

Illinois

State Superintendent

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2022 - 2023

About the Report Card

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

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

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

State Snapshot

8th Graders Passing Algebra I : *

Graduation Rate : 87.6%

Chronic Absenteeism : 28.3%

Average Teacher Salary : \$73,916

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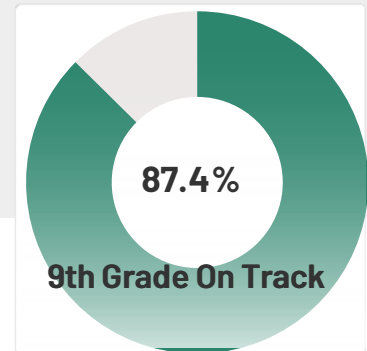
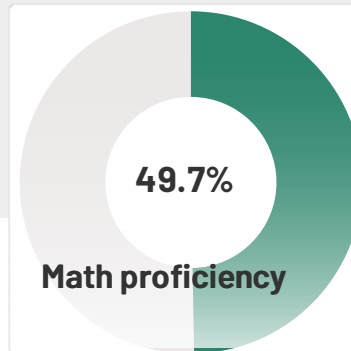
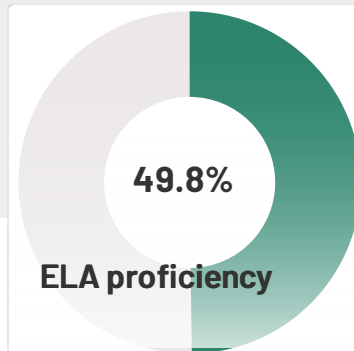
**146 | Civil Rights Data Collection
(2017-18)**

148 | NAEP

Date: 10/30/23 9:55:42 -05:00

About the data

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



IAR

What is it?

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

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (English language arts [ELA] and mathematics) and at each grade level/course.

Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	31.2%	19.4%	20.5%	27.1%	1.7%	19.9%	23.5%	23.6%	26.8%	6.2%
White										
State	19.7%	18.5%	24.0%	35.6%	2.3%	10.5%	19.0%	25.5%	36.4%	8.7%
Black										
State	50.3%	21.1%	15.4%	12.8%	0.4%	39.5%	28.8%	19.8%	11.0%	0.9%
Hispanic										
State	43.6%	21.6%	17.7%	16.5%	0.7%	27.2%	30.6%	23.8%	16.4%	2.0%
Asian										
State	14.0%	12.1%	20.0%	48.4%	5.5%	5.8%	12.1%	19.6%	42.6%	19.9%
Native Hawaiian/ Pacific Islander										
State	20.0%	20.0%	26.0%	33.0%	1.0%	16.0%	23.0%	20.0%	33.0%	8.0%
American Indian										
State	48.3%	17.7%	17.4%	15.6%	0.9%	29.3%	23.5%	25.0%	19.5%	2.7%
Two or More Races										
State	27.7%	17.9%	21.2%	30.6%	2.7%	18.7%	21.6%	22.7%	29.0%	7.9%
Students with Disabilities										
State	55.2%	18.9%	13.7%	11.6%	0.6%	39.4%	25.8%	17.4%	14.7%	2.8%
Male										
State	34.4%	20.1%	20.5%	23.8%	1.1%	19.8%	21.9%	22.9%	28.1%	7.3%
Female										
State	27.9%	18.6%	20.5%	30.6%	2.4%	20.0%	25.1%	24.3%	25.5%	5.1%
Non Binary										
State	33.3%	0.0%	33.3%	33.3%	0.0%	0.0%	33.3%	66.7%	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.

Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	61.2%	18.5%	11.6%	8.3%	0.3%	44.1%	26.2%	15.7%	12.0%	2.0%
Non-IEP										
State	25.9%	19.5%	22.1%	30.5%	2.0%	15.6%	23.0%	25.0%	29.5%	7.0%
English Learners										
State	50.3%	21.7%	16.1%	11.7%	0.2%	29.2%	30.9%	23.3%	15.1%	1.4%
Non-English Learners										
State	26.8%	18.8%	21.5%	30.7%	2.1%	17.7%	21.7%	23.7%	29.6%	7.3%
Low Income										
State	44.7%	22.0%	17.8%	15.1%	0.5%	30.5%	29.5%	22.8%	15.5%	1.7%
Non Low Income										
State	17.2%	16.7%	23.3%	39.7%	3.1%	8.9%	17.1%	24.5%	38.6%	10.9%
Homeless										
State	58.9%	19.7%	12.5%	8.7%	0.2%	44.3%	27.6%	17.7%	9.8%	0.6%
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	55.5%	22.7%	13.5%	8.2%	0.1%	41.4%	29.5%	19.3%	9.4%	0.4%
Military										
State	24.5%	20.5%	21.1%	31.9%	2.0%	16.4%	22.7%	24.4%	31.3%	5.2%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	18.5%	21.2%	25.0%	28.1%	7.3%	20.0%	25.5%	26.7%	24.8%	2.9%
White										
State	10.4%	17.3%	26.8%	35.8%	9.8%	10.3%	20.5%	30.9%	34.5%	3.8%
Black										
State	33.1%	28.7%	22.0%	14.1%	2.0%	41.2%	32.8%	18.4%	7.4%	0.3%
Hispanic										
State	26.4%	25.8%	24.6%	20.1%	3.1%	27.3%	33.0%	25.2%	13.6%	0.7%
Asian										
State	6.8%	10.6%	20.7%	42.3%	19.6%	5.2%	11.5%	23.7%	46.8%	12.8%
Native Hawaiian/ Pacific Islander										
State	15.5%	14.5%	28.2%	25.5%	16.4%	14.5%	20.9%	26.4%	33.6%	4.5%
American Indian										
State	21.4%	20.5%	26.3%	25.0%	6.8%	25.2%	25.2%	21.6%	24.8%	3.2%
Two or More Races										
State	15.9%	20.3%	24.7%	29.3%	9.9%	18.4%	24.4%	26.0%	27.0%	4.2%
Students with Disabilities										
State	42.0%	25.7%	17.1%	12.5%	2.6%	41.5%	27.2%	17.7%	12.3%	1.3%
Male										
State	20.8%	22.5%	25.1%	26.0%	5.7%	20.0%	23.5%	26.1%	26.8%	3.5%
Female										
State	16.0%	19.8%	24.9%	30.3%	9.0%	20.0%	27.7%	27.2%	22.8%	2.3%
Non Binary										
State	10.0%	0.0%	30.0%	40.0%	20.0%	10.0%	10.0%	20.0%	60.0%	0.0%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	49.2%	26.4%	14.4%	8.4%	1.6%	47.8%	27.6%	15.1%	8.7%	0.7%
Non-IEP										
State	13.0%	20.3%	26.9%	31.6%	8.3%	15.1%	25.2%	28.8%	27.7%	3.3%
English Learners										
State	32.9%	28.1%	23.3%	14.5%	1.2%	30.9%	34.2%	23.5%	11.0%	0.3%
Non-English Learners										
State	15.2%	19.6%	25.4%	31.1%	8.7%	17.5%	23.5%	27.4%	28.0%	3.5%
Low Income										
State	27.9%	27.0%	24.6%	18.1%	2.4%	30.8%	32.5%	23.9%	12.3%	0.6%
Non Low Income										
State	8.7%	15.2%	25.4%	38.4%	12.3%	8.9%	18.4%	29.6%	37.8%	5.4%
Homeless										
State	40.9%	27.9%	19.5%	10.4%	1.2%	45.9%	29.8%	17.6%	6.6%	0.1%
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	39.6%	25.6%	20.0%	13.7%	1.1%	42.6%	30.7%	19.1%	7.6%	0.0%
Military										
State	14.6%	19.3%	24.9%	32.5%	8.7%	15.8%	23.5%	29.4%	28.5%	2.8%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	16.8%	21.3%	26.7%	32.1%	3.1%	20.7%	28.7%	25.0%	21.7%	3.9%
White										
State	9.3%	16.7%	28.1%	41.8%	4.1%	11.2%	23.9%	29.7%	30.4%	4.9%
Black										
State	30.2%	30.0%	24.3%	15.0%	0.5%	42.0%	34.9%	16.5%	6.2%	0.4%
Hispanic										
State	24.2%	26.4%	27.0%	21.3%	1.1%	27.3%	36.4%	23.2%	12.0%	1.1%
Asian										
State	5.5%	9.9%	21.4%	51.9%	11.3%	5.3%	13.8%	21.6%	41.7%	17.5%
Native Hawaiian/ Pacific Islander										
State	11.6%	15.5%	27.1%	41.9%	3.9%	14.8%	27.3%	25.8%	31.3%	0.8%
American Indian										
State	18.5%	31.4%	26.4%	21.8%	2.0%	24.1%	36.3%	22.1%	14.5%	3.0%
Two or More Races										
State	15.3%	19.6%	26.3%	34.3%	4.4%	19.9%	28.0%	23.7%	22.7%	5.8%
Students with Disabilities										
State	39.9%	26.5%	18.5%	14.1%	1.0%	42.3%	29.9%	15.7%	10.3%	1.7%
Male										
State	19.1%	22.4%	26.6%	29.7%	2.3%	21.4%	27.1%	23.6%	23.1%	4.8%
Female										
State	14.5%	20.1%	26.9%	34.5%	3.9%	19.9%	30.4%	26.5%	20.2%	3.0%
Non Binary										
State	5.3%	10.5%	26.3%	47.4%	10.5%	10.5%	26.3%	15.8%	42.1%	5.3%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	48.2%	28.1%	15.0%	8.3%	0.5%	49.9%	30.0%	12.7%	6.4%	0.9%
Non-IEP										
State	11.3%	20.1%	28.8%	36.2%	3.6%	15.5%	28.5%	27.2%	24.4%	4.4%
English Learners										
State	35.8%	32.9%	23.2%	7.9%	0.2%	35.8%	40.2%	18.4%	5.2%	0.3%
Non-English Learners										
State	13.3%	19.1%	27.4%	36.6%	3.7%	17.8%	26.6%	26.3%	24.8%	4.6%
Low Income										
State	25.9%	27.7%	26.7%	18.9%	0.8%	31.9%	35.5%	21.5%	10.3%	0.8%
Non Low Income										
State	7.6%	14.7%	26.7%	45.5%	5.5%	9.2%	21.8%	28.7%	33.3%	7.0%
Homeless										
State	38.9%	29.5%	20.8%	10.6%	0.3%	46.8%	33.5%	14.0%	5.5%	0.2%
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	33.8%	29.3%	23.7%	13.0%	0.3%	41.7%	33.6%	17.0%	7.6%	0.1%
Military										
State	12.7%	17.7%	27.4%	37.2%	4.9%	13.5%	27.8%	30.5%	24.4%	3.8%

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Academic Progress

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	16.3%	21.8%	27.8%	30.3%	3.9%	22.0%	28.0%	26.5%	20.5%	2.9%
White										
State	9.0%	17.3%	29.4%	39.0%	5.3%	12.3%	23.5%	31.9%	28.8%	3.6%
Black										
State	29.3%	29.9%	25.1%	14.9%	0.9%	42.2%	35.1%	17.0%	5.4%	0.3%
Hispanic										
State	23.0%	27.3%	27.9%	20.3%	1.5%	29.8%	34.7%	23.9%	10.9%	0.7%
Asian										
State	5.3%	8.7%	21.4%	52.4%	12.1%	5.6%	12.4%	22.7%	43.2%	16.1%
Native Hawaiian/ Pacific Islander										
State	12.3%	19.6%	29.7%	33.3%	5.1%	22.5%	22.5%	34.1%	19.6%	1.4%
American Indian										
State	24.4%	25.1%	25.8%	19.9%	4.9%	30.0%	31.7%	21.6%	13.6%	3.1%
Two or More Races										
State	14.9%	20.2%	27.2%	32.9%	4.8%	21.0%	27.2%	25.9%	21.9%	4.0%
Students with Disabilities										
State	39.5%	28.0%	19.1%	12.3%	1.1%	42.5%	31.6%	15.8%	9.0%	1.1%
Male										
State	19.4%	24.0%	27.8%	26.3%	2.5%	22.7%	26.8%	25.5%	21.6%	3.4%
Female										
State	13.0%	19.4%	27.7%	34.5%	5.4%	21.3%	29.4%	27.5%	19.3%	2.5%
Non Binary										
State	4.8%	14.3%	38.1%	38.1%	4.8%	9.5%	28.6%	33.3%	23.8%	4.8%

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Academic Progress

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	48.7%	29.6%	14.7%	6.6%	0.4%	50.4%	32.4%	11.8%	4.8%	0.5%
Non-IEP										
State	10.8%	20.5%	29.9%	34.3%	4.5%	17.3%	27.3%	28.9%	23.1%	3.3%
English Learners										
State	38.1%	35.0%	21.1%	5.6%	0.1%	43.0%	39.1%	14.8%	2.9%	0.1%
Non-English Learners										
State	12.7%	19.6%	28.8%	34.3%	4.5%	18.6%	26.2%	28.4%	23.4%	3.4%
Low Income										
State	24.8%	28.4%	27.4%	18.3%	1.2%	33.3%	34.6%	22.3%	9.2%	0.6%
Non Low Income										
State	7.7%	15.1%	28.2%	42.4%	6.6%	10.7%	21.4%	30.7%	31.9%	5.3%
Homeless										
State	36.8%	29.5%	22.1%	11.0%	0.6%	46.2%	33.0%	16.9%	3.8%	0.1%
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	32.3%	33.7%	21.8%	11.7%	0.5%	40.3%	39.2%	17.0%	3.6%	0.0%
Military										
State	13.3%	21.4%	28.2%	32.1%	5.0%	18.2%	26.8%	28.6%	24.7%	1.8%

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Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	18.5%	19.0%	24.6%	28.5%	9.4%	14.2%	29.1%	29.8%	23.2%	3.7%
White										
State	11.5%	15.2%	25.0%	35.7%	12.7%	7.6%	22.2%	33.3%	32.2%	4.6%
Black										
State	31.4%	25.7%	23.8%	16.5%	2.6%	28.3%	41.6%	22.7%	7.1%	0.4%
Hispanic										
State	25.2%	23.3%	25.9%	21.3%	4.3%	18.7%	36.9%	29.6%	13.8%	1.0%
Asian										
State	6.2%	8.3%	18.3%	40.6%	26.6%	4.0%	11.1%	23.2%	43.1%	18.6%
Native Hawaiian/ Pacific Islander										
State	19.0%	19.0%	14.7%	37.1%	10.3%	18.1%	19.8%	31.9%	24.1%	6.0%
American Indian										
State	23.5%	22.5%	24.9%	20.7%	8.4%	19.9%	30.5%	31.2%	14.9%	3.5%
Two or More Races										
State	16.5%	19.5%	23.4%	29.5%	11.1%	13.1%	28.5%	29.5%	24.0%	4.8%
Students with Disabilities										
State	43.1%	23.3%	17.8%	12.9%	2.9%	34.3%	35.3%	18.9%	10.2%	1.3%
Male										
State	22.0%	20.8%	24.7%	25.5%	7.1%	14.3%	28.0%	29.5%	24.1%	4.1%
Female										
State	14.9%	17.1%	24.5%	31.7%	11.8%	14.0%	30.4%	30.1%	22.3%	3.2%
Non Binary										
State	2.6%	15.4%	17.9%	48.7%	15.4%	0.0%	18.9%	35.1%	43.2%	2.7%

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Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	53.3%	24.4%	14.4%	6.9%	0.9%	42.8%	37.9%	14.0%	4.8%	0.5%
Non-IEP										
State	12.8%	18.1%	26.3%	32.1%	10.8%	9.4%	27.7%	32.4%	26.3%	4.2%
English Learners										
State	41.6%	28.9%	21.2%	7.9%	0.5%	29.6%	45.0%	21.0%	4.2%	0.2%
Non-English Learners										
State	14.9%	17.4%	25.1%	31.8%	10.8%	11.7%	26.6%	31.2%	26.2%	4.2%
Low Income										
State	27.4%	24.2%	25.4%	19.4%	3.6%	21.8%	38.1%	27.5%	11.8%	0.8%
Non Low Income										
State	9.6%	13.7%	23.8%	37.7%	15.2%	6.6%	20.2%	32.1%	34.6%	6.6%
Homeless										
State	40.2%	24.1%	21.6%	12.8%	1.3%	30.6%	41.4%	22.2%	5.7%	0.1%
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	36.9%	27.6%	22.2%	10.9%	2.4%	32.6%	38.5%	23.4%	5.5%	0.0%
Military										
State	15.0%	20.6%	22.9%	31.4%	10.0%	11.5%	28.8%	31.2%	25.4%	3.1%

