Hamilton CCSD 328

District Superintendent

Mr. Jason Church
churchj@hhs328.com

Address

1830 Broadway St
Hamilton IL 62341
(866)332-3880

http://www.hhs328.com

Illinois Report Card
2024 – 2025

District Provided Statement

Not available.

About the Report Card

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

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

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

District Snapshot

Percent of Adequacy : 70.1%

Chronic Absenteeism : 22.6%

Principal Turnover : 2

Schools in District : 2

Senate District : 47   **House District :** 94

Date: 11/07/25 9:36:18 -06:00

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.

57.2%
ELA proficiency

36.7%
Math proficiency

96.7%
High School Graduation Rate

Academic Progress

ELA Proficiency – Overall

What is it?

This shows the percentage of students at each performance level after assessment for proficiency in English Language Arts (ELA). The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	57.2%	64.8%	49.3%	*	‡	*	‡	‡	*	*	‡	59.2%	22.9%
State	52.4%	57.6%	47.5%	81.6%	44.3%	77.8%	31.1%	40.2%	59.3%	62.1%	55.9%	64.0%	26.0%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	22.9%	51.3%	‡	*	*	‡
State	22.2%	16.0%	36.7%	24.9%	16.4%	55.0%	24.1%

All Tests – Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	53.0%	58.3%	47.9%	79.8%	44.1%	76.0%	31.7%	39.1%	52.8%	62.7%	57.5%	66.2%	26.5%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	*	*	*	*	*	*
State	19.6%	16.2%	36.5%	20.4%	10.8%	56.2%	23.7%

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

ELA Proficiency – IAR

What is it?

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

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area and at each grade level/course.

---

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

26-034-3280-24 | HAMILTON CCSD 328   PAGE 04

ELA Proficiency – IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	6.2%	29.6%	55.8%	8.4%
State	14.1%	32.8%	40.9%	12.2%
Female				
District	3.5%	21.2%	61.9%	13.3%
State	11.5%	30.4%	43.1%	15.0%
Male				
District	8.8%	38.1%	49.6%	3.5%
State	16.7%	35.1%	38.8%	9.5%
Non Binary				
District	*	*	*	*
State	5.3%	12.3%	60.8%	21.6%
American Indian				
District	*	*	*	*
State	18.3%	36.4%	36.6%	8.6%
Asian				
District	*	*	*	*
State	4.9%	16.8%	47.9%	30.3%
Black				
District	‡	‡	‡	‡
State	25.0%	42.8%	28.1%	4.2%
Hispanic				
District	‡	‡	‡	‡
State	20.1%	39.0%	34.5%	6.4%

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

ELA Proficiency – IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	11.7%	27.4%	41.9%	19.0%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	10.2%	26.5%	48.1%	15.3%
Two or More Races				
District	11.1%	50.0%	33.3%	5.6%
State	12.8%	30.8%	41.1%	15.3%
White				
District	5.0%	28.2%	57.9%	8.9%
State	7.9%	27.6%	48.4%	16.0%
Students with Disabilities				
District	21.1%	50.0%	28.9%	0.0%
State	34.3%	39.6%	21.9%	4.2%
English Learners				
District	*	*	*	*
State	30.1%	45.9%	21.9%	2.1%
Homeless				
District	‡	‡	‡	‡
State	31.7%	42.1%	23.5%	2.7%
Students with IEPs				
District	21.1%	50.0%	28.9%	0.0%
State	41.9%	41.4%	14.7%	1.9%

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

ELA Proficiency – IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	7.9%	34.1%	52.4%	5.6%
State	21.5%	40.9%	32.3%	5.3%
Migrant				
District	*	*	*	*
State	45.4%	38.3%	14.2%	2.1%
Military				
District	*	*	*	*
State	12.2%	31.9%	43.1%	12.9%
Youth In Care				
District	‡	‡	‡	‡
State	31.3%	43.1%	23.3%	2.3%

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

ELA Proficiency – ACT Suite

What is it?

This shows the percentage and number of students scoring at each of the performance levels for the ACT Suite of assessments, which is the designated High School Assessment for Illinois. Students in Grade 11 and Grade 12 as required participate in the ACT with Writing, students in Grade 10 participate in the PreACT Secure, and students in Grade 9 participate in the PreACT 9 Secure. Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are four Performance Levels for ACT assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area and at each grade level/course.

---

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

26-034-3280-24 | HAMILTON CCSD 328   **PAGE 08**

ELA Proficiency – ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	16.7%	51.9%	31.5%	0.0%
State	21.3%	27.0%	40.6%	11.1%
Female				
District	12.9%	58.1%	29.0%	0.0%
State	15.9%	27.3%	44.5%	12.2%
Male				
District	21.7%	43.5%	34.8%	0.0%
State	26.5%	26.7%	36.7%	10.0%
Non Binary				
District	*	*	*	*
State	6.0%	13.7%	39.3%	41.0%
American Indian				
District	‡	‡	‡	‡
State	25.4%	32.4%	37.6%	4.6%
Asian				
District	*	*	*	*
State	6.7%	12.5%	45.0%	35.7%
Black				
District	‡	‡	‡	‡
State	40.0%	33.6%	24.0%	2.3%
Hispanic				
District	*	*	*	*
State	27.3%	34.0%	34.4%	4.2%

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

ELA Proficiency – ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	16.5%	27.2%	44.6%	11.7%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	12.2%	26.6%	43.2%	18.0%
Two or More Races				
District	‡	‡	‡	‡
State	18.6%	24.6%	41.5%	15.1%
White				
District	18.0%	50.0%	32.0%	0.0%
State	13.0%	22.3%	49.6%	15.1%
Students with Disabilities				
District	‡	‡	‡	‡
State	45.4%	24.3%	23.1%	6.9%
English Learners				
District	*	*	*	*
State	50.4%	38.7%	10.2%	0.5%
Homeless				
District	‡	‡	‡	‡
State	50.8%	30.5%	17.7%	1.0%
Students with IEPs				
District	‡	‡	‡	‡
State	61.8%	25.0%	11.2%	1.6%

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

ELA Proficiency – ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	26.1%	52.2%	21.7%	0.0%
State	33.1%	33.6%	30.0%	3.3%
Migrant				
District	*	*	*	*
State	50.0%	33.3%	16.7%	0.0%
Military				
District	*	*	*	*
State	21.0%	27.6%	44.1%	7.2%
Youth In Care				
District	‡	‡	‡	‡
State	54.9%	30.1%	13.2%	1.5%

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

ELA Proficiency – 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 – Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Approaching Target: 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 – At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

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

26-034-3280-24 | HAMILTON CCSD 328   PAGE 12

ELA Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	‡	‡	‡	‡
State	62.3%	22.8%	13.3%	1.6%
Female				
District	‡	‡	‡	‡
State	60.2%	24.4%	13.9%	1.5%
Male				
District	‡	‡	‡	‡
State	63.2%	22.0%	13.1%	1.6%
Non Binary				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	66.7%	20.0%	13.3%	0.0%
Asian				
District	*	*	*	*
State	70.0%	20.3%	8.4%	1.3%
Black				
District	*	*	*	*
State	57.6%	24.1%	16.2%	2.0%
Hispanic				
District	*	*	*	*
State	63.0%	22.7%	12.8%	1.6%

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

ELA Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	64.3%	17.9%	14.3%	3.6%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	41.7%	50.0%	8.3%	0.0%
Two or More Races				
District	*	*	*	*
State	64.2%	21.1%	13.0%	1.8%
White				
District	‡	‡	‡	‡
State	63.5%	22.6%	12.6%	1.4%
Students with Disabilities				
District	‡	‡	‡	‡
State	62.3%	22.8%	13.3%	1.6%
English Learners				
District	*	*	*	*
State	64.0%	23.2%	11.5%	1.3%
Homeless				
District	*	*	*	*
State	59.6%	24.0%	15.4%	1.1%
Students with IEPs				
District	‡	‡	‡	‡
State	62.3%	22.8%	13.3%	1.6%

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

ELA Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	‡	‡	‡
State	61.5%	22.5%	14.3%	1.7%
Migrant				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	56.3%	25.3%	17.2%	1.1%
Youth In Care				
District	*	*	*	*
State	66.3%	19.9%	13.3%	0.6%

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

ELA Participation – Overall

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The "overall" percentage is calculated by subject combining all tests.

Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	99.3%	99.3%	99.3%	*	‡	‡	‡	‡	*	*	100.0%	99.2%	98.0%
State	98.6%	98.8%	98.5%	95.5%	98.1%	99.2%	97.5%	98.5%	98.7%	97.6%	98.4%	99.0%	97.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	98.0%	99.3%	‡	*	*	‡
State	98.4%	96.9%	98.2%	95.9%	98.0%	98.8%	93.9%

Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡	‡
State	1.4%	1.2%	1.5%	4.5%	1.9%	0.8%	2.5%	1.5%	1.3%	2.4%	1.6%	1.0%	2.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	‡	‡	*	*	‡
State	1.6%	3.1%	1.8%	4.1%	2.0%	1.2%	6.1%

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

ELA Participation – IAR

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	99.6%	99.1%	100.0%	*	*	‡	‡	‡	*	*	100.0%	99.5%	100.0%
State	99.1%	99.2%	99.1%	96.2%	99.0%	99.4%	98.6%	99.2%	99.2%	98.8%	98.9%	99.3%	98.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	100.0%	100.0%	‡	*	*	‡
State	99.0%	98.1%	99.0%	97.3%	98.2%	99.3%	96.6%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	0.4%	0.9%	0.0%	*	*	‡	‡	‡	*	*	0.0%	0.5%	0.0%
State	0.9%	0.8%	0.9%	3.8%	1.0%	0.6%	1.4%	0.8%	0.8%	1.2%	1.1%	0.7%	1.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	0.0%	0.0%	‡	*	*	‡
State	1.0%	1.9%	1.0%	2.7%	1.8%	0.7%	3.4%

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

ELA Participation – ACT Suite

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	98.2%	100.0%	95.8%	*	‡	‡	‡	*	*	*	‡	98.0%	‡
State	96.1%	96.6%	95.6%	94.4%	93.7%	98.5%	92.2%	95.3%	97.4%	94.0%	95.8%	97.8%	92.9%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	95.8%	‡	*	*	‡
State	94.2%	90.9%	94.1%	88.8%	96.3%	96.4%	77.2%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	1.8%	0.0%	4.2%	*	‡	‡	‡	*	*	*	‡	2.0%	‡
State	3.9%	3.4%	4.4%	5.6%	6.3%	1.5%	7.8%	4.7%	2.6%	6.0%	4.2%	2.2%	7.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	4.2%	‡	*	*	‡
State	5.8%	9.1%	5.9%	11.2%	3.7%	3.6%	22.8%

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

ELA Participation – DLM

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	93.7%	93.5%	93.7%	*	100.0%	95.3%	92.9%	94.1%	85.3%	85.7%	91.8%	93.8%	93.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	‡	‡	*	*	*	*
State	94.6%	93.7%	93.3%	91.9%	*	92.6%	90.5%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	6.4%	6.5%	6.3%	*	0.0%	4.9%	7.1%	5.9%	14.7%	14.3%	8.2%	6.2%	6.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	‡	‡	*	*	*	*
State	5.5%	6.4%	6.7%	8.1%	*	7.4%	10.0%

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

ELA Growth – IAR

What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

Cohort Growth Percentile ELA – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	49.8	50.7	48.9	*	*	*	‡	‡	*	*	40.4	51.1	50.4
State	50	51.9	48.1	52.9	49.6	56.1	46.9	48.9	55.2	53.2	50.1	50.8	44.5

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	50.4	49	‡	*	*	‡
State	47.5	42.7	47.7	45.2	48.3	49.7	44.2

Baseline Growth Percentile ELA – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	58.2 172	58.7 87	57.6 85	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	50.5 15	59.4 154	57.9 31
State	58.2 614,241	59.8 300,842	56.7 313,258	60.2 141	58 1,373	62.6 34,695	56 97,629	57.8 169,312	62.4 1,121	60.4 508	58 27,635	58.7 281,968	53.6 122,592

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	* *	57.9 31	57.5 92	‡ ‡	* *	* *	‡ ‡
State	56.7 93,075	52 93,448	56.6 307,427	54.2 12,425	58 109	57.7 4,991	53.2 3,196

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

ELA Growth – HS

What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

Cohort Growth Percentile ELA – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	39.8	37.9	41.8	*	‡	*	‡	*	*	*	‡	40	44.4
State	50	51.2	48.4	57.1	47.9	57.9	45.6	48.3	46	52.2	51.5	50.9	48.5

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	44.4	38.6	‡	*	‡	‡
State	46.3	45.5	46.5	43.2	45.8	48.6	42.1

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

Math Proficiency – Overall

What is it?

This shows the percentage of students at each performance level after assessment for proficiency in Math. The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	36.7%	35.9%	37.7%	*	‡	*	‡	‡	*	*	‡	38.4%	‡
State	38.4%	36.3%	40.3%	56.3%	30.9%	71.2%	15.3%	24.9%	46.3%	44.8%	41.8%	50.4%	19.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	‡	26.3%	‡	*	*	‡
State	16.0%	12.3%	22.0%	12.8%	10.8%	39.1%	13.6%

All Tests – Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	38.7%	36.8%	40.6%	55.2%	30.7%	69.6%	15.5%	24.2%	41.3%	45.4%	43.0%	52.0%	20.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	*	*	*	*	*	*
State	14.1%	12.5%	21.8%	10.5%	7.1%	40.0%	13.4%

---

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

Math Proficiency – IAR

What is it?

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

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area and at each grade level/course.

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

26-034-3280-24 | HAMILTON CCSD 328   PAGE 23

Math Proficiency – IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	11.1%	46.5%	39.4%	3.1%
State	24.6%	36.9%	30.9%	7.6%
Female				
District	8.8%	46.9%	40.7%	3.5%
State	24.8%	38.8%	29.9%	6.5%
Male				
District	13.3%	46.0%	38.1%	2.7%
State	24.4%	35.1%	31.9%	8.7%
Non Binary				
District	*	*	*	*
State	11.1%	36.8%	40.4%	11.7%
American Indian				
District	*	*	*	*
State	31.3%	36.4%	26.1%	6.2%
Asian				
District	*	*	*	*
State	7.0%	21.6%	43.9%	27.6%
Black				
District	‡	‡	‡	‡
State	46.5%	38.1%	14.1%	1.3%
Hispanic				
District	‡	‡	‡	‡
State	32.7%	42.1%	22.5%	2.7%

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

Math Proficiency – IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	17.8%	35.3%	37.5%	9.4%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	18.4%	37.4%	36.1%	8.2%
Two or More Races				
District	27.8%	38.9%	33.3%	0.0%
State	23.5%	34.6%	32.2%	9.7%
White				
District	7.9%	47.5%	41.1%	3.5%
State	14.2%	35.5%	40.2%	10.1%
Students with Disabilities				
District	26.3%	55.3%	18.4%	0.0%
State	48.2%	32.2%	16.5%	3.1%
English Learners				
District	*	*	*	*
State	42.1%	40.7%	16.0%	1.2%
Homeless				
District	‡	‡	‡	‡
State	49.9%	36.7%	12.7%	0.7%
Students with IEPs				
District	26.3%	55.3%	18.4%	0.0%
State	57.1%	30.1%	11.2%	1.6%

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

Math Proficiency – IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	14.3%	55.6%	28.6%	1.6%
State	36.6%	41.0%	20.1%	2.3%
Migrant				
District	*	*	*	*
State	51.4%	38.6%	9.3%	0.7%
Military				
District	*	*	*	*
State	20.1%	40.4%	33.1%	6.3%
Youth In Care				
District	‡	‡	‡	‡
State	50.7%	35.3%	13.4%	0.6%

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

Math Proficiency – ACT Suite

What is it?

This shows the percentage and number of students scoring at each of the performance levels for the ACT Suite of assessments, which is the designated High School Assessment for Illinois. Students in Grade 11 and Grade 12 as required participate in the ACT with Writing, students in Grade 10 participate in the PreACT Secure, and students in Grade 9 participate in the PreACT 9 Secure. Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are four Performance Levels for ACT assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area and at each grade level/course.

