



**EBF District Funding Tier - 4**  
**Financial capacity to meet expectations - 110.5 %**  
**State Senate District - 28**  
**State Representative District - 056**

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

This year, the Illinois State Board of Education has updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on [illinoisreportcard.com](http://illinoisreportcard.com). All of the metrics posted on [illinoisreportcard.com](http://illinoisreportcard.com) are also included in this report.

## STUDENTS

STUDENT ENROLLMENT													
	All	White	Black	Hispanic	Asian	Native		Two or More Races	Students			Low Income	Homeless
						Hawaiian	/Pacific Islander		American Indian	With IEPs	English Learners		
District	2,615	1,653	162	498	224	*	*	63	262	79	457	21	
	63.2%	6.2%	19.0%	8.6%		*	*	2.4%	10.0%	3.0%	17.5%	0.8%	
State	2,001,529	961,211	336,956	523,950	101,548	2,091	5,591	70,182	289,903	233,348	988,686	39,266	
	48.0%	16.8%	26.2%	5.1%	0.1%	0.3%	3.5%	14.5%	11.7%	49.4%	2.0%		

Student Enrollment is based on Serving School.

Students With IEPs are those eligible to receive special education services.  
 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		Two or More Races	Students			Low Income	
						Hawaiian	/Pacific Islander		American Indian	With IEPs	English Learners		
District	12.3%	11.0%	22.8%	13.9%	10.9%	*	*	11.1%	26.4%	21.3%	26.4%		
State	16.8%	13.2%	27.4%	17.6%	8.5%	14.4%	33.1%	18.2%	25.2%	14.6%	23.3%		

STUDENT MOBILITY RATE													
	All	Male	Female	White	Black	Hispanic	Asian	Native		Two or More Races	Students		
								Hawaiian	/Pacific Islander		American Indian	With IEPs	English Learners
District	4.8%	5.2%	4.4%	3.2%	13.6%	7.3%	4.3%	*	*	6.3%	10.6%	18.4%	14.4%
State	6.9%	7.3%	6.4%	4.6%	13.5%	6.7%	6.4%	9.2%	10.8%	8.0%	10.1%	9.3%	10.0%

## INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS	
Number of Days	
District	176
State	175

% of 8TH GRADERS PASSING ALGEBRA I	
District	*
State	30.6%

STUDENT-TO-STAFF RATIOS					
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator	
District	*	20.0	10.8	120.3	
State	19.0	19.3	11.1	180.6	

HEALTH AND WELLNESS (days per week)	
District	5.0
State	3.0

AVERAGE CLASS SIZE (as of the first school day in May)											Overall
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
District	*	*	*	*	*	*	*	*	*	21.0	21.0
State	19.0	19.0	20.0	20.0	21.0	21.0	21.0	20.0	20.0	20.0	20.0

TEACHER INFORMATION (Full-Time Equivalents)											
	Total Number	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown
District	168	48.9	51.1	93.9	1.1	2.9	1.4	*	*	*	0.7
State	128,999	23.3	76.7	83.2	5.8	6.2	1.5	0.1	0.2	0.8	2.3

TEACHER INFORMATION (Continued)							
			Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Novice Teachers	% of Teachers With Short-Term or Provisional License
District	All Schools		14.9	15.0%	85.0%	*	*
	High Poverty Schools		*	*	*	*	*
	Low Poverty Schools		14.9	15.0%	85.0%	0.0%	0.0%
State	All Schools		13.2	38.5%	61.0%	*	*
	High Poverty Schools		12.1	40.6%	58.4%	0.1%	0.5%
	Low Poverty Schools		13.9	30.7%	69.1%	0.0%	0.0%

TEACHER RETENTION RATE	
District	95.2%
State	85.2%

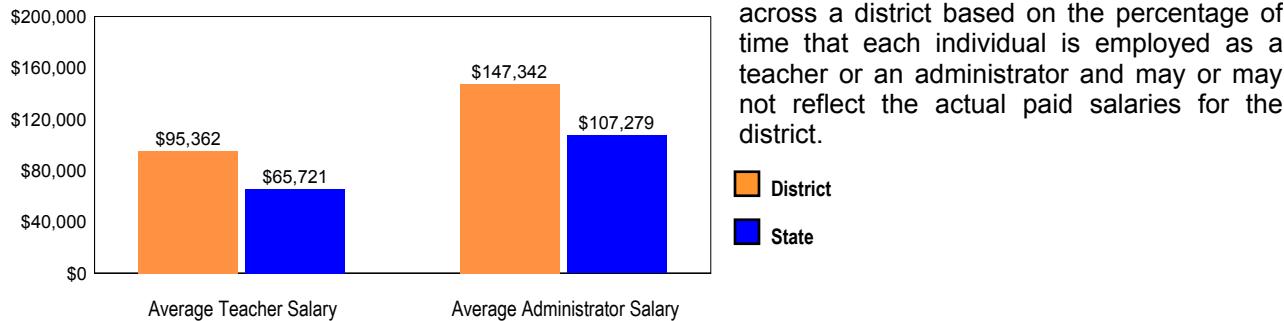
TEACHER ATTENDANCE RATE	
District	89.8%
State	70.2%

TEACHER EVALUATION RATE	
District	100.0%
State	97.1%

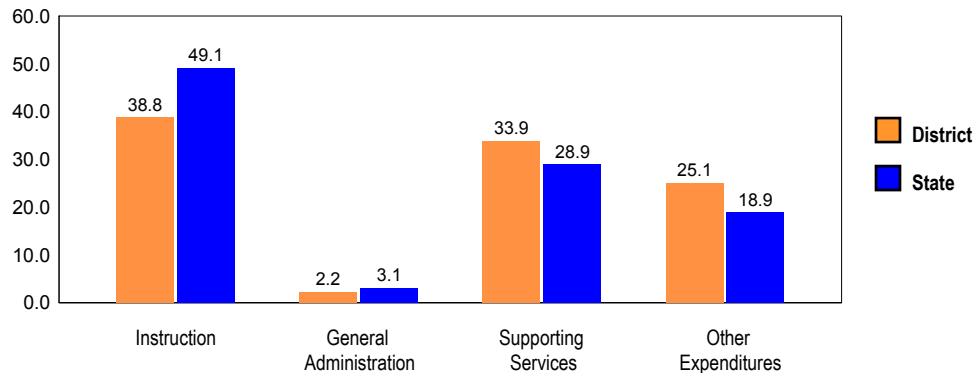
PRINCIPAL TURNOVER (Count)	
District	3.0
State	2.0

## SCHOOL DISTRICT FINANCES

### AVERAGE TEACHER/ADMINISTRATOR SALARIES



### EXPENDITURE BY FUNCTION 2016-17 (Percentages)



### REVENUE BY SOURCE 2016-17

	District	District %	State %
Local Property Taxes	\$48,147,251	87.1%	63.1%
Other Local Funding	\$3,460,663	6.3%	5.0%
General State Aid	\$1,375,722	2.5%	17.6%
Other State Funding	\$1,309,273	2.4%	6.8%
Federal Funding	\$972,392	1.8%	7.5%
<b>TOTAL</b>	<b>\$55,265,301</b>		

### EXPENDITURE BY FUND 2016-17

	District	District %	State %
Education	\$36,666,773	64.6%	71.6%
Operations & Maintenance	\$4,541,327	8.0%	7.1%
Transportation	\$2,026,729	3.6%	3.8%
Debt Service	\$6,545,401	11.5%	9.5%
Tort	\$0	0.0%	1.2%
Municipal Retirement/ Social Security	\$1,508,626	2.7%	2.1%
Fire Prevention & Safety	\$0	0.0%	0.7%
Capital Projects	\$5,507,467	9.7%	4.0%
<b>TOTAL</b>	<b>\$56,796,323</b>		

### OTHER FINANCIAL INDICATORS

	2015 Equalized Assessed Valuation per Pupil	2015 Total School Tax Rate per \$100	2016-17 Instructional Expenditure per Pupil	2016-17 Operating Expenditure per Pupil
District	\$764,375	2.62	\$9,287	\$18,103
State	**	**	\$8,024	\$13,337

\*\* 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

COLLEGE ENROLLMENT RATE		
	12 Months	16 Months
District	80.4%	81.4%
State	74.8%	75.7%

9th GRADE ON TRACK RATE	
District	93.3%
State	86.8%

CAREER AND TECHNICAL EDUCATION ENROLLMENT	
District	1,609
State	283,473

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)				
	GRADE 9	GRADE 10	GRADE 11	GRADE 12
District	214	217	344	433
State	16,088	29,581	61,294	77,168

