Pana Sr High School (9 – 12)
PANA CUSD 8

Illinois Report Card
2021 – 2022

Principal

Mr. Kevin McDonald
kmcdonald@panaschools.com

District Superintendent

Mr. Jason Bauer

Address

PO Box 377
Pana IL 62557
(217)562-6600

http://www.panaschools.com

District Provided Statement

Not available.

About the Report Card

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

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

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

School Snapshot

Graduation Rate : 86.5%

Postsecondary Enrollment : 51.7%

Chronic Absenteeism : 33.0%

Teacher Retention : 86.3%

Senate District : 48   **House District :** 95

Date: 10/30/22 6:09:59 -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.

86.5%
High School Graduation Rate

80.2%
9th Grade On Track
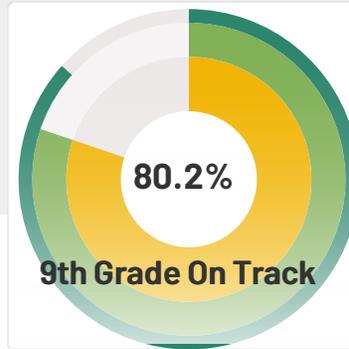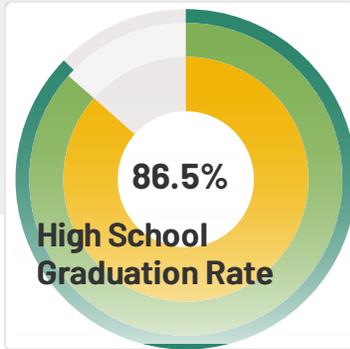
64 Students

Early College Coursework

SAT

What is it?

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

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

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

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	35.4%	49.0%	13.5%	2.1%	58.3%	29.2%	12.5%	0.0%
District	35.4%	49.0%	13.5%	2.1%	58.3%	29.2%	12.5%	0.0%
State	30.0%	39.1%	20.6%	10.3%	44.8%	25.2%	23.4%	6.5%
White								
School	33.7%	50.0%	14.1%	2.2%	57.6%	29.3%	13.0%	0.0%
District	33.7%	50.0%	14.1%	2.2%	57.6%	29.3%	13.0%	0.0%
State	19.5%	39.2%	27.3%	14.1%	33.1%	27.4%	31.4%	8.1%
Black								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	36.8%	8.4%	1.8%	71.6%	19.9%	7.7%	0.7%
Male								
School	43.9%	39.0%	14.6%	2.4%	65.9%	22.0%	12.2%	0.0%
District	43.9%	39.0%	14.6%	2.4%	65.9%	22.0%	12.2%	0.0%
State	33.7%	37.6%	18.9%	9.8%	45.0%	23.7%	23.5%	7.8%
Female								
School	29.1%	56.4%	12.7%	1.8%	52.7%	34.5%	12.7%	0.0%
District	29.1%	56.4%	12.7%	1.8%	52.7%	34.5%	12.7%	0.0%
State	26.3%	40.7%	22.3%	10.8%	44.6%	26.8%	23.4%	5.1%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	27.3%	27.3%	9.1%	36.4%	36.4%	13.6%	31.8%	18.2%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.5%	42.8%	13.4%	3.2%	57.5%	26.0%	14.8%	1.6%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	10.9%	27.7%	28.8%	32.5%	15.0%	18.0%	36.9%	30.0%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	19.4%	33.3%	33.3%	13.9%	29.1%	23.0%	37.0%	10.9%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	41.3%	37.9%	15.7%	5.1%	56.3%	23.9%	16.7%	3.1%
Two or More Races								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	27.3%	37.2%	21.8%	13.6%	44.1%	22.7%	24.6%	8.7%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	53.3%	40.0%	6.7%	0.0%	73.3%	26.7%	0.0%	0.0%
District	53.3%	40.0%	6.7%	0.0%	73.3%	26.7%	0.0%	0.0%
State	54.1%	27.2%	11.8%	6.8%	67.4%	16.3%	13.0%	3.4%
Students with IEPs								
School	61.5%	38.5%	0.0%	0.0%	76.9%	23.1%	0.0%	0.0%
District	61.5%	38.5%	0.0%	0.0%	76.9%	23.1%	0.0%	0.0%
State	72.3%	21.6%	4.3%	1.8%	84.5%	10.6%	4.2%	0.7%
Non-IEP								
School	31.3%	50.6%	15.7%	2.4%	55.4%	30.1%	14.5%	0.0%
District	31.3%	50.6%	15.7%	2.4%	55.4%	30.1%	14.5%	0.0%
State	24.4%	41.4%	22.7%	11.4%	39.6%	27.2%	26.0%	7.3%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	79.2%	19.8%	0.9%	0.0%	85.4%	12.0%	2.4%	0.2%
Non-English Learners								
School	35.4%	49.0%	13.5%	2.1%	58.3%	29.2%	12.5%	0.0%
District	35.4%	49.0%	13.5%	2.1%	58.3%	29.2%	12.5%	0.0%
State	26.6%	40.5%	22.0%	11.0%	42.0%	26.2%	24.9%	6.9%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	44.2%	44.2%	9.3%	2.3%	69.8%	23.3%	7.0%	0.0%
District	44.2%	44.2%	9.3%	2.3%	69.8%	23.3%	7.0%	0.0%
State	45.9%	40.4%	11.2%	2.5%	63.5%	23.4%	11.7%	1.4%
Non Low Income								
School	28.3%	52.8%	17.0%	1.9%	49.1%	34.0%	17.0%	0.0%
District	28.3%	52.8%	17.0%	1.9%	49.1%	34.0%	17.0%	0.0%
State	19.3%	38.3%	26.9%	15.6%	32.2%	26.5%	31.4%	10.0%
Homeless								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.9%	32.5%	5.6%	1.0%	78.5%	15.8%	5.4%	0.2%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	63.3%	32.1%	4.2%	0.4%	83.1%	13.5%	2.9%	0.4%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	32.3%	39.2%	18.3%	10.2%	46.9%	27.0%	20.9%	5.2%

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SAT (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	37.3%	51.5%	14.3%	2.2%	61.4%	30.7%	13.2%	0.0%
District	37.3%	51.5%	14.3%	2.2%	61.4%	30.7%	13.2%	0.0%
State	30.2%	39.4%	20.7%	10.4%	45.0%	25.4%	23.6%	6.5%
White								
School	35.5%	52.6%	14.9%	2.3%	60.6%	30.9%	13.7%	0.0%
District	35.5%	52.6%	14.9%	2.3%	60.6%	30.9%	13.7%	0.0%
State	20.0%	40.2%	28.0%	14.5%	33.9%	28.1%	32.2%	8.3%
Black								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	50.8%	35.3%	8.1%	1.7%	68.5%	19.1%	7.4%	0.7%
Male								
School	46.2%	41.1%	15.4%	2.6%	69.3%	23.1%	12.8%	0.0%
District	46.2%	41.1%	15.4%	2.6%	69.3%	23.1%	12.8%	0.0%
State	33.7%	37.6%	18.9%	9.9%	44.9%	23.6%	23.5%	7.8%
Female								
School	30.6%	59.3%	13.4%	1.9%	55.5%	36.4%	13.4%	0.0%
District	30.6%	59.3%	13.4%	1.9%	55.5%	36.4%	13.4%	0.0%
State	26.6%	41.3%	22.6%	10.9%	45.2%	27.2%	23.7%	5.2%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	28.7%	28.7%	9.6%	38.3%	38.3%	14.4%	33.5%	19.1%