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

Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	15.3%	19.0%	25.2%	33.9%	6.6%	29.4%	23.2%	21.6%	21.5%	4.2%
White										
State	9.0%	14.6%	25.2%	41.9%	9.3%	18.5%	20.9%	25.9%	29.4%	5.3%
Black										
State	25.7%	27.1%	25.7%	19.8%	1.7%	51.2%	26.5%	14.5%	7.2%	0.5%
Hispanic										
State	21.6%	23.5%	26.6%	25.6%	2.7%	38.2%	27.3%	19.9%	13.2%	1.3%
Asian										
State	4.9%	7.9%	17.9%	50.2%	19.2%	8.7%	11.2%	17.5%	40.8%	21.7%
Native Hawaiian/ Pacific Islander										
State	13.5%	11.5%	26.3%	41.0%	7.7%	21.2%	23.1%	23.7%	25.6%	6.4%
American Indian										
State	15.3%	20.6%	21.2%	39.9%	3.1%	28.1%	26.6%	21.3%	20.3%	3.8%
Two or More Races										
State	14.7%	18.4%	23.0%	36.6%	7.3%	29.7%	22.1%	20.4%	22.7%	5.1%
Students with Disabilities										
State	37.5%	25.9%	19.4%	15.0%	2.2%	55.0%	21.7%	12.3%	9.4%	1.5%
Male										
State	18.8%	21.2%	26.1%	29.7%	4.3%	30.8%	22.8%	20.5%	21.3%	4.5%
Female										
State	11.8%	16.6%	24.2%	38.3%	9.0%	27.9%	23.6%	22.8%	21.7%	3.9%
Non Binary										
State	8.3%	6.7%	30.0%	40.0%	15.0%	13.3%	20.0%	26.7%	35.0%	5.0%

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Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with IEPs										
State	48.0%	28.3%	16.0%	6.9%	0.7%	67.2%	20.8%	7.9%	3.7%	0.5%
Non-IEP										
State	10.2%	17.5%	26.6%	38.1%	7.5%	23.5%	23.6%	23.8%	24.3%	4.8%
English Learners										
State	39.6%	31.5%	21.3%	7.4%	0.2%	57.5%	27.9%	11.1%	3.3%	0.2%
Non-English Learners										
State	11.8%	17.1%	25.8%	37.8%	7.6%	25.3%	22.5%	23.2%	24.2%	4.8%
Low Income										
State	22.9%	24.7%	26.4%	23.3%	2.6%	42.2%	26.9%	18.4%	11.4%	1.2%
Non Low Income										
State	7.7%	13.2%	24.0%	44.5%	10.6%	16.6%	19.5%	24.9%	31.7%	7.3%
Homeless										
State	34.1%	24.7%	23.5%	16.3%	1.3%	54.6%	25.1%	14.2%	5.8%	0.3%
Migrant										
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
State	32.6%	24.8%	24.4%	17.2%	0.9%	57.4%	23.5%	13.7%	5.0%	0.3%
Military										
State	13.1%	16.8%	25.7%	35.3%	9.1%	25.6%	21.2%	22.4%	25.3%	5.5%

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SAT

What is it?

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

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

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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								
State	30.9%	36.8%	21.6%	10.6%	47.7%	25.0%	20.1%	7.2%
White								
State	20.3%	36.7%	28.4%	14.6%	35.1%	28.5%	27.5%	8.9%
Black								
State	53.9%	34.8%	9.5%	1.8%	74.4%	17.9%	6.8%	0.9%
Hispanic								
State	41.3%	40.7%	14.6%	3.4%	61.6%	24.3%	12.3%	1.7%
Asian								
State	10.2%	25.7%	30.5%	33.6%	16.1%	18.5%	31.8%	33.5%
Native Hawaiian/ Pacific Islander								
State	20.6%	39.3%	27.1%	13.1%	40.2%	15.9%	35.5%	8.4%
American Indian								
State	36.6%	36.9%	21.1%	5.4%	58.8%	23.3%	13.3%	4.7%
Two or More Races								
State	26.3%	33.4%	24.3%	15.9%	43.5%	23.6%	21.8%	11.2%
Students with Disabilities								
State	52.5%	26.7%	13.6%	7.2%	68.2%	16.2%	11.7%	3.9%
Male								
State	34.8%	34.8%	19.8%	10.5%	47.6%	23.6%	20.3%	8.5%
Female								
State	27.0%	38.9%	23.4%	10.7%	47.9%	26.4%	20.0%	5.8%
Non Binary								
State	4.2%	29.2%	41.7%	25.0%	25.4%	28.2%	33.8%	12.7%

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

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	71.4%	21.5%	5.1%	2.0%	86.1%	9.4%	3.5%	1.0%
Non-IEP								
State	25.6%	38.9%	23.8%	11.7%	42.7%	27.0%	22.3%	8.0%
English Learners								
State	74.3%	23.1%	2.1%	0.6%	86.3%	10.7%	2.4%	0.6%
Non-English Learners								
State	27.3%	38.0%	23.3%	11.5%	44.4%	26.2%	21.6%	7.7%
Low Income								
State	46.6%	38.1%	12.6%	2.7%	66.4%	22.1%	10.0%	1.5%
Non Low Income								
State	19.1%	35.9%	28.4%	16.5%	33.7%	27.2%	27.7%	11.4%
Homeless								
State	63.1%	29.4%	6.6%	0.9%	81.3%	14.4%	4.1%	0.2%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	68.1%	24.3%	6.5%	1.0%	86.0%	11.1%	2.8%	0.2%
Military								
State	34.7%	36.8%	20.6%	7.9%	50.4%	28.1%	18.5%	3.1%

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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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DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	72.3%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
White								
State	73.2%	12.3%	14.0%	0.5%	76.1%	10.5%	8.8%	4.6%
Black								
State	66.6%	17.0%	15.7%	0.8%	73.9%	11.0%	9.7%	5.5%
Hispanic								
State	73.9%	14.9%	11.0%	0.2%	76.3%	8.3%	11.4%	3.9%
Asian								
State	84.4%	10.0%	4.4%	1.1%	83.1%	5.6%	9.0%	2.2%
Native Hawaiian/ Pacific Islander								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
State	33.3%	66.7%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
Two or More Races								
State	70.7%	17.1%	12.2%	0.0%	70.7%	13.4%	8.5%	7.3%
Students with Disabilities								
State	72.4%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
Male								
State	72.5%	13.9%	12.9%	0.6%	74.9%	8.8%	10.6%	5.7%
Female								
State	71.9%	15.2%	12.7%	0.2%	77.6%	12.5%	7.7%	2.2%
Non Binary								
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	72.4%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
Non-IEP								
State	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Learners								
State	75.7%	13.9%	9.8%	0.6%	76.3%	8.3%	11.0%	4.4%
Non-English Learners								
State	70.9%	14.5%	14.1%	0.4%	75.5%	10.6%	9.2%	4.7%
Low Income								
State	71.0%	14.4%	14.0%	0.6%	73.8%	10.6%	10.4%	5.1%
Non Low Income								
State	74.7%	14.2%	10.8%	0.3%	79.1%	8.8%	8.4%	3.7%
Homeless								
State	75.7%	16.2%	8.1%	0.0%	84.2%	2.6%	10.5%	2.6%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	76.0%	12.0%	12.0%	0.0%	64.0%	24.0%	4.0%	8.0%
Military								
State	55.6%	11.1%	33.3%	0.0%	55.6%	11.1%	22.2%	11.1%

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Academic Progress

DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	71.7%	19.0%	9.0%	0.4%	59.6%	10.2%	22.5%	7.8%
White								
State	69.0%	19.9%	10.5%	0.7%	57.8%	10.5%	24.1%	7.7%
Black								
State	68.7%	20.9%	10.4%	0.0%	56.4%	11.0%	22.8%	9.8%
Hispanic								
State	75.3%	18.0%	6.5%	0.2%	62.3%	8.5%	22.4%	6.7%
Asian								
State	85.4%	8.7%	5.8%	0.0%	70.9%	12.6%	12.6%	3.9%
Native Hawaiian/ Pacific Islander								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
State	66.7%	0.0%	33.3%	0.0%	33.3%	33.3%	33.3%	0.0%
Two or More Races								
State	66.7%	24.6%	7.0%	1.8%	57.9%	8.8%	22.8%	10.5%
Students with Disabilities								
State	71.7%	19.0%	9.0%	0.4%	59.5%	10.2%	22.5%	7.8%
Male								
State	71.5%	18.8%	9.2%	0.5%	59.3%	9.7%	22.5%	8.5%
Female								
State	72.0%	19.5%	8.4%	0.2%	60.1%	11.2%	22.4%	6.3%
Non Binary								
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	71.7%	19.0%	9.0%	0.4%	59.5%	10.2%	22.5%	7.8%
Non-IEP								
State	66.7%	33.3%	0.0%	0.0%	66.7%	0.0%	33.3%	0.0%
English Learners								
State	78.0%	15.6%	6.0%	0.4%	64.7%	7.8%	19.6%	8.0%
Non-English Learners								
State	69.2%	20.4%	10.1%	0.4%	57.5%	11.2%	23.7%	7.7%
Low Income								
State	70.3%	19.2%	10.2%	0.3%	58.0%	9.7%	23.7%	8.6%
Non Low Income								
State	74.1%	18.5%	6.8%	0.5%	62.3%	11.0%	20.3%	6.3%
Homeless								
State	54.5%	27.3%	18.2%	0.0%	50.0%	4.5%	27.3%	18.2%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	65.5%	20.7%	13.8%	0.0%	53.6%	17.9%	25.0%	3.6%
Military								
State	100.0%	0.0%	0.0%	0.0%	61.5%	7.7%	30.8%	0.0%

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DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	65.8%	17.3%	15.7%	1.3%	61.6%	21.9%	9.4%	7.1%
White								
State	64.8%	15.7%	17.9%	1.6%	62.5%	21.4%	8.6%	7.6%
Black								
State	61.0%	20.9%	16.3%	1.9%	54.8%	22.9%	12.5%	9.8%
Hispanic								
State	69.7%	17.1%	12.7%	0.5%	64.7%	22.4%	8.7%	4.2%
Asian								
State	70.1%	14.9%	14.9%	0.0%	61.2%	23.5%	9.4%	5.9%
Native Hawaiian/ Pacific Islander								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
State	68.2%	16.7%	13.6%	1.5%	69.7%	18.2%	4.5%	7.6%
Students with Disabilities								
State	65.8%	17.2%	15.7%	1.3%	61.7%	21.9%	9.4%	7.0%
Male								
State	67.2%	17.1%	14.6%	1.2%	62.0%	21.2%	9.9%	6.9%
Female								
State	62.9%	17.6%	17.8%	1.6%	60.9%	23.3%	8.3%	7.5%
Non Binary								
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	65.8%	17.2%	15.7%	1.3%	61.7%	21.9%	9.4%	7.0%
Non-IEP								
State	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
English Learners								
State	71.5%	17.0%	11.1%	0.5%	66.9%	21.3%	7.6%	4.2%
Non-English Learners								
State	63.7%	17.4%	17.4%	1.6%	59.7%	22.1%	10.0%	8.2%
Low Income								
State	63.8%	17.7%	16.9%	1.6%	60.0%	22.7%	10.2%	7.2%
Non Low Income								
State	69.3%	16.5%	13.6%	0.7%	64.6%	20.5%	8.0%	6.9%
Homeless								
State	54.8%	12.9%	32.3%	0.0%	45.2%	35.5%	0.0%	19.4%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	60.0%	26.7%	10.0%	3.3%	58.6%	34.5%	0.0%	6.9%
Military								
State	75.0%	0.0%	25.0%	0.0%	75.0%	12.5%	0.0%	12.5%

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

Academic Progress

DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	62.6%	23.2%	11.6%	2.6%	69.9%	17.4%	7.0%	5.6%
White								
State	61.5%	24.1%	11.9%	2.6%	72.3%	17.7%	5.7%	4.3%
Black								
State	59.7%	23.6%	15.0%	1.7%	62.8%	18.9%	9.2%	9.2%
Hispanic								
State	65.1%	22.9%	8.7%	3.4%	71.3%	16.4%	7.5%	4.8%
Asian								
State	73.8%	16.3%	7.5%	2.5%	77.2%	10.1%	7.6%	5.1%
Native Hawaiian/ Pacific Islander								
State	66.7%	33.3%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
American Indian								
State	83.3%	16.7%	0.0%	0.0%	83.3%	16.7%	0.0%	0.0%
Two or More Races								
State	55.9%	23.7%	16.9%	3.4%	69.5%	20.3%	5.1%	5.1%
Students with Disabilities								
State	62.6%	23.2%	11.6%	2.6%	69.9%	17.4%	7.0%	5.6%
Male								
State	62.6%	23.6%	11.4%	2.3%	67.8%	18.4%	7.7%	6.0%
Female								
State	62.6%	22.3%	11.9%	3.2%	74.0%	15.4%	5.7%	4.9%
Non Binary								
State	*	*	*	*	*	*	*	*

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

Academic Progress

DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	62.6%	23.2%	11.6%	2.6%	69.9%	17.4%	7.0%	5.6%
Non-IEP								
State	*	*	*	*	*	*	*	*
English Learners								
State	67.5%	21.7%	7.9%	2.8%	74.1%	14.4%	7.2%	4.4%
Non-English Learners								
State	60.9%	23.7%	12.9%	2.5%	68.4%	18.5%	7.0%	6.1%
Low Income								
State	61.5%	23.2%	12.3%	2.9%	68.0%	17.9%	8.1%	6.1%
Non Low Income								
State	64.5%	23.2%	10.3%	2.1%	73.3%	16.6%	5.2%	4.9%
Homeless								
State	53.1%	37.5%	9.4%	0.0%	71.9%	15.6%	6.3%	6.3%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	60.9%	17.4%	17.4%	4.3%	73.9%	13.0%	13.0%	0.0%
Military								
State	77.8%	22.2%	0.0%	0.0%	88.9%	0.0%	11.1%	0.0%

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

Academic Progress

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	53.0%	28.2%	15.2%	3.7%	75.8%	14.2%	6.2%	3.9%
White								
State	52.2%	26.4%	16.5%	4.9%	77.8%	14.3%	5.1%	2.7%
Black								
State	49.1%	30.5%	17.2%	3.2%	71.0%	14.5%	8.7%	5.8%
Hispanic								
State	57.1%	28.5%	12.3%	2.1%	77.8%	12.4%	5.4%	4.4%
Asian								
State	59.2%	32.4%	5.6%	2.8%	76.1%	15.5%	4.2%	4.2%
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
American Indian								
State	66.7%	0.0%	0.0%	33.3%	66.7%	33.3%	0.0%	0.0%
Two or More Races								
State	46.8%	25.5%	23.4%	4.3%	68.1%	21.3%	10.6%	0.0%
Students with Disabilities								
State	53.0%	28.1%	15.2%	3.7%	75.7%	14.2%	6.2%	3.9%
Male								
State	50.8%	29.1%	16.3%	3.8%	72.9%	16.2%	6.3%	4.6%
Female								
State	57.2%	26.3%	13.1%	3.4%	81.3%	10.3%	5.9%	2.4%
Non Binary								
State	*	*	*	*	*	*	*	*

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

Academic Progress

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	53.0%	28.1%	15.2%	3.7%	75.7%	14.2%	6.2%	3.9%
Non-IEP								
State	50.0%	50.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Learners								
State	56.1%	28.3%	12.0%	3.5%	75.9%	13.5%	6.3%	4.3%
Non-English Learners								
State	51.8%	28.1%	16.4%	3.7%	75.7%	14.4%	6.1%	3.7%
Low Income								
State	51.0%	29.8%	15.7%	3.5%	73.2%	15.2%	7.0%	4.6%
Non Low Income								
State	56.4%	25.4%	14.3%	3.9%	80.2%	12.5%	4.7%	2.6%
Homeless								
State	35.7%	40.5%	21.4%	2.4%	62.8%	23.3%	11.6%	2.3%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	64.7%	23.5%	11.8%	0.0%	76.5%	11.8%	0.0%	11.8%
Military								
State	30.0%	20.0%	40.0%	10.0%	90.0%	10.0%	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.

DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	53.0%	31.6%	15.3%	0.1%	66.0%	27.2%	5.6%	1.2%
White								
State	55.7%	31.2%	12.9%	0.2%	69.8%	24.8%	4.9%	0.5%
Black								
State	46.4%	36.0%	17.5%	0.0%	60.7%	29.9%	7.1%	2.3%
Hispanic								
State	53.3%	29.2%	17.5%	0.0%	64.7%	28.8%	5.2%	1.3%
Asian								
State	61.5%	26.9%	11.5%	0.0%	70.1%	22.1%	6.5%	1.3%
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
American Indian								
State	80.0%	20.0%	0.0%	0.0%	80.0%	20.0%	0.0%	0.0%
Two or More Races								
State	43.8%	39.6%	16.7%	0.0%	59.6%	31.9%	6.4%	2.1%
Students with Disabilities								
State	53.1%	31.5%	15.3%	0.1%	66.0%	27.2%	5.6%	1.2%
Male								
State	53.2%	31.7%	15.0%	0.1%	64.5%	28.3%	6.0%	1.1%
Female								
State	53.0%	31.1%	15.9%	0.0%	69.0%	24.9%	4.7%	1.4%
Non Binary								
State	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%

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Academic Progress

DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with IEPs								
State	53.1%	31.5%	15.3%	0.1%	66.0%	27.2%	5.6%	1.2%
Non-IEP								
State	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Learners								
State	55.4%	28.2%	16.4%	0.0%	64.1%	29.0%	5.8%	1.0%
Non-English Learners								
State	52.2%	32.8%	14.9%	0.1%	66.7%	26.5%	5.5%	1.3%
Low Income								
State	51.4%	31.7%	16.9%	0.0%	63.8%	28.6%	5.9%	1.7%
Non Low Income								
State	56.0%	31.4%	12.4%	0.2%	70.0%	24.8%	4.9%	0.4%
Homeless								
State	59.4%	18.8%	21.9%	0.0%	65.6%	34.4%	0.0%	0.0%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	60.7%	32.1%	7.1%	0.0%	75.0%	21.4%	3.6%	0.0%
Military								
State	25.0%	25.0%	50.0%	0.0%	50.0%	25.0%	25.0%	0.0%

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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								
State	43.6%	37.3%	16.5%	2.6%	54.0%	29.3%	16.3%	0.4%
White								
State	39.3%	37.7%	19.5%	3.6%	52.0%	30.2%	17.5%	0.3%
Black								
State	41.4%	41.1%	15.7%	1.7%	52.6%	28.2%	18.2%	0.9%
Hispanic								
State	50.1%	34.2%	14.3%	1.3%	57.4%	29.3%	13.3%	0.0%
Asian								
State	45.1%	37.4%	12.1%	5.5%	60.2%	21.6%	17.0%	1.1%
Native Hawaiian/ Pacific Islander								
State	25.0%	50.0%	25.0%	0.0%	50.0%	25.0%	25.0%	0.0%
American Indian								
State	66.7%	0.0%	33.3%	0.0%	33.3%	33.3%	33.3%	0.0%
Two or More Races								
State	50.0%	35.7%	10.7%	3.6%	48.2%	39.3%	12.5%	0.0%
Students with Disabilities								
State	43.6%	37.3%	16.4%	2.6%	54.0%	29.3%	16.3%	0.4%
Male								
State	43.4%	37.4%	16.6%	2.5%	52.0%	28.8%	18.9%	0.3%
Female								
State	43.9%	37.2%	16.2%	2.8%	57.9%	30.3%	11.2%	0.6%
Non Binary								
State	*	*	*	*	*	*	*	*

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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
Students with IEPs								
State	43.6%	37.3%	16.4%	2.6%	54.0%	29.3%	16.3%	0.4%
Non-IEP								
State	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Learners								
State	49.4%	34.5%	13.5%	2.6%	56.1%	27.9%	15.4%	0.6%
Non-English Learners								
State	42.0%	38.1%	17.3%	2.6%	53.4%	29.7%	16.5%	0.3%
Low Income								
State	45.4%	36.2%	16.5%	1.9%	54.7%	29.3%	15.8%	0.2%
Non Low Income								
State	41.0%	38.8%	16.5%	3.7%	53.0%	29.3%	17.0%	0.6%
Homeless								
State	33.3%	53.3%	13.3%	0.0%	60.0%	33.3%	6.7%	0.0%
Migrant								
State	*	*	*	*	*	*	*	*
Youth In Care								
State	42.3%	26.9%	26.9%	3.8%	42.3%	38.5%	19.2%	0.0%
Military								
State	12.5%	50.0%	25.0%	12.5%	50.0%	25.0%	25.0%	0.0%

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Academic Progress

DLM (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
State	75.6%	17.5%	6.9%	0.1%
White				
State	73.4%	18.7%	7.9%	0.0%
Black				
State	73.6%	18.9%	7.4%	0.0%
Hispanic				
State	79.6%	13.7%	6.5%	0.3%
Asian				
State	77.8%	19.8%	2.5%	0.0%
Native Hawaiian/ Pacific Islander				
State	100.0%	0.0%	0.0%	0.0%
American Indian				
State	100.0%	0.0%	0.0%	0.0%
Two or More Races				
State	75.4%	21.3%	3.3%	0.0%
Students with Disabilities				
State	75.6%	17.5%	6.8%	0.1%
Male				
State	76.6%	16.4%	6.9%	0.1%
Female				
State	73.4%	19.7%	6.8%	0.0%
Non Binary				
State	*	*	*	*

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Academic Progress

DLM (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Students with IEPs				
State	75.6%	17.5%	6.8%	0.1%
Non-IEP				
State	50.0%	0.0%	50.0%	0.0%
English Learners				
State	79.8%	15.4%	4.5%	0.3%
Non-English Learners				
State	74.0%	18.3%	7.8%	0.0%
Low Income				
State	74.7%	17.8%	7.4%	0.1%
Non Low Income				
State	77.2%	16.8%	6.0%	0.0%
Homeless				
State	54.8%	32.3%	12.9%	0.0%
Migrant				
State	*	*	*	*
Youth In Care				
State	78.6%	14.3%	7.1%	0.0%
Military				
State	80.0%	13.3%	6.7%	0.0%

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Academic Progress

DLM (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
State	65.9%	19.8%	12.5%	1.8%
White				
State	67.3%	20.3%	11.0%	1.5%
Black				
State	60.3%	21.3%	16.4%	2.1%
Hispanic				
State	66.5%	18.9%	12.1%	2.4%
Asian				
State	72.0%	16.0%	12.0%	0.0%
Native Hawaiian/ Pacific Islander				
State	*	*	*	*
American Indian				
State	100.0%	0.0%	0.0%	0.0%
Two or More Races				
State	63.8%	21.3%	12.8%	2.1%
Students with Disabilities				
State	65.8%	19.8%	12.5%	1.8%
Male				
State	66.1%	18.9%	12.9%	2.1%
Female				
State	65.6%	21.3%	11.8%	1.2%
Non Binary				
State	0.0%	100.0%	0.0%	0.0%

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Academic Progress

DLM (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Students with IEPs				
State	65.8%	19.8%	12.5%	1.8%
Non-IEP				
State	100.0%	0.0%	0.0%	0.0%
English Learners				
State	70.2%	17.2%	12.1%	0.5%
Non-English Learners				
State	64.2%	20.8%	12.7%	2.3%
Low Income				
State	65.1%	18.8%	13.9%	2.2%
Non Low Income				
State	67.3%	21.6%	9.9%	1.2%
Homeless				
State	84.6%	3.8%	11.5%	0.0%
Migrant				
State	*	*	*	*
Youth In Care				
State	75.0%	8.3%	16.7%	0.0%
Military				
State	25.0%	50.0%	25.0%	0.0%

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Academic Progress

DLM (cont)

Grade 11

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
State	66.8%	23.7%	8.3%	1.2%
White				
State	63.5%	25.4%	9.5%	1.7%
Black				
State	64.9%	24.9%	9.5%	0.6%
Hispanic				
State	71.2%	21.5%	6.1%	1.2%
Asian				
State	74.1%	18.8%	7.1%	0.0%
Native Hawaiian/ Pacific Islander				
State	50.0%	25.0%	25.0%	0.0%
American Indian				
State	50.0%	50.0%	0.0%	0.0%
Two or More Races				
State	70.6%	21.6%	5.9%	2.0%
Students with Disabilities				
State	66.8%	23.7%	8.3%	1.2%
Male				
State	66.4%	23.5%	8.7%	1.4%
Female				
State	67.5%	24.3%	7.4%	0.8%
Non Binary				
State	*	*	*	*

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Academic Progress

DLM (cont)

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
Students with IEPs				
State	66.8%	23.7%	8.3%	1.2%
Non-IEP				
State	*	*	*	*
English Learners				
State	71.8%	21.1%	6.5%	0.6%
Non-English Learners				
State	65.3%	24.5%	8.8%	1.4%
Low Income				
State	66.3%	25.1%	7.2%	1.4%
Non Low Income				
State	67.4%	21.9%	9.8%	1.0%
Homeless				
State	64.3%	32.1%	3.6%	0.0%
Migrant				
State	*	*	*	*
Youth In Care				
State	66.7%	16.7%	12.5%	4.2%
Military				
State	25.0%	62.5%	0.0%	12.5%

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ISA

What is it?

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

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

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Academic Progress

ISA (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
State	16.0%	31.6%	36.2%	16.2%
White				
State	8.2%	25.4%	43.5%	22.9%
Black				
State	32.8%	41.4%	22.1%	3.6%
Hispanic				
State	21.5%	39.4%	31.4%	7.7%
Asian				
State	6.2%	17.4%	39.8%	36.7%
Native Hawaiian/ Pacific Islander				
State	7.0%	29.7%	42.2%	21.1%
American Indian				
State	19.4%	39.8%	32.9%	7.9%
Two or More Races				
State	14.1%	30.0%	36.3%	19.7%
Students with Disabilities				
State	35.0%	34.7%	22.0%	8.4%
Male				
State	17.1%	30.4%	35.4%	17.1%
Female				
State	14.8%	32.8%	37.0%	15.3%

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Academic Progress

ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Students with IEPs				
State	42.0%	36.2%	16.9%	4.9%
Non-IEP				
State	11.6%	30.8%	39.5%	18.1%
English Learners				
State	32.6%	45.8%	20.3%	1.3%
Non-English Learners				
State	12.8%	28.8%	39.3%	19.1%
Low Income				
State	24.8%	39.8%	28.9%	6.5%
Non Low Income				
State	7.3%	23.5%	43.4%	25.9%
Homeless				
State	37.3%	38.6%	20.5%	3.6%
Migrant				
State	*	*	*	*
Youth In Care				
State	33.5%	37.4%	25.6%	3.5%
Military				
State	10.2%	29.3%	40.9%	19.6%

* 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 8

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
State	19.6%	28.3%	33.2%	18.9%
White				
State	11.0%	23.4%	39.3%	26.3%
Black				
State	37.2%	36.1%	21.8%	4.9%
Hispanic				
State	26.0%	34.5%	29.7%	9.8%
Asian				
State	6.6%	14.7%	35.0%	43.7%
Native Hawaiian/ Pacific Islander				
State	12.3%	36.1%	33.5%	18.1%
American Indian				
State	17.1%	32.3%	32.6%	18.0%
Two or More Races				
State	19.3%	26.4%	32.1%	22.2%
Students with Disabilities				
State	40.5%	30.2%	20.1%	9.2%
Male				
State	20.8%	26.8%	31.9%	20.6%
Female				
State	18.5%	29.9%	34.5%	17.1%

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

Academic Progress

ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Students with IEPs				
State	50.6%	31.7%	13.9%	3.8%
Non-IEP				
State	14.9%	27.8%	36.1%	21.2%
English Learners				
State	43.4%	40.7%	14.8%	1.1%
Non-English Learners				
State	16.1%	26.5%	35.9%	21.5%
Low Income				
State	29.2%	34.6%	27.5%	8.7%
Non Low Income				
State	10.3%	22.2%	38.7%	28.8%
Homeless				
State	38.2%	36.0%	21.0%	4.8%
Migrant				
State	*	*	*	*
Youth In Care				
State	43.2%	31.2%	20.1%	5.5%
Military				
State	18.1%	23.0%	35.2%	23.6%

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

Proficiency

What is it?

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

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	34.6% *	30.3% *	39.1% *	58.8% *	44.9% *	16.1% *	22.2% *	62.8% *	41.9% *	27.8% *	38.6% *	15.6% *
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	8.7% *	9.4% *	19.9% *	11.7% *	9.0% *	12.6% *	38.3% *					

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	26.9% *	28.4% *	25.2% *	42.2% *	36.7% *	8.0% *	14.3% *	60.9% *	32.7% *	20.7% *	30.0% *	13.1% *
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	7.9% *	7.7% *	12.5% *	6.2% *	6.5% *	6.7% *	28.9% *					

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

Proficiency (cont)

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	51.0% *	51.0% *	51.0% *	74.0% *	65.0% *	25.0% *	38.0% *	76.0% *	56.0% *	44.0% *	55.0% *	29.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
State	18.0% *	17.0% *	35.0% *	24.0% *	28.0% *	25.0% *	57.0% *

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Growth Percentile – IAR

What is it?

This shows the growth of students relative to other students in the state with a similar scale score in the preceding school year(s). If the data is available, the Student Growth Percentile (SGP) takes up to two prior scores. The school, district, and state measure is the sum of the students' SGP divided by the number of students with an SGP. Illinois uses SGPs to calculate growth. Proficiency shows whether or not students have mastered a common, high standard; whereas, growth recognizes progress toward and beyond the standard, no matter where each student started. Data show that students of all races, income levels, languages, and disability statutes demonstrate growth across the full range. Our rigorous assessments ensure there is more than enough room to measure the growth of even Illinois' highest achievers.

ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	49.8% 624,235	48.7% 319,031	50.9% 305,074	43.6% 130	50.9% 289,283	47.2% 99,937	48.0% 172,897	56.3% 34,477	52.2% 605	49.3% 1,409	49.5% 25,627	44.0% 117,288
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	42.0% 89,584	46.4% 92,228	47.5% 312,575	45.4% 12,515	42.0% 106	44.5% 3,373	49.3% 4,728					

Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	49.7% 621,983	49.5% 317,855	49.8% 303,999	52.7% 129	50.2% 288,546	46.6% 99,272	49.0% 172,261	57.5% 34,383	52.5% 602	49.4% 1,403	49.3% 25,516	44.5% 116,504
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	42.6% 88,960	47.3% 91,879	47.9% 311,018	45.0% 12,376	47.2% 104	44.4% 3,339	50.3% 4,718					

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

Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	98.4% *	98.3% *	98.5% *	98.7% *	98.8% *	97.5% *	98.3% *	99.2% *	97.8% *	98.2% *	97.4% *	97.1% *
	Students with IEPs	English Learners	Low Income									
State	96.8% *	98.4% *	98.1% *									

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	98.3% *	98.1% *	98.4% *	97.4% *	98.7% *	97.2% *	98.2% *	99.2% *	97.7% *	98.1% *	97.2% *	96.8% *
	Students with IEPs	English Learners	Low Income									
State	96.5% *	98.3% *	97.9% *									

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

Participation Rate (cont)

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	96.3% *	96.2% *	96.4% *	92.7% *	97.0% *	94.4% *	96.1% *	98.0% *	95.2% *	95.0% *	95.5% *	94.0% *
	Students with IEPs	English Learners	Low Income									
State	93.8% *	96.7% *	95.4% *									

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

Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	1.6% *	1.7% *	1.5% *	1.3% *	1.2% *	2.6% *	1.7% *	0.8% *	2.2% *	1.8% *	2.6% *	2.9% *
	Students with IEPs	English Learners	Low Income									
State	3.2% *	1.6% *	1.9% *									

Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	1.7% *	1.9% *	1.6% *	2.6% *	1.3% *	2.8% *	1.8% *	0.8% *	2.3% *	1.9% *	2.8% *	3.2% *
	Students with IEPs	English Learners	Low Income									
State	3.5% *	1.7% *	2.1% *									

* 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 - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.6% *	3.9% *	2.0% *	4.8% *	5.0% *	4.5% *	6.0% *
	Students with IEPs	English Learners	Low Income									
State	6.2% *	3.3% *	4.6% *									

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Eighth Graders Passing Algebra I

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	31.0%	30.9%	31.0%	36.7%	36.8%	17.9%	22.7%	64.1%	38.9%	29.3%	32.7%	15.4%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
State	8.3%	11.6%	19.5%	12.8%	5.9%	*	*

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

9th Grade On Track

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	87.4%	85.8%	89.1%	83.6%	91.4%	78.9%	84.1%	96.8%	88.0%	87.6%	85.3%	83.8%

	Students with IEPs	English Learners	Low Income
State	82.3%	79.8%	80.6%

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College and Career Ready

What is it?

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

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

	Students with IEPs	English Learners	Low Income
State	*	*	*

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

Career and Technical Education

What is it?

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

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

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

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

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

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

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

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

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

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

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

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

Career and Technical Education (cont)

Career and Technical Education

Enrollment												
State	299,613											

Perkins Measures – Four-Year Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	95.8%	95.3%	96.4%	77.3%	96.5%	94.2%	94.8%	97.6%	91.8%	91.0%	94.2%	91.4%
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	88.0%	90.5%	93.3%	88.8%	75.0%	81.4%	96.1%					

Perkins Measures – Extended (Six-Year) Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	95.6%	95.0%	96.3%	*	95.9%	94.5%	94.6%	98.5%	97.0%	97.6%	93.5%	82.8%
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	89.6%	90.2%	92.5%	87.2%	50.0%	86.5%	95.3%					

Perkins Measures – Academic Proficiency Rate in Reading/Language Art

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	26.9%	26.1%	27.9%	55.6%	32.9%	7.3%	14.9%	53.7%	41.9%	19.3%	29.5%	16.4%
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	5.4%	0.8%	12.6%	8.3%	0.0%	4.3%	25.6%					

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Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	27.4%	29.7%	24.4%	44.4%	33.0%	7.0%	15.3%	61.6%	39.5%	16.9%	28.9%	15.1%
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	4.8%	2.2%	12.5%	6.6%	0.0%	7.7%	25.8%					

Perkins Measures – Academic Proficiency Rate in Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	51.9%	53.4%	50.1%	81.3%	59.2%	22.5%	41.4%	74.6%	66.7%	43.8%	52.6%	32.4%
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	18.5%	11.8%	37.1%	28.3%	0.0%	29.8%	49.5%					

Perkins Measures – Postsecondary Placement Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	57.5%	52.4%	63.9%	33.3%	61.0%	45.5%	48.5%	81.3%	53.3%	48.8%	55.1%	44.3%
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	35.0%	37.8%	42.6%	32.9%	33.3%	37.4%	51.6%					

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Career and Technical Education (cont)

Perkins Measures – Nontraditional Program Enrollment Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	30.8%	8.9%	59.0%	0.0%	31.0%	33.6%	29.4%	28.2%	26.0%	31.1%	32.2%	28.5%
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	27.7%	28.7%	32.0%	34.9%	40.0%	42.3%	33.2%					

Perkins Measures – Program Quality – Attained Postsecondary Credits Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	38.0%	40.5%	35.0%	22.2%	38.3%	32.8%	39.6%	41.0%	44.7%	39.1%	35.9%	35.4%
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	32.9%	37.8%	35.5%	28.5%	0.0%	29.7%	38.8%					

Perkins Measures – Program Quality – Work-Based Learning Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	10.4%	7.2%	14.5%	11.1%	10.8%	10.1%	9.6%	10.5%	10.6%	9.2%	10.7%	9.5%
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	9.3%	8.3%	10.6%	10.1%	0.0%	10.2%	9.5%					

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

Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	278,543	154,296	124,095	152	153,870	34,061	65,651	13,493	246	640	10,582	50,469
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	33,915	20,475	113,210	5,543	56	1,077	2,503					

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	30,908	17,832	13,064	12	25,606	1,766	2,268	250	15	53	950	5,491
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	4,187	537	11,912	770	6	197	230					

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	42,527	33,116	9,398	13	26,149	4,140	8,886	1,602	42	87	1,621	8,352
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	5,921	2,998	17,513	803	27	149	347					

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Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	29,391	18,066	11,304	21	16,181	3,508	7,183	1,150	40	70	1,259	5,692
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	3,987	2,456	12,715	578	22	118	311					

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	68,232	39,350	28,852	30	39,243	9,127	13,260	3,494	66	166	2,876	10,533
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	6,892	4,449	27,183	1,356	32	294	623					

CTE Participant - Count of Students participating in Education & Training

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	22,613	5,311	17,292	10	11,047	3,486	6,318	752	25	56	929	4,367
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	2,798	2,084	10,247	492	2	88	169					

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	59,752	34,657	25,080	15	35,141	6,849	11,491	3,628	55	116	2,472	8,695
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	5,347	3,365	21,512	961	27	199	565					

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	695	351	344	*	376	170	73	9	1	2	64	140
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	103	23	463	26	1	11	8					

CTE Participant - Count of Students participating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	16,596	4,794	11,794	8	7,428	2,909	4,521	930	16	46	746	2,285
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	1,520	1,489	8,247	434	2	74	97					

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Career and Technical Education (cont)

CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	75,162	34,999	40,109	54	40,679	9,832	18,512	2,758	56	193	3,132	15,311
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	10,842	5,765	31,200	1,471	16	302	795					

CTE Participant - Count of Students participating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	42,282	15,139	27,123	20	26,241	5,276	7,644	1,061	35	84	1,941	7,564
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	5,624	2,319	18,797	947	19	220	414					

CTE Participant - Count of Students participating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	44,905	27,754	17,121	30	25,175	6,089	9,233	2,341	40	110	1,917	8,037
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	5,742	3,350	19,269	835	25	227	431					

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Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	7,076	3,403	3,671	2	3,027	1,468	2,028	186	8	17	342	1,271
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	898	708	3,864	201	3	40	33					

CTE Participant - Count of Students participating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	47,090	31,444	15,625	21	28,143	4,853	10,938	1,268	42	87	1,759	9,844
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	7,009	3,693	20,382	860	13	197	424					

CTE Participant - Count of Students participating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	34,149	20,594	13,542	13	19,849	3,409	7,091	2,260	33	81	1,426	5,215
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	3,103	2,224	12,056	445	21	108	423					

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	25,337	19,087	6,235	15	12,603	2,620	6,680	2,360	28	62	984	4,382
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	2,712	2,238	9,416	350	1	78	159					

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	32,433	26,816	5,605	12	17,740	3,279	9,286	945	22	92	1,069	7,177
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	5,278	3,379	14,466	604	3	108	276					

CTE Concentrator - Total Count of CTE Concentrators

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	127,211	71,378	55,781	52	74,286	13,777	28,212	6,216	96	241	4,383	23,351
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	15,051	6,878	48,699	2,391	15	364	1,118					

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Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	16,002	9,909	6,084	9	14,151	566	839	82	6	20	338	2,702
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	2,063	143	5,722	408	2	80	103					

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	10,606	9,125	1,479	2	6,626	876	2,368	412	10	19	295	2,142
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	1,388	582	3,791	159	3	9	68					

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	6,275	3,825	2,448	2	3,321	782	1,578	327	7	6	254	1,304

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	13,178	8,505	4,668	5	7,765	1,617	2,517	781	8	32	458	1,703
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	1,021	731	4,749	221	5	29	109					

CTE Concentrator - Count of Students concentrating in Education & Training

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	5,918	442	5,472	4	3,040	595	1,814	266	5	9	189	1,156
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	617	431	2,276	102	*	14	51					

CTE Concentrator - Count of Students concentrating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	9,285	6,038	3,245	2	5,803	871	1,588	688	4	14	317	953
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	515	323	2,879	106	4	14	77					

* 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 Govt. & Public Admin.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	78	54	24	*	73	*	4	*	*	*	1	23
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	16	*	33	1	*	1	2					

CTE Concentrator - Count of Students concentrating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	4,307	734	3,571	2	1,761	768	1,242	380	3	9	144	473
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	223	283	2,010	120	*	12	25					

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	40,199	17,954	22,230	15	22,285	5,283	9,543	1,303	29	83	1,673	8,694
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	5,942	2,530	16,124	798	6	134	437					

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	15,415	3,739	11,670	6	10,049	1,731	2,627	295	16	26	671	2,910
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	2,143	682	6,951	430	6	66	146					

CTE Concentrator - Count of Students concentrating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	9,782	7,498	2,281	3	5,598	1,060	1,861	875	9	23	356	1,728
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	1,118	480	3,517	146	4	23	72					

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	1,319	562	757	*	542	211	476	55	3	3	29	242
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	123	45	649	33	*	1	4					

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	10,541	7,087	3,452	2	6,755	895	2,280	266	8	19	318	2,380
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	1,597	563	4,031	158	3	25	89					

CTE Concentrator - Count of Students concentrating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	34,149	20,594	13,542	13	19,849	3,409	7,091	2,260	33	81	1,426	5,215
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	3,103	2,224	12,056	445	21	108	423					

CTE Concentrator - Count of Students concentrating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	8,707	6,897	1,807	3	4,058	684	2,371	1,266	8	15	305	1,191
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	495	417	2,548	97	*	11	41					

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	9,432	8,797	633	2	5,421	659	2,849	222	7	19	255	2,352

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
State	1,669	819	3,964	136	*	26	82

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

High School Graduation Rate

What is it?

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

4 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	87.6%	85.6%	89.7%	82.5%	90.7%	80.1%	85.5%	94.7%	91.6%	82.2%	84.2%	78.7%
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	72.3%	77.3%	81.2%	69.4%	52.4%	56.0%	89.0%					

5 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	89.1%	87.2%	91.2%	90.0%	91.7%	82.4%	87.7%	95.6%	88.4%	84.2%	86.5%	80.9%
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	75.9%	81.6%	82.9%	72.0%	83.3%	57.7%	90.5%					

6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	89.3%	87.1%	91.6%	*	92.3%	82.2%	87.3%	96.7%	91.6%	82.5%	86.0%	81.1%
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	76.8%	80.8%	83.2%	70.6%	60.0%	62.1%	91.4%					

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

Community College Remediation

What is it?

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

12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
State	64.8%	*	*	39.7%	25.1%	0.0%

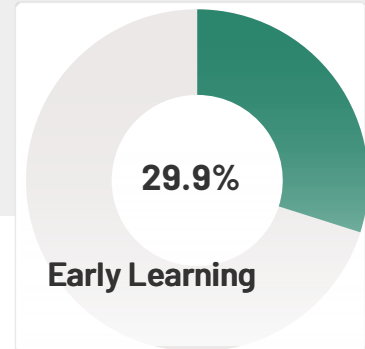
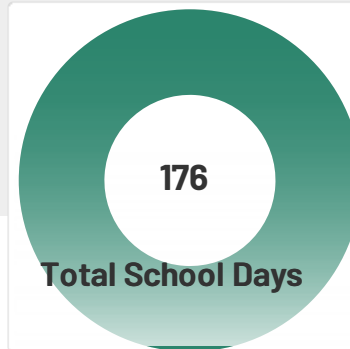
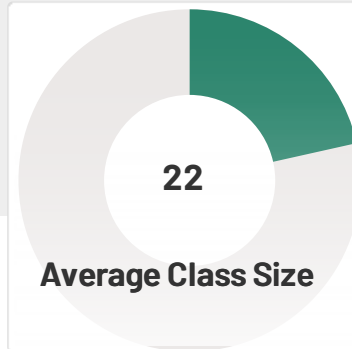
16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
State	65.6%	*	*	39.9%	25.7%	0.0%

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

About the data

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



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
State	86.7%	36.0%	16.9%	17.2%	29.9%	57.5%	47.8%	35.6%

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

	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Students with Disabilities	Students with IEPs	English Learners	Low Income
State	37.5%	23.7%	18.0%	38.0%	24.1%	21.6%	30.6%	*	14.7%	13.0%	20.5%

	Non-IEP	Non-English Learners	Non-Low Income	Homeless
State	*	*	*	*

* 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
State	59.6%	3.8%	20.2%	4.0%	12.3%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
State	47.2%	2.3%	30.4%	20.2%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
State	71.3%	7.4%	3.7%	7.8%	1.2%	1.8%	0.4%	6.4%	*

Other Financial Indicators

	2020 Equalized Assessed Valuation per Pupil	2020 Total School Tax Rate per \$100	2021-22 Instructional Expenditure per Pupil	2021-22 Operating Expenditure per Pupil
State	*	*	\$10,636	\$17,952

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

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

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Overall
State	*	20	21	21	21	21	22	22	21	22	22	21	21	20	21

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	
State	176

* 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

What is it?

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

Days PE per week

Days PE per week	
State	4

Truant Minor Count

State	157,112
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* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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

1,857,790

Student Enrollment

28.3%

Chronic Absenteeism

2.9%

Dropout Rate

Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	100.0% 1,857,790	51.4% 954,190	48.6% 901,981	0.1% 1,619	45.9% 853,165	16.5% 307,166	27.5% 511,065	5.5% 101,782	0.1% 1,801	0.2% 4,582	4.2% 78,229	19.4% 361,334
	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military					
State	15.3% 284,032	14.6% 271,983	49.0% 910,675	2.3% 42,367	0.0% 364	0.7% 13,316	0.8% 15,281					

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
State	82,735	121,269	129,960	128,455	128,958	128,430	130,450	134,502	136,199	141,513	152,855	152,854	143,487	146,123

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

Advanced Academic Programs

What is it?

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

Students Enrolled in Accelerated Placement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	11.0% 211,565	10.4% 103,473	11.6% 107,975	17.3% 117	10.5% 91,681	7.1% 22,983	11.3% 60,462	25.9% 27,525	16.4% 302	9.2% 446	10.0% 8,166	6.6% 24,255
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care							
State	3.3% 9,619	4.7% 13,757	7.6% 71,713	5.6% 2,549	1.8% 260							

Students Enrolled in Accelerated Placement - ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	0.7% 13,762	0.5% 4,982	0.9% 8,758	3.2% 22	0.8% 7,412	0.5% 1,490	0.6% 3,421	0.8% 804	0.7% 13	0.6% 31	0.7% 591	0.4% 1,491
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care							
State	0.2% 501	0.2% 490	0.4% 4,213	0.3% 158	0.2% 24							

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	1.7% 33,417	2.0% 19,970	1.4% 13,429	2.7% 18	2.2% 18,940	0.4% 1,331	1.0% 5,526	5.5% 5,887	1.6% 30	1.5% 72	2.0% 1,631	0.8% 2,863
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care							
State	0.4% 1,077	0.6% 1,699	0.7% 6,539	0.4% 173	0.2% 35							

Students Enrolled in Accelerated Placement - Multiple Subjects

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	6.8% 131,254	6.2% 61,336	7.5% 69,850	10.0% 68	5.9% 51,919	4.9% 16,074	7.4% 39,744	17.1% 18,174	12.4% 227	5.8% 282	5.9% 4,834	3.8% 14,030
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care							
State	1.6% 4,654	2.3% 6,809	5.0% 47,236	3.1% 1,396	0.8% 120							

Students Enrolled in Accelerated Placement - Whole Grade

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	0.1% 2,355	0.1% 1,141	0.1% 1,214	0.0% 0	0.1% 1,063	0.1% 202	0.0% 188	0.7% 729	0.2% 3	0.1% 3	0.2% 167	0.1% 217
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care							
State	0.0% 44	0.0% 39	0.1% 520	0.0% 9	0.0% 3							

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

Advanced Academic Programs (cont)

Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	22.7% 138,767	19.6% 61,429	26.0% 77,249	21.2% 89	23.9% 66,690	13.0% 12,920	20.6% 36,163	53.1% 17,364	33.4% 219	17.2% 260	23.5% 5,151	10.4% 12,946
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care							
State	2.9% 2,526	6.4% 3,907	14.9% 41,614	7.5% 1,194	3.1% 102							

Students Enrolled in IB Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	1.1% 6,888	0.9% 2,740	1.4% 4,147	0.2% 1	0.5% 1,267	1.7% 1,692	1.9% 3,336	1.2% 406	2.0% 13	1.3% 19	0.7% 155	0.8% 953
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care							
State	0.4% 316	0.7% 402	1.6% 4,368	1.0% 155	0.6% 19							

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	20.3% 390,960	18.7% 185,955	21.9% 204,693	46.1% 312	22.0% 192,469	13.8% 44,859	18.7% 100,219	34.7% 36,905	26.3% 483	18.0% 868	18.6% 15,157	12.4% 45,420
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care							
State	6.6% 18,955	7.3% 21,412	13.9% 131,252	10.3% 4,703	4.6% 671							

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

Advanced Academic Programs (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	14.0% 85,182	13.7% 42,915	14.2% 42,235	7.6% 32	18.0% 50,161	8.6% 8,600	10.2% 17,888	16.7% 5,465	11.8% 77	9.2% 140	13.0% 2,851	9.0% 11,213
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care							
State	6.7% 5,843	6.0% 3,661	9.6% 26,728	8.7% 1,381	5.2% 173							

