

**SD 45 DuPage County**  
**Villa Park, ILLINOIS 60181**

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**EBF District Funding Tier - 2**  
**Financial capacity to meet expectations - 82.1 %**  
**State Senate District - 24**  
**State Representative District - 048**

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
<b>District</b>	3,468	1,493	259	1,233	301	*	15	158	661	827	1,656	48
		43.1%	7.5%	35.6%	8.7%	*	0.4%	4.6%	19.1%	23.8%	47.8%	1.4%
<b>State</b>	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	
<b>District</b>	9.0%	8.1%	16.9%	6.8%	15.1%	*	0.0%	11.1%	16.1%	10.1%	11.5%	
<b>State</b>	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
<b>District</b>	9.8%	10.1%	9.5%	5.6%	17.1%	12.7%	11.0%	*	9.1%	10.8%	10.8%	16.3%	22.6%
<b>State</b>	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%

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.

## INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS	
Number of Days	
District	174
State	175

% of 8TH GRADERS PASSING ALGEBRA I	
District	19.9%
State	30.6%

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
District	18.4	*	8.7	161.3
State	19.0	19.3	11.1	180.6

HEALTH AND WELLNESS (days per week)	
District	4.0
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	16.0	18.0	20.0	22.0	22.0	22.0	22.0	24.0	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

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	81	86	65	29	43	43	118	86	86	28	43	43
State	73	60	57	35	48	51	129	88	77	30	48	50

TEACHER INFORMATION (Full-Time Equivalents)											
Grades	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)						
Grades	School Type	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	12.5	27.6%	72.4%	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	83.0%
State	85.2%

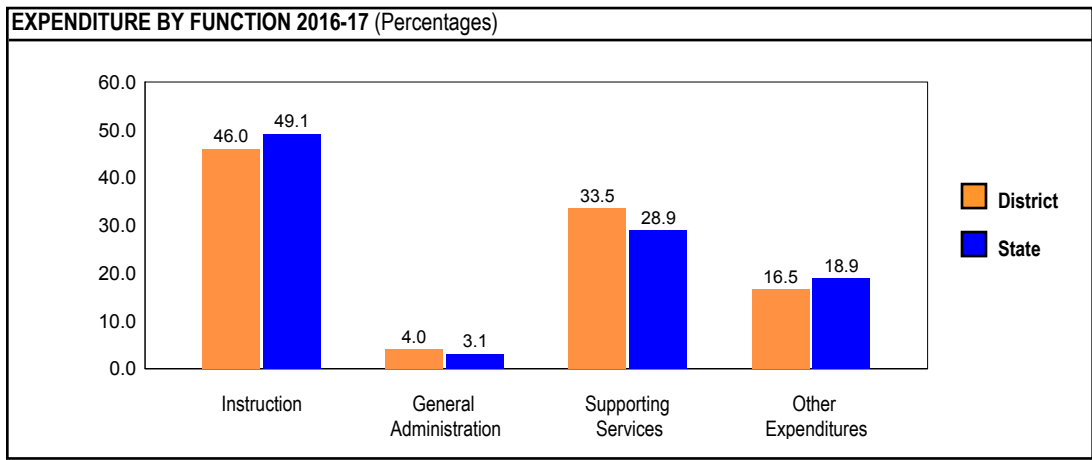
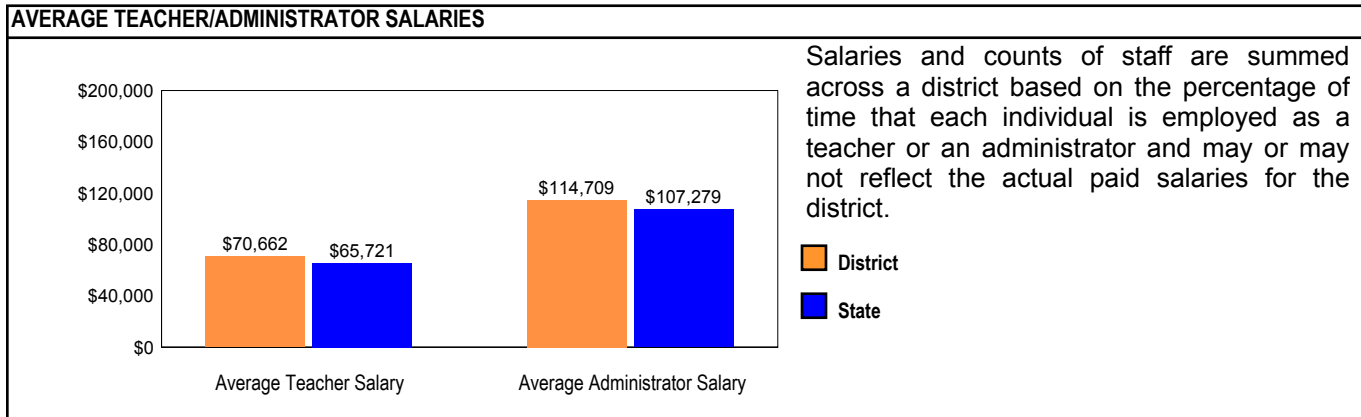
TEACHER ATTENDANCE RATE	
District	99.6%
State	70.2%

TEACHER EVALUATION RATE	
District	*
State	97.1%

PRINCIPAL TURNOVER (Count)	
District	2.0
State	2.0

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.

# SCHOOL DISTRICT FINANCES



**REVENUE BY SOURCE 2016-17**

	District	District %	State %
Local Property Taxes	\$36,223,216	76.4%	63.1%
Other Local Funding	\$1,161,604	2.5%	5.0%
General State Aid	\$3,843,271	8.1%	17.6%
Other State Funding	\$3,315,864	7.0%	6.8%
Federal Funding	\$2,867,848	6.0%	7.5%
<b>TOTAL</b>	<b>\$47,411,803</b>		

**EXPENDITURE BY FUND 2016-17**

	District	District %	State %
Education	\$35,869,827	72.1%	71.6%
Operations & Maintenance	\$7,029,531	14.1%	7.1%
Transportation	\$2,348,698	4.7%	3.8%
Debt Service	\$2,751,631	5.5%	9.5%
Tort	\$340,574	0.7%	1.2%
Municipal Retirement/ Social Security	\$1,411,919	2.8%	2.1%
Fire Prevention & Safety	\$0	0.0%	0.7%
Capital Projects	\$0	0.0%	4.0%
<b>TOTAL</b>	<b>\$49,752,180</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	\$288,493	4.00	\$7,332	\$13,394
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	770	312	458	426	35	184	86	*	*	35	40	41	244
	34.8%	27.6%	42.4%	43.5%	20.0%	23.6%	47.8%	*	*	42.2%	11.9%	10.7%	22.8%
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	745	377	368	444	25	136	103	*	*	33	42	35	213
	33.2%	32.8%	33.7%	45.4%	14.4%	17.1%	53.9%	*	*	38.8%	12.5%	8.4%	19.5%
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	394	187	207	221	18	98	35	*	*	18	19	10	136
	52.9%	49.2%	56.7%	65.8%	31.6%	37.4%	59.3%	*	*	69.2%	18.8%	10.9%	39.3%
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	45.1	41.4	48.9	43.2	40.4	47.5	46.3	23.5	58.5	50.8	39.9	49.8	46.1
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	49.8	48.2	51.6	48.8	44.7	49.0	58.3	60.8	63.8	57.4	45.2	46.2	47.9
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

