

Orland SD 135  
Orland Park, ILLINOIS 60462

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**EBF District Funding Tier - 4**  
**Financial capacity to meet expectations - 110.9 %**  
**State Senate District - 18**  
**State Representative District - 035**

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 Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income	Homeless
District	5,121	3,694	249	730	309	*	*	131	910	623	766	24
		72.1%	4.9%	14.3%	6.0%	*	*	2.6%	17.8%	12.2%	15.0%	0.5%
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	6.8%	6.3%	9.6%	8.7%	5.3%	*	*	10.5%	14.2%	7.9%	10.9%	
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	4.0%	4.1%	3.8%	3.4%	7.7%	5.9%	4.0%	*	*	2.3%	5.7%	10.5%	10.2%
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	174
State	175

% of 8TH GRADERS PASSING ALGEBRA I	
District	93.5%
State	30.6%

STUDENT-TO-STAFF RATIOS				
	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	17.5	*	9.3	197.0
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	22.0	23.0	22.0	27.0	24.0	26.0	28.0	30.0	29.0	*	26.0
State	19.0	19.0	20.0	20.0	21.0	21.0	21.0	20.0	20.0	20.0	20.0

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	90	49	49	45	49	49	120	49	49	45	49	49
State	73	60	57	35	48	51	129	88	77	30	48	50

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	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
	High Poverty Schools	*	*	*	*	*
	Low Poverty Schools	15.6	18.2%	81.8%	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%

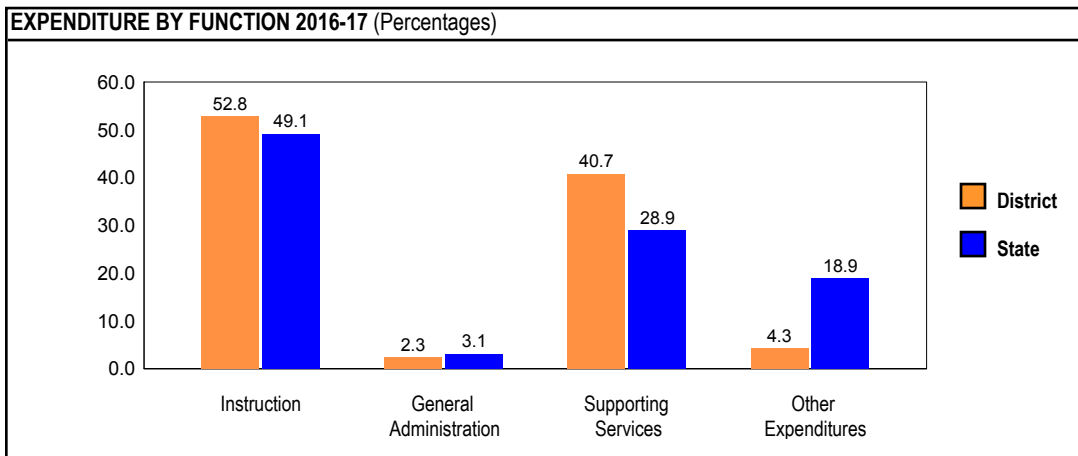
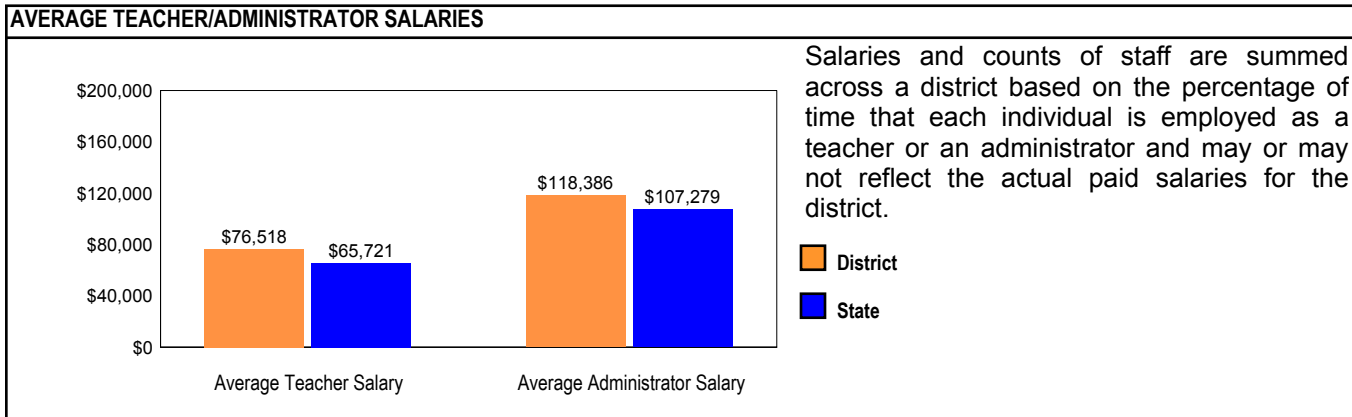
TEACHER RETENTION RATE	
District	90.4%
State	85.2%

TEACHER ATTENDANCE RATE	
District	61.3%
State	70.2%

TEACHER EVALUATION RATE	
District	98.0%
State	97.1%

PRINCIPAL TURNOVER (Count)	
District	2.0
State	2.0

## SCHOOL DISTRICT FINANCES



**REVENUE BY SOURCE 2016-17**

	District	District %	State %
Local Property Taxes	\$62,907,005	82.8%	63.1%
Other Local Funding	\$3,173,530	4.2%	5.0%
General State Aid	\$2,317,529	3.1%	17.6%
Other State Funding	\$5,134,819	6.8%	6.8%
Federal Funding	\$2,415,163	3.2%	7.5%
<b>TOTAL</b>	<b>\$75,948,046</b>		

**EXPENDITURE BY FUND 2016-17**

	District	District %	State %
Education	\$60,369,126	77.6%	71.6%
Operations & Maintenance	\$5,898,089	7.6%	7.1%
Transportation	\$6,682,045	8.6%	3.8%
Debt Service	\$1,333,657	1.7%	9.5%
Tort	\$0	0.0%	1.2%
Municipal Retirement/ Social Security	\$2,819,830	3.6%	2.1%
Fire Prevention & Safety	\$0	0.0%	0.7%
Capital Projects	\$696,242	0.9%	4.0%
<b>TOTAL</b>	<b>\$77,798,989</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	\$394,332	3.43	\$8,724	\$15,638
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**

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	1,538	645	893	1,153	52	150	135	*	*	45	64	34	125
	44.1%	36.1%	52.5%	46.2%	28.7%	30.3%	63.1%	*	*	47.4%	12.9%	12.1%	22.3%
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	1,427	723	704	1,077	42	131	131	*	*	43	74	53	120
	40.7%	40.3%	41.2%	42.9%	23.0%	26.5%	60.9%	*	*	45.3%	14.9%	17.5%	21.4%
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	773	393	380	594	27	70	59	*	*	22	36	17	66
	63.4%	62.4%	64.5%	66.7%	46.6%	43.8%	75.6%	*	*	68.8%	24.2%	23.6%	38.4%
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	45.3	43.2	47.5	45.5	44.6	44.0	47.5	*	60.3	42.5	42.5	46.9	42.8
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	47.6	46.1	49.2	47.4	48.0	46.6	51.7	*	18.3	50.0	45.0	50.2	47.5
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	580	580	89	15.3%	12	2.1%
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	3,485	1,785	1,700	2,496	181	495	214	*	*	95	496	281	561
	99.3%	99.2%	99.4%	99.1%	99.5%	100.0%	100.0%	*	*	99.0%	98.2%	100.0%	99.8%
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	3,504	1,795	1,709	2,512	183	495	215	*	*	95	495	302	560
	99.2%	99.1%	99.2%	99.1%	97.9%	100.0%	100.0%	*	*	99.0%	98.0%	99.3%	99.6%
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	1,219	630	589	890	58	160	78	*	*	32	149	72	172
	99.3%	99.4%	99.3%	99.2%	98.3%	100.0%	100.0%	*	*	100.0%	98.7%	100.0%	100.0%
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	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
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%

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.

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	*	*	*	*	*	*	*	*	*	*	*	*	*
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	52	31	21	34	*	*	*	*	*	*	52	*	13
	98.1%	96.9%	100.0%	97.1%	*	*	*	*	*	*	98.1%	*	100.0%
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	52	31	21	34	*	*	*	*	*	*	52	*	13
	98.1%	96.9%	100.0%	97.1%	*	*	*	*	*	*	98.1%	*	100.0%
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	3,433	1,754	1,679	2,462	177	486	213	*	*	91	444	274	548
	99.3%	99.3%	99.3%	99.1%	99.4%	100.0%	100.0%	*	*	98.9%	98.2%	100.0%	99.8%
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	3,452	1,764	1,688	2,478	179	486	214	*	*	91	443	295	547
	99.2%	99.2%	99.2%	99.1%	97.8%	100.0%	100.0%	*	*	98.9%	98.0%	99.3%	99.6%
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%

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.

**Partnership for Assessment of Readiness for College and Careers (PARCC)**

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

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics) and at each grade level/course.

**Grade 3 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	16.0%	15.0%	27.0%	38.9%	3.1%	5.0%	18.3%	24.1%	39.6%	12.9%
State	21.4%	17.8%	23.7%	33.6%	3.4%	14.5%	21.9%	25.8%	29.5%	8.2%

**Grade 3 - Gender**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District	19.6%	20.0%	26.9%	31.0%	2.4%	5.6%	19.7%	23.7%	37.8%	13.3%
Male State	24.6%	18.9%	23.8%	30.4%	2.3%	15.4%	21.3%	25.1%	29.6%	8.7%
Female District	12.7%	10.5%	27.0%	46.1%	3.7%	4.5%	17.1%	24.5%	41.3%	12.6%
Female State	18.2%	16.8%	23.5%	37.0%	4.5%	13.5%	22.5%	26.6%	29.5%	7.8%

**Grade 3 - Racial/Ethnic Background**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District	12.8%	16.3%	27.5%	40.0%	3.5%	2.9%	17.1%	25.8%	41.3%	12.9%
White State	13.2%	15.9%	25.2%	41.3%	4.4%	7.7%	16.8%	26.5%	37.8%	11.2%
Black District	39.1%	13.0%	21.7%	26.1%	0.0%	17.4%	26.1%	13.0%	39.1%	4.3%
Black State	34.5%	21.6%	21.8%	21.0%	1.1%	28.7%	30.4%	23.7%	15.4%	1.8%
Hispanic District	30.6%	12.5%	27.8%	27.8%	1.4%	13.9%	29.2%	19.4%	30.6%	6.9%
Hispanic State	30.2%	20.4%	23.2%	24.7%	1.5%	19.1%	28.0%	27.8%	22.0%	3.0%
Asian District	3.6%	7.1%	17.9%	67.9%	3.6%	0.0%	3.4%	13.8%	55.2%	27.6%
Asian State	7.2%	9.8%	19.3%	52.1%	11.5%	3.5%	8.3%	17.2%	41.8%	29.2%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	14.4%	13.8%	33.1%	35.0%	3.8%	*	*	*	*	*
American Indian District	*	*	*	*	*	*	*	*	*	*
American Indian State	*	*	*	*	*	19.4%	23.5%	25.8%	27.4%	3.8%
Two or More Races District	14.3%	14.3%	35.7%	28.6%	7.1%	7.1%	14.3%	42.9%	7.1%	28.6%
Two or More Races State	19.4%	16.7%	23.4%	35.8%	4.6%	14.6%	20.5%	24.7%	30.2%	10.0%

**Grade 3 - English Learner Proficient**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	38.3%	22.2%	27.2%	12.3%	0.0%	10.2%	31.8%	21.6%	31.8%	4.5%
State	36.2%	22.5%	23.1%	17.8%	0.4%	21.4%	29.3%	27.4%	19.9%	1.9%

**Grade 3 - Students with IEPs**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP District	46.6%	21.9%	15.1%	16.4%	0.0%	9.5%	37.8%	24.3%	20.3%	8.1%
IEP State	54.2%	20.2%	14.0%	10.9%	0.6%	37.8%	28.5%	18.7%	12.8%	2.2%
Non-IEP District	10.9%	13.9%	28.9%	42.6%	3.6%	4.3%	15.1%	24.1%	42.8%	13.7%
Non-IEP State	16.5%	17.5%	25.2%	37.0%	3.8%	11.0%	20.9%	26.9%	32.1%	9.1%

**Grade 3 - Economically Disadvantaged**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch District	41.1%	10.0%	25.6%	23.3%	0.0%	14.6%	36.0%	18.0%	25.8%	5.6%
Free/Reduced Price Lunch State	31.0%	21.4%	23.4%	23.0%	1.2%	21.9%	28.6%	26.7%	20.2%	2.7%
Not Eligible District	10.7%	16.1%	27.3%	42.2%	3.8%	3.0%	14.7%	25.4%	42.4%	14.5%
Not Eligible State	10.3%	13.7%	24.1%	46.0%	6.0%	5.9%	14.1%	24.9%	40.5%	14.7%



**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	6.2%	17.2%	26.1%	40.5%	9.9%	4.8%	21.3%	34.5%	33.7%	5.6%
State	14.1%	20.1%	27.3%	31.0%	7.6%	15.8%	25.6%	27.2%	28.1%	3.4%

**Grade 4 - Gender**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District	8.6%	19.5%	26.3%	36.5%	9.0%	6.3%	22.4%	31.0%	32.8%	7.5%
Male State	17.1%	21.9%	27.5%	28.1%	5.5%	16.6%	25.0%	26.5%	28.4%	3.5%
Female District	3.6%	14.6%	25.9%	44.9%	10.9%	3.2%	20.2%	38.3%	34.7%	3.6%
Female State	10.9%	18.2%	27.2%	33.9%	9.8%	15.0%	26.1%	27.9%	27.7%	3.3%

**Grade 4 - Racial/Ethnic Background**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District	3.6%	15.3%	28.8%	43.6%	8.8%	3.8%	19.3%	35.6%	35.9%	5.4%
White State	8.4%	16.1%	27.5%	38.0%	10.0%	8.8%	19.7%	29.6%	37.4%	4.4%
Black District	25.9%	18.5%	22.2%	25.9%	7.4%	14.8%	33.3%	37.0%	7.4%	7.4%
Black State	25.1%	27.5%	26.9%	18.2%	2.3%	31.1%	35.0%	22.3%	11.1%	0.5%
Hispanic District	15.0%	23.8%	17.5%	33.8%	10.0%	8.8%	30.0%	28.8%	28.8%	3.8%
Hispanic State	18.8%	24.4%	29.1%	24.2%	3.5%	20.6%	32.8%	27.4%	18.3%	1.0%
Asian District	0.0%	16.7%	23.3%	36.7%	23.3%	0.0%	6.7%	46.7%	33.3%	13.3%
Asian State	4.6%	8.4%	18.9%	44.5%	23.6%	3.9%	10.1%	20.3%	50.0%	15.7%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	7.8%	16.3%	28.4%	36.9%	10.6%	*	*	*	*	*
American Indian District	*	*	*	*	*	*	*	*	*	*
American Indian State	*	*	*	*	*	21.7%	33.6%	26.8%	15.6%	2.4%
Two or More Races District	0.0%	30.0%	20.0%	40.0%	10.0%	0.0%	40.0%	0.0%	60.0%	0.0%
Two or More Races State	12.9%	19.7%	25.6%	32.3%	9.6%	15.1%	24.2%	26.5%	30.2%	4.1%

**Grade 4 - English Learner Proficient**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	19.8%	31.9%	29.7%	18.7%	0.0%	14.7%	33.7%	37.9%	12.6%	1.1%
State	24.2%	28.4%	29.8%	16.8%	0.8%	24.1%	36.0%	26.5%	13.0%	0.4%

**Grade 4 - Students with IEPs**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP District	23.0%	36.5%	20.3%	18.9%	1.4%	9.7%	30.6%	29.2%	30.6%	0.0%
IEP State	45.2%	28.7%	15.6%	9.1%	1.4%	41.4%	33.0%	15.5%	9.3%	0.8%
Non-IEP District	3.4%	13.9%	27.1%	44.2%	11.4%	4.1%	19.8%	35.4%	34.2%	6.5%
Non-IEP State	9.1%	18.7%	29.2%	34.4%	8.6%	11.8%	24.4%	29.0%	31.0%	3.8%

**Grade 4 - Economically Disadvantaged**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch District	21.2%	24.7%	27.1%	24.7%	2.4%	12.9%	40.0%	29.4%	16.5%	1.2%
Free/Reduced Price Lunch State	20.8%	25.9%	28.8%	21.8%	2.7%	23.8%	33.1%	26.0%	16.3%	0.8%
Not Eligible District	3.3%	15.7%	25.9%	43.7%	11.4%	3.2%	17.6%	35.5%	37.1%	6.5%
Not Eligible State	6.2%	13.3%	25.6%	41.6%	13.3%	6.5%	16.7%	28.5%	41.8%	6.4%

**Grade 5 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	5.7%	16.0%	32.1%	42.0%	4.2%	5.5%	17.0%	36.9%	31.6%	9.0%
State	14.0%	21.9%	28.5%	32.9%	2.7%	16.6%	24.7%	27.9%	26.3%	4.5%

**Grade 5 - Gender**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District	7.3%	19.3%	32.6%	39.5%	1.3%	7.3%	20.3%	29.9%	32.9%	9.6%
Male State	17.2%	24.7%	29.1%	27.6%	1.5%	18.4%	24.6%	26.2%	26.1%	4.8%
Female District	4.1%	12.6%	31.6%	44.6%	7.1%	3.7%	13.8%	44.0%	30.2%	8.4%
Female State	10.8%	19.0%	27.9%	38.4%	4.0%	14.7%	24.9%	29.6%	26.5%	4.3%

**Grade 5 - Racial/Ethnic Background**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District	3.8%	13.5%	33.3%	45.4%	4.0%	4.0%	14.6%	39.2%	32.8%	9.4%
White State	7.4%	16.4%	29.6%	42.8%	3.8%	9.6%	19.7%	29.9%	35.1%	5.7%
Black District	6.9%	31.0%	27.6%	34.5%	0.0%	10.0%	26.7%	26.7%	36.7%	0.0%
Black State	27.1%	31.2%	25.7%	15.5%	0.5%	32.4%	33.3%	23.4%	10.3%	0.6%
Hispanic District	14.0%	24.7%	33.3%	23.7%	4.3%	12.9%	29.0%	36.6%	16.1%	5.4%
Hispanic State	19.2%	28.0%	29.7%	22.3%	0.8%	20.9%	31.0%	29.0%	17.6%	1.5%
Asian District	5.6%	11.1%	13.9%	58.3%	11.1%	0.0%	5.6%	19.4%	55.6%	19.4%
Asian State	4.4%	9.1%	21.0%	55.3%	10.3%	4.2%	9.0%	19.3%	44.4%	23.1%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	9.4%	17.6%	27.7%	39.6%	5.7%	*	*	*	*	*
American Indian District	*	*	*	*	*	*	*	*	*	*
American Indian State	*	*	*	*	*	19.6%	28.8%	27.5%	22.6%	1.5%
Two or More Races District	6.3%	12.5%	43.8%	37.5%	0.0%	6.3%	18.8%	37.5%	25.0%	12.5%
Two or More Races State	11.5%	20.8%	28.4%	35.9%	3.4%	16.6%	24.1%	26.7%	27.6%	5.1%

**Grade 5 - English Learner Proficient**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	26.7%	40.0%	26.7%	6.7%	0.0%	10.2%	28.6%	53.1%	8.2%	0.0%
State	39.2%	38.7%	18.3%	3.8%	0.0%	36.0%	39.3%	19.6%	4.8%	0.3%

**Grade 5 - Students with IEPs**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP District	26.5%	34.9%	25.3%	12.0%	1.2%	15.7%	33.7%	33.7%	16.9%	0.0%
IEP State	47.1%	30.5%	15.1%	7.0%	0.3%	42.6%	34.2%	15.3%	7.1%	0.8%
Non-IEP District	2.3%	12.9%	33.2%	46.9%	4.7%	3.9%	14.3%	37.4%	33.9%	10.5%
Non-IEP State	8.8%	20.6%	30.6%	37.0%	3.1%	12.5%	23.3%	29.9%	29.3%	5.1%

**Grade 5 - Economically Disadvantaged**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch School	18.8%	31.3%	36.1%	36.1%	0.0%	15.6%	31.3%	58.3%	22.2%	6.3%
Free/Reduced Price Lunch District	15.8%	25.7%	30.7%	27.7%	0.0%	10.9%	25.7%	41.6%	18.8%	3.0%
Free/Reduced Price Lunch State	21.4%	29.0%	28.7%	20.2%	0.7%	24.7%	31.8%	27.0%	15.4%	1.1%
Not Eligible District	3.6%	14.0%	32.4%	44.9%	5.1%	4.4%	15.3%	35.9%	34.1%	10.2%
Not Eligible State	5.5%	13.8%	28.2%	47.5%	5.0%	7.2%	16.7%	28.9%	38.8%	8.4%

**Grade 6 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	5.3%	20.1%	35.3%	36.9%	2.4%	5.1%	23.5%	37.9%	29.3%	4.1%
State	12.5%	23.4%	30.1%	29.4%	4.7%	15.6%	28.8%	28.7%	23.3%	3.6%

**Grade 6 - Gender**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District	7.5%	23.5%	34.4%	32.7%	2.0%	6.1%	22.8%	34.7%	31.3%	5.1%
Male State	15.8%	26.7%	30.1%	24.6%	2.8%	17.2%	28.6%	27.6%	22.7%	3.8%
Female District	3.1%	16.6%	36.3%	41.2%	2.8%	4.2%	24.2%	41.2%	27.3%	3.1%
Female State	9.0%	20.1%	30.0%	34.3%	6.6%	14.0%	28.9%	29.8%	23.9%	3.3%

**Grade 6 - Racial/Ethnic Background**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District	4.6%	18.9%	35.1%	38.5%	2.9%	3.4%	20.1%	41.6%	30.3%	4.6%
White State	6.8%	17.3%	31.2%	38.2%	6.5%	9.1%	23.1%	31.8%	31.6%	4.4%
Black District	6.5%	29.0%	45.2%	19.4%	0.0%	16.1%	25.8%	41.9%	16.1%	0.0%
Black State	24.8%	34.1%	26.9%	13.4%	0.8%	31.6%	38.7%	21.5%	7.8%	0.4%
Hispanic District	12.3%	24.7%	40.7%	21.0%	1.2%	11.1%	45.7%	22.2%	21.0%	0.0%
Hispanic State	16.6%	30.3%	31.6%	20.0%	1.6%	19.5%	35.9%	29.0%	14.7%	0.9%
Asian District	0.0%	10.3%	25.6%	61.5%	2.6%	2.6%	7.7%	33.3%	43.6%	12.8%
Asian State	3.7%	9.4%	21.9%	48.4%	16.5%	3.5%	11.0%	22.0%	43.9%	19.5%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	10.1%	18.8%	26.1%	38.4%	6.5%	*	*	*	*	*
American Indian District	*	*	*	*	*	*	*	*	*	*
American Indian State	*	*	*	*	*	16.2%	36.7%	28.2%	17.8%	1.1%
Two or More Races District	0.0%	33.3%	22.2%	44.4%	0.0%	5.6%	33.3%	27.8%	33.3%	0.0%
Two or More Races State	11.2%	21.5%	30.2%	31.2%	5.9%	15.8%	27.8%	28.1%	23.2%	5.0%

**Grade 6 - English Learner Proficient**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	57.9%	21.1%	21.1%	0.0%	0.0%	21.1%	78.9%	0.0%	0.0%	0.0%
State	43.7%	41.1%	13.3%	1.9%	0.0%	42.6%	41.5%	12.8%	3.0%	0.2%

**Grade 6 - Students with IEPs**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP District	28.4%	44.6%	25.7%	1.4%	0.0%	24.3%	48.6%	20.3%	6.8%	0.0%
IEP State	43.1%	35.3%	15.4%	5.7%	0.5%	46.3%	36.1%	12.4%	4.6%	0.6%
Non-IEP District	2.0%	16.5%	36.7%	42.0%	2.8%	2.4%	19.8%	40.5%	32.6%	4.7%
Non-IEP State	7.7%	21.6%	32.4%	33.0%	5.3%	10.9%	27.6%	31.2%	26.2%	4.0%

**Grade 6 - Economically Disadvantaged**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch District	14.0%	36.0%	40.0%	10.0%	0.0%	13.0%	44.0%	30.0%	13.0%	0.0%
Free/Reduced Price Lunch State	19.3%	31.2%	30.3%	18.0%	1.3%	23.6%	36.8%	26.4%	12.4%	0.8%
Not Eligible District	3.5%	16.8%	34.4%	42.4%	2.9%	3.5%	19.3%	39.5%	32.7%	5.0%
Not Eligible State	4.9%	14.9%	29.9%	41.9%	8.3%	6.9%	19.9%	31.2%	35.4%	6.6%

**Grade 7 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	8.2%	13.0%	31.1%	32.5%	15.2%	3.3%	21.0%	35.7%	33.9%	6.0%
State	16.5%	18.2%	25.5%	29.1%	10.7%	11.3%	26.9%	31.1%	26.9%	3.8%

**Grade 7 - Gender**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District	13.4%	16.6%	35.0%	23.4%	11.6%	4.7%	21.7%	36.6%	29.5%	7.5%
Male State	21.5%	21.3%	25.8%	24.7%	6.7%	13.1%	27.5%	29.9%	25.6%	3.9%
Female District	2.4%	9.0%	26.9%	42.4%	19.3%	1.7%	20.3%	34.7%	38.8%	4.5%
Female State	11.1%	15.0%	25.1%	33.8%	15.0%	9.5%	26.3%	32.4%	28.2%	3.6%

**Grade 7 - Racial/Ethnic Background**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District	6.9%	11.6%	31.8%	34.2%	15.4%	2.6%	16.5%	37.3%	37.7%	5.9%
White State	9.9%	14.4%	25.7%	35.8%	14.2%	6.4%	20.3%	33.2%	35.4%	4.7%
Black District	9.8%	31.7%	24.4%	24.4%	9.8%	4.9%	46.3%	31.7%	17.1%	0.0%
Black State	31.3%	25.9%	24.5%	15.7%	2.7%	23.8%	40.9%	25.3%	9.5%	0.4%
Hispanic District	13.0%	15.2%	38.0%	27.2%	6.5%	5.4%	34.8%	37.0%	21.7%	1.1%
Hispanic State	21.8%	22.7%	27.4%	23.1%	5.0%	14.4%	33.8%	32.7%	18.1%	1.0%
Asian District	7.9%	5.3%	18.4%	34.2%	34.2%	2.6%	13.2%	31.6%	31.6%	21.1%
Asian State	5.0%	6.9%	16.8%	39.7%	31.6%	2.9%	8.8%	21.9%	47.4%	18.9%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	7.3%	16.5%	20.7%	34.1%	21.3%	*	*	*	*	*
American Indian District	*	*	*	*	*	*	*	*	*	*
American Indian State	*	*	*	*	*	12.6%	30.3%	32.9%	22.1%	2.1%
Two or More Races District	11.8%	5.9%	17.6%	35.3%	29.4%	5.9%	17.6%	5.9%	52.9%	17.6%
Two or More Races State	15.0%	18.6%	24.8%	29.3%	12.3%	11.2%	28.0%	29.5%	26.4%	5.0%

**Grade 7 - English Learner Proficient**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	35.3%	17.6%	41.2%	5.9%	0.0%	14.3%	28.6%	47.6%	9.5%	0.0%
State	55.7%	27.6%	13.7%	2.8%	0.2%	35.4%	44.9%	16.1%	3.5%	0.1%

**Grade 7 - Students with IEPs**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP District	41.7%	31.9%	19.4%	6.9%	0.0%	21.1%	50.7%	23.9%	4.2%	0.0%
IEP State	53.8%	25.6%	14.2%	5.6%	0.8%	40.6%	40.4%	14.1%	4.5%	0.4%
Non-IEP District	3.7%	10.4%	32.7%	35.9%	17.3%	0.9%	17.2%	37.3%	37.8%	6.8%
Non-IEP State	10.7%	17.1%	27.2%	32.7%	12.2%	6.9%	24.9%	33.7%	30.3%	4.3%

**Grade 7 - Economically Disadvantaged**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch District	17.0%	19.0%	36.0%	20.0%	8.0%	8.0%	35.0%	33.0%	22.0%	2.0%
Free/Reduced Price Lunch State	24.9%	23.9%	26.7%	20.4%	4.2%	17.5%	36.2%	30.5%	14.9%	0.9%
Not Eligible District	6.5%	11.8%	30.2%	34.9%	16.7%	2.3%	18.3%	36.3%	36.3%	6.8%
Not Eligible State	7.7%	12.4%	24.2%	38.2%	17.5%	5.0%	17.3%	31.7%	39.3%	6.7%

**Grade 8 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	11.0%	18.1%	30.2%	35.0%	5.8%	12.5%	19.7%	25.5%	33.9%	8.3%
State	18.4%	19.5%	25.6%	30.1%	6.3%	24.1%	22.7%	22.8%	26.1%	4.4%

**Grade 8 - Gender**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District	15.5%	22.9%	32.0%	27.4%	2.1%	14.2%	19.1%	27.0%	31.5%	8.2%
Male State	24.3%	22.1%	25.2%	24.6%	3.9%	27.1%	22.6%	21.3%	24.4%	4.6%
Female District	5.8%	12.7%	28.1%	43.5%	9.9%	10.6%	20.5%	23.9%	36.5%	8.5%
Female State	12.3%	16.8%	26.1%	36.0%	8.9%	20.9%	22.7%	24.3%	27.9%	4.2%

**Grade 8 - Racial/Ethnic Background**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District	9.2%	17.1%	30.4%	37.0%	6.2%	9.6%	18.3%	27.3%	36.2%	8.5%
White State	11.6%	16.1%	26.4%	37.6%	8.2%	15.4%	19.9%	25.4%	33.9%	5.4%
Black District	15.4%	30.8%	30.8%	23.1%	0.0%	37.0%	25.9%	22.2%	11.1%	3.7%
Black State	33.6%	26.5%	23.7%	14.8%	1.4%	45.5%	27.3%	16.8%	9.8%	0.5%
Hispanic District	22.1%	26.5%	27.9%	23.5%	0.0%	23.5%	30.9%	20.6%	22.1%	2.9%
Hispanic State	24.4%	23.8%	26.6%	22.6%	2.6%	30.3%	27.5%	22.7%	18.1%	1.4%
Asian District	9.5%	11.9%	28.6%	38.1%	11.9%	11.9%	19.0%	11.9%	42.9%	14.3%
Asian State	6.1%	8.8%	18.4%	44.9%	21.8%	6.7%	10.1%	17.9%	43.4%	22.0%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	15.6%	13.8%	22.9%	33.9%	12.8%	*	*	*	*	*
American Indian District	*	*	*	*	*	*	*	*	*	*
American Indian State	*	*	*	*	*	30.0%	20.6%	23.4%	24.0%	2.0%
Two or More Races District	12.5%	6.3%	37.5%	31.3%	12.5%	12.5%	6.3%	37.5%	25.0%	18.8%
Two or More Races State	17.9%	18.6%	25.5%	30.9%	7.2%	25.4%	22.1%	21.3%	26.5%	4.7%

**Grade 8 - English Learner Proficient**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	57.1%	28.6%	9.5%	4.8%	0.0%	52.2%	34.8%	4.3%	8.7%	0.0%
State	59.3%	26.3%	12.0%	2.3%	0.1%	60.3%	26.2%	9.5%	3.8%	0.3%

**Grade 8 - Students with IEPs**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP District	52.9%	35.3%	5.9%	5.9%	0.0%	65.2%	21.7%	8.7%	4.3%	0.0%
IEP State	57.6%	24.2%	12.5%	5.2%	0.4%	64.8%	21.9%	8.6%	4.2%	0.5%
Non-IEP District	5.8%	15.9%	33.2%	38.6%	6.5%	6.0%	19.5%	27.6%	37.5%	9.4%
Non-IEP State	12.6%	18.8%	27.6%	33.8%	7.2%	18.0%	22.8%	24.9%	29.4%	5.0%

**Grade 8 - Economically Disadvantaged**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch District	15.3%	38.9%	33.3%	12.5%	0.0%	25.0%	30.6%	23.6%	18.1%	2.8%
Free/Reduced Price Lunch State	27.6%	24.7%	25.7%	19.8%	2.2%	35.7%	27.3%	20.8%	15.0%	1.2%
Not Eligible District	10.4%	15.3%	29.7%	38.0%	6.6%	10.9%	18.3%	25.8%	35.9%	9.1%
Not Eligible State	9.4%	14.4%	25.5%	40.4%	10.4%	12.6%	18.0%	24.7%	37.2%	7.6%

## Dynamic Learning Maps - Alternative Assessment (DLM-AA)

DLM results are not based on raw or scale scores; all data is based on diagnostic classification modeling. Standard setting allows us to look at patterns of number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance are reported using the four performance levels approved by the consortium:

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

**Grade 6****Grade 6 - All**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	54.5%	27.3%	9.1%	9.1%	63.6%	36.4%	0.0%	0.0%
State	59.4%	24.0%	12.0%	4.6%	69.8%	20.9%	6.3%	3.1%

**Grade 6 - Gender**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Male	*	*	*	*	*	*	*	*
District	60.0%	24.0%	11.7%	4.3%	68.5%	21.7%	6.3%	3.5%
State								
Female	*	*	*	*	*	*	*	*
District	58.3%	23.9%	12.6%	5.2%	72.2%	19.4%	6.1%	2.3%
State								

**Grade 6 - Racial/Ethnic Background**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	50.0%	30.0%	10.0%	10.0%	60.0%	40.0%	0.0%	0.0%
State	56.5%	26.2%	12.5%	4.8%	69.5%	20.8%	6.5%	3.3%
Black	*	*	*	*	*	*	*	*
District	53.9%	26.7%	13.3%	6.1%	63.3%	23.3%	8.1%	4.7%
State								
Hispanic	*	*	*	*	*	*	*	*
District	67.1%	18.5%	11.0%	3.4%	74.0%	19.7%	4.8%	1.6%
State								
Asian	*	*	*	*	*	*	*	*
District	67.9%	24.4%	6.4%	1.3%	75.9%	17.7%	3.8%	2.5%
State								
Native Hawaiian/Pacific Islander								
District	100.0%	0.0%	0.0%	0.0%	*	*	*	*
State								
American Indian	*	*	*	*	*	*	*	*
District	*	*	*	*	50.0%	50.0%	0.0%	0.0%
State								
Two or More Races	*	*	*	*	*	*	*	*
District	56.3%	23.8%	13.8%	6.3%	69.6%	20.3%	7.6%	2.5%
State								

## 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	72.1%	4.9%	14.3%	6.0%		0.2%	2.6%
	Students with IEPs	66.8%	6.8%	20.1%	3.3%			3.0%
All Peer Districts *	All Students	50.4%	13.1%	25.6%	6.6%	0.1%	0.3%	3.9%
	Students with IEPs	49.6%	15.4%	26.5%	4.0%	0.1%	0.3%	4.0%
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	1.5%	1.2%	1.3%	8.8%	8.5%	8.8%
Deafness		0.0%	0.0%		0.2%	0.2%
Deaf-Blindness		0.0%	0.0%		0.0%	0.0%
Developmental Delay	2.5%	2.9%	1.9%	15.0%	20.0%	12.9%
Emotional Disability	0.6%	0.7%	0.9%	3.7%	4.8%	6.3%
Hearing Impairment	0.1%	0.2%	0.1%	0.8%	1.1%	1.0%
Intellectual Disability	0.6%	0.4%	0.8%	3.5%	3.0%	5.4%
Multiple Disabilities	0.1%	0.1%	0.1%	0.4%	1.0%	1.0%
Orthopedic Impairment	0.0%	0.1%	0.1%	0.2%	0.4%	0.4%
Other Health Impairment	2.1%	1.6%	1.8%	12.6%	11.0%	12.6%
Specific Learning Disability	4.1%	3.8%	5.0%	24.6%	25.9%	34.5%
Speech or Language Impairment	5.0%	3.5%	2.4%	30.1%	23.7%	16.3%
Traumatic Brain Injury		0.0%	0.0%		0.2%	0.2%
Visual Impairment	0.1%	0.0%	0.1%	0.4%	0.3%	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
<b>All Students with a Disability</b>	District	68.4%	17.4%	10.7%	3.5%
	All Peer Districts*	60.3%	20.0%	14.1%	5.6%
	State	53.3%	26.8%	13.4%	6.4%

<b>Educational Environments by Race / Ethnicity</b>					
		<b>Inside <math>\geq</math>80%</b>	<b>Inside 40-79%</b>	<b>Inside &lt;40%</b>	<b>Separate Facility</b>
<b>White</b>	District	71.0%	14.4%	10.4%	4.2%
	All Peer Districts*	63.7%	20.1%	11.2%	4.9%
	State	57.3%	24.8%	11.4%	6.6%
<b>Black</b>	District	56.6%	30.2%	9.4%	3.8%
	All Peer Districts*	48.7%	22.1%	18.9%	10.3%
	State	43.7%	31.2%	16.9%	8.2%
<b>Hispanic</b>	District	66.0%	21.5%	11.1%	1.4%
	All Peer Districts*	61.4%	18.7%	15.9%	4.0%
	State	53.8%	28.0%	13.6%	4.6%
<b>Asian</b>	District	68.2%	18.2%	9.1%	4.5%
	All Peer Districts*	60.6%	16.6%	17.4%	5.4%
	State	54.4%	19.3%	19.1%	7.2%
<b>Native Hawaiian</b>	District				
	All Peer Districts*	62.3%	17.0%	18.9%	1.9%
	State	50.5%	18.4%	22.2%	9.0%
<b>Native American</b>	District				
	All Peer Districts*	63.2%	19.2%	13.0%	4.7%
	State	52.1%	25.4%	15.4%	7.1%
<b>Two or More Races</b>	District	60.0%	20.0%	20.0%	0.0%
	All Peer Districts*	58.3%	21.7%	13.8%	6.2%
	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 <math>\geq</math> 80%</b>	<b>Inside 40-79%</b>	<b>Inside &lt;40%</b>	<b>Separate Facility</b>
<b>Autism</b>	District	37.1%	12.9%	37.1%	12.9%
	All Peer Districts*	34.5%	16.9%	33.2%	15.4%
	State	30.3%	22.6%	31.3%	15.8%
<b>Emotional Disability</b>	District	53.1%	25.0%	0.0%	21.9%
	All Peer Districts*	40.2%	14.8%	14.2%	30.8%
	State	34.0%	20.7%	15.2%	30.0%
<b>Intellectual Disability</b>	District	0.0%	3.3%	83.3%	13.3%
	All Peer Districts*	5.1%	20.1%	59.7%	15.1%
	State	4.0%	29.0%	51.3%	15.7%
<b>Other Health Impairment</b>	District	75.2%	16.2%	5.7%	2.9%
	All Peer Districts*	63.0%	21.8%	10.8%	4.4%
	State	58.0%	27.6%	9.5%	4.9%
<b>Specific Learning Disability</b>	District	59.5%	37.1%	3.3%	0.0%
	All Peer Districts*	57.8%	32.7%	8.7%	0.8%
	State	55.1%	37.4%	6.4%	1.1%
<b>Speech or Language Impairment</b>	District	98.3%	1.1%	0.6%	0.0%
	All Peer Districts*	96.3%	2.4%	1.2%	0.1%
	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.

<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	58.8	18.8	21.8	0.0	0.6
All Peer Districts*	38.1	24.2	30.0	0.1	7.6
State	41.3	26.9	25.3	0.2	6.3

<b>Educational Environments by Race/Ethnicity</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>			
<b>White</b>					
District	60.8%	19.2%	19.2%	0.0%	0.8%
All Peer Districts*	34.0%	28.0%	27.5%	0.2%	10.4%
State	36.3%	32.3%	22.8%	0.3%	8.4%
<b>Black</b>					
District	40.0%	20.0%	40.0%	0.0%	0.0%
All Peer Districts*	35.5%	25.3%	35.7%	0.1%	3.4%
State	43.6%	24.2%	29.6%	0.1%	2.5%
<b>Hispanic</b>					
District	60.7%	14.3%	25.0%	0.0%	0.0%
All Peer Districts*	47.1%	17.2%	31.0%	0.1%	4.6%
State	51.9%	17.5%	26.5%	0.1%	4.1%
<b>Asian</b>					
District	50.0%	0.0%	50.0%	0.0%	0.0%
All Peer Districts*	40.1%	18.1%	36.8%	0.0%	4.9%
State	42.1%	16.6%	35.5%	0.1%	5.8%
<b>Native Hawaiian</b>					
District					
All Peer Districts*	15.4%	38.5%	46.2%	0.0%	0.0%
State	38.2%	29.4%	29.4%	0.0%	2.9%
<b>Native American</b>					
District					
All Peer Districts*	23.9%	23.9%	43.5%	0.0%	8.7%
State	36.3%	22.5%	33.3%	1.0%	6.9%
<b>Two or More Races</b>					
District	33.3%	50.0%	16.7%	0.0%	0.0%
All Peer Districts*	36.8%	26.9%	29.7%	0.0%	6.7%
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

<b>Educational Environments for Selected Disabilities</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>			
<b>Autism</b>					
District	23.1%	0.0%	76.9%	0.0%	0.0%
All Peer Districts*	17.3%	18.9%	63.2%	0.0%	0.7%
State	27.3%	15.4%	56.9%	0.1%	0.4%
<b>Developmental Delay</b>					
District	58.2%	4.5%	37.3%	0.0%	0.0%
All Peer Districts*	40.9%	15.7%	42.0%	0.1%	1.3%
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*	31.3%	18.8%	50.0%	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*	22.5%	7.5%	70.0%	0.0%	0.0%
State	25.9%	17.9%	56.3%	0.0%	0.0%
<b>Other Health Impairment</b>					
District	66.7%	33.3%	0.0%	0.0%	0.0%
All Peer Districts*	32.2%	18.0%	47.3%	0.9%	1.5%
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*	52.5%	22.5%	22.5%	0.0%	0.0%
State	44.0%	26.7%	28.0%	0.0%	1.3%
<b>Speech or Language Impairment</b>					
District	64.6%	34.2%	0.0%	0.0%	1.3%
All Peer Districts*	39.0%	37.2%	5.7%	0.1%	17.9%
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
<b>1</b>	Graduation Rate for students with IEPs (Data lag one year)		84.0	N/A
<b>2</b>	Dropout Rate for students with IEPs (Data lag one year)		4.6	N/A
<b>3a</b>	Made adequate yearly progress (AYP) for students with IEPs	N/A	N/A	N/A
<b>3b</b>	Reading assessment participation rate for students with IEPs	99.4	95.0	Yes
<b>3b</b>	Math assessment participation rate for students with IEPs	99.2	95.0	Yes
<b>3c</b>	Students with IEPs meeting or exceeding standards on state reading assessments	41.4	42.0	No
<b>3c</b>	Students with IEPs meeting or exceeding standards on state math assessments	22.3	40.0	No
<b>4a</b>	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
<b>4b</b>	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
<b>5a</b>	Students with IEPs ages 6-21 served inside the general classroom $\geq$ 80% of the time	68.4	57.0	Yes
<b>5b</b>	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	10.7	16.0	Yes
<b>5c</b>	Students with IEPs ages 6-21 served in separate educational facilities	3.5	3.9	Yes

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.

<b>SPP Indicator</b>	<b>Indicator Description</b>	<b>2017 - 2018 District Data</b>	<b>2017 - 2018 State Target</b>	<b>District Met State Target</b>
<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	58.8	32.8	Yes
<b>6b</b>	Children ages 3-5 in separate special education class, separate school or residential facility	21.8	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	60.0	86.2	No
<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	42.9	55.5	No
<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	100.0	86.9	Yes
<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	42.9	53.8	No
<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	42.9	88.0	No
<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	14.3	64.2	No
<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

<b>SPP Indicator</b>	<b>Indicator Description</b>	<b>2017 - 2018 District Data</b>	<b>2017 - 2018 State Target</b>	<b>District Met State Target</b>
<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	N/A
<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