

Illinois

State Superintendent

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2023 - 2024

About the Report Card

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

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

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

State Snapshot

8th Graders Passing Algebra I : *

Graduation Rate : 87.7%

Chronic Absenteeism : 26.3%

Average Teacher Salary : \$75,978

TABLE OF CONTENTS

02 | Academic Progress

74 | State Environment

79 | Students

108 | Accountability

148 | Teachers

156 | Administrators & Support Personnel

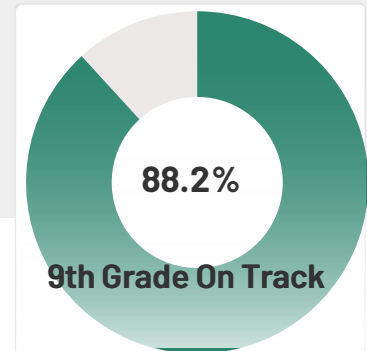
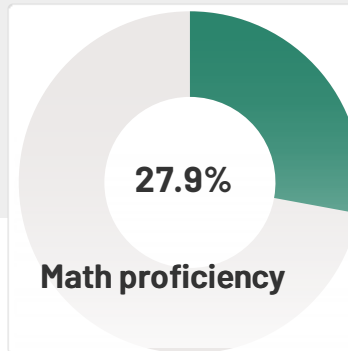
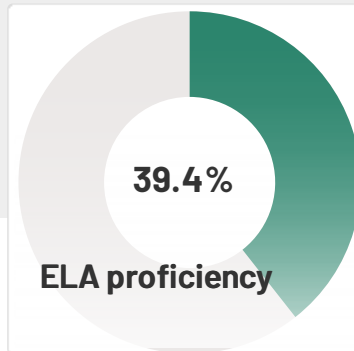
160 | Civil Rights Data Collection (NaN-)

162 | NAEP

Date: 10/30/24 9:55:04 -05:00

About the data

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



IAR

What is it?

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

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

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

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

Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	29.1%	19.0%	21.2%	28.1%	2.5%	18.3%	20.9%	27.0%	27.1%	6.7%
Female										
State	26.7%	18.2%	21.2%	30.7%	3.3%	18.6%	22.6%	27.5%	25.7%	5.5%
Male										
State	31.4%	19.8%	21.2%	25.7%	1.8%	17.9%	19.3%	26.6%	28.4%	7.8%
Non Binary										
State	13.3%	6.7%	20.0%	53.3%	6.7%	25.0%	12.5%	6.3%	43.8%	12.5%
American Indian										
State	29.2%	24.8%	23.0%	20.6%	2.4%	20.9%	22.4%	26.5%	25.1%	5.0%
Asian										
State	12.8%	12.2%	20.2%	46.3%	8.4%	5.6%	10.5%	21.2%	41.8%	20.8%
Black										
State	46.6%	21.4%	17.1%	14.2%	0.7%	36.0%	27.3%	23.3%	12.1%	1.3%
Hispanic										
State	41.2%	21.2%	18.7%	17.9%	1.0%	25.6%	27.1%	27.2%	17.8%	2.4%
MENA										
State	28.6%	3.6%	21.4%	35.7%	10.7%	10.7%	25.0%	14.3%	42.9%	7.1%
Native Hawaiian/ Pacific Islander										
State	20.0%	22.9%	25.7%	29.5%	1.9%	9.5%	24.8%	26.7%	30.5%	8.6%
Two or More Races										
State	26.2%	17.8%	21.4%	30.9%	3.6%	17.2%	20.9%	25.5%	28.4%	8.1%
White										
State	17.8%	17.8%	24.3%	36.8%	3.3%	9.2%	16.2%	29.2%	36.2%	9.3%

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Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
State	50.7%	20.5%	15.2%	12.8%	0.8%	36.0%	24.3%	21.5%	15.0%	3.2%
English Learners										
State	48.0%	21.5%	17.1%	13.0%	0.4%	28.1%	27.7%	26.7%	15.9%	1.5%
Homeless										
State	61.9%	16.8%	12.5%	8.5%	0.4%	45.9%	25.2%	18.5%	9.7%	0.7%
Students with IEPs										
State	56.6%	20.4%	13.1%	9.4%	0.5%	40.9%	25.0%	19.8%	12.0%	2.3%
Low Income										
State	41.4%	22.0%	18.8%	16.9%	0.9%	27.7%	26.7%	26.6%	16.8%	2.2%
Migrant										
State	64.3%	25.0%	10.7%	0.0%	0.0%	50.0%	25.0%	21.4%	3.6%	0.0%
Military										
State	22.3%	21.5%	24.0%	30.4%	1.8%	13.1%	20.4%	28.9%	31.5%	6.2%
Non-English Learners										
State	24.1%	18.4%	22.3%	32.1%	3.1%	15.7%	19.1%	27.1%	30.0%	8.0%
Non-IEP										
State	24.0%	18.8%	22.7%	31.6%	2.9%	14.1%	20.2%	28.4%	29.9%	7.5%
Non Low Income										
State	15.4%	15.7%	23.9%	40.6%	4.4%	7.7%	14.4%	27.5%	38.6%	11.7%
Youth In Care										
State	48.7%	21.8%	15.6%	13.3%	0.5%	35.6%	28.0%	23.3%	12.0%	1.1%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	20.6%	17.7%	23.9%	31.3%	6.5%	16.5%	27.3%	27.8%	25.4%	3.0%
Female										
State	18.1%	17.0%	24.1%	32.9%	7.9%	16.9%	29.3%	28.6%	22.9%	2.4%
Male										
State	23.0%	18.4%	23.7%	29.8%	5.1%	16.2%	25.3%	27.0%	27.8%	3.7%
Non Binary										
State	10.0%	15.0%	10.0%	60.0%	5.0%	15.0%	25.0%	40.0%	20.0%	0.0%
American Indian										
State	32.5%	20.7%	24.5%	19.8%	2.5%	21.1%	33.9%	24.8%	18.3%	1.9%
Asian										
State	9.0%	9.3%	19.1%	45.7%	16.9%	4.6%	12.9%	24.8%	45.6%	12.1%
Black										
State	35.4%	23.8%	22.8%	16.4%	1.6%	33.5%	37.1%	20.6%	8.3%	0.5%
Hispanic										
State	29.9%	22.0%	23.7%	21.6%	2.8%	23.8%	35.1%	26.3%	13.8%	0.9%
MENA										
State	17.6%	23.5%	29.4%	23.5%	5.9%	17.6%	41.2%	11.8%	23.5%	5.9%
Native Hawaiian/ Pacific Islander										
State	20.2%	15.4%	26.0%	29.8%	8.7%	17.3%	26.9%	26.0%	26.9%	2.9%
Two or More Races										
State	18.6%	16.7%	22.5%	33.7%	8.4%	14.7%	26.3%	27.0%	28.2%	3.9%
White										
State	11.4%	14.2%	25.1%	40.5%	8.9%	7.8%	21.0%	31.7%	35.6%	4.0%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
State	42.6%	22.2%	17.8%	15.1%	2.3%	34.5%	31.9%	19.5%	12.8%	1.3%
English Learners										
State	37.6%	24.2%	22.6%	14.8%	0.8%	27.4%	36.6%	25.2%	10.5%	0.3%
Homeless										
State	52.3%	20.5%	16.1%	10.1%	1.0%	43.3%	34.2%	15.9%	6.3%	0.2%
Students with IEPs										
State	50.1%	23.2%	15.4%	10.2%	1.2%	40.5%	33.2%	16.6%	8.9%	0.7%
Low Income										
State	30.7%	22.4%	24.2%	20.5%	2.2%	25.4%	35.3%	25.6%	13.0%	0.7%
Migrant										
State	53.1%	15.6%	21.9%	9.4%	0.0%	25.0%	37.5%	28.1%	9.4%	0.0%
Military										
State	15.5%	14.7%	24.9%	37.1%	7.8%	11.5%	25.1%	31.3%	29.6%	2.5%
Non-English Learners										
State	16.6%	16.2%	24.2%	35.2%	7.8%	14.0%	25.1%	28.4%	28.9%	3.7%
Non-IEP										
State	15.1%	16.7%	25.5%	35.3%	7.4%	12.0%	26.2%	29.9%	28.5%	3.5%
Non Low Income										
State	9.6%	12.6%	23.5%	43.2%	11.2%	6.8%	18.5%	30.2%	38.9%	5.6%
Youth In Care										
State	41.7%	26.4%	19.7%	11.6%	0.6%	36.4%	38.8%	17.3%	7.4%	0.1%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	16.6%	19.9%	24.3%	35.5%	3.6%	16.0%	31.4%	25.7%	22.0%	4.8%
Female										
State	14.2%	18.2%	24.1%	38.7%	4.9%	14.8%	33.2%	27.3%	21.0%	3.7%
Male										
State	19.0%	21.6%	24.6%	32.5%	2.4%	17.1%	29.8%	24.3%	23.0%	5.9%
Non Binary										
State	14.3%	7.1%	21.4%	46.4%	10.7%	7.4%	29.6%	33.3%	22.2%	7.4%
American Indian										
State	18.4%	22.3%	25.2%	31.1%	3.0%	19.0%	35.3%	19.9%	19.6%	6.2%
Asian										
State	7.0%	8.7%	17.2%	55.6%	11.5%	4.4%	13.9%	21.1%	40.4%	20.1%
Black										
State	28.7%	28.8%	23.5%	18.2%	0.8%	31.5%	42.1%	18.7%	7.0%	0.7%
Hispanic										
State	24.8%	24.5%	24.9%	24.4%	1.4%	21.9%	39.7%	24.5%	12.5%	1.4%
MENA										
State	15.4%	30.8%	23.1%	30.8%	0.0%	15.4%	23.1%	30.8%	23.1%	7.7%
Native Hawaiian/ Pacific Islander										
State	14.2%	12.3%	18.9%	50.9%	3.8%	12.3%	28.3%	23.6%	27.4%	8.5%
Two or More Races										
State	14.9%	19.3%	23.0%	38.1%	4.7%	15.6%	29.4%	25.2%	23.6%	6.2%
White										
State	8.8%	15.5%	25.3%	45.5%	4.9%	8.4%	25.1%	29.7%	30.5%	6.3%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
State	38.4%	26.6%	18.1%	15.6%	1.2%	32.6%	37.0%	17.8%	10.6%	2.0%
English Learners										
State	38.8%	30.4%	21.4%	9.3%	0.1%	29.8%	45.6%	19.3%	5.2%	0.2%
Homeless										
State	45.2%	23.9%	18.8%	11.6%	0.4%	41.7%	38.0%	15.0%	5.0%	0.3%
Students with IEPs										
State	47.1%	28.4%	14.9%	9.1%	0.5%	39.0%	38.8%	14.8%	6.4%	1.0%
Low Income										
State	25.1%	25.9%	24.9%	22.9%	1.1%	24.3%	40.0%	23.0%	11.5%	1.2%
Migrant										
State	60.0%	8.0%	28.0%	4.0%	0.0%	26.9%	53.8%	15.4%	3.8%	0.0%
Military										
State	12.1%	18.5%	25.5%	39.7%	4.2%	12.0%	29.9%	28.0%	25.1%	5.1%
Non-English Learners										
State	12.4%	17.9%	24.9%	40.5%	4.3%	13.4%	28.8%	27.0%	25.2%	5.7%
Non-IEP										
State	11.1%	18.3%	26.1%	40.3%	4.2%	11.8%	30.1%	27.7%	24.8%	5.5%
Non Low Income										
State	7.4%	13.3%	23.7%	49.3%	6.4%	6.9%	22.1%	28.8%	33.4%	8.8%
Youth In Care										
State	34.1%	26.5%	21.5%	17.4%	0.4%	35.8%	42.7%	14.6%	6.9%	0.0%

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Academic Progress

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	12.1%	16.2%	25.0%	40.0%	6.7%	17.4%	29.4%	28.4%	21.4%	3.4%
Female										
State	9.7%	14.3%	23.9%	43.8%	8.3%	16.2%	31.2%	29.7%	20.0%	2.9%
Male										
State	14.5%	18.1%	26.0%	36.3%	5.1%	18.5%	27.6%	27.2%	22.8%	3.9%
Non Binary										
State	0.0%	21.9%	15.6%	46.9%	15.6%	9.4%	31.3%	21.9%	37.5%	0.0%
American Indian										
State	13.2%	20.1%	26.4%	36.1%	4.2%	20.1%	37.2%	24.3%	15.3%	3.1%
Asian										
State	4.4%	6.5%	15.3%	54.8%	19.0%	4.7%	13.1%	23.7%	41.3%	17.1%
Black										
State	22.1%	24.9%	27.2%	24.0%	1.8%	34.2%	39.0%	19.9%	6.4%	0.4%
Hispanic										
State	18.0%	21.0%	27.5%	30.6%	2.9%	24.1%	37.2%	26.1%	11.7%	0.9%
MENA										
State	16.7%	8.3%	25.0%	50.0%	0.0%	16.7%	8.3%	50.0%	25.0%	0.0%
Native Hawaiian/ Pacific Islander										
State	7.2%	10.8%	23.7%	51.1%	7.2%	11.5%	20.9%	33.8%	28.8%	5.0%
Two or More Races										
State	10.6%	15.8%	24.3%	40.6%	8.6%	17.4%	28.9%	26.5%	23.0%	4.2%
White										
State	6.1%	11.5%	24.0%	49.5%	8.9%	9.0%	23.3%	33.6%	29.9%	4.2%

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Academic Progress

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
State	29.8%	25.7%	22.5%	19.7%	2.3%	38.4%	32.7%	17.6%	10.1%	1.2%
English Learners										
State	32.2%	30.0%	26.3%	11.3%	0.2%	37.4%	43.3%	16.3%	2.9%	0.1%
Homeless										
State	36.9%	24.6%	21.4%	15.9%	1.3%	44.0%	35.1%	16.2%	4.6%	0.1%
Students with IEPs										
State	37.9%	29.4%	20.6%	11.2%	0.8%	47.5%	34.2%	12.7%	5.2%	0.5%
Low Income										
State	18.8%	22.3%	27.9%	28.6%	2.4%	26.6%	37.5%	24.8%	10.2%	0.8%
Migrant										
State	52.4%	23.8%	9.5%	9.5%	4.8%	52.4%	33.3%	4.8%	9.5%	0.0%
Military										
State	9.3%	13.9%	25.5%	44.4%	6.8%	12.9%	28.8%	30.1%	24.8%	3.3%
Non-English Learners										
State	8.8%	13.9%	24.8%	44.8%	7.7%	14.1%	27.1%	30.4%	24.5%	4.0%
Non-IEP										
State	7.7%	14.0%	25.7%	45.0%	7.7%	12.2%	28.5%	31.1%	24.2%	3.9%
Non Low Income										
State	5.0%	9.7%	21.8%	52.2%	11.2%	7.5%	20.6%	32.2%	33.4%	6.2%
Youth In Care										
State	24.9%	28.8%	23.7%	21.3%	1.3%	37.9%	36.3%	20.3%	5.5%	0.0%

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Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	10.4%	21.4%	25.7%	31.4%	11.1%	8.7%	29.7%	33.0%	24.0%	4.7%
Female										
State	8.0%	18.7%	24.6%	34.4%	14.3%	8.1%	30.1%	33.8%	23.7%	4.2%
Male										
State	12.6%	24.0%	26.8%	28.5%	8.1%	9.3%	29.2%	32.2%	24.2%	5.1%
Non Binary										
State	8.8%	11.8%	32.4%	38.2%	8.8%	8.8%	32.4%	26.5%	29.4%	2.9%
American Indian										
State	19.4%	25.4%	25.1%	20.8%	9.3%	10.8%	35.4%	31.0%	18.8%	4.0%
Asian										
State	3.9%	7.9%	14.7%	40.9%	32.6%	2.5%	9.7%	23.1%	42.8%	22.0%
Black										
State	16.9%	31.8%	28.0%	19.6%	3.7%	17.7%	46.7%	27.2%	8.0%	0.5%
Hispanic										
State	15.7%	27.4%	26.8%	24.6%	5.5%	11.7%	38.4%	33.9%	14.8%	1.3%
MENA										
State	22.2%	16.7%	27.8%	33.3%	0.0%	11.1%	50.0%	16.7%	16.7%	5.6%
Native Hawaiian/ Pacific Islander										
State	10.9%	15.5%	23.3%	38.0%	12.4%	5.4%	32.3%	30.8%	25.4%	6.2%
Two or More Races										
State	8.8%	21.6%	25.4%	31.2%	13.0%	8.6%	29.0%	31.9%	24.6%	5.9%
White										
State	5.6%	15.7%	25.7%	38.6%	14.4%	4.5%	20.8%	35.8%	32.9%	6.0%

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Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
State	25.8%	33.7%	21.5%	15.4%	3.7%	23.1%	42.5%	21.9%	10.7%	1.8%
English Learners										
State	27.1%	37.7%	24.0%	10.6%	0.7%	18.7%	49.5%	26.8%	4.9%	0.2%
Homeless										
State	31.4%	31.5%	22.4%	12.6%	2.1%	23.1%	47.2%	23.7%	5.7%	0.2%
Students with IEPs										
State	33.2%	38.7%	18.5%	8.3%	1.3%	30.0%	48.1%	16.3%	4.8%	0.7%
Low Income										
State	15.9%	29.1%	27.6%	22.7%	4.7%	13.4%	40.6%	31.9%	12.9%	1.2%
Migrant										
State	16.1%	38.7%	25.8%	16.1%	3.2%	12.9%	45.2%	25.8%	16.1%	0.0%
Military										
State	7.5%	20.2%	25.9%	36.1%	10.4%	7.4%	25.3%	35.8%	28.7%	2.8%
Non-English Learners										
State	7.4%	18.6%	26.0%	35.0%	13.0%	7.0%	26.2%	34.1%	27.3%	5.5%
Non-IEP										
State	6.6%	18.6%	26.9%	35.2%	12.7%	5.2%	26.6%	35.7%	27.1%	5.3%
Non Low Income										
State	4.6%	13.4%	23.8%	40.4%	17.8%	3.8%	18.2%	34.1%	35.6%	8.3%
Youth In Care										
State	22.6%	37.1%	25.6%	13.5%	1.3%	23.7%	48.1%	22.0%	6.2%	0.0%

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

Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
State	14.4%	13.3%	22.5%	40.9%	9.0%	29.3%	24.3%	18.3%	23.1%	5.0%
Female										
State	11.0%	11.5%	20.9%	44.1%	12.5%	28.4%	25.1%	19.0%	22.9%	4.6%
Male										
State	17.6%	14.9%	24.0%	37.9%	5.7%	30.2%	23.6%	17.6%	23.3%	5.3%
Non Binary										
State	0.0%	12.2%	14.3%	57.1%	16.3%	10.2%	18.4%	28.6%	28.6%	14.3%
American Indian										
State	24.6%	13.8%	19.6%	33.7%	8.3%	38.0%	25.2%	16.1%	16.8%	4.0%
Asian										
State	5.1%	5.3%	12.5%	53.6%	23.6%	8.7%	12.2%	15.3%	40.6%	23.2%
Black										
State	22.8%	20.6%	27.1%	27.1%	2.5%	50.4%	27.6%	12.5%	8.7%	0.7%
Hispanic										
State	21.1%	16.3%	24.7%	33.5%	4.4%	39.2%	28.1%	16.5%	14.5%	1.7%
MENA										
State	0.0%	0.0%	16.7%	83.3%	0.0%	0.0%	16.7%	33.3%	50.0%	0.0%
Native Hawaiian/ Pacific Islander										
State	18.3%	9.6%	17.3%	40.4%	14.4%	19.2%	23.1%	17.3%	29.8%	10.6%
Two or More Races										
State	13.1%	13.7%	22.9%	40.5%	9.8%	29.2%	23.8%	17.5%	23.3%	6.2%
White										
State	8.3%	9.7%	20.6%	49.1%	12.3%	18.0%	22.3%	22.0%	31.5%	6.2%

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Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Students with Disabilities										
State	35.0%	20.9%	20.7%	20.6%	2.7%	55.5%	21.9%	10.5%	10.2%	1.8%
English Learners										
State	37.1%	22.2%	25.1%	15.2%	0.4%	56.6%	28.3%	10.3%	4.6%	0.2%
Homeless										
State	41.3%	18.3%	20.3%	18.9%	1.4%	59.5%	24.5%	9.7%	5.8%	0.5%
Students with IEPs										
State	45.5%	24.2%	18.8%	10.8%	0.6%	69.0%	19.6%	6.9%	4.0%	0.5%
Low Income										
State	21.7%	18.1%	25.8%	30.6%	3.7%	42.4%	28.0%	15.4%	12.7%	1.5%
Migrant										
State	53.8%	26.9%	11.5%	7.7%	0.0%	69.2%	26.9%	3.8%	0.0%	0.0%
Military										
State	12.9%	12.2%	23.6%	43.2%	8.0%	25.5%	25.1%	19.8%	25.1%	4.6%
Non-English Learners										
State	10.6%	11.8%	22.0%	45.2%	10.4%	24.7%	23.7%	19.6%	26.2%	5.8%
Non-IEP										
State	9.4%	11.5%	23.0%	45.7%	10.3%	22.9%	25.1%	20.1%	26.1%	5.7%
Non Low Income										
State	6.8%	8.2%	19.0%	51.6%	14.5%	15.7%	20.5%	21.3%	33.9%	8.6%
Youth In Care										
State	31.5%	20.9%	24.7%	21.6%	1.3%	58.0%	26.2%	9.0%	6.5%	0.3%

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SAT

What is it?

