Dwight Twp HSD 230

District Superintendent

Mr. Josh DeLong
delongj@dwight.k12.il.us

Address

Dwight IL 60420
(815)584-6216

http://www.dwight.k12.il.us

Illinois Report Card
2021 - 2022

District Provided Statement

Not available.

About the Report Card

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

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

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

District Snapshot

Percent of Adequacy : 106.5%

Chronic Absenteeism : 16.5%

Principal Turnover : 2

Schools in District : 1

Senate District : 53   **House District :** 106

Date: 11/01/23 11:21:45 -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.

92.2%
High School Graduation Rate

86.3%
9th Grade On Track
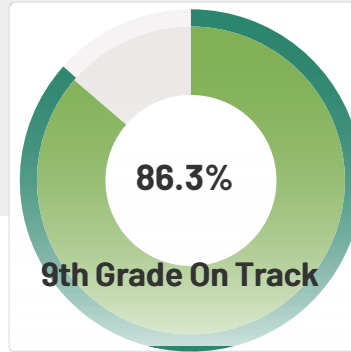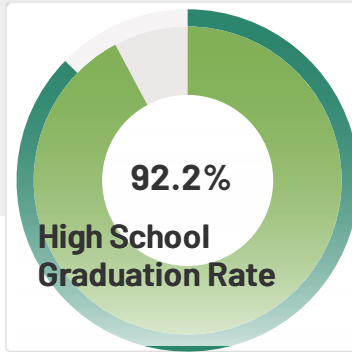
17 Students

Early College Coursework

SAT

What is it?

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

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

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

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	41.8%	43.6%	10.9%	3.6%	61.8%	25.5%	12.7%	0.0%
State	30.0%	39.1%	20.6%	10.3%	44.8%	25.2%	23.4%	6.5%
White								
District	42.2%	46.7%	11.1%	0.0%	64.4%	26.7%	8.9%	0.0%
State	19.5%	39.2%	27.3%	14.1%	33.1%	27.4%	31.4%	8.1%
Black								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	36.8%	8.4%	1.8%	71.6%	19.9%	7.7%	0.7%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	40.5%	42.8%	13.4%	3.2%	57.5%	26.0%	14.8%	1.6%
Asian								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	10.9%	27.7%	28.8%	32.5%	15.0%	18.0%	36.9%	30.0%
Male								
District	54.3%	40.0%	2.9%	2.9%	65.7%	25.7%	8.6%	0.0%
State	33.7%	37.6%	18.9%	9.8%	45.0%	23.7%	23.5%	7.8%
Female								
District	20.0%	50.0%	25.0%	5.0%	55.0%	25.0%	20.0%	0.0%
State	26.3%	40.7%	22.3%	10.8%	44.6%	26.8%	23.4%	5.1%
Non Binary								
District	*	*	*	*	*	*	*	*
State	27.3%	27.3%	9.1%	36.4%	36.4%	13.6%	31.8%	18.2%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	19.4%	33.3%	33.3%	13.9%	29.1%	23.0%	37.0%	10.9%
American Indian								
District	*	*	*	*	*	*	*	*
State	41.3%	37.9%	15.7%	5.1%	56.3%	23.9%	16.7%	3.1%
Two or More Races								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	27.3%	37.2%	21.8%	13.6%	44.1%	22.7%	24.6%	8.7%
Students with Disabilities								
District	75.0%	18.8%	6.3%	0.0%	87.5%	12.5%	0.0%	0.0%
State	54.1%	27.2%	11.8%	6.8%	67.4%	16.3%	13.0%	3.4%
Students with IEPs								
District	84.6%	15.4%	0.0%	0.0%	92.3%	7.7%	0.0%	0.0%
State	72.3%	21.6%	4.3%	1.8%	84.5%	10.6%	4.2%	0.7%
Non-IEP								
District	28.6%	52.4%	14.3%	4.8%	52.4%	31.0%	16.7%	0.0%
State	24.4%	41.4%	22.7%	11.4%	39.6%	27.2%	26.0%	7.3%
English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	79.2%	19.8%	0.9%	0.0%	85.4%	12.0%	2.4%	0.2%
Non-English Learners								
District	39.6%	45.3%	11.3%	3.8%	60.4%	26.4%	13.2%	0.0%
State	26.6%	40.5%	22.0%	11.0%	42.0%	26.2%	24.9%	6.9%

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SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	45.9%	40.4%	11.2%	2.5%	63.5%	23.4%	11.7%	1.4%
Non Low Income								
District	43.4%	41.5%	11.3%	3.8%	60.4%	26.4%	13.2%	0.0%
State	19.3%	38.3%	26.9%	15.6%	32.2%	26.5%	31.4%	10.0%
Homeless								
District	*	*	*	*	*	*	*	*
State	60.9%	32.5%	5.6%	1.0%	78.5%	15.8%	5.4%	0.2%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	63.3%	32.1%	4.2%	0.4%	83.1%	13.5%	2.9%	0.4%
Military								
District	*	*	*	*	*	*	*	*
State	32.3%	39.2%	18.3%	10.2%	46.9%	27.0%	20.9%	5.2%

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SAT (cont)

Grade 11 – Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
White								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Black								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Hispanic								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Asian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Male								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Female								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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SAT (cont)

Grade 11 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-English Learners								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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SAT (cont)

Grade 11 - Accountability Proficiency

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

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DLM

What is it?

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

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

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DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
White								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Black								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Hispanic								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Asian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Male								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Female								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 11 - Accountability Proficiency

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Two or More Races								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Non-English Learners								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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DLM (cont)

Grade 11 - Accountability Proficiency

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

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

DLM (cont)

Grade 11

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

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

DLM (cont)

Grade 11

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

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DLM (cont)

Grade 11

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

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

DLM (cont)

Grade 11 - Accountability Proficiency

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

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

DLM (cont)

Grade 11 - Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	*	*	*	*
Two or More Races				
District	*	*	*	*
State	*	*	*	*
Students with Disabilities				
District	*	*	*	*
State	*	*	*	*
Students with IEPs				
District	*	*	*	*
State	*	*	*	*
Non-IEP				
District	*	*	*	*
State	*	*	*	*
English Learners				
District	*	*	*	*
State	*	*	*	*
Non-English Learners				
District	*	*	*	*
State	*	*	*	*

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

DLM (cont)

Grade 11 – Accountability Proficiency

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

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ISA

What is it?

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

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

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ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
District	22.6%	56.6%	15.1%	5.7%
State	17.9%	30.3%	38.0%	13.8%
White				
District	20.9%	65.1%	11.6%	2.3%
State	11.1%	25.3%	44.6%	19.0%
Black				
District	‡	‡	‡	‡
State	38.2%	39.5%	20.3%	2.0%
Hispanic				
District	‡	‡	‡	‡
State	23.0%	37.8%	33.5%	5.7%
Asian				
District	‡	‡	‡	‡
State	6.4%	16.8%	43.8%	33.1%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	11.0%	28.1%	41.1%	19.9%
American Indian				
District	*	*	*	*
State	19.8%	35.9%	36.3%	8.1%

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

ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	‡	‡	‡	‡
State	16.2%	27.8%	38.3%	17.8%
Students with Disabilities				
District	37.5%	62.5%	0.0%	0.0%
State	33.3%	35.1%	23.8%	7.8%
Students with IEPs				
District	38.5%	61.5%	0.0%	0.0%
State	43.8%	39.2%	14.4%	2.7%
Non-IEP				
District	17.5%	55.0%	20.0%	7.5%
State	14.6%	29.1%	41.0%	15.2%
English Learners				
District	‡	‡	‡	‡
State	44.7%	44.3%	10.8%	0.1%
Male				
District	18.2%	60.6%	15.2%	6.1%
State	19.6%	28.9%	35.6%	16.0%
Female				
District	30.0%	50.0%	15.0%	5.0%
State	16.1%	31.7%	40.5%	11.6%
Non Binary				
District	*	*	*	*
State	21.4%	0.0%	28.6%	50.0%

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

ISA (cont)

Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	‡	‡	‡	‡
State	44.7%	44.3%	10.8%	0.1%
Non-English Learners				
District	21.6%	56.9%	15.7%	5.9%
State	16.0%	29.3%	39.9%	14.8%
Low Income				
District	30.0%	45.0%	20.0%	5.0%
State	27.8%	38.2%	29.2%	4.7%
Non Low Income				
District	18.2%	63.6%	12.1%	6.1%
State	11.6%	25.2%	43.6%	19.6%
Homeless				
District	*	*	*	*
State	40.5%	38.8%	18.6%	2.1%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	44.0%	37.5%	16.7%	1.8%
Military				
District	*	*	*	*
State	17.4%	30.0%	38.2%	14.4%

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

ISA (cont)

Grade HS - Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
All				
District	*	*	*	*
State	*	*	*	*
White				
District	*	*	*	*
State	*	*	*	*
Black				
District	*	*	*	*
State	*	*	*	*
Hispanic				
District	*	*	*	*
State	*	*	*	*
Asian				
District	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	*	*	*	*

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

ISA (cont)

Grade HS - Accountability Proficiency

	Science			
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	*	*	*	*
State	*	*	*	*
Students with Disabilities				
District	*	*	*	*
State	*	*	*	*
Students with IEPs				
District	*	*	*	*
State	*	*	*	*
Non-IEP				
District	*	*	*	*
State	*	*	*	*
English Learners				
District	*	*	*	*
State	*	*	*	*
Male				
District	*	*	*	*
State	*	*	*	*
Female				
District	*	*	*	*
State	*	*	*	*
Non Binary				
District	*	*	*	*
State	*	*	*	*

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

ISA (cont)

Grade HS - Accountability Proficiency

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

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Proficiency

What is it?

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

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	14.3% *	5.6% *	30.0% *	* *	10.9% *	‡ *	‡ *	‡ *	* *	* *	‡ *	6.3% *
State	29.9% *	25.5% *	34.7% *	50.5% *	39.4% *	12.1% *	18.4% *	58.6% *	38.7% *	23.5% *	33.6% *	12.9% *

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

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	12.5% *	8.3% *	20.0% *	* *	8.7% *	‡ *	‡ *	‡ *	* *	* *	‡ *	0.0% *
State	25.8% *	27.3% *	24.3% *	37.2% *	35.6% *	6.8% *	13.5% *	60.2% *	33.4% *	19.1% *	28.5% *	12.2% *

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

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

Proficiency (cont)

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	20.0% *	20.0% *	20.0% *	* *	13.0% *	‡ *	‡ *	‡ *	* *	* *	‡ *	0.0% *
State	50.0% *	50.0% *	50.0% *	75.0% *	63.0% *	23.0% *	37.0% *	76.0% *	56.0% *	41.0% *	54.0% *	28.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	0.0% *	‡ *	25.0% *	* *	* *	* *	* *
State	17.0% *	16.0% *	33.0% *	22.0% *	19.0% *	24.0% *	54.0% *

ELA - All Tests - Accountability Proficiency

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

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

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

Proficiency (cont)

Mathematics - All Tests - Accountability Proficiency

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

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

Science - All Tests - Accountability Proficiency

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

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

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

Participation Rate

What is it?

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

ELA - All Tests - Participation

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

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

Mathematics - All Tests - Participation

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

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

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

Participation Rate (cont)

Science - All Tests - Participation

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

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

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

Participation Rate (cont)

Overall SAT ELA – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**100.0%** 55	**100.0%** 35	**100.0%** 20	* *	**100.0%** 45	‡ 1	‡ 7	‡ 1	* *	* *	‡ 1	**100.0%** 16
State	**95.2%** 142,053	**94.6%** 72,225	**95.8%** 69,802	**100.0%** 26	**97.2%** 66,937	**90.6%** 21,716	**94.0%** 40,286	**98.5%** 7,992	**97.7%** 172	**93.1%** 322	**93.9%** 4,628	**91.9%** 26,148

	Students with IEPs	English Learners	Low Income
District	**100.0%** 13	‡ 2	‡ 2
State	**90.0%** 17,519	**91.5%** 9,727	**92.4%** 59,151

Overall SAT Mathematics – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**100.0%** 55	**100.0%** 35	**100.0%** 20	* *	**100.0%** 45	‡ 1	‡ 7	‡ 1	* *	* *	‡ 1	**100.0%** 16
State	**95.0%** 141,759	**94.3%** 72,046	**95.6%** 69,687	**100.0%** 26	**97.0%** 66,836	**90.2%** 21,637	**93.8%** 40,194	**98.3%** 7,982	**97.7%** 172	**92.8%** 321	**93.7%** 4,617	**91.2%** 25,949

	Students with IEPs	English Learners	Low Income
District	**100.0%** 13	‡ 2	‡ 2
State	**89.1%** 17,339	**91.0%** 9,677	**92.2%** 58,980

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

Participation Rate (cont)

Overall DLM ELA - Participation

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

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

Overall DLM Mathematics - Participation

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

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

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

Participation Rate (cont)

Overall DLM Science – Participation

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

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

Overall – Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**100.0%** 55	**100.0%** 35	**100.0%** 20	* *	**100.0%** 45	‡ 1	‡ 7	‡ 1	* *	* *	‡ 1	**100.0%** 16
State	**97.9%** 395,258	**97.9%** 201,018	**98.0%** 194,204	**94.7%** 36	**98.5%** 185,552	**96.6%** 61,374	**97.6%** 110,216	**99.0%** 22,083	**98.2%** 426	**96.6%** 980	**97.7%** 14,627	**96.7%** 70,516

	Students with IEPs	English Learners	Low Income
District	**100.0%** 13	‡ 2	**100.0%** 21
State	**96.7%** 50,623	**98.0%** 46,584	**97.4%** 178,492

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

Participation Rate (cont)

ELA – All Tests – Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0.0% *	0.0% *	0.0% *	* *	0.0% *	‡ *	‡ *	‡ *	* *	* *	‡ *	0.0% *
State	2.0% *	2.2% *	1.9% *	3.1% *	1.6% *	3.3% *	2.1% *	1.0% *	1.7% *	2.9% *	3.4% *	3.5% *

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

Mathematics – All Tests – Non Participation

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

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

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

Participation Rate (cont)

Science – All Tests – Non Participation

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

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

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

Participation Rate (cont)

Overall SAT ELA – Non Participation

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

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

Overall SAT Mathematics – Non Participation

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

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

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

Participation Rate (cont)

Overall DLM ELA - Non Participation

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

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

Overall DLM Mathematics - Non Participation

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

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

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

Participation Rate (cont)

Overall DLM Science – Non Participation

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

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

Overall ISA – Non Participation

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

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

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

9th Grade On Track

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	86.3%	87.5%	85.2%	*	89.1%	*	‡	‡	*	*	‡	‡
State	86.6%	84.9%	88.3%	95.9%	90.9%	76.4%	83.8%	96.6%	86.7%	79.0%	83.5%	82.4%

	Students with IEPs	English Learners	Low Income
District	‡	‡	76.5%
State	81.1%	79.5%	79.4%

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

College and Career Ready

What is it?

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

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

	Students with IEPs	English Learners	Low Income
District	*	*	*
State	*	*	*

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

Career and Technical Education

What is it?

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

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

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

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

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

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

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

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

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

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

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

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

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Career and Technical Education (cont)

Career and Technical Education

	Enrollment
District	**209**
State	**291,667**

Perkins Measures - Four-Year Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**100.0%**	**100.0%**	‡	*	**100.0%**	*	‡	*	*	*	‡	‡
State	**97.1%**	**96.7%**	**97.7%**	**100.0%**	**97.8%**	**95.4%**	**95.8%**	**98.7%**	**100.0%**	**98.6%**	**96.2%**	**93.0%**

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*
State	**90.4%**	**91.9%**	**92.6%**	**85.7%**	**89.5%**	**96.1%**

Perkins Measures - Extended (Six-Year) Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**100.0%**	**100.0%**	‡	*	**100.0%**	*	‡	*	*	*	*	‡
State	**96.2%**	**95.8%**	**96.9%**	*	**96.5%**	**95.1%**	**95.4%**	**98.7%**	**100.0%**	**94.9%**	**94.9%**	**92.8%**

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	*	*	*	*
State	**90.1%**	**92.3%**	**89.4%**	*	**77.0%**	**96.3%**

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

Career and Technical Education (cont)

Perkins Measures - Academic Proficiency Rate in Reading/Language Art

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	*	‡	*	‡	*	*	*	‡	‡
State	28.1%	28.6%	27.6%	87.5%	33.3%	8.7%	15.9%	57.9%	28.6%	21.5%	29.5%	16.4%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*
State	5.7%	0.7%	6.7%	0.0%	16.5%	21.8%

Perkins Measures - Academic Proficiency Rate in Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	*	‡	*	‡	*	*	*	‡	‡
State	25.8%	29.0%	21.8%	50.0%	30.8%	6.6%	12.8%	61.3%	28.6%	19.0%	25.0%	13.4%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*
State	4.3%	1.3%	4.6%	0.0%	6.3%	18.1%

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

Career and Technical Education (cont)

Perkins Measures - Academic Proficiency Rate in Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	29.9%	34.3%	24.2%	100.0%	34.9%	9.5%	19.2%	53.0%	34.8%	30.6%	32.3%	17.9%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	7.9%	1.5%	12.1%	0.0%	8.2%	22.2%

Perkins Measures - Postsecondary Placement Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	43.6%	‡	60.0%	*	47.1%	*	‡	*	*	*	*	*
State	54.6%	49.5%	61.1%	*	58.0%	43.8%	44.2%	81.7%	48.5%	47.1%	52.9%	62.2%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	‡	*
State	30.9%	32.6%	28.1%	0.0%	23.5%	50.0%

* 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 - Nontraditional Program Enrollment Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	55.2%	44.7%	80.0%	*	58.1%	*	‡	*	*	*	‡	‡
State	31.0%	8.4%	60.1%	0.0%	31.1%	35.3%	29.2%	26.8%	28.6%	25.7%	32.4%	28.3%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*
State	28.7%	30.2%	36.3%	50.0%	39.9%	32.4%

Perkins Measures - Program Quality – Attained Postsecondary Credits Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	*	‡	*	‡	*	*	*	‡	‡
State	31.7%	33.6%	29.2%	33.3%	32.1%	29.3%	31.9%	32.1%	40.0%	31.4%	28.1%	30.9%

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*
State	29.7%	30.3%	25.4%	16.7%	18.7%	35.1%

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

Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	208	123	85	*	181	‡	17	‡	*	*	‡	46
State	266,448	149,005	117,054	389	149,012	33,617	60,351	12,981	218	528	9,741	47,616

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	34	‡	‡	*	‡	*
State	32,355	15,937	5,140	45	947	2,430

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	82	49	33	*	75	‡	‡	*	*	*	‡	16
State	26,698	15,890	10,797	11	22,358	1,584	1,795	149	11	29	772	5,049

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	15	‡	‡	*	*	*
State	3,862	364	663	10	150	176

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	106	83	23	*	99	‡	‡	*	*	*	‡	28
State	39,138	31,245	7,846	47	24,565	3,908	7,504	1,572	27	85	1,477	7,843

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	20	*	*	*	‡	*
State	5,680	2,129	692	12	143	318

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	*	‡	*	‡	*	*	*	*	*	*	‡
State	25,572	15,961	9,525	86	13,577	3,449	6,228	1,132	24	44	1,118	5,033

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	3,595	1,802	613	8	106	228

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	42	27	15	*	37	*	‡	‡	*	*	‡	‡
State	66,910	38,568	28,230	112	38,772	9,182	12,499	3,467	50	132	2,808	10,038

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	‡	*	*	*	*
State	6,527	3,638	1,106	20	274	617

CTE Participant - Count of Students participating in Education & Training

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	18,093	3,735	14,332	26	9,177	2,585	4,785	683	15	41	807	3,282

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	2,110	1,425	424	*	70	155

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	54	32	22	*	47	*	‡	‡	*	*	‡	‡
State	56,125	32,547	23,475	103	33,485	6,707	10,216	3,426	35	101	2,155	7,516

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	‡	*	*	*	*
State	4,601	2,700	726	16	180	515

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	677	355	322	*	399	141	63	7	1	*	66	157

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	*	‡	*	‡	*	*	*	*	*
State	15,258	3,943	11,309	6	6,814	2,572	4,234	900	9	49	680	1,998

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

CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	148	83	65	*	125	‡	14	‡	*	*	‡	31
State	62,735	28,200	34,396	139	34,506	8,483	14,876	2,179	55	122	2,514	12,631

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	22	‡	‡	*	‡	*
State	9,095	4,152	1,188	11	233	664

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	148	80	68	*	126	‡	14	‡	*	*	‡	32
State	36,864	12,307	24,551	6	23,300	4,482	6,476	882	32	64	1,628	6,891

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	23	‡	‡	*	‡	*
State	5,082	1,657	814	15	198	409

CTE Participant - Count of Students participating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	27	17	10	*	23	‡	‡	*	*	*	‡	‡
State	45,944	28,592	17,298	54	24,834	7,494	9,238	2,371	47	100	1,860	8,223

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*
State	5,835	2,917	1,027	13	219	494

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	*	*	*	*	*	*	*	‡	*
State	5,205	2,624	2,581	*	2,253	1,132	1,352	161	4	15	288	928

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

CTE Participant - Count of Students participating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	54	41	13	*	50	*	‡	*	*	*	‡	11
State	40,725	27,832	12,839	54	24,992	4,203	8,691	1,116	28	85	1,610	8,596

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	*	*	*	*
State	6,238	2,546	744	10	157	349

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	30,550	18,311	12,235	4	18,023	2,915	6,197	2,037	21	67	1,290	4,370

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	2,504	1,594	358	11	89	341

CTE Participant - Count of Students participating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	23,845	18,493	5,300	52	11,743	2,761	5,994	2,280	21	53	993	3,995

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	2,477	1,685	373	*	75	170

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	61	47	14	*	57	*	‡	*	*	*	‡	14
State	28,343	24,204	4,073	66	15,941	2,937	7,603	777	18	69	998	6,642

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	12	*	*	*	*	*
State	4,943	2,392	549	1	94	257

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

Career and Technical Education (cont)

CTE Concentrator – Total Count of CTE Concentrators

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	67	47	20	*	62	*	‡	*	*	*	‡	14
State	105,517	59,367	46,113	37	62,749	11,585	22,204	5,122	77	183	3,597	18,817

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	10	*	‡	*	*	*
State	12,617	4,653	1,874	16	288	868

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	44	32	12	*	43	*	‡	*	*	*	*	10
State	18,507	11,204	7,296	7	15,976	852	1,102	93	7	19	458	3,489

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*
State	2,652	193	470	3	89	108

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	46	40	‡	*	43	*	‡	*	*	*	‡	‡
State	26,342	21,682	4,655	5	17,515	2,156	4,507	1,207	18	51	888	5,029

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*
State	3,458	971	409	10	63	199

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	*	‡	*	*	*	*	*	*	*
State	15,483	10,619	4,862	2	9,793	1,346	3,079	649	8	17	591	3,129

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	28	18	10	*	25	*	‡	*	*	*	‡	‡
State	41,362	25,135	16,223	4	27,489	4,169	6,330	1,774	33	76	1,491	6,501

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*
State	4,299	1,414	675	13	121	344

CTE Concentrator - Count of Students concentrating in Education & Training

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	11,518	1,588	9,926	4	6,241	1,419	3,009	385	7	21	436	2,076

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	1,268	619	212	*	28	109

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	29	18	11	*	26	*	‡	*	*	*	‡	‡
State	33,959	20,788	13,169	2	22,920	3,042	5,005	1,667	31	55	1,239	4,793

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*
State	2,960	1,010	440	12	86	292

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	113	58	55	*	97	6	6	1	*	*	3	38

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

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	*	‡	*	*	*	‡	*	*	*	*	*
State	6,173	1,333	4,837	3	2,995	947	1,564	391	4	19	253	714

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	426	335	169	*	25	44

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	52	36	16	*	47	*	‡	*	*	*	‡	‡
State	48,695	22,505	26,169	21	28,548	6,159	10,367	1,580	34	77	1,930	9,549

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*
State	6,915	2,375	897	8	156	485

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Human Services

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	57	39	18	*	52	*	‡	*	*	*	‡	10
State	27,699	9,645	18,052	2	18,594	2,843	4,474	586	20	46	1,136	5,214

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*
State	3,818	982	589	13	109	229

CTE Concentrator - Count of Students concentrating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	13	‡	‡	*	11	*	‡	*	*	*	‡	‡
State	32,612	20,966	11,640	6	21,421	3,121	5,212	1,627	22	58	1,151	5,544

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*
State	3,888	1,162	519	11	109	295

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	*	*	*	*	*	*	*	‡	*
State	1,797	927	870	*	939	235	467	86	3	6	61	288

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	172	29	38	*	*	8

CTE Concentrator - Count of Students concentrating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	41	36	‡	*	38	*	‡	*	*	*	‡	‡
State	25,458	17,526	7,931	1	17,023	2,224	4,569	674	17	37	914	5,240

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*
State	3,700	978	448	3	74	208

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

Career and Technical Education (cont)

CTE Concentrator – Count of Students concentrating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	30,550	18,311	12,235	4	18,023	2,915	6,197	2,037	21	67	1,290	4,370

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*
State	2,504	1,594	358	11	89	341

CTE Concentrator – Count of Students concentrating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	*	‡	*	*	*	*	*	*	*
State	15,175	12,352	2,820	3	8,216	1,286	3,586	1,479	15	26	567	2,472

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	*	*	‡	*	*	*
State	1,434	570	173	1	33	103

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	41	36	‡	*	38	*	‡	*	*	*	‡	‡
State	18,365	16,195	2,167	3	11,134	1,651	4,475	485	10	36	574	4,262

	Students with IEPs	English Learners	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*
State	3,074	1,073	328	*	46	161

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

High School Graduation Rate

What is it?

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

4 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	92.2%	97.1%	81.3%	*	91.3%	‡	‡	*	*	*	‡	90.9%
State	87.3%	85.0%	89.7%	94.7%	90.5%	79.5%	85.1%	94.8%	86.3%	80.1%	84.5%	77.7%

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

5 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	98.3%	97.0%	100.0%	*	98.2%	*	‡	*	*	*	*	‡
State	88.8%	86.4%	91.2%	*	91.8%	81.6%	86.5%	96.3%	89.8%	81.3%	85.2%	79.6%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	96.0%	‡	*	‡	*
State	75.2%	79.5%	82.5%	69.6%	60.0%	60.5%	90.7%

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

High School Graduation Rate (cont)

6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	88.9%	94.7%	80.0%	*	89.7%	*	‡	*	*	*	*	‡
State	90.1%	87.9%	92.4%	*	92.7%	83.7%	88.3%	96.2%	92.7%	84.9%	87.6%	82.2%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	66.7%	‡	*	*	‡
State	77.6%	81.8%	84.8%	72.8%	65.5%	59.3%	93.4%

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

Community College Remediation

What is it?

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

12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
District	50.0%	*	*	19.6%	30.4%	0.0%
State	64.3%	*	*	38.2%	26.1%	0.0%

16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
District	50.0%	*	*	19.6%	30.4%	0.0%
State	65.1%	*	*	38.4%	26.8%	0.0%

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

About the data

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

22

Average Class Size

176

Total School Days
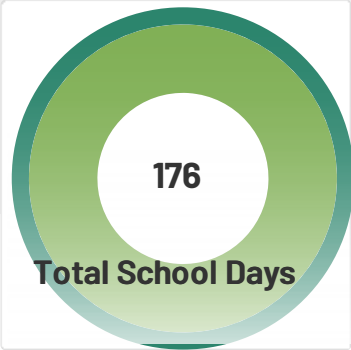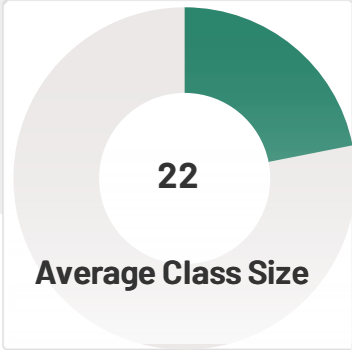
No Data district's percentage of adequacy

Evidence-Based Funding

School Level Finances

What is it?

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

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
District	223	$1,196	$13,786	$14,983	$1,028	$6,590	$7,618	$2,224	$20,376	$22,601	$490,317	$5,530,245

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

School Level Finances (cont)

	Enrollment	Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
District	**223**	**$1,196**	**$13,786**	**$14,983**	**$1,028**	**$6,590**	**$7,618**	**$2,224**	**$20,376**	**$22,601**
Dwight High School	**223**	**$1,196**	**$13,786**	**$14,983**	**$1,028**	**$6,590**	**$7,618**	**$2,224**	**$20,376**	**$22,601**

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

District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	**73.2%** $4,339,599	**9.4%** $557,818	**11.2%** $661,779	**2.0%** $118,201	**4.3%** $254,096	**$5,931,493**
State	**60.6%**	**4.0%**	**21.3%**	**4.7%**	**9.5%**	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	**41.4%**	**4.6%**	**35.9%**	**18.1%**
State	**48.2%**	**2.3%**	**29.1%**	**20.4%**

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	**72.8%** $3,586,061	**13.4%** $660,442	**8.7%** $426,895	**0.0%** $0	**2.4%** $118,279	**2.7%** $132,923	**0.0%** $0	**0.0%** $532	**$4,925,132**
State	**71.3%**	**7.1%**	**2.9%**	**8.5%**	**1.2%**	**1.9%**	**0.6%**	**6.5%**	*

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

District Finances (cont)

Other Financial Indicators

	2019 Equalized Assessed Valuation per Pupil	2019 Total School Tax Rate per $100	2020-21 Instructional Expenditure per Pupil	2020-21 Operating Expenditure per Pupil
District	$626,595	2.7	$9,863	$20,189
State	*	*	$9,703	$16,029

Average Class Size

What is it?

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

	Grade 9	Grade 10	Grade 11	Grade 12	Grade HS	Overall
District	17	16	13	11	*	14
State	22	21	21	20	21	21

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

Total School Days

What is it?

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

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

Health and Wellness

What is it?

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
District	4
State	4

About the data

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

220

Student Enrollment

220
Students

Racial/Ethnic Diversity

16.5%

Chronic Absenteeism
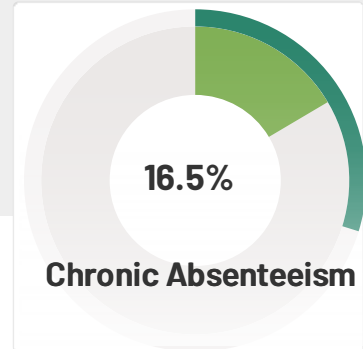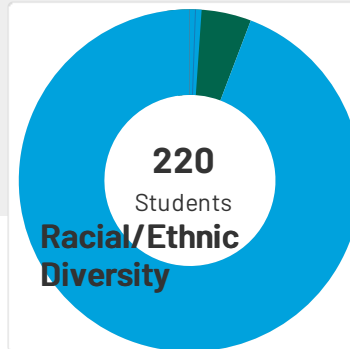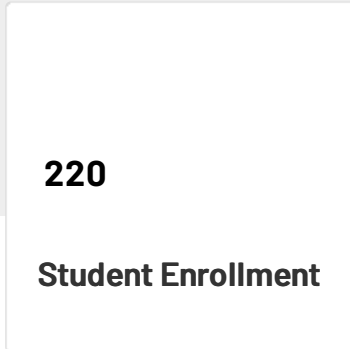
Student Enrollment

What is it?

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

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% 220	56.4% 124	43.6% 96	0.0% *	87.3% 192	‡ ‡	7.3% 16	‡ ‡	0.0% *	0.0% *	‡ ‡	24.1% 53
State	100.0% 1,869,325	51.4% 959,975	48.6% 909,276	0.0% 74	46.4% 866,540	16.6% 310,464	27.2% 508,549	5.4% 100,564	0.1% 1,851	0.3% 4,756	4.1% 76,601	20.3% 378,912

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	17.7% 39	‡ ‡	34.1% 75	‡ ‡	0.0% *	‡ ‡	0.0% *
State	16.5% 307,555	13.7% 255,367	46.5% 869,330	2.0% 36,543	0.0% 343	0.7% 13,324	0.8% 14,220

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	55	59	56	50
State	157,008	149,133	146,066	149,597

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

Advanced Academic Programs

What is it?

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

Students Enrolled in Accelerated Placement

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

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

Students Enrolled in Accelerated Placement - ELA

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

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

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Math

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

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

Students Enrolled in Accelerated Placement - Mutiple Subjects

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

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

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Whole Grade

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

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

Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	6.1% 14	‡ ‡	13.5% 13	* *	5.0% 10	* *	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡
State	22.2% 136,701	18.8% 59,465	25.7% 76,999	31.9% 237	23.2% 66,464	12.6% 12,696	20.5% 35,457	51.9% 16,825	32.4% 210	17.6% 262	22.2% 4,787	9.3% 11,353

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

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

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

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

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	**40.0%** 92	**40.3%** 54	**39.6%** 38	* *	**39.3%** 79	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	**21.2%** 11
State	**19.8%** 384,714	**18.1%** 180,719	**21.6%** 203,343	**44.7%** 652	**21.8%** 194,193	**13.3%** 43,602	**17.9%** 94,705	**34.4%** 36,095	**23.9%** 455	**17.0%** 828	**18.3%** 14,836	**11.6%** 41,302

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	**16.4%** 10	* *	* *
State	**6.3%** 17,755	**6.0%** 16,214	**13.5%** 125,534	**10.4%** 4,460	**4.3%** 639

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

Advanced Academic Programs (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	10.0% 23	‡ ‡	14.6% 14	* *	9.5% 19	* *	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡
State	13.1% 80,917	13.0% 41,004	13.3% 39,900	1.7% 13	16.9% 48,578	8.5% 8,542	9.3% 16,045	14.9% 4,849	9.4% 61	9.1% 135	12.5% 2,707	8.5% 10,392

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

Advanced Placement (AP) Exams - Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	‡	‡	‡	‡
State	16,077	8,983	14,916	8,430

Advanced Placement (AP) Exams - Grade 10

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

Advanced Placement (AP) Exams - Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	‡	‡	‡	‡
State	155,940	96,101	39,509	26,229

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Exams - Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	18	‡	‡	‡
State	307,079	201,928	39,341	29,765

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
District	‡	‡	‡	20
State	22,770	32,659	62,725	76,218

Advanced Placement (AP) Coursework - Grade 9

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

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

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework – Grade 10

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

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

Advanced Placement (AP) Coursework – Grade 11

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

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

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

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework – Grade 12

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

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

International Baccalaureate (IB) Coursework – Grade 9

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

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

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework – Grade 10

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

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

International Baccalaureate (IB) Coursework – Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	‡	‡	*	*	*	‡
State	2,942	565	701	1,430	172	10	12	52	317

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

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 12

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

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

Dual Credit Coursework - Grade 9

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

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

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 10

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

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

Dual Credit Coursework - Grade 11

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

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

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	18	16	*	‡	‡	*	*	*	‡
State	40,096	25,409	3,273	7,589	2,429	30	59	1,307	5,180

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

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

Advanced Academic Programs (cont)

Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	6.7% 129,344	6.6% 66,002	6.7% 63,320	1.5% 22	7.0% 61,935	4.1% 13,630	5.1% 26,858	18.7% 19,663	7.5% 142	7.0% 342	8.3% 6,774	5.9% 21,223

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	* *	* *	* *	* *
State	5.1% 14,417	5.4% 14,816	4.3% 40,132	2.4% 1,052	2.6% 379

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	0.8% 15,553	0.8% 8,042	0.8% 7,507	0.3% 4	0.9% 7,974	0.3% 897	0.5% 2,550	3.1% 3,219	0.6% 12	1.0% 47	1.1% 854	0.5% 1,893

* 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)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	* *	* *	* *	* *
State	0.4% 1,020	0.4% 980	0.3% 3,044	0.1% 55	0.1% 15

Students Identified As Gifted

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

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

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

Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

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

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

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

Students With IEPs

What is it?

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

By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
District	**All Students**	14.5%	1.4%	1.8%	*	*	*	0.5%
	Students with IEPs	80.0%	7.5%	10.0%	*	*	*	2.5%
All Peer Districts *	All Students	6.6%	10.4%	7.7%	*	*	*	5.6%
	Students with IEPs	45.3%	19.0%	28.7%	*	*	*	3.5%
State	All Students	6.9%	2.9%	4.3%	*	*	*	0.6%
	Students with IEPs	45.4%	19.3%	28.0%	*	*	*	4.2%

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	**All Students**	3.6%	*	*	*	3.2%	*	0.9%
	Students with IEPs	20.0%	*	*	*	17.5%	*	5.0%
All Peer Districts *	All Students	0.9%	*	*	*	0.9%	*	0.6%
	Students with IEPs	12.6%	*	*	*	12.9%	*	8.5%
State	All Students	1.6%	*	*	*	0.9%	*	0.7%
	Students with IEPs	10.5%	*	*	*	5.7%	*	4.8%

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Students With IEPs (cont)

By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
District	**All Students**	*	*	5.5%	5.0%	*	*	*
	Students with IEPs	*	*	30.0%	27.5%	*	*	*
All Peer Districts *	All Students	*	*	1.3%	3.0%	*	*	*
	Students with IEPs	*	*	18.9%	41.8%	*	*	*
State	All Students	*	*	2.1%	5.0%	*	*	*
	Students with IEPs	*	*	13.8%	33.1%	*	*	*

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

Educational Environments for Students with IEPs

What is it?

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

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

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	42.5%	32.5%	17.5%	7.5%
All Peer Districts *	40.1%	32.2%	15.4%	12.3%
State	54.2%	26.3%	13.3%	6.3%
White				
District	46.9%	31.3%	15.6%	6.3%
All Peer Districts *	44.9%	29.1%	13.5%	12.5%
State	57.9%	24.9%	11.0%	6.2%
Black				
District	33.3%	33.3%	33.3%	0.0%
All Peer Districts *	30.4%	35.7%	18.9%	15.0%
State	45.3%	29.9%	16.6%	8.1%
Hispanic				
District	0.0%	50.0%	25.0%	25.0%
All Peer Districts *	39.6%	35.1%	15.6%	9.7%
State	54.4%	26.9%	13.7%	4.9%

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Asian				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Two or More Races				
District	100.0%	0.0%	0.0%	0.0%
All Peer Districts *	37.6%	33.9%	15.3%	13.2%
State	54.9%	23.8%	13.8%	7.6%

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

Educational Environments for Students with IEPs (cont)

For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	37.5%	37.5%	25.0%	0.0%
All Peer Districts *	24.0%	25.5%	25.7%	24.9%
State	29.0%	21.9%	33.2%	16.0%
Emotional Disability				
District	42.9%	14.3%	0.0%	42.9%
All Peer Districts *	33.0%	23.5%	13.6%	29.9%
State	36.1%	20.9%	13.7%	29.3%
Intellectual Disability				
District	0.0%	0.0%	100.0%	0.0%
All Peer Districts *	1.9%	24.7%	48.5%	24.9%
State	3.4%	29.9%	49.9%	16.8%
Other Health Impairment				
District	50.0%	33.3%	16.7%	0.0%
All Peer Districts *	53.3%	30.5%	9.7%	6.6%
State	57.6%	28.2%	9.3%	5.0%
Specific Learning Disability				
District	45.5%	45.5%	9.1%	0.0%
All Peer Districts *	48.1%	41.3%	8.6%	2.1%
State	54.3%	38.7%	6.0%	1.0%
Speech or Language Impairment				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

| | Regular Early Childhood Program | | | | |
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	50.7%	16.7%	26.0%	0.2%	6.4%
White					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	46.3%	22.3%	22.2%	0.3%	8.8%
Black					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	50.1%	14.1%	32.7%	0.2%	2.9%
Hispanic					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	59.6%	8.0%	28.6%	0.2%	3.6%

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Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

| | Regular Early Childhood Program | | | | |
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Asian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
American Indian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Two or More Races					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	49.2%	19.4%	25.9%	0.0%	5.5%

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

What is it?

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

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

For Selected Disabilities

| | Regular Early Childhood Program | | | | |
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	32.5%	9.1%	57.6%	0.1%	0.7%
Developmental Delay					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	16.7%	66.7%	16.7%	0.0%	0.0%

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

For Selected Disabilities

| | Regular Early Childhood Program | | | | |
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Intellectual Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	43.5%	8.7%	47.8%	0.0%	0.0%
Other Health Impairment					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	45.2%	11.9%	39.2%	2.5%	1.1%

For Selected Disabilities

| | Regular Early Childhood Program | | | | |
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Specific Learning Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	51.1%	6.7%	31.1%	0.0%	11.1%
Speech or Language Impairment					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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State Performance Plan Indicators For Students With IEPs

What is it?

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

SPP Indicator	Indicator Description	2021-22 District Data	2021-22 State Target	District Met Target
1	**Graduation Percent for students with IEPs (Data lag one year)**	**85.71**	**82.6**	**Yes**
2	**Dropout Percent for students with IEPs (Data lag one year)**	**0.00**	**13.7**	**Yes**
3ae4	**Reading assessment participation rate for students with IEPs, Grade 4**	*****	**95**	**N/A**
3ae8	**Reading assessment participation rate for students with IEPs, Grade 8**	*****	**95**	**N/A**
3ae11	**Reading assessment participation rate for students with IEPs, Grade 11**	**88.89**	**95**	**No**
3am4	**Math assessment participation rate for students with IEPs, Grade 4**	*****	**95**	**N/A**
3am8	**Math assessment participation rate for students with IEPs, Grade 8**	*****	**95**	**N/A**
3am11	**Math assessment participation rate for students with IEPs, Grade 11**	**88.89**	**95**	**No**
3be4	**Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards**	*****	**11**	**N/A**
3be8	**Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards**	*****	**8**	**N/A**
3be11	**Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards**	**0.00**	**8**	**No**
3bm4	**Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards**	*****	**12**	**N/A**
3bm8	**Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards**	*****	**6.5**	**N/A**
3bm11	**Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards**	**0.00**	**7**	**No**
3ce4	**Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards**	*****	**15**	**N/A**
3ce8	**Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards**	*****	**23.5**	**N/A**

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2021-22 District Data	2021-22 State Target	District Met Target
3ce11	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	22.5	N/A
3cm4	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	20.5	N/A
3cm8	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	5.5	N/A
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	4	N/A
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	*	25.5	N/A
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	*	31.5	N/A
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	18.75	28	No
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	*	21.5	N/A
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	*	26	N/A
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	20.83	27.5	No
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year)	No	-1	Yes
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	42.5	52.9	No
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	17.5	12.35	No
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	7.5	6.38	No
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	*	46.5	N/A
6b	Children ages 3-5 in separate special education class, separate school or residential facility	*	26.04	N/A

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State Performance Plan Indicators For Students With IEPs (cont)

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

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English Learners

What is it?

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

EL on ACCESS

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

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Student Attendance

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	93.1%	93.4%	92.6%	*	93.1%	93.1%	92.6%	96.2%	*	*	91.1%	91.7%
State	90.8%	90.9%	90.8%	93.0%	92.8%	86.5%	89.4%	94.2%	91.3%	89.5%	90.7%	88.8%

	Students with IEPs	English Learners	Low Income
District	91.3%	92.9%	90.3%
State	88.4%	90.1%	88.1%

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Student Mobility Rate

What is it?

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

Student Mobility

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	14.9%	12.7%	17.4%	*	13.6%	‡	‡	‡	*	*	‡	‡
State	7.6%	7.9%	7.3%	2.9%	5.2%	13.8%	7.7%	7.1%	9.6%	10.2%	8.9%	7.2%

	Students with IEPs	English Learners	Low Income	Homeless
District	‡	‡	23.8%	‡
State	8.0%	9.5%	10.2%	25.7%

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Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	16.5%	14.3%	19.4%	*	15.4%	‡	‡	‡	*	*	‡	18.2%
State	29.8%	29.5%	30.2%	20.9%	21.2%	47.9%	36.1%	15.7%	28.0%	36.4%	30.6%	37.3%

	Students with IEPs	English Learners	Low Income
District	‡	‡	23.4%
State	38.9%	34.5%	42.0%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	5.1%	16.9%	23.8%	20.4%
State	32.6%	35.4%	38.5%	43.6%

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Dropout Rate

What is it?

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

By Subgroups

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	3.4%	3.9%	2.8%	0.3%	2.6%	5.4%	3.7%	0.7%	2.5%	4.7%	4.4%	3.0%

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

By Grades

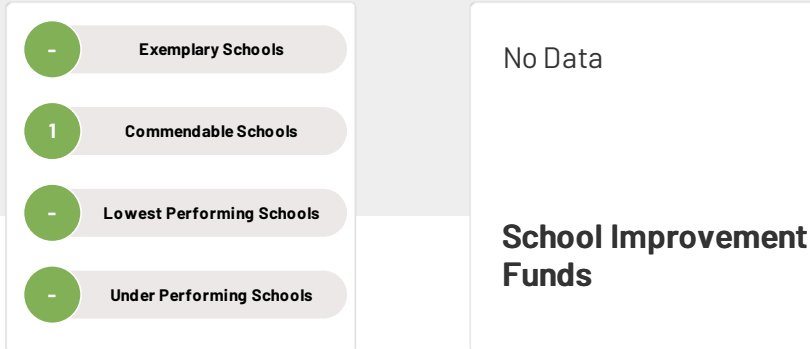|	Grade 9	Grade 10	Grade 11	Grade 12
District	‡	‡	‡	‡
State	1.7%	3.1%	4.2%	4.6%

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Chronic Truancy Rate

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	9.4%	9.7%	‡	*	9.4%	‡	‡	‡	*	*	‡	‡
State	22.1%	22.2%	22.0%	7.2%	8.6%	50.2%	30.9%	7.9%	20.5%	28.8%	19.8%	25.5%

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

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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.

-	Exemplary Schools
1	Commendable Schools
-	Lowest Performing Schools
-	Under Performing Schools

No Data

School Improvement Funds

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.

75.3%
All Schools

100.0%
Evaluation Rate

89.2%
Retention Rate
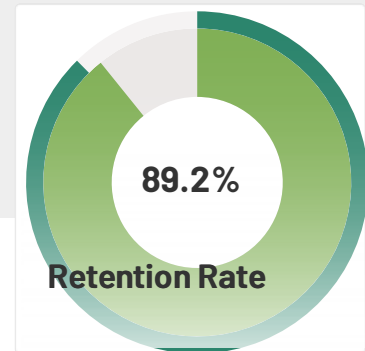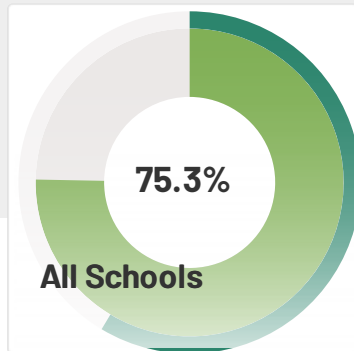
Teacher Information

What is it?

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

	All Schools	All Schools	All Schools	Attendance Rate	Evaluation Rate
District	15	24.7%	75.3%	72.4%	100.0%
State	14	40.6%	58.6%	66.1%	97.2%

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Student-To-Teacher Ratios

What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	0	12
State	17	18

Average Teacher Salary

What is it?

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

	Average Teacher Salary
District	$56,188
State	$72,315

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Retention Rate

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	**All**	89.2% 58	89.2% 58	* *	* *	* *	* *	* *	* *	* *
	Male	80.8% 21	80.8% 21	* *	* *	* *	* *	* *	* *	* *
	Female	94.9% 37	94.9% 37	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	87.6% 311,540	88.1% 262,638	81.8% 15,325	87.6% 22,157	87.5% 4,943	87.2% 190	82.9% 485	84.3% 2,205	82.7% 3,597
	Male	89.1% 73,854	89.8% 63,064	81.2% 3,034	87.3% 5,095	88.5% 1,154	86.4% 57	86.8% 118	86.6% 570	81.7% 762
	Female	87.2% 237,686	87.6% 199,574	81.9% 12,291	87.7% 17,062	87.3% 3,789	87.5% 133	81.7% 367	83.5% 1,635	82.9% 2,835
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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Full-Time Equivalents

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	**All**	**100.0%** 20.7	**100.0%** 20.7	* *	* *	* *	* *	* *	* *	* *
	Male	**37.3%** 7.7	**37.3%** 7.7	* *	* *	* *	* *	* *	* *	* *
	Female	**62.7%** 13	**62.7%** 13	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 134887.2	**81.3%** 109693.6	**6.0%** 8130.5	**8.0%** 10848.4	**1.8%** 2472.7	**0.1%** 83.5	**0.2%** 319.7	**0.8%** 1125.1	**1.6%** 2213.8
	Male	**23.3%** 31433.9	**23.6%** 25853.6	**21.4%** 1741.5	**22.6%** 2450	**22.4%** 554.9	**29.7%** 24.8	**22.9%** 73.3	**24.0%** 270.5	**21.0%** 465.5
	Female	**76.7%** 103453.3	**76.4%** 83840	**78.6%** 6389	**77.4%** 8398.4	**77.6%** 1917.8	**70.3%** 58.7	**77.1%** 246.5	**76.0%** 854.6	**79.0%** 1748.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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Teachers with Gifted Endorsement

What is it?

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

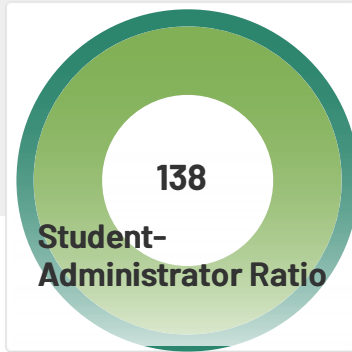|	Teachers with Gifted Endorsement
District	*
State	1,247

National Board Certified Teachers

What is it?

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

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

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

About the data

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

138

Student-Administrator Ratio

7

Student-Certified Staff Ratio

2 principal(s) over the past 6 years

Principal Turnover
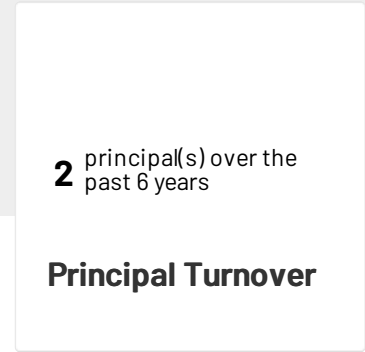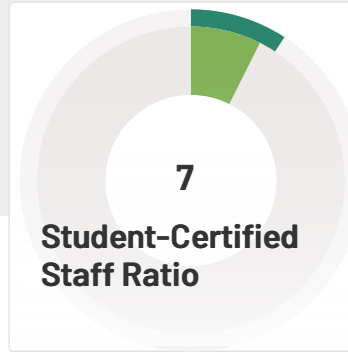
Student-To-Staff Ratios

What is it?

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

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	7	138
State	9	147

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

Demographics

What is it?

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

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	**All**	**100.0%** 1.6	**100.0%** 1.6	* *	* *	* *	* *	* *	* *	* *
	Male	**100.0%** 1.6	**100.0%** 1.6	* *	* *	* *	* *	* *	* *	* *
	Female	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 12737.1	**76.1%** 9697.3	**14.3%** 1822	**6.8%** 872.3	**0.9%** 118.1	**0.1%** 8.7	**0.3%** 34.1	**0.8%** 97	**0.7%** 87.8
	Male	**41.2%** 5243.9	**44.5%** 4311.9	**27.9%** 508.3	**33.4%** 291	**45.9%** 54.2	**33.1%** 2.9	**34.9%** 11.9	**33.1%** 32.1	**36.2%** 31.8
	Female	**58.8%** 7493.2	**55.5%** 5385.4	**72.1%** 1313.7	**66.6%** 581.4	**54.1%** 63.9	**66.9%** 5.8	**65.1%** 22.2	**66.9%** 64.9	**63.8%** 56
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Principal Turnover

What is it?

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

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

Average Administrator Salary

What is it?

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

	Average Administrator Salary
District	**$123,506**
State	**$116,166**

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

About the data

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

Student Environment

What is it?

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

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
District	4.1%	10.4%	0.5%	0.0%	0.5%	22.1%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

Student Environment (cont)

	Rate of Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
District	2.7%	0	0
State	2.2%	153	5

Academic Environment

What is it?

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

		Advanced Placement Course Work		
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
District	0.0% 0	13.1% 29	0.0% 0	5.0% 11
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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

About the data

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

Inclusion Rate and Standard Error in NAEP

What is it?

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

Percentage of students identified With Disabilities and English Learners - Reading

Jurisdiction
Illinois

Percentage of students identified With Disabilities and English Learners - Mathematics

Jurisdiction
Illinois