Advanced Placement (AP) Exams - Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
State	16,753	9,677	15,401	9,066

Advanced Placement (AP) Exams - Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
State	52,702	33,951	25,036	16,471

Advanced Placement (AP) Exams - Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
State	158,122	99,183	40,825	27,123

Advanced Placement (AP) Exams - Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
State	309,351	203,570	39,859	30,126

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

Advanced Academic Programs (cont)

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
State	23,238	34,677	64,198	76,361

Advanced Placement (AP) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	16,056	6,601	2,058	4,343	2,340	34	32	648	1,359
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
State	263	*	443	*	5,394	*			

Advanced Placement (AP) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	27,067	12,681	2,267	6,936	3,987	35	72	1,089	2,169
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
State	369	*	765	*	7,808	*			

Advanced Placement (AP) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	45,997	22,566	4,277	11,952	5,295	55	80	1,772	4,375
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
State	832	*	1,212	*	13,567	*			

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	49,647	24,842	4,318	12,932	5,742	95	76	1,642	5,043
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
State	1,062	*	1,487	*	14,845	*			

International Baccalaureate (IB) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	247	59	104	48	20	0	0	16	43
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
State	28	*	7	*	107	*			

International Baccalaureate (IB) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	236	26	136	48	16	0	0	10	25
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
State	19	*	14	*	150	*			

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	3,310	569	788	1,711	157	5	8	72	466
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
State	168	*	249	*	2,183	*			

International Baccalaureate (IB) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	3,095	613	664	1,529	213	8	11	57	419
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
State	101	*	132	*	1,928	*			

Dual Credit Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	7,794	3,259	1,983	1,837	400	4	12	299	1,123
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
State	618	*	648	*	3,024	*			

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	9,428	5,189	1,015	2,257	613	8	22	324	1,402
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
State	785	*	670	*	3,380	*			

Dual Credit Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	25,274	15,801	2,051	4,964	1,545	18	33	862	3,274
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
State	1,693	*	923	*	7,470	*			

Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	42,686	25,912	3,551	8,830	2,907	47	73	1,366	5,414
	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income			
State	2,747	*	1,420	*	12,854	*			

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

Advanced Academic Programs (cont)

Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	8.4% 161,960	8.3% 82,804	8.5% 79,074	12.1% 82	9.5% 82,826	4.7% 15,310	6.3% 33,934	19.8% 21,125	10.1% 185	9.0% 433	10.0% 8,147	7.3% 26,740
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care							
State	6.3% 18,167	6.2% 18,038	5.4% 51,189	3.2% 1,484	3.2% 466							

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	1.1% 20,484	1.1% 10,553	1.1% 9,928	0.4% 3	1.3% 11,027	0.4% 1,394	0.6% 3,374	3.4% 3,619	1.1% 21	1.4% 67	1.2% 982	0.7% 2,490
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care							
State	0.4% 1,245	0.5% 1,326	0.4% 3,975	0.2% 91	0.1% 15							

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

Advanced Academic Programs (cont)

Students Identified As Gifted

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	3.0% 58,033	3.0% 30,004	3.0% 27,986	6.4% 43	3.3% 29,159	1.0% 3,185	1.6% 8,667	12.9% 13,689	5.2% 95	2.7% 132	3.8% 3,106	1.6% 5,846
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care							
State	0.7% 1,922	0.5% 1,488	1.1% 10,643	0.5% 208	0.2% 30							

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	0.6% 11,006	0.6% 5,751	0.6% 5,252	0.4% 3	0.6% 5,598	0.2% 671	0.3% 1,380	2.5% 2,690	0.8% 15	0.8% 38	0.8% 614	0.3% 958
	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care							
State	0.1% 289	0.1% 202	0.2% 1,664	0.1% 25	0.0% 4							

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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

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
State	All Students	*	*	*	*	0.0%	*	*
	Students with IEPs	*	*	*	*	0.3%	*	*

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
State	All Students	0.7%	0.0%	5.0%	0.1%	0.1%	0.0%	0.0%
	Students with IEPs	4.6%	0.3%	32.3%	0.3%	0.8%	0.2%	0.0%

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
State	All Students	2.5%	0.8%	2.2%	0.2%	2.2%	1.8%	0.0%
	Students with IEPs	16.2%	5.4%	13.8%	1.0%	13.8%	11.3%	0.2%

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

Educational Environments for Students with IEPs

What is it?

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

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

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
State	*	*	*	*
White				
State	*	*	*	*
Black				
State	*	*	*	*
Hispanic				
State	*	*	*	*
Asian				
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
State	49.2%	27.8%	15.0%	7.9%
American Indian				
State	*	*	*	*
Two or More Races				
State	*	*	*	*

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

Educational Environments for Students with IEPs (cont)

For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
State	3.5%	30.1%	49.7%	16.7%
Emotional Disability				
State	70.5%	14.4%	8.4%	6.7%
Intellectual Disability				
State	33.3%	20.0%	33.3%	13.3%
Other Health Impairment				
State	57.3%	28.0%	9.1%	5.5%
Specific Learning Disability				
State	3.7%	13.0%	49.4%	33.8%
Speech or Language Impairment				
State	54.2%	23.9%	18.9%	2.9%

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Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
State	*	*	*	*	*
White					
State	*	*	*	*	*
Black					
State	*	*	*	*	*
Hispanic					
State	*	*	*	*	*
Asian					
State	*	*	*	*	*
Native Hawaiian/ Pacific Islander					
State	40.6%	20.3%	37.5%	0.0%	1.6%
American Indian					
State	*	*	*	*	*
Two or More Races					
State	*	*	*	*	*

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

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

What is it?

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

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

For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
State	42.9%	14.3%	42.9%	0.0%	0.0%
Developmental Delay					
State	58.1%	9.7%	32.3%	0.0%	0.0%
Emotional Disability					
State	39.0%	11.6%	47.3%	0.0%	2.1%
Intellectual Disability					
State	50.0%	0.0%	50.0%	0.0%	0.0%
Other Health Impairment					
State	44.3%	11.6%	41.4%	1.3%	1.4%
Specific Learning Disability					
State	16.5%	8.2%	66.5%	7.0%	1.9%
Speech or Language Impairment					
State	55.6%	9.5%	33.6%	0.0%	1.3%

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

English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
State	*	99.9% 252,357	5.8% *	* 54,729

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

Student Attendance

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	91.2%	91.3%	91.1%	88.8%	92.8%	88.2%	89.9%	93.6%	91.3%	89.8%	91.1%	89.4%

	Students with IEPs	English Learners	Low Income
State	89.3%	90.4%	89.2%

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

Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	7.4%	7.7%	7.2%	13.4%	4.8%	13.3%	8.0%	7.7%	8.5%	10.8%	8.2%	6.9%

	Students with IEPs	English Learners	Low Income	Homeless
State	7.5%	10.9%	10.2%	29.8%

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

Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	28.3%	27.9%	28.7%	39.0%	20.7%	42.1%	34.5%	18.5%	29.0%	35.6%	29.1%	35.3%

	Students with IEPs	English Learners	Low Income
State	36.2%	33.2%	38.2%

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
State	*	33.6%	27.5%	24.3%	22.0%	20.8%	20.6%	22.6%	24.8%	26.6%	30.7%	34.1%	36.8%	42.7%

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

Chronic Truancy Rate

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	19.9%	19.9%	20.0%	16.9%	7.7%	44.7%	27.9%	7.9%	19.7%	27.0%	17.6%	22.9%
	Students with IEPs	English Learners	Low Income									
State	24.6%	26.6%	31.7%									

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

Truancy Rate

What is it?

Not Available.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	422,690 25.1%	216,052 25.0%	206,482 25.2%	156 23.8%	148,132 19.3%	85,946 30.9%	151,264 32.3%	18,279 19.6%	428 25.9%	1,194 28.4%	17,447 25.4%	84,510 26.2%
	Students with IEPs	English Learners	Low Income									
State	65,483 26.5%	82,015 33.3%	247,716 30.4%									

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

Student Discipline

What is it?

Not Available.

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
State	114,218	458	119	69,648	67,124	2,023

Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
State	250,351	472	121	138,319	108,741	2,698

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

Student Discipline (cont)

By Race

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
White						
State	75,846	135	39	44,702	30,559	411
Black						
State	93,206	188	39	43,799	47,398	1,782
Hispanic						
State	62,612	108	33	39,513	22,648	310
Asian						
State	2,270	3	2	1,444	803	18
Native Hawaiian/ Pacific Islander						
State	173	*	*	83	89	1
American Indian						
State	681	3	*	372	303	3
Two or More Races						
State	15,563	35	8	8,406	6,941	173

By Grade Band

	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						
State	121,737	145	49	60,827	59,300	1,416
9-12						
State	128,614	327	72	77,492	49,441	1,282

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

Student Discipline (cont)

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Tobacco						
State	7,952	2	*	4,445	3,481	24
Alcohol						
State	4,165	3	*	1,845	2,306	11
Drug Offences						
State	11,150	86	16	3,227	7,568	253
Violence with Physical Injury						
State	15,219	94	17	3,462	11,472	174
Violence without Physical Injury						
State	49,238	83	29	18,880	29,328	918
Dangerous Weapon: Firearm						
State	665	24	12	124	487	18
Dangerous Weapon: Other						
State	2,644	60	11	664	1,769	140
Other Reason						
State	*	*	*	*	*	*

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
Students with IEPs						
State	69,205	76	10	35,739	32,510	870
English Learners						
State	30,924	51	18	19,482	11,239	134

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

Student Discipline (cont)

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Low Income						
State	185,307	372	92	99,893	82,771	2,179

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Less than 1 day						
State	22,054	84	5	18,376	3,567	22
1-2 days						
State	138,143	66	13	98,587	38,888	589
2-3 days						
State	40,987	1	2	14,990	25,620	374
3-4 days						
State	28,489	1	1	4,798	23,319	370
4-10 days						
State	13,943	16	10	1,374	12,253	290
Greater than 10 days						
State	6,735	304	90	194	5,094	1,053

* 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 Gender - Incident Count

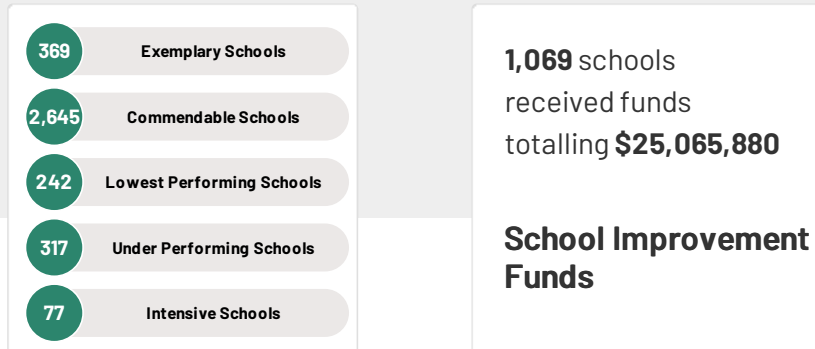
	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Male						
State	168,584	309	78	93,901	72,584	1,712
Female						
State	81,424	162	43	44,184	36,051	984
Non Binary						
State	343	1	*	234	106	2

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About the data

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

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



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.

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	School Improvement Grant Allocation by School	School Improvement Status
Abingdon-Avon CUSD 276	1	\$65,000	*
A-C Central CUSD 262	1	\$35,000	*
ACE Amandla Charter School	1	\$25,000	*
Addison SD 4	3	\$78,885	*
Alden Hebron SD 19	1	\$10,000	*
Alton CUSD 11	4	\$75,636	*
Amboy CUSD 272	1	\$10,000	*
Antioch CCSD 34	1	\$34,042	*
Argenta-Oreana CUSD 1	1	\$20,000	*
Arthur CUSD 305	2	\$30,000	*
Athens CUSD 213	1	\$10,000	*
Atwood Heights SD 125	1	\$15,000	*
Auburn CUSD 10	1	\$20,000	*
Aurora East USD 131	8	\$190,263	*
Aurora West USD 129	7	\$108,009	*

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School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	School Improvement Grant Allocation by School	School Improvement Status
Barrington CUSD 220	1	\$11,055	*
Bartonville SD 66	1	\$15,000	*
Beach Park CCSD 3	3	\$44,044	*
Beardstown CUSD 15	2	\$32,100	*
Belleville SD 118	2	\$35,000	*
Bellwood SD 88	4	\$76,821	*
Belvidere CUSD 100	4	\$65,923	*
Bensenville SD 2	1	\$10,530	*
Benton CCSD 47	1	\$10,000	*
Berkeley SD 87	5	\$50,000	*
Berwyn North SD 98	1	\$10,772	*
Bethalto CUSD 8	1	\$20,000	*
Betty Shabazz International Charter School	2	\$60,000	*
Big Hollow SD 38	2	\$29,354	*
Bloomington SD 87	5	\$120,533	*
Blue Ridge CUSD 18	2	\$25,000	*
Bourbonnais SD 53	1	\$10,000	*
Bradford CUSD 1	1	\$65,000	*
Bradley SD 61	2	\$25,000	*
Bronzeville Academy Chtr School	1	\$35,000	*
Brooklyn UD 188	2	\$50,000	*
Brookwood SD 167	2	\$45,000	*
Brown County CUSD 1	1	\$10,000	*
Burbank SD 111	2	\$57,570	*
Burnham SD 154-5	1	\$15,000	*
Bushnell Prairie City CUSD 170	2	\$45,000	*
Cahokia CUSD 187	8	\$293,411	*
Cairo USD 1	1	\$35,000	*

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School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	School Improvement Grant Allocation by School	School Improvement Status
Calumet City SD 155	2	\$30,000	*
Calumet Public SD 132	2	\$40,000	*
Cambridge CUSD 227	1	\$65,000	*
Carbon Cliff-Barstow SD 36	1	\$15,000	*
Carbondale ESD 95	4	\$66,879	*
Carlinville CUSD 1	1	\$15,000	*
Carmi-White County CUSD 5	1	\$20,000	*
Cary CCSD 26	1	\$15,107	*
Casey-Westfield CUSD 4C	1	\$15,000	*
CCSD 168	3	\$157,755	*
CCSD 180	1	\$20,000	*
CCSD 62	1	\$10,000	*
CCSD 89	1	\$10,000	*
Central SD 104	1	\$10,000	*
Centralia HSD 200	1	\$15,000	*
Centralia SD 135	2	\$75,000	*
Century CUSD 100	2	\$130,000	*
Champaign CUSD 4	9	\$135,925	*
Chaney-Monge SD 88	1	\$15,000	*
Charleston CUSD 1	3	\$37,132	*
Chicago Heights SD 170	2	\$20,000	*
Chicago Public Schools, Dist 299	353	\$8,784,715	*
Chicago Ridge SD 127-5	1	\$15,000	*
Cicero SD 99	7	\$135,034	*
Cissna Park CUSD 6	1	\$10,000	*
Clay City CUSD 10	2	\$35,000	*
Clinton CUSD 15	3	\$50,000	*
Collinsville CUSD 10	2	\$50,976	*

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School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	School Improvement Grant Allocation by School	School Improvement Status
Columbia CUSD 4	1	\$10,000	*
Comm Cons SD 59	5	\$58,550	*
Community Unit School District No 196	1	\$20,000	*
Cook County SD 130	4	\$50,000	*
Cornell CCSD 426	1	\$65,000	*
Coulterville USD 1	1	\$20,000	*
Country Club Hills SD 160	3	\$70,949	*
Cowden-Herrick CUSD 3A	1	\$65,000	*
Crab Orchard CUSD 3	1	\$15,000	*
Crete Monee CUSD 201U	3	\$39,389	*
Creve Coeur SD 76	1	\$65,000	*
Crystal Lake CCSD 47	1	\$17,060	*
Cumberland CUSD 77	1	\$20,000	*
CUSD 3 Fulton County	1	\$10,000	*
CUSD 300	1	\$15,000	*
CUSD 308	10	\$133,940	*
CUSD 4	1	\$15,000	*
Dallas ESD 327	1	\$65,000	*
Danville CCSD 118	6	\$212,063	*
Decatur SD 61	11	\$270,740	*
DeKalb CUSD 428	8	\$142,643	*
Deland-Weldon CUSD 57	2	\$45,000	*
DeSoto Cons SD 86	1	\$15,000	*
Dixon USD 170	4	\$40,934	*
Dolton SD 148	5	\$85,000	*
Dolton SD 149	6	\$146,540	*
Dongola USD 66	2	\$70,000	*
Durand CUSD 322	1	\$65,000	*

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School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	School Improvement Grant Allocation by School	School Improvement Status
East Alton SD 13	2	\$20,000	*
East Moline SD 37	1	\$49,460	*
East Peoria SD 86	3	\$30,000	*
East St Louis SD 189	6	\$376,376	*
Edgar County CUD 6	1	\$35,000	*
Edinburg CUSD 4	1	\$10,000	*
Effingham CUSD 40	1	\$20,000	*
Egyptian CUSD 5	1	\$10,000	*
El Paso-Gridley CUSD 11	1	\$10,000	*
Eldorado CUSD 4	2	\$26,068	*
Elverado CUSD 196	1	\$10,000	*
ESD 159	1	\$21,341	*
Evanston CCSD 65	3	\$31,015	*
Evergreen Park ESD 124	1	\$15,000	*
Fairmont SD 89	1	\$10,000	*
Fieldcrest CUSD 6	1	\$10,000	*
Flora CUSD 35	1	\$35,000	*
Flossmoor SD 161	1	\$16,077	*
Ford Heights SD 169	2	\$85,000	*
Forest Park SD 91	2	\$40,000	*
Forest Ridge SD 142	1	\$10,678	*
Fox Lake GSD 114	1	\$15,000	*
Frankfort CUSD 168	1	\$10,000	*
Freeport SD 145	5	\$120,617	*
Galatia CUSD 1	1	\$10,000	*
Galesburg CUSD 205	1	\$10,000	*
Gallatin CUSD 7	1	\$10,000	*
Gavin SD 37	1	\$10,000	*

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School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	School Improvement Grant Allocation by School	School Improvement Status
Gen George Patton SD 133	1	\$15,000	*
Geneva CUSD 304	1	\$10,000	*
Georgetown-Ridge Farm CUD 4	1	\$10,000	*
Germantown Hills SD 69	1	\$15,000	*
Gillespie CUSD 7	1	\$10,000	*
Glenview CCSD 34	1	\$12,078	*
Grand Prairie CCSD 6	1	\$65,000	*
Granite City CUSD 9	6	\$121,153	*
Grant CCSD 110	1	\$20,000	*
Greenview CUSD 200	1	\$35,000	*
Griggsville-Perry CUSD 4	1	\$35,000	*
Gurnee SD 56	3	\$30,000	*
Hamilton CCSD 328	1	\$15,000	*
Hamilton Co CUSD 10	1	\$15,000	*
Hardin County CUSD 1	2	\$20,000	*
Harlem UD 122	2	\$38,056	*
Harmony Emge SD 175	1	\$20,000	*
Harrisburg CUSD 3	3	\$30,000	*
Harrison SD 36	1	\$10,000	*
Harvard CUSD 50	3	\$37,239	*
Harvey SD 152	3	\$40,000	*
Hazel Crest SD 152-5	2	\$55,000	*
Heritage CUSD 8	1	\$15,000	*
Herrin CUSD 4	2	\$23,438	*
Herscher CUSD 2	1	\$20,000	*
High Mount SD 116	1	\$10,000	*
Hillsboro CUSD 3	2	\$30,247	*
Hoopeston Area CUSD 11	2	\$55,000	*

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School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	School Improvement Grant Allocation by School	School Improvement Status
Hoover-Schrum Memorial SD 157	1	\$15,000	*
Huntley Community School District 158	1	\$15,000	*
Hutsonville CUSD 1	1	\$10,000	*
Il Valley Central USD 321	2	\$20,000	*
Indian Springs SD 109	1	\$10,086	*
Iroquois County CUSD 9	1	\$15,000	*
Iroquois West CUSD 10	3	\$50,000	*
Jacksonville SD 117	4	\$69,869	*
Jasper County CUD 1	1	\$35,000	*
Johnston City CUSD 1	1	\$20,000	*
Joliet PSD 86	7	\$187,807	*
Joliet Twp HSD 204	1	\$139,043	*
Kankakee SD 111	6	\$350,345	*
Keeneyville SD 20	2	\$20,422	*
Kewanee CUSD 229	3	\$50,000	*
Kirby SD 140	1	\$10,000	*
Knoxville CUSD 202	1	\$10,000	*
La Grange SD 105 South	1	\$10,000	*
La Harpe CSD 347	1	\$15,000	*
La Moille CUSD 303	2	\$25,000	*
La Salle ESD 122	2	\$31,109	*
Lansing SD 158	3	\$55,000	*
Lawrence County CUD 20	2	\$22,146	*
Lebanon CUSD 9	1	\$20,000	*
Lewistown CUSD 97	1	\$15,000	*
Lincoln ESD 27	1	\$10,000	*
Lincolnwood SD 74	1	\$15,000	*
Lombard SD 44	1	\$10,000	*

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School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	School Improvement Grant Allocation by School	School Improvement Status
Lowpoint-Washburn CUSD 21	1	\$35,000	*
Ludlow CCSD 142	1	\$15,000	*
Macomb CUSD 185	2	\$20,490	*
Madison CUSD 12	3	\$80,000	*
Maercker SD 60	1	\$10,000	*
Mannheim SD 83	1	\$12,321	*
Marion CUSD 2	2	\$24,973	*
Maroa Forsyth CUSD 2	1	\$10,000	*
Marquardt SD 15	1	\$13,721	*
Marseilles ESD 150	1	\$20,000	*
Marshall CUSD 2C	1	\$10,000	*
Massac UD 1	2	\$20,000	*
Matteson ESD 162	2	\$30,000	*
Mattoon CUSD 2	1	\$13,317	*
Maywood-Melrose Park-Broadview 89	3	\$89,007	*
McLean County USD 5	6	\$77,594	*
Mercer County School District 404	2	\$20,000	*
Meredosia-Chambersburg CUSD 11	2	\$130,000	*
Meridian CUSD 101	1	\$65,000	*
Midlothian SD 143	2	\$25,422	*
Midwest Central CUSD 191	1	\$10,000	*
Milford Area Public Schools District 124	1	\$10,000	*
Moline-Coal Valley CUSD 40	5	\$69,614	*
Momence CUSD 1	1	\$10,000	*
Monmouth-Roseville CUSD 238	2	\$35,000	*
Morris SD 54	1	\$20,000	*
Morrisonville CUSD 1	2	\$50,000	*
Mount Olive CUSD 5	1	\$10,000	*

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School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	School Improvement Grant Allocation by School	School Improvement Status
Mount Vernon SD 80	3	\$45,348	*
Murphysboro CUSD 186	2	\$20,000	*
Neoga CUSD 3	1	\$10,000	*
Nokomis CUSD 22	2	\$40,000	*
Norris City-Omaha-Enfield CUSD 3	1	\$10,000	*
North Boone CUSD 200	1	\$20,000	*
North Chicago SD 187	6	\$297,594	*
North Greene CUSD 3	1	\$10,000	*
Northwestern CUSD 2	1	\$15,000	*
Norwood ESD 63	2	\$35,000	*
Oak Park ESD 97	2	\$30,538	*
Oblong CUSD 4	1	\$15,000	*
Oglesby ESD 125	1	\$15,000	*
Olympia CUSD 16	2	\$25,000	*
Orland SD 135	1	\$10,000	*
Ottawa ESD 141	2	\$20,000	*
Palatine CCSD 15	4	\$43,120	*
Panhandle CUSD 2	1	\$10,000	*
Park Forest SD 163	3	\$40,000	*
Paw Paw CUSD 271	1	\$65,000	*
Payson CUSD 1	1	\$10,000	*
Pekin PSD 108	8	\$205,328	*
Peoria Heights CUSD 325	1	\$20,000	*
Peoria SD 150	17	\$631,717	*
Peotone CUSD 207U	1	\$20,000	*
Pinckneyville SD 50	1	\$35,000	*
Plainfield SD 202	1	\$12,926	*
Plano CUSD 88	1	\$10,000	*

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School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	School Improvement Grant Allocation by School	School Improvement Status
Pleasant Hill CUSD 3	1	\$10,000	*
Pleasant Plains CUSD 8	1	\$20,000	*
Pleasant Valley SD 62	2	\$40,000	*
Pontiac CCSD 429	3	\$50,000	*
Posen-Robbins ESD 143-5	4	\$65,000	*
Prairie Central CUSD 8	1	\$10,000	*
Prairie Du Rocher CCSD 134	1	\$65,000	*
Prairie-Hills ESD 144	1	\$17,167	*
Proviso Twp HSD 209	1	\$143,371	*
Putnam County CUSD 535	1	\$20,000	*
Quincy SD 172	5	\$201,383	*
Ramsey CUSD 204	1	\$10,000	*
Rantoul City SD 137	5	\$90,000	*
River Ridge CUSD 210	1	\$10,000	*
Riverdale CUSD 100	1	\$10,000	*
Riverton CUSD 14	1	\$40,177	*
Riverview CCSD 2	1	\$10,000	*
Robinson CUSD 2	1	\$10,000	*
Rochelle CCSD 231	2	\$25,000	*
Rochester CUSD 3A	1	\$10,000	*
Rock Island SD 41	7	\$100,000	*
Rockford SD 205	31	\$1,419,082	*
Rockridge CUSD 300	1	\$10,000	*
Round Lake CUSD 116	4	\$51,027	*
Roxana CUSD 1	1	\$10,000	*
Salt Creek SD 48	1	\$20,000	*
Sandoval CUSD 501	2	\$55,000	*
Sandridge SD 172	1	\$35,000	*

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School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	School Improvement Grant Allocation by School	School Improvement Status
Sandwich CUSD 430	1	\$20,000	*
Schaumburg CCSD 54	1	\$10,557	*
Schuyler-Industry CUSD 5	1	\$15,000	*
Scott-Morgan CUSD 2	1	\$65,000	*
SD 45 DuPage County	1	\$10,000	*
SD U-46	19	\$309,621	*
Serena CUSD 2	1	\$10,000	*
Sherrard CUSD 200	1	\$15,000	*
Signal Hill SD 181	1	\$10,000	*
Silvis SD 34	2	\$20,000	*
South Central CUD 401	1	\$10,000	*
South Fork SD 14	1	\$15,000	*
South Holland SD 150	1	\$20,000	*
South Holland SD 151	1	\$25,496	*
South Pekin SD 137	1	\$20,000	*
Southeastern CUSD 337	1	\$20,000	*
Sparta CUSD 140	1	\$13,344	*
Spring Garden Community Consolidated School District 178	1	\$35,000	*
Springfield SD 186	16	\$520,122	*
St Anne CCSD 256	1	\$10,000	*
Stark County CUSD 100	1	\$10,000	*
Staunton CUSD 6	2	\$21,917	*
Steeleville CUSD 138	1	\$10,000	*
Steger SD 194	2	\$30,000	*
Sterling CUSD 5	3	\$34,327	*
Streator ESD 44	3	\$47,536	*
Summit SD 104	1	\$15,000	*
Sycamore CUSD 427	1	\$14,878	*

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School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	School Improvement Grant Allocation by School	School Improvement Status
Taft SD 90	1	\$20,000	*
Taylorville CUSD 3	3	\$53,600	*
Thompsonville CUSD 174	1	\$10,000	*
Thornton SD 154	1	\$15,000	*
Thornton Twp HSD 205	1	\$108,367	*
Tolono CUSD 7	1	\$20,000	*
Tri City CUSD 1	1	\$35,000	*
Trico CUSD 176	1	\$10,000	*
United CUSD 304	1	\$10,000	*
Urbana SD 116	5	\$136,281	*
V I T CUSD 2	2	\$70,000	*
Valley View CUSD 365U	4	\$56,459	*
Vandalia CUSD 203	1	\$10,000	*
Vienna SD 55	1	\$10,000	*
W Harvey-Dixmoor PSD 147	1	\$36,610	*
Wabash CUSD 348	1	\$10,000	*
Waltonville CUSD 1	1	\$10,000	*
Waukegan CUSD 60	9	\$255,618	*
West Carroll CUSD 314	1	\$15,000	*
West Central CUSD 235	1	\$10,000	*
West Chicago ESD 33	1	\$15,000	*
West Prairie CUSD 103	1	\$65,000	*
Westchester SD 92-5	1	\$10,000	*
Westville CUSD 2	2	\$78,438	*
Wheeling CCSD 21	4	\$61,755	*
Whiteside SD 115	1	\$15,000	*
Willow Grove SD 46	1	\$20,000	*
Winchester CUSD 1	1	\$10,000	*

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School Improvement Funds (cont)

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

	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds	School Improvement Grant Allocation by School	School Improvement Status
Windsor CUSD 1	1	\$35,000	*
Winnebago CUSD 323	1	\$20,000	*
Wood River-Hartford ESD 15	1	\$10,000	*
Woodland CCSD 50	1	\$45,723	*
Woodland CUSD 5	1	\$10,000	*
Woodridge SD 68	1	\$10,000	*
Woodstock CUSD 200	1	\$11,674	*
Worth SD 127	1	\$20,000	*
Zion ESD 6	6	\$138,371	*

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Summative Designation Meta Indicator Components

What is it?

Not Available.

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	89,290 72.1%	45,134 72.3%	44,113 72.0%	43 84.3%	52,654 88.3%	7,120 41.2%	19,452 55.9%	6,727 88.6%	125 76.7%	161 58.6%	3,051 76.0%	15,236 66.4%

	Students with IEPs	English Learners	Low Income
State	8,661 60.2%	3,984 48.1%	26,686 52.4%

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
All				
State	15,394 12.4%	36,141 29.2%	43,060 34.8%	29,154 23.6%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Male				
State	7,818 12.5%	21,887 35.1%	21,286 34.1%	11,438 18.3%
Female				
State	7,571 12.3%	14,240 23.2%	21,751 35.5%	17,707 28.9%
Non Binary				
State	5 9.8%	14 27.4%	23 45.1%	9 17.6%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

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

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

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

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Students with IEPs				
State	2,129 14.8%	6,660 46.3%	4,563 31.7%	1,037 7.2%
English Learners				
State	1,110 13.4%	4,087 49.4%	2,598 31.4%	485 5.9%
Low Income				
State	6,735 13.2%	21,240 41.7%	16,497 32.4%	6,473 12.7%

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	24,363 19.7%	12,253 19.6%	12,095 19.7%	15 29.4%	14,978 25.1%	826 4.8%	3,630 10.4%	3,905 51.4%	53 32.5%	37 13.4%	934 23.3%	2,868 12.5%

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Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
State	464 3.2%	181 2.2%	4,047 7.9%

Percentage of students who have at least 1 Academic ELA Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	52,201 42.2%	22,804 36.5%	29,373 47.9%	24 47.1%	29,531 49.5%	3,996 23.1%	11,350 32.6%	5,378 70.8%	98 60.1%	90 32.7%	1,758 43.8%	5,784 25.2%

	Students with IEPs	English Learners	Low Income
State	1,428 9.9%	766 9.3%	14,121 27.7%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have at least 1 Academic Math Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	87,721 70.9%	41,992 67.3%	45,691 74.6%	38 74.5%	45,501 76.3%	9,800 56.7%	22,507 64.7%	6,856 90.3%	126 77.3%	177 64.4%	2,754 68.6%	12,917 56.3%
	Students with IEPs	English Learners	Low Income									
State	6,259 43.5%	4,197 50.7%	30,104 59.1%									

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	75,953 61.4%	37,503 60.1%	38,432 62.7%	18 35.3%	40,116 67.3%	8,205 47.5%	19,033 54.7%	5,747 75.7%	103 63.2%	162 58.9%	2,587 64.4%	12,696 55.3%

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

Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
State	7,312 50.8%	4,111 49.6%	27,119 53.2%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
All				
State	40,809 33.0%	25,424 20.5%	28,205 22.8%	29,328 23.7%
Male				
State	20,203 32.4%	13,128 21.0%	14,541 23.3%	14,563 23.3%
Female				
State	20,600 33.6%	12,285 20.1%	13,641 22.3%	14,754 24.1%
Non Binary				
State	6 11.8%	11 21.6%	23 45.1%	11 21.6%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
White				
State	25,996 43.6%	13,831 23.2%	11,756 19.7%	8,073 13.5%
Black				
State	2,595 15.0%	2,858 16.5%	5,062 29.3%	6,766 39.1%
Hispanic				
State	7,816 22.5%	5,862 16.9%	8,846 25.4%	12,261 35.3%
Asian				
State	2,872 37.8%	1,886 24.9%	1,487 19.6%	1,346 17.7%

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

Summative Designation Meta Indicator Components (cont)

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

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

* 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 earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
Students with IEPs				
State	2,907 20.2%	2,568 17.8%	3,840 26.7%	5,076 35.3%
English Learners				
State	1,193 14.4%	1,344 16.2%	2,173 26.2%	3,570 43.1%
Low Income				
State	11,094 21.8%	8,706 17.1%	13,292 26.1%	17,860 35.0%

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

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

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

Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
State	32 0.2%	17 0.2%	243 0.5%

Fine Arts: Student Participation in Fine Arts

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	69.9%	67.0%	72.8%	69.1%	68.5%	66.9%	72.5%	76.2%	72.0%	71.8%	71.1%	67.0%

	Students with IEPs	English Learners	Low Income
State	66.4%	78.2%	69.9%

Fine Arts: Student Participation in Fine Arts Numberator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	1,271,937	626,370	645,098	469	568,210	203,123	365,407	76,666	1,272	3,266	53,993	228,922

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Student Participation in Fine Arts Numerator Count

	Students with IEPs	English Learners	Low Income
State	175,684	212,971	619,115

Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

	Students with IEPs	English Learners	Low Income
State	264,507	272,399	885,329

Fine Arts: Teacher Qualifications

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	94.2%	94.3%	94.2%	96.2%	96.3%	86.8%	94.2%	98.0%	96.5%	94.8%	95.6%	93.1%

* 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

	Students with IEPs	English Learners	Low Income
State	92.5%	95.5%	92.2%

Fine Arts: Teacher Qualifications Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	1,198,737	590,333	607,953	451	547,213	176,302	344,175	75,128	1,228	3,096	51,595	213,132

	Students with IEPs	English Learners	Low Income
State	162,574	203,311	570,669

Fine Arts: Teacher Qualifications Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

* 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)

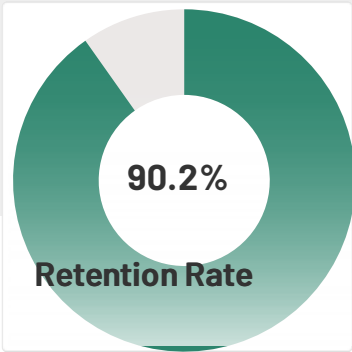
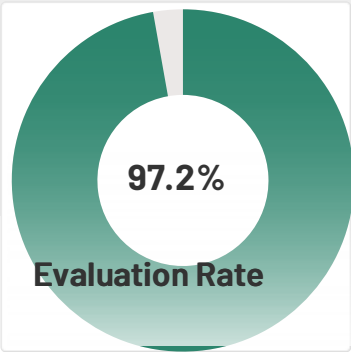
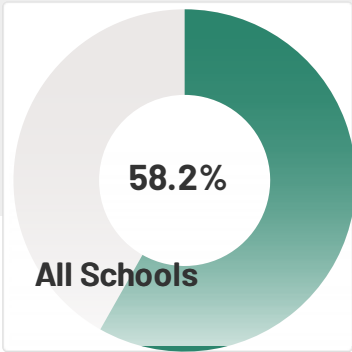
Fine Arts: Teacher Qualifications Denominator Count

	Students with IEPs	English Learners	Low Income
State	264,507	272,399	885,329

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

About the data

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



Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
State	*	64.4%	97.2%

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

Student-To-Teacher Ratios

What is it?

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

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

Average Teacher Salary

What is it?

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

	Average Teacher Salary
State	\$73,916

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

Retention Rate

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
State	All	90.2% 318,584	90.7% 270,195	85.3% 14,654	93.0% 21,699	90.2% 5,030	84.4% 190	91.8% 606	85.1% 2,319	70.8% 3,891
	Male	91.4% 75,736	92.0% 64,848	85.0% 3,134	93.4% 4,992	92.1% 1,169	81.1% 60	93.4% 156	84.9% 591	67.3% 786
	Female	89.9% 242,848	90.3% 205,347	85.3% 11,520	92.8% 16,707	89.6% 3,861	86.1% 130	91.3% 450	85.2% 1,728	71.7% 3,105
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
State	All	100.0% 134896.6	80.6% 108715.6	6.2% 8387.2	8.4% 11339.2	1.9% 2528.6	0.1% 84.2	0.2% 260.1	0.8% 1096.3	1.8% 2485.4
	Male	23.5% 31704.3	23.8% 25848.6	21.9% 1840	22.6% 2557.1	23.4% 591.8	28.3% 23.8	22.7% 59	23.9% 261.9	21.0% 522.1
	Female	76.5% 103192.2	76.2% 82867.1	78.1% 6547.2	77.4% 8782.1	76.6% 1936.7	71.7% 60.4	77.3% 201	76.1% 834.4	79.0% 1963.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Teachers with Gifted Endorsement

What is it?

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

Teachers with Gifted Endorsement	
State	1,185

National Board Certified Teachers

What is it?

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

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

* 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?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
State	4,465 3.3%	1,349 4.0%	658 1.0%

Novice Teachers

What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
State	9,383 7.0%	2,627 9.0%	2,031 5.0%

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

Teacher Out of Field

What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
State	4,649 4.2%	836 4.0%	1,243 3.0%

Average Teaching Experience

What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
State	*	*	*

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

Teachers Education

What is it?

Not Available.

Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
State	41.0%	41.1%	35.1%

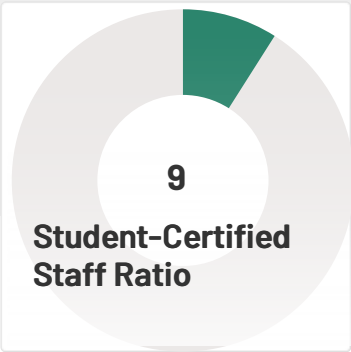
Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
State	58.2%	57.1%	64.6%

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

About the data

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



Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
State	9	141

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

Administrators

Demographics

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
State	All	100.0% 13214.3	75.6% 9995.7	14.8% 1954.1	6.9% 910.7	1.0% 136	0.1% 9	0.1% 19.7	0.7% 92.3	0.7% 96.8
	Male	40.5% 5353.4	43.4% 4339.7	28.5% 557.8	35.6% 323.9	41.3% 56.2	33.4% 3	49.3% 9.7	30.2% 27.8	36.5% 35.3
	Female	59.5% 7860.9	56.6% 5656	71.5% 1396.3	64.4% 586.8	58.7% 79.9	66.6% 6	50.7% 10	69.8% 64.5	63.5% 61.4
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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	
State	2

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

Average Administrator Salary

What is it?

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

Average Administrator Salary	
State	\$116,908

Novice Administrator

What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
State	1,563 11.8%	341 14.6%	253 9.9%

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

About the data

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

Student Environment

What is it?

Data from the Civil Rights Data Collection (CRDC) comes directly from the U.S. Department of Education (ED). ED collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for in-school suspensions, out-of-school suspensions, and expulsions is reported by ISBE in a separate report on www.isbe.net. 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
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)

	Rate of Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
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
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	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	91	2.1	96	1	95	1.4	94	1.6

Percentage of students identified With Disabilities and English Learners - Mathematics

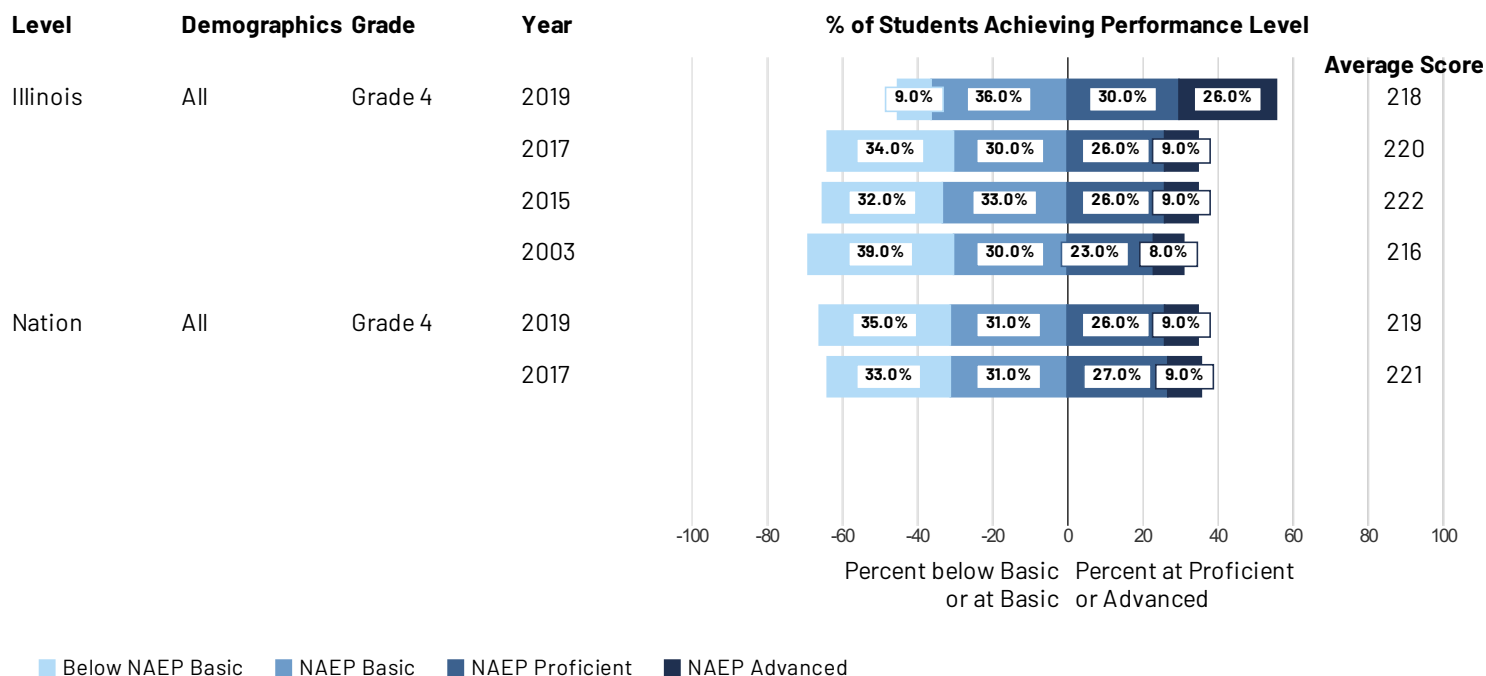
Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	95	1.2	98	0.7	94	1.1	95	2

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Reading - Grade 4



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

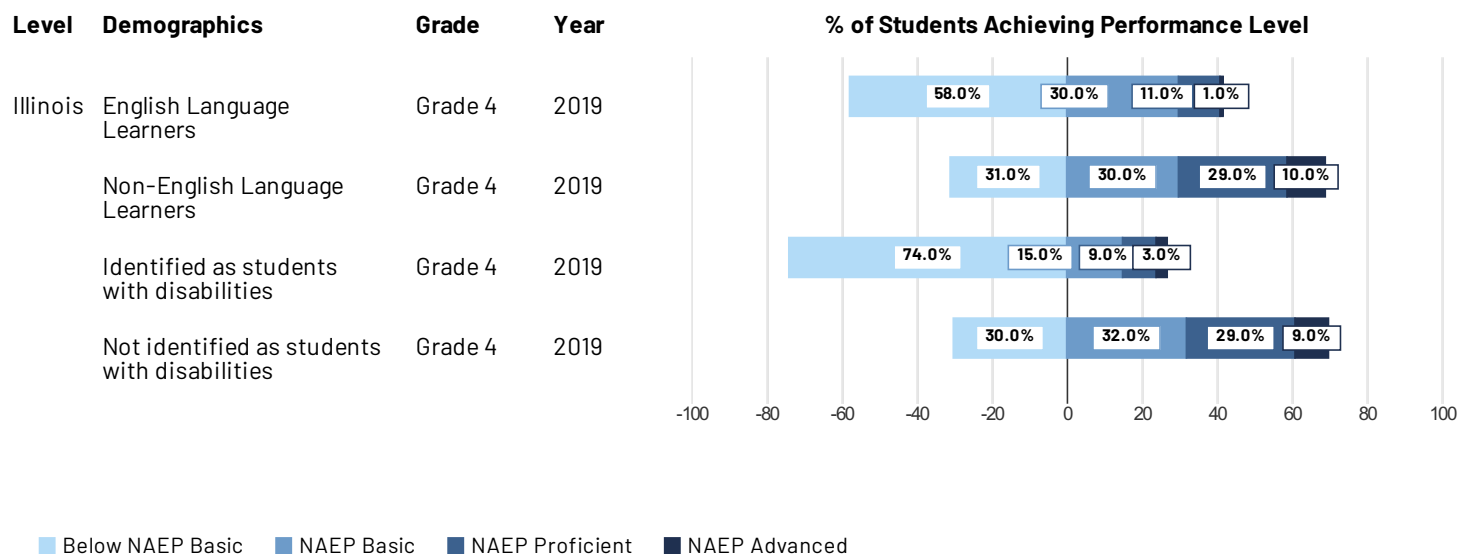
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Reading - Grade 4



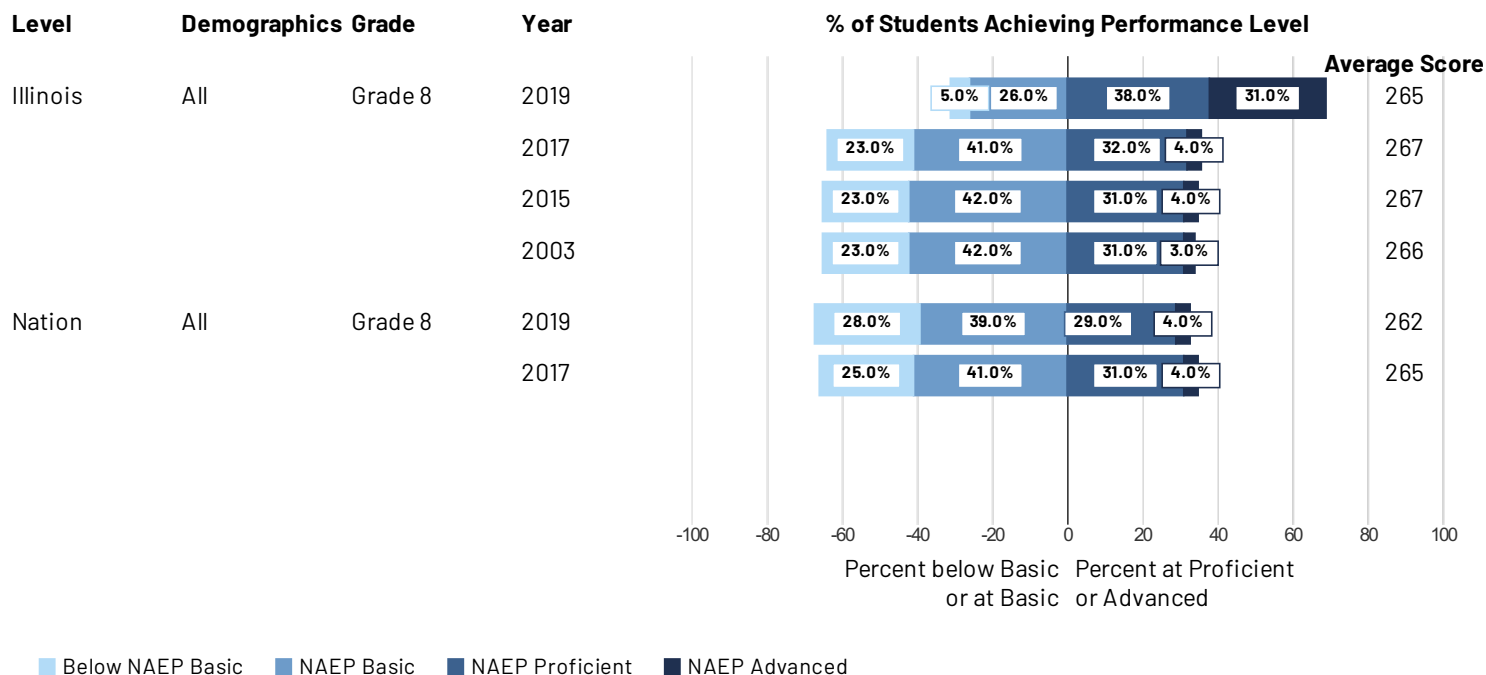
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

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

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

Reading - Grade 8

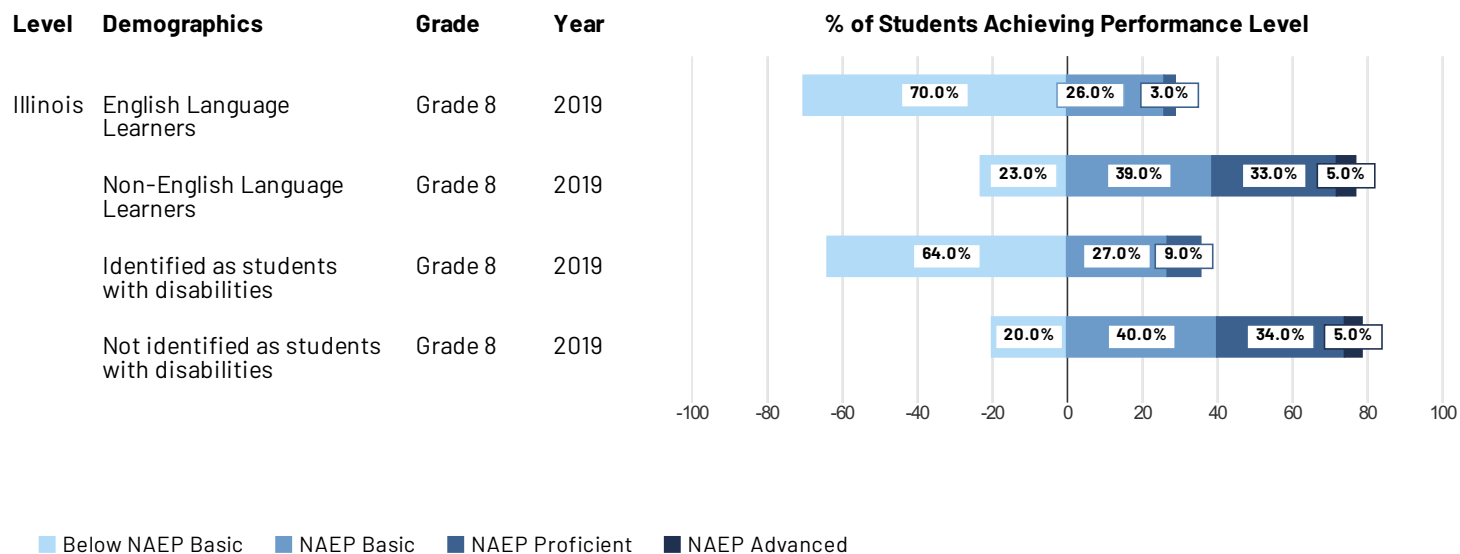


* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

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

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

Reading - Grade 8



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

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

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

Results for Student Groups

What is it?

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

Results for Student Groups in 2019 - Reading - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	46.0%	228	75.0%	45.0%	12.0%
Black	18.0%	200	46.0%	17.0%	2.0%
Hispanic	27.0%	208	55.0%	23.0%	4.0%
Asian	4.0%	238	82.0%	57.0%	19.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	4.0%	229	74.0%	43.0%	12.0%
Gender					
Male	50.0%	215	61.0%	32.0%	8.0%
Female	50.0%	221	68.0%	36.0%	9.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

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

Results for Student Groups (cont)

Results for Student Groups in 2019 - Reading - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	48.0%	274	82.0%	45.0%	6.0%
Black	18.0%	246	56.0%	15.0%	1.0%
Hispanic	25.0%	255	66.0%	25.0%	2.0%
Asian	6.0%	290	90.0%	66.0%	15.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	3.0%	263	72.0%	32.0%	5.0%
Gender					
Male	51.0%	260	69.0%	32.0%	4.0%
Female	49.0%	269	78.0%	40.0%	6.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

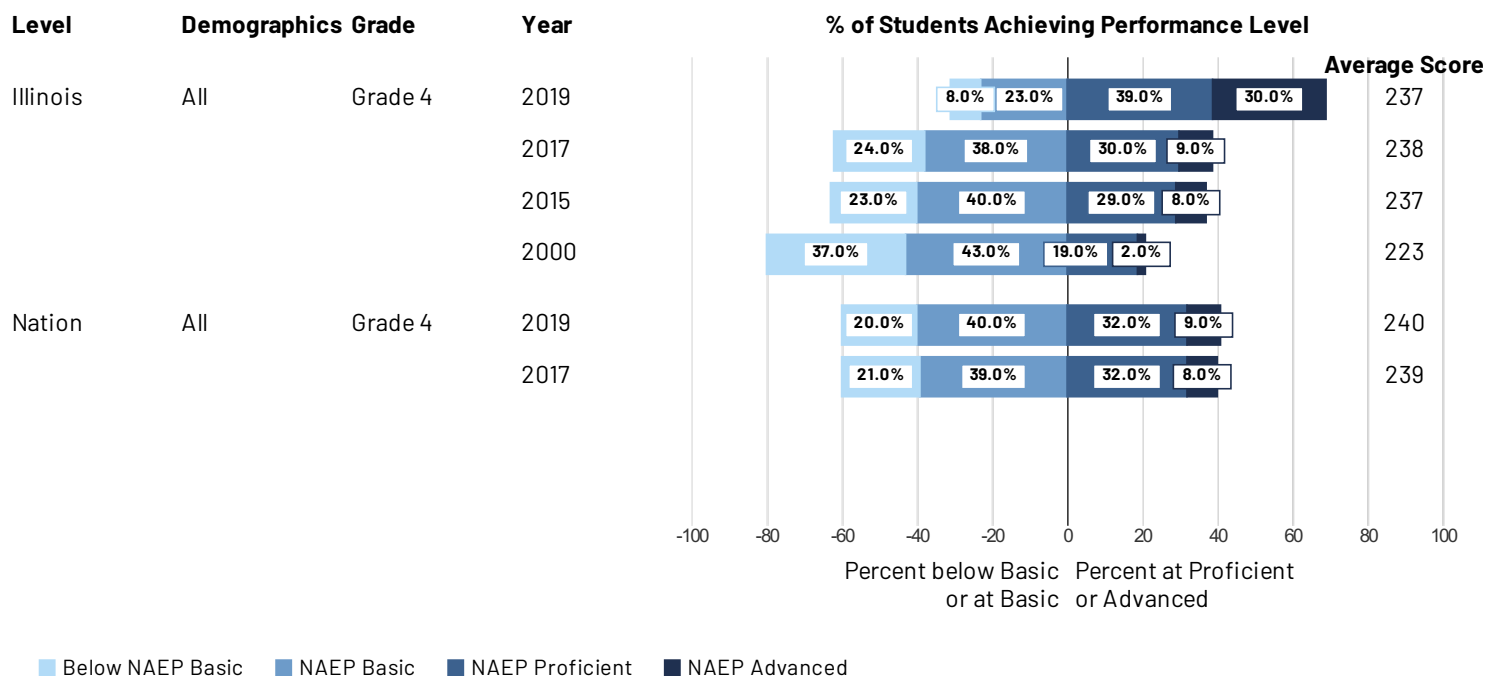
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic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

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Mathematics - Grade 4



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

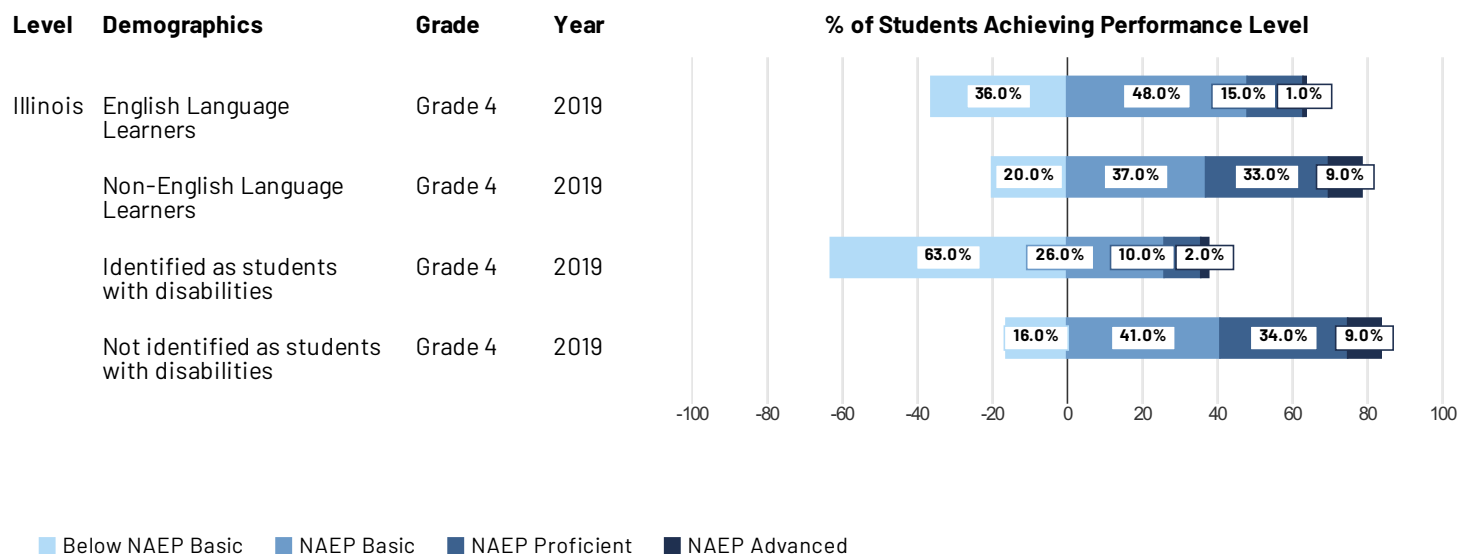
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

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Mathematics - Grade 4



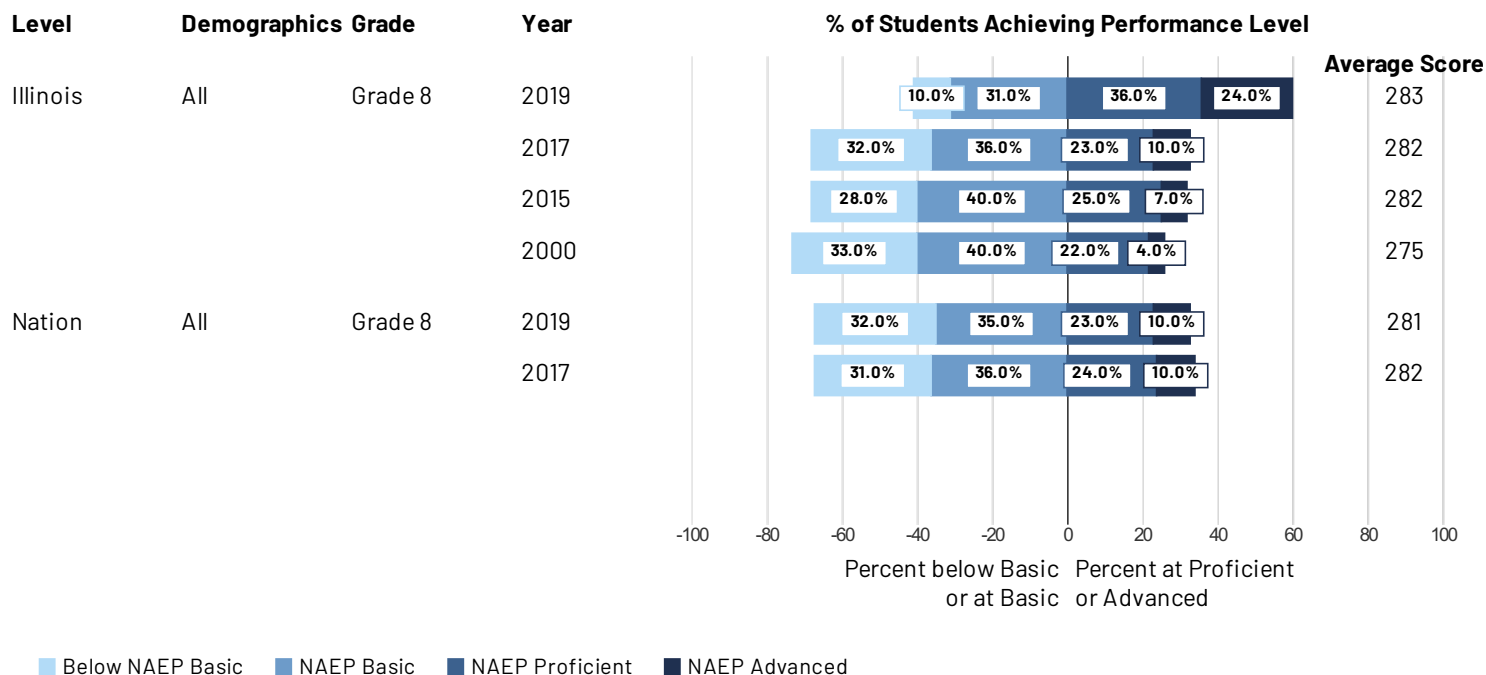
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

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

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

Mathematics – Grade 8

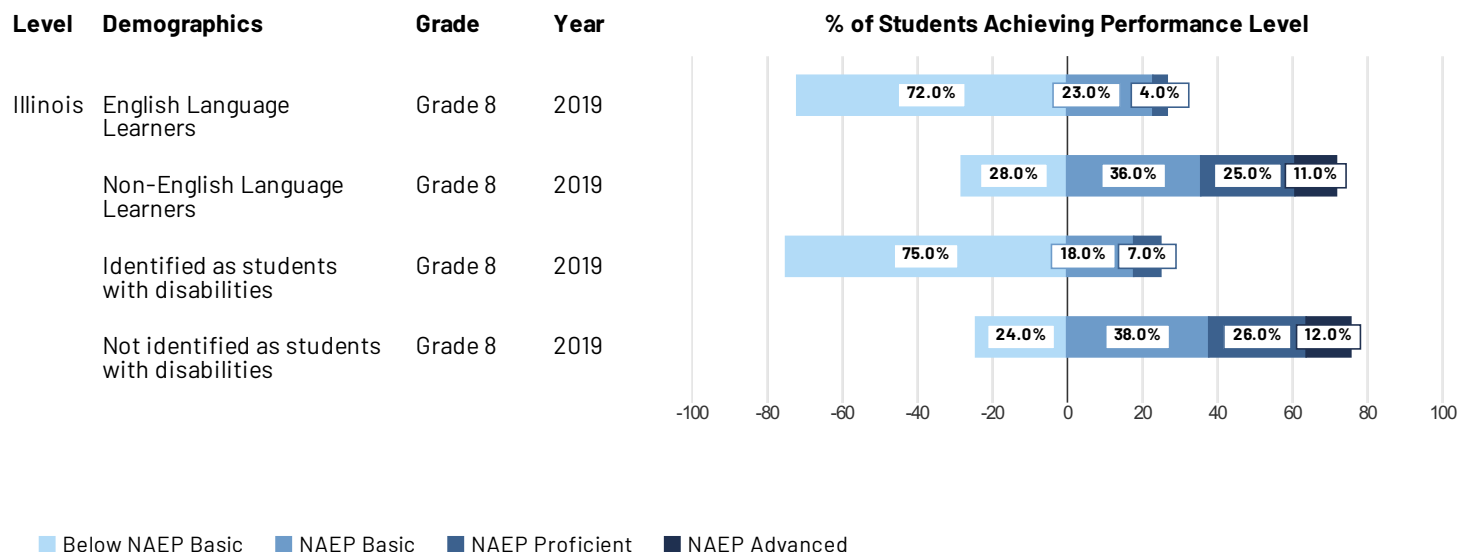


* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

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

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

Mathematics – Grade 8



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

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

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

Results for Student Groups

What is it?

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

Results for Student Groups in 2019 - Math - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	46.0%	246	86.0%	51.0%	11.0%
Black	17.0%	217	57.0%	14.0%	1.0%
Hispanic	27.0%	231	74.0%	28.0%	4.0%
Asian	4.0%	259	88.0%	65.0%	25.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	4.0%	238	76.0%	40.0%	12.0%
Gender					
Male	50.0%	239	78.0%	41.0%	10.0%
Female	50.0%	236	77.0%	36.0%	6.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

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

Results for Student Groups (cont)

Results for Student Groups in 2019 - Math - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	48.0%	291	78.0%	42.0%	12.0%
Black	18.0%	262	49.0%	14.0%	2.0%
Hispanic	25.0%	273	62.0%	24.0%	5.0%
Asian	6.0%	320	92.0%	73.0%	36.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	3.0%	286	71.0%	38.0%	17.0%
Gender					
Male	51.0%	283	69.0%	35.0%	12.0%
Female	49.0%	282	70.0%	32.0%	9.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

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