Winnebago CUSD 323

2022 - 2023

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District Provided Statement

Not available.

About the Report Card

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

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

District Snapshot

Percent of Adequacy : 71.3%

Chronic Absenteeism : 15.1%

Principal Turnover : 2

Schools in District : 4

Senate District : 45 **House District :** 89

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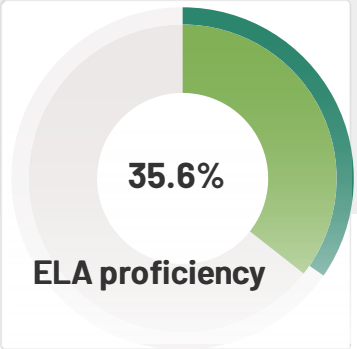
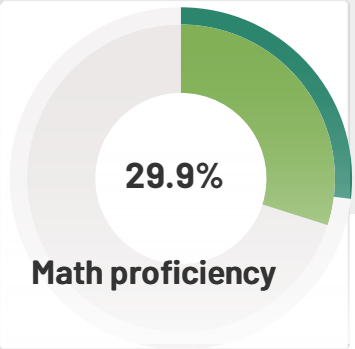
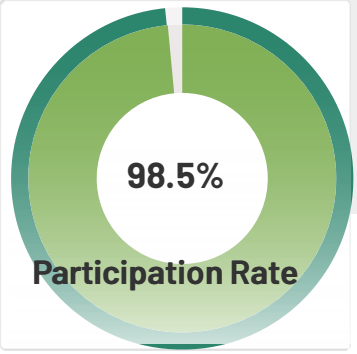
Academic Progress

About the data

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







IAR

What is it?

This shows the percentage of students scoring at each of the Performance Levels for the Illinois Assessment of Readiness (IAR). 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 five Performance Levels for IAR assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 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 (English language arts [ELA] and mathematics) and at each grade level/course.

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

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	24.1%	29.1%	21.5%	25.3%	0.0%	11.4%	19.0%	40.5%	25.3%	3.8%
State	31.2%	19.4%	20.5%	27.1%	1.7%	19.9%	23.5%	23.6%	26.8%	6.2%
White										
District	23.3%	23.3%	23.3%	30.0%	0.0%	10.0%	13.3%	43.3%	30.0%	3.3%
State	19.7%	18.5%	24.0%	35.6%	2.3%	10.5%	19.0%	25.5%	36.4%	8.7%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	50.3%	21.1%	15.4%	12.8%	0.4%	39.5%	28.8%	19.8%	11.0%	0.9%
Hispanic										
District	38.5%	46.2%	7.7%	7.7%	0.0%	15.4%	38.5%	30.8%	7.7%	7.7%
State	43.6%	21.6%	17.7%	16.5%	0.7%	27.2%	30.6%	23.8%	16.4%	2.0%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.0%	12.1%	20.0%	48.4%	5.5%	5.8%	12.1%	19.6%	42.6%	19.9%
Male										
District	14.8%	25.9%	29.6%	29.6%	0.0%	7.4%	11.1%	29.6%	40.7%	11.1%
State	34.4%	20.1%	20.5%	23.8%	1.1%	19.8%	21.9%	22.9%	28.1%	7.3%
Female										
District	28.8%	30.8%	17.3%	23.1%	0.0%	13.5%	23.1%	46.2%	17.3%	0.0%
State	27.9%	18.6%	20.5%	30.6%	2.4%	20.0%	25.1%	24.3%	25.5%	5.1%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	33.3%	0.0%	33.3%	33.3%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%

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IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	20.0%	20.0%	26.0%	33.0%	1.0%	16.0%	23.0%	20.0%	33.0%	8.0%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	48.3%	17.7%	17.4%	15.6%	0.9%	29.3%	23.5%	25.0%	19.5%	2.7%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	27.7%	17.9%	21.2%	30.6%	2.7%	18.7%	21.6%	22.7%	29.0%	7.9%
Students with Disabilities										
District	52.6%	21.1%	15.8%	10.5%	0.0%	47.4%	21.1%	15.8%	10.5%	5.3%
State	55.2%	18.9%	13.7%	11.6%	0.6%	39.4%	25.8%	17.4%	14.7%	2.8%
Students with IEPs										
District	52.6%	21.1%	15.8%	10.5%	0.0%	47.4%	21.1%	15.8%	10.5%	5.3%
State	61.2%	18.5%	11.6%	8.3%	0.3%	44.1%	26.2%	15.7%	12.0%	2.0%
Non-IEP										
District	15.0%	31.7%	23.3%	30.0%	0.0%	0.0%	18.3%	48.3%	30.0%	3.3%
State	25.9%	19.5%	22.1%	30.5%	2.0%	15.6%	23.0%	25.0%	29.5%	7.0%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	50.3%	21.7%	16.1%	11.7%	0.2%	29.2%	30.9%	23.3%	15.1%	1.4%
Non-English Learners										
District	22.7%	28.0%	22.7%	26.7%	0.0%	10.7%	17.3%	41.3%	26.7%	4.0%
State	26.8%	18.8%	21.5%	30.7%	2.1%	17.7%	21.7%	23.7%	29.6%	7.3%

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IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	39.1%	43.5%	13.0%	4.3%	0.0%	26.1%	30.4%	43.5%	0.0%	0.0%
State	44.7%	22.0%	17.8%	15.1%	0.5%	30.5%	29.5%	22.8%	15.5%	1.7%
Non Low Income										
District	17.9%	23.2%	25.0%	33.9%	0.0%	5.4%	14.3%	39.3%	35.7%	5.4%
State	17.2%	16.7%	23.3%	39.7%	3.1%	8.9%	17.1%	24.5%	38.6%	10.9%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	58.9%	19.7%	12.5%	8.7%	0.2%	44.3%	27.6%	17.7%	9.8%	0.6%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	68.8%	21.9%	3.1%	6.3%	0.0%	31.3%	37.5%	25.0%	6.3%	0.0%
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	55.5%	22.7%	13.5%	8.2%	0.1%	41.4%	29.5%	19.3%	9.4%	0.4%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	24.5%	20.5%	21.1%	31.9%	2.0%	16.4%	22.7%	24.4%	31.3%	5.2%

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IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	24.1%	19.5%	29.9%	26.4%	0.0%	18.4%	27.6%	31.0%	23.0%	0.0%
State	18.5%	21.2%	25.0%	28.1%	7.3%	20.0%	25.5%	26.7%	24.8%	2.9%
White										
District	20.3%	20.3%	31.6%	27.8%	0.0%	15.2%	26.6%	34.2%	24.1%	0.0%
State	10.4%	17.3%	26.8%	35.8%	9.8%	10.3%	20.5%	30.9%	34.5%	3.8%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	33.1%	28.7%	22.0%	14.1%	2.0%	41.2%	32.8%	18.4%	7.4%	0.3%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	26.4%	25.8%	24.6%	20.1%	3.1%	27.3%	33.0%	25.2%	13.6%	0.7%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	6.8%	10.6%	20.7%	42.3%	19.6%	5.2%	11.5%	23.7%	46.8%	12.8%
Male										
District	25.6%	23.1%	33.3%	17.9%	0.0%	20.5%	23.1%	35.9%	20.5%	0.0%
State	20.8%	22.5%	25.1%	26.0%	5.7%	20.0%	23.5%	26.1%	26.8%	3.5%
Female										
District	22.9%	16.7%	27.1%	33.3%	0.0%	16.7%	31.3%	27.1%	25.0%	0.0%
State	16.0%	19.8%	24.9%	30.3%	9.0%	20.0%	27.7%	27.2%	22.8%	2.3%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	10.0%	0.0%	30.0%	40.0%	20.0%	10.0%	10.0%	20.0%	60.0%	0.0%

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IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	15.5%	14.5%	28.2%	25.5%	16.4%	14.5%	20.9%	26.4%	33.6%	4.5%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	21.4%	20.5%	26.3%	25.0%	6.8%	25.2%	25.2%	21.6%	24.8%	3.2%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15.9%	20.3%	24.7%	29.3%	9.9%	18.4%	24.4%	26.0%	27.0%	4.2%
Students with Disabilities										
District	66.7%	9.5%	9.5%	14.3%	0.0%	52.4%	23.8%	4.8%	19.0%	0.0%
State	42.0%	25.7%	17.1%	12.5%	2.6%	41.5%	27.2%	17.7%	12.3%	1.3%
Students with IEPs										
District	66.7%	9.5%	9.5%	14.3%	0.0%	52.4%	23.8%	4.8%	19.0%	0.0%
State	49.2%	26.4%	14.4%	8.4%	1.6%	47.8%	27.6%	15.1%	8.7%	0.7%
Non-IEP										
District	10.6%	22.7%	36.4%	30.3%	0.0%	7.6%	28.8%	39.4%	24.2%	0.0%
State	13.0%	20.3%	26.9%	31.6%	8.3%	15.1%	25.2%	28.8%	27.7%	3.3%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.9%	28.1%	23.3%	14.5%	1.2%	30.9%	34.2%	23.5%	11.0%	0.3%
Non-English Learners										
District	21.4%	20.2%	31.0%	27.4%	0.0%	16.7%	27.4%	32.1%	23.8%	0.0%
State	15.2%	19.6%	25.4%	31.1%	8.7%	17.5%	23.5%	27.4%	28.0%	3.5%

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IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	44.0%	20.0%	20.0%	16.0%	0.0%	40.0%	32.0%	20.0%	8.0%	0.0%
State	27.9%	27.0%	24.6%	18.1%	2.4%	30.8%	32.5%	23.9%	12.3%	0.6%
Non Low Income										
District	16.1%	19.4%	33.9%	30.6%	0.0%	9.7%	25.8%	35.5%	29.0%	0.0%
State	8.7%	15.2%	25.4%	38.4%	12.3%	8.9%	18.4%	29.6%	37.8%	5.4%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	40.9%	27.9%	19.5%	10.4%	1.2%	45.9%	29.8%	17.6%	6.6%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	52.4%	28.6%	14.3%	4.8%	0.0%	57.1%	28.6%	14.3%	0.0%	0.0%
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.6%	25.6%	20.0%	13.7%	1.1%	42.6%	30.7%	19.1%	7.6%	0.0%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	14.6%	19.3%	24.9%	32.5%	8.7%	15.8%	23.5%	29.4%	28.5%	2.8%

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IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	8.9%	28.7%	41.6%	20.8%	0.0%	6.9%	28.7%	40.6%	22.8%	1.0%
State	16.8%	21.3%	26.7%	32.1%	3.1%	20.7%	28.7%	25.0%	21.7%	3.9%
White										
District	7.1%	29.8%	44.0%	19.0%	0.0%	6.0%	26.2%	44.0%	22.6%	1.2%
State	9.3%	16.7%	28.1%	41.8%	4.1%	11.2%	23.9%	29.7%	30.4%	4.9%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	30.2%	30.0%	24.3%	15.0%	0.5%	42.0%	34.9%	16.5%	6.2%	0.4%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	24.2%	26.4%	27.0%	21.3%	1.1%	27.3%	36.4%	23.2%	12.0%	1.1%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	5.5%	9.9%	21.4%	51.9%	11.3%	5.3%	13.8%	21.6%	41.7%	17.5%
Male										
District	7.5%	30.2%	41.5%	20.8%	0.0%	3.8%	24.5%	43.4%	26.4%	1.9%
State	19.1%	22.4%	26.6%	29.7%	2.3%	21.4%	27.1%	23.6%	23.1%	4.8%
Female										
District	10.4%	27.1%	41.7%	20.8%	0.0%	10.4%	33.3%	37.5%	18.8%	0.0%
State	14.5%	20.1%	26.9%	34.5%	3.9%	19.9%	30.4%	26.5%	20.2%	3.0%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	5.3%	10.5%	26.3%	47.4%	10.5%	10.5%	26.3%	15.8%	42.1%	5.3%

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IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	11.6%	15.5%	27.1%	41.9%	3.9%	14.8%	27.3%	25.8%	31.3%	0.8%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	18.5%	31.4%	26.4%	21.8%	2.0%	24.1%	36.3%	22.1%	14.5%	3.0%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15.3%	19.6%	26.3%	34.3%	4.4%	19.9%	28.0%	23.7%	22.7%	5.8%
Students with Disabilities										
District	33.3%	53.3%	13.3%	0.0%	0.0%	40.0%	40.0%	20.0%	0.0%	0.0%
State	39.9%	26.5%	18.5%	14.1%	1.0%	42.3%	29.9%	15.7%	10.3%	1.7%
Students with IEPs										
District	33.3%	53.3%	13.3%	0.0%	0.0%	40.0%	40.0%	20.0%	0.0%	0.0%
State	48.2%	28.1%	15.0%	8.3%	0.5%	49.9%	30.0%	12.7%	6.4%	0.9%
Non-IEP										
District	4.7%	24.4%	46.5%	24.4%	0.0%	1.2%	26.7%	44.2%	26.7%	1.2%
State	11.3%	20.1%	28.8%	36.2%	3.6%	15.5%	28.5%	27.2%	24.4%	4.4%
English Learners										
District	*	*	*	*	*	*	*	*	*	*
State	35.8%	32.9%	23.2%	7.9%	0.2%	35.8%	40.2%	18.4%	5.2%	0.3%
Non-English Learners										
District	8.9%	28.7%	41.6%	20.8%	0.0%	6.9%	28.7%	40.6%	22.8%	1.0%
State	13.3%	19.1%	27.4%	36.6%	3.7%	17.8%	26.6%	26.3%	24.8%	4.6%

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IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	28.6%	28.6%	28.6%	14.3%	0.0%	14.3%	50.0%	21.4%	14.3%	0.0%
State	25.9%	27.7%	26.7%	18.9%	0.8%	31.9%	35.5%	21.5%	10.3%	0.8%
Non Low Income										
District	1.4%	28.8%	46.6%	23.3%	0.0%	4.1%	20.5%	47.9%	26.0%	1.4%
State	7.6%	14.7%	26.7%	45.5%	5.5%	9.2%	21.8%	28.7%	33.3%	7.0%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	38.9%	29.5%	20.8%	10.6%	0.3%	46.8%	33.5%	14.0%	5.5%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	61.1%	16.7%	16.7%	5.6%	0.0%	50.0%	33.3%	11.1%	5.6%	0.0%
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	33.8%	29.3%	23.7%	13.0%	0.3%	41.7%	33.6%	17.0%	7.6%	0.1%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	12.7%	17.7%	27.4%	37.2%	4.9%	13.5%	27.8%	30.5%	24.4%	3.8%

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

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	10.5%	18.9%	34.7%	34.7%	1.1%	10.5%	29.5%	32.6%	25.3%	2.1%
State	16.3%	21.8%	27.8%	30.3%	3.9%	22.0%	28.0%	26.5%	20.5%	2.9%
White										
District	10.4%	18.2%	35.1%	35.1%	1.3%	10.4%	28.6%	35.1%	23.4%	2.6%
State	9.0%	17.3%	29.4%	39.0%	5.3%	12.3%	23.5%	31.9%	28.8%	3.6%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	29.3%	29.9%	25.1%	14.9%	0.9%	42.2%	35.1%	17.0%	5.4%	0.3%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	23.0%	27.3%	27.9%	20.3%	1.5%	29.8%	34.7%	23.9%	10.9%	0.7%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	5.3%	8.7%	21.4%	52.4%	12.1%	5.6%	12.4%	22.7%	43.2%	16.1%
Male										
District	12.8%	23.4%	34.0%	29.8%	0.0%	6.4%	23.4%	36.2%	31.9%	2.1%
State	19.4%	24.0%	27.8%	26.3%	2.5%	22.7%	26.8%	25.5%	21.6%	3.4%
Female										
District	8.3%	14.6%	35.4%	39.6%	2.1%	14.6%	35.4%	29.2%	18.8%	2.1%
State	13.0%	19.4%	27.7%	34.5%	5.4%	21.3%	29.4%	27.5%	19.3%	2.5%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	4.8%	14.3%	38.1%	38.1%	4.8%	9.5%	28.6%	33.3%	23.8%	4.8%

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

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	12.3%	19.6%	29.7%	33.3%	5.1%	22.5%	22.5%	34.1%	19.6%	1.4%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	24.4%	25.1%	25.8%	19.9%	4.9%	30.0%	31.7%	21.6%	13.6%	3.1%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.9%	20.2%	27.2%	32.9%	4.8%	21.0%	27.2%	25.9%	21.9%	4.0%
Students with Disabilities										
District	38.9%	38.9%	11.1%	11.1%	0.0%	33.3%	33.3%	27.8%	5.6%	0.0%
State	39.5%	28.0%	19.1%	12.3%	1.1%	42.5%	31.6%	15.8%	9.0%	1.1%
Students with IEPs										
District	38.9%	38.9%	11.1%	11.1%	0.0%	33.3%	33.3%	27.8%	5.6%	0.0%
State	48.7%	29.6%	14.7%	6.6%	0.4%	50.4%	32.4%	11.8%	4.8%	0.5%
Non-IEP										
District	3.9%	14.3%	40.3%	40.3%	1.3%	5.2%	28.6%	33.8%	29.9%	2.6%
State	10.8%	20.5%	29.9%	34.3%	4.5%	17.3%	27.3%	28.9%	23.1%	3.3%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.1%	35.0%	21.1%	5.6%	0.1%	43.0%	39.1%	14.8%	2.9%	0.1%
Non-English Learners										
District	9.8%	18.5%	35.9%	34.8%	1.1%	10.9%	29.3%	32.6%	25.0%	2.2%
State	12.7%	19.6%	28.8%	34.3%	4.5%	18.6%	26.2%	28.4%	23.4%	3.4%

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IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	29.2%	16.7%	41.7%	8.3%	4.2%	25.0%	33.3%	33.3%	8.3%	0.0%
State	24.8%	28.4%	27.4%	18.3%	1.2%	33.3%	34.6%	22.3%	9.2%	0.6%
Non Low Income										
District	4.2%	19.7%	32.4%	43.7%	0.0%	5.6%	28.2%	32.4%	31.0%	2.8%
State	7.7%	15.1%	28.2%	42.4%	6.6%	10.7%	21.4%	30.7%	31.9%	5.3%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	36.8%	29.5%	22.1%	11.0%	0.6%	46.2%	33.0%	16.9%	3.8%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	40.7%	25.9%	25.9%	7.4%	0.0%	40.7%	29.6%	22.2%	7.4%	0.0%
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	32.3%	33.7%	21.8%	11.7%	0.5%	40.3%	39.2%	17.0%	3.6%	0.0%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	13.3%	21.4%	28.2%	32.1%	5.0%	18.2%	26.8%	28.6%	24.7%	1.8%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	16.3%	12.2%	16.3%	42.9%	12.2%	6.2%	27.8%	33.0%	29.9%	3.1%
State	18.5%	19.0%	24.6%	28.5%	9.4%	14.2%	29.1%	29.8%	23.2%	3.7%
White										
District	14.9%	12.2%	17.6%	43.2%	12.2%	6.8%	24.7%	34.2%	31.5%	2.7%
State	11.5%	15.2%	25.0%	35.7%	12.7%	7.6%	22.2%	33.3%	32.2%	4.6%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.4%	25.7%	23.8%	16.5%	2.6%	28.3%	41.6%	22.7%	7.1%	0.4%
Hispanic										
District	28.6%	14.3%	0.0%	42.9%	14.3%	7.1%	35.7%	35.7%	14.3%	7.1%
State	25.2%	23.3%	25.9%	21.3%	4.3%	18.7%	36.9%	29.6%	13.8%	1.0%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	6.2%	8.3%	18.3%	40.6%	26.6%	4.0%	11.1%	23.2%	43.1%	18.6%
Male										
District	17.6%	17.6%	23.5%	33.3%	7.8%	3.9%	31.4%	37.3%	23.5%	3.9%
State	22.0%	20.8%	24.7%	25.5%	7.1%	14.3%	28.0%	29.5%	24.1%	4.1%
Female										
District	14.9%	6.4%	8.5%	53.2%	17.0%	8.7%	23.9%	28.3%	37.0%	2.2%
State	14.9%	17.1%	24.5%	31.7%	11.8%	14.0%	30.4%	30.1%	22.3%	3.2%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	2.6%	15.4%	17.9%	48.7%	15.4%	0.0%	18.9%	35.1%	43.2%	2.7%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	19.0%	19.0%	14.7%	37.1%	10.3%	18.1%	19.8%	31.9%	24.1%	6.0%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	23.5%	22.5%	24.9%	20.7%	8.4%	19.9%	30.5%	31.2%	14.9%	3.5%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	16.5%	19.5%	23.4%	29.5%	11.1%	13.1%	28.5%	29.5%	24.0%	4.8%
Students with Disabilities										
District	71.4%	14.3%	4.8%	0.0%	9.5%	28.6%	47.6%	19.0%	4.8%	0.0%
State	43.1%	23.3%	17.8%	12.9%	2.9%	34.3%	35.3%	18.9%	10.2%	1.3%
Students with IEPs										
District	71.4%	14.3%	4.8%	0.0%	9.5%	28.6%	47.6%	19.0%	4.8%	0.0%
State	53.3%	24.4%	14.4%	6.9%	0.9%	42.8%	37.9%	14.0%	4.8%	0.5%
Non-IEP										
District	1.3%	11.7%	19.5%	54.5%	13.0%	0.0%	22.4%	36.8%	36.8%	3.9%
State	12.8%	18.1%	26.3%	32.1%	10.8%	9.4%	27.7%	32.4%	26.3%	4.2%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	41.6%	28.9%	21.2%	7.9%	0.5%	29.6%	45.0%	21.0%	4.2%	0.2%
Non-English Learners										
District	15.6%	12.5%	16.7%	42.7%	12.5%	5.3%	27.4%	33.7%	30.5%	3.2%
State	14.9%	17.4%	25.1%	31.8%	10.8%	11.7%	26.6%	31.2%	26.2%	4.2%

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IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	20.0%	14.3%	25.7%	40.0%	0.0%	5.9%	32.4%	44.1%	14.7%	2.9%
State	27.4%	24.2%	25.4%	19.4%	3.6%	21.8%	38.1%	27.5%	11.8%	0.8%
Non Low Income										
District	14.3%	11.1%	11.1%	44.4%	19.0%	6.3%	25.4%	27.0%	38.1%	3.2%
State	9.6%	13.7%	23.8%	37.7%	15.2%	6.6%	20.2%	32.1%	34.6%	6.6%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	40.2%	24.1%	21.6%	12.8%	1.3%	30.6%	41.4%	22.2%	5.7%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	31.6%	36.8%	26.3%	5.3%	0.0%	17.6%	64.7%	11.8%	5.9%	0.0%
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	36.9%	27.6%	22.2%	10.9%	2.4%	32.6%	38.5%	23.4%	5.5%	0.0%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	15.0%	20.6%	22.9%	31.4%	10.0%	11.5%	28.8%	31.2%	25.4%	3.1%

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	3.8%	19.0%	32.4%	36.2%	8.6%	12.4%	25.7%	17.1%	39.0%	5.7%
State	15.3%	19.0%	25.2%	33.9%	6.6%	29.4%	23.2%	21.6%	21.5%	4.2%
White										
District	4.4%	15.6%	31.1%	40.0%	8.9%	11.1%	23.3%	16.7%	43.3%	5.6%
State	9.0%	14.6%	25.2%	41.9%	9.3%	18.5%	20.9%	25.9%	29.4%	5.3%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.7%	27.1%	25.7%	19.8%	1.7%	51.2%	26.5%	14.5%	7.2%	0.5%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.6%	23.5%	26.6%	25.6%	2.7%	38.2%	27.3%	19.9%	13.2%	1.3%
Asian										
District	*	*	*	*	*	*	*	*	*	*
State	4.9%	7.9%	17.9%	50.2%	19.2%	8.7%	11.2%	17.5%	40.8%	21.7%
Male										
District	5.8%	17.3%	36.5%	34.6%	5.8%	13.5%	19.2%	19.2%	44.2%	3.8%
State	18.8%	21.2%	26.1%	29.7%	4.3%	30.8%	22.8%	20.5%	21.3%	4.5%
Female										
District	1.9%	20.8%	28.3%	37.7%	11.3%	11.3%	32.1%	15.1%	34.0%	7.5%
State	11.8%	16.6%	24.2%	38.3%	9.0%	27.9%	23.6%	22.8%	21.7%	3.9%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	8.3%	6.7%	30.0%	40.0%	15.0%	13.3%	20.0%	26.7%	35.0%	5.0%

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	13.5%	11.5%	26.3%	41.0%	7.7%	21.2%	23.1%	23.7%	25.6%	6.4%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	15.3%	20.6%	21.2%	39.9%	3.1%	28.1%	26.6%	21.3%	20.3%	3.8%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.7%	18.4%	23.0%	36.6%	7.3%	29.7%	22.1%	20.4%	22.7%	5.1%
Students with Disabilities										
District	15.4%	61.5%	23.1%	0.0%	0.0%	46.2%	46.2%	0.0%	7.7%	0.0%
State	37.5%	25.9%	19.4%	15.0%	2.2%	55.0%	21.7%	12.3%	9.4%	1.5%
Students with IEPs										
District	15.4%	61.5%	23.1%	0.0%	0.0%	46.2%	46.2%	0.0%	7.7%	0.0%
State	48.0%	28.3%	16.0%	6.9%	0.7%	67.2%	20.8%	7.9%	3.7%	0.5%
Non-IEP										
District	2.2%	13.0%	33.7%	41.3%	9.8%	7.6%	22.8%	19.6%	43.5%	6.5%
State	10.2%	17.5%	26.6%	38.1%	7.5%	23.5%	23.6%	23.8%	24.3%	4.8%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.6%	31.5%	21.3%	7.4%	0.2%	57.5%	27.9%	11.1%	3.3%	0.2%
Non-English Learners										
District	3.9%	18.4%	32.0%	36.9%	8.7%	12.6%	24.3%	17.5%	39.8%	5.8%
State	11.8%	17.1%	25.8%	37.8%	7.6%	25.3%	22.5%	23.2%	24.2%	4.8%

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IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	12.5%	33.3%	29.2%	20.8%	4.2%	29.2%	33.3%	16.7%	20.8%	0.0%
State	22.9%	24.7%	26.4%	23.3%	2.6%	42.2%	26.9%	18.4%	11.4%	1.2%
Non Low Income										
District	1.2%	14.8%	33.3%	40.7%	9.9%	7.4%	23.5%	17.3%	44.4%	7.4%
State	7.7%	13.2%	24.0%	44.5%	10.6%	16.6%	19.5%	24.9%	31.7%	7.3%
Homeless										
District	*	*	*	*	*	*	*	*	*	*
State	34.1%	24.7%	23.5%	16.3%	1.3%	54.6%	25.1%	14.2%	5.8%	0.3%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	32.1%	14.3%	28.6%	21.4%	3.6%	46.4%	28.6%	10.7%	14.3%	0.0%
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.6%	24.8%	24.4%	17.2%	0.9%	57.4%	23.5%	13.7%	5.0%	0.3%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	13.1%	16.8%	25.7%	35.3%	9.1%	25.6%	21.2%	22.4%	25.3%	5.5%

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SAT

What is it?

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

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

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	26.3%	36.3%	26.3%	11.3%	32.5%	41.3%	25.0%	1.3%
State	30.9%	36.8%	21.6%	10.6%	47.7%	25.0%	20.1%	7.2%
White								
District	23.1%	36.9%	29.2%	10.8%	27.7%	43.1%	27.7%	1.5%
State	20.3%	36.7%	28.4%	14.6%	35.1%	28.5%	27.5%	8.9%
Black								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.9%	34.8%	9.5%	1.8%	74.4%	17.9%	6.8%	0.9%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.3%	40.7%	14.6%	3.4%	61.6%	24.3%	12.3%	1.7%
Asian								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	10.2%	25.7%	30.5%	33.6%	16.1%	18.5%	31.8%	33.5%
Male								
District	39.4%	36.4%	15.2%	9.1%	39.4%	36.4%	21.2%	3.0%
State	34.8%	34.8%	19.8%	10.5%	47.6%	23.6%	20.3%	8.5%
Female								
District	17.0%	36.2%	34.0%	12.8%	27.7%	44.7%	27.7%	0.0%
State	27.0%	38.9%	23.4%	10.7%	47.9%	26.4%	20.0%	5.8%
Non Binary								
District	*	*	*	*	*	*	*	*
State	4.2%	29.2%	41.7%	25.0%	25.4%	28.2%	33.8%	12.7%

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

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	20.6%	39.3%	27.1%	13.1%	40.2%	15.9%	35.5%	8.4%
American Indian								
District	*	*	*	*	*	*	*	*
State	36.6%	36.9%	21.1%	5.4%	58.8%	23.3%	13.3%	4.7%
Two or More Races								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	26.3%	33.4%	24.3%	15.9%	43.5%	23.6%	21.8%	11.2%
Students with Disabilities								
District	80.0%	10.0%	0.0%	10.0%	90.0%	0.0%	10.0%	0.0%
State	52.5%	26.7%	13.6%	7.2%	68.2%	16.2%	11.7%	3.9%
Students with IEPs								
District	80.0%	10.0%	0.0%	10.0%	90.0%	0.0%	10.0%	0.0%
State	71.4%	21.5%	5.1%	2.0%	86.1%	9.4%	3.5%	1.0%
Non-IEP								
District	18.6%	40.0%	30.0%	11.4%	24.3%	47.1%	27.1%	1.4%
State	25.6%	38.9%	23.8%	11.7%	42.7%	27.0%	22.3%	8.0%
English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.3%	23.1%	2.1%	0.6%	86.3%	10.7%	2.4%	0.6%
Non-English Learners								
District	26.0%	35.1%	27.3%	11.7%	31.2%	41.6%	26.0%	1.3%
State	27.3%	38.0%	23.3%	11.5%	44.4%	26.2%	21.6%	7.7%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	45.5%	27.3%	22.7%	4.5%	50.0%	31.8%	18.2%	0.0%
State	46.6%	38.1%	12.6%	2.7%	66.4%	22.1%	10.0%	1.5%
Non Low Income								
District	19.0%	39.7%	27.6%	13.8%	25.9%	44.8%	27.6%	1.7%
State	19.1%	35.9%	28.4%	16.5%	33.7%	27.2%	27.7%	11.4%
Homeless								
District	*	*	*	*	*	*	*	*
State	63.1%	29.4%	6.6%	0.9%	81.3%	14.4%	4.1%	0.2%
Migrant								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	88.9%	11.1%	0.0%	0.0%
Youth In Care								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	68.1%	24.3%	6.5%	1.0%	86.0%	11.1%	2.8%	0.2%
Military								
District	*	*	*	*	*	*	*	*
State	34.7%	36.8%	20.6%	7.9%	50.4%	28.1%	18.5%	3.1%

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DLM

What is it?

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

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

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DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.3%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	73.2%	12.3%	14.0%	0.5%	76.1%	10.5%	8.8%	4.6%
Black								
District	*	*	*	*	*	*	*	*
State	66.6%	17.0%	15.7%	0.8%	73.9%	11.0%	9.7%	5.5%
Hispanic								
District	*	*	*	*	*	*	*	*
State	73.9%	14.9%	11.0%	0.2%	76.3%	8.3%	11.4%	3.9%
Asian								
District	*	*	*	*	*	*	*	*
State	84.4%	10.0%	4.4%	1.1%	83.1%	5.6%	9.0%	2.2%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.5%	13.9%	12.9%	0.6%	74.9%	8.8%	10.6%	5.7%
Female								
District	*	*	*	*	*	*	*	*
State	71.9%	15.2%	12.7%	0.2%	77.6%	12.5%	7.7%	2.2%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	33.3%	66.7%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	70.7%	17.1%	12.2%	0.0%	70.7%	13.4%	8.5%	7.3%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.4%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.4%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
English Learners								
District	*	*	*	*	*	*	*	*
State	75.7%	13.9%	9.8%	0.6%	76.3%	8.3%	11.0%	4.4%

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DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	71.0%	14.4%	14.0%	0.6%	73.8%	10.6%	10.4%	5.1%
Homeless								
District	*	*	*	*	*	*	*	*
State	75.7%	16.2%	8.1%	0.0%	84.2%	2.6%	10.5%	2.6%
Migrant								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Youth In Care								
District	*	*	*	*	*	*	*	*
State	76.0%	12.0%	12.0%	0.0%	64.0%	24.0%	4.0%	8.0%
Military								
District	*	*	*	*	*	*	*	*
State	55.6%	11.1%	33.3%	0.0%	55.6%	11.1%	22.2%	11.1%

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DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.7%	19.0%	9.0%	0.4%	59.6%	10.2%	22.5%	7.8%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	69.0%	19.9%	10.5%	0.7%	57.8%	10.5%	24.1%	7.7%
Black								
District	*	*	*	*	*	*	*	*
State	68.7%	20.9%	10.4%	0.0%	56.4%	11.0%	22.8%	9.8%
Hispanic								
District	*	*	*	*	*	*	*	*
State	75.3%	18.0%	6.5%	0.2%	62.3%	8.5%	22.4%	6.7%
Asian								
District	*	*	*	*	*	*	*	*
State	85.4%	8.7%	5.8%	0.0%	70.9%	12.6%	12.6%	3.9%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.5%	18.8%	9.2%	0.5%	59.3%	9.7%	22.5%	8.5%
Female								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.0%	19.5%	8.4%	0.2%	60.1%	11.2%	22.4%	6.3%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	66.7%	0.0%	33.3%	0.0%	33.3%	33.3%	33.3%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	66.7%	24.6%	7.0%	1.8%	57.9%	8.8%	22.8%	10.5%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.7%	19.0%	9.0%	0.4%	59.5%	10.2%	22.5%	7.8%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.7%	19.0%	9.0%	0.4%	59.5%	10.2%	22.5%	7.8%
English Learners								
District	*	*	*	*	*	*	*	*
State	78.0%	15.6%	6.0%	0.4%	64.7%	7.8%	19.6%	8.0%

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DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	70.3%	19.2%	10.2%	0.3%	58.0%	9.7%	23.7%	8.6%
Homeless								
District	*	*	*	*	*	*	*	*
State	54.5%	27.3%	18.2%	0.0%	50.0%	4.5%	27.3%	18.2%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	65.5%	20.7%	13.8%	0.0%	53.6%	17.9%	25.0%	3.6%
Military								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	61.5%	7.7%	30.8%	0.0%

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DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	65.8%	17.3%	15.7%	1.3%	61.6%	21.9%	9.4%	7.1%
White								
District	*	*	*	*	*	*	*	*
State	64.8%	15.7%	17.9%	1.6%	62.5%	21.4%	8.6%	7.6%
Black								
District	*	*	*	*	*	*	*	*
State	61.0%	20.9%	16.3%	1.9%	54.8%	22.9%	12.5%	9.8%
Hispanic								
District	*	*	*	*	*	*	*	*
State	69.7%	17.1%	12.7%	0.5%	64.7%	22.4%	8.7%	4.2%
Asian								
District	*	*	*	*	*	*	*	*
State	70.1%	14.9%	14.9%	0.0%	61.2%	23.5%	9.4%	5.9%
Male								
District	*	*	*	*	*	*	*	*
State	67.2%	17.1%	14.6%	1.2%	62.0%	21.2%	9.9%	6.9%
Female								
District	*	*	*	*	*	*	*	*
State	62.9%	17.6%	17.8%	1.6%	60.9%	23.3%	8.3%	7.5%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	68.2%	16.7%	13.6%	1.5%	69.7%	18.2%	4.5%	7.6%
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	65.8%	17.2%	15.7%	1.3%	61.7%	21.9%	9.4%	7.0%
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	65.8%	17.2%	15.7%	1.3%	61.7%	21.9%	9.4%	7.0%
English Learners								
District	*	*	*	*	*	*	*	*
State	71.5%	17.0%	11.1%	0.5%	66.9%	21.3%	7.6%	4.2%

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DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	63.8%	17.7%	16.9%	1.6%	60.0%	22.7%	10.2%	7.2%
Homeless								
District	*	*	*	*	*	*	*	*
State	54.8%	12.9%	32.3%	0.0%	45.2%	35.5%	0.0%	19.4%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	60.0%	26.7%	10.0%	3.3%	58.6%	34.5%	0.0%	6.9%
Military								
District	*	*	*	*	*	*	*	*
State	75.0%	0.0%	25.0%	0.0%	75.0%	12.5%	0.0%	12.5%

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DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	62.6%	23.2%	11.6%	2.6%	69.9%	17.4%	7.0%	5.6%
White								
District	*	*	*	*	*	*	*	*
State	61.5%	24.1%	11.9%	2.6%	72.3%	17.7%	5.7%	4.3%
Black								
District	*	*	*	*	*	*	*	*
State	59.7%	23.6%	15.0%	1.7%	62.8%	18.9%	9.2%	9.2%
Hispanic								
District	*	*	*	*	*	*	*	*
State	65.1%	22.9%	8.7%	3.4%	71.3%	16.4%	7.5%	4.8%
Asian								
District	*	*	*	*	*	*	*	*
State	73.8%	16.3%	7.5%	2.5%	77.2%	10.1%	7.6%	5.1%
Male								
District	*	*	*	*	*	*	*	*
State	62.6%	23.6%	11.4%	2.3%	67.8%	18.4%	7.7%	6.0%
Female								
District	*	*	*	*	*	*	*	*
State	62.6%	22.3%	11.9%	3.2%	74.0%	15.4%	5.7%	4.9%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	66.7%	33.3%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	83.3%	16.7%	0.0%	0.0%	83.3%	16.7%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	55.9%	23.7%	16.9%	3.4%	69.5%	20.3%	5.1%	5.1%
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	62.6%	23.2%	11.6%	2.6%	69.9%	17.4%	7.0%	5.6%
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	62.6%	23.2%	11.6%	2.6%	69.9%	17.4%	7.0%	5.6%
English Learners								
District	*	*	*	*	*	*	*	*
State	67.5%	21.7%	7.9%	2.8%	74.1%	14.4%	7.2%	4.4%

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

DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	61.5%	23.2%	12.3%	2.9%	68.0%	17.9%	8.1%	6.1%
Homeless								
District	*	*	*	*	*	*	*	*
State	53.1%	37.5%	9.4%	0.0%	71.9%	15.6%	6.3%	6.3%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	60.9%	17.4%	17.4%	4.3%	73.9%	13.0%	13.0%	0.0%
Military								
District	*	*	*	*	*	*	*	*
State	77.8%	22.2%	0.0%	0.0%	88.9%	0.0%	11.1%	0.0%

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

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	53.0%	28.2%	15.2%	3.7%	75.8%	14.2%	6.2%	3.9%
White								
District	*	*	*	*	*	*	*	*
State	52.2%	26.4%	16.5%	4.9%	77.8%	14.3%	5.1%	2.7%
Black								
District	*	*	*	*	*	*	*	*
State	49.1%	30.5%	17.2%	3.2%	71.0%	14.5%	8.7%	5.8%
Hispanic								
District	*	*	*	*	*	*	*	*
State	57.1%	28.5%	12.3%	2.1%	77.8%	12.4%	5.4%	4.4%
Asian								
District	*	*	*	*	*	*	*	*
State	59.2%	32.4%	5.6%	2.8%	76.1%	15.5%	4.2%	4.2%
Male								
District	*	*	*	*	*	*	*	*
State	50.8%	29.1%	16.3%	3.8%	72.9%	16.2%	6.3%	4.6%
Female								
District	*	*	*	*	*	*	*	*
State	57.2%	26.3%	13.1%	3.4%	81.3%	10.3%	5.9%	2.4%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	66.7%	0.0%	0.0%	33.3%	66.7%	33.3%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	46.8%	25.5%	23.4%	4.3%	68.1%	21.3%	10.6%	0.0%
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	53.0%	28.1%	15.2%	3.7%	75.7%	14.2%	6.2%	3.9%
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	53.0%	28.1%	15.2%	3.7%	75.7%	14.2%	6.2%	3.9%
English Learners								
District	*	*	*	*	*	*	*	*
State	56.1%	28.3%	12.0%	3.5%	75.9%	13.5%	6.3%	4.3%

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

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	51.0%	29.8%	15.7%	3.5%	73.2%	15.2%	7.0%	4.6%
Homeless								
District	*	*	*	*	*	*	*	*
State	35.7%	40.5%	21.4%	2.4%	62.8%	23.3%	11.6%	2.3%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	64.7%	23.5%	11.8%	0.0%	76.5%	11.8%	0.0%	11.8%
Military								
District	*	*	*	*	*	*	*	*
State	30.0%	20.0%	40.0%	10.0%	90.0%	10.0%	0.0%	0.0%

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DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	53.0%	31.6%	15.3%	0.1%	66.0%	27.2%	5.6%	1.2%
White								
District	*	*	*	*	*	*	*	*
State	55.7%	31.2%	12.9%	0.2%	69.8%	24.8%	4.9%	0.5%
Black								
District	*	*	*	*	*	*	*	*
State	46.4%	36.0%	17.5%	0.0%	60.7%	29.9%	7.1%	2.3%
Hispanic								
District	*	*	*	*	*	*	*	*
State	53.3%	29.2%	17.5%	0.0%	64.7%	28.8%	5.2%	1.3%
Asian								
District	*	*	*	*	*	*	*	*
State	61.5%	26.9%	11.5%	0.0%	70.1%	22.1%	6.5%	1.3%
Male								
District	*	*	*	*	*	*	*	*
State	53.2%	31.7%	15.0%	0.1%	64.5%	28.3%	6.0%	1.1%
Female								
District	*	*	*	*	*	*	*	*
State	53.0%	31.1%	15.9%	0.0%	69.0%	24.9%	4.7%	1.4%
Non Binary								
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%

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DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	80.0%	20.0%	0.0%	0.0%	80.0%	20.0%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	43.8%	39.6%	16.7%	0.0%	59.6%	31.9%	6.4%	2.1%
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	53.1%	31.5%	15.3%	0.1%	66.0%	27.2%	5.6%	1.2%
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	53.1%	31.5%	15.3%	0.1%	66.0%	27.2%	5.6%	1.2%
English Learners								
District	*	*	*	*	*	*	*	*
State	55.4%	28.2%	16.4%	0.0%	64.1%	29.0%	5.8%	1.0%

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DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	51.4%	31.7%	16.9%	0.0%	63.8%	28.6%	5.9%	1.7%
Homeless								
District	*	*	*	*	*	*	*	*
State	59.4%	18.8%	21.9%	0.0%	65.6%	34.4%	0.0%	0.0%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	60.7%	32.1%	7.1%	0.0%	75.0%	21.4%	3.6%	0.0%
Military								
District	*	*	*	*	*	*	*	*
State	25.0%	25.0%	50.0%	0.0%	50.0%	25.0%	25.0%	0.0%

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DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	25.0%	50.0%	25.0%	0.0%	50.0%	25.0%	25.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	66.7%	0.0%	33.3%	0.0%	33.3%	33.3%	33.3%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	50.0%	35.7%	10.7%	3.6%	48.2%	39.3%	12.5%	0.0%
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	43.6%	37.3%	16.4%	2.6%	54.0%	29.3%	16.3%	0.4%
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	43.6%	37.3%	16.4%	2.6%	54.0%	29.3%	16.3%	0.4%
English Learners								
District	*	*	*	*	*	*	*	*
State	49.4%	34.5%	13.5%	2.6%	56.1%	27.9%	15.4%	0.6%

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DLM (cont)

Grade 11

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

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DLM (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
District	*	*	*	*
State	75.6%	17.5%	6.9%	0.1%
White				
District	*	*	*	*
State	73.4%	18.7%	7.9%	0.0%
Black				
District	*	*	*	*
State	73.6%	18.9%	7.4%	0.0%
Hispanic				
District	*	*	*	*
State	79.6%	13.7%	6.5%	0.3%
Asian				
District	*	*	*	*
State	77.8%	19.8%	2.5%	0.0%
Male				
District	*	*	*	*
State	76.6%	16.4%	6.9%	0.1%
Female				
District	*	*	*	*
State	73.4%	19.7%	6.8%	0.0%
Non Binary				
District	*	*	*	*
State	*	*	*	*

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DLM (cont)

Grade 5

	Science Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	**100.0%**	**0.0%**	**0.0%**	**0.0%**
American Indian				
District	*	*	*	*
State	**100.0%**	**0.0%**	**0.0%**	**0.0%**
Two or More Races				
District	*	*	*	*
State	**75.4%**	**21.3%**	**3.3%**	**0.0%**
Students with Disabilities				
District	*	*	*	*
State	**75.6%**	**17.5%**	**6.8%**	**0.1%**
Students with IEPs				
District	*	*	*	*
State	**75.6%**	**17.5%**	**6.8%**	**0.1%**
English Learners				
District	*	*	*	*
State	**79.8%**	**15.4%**	**4.5%**	**0.3%**

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DLM (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	*	*	*	*
State	**74.7%**	**17.8%**	**7.4%**	**0.1%**
Homeless				
District	*	*	*	*
State	**54.8%**	**32.3%**	**12.9%**	**0.0%**
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	**78.6%**	**14.3%**	**7.1%**	**0.0%**
Military				
District	*	*	*	*
State	**80.0%**	**13.3%**	**6.7%**	**0.0%**

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DLM (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
District	*	*	*	*
State	65.9%	19.8%	12.5%	1.8%
White				
District	*	*	*	*
State	67.3%	20.3%	11.0%	1.5%
Black				
District	*	*	*	*
State	60.3%	21.3%	16.4%	2.1%
Hispanic				
District	*	*	*	*
State	66.5%	18.9%	12.1%	2.4%
Asian				
District	*	*	*	*
State	72.0%	16.0%	12.0%	0.0%
Male				
District	*	*	*	*
State	66.1%	18.9%	12.9%	2.1%
Female				
District	*	*	*	*
State	65.6%	21.3%	11.8%	1.2%
Non Binary				
District	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%

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DLM (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
Two or More Races				
District	*	*	*	*
State	63.8%	21.3%	12.8%	2.1%
Students with Disabilities				
District	*	*	*	*
State	65.8%	19.8%	12.5%	1.8%
Students with IEPs				
District	*	*	*	*
State	65.8%	19.8%	12.5%	1.8%
English Learners				
District	*	*	*	*
State	70.2%	17.2%	12.1%	0.5%

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DLM (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	*	*	*	*
State	65.1%	18.8%	13.9%	2.2%
Homeless				
District	*	*	*	*
State	84.6%	3.8%	11.5%	0.0%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	75.0%	8.3%	16.7%	0.0%
Military				
District	*	*	*	*
State	25.0%	50.0%	25.0%	0.0%

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DLM (cont)

Grade 11

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

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

DLM (cont)

Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	50.0%	25.0%	25.0%	0.0%
American Indian				
District	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%
Two or More Races				
District	*	*	*	*
State	70.6%	21.6%	5.9%	2.0%
Students with Disabilities				
District	*	*	*	*
State	66.8%	23.7%	8.3%	1.2%
Students with IEPs				
District	*	*	*	*
State	66.8%	23.7%	8.3%	1.2%
English Learners				
District	*	*	*	*
State	71.8%	21.1%	6.5%	0.6%

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

DLM (cont)

Grade 11

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

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ISA

What is it?

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

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

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ISA (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
District	4.9%	35.3%	48.0%	11.8%
State	16.0%	31.6%	36.2%	16.2%
White				
District	3.5%	32.9%	49.4%	14.1%
State	8.2%	25.4%	43.5%	22.9%
Black				
District	‡	‡	‡	‡
State	32.8%	41.4%	22.1%	3.6%
Hispanic				
District	‡	‡	‡	‡
State	21.5%	39.4%	31.4%	7.7%
Asian				
District	*	*	*	*
State	6.2%	17.4%	39.8%	36.7%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	7.0%	29.7%	42.2%	21.1%
American Indian				
District	*	*	*	*
State	19.4%	39.8%	32.9%	7.9%

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

ISA (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	‡	‡	‡	‡
State	14.1%	30.0%	36.3%	19.7%
Students with Disabilities				
District	13.3%	66.7%	13.3%	6.7%
State	35.0%	34.7%	22.0%	8.4%
Students with IEPs				
District	13.3%	66.7%	13.3%	6.7%
State	42.0%	36.2%	16.9%	4.9%
English Learners				
District	*	*	*	*
State	32.6%	45.8%	20.3%	1.3%
Male				
District	3.8%	30.2%	56.6%	9.4%
State	17.1%	30.4%	35.4%	17.1%
Female				
District	6.1%	40.8%	38.8%	14.3%
State	14.8%	32.8%	37.0%	15.3%
Non Binary				
District	*	*	*	*
State	0.0%	21.1%	21.1%	57.9%

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

ISA (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	10.7%	46.4%	42.9%	0.0%
State	24.8%	39.8%	28.9%	6.5%
Homeless				
District	*	*	*	*
State	37.3%	38.6%	20.5%	3.6%
Migrant				
District	*	*	*	*
State	41.7%	29.2%	29.2%	0.0%
Youth In Care				
District	*	*	*	*
State	33.5%	37.4%	25.6%	3.5%
Military				
District	*	*	*	*
State	10.2%	29.3%	40.9%	19.6%

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

ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
District	4.8%	28.6%	35.2%	31.4%
State	19.6%	28.3%	33.2%	18.9%
White				
District	4.4%	25.6%	36.7%	33.3%
State	11.0%	23.4%	39.3%	26.3%
Black				
District	‡	‡	‡	‡
State	37.2%	36.1%	21.8%	4.9%
Hispanic				
District	‡	‡	‡	‡
State	26.0%	34.5%	29.7%	9.8%
Asian				
District	*	*	*	*
State	6.6%	14.7%	35.0%	43.7%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	12.3%	36.1%	33.5%	18.1%
American Indian				
District	*	*	*	*
State	17.1%	32.3%	32.6%	18.0%

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

ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	‡	‡	‡	‡
State	19.3%	26.4%	32.1%	22.2%
Students with Disabilities				
District	31.3%	43.8%	12.5%	12.5%
State	40.5%	30.2%	20.1%	9.2%
Students with IEPs				
District	31.3%	43.8%	12.5%	12.5%
State	50.6%	31.7%	13.9%	3.8%
English Learners				
District	‡	‡	‡	‡
State	43.4%	40.7%	14.8%	1.1%
Male				
District	3.8%	26.4%	32.1%	37.7%
State	20.8%	26.8%	31.9%	20.6%
Female				
District	5.8%	30.8%	38.5%	25.0%
State	18.5%	29.9%	34.5%	17.1%
Non Binary				
District	*	*	*	*
State	3.4%	17.2%	36.2%	43.1%

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

ISA (cont)

Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	17.4%	34.8%	34.8%	13.0%
State	29.2%	34.6%	27.5%	8.7%
Homeless				
District	*	*	*	*
State	38.2%	36.0%	21.0%	4.8%
Migrant				
District	*	*	*	*
State	26.9%	34.6%	30.8%	7.7%
Youth In Care				
District	‡	‡	‡	‡
State	43.2%	31.2%	20.1%	5.5%
Military				
District	*	*	*	*
State	18.1%	23.0%	35.2%	23.6%

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ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
District	6.5%	20.8%	54.5%	18.2%
State	23.4%	24.4%	36.5%	15.7%
White				
District	6.3%	14.3%	58.7%	20.6%
State	14.9%	20.5%	42.6%	22.0%
Black				
District	‡	‡	‡	‡
State	45.4%	30.1%	21.5%	3.1%
Hispanic				
District	‡	‡	‡	‡
State	30.2%	30.6%	32.5%	6.7%
Asian				
District	‡	‡	‡	‡
State	8.6%	14.1%	41.4%	35.8%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	16.7%	26.9%	36.1%	20.4%
American Indian				
District	‡	‡	‡	‡
State	27.0%	30.1%	34.7%	8.1%

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ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	‡	‡	‡	‡
State	21.4%	21.3%	36.8%	20.6%
Students with Disabilities				
District	‡	‡	‡	‡
State	40.5%	26.5%	23.5%	9.5%
Students with IEPs				
District	‡	‡	‡	‡
State	53.3%	28.9%	14.3%	3.5%
English Learners				
District	‡	‡	‡	‡
State	52.2%	34.7%	12.5%	0.6%
Male				
District	9.1%	18.2%	48.5%	24.2%
State	25.3%	22.4%	33.6%	18.7%
Female				
District	4.5%	22.7%	59.1%	13.6%
State	21.4%	26.4%	39.5%	12.7%
Non Binary				
District	*	*	*	*
State	16.4%	13.1%	37.7%	32.8%

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

ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	**5.3%**	**21.1%**	**63.2%**	**10.5%**
State	**34.7%**	**30.0%**	**29.4%**	**5.9%**
Homeless				
District	*	*	*	*
State	**47.1%**	**29.7%**	**20.6%**	**2.6%**
Migrant				
District	*	*	*	*
State	**55.6%**	**44.4%**	**0.0%**	**0.0%**
Youth In Care				
District	‡	‡	‡	‡
State	**49.4%**	**28.2%**	**20.4%**	**2.1%**
Military				
District	*	*	*	*
State	**22.7%**	**24.2%**	**38.9%**	**14.2%**

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Proficiency

What is it?

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

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**35.6%** *	**30.2%** *	**40.4%** *	* *	**37.0%** *	**27.8%** *	**27.9%** *	**80.0%** *	* *	**0.0%** *	**25.8%** *	**9.9%** *
State	**34.6%** *	**30.3%** *	**39.1%** *	**58.8%** *	**44.9%** *	**16.1%** *	**22.2%** *	**62.8%** *	**41.9%** *	**27.8%** *	**38.6%** *	**15.6%** *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	**9.9%** *	**11.8%** *	**20.9%** *	* *	* *	**20.0%** *	* *
State	**8.7%** *	**9.4%** *	**19.9%** *	**11.7%** *	**9.0%** *	**12.6%** *	**38.3%** *

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**29.9%** *	**32.8%** *	**27.4%** *	* *	**31.6%** *	**11.1%** *	**21.3%** *	**80.0%** *	* *	**0.0%** *	**22.6%** *	**9.9%** *
State	**26.9%** *	**28.4%** *	**25.2%** *	**42.2%** *	**36.7%** *	**8.0%** *	**14.3%** *	**60.9%** *	**32.7%** *	**20.7%** *	**30.0%** *	**13.1%** *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	**9.9%** *	**5.9%** *	**13.3%** *	* *	* *	**20.0%** *	* *
State	**7.9%** *	**7.7%** *	**12.5%** *	**6.2%** *	**6.5%** *	**6.7%** *	**28.9%** *

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Proficiency (cont)

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**65.8%** *	**69.1%** *	**62.8%** *	* *	**70.2%** *	**22.2%** *	**45.0%** *	**100.0%** *	* *	**0.0%** *	**50.0%** *	**23.1%** *
State	**51.8%** *	**51.8%** *	**51.7%** *	**74.8%** *	**65.0%** *	**25.5%** *	**38.9%** *	**76.7%** *	**56.0%** *	**44.4%** *	**55.3%** *	**29.6%** *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	**23.1%** *	**20.0%** *	**52.9%** *	* *	* *	**50.0%** *	* *
State	**18.5%** *	**17.6%** *	**35.3%** *	**24.4%** *	**28.8%** *	**25.9%** *	**57.3%** *

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Growth Percentile – IAR

What is it?

This shows the growth of students relative to other students in the state with a similar scale score in the preceding school year(s). If the data is available, the Student Growth Percentile (SGP) takes up to two prior scores. The school, district, and state measure is the sum of the students' SGP divided by the number of students with an SGP. Illinois uses SGPs to calculate growth. Proficiency shows whether or not students have mastered a common, high standard; whereas, growth recognizes progress toward and beyond the standard, no matter where each student started. Data show that students of all races, income levels, languages, and disability statutes demonstrate growth across the full range. Our rigorous assessments ensure there is more than enough room to measure the growth of even Illinois' highest achievers.

	ELA					Mathematics				
	Did Not Meet	Partially Met	Approached	Met	Exceeded	Did Not Meet	Partially Met	Approached	Met	Exceeded
District	**19.6**	**35.9**	**38.1**	**54.8**	**76.5**	**22.1**	**41.7**	**52.6**	**63.9**	**71.5**
State	**23.4**	**42.3**	**49.4**	**62.5**	**81.5**	**25.5**	**47.3**	**55.7**	**63**	**78.1**

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**42.6** **19,831**	**41.6** **9,656**	**43.7** **10,175**	***** *****	**42.2** **16,258**	**52.5** **630**	**50.3** **2,012**	**30** **90**	***** *****	**6** **6**	**34.8** **835**	**39.8** **3,346**
State	**50** 31,010,760	**48.7** 15,510,174	**50.9** 15,494,918	**43.6** 5,668	**50.9** 14,714,936	**47.2** 4,716,345	**48** 8,279,081	**56.3** 1,934,261	**52.2** 31,543	**49.4** 69,441	**49.5** 1,265,153	**44** 5,155,471

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	**39.8** **3,346**	**46.1** **461**	**41** **5,207**	***** *****	***** *****	**34** **68**	***** *****
State	**42** 3,759,796	**46.4** 4,232,170	**47.5** 14,811,072	**45.4** 566,802	**42.3** 4,268	**44.5** 149,949	**49.3** 232,996

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Growth Percentile – IAR (cont)

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**50.4** **23,502**	**51.9** **12,040**	**49** **11,462**	***** *****	**50.4** **19,455**	**50.3** **604**	**53.2** **2,128**	**73** **219**	***** *****	**28** **28**	**44.5** **1,068**	**44.6** **3,743**
State	**50** 30,840,053	**49.5** 15,710,399	**49.8** 15,122,859	**52.7** 6,795	**50.2** 14,465,176	**46.6** 4,628,937	**49.1** 8,421,732	**57.4** 1,967,311	**52.4** 31,502	**49.5** 69,312	**49.4** 1,256,083	**44.5** 5,184,556

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	**44.6** **3,743**	**53.1** **531**	**49.8** **6,275**	***** *****	***** *****	**32.5** **65**	***** *****
State	**42.6** 3,785,546	**47.2** 4,294,630	**47.9** 14,857,741	**45** 555,332	**47.1** 4,662	**44.4** 148,084	**50.3** 236,899

	ELA					Mathematics				
	Did Not Meet	Partially Met	Approached	Met	Exceeded	Did Not Meet	Partially Met	Approached	Met	Exceeded
District	**23.9**	**44.6**	**47.6**	**62.7**	**79.1**	**23.6**	**47.4**	**58.9**	**68.5**	**71.5**
State	**28**	**50.3**	**58**	**69.8**	**84**	**26**	**51.7**	**60.9**	**66.3**	**78.9**

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**50.5** **465**	**49.7** **232**	**51.4** **233**	***** *****	**50.4** **385**	**59.4** **12**	**56.6** **40**	**37** **3**	***** *****	**8** **1**	**41.8** **24**	**46.6** **84**
State	**56.8** 623,258	**55.8** 318,536	**57.8** 304,592	**50.6** 130	**58.2** 289,101	**53.9** 99,913	**54.9** 172,324	**62.5** 34,346	**59.3** 604	**56.3** 1,407	**56.4** 25,563	**50.6** 117,194

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Growth Percentile – IAR (cont)

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	**46.6** **84**	**54** **10**	**47.9** **127**	***** *****	***** *****	**40.5** **2**	***** *****
State	**48.4** 89,502	**53** 91,263	**54.4** 311,962	**52** 12,474	**49.1** 101	**51.1** 3,373	**56.2** 4,724

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**55.4** **466**	**57.3** **232**	**53.5** **234**	***** *****	**55.1** **386**	**57.3** **12**	**59.3** **40**	**83.7** **3**	***** *****	**42** **1**	**49.7** **24**	**48.9** **84**
State	**53.1** 620,998	**52.8** 317,355	**53.4** 303,514	**55.8** 129	**54.2** 288,364	**49** 99,244	**52.1** 171,685	**60.3** 34,251	**55.8** 601	**52.4** 1,401	**52.8** 25,452	**47.1** 116,410

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	**48.9** **84**	**57.8** **10**	**54.7** **126**	***** *****	***** *****	**32** **2**	***** *****
State	**44.9** 88,878	**49.6** 90,906	**50.8** 310,400	**47.4** 12,335	**49.7** 99	**47.1** 3,338	**54** 4,714

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Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**98.5%** *	**98.1%** *	**98.9%** *	* *	**98.5%** *	**100.0%** *	**98.4%** *	**100.0%** *	* *	**100.0%** *	**96.9%** *	**95.3%** *
State	**98.4%** *	**98.3%** *	**98.5%** *	**98.7%** *	**98.8%** *	**97.5%** *	**98.3%** *	**99.2%** *	**97.8%** *	**98.2%** *	**97.4%** *	**97.1%** *

	Students with IEPs	English Learners	Low Income
District	**95.3%** *	**94.4%** *	**97.3%** *
State	**96.8%** *	**98.4%** *	**98.1%** *

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**98.3%** *	**98.1%** *	**98.6%** *	* *	**98.3%** *	**100.0%** *	**98.4%** *	**100.0%** *	* *	**100.0%** *	**96.9%** *	**95.3%** *
State	**98.3%** *	**98.1%** *	**98.4%** *	**97.4%** *	**98.7%** *	**97.2%** *	**98.2%** *	**99.2%** *	**97.7%** *	**98.1%** *	**97.2%** *	**96.8%** *

	Students with IEPs	English Learners	Low Income
District	**95.3%** *	**94.4%** *	**96.8%** *
State	**96.5%** *	**98.3%** *	**97.9%** *

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

Participation Rate (cont)

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**98.3%** *	**97.9%** *	**98.6%** *	* *	**98.8%** *	**100.0%** *	**95.2%** *	**100.0%** *	* *	**0.0%** *	**100.0%** *	**97.5%** *
State	**96.3%** *	**96.2%** *	**96.4%** *	**92.7%** *	**97.0%** *	**94.4%** *	**96.1%** *	**98.0%** *	**95.2%** *	**95.0%** *	**95.5%** *	**94.0%** *

	Students with IEPs	English Learners	Low Income
District	**97.5%** *	**83.3%** *	**94.6%** *
State	**93.8%** *	**96.7%** *	**95.4%** *

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

Participation Rate (cont)

Summary IAR ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**99.1%** **565**	**99.6%** **269**	**98.7%** **296**	***** *****	**98.9%** **464**	**100.0%** **14**	**100.0%** **55**	**‡** **4**	***** *****	**‡** **1**	**100.0%** **27**	**97.3%** **107**
State	**98.9%** 785,739	**98.8%** 401,675	**98.9%** 383,909	**98.7%** 155	**99.0%** 361,162	**98.4%** 128,469	**99.0%** 216,180	**99.3%** 44,295	**98.8%** 757	**98.8%** 1,864	**97.7%** 33,012	**97.8%** 146,237

	Students with IEPs	English Learners	Low Income
District	**97.3%** **107**	**100.0%** **14**	**99.4%** **159**
State	**97.6%** 113,662	**99.0%** 127,557	**98.8%** 397,142

Summary IAR Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**98.9%** **564**	**99.6%** **269**	**98.3%** **295**	***** *****	**98.7%** **463**	**100.0%** **14**	**100.0%** **55**	**‡** **4**	***** *****	**‡** **1**	**100.0%** **27**	**97.3%** **107**
State	**98.7%** 784,330	**98.7%** 400,982	**98.8%** 383,195	**97.5%** 153	**98.9%** 360,673	**98.1%** 128,056	**98.9%** 215,760	**99.3%** 44,277	**98.7%** 756	**98.8%** 1,863	**97.5%** 32,945	**97.5%** 145,741

	Students with IEPs	English Learners	Low Income
District	**97.3%** **107**	**100.0%** **14**	**98.8%** **158**
State	**97.3%** 113,272	**98.8%** 127,337	**98.6%** 396,176

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

Participation Rate (cont)

Summary SAT ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**95.2%** **80**	**89.2%** **33**	**100.0%** **47**	***** *****	**97.0%** **65**	**‡** **4**	**‡** **6**	**‡** **1**	***** *****	***** *****	**‡** **4**	**83.3%** **10**
State	**95.7%** 137,732	**95.2%** 69,488	**96.3%** 68,172	**98.6%** 72	**97.5%** 64,272	**91.7%** 21,160	**94.6%** 39,425	**98.8%** 7,723	**91.0%** 111	**93.9%** 290	**95.2%** 4,751	**92.5%** 25,754

	Students with IEPs	English Learners	Low Income
District	**83.3%** **10**	**‡** **3**	**88.0%** **22**
State	**90.3%** 16,535	**92.7%** 11,506	**93.3%** 60,308

Summary SAT Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**95.2%** **80**	**89.2%** **33**	**100.0%** **47**	***** *****	**97.0%** **65**	**‡** **4**	**‡** **6**	**‡** **1**	***** *****	***** *****	**‡** **4**	**83.3%** **10**
State	**95.6%** 137,539	**95.0%** 69,365	**96.2%** 68,103	**97.3%** 71	**97.5%** 64,217	**91.4%** 21,089	**94.5%** 39,376	**98.7%** 7,720	**91.0%** 111	**93.9%** 290	**94.9%** 4,736	**92.0%** 25,612

	Students with IEPs	English Learners	Low Income
District	**83.3%** **10**	**‡** **3**	**88.0%** **22**
State	**89.6%** 16,401	**92.5%** 11,470	**93.1%** 60,157

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

Participation Rate (cont)

Summary DLM ELA - Participation

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

	Students with IEPs	English Learners	Low Income
District	‡ 4	* *	‡ 1
State	**99.7%** 10,858	**99.9%** 2,907	**99.7%** 6,850

Summary DLM Mathematics - Participation

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

	Students with IEPs	English Learners	Low Income
District	‡ 4	* *	‡ 1
State	**99.8%** 10,829	**99.9%** 2,901	**99.7%** 6,828

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

Participation Rate (cont)

Summary DLM Science - Participation

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

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

Summary ISA Science - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**98.3%** **284**	**97.9%** **139**	**98.6%** **145**	* *	**98.8%** **238**	‡ **9**	**95.2%** **20**	‡ **1**	* *	‡ **0**	**100.0%** **16**	**97.5%** **39**
State	**96.3%** 393,061	**96.2%** 199,738	**96.4%** 193,184	**92.7%** 139	**97.0%** 182,176	**94.3%** 61,290	**96.1%** 110,834	**97.9%** 22,291	**95.2%** 394	**94.9%** 897	**95.5%** 15,179	**93.7%** 71,774

	Students with IEPs	English Learners	Low Income
District	**97.5%** **39**	‡ **5**	**94.6%** **70**
State	**93.3%** 51,101	**96.6%** 48,621	**95.3%** 185,358

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

Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**1.5%** *	**1.9%** *	**1.1%** *	* *	**1.5%** *	**0.0%** *	**1.6%** *	‡ *	* *	‡ *	**3.1%** *	**4.7%** *
State	**1.6%** *	**1.7%** *	**1.5%** *	**1.3%** *	**1.2%** *	**2.6%** *	**1.7%** *	**0.8%** *	**2.2%** *	**1.8%** *	**2.6%** *	**2.9%** *

	Students with IEPs	English Learners	Low Income
District	**4.7%** *	**5.6%** *	**2.7%** *
State	**3.2%** *	**1.6%** *	**1.9%** *

Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**1.7%** *	**1.9%** *	**1.4%** *	* *	**1.7%** *	**0.0%** *	**1.6%** *	‡ *	* *	‡ *	**3.1%** *	**4.7%** *
State	**1.7%** *	**1.9%** *	**1.6%** *	**2.6%** *	**1.3%** *	**2.8%** *	**1.8%** *	**0.8%** *	**2.3%** *	**1.9%** *	**2.8%** *	**3.2%** *

	Students with IEPs	English Learners	Low Income
District	**4.7%** *	**5.6%** *	**3.2%** *
State	**3.5%** *	**1.7%** *	**2.1%** *

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

Participation Rate (cont)

Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**1.7%** *	**2.1%** *	**1.4%** *	* *	**1.2%** *	‡ *	**4.8%** *	‡ *	* *	‡ *	**0.0%** *	**2.5%** *
State	**3.7%** *	**3.8%** *	**3.6%** *	**7.3%** *	**3.0%** *	**5.6%** *	**3.9%** *	**2.0%** *	**4.8%** *	**5.0%** *	**4.5%** *	**6.0%** *

	Students with IEPs	English Learners	Low Income
District	**2.5%** *	‡ *	**5.4%** *
State	**6.2%** *	**3.3%** *	**4.6%** *

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

Participation Rate (cont)

Summary IAR ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**0.9%** *	**0.4%** *	**1.3%** *	* *	**1.1%** *	**0.0%** *	**0.0%** *	**‡** *	* *	**‡** *	**0.0%** *	**2.7%** *
State	**1.1%** *	**1.2%** *	**1.1%** *	**1.3%** *	**1.0%** *	**1.6%** *	**1.0%** *	**0.7%** *	**1.2%** *	**1.2%** *	**2.3%** *	**2.2%** *

	Students with IEPs	English Learners	Low Income
District	**2.7%** *	**0.0%** *	**0.6%** *
State	**2.4%** *	**1.0%** *	**1.2%** *

Summary IAR Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**1.1%** *	**0.4%** *	**1.7%** *	* *	**1.3%** *	**0.0%** *	**0.0%** *	**‡** *	* *	**‡** *	**0.0%** *	**2.7%** *
State	**1.3%** *	**1.3%** *	**1.2%** *	**2.5%** *	**1.1%** *	**1.9%** *	**1.1%** *	**0.7%** *	**1.3%** *	**1.2%** *	**2.5%** *	**2.5%** *

	Students with IEPs	English Learners	Low Income
District	**2.7%** *	**0.0%** *	**1.3%** *
State	**2.7%** *	**1.2%** *	**1.4%** *

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

Participation Rate (cont)

Summary SAT ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**4.8%** *	**10.8%** *	**0.0%** *	* *	**3.0%** *	‡ *	‡ *	‡ *	* *	* *	‡ *	**16.7%** *
State	**4.3%** *	**4.9%** *	**3.7%** *	**1.4%** *	**2.5%** *	**8.3%** *	**5.4%** *	**1.2%** *	**9.0%** *	**6.1%** *	**4.8%** *	**7.5%** *

	Students with IEPs	English Learners	Low Income
District	**16.7%** *	‡ *	**12.0%** *
State	**9.7%** *	**7.3%** *	**6.7%** *

Summary SAT Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**4.8%** *	**10.8%** *	**0.0%** *	* *	**3.0%** *	‡ *	‡ *	‡ *	* *	* *	‡ *	**16.7%** *
State	**4.4%** *	**5.0%** *	**3.8%** *	**2.7%** *	**2.6%** *	**8.6%** *	**5.5%** *	**1.3%** *	**9.0%** *	**6.1%** *	**5.1%** *	**8.0%** *

	Students with IEPs	English Learners	Low Income
District	**16.7%** *	‡ *	**12.0%** *
State	**10.4%** *	**7.6%** *	**6.9%** *

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Participation Rate (cont)

Summary DLM ELA - Non Participation

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

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

Summary DLM Mathematics - Non Participation

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

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

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

Participation Rate (cont)

Summary DLM Science - Non Participation

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

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

Summary ISA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**1.7%** *	**2.1%** *	**1.4%** *	* *	**1.2%** *	‡ *	**4.8%** *	‡ *	* *	‡ *	**0.0%** *	**2.5%** *
State	**3.7%** *	**3.8%** *	**3.6%** *	**7.3%** *	**3.0%** *	**5.7%** *	**3.9%** *	**2.1%** *	**4.8%** *	**5.1%** *	**4.5%** *	**6.3%** *

	Students with IEPs	English Learners	Low Income
District	**2.5%** *	‡ *	**5.4%** *
State	**6.7%** *	**3.4%** *	**4.7%** *

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Eighth Graders Passing Algebra I

What is it?

This shows the percentage of eighth-graders passing Algebra I. They are defined as eighth-grade students who have successfully completed Algebra I (or its equivalent) by the end of Grade 8. Successful completion is measured by earning a D or above and receiving at least 1.0 credit hour.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**31.4%**	**37.3%**	**25.5%**	*	**34.1%**	‡	‡	*	*	*	‡	**6.3%**
State	**31.0%**	**30.9%**	**31.0%**	**36.7%**	**36.8%**	**17.9%**	**22.7%**	**64.1%**	**38.9%**	**29.3%**	**32.7%**	**15.4%**

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	**6.3%**	‡	**8.0%**	*	*	*	*
State	**8.3%**	**11.6%**	**19.5%**	**12.8%**	**5.9%**	*	*

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

9th Grade On Track

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**76.9%**	**73.6%**	**80.4%**	*	**76.5%**	‡	**71.4%**	‡	*	*	‡	**85.7%**
State	**87.4%**	**85.8%**	**89.1%**	**83.6%**	**91.4%**	**78.9%**	**84.1%**	**96.8%**	**88.0%**	**87.6%**	**85.3%**	**83.8%**

	Students with IEPs	English Learners	Low Income
District	**85.7%**	‡	**62.2%**
State	**82.3%**	**79.8%**	**80.6%**

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

College and Career Ready

What is it?

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

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

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

* 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)

Career and Technical Education

	Enrollment
District	**333**
State	**299,613**

Perkins Measures - Four-Year Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**97.2%** **70**	**95.5%** **42**	**100.0%** **28**	***** *****	**98.3%** **56**	**‡** **‡**	**‡** **‡**	**‡** **‡**	***** *****	***** *****	**‡** **‡**	**‡** **‡**
State	**95.8%** 51,339	**95.3%** 28,582	**96.4%** 22,740	**77.3%** 17	**96.5%** 29,965	**94.2%** 5,741	**94.8%** 11,312	**97.6%** 2,477	**91.8%** 45	**91.0%** 81	**94.2%** 1,718	**91.4%** 8,769

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	**‡** **‡**	**‡** **‡**	**93.3%** **14**	***** *****	***** *****	***** *****	***** *****	**96.0%** **24**	***** *****	***** *****
State	**88.0%** 5,484	**90.5%** 2,345	**93.3%** 19,035	**88.8%** 1,095	**75.0%** 3	**81.4%** 105	**96.1%** 488	**96.0%** 15,744	**91.9%** 181	**100.0%** 5

Perkins Measures - Extended (Six-Year) Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**89.5%** **60**	**86.5%** **32**	**93.3%** **28**	***** *****	**89.7%** **52**	**‡** **‡**	**‡** **‡**	***** *****	***** *****	**‡** **‡**	**‡** **‡**	**‡** **‡**
State	**95.6%** 38,007	**95.0%** 21,265	**96.3%** 16,742	***** *	**95.9%** 22,950	**94.5%** 4,016	**94.6%** 7,955	**98.5%** 1,838	**97.0%** 32	**97.6%** 81	**93.5%** 1,135	**82.8%** 2,089

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

Career and Technical Education (cont)

Perkins Measures - Extended (Six-Year) Graduation Rate

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	* *	**90.6%** **29**	* *	* *
State	**89.6%** 4,370	**90.2%** 1,411	**92.5%** 13,545	**87.2%** 619	**50.0%** 1	**86.5%** 64	**95.3%** 345	**96.5%** 15,845	**91.4%** 117	**100.0%** 2

Perkins Measures - Academic Proficiency Rate in Reading/Language Art

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**23.2%** **16**	‡ ‡	‡ ‡	* *	**25.4%** **14**	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	**26.9%** 13,970	**26.1%** 7,569	**27.9%** 6,391	**55.6%** 10	**32.9%** 9,949	**7.3%** 425	**14.9%** 1,717	**53.7%** 1,335	**41.9%** 18	**19.3%** 16	**29.5%** 510	**16.4%** 1,465

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	* *	‡ ‡	* *	* *
State	**5.4%** 307	**0.8%** 18	**12.6%** 2,466	**8.3%** 97	**0.0%** 0	**4.3%** 5	**25.6%** 124	**25.6%** 7,572	**10.6%** 21	**20.0%** 1

Perkins Measures - Academic Proficiency Rate in Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**20.3%** **14**	**26.8%** **11**	‡ ‡	* *	**21.8%** **12**	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	**27.4%** 14,229	**29.7%** 8,619	**24.4%** 5,602	**44.4%** 8	**33.0%** 9,997	**7.0%** 410	**15.3%** 1,758	**61.6%** 1,533	**39.5%** 17	**16.9%** 14	**28.9%** 500	**15.1%** 1,351

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

Career and Technical Education (cont)

Perkins Measures - Academic Proficiency Rate in Mathematics

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	* *	‡ ‡	* *	* *
State	**4.8%** 269	**2.2%** 52	**12.5%** 2,433	**6.6%** 77	**0.0%** 0	**7.7%** 9	**25.8%** 125	**24.6%** 7,282	**11.1%** 22	**20.0%** 1

Perkins Measures - Academic Proficiency Rate in Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**52.2%** **36**	**48.8%** **20**	**57.1%** **16**	* *	**56.4%** **31**	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	**51.9%** 25,485	**53.4%** 14,679	**50.1%** 10,793	**81.3%** 13	**59.2%** 17,092	**22.5%** 1,156	**41.4%** 4,513	**74.6%** 1,814	**66.7%** 28	**43.8%** 35	**52.6%** 847	**32.4%** 2,659

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	* *	**47.9%** **23**	* *	* *
State	**18.5%** 961	**11.8%** 265	**37.1%** 6,678	**28.3%** 282	**0.0%** 0	**29.8%** 31	**49.5%** 229	**50.9%** 14,231	**40.0%** 76	**60.0%** 3

Perkins Measures - Post-Program Placement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**62.7%** **42**	**50.0%** **19**	**79.3%** **23**	* *	**65.0%** **39**	* *	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	**57.5%** 26,367	**52.4%** 13,456	**63.9%** 12,908	**33.3%** 3	**61.0%** 16,775	**45.5%** 2,309	**48.5%** 4,577	**81.3%** 1,820	**53.3%** 16	**48.8%** 42	**55.1%** 828	**44.3%** 3,493

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

Career and Technical Education (cont)

Perkins Measures - Post-Program Placement

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡ ‡	* *	‡ ‡	* *	* *	* *	* *	‡ ‡	* *	* *
State	**35.0%** 1,822	**37.8%** 691	**42.6%** 6,889	**32.9%** 316	**33.3%** 2	**37.4%** 34	**51.6%** 206	**60.3%** 8,375	**33.8%** 47	**50.0%** 1

Perkins Measures - Nontraditional Program Enrollment Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**39.8%** **74**	‡ ‡	**79.3%** **69**	* *	**46.0%** **68**	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
State	**30.8%** 39,227	**8.9%** 6,330	**59.0%** 32,897	**0.0%** 0	**31.0%** 23,042	**33.6%** 4,633	**29.4%** 8,285	**28.2%** 1,755	**26.0%** 25	**31.1%** 75	**32.2%** 1,412	**28.5%** 6,652

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡ ‡	‡ ‡	**39.0%** **16**	* *	* *	* *	* *	**100.0%** **74**	* *	* *
State	**27.7%** 4,173	**28.7%** 1,974	**32.0%** 15,591	**34.9%** 834	**40.0%** 6	**42.3%** 154	**33.2%** 371	**100.0%** 39,227	**29.9%** 158	**9.1%** 1

Perkins Measures - Program Quality – Attained Postsecondary Credits Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	**38.0%** 20,221	**40.5%** 12,018	**35.0%** 8,199	**22.2%** 4	**38.3%** 11,839	**32.8%** 1,979	**39.6%** 4,671	**41.0%** 1,033	**44.7%** 21	**39.1%** 34	**35.9%** 644	**35.4%** 3,288

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

Career and Technical Education (cont)

Perkins Measures - Program Quality – Attained Postsecondary Credits Rate

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	* *	‡ ‡	* *	* *
State	**32.9%** 1,952	**37.8%** 947	**35.5%** 7,186	**28.5%** 353	**0.0%** 0	**29.7%** 38	**38.8%** 196	**34.8%** 5,659	**31.3%** 65	**40.0%** 2

Perkins Measures - Program Quality – Work-Based Learning Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	**10.3%** 5,485	**7.1%** 2,110	**14.4%** 3,373	**11.1%** 2	**10.7%** 3,298	**10.1%** 608	**9.4%** 1,115	**10.5%** 264	**10.6%** 5	**9.2%** 8	**10.4%** 187	**9.3%** 865

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	* *	‡ ‡	* *	* *
State	**9.1%** 540	**8.0%** 201	**10.5%** 2,121	**9.8%** 121	**0.0%** 0	**10.2%** 13	**9.5%** 48	**12.2%** 1,983	**10.1%** 21	**0.0%** 0

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Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	314	167	147	*	252	13	34	‡	*	‡	11	43
State	278,543	154,296	124,095	152	153,870	34,061	65,651	13,493	246	640	10,582	50,469

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	43	‡	83	*	*	‡	*	63	*	*
State	33,915	20,475	113,210	5,543	56	1,077	2,503	33,072	1,021	24

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

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

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

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Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**149**	**93**	**56**	*	**118**	‡	**19**	‡	*	‡	‡	**26**
State	**42,527**	**33,116**	**9,398**	**13**	**26,149**	**4,140**	**8,886**	**1,602**	**42**	**87**	**1,621**	**8,352**

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	**26**	‡	**35**	*	*	‡	*	**22**	*	*
State	**5,921**	**2,998**	**17,513**	**803**	**27**	**149**	**347**	**2,941**	**180**	**3**

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

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

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

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Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	148	81	67	*	118	‡	15	‡	*	‡	‡	24
State	68,232	39,350	28,852	30	39,243	9,127	13,260	3,494	66	166	2,876	10,533

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	24	‡	32	*	*	‡	*	25	*	*
State	6,892	4,449	27,183	1,356	32	294	623	6,425	259	6

CTE Participant - Count of Students participating in Education & Training

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

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**154**	**86**	**68**	*	**122**	‡	**17**	‡	*	‡	‡	**24**
State	**59,752**	**34,657**	**25,080**	**15**	**35,141**	**6,849**	**11,491**	**3,628**	**55**	**116**	**2,472**	**8,695**

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	**24**	‡	**34**	*	*	‡	*	**26**	*	*
State	**5,347**	**3,365**	**21,512**	**961**	**27**	**199**	**565**	**5,060**	**226**	**6**

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	**695**	**351**	**344**	*	**376**	**170**	**73**	**9**	**1**	**2**	**64**	**140**

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	*	*	*	*	*	*	*	*	*	*
State	**103**	**23**	**463**	**26**	**1**	**11**	**8**	**52**	*	*

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Career and Technical Education (cont)

CTE Participant - Count of Students participating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**168**	**76**	**92**	*****	**134**	**10**	**15**	**‡**	*****	**‡**	**‡**	**22**
State	**16,596**	**4,794**	**11,794**	**8**	**7,428**	**2,909**	**4,521**	**930**	**16**	**46**	**746**	**2,285**

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	**22**	**‡**	**38**	*****	*****	**‡**	*****	**33**	*****	*****
State	**1,520**	**1,489**	**8,247**	**434**	**2**	**74**	**97**	**1,668**	**40**	*****

CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**147**	**69**	**78**	*****	**118**	**‡**	**16**	**‡**	*****	**‡**	**‡**	**21**
State	**75,162**	**34,999**	**40,109**	**54**	**40,679**	**9,832**	**18,512**	**2,758**	**56**	**193**	**3,132**	**15,311**

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	**21**	**‡**	**34**	*****	*****	**‡**	*****	**46**	*****	*****
State	**10,842**	**5,765**	**31,200**	**1,471**	**16**	**302**	**795**	**15,811**	**231**	**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)

CTE Participant - Count of Students participating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**95**	**36**	**59**	*****	**77**	**‡**	**11**	**‡**	*****	*****	**‡**	**12**
State	**42,282**	**15,139**	**27,123**	**20**	**26,241**	**5,276**	**7,644**	**1,061**	**35**	**84**	**1,941**	**7,564**

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	**12**	**‡**	**25**	*****	*****	**‡**	*****	**28**	*****	*****
State	**5,624**	**2,319**	**18,797**	**947**	**19**	**220**	**414**	**7,041**	**271**	**3**

CTE Participant - Count of Students participating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**135**	**79**	**56**	*****	**108**	**‡**	**14**	**‡**	*****	**‡**	**‡**	**20**
State	**44,905**	**27,754**	**17,121**	**30**	**25,175**	**6,089**	**9,233**	**2,341**	**40**	**110**	**1,917**	**8,037**

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	**20**	**‡**	**31**	*****	*****	**‡**	*****	**19**	*****	*****
State	**5,742**	**3,350**	**19,269**	**835**	**25**	**227**	**431**	**3,417**	**151**	**2**

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	7,076	3,403	3,671	2	3,027	1,468	2,028	186	8	17	342	1,271

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	*	*	*	*	*	*	*	*	*	*
State	898	708	3,864	201	3	40	33	679	16	1

CTE Participant - Count of Students participating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	153	96	57	*	122	‡	19	‡	*	‡	‡	27
State	47,090	31,444	15,625	21	28,143	4,853	10,938	1,268	42	87	1,759	9,844

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	27	‡	36	*	*	‡	*	23	*	*
State	7,009	3,693	20,382	860	13	197	424	3,769	182	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 - Count of Students participating in Marketing

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	*	*	*	*	*	*	*	*	*	*
State	3,103	2,224	12,056	445	21	108	423	2,920	97	4

CTE Participant - Count of Students participating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	85	76	‡	*	60	‡	15	‡	*	‡	‡	18
State	25,337	19,087	6,235	15	12,603	2,620	6,680	2,360	28	62	984	4,382

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	18	‡	27	*	*	*	*	‡	*	*
State	2,712	2,238	9,416	350	1	78	159	1,901	64	*

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Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**41**	**36**	**‡**	*****	**30**	*****	**10**	*****	*****	*****	**‡**	**10**
State	**32,433**	**26,816**	**5,605**	**12**	**17,740**	**3,279**	**9,286**	**945**	**22**	**92**	**1,069**	**7,177**

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	**10**	**‡**	**14**	*****	*****	*****	*****	**‡**	*****	*****
State	**5,278**	**3,379**	**14,466**	**604**	**3**	**108**	**276**	**1,724**	**116**	**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 - Total Count of CTE Concentrators

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	186	99	87	*	148	‡	20	‡	*	‡	‡	27
State	127,211	71,378	55,781	52	74,286	13,777	28,212	6,216	96	241	4,383	23,351

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	27	‡	41	*	*	*	*	74	*	*
State	15,051	6,878	48,699	2,391	15	364	1,118	39,227	529	11

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

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

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

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	11	11	*	*	10	*	‡	*	*	*	*	‡
State	10,606	9,125	1,479	2	6,626	876	2,368	412	10	19	295	2,142

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡	*	‡	*	*	*	*	‡	*	*
State	1,388	582	3,791	159	3	9	68	1,917	32	3

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	6,275	3,825	2,448	2	3,321	782	1,578	327	7	6	254	1,304

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	*	*	*	*	*	*	*	*	*	*
State	849	339	2,510	108	4	13	72	1,114	12	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 Business Mgmt. & Admin.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	*	‡	‡	‡	*	*	*	*	‡
State	13,178	8,505	4,668	5	7,765	1,617	2,517	781	8	32	458	1,703

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

CTE Concentrator - Count of Students concentrating in Education & Training

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	*	‡	*	‡	*	*	*	*	*	*	‡
State	5,918	442	5,472	4	3,040	595	1,814	266	5	9	189	1,156

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡	*	*	*	*	*	*	*	*	*
State	617	431	2,276	102	*	14	51	1,584	9	*

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	14	12	‡	*	‡	‡	‡	*	*	*	‡	‡
State	9,285	6,038	3,245	2	5,803	871	1,588	688	4	14	317	953

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡	*	‡	*	*	*	*	‡	*	*
State	515	323	2,879	106	4	14	77	2,365	35	2

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	78	54	24	*	73	*	4	*	*	*	1	23

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	*	*	*	*	*	*	*	*	*	*
State	16	*	33	1	*	1	2	10	*	*

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**29**	**‡**	**23**	*****	**21**	**‡**	**‡**	*****	*****	*****	**‡**	**‡**
State	**4,307**	**734**	**3,571**	**2**	**1,761**	**768**	**1,242**	**380**	**3**	**9**	**144**	**473**

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

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**84**	**21**	**63**	*****	**72**	**‡**	**‡**	**‡**	*****	*****	**‡**	**‡**
State	**40,199**	**17,954**	**22,230**	**15**	**22,285**	**5,283**	**9,543**	**1,303**	**29**	**83**	**1,673**	**8,694**

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	**‡**	**‡**	**19**	*****	*****	*****	*****	**64**	*****	*****
State	**5,942**	**2,530**	**16,124**	**798**	**6**	**134**	**437**	**22,688**	**133**	**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 Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	80	20	60	*	71	‡	‡	‡	*	*	‡	‡
State	15,415	3,739	11,670	6	10,049	1,731	2,627	295	16	26	671	2,910

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡	‡	14	*	*	*	*	59	*	*
State	2,143	682	6,951	430	6	66	146	6,033	131	2

CTE Concentrator - Count of Students concentrating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	14	13	‡	*	‡	‡	‡	*	*	*	‡	*
State	9,782	7,498	2,281	3	5,598	1,060	1,861	875	9	23	356	1,728

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	*	*	‡	*	*	*	*	‡	*	*
State	1,118	480	3,517	146	4	23	72	2,055	47	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 Law,. Public Safety, Cor. & Sec.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	1,319	562	757	*	542	211	476	55	3	3	29	242

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	*	*	*	*	*	*	*	*	*	*
State	123	45	649	33	*	1	4	528	9	*

CTE Concentrator - Count of Students concentrating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	24	23	‡	*	21	*	‡	*	*	‡	‡	‡
State	10,541	7,087	3,452	2	6,755	895	2,280	266	8	19	318	2,380

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	‡	*	‡	*	*	*	*	‡	*	*
State	1,597	563	4,031	158	3	25	89	1,802	39	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 Marketing

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	*	*	*	*	*	*	*	*	*	*
State	417	289	2,024	56	4	7	52	1,420	10	*

CTE Concentrator - Count of Students concentrating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	47	42	‡	*	33	‡	‡	‡	*	‡	‡	11
State	8,707	6,897	1,807	3	4,058	684	2,371	1,266	8	15	305	1,191

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
District	11	‡	11	*	*	*	*	‡	*	*
State	495	417	2,548	97	*	11	41	1,895	9	*

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	*	*	*	‡	*	*	*	*	‡
State	**9,432**	**8,797**	**633**	**2**	**5,421**	**659**	**2,849**	**222**	**7**	**19**	**255**	**2,352**

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

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

High School Graduation Rate

What is it?

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

Graduation Rate 4 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**86.4%**	**84.8%**	**88.5%**	*	**87.9%**	‡	**90.0%**	‡	*	‡	‡	**66.7%**
State	**87.6%**	**85.6%**	**89.7%**	**82.5%**	**90.7%**	**80.1%**	**85.5%**	**94.7%**	**91.6%**	**82.2%**	**84.2%**	**78.7%**

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	**64.7%**	‡	**79.3%**	‡	*	*	*
State	**72.3%**	**77.3%**	**81.2%**	**69.4%**	**52.4%**	**56.0%**	**89.0%**

Graduation Rate 5 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**91.0%**	**93.8%**	**87.9%**	*	**90.6%**	‡	‡	*	*	‡	‡	**94.7%**
State	**89.1%**	**87.2%**	**91.2%**	**90.0%**	**91.7%**	**82.4%**	**87.7%**	**95.6%**	**88.4%**	**84.2%**	**86.5%**	**80.9%**

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	**92.9%**	‡	**92.0%**	‡	*	*	*
State	**75.9%**	**81.6%**	**82.9%**	**72.0%**	**83.3%**	**57.7%**	**90.5%**

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

High School Graduation Rate (cont)

Graduation Rate 6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**84.9%**	**79.0%**	**91.2%**	*	**85.9%**	‡	**70.0%**	‡	*	‡	‡	**87.0%**
State	**89.3%**	**87.1%**	**91.6%**	*	**92.3%**	**82.2%**	**87.3%**	**96.7%**	**91.6%**	**82.5%**	**86.0%**	**81.1%**

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	**83.3%**	‡	**78.9%**	‡	*	*	*
State	**76.8%**	**80.8%**	**83.2%**	**70.6%**	**60.0%**	**62.1%**	**91.4%**

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

Postsecondary Enrollment

What is it?

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

12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
District	**66.0%**	**56.3%**	**9.7%**	**32.0%**	**34.0%**	**0.0%**
State	**64.8%**	**49.3%**	**15.5%**	**39.7%**	**25.1%**	**0.0%**

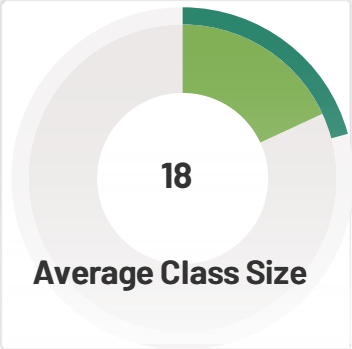
16 Month Enrollment

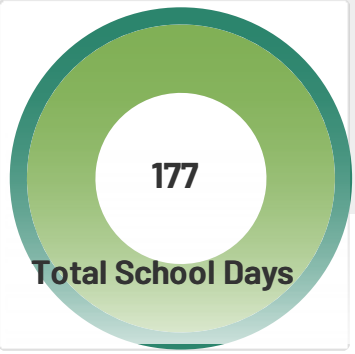
	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
District	**66.0%**	**56.3%**	**9.7%**	**32.0%**	**34.0%**	**0.0%**
State	**65.6%**	**49.9%**	**15.6%**	**39.9%**	**25.7%**	**0.0%**

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

About the data

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





No Data district's percentage of adequacy

Evidence-Based Funding

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

	% 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 Developmnetal Areas	Social and Emotional Development	Language and Literacy Development	Math
District	**96.6%**	**31.8%**	**9.4%**	**25.9%**	**32.9%**	**64.7%**	**57.6%**	**37.6%**
State	**86.7%**	**36.0%**	**16.9%**	**17.2%**	**29.9%**	**57.5%**	**47.8%**	**35.6%**

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

	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities	Students with IEPs	English Learners	Low Income
District	**36.1%**	**‡**	**‡**	**‡**	**‡**	**‡**	**‡**	*****	**‡**	**‡**	**‡**
State	**37.5%**	**23.7%**	**18.0%**	**38.0%**	**24.1%**	**21.6%**	**30.6%**	*****	**14.7%**	**13.0%**	**20.5%**

	Non-IEP	Non-English Learners	Non Low Income	Homeless
District	*****	*****	*****	*****
State	*****	*****	*****	**18.7%**

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

School Level Finances

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				
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total	Exclusions	Total Expenditures
District	**1,284**	**$665**	**$8,463**	**$9,128**	**$1,098**	**$5,144**	**$6,243**	**$1,764**	**$13,608**	**$15,371**	**$1,147,536**	**$20,881,123**

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

School Level Finances (cont)

		Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
Dorothy Simon Elem School	**303**	**$859**	**$7,307**	**$8,166**	**$1,098**	**$5,144**	**$6,243**	**$1,958**	**$12,451**	**$14,409**
Jean McNair Elementary School	**274**	**$844**	**$6,794**	**$7,637**	**$1,098**	**$5,144**	**$6,243**	**$1,942**	**$11,938**	**$13,880**
Winnebago High School	**407**	**$328**	**$10,632**	**$10,960**	**$1,098**	**$5,144**	**$6,243**	**$1,427**	**$15,776**	**$17,203**
Winnebago Middle School	**300**	**$763**	**$8,213**	**$8,975**	**$1,098**	**$5,144**	**$6,243**	**$1,861**	**$13,357**	**$15,218**

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

District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	**56.5% $12,992,633**	**2.8% $636,669**	**18.8% $4,322,847**	**4.1% $948,406**	**17.8% $4,091,093**	**$22,991,648**
State	**59.6%**	**3.8%**	**20.2%**	**4.0%**	**12.3%**	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	**44.2%**	**2.0%**	**24.7%**	**29.1%**
State	**47.2%**	**2.3%**	**30.4%**	**20.2%**

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	**72.2% $16,925,190**	**17.4% $4,070,859**	**2.5% $584,945**	**4.2% $975,792**	**0.8% $184,545**	**2.4% $560,903**	**0.6% $151,712**	**0.0% $0**	**$23,453,946**
State	**71.3%**	**7.4%**	**3.7%**	**7.8%**	**1.2%**	**1.8%**	**0.4%**	**6.4%**	*

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

District Finances (cont)

Other Financial Indicators

	2020 Equalized Assessed Valuation per Pupil	2020 Total School Tax Rate per $100	2021-22 Instructional Expenditure per Pupil	2021-22 Operating Expenditure per Pupil
District	**$156,812**	**6.6**	**$9,136**	**$14,821**
State	*	*	**$10,636**	**$17,952**

Average Class Size

What is it?

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

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade HS
District	*	**22**	**21**	**20**	**20**	**21**	**26**	**19**	**19**	**20**	**16**	**17**	**15**	**15**	*
State	*	**20**	**21**	**21**	**21**	**21**	**22**	**22**	**21**	**22**	**22**	**21**	**21**	**20**	**21**

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

Total School Days

What is it?

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

	Total School Days
District	**177**
State	**176**

Health and Wellness

What is it?

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

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

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

Days PE per week

	Days PE per week
District	**3**
State	**4**

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

Health and Wellness (cont)

Truant Minor Count

District	4
State	157,112

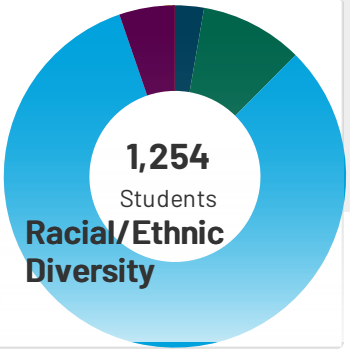
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

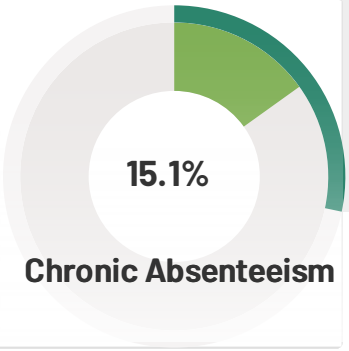
Student data includes information regarding the student population, including enrollment and attendance data, as well as information regarding specific student groups, such as gifted students and English Learner students. Student data often is disaggregated further into demographic student groups.

1,254

Student Enrollment



Racial/Ethnic Diversity



Chronic Absenteeism

Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**100.0%** **1,254**	**50.2%** **629**	**49.8%** **624**	**‡** **‡**	**81.3%** **1,020**	**2.9%** **36**	**9.6%** **121**	**0.8%** **10**	**0.0%** *****	**‡** **‡**	**5.2%** **65**	**18.6%** **233**
State	**100.0%** 1,857,790	**51.4%** 954,190	**48.6%** 901,981	**0.1%** 1,619	**45.9%** 853,165	**16.5%** 307,166	**27.5%** 511,065	**5.5%** 101,782	**0.1%** 1,801	**0.2%** 4,582	**4.2%** 78,229	**19.4%** 361,334

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	**18.6%** **233**	**1.8%** **22**	**26.2%** **329**	**0.0%** *****	**0.0%** *****	**1.0%** **12**	**0.0%** *****
State	**15.3%** 284,032	**14.6%** 271,983	**49.0%** 910,675	**2.3%** 42,367	**0.0%** 364	**0.7%** 13,316	**0.8%** 15,281

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District	**49**	**88**	**83**	**77**	**81**	**86**	**104**	**93**	**98**	**104**	**109**	**107**	**81**	**94**
State	**82,735**	**121,269**	**129,960**	**128,455**	**128,958**	**128,430**	**130,450**	**134,502**	**136,199**	**141,513**	**152,855**	**152,854**	**143,487**	**146,123**

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

Advanced Academic Programs

What is it?

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

Students 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.

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

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

Students who are Identified as Accelerated - ELA - By Demographics

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

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

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Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Math - By Demographics

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

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

Students who are Identified as Accelerated - Mutiple Subjects - By Demographics

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

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

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Advanced Academic Programs (cont)

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

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

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

Students Enrolled in Advanced Placement Coursework - By Demographics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**11.8%** **50**	**10.1%** **22**	**13.6%** **28**	* *	**13.7%** **46**	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
State	**22.7%** 138,767	**19.6%** 61,429	**26.0%** 77,249	**21.2%** 89	**23.9%** 66,690	**13.0%** 12,920	**20.6%** 36,163	**53.1%** 17,364	**33.4%** 219	**17.2%** 260	**23.5%** 5,151	**10.4%** 12,946

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

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Advanced Academic Programs (cont)

Students Enrolled in IB Coursework - By Demographics

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

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

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	**20.3%** 390,960	**18.7%** 185,955	**21.9%** 204,693	**46.1%** 312	**22.0%** 192,469	**13.8%** 44,859	**18.7%** 100,219	**34.7%** 36,905	**26.3%** 483	**18.0%** 868	**18.6%** 15,157	**12.4%** 45,420

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	* *	* *	* *	* *
State	**6.6%** 18,955	**7.3%** 21,412	**13.9%** 131,252	**10.3%** 4,703	**4.6%** 671

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Advanced Academic Programs (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**19.4%** **82**	**13.8%** **30**	**25.2%** **52**	***** *****	**22.6%** **76**	**‡** **‡**	**‡** **‡**	**‡** **‡**	***** *****	**‡** **‡**	**‡** **‡**	**‡** **‡**
State	**14.0%** 85,182	**13.7%** 42,915	**14.2%** 42,235	**7.6%** 32	**18.0%** 50,161	**8.6%** 8,600	**10.2%** 17,888	**16.7%** 5,465	**11.8%** 77	**9.2%** 140	**13.0%** 2,851	**9.0%** 11,213

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	**‡** **‡**	**‡** **‡**	**12.3%** **15**	***** *****	**‡** **‡**
State	**6.7%** 5,843	**6.0%** 3,661	**9.6%** 26,728	**8.7%** 1,381	**5.2%** 173

Advanced Placement (AP) Exams - Grade 9

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

Advanced Placement (AP) Exams - Grade 10

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

Advanced Placement (AP) Exams - Grade 11

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

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Advanced Academic Programs (cont)

Advanced Placement (AP) Exams - Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	‡	‡	‡	‡
State	**180,525**	**118,009**	**39,859**	**30,122**

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
District	‡	‡	**30**	**52**
State	**23,238**	**34,677**	**64,198**	**76,361**

Advanced Placement (AP) Coursework - Grade 9 - By Demographics

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

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

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Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 10 - By Demographics

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

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

Advanced Placement (AP) Coursework - Grade 11 - By Demographics

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

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

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Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 12 - By Demographics

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**49**	**46**	**‡**	**‡**	**‡**	*****	**‡**	**‡**	**‡**
State	**49,647**	**24,842**	**4,318**	**12,932**	**5,742**	**95**	**76**	**1,642**	**5,043**

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

International Baccalaureate (IB) Coursework - Grade 9 - By Demographics

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

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

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 10 - By Demographics

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

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

International Baccalaureate (IB) Coursework - Grade 11 - By Demographics

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

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

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 12 - By Demographics

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

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

Dual Credit Coursework - Grade 9 - By Demographics

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

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

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 10 - By Demographics

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

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

Dual Credit Coursework - Grade 11 - By Demographics

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	30	27	‡	‡	‡	*	‡	‡	‡
State	25,274	15,801	2,051	4,964	1,545	18	33	862	3,274

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

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 12 - By Demographics

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**52**	**49**	**‡**	**‡**	**‡**	*****	**‡**	**‡**	**‡**
State	**42,686**	**25,912**	**3,551**	**8,830**	**2,907**	**47**	**73**	**1,366**	**5,414**

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

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

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

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

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

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

Advanced Academic Programs (cont)

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

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

Students Identified As Gifted - By Demographics

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

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

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

Advanced Academic Programs (cont)

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

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

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

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

Students With IEPs

What is it?

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

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
District	**All Students**	**15.2%**	**0.9%**	**2.5%**	*	*	**0.1%**	**1.0%**
		77.3%	**4.5%**	**12.6%**	*	*	**0.4%**	**5.3%**
All Peer Districts	All Students	**16.2%**	**20.5%**	**16.1%**	*	*	**17.5%**	**18.2%**
		57.2%	**14.8%**	**19.8%**	*	*	**0.3%**	**5.6%**
State	All Students	**7.0%**	**3.0%**	**4.4%**	*	*	**0.0%**	**0.7%**
		44.9%	**19.2%**	**28.2%**	*	*	**0.3%**	**4.4%**

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	**All Students**	**1.2%**	*	*	**2.1%**	**1.8%**	**0.1%**	**0.5%**
		6.1%	*	*	**10.5%**	**9.3%**	**0.4%**	**2.4%**
All Peer Districts	All Students	**1.6%**	*	*	**2.1%**	**0.8%**	**0.1%**	**0.7%**
		10.0%	*	*	**13.0%**	**4.9%**	**0.8%**	**4.2%**
State	All Students	**1.8%**	*	*	**2.2%**	**0.8%**	**0.1%**	**0.7%**
		11.3%	*	*	**13.8%**	**5.4%**	**0.8%**	**4.6%**

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

Students With IEPs (cont)

By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
District	**All Students**	**0.2%**	*	**3.3%**	**6.2%**	**4.3%**	*	**0.1%**
		0.8%	*	**16.6%**	**31.6%**	**21.9%**	*	**0.4%**
All Peer Districts	All Students	**0.2%**	*	**2.4%**	**5.1%**	**3.2%**	*	**0.1%**
		1.1%	*	**14.4%**	**31.2%**	**19.4%**	*	**0.3%**
State	All Students	**0.2%**	*	**2.2%**	**5.0%**	**2.5%**	*	**0.1%**
		1.0%	*	**13.8%**	**32.3%**	**16.2%**	*	**0.3%**

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

Educational Environments for Students with IEPs (ages 6-21)

What is it?

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

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

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	**55.9%**	**31.3%**	**7.9%**	**4.8%**
All Peer Districts	**55.4%**	**26.1%**	**12.9%**	**5.6%**
State	**54.1%**	**26.1%**	**13.3%**	**6.5%**
White				
District	**58.0%**	**30.7%**	**8.0%**	**3.4%**
All Peer Districts	**57.8%**	**26.5%**	**10.2%**	**5.5%**
State	**58.1%**	**24.7%**	**10.8%**	**6.4%**
Black				
District	**70.0%**	**20.0%**	**10.0%**	**0.0%**
All Peer Districts	**47.4%**	**26.4%**	**19.3%**	**6.9%**
State	**44.9%**	**30.0%**	**16.8%**	**8.3%**

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

Educational Environments for Students with IEPs (ages 6-21) (cont)

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Hispanic				
District	**37.9%**	**44.8%**	**6.9%**	**10.3%**
All Peer Districts	**55.0%**	**26.1%**	**14.5%**	**4.4%**
State	**54.4%**	**26.6%**	**13.9%**	**5.1%**
Asian				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	*	*	*	*
American Indian				
District	**100.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	**52.4%**	**26.3%**	**14.2%**	**7.1%**
State	**49.2%**	**27.8%**	**15.0%**	**7.9%**
Two or More Races				
District	**54.5%**	**18.2%**	**9.1%**	**18.2%**
All Peer Districts	**54.6%**	**24.5%**	**14.2%**	**6.7%**
State	**55.1%**	**23.3%**	**13.9%**	**7.7%**

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Educational Environments for Students with IEPs (ages 6-21) (cont)

For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	1.8%	1.8%	2.2%	0.9%
All Peer Districts	3.2%	31.0%	54.6%	11.1%
State	3.2%	2.5%	3.8%	1.8%
Emotional Disability				
District	5.7%	2.2%	0.0%	2.2%
All Peer Districts	69.4%	14.3%	7.7%	8.6%
State	2.1%	1.2%	0.8%	1.8%
Intellectual Disability				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	*	*	*	*
Other Health Impairment				
District	8.4%	7.5%	0.9%	1.3%
All Peer Districts	54.6%	30.1%	9.8%	5.5%
State	8.5%	4.2%	1.4%	0.8%
Specific Learning Disability				
District	17.6%	16.3%	0.4%	0.0%
All Peer Districts	3.4%	15.8%	53.3%	27.5%
State	19.3%	13.6%	2.0%	0.4%
Speech or Language Impairment				
District	17.2%	0.4%	0.0%	0.0%
All Peer Districts	55.7%	24.5%	17.7%	2.1%
State	14.0%	0.2%	0.1%	0.0%

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

What is it?

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

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

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	**90.0%**	**5.0%**	**0.0%**	**0.0%**	**5.0%**
All Peer Districts	**50.9%**	**21.5%**	**21.5%**	**0.1%**	**5.9%**
State	**51.9%**	**16.6%**	**25.1%**	**0.1%**	**6.3%**
White					
District	**86.7%**	**6.7%**	**0.0%**	**0.0%**	**6.7%**
All Peer Districts	**49.2%**	**25.1%**	**18.5%**	**0.1%**	**7.1%**
State	**48.6%**	**22.0%**	**20.7%**	**0.1%**	**8.7%**
Black					
District	**100.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	**46.2%**	**22.5%**	**27.9%**	**0.1%**	**3.4%**
State	**49.7%**	**15.7%**	**31.9%**	**0.0%**	**2.7%**

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

By Race/ Ethnicity

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Hispanic					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	58.8%	12.2%	24.6%	0.1%	4.2%
State	59.8%	8.1%	28.3%	0.1%	3.8%
Asian					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	*	*	*	*	*
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	*	*	*	*	*
American Indian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	39.3%	32.1%	28.6%	0.0%	0.0%
State	40.6%	20.3%	37.5%	0.0%	1.6%
Two or More Races					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	49.9%	22.8%	22.0%	0.3%	5.0%
State	49.8%	19.5%	24.7%	0.2%	5.8%

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

For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	50.0%	25.0%	25.0%	0.0%	0.0%
State	3.4%	1.0%	5.6%	0.0%	0.0%
Developmental Delay					
District	30.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	57.1%	7.1%	35.7%	0.0%	0.0%
State	27.7%	4.7%	16.7%	0.0%	0.6%
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	41.3%	12.7%	46.0%	0.0%	0.0%
State	0.0%	0.0%	0.0%	0.0%	0.0%
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	*	*	*	*	*
Other Health Impairment					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts	40.8%	15.5%	40.8%	1.3%	1.6%
State	1.1%	0.3%	1.1%	0.0%	0.0%

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

For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Specific Learning Disability					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	**17.0%**	**12.5%**	**61.4%**	**5.7%**	**3.4%**
State	**0.1%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Speech or Language Impairment					
District	**60.0%**	**5.0%**	**0.0%**	**0.0%**	**5.0%**
All Peer Districts	**55.4%**	**11.5%**	**32.6%**	**0.1%**	**0.5%**
State	**18.9%**	**10.5%**	**0.6%**	**0.0%**	**5.5%**

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State Performance Plan Indicators For Students With IEPs

What is it?

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

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
1	Graduation Percent for students with IEPs (Data lag one year)	93.33	82.6	Yes
2	Dropout Percent for students with IEPs (Data lag one year)	6.67	13.7	Yes
3ae4	Reading assessment participation rate for students with IEPs, Grade 4	100.00	95	Yes
3ae8	Reading assessment participation rate for students with IEPs, Grade 8	93.33	95	No
3ae11	Reading assessment participation rate for students with IEPs, Grade 11	75.00	95	No
3am4	Math assessment participation rate for students with IEPs, Grade 4	100.00	95	Yes
3am8	Math assessment participation rate for students with IEPs, Grade 8	93.33	95	No
3am11	Math assessment participation rate for students with IEPs, Grade 11	75.00	95	No
3be4	Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	18.75	11	Yes
3be8	Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	0.00	8	No
3be11	Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	0.00	8	No
3bm4	Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	6.25	12	No
3bm8	Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	0.00	6.5	No
3bm11	Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	0.00	7	No
3ce4	Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	15	N/A
3ce8	Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	23.5	N/A

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
3ce11	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	22.5	N/A
3cm4	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	20.5	N/A
3cm8	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	5.5	N/A
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	4	N/A
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	17.81	25.5	Yes
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	36.00	31.5	No
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	31.37	28	No
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	18.48	21.5	Yes
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	22.12	26	Yes
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	26.47	27.5	Yes
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year)	No	No	Yes
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	55.7	53.1	Yes
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	7.9	12.33	Yes
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	4.8	6.37	Yes
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	85.7	47.0	Yes
6b	Children ages 3-5 in separate special education class, separate school or residential facility	0.0	26.04	Yes

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
6c	Children ages 3-5 receiving special education and related services in the home	0.0	0.27	Yes
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	100.00	83.95	Yes
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	62.50	47.2	Yes
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	100.00	84.1	Yes
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	62.50	45.1	Yes
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	100.00	85.8	Yes
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	50.00	53.4	No
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	*	71	N/A
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	Yes
11	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	100.00	100	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	100.00	100	Yes
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	100.00	100	Yes
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	*	29.6	N/A
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	*	63.5	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	*	75.75	N/A

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English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
District	**22**	**100.0%** **22**	**‡** **‡**	**59.1%** **13**
State	**250,939**	**99.9%** 250,754	**5.9%** 14,576	**21.8%** 54,729

* 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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**94.1%**	**94.4%**	**93.9%**	*	**94.4%**	**94.5%**	**92.6%**	**97.4%**	*	**92.0%**	**92.5%**	**93.1%**
State	**91.2%**	**91.3%**	**91.1%**	**88.8%**	**92.8%**	**88.2%**	**89.9%**	**93.6%**	**91.3%**	**89.8%**	**91.1%**	**89.4%**

	Students with IEPs	English Learners	Low Income
District	**93.1%**	**92.9%**	**92.8%**
State	**89.3%**	**90.4%**	**89.2%**

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

Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**5.7%**	**6.2%**	**5.2%**	*****	**4.3%**	**‡**	**14.5%**	**‡**	*****	**‡**	**‡**	**6.7%**
State	**7.4%**	**7.7%**	**7.2%**	**13.4%**	**4.8%**	**13.3%**	**8.0%**	**7.7%**	**8.5%**	**10.8%**	**8.2%**	**6.9%**

	Students with IEPs	English Learners	Low Income	Homeless
District	**6.7%**	**‡**	**11.6%**	**‡**
State	**7.5%**	**10.9%**	**10.2%**	**29.8%**

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

Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	15.1%	15.0%	15.2%	*	14.3%	‡	22.4%	‡	*	‡	19.0%	21.1%
State	28.3%	27.9%	28.7%	39.0%	20.7%	42.1%	34.5%	18.5%	29.0%	35.6%	29.1%	35.3%

	Students with IEPs	English Learners	Low Income
District	21.1%	‡	23.6%
State	36.2%	33.2%	38.2%

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District	*	12.6%	8.6%	8.8%	17.4%	23.1%	16.2%	10.3%	13.7%	13.9%	15.2%	12.8%	25.6%	17.9%
State	*	33.6%	27.5%	24.3%	22.0%	20.8%	20.6%	22.6%	24.8%	26.6%	30.7%	34.1%	36.8%	42.7%

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

Dropout Rate

What is it?

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

By Subgroups

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

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

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	‡	‡	‡	‡
State	**2.4%**	**4.7%**	**4.9%**	**4.0%**

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

Chronic Truancy Rate

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**5.8%**	**6.0%**	**5.5%**	*****	**4.5%**	**‡**	**10.3%**	**‡**	*****	**‡**	**‡**	**8.1%**
State	**19.9%**	**19.9%**	**20.0%**	**16.9%**	**7.7%**	**44.7%**	**27.9%**	**7.9%**	**19.7%**	**27.0%**	**17.6%**	**22.9%**

	Students with IEPs	English Learners	Low Income
District	**8.1%**	**‡**	**11.2%**
State	**24.6%**	**26.6%**	**31.7%**

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

Truancy Rate

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**146** **12.5%**	**71** **12.3%**	**75** **12.8%**	***** *****	**102** **10.8%**	**4** **11.4%**	**29** **25.0%**	**‡** **‡**	***** *****	**‡** **‡**	**9** **16.1%**	**31** **14.8%**
State	**422,690** 25.1%	**216,052** 25.0%	**206,482** 25.2%	**156** 23.8%	**148,132** 19.3%	**85,946** 30.9%	**151,264** 32.3%	**18,279** 19.6%	**428** 25.9%	**1,194** 28.4%	**17,447** 25.4%	**84,510** 26.2%

	Students with IEPs	English Learners	Low Income
District	**31** **14.8%**	**5** **17.9%**	**68** **18.1%**
State	**65,483** 26.5%	**82,015** 33.3%	**247,716** 30.4%

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

Student Discipline

What is it?

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

Total Student Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	**37**	*	*	**1**	**36**	*
State	**114,218**	**458**	**119**	**69,648**	**67,124**	**2,023**

Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	**49**	*	*	**1**	**48**	*
State	**250,351**	**472**	**121**	**138,319**	**108,741**	**2,698**

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

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
White						
District	37	*	*	1	36	*
State	75,846	135	39	44,702	30,559	411
Black						
District	2	*	*	*	2	*
State	93,206	188	39	43,799	47,398	1,782
Hispanic						
District	6	*	*	*	6	*
State	62,612	108	33	39,513	22,648	310
Asian						
District	*	*	*	*	*	*
State	2,270	3	2	1,444	803	18
Native Hawaiian/ Pacific Islander						
District	*	*	*	*	*	*
State	173	*	*	83	89	1
American Indian						
District	*	*	*	*	*	*
State	681	3	*	372	303	3
Two or More Races						
District	4	*	*	*	4	*
State	15,563	35	8	8,406	6,941	173

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

Student Discipline (cont)

By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
K-8						
District	30	*	*	1	29	*
State	121,737	145	49	60,827	59,300	1,416
9-12						
District	19	*	*	*	19	*
State	128,614	327	72	77,492	49,441	1,282

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Tobacco						
District	12	*	*	*	12	*
State	7,952	2	*	4,445	3,481	24
Alcohol						
District	3	*	*	*	3	*
State	4,165	3	*	1,845	2,306	11
Drug Offences						
District	5	*	*	*	5	*
State	11,150	86	16	3,227	7,568	253
Violence with Physical Injury						
District	3	*	*	*	3	*
State	15,219	94	17	3,462	11,472	174

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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
Violence without Physical Injury						
District	25	*	*	1	24	*
State	49,238	83	29	18,880	29,328	918
Dangerous Weapon: Firearm						
District	1	*	*	*	1	*
State	665	24	12	124	487	18
Dangerous Weapon: Other						
District	*	*	*	*	*	*
State	2,644	60	11	664	1,769	140
Other Reason						
District	*	*	*	*	*	*
State	159,318	120	36	105,672	52,330	1,160

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Students with IEPs						
District	21	*	*	*	21	*
State	69,205	76	10	35,739	32,510	870
English Learners						
District	3	*	*	*	3	*
State	30,924	51	18	19,482	11,239	134

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Student Discipline (cont)

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Low Income						
District	28	*	*	*	28	*
State	185,307	372	92	99,893	82,771	2,179

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Less than 1 day						
District	3	*	*	*	3	*
State	22,054	84	5	18,376	3,567	22
1-2 days						
District	25	*	*	1	24	*
State	138,143	66	13	98,587	38,888	589
2-3 days						
District	4	*	*	*	4	*
State	40,987	1	2	14,990	25,620	374
3-4 days						
District	9	*	*	*	9	*
State	28,489	1	1	4,798	23,319	370
4-10 days						
District	3	*	*	*	3	*
State	13,943	16	10	1,374	12,253	290

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

By Gender - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Male						
District	39	*	*	1	38	*
State	168,584	309	78	93,901	72,584	1,712
Female						
District	10	*	*	*	10	*
State	81,424	162	43	44,184	36,051	984
Non Binary						
District	*	*	*	*	*	*
State	343	1	*	234	106	2

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About the data

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

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

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

1 schools received funds totalling **$20,000**

School Improvement Funds

School Improvement Funds

What is it?

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

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

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

	School Year First Identified in Improvement Status	Level of Support	School Improvement Grant Allocation by School	Reason for Improvement Status & Grant Allocation	School Improvement Status
Jean McNair Elementary School	**2019**	**Targeted**	**$20,000**	**CWD**	*

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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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**94** **92.2%**	**50** **92.6%**	**44** **91.7%**	***** *****	**80** **94.1%**	**2** **100.0%**	**8** **80.0%**	**1** **100.0%**	***** *****	**1** **100.0%**	**2** **66.7%**	**10** **83.3%**
State	**89,290** 72.1%	**45,134** 72.3%	**44,113** 72.0%	**43** 84.3%	**52,654** 88.3%	**7,120** 41.2%	**19,452** 55.9%	**6,727** 88.6%	**125** 76.7%	**161** 58.6%	**3,051** 76.0%	**15,236** 66.4%

	Students with IEPs	English Learners	Low Income
District	**10** **83.3%**	**1** **50.0%**	**19** **79.2%**
State	**8,661** 60.2%	**3,984** 48.1%	**26,686** 52.4%

Percentage of students who fall into each GPA category

All				
District	**33** **32.4%**	**45** **44.1%**	**24** **23.5%**	**0** **0.0%**
State	**29,154** 23.6%	**43,060** 34.8%	**36,141** 29.2%	**15,394** 12.4%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Male				
District	**13** **24.1%**	**22** **40.7%**	**19** **35.2%**	**0** **0.0%**
State	**11,438** 18.3%	**21,286** 34.1%	**21,887** 35.1%	**7,818** 12.5%
Female				
District	**20** **41.7%**	**23** **47.9%**	**5** **10.4%**	**0** **0.0%**
State	**17,707** 28.9%	**21,751** 35.5%	**14,240** 23.2%	**7,571** 12.3%
Non Binary				
District	* *	* *	* *	* *
State	**9** 17.6%	**23** 45.1%	**14** 27.4%	**5** 9.8%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
White				
District	**31** **36.5%**	**37** **43.5%**	**17** **20.0%**	**0** **0.0%**
State	**18,509** 31.0%	**21,605** 36.2%	**11,888** 19.9%	**7,644** 12.8%
Black				
District	**1** **50.0%**	**1** **50.0%**	**0** **0.0%**	**0** **0.0%**
State	**1,543** 8.9%	**5,263** 30.5%	**8,114** 47.0%	**2,357** 13.6%
Hispanic				
District	**1** **10.0%**	**4** **40.0%**	**5** **50.0%**	**0** **0.0%**
State	**4,385** 12.6%	**12,244** 35.2%	**14,044** 40.4%	**4,111** 11.8%
Asian				
District	**0** **0.0%**	**1** **100.0%**	**0** **0.0%**	**0** **0.0%**
State	**3,593** 47.3%	**2,425** 31.9%	**776** 10.2%	**797** 10.5%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Native Hawaiian/ Pacific Islander				
District	* *	* *	* *	* *
State	**54** 33.1%	**60** 36.8%	**37** 22.7%	**11** 6.8%
American Indian				
District	**0** **0.0%**	**1** **100.0%**	**0** **0.0%**	**0** **0.0%**
State	**49** 17.8%	**94** 34.2%	**102** 37.1%	**30** 10.9%
Two or More Races				
District	**0** **0.0%**	**1** **33.3%**	**2** **66.7%**	**0** **0.0%**
State	**1,021** 25.4%	**1,369** 34.1%	**1,180** 29.4%	**444** 11.1%
Students with Disabilities				
District	**0** **0.0%**	**4** **33.3%**	**8** **66.7%**	**0** **0.0%**
State	**2,891** 12.6%	**7,949** 34.6%	**8,999** 39.2%	**3,107** 13.5%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Students with IEPs				
District	**0** **0.0%**	**4** **33.3%**	**8** **66.7%**	**0** **0.0%**
State	**1,037** 7.2%	**4,563** 31.7%	**6,660** 46.3%	**2,129** 14.8%
English Learners				
District	**0** **0.0%**	**1** **50.0%**	**1** **50.0%**	**0** **0.0%**
State	**485** 5.9%	**2,598** 31.4%	**4,087** 49.4%	**1,110** 13.4%
Low Income				
District	**3** **12.5%**	**11** **45.8%**	**10** **41.7%**	**0** **0.0%**
State	**6,473** 12.7%	**16,497** 32.4%	**21,240** 41.7%	**6,735** 13.2%

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**21** **20.6%**	**14** **25.9%**	**7** **14.6%**	***** *****	**21** **24.7%**	**0** **0.0%**	**0** **0.0%**	**0** **0.0%**	***** *****	**0** **0.0%**	**0** **0.0%**	**0** **0.0%**
State	**24,363** 19.7%	**12,253** 19.6%	**12,095** 19.7%	**15** 29.4%	**14,978** 25.1%	**826** 4.8%	**3,630** 10.4%	**3,905** 51.4%	**53** 32.5%	**37** 13.4%	**934** 23.3%	**2,868** 12.5%

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

Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
District	**0** **0.0%**	**0** **0.0%**	**4** **16.7%**
State	**464** 3.2%	**181** 2.2%	**4,047** 7.9%

Percentage of students who have at least 1 Academic ELA Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**52** **51.0%**	**23** **42.6%**	**29** **60.4%**	***** *****	**48** **56.5%**	**0** **0.0%**	**2** **20.0%**	**1** **100.0%**	***** *****	**1** **100.0%**	**0** **0.0%**	**0** **0.0%**
State	**52,201** 42.2%	**22,804** 36.5%	**29,373** 47.9%	**24** 47.1%	**29,531** 49.5%	**3,996** 23.1%	**11,350** 32.6%	**5,378** 70.8%	**98** 60.1%	**90** 32.7%	**1,758** 43.8%	**5,784** 25.2%

	Students with IEPs	English Learners	Low Income
District	**0** **0.0%**	**0** **0.0%**	**8** **33.3%**
State	**1,428** 9.9%	**766** 9.3%	**14,121** 27.7%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who have at least 1 Academic Math Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**99** **97.1%**	**52** **96.3%**	**47** **97.9%**	***** *****	**83** **97.7%**	**2** **100.0%**	**9** **90.0%**	**1** **100.0%**	***** *****	**1** **100.0%**	**3** **100.0%**	**10** **83.3%**
State	**87,721** 70.9%	**41,992** 67.3%	**45,691** 74.6%	**38** 74.5%	**45,501** 76.3%	**9,800** 56.7%	**22,507** 64.7%	**6,856** 90.3%	**126** 77.3%	**177** 64.4%	**2,754** 68.6%	**12,917** 56.3%

	Students with IEPs	English Learners	Low Income
District	**10** **83.3%**	**2** **100.0%**	**24** **100.0%**
State	**6,259** 43.5%	**4,197** 50.7%	**30,104** 59.1%

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**102** **100.0%**	**54** **100.0%**	**48** **100.0%**	***** *****	**85** **100.0%**	**2** **100.0%**	**10** **100.0%**	**1** **100.0%**	***** *****	**1** **100.0%**	**3** **100.0%**	**12** **100.0%**
State	**75,953** 61.4%	**37,503** 60.1%	**38,432** 62.7%	**18** 35.3%	**40,116** 67.3%	**8,205** 47.5%	**19,033** 54.7%	**5,747** 75.7%	**103** 63.2%	**162** 58.9%	**2,587** 64.4%	**12,696** 55.3%

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

Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
District	**12** **100.0%**	**2** **100.0%**	**24** **100.0%**
State	**7,312** 50.8%	**4,111** 49.6%	**27,119** 53.2%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
All				
District	**79** **77.5%**	**10** **9.8%**	**10** **9.8%**	**3** **2.9%**
State	**40,809** 33.0%	**25,424** 20.5%	**28,205** 22.8%	**29,328** 23.7%
Male				
District	**40** **74.1%**	**5** **9.3%**	**6** **11.1%**	**3** **5.6%**
State	**20,203** 32.4%	**13,128** 21.0%	**14,541** 23.3%	**14,563** 23.3%
Female				
District	**39** **81.3%**	**5** **10.4%**	**4** **8.3%**	**0** **0.0%**
State	**20,600** 33.6%	**12,285** 20.1%	**13,641** 22.3%	**14,754** 24.1%
Non Binary				
District	* *	* *	* *	* *
State	**6** 11.8%	**11** 21.6%	**23** 45.1%	**11** 21.6%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
White				
District	**68** **80.0%**	**6** **7.1%**	**8** **9.4%**	**3** **3.5%**
State	**25,996** 43.6%	**13,831** 23.2%	**11,756** 19.7%	**8,073** 13.5%
Black				
District	**2** **100.0%**	**0** **0.0%**	**0** **0.0%**	**0** **0.0%**
State	**2,595** 15.0%	**2,858** 16.5%	**5,062** 29.3%	**6,766** 39.1%
Hispanic				
District	**7** **70.0%**	**2** **20.0%**	**1** **10.0%**	**0** **0.0%**
State	**7,816** 22.5%	**5,862** 16.9%	**8,846** 25.4%	**12,261** 35.3%
Asian				
District	**1** **100.0%**	**0** **0.0%**	**0** **0.0%**	**0** **0.0%**
State	**2,872** 37.8%	**1,886** 24.9%	**1,487** 19.6%	**1,346** 17.7%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
Native Hawaiian/ Pacific Islander				
District	* *	* *	* *	* *
State	**41** 25.1%	**23** 14.1%	**24** 14.7%	**75** 46.0%
American Indian				
District	**1** **100.0%**	**0** **0.0%**	**0** **0.0%**	**0** **0.0%**
State	**72** 26.2%	**49** 17.8%	**79** 28.7%	**75** 27.3%
Two or More Races				
District	**0** **0.0%**	**2** **66.7%**	**1** **33.3%**	**0** **0.0%**
State	**1,417** 35.3%	**915** 22.8%	**951** 23.7%	**732** 18.2%
Students with Disabilities				
District	**1** **8.3%**	**3** **25.0%**	**5** **41.7%**	**3** **25.0%**
State	**5,703** 24.9%	**4,450** 19.4%	**5,696** 24.8%	**7,099** 30.9%

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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
Students with IEPs				
District	**1** **8.3%**	**3** **25.0%**	**5** **41.7%**	**3** **25.0%**
State	**2,907** 20.2%	**2,568** 17.8%	**3,840** 26.7%	**5,076** 35.3%
English Learners				
District	**1** **50.0%**	**0** **0.0%**	**1** **50.0%**	**0** **0.0%**
State	**1,193** 14.4%	**1,344** 16.2%	**2,173** 26.2%	**3,570** 43.1%
Low Income				
District	**16** **66.7%**	**4** **16.7%**	**4** **16.7%**	**0** **0.0%**
State	**11,094** 21.8%	**8,706** 17.1%	**13,292** 26.1%	**17,860** 35.0%

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

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

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Summative Designation Meta Indicator Components (cont)

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

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

Fine Arts: Student Participation in Fine Arts

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**84.0%**	**81.3%**	**86.7%**	*	**85.4%**	**69.4%**	**80.2%**	**66.7%**	*	**25.0%**	**83.3%**	**82.0%**
State	**69.9%**	**67.0%**	**72.8%**	**69.1%**	**68.5%**	**66.9%**	**72.5%**	**76.2%**	**72.0%**	**71.8%**	**71.1%**	**67.0%**

	Students with IEPs	English Learners	Low Income
District	**82.0%**	**75.9%**	**85.2%**
State	**66.4%**	**78.2%**	**69.9%**

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**97.9%**	**98.1%**	**97.8%**	*	**97.9%**	**100.0%**	**99.0%**	**100.0%**	*	**0.0%**	**96.0%**	**96.3%**
State	**94.2%**	**94.3%**	**94.2%**	**96.2%**	**96.3%**	**86.8%**	**94.2%**	**98.0%**	**96.5%**	**94.8%**	**95.6%**	**93.1%**

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Summative Designation Meta Indicator Components (cont)

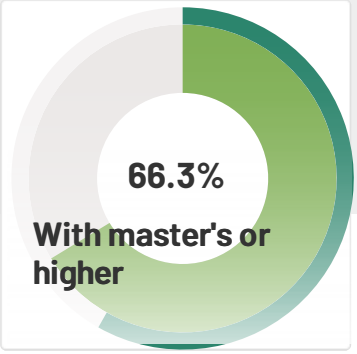
Fine Arts: Teacher Qualifications

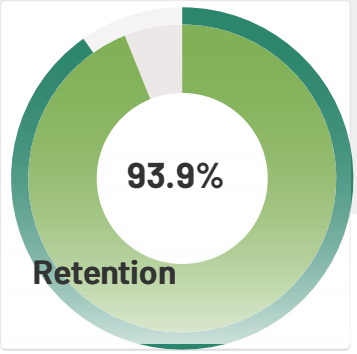
	Students with IEPs	English Learners	Low Income
District	**96.3%**	**100.0%**	**97.3%**
State	**92.5%**	**95.5%**	**92.2%**

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

About the data

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
District	**14**	**69.1%**	**100.0%**
State	*	**64.4%**	**97.2%**

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

Student-To-Teacher Ratios

What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	**15**	**14**
State	**17**	**18**

Average Teacher Salary

What is it?

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

	Average Teacher Salary
District	**$68,900**
State	**$73,916**

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

Retention

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	**All**	**93.9%** **260**	**93.7%** **254**	**100.0%** **1**	***** *****	**100.0%** **5**	***** *****	***** *****	***** *****	***** *****
	Male	**98.6%** **71**	**98.6%** **69**	***** *****	***** *****	**100.0%** **2**	***** *****	***** *****	***** *****	***** *****
	Female	**92.2%** **189**	**92.0%** **185**	**100.0%** **1**	***** *****	**100.0%** **3**	***** *****	***** *****	***** *****	***** *****
	Non Binary	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****
State	All	**90.2%** 318,584	**90.6%** 270,179	**85.3%** 14,688	**90.3%** 21,684	**89.9%** 5,066	**88.0%** 184	**88.6%** 565	**87.2%** 2,267	**87.9%** 3,951
	Male	**91.3%** 75,750	**91.8%** 64,866	**84.9%** 3,139	**90.4%** 4,980	**91.2%** 1,185	**89.4%** 59	**92.4%** 146	**87.2%** 566	**87.6%** 809
	Female	**89.9%** 242,834	**90.2%** 205,313	**85.4%** 11,549	**90.3%** 16,704	**89.5%** 3,881	**87.4%** 125	**87.3%** 419	**87.2%** 1,701	**88.0%** 3,142
	Non Binary	***** *	***** *	***** *	***** *	***** *	***** *	***** *	***** *	***** *

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

Full-Time Equivalents

What is it?

This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district. 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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	**All**	**100.0%** **103.6**	**97.1%** **100.6**	**1.0%** **1**	**0.0%** **0**	**1.9%** **2**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**
	Male	**27.6%** **28.6**	**27.5%** **27.6**	**0.0%** **0**	**0.0%** **0**	**50.0%** **1**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**
	Female	**72.4%** **75**	**72.5%** **73**	**100.0%** **1**	**0.0%** **0**	**50.0%** **1**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**
	Non Binary	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**
State	All	**100.0%** 134896.6	**80.6%** 108715.6	**6.2%** 8387.2	**8.4%** 11339.2	**1.9%** 2528.6	**0.1%** 84.2	**0.2%** 260.1	**0.8%** 1096.3	**1.8%** 2485.4
	Male	**23.5%** 31704.3	**23.8%** 25848.6	**21.9%** 1840	**22.6%** 2557.1	**23.4%** 591.8	**28.3%** 23.8	**22.7%** 59	**23.9%** 261.9	**21.0%** 522.1
	Female	**76.5%** 103192.2	**76.2%** 82867.1	**78.1%** 6547.2	**77.4%** 8782.1	**76.6%** 1936.7	**71.7%** 60.4	**77.3%** 201	**76.1%** 834.4	**79.0%** 1963.3
	Non Binary	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0

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

Teachers with Gifted Endorsement

What is it?

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

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

National Board Certified Teachers

What is it?

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

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

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

Teachers with Short Term or Provisional Licenses

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	**2** **1.9%**	***** *****	**2** **1.0%**
State	**4,465** 3.3%	**1,349** 4.0%	**658** 1.0%

Novice Teachers

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	**4** **4.5%**	***** *****	**4** **4.0%**
State	**9,383** 7.0%	**2,627** 9.0%	**2,031** 5.0%

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

Teacher Out of Field

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	**3** **3.3%**	* *	**3** **3.0%**
State	**4,649** 4.2%	**836** 4.0%	**1,243** 3.0%

Average Teaching Experience

What is it?

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

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

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

Teachers Education

What is it?

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

Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
District	**33.7%**	*	**33.7%**
State	**41.0%**	**41.1%**	**35.1%**

Teachers Education - Master's

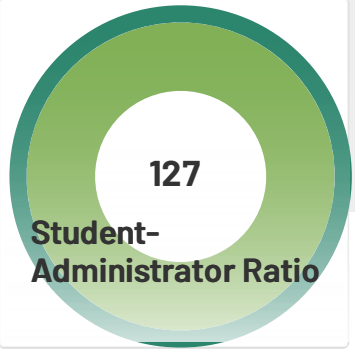
	All Schools	High Poverty Schools	Low Poverty Schools
District	**66.3%**	*	**66.3%**
State	**58.2%**	**57.1%**	**64.6%**

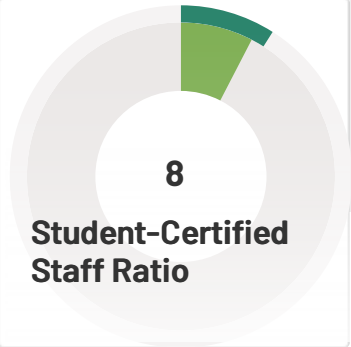
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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.





2 principal(s) over the past 6 years

Principal Turnover

Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	**8**	**127**
State	**9**	**141**

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

Demographics

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	**All**	**100.0%** **9.9**	**100.0%** **9.9**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**
	Male	**60.1%** **6**	**60.1%** **6**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**
	Female	**39.9%** **4**	**39.9%** **4**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**
	Non Binary	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**	**0.0%** **0**
State	All	**100.0%** 13214.3	**75.6%** 9995.7	**14.8%** 1954.1	**6.9%** 910.7	**1.0%** 136	**0.1%** 9	**0.1%** 19.7	**0.7%** 92.3	**0.7%** 96.8
	Male	**40.5%** 5353.4	**43.4%** 4339.7	**28.5%** 557.8	**35.6%** 323.9	**41.3%** 56.2	**33.4%** 3	**49.3%** 9.7	**30.2%** 27.8	**36.5%** 35.3
	Female	**59.5%** 7860.9	**56.6%** 5656	**71.5%** 1396.3	**64.4%** 586.8	**58.7%** 79.9	**66.6%** 6	**50.7%** 10	**69.8%** 64.5	**63.5%** 61.4
	Non Binary	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0

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

Principal Turnover

What is it?

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

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

Average Administrator Salary

What is it?

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

	Average Administrator Salary
District	**$95,502**
State	**$116,908**

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

Novice Administrator

What is it?

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

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

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

Civil Rights Data Collection
(2017-18)

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
District	**0.2%**	**1.3%**	**0.2%**	**0.2%**	**0.2%**	**7.3%**
State	**5.1%**	**3.5%**	**0.1%**	**0.1%**	**0.7%**	**16.3%**

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

Student Environment (cont)

		Number of Schools with Incidents of Violence	
	Incidents of Violence	Firearm	Homicide
District	**0.1%**	**0**	**0**
State	**2.2%**	**153**	**5**

Academic Environment

What is it?

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

			Advanced Placement Course Work	
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
District	**3.4%** **42**	**0.0%** **0**	**0.0%** **0**	**4.1%** **51**
State	**3.9%** 78,272	**7.2%** 143,753	**0.3%** 5,004	**3.3%** 65,736

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

About the data

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

Inclusion Rate and Standard Error in NAEP

What is it?

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

Percentage of students identified With Disabilities and English Learners - Reading

	Grade 4		Grade 8	
	English Language Learners		English Language Learners	
Jurisdiction	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	**98**	**0.7**	**96**	**1.3**

Percentage of students identified With Disabilities and English Learners - Mathematics

	Grade 4		Grade 8	
	English Language Learners		English Language Learners	
Jurisdiction	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	**98**	**0.7**	**96**	**1.1**

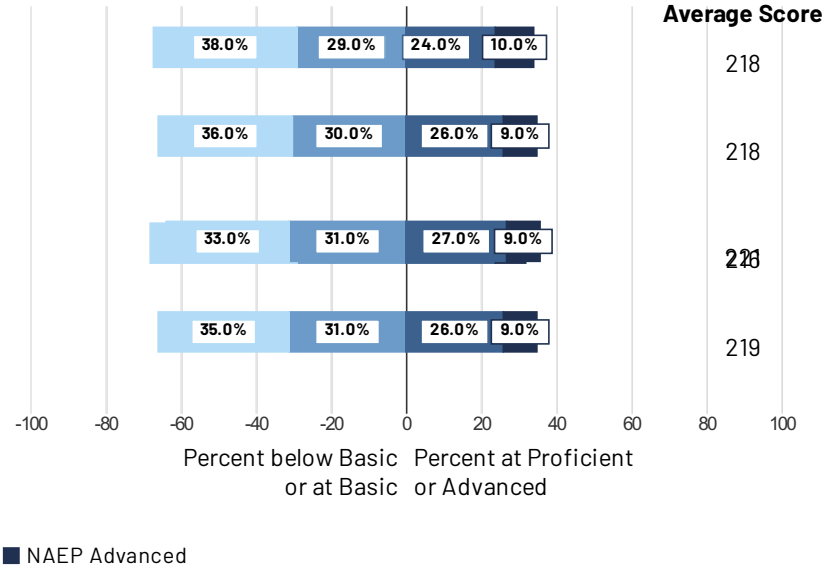
NAEP Achievement-Level Percentages and Average Score Results

What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see The Nation's Report Card.

Reading - Grade 4

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 4	2022	38.0% / 29.0% / 24.0% / 10.0%	218
			2019	36.0% / 30.0% / 26.0% / 9.0%	218
Nation	All	Grade 4	2022	33.0% / 31.0% / 27.0% / 9.0%	220
			2019	35.0% / 31.0% / 26.0% / 9.0%	219



* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see The Nation's Report Card.

Reading - Grade 4

Level	Demographics	Grade	Year	% of Students Achieving Performance Level
Illinois	English Language Learners	Grade 4	2022	No data available

Below NAEP Basic NAEP Basic NAEP Proficient NAEP Advanced

IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabiliation Act of 1973.

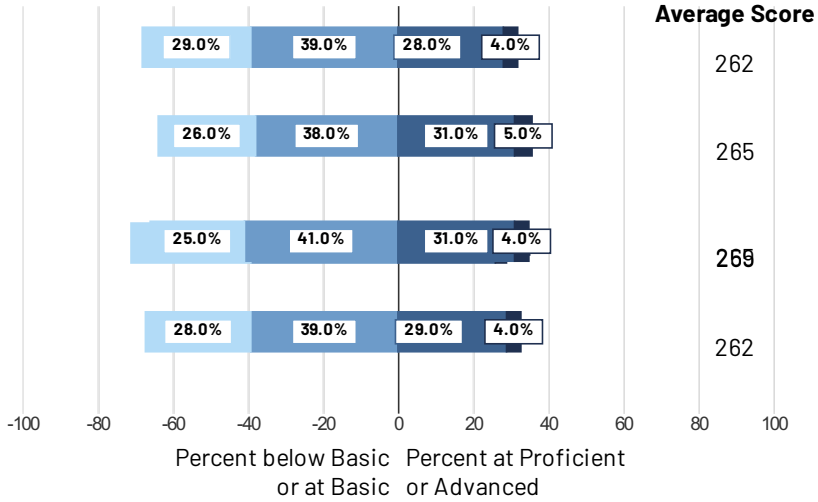
NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

NAEP Achievement-Level Percentages and Average Score Results (cont)

Reading - Grade 8

Level	Demographics	Grade	Year	% of Students Achieving Performance Level				Average Score
Illinois	All	Grade 8	2022	29.0%	39.0%	28.0%	4.0%	262
			2019	26.0%	38.0%	31.0%	5.0%	265
Nation	All	Grade 8	2022	25.0%	41.0%	31.0%	4.0%	263
			2019	28.0%	39.0%	29.0%	4.0%	262



Below NAEP Basic | NAEP Basic | NAEP Proficient | NAEP Advanced

* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results (cont)

Reading - Grade 8

Level	Demographics	Grade	Year	% of Students Achieving Performance Level
Illinois	English Language Learners	Grade 8	2022	No data available

Below NAEP Basic NAEP Basic NAEP Proficient NAEP Advanced

IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabiliation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

Results for Student Groups

What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see The Nation's Report Card.

Results for Student Groups in 2022 - Reading - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP Basic	Percentage at or above NAEP Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
White	49.0%	228	73.0%	41.0%	13.0%
Black	12.0%	194	38.0%	13.0%	2.0%
Hispanic	29.0%	205	49.0%	21.0%	4.0%
Asian	5.0%	249	90.0%	69.0%	28.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	3.0%	223	67.0%	40.0%	12.0%
Gender					
Male	50.0%	217	62.0%	33.0%	9.0%
Female	50.0%	219	63.0%	33.0%	10.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	43.0%	201	45.0%	17.0%	3.0%
Not Eligible NSLP	56.0%	231	76.0%	45.0%	15.0%

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Results for Student Groups (cont)

Results for Student Groups in 2022 - Reading - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP Basic	Percentage at or above NAEP Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
White	45.0%	270	80.0%	39.0%	5.0%
Black	16.0%	241	49.0%	15.0%	#
Hispanic	28.0%	254	65.0%	23.0%	2.0%
Asian	7.0%	288	89.0%	63.0%	15.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	4.0%	274	79.0%	43.0%	12.0%
Gender					
Male	50.0%	257	66.0%	29.0%	3.0%
Female	50.0%	266	76.0%	36.0%	5.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	46.0%	248	58.0%	19.0%	1.0%
Not Eligible NSLP	53.0%	274	83.0%	44.0%	7.0%

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

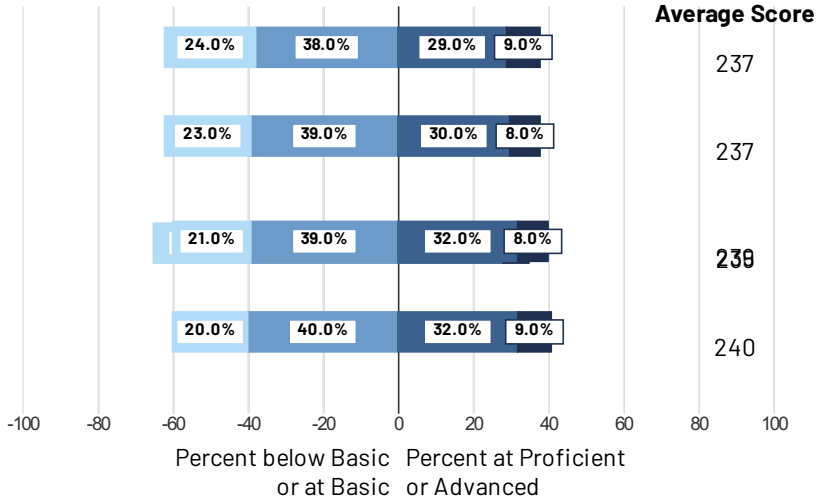
NAEP Achievement-Level Percentages and Average Score Results

What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see The Nation's Report Card.

Mathematics - Grade 4

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 4	2022	24.0% / 38.0% / 29.0% / 9.0%	237
			2019	23.0% / 39.0% / 30.0% / 8.0%	237
Nation	All	Grade 4	2022	21.0% / 39.0% / 32.0% / 8.0%	239
			2019	20.0% / 40.0% / 32.0% / 9.0%	240



Below NAEP Basic | NAEP Basic | NAEP Proficient | NAEP Advanced

* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see The Nation's Report Card.

Mathematics - Grade 4

Level	Demographics	Grade	Year	% of Students Achieving Performance Level
Illinois	English Language Learners	Grade 4	2022	No data available

Below NAEP Basic NAEP Basic NAEP Proficient NAEP Advanced

IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabiliation Act of 1973.

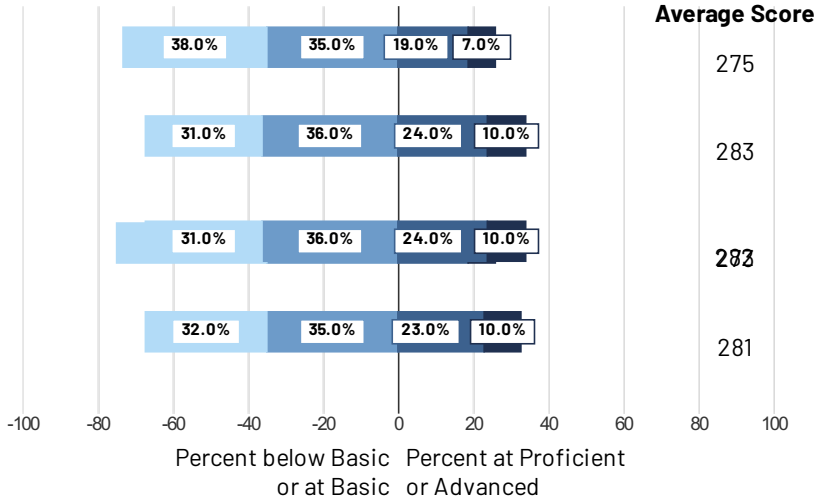
NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

NAEP Achievement-Level Percentages and Average Score Results (cont)

Mathematics - Grade 8

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 8	2022	38.0% / 35.0% / 19.0% / 7.0%	275
			2019	31.0% / 36.0% / 24.0% / 10.0%	283
Nation	All	Grade 8	2022	31.0% / 36.0% / 24.0% / 10.0%	282
			2019	32.0% / 35.0% / 23.0% / 10.0%	281



Below NAEP Basic | NAEP Basic | NAEP Proficient | NAEP Advanced

* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

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NAEP Achievement-Level Percentages and Average Score Results (cont)

Mathematics - Grade 8

Level	Demographics	Grade	Year	% of Students Achieving Performance Level
Illinois	English Language Learners	Grade 8	2022	No data available

Below NAEP Basic NAEP Basic NAEP Proficient NAEP Advanced

IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabiliation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

Results for Student Groups

What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see The Nation's Report Card.

Results for Student Groups in 2022 - Math - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP Basic	Percentage at or above NAEP Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
White	49.0%	248	88.0%	50.0%	12.0%
Black	12.0%	214	51.0%	12.0%	1.0%
Hispanic	29.0%	222	61.0%	19.0%	2.0%
Asian	6.0%	265	94.0%	70.0%	28.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	3.0%	250	86.0%	53.0%	15.0%
Gender					
Male	51.0%	240	77.0%	42.0%	12.0%
Female	49.0%	234	74.0%	33.0%	6.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	44.0%	221	60.0%	18.0%	1.0%
Not Eligible NSLP	55.0%	250	88.0%	53.0%	15.0%

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Results for Student Groups (cont)

Results for Student Groups in 2022 - Math - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP Basic	Percentage at or above NAEP Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
White	45.0%	286	74.0%	36.0%	10.0%
Black	16.0%	254	38.0%	8.0%	1.0%
Hispanic	28.0%	262	49.0%	14.0%	2.0%
Asian	7.0%	308	88.0%	62.0%	31.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	4.0%	276	64.0%	27.0%	3.0%
Gender					
Male	50.0%	278	64.0%	29.0%	9.0%
Female	50.0%	273	59.0%	24.0%	6.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	46.0%	259	44.0%	12.0%	2.0%
Not Eligible NSLP	53.0%	289	77.0%	40.0%	12.0%

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.