



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

The Illinois Report Card is an annual report released by the Illinois State Board of Education that shows how the state, and each school and district, are progressing on a wide range of educational goals. The Report Card offers a complete picture of student and school performance in order to inform and empower families and communities as they support their local schools. To view an interactive display of Report Card data, visit [www.IllinoisReportCard.com](http://www.IllinoisReportCard.com).

The federal Every Student Succeeds Act requires states to provide every school a summative designation. All states were given a waiver of this requirement for school year 2019-2020 due to the impact of COVID-19. The waiver requires that states reissue schools their designations from the previous year. Illinois has four summative designations: Exemplary, Commendable, Targeted Support, and Comprehensive Support. Schools that receive a designation of Targeted Support for particular student groups or Comprehensive Support for the school receive additional funding and resources to build local capacity and improve student outcomes. Multiple measures of school performance and environment determine a school's designation. For more information about Illinois' accountability system please visit [www.isbe.net/summative](http://www.isbe.net/summative).

For additional information, refer to the [2020 Glossary of Terms](#).

## STUDENTS

STUDENT ENROLLMENT													
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	English Learners	Low Income	Homeless	
State	1,957,018	929,443	324,212	519,982	102,732	2,035	4,936	73,678	348,751	245,502	949,618	38,890	
		47.5%	16.6%	26.6%	5.2%	0.1%	0.3%	3.8%	17.8%	12.5%	48.5%	2.0%	

**Student Enrollment** is based on Serving School.

**Children with Disabilities** are those students eligible to receive special education services through an IEP or support through a 504 plan.

**English Learners** are students eligible for transitional bilingual programs.

**Low Income** are students who receive or live in households that receive SNAP or TANF; are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets the USDA income guidelines to receive free or reduced-price meals.

**Homeless** students are those who do not have permanent and adequate homes.

CHRONIC ABSENTEEISM RATE													
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income	
State	11.0%	7.8%	18.7%	12.5%	5.7%	10.0%	15.6%	13.0%	16.3%	16.9%	11.3%	16.4%	

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year.

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STUDENT MOBILITY RATE															
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income	
State	6.2%	6.5%	5.8%	4.1%	11.8%	5.9%	6.1%	8.2%	8.6%	7.6%	6.2%	6.8%	7.4%	9.0%	

**Students with IEPs** are those eligible to receive special education services.

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# **EARLY LEARNING**

KINDERGARTEN INDIVIDUAL DEVELOPMENTAL SURVEY (KIDS) RESULTS								
	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
State	88.7%	36.9%	17.0%	17.5%	28.6%	56.0%	47.1%	34.6%

The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten.

KINDERGARTEN INDIVIDUAL DEVELOPMENTAL SURVEY (KIDS) RESULTS (Demographics)													
	% of Entering Kindergartners Demonstrating Readiness in all 3 Developmental Areas												
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	English Learners	Non English Learners	Students with IEPs	Students with Non-IEPs	Free/ Reduced Price Lunch	Non Free/ Reduced Price Lunch
State	34.9%	23.4%	17.3%	35.3%	36.6%	14.5%	30.9%	13.7%	31.6%	14.3%	30.2%	19.7%	36.3%

The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten.

# **GIFTED STUDENTS**

“Gifted Education” is defined as educational services, including differentiated curricula and instructional methods, designed to meet the needs of gifted children as defined in Article 14A of this code.

“Advanced Academic Program” is defined as a course 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. Note that gifted students are a subset of accelerated placement /advanced academic program students and are included in these metrics also.

STUDENTS ASSESSED FOR GIFTEDNESS		
	# Students	% Students
State	165,182	7.6%

STUDENTS ASSESSED FOR GIFTEDNESS (Demographics)													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
State	165,182	7.5%	7.7%	8.5%	4.7%	5.5%	18.4%	8.1%	7.4%	9.1%	5.9%	6.3%	4.7%

STUDENTS ASSESSED FOR GIFTEDNESS TAUGHT BY GIFTED-ENDORSED TEACHERS		
	# Students	% Students
State	19,414	0.9%

STUDENTS ASSESSED FOR GIFTEDNESS TAUGHT BY GIFTED-ENDORSED TEACHERS (Demographics)													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
State	19,414	0.9%	0.9%	1.1%	0.3%	0.6%	2.7%	0.3%	0.7%	0.9%	0.4%	0.4%	0.4%

STUDENTS IDENTIFIED AS GIFTED		
	# Students	% Students
State	50,813	2.3%

STUDENTS IDENTIFIED AS GIFTED (Demographics)													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
State	50,813	2.3%	2.4%	2.5%	1.1%	1.4%	9.9%	3.4%	1.3%	2.7%	0.6%	0.5%	1.0%

STUDENTS IDENTIFIED AS GIFTED TAUGHT BY GIFTED-ENDORSED TEACHERS		
	# Students	% Students
State	9,454	0.4%

STUDENTS IDENTIFIED AS GIFTED TAUGHT BY GIFTED-ENDORSED TEACHERS (Demographics)													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
State	9,454	0.4%	0.4%	0.5%	0.1%	0.2%	1.9%	0.1%	0.3%	0.5%	0.1%	0.1%	0.1%

## INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS	
Number of Days	
State	175

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% of 8TH GRADERS PASSING ALGEBRA I	
State	30.8%

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STUDENT-TO-STAFF RATIOS				
	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
State	18.1	18.6	10.1	171.1

HEALTH AND WELLNESS (days per week)	
State	3.6

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AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
State	19.1	20.8	21.2	21.9	22.0	22.6	23.1	23.0	22.5	21.6	21.7