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SAT (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Hispanic								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.3%	42.5%	13.3%	3.2%	57.0%	25.8%	14.7%	1.6%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	11.4%	28.8%	30.0%	33.8%	15.6%	18.7%	38.4%	31.2%
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	20.1%	34.5%	34.5%	14.4%	30.1%	23.8%	38.2%	11.3%
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	40.1%	36.7%	15.2%	5.0%	54.6%	23.2%	16.2%	3.0%
Two or More Races								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	27.2%	37.0%	21.7%	13.6%	43.8%	22.5%	24.4%	8.6%

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SAT (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	**56.1%**	**42.1%**	**7.0%**	**0.0%**	**77.2%**	**28.1%**	**0.0%**	**0.0%**
District	56.1%	42.1%	7.0%	0.0%	77.2%	28.1%	0.0%	0.0%
State	52.6%	26.5%	11.5%	6.6%	65.1%	15.7%	12.5%	3.3%
Students with IEPs								
School	**64.8%**	**40.5%**	**0.0%**	**0.0%**	**81.0%**	**24.3%**	**0.0%**	**0.0%**
District	64.8%	40.5%	0.0%	0.0%	81.0%	24.3%	0.0%	0.0%
State	68.8%	20.6%	4.1%	1.7%	79.7%	10.0%	4.0%	0.6%
Non-IEP								
School	**33.0%**	**53.3%**	**16.5%**	**2.5%**	**58.3%**	**31.7%**	**15.2%**	**0.0%**
District	33.0%	53.3%	16.5%	2.5%	58.3%	31.7%	15.2%	0.0%
State	24.7%	42.0%	23.1%	11.6%	40.1%	27.5%	26.3%	7.4%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.5%	19.1%	0.9%	0.0%	82.0%	11.5%	2.3%	0.2%
Non-English Learners								
School	**37.3%**	**51.5%**	**14.3%**	**2.2%**	**61.4%**	**30.7%**	**13.2%**	**0.0%**
District	37.3%	51.5%	14.3%	2.2%	61.4%	30.7%	13.2%	0.0%
State	26.8%	40.9%	22.2%	11.1%	42.3%	26.4%	25.1%	7.0%

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SAT (cont)

Grade 11 - Accountability

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
School	46.5%	46.5%	9.8%	2.5%	73.4%	24.5%	7.3%	0.0%
District	46.5%	46.5%	9.8%	2.5%	73.4%	24.5%	7.3%	0.0%
State	44.8%	39.5%	11.0%	2.5%	61.9%	22.8%	11.5%	1.4%
Non Low Income								
School	29.8%	55.6%	17.9%	2.0%	51.6%	35.8%	17.9%	0.0%
District	29.8%	55.6%	17.9%	2.0%	51.6%	35.8%	17.9%	0.0%
State	19.8%	39.3%	27.7%	16.0%	33.0%	27.2%	32.2%	10.2%
Homeless								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.0%	29.4%	5.0%	0.9%	70.7%	14.2%	4.9%	0.2%
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	49.9%	25.3%	3.3%	0.4%	64.6%	10.5%	2.3%	0.4%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	32.8%	39.9%	18.6%	10.4%	47.6%	27.4%	21.2%	5.3%

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DLM

What is it?

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

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

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DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11

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

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

DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11 – Accountability

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

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DLM (cont)

Grade 11 - Accountability

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

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DLM (cont)

Grade 11 - Accountability

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

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DLM (cont)

Grade 11 - Accountability

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

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DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11 - Accountability

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

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DLM (cont)

Grade 11 - Accountability

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

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DLM (cont)

Grade 11 - Accountability

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

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DLM (cont)

Grade 11 - Accountability

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

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ISA

What is it?

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

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

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ISA (cont)

Grade 11

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

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ISA (cont)

Grade 11

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

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

ISA (cont)

Grade 11

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

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

ISA (cont)

Grade 11

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

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

ISA (cont)

Grade 11 - Accountability

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

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

ISA (cont)

Grade 11 - Accountability

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

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

ISA (cont)

Grade 11 - Accountability

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

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

ISA (cont)

Grade 11 - Accountability

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

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Proficiency

What is it?

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

ELA – All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	15.3% *	16.3% *	14.5% *	* *	16.0% *	‡ *	‡ *	* *	* *	* *	‡ *	6.3% *
District	34.1% *	28.4% *	39.2% *	* *	35.3% *	‡ *	‡ *	* *	* *	‡ *	20.0% *	10.8% *
State	29.9% *	25.5% *	34.7% *	50.5% *	39.4% *	12.1% *	18.4% *	58.6% *	38.7% *	23.5% *	33.6% *	12.9% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	0.0% *	* *	11.4% *	‡ *	* *	‡ *	* *
District	10.7% *	‡ *	29.0% *	21.7% *	* *	16.7% *	‡ *
State	7.0% *	6.9% *	15.9% *	9.3% *	10.2% *	11.0% *	31.1% *

Mathematics – All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	12.2% *	11.6% *	12.7% *	* *	12.8% *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
District	21.7% *	21.8% *	21.7% *	* *	22.6% *	‡ *	‡ *	* *	* *	‡ *	10.0% *	10.0% *
State	25.8% *	27.3% *	24.3% *	37.2% *	35.6% *	6.8% *	13.5% *	60.2% *	33.4% *	19.1% *	28.5% *	12.2% *

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

Proficiency (cont)

Mathematics - All Tests

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	0.0% *	* *	6.8% *	‡ *	* *	‡ *	* *
District	10.7% *	‡ *	16.3% *	8.7% *	* *	8.3% *	‡ *
State	7.2% *	6.8% *	11.4% *	5.6% *	7.3% *	6.7% *	26.1% *

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	59.0% *	48.0% *	67.0% *	* *	61.0% *	‡ *	‡ *	* *	* *	* *	‡ *	25.0% *
District	55.0% *	56.0% *	53.0% *	* *	56.0% *	‡ *	‡ *	* *	* *	‡ *	‡ *	18.0% *
State	50.0% *	50.0% *	50.0% *	75.0% *	63.0% *	23.0% *	37.0% *	76.0% *	56.0% *	41.0% *	54.0% *	28.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	21.0% *	* *	45.0% *	‡ *	* *	‡ *	* *
District	15.0% *	‡ *	44.0% *	‡ *	* *	30.0% *	‡ *
State	17.0% *	16.0% *	33.0% *	22.0% *	19.0% *	24.0% *	54.0% *

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

Proficiency (cont)

ELA - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	16.1%	17.1%	15.3%	‡	16.8%	‡	‡	‡	‡	‡	‡	6.6%
District	35.8%	29.9%	41.2%	*	37.2%	‡	‡	*	*	‡	21.1%	11.3%
State	30.9%	26.2%	35.8%	51.6%	40.8%	12.4%	19.0%	61.1%	40.0%	24.0%	34.2%	13.1%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	0.0%	‡	12.0%	‡	‡	‡	‡
District	11.3%	‡	30.5%	22.9%	*	17.5%	‡
State	7.1%	7.1%	16.3%	9.2%	10.5%	10.7%	32.1%

Mathematics - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	12.9%	12.2%	13.4%	‡	13.4%	‡	‡	‡	‡	‡	‡	0.0%
District	22.8%	22.8%	22.8%	*	23.7%	‡	‡	*	*	‡	10.5%	10.4%
State	26.6%	28.0%	25.0%	37.6%	36.8%	6.9%	13.9%	62.6%	34.4%	19.4%	28.9%	12.3%

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Proficiency (cont)

Mathematics - All Tests - Accountability

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	0.0%	‡	7.2%	‡	‡	‡	‡
District	11.2%	‡	17.2%	9.2%	*	8.8%	‡
State	7.3%	7.0%	11.6%	5.5%	7.5%	6.4%	26.9%

Science - All Tests - Accountability

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	62.7%	51.3%	71.5%	‡	64.3%	‡	‡	‡	‡	‡	‡	26.3%
District	57.4%	58.6%	56.3%	*	58.9%	‡	‡	*	*	‡	‡	19.5%
State	51.8%	51.7%	52.0%	74.8%	65.9%	23.4%	38.5%	79.4%	57.4%	41.6%	55.5%	28.9%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	22.6%	‡	47.4%	‡	‡	‡	‡
District	16.5%	‡	46.9%	‡	*	31.6%	‡
State	18.0%	16.9%	34.1%	22.0%	19.0%	24.2%	56.0%

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

Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	‡ *	* *	* *	* *	‡ *	100.0% *
District	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	‡ *	* *	* *	‡ *	100.0% *	100.0% *
State	98.0% *	97.8% *	98.1% *	96.9% *	98.4% *	96.7% *	97.9% *	99.0% *	98.3% *	97.1% *	96.6% *	96.5% *

	Students with IEPs	English Learners	Low Income
School	100.0% *	* *	100.0% *
District	100.0% *	‡ *	100.0% *
State	96.2% *	98.1% *	97.6% *

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	‡ *	* *	* *	* *	‡ *	100.0% *
District	99.8% *	99.7% *	100.0% *	* *	99.8% *	‡ *	‡ *	* *	* *	‡ *	100.0% *	99.2% *
State	97.7% *	97.6% *	97.9% *	95.9% *	98.3% *	96.3% *	97.7% *	98.8% *	97.9% *	96.8% *	96.3% *	96.0% *

* 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)

Mathematics – All Tests – Participation

	Students with IEPs	English Learners	Low Income
School	100.0% *	* *	100.0% *
District	99.2% *	‡ *	100.0% *
State	95.7% *	97.9% *	97.3% *

Science – All Tests – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	100.0% *	100.0% *	100.0% *	* *	100.0% *	‡ *	‡ *	* *	* *	* *	‡ *	100.0% *
District	99.6% *	100.0% *	99.2% *	* *	99.6% *	‡ *	‡ *	* *	* *	‡ *	‡ *	100.0% *
State	98.0% *	97.9% *	98.0% *	94.7% *	98.5% *	96.6% *	97.6% *	99.1% *	98.2% *	96.7% *	97.7% *	96.9% *

	Students with IEPs	English Learners	Low Income
School	100.0% *	* *	100.0% *
District	100.0% *	‡ *	99.3% *
State	97.0% *	98.0% *	97.4% *

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

Participation Rate (cont)

Overall SAT ELA – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**100.0%** *	**100.0%** *	**100.0%** *	* *	**100.0%** *	‡ *	‡ *	* *	* *	* *	‡ *	**100.0%** *
District	**100.0%** 97	**100.0%** 42	**100.0%** 55	* *	**100.0%** 93	‡ 1	‡ 1	* *	* *	* *	‡ 2	**100.0%** 15
State	**95.2%** 142,053	**94.6%** 72,225	**95.8%** 69,802	**100.0%** 26	**97.2%** 66,937	**90.6%** 21,716	**94.0%** 40,286	**98.5%** 7,992	**97.7%** 172	**93.1%** 322	**93.9%** 4,628	**91.9%** 26,148

	Students with IEPs	English Learners	Low Income
School	**100.0%** *	* *	**100.0%** *
District	**100.0%** 13	* *	**100.0%** 44
State	**90.0%** 17,519	**91.5%** 9,727	**92.4%** 59,151

Overall SAT Mathematics – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**100.0%** *	**100.0%** *	**100.0%** *	* *	**100.0%** *	‡ *	‡ *	* *	* *	* *	‡ *	**100.0%** *
District	**100.0%** 97	**100.0%** 42	**100.0%** 55	* *	**100.0%** 93	‡ 1	‡ 1	* *	* *	* *	‡ 2	**100.0%** 15
State	**95.0%** 141,759	**94.3%** 72,046	**95.6%** 69,687	**100.0%** 26	**97.0%** 66,836	**90.2%** 21,637	**93.8%** 40,194	**98.3%** 7,982	**97.7%** 172	**92.8%** 321	**93.7%** 4,617	**91.2%** 25,949

	Students with IEPs	English Learners	Low Income
School	**100.0%** *	* *	**100.0%** *
District	**100.0%** 13	* *	**100.0%** 44
State	**89.1%** 17,339	**91.0%** 9,677	**92.2%** 58,980

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Participation Rate (cont)

Overall DLM ELA - Participation

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

	Students with IEPs	English Learners	Low Income
School	‡ *	* *	* *
District	‡ 7	* *	‡ 4
State	**99.9%** 10,693	**99.9%** 2,734	**99.9%** 6,388

Overall DLM Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ *	‡ *	* *	* *	‡ *	* *	* *	* *	* *	* *	* *	‡ *
District	‡ 7	‡ 5	‡ 2	* *	‡ 7	* *	* *	* *	* *	* *	* *	‡ 7
State	**99.9%** 10,644	**99.9%** 7,125	**99.9%** 3,519	* *	**99.9%** 4,211	**100.0%** 2,479	**99.9%** 2,993	**99.8%** 573	**100.0%** 7	**100.0%** 37	**99.7%** 344	**99.9%** 10,644

	Students with IEPs	English Learners	Low Income
School	‡ *	* *	* *
District	‡ 7	* *	‡ 4
State	**99.9%** 10,644	**99.9%** 2,712	**99.9%** 6,355

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Participation Rate (cont)

Overall DLM Science – Participation

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

	Students with IEPs	English Learners	Low Income
School	‡ *	* *	* *
District	‡ 3	* *	‡ 1
State	**100.0%** 4,158	**99.9%** 987	**100.0%** 2,392

Overall – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**100.0%** *	**100.0%** *	**100.0%** *	* *	**100.0%** *	‡ *	‡ *	* *	* *	* *	‡ *	**100.0%** *
District	**99.6%** 249	**100.0%** 122	**99.2%** 127	* *	**99.6%** 239	‡ 3	‡ 2	* *	* *	‡ 1	‡ 4	**100.0%** 51
State	**97.9%** 395,258	**97.9%** 201,018	**98.0%** 194,204	**94.7%** 36	**98.5%** 185,552	**96.6%** 61,374	**97.6%** 110,216	**99.0%** 22,083	**98.2%** 426	**96.6%** 980	**97.7%** 14,627	**96.7%** 70,516

	Students with IEPs	English Learners	Low Income
School	**100.0%** *	* *	**100.0%** *
District	**100.0%** 48	* *	**99.3%** 135
State	**96.7%** 50,623	**98.0%** 46,584	**97.4%** 178,492

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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
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
District	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	‡ *	0.0% *	0.0% *
State	2.0% *	2.2% *	1.9% *	3.1% *	1.6% *	3.3% *	2.1% *	1.0% *	1.7% *	2.9% *	3.4% *	3.5% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	* *	0.0% *
District	0.0% *	‡ *	0.0% *
State	3.8% *	1.9% *	2.4% *

Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
District	0.2% *	0.3% *	0.0% *	* *	0.2% *	‡ *	‡ *	* *	* *	‡ *	0.0% *	0.8% *
State	2.3% *	2.4% *	2.1% *	4.1% *	1.7% *	3.7% *	2.3% *	1.2% *	2.1% *	3.2% *	3.7% *	4.0% *

* 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)

Mathematics – All Tests – Non Participation

	Students with IEPs	English Learners	Low Income
School	0.0% *	* *	0.0% *
District	0.8% *	‡ *	0.0% *
State	4.3% *	2.1% *	2.7% *

Science – All Tests – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
District	0.4% *	0.0% *	0.8% *	* *	0.4% *	‡ *	‡ *	* *	* *	‡ *	‡ *	0.0% *
State	2.0% *	2.1% *	2.0% *	5.3% *	1.5% *	3.4% *	2.4% *	0.9% *	1.8% *	3.3% *	2.3% *	3.1% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	* *	0.0% *
District	0.0% *	‡ *	0.7% *
State	3.0% *	2.0% *	2.6% *

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

Participation Rate (cont)

Overall SAT ELA – Non Participation

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

	Students with IEPs	English Learners	Low Income
School	0.0% *	* *	0.0% *
District	0.0% *	* *	0.0% *
State	10.0% *	8.5% *	7.6% *

Overall SAT Mathematics – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
District	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
State	5.0% *	5.7% *	4.4% *	0.0% *	3.0% *	9.8% *	6.2% *	1.7% *	2.3% *	7.2% *	6.3% *	8.8% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	* *	0.0% *
District	0.0% *	* *	0.0% *
State	10.9% *	9.0% *	7.8% *

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

Participation Rate (cont)

Overall DLM ELA - Non Participation

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

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

Overall DLM Mathematics - Non Participation

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

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

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

Participation Rate (cont)

Overall DLM Science – Non Participation

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

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

Overall ISA – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	* *	* *	* *	‡ *	0.0% *
District	0.4% *	0.0% *	0.8% *	* *	0.4% *	‡ *	‡ *	* *	* *	‡ *	‡ *	0.0% *
State	2.1% *	2.1% *	2.0% *	5.3% *	1.5% *	3.4% *	2.4% *	1.0% *	1.8% *	3.4% *	2.3% *	3.3% *

	Students with IEPs	English Learners	Low Income
School	0.0% *	* *	0.0% *
District	0.0% *	* *	0.7% *
State	3.3% *	2.0% *	2.6% *

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

9th Grade On Track

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	80.2%	68.1%	93.2%	*	81.6%	*	‡	‡	*	*	‡	78.6%
District	80.2%	68.1%	93.2%	*	81.6%	*	‡	‡	*	*	‡	78.6%
State	86.6%	84.9%	88.3%	95.9%	90.9%	76.4%	83.8%	96.6%	86.7%	79.0%	83.5%	82.4%

	Students with IEPs	English Learners	Low Income
School	84.6%	‡	73.6%
District	84.6%	‡	73.6%
State	81.1%	79.5%	79.4%

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

College and Career Ready

What is it?

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

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

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

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

Career and Technical Education

What is it?

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

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

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

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

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

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

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

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

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

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

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

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Career and Technical Education (cont)

Career and Technical Education

	Enrollment
School	**283**
District	**283**
State	**291,667**

Perkins Measures - Four-Year Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**100.0%**	**100.0%**	**100.0%**	*	**100.0%**	*	*	*	*	*	*	*
District	**100.0%**	**100.0%**	**100.0%**	*	**100.0%**	*	*	*	*	*	*	*
State	**96.2%**	**95.7%**	**96.8%**	**100.0%**	**97.0%**	**94.3%**	**94.6%**	**98.5%**	**96.9%**	**96.3%**	**95.3%**	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	**89.0%**	**90.0%**	**90.7%**	**85.7%**	**85.9%**	**94.8%**

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

Career and Technical Education (cont)

Perkins Measures - 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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	29.3%	27.8%	31.7%	*	28.6%	30.7%	27.1%	46.7%	*	0.0%	35.0%	*

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

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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	28.1%	28.5%	27.6%	87.5%	33.3%	8.8%	16.0%	58.0%	30.0%	20.5%	29.8%	*

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

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

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	25.8%	28.8%	21.9%	50.0%	30.8%	6.5%	12.9%	61.3%	30.0%	18.0%	25.2%	*

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

Perkins Measures – Academic Proficiency Rate in Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	45.2%	46.7%	*	*	45.2%	*	*	*	*	*	*	*
District	45.2%	46.7%	*	*	45.2%	*	*	*	*	*	*	*
State	29.8%	34.2%	24.2%	100.0%	34.8%	9.5%	19.3%	52.9%	37.5%	31.3%	32.3%	*

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

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

Career and Technical Education (cont)

Perkins Measures – 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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*

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

Perkins Measures – Nontraditional Program Enrollment Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	26.5%	*	62.1%	*	25.7%	*	*	*	*	*	*	*
District	26.5%	*	62.1%	*	25.7%	*	*	*	*	*	*	*
State	31.2%	8.8%	60.1%	0.0%	31.3%	35.6%	29.3%	26.6%	28.1%	23.9%	32.9%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	29.2%	30.4%	36.8%	50.0%	39.9%	32.6%

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

Career and Technical Education (cont)

Perkins Measures - 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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	31.3%	33.5%	28.6%	33.3%	31.9%	28.8%	31.5%	31.3%	43.8%	31.4%	28.0%	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	29.4%	29.9%	24.5%	16.7%	16.9%	35.2%

Perkins Measures - Program Quality – Work-Based Learning Rate

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

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

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

Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	269	148	121	*	256	*	*	*	*	*	*	*
District	269	148	121	*	256	*	*	*	*	*	*	*
State	265,268	148,376	116,503	389	148,403	33,272	60,201	12,961	219	526	9,686	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	25	*	10	*	*	*
District	25	*	10	*	*	*
State	32,293	15,890	5,091	45	943	2,407

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	137	97	40	*	131	*	*	*	*	*	*	*
District	137	97	40	*	131	*	*	*	*	*	*	*
State	26,281	15,688	10,582	11	21,990	1,562	1,781	144	11	29	764	*

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

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	38,925	31,101	7,777	47	24,366	3,904	7,505	1,569	27	84	1,470	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	5,671	2,132	692	12	143	314

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

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

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

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Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	130	67	63	*	124	*	*	*	*	*	*	*
District	130	67	63	*	124	*	*	*	*	*	*	*
State	66,174	38,133	27,929	112	38,494	8,940	12,349	3,446	51	131	2,763	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	17	*	*	*	*	*
District	17	*	*	*	*	*
State	6,456	3,575	1,080	20	271	609

CTE Participant - Count of Students participating in Education & Training

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

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

* 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
School	54	33	21	*	51	*	*	*	*	*	*	*
District	54	33	21	*	51	*	*	*	*	*	*	*
State	56,039	32,482	23,454	103	33,408	6,706	10,211	3,427	36	100	2,151	*

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

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

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

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

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Health Science

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

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

CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	47	15	32	*	45	*	*	*	*	*	*	*
District	47	15	32	*	45	*	*	*	*	*	*	*
State	62,331	28,055	34,137	139	34,203	8,434	14,862	2,175	54	121	2,482	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	9,076	4,160	1,178	11	232	661

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	36,555	12,174	24,375	6	23,043	4,465	6,459	878	32	64	1,614	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	5,046	1,656	810	15	198	405

CTE Participant - Count of Students participating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	81	41	40	*	78	*	*	*	*	*	*	*
District	81	41	40	*	78	*	*	*	*	*	*	*
State	45,847	28,538	17,255	54	24,759	7,475	9,237	2,372	47	100	1,857	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	16	*	*	*	*	*
District	16	*	*	*	*	*
State	5,829	2,919	1,021	13	218	491

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

Career and Technical Education (cont)

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

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

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

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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	40,424	27,653	12,717	54	24,778	4,176	8,650	1,111	28	83	1,598	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	6,209	2,536	733	10	155	344

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	30,296	18,139	12,153	4	17,813	2,901	6,183	2,036	21	67	1,275	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	2,490	1,593	358	11	89	339

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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	23,586	18,269	5,265	52	11,532	2,754	5,969	2,279	21	53	978	*

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

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	28,219	24,133	4,020	66	15,841	2,929	7,592	776	18	69	994	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	4,932	2,389	547	1	94	254

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

Career and Technical Education (cont)

CTE Concentrator – Total Count of CTE Concentrators

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	102	73	29	*	101	*	*	*	*	*	*	*
District	102	73	29	*	101	*	*	*	*	*	*	*
State	106,122	59,746	46,338	38	62,866	11,794	22,407	5,187	82	184	3,602	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	11	*	*	*	*	*
District	11	*	*	*	*	*
State	12,941	4,696	1,904	16	286	874

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	83	63	20	*	82	*	*	*	*	*	*	*
District	83	63	20	*	82	*	*	*	*	*	*	*
State	18,535	11,296	7,231	8	15,997	849	1,110	90	7	19	463	*

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

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	26,458	21,788	4,665	5	17,557	2,173	4,553	1,214	19	54	888	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	3,555	986	411	10	61	208

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

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

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

* 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
School	101	72	29	*	100	*	*	*	*	*	*	*
District	101	72	29	*	100	*	*	*	*	*	*	*
State	40,934	24,921	16,009	4	27,151	4,139	6,292	1,762	35	76	1,479	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	11	*	*	*	*	*
District	11	*	*	*	*	*
State	4,362	1,393	650	13	115	341

CTE Concentrator - Count of Students concentrating in Education & Training

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

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

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

Career and Technical Education (cont)

CTE Concentrator – Count of Students concentrating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	31	25	*	*	31	*	*	*	*	*	*	*
District	31	25	*	*	31	*	*	*	*	*	*	*
State	33,875	20,774	13,098	3	22,706	3,143	5,043	1,668	34	50	1,231	*

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

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

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

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

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Health Science

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

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

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	28	16	12	*	28	*	*	*	*	*	*	*
District	28	16	12	*	28	*	*	*	*	*	*	*
State	48,719	22,623	26,075	21	28,292	6,328	10,485	1,592	38	77	1,907	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	7,152	2,419	902	8	153	487

* 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
School	32	18	14	*	31	*	*	*	*	*	*	*
District	32	18	14	*	31	*	*	*	*	*	*	*
State	27,327	9,541	17,784	2	18,283	2,817	4,470	579	23	45	1,110	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	3,902	987	588	13	105	228

CTE Concentrator - Count of Students concentrating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	93	66	27	*	92	*	*	*	*	*	*	*
District	93	66	27	*	92	*	*	*	*	*	*	*
State	32,222	20,745	11,471	6	21,112	3,112	5,181	1,603	25	59	1,130	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	3,935	1,174	521	11	105	301

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Career and Technical Education (cont)

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

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

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

CTE Concentrator - Count of Students concentrating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	25,315	17,482	7,831	2	16,875	2,222	4,573	691	18	38	898	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	3,761	978	447	3	70	212

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

Academic Progress

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	30,296	18,139	12,153	4	17,813	2,901	6,183	2,036	21	67	1,275	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	2,490	1,593	358	11	89	339

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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	15,173	12,343	2,827	3	8,146	1,321	3,606	1,496	16	28	560	*

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

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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
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	18,427	16,256	2,168	3	11,146	1,654	4,520	487	12	35	573	*

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	3,140	1,083	332	*	43	175

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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
School	86.5%	88.9%	83.3%	*	88.0%	*	‡	‡	*	‡	‡	81.3%
District	86.5%	88.9%	83.3%	*	88.0%	*	‡	‡	*	‡	‡	81.3%
State	87.3%	85.0%	89.7%	94.7%	90.5%	79.5%	85.0%	94.8%	86.3%	80.1%	84.4%	77.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	75.0%	*	73.9%	‡	*	*	‡
District	75.0%	*	73.9%	‡	*	*	‡
State	72.1%	76.8%	80.1%	67.3%	83.3%	51.8%	88.4%

5 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	81.3%	80.4%	82.2%	*	81.1%	*	‡	*	*	‡	‡	66.7%
District	81.3%	80.4%	82.2%	*	81.1%	*	‡	*	*	‡	‡	66.7%
State	88.8%	86.4%	91.2%	*	91.8%	81.6%	86.5%	96.3%	89.8%	81.3%	85.2%	79.6%

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

High School Graduation Rate (cont)

5 Year

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	58.3%	*	67.3%	70.0%	*	‡	‡
District	58.3%	*	67.3%	70.0%	*	‡	‡
State	75.2%	79.5%	82.5%	69.6%	60.0%	60.5%	90.7%

6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	91.5%	84.4%	98.0%	*	91.3%	*	*	*	*	‡	‡	92.9%
District	91.5%	84.4%	98.0%	*	91.3%	*	*	*	*	‡	‡	92.9%
State	90.1%	87.9%	92.4%	*	92.7%	83.7%	88.3%	96.2%	92.7%	84.9%	87.6%	82.2%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	83.3%	*	83.3%	‡	*	‡	*
District	83.3%	*	83.3%	‡	*	‡	*
State	77.6%	81.8%	84.8%	72.8%	65.5%	59.3%	93.4%

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Postsecondary Enrollment

What is it?

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

12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
School	51.7%	*	*	18.4%	33.3%	0.0%
District	51.7%	*	*	18.4%	33.3%	0.0%
State	64.3%	*	*	38.2%	26.1%	0.0%

16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
School	52.9%	*	*	19.5%	33.3%	0.0%
District	52.9%	*	*	19.5%	33.3%	0.0%
State	65.1%	*	*	38.4%	26.8%	0.0%

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

About the data

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

17

Average Class Size

177

Total School Days
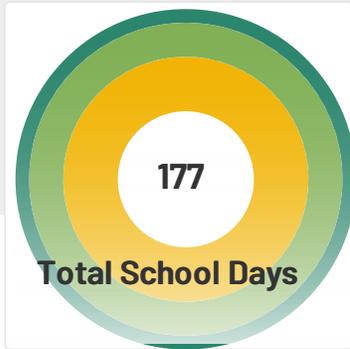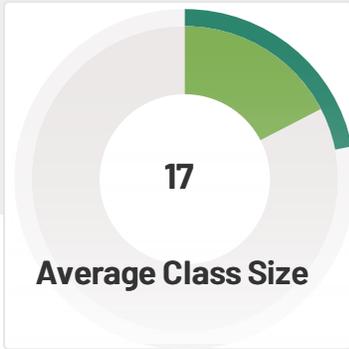
No Data district's percentage of adequacy

Evidence-Based Funding

Illinois Youth Survey

What is it?

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

	School did participate in Illinois Youth Survey
School	**No**

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School Environment

School Level Finances

What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
School	390	$1,521	$8,496	$10,017	$686	$3,407	$4,093	$2,207	$11,903	$14,110	*	*
District	1,139	$1,698	$8,130	$9,828	$686	$3,407	$4,093	$2,384	$11,537	$13,921	$1,054,358	$16,914,450

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

District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	**37.3%** $6,312,438	**5.6%** $944,606	**40.7%** $6,885,289	**3.6%** $602,747	**12.8%** $2,163,679	**$16,908,759**
State	**60.6%**	**4.0%**	**21.3%**	**4.7%**	**9.5%**	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	**51.0%**	**2.0%**	**32.2%**	**14.8%**
State	**48.2%**	**2.3%**	**29.1%**	**20.4%**

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	**77.3%** $11,645,542	**4.5%** $673,756	**3.9%** $589,363	**6.9%** $1,035,271	**3.9%** $585,179	**3.1%** $468,564	**0.4%** $66,100	**0.0%** $7,399	**$15,071,174**
State	**71.3%**	**7.1%**	**2.9%**	**8.5%**	**1.2%**	**1.9%**	**0.6%**	**6.5%**	*

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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.

District Finances (cont)

Other Financial Indicators

	2019 Equalized Assessed Valuation per Pupil	2019 Total School Tax Rate per $100	2020-21 Instructional Expenditure per Pupil	2020-21 Operating Expenditure per Pupil
District	$113,115	5	$7,303	$11,545
State	*	*	$9,703	$16,029

Average Class Size

What is it?

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

	Grade 9	Grade 10	Grade 11	Grade 12	Grades 9-12	Overall
School	19	20	20	18	*	18
District	19	20	20	18	*	18
State	22	21	21	20	21	21

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

Total School Days

What is it?

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

	Total School Days
School	**177**
District	**177**
State	**176**

Health and Wellness

What is it?

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

	Days PE per week
School	**5**
District	**5**
State	**4**

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.

380

Student Enrollment

33.0%

Chronic Absenteeism

5.7%

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
School	100.0% 380	51.1% 194	48.9% 186	0.0% *	95.5% 363	‡ ‡	‡ ‡	‡ ‡	0.0% *	‡ ‡	‡ ‡	16.1% 61
District	100.0% 1,145	49.1% 562	50.9% 583	0.0% *	96.0% 1,099	‡ ‡	1.4% 16	‡ ‡	0.0% *	‡ ‡	1.5% 17	18.9% 216
State	100.0% 1,869,325	51.4% 959,975	48.6% 909,276	0.0% 74	46.4% 866,540	16.6% 310,464	27.2% 508,549	5.4% 100,564	0.1% 1,851	0.3% 4,756	4.1% 76,601	20.3% 378,912

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	13.4% 51	‡ ‡	52.1% 198	2.9% 11	0.0% *	‡ ‡	‡ ‡
District	17.4% 199	‡ ‡	57.9% 663	3.1% 36	0.0% *	3.2% 37	1.1% 13
State	16.5% 307,555	13.7% 255,367	46.5% 869,330	2.0% 36,543	0.0% 343	0.7% 13,324	0.8% 14,220

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	112	86	98	84
District	112	86	98	84
State	157,008	149,133	146,066	149,597

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

Advanced Academic Programs

What is it?

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

Students Enrolled in Accelerated Placement

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

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

Students Enrolled in Accelerated Placement - ELA

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

* 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 - ELA

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

Students Enrolled in Accelerated Placement - Math

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

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

* 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 - Mutiple Subjects

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

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

Students Enrolled in Accelerated Placement - Whole Grade

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

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement – Whole Grade

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

Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	* *	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	* *	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡
State	**22.2%** 136,701	**18.8%** 59,465	**25.7%** 76,999	**31.9%** 237	**23.2%** 66,464	**12.6%** 12,696	**20.5%** 35,457	**51.9%** 16,825	**32.4%** 210	**17.6%** 262	**22.2%** 4,787	**9.3%** 11,353

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

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

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

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

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	57.7% 232	47.8% 100	68.4% 132	* *	58.0% 222	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	22.1% 15
District	19.2% 232	16.7% 100	21.6% 132	* *	19.1% 222	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	6.8% 15
State	19.8% 384,714	18.1% 180,719	21.6% 203,343	44.7% 652	21.8% 194,193	13.3% 43,602	17.9% 94,705	34.4% 36,095	23.9% 455	17.0% 828	18.3% 14,836	11.6% 41,302

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

Advanced Academic Programs (cont)

Students Enrolled in any course designated as Enriched or Honors

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	**43.5%** 94	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	**13.3%** 94	‡ ‡	‡ ‡
State	**6.3%** 17,755	**6.0%** 16,214	**13.5%** 125,534	**10.4%** 4,460	**4.3%** 639

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**16.7%** 67	**13.4%** 28	**20.2%** 39	* *	**17.0%** 65	* *	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡
District	**16.7%** 67	**13.4%** 28	**20.2%** 39	* *	**17.0%** 65	* *	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡
State	**13.1%** 80,917	**13.0%** 41,004	**13.3%** 39,900	**1.7%** 13	**16.9%** 48,578	**8.5%** 8,542	**9.3%** 16,045	**14.9%** 4,849	**9.4%** 61	**9.1%** 135	**12.5%** 2,707	**8.5%** 10,392

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
School	‡ ‡	* *	**6.5%** 14	‡ ‡	* *
District	‡ ‡	* *	**6.5%** 14	‡ ‡	* *
State	**6.5%** 5,733	**5.9%** 2,960	**8.9%** 24,704	**8.0%** 1,196	**4.4%** 146

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Exams – Grade 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
School	*	*	*	*
District	*	*	*	*
State	16,077	8,983	14,916	8,430

Advanced Placement (AP) Exams – Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	*	*	*	*
District	*	*	*	*
State	47,189	29,003	22,853	14,471

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Exams – Grade 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
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	155,940	96,101	39,509	26,229

Advanced Placement (AP) Exams – Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	*	*	*	*
District	*	*	*	*
State	307,079	201,928	39,341	29,765

* 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
School	‡	‡	25	41
District	‡	‡	25	41
State	22,770	32,659	62,725	76,218

Advanced Placement (AP) Coursework – Grade 9

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

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

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework – Grade 10

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

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

Advanced Placement (AP) Coursework – Grade 11

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

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

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework – Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	‡	‡	*	‡	‡	*	*	*	‡
District	‡	‡	*	‡	‡	*	*	*	‡
State	50,674	25,935	4,423	12,871	5,719	57	80	1,589	4,526

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
School	‡	*	*	*	‡	*
District	‡	*	*	*	‡	*
State	1,086	*	1,313	*	14,271	*

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework – Grade 9

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

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

International Baccalaureate (IB) Coursework – Grade 10

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

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

* 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
School	‡	‡	*	‡	‡	*	*	*	‡
District	‡	‡	*	‡	‡	*	*	*	‡
State	2,942	565	701	1,430	172	10	12	52	317

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

International Baccalaureate (IB) Coursework – Grade 12

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

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

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 9

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

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

Dual Credit Coursework - Grade 10

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

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

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	25	25	*	‡	‡	*	*	*	‡
District	25	25	*	‡	‡	*	*	*	‡
State	23,791	14,980	2,050	4,480	1,406	18	40	817	2,946

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

Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	41	39	*	‡	‡	*	*	*	‡
District	41	39	*	‡	‡	*	*	*	‡
State	40,096	25,409	3,273	7,589	2,429	30	59	1,307	5,180

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

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

Gifted Students

What is it?

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

Students Assessed For Giftedness

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

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

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

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

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

Gifted Students (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

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

Students Identified As Gifted

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

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

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

Gifted Students (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

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

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

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

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
School	*	**100.0%** **2**	**0.0%** *	* **2**
District	*	‡ ‡	‡ *	* 2
State	*	**100.0%** 229,014	**6.1%** *	* 47,572

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
School	90.4%	90.1%	90.6%	*	90.6%	93.1%	82.9%	86.0%	*	47.1%	86.9%	88.4%
District	91.2%	91.5%	91.0%	*	91.4%	90.4%	86.1%	89.8%	*	72.4%	87.8%	89.5%
State	90.8%	90.9%	90.8%	93.0%	92.8%	86.5%	89.4%	94.2%	91.3%	89.5%	90.7%	88.8%

	Students with IEPs	English Learners	Low Income
School	88.2%	96.3%	88.1%
District	89.6%	97.1%	89.7%
State	88.4%	90.1%	88.1%

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

Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	10.8%	12.4%	9.2%	*	10.0%	‡	‡	*	*	‡	‡	‡
District	10.2%	10.1%	10.3%	*	9.6%	‡	‡	‡	*	‡	‡	10.7%
State	7.6%	7.9%	7.3%	2.9%	5.2%	13.8%	7.7%	7.1%	9.6%	10.2%	8.9%	7.2%

	Students with IEPs	English Learners	Low Income	Homeless
School	‡	‡	16.4%	‡
District	10.0%	‡	14.3%	43.1%
State	8.0%	9.5%	10.2%	25.7%

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

Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	**33.0%**	**31.7%**	**34.4%**	*	**31.8%**	‡	‡	‡	*	‡	‡	**45.9%**
District	**30.7%**	**29.1%**	**32.3%**	*	**29.5%**	‡	‡	‡	*	‡	‡	**39.0%**
State	**29.8%**	**29.5%**	**30.2%**	**20.9%**	**21.2%**	**47.9%**	**36.1%**	**15.8%**	**28.0%**	**36.4%**	**30.6%**	**37.3%**

	Students with IEPs	English Learners	Low Income
School	**47.1%**	‡	**44.0%**
District	**39.0%**	‡	**38.9%**
State	**38.9%**	**34.5%**	**42.0%**

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	**36.0%**	**38.2%**	**32.7%**	**25.6%**
District	**36.0%**	**38.2%**	**32.7%**	**25.6%**
State	**32.7%**	**35.4%**	**38.6%**	**43.6%**

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

Dropout Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	5.7%	5.9%	5.4%	‡	5.3%	‡	‡	‡	‡	‡	‡	‡
District	5.7%	5.9%	5.4%	‡	5.3%	‡	‡	‡	‡	‡	‡	‡
State	3.3%	3.9%	2.8%	0.3%	2.6%	5.4%	3.7%	0.7%	2.5%	4.7%	4.4%	3.0%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant
School	‡	‡	9.0%	‡	‡
District	‡	‡	9.0%	‡	‡
State	3.6%	4.3%	5.1%	9.6%	12.6%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	‡	‡	9.7%	10.7%
District	‡	‡	9.7%	10.7%
State	1.7%	3.1%	4.2%	4.6%

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

Chronically Truant Students

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
School	15.6%	18.5%	12.5%	*	14.7%	‡	‡	‡	*	‡	‡	21.3%
District	11.4%	12.2%	10.6%	*	10.8%	‡	‡	‡	*	‡	‡	18.1%
State	22.1%	22.2%	22.0%	7.2%	8.6%	50.2%	30.9%	7.9%	20.5%	28.8%	19.8%	25.5%

	Students with IEPs	English Learners	Low Income
School	23.5%	‡	24.8%
District	18.2%	‡	16.5%
State	27.8%	29.4%	36.1%

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

About the data

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

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

Summative Designation

Commendable School

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

No Data

School Improvement Funds

Eligible, but Not a Participant in Title One Program

Title I Status

Title I Status

What is it?

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

	Title I Status
School	**Eligible, but Not a Participant in Title One Program**

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School Improvement Funds

What is it?

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

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

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

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

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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

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

26.5%

With Master's & Above

16

Student-Teacher Ratio

86.3%

Retention Rate
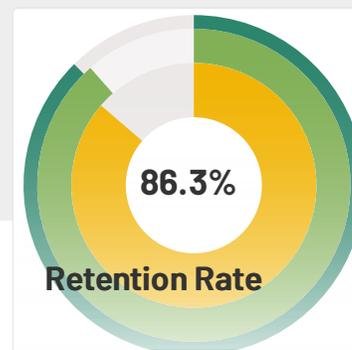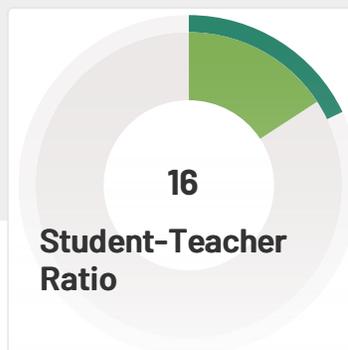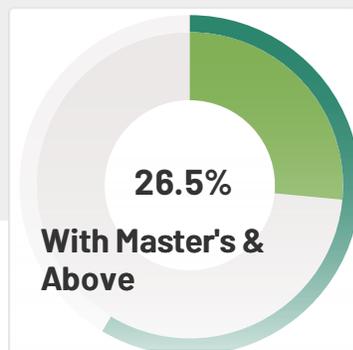
Teacher Information

What is it?

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

	Average Teaching Experience	With Bachelor's Degrees	With Master's & Above	Attendance Rate	Evaluation Rate
School	*	*	*	*	*
District	14	73.5%	26.5%	75.9%	*
State	*	40.6%	58.6%	66.1%	97.2%

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

Student-To-Teacher Ratios

What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	17	16
State	17	18

Average Teacher Salary

What is it?

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

	Average Teacher Salary
District	$52,179
State	$72,316

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

Retention Rate

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
School	**All**	**86.3%** 63	**87.5%** 63	* *	**0.0%** 0	* *	* *	* *	* *	* *
	Male	**84.6%** 33	**86.8%** 33	* *	**0.0%** 0	* *	* *	* *	* *	* *
	Female	**88.2%** 30	**88.2%** 30	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	**88.5%** 207	**88.8%** 207	* *	**0.0%** 0	* *	* *	* *	* *	* *
	Male	**88.1%** 59	**89.4%** 59	* *	**0.0%** 0	* *	* *	* *	* *	* *
	Female	**88.6%** 148	**88.6%** 148	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**87.6%** 311,523	**88.1%** 262,637	**81.8%** 15,332	**87.4%** 21,752	**87.6%** 4,957	**86.4%** 184	**85.5%** 691	**85.0%** 2,323	**82.6%** 3,647
	Male	**89.1%** 73,837	**89.8%** 63,050	**81.2%** 3,038	**87.3%** 4,993	**88.5%** 1,159	**87.5%** 56	**87.6%** 169	**87.1%** 594	**81.7%** 778
	Female	**87.2%** 237,686	**87.6%** 199,587	**81.9%** 12,294	**87.5%** 16,759	**87.3%** 3,798	**85.9%** 128	**84.9%** 522	**84.3%** 1,729	**82.9%** 2,869
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Teachers

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
School	**All**	**100.0%** 26.4	**100.0%** 26.4	* *	* *	* *	* *	* *	* *	* *
	Male	**37.8%** 10	**37.8%** 10	* *	* *	* *	* *	* *	* *	* *
	Female	**62.2%** 16.4	**62.2%** 16.4	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	**100.0%** 85.3	**98.8%** 84.3	* *	* *	* *	* *	* *	* *	**1.2%** 1
	Male	**23.4%** 20	**23.7%** 20	* *	* *	* *	* *	* *	* *	* *
	Female	**76.6%** 65.3	**76.3%** 64.3	* *	* *	* *	* *	* *	* *	**100.0%** 1
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 134887.1	**81.3%** 109693.6	**6.0%** 8130.5	**8.0%** 10848.3	**1.8%** 2472.7	**0.1%** 83.5	**0.2%** 319.7	**0.8%** 1125.1	**1.6%** 2213.8
	Male	**23.3%** 31433.8	**23.6%** 25853.6	**21.4%** 1741.5	**22.6%** 2449.9	**22.4%** 554.9	**29.7%** 24.8	**22.9%** 73.3	**24.0%** 270.5	**21.0%** 465.5
	Female	**76.7%** 103453.3	**76.4%** 83840	**78.6%** 6389	**77.4%** 8398.4	**77.6%** 1917.8	**70.3%** 58.7	**77.1%** 246.5	**76.0%** 854.6	**79.0%** 1748.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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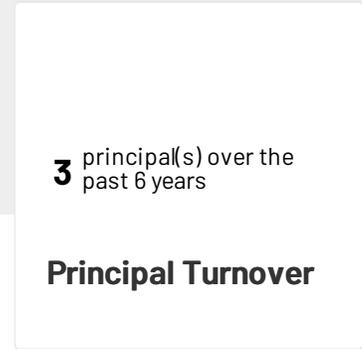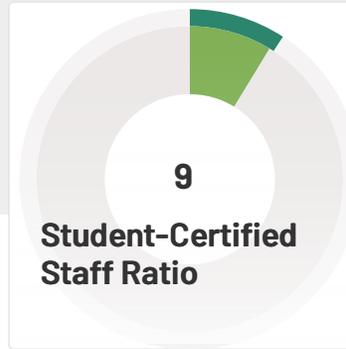
Teachers with Gifted Endorsement

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
School	*
District	*
State	1,247

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

National Board Certified Teachers
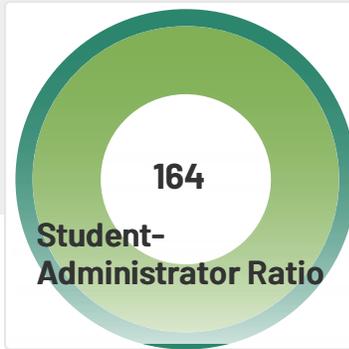
What is it?

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

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

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

About the data

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

164
Student-Administrator Ratio

9
Student-Certified Staff Ratio

3 principal(s) over the past 6 years

Principal Turnover

Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	9	164
State	9	147

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

Administrators

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
School	**3**
District	**2**
State	**2**

Average Administrator Salary

What is it?

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

	Average Administrator Salary
District	**$92,889**
State	**$116,206**

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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
School	5.7%	4.9%	1.5%	0.0%	0.2%	24.8%
District	3.6%	2.5%	0.7%	0.0%	0.1%	16.5%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

Student Environment (cont)

	Rate of Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
School	0.0%	0	0
District	0.0%	0	0
State	2.2%	153	5

Academic Environment

What is it?

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

			Advanced Placement Course Work		
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work	
School	0.0% 0	0.0% 0	0.0% 0	20.9% 85	
District	5.0% 66	0.0% 0	0.0% 0	6.5% 85	
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.