

Addison Trail High School (9 - 12)

DUPAGE HSD 88



2022 - 2023

Principal

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Address

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District Superintendent

Dr. Jean Barbanente

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District Provided Statement

We are committed to fostering an inclusive environment and a sense of belonging to ensure all stakeholders feel safe, valued and welcome. Our mission is to work for the continuous improvement of student achievement, and we accomplish this by providing multiple and flexible pathways for students. Our focus is to make sure all pupils are college ready, career ready, culturally ready and future ready. Read more at www.dupage88.net/District88Profile

About the Report Card

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

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

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

School Snapshot

Graduation Rate : 88.6%

Postsecondary Enrollment : 58.1%

Chronic Absenteeism : 33.1%

Teacher Retention : 95.8%

Senate District : 28 **House District** : 56

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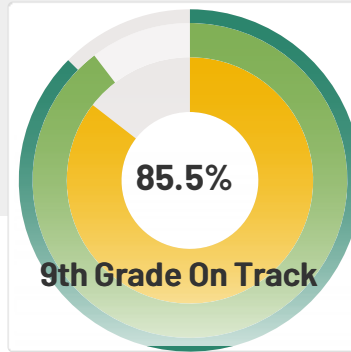
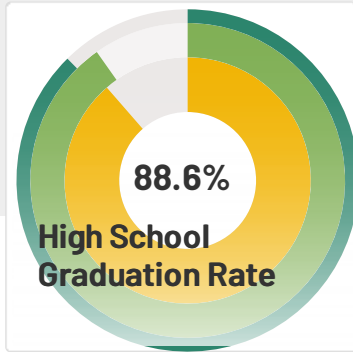
133 | Administrators & Support Personnel

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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.



1,014 Students

Early College Coursework

SAT

What is it?

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

There are four Performance Levels for the SAT:

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

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

Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	38.3%	41.3%	17.7%	2.6%	56.9%	27.1%	13.6%	2.4%
District	33.9%	40.5%	20.5%	5.2%	51.0%	28.4%	17.0%	3.5%
State	30.9%	36.8%	21.6%	10.6%	47.7%	25.0%	20.1%	7.2%
White								
School	17.5%	43.7%	34.0%	4.9%	43.7%	21.4%	30.1%	4.9%
District	17.8%	38.5%	34.5%	9.1%	34.5%	28.7%	29.8%	6.9%
State	20.3%	36.7%	28.4%	14.6%	35.1%	28.5%	27.5%	8.9%
Black								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	44.4%	41.7%	8.3%	5.6%	69.4%	19.4%	5.6%	5.6%
State	53.9%	34.8%	9.5%	1.8%	74.4%	17.9%	6.8%	0.9%
Male								
School	44.6%	37.2%	16.0%	2.2%	55.8%	26.0%	15.2%	3.0%
District	39.0%	38.3%	18.5%	4.2%	50.3%	28.5%	17.6%	3.6%
State	34.8%	34.8%	19.8%	10.5%	47.6%	23.6%	20.3%	8.5%
Female								
School	32.0%	45.5%	19.5%	3.0%	58.0%	28.1%	12.1%	1.7%
District	28.5%	42.7%	22.5%	6.3%	51.7%	28.3%	16.5%	3.5%
State	27.0%	38.9%	23.4%	10.7%	47.9%	26.4%	20.0%	5.8%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	4.2%	29.2%	41.7%	25.0%	25.4%	28.2%	33.8%	12.7%

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Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	46.0%	40.4%	12.3%	1.2%	61.7%	29.3%	8.3%	0.6%
District	45.3%	39.8%	13.2%	1.7%	61.8%	27.9%	9.4%	0.8%
State	41.3%	40.7%	14.6%	3.4%	61.6%	24.3%	12.3%	1.7%
Asian								
School	10.5%	52.6%	26.3%	10.5%	26.3%	36.8%	21.1%	15.8%
District	9.8%	54.1%	21.3%	14.8%	29.5%	36.1%	24.6%	9.8%
State	10.2%	25.7%	30.5%	33.6%	16.1%	18.5%	31.8%	33.5%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	20.6%	39.3%	27.1%	13.1%	40.2%	15.9%	35.5%	8.4%
American Indian								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	36.6%	36.9%	21.1%	5.4%	58.8%	23.3%	13.3%	4.7%
Two or More Races								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	32.1%	39.3%	21.4%	7.1%	46.4%	32.1%	21.4%	0.0%
State	26.3%	33.4%	24.3%	15.9%	43.5%	23.6%	21.8%	11.2%

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Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	78.4%	19.6%	2.0%	0.0%	90.2%	9.8%	0.0%	0.0%
District	61.5%	25.6%	10.3%	2.6%	76.1%	13.7%	9.4%	0.9%
State	52.5%	26.7%	13.6%	7.2%	68.2%	16.2%	11.7%	3.9%
Students with IEPs								
School	82.6%	17.4%	0.0%	0.0%	93.5%	6.5%	0.0%	0.0%
District	69.8%	27.1%	3.1%	0.0%	85.4%	10.4%	4.2%	0.0%
State	71.4%	21.5%	5.1%	2.0%	86.1%	9.4%	3.5%	1.0%
Non-IEP								
School	33.4%	44.0%	19.7%	2.9%	52.9%	29.3%	15.1%	2.6%
District	29.5%	42.1%	22.6%	5.9%	46.8%	30.6%	18.6%	4.0%
State	25.6%	38.9%	23.8%	11.7%	42.7%	27.0%	22.3%	8.0%
English Learners								
School	90.3%	9.7%	0.0%	0.0%	90.3%	8.3%	1.4%	0.0%
District	84.5%	15.5%	0.0%	0.0%	91.4%	7.8%	0.9%	0.0%
State	74.3%	23.1%	2.1%	0.6%	86.3%	10.7%	2.4%	0.6%
Non-English Learners								
School	28.7%	47.2%	21.0%	3.1%	50.8%	30.5%	15.9%	2.8%
District	26.2%	44.2%	23.6%	6.0%	44.9%	31.5%	19.5%	4.1%
State	27.3%	38.0%	23.3%	11.5%	44.4%	26.2%	21.6%	7.7%

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Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	48.7%	38.8%	11.4%	1.1%	65.9%	26.0%	6.6%	1.5%
District	45.4%	39.3%	13.5%	1.8%	62.1%	29.2%	7.5%	1.1%
State	46.6%	38.1%	12.6%	2.7%	66.4%	22.1%	10.0%	1.5%
Non Low Income								
School	23.3%	45.0%	27.0%	4.8%	43.9%	28.6%	23.8%	3.7%
District	22.4%	41.6%	27.4%	8.6%	40.0%	27.6%	26.5%	5.9%
State	19.1%	35.9%	28.4%	16.5%	33.7%	27.2%	27.7%	11.4%
Homeless								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	36.4%	54.5%	9.1%	0.0%	63.6%	36.4%	0.0%	0.0%
State	63.1%	29.4%	6.6%	0.9%	81.3%	14.4%	4.1%	0.2%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	88.9%	11.1%	0.0%	0.0%
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	68.1%	24.3%	6.5%	1.0%	86.0%	11.1%	2.8%	0.2%
Military								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	66.7%	16.7%	16.7%	0.0%	66.7%	25.0%	8.3%	0.0%
State	34.7%	36.8%	20.6%	7.9%	50.4%	28.1%	18.5%	3.1%

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DLM

What is it?

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

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

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Academic Progress

DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11

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

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Academic Progress

DLM (cont)

Grade 11

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

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ISA

What is it?

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

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

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

Academic Progress

ISA (cont)

Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
All				
School	19.9%	34.1%	37.8%	8.2%
District	17.2%	28.6%	41.1%	13.1%
State	23.4%	24.4%	36.5%	15.7%
White				
School	8.9%	26.7%	47.5%	16.8%
District	8.1%	19.6%	48.5%	23.7%
State	14.9%	20.5%	42.6%	22.0%
Black				
School	‡	‡	‡	‡
District	23.5%	47.1%	23.5%	5.9%
State	45.4%	30.1%	21.5%	3.1%
Male				
School	24.2%	29.6%	37.2%	9.0%
District	20.7%	24.1%	41.6%	13.6%
State	25.3%	22.4%	33.6%	18.7%
Female				
School	15.7%	38.4%	38.4%	7.4%
District	13.5%	33.3%	40.6%	12.6%
State	21.4%	26.4%	39.5%	12.7%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	16.4%	13.1%	37.7%	32.8%

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Academic Progress

ISA (cont)

Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
Hispanic				
School	23.4%	36.1%	36.1%	4.4%
District	22.5%	33.3%	37.1%	7.1%
State	30.2%	30.6%	32.5%	6.7%
Asian				
School	5.3%	31.6%	36.8%	26.3%
District	10.9%	25.0%	48.4%	15.6%
State	8.6%	14.1%	41.4%	35.8%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	16.7%	26.9%	36.1%	20.4%
American Indian				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	27.0%	30.1%	34.7%	8.1%
Two or More Races				
School	‡	‡	‡	‡
District	19.2%	19.2%	46.2%	15.4%
State	21.4%	21.3%	36.8%	20.6%

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Academic Progress

ISA (cont)

Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	57.8%	33.3%	8.9%	0.0%
District	46.2%	33.0%	16.0%	4.7%
State	40.5%	26.5%	23.5%	9.5%
Students with IEPs				
School	63.4%	31.7%	4.9%	0.0%
District	55.8%	33.7%	10.5%	0.0%
State	53.3%	28.9%	14.3%	3.5%
Non-IEP				
School	15.6%	34.3%	41.1%	9.0%
District	12.9%	28.0%	44.5%	14.6%
State	19.6%	23.8%	39.3%	17.3%
English Learners				
School	44.0%	42.7%	13.3%	0.0%
District	43.0%	41.3%	15.7%	0.0%
State	52.2%	34.7%	12.5%	0.6%
Non-English Learners				
School	15.1%	32.4%	42.7%	9.8%
District	13.0%	26.5%	45.3%	15.3%
State	21.0%	23.5%	38.5%	17.0%

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Academic Progress

ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
Low Income				
School	26.5%	36.6%	32.5%	4.5%
District	22.9%	35.6%	36.1%	5.4%
State	34.7%	30.0%	29.4%	5.9%
Non Low Income				
School	10.3%	30.4%	45.7%	13.6%
District	11.7%	21.7%	46.0%	20.6%
State	15.3%	20.4%	41.6%	22.8%
Homeless				
School	‡	‡	‡	‡
District	7.7%	46.2%	46.2%	0.0%
State	47.1%	29.7%	20.6%	2.6%
Migrant				
School	*	*	*	*
District	*	*	*	*
State	55.6%	44.4%	0.0%	0.0%
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	49.4%	28.2%	20.4%	2.1%
Military				
School	‡	‡	‡	‡
District	58.3%	33.3%	0.0%	8.3%
State	22.7%	24.2%	38.9%	14.2%

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Academic Progress

Proficiency

What is it?

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

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	20.7% *	18.6% *	22.7% *	* *	38.7% *	‡ *	14.0% *	36.8% *	* *	‡ *	‡ *	5.4% *
District	25.7% *	22.8% *	28.8% *	* *	43.3% *	15.8% *	15.1% *	35.5% *	* *	0.0% *	26.7% *	13.7% *
State	34.6% *	30.3% *	39.1% *	58.8% *	44.9% *	16.1% *	22.2% *	62.8% *	41.9% *	27.8% *	38.6% *	15.6% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	3.9% *	1.4% *	13.0% *	‡ *	* *	* *	‡ *
District	5.5% *	0.9% *	15.8% *	15.4% *	* *	* *	16.7% *
State	8.7% *	9.4% *	19.9% *	11.7% *	9.0% *	12.6% *	38.3% *

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	16.0% *	17.8% *	14.2% *	* *	34.9% *	‡ *	8.8% *	36.8% *	* *	‡ *	‡ *	1.8% *
District	20.5% *	20.9% *	20.1% *	* *	36.5% *	13.2% *	10.1% *	33.9% *	* *	0.0% *	20.0% *	10.7% *
State	26.9% *	28.4% *	25.2% *	42.2% *	36.7% *	8.0% *	14.3% *	60.9% *	32.7% *	20.7% *	30.0% *	13.1% *

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Proficiency (cont)

Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	2.0% *	1.4% *	7.9% *	‡ *	* *	* *	‡ *
District	5.5% *	0.9% *	8.7% *	0.0% *	* *	* *	8.3% *
State	7.9% *	7.7% *	12.5% *	6.2% *	6.5% *	6.7% *	28.9% *

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	45.0% *	45.0% *	45.0% *	* *	63.0% *	‡ *	40.0% *	63.0% *	* *	‡ *	‡ *	8.0% *
District	53.0% *	54.0% *	52.0% *	* *	71.0% *	28.0% *	44.0% *	64.0% *	* *	0.0% *	61.0% *	19.0% *
State	51.0% *	51.0% *	51.0% *	74.0% *	65.0% *	25.0% *	38.0% *	76.0% *	56.0% *	44.0% *	55.0% *	29.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	4.0% *	13.0% *	36.0% *	‡ *	* *	* *	‡ *
District	9.0% *	15.0% *	41.0% *	42.0% *	* *	* *	8.0% *
State	18.0% *	17.0% *	35.0% *	24.0% *	28.0% *	25.0% *	57.0% *

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Proficiency (cont)

ELA - All Tests - Federal Rate

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

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

Mathematics - All Tests - Federal Rate

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

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Proficiency (cont)

Mathematics - All Tests - Federal Rate

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

Science - All Tests - Federal Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	45.6%	*	*	*	‡	40.3%	*	*	‡	‡	7.9%
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	4.4%	13.0%	36.3%	‡	*	*	‡
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

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Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	98.6% *	99.2% *	97.9% *	* *	100.0% *	‡ *	98.8% *	100.0% *	* *	‡ *	‡ *	98.2% *
District	98.2% *	98.3% *	98.0% *	* *	99.0% *	90.5% *	99.0% *	98.5% *	* *	75.0% *	90.9% *	95.6% *
State	98.4% *	98.3% *	98.5% *	98.7% *	98.8% *	97.5% *	98.3% *	99.2% *	97.8% *	98.2% *	97.4% *	97.1% *

	Students with IEPs	English Learners	Low Income
School	98.1% *	98.8% *	97.6% *
District	94.8% *	98.5% *	97.2% *
State	96.8% *	98.4% *	98.1% *

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	98.6% *	99.2% *	97.9% *	* *	100.0% *	‡ *	98.8% *	100.0% *	* *	‡ *	‡ *	98.2% *
District	98.2% *	98.3% *	98.0% *	* *	99.0% *	90.5% *	99.0% *	98.5% *	* *	75.0% *	90.9% *	95.6% *
State	98.3% *	98.1% *	98.4% *	97.4% *	98.7% *	97.2% *	98.2% *	99.2% *	97.7% *	98.1% *	97.2% *	96.8% *

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Participation Rate (cont)

Mathematics - All Tests - Participation

	Students with IEPs	English Learners	Low Income
School	98.1% *	98.8% *	97.6% *
District	94.8% *	98.5% *	97.2% *
State	96.5% *	98.3% *	97.9% *

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	95.2% *	94.5% *	95.8% *	* *	97.2% *	‡ *	94.9% *	100.0% *	* *	‡ *	‡ *	90.6% *
District	95.6% *	95.1% *	96.1% *	* *	97.5% *	89.7% *	94.9% *	100.0% *	* *	100.0% *	86.7% *	89.1% *
State	96.3% *	96.2% *	96.4% *	92.7% *	97.0% *	94.4% *	96.1% *	98.0% *	95.2% *	95.0% *	95.5% *	94.0% *

	Students with IEPs	English Learners	Low Income
School	91.7% *	92.6% *	93.4% *
District	87.9% *	92.4% *	93.6% *
State	93.8% *	96.7% *	95.4% *

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Academic Progress

Participation Rate (cont)

Overall SAT ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	98.5% *	99.2% *	97.9% *	* *	100.0% *	‡ *	98.8% *	100.0% *	* *	‡ *	‡ *	98.1% *
District	98.1% 900	98.3% 460	98.0% 440	* *	98.9% 280	90.0% 36	99.0% 489	98.4% 63	* *	‡ 3	90.6% 29	95.2% 118
State	95.7% 137,732	95.2% 69,488	96.3% 68,172	98.6% 72	97.5% 64,272	91.7% 21,160	94.6% 39,425	98.8% 7,723	91.0% 111	93.9% 290	95.2% 4,751	92.5% 25,754

	Students with IEPs	English Learners	Low Income
School	97.9% *	98.8% *	97.6% *
District	94.2% 97	98.5% 130	97.2% 452
State	90.3% 16,535	92.7% 11,506	93.3% 60,308

Overall SAT Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	98.5% *	99.2% *	97.9% *	* *	100.0% *	‡ *	98.8% *	100.0% *	* *	‡ *	‡ *	98.1% *
District	98.1% 900	98.3% 460	98.0% 440	* *	98.9% 280	90.0% 36	99.0% 489	98.4% 63	* *	‡ 3	90.6% 29	95.2% 118
State	95.6% 137,539	95.0% 69,365	96.2% 68,103	97.3% 71	97.5% 64,217	91.4% 21,089	94.5% 39,376	98.7% 7,720	91.0% 111	93.9% 290	94.9% 4,736	92.0% 25,612

	Students with IEPs	English Learners	Low Income
School	97.9% *	98.8% *	97.6% *
District	94.2% 97	98.5% 130	97.2% 452
State	89.6% 16,401	92.5% 11,470	93.1% 60,157

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Academic Progress

Participation Rate (cont)

Overall DLM ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *
District	100.0% 13	‡ 9	‡ 4	* *	‡ 5	‡ 2	‡ 4	‡ 1	* *	* *	‡ 1	100.0% 13
State	99.7% 10,868	99.7% 7,240	99.8% 3,627	100.0% 1	99.7% 4,191	99.7% 2,545	99.9% 3,061	99.5% 607	100.0% 15	100.0% 28	99.8% 421	99.7% 10,858

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	100.0% 13	‡ 1	‡ 6
State	99.7% 10,858	99.9% 2,907	99.7% 6,850

Overall DLM Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *
District	100.0% 13	‡ 9	‡ 4	* *	‡ 5	‡ 2	‡ 4	‡ 1	* *	* *	‡ 1	100.0% 13
State	99.8% 10,838	99.7% 7,228	99.8% 3,609	100.0% 1	99.7% 4,184	99.7% 2,538	99.9% 3,055	99.5% 598	100.0% 15	100.0% 28	99.8% 420	99.8% 10,829

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	100.0% 13	‡ 1	‡ 6
State	99.8% 10,829	99.9% 2,901	99.7% 6,828

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Academic Progress

Participation Rate (cont)

Overall DLM Science - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *
District	‡ 8	‡ 5	‡ 3	* *	‡ 4	‡ 1	‡ 3	* *	* *	* *	* *	‡ 8
State	100.0% 4,358	100.0% 2,879	99.9% 1,478	100.0% 1	100.0% 1,710	99.9% 961	100.0% 1,267	100.0% 241	100.0% 7	100.0% 13	100.0% 159	100.0% 4,355

	Students with IEPs	English Learners	Low Income
School	‡ *	* *	* *
District	‡ 8	* *	‡ 3
State	100.0% 4,355	100.0% 1,116	100.0% 2,713

Overall - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	95.2% *	94.5% *	95.8% *	* *	97.1% *	‡ *	94.9% *	100.0% *	* *	‡ *	‡ *	90.0% *
District	95.6% 861	95.0% 440	96.1% 421	* *	97.5% 270	89.5% 34	94.9% 463	100.0% 64	* *	‡ 4	86.7% 26	88.3% 106
State	96.3% 393,061	96.2% 199,738	96.4% 193,184	92.7% 139	97.0% 182,176	94.3% 61,290	96.1% 110,834	97.9% 22,291	95.2% 394	94.9% 897	95.5% 15,179	93.7% 71,774

	Students with IEPs	English Learners	Low Income
School	91.1% *	92.6% *	93.4% *
District	86.9% 86	92.4% 121	93.6% 424
State	93.3% 51,101	96.6% 48,621	95.3% 185,358

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Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1.4% *	0.8% *	2.1% *	* *	0.0% *	‡ *	1.2% *	0.0% *	* *	‡ *	‡ *	1.8% *
District	1.8% *	1.7% *	2.0% *	* *	1.0% *	9.5% *	1.0% *	1.5% *	* *	‡ *	9.1% *	4.4% *
State	1.6% *	1.7% *	1.5% *	1.3% *	1.2% *	2.6% *	1.7% *	0.8% *	2.2% *	1.8% *	2.6% *	2.9% *

	Students with IEPs	English Learners	Low Income
School	1.9% *	1.2% *	2.4% *
District	5.2% *	1.5% *	2.8% *
State	3.2% *	1.6% *	1.9% *

Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1.4% *	0.8% *	2.1% *	* *	0.0% *	‡ *	1.2% *	0.0% *	* *	‡ *	‡ *	1.8% *
District	1.8% *	1.7% *	2.0% *	* *	1.0% *	9.5% *	1.0% *	1.5% *	* *	‡ *	9.1% *	4.4% *
State	1.7% *	1.9% *	1.6% *	2.6% *	1.3% *	2.8% *	1.8% *	0.8% *	2.3% *	1.9% *	2.8% *	3.2% *

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Participation Rate (cont)

Mathematics - All Tests - Non Participation

	Students with IEPs	English Learners	Low Income
School	1.9% *	1.2% *	2.4% *
District	5.2% *	1.5% *	2.8% *
State	3.5% *	1.7% *	2.1% *

Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	4.8% *	5.5% *	4.2% *	* *	2.8% *	‡ *	5.1% *	0.0% *	* *	‡ *	‡ *	9.4% *
District	4.4% *	4.9% *	3.9% *	* *	2.5% *	10.3% *	5.1% *	0.0% *	* *	‡ *	13.3% *	10.9% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.6% *	3.9% *	2.0% *	4.8% *	5.0% *	4.5% *	6.0% *

	Students with IEPs	English Learners	Low Income
School	8.3% *	7.4% *	6.6% *
District	12.1% *	7.6% *	6.4% *
State	6.2% *	3.3% *	4.6% *

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Academic Progress

Participation Rate (cont)

Overall SAT ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1.5% *	0.8% *	2.1% *	* *	0.0% *	‡ *	1.2% *	0.0% *	* *	‡ *	‡ *	1.9% *
District	1.9% *	1.7% *	2.0% *	* *	1.1% *	10.0% *	1.0% *	1.6% *	* *	‡ *	9.4% *	4.8% *
State	4.3% *	4.9% *	3.7% *	1.4% *	2.5% *	8.3% *	5.4% *	1.2% *	9.0% *	6.1% *	4.8% *	7.5% *

	Students with IEPs	English Learners	Low Income
School	2.1% *	1.2% *	2.4% *
District	5.8% *	1.5% *	2.8% *
State	9.7% *	7.3% *	6.7% *

Overall SAT Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1.5% *	0.8% *	2.1% *	* *	0.0% *	‡ *	1.2% *	0.0% *	* *	‡ *	‡ *	1.9% *
District	1.9% *	1.7% *	2.0% *	* *	1.1% *	10.0% *	1.0% *	1.6% *	* *	‡ *	9.4% *	4.8% *
State	4.4% *	5.0% *	3.8% *	2.7% *	2.6% *	8.6% *	5.5% *	1.3% *	9.0% *	6.1% *	5.1% *	8.0% *

	Students with IEPs	English Learners	Low Income
School	2.1% *	1.2% *	2.4% *
District	5.8% *	1.5% *	2.8% *
State	10.4% *	7.6% *	6.9% *

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

Participation Rate (cont)

Overall DLM ELA - Non Participation

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

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

Overall DLM Mathematics - Non Participation

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

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

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

Academic Progress

Participation Rate (cont)

Overall DLM Science - Non Participation

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

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

Overall ISA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	4.8% *	5.5% *	4.2% *	* *	2.9% *	‡ *	5.1% *	0.0% *	* *	‡ *	‡ *	10.0% *
District	4.4% *	5.0% *	3.9% *	* *	2.5% *	10.5% *	5.1% *	0.0% *	* *	‡ *	13.3% *	11.7% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.7% *	3.9% *	2.1% *	4.8% *	5.1% *	4.5% *	6.3% *

	Students with IEPs	English Learners	Low Income
School	8.9% *	7.4% *	6.6% *
District	13.1% *	7.6% *	6.4% *
State	6.7% *	3.4% *	4.7% *

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9th Grade On Track

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	85.5%	79.5%	92.2%	*	93.1%	83.3%	82.1%	95.0%	‡	*	‡	81.7%
District	89.6%	86.3%	93.1%	*	94.7%	85.7%	85.7%	98.2%	‡	*	91.3%	85.2%
State	87.4%	85.8%	89.1%	83.6%	91.4%	78.9%	84.1%	96.8%	88.0%	87.6%	85.3%	83.8%

	Students with IEPs	English Learners	Low Income
School	79.6%	73.9%	81.3%
District	84.1%	81.4%	83.7%
State	82.3%	79.8%	80.6%

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

College and Career Ready

What is it?

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

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

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

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

Career and Technical Education

What is it?

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

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

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

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

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

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

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

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

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

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

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

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

Career and Technical Education (cont)

Career and Technical Education

Enrollment	
School	835
District	1,885
State	299,613

Perkins Measures - Four-Year Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	90.8% 129	89.0% 65	92.8% 64	* *	93.8% 45	‡ ‡	90.7% 78	‡ ‡	* *	‡ ‡	* *	‡ ‡
District	94.7% 320	93.1% 162	96.3% 158	* *	96.0% 145	95.0% 19	92.7% 126	95.0% 19	‡ ‡	‡ ‡	‡ ‡	70.4% 38
State	95.8% 51,339	95.3% 28,582	96.4% 22,740	77.3% 17	96.5% 29,965	94.2% 5,741	94.8% 11,312	97.6% 2,477	91.8% 45	91.0% 81	94.2% 1,718	91.4% 8,769

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡ ‡	69.6% 16	86.4% 70	‡ ‡	* *	* *	‡ ‡	84.2% 48	* *	* *
District	51.5% 17	72.4% 21	91.9% 148	‡ ‡	* *	* *	‡ ‡	88.3% 68	* *	* *
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

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

Academic Progress

Career and Technical Education (cont)

Perkins Measures – Extended (Six-Year) Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	96.3% 132	95.5% 63	97.2% 69	* *	95.0% 19	‡ ‡	97.1% 100	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	97.3% 288	95.8% 136	98.7% 152	* *	98.1% 103	100.0% 20	96.7% 147	100.0% 12	* *	‡ ‡	‡ ‡	‡ ‡
State	95.6% 38,007	95.0% 21,265	96.3% 16,742	* *	95.9% 22,950	94.5% 4,016	94.6% 7,955	98.5% 1,838	97.0% 32	97.6% 81	93.5% 1,135	82.8% 2,089

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	80.0% 12	100.0% 14	96.3% 78	‡ ‡	* *	* *	* *	97.8% 45	* *	* *
District	88.9% 32	100.0% 15	96.8% 150	‡ ‡	* *	* *	‡ ‡	99.1% 105	* *	* *
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
School	17.6% 23	20.0% 13	15.2% 10	* *	25.0% 11	‡ ‡	12.5% 10	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	28.3% 92	33.3% 55	23.1% 37	* *	37.2% 54	‡ ‡	14.6% 19	57.9% 11	‡ ‡	‡ ‡	‡ ‡	‡ ‡
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

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Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Reading/Language Art

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	16.3% 15	* *	* *
District	‡ ‡	‡ ‡	17.1% 26	‡ ‡	* *	* *	‡ ‡	17.5% 24	* *	* *
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
School	20.6% 27	24.6% 16	16.7% 11	* *	27.3% 12	‡ ‡	15.0% 12	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	30.5% 99	37.6% 62	23.1% 37	* *	37.9% 55	‡ ‡	17.7% 23	52.6% 10	‡ ‡	‡ ‡	‡ ‡	‡ ‡
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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡ ‡	‡ ‡	13.9% 10	‡ ‡	* *	* *	‡ ‡	18.5% 17	* *	* *
District	‡ ‡	‡ ‡	18.4% 28	‡ ‡	* *	* *	‡ ‡	21.2% 29	* *	* *
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

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Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	21.9% 28	28.6% 18	15.4% 10	* *	23.3% 10	‡ ‡	17.9% 14	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	32.6% 104	38.6% 63	26.3% 41	* *	35.2% 50	‡ ‡	21.1% 27	63.2% 12	‡ ‡	‡ ‡	‡ ‡	28.2% 11
State	51.9% 25,485	53.4% 14,679	50.1% 10,793	81.3% 13	59.2% 17,092	22.5% 1,156	41.4% 4,513	74.6% 1,814	66.7% 28	43.8% 35	52.6% 847	32.4% 2,659

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡ ‡	‡ ‡	21.4% 15	‡ ‡	* *	* *	‡ ‡	18.0% 16	* *	* *
District	‡ ‡	‡ ‡	26.4% 39	‡ ‡	* *	* *	‡ ‡	20.4% 27	* *	* *
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 – Postsecondary Placement Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	50.9% 89	44.0% 40	58.3% 49	* *	53.5% 23	‡ ‡	50.0% 57	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	56.2% 200	50.0% 95	63.2% 105	* *	62.8% 86	‡ ‡	50.0% 82	72.0% 18	* *	‡ ‡	‡ ‡	39.2% 20
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

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Career and Technical Education (cont)

Perkins Measures – Postsecondary Placement Rate

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	‡	45.5%	‡	*	*	‡	41.2%	*	*
	‡	‡	45	‡	*	*	‡	21	*	*
District	‡	‡	50.6%	‡	*	*	‡	46.4%	*	*
	‡	‡	87	‡	*	*	‡	32	*	*
State	35.0%	37.8%	42.6%	32.9%	33.3%	37.4%	51.6%	60.3%	33.8%	50.0%
	1,822	691	6,889	316	2	34	206	8,375	47	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
School	38.5%	16.3%	61.5%	*	38.7%	‡	39.6%	‡	*	‡	‡	44.4%
	116	25	91	*	36	‡	74	‡	*	‡	‡	24
District	23.7%	7.7%	42.0%	*	21.0%	‡	29.4%	‡	‡	‡	‡	24.4%
	160	28	132	*	61	‡	86	‡	‡	‡	‡	28
State	30.8%	8.9%	59.0%	0.0%	31.0%	33.6%	29.4%	28.2%	26.0%	31.1%	32.2%	28.5%
	39,227	6,330	32,897	0	23,042	4,633	8,285	1,755	25	75	1,412	6,652

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	46.8%	46.0%	36.9%	‡	*	*	‡	100.0%	*	*
	22	23	65	‡	*	*	‡	116	*	*
District	28.7%	38.1%	26.7%	‡	*	*	‡	100.0%	*	*
	23	24	81	‡	*	*	‡	160	*	*
State	27.7%	28.7%	32.0%	34.9%	40.0%	42.3%	33.2%	100.0%	29.9%	9.1%
	4,173	1,974	15,591	834	6	154	371	39,227	158	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)

Perkins Measures – Program Quality – Attained Postsecondary Credits Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	47.7% 63	56.1% 37	39.4% 26	* *	56.8% 25	‡ ‡	42.0% 34	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	72.1% 238	78.0% 131	66.0% 107	* *	81.0% 119	70.0% 14	59.1% 78	89.5% 17	‡ ‡	‡ ‡	‡ ‡	72.1% 31
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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡ ‡	‡ ‡	48.0% 35	‡ ‡	* *	* *	‡ ‡	50.0% 25	* *	* *
District	65.2% 15	52.2% 12	70.3% 109	‡ ‡	* *	* *	‡ ‡	62.3% 43	* *	* *
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
School	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	6.1% 20	‡ ‡	11.7% 19	* *	7.5% 11	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
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

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

Career and Technical Education (cont)

Perkins Measures - Program Quality - Work-Based Learning Rate

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	‡	‡	‡	*	*	‡	‡	*	*
District	‡	‡	7.7% 12	‡	*	*	‡	‡	*	*
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

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

Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	788	421	367	*	219	12	521	24	*	‡	‡	89
District	1,791	956	835	*	703	94	825	120	‡	‡	41	231
State	278,543	154,296	124,095	152	153,870	34,061	65,651	13,493	246	640	10,582	50,469

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	75	130	467	20	*	‡	‡	89	*	*
District	159	213	843	42	*	‡	11	129	*	*
State	33,915	20,475	113,210	5,543	56	1,077	2,503	33,072	1,021	24

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

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

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

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	63	56	‡	*	26	*	36	‡	*	*	*	‡
District	140	112	28	*	53	14	66	‡	*	*	‡	20
State	42,527	33,116	9,398	13	26,149	4,140	8,886	1,602	42	87	1,621	8,352

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	‡	28	‡	*	*	‡	‡	*	*
District	20	12	66	‡	*	*	‡	10	*	*
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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	84	35	49	*	39	‡	30	‡	‡	*	‡	15
State	29,391	18,066	11,304	21	16,181	3,508	7,183	1,150	40	70	1,259	5,692

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	30	‡	*	*	*	‡	*	*
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
School	195	114	81	*	56	‡	126	‡	*	*	‡	‡
District	670	382	288	*	289	41	250	71	‡	‡	17	52
State	68,232	39,350	28,852	30	39,243	9,127	13,260	3,494	66	166	2,876	10,533

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	‡	23	102	‡	*	‡	‡	11	*	*
District	29	54	279	14	*	‡	‡	26	*	*
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
School	93	‡	89	*	20	‡	66	‡	*	‡	‡	17
District	205	15	190	*	69	12	107	11	*	‡	‡	34
State	22,613	5,311	17,292	10	11,047	3,486	6,318	752	25	56	929	4,367

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	17	24	61	‡	*	*	*	11	*	*
District	25	33	102	‡	*	*	*	13	*	*
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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

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

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

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

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

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Career and Technical Education (cont)

CTE Participant - Count of Students participating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	*	‡	*	‡	‡	*	‡	*	‡
District	20	‡	15	*	‡	‡	‡	‡	*	‡	*	‡
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
School	‡	‡	‡	‡	*	*	*	‡	*	*
District	‡	‡	11	‡	*	*	*	‡	*	*
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
School	262	124	138	*	77	‡	171	‡	*	‡	‡	33
District	376	170	206	*	133	14	214	‡	*	‡	‡	47
State	75,162	34,999	40,109	54	40,679	9,832	18,512	2,758	56	193	3,132	15,311

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	26	44	152	‡	*	*	‡	51	*	*
District	35	49	192	‡	*	*	‡	72	*	*
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
School	365	142	223	*	99	‡	244	‡	*	‡	‡	44
District	521	156	365	*	170	20	303	15	*	‡	‡	72
State	42,282	15,139	27,123	20	26,241	5,276	7,644	1,061	35	84	1,941	7,564

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	39	70	224	‡	*	*	‡	50	*	*
District	55	85	282	13	*	*	‡	55	*	*
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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	375	202	173	*	185	23	95	58	‡	*	13	33
State	44,905	27,754	17,121	30	25,175	6,089	9,233	2,341	40	110	1,917	8,037

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	*	*	*	*	*	*	*	*	*	*
District	19	26	128	‡	*	*	‡	12	*	*
State	5,742	3,350	19,269	835	25	227	431	3,417	151	2

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Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	*	‡	*	‡	‡	*	*	*	‡
District	11	‡	‡	*	‡	*	‡	‡	*	*	*	‡
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
School	‡	‡	‡	*	*	*	*	*	*	*
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
School	143	83	60	*	42	‡	93	‡	*	*	‡	21
District	259	149	110	*	103	11	123	16	*	*	‡	52
State	47,090	31,444	15,625	21	28,143	4,853	10,938	1,268	42	87	1,759	9,844

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	17	22	87	‡	*	‡	*	14	*	*
District	35	37	123	‡	*	‡	‡	17	*	*
State	7,009	3,693	20,382	860	13	197	424	3,769	182	7

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Career and Technical Education (cont)

CTE Participant - Count of Students participating in Marketing

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	3,103	2,224	12,056	445	21	108	423	2,920	97	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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	49	41	‡	*	27	*	10	10	*	*	‡	‡
State	25,337	19,087	6,235	15	12,603	2,620	6,680	2,360	28	62	984	4,382

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	*	*	*	*	*	*	*	*	*	*
District	‡	‡	15	*	*	*	‡	‡	*	*
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
School	102	94	‡	*	18	*	83	*	*	‡	*	15
District	244	229	15	*	82	‡	142	‡	*	‡	‡	42
State	32,433	26,816	5,605	12	17,740	3,279	9,286	945	22	92	1,069	7,177

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	13	22	73	‡	*	*	‡	‡	*	*
District	31	40	129	‡	*	*	‡	‡	*	*
State	5,278	3,379	14,466	604	3	108	276	1,724	116	1

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Career and Technical Education (cont)

CTE Concentrator - Total Count of CTE Concentrators

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	301	153	148	*	93	‡	187	‡	*	‡	‡	54
District	676	362	314	*	291	32	293	35	‡	‡	21	115
State	127,211	71,378	55,781	52	74,286	13,777	28,212	6,216	96	241	4,383	23,351

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	47	50	176	‡	*	*	‡	116	*	*
District	80	63	303	15	*	*	‡	160	*	*
State	15,051	6,878	48,699	2,391	15	364	1,118	39,227	529	11

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	16,002	9,909	6,084	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
School	*	*	*	*	*	*	*	*	*	*
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
School	14	13	‡	*	‡	*	‡	*	*	*	*	‡
District	31	25	‡	*	17	‡	12	‡	*	*	*	‡
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
School	‡	‡	‡	*	*	*	‡	‡	*	*
District	‡	‡	12	‡	*	*	‡	‡	*	*
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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	18	‡	12	*	12	*	‡	*	‡	*	‡	‡
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
School	*	*	*	*	*	*	*	*	*	*
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
School	14	13	‡	*	‡	*	‡	‡	*	*	‡	*
District	96	65	31	*	46	10	21	15	*	*	‡	‡
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
School	*	*	‡	*	*	*	*	‡	*	*
District	‡	‡	40	‡	*	*	*	‡	*	*
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
School	50	‡	49	*	11	‡	35	‡	*	‡	‡	13
District	106	‡	103	*	35	‡	54	‡	*	‡	‡	27
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
School	13	14	32	*	*	*	*	14	*	*
District	21	19	59	‡	*	*	‡	18	*	*
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
School	13	11	‡	*	‡	*	‡	‡	*	*	*	*
District	74	50	24	*	44	‡	17	‡	*	‡	‡	‡
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
School	*	‡	‡	*	*	*	*	‡	*	*
District	‡	‡	23	*	*	*	*	‡	*	*
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
School	*	*	*	*	*	*	*	*	*	*	*	*
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
School	*	*	*	*	*	*	*	*	*	*
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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	‡	*	‡	*	*	*	‡	*	*	*	*	*
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
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	223	283	2,010	120	*	12	25	846	12	*

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	152	67	85	*	47	‡	94	‡	*	‡	‡	32
District	217	101	116	*	85	11	111	‡	*	‡	‡	38
State	40,199	17,954	22,230	15	22,285	5,283	9,543	1,303	29	83	1,673	8,694

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
School	26	26	88	‡	*	*	‡	102	*	*
District	29	27	104	‡	*	*	‡	133	*	*
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
School	95	25	70	*	26	‡	62	‡	*	‡	‡	25
District	180	28	152	*	67	‡	90	‡	*	‡	‡	42
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
School	25	25	60	‡	*	*	‡	45	*	*
District	35	32	98	‡	*	*	‡	50	*	*
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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	18	13	‡	*	11	*	‡	‡	*	*	‡	‡
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
School	*	*	*	*	*	*	*	*	*	*
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
School	*	*	*	*	*	*	*	*	*	*	*	*
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
School	*	*	*	*	*	*	*	*	*	*
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
School	27	14	13	*	10	*	17	*	*	*	*	‡
District	47	31	16	*	27	*	20	*	*	*	*	‡
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
School	‡	‡	17	*	*	*	*	‡	*	*
District	‡	‡	20	*	*	*	*	12	*	*
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
School	*	*	*	*	*	*	*	*	*	*	*	*
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
School	*	*	*	*	*	*	*	*	*	*
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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	17	15	‡	*	‡	‡	‡	‡	*	*	‡	‡
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
School	*	*	*	*	*	*	*	*	*	*
District	‡	*	‡	*	*	*	*	‡	*	*
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
School	49	47	‡	*	11	*	36	*	*	*	‡	‡
District	111	108	‡	*	44	*	61	‡	*	*	‡	21
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
School	‡	10	34	‡	*	*	*	‡	*	*
District	16	14	55	‡	*	*	‡	‡	*	*
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.

4 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	88.6%	85.6%	91.8%	*	92.8%	92.9%	86.3%	89.5%	*	‡	‡	71.1%
District	90.2%	88.4%	92.1%	*	92.7%	95.1%	86.9%	93.3%	‡	90.0%	95.5%	73.8%
State	87.6%	85.6%	89.7%	82.5%	90.7%	80.1%	85.5%	94.7%	91.6%	82.2%	84.2%	78.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	67.9%	68.9%	84.2%	79.2%	*	‡	‡
District	66.2%	71.4%	86.6%	88.1%	*	‡	‡
State	72.3%	77.3%	81.2%	69.4%	52.4%	56.0%	89.0%

5 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	89.2%	88.4%	90.2%	*	93.3%	92.3%	86.7%	97.0%	*	90.9%	‡	85.9%
District	91.5%	90.7%	92.4%	*	94.9%	93.1%	88.2%	96.3%	*	85.7%	92.0%	85.3%
State	89.1%	87.2%	91.2%	90.0%	91.7%	82.4%	87.7%	95.6%	88.4%	84.2%	86.5%	80.9%

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

Academic Progress

High School Graduation Rate (cont)

5 Year

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	83.9%	73.9%	84.9%	68.4%	*	*	‡
District	81.2%	74.8%	87.6%	76.9%	*	‡	‡
State	75.9%	81.6%	82.9%	72.0%	83.3%	57.7%	90.5%

6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	88.9%	84.9%	93.3%	*	90.6%	91.7%	87.9%	92.6%	*	‡	90.9%	63.5%
District	90.8%	86.5%	94.9%	*	93.5%	91.1%	87.7%	97.3%	*	‡	95.7%	75.0%
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
School	60.4%	74.6%	84.9%	78.6%	*	‡	‡
District	70.4%	79.8%	87.1%	85.4%	*	‡	‡
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
School	58.1%	*	*	26.2%	32.0%	0.0%
District	64.1%	*	*	30.5%	33.5%	0.0%
State	64.8%	*	*	39.7%	25.1%	0.0%

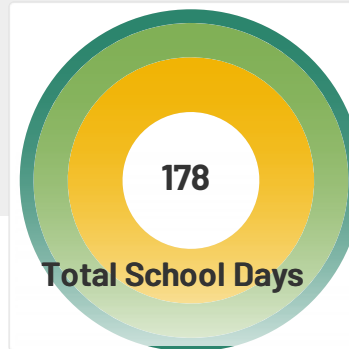
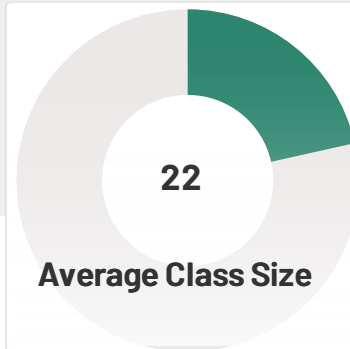
16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
School	58.8%	*	*	26.2%	32.7%	0.0%
District	64.9%	*	*	30.5%	34.3%	0.0%
State	65.6%	*	*	39.9%	25.7%	0.0%

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

About the data

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



Illinois Youth Survey

What is it?

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

School did participate in Illinois Youth Survey

School	No
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* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

School Environment

School Level Finances

What is it?

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

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
School	1,935	\$252	\$14,832	\$15,083	\$610	\$4,010	\$4,620	\$862	\$18,841	\$19,703	*	*
District	3,913	\$246	\$14,954	\$15,199	\$610	\$4,010	\$4,620	\$856	\$18,963	\$19,819	\$14,650,680	\$92,201,061

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

Average Class Size

What is it?

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

	Grade 9	Grade 10	Grade 11	Grade 12	Grade HS	Overall
School	24	25	24	23	*	24
District	25	25	25	23	*	25
State	22	21	21	20	21	21

Total School Days

What is it?

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

	Total School Days
School	178
District	178
State	176

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Health and Wellness

What is it?

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

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

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

Days PE per week

Days PE per week	
School	5
District	5
State	4

Health and Wellness (cont)

Truant Minor Count

School	350
District	706
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.

1,879

Student Enrollment

33.1%

Chronic Absenteeism

3.4%

Dropout Rate

Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% 1,879	50.7% 953	49.2% 925	‡ ‡	25.3% 475	2.3% 43	67.0% 1,259	3.9% 73	‡ ‡	‡ ‡	1.0% 18	14.6% 274
District	100.0% 3,787	50.8% 1,925	49.1% 1,861	‡ ‡	35.5% 1,343	5.2% 198	49.9% 1,890	6.5% 246	‡ ‡	0.3% 13	2.5% 93	15.6% 592
State	100.0% 1,857,790	51.4% 954,190	48.6% 901,981	0.1% 1,619	45.9% 853,165	16.5% 307,166	27.5% 511,065	5.5% 101,782	0.1% 1,801	0.2% 4,582	4.2% 78,229	19.4% 361,334

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	12.9% 242	21.5% 404	59.6% 1,120	1.8% 34	‡ ‡	‡ ‡	1.0% 18
District	11.9% 449	17.3% 656	47.3% 1,792	1.9% 71	‡ ‡	‡ ‡	1.0% 37
State	15.3% 284,032	14.6% 271,983	49.0% 910,675	2.3% 42,367	0.0% 364	0.7% 13,316	0.8% 15,281

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	556	429	437	457
District	1,063	927	836	961
State	152,855	152,854	143,487	146,123

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

Advanced Academic Programs

What is it?

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

Students who are Identified as Accelerated

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	51.3% 1,001	42.7% 425	60.3% 576	* *	67.2% 313	27.7% 13	45.2% 603	76.0% 57	‡ ‡	‡ ‡	‡ ‡	16.3% 43
District	52.3% 2,080	44.5% 907	60.5% 1,173	* *	63.9% 876	32.3% 71	44.0% 888	72.4% 184	‡ ‡	‡ ‡	52.0% 51	22.9% 143
State	11.0% 211,565	10.4% 103,473	11.6% 107,975	17.3% 117	10.5% 91,681	7.1% 22,983	11.3% 60,462	25.9% 27,525	16.4% 302	9.2% 446	10.0% 8,166	6.6% 24,255

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	9.2% 21	17.5% 77	42.1% 528	36.1% 22	‡ ‡
District	11.7% 56	16.6% 119	41.4% 856	32.7% 37	‡ ‡
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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.9% 18	‡ ‡	1.0% 10	* *	‡ ‡	‡ ‡	1.1% 15	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	1.2% 49	1.0% 21	1.4% 28	* *	1.4% 19	‡ ‡	1.2% 24	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	0.7% 13,762	0.5% 4,982	0.9% 8,758	3.2% 22	0.8% 7,412	0.5% 1,490	0.6% 3,421	0.8% 804	0.7% 13	0.6% 31	0.7% 591	0.4% 1,491

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - ELA

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡	‡	0.8% 10	‡	‡
District	‡	‡	0.7% 15	‡	‡
State	0.2% 501	0.2% 490	0.4% 4,213	0.3% 158	0.2% 24

Students who are Identified as Accelerated - Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	2.0% 40	2.4% 24	1.7% 16	* *	2.1% 10	‡	2.2% 29	‡	‡	‡	‡	‡
District	2.1% 84	2.5% 50	1.8% 34	* *	2.8% 39	‡	1.9% 39	‡	‡	‡	‡	‡
State	1.7% 33,417	2.0% 19,970	1.4% 13,429	2.7% 18	2.2% 18,940	0.4% 1,331	1.0% 5,526	5.5% 5,887	1.6% 30	1.5% 72	2.0% 1,631	0.8% 2,863

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡	3.2% 14	2.4% 30	‡	‡
District	‡	2.4% 17	2.3% 47	‡	‡
State	0.4% 1,077	0.6% 1,699	0.7% 6,539	0.4% 173	0.2% 35

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Multiple Subjects

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	37.1% 725	28.6% 285	46.0% 440	* *	54.7% 255	‡ ‡	29.6% 394	72.0% 54	‡ ‡	‡ ‡	‡ ‡	6.8% 18
District	36.6% 1,454	29.5% 601	44.0% 853	* *	48.5% 664	19.5% 43	26.9% 542	60.6% 154	‡ ‡	‡ ‡	43.9% 43	11.4% 71
State	6.8% 131,254	6.2% 61,336	7.5% 69,850	10.0% 68	5.9% 51,919	4.9% 16,074	7.4% 39,744	17.1% 18,174	12.4% 227	5.8% 282	5.9% 4,834	3.8% 14,030

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	4.3% 19	27.0% 339	21.3% 13	‡ ‡
District	2.9% 14	4.1% 29	26.0% 537	18.6% 21	‡ ‡
State	1.6% 4,654	2.3% 6,809	5.0% 47,236	3.1% 1,396	0.8% 120

Students who are Identified as Accelerated - Whole Grade

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

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Whole Grade

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

Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	37.9% 740	29.6% 295	46.5% 445	* *	55.6% 259	‡	30.4% 405	73.3% 55	‡	‡	‡	7.6% 20
District	32.7% 1,299	27.1% 553	38.5% 746	* *	41.2% 564	15.5% 34	25.7% 519	55.9% 142	‡	‡	34.7% 34	9.8% 61
State	22.7% 138,767	19.6% 61,429	26.0% 77,249	21.2% 89	23.9% 66,690	13.0% 12,920	20.6% 36,163	53.1% 17,364	33.4% 219	17.2% 260	23.5% 5,151	10.4% 12,946

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡	4.5% 20	27.8% 348	18.0% 11	‡
District	‡	4.2% 30	23.8% 492	16.8% 19	‡
State	2.9% 2,526	6.4% 3,907	14.9% 41,614	7.5% 1,194	3.1% 102

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

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

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

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	50.9% 994	42.0% 418	60.3% 576	* *	66.1% 308	23.4% 11	44.9% 598	78.7% 59	‡ ‡	‡ ‡	58.8% 10	19.0% 50
District	51.5% 2,049	44.3% 903	59.1% 1,146	* *	63.3% 867	29.5% 65	43.3% 872	70.5% 179	‡ ‡	‡ ‡	56.1% 55	24.2% 151
State	20.3% 390,960	18.7% 185,955	21.9% 204,693	46.1% 312	22.0% 192,469	13.8% 44,859	18.7% 100,219	34.7% 36,905	26.3% 483	18.0% 868	18.6% 15,157	12.4% 45,420

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

Advanced Academic Programs (cont)

Students Enrolled in any course designated as Enriched or Honors

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	12.3% 28	18.6% 82	41.7% 523	36.1% 22	‡ ‡
District	13.4% 64	16.2% 116	41.3% 853	32.7% 37	‡ ‡
State	6.6% 18,955	7.3% 21,412	13.9% 131,252	10.3% 4,703	4.6% 671

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	26.5% 517	28.4% 283	24.5% 234	* *	28.1% 131	21.7% 10	26.3% 350	28.0% 21	‡ ‡	‡ ‡	‡ ‡	16.4% 43
District	32.7% 1,300	36.8% 751	28.3% 549	* *	35.5% 486	27.9% 61	29.9% 602	42.1% 107	‡ ‡	‡ ‡	35.7% 35	23.2% 145
State	14.0% 85,182	13.7% 42,915	14.2% 42,235	7.6% 32	18.0% 50,161	8.6% 8,600	10.2% 17,888	16.7% 5,465	11.8% 77	9.2% 140	13.0% 2,851	9.0% 11,213

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	14.5% 33	15.7% 69	24.3% 305	23.0% 14	‡ ‡
District	18.9% 90	19.7% 141	29.5% 609	24.8% 28	‡ ‡
State	6.7% 5,843	6.0% 3,661	9.6% 26,728	8.7% 1,381	5.2% 173

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Exams - Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	148	51	145	49
District	203	84	199	81
State	16,722	9,655	15,401	9,066

Advanced Placement (AP) Exams - Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	228	67	119	46
District	392	163	211	108
State	42,163	26,824	25,036	16,469

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Exams - Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	467	155	125	69
District	861	354	260	148
State	115,622	71,399	40,825	27,121

Advanced Placement (AP) Exams - Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	613	238	107	80
District	1,418	784	263	206
State	180,525	118,009	39,859	30,122

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

Advanced Academic Programs (cont)

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
School	205	224	292	293
District	349	509	584	661
State	23,238	34,677	64,198	76,361

Advanced Placement (AP) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	172	59	‡	93	14	‡	‡	‡	‡
District	246	95	‡	107	30	‡	‡	‡	10
State	16,056	6,601	2,058	4,343	2,340	34	32	648	1,359

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	‡	*	76	*
District	‡	*	‡	*	94	*
State	263	*	443	*	5,394	*

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	188	68	‡	106	11	‡	‡	‡	‡
District	291	121	‡	133	26	‡	‡	‡	‡
State	27,067	12,681	2,267	6,936	3,987	35	72	1,089	2,169

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	‡	*	99	*
District	‡	*	‡	*	116	*
State	369	*	765	*	7,808	*

Advanced Placement (AP) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	196	59	‡	117	16	‡	‡	‡	‡
District	357	145	‡	152	41	‡	‡	10	‡
State	45,997	22,566	4,277	11,952	5,295	55	80	1,772	4,375

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	‡	*	94	*
District	‡	*	‡	*	140	*
State	832	*	1,212	*	13,567	*

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	184	73	‡	89	14	‡	‡	‡	‡
District	405	203	15	127	45	‡	‡	10	33
State	49,647	24,842	4,318	12,932	5,742	95	76	1,642	5,043

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	‡	*	79	*
District	‡	*	‡	*	142	*
State	1,062	*	1,487	*	14,845	*

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 9

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

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

International Baccalaureate (IB) Coursework - Grade 10

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

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

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 11

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

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

International Baccalaureate (IB) Coursework - Grade 12

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

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

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	93	28	‡	53	‡	‡	‡	‡	‡
District	186	72	‡	82	21	‡	‡	‡	11
State	7,794	3,259	1,983	1,837	400	4	12	299	1,123

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	10	*	54	*
District	‡	*	17	*	88	*
State	618	*	648	*	3,024	*

Dual Credit Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	63	15	‡	45	‡	‡	‡	‡	‡
District	298	144	12	109	24	‡	‡	‡	24
State	9,428	5,189	1,015	2,257	613	8	22	324	1,402

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	14	*	43	*
District	13	*	25	*	115	*
State	785	*	670	*	3,380	*

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	156	33	‡	115	‡	‡	‡	‡	14
District	366	105	14	202	31	‡	‡	14	39
State	25,274	15,801	2,051	4,964	1,545	18	33	862	3,274

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	12	*	24	*	94	*
District	28	*	49	*	183	*
State	1,693	*	923	*	7,470	*

Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	205	55	‡	137	‡	‡	‡	‡	19
District	450	165	28	209	31	‡	‡	‡	71
State	42,686	25,912	3,551	8,830	2,907	47	73	1,366	5,414

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	15	*	21	*	114	*
District	45	*	50	*	223	*
State	2,747	*	1,420	*	12,854	*

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Advanced Academic Programs (cont)

Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
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
School	*	*	*	*	*
District	*	*	*	*	*
State	6.3% 18,167	6.2% 18,038	5.4% 51,189	3.2% 1,484	3.2% 466

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

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

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Advanced Academic Programs (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

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

Students Identified As Gifted

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
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
School	*	*	*	*	*
District	*	*	*	*	*
State	0.7% 1,922	0.5% 1,488	1.1% 10,643	0.5% 208	0.2% 30

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

Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
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
School	*	*	*	*	*
District	*	*	*	*	*
State	0.1% 289	0.1% 202	0.2% 1,664	0.1% 25	0.0% 4

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English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
School	382	100.0% 382	‡ ‡	82.7% 316
District	622	100.0% 622	2.1% 13	80.5% 501
State	250,939	99.9% 250,754	5.9% 14,576	21.8% 54,729

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Student Attendance

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	89.9%	90.4%	89.5%	*	91.1%	85.5%	89.5%	92.9%	84.1%	90.0%	91.9%	87.1%
District	90.0%	90.6%	89.4%	*	91.4%	85.5%	89.4%	92.2%	86.7%	90.8%	88.2%	87.6%
State	91.2%	91.3%	91.1%	88.8%	92.8%	88.2%	89.9%	93.6%	91.3%	89.8%	91.1%	89.4%

	Students with IEPs	English Learners	Low Income
School	86.6%	88.2%	88.6%
District	86.9%	88.5%	88.2%
State	89.3%	90.4%	89.2%

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

Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	14.1%	15.5%	12.6%	‡	7.0%	‡	16.4%	‡	‡	‡	‡	11.2%
District	13.1%	13.5%	12.7%	‡	6.3%	26.2%	16.6%	9.3%	‡	‡	‡	11.9%
State	7.4%	7.7%	7.2%	13.4%	4.8%	13.3%	8.0%	7.7%	8.5%	10.8%	8.2%	6.9%

	Students with IEPs	English Learners	Low Income	Homeless
School	11.1%	20.9%	18.1%	34.7%
District	12.6%	20.6%	18.0%	32.6%
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
School	33.1%	32.4%	33.7%	*	29.5%	54.3%	34.6%	14.5%	‡	‡	‡	42.9%
District	32.2%	30.8%	33.6%	*	27.6%	49.1%	34.4%	22.8%	‡	‡	34.7%	39.5%
State	28.3%	27.9%	28.7%	39.0%	20.7%	42.1%	34.5%	18.5%	29.0%	35.6%	29.1%	35.3%

	Students with IEPs	English Learners	Low Income
School	45.0%	39.0%	37.9%
District	40.7%	37.8%	38.7%
State	36.2%	33.2%	38.2%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	30.7%	33.3%	32.5%	40.4%
District	29.7%	32.1%	33.8%	38.2%
State	30.7%	34.1%	36.8%	42.7%

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

Dropout Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	3.4%	4.5%	2.3%	‡	‡	‡	3.8%	‡	‡	‡	‡	‡
District	2.0%	2.6%	1.4%	‡	1.0%	‡	2.8%	‡	‡	‡	‡	1.8%
State	2.9%	3.2%	2.6%	2.5%	2.1%	5.1%	3.2%	1.0%	3.2%	4.6%	3.7%	2.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant
School	‡	6.9%	4.1%	‡	‡
District	2.2%	4.7%	3.0%	‡	‡
State	3.2%	3.7%	4.3%	8.2%	10.7%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	4.3%	6.0%	2.4%	4.8%
District	2.9%	3.3%	1.7%	2.6%
State	2.4%	4.7%	4.9%	4.0%

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

Chronic Truancy Rate

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	17.8%	18.2%	17.3%	*	8.5%	39.1%	21.2%	‡	‡	‡	‡	27.1%
District	17.6%	18.0%	17.3%	*	9.2%	36.3%	22.0%	10.7%	‡	‡	18.4%	23.9%
State	19.9%	19.9%	20.0%	16.9%	7.7%	44.7%	27.9%	7.9%	19.7%	27.0%	17.6%	22.9%

	Students with IEPs	English Learners	Low Income
School	29.4%	27.5%	22.8%
District	26.3%	29.1%	25.3%
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
School	414 21.1%	201 20.1%	213 22.0%	* *	70 14.9%	14 30.4%	310 23.1%	15 19.7%	‡ ‡	3 25.0%	1 5.9%	64 24.1%
District	747 18.7%	356 17.4%	391 19.9%	* *	163 11.8%	58 25.7%	462 22.8%	48 19.0%	‡ ‡	4 25.0%	10 10.2%	128 20.2%
State	422,690 25.1%	216,052 25.0%	206,482 25.2%	156 23.8%	148,132 19.3%	85,946 30.9%	151,264 32.3%	18,279 19.6%	428 25.9%	1,194 28.4%	17,447 25.4%	84,510 26.2%

	Students with IEPs	English Learners	Low Income
School	57 24.7%	106 23.9%	305 24.1%
District	107 22.0%	171 23.8%	487 23.4%
State	65,483 26.5%	82,015 33.3%	247,716 30.4%

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

Student Discipline

What is it?

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

Total Student Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	248	*	*	219	76	*
District	659	*	*	591	159	*
State	114,218	458	119	69,648	67,124	2,023

Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	481	*	*	386	95	*
District	1,188	*	*	1,005	183	*
State	250,351	472	121	138,319	108,741	2,698

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

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
White						
School	63	*	*	48	15	*
District	231	*	*	190	41	*
State	75,846	135	39	44,702	30,559	411
Black						
School	22	*	*	15	‡	*
District	176	*	*	143	33	*
State	93,206	188	39	43,799	47,398	1,782
Hispanic						
School	379	*	*	310	69	*
District	691	*	*	593	98	*
State	62,612	108	33	39,513	22,648	310
Asian						
School	6	*	*	5	1	*
District	53	*	*	46	7	*
State	2,270	3	2	1,444	803	18
Native Hawaiian/ Pacific Islander						
School	‡	*	*	‡	*	*
District	‡	*	*	‡	*	*
State	173	*	*	83	89	1

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Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
American Indian						
School	‡	*	*	‡	‡	*
District	‡	*	*	‡	3	*
State	681	3	*	372	303	3
Two or More Races						
School	1	*	*	1	*	*
District	21	*	*	20	1	*
State	15,563	35	8	8,406	6,941	173

By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
K-8						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	121,737	145	49	60,827	59,300	1,416
9-12						
School	481	*	*	386	95	*
District	1,188	*	*	1,005	183	*
State	128,614	327	72	77,492	49,441	1,282

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

Student Discipline (cont)

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Tobacco						
School	75	*	*	69	6	*
District	81	*	*	74	7	*
State	7,952	2	*	4,445	3,481	24
Alcohol						
School	4	*	*	3	1	*
District	4	*	*	3	1	*
State	4,165	3	*	1,845	2,306	11
Drug Offences						
School	54	*	*	28	26	*
District	107	*	*	52	55	*
State	11,150	86	16	3,227	7,568	253
Violence with Physical Injury						
School	28	*	*	7	21	*
District	28	*	*	7	21	*
State	15,219	94	17	3,462	11,472	174
Violence without Physical Injury						
School	6	*	*	3	3	*
District	46	*	*	22	24	*
State	49,238	83	29	18,880	29,328	918

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Student Discipline (cont)

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Dangerous Weapon: Firearm						
School	2	*	*	*	2	*
District	2	*	*	*	2	*
State	665	24	12	124	487	18
Dangerous Weapon: Other						
School	3	*	*	*	3	*
District	5	*	*	*	5	*
State	2,644	60	11	664	1,769	140
Other Reason						
School	309	*	*	276	33	*
District	915	*	*	847	68	*
State	159,318	120	36	105,672	52,330	1,160

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Students with IEPs						
School	164	*	*	137	27	*
District	314	*	*	267	47	*
State	69,205	76	10	35,739	32,510	870

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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
English Learners						
School	190	*	*	157	33	*
District	356	*	*	310	46	*
State	30,924	51	18	19,482	11,239	134
Low Income						
School	381	*	*	306	75	*
District	781	*	*	658	123	*
State	185,307	372	92	99,893	82,771	2,179

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Less than 1 day						
School	9	*	*	8	1	*
District	9	*	*	8	1	*
State	22,054	84	5	18,376	3,567	22
1-2 days						
School	348	*	*	301	47	*
District	996	*	*	894	102	*
State	138,143	66	13	98,587	38,888	589

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Student Discipline (cont)

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
2-3 days						
School	73	*	*	60	13	*
District	111	*	*	84	27	*
State	40,987	1	2	14,990	25,620	374
3-4 days						
School	25	*	*	8	17	*
District	42	*	*	10	32	*
State	28,489	1	1	4,798	23,319	370
4-10 days						
School	21	*	*	9	12	*
District	23	*	*	9	14	*
State	13,943	16	10	1,374	12,253	290
Greater than 10 days						
School	5	*	*	*	5	*
District	7	*	*	*	7	*
State	6,735	304	90	194	5,094	1,053

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Student Discipline (cont)

By Gender - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Male						
School	352	*	*	277	75	*
District	795	*	*	661	134	*
State	168,584	309	78	93,901	72,584	1,712
Female						
School	129	*	*	109	20	*
District	393	*	*	344	49	*
State	81,424	162	43	44,184	36,051	984
Non Binary						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	343	1	*	234	106	2

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About the data

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

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

Annual Summative Designation Commendable School

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

No Data

School Improvement Funds

Targeted Assistance Title I Program

Title I Status

Title I Status

What is it?

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

Title I Status	
School	Targeted Assistance Title I Program

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School Improvement Funds

What is it?

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

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

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

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

What is it?

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

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

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

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

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

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

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

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

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

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

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Summative Designation Meta Indicator Components (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	316 74.0%	152 72.4%	164 75.6%	* *	104 91.2%	6 54.5%	185 67.0%	14 87.5%	* *	5 71.4%	2 66.7%	29 50.9%
District	710 78.5%	353 78.1%	357 79.0%	* *	317 90.1%	36 67.9%	279 68.2%	56 91.8%	1 100.0%	6 66.7%	15 79.0%	95 64.2%
State	89,290 72.1%	45,134 72.3%	44,113 72.0%	43 84.3%	52,654 88.3%	7,120 41.2%	19,452 55.9%	6,727 88.6%	125 76.7%	161 58.6%	3,051 76.0%	15,236 66.4%

	Students with IEPs	English Learners	Low Income
School	22 47.8%	36 60.0%	160 67.0%
District	57 58.8%	60 61.2%	306 69.2%
State	8,661 60.2%	3,984 48.1%	26,686 52.4%

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
All				
School	113 26.5%	156 36.5%	158 37.0%	0 0.0%
District	249 27.5%	323 35.7%	331 36.6%	1 0.1%
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				
School	40 19.1%	78 37.1%	92 43.8%	0 0.0%
District	95 21.0%	165 36.5%	191 42.3%	1 0.2%
State	11,438 18.3%	21,286 34.1%	21,887 35.1%	7,818 12.5%
Female				
School	73 33.6%	78 35.9%	66 30.4%	0 0.0%
District	154 34.1%	158 35.0%	140 31.0%	0 0.0%
State	17,707 28.9%	21,751 35.5%	14,240 23.2%	7,571 12.3%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	9 17.6%	23 45.1%	14 27.4%	5 9.8%

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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
White				
School	53 46.5%	43 37.7%	18 15.8%	0 0.0%
District	135 38.4%	141 40.1%	76 21.6%	0 0.0%
State	18,509 31.0%	21,605 36.2%	11,888 19.9%	7,644 12.8%
Black				
School	0 0.0%	4 36.4%	7 63.6%	0 0.0%
District	6 11.3%	12 22.6%	35 66.0%	0 0.0%
State	1,543 8.9%	5,263 30.5%	8,114 47.0%	2,357 13.6%
Hispanic				
School	50 18.1%	99 35.9%	127 46.0%	0 0.0%
District	69 16.9%	137 33.5%	202 49.4%	1 0.2%
State	4,385 12.6%	12,244 35.2%	14,044 40.4%	4,111 11.8%
Asian				
School	6 37.5%	8 50.0%	2 12.5%	0 0.0%
District	31 50.8%	24 39.3%	6 9.8%	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				
School	* *	* *	* *	* *
District	1 100.0%	0 0.0%	0 0.0%	0 0.0%
State	54 33.1%	60 36.8%	37 22.7%	11 6.8%
American Indian				
School	2 28.6%	2 28.6%	3 42.9%	0 0.0%
District	2 22.2%	4 44.4%	3 33.3%	0 0.0%
State	49 17.8%	94 34.2%	102 37.1%	30 10.9%
Two or More Races				
School	2 66.7%	0 0.0%	1 33.3%	0 0.0%
District	5 26.3%	5 26.3%	9 47.4%	0 0.0%
State	1,021 25.4%	1,369 34.1%	1,180 29.4%	444 11.1%
Students with Disabilities				
School	4 7.0%	12 21.1%	41 71.9%	0 0.0%
District	16 10.8%	44 29.7%	88 59.5%	0 0.0%
State	2,891 12.6%	7,949 34.6%	8,999 39.2%	3,107 13.5%

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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
Students with IEPs				
School	1 2.2%	9 19.6%	36 78.3%	0 0.0%
District	2 2.1%	28 28.9%	67 69.1%	0 0.0%
State	1,037 7.2%	4,563 31.7%	6,660 46.3%	2,129 14.8%
English Learners				
School	2 3.3%	26 43.3%	32 53.3%	0 0.0%
District	4 4.1%	40 40.8%	54 55.1%	0 0.0%
State	485 5.9%	2,598 31.4%	4,087 49.4%	1,110 13.4%
Low Income				
School	46 19.3%	83 34.7%	110 46.0%	0 0.0%
District	77 17.4%	156 35.3%	208 47.1%	1 0.2%
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
School	56 13.1%	25 11.9%	31 14.3%	* *	31 27.2%	0 0.0%	17 6.2%	7 43.8%	* *	0 0.0%	1 33.3%	4 7.0%
District	176 19.5%	88 19.5%	88 19.5%	* *	107 30.4%	4 7.5%	32 7.8%	27 44.3%	0 0.0%	0 0.0%	6 31.6%	16 10.8%
State	24,363 19.7%	12,253 19.6%	12,095 19.7%	15 29.4%	14,978 25.1%	826 4.8%	3,630 10.4%	3,905 51.4%	53 32.5%	37 13.4%	934 23.3%	2,868 12.5%

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Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
School	0 0.0%	0 0.0%	18 7.5%
District	1 1.0%	0 0.0%	47 10.6%
State	464 3.2%	181 2.2%	4,047 7.9%

Percentage of students who have at least 1 Academic ELA Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	160 37.5%	63 30.0%	97 44.7%	* *	72 63.2%	1 9.1%	70 25.4%	12 75.0%	* *	3 42.9%	2 66.7%	8 14.0%
District	336 37.2%	142 31.4%	194 42.9%	* *	179 50.9%	8 15.1%	95 23.2%	40 65.6%	0 0.0%	3 33.3%	11 57.9%	27 18.2%
State	52,201 42.2%	22,804 36.5%	29,373 47.9%	24 47.1%	29,531 49.5%	3,996 23.1%	11,350 32.6%	5,378 70.8%	98 60.1%	90 32.7%	1,758 43.8%	5,784 25.2%

	Students with IEPs	English Learners	Low Income
School	1 2.2%	0 0.0%	64 26.8%
District	2 2.1%	0 0.0%	112 25.3%
State	1,428 9.9%	766 9.3%	14,121 27.7%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have at least 1 Academic Math Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	287 67.2%	123 58.6%	164 75.6%	* *	89 78.1%	6 54.5%	170 61.6%	15 93.8%	* *	5 71.4%	2 66.7%	21 36.8%
District	659 72.9%	311 68.8%	348 77.0%	* *	288 81.8%	34 64.2%	258 63.1%	57 93.4%	1 100.0%	7 77.8%	14 73.7%	78 52.7%
State	87,721 70.9%	41,992 67.3%	45,691 74.6%	38 74.5%	45,501 76.3%	9,800 56.7%	22,507 64.7%	6,856 90.3%	126 77.3%	177 64.4%	2,754 68.6%	12,917 56.3%

	Students with IEPs	English Learners	Low Income
School	14 30.4%	24 40.0%	141 59.0%
District	39 40.2%	44 44.9%	277 62.7%
State	6,259 43.5%	4,197 50.7%	30,104 59.1%

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	259 60.7%	115 54.8%	144 66.4%	* *	85 74.6%	4 36.4%	149 54.0%	13 81.3%	* *	5 71.4%	3 100.0%	28 49.1%
District	625 69.1%	303 67.0%	322 71.2%	* *	272 77.3%	34 64.2%	246 60.2%	50 82.0%	1 100.0%	6 66.7%	16 84.2%	75 50.7%
State	75,953 61.4%	37,503 60.1%	38,432 62.7%	18 35.3%	40,116 67.3%	8,205 47.5%	19,033 54.7%	5,747 75.7%	103 63.2%	162 58.9%	2,587 64.4%	12,696 55.3%

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Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
School	22 47.8%	29 48.3%	130 54.4%
District	41 42.3%	56 57.1%	269 60.9%
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				
School	188 44.0%	101 23.6%	96 22.5%	42 9.8%
District	425 47.0%	232 25.7%	169 18.7%	78 8.6%
State	40,809 33.0%	25,424 20.5%	28,205 22.8%	29,328 23.7%
Male				
School	89 42.4%	42 20.0%	51 24.3%	28 13.3%
District	202 44.7%	115 25.4%	88 19.5%	47 10.4%
State	20,203 32.4%	13,128 21.0%	14,541 23.3%	14,563 23.3%
Female				
School	99 45.6%	59 27.2%	45 20.7%	14 6.5%
District	223 49.3%	117 25.9%	81 17.9%	31 6.9%
State	20,600 33.6%	12,285 20.1%	13,641 22.3%	14,754 24.1%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	6 11.8%	11 21.6%	23 45.1%	11 21.6%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
White				
School	61 53.5%	26 22.8%	17 14.9%	10 8.8%
District	189 53.7%	91 25.9%	51 14.5%	21 6.0%
State	25,996 43.6%	13,831 23.2%	11,756 19.7%	8,073 13.5%
Black				
School	3 27.3%	2 18.2%	4 36.4%	2 18.2%
District	24 45.3%	12 22.6%	11 20.8%	6 11.3%
State	2,595 15.0%	2,858 16.5%	5,062 29.3%	6,766 39.1%
Hispanic				
School	117 42.4%	65 23.6%	67 24.3%	27 9.8%
District	176 43.0%	100 24.4%	90 22.0%	43 10.5%
State	7,816 22.5%	5,862 16.9%	8,846 25.4%	12,261 35.3%
Asian				
School	3 18.8%	6 37.5%	6 37.5%	1 6.3%
District	24 39.3%	19 31.1%	15 24.6%	3 4.9%
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				
School	*	*	*	*
District	0 0.0%	1 100.0%	0 0.0%	0 0.0%
State	41 25.1%	23 14.1%	24 14.7%	75 46.0%
American Indian				
School	3 42.9%	2 28.6%	1 14.3%	1 14.3%
District	3 33.3%	4 44.4%	1 11.1%	1 11.1%
State	72 26.2%	49 17.8%	79 28.7%	75 27.3%
Two or More Races				
School	1 33.3%	0 0.0%	1 33.3%	1 33.3%
District	9 47.4%	5 26.3%	1 5.3%	4 21.1%
State	1,417 35.3%	915 22.8%	951 23.7%	732 18.2%
Students with Disabilities				
School	13 22.8%	11 19.3%	15 26.3%	18 31.6%
District	56 37.8%	31 20.9%	28 18.9%	33 22.3%
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				
School	13 28.3%	5 10.9%	12 26.1%	16 34.8%
District	32 33.0%	17 17.5%	19 19.6%	29 29.9%
State	2,907 20.2%	2,568 17.8%	3,840 26.7%	5,076 35.3%
English Learners				
School	21 35.0%	10 16.7%	18 30.0%	11 18.3%
District	32 32.6%	24 24.5%	25 25.5%	17 17.4%
State	1,193 14.4%	1,344 16.2%	2,173 26.2%	3,570 43.1%
Low Income				
School	98 41.0%	53 22.2%	62 25.9%	26 10.9%
District	193 43.7%	105 23.8%	93 21.0%	51 11.5%
State	11,094 21.8%	8,706 17.1%	13,292 26.1%	17,860 35.0%

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

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

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

Summative Designation Meta Indicator Components (cont)

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

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

Fine Arts: Student Participation in Fine Arts

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	36.5%	29.4%	43.8%	*	33.9%	38.6%	37.2%	35.5%	33.3%	50.0%	35.3%	41.4%
District	30.6%	24.9%	36.6%	*	30.8%	23.1%	32.2%	23.1%	25.0%	43.8%	30.6%	32.2%
State	69.9%	67.0%	72.8%	69.1%	68.5%	66.9%	72.5%	76.2%	72.0%	71.8%	71.1%	67.0%

	Students with IEPs	English Learners	Low Income
School	39.4%	32.4%	34.4%
District	29.6%	25.4%	29.3%
State	66.4%	78.2%	69.9%

Fine Arts: Student Participation in Fine Arts Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	712	293	419	*	158	17	497	27	1	6	6	108
District	1,220	508	712	*	421	51	651	59	1	7	30	202
State	1,271,937	626,370	645,098	469	568,210	203,123	365,407	76,666	1,272	3,266	53,993	228,922

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Student Participation in Fine Arts Numerator Count

	Students with IEPs	English Learners	Low Income
School	89	143	432
District	142	183	606
State	175,684	212,971	619,115

Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	1,953	996	957	*	466	44	1,335	76	3	12	17	261
District	3,986	2,041	1,945	*	1,369	221	2,023	255	4	16	98	627
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

	Students with IEPs	English Learners	Low Income
School	226	442	1,255
District	480	721	2,071
State	264,507	272,399	885,329

Fine Arts: Teacher Qualifications

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	91.3%	93.5%	89.7%	*	91.1%	70.6%	91.8%	92.6%	100.0%	100.0%	100.0%	88.0%
District	92.4%	94.5%	90.9%	*	94.8%	80.4%	91.5%	93.2%	100.0%	100.0%	93.3%	91.6%
State	94.2%	94.3%	94.2%	96.2%	96.3%	86.8%	94.2%	98.0%	96.5%	94.8%	95.6%	93.1%

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Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications

	Students with IEPs	English Learners	Low Income
School	87.6%	89.5%	89.6%
District	91.5%	90.2%	89.4%
State	92.5%	95.5%	92.2%

Fine Arts: Teacher Qualifications Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	650	274	376	*	144	12	456	25	1	6	6	95
District	1,127	480	647	*	399	41	596	55	1	7	28	185
State	1,198,737	590,333	607,953	451	547,213	176,302	344,175	75,128	1,228	3,096	51,595	213,132

	Students with IEPs	English Learners	Low Income
School	78	128	387
District	130	165	542
State	162,574	203,311	570,669

Fine Arts: Teacher Qualifications Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	712	293	419	*	158	17	497	27	1	6	6	108
District	1,220	508	712	*	421	51	651	59	1	7	30	202
State	1,271,937	626,370	645,098	469	568,210	203,123	365,407	76,666	1,272	3,266	53,993	228,922

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Summative Designation Meta Indicator Components (cont)

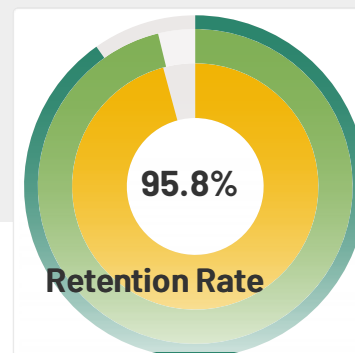
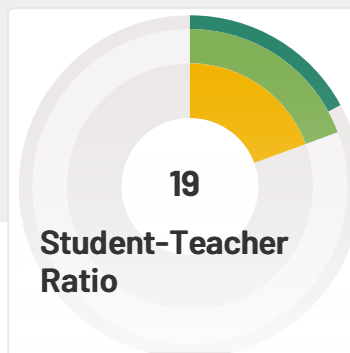
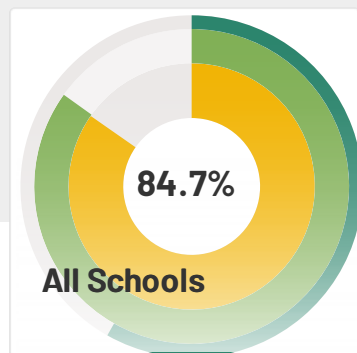
Fine Arts: Teacher Qualifications Denominator Count

	Students with IEPs	English Learners	Low Income
School	89	143	432
District	142	183	606
State	175,684	212,971	619,115

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

About the data

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



Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
School	16	85.0%	*
District	16	82.1%	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	
School	19
District	*
State	*

Average Teacher Salary

What is it?

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

Average Teacher Salary	
School	\$110,587
District	\$109,917
State	\$73,916

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

Retention Rate

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	95.8% 341	96.4% 296	87.5% 7	100.0% 30	85.7% 6	* *	66.7% 2	0.0% 0	* *
	Male	96.9% 157	97.8% 132	100.0% 5	100.0% 18	* *	* *	66.7% 2	0.0% 0	* *
	Female	94.8% 184	95.3% 164	66.7% 2	100.0% 12	85.7% 6	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	96.2% 687	96.5% 581	100.0% 14	97.4% 75	92.3% 12	* *	66.7% 2	75.0% 3	0.0% 0
	Male	97.4% 331	97.5% 276	100.0% 11	100.0% 36	100.0% 3	* *	66.7% 2	75.0% 3	* *
	Female	95.2% 356	95.6% 305	100.0% 3	95.1% 39	90.0% 9	* *	* *	* *	0.0% 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	90.2% 318,584	90.6% 270,179	85.3% 14,688	90.3% 21,684	89.9% 5,066	88.0% 184	88.6% 565	87.2% 2,267	87.9% 3,951
	Male	91.3% 75,750	91.8% 64,866	84.9% 3,139	90.4% 4,980	91.2% 1,185	89.4% 59	92.4% 146	87.2% 566	87.6% 809
	Female	89.9% 242,834	90.2% 205,313	85.4% 11,549	90.3% 16,704	89.5% 3,881	87.4% 125	87.3% 419	87.2% 1,701	88.0% 3,142
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Full-Time Equivalent

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	100.0% 123.3	86.2% 106.3	1.6% 2	10.5% 13	1.6% 2	* *	* *	* *	* *
	Male	44.3% 54.6	42.0% 44.6	100.0% 2	61.5% 8	* *	* *	* *	* *	* *
	Female	55.7% 68.7	58.0% 61.7	* *	38.5% 5	100.0% 2	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 243.2	82.4% 200.3	2.4% 5.9	12.7% 31	1.6% 4	* *	* *	0.8% 2	* *
	Male	46.7% 113.6	46.3% 92.6	67.7% 4	45.2% 14	25.0% 1	* *	* *	100.0% 2	* *
	Female	53.3% 129.5	53.7% 107.6	32.3% 1.9	54.8% 17	75.0% 3	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 134896.6	80.6% 108715.6	6.2% 8387.2	8.4% 11339.2	1.9% 2528.6	0.1% 84.2	0.2% 260.1	0.8% 1096.3	1.8% 2485.4
	Male	23.5% 31704.3	23.8% 25848.6	21.9% 1840	22.6% 2557.1	23.4% 591.8	28.3% 23.8	22.7% 59	23.9% 261.9	21.0% 522.1
	Female	76.5% 103192.2	76.2% 82867.1	78.1% 6547.2	77.4% 8782.1	76.6% 1936.7	71.7% 60.4	77.3% 201	76.1% 834.4	79.0% 1963.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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Teachers with Gifted Endorsement

What is it?

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

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

National Board Certified Teachers

What is it?

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

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female
School	*	*	*	*	*	*	*	*	*	*	*
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
School	2 1.6%	*	*
District	2 0.8%	*	*
State	4,465 3.3%	1,349 4.0%	658 1.0%

Novice Teachers

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	2 1.6%	*	*
District	4 1.6%	*	*
State	9,383 7.0%	2,627 9.0%	2,031 5.0%

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

Teacher Out of Field

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	5 4.2%	*	*
District	11 4.7%	*	*
State	4,649 4.2%	836 4.0%	1,243 3.0%

Average Teaching Experience

What is it?

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

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

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

Teachers Education

What is it?

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

Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
School	15.3%	*	*
District	15.1%	*	*
State	41.0%	41.1%	35.1%

Teachers Education - Master's

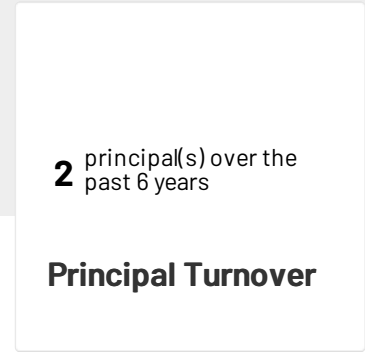
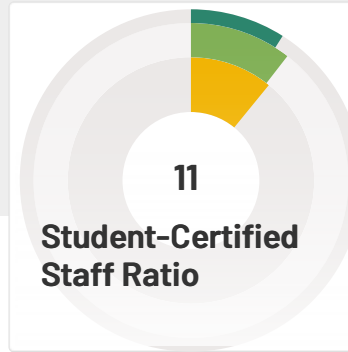
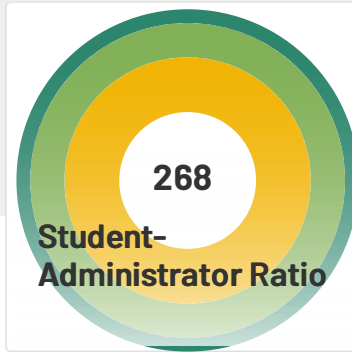
	All Schools	High Poverty Schools	Low Poverty Schools
School	84.7%	*	*
District	84.9%	*	*
State	58.2%	57.1%	64.6%

* 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.



Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
School	11	268
District	11	189
State	9	141

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

Administrators & Support Personnel

Demographics

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	*	*	*	*	*	*	*	*	*
	Male	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*
	Non Binary	*	*	*	*	*	*	*	*	*
District	All	100.0% 20	71.7% 14.4	13.3% 2.7	15.0% 3	*	*	*	*	*
	Male	56.7% 11.4	60.6% 8.7	62.4% 1.7	33.3% 1	*	*	*	*	*
	Female	43.3% 8.7	39.4% 5.7	37.6% 1	66.7% 2	*	*	*	*	*
	Non Binary	*	*	*	*	*	*	*	*	*
State	All	100.0% 13214.3	75.6% 9995.7	14.8% 1954.1	6.9% 910.7	1.0% 136	0.1% 9	0.1% 19.7	0.7% 92.3	0.7% 96.8
	Male	40.5% 5353.4	43.4% 4339.7	28.5% 557.8	35.6% 323.9	41.3% 56.2	33.4% 3	49.3% 9.7	30.2% 27.8	36.5% 35.3
	Female	59.5% 7860.9	56.6% 5656	71.5% 1396.3	64.4% 586.8	58.7% 79.9	66.6% 6	50.7% 10	69.8% 64.5	63.5% 61.4
	Non Binary	*	*	*	*	*	*	*	*	*

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

Administrators & Support Personnel

Principal Turnover

What is it?

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

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

Average Administrator Salary

What is it?

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

Average Administrator Salary	
School	\$123,477
District	\$146,188
State	\$116,908

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Administrators & Support Personnel

Novice Administrator

What is it?

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

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

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

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
School	13.6%	4.6%	0.6%	0.0%	0.0%	19.4%
District	14.6%	4.8%	0.4%	0.0%	0.0%	18.6%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

Civil Rights Data Collection

(2017-18)

Student Environment (cont)

School	Number of Schools with Incidents of Violence		
	Incidents of Violence	Firearm	Homicide
School	0.4%	0	0
District	0.6%	0	0
State	2.2%	153	5

Academic Environment

What is it?

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

School	Advanced Placement Course Work			
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	0.0% 0	38.5% 749	0.0% 0	13.4% 260
District	0.0% 0	35.1% 1,364	0.0% 0	19.6% 761
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.