TEACHER INFORMATION (Full-Time Equivalents)											
	Total Number	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown
State	131,230	23.2%	76.8%	82.3%	5.9%	7.0%	1.7%	0.1%	0.2%	0.8%	2.0%

TEACHER INFORMATION (Experience)						
		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above	% of Novice Teachers	% of Teachers With Short-Term or Provisional License
State	All Schools	13.4	39.6%	59.8%	*	*
	High Poverty Schools	2.5	8.6%	11.9%	1.8%	0.5%
	Low Poverty Schools	4.5	10.6%	21.3%	1.3%	0.2%

TEACHER RETENTION RATE	
State	85.9%

PRINCIPAL TURNOVER (Count)	
State	2.0

**TEACHER ATTENDANCE RATE**

<b>State</b>	86.6%
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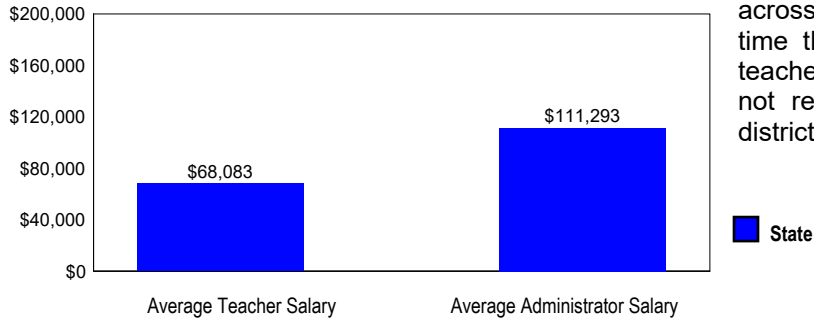
**TEACHER EVALUATION RATE**

<b>State</b>	98.7%
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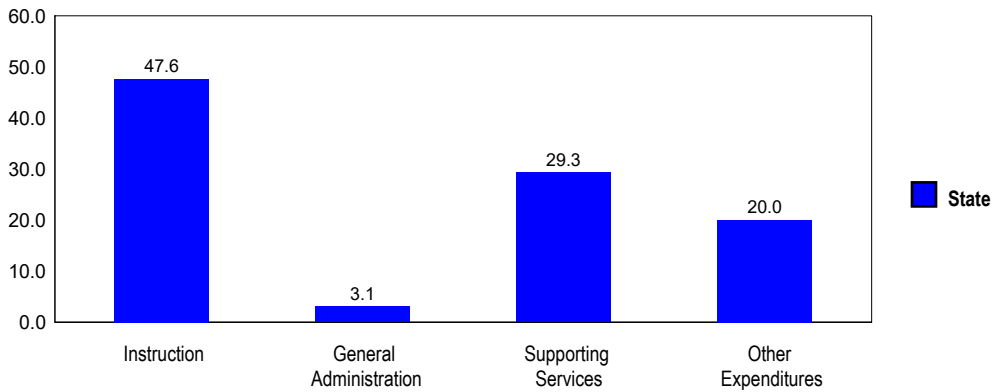
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# SCHOOL DISTRICT FINANCES

## AVERAGE TEACHER/ADMINISTRATOR SALARIES



## EXPENDITURE BY FUNCTION 2018-19 (Percentages)



## REVENUE BY SOURCE 2018-19

Local Property Taxes	60.3%
Other Local Funding	6.1%
Evidence-Based Funding	21.7%
Other State Funding	4.9%
Federal Funding	7.0%

## EXPENDITURE BY FUND 2018-19

Education	70.4%
Operations & Maintenance	7.3%
Transportation	3.9%
Debt Service	8.4%
Tort	1.2%
Municipal Retirement/ Social Security	1.9%
Fire Prevention & Safety	0.6%
Capital Projects	6.3%

## OTHER FINANCIAL INDICATORS

2018-19 Instructional Expenditure per Pupil	2018-19 Operating Expenditure per Pupil
\$8,582	\$14,492

\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.

**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.

**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE - ASSESSMENTS

The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English language arts (ELA), mathematics, 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. ESSA also requires that English Learners be assessed in four domains (reading, writing, speaking and listening) each year until they reach proficiency. Results are presented both by subject (all tests combined) and then by individual test.

ELA PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MATH PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
State														

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SCIENCE PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

### NUMBER AND PERCENTAGE OF ENGLISH LEARNERS EXEMPTED FROM ASSESSMENT

No English Learners are exempted from assessment, including those who are newly arrived in the U.S. Previously, states could exempt newly arrived English Learners from ELA testing only. Under ESSA, states have flexibility in how they test and use scores from newly arrived English Learners. Per the approved Illinois ESSA State Plan, "Illinois will assess newly arrived ELs, enrolled in their first year in U.S. schools, in grades 3-12 in academic content areas: English language arts, mathematics, and science. Data from the first-year assessments will not be included in accountability determinations, but serve solely for baseline purposes."

IAR ELA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
State														

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**IAR MATH PARTICIPATION (Demographics)**

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**SAT ELA PARTICIPATION (Demographics)**

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**SAT MATH PARTICIPATION (Demographics)**

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**DLM-AA ELA PARTICIPATION (Demographics)**

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**DLM-AA MATH PARTICIPATION (Demographics)**

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**DLM-AA SCIENCE PARTICIPATION (Demographics)**

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
State														

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**ISA PARTICIPATION (Demographics)**

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**ELA PROFICIENCY - ALL TESTS (Demographics)**

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

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**ELA PROFICIENCY - ALL TESTS (Demographics Continued)**

	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**MATH PROFICIENCY - ALL TESTS (Demographics)**

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

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**MATH PROFICIENCY - ALL TESTS (Demographics Continued)**

	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**SCIENCE PROFICIENCY - ALL TESTS (Demographics)**

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

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**SCIENCE PROFICIENCY - ALL TESTS (Demographics Continued)**

	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>State</b>								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**EL PROFICIENCY ON ACCESS**

	# ELS	# Tested	% Participation	# Proficient	% Proficient	# Long Term EL	% Long Term EL
<b>State</b>	223,399	220,920	98.9%	17,503	7.9%	20,127	9.0%

MEAN ELA GROWTH PERCENTILE - IAR (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MEAN ELA GROWTH PERCENTILE - IAR (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MEAN MATH GROWTH PERCENTILE - IAR (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MEAN MATH GROWTH PERCENTILE - IAR (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
State								

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## Illinois Science Assessment (ISA)

The ISA performance levels indicate students' understanding of the Illinois Learning Standards in science for their grade level. There are two performance levels for the ISA, Proficient and Not Proficient, with different threshold scores for each grade-level test.

Level 1 - Not Proficient

Level 2 - Proficient

Scale Score Needed to be Proficient (out of 200-400 Scale Score Range)

Grade 5 - 296

Grade 8 - 293

High School - 307

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ISA PROFICIENCY (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
State										

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ISA PROFICIENCY (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
State								

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9th Grade On Track													
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income	
State	130,164	92.8%	78.5%	85.9%	96.9%	91.0%	86.3%	87.8%	82.4%	80.6%	80.5%	81.7%	

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CAREER AND TECHNICAL EDUCATION ENROLLMENT	
State	286,237

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ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)				
	GRADE 9	GRADE 10	GRADE 11	GRADE 12
State	19,855	32,687	62,063	77,243

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ADVANCED PLACEMENT COURSE WORK												
	ADVANCED PLACEMENT (AP) COURSE WORK				INTERNATIONAL BACCALAUREATE (IB) COURSE WORK				DUAL CREDIT COURSE WORK			
	Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12
All State	14,877	27,199	46,708	53,642	263	314	2,827	2,608	5,392	6,740	19,846	38,017
White State	6,680	13,468	24,167	28,113	29	36	357	356	2,857	3,776	12,960	23,702
Black State	1,556	2,162	4,037	4,833	58	93	852	789	917	844	1,574	3,438
Hispanic State	3,906	6,689	11,696	13,503	154	167	1,378	1,230	1,153	1,478	3,504	7,448
Asian State	2,157	3,836	5,093	5,325	17	12	190	179	279	416	1,127	2,114
Native Hawaiian/ Pacific Islander State	37	36	66	61	1	1	2	3	3	7	15	42
American Indian State	20	64	105	104	0	1	8	12	10	16	34	77
Two or More Races State	521	944	1,544	1,703	4	4	40	39	173	203	632	1,196
Children with Disabilities State	805	1,511	2,887	3,710	18	14	228	223	668	858	2,094	3,838
IEP State	152	306	648	1,124	3	3	85	88	485	571	1,323	2,230
Non IEP State	14,725	26,893	46,060	52,518	260	311	2,742	2,520	4,907	6,169	18,523	35,787
EL State	174	405	695	1,046	8	12	88	76	276	266	489	850
Non EL State	14,703	26,794	46,013	52,596	255	302	2,739	2,532	5,116	6,474	19,357	37,167
Low Income State	4,122	6,746	11,929	16,202	150	200	1,546	1,856	1,874	2,259	5,742	11,597
Non Low Income State	10,755	20,453	34,779	37,440	113	114	1,281	752	3,518	4,481	14,104	26,420

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**ADVANCED PLACEMENT (AP) EXAMS**

GRADE 9				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
State	14,406	9,093	13,534	8,503

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GRADE 10				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
State	48,657	32,833	23,795	16,823

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

GRADE 11				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
State	152,218	105,918	39,025	29,462

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

GRADE 12				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
State	278,398	195,120	37,687	30,599

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

POSTSECONDARY ENROLLMENT 12 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
State	70.3%	53.5%	16.8%	40.6%	29.8%	0.0%

POSTSECONDARY ENROLLMENT 16 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
State	71.0%	54.2%	16.9%	40.7%	30.3%	0.0%

HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics)										
	Gender			Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
<b>State</b>	88.0%	85.6%	90.5%	91.5%	79.9%	85.5%	94.5%	89.4%	80.0%	85.7%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>State</b>	81.3%	74.0%	76.5%	82.0%	74.0%	67.9%	52.4%	52.4%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics)										
	Gender			Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
<b>State</b>	88.4%	86.0%	90.9%	92.0%	80.2%	85.6%	95.3%	87.1%	78.8%	88.5%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>State</b>	85.7%	75.1%	78.1%	82.1%	74.5%	73.3%	65.2%	65.2%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.



HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics)										
	Gender			Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
<b>State</b>	88.2%	85.8%	90.6%	92.2%	79.4%	84.9%	95.4%	85.6%	84.1%	87.1%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>State</b>	37.3%	75.2%	77.5%	81.6%	74.9%	73.7%	41.9%	41.9%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

DROPOUT RATE														
	Gender			Race / Ethnicity							Children with Disabilities	Students with IEPs	English Learners	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
<b>State</b>	3.5%	3.9%	3.0%	2.5%	6.2%	3.8%	1.4%	4.0%	5.3%	4.0%	2.5%	3.8%	1.4%	5.5%

Users of this report should note that this data may have been affected by the suspension of in-person instruction during the 2019-20 school year. It was collected in accordance with ISBE data policy and validated through normal procedures but the state environment and policy changes resulting from the suspension of in-person instruction may have affected the results. Please use caution when interpreting results and trends.

# 2019 Mathematics State Snapshot Report

## Illinois ■ Grade 4 ■ Public Schools

### Results for Student Groups in 2019

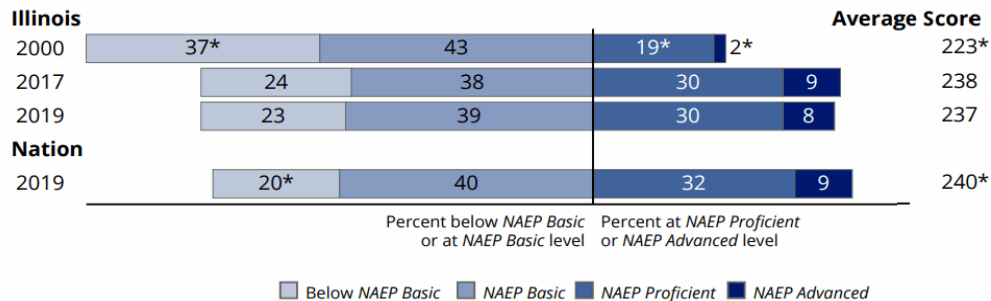
Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP		Percentage at NAEP
			Basic	Proficient	Advanced
<b>Race/Ethnicity</b>					
White	46	246	86	51	11
Black	17	217	57	14	1
Hispanic	27	231	74	28	4
Asian	4	259	88	65	25
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	4	238	76	40	12
<b>Gender</b>					
Male	50	239	78	41	10
Female	50	236	77	36	6
<b>National School Lunch Program</b>					
Eligible	52	226	67	24	3
Not eligible	48	249	88	54	14

# 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



\* Significantly different ( $p < .05$ ) from state's results in 2019. 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.

## 2019 Mathematics State Snapshot Report

### Illinois ■ Grade 8 ■ Public Schools

#### Results for Student Groups in 2019

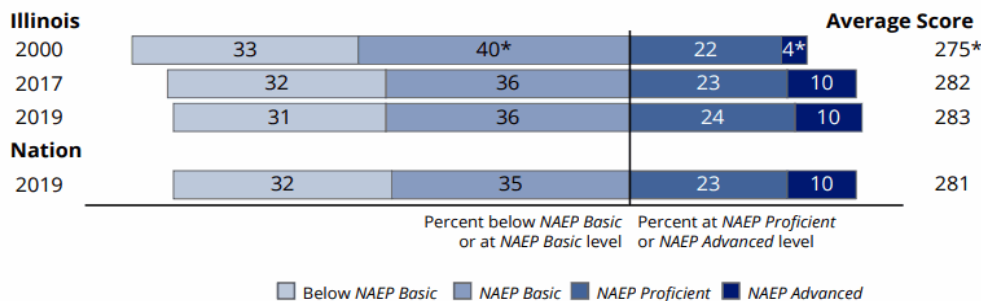
Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP		Percentage at NAEP
			Basic	Proficient	Advanced
<b>Race/Ethnicity</b>					
White	48	291	78	42	12
Black	18	262	49	14	2
Hispanic	25	273	62	24	5
Asian	6	320	92	73	36
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	286	71	38	17
<b>Gender</b>					
Male	51	283	69	35	12
Female	49	282	70	32	9
<b>National School Lunch Program</b>					
Eligible	48	269	56	20	4
Not eligible	52	295	82	46	15

# 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



\* Significantly different ( $p < .05$ ) from state's results in 2019. 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

# National Center for Education Statistics

2019 Mathematics Grades 4 and 8 Assessment Report Cards: Summary Data Tables for National and State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, and Types of Accommodations

**Table A-11. Inclusion rate and standard error (SE) in NAEP mathematics for fourth- and eighth-grade public school students with disabilities (SD) and English language learners (ELL), as a percentage of identified SD or ELL students, by state/jurisdiction: 2019**

State/jurisdiction	Percentage of identified SD or ELL students							
	Grade 4				Grade 8			
	SD		ELL		SD		ELL	
	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE
Illinois	95 <sup>†</sup>	1.2	98 <sup>†</sup>	0.7	94 <sup>†</sup>	1.1	95 <sup>†</sup>	2.0

<sup>†</sup> Not applicable. Standard error estimate cannot be accurately determined.

<sup>‡</sup> Reporting standards not met. Sample size insufficient to permit a reliable estimate.

<sup>1</sup> The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 85 percent.

<sup>2</sup> Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP mathematics results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. SD includes students identified as having an Individualized Education Program but excludes other students protected under Section 504 of the Rehabilitation Act of 1973. In Puerto Rico, the English language learner (ELL) category is for the Spanish language learner (SLL).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.

