

Anna Jonesboro CHSD 81

District Superintendent

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2023 - 2024

District Provided Statement

Not available.

About the Report Card

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

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

For additional information, refer to the [Public Business Rules for 2024 Report Card Metrics](#) and the [2024 Glossary of Terms](#).

District Snapshot

Percent of Adequacy : 70.9%

Chronic Absenteeism : 19.4%

Principal Turnover : 1

Schools in District : 1

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

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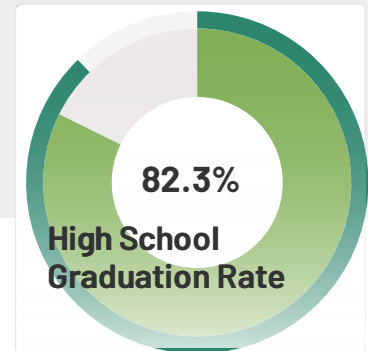
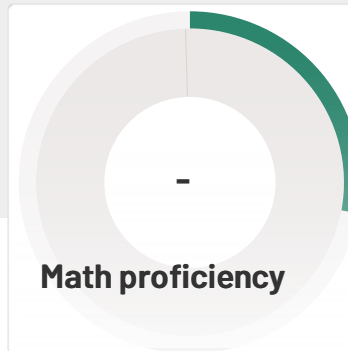
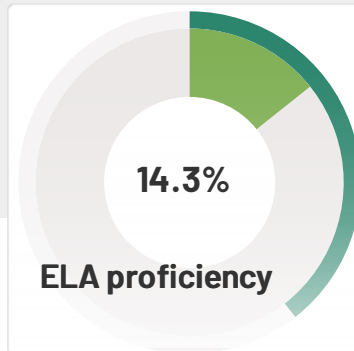
134 | Civil Rights Data Collection (2017-18)

136 | NAEP

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About the data

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



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.
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Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	49.5%	35.6%	11.9%	3.0%	69.3%	21.8%	8.9%	0.0%
State	33.5%	34.9%	20.5%	11.1%	47.7%	25.7%	20.3%	6.3%
Female								
District	47.9%	35.4%	14.6%	2.1%	66.7%	25.0%	8.3%	0.0%
State	31.1%	36.7%	21.4%	10.8%	47.3%	27.7%	20.1%	4.9%
Male								
District	50.9%	35.8%	9.4%	3.8%	71.7%	18.9%	9.4%	0.0%
State	36.0%	33.1%	19.6%	11.3%	48.1%	23.8%	20.5%	7.6%
Non Binary								
District	*	*	*	*	*	*	*	*
State	11.7%	21.4%	34.0%	33.0%	26.2%	25.2%	38.8%	9.7%
American Indian								
District	*	*	*	*	*	*	*	*
State	43.0%	26.9%	20.6%	9.6%	53.1%	21.2%	21.2%	4.5%
Asian								
District	*	*	*	*	*	*	*	*
State	11.7%	23.9%	28.7%	35.7%	15.2%	19.5%	33.6%	31.8%
Black								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.9%	32.0%	9.6%	2.4%	74.4%	18.3%	6.5%	0.9%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	45.7%	36.2%	14.1%	4.0%	61.7%	24.2%	12.3%	1.8%

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

Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
MENA								
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	31.9%	27.8%	26.4%	13.9%	40.3%	20.8%	29.9%	9.0%
Two or More Races								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	28.6%	34.1%	22.6%	14.8%	44.2%	26.1%	21.3%	8.4%
White								
District	46.7%	37.0%	13.0%	3.3%	68.5%	22.8%	8.7%	0.0%
State	21.7%	36.4%	26.9%	14.9%	34.6%	29.9%	28.0%	7.5%
Students with Disabilities								
District	95.0%	5.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
State	56.5%	23.5%	12.3%	7.6%	69.3%	15.7%	11.6%	3.4%
English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	81.0%	17.5%	1.5%	0.0%	86.9%	10.7%	2.2%	0.2%
Homeless								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	67.5%	24.8%	6.3%	1.5%	82.4%	12.7%	4.6%	0.3%
Students with IEPs								
District	95.0%	5.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
State	76.2%	17.2%	4.7%	2.0%	87.8%	8.1%	3.3%	0.8%

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Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	54.2%	31.3%	12.5%	2.1%	72.9%	25.0%	2.1%	0.0%
State	49.9%	34.5%	12.3%	3.3%	66.7%	21.8%	10.1%	1.5%
Migrant								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	76.0%	24.0%	0.0%	0.0%	76.0%	24.0%	0.0%	0.0%
Military								
District	*	*	*	*	*	*	*	*
State	33.6%	34.8%	23.5%	8.1%	46.8%	30.6%	20.3%	2.4%
Non-English Learners								
District	48.5%	36.4%	12.1%	3.0%	68.7%	22.2%	9.1%	0.0%
State	28.2%	36.8%	22.7%	12.3%	43.3%	27.4%	22.4%	7.0%
Non-IEP								
District	38.3%	43.2%	14.8%	3.7%	61.7%	27.2%	11.1%	0.0%
State	27.7%	37.3%	22.7%	12.3%	42.2%	28.1%	22.6%	7.0%
Non Low Income								
District	45.3%	39.6%	11.3%	3.8%	66.0%	18.9%	15.1%	0.0%
State	20.2%	35.2%	27.3%	17.4%	32.1%	28.9%	28.7%	10.2%
Youth In Care								
District	*	*	*	*	*	*	*	*
State	67.3%	26.4%	4.9%	1.5%	86.7%	11.8%	1.5%	0.0%

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DLM

What is it?

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

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

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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	43.8%	33.9%	19.6%	2.8%	52.3%	27.6%	19.6%	0.4%
Female								
District	*	*	*	*	*	*	*	*
State	44.1%	35.4%	17.4%	3.1%	56.4%	27.5%	16.2%	0.0%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.6%	33.0%	20.8%	2.6%	50.1%	27.6%	21.6%	0.7%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	66.7%	0.0%	0.0%	33.3%	100.0%	0.0%	0.0%	0.0%
Asian								
District	*	*	*	*	*	*	*	*
State	52.6%	32.1%	14.1%	1.3%	53.2%	27.8%	19.0%	0.0%
Black								
District	*	*	*	*	*	*	*	*
State	41.8%	35.3%	20.3%	2.6%	50.4%	27.9%	21.2%	0.5%
Hispanic								
District	*	*	*	*	*	*	*	*
State	47.4%	34.0%	16.7%	1.9%	53.8%	26.8%	18.8%	0.6%

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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
MENA								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	60.0%	40.0%	0.0%	0.0%	60.0%	40.0%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	33.9%	33.9%	27.4%	4.8%	45.2%	32.3%	22.6%	0.0%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.9%	33.2%	21.5%	3.4%	52.8%	27.5%	19.3%	0.3%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.8%	33.8%	19.6%	2.8%	52.3%	27.6%	19.7%	0.4%
English Learners								
District	*	*	*	*	*	*	*	*
State	48.8%	31.6%	18.0%	1.6%	52.5%	26.1%	20.9%	0.5%
Homeless								
District	*	*	*	*	*	*	*	*
State	34.1%	26.8%	36.6%	2.4%	42.5%	37.5%	17.5%	2.5%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.8%	33.8%	19.6%	2.8%	52.3%	27.6%	19.7%	0.4%

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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	45.4%	32.8%	19.2%	2.6%	53.9%	27.9%	17.9%	0.3%
Migrant								
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Military								
District	*	*	*	*	*	*	*	*
State	40.0%	40.0%	20.0%	0.0%	55.6%	33.3%	11.1%	0.0%
Non-English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	42.3%	34.5%	20.0%	3.1%	52.3%	28.0%	19.3%	0.4%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
Non Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.1%	35.6%	20.2%	3.1%	49.8%	27.2%	22.4%	0.7%
Youth In Care								
District	*	*	*	*	*	*	*	*
State	59.3%	18.5%	18.5%	3.7%	65.5%	17.2%	17.2%	0.0%

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Academic Progress

DLM (cont)

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	‡	‡	‡	‡
State	63.9%	25.4%	8.7%	2.0%
Female				
District	*	*	*	*
State	64.7%	26.8%	7.4%	1.1%
Male				
District	‡	‡	‡	‡
State	63.5%	24.5%	9.5%	2.5%
Non Binary				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	66.7%	0.0%	33.3%	0.0%
Asian				
District	*	*	*	*
State	75.0%	20.6%	2.9%	1.5%
Black				
District	*	*	*	*
State	62.5%	26.8%	9.0%	1.6%
Hispanic				
District	*	*	*	*
State	67.9%	23.6%	7.5%	0.9%

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Academic Progress

DLM (cont)

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%
Two or More Races				
District	*	*	*	*
State	61.0%	23.7%	13.6%	1.7%
White				
District	‡	‡	‡	‡
State	60.9%	26.4%	9.5%	3.1%
Students with Disabilities				
District	‡	‡	‡	‡
State	63.9%	25.3%	8.8%	2.0%
English Learners				
District	*	*	*	*
State	70.3%	20.9%	7.6%	1.2%
Homeless				
District	*	*	*	*
State	59.0%	25.6%	12.8%	2.6%
Students with IEPs				
District	‡	‡	‡	‡
State	63.9%	25.3%	8.8%	2.0%

