

# East Leyden High School (9 - 12)

## LEYDEN CHSD 212



2021 - 2022

### Principal

Dr. Dominic Manola  
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### Address

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### District Superintendent

Dr. Nick Polyak

<http://www.leyden212.org>

### District Provided Statement

Leyden High School District 212 is a comprehensive high school district located in Chicago's near west suburbs. Students reside in Northlake, Franklin Park, Schiller Park, River Grove, Rosemont, and unincorporated areas of Melrose Park. East Leyden High School is located in Franklin Park, and West Leyden High School is located in Northlake. At Leyden, faculty and staff aim to educate, enrich, and empower students and community.

## About the Report Card

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

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

For additional information, refer to the [Public Business Rules for 2021 Report Card Metrics](#) and the [2021 Glossary of Terms](#).

## School Snapshot

**Graduation Rate** : 81.6%

**Postsecondary Enrollment** : 70.3%

**Chronic Absenteeism** : 40.0%

**Teacher Retention** : 92.3%

**Senate District** : 39    **House District** : 78

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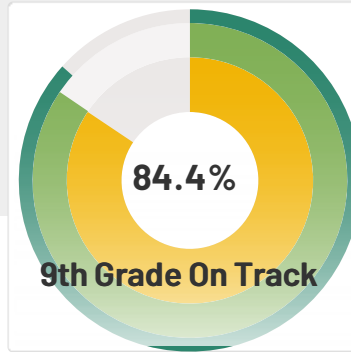
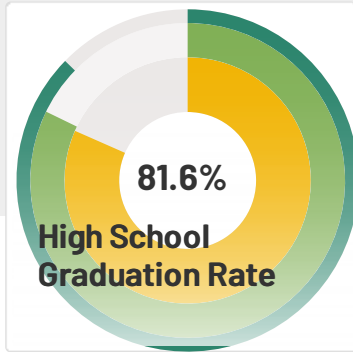
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## About the data

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



**679** Students  
**Early College Coursework**

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## SAT

### What is it?

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

There are four Performance Levels for the SAT:

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

# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>School</b>	<b>35.2%</b>	<b>43.2%</b>	<b>17.0%</b>	<b>4.6%</b>	<b>45.1%</b>	<b>27.6%</b>	<b>25.9%</b>	<b>1.5%</b>
District	37.0%	45.2%	14.6%	3.2%	53.9%	26.9%	18.1%	1.1%
State	30.0%	39.1%	20.6%	10.3%	44.8%	25.2%	23.4%	6.5%
<b>White</b>								
<b>School</b>	<b>29.1%</b>	<b>41.1%</b>	<b>23.8%</b>	<b>6.0%</b>	<b>31.3%</b>	<b>32.0%</b>	<b>35.3%</b>	<b>1.3%</b>
District	28.4%	42.3%	23.2%	6.2%	35.8%	32.1%	31.1%	1.0%
State	19.5%	39.2%	27.3%	14.1%	33.1%	27.4%	31.4%	8.1%
<b>Black</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	36.8%	8.4%	1.8%	71.6%	19.9%	7.7%	0.7%
<b>Male</b>								
<b>School</b>	<b>39.2%</b>	<b>41.0%</b>	<b>15.3%</b>	<b>4.5%</b>	<b>45.5%</b>	<b>25.0%</b>	<b>27.3%</b>	<b>2.3%</b>
District	39.5%	43.3%	14.5%	2.7%	53.1%	26.2%	19.4%	1.4%
State	33.7%	37.6%	18.9%	9.8%	45.0%	23.7%	23.5%	7.8%
<b>Female</b>								
<b>School</b>	<b>30.5%</b>	<b>45.8%</b>	<b>18.9%</b>	<b>4.7%</b>	<b>44.7%</b>	<b>30.5%</b>	<b>24.2%</b>	<b>0.5%</b>
District	34.3%	47.2%	14.6%	3.8%	54.8%	27.8%	16.7%	0.8%
State	26.3%	40.7%	22.3%	10.8%	44.6%	26.8%	23.4%	5.1%
<b>Non Binary</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	27.3%	27.3%	9.1%	36.4%	36.4%	13.6%	31.8%	18.2%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>								
<b>School</b>	40.1%	45.1%	11.8%	3.0%	55.9%	24.6%	18.6%	0.8%
District	40.5%	46.2%	11.3%	2.0%	60.8%	25.4%	13.0%	0.8%
State	40.5%	42.8%	13.4%	3.2%	57.5%	26.0%	14.8%	1.6%
<b>Asian</b>								
<b>School</b>	0.0%	50.0%	35.7%	14.3%	0.0%	28.6%	57.1%	14.3%
District	0.0%	57.1%	33.3%	9.5%	9.5%	28.6%	52.4%	9.5%
State	10.9%	27.7%	28.8%	32.5%	15.0%	18.0%	36.9%	30.0%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	19.4%	33.3%	33.3%	13.9%	29.1%	23.0%	37.0%	10.9%
<b>American Indian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.3%	37.9%	15.7%	5.1%	56.3%	23.9%	16.7%	3.1%
<b>Two or More Races</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	27.3%	37.2%	21.8%	13.6%	44.1%	22.7%	24.6%	8.7%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>								
<b>School</b>	<b>66.7%</b>	<b>25.8%</b>	<b>6.1%</b>	<b>1.5%</b>	<b>83.3%</b>	<b>10.6%</b>	<b>6.1%</b>	<b>0.0%</b>
District	69.0%	24.6%	4.8%	1.6%	87.3%	7.9%	4.8%	0.0%
State	54.1%	27.2%	11.8%	6.8%	67.4%	16.3%	13.0%	3.4%
<b>Students with IEPs</b>								
<b>School</b>	<b>79.6%</b>	<b>20.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>95.9%</b>	<b>2.0%</b>	<b>2.0%</b>	<b>0.0%</b>
District	76.9%	21.2%	1.0%	1.0%	93.3%	3.8%	2.9%	0.0%
State	72.3%	21.6%	4.3%	1.8%	84.5%	10.6%	4.2%	0.7%
<b>Non-IEP</b>								
<b>School</b>	<b>29.2%</b>	<b>46.3%</b>	<b>19.3%</b>	<b>5.2%</b>	<b>38.2%</b>	<b>31.0%</b>	<b>29.1%</b>	<b>1.7%</b>
District	31.4%	48.6%	16.5%	3.5%	48.3%	30.2%	20.2%	1.2%
State	24.4%	41.4%	22.7%	11.4%	39.6%	27.2%	26.0%	7.3%
<b>English Learners</b>								
<b>School</b>	<b>71.0%</b>	<b>27.4%</b>	<b>1.6%</b>	<b>0.0%</b>	<b>77.4%</b>	<b>16.1%</b>	<b>6.5%</b>	<b>0.0%</b>
District	74.6%	24.6%	0.8%	0.0%	84.1%	11.9%	4.0%	0.0%
State	79.2%	19.8%	0.9%	0.0%	85.4%	12.0%	2.4%	0.2%
<b>Non-English Learners</b>								
<b>School</b>	<b>28.9%</b>	<b>46.0%</b>	<b>19.7%</b>	<b>5.4%</b>	<b>39.4%</b>	<b>29.6%</b>	<b>29.3%</b>	<b>1.7%</b>
District	30.4%	48.8%	17.0%	3.8%	48.5%	29.6%	20.6%	1.3%
State	26.6%	40.5%	22.0%	11.0%	42.0%	26.2%	24.9%	6.9%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>School</b>	<b>48.0%</b>	<b>33.5%</b>	<b>14.5%</b>	<b>4.0%</b>	<b>55.8%</b>	<b>22.1%</b>	<b>19.8%</b>	<b>2.3%</b>
District	45.5%	40.2%	11.6%	2.8%	62.5%	22.5%	13.4%	1.5%
State	45.9%	40.4%	11.2%	2.5%	63.5%	23.4%	11.7%	1.4%
<b>Non Low Income</b>								
<b>School</b>	<b>25.9%</b>	<b>50.2%</b>	<b>18.8%</b>	<b>5.0%</b>	<b>37.4%</b>	<b>31.5%</b>	<b>30.3%</b>	<b>0.8%</b>
District	29.5%	49.7%	17.2%	3.6%	46.1%	30.9%	22.3%	0.7%
State	19.3%	38.3%	26.9%	15.6%	32.2%	26.5%	31.4%	10.0%
<b>Homeless</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.9%	32.5%	5.6%	1.0%	78.5%	15.8%	5.4%	0.2%
<b>Migrant</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	63.3%	32.1%	4.2%	0.4%	83.1%	13.5%	2.9%	0.4%
<b>Military</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	32.3%	39.2%	18.3%	10.2%	46.9%	27.0%	20.9%	5.2%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## SAT (cont)

### Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>School</b>	<b>35.6%</b>	<b>43.7%</b>	<b>17.2%</b>	<b>4.7%</b>	<b>45.4%</b>	<b>27.7%</b>	<b>26.0%</b>	<b>1.5%</b>
District	37.7%	46.0%	14.9%	3.3%	54.8%	27.4%	18.4%	1.1%
State	30.2%	39.4%	20.7%	10.4%	45.0%	25.4%	23.6%	6.5%
<b>White</b>								
<b>School</b>	<b>29.1%</b>	<b>41.1%</b>	<b>23.8%</b>	<b>6.0%</b>	<b>31.1%</b>	<b>31.8%</b>	<b>35.1%</b>	<b>1.3%</b>
District	28.4%	42.3%	23.2%	6.2%	35.6%	32.0%	31.0%	1.0%
State	20.0%	40.2%	28.0%	14.5%	33.9%	28.1%	32.2%	8.3%
<b>Black</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	50.8%	35.3%	8.1%	1.7%	68.5%	19.1%	7.4%	0.7%
<b>Male</b>								
<b>School</b>	<b>39.8%</b>	<b>41.7%</b>	<b>15.6%</b>	<b>4.6%</b>	<b>45.8%</b>	<b>25.2%</b>	<b>27.5%</b>	<b>2.3%</b>
District	40.3%	44.2%	14.8%	2.8%	53.9%	26.6%	19.7%	1.4%
State	33.7%	37.6%	18.9%	9.9%	44.9%	23.6%	23.5%	7.8%
<b>Female</b>								
<b>School</b>	<b>30.7%</b>	<b>46.0%</b>	<b>19.0%</b>	<b>4.8%</b>	<b>45.0%</b>	<b>30.7%</b>	<b>24.3%</b>	<b>0.5%</b>
District	34.9%	48.0%	14.9%	3.9%	55.7%	28.2%	16.9%	0.8%
State	26.6%	41.3%	22.6%	10.9%	45.2%	27.2%	23.7%	5.2%
<b>Non Binary</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	28.7%	28.7%	9.6%	38.3%	38.3%	14.4%	33.5%	19.1%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## SAT (cont)

### Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>								
<b>School</b>	<b>41.0%</b>	<b>46.2%</b>	<b>12.1%</b>	<b>3.0%</b>	<b>57.0%</b>	<b>25.0%</b>	<b>19.0%</b>	<b>0.9%</b>
District	41.6%	47.6%	11.7%	2.0%	62.5%	26.1%	13.4%	0.9%
State	40.3%	42.5%	13.3%	3.2%	57.0%	25.8%	14.7%	1.6%
<b>Asian</b>								
<b>School</b>	<b>0.0%</b>	<b>49.1%</b>	<b>35.1%</b>	<b>14.0%</b>	<b>0.0%</b>	<b>28.1%</b>	<b>56.1%</b>	<b>14.0%</b>
District	0.0%	57.4%	33.5%	9.6%	9.6%	28.7%	52.6%	9.6%
State	11.4%	28.8%	30.0%	33.8%	15.6%	18.7%	38.4%	31.2%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	20.1%	34.5%	34.5%	14.4%	30.1%	23.8%	38.2%	11.3%
<b>American Indian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.1%	36.7%	15.2%	5.0%	54.6%	23.2%	16.2%	3.0%
<b>Two or More Races</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	27.2%	37.0%	21.7%	13.6%	43.8%	22.5%	24.4%	8.6%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## SAT (cont)

### Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>								
<b>School</b>	<b>64.3%</b>	<b>24.9%</b>	<b>5.9%</b>	<b>1.5%</b>	<b>80.4%</b>	<b>10.2%</b>	<b>5.9%</b>	<b>0.0%</b>
District	66.9%	23.8%	4.6%	1.5%	84.5%	7.7%	4.6%	0.0%
State	52.6%	26.5%	11.5%	6.6%	65.1%	15.7%	12.5%	3.3%
<b>Students with IEPs</b>								
<b>School</b>	<b>74.6%</b>	<b>19.1%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>90.0%</b>	<b>1.9%</b>	<b>1.9%</b>	<b>0.0%</b>
District	73.2%	20.1%	0.9%	0.9%	88.8%	3.7%	2.8%	0.0%
State	68.8%	20.6%	4.1%	1.7%	79.7%	10.0%	4.0%	0.6%
<b>Non-IEP</b>								
<b>School</b>	<b>29.8%</b>	<b>47.3%</b>	<b>19.7%</b>	<b>5.4%</b>	<b>38.8%</b>	<b>31.5%</b>	<b>29.6%</b>	<b>1.7%</b>
District	32.3%	50.0%	17.0%	3.7%	49.5%	31.0%	20.8%	1.3%
State	24.7%	42.0%	23.1%	11.6%	40.1%	27.5%	26.3%	7.4%
<b>English Learners</b>								
<b>School</b>	<b>71.3%</b>	<b>27.5%</b>	<b>1.6%</b>	<b>0.0%</b>	<b>77.7%</b>	<b>16.2%</b>	<b>6.5%</b>	<b>0.0%</b>
District	75.0%	24.7%	0.8%	0.0%	84.5%	12.0%	4.0%	0.0%
State	76.5%	19.1%	0.9%	0.0%	82.0%	11.5%	2.3%	0.2%
<b>Non-English Learners</b>								
<b>School</b>	<b>29.2%</b>	<b>46.6%</b>	<b>20.0%</b>	<b>5.5%</b>	<b>39.6%</b>	<b>29.8%</b>	<b>29.5%</b>	<b>1.7%</b>
District	31.0%	49.8%	17.4%	3.9%	49.4%	30.2%	21.0%	1.3%
State	26.8%	40.9%	22.2%	11.1%	42.3%	26.4%	25.1%	7.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## SAT (cont)

### Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>School</b>	49.1%	34.3%	14.8%	4.1%	56.8%	22.5%	20.1%	2.4%
District	46.8%	41.3%	12.0%	2.9%	64.2%	23.1%	13.8%	1.6%
State	44.8%	39.5%	11.0%	2.5%	61.9%	22.8%	11.5%	1.4%
<b>Non Low Income</b>								
<b>School</b>	26.0%	50.3%	18.9%	5.0%	37.3%	31.5%	30.2%	0.8%
District	29.8%	50.1%	17.4%	3.7%	46.5%	31.1%	22.4%	0.7%
State	19.8%	39.3%	27.7%	16.0%	33.0%	27.2%	32.2%	10.2%
<b>Homeless</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.0%	29.4%	5.0%	0.9%	70.7%	14.2%	4.9%	0.2%
<b>Migrant</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	49.9%	25.3%	3.3%	0.4%	64.6%	10.5%	2.3%	0.4%
<b>Military</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	32.8%	39.9%	18.6%	10.4%	47.6%	27.4%	21.2%	5.3%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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## DLM

### What is it?

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

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

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.8%	38.9%	17.7%	2.6%	59.3%	21.2%	19.3%	0.3%
<b>White</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	39.1%	37.9%	20.1%	2.8%	58.6%	19.8%	21.2%	0.3%
<b>Black</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	39.0%	42.6%	16.2%	2.2%	58.0%	24.5%	17.6%	0.0%
<b>Male</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.3%	40.0%	16.1%	2.5%	58.4%	21.3%	19.9%	0.4%
<b>Female</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	39.8%	36.9%	20.6%	2.8%	61.0%	20.9%	18.1%	0.0%
<b>Non Binary</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	44.3%	37.3%	15.9%	2.5%	60.9%	21.1%	17.8%	0.3%
<b>Asian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	47.4%	41.1%	10.5%	1.1%	66.0%	17.0%	17.0%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
<b>American Indian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	57.1%	28.6%	0.0%	14.3%	57.1%	14.3%	28.6%	0.0%
<b>Two or More Races</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	31.6%	34.2%	28.9%	5.3%	52.6%	26.3%	18.4%	2.6%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.8%	38.9%	17.7%	2.6%	59.3%	21.2%	19.3%	0.3%
<b>Students with IEPs</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.8%	38.9%	17.7%	2.6%	59.3%	21.2%	19.3%	0.3%
<b>Non-IEP</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	42.1%	42.1%	14.2%	1.7%	59.0%	22.0%	18.7%	0.3%
<b>Non-English Learners</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.5%	38.2%	18.5%	2.8%	59.4%	21.0%	19.4%	0.2%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.3%	40.2%	16.5%	2.0%	59.4%	23.1%	17.4%	0.1%
<b>Non Low Income</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.2%	37.5%	19.0%	3.3%	59.2%	18.9%	21.4%	0.4%
<b>Homeless</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	30.6%	44.4%	22.2%	2.8%	38.9%	27.8%	33.3%	0.0%
<b>Migrant</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	25.0%	58.3%	16.7%	0.0%	47.8%	39.1%	13.0%	0.0%
<b>Military</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	33.3%	42.9%	23.8%	0.0%	66.7%	23.8%	9.5%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## DLM (cont)

### Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	42.9%	40.9%	18.6%	2.8%	62.3%	22.3%	20.2%	0.3%
<b>White</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.1%	39.8%	21.1%	3.0%	61.6%	20.8%	22.3%	0.3%
<b>Black</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	41.1%	44.8%	17.1%	2.3%	61.0%	25.7%	18.5%	0.0%
<b>Male</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.4%	42.1%	16.9%	2.7%	61.4%	22.4%	20.9%	0.4%
<b>Female</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.8%	38.8%	21.6%	2.9%	64.1%	21.9%	19.1%	0.0%
<b>Non Binary</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	46.7%	39.2%	16.7%	2.7%	64.1%	22.2%	18.7%	0.3%
<b>Asian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	49.9%	43.2%	11.1%	1.1%	69.4%	17.9%	17.9%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	105.3%	0.0%	0.0%	0.0%	0.0%	105.3%	0.0%
<b>American Indian</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.2%	30.1%	0.0%	15.0%	60.2%	15.0%	30.1%	0.0%
<b>Two or More Races</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	32.4%	35.1%	29.7%	5.4%	54.0%	27.0%	18.9%	2.7%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	42.9%	40.9%	18.6%	2.8%	62.3%	22.3%	20.2%	0.3%
<b>Students with IEPs</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	42.9%	40.9%	18.6%	2.8%	62.3%	22.3%	20.2%	0.3%
<b>Non-IEP</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>English Learners</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	44.3%	44.3%	15.0%	1.7%	62.1%	23.2%	19.7%	0.4%
<b>Non-English Learners</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	42.5%	40.1%	19.4%	3.0%	62.4%	22.0%	20.4%	0.3%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.4%	42.3%	17.4%	2.1%	62.5%	24.3%	18.3%	0.1%
<b>Non Low Income</b>								
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	42.2%	39.3%	19.9%	3.5%	62.1%	19.9%	22.5%	0.4%
<b>Homeless</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	32.2%	46.8%	23.4%	2.9%	40.9%	29.2%	35.1%	0.0%
<b>Migrant</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Youth In Care</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	26.3%	61.4%	17.5%	0.0%	50.3%	41.2%	13.7%	0.0%
<b>Military</b>								
<b>School</b>	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	35.1%	45.1%	25.1%	0.0%	70.2%	25.1%	10.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	66.7%	25.7%	6.8%	0.8%
<b>White</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	63.6%	27.9%	7.7%	0.8%
<b>Black</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	67.8%	25.2%	5.2%	1.7%
<b>Male</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	66.2%	25.5%	7.2%	1.0%
<b>Female</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	67.7%	25.9%	6.0%	0.4%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## DLM (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	68.1%	24.9%	6.7%	0.3%
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	80.5%	16.1%	3.4%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	83.3%	0.0%	16.7%	0.0%
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	59.5%	27.0%	13.5%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## DLM (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	66.7%	25.7%	6.8%	0.8%
<b>Students with IEPs</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	66.7%	25.7%	6.8%	0.8%
<b>Non-IEP</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	70.5%	22.5%	6.6%	0.4%
<b>Non-English Learners</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	65.8%	26.4%	6.8%	0.9%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	65.9%	27.1%	6.1%	1.0%
<b>Non Low Income</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	67.7%	24.0%	7.7%	0.6%
<b>Homeless</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	55.9%	29.4%	11.8%	2.9%
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	65.2%	30.4%	4.3%	0.0%
<b>Military</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	76.2%	19.0%	4.8%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## DLM (cont)

### Grade 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	70.2%	27.0%	7.2%	0.9%
<b>White</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	66.9%	29.3%	8.1%	0.9%
<b>Black</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	71.4%	26.5%	5.5%	1.8%
<b>Male</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	69.7%	26.8%	7.6%	1.1%
<b>Female</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	71.1%	27.3%	6.3%	0.4%
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	71.7%	26.2%	7.1%	0.3%
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	84.7%	16.9%	3.6%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	105.3%	0.0%	0.0%	0.0%
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	87.7%	0.0%	17.5%	0.0%
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	62.6%	28.5%	14.2%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## DLM (cont)

### Grade 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	70.2%	27.0%	7.2%	0.9%
<b>Students with IEPs</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	70.2%	27.0%	7.2%	0.9%
<b>Non-IEP</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	74.2%	23.7%	7.0%	0.4%
<b>Non-English Learners</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	69.3%	27.7%	7.2%	1.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## DLM (cont)

### Grade 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>School</b>	*	*	*	*
District	‡	‡	‡	‡
State	69.3%	28.5%	6.4%	1.1%
<b>Non Low Income</b>				
<b>School</b>	‡	‡	‡	‡
District	‡	‡	‡	‡
State	71.2%	25.3%	8.1%	0.6%
<b>Homeless</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	58.8%	31.0%	12.4%	3.1%
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	68.7%	32.0%	4.6%	0.0%
<b>Military</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	80.2%	20.1%	5.0%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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## ISA

### What is it?

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

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

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## ISA (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>White</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Black</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Male</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Female</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## ISA (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## ISA (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Students with IEPs</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Non-IEP</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Non-English Learners</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## ISA (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Non Low Income</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Homeless</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## ISA (cont)

### Grade 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>White</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Black</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Male</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Female</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Non Binary</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## ISA (cont)

### Grade 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Hispanic</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Asian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Two or More Races</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## ISA (cont)

### Grade 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Students with Disabilities</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Students with IEPs</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Non-IEP</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>English Learners</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Non-English Learners</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## ISA (cont)

### Grade 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Non Low Income</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Homeless</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Migrant</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Youth In Care</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>School</b>	*	*	*	*
District	*	*	*	*
State	*	*	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Proficiency

### What is it?

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

### ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>21.4%</b> *	<b>20.1%</b> *	<b>23.0%</b> *	<b>*</b> *	<b>29.3%</b> *	<b>‡</b> *	<b>15.1%</b> *	<b>50.0%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>6.8%</b> *
District	17.5% *	17.0% *	18.0% *	* *	28.9% *	‡ *	13.1% *	39.1% *	‡ *	‡ *	‡ *	6.2% *
State	29.9% *	25.5% *	34.7% *	50.5% *	39.4% *	12.1% *	18.4% *	58.6% *	38.7% *	23.5% *	33.6% *	12.9% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>0.0%</b> *	<b>1.5%</b> *	<b>18.6%</b> *	<b>‡</b> *	<b>*</b> *	<b>*</b> *	<b>‡</b> *
District	2.4% *	0.7% *	14.3% *	20.0% *	* *	* *	‡ *
State	7.0% *	6.9% *	15.9% *	9.3% *	10.2% *	11.0% *	31.1% *

### Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>26.4%</b> *	<b>28.9%</b> *	<b>23.5%</b> *	<b>*</b> *	<b>35.9%</b> *	<b>‡</b> *	<b>18.7%</b> *	<b>71.4%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>5.5%</b> *
District	18.4% *	20.1% *	16.5% *	* *	31.5% *	‡ *	13.1% *	63.6% *	‡ *	‡ *	‡ *	4.8% *
State	25.8% *	27.3% *	24.3% *	37.2% *	35.6% *	6.8% *	13.5% *	60.2% *	33.4% *	19.1% *	28.5% *	12.2% *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Proficiency (cont)

### Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>1.8%</b> *	<b>6.2%</b> *	<b>20.9%</b> *	‡ *	* *	* *	‡ *
District	3.3% *	3.7% *	14.3% *	0.0% *	* *	* *	‡ *
State	7.2% *	6.8% *	11.4% *	5.6% *	7.3% *	6.7% *	26.1% *

### Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>45.0%</b> *	<b>43.0%</b> *	<b>47.0%</b> *	* *	<b>53.0%</b> *	‡ *	<b>37.0%</b> *	<b>92.0%</b> *	‡ *	* *	‡ *	<b>16.0%</b> *
District	44.0% *	41.0% *	46.0% *	* *	53.0% *	‡ *	39.0% *	86.0% *	‡ *	‡ *	‡ *	20.0% *
State	50.0% *	50.0% *	50.0% *	75.0% *	63.0% *	23.0% *	37.0% *	76.0% *	56.0% *	41.0% *	54.0% *	28.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>5.0%</b> *	<b>11.0%</b> *	<b>34.0%</b> *	‡ *	* *	* *	‡ *
District	14.0% *	14.0% *	36.0% *	‡ *	* *	* *	‡ *
State	17.0% *	16.0% *	33.0% *	22.0% *	19.0% *	24.0% *	54.0% *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Proficiency (cont)

### ELA - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>21.7%</b>	<b>20.4%</b>	<b>23.2%</b>	‡	<b>29.2%</b>	‡	<b>15.4%</b>	<b>49.1%</b>	‡	‡	‡	<b>6.7%</b>
District	17.8%	17.3%	18.3%	*	28.8%	‡	13.5%	39.5%	‡	‡	‡	6.0%
State	30.9%	26.2%	35.8%	51.6%	40.8%	12.4%	19.0%	61.1%	40.0%	24.0%	34.2%	13.1%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>0.0%</b>	<b>1.5%</b>	<b>18.9%</b>	‡	‡	‡	‡
District	2.3%	0.7%	14.6%	19.1%	*	*	‡
State	7.1%	7.1%	16.3%	9.2%	10.5%	10.7%	32.1%

### Mathematics - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>26.5%</b>	<b>29.0%</b>	<b>23.7%</b>	‡	<b>35.5%</b>	‡	<b>19.1%</b>	<b>70.2%</b>	‡	‡	‡	<b>5.3%</b>
District	18.7%	20.4%	16.8%	*	31.3%	‡	13.5%	64.1%	‡	‡	‡	4.7%
State	26.6%	28.0%	25.0%	37.6%	36.8%	6.9%	13.9%	62.6%	34.4%	19.4%	28.9%	12.3%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Proficiency (cont)

### Mathematics - All Tests - Accountability

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>1.7%</b>	<b>6.2%</b>	<b>21.2%</b>	‡	‡	‡	‡
District	3.1%	3.7%	14.6%	0.0%	*	*	‡
State	7.3%	7.0%	11.6%	5.5%	7.5%	6.4%	26.9%

### Science - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>48.1%</b>	<b>46.0%</b>	<b>50.0%</b>	‡	<b>55.5%</b>	‡	<b>39.3%</b>	<b>97.7%</b>	‡	‡	‡	<b>17.5%</b>
District	46.5%	44.0%	48.8%	*	56.0%	‡	41.8%	90.9%	‡	‡	‡	21.3%
State	51.8%	51.7%	52.0%	74.8%	65.9%	23.4%	38.5%	79.4%	57.4%	41.6%	55.5%	28.9%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>5.7%</b>	<b>11.7%</b>	<b>36.2%</b>	‡	‡	‡	‡
District	14.9%	14.7%	38.4%	‡	*	*	‡
State	18.0%	16.9%	34.1%	22.0%	19.0%	24.2%	56.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate

### What is it?

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

### ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>96.2%</b> *	<b>96.7%</b> *	<b>95.7%</b> *	* *	<b>94.6%</b> *	‡ *	<b>97.7%</b> *	<b>93.3%</b> *	‡ *	* *	‡ *	<b>92.4%</b> *
District	<b>96.8%</b> *	<b>97.1%</b> *	<b>96.5%</b> *	* *	<b>94.8%</b> *	‡ *	<b>97.9%</b> *	<b>95.8%</b> *	‡ *	‡ *	‡ *	<b>93.0%</b> *
State	<b>98.0%</b> *	<b>97.8%</b> *	<b>98.1%</b> *	<b>96.9%</b> *	<b>98.4%</b> *	<b>96.7%</b> *	<b>97.9%</b> *	<b>99.0%</b> *	<b>98.3%</b> *	<b>97.1%</b> *	<b>96.6%</b> *	<b>96.5%</b> *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>90.3%</b> *	<b>95.6%</b> *	<b>97.4%</b> *
District	<b>91.9%</b> *	<b>95.8%</b> *	<b>97.7%</b> *
State	<b>96.2%</b> *	<b>98.1%</b> *	<b>97.6%</b> *

### Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>95.8%</b> *	<b>95.9%</b> *	<b>95.7%</b> *	* *	<b>94.0%</b> *	‡ *	<b>97.3%</b> *	<b>93.3%</b> *	‡ *	* *	‡ *	<b>92.4%</b> *
District	<b>96.6%</b> *	<b>96.7%</b> *	<b>96.5%</b> *	* *	<b>94.3%</b> *	‡ *	<b>97.7%</b> *	<b>95.7%</b> *	‡ *	‡ *	‡ *	<b>92.9%</b> *
State	<b>97.7%</b> *	<b>97.6%</b> *	<b>97.9%</b> *	<b>95.9%</b> *	<b>98.3%</b> *	<b>96.3%</b> *	<b>97.7%</b> *	<b>98.8%</b> *	<b>97.9%</b> *	<b>96.8%</b> *	<b>96.3%</b> *	<b>96.0%</b> *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate (cont)

### Mathematics - All Tests - Participation

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>90.3%</b> *	<b>95.6%</b> *	<b>96.8%</b> *
District	91.8% *	95.8% *	97.5% *
State	95.7% *	97.9% *	97.3% *

### Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>100.0%</b> *	<b>100.0%</b> *	<b>100.0%</b> *	* *	<b>100.0%</b> *	‡ *	<b>100.0%</b> *	<b>100.0%</b> *	‡ *	* *	‡ *	<b>100.0%</b> *
District	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	100.0% *	100.0% *	‡ *	‡ *	‡ *	100.0% *
State	98.0% *	97.9% *	98.0% *	94.7% *	98.5% *	96.6% *	97.6% *	99.1% *	98.2% *	96.7% *	97.7% *	96.9% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>100.0%</b> *	<b>100.0%</b> *	<b>100.0%</b> *
District	100.0% *	100.0% *	100.0% *
State	97.0% *	98.0% *	97.4% *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

### Overall SAT ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>96.2%</b> *	<b>96.7%</b> *	<b>95.6%</b> *	<b>*</b> *	<b>94.5%</b> *	<b>‡</b> *	<b>97.7%</b> *	<b>93.3%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>91.9%</b> *
District	<b>96.8%</b> 878	<b>97.1%</b> 467	<b>96.5%</b> 411	<b>*</b> *	<b>94.7%</b> 198	<b>‡</b> 6	<b>97.9%</b> 643	<b>95.5%</b> 21	<b>‡</b> 1	<b>‡</b> 3	<b>‡</b> 6	<b>92.5%</b> 135
State	<b>95.2%</b> 142,053	<b>94.6%</b> 72,225	<b>95.8%</b> 69,802	<b>100.0%</b> 26	<b>97.2%</b> 66,937	<b>90.6%</b> 21,716	<b>94.0%</b> 40,286	<b>98.5%</b> 7,992	<b>97.7%</b> 172	<b>93.1%</b> 322	<b>93.9%</b> 4,628	<b>91.9%</b> 26,148

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>89.5%</b> *	<b>95.6%</b> *	<b>97.3%</b> *
District	<b>91.1%</b> 113	<b>95.7%</b> 134	<b>97.7%</b> 417
State	<b>90.0%</b> 17,519	<b>91.5%</b> 9,727	<b>92.4%</b> 59,151

### Overall SAT Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>95.7%</b> *	<b>95.9%</b> *	<b>95.6%</b> *	<b>*</b> *	<b>93.9%</b> *	<b>‡</b> *	<b>97.3%</b> *	<b>93.3%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>91.9%</b> *
District	<b>96.6%</b> 876	<b>96.7%</b> 465	<b>96.5%</b> 411	<b>*</b> *	<b>94.3%</b> 197	<b>‡</b> 6	<b>97.7%</b> 642	<b>95.5%</b> 21	<b>‡</b> 1	<b>‡</b> 3	<b>‡</b> 6	<b>92.5%</b> 135
State	<b>95.0%</b> 141,759	<b>94.3%</b> 72,046	<b>95.6%</b> 69,687	<b>100.0%</b> 26	<b>97.0%</b> 66,836	<b>90.2%</b> 21,637	<b>93.8%</b> 40,194	<b>98.3%</b> 7,982	<b>97.7%</b> 172	<b>92.8%</b> 321	<b>93.7%</b> 4,617	<b>91.2%</b> 25,949

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>89.5%</b> *	<b>95.6%</b> *	<b>96.8%</b> *
District	<b>91.1%</b> 113	<b>95.7%</b> 134	<b>97.4%</b> 416
State	<b>89.1%</b> 17,339	<b>91.0%</b> 9,677	<b>92.2%</b> 58,980

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

### Overall DLM ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *
District	100.0% 11	‡ 5	‡ 6	* *	‡ 3	* *	‡ 6	‡ 2	* *	* *	* *	100.0% 11
State	99.9% 10,693	99.9% 7,160	99.9% 3,533	* *	99.9% 4,222	100.0% 2,489	99.9% 3,012	99.8% 579	100.0% 7	100.0% 37	99.7% 347	99.9% 10,693

	Students with IEPs	English Learners	Low Income
<b>School</b>	‡ *	* *	‡ *
District	100.0% 11	‡ 2	‡ 5
State	99.9% 10,693	99.9% 2,734	99.9% 6,388

### Overall DLM Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *
District	100.0% 10	‡ 4	‡ 6	* *	‡ 3	* *	‡ 6	‡ 1	* *	* *	* *	100.0% 10
State	99.9% 10,644	99.9% 7,125	99.9% 3,519	* *	99.9% 4,211	100.0% 2,479	99.9% 2,993	99.8% 573	100.0% 7	100.0% 37	99.7% 344	99.9% 10,644

	Students with IEPs	English Learners	Low Income
<b>School</b>	‡ *	* *	‡ *
District	100.0% 10	‡ 2	‡ 5
State	99.9% 10,644	99.9% 2,712	99.9% 6,355

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

### Overall DLM Science - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *
District	‡ 8	‡ 3	‡ 5	* *	‡ 3	* *	‡ 4	‡ 1	* *	* *	* *	‡ 8
State	<b>100.0%</b> 4,158	<b>100.0%</b> 2,775	<b>100.0%</b> 1,383	* *	<b>100.0%</b> 1,683	<b>100.0%</b> 956	<b>100.0%</b> 1,153	<b>99.6%</b> 229	<b>100.0%</b> 4	<b>100.0%</b> 15	<b>100.0%</b> 118	<b>100.0%</b> 4,158

	Students with IEPs	English Learners	Low Income
<b>School</b>	‡ *	* *	* *
District	‡ 8	‡ 2	‡ 3
State	<b>100.0%</b> 4,158	<b>99.9%</b> 987	<b>100.0%</b> 2,392

### Overall - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>100.0%</b> *	<b>100.0%</b> *	<b>100.0%</b> *	* *	<b>100.0%</b> *	‡ *	<b>100.0%</b> *	<b>100.0%</b> *	‡ *	* *	‡ *	<b>100.0%</b> *
District	<b>100.0%</b> 778	<b>100.0%</b> 373	<b>100.0%</b> 405	* *	<b>100.0%</b> 185	‡ 6	<b>100.0%</b> 557	<b>100.0%</b> 21	‡ 1	‡ 3	‡ 5	<b>100.0%</b> 91
State	<b>97.9%</b> 395,258	<b>97.9%</b> 201,018	<b>98.0%</b> 194,204	<b>94.7%</b> 36	<b>98.5%</b> 185,552	<b>96.6%</b> 61,374	<b>97.6%</b> 110,216	<b>99.0%</b> 22,083	<b>98.2%</b> 426	<b>96.6%</b> 980	<b>97.7%</b> 14,627	<b>96.7%</b> 70,516

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>100.0%</b> *	<b>100.0%</b> *	<b>100.0%</b> *
District	<b>100.0%</b> 77	<b>100.0%</b> 98	<b>100.0%</b> 353
State	<b>96.7%</b> 50,623	<b>98.0%</b> 46,584	<b>97.4%</b> 178,492

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

### ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>3.8%</b> *	<b>3.3%</b> *	<b>4.3%</b> *	<b>*</b> *	<b>5.4%</b> *	<b>‡</b> *	<b>2.3%</b> *	<b>6.7%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>7.6%</b> *
District	3.2% *	2.9% *	3.5% *	* *	5.2% *	‡ *	2.1% *	4.2% *	‡ *	‡ *	‡ *	7.0% *
State	2.0% *	2.2% *	1.9% *	3.1% *	1.6% *	3.3% *	2.1% *	1.0% *	1.7% *	2.9% *	3.4% *	3.5% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>9.7%</b> *	<b>4.4%</b> *	<b>2.6%</b> *
District	8.1% *	4.2% *	2.3% *
State	3.8% *	1.9% *	2.4% *

### Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>4.2%</b> *	<b>4.1%</b> *	<b>4.3%</b> *	<b>*</b> *	<b>6.0%</b> *	<b>‡</b> *	<b>2.7%</b> *	<b>6.7%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>7.6%</b> *
District	3.4% *	3.3% *	3.5% *	* *	5.7% *	‡ *	2.3% *	4.3% *	‡ *	‡ *	‡ *	7.1% *
State	2.3% *	2.4% *	2.1% *	4.1% *	1.7% *	3.7% *	2.3% *	1.2% *	2.1% *	3.2% *	3.7% *	4.0% *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate (cont)

### Mathematics - All Tests - Non Participation

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>9.7%</b> *	<b>4.4%</b> *	<b>3.2%</b> *
District	8.2% *	4.2% *	2.5% *
State	4.3% *	2.1% *	2.7% *

### Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	* *	<b>0.0%</b> *	‡ *	<b>0.0%</b> *	<b>0.0%</b> *	‡ *	* *	‡ *	<b>0.0%</b> *
District	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	0.0% *	0.0% *	‡ *	‡ *	‡ *	0.0% *
State	2.0% *	2.1% *	2.0% *	5.3% *	15% *	3.4% *	2.4% *	0.9% *	1.8% *	3.3% *	2.3% *	3.1% *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *
District	0.0% *	0.0% *	0.0% *
State	3.0% *	2.0% *	2.6% *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## Participation Rate (cont)

### Overall SAT ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>3.8%</b> *	<b>3.3%</b> *	<b>4.4%</b> *	<b>*</b> *	<b>5.5%</b> *	<b>‡</b> *	<b>2.3%</b> *	<b>6.7%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>8.1%</b> *
District	<b>3.2%</b> *	<b>2.9%</b> *	<b>3.5%</b> *	<b>*</b> *	<b>5.3%</b> *	<b>‡</b> *	<b>2.1%</b> *	<b>4.5%</b> *	<b>‡</b> *	<b>‡</b> *	<b>‡</b> *	<b>7.5%</b> *
State	<b>4.8%</b> *	<b>5.4%</b> *	<b>4.2%</b> *	<b>0.0%</b> *	<b>2.8%</b> *	<b>9.4%</b> *	<b>6.0%</b> *	<b>1.5%</b> *	<b>2.3%</b> *	<b>6.9%</b> *	<b>6.1%</b> *	<b>8.1%</b> *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>10.5%</b> *	<b>4.4%</b> *	<b>2.7%</b> *
District	<b>8.9%</b> *	<b>4.3%</b> *	<b>2.3%</b> *
State	<b>10.0%</b> *	<b>8.5%</b> *	<b>7.6%</b> *

### Overall SAT Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>4.3%</b> *	<b>4.1%</b> *	<b>4.4%</b> *	<b>*</b> *	<b>6.1%</b> *	<b>‡</b> *	<b>2.7%</b> *	<b>6.7%</b> *	<b>‡</b> *	<b>*</b> *	<b>‡</b> *	<b>8.1%</b> *
District	<b>3.4%</b> *	<b>3.3%</b> *	<b>3.5%</b> *	<b>*</b> *	<b>5.7%</b> *	<b>‡</b> *	<b>2.3%</b> *	<b>4.5%</b> *	<b>‡</b> *	<b>‡</b> *	<b>‡</b> *	<b>7.5%</b> *
State	<b>5.0%</b> *	<b>5.7%</b> *	<b>4.4%</b> *	<b>0.0%</b> *	<b>3.0%</b> *	<b>9.8%</b> *	<b>6.2%</b> *	<b>1.7%</b> *	<b>2.3%</b> *	<b>7.2%</b> *	<b>6.3%</b> *	<b>8.8%</b> *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>10.5%</b> *	<b>4.4%</b> *	<b>3.2%</b> *
District	<b>8.9%</b> *	<b>4.3%</b> *	<b>2.6%</b> *
State	<b>10.9%</b> *	<b>9.0%</b> *	<b>7.8%</b> *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

### Overall DLM ELA - Non Participation

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

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

### Overall DLM Mathematics - Non Participation

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

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

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## Participation Rate (cont)

### Overall DLM Science - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	* *	‡ *
District	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	‡ *	* *	* *	* *	‡ *
State	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	* *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.4%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *

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

### Overall ISA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	* *	<b>0.0%</b> *	‡ *	<b>0.0%</b> *	<b>0.0%</b> *	‡ *	* *	‡ *	<b>0.0%</b> *
District	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *	* *	<b>0.0%</b> *	‡ *	<b>0.0%</b> *	<b>0.0%</b> *	‡ *	‡ *	‡ *	<b>0.0%</b> *
State	<b>2.1%</b> *	<b>2.1%</b> *	<b>2.0%</b> *	<b>5.3%</b> *	<b>1.5%</b> *	<b>3.4%</b> *	<b>2.4%</b> *	<b>1.0%</b> *	<b>1.8%</b> *	<b>3.4%</b> *	<b>2.3%</b> *	<b>3.3%</b> *

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *
District	<b>0.0%</b> *	<b>0.0%</b> *	<b>0.0%</b> *
State	<b>3.3%</b> *	<b>2.0%</b> *	<b>2.6%</b> *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## 9th Grade On Track

### What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>84.4%</b>	<b>83.4%</b>	<b>85.4%</b>	*	<b>90.3%</b>	‡	<b>81.3%</b>	<b>81.8%</b>	‡	‡	‡	<b>77.9%</b>
District	<b>84.5%</b>	<b>83.3%</b>	<b>85.8%</b>	*	<b>89.1%</b>	<b>84.6%</b>	<b>82.9%</b>	<b>88.2%</b>	‡	‡	‡	<b>78.7%</b>
State	<b>86.6%</b>	<b>84.9%</b>	<b>88.3%</b>	<b>95.9%</b>	<b>90.9%</b>	<b>76.4%</b>	<b>83.8%</b>	<b>96.6%</b>	<b>86.7%</b>	<b>79.0%</b>	<b>83.5%</b>	<b>82.4%</b>

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>75.0%</b>	<b>73.9%</b>	<b>78.7%</b>
District	<b>76.7%</b>	<b>77.4%</b>	<b>78.8%</b>
State	<b>81.1%</b>	<b>79.5%</b>	<b>79.4%</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## College and Career Ready

### What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>4.1%</b>	‡	‡	*	‡	*	‡	‡	‡	*	*	*
District	2.7%	2.8%	2.7%	*	‡	*	‡	‡	‡	*	*	*
State	0.1%	0.0%	0.2%	5.6%	0.1%	0.2%	0.0%	0.2%	1.6%	0.7%	0.3%	0.1%

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

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education

### Career and Technical Education

Enrollment	
<b>School</b>	<b>1,312</b>
District	<b>2,590</b>
State	<b>291,667</b>

### Perkins Measures - Four-Year Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>94.9%</b>	<b>93.4%</b>	<b>96.5%</b>	<b>*</b>	<b>95.5%</b>	<b>*</b>	<b>93.9%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	<b>93.9%</b>	<b>92.9%</b>	<b>95.0%</b>	<b>*</b>	<b>95.4%</b>	<b>*</b>	<b>93.3%</b>	<b>100.0%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	<b>96.2%</b>	<b>95.7%</b>	<b>96.8%</b>	<b>100.0%</b>	<b>97.0%</b>	<b>94.3%</b>	<b>94.6%</b>	<b>98.5%</b>	<b>96.9%</b>	<b>96.3%</b>	<b>95.3%</b>	<b>*</b>

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>78.3%</b>	<b>78.3%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	<b>78.4%</b>	<b>79.7%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	<b>89.0%</b>	<b>90.0%</b>	<b>90.7%</b>	<b>85.7%</b>	<b>85.9%</b>	<b>94.8%</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>29.3%</b>	<b>27.8%</b>	<b>31.7%</b>	*	<b>28.6%</b>	<b>30.7%</b>	<b>27.1%</b>	<b>46.7%</b>	*	<b>0.0%</b>	<b>35.0%</b>	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	<b>22.8%</b>	<b>33.9%</b>	<b>41.2%</b>	*	<b>0.0%</b>	<b>20.0%</b>

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>24.3%</b>	<b>24.1%</b>	<b>24.6%</b>	*	<b>31.3%</b>	*	<b>17.4%</b>	*	*	*	*	*
District	<b>18.7%</b>	<b>21.8%</b>	<b>15.6%</b>	*	<b>33.3%</b>	*	<b>12.5%</b>	*	*	*	*	*
State	<b>28.1%</b>	<b>28.5%</b>	<b>27.6%</b>	<b>87.5%</b>	<b>33.3%</b>	<b>8.8%</b>	<b>16.0%</b>	<b>58.0%</b>	<b>30.0%</b>	<b>20.5%</b>	<b>29.8%</b>	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	<b>5.8%</b>	<b>0.8%</b>	<b>6.9%</b>	<b>0.0%</b>	<b>16.7%</b>	<b>22.5%</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### Perkins Measures – Academic Proficiency Rate in Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>20.7%</b>	<b>25.9%</b>	<b>15.5%</b>	*	<b>31.3%</b>	*	<b>11.6%</b>	*	*	*	*	*
District	14.4%	20.0%	8.9%	*	30.4%	*	8.1%	*	*	*	*	*
State	25.8%	28.8%	21.9%	50.0%	30.8%	6.5%	12.9%	61.3%	30.0%	18.0%	25.2%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	4.3%	1.5%	4.6%	0.0%	6.4%	18.4%

### Perkins Measures – Academic Proficiency Rate in Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>19.2%</b>	<b>26.6%</b>	<b>11.8%</b>	*	<b>31.3%</b>	*	<b>9.9%</b>	*	*	*	*	*
District	16.9%	24.5%	9.3%	*	32.4%	*	10.8%	*	*	*	*	*
State	29.8%	34.2%	24.2%	100.0%	34.8%	9.5%	19.3%	52.9%	37.5%	31.3%	32.3%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	7.8%	1.6%	11.9%	0.0%	8.6%	22.8%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Career and Technical Education (cont)

### Perkins Measures - Postsecondary Placement Rate

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

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	*	*	*	*	*	*

### Perkins Measures - Nontraditional Program Enrollment Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>37.5%</b>	*	<b>74.7%</b>	*	<b>33.3%</b>	*	<b>40.7%</b>	*	*	*	*	*
District	<b>38.3%</b>	*	<b>74.5%</b>	*	<b>32.0%</b>	*	<b>40.8%</b>	*	*	*	*	*
State	<b>31.2%</b>	<b>8.8%</b>	<b>60.1%</b>	<b>0.0%</b>	<b>31.3%</b>	<b>35.6%</b>	<b>29.3%</b>	<b>26.6%</b>	<b>28.1%</b>	<b>23.9%</b>	<b>32.9%</b>	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>22.0%</b>	<b>33.9%</b>	*	*	*	*
District	<b>35.0%</b>	<b>41.3%</b>	*	*	*	*
State	<b>29.2%</b>	<b>30.4%</b>	<b>36.8%</b>	<b>50.0%</b>	<b>39.9%</b>	<b>32.6%</b>

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## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>71.2%</b>	<b>62.8%</b>	<b>79.7%</b>	<b>*</b>	<b>82.1%</b>	<b>*</b>	<b>64.5%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	69.3%	59.2%	79.1%	*	79.6%	*	66.5%	*	*	*	*	*
State	31.3%	33.5%	28.6%	33.3%	31.9%	28.8%	31.5%	31.3%	43.8%	31.4%	28.0%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>55.6%</b>	<b>61.1%</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	68.3%	65.3%	*	*	*	*
State	29.4%	29.9%	24.5%	16.7%	16.9%	35.2%

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	4.9%	4.6%	5.2%	0.0%	5.6%	4.7%	3.4%	3.0%	6.3%	7.0%	4.9%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	7.2%	3.5%	3.9%	33.3%	9.0%	5.2%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education

### CTE Participant - Total Count of CTE Participants

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>1,302</b>	<b>716</b>	<b>586</b>	<b>*</b>	<b>476</b>	<b>21</b>	<b>741</b>	<b>46</b>	<b>*</b>	<b>*</b>	<b>13</b>	<b>*</b>
District	2,563	1,392	1,171	*	596	34	1,838	65	*	*	19	*
State	265,268	148,376	116,503	389	148,403	33,272	60,201	12,961	219	526	9,686	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>147</b>	<b>148</b>	<b>11</b>	<b>*</b>	<b>*</b>	<b>14</b>
District	283	360	23	*	*	26
State	32,293	15,890	5,091	45	943	2,407

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	26,281	15,688	10,582	11	21,990	1,562	1,781	144	11	29	764	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	3,809	359	659	10	146	166

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>151</b>	<b>126</b>	<b>25</b>	<b>*</b>	<b>69</b>	<b>*</b>	<b>76</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	328	280	48	*	94	*	225	*	*	*	*	*
State	38,925	31,101	7,777	47	24,366	3,904	7,505	1,569	27	84	1,470	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>28</b>	<b>24</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	49	60	*	*	*	*
State	5,671	2,132	692	12	143	314

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	25,281	15,810	9,385	86	13,423	3,328	6,220	1,132	24	44	1,110	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	3,564	1,801	599	8	105	225

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## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>33</b>	<b>24</b>	<b>*</b>	<b>*</b>	<b>16</b>	<b>*</b>	<b>15</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	92	57	35	*	19	*	70	*	*	*	*	*
State	66,174	38,133	27,929	112	38,494	8,940	12,349	3,446	51	131	2,763	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	6,456	3,575	1,080	20	271	609

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	17,661	3,578	14,057	26	8,867	2,540	4,740	679	15	38	782	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	2,050	1,409	409	*	69	147

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>70</b>	<b>41</b>	<b>29</b>	<b>*</b>	<b>27</b>	<b>*</b>	<b>37</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	136	77	59	*	34	*	95	*	*	*	*	*
State	56,039	32,482	23,454	103	33,408	6,706	10,211	3,427	36	100	2,151	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	4,597	2,698	725	16	181	509

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	677	355	322	*	399	141	63	7	1	*	66	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	117	27	26	*	12	3

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	15,037	3,867	11,164	6	6,648	2,534	4,228	897	9	49	672	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	1,262	1,160	438	2	73	108

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	482	189	293	*	167	10	279	18	*	*	*	*
District	936	360	576	*	208	16	680	19	*	*	*	*
State	62,331	28,055	34,137	139	34,203	8,434	14,862	2,175	54	121	2,482	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	42	48	*	*	*	*
District	94	104	*	*	*	11
State	9,076	4,160	1,178	11	232	661

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>203</b>	<b>18</b>	<b>185</b>	<b>*</b>	<b>68</b>	<b>*</b>	<b>128</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	402	34	368	*	84	*	306	*	*	*	*	*
State	36,555	12,174	24,375	6	23,043	4,465	6,459	878	32	64	1,614	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>20</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	29	42	*	*	*	*
State	5,046	1,656	810	15	198	405

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>693</b>	<b>438</b>	<b>255</b>	<b>*</b>	<b>243</b>	<b>14</b>	<b>395</b>	<b>31</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	1,331	817	514	*	301	25	946	43	*	*	10	*
State	45,847	28,538	17,255	54	24,759	7,475	9,237	2,372	47	100	1,857	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>79</b>	<b>87</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>11</b>
District	137	207	*	*	*	14
State	5,829	2,919	1,021	13	218	491

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>5,102</b>	<b>2,573</b>	<b>2,529</b>	*	<b>2,156</b>	<b>1,131</b>	<b>1,350</b>	<b>161</b>	<b>4</b>	<b>15</b>	<b>285</b>	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	<b>654</b>	<b>438</b>	<b>182</b>	*	<b>27</b>	<b>29</b>

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>70</b>	<b>63</b>	*	*	<b>33</b>	*	<b>36</b>	*	*	*	*	*
District	<b>118</b>	<b>108</b>	<b>10</b>	*	<b>34</b>	*	<b>82</b>	*	*	*	*	*
State	<b>40,424</b>	<b>27,653</b>	<b>12,717</b>	<b>54</b>	<b>24,778</b>	<b>4,176</b>	<b>8,650</b>	<b>1,111</b>	<b>28</b>	<b>83</b>	<b>1,598</b>	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>11</b>	*	*	*	*	*
District	<b>18</b>	<b>15</b>	*	*	*	*
State	<b>6,209</b>	<b>2,536</b>	<b>733</b>	<b>10</b>	<b>155</b>	<b>344</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>157</b>	<b>109</b>	<b>48</b>	*	<b>56</b>	*	<b>89</b>	*	*	*	*	*
District	<b>300</b>	<b>210</b>	<b>90</b>	*	<b>74</b>	*	<b>209</b>	*	*	*	*	*
State	<b>30,296</b>	<b>18,139</b>	<b>12,153</b>	<b>4</b>	<b>17,813</b>	<b>2,901</b>	<b>6,183</b>	<b>2,036</b>	<b>21</b>	<b>67</b>	<b>1,275</b>	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>18</b>	<b>13</b>	*	*	*	*
District	<b>28</b>	<b>32</b>	*	*	*	*
State	<b>2,490</b>	<b>1,593</b>	<b>358</b>	<b>11</b>	<b>89</b>	<b>339</b>

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>75</b>	<b>67</b>	*	*	<b>40</b>	*	<b>29</b>	*	*	*	*	*
District	<b>123</b>	<b>111</b>	<b>12</b>	*	<b>47</b>	*	<b>66</b>	*	*	*	*	*
State	<b>23,586</b>	<b>18,269</b>	<b>5,265</b>	<b>52</b>	<b>11,532</b>	<b>2,754</b>	<b>5,969</b>	<b>2,279</b>	<b>21</b>	<b>53</b>	<b>978</b>	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	<b>2,433</b>	<b>1,680</b>	<b>368</b>	*	<b>74</b>	<b>154</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>132</b>	<b>121</b>	<b>11</b>	<b>*</b>	<b>59</b>	<b>*</b>	<b>68</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	279	254	25	*	73	*	201	*	*	*	*	*
State	28,219	24,133	4,020	66	15,841	2,929	7,592	776	18	69	994	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>24</b>	<b>21</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	42	50	*	*	*	*
State	4,932	2,389	547	1	94	254

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education

### CTE Concentrator - Total Count of CTE Concentrators

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>574</b>	<b>293</b>	<b>281</b>	<b>*</b>	<b>231</b>	<b>*</b>	<b>302</b>	<b>22</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	1,103	546	557	*	281	12	767	28	*	*	11	*
State	106,122	59,746	46,338	38	62,866	11,794	22,407	5,187	82	184	3,602	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>50</b>	<b>56</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	103	126	*	*	*	15
State	12,941	4,696	1,904	16	286	874

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	18,535	11,296	7,231	8	15,997	849	1,110	90	7	19	463	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	2,693	197	488	3	88	109

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>95</b>	<b>82</b>	<b>13</b>	<b>*</b>	<b>40</b>	<b>*</b>	<b>47</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	201	178	23	*	56	*	136	*	*	*	*	*
State	26,458	21,788	4,665	5	17,557	2,173	4,553	1,214	19	54	888	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>12</b>	<b>12</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	25	32	*	*	*	*
State	3,555	986	411	10	61	208

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	15,359	10,574	4,783	2	9,682	1,313	3,101	650	8	17	588	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	2,157	619	257	10	33	143

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>77</b>	<b>62</b>	<b>15</b>	<b>*</b>	<b>33</b>	<b>*</b>	<b>37</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	144	107	37	*	38	*	96	*	*	*	*	*
State	40,934	24,921	16,009	4	27,151	4,139	6,292	1,762	35	76	1,479	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	4,362	1,393	650	13	115	341

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	11,335	1,532	9,799	4	6,143	1,396	2,963	381	8	18	426	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	1,274	594	205	*	29	108

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>66</b>	<b>46</b>	<b>20</b>	<b>*</b>	<b>28</b>	<b>*</b>	<b>34</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	116	77	39	*	31	*	80	*	*	*	*	*
State	33,875	20,774	13,098	3	22,706	3,143	5,043	1,668	34	50	1,231	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	3,037	1,027	447	12	83	290

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*	*	*	*	*	*	*
State	111	57	54	*	96	6	5	1	*	*	3	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	*	*	*	*	*	*
State	24	*	2	*	1	1

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>6,374</b>	<b>1,366</b>	<b>5,005</b>	<b>3</b>	<b>3,023</b>	<b>965</b>	<b>1,665</b>	<b>443</b>	<b>4</b>	<b>21</b>	<b>253</b>	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	<b>427</b>	<b>339</b>	<b>165</b>	*	<b>23</b>	<b>48</b>

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>406</b>	<b>169</b>	<b>237</b>	*	<b>154</b>	*	<b>222</b>	<b>13</b>	*	*	*	*
District	<b>774</b>	<b>305</b>	<b>469</b>	*	<b>182</b>	<b>12</b>	<b>552</b>	<b>16</b>	*	*	<b>10</b>	*
State	<b>48,719</b>	<b>22,623</b>	<b>26,075</b>	<b>21</b>	<b>28,292</b>	<b>6,328</b>	<b>10,485</b>	<b>1,592</b>	<b>38</b>	<b>77</b>	<b>1,907</b>	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>36</b>	<b>42</b>	*	*	*	*
District	<b>76</b>	<b>89</b>	*	*	*	<b>12</b>
State	<b>7,152</b>	<b>2,419</b>	<b>902</b>	<b>8</b>	<b>153</b>	<b>487</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>184</b>	<b>15</b>	<b>169</b>	<b>*</b>	<b>68</b>	<b>*</b>	<b>104</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	344	23	321	*	77	*	253	*	*	*	*	*
State	27,327	9,541	17,784	2	18,283	2,817	4,470	579	23	45	1,110	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>*</b>	<b>16</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	22	34	*	*	*	*
State	3,902	987	588	13	105	228

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>461</b>	<b>257</b>	<b>204</b>	<b>*</b>	<b>182</b>	<b>*</b>	<b>242</b>	<b>19</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	944	496	448	*	224	12	669	25	*	*	11	*
State	32,222	20,745	11,471	6	21,112	3,112	5,181	1,603	25	59	1,130	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>41</b>	<b>44</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	92	111	*	*	*	14
State	3,935	1,174	521	11	105	301

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>1,737</b>	<b>881</b>	<b>856</b>	*	<b>889</b>	<b>230</b>	<b>466</b>	<b>81</b>	<b>3</b>	<b>5</b>	<b>63</b>	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	<b>177</b>	<b>29</b>	<b>37</b>	*	*	<b>8</b>

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>108</b>	<b>96</b>	<b>12</b>	*	<b>50</b>	*	<b>49</b>	*	*	*	*	*
District	<b>191</b>	<b>173</b>	<b>18</b>	*	<b>64</b>	*	<b>118</b>	*	*	*	*	*
State	<b>25,315</b>	<b>17,482</b>	<b>7,831</b>	<b>2</b>	<b>16,875</b>	<b>2,222</b>	<b>4,573</b>	<b>691</b>	<b>18</b>	<b>38</b>	<b>898</b>	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>10</b>	*	*	*	*	*
District	<b>20</b>	<b>21</b>	*	*	*	*
State	<b>3,761</b>	<b>978</b>	<b>447</b>	<b>3</b>	<b>70</b>	<b>212</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>157</b>	<b>109</b>	<b>48</b>	*	<b>56</b>	*	<b>89</b>	*	*	*	*	*
District	<b>300</b>	<b>210</b>	<b>90</b>	*	<b>74</b>	*	<b>209</b>	*	*	*	*	*
State	<b>30,296</b>	<b>18,139</b>	<b>12,153</b>	<b>4</b>	<b>17,813</b>	<b>2,901</b>	<b>6,183</b>	<b>2,036</b>	<b>21</b>	<b>67</b>	<b>1,275</b>	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>18</b>	<b>13</b>	*	*	*	*
District	<b>28</b>	<b>32</b>	*	*	*	*
State	<b>2,490</b>	<b>1,593</b>	<b>358</b>	<b>11</b>	<b>89</b>	<b>339</b>

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>52</b>	<b>46</b>	*	*	<b>30</b>	*	<b>17</b>	*	*	*	*	*
District	<b>84</b>	<b>77</b>	*	*	<b>37</b>	*	<b>40</b>	*	*	*	*	*
State	<b>15,173</b>	<b>12,343</b>	<b>2,827</b>	<b>3</b>	<b>8,146</b>	<b>1,321</b>	<b>3,606</b>	<b>1,496</b>	<b>16</b>	<b>28</b>	<b>560</b>	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	*	*	*	*	*	*
District	*	*	*	*	*	*
State	<b>1,468</b>	<b>576</b>	<b>177</b>	<b>1</b>	<b>31</b>	<b>102</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>129</b>	<b>120</b>	<b>*</b>	<b>*</b>	<b>55</b>	<b>*</b>	<b>67</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	252	233	19	*	73	*	171	*	*	*	*	*
State	18,427	16,256	2,168	3	11,146	1,654	4,520	487	12	35	573	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>19</b>	<b>18</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
District	31	38	*	*	*	*
State	3,140	1,083	332	*	43	175

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## High School Graduation Rate

### What is it?

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

### 4 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>81.6%</b>	<b>78.8%</b>	<b>84.6%</b>	<b>*</b>	<b>82.2%</b>	<b>‡</b>	<b>79.7%</b>	<b>95.7%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>66.2%</b>
District	82.2%	78.6%	85.9%	*	83.7%	100.0%	80.8%	96.8%	‡	‡	‡	66.4%
State	87.3%	85.0%	89.7%	94.7%	90.5%	79.5%	85.0%	94.8%	86.3%	80.1%	84.4%	77.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>63.1%</b>	<b>59.6%</b>	<b>76.0%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	63.6%	64.8%	78.0%	47.6%	*	‡	63.6%
State	72.1%	76.8%	80.1%	67.3%	83.3%	51.8%	88.4%

### 5 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>86.2%</b>	<b>83.2%</b>	<b>89.2%</b>	<b>*</b>	<b>87.0%</b>	<b>‡</b>	<b>85.9%</b>	<b>80.0%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>68.9%</b>
District	85.5%	82.9%	88.3%	*	87.6%	87.5%	84.7%	86.4%	*	‡	75.0%	68.5%
State	88.8%	86.4%	91.2%	*	91.8%	81.6%	86.5%	96.3%	89.8%	81.3%	85.2%	79.6%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## High School Graduation Rate (cont)

### 5 Year

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>71.9%</b>	<b>76.9%</b>	<b>79.5%</b>	<b>72.7%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
District	69.5%	73.0%	80.9%	65.2%	*	‡	‡
State	75.2%	79.5%	82.5%	69.6%	60.0%	60.5%	90.7%

### 6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>90.4%</b>	<b>89.6%</b>	<b>91.4%</b>	<b>*</b>	<b>92.0%</b>	<b>81.8%</b>	<b>88.6%</b>	<b>96.2%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>78.9%</b>
District	89.4%	87.6%	91.3%	*	89.8%	78.6%	89.2%	91.7%	‡	‡	90.0%	70.9%
State	90.1%	87.9%	92.4%	*	92.7%	83.7%	88.3%	96.2%	92.7%	84.9%	87.6%	82.2%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>83.3%</b>	<b>80.8%</b>	<b>90.5%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
District	72.9%	76.9%	89.6%	64.7%	*	*	‡
State	77.6%	81.8%	84.8%	72.8%	65.5%	59.3%	93.4%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Postsecondary Enrollment

### What is it?

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

### 12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
<b>School</b>	<b>70.3%</b>	<b>*</b>	<b>*</b>	<b>28.8%</b>	<b>41.5%</b>	<b>0.0%</b>
District	67.0%	*	*	24.2%	42.7%	0.0%
State	64.3%	*	*	38.2%	26.1%	0.0%

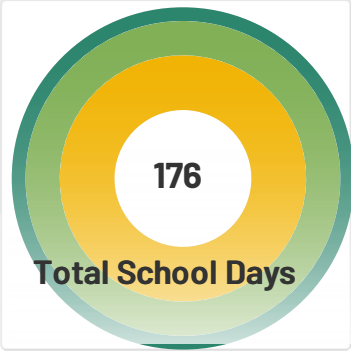
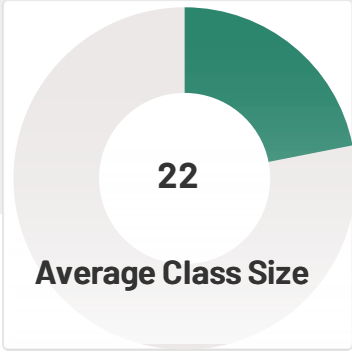
### 16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
<b>School</b>	<b>70.5%</b>	<b>*</b>	<b>*</b>	<b>28.8%</b>	<b>41.7%</b>	<b>0.0%</b>
District	67.2%	*	*	24.2%	43.0%	0.0%
State	65.1%	*	*	38.4%	26.8%	0.0%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

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



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

## Illinois Youth Survey

### What is it?

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

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

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# School Environment

## School Level Finances

### What is it?

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

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
<b>School</b>	<b>1,763</b>	<b>\$617</b>	<b>\$14,180</b>	<b>\$14,797</b>	<b>\$224</b>	<b>\$9,648</b>	<b>\$9,873</b>	<b>\$842</b>	<b>\$23,828</b>	<b>\$24,670</b>	<b>*</b>	<b>*</b>
District	3,439	\$1,330	\$14,656	\$15,986	\$224	\$9,648	\$9,873	\$1,554	\$24,304	\$25,859	\$15,175,569	\$104,103,599

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## District Finances

### What is it?

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

### Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	<b>77.0%</b> \$83,235,389	<b>8.0%</b> \$8,618,457	<b>9.0%</b> \$9,772,391	<b>2.1%</b> \$2,303,027	<b>3.8%</b> \$4,112,380	<b>\$108,041,644</b>
State	<b>60.6%</b>	<b>4.0%</b>	<b>21.3%</b>	<b>4.7%</b>	<b>9.5%</b>	*

### Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	<b>43.9%</b>	<b>2.4%</b>	<b>32.0%</b>	<b>21.7%</b>
State	<b>48.2%</b>	<b>2.3%</b>	<b>29.1%</b>	<b>20.4%</b>

### Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	<b>69.0%</b> \$61,537,828	<b>6.6%</b> \$5,926,613	<b>3.7%</b> \$3,316,216	<b>9.5%</b> \$8,493,006	<b>0.0%</b> \$1,772	<b>2.9%</b> \$2,581,636	<b>0.0%</b> \$-2,900	<b>8.2%</b> \$7,273,665	<b>\$89,127,836</b>
State	<b>71.3%</b>	<b>7.1%</b>	<b>2.9%</b>	<b>8.5%</b>	<b>1.2%</b>	<b>1.9%</b>	<b>0.6%</b>	<b>6.5%</b>	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## District Finances (cont)

### Other Financial Indicators

	2019 Equalized Assessed Valuation per Pupil	2019 Total School Tax Rate per \$100	2020-21 Instructional Expenditure per Pupil	2020-21 Operating Expenditure per Pupil
District	<b>\$849,314</b>	<b>2.9</b>	<b>\$12,751</b>	<b>\$22,959</b>
State	*	*	<b>\$9,703</b>	<b>\$16,029</b>

## Average Class Size

### What is it?

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

	Grade 9	Grade 10	Grade 11	Grade 12	Grades 9-12	Overall
<b>School</b>	<b>21</b>	<b>24</b>	<b>23</b>	<b>21</b>	<b>*</b>	<b>21</b>
District	<b>22</b>	<b>24</b>	<b>24</b>	<b>22</b>	<b>*</b>	<b>22</b>
State	<b>22</b>	<b>21</b>	<b>21</b>	<b>20</b>	<b>21</b>	<b>21</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Total School Days

### What is it?

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

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

## Health and Wellness

### What is it?

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

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

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

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

**1,762**

**Student Enrollment**

**40.0%**

**Chronic Absenteeism**

**1.8%**

**Dropout Rate**

## Student Enrollment

### What is it?

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

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

### By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>100.0%</b> <b>1,762</b>	<b>51.5%</b> <b>908</b>	<b>48.5%</b> <b>854</b>	<b>0.0%</b> <b>*</b>	<b>34.6%</b> <b>610</b>	<b>1.2%</b> <b>22</b>	<b>59.3%</b> <b>1,045</b>	<b>3.5%</b> <b>62</b>	‡ ‡	‡ ‡	<b>0.9%</b> <b>16</b>	<b>14.3%</b> <b>252</b>
District	<b>100.0%</b> 3,392	<b>52.0%</b> 1,763	<b>48.0%</b> 1,629	<b>0.0%</b> *	<b>24.0%</b> 814	<b>1.3%</b> 43	<b>70.8%</b> 2,403	<b>2.7%</b> 92	‡ ‡	<b>0.3%</b> 10	<b>0.7%</b> 25	<b>16.2%</b> 550
State	<b>100.0%</b> 1,869,325	<b>51.4%</b> 959,975	<b>48.6%</b> 909,276	<b>0.0%</b> 74	<b>46.4%</b> 866,540	<b>16.6%</b> 310,464	<b>27.2%</b> 508,549	<b>5.4%</b> 100,564	<b>0.1%</b> 1,851	<b>0.3%</b> 4,756	<b>4.1%</b> 76,601	<b>20.3%</b> 378,912

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>School</b>	<b>10.6%</b> <b>187</b>	<b>17.8%</b> <b>313</b>	<b>40.9%</b> <b>720</b>	<b>0.8%</b> <b>14</b>	<b>0.0%</b> <b>*</b>	‡ ‡	<b>0.9%</b> <b>15</b>
District	<b>13.7%</b> 465	<b>15.7%</b> 534	<b>44.0%</b> 1,492	<b>0.9%</b> 30	<b>0.0%</b> *	‡ ‡	<b>0.6%</b> 22
State	<b>16.5%</b> 307,555	<b>13.7%</b> 255,367	<b>46.5%</b> 869,330	<b>2.0%</b> 36,543	<b>0.0%</b> 343	<b>0.7%</b> 13,324	<b>0.8%</b> 14,220

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	<b>497</b>	<b>460</b>	<b>437</b>	<b>368</b>
District	<b>958</b>	<b>847</b>	<b>823</b>	<b>764</b>
State	<b>157,008</b>	<b>149,133</b>	<b>146,066</b>	<b>149,597</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs

### What is it?

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

### Students Enrolled in Accelerated Placement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>8.5%</b> 165,594	<b>8.0%</b> 79,982	<b>9.1%</b> 85,528	<b>5.8%</b> 84	<b>7.2%</b> 64,447	<b>6.2%</b> 20,363	<b>9.7%</b> 51,280	<b>21.5%</b> 22,540	<b>15.2%</b> 290	<b>7.6%</b> 368	<b>7.8%</b> 6,306	<b>5.3%</b> 18,800

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>2.8%</b> 7,916	<b>3.8%</b> 10,296	<b>6.7%</b> 61,947	<b>5.4%</b> 2,318	<b>1.6%</b> 232

### Students Enrolled in Accelerated Placement - ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.5%</b> 9,274	<b>0.3%</b> 3,409	<b>0.6%</b> 5,855	<b>0.7%</b> 10	<b>0.5%</b> 4,396	<b>0.3%</b> 1,144	<b>0.5%</b> 2,685	<b>0.6%</b> 637	<b>0.4%</b> 7	<b>0.2%</b> 11	<b>0.5%</b> 394	<b>0.3%</b> 1,060

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - ELA

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	<b>0.1%</b> 400	<b>0.1%</b> 400	<b>0.3%</b> 3,006	<b>0.3%</b> 149	<b>0.1%</b> 21

### Students Enrolled in Accelerated Placement - Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>1.3%</b> 24,369	<b>1.4%</b> 14,394	<b>1.1%</b> 9,946	<b>2.0%</b> 29	<b>1.4%</b> 12,824	<b>0.3%</b> 890	<b>0.9%</b> 4,686	<b>4.4%</b> 4,613	<b>1.5%</b> 29	<b>1.2%</b> 60	<b>1.6%</b> 1,267	<b>0.6%</b> 2,159

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	<b>0.3%</b> 808	<b>0.6%</b> 1,578	<b>0.6%</b> 5,252	<b>0.3%</b> 111	<b>0.1%</b> 19

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - Multiple Subjects

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>5.6%</b> 108,934	<b>5.0%</b> 50,021	<b>6.3%</b> 58,870	<b>2.9%</b> 43	<b>4.4%</b> 39,069	<b>4.5%</b> 14,721	<b>6.6%</b> 34,997	<b>15.0%</b> 15,752	<b>12.3%</b> 235	<b>5.0%</b> 244	<b>4.8%</b> 3,916	<b>3.2%</b> 11,406

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>1.4%</b> 4,007	<b>1.8%</b> 4,965	<b>4.6%</b> 42,912	<b>3.4%</b> 1,461	<b>0.9%</b> 126

### Students Enrolled in Accelerated Placement - Whole Grade

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.1%</b> 1,280	<b>0.1%</b> 620	<b>0.1%</b> 660	<b>0.0%</b> 0	<b>0.1%</b> 607	<b>0.1%</b> 197	<b>0.0%</b> 104	<b>0.2%</b> 251	<b>0.0%</b> 0	<b>0.0%</b> 0	<b>0.1%</b> 121	<b>0.0%</b> 81

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Students Enrolled in Accelerated Placement - Whole Grade

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	<b>0.0%</b> 26	<b>0.0%</b> 42	<b>0.0%</b> 289	<b>0.0%</b> 2	<b>0.0%</b> 1

### Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>24.4%</b> <b>433</b>	<b>18.2%</b> <b>167</b>	<b>31.1%</b> <b>266</b>	* *	<b>29.7%</b> <b>194</b>	‡ ‡	<b>20.5%</b> <b>205</b>	<b>39.7%</b> <b>27</b>	‡ ‡	‡ ‡	‡ ‡	<b>5.0%</b> <b>16</b>
District	<b>23.5%</b> 842	<b>17.3%</b> 323	<b>30.2%</b> 519	* *	<b>29.2%</b> 247	‡ ‡	<b>21.2%</b> 539	<b>45.0%</b> 45	‡ ‡	‡ ‡	‡ ‡	<b>3.7%</b> 22
State	<b>22.2%</b> 136,701	<b>18.8%</b> 59,465	<b>25.7%</b> 76,999	<b>31.9%</b> 237	<b>23.2%</b> 66,464	<b>12.6%</b> 12,696	<b>20.5%</b> 35,457	<b>51.9%</b> 16,825	<b>32.4%</b> 210	<b>17.6%</b> 262	<b>22.2%</b> 4,787	<b>9.3%</b> 11,353

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	‡ ‡	<b>4.0%</b> <b>10</b>	<b>19.3%</b> <b>149</b>	‡ ‡	* *
District	‡ ‡	<b>5.0%</b> 30	<b>19.0%</b> 318	‡ ‡	* *
State	<b>2.8%</b> 2,484	<b>6.8%</b> 3,404	<b>14.8%</b> 40,874	<b>7.6%</b> 1,138	<b>2.9%</b> 94

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Students Enrolled in IB Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>1.0%</b> 6,054	<b>0.7%</b> 2,344	<b>1.2%</b> 3,710	<b>0.0%</b> 0	<b>0.4%</b> 1,090	<b>1.6%</b> 1,644	<b>1.6%</b> 2,808	<b>1.1%</b> 355	<b>1.8%</b> 12	<b>1.5%</b> 23	<b>0.6%</b> 122	<b>0.5%</b> 590

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
State	<b>0.2%</b> 189	<b>0.4%</b> 197	<b>1.4%</b> 3,902	<b>1.0%</b> 154	<b>0.6%</b> 19

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>57.7%</b> 1,021	<b>51.8%</b> 475	<b>63.9%</b> 546	* *	<b>65.1%</b> 425	<b>44.0%</b> 11	<b>52.3%</b> 522	<b>73.5%</b> 50	‡ ‡	‡ ‡	‡ ‡	<b>22.0%</b> 71
District	<b>55.7%</b> 1,998	<b>50.3%</b> 938	<b>61.6%</b> 1,060	* *	<b>63.4%</b> 537	<b>37.0%</b> 17	<b>52.9%</b> 1,348	<b>73.0%</b> 73	‡ ‡	‡ ‡	<b>44.4%</b> 12	<b>19.4%</b> 117
State	<b>19.8%</b> 384,714	<b>18.1%</b> 180,719	<b>21.6%</b> 203,343	<b>44.7%</b> 652	<b>21.8%</b> 194,193	<b>13.3%</b> 43,602	<b>17.9%</b> 94,705	<b>34.4%</b> 36,095	<b>23.9%</b> 455	<b>17.0%</b> 828	<b>18.3%</b> 14,836	<b>11.6%</b> 41,302

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	<b>13.5%</b> <b>35</b>	<b>18.5%</b> <b>46</b>	<b>51.0%</b> <b>394</b>	‡ ‡	‡ ‡
District	14.4% 74	20.5% 123	50.4% 844	30.6% 15	‡ ‡
State	6.3% 17,755	6.0% 16,214	13.5% 125,534	10.4% 4,460	4.3% 639

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>23.1%</b> <b>409</b>	<b>26.4%</b> <b>242</b>	<b>19.6%</b> <b>167</b>	* *	<b>26.8%</b> <b>175</b>	‡ ‡	<b>20.9%</b> <b>209</b>	<b>25.0%</b> <b>17</b>	‡ ‡	‡ ‡	‡ ‡	<b>14.0%</b> <b>45</b>
District	24.4% 875	25.3% 472	23.4% 403	* *	26.1% 221	‡ ‡	24.1% 615	26.0% 26	‡ ‡	‡ ‡	‡ ‡	12.8% 77
State	13.1% 80,917	13.0% 41,004	13.3% 39,900	1.7% 13	16.9% 48,578	8.5% 8,542	9.3% 16,045	14.9% 4,849	9.4% 61	9.1% 135	12.5% 2,707	8.5% 10,392

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	<b>13.8%</b> <b>36</b>	<b>12.0%</b> <b>30</b>	<b>20.4%</b> <b>158</b>	‡ ‡	* *
District	12.4% 64	12.7% 76	22.4% 374	‡ ‡	* *
State	6.5% 5,733	5.9% 2,960	8.9% 24,704	8.0% 1,196	4.4% 146

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

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

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>School</b>	*	*	*	*
District	*	*	*	*
State	<b>16,077</b>	<b>8,983</b>	<b>14,916</b>	<b>8,430</b>

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

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>School</b>	<b>161</b>	<b>68</b>	<b>126</b>	<b>50</b>
District	<b>332</b>	<b>166</b>	<b>245</b>	<b>118</b>
State	<b>47,189</b>	<b>29,003</b>	<b>22,853</b>	<b>14,471</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

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

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>School</b>	<b>471</b>	<b>257</b>	<b>115</b>	<b>84</b>
District	957	504	232	165
State	155,940	96,101	39,509	26,229

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

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>School</b>	<b>1,014</b>	<b>453</b>	<b>168</b>	<b>102</b>
District	1,845	879	302	192
State	307,079	201,928	39,341	29,765

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	<b>26</b>	<b>176</b>	<b>225</b>	<b>252</b>
District	40	344	475	520
State	22,770	32,659	62,725	76,218

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

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15,450	6,403	1,980	4,044	2,261	29	65	668	1,060

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	‡	*
District	‡	*	‡	*	‡	*
State	254	*	313	*	5,241	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

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

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>144</b>	<b>78</b>	‡	<b>55</b>	‡	‡	‡	‡	‡
District	<b>277</b>	<b>100</b>	‡	<b>159</b>	<b>14</b>	‡	‡	‡	‡
State	<b>25,323</b>	<b>11,877</b>	<b>2,417</b>	<b>6,347</b>	<b>3,593</b>	<b>35</b>	<b>44</b>	<b>1,010</b>	<b>1,923</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	<b>50</b>	*
District	‡	*	‡	*	<b>104</b>	*
State	<b>371</b>	*	<b>543</b>	*	<b>7,608</b>	*

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

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>125</b>	<b>52</b>	‡	<b>66</b>	‡	‡	‡	‡	‡
District	<b>249</b>	<b>64</b>	‡	<b>173</b>	<b>11</b>	‡	‡	‡	‡
State	<b>45,254</b>	<b>22,249</b>	<b>3,876</b>	<b>12,195</b>	<b>5,252</b>	<b>89</b>	<b>73</b>	<b>1,520</b>	<b>3,844</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	<b>42</b>	*
District	‡	*	‡	*	<b>97</b>	*
State	<b>773</b>	*	<b>1,235</b>	*	<b>13,754</b>	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Advanced Academic Programs (cont)

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

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>163</b>	<b>64</b>	‡	<b>83</b>	<b>14</b>	‡	‡	‡	‡
District	<b>314</b>	<b>82</b>	‡	<b>206</b>	<b>20</b>	‡	‡	‡	<b>10</b>
State	<b>50,674</b>	<b>25,935</b>	<b>4,423</b>	<b>12,871</b>	<b>5,719</b>	<b>57</b>	<b>80</b>	<b>1,589</b>	<b>4,526</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	<b>56</b>	*
District	‡	*	<b>17</b>	*	<b>116</b>	*
State	<b>1,086</b>	*	<b>1,313</b>	*	<b>14,271</b>	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

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

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	171	48	83	19	10	0	0	11	11

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	‡	*	‡	*
District	‡	*	‡	*	‡	*
State	4	*	3	*	75	*

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

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	194	33	104	37	15	0	0	5	18

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	‡	*	‡	*
District	‡	*	‡	*	‡	*
State	12	*	7	*	123	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

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

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	2,942	565	701	1,430	172	10	12	52	317

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	‡	*	‡	*
District	‡	*	‡	*	‡	*
State	95	*	99	*	1,864	*

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

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	2,747	444	756	1,322	158	2	11	54	244

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	‡	*	‡	*
District	‡	*	‡	*	‡	*
State	78	*	88	*	1,840	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Dual Credit Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>25</b>	<b>15</b>	‡	<b>10</b>	‡	‡	‡	‡	‡
District	<b>38</b>	<b>15</b>	‡	<b>22</b>	‡	‡	‡	‡	‡
State	<b>7,918</b>	<b>3,252</b>	<b>2,194</b>	<b>1,756</b>	<b>419</b>	<b>8</b>	<b>17</b>	<b>272</b>	<b>1,015</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	<b>11</b>	*
District	‡	*	‡	*	<b>16</b>	*
State	<b>635</b>	*	<b>552</b>	*	<b>3,427</b>	*

### Dual Credit Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>60</b>	<b>23</b>	‡	<b>30</b>	‡	‡	‡	‡	‡
District	<b>124</b>	<b>27</b>	‡	<b>86</b>	‡	‡	‡	‡	‡
State	<b>9,112</b>	<b>4,937</b>	<b>1,025</b>	<b>2,220</b>	<b>595</b>	<b>5</b>	<b>19</b>	<b>311</b>	<b>1,251</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	‡	*	‡	*	<b>29</b>	*
District	‡	*	‡	*	<b>59</b>	*
State	<b>739</b>	*	<b>517</b>	*	<b>3,104</b>	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Dual Credit Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>155</b>	<b>67</b>	‡	<b>84</b>	‡	‡	‡	‡	<b>18</b>
District	<b>343</b>	<b>87</b>	‡	<b>249</b>	‡	‡	‡	‡	<b>30</b>
State	<b>23,791</b>	<b>14,980</b>	<b>2,050</b>	<b>4,480</b>	<b>1,406</b>	<b>18</b>	<b>40</b>	<b>817</b>	<b>2,946</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	<b>14</b>	*	<b>17</b>	*	<b>58</b>	*
District	<b>23</b>	*	<b>38</b>	*	<b>148</b>	*
State	<b>1,587</b>	*	<b>739</b>	*	<b>7,266</b>	*

### Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>169</b>	<b>70</b>	‡	<b>85</b>	<b>10</b>	‡	‡	‡	<b>21</b>
District	<b>370</b>	<b>92</b>	‡	<b>258</b>	<b>14</b>	‡	‡	‡	<b>40</b>
State	<b>40,096</b>	<b>25,409</b>	<b>3,273</b>	<b>7,589</b>	<b>2,429</b>	<b>30</b>	<b>59</b>	<b>1,307</b>	<b>5,180</b>

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
<b>School</b>	<b>17</b>	*	‡	*	<b>60</b>	*
District	<b>35</b>	*	<b>31</b>	*	<b>151</b>	*
State	<b>2,772</b>	*	<b>1,152</b>	*	<b>10,907</b>	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Gifted Students

### What is it?

This shows the number and percentage of students who have been assessed for giftedness. The current guidelines within which gifted education programs operate was established with reauthorization of the Elementary and Secondary Education Act in 1988 and passage of the Jacob Javits Gifted and Talented Students Education Act. At the federal level, the program supports "evidence-based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools nationwide to identify gifted and talented students and meet their special educational needs." Within Illinois, school districts define both the criteria for "giftedness" and the assessments used to measure it, and self-report data on their programs of gifted education.

### Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>6.5%</b> 125,984	<b>6.4%</b> 64,278	<b>6.6%</b> 61,684	<b>1.5%</b> 22	<b>6.7%</b> 59,326	<b>4.1%</b> 13,504	<b>5.0%</b> 26,428	<b>18.7%</b> 19,584	<b>7.2%</b> 137	<b>6.9%</b> 337	<b>8.2%</b> 6,668	<b>5.7%</b> 20,436

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>4.9%</b> 13,939	<b>5.4%</b> 14,653	<b>4.3%</b> 39,577	<b>2.4%</b> 1,025	<b>2.6%</b> 378

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.8%</b> 15,425	<b>0.8%</b> 7,974	<b>0.8%</b> 7,447	<b>0.3%</b> 4	<b>0.9%</b> 7,868	<b>0.3%</b> 893	<b>0.5%</b> 2,539	<b>3.1%</b> 3,215	<b>0.6%</b> 12	<b>1.0%</b> 47	<b>1.0%</b> 851	<b>0.5%</b> 1,859

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Gifted Students (cont)

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	<b>0.4%</b> 997	<b>0.4%</b> 972	<b>0.3%</b> 3,030	<b>0.1%</b> 55	<b>0.1%</b> 15

### Students Identified As Gifted

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>2.4%</b> 46,332	<b>2.4%</b> 23,874	<b>2.4%</b> 22,449	<b>0.6%</b> 9	<b>2.5%</b> 21,975	<b>0.9%</b> 2,920	<b>1.3%</b> 6,782	<b>11.5%</b> 12,042	<b>3.3%</b> 63	<b>2.0%</b> 98	<b>3.0%</b> 2,452	<b>1.3%</b> 4,476

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
	*	*	*	*	*
District	*	*	*	*	*
	*	*	*	*	*
State	<b>0.6%</b> 1,599	<b>0.5%</b> 1,279	<b>0.9%</b> 8,598	<b>0.4%</b> 184	<b>0.1%</b> 20

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Gifted Students (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	<b>0.5%</b> 8,965	<b>0.5%</b> 4,706	<b>0.5%</b> 4,258	<b>0.1%</b> 1	<b>0.5%</b> 4,393	<b>0.1%</b> 390	<b>0.2%</b> 1,124	<b>2.3%</b> 2,463	<b>0.5%</b> 9	<b>0.5%</b> 23	<b>0.7%</b> 563	<b>0.2%</b> 726

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
<b>School</b>	*	*	*	*	*
District	*	*	*	*	*
State	<b>0.1%</b> 255	<b>0.1%</b> 171	<b>0.1%</b> 1,352	<b>0.0%</b> 17	<b>0.0%</b> 2

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## English Learners

### What is it?

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

### EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
<b>School</b>	*	<b>100.0%</b> <b>201</b>	<b>1.5%</b> <b>*</b>	<b>*</b> <b>168</b>
District	*	<b>100.0%</b> 465	<b>1.3%</b> *	<b>*</b> 444
State	*	<b>100.0%</b> 229,014	<b>6.1%</b> *	<b>*</b> 47,572

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Student Attendance

### What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>88.2%</b>	<b>88.1%</b>	<b>88.3%</b>	*	<b>88.0%</b>	<b>88.0%</b>	<b>88.0%</b>	<b>93.3%</b>	<b>97.5%</b>	<b>94.7%</b>	<b>82.8%</b>	<b>86.4%</b>
District	88.9%	89.2%	88.5%	*	88.1%	89.0%	89.1%	92.7%	93.3%	88.4%	79.6%	86.7%
State	90.8%	90.9%	90.8%	93.0%	92.8%	86.5%	89.4%	94.2%	91.3%	89.5%	90.7%	88.8%

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>86.6%</b>	<b>86.6%</b>	<b>86.8%</b>
District	87.1%	87.3%	87.3%
State	88.4%	90.1%	88.1%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Student Mobility Rate

### What is it?

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

### Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>19.1%</b>	<b>21.4%</b>	<b>16.7%</b>	<b>*</b>	<b>15.8%</b>	<b>‡</b>	<b>21.6%</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>26.8%</b>
District	19.5%	22.0%	16.6%	*	16.7%	‡	20.6%	‡	‡	‡	‡	25.1%
State	7.6%	7.9%	7.3%	2.9%	5.2%	13.8%	7.7%	7.1%	9.6%	10.2%	8.9%	7.2%

	Students with IEPs	English Learners	Low Income	Homeless
<b>School</b>	<b>24.5%</b>	<b>29.2%</b>	<b>23.2%</b>	<b>59.1%</b>
District	23.1%	25.8%	23.3%	54.8%
State	8.0%	9.5%	10.2%	25.7%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Chronic Absenteeism Rate

### What is it?

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

### By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>40.0%</b>	<b>39.2%</b>	<b>40.8%</b>	*	<b>38.4%</b>	<b>45.8%</b>	<b>41.7%</b>	<b>23.8%</b>	‡	‡	<b>64.7%</b>	<b>41.2%</b>
District	<b>38.5%</b>	<b>37.1%</b>	<b>40.0%</b>	*	<b>39.1%</b>	<b>44.4%</b>	<b>38.5%</b>	<b>24.2%</b>	‡	‡	<b>61.5%</b>	<b>42.1%</b>
State	<b>29.8%</b>	<b>29.5%</b>	<b>30.2%</b>	<b>20.9%</b>	<b>21.2%</b>	<b>47.9%</b>	<b>36.1%</b>	<b>15.8%</b>	<b>28.0%</b>	<b>36.4%</b>	<b>30.6%</b>	<b>37.3%</b>

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>39.3%</b>	<b>43.3%</b>	<b>44.0%</b>
District	<b>39.8%</b>	<b>40.4%</b>	<b>43.4%</b>
State	<b>38.9%</b>	<b>34.5%</b>	<b>42.0%</b>

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	<b>36.0%</b>	<b>38.7%</b>	<b>42.5%</b>	<b>47.5%</b>
District	<b>34.8%</b>	<b>35.4%</b>	<b>41.8%</b>	<b>47.3%</b>
State	<b>32.7%</b>	<b>35.4%</b>	<b>38.6%</b>	<b>43.6%</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Dropout Rate

### What is it?

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

### By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	1.8%	2.0%	1.6%	‡	2.0%	‡	1.8%	‡	‡	‡	‡	‡
District	1.8%	2.0%	1.6%	‡	1.8%	‡	1.8%	‡	‡	‡	‡	3.1%
State	3.3%	3.9%	2.8%	0.3%	2.6%	5.4%	3.7%	0.7%	2.5%	4.7%	4.4%	3.0%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant
<b>School</b>	‡	‡	2.3%	‡	‡
District	3.6%	2.0%	1.9%	‡	‡
State	3.6%	4.3%	5.1%	9.6%	12.6%

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>School</b>	‡	‡	2.2%	3.3%
District	‡	1.2%	1.9%	3.5%
State	1.7%	3.1%	4.2%	4.6%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Chronically Truant Students

### What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
<b>School</b>	<b>13.9%</b>	<b>15.2%</b>	<b>12.5%</b>	*	<b>10.0%</b>	‡	<b>16.8%</b>	‡	‡	‡	‡	<b>17.5%</b>
District	<b>12.7%</b>	<b>13.5%</b>	<b>11.9%</b>	*	<b>9.6%</b>	‡	<b>13.7%</b>	‡	‡	‡	‡	<b>18.8%</b>
State	<b>22.1%</b>	<b>22.2%</b>	<b>22.0%</b>	<b>7.2%</b>	<b>8.6%</b>	<b>50.2%</b>	<b>30.9%</b>	<b>7.9%</b>	<b>20.5%</b>	<b>28.8%</b>	<b>19.8%</b>	<b>25.5%</b>

	Students with IEPs	English Learners	Low Income
<b>School</b>	<b>19.1%</b>	<b>22.7%</b>	<b>18.2%</b>
District	<b>19.3%</b>	<b>19.8%</b>	<b>17.1%</b>
State	<b>27.8%</b>	<b>29.4%</b>	<b>36.1%</b>

Asterisks (\*) in the tables indicate either non-reported data or 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 four summative designations: Exemplary School, Commendable School, Targeted School, and Comprehensive School. Targeted Schools and Comprehensive Schools receive additional funding and supports to build local capacity and improve student outcomes. Multiple measures of school performance and growth determine a school's annual\* summative designation.

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

### Summative Designation Commendable School

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

No Data

School Improvement  
Funds

Schoolwide  
Title I Program

Title I Status

## Title I Status

### What is it?

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

Title I Status	
School	Schoolwide Title I Program

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## School Improvement Funds

### What is it?

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

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

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

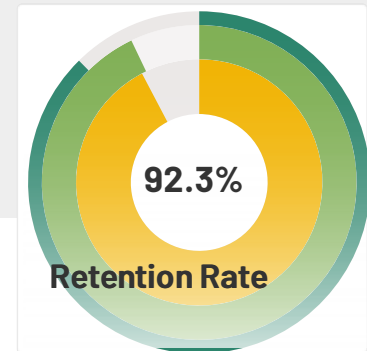
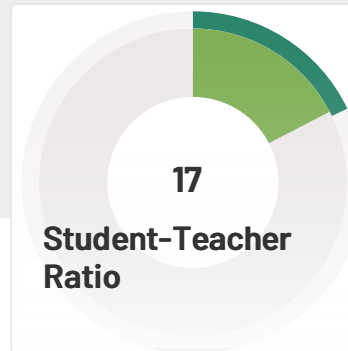
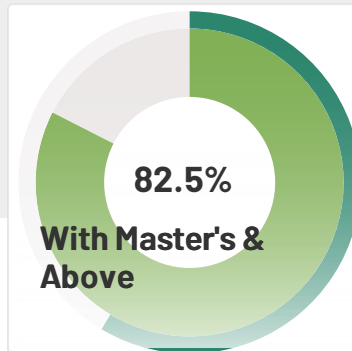
School Year First Identified As Needing Support	Title I School Improvement - 1003(a) Funds Received for Previous School Year	Level of Support	Reason for Receiving Title I School Improvement - 1003(a) Funds

Asterisks (\*) in the tables indicate either non-reported data or 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.

	Average Teaching Experience	With Bachelor's Degrees	With Master's & Above	Attendance Rate	Evaluation Rate
School	*	*	*	*	*
District	17	17.0%	82.5%	57.4%	98.4%
State	*	40.6%	58.6%	66.1%	97.2%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Student-To-Teacher Ratios

### What is it?

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

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

## Average Teacher Salary

### What is it?

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

	Average Teacher Salary
District	\$104,520
State	\$72,316

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Retention Rate

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	92.3% 276	93.0% 239	75.0% 3	85.7% 18	88.9% 8	* *	100.0% 5	100.0% 3	* *
	Male	90.7% 107	93.0% 93	75.0% 3	60.0% 3	83.3% 5	* *	* *	100.0% 3	* *
	Female	93.4% 169	93.0% 146	* *	93.8% 15	100.0% 3	* *	100.0% 5	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	92.9% 551	93.5% 487	80.0% 4	90.0% 36	75.0% 9	* *	100.0% 9	100.0% 6	* *
	Male	93.8% 244	94.7% 216	80.0% 4	85.7% 12	83.3% 5	* *	100.0% 4	100.0% 3	* *
	Female	92.2% 307	92.5% 271	* *	92.3% 24	66.7% 4	* *	100.0% 5	100.0% 3	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	87.6% 311,523	88.1% 262,637	81.8% 15,332	87.4% 21,752	87.6% 4,957	86.4% 184	85.5% 691	85.0% 2,323	82.6% 3,647
	Male	89.1% 73,837	89.8% 63,050	81.2% 3,038	87.3% 4,993	88.5% 1,159	87.5% 56	87.6% 169	87.1% 594	81.7% 778
	Female	87.2% 237,686	87.6% 199,587	81.9% 12,294	87.5% 16,759	87.3% 3,798	85.9% 128	84.9% 522	84.3% 1,729	82.9% 2,869
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Full-Time Equivalent

### What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	All	100.0% 115.5	86.2% 99.6	0.9% 1	6.9% 8	1.7% 2	* *	1.7% 2	2.5% 2.9	* *
	Male	37.6% 43.4	39.5% 39.4	100.0% 1	12.5% 1	50.0% 1	* *	* *	34.5% 1	* *
	Female	62.4% 72.1	60.5% 60.2	* *	87.5% 7	50.0% 1	* *	100.0% 2	65.5% 1.9	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	100.0% 231.7	87.4% 202.6	0.9% 2	6.5% 15	1.7% 4	* *	1.7% 4	1.8% 4.1	* *
	Male	42.4% 98.2	42.1% 85.2	100.0% 2	33.3% 5	75.0% 3	* *	50.0% 2	24.4% 1	* *
	Female	57.6% 133.5	57.9% 117.4	* *	66.7% 10	25.0% 1	* *	50.0% 2	75.6% 3.1	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 134887.1	81.3% 109693.6	6.0% 8130.5	8.0% 10848.3	1.8% 2472.7	0.1% 83.5	0.2% 319.7	0.8% 1125.1	1.6% 2213.8
	Male	23.3% 31433.8	23.6% 25853.6	21.4% 1741.5	22.6% 2449.9	22.4% 554.9	29.7% 24.8	22.9% 73.3	24.0% 270.5	21.0% 465.5
	Female	76.7% 103453.3	76.4% 83840	78.6% 6389	77.4% 8398.4	77.6% 1917.8	70.3% 58.7	77.1% 246.5	76.0% 854.6	79.0% 1748.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Teachers with Gifted Endorsement

Teachers with Gifted Endorsement	
<b>School</b>	<b>2</b>
District	2
State	1,247

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

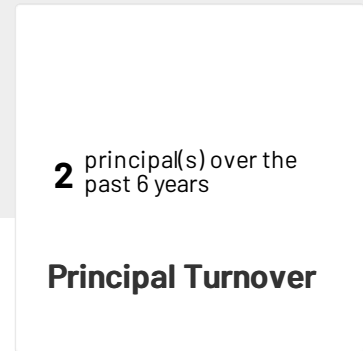
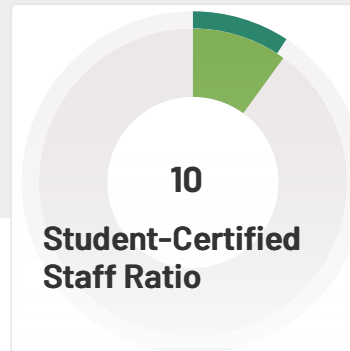
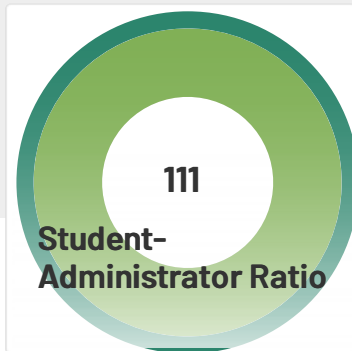
## National Board Certified Teachers

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Male	Female	Non Binary	Unknown
<b>School</b>	<b>7</b>	<b>7</b>	*	*	*	*	*	*	<b>1</b>	<b>6</b>	*	*
District	<b>12</b>	<b>12</b>	*	*	*	*	*	*	<b>3</b>	<b>9</b>	*	*
State	<b>2,513</b>	<b>2,027</b>	<b>150</b>	<b>203</b>	<b>68</b>	<b>1</b>	<b>6</b>	<b>29</b>	<b>484</b>	<b>2,029</b>	*	*

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

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



## Student-To-Staff Ratios

### What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	10	111
State	9	147

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Principal Turnover

### What is it?

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

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

## Average Administrator Salary

### What is it?

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

Average Administrator Salary	
District	<b>\$141,552</b>
State	<b>\$116,206</b>

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## About the data

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

## Student Environment

### What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
<b>School</b>	<b>8.8%</b>	<b>6.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>5.0%</b>	<b>30.5%</b>
District	9.5%	5.4%	0.0%	0.0%	9.6%	27.1%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Civil Rights Data Collection

(2017-18)

## Student Environment (cont)

School	Number of Schools with Incidents of Violence		
	Rate of Incidents of Violence	Firearm	Homicide
School	2.5%	0	0
District	2.3%	0	0
State	2.2%	153	5

## Academic Environment

### What is it?

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

School	Advanced Placement Course Work			
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	0.0% 0	32.4% 601	0.0% 0	16.2% 301
District	0.0% 0	30.1% 1,035	0.0% 0	13.9% 477
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

Asterisks (\*) in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.