## 2019 Reading State Snapshot Report

### Illinois ■ Grade 4 ■ Public Schools

#### Results for Student Groups in 2019

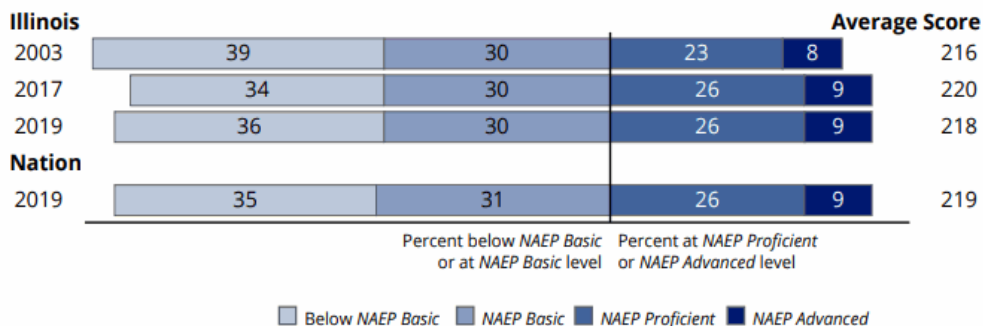
Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP		Percentage at NAEP
			Basic	Proficient	Advanced
<b>Race/Ethnicity</b>					
White	46	228	75	45	12
Black	18	200	46	17	2
Hispanic	27	208	55	23	4
Asian	4	238	82	57	19
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	4	229	74	43	12
<b>Gender</b>					
Male	50	215	61	32	8
Female	50	221	68	36	9
<b>National School Lunch Program</b>					
Eligible	52	205	51	21	3
Not eligible	47	233	79	50	14

# 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



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.

# 2019 Reading State Snapshot Report Illinois ■ Grade 8 ■ Public Schools

## Results for Student Groups in 2019

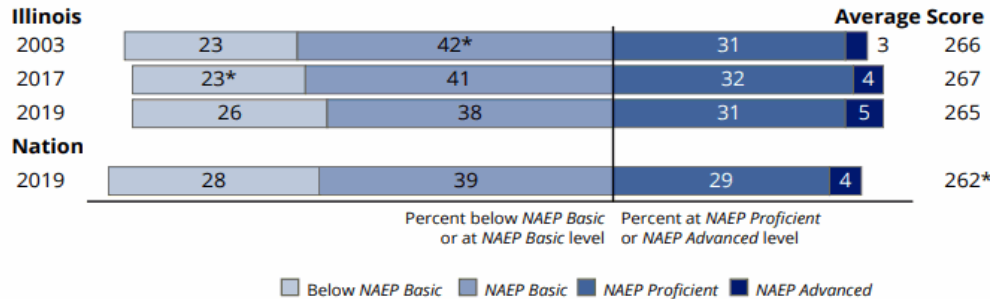
Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP		Percentage at NAEP
			Basic	Proficient	Advanced
<b>Race/Ethnicity</b>					
White	48	274	82	45	6
Black	18	246	56	15	1
Hispanic	25	255	66	25	2
Asian	6	290	90	66	15
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	263	72	32	5
<b>Gender</b>					
Male	51	260	69	32	4
Female	49	269	78	40	6
<b>National School Lunch Program</b>					
Eligible	50	251	62	21	1
Not eligible	50	278	85	50	8

# 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



\* Significantly different ( $p < .05$ ) from state's results in 2019. 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

## National Center for Education Statistics

### 2019 Reading Grades 4 and 8 Assessment Report Cards: Summary Data Tables for National and State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, and Types of Accommodations

**Table A-11. Inclusion rate and standard error (SE) in NAEP reading for fourth- and eighth-grade public school students with disabilities (SD) and English language learners (ELL), as a percentage of identified SD or ELL students, by state/jurisdiction: 2019**

State/jurisdiction	Percentage of identified SD or ELL students							
	Grade 4				Grade 8			
	SD		ELL		SD		ELL	
	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE
Illinois	91 <sup>†</sup>	2.1	96 <sup>†</sup>	1.0	95 <sup>†</sup>	1.4	94 <sup>†</sup>	1.6

† Not applicable. Standard error estimate cannot be accurately determined.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

<sup>1</sup> The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 85 percent.

<sup>2</sup> Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. SD includes students identified as having an Individualized Education Program but excludes other students protected under Section 504 of the Rehabilitation Act of 1973.

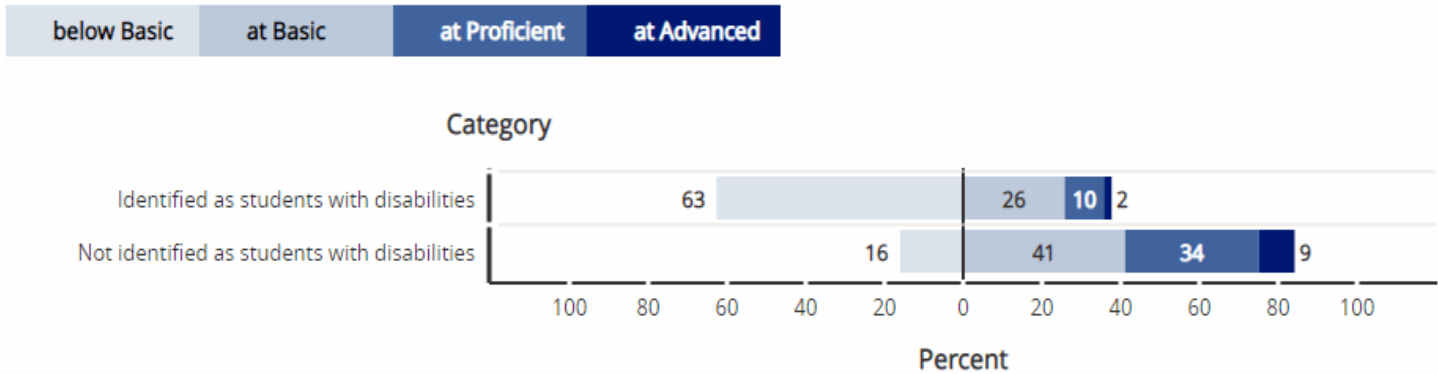
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.



NAEP

2019 IL Gr 4 Math - Students with Disabilities

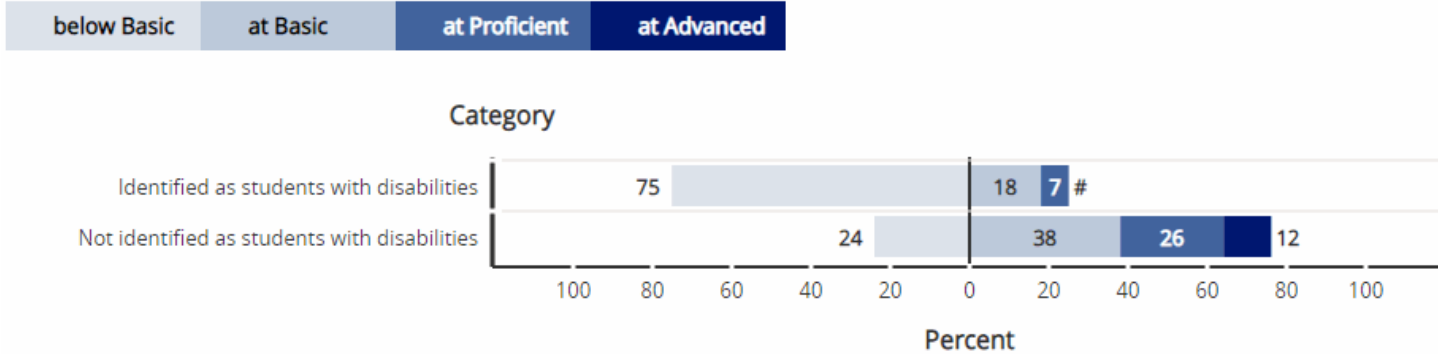
Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 mathematics, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2019  
2019, Illinois



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.  
NOTE: Some apparent differences between estimates may not be statistically significant.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.

2019 IL Gr 8 Math - Students with Disabilities

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 8 mathematics, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2019  
2019, Illinois



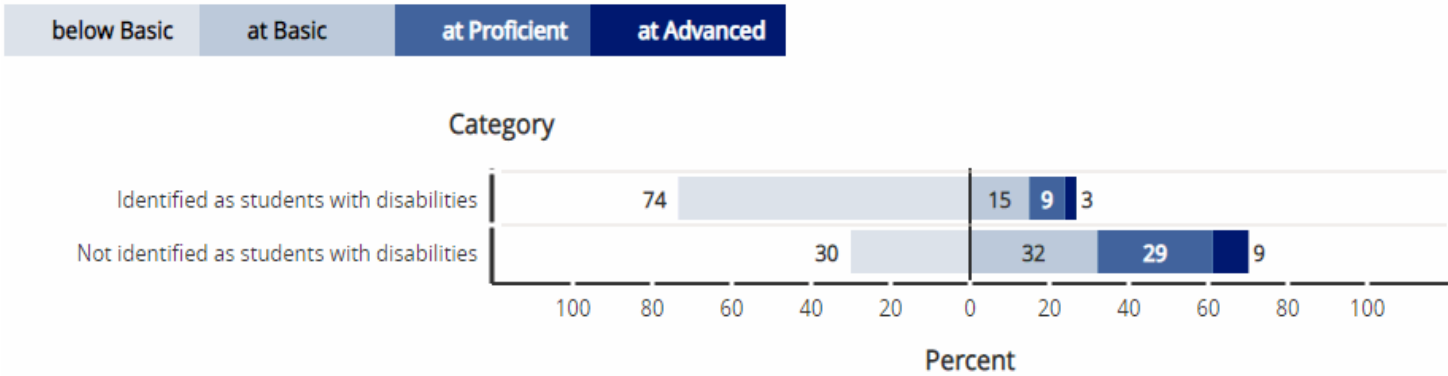
# Rounds to zero.  
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.  
NOTE: Some apparent differences between estimates may not be statistically significant.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.



NAEP

2019 IL Gr 4 Reading - Students with Disabilities

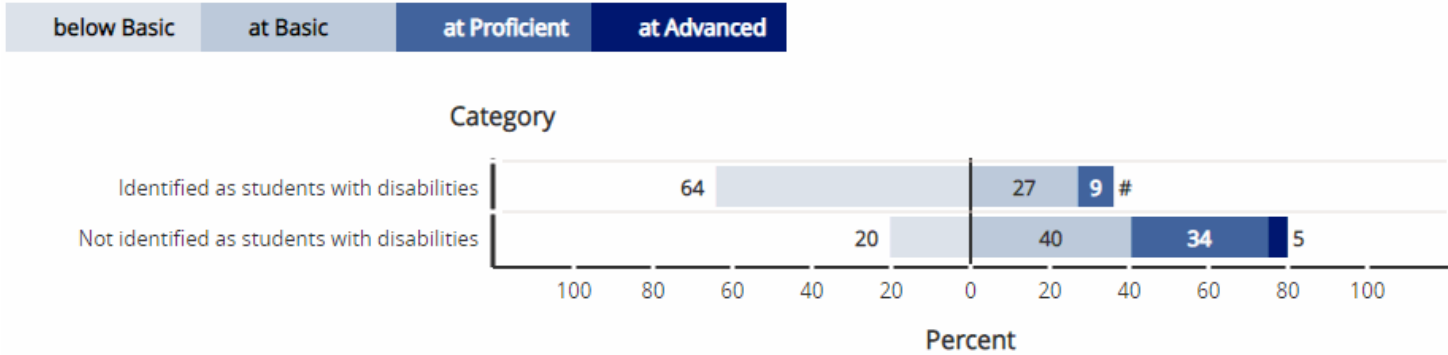
Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 reading, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2019  
2019, Illinois



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.  
NOTE: Some apparent differences between estimates may not be statistically significant.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

2019 IL Gr 8 Reading - Students with Disabilities

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 8 reading, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2019  
2019, Illinois

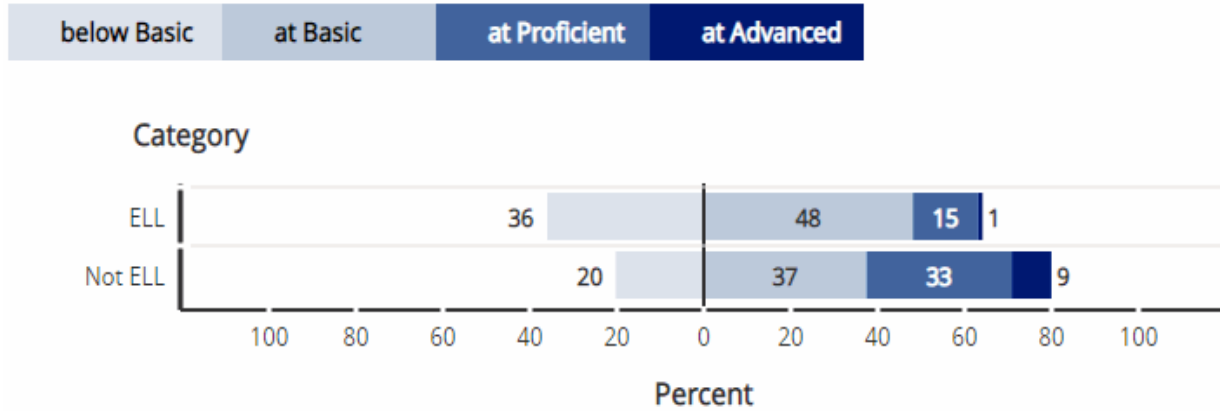


# Rounds to zero.  
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.  
NOTE: Some apparent differences between estimates may not be statistically significant.  
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

# NAEP

## 2019 IL Gr 4 Math - English Learners

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 mathematics, by Status as English Language Learner, 2 categories [LEP] for jurisdiction: 2019  
2019, Illinois

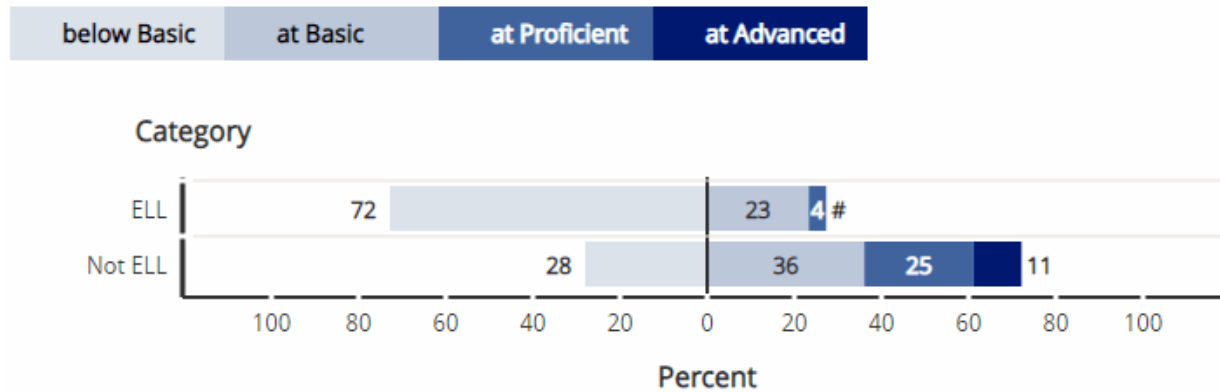


NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.

## 2019 IL Gr 8 Math - English Learners

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 8 mathematics, by Status as English Language Learner, 2 categories [LEP] for jurisdiction: 2019  
2019, Illinois



# Rounds to zero.

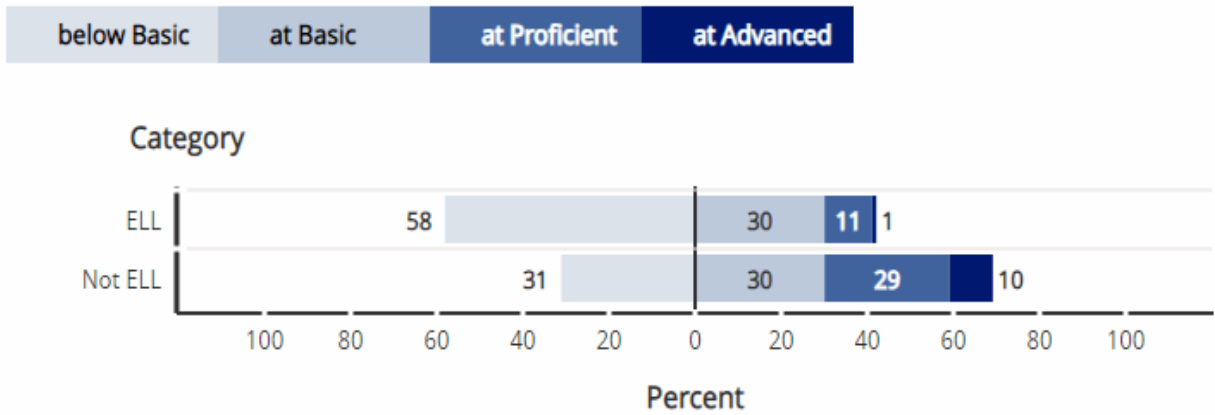
NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.

NAEP

2019 IL Gr 4 Reading - English Learners

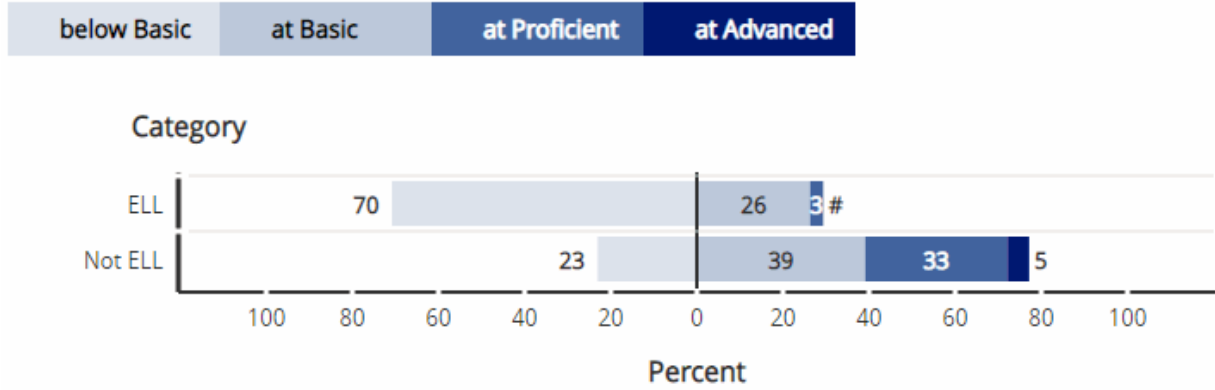
Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 reading, by Status as English Language Learner, 2 categories [LEP] for jurisdiction: 2019  
2019, Illinois



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 Educational Progress (NAEP), 2019 Reading Assessment.

2019 IL Gr 8 Reading - English Learners

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 8 reading, by Status as English Language Learner, 2 categories [LEP] for jurisdiction: 2019  
2019, Illinois



# Rounds to zero.  
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 Educational Progress (NAEP), 2019 Reading Assessment.

## NAEP

The National Assessment of Educational Progress is a nationally representative and continuing assessment have 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 and sub-groups of those populations. NAEP results are based on a sample of student populations of interest.

Additional information regarding NAEP results can be found here:

- Mathematics
  - o 2019 Grade 4 <https://www.isbe.net/Documents/naep-2019-math-snap-4.pdf>
  - o 2019 Grade 8 <https://www.isbe.net/Documents/naep-2019-math-snap-8.pdf>
  - o 2019 State Report Grades 4 and 8  
<https://www.isbe.net/Documents/naep-2019-math-state-4-8.pdf>
  - o 2019 NAEP Inclusion Rates  
[https://www.nationsreportcard.gov/mathematics/supportive\\_files/2019\\_technical\\_appendix\\_math.pdf](https://www.nationsreportcard.gov/mathematics/supportive_files/2019_technical_appendix_math.pdf)
- Reading
  - o 2019 Grade 4 <https://www.isbe.net/Documents/naep-2019-read-snap-4.pdf>
  - o 2019 Grade 8 <https://www.isbe.net/Documents/naep-2019-read-snap-8.pdf>
  - o 2019 State Report Grades 4 and 8  
<https://www.isbe.net/Documents/naep-2019-read-state-4-8.pdf>
  - o 2019 NAEP Inclusion Rates  
[https://www.nationsreportcard.gov/reading/supportive\\_files/2019\\_technical\\_appendix\\_reading.pdf](https://www.nationsreportcard.gov/reading/supportive_files/2019_technical_appendix_reading.pdf)

## CIVIL RIGHTS DATA COLLECTION - 2017-18 SCHOOL YEAR

Data from the Civil Rights Data Collection 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](http://www.isbe.net). Current year data for chronic absenteeism can be found in the Students section of the Report Card. 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.

CRDC - IN-SCHOOL SUSPENSIONS		CRDC - OUT-OF-SCHOOL SUSPENSIONS		CRDC - EXPULSIONS	
State	5.1%	State	3.5%	State	0.1%

CRDC - SCHOOL-RELATED ARRESTS		CRDC - REFERRAL TO LAW ENFORCEMENT		CRDC - CHRONIC ABSENTEEISM	
State	0.1%	State	0.7%	State	16.3%

CRDC - INCIDENTS OF VIOLENCE		CRDC - INCIDENTS OF VIOLENCE - FIREARM AND HOMICIDE		
	Rate of Incidents of Violence		Firearm	Homicide
State	2.2%	Schools in the State with Incidents of Violence	153	5

Please note that at the school level, these metrics are displayed as a yes or no indicator. However, at the district and state level, these metrics are displayed as a count.

CRDC - NUMBER AND PERCENT ENROLLED IN PRESCHOOL	
State	78,272 3.9%

CRDC - ADVANCED PLACEMENT COURSE WORK						
	ADVANCED PLACEMENT (AP) COURSE WORK		INTERNATIONAL BACCALAUREATE (IB) COURSE WORK		DUAL CREDIT COURSE WORK	
	Number	Percent	Number	Percent	Number	Percent
All State	143,753	7.2%	5,004	0.3%	65,736	3.3%