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

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

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Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	33.5%	34.9%	20.5%	11.1%	47.7%	25.7%	20.3%	6.3%
Female								
State	31.1%	36.7%	21.4%	10.8%	47.3%	27.7%	20.1%	4.9%
Male								
State	36.0%	33.1%	19.6%	11.3%	48.1%	23.8%	20.5%	7.6%
Non Binary								
State	11.7%	21.4%	34.0%	33.0%	26.2%	25.2%	38.8%	9.7%
American Indian								
State	43.0%	26.9%	20.6%	9.6%	53.1%	21.2%	21.2%	4.5%
Asian								
State	11.7%	23.9%	28.7%	35.7%	15.2%	19.5%	33.6%	31.8%
Black								
State	55.9%	32.0%	9.6%	2.4%	74.4%	18.3%	6.5%	0.9%
Hispanic								
State	45.7%	36.2%	14.1%	4.0%	61.7%	24.2%	12.3%	1.8%
MENA								
State	0.0%	100.0%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
Native Hawaiian/ Pacific Islander								
State	31.9%	27.8%	26.4%	13.9%	40.3%	20.8%	29.9%	9.0%
Two or More Races								
State	28.6%	34.1%	22.6%	14.8%	44.2%	26.1%	21.3%	8.4%
White								
State	21.7%	36.4%	26.9%	14.9%	34.6%	29.9%	28.0%	7.5%

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Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
State	56.5%	23.5%	12.3%	7.6%	69.3%	15.7%	11.6%	3.4%
English Learners								
State	81.0%	17.5%	1.5%	0.0%	86.9%	10.7%	2.2%	0.2%
Homeless								
State	67.5%	24.8%	6.3%	1.5%	82.4%	12.7%	4.6%	0.3%
Students with IEPs								
State	76.2%	17.2%	4.7%	2.0%	87.8%	8.1%	3.3%	0.8%
Low Income								
State	49.9%	34.5%	12.3%	3.3%	66.7%	21.8%	10.1%	1.5%
Migrant								
State	76.0%	24.0%	0.0%	0.0%	76.0%	24.0%	0.0%	0.0%
Military								
State	33.6%	34.8%	23.5%	8.1%	46.8%	30.6%	20.3%	2.4%
Non-English Learners								
State	28.2%	36.8%	22.7%	12.3%	43.3%	27.4%	22.4%	7.0%
Non-IEP								
State	27.7%	37.3%	22.7%	12.3%	42.2%	28.1%	22.6%	7.0%
Non Low Income								
State	20.2%	35.2%	27.3%	17.4%	32.1%	28.9%	28.7%	10.2%
Youth In Care								
State	67.3%	26.4%	4.9%	1.5%	86.7%	11.8%	1.5%	0.0%

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DLM

What is it?

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

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

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Academic Progress

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	72.9%	14.6%	11.8%	0.7%	73.1%	11.2%	12.0%	3.7%
Female								
State	70.0%	17.5%	12.3%	0.2%	74.8%	12.8%	10.4%	2.0%
Male								
State	74.0%	13.4%	11.6%	0.9%	72.4%	10.6%	12.6%	4.4%
Non Binary								
State	*	*	*	*	*	*	*	*
American Indian								
State	60.0%	20.0%	20.0%	0.0%	80.0%	0.0%	20.0%	0.0%
Asian								
State	73.7%	12.3%	11.4%	2.6%	69.0%	13.3%	12.4%	5.3%
Black								
State	71.6%	15.1%	12.1%	1.3%	73.4%	9.1%	13.5%	4.1%
Hispanic								
State	75.9%	14.8%	9.1%	0.2%	74.9%	10.3%	10.9%	3.9%
MENA								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Native Hawaiian/ Pacific Islander								
State	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Two or More Races								
State	64.9%	18.9%	16.2%	0.0%	69.9%	11.0%	15.1%	4.1%
White								
State	72.3%	13.9%	13.3%	0.5%	72.6%	13.0%	11.4%	3.0%

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Academic Progress

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
State	72.9%	14.6%	11.8%	0.7%	73.1%	11.2%	12.0%	3.7%
English Learners								
State	75.4%	14.4%	9.6%	0.6%	73.7%	11.1%	10.9%	4.2%
Homeless								
State	76.9%	17.9%	5.1%	0.0%	74.4%	7.7%	15.4%	2.6%
Students with IEPs								
State	72.9%	14.6%	11.8%	0.7%	73.1%	11.2%	12.0%	3.7%
Low Income								
State	73.1%	15.1%	11.3%	0.5%	72.7%	10.8%	13.1%	3.4%
Migrant								
State	*	*	*	*	*	*	*	*
Military								
State	78.6%	14.3%	7.1%	0.0%	64.3%	21.4%	7.1%	7.1%
Non-English Learners								
State	71.9%	14.6%	12.7%	0.8%	72.8%	11.2%	12.4%	3.5%
Non-IEP								
State	*	*	*	*	*	*	*	*
Non Low Income								
State	72.5%	13.5%	12.9%	1.1%	73.9%	12.0%	9.8%	4.3%
Youth In Care								
State	61.5%	19.2%	19.2%	0.0%	69.2%	0.0%	26.9%	3.8%

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Academic Progress

DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	74.5%	17.2%	7.7%	0.6%	67.7%	9.2%	16.7%	6.3%
Female								
State	75.4%	17.6%	6.6%	0.4%	69.5%	9.5%	17.0%	4.1%
Male								
State	74.0%	17.0%	8.3%	0.7%	66.9%	9.1%	16.6%	7.4%
Non Binary								
State	*	*	*	*	*	*	*	*
American Indian								
State	50.0%	50.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
Asian								
State	82.3%	11.5%	6.3%	0.0%	71.6%	10.5%	9.5%	8.4%
Black								
State	69.2%	21.4%	8.1%	1.3%	64.2%	11.1%	18.0%	6.6%
Hispanic								
State	75.1%	17.1%	7.6%	0.2%	69.4%	6.8%	17.0%	6.8%
MENA								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Native Hawaiian/ Pacific Islander								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
State	82.9%	8.5%	7.3%	1.2%	71.6%	12.3%	8.6%	7.4%
White								
State	74.8%	16.8%	8.0%	0.5%	67.3%	9.4%	17.9%	5.4%

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Academic Progress

DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
State	74.4%	17.2%	7.7%	0.6%	67.7%	9.2%	16.7%	6.4%
English Learners								
State	77.3%	16.1%	6.6%	0.0%	69.9%	7.9%	16.2%	6.1%
Homeless								
State	81.6%	14.3%	4.1%	0.0%	75.5%	4.1%	16.3%	4.1%
Students with IEPs								
State	74.4%	17.2%	7.7%	0.6%	67.7%	9.2%	16.7%	6.4%
Low Income								
State	73.9%	17.3%	7.9%	0.9%	66.2%	10.2%	17.1%	6.4%
Migrant								
State	*	*	*	*	*	*	*	*
Military								
State	70.0%	20.0%	10.0%	0.0%	60.0%	0.0%	30.0%	10.0%
Non-English Learners								
State	73.2%	17.7%	8.2%	0.9%	66.8%	9.8%	17.0%	6.5%
Non-IEP								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Non Low Income								
State	75.4%	17.1%	7.4%	0.2%	70.3%	7.4%	16.0%	6.2%
Youth In Care								
State	69.2%	15.4%	11.5%	3.8%	53.8%	15.4%	23.1%	7.7%

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Academic Progress

DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	65.5%	16.5%	14.9%	3.1%	58.5%	22.7%	9.0%	9.7%
Female								
State	62.7%	19.3%	14.5%	3.5%	59.3%	24.3%	8.8%	7.6%
Male								
State	66.8%	15.2%	15.1%	3.0%	58.2%	22.0%	9.1%	10.7%
Non Binary								
State	*	*	*	*	*	*	*	*
American Indian								
State	50.0%	50.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
Asian								
State	80.6%	15.3%	4.1%	0.0%	67.7%	22.2%	6.1%	4.0%
Black								
State	57.9%	21.3%	16.2%	4.6%	55.6%	24.3%	8.8%	11.4%
Hispanic								
State	69.4%	13.0%	15.1%	2.5%	61.1%	20.7%	8.3%	9.9%
MENA								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
State	64.3%	21.4%	12.5%	1.8%	49.1%	32.7%	9.1%	9.1%
White								
State	65.1%	15.4%	16.1%	3.3%	57.8%	22.2%	10.5%	9.5%

* 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 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
State	65.4%	16.5%	14.9%	3.2%	58.5%	22.8%	9.1%	9.7%
English Learners								
State	71.5%	15.6%	10.7%	2.2%	62.9%	19.5%	8.5%	9.2%
Homeless								
State	66.7%	12.8%	17.9%	2.6%	64.1%	20.5%	7.7%	7.7%
Students with IEPs								
State	65.4%	16.5%	14.9%	3.2%	58.5%	22.8%	9.1%	9.7%
Low Income								
State	63.6%	16.9%	16.1%	3.5%	57.0%	22.4%	9.3%	11.3%
Migrant								
State	*	*	*	*	*	*	*	*
Military								
State	83.3%	11.1%	5.6%	0.0%	77.8%	11.1%	11.1%	0.0%
Non-English Learners								
State	63.0%	16.8%	16.7%	3.5%	56.7%	24.1%	9.3%	9.9%
Non-IEP								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Non Low Income								
State	69.2%	15.7%	12.6%	2.5%	61.4%	23.3%	8.6%	6.7%
Youth In Care								
State	60.0%	16.0%	20.0%	4.0%	48.0%	32.0%	4.0%	16.0%

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

Academic Progress

DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	62.6%	20.4%	13.8%	3.2%	75.0%	15.6%	5.1%	4.3%
Female								
State	60.0%	21.0%	15.2%	3.8%	74.4%	16.9%	5.0%	3.7%
Male								
State	63.9%	20.1%	13.1%	2.9%	75.2%	15.0%	5.1%	4.6%
Non Binary								
State	*	*	*	*	*	*	*	*
American Indian								
State	80.0%	20.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Asian								
State	66.7%	19.5%	12.6%	1.1%	76.1%	13.6%	9.1%	1.1%
Black								
State	60.2%	20.2%	16.3%	3.3%	71.0%	18.5%	4.4%	6.1%
Hispanic								
State	64.7%	19.2%	12.6%	3.5%	74.9%	14.4%	6.4%	4.3%
MENA								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
State	62.3%	23.2%	13.0%	1.4%	79.7%	13.0%	4.3%	2.9%
White								
State	61.6%	21.2%	13.6%	3.6%	76.4%	15.6%	4.1%	3.9%

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

Academic Progress

DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
State	62.6%	20.4%	13.8%	3.2%	75.0%	15.6%	5.1%	4.3%
English Learners								
State	67.6%	17.5%	12.8%	2.1%	77.4%	13.3%	6.0%	3.3%
Homeless								
State	70.0%	13.3%	16.7%	0.0%	80.0%	10.0%	6.7%	3.3%
Students with IEPs								
State	62.6%	20.4%	13.8%	3.2%	75.0%	15.6%	5.1%	4.3%
Low Income								
State	62.3%	20.3%	14.1%	3.3%	73.6%	16.4%	5.8%	4.2%
Migrant								
State	*	*	*	*	*	*	*	*
Military								
State	64.7%	5.9%	29.4%	0.0%	70.6%	17.6%	5.9%	5.9%
Non-English Learners								
State	60.7%	21.4%	14.2%	3.7%	74.1%	16.5%	4.8%	4.7%
Non-IEP								
State	*	*	*	*	*	*	*	*
Non Low Income								
State	63.1%	20.4%	13.4%	3.2%	77.5%	14.3%	3.7%	4.5%
Youth In Care								
State	66.7%	12.5%	20.8%	0.0%	70.8%	20.8%	4.2%	4.2%

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

Academic Progress

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
Female								
State	52.4%	29.8%	15.7%	2.0%	77.0%	14.7%	5.1%	3.3%
Male								
State	53.1%	27.3%	16.2%	3.4%	70.8%	18.4%	8.1%	2.8%
Non Binary								
State	*	*	*	*	*	*	*	*
American Indian								
State	60.0%	40.0%	0.0%	0.0%	60.0%	20.0%	20.0%	0.0%
Asian								
State	60.3%	30.8%	7.7%	1.3%	85.7%	3.9%	10.4%	0.0%
Black								
State	47.4%	32.0%	18.0%	2.6%	68.2%	20.3%	5.7%	5.7%
Hispanic								
State	54.8%	27.8%	14.4%	3.1%	69.9%	19.5%	8.4%	2.2%
MENA								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	0.0%	66.7%	33.3%	0.0%	66.7%	33.3%	0.0%	0.0%
Two or More Races								
State	44.3%	36.1%	16.4%	3.3%	75.4%	19.7%	3.3%	1.6%
White								
State	55.0%	24.6%	17.2%	3.2%	76.0%	14.8%	6.8%	2.3%

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

Academic Progress

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
English Learners								
State	56.5%	27.4%	14.0%	2.1%	72.6%	16.5%	9.3%	1.6%
Homeless								
State	44.1%	38.2%	17.6%	0.0%	70.6%	23.5%	2.9%	2.9%
Students with IEPs								
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
Low Income								
State	52.0%	27.9%	16.6%	3.5%	69.6%	19.6%	7.2%	3.6%
Migrant								
State	*	*	*	*	*	*	*	*
Military								
State	63.6%	18.2%	18.2%	0.0%	72.7%	27.3%	0.0%	0.0%
Non-English Learners								
State	51.6%	28.4%	16.7%	3.2%	72.9%	17.4%	6.3%	3.4%
Non-IEP								
State	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Non Low Income								
State	54.6%	28.8%	14.8%	1.8%	79.1%	12.4%	6.8%	1.6%
Youth In Care								
State	40.0%	26.7%	30.0%	3.3%	70.0%	26.7%	3.3%	0.0%

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

Academic Progress

DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	53.0%	29.5%	16.8%	0.6%	65.3%	28.5%	5.7%	0.6%
Female								
State	54.2%	28.3%	17.3%	0.2%	68.5%	27.5%	3.6%	0.4%
Male								
State	52.4%	30.2%	16.5%	0.9%	63.5%	29.0%	6.8%	0.7%
Non Binary								
State	*	*	*	*	*	*	*	*
American Indian								
State	50.0%	0.0%	50.0%	0.0%	50.0%	50.0%	0.0%	0.0%
Asian								
State	68.1%	20.3%	11.6%	0.0%	72.5%	20.3%	7.2%	0.0%
Black								
State	45.5%	36.1%	17.9%	0.6%	62.5%	29.4%	8.1%	0.0%
Hispanic								
State	57.3%	27.5%	14.2%	1.0%	65.6%	28.0%	5.6%	0.8%
MENA								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	*	*	*	*	*	*	*	*
Two or More Races								
State	60.4%	20.8%	18.9%	0.0%	67.9%	24.5%	5.7%	1.9%
White								
State	52.0%	29.2%	18.2%	0.5%	65.6%	29.5%	4.2%	0.7%

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

Academic Progress

DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
State	53.0%	29.6%	16.8%	0.6%	65.2%	28.5%	5.7%	0.6%
English Learners								
State	55.1%	28.7%	15.2%	1.0%	63.7%	29.4%	6.1%	0.7%
Homeless								
State	47.6%	26.2%	26.2%	0.0%	67.4%	18.6%	14.0%	0.0%
Students with IEPs								
State	53.0%	29.6%	16.8%	0.6%	65.2%	28.5%	5.7%	0.6%
Low Income								
State	51.2%	29.9%	18.2%	0.8%	63.2%	29.5%	6.6%	0.8%
Migrant								
State	*	*	*	*	*	*	*	*
Military								
State	55.6%	22.2%	22.2%	0.0%	55.6%	44.4%	0.0%	0.0%
Non-English Learners								
State	52.2%	29.9%	17.4%	0.5%	65.9%	28.1%	5.5%	0.5%
Non-IEP								
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Non Low Income								
State	56.4%	28.9%	14.3%	0.4%	69.1%	26.7%	4.0%	0.2%
Youth In Care								
State	35.3%	41.2%	23.5%	0.0%	58.8%	35.3%	5.9%	0.0%

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Academic Progress

DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
State	43.8%	33.9%	19.6%	2.8%	52.3%	27.6%	19.6%	0.4%
Female								
State	44.1%	35.4%	17.4%	3.1%	56.4%	27.5%	16.2%	0.0%
Male								
State	43.6%	33.0%	20.8%	2.6%	50.1%	27.6%	21.6%	0.7%
Non Binary								
State	*	*	*	*	*	*	*	*
American Indian								
State	66.7%	0.0%	0.0%	33.3%	100.0%	0.0%	0.0%	0.0%
Asian								
State	52.6%	32.1%	14.1%	1.3%	53.2%	27.8%	19.0%	0.0%
Black								
State	41.8%	35.3%	20.3%	2.6%	50.4%	27.9%	21.2%	0.5%
Hispanic								
State	47.4%	34.0%	16.7%	1.9%	53.8%	26.8%	18.8%	0.6%
MENA								
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
State	60.0%	40.0%	0.0%	0.0%	60.0%	40.0%	0.0%	0.0%
Two or More Races								
State	33.9%	33.9%	27.4%	4.8%	45.2%	32.3%	22.6%	0.0%
White								
State	41.9%	33.2%	21.5%	3.4%	52.8%	27.5%	19.3%	0.3%

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Academic Progress

DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
State	43.8%	33.8%	19.6%	2.8%	52.3%	27.6%	19.7%	0.4%
English Learners								
State	48.8%	31.6%	18.0%	1.6%	52.5%	26.1%	20.9%	0.5%
Homeless								
State	34.1%	26.8%	36.6%	2.4%	42.5%	37.5%	17.5%	2.5%
Students with IEPs								
State	43.8%	33.8%	19.6%	2.8%	52.3%	27.6%	19.7%	0.4%
Low Income								
State	45.4%	32.8%	19.2%	2.6%	53.9%	27.9%	17.9%	0.3%
Migrant								
State	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Military								
State	40.0%	40.0%	20.0%	0.0%	55.6%	33.3%	11.1%	0.0%
Non-English Learners								
State	42.3%	34.5%	20.0%	3.1%	52.3%	28.0%	19.3%	0.4%
Non-IEP								
State	50.0%	50.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
Non Low Income								
State	41.1%	35.6%	20.2%	3.1%	49.8%	27.2%	22.4%	0.7%
Youth In Care								
State	59.3%	18.5%	18.5%	3.7%	65.5%	17.2%	17.2%	0.0%

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Academic Progress

DLM (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
State	71.0%	17.1%	11.2%	0.7%
Female				
State	69.7%	20.3%	9.2%	0.9%
Male				
State	71.7%	15.6%	12.1%	0.6%
Non Binary				
State	*	*	*	*
American Indian				
State	100.0%	0.0%	0.0%	0.0%
Asian				
State	86.8%	7.7%	5.5%	0.0%
Black				
State	68.6%	19.0%	12.1%	0.3%
Hispanic				
State	74.5%	16.1%	8.9%	0.5%
MENA				
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
State	100.0%	0.0%	0.0%	0.0%
Two or More Races				
State	74.1%	13.0%	11.1%	1.9%
White				
State	66.9%	18.7%	13.3%	1.2%

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Academic Progress

DLM (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
State	71.0%	17.1%	11.2%	0.7%
English Learners				
State	77.3%	13.8%	8.4%	0.5%
Homeless				
State	63.2%	18.4%	18.4%	0.0%
Students with IEPs				
State	71.0%	17.1%	11.2%	0.7%
Low Income				
State	70.2%	16.9%	12.0%	0.9%
Migrant				
State	*	*	*	*
Military				
State	77.8%	11.1%	11.1%	0.0%
Non-English Learners				
State	68.4%	18.5%	12.3%	0.8%
Non-IEP				
State	100.0%	0.0%	0.0%	0.0%
Non Low Income				
State	72.7%	17.5%	9.6%	0.2%
Youth In Care				
State	72.7%	4.5%	22.7%	0.0%

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

Academic Progress

DLM (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
State	64.8%	19.3%	12.6%	3.3%
Female				
State	67.9%	15.8%	14.3%	1.9%
Male				
State	63.0%	21.2%	11.7%	4.0%
Non Binary				
State	*	*	*	*
American Indian				
State	0.0%	0.0%	100.0%	0.0%
Asian				
State	78.8%	12.1%	4.5%	4.5%
Black				
State	61.1%	21.6%	13.5%	3.8%
Hispanic				
State	67.7%	17.7%	11.0%	3.5%
MENA				
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
State	*	*	*	*
Two or More Races				
State	64.7%	19.6%	13.7%	2.0%
White				
State	63.2%	20.0%	14.0%	2.8%

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Academic Progress

DLM (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
State	64.8%	19.3%	12.6%	3.3%
English Learners				
State	66.1%	19.5%	10.3%	4.1%
Homeless				
State	57.5%	15.0%	22.5%	5.0%
Students with IEPs				
State	64.8%	19.3%	12.6%	3.3%
Low Income				
State	62.8%	19.8%	13.4%	4.0%
Migrant				
State	*	*	*	*
Military				
State	66.7%	22.2%	0.0%	11.1%
Non-English Learners				
State	64.2%	19.2%	13.6%	2.9%
Non-IEP				
State	0.0%	100.0%	0.0%	0.0%
Non Low Income				
State	68.3%	18.4%	11.3%	1.9%
Youth In Care				
State	56.3%	25.0%	6.3%	12.5%

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

Academic Progress

DLM (cont)

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
All				
State	63.9%	25.4%	8.7%	2.0%
Female				
State	64.7%	26.8%	7.4%	1.1%
Male				
State	63.5%	24.5%	9.5%	2.5%
Non Binary				
State	*	*	*	*
American Indian				
State	66.7%	0.0%	33.3%	0.0%
Asian				
State	75.0%	20.6%	2.9%	1.5%
Black				
State	62.5%	26.8%	9.0%	1.6%
Hispanic				
State	67.9%	23.6%	7.5%	0.9%
MENA				
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
State	50.0%	50.0%	0.0%	0.0%
Two or More Races				
State	61.0%	23.7%	13.6%	1.7%
White				
State	60.9%	26.4%	9.5%	3.1%

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Academic Progress

DLM (cont)

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
State	63.9%	25.3%	8.8%	2.0%
English Learners				
State	70.3%	20.9%	7.6%	1.2%
Homeless				
State	59.0%	25.6%	12.8%	2.6%
Students with IEPs				
State	63.9%	25.3%	8.8%	2.0%
Low Income				
State	64.7%	25.1%	8.6%	1.6%
Migrant				
State	100.0%	0.0%	0.0%	0.0%
Military				
State	70.0%	20.0%	10.0%	0.0%
Non-English Learners				
State	62.1%	26.6%	9.1%	2.2%
Non-IEP				
State	50.0%	50.0%	0.0%	0.0%
Non Low Income				
State	62.6%	25.7%	9.0%	2.6%
Youth In Care				
State	64.0%	32.0%	0.0%	4.0%

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ISA

What is it?

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

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

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Academic Progress

ISA (cont)

Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
State	16.7%	30.7%	34.6%	18.0%
Female				
State	15.1%	32.5%	35.4%	17.1%
Male				
State	18.3%	28.9%	34.0%	18.8%
Non Binary				
State	3.7%	22.2%	33.3%	40.7%
American Indian				
State	21.0%	30.8%	32.5%	15.7%
Asian				
State	6.3%	16.0%	37.5%	40.2%
Black				
State	32.5%	41.5%	21.5%	4.4%
Hispanic				
State	23.4%	37.8%	30.2%	8.5%
MENA				
State	15.4%	38.5%	30.8%	15.4%
Native Hawaiian/ Pacific Islander				
State	13.2%	23.6%	39.6%	23.6%
Two or More Races				
State	15.0%	29.1%	34.5%	21.4%
White				
State	8.6%	24.6%	41.6%	25.3%

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

Academic Progress

ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
State	36.5%	33.6%	21.2%	8.7%
English Learners				
State	35.7%	44.3%	18.5%	1.4%
Homeless				
State	41.8%	36.1%	18.7%	3.4%
Students with IEPs				
State	44.3%	34.9%	15.9%	4.8%
Low Income				
State	25.4%	38.3%	28.5%	7.8%
Migrant				
State	38.5%	42.3%	19.2%	0.0%
Military				
State	12.1%	28.9%	36.4%	22.6%
Non-English Learners				
State	13.1%	28.1%	37.7%	21.1%
Non-IEP				
State	11.7%	29.9%	38.0%	20.4%
Non Low Income				
State	7.2%	22.4%	41.3%	29.1%
Youth In Care				
State	37.5%	36.3%	22.3%	3.9%

* 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 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
State	16.5%	29.0%	34.5%	20.0%
Female				
State	15.1%	31.7%	36.0%	17.3%
Male				
State	17.8%	26.6%	33.2%	22.5%
Non Binary				
State	4.0%	12.0%	34.0%	50.0%
American Indian				
State	18.4%	34.3%	31.4%	15.9%
Asian				
State	5.0%	14.1%	36.0%	44.9%
Black				
State	31.7%	40.2%	23.5%	4.7%
Hispanic				
State	22.1%	36.9%	30.8%	10.2%
MENA				
State	0.0%	28.6%	57.1%	14.3%
Native Hawaiian/ Pacific Islander				
State	15.2%	20.0%	34.3%	30.5%
Two or More Races				
State	15.2%	26.8%	35.1%	22.9%
White				
State	9.0%	22.2%	40.6%	28.1%

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

Academic Progress

ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
State	35.2%	33.6%	21.3%	9.9%
English Learners				
State	34.6%	45.7%	18.3%	1.4%
Homeless				
State	38.0%	38.7%	19.2%	4.2%
Students with IEPs				
State	45.0%	36.3%	14.8%	3.9%
Low Income				
State	24.8%	37.1%	29.1%	9.0%
Migrant				
State	34.6%	53.8%	11.5%	0.0%
Military				
State	14.3%	27.5%	34.6%	23.6%
Non-English Learners				
State	13.4%	26.3%	37.2%	23.0%
Non-IEP				
State	11.9%	27.9%	37.7%	22.5%
Non Low Income				
State	7.8%	20.8%	40.1%	31.3%
Youth In Care				
State	35.7%	39.1%	19.6%	5.6%

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

Proficiency

What is it?

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

ELA - All Tests

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

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

Mathematics - All Tests

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

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

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

Proficiency (cont)

Science - All Tests

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

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

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

Academic Progress

Growth Percentile – IAR

What is it?

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

Cohort Growth Percentile – Overall

	ELA					Mathematics				
	Did Not Meet	Partially Met	Approached	Met	Exceeded	Did Not Meet	Partially Met	Approached	Met	Exceeded
State	22.0%	41.4%	47.8%	59.8%	79.8%	24.8%	45.5%	55.3%	62.2%	76.8%

Cohort Growth Percentile ELA – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	50	51.6	48.3	51.9	48.1	56.2	46.9	48.8	48.3	50	49.1	51	44.7

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
State	47.3	43	47.9	45.5	44.8	50.2	45.5

Cohort Growth Percentile Math – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	50	50.5	49.5	51.2	49.5	57	47.2	49.2	56.3	50.2	49.6	50.6	45.3

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
State	47.9	43.5	48.2	46.1	50.1	50.3	44

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

Academic Progress

Growth Percentile – IAR (cont)

Baseline Growth Percentile – Overall

	ELA					Mathematics				
	Did Not Meet	Partially Met	Approached	Met	Exceeded	Did Not Meet	Partially Met	Approached	Met	Exceeded
State	29.6	55.1	62.3	71	82.7	29.1	51.9	59.9	65.7	80.8

Baseline Growth Percentile ELA – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	61.2	62.6	60	61.6	59.3	65.5	58.8	60.6	60.4	60.9	60.2	62.1	56

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
State	58.7	54.1	59.6	56.8	54	61.2	56.5

Baseline Growth Percentile Math – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	54.7	55.4	54.1	56.1	54.6	61.2	52.4	54.4	61.8	55.2	54.2	55	50.3

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
State	53.2	48.6	53.3	51	54.7	54.9	49

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	98.6%	98.7%	98.5%	95.9%	98.2%	99.2%	97.7%	98.4%	97.3%	98.4%	98.4%	98.9%	97.4%
	English Learners	Students with IEPs	Low Income										
State	98.4%	97.1%	98.2%										

Mathematics - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	98.5%	98.6%	98.4%	95.9%	98.0%	99.1%	97.5%	98.3%	97.3%	98.3%	98.2%	98.9%	97.2%
	English Learners	Students with IEPs	Low Income										
State	98.2%	96.9%	98.1%										

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

Participation Rate (cont)

Science - All Tests - Participation

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

	English Learners	Students with IEPs	Low Income
State	94.9%	93.0%	94.7%

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

Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	1.5%	1.3%	1.6%	4.1%	1.8%	0.8%	2.4%	1.6%	2.7%	1.6%	1.7%	1.1%	2.7%
	English Learners	Students with IEPs	Low Income										
State	1.7%	3.0%	1.8%										

Mathematics - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	1.6%	1.4%	1.7%	4.1%	2.0%	0.9%	2.6%	1.7%	2.7%	1.7%	1.8%	1.2%	2.9%
	English Learners	Students with IEPs	Low Income										
State	1.8%	3.2%	2.0%										

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

Participation Rate (cont)

Science - All Tests - Non Participation

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

	English Learners	Students with IEPs	Low Income
State	5.3%	7.1%	5.4%

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

Eighth Graders Passing Algebra I

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	29.0%	28.5%	29.5%	26.6%	24.3%	62.1%	13.6%	22.3%	23.5%	40.4%	31.5%	34.4%	14.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
State	12.7%	7.2%	18.2%	11.3%	0.0%	*	*

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

9th Grade On Track

What is it?

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

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

	English Learners	Students with IEPs	Low Income
State	79.7%	82.8%	81.7%

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

Career and Technical Education

What is it?

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

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

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

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

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

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

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

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

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

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

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

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

Academic Progress

Career and Technical Education (cont)

Perkins Measures – Four-Year Graduation Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	96.1%	96.5%	95.8%	96.0%	90.7%	98.0%	94.8%	94.9%	0.0%	92.5%	95.5%	96.8%	92.3%
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	92.3%	88.9%	89.1%	93.8%	100.0%	96.2%	96.2%	85.7%	87.1%	78.4%			

Perkins Measures – Extended (Six-Year) Graduation Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	96.5%	97.0%	96.1%	100.0%	97.6%	98.8%	95.4%	95.9%	*	100.0%	94.9%	96.8%	94.3%
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	92.0%	92.2%	91.6%	93.9%	85.7%	96.3%	96.1%	100.0%	90.1%	87.9%			

Perkins Measures – Academic Proficiency Rate in Reading/Language Art

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

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

Academic Progress

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Reading/Language Art

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

Perkins Measures – Academic Proficiency Rate in Mathematics

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

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

Perkins Measures – Academic Proficiency Rate in Science

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

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

Perkins Measures – Postsecondary Placement Rate

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

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

Academic Progress

Career and Technical Education (cont)

Perkins Measures – Postsecondary Placement Rate

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

Perkins Measures – Nontraditional Program Enrollment Rate

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

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

Perkins Measures – Program Quality – Attained Postsecondary Credits Rate

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

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

Perkins Measures – Program Quality – Work-Based Learning Rate

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

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

Career and Technical Education (cont)

Perkins Measures – Program Quality – Work-Based Learning Rate

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

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

Academic Progress

Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

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

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

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

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

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

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

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

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

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

Academic Progress

Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	31,133	12,309	18,798	26	68	1,198	4,279	7,078	57	26	1,501	16,926	6,271
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	3,104	696	4,261	13,638	19	385	3,605	3	67	138			

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	72,045	30,455	41,554	36	180	3,884	9,336	14,073	126	63	3,269	41,114	11,073
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	6,173	1,642	7,126	29,121	31	685	9,718	8	217	319			

CTE Participant - Count of Students participating in Education & Training

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	24,106	18,567	5,527	12	70	780	3,511	6,631	76	25	1,107	11,906	4,616
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	2,694	622	2,942	11,200	1	174	2,823	3	52	101			

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

Academic Progress

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Finance

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	64,164	26,806	37,327	31	141	4,022	7,300	12,524	148	60	2,805	37,164	9,421
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	5,033	1,218	5,667	23,689	25	669	7,249	1	221	272			

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	352	165	187	*	*	2	66	31	*	1	23	229	77
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	13	14	56	243	*	9	53	*	*	3			

CTE Participant - Count of Students participating in Health Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	17,670	12,698	4,966	6	56	947	3,125	4,694	18	18	810	8,002	2,417
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	1,880	592	1,585	9,139	2	102	1,681	1	50	97			

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

Academic Progress

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	74,494	38,286	36,171	37	180	2,633	10,463	18,741	170	60	3,298	38,949	15,410
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	7,599	1,814	11,095	32,641	25	722	15,417	1	223	303			

CTE Participant - Count of Students participating in Human Services

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	55,203	36,357	18,804	42	91	1,706	6,580	11,062	144	45	2,582	32,993	10,322
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	4,422	1,472	7,253	24,456	30	539	10,276	4	294	259			

CTE Participant - Count of Students participating in Information Technology

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	46,980	17,281	29,658	41	121	3,129	6,186	9,955	103	36	2,004	25,446	8,311
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	4,636	1,130	5,849	21,019	19	470	5,347	5	168	237			

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

Academic Progress

Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	6,492	3,380	3,110	2	16	166	1,278	1,828	6	9	351	2,838	1,202
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	767	232	820	3,644	*	46	936	1	14	37			

CTE Participant - Count of Students participating in Manufacturing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	33,011	6,488	26,504	19	77	644	2,982	7,360	32	26	1,413	20,477	7,067
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	3,123	708	5,246	14,723	9	317	3,052	*	95	133			

CTE Participant - Count of Students participating in Marketing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	40,294	16,128	24,150	16	93	2,505	4,083	8,321	142	35	1,837	23,278	6,092
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	3,358	659	3,561	14,878	16	531	4,442	1	129	122			

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

Academic Progress

Career and Technical Education (cont)

CTE Participant - Count of Students participating in STEM

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	24,725	6,075	18,634	16	68	2,375	2,481	6,686	32	18	1,022	12,043	4,325
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	2,747	413	2,673	9,341	1	127	2,467	*	50	65			

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	32,426	5,647	26,768	11	90	877	3,136	9,262	116	25	1,226	17,694	7,306
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	4,245	715	5,456	15,075	2	226	2,959	4	119	109			

CTE Concentrator - Total Count of CTE Concentrators

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	139,917	61,576	78,273	68	291	6,846	14,498	31,148	177	106	5,356	81,495	24,975
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	9,969	2,935	16,249	55,828	18	1,216	42,968	14	611	386			

* 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 Agri Food & Nat. Res.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	19,711	7,660	12,045	6	26	99	699	1,097	*	5	521	17,264	3,401
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	271	537	2,608	7,360	3	158	8,995	5	165	83			

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	14,136	1,876	12,256	4	24	448	1,186	3,167	43	10	481	8,777	2,651
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	1,014	259	1,781	5,638	5	116	3,022	1	54	17			

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	7,605	2,988	4,609	8	16	321	811	1,818	10	8	348	4,273	1,623
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	522	135	1,020	3,010	3	122	1,954	2	24	14			

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Academic Progress

Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	16,795	5,939	10,850	6	41	1,140	1,761	3,196	37	11	637	9,972	2,191
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	1,188	293	1,187	5,902	6	138	9,695	2	62	39			

CTE Concentrator - Count of Students concentrating in Education & Training

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	7,609	6,977	630	2	17	244	775	2,210	14	7	292	4,050	1,491
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	649	171	838	3,186	*	43	1,717	1	21	16			

CTE Concentrator - Count of Students concentrating in Finance

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	12,117	4,034	8,081	2	20	1,084	981	2,154	23	9	439	7,407	1,338
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	631	147	625	3,724	4	86	3,714	2	52	15			

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Academic Progress

Career and Technical Education (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	160	69	91	*	*	2	30	19	*	1	5	103	64
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	12	8	53	92	*	4	50	*	*	2			

CTE Concentrator - Count of Students concentrating in Health Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	5,646	4,646	997	3	16	460	925	1,584	3	5	225	2,428	669
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	447	150	341	2,585	*	29	1,129	*	15	9			

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	20,943	11,263	9,670	10	46	539	3,001	5,110	23	15	927	11,282	4,467
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	1,709	509	3,339	9,246	8	172	13,655	*	77	83			

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Academic Progress

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Human Services

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	34,580	26,035	8,524	21	55	964	4,215	7,665	36	30	1,623	19,992	6,789
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	2,483	868	4,711	15,187	9	333	14,061	2	203	146			

CTE Concentrator - Count of Students concentrating in Information Technology

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	11,817	2,720	9,089	8	31	1,181	1,212	2,371	3	12	426	6,581	1,988
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	802	202	1,225	4,362	3	106	3,413	*	58	22			

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	1,723	964	759	*	2	57	269	562	*	1	51	781	357
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	84	50	205	849	*	7	849	1	10	*			

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Academic Progress

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Manufacturing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	11,389	1,415	9,970	4	19	179	720	2,579	6	9	409	7,468	2,458
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	781	178	1,774	4,571	*	105	2,000	2	44	14			

CTE Concentrator - Count of Students concentrating in Marketing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	8,663	2,643	6,018	2	15	609	687	1,712	29	6	335	5,270	1,109
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	499	87	508	2,678	3	79	2,258	*	15	9			

CTE Concentrator - Count of Students concentrating in STEM

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	9,311	2,010	7,296	5	27	1,311	659	2,569	5	10	335	4,395	1,351
	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care			
State	671	110	593	2,785	*	46	2,264	*	13	17			

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Career and Technical Education (cont)

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

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

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

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Academic Progress

High School Graduation Rate

What is it?

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

4 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	87.7% 130,309	89.6% 65,166	85.9% 65,055	89.8% 88	74.5% 263	94.6% 7,597	80.7% 19,318	85.1% 36,335	0.0% 0	82.1% 110	85.4% 4,755	91.3% 61,931	79.5% 26,479
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
State	77.8% 11,384	72.5% 15,723	81.8% 56,546	69.9% 5,506	65.0% 13	89.6% 987	57.6% 548						

5 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	89.3% 133,869	91.2% 66,384	87.6% 67,429	88.9% 56	86.2% 288	95.5% 7,829	82.6% 19,618	87.9% 37,004	0.0% 0	95.0% 170	86.2% 4,364	91.9% 64,596	81.4% 26,819
	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care						
State	80.7% 9,957	75.6% 16,769	83.7% 56,057	73.4% 5,586	57.1% 12	91.1% 1,135	60.7% 569						

6 Year

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

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

High School Graduation Rate (cont)

6 Year

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

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
State	66.1%	50.9%	15.3%	40.6%	25.5%	0.0%

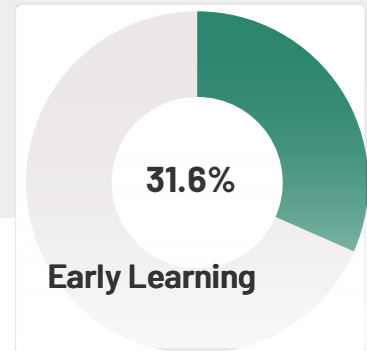
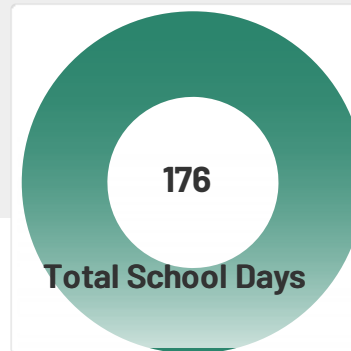
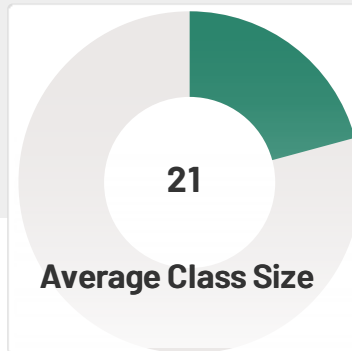
16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
State	66.8%	51.5%	15.3%	40.7%	26.1%	0.0%

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

About the data

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



Early Learning

What is it?

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

Kindergarten Individual Developmental Survey (KIDS) Results - Overall

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

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

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

	Homeless
State	18.1%

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

District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
State	58.1%	5.9%	19.7%	4.2%	12.2%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
State	46.1%	2.3%	30.8%	20.9%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
State	70.4%	7.7%	3.9%	7.0%	1.2%	1.7%	0.3%	7.7%	*

Other Financial Indicators

	2021 Equalized Assessed Valuation per Pupil	2021 Total School Tax Rate per \$100	2022-23 Instructional Expenditure per Pupil	2022-23 Operating Expenditure per Pupil
State	*	*	\$11,078	\$18,905

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

Average Class Size

What is it?

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

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Overall
State	20	21	21	21	21	21	21	21	17	14	13	12	21

Total School Days

What is it?

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

Total School Days	
State	176

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

Health and Wellness

What is it?

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

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

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

Days PE per week

Days PE per week	
State	4

Truant Minor Count

State	167,463
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* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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

1,851,290

Student Enrollment

26.3%

Chronic Absenteeism

2.7%

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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	100.0% 1,851,290	48.6% 899,170	51.4% 951,463	0.0% 657	0.2% 4,580	5.6% 103,838	16.5% 305,129	28.1% 519,576	0.0% 7	0.1% 1,693	4.2% 78,523	45.3% 837,944	20.3% 376,166

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

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
State	85,740	120,746	126,015	132,006	130,416	130,416	129,900	132,010	135,732	137,388	149,427	150,263	146,651	144,580

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Advanced Academic Programs

What is it?

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

Students who are Identified as Accelerated

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	9.7% 186,357	10.0% 93,530	9.3% 92,604	12.9% 223	8.5% 395	24.8% 26,830	2.9% 9,360	7.4% 40,620	24.0% 609	9.9% 167	9.7% 8,363	11.7% 100,013	4.8% 18,478
	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care								
State	3.2% 10,687	2.1% 6,270	4.6% 44,329	2.2% 1,460	1.2% 168								

Students who are Identified as Accelerated - ELA

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	0.9% 17,567	1.2% 11,004	0.7% 6,536	1.6% 27	0.8% 37	0.8% 855	0.4% 1,211	0.7% 3,856	0.6% 16	0.6% 10	0.9% 773	1.3% 10,809	0.5% 1,966
	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care								
State	0.2% 792	0.3% 828	0.6% 5,592	0.4% 264	0.4% 53								

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Math

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	1.8% 34,975	1.5% 13,797	2.1% 21,127	3.0% 51	1.3% 61	5.7% 6,130	0.3% 904	0.9% 4,790	1.1% 29	1.8% 30	2.1% 1,773	2.5% 21,258	0.9% 3,279
	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care								
State	0.5% 1,609	0.4% 1,230	0.6% 6,021	0.3% 170	0.1% 18								

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	1.3% 24,656	1.3% 12,012	1.3% 12,629	0.9% 15	2.2% 100	1.4% 1,500	0.5% 1,585	1.7% 9,615	4.9% 124	0.9% 16	1.0% 869	1.3% 10,847	1.0% 3,759
	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care							
State	1.3% 4,443	0.7% 474	0.6% 1,927	0.9% 8,937	* *	0.2% 30							

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	5.4% 104,119	5.8% 54,024	5.0% 49,971	7.2% 124	4.2% 193	16.5% 17,848	1.6% 5,055	3.8% 20,776	17.2% 437	6.0% 102	5.5% 4,750	6.4% 54,958	2.4% 9,012
	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care								
State	1.0% 3,336	0.7% 2,112	2.3% 22,480	0.7% 501	0.4% 54								

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Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Whole Grade Acceleration

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	0.1% 2,145	0.1% 1,207	0.1% 932	0.3% 6	0.0% 2	0.3% 273	0.1% 417	0.2% 833	0.0% 0	0.2% 4	0.1% 99	0.1% 517	0.0% 96
	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care								
State	0.1% 241	0.0% 51	0.0% 422	0.0% 24	0.1% 8								

Students Enrolled in Advanced Placement Coursework

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	24.2% 146,564	27.5% 81,086	21.0% 65,343	29.3% 135	20.2% 307	54.9% 18,113	14.1% 13,985	22.5% 40,125	28.3% 278	32.4% 198	25.2% 5,892	25.0% 67,666	11.7% 14,446
	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care								
State	9.7% 7,479	3.4% 2,984	16.4% 47,264	8.0% 1,619	3.2% 104								

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	16.4% 99,797	16.9% 49,774	16.0% 49,965	12.6% 58	11.5% 175	19.3% 6,358	10.8% 10,646	13.1% 23,343	21.3% 209	15.5% 95	15.3% 3,587	20.5% 55,384	10.9% 13,542
	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care								
State	8.1% 6,220	8.1% 7,028	11.9% 34,431	8.4% 1,693	5.1% 165								

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Advanced Academic Programs (cont)

Students Enrolled in any course designated as Enriched or Honors

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	52.3% 400,741	57.1% 208,165	47.9% 192,119	58.8% 457	49.1% 892	78.8% 38,146	41.2% 47,154	51.7% 104,589	50.7% 710	60.4% 453	52.8% 16,902	53.6% 191,895	32.3% 47,950
	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care								
State	34.8% 30,687	19.4% 20,597	42.4% 142,461	28.3% 6,483	16.8% 675								

Students Enrolled in IB Coursework

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	1.2% 7,572	1.5% 4,466	1.0% 3,104	0.4% 2	1.4% 21	1.4% 447	1.8% 1,806	2.0% 3,583	0.1% 1	2.6% 16	0.8% 194	0.6% 1,504	0.8% 1,030
	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care								
State	0.9% 697	0.4% 323	1.7% 4,843	1.0% 206	0.5% 16								

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Advanced Academic Programs (cont)

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

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

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

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

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

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

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

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

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
State	24,796	37,324	70,679	80,440

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Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 9

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	17,583	46	2,594	2,162	4,873	53	30	731	7,094	1,532
	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income				
State	756	325	6,231	*	*	*				

Advanced Placement (AP) Coursework - Grade 10

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	28,654	51	4,197	2,460	7,649	129	48	1,194	12,926	2,522
	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income				
State	1,501	427	8,870	*	*	*				

Advanced Placement (AP) Coursework - Grade 11

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	49,613	133	5,610	4,854	13,882	96	64	2,006	22,968	4,806
	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income				
State	2,837	977	16,136	*	*	*				

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Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 12

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	50,714	77	5,712	4,509	13,721	0	56	1,961	24,678	5,586
	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income				
State	2,385	1,255	16,027	*	*	*				

Dual Credit Coursework - Grade 9

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	7,873	17	485	1,735	1,955	30	7	265	3,379	1,046
	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income				
State	767	677	3,173	*	*	*				

Dual Credit Coursework - Grade 10

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	11,691	21	822	1,301	3,050	106	13	432	5,946	1,687
	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income				
State	1,172	960	4,316	*	*	*				

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Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 11

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	30,348	59	1,776	2,748	6,654	72	28	1,129	17,882	4,003
	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income				
State	1,816	2,101	10,197	*	*	*				

Dual Credit Coursework - Grade 12

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	49,885	78	3,275	4,862	11,684	1	47	1,761	28,177	6,806
	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income				
State	2,465	3,290	16,745	*	*	*				

International Baccalaureate (IB) Coursework - Grade 9

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	285	0	29	125	26	0	1	26	78	31
	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income				
State	10	14	116	*	*	*				

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Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 10

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	186	0	11	99	36	0	0	5	35	23
	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income				
State	9	9	109	*	*	*				

International Baccalaureate (IB) Coursework - Grade 11

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	3,792	13	200	892	1,868	1	11	83	724	531
	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income				
State	432	191	2,486	*	*	*				

International Baccalaureate (IB) Coursework - Grade 12

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	3,309	8	207	690	1,653	0	4	80	667	445
	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income				
State	246	109	2,132	*	*	*				

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Advanced Academic Programs (cont)

Students Assessed For Giftedness

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	10.9% 210,029	10.9% 102,148	10.8% 107,618	15.2% 263	13.1% 609	25.5% 27,603	6.7% 21,672	8.9% 49,106	9.1% 231	14.6% 247	12.6% 10,835	11.7% 99,726	9.6% 36,640
	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care								
State	8.1% 27,120	8.1% 24,250	7.9% 75,982	5.0% 3,368	5.7% 830								

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	1.3% 24,286	1.2% 11,650	1.3% 12,539	5.6% 97	1.7% 77	4.2% 4,503	0.6% 2,057	0.8% 4,442	0.7% 19	1.7% 29	1.5% 1,258	1.4% 11,901	0.8% 3,235
	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care								
State	0.5% 1,641	0.6% 1,669	0.6% 5,810	0.3% 176	0.2% 31								

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Advanced Academic Programs (cont)

Students Identified As Gifted

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	4.3% 82,264	4.3% 39,778	4.3% 42,329	9.1% 157	4.4% 204	16.8% 18,205	1.9% 6,169	2.7% 14,678	3.2% 82	8.0% 135	5.2% 4,475	4.5% 38,316	2.4% 9,053
	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care								
State	0.9% 2,868	0.9% 2,723	2.1% 20,218	0.7% 450	0.4% 60								

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	0.8% 14,561	0.7% 6,794	0.8% 7,679	5.1% 88	1.0% 45	3.3% 3,571	0.3% 1,112	0.4% 2,057	0.2% 6	1.2% 20	1.0% 834	0.8% 6,916	0.4% 1,436
	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care								
State	0.1% 356	0.2% 467	0.3% 2,738	0.1% 50	0.0% 7								

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Students With IEPs

What is it?

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

By Race/ Ethnicity

		American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White
State	All Students	0.0%	0.5%	3.2%	4.7%	0.0%	0.0%	0.7%	7.1%
	Students with IEPs	0.3%	3.0%	19.6%	28.8%	0.0%	0.1%	4.5%	43.8%

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
State	All Students	2.0%	0.0%	0.0%	2.3%	0.8%	0.1%	0.7%
	Students with IEPs	12.2%	0.2%	0.0%	14.4%	5.1%	0.7%	4.4%

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
State	All Students	0.2%	0.0%	2.2%	5.1%	2.7%	0.0%	0.0%
	Students with IEPs	1.0%	0.2%	13.7%	31.4%	16.3%	0.2%	0.3%

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Educational Environments for Students with IEPs

What is it?

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

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

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
State	54.5%	25.6%	13.3%	6.7%
American Indian				
State	0.1%	0.1%	0.0%	0.0%
Asian				
State	1.5%	0.5%	0.6%	0.2%
Black				
State	9.0%	6.0%	3.4%	1.7%
Hispanic				
State	15.7%	7.5%	4.0%	1.5%
MENA				
State	0.0%	0.0%	0.0%	0.0%
Native Hawaiian/ Pacific Islander				
State	0.0%	0.0%	0.0%	0.0%
Two or More Races				
State	2.4%	1.0%	0.6%	0.3%

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
White				
State	25.6%	10.4%	4.7%	2.9%

For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
State	3.4%	2.6%	4.1%	2.0%
Emotional Disability				
State	2.0%	1.1%	0.7%	1.7%
Intellectual Disability				
State	0.2%	1.5%	2.4%	0.8%
Other Health Impairment				
State	8.6%	4.1%	1.4%	0.8%
Specific Learning Disability				
State	19.3%	13.1%	1.8%	0.5%
Speech or Language Impairment				
State	14.2%	0.2%	0.1%	0.0%

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
State	53.8%	15.4%	25.3%	0.1%	5.4%
American Indian					
State	0.1%	0.0%	0.1%	0.0%	0.0%
Asian					
State	2.9%	0.5%	1.5%	0.0%	0.3%
Black					
State	7.3%	2.2%	4.9%	0.0%	0.3%
Hispanic					
State	17.8%	2.5%	8.2%	0.0%	1.0%
MENA					
State	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian/ Pacific Islander					
State	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races					
State	2.6%	0.9%	1.2%	0.0%	0.2%
White					
State	23.0%	9.3%	9.4%	0.1%	3.6%

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

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

What is it?

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

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

For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
State	4.5%	1.1%	6.8%	0.0%	0.1%
Developmental Delay					
State	28.5%	4.5%	15.8%	0.0%	0.5%
Emotional Disability					
State	0.0%	0.0%	0.0%	0.0%	0.0%
Intellectual Disability					
State	0.0%	0.0%	0.0%	0.0%	0.0%
Other Health Impairment					
State	1.1%	0.2%	1.0%	0.0%	0.0%
Specific Learning Disability					
State	0.1%	0.0%	0.0%	0.0%	0.0%
Speech or Language Impairment					
State	18.9%	9.3%	0.7%	0.0%	4.8%

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

English Learners

What is it?

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

EL on ACCESS

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

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

Student Attendance

What is it?

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

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

	English Learners	Students with IEPs	Low Income	Military	Youth In Care
State	90.4%	89.8%	89.6%	92.8%	89.1%

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

Student Mobility Rate

What is it?

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

Student Mobility

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

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

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

Chronic Absenteeism Rate

What is it?

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

By Subgroups

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

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

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
State	*	29.1%	23.7%	21.8%	19.8%	19.1%	18.9%	20.6%	23.1%	25.3%	29.6%	33.1%	35.8%	41.0%

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

Chronic Truancy Rate

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	20.0%	20.0%	20.0%	8.6%	26.3%	8.1%	44.4%	28.5%	7.8%	20.7%	17.2%	7.4%	22.6%
	English Learners	Students with IEPs	Low Income										
State	28.3%	24.3%	31.7%										

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

Truancy Rate

What is it?

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

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

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

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Student Discipline

What is it?

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

Total Student Count

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

Total Incident Count

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

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Student Discipline (cont)

By Race

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

By Grade Band

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

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

Student Discipline (cont)

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Tobacco						
State	7,455	5	1	4,257	3,164	28
Alcohol						
State	3,198	2	*	1,295	1,878	23
Drug Offences						
State	10,678	88	16	3,149	7,214	211
Violence with Physical Injury						
State	15,625	103	14	3,518	11,871	119
Violence without Physical Injury						
State	50,695	106	25	19,517	30,324	723
Dangerous Weapon: Firearm						
State	499	8	6	86	388	11
Dangerous Weapon: Other						
State	2,171	51	12	547	1,472	89
Other Reason						
State	162,993	96	29	115,727	46,273	868

By Program - Incident Count

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

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Student Discipline (cont)

By Program - Incident Count

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

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Less than 1 day						
State	32,224	1	1	28,032	4,171	19
1-2 days						
State	139,069	77	4	100,589	37,898	501
2-3 days						
State	38,526	3	1	13,746	24,575	201
3-4 days						
State	25,631	*	*	4,402	21,069	160
4-10 days						
State	12,050	6	*	1,123	10,680	241
Greater than 10 days						
State	5,814	372	97	204	4,191	950

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Student Discipline (cont)

By Gender - Incident Count

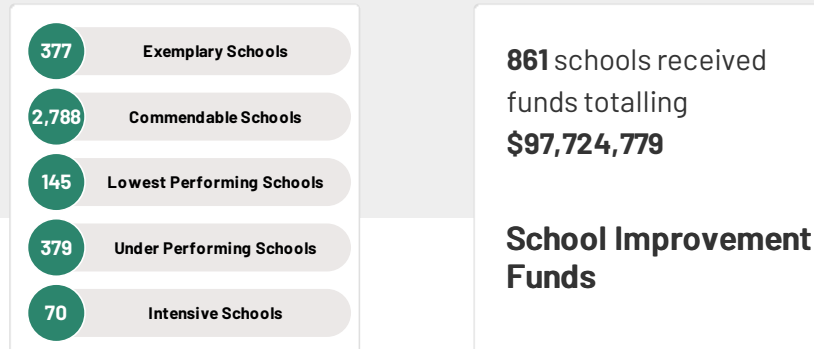
	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Female						
State	80,404	155	31	46,399	33,111	708
Male						
State	172,782	302	72	101,617	69,428	1,363
Non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

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About the data

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

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



School Improvement Funds

What is it?

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

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

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Abingdon-Avon CUSD 276	\$152,000	1
A-C Central CUSD 262	*	*
ACE Amandla Charter School	\$287,000	1
Addison SD 4	\$529,784	3
Adlai E Stevenson HSD 125	*	*
Akin CCSD 91	*	*
Albers SD 63	*	*
Alden Hebron SD 19	*	*
Allendale CCSD 17	*	*
Allen-Otter Creek CCSD 65	*	*
Alsip-Hazlgrn-Oaklwn SD 126	*	*
Altamont CUSD 10	*	*
Alton CUSD 11	\$539,000	5
AlWood CUSD 225	*	*
Amboy CUSD 272	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Anna CCSD 37	\$120,000	3
Anna Jonesboro CHSD 81	*	*
Annawan CUSD 226	*	*
Antioch CCSD 34	\$138,021	1
Aptakisic-Tripp CCSD 102	*	*
Arbor Park SD 145	*	*
Arcola CUSD 306	*	*
Argenta-Oreana CUSD 1	\$107,000	1
Argo CHSD 217	*	*
Arlington Heights SD 25	*	*
Armstrong Twp HSD 225	*	*
Armstrong-Ellis Cons SD 61	*	*
Arthur CUSD 305	\$125,000	1
Ashley CCSD 15	*	*
Ashton-Franklin Center CUSD 275	*	*
Astoria CUSD 1	*	*
Athens CUSD 213	*	*
Atwood Heights SD 125	\$143,000	1
Auburn CUSD 10	\$107,000	1
Aurora East USD 131	\$433,472	4
Aurora West USD 129	\$592,081	9
Aviston SD 21	*	*
Avoca SD 37	*	*
Ball Chatham CUSD 5	*	*
Bannockburn SD 106	*	*
Barrington CUSD 220	*	*
Bartelso SD 57	*	*
Bartonville SD 66	\$143,000	1

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Batavia USD 101	*	*
Beach Park CCSD 3	\$235,000	2
Beardstown CUSD 15	\$352,000	2
Beecher City CUSD 20	*	*
Beecher CUSD 200U	*	*
Belle Valley SD 119	*	*
Belleville SD 118	\$306,000	4
Belleville Twp HSD 201	*	*
Bellwood SD 88	\$521,960	4
Belvidere CUSD 100	\$952,656	6
Bement CUSD 5	*	*
Benjamin SD 25	*	*
Bensenville SD 2	\$10,000	1
Benton CCSD 47	*	*
Benton Cons HSD 103	*	*
Berkeley SD 87	\$185,000	5
Berwyn North SD 98	*	*
Berwyn South SD 100	*	*
Bethalto CUSD 8	\$125,000	1
Bethel SD 82	*	*
Betty Shabazz International Charter School	\$269,000	1
Big Hollow SD 38	\$161,000	1
Bismarck Henning CUSD	*	*
Bismarck Henning Rossville Alvin Cooperative High School	*	*
Bloom Twp HSD 206	*	*
Bloomington SD 13	*	*
Bloomington SD 87	\$514,000	4
Blue Ridge CUSD 18	\$143,000	1

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Bluford Unit School District 318	*	*
Bond County CUSD 2	*	*
Bourbonnais SD 53	*	*
Braceville SD 75	*	*
Bradford CUSD 1	\$152,000	1
Bradley Bourbonnais CHSD 307	*	*
Bradley SD 61	\$171,000	2
Breese ESD 12	*	*
Bremen CHSD 228	*	*
Brimfield CUSD 309	*	*
Bronzeville Academy Chtr School	*	*
Brookfield Lagrange Park SD 95	*	*
Brooklyn UD 188	\$339,000	2
Brookwood SD 167	\$10,000	1
Brown County CUSD 1	*	*
Brownstown CUSD 201	*	*
Brussels CUSD 42	*	*
Buncombe Cons SD 43	*	*
Bunker Hill CUSD 8	*	*
Burbank SD 111	\$266,292	2
Bureau Valley CUSD 340	*	*
Burnham SD 154-5	\$161,000	1
Bushnell Prairie City CUSD 170	*	*
Butler SD 53	*	*
Byron CUSD 226	*	*
Cahokia CUSD 187	\$1,151,124	8
Cairo USD 1	\$125,000	2
Calhoun CUSD 40	\$10,000	1

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Calumet City SD 155	\$432,000	3
Calumet Public SD 132	\$430,000	2
Cambridge CUSD 227	\$152,000	1
Canton Union SD 66	*	*
Carbon Cliff-Barstow SD 36	\$198,000	1
Carbondale CHSD 165	*	*
Carbondale ESD 95	\$75,000	3
Carlinville CUSD 1	\$143,000	1
Carlyle CUSD 1	*	*
Carmi-White County CUSD 5	\$107,000	1
Carrier Mills-Stonefort CUSD 2	*	*
Carrollton CUSD 1	*	*
Carterville CUSD 5	*	*
Carthage ESD 317	*	*
Cary CCSD 26	*	*
Casey-Westfield CUSD 4C	\$143,000	1
Cass SD 63	*	*
CCSD 146	*	*
CCSD 168	\$356,465	2
CCSD 180	\$125,000	1
CCSD 204	*	*
CCSD 62	\$10,000	1
CCSD 89	*	*
CCSD 93	*	*
Center Cass SD 66	*	*
Central A & M CUD 21	\$10,000	1
Central CHSD 71	*	*
Central City SD 133	\$10,000	1

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Central CUSD 3	*	*
Central CUSD 301	*	*
Central CUSD 4	*	*
Central SD 104	*	*
Central SD 51	*	*
Central Stickney SD 110	*	*
Centralia HSD 200	\$170,320	1
Centralia SD 135	\$152,000	1
Century CUSD 100	\$304,000	2
Cerro Gordo CUSD 100	*	*
Chadwick-Milledgeville CUSD 399	*	*
Champaign CUSD 4	\$874,000	9
Chaney-Monge SD 88	\$161,000	1
Channahon SD 17	*	*
Charleston CUSD 1	\$281,000	4
Chester CUSD 139	*	*
Chester-East Lincoln CCSD 61	*	*
Chicago Heights SD 170	\$130,000	4
Chicago Public Schools District 299	\$35,195,525	245
Chicago Ridge SD 127-5	\$161,000	1
Christopher USD 99	*	*
CHSD 117	*	*
CHSD 128	*	*
CHSD 155	*	*
CHSD 218	*	*
CHSD 94	*	*
CHSD 99	*	*
Cicero SD 99	\$175,000	4

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Cissna Park CUSD 6	*	*
Clay City CUSD 10	\$431,000	2
Clinton CUSD 15	\$429,000	3
Coal City CUSD 1	*	*
Cobden SUD 17	*	*
Collinsville CUSD 10	\$143,497	1
Colona SD 190	*	*
Columbia CUSD 4	*	*
Comm Cons SD 59	\$161,000	1
Community Unit School District No 196	\$107,000	1
Cons HSD 230	*	*
Cook County SD 130	\$125,000	1
Cornell CCSD 426	\$152,000	1
Coulterville USD 1	\$107,000	1
Country Club Hills SD 160	\$733,530	3
County of Union Sch Dist No 43	*	*
County of Winnebago SD 320	*	*
County of Woodford School	*	*
Cowden-Herrick CUSD 3A	\$170,000	1
Crab Orchard CUSD 3	\$143,000	1
Crescent Iroquois CUSD 249	*	*
Creston CCSD 161	*	*
Crete Monee CUSD 201U	\$120,000	3
Creve Coeur SD 76	\$162,000	2
Crystal Lake CCSD 47	\$10,000	1
Cumberland CUSD 77	\$107,000	1
CUSD 200	\$107,000	1
CUSD 201	\$120,000	3

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
CUSD 3 Fulton County	*	*
CUSD 300	\$297,000	2
CUSD 308	\$65,000	2
CUSD 4	\$10,000	1
Cypress SD 64	*	*
Dakota CUSD 201	*	*
Dallas ESD 327	\$152,000	1
Dalzell SD 98	*	*
Damiansville SD 62	*	*
Danville CCSD 118	\$555,162	5
Darien SD 61	*	*
Decatur SD 61	\$1,092,353	12
Deer Creek-Mackinaw CUSD 701	*	*
Deer Park CCSD 82	*	*
Deerfield SD 109	*	*
DeKalb CUSD 428	\$345,000	7
Deland-Weldon CUSD 57	*	*
Delavan CUSD 703	*	*
DePue USD 103	*	*
DeSoto Cons SD 86	\$143,000	1
Diamond Lake SD 76	*	*
Dieterich CUSD 30	*	*
Dimmick Community Consolidated SD #175	*	*
District 50 Schools	*	*
Dixon USD 170	\$110,000	2
Dolton SD 148	\$341,000	3
Dolton SD 149	\$757,000	7
Dongola USD 66	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Donovan CUSD 3	*	*
Downers Grove GSD 58	*	*
Du Quoin CUSD 300	\$10,000	1
Dunlap CUSD 323	*	*
DuPage HSD 88	*	*
Durand CUSD 322	\$162,000	2
Dwight Common SD 232	*	*
Dwight Twp HSD 230	*	*
Earlville CUSD 9	*	*
East Alton SD 13	\$110,000	2
East Alton-Wood River CHSD 14	*	*
East Coloma - Nelson CESD 20	*	*
East Dubuque USD 119	*	*
East Maine SD 63	\$20,000	2
East Moline SD 37	\$152,317	1
East Peoria CHSD 309	*	*
East Peoria SD 86	*	*
East Prairie SD 73	*	*
East St Louis SD 189	\$866,237	4
Eastland CUSD 308	*	*
Edgar County CUD 6	\$65,000	2
Edinburg CUSD 4	*	*
Edwards County CUSD 1	*	*
Edwardsville CUSD 7	\$10,000	1
Effingham CUSD 40	\$117,000	2
Egyptian CUSD 5	*	*
El Paso-Gridley CUSD 11	*	*
Eldorado CUSD 4	\$198,000	2

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Elgin Math and Science Academy Charter School	*	*
Elmhurst SD 205	*	*
Elmwood CUSD 322	*	*
Elmwood Park CUSD 401	\$10,000	1
Elverado CUSD 196	*	*
Elwood CCSD 203	*	*
Emmons SD 33	*	*
Erie CUSD 1	*	*
ESD 159	\$108,244	1
Eswood CCSD 269	*	*
Eureka CUD 140	*	*
Evanston CCSD 65	*	*
Evanston Twp HSD 202	*	*
Evergreen Park CHSD 231	*	*
Evergreen Park ESD 124	\$166,868	1
Ewing Northern CCSD 115	*	*
Fairfield Comm H S Dist 225	*	*
Fairfield PSD 112	*	*
Fairmont SD 89	\$55,000	1
Fairview SD 72	*	*
Farmington Central CUSD 265	\$10,000	1
Farrington CCSD 99	*	*
Fenton CHSD 100	*	*
Field CCSD 3	\$10,000	1
Fieldcrest CUSD 6	*	*
Fisher CUSD 1	\$10,000	1
Flanagan-Cornell Dist 74	*	*
Flora CUSD 35	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Flossmoor SD 161	*	*
Ford Heights SD 169	\$259,000	2
Forest Park SD 91	\$214,000	2
Forest Ridge SD 142	\$55,000	1
Forrestville Valley CUSD 221	*	*
Fox Lake GSD 114	\$143,000	1
Fox River Grove Cons SD 3	*	*
Frankfort CCSD 157C	*	*
Frankfort CUSD 168	\$10,000	1
Franklin CUSD 1	*	*
Franklin Park SD 84	*	*
Freeburg CCSD 70	*	*
Freeburg CHSD 77	*	*
Freeport SD 145	\$399,000	5
Fremont SD 79	*	*
Galatia CUSD 1	*	*
Galena USD 120	*	*
Galesburg CUSD 205	\$65,000	2
Gallatin CUSD 7	*	*
Galva CUSD 224	*	*
Gardner CCSD 72C	*	*
Gardner S Wilmington Twp HSD 73	*	*
Gavin SD 37	*	*
Geff CCSD 14	*	*
Gen George Patton SD 133	\$269,000	1
Geneseo CUSD 228	*	*
Geneva CUSD 304	*	*
Genoa Kingston CUSD 424	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Georgetown-Ridge Farm CUD 4	*	*
Germantown Hills SD 69	\$143,000	1
Germantown SD 60	*	*
Giant City CCSD 130	*	*
Gibson City-Melvin-Sibley CUSD 5	*	*
Gifford CCSD 188	*	*
Gillespie CUSD 7	*	*
Glen Ellyn SD 41	*	*
Glenbard Twp HSD 87	*	*
Glenbrook HSD 225	*	*
Glencoe SD 35	*	*
Glenview CCSD 34	*	*
Golf ESD 67	*	*
Goreville CUD 1	*	*
Gower SD 62	*	*
Grand Prairie CCSD 6	\$152,000	1
Grand Ridge CCSD 95	*	*
Granite City CUSD 9	\$699,765	7
Grant CCSD 110	\$107,000	1
Grant CHSD 124	*	*
Grant Park CUSD 6	*	*
Grass Lake SD 36	*	*
Grayslake CCSD 46	*	*
Grayslake CHSD 127	*	*
Grayville CUSD 1	*	*
Greenfield CUSD 10	*	*
Greenview CUSD 200	*	*
Griggsville-Perry CUSD 4	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Gurnee SD 56	\$65,000	2
Hall HSD 502	*	*
Hamilton CCSD 328	\$143,000	1
Hamilton Co CUSD 10	\$143,000	1
Hampton SD 29	*	*
Hardin County CUSD 1	\$55,000	1
Harlem UD 122	\$172,000	3
Harmony Emge SD 175	\$117,000	2
Harrisburg CUSD 3	*	*
Harrison SD 36	*	*
Hartsburg Emden CUSD 21	*	*
Harvard CUSD 50	\$10,000	1
Harvey SD 152	\$540,000	4
Havana CUSD 126	*	*
Hawthorn CCSD 73	*	*
Hazel Crest SD 152-5	\$383,808	2
Henry-Senachwine CUSD 5	\$10,000	1
Heritage CUSD 8	\$143,000	1
Herrin CUSD 4	*	*
Herscher CUSD 2	\$107,000	1
Heyworth CUSD 4	*	*
Hiawatha CUSD 426	*	*
High Mount SD 116	*	*
Highland CUSD 5	*	*
Hillsboro CUSD 3	\$107,000	1
Hillside SD 93	*	*
Hinckley Big Rock CUSD 429	*	*
Hinsdale CCSD 181	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Hinsdale Twp HSD 86	*	*
Hollis Cons SD 328	*	*
Homer CCSD 33C	*	*
Homewood Flossmoor CHSD 233	*	*
Homewood SD 153	*	*
Hononegah CHD 207	*	*
Hoopeston Area CUSD 11	\$135,000	2
Hoover-Schrum Memorial SD 157	\$143,000	1
Horizon Science Acad-Belmont Charter Sch	*	*
Horizon Science Acad-McKinley Park Charter Sch	*	*
Huntley Community School District 158	\$186,040	1
Hutsonville CUSD 1	*	*
IDJJ Sch Dist 428	*	*
Il Valley Central USD 321	*	*
Illini Bluffs CUSD 327	*	*
Illini Central CUSD 189	*	*
Illini West H S Dist 307	*	*
Indian Creek CUSD 425	\$10,000	1
Indian Prairie CUSD 204	\$20,000	2
Indian Springs SD 109	\$65,000	2
Intrinsic 2 Charter High School	*	*
Iroquois County CUSD 9	\$143,000	1
Iroquois West CUSD 10	\$269,000	3
Irvington CCSD 11	\$10,000	1
ISU Laboratory Schools	*	*
Itasca SD 10	\$10,000	1
Iuka CCSD 7	*	*
J S Morton HSD 201	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Jacksonville SD 117	\$253,425	3
Jasper CCSD 17	*	*
Jasper County CUD 1	\$10,000	1
Jersey CUSD 100	\$20,000	2
Johnsburg CUSD 12	*	*
Johnston City CUSD 1	\$107,000	1
Joliet PSD 86	\$739,582	8
Joliet Twp HSD 204	\$397,385	1
Joppa-Maple Grove UD 38	*	*
Kaneland CUSD 302	*	*
Kankakee SD 111	\$1,274,958	8
Kansas CUSD 3	\$10,000	1
Keeneyville SD 20	*	*
Kell Cons SD 2	*	*
Kenilworth SD 38	*	*
Kewanee CUSD 229	\$269,000	3
Kildeer Countryside CCSD 96	*	*
Kings Cons SD 144	*	*
Kinnikinnick CCSD 131	*	*
Kirby SD 140	*	*
Knoxville CUSD 202	*	*
Komarek SD 94	*	*
La Grange SD 102	*	*
La Grange SD 105 South	*	*
La Harpe CSD 347	\$143,000	1
La Moille CUSD 303	\$269,000	1
La Salle ESD 122	\$125,000	1
La Salle-Peru Twp HSD 120	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Ladd CCSD 94	\$10,000	1
LaGrange Highlands SD 106	*	*
Lake Bluff ESD 65	*	*
Lake Forest CHSD 115	*	*
Lake Forest SD 67	*	*
Lake Park CHSD 108	*	*
Lake Villa CCSD 41	\$10,000	1
Lake Zurich CUSD 95	*	*
Lansing SD 158	\$425,149	4
Laraway CCSD 70C	*	*
Lawrence County CUD 20	\$55,000	1
LEARN John and Kathy Schreiber Charter School	*	*
Lebanon CUSD 9	\$107,000	1
Leland CUSD 1	*	*
Lemont Twp HSD 210	*	*
Lemont-Bromberek CSD 113A	*	*
Lena Winslow CUSD 202	*	*
LeRoy CUSD 2	*	*
Lewistown CUSD 97	\$153,000	2
Lexington CUSD 7	*	*
Leyden CHSD 212	\$10,000	1
Liberty CUSD 2	*	*
Libertyville SD 70	*	*
Lick Creek CCSD 16	*	*
Limestone CHSD 310	\$10,000	1
Limestone Walters CCSD 316	*	*
Lincoln CHSD 404	*	*
Lincoln ESD 156	\$10,000	1

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Lincoln ESD 27	*	*
Lincoln Way CHSD 210	*	*
Lincolnshire-Prairieview SD 103	*	*
Lincolnwood SD 74	\$161,000	1
Lindop SD 92	*	*
Lisbon CCSD 90	*	*
Lisle CUSD 202	*	*
Litchfield CUSD 12	*	*
Lockport SD 91	*	*
Lockport Twp HSD 205	*	*
Lombard SD 44	*	*
Lostant CUSD 425	*	*
Lowpoint-Washburn CUSD 21	*	*
Ludlow CCSD 142	\$287,000	1
Lyons SD 103	\$10,000	1
Lyons Twp HSD 204	*	*
Macomb CUSD 185	\$55,000	1
Madison CUSD 12	\$70,000	1
Maercker SD 60	*	*
Mahomet-Seymour CUSD 3	*	*
Maine Township HSD 207	*	*
Malden CCSD 84	*	*
Manhattan SD 114	*	*
Mannheim SD 83	\$20,000	2
Manteno CUSD 5	*	*
Marengo CHSD 154	*	*
Marengo-Union E Cons D 165	*	*
Marion CUSD 2	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Marissa CUSD 40	*	*
Maroa Forsyth CUSD 2	*	*
Marquardt SD 15	\$65,000	2
Marseilles ESD 150	\$125,000	1
Marshall CUSD 2C	*	*
Martinsville CUSD 3C	\$65,000	2
Mascoutah CUD 19	*	*
Massac UD 1	*	*
Matteson ESD 162	\$304,000	2
Mattoon CUSD 2	\$10,000	1
Maywood-Melrose Park-Broadview 89	\$504,897	5
Mazon-Verona-Kinsman ESD 2C	*	*
McClellan CCSD 12	*	*
McHenry CCSD 15	\$10,000	1
McHenry CHSD 156	*	*
McLean County USD 5	\$544,000	6
Medinah SD 11	*	*
Mendota CCSD 289	\$10,000	1
Mendota Twp HSD 280	*	*
Mercer County School District 404	*	*
Meredosia-Chambersburg CUSD 11	\$304,000	2
Meridian CUSD 101	\$277,000	2
Meridian CUSD 15	*	*
Meridian CUSD 223	*	*
Metamora CCSD 1	*	*
Midland CUSD 7	*	*
Midlothian SD 143	\$10,000	1
Midwest Central CUSD 191	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Milford Area Public Schools District 124	*	*
Millburn CCSD 24	*	*
Miller Twp CCSD 210	*	*
Millstadt CCSD 160	*	*
Minooka CCSD 201	*	*
Minooka CHSD 111	*	*
Mokena SD 159	*	*
Moline-Coal Valley CUSD 40	\$346,000	4
Momence CUSD 1	*	*
Monmouth-Roseville CUSD 238	\$296,000	3
Monroe SD 70	*	*
Monticello CUSD 25	*	*
Montmorency CCSD 145	*	*
Morris CHSD 101	*	*
Morris SD 54	\$125,000	1
Morrison CUSD 6	*	*
Morrisonville CUSD 1	\$269,000	1
Morton CUSD 709	*	*
Morton Grove SD 70	*	*
Mount Olive CUSD 5	\$55,000	1
Mount Prospect SD 57	*	*
Mount Vernon SD 80	\$305,322	3
Mt Pulaski CUSD 23	*	*
Mt Vernon Twp HSD 201	*	*
Mt Zion CUSD 3	\$20,000	2
Mulberry Grove CUSD 1	*	*
Mundelein Cons HSD 120	*	*
Mundelein ESD 75	\$10,000	1

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Murphysboro CUSD 186	\$120,000	3
N Pekin & Marquette Hght SD 102	*	*
Naperville CUSD 203	*	*
Nashville CCSD 49	*	*
Nashville CHSD 99	*	*
Nauvoo-Colusa CUSD 325	*	*
Neoga CUSD 3	*	*
Nettle Creek CCSD 24C	*	*
New Athens CUSD 60	*	*
New Berlin CUSD 16	*	*
New Holland-Middletown ED 88	*	*
New Hope CCSD 6	*	*
New Lenox SD 122	*	*
New Simpson Hill SD 32	*	*
New Trier Twp HSD 203	*	*
Newark CCSD 66	*	*
Newark CHSD 18	*	*
Niles ESD 71	*	*
Niles Twp HSD 219	*	*
Nippersink SD 2	*	*
Nokomis CUSD 22	\$214,000	2
Norridge SD 80	*	*
Norris City-Omaha-Enfield CUSD 3	\$55,000	1
North Boone CUSD 200	\$107,000	1
North Chicago SD 187	\$803,687	5
North Clay CUSD 25	*	*
North Greene CUSD 3	*	*
North Mac CUSD 34	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
North Palos SD 117	*	*
North Shore SD 112	*	*
North Wamac SD 186	*	*
North Wayne CUSD 200	*	*
Northbrook ESD 27	*	*
Northbrook SD 28	*	*
Northbrook/Glenview SD 30	*	*
Northwestern CUSD 2	\$269,000	1
Norwood ESD 63	\$376,000	2
O Fallon CCSD 90	*	*
O Fallon Twp HSD 203	*	*
Oak Grove SD 68 Bartonville	*	*
Oak Grove SD 68 Green Oaks	*	*
Oak Lawn CHSD 229	*	*
Oak Lawn-Hometown SD 123	*	*
Oak Park - River Forest SD 200	*	*
Oak Park ESD 97	*	*
Oakdale CCSD 1	*	*
Oakland CUSD 5	*	*
Oakwood CUSD 76	*	*
Oblong CUSD 4	\$161,000	1
Odell CCSD 435	*	*
Odin PSD 722	*	*
Oglesby ESD 125	\$143,000	1
Ohio CCSD 17	*	*
Ohio CHSD 505	*	*
Okaw Valley CUSD 302	*	*
Olympia CUSD 16	\$143,000	1

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Op dyke-Belle-Rive CCSD 5	*	*
Orangeville CUSD 203	*	*
Oregon CUSD 220	*	*
Orion CUSD 223	*	*
Orland SD 135	*	*
Ottawa ESD 141	*	*
Ottawa Twp HSD 140	*	*
Palatine CCSD 15	*	*
Palestine CUSD 3	*	*
Palos CCSD 118	*	*
Palos Heights SD 128	*	*
Pana CUSD 8	*	*
Panhandle CUSD 2	*	*
Paris Cooperative High School	*	*
Paris CUSD 4	*	*
Paris-Union SD 95	*	*
Park Forest SD 163	\$485,000	3
Park Ridge CCSD 64	*	*
Patoka CUSD 100	*	*
Paw Paw CUSD 271	\$152,000	1
Pawnee CUSD 11	*	*
Paxton-Buckley-Loda CUD 10	*	*
Payson CUSD 1	*	*
Pearl City CUSD 200	*	*
Pecatonica CUSD 321	*	*
Pekin CSD 303	*	*
Pekin PSD 108	\$609,000	5
Pembroke CCSD 259	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Pennoyer SD 79	*	*
Peoria Heights CUSD 325	\$107,000	1
Peoria SD 150	\$1,384,883	13
Peotone CUSD 207U	\$125,000	1
Peru ESD 124	*	*
Pikeland CUSD 10	*	*
Pinckneyville CHSD 101	*	*
Pinckneyville SD 50	*	*
Plainfield SD 202	*	*
Plano CUSD 88	*	*
Pleasant Hill CUSD 3	*	*
Pleasant Hill SD 69	*	*
Pleasant Plains CUSD 8	\$107,000	1
Pleasant Valley SD 62	\$214,000	2
Pleasantdale SD 107	*	*
Polo CUSD 222	*	*
Pontiac CCSD 429	\$429,000	3
Pontiac Twp HSD 90	*	*
Pontiac-W Holiday SD 105	*	*
Pope Co CUD 1	*	*
Porta CUSD 202	\$10,000	1
Posen-Robbins ESD 143-5	\$65,000	2
Potomac CUSD 10	*	*
Prairie Central CUSD 8	*	*
Prairie Crossing Charter School	*	*
Prairie Du Rocher CCSD 134	\$152,000	1
Prairie Grove CSD 46	*	*
Prairie Hill CCSD 133	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Prairie-Hills ESD 144	\$220,000	4
Prairieview-Ogden CCSD 197	*	*
Princeton ESD 115	\$10,000	1
Princeton HSD 500	*	*
Princeville CUSD 326	*	*
Prophetstown-Lyndon-Tampico CUSD3	*	*
Prospect Heights SD 23	*	*
Proviso Twp HSD 209	\$10,000	1
Putnam County CUSD 535	\$107,000	1
Queen Bee SD 16	*	*
Quincy SD 172	\$449,000	5
R O W A CUSD 208	*	*
Raccoon Cons SD 1	*	*
Ramsey CUSD 204	*	*
Rankin CSD 98	*	*
Rantoul City SD 137	\$457,434	2
Rantoul Township HSD 193	*	*
Reavis Twp HSD 220	*	*
Red Bud CUSD 132	*	*
Red Hill CUSD 10	*	*
Reed Custer CUSD 255U	*	*
Rhodes SD 84-5	*	*
Rich Twp HSD 227	*	*
Richland County CUSD 1	*	*
Richland GSD 88A	*	*
Richmond-Burton CHSD 157	*	*
Ridgeland SD 122	*	*
Ridgeview CUSD 19	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Ridgewood CHSD 234	*	*
Riley CCSD 18	*	*
River Bend CUSD 2	*	*
River Forest SD 90	*	*
River Grove SD 85-5	*	*
River Ridge CUSD 210	*	*
River Trails SD 26	*	*
Riverdale CUSD 100	*	*
Riverside SD 96	*	*
Riverside-Brookfield Twp SD 208	*	*
Riverton CUSD 14	*	*
Riverview CCSD 2	*	*
Roanoke Benson CUSD 60	*	*
Robein SD 85	*	*
Robinson CUSD 2	\$55,000	1
Rochelle CCSD 231	\$143,000	1
Rochelle Twp HSD 212	*	*
Rochester CUSD 3A	\$10,000	1
Rock Falls ESD 13	*	*
Rock Falls Twp HSD 301	*	*
Rock Island SD 41	\$605,000	6
Rockdale SD 84	\$10,000	1
Rockford SD 205	\$3,264,203	26
Rockridge CUSD 300	*	*
Rockton SD 140	*	*
Rome CCSD 2	*	*
Rondout SD 72	*	*
Rooks Creek CCSD 425	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Roselle SD 12	*	*
Rosemont ESD 78	*	*
Rossville-Alvin CUSD 7	*	*
Round Lake CUSD 116	\$240,000	6
Roxana CUSD 1	*	*
Rutland CCSD 230	*	*
Salem CHSD 600	*	*
Salem SD 111	*	*
Salt Creek SD 48	\$107,000	1
Salt Fork Community Unit District 512	\$10,000	1
Sandoval CUSD 501	\$117,000	2
Sandridge SD 172	\$269,000	1
Sandwich CUSD 430	\$125,000	1
Sangamon Valley CUSD 9	*	*
Saratoga CCSD 60C	*	*
Saunemin CCSD 438	*	*
Scales Mound CUSD 211	*	*
Schaumburg CCSD 54	*	*
Schiller Park SD 81	*	*
Schuyler-Industry CUSD 5	\$161,000	1
Scott-Morgan CUSD 2	\$152,000	1
SD 45 DuPage County	\$10,000	1
SD U-46	\$3,101,438	24
Selmaville CCSD 10	*	*
Seneca CCSD 170	*	*
Seneca Twp HSD 160	*	*
Serena CUSD 2	*	*
Sesser-Valier CUSD 196	*	*

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
Shawnee CUSD 84	*	*
Shelbyville CUSD 4	*	*
Sherrard CUSD 200	\$143,000	1
Shiloh CUSD 1	*	*
Shiloh Village SD 85	*	*
Shirland CCSD 134	*	*
Signal Hill SD 181	\$55,000	1
Silvis SD 34	\$65,000	2
Skokie SD 68	*	*
Skokie SD 69	*	*
Skokie SD 73-5	*	*
Smithton CCSD 130	*	*
Somonauk CUSD 432	*	*
South Central CUD 401	\$20,000	2
South Fork SD 14	\$153,000	2
South Holland SD 150	\$117,000	2
South Holland SD 151	\$150,098	3
South Pekin SD 137	\$107,000	1
South Wilmington CCSD 74	*	*
Southeastern CUSD 337	\$107,000	1
Southland College Prep Charter High School	*	*
Southwestern CUSD 9	*	*
Sparta CUSD 140	*	*
Spoon River Valley CUSD 4	*	*
Spring Garden Community Consolidated School District 178	*	*
Spring Lake CCSD 606	*	*
Spring Valley CCSD 99	*	*
Springfield SD 186	\$1,368,666	15

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School Improvement Funds (cont)

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

	School Improvement Grant Allocation by School	Number of Schools Who Receive Title I School Improvement - 1003(a) Funds
St Anne CCSD 256	\$55,000	1
St Anne CHSD 302	*	*
St Charles CUSD 303	*	*
St Elmo CUSD 202	*	*
St George CCSD 258	*	*
St Joseph CCSD 169	*	*
St Joseph Ogden CHSD 305	*	*
St Libory Cons SD 30	*	*
St Rose SD 14-15	*	*
Stark County CUSD 100	*	*
Staunton CUSD 6	*	*
Steeleville CUSD 138	\$55,000	1
Steger SD 194	\$339,057	2
Sterling CUSD 5	*	*
Steward ESD 220	*	*
Stewardson-Strasburg CUD 5A	*	*
Stockton CUSD 206	*	*
Streator ESD 44	\$323,000	3
Streator Twp HSD 40	*	*
Sullivan CUSD 300	*	*
Summersville SD 79	*	*
Summit Hill SD 161	*	*
Summit SD 104	\$161,000	1
Sunnybrook SD 171	*	*
Sunset Ridge SD 29	*	*
Sycamore CUSD 427	\$10,000	1
Taft SD 90	\$107,000	1
Tamaroa School Dist 5	*	*

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Summative Designation Meta Indicator Components

What is it?

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

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

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

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

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

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

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

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

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

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

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

Summative Designation Meta Indicator Components (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	94,588 70.6%	46,845 70.4%	47,663 70.7%	80 86.0%	174 61.7%	6,521 85.8%	8,660 42.9%	20,675 54.7%	* *	73 62.9%	3,657 75.1%	54,828 86.8%	16,343 65.5%
	English Learners	Students with IEPs	Low Income										
State	5,598 49.0%	9,440 59.9%	31,642 53.3%										

Percentage of students who fall into each GPA category

	> 3.75	2.8 – 3.75	< 2.8	No GPA
All				
State	27,604 20.6%	43,394 32.4%	35,867 26.8%	16,205 12.1%
Female				
State	16,583 24.9%	22,057 33.2%	14,484 21.8%	8,023 12.1%
Male				
State	10,994 16.3%	21,306 31.6%	21,373 31.7%	8,163 12.1%
Non Binary				
State	27 29.0%	31 33.3%	10 10.8%	19 20.4%
American Indian				
State	41 14.5%	79 28.0%	115 40.8%	24 8.5%
Asian				
State	3,634 47.8%	2,730 35.9%	855 11.2%	262 3.5%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Black				
State	1,417 7.0%	5,151 25.5%	7,669 38.0%	4,072 20.2%
Hispanic				
State	4,002 10.6%	11,928 31.6%	14,262 37.7%	5,254 13.9%
MENA				
State	* *	* *	* *	* *
Native Hawaiian/ Pacific Islander				
State	30 25.9%	43 37.1%	26 22.4%	13 11.2%
Two or More Races				
State	1,164 23.9%	1,540 31.6%	1,276 26.2%	527 10.8%
White				
State	17,316 27.4%	21,923 34.7%	11,664 18.5%	6,053 9.6%
Students with Disabilities				
State	2,865 11.5%	8,041 32.2%	8,926 35.8%	3,337 13.4%
English Learners				
State	679 6.0%	3,373 29.5%	4,972 43.6%	1,652 14.5%
Students with IEPs				
State	1,001 6.4%	4,336 27.5%	6,482 41.2%	2,535 16.1%
Low Income				
State	6,166 10.4%	16,557 27.9%	21,153 35.6%	9,988 16.8%

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Summative Designation Meta Indicator Components (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	25,068 18.7%	12,327 18.5%	12,708 18.9%	33 35.5%	37 13.1%	3,976 52.3%	930 4.6%	3,931 10.4%	* *	41 35.3%	1,126 23.1%	15,027 23.8%	3,360 13.5%
	English Learners	Students with IEPs	Low Income										
State	456 4.0%	645 4.1%	4,467 7.5%										

Percentage of students who have at least 1 Academic ELA Indicator

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	64,769 48.3%	35,486 53.3%	29,231 43.4%	52 55.9%	103 36.5%	5,958 78.3%	6,703 33.2%	15,619 41.3%	* *	69 59.5%	2,431 49.9%	33,886 53.7%	8,237 33.0%
	English Learners	Students with IEPs	Low Income										
State	2,293 20.1%	2,626 16.7%	20,930 35.3%										

Percentage of students who have at least 1 Academic Math Indicator

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	92,695 69.2%	48,537 73.0%	44,086 65.4%	72 77.4%	173 61.4%	6,755 88.8%	11,398 56.4%	24,120 63.8%	* *	84 72.4%	3,266 67.1%	46,899 74.3%	13,619 54.5%
	English Learners	Students with IEPs	Low Income										
State	5,805 50.9%	6,602 41.9%	34,525 58.1%										

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Summative Designation Meta Indicator Components (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	70,373 52.5%	34,837 52.4%	35,490 52.7%	46 49.5%	147 52.1%	5,351 70.4%	6,499 32.2%	16,954 44.9%	* *	51 44.0%	2,687 55.2%	38,684 61.3%	12,208 48.9%
	English Learners	Students with IEPs	Low Income										
State	5,031 44.1%	6,984 44.4%	24,316 41.0%										

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

	3+	only 2	only 1	0
All				
State	43,130 32.2%	23,491 17.5%	30,663 22.9%	36,721 27.4%
Female				
State	21,585 32.5%	11,600 17.4%	14,670 22.1%	18,666 28.1%
Male				
State	21,533 31.9%	11,877 17.6%	15,953 23.7%	18,028 26.8%
Non Binary				
State	12 12.9%	14 15.0%	40 43.0%	27 29.0%
American Indian				
State	67 23.8%	44 15.6%	73 25.9%	98 34.8%
Asian				
State	2,640 34.7%	1,779 23.4%	1,636 21.5%	1,549 20.4%

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Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
Black				
State	3,414 16.9%	3,069 15.2%	4,884 24.2%	8,829 43.7%
Hispanic				
State	8,885 23.5%	5,540 14.7%	8,643 22.9%	14,731 39.0%
MENA				
State	* *	* *	* *	* *
Native Hawaiian/ Pacific Islander				
State	29 25.0%	16 13.8%	24 20.7%	47 40.5%
Two or More Races				
State	1,645 33.8%	847 17.4%	1,239 25.4%	1,139 23.4%
White				
State	26,450 41.9%	12,196 19.3%	14,164 22.4%	10,328 16.4%
Students with Disabilities				
State	6,480 25.9%	3,947 15.8%	6,074 24.3%	8,466 33.9%
English Learners				
State	1,958 17.2%	1,517 13.3%	2,685 23.5%	5,253 46.0%
Students with IEPs				
State	3,423 21.7%	2,229 14.2%	4,080 25.9%	6,016 38.2%
Low Income				
State	13,495 22.7%	8,607 14.5%	14,231 24.0%	23,045 38.8%

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Summative Designation Meta Indicator Components (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	2,218 1.7%	1,426 2.1%	792 1.2%	0 0.0%	3 1.1%	252 3.3%	130 0.6%	527 1.4%	* *	3 2.6%	79 1.6%	1,224 1.9%	291 1.2%
	English Learners	Students with IEPs	Low Income										
State	108 0.9%	93 0.6%	677 1.1%										

Fine Arts: Student Participation in Fine Arts

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	71.5%	74.5%	68.8%	60.4%	72.3%	77.2%	70.8%	73.3%	*	72.7%	73.6%	69.8%	69.6%
	English Learners	Students with IEPs	Low Income										
State	77.8%	69.0%	71.6%										

Fine Arts: Student Participation in Fine Arts Numerator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	1,298,358	657,160	640,170	1,028	3,116	78,743	211,608	378,996	*	1,162	58,897	565,836	245,787
	English Learners	Students with IEPs	Low Income										
State	240,272	187,927	645,976										

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Summative Designation Meta Indicator Components (cont)

Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	1,815,128	882,738	930,687	1,703	4,311	102,024	298,968	517,265	*	1,599	80,004	810,957	353,228
	English Learners	Students with IEPs	Low Income										
State	308,769	272,497	902,644										

Fine Arts: Teacher Qualifications

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	95.8%	95.8%	96.0%	97.9%	96.0%	98.3%	90.8%	96.0%	*	96.5%	96.9%	97.2%	94.8%
	English Learners	Students with IEPs	Low Income										
State	96.7%	94.4%	94.4%										

Fine Arts: Teacher Qualifications Numerator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	1,244,490	629,246	614,238	1,006	2,991	77,424	192,141	363,717	*	1,121	57,047	550,049	233,123
	English Learners	Students with IEPs	Low Income										
State	232,248	177,452	609,846										

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Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications Denominator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	1,298,358	657,160	640,170	1,028	3,116	78,743	211,608	378,996	*	1,162	58,897	565,836	245,787
	English Learners	Students with IEPs	Low Income										
State	240,272	187,927	645,976										

P-2: Chronic Absenteeism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	95,065 24.3%	45,285 23.8%	49,775 24.8%	5 14.3%	285 32.1%	4,987 22.3%	25,248 38.5%	34,414 31.8%	* *	69 25.5%	4,903 24.4%	25,159 14.5%	19,079 29.0%
	English Learners	Students with IEPs	Low Income										
State	25,089 30.4%	17,006 29.4%	68,507 33.8%										

P2: Dual Language Programs

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	20,878 25.2%	10,225 26.7%	10,653 24.0%	0 0.0%	93 26.1%	125 1.2%	98 4.3%	20,007 34.8%	* *	2 3.9%	86 6.6%	467 4.2%	2,683 19.1%
	English Learners	Students with IEPs	Low Income										
State	20,878 25.2%	2,485 19.1%	14,613 25.3%										

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Summative Designation Meta Indicator Components (cont)

P2: 3rd Grade Literacy

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	116,928 94.6%	57,426 95.0%	59,487 94.3%	15 100.0%	298 93.4%	7,099 96.5%	18,050 90.7%	33,032 92.8%	* *	95 92.2%	5,497 94.0%	52,857 97.0%	22,031 93.1%
	English Learners	Students with IEPs	Low Income										
State	26,925 92.2%	18,287 92.7%	59,017 92.9%										

Elementary/Middle School: 5th Grade Math

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	113,055 91.5%	55,494 92.0%	57,531 91.0%	30 90.9%	244 83.8%	6,904 93.6%	16,645 85.8%	31,255 88.9%	* *	91 94.8%	5,155 92.0%	52,761 94.8%	22,436 90.3%
	English Learners	Students with IEPs	Low Income										
State	18,781 85.9%	17,418 90.3%	55,496 88.4%										

Elementary/Middle School: Academic Success

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	315,373 79.3%	159,005 82.3%	155,485 76.5%	883 79.1%	653 75.8%	21,353 93.5%	40,923 64.7%	85,594 75.3%	* *	305 82.2%	12,889 77.1%	153,656 85.5%	58,528 74.1%
	English Learners	Students with IEPs	Low Income										
State	44,566 70.8%	42,337 72.4%	135,787 70.1%										

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Summative Designation Meta Indicator Components (cont)

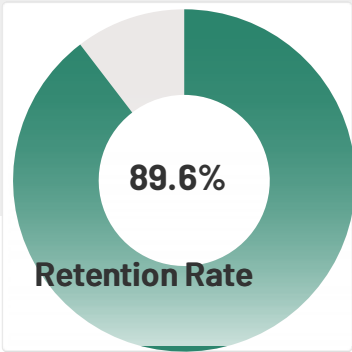
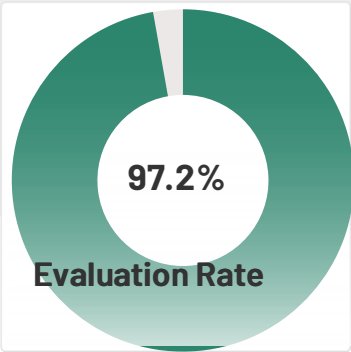
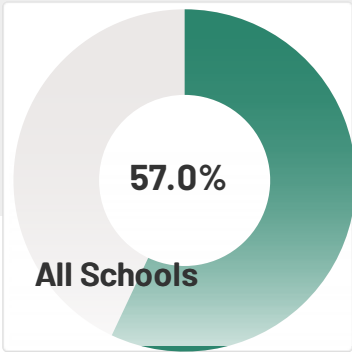
Elementary/Middle School: Student Discipline

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
State	20,803 5.1%	7,533 3.8%	13,247 6.3%	23 2.0%	56 6.2%	225 1.0%	8,486 12.8%	4,683 4.0%	* *	18 4.7%	1,363 7.8%	5,972 3.2%	6,113 7.5%
	English Learners	Students with IEPs	Low Income										
State	2,726 4.2%	5,071 8.3%	15,688 7.8%										

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

About the data

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



Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
State	14	66.0%	97.2%

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

Full-Time Equivalents

What is it?

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

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

Teacher Head Count

What is it?

Not Available.

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

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

Teachers Education

What is it?

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

Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
State	42.0%	42.2%	36.2%

Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
State	57.0%	55.8%	63.4%

Student-To-Teacher Ratios

What is it?

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

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

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

Novice Teachers

What is it?

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

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

Teacher Out of Field

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
State	4,726 4.1%	805 3.0%	1,205 3.0%

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

Teachers with Short Term or Provisional Licenses

What is it?

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

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

Retention Rate

What is it?

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

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

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

Average Teacher Salary

What is it?

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

Average Teacher Salary	
State	\$75,978

Teacher Evaluation

What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
State	66,326 97.2%	14,938 94.0%	20,636 98.6%

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

Teachers with Gifted Endorsement

What is it?

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

Teachers with Gifted Endorsement	
State	1,145

National Board Certified Teachers

What is it?

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

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

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

Average Teaching Experience

What is it?

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

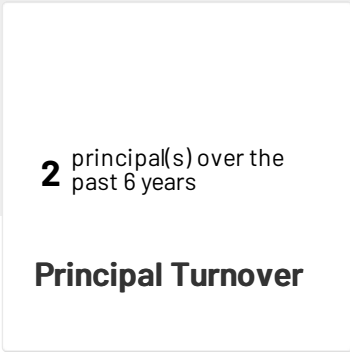
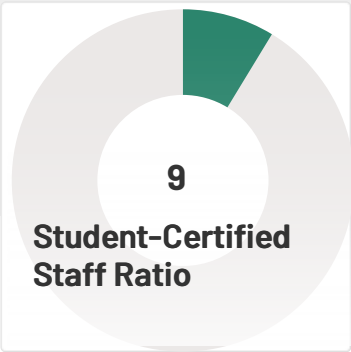
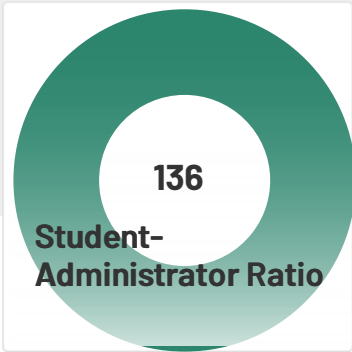
	All Schools	High Poverty Schools	Low Poverty Schools
State	14	*	*

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

Administrators & Support Personnel

About the data

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



Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
State	9	136

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

Administrators & Support Personnel

Demographics

What is it?

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

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

Principal Turnover

What is it?

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

Principal(s) over the past 6 years	
State	2

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

Administrators & Support Personnel

Average Administrator Salary

What is it?

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

Average Administrator Salary	
State	\$119,384

Novice Administrator

What is it?

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

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

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

Administrators & Support Personnel

Support Personnel FTE

What is it?

Not Available.

Total Support Personnel FTE

	Total Support Personnel FTE	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
State	11331.1	3747.4	1209.5	2091.7	4282.6

Pupil Support Personnel Ratio

What is it?

Not Available.

Student/Support Personnel Ratio

	Student/Support Personnel Ratio	Student/School Counselor Ratio	Student/School Nurse Ratio	Student/School Psychologist Ratio	Student/School Social Worker Ratio
State	163	494	1,531	885	432

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

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
State	*	*	*	*	*	*

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

Civil Rights Data Collection

(NAN-)

Student Environment (cont)

	Incidents of Harassment or Bullying	Incidents of Violence	Number of Schools with Incidents of Violence	
			Firearm	Homicide
State	*	*	*	*

Academic Environment

What is it?

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

	Enrolled in PreSchool	Advanced Placement (AP) Course Work	Advanced Placement Course Work	
			International Baccalaureate (IB) Course Work	Dual Credit Course Work
State	*	*	*	*
	*	*	*	*

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

About the data

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

Inclusion Rate and Standard Error in NAEP

What is it?

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

Percentage of students identified With Disabilities and English Learners - Reading

Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	95	1.2	98	0.7	93	1.7	96	1.3

Percentage of students identified With Disabilities and English Learners - Mathematics

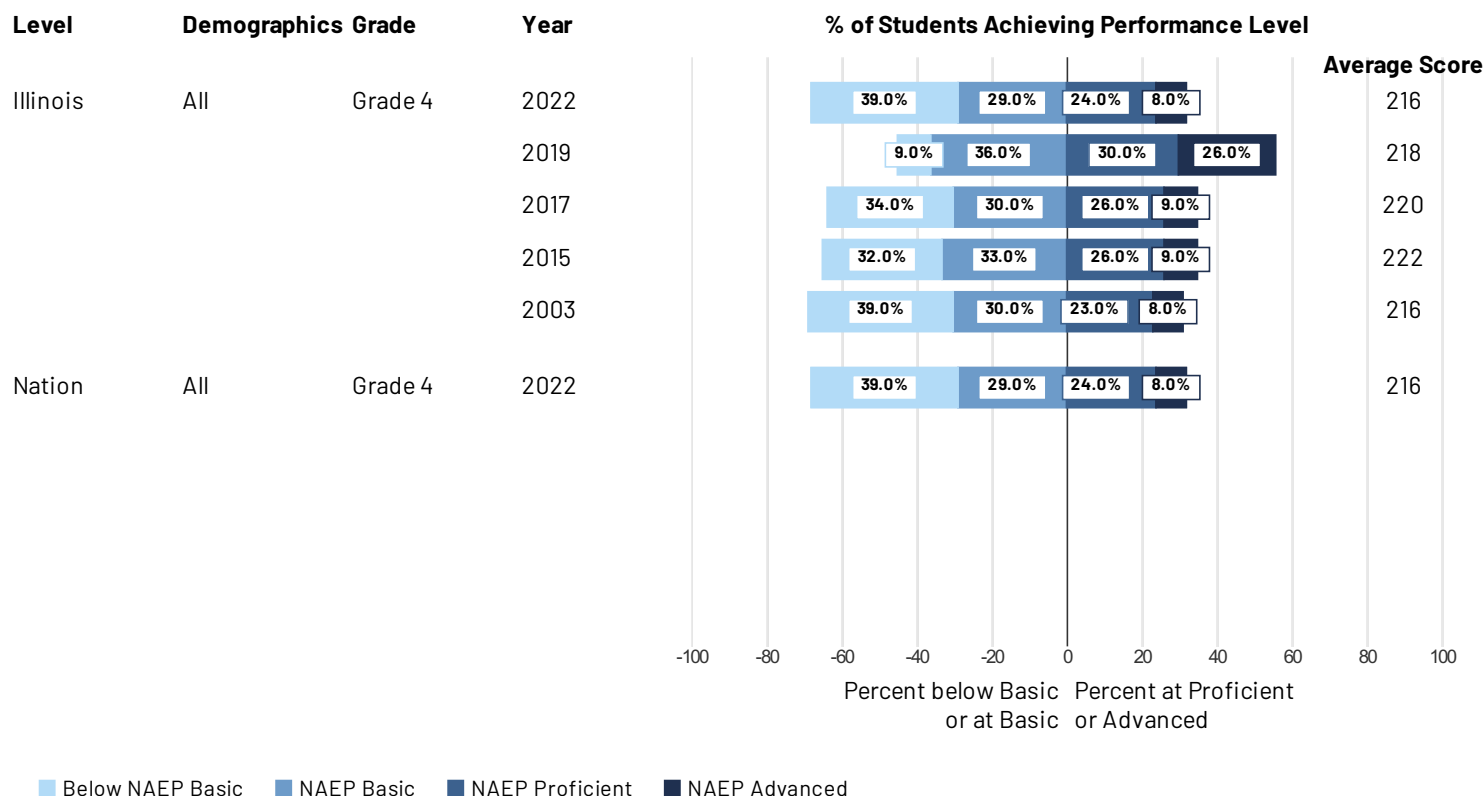
Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	92	2	98	0.7	94	1.7	96	1.1

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Reading - Grade 4



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

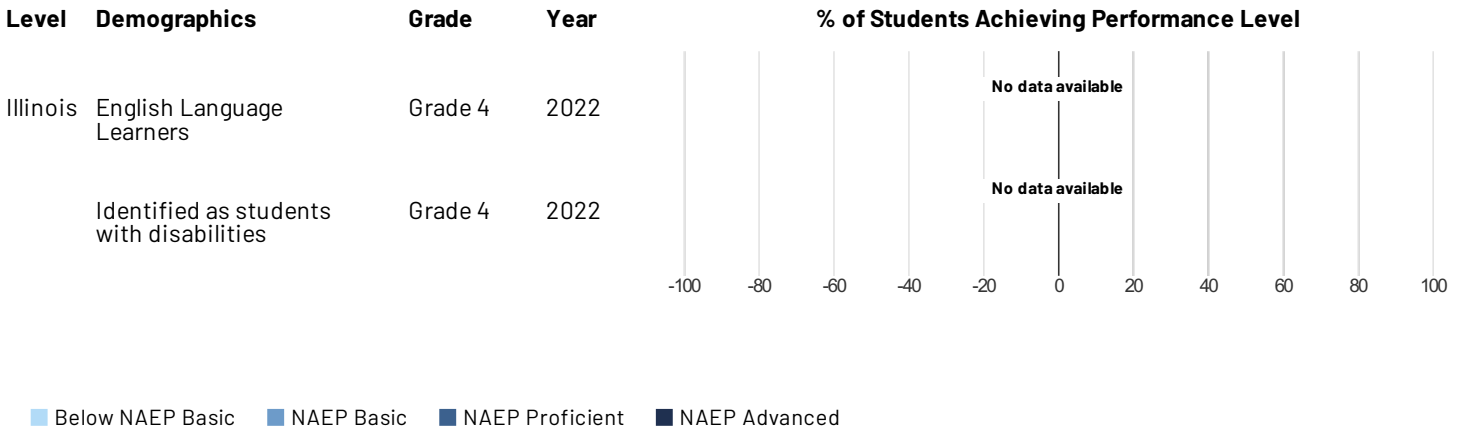
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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Reading - Grade 4



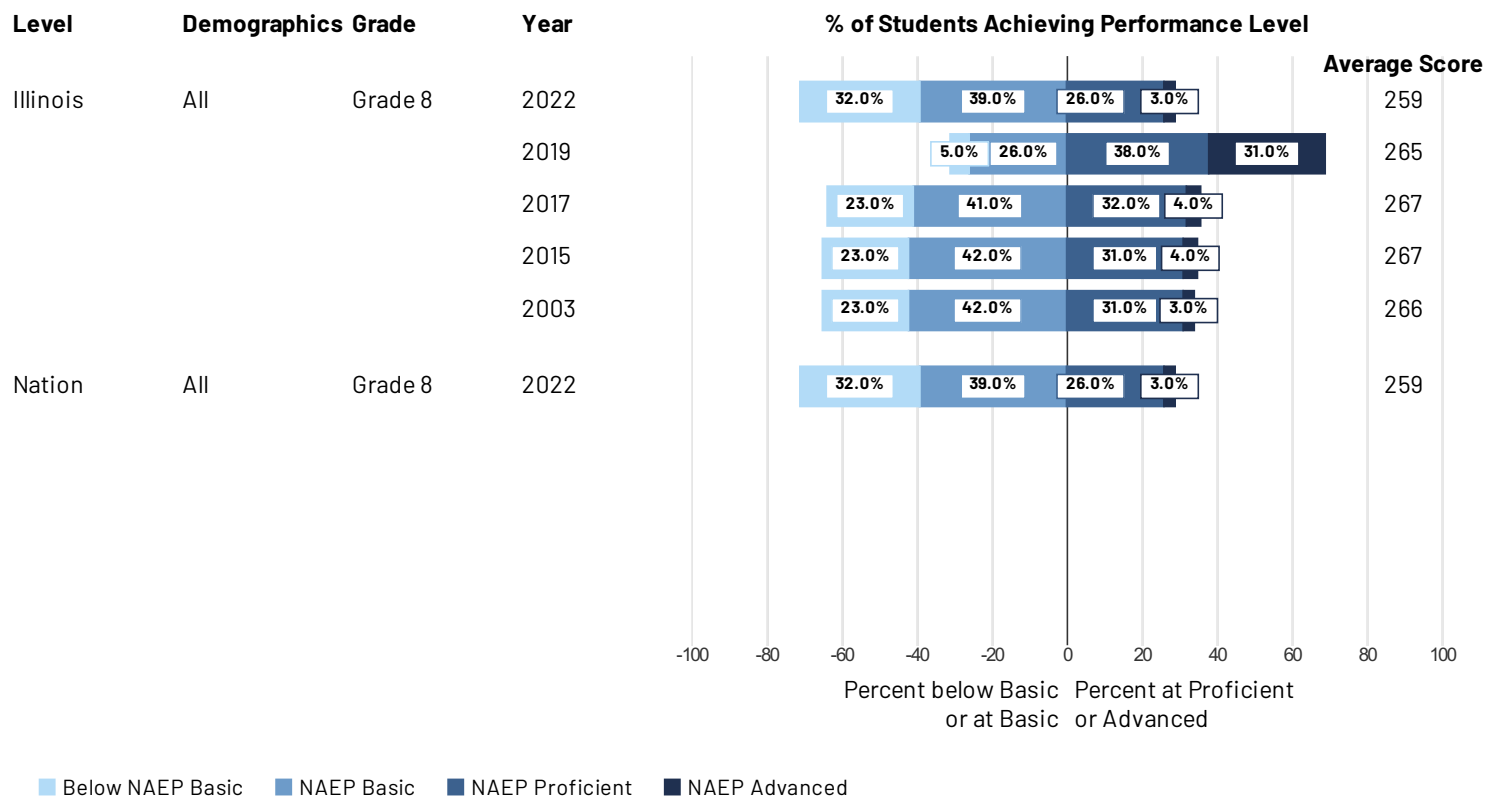
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

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

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

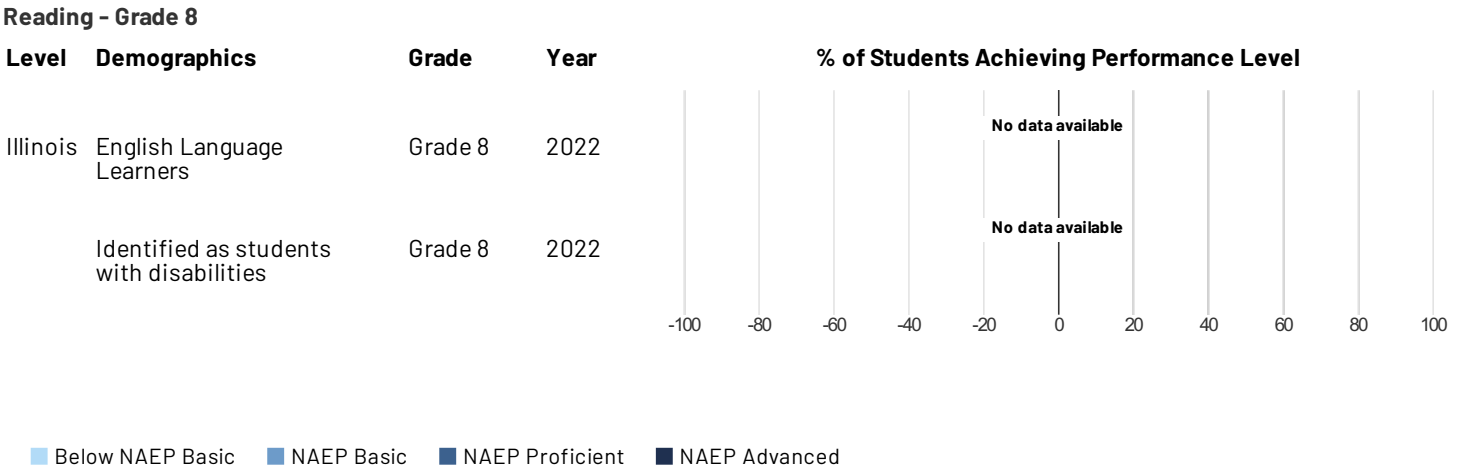
Reading - Grade 8



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

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

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



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

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

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

Results for Student Groups

What is it?

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

Results for Student Groups in 2022 - Reading - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	5.0%	249	90.0%	69.0%	28.0%
Black	12.0%	194	38.0%	13.0%	2.0%
Hispanic	29.0%	205	49.0%	21.0%	4.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3.0%	223	67.0%	40.0%	12.0%
White	49.0%	228	73.0%	41.0%	13.0%
Gender					
Female	50.0%	219	63.0%	33.0%	10.0%
Male	50.0%	217	62.0%	33.0%	9.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

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

Results for Student Groups (cont)

Results for Student Groups in 2022 - Reading - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	7.0%	288	89.0%	63.0%	15.0%
Black	16.0%	241	49.0%	15.0%	#
Hispanic	28.0%	254	65.0%	23.0%	2.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	274	79.0%	43.0%	12.0%
White	45.0%	270	80.0%	39.0%	5.0%
Gender					
Female	50.0%	266	76.0%	36.0%	5.0%
Male	50.0%	257	66.0%	29.0%	3.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

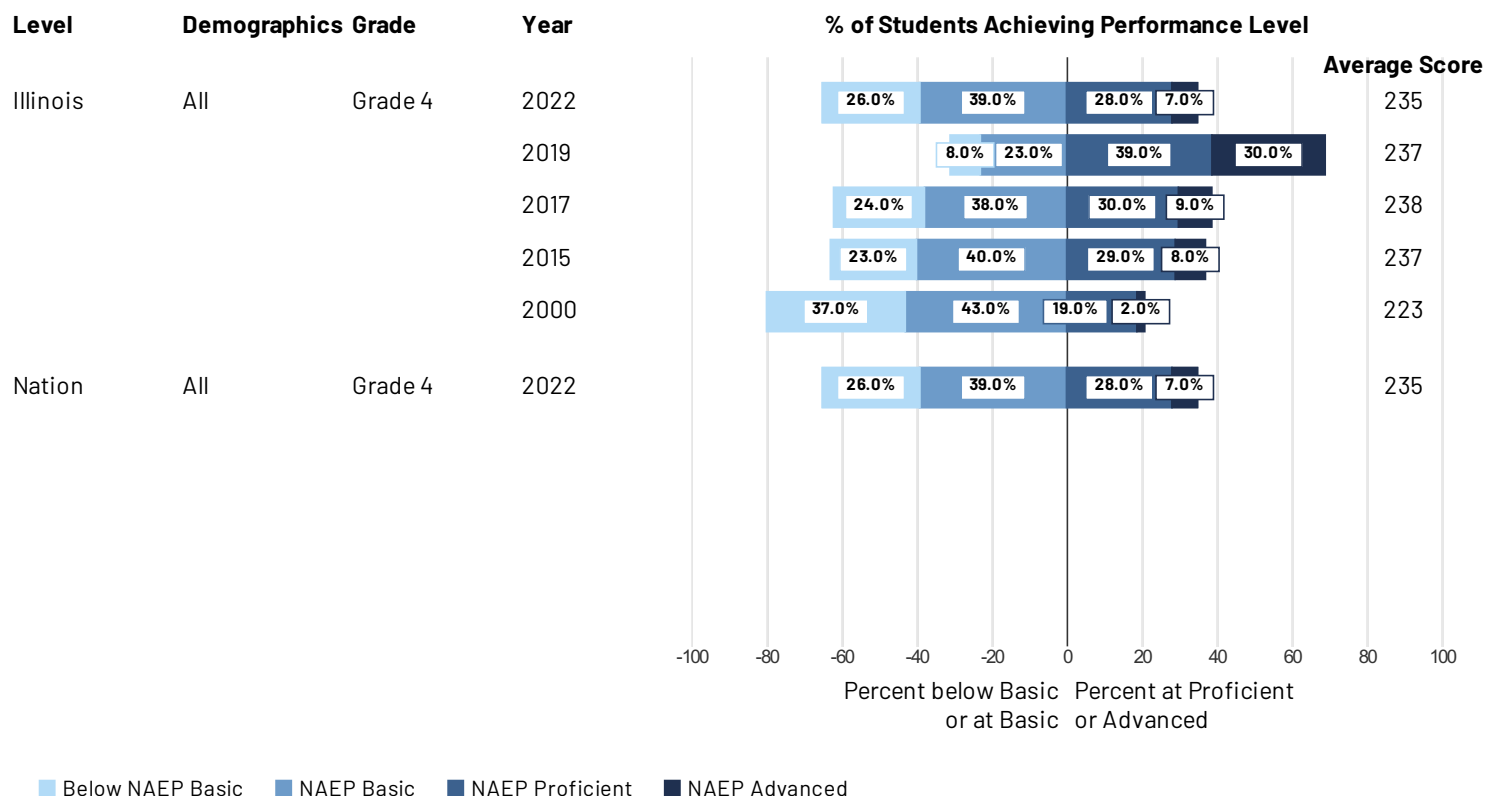
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic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

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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Mathematics - Grade 4



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

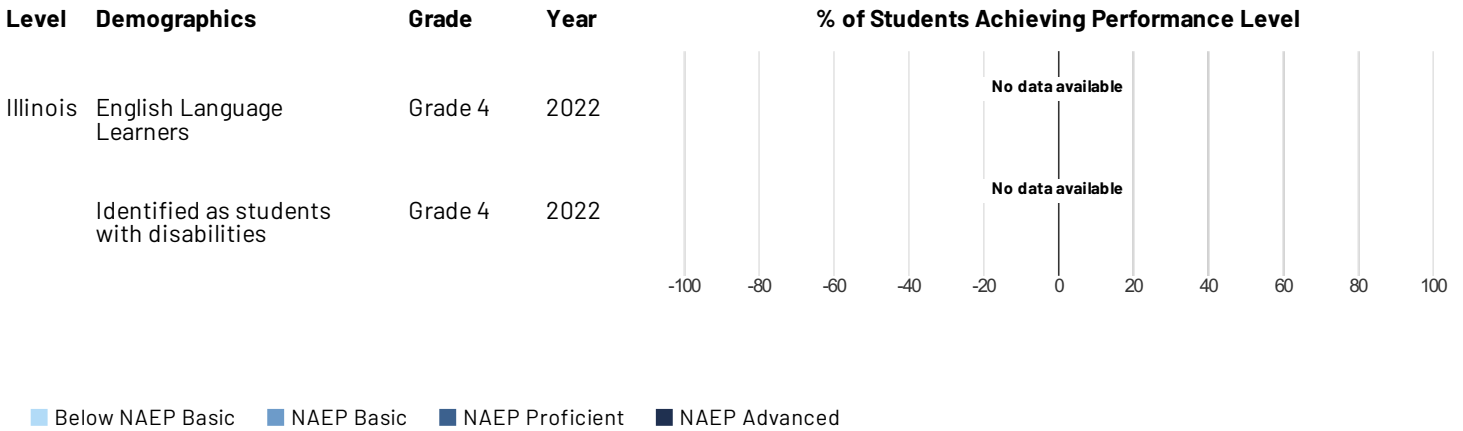
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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Mathematics - Grade 4



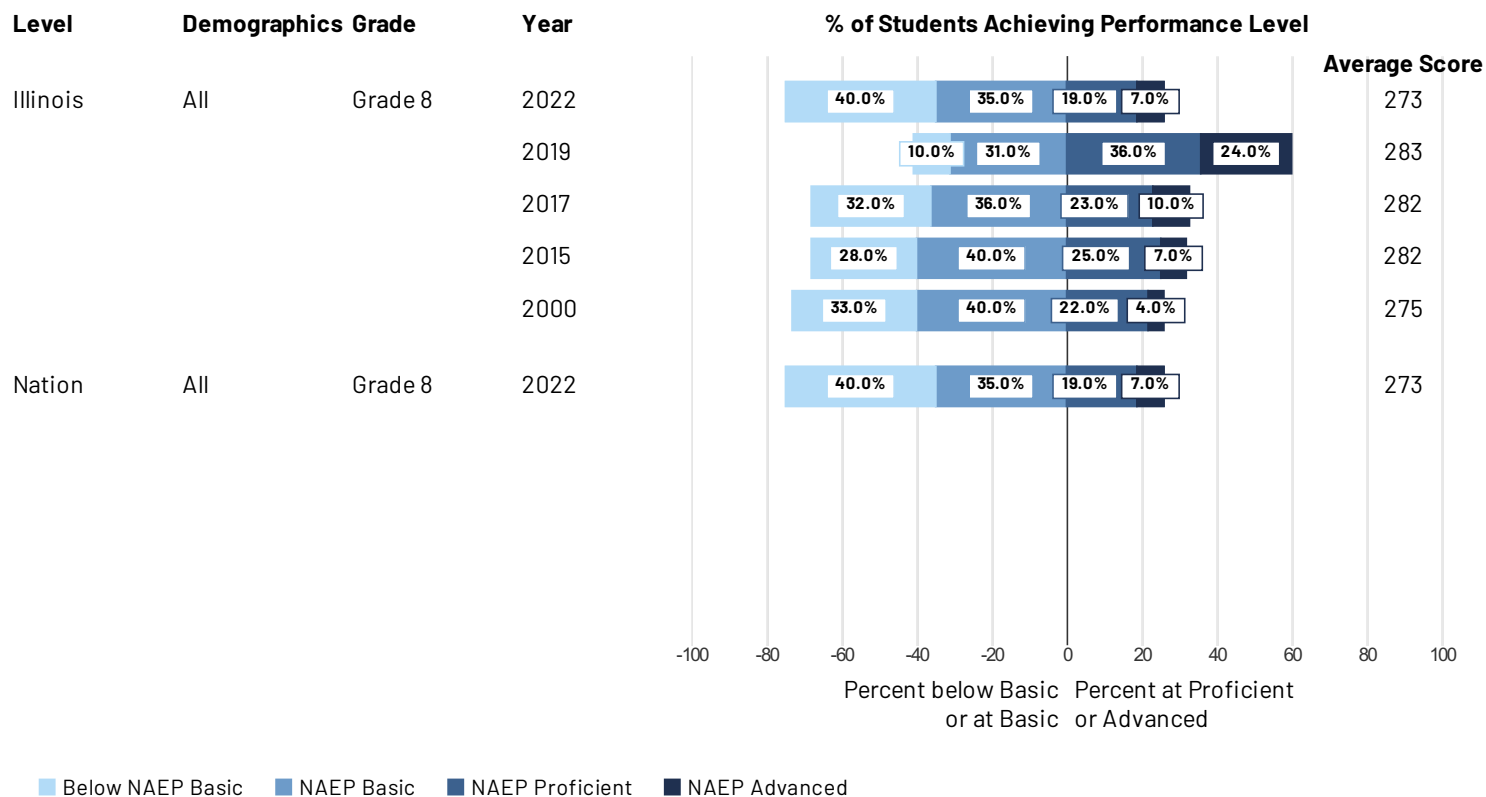
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

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

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

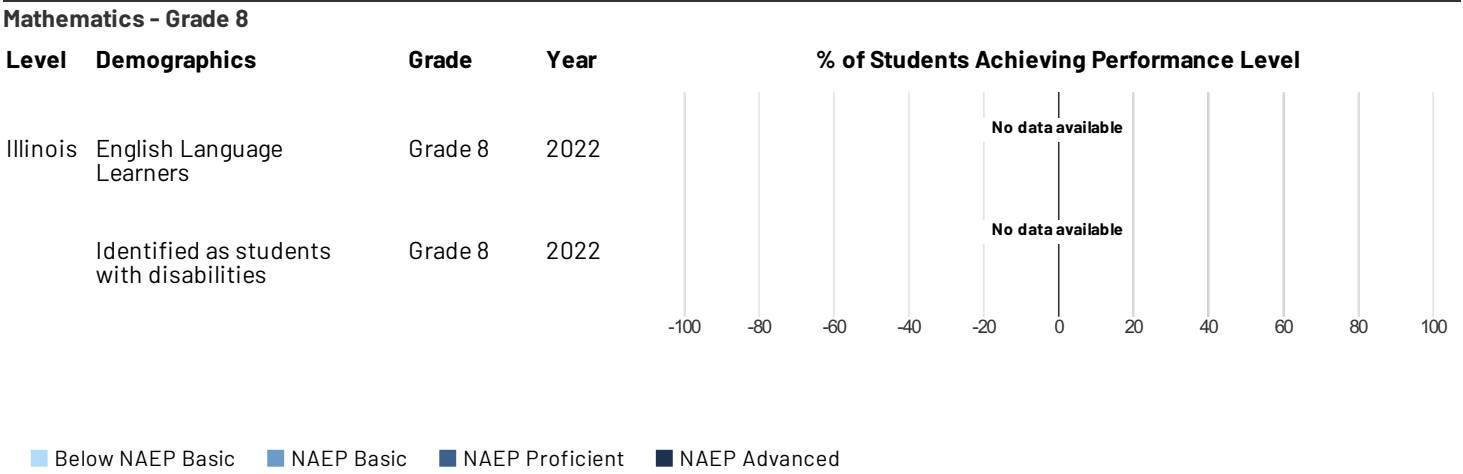
Mathematics – Grade 8



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

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

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



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

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

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

Results for Student Groups

What is it?

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

Results for Student Groups in 2022 – Math – Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	6.0%	265	94.0%	70.0%	28.0%
Black	12.0%	214	51.0%	12.0%	1.0%
Hispanic	29.0%	222	61.0%	19.0%	2.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3.0%	250	86.0%	53.0%	15.0%
White	49.0%	248	88.0%	50.0%	12.0%
Gender					
Female	49.0%	234	74.0%	33.0%	6.0%
Male	51.0%	240	77.0%	42.0%	12.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

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

Results for Student Groups (cont)

Results for Student Groups in 2022 – Math – Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	7.0%	308	88.0%	62.0%	31.0%
Black	16.0%	254	38.0%	8.0%	1.0%
Hispanic	28.0%	262	49.0%	14.0%	2.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	276	64.0%	27.0%	3.0%
White	45.0%	286	74.0%	36.0%	10.0%
Gender					
Female	50.0%	273	59.0%	24.0%	6.0%
Male	50.0%	278	64.0%	29.0%	9.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

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