

# Prairieview-Ogden CCSD 197

## Royal, ILLINOIS



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

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on [illinoisreportcard.com](http://illinoisreportcard.com). All of the metrics posted on [illinoisreportcard.com](http://illinoisreportcard.com) are also included in this report.

### STUDENTS

#### RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
District	94.2	0.0	1.2	0.0	0.0	0.0	4.5	18.9	0.0	3.7	0.4	0.8	96.4	243
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.5	10.7	13.9	2.1	10.8	94.0	2,028,162

**Low-income** students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

**IEP** students are those students eligible to receive special education services.

**Limited-English-proficient** students are those students eligible for transitional bilingual programs.

**Total Enrollment** is based on Home School.

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

**Chronic truants** are students who are absent from school without valid cause for 9 or more of the last 180 school days.

#### STUDENT MOBILITY RATE

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income
District	2.8	3.9	1.7	2.6						0.0		25.0	8.2
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6

**Mobility rate** is based on the number of times students enroll in or leave a school during the school year.

### INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS		STUDENT-TO-STAFF RATIOS				HEALTH AND WELLNESS (days per week)	
	Percent		Days	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator	District	State
District	100.0		175	14.1		11.1	112.0		5.0
State	94.9		175	18.7		11.2	189.6		3.9

\* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

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	18.5	14.5	11.0	15.0	15.5	25.0	26.0	12.0	12.0		14.8
State	19.1	19.8	20.3	20.8	21.4	21.3	21.3	20.5	20.6		20.2

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
	Mathematics			Science			English/Language Arts			Social Science		
Grades	3	6	8	3	6	8	3	6	8	3	6	8
District	60	40	84	30	40	42	145	100	84	30	30	42
State	72	60	56	35	48	50	132	89	77	30	48	49

TEACHER INFORMATION (Full -Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	UnKnown	Male	Female	Total Number
District	94.8	0.0	0.0	5.2	0.0	0.0	0.0	0.0	9.5	90.5	19
State	83.3	5.9	5.7	1.5	0.1	0.2	0.8	2.6	23.2	76.8	127,310

TEACHER INFORMATION				
		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above
District:	All Schools	16.1	41.6	58.4
	High Poverty Schools			
	Low Poverty Schools	16.1	41.6	58.4
State:	All Schools	12.8	38.4	61.2
	High Poverty Schools	11.9	39.5	60.0
	Low Poverty Schools	13.4	31.4	68.4

Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

TEACHER RETENTION RATE	
District	76.6
State	86.3

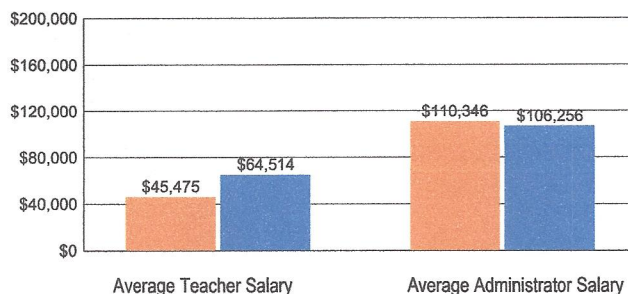
PRINCIPAL TURNOVER (Count)	
District	1.0
State	2.0

TEACHER ATTENDANCE	
District	84.4
State	75.3

TEACHER EVALUATION	
District	
State	

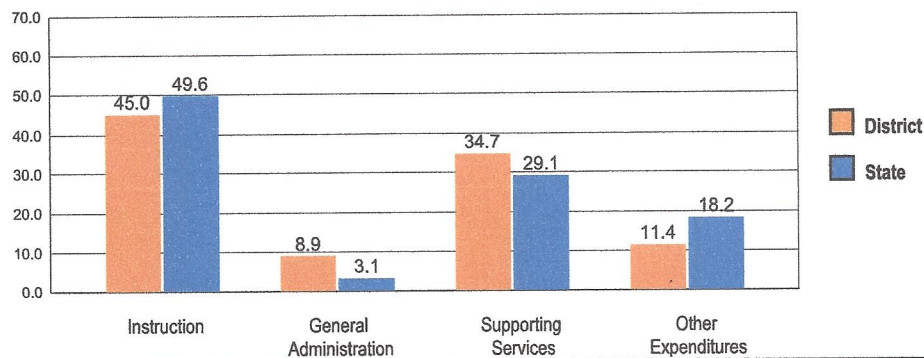
## SCHOOL DISTRICT FINANCES

### TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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 2015-16 (Percentages)****REVENUE BY SOURCE 2015-16**

	District	District %	State %
Local Property Taxes	\$2,196,274	76.6	63.2
Other Local Funding	\$339,353	11.8	4.8
General State Aid	\$110,486	3.9	17.1
Other State Funding	\$112,630	3.9	7.1
Federal Funding	\$106,745	3.7	7.8
<b>TOTAL</b>	<b>\$2,865,488</b>		

**EXPENDITURE BY FUND 2015-16**

	District	District %	State %
Education	\$1,810,425	68.1	73.4
Operations & Maintenance	\$291,843	11.0	6.2
Transportation	\$204,774	7.7	3.8
Debt Service	\$95,535	3.6	8.2
Tort	\$49,320	1.9	1.2
Municipal Retirement/ Social Security	\$99,481	3.7	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$107,454	4.0	4.6
<b>TOTAL</b>	<b>\$2,658,832</b>		

**OTHER FINANCIAL INDICATORS**

	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$71,842,799	2.82	\$4,995	\$9,968
State	**	**	\$7,853	\$12,973

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

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

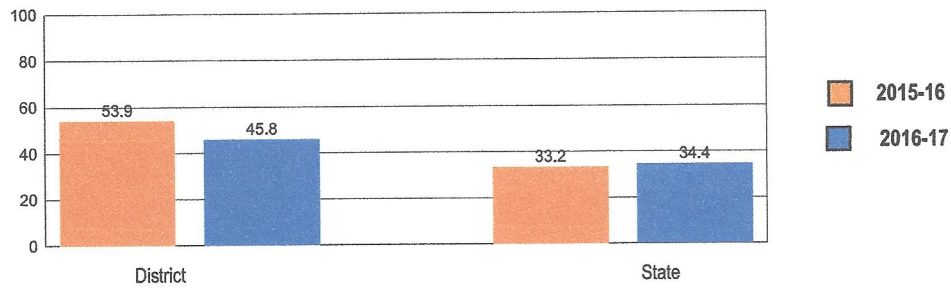
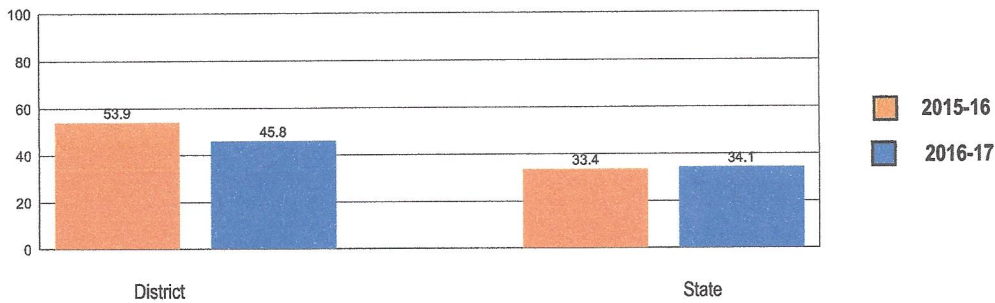
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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

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

**ACADEMIC PERFORMANCE****OVERALL STUDENT PERFORMANCE**

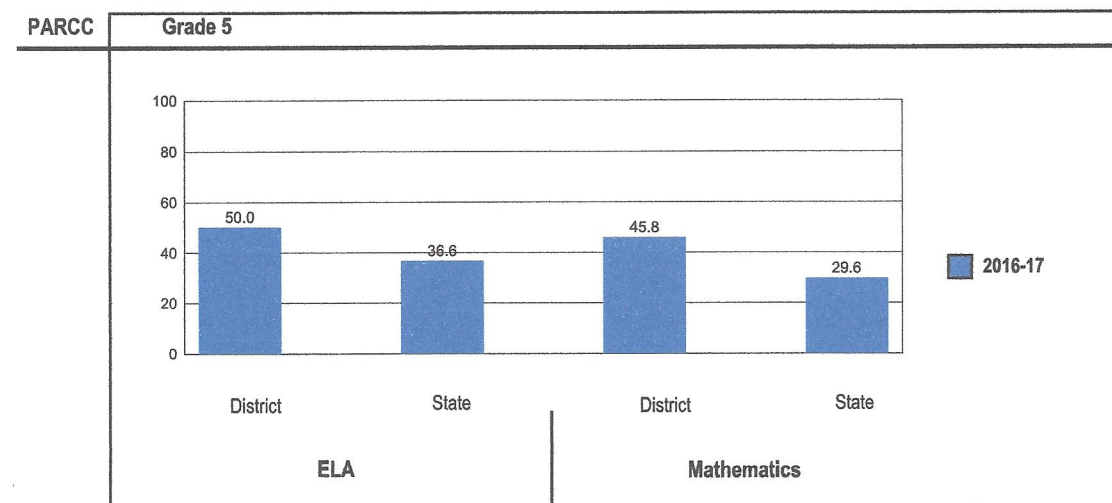
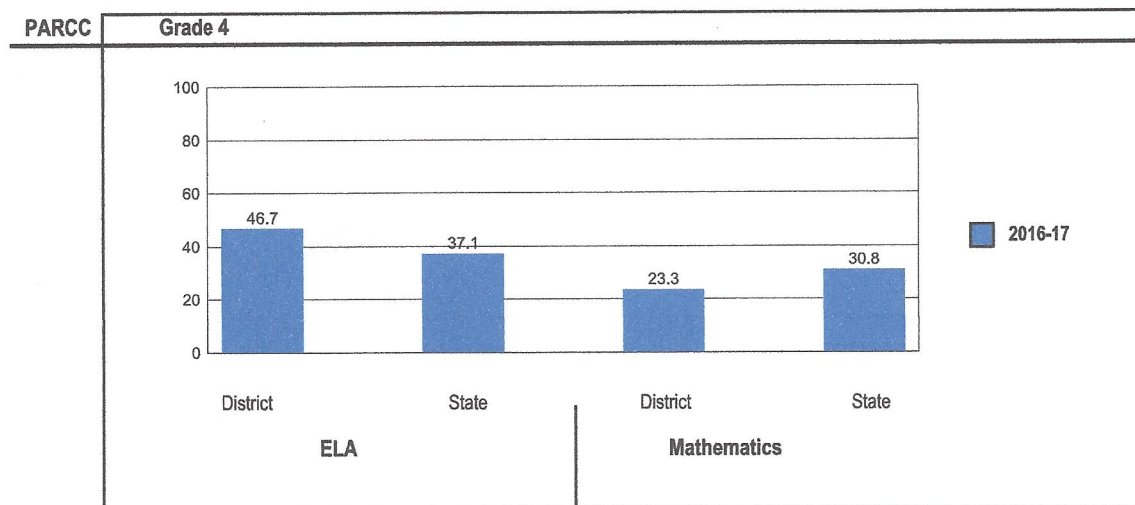
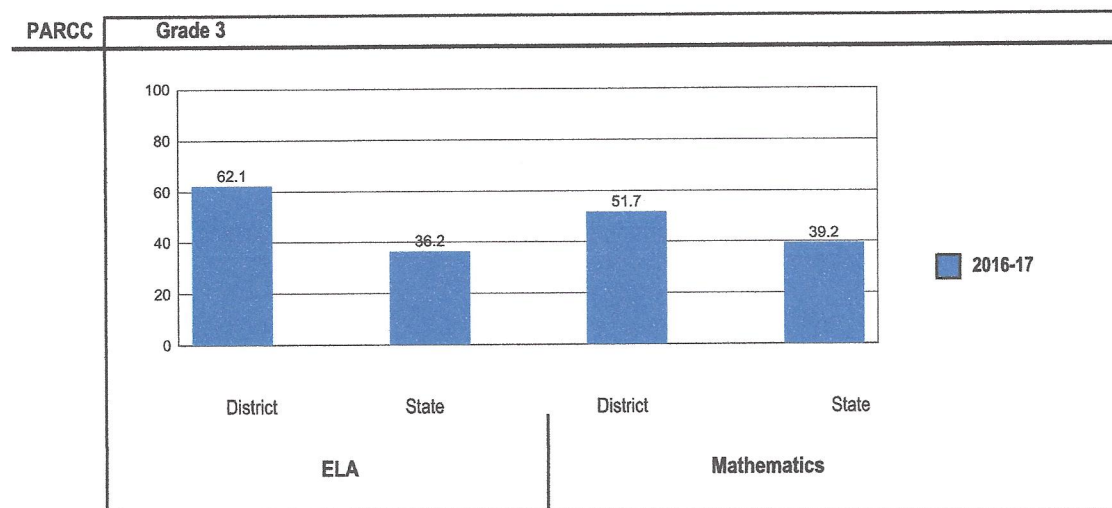
These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.

**OVERALL PERFORMANCE - ALL STATE TESTS****PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC)**



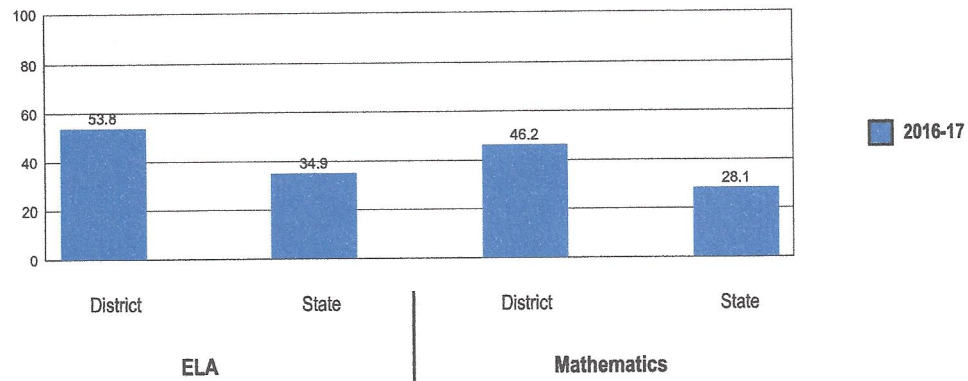
**PARCC PERFORMANCE**

These charts show the percentage of student scores meeting or exceeding expectations for the grades and subjects tested on PARCC that have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers.



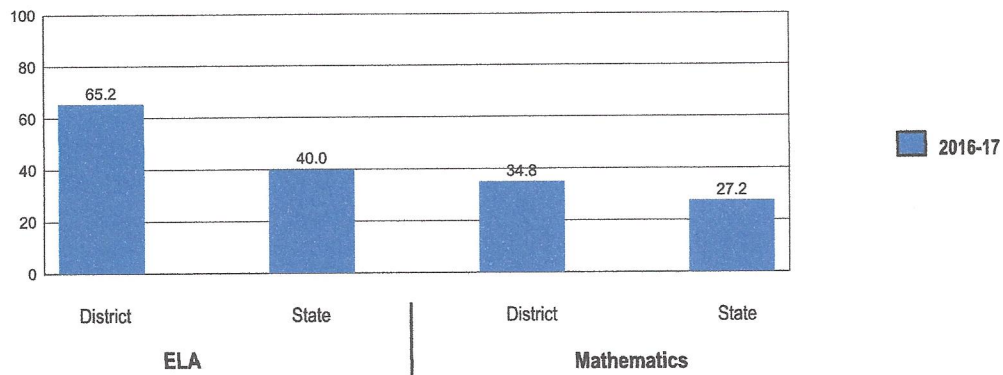
PARCC

Grade 6



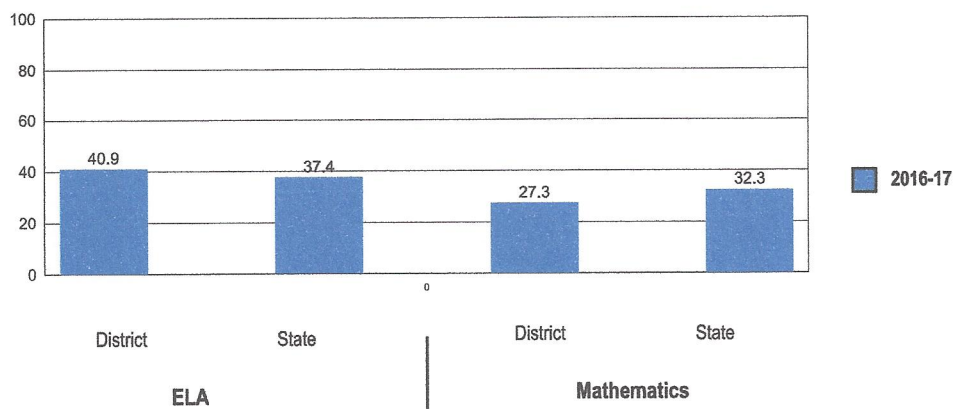
PARCC

Grade 7



PARCC

Grade 8



## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8 and high school. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	154	77	77	145	0	2	0	0	0	7	0	0	9	32
	Reading	0.0	0.0	0.0	0.0										0.0
State	*Enrollment	1,044,699	534,146	510,536	505,763	175,236	271,935	51,317	1,081	4,731	34,579	90,597	126	143,977	534,082
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

\* Enrollment as reported during the testing windows for grades 3-8 and high school.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	154	77	77	145	0	2	0	0	0	7	0	0	9	32
	Mathematics	0.0	0.0	0.0	0.0										0.0
State	*Enrollment	1,046,855	535,286	511,552	506,360	175,294	272,701	52,007	1,091	4,740	34,602	93,069	127	143,900	535,352
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

\* Enrollment as reported during the testing windows for grades 3-8 and high school.



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

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

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

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

### Grade 3

#### Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	0.0	10.3	27.6	37.9	24.1	0.0	13.8	34.5	27.6	24.1
State	21.0	19.4	23.5	33.2	2.9	13.6	19.8	27.4	30.9	8.3

#### Grade 3 - Gender

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male										
District	0.0	20.0	33.3	40.0	6.7	0.0	20.0	33.3	33.3	13.3
State	24.1	20.5	23.6	29.9	2.0	14.7	19.2	26.3	30.9	8.9
Female										
District	0.0	0.0	21.4	35.7	42.9	0.0	7.1	35.7	21.4	35.7
State	17.8	18.3	23.3	36.7	3.9	12.5	20.5	28.5	30.8	7.7

#### Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White										
District	0.0	11.1	25.9	37.0	25.9	0.0	11.1	37.0	25.9	25.9
State	12.2	16.3	25.4	42.3	3.8	7.5	15.0	27.2	39.0	11.3
Black										
District	35.0	23.9	20.6	19.4	1.0	26.3	27.7	26.9	17.2	1.9
Hispanic										
District	29.5	23.7	22.7	22.8	1.3	17.6	25.4	30.0	23.7	3.3
Asian										
District	7.5	10.1	19.0	53.4	10.0	3.8	7.0	17.0	42.6	29.6
Native Hawaiian/Pacific Islander										
District	15.8	12.7	25.9	39.2	6.3	11.2	11.8	27.3	34.8	14.9
American Indian										
District	33.1	25.6	21.1	19.5	0.8	18.5	25.1	32.3	20.9	3.2
Two or More Races										
District	18.7	17.7	24.4	35.3	4.0	13.1	18.8	26.0	31.8	10.3

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

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	3.3	6.7	43.3	46.7	0.0	0.0	36.7	40.0	23.3	0.0
State	14.2	20.4	28.3	31.1	5.9	15.7	25.3	28.2	27.6	3.2

**Grade 4 - Gender**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District	0.0	7.7	53.8	38.5	0.0	0.0	30.8	30.8	38.5	0.0
Male State	17.1	22.0	28.2	28.4	4.2	16.5	24.6	27.3	28.2	3.3
Female District	5.9	5.9	35.3	52.9	0.0	0.0	41.2	47.1	11.8	0.0
Female State	11.1	18.8	28.4	34.0	7.7	14.8	26.0	29.2	26.9	3.1

**Grade 4 - Racial/Ethnic Background**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District	3.4	6.9	41.4	48.3	0.0	0.0	34.5	41.4	24.1	0.0
White State	8.2	15.8	28.4	39.6	8.1	8.7	19.7	30.6	37.0	4.0
Black District										
Black State	25.5	28.2	27.7	17.1	1.5	30.7	33.7	23.7	11.4	0.5
Hispanic District										
Hispanic State	19.2	25.7	30.1	22.5	2.5	20.5	32.6	28.2	17.7	1.1
Asian District										
Asian State	4.7	8.7	20.4	46.7	19.5	4.0	10.0	20.7	49.1	16.1
Native Hawaiian/Pacific Islander District										
Native Hawaiian/Pacific Islander State	10.4	14.6	22.0	39.6	13.4	11.0	16.5	31.1	32.3	9.1
American Indian District										
American Indian State	22.4	24.8	29.0	21.7	2.1	19.8	32.0	32.1	15.2	0.8
Two or More Races District										
Two or More Races State	13.0	19.1	27.5	33.3	7.1	14.6	24.3	28.6	28.9	3.6

**Grade 4 - Economically Disadvantaged**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch District	0.0	0.0	80.0	20.0	0.0	0.0	30.0	50.0	20.0	0.0
Free/Reduced Price Lunch State	21.1	26.6	29.6	20.8	2.0	23.5	32.3	27.2	16.1	0.9
Not Eligible District	5.0	10.0	25.0	60.0	0.0	0.0	40.0	35.0	25.0	0.0
Not Eligible State	6.1	13.2	26.9	43.2	10.6	6.6	17.1	29.4	41.0	5.9

**Grade 5****Grade 5 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	0.0	12.5	37.5	50.0	0.0	4.2	4.2	45.8	45.8	0.0
State	14.1	21.4	27.9	33.7	2.9	13.3	26.6	30.5	25.6	3.9

## Grade 5 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	District	0.0	8.3	33.3	58.3	0.0	8.3	0.0	25.0	66.7	0.0
	State	17.1	23.9	28.4	28.9	1.7	14.9	26.5	28.6	25.6	4.4
Female	District	0.0	16.7	41.7	41.7	0.0	0.0	8.3	66.7	25.0	0.0
	State	10.9	18.8	27.5	38.6	4.2	11.7	26.7	32.4	25.7	3.5

## Grade 5 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	District	0.0	13.6	40.9	45.5	0.0	4.5	4.5	50.0	40.9	0.0
	State	7.8	16.4	28.7	43.1	4.0	7.9	20.7	32.4	33.9	5.1
Black	District										
	State	26.4	30.0	26.1	16.9	0.5	26.9	37.0	25.4	10.2	0.5
Hispanic	District										
	State	19.3	27.3	29.4	23.1	1.0	16.5	33.7	32.0	16.8	1.1
Asian	District										
	State	4.9	9.7	19.0	55.8	10.6	2.9	9.7	22.2	45.8	19.4
Native Hawaiian/Pacific Islander	District										
	State	10.3	16.7	29.5	40.4	3.2	7.6	21.7	28.0	31.2	11.5
American Indian	District										
	State	21.9	25.6	26.8	24.4	1.2	15.9	33.5	34.1	15.6	1.0
Two or More Races	District										
	State	12.1	19.6	27.9	36.5	4.0	13.3	25.9	28.3	27.5	5.0

## Grade 6

## Grade 6 - All

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
District		3.8	11.5	30.8	34.6	19.2	7.7	15.4	30.8	30.8	15.4
	State	11.8	23.3	30.1	30.7	4.2	16.1	26.2	29.6	24.2	3.9

## Grade 6 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	District	0.0	7.7	38.5	53.8	0.0	0.0	23.1	30.8	46.2	0.0
	State	15.4	27.0	30.0	25.2	2.5	18.1	26.5	28.0	23.5	4.0
Female	District	7.7	15.4	23.1	15.4	38.5	15.4	7.7	30.8	15.4	30.8
	State	7.9	19.4	30.2	36.5	6.0	14.1	25.9	31.2	24.9	3.9



## Grade 6 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	District	4.0	12.0	32.0	32.0	20.0	8.0	16.0	32.0	28.0	16.0
	State	6.9	17.5	30.9	39.1	5.6	9.5	21.1	32.5	32.0	4.9
Black	District										
	State	22.8	34.1	27.9	14.4	0.8	32.1	36.1	22.7	8.6	0.5
Hispanic	District										
	State	15.4	29.9	31.5	21.7	1.5	20.7	32.3	30.0	15.8	1.1
Asian	District										
	State	3.7	8.7	21.6	50.7	15.2	4.2	9.5	21.9	44.8	19.5
Native Hawaiian/Pacific Islander	District										
	State	8.5	12.1	32.7	38.8	7.9	7.8	22.8	24.6	37.1	7.8
American Indian	District										
	State	20.6	25.6	31.4	20.3	2.1	21.0	31.8	28.9	16.4	1.9
Two or More Races	District										
	State	10.8	23.0	29.5	31.6	5.2	16.1	25.9	28.7	23.6	5.7

## Grade 7

## Grade 7 - All

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
District		4.3	13.0	17.4	47.8	17.4	8.7	8.7	47.8	34.8	0.0
	State	15.4	18.4	26.2	29.8	10.2	11.4	27.1	34.2	24.0	3.2

## Grade 7 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	District	9.1	27.3	9.1	54.5	0.0	18.2	18.2	36.4	27.3	0.0
	State	20.5	21.4	26.5	25.2	6.3	12.8	27.8	32.7	23.3	3.4
Female	District	0.0	0.0	25.0	41.7	33.3	0.0	0.0	58.3	41.7	0.0
	State	10.0	15.2	25.9	34.7	14.2	10.0	26.4	35.8	24.8	3.0

**Grade 7 - Racial/Ethnic Background**

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	District	4.5	13.6	18.2	45.5	18.2	9.1	9.1	45.5	36.4	0.0
	State	9.4	14.5	26.3	36.5	13.3	7.0	20.8	36.9	31.4	3.9
Black	District										
	State	28.7	26.5	25.5	16.5	2.8	22.6	40.7	27.9	8.5	0.3
Hispanic	District										
	State	20.4	22.7	28.2	23.6	5.1	14.5	33.9	34.9	15.8	0.9
Asian	District										
	State	5.3	7.5	18.1	39.3	29.8	3.4	9.8	24.9	44.5	17.3
Native Hawaiian/Pacific Islander	District										
	State	8.4	12.1	26.2	35.5	17.8	9.6	14.8	40.0	33.9	1.7
American Indian	District										
	State	22.3	22.3	27.1	22.1	6.3	15.9	31.9	32.8	18.0	1.5
Two or More Races	District										
	State	14.3	18.4	26.0	30.5	10.9	11.2	28.4	32.0	24.7	3.8

**Grade 8****Grade 8 - All**

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
District		18.2	13.6	27.3	22.7	18.2	13.6	31.8	27.3	22.7	4.5
	State	16.6	19.9	26.1	31.2	6.2	23.6	20.6	23.6	27.7	4.6

**Grade 8 - Gender**

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	District	15.4	23.1	30.8	15.4	15.4	15.4	30.8	30.8	15.4	7.7
	State	22.4	23.0	25.8	25.2	3.6	26.3	20.8	22.3	25.8	4.7
Female	District										
	State	10.5	16.6	26.4	37.6	8.8	20.6	20.3	24.8	29.8	4.4

## Grade 8 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	District	15.0	15.0	25.0	25.0	20.0	10.0	30.0	30.0	25.0	5.0
	State	11.1	16.6	26.5	37.9	7.8	15.5	17.5	25.7	35.7	5.6
Black	District										
	State	29.4	27.0	25.1	17.1	1.4	43.4	25.9	18.8	11.2	0.7
Hispanic	District										
	State	21.1	24.1	27.5	24.5	2.8	29.5	25.5	23.9	19.7	1.4
Asian	District										
	State	5.1	7.5	18.6	46.8	22.0	6.6	8.3	16.5	45.7	22.9
Native Hawaiian/Pacific Islander	District										
	State	9.5	13.1	25.5	43.8	8.0	16.4	10.7	27.1	40.0	5.7
American Indian	District										
	State	23.1	23.3	24.2	25.3	4.2	31.0	22.1	22.8	21.0	3.1
Two or More Races	District										
	State	16.5	18.5	25.7	31.3	8.0	24.4	19.7	22.6	27.4	6.0

## 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 – Meet 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 – Exceed 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.



## 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	94.2	0.0	1.2	0.0	0.0	0.0	4.5
	Students with IEPs	91.7	0.0	0.0	0.0	0.0	0.0	8.3
All Peer Districts *	All Students	51.2	13.2	24.7	6.3	0.1	0.8	3.8
	Students with IEPs	50.3	15.3	25.9	3.8	0.1	0.6	3.9
State	All Students	48.5	17.0	25.7	4.9	0.1	0.4	3.4
	Students with IEPs	47.9	20.4	25.2	2.4	0.1	0.4	3.6

### 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	0.0	1.1	1.2	0.0	8.1	8.4
Deafness	0.0	0.0	0.0	0.0	0.2	0.2
Deaf-Blindness	0.0	0.0	0.0	0.0	0.0	0.0
Developmental Delay	0.0	2.7	1.8	0.0	19.3	12.6
Emotional Disability	0.0	0.7	0.9	0.0	4.8	6.4
Hearing Impairment	0.0	0.2	0.1	0.0	1.2	1.0
Intellectual Disability	0.4	0.5	0.8	8.3	3.2	5.6
Multiple Disabilities	0.0	0.1	0.1	0.0	1.0	1.0
Orthopedic Impairment	0.0	0.1	0.1	0.0	0.4	0.4
Other Health Impairment	0.4	1.5	1.7	8.3	10.7	12.2
Specific Learning Disability	2.5	3.7	5.0	50.0	25.9	34.9
Speech or Language Impairment	1.6	3.5	2.4	33.3	24.7	16.8
Traumatic Brain Injury	0.0	0.0	0.0	0.0	0.1	0.2
Visual Impairment	0.0	0.0	0.1	0.0	0.3	0.4

\*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

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

The educational environments in which students with 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
<b>All Students with an IEP</b>	District				
	All Peer Districts*	60.3	19.9	14.3	5.5
	State	53.2	26.8	13.6	6.4

**Educational Environments by Race / Ethnicity**

		Inside $\geq 80\%$	Inside 40-79%	Inside <40%	Separate Facility
White	District	63.5	20.4	11.2	4.9
	All Peer Districts*				
	State	57.2	24.7	11.6	6.5
Black	District	49.4	20.7	20.4	9.5
	All Peer Districts*				
	State	43.6	31.0	17.3	8.1
Hispanic	District	61.3	18.9	15.7	4.1
	All Peer Districts*				
	State	53.7	28.1	13.7	4.5
Asian	District	60.6	17.2	17.0	5.2
	All Peer Districts*				
	State	54.3	19.5	19.1	7.1
Native Hawaiian	District	55.3	25.5	10.6	8.5
	All Peer Districts*				
	State	47.1	24.8	18.0	10.2
Native American	District	60.7	15.9	20.0	3.4
	All Peer Districts*				
	State	53.6	25.3	16.5	4.7
Two or More Races	District	58.8	20.8	14.7	5.7
	All Peer Districts				
	State	54.4	24.5	14.3	6.9

\*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 Selected Disabilities**

		Inside $\geq 80\%$	Inside 40-79%	Inside $<40\%$	Separate Facility
Autism	District				
	All Peer Districts*	34.1	18.0	32.6	15.3
	State	30.6	22.4	31.2	15.8
Emotional Disability	District				
	All Peer Districts*	38.5	15.3	16.2	29.9
	State	33.4	21.1	15.7	29.8
Intellectual Disability	District				
	All Peer Districts*	5.6	19.5	59.7	15.2
	State	4.3	28.3	51.5	16.0
Other Health Impairment	District				
	All Peer Districts*	61.9	22.7	11.0	4.3
	State	58.0	27.7	9.7	4.6
Specific Learning Disability	District				
	All Peer Districts*	58.5	31.7	9.0	0.8
	State	54.8	37.3	6.8	1.0
Speech or Language Impairment	District				
	All Peer Districts*	95.9	2.8	1.2	0.1
	State	96.7	2.3	0.9	0.1

**Early Childhood 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					
All Peer Districts*	35.2	25.4	30.7	0.2	8.5
State	40.0	26.1	26.8	0.3	6.9

## 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			
<b>White</b>					
District					
All Peer Districts*	30.9	29.7	27.2	0.2	11.9
State	35.5	31.2	23.6	0.3	9.5
<b>Black</b>					
District					
All Peer Districts*	33.2	25.6	37.3	0.3	3.5
State	42.5	23.0	31.6	0.4	2.6
<b>Hispanic</b>					
District					
All Peer Districts*	43.5	18.3	33.6	0.1	4.6
State	49.2	17.6	29.2	0.1	3.8
<b>Asian</b>					
District					
All Peer Districts*	37.6	19.0	37.7	0.1	5.5
State	39.5	17.0	37.3	0.1	6.2
<b>Native Hawaiian</b>					
District					
All Peer Districts*	38.1	28.6	23.8	0.0	9.5
State	47.7	22.7	22.7	0.0	6.8
<b>Native American</b>					
District					
All Peer Districts*	53.1	16.3	26.5	2.0	2.0
State	47.7	20.6	27.1	0.9	3.7
<b>Two or More Races</b>					
District					
All Peer Districts*	37.1	24.9	32.3	0.0	5.7
State	36.2	30.1	27.9	0.1	5.7

\*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

**Educational Environments 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			
<b>Autism</b>					
District					
All Peer Districts*	20.3	14.6	63.4	0.1	1.6
State	25.5	11.6	61.9	0.0	0.9
<b>Developmental Delay</b>					
District					
All Peer Districts*	37.4	16.5	44.4	0.1	1.6
State	44.2	15.8	39.0	0.1	0.9
<b>Emotional Disability</b>					
District					
All Peer Districts*	18.4	28.9	50.0	0.0	2.6
State	15.7	27.1	54.3	0.0	2.9
<b>Intellectual Disability</b>					
District					
All Peer Districts*	21.6	11.8	66.7	0.0	0.0
State	21.1	16.9	62.0	0.0	0.0
<b>Other Health Impairment</b>					
District					
All Peer Districts*	32.8	16.7	48.1	0.9	1.5
State	40.6	14.6	42.3	1.0	1.4
<b>Specific Learning Disability</b>					
District					
All Peer Districts*	50.0	22.2	16.7	0.0	11.1
State	42.2	25.0	26.6	0.0	6.3
<b>Speech or Language Impairment</b>					
District					
All Peer Districts*	35.6	38.9	6.6	0.2	18.7
State	38.3	41.3	4.7	0.4	15.3



## 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	2016 - 2017 District Data	2016 - 2017 State Target	District Met State Target? ✓ = Yes
<b>1</b>	- Graduation Rate for students with IEPs (Data lag one year)		84.0	
<b>2</b>	- Dropout Rate for students with IEPs (Data lag one year)		4.7	
<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		95.0	
<b>3b</b>	Math assessment participation rate for students with IEPs		95.0	
<b>3c</b>	Students with IEPs meeting or exceeding standards on state reading assessments		42.0	
<b>3c</b>	Students with IEPs meeting or exceeding standards on state math assessments		40.0	
<b>4a</b>	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year)	NO	NO	YES
<b>4b</b>	Did the district have a 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?	NO	NO	YES
<b>5a</b>	Students with IEPs ages 6-21 inside the general classroom $\geq$ 80% of the time		56.0	
<b>5b</b>	Students with IEPs ages 6-21 inside of the general classroom < 40% of the time		16.5	
<b>5c</b>	Students ages 6-21 with IEPs in separate educational facilities		3.9	

<b>SPP Indicator</b>	<b>Indicator Description</b>	<b>2016 - 2017 District Data</b>	<b>2016 - 2017 State Target</b>	<b>District Met State Target? ✓ = Yes</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		32.7	
<b>6b</b>	Children ages 3-5 in separate special education class, separate school or residential facility		30.7	
<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 by the time they exited the program		86.1	
<b>7a</b>	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program		55.4	
<b>7b</b>	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program		86.8	
<b>7b</b>	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program		53.7	
<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		87.9	
<b>7c</b>	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.		64.1	
<b>8</b>	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities		60.0	
<b>9</b>	Did the district have 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>	Did the district have 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>2016 - 2017 District Data</b>	<b>2016 - 2017 State Target</b>	<b>District Met State Target? ✓ = Yes</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	
<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	
<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	
<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	
<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		73.0	

SPP Indicators 1 - 8 and 14 are Result Indicators

SPP Indicators 9 - 13 are Compliance Indicators

Further changes to the SPP indicators and annual targets may still occur and be reflected on this page.



## 2013 REPORT CARD DEFINITIONS AND SOURCES OF DATA

Each performance level is divided into two subcategories to more precisely show growth. Rows 1A and 1B represent student performance in the Academic Warning category. Similarly, rows 2A and 2B represent student performance in the Below Standards category and so on. Rows and columns intersect on the table to show student growth scores in individual cells. For more details, please visit <http://www.isbe.net/assessment/default.htm?col5=open#CollapsiblePanel5>

			Performance Level in Year 2							
			Academic Warning		Below Standards		Meets Standards		Exceeds Standards	
			1A	1B	2A	2B	3A	3B	4A	4B
Performance Level in Year 1	Academic Warning	1A	50	110	140	160	180	195	200	200
		1B	20	85	125	150	170	185	195	200
	Below Standards	2A	10	50	90	125	160	175	190	195
		2B	10	30	70	95	130	160	180	190
	Meets Standards	3A	10	20	40	75	100	130	160	180
		3B	0	10	20	40	80	110	135	160
	Exceed Standards	4A	0	0	10	30	55	90	115	135
		4B	0	0	0	10	35	65	100	130

Score Range within Performance Level--Reading								
Grade	Academic Warning Level 1A	Academic Warning Level 1B	Below Standards Level 2A	Below Standards Level 2B	Meet Standards Level 3A	Meet Standards Level 3B	Exceed Standards Level 4A	Exceed Standards Level 4B
3	120-135	136-159	160-182	183-206	207-220	221-235	236-249	250-329
4	120-152	153-174	175-195	196-216	217-231	232-248	249-263	264-341
5	120-174	175-192	193-209	210-227	228-243	244-260	261-276	277-351
6	120-183	184-201	202-218	219-236	237-251	252-266	267-281	282-360
7	120-183	184-202	203-220	221-238	239-254	255-270	271-286	287-369
8	120-201	202-217	218-232	233-247	248-258	259-270	271-281	282-364

## 2013 REPORT CARD DEFINITIONS AND SOURCES OF DATA

Score Range within Performance Level--Mathematics								
Grade	Academic Warning Level 1A	Academic Warning Level 1B	Below Standards Level 2A	Below Standards Level 2B	Meet Standards Level 3A	Meet Standards Level 3B	Exceed Standards Level 4A	Exceed Standards Level 4B
3	120-151	152-172	173-192	193-213	214-233	234-254	255-274	275-341
4	120-173	174-190	191-206	207-223	224-244	245-266	267-287	288-355
5	120-182	183-200	201-217	218-234	235-256	257-279	280-301	302-369
6	120-196	197-213	214-229	230-246	247-268	269-291	292-313	314-379
7	120-201	202-220	221-238	239-256	257-278	279-301	302-323	324-392
8	120-216	217-233	234-249	250-266	267-287	288-309	310-330	331-410

### High Poverty School

Schools are in the top quartile of low income rate in the state.

### Low Poverty School

Schools are in the bottom quartile of low income rate in the state.