---

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

26-034-3280-24 | HAMILTON CCSD 328

PAGE 27

Math Proficiency – ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	31.5%	53.7%	14.8%	0.0%
State	24.9%	35.8%	29.2%	10.1%
Female				
District	32.3%	61.3%	6.5%	0.0%
State	25.0%	37.7%	29.4%	7.8%
Male				
District	30.4%	43.5%	26.1%	0.0%
State	24.9%	33.9%	28.9%	12.3%
Non Binary				
District	*	*	*	*
State	12.8%	24.8%	33.3%	29.1%
American Indian				
District	‡	‡	‡	‡
State	33.2%	41.9%	20.2%	4.6%
Asian				
District	*	*	*	*
State	6.8%	18.7%	37.1%	37.4%
Black				
District	‡	‡	‡	‡
State	46.6%	39.7%	12.1%	1.6%
Hispanic				
District	*	*	*	*
State	33.0%	42.8%	21.3%	2.8%

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

Math Proficiency – ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	16.9%	36.8%	37.2%	9.1%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	20.6%	29.8%	36.9%	12.8%
Two or More Races				
District	‡	‡	‡	‡
State	22.9%	33.9%	29.9%	13.4%
White				
District	28.0%	56.0%	16.0%	0.0%
State	14.7%	32.3%	39.0%	13.9%
Students with Disabilities				
District	‡	‡	‡	‡
State	43.7%	34.1%	16.4%	5.9%
English Learners				
District	*	*	*	*
State	51.9%	41.3%	6.1%	0.7%
Homeless				
District	‡	‡	‡	‡
State	51.8%	38.2%	9.2%	0.8%
Students with IEPs				
District	‡	‡	‡	‡
State	58.0%	33.9%	6.6%	1.5%

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

Math Proficiency – ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	43.5%	47.8%	8.7%	0.0%
State	38.1%	41.5%	17.8%	2.5%
Migrant				
District	*	*	*	*
State	38.9%	44.4%	16.7%	0.0%
Military				
District	*	*	*	*
State	23.7%	37.0%	34.6%	4.8%
Youth In Care				
District	‡	‡	‡	‡
State	53.2%	37.5%	8.7%	0.6%

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

Math Proficiency – 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 – Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Approaching Target: 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 – At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

---

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

Math Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	‡	‡	‡	‡
State	66.3%	17.9%	12.1%	3.7%
Female				
District	‡	‡	‡	‡
State	67.9%	19.1%	10.1%	2.9%
Male				
District	‡	‡	‡	‡
State	65.6%	17.3%	13.1%	4.1%
Non Binary				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	66.7%	13.3%	16.7%	3.3%
Asian				
District	*	*	*	*
State	72.4%	12.6%	11.6%	3.3%
Black				
District	*	*	*	*
State	62.0%	19.1%	14.0%	4.9%
Hispanic				
District	*	*	*	*
State	65.7%	18.3%	12.2%	3.8%

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

Math Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	57.1%	25.0%	17.9%	0.0%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	50.0%	33.3%	16.7%	0.0%
Two or More Races				
District	*	*	*	*
State	67.9%	14.9%	13.7%	3.4%
White				
District	‡	‡	‡	‡
State	68.8%	17.9%	10.5%	2.8%
Students with Disabilities				
District	‡	‡	‡	‡
State	66.3%	17.9%	12.1%	3.7%
English Learners				
District	*	*	*	*
State	66.9%	17.0%	12.5%	3.6%
Homeless				
District	*	*	*	*
State	61.5%	20.0%	15.1%	3.4%
Students with IEPs				
District	‡	‡	‡	‡
State	66.3%	17.9%	12.1%	3.7%

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

Math Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	‡	‡	‡
State	64.5%	18.4%	13.2%	3.9%
Migrant				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	60.9%	26.4%	6.9%	5.7%
Youth In Care				
District	*	*	*	*
State	65.0%	18.3%	13.3%	3.3%

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

Math Participation – Overall

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The "overall" percentage is calculated by subject combining all tests.

Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	99.3%	99.3%	99.3%	*	‡	‡	‡	‡	*	*	100.0%	99.2%	98.0%
State	98.5%	98.7%	98.4%	95.5%	98.0%	99.2%	97.4%	98.4%	98.7%	97.8%	98.3%	98.9%	97.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	98.0%	99.3%	‡	*	*	‡
State	98.2%	96.7%	98.1%	95.4%	97.6%	98.9%	93.5%

Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	‡	‡	‡	‡	*	*	‡	‡	‡
State	1.5%	1.3%	1.6%	4.5%	2.0%	0.8%	2.6%	1.6%	1.3%	2.2%	1.7%	1.1%	2.9%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	‡	‡	*	*	‡
State	1.8%	3.3%	1.9%	4.6%	2.4%	1.1%	6.5%

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

Math Participation – IAR

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	99.6%	99.1%	100.0%	*	*	‡	‡	‡	*	*	100.0%	99.5%	100.0%
State	99.0%	99.1%	99.0%	96.2%	98.9%	99.3%	98.4%	99.1%	99.3%	98.6%	98.8%	99.2%	98.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	100.0%	100.0%	‡	*	*	‡
State	98.9%	97.8%	98.8%	96.8%	97.8%	99.3%	96.2%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	0.4%	0.9%	0.0%	*	*	‡	‡	‡	*	*	0.0%	0.5%	0.0%
State	1.0%	0.9%	1.0%	3.8%	1.1%	0.7%	1.6%	0.9%	0.7%	1.4%	1.2%	0.8%	1.9%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	0.0%	0.0%	‡	*	*	‡
State	1.1%	2.2%	1.2%	3.2%	2.2%	0.7%	3.9%

---

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

Math Participation – ACT Suite

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	98.2%	100.0%	95.8%	*	‡	‡	‡	*	*	*	‡	98.0%	‡
State	96.1%	96.6%	95.6%	94.4%	93.4%	98.5%	92.2%	95.3%	97.4%	95.3%	95.8%	97.8%	92.9%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	95.8%	‡	*	*	‡
State	94.2%	90.9%	94.1%	88.8%	96.2%	96.4%	76.8%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	1.8%	0.0%	4.2%	*	‡	‡	‡	*	*	*	‡	2.0%	‡
State	3.9%	3.4%	4.4%	5.6%	6.6%	1.5%	7.8%	4.7%	2.6%	4.7%	4.2%	2.2%	7.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	4.2%	‡	*	*	‡
State	5.8%	9.1%	5.9%	11.2%	3.8%	3.6%	23.2%

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

Math Participation – DLM

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	93.6%	93.4%	93.7%	*	100.0%	95.0%	93.0%	93.9%	85.3%	85.7%	92.2%	93.8%	93.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	‡	‡	*	*	*	*
State	94.3%	93.6%	93.3%	91.0%	*	92.6%	90.5%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	6.4%	6.6%	6.3%	*	0.0%	5.2%	7.0%	6.1%	14.7%	14.3%	7.8%	6.3%	6.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	‡	‡	*	*	*	*
State	5.7%	6.4%	6.7%	9.0%	*	7.4%	10.0%

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

Math Growth – IAR

What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

Cohort Growth Percentile Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	55.6	54.1	57.1	*	*	*	‡	‡	*	*	51.2	56.5	59.8
State	50	49.8	50	51.3	49.7	57.6	45.7	49.4	55.8	53.8	49.9	50.6	46.2

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	59.8	53.6	‡	*	*	‡
State	48.5	44.7	47.7	44.9	47.3	49.5	44.2

Baseline Growth Percentile Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	58.8 172	57.4 87	60.3 85	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	53.3 15	59.9 154	62 31
State	52 612,969	52 300,277	52 312,551	53.5 141	51.5 1,368	59.2 34,624	47.4 97,257	51.6 168,970	58.1 1,120	56 509	51.9 27,579	53 281,542	47.7 122,138

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	* *	62 31	56.9 92	‡ ‡	* *	* *	‡ ‡
State	50.1 92,852	45.9 93,070	49.7 306,507	46.4 12,343	48.3 108	51.7 4,992	45.6 3,162

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

Math Growth – HS

What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

Cohort Growth Percentile Math – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	37.3	35.1	39.8	*	‡	*	‡	*	*	*	‡	37.8	42.7
State	50	48	51.1	51.8	50.2	53.4	44.4	47.6	47.7	49	50.7	51.9	49.7

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	42.7	31.7	‡	*	‡	‡
State	47.3	47.5	46.4	43.9	48.1	49.1	45.1

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

Science Proficiency – Overall

What is it?

This shows the percentage of students at each performance level after assessment for proficiency in Science. The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	38.8%	42.0%	35.0%	*	‡	*	‡	*	*	*	‡	39.8%	‡
State	44.6%	44.3%	44.8%	69.5%	34.7%	73.1%	20.4%	31.2%	45.9%	52.9%	48.0%	57.7%	24.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	‡	28.6%	‡	*	*	‡
State	12.2%	13.2%	27.7%	17.9%	11.4%	47.9%	16.9%

All Tests – Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	44.7%	44.6%	44.9%	68.1%	34.0%	71.8%	20.4%	30.3%	40.9%	53.0%	48.8%	59.3%	24.2%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	*	28.5%	*	*	*	*
State	10.7%	13.1%	27.2%	14.6%	7.9%	48.6%	15.5%

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

Science Proficiency – ACT Suite

What is it?

This shows the percentage and number of students scoring at each of the performance levels for the ACT Suite of assessments, which is the designated High School Assessment for Illinois. Students in Grade 11 and Grade 12 as required participate in the ACT with Writing, students in Grade 10 participate in the PreACT Secure, and students in Grade 9 participate in the PreACT 9 Secure. Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are four Performance Levels for ACT assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area and at each grade level/course.

---

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

Science Proficiency – ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	24.1%	50.0%	25.9%	0.0%
State	14.6%	36.7%	40.3%	8.3%
Female				
District	19.4%	58.1%	22.6%	0.0%
State	13.6%	37.4%	42.3%	6.7%
Male				
District	30.4%	39.1%	30.4%	0.0%
State	15.7%	36.0%	38.4%	9.9%
Non Binary				
District	*	*	*	*
State	6.0%	26.5%	38.5%	29.1%
American Indian				
District	‡	‡	‡	‡
State	16.8%	45.5%	34.5%	3.2%
Asian				
District	*	*	*	*
State	4.7%	17.0%	51.4%	26.9%
Black				
District	‡	‡	‡	‡
State	24.7%	50.8%	23.5%	1.1%
Hispanic				
District	*	*	*	*
State	19.4%	45.5%	32.5%	2.6%

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

Science Proficiency – ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	11.3%	36.5%	46.3%	6.0%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	7.2%	34.5%	46.8%	11.5%
Two or More Races				
District	‡	‡	‡	‡
State	13.1%	34.5%	41.5%	11.0%
White				
District	24.0%	48.0%	28.0%	0.0%
State	9.5%	28.9%	49.6%	12.0%
Students with Disabilities				
District	‡	‡	‡	‡
State	24.1%	45.3%	24.6%	6.1%
English Learners				
District	*	*	*	*
State	30.0%	56.0%	13.6%	0.4%
Homeless				
District	‡	‡	‡	‡
State	28.6%	52.1%	18.4%	0.8%
Students with IEPs				
District	‡	‡	‡	‡
State	31.3%	53.6%	13.4%	1.6%

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

Science Proficiency – ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	30.4%	47.8%	21.7%	0.0%
State	21.7%	47.6%	28.7%	2.0%
Migrant				
District	*	*	*	*
State	33.3%	61.1%	5.6%	0.0%
Military				
District	*	*	*	*
State	13.3%	37.8%	43.3%	5.7%
Youth In Care				
District	‡	‡	‡	‡
State	32.1%	50.0%	17.2%	0.7%

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

Science Proficiency – 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 – Below Proficient: 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 – Approaching Proficient: 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 – Above Proficient: 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.

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

26- 034- 3280- 24 | HAMILTON CCSD 328   **PAGE 46**

Science Proficiency – ISA (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	5.4%	45.9%	43.2%	5.4%
State	14.6%	42.3%	36.8%	6.2%
Female				
District	2.7%	37.8%	51.4%	8.1%
State	13.4%	44.4%	36.8%	5.4%
Male				
District	8.1%	54.1%	35.1%	2.7%
State	15.8%	40.4%	36.7%	7.0%
Non Binary				
District	*	*	*	*
State	7.1%	20.0%	60.0%	12.9%
American Indian				
District	*	*	*	*
State	19.4%	47.4%	29.9%	3.3%
Asian				
District	*	*	*	*
State	4.4%	24.2%	53.0%	18.4%
Black				
District	*	*	*	*
State	29.8%	51.8%	17.5%	1.0%
Hispanic				
District	*	*	*	*
State	19.6%	51.0%	27.1%	2.3%

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

Science Proficiency – ISA (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	12.1%	46.7%	36.4%	4.8%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	10.6%	39.4%	42.2%	7.8%
Two or More Races				
District	‡	‡	‡	‡
State	13.5%	39.9%	38.4%	8.2%
White				
District	6.0%	44.8%	43.3%	6.0%
State	7.6%	36.2%	47.4%	8.8%
Students with Disabilities				
District	21.4%	57.1%	14.3%	7.1%
State	34.2%	43.4%	19.5%	2.9%
English Learners				
District	*	*	*	*
State	30.2%	58.2%	11.3%	0.3%
Homeless				
District	‡	‡	‡	‡
State	32.1%	50.7%	16.2%	1.0%
Students with IEPs				
District	21.4%	57.1%	14.3%	7.1%
State	42.6%	44.5%	11.6%	1.2%

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

Science Proficiency – ISA (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	3.1%	62.5%	34.4%	0.0%
State	22.5%	50.9%	24.6%	1.9%
Migrant				
District	*	*	*	*
State	34.6%	51.9%	13.5%	0.0%
Military				
District	*	*	*	*
State	11.4%	40.7%	41.0%	7.0%
Youth In Care				
District	‡	‡	‡	‡
State	34.2%	48.8%	16.5%	0.6%

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

Science Proficiency – 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 – Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Approaching Target: 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 – At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Advanced: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

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

26-034-3280-24 | HAMILTON CCSD 328

PAGE 50

Science Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	‡	‡	‡	‡
State	69.3%	20.6%	9.1%	1.0%
Female				
District	‡	‡	‡	‡
State	70.9%	20.3%	7.9%	0.8%
Male				
District	*	*	*	*
State	68.5%	20.7%	9.7%	1.0%
Non Binary				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	66.7%	16.7%	16.7%	0.0%
Asian				
District	*	*	*	*
State	80.4%	15.7%	2.6%	1.3%
Black				
District	*	*	*	*
State	63.9%	22.4%	12.2%	1.5%
Hispanic				
District	*	*	*	*
State	70.0%	21.1%	8.3%	0.5%

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

Science Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	64.3%	21.4%	14.3%	0.0%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	37.5%	25.0%	25.0%	12.5%
Two or More Races				
District	*	*	*	*
State	65.7%	23.2%	10.6%	0.5%
White				
District	‡	‡	‡	‡
State	71.4%	19.3%	8.3%	1.0%
Students with Disabilities				
District	‡	‡	‡	‡
State	69.3%	20.6%	9.1%	1.0%
English Learners				
District	*	*	*	*
State	71.6%	20.3%	7.5%	0.5%
Homeless				
District	*	*	*	*
State	66.3%	20.2%	12.5%	1.0%
Students with IEPs				
District	‡	‡	‡	‡
State	69.3%	20.6%	9.1%	1.0%

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

Science Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	‡	‡	‡
State	68.1%	20.5%	10.3%	1.0%
Migrant				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	56.3%	31.3%	12.5%	0.0%
Youth In Care				
District	*	*	*	*
State	72.2%	20.8%	4.2%	2.8%

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

Science Participation - Overall

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The "overall" percentage is calculated by subject combining all tests.

Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	97.7%	97.2%	98.4%	*	‡	‡	‡	*	*	*	‡	97.5%	95.7%
State	97.5%	97.7%	97.3%	94.5%	96.2%	98.8%	95.4%	97.2%	97.8%	96.9%	97.2%	98.3%	95.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	95.7%	94.9%	‡	*	*	‡
State	96.8%	94.4%	96.6%	92.7%	96.3%	97.9%	87.2%

Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	‡	‡	‡	*	*	*	‡	‡	‡
State	2.5%	2.3%	2.7%	5.5%	3.8%	1.2%	4.6%	2.8%	2.2%	3.1%	2.8%	1.7%	4.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	‡	‡	*	*	‡
State	3.2%	5.6%	3.4%	7.3%	3.7%	2.1%	12.8%

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

Science Participation - ACT Suite

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	98.2%	100.0%	95.8%	*	‡	‡	‡	*	*	*	‡	98.0%	‡
State	95.8%	96.5%	95.2%	93.7%	93.1%	98.5%	91.7%	95.0%	96.8%	94.6%	95.5%	97.6%	92.2%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	95.8%	‡	*	*	‡
State	93.7%	90.0%	93.7%	88.2%	96.2%	96.1%	76.3%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	1.8%	0.0%	4.2%	*	‡	‡	‡	*	*	*	‡	2.0%	‡
State	4.2%	3.5%	4.8%	6.3%	6.9%	1.5%	8.3%	5.0%	3.2%	5.4%	4.5%	2.4%	7.8%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	4.2%	‡	*	*	‡
State	6.3%	10.0%	6.3%	11.8%	3.8%	3.9%	23.7%

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

Science Participation - ISA

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	97.4%	94.9%	100.0%	*	*	*	*	*	*	*	‡	97.1%	100.0%
State	98.5%	98.5%	98.5%	96.0%	98.2%	99.1%	97.6%	98.6%	99.0%	98.7%	98.2%	98.8%	97.2%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	100.0%	94.1%	‡	*	*	‡
State	98.3%	96.9%	98.2%	95.5%	96.3%	98.9%	92.7%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	2.6%	5.1%	0.0%	*	*	*	*	*	*	*	‡	2.9%	0.0%
State	1.5%	1.5%	1.5%	4.0%	1.8%	0.9%	2.4%	1.4%	1.0%	1.3%	1.8%	1.2%	2.8%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	0.0%	5.9%	‡	*	*	‡
State	1.7%	3.2%	1.8%	4.5%	3.7%	1.1%	7.3%

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

Science Participation - DLM

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	‡
State	90.8%	89.2%	91.6%	*	92.3%	92.3%	90.1%	91.4%	82.4%	88.9%	90.4%	90.8%	90.9%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	‡	‡	*	*	*	*
State	91.4%	90.9%	90.6%	87.5%	*	91.4%	83.0%

Summary Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	‡
State	9.2%	10.8%	8.4%	*	7.7%	7.7%	9.9%	8.6%	17.6%	11.1%	9.6%	9.2%	9.1%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	‡	‡	*	*	*	*
State	8.6%	9.1%	9.4%	12.5%	*	8.6%	17.0%

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

Eighth Graders Passing Algebra I

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	*	*	*	‡	‡	‡
State	30.8%	30.5%	31.2%	38.6%	26.6%	63.7%	18.2%	23.2%	34.1%	30.0%	33.8%	35.7%	14.9%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	*	‡	‡	*	*	*	*
State	14.1%	7.8%	20.4%	15.2%	18.9%	*	*

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

9th Grade On Track

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	94.5%	100.0%	90.3%	*	*	*	‡	*	*	*	‡	94.0%	100.0%
State	89.3%	91.0%	87.8%	84.9%	85.4%	97.2%	81.5%	85.6%	92.0%	90.9%	88.0%	93.5%	85.3%

	English Learners	Students with IEPs	Low Income
District	*	100.0%	86.4%
State	82.5%	83.8%	82.8%

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

Career and Technical Education

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.

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

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

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

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

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

Career and Technical Education (cont)

Perkins Measures - Four-Year Graduation Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	100.0%	‡	‡	*	*	*	*	*	*	*	*	100.0%	‡
State	96.6%	97.0%	96.4%	96.5%	95.4%	98.4%	95.3%	95.9%	98.0%	96.6%	96.0%	97.1%	93.2%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	*	*	*	*
State	93.9%	89.0%	90.7%	94.7%	66.7%	97.0%	96.8%	80.0%	92.1%	86.7%

Perkins Measures - Extended (Six-Year) Graduation Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	*	*	*	‡	‡	‡
State	97.1%	97.4%	96.8%	90.9%	94.4%	98.2%	95.8%	96.7%	*	93.9%	96.0%	97.4%	94.5%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	‡	*	‡	*
State	93.5%	92.5%	92.1%	95.3%	75.0%	98.4%	97.0%	100.0%	93.5%	88.2%

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

Career and Technical Education (cont)

Perkins Measures - Academic Proficiency Rate in Reading/Language Art

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	28.6%	27.9%	29.1%	58.9%	23.8%	58.9%	10.0%	16.3%	37.1%	30.9%	28.4%	34.8%	17.3%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	*	*	*	*
State	2.8%	10.5%	5.8%	15.3%	0.0%	30.1%	28.4%	16.7%	13.8%	4.4%

Perkins Measures - Academic Proficiency Rate in Mathematics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	24.4%	21.1%	27.0%	50.0%	23.0%	60.8%	6.0%	12.8%	27.0%	30.9%	21.1%	29.9%	13.7%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	*	*	*	*
State	3.1%	7.1%	4.3%	11.3%	0.0%	22.3%	22.6%	0.0%	10.4%	2.2%

Perkins Measures - Academic Proficiency Rate in Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	100.0%	‡	‡	*	*	*	*	*	*	*	*	100.0%	‡
State	52.9%	51.8%	53.7%	75.0%	48.8%	74.9%	26.9%	43.0%	55.5%	53.7%	51.7%	60.2%	33.5%

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

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Science

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	*	*	*	*
State	18.6%	29.6%	19.0%	39.4%	0.0%	54.9%	53.2%	40.0%	42.7%	27.1%

Perkins Measures – Post-Program Placement

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	70.9%	78.9%	64.5%	51.9%	62.3%	87.4%	67.4%	65.4%	*	84.2%	69.5%	72.5%	61.3%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	‡	*	*	*
State	54.8%	52.8%	52.0%	61.6%	33.3%	69.4%	71.8%	66.7%	59.7%	60.2%

Perkins Measures – Nontraditional Program Enrollment Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	31.0%	44.9%	19.9%	0.0%	27.5%	30.2%	32.0%	28.0%	25.8%	31.3%	33.6%	31.9%	29.2%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	‡	*	‡	*
State	27.5%	33.4%	29.6%	32.0%	34.8%	34.6%	100.0%	14.3%	35.6%	38.4%

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

Career and Technical Education (cont)

Perkins Measures - Program Quality – Attained Postsecondary Credits Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	100.0%	‡	‡	*	*	*	*	*	*	*	*	100.0%	‡
State	48.2%	45.5%	50.4%	39.7%	54.8%	51.8%	43.7%	49.0%	62.1%	51.8%	48.0%	48.4%	45.4%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	*	*	*	*
State	47.1%	37.8%	42.7%	44.7%	33.3%	52.9%	46.9%	50.0%	44.2%	38.4%

Perkins Measures - Program Quality – Work-Based Learning Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	14.3%	19.1%	10.4%	6.9%	23.0%	12.9%	13.4%	13.3%	9.5%	17.9%	14.7%	15.0%	13.1%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	*	*	*	*
State	11.5%	11.1%	13.1%	13.9%	16.7%	13.9%	15.0%	0.0%	20.1%	13.7%

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

Career and Technical Education (cont)

CTE Participant – Total Count of CTE Participants

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	36	21	15	*	*	*	*	*	*	*	‡	35	‡
State	289,874	130,069	159,590	215	647	14,809	34,973	69,172	1,078	239	13,349	155,607	52,981

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	12	*	*	‡	*	‡	*
State	32,060	6,877	35,622	117,844	70	2,729	41,768	23	1,037	1,054

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	10	‡	‡	*	*	*	*	*	*	*	*	10	‡
State	33,622	14,145	19,463	14	51	297	1,651	2,780	21	11	1,211	27,600	6,210

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	‡	*	*	*
State	992	1,079	4,771	13,074	15	367	8,773	9	276	198

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	45,840	10,323	35,487	30	91	1,755	4,539	10,333	270	34	2,029	26,789	9,259

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	5,169	1,071	6,665	18,871	21	427	5,343	3	191	198

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	30,358	12,071	18,245	42	54	1,201	4,141	7,198	121	28	1,654	15,961	6,249

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	3,695	727	4,292	13,014	10	326	3,733	3	101	140

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	69,116	29,035	40,042	39	147	4,215	8,832	12,774	303	73	3,531	39,241	10,739

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	6,324	1,626	6,758	26,684	28	645	10,476	3	260	276

CTE Participant - Count of Students participating in Education & Training

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	28,904	22,205	6,673	26	76	892	4,013	8,387	164	25	1,397	13,950	5,472

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	3,691	700	3,532	12,923	5	215	3,739	1	57	121

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	63,926	26,691	37,193	42	124	4,393	6,986	12,167	368	63	3,085	36,740	9,440

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	5,583	1,231	5,614	22,503	22	657	7,942	6	241	233

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	697	362	335	*	1	4	147	83	*	1	78	383	141

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	60	48	102	397	*	4	59	*	*	7

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Health Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	10	‡	‡	*	*	*	*	*	*	*	‡	‡	*
State	20,170	14,604	5,556	10	69	995	3,508	5,640	83	16	1,085	8,774	2,736

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	‡	*	*	*	*	‡	*
State	2,558	637	1,844	10,085	3	137	2,217	1	61	105

CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	77,194	38,896	38,234	64	152	2,729	10,853	20,182	348	67	3,858	39,005	16,218

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	9,735	2,012	11,641	33,212	28	845	15,920	4	206	344

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Human Services

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	58,792	38,290	20,440	62	77	1,779	7,288	12,192	267	38	3,107	34,044	11,489

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	5,667	1,644	7,881	25,197	29	624	11,494	4	309	314

CTE Participant - Count of Students participating in Information Technology

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	45,181	16,044	29,098	39	103	3,291	5,577	9,781	240	43	2,142	24,004	8,173

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	5,287	1,146	5,818	19,221	18	436	5,679	4	209	235

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	7,164	3,600	3,562	2	27	201	1,376	2,113	23	4	472	2,948	1,195

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	972	254	905	3,751	2	32	1,118	*	16	48

CTE Participant - Count of Students participating in Manufacturing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	17	‡	‡	*	*	*	*	*	*	*	*	17	‡
State	35,803	6,896	28,885	22	91	800	3,184	8,591	121	22	1,670	21,324	7,825

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	‡	*	‡	*
State	4,327	838	5,753	15,588	14	334	3,667	4	113	169

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Marketing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	41,919	16,843	25,045	31	92	2,836	4,666	8,711	313	52	2,089	23,160	6,637

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	4,169	762	3,899	15,245	14	406	4,691	6	128	144

CTE Participant - Count of Students participating in STEM

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	25,118	6,082	19,019	17	65	2,291	2,395	7,008	84	15	1,185	12,075	4,378

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	3,343	435	2,783	9,416	2	150	2,553	1	51	67

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	34,159	5,779	28,366	14	91	1,001	3,131	10,087	240	29	1,416	18,164	7,687

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	5,319	856	5,678	15,265	1	256	3,323	3	114	144

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	27	16	11	*	*	*	*	*	*	*	*	27	‡
State	153,887	68,200	85,583	104	316	7,877	15,831	34,524	481	128	6,687	88,043	27,440

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	‡	*	‡	*
State	13,693	3,375	18,038	59,977	23	1,382	47,639	14	660	435

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	16	‡	10	*	*	*	*	*	*	*	*	16	‡
State	21,594	8,516	13,069	9	26	126	728	1,206	4	8	628	18,868	3,707

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	‡	*	*	*
State	347	658	2,856	7,871	4	230	10,216	6	177	98

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	16,437	2,197	14,238	2	38	504	1,339	3,723	91	8	650	10,084	3,050

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	1,496	324	2,097	6,393	3	133	3,639	*	78	35

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	8,498	3,296	5,185	17	15	363	936	1,956	24	6	430	4,768	1,798

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	723	144	1,124	3,191	*	105	2,410	2	31	19

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	19,405	6,981	12,413	11	36	1,457	2,016	3,431	94	18	871	11,482	2,569

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	1,549	318	1,328	6,631	1	174	11,778	1	90	43

CTE Concentrator - Count of Students concentrating in Education & Training

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	8,570	7,845	714	11	19	242	919	2,444	31	6	357	4,552	1,641

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	844	167	918	3,430	1	54	2,006	1	25	26

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	15,496	5,230	10,258	8	25	1,425	1,303	2,666	73	13	687	9,304	1,775

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	1,045	200	753	4,564	1	159	5,233	*	72	26

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	198	98	100	*	*	1	38	20	*	1	8	130	52

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	9	8	41	105	*	3	43	*	*	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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	10	10	*	*	*	*	*	*	*	*	*	10	*
State	7,690	6,396	1,288	6	27	530	1,348	2,230	14	6	371	3,164	842

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	‡	*	*	*	*	‡	*
State	841	228	487	3,656	1	46	1,484	1	29	19

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	21,883	11,483	10,383	17	42	573	2,992	5,372	56	17	1,125	11,706	4,885

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	2,199	505	3,664	9,400	7	239	14,237	1	70	75

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	39,385	29,618	9,735	32	58	1,147	4,829	8,784	104	36	2,015	22,412	7,796

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	3,429	1,037	5,328	16,786	15	419	16,514	4	223	167

CTE Concentrator - Count of Students concentrating in Information Technology

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	12,614	2,769	9,837	8	23	1,587	1,225	2,474	34	20	524	6,727	2,082

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	1,120	243	1,322	4,632	1	99	3,923	*	74	25

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	2,028	1,130	898	*	7	71	316	656	*	2	90	886	318

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	146	48	222	975	*	13	970	1	5	4

CTE Concentrator - Count of Students concentrating in Manufacturing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	12,784	1,363	11,414	7	26	193	759	2,903	32	6	543	8,322	2,795

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	1,154	218	1,992	5,037	2	118	2,387	1	59	27

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Marketing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	10,758	3,444	7,312	2	18	841	949	2,031	72	7	492	6,348	1,487

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	852	144	671	3,316	1	84	3,168	*	33	13

CTE Concentrator - Count of Students concentrating in STEM

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	9,937	2,109	7,816	12	24	1,339	643	2,952	21	9	374	4,575	1,324

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	961	122	634	3,173	*	41	2,414	*	20	16

* 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	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	13,414	1,081	12,331	2	38	308	834	4,505	73	14	420	7,222	3,057

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	2,037	246	2,167	5,911	*	118	2,065	1	71	23

* 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.

Graduation Rate 4 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	96.7% 29	100.0% 15	93.3% 14	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	96.2% 25	‡ ‡
State	89.0% 134,920	90.7% 67,130	87.4% 67,673	89.3% 117	84.9% 303	95.0% 7,933	82.9% 20,584	86.4% 37,730	92.1% 325	85.1% 137	88.4% 6,070	92.4% 61,838	81.6% 27,958

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	* *	‡ ‡	92.3% 12	‡ ‡	* *	* *	* *
State	80.3% 15,527	75.6% 16,968	83.7% 59,070	71.1% 6,460	63.6% 21	90.5% 1,060	61.3% 602

Graduation Rate 5 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	100.0% 45	100.0% 21	100.0% 24	* *	* *	* *	* *	‡ ‡	* *	* *	‡ ‡	100.0% 41	‡ ‡
State	89.9% 133,343	91.5% 66,421	88.4% 66,831	91.9% 91	81.2% 281	95.7% 7,679	83.8% 20,038	88.4% 37,627	50.0% 6	87.2% 116	87.1% 4,878	92.7% 62,718	83.2% 27,705

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	* *	‡ ‡	100.0% 18	‡ ‡	* *	* *	* *
State	83.1% 12,138	77.3% 16,775	85.2% 58,665	75.8% 6,096	70.0% 14	91.8% 1,005	61.8% 598

* 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)

Graduation Rate 6 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	89.7% 26	93.3% 14	85.7% 12	* *	* *	* *	* *	‡ ‡	* *	* *	‡ ‡	88.0% 22	‡ ‡
State	89.9% 134,546	91.6% 66,665	88.2% 67,825	88.9% 56	87.4% 292	95.8% 7,845	83.4% 19,806	88.6% 37,284	0.0% 0	95.5% 170	86.5% 4,380	92.3% 64,769	82.6% 27,196

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	* *	‡ ‡	78.6% 11	* *	* *	* *	* *
State	82.0% 10,103	77.3% 17,111	84.6% 56,516	74.9% 5,729	60.0% 12	91.1% 1,135	63.1% 589

Non-Graduation Rate 4 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	3.3% ‡	0.0% *	6.7% ‡	* *	* *	* *	‡ *	‡ *	* *	* *	‡ *	3.8% ‡	‡ *
State	11.0% 16,597	9.3% 6,853	12.6% 9,730	10.7% 14	15.1% 54	5.0% 421	17.1% 4,233	13.6% 5,936	7.9% 28	14.9% 24	11.6% 793	7.6% 5,108	18.4% 6,313

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	* *	‡ *	7.7% ‡	‡ *	* *	* *	* *
State	19.7% 3,820	24.4% 5,475	16.3% 11,486	28.9% 2,620	36.4% 12	9.5% 111	38.7% 380

* 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)

Non-Graduation Rate 5 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	0.0% *	0.0% *	0.0% *	* *	* *	* *	* *	‡ *	* *	* *	‡ *	0.0% *	‡ *
State	10.1% 14,957	8.5% 6,169	11.6% 8,780	8.1% 8	18.8% 65	4.3% 346	16.2% 3,877	11.6% 4,951	50.0% 6	12.8% 17	12.9% 723	7.3% 4,972	16.8% 5,613

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	* *	‡ *	0.0% *	‡ *	* *	* *	* *
State	16.9% 2,470	22.7% 4,935	14.8% 10,166	24.2% 1,951	30.0% 6	8.2% 90	38.2% 370

Non-Graduation Rate 6 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	10.3% ‡	6.7% ‡	14.3% ‡	* *	* *	* *	* *	‡ *	* *	* *	‡ *	12.0% ‡	‡ ‡
State	10.1% 15,198	8.4% 6,108	11.8% 9,083	11.1% 7	12.6% 42	4.2% 343	16.6% 3,929	11.4% 4,774	100.0% 1	4.5% 8	13.5% 683	7.7% 5,418	17.4% 5,721

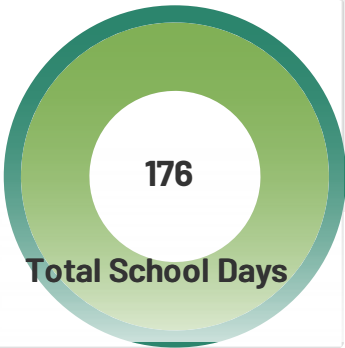|	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	* *	‡ ‡	21.4% ‡	* *	* *	* *	* *
State	18.0% 2,225	22.7% 5,034	15.4% 10,286	25.1% 1,924	40.0% 8	8.9% 111	36.9% 344

* 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)

IEP Continuing 4 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	1.8% 2,801	1.3% 987	2.3% 1,809	3.8% 5	2.5% 9	1.4% 117	2.6% 642	1.9% 827	1.7% 6	4.3% 7	2.1% 143	1.6% 1,050	8.2% 2,800

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *
State	3.6% 688	12.5% 2,801	2.3% 1,590	2.7% 248	0.0% 0	2.0% 23	7.8% 77

IEP Continuing 5 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	* *	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	1.7% 2,460	1.2% 867	2.1% 1,589	4.0% 4	1.2% 4	1.6% 128	2.3% 540	1.7% 729	41.7% 5	0.0% 0	1.9% 109	1.4% 945	7.4% 2,460

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *
State	4.0% 585	11.3% 2,460	2.0% 1,389	2.0% 161	0.0% 0	1.2% 13	7.7% 75

* 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)

IEP Continuing 6 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	* *	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	1.6% 2,439	1.1% 801	2.1% 1,637	1.6% 1	2.4% 8	1.8% 149	2.3% 535	1.6% 657	100.0% 1	1.1% 2	1.6% 83	1.4% 1,004	7.4% 2,439

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	* *	‡ ‡	‡ ‡	* *	* *	* *	* *
State	4.5% 553	11.0% 2,439	2.0% 1,353	2.1% 162	0.0% 0	1.9% 24	7.0% 65

Postsecondary Enrollment

What is it?

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

12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
District	53.9%	46.2%	‡	‡	‡	‡
State	64.9%	49.3%	15.6%	41.0%	23.9%	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	53.9%	46.2%	‡	‡	‡	‡
State	65.6%	50.0%	15.6%	41.1%	24.5%	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.

No Data

Average Class Size

176

Total School Days

70.1% district's percentage of adequacy

Evidence-Based Funding

Early Learning

What is it?

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

Kindergarten Individual Developmental Survey (KIDS) Results – Overall

	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmnetal Areas	Social and Emotional Development	Language and Literacy Development	Math
District	100.0%	31.4%	‡	19.6%	39.2%	62.7%	62.7%	41.2%
State	87.1%	34.9%	16.5%	17.1%	31.5%	58.7%	49.5%	36.9%

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

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	English Learners	Students with IEPs	Low Income
District	39.2%	*	*	*	*	*	*	‡	37.2%	‡	*	‡	‡
State	31.5%	28.3%	37.7%	24.5%	20.2%	22.9%	24.2%	34.4%	39.3%	15.5%	14.3%	15.5%	21.7%

	Homeless
District	‡
State	17.2%

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

School Level Finances

What is it?

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

	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	552	$1,185	$8,512	$9,697	$0	$3,313	$3,313	$1,185	$11,825	$13,010	$707,781	$7,887,096

* 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
Hamilton Elementary School	365	$1,792	$8,238	$10,030	$0	$3,313	$3,313	$1,792	$11,551	$13,344
Hamilton High School	187	$0	$9,046	$9,046	$0	$3,313	$3,313	$0	$12,359	$12,359

* 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	48.7% $4,077,344	3.5% $294,600	25.6% $2,148,503	3.2% $267,389	19.0% $1,588,876	$8,376,712
State	56.7%	7.0%	19.6%	4.9%	11.9%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	42.4%	5.7%	24.4%	27.4%
State	46.3%	2.3%	30.9%	20.5%

Expenditure By Fund

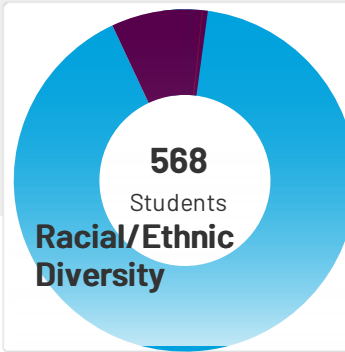|	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	65.9% $5,516,261	18.1% $1,518,631	3.2% $271,094	6.3% $530,368	2.7% $226,030	1.7% $140,118	2.1% $173,934	0.0% $0	$8,376,436
State	70.6%	7.9%	4.2%	6.7%	1.3%	1.6%	0.3%	7.4%	*

* 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

	2022 Equalized Assessed Valuation per Pupil	2022 Total School Tax Rate per $100	2023-24 Instructional Expenditure per Pupil	2023-24 Operating Expenditure per Pupil
District	$160,025	4.8	$6,957	$12,182
State	*	*	$11,785	$20,129

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

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Summary
District	17.7	14.8	19.2	14.3	18	19.6	19	19.3	19	12.2	10.4	8.7	6.1	*
State	20	20.1	20.5	21.2	21.2	21.3	21.1	20.8	20.9	16.4	13.4	12.2	11.9	*

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

Total School Days

What is it?

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

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

Health and Wellness

What is it?

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

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

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

Days PE per week

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

Health and Wellness (cont)

Truant Minor Count

District	39
State	133,572

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

26-034-3280-24 | HAMILTON CCSD 328   **PAGE 95**

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.

568

Student Enrollment

568
Students

Racial/Ethnic Diversity

22.6%

Chronic Absenteeism

Student Enrollment

What is it?

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

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

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	100.0% 568	49.6% 282	50.4% 286	‡ *	‡ ‡	‡ ‡	1.8% 10	‡ ‡	‡ *	‡ *	8.5% 48	88.0% 500	14.3% 81
State	100.0% 1,848,560	48.6% 897,517	51.4% 950,308	0.0% 735	0.2% 4,558	5.7% 105,669	16.3% 301,432	28.6% 528,901	0.3% 4,666	0.1% 1,551	4.5% 83,710	44.3% 818,073	20.3% 374,578

	English Learners	Students with IEPs	Low Income	Former EL	Homeless	Migrant	Military	Never EL	Youth In Care
District	‡ ‡	14.3% 81	52.8% 300	‡ ‡	2.8% 16	‡ *	‡ ‡	99.5% 565	3.5% 20
State	17.5% 323,442	16.3% 301,325	49.7% 918,460	7.9% 145,624	2.7% 49,396	0.0% 511	0.8% 15,488	74.6% 1,379,494	0.7% 12,794

By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District	36	51	29	37	41	36	37	38	37	37	61	44	56	28
State	87,040	119,309	125,401	128,383	134,226	132,650	132,489	131,830	133,868	137,233	145,349	147,365	144,508	148,909

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

Advanced Academic Programs

What is it?

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

Students who are Identified as Accelerated: The percentage of students who are Identified as Accelerated. Assessing a student for placement in an Advanced Academic Program may include assessment of a student as accelerated, either whole grade or in a combination of one or more subjects.

Students who are Identified as Accelerated by Demographics: The percentage of students who Are Identified as Accelerated, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Advanced Placement (AP) Testing (College Board) Exams: This shows the cumulative total number of AP exams taken and the cumulative total number of AP exams receiving a score of 3.0 or more. Upon completion of an AP course, students may choose to take the corresponding AP Exam. Illinois state law PA 99-0358 provides that a student who takes a College Board Advanced Placement examination and receives a score of 3 or higher on the examination is entitled to receive postsecondary level course credit at an Illinois public institution of higher education.

Students Enrolled in Advanced Academic Coursework: Advanced Academic Coursework includes courses in a variety of categories, all of which may or may not be offered within an individual school or district: Advanced Placement Coursework, IB Coursework, Enriched of Honors Coursework, and Dual-Credit Coursework.

Students Enrolled in Advanced Academic Coursework – Grade and Demographics: The percentage of students who are enrolled in Advanced Placement Coursework, allowing the totals to be broken down by type of coursework, grade level, and/or other demographic and programmatic factors.

Students Assessed for Giftedness by Demographics: The number and percentage of students at this location who have been assessed for giftedness, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Students Assessed for Giftedness Taught by a Gifted Endorsed Teacher – Grade and Demographics: The number and percentage of students at this location who have been assessed for giftedness and were taught by a Gifted Endorsed Teacher, allowing the totals to be broken down by subject, grade level, and/or other demographic and programmatic factors.

Students Identified as Gifted by Demographics: The number and percentage of students at this location who have been identified as gifted in accordance with the district's gifted assessment and academic policy, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Students Identified as Gifted Taught by a Gifted Endorsed Teacher – Grade and Demographics: The number and percentage of students at this location who have been identified as gifted in accordance with the district's gifted assessment and academic policy and were taught by a Gifted Endorsed Teacher, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

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

26-034-3280-24 | HAMILTON CCSD 328   PAGE 98

Advanced Academic Programs (cont)

Students who are Identified as Accelerated – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	* *	* *	* *	* *	* *	* *	* *
State	**13.4%** 257,423	**14.0%** 129,975	**12.9%** 127,298	**19.8%** 150	**12.4%** 589	**30.7%** 33,786	**8.1%** 25,767	**13.2%** 71,750	**14.5%** 995	**19.3%** 307	**12.1%** 11,532	**13.5%** 112,697	**7.3%** 27,623

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	* *	* *	* *	* *
State	**7.3%** 25,265	**3.9%** 11,862	**8.8%** 82,556	**6.2%** 3,926	**1.9%** 266

Students who are Identified as Accelerated – ELA – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	* *	* *	* *	* *	* *	* *	* *
State	**0.9%** 17,699	**1.2%** 11,287	**0.6%** 6,394	**2.4%** 18	**0.5%** 25	**0.9%** 1,006	**0.6%** 2,048	**0.7%** 3,929	**0.8%** 53	**0.8%** 13	**1.0%** 957	**1.2%** 9,668	**0.6%** 2,147

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	* *	* *	* *	* *
State	**0.3%** 1,010	**0.2%** 745	**0.6%** 5,268	**0.4%** 269	**0.2%** 28

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

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	* *	* *	* *	* *	* *	* *	* *
State	2.0% 38,063	1.6% 15,090	2.3% 22,955	2.4% 18	1.5% 73	6.1% 6,742	0.5% 1,456	1.0% 5,415	1.5% 100	2.1% 33	2.2% 2,123	2.7% 22,121	1.0% 3,965

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	* *	* *	* *	* *
State	0.6% 2,209	0.5% 1,451	0.7% 6,603	0.4% 247	0.2% 25

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	* *	* *	* *	* *	* *	* *	* *
State	1.6% 29,875	1.5% 14,237	1.6% 15,630	1.1% 8	2.0% 96	1.4% 1,546	1.2% 3,978	2.4% 13,245	2.2% 153	2.1% 34	1.1% 1,031	1.2% 9,792	1.5% 5,588

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
District	‡ ‡	* *	* *	* *	* *	* *
State	2.4% 8,359	1.9% 1,219	1.2% 3,642	1.5% 14,177	* *	0.4% 56

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

Advanced Academic Programs (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	* *	* *	* *	* *	* *	* *	* *
State	8.7% 165,958	9.3% 86,304	8.1% 79,556	12.9% 98	8.1% 383	21.8% 24,023	5.5% 17,489	8.7% 47,353	9.8% 672	14.1% 223	7.5% 7,141	8.2% 68,674	4.0% 15,326

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	* *	* *	* *	* *
State	3.8% 13,059	1.9% 5,757	5.8% 54,527	3.4% 2,122	1.0% 145

Students who are Identified as Accelerated - Whole Grade Acceleration - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	* *	* *	* *	* *	* *	* *	* *
State	0.1% 2,133	0.1% 1,159	0.1% 967	0.9% 7	0.1% 3	0.2% 213	0.2% 488	0.1% 781	0.0% 3	0.0% 0	0.1% 107	0.1% 538	0.0% 88

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	* *	* *	* *	* *
State	0.1% 178	0.0% 53	0.1% 829	0.0% 17	0.0% 3

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

Advanced Academic Programs (cont)

Students Enrolled in Advanced Placement Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	25.8% 154,706	29.0% 84,514	22.7% 70,044	30.9% 148	23.7% 346	56.5% 19,128	15.1% 14,807	24.4% 42,677	30.4% 671	35.3% 206	26.4% 6,768	26.7% 70,103	10.7% 12,740

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	11.5% 9,921	3.7% 3,201	17.8% 49,301	8.9% 1,799	3.2% 103

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	50.0% 99	54.4% 56	45.3% 43	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	54.3% 94	32.4% 11
State	17.9% 107,289	18.4% 53,503	17.4% 53,693	19.4% 93	13.0% 190	21.0% 7,113	11.9% 11,713	14.0% 24,589	20.3% 447	17.3% 101	17.6% 4,523	22.3% 58,613	11.8% 14,060

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	32.4% 11	32.2% 29	‡ ‡	‡ ‡
State	8.9% 7,690	8.3% 7,259	12.8% 35,591	9.4% 1,908	5.6% 177

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

Advanced Academic Programs (cont)

Students Enrolled in any course designated as Enriched or Honors - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *	* *	* *	* *	* *	* *	‡ ‡	‡ ‡
State	54.8% 329,017	59.2% 172,321	50.7% 156,393	63.3% 303	53.4% 779	80.0% 27,097	43.8% 43,086	54.8% 95,836	50.9% 1,122	65.5% 382	54.2% 13,895	55.8% 146,820	31.9% 37,889

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	* *	‡ ‡	‡ ‡	* *	* *
State	39.3% 33,898	20.9% 18,196	45.0% 124,738	29.8% 6,025	17.9% 568

Students Enrolled in IB Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	1.4% 8,592	1.7% 4,899	1.2% 3,693	0.0% 0	1.8% 27	1.4% 468	2.2% 2,139	2.4% 4,172	0.1% 2	3.9% 23	0.8% 203	0.6% 1,558	0.7% 829

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1.3% 1,130	0.5% 459	2.0% 5,509	1.4% 285	0.7% 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 any Advanced Coursework - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	50.5% 100	55.3% 57	45.3% 43	* *	* *	* *	‡ ‡	* *	* *	* *	‡ ‡	54.9% 95	32.4% 11
State	59.5% 357,337	63.4% 184,633	55.9% 172,382	67.2% 322	56.6% 826	82.3% 27,872	47.9% 47,132	58.4% 102,245	57.5% 1,267	68.3% 398	58.8% 15,071	61.8% 162,526	37.0% 43,852

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	* *	32.4% 11	33.3% 30	* *	* *
State	42.8% 36,985	25.7% 22,400	49.2% 136,487	34.0% 6,876	21.0% 667

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

Advanced Academic Programs (cont)

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

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	19,070	12,889	17,904	12,051

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

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	51,611	37,781	29,175	21,828

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

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	*	*	*	*
State	139,883	105,635	46,107	36,398

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

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
District	‡	‡	‡	‡
State	203,684	145,396	42,991	34,440

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

Advanced Academic Programs (cont)

Students Assessed For Giftedness - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	**11.8%** 226,108	**11.9%** 110,217	**11.7%** 115,779	**14.8%** 112	**13.9%** 660	**27.0%** 29,685	**7.3%** 23,245	**9.2%** 50,047	**9.7%** 665	**15.1%** 239	**13.4%** 12,808	**13.0%** 108,759	**10.4%** 39,665

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**8.4%** 28,791	**8.9%** 27,370	**8.3%** 77,803	**5.4%** 3,438	**5.9%** 824

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	**1.3%** 24,782	**1.3%** 11,944	**1.3%** 12,832	**0.8%** 6	**1.6%** 78	**4.2%** 4,574	**0.6%** 1,996	**0.8%** 4,148	**0.8%** 57	**1.7%** 27	**1.5%** 1,406	**1.5%** 12,496	**0.9%** 3,490

* 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 - By Demographics

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.5%** 1,725	**0.6%** 1,890	**0.6%** 5,564	**0.3%** 169	**0.2%** 24

Students Identified As Gifted - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ *	* *	* *	‡ ‡	‡ *	* *	* *	* *	‡ *	‡ *	‡ *
State	**4.8%** 91,462	**4.8%** 44,631	**4.7%** 46,778	**7.0%** 53	**5.3%** 253	**17.2%** 18,947	**2.3%** 7,284	**3.1%** 16,594	**3.8%** 262	**7.8%** 123	**5.4%** 5,095	**5.1%** 42,904	**2.5%** 9,345

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ *	‡ *	‡ *	‡ *
State	**1.5%** 5,012	**1.2%** 3,793	**2.4%** 22,859	**1.0%** 604	**0.5%** 67

* 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 - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	**0.8%** 15,049	**0.8%** 7,157	**0.8%** 7,890	**0.3%** 2	**1.1%** 52	**3.3%** 3,580	**0.3%** 1,092	**0.4%** 2,066	**0.5%** 36	**1.3%** 21	**0.9%** 903	**0.9%** 7,299	**0.4%** 1,406

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.1%** 513	**0.2%** 522	**0.3%** 2,793	**0.1%** 46	**0.1%** 7

* 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.

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity

		American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White
District	**All Students**	*	*	*	*	*	*	*	*
	Students with IEPs	‡	*	‡	*	*	*	‡	90.8%
All Peer Districts	All Students	*	*	*	*	*	*	*	*
	Students with IEPs	*	*	*	*	*	*	*	*
State	All Students	*	*	*	*	*	*	*	*
	Students with IEPs	0.2%	3.1%	19.8%	29.3%	0.2%	0.1%	4.8%	42.5%

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	**All Students**	*	*	*	*	*	*	*
	Students with IEPs	12.6%	*	*	‡	‡	‡	‡
All Peer Districts	All Students	*	*	*	*	*	*	*
	Students with IEPs	*	*	*	*	*	*	*
State	All Students	*	*	*	*	*	*	*
	Students with IEPs	13.5%	0.2%	0.0%	14.3%	4.7%	0.7%	4.3%

* 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 (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**	*	*	*	*	*	*	*
	Students with IEPs	*	*	28.7%	40.2%	‡	*	*
All Peer Districts	All Students	*	*	*	*	*	*	*
	Students with IEPs	*	*	*	*	*	*	*
State	All Students	*	*	*	*	*	*	*
	Students with IEPs	1.0%	0.2%	13.7%	30.9%	16.0%	0.2%	0.3%

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

Educational Environments for Students with IEPs (ages 6–21)

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

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity – Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	**85.1%**	**9.2%**	**4.6%**	**1.1%**
All Peer Districts	*	*	*	*
State	**54.4%**	**25.2%**	**13.5%**	**6.9%**
American Indian				
District	1.1%	0.0%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	0.1%	0.1%	0.0%	0.0%
Asian				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	1.5%	0.5%	0.6%	0.2%

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

Educational Environments for Students with IEPs (ages 6–21) (cont)

By Race/ Ethnicity - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Black				
District	1.1%	1.1%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	9.0%	5.9%	3.5%	1.7%
Hispanic				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	16.0%	7.5%	4.1%	1.7%
MENA				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	0.1%	0.0%	0.0%	0.0%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	0.0%	0.0%	0.0%	0.0%
Two or More Races				
District	5.7%	0.0%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	2.6%	1.1%	0.7%	0.4%
White				
District	77.0%	8.0%	4.6%	1.1%
All Peer Districts	*	*	*	*
State	25.0%	10.0%	4.5%	2.9%

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

Educational Environments for Students with IEPs (ages 6–21) (cont)

By Race/ Ethnicity – Within Demographic Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	85.1%	9.2%	4.6%	1.1%
All Peer Districts	*	*	*	*
State	54.4%	25.2%	13.5%	6.9%
American Indian				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	51.0%	26.8%	14.0%	8.1%
Asian				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	53.1%	17.8%	21.4%	7.7%
Black				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	44.6%	29.4%	17.4%	8.5%
Hispanic				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	54.7%	25.6%	14.0%	5.7%
MENA				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	47.6%	29.4%	15.2%	7.8%

* 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 (ages 6–21) (cont)

By Race/ Ethnicity – Within Demographic Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	53.8%	22.3%	13.7%	10.2%
Two or More Races				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	54.5%	22.9%	14.2%	8.4%
White				
District	84.8%	8.9%	5.1%	1.3%
All Peer Districts	*	*	*	*
State	58.9%	23.6%	10.6%	6.8%

For Selected Disabilities – Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	9.2%	1.1%	2.3%	0.0%
All Peer Districts	*	*	*	*
State	3.7%	2.9%	4.7%	2.1%
Emotional Disability				
District	1.1%	0.0%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	1.9%	1.0%	0.6%	1.7%

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

Educational Environments for Students with IEPs (ages 6–21) (cont)

For Selected Disabilities - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Intellectual Disability				
District	0.0%	0.0%	2.3%	0.0%
All Peer Districts	*	*	*	*
State	0.2%	1.5%	2.3%	0.8%
Other Health Impairment				
District	25.3%	2.3%	0.0%	1.1%
All Peer Districts	*	*	*	*
State	8.6%	4.0%	1.3%	0.9%
Specific Learning Disability				
District	34.5%	5.7%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	19.1%	12.7%	1.7%	0.5%
Speech or Language Impairment				
District	8.0%	0.0%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	14.1%	0.2%	0.1%	0.0%

For Selected Disabilities - Within Disability Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	72.7%	9.1%	18.2%	0.0%
All Peer Districts	*	*	*	*
State	27.6%	21.5%	34.9%	16.0%

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

Educational Environments for Students with IEPs (ages 6–21) (cont)

For Selected Disabilities - Within Disability Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Emotional Disability				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	36.0%	20.0%	11.5%	32.2%
Intellectual Disability				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	3.2%	31.1%	48.1%	17.5%
Other Health Impairment				
District	88.0%	8.0%	0.0%	4.0%
All Peer Districts	*	*	*	*
State	58.1%	26.8%	9.0%	6.1%
Specific Learning Disability				
District	85.7%	14.3%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	56.1%	37.5%	5.0%	1.3%
Speech or Language Impairment				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	98.2%	1.2%	0.5%	0.1%

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

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

What is it?

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

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

Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District.

Peer districts for Unit Districts do not include Chicago Public Schools.

By Race/ Ethnicity - Within Total Population

| | Regular Early Childhood Program | | | | |
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	54.6%	14.9%	25.4%	0.1%	5.0%
American Indian					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	0.1%	0.0%	0.1%	0.0%	0.0%
Asian					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	2.6%	0.4%	1.4%	0.0%	0.3%

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

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

By Race/ Ethnicity - Within Total Population

| | Regular Early Childhood Program | | | | |
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Black					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	7.8%	2.3%	5.6%	0.0%	0.2%
Hispanic					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	18.4%	2.4%	8.2%	0.0%	1.0%
MENA					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	0.2%	0.0%	0.1%	0.0%	0.0%
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	3.0%	1.0%	1.3%	0.0%	0.2%

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

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

By Race/ Ethnicity - Within Total Population

| | Regular Early Childhood Program | | | | |
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
White					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	22.4%	8.7%	8.7%	0.1%	3.2%

By Race/ Ethnicity - Within Demographic Group

| | Regular Early Childhood Program | | | | |
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	54.6%	14.9%	25.4%	0.1%	5.0%
American Indian					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	64.6%	7.7%	26.2%	0.0%	1.5%
Asian					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	55.3%	9.1%	29.8%	0.0%	5.8%
Black					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	49.2%	14.4%	34.9%	0.1%	1.5%

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

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

By Race/ Ethnicity – Within Demographic Group

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Hispanic					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	61.1%	8.2%	27.4%	0.0%	3.2%
MENA					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	48.4%	10.3%	31.7%	0.0%	9.5%
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	43.3%	10.0%	36.7%	0.0%	10.0%
Two or More Races					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	53.8%	18.2%	23.8%	0.2%	4.1%

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

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

For Selected Disabilities - Within Total Population

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	5.2%	1.4%	8.2%	0.0%	0.1%
Developmental Delay					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	28.9%	4.3%	14.6%	0.0%	0.5%
Emotional Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	0.0%	0.0%	0.0%	0.0%	0.0%
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	0.0%	0.0%	0.1%	0.0%	0.0%
Other Health Impairment					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	1.1%	0.2%	1.2%	0.0%	0.0%

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

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

For Selected Disabilities - Within Total Population

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Specific Learning Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	0.1%	0.0%	0.1%	0.0%	0.0%
Speech or Language Impairment					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	18.5%	8.8%	0.6%	0.0%	4.3%

For Selected Disabilities - Within Disability Group

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	34.8%	9.4%	55.0%	0.0%	0.8%
Developmental Delay					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	59.8%	9.0%	30.1%	0.0%	1.1%

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

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

For Selected Disabilities - Within Disability Group

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Emotional Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	0.0%
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	21.1%	0.0%	78.9%	0.0%	0.0%
Other Health Impairment					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	44.6%	8.3%	46.0%	0.6%	0.6%
Specific Learning Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	57.9%	10.5%	29.8%	0.0%	1.8%
Speech or Language Impairment					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	57.5%	27.3%	1.8%	0.1%	13.3%

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

State Performance Plan Indicators For Students With IEPs

What is it?

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

SPP Indicator	Indicator Description	2024-25 District Data	2024-25 State Target	District Met Target
1	**Graduation Percent for students with IEPs (Data lag one year)**	**100.00**	**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**	**100.00**	**95**	**Yes**
3ae8	**Reading assessment participation rate for students with IEPs, Grade 8**	**100.00**	**95**	**Yes**
3ae11	**Reading assessment participation rate for students with IEPs, Grade 11**	**100.00**	**95**	**Yes**
3am4	**Math assessment participation rate for students with IEPs, Grade 4**	**100.00**	**95**	**Yes**
3am8	**Math assessment participation rate for students with IEPs, Grade 8**	**100.00**	**95**	**Yes**
3am11	**Math assessment participation rate for students with IEPs, Grade 11**	**100.00**	**95**	**Yes**
3be4	**Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards**	**11.11**	**10**	**Yes**
3be8	**Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards**	**7.14**	**7**	**Yes**
3be11	**Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards**	**28.57**	**7.5**	**Yes**
3bm4	**Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards**	**0.00**	**11**	**No**
3bm8	**Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards**	**0.00**	**5.5**	**No**
3bm11	**Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards**	**14.29**	**6.5**	**Yes**
3ce4	**Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards**	**0.00**	**14**	**No**
3ce8	**Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards**	*****	**22.5**	**N/A**

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

State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2024-25 District Data	2024-25 State Target	District Met Target
3ce11	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	0.00	22	No
3cm4	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	0.00	19.5	No
3cm8	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	*	4.5	N/A
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	0.00	3.5	No
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	35.04	26.5	No
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	34.79	32.5	No
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	3.57	29	Yes
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	25.64	22.5	No
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	32.79	27	No
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	25.00	28.5	Yes
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	No	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	85.1	53.5	Yes
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	4.6	12.29	Yes
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	1.1	6.35	Yes
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	0.0	48	No
6b	Children ages 3-5 in separate special education class, separate school or residential facility	0.0	25.26	Yes

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

State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2024-25 District Data	2024-25 State Target	District Met Target
6c	**Children ages 3-5 receiving special education and related services in the home**	**0.0**	**0.24**	**Yes**
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**	*****	**72.5**	**N/A**
9	**Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?**	**No**	**No**	**Yes**
10	**Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?**	**No**	**No**	**Yes**
11	**Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation**	**100.00**	**100**	**Yes**
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**

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

English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
District	*	‡ ‡	‡ ‡	* ‡
State	*	**100.0%** 280,143	**7.1%** 19,761	* 66,717

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

Student Attendance

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	92.7%	92.5%	92.8%	*	89.4%	98.3%	82.4%	92.0%	*	*	91.5%	92.9%	90.4%
State	91.8%	91.7%	91.8%	89.0%	90.4%	93.9%	88.9%	90.3%	93.0%	91.3%	91.9%	93.5%	90.3%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	97.9%	90.4%	90.9%	85.1%	*	95.4%	88.9%
State	90.5%	90.0%	89.8%	85.1%	91.1%	92.8%	89.4%

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

Student Mobility Rate

What is it?

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

Student Mobility

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	11.0%	10.6%	11.4%	*	‡	‡	‡	‡	*	*	20.0%	9.4%	‡
State	7.3%	7.0%	7.5%	11.1%	10.5%	7.0%	12.6%	8.3%	11.9%	9.0%	8.0%	4.5%	6.6%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
District	‡	‡	16.0%	60.9%	*	‡	‡
State	11.1%	7.2%	10.0%	30.0%	18.8%	8.5%	27.1%

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

Chronic Absenteeism Rate

What is it?

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

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	22.6%	24.9%	20.3%	*	‡	‡	‡	‡	*	*	25.9%	22.1%	30.0%
State	25.4%	25.7%	25.1%	33.1%	33.0%	16.7%	39.3%	31.7%	21.2%	26.3%	25.5%	17.3%	31.3%

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
District	‡	‡	30.0%	32.4%	‡	‡
State	31.4%	52.9%	32.6%	35.1%	20.7%	36.9%

By Grades

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District	20.0%	‡	‡	‡	‡	‡	37.5%	‡	‡	21.9%	44.7%	35.0%	‡
State	26.1%	21.9%	20.2%	19.1%	18.6%	18.4%	20.2%	22.4%	24.2%	28.5%	32.4%	35.1%	41.5%

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

Dropout Rate

What is it?

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

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	2.4% 14,662	2.2% 6,433	2.7% 8,209	4.1% 20	2.2% 32	1.3% 439	4.0% 3,905	3.0% 5,269	0.6% 12	2.9% 17	2.7% 689	1.6% 4,299	2.2% 2,583

	English Learners	Students with IEPs	Low Income	Homeless	Migrant
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
State	3.8% 3,297	2.5% 2,093	3.7% 10,346	8.0% 1,650	8.1% 11

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	0.8% 1,191	2.8% 4,236	3.0% 4,385	3.2% 4,850

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

Chronic Truancy Rate

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	9.0%	8.6%	9.4%	*	‡	‡	‡	‡	*	*	‡	8.1%	13.8%
State	19.8%	19.8%	19.8%	17.5%	26.7%	8.8%	43.7%	28.3%	9.8%	19.8%	16.7%	7.3%	21.4%

	English Learners	Students with IEPs	Low Income
District	‡	13.8%	13.6%
State	28.7%	23.9%	31.2%

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

Truancy Rate

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	72 14.1%	37 14.4%	35 13.7%	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	61 13.6%	12 13.8%
State	439,723 26.3%	215,363 26.5%	224,194 26.2%	166 24.0%	1,265 32.3%	20,437 21.1%	86,658 31.7%	160,595 33.9%	1,361 24.1%	388 27.4%	21,073 26.3%	147,946 20.1%	88,871 26.9%

	English Learners	Students with IEPs	Low Income
District	‡ ‡	12 13.8%	49 18.5%
State	100,113 34.3%	71,738 27.7%	253,835 31.2%

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

Student Discipline

What is it?

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

Total Student Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	29	*	*	‡	23	*
State	109,518	390	110	71,655	61,097	1,418

Total Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
District	40	*	*	12	28	*
State	251,188	392	115	147,822	101,013	1,846

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

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
American Indian						
District	*	*	*	*	*	*
State	785	*	*	508	273	4
Asian						
District	*	*	*	*	*	*
State	2,536	1	1	1,747	779	8
Black						
District	‡	*	*	*	‡	*
State	92,658	163	47	46,987	44,270	1,191
Hispanic						
District	*	*	*	*	*	*
State	63,277	89	26	42,760	20,222	180
Native Hawaiian/ Pacific Islander						
District	*	*	*	*	*	*
State	161	*	*	90	71	*
Two or More Races						
District	‡	*	*	‡	‡	*
State	17,629	45	4	9,924	7,512	144
White						
District	33	*	*	10	23	*
State	73,171	94	37	45,162	27,564	314

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

Student Discipline (cont)

By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
K-8						
District	15	*	*	*	15	*
State	124,629	130	31	65,804	57,578	1,086
9-12						
District	25	*	*	12	13	*
State	126,559	262	84	82,018	43,435	760

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Tobacco						
District	11	*	*	10	‡	*
State	6,945	1	1	3,977	2,949	17
Alcohol						
District	*	*	*	*	*	*
State	3,020	2	2	1,279	1,726	11
Drug Offences						
District	‡	*	*	*	‡	*
State	9,926	56	14	2,766	6,910	180
Violence with Physical Injury						
District	‡	*	*	*	‡	*
State	14,271	69	20	3,495	10,573	114

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

Student Discipline (cont)

By Incident Type – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Violence without Physical Injury						
District	18	*	*	*	18	*
State	50,061	99	20	20,055	29,245	642
Dangerous Weapon: Firearm						
District	*	*	*	*	*	*
State	469	16	5	94	345	9
Dangerous Weapon: Other						
District	*	*	*	*	*	*
State	1,967	45	10	467	1,376	69
Other Reason						
District	‡	*	*	‡	‡	*
State	164,529	104	43	115,689	47,889	804

By Program – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
English Learners						
District	*	*	*	*	*	*
State	39,656	45	18	27,369	12,115	109
Students with IEPs						
District	13	*	*	‡	12	*
State	67,346	82	1	37,080	29,639	544

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

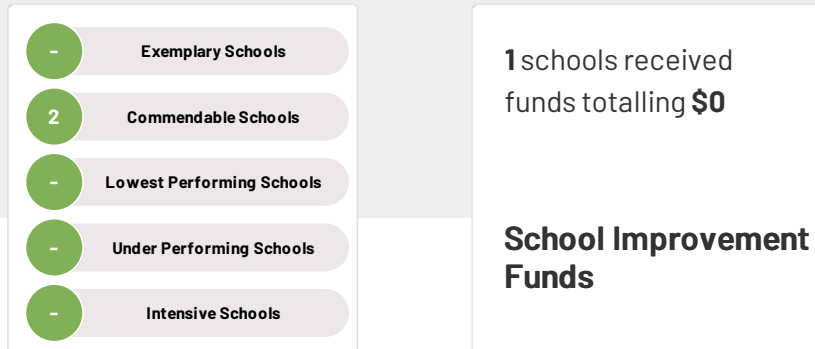## Student Discipline (cont)

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Low Income						
District	34	*	*	11	23	*
State	181,966	295	80	104,561	75,538	1,492

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Less than 1 day						
District	‡	*	*	*	‡	*
State	33,424	2	1	29,205	4,201	15
1-2 days						
District	‡	*	*	‡	‡	*
State	139,581	76	7	100,634	38,476	388
2-3 days						
District	‡	*	*	*	‡	*
State	37,612	6	1	13,197	24,224	184
3-4 days						
District	‡	*	*	*	‡	*
State	24,082	5	*	3,689	20,239	149
4-10 days						
District	20	*	*	11	‡	*
State	11,060	8	*	956	9,896	200

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

Student Discipline (cont)

By Duration – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Greater than 10 days						
District	‡	*	*	*	‡	*
State	5,429	295	106	141	3,977	910

By Gender – Incident Count

	All Discipline Actions	Expulsion – Received Educational Services	Expulsion – Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Female						
District	10	*	*	‡	‡	*
State	76,447	108	23	44,517	31,176	623
Male						
District	30	*	*	‡	24	*
State	174,665	284	92	103,262	69,804	1,223
Non Binary						
District	*	*	*	*	‡	*
State	76	*	*	43	33	*

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

About the data

Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has 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
2	Commendable Schools
-	Lowest Performing Schools
-	Under Performing Schools
-	Intensive Schools

1 schools received funds totalling **$0**

School Improvement Funds

School Improvement Funds

What is it?

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

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

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

	Cohort Year	School Improvement Status	Term within School Improvement Status Cycle	Current School Improvement Grant Term Allocation	Reason for Improvement Status & Grant Allocation
Hamilton Elementary School	2022	Targeted	Implementation Year 2	$0	CWD

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

Summative Designation Meta Indicator Components

What is it?

Summative Designation Meta Indicators: The accountability system has meta-indicators that are currently being validated for use as indicators within the summative designation calculations in future years. The Illinois Report Card is not reporting an overall calculation, but rather the sub-elements of the indicator calculations.

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

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

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

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

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

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

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

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

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

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

---

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

Summative Designation Meta Indicator Components (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	28 90.3%	16 ‡	12 ‡	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	24 92.3%	‡ ‡
State	95,945 69.8%	47,458 69.7%	48,387 69.8%	100 84.8%	187 59.2%	6,736 85.4%	8,737 41.6%	21,105 54.3%	* *	94 67.6%	4,538 73.4%	54,548 86.4%	16,225 66.9%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	‡ ‡	12 ‡
State	7,267 48.6%	13,641 63.8%	9,883 60.6%	32,068 52.6%

Percentage of students who fall into each GPA category

All				
District	‡ 0.0%	‡ 0.0%	‡ 0.0%	31 100.0%
State	25,629 18.6%	43,984 32.0%	35,206 25.6%	32,736 23.8%
Female				
District	‡ ‡	‡ ‡	‡ ‡	17 ‡
State	15,186 22.3%	22,494 33.0%	14,079 20.7%	16,361 24.0%
Male				
District	‡ ‡	‡ ‡	‡ ‡	14 ‡
State	10,414 15.0%	21,445 30.9%	21,117 30.5%	16,341 23.6%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Non Binary				
District	* *	* *	* *	* *
State	29 24.6%	45 38.1%	10 8.5%	34 28.8%
American Indian				
District	* *	* *	* *	* *
State	56 17.7%	88 27.9%	110 34.8%	62 19.6%
Asian				
District	* *	* *	* *	* *
State	2,662 33.7%	2,659 33.7%	843 10.7%	1,726 21.9%
Black				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1,442 6.9%	5,204 24.8%	8,042 38.3%	6,302 30.0%
Hispanic				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	3,971 10.2%	12,160 31.3%	14,010 36.0%	8,749 22.5%
MENA				
District	* *	* *	* *	* *
State	* *	* *	* *	* *

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Native Hawaiian/ Pacific Islander				
District	* *	* *	* *	* *
State	38 27.3%	54 38.9%	31 22.3%	16 11.5%
Two or More Races				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1,163 18.8%	2,038 33.0%	1,565 25.3%	1,415 22.9%
White				
District	‡ 0.0%	‡ 0.0%	‡ 0.0%	26 100.0%
State	16,297 25.8%	21,781 34.5%	10,605 16.8%	14,466 22.9%
Students with Disabilities				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	2,398 9.9%	7,517 31.0%	8,535 35.2%	5,788 23.9%
English Learners				
District	* *	* *	* *	* *
State	762 5.1%	4,197 28.1%	6,584 44.0%	3,404 22.8%
Former EL				
District	* *	* *	* *	* *
State	3,728 17.4%	7,743 36.2%	5,791 27.1%	4,114 19.3%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Students with IEPs				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**969** 5.9%	**4,454** 27.3%	**6,527** 40.0%	**4,355** 26.7%
Low Income				
District	‡ ‡	‡ ‡	‡ ‡	**13** ‡
State	**6,042** 9.9%	**16,867** 27.6%	**20,950** 34.3%	**17,148** 28.1%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ **25.8%**	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ **30.8%**	‡ ‡
State	**29,067** 21.1%	**13,855** 20.3%	**15,161** 21.9%	**51** 43.2%	**71** 22.5%	**4,111** 52.1%	**1,165** 5.5%	**4,528** 11.6%	* *	**49** 35.3%	**1,373** 22.2%	**17,770** 28.1%	**2,918** 12.0%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	‡ ‡	‡ ‡
State	**450** 3.0%	**4,709** 22.0%	**537** 3.3%	**5,455** 8.9%

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

Summative Designation Meta Indicator Components (cont)

Percentage of students who have at least 1 Academic ELA Indicator

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ 29.0%	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ 34.6%	‡ ‡
State	65,395 47.5%	35,740 52.5%	29,573 42.7%	82 69.5%	148 46.8%	5,858 74.3%	6,169 29.4%	15,435 39.7%	* *	84 60.4%	2,907 47.0%	34,794 55.1%	6,709 27.7%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	‡ ‡	‡ ‡
State	2,602 17.4%	12,075 56.5%	2,153 13.2%	20,445 33.5%

Percentage of students who have at least 1 Academic Math Indicator

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	19 61.3%	12 ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	16 61.5%	‡ ‡
State	94,372 68.6%	49,331 72.4%	44,953 64.8%	88 74.6%	207 65.5%	6,993 88.6%	11,429 54.4%	24,324 62.5%	* *	105 75.5%	4,033 65.3%	47,281 74.9%	12,580 51.9%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	‡ ‡	‡ ‡
State	7,460 49.9%	16,178 75.7%	6,617 40.6%	34,577 56.7%

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

Summative Designation Meta Indicator Components (cont)

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	15 48.4%	10 ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	14 53.8%	‡ ‡
State	91,674 66.7%	45,628 67.0%	45,980 66.3%	66 55.9%	199 63.0%	5,654 71.7%	14,039 66.9%	26,726 68.7%	* *	104 74.8%	3,840 62.1%	41,112 65.1%	15,588 64.3%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	‡ ‡	‡ ‡
State	9,955 66.6%	15,788 73.9%	10,035 61.5%	39,848 65.3%

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

	3+	only 2	only 1	0
All				
District	13 41.9%	‡ 16.1%	‡ 6.5%	11 35.5%
State	50,811 36.9%	23,376 17.0%	29,376 21.4%	33,992 24.7%
Female				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	24,897 36.5%	11,732 17.2%	14,176 20.8%	17,315 25.4%
Male				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	25,876 37.3%	11,620 16.8%	15,169 21.9%	16,652 24.0%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
Non Binary				
District	* *	* *	* *	* *
State	38 32.2%	24 20.3%	31 26.3%	25 21.2%
American Indian				
District	* *	* *	* *	* *
State	86 27.2%	57 18.0%	69 21.8%	104 32.9%
Asian				
District	* *	* *	* *	* *
State	2,784 35.3%	1,581 20.0%	1,715 21.7%	1,810 22.9%
Black				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	4,744 22.6%	3,449 16.4%	4,876 23.2%	7,921 37.7%
Hispanic				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	10,641 27.4%	5,777 14.8%	8,620 22.2%	13,852 35.6%
MENA				
District	* *	* *	* *	* *
State	* *	* *	* *	* *

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
Native Hawaiian/ Pacific Islander				
District	* *	* *	* *	* *
State	37 26.6%	23 16.6%	31 22.3%	48 34.5%
Two or More Races				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	2,384 38.6%	1,130 18.3%	1,366 22.1%	1,301 21.1%
White				
District	13 50.0%	‡ 19.2%	‡ 3.9%	‡ 26.9%
State	30,135 47.7%	11,359 18.0%	12,699 20.1%	8,956 14.2%
Students with Disabilities				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	8,017 33.1%	3,946 16.3%	5,411 22.3%	6,864 28.3%
English Learners				
District	* *	* *	* *	* *
State	3,443 23.0%	2,066 13.8%	3,267 21.9%	6,171 41.3%
Former EL				
District	* *	* *	* *	* *
State	7,140 33.4%	3,594 16.8%	4,493 21.0%	6,149 28.8%

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

Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
Students with IEPs				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	4,500 27.6%	2,451 15.0%	3,790 23.2%	5,564 34.1%
Low Income				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	16,783 27.5%	9,146 15.0%	14,025 23.0%	21,053 34.5%

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ 0.0%	‡ ‡	‡ ‡	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ 0.0%	‡ ‡
State	2,707 2.0%	1,796 2.6%	907 1.3%	4 3.4%	4 1.3%	185 2.3%	231 1.1%	646 1.7%	* *	3 2.2%	130 2.1%	1,508 2.4%	308 1.3%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	‡ ‡	‡ ‡
State	186 1.2%	522 2.4%	132 0.8%	944 1.6%

Fine Arts: Student Participation in Fine Arts

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	63.3%	65.7%	60.9%	*	‡	‡	‡	‡	*	*	60.8%	63.6%	72.7%
State	72.0%	74.8%	69.2%	71.9%	71.7%	76.5%	72.1%	73.8%	*	71.3%	73.3%	70.0%	70.4%

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

Summative Designation Meta Indicator Components (cont)

Fine Arts: Student Participation in Fine Arts

	English Learners	Former EL	Students with IEPs	Low Income
District	‡	‡	72.7%	65.2%
State	77.3%	64.7%	70.2%	72.8%

Fine Arts: Teacher Qualifications

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	35.3%	40.9%	29.2%	*	‡	‡	‡	‡	*	*	35.5%	35.8%	40.6%
State	96.0%	96.0%	96.0%	96.5%	96.1%	98.7%	90.7%	96.2%	*	97.1%	97.2%	97.4%	95.1%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡	*	40.6%	34.0%
State	96.9%	96.0%	94.3%	94.5%

---

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

Summative Designation Meta Indicator Components (cont)

P-2: Chronic Absenteeism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	17 13.7%	10 16.7%	‡ 10.9%	* *	* *	* *	‡ ‡	‡ ‡	* *	* *	‡ ‡	12 11.7%	‡ ‡
State	85,201 22.3%	40,290 21.6%	44,907 22.9%	4 10.5%	278 30.9%	4,746 21.3%	23,143 36.0%	30,604 28.8%	* *	56 21.4%	4,711 21.7%	21,663 13.0%	18,330 27.2%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	‡ ‡	16 23.5%
State	22,723 28.0%	1,722 20.3%	16,775 27.7%	61,853 31.2%

P2: Dual Language Programs

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ *	‡ *	‡ *	* *	* *	* *	‡ *	‡ *	* *	* *	‡ *	‡ *	‡ *
State	20,582 25.3%	10,051 26.6%	10,531 24.1%	0 0.0%	77 22.5%	155 1.5%	120 4.8%	19,571 34.9%	* *	6 12.2%	197 10.2%	456 4.3%	2,906 19.7%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	‡ *	‡ *
State	20,582 25.3%	0 *	2,711 19.5%	15,163 26.5%

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

Summative Designation Meta Indicator Components (cont)

P2: 3rd Grade Literacy
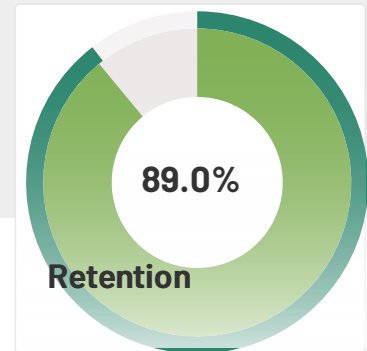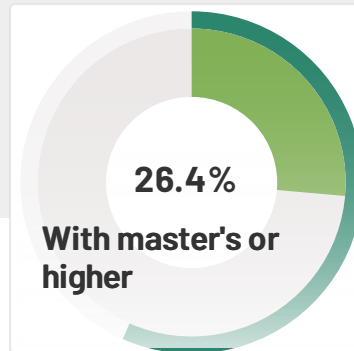
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	43 100.0%	21 100.0%	22 100.0%	* *	* *	* *	* *	* *	* *	* *	‡ ‡	41 100.0%	‡ ‡
State	121,111 94.5%	59,701 95.0%	61,395 94.1%	15 93.8%	260 92.5%	7,278 96.1%	18,996 91.3%	33,269 92.7%	* *	75 91.5%	6,368 94.8%	54,865 96.6%	23,531 92.8%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	‡ ‡	27 100.0%
State	26,029 91.9%	3,719 97.2%	19,629 92.3%	61,238 93.0%

Elementary/Middle School: 5th Grade Math

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	35 85.4%	22 88.0%	13 ‡	* *	* *	* *	* *	* *	* *	* *	‡ ‡	32 84.2%	‡ ‡
State	117,329 92.1%	57,496 92.6%	59,805 91.7%	28 96.5%	260 84.7%	7,288 95.7%	17,612 86.4%	32,268 90.2%	* *	90 93.8%	5,908 92.6%	53,903 94.9%	23,732 90.7%

	English Learners	Former EL	Students with IEPs	Low Income
District	* *	* *	‡ ‡	14 ‡
State	19,605 88.3%	10,054 95.8%	18,791 90.3%	57,041 89.0%

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

Summative Designation Meta Indicator Components (cont)

Elementary/Middle School: Academic Success

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	90 82.6%	46 92.0%	44 74.6%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	84 87.5%	11 ‡
State	315,129 79.6%	159,710 82.7%	155,321 76.7%	98 81.0%	685 76.0%	21,875 93.2%	40,658 64.7%	83,698 75.2%	* *	287 83.2%	14,626 78.5%	153,300 86.0%	59,007 74.6%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	11 ‡	45 71.4%
State	44,416 70.3%	36,651 89.0%	43,233 72.9%	132,376 70.2%

Elementary/Middle School: Student Discipline

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡ 5.2%	‡ 0.0%	‡ 9.5%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ 4.9%	‡ ‡
State	17,819 4.4%	5,940 3.0%	11,872 5.7%	7 5.4%	49 5.2%	201 0.8%	6,878 10.5%	3,596 3.1%	* *	11 3.1%	1,318 6.8%	5,766 3.2%	5,417 6.6%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	‡ ‡	‡ 8.8%
State	2,270 3.4%	626 1.5%	4,505 7.3%	12,852 6.6%

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

About the data

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

26.4%
With master's or higher

100.0%
Evaluation Rate

89.0%
Retention

Teacher Information

What is it?

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

	All Schools	Attendance Rate	Evaluation Rate
District	11	59.3%	100.0%
State	14	66.0%	96.9%

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

Full-Time Equivalents

What is it?

This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district. This displays the race and gender distribution by FTE for teachers in (this school/this district/the state). The table shows distribution by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/.5 employees = 1FTE). Information is gathered about the race/ethnicity of school and district teachers. The percentage of male and female teachers is also compiled.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	**All**	100.0% 49	* *	* *	* *	* *	* *	* *	* *	100.0% 49	* *
	Female	79.6% 39	* *	* *	* *	* *	* *	* *	* *	79.6% 39	* *
	Male	20.4% 10	* *	* *	* *	* *	* *	* *	* *	20.4% 10	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 137896.3	0.2% 338.9	2.1% 2889.1	6.3% 8735.4	8.9% 12273.1	* *	0.1% 113	1.5% 2031.8	78.9% 108800.9	1.9% 2651.3
	Female	76.5% 105554.1	77.4% 262.3	76.3% 2205.5	78.2% 6835.4	77.7% 9540.2	* *	66.1% 74.7	78.0% 1585.2	76.3% 82967.2	76.6% 2030.1
	Male	23.4% 32335.2	22.6% 76.6	23.6% 682.4	21.7% 1899.3	22.3% 2732.9	* *	33.9% 38.3	22.0% 446.6	23.7% 25828.5	23.4% 621.2
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Teacher Head Count

What is it?

Not Available.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	**All**	100.0% 50	* *	* *	* *	* *	* *	* *	* *	100.0% 50	* *
	Female	79.6% 40	* *	* *	* *	* *	* *	* *	* *	79.6% 40	* *
	Male	20.4% 10	* *	* *	* *	* *	* *	* *	* *	20.4% 10	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 142079	0.2% 351	2.1% 3017	6.3% 9177	8.9% 12734	* *	0.1% 118	1.5% 2088	78.9% 111759	1.9% 2770
	Female	76.5% 108777	77.4% 271	76.3% 2308	78.2% 7177	77.7% 9913	* *	66.1% 79	78.0% 1636	76.3% 85213	76.6% 2125
	Male	23.4% 33293	22.6% 80	23.6% 707	21.7% 1999	22.3% 2821	* *	33.9% 39	22.0% 452	23.7% 26540	23.4% 645
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Teachers Education

What is it?

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

Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
District	73.4%	*	*
State	42.4%	42.4%	36.4%

Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
District	26.4%	*	*
State	56.6%	55.9%	63.3%

Student-To-Teacher Ratios

What is it?

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

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
District	15	14
State	17	17

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

Novice Teachers

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	3 6.3%	* *	* *
State	8,956 6.5%	2,511 8.0%	1,842 4.0%

Teacher Out of Field

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	98 25.1%	* *	* *
State	106,079 9.7%	37,367 16.7%	13,401 4.1%

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

Teachers with Short Term or Provisional Licenses

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	2 4.1%	* *	* *
State	4,653 3.4%	1,427 4.9%	728 1.7%

Retention

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	**All**	89.0% 129	* *	0.0% 0	* *	* *	* *	* *	* *	89.6% 129	* *
	Female	89.3% 100	* *	0.0% 0	* *	* *	* *	* *	* *	90.1% 100	* *
	Male	87.9% 29	* *	* *	* *	* *	* *	* *	* *	87.9% 29	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	89.5% 325,163	87.4% 615	88.3% 5,846	84.9% 16,097	89.1% 23,507	* *	90.3% 215	89.6% 4,197	89.9% 269,461	87.1% 5,136
	Female	89.2% 247,180	86.9% 469	87.9% 4,436	85.1% 12,528	89.3% 18,269	* *	90.7% 147	89.9% 3,267	89.6% 204,103	86.8% 3,892
	Male	90.4% 77,978	89.0% 146	89.5% 1,409	84.3% 3,569	88.7% 5,238	* *	89.5% 68	88.7% 930	91.1% 65,354	87.9% 1,244
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

Average Teacher Salary

What is it?

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

	Average Teacher Salary
District	**$47,670**
State	**$78,495**

Teacher Evaluation

What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
District	**26** **100.0%**	**0** *	**0** *
State	**58,786** 96.9%	**11,415** 92.1%	**18,704** 98.7%

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

Teachers with Gifted Endorsement

What is it?

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

	Teachers with Gifted Endorsement
District	*
State	1,102

National Board Certified Teachers

What is it?

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

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	2,070	1,674	396	*	4	61	128	169	1	1	56	1,628	*

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

Average Teaching Experience

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	11	*	*
State	14	*	*

* 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.

142	8	2 principal(s) over the past 6 years
Student-Administrator Ratio	**Student-Certified Staff Ratio**	**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	8	142
State	9	136

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

Demographics

What is it?

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

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	**All**	100.0% 4	* *	* *	* *	* *	* *	* *	* *	100.0% 4	* *
	Female	50.0% 2	* *	* *	* *	* *	* *	* *	* *	50.0% 2	* *
	Male	50.0% 2	* *	* *	* *	* *	* *	* *	* *	50.0% 2	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 13632	0.2% 28.2	1.1% 151.2	14.5% 1978.6	6.6% 898.7	* *	0.1% 6.8	1.4% 189.6	74.4% 10143	1.7% 231
	Female	61.0% 8317.9	74.7% 21.1	62.8% 95	73.4% 1451.6	66.2% 595.1	* *	58.5% 4	73.0% 138.4	57.6% 5847	69.7% 160.9
	Male	39.0% 5314	25.3% 7.1	37.2% 56.2	26.6% 526.9	33.8% 303.6	* *	41.5% 2.8	27.0% 51.2	42.4% 4296.1	30.3% 70.1
	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	**$102,722**
State	**$123,642**

---

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

Novice Administrator

What is it?

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

	All Schools	High Poverty Schools	Low Poverty Schools
District	1 25.0%	* *	* *
State	**1,220** 9.0%	**284** 12.1%	**241** 8.6%

Support Personnel FTE

What is it?

This displays the total support personnel (Counselors, School Nurses, School Psychologists, and School Social Workers) by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/ .5 employees = 1FTE).

Total Support Personnel FTE

	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
District	1.8	0.7	*	1
State	**3767.5**	**1279**	**2121.8**	**4396.2**

---

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

Pupil Support Personnel Ratio

What is it?

These tables display the average number of students per counselor, the average number of students per nurse, the average number of students per social worker, and the average number of students per psychologist in this entity (whether it be school, district, or the state.) The ratio is calculated by using the fall enrollment total, divided by the number of FTE psychologists. When examining school or district ratios keep in mind that the number of psychologists can vary greatly between schools and districts, depending on their size, student population, programs, and financial resources.

Student/Support Personnel Ratio

	Student/School Counselor Ratio	Student/School Nurse Ratio	Student/School Psychologist Ratio	Student/School Social Worker Ratio
District	312	800	*	568
State	491	1,445	871	420

* 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	0.9%	2.9%	0.0%	0.0%	0.0%	*
State	4.0%	3.7%	0.5%	0.2%	0.5%	*

* 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)

	Incidents of Harassment or Bullying	Incidents of Violence	Number of Schools with Incidents of Violence	
			Firearm	Homicide
District	0.0%	0.0%	0	0
State	0.8%	3.3%	3	3

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	8.0% 44	0.0% 0	0.0% 0	10.9% 60
State	3.9% 70,447	7.6% 137,290	0.4% 6,371	4.4% 78,721

* 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

| | Grade 4 | | Grade 8 | |
| | English Language Learners | | English Language Learners | |
Jurisdiction	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	91	1.4	89	1.7

Percentage of students identified With Disabilities and English Learners - Mathematics
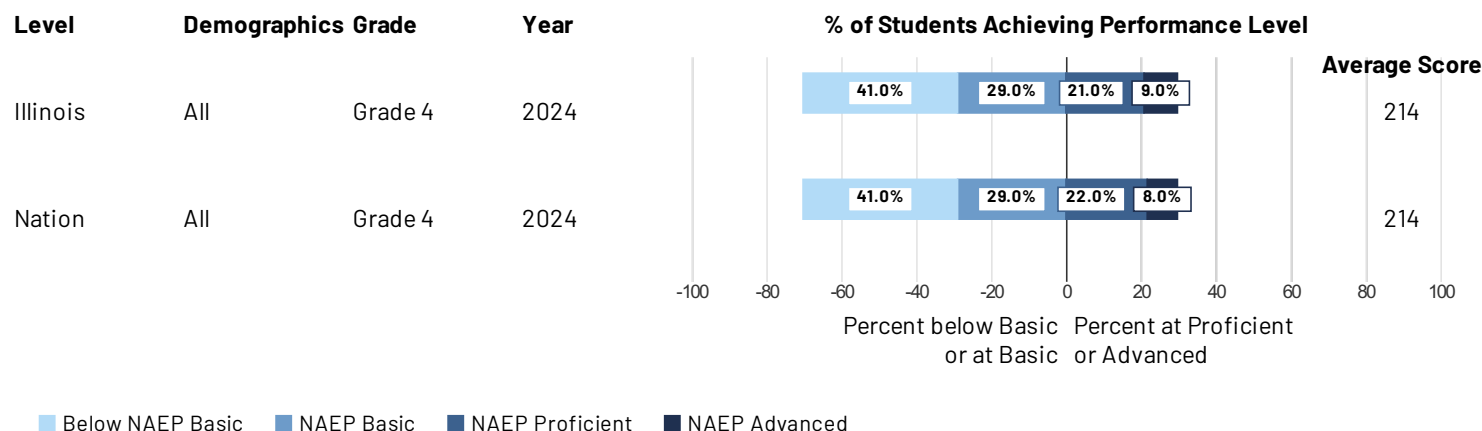
| | Grade 4 | | Grade 8 | |
| | English Language Learners | | English Language Learners | |
Jurisdiction	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	92	1.4	90	1.7

NAEP Achievement–Level Percentages and Average Score Results

What is it?

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

Reading – Grade 4

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 4	2024	41.0% 29.0% 21.0% 9.0%	214
Nation	All	Grade 4	2024	41.0% 29.0% 22.0% 8.0%	214

Percent below Basic or at Basic   Percent at Proficient or Advanced

■ Below NAEP Basic ■ NAEP Basic ■ NAEP Proficient ■ NAEP Advanced

* Significantly different (p < .05) from state's results in {year}. Significance tests were performed using unrounded numbers.
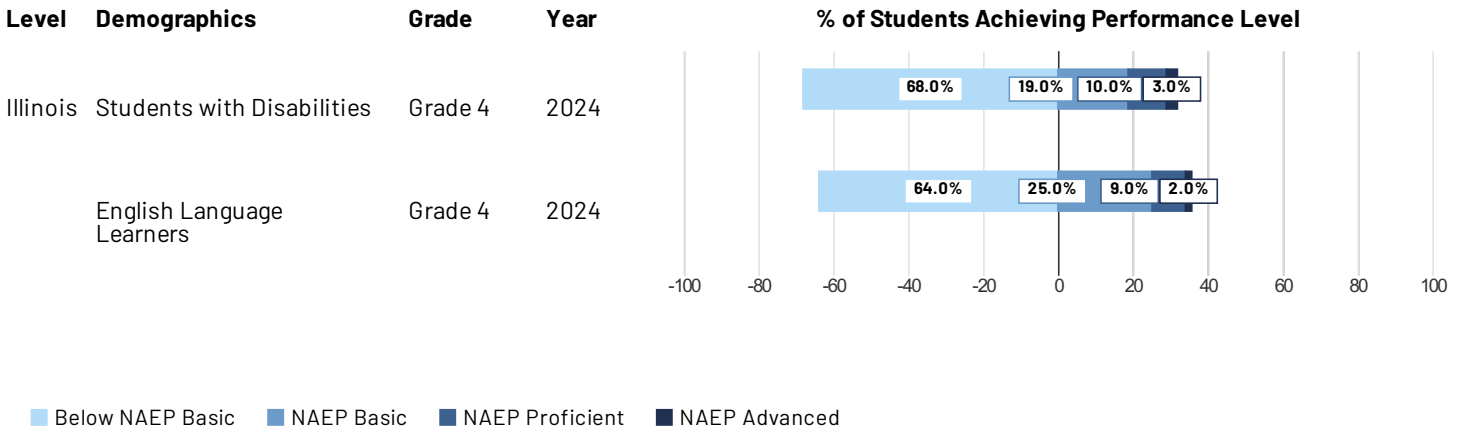
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement–Level Percentages and Average Score Results

What is it?

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

Reading – Grade 4

Level	Demographics	Grade	Year	% of Students Achieving Performance Level
Illinois	Students with Disabilities	Grade 4	2024	68.0% / 19.0% / 10.0% / 3.0%
	English Language Learners	Grade 4	2024	64.0% / 25.0% / 9.0% / 2.0%

■ Below NAEP Basic ■ NAEP Basic ■ NAEP Proficient ■ NAEP Advanced
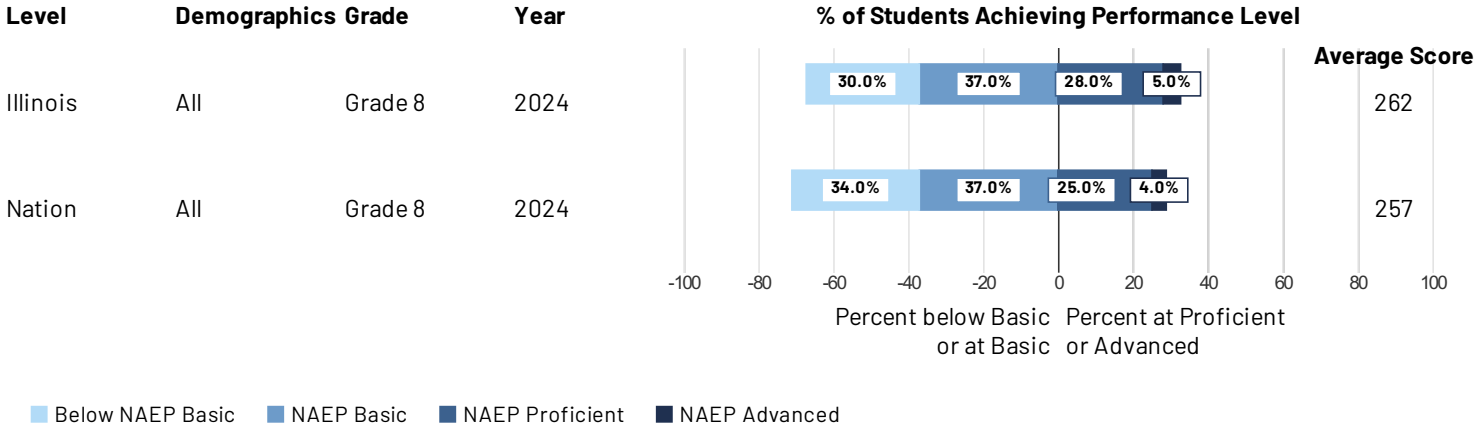
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabiliation Act of 1973.

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

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

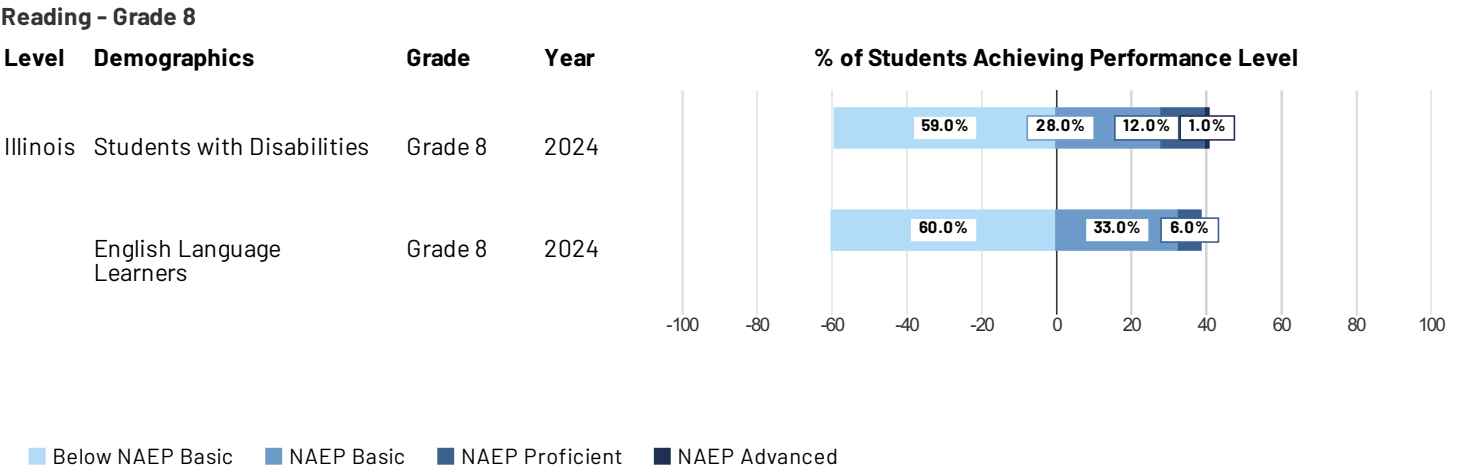## NAEP Achievement–Level Percentages and Average Score Results (cont)

Reading – Grade 8

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 8	2024	30.0% / 37.0% / 28.0% / 5.0%	262
Nation	All	Grade 8	2024	34.0% / 37.0% / 25.0% / 4.0%	257

Percent below Basic or at Basic   Percent at Proficient or Advanced

-100   -80   -60   -40   -20   0   20   40   60   80   100

■ Below NAEP Basic   ■ NAEP Basic   ■ NAEP Proficient   ■ NAEP Advanced

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

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

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

Reading - Grade 8

Level	Demographics	Grade	Year	% of Students Achieving Performance Level
Illinois	Students with Disabilities	Grade 8	2024	59.0% 28.0% 12.0% 1.0%
	English Language Learners	Grade 8	2024	60.0% 33.0% 6.0%

■ Below NAEP Basic ■ NAEP Basic ■ NAEP Proficient ■ NAEP Advanced

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

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

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

Results for Student Groups

What is it?

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

Results for Student Groups in 2024 - Reading - Grade 4

| Reporting Groups | Percentage of students | Average Score | Percentage at or above NAEP | | Percentage at NAEP Advanced |
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	5.0%	239	83.0%	57.0%	22.0%
Black	18.0%	198	43.0%	18.0%	5.0%
Hispanic	27.0%	202	46.0%	21.0%	4.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	225	69.0%	44.0%	18.0%
White	46.0%	224	70.0%	37.0%	12.0%
Gender					
Female	49.0%	218	63.0%	33.0%	10.0%
Male	51.0%	210	56.0%	28.0%	8.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	52.0%	199	45.0%	18.0%	3.0%
Not Eligible NSLP	48.0%	230	75.0%	44.0%	15.0%

\# Rounds to zero.

‡ Reporting standards not met.

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

Results for Student Groups (cont)

Results for Student Groups in 2024 - Reading - Grade 8

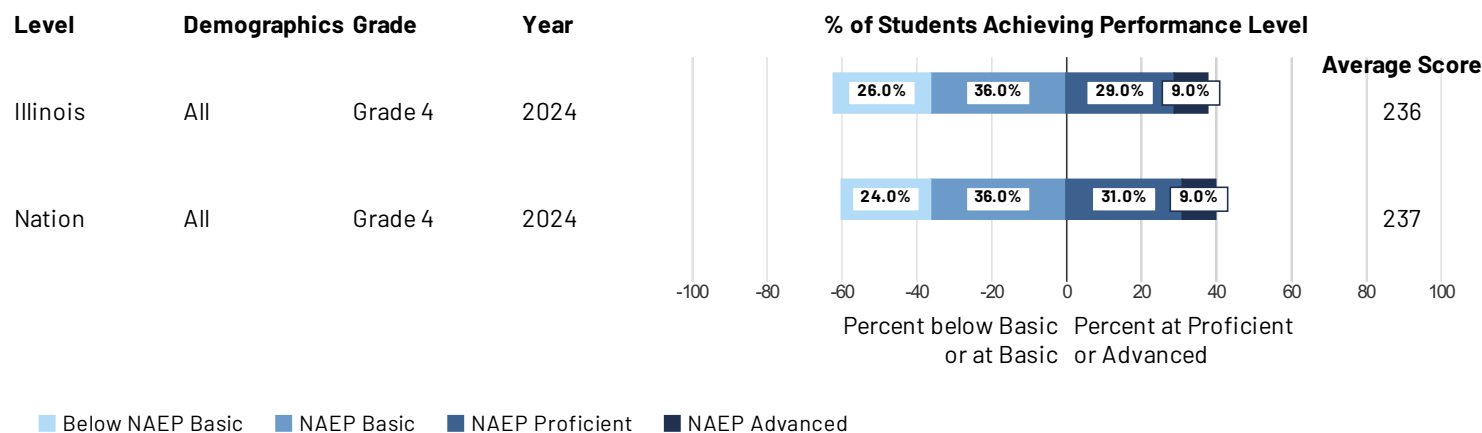| Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	6.0%	284	89.0%	56.0%	14.0%
Black	14.0%	242	50.0%	16.0%	1.0%
Hispanic	28.0%	252	61.0%	24.0%	2.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	269	76.0%	40.0%	6.0%
White	47.0%	270	79.0%	40.0%	6.0%
Gender					
Female	48.0%	266	73.0%	36.0%	6.0%
Male	52.0%	258	67.0%	30.0%	4.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	47.0%	246	55.0%	19.0%	1.0%
Not Eligible NSLP	52.0%	276	83.0%	46.0%	8.0%

Rounds to zero.

‡ Reporting standards not met.

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

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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

Mathematics – Grade 4

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 4	2024	26.0% 36.0% 29.0% 9.0%	236
Nation	All	Grade 4	2024	24.0% 36.0% 31.0% 9.0%	237

Percent below Basic or at Basic   Percent at Proficient or Advanced

■ Below NAEP Basic   ■ NAEP Basic   ■ NAEP Proficient   ■ NAEP Advanced

* Significantly different (p < .05) from state's results in {year}. Significance tests were performed using unrounded numbers.
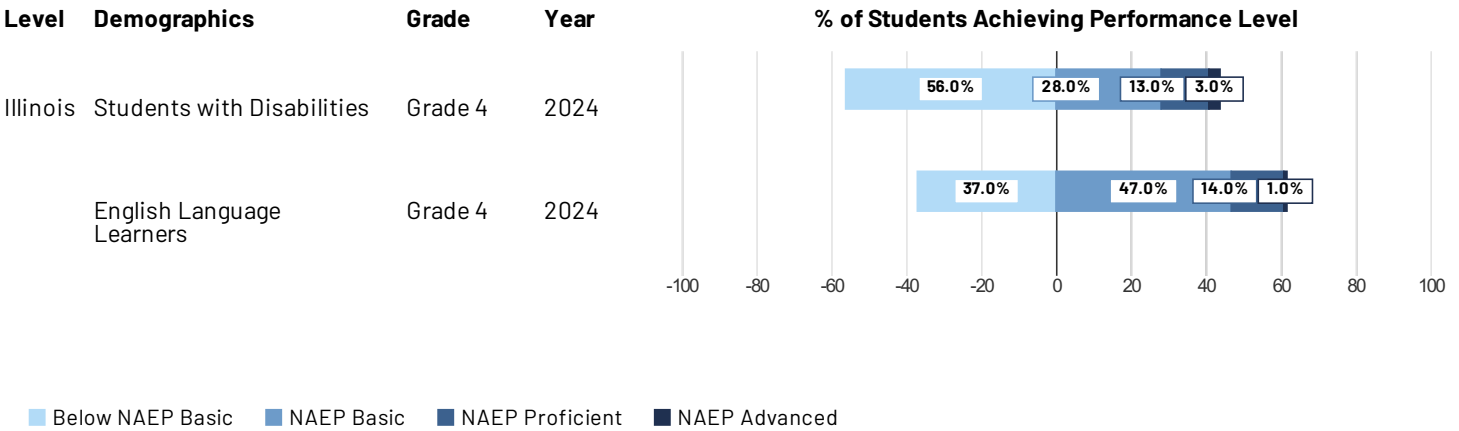
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement–Level Percentages and Average Score Results

What is it?

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

Mathematics – Grade 4

Level	Demographics	Grade	Year	% of Students Achieving Performance Level
Illinois	Students with Disabilities	Grade 4	2024	56.0% / 28.0% / 13.0% / 3.0%
	English Language Learners	Grade 4	2024	37.0% / 47.0% / 14.0% / 1.0%

■ Below NAEP Basic ■ NAEP Basic ■ NAEP Proficient ■ NAEP Advanced
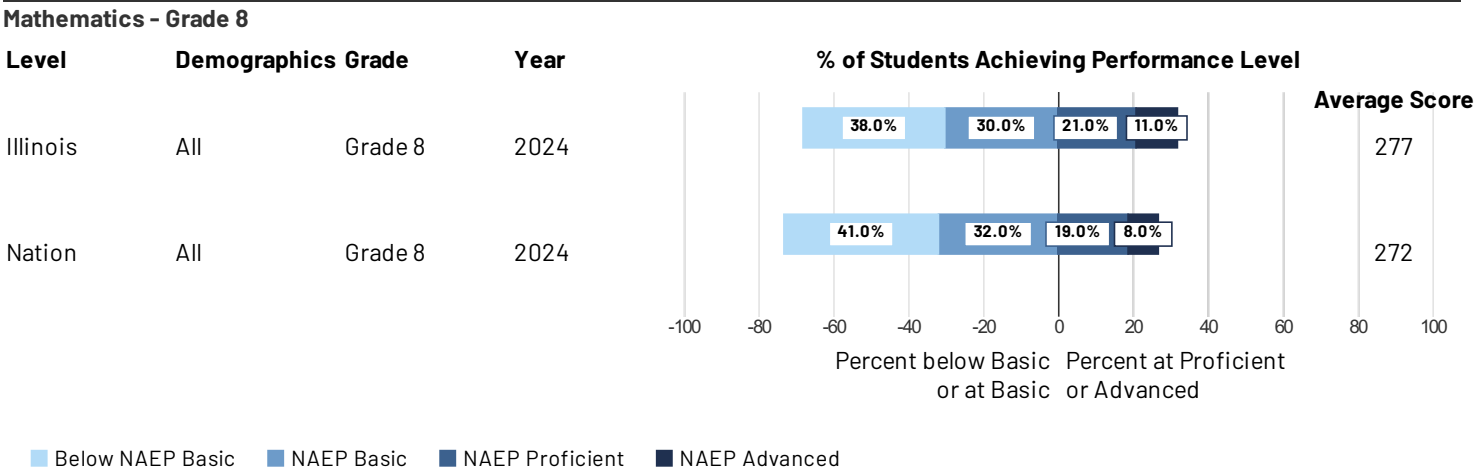
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabiliation Act of 1973.

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

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

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

Mathematics – Grade 8

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 8	2024	38.0% 30.0% 21.0% 11.0%	277
Nation	All	Grade 8	2024	41.0% 32.0% 19.0% 8.0%	272

-100 -80 -60 -40 -20 0 20 40 60 80 100

Percent below Basic or at Basic   Percent at Proficient or Advanced

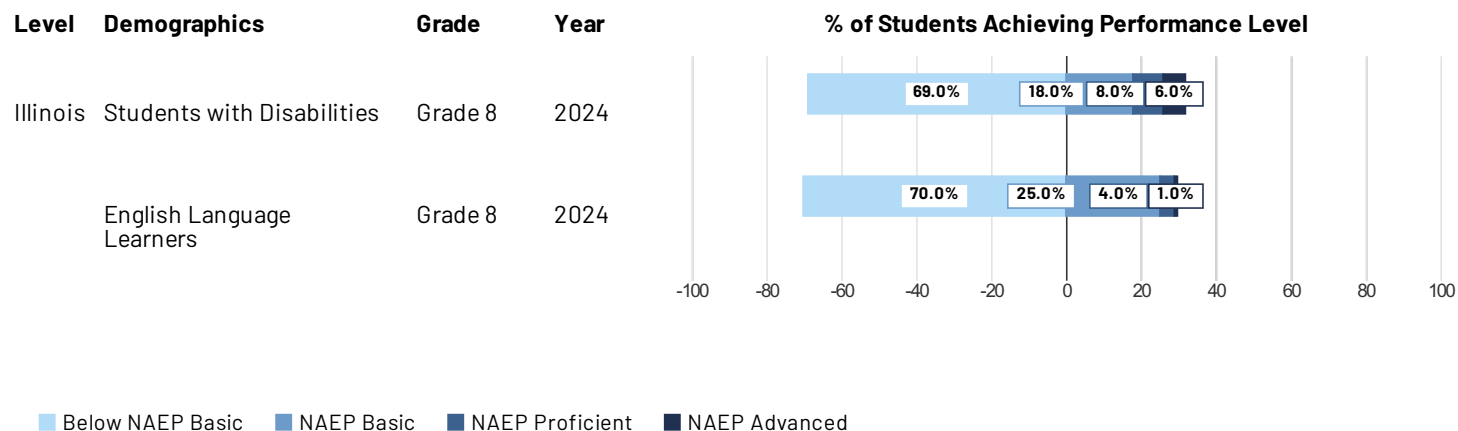■ Below NAEP Basic   ■ NAEP Basic   ■ NAEP Proficient   ■ NAEP Advanced

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

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

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

Mathematics - Grade 8

Level	Demographics	Grade	Year	% of Students Achieving Performance Level
Illinois	Students with Disabilities	Grade 8	2024	69.0% 18.0% 8.0% 6.0%
	English Language Learners	Grade 8	2024	70.0% 25.0% 4.0% 1.0%

-100 -80 -60 -40 -20 0 20 40 60 80 100

■ Below NAEP Basic ■ NAEP Basic ■ NAEP Proficient ■ NAEP Advanced

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

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

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

Results for Student Groups

What is it?

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

Results for Student Groups in 2024 – Math – Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	5.0%	259	92.0%	62.0%	26.0%
Black	18.0%	217	54.0%	18.0%	1.0%
Hispanic	27.0%	223	62.0%	20.0%	3.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	240	79.0%	45.0%	10.0%
White	46.0%	249	86.0%	53.0%	13.0%
Gender					
Female	49.0%	234	73.0%	36.0%	7.0%
Male	51.0%	238	75.0%	40.0%	11.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	52.0%	222	61.0%	21.0%	2.0%
Not Eligible NSLP	48.0%	251	88.0%	56.0%	15.0%

\# Rounds to zero.

‡ Reporting standards not met.

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

Results for Student Groups (cont)

Results for Student Groups in 2024 - Math - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	6.0%	309	87.0%	61.0%	30.0%
Black	14.0%	250	35.0%	9.0%	2.0%
Hispanic	29.0%	262	48.0%	18.0%	4.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	286	62.0%	36.0%	18.0%
White	47.0%	290	75.0%	44.0%	15.0%
Gender					
Female	48.0%	274	61.0%	28.0%	8.0%
Male	52.0%	280	63.0%	36.0%	13.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	48.0%	259	44.0%	15.0%	3.0%
Not Eligible NSLP	51.0%	295	79.0%	49.0%	18.0%

Rounds to zero.

‡ Reporting standards not met.

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