

Comm Cons SD 59
Elk Grove Village, ILLINOIS 60007

Arthur Fessler
Email - fessler.art@ccsd59.org
(847) 593-4300
<http://www.ccsd59.org>



EBF District Funding Tier - 3
Financial capacity to meet expectations - 98.9 %
State Senate District - 28
State House District - 055

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

The Illinois Report Card is an annual report released by the Illinois State Board of Education that shows how the state, and each school and district, are progressing on a wide range of educational goals. The Report Card offers a complete picture of student and school performance in order to inform and empower families and communities as they support their local schools. To view an interactive display of Report Card data, visit www.IllinoisReportCard.com.

The federal Every Student Succeeds Act requires states to provide every school a summative designation. Summative designations help families and communities understand how well schools are serving all students. Illinois has four summative designations: Exemplary, Commendable, Targeted Support for Underperforming Group(s), and Comprehensive Support for Lowest-Performing Schools. Schools that receive a designation of Underperforming or Lowest-Performing receive additional funding and supports to build local capacity and improve student outcomes. Multiple measures of school performance and environment determine a school's designation. For more information about Illinois' accountability system please visit www.isbe.net/summative.

For additional information, refer to the [2019 Glossary of Terms](#).

STUDENTS

STUDENT ENROLLMENT												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	English Learners	Low Income	Homeless
District	6,694	2,588	220	2,852	788	14	97	135	1,367	2,798	3,775	97
		38.7%	3.3%	42.6%	11.8%	0.2%	1.4%	2.0%	20.4%	41.8%	56.4%	1.4%
State	1,984,519	944,451	331,838	523,306	102,113	2,061	5,067	75,683	364,698	241,093	968,570	39,579
		47.6%	16.7%	26.4%	5.1%	0.1%	0.3%	3.8%	18.4%	12.1%	48.8%	2.0%

Student Enrollment is based on Serving School.

Children with Disabilities are those students eligible to receive special education services through an IEP or support through a 504 plan.

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	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	14.3%	11.5%	19.0%	16.8%	12.3%	14.1%	13.8%	17.2%	20.3%	21.1%	17.3%	17.3%
State	17.5%	12.8%	30.9%	19.5%	8.7%	17.6%	23.6%	19.7%	25.4%	26.3%	17.2%	25.4%

STUDENT MOBILITY RATE														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	7.3%	7.2%	7.4%	4.3%	17.2%	7.0%	14.4%	6.7%	6.2%	12.0%	7.6%	9.5%	9.4%	8.2%
State	7.1%	7.5%	6.7%	4.7%	14.0%	6.7%	6.6%	8.8%	10.3%	8.3%	8.7%	9.6%	8.4%	9.7%

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

INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS		% of 8TH GRADERS PASSING ALGEBRA I	
Number of Days			
District	178	District	39.5%
State	175	State	30.6%

STUDENT-TO-STAFF RATIOS					HEALTH AND WELLNESS (days per week)	
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator	District	State
District	18.6	*	8.9	116.5	2.7	
State	18.4	19.0	10.4	172.5	3.7	

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	20.2	20.9	20.0	21.8	21.2	21.4	24.9	23.1	22.9	*	21.4
State	21.5	21.3	21.6	22.0	22.4	23.0	23.2	22.8	22.6	21.7	21.9

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	75	48	48	25	42	41	166	83	83	25	41	41
State	90	48	46	30	48	46	150	96	92	30	48	46

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	130,754	23.2%	76.8%	82.6%	5.9%	6.7%	1.6%	0.1%	0.2%	0.8%	2.2%

TEACHER INFORMATION (Experience)								
District	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
				2.7	9.1%	12.9%	2.0%	0.3%
				4.4	10.1%	21.1%	1.2%	0.1%

TEACHER RETENTION RATE	
District	88.2%
State	85.7%

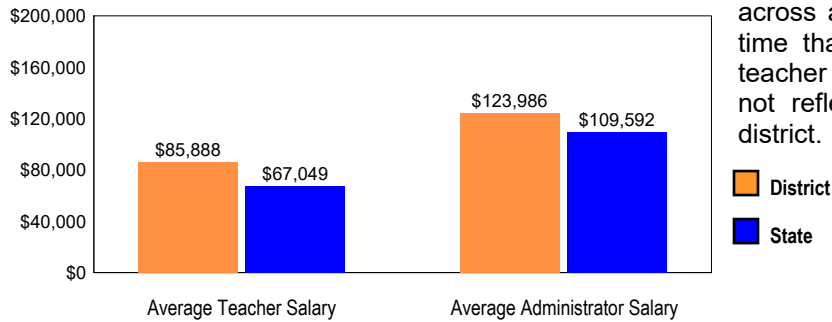
TEACHER ATTENDANCE RATE	
District	79.9%
State	73.5%

TEACHER EVALUATION RATE	
District	99.6%
State	97.2%

PRINCIPAL TURNOVER (Count)	
District	2.0
State	2.0

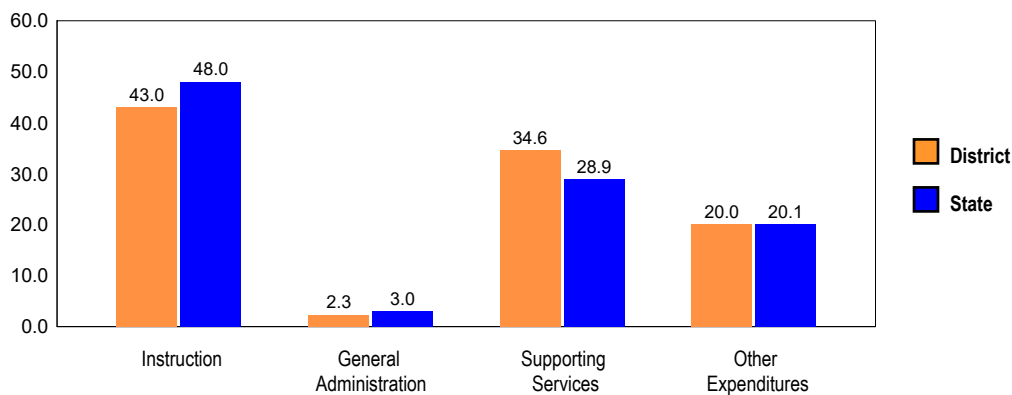
SCHOOL DISTRICT FINANCES

AVERAGE TEACHER/ADMINISTRATOR SALARIES



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2017-18 (Percentages)



REVENUE BY SOURCE 2017-18

	District	District %	State %
Local Property Taxes	\$84,063,746	77.1%	60.6%
Other Local Funding	\$2,808,935	2.6%	5.4%
Evidence-Based Funding	\$11,620,220	10.7%	20.9%
Other State Funding	\$4,455,179	4.1%	6.0%
Federal Funding	\$6,062,488	5.6%	7.1%
TOTAL	\$109,010,568		

EXPENDITURE BY FUND 2017-18

	District	District %	State %
Education	\$90,985,621	70.6%	70.5%
Operations & Maintenance	\$10,158,172	7.9%	7.1%
Transportation	\$5,894,550	4.6%	3.9%
Debt Service	\$3,498,751	2.7%	9.8%
Tort	\$0	0.0%	1.2%
Municipal Retirement/ Social Security	\$3,596,775	2.8%	2.0%
Fire Prevention & Safety	\$0	0.0%	0.5%
Capital Projects	\$14,791,541	11.5%	4.9%
TOTAL	\$128,925,410		

OTHER FINANCIAL INDICATORS

	2016 Equalized Assessed Valuation per Pupil	2016 Total School Tax Rate per \$100	2017-18 Instructional Expenditure per Pupil	2017-18 Operating Expenditure per Pupil
District	\$433,695	3.00	\$8,879	\$15,949
State	**	**	\$8,172	\$13,764

** 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.

SCHOOL-LEVEL FINANCES

The Every Student Succeeds Act requires LEAs to report school-level expenditure data, beginning with school year 2018-19. LEAs are required to report actual personnel and non-personnel expenditures of both site-specific and district-centralized expenditures. These data are self-reported and may differ from Annual Financial Report data. For more information, visit www.isbe.net/site-based.

For Site-Based Expenditure Reporting, enrollment numbers display the average of the enrolled student count on October 1 and March 1 of the reporting year, including all children aged 3 through 21 in grades prekindergarten through 12 served by the LEA or placed in another educational institution by the LEA. Note that students attending only part of each day are counted as proportional students in the count, which may lead to decimal places in the enrollment number.

District Sites	Enrollment	Site-Level Per-Pupil Expenditures			District Centralized Per-Pupil Expenditures			Total Per-Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal		
Adm Richard E Byrd Elem School	366.00	\$206	\$5,468	\$5,674	\$318	\$8,044	\$8,362	\$524	\$13,512	\$14,036		
Brentwood Elem School	486.00	\$424	\$6,141	\$6,565	\$318	\$8,044	\$8,362	\$743	\$14,184	\$14,927		
Clearmont Elem School	416.00	\$203	\$6,128	\$6,331	\$318	\$8,044	\$8,362	\$521	\$14,171	\$14,692		
Devonshire School	407.00	\$338	\$6,773	\$7,110	\$318	\$8,044	\$8,362	\$656	\$14,816	\$15,472		
Forest View Elem School	388.00	\$324	\$7,986	\$8,310	\$318	\$8,044	\$8,362	\$642	\$16,029	\$16,671		
Friendship Jr High School	674.00	\$4	\$8,260	\$8,264	\$318	\$8,044	\$8,362	\$322	\$16,303	\$16,626		
Grove Jr High School	956.00	\$0	\$7,608	\$7,608	\$318	\$8,044	\$8,362	\$318	\$15,652	\$15,970		
Holmes Jr High School	888.00	\$103	\$9,452	\$9,556	\$318	\$8,044	\$8,362	\$422	\$17,496	\$17,918		
John Jay Elem School	339.00	\$502	\$4,360	\$4,862	\$318	\$8,044	\$8,362	\$821	\$12,403	\$13,224		
Juliette Low Elem School	370.00	\$416	\$5,482	\$5,898	\$318	\$8,044	\$8,362	\$734	\$13,526	\$14,260		
Ridge Family Center for Learning	267.00	\$0	\$8,590	\$8,590	\$318	\$8,044	\$8,362	\$318	\$16,634	\$16,952		
Robert Frost Elem School	309.00	\$536	\$7,846	\$8,381	\$318	\$8,044	\$8,362	\$854	\$15,889	\$16,743		
Rupley Elem School	387.00	\$298	\$5,276	\$5,574	\$318	\$8,044	\$8,362	\$617	\$13,319	\$13,936		
Salt Creek Elem School	442.00	\$447	\$4,942	\$5,390	\$318	\$8,044	\$8,362	\$766	\$12,986	\$13,751		
District	6,695.00	\$228	\$7,031	\$7,259	\$318	\$8,044	\$8,362	\$546	\$15,075	\$15,621	\$9,396,351	\$113,979,807

ACADEMIC PERFORMANCE - ASSESSMENTS

The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English language arts (ELA), mathematics, and science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. ESSA also requires that English Learners be assessed in four domains (reading, writing, speaking and listening) each year until they reach proficiency. Results are presented both by subject (all tests combined) and then by individual test.

ELA PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	4,246	2,186	2,060	1,621	143	1,897	435	12	63	75	779	530	1,415	2,443
	99.7%	99.6%	99.8%	99.6%	100.0%	99.7%	100.0%	100.0%	100.0%	100.0%	99.5%	99.3%	99.7%	99.8%
State	1,010,618	516,708	493,910	478,905	168,549	271,587	51,523	1,052	2,507	36,495	182,538	150,559	116,294	508,337
	98.5%	98.5%	98.6%	98.7%	97.6%	98.7%	99.2%	98.0%	97.9%	98.3%	97.1%	97.0%	99.0%	98.5%

MATH PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	4,239	2,185	2,054	1,620	143	1,891	435	12	63	75	776	529	1,414	2,437
	99.6%	99.6%	99.6%	99.6%	100.0%	99.4%	100.0%	100.0%	100.0%	100.0%	99.1%	99.1%	99.6%	99.6%
State	1,008,807	515,735	493,072	478,184	168,075	271,084	51,471	1,049	2,507	36,437	181,886	150,031	116,086	507,352
	98.4%	98.3%	98.5%	98.7%	97.4%	98.5%	99.2%	97.9%	97.9%	98.2%	96.8%	96.7%	98.8%	98.3%

SCIENCE PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	1,455	758	697	545	51	660	145	*	18	31	266	173	429	850
	99.2%	99.2%	99.1%	99.1%	100.0%	99.0%	100.0%	*	100.0%	100.0%	97.8%	97.7%	99.3%	99.1%
State	430,766	219,803	210,963	205,348	68,167	117,463	22,314	453	1,133	15,888	74,904	60,163	40,285	208,470
	96.1%	95.9%	96.4%	97.1%	93.1%	96.2%	97.2%	95.2%	95.5%	95.9%	93.6%	93.0%	96.1%	95.2%

NUMBER AND PERCENTAGE OF ENGLISH LEARNERS EXEMPTED FROM ASSESSMENT

No English Learners are exempted from assessment, including those who are newly arrived in the U.S. Previously, states could exempt newly arrived English Learners from ELA testing only. Under ESSA, states have flexibility in how they test and use scores from newly arrived English Learners. Per the approved Illinois ESSA State Plan, "Illinois will assess newly arrived ELs, enrolled in their first year in U.S. schools, in grades 3-12 in academic content areas: English language arts, mathematics, and science. Data from the first-year assessments will not be included in accountability determinations, but serve solely for baseline purposes."

IAR ELA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	4,196	2,152	2,044	1,607	140	1,871	430	12	63	73	729	480	1,383	2,417
	99.7%	99.7%	99.8%	99.7%	100.0%	99.7%	100.0%	100.0%	100.0%	100.0%	99.6%	99.4%	99.8%	99.9%
State	858,263	438,255	420,008	403,342	143,785	232,553	43,766	888	2,117	31,812	148,984	122,671	106,434	441,034
	98.8%	98.8%	98.8%	98.9%	98.5%	99.0%	99.3%	98.2%	98.6%	98.5%	97.8%	98.0%	99.3%	99.0%

IAR MATH PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	4,188	2,150	2,038	1,605	140	1,865	430	12	63	73	725	478	1,381	2,410
	99.6%	99.6%	99.6%	99.6%	100.0%	99.4%	100.0%	100.0%	100.0%	100.0%	99.0%	99.0%	99.6%	99.6%
State	856,463	437,288	419,175	402,630	143,311	232,053	43,715	885	2,117	31,752	148,343	122,154	106,229	440,054
	98.7%	98.7%	98.7%	98.8%	98.2%	98.8%	99.3%	98.1%	98.6%	98.4%	97.5%	97.6%	99.2%	98.8%

SAT ELA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*	*
State	141,124	71,035	70,089	70,819	22,225	36,048	7,212	153	362	4,305	22,372	16,706	7,285	60,546
	97.4%	97.0%	97.9%	98.7%	93.9%	96.9%	99.1%	96.8%	94.8%	97.4%	95.7%	94.9%	95.6%	95.9%

SAT MATH PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*	*
State	141,124	71,035	70,089	70,819	22,225	36,048	7,212	153	362	4,305	22,372	16,706	7,285	60,546
	97.4%	97.0%	97.9%	98.7%	93.9%	96.9%	99.1%	96.8%	94.8%	97.4%	95.7%	94.9%	95.6%	95.9%

DLM-AA ELA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	50	34	16	14	*	26	*	*	*	*	50	50	32	26
	98.0%	97.1%	100.0%	93.3%	*	100.0%	*	*	*	*	98.0%	98.0%	97.0%	96.3%
State	11,237	7,420	3,817	4,745	2,544	2,986	545	11	28	378	11,188	11,188	2,575	6,762
	90.4%	90.2%	90.6%	90.6%	86.8%	92.8%	92.1%	91.7%	84.8%	92.4%	90.6%	90.6%	95.3%	89.8%

DLM-AA MATH PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	51	35	16	15	*	26	*	*	*	*	51	51	33	27
	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	*	*	*	100.0%	100.0%	100.0%	100.0%
State	11,225	7,414	3,811	4,736	2,543	2,983	544	11	28	380	11,176	11,176	2,572	6,756
	90.3%	90.2%	90.5%	90.4%	86.8%	92.7%	91.9%	91.7%	84.8%	92.9%	90.5%	90.5%	95.2%	89.7%

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.

DLM-AA SCIENCE PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	18	11	*	*	*	*	*	*	*	*	18	18	11	10
	100.0%	100.0%	*	*	*	*	*	*	*	*	100.0%	100.0%	100.0%	100.0%
State	4,731	3,136	1,595	2,031	1,114	1,210	218	1	12	145	4,715	4,715	971	2,763
	90.2%	90.1%	90.3%	89.1%	88.9%	93.2%	91.2%	50.0%	100.0%	88.4%	90.3%	90.3%	93.8%	89.7%

ISA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	1,437	747	690	540	49	651	143	*	18	31	248	155	418	840
	99.2%	99.2%	99.1%	99.1%	100.0%	98.9%	100.0%	*	100.0%	100.0%	97.6%	97.5%	99.3%	99.1%
State	426,055	216,678	209,377	203,326	67,060	116,257	22,096	452	1,121	15,743	70,208	55,467	39,317	205,716
	96.2%	96.0%	96.4%	97.2%	93.2%	96.2%	97.3%	95.4%	95.5%	95.9%	93.7%	93.1%	96.1%	95.2%

ELA PROFICIENCY - ALL TESTS (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District	1,281	514	767	674	36	307	215	4	13	32
	30.2%	23.5%	37.2%	41.6%	25.2%	16.2%	49.4%	33.3%	20.6%	42.7%
State	377,587	163,770	213,817	228,572	29,904	69,545	33,646	482	765	14,673
	37.4%	31.7%	43.3%	47.7%	17.7%	25.6%	65.3%	45.8%	30.5%	40.2%

ELA PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	104	28	87	474	10	*	*	*
	13.4%	5.3%	6.1%	19.4%	16.4%	*	*	*
State	26,497	13,800	11,554	114,925	2,872	12	681	2,664
	14.5%	9.2%	9.9%	22.6%	13.9%	7.2%	14.2%	38.3%

MATH PROFICIENCY - ALL TESTS (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District	872	461	411	487	19	145	190	3	8	20
	20.6%	21.1%	20.0%	30.1%	13.3%	7.7%	43.7%	25.0%	12.7%	26.7%
State	322,318	165,971	156,347	199,403	19,780	55,245	34,584	427	622	12,257
	32.0%	32.2%	31.7%	41.7%	11.8%	20.4%	67.2%	40.7%	24.8%	33.6%

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.

MATH PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	75	24	74	268	5	*	*	*
	9.7%	4.5%	5.2%	11.0%	8.3%	*	*	*
State	24,013	12,743	12,865	87,526	1,890	10	484	2,220
	13.2%	8.5%	11.1%	17.3%	9.2%	6.1%	10.2%	32.0%

SCIENCE PROFICIENCY - ALL TESTS (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District	727	376	351	342	21	225	101	*	10	24
	50.0%	49.6%	50.4%	62.8%	41.2%	34.1%	69.7%	*	55.6%	77.4%
State	208,012	105,491	102,521	124,967	15,687	42,175	16,053	252	466	8,412
	48.3%	48.0%	48.6%	60.9%	22.5%	35.9%	71.9%	55.6%	41.1%	52.9%

SCIENCE PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	83	35	71	323	2	*	*	*
	31.2%	20.2%	16.6%	38.0%	12.4%	*	*	*
State	18,427	10,359	6,219	68,664	1,792	10	419	1,364
	24.2%	16.8%	15.4%	32.9%	21.8%	14.5%	22.2%	50.2%

EL PROFICIENCY ON ACCESS							
	# ELS	# Tested	% Participation	# Proficient	% Proficient	# Long Term EL	% Long Term EL
District	2,536	2,522	99.4%	191	7.6%	82	3.2%
State	216,769	213,935	98.7%	18,468	8.6%	28,216	13.0%

Illinois Assessment of Readiness (IAR)

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 IAR 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	33.4%	21.1%	20.6%	23.5%	1.4%	26.8%	24.1%	24.5%	21.5%	3.1%
State	22.5%	18.5%	22.7%	32.8%	3.6%	14.5%	20.2%	24.7%	33.0%	7.6%

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	District	36.0%	22.0%	20.2%	20.8%	0.9%	23.5%	21.7%	25.6%	25.0%	4.2%
	State	25.4%	19.5%	22.8%	29.8%	2.6%	15.3%	19.2%	24.1%	33.2%	8.1%
Female	District	30.6%	20.0%	21.0%	26.5%	1.9%	30.3%	26.8%	23.2%	17.7%	1.9%
	State	19.5%	17.4%	22.6%	35.9%	4.6%	13.8%	21.2%	25.3%	32.8%	7.0%

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	District	18.1%	20.5%	26.4%	33.5%	1.6%	15.4%	21.7%	30.7%	28.7%	3.5%
	State	13.8%	16.9%	25.2%	39.9%	4.2%	8.4%	15.2%	25.1%	41.4%	10.0%
Black	District	21.1%	15.8%	31.6%	31.6%	0.0%	42.1%	15.8%	15.8%	26.3%	0.0%
	State	37.0%	21.3%	19.5%	20.6%	1.6%	28.7%	28.3%	23.6%	17.6%	1.8%
Hispanic	District	52.8%	24.7%	14.4%	7.4%	0.7%	41.7%	30.6%	19.2%	7.7%	0.7%
	State	31.4%	21.1%	20.9%	24.3%	2.2%	18.3%	26.2%	26.9%	25.4%	3.2%
Asian	District	21.2%	14.1%	21.2%	41.2%	2.4%	9.4%	12.9%	24.7%	42.4%	10.6%
	State	9.0%	10.6%	19.3%	50.8%	10.3%	3.7%	8.2%	14.9%	47.4%	25.8%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*
	State	18.7%	16.5%	18.7%	41.7%	4.3%	12.9%	17.3%	23.0%	36.0%	10.8%
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	26.9%	21.0%	18.2%	31.8%	2.1%	19.9%	24.1%	25.5%	23.4%	7.0%
Two or More Races	District	15.4%	7.7%	23.1%	46.2%	7.7%	23.1%	15.4%	30.8%	30.8%	0.0%
	State	21.1%	17.1%	23.3%	33.8%	4.7%	14.7%	19.2%	24.1%	32.9%	9.0%

Grade 3 - English Learner

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	50.5%	25.5%	17.6%	6.4%	0.0%	34.3%	31.3%	22.2%	11.9%	0.3%
State	38.9%	23.3%	20.5%	16.6%	0.7%	21.2%	27.9%	27.1%	21.9%	1.8%

Grade 3 - Children with Disabilities

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	61.8%	14.5%	15.5%	7.3%	0.9%	49.1%	20.0%	19.1%	11.8%	0.0%
State	49.2%	19.9%	15.6%	14.3%	1.0%	33.0%	26.3%	20.4%	17.4%	2.9%

Grade 3 - Students with IEPs

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	District	70.0%	15.0%	10.0%	3.8%	1.3%	57.5%	21.3%	15.0%	6.3%	0.0%
	State	54.0%	20.2%	14.2%	11.1%	0.5%	36.4%	27.0%	19.6%	14.9%	2.2%
Non-IEP	District	28.3%	21.9%	22.1%	26.3%	1.4%	22.4%	24.6%	25.8%	23.7%	3.5%
	State	17.0%	18.2%	24.2%	36.6%	4.1%	10.7%	19.0%	25.6%	36.2%	8.5%

Grade 3 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	District	47.5%	21.5%	16.9%	13.3%	0.8%	35.4%	30.9%	22.7%	9.4%	1.7%
	State	32.8%	21.9%	21.5%	22.1%	1.6%	22.1%	26.7%	26.0%	22.6%	2.6%
Not Eligible	District	15.5%	20.4%	25.4%	36.6%	2.1%	15.8%	15.5%	26.8%	37.0%	4.9%
	State	11.3%	14.8%	24.0%	44.3%	5.6%	6.4%	13.0%	23.4%	44.3%	12.9%

Grade 4 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	24.1%	22.3%	24.7%	25.6%	3.4%	25.4%	30.7%	26.0%	17.3%	0.6%
State	17.3%	19.9%	26.0%	29.3%	7.4%	16.7%	21.2%	28.7%	30.5%	3.0%

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	District	28.8%	24.7%	22.7%	21.1%	2.8%	28.3%	28.3%	24.1%	18.6%	0.8%
	State	20.3%	21.3%	25.7%	27.2%	5.5%	17.2%	20.4%	27.8%	31.2%	3.4%
Female	District	18.7%	19.6%	26.9%	30.7%	4.1%	22.2%	33.5%	28.2%	15.8%	0.3%
	State	14.2%	18.5%	26.3%	31.5%	9.4%	16.1%	22.0%	29.5%	29.7%	2.7%

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	District	12.7%	18.3%	29.5%	36.2%	3.4%	12.7%	30.6%	29.9%	26.1%	0.7%
	State	9.9%	15.5%	26.8%	37.4%	10.4%	9.1%	16.5%	30.5%	40.0%	3.9%
Black	District	26.3%	36.8%	26.3%	10.5%	0.0%	42.1%	36.8%	15.8%	5.3%	0.0%
	State	31.0%	27.7%	24.2%	15.3%	1.9%	33.8%	28.8%	24.1%	12.9%	0.5%
Hispanic	District	38.9%	25.6%	18.4%	15.7%	1.4%	39.6%	33.1%	19.8%	7.2%	0.3%
	State	23.9%	24.9%	27.0%	21.3%	2.8%	21.4%	27.2%	30.2%	20.4%	0.8%
Asian	District	7.1%	24.3%	27.1%	30.0%	11.4%	11.4%	21.4%	37.1%	28.6%	1.4%
	State	6.4%	9.1%	20.7%	42.3%	21.5%	3.7%	8.0%	20.3%	53.7%	14.2%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	
	State	11.6%	17.0%	25.2%	38.8%	7.5%	8.2%	19.7%	29.3%	38.1%	4.8%
American Indian	District	29.4%	11.8%	35.3%	23.5%	0.0%	29.4%	23.5%	35.3%	11.8%	0.0%
	State	19.5%	24.0%	27.2%	25.1%	4.2%	20.7%	23.4%	27.8%	25.7%	2.4%
Two or More Races	District	0.0%	10.0%	40.0%	30.0%	20.0%	10.0%	30.0%	30.0%	30.0%	0.0%
	State	15.4%	18.8%	25.0%	31.1%	9.6%	16.7%	21.1%	27.2%	31.0%	4.2%

Grade 4 - English Learner

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	39.8%	28.7%	21.4%	10.1%	0.0%	39.1%	35.5%	20.5%	4.9%	0.0%
State	30.6%	28.7%	26.4%	13.6%	0.7%	25.6%	30.4%	29.1%	14.5%	0.3%

Grade 4 - Children with Disabilities

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	43.7%	26.2%	15.9%	12.7%	1.6%	38.9%	30.2%	20.6%	10.3%	0.0%
State	43.8%	25.2%	17.0%	11.9%	2.2%	39.7%	25.6%	19.9%	13.8%	1.0%

Grade 4 - Students with IEPs

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	District	54.5%	26.1%	15.9%	3.4%	0.0%	46.6%	35.2%	14.8%	3.4%	0.0%
	State	49.5%	25.7%	14.8%	8.7%	1.3%	44.6%	26.6%	17.9%	10.2%	0.6%
Non-IEP	District	19.5%	21.7%	26.0%	28.9%	3.9%	22.2%	30.1%	27.7%	19.4%	0.7%
	State	11.8%	18.9%	28.0%	32.9%	8.5%	11.9%	20.3%	30.5%	33.9%	3.4%

Grade 4 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	District	33.5%	24.1%	22.8%	17.9%	1.7%	34.5%	32.0%	23.8%	9.4%	0.2%
	State	26.0%	25.8%	26.4%	19.3%	2.5%	25.4%	27.5%	28.4%	17.9%	0.8%
Not Eligible	District	10.2%	19.7%	27.4%	36.9%	5.8%	12.0%	28.8%	29.2%	28.8%	1.1%
	State	7.8%	13.5%	25.6%	40.2%	12.8%	7.1%	14.3%	28.9%	44.2%	5.5%

Grade 4 - Homeless

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	36.4%	27.3%	9.1%	27.3%	0.0%	36.4%	18.2%	27.3%	18.2%	0.0%
State	37.2%	27.5%	21.1%	12.9%	1.3%	38.0%	29.1%	21.7%	10.8%	0.4%

Grade 5 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	17.8%	24.3%	24.8%	30.0%	3.1%	21.1%	31.8%	25.3%	20.2%	1.5%
State	13.5%	21.4%	27.3%	34.4%	3.5%	13.5%	29.9%	26.8%	24.9%	4.9%

Grade 5 - Gender

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District	18.7%	26.1%	27.4%	25.9%	1.8%	20.3%	32.2%	24.8%	20.3%	2.4%
Male State	16.2%	23.6%	28.1%	30.0%	2.2%	15.0%	29.5%	25.1%	25.0%	5.4%
Female District	16.8%	22.4%	21.8%	34.7%	4.4%	22.1%	31.5%	25.9%	20.0%	0.6%
Female State	10.6%	19.2%	26.5%	38.9%	4.8%	12.0%	30.3%	28.5%	24.8%	4.4%

Grade 5 - Racial/Ethnic Background

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District	8.7%	21.1%	27.2%	37.0%	6.0%	10.9%	28.7%	27.2%	30.9%	2.3%
White State	7.4%	16.0%	28.1%	43.8%	4.7%	8.1%	23.5%	29.0%	33.2%	6.3%
Black District	20.0%	25.0%	25.0%	25.0%	5.0%	35.0%	35.0%	25.0%	5.0%	0.0%
Black State	25.0%	31.4%	25.8%	17.1%	0.7%	26.7%	41.9%	21.3%	9.4%	0.7%
Hispanic District	27.0%	30.2%	21.4%	20.8%	0.6%	31.1%	36.7%	23.5%	8.2%	0.6%
Hispanic State	18.7%	26.9%	28.5%	24.8%	1.2%	16.8%	36.8%	28.0%	16.9%	1.5%
Asian District	8.5%	11.3%	28.2%	47.9%	4.2%	5.6%	21.1%	28.2%	40.8%	4.2%
Asian State	4.6%	8.8%	18.9%	55.2%	12.5%	3.1%	10.8%	19.4%	43.9%	22.8%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	8.7%	20.8%	25.5%	40.9%	4.0%	10.7%	29.5%	24.8%	25.5%	9.4%
American Indian District	30.0%	20.0%	40.0%	10.0%	0.0%	50.0%	20.0%	30.0%	0.0%	0.0%
American Indian State	13.9%	26.3%	30.1%	27.4%	2.2%	15.3%	35.5%	27.4%	19.6%	2.2%
Two or More Races District	0.0%	9.1%	36.4%	54.5%	0.0%	9.1%	36.4%	18.2%	36.4%	0.0%
Two or More Races State	11.0%	20.1%	27.3%	36.7%	4.9%	12.6%	30.2%	25.4%	25.4%	6.5%

Grade 5 - English Learner

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	34.9%	40.1%	17.8%	6.8%	0.3%	37.7%	42.5%	16.1%	3.8%	0.0%
State	31.1%	36.3%	24.7%	7.9%	0.1%	24.6%	46.3%	22.8%	6.1%	0.2%

Grade 5 - Children with Disabilities

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	35.1%	27.5%	22.9%	13.7%	0.8%	28.2%	39.7%	19.1%	12.2%	0.8%
State	38.1%	28.8%	19.1%	13.1%	0.9%	30.7%	39.9%	17.0%	10.7%	1.8%

Grade 5 - Students with IEPs

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP District	48.2%	24.1%	19.3%	8.4%	0.0%	38.6%	39.8%	13.3%	8.4%	0.0%
IEP State	44.3%	30.2%	16.4%	8.6%	0.5%	35.0%	42.2%	14.6%	7.3%	1.0%
Non-IEP District	13.8%	24.4%	25.5%	32.9%	3.5%	18.9%	30.8%	26.9%	21.7%	1.7%
Non-IEP State	8.2%	19.9%	29.2%	38.8%	4.0%	9.9%	27.8%	28.8%	27.9%	5.5%

Grade 5 - Economically Disadvantaged

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch District	23.5%	29.5%	23.3%	22.6%	1.1%	27.6%	38.1%	22.1%	11.6%	0.5%
Free/Reduced Price Lunch State	20.5%	28.3%	28.2%	22.1%	1.0%	20.3%	38.5%	25.7%	14.3%	1.3%
Not Eligible District	8.9%	16.4%	27.0%	41.6%	6.0%	11.0%	22.1%	30.2%	33.5%	3.2%
Not Eligible State	5.7%	13.9%	26.3%	47.9%	6.2%	6.1%	20.5%	27.9%	36.6%	8.9%

Grade 6 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	18.6%	23.3%	30.8%	24.5%	2.7%	19.7%	39.9%	24.0%	15.0%	1.4%
State	13.4%	20.7%	31.0%	30.4%	4.6%	16.5%	30.5%	27.7%	22.0%	3.3%

Grade 6 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	District	25.4%	24.8%	29.6%	19.2%	1.1%	20.9%	39.8%	21.5%	15.8%	2.0%
	State	17.1%	23.8%	31.2%	25.2%	2.8%	18.1%	30.2%	26.4%	21.9%	3.4%
Female	District	12.3%	21.9%	32.0%	29.6%	4.3%	18.5%	40.1%	26.3%	14.2%	0.8%
	State	9.5%	17.4%	30.8%	35.7%	6.5%	14.8%	30.9%	29.0%	22.1%	3.2%

Grade 6 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	District	9.0%	17.7%	35.8%	34.0%	3.5%	10.4%	33.0%	32.3%	23.3%	1.0%
	State	7.5%	15.3%	31.6%	39.3%	6.4%	9.5%	24.8%	31.8%	29.9%	4.0%
Black	District	19.0%	19.0%	33.3%	23.8%	4.8%	23.8%	52.4%	9.5%	14.3%	0.0%
	State	25.5%	30.5%	29.0%	14.0%	1.0%	33.3%	40.0%	19.3%	7.0%	0.4%
Hispanic	District	30.1%	30.7%	26.2%	11.4%	1.5%	30.5%	47.0%	17.7%	4.9%	0.0%
	State	17.6%	26.0%	32.8%	21.7%	1.9%	20.3%	37.8%	27.1%	13.8%	1.0%
Asian	District	5.6%	12.7%	28.2%	49.3%	4.2%	7.0%	28.2%	26.8%	28.2%	9.9%
	State	4.5%	8.6%	21.8%	49.4%	15.7%	4.1%	12.1%	20.9%	43.9%	19.1%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*
	State	3.3%	17.8%	31.6%	34.9%	12.5%	11.3%	25.2%	22.5%	34.4%	6.6%
American Indian	District	0.0%	20.0%	50.0%	20.0%	10.0%	10.0%	50.0%	20.0%	20.0%	0.0%
	State	13.8%	25.8%	33.0%	24.1%	3.4%	16.0%	34.1%	30.7%	17.5%	1.7%
Two or More Races	District	*	*	*	*	*	*	*	*	*	*
	State	12.5%	19.8%	30.8%	31.7%	5.2%	16.6%	29.7%	27.3%	22.7%	3.7%

Grade 6 - English Learner

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	46.9%	35.8%	14.5%	2.8%	0.0%	44.9%	46.1%	8.4%	0.6%	0.0%
State	39.0%	38.4%	19.5%	3.1%	0.0%	39.9%	44.8%	12.8%	2.5%	0.1%

Grade 6 - Children with Disabilities

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	44.7%	25.4%	19.3%	8.8%	1.8%	40.7%	36.3%	15.0%	8.0%	0.0%
State	38.4%	29.9%	20.2%	10.4%	1.1%	40.2%	35.3%	15.3%	8.2%	1.1%

Grade 6 - Students with IEPs

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	District	59.5%	26.6%	12.7%	0.0%	1.3%	54.4%	36.7%	7.6%	1.3%	0.0%
	State	45.3%	31.8%	16.8%	5.6%	0.4%	46.9%	36.3%	11.9%	4.5%	0.4%
Non-IEP	District	13.7%	22.9%	33.0%	27.5%	2.9%	15.5%	40.3%	26.0%	16.7%	1.5%
	State	8.1%	18.8%	33.3%	34.4%	5.3%	11.5%	29.6%	30.3%	24.9%	3.8%

Grade 6 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	District	26.8%	28.2%	29.6%	13.5%	1.9%	27.0%	45.2%	18.9%	8.9%	0.0%
	State	20.2%	27.4%	31.7%	19.2%	1.6%	24.7%	38.1%	24.8%	11.7%	0.7%
Not Eligible	District	7.5%	16.6%	32.5%	39.6%	3.9%	9.7%	32.8%	30.8%	23.4%	3.2%
	State	5.9%	13.4%	30.2%	42.5%	8.0%	7.6%	22.3%	30.8%	33.3%	6.1%

Grade 6 - Homeless

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	30.8%	30.8%	15.4%	23.1%	0.0%	16.2%	56.7%	8.1%	16.2%	0.0%
State	29.8%	31.0%	27.4%	11.0%	0.8%	35.4%	40.2%	18.5%	5.7%	0.2%

Grade 7 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	19.0%	19.5%	28.1%	27.5%	5.9%	12.6%	30.7%	35.7%	19.7%	1.3%
State	15.5%	18.0%	25.3%	29.7%	11.5%	11.0%	27.6%	31.5%	25.3%	4.6%

Grade 7 - Gender

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District	25.1%	22.0%	29.0%	21.7%	2.3%	12.7%	31.2%	37.7%	17.3%	1.1%
Male State	19.6%	20.3%	26.2%	26.2%	7.7%	12.1%	27.3%	30.1%	25.5%	5.0%
Female District	13.0%	16.9%	27.1%	33.3%	9.6%	12.5%	30.3%	33.7%	22.1%	1.4%
Female State	11.2%	15.5%	24.3%	33.4%	15.6%	9.8%	27.8%	33.0%	25.0%	4.3%

Grade 7 - Racial/Ethnic Background

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District	9.3%	9.3%	32.6%	37.6%	11.2%	5.1%	21.1%	41.8%	30.5%	1.6%
White State	8.7%	13.7%	25.0%	36.7%	15.9%	6.3%	20.4%	33.8%	33.6%	5.9%
Black District	22.6%	22.6%	38.7%	12.9%	3.2%	22.6%	35.5%	29.0%	9.7%	3.2%
Black State	29.8%	25.7%	24.6%	16.9%	3.1%	22.8%	42.6%	25.1%	8.9%	0.5%
Hispanic District	27.5%	28.4%	25.6%	16.6%	1.9%	18.8%	40.1%	32.3%	8.5%	0.3%
Hispanic State	20.8%	22.7%	27.6%	23.5%	5.5%	13.4%	34.5%	33.4%	17.2%	1.4%
Asian District	12.1%	18.2%	16.7%	43.9%	9.1%	6.1%	18.2%	33.3%	37.9%	4.5%
Asian State	4.9%	7.6%	17.5%	39.7%	30.3%	2.6%	8.9%	22.7%	43.9%	22.0%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	14.3%	17.9%	19.3%	35.7%	12.9%	11.4%	26.4%	26.4%	27.1%	8.6%
American Indian District	35.7%	14.3%	21.4%	28.6%	0.0%	28.6%	35.7%	21.4%	14.3%	0.0%
American Indian State	17.7%	20.2%	26.5%	27.4%	8.3%	14.4%	31.4%	30.0%	21.5%	2.5%
Two or More Races District	15.4%	7.7%	23.1%	53.8%	0.0%	0.0%	23.1%	53.8%	23.1%	0.0%
Two or More Races State	13.8%	17.4%	25.1%	30.3%	13.3%	11.8%	27.3%	29.3%	25.2%	6.5%

Grade 7 - English Learner

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	55.4%	29.5%	13.7%	1.4%	0.0%	38.1%	47.5%	12.9%	1.4%	0.0%
State	50.3%	29.2%	15.4%	4.8%	0.3%	30.8%	46.9%	18.5%	3.8%	0.1%

Grade 7 - Children with Disabilities

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	47.2%	23.6%	15.0%	9.4%	4.7%	35.7%	34.9%	21.4%	7.1%	0.8%
State	43.2%	24.7%	17.7%	11.5%	2.9%	32.3%	38.7%	17.8%	9.8%	1.6%

Grade 7 - Students with IEPs

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP District	68.4%	25.0%	3.9%	1.3%	1.3%	53.3%	33.3%	12.0%	0.0%	1.3%
IEP State	51.4%	25.8%	15.1%	6.5%	1.1%	38.7%	41.9%	13.8%	5.1%	0.6%
Non-IEP District	13.1%	18.8%	31.0%	30.6%	6.5%	7.8%	30.4%	38.5%	22.0%	1.3%
Non-IEP State	9.7%	16.7%	26.9%	33.5%	13.2%	6.5%	25.3%	34.4%	28.5%	5.3%

Grade 7 - Economically Disadvantaged

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch District	26.4%	24.6%	27.9%	17.8%	3.3%	18.1%	38.9%	32.1%	10.2%	0.8%
Free/Reduced Price Lunch State	23.9%	23.9%	26.5%	21.0%	4.7%	16.9%	37.2%	30.6%	14.2%	1.2%
Not Eligible District	9.8%	13.0%	28.3%	39.7%	9.2%	5.8%	20.4%	40.3%	31.6%	1.9%
Not Eligible State	6.9%	11.9%	24.1%	38.6%	18.6%	5.0%	17.8%	32.5%	36.6%	8.1%

Grade 7 - Homeless

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	46.2%	23.1%	23.1%	7.7%	0.0%	30.8%	53.8%	7.7%	7.7%	0.0%
State	34.0%	27.0%	21.7%	15.0%	2.4%	26.1%	42.5%	23.5%	7.6%	0.3%

Grade 8 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	22.8%	19.7%	23.4%	29.4%	4.8%	30.3%	23.9%	22.7%	20.4%	2.7%
State	16.9%	18.1%	25.3%	32.3%	7.3%	25.6%	21.9%	19.9%	28.2%	4.4%

Grade 8 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	District	30.6%	23.5%	21.3%	22.4%	2.2%	33.2%	23.4%	22.6%	19.3%	1.4%
	State	22.1%	21.4%	25.4%	26.5%	4.6%	28.3%	21.8%	18.7%	26.4%	4.7%
Female	District	14.6%	15.8%	25.5%	36.7%	7.4%	27.1%	24.5%	22.8%	21.6%	4.0%
	State	11.5%	14.7%	25.3%	38.4%	10.2%	22.6%	22.0%	21.2%	30.1%	4.1%

Grade 8 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	District	13.1%	15.3%	24.5%	40.5%	6.6%	20.4%	16.8%	29.2%	30.7%	2.9%
	State	10.4%	14.4%	25.5%	40.0%	9.6%	17.1%	19.3%	21.9%	36.4%	5.3%
Black	District	33.3%	10.0%	20.0%	33.3%	3.3%	43.3%	30.0%	10.0%	16.7%	0.0%
	State	31.1%	25.7%	25.0%	16.6%	1.6%	46.7%	26.1%	15.6%	11.2%	0.5%
Hispanic	District	34.1%	24.5%	22.9%	16.9%	1.6%	42.5%	31.6%	18.5%	7.0%	0.3%
	State	22.4%	22.3%	26.9%	25.1%	3.3%	31.6%	26.5%	20.3%	20.3%	1.4%
Asian	District	7.5%	14.9%	22.4%	40.3%	14.9%	7.5%	16.4%	20.9%	40.3%	14.9%
	State	4.9%	7.7%	16.6%	47.1%	23.6%	6.3%	9.7%	14.5%	47.3%	22.3%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*
	State	10.6%	10.6%	24.2%	42.9%	11.8%	16.4%	15.1%	19.5%	37.1%	11.9%
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	21.3%	18.8%	22.7%	32.7%	4.5%	31.1%	21.4%	16.6%	28.3%	2.6%
Two or More Races	District	11.1%	22.2%	33.3%	33.3%	0.0%	22.2%	22.2%	27.8%	27.8%	0.0%
	State	16.4%	18.4%	24.5%	32.6%	8.0%	27.0%	22.0%	18.7%	26.2%	6.1%

Grade 8 - English Learner

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	61.5%	29.9%	7.7%	0.9%	0.0%	66.4%	22.4%	9.5%	1.7%	0.0%
State	51.0%	28.8%	15.9%	4.1%	0.1%	58.1%	26.8%	10.5%	4.4%	0.2%

Grade 8 - Children with Disabilities

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	43.8%	24.0%	14.0%	16.5%	1.7%	58.0%	21.0%	13.4%	5.9%	1.7%
State	43.7%	25.0%	17.7%	12.0%	1.7%	55.4%	22.3%	11.0%	10.0%	1.4%

Grade 8 - Students with IEPs

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	District	59.5%	27.0%	6.8%	5.4%	1.4%	75.3%	15.1%	5.5%	2.7%	1.4%
	State	51.8%	26.5%	14.9%	6.3%	0.7%	64.4%	21.9%	8.2%	5.0%	0.5%
Non-IEP	District	18.6%	18.9%	25.3%	32.1%	5.1%	25.1%	25.0%	24.6%	22.5%	2.8%
	State	11.4%	16.8%	27.0%	36.4%	8.3%	19.5%	21.9%	21.8%	31.8%	5.0%

Grade 8 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	District	32.4%	22.4%	22.6%	19.8%	2.8%	38.9%	27.0%	20.2%	12.9%	1.0%
	State	25.2%	23.6%	26.4%	22.0%	2.8%	37.1%	26.5%	18.6%	16.7%	1.2%
Not Eligible	District	10.7%	16.4%	24.3%	41.3%	7.3%	19.5%	20.1%	25.8%	29.9%	4.7%
	State	8.9%	12.8%	24.3%	42.3%	11.7%	14.4%	17.5%	21.2%	39.4%	7.5%

Grade 8 - Homeless

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	46.2%	23.1%	7.7%	15.4%	7.7%	61.5%	23.1%	15.4%	0.0%	0.0%
State	35.8%	26.6%	21.6%	14.5%	1.5%	49.0%	26.3%	14.8%	9.6%	0.3%

MEAN ELA GROWTH PERCENTILE - IAR (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District	178,689	86,658	92,031	70,995	5,549	76,486	18,996	566	3,179	2,918
	52.0%	49.1%	55.0%	54.2%	47.0%	49.1%	57.9%	47.2%	54.8%	53.1%
State	34,436,002	16,858,614	17,577,388	16,969,179	4,918,362	9,218,001	1,955,684	36,079	87,750	1,250,947
	50.0%	48.0%	52.0%	52.0%	44.2%	48.6%	56.8%	52.1%	51.0%	50.2%

MEAN ELA GROWTH PERCENTILE - IAR (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	28,333	16,724	48,242	99,133	2,389	*	*	*
	46.9%	42.9%	48.8%	49.9%	47.8%	*	*	*
State	5,320,447	4,251,841	3,610,517	16,700,374	561,126	4,217	135,773	227,060
	44.8%	44.0%	47.5%	47.4%	45.0%	46.3%	45.0%	51.8%

MEAN MATH GROWTH PERCENTILE - IAR (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District	178,493	90,603	87,890	71,312	5,211	75,614	19,753	730	2,962	2,911
	51.5%	50.8%	52.2%	53.9%	44.2%	48.4%	58.6%	60.8%	50.2%	52.9%
State	34,398,237	17,447,932	16,950,305	16,648,245	4,973,451	9,429,512	1,993,616	36,792	85,698	1,230,923
	50.0%	49.8%	50.2%	51.2%	44.9%	49.6%	57.6%	53.0%	49.8%	49.6%

MEAN MATH GROWTH PERCENTILE - IAR (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	28,765	17,702	48,761	98,762	2,330	*	*	*
	47.8%	45.5%	47.8%	49.3%	45.7%	*	*	*
State	5,444,848	4,321,159	3,784,450	16,893,984	561,235	4,985	136,522	221,886
	46.1%	44.9%	48.9%	47.9%	45.1%	47.0%	45.7%	50.6%

Dynamic Learning Maps - Alternative Assessment (DLM-AA)

DLM-AA 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 emerging 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 approaching the target . |
| Level 3 -- Satisfactory - | The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target . |
| Level 4 -- Mastery - | The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements. |

Grade 4**Grade 4 - All**

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	72.9%	8.1%	16.2%	0.0%	69.2%	15.4%	15.4%	0.0%	*	*	*	*
State	62.2%	24.2%	12.9%	0.7%	64.3%	16.3%	16.1%	3.3%	*	*	*	*

Grade 4 - Gender

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	*	*	*	*	*	*	*	*	*	*	*	*
District	60.9%	25.2%	13.0%	0.9%	62.4%	16.8%	16.7%	4.0%	*	*	*	*
State												
Female	*	*	*	*	*	*	*	*	*	*	*	*
District	64.8%	22.1%	12.7%	0.4%	68.0%	15.3%	14.9%	1.8%	*	*	*	*
State												

Grade 4 - Racial/Ethnic Background

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White	*	*	*	*	*	*	*	*	*	*	*	*
District	61.8%	23.5%	14.2%	0.5%	67.3%	13.3%	16.9%	2.5%	*	*	*	*
State												
Black	*	*	*	*	*	*	*	*	*	*	*	*
District	56.3%	31.0%	11.5%	1.2%	60.7%	19.8%	16.4%	3.1%	*	*	*	*
State												
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*
District	65.0%	23.1%	11.5%	0.4%	62.1%	17.3%	16.9%	3.8%	*	*	*	*
State												
Asian	*	*	*	*	*	*	*	*	*	*	*	*
District	70.0%	16.7%	12.2%	1.1%	67.4%	22.5%	2.2%	7.9%	*	*	*	*
State												
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
District	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	*	*	*	*
State												
American Indian	*	*	*	*	*	*	*	*	*	*	*	*
District	75.0%	25.0%	0.0%	0.0%	50.0%	25.0%	25.0%	0.0%	*	*	*	*
State												
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*
District	64.3%	11.9%	21.4%	2.4%	61.9%	11.9%	23.8%	2.4%	*	*	*	*
State												

Grade 4 - Children with Disabilities

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	72.9%	8.1%	16.2%	0.0%	69.2%	15.4%	15.4%	0.0%	*	*	*	*
State	62.2%	24.1%	12.9%	0.7%	64.4%	16.4%	16.0%	3.2%	*	*	*	*

Grade 4 - English Learner

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	*	*	*	*	70.0%	20.0%	10.0%	0.0%	*	*	*	*
State	65.2%	21.6%	12.7%	0.5%	62.7%	18.9%	13.7%	4.7%	*	*	*	*

Grade 5**Grade 5 - All**

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	72.7%	27.3%	0.0%	0.0%	81.8%	18.2%	0.0%	0.0%	72.7%	27.3%	0.0%	0.0%
State	63.8%	20.8%	13.7%	1.8%	77.0%	14.8%	5.3%	2.9%	75.3%	15.3%	6.1%	0.2%

Grade 5 - Gender

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	*	*	*	*	*	*	*	*	*	*	*	*
District	62.7%	21.3%	13.9%	2.1%	75.2%	15.5%	6.1%	3.2%	74.1%	16.4%	6.7%	0.1%
State												
Female	*	*	*	*	*	*	*	*	*	*	*	*
District	66.2%	19.6%	13.1%	1.2%	80.8%	13.2%	3.6%	2.3%	77.9%	13.2%	4.8%	0.4%
State												

Grade 5 - Racial/Ethnic Background

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White	*	*	*	*	*	*	*	*	*	*	*	*
District	61.4%	21.4%	14.6%	2.4%	74.6%	15.7%	6.0%	3.5%	71.8%	16.5%	6.4%	0.0%
State												
Black	*	*	*	*	*	*	*	*	*	*	*	*
District	58.7%	21.2%	18.5%	1.6%	72.5%	17.9%	4.8%	4.8%	73.6%	14.3%	9.2%	0.5%
State												
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*
District	68.8%	21.0%	9.0%	1.1%	81.9%	11.7%	5.2%	1.1%	80.5%	15.4%	3.9%	0.2%
State												
Asian	*	*	*	*	*	*	*	*	*	*	*	*
District	83.1%	7.0%	8.5%	1.4%	88.7%	8.5%	2.8%	0.0%	86.5%	8.7%	1.4%	0.0%
State												
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
District	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
State												
American Indian	*	*	*	*	*	*	*	*	*	*	*	*
District	75.0%	25.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
State												
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*
District	56.7%	26.3%	14.2%	2.0%	76.9%	16.2%	4.0%	2.0%	66.8%	16.2%	4.0%	0.0%
State												

Grade 5 - Children with Disabilities

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	72.7%	27.3%	0.0%	0.0%	81.8%	18.2%	0.0%	0.0%	72.7%	27.3%	0.0%	0.0%
State	63.8%	20.8%	13.6%	1.8%	77.1%	14.7%	5.3%	2.9%	75.4%	15.2%	6.1%	0.2%

Illinois Science Assessment (ISA)

The ISA performance levels indicate students' understanding of the Illinois Learning Standards in science for their grade level. There are two performance levels for the ISA, Proficient and Not Proficient, with different threshold scores for each grade-level test.

Level 1 - Not Proficient

Level 2 - Proficient

Scale Score Needed to be Proficient (out of 200-400 Scale Score Range)

Grade 5 - 296

Grade 8 - 293

High School - 307

ISA PROFICIENCY (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District	727	376	351	342	21	225	101	*	10	24
	50.6%	50.3%	50.9%	63.3%	42.9%	34.6%	70.6%	*	55.6%	77.4%
State	207,539	105,167	102,372	124,742	15,550	42,091	16,042	252	465	8,397
	48.7%	48.5%	48.9%	61.4%	22.7%	36.2%	72.6%	55.8%	41.5%	53.3%

ISA PROFICIENCY (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	83	35	71	323	2	*	*	*
	33.5%	22.6%	17.0%	38.5%	12.4%	*	*	*
State	17,956	9,888	6,160	68,351	1,784	10	405	1,364
	25.2%	17.5%	15.7%	33.2%	21.9%	14.7%	22.6%	50.5%

NAEP

2017 Mathematics State Snapshot Report

Illinois - Grade 4 - Public Schools

Results for Student Groups in 2017

Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	47	249	87	52	13
Black	17	217	54	15	1
Hispanic	27	227	67	23	3
Asian	5	263	92	70	28
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	243	84	40	11
Gender					
Male	50	240	76	41	11
Female	50	237	76	36	7
National School Lunch Program					
Eligible	50	224	63	20	2
Not eligible	49	253	90	57	17

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2017. Significance tests were performed using unrounded numbers.

NOTE: Detail may not sum to totals because of rounding.

NAEP

2017 Mathematics State Snapshot Report

Illinois - Grade 8 - Public Schools

Results for Student Groups in 2017

Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	51	291	79	42	13
Black	15	257	42	11	1
Hispanic	27	272	60	21	4
Asian	4	314	87	66	34
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	287	68	39	19
Gender					
Male	51	284	70	36	12
Female	49	279	67	29	8
National School Lunch Program					
Eligible	49	267	55	18	3
Not eligible	51	296	81	46	16

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2017. Significance tests were performed using unrounded numbers.

NOTE: Detail may not sum to totals because of rounding.

NAEP

National Center for Education Statistics**2017 Mathematics Grades 4 and 8 Assessment Report Cards: Summary Data Tables for National and State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, and Types of Accommodations**

Inclusion rate and standard error (S.E.) in NAEP mathematics for fourth- and eighth-grade public and nonpublic school students with disabilities (SD) and English language learners (ELL), as a percentage of identified SD or ELL students, by state/jurisdiction: 2017

State/jurisdiction	Percentage of identified SD or ELL students							
	Grade 4				Grade 8			
	SD		ELL		SD		ELL	
Inclusion rate	S.E.	Inclusion rate	S.E.	Inclusion rate	S.E.	Inclusion rate	S.E.	
Illinois	93 ¹	1.6	92 ¹	1.4	92 ¹	1.5	86 ¹	3.0

† Not applicable. Standard error estimate cannot be accurately determined.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

¹ The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 85 percent.

² Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP mathematics results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. The overall national results include both public and nonpublic school students. The national (public) and state/jurisdiction results include public school students only. Data for DoDEA schools are included in the overall national results, but not in the national (public) results. SD includes students identified as having an Individualized Education Program but excludes other students protected under Section 504 of the Rehabilitation Act of 1973. In Puerto Rico, the English language learner (ELL) category is for the Spanish language learner (SLL).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment.

NAEP

2017 Reading State Snapshot Report

Illinois - Grade 4 - Public Schools

Results for Student Groups in 2017

Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	47	232	78	47	14
Black	17	199	43	15	2
Hispanic	27	209	54	22	4
Asian	5	244	87	62	23
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	4	219	64	33	10
Gender					
Male	50	217	62	33	9
Female	50	224	69	38	10
National School Lunch Program					
Eligible	51	206	51	20	3
Not eligible	48	235	81	51	16

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2017. Significance tests were performed using unrounded numbers.

NOTE: Detail may not sum to totals because of rounding.

NAEP

2017 Reading State Snapshot Report

Illinois - Grade 8 - Public Schools

Results for Student Groups in 2017

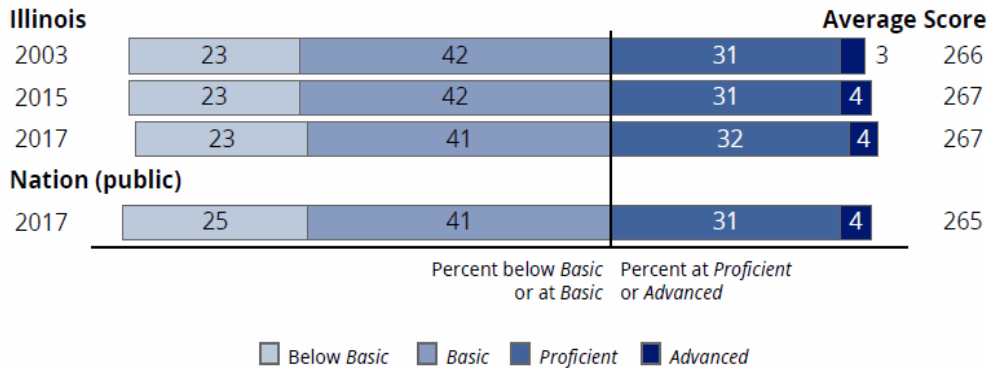
Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	51	275	84	45	5
Black	15	246	56	15	1
Hispanic	27	258	71	25	1
Asian	4	292	94	68	14
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	279	87	50	8
Gender					
Male	51	262	73	30	2
Female	49	272	81	42	6
National School Lunch Program					
Eligible	46	255	67	22	1
Not eligible	54	277	86	48	7

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Achievement-Level Percentages and Average Score Results



NOTE: Detail may not sum to totals because of rounding.

NAEP

National Center for Education Statistics**2017 Reading Grades 4 and 8 Assessment Report Cards: Summary Data Tables for National and State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, and Types of Accommodations**

Inclusion rate and standard error (S.E.) in NAEP reading for fourth- and eighth-grade public and nonpublic school students with disabilities (SD) and English language learners (ELL), as a percentage of identified SD or ELL students, by state/jurisdiction: 2017

State/jurisdiction	Percentage of identified SD or ELL students							
	Grade 4				Grade 8			
	SD		ELL		SD		ELL	
	Inclusion rate	S.E.	Inclusion rate	S.E.	Inclusion rate	S.E.	Inclusion rate	S.E.
Illinois	91 [†]	1.5	96 [†]	1.0	92 [†]	2.4	86 [†]	3.2

† Not applicable. Standard error estimate cannot be accurately determined.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

¹ The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 85 percent.

² Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. SD includes students identified as having an Individualized Education Program but excludes other students protected under Section 504 of the Rehabilitation Act of 1973.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

NAEP

2017 IL Gr 4 Math – Students with Disabilities

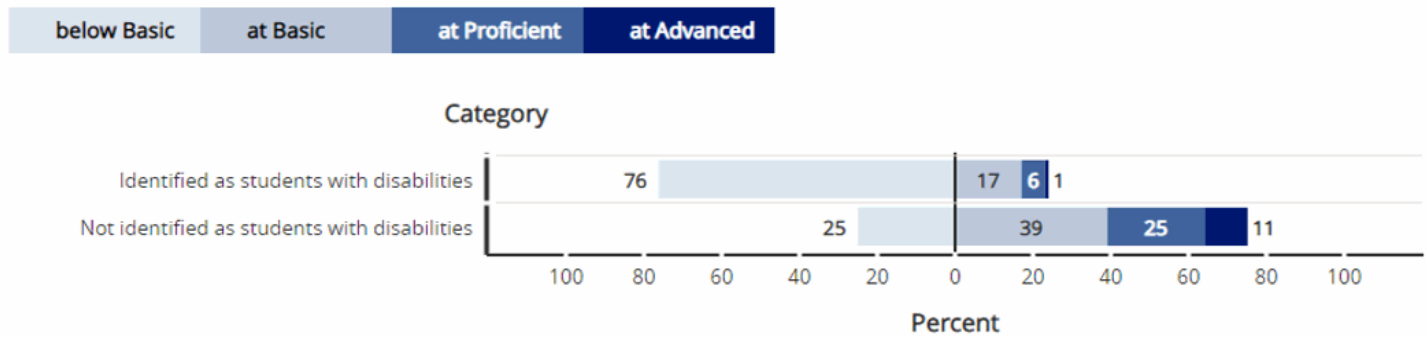
Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 mathematics, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2017
2017, Illinois



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.
NOTE: Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment.

2017 IL Gr 8 Math - Students with Disabilities

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 8 mathematics, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2017
2017, Illinois



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.
NOTE: Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment.

NAEP

2017 IL Gr 4 Reading – Students with Disabilities

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 reading, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2017
2017, Illinois



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.
NOTE: Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

2017 IL Gr 8 Reading - Students with Disabilities

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 8 reading, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2017
2017, Illinois



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.
NOTE: Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

NAEP

2017 IL Gr 4 Math – English Learners

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 mathematics, by Status as English Language Learner, 2 categories [LEP] for jurisdiction: 2017
2017, Illinois



NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment.

2017 IL Gr 8 Math – English Learners

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 8 mathematics, by Status as English Language Learner, 2 categories [LEP] for jurisdiction: 2017
2017, Illinois



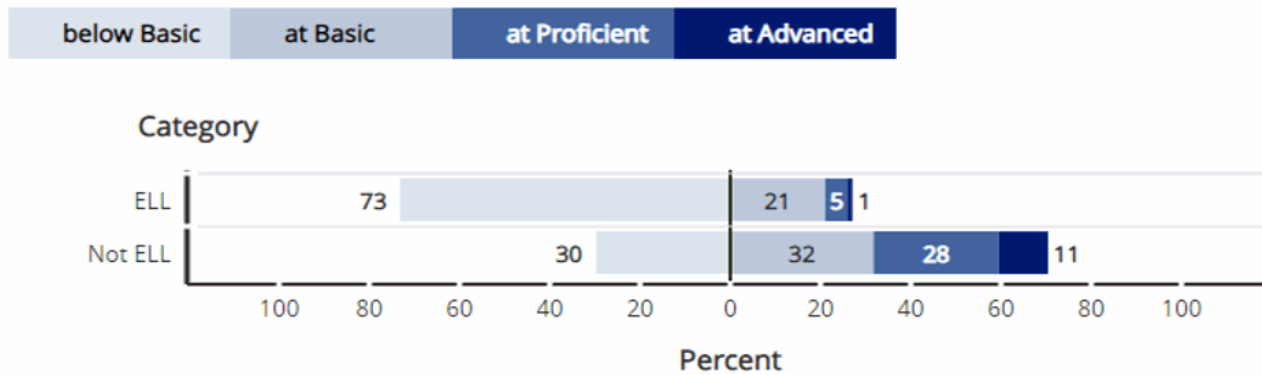
NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Mathematics Assessment.

NAEP

2017 IL Gr 4 Reading – English Learners

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 reading, by Status as English Language Learner, 2 categories [LEP] for jurisdiction: 2017
2017, Illinois

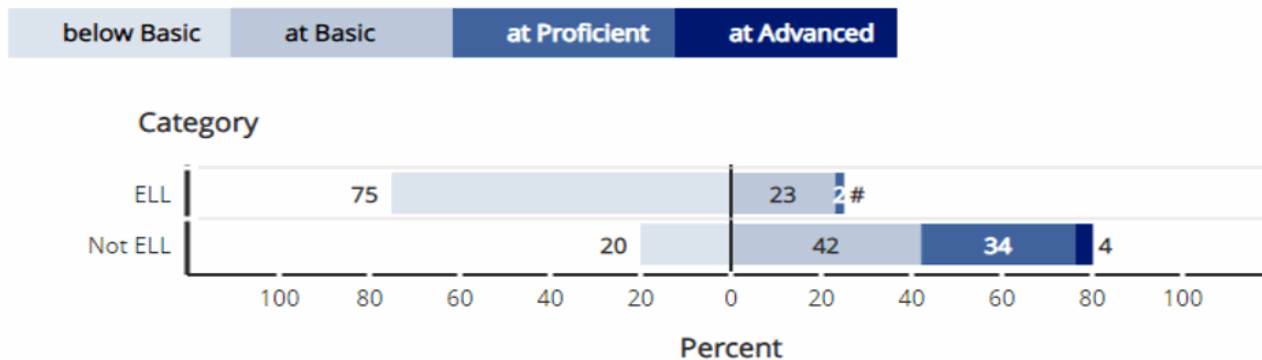


NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

2017 IL Gr 8 Reading – English Learners

Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 8 reading, by Status as English Language Learner, 2 categories [LEP] for jurisdiction: 2017
2017, Illinois



Rounds to zero.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

NAEP

The National Assessment of Educational Progress is a nationally representative and continuing assessment have been conducted periodically in reading, mathematics, science writing, U.S. history, civics, geography, and the arts.

NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students and sub-groups of those populations. NAEP results are based on a sample of student populations of interest.

Additional information regarding NAEP results can be found here:

- Mathematics
 - o 2017 Grade 4 <https://www.isbe.net/Documents/naep-2017-math-snap-4.pdf>
 - o 2017 Grade 8 <https://www.isbe.net/Documents/naep-2017-math-snap-8.pdf>
 - o 2017 State Report Grades 4 and 8
<https://www.isbe.net/Documents/naep-2017-math-state-4-8.pdf>
 - o 2017 NAEP Inclusion Rates
https://www.nationsreportcard.gov/math_2017/files/2017_Technical_Appendix_Math_State.pdf
- Reading
 - o 2017 Grade 4 <https://www.isbe.net/Documents/naep-2017-read-snap-4.pdf>
 - o 2017 Grade 8 <https://www.isbe.net/Documents/naep-2017-read-snap-8.pdf>
 - o 2017 State Report Grades 4 and 8
<https://www.isbe.net/Documents/naep-2017-read-state-4-8.pdf>
 - o 2017 NAEP Inclusion Rates
https://www.nationsreportcard.gov/reading_2017/files/2017_Technical_Appendix_Reading_State.pdf

CIVIL RIGHTS DATA COLLECTION - 2015-17 SCHOOL YEAR

Data from the Civil Rights Data Collection comes directly from the U.S. Department of Education (ED). ED collects the data directly from ISBE and school districts and releases the information on a two to three-year delay.

ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for in-school suspensions, out-of-school suspensions, and expulsions is reported by ISBE in a separate report on www.isbe.net. Current year data for chronic absenteeism can be found in the Students section of the Report Card. Current year data for accelerated coursework can be found in the Academic Performance section of the Report Card. Please note data may not match due to differences in data collection methods.

CRDC - IN-SCHOOL SUSPENSIONS		CRDC - OUT-OF-SCHOOL SUSPENSIONS		CRDC - EXPULSIONS	
District	1.7%	District	1.3%	District	0.0%
State	5.3%	State	4.5%	State	0.2%

CRDC - SCHOOL-RELATED ARRESTS		CRDC - REFERRAL TO LAW ENFORCEMENT		CRDC - CHRONIC ABSENTEEISM	
District	0.0%	District	0.0%	District	16.0%
State	0.2%	State	0.4%	State	16.5%

CRDC - INCIDENTS OF VIOLENCE		CRDC - INCIDENTS OF VIOLENCE - FIREARM AND HOMICIDE	
	Rate of Incidents of Violence	Firearm	Homicide
District	0.3%	Schools in the District with Incidents of Violence	0
State	2.2%	Schools in the State with Incidents of Violence	17
			5

Please note that at the school level, these metrics are displayed as a yes or no indicator. However, at the district and state level, these metrics are displayed as a count.

CRDC - NUMBER AND PERCENT ENROLLED IN PRESCHOOL	
District	259 3.8%
State	82,056 4.1%

CRDC - ADVANCED PLACEMENT COURSE WORK						
	ADVANCED PLACEMENT (AP) COURSE WORK		INTERNATIONAL BACCALAUREATE (IB) COURSE WORK		DUAL CREDIT COURSE WORK	
	Number	Percent	Number	Percent	Number	Percent
All						
District	0	0.0%	0	0.0%	0	0.0%
State	125,291	6.2%	3,588	0.2%	50,567	2.5%

RACE/ETHNICITY AND DISABILITY CATEGORY FOR STUDENTS WITH IEPs

Percent of Students with IEPs by Race / Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian	Native American	Two or More Races
District	All Students	38.7%	3.2%	42.6%	11.8%	0.2%	1.5%	2.0%
	Students with IEPs	32.9%	4.8%	49.1%	8.2%	0.2%	1.2%	3.5%
All Peer Districts *	All Students	49.8%	13.1%	25.8%	6.7%	0.1%	0.2%	4.2%
	Students with IEPs	48.8%	15.3%	27.2%	4.0%	0.1%	0.3%	4.4%
State	All Students	47.5%	16.7%	26.5%	5.2%	0.1%	0.3%	3.8%
	Students with IEPs	46.9%	19.7%	26.5%	2.6%	0.1%	0.3%	3.9%

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	1.6%	1.3%	1.4%	10.7%	8.9%	9.2%
Deafness	0.0%	0.0%	0.0%	0.1%	0.2%	0.2%
Deaf-Blindness		0.0%	0.0%		0.0%	0.0%
Developmental Delay	2.7%	3.0%	2.0%	18.6%	20.3%	13.1%
Emotional Disability	0.7%	0.7%	0.9%	4.8%	4.8%	6.2%
Hearing Impairment	0.2%	0.2%	0.1%	1.2%	1.1%	0.9%
Intellectual Disability	0.3%	0.4%	0.8%	1.8%	2.9%	5.2%
Multiple Disabilities	0.1%	0.1%	0.1%	0.5%	1.0%	1.0%
Orthopedic Impairment		0.1%	0.1%		0.4%	0.3%
Other Health Impairment	1.0%	1.7%	1.9%	7.1%	11.1%	12.9%
Specific Learning Disability	3.3%	3.8%	5.1%	22.3%	25.6%	34.0%
Speech or Language Impairment	4.8%	3.5%	2.4%	32.6%	23.4%	16.3%
Traumatic Brain Injury	0.0%	0.0%	0.0%	0.1%	0.1%	0.2%
Visual Impairment	0.0%	0.1%	0.1%	0.2%	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 IEPs

Educational environment refers to the extent to which students with IEPs receive special education and related services in classes or schools with their non-disabled peers. Research has shown that students with IEPs 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 IEPs 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 IEPs in Various Educational Environments					
		Inside \geq 80%	Inside 40-79%	Inside <40%	Separate Facility
All Students with an IEP	District	61.7%	11.0%	18.3%	9.0%
	All Peer Districts*	60.1%	20.0%	13.9%	6.0%
	State	53.6%	26.6%	13.2%	6.6%

Educational Environments by Race / Ethnicity					
		Inside \geq 80%	Inside 40-79%	Inside <40%	Separate Facility
White	District	68.5%	9.3%	13.4%	8.8%
	All Peer Districts*	63.9%	20.0%	11.1%	5.0%
	State	57.0%	24.9%	11.3%	6.7%
Black	District	56.4%	15.4%	15.4%	12.8%
	All Peer Districts*	47.6%	22.8%	18.5%	11.1%
	State	45.0%	30.3%	16.4%	8.3%
Hispanic	District	58.4%	11.7%	20.8%	9.1%
	All Peer Districts*	61.6%	18.6%	15.4%	4.5%
	State	54.1%	27.7%	13.4%	4.7%
Asian	District	60.0%	10.0%	22.0%	8.0%
	All Peer Districts*	60.1%	17.4%	17.4%	5.0%
	State	54.2%	19.7%	19.1%	7.0%
Native Hawaiian	District	50.0%	0.0%	50.0%	0.0%
	All Peer Districts*	58.8%	17.6%	21.6%	2.0%
	State	49.1%	20.3%	23.4%	7.2%
Native American	District	60.0%	30.0%	10.0%	0.0%
	All Peer Districts*	55.7%	24.3%	11.4%	8.6%
	State	51.5%	25.7%	14.5%	8.4%
Two or More Races	District	61.9%	4.8%	23.8%	9.5%
	All Peer Districts*	57.2%	20.4%	14.6%	7.7%
	State	54.1%	23.9%	14.5%	7.5%

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

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

Educational Environments for Students with IEPs for Selected Disabilities					
		Inside \geq 80%	Inside 40-79%	Inside <40%	Separate Facility
Autism	District	29.3%	7.3%	40.2%	23.2%
	All Peer Districts*	33.9%	17.7%	32.9%	15.5%
	State	30.0%	22.5%	31.4%	16.1%
Emotional Disability	District	51.1%	4.3%	8.5%	36.2%
	All Peer Districts*	38.8%	13.9%	14.9%	32.5%
	State	34.8%	20.1%	14.6%	30.5%
Intellectual Disability	District	0.0%	16.7%	61.1%	22.2%
	All Peer Districts*	4.6%	22.5%	56.9%	15.9%
	State	3.7%	29.3%	51.1%	15.9%
Other Health Impairment	District	63.8%	10.3%	15.5%	10.3%
	All Peer Districts*	62.7%	21.9%	10.6%	4.7%
	State	58.0%	27.4%	9.5%	5.0%
Specific Learning Disability	District	60.8%	20.3%	17.5%	1.4%
	All Peer Districts*	58.3%	32.1%	8.6%	1.0%
	State	55.4%	37.2%	6.3%	1.1%
Speech or Language Impairment	District	98.1%	0.0%	1.9%	0.0%
	All Peer Districts*	96.7%	2.2%	1.0%	0.1%
	State	97.2%	1.9%	0.8%	0.1%

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

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

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

Percent of Students with IEPs in Various Educational Environments					
	Regular Early Childhood Program		Separate Class/Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
District	44.9	14.5	40.2	0.0	0.3
All Peer Districts*	42.7	23.2	27.0	0.2	6.9
State	45.4	24.8	23.9	0.2	5.7

Educational Environments by Race/Ethnicity					
	Regular Early Childhood Program		Separate Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
White					
District	42.9%	13.3%	42.9%	0.0%	1.0%
All Peer Districts*	39.2%	27.3%	23.8%	0.1%	9.6%
State	40.5%	30.6%	20.9%	0.2%	7.7%
Black					
District	37.5%	25.0%	37.5%	0.0%	0.0%
All Peer Districts*	37.7%	25.6%	34.1%	0.3%	2.4%
State	47.5%	21.6%	28.8%	0.1%	2.0%
Hispanic					
District	44.9%	15.9%	39.1%	0.0%	0.0%
All Peer Districts*	51.2%	15.9%	28.5%	0.1%	4.2%
State	54.9%	15.8%	25.5%	0.1%	3.6%
Asian					
District	43.3%	13.3%	43.3%	0.0%	0.0%
All Peer Districts*	45.4%	15.0%	34.6%	0.3%	4.6%
State	45.7%	14.9%	33.8%	0.4%	5.2%
Native Hawaiian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	44.4%	22.2%	33.3%	0.0%	0.0%
State	55.6%	11.1%	33.3%	0.0%	0.0%
Native American					
District	0.0%	0.0%	100.0%	0.0%	0.0%
All Peer Districts*	23.6%	27.8%	41.7%	1.4%	5.6%
State	36.3%	23.0%	34.1%	1.5%	5.2%
Two or More Races					
District	76.9%	7.7%	15.4%	0.0%	0.0%
All Peer Districts*	40.8%	25.7%	27.4%	0.1%	5.9%
State	42.0%	28.4%	24.4%	0.2%	5.1%

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

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

Educational Environments for Students with IEPs for Selected Disabilities					
	Regular Early Childhood Program		Separate Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
Autism					
District	4.5%	9.1%	86.4%	0.0%	0.0%
All Peer Districts*	22.7%	15.3%	60.9%	0.0%	1.1%
State	30.1%	11.2%	58.2%	0.0%	0.6%
Developmental Delay					
District	28.6%	18.4%	53.1%	0.0%	0.0%
All Peer Districts*	46.1%	15.4%	37.0%	0.1%	1.5%
State	49.7%	15.5%	33.8%	0.1%	0.9%
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	29.2%	29.2%	37.5%	0.0%	4.2%
State	26.3%	31.6%	38.6%	0.0%	3.5%
Intellectual Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	24.4%	17.1%	56.1%	0.0%	2.4%
State	23.4%	12.6%	63.1%	0.0%	0.9%
Other Health Impairment					
District	27.3%	0.0%	72.7%	0.0%	0.0%
All Peer Districts*	33.7%	19.0%	42.7%	2.0%	2.6%
State	41.6%	17.2%	37.7%	1.7%	1.8%
Specific Learning Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	44.8%	13.8%	37.9%	0.0%	0.0%
State	48.3%	20.0%	26.7%	0.0%	5.0%
Speech or Language Impairment					
District	63.3%	13.9%	22.2%	0.0%	0.6%
All Peer Districts*	43.4%	35.7%	5.1%	0.2%	15.6%
State	44.4%	39.2%	3.6%	0.2%	12.7%

*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 IEPS

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	2018 - 2019 District Data	2018 - 2019 State Target	District Met State Target
1	Graduation Rate for students with IEPs (Data lag one year)		73.0	N/A
2	Dropout Rate for students with IEPs (Data lag one year)		4.5	N/A
3a	Made adequate yearly progress (AYP) for students with IEPs	N/A	N/A	N/A
3b	Reading assessment participation rate for students with IEPs	99.3	95.0	Yes
3b	Math assessment participation rate for students with IEPs	99.1	95.0	Yes
3c	Students with IEPs meeting or exceeding standards on state reading assessments	5.3	23.1	No
3c	Students with IEPs meeting or exceeding standards on state math assessments	4.5	23.2	No
4a	Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days for children with IEPs (Data lag one year)	No	No	Yes
4b	Significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 served inside the general classroom \geq 80% of the time	61.7	58.0	Yes
5b	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	18.3	15.5	No
5c	Students with IEPs ages 6-21 served in separate educational facilities	9.0	3.9	No

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

SPP Indicator	Indicator Description	2018 - 2019 District Data	2018 - 2019 State Target	District Met State Target
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	44.9	32.9	Yes
6b	Children ages 3-5 in separate special education class, separate school or residential facility	40.2	30.5	No
7a	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills	79.0	86.3	No
7a	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	45.5	55.6	No
7b	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	81.6	87.0	No
7b	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	47.5	53.9	No
7c	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	90.0	88.1	Yes
7c	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program	46.5	64.3	No
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities		61.0	N/A
9	Disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification	No	No	Yes
10	Disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification	No	No	Yes

SPP Indicator	Indicator Description	2018 - 2019 District Data	2018 - 2019 State Target	District Met State Target
11	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	100.0	100.0	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	98.5	100.0	No
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals		100.0	N/A
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school		35.0	N/A
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school		57.0	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school		75.0	N/A

SPP Indicators 1 - 8 and 14 are Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators