

Lake Park CHSD 108
Roselle, ILLINOIS 60172

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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. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

| STUDENT ENROLLMENT | | | | | | | | | | | | |
|--------------------|-----------|---------|---------|----------|---------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|----------|
| | All | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students With IEPs | English Learners | Low Income | Homeless |
| 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 Hawaiian /Pacific Islander | American Indian | Two or More Races | Students With IEPs | English Learners | Low Income | |
| 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 Hawaiian /Pacific Islander | American Indian | Two or More Races | Students With IEPs | English Learners | Low Income | |
| 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) | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|--------|---------|
| 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 Masters'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% |

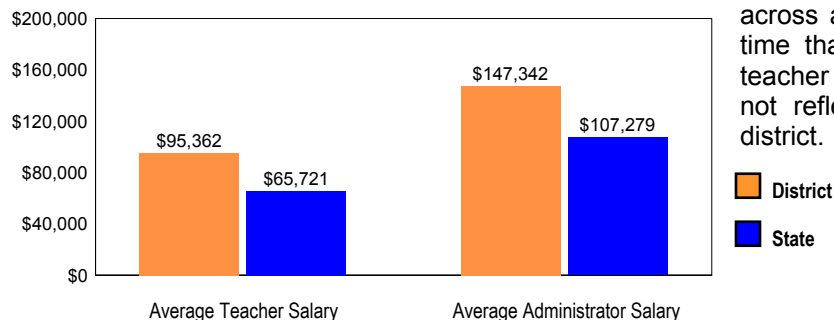
| TEACHER ATTENDANCE RATE | |
|-------------------------|-------|
| District | 89.8% |
| State | 70.2% |

| TEACHER EVALUATION RATE | |
|-------------------------|--------|
| District | 100.0% |
| State | 97.1% |

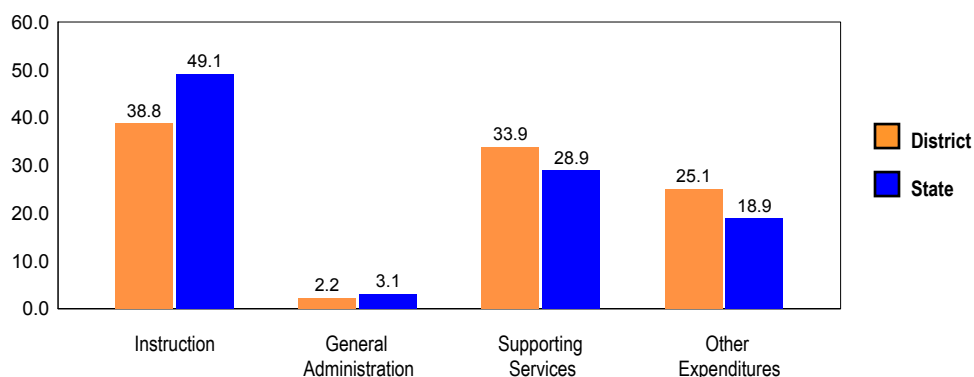
| PRINCIPAL TURNOVER (Count) | |
|----------------------------|-----|
| District | 3.0 |
| State | 2.0 |

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% |
| TOTAL | \$55,265,301 | | |

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% |
| TOTAL | \$56,796,323 | | |

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 | 52 |
| 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 | 45 |
| 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 | Took One or More AP Exams | Passed One or More AP Exams |
| District | 349 | 294 | 197 | 167 |
| State | 32,448 | 21,887 | 21,622 | 14,877 |

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

| GRADE 12 | | | | |
|----------|-----------------------|------------------------|---------------------------|-----------------------------|
| | No. of AP Exams Taken | No. of AP Exams Passed | Took One or More AP Exams | Passed One or More AP Exams |
| District | 1,793 | 1,300 | 289 | 249 |
| State | 173,528 | 115,242 | 40,696 | 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 | | | | | | | | | | | | | |
|-----------------|--------------|---------|---------|---------|--------|----------|--------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | 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 |
| | 48.1% | 44.0% | 51.7% | 55.5% | 31.3% | 25.9% | 54.5% | * | * | 64.3% | 20.4% | 5.0% | 19.6% |
| State | 373,532 | 160,882 | 212,650 | 227,977 | 29,576 | 67,203 | 33,470 | 463 | 833 | 14,010 | 12,783 | 11,564 | 115,196 |
| | 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 | | | | | | | | | | | | | |
|------------------|--------------|---------|---------|---------|--------|----------|--------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | 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 |
| | 48.3% | 47.3% | 49.1% | 53.8% | 28.1% | 27.3% | 65.5% | * | * | 71.4% | 14.3% | 10.0% | 25.5% |
| State | 321,607 | 163,519 | 158,088 | 201,422 | 19,256 | 53,675 | 34,370 | 435 | 682 | 11,767 | 11,241 | 12,270 | 88,476 |
| | 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 | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students 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 | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students 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 | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students 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 | % Proficient | # 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 | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students 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 | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students 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 | | | | | | | | | | | | | |
|-------------------|---------|---------|---------|---------|--------|----------|--------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students With IEPs | English Learners | Low Income |
| 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 | | | | | | | | | | | | | |
|-----------------------|---------|--------|--------|--------|--------|----------|--------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students With IEPs | English Learners | Low Income |
| 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 | | | | | | | | | | | | | |
|------------------------|---------|--------|--------|--------|--------|----------|--------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students With IEPs | English Learners | Low Income |
| 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 | | | | | | | | | | | | | |
|--------------------------|--------|-------|--------|-------|-------|----------|-------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students With IEPs | English Learners | Low Income |
| 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 | | | | | | | | | | | | | |
|---------------------------|--------|-------|--------|-------|-------|----------|-------|-----------------------------------|-----------------|-------------------|--------------------|------------------|------------|
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students With IEPs | English Learners | Low Income |
| 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 | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students 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 | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Students 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 minimal 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 incomplete understanding of the knowledge & skills needed relative to the Illinois Learning Standards. |
| Level 3 -- Meets Standards | The student has met the proficiency level & demonstrates adequate 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 thorough 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 $\geq 80\%$ | Inside 40-79% | Inside $<40\%$ | Separate Facility |
| All Students with a Disability | 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% |

| Educational Environments by Race / Ethnicity | | | | | |
|---|---------------------|--------------------------------------|----------------------|-------------------------------------|--------------------------|
| | | Inside $\geq 80\%$ | Inside 40-79% | Inside $<40\%$ | Separate Facility |
| 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

| Educational Environments for Selected Disabilities | | | | | |
|---|---------------------|--------------------------------------|----------------------|-------------------------------------|--------------------------|
| | | Inside $\geq 80\%$ | Inside 40-79% | Inside $<40\%$ | Separate Facility |
| 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:

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

| Percent of Students with Disabilities in Various Educational Environments | | | | | |
|--|---|--|-------------------------------------|-------------|-------------------------|
| | Regular Early Childhood Program | | Separate Class/ Facility | Home | Service Provider |
| | Majority of Services Inside EC Program | Majority of Services Outside EC Program | | | |
| 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 | | | |
| White | | | | | |
| District | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts* | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| State | 36.3% | 32.3% | 22.8% | 0.3% | 8.4% |
| Black | | | | | |
| District | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts* | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| State | 43.6% | 24.2% | 29.6% | 0.1% | 2.5% |
| Hispanic | | | | | |
| District | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts* | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| State | 51.9% | 17.5% | 26.5% | 0.1% | 4.1% |
| Asian | | | | | |
| 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% |
| Native Hawaiian | | | | | |
| District | | | | | |
| All Peer Districts* | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| State | 38.2% | 29.4% | 29.4% | 0.0% | 2.9% |
| Native American | | | | | |
| 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% |
| Two or More Races | | | | | |
| District | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts* | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| State | 35.9% | 33.0% | 25.7% | 0.2% | 5.2% |

*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

| 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 | | | |
| Autism | | | | | |
| District | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts* | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| State | 27.3% | 15.4% | 56.9% | 0.1% | 0.4% |
| Developmental Delay | | | | | |
| District | | | | | |
| All Peer Districts* | | | | | |
| State | 45.2% | 16.9% | 37.0% | 0.1% | 0.8% |
| Emotional Disability | | | | | |
| District | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts* | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| State | 25.4% | 34.3% | 38.8% | 0.0% | 1.5% |
| Intellectual Disability | | | | | |
| District | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts* | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| State | 25.9% | 17.9% | 56.3% | 0.0% | 0.0% |
| Other Health Impairment | | | | | |
| District | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts* | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| State | 38.2% | 19.0% | 40.2% | 1.3% | 1.4% |
| Specific Learning Disability | | | | | |
| District | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts* | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| State | 44.0% | 26.7% | 28.0% | 0.0% | 1.3% |
| Speech or Language Impairment | | | | | |
| District | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| All Peer Districts* | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| State | 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 |
|--------------------------|---|--------------------------------------|-------------------------------------|--------------------------------------|
| 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 | 32.8 | No |
| 6b | Children ages 3-5 in separate special education class, separate school or residential facility | 0.0 | 30.6 | Yes |
| 7a | 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 |
| 7a | 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 |
| 7b | 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 |
| 7b | 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 |
| 7c | 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 |
| 7c | 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 |
| 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 | | 60.0 | N/A |
| 9 | Disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification | No | No | Yes |
| 10 | 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 |
|--------------------------|---|--------------------------------------|-------------------------------------|--------------------------------------|
| 11 | Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days | 100.0 | 100.0 | 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 | | 100.0 | 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 | 100.0 | 100.0 | 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 | | 35.0 | 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 | | 57.0 | 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 | | 74.0 | N/A |

SPP Indicators 1 - 8 and 14 are Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators