

# Thornton Twp HSD 205

## South Holland, ILLINOIS



# ILLINOIS DISTRICT REPORT CARD

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
<b>District</b>	1.3	85.6	11.7	0.4	0.0	0.2	0.8	12.6	6.4	15.9	2.1	20.1	89.7	5,227
<b>State</b>	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.2	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 [Serving 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
<b>District</b>	15.0	16.6	13.4	16.7	15.6	10.9	0.0		7.1	21.3	12.9	18.2	53.2
<b>State</b>	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

### 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
<b>District</b>	96.3		174		19.2	9.8	137.6	5.0	
<b>State</b>	94.9		175		19.4	11.2	189.6	4.0	

\* 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
<b>District</b>										17.6	17.6
<b>State</b>										19.5	20.2

TEACHER INFORMATION (Full -Time Equivalents)											
District State	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	UnKnown	Male	Female	Total Number
	District	3.5	5.2	1.0	0.3	0.0	0.0	0.0	90.0	41.7	58.3
State	83.3	5.8	5.6	1.5	0.1	0.2	0.8	2.7	23.3	76.7	129,575

TEACHER INFORMATION				
		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above
District:	All Schools	12.7	25.2	74.3
	High Poverty Schools			
	Low Poverty Schools	12.7	25.1	74.4
State:	All Schools	13.1	38.5	60.9
	High Poverty Schools	12.0	39.6	59.9
	Low Poverty Schools	13.6	31.3	68.5

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.

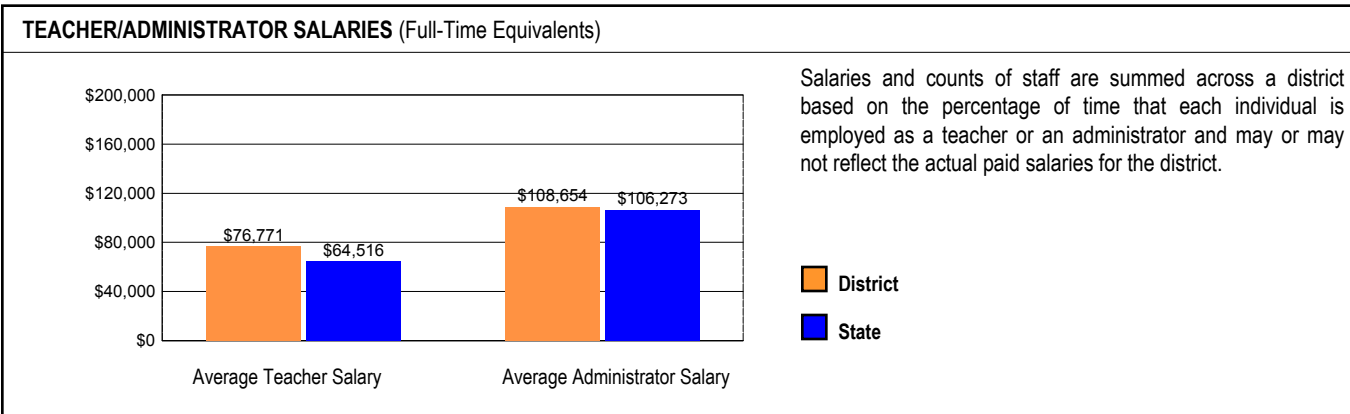
TEACHER RETENTION RATE	
District	88.1
State	86.3

PRINCIPAL TURNOVER (Count)	
District	2.0
State	2.0

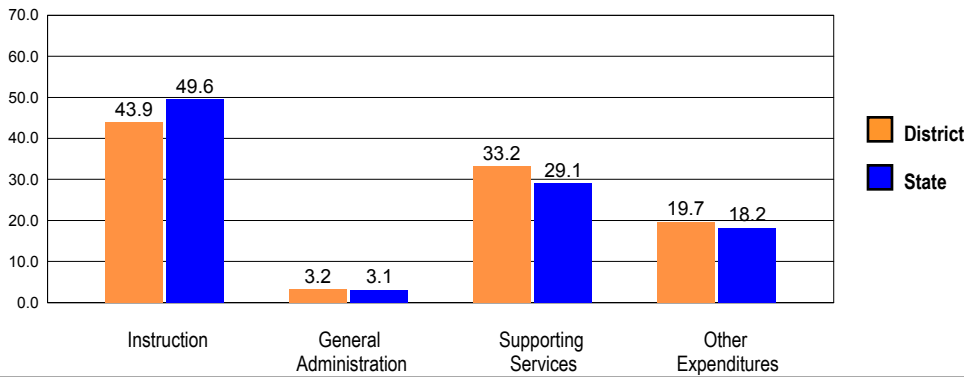
TEACHER ATTENDANCE	
District	72.9
State	75.3

