

East St Louis SD 189  
East Saint Louis, ILLINOIS 62201

Arthur Culver  
Email - [arthur.culver@estl189.com](mailto:arthur.culver@estl189.com)  
(618) 646-3009  
<http://estl189.com>



---

**EBF District Funding Tier - 2**  
**Financial capacity to meet expectations - 68.7 %**  
**State Senate District - 57**  
**State House District - 114**

---

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](http://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](http://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	5,430	44	5,274	72	2	5	3	30	873	50	5,067	319
		0.8%	97.1%	1.3%	0.0%	0.1%	0.1%	0.6%	16.1%	0.9%	93.3%	5.9%
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	66.1%	56.4%	66.8%	43.0%	*	*	*	44.5%	67.9%	68.1%	23.0%	64.7%
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	20.4%	22.5%	18.0%	60.8%	19.6%	25.3%	*	*	*	35.3%	28.1%	28.3%	16.7%	17.2%
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	
Number of Days	
District	175
State	175

% of 8TH GRADERS PASSING ALGEBRA I	
District	13.3%
State	30.6%

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
District	19.0	20.1	10.9	117.2
State	18.4	19.0	10.4	172.5

HEALTH AND WELLNESS (days per week)	
District	2.7
State	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	23.6	25.3	23.4	23.7	24.4	23.6	25.4	25.1	23.7	20.8	22.3
State	21.5	21.3	21.6	22.0	22.4	23.0	23.2	22.8	22.6	21.7	21.9

TEACHER INFORMATION (Full-Time Equivalents)											
	Total Number	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown
District	338	21.5%	78.5%	32.2%	65.5%	1.8%	*	*	*	0.3%	0.3%
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)						
		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above	% of Novice Teachers	% of Teachers With Short-Term or Provisional License
District	All Schools	10.7	43.5%	55.3%	*	*
	High Poverty Schools	10.0	39.4%	52.7%	8.4%	1.5%
	Low Poverty Schools	*	*	*	*	*
State	All Schools	13.2	38.9%	60.6%	*	*
	High Poverty Schools	2.7	9.1%	12.9%	2.0%	0.3%
	Low Poverty Schools	4.4	10.1%	21.1%	1.2%	0.1%

TEACHER RETENTION RATE	
District	79.6%
State	85.7%

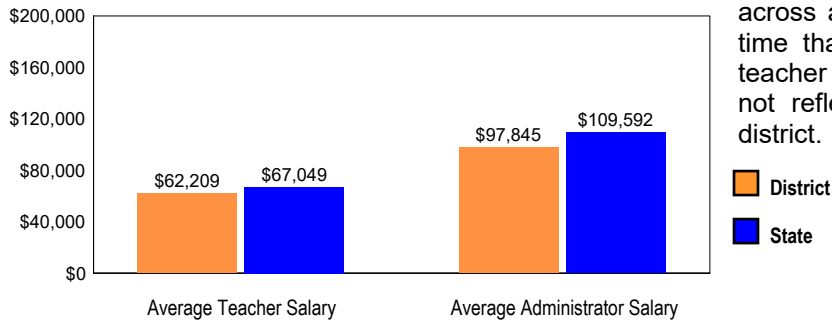
TEACHER ATTENDANCE RATE	
District	63.7%
State	73.5%

TEACHER EVALUATION RATE	
District	98.6%
State	97.2%

PRINCIPAL TURNOVER (Count)	
District	2.0
State	2.0

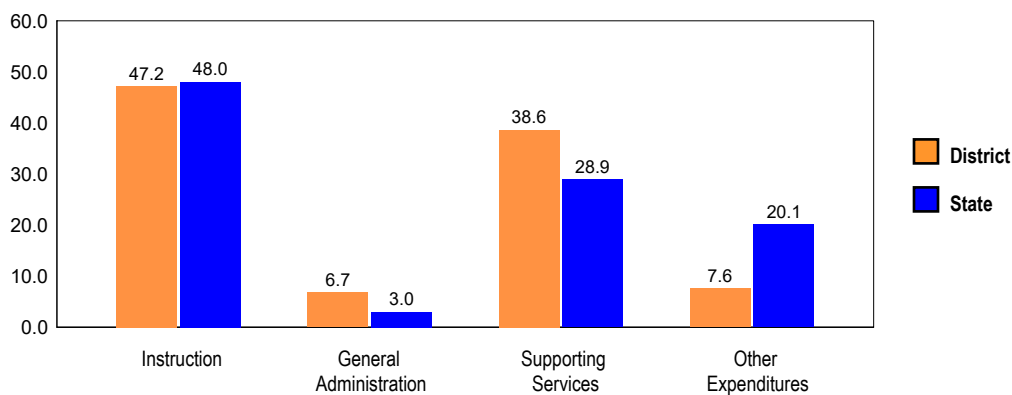
## SCHOOL DISTRICT FINANCES

### 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	\$12,149,320	12.6%	60.6%
Other Local Funding	\$1,635,025	1.7%	5.4%
Evidence-Based Funding	\$51,095,536	53.0%	20.9%
Other State Funding	\$14,197,265	14.7%	6.0%
Federal Funding	\$17,308,989	18.0%	7.1%
<b>TOTAL</b>	<b>\$96,386,135</b>		

### EXPENDITURE BY FUND 2017-18

	District	District %	State %
Education	\$68,268,632	75.3%	70.5%
Operations & Maintenance	\$7,160,645	7.9%	7.1%
Transportation	\$4,845,334	5.3%	3.9%
Debt Service	\$4,834,358	5.3%	9.8%
Tort	\$3,353,519	3.7%	1.2%
Municipal Retirement/ Social Security	\$2,203,702	2.4%	2.0%
Fire Prevention & Safety	\$0	0.0%	0.5%
Capital Projects	\$1,337	0.0%	4.9%
<b>TOTAL</b>	<b>\$90,667,527</b>		

### 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	\$20,455	10.84	\$9,505	\$17,184
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](http://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		
Annette Officer Elementary	419.50	\$1,764	\$7,413	\$9,177	\$1,526	\$3,829	\$5,354	\$3,290	\$11,241	\$14,531		
Dunbar Elem School	450.50	\$1,460	\$6,731	\$8,191	\$1,526	\$3,829	\$5,354	\$2,986	\$10,559	\$13,545		
East St Louis Senior High School	1,058.17	\$2,177	\$8,428	\$10,606	\$1,526	\$3,829	\$5,354	\$3,703	\$12,257	\$15,960		
East St Louis-Lincoln Middle School	634.17	\$2,266	\$6,492	\$8,758	\$1,526	\$3,829	\$5,354	\$3,791	\$10,321	\$14,112		
Gordon Bush Elementary	337.50	\$7,838	\$7,827	\$15,664	\$1,526	\$3,829	\$5,354	\$9,363	\$11,655	\$21,019		
James Avant Elementary School	499.50	\$2,520	\$6,500	\$9,020	\$1,526	\$3,829	\$5,354	\$4,046	\$10,328	\$14,374		
Katie Harper-Wright Elem	415.50	\$1,769	\$7,900	\$9,669	\$1,526	\$3,829	\$5,354	\$3,295	\$11,728	\$15,023		
Mason/Clark Middle Sch	752.50	\$1,882	\$7,272	\$9,153	\$1,526	\$3,829	\$5,354	\$3,407	\$11,100	\$14,507		
Saint Clair Co Juv Detention Center	17.00	\$0	\$4,783	\$4,783	\$1,526	\$3,829	\$5,354	\$1,526	\$8,612	\$10,138		
SIU Charter Sch of East St Louis	113.50	\$1,047	\$10,182	\$11,229	\$103	\$665	\$768	\$1,150	\$10,846	\$11,996		
Vivian Adams Early Child Ctr	411.00	\$577	\$14,147	\$14,724	\$1,526	\$3,829	\$5,354	\$2,103	\$17,975	\$20,078		
Wyvetter Younge Alternative Center for Education	177.00	\$1,325	\$11,763	\$13,088	\$1,526	\$3,829	\$5,354	\$2,850	\$15,592	\$18,442		
District Outplacements	182.95	\$0	\$30,322	\$30,322	\$1,526	\$3,829	\$5,354	\$1,526	\$34,151	\$35,676		
District	5,468.78	\$2,155	\$8,869	\$11,023	\$1,496	\$3,763	\$5,259	\$3,651	\$12,632	\$16,282	\$8,019,862	\$97,064,663

## 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
<b>District</b>	2,707	1,407	1,300	22	2,623	44	*	*	*	13	486	480	32	2,617
	98.9%	98.7%	99.1%	100.0%	98.9%	100.0%	*	*	*	100.0%	98.4%	98.4%	100.0%	98.9%
<b>State</b>	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
<b>District</b>	2,702	1,406	1,296	22	2,618	44	*	*	*	13	487	481	32	2,611
	98.9%	98.7%	99.1%	100.0%	98.8%	100.0%	*	*	*	100.0%	98.6%	98.6%	100.0%	98.8%
<b>State</b>	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
<b>District</b>	1,108	576	532	12	1,069	20	*	*	*	*	228	228	12	1,063
	94.9%	95.0%	94.8%	92.3%	94.9%	100.0%	*	*	*	*	94.6%	94.6%	100.0%	95.0%
<b>State</b>	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
<b>District</b>	2,322	1,204	1,118	12	2,250	44	*	*	*	12	386	380	32	2,249
	99.5%	99.3%	99.6%	100.0%	99.5%	100.0%	*	*	*	100.0%	99.5%	99.5%	100.0%	99.5%
<b>State</b>	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	2,317	1,203	1,114	12	2,245	44	*	*	*	12	387	381	32	2,243
	99.4%	99.3%	99.6%	100.0%	99.4%	100.0%	*	*	*	100.0%	99.7%	99.7%	100.0%	99.4%
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	331	175	156	*	322	*	*	*	*	*	46	46	*	315
	95.7%	95.6%	95.7%	*	95.5%	*	*	*	*	*	93.9%	93.9%	*	95.5%
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	331	175	156	*	322	*	*	*	*	*	46	46	*	315
	95.7%	95.6%	95.7%	*	95.5%	*	*	*	*	*	93.9%	93.9%	*	95.5%
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	54	28	26	*	51	*	*	*	*	*	54	54	*	53
	94.7%	93.3%	96.3%	*	94.4%	*	*	*	*	*	94.7%	94.7%	*	94.6%
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	54	28	26	*	51	*	*	*	*	*	54	54	*	53
	94.7%	93.3%	96.3%	*	94.4%	*	*	*	*	*	94.7%	94.7%	*	94.6%
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%

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	26	14	12	*	24	*	*	*	*	*	26	26	*	25
	92.9%	93.3%	92.3%	*	92.3%	*	*	*	*	*	92.9%	92.9%	*	92.6%
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	1,082	562	520	10	1,045	20	*	*	*	*	202	202	12	1,038
	95.0%	95.1%	94.9%	90.9%	94.9%	100.0%	*	*	*	*	94.8%	94.8%	100.0%	95.1%
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	349	135	214	3	334	11	*	*	*	0
	12.9%	9.6%	16.5%	13.6%	12.7%	25.0%	*	*	*	0.0%
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	25	23	5	341	20	*	2	*
	5.1%	4.8%	15.6%	13.0%	10.9%	*	5.3%	*
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	224	113	111	3	211	8	*	*	*	2
	8.3%	8.0%	8.6%	13.6%	8.1%	18.2%	*	*	*	15.4%
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	13	12	2	218	18	*	2	*
	2.7%	2.5%	6.3%	8.3%	9.8%	*	5.3%	*
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	176	94	82	0	165	9	*	*	*	*
	15.9%	16.3%	15.4%	0.0%	15.4%	45.0%	*	*	*	*
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	8	8	4	165	9	*	0	*
	3.5%	3.5%	33.3%	15.5%	13.9%	*	0.0%	*
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	53	52	98.1%	1	1.9%	1	1.9%
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	43.2%	23.3%	16.2%	15.3%	0.9%	29.3%	27.9%	22.2%	18.3%	2.3%
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	49.1%	23.9%	13.9%	12.2%	0.9%	33.5%	27.4%	19.6%	17.8%	1.7%
	State	25.4%	19.5%	22.8%	29.8%	2.6%	15.3%	19.2%	24.1%	33.2%	8.1%
Female	District	36.7%	24.6%	18.8%	18.8%	1.0%	24.6%	28.5%	25.1%	18.8%	2.9%
	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	*	*	*	*	*	*	*	*	*	*
	State	13.8%	16.9%	25.2%	39.9%	4.2%	8.4%	15.2%	25.1%	41.4%	10.0%
Black	District	43.2%	24.2%	16.4%	15.5%	0.7%	29.6%	27.5%	22.5%	18.3%	2.1%
	State	37.0%	21.3%	19.5%	20.6%	1.6%	28.7%	28.3%	23.6%	17.6%	1.8%
Hispanic	District	*	*	*	*	*	*	*	*	*	*
	State	31.4%	21.1%	20.9%	24.3%	2.2%	18.3%	26.2%	26.9%	25.4%	3.2%
Asian	District	*	*	*	*	*	*	*	*	*	*
	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	*	*	*	*	*	*	*	*	*	*
	State	21.1%	17.1%	23.3%	33.8%	4.7%	14.7%	19.2%	24.1%	32.9%	9.0%

**Grade 3 - Children with Disabilities**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	78.0%	11.9%	1.7%	8.5%	0.0%	59.3%	22.0%	6.8%	10.2%	1.7%
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	79.3%	12.1%	0.0%	8.6%	0.0%	60.3%	20.7%	6.9%	10.3%	1.7%
	State	54.0%	20.2%	14.2%	11.1%	0.5%	36.4%	27.0%	19.6%	14.9%	2.2%
Non-IEP	District	37.7%	26.1%	18.7%	16.4%	1.1%	24.5%	29.0%	24.5%	19.5%	2.4%
	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	42.2%	24.9%	16.4%	15.6%	0.9%	28.4%	28.2%	22.3%	18.7%	2.4%
	State	32.8%	21.9%	21.5%	22.1%	1.6%	22.1%	26.7%	26.0%	22.6%	2.6%
Not Eligible	District	73.3%	6.7%	13.3%	6.7%	0.0%	53.3%	20.0%	20.0%	6.7%	0.0%
	State	11.3%	14.8%	24.0%	44.3%	5.6%	6.4%	13.0%	23.4%	44.3%	12.9%

**Grade 3 - Homeless**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	44.1%	23.5%	17.6%	11.8%	2.9%	23.5%	29.4%	14.7%	26.5%	5.9%
State	44.8%	22.3%	18.1%	14.5%	0.4%	34.4%	28.2%	22.7%	13.6%	1.1%

**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	27.2%	30.4%	27.2%	14.4%	0.8%	34.6%	29.3%	22.5%	13.1%	0.5%
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	27.4%	27.9%	31.6%	13.2%	0.0%	35.8%	27.9%	23.2%	12.6%	0.5%
	State	20.3%	21.3%	25.7%	27.2%	5.5%	17.2%	20.4%	27.8%	31.2%	3.4%
Female	District	27.1%	32.8%	22.9%	15.6%	1.6%	33.3%	30.7%	21.9%	13.5%	0.5%
	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	*	*	*	*	*	*	*	*	*	*
	State	9.9%	15.5%	26.8%	37.4%	10.4%	9.1%	16.5%	30.5%	40.0%	3.9%
Black	District	26.8%	30.4%	27.1%	14.8%	0.8%	35.3%	29.3%	22.2%	12.6%	0.5%
	State	31.0%	27.7%	24.2%	15.3%	1.9%	33.8%	28.8%	24.1%	12.9%	0.5%
Hispanic	District	*	*	*	*	*	*	*	*	*	*
	State	23.9%	24.9%	27.0%	21.3%	2.8%	21.4%	27.2%	30.2%	20.4%	0.8%
Asian	District	*	*	*	*	*	*	*	*	*	*
	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	*	*	*	*	*	*	*	*	*	*
	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	*	*	*	*	*	*	*	*	*	*
	State	15.4%	18.8%	25.0%	31.1%	9.6%	16.7%	21.1%	27.2%	31.0%	4.2%

**Grade 4 - Children with Disabilities**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	62.3%	24.5%	5.7%	7.5%	0.0%	75.5%	15.1%	5.7%	3.8%	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	68.8%	22.9%	4.2%	4.2%	0.0%	81.3%	12.5%	4.2%	2.1%	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	21.3%	31.4%	30.5%	15.9%	0.9%	27.8%	31.7%	25.1%	14.7%	0.6%
	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	27.2%	30.2%	27.5%	14.3%	0.8%	34.5%	29.1%	22.6%	13.2%	0.5%
	State	26.0%	25.8%	26.4%	19.3%	2.5%	25.4%	27.5%	28.4%	17.9%	0.8%
Not Eligible	District	27.3%	36.4%	18.2%	18.2%	0.0%	36.4%	36.4%	18.2%	9.1%	0.0%
	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	48.5%	15.2%	18.2%	18.2%	0.0%	42.4%	33.3%	15.2%	9.1%	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	36.8%	29.6%	18.6%	15.0%	0.0%	33.6%	42.5%	15.8%	7.8%	0.3%
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	42.7%	27.6%	19.5%	10.3%	0.0%	32.6%	40.8%	16.8%	9.8%	0.0%
Male State	16.2%	23.6%	28.1%	30.0%	2.2%	15.0%	29.5%	25.1%	25.0%	5.4%
Female District	30.7%	31.8%	17.6%	19.9%	0.0%	34.7%	44.3%	14.8%	5.7%	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	*	*	*	*	*	*	*	*	*	*
White State	7.4%	16.0%	28.1%	43.8%	4.7%	8.1%	23.5%	29.0%	33.2%	6.3%
Black District	36.8%	30.4%	18.8%	13.9%	0.0%	34.0%	43.0%	15.7%	7.0%	0.3%
Black State	25.0%	31.4%	25.8%	17.1%	0.7%	26.7%	41.9%	21.3%	9.4%	0.7%
Hispanic District	33.3%	8.3%	16.7%	41.7%	0.0%	25.0%	25.0%	16.7%	33.3%	0.0%
Hispanic State	18.7%	26.9%	28.5%	24.8%	1.2%	16.8%	36.8%	28.0%	16.9%	1.5%
Asian District	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*
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 - Children with Disabilities**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	76.5%	16.0%	4.9%	2.5%	0.0%	36.6%	52.4%	9.8%	1.2%	0.0%
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	76.5%	16.0%	4.9%	2.5%	0.0%	36.6%	52.4%	9.8%	1.2%	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	25.4%	33.6%	22.5%	18.6%	0.0%	32.7%	39.6%	17.6%	9.7%	0.4%
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	37.5%	28.9%	18.3%	15.2%	0.0%	34.0%	41.5%	16.4%	7.8%	0.3%
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	16.7%	50.0%	25.0%	8.3%	0.0%	23.1%	69.2%	0.0%	7.7%	0.0%
Not Eligible State	5.7%	13.9%	26.3%	47.9%	6.2%	6.1%	20.5%	27.9%	36.6%	8.9%

**Grade 5 - Homeless**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	50.0%	37.5%	9.4%	3.1%	0.0%	46.9%	46.9%	3.1%	3.1%	0.0%
State	28.9%	31.9%	24.5%	14.4%	0.3%	31.2%	40.7%	20.4%	7.2%	0.6%

**Grade 6 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	34.4%	31.5%	25.4%	7.9%	0.8%	46.5%	40.6%	8.5%	4.4%	0.0%
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	40.8%	31.7%	21.1%	5.5%	0.9%	48.4%	41.1%	6.8%	3.7%	0.0%
Male State	17.1%	23.8%	31.2%	25.2%	2.8%	18.1%	30.2%	26.4%	21.9%	3.4%
Female District	26.2%	31.4%	30.8%	11.0%	0.6%	44.1%	40.0%	10.6%	5.3%	0.0%
Female 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	*	*	*	*	*	*	*	*	*	*
White State	7.5%	15.3%	31.6%	39.3%	6.4%	9.5%	24.8%	31.8%	29.9%	4.0%
Black District	34.0%	31.2%	25.9%	8.1%	0.8%	46.7%	40.2%	8.7%	4.5%	0.0%
Black State	25.5%	30.5%	29.0%	14.0%	1.0%	33.3%	40.0%	19.3%	7.0%	0.4%
Hispanic District	*	*	*	*	*	*	*	*	*	*
Hispanic State	17.6%	26.0%	32.8%	21.7%	1.9%	20.3%	37.8%	27.1%	13.8%	1.0%
Asian District	*	*	*	*	*	*	*	*	*	*
Asian 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	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	3.3%	17.8%	31.6%	34.9%	12.5%	11.3%	25.2%	22.5%	34.4%	6.6%
American Indian District	*	*	*	*	*	*	*	*	*	*
American Indian 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	*	*	*	*	*	*	*	*	*	*
Two or More Races State	12.5%	19.8%	30.8%	31.7%	5.2%	16.6%	29.7%	27.3%	22.7%	3.7%

**Grade 6 - Children with Disabilities**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	73.1%	23.9%	3.0%	0.0%	0.0%	70.1%	28.4%	1.5%	0.0%	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	73.1%	23.9%	3.0%	0.0%	0.0%	70.1%	28.4%	1.5%	0.0%	0.0%
IEP State	45.3%	31.8%	16.8%	5.6%	0.4%	46.9%	36.3%	11.9%	4.5%	0.4%
Non-IEP District	26.3%	33.1%	30.0%	9.6%	0.9%	41.6%	43.2%	9.9%	5.3%	0.0%
Non-IEP 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	34.9%	31.4%	24.9%	8.0%	0.8%	46.5%	40.6%	8.6%	4.3%	0.0%
Free/Reduced Price Lunch State	20.2%	27.4%	31.7%	19.2%	1.6%	24.7%	38.1%	24.8%	11.7%	0.7%
Not Eligible District	23.5%	35.3%	35.3%	5.9%	0.0%	47.1%	41.2%	5.9%	5.9%	0.0%
Not Eligible 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	50.0%	38.5%	11.5%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	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	32.6%	27.8%	21.0%	17.6%	1.1%	37.4%	42.9%	18.0%	1.7%	0.0%
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	41.1%	28.2%	17.2%	12.9%	0.6%	34.0%	46.3%	18.5%	1.2%	0.0%
Male State	19.6%	20.3%	26.2%	26.2%	7.7%	12.1%	27.3%	30.1%	25.5%	5.0%
Female District	25.3%	27.4%	24.2%	21.6%	1.6%	40.4%	39.9%	17.6%	2.1%	0.0%
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	*	*	*	*	*	*	*	*	*	*
White State	8.7%	13.7%	25.0%	36.7%	15.9%	6.3%	20.4%	33.8%	33.6%	5.9%
Black District	32.3%	28.2%	21.5%	16.9%	1.2%	37.5%	43.1%	17.9%	1.5%	0.0%
Black State	29.8%	25.7%	24.6%	16.9%	3.1%	22.8%	42.6%	25.1%	8.9%	0.5%
Hispanic District	*	*	*	*	*	*	*	*	*	*
Hispanic State	20.8%	22.7%	27.6%	23.5%	5.5%	13.4%	34.5%	33.4%	17.2%	1.4%
Asian District	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*
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 - Children with Disabilities**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	88.7%	7.5%	3.8%	0.0%	0.0%	66.0%	32.1%	1.9%	0.0%	0.0%
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	88.7%	7.5%	3.8%	0.0%	0.0%	66.0%	32.1%	1.9%	0.0%	0.0%
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	22.7%	31.3%	24.0%	20.7%	1.3%	32.3%	44.8%	20.9%	2.0%	0.0%
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	32.8%	27.6%	20.7%	17.8%	1.1%	37.7%	42.6%	18.0%	1.7%	0.0%
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	*	*	*	*	*	*	*	*	*	*
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	47.1%	17.6%	11.8%	23.5%	0.0%	47.1%	41.2%	5.9%	5.9%	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	41.4%	25.6%	23.6%	8.8%	0.8%	63.4%	22.8%	8.0%	5.5%	0.3%
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	50.5%	25.7%	19.3%	4.1%	0.5%	65.1%	20.6%	9.2%	5.0%	0.0%
Male State	22.1%	21.4%	25.4%	26.5%	4.6%	28.3%	21.8%	18.7%	26.4%	4.7%
Female District	30.4%	25.4%	28.7%	14.4%	1.1%	61.3%	25.4%	6.6%	6.1%	0.6%
Female 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	*	*	*	*	*	*	*	*	*	*
White State	10.4%	14.4%	25.5%	40.0%	9.6%	17.1%	19.3%	21.9%	36.4%	5.3%
Black District	41.5%	26.0%	22.9%	8.8%	0.8%	63.9%	22.4%	7.7%	5.7%	0.3%
Black State	31.1%	25.7%	25.0%	16.6%	1.6%	46.7%	26.1%	15.6%	11.2%	0.5%
Hispanic District	*	*	*	*	*	*	*	*	*	*
Hispanic State	22.4%	22.3%	26.9%	25.1%	3.3%	31.6%	26.5%	20.3%	20.3%	1.4%
Asian District	*	*	*	*	*	*	*	*	*	*
Asian 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	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	10.6%	10.6%	24.2%	42.9%	11.8%	16.4%	15.1%	19.5%	37.1%	11.9%
American Indian District	*	*	*	*	*	*	*	*	*	*
American Indian 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	*	*	*	*	*	*	*	*	*	*
Two or More Races State	16.4%	18.4%	24.5%	32.6%	8.0%	27.0%	22.0%	18.7%	26.2%	6.1%

**Grade 8 - Children with Disabilities**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	80.8%	16.4%	1.4%	1.4%	0.0%	97.3%	2.7%	0.0%	0.0%	0.0%
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	80.8%	16.4%	1.4%	1.4%	0.0%	97.3%	2.7%	0.0%	0.0%	0.0%
IEP State	51.8%	26.5%	14.9%	6.3%	0.7%	64.4%	21.9%	8.2%	5.0%	0.5%
Non-IEP District	32.5%	27.6%	28.5%	10.4%	0.9%	55.8%	27.3%	9.8%	6.7%	0.3%
Non-IEP 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	40.9%	25.9%	23.6%	8.8%	0.8%	63.2%	22.8%	8.0%	5.7%	0.3%
Free/Reduced Price Lunch State	25.2%	23.6%	26.4%	22.0%	2.8%	37.1%	26.5%	18.6%	16.7%	1.2%
Not Eligible District	53.8%	15.4%	23.1%	7.7%	0.0%	69.2%	23.1%	7.7%	0.0%	0.0%
Not Eligible 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	48.0%	16.0%	20.0%	16.0%	0.0%	64.0%	16.0%	12.0%	8.0%	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	86,470	41,399	45,071	*	83,922	1,654	*	*	*	*
	50.0%	46.9%	53.3%	*	50.0%	51.7%	*	*	*	*
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	11,555	11,259	1,068	84,911	4,753	*	451	*
	39.4%	39.1%	48.5%	50.0%	42.4%	*	32.2%	*
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	74,796	38,513	36,283	*	72,246	1,766	*	*	*	*
	43.5%	43.9%	43.0%	*	43.3%	55.2%	*	*	*	*
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	11,725	11,491	1,131	73,693	4,479	*	726	*
	40.3%	40.2%	51.4%	43.6%	40.4%	*	48.4%	*
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%

**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	66.6%	28.4%	4.7%	0.3%	81.4%	17.0%	1.6%	0.0%
State	27.6%	35.8%	26.1%	10.6%	33.6%	31.6%	25.7%	9.1%

**SAT - Gender**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Male District	72.2%	23.1%	4.7%	0.0%	80.5%	17.8%	1.8%	0.0%
Male State	31.9%	34.4%	24.0%	9.7%	34.8%	29.8%	24.9%	10.5%
Female District	60.1%	34.5%	4.7%	0.7%	82.4%	16.2%	1.4%	0.0%
Female State	23.2%	37.2%	28.1%	11.4%	32.4%	33.4%	26.6%	7.7%

**SAT - Racial/Ethnic Background**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
White District	*	*	*	*	*	*	*	*
White State	18.1%	34.1%	33.2%	14.6%	23.0%	31.9%	33.1%	11.9%
Black District	66.8%	28.4%	4.5%	0.3%	81.6%	17.1%	1.3%	0.0%
Black State	49.6%	36.5%	11.8%	2.1%	59.7%	28.7%	10.5%	1.1%
Hispanic District	*	*	*	*	*	*	*	*
Hispanic State	36.7%	40.9%	18.8%	3.7%	43.6%	34.9%	18.5%	2.9%
Asian District	*	*	*	*	*	*	*	*
Asian State	11.7%	25.5%	34.1%	28.6%	10.3%	20.7%	34.8%	34.2%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	24.7%	38.7%	30.7%	6.0%	30.7%	32.0%	29.3%	8.0%
American Indian District	*	*	*	*	*	*	*	*
American Indian State	30.6%	46.6%	19.1%	3.7%	44.4%	33.1%	18.0%	4.5%
Two or More Races District	*	*	*	*	*	*	*	*
Two or More Races State	23.8%	34.3%	27.2%	14.8%	31.0%	30.3%	26.3%	12.3%

**SAT - Children with Disabilities**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	88.1%	7.3%	2.4%	0.0%	95.5%	0.0%	2.4%	0.0%
State	58.0%	24.2%	12.5%	5.3%	64.3%	20.0%	11.8%	4.0%

**SAT - Students with IEPs**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
IEP District	88.1%	7.3%	2.4%	0.0%	95.5%	0.0%	2.4%	0.0%
IEP State	72.2%	20.3%	5.7%	1.7%	78.3%	15.3%	5.1%	1.2%
Non-IEP District	63.2%	31.4%	5.1%	0.4%	79.1%	19.5%	1.4%	0.0%
Non-IEP State	21.7%	37.8%	28.7%	11.7%	27.7%	33.7%	28.5%	10.1%

**SAT - Economically Disadvantaged**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District	67.7%	27.4%	4.6%	0.3%	82.2%	16.8%	1.0%	0.0%
Free/Reduced Price Lunch State	42.8%	38.6%	15.7%	2.9%	50.6%	32.3%	14.9%	2.2%
Not Eligible District	42.9%	50.0%	7.1%	0.0%	64.3%	21.4%	14.3%	0.0%
Not Eligible State	16.3%	33.7%	33.7%	16.3%	21.0%	31.0%	33.7%	14.2%

**SAT - Homeless**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	68.1%	18.6%	0.0%	0.0%	86.7%	0.0%	0.0%	0.0%
State	55.4%	30.5%	7.1%	1.1%	65.0%	22.7%	5.8%	0.5%

## 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 3

#### Grade 3 - All

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	41.7%	25.0%	33.3%	0.0%	66.7%	25.0%	8.3%	0.0%	*	*	*	*
State	72.2%	14.1%	13.0%	0.7%	70.8%	14.9%	11.7%	2.6%	*	*	*	*

#### Grade 3 - Gender

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male	*	*	*	*	*	*	*	*	*	*	*	*
District	70.5%	14.7%	14.0%	0.7%	69.1%	14.5%	13.6%	2.8%	*	*	*	*
State												
Female	*	*	*	*	*	*	*	*	*	*	*	*
District	75.4%	12.8%	11.0%	0.6%	74.0%	15.8%	7.8%	2.2%	*	*	*	*
State												

#### Grade 3 - Racial/Ethnic Background

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White	*	*	*	*	*	*	*	*	*	*	*	*
District	72.4%	14.0%	13.0%	0.6%	70.3%	15.8%	11.5%	2.4%	*	*	*	*
State												
Black	41.7%	25.0%	33.3%	0.0%	66.7%	25.0%	8.3%	0.0%	*	*	*	*
District	65.5%	17.7%	15.9%	0.9%	69.6%	14.6%	12.8%	3.0%	*	*	*	*
State												
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*
District	76.4%	12.3%	10.8%	0.5%	72.8%	13.8%	11.5%	1.8%	*	*	*	*
State												
Asian	*	*	*	*	*	*	*	*	*	*	*	*
District	81.3%	6.7%	12.0%	0.0%	76.0%	13.3%	5.3%	5.3%	*	*	*	*
State												
Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State												
American Indian	*	*	*	*	*	*	*	*	*	*	*	*
District	66.7%	0.0%	33.3%	0.0%	66.7%	0.0%	33.3%	0.0%	*	*	*	*
State												
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*
District	68.0%	18.0%	12.0%	2.0%	62.7%	17.6%	15.7%	3.9%	*	*	*	*
State												

#### Grade 3 - Children with Disabilities

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	41.7%	25.0%	33.3%	0.0%	66.7%	25.0%	8.3%	0.0%	*	*	*	*
State	72.3%	14.1%	13.0%	0.7%	70.8%	14.9%	11.7%	2.6%	*	*	*	*

**Grade 3 - Economically Disadvantaged**

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch												
District	41.7%	25.0%	33.3%	0.0%	66.7%	25.0%	8.3%	0.0%	*	*	*	*
State	69.6%	15.7%	14.1%	0.6%	68.8%	15.7%	12.9%	2.5%	*	*	*	*
Not Eligible												
District	*	*	*	*	*	*	*	*	*	*	*	*
State	76.4%	11.6%	11.2%	0.9%	74.0%	13.7%	9.7%	2.6%	*	*	*	*

## 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
<b>District</b>	175	94	81	0	164	9	*	*	*	*
	16.2%	16.7%	15.6%	0.0%	15.7%	45.0%	*	*	*	*
<b>State</b>	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
<b>District</b>	7	7	4	164	9	*	0	*
	3.5%	3.5%	33.3%	15.8%	14.4%	*	0.0%	*
<b>State</b>	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%

9th Grade On Track												
	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	229	*	76.6%	*	*	*	*	*	45.6%	45.6%	*	77.2%
State	128,346	91.3%	74.5%	82.7%	96.6%	90.2%	82.0%	87.3%	78.9%	76.9%	77.1%	78.7%

CAREER AND TECHNICAL EDUCATION ENROLLMENT	
District	528
State	284,680

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)				
	GRADE 9	GRADE 10	GRADE 11	GRADE 12
District	62	40	108	125
State	18,502	31,225	60,933	77,059

ADVANCED PLACEMENT COURSE WORK													
		ADVANCED PLACEMENT (AP) COURSE WORK				INTERNATIONAL BACCALAUREATE (IB) COURSE WORK				DUAL CREDIT COURSE WORK			
		Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12
<b>All</b>	<b>District</b>	57	25	75	38	*	*	*	*	*	15	47	100
	<b>State</b>	14,008	25,966	47,067	55,380	282	338	2,482	2,486	4,689	6,141	18,248	34,894
<b>White</b>	<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
	<b>State</b>	6,527	13,448	24,740	29,422	48	37	323	377	2,361	3,272	11,956	22,540
<b>Black</b>	<b>District</b>	55	25	75	37	*	*	*	*	*	15	46	100
	<b>State</b>	1,365	2,005	4,067	4,989	83	125	720	687	920	796	1,653	3,193
<b>Hispanic</b>	<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
	<b>State</b>	3,362	5,977	11,723	13,688	140	156	1,238	1,205	1,018	1,516	3,067	6,159
<b>Asian</b>	<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
	<b>State</b>	2,129	3,563	4,790	5,291	10	16	155	175	217	357	931	1,831
<b>Native Hawaiian/ Pacific Islander</b>	<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
	<b>State</b>	18	48	67	65	0	1	4	3	3	8	13	40
<b>American Indian</b>	<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
	<b>State</b>	30	59	102	111	0	1	8	5	8	19	28	63
<b>Two or More Races</b>	<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
	<b>State</b>	577	866	1,578	1,814	1	2	34	34	162	173	600	1,068
<b>Children with Disabilities</b>	<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	15
	<b>State</b>	742	1,409	2,566	3,490	23	31	181	222	651	734	1,810	3,414
<b>IEP</b>	<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	15
	<b>State</b>	139	296	629	1,040	14	20	68	84	468	483	1,267	2,124
<b>Non IEP</b>	<b>District</b>	57	25	73	38	*	*	*	*	*	14	43	85
	<b>State</b>	13,869	25,670	46,438	54,340	268	318	2,414	2,402	4,221	5,658	16,981	32,770
<b>EL</b>	<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
	<b>State</b>	113	263	668	855	13	23	77	60	186	270	420	652
<b>Non EL</b>	<b>District</b>	57	25	75	38	*	*	*	*	*	15	47	100
	<b>State</b>	13,895	25,703	46,399	54,525	269	315	2,405	2,426	4,503	5,871	17,828	34,242
<b>Low Income</b>	<b>District</b>	53	25	71	38	*	*	*	*	*	13	46	98
	<b>State</b>	4,058	6,910	13,925	16,678	201	244	1,772	1,804	1,682	2,297	5,959	10,253
<b>Non Low Income</b>	<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
	<b>State</b>	9,950	19,056	33,142	38,702	81	94	710	682	3,007	3,844	12,289	24,641



ADVANCED PLACEMENT (AP) EXAMS				
GRADE 9				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
District	51	*	51	*
State	13,588	8,080	12,997	7,703

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	116	*	48	*
State	43,954	30,374	23,121	15,951

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	200	*	61	*
State	135,827	89,955	39,759	27,181

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	98	*	11	*
State	263,749	180,472	40,984	31,340

POSTSECONDARY ENROLLMENT 12 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
District	51.5%	44.7%	6.8%	33.1%	18.3%	0.0%
State	72.5%	56.0%	16.5%	40.2%	32.3%	0.0%

POSTSECONDARY ENROLLMENT 16 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
District	54.0%	46.3%	7.7%	34.1%	19.9%	0.0%
State	73.5%	56.9%	16.7%	40.4%	33.1%	0.0%

HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics)										
	Gender			Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
<b>District</b>	70.7%	63.2%	78.0%	*	71.0%	*	*	*	*	*
<b>State</b>	85.9%	83.2%	88.8%	90.8%	75.7%	81.8%	93.8%	80.1%	77.8%	86.7%

HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	50.6%	53.6%	*	72.5%	72.1%	*	*	*
<b>State</b>	74.4%	69.6%	71.7%	77.9%	66.2%	66.7%	54.3%	92.8%

HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics)										
	Gender			Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
<b>District</b>	75.0%	67.5%	82.9%	*	75.6%	*	*	*	*	*
<b>State</b>	87.5%	85.1%	90.1%	91.9%	78.4%	83.7%	95.1%	84.5%	82.8%	86.8%

HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	71.7%	71.0%	*	74.1%	65.9%	*	*	*
<b>State</b>	74.1%	73.2%	75.9%	80.5%	71.4%	73.7%	33.1%	47.6%

HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics)										
	Gender			Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
<b>District</b>	71.8%	65.7%	77.1%	*	71.9%	*	*	*	*	*
<b>State</b>	88.1%	85.9%	90.4%	91.9%	79.1%	85.3%	95.6%	83.7%	83.3%	87.3%

HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
	<b>District</b>	67.9%	67.9%	*	72.3%	58.8%	*	*
<b>State</b>	75.6%	75.3%	78.5%	81.0%	73.2%	66.7%	27.6%	28.6%

DROPOUT RATE														
	Gender			Race / Ethnicity							Children with Disabilities	Students with IEPs	English Learners	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
<b>District</b>	9.6%	10.9%	8.2%	5.0%	9.7%	16.7%	*	*	*	*	9.4%	9.7%	*	9.5%
<b>State</b>	4.2%	4.7%	3.7%	2.7%	8.0%	5.0%	1.7%	5.4%	6.5%	4.2%	2.8%	4.1%	2.4%	6.4%

## NAEP

# 2017 Mathematics State Snapshot Report

## Illinois - Grade 4 - Public Schools

### Results for Student Groups in 2017

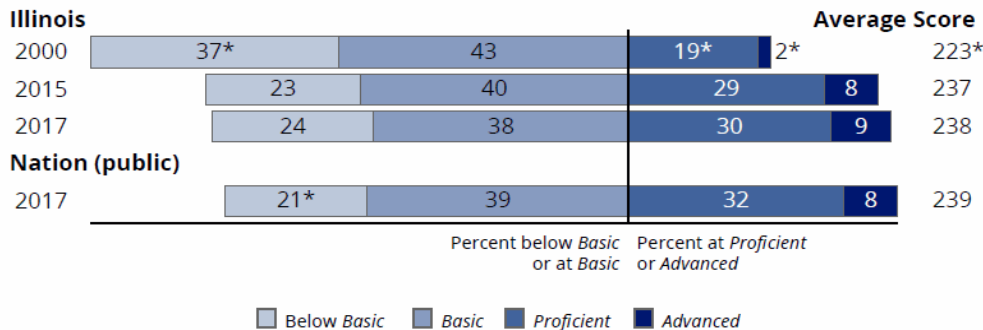
Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	47	249	87	52	13
Black	17	217	54	15	1
Hispanic	27	227	67	23	3
Asian	5	263	92	70	28
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	243	84	40	11
<b>Gender</b>					
Male	50	240	76	41	11
Female	50	237	76	36	7
<b>National School Lunch Program</b>					
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

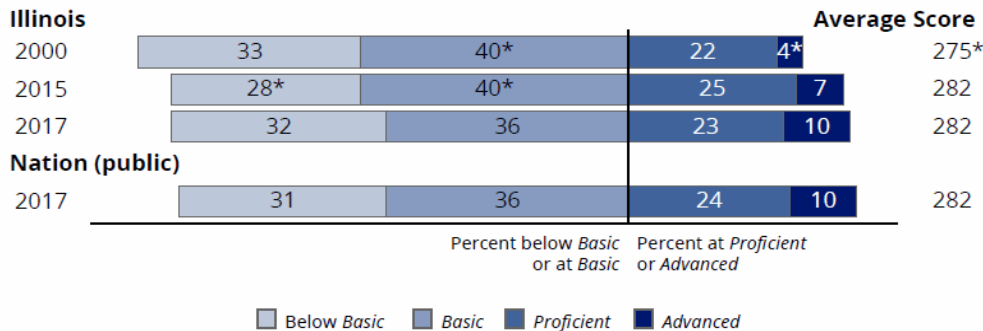
Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	51	291	79	42	13
Black	15	257	42	11	1
Hispanic	27	272	60	21	4
Asian	4	314	87	66	34
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	287	68	39	19
<b>Gender</b>					
Male	51	284	70	36	12
Female	49	279	67	29	8
<b>National School Lunch Program</b>					
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 <sup>1</sup>	1.6	92 <sup>1</sup>	1.4	92 <sup>1</sup>	1.5	86 <sup>1</sup>	3.0

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

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

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

<sup>2</sup> 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

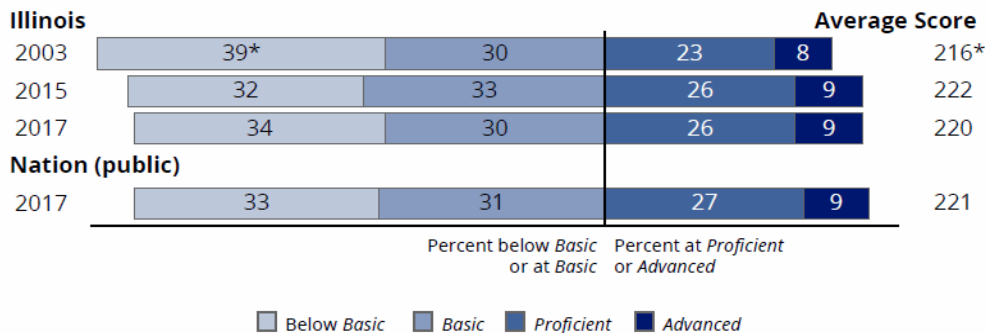
Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	47	232	78	47	14
Black	17	199	43	15	2
Hispanic	27	209	54	22	4
Asian	5	244	87	62	23
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	4	219	64	33	10
<b>Gender</b>					
Male	50	217	62	33	9
Female	50	224	69	38	10
<b>National School Lunch Program</b>					
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

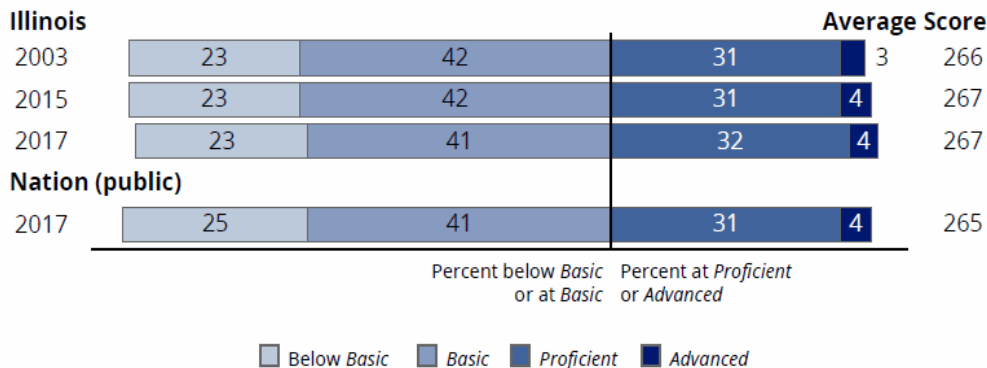
Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	51	275	84	45	5
Black	15	246	56	15	1
Hispanic	27	258	71	25	1
Asian	4	292	94	68	14
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	279	87	50	8
<b>Gender</b>					
Male	51	262	73	30	2
Female	49	272	81	42	6
<b>National School Lunch Program</b>					
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 <sup>†</sup>	1.5	96 <sup>†</sup>	1.0	92 <sup>†</sup>	2.4	86 <sup>†</sup>	3.2

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

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

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

<sup>2</sup> Department of Defense Education Activity (overseas and domestic schools).

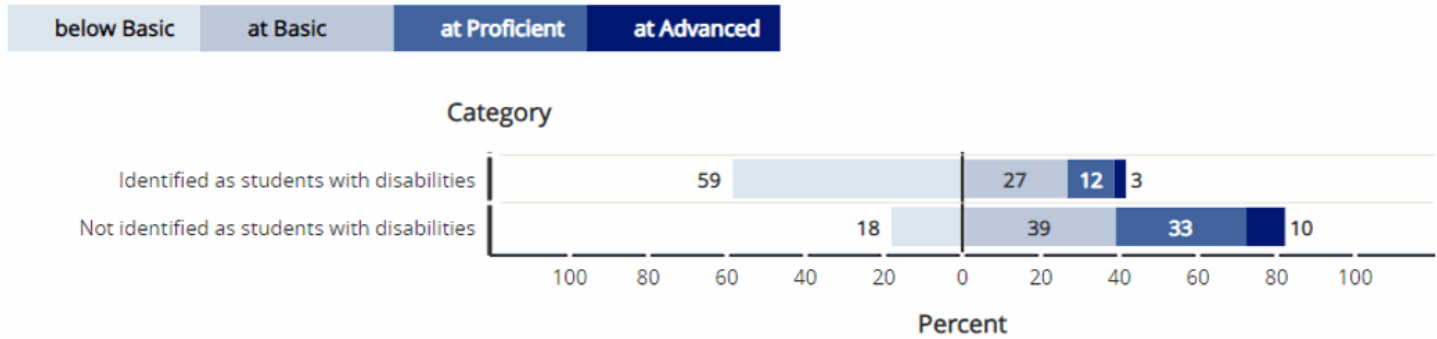
NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. SD includes students identified as having an Individualized Education Program but excludes other students protected under Section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

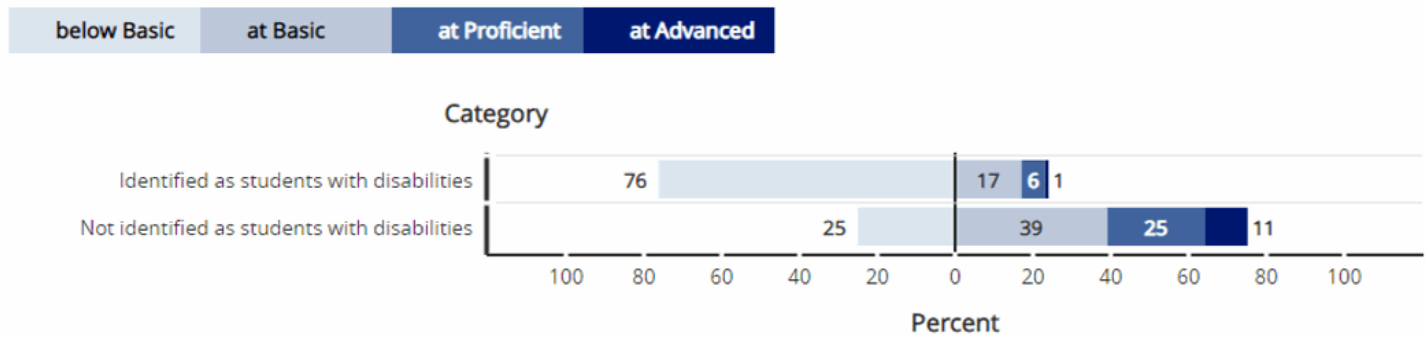
Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 mathematics, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2017  
2017, Illinois



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**

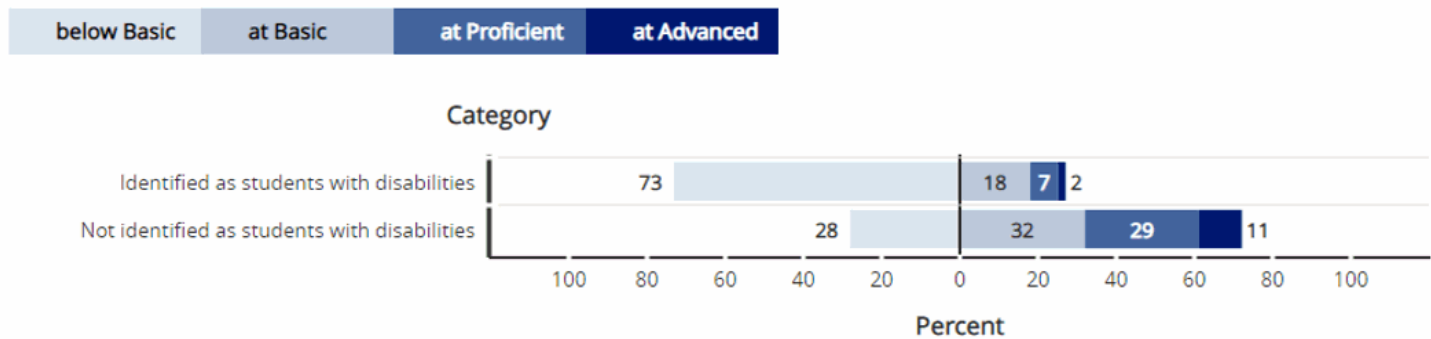
Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 8 mathematics, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2017  
2017, Illinois



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



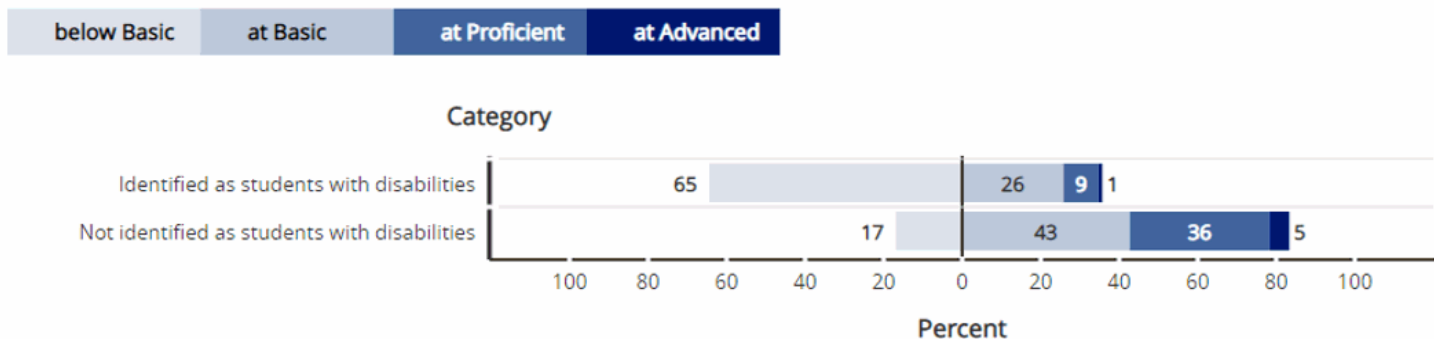
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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.

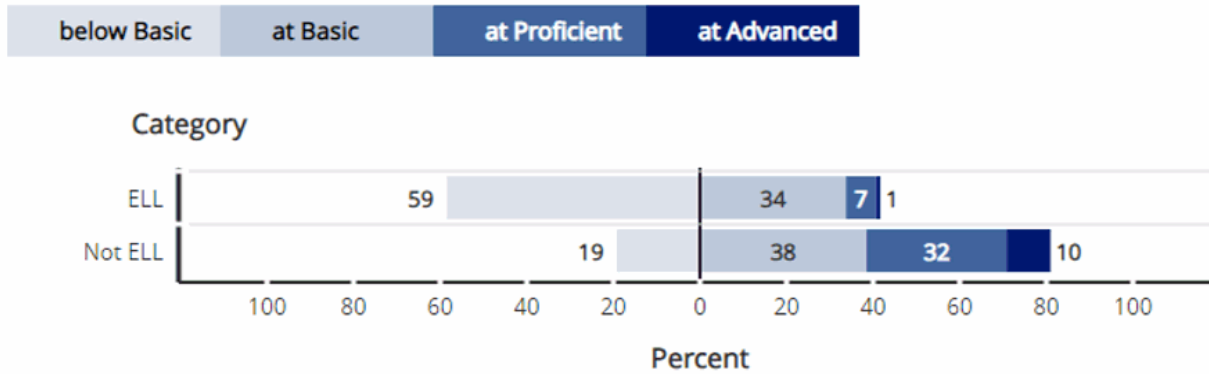
NOTE: Some apparent differences between estimates may not be statistically significant.

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

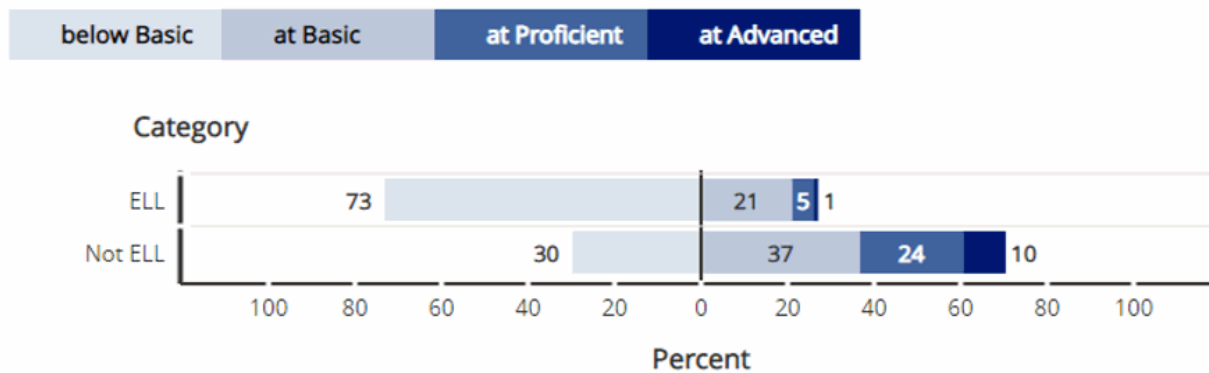


NOTE: Some apparent differences between estimates may not be statistically significant.

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



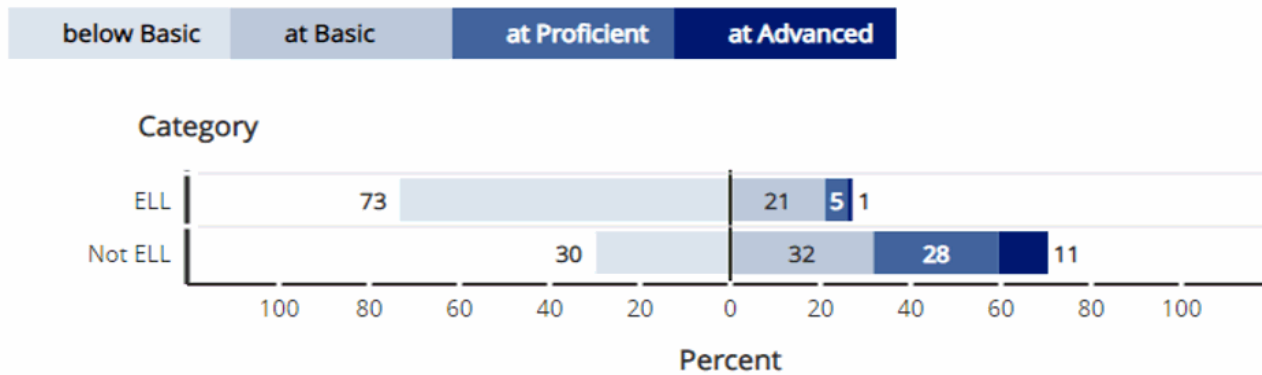
NOTE: Some apparent differences between estimates may not be statistically significant.

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

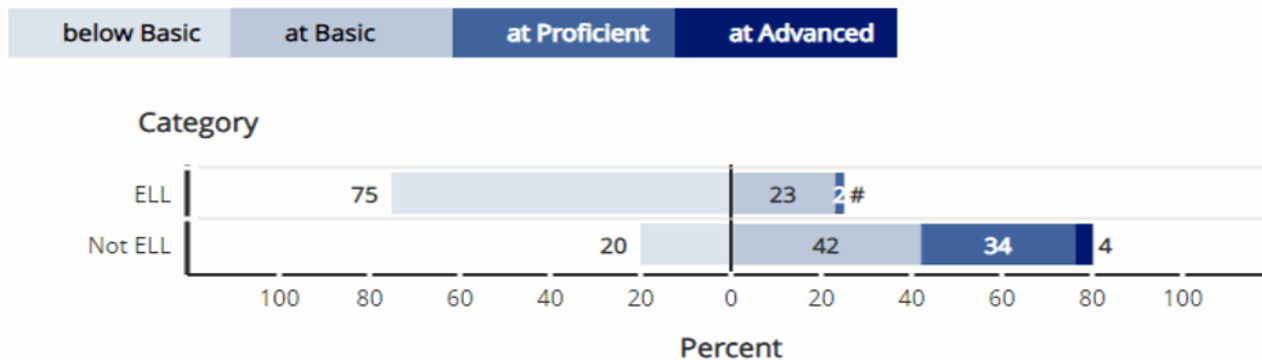


NOTE: Some apparent differences between estimates may not be statistically significant.

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](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](https://www.nationsreportcard.gov/reading_2017/files/2017_Technical_Appendix_Reading_State.pdf)

**CIVIL RIGHTS DATA COLLECTION - 2016-17 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-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](http://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	
District	14.8%
State	5.3%

CRDC - OUT-OF-SCHOOL SUSPENSIONS	
District	25.5%
State	4.5%

CRDC - EXPULSIONS	
District	0.0%
State	0.2%

CRDC - SCHOOL-RELATED ARRESTS	
District	0.0%
State	0.2%

CRDC - REFERRAL TO LAW ENFORCEMENT	
District	0.0%
State	0.4%

CRDC - CHRONIC ABSENTEEISM	
District	62.2%
State	16.5%

CRDC - INCIDENTS OF VIOLENCE	
	Rate of Incidents of Violence
District	7.7%
State	2.2%

CRDC - INCIDENTS OF VIOLENCE - FIREARM AND HOMICIDE		
	Firearm	Homicide
Schools in the District with Incidents of Violence	0	0
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	273 4.6%
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	233	3.9%	0	0.0%	79	1.3%
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	0.7%	97.3%	1.3%	0.0%	0.1%	0.1%	0.6%
	Students with IEPs	2.7%	95.7%	1.1%	0.1%			0.4%
All Peer Districts *	All Students	60.8%	11.3%	18.7%	4.3%	0.1%	0.3%	4.5%
	Students with IEPs	60.1%	14.5%	18.0%	2.1%	0.1%	0.3%	4.9%
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	0.6%	1.3%	1.4%	4.3%	8.4%	9.2%
Deafness		0.0%	0.0%		0.1%	0.2%
Deaf-Blindness		0.0%	0.0%		0.0%	0.0%
Developmental Delay	1.4%	2.0%	2.0%	9.5%	12.9%	13.1%
Emotional Disability	1.4%	0.9%	0.9%	9.6%	5.8%	6.2%
Hearing Impairment	0.2%	0.2%	0.1%	1.0%	1.0%	0.9%
Intellectual Disability	2.7%	0.7%	0.8%	18.2%	4.6%	5.2%
Multiple Disabilities	0.2%	0.2%	0.1%	1.4%	1.1%	1.0%
Orthopedic Impairment	0.0%	0.1%	0.1%	0.1%	0.4%	0.3%
Other Health Impairment	2.4%	2.2%	1.9%	15.7%	14.3%	12.9%
Specific Learning Disability	4.3%	5.0%	5.1%	28.7%	31.7%	34.0%
Speech or Language Impairment	1.6%	3.0%	2.4%	10.5%	19.2%	16.3%
Traumatic Brain Injury	0.0%	0.0%	0.0%	0.3%	0.2%	0.2%
Visual Impairment	0.1%	0.1%	0.1%	0.8%	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.

<b>Percent of Students with IEPs in Various Educational Environments</b>					
		<b>Inside <math>\geq</math> 80%</b>	<b>Inside 40-79%</b>	<b>Inside &lt;40%</b>	<b>Separate Facility</b>
<b>All Students with an IEP</b>	District	39.2%	23.0%	19.1%	18.6%
	All Peer Districts*	54.7%	26.2%	13.1%	6.0%
	State	53.6%	26.6%	13.2%	6.6%

<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>	<b>District</b>	23.8%	14.3%	23.8%	38.1%
	<b>All Peer Districts*</b>	56.7%	26.6%	10.8%	5.8%
	<b>State</b>	57.0%	24.9%	11.3%	6.7%
<b>Black</b>	<b>District</b>	40.0%	22.9%	19.2%	17.9%
	<b>All Peer Districts*</b>	47.2%	25.7%	19.1%	8.1%
	<b>State</b>	45.0%	30.3%	16.4%	8.3%
<b>Hispanic</b>	<b>District</b>	11.1%	55.6%	11.1%	22.2%
	<b>All Peer Districts*</b>	54.3%	26.6%	14.4%	4.7%
	<b>State</b>	54.1%	27.7%	13.4%	4.7%
<b>Asian</b>	<b>District</b>	0.0%	0.0%	0.0%	100.0%
	<b>All Peer Districts*</b>	56.3%	17.4%	20.4%	5.9%
	<b>State</b>	54.2%	19.7%	19.1%	7.0%
<b>Native Hawaiian</b>	<b>District</b>				
	<b>All Peer Districts*</b>	49.0%	26.0%	18.8%	6.3%
	<b>State</b>	49.1%	20.3%	23.4%	7.2%
<b>Native American</b>	<b>District</b>				
	<b>All Peer Districts*</b>	52.1%	26.9%	13.1%	7.9%
	<b>State</b>	51.5%	25.7%	14.5%	8.4%
<b>Two or More Races</b>	<b>District</b>	66.7%	33.3%	0.0%	0.0%
	<b>All Peer Districts*</b>	54.5%	24.7%	14.6%	6.2%
	<b>State</b>	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

<b>Educational Environments for Students with IEPs 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	12.5%	6.3%	25.0%	56.3%
	All Peer Districts*	31.3%	22.8%	31.1%	14.8%
	State	30.0%	22.5%	31.4%	16.1%
<b>Emotional Disability</b>	District	17.3%	8.0%	21.3%	53.3%
	All Peer Districts*	30.5%	19.4%	18.3%	31.9%
	State	34.8%	20.1%	14.6%	30.5%
<b>Intellectual Disability</b>	District	16.0%	34.0%	37.5%	12.5%
	All Peer Districts*	3.4%	30.6%	54.3%	11.7%
	State	3.7%	29.3%	51.1%	15.9%
<b>Other Health Impairment</b>	District	31.5%	24.2%	17.7%	26.6%
	All Peer Districts*	55.5%	29.0%	10.2%	5.3%
	State	58.0%	27.4%	9.5%	5.0%
<b>Specific Learning Disability</b>	District	55.9%	30.4%	6.6%	7.0%
	All Peer Districts*	55.0%	37.7%	6.2%	1.1%
	State	55.4%	37.2%	6.3%	1.1%
<b>Speech or Language Impairment</b>	District	95.4%	3.1%	1.5%	0.0%
	All Peer Districts*	98.0%	1.4%	0.5%	0.0%
	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.

<b>Percent of Students with IEPs 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	42.9	49.0	8.2	0.0	0.0
All Peer Districts*	41.3	32.0	20.4	0.3	6.0
State	45.4	24.8	23.9	0.2	5.7

<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	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	40.0%	34.6%	18.3%	0.3%	6.8%
State	40.5%	30.6%	20.9%	0.2%	7.7%
<b>Black</b>					
District	42.9%	49.0%	8.2%	0.0%	0.0%
All Peer Districts*	39.9%	31.6%	25.5%	0.1%	3.0%
State	47.5%	21.6%	28.8%	0.1%	2.0%
<b>Hispanic</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	46.1%	26.6%	21.7%	0.2%	5.4%
State	54.9%	15.8%	25.5%	0.1%	3.6%
<b>Asian</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	42.7%	18.0%	31.7%	0.5%	7.1%
State	45.7%	14.9%	33.8%	0.4%	5.2%
<b>Native Hawaiian</b>					
District					
All Peer Districts*	70.0%	10.0%	20.0%	0.0%	0.0%
State	55.6%	11.1%	33.3%	0.0%	0.0%
<b>Native American</b>					
District					
All Peer Districts*	39.0%	26.8%	24.4%	2.4%	7.3%
State	36.3%	23.0%	34.1%	1.5%	5.2%
<b>Two or More Races</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	41.2%	31.7%	22.4%	0.2%	4.6%
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

<b>Educational Environments for Students with IEPs 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	50.0%	50.0%	0.0%	0.0%	0.0%
All Peer Districts*	31.6%	12.1%	56.0%	0.0%	0.3%
State	30.1%	11.2%	58.2%	0.0%	0.6%
<b>Developmental Delay</b>					
District	64.0%	28.0%	8.0%	0.0%	0.0%
All Peer Districts*	46.7%	20.3%	32.2%	0.1%	0.7%
State	49.7%	15.5%	33.8%	0.1%	0.9%
<b>Emotional Disability</b>					
District	0.0%	0.0%	100.0%	0.0%	0.0%
All Peer Districts*	24.1%	37.9%	34.5%	0.0%	3.4%
State	26.3%	31.6%	38.6%	0.0%	3.5%
<b>Intellectual Disability</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	26.7%	11.7%	61.7%	0.0%	0.0%
State	23.4%	12.6%	63.1%	0.0%	0.9%
<b>Other Health Impairment</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	43.6%	19.6%	33.5%	1.8%	1.5%
State	41.6%	17.2%	37.7%	1.7%	1.8%
<b>Specific Learning Disability</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	46.4%	28.6%	17.9%	0.0%	0.0%
State	48.3%	20.0%	26.7%	0.0%	5.0%
<b>Speech or Language Impairment</b>					
District	16.7%	83.3%	0.0%	0.0%	0.0%
All Peer Districts*	37.9%	47.3%	2.2%	0.3%	12.3%
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
<b>1</b>	Graduation Rate for students with IEPs (Data lag one year)	68.0	73.0	No
<b>2</b>	Dropout Rate for students with IEPs (Data lag one year)	0.7	4.5	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	98.4	95.0	Yes
<b>3b</b>	Math assessment participation rate for students with IEPs	98.6	95.0	Yes
<b>3c</b>	Students with IEPs meeting or exceeding standards on state reading assessments	4.8	23.1	No
<b>3c</b>	Students with IEPs meeting or exceeding standards on state math assessments	2.5	23.2	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	39.2	58.0	No
<b>5b</b>	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	19.1	15.5	No
<b>5c</b>	Students with IEPs ages 6-21 served in separate educational facilities	18.6	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>2018 - 2019 District Data</b>	<b>2018 - 2019 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	42.9	32.9	Yes
<b>6b</b>	Children ages 3-5 in separate special education class, separate school or residential facility	8.2	30.5	Yes
<b>7a</b>	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills	59.1	86.3	No
<b>7a</b>	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	31.8	55.6	No
<b>7b</b>	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	47.6	87.0	No
<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	27.3	53.9	No
<b>7c</b>	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	58.8	88.1	No
<b>7c</b>	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program	54.6	64.3	No
<b>8</b>	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities		61.0	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>2018 - 2019 District Data</b>	<b>2018 - 2019 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	100.0	Yes
<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		75.0	N/A

SPP Indicators 1 - 8 and 14 are Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators