Beecher High School (9 – 12)
BEECHER CUSD 200U

Illinois Report Card
2023 – 2024

Principal

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District Superintendent

Dr. Jack Gaham

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District Provided Statement

Not available.

About the Report Card

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

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 2024 Report Card Metrics and the 2024 Glossary of Terms.

School Snapshot

Site-Based Expenditure Per Student Spending : $7,614

Graduation Rate : 91.4%

Average Class Size : *

Postsecondary Enrollment : 52.8%

Chronic Absenteeism : 19.0%

Teacher Retention : 91.9%

Date: 05/20/25 11:53:35 -05:00

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

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.

29.0%
ELA proficiency

17.2%
Math proficiency

91.4%
High School Graduation Rate
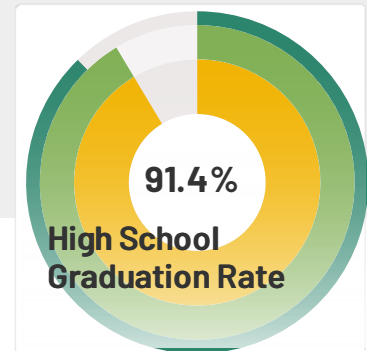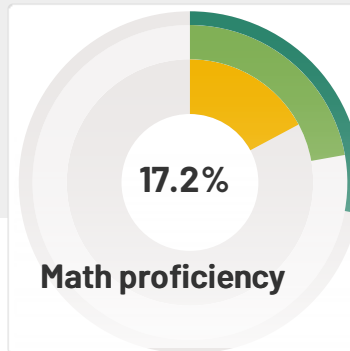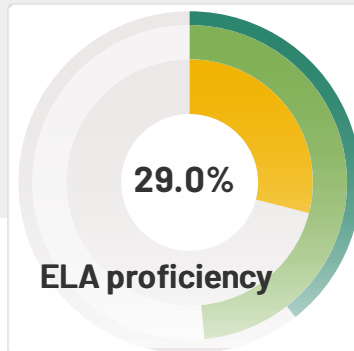
SAT

What is it?

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

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

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

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	27.5%	42.9%	25.3%	4.4%	57.1%	25.3%	17.6%	0.0%
District	27.5%	42.9%	25.3%	4.4%	57.1%	25.3%	17.6%	0.0%
State	33.5%	34.9%	20.5%	11.1%	47.7%	25.7%	20.3%	6.3%
Female								
School	20.9%	39.5%	32.6%	7.0%	46.5%	27.9%	25.6%	0.0%
District	20.9%	39.5%	32.6%	7.0%	46.5%	27.9%	25.6%	0.0%
State	31.1%	36.7%	21.4%	10.8%	47.3%	27.7%	20.1%	4.9%
Male								
School	33.3%	45.8%	18.8%	2.1%	66.7%	22.9%	10.4%	0.0%
District	33.3%	45.8%	18.8%	2.1%	66.7%	22.9%	10.4%	0.0%
State	36.0%	33.1%	19.6%	11.3%	48.1%	23.8%	20.5%	7.6%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	11.7%	21.4%	34.0%	33.0%	26.2%	25.2%	38.8%	9.7%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	43.0%	26.9%	20.6%	9.6%	53.1%	21.2%	21.2%	4.5%
Asian								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	11.7%	23.9%	28.7%	35.7%	15.2%	19.5%	33.6%	31.8%

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

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Black								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.9%	32.0%	9.6%	2.4%	74.4%	18.3%	6.5%	0.9%
Hispanic								
School	50.0%	31.8%	18.2%	0.0%	72.7%	13.6%	13.6%	0.0%
District	50.0%	31.8%	18.2%	0.0%	72.7%	13.6%	13.6%	0.0%
State	45.7%	36.2%	14.1%	4.0%	61.7%	24.2%	12.3%	1.8%
MENA								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	31.9%	27.8%	26.4%	13.9%	40.3%	20.8%	29.9%	9.0%
Two or More Races								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	28.6%	34.1%	22.6%	14.8%	44.2%	26.1%	21.3%	8.4%
White								
School	20.0%	43.3%	31.7%	5.0%	48.3%	31.7%	20.0%	0.0%
District	20.0%	43.3%	31.7%	5.0%	48.3%	31.7%	20.0%	0.0%
State	21.7%	36.4%	26.9%	14.9%	34.6%	29.9%	28.0%	7.5%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	75.0%	15.0%	5.0%	5.0%	95.0%	0.0%	5.0%	0.0%
District	75.0%	15.0%	5.0%	5.0%	95.0%	0.0%	5.0%	0.0%
State	56.5%	23.5%	12.3%	7.6%	69.3%	15.7%	11.6%	3.4%
English Learners								
School	88.9%	11.1%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
District	88.9%	11.1%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
State	81.0%	17.5%	1.5%	0.0%	86.9%	10.7%	2.2%	0.2%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	67.5%	24.8%	6.3%	1.5%	82.4%	12.7%	4.6%	0.3%
Students with IEPs								
School	83.3%	8.3%	8.3%	0.0%	100.0%	0.0%	0.0%	0.0%
District	83.3%	8.3%	8.3%	0.0%	100.0%	0.0%	0.0%	0.0%
State	76.2%	17.2%	4.7%	2.0%	87.8%	8.1%	3.3%	0.8%
Low Income								
School	32.1%	42.9%	21.4%	3.6%	67.9%	25.0%	7.1%	0.0%
District	32.1%	42.9%	21.4%	3.6%	67.9%	25.0%	7.1%	0.0%
State	49.9%	34.5%	12.3%	3.3%	66.7%	21.8%	10.1%	1.5%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.0%	24.0%	0.0%	0.0%	76.0%	24.0%	0.0%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	33.6%	34.8%	23.5%	8.1%	46.8%	30.6%	20.3%	2.4%
Non-English Learners								
School	20.7%	46.3%	28.0%	4.9%	52.4%	28.0%	19.5%	0.0%
District	20.7%	46.3%	28.0%	4.9%	52.4%	28.0%	19.5%	0.0%
State	28.2%	36.8%	22.7%	12.3%	43.3%	27.4%	22.4%	7.0%
Non-IEP								
School	19.0%	48.1%	27.8%	5.1%	50.6%	29.1%	20.3%	0.0%
District	19.0%	48.1%	27.8%	5.1%	50.6%	29.1%	20.3%	0.0%
State	27.7%	37.3%	22.7%	12.3%	42.2%	28.1%	22.6%	7.0%
Non Low Income								
School	25.4%	42.9%	27.0%	4.8%	52.4%	25.4%	22.2%	0.0%
District	25.4%	42.9%	27.0%	4.8%	52.4%	25.4%	22.2%	0.0%
State	20.2%	35.2%	27.3%	17.4%	32.1%	28.9%	28.7%	10.2%
Youth In Care								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	67.3%	26.4%	4.9%	1.5%	86.7%	11.8%	1.5%	0.0%

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DLM

What is it?

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

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

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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	43.8%	33.9%	19.6%	2.8%	52.3%	27.6%	19.6%	0.4%
Female								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	44.1%	35.4%	17.4%	3.1%	56.4%	27.5%	16.2%	0.0%
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	43.6%	33.0%	20.8%	2.6%	50.1%	27.6%	21.6%	0.7%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	66.7%	0.0%	0.0%	33.3%	100.0%	0.0%	0.0%	0.0%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.6%	32.1%	14.1%	1.3%	53.2%	27.8%	19.0%	0.0%

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DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	41.8%	35.3%	20.3%	2.6%	50.4%	27.9%	21.2%	0.5%
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	47.4%	34.0%	16.7%	1.9%	53.8%	26.8%	18.8%	0.6%
MENA								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	40.0%	0.0%	0.0%	60.0%	40.0%	0.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	33.9%	33.9%	27.4%	4.8%	45.2%	32.3%	22.6%	0.0%
White								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	41.9%	33.2%	21.5%	3.4%	52.8%	27.5%	19.3%	0.3%

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DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	43.8%	33.8%	19.6%	2.8%	52.3%	27.6%	19.7%	0.4%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	48.8%	31.6%	18.0%	1.6%	52.5%	26.1%	20.9%	0.5%
Homeless								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	34.1%	26.8%	36.6%	2.4%	42.5%	37.5%	17.5%	2.5%
Students with IEPs								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	43.8%	33.8%	19.6%	2.8%	52.3%	27.6%	19.7%	0.4%
Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	45.4%	32.8%	19.2%	2.6%	53.9%	27.9%	17.9%	0.3%

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DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	40.0%	40.0%	20.0%	0.0%	55.6%	33.3%	11.1%	0.0%
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	59.3%	18.5%	18.5%	3.7%	65.5%	17.2%	17.2%	0.0%

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DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11

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

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

DLM (cont)

Grade 11

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

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

DLM (cont)

Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
Migrant				
School	*	*	*	*
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
Military				
School	*	*	*	*
District	*	*	*	*
State	70.0%	20.0%	10.0%	0.0%
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	64.0%	32.0%	0.0%	4.0%

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

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.

ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
School	18.4%	21.8%	50.6%	9.2%
District	18.4%	21.8%	50.6%	9.2%
State	21.4%	26.2%	37.4%	14.9%
Female				
School	9.8%	22.0%	61.0%	7.3%
District	9.8%	22.0%	61.0%	7.3%
State	18.6%	28.4%	40.6%	12.3%
Male				
School	26.1%	21.7%	41.3%	10.9%
District	26.1%	21.7%	41.3%	10.9%
State	24.1%	24.2%	34.3%	17.4%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	8.2%	9.3%	45.4%	37.1%
American Indian				
School	*	*	*	*
District	*	*	*	*
State	26.6%	26.3%	33.9%	13.2%
Asian				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	7.9%	14.9%	39.4%	37.8%

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

ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
Black				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	39.8%	33.7%	23.5%	3.1%
Hispanic				
School	33.3%	23.8%	33.3%	9.5%
District	33.3%	23.8%	33.3%	9.5%
State	27.2%	32.3%	33.7%	6.7%
MENA				
School	*	*	*	*
District	*	*	*	*
State	50.0%	0.0%	50.0%	0.0%
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	17.0%	25.9%	36.3%	20.7%
Two or More Races				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	17.7%	24.5%	39.0%	18.7%
White				
School	10.5%	22.8%	57.9%	8.8%
District	10.5%	22.8%	57.9%	8.8%
State	14.1%	21.8%	43.6%	20.5%

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

ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	**56.3%**	**37.5%**	**6.3%**	**0.0%**
District	56.3%	37.5%	6.3%	0.0%
State	37.9%	28.9%	24.3%	8.9%
English Learners				
School	**‡**	**‡**	**‡**	**‡**
District	‡	‡	‡	‡
State	45.2%	38.9%	15.3%	0.5%
Homeless				
School	*****	*****	*****	*****
District	*	*	*	*
State	44.4%	32.3%	20.6%	2.8%
Students with IEPs				
School	**72.7%**	**27.3%**	**0.0%**	**0.0%**
District	72.7%	27.3%	0.0%	0.0%
State	50.1%	32.0%	15.0%	2.9%
Low Income				
School	**19.2%**	**23.1%**	**50.0%**	**7.7%**
District	19.2%	23.1%	50.0%	7.7%
State	31.1%	32.3%	30.5%	6.1%

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

ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
Migrant				
School	*	*	*	*
District	*	*	*	*
State	43.5%	34.8%	21.7%	0.0%
Military				
School	*	*	*	*
District	*	*	*	*
State	17.6%	26.9%	41.2%	14.2%
Youth In Care				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	43.5%	33.2%	21.4%	2.0%

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

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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	29.0%	39.5%	20.0%	*	*	‡	‡	‡	*	*	‡	36.1%	‡
District	48.5%	54.2%	43.2%	*	*	‡	‡	41.7%	*	‡	‡	52.7%	18.2%
State	39.4%	43.6%	35.3%	63.3%	31.0%	66.9%	20.3%	26.7%	39.4%	46.1%	42.5%	50.2%	18.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	‡	*	*	*	‡
District	24.6%	15.7%	36.7%	‡	*	‡	‡
State	11.8%	10.6%	24.6%	13.0%	7.9%	42.7%	16.1%

Mathematics – All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	17.2%	25.6%	‡	*	*	‡	‡	‡	*	*	‡	19.7%	‡
District	22.2%	18.5%	25.6%	*	*	‡	‡	12.8%	*	‡	‡	26.2%	6.5%
State	27.9%	26.2%	29.6%	40.6%	23.3%	61.3%	8.9%	15.3%	33.3%	34.7%	30.6%	38.0%	13.7%

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

Proficiency (cont)

Mathematics – All Tests

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	‡	*	*	*	‡
District	‡	‡	13.8%	‡	*	‡	‡
State	8.0%	8.0%	13.7%	6.4%	6.3%	30.1%	7.6%

Science – All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	59.8%	68.3%	52.2%	*	*	‡	‡	‡	*	*	‡	66.7%	‡
District	57.8%	57.0%	58.7%	*	*	‡	‡	40.6%	*	‡	‡	65.5%	27.6%
State	52.7%	52.6%	52.9%	81.6%	47.4%	77.9%	26.7%	39.8%	54.5%	60.4%	56.8%	66.1%	30.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	57.7%	*	*	*	‡
District	‡	‡	48.8%	‡	*	‡	‡
State	18.7%	18.8%	36.7%	22.9%	17.1%	57.1%	24.8%

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

Proficiency (cont)

ELA – All Tests – Federal Rate

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

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

Mathematics – All Tests – Federal Rate

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

Proficiency (cont)

Mathematics - All Tests - Federal Rate

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

Science - All Tests - Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	58.2%	65.5%	51.6%	*	*	‡	‡	‡	*	*	‡	65.6%	‡
District	*	*	*	*	*	‡	‡	*	*	‡	‡	*	25.9%
State	*	*	*	*	*	*	*	*	*	*	*	*	*

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	56.4%	*	*	*	‡
District	‡	‡	47.7%	‡	*	‡	‡
State	*	*	*	*	*	*	*

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

Academic Progress

Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	97.9%	100.0%	96.2%	*	*	‡	‡	95.8%	*	*	‡	98.4%	95.7%
District	98.8%	99.0%	98.7%	*	*	‡	95.2%	98.7%	*	‡	100.0%	99.0%	98.1%
State	98.6%	98.7%	98.5%	95.9%	98.2%	99.2%	97.7%	98.4%	97.3%	98.4%	98.4%	98.9%	97.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	100.0%	93.3%	96.7%	*	*	*	‡
District	100.0%	97.3%	96.3%	‡	*	‡	‡
State	98.4%	97.1%	98.2%	95.1%	97.4%	98.8%	94.5%

Mathematics - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	97.9%	100.0%	96.2%	*	*	‡	‡	95.8%	*	*	‡	98.4%	95.7%
District	98.5%	99.0%	98.1%	*	*	‡	95.2%	98.7%	*	‡	100.0%	98.5%	98.7%
State	98.5%	98.6%	98.4%	95.9%	98.0%	99.1%	97.5%	98.3%	97.3%	98.3%	98.2%	98.9%	97.2%

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

Participation Rate (cont)

Mathematics - All Tests - Participation

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	100.0%	93.3%	96.7%	*	*	*	‡
District	100.0%	98.2%	97.0%	‡	*	‡	‡
State	98.2%	96.9%	98.1%	94.8%	97.8%	98.8%	94.4%

Science - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	92.6%	91.1%	93.9%	*	*	‡	‡	91.3%	*	*	‡	93.4%	72.7%
District	95.9%	95.7%	96.0%	*	*	‡	92.9%	95.5%	*	‡	‡	96.7%	89.2%
State	96.0%	96.1%	95.8%	95.1%	95.1%	97.2%	93.0%	95.4%	83.9%	94.6%	95.5%	97.3%	93.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	78.6%	92.9%	*	*	*	‡
District	89.3%	91.3%	93.0%	‡	*	‡	‡
State	94.9%	93.0%	94.7%	88.9%	95.7%	96.5%	86.7%

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Participation Rate (cont)

Overall SAT ELA – Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	97.9%	100.0%	96.2%	*	*	‡	‡	95.8%	*	*	‡	98.4%	95.7%
District	97.9%	100.0%	96.2%	*	*	‡	‡	95.8%	*	*	‡	98.4%	95.7%
State	96.3%	96.7%	95.8%	96.3%	93.0%	98.4%	92.4%	95.2%	100.0%	95.0%	96.2%	98.1%	93.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	100.0%	93.3%	96.7%	*	*	*	‡
District	100.0%	93.3%	96.7%	*	*	*	‡
State	93.8%	92.0%	94.2%	88.5%	90.6%	96.5%	78.9%

Overall SAT Mathematics – Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	97.9%	100.0%	96.2%	*	*	‡	‡	95.8%	*	*	‡	98.4%	95.7%
District	97.9%	100.0%	96.2%	*	*	‡	‡	95.8%	*	*	‡	98.4%	95.7%
State	96.2%	96.6%	95.8%	96.3%	93.0%	98.4%	92.3%	95.2%	100.0%	95.0%	96.1%	98.0%	93.5%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	100.0%	93.3%	96.7%	*	*	*	‡
District	100.0%	93.3%	96.7%	*	*	*	‡
State	93.8%	91.7%	94.1%	88.3%	90.6%	96.4%	78.6%

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Participation Rate (cont)

Overall DLM ELA - Participation

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

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	*	100.0%	‡	*	*	*	*
State	97.7%	97.6%	97.5%	96.6%	100.0%	97.8%	97.8%

Overall DLM Mathematics - Participation

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

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	*	100.0%	‡	*	*	*	*
State	97.5%	97.6%	97.5%	96.6%	100.0%	97.8%	98.4%

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

Participation Rate (cont)

Overall DLM Science – Participation

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

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	*	‡	‡	*	*	*	*
State	96.2%	96.4%	96.2%	93.7%	100.0%	94.9%	98.4%

Overall – Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	92.6%	91.1%	93.9%	*	*	‡	‡	91.3%	*	*	‡	93.4%	72.7%
District	95.8%	95.7%	96.0%	*	*	‡	92.9%	95.5%	*	*	‡	96.6%	88.9%
State	96.0%	96.1%	95.8%	95.1%	95.1%	97.2%	92.9%	95.4%	86.7%	94.6%	95.5%	97.3%	93.5%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	78.6%	92.9%	*	*	*	‡
District	89.3%	90.9%	92.9%	‡	*	‡	‡
State	94.8%	92.8%	94.7%	88.8%	95.7%	96.5%	86.2%

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Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	2.1%	0.0%	3.8%	*	*	‡	‡	4.2%	*	*	‡	1.6%	4.3%
District	1.2%	1.0%	1.3%	*	*	‡	4.8%	1.3%	*	‡	0.0%	1.0%	1.9%
State	1.5%	1.3%	1.6%	4.1%	1.8%	0.8%	2.4%	1.6%	2.7%	1.6%	1.7%	1.1%	2.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	0.0%	6.7%	3.3%	*	*	*	‡
District	0.0%	2.7%	3.7%	‡	*	‡	‡
State	1.7%	3.0%	1.8%	5.0%	2.6%	1.2%	6.4%

Mathematics - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	2.1%	0.0%	3.8%	*	*	‡	‡	4.2%	*	*	‡	1.6%	4.3%
District	1.5%	1.0%	1.9%	*	*	‡	4.8%	1.3%	*	‡	0.0%	1.5%	1.3%
State	1.6%	1.4%	1.7%	4.1%	2.0%	0.9%	2.6%	1.7%	2.7%	1.7%	1.8%	1.2%	2.9%

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

Participation Rate (cont)

Mathematics – All Tests – Non Participation

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	0.0%	6.7%	3.3%	*	*	*	‡
District	0.0%	1.8%	3.0%	‡	*	‡	‡
State	1.8%	3.2%	2.0%	5.3%	2.2%	1.2%	6.5%

Science – All Tests – Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	7.4%	8.9%	6.1%	*	*	‡	‡	8.7%	*	*	‡	6.6%	27.3%
District	4.1%	4.3%	4.0%	*	*	‡	7.1%	4.5%	*	‡	‡	3.3%	10.8%
State	4.1%	4.0%	4.3%	4.9%	4.9%	2.8%	7.2%	4.7%	16.1%	5.4%	4.6%	2.8%	6.5%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	21.4%	7.1%	*	*	*	‡
District	10.7%	8.7%	7.0%	‡	*	‡	‡
State	5.3%	7.1%	5.4%	11.6%	4.3%	3.5%	14.6%

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

Participation Rate (cont)

Overall SAT ELA - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	2.1%	0.0%	3.8%	*	*	‡	‡	4.2%	*	*	‡	1.6%	4.3%
District	2.1%	0.0%	3.8%	*	*	‡	‡	4.2%	*	*	‡	1.6%	4.3%
State	3.8%	3.3%	4.2%	3.7%	7.0%	1.6%	7.7%	4.8%	0.0%	5.0%	3.8%	1.9%	6.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	0.0%	6.7%	3.3%	*	*	*	‡
District	0.0%	6.7%	3.3%	*	*	*	‡
State	6.2%	8.1%	5.9%	11.5%	9.4%	3.5%	21.4%

Overall SAT Mathematics - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	2.1%	0.0%	3.8%	*	*	‡	‡	4.2%	*	*	‡	1.6%	4.3%
District	2.1%	0.0%	3.8%	*	*	‡	‡	4.2%	*	*	‡	1.6%	4.3%
State	3.8%	3.4%	4.3%	3.7%	7.0%	1.6%	7.8%	4.8%	0.0%	5.0%	3.9%	2.0%	6.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	0.0%	6.7%	3.3%	*	*	*	‡
District	0.0%	6.7%	3.3%	*	*	*	‡
State	6.3%	8.3%	6.0%	11.7%	9.4%	3.6%	21.7%

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

Participation Rate (cont)

Overall DLM ELA - Non Participation

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

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	*	0.0%	‡	*	*	*	*
State	2.3%	2.4%	2.5%	3.4%	0.0%	2.2%	2.2%

Overall DLM Mathematics - Non Participation

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

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	*	0.0%	‡	*	*	*	*
State	2.5%	2.4%	2.5%	3.4%	0.0%	2.2%	1.6%

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

Academic Progress

Participation Rate (cont)

Overall DLM Science – Non Participation

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

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	*	*	*	*	*	*	*
District	*	‡	‡	*	*	*	*
State	3.8%	3.6%	3.8%	6.3%	0.0%	5.1%	1.6%

Overall ISA – Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	7.4%	8.9%	6.1%	*	*	‡	‡	8.7%	*	*	‡	6.6%	27.3%
District	4.2%	4.3%	4.0%	*	*	‡	7.1%	4.5%	*	*	‡	3.4%	11.1%
State	4.1%	4.0%	4.3%	4.9%	4.9%	2.8%	7.3%	4.7%	13.3%	5.4%	4.6%	2.8%	6.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	21.4%	7.1%	*	*	*	‡
District	10.7%	9.1%	7.1%	‡	*	‡	‡
State	5.3%	7.4%	5.4%	11.7%	4.3%	3.5%	15.1%

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

9th Grade On Track

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	95.8%	96.4%	95.3%	*	*	‡	‡	100.0%	*	*	‡	97.7%	84.2%
District	95.8%	96.4%	95.3%	*	*	‡	‡	100.0%	*	*	‡	97.7%	84.2%
State	88.2%	89.8%	86.7%	82.4%	85.4%	96.7%	79.7%	84.1%	91.2%	91.3%	87.1%	92.7%	84.2%

	English Learners	Students with IEPs	Low Income
School	‡	82.4%	88.2%
District	‡	82.4%	88.2%
State	79.7%	82.8%	81.7%

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

Career and Technical Education

What is it?

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

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

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

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

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

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

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

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

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

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

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

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Career and Technical Education (cont)

Perkins Measures – Four-Year Graduation Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	100.0%	100.0%	100.0%	*	*	*	‡	‡	*	*	*	100.0%	‡
District	100.0%	100.0%	100.0%	*	*	*	‡	‡	*	*	*	100.0%	‡
State	96.1%	96.5%	95.8%	96.0%	90.7%	98.0%	94.8%	94.9%	0.0%	92.5%	95.5%	96.8%	92.3%

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

Perkins Measures – Extended (Six-Year) Graduation Rate

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

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

Career and Technical Education (cont)

Perkins Measures - Extended (Six-Year) Graduation Rate

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

Perkins Measures - Academic Proficiency Rate in Reading/Language Art

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

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

Perkins Measures - Academic Proficiency Rate in Mathematics

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

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

Career and Technical Education (cont)

Perkins Measures - Academic Proficiency Rate in Mathematics

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

Perkins Measures - Academic Proficiency Rate in Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	72.0%	‡	‡	*	*	*	‡	‡	*	*	*	66.7%	‡
District	72.0%	‡	‡	*	*	*	‡	‡	*	*	*	66.7%	‡
State	53.6%	51.9%	55.0%	57.1%	54.0%	76.0%	25.7%	42.3%	*	50.0%	54.3%	61.1%	34.3%

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

Perkins Measures - Post-Program Placement

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	59.1%	‡	62.5%	*	*	*	‡	‡	*	*	*	‡	‡
District	59.1%	‡	62.5%	*	*	*	‡	‡	*	*	*	‡	‡
State	70.6%	78.1%	64.8%	50.0%	67.8%	86.0%	67.1%	66.3%	*	68.1%	68.3%	71.8%	60.2%

* 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)

Perkins Measures - Post-Program Placement

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

Perkins Measures - Nontraditional Program Enrollment Rate

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

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

Perkins Measures - Program Quality – Attained Postsecondary Credits Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	81.5%	‡	92.9%	*	*	*	‡	‡	*	*	*	85.0%	‡
District	81.5%	‡	92.9%	*	*	*	‡	‡	*	*	*	85.0%	‡
State	43.8%	40.9%	46.2%	18.5%	46.5%	47.0%	37.5%	45.8%	*	44.7%	40.5%	44.2%	41.4%

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

Career and Technical Education (cont)

Perkins Measures - Program Quality – Attained Postsecondary Credits Rate

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

Perkins Measures - Program Quality – Work-Based Learning Rate

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

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

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

Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	162	76	86	*	*	*	‡	41	*	*	‡	109	31
District	162	76	86	*	*	*	‡	41	*	*	‡	109	31
State	285,732	127,994	157,572	166	684	14,250	34,879	68,141	477	235	11,640	155,426	51,864

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	10	‡	23	47	*	*	‡	*	*	‡
District	10	‡	23	47	*	*	‡	*	*	‡
State	27,252	6,699	34,821	120,302	76	2,596	37,950	26	1,039	1,033

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

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

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

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

Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
District	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
State	42,822	9,605	33,197	20	99	1,664	4,061	8,774	107	30	1,727	26,360	8,417

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

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

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

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	‡	*	*	*	*	*	*
District	*	*	*	‡	*	*	*	*	*	*
State	3,104	696	4,261	13,638	19	385	3,605	3	67	138

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

Career and Technical Education (cont)

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

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

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

CTE Participant - Count of Students participating in Education & Training

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

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

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

Career and Technical Education (cont)

CTE Participant – Count of Students participating in Finance

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

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

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

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

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
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 (cont)

CTE Participant - Count of Students participating in Health Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	10	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
District	10	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
State	17,670	12,698	4,966	6	56	947	3,125	4,694	18	18	810	8,002	2,417

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

CTE Participant - Count of Students participating in Hospitality & Tourism

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

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

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Human Services

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	75	45	30	*	*	*	‡	19	*	*	‡	49	14
District	75	45	30	*	*	*	‡	19	*	*	‡	49	14
State	55,203	36,357	18,804	42	91	1,706	6,580	11,062	144	45	2,582	32,993	10,322

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	*	12	20	*	*	*	*	*	*
District	‡	*	12	20	*	*	*	*	*	*
State	4,422	1,472	7,253	24,456	30	539	10,276	4	294	259

CTE Participant - Count of Students participating in Information Technology

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	42	16	26	*	*	*	‡	15	*	*	‡	22	‡
District	42	16	26	*	*	*	‡	15	*	*	‡	22	‡
State	46,980	17,281	29,658	41	121	3,129	6,186	9,955	103	36	2,004	25,446	8,311

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	*	‡	14	*	*	*	*	*	‡
District	‡	*	‡	14	*	*	*	*	*	‡
State	4,636	1,130	5,849	21,019	19	470	5,347	5	168	237

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

Career and Technical Education (cont)

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

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

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

CTE Participant - Count of Students participating in Manufacturing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	*	‡	*	*	*	*	*	*	*	*	‡	‡
District	‡	*	‡	*	*	*	*	*	*	*	*	‡	‡
State	33,011	6,488	26,504	19	77	644	2,982	7,360	32	26	1,413	20,477	7,067

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

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Marketing

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

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

CTE Participant - Count of Students participating in STEM

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

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

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

Career and Technical Education (cont)

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

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

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

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

Career and Technical Education (cont)

CTE Concentrator – Total Count of CTE Concentrators

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	33	16	17	*	*	*	‡	‡	*	*	*	24	‡
District	33	16	17	*	*	*	‡	‡	*	*	*	24	‡
State	139,917	61,576	78,273	68	291	6,846	14,498	31,148	177	106	5,356	81,495	24,975

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	‡	‡	13	*	*	‡	*	*	*
District	‡	‡	‡	13	*	*	‡	*	*	*
State	9,969	2,935	16,249	55,828	18	1,216	42,968	14	611	386

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

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

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

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

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

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

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

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

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

Career and Technical Education (cont)

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

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

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

CTE Concentrator - Count of Students concentrating in Education & Training

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

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

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

Career and Technical Education (cont)

CTE Concentrator – Count of Students concentrating in Finance

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

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

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

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

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

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Health Science

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

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

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

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

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

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

Career and Technical Education (cont)

CTE Concentrator – Count of Students concentrating in Human Services

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

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

CTE Concentrator – Count of Students concentrating in Information Technology

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

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	*	*	‡	*	*	*	*	*	*
District	‡	*	*	‡	*	*	*	*	*	*
State	802	202	1,225	4,362	3	106	3,413	*	58	22

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

Career and Technical Education (cont)

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

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

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

CTE Concentrator - Count of Students concentrating in Manufacturing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	*	‡	*	*	*	*	*	*	*	*	‡	‡
District	‡	*	‡	*	*	*	*	*	*	*	*	‡	‡
State	11,389	1,415	9,970	4	19	179	720	2,579	6	9	409	7,468	2,458

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

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Marketing

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

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

CTE Concentrator - Count of Students concentrating in STEM

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

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

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

Career and Technical Education (cont)

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

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

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

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

High School Graduation Rate

What is it?

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

4 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**91.4%** 85	**93.0%** 40	**90.0%** 45	* *	* *	‡ ‡	‡ ‡	**89.5%** 17	* *	* *	‡ ‡	**90.8%** 59	**90.0%** 18
District	91.4% 85	93.0% 40	90.0% 45	* *	* *	‡ ‡	‡ ‡	89.5% 17	* *	* *	‡ ‡	90.8% 59	90.0% 18
State	87.7% 130,309	89.6% 65,166	85.9% 65,055	89.8% 88	74.5% 263	94.6% 7,597	80.7% 19,318	85.1% 36,335	0.0% 0	82.1% 110	85.4% 4,755	91.3% 61,931	79.5% 26,479

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡ ‡	**86.7%** 13	**86.7%** 26	‡ ‡	* *	* *	‡ ‡
District	‡ ‡	86.7% 13	86.7% 26	‡ ‡	* *	* *	‡ ‡
State	77.8% 11,384	72.5% 15,723	81.8% 56,546	69.9% 5,506	65.0% 13	89.6% 987	57.6% 548

5 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**86.2%** 81	**85.1%** 40	**87.2%** 41	* *	* *	‡ ‡	‡ ‡	**95.0%** 19	* *	* *	* *	**85.7%** 54	**85.0%** 17
District	86.2% 81	85.1% 40	87.2% 41	* *	* *	‡ ‡	‡ ‡	95.0% 19	* *	* *	* *	85.7% 54	85.0% 17
State	89.3% 133,869	91.2% 66,384	87.6% 67,429	88.9% 56	86.2% 288	95.5% 7,829	82.6% 19,618	87.9% 37,004	0.0% 0	95.0% 170	86.2% 4,364	91.9% 64,596	81.4% 26,819

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

High School Graduation Rate (cont)

5 Year

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡ ‡	‡ ‡	90.0% 27	* *	* *	‡ ‡	* *
District	‡ ‡	‡ ‡	90.0% 27	* *	* *	‡ ‡	* *
State	80.7% 9,957	75.6% 16,769	83.7% 56,057	73.4% 5,586	57.1% 12	91.1% 1,135	60.7% 569

6 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	93.0% 106	94.6% 53	91.4% 53	* *	* *	* *	‡ ‡	89.5% 17	* *	* *	‡ ‡	93.2% 82	87.9% 29
District	93.0% 106	94.6% 53	91.4% 53	* *	* *	* *	‡ ‡	89.5% 17	* *	* *	‡ ‡	93.2% 82	87.9% 29
State	89.6% 135,907	91.6% 67,791	87.7% 68,098	85.7% 18	83.9% 281	95.7% 7,823	83.0% 19,907	88.2% 36,195	0.0% 0	89.7% 131	87.0% 4,382	92.1% 67,188	81.9% 25,777

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡ ‡	90.5% 19	90.5% 19	‡ ‡	* *	* *	* *
District	‡ ‡	90.5% 19	90.5% 19	‡ ‡	* *	* *	* *
State	82.0% 8,812	77.1% 17,062	83.6% 53,830	73.3% 5,428	83.3% 20	90.8% 1,068	59.6% 551

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

Postsecondary Enrollment

What is it?

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

12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
School	52.8%	36.1%	16.7%	40.7%	12.0%	0.0%
District	52.8%	36.1%	16.7%	40.7%	12.0%	0.0%
State	66.1%	50.9%	15.3%	40.6%	25.5%	0.0%

16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
School	53.7%	37.0%	16.7%	40.7%	13.0%	0.0%
District	53.7%	37.0%	16.7%	40.7%	13.0%	0.0%
State	66.8%	51.5%	15.3%	40.7%	26.1%	0.0%

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

About the data

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

No Data

Average Class Size

177

Total School Days
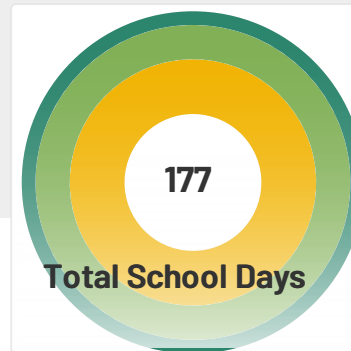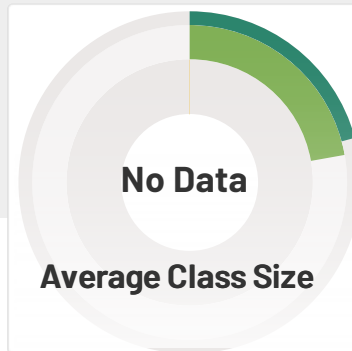
Illinois Youth Survey

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

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

School Level Finances

What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
School	344	$0	$7,614	$7,614	$565	$6,287	$6,852	$565	$13,901	$14,466	*	*
District	1,059	$0	$7,265	$7,265	$565	$6,287	$6,852	$565	$13,552	$14,116	$1,062,623	$16,005,764

* 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	Overall
School	16	17	13	14	17
District	16	17	13	14	20
State	17	14	13	12	21

Total School Days

What is it?

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

	Total School Days
School	177
District	177
State	176

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

Health and Wellness

What is it?

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

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

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

Days PE per week

	Days PE per week
School	**5**
District	4
State	4

Health and Wellness (cont)

Truant Minor Count

School	**‡**
District	47
State	167,463

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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.

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.

337

Student Enrollment

337
Students

Racial/Ethnic Diversity
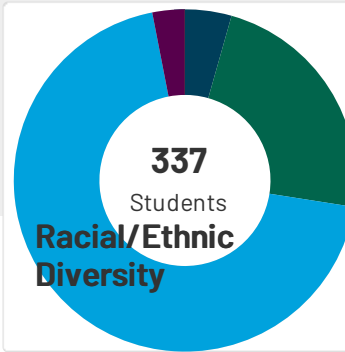
19.0%

Chronic Absenteeism

Student Enrollment

What is it?

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

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

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**100.0%** **337**	**50.1%** **169**	**49.9%** **168**	**0.0%** *****	**0.0%** *****	**‡** **‡**	**5.3%** **18**	**22.6%** **76**	**0.0%** *****	**0.0%** *****	**3.0%** **10**	**68.0%** **229**	**19.3%** **65**
District	100.0% 1,033	50.1% 518	49.9% 515	0.0% *	0.0% *	1.4% 14	4.8% 50	25.4% 262	0.0% *	‡ ‡	2.6% 27	65.7% 679	21.3% 220
State	100.0% 1,851,290	48.6% 899,170	51.4% 951,463	0.0% 657	0.2% 4,580	5.6% 103,838	16.5% 305,129	28.1% 519,576	0.0% 7	0.1% 1,693	4.2% 78,523	45.3% 837,944	20.3% 376,166

	English Learners	Students with IEPs	Low Income	Former EL	Homeless	Migrant	Military	Never EL	Youth In Care
School	**6.8%** **23**	**13.4%** **45**	**25.8%** **87**	**5.9%** **20**	**0.0%** *****	**0.0%** *****	**0.0%** *****	**87.2%** **294**	**‡** **‡**
District	9.3% 96	15.2% 157	21.9% 226	3.5% 36	‡ ‡	0.0% *	‡ ‡	87.2% 901	‡ ‡
State	16.4% 303,166	16.0% 295,285	49.8% 922,067	8.2% 152,571	2.6% 47,220	0.0% 441	0.8% 14,692	75.4% 1,395,553	0.7% 13,111

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	**75**	**91**	**87**	**84**
District	**75**	**91**	87	84
State	**149,427**	**150,263**	**146,651**	**144,580**

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

Advanced Academic Programs

What is it?

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

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

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

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

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

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

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

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

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

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

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

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Advanced Academic Programs (cont)

Students who are Identified as Accelerated - By Demographics

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

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

Students who are Identified as Accelerated - ELA - By Demographics

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

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - ELA - By Demographics

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

Students who are Identified as Accelerated - Math - By Demographics

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

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

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

Advanced Academic Programs (cont)

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

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

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

Students who are Identified as Accelerated – Mutiple Subjects, but not Whole Grade – By Demographics

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

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

Advanced Academic Programs (cont)

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

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

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

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

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

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

Advanced Academic Programs (cont)

Students Enrolled in Advanced Placement Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**12.0%** **42**	**15.7%** **27**	**8.4%** **15**	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	**13.6%** **32**	‡ ‡
District	**12.0%** 42	**15.7%** 27	**8.4%** 15	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	**13.6%** 32	‡ ‡
State	**24.2%** 146,564	**27.5%** 81,086	**21.0%** 65,343	**29.3%** 135	**20.2%** 307	**54.9%** 18,113	**14.1%** 13,985	**22.5%** 40,125	**28.3%** 278	**32.4%** 198	**25.2%** 5,892	**25.0%** 67,666	**11.7%** 14,446

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

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**21.7%** **76**	**20.3%** **35**	**22.9%** **41**	* *	* *	‡ ‡	‡ ‡	**12.5%** **10**	* *	* *	‡ ‡	**26.7%** **63**	‡ ‡
District	**21.7%** 76	**20.3%** 35	**22.9%** 41	* *	* *	‡ ‡	‡ ‡	**12.5%** 10	* *	* *	‡ ‡	**26.7%** 63	‡ ‡
State	**16.4%** 99,797	**16.9%** 49,774	**16.0%** 49,965	**12.6%** 58	**11.5%** 175	**19.3%** 6,358	**10.8%** 10,646	**13.1%** 23,343	**21.3%** 209	**15.5%** 95	**15.3%** 3,587	**20.5%** 55,384	**10.9%** 13,542

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

Advanced Academic Programs (cont)

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

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	**14.9%** 14	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	* 14	‡ ‡	‡ ‡
State	* 6,220	**8.1%** 7,028	* 34,431	* 1,693	* 165

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**49.0%** 172	**65.7%** 113	**33.0%** 59	* *	* *	‡ ‡	‡ ‡	**41.3%** 33	* *	* *	‡ ‡	**53.0%** 125	**14.7%** 11
District	**49.0%** 172	**65.7%** 113	**33.0%** 59	* *	* *	‡ ‡	‡ ‡	**41.3%** 33	* *	* *	‡ ‡	**53.0%** 125	**14.7%** 11
State	**52.3%** 317,614	**57.1%** 168,338	**47.9%** 149,005	**58.8%** 271	**49.1%** 747	**78.8%** 26,000	**41.2%** 40,708	**51.7%** 92,014	**50.7%** 497	**60.4%** 369	**52.8%** 12,355	**53.6%** 144,924	**32.3%** 39,983

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	**35.1%** 33	* *	* *
District	‡ ‡	‡ ‡	**35.1%** 33	* *	* *
State	**34.8%** 26,856	**19.4%** 16,953	**42.4%** 122,489	**28.3%** 5,726	**16.8%** 542

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework - By Demographics

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

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

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Testing (College Board) Exams – Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	*	*	*	*
District	*	*	*	*
State	17,675	10,834	16,734	10,164

Advanced Placement (AP) Testing (College Board) Exams – Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	*	*	*	*
District	*	*	*	*
State	44,125	31,206	26,072	18,961

Advanced Placement (AP) Testing (College Board) Exams – Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	47	34	25	20
District	47	34	25	20
State	124,951	84,009	43,394	30,724

Advanced Placement (AP) Testing (College Board) Exams – Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	61	49	16	13
District	61	49	16	13
State	183,709	123,882	40,668	30,834

* 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	‡	‡	47	43
District	‡	‡	47	43
State	24,796	37,324	70,679	80,440

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

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

	English Learners	Students with IEPs	Low Income	Youth In Care
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	756	325	6,231	22

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

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Advanced Academic Programs (cont)

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

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

	English Learners	Students with IEPs	Low Income	Youth In Care
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	1,501	427	8,870	19

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

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	25	*	‡	‡	‡	*	*	‡	19	‡
District	25	*	‡	‡	‡	*	*	‡	19	‡
State	49,613	133	5,610	4,854	13,882	96	64	2,006	22,968	4,806

	English Learners	Students with IEPs	Low Income	Youth In Care
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	2,837	977	16,136	41

* 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 - By Demographics

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	17	*	‡	‡	‡	*	*	‡	13	‡
District	17	*	‡	‡	‡	*	*	‡	13	‡
State	50,714	77	5,712	4,509	13,721	0	56	1,961	24,678	5,586

	English Learners	Students with IEPs	Low Income	Youth In Care
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	2,385	1,255	16,027	22

* 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 - By Demographics

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

	English Learners	Students with IEPs	Low Income	Youth In Care
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	767	677	3,173	22

Dual Credit Coursework - Grade 10 - By Demographics

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

	English Learners	Students with IEPs	Low Income	Youth In Care
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	1,172	960	4,316	32

* 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 - By Demographics

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	40	*	‡	‡	‡	*	*	‡	33	‡
District	40	*	‡	‡	‡	*	*	‡	33	‡
State	30,348	59	1,776	2,748	6,654	72	28	1,129	17,882	4,003

	English Learners	Students with IEPs	Low Income	Youth In Care
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	1,816	2,101	10,197	51

Dual Credit Coursework - Grade 12 - By Demographics

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	36	*	‡	‡	‡	*	*	‡	30	‡
District	36	*	‡	‡	‡	*	*	‡	30	‡
State	49,885	78	3,275	4,862	11,684	1	47	1,761	28,177	6,806

	English Learners	Students with IEPs	Low Income	Youth In Care
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	2,465	3,290	16,745	60

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

Advanced Academic Programs (cont)

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

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

	English Learners	Students with IEPs	Low Income	Youth In Care
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	10	14	116	6

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

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

	English Learners	Students with IEPs	Low Income	Youth In Care
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	9	9	109	0

* 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 - By Demographics

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

	English Learners	Students with IEPs	Low Income	Youth In Care
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	432	191	2,486	5

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

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

	English Learners	Students with IEPs	Low Income	Youth In Care
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	246	109	2,132	5

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

Advanced Academic Programs (cont)

Students Assessed For Giftedness - By Demographics

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

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

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

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

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Advanced Academic Programs (cont)

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

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

Students Identified As Gifted - By Demographics

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

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

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

Advanced Academic Programs (cont)

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

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

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

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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	*	**100.0%** **23**	‡ ‡	* 13
District	*	**100.0%** 99	‡ ‡	* 18
State	*	**100.0%** 268,275	**6.2%** 16,723	* 62,087

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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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	93.3%	92.8%	93.8%	*	*	94.5%	94.2%	93.1%	*	*	94.1%	93.3%	90.5%
District	93.6%	93.4%	93.8%	*	*	96.0%	93.2%	93.3%	*	98.3%	94.1%	93.6%	92.1%
State	91.6%	91.6%	91.7%	92.2%	90.3%	94.0%	88.6%	90.1%	92.8%	91.3%	91.7%	93.3%	90.0%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	92.9%	90.9%	92.6%	96.3%	*	*	90.4%
District	94.2%	92.3%	92.5%	93.7%	*	93.8%	91.9%
State	90.4%	89.8%	89.6%	84.6%	89.9%	92.8%	89.1%

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

Student Mobility Rate

What is it?

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

Student Mobility

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	6.9%	‡	‡	*	*	‡	‡	‡	*	*	‡	6.3%	‡
District	5.0%	5.6%	4.4%	*	*	‡	‡	7.6%	*	‡	‡	3.7%	‡
State	7.9%	7.6%	8.2%	5.0%	11.7%	7.6%	13.2%	9.9%	7.5%	8.6%	8.3%	4.6%	6.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	‡	‡	*	*	‡
District	11.1%	‡	6.2%	‡	*	‡	‡
State	13.6%	7.4%	10.9%	38.2%	38.4%	9.3%	27.9%

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

Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	19.0%	20.8%	17.2%	*	*	‡	‡	30.0%	*	*	‡	15.6%	36.0%
District	16.2%	17.9%	14.6%	*	*	‡	19.6%	21.3%	*	‡	‡	14.6%	25.9%
State	26.3%	26.6%	26.0%	23.6%	32.8%	16.6%	40.4%	32.9%	22.9%	28.0%	26.6%	18.1%	32.7%

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
School	‡	‡	38.2%	24.2%	*	‡
District	13.5%	‡	28.2%	23.3%	‡	‡
State	32.1%	54.6%	33.6%	36.3%	20.3%	38.0%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	18.2%	18.1%	21.3%	18.2%
District	18.2%	18.1%	21.3%	18.2%
State	29.6%	33.1%	35.8%	41.0%

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

Dropout Rate

What is it?

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

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
District	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
State	2.7%	2.5%	2.9%	3.2%	4.1%	1.0%	4.5%	3.2%	0.0%	2.3%	3.3%	1.9%	2.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant
School	*	‡	‡	*	*
District	*	‡	‡	*	*
State	3.7%	2.8%	3.9%	7.6%	10.6%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	2.4%	4.6%	4.5%	3.5%

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

Chronic Truancy Rate

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	10.2%	9.8%	10.6%	*	*	‡	‡	16.3%	*	*	‡	8.5%	16.0%
District	8.9%	9.9%	8.0%	*	*	‡	‡	14.0%	*	‡	‡	6.9%	10.6%
State	20.0%	20.0%	20.0%	8.6%	26.3%	8.1%	44.4%	28.5%	7.8%	20.7%	17.2%	7.4%	22.6%

	English Learners	Students with IEPs	Low Income
School	‡	‡	14.7%
District	12.9%	11.5%	13.5%
State	28.3%	24.3%	31.7%

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

Truancy Rate

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**98** **27.8%**	**51** **29.5%**	**47** **26.3%**	* *	* *	‡ ‡	‡ ‡	**20** **25.0%**	* *	* *	‡ ‡	**65** **27.5%**	**23** **30.7%**
District	**404** 40.1%	**198** 40.1%	**206** 40.1%	* *	* *	‡ ‡	**24** 47.1%	**116** 45.0%	* *	‡ ‡	‡ ‡	**248** 38.0%	**92** 39.0%
State	**431,594** 25.7%	**210,741** 25.8%	**220,534** 25.6%	**319** 19.0%	**1,195** 29.9%	**19,524** 20.6%	**86,768** 31.5%	**157,444** 32.8%	**626** 27.7%	**389** 25.9%	**19,102** 26.1%	**146,546** 19.5%	**89,136** 26.7%

	English Learners	Students with IEPs	Low Income
School	‡ ‡	**16** **29.1%**	**32** **33.7%**
District	**54** 53.5%	**63** 36.2%	**150** 47.0%
State	**94,123** 33.5%	**69,217** 27.2%	**255,729** 30.7%

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

Student Discipline

What is it?

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

Total Student Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	20	*	*	9	17	*
District	61	*	*	38	38	*
State	111,577	455	103	71,095	63,510	1,670

Total Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	40	*	*	13	27	*
District	115	*	*	60	55	*
State	253,314	459	103	148,096	102,584	2,072

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

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
American Indian						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	693	*	*	422	266	5
Asian						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	2,469	1	1	1,576	874	17
Black						
School	11	*	*	7	4	*
District	17	*	*	10	7	*
State	89,929	188	36	45,037	43,342	1,326
Hispanic						
School	14	*	*	2	12	*
District	31	*	*	13	18	*
State	66,026	90	32	43,498	22,178	228
Native Hawaiian/ Pacific Islander						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	183	*	*	112	71	*

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

Student Discipline (cont)

By Race – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Two or More Races						
School	1	*	*	*	1	*
District	8	*	*	6	2	*
State	17,008	44	9	9,837	6,966	152
White						
School	14	*	*	4	10	*
District	59	*	*	31	28	*
State	76,667	136	25	47,398	28,764	344

By Grade Band – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
K-8						
School	*	*	*	*	*	*
District	75	*	*	47	28	*
State	124,379	139	31	65,831	57,183	1,195
9-12						
School	40	*	*	13	27	*
District	40	*	*	13	27	*
State	128,935	320	72	82,265	45,401	877

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

Student Discipline (cont)

By Incident Type – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Tobacco						
School	4	*	*	1	3	*
District	5	*	*	2	3	*
State	7,455	5	1	4,257	3,164	28
Alcohol						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	3,198	2	*	1,295	1,878	23
Drug Offences						
School	*	*	*	*	*	*
District	2	*	*	*	2	*
State	10,678	88	16	3,149	7,214	211
Violence with Physical Injury						
School	*	*	*	*	*	*
District	2	*	*	*	2	*
State	15,625	103	14	3,518	11,871	119
Violence without Physical Injury						
School	*	*	*	*	*	*
District	11	*	*	1	10	*
State	50,695	106	25	19,517	30,324	723

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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	*	*	*	*	*	*
District	*	*	*	*	*	*
State	499	8	6	86	388	11
Dangerous Weapon: Other						
School	1	*	*	1	*	*
District	1	*	*	1	*	*
State	2,171	51	12	547	1,472	89
Other Reason						
School	35	*	*	11	24	*
District	94	*	*	56	38	*
State	162,993	96	29	115,727	46,273	868

By Program – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
English Learners						
School	3	*	*	*	3	*
District	12	*	*	6	6	*
State	37,976	39	19	25,420	12,372	126

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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
Students with IEPs						
School	12	*	*	3	9	*
District	26	*	*	11	15	*
State	66,546	75	4	36,569	29,362	536
Low Income						
School	16	*	*	7	9	*
District	52	*	*	30	22	*
State	187,999	372	82	107,558	78,336	1,651

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Less than 1 day						
School	*	*	*	*	*	*
District	7	*	*	7	*	*
State	32,224	1	1	28,032	4,171	19
1-2 days						
School	23	*	*	12	11	*
District	71	*	*	52	19	*
State	139,069	77	4	100,589	37,898	501

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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	3	*	*	1	2	*
District	15	*	*	1	14	*
State	38,526	3	1	13,746	24,575	201
3-4 days						
School	5	*	*	*	5	*
District	11	*	*	*	11	*
State	25,631	*	*	4,402	21,069	160
4-10 days						
School	8	*	*	*	8	*
District	10	*	*	*	10	*
State	12,050	6	*	1,123	10,680	241
Greater than 10 days						
School	1	*	*	*	1	*
District	1	*	*	*	1	*
State	5,814	372	97	204	4,191	950

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Student Discipline (cont)

By Gender – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Female						
School	3	*	*	1	2	*
District	16	*	*	7	9	*
State	80,404	155	31	46,399	33,111	708
Male						
School	37	*	*	12	25	*
District	99	*	*	53	46	*
State	172,782	302	72	101,617	69,428	1,363
Non Binary						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	128	2	*	80	45	1

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About the data

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

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

Annual Summative Designation
Commendable School

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

No Data

School Improvement Funds

Title 1 Eligible but Not Served

Title I Status

Title I Status

What is it?

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

	Title I Status
School	**Title 1 Eligible but Not Served**

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School Improvement Funds

What is it?

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

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

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

	Cohort Year	School Improvement Status	Term within School Improvement Status Cycle	Current School Improvement Grant Term Allocation	Reason for Improvement Status & Grant Allocation
School	*	*	*	*	*

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Summative Designation Meta Indicator Components

What is it?

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

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

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

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

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

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

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

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

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

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

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

Summative Designation Meta Indicators/P2 Meta Indicators/Chronic Absenteeism: The percentage of students in grades K, 1, and 2 who are chronically absent.

Summative Designation Meta Indicators/P2 Meta Indicators/Dual Language Programs: The percentage of students designated as "Currently EL" or "Currently EL Transition Incomplete" students from K, 1st, and 2nd grade who are enrolled in a dual language program.

Summative Designation Meta Indicators/P2 Meta Indicators/3rd Grade Literacy: The percentage of 3rd grade students who have received an A, B, or C (or commensurate standards) in English Language Arts (ELA).

Summative Designation Meta Indicators/Elementary/Middle School Meta Indicators/5th Grade Math: The percentage of 5th grade students who have received an A, B, or C (or commensurate standards) in math.

Summative Designation Meta Indicators/Elementary/Middle School Meta Indicators/Academic Success: The percentage of 6th, 7th, and 8th grade students who have received at least one A or B (or commensurate standards) and no grade of D and F (or commensurate standards) in core content courses in the current academic year.

Summative Designation Meta Indicators/Elementary/Middle School Meta Indicators/Student Discipline: The percentage of 6th, 7th, and 8th grade students who have received a suspension or expulsion in the current academic year.

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Summative Designation Meta Indicator Components (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	78 91.8%	37 92.5%	41 91.1%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	55 93.2%	‡ ‡
District	78 91.8%	37 92.5%	41 91.1%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	55 93.2%	‡ ‡
State	94,588 70.6%	46,845 70.4%	47,663 70.7%	80 86.0%	174 61.7%	6,521 85.8%	8,660 42.9%	20,675 54.7%	* *	73 62.9%	3,657 75.1%	54,828 86.8%	16,343 65.5%

	English Learners	Former EL	Students with IEPs	Low Income
School	‡ ‡	‡ ‡	‡ ‡	24 92.3%
District	‡ ‡	‡ ‡	‡ ‡	24 92.3%
State	5,598 49.0%	13,987 61.8%	9,440 59.9%	31,642 53.3%

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
All				
School	30 35.3%	33 38.8%	21 24.7%	0 0.0%
District	30 35.3%	33 38.8%	21 24.7%	0 0.0%
State	27,604 20.6%	43,394 32.4%	35,867 26.8%	16,205 12.1%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Female				
School	**18** **45.0%**	**17** **42.5%**	**5** **12.5%**	**0** **0.0%**
District	18 45.0%	17 42.5%	5 12.5%	0 0.0%
State	16,583 24.9%	22,057 33.2%	14,484 21.8%	8,023 12.1%
Male				
School	**12** **26.7%**	**16** **35.6%**	**16** **35.6%**	**0** **0.0%**
District	12 26.7%	16 35.6%	16 35.6%	0 0.0%
State	10,994 16.3%	21,306 31.6%	21,373 31.7%	8,163 12.1%
Non Binary				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	27 29.0%	31 33.3%	10 10.8%	19 20.4%
American Indian				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	41 14.5%	79 28.0%	115 40.8%	24 8.5%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Asian				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	3,634 47.8%	2,730 35.9%	855 11.2%	262 3.5%
Black				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1,417 7.0%	5,151 25.5%	7,669 38.0%	4,072 20.2%
Hispanic				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	4,002 10.6%	11,928 31.6%	14,262 37.7%	5,254 13.9%
MENA				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	* *	* *	* *	* *

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Native Hawaiian/ Pacific Islander				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	30 25.9%	43 37.1%	26 22.4%	13 11.2%
Two or More Races				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1,164 23.9%	1,540 31.6%	1,276 26.2%	527 10.8%
White				
School	23 39.0%	22 37.3%	13 22.0%	0 0.0%
District	23 39.0%	22 37.3%	13 22.0%	0 0.0%
State	17,316 27.4%	21,923 34.7%	11,664 18.5%	6,053 9.6%
Students with Disabilities				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	2,865 11.5%	8,041 32.2%	8,926 35.8%	3,337 13.4%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
English Learners				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	679 6.0%	3,373 29.5%	4,972 43.6%	1,652 14.5%
Former EL				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	4,155 18.4%	7,979 35.3%	7,057 31.2%	2,418 10.7%
Students with IEPs				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1,001 6.4%	4,336 27.5%	6,482 41.2%	2,535 16.1%
Low Income				
School	4 15.4%	11 42.3%	10 38.5%	0 0.0%
District	4 15.4%	11 42.3%	10 38.5%	0 0.0%
State	6,166 10.4%	16,557 27.9%	21,153 35.6%	9,988 16.8%

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Summative Designation Meta Indicator Components (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	4 4.7%	1 2.5%	3 6.7%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	4 6.8%	‡ ‡
District	4 4.7%	1 2.5%	3 6.7%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	4 6.8%	‡ ‡
State	25,068 18.7%	12,327 18.5%	12,708 18.9%	33 35.5%	37 13.1%	3,976 52.3%	930 4.6%	3,931 10.4%	* *	41 35.3%	1,126 23.1%	15,027 23.8%	3,360 13.5%

	English Learners	Former EL	Students with IEPs	Low Income
School	‡ ‡	‡ ‡	‡ ‡	0 0.0%
District	‡ ‡	‡ ‡	‡ ‡	0 0.0%
State	456 4.0%	4,119 18.2%	645 4.1%	4,467 7.5%

Percentage of students who have at least 1 Academic ELA Indicator

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	84 98.8%	40 100.0%	44 97.8%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	58 98.3%	‡ ‡
District	84 98.8%	40 100.0%	44 97.8%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	58 98.3%	‡ ‡
State	64,769 48.3%	35,486 53.3%	29,231 43.4%	52 55.9%	103 36.5%	5,958 78.3%	6,703 33.2%	15,619 41.3%	* *	69 59.5%	2,431 49.9%	33,886 53.7%	8,237 33.0%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have at least 1 Academic ELA Indicator

	English Learners	Former EL	Students with IEPs	Low Income
School	‡ ‡	‡ ‡	‡ ‡	25 96.2%
District	‡ ‡	‡ ‡	‡ ‡	25 96.2%
State	2,293 20.1%	12,400 54.8%	2,626 16.7%	20,930 35.3%

Percentage of students who have at least 1 Academic Math Indicator

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	84 98.8%	40 100.0%	44 97.8%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	58 98.3%	‡ ‡
District	84 98.8%	40 100.0%	44 97.8%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	58 98.3%	‡ ‡
State	92,695 69.2%	48,537 73.0%	44,086 65.4%	72 77.4%	173 61.4%	6,755 88.8%	11,398 56.4%	24,120 63.8%	* *	84 72.4%	3,266 67.1%	46,899 74.3%	13,619 54.5%

	English Learners	Former EL	Students with IEPs	Low Income
School	‡ ‡	‡ ‡	‡ ‡	25 96.2%
District	‡ ‡	‡ ‡	‡ ‡	25 96.2%
State	5,805 50.9%	16,750 74.0%	6,602 41.9%	34,525 58.1%

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Summative Designation Meta Indicator Components (cont)

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

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

	English Learners	Former EL	Students with IEPs	Low Income
School	‡ ‡	‡ ‡	‡ ‡	0 0.0%
District	‡ ‡	‡ ‡	‡ ‡	0 0.0%
State	5,031 44.1%	11,853 52.4%	6,984 44.4%	24,316 41.0%

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

	3+	only 2	only 1	0
All				
School	1 1.2%	36 42.4%	48 56.5%	0 0.0%
District	1 1.2%	36 42.4%	48 56.5%	0 0.0%
State	43,130 32.2%	23,491 17.5%	30,663 22.9%	36,721 27.4%
Female				
School	0 0.0%	16 40.0%	24 60.0%	0 0.0%
District	0 0.0%	16 40.0%	24 60.0%	0 0.0%
State	21,585 32.5%	11,600 17.4%	14,670 22.1%	18,666 28.1%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
Male				
School	**1** **2.2%**	**20** **44.4%**	**24** **53.3%**	**0** **0.0%**
District	1 2.2%	20 44.4%	24 53.3%	0 0.0%
State	21,533 31.9%	11,877 17.6%	15,953 23.7%	18,028 26.8%
Non Binary				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	12 12.9%	14 15.0%	40 43.0%	27 29.0%
American Indian				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	67 23.8%	44 15.6%	73 25.9%	98 34.8%
Asian				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	2,640 34.7%	1,779 23.4%	1,636 21.5%	1,549 20.4%

* 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 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
Black				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	3,414 16.9%	3,069 15.2%	4,884 24.2%	8,829 43.7%
Hispanic				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	8,885 23.5%	5,540 14.7%	8,643 22.9%	14,731 39.0%
MENA				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	* *	* *	* *	* *
Native Hawaiian/ Pacific Islander				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	29 25.0%	16 13.8%	24 20.7%	47 40.5%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
Two or More Races				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1,645 33.8%	847 17.4%	1,239 25.4%	1,139 23.4%
White				
School	1 1.7%	28 47.5%	30 50.9%	0 0.0%
District	1 1.7%	28 47.5%	30 50.9%	0 0.0%
State	26,450 41.9%	12,196 19.3%	14,164 22.4%	10,328 16.4%
Students with Disabilities				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	6,480 25.9%	3,947 15.8%	6,074 24.3%	8,466 33.9%
English Learners				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1,958 17.2%	1,517 13.3%	2,685 23.5%	5,253 46.0%

* 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
Former EL				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**6,420** 28.4%	**3,893** 17.2%	**4,963** 21.9%	**7,357** 32.5%
Students with IEPs				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**3,423** 21.7%	**2,229** 14.2%	**4,080** 25.9%	**6,016** 38.2%
Low Income				
School	**1** **3.9%**	**8** **30.8%**	**17** **65.4%**	**0** **0.0%**
District	1 3.9%	8 30.8%	17 65.4%	0 0.0%
State	**13,495** 22.7%	**8,607** 14.5%	**14,231** 24.0%	**23,045** 38.8%

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

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

* 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 a College and Career Pathway Endorsement

	English Learners	Former EL	Students with IEPs	Low Income
School	‡ ‡	‡ ‡	‡ ‡	0 0.0%
District	‡ ‡	‡ ‡	‡ ‡	0 0.0%
State	108 0.9%	544 2.4%	93 0.6%	677 1.1%

Fine Arts: Student Participation in Fine Arts

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	38.3%	44.8%	32.0%	*	*	‡	40.0%	36.3%	*	*	‡	37.9%	45.3%
District	69.6%	73.3%	66.0%	*	*	‡	71.7%	68.8%	*	‡	70.3%	69.2%	66.0%
State	71.5%	74.5%	68.8%	60.4%	72.3%	77.2%	70.8%	73.3%	*	72.7%	73.6%	69.8%	69.6%

	English Learners	Former EL	Students with IEPs	Low Income
School	48.0%	30.0%	43.6%	39.4%
District	73.1%	59.5%	65.4%	73.1%
State	77.8%	64.2%	69.0%	71.6%

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Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	76.9%	79.2%	73.7%	*	*	‡	‡	86.2%	*	*	‡	74.2%	79.4%
District	95.8%	95.9%	95.8%	*	*	‡	92.1%	97.9%	*	‡	96.2%	95.2%	95.6%
State	95.8%	95.8%	96.0%	97.9%	96.0%	98.3%	90.8%	96.0%	*	96.5%	96.9%	97.2%	94.8%

	English Learners	Former EL	Students with IEPs	Low Income
School	‡	‡	75.0%	83.8%
District	100.0%	95.5%	94.9%	97.6%
State	96.7%	95.4%	94.4%	94.4%

* 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.

69.4%

All Schools

16.1

Student-Teacher Ratio

91.9%

Retention
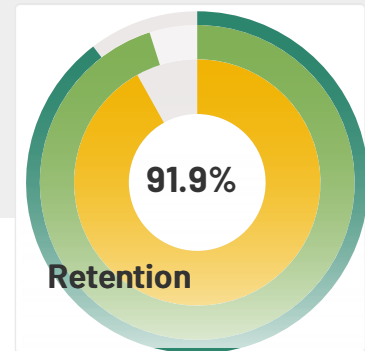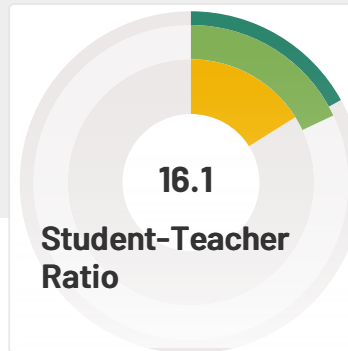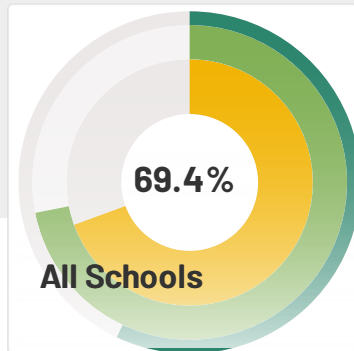
Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
School	14	67.4%	*
District	17	61.7%	100.0%
State	14	66.0%	97.2%

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

Full-Time Equivalents

What is it?

This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district. This displays the race and gender distribution by FTE for teachers in (this school/this district/the state). The table shows distribution by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/.5 employees = 1FTE). Information is gathered about the race/ethnicity of school and district teachers. The percentage of male and female teachers is also compiled.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	**All**	**100.0%** 24.5	**0.0%** 0	**0.0%** 0	**0.0%** 0	**4.1%** 1	* *	**0.0%** 0	**0.0%** 0	**95.9%** 23.5	**0.0%** 0
	Female	**55.0%** 13.5	**0.0%** 0	**0.0%** 0	**0.0%** 0	**100.0%** 1	* *	**0.0%** 0	**0.0%** 0	**53.1%** 12.5	**0.0%** 0
	Male	**45.0%** 11	**0.0%** 0	**0.0%** 0	**0.0%** 0	**0.0%** 0	* *	**0.0%** 0	**0.0%** 0	**46.9%** 11	**0.0%** 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	**100.0%** 73	0.0% 0	0.0% 0	0.0% 0	2.7% 2	* *	0.0% 0	0.0% 0	97.3% 71	0.0% 0
	Female	**74.0%** 54	0.0% 0	0.0% 0	0.0% 0	100.0% 2	* *	0.0% 0	0.0% 0	73.2% 52	0.0% 0
	Male	**26.0%** 19	0.0% 0	0.0% 0	0.0% 0	0.0% 0	* *	0.0% 0	0.0% 0	26.8% 19	0.0% 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 137212.1	0.2% 274.8	2.0% 2750.6	6.4% 8800	8.9% 12198.5	* *	0.1% 105.4	0.8% 1110.4	79.6% 109172.2	2.0% 2778
	Female	**76.5%** 104942.3	77.1% 212	77.0% 2118.9	78.4% 6903.5	77.7% 9474	* *	70.0% 73.8	75.3% 836.1	76.2% 83191.1	76.0% 2110.7
	Male	**23.5%** 32266.1	22.9% 62.8	23.0% 631.7	21.6% 1896.5	22.3% 2724.5	* *	30.0% 31.6	24.7% 274.3	23.8% 25977.3	24.0% 667.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Teacher Head Count

What is it?

Not Available.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	**All**	27	0	0	0	1	*	0	0	26	0
	Female	15	0	0	0	1	*	0	0	14	0
	Male	12	0	0	0	0	*	0	0	12	0
	Non Binary	*	*	*	*	*	*	*	*	*	*
District	All	74	0	0	0	2	*	0	0	72	0
	Female	55	0	0	0	2	*	0	0	53	0
	Male	19	0	0	0	0	*	0	0	19	0
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	140477	279	2828	9012	12407	*	107	1146	111822	2853
	Female	107410	215	2179	7059	9638	*	75	864	85192	2165
	Male	33063	64	649	1953	2769	*	32	282	26626	688
	Non Binary	*	*	*	*	*	*	*	*	*	*

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

Teachers Education

What is it?

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

Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
School	30.6%	*	*
District	28.1%	*	29.2%
State	42.0%	42.2%	36.2%

Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
School	69.4%	*	*
District	71.9%	*	70.8%
State	57.0%	55.8%	63.4%

Student-To-Teacher Ratios

What is it?

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

	Student-Teacher Ratio
School	16.1
District	*
State	*

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

Novice Teachers

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	0 2.0%	* *	* *
District	1 1.4%	* *	0 0.0%
State	9,160 6.7%	2,711 9.0%	1,949 4.0%

Teacher Out of Field

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	2 7.7%	* *	* *
District	2 2.9%	* *	2 3.0%
State	4,634 4.1%	798 3.0%	1,182 3.0%

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

Teachers with Short Term or Provisional Licenses

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
School	1 4.1%	* *	* *
District	2 2.7%	* *	2 3.0%
State	4,307 3.1%	1,409 4.0%	694 1.0%

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

Retention

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	**All**	91.9% 57	* *	100.0% 1	* *	100.0% 1	* *	* *	* *	91.7% 55	* *
	Female	90.3% 28	* *	100.0% 1	* *	100.0% 1	* *	* *	* *	89.7% 26	* *
	Male	93.5% 29	* *	* *	* *	* *	* *	* *	* *	93.5% 29	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	95.1% 196	* *	100.0% 1	* *	66.7% 2	* *	* *	* *	95.5% 193	* *
	Female	94.7% 142	* *	100.0% 1	* *	66.7% 2	* *	* *	* *	95.2% 139	* *
	Male	96.4% 54	* *	* *	* *	* *	* *	* *	* *	96.4% 54	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	89.6% 318,798	89.0% 566	88.5% 5,292	84.6% 14,534	89.2% 22,226	* *	89.9% 195	86.7% 2,310	89.9% 268,681	88.7% 4,952
	Female	89.2% 242,531	88.4% 426	88.1% 4,042	84.7% 11,348	89.2% 17,160	* *	90.3% 139	86.6% 1,732	89.5% 203,914	88.1% 3,728
	Male	90.8% 76,267	90.9% 140	90.1% 1,250	84.2% 3,186	89.4% 5,066	* *	88.9% 56	87.2% 578	91.3% 64,767	90.7% 1,224
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Average Teacher Salary

What is it?

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

	Average Teacher Salary
School	**$69,797**
District	**$73,994**
State	**$75,978**

Teacher Evaluation

What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
School	**11** *	* *	* *
District	**27** 100.0%	**0** *	**23** 100.0%
State	**66,326** 97.2%	**14,938** 94.0%	**20,636** 98.6%

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

Teachers with Gifted Endorsement

What is it?

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

	Teachers with Gifted Endorsement
School	**1**
District	**1**
State	**1,145**

National Board Certified Teachers

What is it?

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

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

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

Average Teaching Experience

What is it?

The table below represents the average teaching experience of teachers across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).
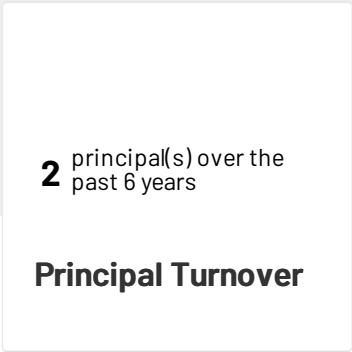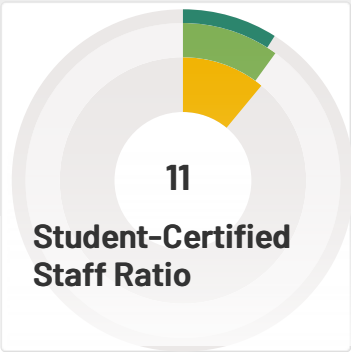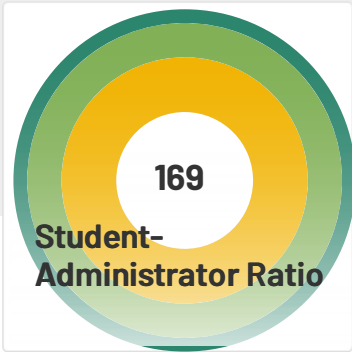
	All Schools	High Poverty Schools	Low Poverty Schools
School	14	*	*
District	17	*	*
State	14	*	*

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

About the data

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

169

Student-Administrator Ratio

11

Student-Certified Staff Ratio

2 principal(s) over the past 6 years

Principal Turnover

Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
School	**11**	**169**
District	10	172
State	9	136

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

Administrators & Support Personnel

Demographics

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	**All**	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Female	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Male	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 6	0.0% 0	0.0% 0	0.0% 0	0.0% 0	* *	0.0% 0	0.0% 0	100.0% 6	0.0% 0
	Female	50.0% 3	0.0% 0	0.0% 0	0.0% 0	0.0% 0	* *	0.0% 0	0.0% 0	50.0% 3	0.0% 0
	Male	50.0% 3	0.0% 0	0.0% 0	0.0% 0	0.0% 0	* *	0.0% 0	0.0% 0	50.0% 3	0.0% 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 13641.6	0.2% 24.8	1.1% 150	14.8% 2017.8	7.0% 955.8	* *	0.1% 7	0.7% 102	74.3% 10136.3	1.8% 245.9
	Female	60.2% 8217.7	64.8% 16	59.8% 89.8	72.2% 1457.3	65.6% 626.8	* *	57.1% 4	69.1% 70.4	57.1% 5784	68.5% 168.3
	Male	39.8% 5423.9	35.2% 8.7	40.2% 60.3	27.8% 560.5	34.4% 329	* *	42.9% 3	30.9% 31.6	42.9% 4352.2	31.5% 77.6
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Administrators & Support Personnel

Principal Turnover

What is it?

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

	Principal(s) over the past 6 years
School	**2**
District	1
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	**$99,379**
District	$106,685
State	$119,384

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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	**1,455** 10.7%	**294** 12.2%	**228** 8.5%

Support Personnel FTE

What is it?

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

Total Support Personnel FTE

	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
School	1	*	*	*
District	1	*	*	3
State	3747.4	1209.5	2091.7	4282.6

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Pupil Support Personnel Ratio

What is it?

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

Student/Support Personnel Ratio

	Student/School Counselor Ratio	Student/School Nurse Ratio	Student/School Psychologist Ratio	Student/School Social Worker Ratio
School	337	*	*	*
District	1,033	*	*	344
State	494	1,531	885	432

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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	3.1%	6.7%	0.0%	0.0%	0.0%	*
District	4.0%	3.5%	0.0%	0.0%	0.0%	*
State	4.0%	3.7%	0.5%	0.2%	0.5%	*

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

Student Environment (cont)

	Incidents of Harassment or Bullying	Incidents of Violence	Number of Schools with Incidents of Violence	
			Firearm	Homicide
School	1.7%	0.8%	0	0
District	0.8%	0.6%	0	0
State	0.8%	3.3%	3	3

Academic Environment

What is it?

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

			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	9.3% 33	0.0% 0	18.5% 66
District	1.0% 10	3.3% 33	0.0% 0	6.5% 66
State	3.9% 70,447	7.6% 137,290	0.4% 6,371	4.4% 78,721

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