

Anna Jonesboro CHSD 81

District Superintendent

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2021 - 2022

District Provided Statement

Not available.

About the Report Card

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

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

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

District Snapshot

Percent of Adequacy : 61.5%

Chronic Absenteeism : 48.6%

Principal Turnover : 1

Schools in District : 1

Senate District : 59 **House District** : 118

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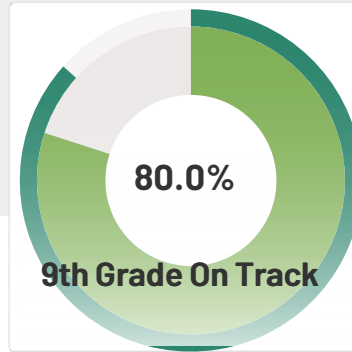
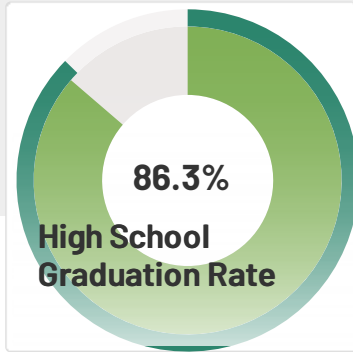
**122 | Civil Rights Data Collection
(2017-18)**

124 | NAEP

Date: 11/15/22 13:19:07 -06:00

About the data

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



87 Students
Early College Coursework

SAT

What is it?

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

There are four Performance Levels for the SAT:

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

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

Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	37.5%	44.2%	15.0%	3.3%	50.8%	40.0%	9.2%	0.0%
State	30.0%	39.1%	20.6%	10.3%	44.8%	25.2%	23.4%	6.5%
White								
District	37.4%	44.9%	14.0%	3.7%	50.5%	39.3%	10.3%	0.0%
State	19.5%	39.2%	27.3%	14.1%	33.1%	27.4%	31.4%	8.1%
Black								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	36.8%	8.4%	1.8%	71.6%	19.9%	7.7%	0.7%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.5%	42.8%	13.4%	3.2%	57.5%	26.0%	14.8%	1.6%
Asian								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	10.9%	27.7%	28.8%	32.5%	15.0%	18.0%	36.9%	30.0%
Male								
District	36.2%	48.3%	13.8%	1.7%	53.4%	37.9%	8.6%	0.0%
State	33.7%	37.6%	18.9%	9.8%	45.0%	23.7%	23.5%	7.8%
Female								
District	38.7%	40.3%	16.1%	4.8%	48.4%	41.9%	9.7%	0.0%
State	26.3%	40.7%	22.3%	10.8%	44.6%	26.8%	23.4%	5.1%
Non Binary								
District	*	*	*	*	*	*	*	*
State	27.3%	27.3%	9.1%	36.4%	36.4%	13.6%	31.8%	18.2%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	19.4%	33.3%	33.3%	13.9%	29.1%	23.0%	37.0%	10.9%
American Indian								
District	*	*	*	*	*	*	*	*
State	41.3%	37.9%	15.7%	5.1%	56.3%	23.9%	16.7%	3.1%
Two or More Races								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	27.3%	37.2%	21.8%	13.6%	44.1%	22.7%	24.6%	8.7%
Students with Disabilities								
District	63.6%	33.3%	3.0%	0.0%	78.8%	21.2%	0.0%	0.0%
State	54.1%	27.2%	11.8%	6.8%	67.4%	16.3%	13.0%	3.4%
Students with IEPs								
District	72.0%	28.0%	0.0%	0.0%	92.0%	8.0%	0.0%	0.0%
State	72.3%	21.6%	4.3%	1.8%	84.5%	10.6%	4.2%	0.7%
Non-IEP								
District	28.4%	48.4%	18.9%	4.2%	40.0%	48.4%	11.6%	0.0%
State	24.4%	41.4%	22.7%	11.4%	39.6%	27.2%	26.0%	7.3%
English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	79.2%	19.8%	0.9%	0.0%	85.4%	12.0%	2.4%	0.2%
Non-English Learners								
District	37.0%	44.5%	15.1%	3.4%	50.4%	40.3%	9.2%	0.0%
State	26.6%	40.5%	22.0%	11.0%	42.0%	26.2%	24.9%	6.9%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	49.1%	40.0%	9.1%	1.8%	61.8%	36.4%	1.8%	0.0%
State	45.9%	40.4%	11.2%	2.5%	63.5%	23.4%	11.7%	1.4%
Non Low Income								
District	27.7%	47.7%	20.0%	4.6%	41.5%	43.1%	15.4%	0.0%
State	19.3%	38.3%	26.9%	15.6%	32.2%	26.5%	31.4%	10.0%
Homeless								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.9%	32.5%	5.6%	1.0%	78.5%	15.8%	5.4%	0.2%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	63.3%	32.1%	4.2%	0.4%	83.1%	13.5%	2.9%	0.4%
Military								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	32.3%	39.2%	18.3%	10.2%	46.9%	27.0%	20.9%	5.2%

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SAT (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	38.8%	45.7%	15.5%	3.5%	52.6%	41.4%	9.5%	0.0%
State	30.2%	39.4%	20.7%	10.4%	45.0%	25.4%	23.6%	6.5%
White								
District	39.0%	46.8%	14.6%	3.9%	52.6%	40.9%	10.7%	0.0%
State	20.0%	40.2%	28.0%	14.5%	33.9%	28.1%	32.2%	8.3%
Black								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	50.8%	35.3%	8.1%	1.7%	68.5%	19.1%	7.4%	0.7%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.3%	42.5%	13.3%	3.2%	57.0%	25.8%	14.7%	1.6%
Asian								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	11.4%	28.8%	30.0%	33.8%	15.6%	18.7%	38.4%	31.2%
Male								
District	36.8%	49.1%	14.0%	1.8%	54.4%	38.6%	8.8%	0.0%
State	33.7%	37.6%	18.9%	9.9%	44.9%	23.6%	23.5%	7.8%
Female								
District	40.8%	42.4%	17.0%	5.1%	50.9%	44.1%	10.2%	0.0%
State	26.6%	41.3%	22.6%	10.9%	45.2%	27.2%	23.7%	5.2%
Non Binary								
District	*	*	*	*	*	*	*	*
State	28.7%	28.7%	9.6%	38.3%	38.3%	14.4%	33.5%	19.1%

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SAT (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	20.1%	34.5%	34.5%	14.4%	30.1%	23.8%	38.2%	11.3%
American Indian								
District	*	*	*	*	*	*	*	*
State	40.1%	36.7%	15.2%	5.0%	54.6%	23.2%	16.2%	3.0%
Two or More Races								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	27.2%	37.0%	21.7%	13.6%	43.8%	22.5%	24.4%	8.6%
Students with Disabilities								
District	65.0%	34.1%	3.1%	0.0%	80.5%	21.7%	0.0%	0.0%
State	52.6%	26.5%	11.5%	6.6%	65.1%	15.7%	12.5%	3.3%
Students with IEPs								
District	72.9%	28.3%	0.0%	0.0%	93.1%	8.1%	0.0%	0.0%
State	68.8%	20.6%	4.1%	1.7%	79.7%	10.0%	4.0%	0.6%
Non-IEP								
District	29.6%	50.4%	19.7%	4.4%	41.7%	50.4%	12.1%	0.0%
State	24.7%	42.0%	23.1%	11.6%	40.1%	27.5%	26.3%	7.4%
English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	76.5%	19.1%	0.9%	0.0%	82.0%	11.5%	2.3%	0.2%
Non-English Learners								
District	38.3%	46.1%	15.7%	3.5%	52.2%	41.8%	9.6%	0.0%
State	26.8%	40.9%	22.2%	11.1%	42.3%	26.4%	25.1%	7.0%

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SAT (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	49.9%	40.6%	9.2%	1.9%	62.8%	36.9%	1.9%	0.0%
State	44.8%	39.5%	11.0%	2.5%	61.9%	22.8%	11.5%	1.4%
Non Low Income								
District	29.2%	50.2%	21.1%	4.9%	43.7%	45.3%	16.2%	0.0%
State	19.8%	39.3%	27.7%	16.0%	33.0%	27.2%	32.2%	10.2%
Homeless								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.0%	29.4%	5.0%	0.9%	70.7%	14.2%	4.9%	0.2%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	49.9%	25.3%	3.3%	0.4%	64.6%	10.5%	2.3%	0.4%
Military								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	32.8%	39.9%	18.6%	10.4%	47.6%	27.4%	21.2%	5.3%

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DLM

What is it?

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

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

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Academic Progress

DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	40.8%	38.9%	17.7%	2.6%	59.3%	21.2%	19.3%	0.3%
White								
District	*	*	*	*	*	*	*	*
State	39.1%	37.9%	20.1%	2.8%	58.6%	19.8%	21.2%	0.3%
Black								
District	*	*	*	*	*	*	*	*
State	39.0%	42.6%	16.2%	2.2%	58.0%	24.5%	17.6%	0.0%
Hispanic								
District	*	*	*	*	*	*	*	*
State	44.3%	37.3%	15.9%	2.5%	60.9%	21.1%	17.8%	0.3%
Asian								
District	*	*	*	*	*	*	*	*
State	47.4%	41.1%	10.5%	1.1%	66.0%	17.0%	17.0%	0.0%
Male								
District	*	*	*	*	*	*	*	*
State	41.3%	40.0%	16.1%	2.5%	58.4%	21.3%	19.9%	0.4%
Female								
District	*	*	*	*	*	*	*	*
State	39.8%	36.9%	20.6%	2.8%	61.0%	20.9%	18.1%	0.0%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	57.1%	28.6%	0.0%	14.3%	57.1%	14.3%	28.6%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	31.6%	34.2%	28.9%	5.3%	52.6%	26.3%	18.4%	2.6%
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	40.8%	38.9%	17.7%	2.6%	59.3%	21.2%	19.3%	0.3%
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	40.8%	38.9%	17.7%	2.6%	59.3%	21.2%	19.3%	0.3%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	42.1%	42.1%	14.2%	1.7%	59.0%	22.0%	18.7%	0.3%
Non-English Learners								
District	*	*	*	*	*	*	*	*
State	40.5%	38.2%	18.5%	2.8%	59.4%	21.0%	19.4%	0.2%

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Academic Progress

DLM (cont)

Grade 11

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

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

Academic Progress

DLM (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	42.9%	40.9%	18.6%	2.8%	62.3%	22.3%	20.2%	0.3%
White								
District	*	*	*	*	*	*	*	*
State	41.1%	39.8%	21.1%	3.0%	61.6%	20.8%	22.3%	0.3%
Black								
District	*	*	*	*	*	*	*	*
State	41.1%	44.8%	17.1%	2.3%	61.0%	25.7%	18.5%	0.0%
Hispanic								
District	*	*	*	*	*	*	*	*
State	46.7%	39.2%	16.7%	2.7%	64.1%	22.2%	18.7%	0.3%
Asian								
District	*	*	*	*	*	*	*	*
State	49.9%	43.2%	11.1%	1.1%	69.4%	17.9%	17.9%	0.0%
Male								
District	*	*	*	*	*	*	*	*
State	43.4%	42.1%	16.9%	2.7%	61.4%	22.4%	20.9%	0.4%
Female								
District	*	*	*	*	*	*	*	*
State	41.8%	38.8%	21.6%	2.9%	64.1%	21.9%	19.1%	0.0%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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

DLM (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	0.0%	105.3%	0.0%	0.0%	0.0%	0.0%	105.3%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	60.2%	30.1%	0.0%	15.0%	60.2%	15.0%	30.1%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	32.4%	35.1%	29.7%	5.4%	54.0%	27.0%	18.9%	2.7%
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	42.9%	40.9%	18.6%	2.8%	62.3%	22.3%	20.2%	0.3%
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	42.9%	40.9%	18.6%	2.8%	62.3%	22.3%	20.2%	0.3%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	44.3%	44.3%	15.0%	1.7%	62.1%	23.2%	19.7%	0.4%
Non-English Learners								
District	*	*	*	*	*	*	*	*
State	42.5%	40.1%	19.4%	3.0%	62.4%	22.0%	20.4%	0.3%

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

DLM (cont)

Grade 11 - Accountability

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

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

Academic Progress

DLM (cont)

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	*	*	*	*
State	66.7%	25.7%	6.8%	0.8%
White				
District	*	*	*	*
State	63.6%	27.9%	7.7%	0.8%
Black				
District	*	*	*	*
State	67.8%	25.2%	5.2%	1.7%
Hispanic				
District	*	*	*	*
State	68.1%	24.9%	6.7%	0.3%
Asian				
District	*	*	*	*
State	80.5%	16.1%	3.4%	0.0%
Male				
District	*	*	*	*
State	66.2%	25.5%	7.2%	1.0%
Female				
District	*	*	*	*
State	67.7%	25.9%	6.0%	0.4%
Non Binary				
District	*	*	*	*
State	*	*	*	*

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

DLM (cont)

Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
American Indian				
District	*	*	*	*
State	83.3%	0.0%	16.7%	0.0%
Two or More Races				
District	*	*	*	*
State	59.5%	27.0%	13.5%	0.0%
Students with Disabilities				
District	*	*	*	*
State	66.7%	25.7%	6.8%	0.8%
Students with IEPs				
District	*	*	*	*
State	66.7%	25.7%	6.8%	0.8%
Non-IEP				
District	*	*	*	*
State	*	*	*	*
English Learners				
District	*	*	*	*
State	70.5%	22.5%	6.6%	0.4%
Non-English Learners				
District	*	*	*	*
State	65.8%	26.4%	6.8%	0.9%

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DLM (cont)

Grade 11

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

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

Academic Progress

DLM (cont)

Grade 11 - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	*	*	*	*
State	70.2%	27.0%	7.2%	0.9%
White				
District	*	*	*	*
State	66.9%	29.3%	8.1%	0.9%
Black				
District	*	*	*	*
State	71.4%	26.5%	5.5%	1.8%
Hispanic				
District	*	*	*	*
State	71.7%	26.2%	7.1%	0.3%
Asian				
District	*	*	*	*
State	84.7%	16.9%	3.6%	0.0%
Male				
District	*	*	*	*
State	69.7%	26.8%	7.6%	1.1%
Female				
District	*	*	*	*
State	71.1%	27.3%	6.3%	0.4%
Non Binary				
District	*	*	*	*
State	*	*	*	*

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DLM (cont)

Grade 11 - Accountability

	Level 1	Level 2	Level 3	Level 4
Science				
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	105.3%	0.0%	0.0%	0.0%
American Indian				
District	*	*	*	*
State	87.7%	0.0%	17.5%	0.0%
Two or More Races				
District	*	*	*	*
State	62.6%	28.5%	14.2%	0.0%
Students with Disabilities				
District	*	*	*	*
State	70.2%	27.0%	7.2%	0.9%
Students with IEPs				
District	*	*	*	*
State	70.2%	27.0%	7.2%	0.9%
Non-IEP				
District	*	*	*	*
State	*	*	*	*
English Learners				
District	*	*	*	*
State	74.2%	23.7%	7.0%	0.4%
Non-English Learners				
District	*	*	*	*
State	69.3%	27.7%	7.2%	1.0%

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DLM (cont)

Grade 11 - Accountability

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

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ISA

What is it?

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

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

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Academic Progress

ISA (cont)

Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	25.7%	36.3%	34.5%	3.5%
State	17.9%	30.3%	38.0%	13.8%
White				
District	27.0%	39.0%	30.0%	4.0%
State	11.1%	25.3%	44.6%	19.0%
Black				
District	‡	‡	‡	‡
State	38.2%	39.5%	20.3%	2.0%
Hispanic				
District	‡	‡	‡	‡
State	23.0%	37.8%	33.5%	5.7%
Asian				
District	‡	‡	‡	‡
State	6.4%	16.8%	43.8%	33.1%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	11.0%	28.1%	41.1%	19.9%
American Indian				
District	*	*	*	*
State	19.8%	35.9%	36.3%	8.1%

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

ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	‡	‡	‡	‡
State	16.2%	27.8%	38.3%	17.8%
Students with Disabilities				
District	43.8%	37.5%	18.8%	0.0%
State	33.3%	35.1%	23.8%	7.8%
Students with IEPs				
District	50.0%	37.5%	12.5%	0.0%
State	43.8%	39.2%	14.4%	2.7%
Non-IEP				
District	19.1%	36.0%	40.4%	4.5%
State	14.6%	29.1%	41.0%	15.2%
English Learners				
District	‡	‡	‡	‡
State	44.7%	44.3%	10.8%	0.1%
Male				
District	32.8%	36.2%	27.6%	3.4%
State	19.6%	28.9%	35.6%	16.0%
Female				
District	18.2%	36.4%	41.8%	3.6%
State	16.1%	31.7%	40.5%	11.6%
Non Binary				
District	*	*	*	*
State	21.4%	0.0%	28.6%	50.0%

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Academic Progress

ISA (cont)

Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	‡	‡	‡	‡
State	44.7%	44.3%	10.8%	0.1%
Non-English Learners				
District	25.9%	36.6%	33.9%	3.6%
State	16.0%	29.3%	39.9%	14.8%
Low Income				
District	33.3%	43.1%	21.6%	2.0%
State	27.8%	38.2%	29.2%	4.7%
Non Low Income				
District	19.4%	30.6%	45.2%	4.8%
State	11.6%	25.2%	43.6%	19.6%
Homeless				
District	‡	‡	‡	‡
State	40.5%	38.8%	18.6%	2.1%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	44.0%	37.5%	16.7%	1.8%
Military				
District	*	*	*	*
State	17.4%	30.0%	38.2%	14.4%

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Academic Progress

ISA (cont)

Grade HS - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	26.8%	37.9%	36.0%	3.7%
State	17.7%	30.0%	37.7%	13.7%
White				
District	28.1%	40.7%	31.3%	4.2%
State	11.3%	25.7%	45.3%	19.3%
Black				
District	‡	‡	‡	‡
State	35.1%	36.4%	18.7%	1.8%
Hispanic				
District	‡	‡	‡	‡
State	22.5%	37.0%	32.7%	5.5%
Asian				
District	‡	‡	‡	‡
State	6.5%	17.2%	45.1%	34.0%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	10.8%	27.7%	40.5%	19.6%
American Indian				
District	*	*	*	*
State	18.6%	33.8%	34.2%	7.6%

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ISA (cont)

Grade HS - Accountability

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	‡	‡	‡	‡
State	15.9%	27.3%	37.6%	17.5%
Students with Disabilities				
District	44.7%	38.3%	19.1%	0.0%
State	31.8%	33.5%	22.8%	7.5%
Students with IEPs				
District	50.5%	37.9%	12.6%	0.0%
State	41.5%	37.1%	13.6%	2.6%
Non-IEP				
District	20.1%	37.9%	42.6%	4.7%
State	14.6%	29.0%	40.9%	15.2%
English Learners				
District	‡	‡	‡	‡
State	42.8%	42.4%	10.4%	0.1%
Male				
District	34.5%	38.1%	29.0%	3.6%
State	19.4%	28.5%	35.2%	15.8%
Female				
District	18.8%	37.6%	43.2%	3.8%
State	16.0%	31.5%	40.2%	11.5%
Non Binary				
District	*	*	*	*
State	19.7%	0.0%	26.3%	46.1%

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ISA (cont)

Grade HS - Accountability

Science				
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	‡	‡	‡	‡
State	42.8%	42.4%	10.4%	0.1%
Non-English Learners				
District	27.0%	38.2%	35.4%	3.7%
State	15.9%	29.1%	39.6%	14.7%
Low Income				
District	35.1%	45.4%	22.7%	2.1%
State	26.7%	36.7%	28.0%	4.5%
Non Low Income				
District	20.1%	31.8%	46.8%	5.0%
State	11.7%	25.6%	44.1%	19.8%
Homeless				
District	‡	‡	‡	‡
State	36.3%	34.8%	16.7%	1.9%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	38.5%	32.8%	14.6%	1.6%
Military				
District	*	*	*	*
State	17.8%	30.6%	38.9%	14.6%

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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
District	18.3% *	15.5% *	21.0% *	* *	17.8% *	‡ *	‡ *	‡ *	* *	* *	‡ *	3.0% *
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
District	0.0% *	‡ *	10.9% *	‡ *	* *	‡ *	‡ *
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
District	9.2% *	8.6% *	9.7% *	* *	10.3% *	‡ *	‡ *	‡ *	* *	* *	‡ *	0.0% *
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% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	0.0% *	‡ *	1.8% *	‡ *	* *	‡ *	‡ *
State	7.2% *	6.8% *	11.4% *	5.6% *	7.3% *	6.7% *	26.1% *

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Proficiency (cont)

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
District	38.0% *	31.0% *	45.0% *	* *	34.0% *	‡ *	‡ *	‡ *	* *	* *	‡ *	18.0% *
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
District	12.0% *	‡ *	23.0% *	‡ *	* *	‡ *	‡ *
State	17.0% *	16.0% *	33.0% *	22.0% *	19.0% *	24.0% *	54.0% *

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
District	18.8%	15.8%	21.7%	*	18.3%	‡	‡	‡	*	*	‡	3.0%
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
District	0.0%	‡	11.1%	‡	*	‡	‡
State	7.1%	7.1%	16.3%	9.2%	10.5%	10.7%	32.1%

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

Proficiency (cont)

Mathematics - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	9.4%	8.8%	10.0%	*	10.6%	‡	‡	‡	*	*	‡	0.0%
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%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	0.0%	‡	1.8%	‡	*	‡	‡
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
District	39.7%	32.7%	47.0%	*	35.4%	‡	‡	‡	*	*	‡	19.1%
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
District	12.6%	‡	24.8%	‡	*	‡	‡
State	18.0%	16.9%	34.1%	22.0%	19.0%	24.2%	56.0%

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

Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	97.6% *	96.7% *	98.4% *	* *	98.2% *	‡ *	‡ *	‡ *	* *	* *	‡ *	94.3% *
State	98.0% *	97.8% *	98.1% *	96.9% *	98.4% *	96.7% *	97.9% *	99.0% *	98.3% *	97.1% *	96.6% *	96.5% *

	Students with IEPs	English Learners	Low Income
District	92.6% *	‡ *	96.5% *
State	96.2% *	98.1% *	97.6% *

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
District	97.6% *	96.7% *	98.4% *	* *	98.2% *	‡ *	‡ *	‡ *	* *	* *	‡ *	94.3% *
State	97.7% *	97.6% *	97.9% *	95.9% *	98.3% *	96.3% *	97.7% *	98.8% *	97.9% *	96.8% *	96.3% *	96.0% *

	Students with IEPs	English Learners	Low Income
District	92.6% *	‡ *	96.5% *
State	95.7% *	97.9% *	97.3% *

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

Participation Rate (cont)

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
District	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
District	100.0% *	‡ *	100.0% *
State	97.0% *	98.0% *	97.4% *

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

Participation Rate (cont)

Overall 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
District	97.6% 120	96.7% 58	98.4% 62	* *	98.2% 107	‡ 1	‡ 8	‡ 1	* *	* *	‡ 3	94.3% 33
State	95.2% 142,053	94.6% 72,225	95.8% 69,802	100.0% 26	97.2% 66,937	90.6% 21,716	94.0% 40,286	98.5% 7,992	97.7% 172	93.1% 322	93.9% 4,628	91.9% 26,148

	Students with IEPs	English Learners	Low Income
District	92.6% 25	‡ 1	96.5% 55
State	90.0% 17,519	91.5% 9,727	92.4% 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
District	97.6% 120	96.7% 58	98.4% 62	* *	98.2% 107	‡ 1	‡ 8	‡ 1	* *	* *	‡ 3	94.3% 33
State	95.0% 141,759	94.3% 72,046	95.6% 69,687	100.0% 26	97.0% 66,836	90.2% 21,637	93.8% 40,194	98.3% 7,982	97.7% 172	92.8% 321	93.7% 4,617	91.2% 25,949

	Students with IEPs	English Learners	Low Income
District	92.6% 25	‡ 1	96.5% 55
State	89.1% 17,339	91.0% 9,677	92.2% 58,980

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

Participation Rate (cont)

Overall DLM ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
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
District	*	*	*
	*	*	*
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
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
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
District	*	*	*
	*	*	*
State	99.9% 10,644	99.9% 2,712	99.9% 6,355

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

Participation Rate (cont)

Overall DLM Science - Participation

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

	Students with IEPs	English Learners	Low Income
District	*	*	*
	*	*	*
State	100.0% 4,158	99.9% 987	100.0% 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
District	100.0% 114	100.0% 58	100.0% 56	*	100.0% 101	‡ 1	‡ 8	‡ 1	*	*	‡ 3	100.0% 33
				*					*	*	‡ 3	
State	97.9% 395,258	97.9% 201,018	98.0% 194,204	94.7% 36	98.5% 185,552	96.6% 61,374	97.6% 110,216	99.0% 22,083	98.2% 426	96.6% 980	97.7% 14,627	96.7% 70,516

	Students with IEPs	English Learners	Low Income
District	100.0% 25	‡ 1	100.0% 51
State	96.7% 50,623	98.0% 46,584	97.4% 178,492

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

Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	2.4% *	3.3% *	1.6% *	* *	1.8% *	‡ *	‡ *	‡ *	* *	* *	‡ *	5.7% *
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
District	7.4% *	‡ *	3.5% *
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
District	2.4% *	3.3% *	1.6% *	* *	1.8% *	‡ *	‡ *	‡ *	* *	* *	‡ *	5.7% *
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% *

	Students with IEPs	English Learners	Low Income
District	7.4% *	‡ *	3.5% *
State	4.3% *	2.1% *	2.7% *

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

Participation Rate (cont)

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
District	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	‡ *	* *	* *	‡ *	0.0% *
State	2.0% *	2.1% *	2.0% *	5.3% *	1.5% *	3.4% *	2.4% *	0.9% *	1.8% *	3.3% *	2.3% *	3.1% *

	Students with IEPs	English Learners	Low Income
District	0.0% *	‡ *	0.0% *
State	3.0% *	2.0% *	2.6% *

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

Participation Rate (cont)

Overall SAT ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	2.4% *	3.3% *	1.6% *	* *	1.8% *	‡ *	‡ *	‡ *	* *	* *	‡ *	5.7% *
State	4.8% *	5.4% *	4.2% *	0.0% *	2.8% *	9.4% *	6.0% *	1.5% *	2.3% *	6.9% *	6.1% *	8.1% *

	Students with IEPs	English Learners	Low Income
District	7.4% *	‡ *	3.5% *
State	10.0% *	8.5% *	7.6% *

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
District	2.4% *	3.3% *	1.6% *	* *	1.8% *	‡ *	‡ *	‡ *	* *	* *	‡ *	5.7% *
State	5.0% *	5.7% *	4.4% *	0.0% *	3.0% *	9.8% *	6.2% *	1.7% *	2.3% *	7.2% *	6.3% *	8.8% *

	Students with IEPs	English Learners	Low Income
District	7.4% *	‡ *	3.5% *
State	10.9% *	9.0% *	7.8% *

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

Participation Rate (cont)

Overall DLM ELA - Non Participation

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

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

Participation Rate (cont)

Overall DLM Science - Non Participation

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

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

Overall ISA - Non Participation

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

	Students with IEPs	English Learners	Low Income
District	0.0% *	‡ *	0.0% *
State	3.3% *	2.0% *	2.6% *

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

9th Grade On Track

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	80.0%	81.7%	77.8%	*	85.0%	‡	‡	‡	*	*	‡	82.9%
State	86.6%	84.9%	88.3%	95.9%	90.9%	76.4%	83.8%	96.6%	86.7%	79.0%	83.5%	82.4%

	Students with IEPs	English Learners	Low Income
District	79.3%	*	68.4%
State	81.1%	79.5%	79.4%

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

College and Career Ready

What is it?

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

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

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

Career and Technical Education

What is it?

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

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

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

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

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

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

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

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

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

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

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

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

Career and Technical Education (cont)

Career and Technical Education

Enrollment	
District	367
State	291,667

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
District	91.9%	90.7%	93.8%	*	93.3%	*	*	*	*	*	*	*
State	96.2%	95.8%	96.8%	100.0%	97.0%	94.3%	94.7%	98.5%	96.9%	96.5%	95.4%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	88.2%	*	*	*	*	*
State	89.0%	90.0%	90.8%	85.7%	86.5%	94.8%

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
District	97.3%	94.6%	100.0%	*	97.1%	*	*	*	*	*	*	*
State	96.1%	95.7%	96.8%	*	96.4%	95.0%	95.3%	98.6%	100.0%	94.9%	94.9%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	89.9%	33.9%	89.1%	*	75.7%	96.6%

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

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Reading/Language Art

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	12.5%	*	*	*	*	*	*	*	*	*	*	*
State	28.1%	28.5%	27.6%	87.5%	33.3%	8.7%	15.9%	57.9%	30.0%	21.0%	29.8%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	5.7%	0.8%	6.7%	0.0%	16.1%	22.7%

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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	25.8%	28.8%	21.9%	50.0%	30.8%	6.5%	12.9%	61.2%	30.0%	18.5%	25.2%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	4.3%	1.5%	4.6%	0.0%	6.2%	18.4%

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

Career and Technical Education (cont)

Perkins Measures – 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
District	16.1%	*	*	*	16.9%	*	*	*	*	*	*	*
State	29.8%	34.2%	24.2%	100.0%	34.8%	9.4%	19.2%	52.9%	37.5%	30.2%	32.4%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	7.8%	1.6%	11.9%	0.0%	8.3%	22.7%

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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	*	*	*	*	*	*

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

Career and Technical Education (cont)

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
District	36.5%	11.0%	76.5%	*	36.2%	*	*	*	*	*	*	*
State	31.1%	8.6%	60.1%	0.0%	31.2%	35.6%	29.2%	26.7%	27.5%	23.5%	32.7%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	34.0%	*	*	*	*	*
State	28.9%	30.2%	36.4%	50.0%	40.3%	32.4%

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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	31.5%	33.6%	28.9%	33.3%	32.1%	29.2%	31.9%	31.4%	43.8%	31.5%	28.1%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	29.6%	30.2%	25.0%	16.7%	16.3%	35.2%

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

Career and Technical Education (cont)

Perkins Measures – Program Quality – 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
District	31.4%	32.7%	*	*	30.7%	*	*	*	*	*	*	*
State	5.0%	4.7%	5.4%	0.0%	5.7%	4.7%	3.5%	3.0%	6.3%	7.9%	5.2%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	75.0%	*	*	*	*	*
State	7.3%	3.6%	4.1%	33.3%	9.8%	5.2%

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

Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	331	199	132	*	290	*	23	*	*	*	*	*
State	267,031	149,330	117,312	389	149,400	33,676	60,446	13,004	220	531	9,754	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	79	*	17	*	*	*
State	32,545	15,986	5,147	45	948	2,433

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
District	164	120	44	*	147	*	*	*	*	*	*	*
State	26,716	15,902	10,803	11	22,360	1,593	1,801	149	11	29	773	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	51	*	11	*	*	*
State	3,880	368	664	10	150	176

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	39,258	31,328	7,883	47	24,644	3,916	7,534	1,572	27	87	1,478	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	5,711	2,154	694	12	143	318

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
District	38	29	*	*	33	*	*	*	*	*	*	*
State	25,705	16,033	9,586	86	13,688	3,452	6,241	1,133	25	44	1,122	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	10	*	*	*	*	*
State	3,618	1,818	615	8	107	228

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	91	61	30	*	78	*	*	*	*	*	*	*
State	67,113	38,679	28,322	112	38,931	9,189	12,519	3,475	51	132	2,816	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	22	*	*	*	*	*
State	6,566	3,657	1,109	20	275	617

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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	18,311	3,792	14,493	26	9,353	2,590	4,812	689	16	41	810	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	2,138	1,446	425	*	70	155

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	74	52	22	*	63	*	*	*	*	*	*	*
State	56,347	32,695	23,549	103	33,660	6,710	10,240	3,434	36	102	2,165	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	13	*	*	*	*	*
State	4,626	2,711	728	16	181	515

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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	677	355	322	*	399	141	63	7	1	*	66	*

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*	*
State	117	27	394	26	*	12	3

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	15,258	3,942	11,310	6	6,815	2,572	4,233	900	9	49	680	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	1,274	1,160	441	2	73	112

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
District	115	64	51	*	102	*	*	*	*	*	*	*
State	63,032	28,322	34,571	139	34,719	8,509	14,923	2,186	55	123	2,517	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	28	*	*	*	*	*
State	9,186	4,187	1,192	11	233	666

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	120	50	70	*	111	*	*	*	*	*	*	*
State	36,940	12,348	24,586	6	23,365	4,482	6,485	883	32	64	1,629	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	33	*	*	*	*	*
State	5,092	1,669	814	15	198	409

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
District	60	41	19	*	52	*	*	*	*	*	*	*
State	46,057	28,663	17,340	54	24,918	7,503	9,255	2,373	47	100	1,861	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	18	*	*	*	*	*
State	5,860	2,939	1,027	13	219	494

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	5,205	2,624	2,581	*	2,253	1,132	1,352	161	4	15	288	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	665	438	183	*	27	32

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
District	55	18	37	*	52	*	*	*	*	*	*	*
State	40,948	28,050	12,844	54	25,163	4,214	8,728	1,118	28	86	1,611	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	10	*	*	*	*	*
State	6,293	2,574	746	10	157	350

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	30,605	18,342	12,259	4	18,068	2,915	6,206	2,037	21	67	1,291	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	2,512	1,604	358	11	89	341

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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	23,873	18,512	5,309	52	11,760	2,764	5,994	2,285	21	53	996	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	2,476	1,686	373	*	75	170

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	28,452	24,279	4,107	66	16,028	2,938	7,621	777	18	69	1,001	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	4,961	2,409	549	1	94	257

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

Career and Technical Education (cont)

CTE Concentrator - Total Count of CTE Concentrators

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	208	127	81	*	185	*	15	*	*	*	*	*
State	106,085	59,753	46,294	38	62,860	11,775	22,403	5,179	80	187	3,601	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	53	*	14	*	*	*
State	12,722	4,693	1,907	16	288	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
District	116	90	26	*	107	*	*	*	*	*	*	*
State	18,604	11,348	7,248	8	16,060	855	1,108	94	7	20	460	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	35	*	13	*	*	*
State	2,703	193	489	3	90	108

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	26,441	21,764	4,672	5	17,555	2,169	4,548	1,213	19	54	883	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	3,503	983	410	10	61	199

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
District	77	58	19	*	68	*	*	*	*	*	*	*
State	15,415	10,596	4,817	2	9,702	1,347	3,102	649	8	17	590	*

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	97	68	29	*	86	*	*	*	*	*	*	*
State	41,085	25,026	16,055	4	27,265	4,164	6,295	1,761	33	77	1,490	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	28	*	*	*	*	*
State	4,304	1,391	652	13	118	343

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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	11,524	1,633	9,887	4	6,226	1,426	3,026	385	7	20	434	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	1,302	619	212	*	31	109

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

Career and Technical Education (cont)

CTE Concentrator - 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
District	86	63	23	*	75	*	*	*	*	*	*	*
State	33,892	20,809	13,080	3	22,726	3,147	5,037	1,667	32	52	1,231	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	25	*	*	*	*	*
State	3,003	1,022	444	12	84	292

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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	111	57	54	*	96	6	5	1	*	*	3	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	24	*	2	*	1	1

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

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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	6,448	1,402	5,043	3	3,072	969	1,682	444	4	22	255	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	429	341	167	*	23	48

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
District	176	106	70	*	156	*	13	*	*	*	*	*
State	48,407	22,536	25,850	21	28,148	6,289	10,378	1,568	36	77	1,911	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	49	*	13	*	*	*
State	6,932	2,389	898	8	157	486

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	179	105	74	*	160	*	13	*	*	*	*	*
State	27,428	9,625	17,801	2	18,373	2,826	4,472	577	21	46	1,113	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	50	*	13	*	*	*
State	3,841	975	591	13	107	229

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
District	86	61	25	*	77	*	*	*	*	*	*	*
State	32,264	20,785	11,473	6	21,147	3,133	5,169	1,601	23	58	1,133	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	27	*	*	*	*	*
State	3,878	1,167	524	11	107	300

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	1,748	896	852	*	904	230	464	80	3	5	62	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	172	29	37	*	*	8

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
District	53	18	35	*	50	*	*	*	*	*	*	*
State	25,334	17,536	7,796	2	16,894	2,228	4,573	686	18	39	896	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	15	*	*	*	*	*
State	3,712	982	453	3	73	205

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	30,605	18,342	12,259	4	18,068	2,915	6,206	2,037	21	67	1,291	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	2,512	1,604	358	11	89	341

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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	15,355	12,476	2,876	3	8,281	1,338	3,627	1,499	16	27	567	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	1,498	583	180	1	33	106

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	18,395	16,242	2,150	3	11,123	1,651	4,511	490	11	35	574	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	3,097	1,082	332	*	44	166

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

High School Graduation Rate

What is it?

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

4 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	86.3%	80.5%	94.7%	*	87.4%	‡	78.6%	*	*	*	‡	81.8%
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
District	80.0%	*	73.4%	54.5%	‡	‡	‡
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
District	85.9%	83.1%	89.5%	*	88.7%	‡	‡	‡	‡	‡	‡	79.3%
State	88.8%	86.4%	91.2%	*	91.8%	81.6%	86.5%	96.3%	89.8%	81.3%	85.2%	79.6%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	79.3%	‡	82.5%	‡	*	‡	*
State	75.2%	79.5%	82.5%	69.6%	60.0%	60.5%	90.7%

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

High School Graduation Rate (cont)

6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	85.6%	84.5%	86.7%	*	84.4%	‡	‡	*	*	*	‡	57.9%
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
District	60.0%	*	77.6%	54.5%	*	‡	*
State	77.6%	81.8%	84.8%	72.8%	65.5%	59.3%	93.4%

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

Postsecondary Enrollment

What is it?

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

12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
District	53.3%	*	*	29.5%	23.8%	0.0%
State	64.3%	*	*	38.2%	26.1%	0.0%

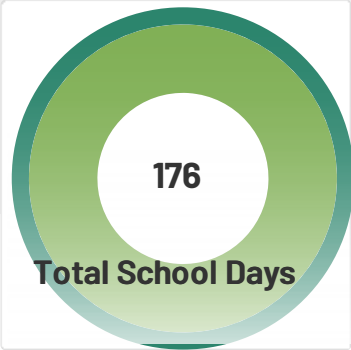
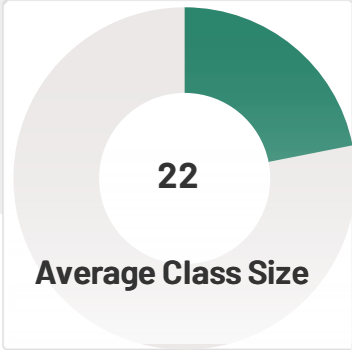
16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
District	55.2%	*	*	30.5%	24.8%	0.0%
State	65.1%	*	*	38.4%	26.8%	0.0%

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

About the data

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



No Data district's percentage of adequacy

Evidence-Based Funding

School Level Finances

What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
District	518	\$4,137	\$9,379	\$13,516	\$0	\$527	\$527	\$4,137	\$9,907	\$14,044	\$1,876,335	\$9,145,364

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

School Level Finances (cont)

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
District	518	\$4,137	\$9,379	\$13,516	\$0	\$527	\$527	\$4,137	\$9,907	\$14,044
Anna-Jonesboro High School	518	\$4,137	\$9,379	\$13,516	\$0	\$527	\$527	\$4,137	\$9,907	\$14,044

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

District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	45.1% \$3,088,492	4.6% \$316,739	38.8% \$2,655,946	1.2% \$79,440	10.3% \$704,812	\$6,845,429
State	60.6%	4.0%	21.3%	4.7%	9.5%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	40.1%	4.1%	18.4%	37.4%
State	48.2%	2.3%	29.1%	20.4%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	57.7% \$5,228,835	7.8% \$703,476	1.1% \$101,650	22.9% \$2,076,130	3.5% \$313,698	2.2% \$198,483	4.4% \$400,458	0.4% \$32,028	\$9,054,758
State	71.3%	7.1%	2.9%	8.5%	1.2%	1.9%	0.6%	6.5%	*

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

District Finances (cont)

Other Financial Indicators

	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	\$295,794	2.1	\$7,866	\$12,494
State	*	*	\$9,703	\$16,029

Average Class Size

What is it?

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

	Grade 9	Grade 10	Grade 11	Grade 12	Grade HS	Overall
District	17	21	23	21	*	20
State	22	21	21	20	21	21

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

Total School Days

What is it?

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

Total School Days	
District	176
State	176

Health and Wellness

What is it?

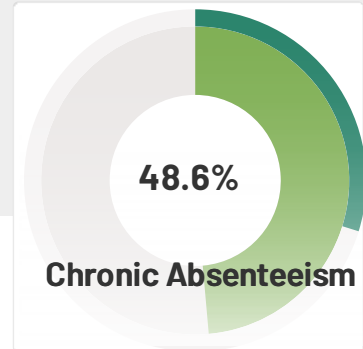
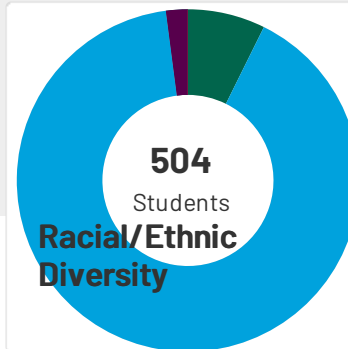
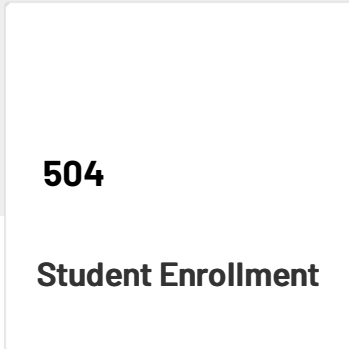
This shows the average number of days of physical education per week per student.

Days PE per week	
District	5
State	4

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

About the data

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



Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% 504	52.6% 265	47.4% 239	0.0% *	87.9% 443	2.0% 10	7.1% 36	‡ ‡	0.0% *	‡ ‡	2.0% 10	25.0% 126
State	100.0% 1,869,325	51.4% 959,975	48.6% 909,276	0.0% 74	46.4% 866,540	16.6% 310,464	27.2% 508,549	5.4% 100,564	0.1% 1,851	0.3% 4,756	4.1% 76,601	20.3% 378,912

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	20.0% 101	‡ ‡	42.7% 215	3.6% 18	‡ ‡	‡ ‡	‡ ‡
State	16.5% 307,555	13.7% 255,367	46.5% 869,330	2.0% 36,543	0.0% 343	0.7% 13,324	0.8% 14,220

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	123	125	125	131
State	157,008	149,133	146,066	149,597

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

Advanced Academic Programs

What is it?

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

Students Enrolled in Accelerated Placement

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	2.8% 7,916	3.8% 10,296	6.7% 61,947	5.4% 2,318	1.6% 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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.5% 9,274	0.3% 3,409	0.6% 5,855	0.7% 10	0.5% 4,396	0.3% 1,144	0.5% 2,685	0.6% 637	0.4% 7	0.2% 11	0.5% 394	0.3% 1,060

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

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Math

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

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

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
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	5.6% 108,934	5.0% 50,021	6.3% 58,870	2.9% 43	4.4% 39,069	4.5% 14,721	6.6% 34,997	15.0% 15,752	12.3% 235	5.0% 244	4.8% 3,916	3.2% 11,406

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

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Whole Grade

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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	0.0% 26	0.0% 42	0.0% 289	0.0% 2	0.0% 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
District	4.2% 22	‡	6.5% 16	*	4.8% 22	*	‡	*	*	*	‡	‡
State	22.2% 136,701	18.8% 59,465	25.7% 76,999	31.9% 237	23.2% 66,464	12.6% 12,696	20.5% 35,457	51.9% 16,825	32.4% 210	17.6% 262	22.2% 4,787	9.3% 11,353

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	‡	*	‡	‡	*
State	2.8% 2,484	6.8% 3,404	14.8% 40,874	7.6% 1,138	2.9% 94

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

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

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

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	32.5% 172	25.0% 71	41.1% 101	* *	32.2% 149	‡ ‡	39.5% 15	‡ ‡	‡ ‡	* *	‡ ‡	9.4% 12
State	19.8% 384,714	18.1% 180,719	21.6% 203,343	44.7% 652	21.8% 194,193	13.3% 43,602	17.9% 94,705	34.4% 36,095	23.9% 455	17.0% 828	18.3% 14,836	11.6% 41,302

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	17.2% 46	‡ ‡	‡ ‡
State	6.3% 17,755	6.0% 16,214	13.5% 125,534	10.4% 4,460	4.3% 639

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

Advanced Academic Programs (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	16.4% 87	13.0% 37	20.3% 50	* *	17.3% 80	* *	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡
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
District	‡ ‡	* *	8.2% 22	‡ ‡	* *
State	6.5% 5,733	5.9% 2,960	8.9% 24,704	8.0% 1,196	4.4% 146

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
District	*	*	*	*
State	16,077	8,983	14,916	8,430

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
District	*	*	*	*
State	47,189	29,003	22,853	14,471

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
District	‡	‡	‡	‡
State	155,940	96,101	39,509	26,229

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Exams - Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	23	16	11	10
State	307,079	201,928	39,341	29,765

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
District	‡	‡	39	50
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
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
District	‡	*	*	*	‡	*
State	254	*	313	*	5,241	*

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	‡	*	*	*	‡	‡
State	25,323	11,877	2,417	6,347	3,593	35	44	1,010	1,923

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	‡	*
State	371	*	543	*	7,608	*

Advanced Placement (AP) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	10	10	*	‡	*	*	*	‡	‡
State	45,254	22,249	3,876	12,195	5,252	89	73	1,520	3,844

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	‡	*
State	773	*	1,235	*	13,754	*

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	12	12	*	‡	*	*	*	‡	‡
State	50,674	25,935	4,423	12,871	5,719	57	80	1,589	4,526
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
District	‡	*	*	*	‡	*			
State	1,086	*	1,313	*	14,271	*			

International Baccalaureate (IB) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
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			
District	‡	*	*	*	‡	*			
State	4	*	3	*	75	*			

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
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
District	‡	*	*	*	‡	*
State	12	*	7	*	123	*

International Baccalaureate (IB) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
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
District	‡	*	*	*	‡	*
State	95	*	99	*	1,864	*

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
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
District	‡	*	*	*	‡	*
State	78	*	88	*	1,840	*

Dual Credit Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	‡	*	*	*	‡	‡
State	7,918	3,252	2,194	1,756	419	8	17	272	1,015

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	‡	*
State	635	*	552	*	3,427	*

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	‡	*	*	*	‡	‡
State	9,112	4,937	1,025	2,220	595	5	19	311	1,251

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	‡	*
State	739	*	517	*	3,104	*

Dual Credit Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	37	35	*	‡	*	*	*	‡	‡
State	23,791	14,980	2,050	4,480	1,406	18	40	817	2,946

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	‡	*
State	1,587	*	739	*	7,266	*

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	50	45	*	‡	*	*	*	‡	‡
State	40,096	25,409	3,273	7,589	2,429	30	59	1,307	5,180

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	*	*	16	*
State	2,772	*	1,152	*	10,907	*

* indicates non-reported data. ‡ indicates 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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	6.5% 125,984	6.4% 64,278	6.6% 61,684	1.5% 22	6.7% 59,326	4.1% 13,504	5.0% 26,428	18.7% 19,584	7.2% 137	6.9% 337	8.2% 6,668	5.7% 20,436

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

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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.8% 15,425	0.8% 7,974	0.8% 7,447	0.3% 4	0.9% 7,868	0.3% 893	0.5% 2,539	3.1% 3,215	0.6% 12	1.0% 47	1.0% 851	0.5% 1,859

* indicates non-reported data. † indicates 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
District	*	*	*	*	*
	*	*	*	*	*
State	0.4% 997	0.4% 972	0.3% 3,030	0.1% 55	0.1% 15

Students Identified As Gifted

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

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

* indicates non-reported data. † indicates 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
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.5% 8,965	0.5% 4,706	0.5% 4,258	0.1% 1	0.5% 4,393	0.1% 390	0.2% 1,124	2.3% 2,463	0.5% 9	0.5% 23	0.7% 563	0.2% 726

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

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

Students With IEPs

What is it?

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

By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
District	All Students	*	*	*	*	*	*	*
	Students with IEPs	*	*	*	*	*	*	*
All Peer Districts *	All Students	*	*	*	*	*	*	*
	Students with IEPs	*	*	*	*	*	*	*
State	All Students	*	*	*	*	*	*	*
	Students with IEPs	*	*	*	*	*	*	*

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	All Students	1.6%	*	8.9%	*	0.2%	*	*
	Students with IEPs	8.5%	*	41.8%	*	0.9%	*	*
All Peer Districts *	All Students	8.2%	*	45.9%	*	1.0%	*	*
	Students with IEPs	0.7%	*	5.0%	*	0.1%	*	*
State	All Students	0.6%	*	3.0%	*	0.1%	*	*
	Students with IEPs	4.8%	*	33.1%	*	0.8%	*	*

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

Students With IEPs (cont)

By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
District	All Students	*	1.6%	6.0%	*	*	1.0%	0.2%
	Students with IEPs	*	12.9%	18.9%	*	*	12.6%	0.3%
All Peer Districts *	All Students	*	8.2%	30.6%	*	*	5.1%	1.0%
	Students with IEPs	*	0.9%	2.1%	*	*	1.6%	0.0%
State	All Students	*	0.9%	1.3%	*	*	0.9%	0.0%
	Students with IEPs	*	5.7%	13.8%	*	*	10.5%	0.2%

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

Educational Environments for Students with IEPs

What is it?

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

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

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	11.2%	74.5%	4.1%	10.2%
All Peer Districts *	40.1%	32.2%	15.4%	12.3%
State	54.2%	26.3%	13.3%	6.3%
White				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Black				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Hispanic				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Asian				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Two or More Races				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

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

Educational Environments for Students with IEPs (cont)

For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	0.0%	37.5%	12.5%	50.0%
All Peer Districts *	1.9%	24.7%	48.5%	24.9%
State	3.4%	29.9%	49.9%	16.8%
Emotional Disability				
District	100.0%	0.0%	0.0%	0.0%
All Peer Districts *	73.6%	15.5%	3.4%	7.5%
State	70.8%	14.0%	8.8%	6.5%
Intellectual Disability				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Other Health Impairment				
District	16.7%	76.7%	3.3%	3.3%
All Peer Districts *	53.3%	30.5%	9.7%	6.6%
State	57.6%	28.2%	9.3%	5.0%
Specific Learning Disability				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Speech or Language Impairment				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

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Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	50.7%	16.7%	26.0%	0.2%	6.4%
White					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Black					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Hispanic					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Asian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
American Indian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Two or More Races					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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

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

What is it?

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

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

For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	43.5%	8.7%	47.8%	0.0%	0.0%
Developmental Delay					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	38.3%	14.3%	46.8%	0.0%	0.6%

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

For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Other Health Impairment					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	45.2%	11.9%	39.2%	2.5%	1.1%

For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Specific Learning Disability					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Speech or Language Impairment					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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State Performance Plan Indicators For Students With IEPs

What is it?

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

SPP Indicator	Indicator Description	2021-22 District Data	2021-22 State Target	District Met Target
1	Graduation Percent for students with IEPs (Data lag one year)	100.00	82.6	Yes
2	Dropout Percent for students with IEPs (Data lag one year)	0.00	13.7	Yes
3ae4	Reading assessment participation rate for students with IEPs, Grade 4	*	95	N/A
3ae8	Reading assessment participation rate for students with IEPs, Grade 8	*	95	N/A
3ae11	Reading assessment participation rate for students with IEPs, Grade 11	100.00	95	Yes
3am4	Math assessment participation rate for students with IEPs, Grade 4	*	95	N/A
3am8	Math assessment participation rate for students with IEPs, Grade 8	*	95	N/A
3am11	Math assessment participation rate for students with IEPs, Grade 11	100.00	95	Yes
3be4	Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	*	11	N/A
3be8	Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	*	8	N/A
3be11	Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	0.00	8	No
3bm4	Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	*	12	N/A
3bm8	Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	*	6.5	N/A
3bm11	Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	0.00	7	No
3ce4	Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	15	N/A
3ce8	Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	23.5	N/A

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2021-22 District Data	2021-22 State Target	District Met Target
3ce11	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	100.00	22.5	Yes
3cm4	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	20.5	N/A
3cm8	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	5.5	N/A
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	0.00	4	No
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	*	25.5	N/A
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	*	31.5	N/A
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	20.00	28	No
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	*	21.5	N/A
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	*	26	N/A
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	13.85	27.5	No
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year)	No	-1	Yes
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	11.2	52.9	No
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	4.1	12.35	Yes
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	10.2	6.38	No
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	*	46.5	N/A
6b	Children ages 3-5 in separate special education class, separate school or residential facility	*	26.04	N/A

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2021-22 District Data	2021-22 State Target	District Met Target
6c	Children ages 3-5 receiving special education and related services in the home	*	0.27	N/A
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	*	83.95	N/A
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	*	47.2	N/A
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	*	84.1	N/A
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	*	45.1	N/A
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	*	85.8	N/A
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	*	53.4	N/A
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	*	71	N/A
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	Yes
11	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	*	100	N/A
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	*	100	N/A
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	100.00	100	Yes
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	30.77	29.6	Yes
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	92.31	63.5	Yes
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	100.00	75.75	Yes

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English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
District	*	* ‡	* *	*
State	*	100.0% 229,014	6.1% *	* 47,572

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Student Attendance

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	87.6%	87.7%	87.6%	*	87.7%	88.5%	86.3%	94.0%	94.8%	91.4%	85.6%	86.8%
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
District	86.5%	86.5%	84.9%
State	88.4%	90.1%	88.1%

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

Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	11.1%	13.6%	8.2%	*	11.2%	‡	‡	‡	‡	‡	‡	‡
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
District	‡	‡	17.2%	‡
State	8.0%	9.5%	10.2%	25.7%

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

Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	48.6%	45.1%	52.6%	*	49.8%	‡	42.1%	‡	‡	‡	‡	53.5%
State	29.8%	29.5%	30.2%	20.9%	21.2%	47.9%	36.1%	15.8%	28.0%	36.4%	30.6%	37.3%

	Students with IEPs	English Learners	Low Income
District	52.5%	‡	60.2%
State	38.9%	34.5%	42.0%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	48.9%	42.0%	53.1%	50.3%
State	32.7%	35.4%	38.6%	43.6%

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

Dropout Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	3.0%	3.8%	‡	‡	3.2%	‡	‡	‡	‡	‡	‡	‡
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
District	‡	‡	5.8%	‡	‡
State	3.6%	4.3%	5.1%	9.6%	12.6%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	‡	‡	‡	6.7%
State	1.7%	3.1%	4.2%	4.6%

* indicates non-reported data. ‡ indicates 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
District	5.6%	7.4%	‡	*	4.7%	‡	‡	‡	‡	‡	‡	‡
State	22.1%	22.2%	22.0%	7.2%	8.6%	50.2%	30.9%	7.9%	20.5%	28.8%	19.8%	25.5%

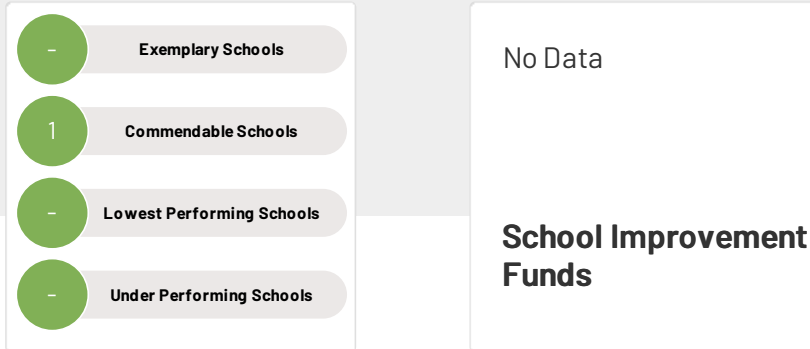
	Students with IEPs	English Learners	Low Income
District	‡	‡	10.7%
State	27.8%	29.4%	36.1%

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

About the data

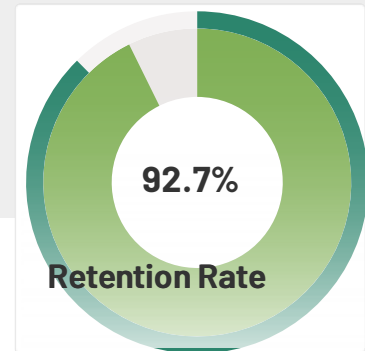
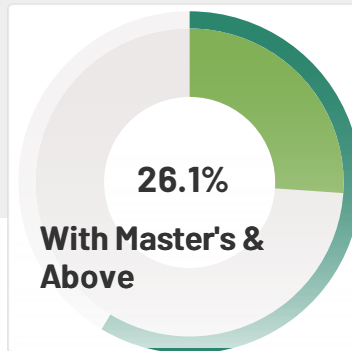
Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has four summative designations: Exemplary School, Commendable School, Targeted School, and Comprehensive School. Targeted Schools and Comprehensive Schools receive additional 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.



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
District	13	73.9%	26.1%	65.6%	100.0%
State	*	40.6%	58.6%	66.1%	97.2%

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

Student-To-Teacher Ratios

What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	*	18
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	\$63,989
State	\$72,316

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

Retention Rate

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	92.7% 89	92.6% 87	* *	100.0% 2	* *	* *	* *	* *	* *
	Male	92.3% 24	91.7% 22	* *	100.0% 2	* *	* *	* *	* *	* *
	Female	92.9% 65	92.9% 65	* *	* *	* *	* *	* *	* *	* *
	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	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Full-Time Equivalent

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	100.0% 33.5	97.0% 32.5	* *	3.0% 1	* *	* *	* *	* *	* *
	Male	26.1% 8.8	23.8% 7.8	* *	100.0% 1	* *	* *	* *	* *	* *
	Female	73.9% 24.8	76.2% 24.8	* *	* *	* *	* *	* *	* *	* *
	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	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Teachers with Gifted Endorsement

What is it?

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

Teachers with Gifted Endorsement	
District	*
State	1,247

National Board Certified Teachers

What is it?

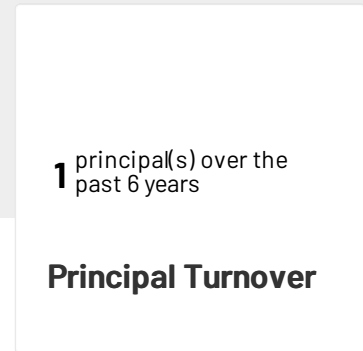
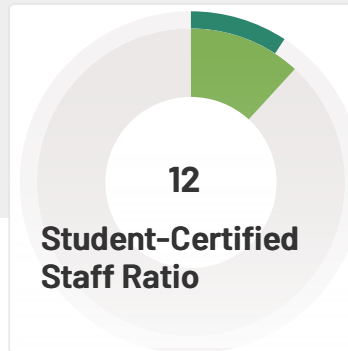
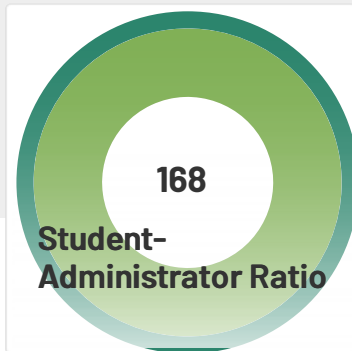
This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

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

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

About the data

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



Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	12	168
State	9	147

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

Demographics

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	100.0% 3	100.0% 3	*	*	*	*	*	*	*
	Male	66.7% 2	66.7% 2	*	*	*	*	*	*	*
	Female	33.3% 1	33.3% 1	*	*	*	*	*	*	*
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 12732.9	76.1% 9694.8	14.3% 1820.1	6.9% 872.4	0.9% 118.1	0.1% 8.7	0.3% 34.1	0.8% 97	0.7% 87.8
	Male	41.2% 5242	44.5% 4311.1	27.9% 507	33.4% 291	45.9% 54.2	33.1% 2.9	34.9% 11.9	33.1% 32.1	36.2% 31.8
	Female	58.8% 7490.9	55.5% 5383.7	72.1% 1313.1	66.6% 581.4	54.1% 63.9	66.9% 5.8	65.1% 22.2	66.9% 64.9	63.8% 56
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Principal Turnover

What is it?

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

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

Average Administrator Salary

What is it?

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

Average Administrator Salary	
District	\$119,140
State	\$116,206

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

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
District	6.4%	6.4%	0.0%	0.0%	0.0%	5.8%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

Student Environment (cont)

	Rate of Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
District	0.2%	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.

	Enrolled in PreSchool	Advanced Placement Course Work		
		Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
District	0.0% 0	9.6% 48	0.0% 0	10.0% 50
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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

About the data

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

Inclusion Rate and Standard Error in NAEP

What is it?

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

Percentage of students identified With Disabilities and English Learners - Reading

Jurisdiction

Illinois

Percentage of students identified With Disabilities and English Learners - Mathematics

Jurisdiction

Illinois