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EL Proficiency on ACCESS						
	# ELS	# Tested	# Proficient	% Proficient	# Long Term EL	% Long Term EL
District	724	720	74	10.3%	19	2.6%
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	2,213	1,132	1,081	979	175	779	180	*	*	83	337	383	1,068
	98.5%	98.9%	98.2%	97.7%	99.4%	99.6%	98.9%	*	*	96.5%	98.3%	99.7%	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	2,243	1,150	1,093	979	174	796	191	*	*	85	337	415	1,093
	98.5%	98.9%	98.0%	97.6%	98.9%	99.6%	99.0%	*	*	96.6%	98.0%	99.8%	99.7%
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	745	380	365	336	57	262	59	*	*	26	101	92	346
	97.8%	98.4%	97.1%	97.4%	98.3%	98.5%	96.7%	*	*	100.0%	98.1%	96.8%	98.6%
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%

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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 97.9%	72,123 97.5%	71,217 98.3%	72,316 98.8%	23,022 95.4%	36,068 97.4%	7,283 99.5%	155 98.1%	351 97.5%	4,145 97.6%	16,120 95.7%	6,268 96.3%	62,850 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	29 100.0%	20 100.0%	* *	* *	* *	14 100.0%	* *	* *	* *	* *	29 100.0%	14 100.0%	13 100.0%
State	11,437 95.9%	7,546 95.9%	3,891 95.9%	4,943 96.5%	2,595 93.8%	2,975 96.7%	519 96.6%	11 84.6%	36 100.0%	358 95.5%	11,433 95.9%	2,393 97.0%	7,166 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	30 100.0%	21 100.0%	* *	* *	* *	14 100.0%	* *	* *	* *	* *	30 100.0%	15 100.0%	14 100.0%
State	11,444 95.7%	7,555 95.8%	3,889 95.7%	4,938 96.3%	2,590 93.6%	2,981 96.5%	526 96.3%	12 85.7%	36 100.0%	361 96.0%	11,440 95.7%	2,417 96.9%	7,172 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	2,184 98.5%	1,112 98.8%	1,072 98.2%	970 97.7%	174 99.4%	765 99.6%	177 98.9%	* *	* *	82 96.5%	308 98.1%	369 99.7%	1,055 99.8%
State	862,483 98.1%	440,454 98.2%	422,029 98.0%	409,367 98.2%	143,886 97.4%	232,143 98.4%	43,237 98.9%	870 97.5%	2,467 98.0%	30,513 97.9%	115,366 97.2%	97,779 98.9%	451,706 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	2,213 98.4%	1,129 98.9%	1,084 98.0%	970 97.6%	173 98.9%	782 99.6%	188 98.9%	* *	* *	84 96.6%	307 97.8%	400 99.8%	1,079 99.7%
State	865,899 98.1%	442,244 98.1%	423,655 98.0%	409,886 98.2%	143,909 97.3%	233,943 98.3%	44,248 98.9%	884 97.2%	2,498 97.9%	30,531 97.8%	115,351 97.1%	101,855 98.8%	453,882 98.2%

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**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	19.4%	17.4%	22.0%	37.7%	3.4%	11.7%	20.6%	27.5%	31.4%	8.9%
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	24.9%	20.2%	19.1%	32.4%	3.5%	13.6%	24.3%	19.2%	33.3%	9.6%
	State	24.6%	18.9%	23.8%	30.4%	2.3%	15.4%	21.3%	25.1%	29.6%	8.7%
Female	District	14.1%	14.7%	24.9%	42.9%	3.4%	9.8%	16.9%	35.5%	29.5%	8.2%
	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	7.8%	13.0%	22.7%	51.9%	4.5%	2.6%	11.0%	24.0%	49.4%	13.0%
	State	13.2%	15.9%	25.2%	41.3%	4.4%	7.7%	16.8%	26.5%	37.8%	11.2%
Black	District	29.6%	22.2%	25.9%	22.2%	0.0%	29.6%	33.3%	22.2%	11.1%	3.7%
	State	34.5%	21.6%	21.8%	21.0%	1.1%	28.7%	30.4%	23.7%	15.4%	1.8%
Hispanic	District	35.0%	25.2%	16.3%	22.0%	1.6%	22.3%	33.1%	28.5%	13.8%	2.3%
	State	30.2%	20.4%	23.2%	24.7%	1.5%	19.1%	28.0%	27.8%	22.0%	3.0%
Asian	District	3.7%	11.1%	22.2%	55.6%	7.4%	0.0%	10.3%	34.5%	34.5%	20.7%
	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	*	*	*	*	*	*	*	*	*	*
	State	14.4%	13.8%	33.1%	35.0%	3.8%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	19.4%	23.5%	25.8%	27.4%	3.8%
Two or More Races	District	25.0%	6.3%	43.8%	18.8%	6.3%	5.9%	11.8%	41.2%	29.4%	11.8%
	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	37.5%	25.0%	19.2%	18.3%	0.0%	25.4%	30.7%	28.9%	13.2%	1.8%
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	53.1%	18.4%	8.2%	18.4%	2.0%	24.5%	32.7%	18.4%	20.4%	4.1%
	State	54.2%	20.2%	14.0%	10.9%	0.6%	37.8%	28.5%	18.7%	12.8%	2.2%
Non-IEP	District	14.0%	17.3%	24.3%	40.9%	3.7%	9.6%	18.6%	28.9%	33.1%	9.6%
	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	32.2%	20.3%	23.7%	23.2%	0.6%	19.9%	30.1%	28.0%	17.7%	4.3%
	State	31.0%	21.4%	23.4%	23.0%	1.2%	21.9%	28.6%	26.7%	20.2%	2.7%
Not Eligible	District	6.4%	14.5%	20.2%	52.6%	6.4%	2.9%	10.3%	27.0%	46.0%	13.8%
	State	10.3%	13.7%	24.1%	46.0%	6.0%	5.9%	14.1%	24.9%	40.5%	14.7%

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**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	16.1%	21.3%	25.1%	31.1%	6.5%	13.1%	21.4%	31.6%	30.3%	3.5%
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	21.6%	22.2%	23.8%	26.5%	5.9%	14.3%	20.6%	30.2%	30.2%	4.8%
	State	17.1%	21.9%	27.5%	28.1%	5.5%	16.6%	25.0%	26.5%	28.4%	3.5%
Female	District	10.4%	20.3%	26.4%	35.7%	7.1%	12.0%	22.3%	33.2%	30.4%	2.2%
	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	5.3%	20.7%	24.7%	38.7%	10.7%	2.0%	12.6%	39.7%	40.4%	5.3%
	State	8.4%	16.1%	27.5%	38.0%	10.0%	8.8%	19.7%	29.6%	37.4%	4.4%
Black	District	32.1%	21.4%	28.6%	17.9%	0.0%	28.6%	42.9%	21.4%	7.1%	0.0%
	State	25.1%	27.5%	26.9%	18.2%	2.3%	31.1%	35.0%	22.3%	11.1%	0.5%
Hispanic	District	25.4%	23.2%	26.8%	22.5%	2.1%	23.6%	28.5%	26.4%	20.1%	1.4%
	State	18.8%	24.4%	29.1%	24.2%	3.5%	20.6%	32.8%	27.4%	18.3%	1.0%
Asian	District	16.7%	13.3%	20.0%	40.0%	10.0%	12.1%	15.2%	21.2%	45.5%	6.1%
	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	*	*	*	*	*	*	*	*	*	
	State	7.8%	16.3%	28.4%	36.9%	10.6%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	
	State	*	*	*	*	*	21.7%	33.6%	26.8%	15.6%	2.4%
Two or More Races	District	6.7%	20.0%	13.3%	46.7%	13.3%	0.0%	13.3%	40.0%	40.0%	6.7%
	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	33.9%	26.6%	23.9%	14.7%	0.9%	27.8%	32.2%	27.8%	12.2%	0.0%
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	43.5%	25.8%	12.9%	17.7%	0.0%	27.4%	30.6%	27.4%	14.5%	0.0%
	State	45.2%	28.7%	15.6%	9.1%	1.4%	41.4%	33.0%	15.5%	9.3%	0.8%
Non-IEP	District	10.5%	20.3%	27.5%	33.8%	7.9%	10.3%	19.6%	32.5%	33.4%	4.2%
	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	26.0%	26.0%	24.9%	22.1%	1.1%	22.6%	29.0%	30.1%	18.3%	0.0%
	State	20.8%	25.9%	28.8%	21.8%	2.7%	23.8%	33.1%	26.0%	16.3%	0.8%
Not Eligible	District	6.5%	16.7%	25.3%	39.8%	11.8%	3.7%	13.9%	33.2%	42.2%	7.0%
	State	6.2%	13.3%	25.6%	41.6%	13.3%	6.5%	16.7%	28.5%	41.8%	6.4%

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**Grade 5 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	13.4%	13.9%	32.0%	39.3%	1.4%	10.6%	21.7%	31.3%	32.3%	4.1%
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	15.9%	18.7%	27.5%	37.4%	0.5%	9.3%	24.0%	26.2%	35.5%	4.9%
	State	17.2%	24.7%	29.1%	27.6%	1.5%	18.4%	24.6%	26.2%	26.1%	4.8%
Female	District	10.9%	9.2%	36.4%	41.3%	2.2%	11.9%	19.5%	36.2%	29.2%	3.2%
	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	7.1%	13.2%	32.4%	45.6%	1.6%	4.4%	19.3%	30.9%	42.0%	3.3%
	State	7.4%	16.4%	29.6%	42.8%	3.8%	9.6%	19.7%	29.9%	35.1%	5.7%
Black	District	33.3%	14.3%	19.0%	33.3%	0.0%	19.0%	19.0%	38.1%	19.0%	4.8%
	State	27.1%	31.2%	25.7%	15.5%	0.5%	32.4%	33.3%	23.4%	10.3%	0.6%
Hispanic	District	21.3%	18.9%	33.6%	26.2%	0.0%	19.7%	28.7%	32.8%	18.9%	0.0%
	State	19.2%	28.0%	29.7%	22.3%	0.8%	20.9%	31.0%	29.0%	17.6%	1.5%
Asian	District	11.5%	3.8%	34.6%	46.2%	3.8%	10.3%	20.7%	17.2%	31.0%	20.7%
	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	*	*	*	*	*	*	*	*	*	*
	State	9.4%	17.6%	27.7%	39.6%	5.7%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	19.6%	28.8%	27.5%	22.6%	1.5%
Two or More Races	District	0.0%	0.0%	26.7%	66.7%	6.7%	0.0%	0.0%	40.0%	46.7%	13.3%
	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	39.3%	21.4%	35.7%	3.6%	0.0%	30.5%	42.4%	23.7%	3.4%	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	54.3%	15.2%	10.9%	19.6%	0.0%	28.3%	30.4%	21.7%	17.4%	2.2%
	State	47.1%	30.5%	15.1%	7.0%	0.3%	42.6%	34.2%	15.3%	7.1%	0.8%
Non-IEP	District	7.5%	13.8%	35.0%	42.2%	1.6%	8.1%	20.5%	32.6%	34.5%	4.3%
	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	29.8%	30.0%	41.7%	36.6%	5.0%	34.0%	36.0%	35.0%	38.1%	2.4%
	District	23.9%	18.1%	30.3%	26.5%	1.3%	19.1%	29.9%	27.4%	22.3%	1.3%
	State	21.4%	29.0%	28.7%	20.2%	0.7%	24.7%	31.8%	27.0%	15.4%	1.1%
Not Eligible	District	5.7%	10.9%	33.2%	48.8%	1.4%	4.3%	15.6%	34.1%	39.8%	6.2%
	State	5.5%	13.8%	28.2%	47.5%	5.0%	7.2%	16.7%	28.9%	38.8%	8.4%

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**Grade 6 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	14.0%	31.1%	27.2%	25.2%	2.5%	16.5%	22.6%	29.6%	27.7%	3.6%
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	18.5%	36.5%	27.0%	16.4%	1.6%	19.5%	23.7%	30.0%	25.8%	1.1%
Male State	15.8%	26.7%	30.1%	24.6%	2.8%	17.2%	28.6%	27.6%	22.7%	3.8%
Female District	8.9%	25.0%	27.4%	35.1%	3.6%	13.1%	21.4%	29.2%	29.8%	6.5%
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	10.9%	19.7%	26.5%	39.5%	3.4%	6.8%	15.0%	33.3%	38.8%	6.1%
White State	6.8%	17.3%	31.2%	38.2%	6.5%	9.1%	23.1%	31.8%	31.6%	4.4%
Black District	20.0%	42.9%	20.0%	14.3%	2.9%	20.0%	42.9%	22.9%	14.3%	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	17.6%	43.2%	23.2%	14.4%	1.6%	28.6%	30.2%	23.8%	15.9%	1.6%
Hispanic State	16.6%	30.3%	31.6%	20.0%	1.6%	19.5%	35.9%	29.0%	14.7%	0.9%
Asian District	12.9%	19.4%	41.9%	25.8%	0.0%	9.7%	9.7%	32.3%	45.2%	3.2%
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	6.3%	37.5%	43.8%	6.3%	6.3%	18.8%	6.3%	50.0%	18.8%	6.3%
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	39.5%	47.4%	13.2%	0.0%	0.0%	61.5%	28.2%	10.3%	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	55.3%	36.8%	7.9%	0.0%	0.0%	50.0%	36.8%	10.5%	2.6%	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	9.1%	30.4%	29.5%	28.2%	2.8%	12.5%	20.9%	31.9%	30.6%	4.1%
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	19.8%	40.7%	27.5%	9.9%	2.2%	25.7%	27.3%	31.7%	14.2%	1.1%
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	8.0%	21.1%	26.9%	41.1%	2.9%	6.9%	17.7%	27.4%	41.7%	6.3%
Not Eligible State	4.9%	14.9%	29.9%	41.9%	8.3%	6.9%	19.9%	31.2%	35.4%	6.6%

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**Grade 7 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	19.5%	17.9%	29.9%	24.1%	8.6%	10.5%	28.1%	30.4%	28.9%	2.1%
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	27.1%	21.3%	28.7%	20.7%	2.1%	12.0%	29.7%	30.2%	27.1%	1.0%
	State	21.5%	21.3%	25.8%	24.7%	6.7%	13.1%	27.5%	29.9%	25.6%	3.9%
Female	District	11.8%	14.5%	31.2%	27.4%	15.1%	9.0%	26.5%	30.7%	30.7%	3.2%
	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	16.1%	17.7%	35.5%	20.4%	10.2%	5.4%	24.2%	35.5%	32.8%	2.2%
	State	9.9%	14.4%	25.7%	35.8%	14.2%	6.4%	20.3%	33.2%	35.4%	4.7%
Black	District	23.1%	19.2%	30.8%	15.4%	11.5%	30.8%	30.8%	19.2%	19.2%	0.0%
	State	31.3%	25.9%	24.5%	15.7%	2.7%	23.8%	40.9%	25.3%	9.5%	0.4%
Hispanic	District	27.8%	20.0%	23.5%	24.3%	4.3%	16.0%	40.3%	26.1%	15.1%	2.5%
	State	21.8%	22.7%	27.4%	23.1%	5.0%	14.4%	33.8%	32.7%	18.1%	1.0%
Asian	District	12.1%	6.1%	27.3%	39.4%	15.2%	2.9%	8.6%	28.6%	57.1%	2.9%
	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	*	*	*	*	*	*	*	*	*	
	State	7.3%	16.5%	20.7%	34.1%	21.3%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	
	State	*	*	*	*	*	12.6%	30.3%	32.9%	22.1%	2.1%
Two or More Races	District	9.1%	36.4%	18.2%	36.4%	0.0%	16.7%	25.0%	25.0%	33.3%	0.0%
	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	58.8%	32.4%	5.9%	2.9%	0.0%	29.3%	46.3%	22.0%	2.4%	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	52.6%	22.8%	17.5%	5.3%	1.8%	35.1%	36.8%	15.8%	10.5%	1.8%
	State	53.8%	25.6%	14.2%	5.6%	0.8%	40.6%	40.4%	14.1%	4.5%	0.4%
Non-IEP	District	13.6%	17.0%	32.2%	27.4%	9.8%	6.2%	26.5%	33.0%	32.1%	2.2%
	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	24.6%	18.0%	28.7%	22.8%	6.0%	17.4%	33.1%	29.1%	18.0%	2.3%
	State	24.9%	23.9%	26.7%	20.4%	4.2%	17.5%	36.2%	30.5%	14.9%	0.9%
Not Eligible	District	15.5%	17.9%	30.9%	25.1%	10.6%	4.8%	23.9%	31.6%	37.8%	1.9%
	State	7.7%	12.4%	24.2%	38.2%	17.5%	5.0%	17.3%	31.7%	39.3%	6.7%

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**Grade 8 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	16.8%	23.2%	28.6%	28.4%	3.0%	21.7%	25.2%	23.6%	24.9%	4.6%
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	25.1%	25.1%	28.2%	20.5%	1.0%	28.3%	23.2%	20.2%	23.7%	4.5%
Male State	24.3%	22.1%	25.2%	24.6%	3.9%	27.1%	22.6%	21.3%	24.4%	4.6%
Female District	7.4%	21.1%	29.1%	37.1%	5.1%	14.3%	27.4%	27.4%	26.3%	4.6%
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	8.6%	16.6%	35.8%	34.4%	4.6%	9.9%	21.2%	25.2%	36.4%	7.3%
White State	11.6%	16.1%	26.4%	37.6%	8.2%	15.4%	19.9%	25.4%	33.9%	5.4%
Black District	27.0%	43.2%	18.9%	10.8%	0.0%	47.2%	33.3%	8.3%	8.3%	2.8%
Black State	33.6%	26.5%	23.7%	14.8%	1.4%	45.5%	27.3%	16.8%	9.8%	0.5%
Hispanic District	25.4%	26.8%	23.9%	21.7%	2.2%	30.5%	29.1%	27.7%	12.1%	0.7%
Hispanic State	24.4%	23.8%	26.6%	22.6%	2.6%	30.3%	27.5%	22.7%	18.1%	1.4%
Asian District	10.0%	16.7%	23.3%	46.7%	3.3%	16.1%	6.5%	16.1%	51.6%	9.7%
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	*	*	*	*	*	*	*	*	*	*
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	64.3%	32.1%	0.0%	3.6%	0.0%	71.9%	12.5%	12.5%	3.1%	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	62.5%	25.0%	5.4%	7.1%	0.0%	67.3%	20.0%	5.5%	5.5%	1.8%
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	8.6%	22.9%	32.8%	32.2%	3.5%	13.8%	26.1%	26.7%	28.3%	5.0%
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	21.8%	28.0%	26.4%	21.8%	2.1%	30.3%	26.7%	23.6%	16.9%	2.6%
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	11.3%	18.1%	31.1%	35.6%	4.0%	12.4%	23.6%	23.6%	33.7%	6.7%
Not Eligible State	9.4%	14.4%	25.5%	40.4%	10.4%	12.6%	18.0%	24.7%	37.2%	7.6%

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.

## 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	43.1%	7.5%	35.6%	8.7%	0.3%	0.4%	4.6%
	Students with IEPs	39.7%	8.5%	40.4%	6.8%	0.3%	0.5%	3.9%
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	1.8%	1.2%	1.3%	9.4%	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	5.8%	2.9%	1.9%	30.9%	20.0%	12.9%
Emotional Disability	0.9%	0.7%	0.9%	4.9%	4.8%	6.3%
Hearing Impairment	0.4%	0.2%	0.1%	2.0%	1.1%	1.0%
Intellectual Disability	0.4%	0.4%	0.8%	2.2%	3.0%	5.4%
Multiple Disabilities	0.2%	0.1%	0.1%	0.9%	1.0%	1.0%
Orthopedic Impairment	0.1%	0.1%	0.1%	0.3%	0.4%	0.4%
Other Health Impairment	1.9%	1.6%	1.8%	10.3%	11.0%	12.6%
Specific Learning Disability	4.1%	3.8%	5.0%	22.1%	25.9%	34.5%
Speech or Language Impairment	2.9%	3.5%	2.4%	15.3%	23.7%	16.3%
Traumatic Brain Injury	0.1%	0.0%	0.0%	0.3%	0.2%	0.2%
Visual Impairment	0.3%	0.0%	0.1%	1.4%	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	63.0%	15.1%	18.2%	3.8%
	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 ≥80%</b>	<b>Inside 40-79%</b>	<b>Inside &lt;40%</b>	<b>Separate Facility</b>
<b>White</b>	District	76.8%	7.0%	13.0%	3.2%
	All Peer Districts*	63.7%	20.1%	11.2%	4.9%
	State	57.3%	24.8%	11.4%	6.6%
<b>Black</b>	District	45.5%	15.9%	27.3%	11.4%
	All Peer Districts*	48.7%	22.1%	18.9%	10.3%
	State	43.7%	31.2%	16.9%	8.2%
<b>Hispanic</b>	District	54.2%	23.4%	19.4%	3.0%
	All Peer Districts*	61.4%	18.7%	15.9%	4.0%
	State	53.8%	28.0%	13.6%	4.6%
<b>Asian</b>	District	54.2%	16.7%	29.2%	0.0%
	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	0.0%	0.0%	100.0%	0.0%
	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	100.0%	0.0%	0.0%	0.0%
	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	76.2%	4.8%	14.3%	4.8%
	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	42.6%	6.4%	46.8%	4.3%
	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	41.9%	9.7%	3.2%	45.2%
	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%	0.0%	100.0%	0.0%
	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	71.2%	10.2%	15.3%	3.4%
	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	50.3%	37.1%	12.6%	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	98.6%	0.0%	1.4%	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	17.6	4.1	77.1	0.0	1.2
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	16.7%	6.9%	73.6%	0.0%	2.8%
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	9.1%	9.1%	81.8%	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	21.3%	1.6%	77.0%	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	15.0%	0.0%	85.0%	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	0.0%	0.0%	0.0%	0.0%	0.0%
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	0.0%	0.0%	100.0%	0.0%	0.0%
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	25.0%	0.0%	75.0%	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	7.1%	7.1%	85.7%	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	16.7%	1.9%	81.5%	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%	100.0%	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%	100.0%	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	0.0%	12.5%	87.5%	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	39.3%	10.7%	42.9%	0.0%	7.1%
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	98.2	95.0	Yes
<b>3b</b>	Math assessment participation rate for students with IEPs	98.0	95.0	Yes
<b>3c</b>	Students with IEPs meeting or exceeding standards on state reading assessments	34.1	42.0	No
<b>3c</b>	Students with IEPs meeting or exceeding standards on state math assessments	19.0	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	63.0	57.0	Yes
<b>5b</b>	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	18.2	16.0	No
<b>5c</b>	Students with IEPs ages 6-21 served in separate educational facilities	3.8	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	17.6	32.8	No
<b>6b</b>	Children ages 3-5 in separate special education class, separate school or residential facility	77.1	30.6	No
<b>7a</b>	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills		86.2	N/A
<b>7a</b>	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program		55.5	N/A
<b>7b</b>	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program		86.9	N/A
<b>7b</b>	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program		53.8	N/A
<b>7c</b>	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program		88.0	N/A
<b>7c</b>	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program		64.2	N/A
<b>8</b>	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	74.0	60.0	Yes
<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