TEACHER EVALUATION	
District	100.0
State	96.7

## SCHOOL DISTRICT FINANCES



**EXPENDITURE BY FUNCTION 2015-16 (Percentages)**



REVENUE BY SOURCE 2015-16			
	District	District %	State %
Local Property Taxes	\$69,291,254	62.0	63.2
Other Local Funding	\$1,559,829	1.4	4.8
General State Aid	\$27,152,969	24.3	17.1
Other State Funding	\$6,339,006	5.7	7.1
Federal Funding	\$7,338,510	6.6	7.8
<b>TOTAL</b>	<b>\$111,681,568</b>		

EXPENDITURE BY FUND 2015-16			
	District	District %	State %
Education	\$87,191,930	75.2	73.4
Operations & Maintenance	\$9,911,917	8.6	6.2
Transportation	\$8,066,368	7.0	3.8
Debt Service	\$6,934,501	6.0	8.2
Tort	\$261,737	0.2	1.2
Municipal Retirement/ Social Security	\$1,863,967	1.6	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$1,646,070	1.4	4.6
<b>TOTAL</b>	<b>\$115,876,490</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	\$232,243	6.21	\$10,092	\$18,470
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.

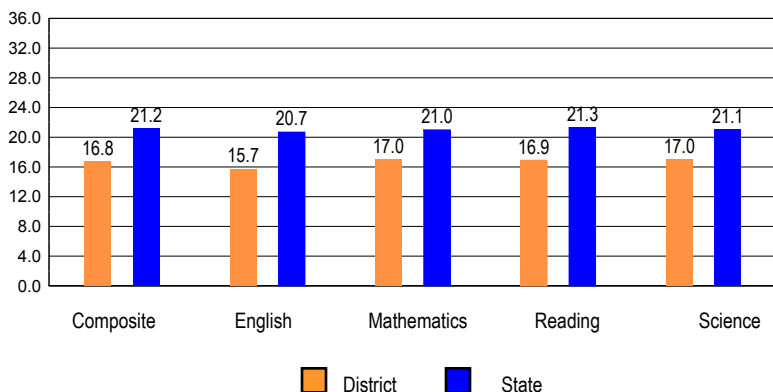
**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.

**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

### ACT ASSESSMENT: GRADUATING CLASS OF 2017



ACT is no longer a component of the state assessment. College and career readiness will be redefined next year due to ESSA. As a result, the college and career readiness measure for the 2016-17 Report Card has not been changed for consistency. Beginning with the 2016-17 school year, grade 11 students take the SAT as the high school accountability assessment. However, the College Course Work Readiness data point on the Illinois Report Card reports on the graduating class of the reporting year. The data represents the most recent ACT score earned by a 2017 graduate.

### READY FOR COLLEGE COURSE WORK

District	13.0
State	50.5

### PERCENT OF STUDENTS MET ACT BENCHMARKS

	English	Math	Read	Science	ALL 4 Subjects
District	32.4	10.1	14.6	6.1	3.0
State	64.5	42.6	46.2	37.7	28.2

### COLLEGE ENROLLMENT

	12 Months	16 Months
District	54.5	59.3
State	69.5	73.2

### FRESHMEN ON TRACK

District	64.3
State	87.1

### 8TH GRADERS PASSING ALGEBRA I \*

District	
State	29.5

\* For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

### CTE ENROLLMENT

District	2,959
State	277,461

### ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)

	Grade 10	Grade 11	Grade 12
District	0	154	195
State	30,084	57,402	73,171

ADVANCED COURSE WORK									
	ADVANCED PLACEMENT (AP) COURSE WORK			INTERNATIONAL BACCALAUREATE (IB) COURSE WORK			DUAL CREDIT COURSE WORK		
	Grade10	Grade11	Grade12	Grade10	Grade11	Grade12	Grade10	Grade11	Grade12
<b>All</b>									
<b>District</b>	0	65	109	0	93	89	0	1	0
<b>State</b>	22,366	42,705	51,434	3,713	3,305	2,970	5,374	17,055	31,731
<b>White</b>									
<b>District</b>	0	1	1	0	5	1	0	0	0
<b>State</b>	12,886	23,938	29,439	524	633	623	3,003	10,921	19,992
<b>Black</b>									
<b>District</b>	0	57	80	0	70	77	0	1	0
<b>State</b>	1,413	3,535	4,470	1,158	898	763	815	1,859	3,645
<b>Hispanic</b>									
<b>District</b>	0	6	22	0	16	10	0	0	0
<b>State</b>	4,170	9,355	11,234	1,782	1,497	1,317	1,150	2,956	5,737
<b>Asian</b>									
<b>District</b>	0	0	3	0	0	0	0	0	0
<b>State</b>	2,992	4,401	4,694	192	217	207	217	799	1,434
<b>Native Hawaiian/Pacific Islander</b>									
<b>District</b>	0	0	0	0	0	0	0	0	0
<b>State</b>	34	52	56	7	9	0	5	15	31
<b>American Indian</b>									
<b>District</b>	0	0	1	0	1	0	0	0	0
<b>State</b>	51	106	109	10	10	5	25	33	76
<b>Two or More Races</b>									
<b>District</b>	0	1	2	0	1	1	0	0	0
<b>State</b>	790	1,312	1,409	40	41	55	159	472	815
<b>LEP</b>									
<b>District</b>	0	0	2	0	5	1	0	0	0
<b>State</b>	73	211	161	305	127	11	159	238	264
<b>Non LEP</b>									
<b>District</b>	0	65	107	0	88	88	0	1	0
<b>State</b>	22,293	42,494	51,273	3,408	3,178	2,959	5,215	16,817	31,467
<b>IEP</b>									
<b>District</b>	0	0	0	0	2	2	0	0	0
<b>State</b>	209	470	861	432	199	189	520	1,200	2,086
<b>Non IEP</b>									
<b>District</b>	0	65	109	0	91	87	0	1	0
<b>State</b>	22,157	42,235	50,573	3,281	3,106	2,781	4,854	15,855	29,645
<b>Low Income</b>									
<b>District</b>	0	3	0	0	1	2	0	1	0
<b>State</b>	5,068	11,705	14,549	3,079	2,348	2,108	2,079	5,868	10,553
<b>Non Low Income</b>									
<b>District</b>	0	62	109	0	92	87	0	0	0
<b>State</b>	17,298	31,000	36,885	634	957	862	3,295	11,187	21,178

POST-SECONDARY REMEDIATION (CLASS OF 2015)	
District	74.2
State	46.8

HIGH SCHOOL 4-YEAR GRADUATION RATE															
	Gender			Race / Ethnicity							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	75.6	70.8	80.7	41.7	74.7	83.8						85.3		61.2	44.8
State	87.0	84.5	89.5	90.6	78.9	83.5	94.7	81.8	81.3	86.2		73.6	68.8	71.2	79.4

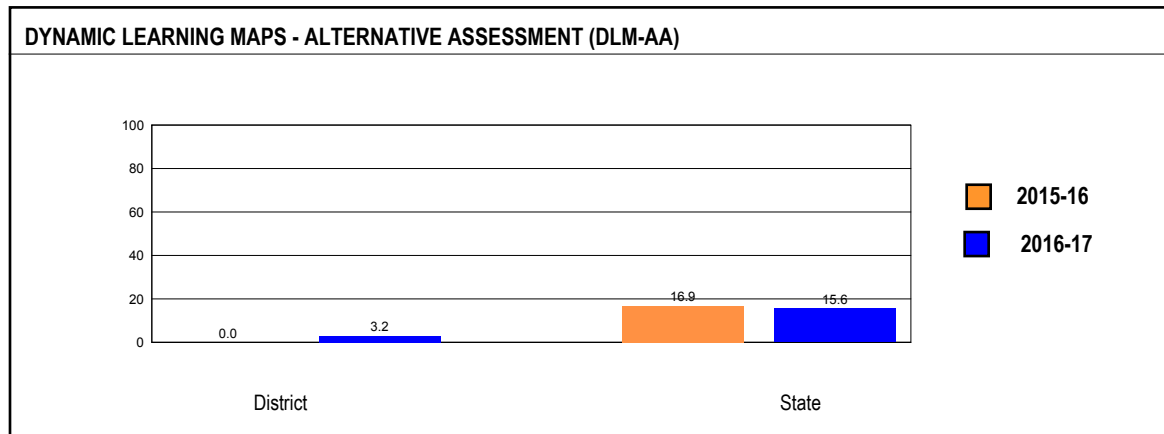
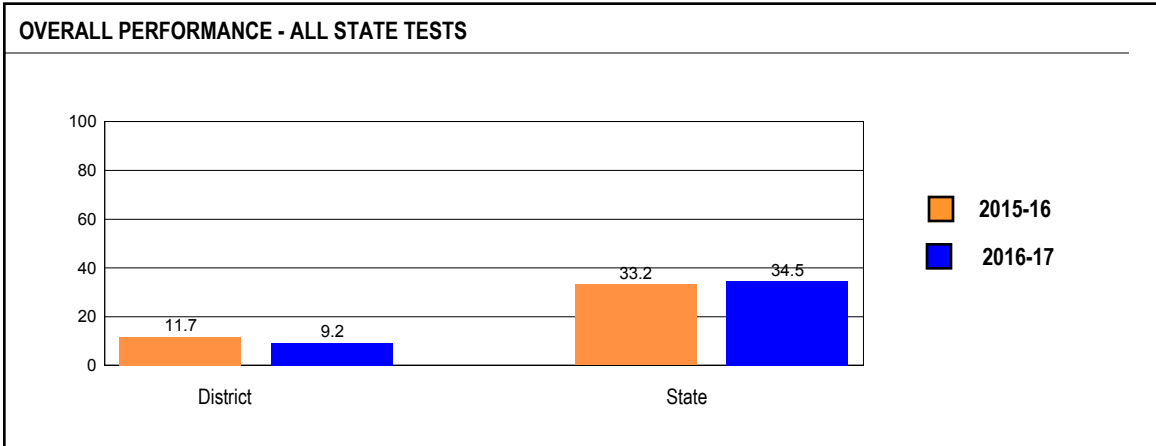
HIGH SCHOOL 5-YEAR GRADUATION RATE															
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged	
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races					
District	75.0	66.8	83.2	71.4	74.1	83.3						82.9		63.7	75.6
State	88.4	86.3	90.7	91.7	80.9	85.5	95.8	88.4	83.8	87.6		79.0	82.6	75.5	81.8

HIGH SCHOOL 6-YEAR GRADUATION RATE															
	Gender			Race / Ethnicity							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	82.0	78.3	85.6		81.1	91.1						92.1		62.8	82.2
State	88.6	86.4	90.8	91.6	81.3	85.7	95.7	89.1	84.6	87.9		80.4	40.0	76.9	83.3

HIGH SCHOOL DROPOUT RATE															
	Gender			Race / Ethnicity							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	0.9	0.9	0.9	0.0	0.9	0.8	0.0		0.0	0.0		1.2		0.5	2.1
State	2.1	2.3	1.8	1.2	4.2	2.7	0.4	1.2	2.7	2.1		3.6	2.5	3.6	3.6

### OVERALL STUDENT PERFORMANCE

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

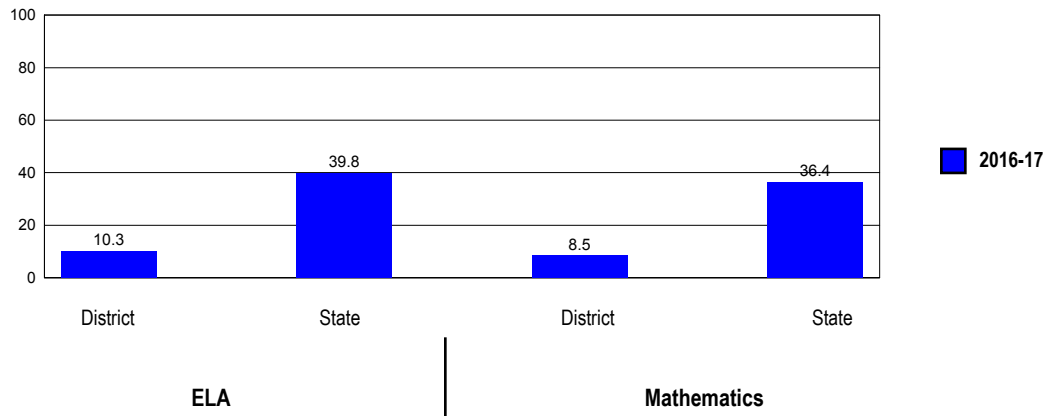


DLM-AA scores in the Progressing and Attaining performance levels count the same, respectively, as meeting or exceeding state standards.

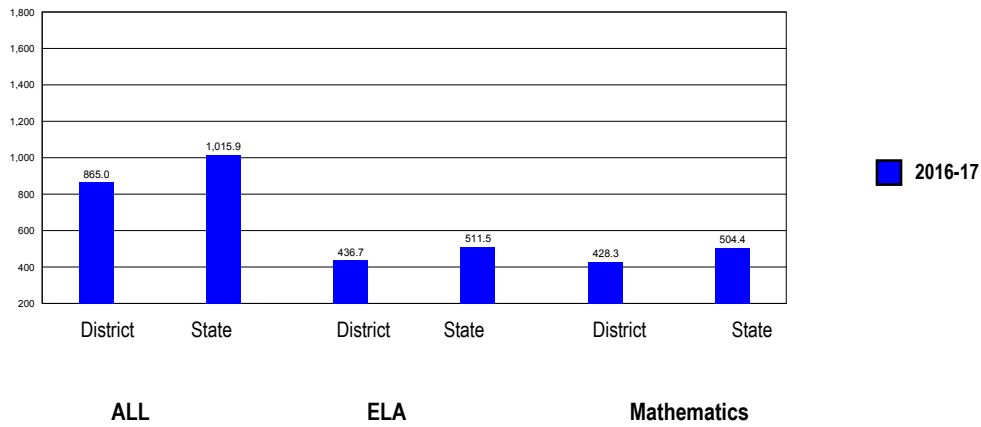
**SAT PERFORMANCE**

These show the percentage of student scores meeting or exceeding Standards for the grades and subjects tested on SAT

**SAT Grade 11**



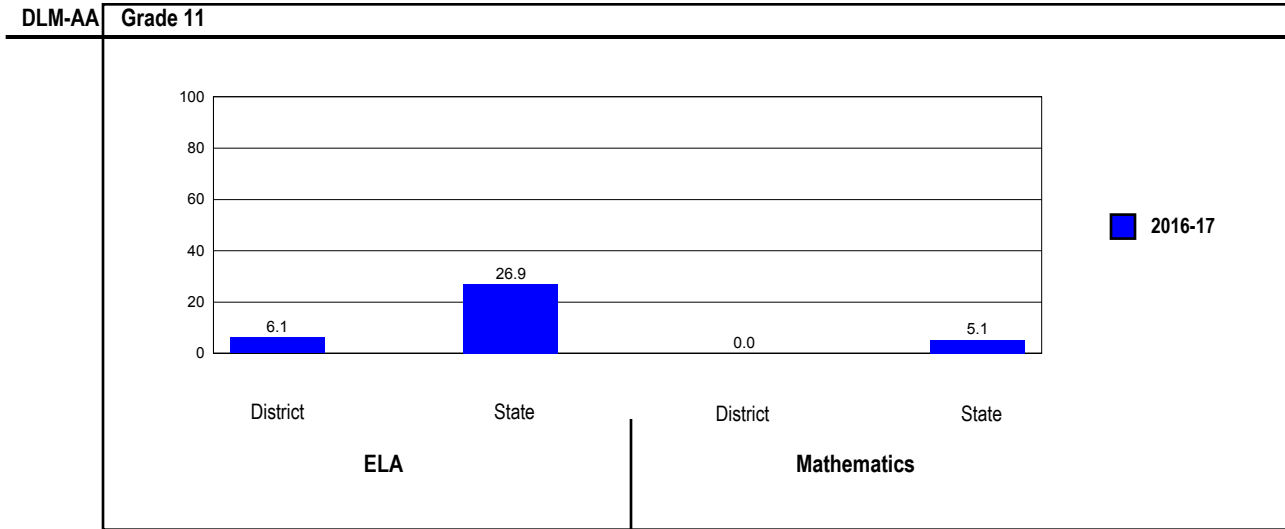
**SAT Grade 11**





**DLM-AA PERFORMANCE**

These show the percentage of student scores meeting or exceeding Standards for the grades and subjects tested on DLM-AA



**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. SAT is administered to students in grade 11. 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 or SAT would not be appropriate.

Students with disabilities have an IEP. 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	1,160	561	599	32	998	118	2	0	2	8	55	0	184	135
	Reading	3.5	4.5	2.7	3.1	3.7	2.5					1.8		11.4	9.6
State	*Enrollment	1,044,459	533,974	510,468	505,668	175,154	271,875	51,312	1,081	4,730	34,569	90,576	126	143,863	530,039
	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 grade 11

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	1,160	561	599	32	998	118	2	0	2	8	55	0	184	135
	Mathematics	3.9	4.8	3.0	3.1	4.1	2.5					1.8		13.6	10.4
State	*Enrollment	1,046,615	535,114	511,484	506,264	175,213	272,641	52,002	1,091	4,739	34,592	93,048	127	143,785	531,314
	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 grade 11

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

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

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

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

### 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

#### SAT- All

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	50.2	39.5	9.2	1.1	61.7	29.8	8.2	0.3
State	22.8	37.4	26.7	13.1	31.0	32.6	28.5	7.9

**SAT - Gender**

Levels		ELA				Mathematics			
		1	2	3	4	1	2	3	4
Male	District	57.1	35.0	8.0	0.0	63.5	28.2	8.0	0.4
	State	26.1	36.4	25.0	12.5	30.6	31.0	28.9	9.5
Female	District	44.0	43.6	10.3	2.1	60.1	31.3	8.4	0.2
	State	19.5	38.4	28.5	13.6	31.3	34.3	28.2	6.2

**SAT - Racial/Ethnic Background**

Levels		ELA				Mathematics			
		1	2	3	4	1	2	3	4
White	District	25.8	61.3	12.9	0.0	45.2	32.3	22.6	0.0
	State	14.7	34.2	33.2	17.8	20.9	31.9	36.8	10.4
Black	District	52.2	38.1	8.8	1.0	62.7	29.9	7.3	0.1
	State	41.4	41.8	13.8	3.0	56.3	32.0	10.9	0.8
Hispanic	District	40.7	46.9	11.5	0.9	60.2	28.3	9.7	1.8
	State	31.5	44.4	19.4	4.7	41.1	37.3	19.5	2.1
Asian	District								
	State	10.2	24.5	33.5	31.8	10.7	22.1	38.8	28.3
Native Hawaiian/Pacific Islander	District								
	State	16.2	39.7	26.5	17.6	28.7	27.2	33.1	11.0
American Indian	District								
	State	28.2	41.7	20.4	9.7	40.9	29.6	24.7	4.8
Two or More Races	District								
	State	18.8	35.9	27.9	17.5	28.1	31.6	29.8	10.6

**SAT - Limited-English-Proficient**

Levels		ELA				Mathematics			
		1	2	3	4	1	2	3	4
District		66.7	27.8	5.6	0.0	75.9	18.5	5.6	0.0
	State	83.2	15.1	1.5	0.2	81.0	15.4	3.2	0.4

**SAT - Students with Disabilities**

Levels		ELA				Mathematics			
		1	2	3	4	1	2	3	4
IEP	District	87.7	12.3	0.0	0.0	90.8	8.5	0.8	0.0
	State	66.1	25.6	6.3	2.1	76.0	17.1	5.8	1.1
Non-IEP	District	45.1	43.2	10.5	1.3	57.7	32.7	9.2	0.3
	State	17.5	38.8	29.2	14.4	25.5	34.5	31.3	8.7

**SAT - Economically Disadvantaged**

Levels		ELA				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	62.7	34.3	2.9	0.0	75.5	19.6	4.9	0.0
	State	36.1	42.9	17.1	3.9	47.0	34.6	16.5	1.9
Not Eligible	District	48.9	40.0	9.9	1.2	60.3	30.9	8.5	0.3
	State	13.2	33.4	33.8	19.7	19.3	31.2	37.3	12.2

## Dynamic Learning Maps - Alternative Assessment (DLM-AA)

DLM results are not based on raw or scale scores; all data is based on diagnostic classification modeling. Standard setting allows us to look at patterns of number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance are reported using the four performance levels approved by the consortium:

Level 1 -- Emerging	The student demonstrates <b>emerging</b> understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
Level 2 -- Approaching Target	The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is <b>approaching the target</b> .
Level 3 -- At Target	- The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is <b>at target</b> .
Level 4 -- Advanced	The student demonstrates <b>advanced</b> understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

## High School

### High School - All

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	69.7	24.2	6.1	0.0	82.8	17.2	0.0	0.0
State	41.2	31.9	24.1	2.8	67.8	27.1	5.1	0.0

### High School- Gender

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	66.7	28.6	4.8	0.0	84.2	15.8	0.0	0.0
	State	41.1	32.1	23.8	3.0	66.8	27.2	6.0	0.0
Female	District	75.0	16.7	8.3	0.0	80.0	20.0	0.0	0.0
	State	41.4	31.5	24.7	2.4	69.9	26.7	3.4	0.0

**High School - Racial/Ethnic Background**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
<b>White</b>								
District								
State	38.3	31.3	27.2	3.2	65.4	28.3	6.4	0.0
<b>Black</b>								
District	71.0	22.6	6.5	0.0	85.2	14.8	0.0	0.0
State	41.6	33.4	22.4	2.6	68.0	29.4	2.6	0.0
<b>Hispanic</b>								
District								
State	44.4	33.9	19.8	1.9	72.8	22.0	5.3	0.0
<b>Asian</b>								
District								
State	52.8	25.0	18.1	4.2	69.4	27.8	2.8	0.0
<b>Native Hawaiian/Pacific Islander</b>								
District								
State								
<b>American Indian</b>								
District								
State								
<b>Two or More Races</b>								
District								
State	44.2	30.2	23.3	2.3	69.8	25.6	4.7	0.0

**High School - Economically Disadvantaged**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
<b>Free/Reduced Price Lunch</b>								
District	70.0	30.0	0.0	0.0	84.2	15.8	0.0	0.0
State	41.4	32.3	24.1	2.1	69.8	26.1	4.2	0.0
<b>Not Eligible</b>								
District	69.2	15.4	15.4	0.0	80.0	20.0	0.0	0.0
State	40.9	31.4	24.1	3.7	65.3	28.3	6.4	0.0

## RACE/ETHNICITY AND DISABILITY CATEGORY FOR STUDENTS WITH DISABILITIES

### Percent of Students with Disabilities by Race / Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian	Native American	Two or More Races
District	All Students	1.3	85.6	11.7	0.4	0.0	0.2	0.8
	Students with IEPs	2.9	87.8	8.0	0.0	0.0	0.4	0.9
All Peer Districts *	All Students	54.6	13.5	22.6	6.0	0.1	0.3	2.9
	Students with IEPs	50.4	20.7	23.4	2.4	0.1	0.3	2.7
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	0.7	1.4	1.2	5.1	10.3	8.4
Deafness	0.1	0.0	0.0	0.5	0.3	0.2
Deaf-Blindness	0.0	0.0	0.0	0.0	0.0	0.0
Developmental Delay	0.0	0.0	1.8	0.0	0.0	12.6
Emotional Disability	2.2	1.9	0.9	15.1	13.9	6.4
Hearing Impairment	0.2	0.2	0.1	1.2	1.1	1.0
Intellectual Disability	3.1	1.3	0.8	21.6	9.6	5.6
Multiple Disabilities	0.4	0.2	0.1	2.9	1.5	1.0
Orthopedic Impairment	0.2	0.1	0.1	1.2	0.5	0.4
Other Health Impairment	0.7	2.1	1.7	4.7	15.9	12.2
Specific Learning Disability	6.6	6.0	5.0	45.5	44.3	34.9
Speech or Language Impairment	0.1	0.3	2.4	0.9	1.9	16.8
Traumatic Brain Injury	0.1	0.1	0.0	0.7	0.4	0.2
Visual Impairment	0.1	0.1	0.1	0.5	0.5	0.4

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

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

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

## EDUCATIONAL ENVIRONMENTS FOR STUDENTS WITH DISABILITIES

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

The educational environments in which students with disabilities ages 6-21 receive their special education and/or related

services are generally classified into four settings:

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

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

<b>Percent of Students with Disabilities 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 a Disability</b>	District	15.1	37.5	22.6	24.7
	All Peer Districts*	41.1	29.5	16.0	13.5
	State	53.2	26.8	13.6	6.4

<b>Educational Environments by Race / Ethnicity</b>					
		<b>Inside <math>\geq</math>80%</b>	<b>Inside 40-79%</b>	<b>Inside &lt;40%</b>	<b>Separate Facility</b>
<b>White</b>	District	18.2	27.3	22.7	31.8
	All Peer Districts*	45.6	26.3	14.8	13.2
	State	57.2	24.7	11.6	6.5
<b>Black</b>	District	13.8	37.6	23.1	25.5
	All Peer Districts*	30.1	33.6	18.9	17.4
	State	43.6	31.0	17.3	8.1
<b>Hispanic</b>	District	24.6	39.3	19.7	16.4
	All Peer Districts*	41.7	33.3	15.0	10.0
	State	53.7	28.1	13.7	4.5
<b>Asian</b>	District				
	All Peer Districts*	36.0	22.4	24.2	17.5
	State	54.3	19.5	19.1	7.1
<b>Native Hawaiian</b>	District				
	All Peer Districts*	35.3	29.4	14.7	20.6
	State	47.1	24.8	18.0	10.2
<b>Native American</b>	District				
	All Peer Districts*	37.0	35.2	17.6	10.2
	State	53.6	25.3	16.5	4.7
<b>Two or More Races</b>	District				
	All Peer Districts	41.6	29.1	15.3	14.0
	State	54.4	24.5	14.3	6.9

