Minimum requirement

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

Percentage of students who have at least 1 Academic ELA Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	5 4.2%	1 1.6%	4 7.4%	* *	0 0.0%	3 3.2%	2 10.5%	* *	* *	* *	0 0.0%	0 0.0%
State	52,201 42.2%	22,804 36.5%	29,373 47.9%	24 47.1%	29,531 49.5%	3,996 23.1%	11,350 32.6%	5,378 70.8%	98 60.1%	90 32.7%	1,758 43.8%	5,784 25.2%

	Students with IEPs	English Learners	Low Income
District	0 0.0%	0 0.0%	3 3.2%
State	1,428 9.9%	766 9.3%	14,121 27.7%

* 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 at least 1 Academic Math Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	39 33.0%	19 29.7%	20 37.0%	* *	0 0.0%	30 31.9%	6 31.6%	* *	* *	* *	3 75.0%	7 26.9%
State	87,721 70.9%	41,992 67.3%	45,691 74.6%	38 74.5%	45,501 76.3%	9,800 56.7%	22,507 64.7%	6,856 90.3%	126 77.3%	177 64.4%	2,754 68.6%	12,917 56.3%

	Students with IEPs	English Learners	Low Income
District	7 26.9%	1 11.1%	27 29.0%
State	6,259 43.5%	4,197 50.7%	30,104 59.1%

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	76 64.4%	49 76.6%	27 50.0%	* *	1 100.0%	60 63.8%	13 68.4%	* *	* *	* *	2 50.0%	18 69.2%
State	75,953 61.4%	37,503 60.1%	38,432 62.7%	18 35.3%	40,116 67.3%	8,205 47.5%	19,033 54.7%	5,747 75.7%	103 63.2%	162 58.9%	2,587 64.4%	12,696 55.3%

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Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
District	18 69.2%	8 88.9%	64 68.8%
State	7,312 50.8%	4,111 49.6%	27,119 53.2%

* 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
All				
District	1 0.9%	16 13.6%	37 31.4%	64 54.2%
State	40,809 33.0%	25,424 20.5%	28,205 22.8%	29,328 23.7%
Male				
District	0 0.0%	12 18.8%	18 28.1%	34 53.1%
State	20,203 32.4%	13,128 21.0%	14,541 23.3%	14,563 23.3%
Female				
District	1 1.9%	4 7.4%	19 35.2%	30 55.6%
State	20,600 33.6%	12,285 20.1%	13,641 22.3%	14,754 24.1%
Non Binary				
District	* *	* *	* *	* *
State	6 11.8%	11 21.6%	23 45.1%	11 21.6%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
White				
District	**0** **0.0%**	**0** **0.0%**	**0** **0.0%**	**1** **100.0%**
State	**25,996** 43.6%	**13,831** 23.2%	**11,756** 19.7%	**8,073** 13.5%
Black				
District	**1** **1.1%**	**13** **13.8%**	**29** **30.9%**	**51** **54.3%**
State	**2,595** 15.0%	**2,858** 16.5%	**5,062** 29.3%	**6,766** 39.1%
Hispanic				
District	**0** **0.0%**	**1** **5.3%**	**7** **36.8%**	**11** **57.9%**
State	**7,816** 22.5%	**5,862** 16.9%	**8,846** 25.4%	**12,261** 35.3%
Asian				
District	***** *****	***** *****	***** *****	***** *****
State	**2,872** 37.8%	**1,886** 24.9%	**1,487** 19.6%	**1,346** 17.7%

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Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
Native Hawaiian/ Pacific Islander				
District	* *	* *	* *	* *
State	41 25.1%	23 14.1%	24 14.7%	75 46.0%
American Indian				
District	* *	* *	* *	* *
State	72 26.2%	49 17.8%	79 28.7%	75 27.3%
Two or More Races				
District	0 0.0%	2 50.0%	1 25.0%	1 25.0%
State	1,417 35.3%	915 22.8%	951 23.7%	732 18.2%
Students with Disabilities				
District	0 0.0%	2 7.7%	2 7.7%	22 84.6%
State	5,703 24.9%	4,450 19.4%	5,696 24.8%	7,099 30.9%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
Students with IEPs				
District	**0** 0.0%	**2** 7.7%	**2** 7.7%	**22** 84.6%
State	**2,907** 20.2%	**2,568** 17.8%	**3,840** 26.7%	**5,076** 35.3%
English Learners				
District	**0** 0.0%	**0** 0.0%	**2** 22.2%	**7** 77.8%
State	**1,193** 14.4%	**1,344** 16.2%	**2,173** 26.2%	**3,570** 43.1%
Low Income				
District	**1** 1.1%	**12** 12.9%	**28** 30.1%	**52** 55.9%
State	**11,094** 21.8%	**8,706** 17.1%	**13,292** 26.1%	**17,860** 35.0%

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

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

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Summative Designation Meta Indicator Components (cont)

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

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

Fine Arts: Student Participation in Fine Arts

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	22.2%	21.6%	22.9%	*	26.2%	22.5%	21.5%	8.3%	0.0%	0.0%	20.2%	18.9%
State	69.9%	67.0%	72.8%	69.1%	68.5%	66.9%	72.5%	76.2%	72.0%	71.8%	71.1%	67.0%

	Students with IEPs	English Learners	Low Income
District	17.6%	19.5%	22.9%
State	66.4%	78.2%	69.9%

Fine Arts: Student Participation in Fine Arts Numberator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1,086	547	539	*	11	875	180	2	0	0	18	157
State	1,271,937	626,370	645,098	469	568,210	203,123	365,407	76,666	1,272	3,266	53,993	228,922

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Student Participation in Fine Arts Numberator Count

	Students with IEPs	English Learners	Low Income
District	132	93	839
State	175,684	212,971	619,115

Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	4,886	2,530	2,356	*	42	3,886	836	24	1	8	89	833
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

	Students with IEPs	English Learners	Low Income
District	752	477	3,658
State	264,507	272,399	885,329

Fine Arts: Teacher Qualifications

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	84.8%	80.8%	88.9%	*	72.7%	83.5%	91.1%	100.0%	*	*	88.9%	70.7%
State	94.2%	94.3%	94.2%	96.2%	96.3%	86.8%	94.2%	98.0%	96.5%	94.8%	95.6%	93.1%

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

## Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications

	Students with IEPs	English Learners	Low Income
District	**67.4%**	**85.0%**	**84.5%**
State	**92.5%**	**95.5%**	**92.2%**

Fine Arts: Teacher Qualifications Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**921**	**442**	**479**	*	**8**	**731**	**164**	**2**	**0**	**0**	**16**	**111**
State	**1,198,737**	**590,333**	**607,953**	**451**	**547,213**	**176,302**	**344,175**	**75,128**	**1,228**	**3,096**	**51,595**	**213,132**

	Students with IEPs	English Learners	Low Income
District	**89**	**79**	**709**
State	**162,574**	**203,311**	**570,669**

Fine Arts: Teacher Qualifications Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**4,886**	**2,530**	**2,356**	*	**42**	**3,886**	**836**	**24**	**1**	**8**	**89**	**833**
State	**1,820,402**	**934,146**	**885,577**	**679**	**829,677**	**303,489**	**504,356**	**100,639**	**1,767**	**4,547**	**75,927**	**341,635**

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

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Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications Denominator Count

	Students with IEPs	English Learners	Low Income
District	752	477	3,658
State	264,507	272,399	885,329

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

About the data

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

76.3%	**100.0%**	**92.5%**
All Schools	**Evaluation Rate**	**Retention Rate**
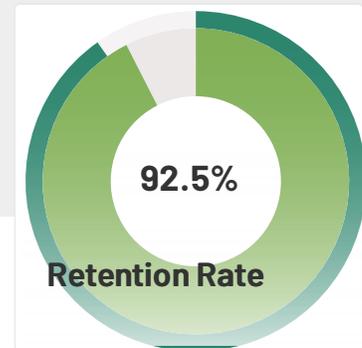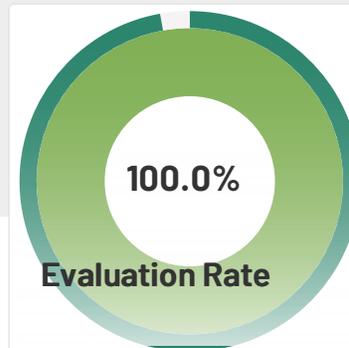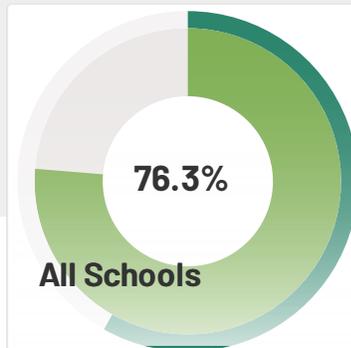
Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
District	16	51.1%	100.0%
State	*	64.4%	97.2%

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

Student-To-Teacher Ratios

What is it?

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

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

Average Teacher Salary

What is it?

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

	Average Teacher Salary
District	$90,158
State	$73,916

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

Retention Rate

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	**All**	**92.5%** 995	**94.5%** 545	**89.6%** 361	**92.5%** 62	**100.0%** 16	* *	* *	**75.0%** 3	**88.9%** 8
	Male	**91.7%** 409	**93.5%** 287	**87.9%** 102	**88.2%** 15	* *	* *	* *	* *	**83.3%** 5
	Female	**93.0%** 586	**95.6%** 258	**90.2%** 259	**94.0%** 47	**100.0%** 16	* *	* *	**75.0%** 3	**100.0%** 3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**90.2%** 318,584	**90.6%** 270,179	**85.3%** 14,688	**90.3%** 21,684	**89.9%** 5,066	**88.0%** 184	**88.6%** 565	**87.2%** 2,267	**87.9%** 3,951
	Male	**91.3%** 75,750	**91.8%** 64,866	**84.9%** 3,139	**90.4%** 4,980	**91.2%** 1,185	**89.4%** 59	**92.4%** 146	**87.2%** 566	**87.6%** 809
	Female	**89.9%** 242,834	**90.2%** 205,313	**85.4%** 11,549	**90.3%** 16,704	**89.5%** 3,881	**87.4%** 125	**87.3%** 419	**87.2%** 1,701	**88.0%** 3,142
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Full-Time Equivalents

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	**All**	**100.0%** 352.1	**54.0%** 190.1	**35.9%** 126.3	**6.5%** 23	**2.0%** 7	* *	* *	**0.3%** 1	**1.3%** 4.7
	Male	**41.9%** 147.6	**53.6%** 102	**28.2%** 35.6	**30.4%** 7	**14.3%** 1	* *	* *	* *	**42.6%** 2
	Female	**58.1%** 204.5	**46.4%** 88.2	**71.8%** 90.7	**69.6%** 16	**85.7%** 6	* *	* *	**100.0%** 1	**57.4%** 2.7
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 134896.6	**80.6%** 108715.6	**6.2%** 8387.2	**8.4%** 11339.2	**1.9%** 2528.6	**0.1%** 84.2	**0.2%** 260.1	**0.8%** 1096.3	**1.8%** 2485.4
	Male	**23.5%** 31704.3	**23.8%** 25848.6	**21.9%** 1840	**22.6%** 2557.1	**23.4%** 591.8	**28.3%** 23.8	**22.7%** 59	**23.9%** 261.9	**21.0%** 522.1
	Female	**76.5%** 103192.2	**76.2%** 82867.1	**78.1%** 6547.2	**77.4%** 8782.1	**76.6%** 1936.7	**71.7%** 60.4	**77.3%** 201	**76.1%** 834.4	**79.0%** 1963.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

* 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
District	*
State	1,185

National Board Certified Teachers

What is it?

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

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

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

Teachers with Short Term or Provisional Licenses

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	7 2.2%	2 1.0%	* *
State	4,465 3.3%	1,349 4.0%	658 1.0%

Novice Teachers

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	14 4.2%	8 2.0%	* *
State	9,383 7.0%	2,627 9.0%	2,031 5.0%

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

Teacher Out of Field

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	19 5.3%	6 4.0%	* *
State	4,649 4.2%	836 4.0%	1,243 3.0%

Average Teaching Experience

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	16	*	*
State	*	*	*

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

Teachers Education

What is it?

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

Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
District	22.2%	22.1%	*
State	41.0%	41.1%	35.1%

Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
District	76.3%	75.2%	*
State	58.2%	57.1%	64.6%

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

About the data

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

90

Student-Administrator Ratio

9

Student-Certified Staff Ratio

2 principal(s) over the past 6 years

Principal Turnover
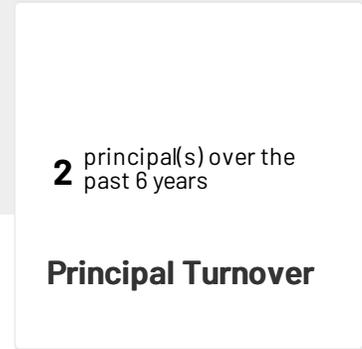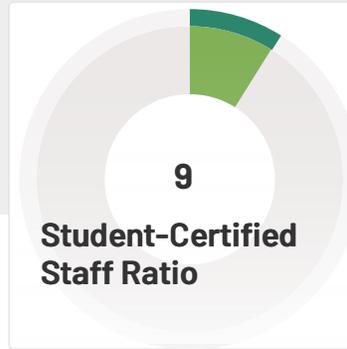
Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	9	90
State	9	141

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

Demographics

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	**All**	**100.0%** 49.2	**44.2%** 21.7	**49.7%** 24.5	**6.1%** 3	* *	* *	* *	* *	* *
	Male	**47.9%** 23.6	**49.3%** 10.7	**48.4%** 11.8	**33.3%** 1	* *	* *	* *	* *	* *
	Female	**52.1%** 25.6	**50.7%** 11	**51.6%** 12.6	**66.7%** 2	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 13214.3	**75.6%** 9995.7	**14.8%** 1954.1	**6.9%** 910.7	**1.0%** 136	**0.1%** 9	**0.1%** 19.7	**0.7%** 92.3	**0.7%** 96.8
	Male	**40.5%** 5353.4	**43.4%** 4339.7	**28.5%** 557.8	**35.6%** 323.9	**41.3%** 56.2	**33.4%** 3	**49.3%** 9.7	**30.2%** 27.8	**36.5%** 35.3
	Female	**59.5%** 7860.9	**56.6%** 5656	**71.5%** 1396.3	**64.4%** 586.8	**58.7%** 79.9	**66.6%** 6	**50.7%** 10	**69.8%** 64.5	**63.5%** 61.4
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Principal Turnover

What is it?

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

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

Average Administrator Salary

What is it?

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

	Average Administrator Salary
District	**$123,307**
State	**$116,908**

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

Novice Administrator

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	3 7.5%	2 11.8%	* *
State	1,563 11.8%	341 14.6%	253 9.9%

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

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
District	**12.0%**	**17.7%**	**1.1%**	**0.1%**	**0.5%**	**41.8%**
State	**5.1%**	**3.5%**	**0.1%**	**0.1%**	**0.7%**	**16.3%**

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

Student Environment (cont)

	Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
District	**10.2%**	**0**	**0**
State	**2.2%**	**153**	**5**

Academic Environment

What is it?

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

			Advanced Placement Course Work	
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
District	**0.0%** **0**	**4.7%** **229**	**3.2%** **158**	**11.9%** **584**
State	**3.9%** 78,272	**7.2%** 143,753	**0.3%** 5,004	**3.3%** 65,736

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

About the data

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

Inclusion Rate and Standard Error in NAEP

What is it?

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

Percentage of students identified With Disabilities and English Learners - Reading

Jurisdiction
Illinois

Percentage of students identified With Disabilities and English Learners - Mathematics

Jurisdiction
Illinois