

CUSD 200  
Wheaton, ILLINOIS 60189

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**EBF District Funding Tier - 3**  
**Financial capacity to meet expectations - 90.2 %**  
**State Senate District - 21**  
**State Representative District - 042**

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	12,809	8,127	831	2,248	1,001	14	18	570	1,928	1,315	3,517	113
		63.4%	6.5%	17.6%	7.8%	0.1%	0.1%	4.4%	15.1%	10.3%	27.5%	0.9%
State	2,001,529	961,211	336,956	523,950	101,548	2,091	5,591	70,182	289,903	233,348	988,686	39,266
		48.0%	16.8%	26.2%	5.1%	0.1%	0.3%	3.5%	14.5%	11.7%	49.4%	2.0%

Student Enrollment is based on [Serving School](#).

Students With IEPs are those eligible to receive special education services.

English Learners are students eligible for transitional bilingual programs.

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

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

CHRONIC ABSENTEEISM RATE												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income	
District	12.8%	10.5%	20.0%	18.5%	12.0%	13.3%	21.1%	13.6%	18.8%	12.4%	19.8%	
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	4.7%	5.1%	4.3%	3.0%	11.2%	7.8%	7.1%	14.3%	5.6%	2.9%	6.9%	12.1%	9.1%
State	6.9%	7.3%	6.4%	4.6%	13.5%	6.7%	6.4%	9.2%	10.8%	8.0%	10.1%	9.3%	10.0%

## INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS	
Number of Days	
District	176
State	175

% of 8TH GRADERS PASSING ALGEBRA I	
District	41.2%
State	30.6%

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
District	20.6	19.5	9.6	202.9
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	20.0	21.0	23.0	23.0	25.0	25.0	23.0	23.0	23.0	25.0	24.0
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	60	45	45	27	45	45	145	90	90	28	45	45
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)												
District	All Schools	High Poverty Schools	Low Poverty Schools	State	All Schools	High Poverty Schools	Low Poverty Schools	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above	% of Novice Teachers	% of Teachers With Short-Term or Provisional License
								District	14.6	28.3%	71.3%	*
State	15.1	28.9%	70.9%	0.0%	0.0%	13.2	38.5%	61.0%	*	*	*	
	12.1	40.6%	58.4%	0.1%	0.5%	13.9	30.7%	69.1%	0.0%	0.0%	0.0%	

TEACHER RETENTION RATE	
District	91.4%
State	85.2%

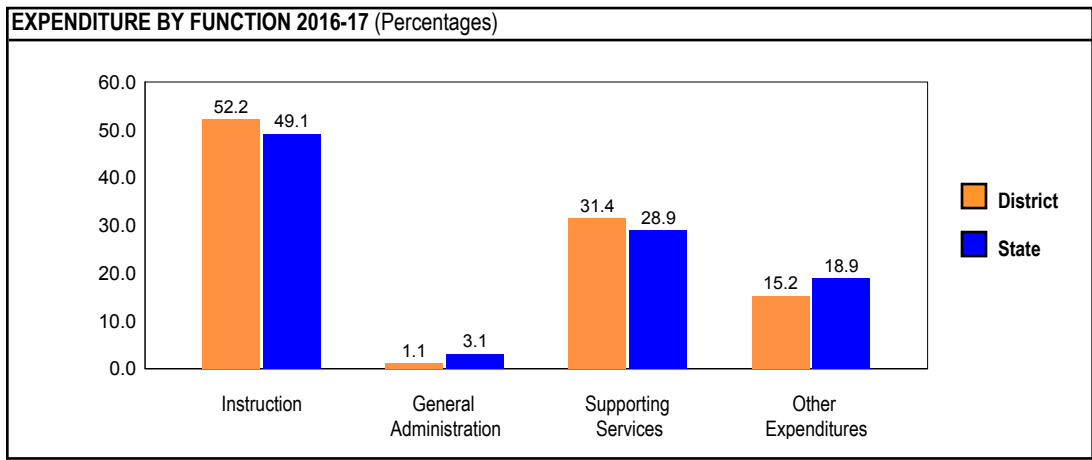
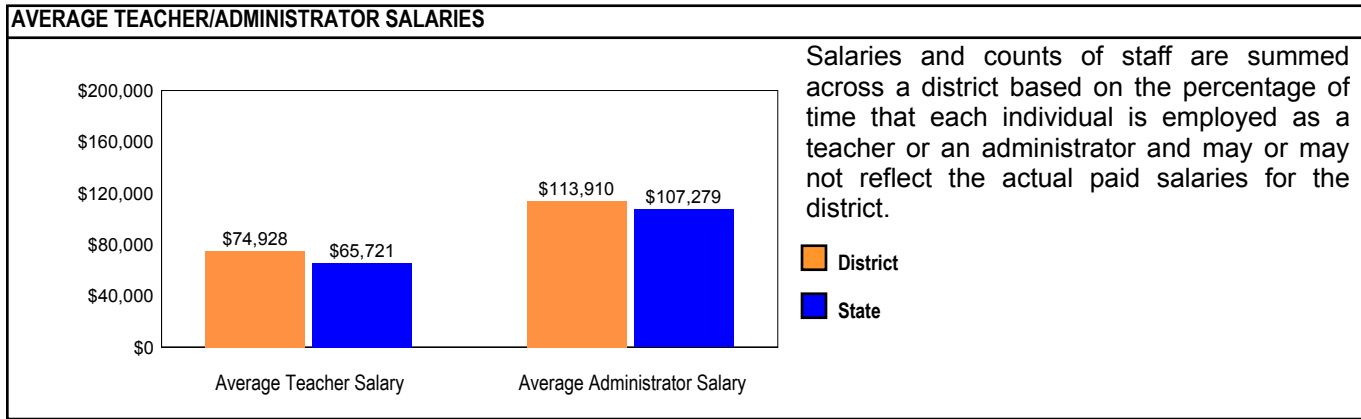
TEACHER ATTENDANCE RATE	
District	77.9%
State	70.2%

TEACHER EVALUATION RATE	
District	99.8%
State	97.1%

PRINCIPAL TURNOVER (Count)	
District	1.0
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	\$152,011,879	81.7%	63.1%
Other Local Funding	\$7,273,814	3.9%	5.0%
General State Aid	\$6,857,783	3.7%	17.6%
Other State Funding	\$11,327,898	6.1%	6.8%
Federal Funding	\$8,503,582	4.6%	7.5%
<b>TOTAL</b>	<b>\$185,974,956</b>		

**EXPENDITURE BY FUND 2016-17**

	District	District %	State %
Education	\$138,117,766	74.5%	71.6%
Operations & Maintenance	\$12,937,020	7.0%	7.1%
Transportation	\$9,191,866	5.0%	3.8%
Debt Service	\$19,843,390	10.7%	9.5%
Tort	\$0	0.0%	1.2%
Municipal Retirement/ Social Security	\$3,778,124	2.0%	2.1%
Fire Prevention & Safety	\$0	0.0%	0.7%
Capital Projects	\$1,429,833	0.8%	4.0%
<b>TOTAL</b>	<b>\$185,297,999</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	\$235,096	5.31	\$8,283	\$13,280
State	**	**	\$8,024	\$13,337

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

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

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

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

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

## ACADEMIC PERFORMANCE

COLLEGE ENROLLMENT RATE		
	12 Months	16 Months
<b>District</b>	86.0%	86.7%
<b>State</b>	74.8%	75.7%

9th GRADE ON TRACK RATE	
<b>District</b>	95.3%
<b>State</b>	86.8%

CAREER AND TECHNICAL EDUCATION ENROLLMENT	
<b>District</b>	1,815
<b>State</b>	283,473

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)				
	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>District</b>	124	254	494	584
<b>State</b>	16,088	29,581	61,294	77,168

ADVANCED PLACEMENT COURSE WORK												
	ADVANCED PLACEMENT (AP) COURSE WORK				INTERNATIONAL BACCALAUREATE (IB) COURSE WORK				DUAL CREDIT COURSE WORK			
	Grade 9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12
All												
District	133	223	471	561	*	*	*	*	40	38	39	33
State	11,945	24,678	47,158	55,838	263	332	2,447	2,549	4,362	5,616	18,004	33,555
White												
District	105	175	380	456	*	*	*	*	30	23	28	20
State	5,412	13,071	24,743	30,029	26	51	368	465	2,219	3,119	11,689	21,388
Black												
District	*	*	*	12	*	*	*	*	*	*	*	*
State	1,310	1,824	4,171	5,661	125	125	620	671	865	772	1,851	3,580
Hispanic												
District	*	15	35	38	*	*	*	*	*	*	*	*
State	2,954	5,507	11,684	13,082	100	135	1,239	1,192	979	1,290	3,059	5,958
Asian												
District	11	15	28	41	*	*	*	*	*	*	*	*
State	1,747	3,279	4,710	5,269	10	16	181	169	144	265	791	1,622
Native Hawaiian/Pacific												
District	*	*	*	*	*	*	*	*	*	*	*	*
State	33	41	56	58	1	0	5	3	1	6	17	34
American Indian												
District	*	*	*	*	*	*	*	*	*	*	*	*
State	31	43	109	120	1	3	7	9	6	11	30	72
Two or More Races												
District	10	16	22	14	*	*	*	*	*	*	*	*
State	458	913	1,685	1,619	0	2	27	40	148	153	567	901
EL												
District	*	*	*	*	*	*	*	*	*	*	*	*
State	67	160	441	541	7	11	52	34	187	226	319	429
Non EL												
District	133	223	471	561	*	*	*	*	40	37	39	33
State	11,878	24,518	46,717	55,297	256	321	2,395	2,515	4,175	5,390	17,685	33,126
IEP												
District	*	*	*	*	*	*	*	*	*	*	*	*
State	128	280	568	1,021	11	7	48	66	463	520	1,278	2,024
Non IEP												
District	130	221	465	553	*	*	*	*	39	38	37	31
State	11,817	24,398	46,590	54,817	252	325	2,399	2,483	3,899	5,096	16,726	31,531
Low Income												
District	*	13	30	46	*	*	*	*	*	*	*	*
State	3,415	5,976	12,814	17,291	181	209	1,429	1,799	1,706	2,228	5,960	10,979
Non Low Income												
District	125	210	441	515	*	*	*	*	34	30	33	25
State	8,530	18,702	34,344	38,547	82	123	1,018	750	2,656	3,388	12,044	22,576

ADVANCE PLACEMENT (AP) EXAMS				
GRADE 10				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
District	272	223	189	163
State	32,448	21,887	21,622	14,877

GRADE 11				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
District	1,275	1,074	381	338
State	105,217	68,247	39,649	27,289

GRADE 12				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
District	2,121	1,833	429	400
State	173,528	115,242	40,696	30,560

POSTSECONDARY ENROLLMENT 12 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
District	86.0%	63.1%	22.9%	51.1%	34.9%	0.0%
State	74.8%	61.6%	13.2%	32.1%	42.7%	0.0%

POSTSECONDARY ENROLLMENT 16 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
District	86.7%	63.8%	22.9%	51.1%	35.6%	0.0%
State	75.7%	62.3%	13.3%	32.3%	43.3%	0.0%

CLIMATE AND CULTURE (Count)													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
In-School-Suspensions	411	272	139	153	88	139	14		1	16	129	56	244
Out-of-School Suspensions	118	87	31	41	27	34	7		0	9	47	18	68
Expulsions	1	1	0	1	0	0	0		0	0	0	0	0
Incidents of Violence (including bullying and harassment)	183	122	61	70	49	47	6		1	10	65	22	101

4-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
District	93.3%	92.6%	94.1%	94.5%	89.2%	90.8%	90.2%	*	*	94.7%	73.9%	72.9%	84.6%
State	85.4%	82.5%	88.4%	90.6%	75.0%	80.7%	93.6%	81.0%	79.8%	84.7%	76.5%	68.8%	77.0%

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HIGH SCHOOL 5-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
District	95.8%	95.1%	96.5%	97.2%	96.9%	91.3%	93.8%	*	*	91.4%	93.2%	82.6%	93.0%
State	87.6%	85.3%	89.9%	91.5%	78.4%	84.6%	95.3%	84.3%	82.6%	86.8%	83.0%	73.5%	80.2%

HIGH SCHOOL 6-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
District	95.2%	94.6%	95.8%	96.7%	94.4%	91.6%	87.3%	*	*	93.5%	86.6%	88.6%	88.8%
State	87.7%	85.4%	90.1%	91.7%	78.3%	84.7%	95.3%	86.9%	82.4%	86.9%	83.0%	74.9%	80.3%

DROPOUT RATE BY RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
District	0.7%	0.9%	0.5%	0.6%	0.4%	1.5%	0.7%	*	*	0.6%	5.6%	0.3%	1.3%
State	2.1%	2.4%	1.7%	1.2%	4.0%	2.8%	0.5%	2.3%	2.9%	2.1%	2.8%	3.8%	3.6%

ELA PROFICIENCY														
	All Students	Gender		Race / Ethnicity							Two or More Races	Students With IEPs	English Learners	Low Income
		Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian					
District	4,096	1,916	2,180	2,970	112	472	318	*	2	219	278	94	657	
	62.1%	56.4%	68.3%	71.8%	25.3%	39.0%	64.4%	*	20.0%	75.5%	29.0%	16.1%	34.8%	
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	Gender		Race / Ethnicity							Two or More Races	Students With IEPs	English Learners	Low Income
		Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian					
District	3,393	1,793	1,600	2,499	65	362	275	*	1	188	229	104	486	
	51.3%	52.5%	49.9%	60.3%	14.6%	29.7%	54.3%	*	10.0%	64.4%	23.9%	17.0%	25.5%	
State	321,607	163,519	158,088	201,422	19,256	53,675	34,370	435	682	11,767	11,241	12,270	88,476	
	31.5%	31.3%	31.7%	41.3%	11.4%	19.7%	66.0%	41.4%	23.6%	33.6%	7.9%	11.1%	16.9%	

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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	1,745	886	859	1,284	58	213	104	*	*	86	137	18	280
	62.7%	61.6%	63.9%	73.2%	29.1%	41.5%	54.7%	*	*	71.1%	34.7%	9.1%	34.8%
State	215,229	106,179	109,050	129,557	17,623	43,209	16,338	269	503	7,730	10,024	4,347	72,825
	50.5%	48.9%	52.0%	62.2%	25.3%	38.0%	73.9%	59.5%	43.1%	54.7%	18.3%	13.4%	34.9%

MEAN ELA GROWTH PERCENTILE													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	52.6	49.3	56.0	52.8	50.3	50.7	56.5	75.4	52.6	53.9	47.6	49.1	50.8
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	53.7	52.9	54.5	55.0	48.8	48.1	59.2	44.2	53.6	57.3	49.1	45.3	49.3
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	1,262	1,256	169	13.5%	96	7.6%
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	6,591	3,400	3,191	4,138	443	1,209	494	*	10	290	958	585	1,886
	98.4%	98.4%	98.5%	98.2%	99.3%	98.8%	99.2%	*	100.0%	98.0%	96.8%	98.8%	98.5%
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	6,619	3,415	3,204	4,143	444	1,217	506	*	10	292	959	613	1,907
	98.5%	98.5%	98.4%	98.2%	99.3%	98.6%	99.0%	*	100.0%	98.3%	96.6%	98.6%	98.5%
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%

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.



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	2,749	1,418	1,331	1,738	195	509	181	*	*	121	370	184	777
	93.9%	93.7%	94.1%	94.1%	92.9%	94.3%	90.0%	*	*	95.3%	88.9%	88.5%	91.6%
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	987	497	490	666	55	154	69	*	*	41	107	36	217
	98.8%	98.4%	99.2%	99.0%	100.0%	96.9%	100.0%	*	*	100.0%	98.2%	100.0%	98.2%
State	143,340	72,123	71,217	72,316	23,022	36,068	7,283	155	351	4,145	16,120	6,268	62,850
	97.9%	97.5%	98.3%	98.8%	95.4%	97.4%	99.5%	98.1%	97.5%	97.6%	95.7%	96.3%	96.6%

SAT Math Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	987	497	490	666	55	154	69	*	*	41	107	36	217
	98.8%	98.4%	99.2%	99.0%	100.0%	96.9%	100.0%	*	*	100.0%	98.2%	100.0%	98.2%
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	66	44	22	47	*	15	*	*	*	*	66	13	23
	97.1%	95.7%	100.0%	95.9%	*	100.0%	*	*	*	*	97.1%	92.9%	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	67	44	23	47	*	15	*	*	*	*	67	14	23
	95.7%	95.7%	95.8%	95.9%	*	93.8%	*	*	*	*	95.7%	87.5%	95.8%
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%

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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
<b>District</b>	5,538	2,859	2,679	3,425	388	1,040	424	*	*	246	785	536	1,646
	98.4%	98.5%	98.3%	98.1%	99.2%	99.0%	99.1%	*	*	97.6%	96.6%	98.9%	98.5%
<b>State</b>	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
<b>District</b>	5,565	2,874	2,691	3,430	389	1,048	435	*	*	248	785	563	1,667
	98.4%	98.5%	98.3%	98.1%	99.2%	99.0%	98.9%	*	*	98.0%	96.4%	98.8%	98.5%
<b>State</b>	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%

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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	7.5%	7.7%	18.6%	53.1%	13.1%	5.4%	13.1%	22.6%	42.8%	16.1%
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	8.9%	9.3%	19.5%	53.0%	9.3%	7.0%	12.8%	18.8%	45.0%	16.3%
Male State	24.6%	18.9%	23.8%	30.4%	2.3%	15.4%	21.3%	25.1%	29.6%	8.7%
Female District	6.0%	6.0%	17.7%	53.2%	17.2%	3.7%	13.4%	26.7%	40.3%	15.9%
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	2.8%	5.2%	14.7%	60.6%	16.7%	2.5%	8.7%	21.3%	46.9%	20.6%
White State	13.2%	15.9%	25.2%	41.3%	4.4%	7.7%	16.8%	26.5%	37.8%	11.2%
Black District	26.7%	20.0%	25.3%	28.0%	0.0%	25.7%	27.0%	28.4%	16.2%	2.7%
Black State	34.5%	21.6%	21.8%	21.0%	1.1%	28.7%	30.4%	23.7%	15.4%	1.8%
Hispanic District	13.0%	9.7%	29.2%	42.7%	5.4%	5.9%	20.0%	29.2%	38.4%	6.5%
Hispanic State	30.2%	20.4%	23.2%	24.7%	1.5%	19.1%	28.0%	27.8%	22.0%	3.0%
Asian District	11.4%	8.6%	15.7%	48.6%	15.7%	6.9%	13.9%	15.3%	45.8%	18.1%
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	2.6%	10.5%	10.5%	55.3%	21.1%	2.6%	12.8%	15.4%	48.7%	20.5%
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	21.7%	16.1%	31.1%	31.1%	0.0%	9.6%	29.3%	26.3%	32.9%	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	17.9%	13.9%	25.2%	34.4%	8.6%	18.2%	19.6%	18.9%	33.1%	10.1%
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	5.5%	6.5%	17.3%	56.7%	14.0%	3.0%	11.9%	23.3%	44.6%	17.2%
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	19.0%	12.9%	29.0%	36.9%	2.2%	13.1%	23.4%	28.7%	32.6%	2.1%
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	2.6%	5.5%	14.2%	60.0%	17.8%	2.1%	8.7%	20.0%	47.1%	22.1%
Not Eligible State	10.3%	13.7%	24.1%	46.0%	6.0%	5.9%	14.1%	24.9%	40.5%	14.7%

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.

**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	6.0%	8.4%	23.6%	40.9%	21.0%	5.8%	15.5%	22.8%	47.1%	8.8%
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	6.6%	11.2%	28.1%	38.5%	15.6%	5.2%	15.5%	22.4%	47.5%	9.4%
Male State	17.1%	21.9%	27.5%	28.1%	5.5%	16.6%	25.0%	26.5%	28.4%	3.5%
Female District	5.5%	5.5%	18.9%	43.4%	26.7%	6.4%	15.6%	23.2%	46.7%	8.1%
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	3.8%	5.0%	21.3%	46.5%	23.4%	3.8%	10.9%	22.7%	52.6%	10.0%
White State	8.4%	16.1%	27.5%	38.0%	10.0%	8.8%	19.7%	29.6%	37.4%	4.4%
Black District	27.5%	13.7%	35.3%	17.6%	5.9%	21.6%	43.1%	13.7%	19.6%	2.0%
Black State	25.1%	27.5%	26.9%	18.2%	2.3%	31.1%	35.0%	22.3%	11.1%	0.5%
Hispanic District	8.0%	17.7%	33.7%	27.4%	13.1%	7.8%	22.3%	34.6%	30.7%	4.5%
Hispanic State	18.8%	24.4%	29.1%	24.2%	3.5%	20.6%	32.8%	27.4%	18.3%	1.0%
Asian District	8.1%	12.2%	13.5%	47.3%	18.9%	7.8%	16.9%	11.7%	51.9%	11.7%
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%	4.3%	15.2%	39.1%	41.3%	2.2%	13.0%	8.7%	63.0%	13.0%
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	18.8%	22.1%	38.9%	16.8%	3.4%	15.3%	29.9%	36.3%	17.8%	0.6%
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	18.3%	19.1%	26.7%	27.5%	8.4%	19.1%	25.2%	26.0%	25.2%	4.6%
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	4.0%	6.7%	23.1%	43.1%	23.1%	3.6%	13.9%	22.3%	50.7%	9.5%
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	12.5%	14.6%	34.0%	28.5%	10.4%	11.9%	27.0%	27.0%	32.1%	2.0%
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	3.1%	5.6%	18.9%	46.5%	25.8%	3.0%	10.3%	20.9%	54.0%	11.9%
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	4.2%	9.4%	22.9%	55.1%	8.4%	6.4%	16.5%	29.0%	37.7%	10.4%
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	4.5%	12.8%	27.1%	50.8%	4.9%	6.4%	16.3%	29.3%	36.6%	11.4%
	State	17.2%	24.7%	29.1%	27.6%	1.5%	18.4%	24.6%	26.2%	26.1%	4.8%
Female	District	3.7%	5.5%	18.1%	60.1%	12.6%	6.4%	16.9%	28.5%	39.0%	9.2%
	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	1.3%	5.4%	18.9%	63.6%	10.7%	1.8%	12.5%	28.5%	45.0%	12.2%
	State	7.4%	16.4%	29.6%	42.8%	3.8%	9.6%	19.7%	29.9%	35.1%	5.7%
Black	District	13.9%	25.0%	36.1%	20.8%	4.2%	20.3%	40.5%	27.0%	12.2%	0.0%
	State	27.1%	31.2%	25.7%	15.5%	0.5%	32.4%	33.3%	23.4%	10.3%	0.6%
Hispanic	District	10.0%	16.8%	35.8%	34.2%	3.2%	14.1%	23.6%	32.5%	24.1%	5.8%
	State	19.2%	28.0%	29.7%	22.3%	0.8%	20.9%	31.0%	29.0%	17.6%	1.5%
Asian	District	5.8%	8.7%	14.5%	63.8%	7.2%	8.6%	12.9%	28.6%	34.3%	15.7%
	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%	6.5%	13.0%	71.7%	8.7%	6.4%	6.4%	25.5%	46.8%	14.9%
	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	29.9%	36.8%	26.4%	6.9%	0.0%	27.2%	42.4%	26.1%	3.3%	1.1%
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	17.0%	21.3%	26.2%	31.2%	4.3%	21.8%	24.6%	22.5%	21.1%	9.9%
	State	47.1%	30.5%	15.1%	7.0%	0.3%	42.6%	34.2%	15.3%	7.1%	0.8%
Non-IEP	District	2.0%	7.5%	22.4%	59.1%	9.1%	3.8%	15.2%	30.0%	40.5%	10.5%
	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	35.0%	28.0%	50.0%	48.0%	9.1%	38.1%	43.8%	60.0%	26.9%	8.7%
	District	11.3%	21.3%	33.7%	32.0%	1.7%	16.0%	28.3%	33.9%	18.2%	3.6%
	State	21.4%	29.0%	28.7%	20.2%	0.7%	24.7%	31.8%	27.0%	15.4%	1.1%
Not Eligible	District	1.0%	4.2%	18.2%	65.2%	11.4%	2.0%	11.3%	26.8%	46.5%	13.5%
	State	5.5%	13.8%	28.2%	47.5%	5.0%	7.2%	16.7%	28.9%	38.8%	8.4%

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.

**Grade 6 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	4.1%	12.1%	24.7%	48.5%	10.6%	6.5%	17.5%	31.8%	36.5%	7.7%
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	5.7%	14.8%	27.8%	44.6%	7.1%	6.6%	18.6%	28.7%	37.3%	8.8%
Male State	15.8%	26.7%	30.1%	24.6%	2.8%	17.2%	28.6%	27.6%	22.7%	3.8%
Female District	2.5%	9.4%	21.6%	52.3%	14.2%	6.4%	16.4%	34.9%	35.6%	6.6%
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	1.8%	6.7%	21.6%	56.0%	13.9%	3.8%	12.1%	30.4%	43.0%	10.7%
White State	6.8%	17.3%	31.2%	38.2%	6.5%	9.1%	23.1%	31.8%	31.6%	4.4%
Black District	11.1%	41.3%	23.8%	23.8%	0.0%	17.5%	46.0%	27.0%	9.5%	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	12.0%	21.5%	35.4%	28.5%	2.5%	14.4%	28.8%	36.3%	19.4%	1.3%
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%	14.3%	28.6%	50.8%	6.3%	1.5%	16.9%	38.5%	38.5%	4.6%
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%	0.0%	18.9%	59.5%	21.6%	0.0%	2.7%	29.7%	56.8%	10.8%
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	31.7%	51.2%	17.1%	0.0%	0.0%	28.3%	37.0%	28.3%	6.5%	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	17.6%	31.2%	24.8%	23.2%	3.2%	21.4%	34.9%	24.6%	14.3%	4.8%
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	1.9%	8.9%	24.7%	52.7%	11.9%	4.0%	14.6%	33.0%	40.2%	8.2%
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	8.1%	24.7%	35.3%	28.6%	3.2%	13.6%	31.7%	33.4%	20.9%	0.3%
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	2.2%	6.1%	19.6%	57.9%	14.2%	3.0%	10.6%	31.0%	44.0%	11.3%
Not Eligible State	4.9%	14.9%	29.9%	41.9%	8.3%	6.9%	19.9%	31.2%	35.4%	6.6%

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.

**Grade 7 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	5.2%	9.6%	19.9%	41.6%	23.6%	4.5%	14.8%	28.0%	43.8%	8.9%
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	5.8%	11.1%	22.7%	45.8%	14.7%	3.1%	14.8%	27.6%	46.4%	8.2%
Male State	21.5%	21.3%	25.8%	24.7%	6.7%	13.1%	27.5%	29.9%	25.6%	3.9%
Female District	4.6%	8.1%	17.1%	37.3%	32.9%	5.9%	14.9%	28.4%	41.2%	9.6%
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	2.4%	6.4%	17.7%	46.4%	27.1%	2.1%	8.8%	26.7%	51.8%	10.7%
White State	9.9%	14.4%	25.7%	35.8%	14.2%	6.4%	20.3%	33.2%	35.4%	4.7%
Black District	16.1%	25.0%	25.0%	28.6%	5.4%	16.1%	28.6%	42.9%	12.5%	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	10.2%	16.8%	29.3%	32.3%	11.4%	9.5%	31.5%	31.0%	27.4%	0.6%
Hispanic State	21.8%	22.7%	27.4%	23.1%	5.0%	14.4%	33.8%	32.7%	18.1%	1.0%
Asian District	6.2%	7.4%	14.8%	34.6%	37.0%	3.6%	12.0%	21.7%	47.0%	15.7%
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	2.2%	6.7%	13.3%	48.9%	28.9%	2.2%	8.9%	24.4%	46.7%	17.8%
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	45.3%	35.8%	15.1%	3.8%	0.0%	29.1%	52.7%	10.9%	7.3%	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	18.9%	23.8%	35.2%	18.0%	4.1%	14.6%	38.2%	28.5%	16.3%	2.4%
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	3.0%	7.3%	17.5%	45.4%	26.8%	2.9%	11.1%	27.9%	48.2%	9.9%
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	14.6%	20.1%	27.6%	30.1%	7.5%	11.7%	31.3%	34.6%	21.3%	1.3%
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	1.7%	5.7%	17.1%	45.9%	29.6%	1.8%	8.8%	25.5%	52.2%	11.7%
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	6.9%	8.3%	18.8%	45.1%	21.0%	14.1%	13.8%	21.8%	42.3%	8.0%
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	8.3%	9.5%	24.5%	43.4%	14.3%	13.9%	14.3%	22.2%	39.6%	10.0%
Male State	24.3%	22.1%	25.2%	24.6%	3.9%	27.1%	22.6%	21.3%	24.4%	4.6%
Female District	5.4%	6.9%	12.7%	46.9%	28.1%	14.2%	13.3%	21.3%	45.1%	6.0%
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	3.4%	5.9%	16.0%	49.1%	25.6%	6.7%	11.6%	21.4%	49.8%	10.4%
White State	11.6%	16.1%	26.4%	37.6%	8.2%	15.4%	19.9%	25.4%	33.9%	5.4%
Black District	22.5%	18.3%	25.4%	32.4%	1.4%	45.1%	19.7%	16.9%	18.3%	0.0%
Black State	33.6%	26.5%	23.7%	14.8%	1.4%	45.5%	27.3%	16.8%	9.8%	0.5%
Hispanic District	11.5%	13.9%	31.5%	30.9%	12.1%	27.9%	21.2%	24.8%	24.2%	1.8%
Hispanic State	24.4%	23.8%	26.6%	22.6%	2.6%	30.3%	27.5%	22.7%	18.1%	1.4%
Asian District	11.9%	9.0%	9.0%	50.7%	19.4%	16.2%	10.3%	25.0%	36.8%	11.8%
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	2.9%	0.0%	11.8%	58.8%	26.5%	5.9%	11.8%	17.6%	58.8%	5.9%
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	60.0%	26.7%	8.9%	4.4%	0.0%	78.3%	13.0%	8.7%	0.0%	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	28.4%	16.4%	29.3%	22.4%	2.6%	45.7%	17.2%	18.1%	14.7%	3.4%
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	3.8%	7.1%	17.3%	48.2%	23.6%	9.5%	13.3%	22.3%	46.1%	8.7%
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	18.7%	16.3%	26.8%	32.3%	5.8%	34.5%	20.5%	23.3%	20.5%	1.2%
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	2.4%	5.2%	15.8%	49.9%	26.7%	6.2%	11.3%	21.2%	50.6%	10.7%
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.

**SAT**

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

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

**SAT - All**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	13.2%	30.3%	34.1%	22.4%	18.4%	29.6%	36.3%	15.7%
State	24.9%	38.2%	24.4%	12.5%	33.6%	32.0%	25.2%	9.1%

**SAT - Gender**

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	13.1%	30.2%	30.8%	26.0%	16.7%	27.8%	35.4%	20.1%
	State	28.5%	36.3%	22.8%	12.4%	34.1%	30.3%	25.0%	10.5%
Female	District	13.3%	30.4%	37.6%	18.8%	20.2%	31.4%	37.1%	11.2%
	State	21.2%	40.2%	25.9%	12.7%	33.1%	33.7%	25.4%	7.7%

**SAT - Racial/Ethnic Background**

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	6.8%	25.2%	38.4%	29.6%	9.3%	27.5%	42.6%	20.6%
	State	15.6%	35.8%	31.0%	17.6%	22.6%	32.5%	32.6%	12.2%
Black	District	40.0%	54.5%	3.6%	1.8%	63.6%	27.3%	7.3%	1.8%
	State	45.4%	40.8%	11.5%	2.3%	59.3%	29.6%	10.0%	1.1%
Hispanic	District	26.6%	44.2%	24.7%	4.5%	38.3%	39.0%	20.8%	1.9%
	State	33.7%	44.0%	17.9%	4.4%	44.0%	34.8%	18.3%	2.9%
Asian	District	26.1%	24.6%	37.7%	11.6%	27.5%	27.5%	33.3%	11.6%
	State	10.6%	27.0%	30.9%	31.6%	12.5%	20.6%	33.7%	33.1%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*
	State	26.5%	38.1%	21.3%	14.2%	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*
	State	*	*	*	*	37.3%	34.5%	20.5%	7.7%
Two or More Races	District	7.3%	39.0%	34.1%	19.5%	14.6%	34.1%	36.6%	14.6%
	State	20.8%	36.1%	25.7%	17.3%	29.6%	31.5%	26.5%	12.4%

**SAT - English Learner Proficient**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	75.0%	16.7%	8.3%	0.0%	72.2%	16.7%	8.3%	2.8%
State	79.0%	19.6%	1.3%	0.1%	81.8%	15.0%	2.7%	0.4%

**SAT - Students with IEPs**

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	49.5%	34.6%	13.1%	2.8%	59.8%	29.0%	9.3%	1.9%
	State	66.9%	25.5%	5.5%	2.1%	78.2%	16.1%	4.5%	1.2%
Non-IEP	District	8.8%	29.8%	36.7%	24.8%	13.4%	29.7%	39.5%	17.4%
	State	19.5%	39.9%	26.8%	13.8%	28.0%	34.0%	27.9%	10.1%

**SAT - Economically Disadvantaged**

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	33.2%	41.5%	21.2%	4.1%	43.3%	34.1%	19.4%	3.2%
	State	38.8%	42.4%	15.3%	3.4%	50.2%	32.8%	14.8%	2.2%
Not Eligible	District	7.5%	27.1%	37.8%	27.5%	11.4%	28.3%	41.0%	19.2%
	State	14.0%	35.0%	31.4%	19.6%	20.7%	31.4%	33.3%	14.5%

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.

### 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 4****Grade 4 - All**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	80.0%	20.0%	0.0%	0.0%	63.6%	27.3%	9.1%	0.0%
State	64.9%	19.2%	14.2%	1.7%	65.3%	17.0%	14.8%	2.9%

**Grade 4 - Gender**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Male	*	*	*	*	*	*	*	*
District	64.3%	19.5%	14.0%	2.2%	62.9%	18.3%	15.1%	3.7%
State								
Female	*	*	*	*	*	*	*	*
District	66.2%	18.5%	14.7%	0.6%	70.1%	14.4%	14.2%	1.3%
State								

**Grade 4 - Racial/Ethnic Background**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
White	*	*	*	*	*	*	*	*
District	62.1%	20.2%	15.5%	2.2%	64.5%	16.7%	16.3%	2.5%
State								
Black	*	*	*	*	*	*	*	*
District	58.9%	23.9%	16.1%	0.8%	60.5%	18.5%	15.6%	4.6%
State								
Hispanic	*	*	*	*	*	*	*	*
District	71.5%	16.9%	9.8%	1.8%	68.6%	15.6%	13.7%	2.1%
State								
Asian	*	*	*	*	*	*	*	*
District	83.3%	3.3%	11.7%	1.7%	78.7%	13.1%	3.3%	4.9%
State								
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*
District								
State								
American Indian	*	*	*	*	*	*	*	*
District					75.0%	12.5%	12.5%	0.0%
State								
Two or More Races	*	*	*	*	*	*	*	*
District	64.8%	13.0%	22.2%	0.0%	60.0%	25.5%	12.7%	1.8%
State								

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

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	75.0%	16.7%	8.3%	0.0%	91.7%	8.3%	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	56.5%	26.2%	12.5%	4.8%	69.5%	20.8%	6.5%	3.3%
State								
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								

**Grade 11****Grade 11 - All**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	42.9%	21.4%	28.6%	7.1%	71.4%	28.6%	0.0%	0.0%
State	35.7%	32.6%	23.2%	3.7%	60.5%	29.6%	4.9%	0.1%

**Grade 11 - Gender**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Male	*	*	*	*	*	*	*	*
District	35.3%	31.4%	23.7%	3.7%	58.8%	29.5%	5.5%	0.2%
State								
Female	*	*	*	*	*	*	*	*
District	36.5%	35.0%	22.3%	3.6%	63.7%	29.8%	4.0%	0.0%
State								

**Grade 11 - Racial/Ethnic Background**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	45.5%	27.3%	27.3%	0.0%	81.8%	18.2%	0.0%	0.0%
State	34.6%	33.2%	26.7%	3.5%	60.6%	31.4%	6.0%	0.0%
Black	*	*	*	*	*	*	*	*
District	30.7%	33.3%	21.9%	2.8%	56.6%	29.7%	2.0%	0.0%
State								
Hispanic	*	*	*	*	*	*	*	*
District	41.8%	30.9%	20.5%	4.1%	65.1%	26.1%	5.6%	0.5%
State								
Asian	*	*	*	*	*	*	*	*
District	47.9%	31.5%	11.0%	9.6%	58.9%	34.2%	6.8%	0.0%
State								
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*
District	100.0%	0.0%	0.0%	0.0%	*	*	*	*
State								
American Indian	*	*	*	*	*	*	*	*
District	*	*	*	*	60.0%	40.0%	0.0%	0.0%
State								
Two or More Races	*	*	*	*	*	*	*	*
District	39.5%	31.6%	21.1%	5.3%	68.4%	18.4%	10.5%	0.0%
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	63.4%	6.5%	17.6%	7.8%	0.1%	0.1%	4.4%
	Students with IEPs	59.0%	10.8%	21.3%	4.3%		0.3%	4.1%
All Peer Districts *	All Students	61.4%	11.4%	18.3%	4.2%	0.1%	0.3%	4.4%
	Students with IEPs	60.7%	14.7%	17.4%	2.0%	0.1%	0.3%	4.8%
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	2.1%	1.2%	1.3%	13.3%	8.1%	8.8%
Deafness	0.0%	0.0%	0.0%	0.1%	0.1%	0.2%
Deaf-Blindness		0.0%	0.0%		0.0%	0.0%
Developmental Delay	2.7%	1.9%	1.9%	17.4%	12.7%	12.9%
Emotional Disability	0.8%	0.9%	0.9%	5.1%	5.8%	6.3%
Hearing Impairment	0.2%	0.2%	0.1%	1.2%	1.1%	1.0%
Intellectual Disability	0.5%	0.7%	0.8%	3.5%	4.8%	5.4%
Multiple Disabilities	0.1%	0.2%	0.1%	0.5%	1.1%	1.0%
Orthopedic Impairment	0.1%	0.1%	0.1%	0.5%	0.4%	0.4%
Other Health Impairment	2.6%	2.2%	1.8%	16.8%	14.1%	12.6%
Specific Learning Disability	3.3%	4.9%	5.0%	21.6%	31.9%	34.5%
Speech or Language Impairment	3.0%	2.9%	2.4%	19.5%	19.2%	16.3%
Traumatic Brain Injury	0.0%	0.0%	0.0%	0.3%	0.2%	0.2%
Visual Impairment	0.0%	0.1%	0.1%	0.3%	0.4%	0.4%

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

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

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

\*\*\*\*



## EDUCATIONAL ENVIRONMENTS FOR STUDENTS WITH DISABILITIES

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

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

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

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

Percent of Students with Disabilities in Various Educational Environments					
		Inside $\geq$ 80%	Inside 40-79%	Inside <40%	Separate Facility
<b>All Students with a Disability</b>	District	57.9%	19.9%	15.5%	6.7%
	All Peer Districts*	54.9%	26.3%	13.1%	5.8%
	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	65.1%	15.8%	11.9%	7.2%
	All Peer Districts*	57.3%	26.4%	10.8%	5.5%
	State	57.3%	24.8%	11.4%	6.6%
<b>Black</b>	District	39.7%	31.4%	23.2%	5.7%
	All Peer Districts*	46.0%	26.7%	19.3%	8.0%
	State	43.7%	31.2%	16.9%	8.2%
<b>Hispanic</b>	District	47.8%	26.0%	21.0%	5.2%
	All Peer Districts*	54.2%	26.9%	14.3%	4.5%
	State	53.8%	28.0%	13.6%	4.6%
<b>Asian</b>	District	61.5%	10.8%	18.5%	9.2%
	All Peer Districts*	56.0%	18.7%	19.4%	5.9%
	State	54.4%	19.3%	19.1%	7.2%
<b>Native Hawaiian</b>	District				
	All Peer Districts*	49.4%	21.8%	20.7%	8.0%
	State	50.5%	18.4%	22.2%	9.0%
<b>Native American</b>	District	60.0%	40.0%	0.0%	0.0%
	All Peer Districts*	54.1%	22.8%	15.2%	7.9%
	State	52.1%	25.4%	15.4%	7.1%
<b>Two or More Races</b>	District	52.9%	23.5%	16.2%	7.4%
	All Peer Districts*	55.0%	24.2%	14.8%	6.0%
	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	41.0%	18.1%	24.2%	16.7%
	All Peer Districts*	32.2%	23.2%	30.2%	14.4%
	State	30.3%	22.6%	31.3%	15.8%
<b>Emotional Disability</b>	District	32.0%	21.0%	11.0%	36.0%
	All Peer Districts*	30.0%	20.3%	19.0%	30.7%
	State	34.0%	20.7%	15.2%	30.0%
<b>Intellectual Disability</b>	District	0.0%	13.0%	78.3%	8.7%
	All Peer Districts*	4.1%	31.2%	53.6%	11.2%
	State	4.0%	29.0%	51.3%	15.7%
<b>Other Health Impairment</b>	District	60.5%	23.1%	10.9%	5.5%
	All Peer Districts*	55.7%	29.2%	9.9%	5.2%
	State	58.0%	27.6%	9.5%	4.9%
<b>Specific Learning Disability</b>	District	45.4%	38.9%	13.8%	1.9%
	All Peer Districts*	55.3%	37.4%	6.3%	1.0%
	State	55.1%	37.4%	6.4%	1.1%
<b>Speech or Language Impairment</b>	District	100.0%	0.0%	0.0%	0.0%
	All Peer Districts*	97.9%	1.5%	0.5%	0.0%
	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	40.6	21.0	31.0	0.0	7.4
All Peer Districts*	37.3	34.8	20.9	0.3	6.6
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	35.2%	29.6%	26.4%	0.0%	8.8%
All Peer Districts*	36.4%	36.7%	19.1%	0.3%	7.4%
State	36.3%	32.3%	22.8%	0.3%	8.4%
<b>Black</b>					
District	40.0%	30.0%	30.0%	0.0%	0.0%
All Peer Districts*	34.9%	37.0%	24.7%	0.1%	3.3%
State	43.6%	24.2%	29.6%	0.1%	2.5%
<b>Hispanic</b>					
District	53.6%	3.6%	39.3%	0.0%	3.6%
All Peer Districts*	42.6%	28.9%	22.2%	0.2%	6.2%
State	51.9%	17.5%	26.5%	0.1%	4.1%
<b>Asian</b>					
District	33.3%	4.8%	47.6%	0.0%	14.3%
All Peer Districts*	41.2%	17.4%	33.1%	0.2%	8.1%
State	42.1%	16.6%	35.5%	0.1%	5.8%
<b>Native Hawaiian</b>					
District					
All Peer Districts*	46.7%	33.3%	13.3%	0.0%	6.7%
State	38.2%	29.4%	29.4%	0.0%	2.9%
<b>Native American</b>					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	34.2%	31.6%	23.7%	2.6%	7.9%
State	36.3%	22.5%	33.3%	1.0%	6.9%
<b>Two or More Races</b>					
District	57.1%	7.1%	28.6%	0.0%	7.1%
All Peer Districts*	33.4%	39.3%	22.6%	0.3%	4.4%
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	24.3%	5.4%	70.3%	0.0%	0.0%
All Peer Districts*	29.6%	18.8%	51.1%	0.2%	0.3%
State	27.3%	15.4%	56.9%	0.1%	0.4%
<b>Developmental Delay</b>					
District	55.2%	11.0%	33.1%	0.0%	0.6%
All Peer Districts*	42.3%	22.5%	34.5%	0.1%	0.6%
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*	20.0%	56.7%	20.0%	0.0%	3.3%
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*	30.5%	28.8%	40.7%	0.0%	0.0%
State	25.9%	17.9%	56.3%	0.0%	0.0%
<b>Other Health Impairment</b>					
District	25.0%	25.0%	50.0%	0.0%	0.0%
All Peer Districts*	39.5%	24.6%	32.3%	1.9%	1.7%
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*	33.3%	33.3%	33.3%	0.0%	0.0%
State	44.0%	26.7%	28.0%	0.0%	1.3%
<b>Speech or Language Impairment</b>					
District	20.0%	48.6%	4.3%	0.0%	27.1%
All Peer Districts*	33.8%	49.8%	2.3%	0.2%	13.8%
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)	82.3	84.0	No
<b>2</b>	Dropout Rate for students with IEPs (Data lag one year)	1.3	4.6	Yes
<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	98.5	95.0	Yes
<b>3b</b>	Math assessment participation rate for students with IEPs	98.4	95.0	Yes
<b>3c</b>	Students with IEPs meeting or exceeding standards on state reading assessments	50.1	42.0	Yes
<b>3c</b>	Students with IEPs meeting or exceeding standards on state math assessments	26.8	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	57.9	57.0	Yes
<b>5b</b>	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	15.5	16.0	Yes
<b>5c</b>	Students with IEPs ages 6-21 served in separate educational facilities	6.7	3.9	No

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

<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	40.6	32.8	Yes
<b>6b</b>	Children ages 3-5 in separate special education class, separate school or residential facility	31.0	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	100.0	86.2	Yes
<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	80.0	55.5	Yes
<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	88.9	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	70.0	53.8	Yes
<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	100.0	88.0	Yes
<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	80.0	64.2	Yes
<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	100.0	Yes
<b>14a</b>	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school		35.0	N/A
<b>14b</b>	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school		57.0	N/A
<b>14c</b>	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school		74.0	N/A

SPP Indicators 1 - 8 and 14 are Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators