

# Granite City High School (9 - 12)

## GRANITE CITY CUSD 9



2024 - 2025

### Principal

Mr. Tim McChristian  
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### Address

3148 Fehling Rd  
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### District Superintendent

Dr. Donald Harris

<http://www.gcsd9.net>

### District Provided Statement

Not available.

## About the Report Card

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

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

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

## School Snapshot

**Site-Based Expenditure Per Student Spending :** \$13,313

**Graduation Rate :** 78.8%

**Average Class Size :** \*

**Postsecondary Enrollment :** 49.6%

**Chronic Absenteeism :** 43.8%

**Teacher Retention :** 92.0%

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

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

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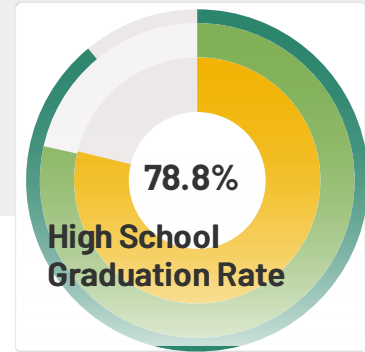
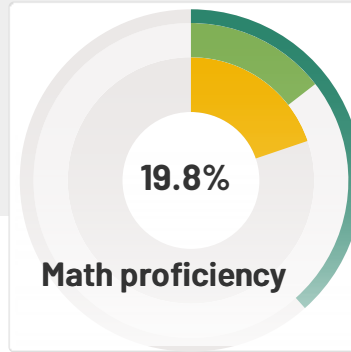
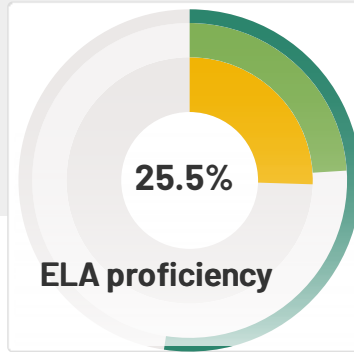
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Date: 10/31/25 4:38:57 -05:00

## About the data

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



## ELA Proficiency - Overall

### What is it?

This shows the percentage of students at each performance level after assessment for proficiency in English Language Arts (ELA). The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

### All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>25.5%</b>	<b>32.6%</b>	<b>18.3%</b>	*	‡	‡	‡	<b>32.7%</b>	*	*	‡	<b>30.5%</b>	‡
District	<b>24.0%</b>	<b>28.9%</b>	<b>19.3%</b>	*	‡	‡	<b>13.8%</b>	<b>20.8%</b>	*	‡	<b>24.6%</b>	<b>28.5%</b>	<b>7.2%</b>
State	<b>52.4%</b>	<b>57.6%</b>	<b>47.5%</b>	<b>81.6%</b>	<b>44.3%</b>	<b>77.8%</b>	<b>31.1%</b>	<b>40.2%</b>	<b>59.3%</b>	<b>62.1%</b>	<b>55.9%</b>	<b>64.0%</b>	<b>26.0%</b>

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	<b>18.9%</b>	‡	*	‡	‡
District	<b>7.9%</b>	<b>5.8%</b>	<b>19.6%</b>	‡	‡	‡	<b>18.8%</b>
State	<b>22.2%</b>	<b>16.0%</b>	<b>36.7%</b>	<b>24.9%</b>	<b>16.4%</b>	<b>55.0%</b>	<b>24.1%</b>

### All Tests - Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	<b>18.1%</b>	*	‡	*	*	*	*	*	‡	*	*
District	*	*	*	*	‡	*	*	*	*	*	*	*	*
State	<b>53.0%</b>	<b>58.3%</b>	<b>47.9%</b>	<b>79.8%</b>	<b>44.1%</b>	<b>76.0%</b>	<b>31.7%</b>	<b>39.1%</b>	<b>52.8%</b>	<b>62.7%</b>	<b>57.5%</b>	<b>66.2%</b>	<b>26.5%</b>

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	<b>18.3%</b>	*	*	‡	‡
District	*	*	*	‡	*	*	*
State	<b>19.6%</b>	<b>16.2%</b>	<b>36.5%</b>	<b>20.4%</b>	<b>10.8%</b>	<b>56.2%</b>	<b>23.7%</b>

\* 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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## ELA Proficiency - ACT Suite

### What is it?

This shows the percentage and number of students scoring at each of the performance levels for the ACT Suite of assessments, which is the designated High School Assessment for Illinois. Students in Grade 11 and Grade 12 as required participate in the ACT with Writing, students in Grade 10 participate in the PreACT Secure, and students in Grade 9 participate in the PreACT 9 Secure. Each Performance Level is a broad, categorical level defined by a student's overall scale 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 scale scores for the assessment. There are four Performance Levels for ACT assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area and at each grade level/course.

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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.

## ELA Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	<b>38.8%</b>	<b>35.4%</b>	<b>24.9%</b>	<b>0.8%</b>
District	38.8%	35.4%	24.9%	0.8%
State	21.3%	27.0%	40.6%	11.1%
<b>Female</b>				
<b>School</b>	<b>30.4%</b>	<b>36.6%</b>	<b>31.4%</b>	<b>1.6%</b>
District	30.4%	36.6%	31.4%	1.6%
State	15.9%	27.3%	44.5%	12.2%
<b>Male</b>				
<b>School</b>	<b>47.4%</b>	<b>34.2%</b>	<b>18.4%</b>	<b>0.0%</b>
District	47.4%	34.2%	18.4%	0.0%
State	26.5%	26.7%	36.7%	10.0%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	6.0%	13.7%	39.3%	41.0%
<b>American Indian</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	25.4%	32.4%	37.6%	4.6%
<b>Asian</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	6.7%	12.5%	45.0%	35.7%

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

## ELA Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Black</b>				
<b>School</b>	52.2%	41.8%	6.0%	0.0%
District	52.2%	41.8%	6.0%	0.0%
State	40.0%	33.6%	24.0%	2.3%
<b>Hispanic</b>				
<b>School</b>	42.6%	24.1%	33.3%	0.0%
District	42.6%	24.1%	33.3%	0.0%
State	27.3%	34.0%	34.4%	4.2%
<b>MENA</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	16.5%	27.2%	44.6%	11.7%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	12.2%	26.6%	43.2%	18.0%
<b>Two or More Races</b>				
<b>School</b>	55.0%	30.0%	15.0%	0.0%
District	55.0%	30.0%	15.0%	0.0%
State	18.6%	24.6%	41.5%	15.1%
<b>White</b>				
<b>School</b>	33.5%	36.1%	29.2%	1.3%
District	33.5%	36.1%	29.2%	1.3%
State	13.0%	22.3%	49.6%	15.1%

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

## ELA Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	<b>71.6%</b>	<b>16.2%</b>	<b>10.8%</b>	<b>1.4%</b>
District	71.6%	16.2%	10.8%	1.4%
State	45.4%	24.3%	23.1%	6.9%
<b>English Learners</b>				
<b>School</b>	<b>57.7%</b>	<b>34.6%</b>	<b>7.7%</b>	<b>0.0%</b>
District	57.7%	34.6%	7.7%	0.0%
State	50.4%	38.7%	10.2%	0.5%
<b>Homeless</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	50.8%	30.5%	17.7%	1.0%
<b>Students with IEPs</b>				
<b>School</b>	<b>96.2%</b>	<b>3.8%</b>	<b>0.0%</b>	<b>0.0%</b>
District	96.2%	3.8%	0.0%	0.0%
State	61.8%	25.0%	11.2%	1.6%
<b>Low Income</b>				
<b>School</b>	<b>46.9%</b>	<b>33.9%</b>	<b>18.8%</b>	<b>0.4%</b>
District	46.9%	33.9%	18.8%	0.4%
State	33.1%	33.6%	30.0%	3.3%

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

## ELA Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	50.0%	33.3%	16.7%	0.0%
<b>Military</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	21.0%	27.6%	44.1%	7.2%
<b>Youth In Care</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	54.9%	30.1%	13.2%	1.5%

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## ELA Proficiency - 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 - Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
  - Level 2 - Approaching Target: 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 - At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
  - Level 4 - Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.
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## ELA Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	‡	‡	‡	‡
District	73.0%	24.3%	2.7%	0.0%
State	62.3%	22.8%	13.3%	1.6%
<b>Female</b>				
<b>School</b>	‡	‡	‡	‡
District	46.2%	46.2%	7.7%	0.0%
State	60.2%	24.4%	13.9%	1.5%
<b>Male</b>				
<b>School</b>	‡	‡	‡	‡
District	87.5%	12.5%	0.0%	0.0%
State	63.2%	22.0%	13.1%	1.6%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	66.7%	20.0%	13.3%	0.0%
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	70.0%	20.3%	8.4%	1.3%

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

## ELA Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Black</b>				
<b>School</b>	‡	‡	‡	‡
District	66.7%	33.3%	0.0%	0.0%
State	57.6%	24.1%	16.2%	2.0%
<b>Hispanic</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	63.0%	22.7%	12.8%	1.6%
<b>MENA</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	64.3%	17.9%	14.3%	3.6%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	41.7%	50.0%	8.3%	0.0%
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	64.2%	21.1%	13.0%	1.8%
<b>White</b>				
<b>School</b>	*	*	*	*
District	77.3%	18.2%	4.5%	0.0%
State	63.5%	22.6%	12.6%	1.4%

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## ELA Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	‡	‡	‡	‡
District	73.0%	24.3%	2.7%	0.0%
State	62.3%	22.8%	13.3%	1.6%
<b>English Learners</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	64.0%	23.2%	11.5%	1.3%
<b>Homeless</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	59.6%	24.0%	15.4%	1.1%
<b>Students with IEPs</b>				
<b>School</b>	‡	‡	‡	‡
District	73.0%	24.3%	2.7%	0.0%
State	62.3%	22.8%	13.3%	1.6%
<b>Low Income</b>				
<b>School</b>	‡	‡	‡	‡
District	70.0%	30.0%	0.0%	0.0%
State	61.5%	22.5%	14.3%	1.7%

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

## ELA Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	56.3%	25.3%	17.2%	1.1%
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	66.3%	19.9%	13.3%	0.6%

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

## ELA Participation - Overall

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The "overall" percentage is calculated by subject combining all tests.

### Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>95.1%</b>	<b>96.0%</b>	<b>94.1%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>95.8%</b>	<b>96.5%</b>	<b>*</b>	<b>*</b>	<b>80.0%</b>	<b>96.3%</b>	<b>95.1%</b>
District	98.5%	99.1%	97.9%	*	92.3%	100.0%	98.1%	99.0%	*	‡	97.6%	98.6%	97.5%
State	98.6%	98.8%	98.5%	95.5%	98.1%	99.2%	97.5%	98.5%	98.7%	97.6%	98.4%	99.0%	97.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>93.1%</b>	<b>94.9%</b>	<b>91.9%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	98.2%	97.4%	97.9%	92.2%	‡	97.6%	98.5%
State	98.4%	96.9%	98.2%	95.9%	98.0%	98.8%	93.9%

### Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>4.9%</b>	<b>‡</b>	<b>5.9%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
District	1.5%	0.9%	2.1%	*	‡	‡	1.9%	‡	*	‡	‡	1.4%	2.5%
State	1.4%	1.2%	1.5%	4.5%	1.9%	0.8%	2.5%	1.5%	1.3%	2.4%	1.6%	1.0%	2.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>8.1%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	‡	2.6%	2.2%	‡	‡	‡	‡
State	1.6%	3.1%	1.8%	4.1%	2.0%	1.2%	6.1%

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

## ELA Participation - ACT Suite

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>95.0%</b>	<b>96.0%</b>	<b>94.1%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>95.7%</b>	<b>96.4%</b>	<b>*</b>	<b>*</b>	<b>80.0%</b>	<b>96.3%</b>	<b>94.9%</b>
District	95.0%	96.0%	94.1%	*	‡	‡	95.7%	96.4%	*	*	80.0%	96.3%	94.9%
State	96.1%	96.6%	95.6%	94.4%	93.7%	98.5%	92.2%	95.3%	97.4%	94.0%	95.8%	97.8%	92.9%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>92.9%</b>	<b>94.6%</b>	<b>91.8%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	92.9%	94.6%	91.8%	‡	*	‡	‡
State	94.2%	90.9%	94.1%	88.8%	96.3%	96.4%	77.2%

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>5.0%</b>	<b>4.0%</b>	<b>5.9%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>4.3%</b>	<b>3.6%</b>	<b>*</b>	<b>*</b>	<b>20.0%</b>	<b>3.7%</b>	<b>5.1%</b>
District	5.0%	4.0%	5.9%	*	‡	‡	4.3%	3.6%	*	*	20.0%	3.7%	5.1%
State	3.9%	3.4%	4.4%	5.6%	6.3%	1.5%	7.8%	4.7%	2.6%	6.0%	4.2%	2.2%	7.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>7.1%</b>	<b>5.4%</b>	<b>8.2%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	7.1%	5.4%	8.2%	‡	*	‡	‡
State	5.8%	9.1%	5.9%	11.2%	3.7%	3.6%	22.8%

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

## ELA Participation - DLM

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	*	*	*	‡	‡	*	*	*	*	‡
District	94.9%	100.0%	92.3%	*	*	*	‡	‡	*	*	‡	95.7%	94.9%
State	93.7%	93.5%	93.7%	*	100.0%	95.3%	92.9%	94.1%	85.3%	85.7%	91.8%	93.8%	93.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	‡	*	*	*	*
District	‡	94.9%	93.8%	‡	*	‡	‡
State	94.6%	93.7%	93.3%	91.9%	*	92.6%	90.5%

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	*	*	*	‡	‡	*	*	*	*	‡
District	5.1%	0.0%	7.7%	*	*	*	‡	‡	*	*	‡	4.3%	5.1%
State	6.4%	6.5%	6.3%	*	0.0%	4.9%	7.1%	5.9%	14.7%	14.3%	8.2%	6.2%	6.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	‡	*	*	*	*
District	‡	5.1%	6.3%	‡	*	‡	‡
State	5.5%	6.4%	6.7%	8.1%	*	7.4%	10.0%

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

## ELA Growth - HS

### What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

### Cohort Growth Percentile ELA - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>42.8</b>	<b>44.7</b>	<b>41</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>42.8</b>	<b>43.9</b>	<b>*</b>	<b>*</b>	<b>41.7</b>	<b>42.7</b>	<b>41.3</b>
District	42.9	44.8	41	*	‡	‡	42.9	44.1	*	*	41.7	42.7	41.3
State	50	51.2	48.4	57.1	47.9	57.9	45.6	48.3	46	52.2	51.5	50.9	48.5

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>45.8</b>	<b>38.9</b>	<b>42.8</b>	<b>45.3</b>	<b>‡</b>	<b>41.7</b>	<b>38.9</b>
District	46.1	38.9	42.9	45.3	‡	41.7	38.9
State	46.3	45.5	46.5	43.2	45.8	48.6	42.1

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

## Math Proficiency - Overall

### What is it?

This shows the percentage of students at each performance level after assessment for proficiency in Math. The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

### All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>19.8%</b>	<b>19.7%</b>	<b>19.9%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>25.3%</b>	<b>‡</b>
District	14.5%	13.4%	15.5%	*	‡	‡	5.8%	11.1%	*	‡	11.3%	18.8%	6.3%
State	38.4%	36.3%	40.3%	56.3%	30.9%	71.2%	15.3%	24.9%	46.3%	44.8%	41.8%	50.4%	19.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>13.7%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	7.5%	5.8%	11.2%	‡	‡	‡	‡
State	16.0%	12.3%	22.0%	12.8%	10.8%	39.1%	13.6%

### All Tests - Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>19.7%</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	‡	*	*	*	*	*	*	*	*
State	38.7%	36.8%	40.6%	55.2%	30.7%	69.6%	15.5%	24.2%	41.3%	45.4%	43.0%	52.0%	20.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>13.2%</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	*	*	*	‡	*	*	*
State	14.1%	12.5%	21.8%	10.5%	7.1%	40.0%	13.4%

\* 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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## Math Proficiency - ACT Suite

### What is it?

This shows the percentage and number of students scoring at each of the performance levels for the ACT Suite of assessments, which is the designated High School Assessment for Illinois. Students in Grade 11 and Grade 12 as required participate in the ACT with Writing, students in Grade 10 participate in the PreACT Secure, and students in Grade 9 participate in the PreACT 9 Secure. Each Performance Level is a broad, categorical level defined by a student's overall scale 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 scale scores for the assessment. There are four Performance Levels for ACT assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area and at each grade level/course.

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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.

## Math Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	<b>39.9%</b>	<b>40.2%</b>	<b>19.2%</b>	<b>0.8%</b>
District	39.9%	40.2%	19.2%	0.8%
State	24.9%	35.8%	29.2%	10.1%
<b>Female</b>				
<b>School</b>	<b>36.6%</b>	<b>43.5%</b>	<b>19.9%</b>	<b>0.0%</b>
District	36.6%	43.5%	19.9%	0.0%
State	25.0%	37.7%	29.4%	7.8%
<b>Male</b>				
<b>School</b>	<b>43.2%</b>	<b>36.8%</b>	<b>18.4%</b>	<b>1.6%</b>
District	43.2%	36.8%	18.4%	1.6%
State	24.9%	33.9%	28.9%	12.3%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	12.8%	24.8%	33.3%	29.1%
<b>American Indian</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	33.2%	41.9%	20.2%	4.6%
<b>Asian</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	6.8%	18.7%	37.1%	37.4%

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

## Math Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Black</b>				
<b>School</b>	<b>64.2%</b>	<b>29.9%</b>	<b>6.0%</b>	<b>0.0%</b>
District	64.2%	29.9%	6.0%	0.0%
State	46.6%	39.7%	12.1%	1.6%
<b>Hispanic</b>				
<b>School</b>	<b>42.6%</b>	<b>42.6%</b>	<b>14.8%</b>	<b>0.0%</b>
District	42.6%	42.6%	14.8%	0.0%
State	33.0%	42.8%	21.3%	2.8%
<b>MENA</b>				
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*
State	16.9%	36.8%	37.2%	9.1%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*
State	20.6%	29.8%	36.9%	12.8%
<b>Two or More Races</b>				
<b>School</b>	<b>35.0%</b>	<b>55.0%</b>	<b>10.0%</b>	<b>0.0%</b>
District	35.0%	55.0%	10.0%	0.0%
State	22.9%	33.9%	29.9%	13.4%
<b>White</b>				
<b>School</b>	<b>33.0%</b>	<b>41.6%</b>	<b>24.0%</b>	<b>1.3%</b>
District	33.0%	41.6%	24.0%	1.3%
State	14.7%	32.3%	39.0%	13.9%

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

## Math Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	<b>63.5%</b>	<b>31.1%</b>	<b>5.4%</b>	<b>0.0%</b>
District	63.5%	31.1%	5.4%	0.0%
State	43.7%	34.1%	16.4%	5.9%
<b>English Learners</b>				
<b>School</b>	<b>65.4%</b>	<b>30.8%</b>	<b>3.8%</b>	<b>0.0%</b>
District	65.4%	30.8%	3.8%	0.0%
State	51.9%	41.3%	6.1%	0.7%
<b>Homeless</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	51.8%	38.2%	9.2%	0.8%
<b>Students with IEPs</b>				
<b>School</b>	<b>76.9%</b>	<b>23.1%</b>	<b>0.0%</b>	<b>0.0%</b>
District	76.9%	23.1%	0.0%	0.0%
State	58.0%	33.9%	6.6%	1.5%
<b>Low Income</b>				
<b>School</b>	<b>48.7%</b>	<b>37.5%</b>	<b>13.4%</b>	<b>0.4%</b>
District	48.7%	37.5%	13.4%	0.4%
State	38.1%	41.5%	17.8%	2.5%

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

## Math Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	38.9%	44.4%	16.7%	0.0%
<b>Military</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	23.7%	37.0%	34.6%	4.8%
<b>Youth In Care</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	53.2%	37.5%	8.7%	0.6%

\* 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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## Math Proficiency - 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 - Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
  - Level 2 - Approaching Target: 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 - At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
  - Level 4 - Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.
- 

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

# Academic Progress

## Math Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	‡	‡	‡	‡
District	68.4%	18.4%	10.5%	2.6%
State	66.3%	17.9%	12.1%	3.7%
<b>Female</b>				
<b>School</b>	‡	‡	‡	‡
District	46.2%	30.8%	15.4%	7.7%
State	67.9%	19.1%	10.1%	2.9%
<b>Male</b>				
<b>School</b>	‡	‡	‡	‡
District	80.0%	12.0%	8.0%	0.0%
State	65.6%	17.3%	13.1%	4.1%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	66.7%	13.3%	16.7%	3.3%
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	72.4%	12.6%	11.6%	3.3%

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

## Math Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Black</b>				
<b>School</b>	‡	‡	‡	‡
District	77.8%	22.2%	0.0%	0.0%
State	62.0%	19.1%	14.0%	4.9%
<b>Hispanic</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	65.7%	18.3%	12.2%	3.8%
<b>MENA</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	57.1%	25.0%	17.9%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	50.0%	33.3%	16.7%	0.0%
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	67.9%	14.9%	13.7%	3.4%
<b>White</b>				
<b>School</b>	*	*	*	*
District	65.2%	13.0%	17.4%	4.3%
State	68.8%	17.9%	10.5%	2.8%

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

## Math Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	‡	‡	‡	‡
District	68.4%	18.4%	10.5%	2.6%
State	66.3%	17.9%	12.1%	3.7%
<b>English Learners</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	66.9%	17.0%	12.5%	3.6%
<b>Homeless</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	61.5%	20.0%	15.1%	3.4%
<b>Students with IEPs</b>				
<b>School</b>	‡	‡	‡	‡
District	68.4%	18.4%	10.5%	2.6%
State	66.3%	17.9%	12.1%	3.7%
<b>Low Income</b>				
<b>School</b>	‡	‡	‡	‡
District	64.5%	22.6%	12.9%	0.0%
State	64.5%	18.4%	13.2%	3.9%

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

## Math Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	60.9%	26.4%	6.9%	5.7%
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	65.0%	18.3%	13.3%	3.3%

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

## Math Participation - Overall

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The "overall" percentage is calculated by subject combining all tests.

### Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>95.0%</b>	<b>96.0%</b>	<b>94.1%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>95.8%</b>	<b>96.5%</b>	<b>*</b>	<b>*</b>	<b>80.0%</b>	<b>96.3%</b>	<b>95.1%</b>
District	98.5%	99.1%	97.9%	*	92.3%	100.0%	98.1%	99.0%	*	‡	97.6%	98.7%	97.6%
State	98.5%	98.7%	98.4%	95.5%	98.0%	99.2%	97.4%	98.4%	98.7%	97.8%	98.3%	98.9%	97.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>93.1%</b>	<b>94.8%</b>	<b>91.9%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	98.2%	97.5%	97.9%	92.2%	‡	97.6%	98.5%
State	98.2%	96.7%	98.1%	95.4%	97.6%	98.9%	93.5%

### Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>5.0%</b>	<b>‡</b>	<b>5.9%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
District	1.5%	0.9%	2.1%	*	‡	‡	1.9%	‡	*	‡	‡	1.3%	2.4%
State	1.5%	1.3%	1.6%	4.5%	2.0%	0.8%	2.6%	1.6%	1.3%	2.2%	1.7%	1.1%	2.9%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>8.1%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	‡	2.5%	2.1%	‡	‡	‡	‡
State	1.8%	3.3%	1.9%	4.6%	2.4%	1.1%	6.5%

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

## Math Participation - ACT Suite

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>95.0%</b>	<b>96.0%</b>	<b>94.1%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>95.7%</b>	<b>96.4%</b>	<b>*</b>	<b>*</b>	<b>80.0%</b>	<b>96.3%</b>	<b>94.9%</b>
District	95.0%	96.0%	94.1%	*	‡	‡	95.7%	96.4%	*	*	80.0%	96.3%	94.9%
State	96.1%	96.6%	95.6%	94.4%	93.4%	98.5%	92.2%	95.3%	97.4%	95.3%	95.8%	97.8%	92.9%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>92.9%</b>	<b>94.5%</b>	<b>91.8%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	92.9%	94.5%	91.8%	‡	*	‡	‡
State	94.2%	90.9%	94.1%	88.8%	96.2%	96.4%	76.8%

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>5.0%</b>	<b>4.0%</b>	<b>5.9%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>4.3%</b>	<b>3.6%</b>	<b>*</b>	<b>*</b>	<b>20.0%</b>	<b>3.7%</b>	<b>5.1%</b>
District	5.0%	4.0%	5.9%	*	‡	‡	4.3%	3.6%	*	*	20.0%	3.7%	5.1%
State	3.9%	3.4%	4.4%	5.6%	6.6%	1.5%	7.8%	4.7%	2.6%	4.7%	4.2%	2.2%	7.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>7.1%</b>	<b>5.5%</b>	<b>8.2%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	7.1%	5.5%	8.2%	‡	*	‡	‡
State	5.8%	9.1%	5.9%	11.2%	3.8%	3.6%	23.2%

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

## Math Participation - DLM

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	*	*	*	‡	‡	*	*	*	*	‡
District	97.4%	100.0%	96.2%	*	*	*	‡	‡	*	*	‡	100.0%	97.4%
State	93.6%	93.4%	93.7%	*	100.0%	95.0%	93.0%	93.9%	85.3%	85.7%	92.2%	93.8%	93.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	‡	*	*	*	*
District	‡	97.4%	96.9%	‡	*	‡	‡
State	94.3%	93.6%	93.3%	91.0%	*	92.6%	90.5%

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	*	*	*	‡	‡	*	*	*	*	‡
District	2.6%	0.0%	3.8%	*	*	*	‡	‡	*	*	‡	0.0%	2.6%
State	6.4%	6.6%	6.3%	*	0.0%	5.2%	7.0%	6.1%	14.7%	14.3%	7.8%	6.3%	6.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	‡	*	*	*	*
District	‡	2.6%	3.1%	‡	*	‡	‡
State	5.7%	6.4%	6.7%	9.0%	*	7.4%	10.0%

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

## Math Growth - HS

### What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

### Cohort Growth Percentile Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>47.7</b>	<b>45.8</b>	<b>49.5</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>46.2</b>	<b>44.9</b>	<b>*</b>	<b>*</b>	<b>49.6</b>	<b>48.5</b>	<b>45.8</b>
District	47.7	45.9	49.5	*	‡	‡	46.5	44.9	*	*	49.6	48.5	45.8
State	50	48	51.1	51.8	50.2	53.4	44.4	47.6	47.7	49	50.7	51.9	49.7

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>44.6</b>	<b>45.2</b>	<b>46.4</b>	<b>47.2</b>	<b>‡</b>	<b>48.6</b>	<b>58.2</b>
District	44.6	45.2	46.5	47.2	‡	48.6	58.2
State	47.3	47.5	46.4	43.9	48.1	49.1	45.1

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

## Science Proficiency - Overall

### What is it?

This shows the percentage of students at each performance level after assessment for proficiency in Science. The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

### All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>36.0%</b>	<b>39.9%</b>	<b>32.1%</b>	*	‡	‡	‡	<b>34.5%</b>	*	*	‡	<b>43.3%</b>	<b>16.9%</b>
District	28.2%	27.6%	28.8%	*	‡	‡	12.6%	26.1%	*	‡	23.5%	34.6%	9.6%
State	44.6%	44.3%	44.8%	69.5%	34.7%	73.1%	20.4%	31.2%	45.9%	52.9%	48.0%	57.7%	24.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	<b>28.8%</b>	‡	*	‡	‡
District	9.4%	5.2%	21.4%	‡	‡	‡	‡
State	12.2%	13.2%	27.7%	17.9%	11.4%	47.9%	16.9%

### All Tests - Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>35.9%</b>	*	<b>31.5%</b>	*	‡	*	*	*	*	*	‡	*	<b>16.7%</b>
District	*	*	*	*	‡	*	*	*	*	*	22.5%	*	*
State	44.7%	44.6%	44.9%	68.1%	34.0%	71.8%	20.4%	30.3%	40.9%	53.0%	48.8%	59.3%	24.2%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	<b>27.7%</b>	*	*	‡	‡
District	*	*	*	‡	*	‡	*
State	10.7%	13.1%	27.2%	14.6%	7.9%	48.6%	15.5%

\* 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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## Science Proficiency - ACT Suite

### What is it?

This shows the percentage and number of students scoring at each of the performance levels for the ACT Suite of assessments, which is the designated High School Assessment for Illinois. Students in Grade 11 and Grade 12 as required participate in the ACT with Writing, students in Grade 10 participate in the PreACT Secure, and students in Grade 9 participate in the PreACT 9 Secure. Each Performance Level is a broad, categorical level defined by a student's overall scale 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 scale scores for the assessment. There are four Performance Levels for ACT assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area and at each grade level/course.

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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.

## Science Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	<b>24.5%</b>	<b>39.2%</b>	<b>35.5%</b>	<b>0.8%</b>
District	24.5%	39.2%	35.5%	0.8%
State	14.6%	36.7%	40.3%	8.3%
<b>Female</b>				
<b>School</b>	<b>19.4%</b>	<b>40.3%</b>	<b>39.8%</b>	<b>0.5%</b>
District	19.4%	40.3%	39.8%	0.5%
State	13.6%	37.4%	42.3%	6.7%
<b>Male</b>				
<b>School</b>	<b>29.6%</b>	<b>38.1%</b>	<b>31.2%</b>	<b>1.1%</b>
District	29.6%	38.1%	31.2%	1.1%
State	15.7%	36.0%	38.4%	9.9%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	6.0%	26.5%	38.5%	29.1%
<b>American Indian</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	16.8%	45.5%	34.5%	3.2%
<b>Asian</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	4.7%	17.0%	51.4%	26.9%

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

## Science Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Black</b>				
<b>School</b>	25.4%	61.2%	13.4%	0.0%
District	25.4%	61.2%	13.4%	0.0%
State	24.7%	50.8%	23.5%	1.1%
<b>Hispanic</b>				
<b>School</b>	18.5%	46.3%	35.2%	0.0%
District	18.5%	46.3%	35.2%	0.0%
State	19.4%	45.5%	32.5%	2.6%
<b>MENA</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	11.3%	36.5%	46.3%	6.0%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	7.2%	34.5%	46.8%	11.5%
<b>Two or More Races</b>				
<b>School</b>	47.4%	21.1%	31.6%	0.0%
District	47.4%	21.1%	31.6%	0.0%
State	13.1%	34.5%	41.5%	11.0%
<b>White</b>				
<b>School</b>	24.5%	32.2%	42.1%	1.3%
District	24.5%	32.2%	42.1%	1.3%
State	9.5%	28.9%	49.6%	12.0%

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

## Science Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	<b>33.8%</b>	<b>48.6%</b>	<b>17.6%</b>	<b>0.0%</b>
District	33.8%	48.6%	17.6%	0.0%
State	24.1%	45.3%	24.6%	6.1%
<b>English Learners</b>				
<b>School</b>	<b>30.8%</b>	<b>61.5%</b>	<b>7.7%</b>	<b>0.0%</b>
District	30.8%	61.5%	7.7%	0.0%
State	30.0%	56.0%	13.6%	0.4%
<b>Homeless</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	28.6%	52.1%	18.4%	0.8%
<b>Students with IEPs</b>				
<b>School</b>	<b>42.3%</b>	<b>53.8%</b>	<b>3.8%</b>	<b>0.0%</b>
District	42.3%	53.8%	3.8%	0.0%
State	31.3%	53.6%	13.4%	1.6%
<b>Low Income</b>				
<b>School</b>	<b>26.5%</b>	<b>44.4%</b>	<b>29.1%</b>	<b>0.0%</b>
District	26.5%	44.4%	29.1%	0.0%
State	21.7%	47.6%	28.7%	2.0%

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

## Science Proficiency - ACT Suite (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	33.3%	61.1%	5.6%	0.0%
<b>Military</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	13.3%	37.8%	43.3%	5.7%
<b>Youth In Care</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	32.1%	50.0%	17.2%	0.7%

\* 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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## Science Proficiency - 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 - Below Proficient: 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 - Approaching Proficient: 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 - Above Proficient: 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.
- 

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

## Science Proficiency - ISA (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	*	*	*	*
District	22.5%	52.8%	23.3%	1.4%
State	14.6%	42.3%	36.8%	6.2%
<b>Female</b>				
<b>School</b>	*	*	*	*
District	23.9%	54.5%	20.3%	1.3%
State	13.4%	44.4%	36.8%	5.4%
<b>Male</b>				
<b>School</b>	*	*	*	*
District	21.2%	51.3%	26.0%	1.4%
State	15.8%	40.4%	36.7%	7.0%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	7.1%	20.0%	60.0%	12.9%
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	19.4%	47.4%	29.9%	3.3%
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	4.4%	24.2%	53.0%	18.4%

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

## Science Proficiency - ISA (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Black</b>				
<b>School</b>	*	*	*	*
District	39.4%	48.2%	11.8%	0.6%
State	29.8%	51.8%	17.5%	1.0%
<b>Hispanic</b>				
<b>School</b>	*	*	*	*
District	21.1%	56.5%	22.4%	0.0%
State	19.6%	51.0%	27.1%	2.3%
<b>MENA</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	12.1%	46.7%	36.4%	4.8%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	10.6%	39.4%	42.2%	7.8%
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	16.7%	62.5%	20.8%	0.0%
State	13.5%	39.9%	38.4%	8.2%
<b>White</b>				
<b>School</b>	*	*	*	*
District	16.9%	52.6%	28.2%	2.3%
State	7.6%	36.2%	47.4%	8.8%

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

## Science Proficiency - ISA (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	*	*	*	*
District	45.7%	47.8%	5.4%	1.1%
State	34.2%	43.4%	19.5%	2.9%
<b>English Learners</b>				
<b>School</b>	*	*	*	*
District	28.2%	62.8%	9.0%	0.0%
State	30.2%	58.2%	11.3%	0.3%
<b>Homeless</b>				
<b>School</b>	*	*	*	*
District	41.7%	50.0%	8.3%	0.0%
State	32.1%	50.7%	16.2%	1.0%
<b>Students with IEPs</b>				
<b>School</b>	*	*	*	*
District	48.8%	45.7%	4.9%	0.6%
State	42.6%	44.5%	11.6%	1.2%
<b>Low Income</b>				
<b>School</b>	*	*	*	*
District	26.2%	55.3%	17.7%	0.7%
State	22.5%	50.9%	24.6%	1.9%

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

## Science Proficiency - ISA (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	34.6%	51.9%	13.5%	0.0%
<b>Military</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	11.4%	40.7%	41.0%	7.0%
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	28.6%	47.6%	23.8%	0.0%
State	34.2%	48.8%	16.5%	0.6%

\* 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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## Science Proficiency - 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 - Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
  - Level 2 - Approaching Target: 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 - At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
  - Level 4 - Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.
- 

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

## Science Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	‡	‡	‡	‡
District	69.2%	23.1%	7.7%	0.0%
State	69.3%	20.6%	9.1%	1.0%
<b>Female</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	70.9%	20.3%	7.9%	0.8%
<b>Male</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	68.5%	20.7%	9.7%	1.0%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	66.7%	16.7%	16.7%	0.0%
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	80.4%	15.7%	2.6%	1.3%

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

## Science Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Black</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	63.9%	22.4%	12.2%	1.5%
<b>Hispanic</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	70.0%	21.1%	8.3%	0.5%
<b>MENA</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	64.3%	21.4%	14.3%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	37.5%	25.0%	25.0%	12.5%
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	65.7%	23.2%	10.6%	0.5%
<b>White</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	71.4%	19.3%	8.3%	1.0%

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

## Science Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	‡	‡	‡	‡
District	69.2%	23.1%	7.7%	0.0%
State	69.3%	20.6%	9.1%	1.0%
<b>English Learners</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	71.6%	20.3%	7.5%	0.5%
<b>Homeless</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	66.3%	20.2%	12.5%	1.0%
<b>Students with IEPs</b>				
<b>School</b>	‡	‡	‡	‡
District	69.2%	23.1%	7.7%	0.0%
State	69.3%	20.6%	9.1%	1.0%
<b>Low Income</b>				
<b>School</b>	‡	‡	‡	‡
District	60.0%	30.0%	10.0%	0.0%
State	68.1%	20.5%	10.3%	1.0%

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

## Science Proficiency - DLM (cont)

### Summary

	Level 1	Level 2	Level 3	Level 4
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	56.3%	31.3%	12.5%	0.0%
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	72.2%	20.8%	4.2%	2.8%

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

## Science Participation - Overall

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The "overall" percentage is calculated by subject combining all tests.

### Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>94.6%</b>	<b>96.0%</b>	<b>93.1%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>95.8%</b>	<b>96.5%</b>	<b>*</b>	<b>*</b>	<b>76.0%</b>	<b>95.9%</b>	<b>93.9%</b>
District	97.2%	98.1%	96.3%	*	‡	100.0%	98.0%	98.2%	*	‡	90.7%	97.4%	96.5%
State	97.5%	97.7%	97.3%	94.5%	96.2%	98.8%	95.4%	97.2%	97.8%	96.9%	97.2%	98.3%	95.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>93.1%</b>	<b>93.2%</b>	<b>91.5%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	96.7%	96.3%	95.9%	93.8%	‡	93.3%	96.3%
State	96.8%	94.4%	96.6%	92.7%	96.3%	97.9%	87.2%

### Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>5.4%</b>	<b>‡</b>	<b>6.9%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>4.1%</b>	<b>‡</b>
District	2.8%	1.9%	3.7%	*	‡	‡	‡	‡	*	‡	‡	2.6%	3.5%
State	2.5%	2.3%	2.7%	5.5%	3.8%	1.2%	4.6%	2.8%	2.2%	3.1%	2.8%	1.7%	4.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>8.5%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	‡	‡	4.1%	‡	‡	‡	‡
State	3.2%	5.6%	3.4%	7.3%	3.7%	2.1%	12.8%

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

## Science Participation - ACT Suite

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>94.5%</b>	<b>96.0%</b>	<b>93.1%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>95.7%</b>	<b>96.4%</b>	<b>*</b>	<b>*</b>	<b>76.0%</b>	<b>95.9%</b>	<b>93.7%</b>
District	94.5%	96.0%	93.1%	*	‡	‡	95.7%	96.4%	*	*	76.0%	95.9%	93.7%
State	95.8%	96.5%	95.2%	93.7%	93.1%	98.5%	91.7%	95.0%	96.8%	94.6%	95.5%	97.6%	92.2%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>92.9%</b>	<b>92.9%</b>	<b>91.4%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	92.9%	92.9%	91.4%	‡	*	‡	‡
State	93.7%	90.0%	93.7%	88.2%	96.2%	96.1%	76.3%

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>5.5%</b>	<b>4.0%</b>	<b>6.9%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>4.3%</b>	<b>3.6%</b>	<b>*</b>	<b>*</b>	<b>24.0%</b>	<b>4.1%</b>	<b>6.3%</b>
District	5.5%	4.0%	6.9%	*	‡	‡	4.3%	3.6%	*	*	24.0%	4.1%	6.3%
State	4.2%	3.5%	4.8%	6.3%	6.9%	1.5%	8.3%	5.0%	3.2%	5.4%	4.5%	2.4%	7.8%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>7.1%</b>	<b>7.1%</b>	<b>8.6%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	7.1%	7.1%	8.6%	‡	*	‡	‡
State	6.3%	10.0%	6.3%	11.8%	3.8%	3.9%	23.7%

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

## Science Participation - ISA

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	98.4%	99.2%	97.7%	*	‡	‡	98.8%	98.8%	*	‡	98.0%	98.2%	97.4%
State	98.5%	98.5%	98.5%	96.0%	98.2%	99.1%	97.6%	98.6%	99.0%	98.7%	98.2%	98.8%	97.2%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	97.8%	97.1%	97.8%	92.3%	‡	‡	100.0%
State	98.3%	96.9%	98.2%	95.5%	96.3%	98.9%	92.7%

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	1.6%	0.8%	2.3%	*	‡	‡	1.2%	1.3%	*	‡	2.0%	1.8%	2.6%
State	1.5%	1.5%	1.5%	4.0%	1.8%	0.9%	2.4%	1.4%	1.0%	1.3%	1.8%	1.2%	2.8%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	*	*	*	*	*	*	*
District	2.2%	2.9%	2.2%	7.7%	‡	‡	0.0%
State	1.7%	3.2%	1.8%	4.5%	3.7%	1.1%	7.3%

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

## Science Participation - DLM

### What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

### Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	*	*	*	‡	‡	*	*	*	*	‡
District	100.0%	‡	‡	*	*	*	‡	‡	*	*	‡	‡	100.0%
State	90.8%	89.2%	91.6%	*	92.3%	92.3%	90.1%	91.4%	82.4%	88.9%	90.4%	90.8%	90.9%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	‡	*	*	*	*
District	‡	100.0%	100.0%	‡	*	*	*
State	91.4%	90.9%	90.6%	87.5%	*	91.4%	83.0%

### Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	*	*	*	‡	‡	*	*	*	*	‡
District	0.0%	‡	‡	*	*	*	‡	‡	*	*	‡	‡	0.0%
State	9.2%	10.8%	8.4%	*	7.7%	7.7%	9.9%	8.6%	17.6%	11.1%	9.6%	9.2%	9.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	‡	*	*	*	*
District	‡	0.0%	0.0%	‡	*	*	*
State	8.6%	9.1%	9.4%	12.5%	*	8.6%	17.0%

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

## 9th Grade On Track

### What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>79.3%</b>	<b>82.7%</b>	<b>76.2%</b>	*	‡	‡	<b>73.8%</b>	<b>73.3%</b>	*	*	<b>64.0%</b>	<b>84.1%</b>	<b>74.8%</b>
District	<b>78.3%</b>	<b>81.5%</b>	<b>75.5%</b>	*	‡	‡	<b>72.8%</b>	<b>73.3%</b>	*	*	<b>59.3%</b>	<b>83.8%</b>	<b>74.8%</b>
State	<b>89.3%</b>	<b>91.0%</b>	<b>87.8%</b>	<b>84.9%</b>	<b>85.4%</b>	<b>97.2%</b>	<b>81.5%</b>	<b>85.6%</b>	<b>92.0%</b>	<b>90.9%</b>	<b>88.0%</b>	<b>93.5%</b>	<b>85.3%</b>

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>67.5%</b>	<b>74.1%</b>	<b>73.8%</b>
District	<b>64.3%</b>	<b>74.1%</b>	<b>72.5%</b>
State	<b>82.5%</b>	<b>83.8%</b>	<b>82.8%</b>

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

## Career and Technical Education

### 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.

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

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

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

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

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

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

## Career and Technical Education (cont)

### Perkins Measures – Four-Year Graduation Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>96.8%</b>	<b>100.0%</b>	<b>95.5%</b>	‡	‡	*	<b>100.0%</b>	<b>100.0%</b>	*	*	‡	<b>95.7%</b>	<b>95.5%</b>
District	96.8%	100.0%	95.5%	‡	‡	*	100.0%	100.0%	*	*	‡	95.7%	95.5%
State	96.6%	97.0%	96.4%	96.5%	95.4%	98.4%	95.3%	95.9%	98.0%	96.6%	96.0%	97.1%	93.2%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	<b>94.4%</b>	<b>96.8%</b>	*	‡	<b>100.0%</b>	*	*	*
District	‡	‡	94.4%	96.8%	*	‡	100.0%	*	*	*
State	93.9%	89.0%	90.7%	94.7%	66.7%	97.0%	96.8%	80.0%	92.1%	86.7%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>93.3%</b>	<b>95.0%</b>	<b>93.0%</b>	*	‡	‡	<b>94.1%</b>	‡	*	*	‡	<b>94.0%</b>	<b>90.3%</b>
District	93.3%	95.0%	93.0%	*	‡	‡	94.1%	‡	*	*	‡	94.0%	90.3%
State	97.1%	97.4%	96.8%	90.9%	94.4%	98.2%	95.8%	96.7%	*	93.9%	96.0%	97.4%	94.5%

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

## Career and Technical Education (cont)

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

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	92.6%	90.6%	*	‡	‡	*	*	‡
District	‡	‡	92.6%	90.6%	*	‡	‡	*	*	‡
State	93.5%	92.5%	92.1%	95.3%	75.0%	98.4%	97.0%	100.0%	93.5%	88.2%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	*	‡	‡	*	*	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	*	*	‡	‡	‡
State	28.6%	27.9%	29.1%	58.9%	23.8%	58.9%	10.0%	16.3%	37.1%	30.9%	28.4%	34.8%	17.3%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	‡	‡	*	‡	‡	*	*	*
District	‡	‡	‡	‡	*	‡	‡	*	*	*
State	2.8%	10.5%	5.8%	15.3%	0.0%	30.1%	28.4%	16.7%	13.8%	4.4%

### Perkins Measures – Academic Proficiency Rate in Mathematics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	*	‡	‡	*	*	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	*	*	‡	‡	‡
State	24.4%	21.1%	27.0%	50.0%	23.0%	60.8%	6.0%	12.8%	27.0%	30.9%	21.1%	29.9%	13.7%

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

## Career and Technical Education (cont)

### Perkins Measures – Academic Proficiency Rate in Mathematics

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	‡	‡	*	‡	‡	*	*	*
District	‡	‡	‡	‡	*	‡	‡	*	*	*
State	3.1%	7.1%	4.3%	11.3%	0.0%	22.3%	22.6%	0.0%	10.4%	2.2%

### Perkins Measures – Academic Proficiency Rate in Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	39.0%	26.3%	45.2%	‡	‡	*	‡	‡	*	*	‡	40.5%	‡
District	39.0%	26.3%	45.2%	‡	‡	*	‡	‡	*	*	‡	40.5%	‡
State	52.9%	51.8%	53.7%	75.0%	48.8%	74.9%	26.9%	43.0%	55.5%	53.7%	51.7%	60.2%	33.5%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	‡	25.0%	*	‡	‡	*	*	*
District	‡	‡	‡	25.0%	*	‡	‡	*	*	*
State	18.6%	29.6%	19.0%	39.4%	0.0%	54.9%	53.2%	40.0%	42.7%	27.1%

### Perkins Measures – Post-Program Placement

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	42.1%	66.7%	34.5%	*	‡	*	‡	‡	*	*	‡	47.1%	‡
District	41.7%	66.7%	34.1%	*	‡	*	‡	‡	*	*	‡	47.1%	‡
State	70.9%	78.9%	64.5%	51.9%	62.3%	87.4%	67.4%	65.4%	*	84.2%	69.5%	72.5%	61.3%

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

## Career and Technical Education (cont)

### Perkins Measures – Post-Program Placement

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	*	‡	31.4%	*	*	50.0%	*	*	‡
District	‡	*	‡	30.8%	*	*	50.0%	*	*	‡
State	54.8%	52.8%	52.0%	61.6%	33.3%	69.4%	71.8%	66.7%	59.7%	60.2%

### Perkins Measures – Nontraditional Program Enrollment Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	14.9%	36.8%	7.1%	‡	‡	‡	‡	‡	*	*	‡	14.8%	19.2%
District	14.9%	36.8%	7.1%	‡	‡	‡	‡	‡	*	*	‡	14.8%	19.2%
State	31.0%	44.9%	19.9%	0.0%	27.5%	30.2%	32.0%	28.0%	25.8%	31.3%	33.6%	31.9%	29.2%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	‡	19.3%	*	‡	100.0%	*	*	‡
District	‡	‡	‡	19.3%	*	‡	100.0%	*	*	‡
State	27.5%	33.4%	29.6%	32.0%	34.8%	34.6%	100.0%	14.3%	35.6%	38.4%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	71.8%	79.0%	69.4%	‡	‡	*	‡	‡	*	*	‡	75.6%	66.7%
District	71.8%	79.0%	69.4%	‡	‡	*	‡	‡	*	*	‡	75.6%	66.7%
State	48.2%	45.5%	50.4%	39.7%	54.8%	51.8%	43.7%	49.0%	62.1%	51.8%	48.0%	48.4%	45.4%

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

## Career and Technical Education (cont)

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

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	64.7%	73.8%	*	‡	81.0%	*	*	*
District	‡	‡	64.7%	73.8%	*	‡	81.0%	*	*	*
State	47.1%	37.8%	42.7%	44.7%	33.3%	52.9%	46.9%	50.0%	44.2%	38.4%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	32.3%	34.2%	31.8%	‡	‡	*	‡	‡	*	*	‡	35.6%	‡
District	32.3%	34.2%	31.8%	‡	‡	*	‡	‡	*	*	‡	35.6%	‡
State	14.3%	19.1%	10.4%	6.9%	23.0%	12.9%	13.4%	13.3%	9.5%	17.9%	14.7%	15.0%	13.1%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	‡	27.9%	*	‡	‡	*	*	*
District	‡	‡	‡	27.9%	*	‡	‡	*	*	*
State	11.5%	11.1%	13.1%	13.9%	16.7%	13.9%	15.0%	0.0%	20.1%	13.7%

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

## Career and Technical Education (cont)

### CTE Participant - Total Count of CTE Participants

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>1,016</b>	<b>429</b>	<b>587</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>186</b>	<b>131</b>	<b>*</b>	<b>*</b>	<b>57</b>	<b>627</b>	<b>189</b>
District	1,016	429	587	*	‡	‡	186	131	*	*	57	627	189
State	289,874	130,069	159,590	215	647	14,809	34,973	69,172	1,078	239	13,349	155,607	52,981

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>78</b>	<b>22</b>	<b>146</b>	<b>619</b>	<b>‡</b>	<b>17</b>	<b>46</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	78	22	146	619	‡	17	46	*	*	‡
State	32,060	6,877	35,622	117,844	70	2,729	41,768	23	1,037	1,054

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	33,622	14,145	19,463	14	51	297	1,651	2,780	21	11	1,211	27,600	6,210

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*
State	992	1,079	4,771	13,074	15	367	8,773	9	276	198

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

## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>172</b>	<b>20</b>	<b>152</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>17</b>	<b>19</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>127</b>	<b>28</b>
District	172	20	152	*	‡	*	17	19	*	*	‡	127	28
State	45,840	10,323	35,487	30	91	1,755	4,539	10,333	270	34	2,029	26,789	9,259

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>10</b>	<b>‡</b>	<b>19</b>	<b>93</b>	<b>*</b>	<b>‡</b>	<b>11</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	10	‡	19	93	*	‡	11	*	*	‡
State	5,169	1,071	6,665	18,871	21	427	5,343	3	191	198

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	30,358	12,071	18,245	42	54	1,201	4,141	7,198	121	28	1,654	15,961	6,249

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*
State	3,695	727	4,292	13,014	10	326	3,733	3	101	140

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## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>498</b>	<b>245</b>	<b>253</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>96</b>	<b>69</b>	<b>*</b>	<b>*</b>	<b>35</b>	<b>293</b>	<b>92</b>
District	498	245	253	*	‡	‡	96	69	*	*	35	293	92
State	69,116	29,035	40,042	39	147	4,215	8,832	12,774	303	73	3,531	39,241	10,739

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>47</b>	<b>11</b>	<b>74</b>	<b>301</b>	<b>‡</b>	<b>‡</b>	<b>18</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	47	11	74	301	‡	‡	18	*	*	‡
State	6,324	1,626	6,758	26,684	28	645	10,476	3	260	276

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>132</b>	<b>65</b>	<b>67</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>32</b>	<b>19</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>77</b>	<b>30</b>
District	132	65	67	*	‡	*	32	19	*	*	‡	77	30
State	28,904	22,205	6,673	26	76	892	4,013	8,387	164	25	1,397	13,950	5,472

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>14</b>	<b>‡</b>	<b>26</b>	<b>84</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	14	‡	26	84	*	*	‡	*	*	‡
State	3,691	700	3,532	12,923	5	215	3,739	1	57	121

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

## Career and Technical Education (cont)

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

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

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

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

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

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

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## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
State	20,170	14,604	5,556	10	69	995	3,508	5,640	83	16	1,085	8,774	2,736

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	‡	*	*	*	*	*	*
District	*	*	*	‡	*	*	*	*	*	*
State	2,558	637	1,844	10,085	3	137	2,217	1	61	105

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	77,194	38,896	38,234	64	152	2,729	10,853	20,182	348	67	3,858	39,005	16,218

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	9,735	2,012	11,641	33,212	28	845	15,920	4	206	344

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

## Career and Technical Education (cont)

### CTE Participant - Count of Students participating in Human Services

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>180</b>	<b>98</b>	<b>82</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>43</b>	<b>19</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>106</b>	<b>18</b>
District	180	98	82	*	‡	‡	43	19	*	*	‡	106	18
State	58,792	38,290	20,440	62	77	1,779	7,288	12,192	267	38	3,107	34,044	11,489

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>10</b>	<b>‡</b>	<b>13</b>	<b>105</b>	<b>*</b>	<b>‡</b>	<b>16</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	10	‡	13	105	*	‡	16	*	*	‡
State	5,667	1,644	7,881	25,197	29	624	11,494	4	309	314

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>403</b>	<b>165</b>	<b>238</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>83</b>	<b>63</b>	<b>*</b>	<b>*</b>	<b>26</b>	<b>226</b>	<b>71</b>
District	403	165	238	*	‡	‡	83	63	*	*	26	226	71
State	45,181	16,044	29,098	39	103	3,291	5,577	9,781	240	43	2,142	24,004	8,173

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>36</b>	<b>‡</b>	<b>56</b>	<b>267</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	36	‡	56	267	‡	‡	‡	*	*	‡
State	5,287	1,146	5,818	19,221	18	436	5,679	4	209	235

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

# Academic Progress

## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	7,164	3,600	3,562	2	27	201	1,376	2,113	23	4	472	2,948	1,195

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	972	254	905	3,751	2	32	1,118	*	16	48

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	271	55	216	*	‡	‡	33	30	*	*	13	191	57
District	271	55	216	*	‡	‡	33	30	*	*	13	191	57
State	35,803	6,896	28,885	22	91	800	3,184	8,591	121	22	1,670	21,324	7,825

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	15	‡	42	167	‡	‡	18	*	*	‡
District	15	‡	42	167	‡	‡	18	*	*	‡
State	4,327	838	5,753	15,588	14	334	3,667	4	113	169

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

## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	41,919	16,843	25,045	31	92	2,836	4,666	8,711	313	52	2,089	23,160	6,637

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	4,169	762	3,899	15,245	14	406	4,691	6	128	144

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	25,118	6,082	19,019	17	65	2,291	2,395	7,008	84	15	1,185	12,075	4,378

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	3,343	435	2,783	9,416	2	150	2,553	1	51	67

\* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>105</b>	<b>18</b>	<b>87</b>	<b>*</b>	‡	‡	<b>11</b>	‡	<b>*</b>	<b>*</b>	‡	<b>80</b>	<b>18</b>
District	105	18	87	*	‡	‡	11	‡	*	*	‡	80	18
State	34,159	5,779	28,366	14	91	1,001	3,131	10,087	240	29	1,416	18,164	7,687

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	*	12	69	*	‡	‡	*	*	‡
District	‡	*	12	69	*	‡	‡	*	*	‡
State	5,319	856	5,678	15,265	1	256	3,323	3	114	144

\* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>328</b>	<b>87</b>	<b>240</b>	‡	‡	‡	<b>32</b>	<b>33</b>	*	*	<b>17</b>	<b>243</b>	<b>52</b>
District	328	87	240	‡	‡	‡	32	33	*	*	17	243	52
State	153,887	68,200	85,583	104	316	7,877	15,831	34,524	481	128	6,687	88,043	27,440

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>21</b>	‡	<b>36</b>	<b>181</b>	*	‡	<b>49</b>	*	*	‡
District	21	‡	36	181	*	‡	49	*	*	‡
State	13,693	3,375	18,038	59,977	23	1,382	47,639	14	660	435

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
State	21,594	8,516	13,069	9	26	126	728	1,206	4	8	628	18,868	3,707

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	‡	*	*	‡	*	*	*
District	*	*	*	‡	*	*	‡	*	*	*
State	347	658	2,856	7,871	4	230	10,216	6	177	98

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

# Academic Progress

## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>138</b>	<b>12</b>	<b>126</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>10</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>109</b>	<b>18</b>
District	138	12	126	*	‡	‡	10	‡	*	*	‡	109	18
State	16,437	2,197	14,238	2	38	504	1,339	3,723	91	8	650	10,084	3,050

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>11</b>	<b>71</b>	<b>*</b>	<b>*</b>	<b>14</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	‡	‡	11	71	*	*	14	*	*	‡
State	1,496	324	2,097	6,393	3	133	3,639	*	78	35

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	8,498	3,296	5,185	17	15	363	936	1,956	24	6	430	4,768	1,798

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*
State	723	144	1,124	3,191	*	105	2,410	2	31	19

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

## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>42</b>	<b>24</b>	<b>18</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>27</b>	<b>12</b>
District	42	24	18	*	‡	*	‡	‡	*	*	‡	27	12
State	19,405	6,981	12,413	11	36	1,457	2,016	3,431	94	18	871	11,482	2,569

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>10</b>	<b>25</b>	<b>*</b>	<b>*</b>	<b>10</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	‡	‡	10	25	*	*	10	*	*	*
State	1,549	318	1,328	6,631	1	174	11,778	1	90	43

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	8,570	7,845	714	11	19	242	919	2,444	31	6	357	4,552	1,641

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*
State	844	167	918	3,430	1	54	2,006	1	25	26

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

## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>20</b>	<b>14</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>17</b>	<b>‡</b>
District	20	14	‡	*	*	*	‡	‡	*	*	*	17	‡
State	15,496	5,230	10,258	8	25	1,425	1,303	2,666	73	13	687	9,304	1,775

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>10</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	‡	‡	10	*	‡	*	*	*	*
State	1,045	200	753	4,564	1	159	5,233	*	72	26

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	198	98	100	*	*	1	38	20	*	1	8	130	52

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*
State	9	8	41	105	*	3	43	*	*	1

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

## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
State	7,690	6,396	1,288	6	27	530	1,348	2,230	14	6	371	3,164	842

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	841	228	487	3,656	1	46	1,484	1	29	19

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
State	21,883	11,483	10,383	17	42	573	2,992	5,372	56	17	1,125	11,706	4,885

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	‡	*	*	‡	*	*	*
District	*	*	*	‡	*	*	‡	*	*	*
State	2,199	505	3,664	9,400	7	239	14,237	1	70	75

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## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>30</b>	<b>19</b>	<b>10</b>	‡	*	*	‡	‡	*	*	*	<b>22</b>	‡
District	30	19	10	‡	*	*	‡	‡	*	*	*	22	‡
State	39,385	29,618	9,735	32	58	1,147	4,829	8,784	104	36	2,015	22,412	7,796

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	‡	20	*	‡	11	*	*	*
District	‡	‡	‡	20	*	‡	11	*	*	*
State	3,429	1,037	5,328	16,786	15	419	16,514	4	223	167

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>30</b>	‡	<b>25</b>	*	*	*	‡	‡	*	*	‡	<b>22</b>	‡
District	30	‡	25	*	*	*	‡	‡	*	*	‡	22	‡
State	12,614	2,769	9,837	8	23	1,587	1,225	2,474	34	20	524	6,727	2,082

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	‡	‡	12	*	‡	‡	*	*	*
District	*	‡	‡	12	*	‡	‡	*	*	*
State	1,120	243	1,322	4,632	1	99	3,923	*	74	25

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# Academic Progress

## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	2,028	1,130	898	*	7	71	316	656	*	2	90	886	318

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	146	48	222	975	*	13	970	1	5	4

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	149	22	127	*	‡	‡	11	11	*	*	‡	116	28
District	149	22	127	*	‡	‡	11	11	*	*	‡	116	28
State	12,784	1,363	11,414	7	26	193	759	2,903	32	6	543	8,322	2,795

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	‡	19	80	*	‡	23	*	*	*
District	‡	‡	19	80	*	‡	23	*	*	*
State	1,154	218	1,992	5,037	2	118	2,387	1	59	27

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

## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	*	‡	*	*	*	‡	*	*	*	*	*	*
District	‡	*	‡	*	*	*	‡	*	*	*	*	*	*
State	10,758	3,444	7,312	2	18	841	949	2,031	72	7	492	6,348	1,487

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	‡	*	*	‡	*	*	*
District	*	*	*	‡	*	*	‡	*	*	*
State	852	144	671	3,316	1	84	3,168	*	33	13

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	9,937	2,109	7,816	12	24	1,339	643	2,952	21	9	374	4,575	1,324

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	961	122	634	3,173	*	41	2,414	*	20	16

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

## Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>83</b>	‡	<b>75</b>	*	‡	‡	‡	<b>10</b>	*	*	‡	<b>61</b>	<b>10</b>
District	<b>83</b>	‡	<b>75</b>	*	‡	‡	‡	<b>10</b>	*	*	‡	<b>61</b>	<b>10</b>
State	<b>13,414</b>	<b>1,081</b>	<b>12,331</b>	<b>2</b>	<b>38</b>	<b>308</b>	<b>834</b>	<b>4,505</b>	<b>73</b>	<b>14</b>	<b>420</b>	<b>7,222</b>	<b>3,057</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>School</b>	‡	*	‡	<b>44</b>	*	*	‡	*	*	*
District	‡	*	‡	<b>44</b>	*	*	‡	*	*	*
State	<b>2,037</b>	<b>246</b>	<b>2,167</b>	<b>5,911</b>	*	<b>118</b>	<b>2,065</b>	<b>1</b>	<b>71</b>	<b>23</b>

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

# Academic Progress

## 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.

### Graduation Rate 4 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>78.8%</b> 350	‡	<b>79.4%</b> 181	‡	‡	‡	<b>72.0%</b> 72	<b>80.8%</b> 42	* *	‡	<b>78.6%</b> 22	<b>82.4%</b> 211	<b>82.2%</b> 74
District	78.5% 350	‡	79.0% 181	‡	‡	‡	72.0% 72	79.2% 42	* *	‡	78.6% 22	82.1% 211	80.4% 74
State	89.0% 134,920	90.7% 67,130	87.4% 67,673	89.3% 117	84.9% 303	95.0% 7,933	82.9% 20,584	86.4% 37,730	92.1% 325	85.1% 137	88.4% 6,070	92.4% 61,838	81.6% 27,958

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	<b>81.6%</b> 62	<b>74.6%</b> 200	<b>62.9%</b> 22	* *	‡	‡
District	‡	79.5% 62	74.1% 200	62.9% 22	* *	‡	‡
State	80.3% 15,527	75.6% 16,968	83.7% 59,070	71.1% 6,460	63.6% 21	90.5% 1,060	61.3% 602

### Graduation Rate 5 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>76.3%</b> 355	<b>75.2%</b> 176	<b>77.5%</b> 179	* *	‡	‡	<b>75.6%</b> 68	<b>82.7%</b> 43	* *	* *	<b>73.5%</b> 25	<b>75.5%</b> 213	<b>72.3%</b> 81
District	76.3% 357	75.2% 176	77.4% 181	* *	‡	‡	75.8% 69	82.7% 43	* *	* *	73.5% 25	75.4% 214	72.2% 83
State	89.9% 133,343	91.5% 66,421	88.4% 66,831	91.9% 91	81.2% 281	95.7% 7,679	83.8% 20,038	88.4% 37,627	50.0% 6	87.2% 116	87.1% 4,878	92.7% 62,718	83.2% 27,705

\* 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)

### Graduation Rate 5 Year

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>80.0%</b> <b>16</b>	<b>68.9%</b> <b>62</b>	<b>69.2%</b> <b>191</b>	<b>66.7%</b> <b>18</b>	*	‡	‡
District	80.0% 16	68.8% 64	69.2% 193	66.7% 18	* *	‡ ‡	‡ ‡
State	83.1% 12,138	77.3% 16,775	85.2% 58,665	75.8% 6,096	70.0% 14	91.8% 1,005	61.8% 598

### Graduation Rate 6 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>77.0%</b> <b>369</b>	<b>78.7%</b> <b>181</b>	<b>75.5%</b> <b>188</b>	*	‡	‡	<b>72.3%</b> <b>68</b>	<b>76.7%</b> <b>46</b>	*	‡	<b>66.7%</b> <b>18</b>	<b>79.1%</b> <b>227</b>	<b>78.2%</b> <b>86</b>
District	77.0% 369	78.7% 181	75.5% 188	* *	‡ ‡	‡ ‡	72.3% 68	76.7% 46	* *	‡ ‡	66.7% 18	79.1% 227	78.2% 86
State	89.9% 134,546	91.6% 66,665	88.2% 67,825	88.9% 56	87.4% 292	95.8% 7,845	83.4% 19,806	88.6% 37,284	0.0% 0	95.5% 170	86.5% 4,380	92.3% 64,769	82.6% 27,196

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>81.3%</b> <b>13</b>	<b>79.2%</b> <b>76</b>	<b>74.7%</b> <b>215</b>	‡	*	‡	‡
District	81.3% 13	79.2% 76	74.7% 215	‡ ‡	* *	‡ ‡	‡ ‡
State	82.0% 10,103	77.3% 17,111	84.6% 56,516	74.9% 5,729	60.0% 12	91.1% 1,135	63.1% 589

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

# Academic Progress

## High School Graduation Rate (cont)

### Non-Graduation Rate 4 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>21.2%</b> 94	<b>22.0%</b> 47	<b>20.6%</b> 47	‡ *	‡ ‡	‡ ‡	<b>28.0%</b> 28	<b>19.2%</b> 10	* *	‡ ‡	<b>21.4%</b> ‡	<b>17.6%</b> 45	<b>17.8%</b> 16
District	<b>21.5%</b> 96	<b>22.3%</b> 48	<b>21.0%</b> 48	‡ *	‡ ‡	‡ ‡	<b>28.0%</b> 28	<b>20.8%</b> 11	* *	‡ ‡	<b>21.4%</b> ‡	<b>17.9%</b> 46	<b>19.6%</b> 18
State	<b>11.0%</b> 16,597	<b>9.3%</b> 6,853	<b>12.6%</b> 9,730	<b>10.7%</b> 14	<b>15.1%</b> 54	<b>5.0%</b> 421	<b>17.1%</b> 4,233	<b>13.6%</b> 5,936	<b>7.9%</b> 28	<b>14.9%</b> 24	<b>11.6%</b> 793	<b>7.6%</b> 5,108	<b>18.4%</b> 6,313

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>25.0%</b> ‡	<b>18.4%</b> ‡	<b>25.4%</b> 68	<b>37.1%</b> 13	* *	‡ ‡	‡ ‡
District	<b>25.0%</b> ‡	<b>20.5%</b> ‡	<b>25.9%</b> 70	<b>37.1%</b> 13	* *	‡ ‡	‡ ‡
State	<b>19.7%</b> 3,820	<b>24.4%</b> 5,475	<b>16.3%</b> 11,486	<b>28.9%</b> 2,620	<b>36.4%</b> 12	<b>9.5%</b> 111	<b>38.7%</b> 380

### Non-Graduation Rate 5 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>23.7%</b> 110	<b>24.8%</b> 58	<b>22.5%</b> 52	* *	‡ ‡	‡ *	<b>24.4%</b> 22	<b>17.3%</b> ‡	* *	* *	<b>26.5%</b> ‡	<b>24.5%</b> 69	<b>27.7%</b> 31
District	<b>23.7%</b> 111	<b>24.8%</b> 58	<b>22.6%</b> 53	* *	‡ ‡	‡ *	<b>24.2%</b> 22	<b>17.3%</b> ‡	* *	* *	<b>26.5%</b> ‡	<b>24.6%</b> 70	<b>27.8%</b> 32
State	<b>10.1%</b> 14,957	<b>8.5%</b> 6,169	<b>11.6%</b> 8,780	<b>8.1%</b> 8	<b>18.8%</b> 65	<b>4.3%</b> 346	<b>16.2%</b> 3,877	<b>11.6%</b> 4,951	<b>50.0%</b> 6	<b>12.8%</b> 17	<b>12.9%</b> 723	<b>7.3%</b> 4,972	<b>16.8%</b> 5,613

\* 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)

### Non-Graduation Rate 5 Year

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>20.0%</b> ‡	<b>31.1%</b> ‡	<b>30.8%</b> 85	<b>33.3%</b> ‡	* *	‡ *	‡ ‡
District	20.0% ‡	31.2% ‡	30.8% 86	33.3% ‡	* *	‡ *	‡ ‡
State	16.9% 2,470	22.7% 4,935	14.8% 10,166	24.2% 1,951	30.0% 6	8.2% 90	38.2% 370

### Non-Graduation Rate 6 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>23.0%</b> 110	<b>21.3%</b> 49	<b>24.5%</b> 61	* *	‡ *	‡ *	<b>27.7%</b> 26	<b>23.3%</b> 14	* *	‡ ‡	<b>33.3%</b> ‡	<b>20.9%</b> 60	<b>21.8%</b> 24
District	23.0% 110	21.3% 49	24.5% 61	* *	‡ *	‡ *	27.7% 26	23.3% 14	* *	‡ ‡	33.3% ‡	20.9% 60	21.8% 24
State	10.1% 15,198	8.4% 6,108	11.8% 9,083	11.1% 7	12.6% 42	4.2% 343	16.6% 3,929	11.4% 4,774	100.0% 1	4.5% 8	13.5% 683	7.7% 5,418	17.4% 5,721

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>18.8%</b> ‡	<b>20.8%</b> ‡	<b>25.3%</b> 73	‡ 14	* *	‡ *	‡ ‡
District	18.8% ‡	20.8% ‡	25.3% 73	‡ 14	* *	‡ *	‡ ‡
State	18.0% 2,225	22.7% 5,034	15.4% 10,286	25.1% 1,924	40.0% 8	8.9% 111	36.9% 344

\* 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)

### IEP Continuing 4 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>1.8%</b> 2,801	<b>1.3%</b> 987	<b>2.3%</b> 1,809	<b>3.8%</b> 5	<b>2.5%</b> 9	<b>1.4%</b> 117	<b>2.6%</b> 642	<b>1.9%</b> 827	<b>1.7%</b> 6	<b>4.3%</b> 7	<b>2.1%</b> 143	<b>1.6%</b> 1,050	<b>8.2%</b> 2,800

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡	‡	‡	‡	*	‡	‡
	‡	‡	‡	‡	*	‡	‡
District	‡	‡	‡	‡	*	‡	‡
	‡	‡	‡	‡	*	‡	‡
State	<b>3.6%</b> 688	<b>12.5%</b> 2,801	<b>2.3%</b> 1,590	<b>2.7%</b> 248	<b>0.0%</b> 0	<b>2.0%</b> 23	<b>7.8%</b> 77

### IEP Continuing 5 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>2.8%</b> 13	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡	<b>11.6%</b> 13
	‡	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡	‡
District	<b>2.8%</b> 13	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡	<b>11.3%</b> 13
	‡	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡	‡
State	<b>1.7%</b> 2,460	<b>1.2%</b> 867	<b>2.1%</b> 1,589	<b>4.0%</b> 4	<b>1.2%</b> 4	<b>1.6%</b> 128	<b>2.3%</b> 540	<b>1.7%</b> 729	<b>41.7%</b> 5	<b>0.0%</b> 0	<b>1.9%</b> 109	<b>1.4%</b> 945	<b>7.4%</b> 2,460

\* 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)

### IEP Continuing 5 Year

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡ ‡	<b>14.4%</b> 13	<b>4.7%</b> 13	‡ ‡	* *	‡ ‡	‡ ‡
District	‡ ‡	<b>14.0%</b> 13	<b>4.7%</b> 13	‡ ‡	* *	‡ ‡	‡ ‡
State	<b>4.0%</b> 585	<b>11.3%</b> 2,460	<b>2.0%</b> 1,389	<b>2.0%</b> 161	<b>0.0%</b> 0	<b>1.2%</b> 13	<b>7.7%</b> 75

### IEP Continuing 6 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>1.6%</b> 2,439	<b>1.1%</b> 801	<b>2.1%</b> 1,637	<b>1.6%</b> 1	<b>2.4%</b> 8	<b>1.8%</b> 149	<b>2.3%</b> 535	<b>1.6%</b> 657	<b>100.0%</b> 1	<b>1.1%</b> 2	<b>1.6%</b> 83	<b>1.4%</b> 1,004	<b>7.4%</b> 2,439

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡
State	<b>4.5%</b> 553	<b>11.0%</b> 2,439	<b>2.0%</b> 1,353	<b>2.1%</b> 162	<b>0.0%</b> 0	<b>1.9%</b> 24	<b>7.0%</b> 65

\* 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
School	49.6%	41.8%	7.8%	27.2%	22.4%	‡
District	49.6%	41.8%	7.8%	27.2%	22.4%	‡
State	64.9%	49.3%	15.6%	41.0%	23.9%	0.0%

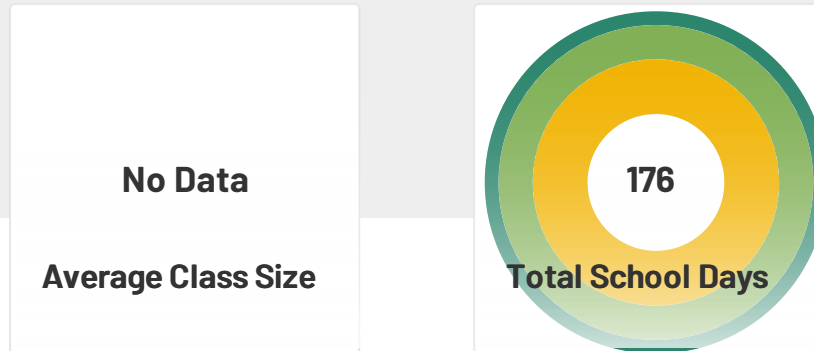
### 16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
School	50.4%	42.6%	7.8%	27.2%	23.2%	‡
District	50.4%	42.6%	7.8%	27.2%	23.2%	‡
State	65.6%	50.0%	15.6%	41.1%	24.5%	0.0%

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

## About the data

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



## Illinois Youth Survey

### What is it?

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

School did participate in Illinois Youth Survey

School	No
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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.

## Early Learning

### What is it?

This shows the percentage of entering kindergartners rated on their readiness. The Kindergarten Individual Development Survey (KIDS) was implemented statewide in Illinois in the 2017-18 school year. KIDS is an observational assessment tool designed to help teachers, administrators, families, and policymakers better understand the development of children in kindergarten. ISBE requires kindergarten teachers to collect observations beginning on the first day of in-person instruction on a minimum of 14 required measures, which are from three key developmental areas. This subset of 14 measures provides a developmental indicator for a group of students (class, school, district, state) in kindergarten.

### Kindergarten Individual Developmental Survey (KIDS) Results - Overall

School	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
School	*	*	*	*	*	*	*	*
District	91.8%	45.7%	13.6%	16.4%	24.4%	52.5%	40.4%	26.5%
State	87.1%	34.9%	16.5%	17.1%	31.5%	58.7%	49.5%	36.9%

### % Entering Kindergartners Demonstrating Readiness in all 3 Developmental Areas - KIDS Results

School	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	English Learners	Students with IEPs	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	24.4%	‡	‡	17.1%	20.6%	*	*	‡	32.7%	‡	‡	‡	18.2%
State	31.5%	28.3%	37.7%	24.5%	20.2%	22.9%	24.2%	34.4%	39.3%	15.5%	14.3%	15.5%	21.7%

#### Homeless

School	*
District	‡
State	17.2%

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

# School Environment

## School Level Finances

### What is it?

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

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
School	1,651	\$394	\$12,920	\$13,313	\$431	\$3,042	\$3,473	\$825	\$15,961	\$16,787	*	*
District	152	\$970	\$11,363	\$12,333	\$431	\$3,042	\$3,473	\$1,401	\$14,405	\$15,806	\$7,678,238	\$101,654,015

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

## Average Class Size

### What is it?

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

	Grade 9	Grade 10	Grade 11	Grade 12	Summary
<b>School</b>	<b>19.5</b>	<b>13.9</b>	<b>10.9</b>	<b>8.6</b>	<b>*</b>
District	19.4	13.9	10.9	8.6	*
State	16.4	13.4	12.2	11.9	*

## Total School Days

### What is it?

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

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

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

## Health and Wellness

### What is it?

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

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

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

### Days PE per week

Days PE per week	
<b>School</b>	<b>5</b>
District	<b>3</b>
State	<b>4</b>

## Health and Wellness (cont)

### Truant Minor Count

<b>School</b>	<b>923</b>
District	<b>1,054</b>
State	<b>133,572</b>

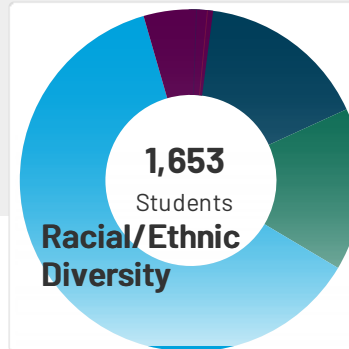
\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

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

**1,653**

**Student Enrollment**



**43.8%**

**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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>100.0%</b> 1,653	‡	<b>50.6%</b> 837	‡	<b>0.8%</b> 13	‡	<b>17.7%</b> 293	<b>14.8%</b> 244	‡	‡	<b>6.3%</b> 104	<b>59.7%</b> 987	<b>19.2%</b> 317
District	100.0% 5,617	‡	51.2% 2,874	‡	0.4% 25	0.5% 28	20.2% 1,134	16.6% 930	‡	‡	7.9% 443	54.4% 3,053	22.9% 1,284
State	100.0% 1,848,560	48.6% 897,517	51.4% 950,308	0.0% 735	0.2% 4,558	5.7% 105,669	16.3% 301,432	28.6% 528,901	0.3% 4,666	0.1% 1,551	4.5% 83,710	44.3% 818,073	20.3% 374,578

	English Learners	Students with IEPs	Low Income	Former EL	Homeless	Migrant	Military	Never EL	Youth In Care
<b>School</b>	<b>7.6%</b> 126	<b>14.7%</b> 243	<b>61.6%</b> 1,019	<b>2.3%</b> 38	<b>1.3%</b> 22	‡	<b>1.8%</b> 29	<b>90.1%</b> 1,489	<b>1.1%</b> 18
District	8.3% 468	20.4% 1,148	67.6% 3,797	1.1% 63	1.7% 98	‡	2.0% 110	90.5% 5,086	2.0% 112
State	17.5% 323,442	16.3% 301,325	49.7% 918,460	7.9% 145,624	2.7% 49,396	0.0% 511	0.8% 15,488	74.6% 1,379,494	0.7% 12,794

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	<b>432</b>	<b>474</b>	<b>367</b>	<b>380</b>
District	444	494	374	384
State	145,349	147,365	144,508	148,909

\* 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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## Advanced Academic Programs

### What is it?

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

Students who are Identified as Accelerated: The percentage of students who are Identified as Accelerated. Assessing a student for placement in an Advanced Academic Program may include assessment of a student as accelerated, either whole grade or in a combination of one or more subjects.

Students who are Identified as Accelerated by Demographics: The percentage of students who Are Identified as Accelerated, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Advanced Placement (AP) Testing (College Board) Exams: This shows the cumulative total number of AP exams taken and the cumulative total number of AP exams receiving a score of 3.0 or more. Upon completion of an AP course, students may choose to take the corresponding AP Exam. Illinois state law PA 99-0358 provides that a student who takes a College Board Advanced Placement examination and receives a score of 3 or higher on the examination is entitled to receive postsecondary level course credit at an Illinois public institution of higher education.

Students Enrolled in Advanced Academic Coursework: Advanced Academic Coursework includes courses in a variety of categories, all of which may or may not be offered within an individual school or district: Advanced Placement Coursework, IB Coursework, Enriched of Honors Coursework, and Dual-Credit Coursework.

Students Enrolled in Advanced Academic Coursework – Grade and Demographics: The percentage of students who are enrolled in Advanced Placement Coursework, allowing the totals to be broken down by type of coursework, grade level, and/or other demographic and programmatic factors.

Students Assessed for Giftedness by Demographics: The number and percentage of students at this location who have been assessed for giftedness, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Students Assessed for Giftedness Taught by a Gifted Endorsed Teacher – Grade and Demographics: The number and percentage of students at this location who have been assessed for giftedness and were taught by a Gifted Endorsed Teacher, allowing the totals to be broken down by subject, grade level, and/or other demographic and programmatic factors.

Students Identified as Gifted by Demographics: The number and percentage of students at this location who have been identified as gifted in accordance with the district's gifted assessment and academic policy, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Students Identified as Gifted Taught by a Gifted Endorsed Teacher – Grade and Demographics: The number and percentage of students at this location who have been identified as gifted in accordance with the district's gifted assessment and academic policy and were taught by a Gifted Endorsed Teacher, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

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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.

## Advanced Academic Programs (cont)

### Students who are Identified as Accelerated - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>13.4%</b> 257,423	<b>14.0%</b> 129,975	<b>12.9%</b> 127,298	<b>19.8%</b> 150	<b>12.4%</b> 589	<b>30.7%</b> 33,786	<b>8.1%</b> 25,767	<b>13.2%</b> 71,750	<b>14.5%</b> 995	<b>19.3%</b> 307	<b>12.1%</b> 11,532	<b>13.5%</b> 112,697	<b>7.3%</b> 27,623

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
	‡	‡	‡	‡	‡
State	<b>7.3%</b> 25,265	<b>3.9%</b> 11,862	<b>8.8%</b> 82,556	<b>6.2%</b> 3,926	<b>1.9%</b> 266

### Students who are Identified as Accelerated - ELA - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>0.9%</b> 17,699	<b>1.2%</b> 11,287	<b>0.6%</b> 6,394	<b>2.4%</b> 18	<b>0.5%</b> 25	<b>0.9%</b> 1,006	<b>0.6%</b> 2,048	<b>0.7%</b> 3,929	<b>0.8%</b> 53	<b>0.8%</b> 13	<b>1.0%</b> 957	<b>1.2%</b> 9,668	<b>0.6%</b> 2,147

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

## Advanced Academic Programs (cont)

### Students who are Identified as Accelerated - ELA - By Demographics

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	<b>0.3%</b> 1,010	<b>0.2%</b> 745	<b>0.6%</b> 5,268	<b>0.4%</b> 269	<b>0.2%</b> 28

### Students who are Identified as Accelerated - Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>2.0%</b> 38,063	<b>1.6%</b> 15,090	<b>2.3%</b> 22,955	<b>2.4%</b> 18	<b>1.5%</b> 73	<b>6.1%</b> 6,742	<b>0.5%</b> 1,456	<b>1.0%</b> 5,415	<b>1.5%</b> 100	<b>2.1%</b> 33	<b>2.2%</b> 2,123	<b>2.7%</b> 22,121	<b>1.0%</b> 3,965

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	<b>0.6%</b> 2,209	<b>0.5%</b> 1,451	<b>0.7%</b> 6,603	<b>0.4%</b> 247	<b>0.2%</b> 25

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

## Advanced Academic Programs (cont)

### Students who are Identified as Accelerated - Single Subject Other than ELA, Math or Science - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>1.6%</b> 29,875	<b>1.5%</b> 14,237	<b>1.6%</b> 15,630	<b>1.1%</b> 8	<b>2.0%</b> 96	<b>1.4%</b> 1,546	<b>1.2%</b> 3,978	<b>2.4%</b> 13,245	<b>2.2%</b> 153	<b>2.1%</b> 34	<b>1.1%</b> 1,031	<b>1.2%</b> 9,792	<b>1.5%</b> 5,588

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
	‡	‡	‡	‡	‡
State	<b>2.4%</b> 8,359	<b>1.2%</b> 3,642	<b>1.5%</b> 14,177	<b>1.9%</b> 1,219	<b>0.4%</b> 56

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>8.7%</b> 165,958	<b>9.3%</b> 86,304	<b>8.1%</b> 79,556	<b>12.9%</b> 98	<b>8.1%</b> 383	<b>21.8%</b> 24,023	<b>5.5%</b> 17,489	<b>8.7%</b> 47,353	<b>9.8%</b> 672	<b>14.1%</b> 223	<b>7.5%</b> 7,141	<b>8.2%</b> 68,674	<b>4.0%</b> 15,326

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

## Advanced Academic Programs (cont)

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

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

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>0.1%</b> 2,133	<b>0.1%</b> 1,159	<b>0.1%</b> 967	<b>0.9%</b> 7	<b>0.1%</b> 3	<b>0.2%</b> 213	<b>0.2%</b> 488	<b>0.1%</b> 781	<b>0.0%</b> 3	<b>0.0%</b> 0	<b>0.1%</b> 107	<b>0.1%</b> 538	<b>0.0%</b> 88

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	<b>0.1%</b> 178	<b>0.0%</b> 53	<b>0.1%</b> 829	<b>0.0%</b> 17	<b>0.0%</b> 3

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

## Advanced Academic Programs (cont)

### Students Enrolled in Advanced Placement Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>12.0%</b> <b>218</b>	<b>15.3%</b> <b>135</b>	‡	‡	‡	‡	<b>3.1%</b> <b>11</b>	<b>11.7%</b> <b>30</b>	* *	‡	<b>8.4%</b> <b>10</b>	<b>15.1%</b> <b>160</b>	‡
District	11.9% 218	15.2% 135	‡	‡	‡	‡	3.1% 11	11.7% 30	* *	‡	8.3% 10	15.1% 160	‡
State	25.8% 154,706	29.0% 84,514	22.7% 70,044	30.9% 148	23.7% 346	56.5% 19,128	15.1% 14,807	24.4% 42,677	30.4% 671	35.3% 206	26.4% 6,768	26.7% 70,103	10.7% 12,740

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	<b>6.6%</b> <b>77</b>	‡	‡
District	‡	‡	6.6% 77	‡	‡
State	11.5% 9,921	3.7% 3,201	17.8% 49,301	8.9% 1,799	3.2% 103

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>23.8%</b> <b>434</b>	‡	<b>23.5%</b> <b>220</b>	‡	‡	‡	<b>13.2%</b> <b>47</b>	<b>23.0%</b> <b>59</b>	* *	‡	<b>17.6%</b> <b>21</b>	<b>28.0%</b> <b>297</b>	<b>11.7%</b> <b>44</b>
District	23.7% 434	‡	23.4% 220	‡	‡	‡	13.2% 47	23.0% 59	* *	‡	17.4% 21	27.9% 297	11.7% 44
State	17.9% 107,289	18.4% 53,503	17.4% 53,693	19.4% 93	13.0% 190	21.0% 7,113	11.9% 11,713	14.0% 24,589	20.3% 447	17.3% 101	17.6% 4,523	22.3% 58,613	11.8% 14,060

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

## Advanced Academic Programs (cont)

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

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	<b>16.6%</b> <b>24</b>	<b>8.7%</b> <b>26</b>	<b>18.9%</b> <b>219</b>	‡ ‡	‡ ‡
District	16.4% 24	8.7% 26	18.8% 219	‡ ‡	‡ ‡
State	8.9% 7,690	8.3% 7,259	12.8% 35,591	9.4% 1,908	5.6% 177

### Students Enrolled in any course designated as Enriched or Honors - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>90.6%</b> <b>1,651</b>	‡ ‡	<b>90.4%</b> <b>847</b>	‡ ‡	<b>88.2%</b> <b>15</b>	‡ ‡	<b>87.4%</b> <b>311</b>	<b>89.1%</b> <b>229</b>	* *	‡ ‡	<b>93.3%</b> <b>111</b>	<b>91.7%</b> <b>972</b>	<b>83.3%</b> <b>314</b>
District	90.3% 1,651	‡ ‡	90.2% 847	‡ ‡	88.2% 15	‡ ‡	87.4% 311	89.1% 229	* *	‡ ‡	91.7% 111	91.4% 972	83.3% 314
State	54.8% 329,017	59.2% 172,321	50.7% 156,393	63.3% 303	53.4% 779	80.0% 27,097	43.8% 43,086	54.8% 95,836	50.9% 1,122	65.5% 382	54.2% 13,895	55.8% 146,820	31.9% 37,889

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	<b>93.1%</b> <b>135</b>	<b>80.6%</b> <b>241</b>	<b>87.8%</b> <b>1,019</b>	<b>76.2%</b> <b>32</b>	<b>74.1%</b> <b>20</b>
District	92.5% 135	80.6% 241	87.4% 1,019	74.4% 32	74.1% 20
State	39.3% 33,898	20.9% 18,196	45.0% 124,738	29.8% 6,025	17.9% 568

\* 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 - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	1.4% 8,592	1.7% 4,899	1.2% 3,693	0.0% 0	1.8% 27	1.4% 468	2.2% 2,139	2.4% 4,172	0.1% 2	3.9% 23	0.8% 203	0.6% 1,558	0.7% 829

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	1.3% 1,130	0.5% 459	2.0% 5,509	1.4% 285	0.7% 21

\* 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 Advanced Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>90.6%</b> 1,651	‡	<b>90.4%</b> 847	‡	<b>88.2%</b> 15	‡	<b>87.4%</b> 311	<b>89.1%</b> 229	* *	‡	<b>93.3%</b> 111	<b>91.7%</b> 972	<b>83.3%</b> 314
District	<b>90.3%</b> 1,651	‡	<b>90.2%</b> 847	‡	<b>88.2%</b> 15	‡	<b>87.4%</b> 311	<b>89.1%</b> 229	* *	‡	<b>91.7%</b> 111	<b>91.4%</b> 972	<b>83.3%</b> 314
State	<b>59.5%</b> 357,337	<b>63.4%</b> 184,633	<b>55.9%</b> 172,382	<b>67.2%</b> 322	<b>56.6%</b> 826	<b>82.3%</b> 27,872	<b>47.9%</b> 47,132	<b>58.4%</b> 102,245	<b>57.5%</b> 1,267	<b>68.3%</b> 398	<b>58.8%</b> 15,071	<b>61.8%</b> 162,526	<b>37.0%</b> 43,852

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	<b>93.1%</b> 135	<b>80.6%</b> 241	<b>87.8%</b> 1,019	<b>76.2%</b> 32	<b>74.1%</b> 20
District	<b>92.5%</b> 135	<b>80.6%</b> 241	<b>87.4%</b> 1,019	<b>74.4%</b> 32	<b>74.1%</b> 20
State	<b>42.8%</b> 36,985	<b>25.7%</b> 22,400	<b>49.2%</b> 136,487	<b>34.0%</b> 6,876	<b>21.0%</b> 667

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

## Advanced Academic Programs (cont)

### Advanced Placement (AP) Testing (College Board) Exams - Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>School</b>	*	*	*	*
District	*	*	*	*
State	<b>19,070</b>	<b>12,889</b>	<b>17,904</b>	<b>12,051</b>

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

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>School</b>	‡	*	‡	*
District	‡	*	‡	*
State	<b>51,611</b>	<b>37,781</b>	<b>29,175</b>	<b>21,828</b>

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

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>School</b>	‡	*	‡	*
District	‡	*	‡	*
State	<b>139,883</b>	<b>105,635</b>	<b>46,107</b>	<b>36,398</b>

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

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	<b>203,684</b>	<b>145,396</b>	<b>42,991</b>	<b>34,440</b>

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

## Advanced Academic Programs (cont)

### Students Assessed For Giftedness - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>11.8%</b> 226,108	<b>11.9%</b> 110,217	<b>11.7%</b> 115,779	<b>14.8%</b> 112	<b>13.9%</b> 660	<b>27.0%</b> 29,685	<b>7.3%</b> 23,245	<b>9.2%</b> 50,047	<b>9.7%</b> 665	<b>15.1%</b> 239	<b>13.4%</b> 12,808	<b>13.0%</b> 108,759	<b>10.4%</b> 39,665

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>8.4%</b> 28,791	<b>8.9%</b> 27,370	<b>8.3%</b> 77,803	<b>5.4%</b> 3,438	<b>5.9%</b> 824

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>1.3%</b> 24,782	<b>1.3%</b> 11,944	<b>1.3%</b> 12,832	<b>0.8%</b> 6	<b>1.6%</b> 78	<b>4.2%</b> 4,574	<b>0.6%</b> 1,996	<b>0.8%</b> 4,148	<b>0.8%</b> 57	<b>1.7%</b> 27	<b>1.5%</b> 1,406	<b>1.5%</b> 12,496	<b>0.9%</b> 3,490

\* 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 - By Demographics

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	<b>0.5%</b> 1,725	<b>0.6%</b> 1,890	<b>0.6%</b> 5,564	<b>0.3%</b> 169	<b>0.2%</b> 24

### Students Identified As Gifted - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	‡ *
District	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	‡ *	* *	‡ *	‡ *	‡ *	‡ *
State	<b>4.8%</b> 91,462	<b>4.8%</b> 44,631	<b>4.7%</b> 46,778	<b>7.0%</b> 53	<b>5.3%</b> 253	<b>17.2%</b> 18,947	<b>2.3%</b> 7,284	<b>3.1%</b> 16,594	<b>3.8%</b> 262	<b>7.8%</b> 123	<b>5.4%</b> 5,095	<b>5.1%</b> 42,904	<b>2.5%</b> 9,345

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>School</b>	‡ *	‡ *	‡ *	‡ *	‡ *
District	‡ *	‡ *	‡ *	‡ *	‡ *
State	<b>1.5%</b> 5,012	<b>1.2%</b> 3,793	<b>2.4%</b> 22,859	<b>1.0%</b> 604	<b>0.5%</b> 67

\* 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 - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>0.8%</b> 15,049	<b>0.8%</b> 7,157	<b>0.8%</b> 7,890	<b>0.3%</b> 2	<b>1.1%</b> 52	<b>3.3%</b> 3,580	<b>0.3%</b> 1,092	<b>0.4%</b> 2,066	<b>0.5%</b> 36	<b>1.3%</b> 21	<b>0.9%</b> 903	<b>0.9%</b> 7,299	<b>0.4%</b> 1,406

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	<b>0.1%</b> 513	<b>0.2%</b> 522	<b>0.3%</b> 2,793	<b>0.1%</b> 46	<b>0.1%</b> 7

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

## English Learners

### What is it?

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

### EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
<b>School</b>	*	<b>100.0%</b> <b>107</b>	‡ ‡	<b>*</b> <b>68</b>
District	*	<b>100.0%</b> 417	‡ ‡	<b>*</b> 95
State	*	<b>100.0%</b> 280,143	<b>7.1%</b> 19,761	<b>*</b> 66,717

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

## Student Attendance

### What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>87.2%</b>	<b>87.3%</b>	<b>87.2%</b>	<b>88.7%</b>	<b>89.7%</b>	<b>85.1%</b>	<b>85.3%</b>	<b>87.9%</b>	<b>*</b>	<b>89.5%</b>	<b>84.4%</b>	<b>88.0%</b>	<b>85.5%</b>
District	87.9%	88.0%	87.7%	88.7%	87.4%	88.8%	86.2%	88.6%	66.7%	93.1%	86.8%	88.5%	86.9%
State	91.8%	91.7%	91.8%	89.0%	90.4%	93.9%	88.9%	90.3%	93.0%	91.3%	91.9%	93.5%	90.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>87.8%</b>	<b>85.2%</b>	<b>85.2%</b>	<b>79.0%</b>	<b>88.6%</b>	<b>89.1%</b>	<b>82.3%</b>
District	89.2%	86.9%	86.6%	79.7%	87.8%	89.2%	87.8%
State	90.5%	90.0%	89.8%	85.1%	91.1%	92.8%	89.4%

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

## Student Mobility Rate

### What is it?

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

### Student Mobility

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>15.0%</b>	<b>15.5%</b>	<b>14.6%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>22.6%</b>	<b>19.8%</b>	<b>*</b>	<b>‡</b>	<b>25.8%</b>	<b>9.9%</b>	<b>10.9%</b>
District	12.5%	12.4%	12.6%	‡	‡	‡	21.1%	12.6%	‡	‡	14.9%	8.5%	10.6%
State	7.3%	7.0%	7.5%	11.1%	10.5%	7.0%	12.6%	8.3%	11.9%	9.0%	8.0%	4.5%	6.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>School</b>	<b>22.1%</b>	<b>8.3%</b>	<b>16.7%</b>	<b>54.3%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
District	17.2%	10.5%	13.1%	56.7%	‡	16.5%	31.1%
State	11.1%	7.2%	10.0%	30.0%	18.8%	8.5%	27.1%

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

## Chronic Absenteeism Rate

### What is it?

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

### By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>43.8%</b>	<b>43.9%</b>	<b>43.8%</b>	‡	‡	‡	<b>52.2%</b>	<b>42.2%</b>	*	‡	<b>49.6%</b>	<b>40.9%</b>	<b>49.7%</b>
District	<b>46.7%</b>	<b>46.0%</b>	<b>47.4%</b>	‡	<b>54.5%</b>	‡	<b>55.9%</b>	<b>42.9%</b>	‡	‡	<b>50.3%</b>	<b>43.5%</b>	<b>51.0%</b>
State	<b>25.4%</b>	<b>25.7%</b>	<b>25.1%</b>	<b>33.1%</b>	<b>33.0%</b>	<b>16.7%</b>	<b>39.3%</b>	<b>31.7%</b>	<b>21.2%</b>	<b>26.3%</b>	<b>25.5%</b>	<b>17.3%</b>	<b>31.3%</b>

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
<b>School</b>	<b>45.2%</b>	<b>68.6%</b>	<b>50.5%</b>	<b>51.4%</b>	<b>35.5%</b>	<b>51.6%</b>
District	<b>38.6%</b>	<b>73.0%</b>	<b>51.3%</b>	<b>52.8%</b>	<b>45.3%</b>	<b>47.1%</b>
State	<b>31.4%</b>	<b>52.9%</b>	<b>32.6%</b>	<b>35.1%</b>	<b>20.7%</b>	<b>36.9%</b>

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	<b>42.7%</b>	<b>43.2%</b>	<b>46.4%</b>	<b>49.6%</b>
District	<b>43.4%</b>	<b>43.2%</b>	<b>46.4%</b>	<b>49.6%</b>
State	<b>28.5%</b>	<b>32.4%</b>	<b>35.1%</b>	<b>41.5%</b>

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## Dropout Rate

### What is it?

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

### By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>5.3%</b> 99	<b>5.8%</b> 53	‡	‡	‡	‡	<b>7.7%</b> 29	<b>3.8%</b> 10	*	‡	<b>9.6%</b> 12	<b>4.4%</b> 48	<b>2.9%</b> 11
District	5.3% 99	5.8% 53	‡	‡	‡	‡	7.7% 29	3.8% 10	*	‡	9.4% 12	4.4% 48	2.9% 11
State	<b>2.4%</b> 14,662	<b>2.2%</b> 6,433	<b>2.7%</b> 8,209	<b>4.1%</b> 20	<b>2.2%</b> 32	<b>1.3%</b> 439	<b>4.0%</b> 3,905	<b>3.0%</b> 5,269	<b>0.6%</b> 12	<b>2.9%</b> 17	<b>2.7%</b> 689	<b>1.6%</b> 4,299	<b>2.2%</b> 2,583

	English Learners	Students with IEPs	Low Income	Homeless	Migrant
<b>School</b>	‡	‡	<b>5.8%</b> 70	‡	‡
District	‡	‡	5.8% 70	‡	‡
State	<b>3.8%</b> 3,297	<b>2.5%</b> 2,093	<b>3.7%</b> 10,346	<b>8.0%</b> 1,650	<b>8.1%</b> 11

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	‡	‡	<b>5.7%</b> 25	<b>10.9%</b> 49
District	‡	‡	5.7% 25	10.9% 49
State	<b>0.8%</b> 1,191	<b>2.8%</b> 4,236	<b>3.0%</b> 4,385	<b>3.2%</b> 4,850

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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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>32.9%</b>	<b>32.7%</b>	<b>33.0%</b>	‡	‡	‡	<b>48.8%</b>	<b>33.9%</b>	*	‡	<b>40.8%</b>	<b>26.3%</b>	<b>35.2%</b>
District	<b>34.3%</b>	<b>34.5%</b>	<b>34.2%</b>	‡	<b>41.9%</b>	‡	<b>50.0%</b>	<b>35.3%</b>	*	‡	<b>39.9%</b>	<b>26.9%</b>	<b>34.1%</b>
State	<b>19.8%</b>	<b>19.8%</b>	<b>19.8%</b>	<b>17.5%</b>	<b>26.7%</b>	<b>8.8%</b>	<b>43.7%</b>	<b>28.3%</b>	<b>9.8%</b>	<b>19.8%</b>	<b>16.7%</b>	<b>7.3%</b>	<b>21.4%</b>

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>34.3%</b>	<b>37.8%</b>	<b>41.5%</b>
District	<b>37.2%</b>	<b>35.3%</b>	<b>40.9%</b>
State	<b>28.7%</b>	<b>23.9%</b>	<b>31.2%</b>

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## Truancy Rate

### What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>504</b> 27.6%	<b>246</b> 27.8%	<b>256</b> 27.2%	‡	‡	‡	<b>114</b> 31.6%	<b>93</b> 36.6%	*	‡	<b>26</b> 21.7%	<b>262</b> 24.6%	<b>103</b> 26.9%
District	<b>1,751</b> 32.5%	<b>849</b> 32.6%	<b>900</b> 32.5%	‡	<b>11</b> 35.5%	‡	<b>381</b> 33.0%	<b>323</b> 37.4%	*	‡	<b>137</b> 32.7%	<b>890</b> 30.8%	<b>423</b> 34.0%
State	<b>439,723</b> 26.3%	<b>215,363</b> 26.5%	<b>224,194</b> 26.2%	<b>166</b> 24.0%	<b>1,265</b> 32.3%	<b>20,437</b> 21.1%	<b>86,658</b> 31.7%	<b>160,595</b> 33.9%	<b>1,361</b> 24.1%	<b>388</b> 27.4%	<b>21,073</b> 26.3%	<b>147,946</b> 20.1%	<b>88,871</b> 26.9%

	English Learners	Students with IEPs	Low Income
<b>School</b>	<b>59</b> 41.3%	<b>90</b> 29.6%	<b>356</b> 30.6%
District	<b>187</b> 39.0%	<b>388</b> 35.0%	<b>1,269</b> 34.3%
State	<b>100,113</b> 34.3%	<b>71,738</b> 27.7%	<b>253,835</b> 31.2%

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## Student Discipline

### What is it?

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

### Total Student Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>School</b>	<b>79</b>	‡	*	‡	<b>71</b>	*
District	<b>433</b>	‡	*	<b>163</b>	<b>319</b>	*
State	<b>109,518</b>	<b>390</b>	<b>110</b>	<b>71,655</b>	<b>61,097</b>	<b>1,418</b>

### Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>School</b>	<b>96</b>	‡	*	<b>10</b>	<b>85</b>	*
District	<b>615</b>	‡	*	<b>185</b>	<b>429</b>	*
State	<b>251,188</b>	<b>392</b>	<b>115</b>	<b>147,822</b>	<b>101,013</b>	<b>1,846</b>

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

## Student Discipline (cont)

### By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>American Indian</b>						
<b>School</b>	*	*	*	*	*	*
District	‡	*	*	*	‡	*
State	785	*	*	508	273	4
<b>Asian</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	2,536	1	1	1,747	779	8
<b>Black</b>						
<b>School</b>	34	*	*	‡	31	*
District	240	*	*	71	169	*
State	92,658	163	47	46,987	44,270	1,191
<b>Hispanic</b>						
<b>School</b>	17	‡	*	*	16	*
District	64	‡	*	23	40	*
State	63,277	89	26	42,760	20,222	180
<b>Native Hawaiian/ Pacific Islander</b>						
<b>School</b>	*	*	*	*	*	*
District	‡	‡	*	*	*	*
State	161	*	*	90	71	*

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## Student Discipline (cont)

### By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Two or More Races</b>						
<b>School</b>	‡	*	*	‡	‡	*
District	54	*	*	‡	48	*
State	17,629	45	4	9,924	7,512	144
<b>White</b>						
<b>School</b>	41	*	*	‡	36	*
District	254	*	*	85	169	*
State	73,171	94	37	45,162	27,564	314

### By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>K-8</b>						
<b>School</b>	*	‡	*	*	*	*
District	503	‡	*	175	328	*
State	124,629	130	31	65,804	57,578	1,086
<b>9-12</b>						
<b>School</b>	96	‡	*	10	85	*
District	112	‡	*	10	101	*
State	126,559	262	84	82,018	43,435	760

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## Student Discipline (cont)

### By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Tobacco</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	6,945	1	1	3,977	2,949	17
<b>Alcohol</b>						
<b>School</b>	‡	*	*	*	‡	*
District	‡	*	*	*	‡	*
State	3,020	2	2	1,279	1,726	11
<b>Drug Offences</b>						
<b>School</b>	32	‡	*	*	31	*
District	56	‡	*	*	55	*
State	9,926	56	14	2,766	6,910	180
<b>Violence with Physical Injury</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	14,271	69	20	3,495	10,573	114
<b>Violence without Physical Injury</b>						
<b>School</b>	53	*	*	‡	45	*
District	492	*	*	164	328	*
State	50,061	99	20	20,055	29,245	642

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## Student Discipline (cont)

### By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Dangerous Weapon: Firearm</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	469	16	5	94	345	9
<b>Dangerous Weapon: Other</b>						
<b>School</b>	‡	*	*	*	‡	*
District	18	*	*	*	18	*
State	1,967	45	10	467	1,376	69
<b>Other Reason</b>						
<b>School</b>	‡	*	*	‡	‡	*
District	46	*	*	21	25	*
State	164,529	104	43	115,689	47,889	804

### By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>English Learners</b>						
<b>School</b>	14	*	*	*	14	*
District	42	*	*	12	30	*
State	39,656	45	18	27,369	12,115	109

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

## Student Discipline (cont)

### By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Students with IEPs</b>						
<b>School</b>	<b>29</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>14</b>	<b>*</b>
District	180	*	*	57	123	*
State	67,346	82	1	37,080	29,639	544
<b>Low Income</b>						
<b>School</b>	<b>72</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>66</b>	<b>*</b>
District	502	*	*	148	354	*
State	181,966	295	80	104,561	75,538	1,492

### By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Less than 1 day</b>						
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	46	*	*	35	11	*
State	33,424	2	1	29,205	4,201	15
<b>1-2 days</b>						
<b>School</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>*</b>
District	187	*	*	84	103	*
State	139,581	76	7	100,634	38,476	388

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## Student Discipline (cont)

### By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>2-3 days</b>						
<b>School</b>	12	*	*	‡	10	*
District	110	*	*	44	66	*
State	37,612	6	1	13,197	24,224	184
<b>3-4 days</b>						
<b>School</b>	43	‡	*	‡	40	*
District	116	‡	*	20	95	*
State	24,082	5	*	3,689	20,239	149
<b>4-10 days</b>						
<b>School</b>	29	*	*	*	29	*
District	128	*	*	‡	126	*
State	11,060	8	*	956	9,896	200
<b>Greater than 10 days</b>						
<b>School</b>	‡	*	*	*	‡	*
District	28	*	*	*	28	*
State	5,429	295	106	141	3,977	910

\* 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 Gender - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Female</b>						
<b>School</b>	20	‡	*	‡	17	*
District	177	*	*	56	121	*
State	76,447	108	23	44,517	31,176	623
<b>Male</b>						
<b>School</b>	76	‡	*	‡	68	*
District	438	‡	*	129	308	*
State	174,665	284	92	103,262	69,804	1,223
<b>Non Binary</b>						
<b>School</b>	*	*	*	*	*	*
District	*	‡	*	*	*	*
State	76	*	*	43	33	*

\* 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](http://www.isbe.net/summative).

### Annual Summative Designation Commendable School

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

No Data

School Improvement Funds

Title 1 Eligible but Not Served

Title I Status

## Title I Status

### What is it?

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

Title I Status

School

Title 1 Eligible but Not Served

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## School Improvement Funds

### What is it?

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

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

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

School	Cohort Year	School Improvement Status	Term within School Improvement Status Cycle	Current School Improvement Grant Term Allocation	Reason for Improvement Status & Grant Allocation
	2022	Targeted	Implementation Year 2	\$253,617	Multiracial

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## Summative Designation Meta Indicator Components

### What is it?

Summative Designation Meta Indicators: The accountability system has meta-indicators that are currently being validated for use as indicators within the summative designation calculations in future years. The Illinois Report Card is not reporting an overall calculation, but rather the sub-elements of the indicator calculations.

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

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

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

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

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

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

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

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

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

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

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## Summative Designation Meta Indicator Components (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>278</b> 71.1%	<b>136</b> 71.6%	<b>140</b> 70.3%	‡	‡	‡	<b>46</b> 54.1%	<b>38</b> 77.5%	*	*	<b>16</b> 69.6%	<b>176</b> 76.5%	<b>59</b> 71.1%
District	278 71.1%	136 71.6%	140 70.3%	‡	‡	‡	46 54.1%	38 77.5%	*	*	16 69.6%	176 76.5%	59 71.1%
State	<b>95,945</b> 69.8%	<b>47,458</b> 69.7%	<b>48,387</b> 69.8%	<b>100</b> 84.8%	<b>187</b> 59.2%	<b>6,736</b> 85.4%	<b>8,737</b> 41.6%	<b>21,105</b> 54.3%	*	<b>94</b> 67.6%	<b>4,538</b> 73.4%	<b>54,548</b> 86.4%	<b>16,225</b> 66.9%

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	<b>15</b> 65.2%	<b>10</b> ‡	<b>48</b> 68.6%	<b>145</b> 63.3%
District	15 65.2%	10 ‡	48 68.6%	145 63.3%
State	<b>7,267</b> 48.6%	<b>13,641</b> 63.8%	<b>9,883</b> 60.6%	<b>32,068</b> 52.6%

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

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>All</b>				
<b>School</b>	<b>196</b> 50.1%	<b>117</b> 29.9%	<b>74</b> 18.9%	<b>‡</b> 1.0%
District	196 50.1%	117 29.9%	74 18.9%	‡ 1.0%
State	<b>25,629</b> 18.6%	<b>43,984</b> 32.0%	<b>35,206</b> 25.6%	<b>32,736</b> 23.8%

\* 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
<b>Female</b>				
<b>School</b>	<b>108</b> 56.8%	<b>53</b> 27.9%	<b>26</b> 13.7%	‡ 1.6%
District	108 56.8%	53 27.9%	26 13.7%	‡ 1.6%
State	15,186 22.3%	22,494 33.0%	14,079 20.7%	16,361 24.0%
<b>Male</b>				
<b>School</b>	<b>87</b> 43.7%	<b>63</b> 31.7%	<b>48</b> 24.1%	‡ 0.5%
District	87 43.7%	63 31.7%	48 24.1%	‡ 0.5%
State	10,414 15.0%	21,445 30.9%	21,117 30.5%	16,341 23.6%
<b>Non Binary</b>				
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	29 24.6%	45 38.1%	10 8.5%	34 28.8%
<b>American Indian</b>				
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	56 17.7%	88 27.9%	110 34.8%	62 19.6%

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## Summative Designation Meta Indicator Components (cont)

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

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>Asian</b>				
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>2,662</b> 33.7%	<b>2,659</b> 33.7%	<b>843</b> 10.7%	<b>1,726</b> 21.9%
<b>Black</b>				
<b>School</b>	<b>19</b> <b>22.4%</b>	<b>37</b> <b>43.5%</b>	<b>28</b> <b>32.9%</b>	‡ <b>1.2%</b>
District	<b>19</b> 22.4%	<b>37</b> 43.5%	<b>28</b> 32.9%	‡ 1.2%
State	<b>1,442</b> 6.9%	<b>5,204</b> 24.8%	<b>8,042</b> 38.3%	<b>6,302</b> 30.0%
<b>Hispanic</b>				
<b>School</b>	<b>28</b> <b>57.1%</b>	<b>10</b> <b>20.4%</b>	<b>11</b> <b>22.4%</b>	‡ <b>0.0%</b>
District	<b>28</b> 57.1%	<b>10</b> 20.4%	<b>11</b> 22.4%	‡ 0.0%
State	<b>3,971</b> 10.2%	<b>12,160</b> 31.3%	<b>14,010</b> 36.0%	<b>8,749</b> 22.5%
<b>MENA</b>				
<b>School</b>	* *	* *	* *	* *
District	* *	* *	* *	* *
State	* *	* *	* *	* *

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## Summative Designation Meta Indicator Components (cont)

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

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	* *	* *	* *	* *
District	* *	* *	* *	* *
State	<b>38</b> 27.3%	<b>54</b> 38.9%	<b>31</b> 22.3%	<b>16</b> 11.5%
<b>Two or More Races</b>				
<b>School</b>	<b>10</b> 43.5%	‡ 39.1%	‡ 17.4%	‡ 0.0%
District	<b>10</b> 43.5%	‡ 39.1%	‡ 17.4%	‡ 0.0%
State	<b>1,163</b> 18.8%	<b>2,038</b> 33.0%	<b>1,565</b> 25.3%	<b>1,415</b> 22.9%
<b>White</b>				
<b>School</b>	<b>136</b> 59.1%	<b>61</b> 26.5%	<b>30</b> 13.0%	‡ 1.3%
District	<b>136</b> 59.1%	<b>61</b> 26.5%	<b>30</b> 13.0%	‡ 1.3%
State	<b>16,297</b> 25.8%	<b>21,781</b> 34.5%	<b>10,605</b> 16.8%	<b>14,466</b> 22.9%
<b>Students with Disabilities</b>				
<b>School</b>	<b>29</b> 34.9%	<b>35</b> 42.2%	<b>18</b> 21.7%	‡ 1.2%
District	<b>29</b> 34.9%	<b>35</b> 42.2%	<b>18</b> 21.7%	‡ 1.2%
State	<b>2,398</b> 9.9%	<b>7,517</b> 31.0%	<b>8,535</b> 35.2%	<b>5,788</b> 23.9%

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## Summative Designation Meta Indicator Components (cont)

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

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>English Learners</b>				
<b>School</b>	<b>10</b> 43.5%	‡ 34.8%	‡ 21.7%	‡ 0.0%
District	10 43.5%	‡ 34.8%	‡ 21.7%	‡ 0.0%
State	762 5.1%	4,197 28.1%	6,584 44.0%	3,404 22.8%
<b>Former EL</b>				
<b>School</b>	10 ‡	‡ ‡	‡ ‡	‡ ‡
District	10 ‡	‡ ‡	‡ ‡	‡ ‡
State	3,728 17.4%	7,743 36.2%	5,791 27.1%	4,114 19.3%
<b>Students with IEPs</b>				
<b>School</b>	‡ 31.4%	‡ 47.1%	‡ 20.0%	‡ 1.4%
District	‡ 31.4%	‡ 47.1%	‡ 20.0%	‡ 1.4%
State	969 5.9%	4,454 27.3%	6,527 40.0%	4,355 26.7%
<b>Low Income</b>				
<b>School</b>	85 37.1%	82 35.8%	58 25.3%	‡ 1.8%
District	85 37.1%	82 35.8%	58 25.3%	‡ 1.8%
State	6,042 9.9%	16,867 27.6%	20,950 34.3%	17,148 28.1%

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## Summative Designation Meta Indicator Components (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>17</b> 4.3%	‡ 2.1%	<b>13</b> 6.5%	‡ ‡	‡ ‡	‡ ‡	‡ 0.0%	‡ 4.1%	* *	* *	‡ 0.0%	<b>14</b> 6.1%	‡ 1.2%
District	17 4.3%	‡ 2.1%	13 6.5%	‡ ‡	‡ ‡	‡ ‡	‡ 0.0%	‡ 4.1%	* *	* *	‡ 0.0%	14 6.1%	‡ 1.2%
State	<b>29,067</b> 21.1%	<b>13,855</b> 20.3%	<b>15,161</b> 21.9%	<b>51</b> 43.2%	<b>71</b> 22.5%	<b>4,111</b> 52.1%	<b>1,165</b> 5.5%	<b>4,528</b> 11.6%	* *	<b>49</b> 35.3%	<b>1,373</b> 22.2%	<b>17,770</b> 28.1%	<b>2,918</b> 12.0%

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	‡ 0.0%	‡ ‡	‡ 0.0%	‡ 1.8%
District	‡ 0.0%	‡ ‡	‡ 0.0%	‡ 1.8%
State	<b>450</b> 3.0%	<b>4,709</b> 22.0%	<b>537</b> 3.3%	<b>5,455</b> 8.9%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>79</b> 20.2%	<b>44</b> 23.2%	<b>33</b> 16.6%	‡ ‡	‡ ‡	‡ ‡	‡ 5.9%	‡ 16.3%	* *	* *	‡ 17.4%	<b>60</b> 26.1%	‡ 6.0%
District	79 20.2%	44 23.2%	33 16.6%	‡ ‡	‡ ‡	‡ ‡	‡ 5.9%	‡ 16.3%	* *	* *	‡ 17.4%	60 26.1%	‡ 6.0%
State	<b>65,395</b> 47.5%	<b>35,740</b> 52.5%	<b>29,573</b> 42.7%	<b>82</b> 69.5%	<b>148</b> 46.8%	<b>5,858</b> 74.3%	<b>6,169</b> 29.4%	<b>15,435</b> 39.7%	* *	<b>84</b> 60.4%	<b>2,907</b> 47.0%	<b>34,794</b> 55.1%	<b>6,709</b> 27.7%

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## Summative Designation Meta Indicator Components (cont)

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

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	‡ 4.3%	‡	‡ 2.9%	<b>28</b> 12.2%
District	‡ 4.3%	‡	‡ 2.9%	<b>28</b> 12.2%
State	<b>2,602</b> 17.4%	<b>12,075</b> 56.5%	<b>2,153</b> 13.2%	<b>20,445</b> 33.5%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>121</b> 30.9%	<b>70</b> 36.8%	<b>50</b> 25.1%	‡	‡	‡	<b>16</b> 18.8%	<b>13</b> 26.5%	*	*	‡ 26.1%	<b>84</b> 36.5%	‡ 10.8%
District	121 30.9%	70 36.8%	50 25.1%	‡	‡	‡	16 18.8%	13 26.5%	*	*	‡ 26.1%	84 36.5%	‡ 10.8%
State	<b>94,372</b> 68.6%	<b>49,331</b> 72.4%	<b>44,953</b> 64.8%	<b>88</b> 74.6%	<b>207</b> 65.5%	<b>6,993</b> 88.6%	<b>11,429</b> 54.4%	<b>24,324</b> 62.5%	*	<b>105</b> 75.5%	<b>4,033</b> 65.3%	<b>47,281</b> 74.9%	<b>12,580</b> 51.9%

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	‡ 8.7%	‡	‡ 4.3%	<b>48</b> 21.0%
District	‡ 8.7%	‡	‡ 4.3%	<b>48</b> 21.0%
State	<b>7,460</b> 49.9%	<b>16,178</b> 75.7%	<b>6,617</b> 40.6%	<b>34,577</b> 56.7%

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## Summative Designation Meta Indicator Components (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>386</b> 98.7%	<b>186</b> 97.9%	<b>198</b> 99.5%	‡	‡	‡	<b>83</b> 97.7%	<b>49</b> 100.0%	*	*	<b>23</b> 100.0%	<b>227</b> 98.7%	<b>81</b> 97.6%
District	386 98.7%	186 97.9%	198 99.5%	‡	‡	‡	83 97.7%	49 100.0%	*	*	23 100.0%	227 98.7%	81 97.6%
State	<b>91,674</b> 66.7%	<b>45,628</b> 67.0%	<b>45,980</b> 66.3%	<b>66</b> 55.9%	<b>199</b> 63.0%	<b>5,654</b> 71.7%	<b>14,039</b> 66.9%	<b>26,726</b> 68.7%	*	<b>104</b> 74.8%	<b>3,840</b> 62.1%	<b>41,112</b> 65.1%	<b>15,588</b> 64.3%

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	<b>23</b> 100.0%	<b>12</b> ‡	<b>68</b> 97.1%	<b>224</b> 97.8%
District	23 100.0%	12 ‡	68 97.1%	224 97.8%
State	<b>9,955</b> 66.6%	<b>15,788</b> 73.9%	<b>10,035</b> 61.5%	<b>39,848</b> 65.3%

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

	3+	only 2	only 1	0
<b>All</b>				
<b>School</b>	<b>216</b> 55.2%	<b>61</b> 15.6%	<b>109</b> 27.9%	<b>‡</b> 1.3%
District	216 55.2%	61 15.6%	109 27.9%	‡ 1.3%
State	<b>50,811</b> 36.9%	<b>23,376</b> 17.0%	<b>29,376</b> 21.4%	<b>33,992</b> 24.7%
<b>Female</b>				
<b>School</b>	<b>102</b> 53.7%	<b>29</b> 15.3%	<b>55</b> 28.9%	<b>‡</b> 2.1%
District	102 53.7%	29 15.3%	55 28.9%	‡ 2.1%
State	<b>24,897</b> 36.5%	<b>11,732</b> 17.2%	<b>14,176</b> 20.8%	<b>17,315</b> 25.4%

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## Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
<b>Male</b>				
<b>School</b>	<b>113</b> 56.8%	<b>32</b> 16.1%	<b>53</b> 26.6%	‡ 0.5%
District	113 56.8%	32 16.1%	53 26.6%	‡ 0.5%
State	<b>25,876</b> 37.3%	<b>11,620</b> 16.8%	<b>15,169</b> 21.9%	<b>16,652</b> 24.0%
<b>Non Binary</b>				
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>38</b> 32.2%	<b>24</b> 20.3%	<b>31</b> 26.3%	<b>25</b> 21.2%
<b>American Indian</b>				
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>86</b> 27.2%	<b>57</b> 18.0%	<b>69</b> 21.8%	<b>104</b> 32.9%
<b>Asian</b>				
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>2,784</b> 35.3%	<b>1,581</b> 20.0%	<b>1,715</b> 21.7%	<b>1,810</b> 22.9%

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## Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
<b>Black</b>				
<b>School</b>	<b>32</b> 37.6%	<b>13</b> 15.3%	<b>38</b> 44.7%	<b>‡</b> 2.4%
District	32 37.6%	13 15.3%	38 44.7%	‡ 2.4%
State	4,744 22.6%	3,449 16.4%	4,876 23.2%	7,921 37.7%
<b>Hispanic</b>				
<b>School</b>	<b>30</b> 61.2%	<b>‡</b> 16.3%	<b>11</b> 22.4%	<b>‡</b> 0.0%
District	30 61.2%	‡ 16.3%	11 22.4%	‡ 0.0%
State	10,641 27.4%	5,777 14.8%	8,620 22.2%	13,852 35.6%
<b>MENA</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	37 26.6%	23 16.6%	31 22.3%	48 34.5%

\* 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 have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
<b>Two or More Races</b>				
<b>School</b>	<b>15</b> 65.2%	‡ 8.7%	‡ 26.1%	‡ 0.0%
District	15 65.2%	‡ 8.7%	‡ 26.1%	‡ 0.0%
State	<b>2,384</b> 38.6%	<b>1,130</b> 18.3%	<b>1,366</b> 22.1%	<b>1,301</b> 21.1%
<b>White</b>				
<b>School</b>	<b>138</b> 60.0%	<b>35</b> 15.2%	<b>54</b> 23.5%	‡ 1.3%
District	138 60.0%	35 15.2%	54 23.5%	‡ 1.3%
State	<b>30,135</b> 47.7%	<b>11,359</b> 18.0%	<b>12,699</b> 20.1%	<b>8,956</b> 14.2%
<b>Students with Disabilities</b>				
<b>School</b>	<b>31</b> 37.4%	‡ 10.8%	<b>41</b> 49.4%	‡ 2.4%
District	31 37.4%	‡ 10.8%	41 49.4%	‡ 2.4%
State	<b>8,017</b> 33.1%	<b>3,946</b> 16.3%	<b>5,411</b> 22.3%	<b>6,864</b> 28.3%
<b>English Learners</b>				
<b>School</b>	<b>15</b> 65.2%	‡ 17.4%	‡ 17.4%	‡ 0.0%
District	15 65.2%	‡ 17.4%	‡ 17.4%	‡ 0.0%
State	<b>3,443</b> 23.0%	<b>2,066</b> 13.8%	<b>3,267</b> 21.9%	<b>6,171</b> 41.3%

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

## Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
<b>Former EL</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	<b>7,140</b> 33.4%	<b>3,594</b> 16.8%	<b>4,493</b> 21.0%	<b>6,149</b> 28.8%
<b>Students with IEPs</b>				
<b>School</b>	<b>21</b> <b>30.0%</b>	‡ <b>12.9%</b>	‡ <b>54.3%</b>	‡ <b>2.9%</b>
District	<b>21</b> 30.0%	‡ 12.9%	‡ 54.3%	‡ 2.9%
State	<b>4,500</b> 27.6%	<b>2,451</b> 15.0%	<b>3,790</b> 23.2%	<b>5,564</b> 34.1%
<b>Low Income</b>				
<b>School</b>	<b>107</b> <b>46.7%</b>	<b>34</b> <b>14.8%</b>	<b>83</b> <b>36.2%</b>	‡ <b>2.2%</b>
District	<b>107</b> 46.7%	<b>34</b> 14.8%	<b>83</b> 36.2%	‡ 2.2%
State	<b>16,783</b> 27.5%	<b>9,146</b> 15.0%	<b>14,025</b> 23.0%	<b>21,053</b> 34.5%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	‡ <b>0.0%</b>	‡ <b>0.0%</b>	‡ <b>0.0%</b>	‡ ‡	‡ ‡	‡ ‡	‡ <b>0.0%</b>	‡ <b>0.0%</b>	* *	* *	‡ <b>0.0%</b>	‡ <b>0.0%</b>	‡ <b>0.0%</b>
District	‡ 0.0%	‡ 0.0%	‡ 0.0%	‡ ‡	‡ ‡	‡ ‡	‡ 0.0%	‡ 0.0%	* *	* *	‡ 0.0%	‡ 0.0%	‡ 0.0%
State	<b>2,707</b> 2.0%	<b>1,796</b> 2.6%	<b>907</b> 1.3%	<b>4</b> 3.4%	<b>4</b> 1.3%	<b>185</b> 2.3%	<b>231</b> 1.1%	<b>646</b> 1.7%	* *	<b>3</b> 2.2%	<b>130</b> 2.1%	<b>1,508</b> 2.4%	<b>308</b> 1.3%

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

## Summative Designation Meta Indicator Components (cont)

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

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	‡ 0.0%	‡	‡ 0.0%	‡ 0.0%
District	‡ 0.0%	‡	‡ 0.0%	‡ 0.0%
State	<b>186</b> 1.2%	<b>522</b> 2.4%	<b>132</b> 0.8%	<b>944</b> 1.6%

### Fine Arts: Student Participation in Fine Arts

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>39.6%</b>	<b>51.0%</b>	<b>28.9%</b>	‡	‡	‡	<b>43.2%</b>	<b>38.5%</b>	*	‡	<b>35.6%</b>	<b>38.7%</b>	<b>33.3%</b>
District	<b>62.4%</b>	<b>67.7%</b>	<b>57.5%</b>	‡	<b>66.7%</b>	<b>55.2%</b>	<b>63.8%</b>	<b>65.1%</b>	*	‡	<b>62.2%</b>	<b>61.2%</b>	<b>61.2%</b>
State	<b>72.0%</b>	<b>74.8%</b>	<b>69.2%</b>	<b>71.9%</b>	<b>71.7%</b>	<b>76.5%</b>	<b>72.1%</b>	<b>73.8%</b>	*	<b>71.3%</b>	<b>73.3%</b>	<b>70.0%</b>	<b>70.4%</b>

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	<b>43.5%</b>	<b>34.1%</b>	<b>28.0%</b>	<b>38.9%</b>
District	<b>64.5%</b>	<b>50.7%</b>	<b>60.9%</b>	<b>63.3%</b>
State	<b>77.3%</b>	<b>64.7%</b>	<b>70.2%</b>	<b>72.8%</b>

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

## Summative Designation Meta Indicator Components (cont)

### Fine Arts: Teacher Qualifications

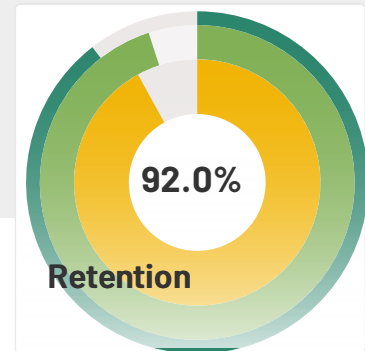
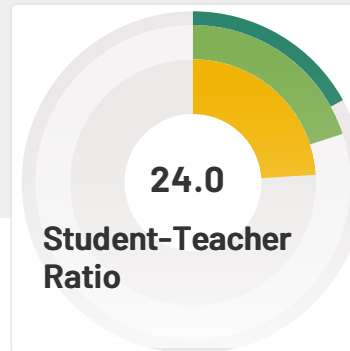
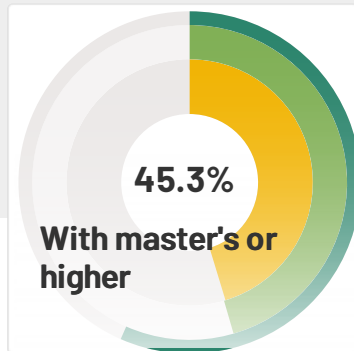
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>School</b>	<b>88.5%</b>	<b>89.8%</b>	<b>86.4%</b>	‡	‡	‡	<b>78.1%</b>	<b>90.9%</b>	*	‡	<b>85.7%</b>	<b>92.5%</b>	<b>84.1%</b>
District	<b>97.1%</b>	<b>97.2%</b>	<b>97.1%</b>	‡	<b>95.5%</b>	<b>93.8%</b>	<b>94.7%</b>	<b>98.5%</b>	*	‡	<b>96.8%</b>	<b>97.8%</b>	<b>95.3%</b>
State	<b>96.0%</b>	<b>96.0%</b>	<b>96.0%</b>	<b>96.5%</b>	<b>96.1%</b>	<b>98.7%</b>	<b>90.7%</b>	<b>96.2%</b>	*	<b>97.1%</b>	<b>97.2%</b>	<b>97.4%</b>	<b>95.1%</b>

	English Learners	Former EL	Students with IEPs	Low Income
<b>School</b>	<b>87.3%</b>	<b>100.0%</b>	<b>81.0%</b>	<b>86.3%</b>
District	<b>97.5%</b>	<b>100.0%</b>	<b>95.3%</b>	<b>96.8%</b>
State	<b>96.9%</b>	<b>96.0%</b>	<b>94.3%</b>	<b>94.5%</b>

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

## About the data

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



## Teacher Information

### What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
<b>School</b>	<b>18</b>	<b>53.8%</b>	<b>*</b>
District	18	53.7%	100.0%
State	14	66.0%	96.9%

\* 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. This displays the race and gender distribution by FTE for teachers in (this school/this district/the state). The table shows distribution by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/.5 employees = 1FTE). Information is gathered about the race/ethnicity of school and district teachers. The percentage of male and female teachers is also compiled.

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown	
School	All	100.0% 95.2	* *	* *	1.1% 1	* *	* *	* *	98.9% 94.2	* *	
	Female	58.0% 55.2	* *	* *	* *	* *	* *	* *	58.6% 55.2	* *	
	Male	42.0% 40	* *	* *	100.0% 1	* *	* *	* *	41.4% 39	* *	
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	
District	All	100.0% 346.7	* *	0.6% 2	0.6% 2	0.3% 1	* *	* *	98.6% 341.7	* *	
	Female	78.4% 271.7	* *	100.0% 2	* *	100.0% 1	* *	* *	78.6% 268.7	* *	
	Male	21.6% 75	* *	* *	100.0% 2	* *	* *	* *	21.4% 73	* *	
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	
State	All	100.0% 137896.3	0.2% 338.9	2.1% 2889.1	6.3% 8735.4	8.9% 12273.1	* *	0.1% 113	1.5% 2031.8	78.9% 108800.9	1.9% 2651.3
	Female	76.5% 105554.1	77.4% 262.3	76.3% 2205.5	78.2% 6835.4	77.7% 9540.2	* *	66.1% 74.7	78.0% 1585.2	76.3% 82967.2	76.6% 2030.1
	Male	23.4% 32335.2	22.6% 76.6	23.6% 682.4	21.7% 1899.3	22.3% 2732.9	* *	33.9% 38.3	22.0% 446.6	23.7% 25828.5	23.4% 621.2
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## Teacher Head Count

### What is it?

Not Available.

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown	
School	All	101	*	*	1	*	*	*	100	*	
	Female	59	*	*	*	*	*	*	59	*	
	Male	42	*	*	1	*	*	*	41	*	
	Non Binary	*	*	*	*	*	*	*	*	*	
District	All	350	*	2	2	1	*	*	345	*	
	Female	275	*	2	*	1	*	*	272	*	
	Male	75	*	*	2	*	*	*	73	*	
	Non Binary	*	*	*	*	*	*	*	*	*	
State	All	142079	351	3017	9177	12734	*	118	2088	111759	2770
	Female	108777	271	2308	7177	9913	*	79	1636	85213	2125
	Male	33293	80	707	1999	2821	*	39	452	26540	645
	Non Binary	*	*	*	*	*	*	*	*	*	*

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

## Teachers Education

### What is it?

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

### Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>50.5%</b>	*	*
District	53.4%	52.9%	*
State	42.4%	42.4%	36.4%

### Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>45.3%</b>	*	*
District	45.5%	47.1%	*
State	56.6%	55.9%	63.3%

## Student-To-Teacher Ratios

### What is it?

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

	Student-Teacher Ratio
<b>School</b>	<b>24</b>
District	*
State	*

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

## Novice Teachers

### What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>3</b> <b>3.2%</b>	*	*
District	<b>6</b> 1.7%	*	*
State	<b>8,956</b> 6.5%	<b>2,511</b> 8.0%	<b>1,842</b> 4.0%

## Teacher Out of Field

### What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>18</b> <b>1.8%</b>	*	*
District	<b>40</b> 1.5%	*	*
State	<b>106,079</b> 9.7%	<b>37,367</b> 16.7%	<b>13,401</b> 4.1%

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

## Teachers with Short Term or Provisional Licenses

### What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>0</b> <b>0.0%</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>
District	<b>0</b> 0.0%	<b>*</b> *	<b>*</b> *
State	<b>4,653</b> 3.4%	<b>1,427</b> 4.9%	<b>728</b> 1.7%

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

## Retention

### What is it?

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

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown	
School	All	92.0% 263	*	*	100.0% 3	*	*	*	91.9% 260	*	
	Female	90.4% 142	*	*	*	*	*	*	90.4% 142	*	
	Male	93.8% 121	*	*	100.0% 3	*	*	*	93.7% 118	*	
	Non Binary	* *	*	*	*	*	*	*	* *	* *	
District	All	95.0% 980	*	100.0% 6	83.3% 5	100.0% 3	*	*	95.0% 964	100.0% 2	
	Female	94.9% 759	*	100.0% 6	* *	100.0% 3	*	*	94.8% 750	* *	
	Male	95.3% 221	*	* *	83.3% 5	* *	*	*	95.5% 214	100.0% 2	
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	
State	All	89.5% 325,163	87.4% 615	88.3% 5,846	84.9% 16,097	89.1% 23,507	*	90.3% 215	89.6% 4,197	89.9% 269,461	87.1% 5,136
	Female	89.2% 247,180	86.9% 469	87.9% 4,436	85.1% 12,528	89.3% 18,269	*	90.7% 147	89.9% 3,267	89.6% 204,103	86.8% 3,892
	Male	90.4% 77,978	89.0% 146	89.5% 1,409	84.3% 3,569	88.7% 5,238	*	89.5% 68	88.7% 930	91.1% 65,354	87.9% 1,244
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## Average Teacher Salary

### What is it?

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

Average Teacher Salary	
<b>School</b>	<b>\$79,991</b>
District	<b>\$81,396</b>
State	<b>\$78,495</b>

## Teacher Evaluation

### What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>62</b> *	<b>*</b> *	<b>*</b> *
District	<b>183</b> 100.0%	<b>16</b> 100.0%	<b>0</b> *
State	<b>58,786</b> 96.9%	<b>11,415</b> 92.1%	<b>18,704</b> 98.7%

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

## Teachers with Gifted Endorsement

### What is it?

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

Teachers with Gifted Endorsement	
<b>School</b>	*
District	*
State	<b>1,102</b>

## National Board Certified Teachers

### What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>2,070</b>	<b>1,674</b>	<b>396</b>	*	<b>4</b>	<b>61</b>	<b>128</b>	<b>169</b>	<b>1</b>	<b>1</b>	<b>56</b>	<b>1,628</b>	*

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

## Average Teaching Experience

### What is it?

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

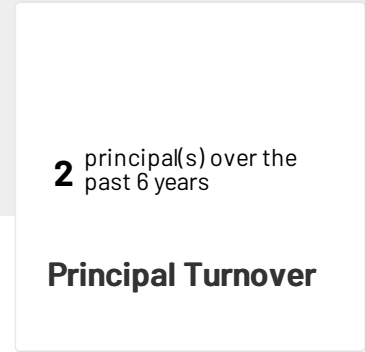
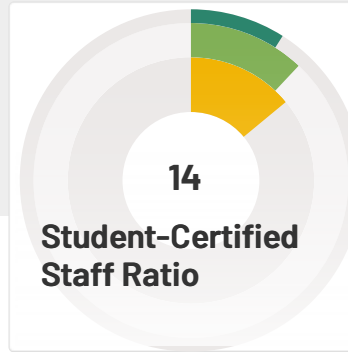
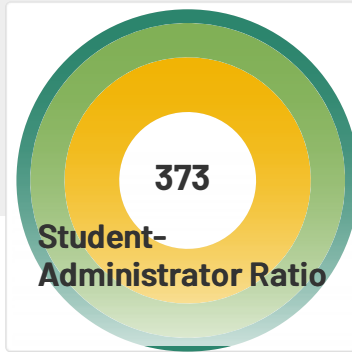
	All Schools	High Poverty Schools	Low Poverty Schools
School	18	*	*
District	18	*	*
State	14	*	*

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

# Administrators & Support Personnel

## About the data

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



## Student-To-Staff Ratios

### What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
<b>School</b>	<b>14</b>	<b>373</b>
District	12	263
State	9	136

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

# Administrators & Support Personnel

## Demographics

### What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	All	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Male	*	*	*	*	*	*	*	*	*	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
District	All	<b>100.0%</b> 21.4	*	<b>3.8%</b> 0.8	<b>7.6%</b> 1.6	*	*	*	*	<b>88.6%</b> 19	*
	Female	<b>48.1%</b> 10.3	*	<b>100.0%</b> 0.8	*	*	*	*	*	<b>50.0%</b> 9.5	*
	Male	<b>51.9%</b> 11.1	*	*	<b>100.0%</b> 1.6	*	*	*	*	<b>50.0%</b> 9.5	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	<b>100.0%</b> 13632	<b>0.2%</b> 28.2	<b>1.1%</b> 151.2	<b>14.5%</b> 1978.6	<b>6.6%</b> 898.7	*	<b>0.1%</b> 6.8	<b>1.4%</b> 189.6	<b>74.4%</b> 10143	<b>1.7%</b> 231
	Female	<b>61.0%</b> 8317.9	<b>74.7%</b> 21.1	<b>62.8%</b> 95	<b>73.4%</b> 1451.6	<b>66.2%</b> 595.1	*	<b>58.5%</b> 4	<b>73.0%</b> 138.4	<b>57.6%</b> 5847	<b>69.7%</b> 160.9
	Male	<b>39.0%</b> 5314	<b>25.3%</b> 7.1	<b>37.2%</b> 56.2	<b>26.6%</b> 526.9	<b>33.8%</b> 303.6	*	<b>41.5%</b> 2.8	<b>27.0%</b> 51.2	<b>42.4%</b> 4296.1	<b>30.3%</b> 70.1
	Non Binary	*	*	*	*	*	*	*	*	*	*

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

# Administrators & Support Personnel

## Principal Turnover

### What is it?

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

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

## Average Administrator Salary

### What is it?

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

Average Administrator Salary	
<b>School</b>	<b>\$132,456</b>
District	\$154,768
State	\$123,642

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

# Administrators & Support Personnel

## Novice Administrator

### What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	*	*	*
District	<b>2</b> 7.6%	*	*
State	<b>1,220</b> 9.0%	<b>284</b> 12.1%	<b>241</b> 8.6%

## Support Personnel FTE

### What is it?

This displays the total support personnel (Counselors, School Nurses, School Psychologists, and School Social Workers) by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/.5 employees = 1FTE).

### Total Support Personnel FTE

	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
School	<b>4</b>	*	*	<b>2</b>
District	<b>5</b>	<b>5.5</b>	*	<b>12</b>
State	<b>3767.5</b>	<b>1279</b>	<b>2121.8</b>	<b>4396.2</b>

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

# Administrators & Support Personnel

## Pupil Support Personnel Ratio

### What is it?

These tables display the average number of students per counselor, the average number of students per nurse, the average number of students per social worker, and the average number of students per psychologist in this entity (whether it be school, district, or the state.) The ratio is calculated by using the fall enrollment total, divided by the number of FTE psychologists. When examining school or district ratios keep in mind that the number of psychologists can vary greatly between schools and districts, depending on their size, student population, programs, and financial resources.

### Student/Support Personnel Ratio

	Student/School Counselor Ratio	Student/School Nurse Ratio	Student/School Psychologist Ratio	Student/School Social Worker Ratio
<b>School</b>	<b>413</b>	<b>*</b>	<b>*</b>	<b>827</b>
District	1,123	1,019	*	468
State	491	1,445	871	420

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

## About the data

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

## Student Environment

### What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
<b>School</b>	<b>20.7%</b>	<b>5.9%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>*</b>
District	8.7%	4.5%	0.0%	0.0%	0.0%	*
State	4.0%	3.7%	0.5%	0.2%	0.5%	*

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

# Civil Rights Data Collection

(2021-22)

## Student Environment (cont)

School	Incidents of Harassment or Bullying	Incidents of Violence	Number of Schools with Incidents of Violence	
			Firearm	Homicide
School	0.1%	4.4%	*	*
District	0.1%	3.3%	0	0
State	0.8%	3.3%	3	3

## Academic Environment

### What is it?

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

School	Enrolled in PreSchool	Advanced Placement (AP) Course Work	Advanced Placement Course Work	
			International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	0.0% 0	6.4% 115	0.0% 0	16.8% 303
District	4.3% 230	2.1% 115	0.0% 0	5.6% 303
State	3.9% 70,447	7.6% 137,290	0.4% 6,371	4.4% 78,721

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