ADVANCED PLACEMENT COURSE WORK													
	ADVANCED PLACEMENT (AP) COURSE WORK				INTERNATIONAL BACCALAUREATE (IB) COURSE WORK				DUAL CREDIT COURSE WORK				
	Grade 9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12	
All	214	217	328	401	*	*	*	*	*	*	18	54	
District	11,945	24,678	47,158	55,838	263	332	2,447	2,549	4,362	5,616	18,004	33,555	
State													
White	161	143	221	270	*	*	*	*	*	*	12	35	
District	5,412	13,071	24,743	30,029	26	51	368	465	2,219	3,119	11,689	21,388	
State													
Black	*	*	*	10	*	*	*	*	*	*	*	*	
District	1,310	1,824	4,171	5,661	125	125	620	671	865	772	1,851	3,580	
State													
Hispanic	24	26	51	54	*	*	*	*	*	*	*	12	
District	2,954	5,507	11,684	13,082	100	135	1,239	1,192	979	1,290	3,059	5,958	
State													
Asian	19	36	40	57	*	*	*	*	*	*	*	*	
District	1,747	3,279	4,710	5,269	10	16	181	169	144	265	791	1,622	
State													
Native Hawaiian/Pacific	*	*	*	*	*	*	*	*	*	*	*	*	
District	33	41	56	58	1	0	5	3	1	6	17	34	
State													
American Indian	*	*	*	*	*	*	*	*	*	*	*	*	
District	31	43	109	120	1	3	7	9	6	11	30	72	
State													
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	
District	458	913	1,685	1,619	0	2	27	40	148	153	567	901	
State													
EL	*	*	*	*	*	*	*	*	*	*	*	*	
District	67	160	441	541	7	11	52	34	187	226	319	429	
State													
Non EL	214	217	326	397	*	*	*	*	*	*	*	17	
District	11,878	24,518	46,717	55,297	256	321	2,395	2,515	4,175	5,390	17,685	33,126	
State													
IEP	*	*	*	*	*	*	*	*	*	*	*	*	
District	128	280	568	1,021	11	7	48	66	463	520	1,278	2,024	
State													
Non IEP	211	216	327	393	*	*	*	*	*	*	*	14	
District	11,817	24,398	46,590	54,817	252	325	2,399	2,483	3,899	5,096	16,726	31,531	
State													
Low Income	13	19	28	36	*	*	*	*	*	*	*	*	
District	3,415	5,976	12,814	17,291	181	209	1,429	1,799	1,706	2,228	5,960	10,979	
State													
Non Low Income	201	198	300	365	*	*	*	*	*	*	14	46	
District	8,530	18,702	34,344	38,547	82	123	1,018	750	2,656	3,388	12,044	22,576	
State													

ADVANCE PLACEMENT (AP) EXAMS				
GRADE 10				
	No. of AP Exams Taken		No. of AP Exams Passed	
	349	32,448	294	21,887
	197	21,622	167	14,877

GRADE 11						
District State	No. of AP Exams Taken		No. of AP Exams Passed		Took One or More AP Exams	
	1,094 105,217	765 68,247	288 39,649	237 27,289		

GRADE 12						
District State	No. of AP Exams Taken		No. of AP Exams Passed		Took One or More AP Exams	
	1,793 173,528	1,300 115,242	289 40,696	249 30,560		

POSTSECONDARY ENROLLMENT 12 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
District	80.4%	61.1%	19.3%	42.5%	37.9%	0.0%
State	74.8%	61.6%	13.2%	32.1%	42.7%	0.0%

POSTSECONDARY ENROLLMENT 16 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
District	81.4%	62.1%	19.3%	42.5%	38.9%	0.0%
State	75.7%	62.3%	13.3%	32.3%	43.3%	0.0%

CLIMATE AND CULTURE (Count)													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students		
											With IEPs	English Learners	Low Income
In-School-Suspensions	115	83	32	59	25	26	1			4	24	5	49
Out-of-School Suspensions	59	48	11	19	18	16	3			3	9	3	34
Expulsions	0	0	0	0	0	0	0			0	0	0	0
Incidents of Violence (including bullying and harassment)	37	28	9	12	9	12	2			2	7	4	18

4-YEAR GRADUATION RATE													
	Gender		Race / Ethnicity							English Learners	Students With IEPs	Low Income	
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
District	93.8%	91.9%	95.9%	96.2%	97.4%	83.6%	97.2%	*	*	89.5%	86.2%	77.2%	81.3%
State	85.4%	82.5%	88.4%	90.6%	75.0%	80.7%	93.6%	81.0%	79.8%	84.7%	76.5%	68.8%	77.0%

HIGH SCHOOL 5-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
District	94.6%	93.0%	96.2%	95.1%	87.5%	92.2%	98.3%	*	*	*	90.0%	85.1%	84.0%
State	87.6%	85.3%	89.9%	91.5%	78.4%	84.6%	95.3%	84.3%	82.6%	86.8%	83.0%	73.5%	80.2%

HIGH SCHOOL 6-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
District	95.0%	94.7%	95.3%	97.5%	85.3%	88.5%	98.1%	*	*	100.0%	90.0%	81.8%	87.2%
State	87.7%	85.4%	90.1%	91.7%	78.3%	84.7%	95.3%	86.9%	82.4%	86.9%	83.0%	74.9%	80.3%

DROPOUT RATE BY RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
District	0.5%	0.8%	0.2%	0.7%	0.6%	0.4%	*	*	*	*	1.3%	0.4%	1.5%
State	2.1%	2.4%	1.7%	1.2%	4.0%	2.8%	0.5%	2.3%	2.9%	2.1%	2.8%	3.8%	3.6%

ELA PROFICIENCY													
	Native Hawaiian /Pacific Islander												
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	312	132	180	226	10	36	30	*	*	9	10	1	20
State	48.1%	44.0%	51.7%	55.5%	31.3%	25.9%	54.5%	*	*	64.3%	20.4%	5.0%	19.6%
District	373,532	160,882	212,650	227,977	29,576	67,203	33,470	463	833	14,010	12,783	11,564	115,196
State	36.7%	30.9%	42.8%	46.8%	17.4%	24.8%	65.6%	44.7%	29.2%	40.0%	8.9%	10.9%	22.1%

MATH PROFICIENCY													
	Native Hawaiian /Pacific Islander												
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	313	142	171	219	9	38	36	*	*	10	7	2	26
State	48.3%	47.3%	49.1%	53.8%	28.1%	27.3%	65.5%	*	*	71.4%	14.3%	10.0%	25.5%
District	321,607	163,519	158,088	201,422	19,256	53,675	34,370	435	682	11,767	11,241	12,270	88,476
State	31.5%	31.3%	31.7%	41.3%	11.4%	19.7%	66.0%	41.4%	23.6%	33.6%	7.9%	11.1%	16.9%

ISA PROFICIENCY													
	All Students	Native Hawaiian /Pacific Islander							Two or More Races		Students		
		Male	Female	White	Black	Hispanic	Asian	American Indian	More Races	With IEPs	English Learners	Low Income	
District	335	159	176	257	11	37	23	*	*	5	6	0	33
	50.8%	47.2%	54.7%	59.8%	22.4%	29.4%	62.2%	*	*	41.7%	10.7%	0.0%	26.8%
State	215,229	106,179	109,050	129,557	17,623	43,209	16,338	269	503	7,730	10,024	4,347	72,825
	50.5%	48.9%	52.0%	62.2%	25.3%	38.0%	73.9%	59.5%	43.1%	54.7%	18.3%	13.4%	34.9%

MEAN ELA GROWTH PERCENTILE													
	All Students	Native Hawaiian /Pacific Islander							Two or More Races		Students		
		Male	Female	White	Black	Hispanic	Asian	American Indian	More Races	With IEPs	English Learners	Low Income	
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	50.0	47.5	52.5	51.8	44.5	48.7	57.4	52.4	49.8	50.0	43.5	48.1	47.5

MEAN MATH GROWTH PERCENTILE													
	All Students	Native Hawaiian /Pacific Islander							Two or More Races		Students		
		Male	Female	White	Black	Hispanic	Asian	American Indian	More Races	With IEPs	English Learners	Low Income	
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	50.0	49.0	51.0	51.6	44.5	48.9	58.0	50.3	48.5	49.6	44.0	47.6	47.5

EL Proficiency on ACCESS						
# ELS	# Tested	# Proficient	# Long Term EL	% Long Term EL		
			Long Term EL	Long Term EL		
District	73	71	7	9.9%	47	64.4%
State	210,124	207,307	18,810	9.1%	24,957	11.9%

ELA Participation													
	All	Native Hawaiian /Pacific Islander							Two or More Races		Students		
		Male	Female	White	Black	Hispanic	Asian	American Indian	More Races	With IEPs	English Learners	Low Income	
District	648	300	348	407	32	139	55	*	*	14	49	20	102
	99.8%	100.0%	99.7%	100.0%	100.0%	99.3%	100.0%	*	*	100.0%	98.0%	100.0%	99.0%
State	1,017,260	520,123	497,137	486,626	169,503	271,186	51,039	1,036	2,854	35,016	142,919	106,440	521,722
	98.1%	98.1%	98.1%	98.3%	97.0%	98.2%	98.9%	97.5%	98.0%	97.8%	96.9%	98.7%	98.0%

Math Participation													
	All	Native Hawaiian /Pacific Islander							Two or More Races		Students		
		Male	Female	White	Black	Hispanic	Asian	American Indian	More Races	With IEPs	English Learners	Low Income	
District	648	300	348	407	32	139	55	*	*	14	49	20	102
	99.8%	100.0%	99.7%	100.0%	100.0%	99.3%	100.0%	*	*	100.0%	98.0%	100.0%	99.0%
State	1,020,683	521,922	498,761	487,140	169,521	272,992	52,057	1,051	2,885	35,037	142,911	110,540	523,904
	98.0%	98.0%	98.0%	98.2%	96.9%	98.2%	98.9%	97.2%	97.9%	97.7%	96.9%	98.6%	98.0%

## ISA Participation

Native Hawaiian /Pacific Islander American Indian														
All		Male		Female		White		Black		Hispanic		Asian		
District	659	337	322	430	49	126	37	*	*	*	12	56	17	123
	98.9%	98.3%	99.7%	99.3%	100.0%	96.9%	100.0%	*	*	100.0%	94.9%	89.5%	96.9%	
State	426,608	217,043	209,565	208,207	66,876	113,680	22,099	452	1,165	14,129	52,325	32,340	206,136	
	95.2%	94.9%	95.6%	96.5%	91.1%	95.3%	96.6%	95.6%	94.8%	95.1%	90.6%	94.4%	93.7%	

## SAT ELA Participation

Native Hawaiian /Pacific Islander American Indian														
All		Male		Female		White		Black		Hispanic		Asian		
District	641	294	347	405	32	134	55	*	*	*	14	42	18	101
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	*	100.0%	100.0%	100.0%	100.0%
State	143,340	72,123	71,217	72,316	23,022	36,068	7,283	155	351	4,145	16,120	6,268	62,850	
	97.9%	97.5%	98.3%	98.8%	95.4%	97.4%	99.5%	98.1%	97.5%	97.6%	95.7%	96.3%	96.6%	

## SAT Math Participation

Native Hawaiian /Pacific Islander American Indian														
All		Male		Female		White		Black		Hispanic		Asian		
District	641	294	347	405	32	134	55	*	*	*	14	42	18	101
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	*	100.0%	100.0%	100.0%	100.0%
State	143,340	72,123	71,217	72,316	23,022	36,068	7,283	155	351	4,145	16,120	6,268	62,850	
	97.9%	97.5%	98.3%	98.8%	95.4%	97.4%	99.5%	98.1%	97.5%	97.6%	95.7%	96.3%	96.6%	

## DLM-AA ELA Participation

Native Hawaiian /Pacific Islander American Indian													
All		Male		Female		White		Black		Hispanic		Asian	
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	11,437	7,546	3,891	4,943	2,595	2,975	519	11	36	358	11,433	2,393	7,166
	95.9%	95.9%	95.9%	96.5%	93.8%	96.7%	96.6%	84.6%	100.0%	95.5%	95.9%	97.0%	95.6%

## DLM-AA Math Participation

Native Hawaiian /Pacific Islander American Indian													
All		Male		Female		White		Black		Hispanic		Asian	
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	11,444	7,555	3,889	4,938	2,590	2,981	526	12	36	361	11,440	2,417	7,172
	95.7%	95.8%	95.7%	96.3%	93.6%	96.5%	96.3%	85.7%	100.0%	96.0%	95.7%	96.9%	95.4%

PARCC ELA Participation														
	All	Native Hawaiian /Pacific Islander							Two or More Races		Students			
		Male	Female	White	Black	Hispanic	Asian	American Indian	With IEPs	English Learners	Low Income			
District	*	*	*	*	*	*	*	*	*	*	*	*	*	*
State	862,483	440,454	422,029	409,367	143,886	232,143	43,237	870	2,467	30,513	115,366	97,779	451,706	*
	98.1%	98.2%	98.0%	98.2%	97.4%	98.4%	98.9%	97.5%	98.0%	97.9%	97.2%	98.9%	98.3%	*

PARCC Math Participation														
	All	Native Hawaiian /Pacific Islander							Two or More Races		Students			
		Male	Female	White	Black	Hispanic	Asian	American Indian	With IEPs	English Learners	Low Income			
District	*	*	*	*	*	*	*	*	*	*	*	*	*	*
State	865,899	442,244	423,655	409,886	143,909	233,943	44,248	884	2,498	30,531	115,351	101,855	453,882	*
	98.1%	98.1%	98.0%	98.2%	97.3%	98.3%	98.9%	97.2%	97.9%	97.8%	97.1%	98.8%	98.2%	*

## SAT

Each Performance Level is a broad, categorical level defined by a student's score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scores for the assessment. There are four Performance Levels for SAT:

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

**SAT - All**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	11.4%	40.6%	30.6%	17.5%	17.8%	33.5%	35.6%	13.1%
State	24.9%	38.2%	24.4%	12.5%	33.6%	32.0%	25.2%	9.1%

**SAT - Gender**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	13.9%	42.2%	27.2%	16.7%	17.0%	35.0%	34.7%	13.3%
State	28.5%	36.3%	22.8%	12.4%	34.1%	30.3%	25.0%	10.5%
Female								
District	9.2%	39.2%	33.4%	18.2%	18.4%	32.3%	36.3%	13.0%
State	21.2%	40.2%	25.9%	12.7%	33.1%	33.7%	25.4%	7.7%

**SAT - Racial/Ethnic Background**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	6.7%	38.0%	35.1%	20.2%	13.3%	32.6%	38.8%	15.3%
State	15.6%	35.8%	31.0%	17.6%	22.6%	32.5%	32.6%	12.2%
Black								
District	28.1%	40.6%	25.0%	6.3%	43.8%	28.1%	25.0%	3.1%
State	45.4%	40.8%	11.5%	2.3%	59.3%	29.6%	10.0%	1.1%
Hispanic								
District	23.1%	51.5%	19.4%	6.0%	29.9%	42.5%	24.6%	3.0%
State	33.7%	44.0%	17.9%	4.4%	44.0%	34.8%	18.3%	2.9%
Asian								
District	10.9%	34.5%	23.6%	30.9%	9.1%	25.5%	36.4%	29.1%
State	10.6%	27.0%	30.9%	31.6%	12.5%	20.6%	33.7%	33.1%
Native Hawaiian/Pacific Islander								
District	*	*	*	*	*	*	*	*
State	26.5%	38.1%	21.3%	14.2%	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	37.3%	34.5%	20.5%	7.7%
Two or More Races								
District	0.0%	35.7%	50.0%	14.3%	7.1%	21.4%	71.4%	0.0%
State	20.8%	36.1%	25.7%	17.3%	29.6%	31.5%	26.5%	12.4%

**SAT - English Learner Proficient**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	72.2%	27.8%	0.0%	0.0%	66.7%	27.8%	5.6%	0.0%
State	79.0%	19.6%	1.3%	0.1%	81.8%	15.0%	2.7%	0.4%

**SAT - Students with IEPs**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
District	33.3%	52.4%	9.5%	4.8%	69.0%	16.7%	11.9%	2.4%
State	66.9%	25.5%	5.5%	2.1%	78.2%	16.1%	4.5%	1.2%
Non-IEP								
District	9.8%	39.7%	32.1%	18.4%	14.2%	34.7%	37.2%	13.9%
State	19.5%	39.9%	26.8%	13.8%	28.0%	34.0%	27.9%	10.1%

**SAT - Economically Disadvantaged**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	22.8%	58.4%	14.9%	4.0%	38.6%	35.6%	24.8%	1.0%
State	38.8%	42.4%	15.3%	3.4%	50.2%	32.8%	14.8%	2.2%
Not Eligible								
District	9.3%	37.2%	33.5%	20.0%	13.9%	33.1%	37.6%	15.4%
State	14.0%	35.0%	31.4%	19.6%	20.7%	31.4%	33.3%	14.5%

## RACE/ETHNICITY AND DISABILITY CATEGORY FOR STUDENTS WITH DISABILITIES

### Percent of Students with Disabilities by Race / Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian	Native American	Two or More Races
District	All Students	63.2%	6.2%	19.0%	8.6%	0.3%	0.3%	2.4%
	Students with IEPs	57.6%	9.5%	24.8%	2.7%		0.8%	4.6%
All Peer Districts *	All Students	53.2%	13.5%	23.7%	6.2%	0.1%	0.3%	3.0%
	Students with IEPs	49.2%	20.3%	24.7%	2.5%	0.1%	0.3%	2.9%
State	All Students	47.9%	16.8%	26.1%	5.1%	0.1%	0.3%	3.5%
	Students with IEPs	47.4%	20.0%	25.9%	2.6%	0.1%	0.3%	3.7%

### Percent of Students with IEPs in Each Disability Category

Disability Category	Percent of All Students			Percent of Students with IEPs		
	District	All Peer Districts*	State	District	All Peer Districts*	State
Autism	1.2%	1.5%	1.3%	12.2%	10.9%	8.8%
Deafness		0.0%	0.0%		0.3%	0.2%
Deaf-Blindness		0.0%	0.0%		0.0%	0.0%
Developmental Delay			1.9%			12.9%
Emotional Disability	1.0%	1.9%	0.9%	10.3%	13.9%	6.3%
Hearing Impairment	0.4%	0.1%	0.1%	4.2%	1.0%	1.0%
Intellectual Disability	0.7%	1.3%	0.8%	7.3%	9.5%	5.4%
Multiple Disabilities	0.2%	0.2%	0.1%	1.5%	1.6%	1.0%
Orthopedic Impairment		0.1%	0.1%		0.5%	0.4%
Other Health Impairment	2.0%	2.2%	1.8%	19.5%	16.2%	12.6%
Specific Learning Disability	4.0%	5.9%	5.0%	39.7%	43.6%	34.5%
Speech or Language Impairment	0.4%	0.2%	2.4%	3.8%	1.8%	16.3%
Traumatic Brain Injury	0.0%	0.0%	0.0%	0.4%	0.4%	0.2%
Visual Impairment	0.1%	0.1%	0.1%	1.1%	0.4%	0.4%

\*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

\*\*\* Students who are receiving special education and/or related services via an Individualized Service Plan (ISP) have been removed from all calculations

\*\*\*\*

## EDUCATIONAL ENVIRONMENTS FOR STUDENTS WITH DISABILITIES

Educational environment refers to the extent to which students with disabilities receive special education and related services in classes or schools with their non-disabled peers. Research has shown that students with disabilities who received their special education and/or related services in the general education environment displayed increased motivation, higher self-esteem, improved communication and socialization skills, and greater academic achievement as compared to students who received their special education and/or related services in a more restrictive, or segregated, environment.

The educational environments in which students with disabilities ages 6-21 receive their special education and/or related services are generally classified into four settings:

1. Served inside the general education classroom 80% or more of the day
2. Served inside the general education classroom 40% to 79% of the day
3. Served inside the general education classroom less than 40% of the day
4. Served in separate educational facilities

The following information is provided for students ages 6 through 21.

Percent of Students with Disabilities in Various Educational Environments					
		Inside <u>&gt;80%</u>	Inside 40-79%	Inside <40%	Separate Facility
<b>All Students with a Disability</b>	District	46.9%	35.1%	6.9%	11.1%
	All Peer Districts*	40.6%	29.7%	16.0%	13.7%
	State	53.3%	26.8%	13.4%	6.4%

<b>Educational Environments by Race / Ethnicity</b>					
		<b>Inside <u>&gt;</u>80%</b>	<b>Inside 40-79%</b>	<b>Inside &lt;40%</b>	<b>Separate Facility</b>
White	District	51.0%	31.8%	4.6%	12.6%
	All Peer Districts*	45.1%	26.9%	14.4%	13.6%
	State	57.3%	24.8%	11.4%	6.6%
Black	District	32.0%	40.0%	16.0%	12.0%
	All Peer Districts*	29.7%	33.1%	19.9%	17.4%
	State	43.7%	31.2%	16.9%	8.2%
Hispanic	District	40.0%	41.5%	10.8%	7.7%
	All Peer Districts*	40.7%	33.4%	15.7%	10.2%
	State	53.8%	28.0%	13.6%	4.6%
Asian	District	71.4%	14.3%	0.0%	14.3%
	All Peer Districts*	38.3%	22.8%	21.2%	17.7%
	State	54.4%	19.3%	19.1%	7.2%
Native Hawaiian	District				
	All Peer Districts*	42.9%	14.3%	28.6%	14.3%
	State	50.5%	18.4%	22.2%	9.0%
Native American	District	0.0%	50.0%	0.0%	50.0%
	All Peer Districts*	33.0%	30.2%	23.6%	13.2%
	State	52.1%	25.4%	15.4%	7.1%
Two or More Races	District	58.3%	41.7%	0.0%	0.0%
	All Peer Districts*	42.8%	27.8%	13.9%	15.5%
	State	54.7%	23.9%	14.3%	7.1%

\*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

<b>Educational Environments for Selected Disabilities</b>					
		<b>Inside ≥ 80%</b>	<b>Inside 40-79%</b>	<b>Inside &lt;40%</b>	<b>Separate Facility</b>
Autism	District	25.0%	53.1%	6.3%	15.6%
	All Peer Districts*	25.7%	23.6%	25.8%	24.8%
	State	30.3%	22.6%	31.3%	15.8%
Emotional Disability	District	11.1%	44.4%	7.4%	37.0%
	All Peer Districts*	29.5%	21.4%	13.0%	36.1%
	State	34.0%	20.7%	15.2%	30.0%
Intellectual Disability	District	0.0%	52.6%	31.6%	15.8%
	All Peer Districts*	2.2%	23.5%	49.8%	24.5%
	State	4.0%	29.0%	51.3%	15.7%
Other Health Impairment	District	49.0%	31.4%	3.9%	15.7%
	All Peer Districts*	55.1%	27.6%	9.7%	7.5%
	State	58.0%	27.6%	9.5%	4.9%
Specific Learning Disability	District	61.5%	33.7%	3.8%	1.0%
	All Peer Districts*	50.2%	37.9%	9.3%	2.6%
	State	55.1%	37.4%	6.4%	1.1%
Speech or Language Impairment	District	100.0%	0.0%	0.0%	0.0%
	All Peer Districts*	74.9%	17.2%	5.8%	2.1%
	State	96.9%	2.1%	0.9%	0.1%

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

Educational environments for children ages 3 through 5 can be generally classified into one of the following settings:

- Children attending a regular early childhood program and receives the majority of special education and related services in the regular early childhood program.
- Children attending a regular early childhood program and receives the majority of special education and related services in some other location.
- Children receiving special education or related services full-time in a separate class/facility.
- Children receiving special education or related services full-time in the child's home.
- Children receiving special education or related services from a service provider, and who do not attend an early childhood or special education program.

<b>Percent of Students with Disabilities in Various Educational Environments</b>					
	<b>Regular Early Childhood Program</b>		<b>Separate Class/ Facility</b>	<b>Home</b>	<b>Service Provider</b>
	<b>Majority of Services Inside EC Program</b>	<b>Majority of Services Outside EC Program</b>			
District All Peer Districts* State					

Educational Environments by Race/Ethnicity					
	Regular Early Childhood Program		Separate Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
<b>White</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	36.3%	32.3%	22.8%	0.3%	8.4%
<b>Black</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	43.6%	24.2%	29.6%	0.1%	2.5%
<b>Hispanic</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	51.9%	17.5%	26.5%	0.1%	4.1%
<b>Asian</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	42.1%	16.6%	35.5%	0.1%	5.8%
<b>Native Hawaiian</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	29.4%	29.4%	0.0%	2.9%
<b>Native American</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	36.3%	22.5%	33.3%	1.0%	6.9%
<b>Two or More Races</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	35.9%	33.0%	25.7%	0.2%	5.2%

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\*\* Peer districts for Unit Districts do not include Chicago Public Schools

Educational Environments for Selected Disabilities					
	Regular Early Childhood Program		Separate Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
<b>Autism</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	27.3%	15.4%	56.9%	0.1%	0.4%
<b>Developmental Delay</b>					
District					
All Peer Districts*					
State	45.2%	16.9%	37.0%	0.1%	0.8%
<b>Emotional Disability</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	25.4%	34.3%	38.8%	0.0%	1.5%
<b>Intellectual Disability</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	25.9%	17.9%	56.3%	0.0%	0.0%
<b>Other Health Impairment</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	38.2%	19.0%	40.2%	1.3%	1.4%
<b>Specific Learning Disability</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	44.0%	26.7%	28.0%	0.0%	1.3%
<b>Speech or Language Impairment</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	40.1%	41.5%	3.7%	0.2%	14.5%

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

\*\* Peer districts for Unit Districts do not include Chicago Public Schools

## STATE PERFORMANCE PLAN INDICATORS FOR STUDENTS WITH DISABILITIES

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 (OSEP) 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 the Illinois State Performance Plan, Part B can be found at: <https://www.isbe.net/Pages/State-Performance-Plan-Data-and-Accountability.aspx>

The table below shows how this school district performed on specific indicators and whether or not it met the annual state targets for those indicators as defined in the Illinois State Performance Plan. Some indicators require a minimum number of students before comparing district data to the state targets. "N/A" indicates that either the district did not have enough students to report on the district's performance for that particular indicator or the district does not serve students of the ages measured by the indicator.

The State Test Participation Rate is calculated by dividing the number of participants by the Tested Enrollment. At least 95% of students should be tested in ELA and mathematics with at least 10 students. If the state test participation rate is less than 95%, a 95% confidence interval is applied and the student group can meet the 95% target through the confidence interval.

SPP Indicator	Indicator Description	2017 - 2018 District Data	2017 - 2018 State Target	District Met State Target
1	Graduation Rate for students with IEPs (Data lag one year)	82.3	84.0	No
2	Dropout Rate for students with IEPs (Data lag one year)	1.7	4.6	Yes
3a	Made adequate yearly progress (AYP) for students with IEPs	N/A	N/A	N/A
3b	Reading assessment participation rate for students with IEPs	100.0	95.0	Yes
3b	Math assessment participation rate for students with IEPs	100.0	95.0	Yes
3c	Students with IEPs meeting or exceeding standards on state reading assessments	49.1	42.0	Yes
3c	Students with IEPs meeting or exceeding standards on state math assessments	50.9	40.0	Yes
4a	Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days for children with IEPs (Data lag one year)	No	No	Yes
4b	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 served inside the general classroom $\geq$ 80% of the time	46.9	57.0	No
5b	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	6.9	16.0	Yes
5c	Students with IEPs ages 6-21 served in separate educational facilities	11.1	3.9	No

Please note that asterisks in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

SPP Indicator	Indicator Description	2017 - 2018 District Data	2017 - 2018 State Target	District Met State Target
<b>6a</b>	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	32.8	No
<b>6b</b>	Children ages 3-5 in separate special education class, separate school or residential facility	0.0	30.6	Yes
<b>7a</b>	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills		86.2	N/A
<b>7a</b>	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program		55.5	N/A
<b>7b</b>	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program		86.9	N/A
<b>7b</b>	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program		53.8	N/A
<b>7c</b>	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program		88.0	N/A
<b>7c</b>	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program		64.2	N/A
<b>8</b>	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		60.0	N/A
<b>9</b>	Disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification	No	No	Yes
<b>10</b>	Disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification	No	No	Yes

SPP Indicator	Indicator Description	2017 - 2018 District Data	2017 - 2018 State Target	District Met State Target
<b>11</b>	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	100.0	100.0	Yes
<b>12</b>	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		100.0	N/A
<b>13</b>	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	100.0	100.0	Yes
<b>14a</b>	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school		35.0	N/A
<b>14b</b>	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		57.0	N/A
<b>14c</b>	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		74.0	N/A

SPP Indicators 1 - 8 and 14 are Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators