

# North Boone High School (9 - 12)

## NORTH BOONE CUSD 200



2022 - 2023

### Principal

Mr. Marc Eckmann  
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### Address

17823 Poplar Grove Rd  
Poplar Grove IL 61065  
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### District Superintendent

Dr. Michael Greenlee

<http://www.nbcusd.org>

### District Provided Statement

Not available.

## About the Report Card

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

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

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

## School Snapshot

**Graduation Rate** : 93.0%

**Community College Remediation** : 52.7%

**Chronic Absenteeism** : 40.2%

**Teacher Retention** : 91.6%

**Senate District** : 35    **House District** : 69

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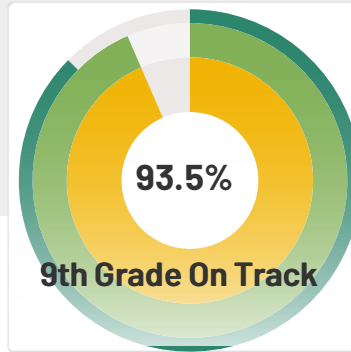
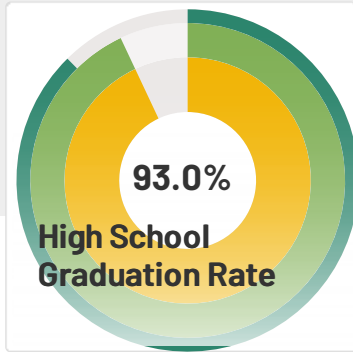
**135 | Administrators**

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(2017-18)**

Date: 03/20/24 14:13:44 -05:00

## About the data

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



**86** Students  
**Early College Coursework**

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## SAT

### What is it?

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

There are four Performance Levels for the SAT:

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

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

# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>School</b>	41.1%	39.5%	15.3%	4.0%	58.9%	32.3%	8.9%	0.0%
District	41.1%	39.5%	15.3%	4.0%	58.9%	32.3%	8.9%	0.0%
State	30.9%	36.8%	21.6%	10.6%	47.7%	25.0%	20.1%	7.2%
<b>White</b>								
<b>School</b>	29.0%	43.5%	21.7%	5.8%	52.2%	36.2%	11.6%	0.0%
District	29.0%	43.5%	21.7%	5.8%	52.2%	36.2%	11.6%	0.0%
State	20.3%	36.7%	28.4%	14.6%	35.1%	28.5%	27.5%	8.9%
<b>Black</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.9%	34.8%	9.5%	1.8%	74.4%	17.9%	6.8%	0.9%
<b>Male</b>								
<b>School</b>	44.4%	44.4%	9.5%	1.6%	63.5%	27.0%	9.5%	0.0%
District	44.4%	44.4%	9.5%	1.6%	63.5%	27.0%	9.5%	0.0%
State	34.8%	34.8%	19.8%	10.5%	47.6%	23.6%	20.3%	8.5%
<b>Female</b>								
<b>School</b>	37.7%	34.4%	21.3%	6.6%	54.1%	37.7%	8.2%	0.0%
District	37.7%	34.4%	21.3%	6.6%	54.1%	37.7%	8.2%	0.0%
State	27.0%	38.9%	23.4%	10.7%	47.9%	26.4%	20.0%	5.8%
<b>Non Binary</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	4.2%	29.2%	41.7%	25.0%	25.4%	28.2%	33.8%	12.7%

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

# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>								
<b>School</b>	59.1%	31.8%	6.8%	2.3%	68.2%	25.0%	6.8%	0.0%
District	59.1%	31.8%	6.8%	2.3%	68.2%	25.0%	6.8%	0.0%
State	41.3%	40.7%	14.6%	3.4%	61.6%	24.3%	12.3%	1.7%
<b>Asian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	10.2%	25.7%	30.5%	33.6%	16.1%	18.5%	31.8%	33.5%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	20.6%	39.3%	27.1%	13.1%	40.2%	15.9%	35.5%	8.4%
<b>American Indian</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	36.6%	36.9%	21.1%	5.4%	58.8%	23.3%	13.3%	4.7%
<b>Two or More Races</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	26.3%	33.4%	24.3%	15.9%	43.5%	23.6%	21.8%	11.2%

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

# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>								
<b>School</b>	<b>72.7%</b>	<b>18.2%</b>	<b>9.1%</b>	<b>0.0%</b>	<b>81.8%</b>	<b>18.2%</b>	<b>0.0%</b>	<b>0.0%</b>
District	72.7%	18.2%	9.1%	0.0%	81.8%	18.2%	0.0%	0.0%
State	52.5%	26.7%	13.6%	7.2%	68.2%	16.2%	11.7%	3.9%
<b>Students with IEPs</b>								
<b>School</b>	<b>87.5%</b>	<b>12.5%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>93.8%</b>	<b>6.3%</b>	<b>0.0%</b>	<b>0.0%</b>
District	87.5%	12.5%	0.0%	0.0%	93.8%	6.3%	0.0%	0.0%
State	71.4%	21.5%	5.1%	2.0%	86.1%	9.4%	3.5%	1.0%
<b>Non-IEP</b>								
<b>School</b>	<b>34.3%</b>	<b>43.5%</b>	<b>17.6%</b>	<b>4.6%</b>	<b>53.7%</b>	<b>36.1%</b>	<b>10.2%</b>	<b>0.0%</b>
District	34.3%	43.5%	17.6%	4.6%	53.7%	36.1%	10.2%	0.0%
State	25.6%	38.9%	23.8%	11.7%	42.7%	27.0%	22.3%	8.0%
<b>English Learners</b>								
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.3%	23.1%	2.1%	0.6%	86.3%	10.7%	2.4%	0.6%
<b>Non-English Learners</b>								
<b>School</b>	<b>37.1%</b>	<b>42.2%</b>	<b>16.4%</b>	<b>4.3%</b>	<b>57.8%</b>	<b>32.8%</b>	<b>9.5%</b>	<b>0.0%</b>
District	37.1%	42.2%	16.4%	4.3%	57.8%	32.8%	9.5%	0.0%
State	27.3%	38.0%	23.3%	11.5%	44.4%	26.2%	21.6%	7.7%

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# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>School</b>	<b>40.4%</b>	<b>38.3%</b>	<b>19.1%</b>	<b>2.1%</b>	<b>48.9%</b>	<b>46.8%</b>	<b>4.3%</b>	<b>0.0%</b>
District	40.4%	38.3%	19.1%	2.1%	48.9%	46.8%	4.3%	0.0%
State	46.6%	38.1%	12.6%	2.7%	66.4%	22.1%	10.0%	1.5%
<b>Non Low Income</b>								
<b>School</b>	<b>41.6%</b>	<b>40.3%</b>	<b>13.0%</b>	<b>5.2%</b>	<b>64.9%</b>	<b>23.4%</b>	<b>11.7%</b>	<b>0.0%</b>
District	41.6%	40.3%	13.0%	5.2%	64.9%	23.4%	11.7%	0.0%
State	19.1%	35.9%	28.4%	16.5%	33.7%	27.2%	27.7%	11.4%
<b>Homeless</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	63.1%	29.4%	6.6%	0.9%	81.3%	14.4%	4.1%	0.2%
<b>Migrant</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	68.1%	24.3%	6.5%	1.0%	86.0%	11.1%	2.8%	0.2%
<b>Military</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	34.7%	36.8%	20.6%	7.9%	50.4%	28.1%	18.5%	3.1%

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

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## DLM

### What is it?

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

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

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# Academic Progress

## DLM (cont)

### Grade 11

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

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

# Academic Progress

## DLM (cont)

### Grade 11

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

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

# Academic Progress

## DLM (cont)

### Grade 11

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

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# Academic Progress

## DLM (cont)

### Grade 11

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

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

## DLM (cont)

### Grade 11

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

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

## DLM (cont)

### Grade 11

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

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

## DLM (cont)

### Grade 11

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

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

# Academic Progress

## DLM (cont)

### Grade 11

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

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



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## ISA

### What is it?

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

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

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# Academic Progress

## ISA (cont)

### Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	<b>41.5%</b>	<b>28.5%</b>	<b>24.4%</b>	<b>5.7%</b>
District	41.5%	28.5%	24.4%	5.7%
State	23.4%	24.4%	36.5%	15.7%
<b>White</b>				
<b>School</b>	<b>30.4%</b>	<b>30.4%</b>	<b>31.9%</b>	<b>7.2%</b>
District	30.4%	30.4%	31.9%	7.2%
State	14.9%	20.5%	42.6%	22.0%
<b>Black</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	45.4%	30.1%	21.5%	3.1%
<b>Male</b>				
<b>School</b>	<b>52.5%</b>	<b>19.7%</b>	<b>24.6%</b>	<b>3.3%</b>
District	52.5%	19.7%	24.6%	3.3%
State	25.3%	22.4%	33.6%	18.7%
<b>Female</b>				
<b>School</b>	<b>30.6%</b>	<b>37.1%</b>	<b>24.2%</b>	<b>8.1%</b>
District	30.6%	37.1%	24.2%	8.1%
State	21.4%	26.4%	39.5%	12.7%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	16.4%	13.1%	37.7%	32.8%

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# Academic Progress

## ISA (cont)

### Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>				
<b>School</b>	<b>54.5%</b>	<b>27.3%</b>	<b>13.6%</b>	<b>4.5%</b>
District	54.5%	27.3%	13.6%	4.5%
State	30.2%	30.6%	32.5%	6.7%
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	8.6%	14.1%	41.4%	35.8%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	16.7%	26.9%	36.1%	20.4%
<b>American Indian</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	27.0%	30.1%	34.7%	8.1%
<b>Two or More Races</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	21.4%	21.3%	36.8%	20.6%

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## ISA (cont)

### Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	<b>61.9%</b>	<b>23.8%</b>	<b>14.3%</b>	<b>0.0%</b>
District	61.9%	23.8%	14.3%	0.0%
State	40.5%	26.5%	23.5%	9.5%
<b>Students with IEPs</b>				
<b>School</b>	<b>66.7%</b>	<b>26.7%</b>	<b>6.7%</b>	<b>0.0%</b>
District	66.7%	26.7%	6.7%	0.0%
State	53.3%	28.9%	14.3%	3.5%
<b>Non-IEP</b>				
<b>School</b>	<b>38.0%</b>	<b>28.7%</b>	<b>26.9%</b>	<b>6.5%</b>
District	38.0%	28.7%	26.9%	6.5%
State	19.6%	23.8%	39.3%	17.3%
<b>English Learners</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	52.2%	34.7%	12.5%	0.6%
<b>Non-English Learners</b>				
<b>School</b>	<b>39.1%</b>	<b>29.6%</b>	<b>25.2%</b>	<b>6.1%</b>
District	39.1%	29.6%	25.2%	6.1%
State	21.0%	23.5%	38.5%	17.0%

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# Academic Progress

## ISA (cont)

### Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>School</b>	<b>43.5%</b>	<b>28.3%</b>	<b>26.1%</b>	<b>2.2%</b>
District	43.5%	28.3%	26.1%	2.2%
State	34.7%	30.0%	29.4%	5.9%
<b>Non Low Income</b>				
<b>School</b>	<b>40.3%</b>	<b>28.6%</b>	<b>23.4%</b>	<b>7.8%</b>
District	40.3%	28.6%	23.4%	7.8%
State	15.3%	20.4%	41.6%	22.8%
<b>Homeless</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	47.1%	29.7%	20.6%	2.6%
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	49.4%	28.2%	20.4%	2.1%
<b>Military</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	22.7%	24.2%	38.9%	14.2%

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# Academic Progress

## Proficiency

### What is it?

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

### ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>19.4%</b> *	<b>10.8%</b> *	<b>28.1%</b> *	* *	<b>27.4%</b> *	‡ *	<b>8.9%</b> *	* *	* *	‡ *	‡ *	<b>7.7%</b> *
District	<b>31.2%</b> *	<b>24.8%</b> *	<b>38.2%</b> *	* *	<b>33.9%</b> *	<b>10.0%</b> *	<b>27.1%</b> *	‡ *	* *	‡ *	<b>25.9%</b> *	<b>13.4%</b> *
State	<b>34.6%</b> *	<b>30.3%</b> *	<b>39.1%</b> *	<b>58.8%</b> *	<b>44.9%</b> *	<b>16.1%</b> *	<b>22.2%</b> *	<b>62.8%</b> *	<b>41.9%</b> *	<b>27.8%</b> *	<b>38.6%</b> *	<b>15.6%</b> *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>0.0%</b> *	‡ *	<b>20.8%</b> *	* *	* *	* *	* *
District	<b>8.5%</b> *	<b>12.8%</b> *	<b>22.1%</b> *	‡ *	* *	‡ *	* *
State	<b>8.7%</b> *	<b>9.4%</b> *	<b>19.9%</b> *	<b>11.7%</b> *	<b>9.0%</b> *	<b>12.6%</b> *	<b>38.3%</b> *

### Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>9.4%</b> *	<b>9.4%</b> *	<b>9.4%</b> *	* *	<b>12.5%</b> *	‡ *	<b>6.7%</b> *	* *	* *	‡ *	‡ *	<b>0.0%</b> *
District	<b>20.3%</b> *	<b>21.6%</b> *	<b>18.8%</b> *	* *	<b>25.7%</b> *	<b>0.0%</b> *	<b>11.3%</b> *	‡ *	* *	‡ *	<b>11.1%</b> *	<b>11.1%</b> *
State	<b>26.9%</b> *	<b>28.4%</b> *	<b>25.2%</b> *	<b>42.2%</b> *	<b>36.7%</b> *	<b>8.0%</b> *	<b>14.3%</b> *	<b>60.9%</b> *	<b>32.7%</b> *	<b>20.7%</b> *	<b>30.0%</b> *	<b>13.1%</b> *

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## Proficiency (cont)

### Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>0.0%</b> *	‡ *	<b>4.2%</b> *	* *	* *	* *	* *
District	<b>10.6%</b> *	<b>3.8%</b> *	<b>13.8%</b> *	‡ *	* *	‡ *	* *
State	<b>7.9%</b> *	<b>7.7%</b> *	<b>12.5%</b> *	<b>6.2%</b> *	<b>6.5%</b> *	<b>6.7%</b> *	<b>28.9%</b> *

### Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>29.0%</b> *	<b>27.0%</b> *	<b>31.0%</b> *	* *	<b>38.0%</b> *	‡ *	<b>17.0%</b> *	* *	* *	‡ *	‡ *	<b>12.0%</b> *
District	<b>42.0%</b> *	<b>40.0%</b> *	<b>45.0%</b> *	* *	<b>51.0%</b> *	‡ *	<b>31.0%</b> *	‡ *	* *	‡ *	<b>25.0%</b> *	<b>25.0%</b> *
State	<b>51.0%</b> *	<b>51.0%</b> *	<b>51.0%</b> *	<b>74.0%</b> *	<b>65.0%</b> *	<b>25.0%</b> *	<b>38.0%</b> *	<b>76.0%</b> *	<b>56.0%</b> *	<b>44.0%</b> *	<b>55.0%</b> *	<b>29.0%</b> *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>5.0%</b> *	‡ *	<b>27.0%</b> *	‡ *	* *	* *	* *
District	<b>17.0%</b> *	<b>14.0%</b> *	<b>35.0%</b> *	‡ *	* *	‡ *	* *
State	<b>18.0%</b> *	<b>17.0%</b> *	<b>35.0%</b> *	<b>24.0%</b> *	<b>28.0%</b> *	<b>25.0%</b> *	<b>57.0%</b> *

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

# Academic Progress

## Proficiency (cont)

### ELA - All Tests - Federal Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>19.2%</b>	<b>10.5%</b>	*	*	<b>26.6%</b>	‡	*	*	*	‡	‡	<b>7.0%</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>0.0%</b>	‡	<b>19.1%</b>	*	*	*	*
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

### Mathematics - All Tests - Federal Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>9.2%</b>	<b>9.0%</b>	*	*	<b>12.0%</b>	‡	*	*	*	‡	‡	<b>0.0%</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

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



## Proficiency (cont)

### Mathematics - All Tests - Federal Rate

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>0.0%</b>	<b>‡</b>	<b>3.8%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

### Science - All Tests - Federal Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>28.0%</b>	<b>25.6%</b>	<b>30.5%</b>	<b>*</b>	<b>36.0%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>10.2%</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>4.6%</b>	<b>‡</b>	<b>24.4%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*

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

## Participation Rate

### What is it?

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

### ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>94.2%</b> *	<b>92.9%</b> *	<b>95.5%</b> *	* *	<b>92.4%</b> *	‡ *	<b>95.7%</b> *	* *	* *	‡ *	‡ *	<b>86.7%</b> *
District	<b>98.1%</b> *	<b>97.6%</b> *	<b>98.6%</b> *	* *	<b>97.9%</b> *	<b>100.0%</b> *	<b>97.8%</b> *	‡ *	* *	‡ *	<b>100.0%</b> *	<b>95.0%</b> *
State	<b>98.4%</b> *	<b>98.3%</b> *	<b>98.5%</b> *	<b>98.7%</b> *	<b>98.8%</b> *	<b>97.5%</b> *	<b>98.3%</b> *	<b>99.2%</b> *	<b>97.8%</b> *	<b>98.2%</b> *	<b>97.4%</b> *	<b>97.1%</b> *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>83.3%</b> *	‡ *	<b>87.3%</b> *
District	<b>94.0%</b> *	<b>97.6%</b> *	<b>96.0%</b> *
State	<b>96.8%</b> *	<b>98.4%</b> *	<b>98.1%</b> *

### Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>93.4%</b> *	<b>91.4%</b> *	<b>95.5%</b> *	* *	<b>91.1%</b> *	‡ *	<b>95.7%</b> *	* *	* *	‡ *	‡ *	<b>83.3%</b> *
District	<b>98.0%</b> *	<b>97.4%</b> *	<b>98.6%</b> *	* *	<b>97.7%</b> *	<b>100.0%</b> *	<b>97.8%</b> *	‡ *	* *	‡ *	<b>100.0%</b> *	<b>94.5%</b> *
State	<b>98.3%</b> *	<b>98.1%</b> *	<b>98.4%</b> *	<b>97.4%</b> *	<b>98.7%</b> *	<b>97.2%</b> *	<b>98.2%</b> *	<b>99.2%</b> *	<b>97.7%</b> *	<b>98.1%</b> *	<b>97.2%</b> *	<b>96.8%</b> *

\* 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

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>79.2%</b> *	<b>‡</b> *	<b>87.3%</b> *
District	93.4% *	97.6% *	96.0% *
State	96.5% *	98.3% *	97.9% *

### Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>92.1%</b> *	<b>91.4%</b> *	<b>92.8%</b> *	<b>*</b> *	<b>92.4%</b> *	<b>‡</b> *	<b>95.7%</b> *	<b>*</b> *	<b>*</b> *	<b>‡</b> *	<b>‡</b> *	<b>83.9%</b> *
District	95.0% *	95.2% *	94.8% *	* *	95.2% *	‡ *	95.7% *	‡ *	* *	‡ *	93.1% *	90.1% *
State	96.3% *	96.2% *	96.4% *	92.7% *	97.0% *	94.4% *	96.1% *	98.0% *	95.2% *	95.0% *	95.5% *	94.0% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>87.0%</b> *	<b>‡</b> *	<b>87.5%</b> *
District	90.6% *	92.1% *	91.0% *
State	93.8% *	96.7% *	95.4% *

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

# Academic Progress

## Participation Rate (cont)

### Overall SAT ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>94.0%</b> *	<b>92.8%</b> *	<b>95.4%</b> *	<b>*</b> *	<b>92.2%</b> *	<b>‡</b> *	<b>95.7%</b> *	<b>*</b> *	<b>*</b> *	<b>‡</b> *	<b>‡</b> *	<b>85.2%</b> *
District	94.0% 126	92.8% 64	95.4% 62	* *	92.2% 71	‡ 3	95.7% 44	* *	* *	‡ 1	‡ 7	85.2% 23
State	95.7% 137,732	95.2% 69,488	96.3% 68,172	98.6% 72	97.5% 64,272	91.7% 21,160	94.6% 39,425	98.8% 7,723	91.0% 111	93.9% 290	95.2% 4,751	92.5% 25,754

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>81.0%</b> *	<b>‡</b> *	<b>87.0%</b> *
District	81.0% 17	‡ 8	87.0% 47
State	90.3% 16,535	92.7% 11,506	93.3% 60,308

### Overall SAT Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>93.3%</b> *	<b>91.3%</b> *	<b>95.4%</b> *	<b>*</b> *	<b>90.9%</b> *	<b>‡</b> *	<b>95.7%</b> *	<b>*</b> *	<b>*</b> *	<b>‡</b> *	<b>‡</b> *	<b>81.5%</b> *
District	93.3% 125	91.3% 63	95.4% 62	* *	90.9% 70	‡ 3	95.7% 44	* *	* *	‡ 1	‡ 7	81.5% 22
State	95.6% 137,539	95.0% 69,365	96.2% 68,103	97.3% 71	97.5% 64,217	91.4% 21,089	94.5% 39,376	98.7% 7,720	91.0% 111	93.9% 290	94.9% 4,736	92.0% 25,612

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>76.2%</b> *	<b>‡</b> *	<b>87.0%</b> *
District	76.2% 16	‡ 8	87.0% 47
State	89.6% 16,401	92.5% 11,470	93.1% 60,157

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

# Academic Progress

## Participation Rate (cont)

### Overall DLM ELA - Participation

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

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	100.0% 10	‡ 1	‡ 5
State	99.7% 10,858	99.9% 2,907	99.7% 6,850

### Overall DLM Mathematics - Participation

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

	Students with IEPs	English Learners	Low Income
School	‡ *	‡ *	‡ *
District	100.0% 10	‡ 1	‡ 5
State	99.8% 10,829	99.9% 2,901	99.7% 6,828

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

# Academic Progress

## Participation Rate (cont)

### Overall DLM Science - Participation

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

	Students with IEPs	English Learners	Low Income
<b>School</b>	‡ *	‡ *	‡ *
District	‡ 4	‡ 1	‡ 1
State	<b>100.0%</b> 4,355	<b>100.0%</b> 1,116	<b>100.0%</b> 2,713

### Overall - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>91.9%</b> *	<b>91.3%</b> *	<b>92.5%</b> *	* *	<b>92.2%</b> *	‡ *	<b>95.7%</b> *	* *	* *	‡ *	‡ *	<b>82.1%</b> *
District	<b>95.0%</b> 339	<b>95.2%</b> 177	<b>94.7%</b> 162	* *	<b>95.2%</b> 198	‡ 3	<b>95.7%</b> 110	* *	* *	‡ 1	<b>93.1%</b> 27	<b>89.6%</b> 69
State	<b>96.3%</b> 393,061	<b>96.2%</b> 199,738	<b>96.4%</b> 193,184	<b>92.7%</b> 139	<b>97.0%</b> 182,176	<b>94.3%</b> 61,290	<b>96.1%</b> 110,834	<b>97.9%</b> 22,291	<b>95.2%</b> 394	<b>94.9%</b> 897	<b>95.5%</b> 15,179	<b>93.7%</b> 71,774

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>85.0%</b> *	‡ *	<b>87.3%</b> *
District	<b>90.0%</b> 54	<b>91.9%</b> 34	<b>91.0%</b> 121
State	<b>93.3%</b> 51,101	<b>96.6%</b> 48,621	<b>95.3%</b> 185,358

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

## Participation Rate (cont)

### ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>5.8%</b> *	<b>7.1%</b> *	<b>4.5%</b> *	<b>*</b> *	<b>7.6%</b> *	<b>‡</b> *	<b>4.3%</b> *	<b>*</b> *	<b>*</b> *	<b>‡</b> *	<b>‡</b> *	<b>13.3%</b> *
District	1.9% *	2.4% *	1.4% *	* *	2.1% *	0.0% *	2.2% *	‡ *	* *	‡ *	0.0% *	5.0% *
State	1.6% *	1.7% *	1.5% *	1.3% *	1.2% *	2.6% *	1.7% *	0.8% *	2.2% *	1.8% *	2.6% *	2.9% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>16.7%</b> *	<b>‡</b> *	<b>12.7%</b> *
District	6.0% *	2.4% *	4.0% *
State	3.2% *	1.6% *	1.9% *

### Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>6.6%</b> *	<b>8.6%</b> *	<b>4.5%</b> *	<b>*</b> *	<b>8.9%</b> *	<b>‡</b> *	<b>4.3%</b> *	<b>*</b> *	<b>*</b> *	<b>‡</b> *	<b>‡</b> *	<b>16.7%</b> *
District	2.0% *	2.6% *	1.4% *	* *	2.3% *	0.0% *	2.2% *	‡ *	* *	‡ *	0.0% *	5.5% *
State	1.7% *	1.9% *	1.6% *	2.6% *	1.3% *	2.8% *	1.8% *	0.8% *	2.3% *	1.9% *	2.8% *	3.2% *

\* 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

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>20.8%</b> *	<b>‡</b> *	<b>12.7%</b> *
District	6.6% *	2.4% *	4.0% *
State	3.5% *	1.7% *	2.1% *

### Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>7.9%</b> *	<b>8.6%</b> *	<b>7.2%</b> *	<b>*</b> *	<b>7.6%</b> *	<b>‡</b> *	<b>4.3%</b> *	<b>*</b> *	<b>*</b> *	<b>‡</b> *	<b>‡</b> *	<b>16.1%</b> *
District	5.0% *	4.8% *	5.2% *	* *	4.8% *	‡ *	4.3% *	‡ *	* *	‡ *	6.9% *	9.9% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.6% *	3.9% *	2.0% *	4.8% *	5.0% *	4.5% *	6.0% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>13.0%</b> *	<b>‡</b> *	<b>12.5%</b> *
District	9.4% *	7.9% *	9.0% *
State	6.2% *	3.3% *	4.6% *

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



## Participation Rate (cont)

### Overall SAT ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>6.0%</b> *	<b>7.2%</b> *	<b>4.6%</b> *	* *	<b>7.8%</b> *	‡ *	<b>4.3%</b> *	* *	* *	‡ *	‡ *	<b>14.8%</b> *
District	6.0% *	7.2% *	4.6% *	* *	7.8% *	‡ *	4.3% *	* *	* *	‡ *	‡ *	14.8% *
State	4.3% *	4.9% *	3.7% *	1.4% *	2.5% *	8.3% *	5.4% *	1.2% *	9.0% *	6.1% *	4.8% *	7.5% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>19.0%</b> *	‡ *	<b>13.0%</b> *
District	19.0% *	‡ *	13.0% *
State	9.7% *	7.3% *	6.7% *

### Overall SAT Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>6.7%</b> *	<b>8.7%</b> *	<b>4.6%</b> *	* *	<b>9.1%</b> *	‡ *	<b>4.3%</b> *	* *	* *	‡ *	‡ *	<b>18.5%</b> *
District	6.7% *	8.7% *	4.6% *	* *	9.1% *	‡ *	4.3% *	* *	* *	‡ *	‡ *	18.5% *
State	4.4% *	5.0% *	3.8% *	2.7% *	2.6% *	8.6% *	5.5% *	1.3% *	9.0% *	6.1% *	5.1% *	8.0% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>23.8%</b> *	‡ *	<b>13.0%</b> *
District	23.8% *	‡ *	13.0% *
State	10.4% *	7.6% *	6.9% *

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

## Participation Rate (cont)

### Overall DLM ELA - Non Participation

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

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

### Overall DLM Mathematics - Non Participation

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

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

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

# Academic Progress

## Participation Rate (cont)

### Overall DLM Science - Non Participation

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

	Students with IEPs	English Learners	Low Income
<b>School</b>	‡ *	‡ *	‡ *
District	‡ *	‡ *	‡ *
State	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *

### Overall ISA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>8.1%</b> *	<b>8.7%</b> *	<b>7.5%</b> *	* *	<b>7.8%</b> *	‡ *	<b>4.3%</b> *	* *	* *	‡ *	‡ *	<b>17.9%</b> *
District	<b>5.0%</b> *	<b>4.8%</b> *	<b>5.3%</b> *	* *	<b>4.8%</b> *	‡ *	<b>4.3%</b> *	* *	* *	‡ *	<b>6.9%</b> *	<b>10.4%</b> *
State	<b>3.7%</b> *	<b>3.8%</b> *	<b>3.6%</b> *	<b>7.3%</b> *	<b>3.0%</b> *	<b>5.7%</b> *	<b>3.9%</b> *	<b>2.1%</b> *	<b>4.8%</b> *	<b>5.1%</b> *	<b>4.5%</b> *	<b>6.3%</b> *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>15.0%</b> *	‡ *	<b>12.7%</b> *
District	<b>10.0%</b> *	<b>8.1%</b> *	<b>9.0%</b> *
State	<b>6.7%</b> *	<b>3.4%</b> *	<b>4.7%</b> *

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

## 9th Grade On Track

### What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>93.5%</b>	<b>90.4%</b>	<b>98.0%</b>	*	<b>97.4%</b>	‡	<b>85.0%</b>	*	*	*	‡	<b>78.9%</b>
District	93.5%	90.4%	98.0%	*	97.4%	‡	85.0%	*	*	*	‡	78.9%
State	87.4%	85.8%	89.1%	83.6%	91.4%	78.9%	84.1%	96.8%	88.0%	87.6%	85.3%	83.8%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>71.4%</b>	<b>73.3%</b>	<b>93.6%</b>
District	71.4%	73.3%	93.6%
State	82.3%	79.8%	80.6%

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

## College and Career Ready

### What is it?

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

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

	Students with IEPs	English Learners	Low Income
<b>School</b>	*	*	*
District	*	*	*
State	*	*	*

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

## Career and Technical Education

### What is it?

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

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

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

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

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

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

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

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

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

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

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

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

## Career and Technical Education (cont)

### Career and Technical Education

Enrollment	
<b>School</b>	<b>396</b>
District	<b>396</b>
State	<b>299,613</b>

### Perkins Measures - Four-Year Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>98.4%</b> 61	<b>97.0%</b> 32	<b>100.0%</b> 29	* *	<b>100.0%</b> 30	‡ ‡	<b>95.2%</b> 20	* *	* *	* *	‡ ‡	<b>92.9%</b> 13
District	98.4% 61	97.0% 32	100.0% 29	* *	100.0% 30	‡ ‡	95.2% 20	* *	* *	* *	‡ ‡	92.9% 13
State	<b>95.8%</b> 51,339	<b>95.3%</b> 28,582	<b>96.4%</b> 22,740	<b>77.3%</b> 17	<b>96.5%</b> 29,965	<b>94.2%</b> 5,741	<b>94.8%</b> 11,312	<b>97.6%</b> 2,477	<b>91.8%</b> 45	<b>91.0%</b> 81	<b>94.2%</b> 1,718	<b>91.4%</b> 8,769

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	‡ ‡	‡ ‡	<b>94.1%</b> 16	* *	* *	* *	* *	<b>100.0%</b> 28	* *	* *
District	‡ ‡	‡ ‡	94.1% 16	* *	* *	* *	* *	100.0% 28	* *	* *
State	<b>88.0%</b> 5,484	<b>90.5%</b> 2,345	<b>93.3%</b> 19,035	<b>88.8%</b> 1,095	‡ ‡	<b>81.4%</b> 105	<b>96.1%</b> 488	<b>96.0%</b> 15,744	<b>91.9%</b> 181	‡ ‡

\* 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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>90.9%</b> 20	<b>93.8%</b> 15	‡ ‡	* *	<b>88.2%</b> 15	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡
District	90.9% 20	93.8% 15	‡ ‡	* *	88.2% 15	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡
State	<b>95.6%</b> 38,007	<b>95.0%</b> 21,265	<b>96.3%</b> 16,742	* *	<b>95.9%</b> 22,950	<b>94.5%</b> 4,016	<b>94.6%</b> 7,955	<b>98.5%</b> 1,838	<b>97.0%</b> 32	<b>97.6%</b> 81	<b>93.5%</b> 1,135	<b>82.8%</b> 2,089

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

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

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

\* 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 Reading/Language Art

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

### Perkins Measures – Academic Proficiency Rate in Mathematics

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	‡	‡	‡	*	*	*	*	‡	*	*
	‡	‡	‡	*	*	*	*	‡	*	*
District	‡	‡	‡	*	*	*	*	‡	*	*
	‡	‡	‡	*	*	*	*	‡	*	*
State	<b>4.8%</b> 269	<b>2.2%</b> 52	<b>12.5%</b> 2,433	<b>6.6%</b> 77	‡	‡	<b>25.8%</b> 125	<b>24.6%</b> 7,282	<b>11.1%</b> 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)

### Perkins Measures – Academic Proficiency Rate in Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>37.7%</b> 23	<b>37.5%</b> 12	<b>37.9%</b> 11	* *	<b>50.0%</b> 15	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡
District	37.7% 23	37.5% 12	37.9% 11	* *	50.0% 15	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡
State	51.9% 25,485	53.4% 14,679	50.1% 10,793	81.3% 13	59.2% 17,092	22.5% 1,156	41.4% 4,513	74.6% 1,814	66.7% 28	43.8% 35	52.6% 847	32.4% 2,659

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	* *	39.5% 15	* *	* *
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	* *	39.5% 15	* *	* *
State	18.5% 961	11.8% 265	37.1% 6,678	28.3% 282	‡ ‡	29.8% 31	49.5% 229	50.9% 14,231	40.0% 76	‡ ‡

### Perkins Measures – Postsecondary Placement Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>43.8%</b> 21	‡ ‡	<b>60.9%</b> 14	* *	<b>42.4%</b> 14	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
District	43.8% 21	‡ ‡	60.9% 14	* *	42.4% 14	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡
State	57.5% 26,367	52.4% 13,456	63.9% 12,908	‡ ‡	61.0% 16,775	45.5% 2,309	48.5% 4,577	81.3% 1,820	53.3% 16	48.8% 42	55.1% 828	44.3% 3,493

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

## Career and Technical Education (cont)

### Perkins Measures – Postsecondary Placement Rate

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	‡ ‡	* *	‡ ‡	* *	* *	* *	* *	<b>52.6%</b> <b>10</b>	* *	* *
District	‡ ‡	* *	‡ ‡	* *	* *	* *	* *	<b>52.6%</b> 10	* *	* *
State	<b>35.0%</b> 1,822	<b>37.8%</b> 691	<b>42.6%</b> 6,889	<b>32.9%</b> 316	‡ ‡	<b>37.4%</b> 34	<b>51.6%</b> 206	<b>60.3%</b> 8,375	<b>33.8%</b> 47	‡ ‡

### Perkins Measures – Nontraditional Program Enrollment Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>28.1%</b> <b>47</b>	‡ ‡	<b>74.6%</b> <b>47</b>	* *	<b>23.2%</b> <b>22</b>	‡ ‡	<b>30.9%</b> <b>17</b>	* *	* *	‡ ‡	‡ ‡	<b>40.0%</b> <b>12</b>
District	<b>28.1%</b> 47	‡ ‡	<b>74.6%</b> 47	* *	<b>23.2%</b> 22	‡ ‡	<b>30.9%</b> 17	* *	* *	‡ ‡	‡ ‡	<b>40.0%</b> 12
State	<b>30.8%</b> 39,227	<b>8.9%</b> 6,330	<b>59.0%</b> 32,897	‡ ‡	<b>31.0%</b> 23,042	<b>33.6%</b> 4,633	<b>29.4%</b> 8,285	<b>28.2%</b> 1,755	<b>26.0%</b> 25	<b>31.1%</b> 75	<b>32.2%</b> 1,412	<b>28.5%</b> 6,652

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	‡ ‡	‡ ‡	<b>36.7%</b> <b>18</b>	‡ ‡	* *	* *	* *	<b>100.0%</b> <b>47</b>	* *	* *
District	‡ ‡	‡ ‡	<b>36.7%</b> 18	‡ ‡	* *	* *	* *	<b>100.0%</b> 47	* *	* *
State	<b>27.7%</b> 4,173	<b>28.7%</b> 1,974	<b>32.0%</b> 15,591	<b>34.9%</b> 834	‡ ‡	<b>42.3%</b> 154	<b>33.2%</b> 371	<b>100.0%</b> 39,227	<b>29.9%</b> 158	‡ ‡

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

## Career and Technical Education (cont)

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

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

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

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

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

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

## Career and Technical Education (cont)

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

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

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## Career and Technical Education (cont)

### CTE Participant - Total Count of CTE Participants

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>380</b>	<b>203</b>	<b>177</b>	<b>*</b>	<b>215</b>	<b>‡</b>	<b>129</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>30</b>	<b>70</b>
District	380	203	177	*	215	‡	129	‡	*	‡	30	70
State	278,543	154,296	124,095	152	153,870	34,061	65,651	13,493	246	640	10,582	50,469

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	<b>46</b>	<b>27</b>	<b>132</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>44</b>	<b>*</b>	<b>*</b>
District	46	27	132	‡	*	‡	*	44	*	*
State	33,915	20,475	113,210	5,543	56	1,077	2,503	33,072	1,021	24

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>78</b>	<b>52</b>	<b>26</b>	<b>*</b>	<b>53</b>	<b>*</b>	<b>17</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>17</b>
District	78	52	26	*	53	*	17	*	*	‡	‡	17
State	30,908	17,832	13,064	12	25,606	1,766	2,268	250	15	53	950	5,491

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	<b>12</b>	<b>‡</b>	<b>14</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>13</b>	<b>*</b>	<b>*</b>
District	12	‡	14	‡	*	‡	*	13	*	*
State	4,187	537	11,912	770	‡	197	230	6,192	240	‡

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

## Career and Technical Education (cont)

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

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

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

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>171</b>	<b>106</b>	<b>65</b>	*	<b>103</b>	<b>‡</b>	<b>57</b>	*	*	*	<b>10</b>	<b>31</b>
District	<b>171</b>	<b>106</b>	<b>65</b>	*	<b>103</b>	<b>‡</b>	<b>57</b>	*	*	*	<b>10</b>	<b>31</b>
State	<b>29,391</b>	<b>18,066</b>	<b>11,304</b>	<b>21</b>	<b>16,181</b>	<b>3,508</b>	<b>7,183</b>	<b>1,150</b>	<b>40</b>	<b>70</b>	<b>1,259</b>	<b>5,692</b>

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	<b>19</b>	<b>14</b>	<b>59</b>	<b>‡</b>	*	*	*	<b>14</b>	*	*
District	<b>19</b>	<b>14</b>	<b>59</b>	<b>‡</b>	*	*	*	<b>14</b>	*	*
State	<b>3,987</b>	<b>2,456</b>	<b>12,715</b>	<b>578</b>	<b>22</b>	<b>118</b>	<b>311</b>	<b>2,159</b>	<b>65</b>	<b>‡</b>

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

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>216</b>	<b>138</b>	<b>78</b>	<b>*</b>	<b>123</b>	<b>*</b>	<b>78</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>13</b>	<b>35</b>
District	216	138	78	*	123	*	78	‡	*	‡	13	35
State	68,232	39,350	28,852	30	39,243	9,127	13,260	3,494	66	166	2,876	10,533

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	<b>22</b>	<b>16</b>	<b>79</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>12</b>	<b>*</b>	<b>*</b>
District	22	16	79	‡	*	*	*	12	*	*
State	6,892	4,449	27,183	1,356	32	294	623	6,425	259	‡

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

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

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

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



## Career and Technical Education (cont)

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

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

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

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

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

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

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

## Career and Technical Education (cont)

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

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

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

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	145	71	74	*	76	‡	52	*	*	‡	14	30
District	145	71	74	*	76	‡	52	*	*	‡	14	30
State	75,162	34,999	40,109	54	40,679	9,832	18,512	2,758	56	193	3,132	15,311

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	20	‡	52	‡	*	*	*	21	*	*
District	20	‡	52	‡	*	*	*	21	*	*
State	10,842	5,765	31,200	1,471	16	302	795	15,811	231	‡

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

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>107</b>	<b>39</b>	<b>68</b>	<b>*</b>	<b>55</b>	<b>‡</b>	<b>39</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>10</b>	<b>15</b>
District	107	39	68	*	55	‡	39	*	*	‡	10	15
State	42,282	15,139	27,123	20	26,241	5,276	7,644	1,061	35	84	1,941	7,564

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>46</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>11</b>	<b>*</b>	<b>*</b>
District	‡	‡	46	‡	*	*	*	11	*	*
State	5,624	2,319	18,797	947	19	220	414	7,041	271	‡

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>120</b>	<b>83</b>	<b>37</b>	<b>*</b>	<b>75</b>	<b>*</b>	<b>40</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>22</b>
District	120	83	37	*	75	*	40	*	*	‡	‡	22
State	44,905	27,754	17,121	30	25,175	6,089	9,233	2,341	40	110	1,917	8,037

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	<b>14</b>	<b>12</b>	<b>38</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>
District	14	12	38	‡	*	*	*	‡	*	*
State	5,742	3,350	19,269	835	25	227	431	3,417	151	‡

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

## Career and Technical Education (cont)

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

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

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

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

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

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	<b>7,009</b>	<b>3,693</b>	<b>20,382</b>	<b>860</b>	<b>13</b>	<b>197</b>	<b>424</b>	<b>3,769</b>	<b>182</b>	‡

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

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>156</b>	<b>104</b>	<b>52</b>	<b>*</b>	<b>100</b>	<b>*</b>	<b>51</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>28</b>
District	156	104	52	*	100	*	51	*	*	*	‡	28
State	34,149	20,594	13,542	13	19,849	3,409	7,091	2,260	33	81	1,426	5,215

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	<b>20</b>	<b>14</b>	<b>57</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>
District	20	14	57	‡	*	*	*	‡	*	*
State	3,103	2,224	12,056	445	21	108	423	2,920	97	‡

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

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

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

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

## Career and Technical Education (cont)

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

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

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

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

## Career and Technical Education (cont)

### CTE Concentrator - Total Count of CTE Concentrators

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>167</b>	<b>104</b>	<b>63</b>	<b>*</b>	<b>95</b>	<b>‡</b>	<b>55</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>14</b>	<b>30</b>
District	167	104	63	*	95	‡	55	*	*	‡	14	30
State	127,211	71,378	55,781	52	74,286	13,777	28,212	6,216	96	241	4,383	23,351

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	<b>20</b>	<b>10</b>	<b>49</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>47</b>	<b>*</b>	<b>*</b>
District	20	10	49	‡	*	*	*	47	*	*
State	15,051	6,878	48,699	2,391	15	364	1,118	39,227	529	11

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>47</b>	<b>28</b>	<b>19</b>	<b>*</b>	<b>37</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>12</b>
District	47	28	19	*	37	*	‡	*	*	*	‡	12
State	16,002	9,909	6,084	‡	14,151	566	839	82	‡	20	338	2,702

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>19</b>	<b>*</b>	<b>*</b>
District	‡	‡	‡	‡	*	*	*	19	*	*
State	2,063	143	5,722	408	‡	80	103	6,463	136	‡

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

## Career and Technical Education (cont)

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

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

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

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>27</b>	<b>21</b>	‡	*	<b>14</b>	*	<b>11</b>	*	*	*	‡	‡
District	<b>27</b>	<b>21</b>	‡	*	<b>14</b>	*	<b>11</b>	*	*	*	‡	‡
State	<b>6,275</b>	<b>3,825</b>	<b>2,448</b>	‡	<b>3,321</b>	<b>782</b>	<b>1,578</b>	<b>327</b>	‡	‡	<b>254</b>	<b>1,304</b>

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

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



## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>66</b>	<b>50</b>	<b>16</b>	*	<b>41</b>	*	<b>20</b>	*	*	*	‡	‡
District	66	50	16	*	41	*	20	*	*	*	‡	‡
State	13,178	8,505	4,668	‡	7,765	1,617	2,517	781	‡	32	458	1,703

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	‡	‡	<b>20</b>	*	*	*	*	‡	*	*
District	‡	‡	20	*	*	*	*	‡	*	*
State	1,021	731	4,749	221	‡	29	109	5,659	69	*

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

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

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

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

## Career and Technical Education (cont)

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

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

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

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

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

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

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

## Career and Technical Education (cont)

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

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

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

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>67</b>	<b>35</b>	<b>32</b>	*	<b>33</b>	‡	<b>25</b>	*	*	‡	‡	<b>14</b>
District	<b>67</b>	<b>35</b>	<b>32</b>	*	<b>33</b>	‡	<b>25</b>	*	*	‡	‡	<b>14</b>
State	<b>40,199</b>	<b>17,954</b>	<b>22,230</b>	<b>15</b>	<b>22,285</b>	<b>5,283</b>	<b>9,543</b>	<b>1,303</b>	<b>29</b>	<b>83</b>	<b>1,673</b>	<b>8,694</b>

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	<b>10</b>	‡	<b>21</b>	*	*	*	*	<b>32</b>	*	*
District	<b>10</b>	‡	<b>21</b>	*	*	*	*	<b>32</b>	*	*
State	<b>5,942</b>	<b>2,530</b>	<b>16,124</b>	<b>798</b>	‡	<b>134</b>	<b>437</b>	<b>22,688</b>	<b>133</b>	‡

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

## Career and Technical Education (cont)

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

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

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

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

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

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

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

## Career and Technical Education (cont)

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

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

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

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

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

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

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

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>42</b>	<b>33</b>	‡	*	<b>27</b>	*	<b>12</b>	*	*	*	‡	‡
District	42	33	‡	*	27	*	12	*	*	*	‡	‡
State	<b>6,862</b>	<b>4,803</b>	<b>2,058</b>	‡	<b>4,261</b>	<b>518</b>	<b>1,378</b>	<b>439</b>	‡	<b>15</b>	<b>249</b>	<b>861</b>

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	Non Traditional Fields	Single Parents	Out of Workforce
<b>School</b>	‡	*	<b>14</b>	*	*	*	*	‡	*	*
District	‡	*	<b>14</b>	*	*	*	*	‡	*	*
State	<b>417</b>	<b>289</b>	<b>2,024</b>	<b>56</b>	‡	‡	<b>52</b>	<b>1,420</b>	<b>10</b>	*

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

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

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

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

## Career and Technical Education (cont)

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

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

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

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

## High School Graduation Rate

### What is it?

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

### 4 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>93.0%</b>	<b>91.4%</b>	<b>94.6%</b>	<b>*</b>	<b>93.2%</b>	<b>‡</b>	<b>90.2%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>100.0%</b>	<b>83.3%</b>
District	93.0%	91.4%	94.6%	*	93.2%	‡	90.2%	‡	*	*	100.0%	83.3%
State	87.6%	85.6%	89.7%	82.5%	90.7%	80.1%	85.5%	94.7%	91.6%	82.2%	84.2%	78.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>80.0%</b>	<b>‡</b>	<b>88.2%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	80.0%	‡	88.2%	*	*	*	*
State	72.3%	77.3%	81.2%	69.4%	52.4%	56.0%	89.0%

### 5 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>91.3%</b>	<b>84.9%</b>	<b>98.0%</b>	<b>*</b>	<b>91.9%</b>	<b>‡</b>	<b>90.0%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>94.1%</b>
District	91.3%	84.9%	98.0%	*	91.9%	‡	90.0%	‡	*	*	‡	94.1%
State	89.1%	87.2%	91.2%	90.0%	91.7%	82.4%	87.7%	95.6%	88.4%	84.2%	86.5%	80.9%

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



## High School Graduation Rate (cont)

### 5 Year

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>92.3%</b>	‡	<b>94.1%</b>	‡	*	*	*
District	<b>92.3%</b>	‡	<b>94.1%</b>	‡	*	*	*
State	<b>75.9%</b>	<b>81.6%</b>	<b>82.9%</b>	<b>72.0%</b>	<b>83.3%</b>	<b>57.7%</b>	<b>90.5%</b>

### 6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>89.7%</b>	<b>86.0%</b>	<b>94.0%</b>	*	<b>89.9%</b>	‡	<b>89.5%</b>	*	*	*	‡	<b>81.5%</b>
District	<b>89.7%</b>	<b>86.0%</b>	<b>94.0%</b>	*	<b>89.9%</b>	‡	<b>89.5%</b>	*	*	*	‡	<b>81.5%</b>
State	<b>89.3%</b>	<b>87.1%</b>	<b>91.6%</b>	*	<b>92.3%</b>	<b>82.2%</b>	<b>87.3%</b>	<b>96.7%</b>	<b>91.6%</b>	<b>82.5%</b>	<b>86.0%</b>	<b>81.1%</b>

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>83.3%</b>	‡	<b>83.8%</b>	‡	*	‡	*
District	<b>83.3%</b>	‡	<b>83.8%</b>	‡	*	‡	*
State	<b>76.8%</b>	<b>80.8%</b>	<b>83.2%</b>	<b>70.6%</b>	<b>60.0%</b>	<b>62.1%</b>	<b>91.4%</b>

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

## Community College Remediation

### 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
<b>School</b>	<b>52.7%</b>	<b>*</b>	<b>*</b>	<b>20.4%</b>	<b>32.3%</b>	<b>0.0%</b>
District	52.7%	*	*	20.4%	32.3%	0.0%
State	64.8%	*	*	39.7%	25.1%	0.0%

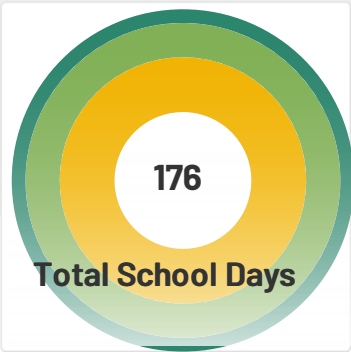
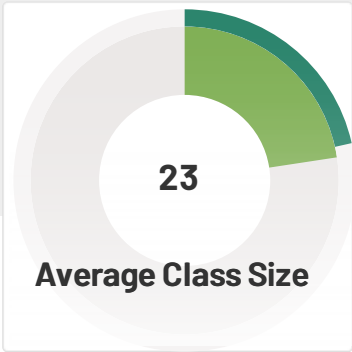
### 16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
<b>School</b>	<b>52.7%</b>	<b>*</b>	<b>*</b>	<b>20.4%</b>	<b>32.3%</b>	<b>0.0%</b>
District	52.7%	*	*	20.4%	32.3%	0.0%
State	65.6%	*	*	39.9%	25.7%	0.0%

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

## About the data

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



**No Data** district's percentage of adequacy  
**Evidence-Based Funding**

## Illinois Youth Survey

### What is it?

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

School did participate in Illinois Youth Survey	
<b>School</b>	<b>No</b>

\* 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		
<b>School</b>	<b>518</b>	<b>\$0</b>	<b>\$8,564</b>	<b>\$8,564</b>	<b>\$736</b>	<b>\$5,059</b>	<b>\$5,794</b>	<b>\$736</b>	<b>\$13,623</b>	<b>\$14,358</b>	<b>*</b>	<b>*</b>
District	1,533	\$10	\$9,527	\$9,537	\$736	\$5,059	\$5,794	\$746	\$14,586	\$15,331	\$7,761,919	\$31,257,405

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

## District Finances

### What is it?

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

### Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	<b>47.9%</b> \$11,882,800	<b>5.7%</b> \$1,411,264	<b>33.9%</b> \$8,400,615	<b>5.8%</b> \$1,436,323	<b>6.7%</b> \$1,658,665	<b>\$24,789,667</b>
State	<b>59.6%</b>	<b>3.8%</b>	<b>20.2%</b>	<b>4.0%</b>	<b>12.3%</b>	*

### Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	<b>46.4%</b>	<b>1.9%</b>	<b>32.3%</b>	<b>19.4%</b>
State	<b>47.2%</b>	<b>2.3%</b>	<b>30.4%</b>	<b>20.2%</b>

### Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	<b>68.1%</b> \$17,458,548	<b>7.8%</b> \$1,992,964	<b>6.0%</b> \$1,544,479	<b>14.3%</b> \$3,660,918	<b>0.9%</b> \$240,405	<b>2.9%</b> \$733,552	<b>0.0%</b> \$0	<b>0.0%</b> \$12,740	<b>\$25,643,606</b>
State	<b>71.3%</b>	<b>7.4%</b>	<b>3.7%</b>	<b>7.8%</b>	<b>1.2%</b>	<b>1.8%</b>	<b>0.4%</b>	<b>6.4%</b>	*

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

## District Finances (cont)

### Other Financial Indicators

	2020 Equalized Assessed Valuation per Pupil	2020 Total School Tax Rate per \$100	2021-22 Instructional Expenditure per Pupil	2021-22 Operating Expenditure per Pupil
District	\$130,310	6.2	\$8,855	\$17,116
State	*	*	\$10,636	\$17,952

## Average Class Size

### What is it?

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

	Grade 9	Grade 10	Grade 11	Grade 12	Grade HS	Overall
<b>School</b>	<b>23</b>	<b>23</b>	<b>19</b>	<b>17</b>	<b>*</b>	<b>19</b>
District	23	23	19	17	*	18
State	22	21	21	20	21	21

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

## Total School Days

### What is it?

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

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

## Health and Wellness

### What is it?

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

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

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

### Days PE per week

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

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

## Health and Wellness (cont)

### Truant Minor Count

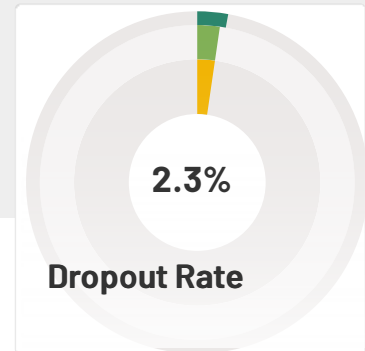
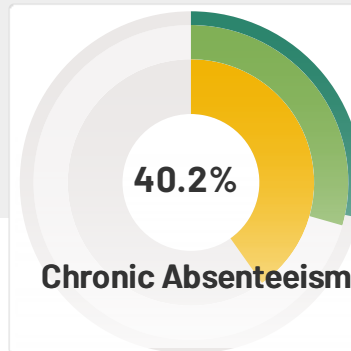
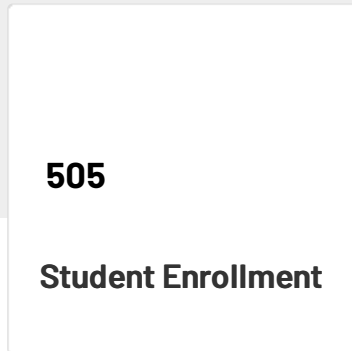
School	12
District	54
State	157,112

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



## About the data

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



## Student Enrollment

### What is it?

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

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

### By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>100.0%</b> <b>505</b>	<b>52.3%</b> <b>264</b>	<b>47.7%</b> <b>241</b>	<b>0.0%</b> <b>*</b>	<b>56.6%</b> <b>286</b>	‡ ‡	<b>33.9%</b> <b>171</b>	‡ ‡	<b>0.0%</b> <b>*</b>	‡ ‡	<b>7.3%</b> <b>37</b>	<b>18.4%</b> <b>93</b>
District	<b>100.0%</b> 1,512	<b>52.3%</b> 791	<b>47.7%</b> 721	<b>0.0%</b> *	<b>61.2%</b> 925	<b>0.9%</b> 14	<b>30.0%</b> 454	‡ ‡	<b>0.0%</b> *	‡ ‡	<b>7.2%</b> 109	<b>20.4%</b> 308
State	<b>100.0%</b> 1,857,790	<b>51.4%</b> 954,190	<b>48.6%</b> 901,981	<b>0.1%</b> 1,619	<b>45.9%</b> 853,165	<b>16.5%</b> 307,166	<b>27.5%</b> 511,065	<b>5.5%</b> 101,782	<b>0.1%</b> 1,801	<b>0.2%</b> 4,582	<b>4.2%</b> 78,229	<b>19.4%</b> 361,334

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>12.9%</b> <b>65</b>	<b>7.7%</b> <b>39</b>	<b>34.9%</b> <b>176</b>	‡ ‡	<b>0.0%</b> <b>*</b>	‡ ‡	<b>0.0%</b> <b>*</b>
District	<b>16.4%</b> 248	<b>9.7%</b> 146	<b>39.4%</b> 596	‡ ‡	<b>0.0%</b> *	‡ ‡	<b>0.0%</b> *
State	<b>15.3%</b> 284,032	<b>14.6%</b> 271,983	<b>49.0%</b> 910,675	<b>2.3%</b> 42,367	<b>0.0%</b> 364	<b>0.7%</b> 13,316	<b>0.8%</b> 15,281

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	<b>126</b>	<b>135</b>	<b>132</b>	<b>112</b>
District	<b>126</b>	<b>135</b>	<b>132</b>	<b>112</b>
State	<b>152,855</b>	<b>152,854</b>	<b>143,487</b>	<b>146,123</b>

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

## Advanced Academic Programs

### What is it?

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

### Students Enrolled in Accelerated Placement

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

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

### Students Enrolled in Accelerated Placement - ELA

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

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

## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - ELA

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

### Students Enrolled in Accelerated Placement - Math

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

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

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

## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - Multiple Subjects

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

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

### Students Enrolled in Accelerated Placement - Whole Grade

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

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

## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - Whole Grade

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

### Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>11.1%</b> <b>59</b>	<b>6.8%</b> <b>19</b>	<b>15.9%</b> <b>40</b>	* *	<b>12.0%</b> <b>36</b>	‡ ‡	<b>7.2%</b> <b>13</b>	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
District	11.1% 59	6.8% 19	15.9% 40	* *	12.0% 36	‡ ‡	7.2% 13	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡
State	<b>22.7%</b> 138,767	<b>19.6%</b> 61,429	<b>26.0%</b> 77,249	<b>21.2%</b> 89	<b>23.9%</b> 66,690	<b>13.0%</b> 12,920	<b>20.6%</b> 36,163	<b>53.1%</b> 17,364	<b>33.4%</b> 219	<b>17.2%</b> 260	<b>23.5%</b> 5,151	<b>10.4%</b> 12,946

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	‡ ‡	‡ ‡	<b>6.8%</b> <b>13</b>	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	<b>6.8%</b> 13	‡ ‡	‡ ‡
State	<b>2.9%</b> 2,526	<b>6.4%</b> 3,907	<b>14.9%</b> 41,614	<b>7.5%</b> 1,194	<b>3.1%</b> 102

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

## Advanced Academic Programs (cont)

### Students Enrolled in IB Coursework

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

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

### Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>24.1%</b> <b>128</b>	<b>17.5%</b> <b>49</b>	<b>31.5%</b> <b>79</b>	* *	<b>25.0%</b> <b>75</b>	‡ ‡	<b>20.0%</b> <b>36</b>	* *	* *	‡ ‡	<b>35.1%</b> <b>13</b>	‡ ‡
District	<b>11.6%</b> 181	<b>10.1%</b> 82	<b>13.3%</b> 99	* *	<b>12.0%</b> 115	‡ ‡	<b>9.4%</b> 44	‡ ‡	* *	‡ ‡	<b>15.2%</b> 16	‡ ‡
State	<b>20.3%</b> 390,960	<b>18.7%</b> 185,955	<b>21.9%</b> 204,693	<b>46.1%</b> 312	<b>22.0%</b> 192,469	<b>13.8%</b> 44,859	<b>18.7%</b> 100,219	<b>34.7%</b> 36,905	<b>26.3%</b> 483	<b>18.0%</b> 868	<b>18.6%</b> 15,157	<b>12.4%</b> 45,420

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

## Advanced Academic Programs (cont)

### Students Enrolled in any course designated as Enriched or Honors

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	<b>20.9%</b>	*	*
	‡	‡	<b>40</b>	*	*
District	‡	‡	<b>7.4%</b>	*	*
	‡	‡	<b>48</b>	*	*
State	<b>6.6%</b>	<b>7.3%</b>	<b>13.9%</b>	<b>10.3%</b>	<b>4.6%</b>
	18,955	21,412	131,252	4,703	671

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>8.3%</b>	<b>4.6%</b>	<b>12.4%</b>	*	<b>10.3%</b>	‡	<b>6.7%</b>	‡	*	‡	‡	‡
	<b>44</b>	<b>13</b>	<b>31</b>	*	<b>31</b>	‡	<b>12</b>	‡	*	‡	‡	‡
District	<b>8.3%</b>	<b>4.6%</b>	<b>12.4%</b>	*	<b>10.3%</b>	‡	<b>6.7%</b>	‡	*	‡	‡	‡
	44	13	31	*	31	‡	12	‡	*	‡	‡	‡
State	<b>14.0%</b>	<b>13.7%</b>	<b>14.2%</b>	<b>7.6%</b>	<b>18.0%</b>	<b>8.6%</b>	<b>10.2%</b>	<b>16.7%</b>	<b>11.8%</b>	<b>9.2%</b>	<b>13.0%</b>	<b>9.0%</b>
	85,182	42,915	42,235	32	50,161	8,600	17,888	5,465	77	140	2,851	11,213

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	‡	‡	‡	‡	‡
	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
	‡	‡	‡	‡	‡
State	<b>6.7%</b>	<b>6.0%</b>	<b>9.6%</b>	<b>8.7%</b>	<b>5.2%</b>
	5,843	3,661	26,728	1,381	173

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



## Advanced Academic Programs (cont)

### Advanced Placement (AP) Exams - Grade 9

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

### Advanced Placement (AP) Exams - Grade 10

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

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

## Advanced Academic Programs (cont)

### Advanced Placement (AP) Exams - Grade 11

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

### Advanced Placement (AP) Exams - Grade 12

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

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

## Advanced Academic Programs (cont)

### Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	<b>15</b>	<b>23</b>	<b>15</b>	<b>33</b>
District	15	23	15	33
State	23,238	34,677	64,198	76,361

### Advanced Placement (AP) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>15</b>	‡	‡	‡	‡	*	‡	‡	‡
District	15	‡	‡	‡	‡	*	‡	‡	‡
State	16,056	6,601	2,058	4,343	2,340	34	32	648	1,359

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	‡	*
District	‡	*	‡	*	‡	*
State	263	*	443	*	5,394	*

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

## Advanced Academic Programs (cont)

### Advanced Placement (AP) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>23</b>	<b>12</b>	‡	‡	‡	*	‡	‡	‡
District	23	12	‡	‡	‡	*	‡	‡	‡
State	<b>27,067</b>	<b>12,681</b>	<b>2,267</b>	<b>6,936</b>	<b>3,987</b>	<b>35</b>	<b>72</b>	<b>1,089</b>	<b>2,169</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	‡	*
District	‡	*	‡	*	‡	*
State	<b>369</b>	*	<b>765</b>	*	<b>7,808</b>	*

### Advanced Placement (AP) Coursework - Grade 11

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

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

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

## Advanced Academic Programs (cont)

### Advanced Placement (AP) Coursework - Grade 12

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

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

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

## Advanced Academic Programs (cont)

### International Baccalaureate (IB) Coursework - Grade 9

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

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

### International Baccalaureate (IB) Coursework - Grade 10

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

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

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

## Advanced Academic Programs (cont)

### International Baccalaureate (IB) Coursework - Grade 11

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

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

### International Baccalaureate (IB) Coursework - Grade 12

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

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

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

## Advanced Academic Programs (cont)

### Dual Credit Coursework - Grade 9

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

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	‡	*
District	‡	*	‡	*	‡	*
State	<b>618</b>	*	<b>648</b>	*	<b>3,024</b>	*

### Dual Credit Coursework - Grade 10

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

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	‡	*
District	‡	*	‡	*	‡	*
State	<b>785</b>	*	<b>670</b>	*	<b>3,380</b>	*

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



## Advanced Academic Programs (cont)

### Dual Credit Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>11</b>	‡	‡	‡	‡	*	‡	‡	‡
District	11	‡	‡	‡	‡	*	‡	‡	‡
State	<b>25,274</b>	<b>15,801</b>	<b>2,051</b>	<b>4,964</b>	<b>1,545</b>	<b>18</b>	<b>33</b>	<b>862</b>	<b>3,274</b>

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

### Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>33</b>	<b>22</b>	‡	<b>10</b>	‡	*	‡	‡	‡
District	<b>33</b>	<b>22</b>	‡	<b>10</b>	‡	*	‡	‡	‡
State	<b>42,686</b>	<b>25,912</b>	<b>3,551</b>	<b>8,830</b>	<b>2,907</b>	<b>47</b>	<b>73</b>	<b>1,366</b>	<b>5,414</b>

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

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

## Advanced Academic Programs (cont)

### Students Assessed For Giftedness

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

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

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

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

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

## Advanced Academic Programs (cont)

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

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

### Students Identified As Gifted

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

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

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

## Advanced Academic Programs (cont)

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

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

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

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## English Learners

### What is it?

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

### EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
<b>School</b>	<b>35</b>	<b>100.0%</b> <b>35</b>	<b>5.7%</b> <b>2</b>	<b>91.4%</b> <b>32</b>
District	141	100.0% 141	5.0% 7	31.2% 44
State	250,939	99.9% 250,754	5.9% 14,576	21.8% 54,729

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

## Student Attendance

### What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>88.5%</b>	<b>88.5%</b>	<b>88.6%</b>	*	<b>89.1%</b>	<b>84.5%</b>	<b>88.0%</b>	<b>96.8%</b>	*	<b>92.2%</b>	<b>87.0%</b>	<b>86.0%</b>
District	<b>90.9%</b>	<b>90.7%</b>	<b>91.2%</b>	*	<b>91.6%</b>	<b>82.9%</b>	<b>89.9%</b>	<b>85.7%</b>	*	<b>91.1%</b>	<b>90.5%</b>	<b>88.6%</b>
State	<b>91.2%</b>	<b>91.3%</b>	<b>91.1%</b>	<b>88.8%</b>	<b>92.8%</b>	<b>88.2%</b>	<b>89.9%</b>	<b>93.6%</b>	<b>91.3%</b>	<b>89.8%</b>	<b>91.1%</b>	<b>89.4%</b>

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>85.3%</b>	<b>86.3%</b>	<b>86.7%</b>
District	<b>88.1%</b>	<b>89.6%</b>	<b>89.5%</b>
State	<b>89.3%</b>	<b>90.4%</b>	<b>89.2%</b>

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

## Student Mobility Rate

### What is it?

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

### Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>7.4%</b>	<b>10.1%</b>	‡	*	<b>5.1%</b>	‡	<b>10.7%</b>	*	*	‡	‡	‡
District	<b>6.2%</b>	<b>6.9%</b>	<b>5.4%</b>	*	<b>5.0%</b>	‡	<b>8.6%</b>	‡	*	‡	‡	<b>5.1%</b>
State	<b>7.4%</b>	<b>7.7%</b>	<b>7.2%</b>	<b>13.4%</b>	<b>4.8%</b>	<b>13.3%</b>	<b>8.0%</b>	<b>7.7%</b>	<b>8.5%</b>	<b>10.8%</b>	<b>8.2%</b>	<b>6.9%</b>

	Students with IEPs	English Learners	Low Income	Homeless
<b>School</b>	‡	‡	<b>6.7%</b>	‡
District	<b>4.6%</b>	‡	<b>6.7%</b>	‡
State	<b>7.5%</b>	<b>10.9%</b>	<b>10.2%</b>	<b>29.8%</b>

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

## Chronic Absenteeism Rate

### What is it?

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

### By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>40.2%</b>	<b>37.6%</b>	<b>43.0%</b>	*	<b>35.7%</b>	‡	<b>46.4%</b>	‡	*	‡	<b>40.5%</b>	<b>52.0%</b>
District	<b>29.4%</b>	<b>29.3%</b>	<b>29.6%</b>	*	<b>24.3%</b>	<b>62.5%</b>	<b>38.6%</b>	‡	*	‡	<b>30.1%</b>	<b>36.9%</b>
State	<b>28.3%</b>	<b>27.9%</b>	<b>28.7%</b>	<b>39.0%</b>	<b>20.7%</b>	<b>42.1%</b>	<b>34.5%</b>	<b>18.5%</b>	<b>29.0%</b>	<b>35.6%</b>	<b>29.1%</b>	<b>35.3%</b>

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>52.9%</b>	<b>50.0%</b>	<b>50.3%</b>
District	<b>37.3%</b>	<b>40.8%</b>	<b>38.2%</b>
State	<b>36.2%</b>	<b>33.2%</b>	<b>38.2%</b>

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	<b>38.5%</b>	<b>34.1%</b>	<b>42.1%</b>	<b>46.7%</b>
District	<b>38.5%</b>	<b>34.1%</b>	<b>42.1%</b>	<b>46.7%</b>
State	<b>30.7%</b>	<b>34.1%</b>	<b>36.8%</b>	<b>42.7%</b>

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



## Dropout Rate

### What is it?

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

### By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>2.3%</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	2.3%	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	2.9%	3.2%	2.6%	2.5%	2.1%	5.1%	3.2%	1.0%	3.2%	4.6%	3.7%	2.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant
<b>School</b>	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡
State	3.2%	3.7%	4.3%	8.2%	10.7%

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	2.4%	4.7%	4.9%	4.0%

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

## Chronic Truancy Rate

### What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>12.8%</b>	<b>12.9%</b>	<b>12.6%</b>	*	<b>8.8%</b>	‡	<b>19.0%</b>	‡	*	‡	‡	<b>19.4%</b>
District	11.4%	11.6%	11.2%	*	7.1%	‡	19.5%	‡	*	‡	11.5%	15.0%
State	19.9%	19.9%	20.0%	16.9%	7.7%	44.7%	27.9%	7.9%	19.7%	27.0%	17.6%	22.9%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>20.0%</b>	<b>26.8%</b>	<b>18.6%</b>
District	16.3%	24.6%	17.5%
State	24.6%	26.6%	31.7%

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

## Truancy Rate

### What is it?

Not Available.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>144</b> 27.4%	<b>69</b> 24.7%	<b>75</b> 30.5%	<b>*</b> *	<b>67</b> 22.6%	<b>‡</b> ‡	<b>70</b> 39.1%	<b>‡</b> ‡	<b>*</b> *	<b>‡</b> ‡	<b>6</b> 16.7%	<b>27</b> 27.6%
District	<b>334</b> 23.7%	<b>173</b> 23.3%	<b>161</b> 24.0%	<b>*</b> *	<b>180</b> 20.5%	<b>3</b> 18.8%	<b>130</b> 31.3%	<b>‡</b> ‡	<b>*</b> *	<b>‡</b> ‡	<b>18</b> 18.8%	<b>72</b> 24.6%
State	<b>422,690</b> 25.1%	<b>216,052</b> 25.0%	<b>206,482</b> 25.2%	<b>156</b> 23.8%	<b>148,132</b> 19.3%	<b>85,946</b> 30.9%	<b>151,264</b> 32.3%	<b>18,279</b> 19.6%	<b>428</b> 25.9%	<b>1,194</b> 28.4%	<b>17,447</b> 25.4%	<b>84,510</b> 26.2%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>24</b> 34.3%	<b>16</b> 39.0%	<b>68</b> 36.2%
District	<b>61</b> 26.2%	<b>43</b> 31.2%	<b>184</b> 32.6%
State	<b>65,483</b> 26.5%	<b>82,015</b> 33.3%	<b>247,716</b> 30.4%

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

## Student Discipline

### What is it?

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

### Total Student Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>School</b>	<b>53</b>	<b>*</b>	<b>*</b>	<b>36</b>	<b>33</b>	<b>*</b>
District	128	*	*	82	81	2
State	114,218	458	119	69,648	67,124	2,023

### Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>School</b>	<b>156</b>	<b>*</b>	<b>*</b>	<b>103</b>	<b>53</b>	<b>*</b>
District	294	*	*	168	124	2
State	250,351	472	121	138,319	108,741	2,698

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

## Student Discipline (cont)

### By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>White</b>						
<b>School</b>	<b>66</b>	<b>*</b>	<b>*</b>	<b>39</b>	<b>27</b>	<b>*</b>
District	143	*	*	73	69	1
State	75,846	135	39	44,702	30,559	411
<b>Black</b>						
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	‡	*	*	‡	2	*
State	93,206	188	39	43,799	47,398	1,782
<b>Hispanic</b>						
<b>School</b>	<b>71</b>	<b>*</b>	<b>*</b>	<b>48</b>	<b>23</b>	<b>*</b>
District	121	*	*	73	47	1
State	62,612	108	33	39,513	22,648	310
<b>Asian</b>						
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	2,270	3	2	1,444	803	18
<b>Native Hawaiian/ Pacific Islander</b>						
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	173	*	*	83	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 Discipline (cont)

### By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>American Indian</b>						
<b>School</b>	‡	*	*	‡	*	*
District	‡	*	*	‡	*	*
State	681	3	*	372	303	3
<b>Two or More Races</b>						
<b>School</b>	‡	*	*	‡	3	*
District	15	*	*	9	6	*
State	15,563	35	8	8,406	6,941	173

### By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>K-8</b>						
<b>School</b>	*	*	*	*	*	*
District	138	*	*	65	71	2
State	121,737	145	49	60,827	59,300	1,416
<b>9-12</b>						
<b>School</b>	156	*	*	103	53	*
District	156	*	*	103	53	*
State	128,614	327	72	77,492	49,441	1,282

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

## Student Discipline (cont)

### By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Tobacco</b>						
<b>School</b>	17	*	*	3	14	*
District	21	*	*	4	17	*
State	7,952	2	*	4,445	3,481	24
<b>Alcohol</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	4,165	3	*	1,845	2,306	11
<b>Drug Offences</b>						
<b>School</b>	8	*	*	*	8	*
District	10	*	*	*	9	1
State	11,150	86	16	3,227	7,568	253
<b>Violence with Physical Injury</b>						
<b>School</b>	2	*	*	*	2	*
District	12	*	*	1	11	*
State	15,219	94	17	3,462	11,472	174
<b>Violence without Physical Injury</b>						
<b>School</b>	4	*	*	*	4	*
District	58	*	*	18	39	1
State	49,238	83	29	18,880	29,328	918

\* 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
<b>Dangerous Weapon: Firearm</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	665	24	12	124	487	18
<b>Dangerous Weapon: Other</b>						
<b>School</b>	1	*	*	*	1	*
District	2	*	*	*	2	*
State	2,644	60	11	664	1,769	140
<b>Other Reason</b>						
<b>School</b>	124	*	*	100	24	*
District	191	*	*	145	46	*
State	159,318	120	36	105,672	52,330	1,160

### By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Students with IEPs</b>						
<b>School</b>	60	*	*	43	17	*
District	108	*	*	63	44	1
State	69,205	76	10	35,739	32,510	870

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## Student Discipline (cont)

### By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>English Learners</b>						
<b>School</b>	<b>21</b>	<b>*</b>	<b>*</b>	<b>12</b>	<b>9</b>	<b>*</b>
District	51	*	*	27	24	*
State	30,924	51	18	19,482	11,239	134
<b>Low Income</b>						
<b>School</b>	<b>58</b>	<b>*</b>	<b>*</b>	<b>42</b>	<b>16</b>	<b>*</b>
District	124	*	*	72	51	1
State	185,307	372	92	99,893	82,771	2,179

### By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Less than 1 day</b>						
<b>School</b>	<b>28</b>	<b>*</b>	<b>*</b>	<b>28</b>	<b>*</b>	<b>*</b>
District	36	*	*	36	*	*
State	22,054	84	5	18,376	3,567	22
<b>1-2 days</b>						
<b>School</b>	<b>79</b>	<b>*</b>	<b>*</b>	<b>73</b>	<b>6</b>	<b>*</b>
District	152	*	*	118	34	*
State	138,143	66	13	98,587	38,888	589

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## Student Discipline (cont)

### By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>2-3 days</b>						
<b>School</b>	<b>10</b>	<b>*</b>	<b>*</b>	<b>2</b>	<b>8</b>	<b>*</b>
District	36	*	*	9	27	*
State	40,987	1	2	14,990	25,620	374
<b>3-4 days</b>						
<b>School</b>	<b>18</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>18</b>	<b>*</b>
District	39	*	*	5	34	*
State	28,489	1	1	4,798	23,319	370
<b>4-10 days</b>						
<b>School</b>	<b>15</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>15</b>	<b>*</b>
District	20	*	*	*	20	*
State	13,943	16	10	1,374	12,253	290
<b>Greater than 10 days</b>						
<b>School</b>	<b>6</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>6</b>	<b>*</b>
District	11	*	*	*	9	2
State	6,735	304	90	194	5,094	1,053

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## Student Discipline (cont)

### By Gender - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Male</b>						
<b>School</b>	<b>125</b>	*	*	<b>89</b>	<b>36</b>	*
District	222	*	*	131	89	2
State	168,584	309	78	93,901	72,584	1,712
<b>Female</b>						
<b>School</b>	<b>31</b>	*	*	<b>14</b>	<b>17</b>	*
District	72	*	*	37	35	*
State	81,424	162	43	44,184	36,051	984
<b>Non Binary</b>						
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	343	1	*	234	106	2

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## About the data

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

\*Federal waivers issued in 2020 and 2021 impacted accountability. For more information, see [www.isbe.net/summative](http://www.isbe.net/summative).

### Annual Summative Designation Commendable School

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

No Data

School Improvement Funds

Targeted Assistance Title I Program

Title I Status

## Title I Status

### What is it?

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

Title I Status	
School	Targeted Assistance Title I Program

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## School Improvement Funds

### What is it?

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

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

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

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

### What is it?

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

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

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

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

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

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

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

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

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

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

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## Summative Designation Meta Indicator Components (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>97</b> 86.6%	<b>49</b> 86.0%	<b>48</b> 87.3%	<b>*</b> *	<b>52</b> 89.7%	<b>1</b> 33.3%	<b>33</b> 84.6%	<b>1</b> 100.0%	<b>*</b> *	<b>*</b> *	<b>10</b> 90.9%	<b>19</b> 90.5%
District	97 86.6%	49 86.0%	48 87.3%	* *	52 89.7%	1 33.3%	33 84.6%	1 100.0%	* *	* *	10 90.9%	19 90.5%
State	<b>89,290</b> 72.1%	<b>45,134</b> 72.3%	<b>44,113</b> 72.0%	<b>43</b> 84.3%	<b>52,654</b> 88.3%	<b>7,120</b> 41.2%	<b>19,452</b> 55.9%	<b>6,727</b> 88.6%	<b>125</b> 76.7%	<b>161</b> 58.6%	<b>3,051</b> 76.0%	<b>15,236</b> 66.4%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>12</b> 92.3%	<b>3</b> 60.0%	<b>27</b> 87.1%
District	12 92.3%	3 60.0%	27 87.1%
State	<b>8,661</b> 60.2%	<b>3,984</b> 48.1%	<b>26,686</b> 52.4%

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

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>All</b>				
<b>School</b>	<b>110</b> 98.2%	<b>0</b> 0.0%	<b>2</b> 1.8%	<b>0</b> 0.0%
District	110 98.2%	0 0.0%	2 1.8%	0 0.0%
State	<b>15,394</b> 12.4%	<b>36,141</b> 29.2%	<b>43,060</b> 34.8%	<b>29,154</b> 23.6%

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## Summative Designation Meta Indicator Components (cont)

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

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>Male</b>				
<b>School</b>	<b>55</b> 96.5%	<b>0</b> 0.0%	<b>2</b> 3.5%	<b>0</b> 0.0%
District	55 96.5%	0 0.0%	2 3.5%	0 0.0%
State	7,818 12.5%	21,887 35.1%	21,286 34.1%	11,438 18.3%
<b>Female</b>				
<b>School</b>	<b>55</b> 100.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%
District	55 100.0%	0 0.0%	0 0.0%	0 0.0%
State	7,571 12.3%	14,240 23.2%	21,751 35.5%	17,707 28.9%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	5 9.8%	14 27.4%	23 45.1%	9 17.6%

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## Summative Designation Meta Indicator Components (cont)

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

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>White</b>				
<b>School</b>	<b>57</b> 98.3%	<b>0</b> 0.0%	<b>1</b> 1.7%	<b>0</b> 0.0%
District	57 98.3%	0 0.0%	1 1.7%	0 0.0%
State	<b>7,644</b> 12.8%	<b>11,888</b> 19.9%	<b>21,605</b> 36.2%	<b>18,509</b> 31.0%
<b>Black</b>				
<b>School</b>	<b>3</b> 100.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%
District	3 100.0%	0 0.0%	0 0.0%	0 0.0%
State	<b>2,357</b> 13.6%	<b>8,114</b> 47.0%	<b>5,263</b> 30.5%	<b>1,543</b> 8.9%
<b>Hispanic</b>				
<b>School</b>	<b>39</b> 100.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%
District	39 100.0%	0 0.0%	0 0.0%	0 0.0%
State	<b>4,111</b> 11.8%	<b>14,044</b> 40.4%	<b>12,244</b> 35.2%	<b>4,385</b> 12.6%
<b>Asian</b>				
<b>School</b>	<b>1</b> 100.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%
District	1 100.0%	0 0.0%	0 0.0%	0 0.0%
State	<b>797</b> 10.5%	<b>776</b> 10.2%	<b>2,425</b> 31.9%	<b>3,593</b> 47.3%

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## Summative Designation Meta Indicator Components (cont)

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

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	<b>11</b> 6.8%	<b>37</b> 22.7%	<b>60</b> 36.8%	<b>54</b> 33.1%
<b>American Indian</b>				
<b>School</b>	*	*	*	*
	*	*	*	*
District	*	*	*	*
	*	*	*	*
State	<b>30</b> 10.9%	<b>102</b> 37.1%	<b>94</b> 34.2%	<b>49</b> 17.8%
<b>Two or More Races</b>				
<b>School</b>	<b>10</b> <b>90.9%</b>	<b>0</b> <b>0.0%</b>	<b>1</b> <b>9.1%</b>	<b>0</b> <b>0.0%</b>
District	<b>10</b> 90.9%	<b>0</b> 0.0%	<b>1</b> 9.1%	<b>0</b> 0.0%
State	<b>444</b> 11.1%	<b>1,180</b> 29.4%	<b>1,369</b> 34.1%	<b>1,021</b> 25.4%
<b>Students with Disabilities</b>				
<b>School</b>	<b>19</b> <b>90.5%</b>	<b>0</b> <b>0.0%</b>	<b>2</b> <b>9.5%</b>	<b>0</b> <b>0.0%</b>
District	<b>19</b> 90.5%	<b>0</b> 0.0%	<b>2</b> 9.5%	<b>0</b> 0.0%
State	<b>3,107</b> 13.5%	<b>8,999</b> 39.2%	<b>7,949</b> 34.6%	<b>2,891</b> 12.6%

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## Summative Designation Meta Indicator Components (cont)

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

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>Students with IEPs</b>				
<b>School</b>	<b>11</b> <b>84.6%</b>	<b>0</b> <b>0.0%</b>	<b>2</b> <b>15.4%</b>	<b>0</b> <b>0.0%</b>
District	11 84.6%	0 0.0%	2 15.4%	0 0.0%
State	<b>2,129</b> 14.8%	<b>6,660</b> 46.3%	<b>4,563</b> 31.7%	<b>1,037</b> 7.2%
<b>English Learners</b>				
<b>School</b>	<b>5</b> <b>100.0%</b>	<b>0</b> <b>0.0%</b>	<b>0</b> <b>0.0%</b>	<b>0</b> <b>0.0%</b>
District	5 100.0%	0 0.0%	0 0.0%	0 0.0%
State	<b>1,110</b> 13.4%	<b>4,087</b> 49.4%	<b>2,598</b> 31.4%	<b>485</b> 5.9%
<b>Low Income</b>				
<b>School</b>	<b>29</b> <b>93.5%</b>	<b>0</b> <b>0.0%</b>	<b>2</b> <b>6.5%</b>	<b>0</b> <b>0.0%</b>
District	29 93.5%	0 0.0%	2 6.5%	0 0.0%
State	<b>6,735</b> 13.2%	<b>21,240</b> 41.7%	<b>16,497</b> 32.4%	<b>6,473</b> 12.7%

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>14</b> <b>12.5%</b>	<b>8</b> <b>14.0%</b>	<b>6</b> <b>10.9%</b>	<b>*</b> <b>*</b>	<b>12</b> <b>20.7%</b>	<b>0</b> <b>0.0%</b>	<b>2</b> <b>5.1%</b>	<b>0</b> <b>0.0%</b>	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	<b>0</b> <b>0.0%</b>	<b>1</b> <b>4.8%</b>
District	14 12.5%	8 14.0%	6 10.9%	* *	12 20.7%	0 0.0%	2 5.1%	0 0.0%	* *	* *	0 0.0%	1 4.8%
State	<b>24,363</b> 19.7%	<b>12,253</b> 19.6%	<b>12,095</b> 19.7%	<b>15</b> 29.4%	<b>14,978</b> 25.1%	<b>826</b> 4.8%	<b>3,630</b> 10.4%	<b>3,905</b> 51.4%	<b>53</b> 32.5%	<b>37</b> 13.4%	<b>934</b> 23.3%	<b>2,868</b> 12.5%

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## Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>1</b> 7.7%	<b>0</b> 0.0%	<b>1</b> 3.2%
District	1 7.7%	0 0.0%	1 3.2%
State	<b>464</b> 3.2%	<b>181</b> 2.2%	<b>4,047</b> 7.9%

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>38</b> 33.9%	<b>14</b> 24.6%	<b>24</b> 43.6%	<b>*</b> *	<b>27</b> 46.5%	<b>0</b> 0.0%	<b>11</b> 28.2%	<b>0</b> 0.0%	<b>*</b> *	<b>*</b> *	<b>0</b> 0.0%	<b>4</b> 19.1%
District	38 33.9%	14 24.6%	24 43.6%	* *	27 46.5%	0 0.0%	11 28.2%	0 0.0%	* *	* *	0 0.0%	4 19.1%
State	<b>52,201</b> 42.2%	<b>22,804</b> 36.5%	<b>29,373</b> 47.9%	<b>24</b> 47.1%	<b>29,531</b> 49.5%	<b>3,996</b> 23.1%	<b>11,350</b> 32.6%	<b>5,378</b> 70.8%	<b>98</b> 60.1%	<b>90</b> 32.7%	<b>1,758</b> 43.8%	<b>5,784</b> 25.2%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>2</b> 15.4%	<b>0</b> 0.0%	<b>6</b> 19.4%
District	2 15.4%	0 0.0%	6 19.4%
State	<b>1,428</b> 9.9%	<b>766</b> 9.3%	<b>14,121</b> 27.7%

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## Summative Designation Meta Indicator Components (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>89</b> 79.5%	<b>41</b> 71.9%	<b>48</b> 87.3%	<b>*</b> *	<b>45</b> 77.6%	<b>2</b> 66.7%	<b>32</b> 82.0%	<b>1</b> 100.0%	<b>*</b> *	<b>*</b> *	<b>9</b> 81.8%	<b>14</b> 66.7%
District	89 79.5%	41 71.9%	48 87.3%	* *	45 77.6%	2 66.7%	32 82.0%	1 100.0%	* *	* *	9 81.8%	14 66.7%
State	<b>87,721</b> 70.9%	<b>41,992</b> 67.3%	<b>45,691</b> 74.6%	<b>38</b> 74.5%	<b>45,501</b> 76.3%	<b>9,800</b> 56.7%	<b>22,507</b> 64.7%	<b>6,856</b> 90.3%	<b>126</b> 77.3%	<b>177</b> 64.4%	<b>2,754</b> 68.6%	<b>12,917</b> 56.3%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>8</b> 61.5%	<b>3</b> 60.0%	<b>24</b> 77.4%
District	8 61.5%	3 60.0%	24 77.4%
State	<b>6,259</b> 43.5%	<b>4,197</b> 50.7%	<b>30,104</b> 59.1%

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>106</b> 94.6%	<b>54</b> 94.7%	<b>52</b> 94.5%	<b>*</b> *	<b>55</b> 94.8%	<b>3</b> 100.0%	<b>36</b> 92.3%	<b>1</b> 100.0%	<b>*</b> *	<b>*</b> *	<b>11</b> 100.0%	<b>21</b> 100.0%
District	106 94.6%	54 94.7%	52 94.5%	* *	55 94.8%	3 100.0%	36 92.3%	1 100.0%	* *	* *	11 100.0%	21 100.0%
State	<b>75,953</b> 61.4%	<b>37,503</b> 60.1%	<b>38,432</b> 62.7%	<b>18</b> 35.3%	<b>40,116</b> 67.3%	<b>8,205</b> 47.5%	<b>19,033</b> 54.7%	<b>5,747</b> 75.7%	<b>103</b> 63.2%	<b>162</b> 58.9%	<b>2,587</b> 64.4%	<b>12,696</b> 55.3%

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

## Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>13</b> 100.0%	<b>5</b> 100.0%	<b>30</b> 96.8%
District	13 100.0%	5 100.0%	30 96.8%
State	7,312 50.8%	4,111 49.6%	27,119 53.2%

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

## Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
<b>All</b>				
<b>School</b>	<b>69</b> 61.6%	<b>19</b> 17.0%	<b>15</b> 13.4%	<b>9</b> 8.0%
District	69 61.6%	19 17.0%	15 13.4%	9 8.0%
State	<b>40,809</b> 33.0%	<b>25,424</b> 20.5%	<b>28,205</b> 22.8%	<b>29,328</b> 23.7%
<b>Male</b>				
<b>School</b>	<b>31</b> 54.4%	<b>10</b> 17.5%	<b>9</b> 15.8%	<b>7</b> 12.3%
District	31 54.4%	10 17.5%	9 15.8%	7 12.3%
State	<b>20,203</b> 32.4%	<b>13,128</b> 21.0%	<b>14,541</b> 23.3%	<b>14,563</b> 23.3%
<b>Female</b>				
<b>School</b>	<b>38</b> 69.1%	<b>9</b> 16.4%	<b>6</b> 10.9%	<b>2</b> 3.6%
District	38 69.1%	9 16.4%	6 10.9%	2 3.6%
State	<b>20,600</b> 33.6%	<b>12,285</b> 20.1%	<b>13,641</b> 22.3%	<b>14,754</b> 24.1%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	<b>6</b> 11.8%	<b>11</b> 21.6%	<b>23</b> 45.1%	<b>11</b> 21.6%

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

## Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
<b>White</b>				
<b>School</b>	<b>36</b> 62.1%	<b>12</b> 20.7%	<b>5</b> 8.6%	<b>5</b> 8.6%
District	36 62.1%	12 20.7%	5 8.6%	5 8.6%
State	25,996 43.6%	13,831 23.2%	11,756 19.7%	8,073 13.5%
<b>Black</b>				
<b>School</b>	<b>2</b> 66.7%	<b>1</b> 33.3%	<b>0</b> 0.0%	<b>0</b> 0.0%
District	2 66.7%	1 33.3%	0 0.0%	0 0.0%
State	2,595 15.0%	2,858 16.5%	5,062 29.3%	6,766 39.1%
<b>Hispanic</b>				
<b>School</b>	<b>20</b> 51.3%	<b>6</b> 15.4%	<b>9</b> 23.1%	<b>4</b> 10.3%
District	20 51.3%	6 15.4%	9 23.1%	4 10.3%
State	7,816 22.5%	5,862 16.9%	8,846 25.4%	12,261 35.3%
<b>Asian</b>				
<b>School</b>	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>1</b> 100.0%	<b>0</b> 0.0%
District	0 0.0%	0 0.0%	1 100.0%	0 0.0%
State	2,872 37.8%	1,886 24.9%	1,487 19.6%	1,346 17.7%

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



## Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	<b>41</b> 25.1%	<b>23</b> 14.1%	<b>24</b> 14.7%	<b>75</b> 46.0%
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	<b>72</b> 26.2%	<b>49</b> 17.8%	<b>79</b> 28.7%	<b>75</b> 27.3%
<b>Two or More Races</b>				
<b>School</b>	<b>11</b> 100.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%
District	<b>11</b> 100.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%
State	<b>1,417</b> 35.3%	<b>915</b> 22.8%	<b>951</b> 23.7%	<b>732</b> 18.2%
<b>Students with Disabilities</b>				
<b>School</b>	<b>14</b> 66.7%	<b>2</b> 9.5%	<b>4</b> 19.1%	<b>1</b> 4.8%
District	<b>14</b> 66.7%	<b>2</b> 9.5%	<b>4</b> 19.1%	<b>1</b> 4.8%
State	<b>5,703</b> 24.9%	<b>4,450</b> 19.4%	<b>5,696</b> 24.8%	<b>7,099</b> 30.9%

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## Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
<b>Students with IEPs</b>				
<b>School</b>	<b>9</b> <b>69.2%</b>	<b>1</b> <b>7.7%</b>	<b>2</b> <b>15.4%</b>	<b>1</b> <b>7.7%</b>
District	9 69.2%	1 7.7%	2 15.4%	1 7.7%
State	<b>2,907</b> 20.2%	<b>2,568</b> 17.8%	<b>3,840</b> 26.7%	<b>5,076</b> 35.3%
<b>English Learners</b>				
<b>School</b>	<b>3</b> <b>60.0%</b>	<b>0</b> <b>0.0%</b>	<b>1</b> <b>20.0%</b>	<b>1</b> <b>20.0%</b>
District	3 60.0%	0 0.0%	1 20.0%	1 20.0%
State	<b>1,193</b> 14.4%	<b>1,344</b> 16.2%	<b>2,173</b> 26.2%	<b>3,570</b> 43.1%
<b>Low Income</b>				
<b>School</b>	<b>15</b> <b>48.4%</b>	<b>7</b> <b>22.6%</b>	<b>5</b> <b>16.1%</b>	<b>4</b> <b>12.9%</b>
District	15 48.4%	7 22.6%	5 16.1%	4 12.9%
State	<b>11,094</b> 21.8%	<b>8,706</b> 17.1%	<b>13,292</b> 26.1%	<b>17,860</b> 35.0%

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

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

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

## Summative Designation Meta Indicator Components (cont)

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

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

### Fine Arts: Student Participation in Fine Arts

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>42.7%</b>	<b>43.2%</b>	<b>42.1%</b>	<b>*</b>	<b>39.0%</b>	<b>40.0%</b>	<b>47.5%</b>	<b>100.0%</b>	<b>*</b>	<b>0.0%</b>	<b>51.4%</b>	<b>33.7%</b>
District	76.3%	76.4%	76.1%	*	76.5%	52.9%	76.2%	100.0%	*	40.0%	79.2%	73.6%
State	69.9%	67.0%	72.8%	69.1%	68.5%	66.9%	72.5%	76.2%	72.0%	71.8%	71.1%	67.0%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>31.4%</b>	<b>33.3%</b>	<b>44.3%</b>
District	74.7%	78.0%	78.6%
State	66.4%	78.2%	69.9%

### Fine Arts: Student Participation in Fine Arts Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>227</b>	<b>121</b>	<b>106</b>	<b>*</b>	<b>117</b>	<b>4</b>	<b>86</b>	<b>1</b>	<b>*</b>	<b>0</b>	<b>19</b>	<b>33</b>
District	1,150	600	550	*	711	9	343	5	*	2	80	229
State	1,271,937	626,370	645,098	469	568,210	203,123	365,407	76,666	1,272	3,266	53,993	228,922

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

## Summative Designation Meta Indicator Components (cont)

### Fine Arts: Student Participation in Fine Arts Numerator Count

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>22</b>	<b>14</b>	<b>85</b>
District	186	117	485
State	175,684	212,971	619,115

### Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>532</b>	<b>280</b>	<b>252</b>	<b>*</b>	<b>300</b>	<b>10</b>	<b>181</b>	<b>1</b>	<b>*</b>	<b>3</b>	<b>37</b>	<b>98</b>
District	1,508	785	723	*	930	17	450	5	*	5	101	311
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>70</b>	<b>42</b>	<b>192</b>
District	249	150	617
State	264,507	272,399	885,329

### Fine Arts: Teacher Qualifications

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>96.0%</b>	<b>96.7%</b>	<b>95.3%</b>	<b>*</b>	<b>94.9%</b>	<b>100.0%</b>	<b>96.5%</b>	<b>100.0%</b>	<b>*</b>	<b>*</b>	<b>100.0%</b>	<b>100.0%</b>
District	99.2%	99.3%	99.1%	*	99.2%	100.0%	99.1%	100.0%	*	100.0%	100.0%	100.0%
State	94.2%	94.3%	94.2%	96.2%	96.3%	86.8%	94.2%	98.0%	96.5%	94.8%	95.6%	93.1%

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## Summative Designation Meta Indicator Components (cont)

### Fine Arts: Teacher Qualifications

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>100.0%</b>	<b>92.9%</b>	<b>98.8%</b>
District	100.0%	99.2%	99.8%
State	92.5%	95.5%	92.2%

### Fine Arts: Teacher Qualifications Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>218</b>	<b>117</b>	<b>101</b>	<b>*</b>	<b>111</b>	<b>4</b>	<b>83</b>	<b>1</b>	<b>*</b>	<b>0</b>	<b>19</b>	<b>33</b>
District	1,141	596	545	*	705	9	340	5	*	2	80	229
State	1,198,737	590,333	607,953	451	547,213	176,302	344,175	75,128	1,228	3,096	51,595	213,132

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>22</b>	<b>13</b>	<b>84</b>
District	186	116	484
State	162,574	203,311	570,669

### Fine Arts: Teacher Qualifications Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>532</b>	<b>280</b>	<b>252</b>	<b>*</b>	<b>300</b>	<b>10</b>	<b>181</b>	<b>1</b>	<b>*</b>	<b>3</b>	<b>37</b>	<b>98</b>
District	1,508	785	723	*	930	17	450	5	*	5	101	311
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

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## Summative Designation Meta Indicator Components (cont)

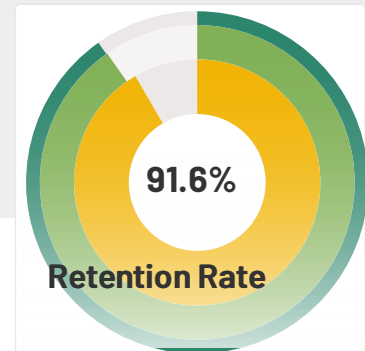
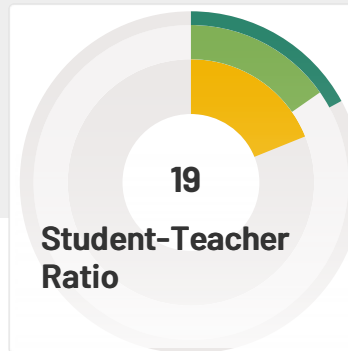
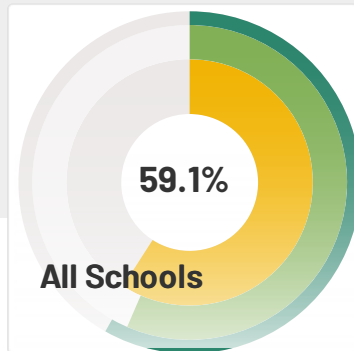
### Fine Arts: Teacher Qualifications Denominator Count

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>70</b>	<b>42</b>	<b>192</b>
District	249	150	617
State	264,507	272,399	885,329

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

## About the data

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



## Teacher Information

### What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
<b>School</b>	<b>13</b>	<b>74.3%</b>	<b>*</b>
District	12	58.7%	*
State	*	64.4%	97.2%

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

## Student-To-Teacher Ratios

### What is it?

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

Student-Teacher Ratio	
<b>School</b>	<b>19</b>
District	*
State	*

## Average Teacher Salary

### What is it?

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

Average Teacher Salary	
<b>School</b>	<b>\$65,191</b>
District	<b>\$64,497</b>
State	<b>\$73,916</b>

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



## Retention Rate

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	91.6% 76	91.6% 76	* *	* *	* *	* *	* *	* *	* *
	Male	90.7% 39	90.7% 39	* *	* *	* *	* *	* *	* *	* *
	Female	92.5% 37	92.5% 37	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	90.3% 287	90.5% 287	* *	* *	* *	* *	* *	* *	0.0% 0
	Male	90.9% 80	90.9% 80	* *	* *	* *	* *	* *	* *	* *
	Female	90.0% 207	90.4% 207	* *	* *	* *	* *	* *	* *	0.0% 0
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	90.2% 318,584	90.6% 270,179	85.3% 14,688	90.3% 21,684	89.9% 5,066	88.0% 184	88.6% 565	87.2% 2,267	87.9% 3,951
	Male	91.3% 75,750	91.8% 64,866	84.9% 3,139	90.4% 4,980	91.2% 1,185	89.4% 59	92.4% 146	87.2% 566	87.6% 809
	Female	89.9% 242,834	90.2% 205,313	85.4% 11,549	90.3% 16,704	89.5% 3,881	87.4% 125	87.3% 419	87.2% 1,701	88.0% 3,142
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## Full-Time Equivalent

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	* 31.8	100.0% 31.8	* *	* *	* *	* *	* *	* *	* *
	Male	* 16.2	51.0% 16.2	* *	* *	* *	* *	* *	* *	* *
	Female	* 15.6	49.0% 15.6	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	* 113.6	99.1% 112.6	0.9% 1	* *	* *	* *	* *	* *	* *
	Male	* 31	27.5% 31	* *	* *	* *	* *	* *	* *	* *
	Female	* 82.7	72.5% 81.7	100.0% 1	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	* 134896.6	80.6% 108715.6	6.2% 8387.2	8.4% 11339.2	1.9% 2528.6	0.1% 84.2	0.2% 260.1	0.8% 1096.3	1.8% 2485.4
	Male	* 31704.3	23.8% 25848.6	21.9% 1840	22.6% 2557.1	23.4% 591.8	28.3% 23.8	22.7% 59	23.9% 261.9	21.0% 522.1
	Female	* 103192.2	76.2% 82867.1	78.1% 6547.2	77.4% 8782.1	76.6% 1936.7	71.7% 60.4	77.3% 201	76.1% 834.4	79.0% 1963.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

## Teachers with Gifted Endorsement

### What is it?

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

Teachers with Gifted Endorsement	
<b>School</b>	*
District	*
State	<b>1,185</b>

## National Board Certified Teachers

### What is it?

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

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

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

## Teachers with Short Term or Provisional Licenses

### What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>3</b> 9.4%	*	*
District	4 3.5%	*	*
State	<b>4,465</b> 3.3%	<b>1,349</b> 4.0%	<b>658</b> 1.0%

## Novice Teachers

### What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>2</b> 6.3%	*	*
District	9 7.9%	*	*
State	<b>9,383</b> 7.0%	<b>2,627</b> 9.0%	<b>2,031</b> 5.0%

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

## Teacher Out of Field

### What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>1</b> 3.1%	*	*
District	<b>2</b> 2.0%	*	*
State	<b>4,649</b> 4.2%	<b>836</b> 4.0%	<b>1,243</b> 3.0%

## Average Teaching Experience

### What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>13</b>	*	*
District	<b>12</b>	*	*
State	*	*	*

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

## Teachers Education

### What is it?

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

### Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>40.9%</b>	<b>*</b>	<b>*</b>
District	<b>42.6%</b>	<b>*</b>	<b>*</b>
State	<b>41.0%</b>	<b>41.1%</b>	<b>35.1%</b>

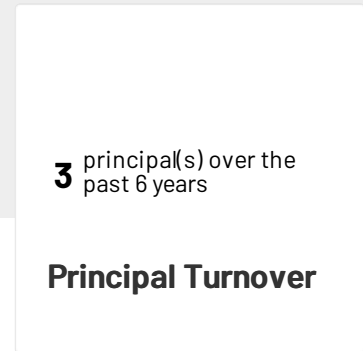
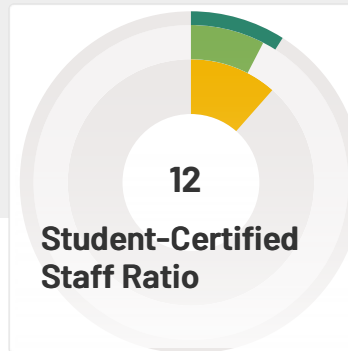
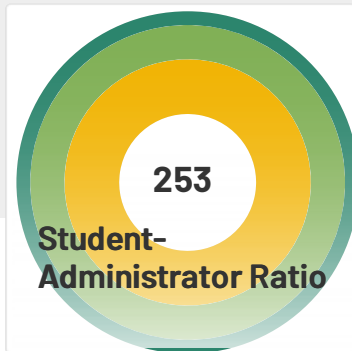
### Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>59.1%</b>	<b>*</b>	<b>*</b>
District	<b>56.5%</b>	<b>*</b>	<b>*</b>
State	<b>58.2%</b>	<b>57.1%</b>	<b>64.6%</b>

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

## About the data

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



## Student-To-Staff Ratios

### What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
<b>School</b>	<b>12</b>	<b>253</b>
District	8	151
State	9	141

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

# Administrators

## Demographics

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	*	*	*	*	*	*	*	*	*
	Male	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*
	Non Binary	*	*	*	*	*	*	*	*	*
District	All	10	100.0%	*	*	*	*	*	*	*
	Male	5	50.0%	*	*	*	*	*	*	*
	Female	5	50.0%	*	*	*	*	*	*	*
	Non Binary	*	*	*	*	*	*	*	*	*
State	All	13214.3	75.6%	14.8%	6.9%	1.0%	0.1%	0.1%	0.7%	0.7%
	Male	5353.4	43.4%	28.5%	35.6%	41.3%	33.4%	49.3%	30.2%	36.5%
	Female	7860.9	56.6%	71.5%	64.4%	58.7%	66.6%	50.7%	69.8%	63.5%
	Non Binary	*	*	*	*	*	*	*	*	*

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



## Principal Turnover

### What is it?

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

Principal(s) over the past 6 years	
<b>School</b>	<b>3</b>
District	2
State	2

## Average Administrator Salary

### What is it?

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

Average Administrator Salary	
<b>School</b>	<b>\$98,475</b>
District	\$93,053
State	\$116,908

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

## Novice Administrator

### What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
<b>School</b>	<b>1</b> <b>50.0%</b>	*	*
District	<b>2</b> 20.0%	*	*
State	<b>1,563</b> 11.8%	<b>341</b> 14.6%	<b>253</b> 9.9%

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

## About the data

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

## Student Environment

### What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
<b>School</b>	<b>9.5%</b>	<b>3.7%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.0%</b>
District	7.3%	1.9%	0.0%	0.0%	0.0%	4.0%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

# Civil Rights Data Collection

(2017-18)

## Student Environment (cont)

School	Number of Schools with Incidents of Violence		
	Rate of Incidents of Violence	Firearm	Homicide
School	0.0%	0	0
District	0.0%	0	0
State	2.2%	153	5

## Academic Environment

### What is it?

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

School	Advanced Placement Course Work			
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	0.0% 0	20.6% 106	0.0% 0	0.6% 3
District	3.3% 54	6.4% 106	0.0% 0	0.2% 3
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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