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



<b>Educational Environments for Selected Disabilities</b>					
		<b>Inside <math>\geq</math> 80%</b>	<b>Inside 40-79%</b>	<b>Inside &lt;40%</b>	<b>Separate Facility</b>
<b>Autism</b>	District	10.3	25.6	43.6	20.5
	All Peer Districts*	25.8	23.3	25.2	25.7
	State	30.6	22.4	31.2	15.8
<b>Emotional Disability</b>	District	7.8	21.7	11.3	59.1
	All Peer Districts*	31.3	20.6	12.8	35.4
	State	33.4	21.1	15.7	29.8
<b>Intellectual Disability</b>	District	2.4	27.4	30.5	39.6
	All Peer Districts*	2.4	23.6	50.1	23.9
	State	4.3	28.3	51.5	16.0
<b>Other Health Impairment</b>	District	30.6	44.4	19.4	5.6
	All Peer Districts*	55.6	26.6	10.0	7.7
	State	58.0	27.7	9.7	4.6
<b>Specific Learning Disability</b>	District	22.0	52.3	19.4	6.4
	All Peer Districts*	50.4	37.9	9.2	2.5
	State	54.8	37.3	6.8	1.0
<b>Speech or Language Impairment</b>	District				
	All Peer Districts*	72.9	17.8	6.2	3.2
	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:

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

<b>Percent of Students with Disabilities in Various Educational Environments</b>					
	<b>Regular Early Childhood Program</b>		<b>Separate Class/Facility</b>	<b>Home</b>	<b>Service Provider</b>
	<b>Majority of Services Inside EC Program</b>	<b>Majority of Services Outside EC Program</b>			
District					
All Peer Districts*					
State	40.0	26.1	26.8	0.3	6.9

<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					
All Peer Districts*					
State	35.5	31.2	23.6	0.3	9.5
<b>Black</b>					
District					
All Peer Districts*					
State	42.5	23.0	31.6	0.4	2.6
<b>Hispanic</b>					
District					
All Peer Districts*					
State	49.2	17.6	29.2	0.1	3.8
<b>Asian</b>					
District					
All Peer Districts*					
State	39.5	17.0	37.3	0.1	6.2
<b>Native Hawaiian</b>					
District					
All Peer Districts*					
State	47.7	22.7	22.7	0.0	6.8
<b>Native American</b>					
District					
All Peer Districts*					
State	47.7	20.6	27.1	0.9	3.7
<b>Two or More Races</b>					
District					
All Peer Districts*					
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

<b>Educational Environments for Selected Disabilities</b>					
	<b>Regular Early Childhood Program</b>		<b>Separate Class/ Facility</b>	<b>Home</b>	<b>Service Provider</b>
	<b>Majority of Services Inside EC Program</b>	<b>Majority of Services Outside EC Program</b>			
<b>Autism</b>					
District					
All Peer Districts*					
State	25.5	11.6	61.9	0.0	0.9
<b>Developmental Delay</b>					
District					
All Peer Districts*					
State	44.2	15.8	39.0	0.1	0.9
<b>Emotional Disability</b>					
District					
All Peer Districts*					
State	15.7	27.1	54.3	0.0	2.9
<b>Intellectual Disability</b>					
District					
All Peer Districts*					
State	21.1	16.9	62.0	0.0	0.0
<b>Other Health Impairment</b>					
District					
All Peer Districts*					
State	40.6	14.6	42.3	1.0	1.4
<b>Specific Learning Disability</b>					
District					
All Peer Districts*					
State	42.2	25.0	26.6	0.0	6.3
<b>Speech or Language Impairment</b>					
District					
All Peer Districts*					
State	38.3	41.3	4.7	0.4	15.3

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

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

## STATE PERFORMANCE PLAN INDICATORS FOR STUDENTS WITH DISABILITIES

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

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

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

SPP Indicator	Indicator Description	2016 - 2017 District Data	2016 - 2017 State Target	District Met State Target
<b>1</b>	Graduation Rate for students with IEPs (Data lag one year)	56.6	84.0	NO
<b>2</b>	Dropout Rate for students with IEPs (Data lag one year)	1.2	4.7	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	88.6	95.0	NO
<b>3b</b>	Math assessment participation rate for students with IEPs	86.4	95.0	NO
<b>3c</b>	Students with IEPs meeting or exceeding standards on state reading assessments	1.2	42.0	NO
<b>3c</b>	Students with IEPs meeting or exceeding standards on state math assessments	0.6	40.0	NO
<b>4a</b>	Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days for children with IEPs (Data lag one year)	NO	NO	YES
<b>4b</b>	Significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy (Data lag one year)	NO	NO	YES
<b>5a</b>	Students with IEPs ages 6-21 served inside the general classroom $\geq$ 80% of the time	15.1	56.0	NO
<b>5b</b>	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	22.6	16.5	NO
<b>5c</b>	Students with IEPs ages 6-21 served in separate educational facilities	24.7	3.9	NO

<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</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		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	55.0	60.0	NO
<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>2016 - 2017 District Data</b>	<b>2016 - 2017 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	
<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	
<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 Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators