# Gibson City-Melvin-Sibley CUSD 5

2025 - 2026

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**District Provided Statement**

Not available.

## About the Report Card

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

For additional information, refer to the Public Business Rules for 2026 Report Card Metrics and the 2026 Glossary of Terms.

## District Snapshot

**Percent of Adequacy :** 90.9%

**Chronic Absenteeism :** 14.7%

**Principal Turnover :** 1

**Schools in District :** 3

**Senate District :** 53 **House District :** 106

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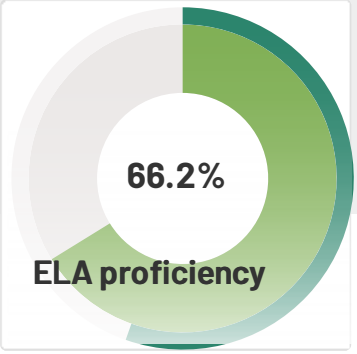
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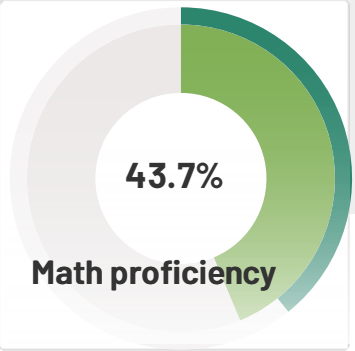
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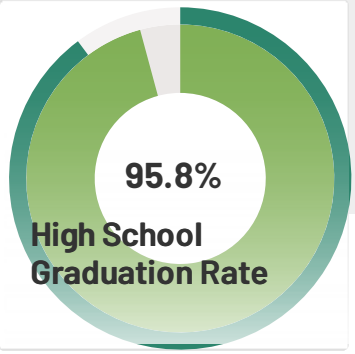
# Academic Progress

## About the data

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



## ELA Proficiency – Overall

**What is it?**

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

**All Tests**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **66.2%** | **69.7%** | **63.2%** | * | * | ‡ | ‡ | **63.6%** | * | * | ‡ | **68.9%** | **30.3%** |
| State | **55.4%** | **59.9%** | **51.0%** | **83.9%** | **47.8%** | **79.6%** | **34.1%** | **42.6%** | **57.6%** | **64.3%** | **59.9%** | **67.3%** | **31.4%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | **12.0%** | **53.9%** | * | ‡ | ‡ |
| State | **22.9%** | **77.7%** | **26.1%** | **17.7%** | **39.3%** | **13.1%** | **58.4%** | **26.3%** |

**All Tests - Federal Rate**

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

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * |

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

## ELA Proficiency – IAR

**What is it?**

This shows the percentage of students scoring at each of the Performance Levels for the Illinois Assessment of Readiness (IAR). Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are four Performance Levels for IAR assessments:

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

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

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

## ELA Proficiency - IAR (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **All** | | | | |
| **District** | 6.3% | 25.8% | 56.6% | 11.3% |
| State | 12.9% | 30.8% | 41.9% | 14.4% |
| **Female** | | | | |
| **District** | ‡ | 24.2% | 57.4% | 13.7% |
| State | 10.7% | 28.8% | 43.2% | 17.3% |
| **Male** | | | | |
| **District** | 7.7% | 27.3% | 56.0% | 9.1% |
| State | 15.0% | 32.6% | 40.6% | 11.7% |
| **Non Binary** | | | | |
| **District** | * | * | * | * |
| State | ‡ | 14.7% | 49.1% | 31.9% |
| **American Indian** | | | | |
| **District** | * | * | * | * |
| State | 16.8% | 34.8% | 37.6% | 10.8% |
| **Asian** | | | | |
| **District** | * | * | * | * |
| State | 4.6% | 15.8% | 45.9% | 33.7% |
| **Black** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 22.8% | 41.8% | 30.5% | 4.9% |
| **Hispanic** | | | | |
| **District** | ‡ | ‡ | 58.1% | ‡ |
| State | 19.0% | 37.1% | 36.1% | 7.8% |

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

## ELA Proficiency - IAR (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **MENA** | | | | |
| **District** | * | * | * | * |
| State | 11.5% | 28.4% | 44.4% | 15.6% |
| **Native Hawaiian/ Pacific Islander** | | | | |
| **District** | * | * | * | * |
| State | 11.5% | 21.2% | 51.7% | 15.6% |
| **Two or More Races** | | | | |
| **District** | ‡ | 64.7% | ‡ | ‡ |
| State | 11.3% | 28.9% | 41.7% | 18.1% |
| **White** | | | | |
| **District** | 6.0% | 24.4% | 58.2% | 11.5% |
| State | 6.8% | 25.0% | 49.1% | 19.1% |
| **Students with Disabilities** | | | | |
| **District** | 22.5% | 46.1% | 28.4% | ‡ |
| State | 29.8% | 39.4% | 25.1% | 5.7% |
| **English Learners** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 29.0% | 45.1% | 23.6% | 2.3% |
| **Former EL** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 1.2% | 15.7% | 60.9% | 22.3% |
| **Homeless** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 30.8% | 41.8% | 24.5% | 3.0% |
| **Students with IEPs** | | | | |
| **District** | 36.1% | 50.8% | ‡ | ‡ |
| State | 49.5% | 33.8% | 16.1% | 2.3% |

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

## ELA Proficiency - IAR (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Low Income** | | | | |
| **District** | **8.7%** | **32.3%** | **50.3%** | **8.7%** |
| State | **19.6%** | **39.5%** | **34.6%** | **6.2%** |
| **Migrant** | | | | |
| **District** | * | * | * | * |
| State | **51.7%** | **36.8%** | **11.5%** | ‡ |
| **Military** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | **10.4%** | **29.4%** | **45.1%** | **15.1%** |
| **Youth In Care** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | **29.2%** | **42.9%** | **24.9%** | **3.0%** |

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

## ELA Proficiency – ACT Suite

**What is it?**

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

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

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

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

## ELA Proficiency – ACT Suite (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **All** | | | | |
| **District** | 12.2% | 23.3% | 56.1% | 8.5% |
| State | 17.3% | 27.7% | 43.7% | 11.3% |
| **Female** | | | | |
| **District** | ‡ | 22.5% | 58.8% | ‡ |
| State | 13.5% | 26.5% | 47.5% | 12.5% |
| **Male** | | | | |
| **District** | 13.8% | 23.9% | 54.1% | ‡ |
| State | 21.0% | 28.8% | 40.1% | 10.0% |
| **Non Binary** | | | | |
| **District** | * | * | * | * |
| State | ‡ | 9.8% | 47.4% | 38.6% |
| **American Indian** | | | | |
| **District** | * | * | * | * |
| State | 21.1% | 30.7% | 39.3% | 8.9% |
| **Asian** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 5.5% | 12.5% | 48.8% | 33.2% |
| **Black** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 30.2% | 37.3% | 29.7% | 2.8% |
| **Hispanic** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 24.1% | 34.5% | 36.8% | 4.6% |

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

## ELA Proficiency – ACT Suite (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **MENA** | | | | |
| **District** | * | * | * | * |
| State | 15.6% | 28.0% | 45.7% | 10.6% |
| **Native Hawaiian/ Pacific Islander** | | | | |
| **District** | * | * | * | * |
| State | 8.0% | 30.6% | 45.3% | 16.1% |
| **Two or More Races** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 14.0% | 24.3% | 45.8% | 16.0% |
| **White** | | | | |
| **District** | 8.1% | 22.5% | 60.0% | 9.4% |
| State | 10.6% | 22.5% | 51.9% | 14.9% |
| **Students with Disabilities** | | | | |
| **District** | 27.3% | 40.9% | 31.8% | ‡ |
| State | 32.1% | 32.1% | 28.7% | 7.1% |
| **English Learners** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 40.7% | 42.5% | 16.2% | 0.6% |
| **Former EL** | | | | |
| **District** | * | * | * | * |
| State | 5.6% | 23.0% | 60.2% | 11.2% |
| **Homeless** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 39.8% | 36.6% | 22.1% | 1.4% |
| **Students with IEPs** | | | | |
| **District** | 44.0% | 44.0% | ‡ | ‡ |
| State | 44.4% | 39.2% | 15.6% | 1.8% |

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

## ELA Proficiency – ACT Suite (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Low Income** | | | | |
| **District** | **23.4%** | **32.8%** | **32.8%** | **‡** |
| State | **26.7%** | **35.9%** | **33.8%** | **3.6%** |
| **Migrant** | | | | |
| **District** | * | * | * | * |
| State | **52.7%** | **29.1%** | **‡** | **‡** |
| **Military** | | | | |
| **District** | * | * | * | * |
| State | **16.3%** | **27.9%** | **46.4%** | **9.3%** |
| **Youth In Care** | | | | |
| **District** | * | * | * | * |
| State | **40.4%** | **35.6%** | **22.8%** | **1.2%** |

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

## ELA Proficiency – DLM

**What is it?**

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

- Level 1 – Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Approaching Target: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
- Level 3 – At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

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

## ELA Proficiency – DLM (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **All** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 60.2% | 25.4% | 13.2% | 1.2% |
| **Female** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 59.7% | 26.0% | 13.0% | 1.3% |
| **Male** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 60.4% | 25.1% | 13.2% | 1.2% |
| **Non Binary** | | | | |
| **District** | * | * | * | * |
| State | ‡ | ‡ | ‡ | ‡ |
| **American Indian** | | | | |
| **District** | * | * | * | * |
| State | 71.9% | ‡ | ‡ | ‡ |
| **Asian** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 67.7% | 21.0% | 10.4% | ‡ |
| **Black** | | | | |
| **District** | * | * | * | * |
| State | 55.5% | 27.8% | 15.4% | 1.3% |
| **Hispanic** | | | | |
| **District** | * | * | * | * |
| State | 60.7% | 25.7% | 12.2% | 1.4% |

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

## ELA Proficiency – DLM (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **MENA** | | | | |
| **District** | * | * | * | * |
| State | 63.6% | 24.2% | ‡ | ‡ |
| **Native Hawaiian/ Pacific Islander** | | | | |
| **District** | * | * | * | * |
| State | ‡ | ‡ | ‡ | ‡ |
| **Two or More Races** | | | | |
| **District** | * | * | * | * |
| State | 64.1% | 23.8% | 11.6% | ‡ |
| **White** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 61.1% | 24.5% | 13.2% | 1.2% |
| **Students with Disabilities** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 60.2% | 25.4% | 13.2% | 1.2% |
| **English Learners** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 62.8% | 24.8% | 11.2% | 1.2% |
| **Former EL** | | | | |
| **District** | * | * | * | * |
| State | ‡ | ‡ | ‡ | ‡ |
| **Homeless** | | | | |
| **District** | * | * | * | * |
| State | 54.5% | 27.9% | 16.6% | ‡ |
| **Students with IEPs** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 60.4% | 24.4% | 13.2% | 1.2% |

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

## ELA Proficiency - DLM (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Low Income** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | **59.8%** | **25.6%** | **13.2%** | **1.4%** |
| **Migrant** | | | | |
| **District** | * | * | * | * |
| State | * | * | * | * |
| **Military** | | | | |
| **District** | * | * | * | * |
| State | **66.3%** | **17.3%** | **16.3%** | ‡ |
| **Youth In Care** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | **61.8%** | **27.1%** | **10.1%** | ‡ |

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

## ELA Participation – Overall

**What is it?**

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

**Summary Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **99.5%** | **100.0%** | **99.1%** | * | * | ‡ | ‡ | **100.0%** | * | * | **96.3%** | **99.6%** | **98.7%** |
| State | **97.5%** | **97.7%** | **97.3%** | **94.6%** | **96.6%** | **99.0%** | **95.2%** | **97.1%** | **96.8%** | **97.5%** | **97.4%** | **98.4%** | **95.8%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | **100.0%** | ‡ | ‡ | **97.9%** | **99.1%** | * | ‡ | ‡ |
| State | **96.6%** | **98.6%** | **92.4%** | **95.0%** | **96.5%** | **97.0%** | **98.0%** | **89.8%** |

**Summary Non Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **0.5%** | **0.0%** | **0.9%** | * | * | ‡ | ‡ | **0.0%** | * | * | **3.7%** | **0.4%** | **1.3%** |
| State | **2.5%** | **2.3%** | **2.7%** | **5.4%** | **3.4%** | **1.0%** | **4.8%** | **2.9%** | **3.2%** | **2.5%** | **2.6%** | **1.6%** | **4.2%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | **0.0%** | ‡ | ‡ | **2.1%** | **0.9%** | * | ‡ | ‡ |
| State | **3.4%** | **1.4%** | **7.6%** | **5.0%** | **3.5%** | **3.0%** | **2.0%** | **10.2%** |

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

## ELA Participation - IAR

**What is it?**

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

**Summary Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **99.8%** | **100.0%** | **99.5%** | * | * | * | ‡ | **100.0%** | * | * | **94.4%** | **100.0%** | **99.0%** |
| State | **99.2%** | **99.3%** | **99.2%** | **97.1%** | **99.3%** | **99.4%** | **98.8%** | **99.3%** | **99.1%** | **99.5%** | **99.0%** | **99.3%** | **98.4%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | **98.4%** | **100.0%** | * | ‡ | ‡ |
| State | **99.2%** | **99.7%** | **97.5%** | **98.1%** | **99.1%** | **99.1%** | **99.2%** | **96.9%** |

**Summary Non Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **0.3%** | **0.0%** | **0.5%** | * | * | * | ‡ | **0.0%** | * | * | **5.6%** | **0.0%** | **1.0%** |
| State | **0.8%** | **0.7%** | **0.8%** | **2.9%** | **0.7%** | **0.6%** | **1.2%** | **0.7%** | **0.9%** | **0.5%** | **1.0%** | **0.7%** | **1.6%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | **1.6%** | **0.0%** | * | ‡ | ‡ |
| State | **0.8%** | **0.3%** | **2.5%** | **1.9%** | **0.9%** | **0.9%** | **0.8%** | **3.1%** |

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

## ELA Participation - ACT Suite

**What is it?**

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

**Summary Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **99.0%** | **100.0%** | **98.2%** | * | * | ‡ | ‡ | **100.0%** | * | * | ‡ | **98.8%** | **97.8%** |
| State | **94.3%** | **94.8%** | **93.9%** | **92.7%** | **91.8%** | **98.3%** | **88.6%** | **93.2%** | **94.5%** | **94.4%** | **93.9%** | **96.7%** | **91.1%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | **96.2%** | **97.0%** | * | * | * |
| State | **91.3%** | **97.3%** | **83.7%** | **88.6%** | **91.4%** | **91.4%** | **95.6%** | **75.1%** |

**Summary Non Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **1.0%** | **0.0%** | **1.8%** | * | * | ‡ | ‡ | **0.0%** | * | * | ‡ | **1.2%** | **2.2%** |
| State | **5.7%** | **5.2%** | **6.1%** | **7.3%** | **8.2%** | **1.7%** | **11.4%** | **6.8%** | **5.5%** | **5.6%** | **6.1%** | **3.3%** | **8.9%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | **3.8%** | **3.0%** | * | * | * |
| State | **8.7%** | **2.7%** | **16.3%** | **11.4%** | **8.6%** | **8.6%** | **4.4%** | **24.9%** |

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

## ELA Participation - DLM

**What is it?**

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

**Summary Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | * | * | ‡ | * | * | * | * | * | ‡ | ‡ |
| State | **93.9%** | **94.2%** | **93.8%** | ‡ | **91.4%** | **95.2%** | **92.3%** | **94.4%** | **90.4%** | **100.0%** | **94.5%** | **94.4%** | **93.9%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | * | ‡ | ‡ | * | * | ‡ |
| State | **94.9%** | ‡ | **91.9%** | **93.9%** | **93.9%** | * | **90.4%** | **86.1%** |

**Summary Non Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | * | * | ‡ | * | * | * | * | * | ‡ | ‡ |
| State | **6.1%** | **5.8%** | **6.2%** | ‡ | **8.6%** | **4.8%** | **7.7%** | **5.6%** | **9.6%** | **0.0%** | **5.5%** | **5.6%** | **6.1%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | * | ‡ | ‡ | * | * | ‡ |
| State | **5.1%** | ‡ | **8.1%** | **6.1%** | **6.1%** | * | **9.6%** | **13.9%** |

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

## ELA Growth – IAR

**What is it?**

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

**Cohort Growth Percentile ELA - By Demographics**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **51** | **52.2** | **50** | * | * | * | ‡ | **63** | * | * | **42.1** | **50.5** | **44.2** |
| State | **50** | **51.2** | **48.7** | **53.1** | **49.4** | **56.6** | **45.9** | **49** | **51.9** | **50.5** | **49.9** | **51.1** | **45.4** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | **36.5** | **52.2** | * | ‡ | ‡ |
| State | **47.9** | **53.8** | **44** | **43.2** | **47.4** | **44.4** | **50** | **45.2** |

**Baseline Growth Percentile ELA - By Demographics**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **59.4** | **59.8** | **59.1** | * | * | * | ‡ | **68.4** | * | * | **50.5** | **59.1** | **51.2** |
| State | **58.4** | **59.4** | **57.4** | **61.6** | **57.7** | **64.2** | **54.6** | **57.6** | **59.9** | **59.6** | **58** | **59.5** | **54.2** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | **42.4** | **60.5** | * | ‡ | ‡ |
| State | **56.3** | **62.9** | **52.6** | **52.1** | **56** | **52.9** | **58.4** | **53.1** |

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

## ELA Growth – HS

**What is it?**

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

**Cohort Growth Percentile ELA - By Demographics**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **48.4** | **48.5** | **48.4** | * | * | ‡ | ‡ | **42.8** | * | * | ‡ | **49.9** | **43** |
| State | **50** | **50.6** | **49** | **61.7** | **49.4** | **56.4** | **45.2** | **47.8** | **47.1** | **53.3** | **51.8** | **51.4** | **48.9** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | **46.3** | **45** | * | * | * |
| State | **45.5** | * | **43** | **45.6** | **46.3** | **46.1** | **48.8** | **43.4** |

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

## Math Proficiency – Overall

**What is it?**

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

**All Tests**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **43.7%** | **40.0%** | **46.7%** | * | * | ‡ | ‡ | **40.9%** | * | * | ‡ | **45.2%** | **15.2%** |
| State | **39.2%** | **37.2%** | **41.2%** | **61.3%** | **31.6%** | **71.8%** | **16.3%** | **25.8%** | **45.4%** | **46.5%** | **43.4%** | **51.2%** | **21.6%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | ‡ | **36.1%** | * | ‡ | ‡ |
| State | **14.8%** | **55.6%** | **12.8%** | **11.7%** | **22.5%** | **9.2%** | **39.7%** | **13.1%** |

**All Tests - Federal Rate**

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

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * |

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

## Math Proficiency – IAR

**What is it?**

This shows the percentage of students scoring at each of the Performance Levels for the Illinois Assessment of Readiness (IAR). Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are four Performance Levels for IAR assessments:

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

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

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

## Math Proficiency - IAR (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **All** | | | | |
| **District** | 14.6% | 43.7% | 37.9% | 3.8% |
| State | 25.4% | 35.0% | 31.6% | 8.0% |
| **Female** | | | | |
| **District** | 13.8% | 50.3% | 32.8% | ‡ |
| State | 25.6% | 37.0% | 30.5% | 6.8% |
| **Male** | | | | |
| **District** | 15.3% | 37.8% | 42.6% | ‡ |
| State | 25.2% | 33.0% | 32.7% | 9.1% |
| **Non Binary** | | | | |
| **District** | * | * | * | * |
| State | 9.8% | 28.2% | 44.8% | 17.2% |
| **American Indian** | | | | |
| **District** | * | * | * | * |
| State | 32.4% | 35.9% | 25.0% | 6.6% |
| **Asian** | | | | |
| **District** | * | * | * | * |
| State | 7.8% | 20.7% | 44.1% | 27.4% |
| **Black** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 46.6% | 36.8% | 15.1% | 1.6% |
| **Hispanic** | | | | |
| **District** | ‡ | 35.5% | 45.2% | ‡ |
| State | 34.0% | 39.8% | 23.1% | 3.1% |

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

## Math Proficiency - IAR (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **MENA** | | | | |
| **District** | * | * | * | * |
| State | 19.5% | 33.7% | 38.2% | 8.6% |
| **Native Hawaiian/ Pacific Islander** | | | | |
| **District** | * | * | * | * |
| State | 18.3% | 34.8% | 39.1% | 7.8% |
| **Two or More Races** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 24.0% | 32.8% | 32.8% | 10.3% |
| **White** | | | | |
| **District** | 13.2% | 44.3% | 38.5% | 4.0% |
| State | 14.9% | 33.4% | 41.1% | 10.5% |
| **Students with Disabilities** | | | | |
| **District** | 43.6% | 43.6% | 12.9% | ‡ |
| State | 47.0% | 31.6% | 17.9% | 3.5% |
| **English Learners** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 44.5% | 38.7% | 15.5% | 1.2% |
| **Former EL** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 6.6% | 35.0% | 44.6% | 13.8% |
| **Homeless** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 51.5% | 35.0% | 12.8% | 0.8% |
| **Students with IEPs** | | | | |
| **District** | 58.3% | 38.3% | ‡ | ‡ |
| State | 51.3% | 35.9% | 11.1% | 1.6% |

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

## Math Proficiency - IAR (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Low Income** | | | | |
| **District** | **23.1%** | **40.6%** | **35.0%** | **‡** |
| State | **37.7%** | **39.1%** | **20.7%** | **2.5%** |
| **Migrant** | | | | |
| **District** | * | * | * | * |
| State | **57.5%** | **33.9%** | **8.0%** | **‡** |
| **Military** | | | | |
| **District** | **‡** | **‡** | **‡** | **‡** |
| State | **20.4%** | **38.2%** | **35.4%** | **6.0%** |
| **Youth In Care** | | | | |
| **District** | **‡** | **‡** | **‡** | **‡** |
| State | **51.8%** | **33.9%** | **13.2%** | **1.1%** |

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

## Math Proficiency - ACT Suite

**What is it?**

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

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

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

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

## Math Proficiency - ACT Suite (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **All** | | | | |
| **District** | 19.0% | 32.3% | 37.0% | 11.6% |
| State | 25.9% | 34.6% | 26.0% | 13.4% |
| **Female** | | | | |
| **District** | 16.3% | 33.8% | 40.0% | ‡ |
| State | 26.1% | 36.3% | 26.3% | 11.2% |
| **Male** | | | | |
| **District** | 21.1% | 31.2% | 34.9% | 12.8% |
| State | 25.8% | 33.0% | 25.7% | 15.6% |
| **Non Binary** | | | | |
| **District** | * | * | * | * |
| State | 12.0% | 26.9% | 35.6% | 25.5% |
| **American Indian** | | | | |
| **District** | * | * | * | * |
| State | 30.2% | 37.2% | 22.1% | 10.5% |
| **Asian** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 7.6% | 18.1% | 31.1% | 43.2% |
| **Black** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 45.7% | 38.9% | 12.7% | 2.8% |
| **Hispanic** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 34.3% | 40.4% | 20.0% | 5.4% |

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

## Math Proficiency - ACT Suite (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **MENA** | | | | |
| **District** | * | * | * | * |
| State | 20.9% | 34.2% | 30.5% | 14.4% |
| **Native Hawaiian/ Pacific Islander** | | | | |
| **District** | * | * | * | * |
| State | 20.1% | 33.2% | 30.8% | 15.8% |
| **Two or More Races** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 22.7% | 32.2% | 27.0% | 18.1% |
| **White** | | | | |
| **District** | 15.6% | 32.5% | 40.0% | 11.9% |
| State | 16.7% | 32.0% | 33.5% | 17.8% |
| **Students with Disabilities** | | | | |
| **District** | 40.9% | 38.6% | ‡ | ‡ |
| State | 43.0% | 33.8% | 15.7% | 7.6% |
| **English Learners** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 49.5% | 40.4% | 8.7% | 1.4% |
| **Former EL** | | | | |
| **District** | * | * | * | * |
| State | 12.1% | 35.5% | 35.5% | 16.9% |
| **Homeless** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 50.7% | 38.1% | 9.6% | 1.5% |
| **Students with IEPs** | | | | |
| **District** | 48.0% | 44.0% | ‡ | ‡ |
| State | 56.6% | 36.7% | 6.7% | 2.0% |

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

## Math Proficiency - ACT Suite (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Low Income** | | | | |
| **District** | **29.7%** | **34.4%** | **26.6%** | **‡** |
| State | **38.6%** | **40.0%** | **17.2%** | **4.2%** |
| **Migrant** | | | | |
| **District** | * | * | * | * |
| State | **54.5%** | **34.5%** | **‡** | **‡** |
| **Military** | | | | |
| **District** | * | * | * | * |
| State | **24.4%** | **38.8%** | **27.4%** | **9.4%** |
| **Youth In Care** | | | | |
| **District** | * | * | * | * |
| State | **51.6%** | **39.0%** | **8.5%** | **0.9%** |

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

## Math Proficiency – DLM

**What is it?**

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

- Level 1 – Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Approaching Target: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
- Level 3 – At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

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

## Math Proficiency - DLM (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **All** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 64.0% | 21.1% | 11.5% | 3.4% |
| **Female** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 66.3% | 21.8% | 9.6% | 2.4% |
| **Male** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 62.9% | 20.8% | 12.4% | 3.9% |
| **Non Binary** | | | | |
| **District** | * | * | * | * |
| State | ‡ | ‡ | ‡ | ‡ |
| **American Indian** | | | | |
| **District** | * | * | * | * |
| State | 78.1% | ‡ | ‡ | ‡ |
| **Asian** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 69.0% | 17.4% | 9.2% | 4.4% |
| **Black** | | | | |
| **District** | * | * | * | * |
| State | 59.1% | 23.1% | 13.2% | 4.5% |
| **Hispanic** | | | | |
| **District** | * | * | * | * |
| State | 63.3% | 20.1% | 12.8% | 3.8% |

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

## Math Proficiency – DLM (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **MENA** | | | | |
| **District** | * | * | * | * |
| State | 65.2% | 19.7% | ‡ | ‡ |
| **Native Hawaiian/ Pacific Islander** | | | | |
| **District** | * | * | * | * |
| State | ‡ | ‡ | ‡ | ‡ |
| **Two or More Races** | | | | |
| **District** | * | * | * | * |
| State | 69.6% | 17.6% | 10.0% | 2.8% |
| **White** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 66.4% | 21.7% | 9.8% | 2.2% |
| **Students with Disabilities** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 64.0% | 21.1% | 11.5% | 3.4% |
| **English Learners** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 64.4% | 20.1% | 11.8% | 3.7% |
| **Former EL** | | | | |
| **District** | * | * | * | * |
| State | ‡ | ‡ | ‡ | ‡ |
| **Homeless** | | | | |
| **District** | * | * | * | * |
| State | 59.5% | 21.2% | 16.3% | ‡ |
| **Students with IEPs** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 64.0% | 21.1% | 11.5% | 3.4% |

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

## Math Proficiency – DLM (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Low Income** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | **62.6%** | **21.2%** | **12.5%** | **3.7%** |
| **Migrant** | | | | |
| **District** | * | * | * | * |
| State | * | * | * | * |
| **Military** | | | | |
| **District** | * | * | * | * |
| State | **68.6%** | **22.9%** | ‡ | ‡ |
| **Youth In Care** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | **64.2%** | **20.4%** | **12.4%** | ‡ |

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

## Math Participation – Overall

**What is it?**

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

**Summary Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **99.5%** | **100.0%** | **99.1%** | * | * | ‡ | ‡ | **100.0%** | * | * | **96.3%** | **99.6%** | **98.7%** |
| State | **97.4%** | **97.6%** | **97.2%** | **94.6%** | **96.5%** | **98.9%** | **95.1%** | **97.1%** | **96.8%** | **97.4%** | **97.3%** | **98.4%** | **95.8%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | **100.0%** | ‡ | ‡ | **97.8%** | **99.1%** | * | ‡ | ‡ |
| State | **96.6%** | **98.5%** | **92.2%** | **95.1%** | **96.5%** | **97.4%** | **98.0%** | **89.8%** |

**Summary Non Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **0.5%** | **0.0%** | **0.9%** | * | * | ‡ | ‡ | **0.0%** | * | * | **3.7%** | **0.4%** | **1.3%** |
| State | **2.6%** | **2.4%** | **2.8%** | **5.4%** | **3.5%** | **1.1%** | **4.9%** | **2.9%** | **3.2%** | **2.6%** | **2.7%** | **1.6%** | **4.2%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | **0.0%** | ‡ | ‡ | **2.2%** | **0.9%** | * | ‡ | ‡ |
| State | **3.4%** | **1.5%** | **7.8%** | **4.9%** | **3.5%** | **2.6%** | **2.0%** | **10.2%** |

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

## Math Participation – IAR

**What is it?**

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

**Summary Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **99.7%** | **100.0%** | **99.5%** | * | * | * | ‡ | **100.0%** | * | * | **94.4%** | **100.0%** | **99.0%** |
| State | **99.1%** | **99.1%** | **99.1%** | **96.5%** | **99.1%** | **99.4%** | **98.6%** | **99.2%** | **99.0%** | **99.3%** | **98.9%** | **99.2%** | **98.2%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | **98.4%** | **100.0%** | * | ‡ | ‡ |
| State | **99.0%** | **99.6%** | **97.0%** | **97.9%** | **98.9%** | **99.1%** | **99.1%** | **96.6%** |

**Summary Non Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **0.3%** | **0.0%** | **0.5%** | * | * | * | ‡ | **0.0%** | * | * | **5.6%** | **0.0%** | **1.0%** |
| State | **0.9%** | **0.9%** | **0.9%** | **3.5%** | **0.9%** | **0.6%** | **1.4%** | **0.8%** | **1.0%** | **0.7%** | **1.1%** | **0.8%** | **1.8%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | **1.6%** | **0.0%** | * | ‡ | ‡ |
| State | **1.0%** | **0.4%** | **3.0%** | **2.1%** | **1.1%** | **0.9%** | **0.9%** | **3.4%** |

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

## Math Participation – ACT Suite

**What is it?**

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

**Summary Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **99.0%** | **100.0%** | **98.2%** | * | * | ‡ | ‡ | **100.0%** | * | * | ‡ | **98.8%** | **97.8%** |
| State | **94.5%** | **94.9%** | **94.0%** | **93.1%** | **91.9%** | **98.3%** | **88.9%** | **93.4%** | **94.5%** | **94.4%** | **94.0%** | **96.8%** | **91.6%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | **96.2%** | **97.0%** | * | * | * |
| State | **91.5%** | **97.3%** | **83.9%** | **89.2%** | **91.5%** | **92.6%** | **95.9%** | **75.7%** |

**Summary Non Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **1.0%** | **0.0%** | **1.8%** | * | * | ‡ | ‡ | **0.0%** | * | * | ‡ | **1.2%** | **2.2%** |
| State | **5.5%** | **5.1%** | **6.0%** | **6.9%** | **8.1%** | **1.7%** | **11.1%** | **6.6%** | **5.5%** | **5.6%** | **6.0%** | **3.2%** | **8.4%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | **3.8%** | **3.0%** | * | * | * |
| State | **8.5%** | **2.7%** | **16.1%** | **10.8%** | **8.5%** | **7.4%** | **4.1%** | **24.3%** |

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

## Math Participation – DLM

**What is it?**

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

**Summary Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | * | * | ‡ | * | * | * | * | * | ‡ | ‡ |
| State | **93.8%** | **93.9%** | **93.8%** | ‡ | **91.4%** | **95.2%** | **92.3%** | **94.3%** | **90.4%** | **100.0%** | **94.3%** | **94.2%** | **93.8%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | * | ‡ | ‡ | * | * | ‡ |
| State | **94.8%** | ‡ | **91.6%** | **93.8%** | **93.8%** | * | **91.3%** | **87.4%** |

**Summary Non Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | * | * | ‡ | * | * | * | * | * | ‡ | ‡ |
| State | **6.2%** | **6.1%** | **6.2%** | ‡ | **8.6%** | **4.8%** | **7.7%** | **5.7%** | **9.6%** | **0.0%** | **5.7%** | **5.8%** | **6.2%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | * | ‡ | ‡ | * | * | ‡ |
| State | **5.2%** | ‡ | **8.4%** | **6.2%** | **6.2%** | * | **8.7%** | **12.6%** |

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

## Math Growth – IAR

**What is it?**

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

**Cohort Growth Percentile Math - By Demographics**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **47.7** | **47.2** | **48.1** | * | * | * | ‡ | **61.7** | * | * | **39.2** | **47.1** | **47.2** |
| State | **50** | **50.5** | **49.4** | **58.7** | **49.5** | **57.1** | **46.6** | **49.4** | **51.7** | **51.1** | **49.9** | **50.5** | **46.5** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | **48.2** | **49.2** | * | ‡ | ‡ |
| State | **48.7** | **54.6** | **45.4** | **44.8** | **47.9** | **47.7** | **50.1** | **46.1** |

**Baseline Growth Percentile Math - By Demographics**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **41.9** | **41.6** | **42.2** | * | * | * | ‡ | **57** | * | * | **33** | **41.2** | **40.8** |
| State | **44.5** | **44.9** | **44.1** | **54.2** | **44.2** | **51.8** | **41.4** | **43.9** | **46.4** | **45.1** | **44.5** | **45.1** | **41.6** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | **41.7** | **43** | * | ‡ | ‡ |
| State | **43** | **49.5** | **40.4** | **40.1** | **42.5** | **43.4** | **44.6** | **41.2** |

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

## Math Growth – HS

**What is it?**

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

**Cohort Growth Percentile Math - By Demographics**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **53.8** | **57.6** | **51** | * | * | ‡ | ‡ | **42.2** | * | * | ‡ | **54.6** | **50** |
| State | **50** | **47.4** | **50.4** | **53.8** | **48.1** | **54.3** | **44.1** | **46.8** | **47.6** | **48.1** | **50.9** | **50.9** | **47.8** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | **51** | **50.3** | * | * | * |
| State | **45.7** | * | **42.4** | **44.8** | **45.6** | **44.3** | **47.4** | **44.2** |

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

## Science Proficiency - Overall

**What is it?**

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

**All Tests**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **67.4%** | **65.8%** | **68.5%** | * | * | ‡ | ‡ | ‡ | * | * | ‡ | **69.6%** | **33.3%** |
| State | **48.7%** | **48.4%** | **48.9%** | **74.7%** | **40.5%** | **75.6%** | **25.4%** | **35.5%** | **48.3%** | **59.7%** | **53.5%** | **61.4%** | **28.9%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | ‡ | **52.5%** | * | * | ‡ |
| State | **16.8%** | **66.9%** | **20.5%** | **15.4%** | **32.1%** | ‡ | **52.2%** | **20.0%** |

**All Tests - Federal Rate**

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

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * |

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

## Science Proficiency - ACT Suite

**What is it?**

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

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

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

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

## Science Proficiency - ACT Suite (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **All** | | | | |
| **District** | ‡ | 28.6% | 57.1% | ‡ |
| State | 12.1% | 39.9% | 38.0% | 10.0% |
| **Female** | | | | |
| **District** | ‡ | ‡ | 54.2% | ‡ |
| State | 11.2% | 40.2% | 40.3% | 8.3% |
| **Male** | | | | |
| **District** | ‡ | ‡ | 59.4% | ‡ |
| State | 13.1% | 39.7% | 35.6% | 11.6% |
| **Non Binary** | | | | |
| **District** | * | * | * | * |
| State | ‡ | 22.9% | 44.8% | 28.1% |
| **American Indian** | | | | |
| **District** | * | * | * | * |
| State | 12.5% | 47.3% | 34.8% | 5.4% |
| **Asian** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 3.8% | 17.7% | 46.8% | 31.6% |
| **Black** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 20.5% | 54.9% | 23.1% | 1.5% |
| **Hispanic** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 16.2% | 49.7% | 30.7% | 3.4% |

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

## Science Proficiency - ACT Suite (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **MENA** | | | | |
| **District** | * | * | * | * |
| State | 11.3% | 39.8% | 41.8% | 7.0% |
| **Native Hawaiian/ Pacific Islander** | | | | |
| **District** | * | * | * | * |
| State | ‡ | 37.4% | 46.3% | 11.6% |
| **Two or More Races** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 9.6% | 37.1% | 39.2% | 14.1% |
| **White** | | | | |
| **District** | ‡ | 26.0% | 58.0% | ‡ |
| State | 7.9% | 31.4% | 46.6% | 14.1% |
| **Students with Disabilities** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 18.7% | 48.8% | 25.3% | 7.2% |
| **English Learners** | | | | |
| **District** | * | * | * | * |
| State | 24.6% | 60.7% | 14.1% | 0.6% |
| **Former EL** | | | | |
| **District** | * | * | * | * |
| State | 6.9% | 34.2% | 49.8% | 9.1% |
| **Homeless** | | | | |
| **District** | * | * | * | * |
| State | 22.8% | 59.8% | 16.5% | 1.0% |
| **Students with IEPs** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 29.3% | 55.5% | 13.3% | 1.8% |

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

## Science Proficiency - ACT Suite (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Low Income** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | **18.0%** | **51.9%** | **27.4%** | **2.8%** |
| **Migrant** | | | | |
| **District** | * | * | * | * |
| State | ‡ | **60.0%** | ‡ | ‡ |
| **Military** | | | | |
| **District** | * | * | * | * |
| State | **11.7%** | **41.2%** | **39.4%** | **7.6%** |
| **Youth In Care** | | | | |
| **District** | * | * | * | * |
| State | **28.9%** | **56.8%** | **14.0%** | ‡ |

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

## Science Proficiency - ISA

**What is it?**

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

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

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

## Science Proficiency - ISA (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **All** | | | | |
| **District** | ‡ | 26.9% | 62.3% | ‡ |
| State | 11.3% | 39.0% | 43.1% | 6.6% |
| **Female** | | | | |
| **District** | ‡ | 25.5% | 61.8% | ‡ |
| State | 10.3% | 40.9% | 43.1% | 5.7% |
| **Male** | | | | |
| **District** | ‡ | 28.0% | 62.7% | ‡ |
| State | 12.3% | 37.1% | 43.1% | 7.5% |
| **Non Binary** | | | | |
| **District** | * | * | * | * |
| State | ‡ | 16.9% | 52.3% | 26.2% |
| **American Indian** | | | | |
| **District** | * | * | * | * |
| State | 13.4% | 45.0% | 37.2% | 4.3% |
| **Asian** | | | | |
| **District** | * | * | * | * |
| State | 3.9% | 20.8% | 56.2% | 19.0% |
| **Black** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 22.6% | 51.4% | 24.7% | 1.3% |
| **Hispanic** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 15.5% | 47.8% | 34.0% | 2.8% |

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

## Science Proficiency - ISA (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **MENA** | | | | |
| **District** | * | * | * | * |
| State | 11.1% | 39.9% | 44.2% | 4.8% |
| **Native Hawaiian/ Pacific Islander** | | | | |
| **District** | * | * | * | * |
| State | 7.0% | 31.6% | 55.3% | 6.0% |
| **Two or More Races** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 10.5% | 35.3% | 45.7% | 8.5% |
| **White** | | | | |
| **District** | ‡ | 25.4% | 63.6% | ‡ |
| State | 5.8% | 31.7% | 53.4% | 9.1% |
| **Students with Disabilities** | | | | |
| **District** | ‡ | 50.0% | 30.6% | ‡ |
| State | 26.5% | 44.9% | 25.1% | 3.5% |
| **English Learners** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 24.2% | 57.9% | 17.4% | 0.6% |
| **Former EL** | | | | |
| **District** | * | * | * | * |
| State | 1.4% | 25.3% | 63.8% | 9.4% |
| **Homeless** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 25.4% | 52.3% | 21.4% | 0.9% |
| **Students with IEPs** | | | | |
| **District** | ‡ | 54.2% | ‡ | ‡ |
| State | 59.5% | 25.5% | 14.8% | 1.3% |

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

## Science Proficiency - ISA (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Low Income** | | | | |
| **District** | ‡ | 35.6% | 48.9% | ‡ |
| State | 17.6% | 48.9% | 31.3% | 2.2% |
| **Migrant** | | | | |
| **District** | * | * | * | * |
| State | 38.3% | 53.2% | ‡ | ‡ |
| **Military** | | | | |
| **District** | * | * | * | * |
| State | 9.4% | 35.6% | 47.9% | 7.1% |
| **Youth In Care** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 27.0% | 49.8% | 22.0% | 1.1% |

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

## Science Proficiency - DLM

**What is it?**

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

- Level 1 – Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Approaching Target: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
- Level 3 – At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

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

## Science Proficiency - DLM (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **All** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 70.1% | 19.2% | 9.7% | 1.0% |
| **Female** | | | | |
| **District** | * | * | * | * |
| State | 69.4% | 20.5% | 9.0% | 1.1% |
| **Male** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 70.4% | 18.6% | 10.0% | 1.0% |
| **Non Binary** | | | | |
| **District** | * | * | * | * |
| State | ‡ | ‡ | ‡ | ‡ |
| **American Indian** | | | | |
| **District** | * | * | * | * |
| State | 73.3% | ‡ | ‡ | ‡ |
| **Asian** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 77.0% | 13.8% | 8.4% | ‡ |
| **Black** | | | | |
| **District** | * | * | * | * |
| State | 64.2% | 22.4% | 12.0% | 1.5% |
| **Hispanic** | | | | |
| **District** | * | * | * | * |
| State | 69.2% | 20.2% | 9.6% | 1.1% |

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

## Science Proficiency - DLM (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **MENA** | | | | |
| **District** | * | * | * | * |
| State | 73.3% | ‡ | ‡ | ‡ |
| **Native Hawaiian/ Pacific Islander** | | | | |
| **District** | * | * | * | * |
| State | ‡ | ‡ | ‡ | ‡ |
| **Two or More Races** | | | | |
| **District** | * | * | * | * |
| State | 71.0% | 21.0% | 8.0% | ‡ |
| **White** | | | | |
| **District** | * | * | * | * |
| State | 73.4% | 17.1% | 8.7% | 0.8% |
| **Students with Disabilities** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 70.1% | 19.3% | 9.7% | 1.0% |
| **English Learners** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 70.7% | 19.5% | 9.1% | 0.8% |
| **Former EL** | | | | |
| **District** | * | * | * | * |
| State | ‡ | ‡ | ‡ | ‡ |
| **Homeless** | | | | |
| **District** | * | * | * | * |
| State | 54.1% | 24.5% | 18.4% | ‡ |
| **Students with IEPs** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| State | 73.3% | 17.1% | 9.7% | 1.0% |

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

## Science Proficiency - DLM (cont)

**Summary**

| | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Low Income** | | | | |
| **District** | * | * | * | * |
| State | **67.7%** | **20.9%** | **10.2%** | **1.2%** |
| **Migrant** | | | | |
| **District** | * | * | * | * |
| State | * | * | * | * |
| **Military** | | | | |
| **District** | * | * | * | * |
| State | **63.6%** | ‡ | ‡ | ‡ |
| **Youth In Care** | | | | |
| **District** | * | * | * | * |
| State | **68.3%** | **28.6%** | ‡ | ‡ |

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

## Science Participation – Overall

**What is it?**

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

**Summary Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **100.0%** | **100.0%** | **100.0%** | * | * | ‡ | ‡ | ‡ | * | * | ‡ | **100.0%** | **100.0%** |
| State | **97.8%** | **98.0%** | **97.6%** | **95.3%** | **96.1%** | **98.9%** | **96.1%** | **97.5%** | **98.1%** | **97.6%** | **97.7%** | **98.5%** | **96.0%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | **100.0%** | **100.0%** | * | * | ‡ |
| State | **97.0%** | **98.8%** | **93.3%** | **95.2%** | **97.0%** | **96.8%** | **98.2%** | **90.7%** |

**Summary Non Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **0.0%** | **0.0%** | **0.0%** | * | * | ‡ | ‡ | ‡ | * | * | ‡ | **0.0%** | **0.0%** |
| State | **2.2%** | **2.0%** | **2.4%** | **4.7%** | **3.9%** | **1.1%** | **3.9%** | **2.5%** | **1.9%** | **2.4%** | **2.3%** | **1.5%** | **4.0%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | **0.0%** | **0.0%** | * | * | ‡ |
| State | **3.0%** | **1.2%** | **6.7%** | **4.8%** | **3.0%** | **3.2%** | **1.8%** | **9.3%** |

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## Science Participation – ACT Suite

**What is it?**

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

**Summary Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **100.0%** | **100.0%** | **100.0%** | * | * | ‡ | ‡ | ‡ | * | * | ‡ | **100.0%** | **100.0%** |
| State | **96.4%** | **96.9%** | **96.0%** | **94.1%** | **93.3%** | **98.6%** | **93.1%** | **95.5%** | **97.5%** | **96.7%** | **96.3%** | **98.0%** | **94.1%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | ‡ | **100.0%** | * | * | * |
| State | **94.1%** | **98.1%** | **89.1%** | **92.1%** | **94.5%** | **93.3%** | **97.6%** | **83.4%** |

**Summary Non Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **0.0%** | **0.0%** | **0.0%** | * | * | ‡ | ‡ | ‡ | * | * | ‡ | **0.0%** | **0.0%** |
| State | **3.6%** | **3.1%** | **4.0%** | **5.9%** | **6.7%** | **1.4%** | **6.9%** | **4.5%** | **2.5%** | **3.3%** | **3.7%** | **2.0%** | **5.9%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | ‡ | **0.0%** | * | * | * |
| State | **5.9%** | **1.9%** | **10.9%** | **7.9%** | **5.5%** | **6.7%** | **2.4%** | **16.6%** |

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## Science Participation – ISA

**What is it?**

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

**Summary Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **100.0%** | **100.0%** | **100.0%** | * | * | * | ‡ | ‡ | * | * | ‡ | **100.0%** | **100.0%** |
| State | **98.7%** | **98.7%** | **98.6%** | **97.1%** | **97.7%** | **99.1%** | **97.9%** | **98.7%** | **98.7%** | **98.2%** | **98.4%** | **98.9%** | **97.4%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | **100.0%** | **100.0%** | * | * | ‡ |
| State | **98.6%** | **99.4%** | **96.0%** | **97.1%** | **98.4%** | **98.5%** | **98.7%** | **94.4%** |

**Summary Non Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **0.0%** | **0.0%** | **0.0%** | * | * | * | ‡ | ‡ | * | * | ‡ | **0.0%** | **0.0%** |
| State | **1.3%** | **1.3%** | **1.4%** | **2.9%** | **2.3%** | **0.9%** | **2.1%** | **1.3%** | **1.3%** | **1.8%** | **1.6%** | **1.1%** | **2.6%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | **0.0%** | **0.0%** | * | * | ‡ |
| State | **1.4%** | **0.6%** | **4.0%** | **2.9%** | **1.6%** | **1.5%** | **1.3%** | **5.6%** |

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

## Science Participation – DLM

**What is it?**

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

**Summary Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | * | * | ‡ | * | * | * | * | * | * | ‡ |
| State | **91.4%** | **91.3%** | **91.4%** | ‡ | **93.8%** | **94.0%** | **90.4%** | **92.5%** | **88.2%** | ‡ | **89.5%** | **90.9%** | **91.4%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | * | ‡ | * | * | * | * |
| State | **92.7%** | ‡ | **93.5%** | **91.4%** | **91.7%** | * | **91.7%** | **80.8%** |

**Summary Non Participation**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | * | * | ‡ | * | * | * | * | * | * | ‡ |
| State | **8.6%** | **8.7%** | **8.6%** | ‡ | **6.3%** | **6.0%** | **9.6%** | **7.5%** | **11.8%** | ‡ | **10.5%** | **9.1%** | **8.6%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | * | ‡ | * | * | * | * |
| State | **7.3%** | ‡ | **6.5%** | **8.6%** | **8.3%** | * | **8.3%** | **19.2%** |

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

## Eighth Graders Passing Algebra I

**What is it?**

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **42.6%** | ‡ | **48.6%** | * | * | ‡ | ‡ | ‡ | * | * | ‡ | **42.9%** | ‡ |
| State | **30.9%** | **30.1%** | **31.7%** | **46.5%** | **24.2%** | **63.5%** | **17.7%** | **22.7%** | **33.0%** | **38.7%** | **34.2%** | **36.2%** | **16.1%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | ‡ | ‡ | * | * | ‡ |
| State | **13.0%** | * | **11.7%** | **7.5%** | **19.8%** | ‡ | **26.8%** | **9.6%** |

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

## 9th Grade On Track

**What is it?**

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **96.0%** | **96.2%** | **95.9%** | * | * | * | * | ‡ | * | * | ‡ | **100.0%** | **100.0%** |
| State | **89.6%** | **91.4%** | **87.9%** | **81.0%** | **87.0%** | **96.8%** | **81.6%** | **85.7%** | **92.4%** | **89.7%** | **89.4%** | **93.8%** | **85.4%** |

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | ‡ | * | ‡ | **92.9%** |
| State | **81.9%** | **95.6%** | **83.4%** | **83.1%** |

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

## Career and Technical Education

**What is it?**

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

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

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

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

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

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

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

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

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

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

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

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

## Career and Technical Education (cont)

### Perkins Measures - Four-Year Graduation Rate

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **96.9%** | **96.4%** | **97.3%** | * | * | ‡ | * | ‡ | * | * | ‡ | **96.7%** | **100.0%** |
| State | **97.0%** | **97.6%** | **96.6%** | **98.0%** | **95.6%** | **98.4%** | **96.0%** | **96.5%** | **98.0%** | **97.9%** | **96.4%** | **97.4%** | **98.1%** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | **100.0%** | **90.9%** | * | * | **97.6%** | * | **92.3%** | * |
| State | **94.4%** | **91.3%** | **97.7%** | **95.6%** | ‡ | **96.8%** | **97.1%** | ‡ | **93.2%** | **89.3%** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **100.0%** | **100.0%** | **100.0%** | * | * | ‡ | ‡ | ‡ | * | * | ‡ | **100.0%** | ‡ |
| State | **97.8%** | **98.0%** | **97.6%** | **96.2%** | **92.6%** | **99.1%** | **97.2%** | **97.2%** | ‡ | **94.9%** | **97.4%** | **98.0%** | **97.6%** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | **100.0%** | * | * | **100.0%** | * | **100.0%** | * |
| State | **96.7%** | **92.6%** | **96.9%** | **96.4%** | ‡ | **97.9%** | **98.0%** | ‡ | **89.6%** | **84.5%** |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **51.6%** | **60.7%** | **44.4%** | * | * | ‡ | * | ‡ | * | * | ‡ | **54.2%** | ‡ |
| State | **51.2%** | **55.9%** | **47.3%** | **85.4%** | **38.8%** | **76.6%** | **26.2%** | **37.5%** | **50.4%** | **52.2%** | **53.1%** | **60.0%** | **32.6%** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | ‡ | * | * | **52.4%** | * | ‡ | * |
| State | **10.2%** | **25.8%** | **12.2%** | **33.8%** | ‡ | **48.5%** | **51.5%** | ‡ | **34.9%** | **18.7%** |

### Perkins Measures - Academic Proficiency Rate in Mathematics

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **35.9%** | ‡ | **38.9%** | * | * | ‡ | * | ‡ | * | * | ‡ | **35.6%** | ‡ |
| State | **39.6%** | **35.6%** | **43.0%** | **64.6%** | **22.4%** | **70.6%** | **14.1%** | **24.4%** | **40.8%** | **34.8%** | **39.4%** | **48.7%** | **24.8%** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | ‡ | * | * | **31.0%** | * | ‡ | * |
| State | **7.9%** | **13.6%** | **8.7%** | **21.7%** | ‡ | **39.9%** | **37.4%** | ‡ | **24.2%** | **12.3%** |

### Perkins Measures - Academic Proficiency Rate in Science

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **40.6%** | **42.9%** | **38.9%** | * | * | ‡ | * | ‡ | * | * | ‡ | **42.4%** | ‡ |
| State | **48.7%** | **47.5%** | **49.8%** | **56.3%** | **34.2%** | **74.5%** | **24.4%** | **34.9%** | **49.0%** | **50.0%** | **48.9%** | **57.4%** | **33.3%** |

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

## Career and Technical Education (cont)

### Perkins Measures - Academic Proficiency Rate in Science

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | ‡ | * | * | 38.1% | * | ‡ | * |
| State | 14.1% | 23.5% | 15.0% | 31.8% | ‡ | 48.3% | 47.2% | ‡ | 33.7% | 19.7% |

### Perkins Measures - Post-Program Placement

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | 60.7% | 53.9% | 65.7% | * | * | * | * | ‡ | * | * | ‡ | 62.5% | ‡ |
| State | 71.9% | 79.7% | 65.6% | 56.9% | 70.6% | 84.8% | 69.7% | 68.0% | 88.8% | 73.2% | 70.2% | 72.8% | 61.4% |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | 41.7% | * | * | 52.8% | * | ‡ | * |
| State | 58.9% | 54.6% | 53.2% | 64.1% | ‡ | 71.0% | 73.3% | ‡ | 57.5% | 57.5% |

### Perkins Measures - Nontraditional Program Enrollment Rate

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | 56.6% | 82.4% | 34.1% | * | * | ‡ | ‡ | ‡ | * | * | ‡ | 58.9% | 55.6% |
| State | 31.0% | 44.4% | 20.1% | ‡ | 32.1% | 29.6% | 32.7% | 27.3% | 25.1% | 33.8% | 33.6% | 32.2% | 29.7% |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | 60.7% | 59.2% | * | * | 100.0% | * | 71.4% | ‡ |
| State | 26.6% | 35.2% | 29.8% | 32.4% | ‡ | 34.9% | 100.0% | ‡ | 38.0% | 41.2% |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | * | * | ‡ | * | ‡ | * | * | ‡ | ‡ | ‡ |
| State | **50.8%** | **49.3%** | **52.0%** | **41.7%** | **55.4%** | **53.9%** | **46.9%** | **50.8%** | **62.4%** | **64.6%** | **50.3%** | **51.2%** | **47.5%** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | ‡ | * | * | ‡ | * | ‡ | * |
| State | **48.5%** | **43.7%** | **44.6%** | **46.6%** | ‡ | **59.4%** | **49.4%** | ‡ | **48.8%** | **36.3%** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **40.0%** | **34.5%** | **44.4%** | * | * | ‡ | * | ‡ | * | * | ‡ | **41.7%** | ‡ |
| State | **19.2%** | **21.9%** | **16.9%** | **20.8%** | **19.8%** | **15.4%** | **17.8%** | **18.3%** | **13.4%** | ‡ | **18.7%** | **20.3%** | **17.8%** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | ‡ | * | * | **31.0%** | * | ‡ | * |
| State | **16.3%** | **16.1%** | **17.9%** | **19.2%** | ‡ | **19.6%** | **19.9%** | ‡ | **28.7%** | **16.4%** |

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

## Career and Technical Education (cont)

### CTE Participant - Total Count of CTE Participants

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **233** | **100** | **133** | * | * | ‡ | ‡ | **13** | * | * | **12** | **200** | **49** |
| State | **290,679** | **130,244** | **160,262** | **173** | **622** | **15,318** | **35,234** | **70,350** | **1,540** | **244** | **12,831** | **154,540** | **58,300** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | **35** | **79** | * | * | **84** | * | **21** | ‡ |
| State | **35,199** | **7,018** | **35,865** | **112,622** | **56** | **2,752** | **44,350** | **22** | **873** | **928** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **151** | **59** | **92** | * | * | ‡ | ‡ | **12** | * | * | ‡ | **127** | **29** |
| State | **33,484** | **14,247** | **19,224** | **13** | **45** | **286** | **2,080** | **2,937** | **30** | **14** | **1,165** | **26,927** | **6,867** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | **19** | **48** | * | * | **44** | * | ‡ | * |
| State | **1,151** | **1,050** | **4,868** | **12,981** | **12** | **369** | **9,184** | ‡ | **263** | **164** |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | 115 | 33 | 82 | * | * | ‡ | ‡ | 11 | * | * | ‡ | 95 | 24 |
| State | 46,999 | 10,393 | 36,573 | 33 | 100 | 1,935 | 5,148 | 10,909 | 327 | 26 | 2,203 | 26,351 | 10,130 |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | 17 | 43 | * | * | 17 | * | 10 | * |
| State | 5,819 | 1,173 | 6,704 | 18,768 | 17 | 472 | 5,605 | ‡ | 141 | 156 |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | * | * | * | * | * |
| State | 31,312 | 12,438 | 18,844 | 30 | 63 | 1,130 | 5,124 | 7,298 | 167 | 23 | 1,555 | 15,952 | 6,793 |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | * | * |
| State | 3,962 | 842 | 4,211 | 12,899 | 10 | 382 | 4,187 | ‡ | 55 | 107 |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **101** | **37** | **64** | * | * | ‡ | ‡ | **10** | * | * | ‡ | **83** | **18** |
| State | **72,298** | **30,540** | **41,717** | **41** | **141** | **4,540** | **9,335** | **13,118** | **424** | **54** | **3,480** | **41,206** | **12,373** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | **14** | **32** | * | * | **21** | * | ‡ | * |
| State | **7,066** | **1,695** | **7,148** | **26,041** | **24** | **777** | **11,447** | ‡ | **223** | **264** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **71** | **28** | **43** | * | * | ‡ | * | ‡ | * | * | ‡ | **59** | **14** |
| State | **28,890** | **22,428** | **6,433** | **29** | **79** | **902** | **4,103** | **8,429** | **217** | **17** | **1,321** | **13,822** | **5,982** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | **10** | **27** | * | * | ‡ | * | ‡ | * |
| State | **4,063** | **768** | **3,751** | **12,504** | ‡ | **249** | **3,928** | ‡ | **41** | **98** |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **96** | **35** | **61** | * | * | ‡ | ‡ | **10** | * | * | ‡ | **80** | **18** |
| State | **64,860** | **26,774** | **38,051** | **35** | **130** | **4,695** | **7,102** | **12,757** | **530** | **49** | **3,075** | **36,522** | **10,648** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | **14** | **31** | * | * | **12** | * | ‡ | * |
| State | **6,480** | **1,315** | **5,648** | **21,771** | **17** | **661** | **8,465** | ‡ | **192** | **198** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | * | * | * | * | * |
| State | **695** | **349** | **345** | ‡ | ‡ | ‡ | **163** | **88** | * | ‡ | **58** | **377** | **162** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | * | * |
| State | **44** | **23** | **116** | **387** | * | **11** | **57** | * | * | ‡ |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **69** | **26** | **43** | * | * | ‡ | * | ‡ | * | * | ‡ | **57** | **14** |
| State | **22,333** | **16,421** | **5,902** | **10** | **75** | **1,234** | **3,684** | **6,316** | **100** | **17** | **1,073** | **9,834** | **3,639** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | **10** | **27** | * | * | ‡ | * | ‡ | * |
| State | **3,061** | **751** | **2,015** | **10,247** | ‡ | **189** | **2,739** | * | **68** | **82** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **137** | **61** | **76** | * | * | ‡ | ‡ | **10** | * | * | ‡ | **113** | **34** |
| State | **77,205** | **38,375** | **38,790** | **40** | **173** | **2,805** | **11,462** | **21,080** | **542** | **53** | **3,619** | **37,471** | **17,300** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | **26** | **59** | * | * | **48** | * | **11** | ‡ |
| State | **11,017** | **2,106** | **11,812** | **32,702** | **17** | **733** | **16,725** | ‡ | **148** | **267** |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **98** | **44** | **54** | * | * | ‡ | ‡ | ‡ | * | * | ‡ | **82** | **24** |
| State | **60,584** | **38,178** | **22,352** | **54** | **111** | **2,187** | **7,584** | **12,377** | **466** | **47** | **3,089** | **34,723** | **12,671** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | **20** | **40** | * | * | **21** | * | ‡ | ‡ |
| State | **6,291** | **1,706** | **8,452** | **25,033** | **25** | **559** | **12,590** | ‡ | **201** | **278** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **70** | **24** | **46** | * | * | ‡ | * | ‡ | * | * | ‡ | **57** | **14** |
| State | **42,908** | **15,447** | **27,425** | **36** | **83** | **2,896** | **6,065** | **9,336** | **291** | **32** | **1,977** | **22,228** | **8,678** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | **10** | **28** | * | * | ‡ | * | ‡ | * |
| State | **5,364** | **1,142** | **5,575** | **18,272** | **16** | **481** | **5,633** | ‡ | **130** | **176** |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **68** | **25** | **43** | * | * | ‡ | * | ‡ | * | * | ‡ | **56** | **14** |
| State | **7,520** | **3,696** | **3,821** | ‡ | **25** | **181** | **1,375** | **2,547** | **34** | ‡ | **392** | **2,962** | **1,444** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | **10** | **27** | * | * | ‡ | * | ‡ | * |
| State | **1,214** | **268** | **999** | **4,044** | ‡ | **59** | **1,260** | * | **13** | **29** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **88** | **28** | **60** | * | * | ‡ | ‡ | **10** | * | * | ‡ | **70** | **22** |
| State | **35,398** | **6,549** | **28,839** | **10** | **78** | **810** | **3,350** | **8,808** | **141** | **25** | **1,512** | **20,674** | **8,199** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | **15** | **35** | * | * | ‡ | * | ‡ | * |
| State | **4,671** | **872** | **5,672** | **14,713** | **12** | **342** | **3,752** | ‡ | **94** | **128** |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | * | * | * | * | * |
| State | **43,217** | **17,390** | **25,799** | **28** | **78** | **3,034** | **4,493** | **9,043** | **453** | **33** | **2,122** | **23,961** | **7,726** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | * | * |
| State | **4,849** | **808** | **4,259** | **14,328** | **12** | **503** | **4,874** | **‡** | **99** | **122** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | * | * | * | * | * |
| State | **25,060** | **5,902** | **19,136** | **22** | **72** | **2,369** | **2,618** | **6,836** | **107** | **16** | **1,198** | **11,844** | **4,740** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | * | * |
| State | **3,391** | **498** | **2,719** | **8,765** | **‡** | **184** | **2,517** | * | **27** | **60** |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **92** | **30** | **62** | * | * | ‡ | ‡ | **11** | * | * | ‡ | **72** | **26** |
| State | **33,718** | **5,487** | **28,218** | **13** | **83** | **983** | **3,647** | **9,857** | **268** | **22** | **1,370** | **17,488** | **7,861** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | **18** | **35** | * | * | ‡ | * | ‡ | * |
| State | **5,592** | **906** | **5,466** | **14,592** | ‡ | **285** | **3,372** | ‡ | **78** | **98** |

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

## Career and Technical Education (cont)

### CTE Concentrator - Total Count of CTE Concentrators

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **159** | **74** | **85** | * | * | ‡ | ‡ | ‡ | * | * | ‡ | **141** | **36** |
| State | **163,097** | **73,271** | **89,734** | **92** | **355** | **8,482** | **17,037** | **37,718** | **666** | **133** | **6,831** | **91,875** | **31,826** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | **28** | **49** | * | * | **90** | * | **21** | ‡ |
| State | **16,773** | **3,721** | **19,071** | **60,862** | **19** | **1,538** | **50,552** | **12** | **619** | **415** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **85** | **35** | **50** | * | * | ‡ | ‡ | ‡ | * | * | ‡ | **73** | **20** |
| State | **22,256** | **8,914** | **13,334** | ‡ | **28** | **129** | **807** | **1,374** | ‡ | **10** | **650** | **19,255** | **4,200** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | **15** | **19** | * | * | **50** | * | **11** | * |
| State | **444** | **676** | **2,920** | **8,019** | ‡ | **249** | **10,785** | ‡ | **205** | **88** |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **26** | ‡ | **22** | * | * | * | * | * | * | * | ‡ | **24** | ‡ |
| State | **18,444** | **2,408** | **16,031** | ‡ | **42** | **597** | **1,484** | **4,428** | **114** | **13** | **689** | **11,077** | **3,694** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | ‡ | ‡ | * | * | **11** | * | ‡ | * |
| State | **1,985** | **400** | **2,363** | **6,900** | ‡ | **185** | **4,085** | * | **83** | **34** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | * | * | * | * | * |
| State | **9,051** | **3,451** | **5,585** | **15** | **14** | **379** | **1,032** | **1,989** | **16** | ‡ | **437** | **5,178** | **2,195** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | * | * |
| State | **894** | **179** | **1,191** | **3,224** | * | **134** | **2,732** | ‡ | **28** | **23** |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **38** | **15** | **23** | * | * | ‡ | * | * | * | * | ‡ | **36** | ‡ |
| State | **21,574** | **8,019** | **13,546** | ‡ | **41** | **1,650** | **2,264** | **3,628** | **123** | **16** | **948** | **12,904** | **3,176** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | **12** | * | * | **32** | * | ‡ | * |
| State | **1,714** | **402** | **1,404** | **6,798** | * | **197** | **13,022** | ‡ | **91** | **47** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | * | * | * | * | * | * | * | * | * | ‡ | * |
| State | **9,943** | **9,155** | **777** | **11** | **23** | **291** | **1,107** | **2,820** | **39** | ‡ | **410** | **5,249** | **2,015** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | ‡ | * | ‡ | * |
| State | **1,049** | **198** | **1,063** | **3,805** | * | **83** | **2,246** | ‡ | **29** | **20** |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **28** | **‡** | **20** | ***** | ***** | **‡** | ***** | ***** | ***** | ***** | **‡** | **25** | **‡** |
| State | **18,046** | **6,025** | **12,014** | **‡** | **34** | **1,716** | **1,596** | **3,036** | **117** | **16** | **768** | **10,763** | **2,366** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **‡** | ***** | **‡** | **‡** | ***** | ***** | **16** | ***** | **‡** | ***** |
| State | **1,329** | **270** | **893** | **4,907** | ***** | **205** | **6,225** | ***** | **71** | **31** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ***** | ***** | ***** | ***** | ***** | ***** | ***** | ***** | ***** | ***** | ***** | ***** | ***** |
| State | **224** | **125** | **99** | ***** | ***** | **‡** | **46** | **20** | ***** | **‡** | **‡** | **148** | **58** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ***** | ***** | ***** | ***** | ***** | ***** | ***** | ***** | ***** | ***** |
| State | **‡** | **‡** | **37** | **121** | ***** | **‡** | **34** | ***** | ***** | **‡** |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | * | * | * | * | * | * | * | * | * | ‡ | * |
| State | **9,086** | **7,672** | **1,411** | ‡ | **34** | **642** | **1,493** | **2,770** | **21** | ‡ | **374** | **3,743** | **1,232** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | ‡ | * | * | * |
| State | **1,236** | **315** | **535** | **4,068** | * | **75** | **1,821** | ‡ | **32** | **29** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **70** | **38** | **32** | * | * | ‡ | ‡ | ‡ | * | * | ‡ | **61** | **21** |
| State | **23,270** | **12,083** | **11,171** | **16** | **62** | **603** | **3,352** | **5,932** | **93** | **20** | **1,155** | **12,053** | **5,383** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | **17** | **27** | * | * | **53** | * | **12** | ‡ |
| State | **2,741** | **593** | **3,780** | **9,892** | ‡ | **237** | **15,060** | ‡ | **60** | **82** |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **49** | **39** | **10** | * | * | * | ‡ | * | * | * | ‡ | **46** | **17** |
| State | **42,523** | **31,960** | **10,538** | **25** | **81** | **1,278** | **5,085** | **9,545** | **168** | **39** | **2,065** | **24,262** | **8,813** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | **16** | **19** | * | * | **38** | * | **10** | ‡ |
| State | **4,224** | **1,144** | **5,728** | **17,239** | **12** | **462** | **17,875** | ‡ | **181** | **158** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | ‡ | * | * | * | * | * | * | * | * | ‡ | ‡ |
| State | **12,471** | **2,798** | **9,668** | ‡ | **15** | **1,636** | **1,159** | **2,561** | **63** | **14** | **527** | **6,496** | **2,376** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | ‡ | ‡ | * | * | ‡ | * | ‡ | * |
| State | **1,340** | **229** | **1,326** | **4,569** | ‡ | **96** | **3,991** | * | **61** | **21** |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | ‡ | * | * | * | * | * | * | * | * | * | ‡ | * |
| State | **2,326** | **1,265** | **1,059** | ‡ | ‡ | **67** | **311** | **870** | ‡ | ‡ | **96** | **969** | **472** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | ‡ | * | * | * |
| State | **227** | **77** | **268** | **1,095** | * | **18** | **1,139** | * | ‡ | ‡ |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **10** | * | **10** | * | * | * | * | * | * | * | * | **10** | ‡ |
| State | **13,554** | **1,287** | **12,265** | ‡ | **23** | **222** | **716** | **3,283** | **48** | ‡ | **503** | **8,753** | **3,237** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | ‡ | ‡ | * | * | ‡ | * | ‡ | * |
| State | **1,475** | **229** | **2,203** | **5,017** | ‡ | **133** | **2,538** | ‡ | **73** | **26** |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | * | * | * | * | * |
| State | **12,423** | **3,952** | **8,469** | ‡ | **18** | **1,049** | **1,154** | **2,394** | **93** | ‡ | **563** | **7,144** | **1,907** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | * | * |
| State | **1,148** | **183** | **818** | **3,453** | ‡ | **107** | **3,738** | * | **36** | **18** |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | * | * | * | * | * |
| State | **10,627** | **2,229** | **8,384** | **14** | **27** | **1,397** | **658** | **3,141** | **42** | **13** | **453** | **4,896** | **1,598** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | * | * |
| State | **1,150** | **119** | **665** | **3,171** | * | **56** | **2,582** | * | **21** | **11** |

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

## Career and Technical Education (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | * | * | * | * | * | * | * | * | ‡ | ‡ |
| State | **14,239** | **1,099** | **13,137** | ‡ | **44** | **331** | **943** | **4,772** | **88** | **15** | **478** | **7,568** | **3,393** |

| | English Learners | Homeless | Students with IEPs | Low Income | Migrant | Military | Non Traditional Fields | Out of Workforce | Single Parents | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | ‡ | * |
| State | **2,488** | **308** | **2,284** | **5,937** | * | **125** | **2,211** | * | **66** | **21** |

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

## High School Graduation Rate

**What is it?**

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

**Graduation Rate 4 Year**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **95.8%**<br>**69** | **96.7%**<br>**29** | **95.2%**<br>**40** | *<br>* | *<br>* | ‡<br>‡ | *<br>* | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **95.4%**<br>**62** | **88.9%**<br>**16** |
| State | **89.8%**<br>133,965 | **91.7%**<br>66,825 | **88.1%**<br>67,030 | **88.7%**<br>110 | **84.3%**<br>327 | **95.1%**<br>8,085 | **84.2%**<br>20,537 | **87.2%**<br>38,663 | **93.8%**<br>543 | **86.9%**<br>126 | **88.2%**<br>5,289 | **93.2%**<br>60,395 | **82.9%**<br>29,055 |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | *<br>* | *<br>* | **93.3%**<br>**14** | **88.0%**<br>**22** | *<br>* | *<br>* | ‡<br>‡ |
| State | **81.7%**<br>18,016 | **95.8%**<br>17,818 | **72.3%**<br>6,966 | **75.7%**<br>16,424 | **84.8%**<br>57,697 | **64.0%**<br>16 | **91.5%**<br>1,007 | **64.5%**<br>626 |

**Graduation Rate 5 Year**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **97.0%**<br>**65** | **93.1%**<br>**27** | **100.0%**<br>**38** | *<br>* | *<br>* | *<br>* | *<br>* | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **98.4%**<br>**60** | **100.0%**<br>**10** |
| State | **90.6%**<br>137,165 | **92.2%**<br>68,127 | **89.1%**<br>68,917 | **92.4%**<br>121 | **89.0%**<br>317 | **96.0%**<br>8,015 | **85.0%**<br>21,084 | **88.7%**<br>38,708 | **95.5%**<br>338 | **88.2%**<br>142 | **89.9%**<br>6,167 | **93.3%**<br>62,394 | **83.9%**<br>28,783 |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | *<br>* | ‡<br>‡ | ‡<br>‡ | **92.3%**<br>**24** | *<br>* | *<br>* | *<br>* |
| State | **83.8%**<br>16,198 | **95.2%**<br>19,865 | **75.6%**<br>7,076 | **78.5%**<br>17,626 | **86.1%**<br>60,651 | **63.6%**<br>21 | **92.6%**<br>1,081 | **66.6%**<br>656 |

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

## High School Graduation Rate (cont)

### Graduation Rate 6 Year

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **98.6%**<br>**69** | **100.0%**<br>**33** | **97.3%**<br>**36** | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **98.4%**<br>**60** | **91.7%**<br>**11** |
| State | **90.4%**<br>134,000 | **91.9%**<br>66,706 | **88.9%**<br>67,202 | **94.8%**<br>92 | **82.0%**<br>283 | **95.9%**<br>7,695 | **84.4%**<br>20,209 | **89.0%**<br>37,906 | ‡<br>‡ | **88.6%**<br>117 | **87.5%**<br>4,896 | **93.0%**<br>62,888 | **84.2%**<br>28,057 |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | *<br>* | ‡<br>‡ | ‡<br>‡ | **100.0%**<br>**22** | *<br>* | *<br>* | *<br>* |
| State | **84.1%**<br>12,282 | **94.2%**<br>22,820 | **77.0%**<br>6,376 | **78.7%**<br>17,087 | **85.9%**<br>59,107 | **70.0%**<br>14 | **92.2%**<br>1,009 | **64.1%**<br>624 |

### Non-Graduation Rate 4 Year

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **4.2%**<br>**3** | **3.3%**<br>**1** | **4.8%**<br>**2** | *<br>* | *<br>* | ‡<br>‡ | *<br>* | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **4.6%**<br>**3** | **11.1%**<br>**2** |
| State | **10.2%**<br>15,178 | **8.3%**<br>6,083 | **11.9%**<br>9,081 | **11.3%**<br>14 | **15.7%**<br>61 | **4.9%**<br>418 | **15.8%**<br>3,844 | **12.8%**<br>5,656 | **6.2%**<br>36 | **13.1%**<br>19 | **11.9%**<br>711 | **6.8%**<br>4,433 | **17.1%**<br>6,002 |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | *<br>* | *<br>* | **6.7%**<br>**1** | **12.0%**<br>**3** | *<br>* | *<br>* | ‡<br>‡ |
| State | **18.3%**<br>4,035 | **4.2%**<br>774 | **27.7%**<br>2,672 | **24.3%**<br>5,276 | **15.2%**<br>10,337 | **36.0%**<br>9 | **8.5%**<br>94 | **35.5%**<br>344 |

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

## High School Graduation Rate (cont)

### Non-Graduation Rate 5 Year

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **3.0%**<br>**2** | **6.9%**<br>**2** | **0.0%**<br>**0** | *<br>* | *<br>* | *<br>* | *<br>* | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **1.6%**<br>**1** | **0.0%**<br>**0** |
| State | **9.4%**<br>14,227 | **7.8%**<br>5,795 | **10.9%**<br>8,422 | **7.6%**<br>10 | **11.0%**<br>39 | **4.0%**<br>332 | **15.0%**<br>3,734 | **11.3%**<br>4,937 | **4.5%**<br>16 | **11.8%**<br>19 | **10.1%**<br>693 | **6.7%**<br>4,457 | **16.1%**<br>5,512 |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | *<br>* | ‡<br>‡ | ‡<br>‡ | **7.7%**<br>**2** | *<br>* | *<br>* | *<br>* |
| State | **16.2%**<br>3,140 | **4.8%**<br>997 | **24.4%**<br>2,287 | **21.5%**<br>4,832 | **13.9%**<br>9,776 | **36.4%**<br>12 | **7.4%**<br>86 | **33.4%**<br>329 |

### Non-Graduation Rate 6 Year

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **1.4%**<br>**1** | **0.0%**<br>**0** | **2.7%**<br>**1** | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **1.6%**<br>**1** | **8.3%**<br>**1** |
| State | **9.6%**<br>14,269 | **8.1%**<br>5,872 | **11.1%**<br>8,392 | **5.2%**<br>5 | **18.0%**<br>62 | **4.1%**<br>327 | **15.6%**<br>3,723 | **11.0%**<br>4,672 | ‡<br>‡ | **11.4%**<br>15 | **12.5%**<br>700 | **7.0%**<br>4,762 | **15.8%**<br>5,265 |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | *<br>* | ‡<br>‡ | ‡<br>‡ | **0.0%**<br>**0** | *<br>* | *<br>* | *<br>* |
| State | **15.9%**<br>2,324 | **5.8%**<br>1,399 | **23.0%**<br>1,904 | **21.3%**<br>4,629 | **14.1%**<br>9,719 | **30.0%**<br>6 | **7.8%**<br>85 | **35.9%**<br>350 |

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

## High School Graduation Rate (cont)

### IEP Continuing 4 Year

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | *<br>* | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **1.9%**<br>2,811 | **1.3%**<br>983 | **2.4%**<br>1,822 | ‡<br>‡ | **3.4%**<br>13 | **1.5%**<br>128 | **2.5%**<br>617 | **1.9%**<br>858 | ‡<br>‡ | ‡<br>‡ | **2.3%**<br>140 | **1.6%**<br>1,046 | **8.0%**<br>2,811 |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ |
| State | **3.3%**<br>725 | **0.2%**<br>33 | **2.4%**<br>229 | **13.0%**<br>2,811 | **2.3%**<br>1,560 | ‡<br>‡ | **1.5%**<br>17 | **9.4%**<br>91 |

### IEP Continuing 5 Year

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | *<br>* | *<br>* | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **1.7%**<br>2,638 | **1.2%**<br>906 | **2.2%**<br>1,732 | ‡<br>‡ | ‡<br>‡ | **1.4%**<br>115 | **2.5%**<br>626 | **1.8%**<br>775 | ‡<br>‡ | ‡<br>‡ | **1.9%**<br>127 | **1.5%**<br>979 | **7.7%**<br>2,637 |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | *<br>* |
| State | **3.6%**<br>687 | **0.2%**<br>40 | **2.2%**<br>206 | **11.7%**<br>2,638 | **2.2%**<br>1,541 | ‡<br>‡ | **1.3%**<br>15 | **7.2%**<br>71 |

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

## High School Graduation Rate (cont)

**IEP Continuing 6 Year**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | * * | * * | ‡ ‡ | ‡ ‡ | ‡ ‡ | * * | * * | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **1.5%** 2,202 | **1.1%** 773 | **1.9%** 1,427 | ‡ ‡ | ‡ ‡ | **1.6%** 126 | **2.0%** 481 | **1.6%** 662 | ‡ ‡ | ‡ ‡ | **1.8%** 100 | **1.2%** 822 | **6.6%** 2,202 |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ ‡ | * * | ‡ ‡ | ‡ ‡ | ‡ ‡ | * * | * * | * * |
| State | **3.7%** 544 | **0.1%** 36 | **1.8%** 146 | **10.1%** 2,202 | **1.9%** 1,294 | ‡ ‡ | **1.3%** 14 | **6.2%** 60 |

## Postsecondary Enrollment

**What is it?**

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

**12 Month Enrollment**

| | Enrolling in College | Enrolling in Public School | Enrolling in Private School | Enrolling in University | Enrolling in Community College | Enrolling in Trade/ Vocational Schools |
|---|---|---|---|---|---|---|
| **District** | **57.4%** | **50.0%** | ‡ | **27.9%** | **29.4%** | ‡ |
| State | **66.8%** | **52.0%** | **14.7%** | **40.4%** | **26.4%** | ‡ |

**16 Month Enrollment**

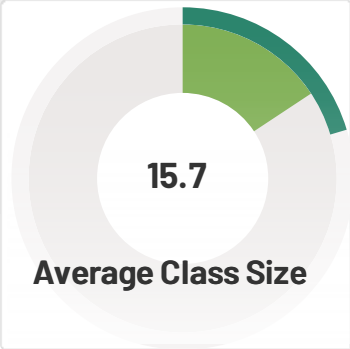
| | Enrolling in College | Enrolling in Public School | Enrolling in Private School | Enrolling in University | Enrolling in Community College | Enrolling in Trade/ Vocational Schools |
|---|---|---|---|---|---|---|
| **District** | **57.4%** | **50.0%** | ‡ | **27.9%** | **29.4%** | ‡ |
| State | **67.5%** | **52.7%** | **14.8%** | **40.5%** | **27.0%** | ‡ |

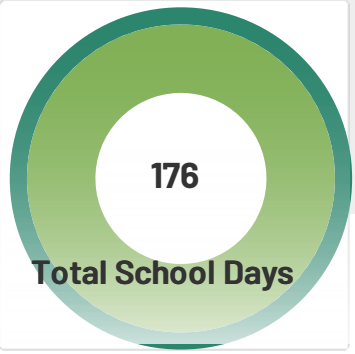
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# District Environment

## About the data

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




**90.9%** district's percentage of adequacy

**Evidence-Based Funding**

## Early Learning

**What is it?**

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

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

| | % of Entering Kindergartners Rated on Required 14 Measures | % of Entering Kindergartners Demonstrating Readiness by Developmental Area | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | In 0 Developmental Areas | In 1 Developmental Area | In 2 Developmental Areas | In All 3 Developmnetal Areas | Social and Emotional Development | Language and Literacy Development | Math |
| **District** | **96.7%** | **25.4%** | **‡** | **‡** | **50.8%** | **67.8%** | **67.8%** | **54.2%** |
| State | **90.7%** | **33.4%** | **16.2%** | **17.3%** | **33.1%** | **60.2%** | **51.1%** | **38.8%** |

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

| | All | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities | English Learners | Students with IEPs | Low Income |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **50.8%** | * | * | **‡** | **‡** | * | * | **‡** | **52.9%** | **‡** | * | **‡** | **32.3%** |
| State | **33.1%** | **23.9%** | **37.3%** | **26.9%** | **22.1%** | **24.4%** | **26.3%** | **35.5%** | **41.0%** | **17.1%** | **16.5%** | **17.1%** | **23.8%** |

| | Homeless |
|---|---|
| **District** | * |
| State | **21.3%** |

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

## School Level Finances

**What is it?**

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

| | | Site level Per Pupil Expenditures | | | District Centralized Per Pupil Expenditures | | | Total Per Pupil Expenditures | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Enrollment | Federal | State/Local | Subtotal | Federal | State/Local | Subtotal | Federal | State/Local | Total | Exclusions | Total Expenditures |
| **District** | **905** | **$0** | **$8,243** | **$8,243** | **$946** | **$9,564** | **$10,510** | **$946** | **$17,807** | **$18,753** | **$2,680,375** | **$19,659,450** |

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

## School Level Finances (cont)

| | | Site level Per Pupil Expenditures | | | District Centralized Per Pupil Expenditures | | | Total Per Pupil Expenditures | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Enrollment | Federal | State/Local | Subtotal | Federal | State/Local | Subtotal | Federal | State/Local | Total |
| GCMS Elementary School | **441** | **$0** | **$8,226** | **$8,226** | **$946** | **$9,564** | **$10,510** | **$946** | **$17,790** | **$18,736** |
| GCMS High School | **269** | **$0** | **$8,604** | **$8,604** | **$946** | **$9,564** | **$10,510** | **$946** | **$18,167** | **$19,113** |
| GCMS Middle School | **196** | **$0** | **$7,787** | **$7,787** | **$946** | **$9,564** | **$10,510** | **$946** | **$17,351** | **$18,297** |

* 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** | **59.6%<br>$11,523,195** | **12.7%<br>$2,451,740** | **14.4%<br>$2,791,681** | **7.3%<br>$1,405,535** | **6.1%<br>$1,174,881** | **$19,347,032** |
| State | **57.8%** | **7.8%** | **20.3%** | **4.9%** | **9.2%** | * |

**Expenditure By Function**

| | Instruction | General Administration | Supporting Services | Other Expenditures |
|---|---|---|---|---|
| **District** | **42.3%** | **7.8%** | **27.6%** | **22.2%** |
| State | **46.3%** | **2.3%** | **31.4%** | **19.9%** |

**Expenditure By Fund**

| | Education | Operations & Maintenance | Transportation | Debt Service | Tort | Municipal Retirement/ Social Security | Fire Prevention & Safety | Capital Projects | Total Expenditure |
|---|---|---|---|---|---|---|---|---|---|
| **District** | **69.1%<br>$12,449,607** | **13.7%<br>$2,468,877** | **6.2%<br>$1,111,418** | **3.3%<br>$594,060** | **5.4%<br>$979,973** | **2.4%<br>$425,265** | **0.0%<br>$0** | **0.0%<br>$0** | **$18,029,200** |
| State | **70.5%** | **7.7%** | **4.4%** | **6.7%** | **1.4%** | **1.7%** | **0.4%** | **7.3%** | * |

* 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**

| | 2023 Equalized Assessed Valuation per Pupil | 2023 Total School Tax Rate per $100 | 2024-25 Instructional Expenditure per Pupil | 2024-25 Operating Expenditure per Pupil |
|---|---|---|---|---|
| **District** | **$228,356** | **5.3** | **$8,719** | **$16,325** |
| State | * | * | **$12,239** | **$20,978** |

## 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

| | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **16.5** | **15.5** | **17.4** | **18.2** | **17.7** | **17.7** | **15.6** | **15** | **14.2** | **15.1** | **8.7** | **10** | **9.6** |
| State | **19.3** | **19.6** | **19.9** | **20.4** | **21** | **21** | **20.9** | **20.5** | **20.7** | **16.5** | **13.4** | **12.3** | **11.9** |

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

## Total School Days

**What is it?**

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

| | Total School Days |
|---|---|
| **District** | **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 |
|---|---|
| **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**

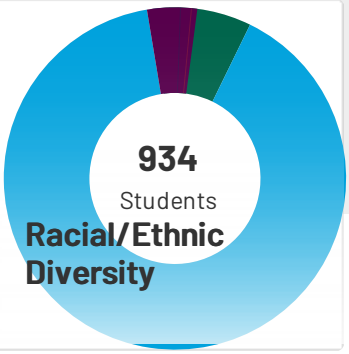
| District | 15 |
|---|---|
| State | 167,697 |

## About the data

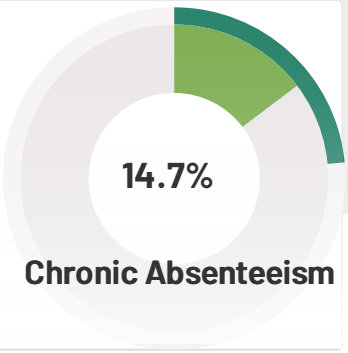
Student data includes information regarding the student population, including enrollment and attendance data, as well as information regarding specific student groups, such as gifted students and English Learner students. Student data often is disaggregated further into demographic student groups.

**934**

**Student Enrollment**




**Racial/Ethnic Diversity**




**Chronic Absenteeism**

## Student Enrollment

**What is it?**

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

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

**By Subgroups**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **100.0%<br>934** | **46.9%<br>438** | **53.1%<br>496** | **‡<br>*** | **‡<br>*** | **‡<br>‡** | **1.1%<br>10** | **7.8%<br>73** | **‡<br>*** | **‡<br>*** | **4.5%<br>42** | **86.0%<br>803** | **22.2%<br>207** |
| State | **100.0%**<br>1,819,118 | **48.6%**<br>883,597 | **51.4%**<br>934,891 | **0.0%**<br>630 | **0.3%**<br>4,675 | **5.9%**<br>106,670 | **16.3%**<br>296,518 | **28.3%**<br>515,547 | **0.4%**<br>7,471 | **0.1%**<br>1,485 | **4.8%**<br>87,526 | **43.9%**<br>799,226 | **22.4%**<br>407,651 |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Never EL | Youth In Care |
|---|---|---|---|---|---|---|---|---|---|
| **District** | **2.8%<br>26** | **‡<br>‡** | **‡<br>‡** | **15.1%<br>141** | **42.0%<br>392** | **‡<br>*** | **‡<br>‡** | **97.0%<br>906** | **1.2%<br>11** |
| State | **17.5%**<br>318,654 | **6.2%**<br>112,681 | **2.5%**<br>44,847 | **16.7%**<br>304,563 | **47.5%**<br>864,402 | **0.0%**<br>481 | **0.9%**<br>15,974 | **76.3%**<br>1,387,783 | **0.6%**<br>11,551 |

**By Grades**

| | PK | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **60** | **60** | **65** | **71** | **70** | **74** | **69** | **71** | **64** | **60** | **81** | **59** | **57** | **73** |
| State | **86,382** | **115,387** | **121,751** | **126,030** | **128,683** | **134,664** | **133,106** | **132,741** | **132,341** | **134,193** | **143,195** | **142,753** | **141,190** | **146,702** |

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

## Advanced Academic Programs

**What is it?**

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

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

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

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

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

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

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

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

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

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

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

## Advanced Academic Programs (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **12.4%**<br>**120** | **11.9%**<br>**54** | **12.8%**<br>**66** | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **13.4%**<br>**111** | ‡<br>‡ |
| State | **14.1%**<br>263,987 | **14.6%**<br>132,911 | **13.6%**<br>130,950 | **17.5%**<br>126 | **12.8%**<br>591 | **31.0%**<br>34,151 | **8.5%**<br>26,633 | **13.8%**<br>73,581 | **12.2%**<br>1,077 | **20.3%**<br>308 | **12.8%**<br>11,643 | **14.3%**<br>116,003 | **8.3%**<br>34,427 |

| | English Learners | Students with IEPs | Low Income | Homeless | Youth In Care |
|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | **5.3%**<br>**22** | ‡<br>‡ | ‡<br>‡ |
| State | **8.2%**<br>27,475 | **4.3%**<br>13,149 | **9.4%**<br>81,095 | **6.7%**<br>3,741 | **2.1%**<br>266 |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **0.9%**<br>17,404 | **1.2%**<br>11,094 | **0.7%**<br>6,293 | **2.4%**<br>17 | **0.8%**<br>37 | **0.9%**<br>963 | **0.5%**<br>1,427 | **0.8%**<br>4,240 | **0.6%**<br>57 | **0.7%**<br>11 | **0.9%**<br>861 | **1.2%**<br>9,808 | **0.6%**<br>2,350 |

| | English Learners | Students with IEPs | Low Income | Homeless | Youth In Care |
|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **0.3%**<br>1,046 | **0.2%**<br>596 | **0.6%**<br>4,812 | **0.3%**<br>161 | **0.2%**<br>23 |

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

## Advanced Academic Programs (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **5.9%**<br>**57** | **5.1%**<br>**23** | **6.6%**<br>**34** | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **6.1%**<br>**51** | ‡<br>‡ |
| State | **2.1%**<br>39,216 | **1.7%**<br>15,265 | **2.5%**<br>23,940 | **1.5%**<br>11 | **1.6%**<br>76 | **6.4%**<br>7,033 | **0.4%**<br>1,150 | **1.0%**<br>5,338 | **1.5%**<br>135 | **2.1%**<br>32 | **2.4%**<br>2,136 | **2.9%**<br>23,316 | **1.1%**<br>4,459 |

| | English Learners | Students with IEPs | Low Income | Homeless | Youth In Care |
|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | **2.4%**<br>**10** | ‡<br>‡ | ‡<br>‡ |
| State | **0.6%**<br>1,891 | **0.5%**<br>1,496 | **0.7%**<br>5,883 | **0.3%**<br>147 | **0.2%**<br>19 |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **2.6%**<br>**25** | ‡<br>‡ | **3.1%**<br>**16** | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **2.9%**<br>**24** | ‡<br>‡ |
| State | **4.2%**<br>79,144 | **4.4%**<br>39,765 | **4.1%**<br>39,356 | **3.2%**<br>23 | **4.4%**<br>205 | **4.6%**<br>5,034 | **5.4%**<br>16,975 | **6.9%**<br>36,596 | **1.2%**<br>103 | **8.8%**<br>134 | **2.4%**<br>2,222 | **2.2%**<br>17,875 | **3.5%**<br>14,334 |

| | English Learners | Homeless | Students with IEPs | Low Income | Military | Youth In Care |
|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **5.3%**<br>17,875 | **4.9%**<br>2,712 | **2.6%**<br>8,099 | **5.0%**<br>43,450 | ‡<br>‡ | **1.4%**<br>172 |

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

## Advanced Academic Programs (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **3.9%**<br>**38** | **4.9%**<br>**22** | **3.1%**<br>**16** | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **4.3%**<br>**36** | ‡<br>‡ |
| State | **6.5%**<br>121,810 | **7.0%**<br>63,376 | **6.1%**<br>58,366 | **9.4%**<br>68 | **5.6%**<br>257 | **18.7%**<br>20,587 | **2.0%**<br>6,101 | **4.8%**<br>25,467 | **8.5%**<br>753 | **8.3%**<br>126 | **6.8%**<br>6,161 | **7.7%**<br>62,358 | **3.0%**<br>12,562 |

| | English Learners | Students with IEPs | Low Income | Homeless | Youth In Care |
|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **1.8%**<br>5,934 | **0.9%**<br>2,660 | **2.8%**<br>24,687 | **1.2%**<br>649 | **0.4%**<br>45 |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **0.1%**<br>2,272 | **0.1%**<br>1,191 | **0.1%**<br>1,077 | ‡<br>‡ | ‡<br>‡ | **0.2%**<br>229 | **0.2%**<br>663 | **0.1%**<br>791 | ‡<br>‡ | ‡<br>‡ | **0.1%**<br>99 | **0.1%**<br>475 | **0.0%**<br>161 |

| | English Learners | Students with IEPs | Low Income | Homeless | Youth In Care |
|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **0.1%**<br>176 | **0.0%**<br>63 | **0.1%**<br>1,019 | **0.0%**<br>19 | ‡<br>‡ |

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

## Advanced Academic Programs (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **17.8%**<br>**50** | **18.2%**<br>**22** | **17.5%**<br>**28** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | **19.7%**<br>**48** | ‡<br>‡ |
| State | **27.3%**<br>159,569 | **30.7%**<br>87,172 | **24.0%**<br>72,253 | **36.8%**<br>144 | **25.3%**<br>338 | **57.7%**<br>19,780 | **16.4%**<br>15,710 | **25.7%**<br>43,878 | **31.1%**<br>918 | **35.0%**<br>193 | **29.0%**<br>6,963 | **28.1%**<br>71,789 | **13.8%**<br>17,982 |

| | English Learners | Students with IEPs | Low Income | Homeless | Youth In Care |
|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **13.0%**<br>11,449 | **4.0%**<br>3,475 | **18.8%**<br>48,385 | **10.0%**<br>1,836 | **3.3%**<br>97 |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **13.9%**<br>**39** | **18.2%**<br>**22** | **10.6%**<br>**17** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | **15.2%**<br>**37** | ‡<br>‡ |
| State | **20.0%**<br>117,055 | **20.6%**<br>58,638 | **19.4%**<br>58,343 | **18.9%**<br>74 | **17.8%**<br>238 | **22.9%**<br>7,852 | **13.7%**<br>13,127 | **16.3%**<br>27,797 | **24.4%**<br>720 | **20.9%**<br>115 | **19.8%**<br>4,750 | **24.4%**<br>62,456 | **13.4%**<br>17,463 |

| | English Learners | Students with IEPs | Low Income | Homeless | Youth In Care |
|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **11.5%**<br>10,113 | **9.7%**<br>8,320 | **14.6%**<br>37,471 | **11.9%**<br>2,182 | **7.3%**<br>212 |

* 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 - By Demographics

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **22.1%**<br>**62** | **24.8%**<br>**30** | **20.0%**<br>**32** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | **24.2%**<br>**59** | ‡<br>‡ |
| State | **55.8%**<br>326,395 | **60.4%**<br>171,593 | **51.4%**<br>154,547 | **65.2%**<br>255 | **51.6%**<br>690 | **80.9%**<br>27,725 | **43.5%**<br>41,654 | **55.7%**<br>94,990 | **53.1%**<br>1,567 | **61.5%**<br>339 | **56.4%**<br>13,567 | **57.0%**<br>145,863 | **35.5%**<br>46,263 |

| | English Learners | Students with IEPs | Low Income | Homeless | Youth In Care |
|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | **11.0%**<br>**11** | ‡<br>‡ | ‡<br>‡ |
| State | **41.1%**<br>36,242 | **21.1%**<br>18,203 | **45.3%**<br>116,737 | **31.4%**<br>5,771 | **16.9%**<br>495 |

### Students Enrolled in IB Coursework - By Demographics

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **1.5%**<br>9,043 | **1.8%**<br>5,175 | **1.3%**<br>3,867 | ‡<br>‡ | **1.6%**<br>21 | **1.5%**<br>507 | **2.3%**<br>2,199 | **2.6%**<br>4,441 | ‡<br>‡ | **3.1%**<br>17 | **0.9%**<br>208 | **0.6%**<br>1,648 | **1.2%**<br>1,504 |

| | English Learners | Students with IEPs | Low Income | Homeless | Youth In Care |
|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **1.6%**<br>1,442 | **0.6%**<br>497 | **2.2%**<br>5,649 | **1.8%**<br>322 | **0.8%**<br>24 |

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

## Advanced Academic Programs (cont)

**Students Enrolled in any Advanced Coursework - By Demographics**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **22.4%**<br>**63** | **24.8%**<br>**30** | **20.6%**<br>**33** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | **24.6%**<br>**60** | ‡<br>‡ |
| State | **60.8%**<br>355,552 | **64.9%**<br>184,273 | **56.9%**<br>171,011 | **68.5%**<br>268 | **56.5%**<br>756 | **82.6%**<br>28,304 | **48.2%**<br>46,194 | **59.7%**<br>101,757 | **60.1%**<br>1,773 | **65.7%**<br>362 | **61.4%**<br>14,767 | **63.2%**<br>161,639 | **40.6%**<br>52,946 |

| | English Learners | Students with IEPs | Low Income | Homeless | Youth In Care |
|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | **11.0%**<br>**11** | ‡<br>‡ | ‡<br>‡ |
| State | **45.1%**<br>39,753 | **26.4%**<br>22,751 | **50.1%**<br>128,964 | **36.8%**<br>6,765 | **21.2%**<br>620 |

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

## Advanced Academic Programs (cont)

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

| | Number of AP Exams Taken | Number of AP Exams Passed | Number of Students Took One or More AP Exams | Number of Students Passed One or More AP Exams |
|---|---|---|---|---|
| **District** | * | * | * | * |
| State | 20,202 | 14,264 | 18,957 | 13,260 |

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

| | Number of AP Exams Taken | Number of AP Exams Passed | Number of Students Took One or More AP Exams | Number of Students Passed One or More AP Exams |
|---|---|---|---|---|
| **District** | ‡ | * | ‡ | * |
| State | 56,470 | 43,100 | 31,007 | 24,078 |

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

| | Number of AP Exams Taken | Number of AP Exams Passed | Number of Students Took One or More AP Exams | Number of Students Passed One or More AP Exams |
|---|---|---|---|---|
| **District** | 36 | 21 | 31 | 18 |
| State | 150,027 | 115,806 | 46,938 | 37,781 |

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

| | Number of AP Exams Taken | Number of AP Exams Passed | Number of Students Took One or More AP Exams | Number of Students Passed One or More AP Exams |
|---|---|---|---|---|
| **District** | 48 | 35 | 16 | 13 |
| State | 220,877 | 167,454 | 44,509 | 36,824 |

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

## Advanced Academic Programs (cont)

### Students Assessed For Giftedness - By Demographics

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **12.2%** 229,105 | **12.3%** 111,815 | **12.2%** 117,197 | **12.9%** 93 | **14.7%** 679 | **26.0%** 28,616 | **7.4%** 23,206 | **9.6%** 51,344 | **9.8%** 869 | **14.2%** 215 | **14.1%** 12,774 | **13.7%** 111,402 | **11.0%** 45,450 |

| | English Learners | Students with IEPs | Low Income | Homeless | Youth In Care |
|---|---|---|---|---|---|
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **8.7%** 29,115 | **9.4%** 29,002 | **8.4%** 73,198 | **5.6%** 3,147 | **5.9%** 736 |

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **1.4%** 25,974 | **1.4%** 12,582 | **1.4%** 13,386 | ‡ ‡ | **2.1%** 96 | **3.7%** 4,114 | **0.6%** 1,946 | **0.9%** 4,793 | **0.9%** 82 | **2.1%** 32 | **1.5%** 1,377 | **1.7%** 13,534 | **1.1%** 4,352 |

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

## Advanced Academic Programs (cont)

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

| | English Learners | Students with IEPs | Low Income | Homeless | Youth In Care |
|---|---|---|---|---|---|
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **0.6%** 1,924 | **0.7%** 2,296 | **0.6%** 5,630 | **0.3%** 165 | **0.3%** 39 |

### Students Identified As Gifted - By Demographics

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **4.8%** 90,505 | **4.9%** 44,056 | **4.8%** 46,405 | **6.1%** 44 | **4.5%** 208 | **16.0%** 17,592 | **2.2%** 6,916 | **3.0%** 16,042 | **3.1%** 278 | **6.5%** 99 | **5.6%** 5,075 | **5.4%** 44,295 | **2.7%** 11,300 |

| | English Learners | Students with IEPs | Low Income | Homeless | Youth In Care |
|---|---|---|---|---|---|
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **1.3%** 4,479 | **1.4%** 4,197 | **2.3%** 19,695 | **0.9%** 525 | **0.7%** 90 |

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

## Advanced Academic Programs (cont)

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **0.8%** 14,417 | **0.7%** 6,781 | **0.8%** 7,632 | ‡ ‡ | **1.1%** 52 | **2.7%** 2,994 | **0.3%** 999 | **0.4%** 2,160 | **0.6%** 49 | **1.3%** 19 | **0.9%** 847 | **0.9%** 7,297 | **0.4%** 1,691 |

| | English Learners | Students with IEPs | Low Income | Homeless | Youth In Care |
|---|---|---|---|---|---|
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **0.1%** 480 | **0.2%** 669 | **0.3%** 2,460 | **0.1%** 45 | **0.1%** 11 |

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

## Students With IEPs

**What is it?**

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

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

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

**By Race/ Ethnicity**

| | | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White |
|---|---|---|---|---|---|---|---|---|---|
| **District** | **All Students** | * | 0.1% | 0.5% | 1.1% | * | * | 0.6% | 13.6% |
| | **Students with IEPs** | * | ‡ | ‡ | 6.7% | * | * | ‡ | 85.2% |
| All Peer Districts | All Students | * | 9.0% | 23.3% | 17.9% | * | * | 19.6% | 17.2% |
| | Students with IEPs | * | * | * | * | * | * | * | * |
| State | All Students | 0.0% | 0.5% | 3.4% | 5.0% | 0.0% | 0.0% | 0.8% | 7.1% |
| | Students with IEPs | 0.2% | 3.1% | 20.2% | 29.6% | 0.3% | 0.1% | 5.0% | 41.6% |

**By Disability Category**

| | | Autism | Deafness | Deaf-Blindness | Developmental Delay | Emotional Disability | Hearing Impairment | Intellectual Disability |
|---|---|---|---|---|---|---|---|---|
| **District** | **All Students** | 2.8% | * | * | 2.1% | 0.2% | 0.1% | 0.4% |
| | **Students with IEPs** | 17.4% | * | * | 10.7% | ‡ | ‡ | ‡ |
| All Peer Districts | All Students | 2.3% | * | * | 2.3% | 0.7% | 0.1% | 0.7% |
| | Students with IEPs | * | * | * | * | * | * | * |
| State | All Students | 2.2% | 0.0% | 0.0% | 2.3% | 0.8% | 0.1% | 0.7% |
| | Students with IEPs | 14.9% | 0.2% | 0.0% | 13.7% | 4.4% | 0.7% | 4.3% |

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

## Students With IEPs (cont)

**By Disability Category**

| | | Multiple Disabilities | Orthopedic Impairment | Other Health Impairment | Specific Learning Disability | Speech or Language Impairment | Traumatic Brain Injury | Visual Impairment |
|---|---|---|---|---|---|---|---|---|
| **District** | **All Students** | **0.2%** | ***** | **2.8%** | **5.5%** | **2.1%** | **0.1%** | ***** |
| | **Students with IEPs** | **‡** | ***** | **17.4%** | **34.2%** | **13.4%** | **‡** | ***** |
| All Peer Districts | All Students | **0.2%** | ***** | **2.6%** | **5.4%** | **3.4%** | **0.0%** | ***** |
| | Students with IEPs | ***** | ***** | ***** | ***** | ***** | ***** | ***** |
| State | All Students | **0.2%** | **0.0%** | **2.3%** | **5.1%** | **2.7%** | **0.0%** | **0.0%** |
| | Students with IEPs | **1.0%** | **0.2%** | **13.9%** | **30.6%** | **15.7%** | **0.2%** | **0.3%** |

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

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

**What is it?**

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

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

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

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

**By Race/ Ethnicity - Within Total Population**

| | Inside >= 80 | Inside 40-79 | Inside < 40 | Separate Facility |
|---|---|---|---|---|
| **All** | | | | |
| **District** | **55.9%** | **35.0%** | **3.5%** | **5.6%** |
| All Peer Districts | * | * | * | * |
| State | **54.2%** | **24.8%** | **13.7%** | **7.2%** |
| **American Indian** | | | | |
| **District** | * | * | * | * |
| All Peer Districts | * | * | * | * |
| State | **0.1%** | **0.1%** | **0.0%** | **0.0%** |
| **Asian** | | | | |
| **District** | **0.0%** | **0.0%** | **0.7%** | **0.0%** |
| All Peer Districts | * | * | * | * |
| State | **1.5%** | **0.5%** | **0.6%** | **0.2%** |

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

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

**By Race/ Ethnicity - Within Total Population**

| | Inside >= 80 | Inside 40-79 | Inside < 40 | Separate Facility |
|---|---|---|---|---|
| **Black** | | | | |
| **District** | **1.4%** | **2.1%** | **0.0%** | **0.0%** |
| All Peer Districts | * | * | * | * |
| State | **9.1%** | **5.9%** | **3.7%** | **1.8%** |
| **Hispanic** | | | | |
| **District** | **2.1%** | **3.5%** | **0.7%** | **0.0%** |
| All Peer Districts | * | * | * | * |
| State | **16.1%** | **7.4%** | **4.2%** | **1.7%** |
| **MENA** | | | | |
| **District** | * | * | * | * |
| All Peer Districts | * | * | * | * |
| State | **0.1%** | **0.1%** | **0.0%** | **0.0%** |
| **Native Hawaiian/ Pacific Islander** | | | | |
| **District** | * | * | * | * |
| All Peer Districts | * | * | * | * |
| State | **0.0%** | **0.0%** | **0.0%** | **0.0%** |
| **Two or More Races** | | | | |
| **District** | **2.1%** | **1.4%** | **0.0%** | **0.0%** |
| All Peer Districts | * | * | * | * |
| State | **2.7%** | **1.1%** | **0.7%** | **0.4%** |
| **White** | | | | |
| **District** | **50.3%** | **28.0%** | **2.1%** | **5.6%** |
| All Peer Districts | * | * | * | * |
| State | **24.5%** | **9.7%** | **4.4%** | **2.9%** |

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

**By Race/ Ethnicity - Within Demographic Group**

| | Inside >= 80 | Inside 40-79 | Inside < 40 | Separate Facility |
|---|---|---|---|---|
| **All** | | | | |
| **District** | **55.9%** | **35.0%** | **3.5%** | **5.6%** |
| All Peer Districts | * | * | * | * |
| State | **54.2%** | **24.8%** | **13.7%** | **7.2%** |
| **American Indian** | | | | |
| **District** | * | * | * | * |
| All Peer Districts | * | * | * | * |
| State | **50.2%** | **26.8%** | **13.6%** | **9.5%** |
| **Asian** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * |
| State | **52.1%** | **18.4%** | **21.4%** | **8.0%** |
| **Black** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * |
| State | **44.4%** | **28.7%** | **18.1%** | **8.9%** |
| **Hispanic** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * |
| State | **54.7%** | **25.0%** | **14.4%** | **5.9%** |
| **MENA** | | | | |
| **District** | * | * | * | * |
| All Peer Districts | * | * | * | * |
| State | **47.1%** | **25.3%** | **17.3%** | **10.3%** |

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

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

### By Race/ Ethnicity - Within Demographic Group

| | Inside >= 80 | Inside 40-79 | Inside < 40 | Separate Facility |
|---|---|---|---|---|
| **Native Hawaiian/ Pacific Islander** | | | | |
| **District** | * | * | * | * |
| All Peer Districts | * | * | * | * |
| State | **50.0%** | **27.2%** | **13.6%** | **9.2%** |
| **Two or More Races** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * |
| State | **54.2%** | **22.6%** | **14.3%** | **8.9%** |
| **White** | | | | |
| **District** | **58.5%** | **32.5%** | **2.4%** | **6.5%** |
| All Peer Districts | * | * | * | * |
| State | **59.0%** | **23.4%** | **10.5%** | **7.1%** |

### For Selected Disabilities - Within Total Population

| | Inside >= 80 | Inside 40-79 | Inside < 40 | Separate Facility |
|---|---|---|---|---|
| **Autism** | | | | |
| **District** | **4.9%** | **8.4%** | **0.0%** | **4.2%** |
| All Peer Districts | * | * | * | * |
| State | **4.0%** | **3.1%** | **5.2%** | **2.4%** |
| **Emotional Disability** | | | | |
| **District** | **0.7%** | **0.7%** | **0.0%** | **0.0%** |
| All Peer Districts | * | * | * | * |
| State | **1.7%** | **1.0%** | **0.5%** | **1.6%** |

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

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

**For Selected Disabilities - Within Total Population**

| | Inside >= 80 | Inside 40-79 | Inside < 40 | Separate Facility |
|---|---|---|---|---|
| **Intellectual Disability** | | | | |
| **District** | **0.0%** | **2.8%** | **0.0%** | **0.0%** |
| All Peer Districts | * | * | * | * |
| State | **0.2%** | **1.5%** | **2.2%** | **0.9%** |
| **Other Health Impairment** | | | | |
| **District** | **9.8%** | **7.0%** | **0.7%** | **0.7%** |
| All Peer Districts | * | * | * | * |
| State | **8.8%** | **3.9%** | **1.3%** | **1.0%** |
| **Specific Learning Disability** | | | | |
| **District** | **24.5%** | **10.5%** | **0.7%** | **0.0%** |
| All Peer Districts | * | * | * | * |
| State | **19.1%** | **12.3%** | **1.6%** | **0.4%** |
| **Speech or Language Impairment** | | | | |
| **District** | **12.6%** | **0.0%** | **0.0%** | **0.0%** |
| All Peer Districts | * | * | * | * |
| State | **13.9%** | **0.2%** | **0.1%** | **0.0%** |

**For Selected Disabilities - Within Disability Group**

| | Inside >= 80 | Inside 40-79 | Inside < 40 | Separate Facility |
|---|---|---|---|---|
| **Autism** | | | | |
| **District** | **28.0%** | **48.0%** | **0.0%** | **24.0%** |
| All Peer Districts | * | * | * | * |
| State | **27.2%** | **21.0%** | **35.5%** | **16.3%** |

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

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

**For Selected Disabilities - Within Disability Group**

| | Inside >= 80 | Inside 40-79 | Inside < 40 | Separate Facility |
|---|---|---|---|---|
| **Emotional Disability** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * |
| State | 35.7% | 19.7% | 11.3% | 33.3% |
| **Intellectual Disability** | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * |
| State | 3.6% | 31.1% | 47.1% | 18.3% |
| **Other Health Impairment** | | | | |
| **District** | 53.8% | 38.5% | 3.8% | 3.8% |
| All Peer Districts | * | * | * | * |
| State | 58.7% | 26.0% | 8.8% | 6.5% |
| **Specific Learning Disability** | | | | |
| **District** | 68.6% | 29.4% | 2.0% | 0.0% |
| All Peer Districts | * | * | * | * |
| State | 56.9% | 36.9% | 4.9% | 1.3% |
| **Speech or Language Impairment** | | | | |
| **District** | 100.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts | * | * | * | * |
| State | 98.1% | 1.1% | 0.7% | 0.1% |

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

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

**What is it?**

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

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

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

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

**By Race/ Ethnicity - Within Total Population**

| | Regular Early Childhood Program | | | | |
|---|---|---|---|---|---|
| | Majority of Services Inside EC Program | Majority of Services Outside EC Program | Separate Class/ Facility | Home | Service Provider |
| **All** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * | * |
| State | **55.9%** | **14.5%** | **24.7%** | **0.1%** | **4.7%** |
| **American Indian** | | | | | |
| **District** | * | * | * | * | * |
| All Peer Districts | * | * | * | * | * |
| State | **0.2%** | **0.0%** | **0.1%** | **0.0%** | **0.0%** |
| **Asian** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * | * |
| State | **2.6%** | **0.4%** | **1.3%** | **0.0%** | **0.3%** |

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

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

**By Race/ Ethnicity - Within Total Population**

| | Regular Early Childhood Program | | | | |
|---|---|---|---|---|---|
| | Majority of Services Inside EC Program | Majority of Services Outside EC Program | Separate Class/ Facility | Home | Service Provider |
| **Black** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * | * |
| State | **8.2%** | **2.2%** | **5.3%** | **0.0%** | **0.2%** |
| **Hispanic** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * | * |
| State | **19.0%** | **2.6%** | **7.9%** | **0.0%** | **1.1%** |
| **MENA** | | | | | |
| **District** | * | * | * | * | * |
| All Peer Districts | * | * | * | * | * |
| State | **0.4%** | **0.1%** | **0.2%** | **0.0%** | **0.1%** |
| **Native Hawaiian/ Pacific Islander** | | | | | |
| **District** | * | * | * | * | * |
| All Peer Districts | * | * | * | * | * |
| State | **0.0%** | **0.0%** | **0.0%** | **0.0%** | **0.0%** |
| **Two or More Races** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * | * |
| State | **3.0%** | **1.0%** | **1.4%** | **0.0%** | **0.2%** |

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

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

### By Race/ Ethnicity - Within Total Population

| | Regular Early Childhood Program | | | | |
|---|---|---|---|---|---|
| | Majority of Services Inside EC Program | Majority of Services Outside EC Program | Separate Class/ Facility | Home | Service Provider |
| **White** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * | * |
| State | **22.4%** | **8.3%** | **8.5%** | **0.1%** | **2.9%** |

### By Race/ Ethnicity - Within Demographic Group

| | Regular Early Childhood Program | | | | |
|---|---|---|---|---|---|
| | Majority of Services Inside EC Program | Majority of Services Outside EC Program | Separate Class/ Facility | Home | Service Provider |
| **All** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * | * |
| State | **55.9%** | **14.5%** | **24.7%** | **0.1%** | **4.7%** |
| **American Indian** | | | | | |
| **District** | * | * | * | * | * |
| All Peer Districts | * | * | * | * | * |
| State | **72.0%** | **2.7%** | **22.7%** | **0.0%** | **2.7%** |
| **Asian** | | | | | |
| **District** | * | * | * | * | * |
| All Peer Districts | * | * | * | * | * |
| State | **56.7%** | **9.7%** | **27.6%** | **0.1%** | **5.9%** |
| **Black** | | | | | |
| **District** | * | * | * | * | * |
| All Peer Districts | * | * | * | * | * |
| State | **51.7%** | **13.7%** | **33.2%** | **0.1%** | **1.2%** |

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

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

**By Race/ Ethnicity - Within Demographic Group**

| | Regular Early Childhood Program | | | | |
|---|---|---|---|---|---|
| | Majority of Services Inside EC Program | Majority of Services Outside EC Program | Separate Class/ Facility | Home | Service Provider |
| **Hispanic** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * | * |
| State | **62.1%** | **8.4%** | **25.9%** | **0.0%** | **3.5%** |
| **MENA** | | | | | |
| **District** | * | * | * | * | * |
| All Peer Districts | * | * | * | * | * |
| State | **50.2%** | **11.6%** | **29.0%** | **0.5%** | **8.7%** |
| **Native Hawaiian/ Pacific Islander** | | | | | |
| **District** | * | * | * | * | * |
| All Peer Districts | * | * | * | * | * |
| State | **70.6%** | **0.0%** | **29.4%** | **0.0%** | **0.0%** |
| **Two or More Races** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * | * |
| State | **54.0%** | **17.2%** | **25.1%** | **0.2%** | **3.5%** |

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

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

**For Selected Disabilities - Within Total Population**

| | Regular Early Childhood Program | | | | |
|---|---|---|---|---|---|
| | Majority of Services Inside EC Program | Majority of Services Outside EC Program | Separate Class/ Facility | Home | Service Provider |
| **Autism** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * | * |
| State | **6.2%** | **1.4%** | **8.5%** | **0.0%** | **0.1%** |
| **Developmental Delay** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * | * |
| State | **29.3%** | **4.0%** | **13.6%** | **0.0%** | **0.6%** |
| **Emotional Disability** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * | * |
| State | **0.0%** | **0.0%** | **0.0%** | **0.0%** | **0.0%** |
| **Intellectual Disability** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * | * |
| State | **0.0%** | **0.0%** | **0.0%** | **0.0%** | **0.0%** |
| **Other Health Impairment** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | * | * | * | * | * |
| State | **1.1%** | **0.2%** | **1.1%** | **0.0%** | **0.0%** |

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

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

### For Selected Disabilities - Within Total Population

| | Regular Early Childhood Program | | | | |
|---|---|---|---|---|---|
| | Majority of Services Inside EC Program | Majority of Services Outside EC Program | Separate Class/ Facility | Home | Service Provider |
| **Specific Learning Disability** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | **0.1%** | **0.0%** | **0.1%** | **0.0%** | **0.0%** |
| **Speech or Language Impairment** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | **18.5%** | **8.7%** | **0.5%** | **0.0%** | **4.0%** |

### For Selected Disabilities - Within Disability Group

| | Regular Early Childhood Program | | | | |
|---|---|---|---|---|---|
| | Majority of Services Inside EC Program | Majority of Services Outside EC Program | Separate Class/ Facility | Home | Service Provider |
| **Autism** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | **38.4%** | **8.3%** | **52.7%** | **0.0%** | **0.6%** |
| **Developmental Delay** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | **61.6%** | **8.5%** | **28.7%** | **0.0%** | **1.2%** |

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

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

**For Selected Disabilities - Within Disability Group**

| | Regular Early Childhood Program | | | | |
|---|---|---|---|---|---|
| | Majority of Services Inside EC Program | Majority of Services Outside EC Program | Separate Class/ Facility | Home | Service Provider |
| **Emotional Disability** | | | | | |
| **District** | * | * | * | * | * |
| All Peer Districts | * | * | * | * | * |
| State | ‡ | ‡ | ‡ | ‡ | ‡ |
| **Intellectual Disability** | | | | | |
| **District** | * | * | * | * | * |
| All Peer Districts | * | * | * | * | * |
| State | **16.7%** | **16.7%** | **61.1%** | **0.0%** | **5.6%** |
| **Other Health Impairment** | | | | | |
| **District** | * | * | * | * | * |
| All Peer Districts | * | * | * | * | * |
| State | **44.9%** | **9.1%** | **44.6%** | **0.9%** | **0.6%** |
| **Specific Learning Disability** | | | | | |
| **District** | * | * | * | * | * |
| All Peer Districts | * | * | * | * | * |
| State | **53.5%** | **2.3%** | **39.5%** | **0.0%** | **4.7%** |
| **Speech or Language Impairment** | | | | | |
| **District** | ‡ | ‡ | ‡ | ‡ | ‡ |
| All Peer Districts | ‡ | ‡ | ‡ | ‡ | ‡ |
| State | **58.1%** | **27.4%** | **1.7%** | **0.1%** | **12.7%** |

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## State Performance Plan Indicators For Students With IEPs

**What is it?**

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

| SPP Indicator | Indicator Description | 2025-26 District Data | 2025-26 State Target | District Met Target |
|---|---|---|---|---|
| 1 | Graduation Percent for students with IEPs (Data lag one year) | 80.00 | 84 | No |
| 2 | Dropout Percent for students with IEPs (Data lag one year) | 20.00 | 13 | No |
| 3ae4 | Reading assessment participation rate for students with IEPs, Grade 4 | 100.00 | 95 | Yes |
| 3ae8 | Reading assessment participation rate for students with IEPs, Grade 8 | 100.00 | 95 | Yes |
| 3ae11 | Reading assessment participation rate for students with IEPs, Grade 11 | 100.00 | 95 | Yes |
| 3am4 | Math assessment participation rate for students with IEPs, Grade 4 | 100.00 | 95 | Yes |
| 3am8 | Math assessment participation rate for students with IEPs, Grade 8 | 100.00 | 95 | Yes |
| 3am11 | Math assessment participation rate for students with IEPs, Grade 11 | 100.00 | 95 | Yes |
| 3be4 | Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards | 16.67 | 18.5 | No |
| 3be8 | Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards | 11.11 | 15.85 | No |
| 3be11 | Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards | 0.00 | 13 | No |
| 3bm4 | Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards | 8.33 | 17 | No |
| 3bm8 | Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards | 0.00 | 6.25 | No |
| 3bm11 | Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards | 0.00 | 8.25 | No |
| 3ce4 | Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards | * | 15 | N/A |
| 3ce8 | Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards | * | 23.5 | N/A |

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## State Performance Plan Indicators For Students With IEPs (cont)

| SPP Indicator | Indicator Description | 2025-26 District Data | 2025-26 State Target | District Met Target |
|---|---|---|---|---|
| 3ce11 | Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards | * | 22.5 | N/A |
| 3cm4 | Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards | * | 20.5 | N/A |
| 3cm8 | Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards | * | 5.5 | N/A |
| 3cm11 | Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards | * | 4 | N/A |
| 3de4 | Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards | 49.05 | 31.34 | No |
| 3de8 | Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards | 58.63 | 39.79 | No |
| 3de11 | Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards | 54.17 | 37.99 | No |
| 3dm4 | Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards | 33.10 | 24.24 | No |
| 3dm8 | Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards | 30.26 | 26 | No |
| 3dm11 | Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards | 38.89 | 30.54 | No |
| 4a | Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year) | No | No | Yes |
| 4b | Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year) | No | No | Yes |
| 5a | Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time | 55.9 | 53.7 | Yes |
| 5b | Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time | 3.5 | 12.27 | Yes |
| 5c | Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities | 5.6 | 6.34 | Yes |
| 6a | Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program | 28.6 | 48.5 | No |
| 6b | Children ages 3-5 in separate special education class, separate school or residential facility | 0.0 | 25.00 | Yes |

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## State Performance Plan Indicators For Students With IEPs (cont)

| SPP Indicator | Indicator Description | 2025-26 District Data | 2025-26 State Target | District Met Target |
|---|---|---|---|---|
| 6c | Children ages 3-5 receiving special education and related services in the home | 0.0 | 0.23 | Yes |
| 7a1 | Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program | 100.00 | 84.00 | Yes |
| 7a2 | Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program | 100.00 | 47.5 | Yes |
| 7b1 | Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program | 100.00 | 84.5 | Yes |
| 7b2 | Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program | 100.00 | 45.5 | Yes |
| 7c1 | Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program | 100.00 | 86 | Yes |
| 7c2 | Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program. | 100.00 | 53.5 | Yes |
| 8 | Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities | 62.2 | 73 | No |
| 9 | Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification? | No | No | Yes |
| 10 | Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification? | No | No | Yes |
| 11 | Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation | 100.00 | 100 | Yes |
| 12 | Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays | 100.00 | 100 | Yes |
| 13 | Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals | 100.00 | 100 | Yes |
| 14a | Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school | * | 30 | N/A |
| 14b | Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school | * | 66 | N/A |
| 14c | Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school | * | 78.25 | N/A |

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## English Learners Outcomes

**What is it?**

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

### EL on ACCESS

| | ACCESS Enrollment | ACCESS Participation | EL Exit Student Rate | More than 7 years as an EL |
|---|---|---|---|---|
| **District** | * | **88.2%**<br>**15** | ‡<br>‡ | *<br>‡ |
| State | * | **98.6%**<br>269,785 | **7.9%**<br>21,216 | *<br>67,379 |

### English Learners Progress - Overall

| | All | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities | Low Income |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | * | ‡ | * | * | * | * | * | ‡ |
| State | **54.6** | **51.9** | **69.3** | **59.8** | **51.1** | **60.1** | **52.4** | **65.8** | **66.1** | **43.2** | **53.1** |

### English Learners Progress - Grade ES

| | All | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities | Low Income |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | * | * | ‡ | * | * | * | * | * | ‡ |
| State | **65.4** | **61.7** | **77** | **68.5** | **62.4** | **70.4** | **66.7** | **73.5** | **75.1** | **54.8** | **64.1** |

### English Learners Progress - Grade HS

| | All | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities | Low Income |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | * | ‡ | * | * | * | * | * | ‡ |
| State | **30.1** | **29** | **45.1** | **41.4** | **27.3** | **38.4** | **28.6** | **37.9** | **40.6** | **18** | **28.4** |

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

## Student Attendance

**What is it?**

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **94.2%** | **93.9%** | **94.4%** | **‡** | **‡** | **96.4%** | **93.3%** | **92.8%** | **‡** | **‡** | **92.6%** | **94.4%** | **92.7%** |
| State | **92.1%** | **92.1%** | **92.2%** | **90.0%** | **90.6%** | **94.2%** | **89.3%** | **90.6%** | **93.1%** | **91.4%** | **92.3%** | **93.9%** | **90.8%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | **94.2%** | **‡** | **89.1%** | **92.5%** | **92.6%** | **‡** | **92.6%** | **95.0%** |
| State | **90.6%** | **‡** | **85.4%** | **90.4%** | **90.1%** | **92.2%** | **93.1%** | **89.3%** |

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

## Student Mobility Rate

**What is it?**

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

**Student Mobility**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **7.1%** | **7.4%** | **6.8%** | * | * | ‡ | ‡ | ‡ | * | * | ‡ | **6.6%** | **7.4%** |
| State | **6.9%** | **6.6%** | **7.1%** | **9.6%** | **10.0%** | **5.9%** | **12.0%** | **7.7%** | **10.1%** | **7.7%** | **7.7%** | **4.5%** | **6.6%** |

| | English Learners | Former EL | Homeless | Students with IEPs | Low Income | Migrant | Military | Youth In Care |
|---|---|---|---|---|---|---|---|---|
| **District** | ‡ | * | ‡ | **8.9%** | **12.8%** | * | ‡ | ‡ |
| State | **9.8%** | * | **26.3%** | **7.3%** | **9.6%** | **15.4%** | **8.9%** | **28.6%** |

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

## Chronic Absenteeism Rate

**What is it?**

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

**By Subgroups**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **14.7%** | **17.2%** | **12.5%** | * | * | ‡ | ‡ | **20.3%** | * | * | **18.6%** | **14.0%** | **22.5%** |
| State | **23.5%** | **23.9%** | **23.2%** | **29.0%** | **30.9%** | **15.3%** | **36.7%** | **30.1%** | **20.1%** | **25.6%** | **23.2%** | **15.5%** | **29.1%** |

| | English Learners | Homeless | Students with IEPs | Low Income | Military | Youth In Care |
|---|---|---|---|---|---|---|
| **District** | **4.8%** | **14.7%** | **21.2%** | **23.3%** | ‡ | ‡ |
| State | **30.3%** | **23.5%** | **30.5%** | **33.3%** | **19.1%** | **34.5%** |

**By Grades**

| | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **15.6%** | **9.2%** | **12.2%** | **16.4%** | **13.2%** | **6.8%** | **16.2%** | **17.9%** | **17.2%** | **15.9%** | **21.0%** | **11.9%** | **17.6%** |
| State | **23.8%** | **19.6%** | **18.3%** | **17.1%** | **16.9%** | **16.8%** | **18.4%** | **20.7%** | **22.2%** | **26.2%** | **30.7%** | **33.6%** | **40.1%** |

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

## Consistent Attendance Rate

**What is it?**

Consistent Attendance Rate is a measure that identifies the percentage of students that are identified as consistently present.

**By Subgroups**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **85.3%** | **82.8%** | **87.5%** | * | * | ‡ | ‡ | **79.7%** | * | * | **81.4%** | **86.0%** | **77.5%** |
| State | **76.5%** | **76.1%** | **76.8%** | **71.0%** | **69.1%** | **84.7%** | **63.3%** | **69.9%** | **79.9%** | **74.4%** | **76.8%** | **84.5%** | **70.9%** |

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | **95.2%** | ‡ | **78.8%** | **76.7%** |
| State | **69.7%** | **78.8%** | **69.5%** | **66.7%** |

**By Grades**

| | K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **84.4%** | **90.8%** | **87.8%** | **83.6%** | **86.8%** | **93.2%** | **83.8%** | **82.1%** | **82.8%** | **84.1%** | **79.0%** | **88.1%** | **82.4%** |
| State | **76.2%** | **80.4%** | **81.7%** | **82.9%** | **83.1%** | **83.2%** | **81.6%** | **79.3%** | **77.8%** | **73.8%** | **69.3%** | **66.4%** | **59.9%** |

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

## Dropout Rate

**What is it?**

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

**By Subgroups**

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | * * | * * | ‡ ‡ | ‡ ‡ | ‡ ‡ | * * | * * | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **2.3%** 13,328 | **2.0%** 5,768 | **2.5%** 7,550 | **2.5%** -2 | **2.6%** 35 | **0.9%** 325 | **3.8%** 3,690 | **2.8%** 4,880 | **1.4%** 41 | **1.8%** -2 | **3.2%** 779 | **1.4%** 3,568 | **1.8%** 2,392 |

| | English Learners | Students with IEPs | Low Income | Homeless | Migrant |
|---|---|---|---|---|---|
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ | * * |
| State | **3.9%** 3,461 | **2.3%** 1,987 | **3.5%** 9,090 | **7.8%** 1,452 | ‡ -2 |

**By Grades**

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **0.7%** 1,055 | **2.6%** 3,800 | **2.9%** 4,173 | **2.8%** 4,300 |

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

## Chronic Truancy Rate

**What is it?**

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **5.7%** | **7.6%** | **4.1%** | * | * | ‡ | ‡ | **16.7%** | * | * | ‡ | **4.5%** | **6.8%** |
| State | **19.3%** | **19.4%** | **19.3%** | **16.0%** | **24.5%** | **9.2%** | **42.0%** | **27.7%** | **12.1%** | **20.2%** | **16.2%** | **7.2%** | **21.2%** |

| | English Learners | Students with IEPs | Low Income |
|---|---|---|---|
| **District** | ‡ | **7.8%** | **8.8%** |
| State | **28.9%** | **23.5%** | **30.7%** |

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

## Truancy Rate

**What is it?**

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **107**<br>**12.7%** | **50**<br>**13.0%** | **57**<br>**12.4%** | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **91**<br>**12.5%** | **34**<br>**16.4%** |
| State | **429,791**<br>26.3% | **209,839**<br>26.3% | **219,784**<br>26.2% | **168**<br>27.1% | **1,174**<br>31.5% | **21,060**<br>21.8% | **85,963**<br>32.1% | **152,014**<br>32.6% | **1,834**<br>25.4% | **384**<br>29.2% | **20,353**<br>26.6% | **147,009**<br>20.5% | **98,104**<br>27.0% |

| | English Learners | Students with IEPs | Low Income |
|---|---|---|---|
| **District** | ‡<br>‡ | **24**<br>**17.0%** | **74**<br>**21.1%** |
| State | **92,720**<br>32.8% | **72,711**<br>27.7% | **232,508**<br>30.8% |

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

## Student Discipline

**What is it?**

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

**Total Student Count**

| | All Discipline Actions | Expulsion - Received Educational Services | Expulsion - Did Not Receive Educational Services | In-School Suspension | Out-of-School Suspension | Removals to alternative settings |
|---|---|---|---|---|---|---|
| **District** | **35** | * | * | **13** | **29** | * |
| State | **106,693** | **285** | **77** | **71,051** | **57,731** | **1,685** |

**Total Incident Count**

| | All Discipline Actions | Expulsion - Received Educational Services | Expulsion - Did Not Receive Educational Services | In-School Suspension | Out-of-School Suspension | Removals to alternative settings |
|---|---|---|---|---|---|---|
| **District** | **48** | * | * | **15** | **33** | * |
| State | **248,184** | **290** | **78** | **149,029** | **96,433** | **2,354** |

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

## Student Discipline (cont)

**By Race - Incident Count**

| | All Discipline Actions | Expulsion - Received Educational Services | Expulsion - Did Not Receive Educational Services | In-School Suspension | Out-of-School Suspension | Removals to alternative settings |
|---|---|---|---|---|---|---|
| **American Indian** | | | | | | |
| **District** | * | * | * | * | * | * |
| State | 770 | ‡ | ‡ | 481 | 267 | 19 |
| **Asian** | | | | | | |
| **District** | * | * | * | * | * | * |
| State | 2,783 | * | * | 1,959 | 809 | ‡ |
| **Black** | | | | | | |
| **District** | * | * | * | * | * | * |
| State | 92,322 | 141 | 30 | 48,653 | 42,295 | 1,203 |
| **Hispanic** | | | | | | |
| **District** | ‡ | * | * | ‡ | ‡ | * |
| State | 60,143 | 39 | 13 | 41,447 | 18,005 | 639 |
| **Native Hawaiian/ Pacific Islander** | | | | | | |
| **District** | * | * | * | * | * | * |
| State | 187 | * | ‡ | 133 | 53 | * |
| **Two or More Races** | | | | | | |
| **District** | ‡ | * | * | ‡ | ‡ | * |
| State | 17,842 | 19 | ‡ | 10,150 | 7,542 | 125 |
| **White** | | | | | | |
| **District** | 37 | * | * | 11 | 26 | * |
| State | 72,578 | 88 | 26 | 45,031 | 27,084 | 349 |

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

## Student Discipline (cont)

### By Grade Band - Incident Count

| | All Discipline Actions | Expulsion - Received Educational Services | Expulsion - Did Not Receive Educational Services | In-School Suspension | Out-of-School Suspension | Removals to alternative settings |
|---|---|---|---|---|---|---|
| **K-8** | | | | | | |
| **District** | **26** | * | * | ‡ | **15** | * |
| State | **125,554** | **109** | **24** | **66,566** | **57,734** | **1,121** |
| **9-12** | | | | | | |
| **District** | **22** | * | * | ‡ | **18** | * |
| State | **122,630** | **181** | **54** | **82,463** | **38,699** | **1,233** |

### By Incident Type - Incident Count

| | All Discipline Actions | Expulsion - Received Educational Services | Expulsion - Did Not Receive Educational Services | In-School Suspension | Out-of-School Suspension | Removals to alternative settings |
|---|---|---|---|---|---|---|
| **Tobacco** | | | | | | |
| **District** | * | * | * | * | * | * |
| State | **7,156** | ‡ | ‡ | **4,164** | **2,937** | **51** |
| **Alcohol** | | | | | | |
| **District** | * | * | * | * | * | * |
| State | **2,716** | * | * | **1,277** | **1,428** | ‡ |
| **Drug Offences** | | | | | | |
| **District** | ‡ | * | * | * | ‡ | * |
| State | **10,089** | **56** | ‡ | **2,997** | **6,672** | **355** |
| **Violence with Physical Injury** | | | | | | |
| **District** | ‡ | * | * | ‡ | ‡ | * |
| State | **11,307** | **26** | **13** | **2,982** | **8,139** | **147** |

* 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 |
|---|---|---|---|---|---|---|
| **Violence without Physical Injury** | | | | | | |
| **District** | ‡ | * | * | * | ‡ | * |
| State | 42,544 | 96 | 14 | 17,181 | 24,773 | 480 |
| **Dangerous Weapon: Firearm** | | | | | | |
| **District** | * | * | * | * | * | * |
| State | 190 | 20 | ‡ | 32 | 125 | ‡ |
| **Dangerous Weapon: Other** | | | | | | |
| **District** | * | * | * | * | * | * |
| State | 1,570 | ‡ | ‡ | 391 | 1,115 | 40 |
| **Other Reason** | | | | | | |
| **District** | 36 | * | * | ‡ | 22 | * |
| State | 172,612 | 71 | 31 | 120,005 | 51,244 | 1,261 |

### By Program - Incident Count

| | All Discipline Actions | Expulsion - Received Educational Services | Expulsion - Did Not Receive Educational Services | In-School Suspension | Out-of-School Suspension | Removals to alternative settings |
|---|---|---|---|---|---|---|
| **English Learners** | | | | | | |
| **District** | ‡ | * | * | * | ‡ | * |
| State | 39,030 | 17 | 10 | 27,621 | 10,990 | 392 |
| **Students with IEPs** | | | | | | |
| **District** | 12 | * | * | ‡ | ‡ | * |
| State | 69,521 | 59 | ‡ | 38,453 | 30,372 | 633 |

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

## Student Discipline (cont)

### By Program - Incident Count

| | All Discipline Actions | Expulsion - Received Educational Services | Expulsion - Did Not Receive Educational Services | In-School Suspension | Out-of-School Suspension | Removals to alternative settings |
|---|---|---|---|---|---|---|
| **Low Income** | | | | | | |
| **District** | **35** | * | * | **12** | **23** | * |
| State | **175,514** | **211** | **52** | **103,064** | **70,356** | **1,831** |

### By Duration - Incident Count

| | All Discipline Actions | Expulsion - Received Educational Services | Expulsion - Did Not Receive Educational Services | In-School Suspension | Out-of-School Suspension | Removals to alternative settings |
|---|---|---|---|---|---|---|
| **Less than 1 day** | | | | | | |
| **District** | * | * | * | * | * | * |
| State | **36,331** | ‡ | ‡ | **31,667** | **4,638** | **22** |
| **1-2 days** | | | | | | |
| **District** | **27** | * | * | **13** | **14** | * |
| State | **139,994** | **49** | ‡ | **100,638** | **38,543** | **756** |
| **2-3 days** | | | | | | |
| **District** | ‡ | * | * | ‡ | ‡ | * |
| State | **35,382** | ‡ | ‡ | **12,196** | **22,764** | **409** |
| **3-4 days** | | | | | | |
| **District** | ‡ | * | * | ‡ | ‡ | * |
| State | **22,269** | ‡ | * | **3,640** | **18,388** | **239** |
| **4-10 days** | | | | | | |
| **District** | ‡ | * | * | * | ‡ | * |
| State | **13,371** | **24** | ‡ | **852** | **12,074** | **413** |

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## Student Discipline (cont)

### By Duration - Incident Count

| | All Discipline Actions | Expulsion - Received Educational Services | Expulsion - Did Not Receive Educational Services | In-School Suspension | Out-of-School Suspension | Removals to alternative settings |
|---|---|---|---|---|---|---|
| **Greater than 10 days** | | | | | | |
| **District** | * | * | * | * | * | * |
| State | 837 | 205 | 55 | 36 | 26 | 515 |

### By Gender - Incident Count

| | All Discipline Actions | Expulsion - Received Educational Services | Expulsion - Did Not Receive Educational Services | In-School Suspension | Out-of-School Suspension | Removals to alternative settings |
|---|---|---|---|---|---|---|
| **Female** | | | | | | |
| **District** | 10 | * | * | ‡ | ‡ | * |
| State | 75,244 | 98 | 27 | 45,829 | 28,514 | 776 |
| **Male** | | | | | | |
| **District** | 38 | * | * | ‡ | ‡ | * |
| State | 172,888 | 192 | 51 | 103,164 | 67,903 | 1,578 |
| **Non Binary** | | | | | | |
| **District** | * | * | * | * | * | * |
| State | 52 | * | * | 36 | 16 | * |

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

## About the data

Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has six summative designations: Exemplary School, Approaching Exemplary School, Commendable School, Developing School, Comprehensive School, and Dually Designated School. 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.

| | |
|---|---|
| 2 | Exemplary Schools |
| - | Approaching Exemplary Schools |
| - | Commendable Schools |
| - | Developing Schools |
| - | Comprehensive Schools |
| - | Dually Designated Schools |

No Data

### School Improvement Funds

## Meta Indicator Components

**What is it?**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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## Meta Indicator Components (cont)

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **65**<br>**91.5%** | **27**<br>**90.0%** | **38**<br>**92.7%** | *<br>* | *<br>* | ‡<br>‡ | *<br>* | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **60**<br>**93.8%** | **14**<br>**82.3%** |
| State | **94,885**<br>69.7% | **47,063**<br>69.6% | **47,728**<br>69.7% | **94**<br>83.9% | **195**<br>56.2% | **6,702**<br>82.9% | **9,125**<br>44.3% | **21,588**<br>54.3% | **453**<br>80.2% | **86**<br>61.9% | **4,005**<br>74.8% | **52,731**<br>86.1% | **18,126**<br>66.6% |

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | ‡<br>‡ | *<br>* | **14**<br>**87.5%** | **19**<br>**82.6%** |
| State | **8,357**<br>47.7% | **12,771**<br>65.3% | **9,815**<br>61.0% | **31,196**<br>52.7% |

| | | | | |
|---|---|---|---|---|
| **All** | | | | |
| **District** | **13**<br>**18.3%** | **36**<br>**50.7%** | **22**<br>**31.0%** | ‡<br>‡ |
| State | **27,044**<br>19.9% | **42,753**<br>31.4% | **33,730**<br>24.8% | **32,614**<br>24.0% |
| **Female** | | | | |
| **District** | ‡<br>‡ | **16**<br>**53.3%** | ‡<br>‡ | ‡<br>‡ |
| State | **15,969**<br>23.6% | **21,838**<br>32.3% | **13,580**<br>20.1% | **16,203**<br>24.0% |
| **Male** | | | | |
| **District** | ‡<br>‡ | **20**<br>**48.8%** | **14**<br>**34.1%** | ‡<br>‡ |
| State | **11,046**<br>16.1% | **20,865**<br>30.5% | **20,133**<br>29.4% | **16,395**<br>24.0% |

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

## Meta Indicator Components (cont)

| | > 3.75 | 2.8 - 3.75 | < 2.8 | No GPA |
|---|---|---|---|---|
| **Non Binary** | | | | |
| **District** | * * | * * | * * | * * |
| State | **29** 25.9% | **50** 44.6% | **17** 15.2% | **16** 14.3% |
| **American Indian** | | | | |
| **District** | * * | * * | * * | * * |
| State | **34** 9.8% | **105** 30.3% | **133** 38.3% | **75** 21.6% |
| **Asian** | | | | |
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **3,086** 38.2% | **2,472** 30.6% | **799** 9.9% | **1,727** 21.4% |
| **Black** | | | | |
| **District** | * * | * * | * * | * * |
| State | **1,611** 7.8% | **5,263** 25.5% | **7,773** 37.7% | **5,969** 28.9% |
| **Hispanic** | | | | |
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **4,071** 10.2% | **12,125** 30.5% | **13,572** 34.1% | **10,027** 25.2% |
| **MENA** | | | | |
| **District** | * * | * * | * * | * * |
| State | **105** 18.6% | **203** 35.9% | **140** 24.8% | **117** 20.7% |

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

## Meta Indicator Components (cont)

| | > 3.75 | 2.8 - 3.75 | < 2.8 | No GPA |
|---|---|---|---|---|
| **Native Hawaiian/ Pacific Islander** | | | | |
| **District** | * * | * * | * * | * * |
| State | **26** 18.7% | **50** 36.0% | **35** 25.2% | **28** 20.1% |
| **Two or More Races** | | | | |
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **1,214** 22.7% | **1,674** 31.2% | **1,289** 24.1% | **1,181** 22.0% |
| **White** | | | | |
| **District** | **12 18.8%** | **33 51.6%** | **19 29.7%** | ‡ ‡ |
| State | **16,897** 27.6% | **20,861** 34.1% | **9,989** 16.3% | **13,490** 22.0% |
| **Students with Disabilities** | | | | |
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **3,271** 12.0% | **8,363** 30.7% | **9,021** 33.1% | **6,579** 24.2% |
| **English Learners** | | | | |
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **988** 5.6% | **4,536** 25.9% | **7,208** 41.1% | **4,804** 27.4% |
| **Former EL** | | | | |
| **District** | * * | * * | * * | * * |
| State | **3,935** 20.1% | **6,921** 35.4% | **4,520** 23.1% | **4,181** 21.4% |

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

## Meta Indicator Components (cont)

| | > 3.75 | 2.8 - 3.75 | < 2.8 | No GPA |
|---|---|---|---|---|
| **Students with IEPs** | | | | |
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **1,148**<br>7.1% | **4,391**<br>27.3% | **6,315**<br>39.3% | **4,235**<br>26.3% |
| **Low Income** | | | | |
| **District** | ‡<br>‡ | ‡<br>‡ | **13**<br>**56.5%** | ‡<br>‡ |
| State | **6,095**<br>10.3% | **15,891**<br>26.9% | **19,613**<br>33.1% | **17,563**<br>29.7% |

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **10**<br>**14.1%** | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | *<br>* | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **31,165**<br>22.9% | **14,934**<br>22.1% | **16,182**<br>23.6% | **49**<br>43.8% | **45**<br>13.0% | **4,297**<br>53.1% | **1,225**<br>5.9% | **4,175**<br>10.5% | **125**<br>22.1% | **40**<br>28.8% | **1,521**<br>28.4% | **19,737**<br>32.2% | **4,229**<br>15.5% |

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | ‡<br>‡ | *<br>* | ‡<br>‡ | ‡<br>‡ |
| State | **316**<br>1.8% | **4,688**<br>24.0% | **584**<br>3.6% | **5,079**<br>8.6% |

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

## Meta Indicator Components (cont)

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **19**<br>**26.8%** | **10**<br>**33.3%** | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | *<br>* | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **18**<br>**28.1%** | ‡<br>‡ |
| State | **68,185**<br>50.1% | **37,575**<br>55.6% | **30,532**<br>44.6% | **78**<br>69.6% | **135**<br>38.9% | **6,091**<br>75.3% | **6,615**<br>32.1% | **16,203**<br>40.7% | **246**<br>43.5% | **75**<br>54.0% | **2,876**<br>53.7% | **35,944**<br>58.7% | **9,163**<br>33.6% |

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | ‡<br>‡ | *<br>* | ‡<br>‡ | ‡<br>‡ |
| State | **3,216**<br>18.3% | **12,093**<br>61.8% | **2,484**<br>15.4% | **20,707**<br>35.0% |

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **40**<br>**56.3%** | **18**<br>**60.0%** | **22**<br>**53.7%** | *<br>* | *<br>* | ‡<br>‡ | *<br>* | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **36**<br>**56.3%** | ‡<br>‡ |
| State | **94,503**<br>69.4% | **49,446**<br>73.2% | **44,980**<br>65.7% | **77**<br>68.8% | **222**<br>64.0% | **7,111**<br>88.0% | **11,515**<br>55.9% | **25,070**<br>63.0% | **409**<br>72.4% | **97**<br>69.8% | **3,640**<br>67.9% | **46,439**<br>75.8% | **15,242**<br>56.0% |

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | ‡<br>‡ | *<br>* | ‡<br>‡ | **10**<br>**43.5%** |
| State | **9,045**<br>51.6% | **15,268**<br>78.1% | **6,839**<br>42.5% | **34,047**<br>57.6% |

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

## Meta Indicator Components (cont)

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **71**<br>**100.0%** | **30**<br>**100.0%** | **41**<br>**100.0%** | *<br>* | *<br>* | ‡<br>‡ | *<br>* | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **64**<br>**100.0%** | **17**<br>**100.0%** |
| State | **91,710**<br>67.4% | **46,003**<br>68.1% | **45,645**<br>66.7% | **62**<br>55.4% | **242**<br>69.7% | **5,639**<br>69.8% | **13,503**<br>65.5% | **26,959**<br>67.7% | **407**<br>72.0% | **96**<br>69.1% | **3,555**<br>66.3% | **41,309**<br>67.5% | **17,542**<br>64.4% |

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | ‡<br>‡ | *<br>* | **16**<br>**100.0%** | **23**<br>**100.0%** |
| State | **11,540**<br>65.8% | **14,140**<br>72.3% | **9,963**<br>61.9% | **37,943**<br>64.1% |

| | 3+ | only 2 | only 1 | 0 |
|---|---|---|---|---|
| **All** | | | | |
| **District** | **44**<br>**62.0%** | **16**<br>**22.5%** | ‡<br>‡ | ‡<br>‡ |
| State | **51,187**<br>37.6% | **22,942**<br>16.9% | **28,562**<br>21.0% | **33,450**<br>24.6% |
| **Female** | | | | |
| **District** | **22**<br>**73.3%** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **25,545**<br>37.8% | **11,297**<br>16.7% | **13,684**<br>20.3% | **17,064**<br>25.3% |
| **Male** | | | | |
| **District** | **22**<br>**53.7%** | **14**<br>**34.1%** | ‡<br>‡ | ‡<br>‡ |
| State | **25,618**<br>37.4% | **11,614**<br>17.0% | **14,845**<br>21.7% | **16,362**<br>23.9% |

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

## Meta Indicator Components (cont)

| | 3+ | only 2 | only 1 | 0 |
|---|---|---|---|---|
| **Non Binary** | | | | |
| **District** | * * | * * | * * | * * |
| State | **24** 21.4% | **31** 27.7% | **33** 29.5% | **24** 21.4% |
| **American Indian** | | | | |
| **District** | * * | * * | * * | * * |
| State | **118** 34.0% | **65** 18.7% | **74** 21.3% | **90** 25.9% |
| **Asian** | | | | |
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **2,689** 33.3% | **1,496** 18.5% | **1,871** 23.1% | **2,028** 25.1% |
| **Black** | | | | |
| **District** | * * | * * | * * | * * |
| State | **4,983** 24.2% | **3,184** 15.4% | **4,346** 21.1% | **8,103** 39.3% |
| **Hispanic** | | | | |
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **11,612** 29.2% | **6,115** 15.4% | **8,426** 21.2% | **13,642** 34.3% |
| **MENA** | | | | |
| **District** | * * | * * | * * | * * |
| State | **257** 45.5% | **117** 20.7% | **100** 17.7% | **91** 16.1% |

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

## Meta Indicator Components (cont)

| | 3+ | only 2 | only 1 | 0 |
|---|---|---|---|---|
| **Native Hawaiian/ Pacific Islander** | | | | |
| **District** | * * | * * | * * | * * |
| State | **41** 29.5% | **20** 14.4% | **26** 18.7% | **52** 37.4% |
| **Two or More Races** | | | | |
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **2,119** 39.5% | **1,016** 19.0% | **1,223** 22.8% | **1,000** 18.7% |
| **White** | | | | |
| **District** | **40 62.5%** | **15 23.4%** | ‡ ‡ | ‡ ‡ |
| State | **29,368** 48.0% | **10,929** 17.9% | **12,496** 20.4% | **8,444** 13.8% |
| **Students with Disabilities** | | | | |
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **8,686** 31.9% | **4,410** 16.2% | **6,128** 22.5% | **8,010** 29.4% |
| **English Learners** | | | | |
| **District** | ‡ ‡ | ‡ ‡ | ‡ ‡ | ‡ ‡ |
| State | **4,411** 25.1% | **2,558** 14.6% | **3,788** 21.6% | **6,779** 38.7% |
| **Former EL** | | | | |
| **District** | * * | * * | * * | * * |
| State | **6,768** 34.6% | **3,210** 16.4% | **4,087** 20.9% | **5,492** 28.1% |

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

## Meta Indicator Components (cont)

| | 3+ | only 2 | only 1 | 0 |
|---|---|---|---|---|
| **Students with IEPs** | | | | |
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **4,594**<br>28.6% | **2,389**<br>14.8% | **3,722**<br>23.1% | **5,384**<br>33.5% |
| **Low Income** | | | | |
| **District** | **12**<br>**52.2%** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **16,840**<br>28.5% | **8,608**<br>14.6% | **13,224**<br>22.4% | **20,490**<br>34.6% |

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | *<br>* | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **3,113**<br>2.3% | **2,059**<br>3.0% | **1,053**<br>1.5% | **1**<br>0.9% | **4**<br>1.1% | **400**<br>5.0% | **185**<br>0.9% | **705**<br>1.8% | **12**<br>2.1% | **2**<br>1.4% | **136**<br>2.5% | **1,669**<br>2.7% | **415**<br>1.5% |

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | ‡<br>‡ | *<br>* | ‡<br>‡ | ‡<br>‡ |
| State | **222**<br>1.3% | **660**<br>3.4% | **151**<br>0.9% | **974**<br>1.7% |

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **72.7%** | **78.2%** | **67.9%** | * | * | ‡ | ‡ | **76.5%** | * | * | **74.4%** | **72.7%** | **73.3%** |
| State | **71.8%** | **74.6%** | **69.1%** | **74.4%** | **71.5%** | **76.4%** | **70.7%** | **73.0%** | **67.0%** | **70.7%** | **74.0%** | **70.5%** | **70.3%** |

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## Meta Indicator Components (cont)

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | **61.9%** | **‡** | **68.8%** | **79.7%** |
| State | **75.8%** | **65.3%** | **70.1%** | **71.8%** |

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **100.0%** | **100.0%** | **100.0%** | * | * | **‡** | **‡** | **100.0%** | * | * | **100.0%** | **100.0%** | **100.0%** |
| State | **96.6%** | **96.6%** | **96.6%** | **95.9%** | **96.8%** | **99.0%** | **91.3%** | **96.8%** | **98.7%** | **96.4%** | **97.9%** | **97.9%** | **95.7%** |

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | **100.0%** | **‡** | **100.0%** | **100.0%** |
| State | **97.3%** | **96.9%** | **95.2%** | **95.1%** |

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## Meta Indicator Components (cont)

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **25**<br>**12.4%** | **15**<br>**14.8%** | **10**<br>**10.0%** | *<br>* | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **20**<br>**11.9%** | ‡<br>‡ |
| State | **75,800**<br>20.5% | **35,791**<br>19.9% | **39,997**<br>21.1% | **12**<br>20.0% | **287**<br>28.8% | **4,052**<br>18.7% | **21,036**<br>33.8% | **27,591**<br>26.9% | **370**<br>20.1% | **62**<br>24.4% | **4,126**<br>20.0% | **18,276**<br>11.4% | **18,836**<br>25.7% |

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | **17**<br>**17.0%** |
| State | **20,166**<br>26.2% | **1,740**<br>18.8% | **16,577**<br>26.5% | **52,668**<br>29.4% |

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | *<br>* | *<br>* | ‡<br>‡ | *<br>* | *<br>* | *<br>* | *<br>* | ‡<br>‡ |
| State | **19,777**<br>25.6% | **9,850**<br>27.3% | **9,926**<br>24.2% | **1**<br>8.3% | **57**<br>13.4% | **136**<br>1.4% | **98**<br>3.9% | **18,975**<br>36.0% | **2**<br>0.2% | **7**<br>13.7% | **56**<br>3.9% | **446**<br>4.9% | **3,261**<br>20.0% |

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | ‡<br>‡ | *<br>* | ‡<br>‡ | ‡<br>‡ |
| State | **19,777**<br>25.6% | **0**<br>* | **2,839**<br>19.4% | **13,361**<br>27.1% |

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## Meta Indicator Components (cont)

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **64**<br>**100.0%** | **38**<br>**100.0%** | **26**<br>**100.0%** | *<br>* | *<br>* | *<br>* | *<br>* | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **56**<br>**100.0%** | **10**<br>**100.0%** |
| State | **114,038**<br>94.1% | **55,952**<br>94.5% | **58,074**<br>93.7% | **12**<br>100.0% | **238**<br>89.8% | **7,198**<br>96.6% | **17,439**<br>90.7% | **31,726**<br>92.1% | **408**<br>91.9% | **81**<br>93.1% | **5,945**<br>94.5% | **51,003**<br>96.3% | **24,784**<br>92.6% |

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | **28**<br>**100.0%** |
| State | **23,511**<br>91.0% | **3,636**<br>97.3% | **19,326**<br>91.8% | **53,750**<br>92.1% |

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **65**<br>**91.5%** | **27**<br>**93.1%** | **38**<br>**90.5%** | *<br>* | *<br>* | *<br>* | *<br>* | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | **58**<br>**92.1%** | **21**<br>**95.5%** |
| State | **116,140**<br>92.3% | **56,915**<br>92.7% | **59,193**<br>91.9% | **32**<br>100.0% | **277**<br>89.6% | **7,602**<br>97.3% | **16,521**<br>84.6% | **32,361**<br>90.2% | **383**<br>95.3% | **84**<br>92.3% | **5,787**<br>93.2% | **53,125**<br>95.6% | **25,949**<br>91.3% |

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | *<br>* | ‡<br>‡ | **13**<br>**92.9%** | **24**<br>**80.0%** |
| State | **20,562**<br>88.5% | **9,831**<br>97.0% | **18,905**<br>90.5% | **52,190**<br>88.2% |

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

## Meta Indicator Components (cont)

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **158**<br>**81.4%** | **76**<br>**86.4%** | **82**<br>**77.4%** | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | **12**<br>**92.3%** | *<br>* | *<br>* | ‡<br>‡ | **139**<br>**82.3%** | **32**<br>**66.7%** |
| State | **305,427**<br>79.2% | **155,142**<br>82.5% | **150,188**<br>76.1% | **97**<br>79.5% | **635**<br>71.7% | **22,014**<br>93.4% | **37,667**<br>63.1% | **80,121**<br>74.2% | **1,372**<br>85.2% | **253**<br>82.1% | **14,161**<br>78.5% | **149,204**<br>86.1% | **63,670**<br>74.0% |

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | **19**<br>**67.9%** | **52**<br>**69.3%** |
| State | **40,129**<br>68.7% | **36,852**<br>88.1% | **43,022**<br>71.7% | **118,561**<br>69.2% |

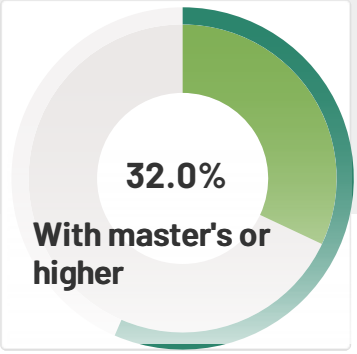
| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Students with Disabilities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | *<br>* | *<br>* | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **17,851**<br>4.5% | **5,811**<br>3.0% | **12,038**<br>5.9% | **2**<br>1.6% | **45**<br>4.9% | **209**<br>0.9% | **7,411**<br>11.7% | **3,649**<br>3.3% | **73**<br>4.4% | **16**<br>5.0% | **1,309**<br>7.0% | **5,139**<br>2.9% | **5,984**<br>6.7% |

| | English Learners | Former EL | Students with IEPs | Low Income |
|---|---|---|---|---|
| **District** | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ | ‡<br>‡ |
| State | **2,197**<br>3.6% | **664**<br>1.6% | **4,836**<br>7.7% | **12,755**<br>7.1% |

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

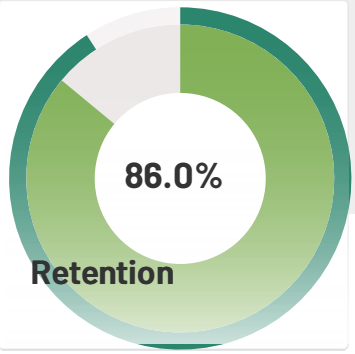
## About the data

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










## Teacher Information

**What is it?**

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

| | All Schools | Attendance Rate | Evaluation Rate |
|---|---|---|---|
| **District** | **12** | **86.3%** | ***** |
| State | **14** | **65.2%** | **96.7%** |

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

## Full-Time Equivalents

**What is it?**

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

| | | All | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Unknown |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **All** | **100.0%**<br>**87.5** | *<br>* | *<br>* | *<br>* | **1.1%**<br>**1** | *<br>* | *<br>* | *<br>* | **97.7%**<br>**85.5** | **1.1%**<br>**1** |
| | **Female** | **80.6%**<br>**70.5** | *<br>* | *<br>* | *<br>* | **100.0%**<br>**1** | *<br>* | *<br>* | *<br>* | **80.1%**<br>**68.5** | **100.0%**<br>**1** |
| | **Male** | **19.4%**<br>**17** | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | **19.9%**<br>**17** | *<br>* |
| | **Non Binary** | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* |
| State | All | **100.0%**<br>139625.7 | **0.2%**<br>341.7 | **2.3%**<br>3205.4 | **6.6%**<br>9192 | **9.3%**<br>12980.7 | **0.1%**<br>85.1 | **0.1%**<br>118.7 | **1.0%**<br>1456.7 | **78.4%**<br>109500.6 | **2.0%**<br>2744.8 |
| | Female | **76.6%**<br>106964.8 | **77.4%**<br>264.6 | **77.3%**<br>2478 | **78.0%**<br>7167.1 | **78.0%**<br>10125.4 | **78.2%**<br>66.5 | **65.5%**<br>77.7 | **75.5%**<br>1100.2 | **76.3%**<br>83595.5 | **76.1%**<br>2089.8 |
| | Male | **23.3%**<br>32596.9 | **22.6%**<br>77.1 | **22.6%**<br>724.4 | **21.8%**<br>2005 | **21.9%**<br>2846.3 | **21.8%**<br>18.5 | **34.5%**<br>41 | **24.3%**<br>354.5 | **23.6%**<br>25888.6 | **23.4%**<br>641.5 |
| | Non Binary | **0.0%**<br>64 | *<br>* | **0.1%**<br>3 | **0.2%**<br>20 | **0.1%**<br>9 | *<br>* | *<br>* | **0.1%**<br>2 | **0.0%**<br>16.5 | **0.5%**<br>13.5 |

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

## Teacher Head Count

**What is it?**

Teacher Headcount is defined as the total number of all teachers.

| | | All | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Unknown |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **All** | **100.0%**<br>**88** | *<br>* | *<br>* | *<br>* | **1.1%**<br>**1** | *<br>* | *<br>* | *<br>* | **97.7%**<br>**86** | **1.1%**<br>**1** |
| | **Female** | **80.6%**<br>**71** | *<br>* | *<br>* | *<br>* | **100.0%**<br>**1** | *<br>* | *<br>* | *<br>* | **80.1%**<br>**69** | **100.0%**<br>**1** |
| | **Male** | **19.4%**<br>**17** | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | **19.9%**<br>**17** | *<br>* |
| | **Non Binary** | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* |
| State | All | **100.0%**<br>143820 | **0.2%**<br>356 | **2.3%**<br>3326 | **6.6%**<br>9661 | **9.3%**<br>13483 | **0.1%**<br>90 | **0.1%**<br>121 | **1.0%**<br>1511 | **78.4%**<br>112421 | **2.0%**<br>2851 |
| | Female | **76.6%**<br>110181 | **77.4%**<br>275 | **77.3%**<br>2568 | **78.0%**<br>7530 | **78.0%**<br>10521 | **78.2%**<br>70 | **65.5%**<br>80 | **75.5%**<br>1144 | **76.3%**<br>85818 | **76.1%**<br>2175 |
| | Male | **23.3%**<br>33574 | **22.6%**<br>81 | **22.6%**<br>755 | **21.8%**<br>2111 | **21.9%**<br>2953 | **21.8%**<br>20 | **34.5%**<br>41 | **24.3%**<br>365 | **23.6%**<br>26586 | **23.4%**<br>662 |
| | Non Binary | **0.0%**<br>65 | *<br>* | **0.1%**<br>3 | **0.2%**<br>20 | **0.1%**<br>9 | *<br>* | *<br>* | **0.1%**<br>2 | **0.0%**<br>17 | **0.5%**<br>14 |

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

## Teachers Education

**What is it?**

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

**Teachers Education - Bachelor's**

| | All Schools | High Poverty Schools | Low Poverty Schools |
|---|---|---|---|
| **District** | **66.8%** | * | * |
| State | **42.4%** | **43.3%** | **36.6%** |

**Teachers Education - Master's**

| | All Schools | High Poverty Schools | Low Poverty Schools |
|---|---|---|---|
| **District** | **32.0%** | * | * |
| State | **56.5%** | **55.0%** | **63.0%** |

## Student-To-Teacher Ratios

**What is it?**

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

| | Student-Teacher Ratio - Elementary | Student-Teacher Ratio - Secondary |
|---|---|---|
| **District** | **16** | **9** |
| State | **17** | **17** |

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

## Novice Teachers

**What is it?**

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

| | All Schools | High Poverty Schools | Low Poverty Schools |
|---|---|---|---|
| **District** | **9**<br>**10.3%** | *<br>* | *<br>* |
| State | **8,993**<br>6.4% | **2,547**<br>8.9% | **1,734**<br>4.1% |

## Teacher Out of Field

**What is it?**

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

| | All Schools | High Poverty Schools | Low Poverty Schools |
|---|---|---|---|
| **District** | **14**<br>**2.1%** | *<br>* | *<br>* |
| State | **87,209**<br>8.0% | **25,277**<br>11.8% | **11,884**<br>3.6% |

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

## Teachers with Short Term or Provisional Licenses

**What is it?**

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

| | All Schools | High Poverty Schools | Low Poverty Schools |
|---|---|---|---|
| **District** | **6**<br>**6.9%** | *<br>* | *<br>* |
| State | **5,279**<br>3.8% | **1,525**<br>5.3% | **845**<br>2.0% |

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

## Retention

**What is it?**

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

| | | All | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Unknown |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **All** | **86.0%** | * | * | * | * | * | * | * | **86.3%** | **50.0%** |
| | **Female** | **84.6%** | * | * | * | * | * | * | * | **85.0%** | **50.0%** |
| | **Male** | **92.0%** | * | * | * | * | * | * | * | **92.0%** | * |
| | **Non Binary** | * | * | * | * | * | * | * | * | * | * |
| State | All | **90.8%** | **88.5%** | **90.2%** | **87.8%** | **91.2%** | **86.3%** | **92.4%** | **88.9%** | **91.0%** | **87.5%** |
| | Female | **90.6%** | **88.0%** | **90.0%** | **88.2%** | **91.5%** | **85.3%** | **93.1%** | **89.2%** | **90.7%** | **87.2%** |
| | Male | **91.5%** | **90.2%** | **90.7%** | **86.5%** | **90.4%** | **90.0%** | **90.9%** | **88.0%** | **92.0%** | **88.2%** |
| | Non Binary | **88.8%** | * | **66.7%** | **88.9%** | **94.4%** | * | * | **100.0%** | **84.0%** | **90.9%** |

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

## Average Teacher Salary

**What is it?**

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

| | Average Teacher Salary |
|---|---|
| **District** | **$57,191** |
| State | **$81,911** |

## Teacher Evaluation

**What is it?**

The percent of teachers evaluated as excellent or proficient by an administrator or other evaluator trained in performance evaluations.

| | All Schools | High Poverty Schools | Low Poverty Schools |
|---|---|---|---|
| **District** | * * | * * | * * |
| State | **65,947** 96.7% | **14,951** 93.0% | **19,024** 98.5% |

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

## Teachers with Gifted Endorsement

**What is it?**

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

| | Teachers with Gifted Endorsement |
|---|---|
| **District** | * |
| State | **1,087** |

## National Board Certified Teachers

**What is it?**

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

| | All | Female | Male | Non Binary | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Unknown |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | * | * | * | * | * | * | * | * | * | * | * | * | * |
| State | **2,077** | **1,675** | **402** | * | **4** | **69** | **133** | **173** | **1** | **1** | **25** | **1,648** | **23** |

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

## Average Teaching Experience

**What is it?**

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

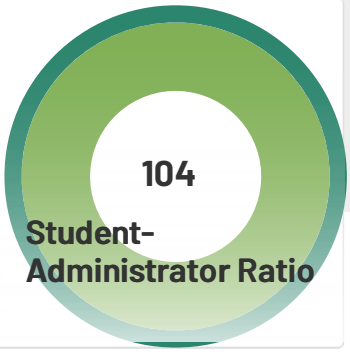
| | All Schools | High Poverty Schools | Low Poverty Schools |
|---|---|---|---|
| **District** | **12** | * | * |
| State | **14** | * | * |

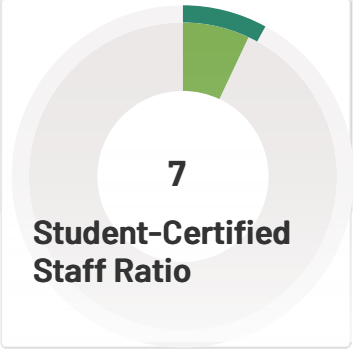
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# Administrators & Support Personnel

## About the data

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




**1** principal(s) over the past 6 years

**Principal Turnover**

## Student-To-Staff Ratios

**What is it?**

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

| | Student-Certified Staff Ratio | Student-Administrator Ratio |
|---|---|---|
| **District** | **7** | **104** |
| State | **8** | **133** |

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

# Administrators & Support Personnel

## Demographics

**What is it?**

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

| | | All | American Indian | Asian | Black | Hispanic | MENA | Native Hawaiian/ Pacific Islander | Two or More Races | White | Unknown |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **District** | **All** | **100.0%**<br>**9** | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | **100.0%**<br>**9** | *<br>* |
| | **Female** | **22.2%**<br>**2** | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | **22.2%**<br>**2** | *<br>* |
| | **Male** | **77.8%**<br>**7** | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | **77.8%**<br>**7** | *<br>* |
| | **Non Binary** | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* | *<br>* |
| State | All | **100.0%**<br>13645.1 | **0.2%**<br>30.3 | **1.1%**<br>156 | **14.4%**<br>1968.8 | **6.5%**<br>890.7 | **0.0%**<br>5 | **0.1%**<br>7 | **0.9%**<br>121.9 | **75.1%**<br>10241.1 | **1.6%**<br>224.5 |
| | Female | **61.4%**<br>8383.2 | **80.3%**<br>24.3 | **63.1%**<br>98.5 | **74.1%**<br>1458.6 | **66.4%**<br>591.6 | **100.0%**<br>5 | **71.4%**<br>5 | **65.5%**<br>79.9 | **58.3%**<br>5973.1 | **65.6%**<br>147.3 |
| | Male | **38.5%**<br>5256.9 | **19.7%**<br>6 | **36.9%**<br>57.5 | **25.8%**<br>507.2 | **33.6%**<br>299 | *<br>* | **28.6%**<br>2 | **34.5%**<br>42 | **41.7%**<br>4267 | **33.9%**<br>76.2 |
| | Non Binary | **0.0%**<br>5 | *<br>* | *<br>* | **0.2%**<br>3 | *<br>* | *<br>* | *<br>* | *<br>* | **0.0%**<br>1 | **0.4%**<br>1 |

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

## Principal Turnover

**What is it?**

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

| | Principal(s) over the past 6 years |
|---|---|
| **District** | **1** |
| State | **2** |

## Average Administrator Salary

**What is it?**

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

| | Average Administrator Salary |
|---|---|
| **District** | **$119,730** |
| State | **$128,760** |

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

# Administrators & Support Personnel

## Novice Administrator

**What is it?**

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

| | All Schools | High Poverty Schools | Low Poverty Schools |
|---|---|---|---|
| **District** | * * | * * | * * |
| State | **1,040** 7.6% | **236** 10.1% | **222** 7.9% |

## Support Personnel FTE

**What is it?**

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

**Total Support Personnel FTE**

| | Total School Counselor FTE | Total School Nurse FTE | Total School Psychologist FTE | Total School Social Worker FTE |
|---|---|---|---|---|
| **District** | **2** | * | * | **5** |
| State | **3727.1** | **1325.8** | **2168.6** | **4554.3** |

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

## Pupil Support Personnel Ratio

**What is it?**

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

**Student/Support Personnel Ratio**

| | Student/School Counselor Ratio | Student/School Nurse Ratio | Student/School Psychologist Ratio | Student/School Social Worker Ratio |
|---|---|---|---|---|
| **District** | **467** | * | * | **187** |
| State | **488** | **1,372** | **839** | **399** |

* 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
(2023-24)

## About the data

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

## Student Environment

**What is it?**

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

| | In School Suspensions | Out Of School Suspensions | Expulsions | School Related Arrests | Referral to Law Enforcement | Chronic Absenteeism |
|---|---|---|---|---|---|---|
| **District** | **1.9%** | **3.1%** | **0.0%** | **0.0%** | **0.0%** | * |
| State | **4.5%** | **3.8%** | **0.1%** | **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.

## Student Environment (cont)

| | Incidents of Harassment or Bullying | Incidents of Violence | Number of Schools with Incidents of Violence | |
|---|---|---|---|---|
| | | | Firearm | Homicide |
| **District** | **0.0%** | **1.3%** | **0** | **0** |
| State | **0.9%** | **3.3%** | **17** | **2** |

## Academic Environment

**What is it?**

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

| | | | Advanced Placement Course Work | |
|---|---|---|---|---|
| | Enrolled in PreSchool | Advanced Placement (AP) Course Work | International Baccalaureate (IB) Course Work | Dual Credit Course Work |
| **District** | **7.5%**<br>**69** | **4.6%**<br>**42** | **0.0%**<br>**0** | **2.4%**<br>**22** |
| State | **4.5%**<br>79,442 | **8.2%**<br>145,004 | **0.4%**<br>7,358 | **5.0%**<br>88,073 |

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

# About the data

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

## Inclusion Rate and Standard Error in NAEP

**What is it?**

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

**Percentage of students identified With Disabilities and English Learners - Reading**

| | Grade 4 English Language Learners | | Grade 8 English Language Learners | |
|---|---|---|---|---|
| Jurisdiction | Inclusion Rate | Standard Error | Inclusion Rate | Standard Error |
| Illinois | **91** | **1.4** | **89** | **1.7** |

**Percentage of students identified With Disabilities and English Learners - Mathematics**

| | Grade 4 English Language Learners | | Grade 8 English Language Learners | |
|---|---|---|---|---|
| Jurisdiction | Inclusion Rate | Standard Error | Inclusion Rate | Standard Error |
| Illinois | **92** | **1.4** | **90** | **1.7** |

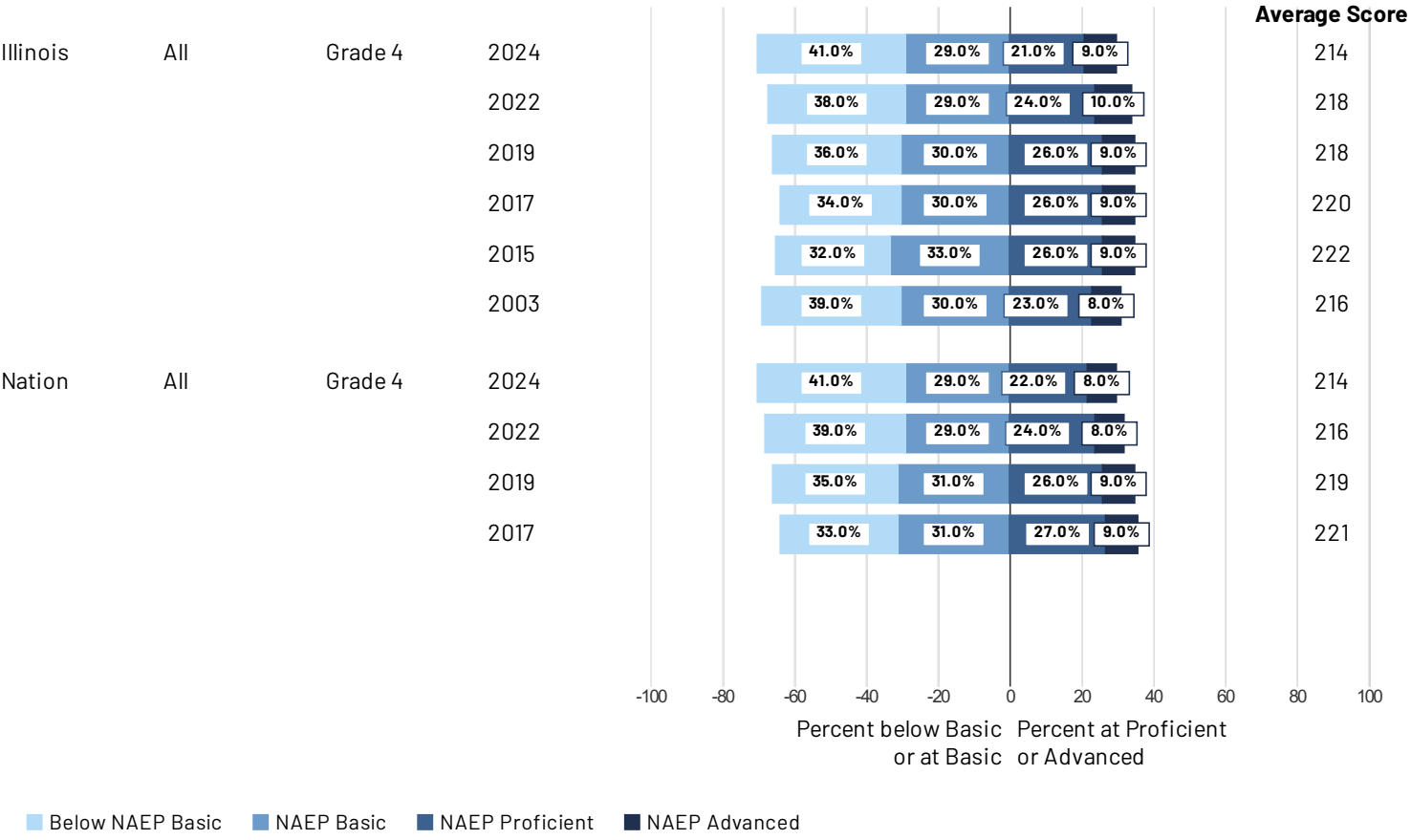
## NAEP Achievement-Level Percentages and Average Score Results

**What is it?**

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

**Reading - Grade 4**

| Level | Demographics | Grade | Year | % of Students Achieving Performance Level | Average Score |
|---|---|---|---|---|---|
| Illinois | All | Grade 4 | 2024 | 41.0% \| 29.0% \| 21.0% \| 9.0% | 214 |
| | | | 2022 | 38.0% \| 29.0% \| 24.0% \| 10.0% | 218 |
| | | | 2019 | 36.0% \| 30.0% \| 26.0% \| 9.0% | 218 |
| | | | 2017 | 34.0% \| 30.0% \| 26.0% \| 9.0% | 220 |
| | | | 2015 | 32.0% \| 33.0% \| 26.0% \| 9.0% | 222 |
| | | | 2003 | 39.0% \| 30.0% \| 23.0% \| 8.0% | 216 |
| Nation | All | Grade 4 | 2024 | 41.0% \| 29.0% \| 22.0% \| 8.0% | 214 |
| | | | 2022 | 39.0% \| 29.0% \| 24.0% \| 8.0% | 216 |
| | | | 2019 | 35.0% \| 31.0% \| 26.0% \| 9.0% | 219 |
| | | | 2017 | 33.0% \| 31.0% \| 27.0% \| 9.0% | 221 |




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

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

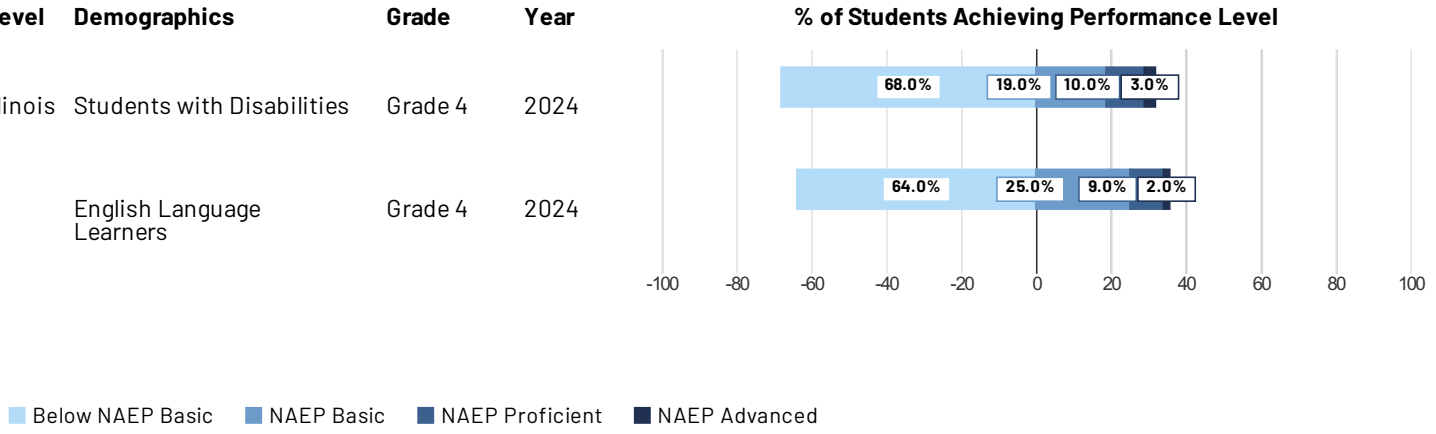
## NAEP Achievement-Level Percentages and Average Score Results

**What is it?**

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

**Reading - Grade 4**

| Level | Demographics | Grade | Year |
|---|---|---|---|
| Illinois | Students with Disabilities | Grade 4 | 2024 |
| | English Language Learners | Grade 4 | 2024 |




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

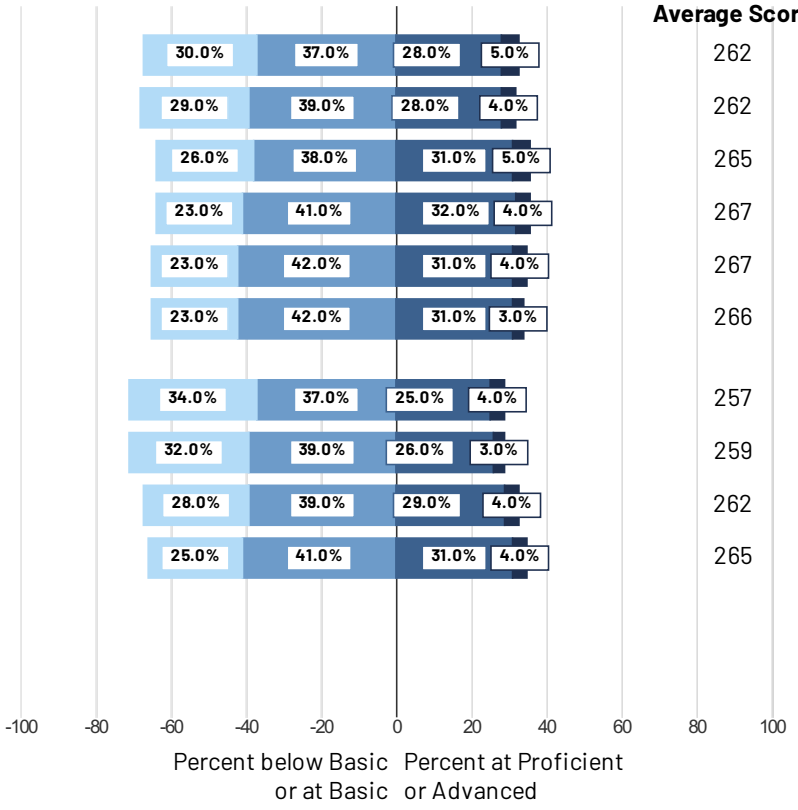
NOTE: Some apparent differences between estimates may not be statistically significant.

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

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

**Reading - Grade 8**

| Level | Demographics | Grade | Year | % of Students Achieving Performance Level | Average Score |
|---|---|---|---|---|---|
| Illinois | All | Grade 8 | 2024 | 30.0% / 37.0% / 28.0% / 5.0% | 262 |
| | | | 2022 | 29.0% / 39.0% / 28.0% / 4.0% | 262 |
| | | | 2019 | 26.0% / 38.0% / 31.0% / 5.0% | 265 |
| | | | 2017 | 23.0% / 41.0% / 32.0% / 4.0% | 267 |
| | | | 2015 | 23.0% / 42.0% / 31.0% / 4.0% | 267 |
| | | | 2003 | 23.0% / 42.0% / 31.0% / 3.0% | 266 |
| Nation | All | Grade 8 | 2024 | 34.0% / 37.0% / 25.0% / 4.0% | 257 |
| | | | 2022 | 32.0% / 39.0% / 26.0% / 3.0% | 259 |
| | | | 2019 | 28.0% / 39.0% / 29.0% / 4.0% | 262 |
| | | | 2017 | 25.0% / 41.0% / 31.0% / 4.0% | 265 |



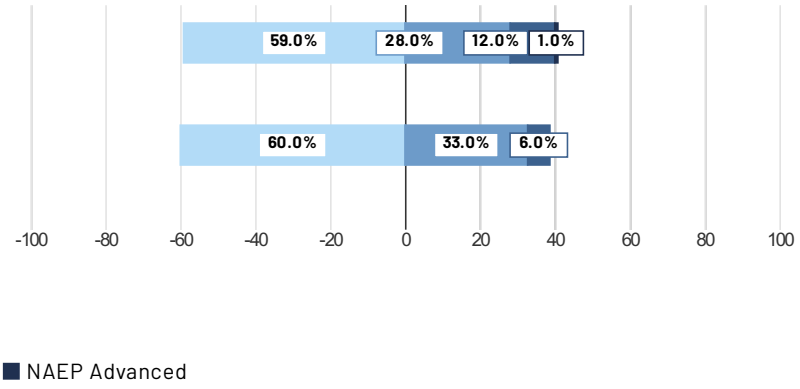

* Significantly different (p < .05) from state's results in {year}. Significance tests were performed using unrounded numbers.

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

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

**Reading - Grade 8**

| Level | Demographics | Grade | Year |
|---|---|---|---|
| Illinois | Students with Disabilities | Grade 8 | 2024 |
| | English Language Learners | Grade 8 | 2024 |




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

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

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

## Results for Student Groups

**What is it?**

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

**Results for Student Groups in 2024 - Reading - Grade 4**

| Reporting Groups | Percentage of students | Average Score | Percentage at or above NAEP Basic | Percentage at or above NAEP Proficient | Percentage at NAEP Advanced |
|---|---|---|---|---|---|
| **Race/Ethnicity** | | | | | |
| American Indian | # | ‡ | ‡ | ‡ | ‡ |
| Asian | 5.0% | 239 | 83.0% | 57.0% | 22.0% |
| Black | 18.0% | 198 | 43.0% | 18.0% | 5.0% |
| Hispanic | 27.0% | 202 | 46.0% | 21.0% | 4.0% |
| MENA | ‡ | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian/ Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 4.0% | 225 | 69.0% | 44.0% | 18.0% |
| White | 46.0% | 224 | 70.0% | 37.0% | 12.0% |
| **Gender** | | | | | |
| Female | 49.0% | 218 | 63.0% | 33.0% | 10.0% |
| Male | 51.0% | 210 | 56.0% | 28.0% | 8.0% |
| Non Binary | ‡ | ‡ | ‡ | ‡ | ‡ |
| **National School Lunch Program** | | | | | |
| Eligible NSLP | 52.0% | 199 | 45.0% | 18.0% | 3.0% |
| Not Eligible NSLP | 48.0% | 230 | 75.0% | 44.0% | 15.0% |

# Rounds to zero.

‡ Reporting standards not met.

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

## Results for Student Groups (cont)

**Results for Student Groups in 2024 - Reading - Grade 8**

| Reporting Groups | Percentage of students | Average Score | Percentage at or above NAEP Basic | Percentage at or above NAEP Proficient | Percentage at NAEP Advanced |
|---|---|---|---|---|---|
| **Race/Ethnicity** | | | | | |
| American Indian | # | ‡ | ‡ | ‡ | ‡ |
| Asian | 6.0% | 284 | 89.0% | 56.0% | 14.0% |
| Black | 14.0% | 242 | 50.0% | 16.0% | 1.0% |
| Hispanic | 28.0% | 252 | 61.0% | 24.0% | 2.0% |
| MENA | ‡ | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian/ Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 4.0% | 269 | 76.0% | 40.0% | 6.0% |
| White | 47.0% | 270 | 79.0% | 40.0% | 6.0% |
| **Gender** | | | | | |
| Female | 48.0% | 266 | 73.0% | 36.0% | 6.0% |
| Male | 52.0% | 258 | 67.0% | 30.0% | 4.0% |
| Non Binary | ‡ | ‡ | ‡ | ‡ | ‡ |
| **National School Lunch Program** | | | | | |
| Eligible NSLP | 47.0% | 246 | 55.0% | 19.0% | 1.0% |
| Not Eligible NSLP | 52.0% | 276 | 83.0% | 46.0% | 8.0% |

# Rounds to zero.

‡ Reporting standards not met.

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

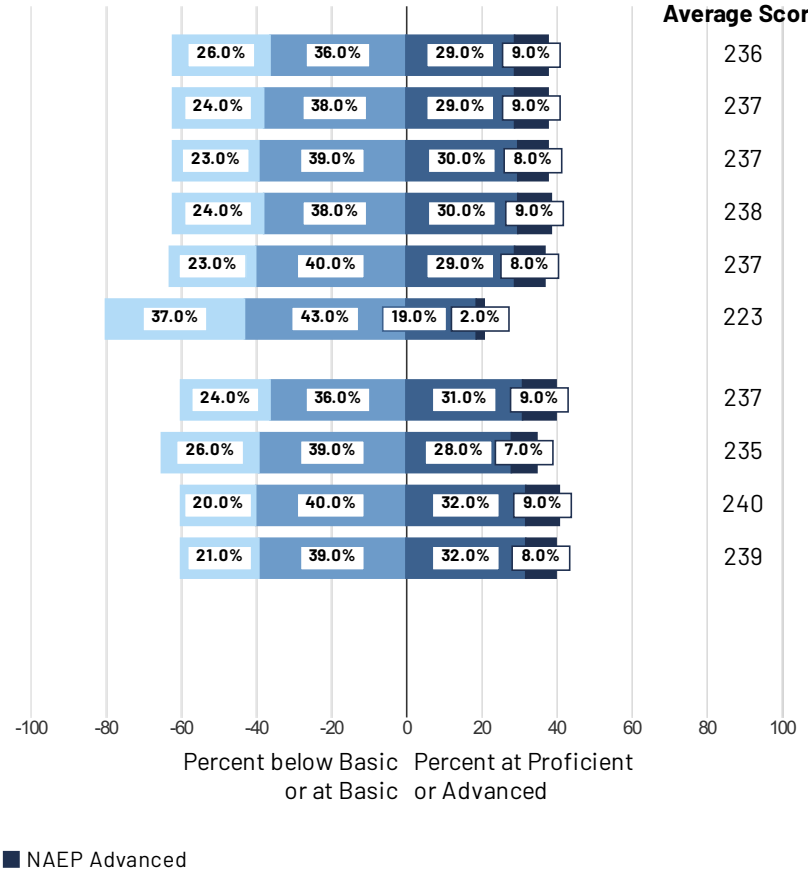
## NAEP Achievement-Level Percentages and Average Score Results

**What is it?**

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**Mathematics - Grade 4**

| Level | Demographics | Grade | Year | % of Students Achieving Performance Level | Average Score |
|---|---|---|---|---|---|
| Illinois | All | Grade 4 | 2024 | 26.0% \| 36.0% \| 29.0% \| 9.0% | 236 |
| | | | 2022 | 24.0% \| 38.0% \| 29.0% \| 9.0% | 237 |
| | | | 2019 | 23.0% \| 39.0% \| 30.0% \| 8.0% | 237 |
| | | | 2017 | 24.0% \| 38.0% \| 30.0% \| 9.0% | 238 |
| | | | 2015 | 23.0% \| 40.0% \| 29.0% \| 8.0% | 237 |
| | | | 2000 | 37.0% \| 43.0% \| 19.0% \| 2.0% | 223 |
| Nation | All | Grade 4 | 2024 | 24.0% \| 36.0% \| 31.0% \| 9.0% | 237 |
| | | | 2022 | 26.0% \| 39.0% \| 28.0% \| 7.0% | 235 |
| | | | 2019 | 20.0% \| 40.0% \| 32.0% \| 9.0% | 240 |
| | | | 2017 | 21.0% \| 39.0% \| 32.0% \| 8.0% | 239 |




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

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

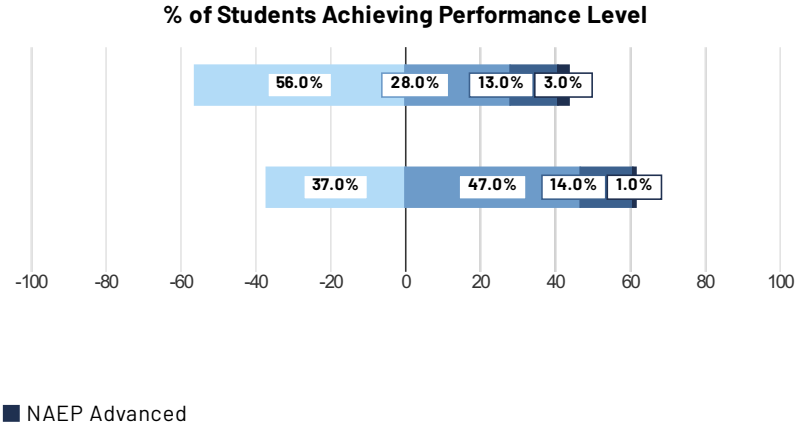
## NAEP Achievement-Level Percentages and Average Score Results

**What is it?**

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

**Mathematics - Grade 4**

| Level | Demographics | Grade | Year |
|---|---|---|---|
| Illinois | Students with Disabilities | Grade 4 | 2024 |
| | English Language Learners | Grade 4 | 2024 |




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

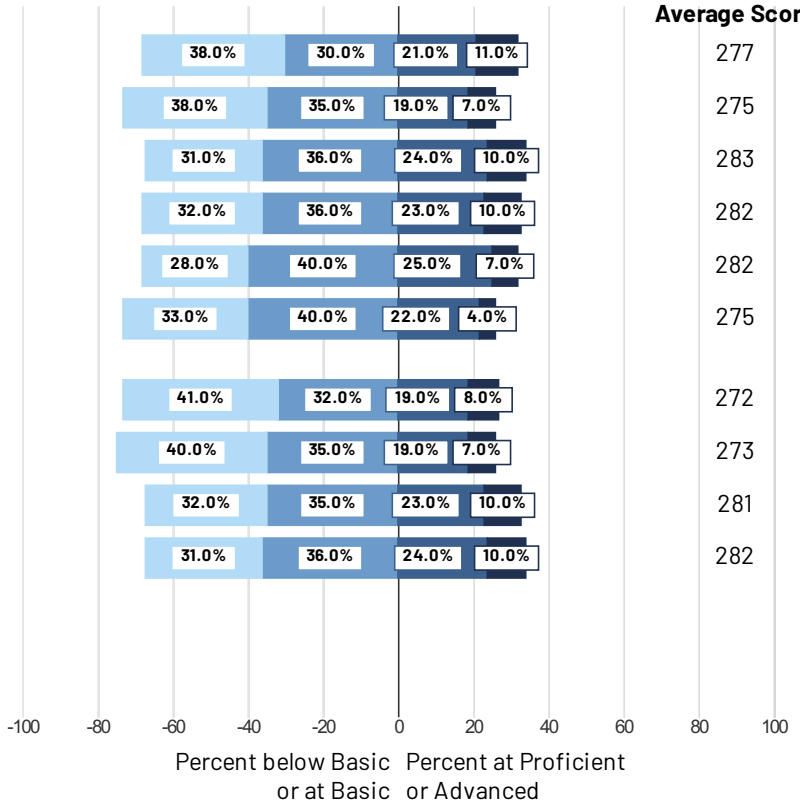
NOTE: Some apparent differences between estimates may not be statistically significant.

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

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

**Mathematics - Grade 8**

| Level | Demographics | Grade | Year | % of Students Achieving Performance Level | | | | Average Score |
|---|---|---|---|---|---|---|---|---|
| | | | | Below NAEP Basic | NAEP Basic | NAEP Proficient | NAEP Advanced | |
| Illinois | All | Grade 8 | 2024 | 38.0% | 30.0% | 21.0% | 11.0% | 277 |
| | | | 2022 | 38.0% | 35.0% | 19.0% | 7.0% | 275 |
| | | | 2019 | 31.0% | 36.0% | 24.0% | 10.0% | 283 |
| | | | 2017 | 32.0% | 36.0% | 23.0% | 10.0% | 282 |
| | | | 2015 | 28.0% | 40.0% | 25.0% | 7.0% | 282 |
| | | | 2000 | 33.0% | 40.0% | 22.0% | 4.0% | 275 |
| Nation | All | Grade 8 | 2024 | 41.0% | 32.0% | 19.0% | 8.0% | 272 |
| | | | 2022 | 40.0% | 35.0% | 19.0% | 7.0% | 273 |
| | | | 2019 | 32.0% | 35.0% | 23.0% | 10.0% | 281 |
| | | | 2017 | 31.0% | 36.0% | 24.0% | 10.0% | 282 |



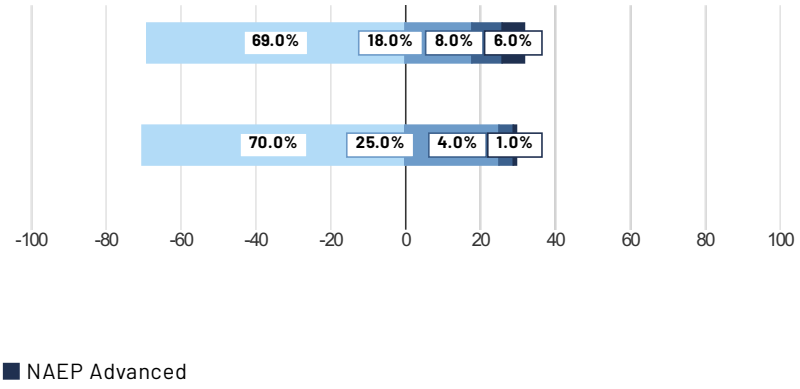

* Significantly different (p < .05) from state's results in {year}. Significance tests were performed using unrounded numbers.

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

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

**Mathematics - Grade 8**

| Level | Demographics | Grade | Year |
|---|---|---|---|
| Illinois | Students with Disabilities | Grade 8 | 2024 |
| | English Language Learners | Grade 8 | 2024 |




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

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

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

## Results for Student Groups

**What is it?**

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

**Results for Student Groups in 2024 - Math - Grade 4**

| Reporting Groups | Percentage of students | Average Score | Percentage at or above NAEP Basic | Percentage at or above NAEP Proficient | Percentage at NAEP Advanced |
|---|---|---|---|---|---|
| **Race/Ethnicity** | | | | | |
| American Indian | # | ‡ | ‡ | ‡ | ‡ |
| Asian | 5.0% | 259 | 92.0% | 62.0% | 26.0% |
| Black | 18.0% | 217 | 54.0% | 18.0% | 1.0% |
| Hispanic | 27.0% | 223 | 62.0% | 20.0% | 3.0% |
| MENA | ‡ | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian/ Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 4.0% | 240 | 79.0% | 45.0% | 10.0% |
| White | 46.0% | 249 | 86.0% | 53.0% | 13.0% |
| **Gender** | | | | | |
| Female | 49.0% | 234 | 73.0% | 36.0% | 7.0% |
| Male | 51.0% | 238 | 75.0% | 40.0% | 11.0% |
| Non Binary | ‡ | ‡ | ‡ | ‡ | ‡ |
| **National School Lunch Program** | | | | | |
| Eligible NSLP | 52.0% | 222 | 61.0% | 21.0% | 2.0% |
| Not Eligible NSLP | 48.0% | 251 | 88.0% | 56.0% | 15.0% |

# Rounds to zero.

‡ Reporting standards not met.

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

## Results for Student Groups (cont)

**Results for Student Groups in 2024 - Math - Grade 8**

| Reporting Groups | Percentage of students | Average Score | Percentage at or above NAEP Basic | Proficient | Percentage at NAEP Advanced |
|---|---|---|---|---|---|
| **Race/Ethnicity** | | | | | |
| American Indian | # | ‡ | ‡ | ‡ | ‡ |
| Asian | 6.0% | 309 | 87.0% | 61.0% | 30.0% |
| Black | 14.0% | 250 | 35.0% | 9.0% | 2.0% |
| Hispanic | 29.0% | 262 | 48.0% | 18.0% | 4.0% |
| MENA | ‡ | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian/ Pacific Islander | # | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 4.0% | 286 | 62.0% | 36.0% | 18.0% |
| White | 47.0% | 290 | 75.0% | 44.0% | 15.0% |
| **Gender** | | | | | |
| Female | 48.0% | 274 | 61.0% | 28.0% | 8.0% |
| Male | 52.0% | 280 | 63.0% | 36.0% | 13.0% |
| Non Binary | ‡ | ‡ | ‡ | ‡ | ‡ |
| **National School Lunch Program** | | | | | |
| Eligible NSLP | 48.0% | 259 | 44.0% | 15.0% | 3.0% |
| Not Eligible NSLP | 51.0% | 295 | 79.0% | 49.0% | 18.0% |

# Rounds to zero.

‡ Reporting standards not met.

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