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Academic Progress

DLM (cont)

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	‡	‡	‡
State	64.7%	25.1%	8.6%	1.6%
Migrant				
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
Military				
District	*	*	*	*
State	70.0%	20.0%	10.0%	0.0%
Non-English Learners				
District	‡	‡	‡	‡
State	62.1%	26.6%	9.1%	2.2%
Non-IEP				
District	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%
Non Low Income				
District	‡	‡	‡	‡
State	62.6%	25.7%	9.0%	2.6%
Youth In Care				
District	*	*	*	*
State	64.0%	32.0%	0.0%	4.0%

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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.
-

Academic Progress

ISA (cont)

Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	31.0%	27.0%	35.0%	7.0%
State	21.4%	26.2%	37.4%	14.9%
Female				
District	31.9%	25.5%	36.2%	6.4%
State	18.6%	28.4%	40.6%	12.3%
Male				
District	30.2%	28.3%	34.0%	7.5%
State	24.1%	24.2%	34.3%	17.4%
Non Binary				
District	*	*	*	*
State	8.2%	9.3%	45.4%	37.1%
American Indian				
District	*	*	*	*
State	26.6%	26.3%	33.9%	13.2%
Asian				
District	*	*	*	*
State	7.9%	14.9%	39.4%	37.8%
Black				
District	‡	‡	‡	‡
State	39.8%	33.7%	23.5%	3.1%
Hispanic				
District	‡	‡	‡	‡
State	27.2%	32.3%	33.7%	6.7%

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

Academic Progress

ISA (cont)

Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	50.0%	0.0%	50.0%	0.0%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	17.0%	25.9%	36.3%	20.7%
Two or More Races				
District	‡	‡	‡	‡
State	17.7%	24.5%	39.0%	18.7%
White				
District	29.3%	29.3%	33.7%	7.6%
State	14.1%	21.8%	43.6%	20.5%
Students with Disabilities				
District	68.4%	26.3%	5.3%	0.0%
State	37.9%	28.9%	24.3%	8.9%
English Learners				
District	‡	‡	‡	‡
State	45.2%	38.9%	15.3%	0.5%
Homeless				
District	‡	‡	‡	‡
State	44.4%	32.3%	20.6%	2.8%
Students with IEPs				
District	68.4%	26.3%	5.3%	0.0%
State	50.1%	32.0%	15.0%	2.9%

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Academic Progress

ISA (cont)

Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	27.7%	31.9%	31.9%	8.5%
State	31.1%	32.3%	30.5%	6.1%
Migrant				
District	‡	‡	‡	‡
State	43.5%	34.8%	21.7%	0.0%
Military				
District	*	*	*	*
State	17.6%	26.9%	41.2%	14.2%
Non-English Learners				
District	30.3%	27.3%	35.4%	7.1%
State	18.8%	24.8%	39.8%	16.5%
Non-IEP				
District	22.2%	27.2%	42.0%	8.6%
State	17.7%	25.5%	40.4%	16.5%
Non Low Income				
District	34.0%	22.6%	37.7%	5.7%
State	13.7%	21.4%	42.9%	21.9%
Youth In Care				
District	*	*	*	*
State	43.5%	33.2%	21.4%	2.0%

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Academic Progress

Proficiency

What is it?

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

ELA - All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	14.3%	‡	‡	*	*	*	‡	‡	*	*	‡	15.6%	‡
State	39.4%	43.6%	35.3%	63.3%	31.0%	66.9%	20.3%	26.7%	39.4%	46.1%	42.5%	50.2%	18.7%

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

Mathematics - All Tests

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

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

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Academic Progress

Proficiency (cont)

Science - All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	41.0%	42.0%	40.0%	*	*	*	‡	‡	*	*	‡	40.0%	‡
State	52.0%	52.0%	52.0%	81.0%	47.0%	77.0%	26.0%	39.0%	54.0%	60.0%	56.0%	66.0%	30.0%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	39.0%	‡	‡	*	*
State	18.0%	18.0%	36.0%	22.0%	17.0%	57.0%	24.0%

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

Academic Progress

Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	97.2%	96.2%	98.2%	*	*	*	‡	‡	*	*	‡	98.0%	95.7%
State	98.6%	98.7%	98.5%	95.9%	98.2%	99.2%	97.7%	98.4%	97.3%	98.4%	98.4%	98.9%	97.4%

	English Learners	Students with IEPs	Low Income
District	‡	95.7%	94.4%
State	98.4%	97.1%	98.2%

Mathematics - All Tests - Participation

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

	English Learners	Students with IEPs	Low Income
District	‡	95.7%	94.4%
State	98.2%	96.9%	98.1%

* 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)

Science - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	95.3%	92.2%	98.2%	*	*	*	‡	‡	*	*	‡	97.9%	87.5%
State	96.0%	96.1%	95.8%	95.1%	95.1%	97.2%	93.0%	95.4%	83.9%	94.6%	95.5%	97.3%	93.6%

	English Learners	Students with IEPs	Low Income
District	‡	87.5%	90.6%
State	94.9%	93.0%	94.7%

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

Academic Progress

Participation Rate (cont)

Overall SAT ELA - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	97.2%	96.2%	98.1%	*	*	*	‡	‡	*	*	‡	97.9%	95.2%
State	96.3%	96.7%	95.8%	96.3%	93.0%	98.4%	92.4%	95.2%	100.0%	95.0%	96.2%	98.1%	93.7%

	English Learners	Students with IEPs	Low Income
District	‡	95.2%	94.3%
State	93.8%	92.0%	94.2%

Overall SAT Mathematics - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	97.2%	96.2%	98.1%	*	*	*	‡	‡	*	*	‡	97.9%	95.2%
State	96.2%	96.6%	95.8%	96.3%	93.0%	98.4%	92.3%	95.2%	100.0%	95.0%	96.1%	98.0%	93.5%

	English Learners	Students with IEPs	Low Income
District	‡	95.2%	94.3%
State	93.8%	91.7%	94.1%

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

Academic Progress

Participation Rate (cont)

Overall DLM ELA - Participation

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

	English Learners	Students with IEPs	Low Income
District	*	‡	‡
State	97.7%	97.6%	97.5%

Overall DLM Mathematics - Participation

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

	English Learners	Students with IEPs	Low Income
District	*	‡	‡
State	97.5%	97.6%	97.5%

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

Academic Progress

Participation Rate (cont)

Overall DLM Science - Participation

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

	English Learners	Students with IEPs	Low Income
District	*	‡	‡
State	96.2%	96.4%	96.2%

Overall - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	95.2%	92.2%	98.1%	*	*	*	‡	‡	*	*	‡	97.9%	86.4%
State	96.0%	96.1%	95.8%	95.1%	95.1%	97.2%	92.9%	95.4%	86.7%	94.6%	95.5%	97.3%	93.5%

	English Learners	Students with IEPs	Low Income
District	‡	86.4%	90.4%
State	94.8%	92.8%	94.7%

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

Academic Progress

Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	2.8%	3.8%	1.8%	*	*	*	‡	‡	*	*	‡	2.0%	4.3%
State	1.5%	1.3%	1.6%	4.1%	1.8%	0.8%	2.4%	1.6%	2.7%	1.6%	1.7%	1.1%	2.7%

	English Learners	Students with IEPs	Low Income
District	‡	4.3%	5.6%
State	1.7%	3.0%	1.8%

Mathematics - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	2.8%	3.8%	1.8%	*	*	*	‡	‡	*	*	‡	2.0%	4.3%
State	1.6%	1.4%	1.7%	4.1%	2.0%	0.9%	2.6%	1.7%	2.7%	1.7%	1.8%	1.2%	2.9%

	English Learners	Students with IEPs	Low Income
District	‡	4.3%	5.6%
State	1.8%	3.2%	2.0%

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

Academic Progress

Participation Rate (cont)

Science - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	4.7%	7.8%	1.8%	*	*	*	‡	‡	*	*	‡	2.1%	12.5%
State	4.1%	4.0%	4.3%	4.9%	4.9%	2.8%	7.2%	4.7%	16.1%	5.4%	4.6%	2.8%	6.5%

	English Learners	Students with IEPs	Low Income
District	‡	12.5%	9.4%
State	5.3%	7.1%	5.4%

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

Academic Progress

Participation Rate (cont)

Overall SAT ELA - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	2.8%	3.8%	1.9%	*	*	*	‡	‡	*	*	‡	2.1%	4.8%
State	3.8%	3.3%	4.2%	3.7%	7.0%	1.6%	7.7%	4.8%	0.0%	5.0%	3.8%	1.9%	6.4%

	English Learners	Students with IEPs	Low Income
District	‡	4.8%	5.7%
State	6.2%	8.1%	5.9%

Overall SAT Mathematics - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	2.8%	3.8%	1.9%	*	*	*	‡	‡	*	*	‡	2.1%	4.8%
State	3.8%	3.4%	4.3%	3.7%	7.0%	1.6%	7.8%	4.8%	0.0%	5.0%	3.9%	2.0%	6.6%

	English Learners	Students with IEPs	Low Income
District	‡	4.8%	5.7%
State	6.3%	8.3%	6.0%

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

Academic Progress

Participation Rate (cont)

Overall DLM ELA - Non Participation

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

	English Learners	Students with IEPs	Low Income
District	*	‡	‡
State	2.3%	2.4%	2.5%

Overall DLM Mathematics - Non Participation

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

	English Learners	Students with IEPs	Low Income
District	*	‡	‡
State	2.5%	2.4%	2.5%

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

Academic Progress

Participation Rate (cont)

Overall DLM Science - Non Participation

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

	English Learners	Students with IEPs	Low Income
District	*	‡	‡
State	3.8%	3.6%	3.8%

Overall ISA - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	4.8%	7.8%	1.9%	*	*	*	‡	‡	*	*	‡	2.1%	13.6%
State	4.1%	4.0%	4.3%	4.9%	4.9%	2.8%	7.3%	4.7%	13.3%	5.4%	4.6%	2.8%	6.6%

	English Learners	Students with IEPs	Low Income
District	‡	13.6%	9.6%
State	5.3%	7.4%	5.4%

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

9th Grade On Track

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	89.7%	91.5%	87.7%	*	*	‡	‡	90.9%	*	*	‡	89.1%	83.3%
State	88.2%	89.8%	86.7%	82.4%	85.4%	96.7%	79.7%	84.1%	91.2%	91.3%	87.1%	92.7%	84.2%

	English Learners	Students with IEPs	Low Income
District	‡	83.3%	80.7%
State	79.7%	82.8%	81.7%

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

Career and Technical Education

What is it?

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

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

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

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

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

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

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.

Academic Progress

Career and Technical Education (cont)

Perkins Measures – Four-Year Graduation Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	86.4%	88.5%	84.8%	*	‡	*	‡	‡	*	‡	*	86.5%	‡
State	96.1%	96.5%	95.8%	96.0%	90.7%	98.0%	94.8%	94.9%	0.0%	92.5%	95.5%	96.8%	92.3%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	‡	78.4%	*	*	94.7%	*	*	‡
State	92.3%	88.9%	89.1%	93.8%	100.0%	96.2%	96.2%	85.7%	87.1%	78.4%

Perkins Measures – Extended (Six-Year) Graduation Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	91.1%	94.1%	89.3%	*	*	*	*	‡	*	*	‡	91.1%	95.0%
State	96.5%	97.0%	96.1%	100.0%	97.6%	98.8%	95.4%	95.9%	*	100.0%	94.9%	96.8%	94.3%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	‡	94.1%	82.5%	‡	*	91.7%	*	*	*
State	92.0%	92.2%	91.6%	93.9%	85.7%	96.3%	96.1%	100.0%	90.1%	87.9%

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

Academic Progress

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Reading/Language Art

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

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

Perkins Measures – Academic Proficiency Rate in Mathematics

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

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

Perkins Measures – Academic Proficiency Rate in Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	24.1%	‡	‡	*	‡	*	‡	‡	*	‡	*	25.5%	‡
State	53.6%	51.9%	55.0%	57.1%	54.0%	76.0%	25.7%	42.3%	*	50.0%	54.3%	61.1%	34.3%

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

Academic Progress

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Science

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

Perkins Measures – Postsecondary Placement Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	59.7%	64.7%	55.8%	*	*	‡	‡	‡	*	*	‡	62.7%	62.5%
State	70.6%	78.1%	64.8%	50.0%	67.8%	86.0%	67.1%	66.3%	*	68.1%	68.3%	71.8%	60.2%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	62.5%	49.0%	*	*	53.8%	*	*	‡
State	54.7%	55.6%	51.5%	61.7%	66.7%	68.3%	75.3%	80.0%	55.8%	53.9%

Perkins Measures – Nontraditional Program Enrollment Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	36.1%	50.6%	23.0%	*	‡	*	‡	‡	*	‡	‡	36.0%	45.5%
State	30.7%	45.9%	18.8%	0.0%	30.9%	28.6%	32.5%	28.9%	24.3%	37.7%	32.0%	31.2%	28.8%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	45.5%	34.4%	*	*	100.0%	*	*	‡
State	27.9%	34.1%	29.5%	31.9%	72.2%	32.3%	100.0%	21.4%	33.2%	40.2%

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

Academic Progress

Career and Technical Education (cont)

Perkins Measures – Program Quality – Attained Postsecondary Credits Rate

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

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

Perkins Measures – Program Quality – Work-Based Learning Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	42.9%	‡	54.8%	*	‡	*	‡	‡	*	‡	*	40.8%	‡
State	11.7%	16.4%	7.9%	7.4%	7.9%	12.2%	11.8%	10.6%	*	18.4%	12.2%	12.0%	10.0%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	‡	32.4%	*	*	‡	*	*	‡
State	9.7%	8.9%	9.7%	11.5%	16.7%	12.1%	13.1%	0.0%	19.0%	10.2%

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

Academic Progress

Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	340	162	178	*	‡	‡	10	24	*	‡	‡	296	54
State	285,732	127,994	157,572	166	684	14,250	34,879	68,141	477	235	11,640	155,426	51,864

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	10	26	54	176	‡	‡	53	*	*	‡
State	27,252	6,699	34,821	120,302	76	2,596	37,950	26	1,039	1,033

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	148	52	96	*	‡	*	‡	10	*	*	‡	133	34
State	32,330	13,727	18,595	8	47	259	1,493	2,480	6	15	1,025	27,005	6,059

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	13	34	76	‡	*	34	*	*	‡
State	762	1,001	4,682	12,885	11	326	7,924	10	258	180

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Academic Progress

Career and Technical Education (cont)

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

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

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

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

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

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

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Academic Progress

Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	148	72	76	*	*	‡	‡	10	*	*	‡	129	23
State	72,045	30,455	41,554	36	180	3,884	9,336	14,073	126	63	3,269	41,114	11,073

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	11	23	75	*	‡	18	*	*	‡
State	6,173	1,642	7,126	29,121	31	685	9,718	8	217	319

CTE Participant - Count of Students participating in Education & Training

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

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

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Academic Progress

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Finance

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	64,164	26,806	37,327	31	141	4,022	7,300	12,524	148	60	2,805	37,164	9,421

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	5,033	1,218	5,667	23,689	25	669	7,249	1	221	272

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	352	165	187	*	*	2	66	31	*	1	23	229	77

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	13	14	56	243	*	9	53	*	*	3

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Academic Progress

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Health Science

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

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

CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	109	65	44	*	*	‡	‡	‡	*	‡	‡	90	19
State	74,494	38,286	36,171	37	180	2,633	10,463	18,741	170	60	3,298	38,949	15,410

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	19	58	*	*	25	*	*	*
State	7,599	1,814	11,095	32,641	25	722	15,417	1	223	303

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Academic Progress

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Human Services

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	112	77	35	*	*	*	‡	10	*	*	‡	95	18
State	55,203	36,357	18,804	42	91	1,706	6,580	11,062	144	45	2,582	32,993	10,322

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	11	18	67	‡	*	23	*	*	‡
State	4,422	1,472	7,253	24,456	30	539	10,276	4	294	259

CTE Participant - Count of Students participating in Information Technology

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

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

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Academic Progress

Career and Technical Education (cont)

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

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

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

CTE Participant - Count of Students participating in Manufacturing

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

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

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Career and Technical Education (cont)

CTE Participant - Count of Students participating in Marketing

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

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

CTE Participant - Count of Students participating in STEM

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

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

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Academic Progress

Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	10	‡	‡	*	*	*	*	‡	*	*	‡	‡	‡
State	32,426	5,647	26,768	11	90	877	3,136	9,262	116	25	1,226	17,694	7,306

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

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Academic Progress

Career and Technical Education (cont)

CTE Concentrator - Total Count of CTE Concentrators

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	166	79	87	*	‡	*	‡	‡	*	‡	‡	147	33
State	139,917	61,576	78,273	68	291	6,846	14,498	31,148	177	106	5,356	81,495	24,975

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	12	33	93	*	*	60	*	*	‡
State	9,969	2,935	16,249	55,828	18	1,216	42,968	14	611	386

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	88	24	64	*	‡	*	*	‡	*	*	‡	81	20
State	19,711	7,660	12,045	6	26	99	699	1,097	*	5	521	17,264	3,401

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	20	43	*	*	33	*	*	‡
State	271	537	2,608	7,360	3	158	8,995	5	165	83

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Academic Progress

Career and Technical Education (cont)

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

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

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

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

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

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

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Academic Progress

Career and Technical Education (cont)

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

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

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

CTE Concentrator - Count of Students concentrating in Education & Training

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

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

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Academic Progress

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Finance

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

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

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

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

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

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Academic Progress

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Health Science

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

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

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	32	17	15	*	*	*	‡	‡	*	‡	‡	26	‡
State	20,943	11,263	9,670	10	46	539	3,001	5,110	23	15	927	11,282	4,467

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	‡	14	*	*	20	*	*	*
State	1,709	509	3,339	9,246	8	172	13,655	*	77	83

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

Academic Progress

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Human Services

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	71	51	20	*	*	*	‡	‡	*	*	‡	64	13
State	34,580	26,035	8,524	21	55	964	4,215	7,665	36	30	1,623	19,992	6,789

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	13	47	*	*	34	*	*	‡
State	2,483	868	4,711	15,187	9	333	14,061	2	203	146

CTE Concentrator - Count of Students concentrating in Information Technology

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

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

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

Academic Progress

Career and Technical Education (cont)

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

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

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

CTE Concentrator - Count of Students concentrating in Manufacturing

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

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

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Marketing

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

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

CTE Concentrator - Count of Students concentrating in STEM

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

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

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

Academic Progress

Career and Technical Education (cont)

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

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

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

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

Academic Progress

High School Graduation Rate

What is it?

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

4 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	82.3% 107	86.2% 56	78.5% 51	* *	‡ ‡	‡ ‡	‡ ‡	100.0% 10	* *	‡ ‡	‡ ‡	81.8% 90	78.3% 18
State	87.7% 130,309	89.6% 65,166	85.9% 65,055	89.8% 88	74.5% 263	94.6% 7,597	80.7% 19,318	85.1% 36,335	0.0% 0	82.1% 110	85.4% 4,755	91.3% 61,931	79.5% 26,479

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡ ‡	70.6% 12	72.0% 54	‡ ‡	* *	* *	‡ ‡
State	77.8% 11,384	72.5% 15,723	81.8% 56,546	69.9% 5,506	65.0% 13	89.6% 987	57.6% 548

5 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	89.5% 111	89.1% 57	90.0% 54	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	88.3% 98	88.6% 31
State	89.3% 133,869	91.2% 66,384	87.6% 67,429	88.9% 56	86.2% 288	95.5% 7,829	82.6% 19,618	87.9% 37,004	0.0% 0	95.0% 170	86.2% 4,364	91.9% 64,596	81.4% 26,819

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡ ‡	85.2% 23	82.6% 57	‡ ‡	* *	* *	* *
State	80.7% 9,957	75.6% 16,769	83.7% 56,057	73.4% 5,586	57.1% 12	91.1% 1,135	60.7% 569

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

Academic Progress

High School Graduation Rate (cont)

6 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	87.1% 122	94.7% 54	81.9% 68	* *	* *	* *	‡ ‡	85.7% 12	* *	* *	‡ ‡	87.5% 105	85.3% 29
State	89.6% 135,907	91.6% 67,791	87.7% 68,098	85.7% 18	83.9% 281	95.7% 7,823	83.0% 19,907	88.2% 36,195	0.0% 0	89.7% 131	87.0% 4,382	92.1% 67,188	81.9% 25,777

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	* *	83.9% 26	75.0% 48	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	82.0% 8,812	77.1% 17,062	83.6% 53,830	73.3% 5,428	83.3% 20	90.8% 1,068	59.6% 551

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

Postsecondary Enrollment

What is it?

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

12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
District	64.0%	60.0%	4.0%	26.4%	37.6%	0.0%
State	66.1%	50.9%	15.3%	40.6%	25.5%	0.0%

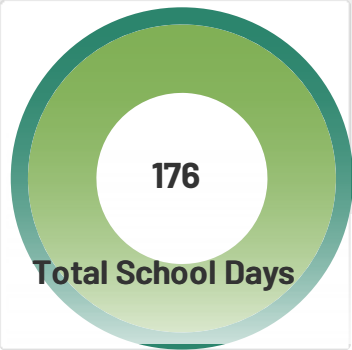
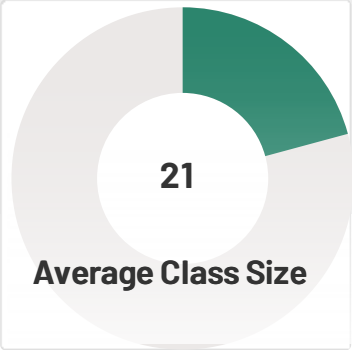
16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
District	65.6%	60.8%	4.8%	27.2%	38.4%	0.0%
State	66.8%	51.5%	15.3%	40.7%	26.1%	0.0%

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

About the data

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.



District Environment

Early Learning

What is it?

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

Kindergarten Individual Developmental Survey (KIDS) Results – Overall

	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
District	*	*	*	*	*	*	*	*
State	90.9%	35.3%	16.3%	16.8%	31.6%	58.4%	49.2%	37.1%

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

	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	English Learners	Students with IEPs	Low Income
District	*	*	*	*	*	*	*	*	*	*	*	*
State	25.4%	36.7%	25.8%	20.3%	*	32.9%	33.3%	39.3%	16.3%	14.6%	16.3%	22.7%

Homeless

District	*
State	18.1%

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

School Level Finances

What is it?

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

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures				
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total	Exclusions	Total Expenditures
District	475	\$555	\$9,927	\$10,482	\$189	\$5,478	\$5,667	\$744	\$15,405	\$16,149	\$1,852,134	\$9,514,669

* 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
Anna-Jonesboro High School	475	\$555	\$9,927	\$10,482	\$189	\$5,478	\$5,667	\$744	\$15,405	\$16,149

* 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	41.6% \$3,538,824	6.1% \$517,442	37.3% \$3,173,231	2.1% \$177,483	12.8% \$1,090,864	\$8,497,844
State	58.1%	5.9%	19.7%	4.2%	12.2%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	43.2%	5.8%	26.9%	24.1%
State	46.1%	2.3%	30.8%	20.9%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	68.4% \$5,805,937	4.7% \$394,759	4.8% \$404,604	4.8% \$408,352	4.2% \$358,437	2.4% \$206,800	2.6% \$222,957	8.1% \$683,041	\$8,484,887
State	70.4%	7.7%	3.9%	7.0%	1.2%	1.7%	0.3%	7.7%	*

* 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

	2021 Equalized Assessed Valuation per Pupil	2021 Total School Tax Rate per \$100	2022-23 Instructional Expenditure per Pupil	2022-23 Operating Expenditure per Pupil
District	\$332,715	2.1	\$8,607	\$14,930
State	*	*	\$11,078	\$18,905

Average Class Size

What is it?

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

	Grade 9	Grade 10	Grade 11	Grade 12	Overall
District	12	13	11	12	16
State	17	14	13	12	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?

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

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

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

Days PE per week

Days PE per week	
District	5
State	4

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

Health and Wellness (cont)

Truant Minor Count

District	4
State	167,463

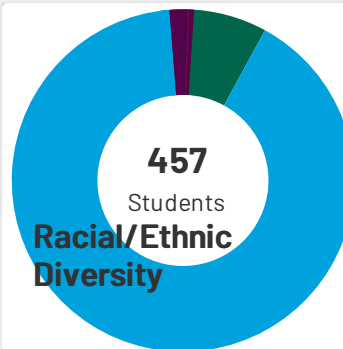
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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.

457

Student Enrollment



19.4%

Chronic Absenteeism

Student Enrollment

What is it?

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

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

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	100.0% 457	50.3% 230	49.7% 227	0.0% *	‡ ‡	‡ ‡	2.4% 11	7.2% 33	0.0% *	‡ ‡	2.2% 10	86.7% 396	12.9% 59
State	100.0% 1,851,290	48.6% 899,170	51.4% 951,463	0.0% 657	0.2% 4,580	5.6% 103,838	16.5% 305,129	28.1% 519,576	0.0% 7	0.1% 1,693	4.2% 78,523	45.3% 837,944	20.3% 376,166

	English Learners	Students with IEPs	Low Income	Former EL	Homeless	Migrant	Military	Never EL	Youth In Care
District	2.8% 13	12.9% 59	49.9% 228	‡ ‡	4.6% 21	‡ ‡	0.0% *	96.5% 441	‡ ‡
State	16.4% 303,166	16.0% 295,285	49.8% 922,067	8.2% 152,571	2.6% 47,220	0.0% 441	0.8% 14,692	75.4% 1,395,553	0.7% 13,111

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	116	118	109	114
State	149,427	150,263	146,651	144,580

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

Advanced Academic Programs

What is it?

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

Students who are Identified as Accelerated

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	38.0% 186	43.2% 101	33.2% 85	* *	‡ ‡	‡ ‡	‡ ‡	35.9% 14	* *	‡ ‡	‡ ‡	38.4% 162	‡ ‡
State	9.7% 186,357	10.0% 93,530	9.3% 92,604	12.9% 223	8.5% 395	24.8% 26,830	2.9% 9,360	7.4% 40,620	24.0% 609	9.9% 167	9.7% 8,363	11.7% 100,013	4.8% 18,478

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	24.3% 62	‡ ‡	‡ ‡
State	3.2% 10,687	2.1% 6,270	4.6% 44,329	2.2% 1,460	1.2% 168

Students who are Identified as Accelerated - ELA

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

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	0.2% 792	0.3% 828	0.6% 5,592	0.4% 264	0.4% 53

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Math

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	2.7% 13	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	2.8% 12	‡ ‡
State	1.8% 34,975	1.5% 13,797	2.1% 21,127	3.0% 51	1.3% 61	5.7% 6,130	0.3% 904	0.9% 4,790	1.1% 29	1.8% 30	2.1% 1,773	2.5% 21,258	0.9% 3,279

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

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

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

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

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

Advanced Academic Programs (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	18.2% 89	23.1% 54	13.7% 35	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	18.7% 79	‡ ‡
State	5.4% 104,119	5.8% 54,024	5.0% 49,971	7.2% 124	4.2% 193	16.5% 17,848	1.6% 5,055	3.8% 20,776	17.2% 437	6.0% 102	5.5% 4,750	6.4% 54,958	2.4% 9,012

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	13.7% 35	‡ ‡	‡ ‡
State	1.0% 3,336	0.7% 2,112	2.3% 22,480	0.7% 501	0.4% 54

Students who are Identified as Accelerated - Whole Grade Acceleration

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	10.8% 53	12.0% 28	9.8% 25	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	10.2% 43	‡ ‡
State	0.1% 2,145	0.1% 1,207	0.1% 932	0.3% 6	0.0% 2	0.3% 273	0.1% 417	0.2% 833	0.0% 0	0.2% 4	0.1% 99	0.1% 517	0.0% 96

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	4.7% 12	‡ ‡	‡ ‡
State	0.1% 241	0.0% 51	0.0% 422	0.0% 24	0.1% 8

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

Advanced Academic Programs (cont)

Students Enrolled in Advanced Placement Coursework

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	2.5% 12	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	24.2% 146,564	27.5% 81,086	21.0% 65,343	29.3% 135	20.2% 307	54.9% 18,113	14.1% 13,985	22.5% 40,125	28.3% 278	32.4% 198	25.2% 5,892	25.0% 67,666	11.7% 14,446

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

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	17.2% 84	22.6% 53	12.2% 31	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	17.1% 72	‡ ‡
State	16.4% 99,797	16.9% 49,774	16.0% 49,965	12.6% 58	11.5% 175	19.3% 6,358	10.8% 10,646	13.1% 23,343	21.3% 209	15.5% 95	15.3% 3,587	20.5% 55,384	10.9% 13,542

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	12.2% 31	‡ ‡	‡ ‡
State	8.1% 6,220	8.1% 7,028	11.9% 34,431	8.4% 1,693	5.1% 165

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

Advanced Academic Programs (cont)

Students Enrolled in any course designated as Enriched or Honors

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	41.1% 201	45.3% 106	37.3% 95	* *	* *	‡ ‡	‡ ‡	33.3% 13	* *	‡ ‡	‡ ‡	42.3% 178	* *
State	52.3% 400,741	57.1% 208,165	47.9% 192,119	58.8% 457	49.1% 892	78.8% 38,146	41.2% 47,154	51.7% 104,589	50.7% 710	60.4% 453	52.8% 16,902	53.6% 191,895	32.3% 47,950

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	* *	29.1% 74	‡ ‡	* *
State	34.8% 30,687	19.4% 20,597	42.4% 142,461	28.3% 6,483	16.8% 675

Students Enrolled in IB Coursework

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

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

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

Advanced Academic Programs (cont)

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

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	17,656	10,830	16,715	10,160

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

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	44,080	31,204	26,027	18,959

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

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	12	‡	12	‡
State	124,858	83,994	43,339	30,713

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

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	‡	‡	‡	‡
State	183,430	123,825	40,583	30,794

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
District	‡	‡	30	54
State	24,796	37,324	70,679	80,440

* 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 9

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

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
District	‡	‡	‡	*	*	*
State	756	325	6,231	*	*	*

Advanced Placement (AP) Coursework - Grade 10

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

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
District	‡	‡	‡	*	*	*
State	1,501	427	8,870	*	*	*

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Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 11

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

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
District	‡	‡	‡	*	*	*
State	2,837	977	16,136	*	*	*

Advanced Placement (AP) Coursework - Grade 12

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	12	‡	‡	‡	‡	*	‡	‡	‡	‡
State	50,714	77	5,712	4,509	13,721	0	56	1,961	24,678	5,586

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
District	‡	‡	‡	*	*	*
State	2,385	1,255	16,027	*	*	*

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 9

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

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
District	‡	‡	‡	*	*	*
State	767	677	3,173	*	*	*

Dual Credit Coursework - Grade 10

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

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
District	‡	‡	‡	*	*	*
State	1,172	960	4,316	*	*	*

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 11

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	30	‡	‡	‡	‡	*	‡	‡	29	‡
State	30,348	59	1,776	2,748	6,654	72	28	1,129	17,882	4,003

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
District	‡	‡	‡	*	*	*
State	1,816	2,101	10,197	*	*	*

Dual Credit Coursework - Grade 12

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	54	‡	‡	‡	‡	*	‡	‡	43	‡
State	49,885	78	3,275	4,862	11,684	1	47	1,761	28,177	6,806

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
District	‡	‡	23	*	*	*
State	2,465	3,290	16,745	*	*	*

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 9

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

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
District	‡	‡	‡	*	*	*
State	10	14	116	*	*	*

International Baccalaureate (IB) Coursework - Grade 10

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

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
District	‡	‡	‡	*	*	*
State	9	9	109	*	*	*

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 11

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

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
District	‡	‡	‡	*	*	*
State	432	191	2,486	*	*	*

International Baccalaureate (IB) Coursework - Grade 12

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

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
District	‡	‡	‡	*	*	*
State	246	109	2,132	*	*	*

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Advanced Academic Programs (cont)

Students Assessed For Giftedness

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

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

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

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

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Advanced Academic Programs (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

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

Students Identified As Gifted

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

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

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Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

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

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

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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

		American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White
District	All Students	*	*	0.4%	1.3%	*	*	0.2%	15.5%
	Students with IEPs	*	*	2.5%	7.5%	*	*	1.3%	88.8%
All Peer Districts *	All Students	*	*	10.7%	7.8%	*	*	5.9%	6.6%
	Students with IEPs	*	*	19.1%	30.0%	*	*	3.8%	43.6%
State	All Students	*	*	3.2%	4.7%	*	*	0.7%	7.1%
	Students with IEPs	*	*	19.6%	28.8%	*	*	4.5%	43.8%

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	All Students	1.8%	*	*	*	1.1%	0.2%	1.1%
	Students with IEPs	10.0%	*	*	*	6.3%	1.3%	6.3%
All Peer Districts *	All Students	1.0%	*	*	*	0.9%	0.1%	0.6%
	Students with IEPs	13.3%	*	*	*	12.3%	0.9%	8.4%
State	All Students	2.0%	*	*	*	0.8%	0.1%	0.7%
	Students with IEPs	12.2%	*	*	*	5.1%	0.7%	4.4%

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Students With IEPs (cont)

By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
District	All Students	0.4%	*	2.6%	10.1%	0.2%	*	*
	Students with IEPs	2.5%	*	15.0%	57.5%	1.3%	*	*
All Peer Districts *	All Students	0.1%	*	1.4%	3.0%	0.1%	*	*
	Students with IEPs	1.8%	*	19.5%	41.3%	1.4%	*	*
State	All Students	0.2%	*	2.2%	5.1%	2.7%	*	*
	Students with IEPs	1.0%	*	13.7%	31.4%	16.3%	*	*

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

Educational Environments for Students with IEPs

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	13.8%	70.0%	7.5%	8.8%
All Peer Districts *	40.2%	31.9%	14.5%	13.4%
State	54.5%	25.6%	13.3%	6.7%
American Indian				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Asian				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Black				
District	0.0%	1.3%	0.0%	1.3%
All Peer Districts *	5.9%	6.9%	3.2%	3.1%
State	9.0%	6.0%	3.4%	1.7%

* 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
Hispanic				
District	1.3%	6.3%	0.0%	0.0%
All Peer Districts *	12.1%	10.3%	4.2%	3.3%
State	15.7%	7.5%	4.0%	1.5%
MENA				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Two or More Races				
District	0.0%	1.3%	0.0%	0.0%
All Peer Districts *	1.4%	1.2%	0.6%	0.5%
State	2.4%	1.0%	0.6%	0.3%
White				
District	12.5%	61.3%	7.5%	7.5%
All Peer Districts *	19.5%	12.4%	5.9%	5.8%
State	25.6%	10.4%	4.7%	2.9%

* 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	1.3%	5.0%	1.3%	2.5%
All Peer Districts *	3.1%	3.5%	3.2%	3.5%
State	3.4%	2.6%	4.1%	2.0%
Emotional Disability				
District	0.0%	2.5%	1.3%	2.5%
All Peer Districts *	4.0%	2.8%	1.5%	3.9%
State	2.0%	1.1%	0.7%	1.7%
Intellectual Disability				
District	0.0%	2.5%	1.3%	2.5%
All Peer Districts *	0.2%	2.1%	3.9%	2.2%
State	0.2%	1.5%	2.4%	0.8%
Other Health Impairment				
District	1.3%	12.5%	1.3%	0.0%
All Peer Districts *	10.4%	5.8%	1.9%	1.5%
State	8.6%	4.1%	1.4%	0.8%
Specific Learning Disability				
District	11.3%	46.3%	0.0%	0.0%
All Peer Districts *	20.2%	16.8%	3.1%	1.1%
State	19.3%	13.1%	1.8%	0.5%
Speech or Language Impairment				
District	0.0%	0.0%	1.3%	0.0%
All Peer Districts *	1.1%	0.2%	0.1%	0.0%
State	14.2%	0.2%	0.1%	0.0%

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

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	‡	‡	‡	‡	‡
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	53.8%	15.4%	25.3%	0.1%	5.4%
American Indian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Asian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Black					
District	‡	‡	‡	‡	‡
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	7.3%	2.2%	4.9%	0.0%	0.3%
Hispanic					
District	‡	‡	‡	‡	‡
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	17.8%	2.5%	8.2%	0.0%	1.0%

* 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
MENA					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Two or More Races					
District	‡	‡	‡	‡	‡
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	2.6%	0.9%	1.2%	0.0%	0.2%
White					
District	‡	‡	‡	‡	‡
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	23.0%	9.3%	9.4%	0.1%	3.6%

* 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	‡	‡	‡	‡	‡
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	4.5%	1.1%	6.8%	0.0%	0.1%
Developmental Delay					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Emotional Disability					
District	‡	‡	‡	‡	‡
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	0.0%	0.0%	0.0%	0.0%	0.0%

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

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

For Selected Disabilities

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 *	0.0%	0.0%	0.0%	0.0%	0.0%
State	0.0%	0.0%	0.0%	0.0%	0.0%
Other Health Impairment					
District	‡	‡	‡	‡	‡
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	1.1%	0.2%	1.0%	0.0%	0.0%

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 *	0.0%	0.0%	0.0%	0.0%	0.0%
State	0.1%	0.0%	0.0%	0.0%	0.0%
Speech or Language Impairment					
District	‡	‡	‡	‡	‡
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	18.9%	9.3%	0.7%	0.0%	4.8%

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

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	2023-24 District Data	2023-24 State Target	District Met Target
1	Graduation Percent for students with IEPs (Data lag one year)	76.00	82.6	No
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	13.4	53.3	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	*	47.5	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

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English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
District	*	‡ ‡	‡ ‡	* 3
State	*	100.0% 268,275	6.2% 16,723	* 62,087

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

Student Attendance

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	92.2%	92.2%	92.2%	*	44.6%	98.0%	87.3%	92.3%	*	96.7%	86.5%	92.4%	88.6%
State	91.6%	91.6%	91.7%	92.2%	90.3%	94.0%	88.6%	90.1%	92.8%	91.3%	91.7%	93.3%	90.0%

	English Learners	Students with IEPs	Low Income	Military	Youth In Care
District	96.4%	88.6%	90.3%	95.7%	79.1%
State	90.4%	89.8%	89.6%	92.8%	89.1%

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

Student Mobility Rate

What is it?

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

Student Mobility

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	11.0%	12.2%	9.8%	*	‡	‡	‡	‡	*	*	‡	9.2%	‡
State	7.9%	7.6%	8.2%	5.0%	11.7%	7.6%	13.2%	9.9%	7.5%	8.6%	8.3%	4.6%	6.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	15.1%	‡	‡	‡	‡
State	13.6%	7.4%	10.9%	38.2%	38.4%	9.3%	27.9%

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

Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	19.4%	22.3%	16.7%	*	‡	‡	‡	‡	*	‡	‡	18.7%	32.9%
State	26.3%	26.6%	26.0%	23.6%	32.8%	16.6%	40.4%	32.9%	22.9%	28.0%	26.6%	18.1%	32.7%

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
District	‡	42.4%	32.9%	29.7%	‡	‡
State	32.1%	54.6%	33.6%	36.3%	20.3%	38.0%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	20.2%	13.7%	23.1%	20.8%
State	29.6%	33.1%	35.8%	41.0%

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

Dropout Rate

What is it?

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

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	3.6%	‡	4.3%	*	‡	*	‡	‡	*	*	‡	2.6%	‡
State	2.7%	2.5%	2.9%	3.2%	4.1%	1.0%	4.5%	3.2%	0.0%	2.3%	3.3%	1.9%	2.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant
District	‡	‡	6.6%	‡	*
State	3.7%	2.8%	3.9%	7.6%	10.6%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	*	‡	‡	7.8%
State	2.4%	4.6%	4.5%	3.5%

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

Chronic Truancy Rate

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	‡	‡	‡	‡	*	‡	‡	‡	‡
State	20.0%	20.0%	20.0%	8.6%	26.3%	8.1%	44.4%	28.5%	7.8%	20.7%	17.2%	7.4%	22.6%

	English Learners	Students with IEPs	Low Income
District	‡	‡	‡
State	28.3%	24.3%	31.7%

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

Truancy Rate

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	23 4.7%	12 5.1%	11 4.3%	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	18 4.2%	‡ ‡
State	431,594 25.7%	210,741 25.8%	220,534 25.6%	319 19.0%	1,195 29.9%	19,524 20.6%	86,768 31.5%	157,444 32.8%	626 27.7%	389 25.9%	19,102 26.1%	146,546 19.5%	89,136 26.7%

	English Learners	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	19 7.3%
State	94,123 33.5%	69,217 27.2%	255,729 30.7%

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Student Discipline

What is it?

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

Total Student Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	63	*	Not Provided	52	41	*
State	111,577	455	103	71,095	63,510	1,670

Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	214	*	Not Provided	147	67	*
State	253,314	459	103	148,096	102,584	2,072

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

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
American Indian						
District	‡	*	Not Provided	‡	‡	*
State	693	*	*	422	266	5
Asian						
District	*	*	Not Provided	*	*	*
State	2,469	1	1	1,576	874	17
Black						
District	33	*	Not Provided	23	10	*
State	89,929	188	36	45,037	43,342	1,326
Hispanic						
District	15	*	Not Provided	8	7	*
State	66,026	90	32	43,498	22,178	228
Native Hawaiian/ Pacific Islander						
District	*	*	Not Provided	*	*	*
State	183	*	*	112	71	*
Two or More Races						
District	‡	*	Not Provided	‡	‡	*
State	17,008	44	9	9,837	6,966	152
White						
District	159	*	Not Provided	111	48	*
State	76,667	136	25	47,398	28,764	344

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

Student Discipline (cont)

By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
K-8						
District	*	*	Not Provided	*	*	*
State	124,379	139	31	65,831	57,183	1,195
9-12						
District	214	*	Not Provided	147	67	*
State	128,935	320	72	82,265	45,401	877

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Tobacco						
District	20	*	Not Provided	9	11	*
State	7,455	5	1	4,257	3,164	28
Alcohol						
District	*	*	Not Provided	*	*	*
State	3,198	2	*	1,295	1,878	23
Drug Offences						
District	6	*	Not Provided	1	5	*
State	10,678	88	16	3,149	7,214	211
Violence with Physical Injury						
District	22	*	Not Provided	6	16	*
State	15,625	103	14	3,518	11,871	119

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Student Discipline (cont)

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Violence without Physical Injury						
District	4	*	Not Provided	3	1	*
State	50,695	106	25	19,517	30,324	723
Dangerous Weapon: Firearm						
District	*	*	Not Provided	*	*	*
State	499	8	6	86	388	11
Dangerous Weapon: Other						
District	*	*	Not Provided	*	*	*
State	2,171	51	12	547	1,472	89
Other Reason						
District	162	*	Not Provided	128	34	*
State	162,993	96	29	115,727	46,273	868

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
English Learners						
District	5	*	Not Provided	2	3	*
State	37,976	39	19	25,420	12,372	126
Students with IEPs						
District	56	*	Not Provided	44	12	*
State	66,546	75	4	36,569	29,362	536

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Student Discipline (cont)

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Low Income						
District	169	*	Not Provided	120	49	*
State	187,999	372	82	107,558	78,336	1,651

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Less than 1 day						
District	8	*	Not Provided	2	6	*
State	32,224	1	1	28,032	4,171	19
1-2 days						
District	168	*	Not Provided	132	36	*
State	139,069	77	4	100,589	37,898	501
2-3 days						
District	20	*	Not Provided	10	10	*
State	38,526	3	1	13,746	24,575	201
3-4 days						
District	10	*	Not Provided	2	8	*
State	25,631	*	*	4,402	21,069	160
4-10 days						
District	5	*	Not Provided	1	4	*
State	12,050	6	*	1,123	10,680	241

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Student Discipline (cont)

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Greater than 10 days						
District	3	*	Not Provided	*	3	*
State	5,814	372	97	204	4,191	950

By Gender - Incident Count

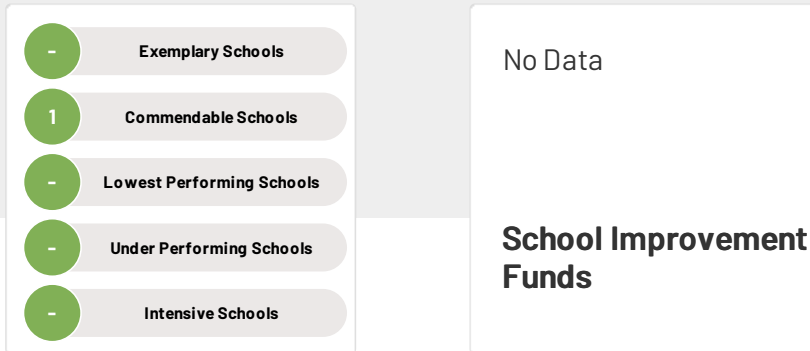
	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Female						
District	75	*	Not Provided	59	16	*
State	80,404	155	31	46,399	33,111	708
Male						
District	139	*	Not Provided	88	51	*
State	172,782	302	72	101,617	69,428	1,363
Non Binary						
District	*	*	Not Provided	*	*	*
State	128	2	*	80	45	1

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About the data

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

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



School Improvement Funds

What is it?

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

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

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

	Cohort Year	School Improvement Status	Term within School Improvement Status Cycle	Current School Improvement Grant Term Allocation	Reason for Improvement Status & Grant Allocation
Anna-Jonesboro High School	*	*	*	*	*

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Summative Designation Meta Indicator Components

What is it?

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

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

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

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

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

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

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

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

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

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

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Summative Designation Meta Indicator Components (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	109 99.1%	53 98.2%	56 100.0%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	91 98.9%	‡ ‡
State	94,588 70.6%	46,845 70.4%	47,663 70.7%	80 86.0%	174 61.7%	6,521 85.8%	8,660 42.9%	20,675 54.7%	* *	73 62.9%	3,657 75.1%	54,828 86.8%	16,343 65.5%

	English Learners	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	55 98.2%
State	5,598 49.0%	9,440 59.9%	31,642 53.3%

Percentage of students who fall into each GPA category

All				
District	54 49.1%	33 30.0%	22 20.0%	1 0.9%
State	27,604 20.6%	43,394 32.4%	35,867 26.8%	16,205 12.1%
Female				
District	35 64.8%	14 25.9%	4 7.4%	1 1.9%
State	16,583 24.9%	22,057 33.2%	14,484 21.8%	8,023 12.1%
Male				
District	19 33.9%	19 33.9%	18 32.1%	0 0.0%
State	10,994 16.3%	21,306 31.6%	21,373 31.7%	8,163 12.1%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Non Binary				
District	*	*	*	*
	*	*	*	*
State	27 29.0%	31 33.3%	10 10.8%	19 20.4%
American Indian				
District	*	*	*	*
	*	*	*	*
State	41 14.5%	79 28.0%	115 40.8%	24 8.5%
Asian				
District	‡	‡	‡	‡
	‡	‡	‡	‡
State	3,634 47.8%	2,730 35.9%	855 11.2%	262 3.5%
Black				
District	‡	‡	‡	‡
	‡	‡	‡	‡
State	1,417 7.0%	5,151 25.5%	7,669 38.0%	4,072 20.2%
Hispanic				
District	‡	‡	‡	‡
	‡	‡	‡	‡
State	4,002 10.6%	11,928 31.6%	14,262 37.7%	5,254 13.9%
MENA				
District	*	*	*	*
	*	*	*	*
State	*	*	*	*
	*	*	*	*

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Native Hawaiian/ Pacific Islander				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	30 25.9%	43 37.1%	26 22.4%	13 11.2%
Two or More Races				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1,164 23.9%	1,540 31.6%	1,276 26.2%	527 10.8%
White				
District	44 47.8%	32 34.8%	15 16.3%	1 1.1%
State	17,316 27.4%	21,923 34.7%	11,664 18.5%	6,053 9.6%
Students with Disabilities				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	2,865 11.5%	8,041 32.2%	8,926 35.8%	3,337 13.4%
English Learners				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	679 6.0%	3,373 29.5%	4,972 43.6%	1,652 14.5%
Students with IEPs				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1,001 6.4%	4,336 27.5%	6,482 41.2%	2,535 16.1%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Low Income				
District	19 33.9%	19 33.9%	17 30.4%	1 1.8%
State	6,166 10.4%	16,557 27.9%	21,153 35.6%	9,988 16.8%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	24 21.8%	13 24.1%	11 19.6%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	19 20.6%	‡ ‡
State	25,068 18.7%	12,327 18.5%	12,708 18.9%	33 35.5%	37 13.1%	3,976 52.3%	930 4.6%	3,931 10.4%	* *	41 35.3%	1,126 23.1%	15,027 23.8%	3,360 13.5%

	English Learners	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	7 12.5%
State	456 4.0%	645 4.1%	4,467 7.5%

Percentage of students who have at least 1 Academic ELA Indicator

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	54 49.1%	28 51.8%	26 46.4%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	45 48.9%	‡ ‡
State	64,769 48.3%	35,486 53.3%	29,231 43.4%	52 55.9%	103 36.5%	5,958 78.3%	6,703 33.2%	15,619 41.3%	* *	69 59.5%	2,431 49.9%	33,886 53.7%	8,237 33.0%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who have at least 1 Academic ELA Indicator

	English Learners	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	19 33.9%
State	2,293 20.1%	2,626 16.7%	20,930 35.3%

Percentage of students who have at least 1 Academic Math Indicator

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	79 71.8%	45 83.3%	34 60.7%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	66 71.7%	‡ ‡
State	92,695 69.2%	48,537 73.0%	44,086 65.4%	72 77.4%	173 61.4%	6,755 88.8%	11,398 56.4%	24,120 63.8%	* *	84 72.4%	3,266 67.1%	46,899 74.3%	13,619 54.5%

	English Learners	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	35 62.5%
State	5,805 50.9%	6,602 41.9%	34,525 58.1%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	110 100.0%	54 100.0%	56 100.0%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	92 100.0%	‡ ‡
State	70,373 52.5%	34,837 52.4%	35,490 52.7%	46 49.5%	147 52.1%	5,351 70.4%	6,499 32.2%	16,954 44.9%	* *	51 44.0%	2,687 55.2%	38,684 61.3%	12,208 48.9%

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

Summative Designation Meta Indicator Components (cont)

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

	English Learners	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	56 100.0%
State	5,031 44.1%	6,984 44.4%	24,316 41.0%

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

	3+	only 2	only 1	0
All				
District	9 8.2%	17 15.4%	61 55.5%	23 20.9%
State	43,130 32.2%	23,491 17.5%	30,663 22.9%	36,721 27.4%
Female				
District	7 13.0%	8 14.8%	31 57.4%	8 14.8%
State	21,585 32.5%	11,600 17.4%	14,670 22.1%	18,666 28.1%
Male				
District	2 3.6%	9 16.1%	30 53.6%	15 26.8%
State	21,533 31.9%	11,877 17.6%	15,953 23.7%	18,028 26.8%
Non Binary				
District	* *	* *	* *	* *
State	12 12.9%	14 15.0%	40 43.0%	27 29.0%
American Indian				
District	* *	* *	* *	* *
State	67 23.8%	44 15.6%	73 25.9%	98 34.8%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
Asian				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	2,640 34.7%	1,779 23.4%	1,636 21.5%	1,549 20.4%
Black				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	3,414 16.9%	3,069 15.2%	4,884 24.2%	8,829 43.7%
Hispanic				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	8,885 23.5%	5,540 14.7%	8,643 22.9%	14,731 39.0%
MENA				
District	* *	* *	* *	* *
State	* *	* *	* *	* *
Native Hawaiian/ Pacific Islander				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	29 25.0%	16 13.8%	24 20.7%	47 40.5%
Two or More Races				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1,645 33.8%	847 17.4%	1,239 25.4%	1,139 23.4%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
White				
District	7 7.6%	15 16.3%	51 55.4%	19 20.6%
State	26,450 41.9%	12,196 19.3%	14,164 22.4%	10,328 16.4%
Students with Disabilities				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	6,480 25.9%	3,947 15.8%	6,074 24.3%	8,466 33.9%
English Learners				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1,958 17.2%	1,517 13.3%	2,685 23.5%	5,253 46.0%
Students with IEPs				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	3,423 21.7%	2,229 14.2%	4,080 25.9%	6,016 38.2%
Low Income				
District	6 10.7%	9 16.1%	27 48.2%	14 25.0%
State	13,495 22.7%	8,607 14.5%	14,231 24.0%	23,045 38.8%

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

Summative Designation Meta Indicator Components (cont)

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

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

	English Learners	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	0 0.0%
State	108 0.9%	93 0.6%	677 1.1%

Fine Arts: Student Participation in Fine Arts

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	39.3%	50.0%	29.6%	*	‡	‡	‡	41.0%	*	‡	‡	38.5%	35.4%
State	71.5%	74.5%	68.8%	60.4%	72.3%	77.2%	70.8%	73.3%	*	72.7%	73.6%	69.8%	69.6%

	English Learners	Students with IEPs	Low Income
District	‡	35.4%	43.1%
State	77.8%	69.0%	71.6%

Fine Arts: Student Participation in Fine Arts Numberator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	193	117	76	*	‡	‡	‡	16	*	‡	‡	163	29
State	1,298,358	657,160	640,170	1,028	3,116	78,743	211,608	378,996	*	1,162	58,897	565,836	245,787

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Student Participation in Fine Arts Numerator Count

	English Learners	Students with IEPs	Low Income
District	‡	29	110
State	240,272	187,927	645,976

Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	491	234	257	*	‡	‡	‡	39	*	‡	‡	423	82
State	1,815,128	882,738	930,687	1,703	4,311	102,024	298,968	517,265	*	1,599	80,004	810,957	353,228

	English Learners	Students with IEPs	Low Income
District	‡	82	255
State	308,769	272,497	902,644

Fine Arts: Teacher Qualifications

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	92.8%	89.7%	97.4%	*	‡	‡	‡	‡	*	‡	‡	94.5%	93.1%
State	95.8%	95.8%	96.0%	97.9%	96.0%	98.3%	90.8%	96.0%	*	96.5%	96.9%	97.2%	94.8%

	English Learners	Students with IEPs	Low Income
District	‡	93.1%	91.8%
State	96.7%	94.4%	94.4%

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications Numerator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	179	105	74	*	‡	‡	‡	‡	*	‡	‡	154	27
State	1,244,490	629,246	614,238	1,006	2,991	77,424	192,141	363,717	*	1,121	57,047	550,049	233,123

	English Learners	Students with IEPs	Low Income
District	‡	27	101
State	232,248	177,452	609,846

Fine Arts: Teacher Qualifications Denominator Count

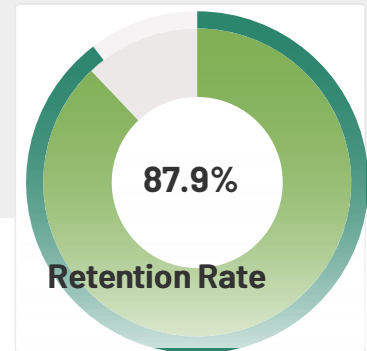
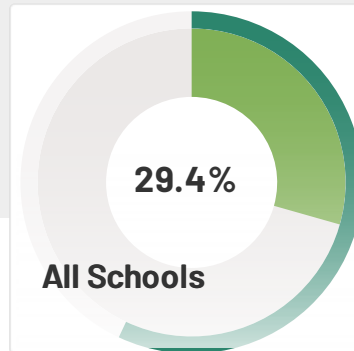
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	193	117	76	*	‡	‡	‡	‡	*	‡	‡	163	29
State	1,298,358	657,160	640,170	1,028	3,116	78,743	211,608	378,996	*	1,162	58,897	565,836	245,787

	English Learners	Students with IEPs	Low Income
District	‡	29	110
State	240,272	187,927	645,976

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

About the data

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



Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
District	13	52.9%	100.0%
State	14	66.0%	97.2%

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

Full-Time Equivalents

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	All	100.0% 34	* *	* *	* *	* *	* *	* *	* *	100.0% 34	* *
	Female	70.6% 24	* *	* *	* *	* *	* *	* *	* *	70.6% 24	* *
	Male	29.4% 10	* *	* *	* *	* *	* *	* *	* *	29.4% 10	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 137212.1	0.2% 274.8	2.0% 2750.6	6.4% 8800	8.9% 12198.5	* *	0.1% 105.4	0.8% 1110.4	79.6% 109172.2	2.0% 2778
	Female	76.5% 104942.3	77.1% 212	77.0% 2118.9	78.4% 6903.5	77.7% 9474	* *	70.0% 73.8	75.3% 836.1	76.2% 83191.1	76.0% 2110.7
	Male	23.5% 32266.1	22.9% 62.8	23.0% 631.7	21.6% 1896.5	22.3% 2724.5	* *	30.0% 31.6	24.7% 274.3	23.8% 25977.3	24.0% 667.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Teacher Head Count

What is it?

Not Available.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	All	100.0% 34	* 34	* 34	* 34	* 34	* *	* 34	* 34	100.0% 34	* 34
	Female	70.6% 34	* 34	* 34	* 34	* 34	* *	* 34	* 34	70.6% 34	* 34
	Male	29.4% 34	* 34	* 34	* 34	* 34	* *	* 34	* 34	29.4% 34	* 34
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 140477	0.2% 140477	2.0% 140477	6.4% 140477	8.9% 140477	* *	0.1% 140477	0.8% 140477	79.6% 140477	2.0% 140477
	Female	76.5% 140477	77.1% 140477	77.0% 140477	78.4% 140477	77.7% 140477	* *	70.0% 140477	75.3% 140477	76.2% 140477	76.0% 140477
	Male	23.5% 140477	22.9% 140477	23.0% 140477	21.6% 140477	22.3% 140477	* *	30.0% 140477	24.7% 140477	23.8% 140477	24.0% 140477
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Teachers Education

What is it?

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

Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
District	67.6%	*	*
State	42.0%	42.2%	36.2%

Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
District	29.4%	*	*
State	57.0%	55.8%	63.4%

Student-To-Teacher Ratios

What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	*	15
State	17	17

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

Novice Teachers

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	2 5.9%	* *	* *
State	9,160 6.7%	2,711 9.0%	1,949 4.0%

Teacher Out of Field

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	3 9.1%	* *	* *
State	4,726 4.1%	805 3.0%	1,205 3.0%

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

Teachers with Short Term or Provisional Licenses

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	1 2.9%	* *	* *
State	4,307 3.1%	1,409 4.0%	694 1.0%

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

Retention Rate

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	All	87.9% 87	* *	* *	* *	66.7% 2	* *	* *	* *	88.5% 85	* *
	Female	90.3% 65	* *	* *	* *	* *	* *	* *	* *	90.3% 65	* *
	Male	81.5% 22	* *	* *	* *	66.7% 2	* *	* *	* *	83.3% 20	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	89.6% 318,798	89.0% 566	88.5% 5,292	84.6% 14,534	89.2% 22,226	* *	89.9% 195	86.7% 2,310	89.9% 268,681	88.7% 4,952
	Female	89.2% 242,531	88.4% 426	88.1% 4,042	84.7% 11,348	89.2% 17,160	* *	90.3% 139	86.6% 1,732	89.5% 203,914	88.1% 3,728
	Male	90.8% 76,267	90.9% 140	90.1% 1,250	84.2% 3,186	89.4% 5,066	* *	88.9% 56	87.2% 578	91.3% 64,767	90.7% 1,224
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Average Teacher Salary

What is it?

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

Average Teacher Salary	
District	\$65,488
State	\$75,978

Teacher Evaluation

What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
District	12 100.0%	0 *	0 *
State	66,326 97.2%	14,938 94.0%	20,636 98.6%

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

Teachers with Gifted Endorsement

What is it?

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

Teachers with Gifted Endorsement	
District	*
State	1,145

National Board Certified Teachers

What is it?

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

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

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

Average Teaching Experience

What is it?

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

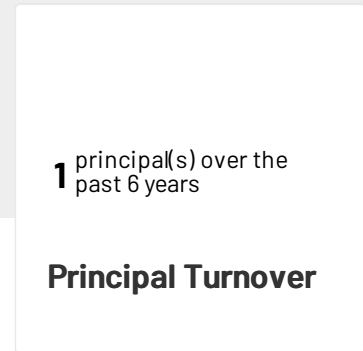
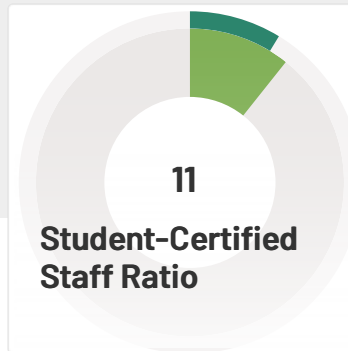
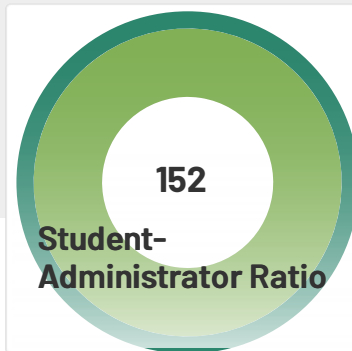
	All Schools	High Poverty Schools	Low Poverty Schools
District	13	*	*
State	14	*	*

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

Administrators & Support Personnel

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	11	152
State	9	136

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

Administrators & Support Personnel

Demographics

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	All	100.0% 3	* *	* *	* *	* *	* *	* *	* *	100.0% 3	* *
	Female	33.3% 1	* *	* *	* *	* *	* *	* *	* *	33.3% 1	* *
	Male	66.7% 2	* *	* *	* *	* *	* *	* *	* *	66.7% 2	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 13641.6	0.2% 24.8	1.1% 150	14.8% 2017.8	7.0% 955.8	* *	0.1% 7	0.7% 102	74.3% 10136.3	1.8% 245.9
	Female	60.2% 8217.7	64.8% 16	59.8% 89.8	72.2% 1457.3	65.6% 626.8	* *	57.1% 4	69.1% 70.4	57.1% 5784	68.5% 168.3
	Male	39.8% 5423.9	35.2% 8.7	40.2% 60.3	27.8% 560.5	34.4% 329	* *	42.9% 3	30.9% 31.6	42.9% 4352.2	31.5% 77.6
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Administrators & Support Personnel

Principal Turnover

What is it?

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

Principal(s) over the past 6 years	
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	\$132,638
State	\$119,384

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

Administrators & Support Personnel

Novice Administrator

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	*	*	*
State	1,455 10.7%	294 12.2%	228 8.5%

Support Personnel FTE

What is it?

Not Available.

Total Support Personnel FTE

	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
District	2	*	*	1.6
State	3747.4	1209.5	2091.7	4282.6

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

Administrators & Support Personnel

Pupil Support Personnel Ratio

What is it?

Not Available.

Student/Support Personnel Ratio

	Student/School Counselor Ratio	Student/School Nurse Ratio	Student/School Psychologist Ratio	Student/School Social Worker Ratio
District	229	*	*	291
State	494	1,531	885	432

* 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.

Civil Rights Data Collection

(2017-18)

Student Environment (cont)

	Incidents of Harassment or Bullying	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 (AP) Course Work	Advanced Placement 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