Pekin CSD 303
Pekin, ILLINOIS 61554

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2019

EBF District Funding Tier - 1
Financial capacity to meet expectations - 62.2 %
State Senate District - 46
State House District - 091

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

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

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

For additional information, refer to the 2019 Glossary of Terms.

STUDENTS

STUDENT ENROLLMENT

	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	English Learners	Low Income	Homeless
District	1,848	1,683	15	54	17	*	7	72	370	6	837	10
		91.1%	0.8%	2.9%	0.9%	*	0.4%	3.9%	20.0%	0.3%	45.3%	0.5%
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	34.2%	34.2%	56.7%	44.9%	12.8%	*	*	28.6%	40.0%	40.3%	*	46.7%
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	10.2%	10.2%	10.2%	10.1%	16.7%	17.0%	11.8%	*	*	6.2%	14.5%	17.2%	*	14.8%
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.

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

INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS	
Number of Days	
District	176
State	175

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

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
District	*	20.6	11.5	124.4
State	18.4	19.0	10.4	172.5

HEALTH AND WELLNESS (days per week)	
District	4.6
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	*	*	*	*	*	*	*	*	25.3	19.9	19.2
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	109	41.2%	58.8%	98.2%	*	1.8%	*	*	*	*	*
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	11.2	54.8%	42.7%	*	*
	High Poverty Schools	*	*	*	*	*
	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	89.2%
State	85.7%

TEACHER ATTENDANCE RATE	
District	79.7%
State	73.5%

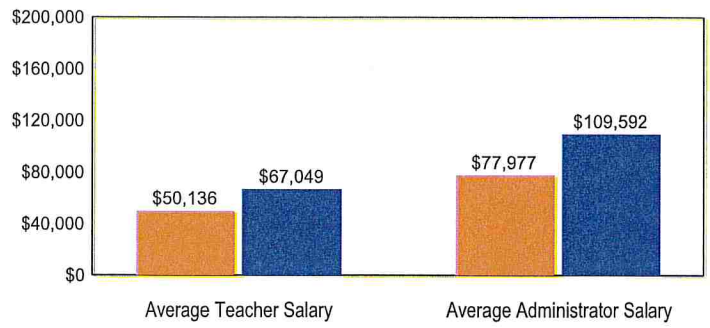
TEACHER EVALUATION RATE	
District	86.4%
State	97.2%

PRINCIPAL TURNOVER (Count)	
District	2.0
State	2.0

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

SCHOOL DISTRICT FINANCES

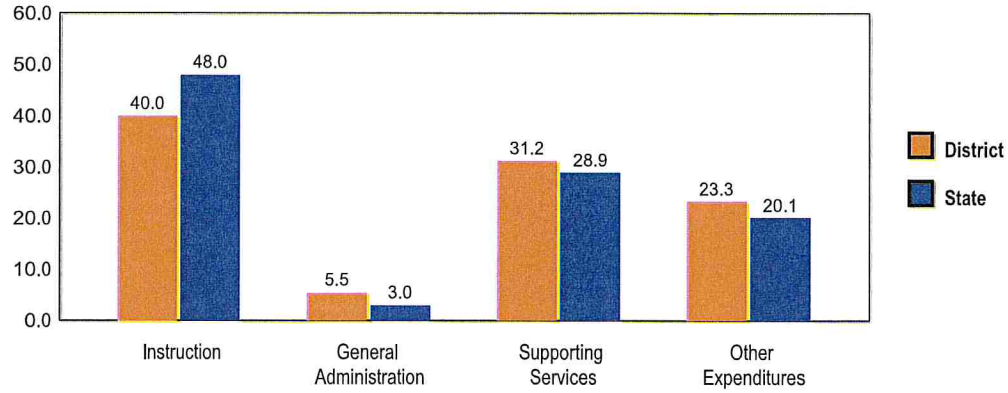
AVERAGE TEACHER/ADMINISTRATOR SALARIES



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.

District
State

EXPENDITURE BY FUNCTION 2017-18 (Percentages)



REVENUE BY SOURCE 2017-18

	District	District %	State %
Local Property Taxes	$16,692,103	68.0%	60.6%
Other Local Funding	$1,193,153	4.9%	5.4%
Evidence-Based Funding	$3,872,241	15.8%	20.9%
Other State Funding	$1,542,229	6.3%	6.0%
Federal Funding	$1,233,700	5.0%	7.1%
TOTAL	$24,533,426		

EXPENDITURE BY FUND 2017-18

	District	District %	State %
Education	$15,382,086	58.9%	70.5%
Operations & Maintenance	$3,861,844	14.8%	7.1%
Transportation	$1,485,698	5.7%	3.9%
Debt Service	$1,526,363	5.8%	9.8%
Tort	$935,452	3.6%	1.2%
Municipal Retirement/ Social Security	$502,377	1.9%	2.0%
Fire Prevention & Safety	$2,227,319	8.5%	0.5%
Capital Projects	$214,531	0.8%	4.9%
TOTAL	$26,135,670		

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	$401,038	2.16	$6,594	$12,785
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.

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

SCHOOL-LEVEL FINANCES

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

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

		Site-Level Per-Pupil Expenditures			District Centralized Per-Pupil Expenditures			Total Per-Pupil Expenditures				
District Sites	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Exclusions	Total Expenditures
Pekin Community High School	1,816.58	$455	$7,652	$8,107	$221	$3,524	$3,745	$676	$11,176	$11,851		
District	1,816.58	$455	$7,652	$8,107	$221	$3,524	$3,745	$676	$11,176	$11,851	$2,409,773	$23,938,875

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ACADEMIC PERFORMANCE - ASSESSMENTS

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

ELA PARTICIPATION - ALL TESTS (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	400	203	197	358	*	14	*	*	*	19	64	45	*	181
	99.0%	98.5%	99.5%	99.2%	*	93.3%	*	*	*	100.0%	97.0%	95.7%	*	98.9%
State	1,010,618	516,708	493,910	478,905	168,549	271,587	51,523	1,052	2,507	36,495	182,538	150,559	116,294	508,337
	98.5%	98.5%	98.6%	98.7%	97.6%	98.7%	99.2%	98.0%	97.9%	98.3%	97.1%	97.0%	99.0%	98.5%

MATH PARTICIPATION - ALL TESTS (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	400	203	197	358	*	14	*	*	*	19	64	45	*	181
	99.0%	98.5%	99.5%	99.2%	*	93.3%	*	*	*	100.0%	97.0%	95.7%	*	98.9%
State	1,008,807	515,735	493,072	478,184	168,075	271,084	51,471	1,049	2,507	36,437	181,886	150,031	116,086	507,352
	98.4%	98.3%	98.5%	98.7%	97.4%	98.5%	99.2%	97.9%	97.9%	98.2%	96.8%	96.7%	98.8%	98.3%

SCIENCE PARTICIPATION - ALL TESTS (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	373	165	208	334	*	14	*	*	*	16	35	17	*	157
	95.4%	94.8%	95.9%	95.2%	*	93.3%	*	*	*	100.0%	94.6%	100.0%	*	93.5%
State	430,766	219,803	210,963	205,348	68,167	117,463	22,314	453	1,133	15,888	74,904	60,163	40,285	208,470
	96.1%	95.9%	96.4%	97.1%	93.1%	96.2%	97.2%	95.2%	95.5%	95.9%	93.6%	93.0%	96.1%	95.2%

NUMBER AND PERCENTAGE OF ENGLISH LEARNERS EXEMPTED FROM ASSESSMENT

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

IAR ELA PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*	*
State	858,263	438,255	420,008	403,342	143,785	232,553	43,766	888	2,117	31,812	148,984	122,671	106,434	441,034
	98.8%	98.8%	98.8%	98.9%	98.5%	99.0%	99.3%	98.2%	98.6%	98.5%	97.8%	98.0%	99.3%	99.0%

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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	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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	395	199	196	354	*	13	*	*	*	19	59	40	*	177
	99.5%	99.0%	100.0%	99.7%	*	92.9%	*	*	*	100.0%	100.0%	100.0%	*	99.4%
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	395	199	196	354	*	13	*	*	*	19	59	40	*	177
	99.5%	99.0%	100.0%	99.7%	*	92.9%	*	*	*	100.0%	100.0%	100.0%	*	99.4%
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	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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%

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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	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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	368	161	207	330	*	13	*	*	*	16	30	12	*	153
	95.3%	94.7%	95.8%	95.1%	*	92.9%	*	*	*	100.0%	93.8%	100.0%	*	93.3%
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	106	48	58	98	*	5	*	*	*	2
	26.5%	23.6%	29.4%	27.4%	*	35.1%	*	*	*	10.5%
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	8	1	*	31	*	*	*	*
	12.5%	2.2%	*	17.1%	*	*	*	*
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	120	59	61	109	*	5	*	*	*	4
	30.0%	29.1%	31.0%	30.4%	*	35.1%	*	*	*	21.1%
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%

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MATH PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	6	1	*	38	*	*	*	*
	9.4%	2.2%	*	21.0%	*	*	*	*
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	185	79	106	166	*	4	*	*	*	10
	49.6%	47.8%	51.0%	49.7%	*	28.1%	*	*	*	62.5%
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	12	2	*	69	*	*	*	*
	34.1%	11.8%	*	43.2%	*	*	*	*
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	*	*	*	*	*	1	*
State	216,769	213,935	98.7%	18,468	8.6%	28,216	13.0%

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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	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*
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%

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

SAT

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

Level 1 -- Partially Meets Standards	The student has only partially met standards & demonstrates a **minimal** 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 **incomplete** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 3 -- Meets Standards	The student has met the proficiency level & demonstrates **adequate** 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 **thorough** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

SAT - All

		ELA				Mathematics			
	Levels	1	2	3	4	1	2	3	4
	District	29.7%	43.3%	23.8%	3.1%	31.0%	38.2%	27.7%	3.1%
	State	27.6%	35.8%	26.1%	10.6%	33.6%	31.6%	25.7%	9.1%

SAT - Gender

		ELA				Mathematics			
	Levels	1	2	3	4	1	2	3	4
Male	District	37.6%	38.1%	21.3%	3.0%	34.0%	36.0%	25.9%	4.1%
	State	31.9%	34.4%	24.0%	9.7%	34.8%	29.8%	24.9%	10.5%
Female	District	21.8%	48.7%	26.4%	3.1%	28.0%	40.4%	29.5%	2.1%
	State	23.2%	37.2%	28.1%	11.4%	32.4%	33.4%	26.6%	7.7%

SAT - Racial/Ethnic Background

		ELA				Mathematics			
	Levels	1	2	3	4	1	2	3	4
White	District	28.9%	43.1%	24.6%	3.4%	31.7%	37.1%	27.7%	3.4%
	State	18.1%	34.1%	33.2%	14.6%	23.0%	31.9%	33.1%	11.9%
Black	District	*	*	*	*	*	*	*	*
	State	49.6%	36.5%	11.8%	2.1%	59.7%	28.7%	10.5%	1.1%
Hispanic	District	40.5%	24.3%	32.4%	0.0%	32.4%	24.3%	40.5%	0.0%
	State	36.7%	40.9%	18.8%	3.7%	43.6%	34.9%	18.5%	2.9%
Asian	District	*	*	*	*	*	*	*	*
	State	11.7%	25.5%	34.1%	28.6%	10.3%	20.7%	34.8%	34.2%
Native Hawaiian/Pacific Islander									
	District	*	*	*	*	*	*	*	*
	State	24.7%	38.7%	30.7%	6.0%	30.7%	32.0%	29.3%	8.0%
American Indian									
	District	*	*	*	*	*	*	*	*
	State	30.6%	46.6%	19.1%	3.7%	44.4%	33.1%	18.0%	4.5%
Two or More Races									
	District	36.8%	52.6%	10.5%	0.0%	15.8%	63.2%	21.1%	0.0%
	State	23.8%	34.3%	27.2%	14.8%	31.0%	30.3%	26.3%	12.3%

SAT - Children with Disabilities

		ELA				Mathematics			
	Levels	1	2	3	4	1	2	3	4
	District	71.2%	15.3%	11.9%	1.7%	66.1%	23.7%	8.5%	1.7%
	State	58.0%	24.2%	12.5%	5.3%	64.3%	20.0%	11.8%	4.0%

SAT - Students with IEPs

		ELA				Mathematics			
	Levels	1	2	3	4	1	2	3	4
IEP									
	District	92.5%	5.0%	2.5%	0.0%	82.5%	15.0%	2.5%	0.0%
	State	72.2%	20.3%	5.7%	1.7%	78.3%	15.3%	5.1%	1.2%
Non-IEP									
	District	22.6%	47.7%	26.3%	3.4%	25.1%	40.9%	30.6%	3.4%
	State	21.7%	37.8%	28.7%	11.7%	27.7%	33.7%	28.5%	10.1%

SAT - Economically Disadvantaged

		ELA				Mathematics			
	Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch									
	District	41.4%	40.8%	17.2%	0.6%	43.1%	35.1%	21.8%	0.0%
	State	42.8%	38.6%	15.7%	2.9%	50.6%	32.3%	14.9%	2.2%
Not Eligible									
	District	20.4%	45.4%	29.2%	5.1%	21.3%	40.7%	32.4%	5.6%
	State	16.3%	33.7%	33.7%	16.3%	21.0%	31.0%	33.7%	14.2%

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.

Illinois Science Assessment (ISA)

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

Level 1 - Not Proficient
Level 2 - Proficient

Scale Score Needed to be Proficient (out of 200-400 Scale Score Range)
Grade 5 - 296
Grade 8 - 293
High School - 307

ISA PROFICIENCY (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District	185	79	106	166	*	4	*	*	*	10
	50.3%	48.9%	51.2%	50.3%	*	30.1%	*	*	*	62.5%
State	207,539	105,167	102,372	124,742	15,550	42,091	16,042	252	465	8,397
	48.7%	48.5%	48.9%	61.4%	22.7%	36.2%	72.6%	55.8%	41.5%	53.3%

ISA PROFICIENCY (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	12	2	*	69	*	*	*	*
	39.5%	16.7%	*	44.3%	*	*	*	*
State	17,956	9,888	6,160	68,351	1,784	10	405	1,364
	25.2%	17.5%	15.7%	33.2%	21.9%	14.7%	22.6%	50.5%

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.

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	412	86.7%	*	91.7%	*	*	*	95.0%	83.5%	90.6%	*	79.8%
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	1,244
State	284,680

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)				
	GRADE 9	GRADE 10	GRADE 11	GRADE 12
District	*	66	116	153
State	18,502	31,225	60,933	77,059

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.

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
All	District	*	55	89	76	*	*	*	*	*	14	41	102
	State	14,008	25,966	47,067	55,380	282	338	2,482	2,486	4,689	6,141	18,248	34,894
White	District	*	50	83	71	*	*	*	*	*	12	40	98
	State	6,527	13,448	24,740	29,422	48	37	323	377	2,361	3,272	11,956	22,540
Black	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	1,365	2,005	4,067	4,989	83	125	720	687	920	796	1,653	3,193
Hispanic	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	3,362	5,977	11,723	13,688	140	156	1,238	1,205	1,018	1,516	3,067	6,159
Asian	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	2,129	3,563	4,790	5,291	10	16	155	175	217	357	931	1,831
Native Hawaiian/ Pacific Islander	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	18	48	67	65	0	1	4	3	3	8	13	40
American Indian	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	30	59	102	111	0	1	8	5	8	19	28	63
Two or More Races	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	577	866	1,578	1,814	1	2	34	34	162	173	600	1,068
Children with Disabilities	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	742	1,409	2,566	3,490	23	31	181	222	651	734	1,810	3,414
IEP	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	139	296	629	1,040	14	20	68	84	468	483	1,267	2,124
Non IEP	District	*	54	89	76	*	*	*	*	*	13	38	102
	State	13,869	25,670	46,438	54,340	268	318	2,414	2,402	4,221	5,658	16,981	32,770
EL	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	113	263	668	855	13	23	77	60	186	270	420	652
Non EL	District	*	55	89	76	*	*	*	*	*	14	41	102
	State	13,895	25,703	46,399	54,525	269	315	2,405	2,426	4,503	5,871	17,828	34,242
Low Income	District	*	*	17	14	*	*	*	*	*	*	16	25
	State	4,058	6,910	13,925	16,678	201	244	1,772	1,804	1,682	2,297	5,959	10,253
Non Low Income	District	*	46	72	62	*	*	*	*	*	*	25	77
	State	9,950	19,056	33,142	38,702	81	94	710	682	3,007	3,844	12,289	24,641

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ADVANCED PLACEMENT (AP) EXAMS

GRADE 10

	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
District	34	15	34	15
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	116	62	63	36
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	235	160	53	45
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	78.7%	66.1%	12.5%	20.8%	57.9%	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	79.2%	66.7%	12.5%	21.1%	58.1%	0.0%
State	73.5%	56.9%	16.7%	40.4%	33.1%	0.0%

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

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
District	84.7%	81.6%	88.0%	85.4%	*	75.0%	*	*	*	86.7%
State	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
District	69.9%	70.3%	*	73.4%	*	*	*	*
State	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
District	84.6%	81.5%	87.8%	84.0%	*	90.0%	*	*	*	93.3%
State	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
District	72.4%	70.7%	*	72.3%	*	*	*	*
State	74.1%	73.2%	75.9%	80.5%	71.4%	73.7%	33.1%	47.6%

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.

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
District	85.0%	81.6%	89.0%	85.1%	*	*	*	*	*	78.6%
State	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
District	75.0%	73.7%	*	75.6%	*	*	*	*
State	75.6%	75.3%	78.5%	81.0%	73.2%	66.7%	27.6%	28.6%

DROPOUT RATE														
		Gender		Race / Ethnicity										
	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	5.0%	5.5%	4.6%	5.3%	0.0%	7.0%	0.0%	*	*	0.0%	1.5%	3.0%	*	7.2%
State	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%

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.

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. 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	0.0%
State	5.3%

CRDC - OUT-OF-SCHOOL SUSPENSIONS	
District	18.7%
State	4.5%

CRDC - EXPULSIONS	
District	0.6%
State	0.2%

CRDC - SCHOOL-RELATED ARRESTS	
District	2.0%
State	0.2%

CRDC - REFERRAL TO LAW ENFORCEMENT	
District	2.0%
State	0.4%

CRDC - CHRONIC ABSENTEEISM	
District	42.0%
State	16.5%

CRDC - INCIDENTS OF VIOLENCE	
	Rate of Incidents of Violence
District	1.1%
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	0
	0.0%
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	283	14.1%	0	0.0%	65	3.2%
State	125,291	6.2%	3,588	0.2%	50,567	2.5%

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

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	91.1%	0.7%	3.0%	0.9%		0.4%	4.0%
	Students with IEPs	92.9%	0.7%	1.5%	0.4%		0.4%	4.1%
All Peer Districts *	All Students	52.2%	13.0%	24.4%	6.4%	0.1%	0.2%	3.7%
	Students with IEPs	48.2%	19.8%	25.4%	2.7%	0.1%	0.3%	3.5%
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

	Percent of All Students			Percent of Students with IEPs		
Disability Category	District	All Peer Districts*	State	District	All Peer Districts*	State
Autism	1.3%	1.6%	1.4%	9.0%	11.7%	9.2%
Deafness		0.0%	0.0%		0.2%	0.2%
Deaf-Blindness	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%
Developmental Delay			2.0%			13.1%
Emotional Disability	0.5%	1.9%	0.9%	3.7%	13.4%	6.2%
Hearing Impairment	0.1%	0.1%	0.1%	0.4%	1.0%	0.9%
Intellectual Disability	1.5%	1.3%	0.8%	10.5%	9.0%	5.2%
Multiple Disabilities	0.4%	0.2%	0.1%	2.6%	1.6%	1.0%
Orthopedic Impairment	0.1%	0.1%	0.1%	0.4%	0.5%	0.3%
Other Health Impairment	3.3%	2.4%	1.9%	22.5%	17.2%	12.9%
Specific Learning Disability	7.2%	6.0%	5.1%	49.4%	42.9%	34.0%
Speech or Language Impairment	0.1%	0.2%	2.4%	0.4%	1.7%	16.3%
Traumatic Brain Injury	0.1%	0.0%	0.0%	0.4%	0.3%	0.2%
Visual Impairment	0.1%	0.0%	0.1%	0.4%	0.4%	0.4%

*Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District
** Peer districts for Unit Districts do not include Chicago Public Schools
*** Students who are receiving special education and/or related services via an Individualized Service Plan (ISP) have been removed from all calculations

EDUCATIONAL ENVIRONMENTS FOR STUDENTS WITH IEPS

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

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

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

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

Percent of Students with IEPs in Various Educational Environments

		Inside ≥ 80%	Inside 40-79%	Inside <40%	Separate Facility
All Students with an IEP	District	18.4%	57.3%	16.1%	8.2%
	All Peer Districts*	40.3%	30.7%	15.6%	13.4%
	State	53.6%	26.6%	13.2%	6.6%

Educational Environments by Race / Ethnicity

		Inside ≥ 80%	Inside 40-79%	Inside <40%	Separate Facility
White	District	18.1%	57.7%	15.7%	8.5%
	All Peer Districts*	44.8%	27.5%	14.1%	13.7%
	State	57.0%	24.9%	11.3%	6.7%
Black	District	50.0%	0.0%	50.0%	0.0%
	All Peer Districts*	30.4%	34.1%	18.9%	16.6%
	State	45.0%	30.3%	16.4%	8.3%
Hispanic	District	0.0%	25.0%	50.0%	25.0%
	All Peer Districts*	39.5%	35.0%	15.4%	10.1%
	State	54.1%	27.7%	13.4%	4.7%
Asian	District	0.0%	100.0%	0.0%	0.0%
	All Peer Districts*	37.3%	26.8%	19.5%	16.5%
	State	54.2%	19.7%	19.1%	7.0%
Native Hawaiian	District				
	All Peer Districts*	37.1%	14.3%	31.4%	17.1%
	State	49.1%	20.3%	23.4%	7.2%
Native American	District	0.0%	100.0%	0.0%	0.0%
	All Peer Districts*	44.4%	24.1%	17.6%	13.9%
	State	51.5%	25.7%	14.5%	8.4%
Two or More Races	District	27.3%	63.6%	9.1%	0.0%
	All Peer Districts*	43.2%	29.1%	14.9%	12.8%
	State	54.1%	23.9%	14.5%	7.5%

*Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District
** Peer districts for Unit Districts do not inlcude Chicago Public Schools

Educational Environments for Students with IEPs for Selected Disabilities					
		Inside ≥ 80%	Inside 40-79%	Inside <40%	Separate Facility
Autism	District	20.8%	37.5%	33.3%	8.3%
	All Peer Districts*	25.8%	24.6%	24.8%	24.9%
	State	30.0%	22.5%	31.4%	16.1%
Emotional Disability	District	10.0%	40.0%	10.0%	40.0%
	All Peer Districts*	30.7%	22.5%	12.5%	34.3%
	State	34.8%	20.1%	14.6%	30.5%
Intellectual Disability	District	0.0%	28.6%	50.0%	21.4%
	All Peer Districts*	1.7%	25.1%	48.9%	24.3%
	State	3.7%	29.3%	51.1%	15.9%
Other Health Impairment	District	10.0%	73.3%	11.7%	5.0%
	All Peer Districts*	55.4%	27.5%	9.8%	7.3%
	State	58.0%	27.4%	9.5%	5.0%
Specific Learning Disability	District	25.0%	65.9%	6.8%	2.3%
	All Peer Districts*	49.0%	39.4%	9.0%	2.6%
	State	55.4%	37.2%	6.3%	1.1%
Speech or Language Impairment	District	100.0%	0.0%	0.0%	0.0%
	All Peer Districts*	76.1%	16.5%	5.7%	1.8%
	State	97.2%	1.9%	0.8%	0.1%

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

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

A. Children attending a regular early childhood program and receives the majority of special education and related services in the regular early childhood program.

B. Children attending a regular early childhood program and receives the majority of special education and related services in some other location.

C. Children receiving special education or related services full-time in a separate class/facility.

D. Children receiving special education or related services full-time in the child's home.

E. Children receiving special education or related services from a service provider, and who do not attend an early childhood or special education program.

Percent of Students with IEPs in Various Educational Environments					
	Regular Early Childhood Program		Separate Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
District					
All Peer Districts*					
State					

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.

Educational Environments by Race/Ethnicity

	Regular Early Childhood Program		Separate Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
White					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	40.5%	30.6%	20.9%	0.2%	7.7%
Black					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	47.5%	21.6%	28.8%	0.1%	2.0%
Hispanic					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	54.9%	15.8%	25.5%	0.1%	3.6%
Asian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	45.7%	14.9%	33.8%	0.4%	5.2%
Native Hawaiian					
District					
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	55.6%	11.1%	33.3%	0.0%	0.0%
Native American					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	36.3%	23.0%	34.1%	1.5%	5.2%
Two or More Races					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	42.0%	28.4%	24.4%	0.2%	5.1%

*Peer districts are districts of the same type as this district: Elementary, High School , or Unit
** Peer districts for Unit Districts do not include Chicago Public Schools

Educational Environments for Students with IEPs for Selected Disabilities

	Regular Early Childhood Program		Separate Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
Autism					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	30.1%	11.2%	58.2%	0.0%	0.6%
Developmental Delay					
District					
All Peer Districts*					
State	49.7%	15.5%	33.8%	0.1%	0.9%
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	26.3%	31.6%	38.6%	0.0%	3.5%
Intellectual Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	23.4%	12.6%	63.1%	0.0%	0.9%
Other Health Impairment					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	41.6%	17.2%	37.7%	1.7%	1.8%
Specific Learning Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	48.3%	20.0%	26.7%	0.0%	5.0%
Speech or Language Impairment					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	44.4%	39.2%	3.6%	0.2%	12.7%

*Peer districts are districts of the same type as this district: Elementary, High School , or Unit
** Peer districts for Unit Districts do not include Chicago Public Schools

STATE PERFORMANCE PLAN INDICATORS FOR STUDENTS WITH IEPS

The Individuals with Disabilities Education Act (IDEA 2004) requires states to develop and submit a State Performance Plan (SPP) to the Office of Special Education Programs (OSEP) at the U.S. Department of Education. The SPP is designed to evaluate the State's efforts to implement the requirements and purposes of IDEA and describe how the State will improve its implementation. The plan consists of several priority areas with specific indicators defined for each area. Measurable and rigorous targets are defined for each indicator to show progress throughout the life of the SPP. States are required to publicly report on SPP Indicators 1-14. A link to the Illinois State Performance Plan, Part B can be found at: <https://www.isbe.net/Pages/State-Performance-Plan-Data-and-Accountability.aspx>

The table below shows how this school district performed on specific indicators and whether or not it met the annual state targets for those indicators as defined in the Illinois State Performance Plan. Some indicators require a minimum number of students before comparing district data to the state targets. "N/A" indicates that either the district did not have enough students to report on the district's performance for that particular indicator or the district does not serve students of the ages measured by the indicator.

The State Test Participation Rate is calculated by dividing the number of participants by the Tested Enrollment. At least 95% of students should be tested in ELA and mathematics with at least 10 students. If the state test participation rate is less than 95%, a 95% confidence interval is applied and the student group can meet the 95% target through the confidence interval.

SPP Indicator	Indicator Description	2018 - 2019 District Data	2018 - 2019 State Target	District Met State Target
1	Graduation Rate for students with IEPs (Data lag one year)	63.6	73.0	No
2	Dropout Rate for students with IEPs (Data lag one year)	0.4	4.5	Yes
3a	Made adequate yearly progress (AYP) for students with IEPs	N/A	N/A	N/A
3b	Reading assessment participation rate for students with IEPs	95.7	95.0	Yes
3b	Math assessment participation rate for students with IEPs	95.7	95.0	Yes
3c	Students with IEPs meeting or exceeding standards on state reading assessments	2.2	23.1	No
3c	Students with IEPs meeting or exceeding standards on state math assessments	2.2	23.2	No
4a	Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days for children with IEPs (Data lag one year)	No	No	Yes
4b	Significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 served inside the general classroom ≥ 80% of the time	18.4	58.0	No
5b	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	16.1	15.5	No
5c	Students with IEPs ages 6-21 served in separate educational facilities	8.2	3.9	No

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

SPP Indicator	Indicator Description	2018 - 2019 District Data	2018 - 2019 State Target	District Met State Target
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	0.0	32.9	No
6b	Children ages 3-5 in separate special education class, separate school or residential facility	0.0	30.5	Yes
7a	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills		86.3	N/A
7a	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program		55.6	N/A
7b	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program		87.0	N/A
7b	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program		53.9	N/A
7c	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program		88.1	N/A
7c	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program		64.3	N/A
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities		61.0	N/A
9	Disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification	No	No	Yes
10	Disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification	No	No	Yes

SPP Indicator	Indicator Description	2018 - 2019 District Data	2018 - 2019 State Target	District Met State Target
11	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	100.0	100.0	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays		100.0	N/A
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	100.0	100.0	Yes
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	3.9	35.0	No
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	34.6	57.0	No
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	46.2	75.0	No

SPP Indicators 1 - 8 and 14 are Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators