

Thornton Twp HSD 205  
Harvey, ILLINOIS 60426

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**EBF District Funding Tier - 1**  
**Financial capacity to meet expectations - 63.9 %**  
**State Senate District - 15**  
**State House District - 030**

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

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

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

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

**STUDENTS**

STUDENT ENROLLMENT												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	English Learners	Low Income	Homeless
District	4,970	46	4,146	692	20	4	15	47	818	304	4,286	92
		0.9%	83.4%	13.9%	0.4%	0.1%	0.3%	0.9%	16.5%	6.1%	86.2%	1.9%
State	1,984,519	944,451	331,838	523,306	102,113	2,061	5,067	75,683	364,698	241,093	968,570	39,579
		47.6%	16.7%	26.4%	5.1%	0.1%	0.3%	3.8%	18.4%	12.1%	48.8%	2.0%

**Student Enrollment** is based on Serving School.

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

**English Learners** are students eligible for transitional bilingual programs.

**Low Income** are students who receive or live in households that receive SNAP or TANF; are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets the USDA income guidelines to receive free or reduced-price meals.

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

CHRONIC ABSENTEEISM RATE												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	18.8%	25.6%	19.1%	17.8%	10.5%	*	*	10.9%	19.9%	19.6%	20.4%	18.9%
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	19.5%	21.0%	18.0%	15.9%	20.5%	13.6%	0.0%	*	38.5%	20.8%	23.6%	23.2%	14.5%	18.7%
State	7.1%	7.5%	6.7%	4.7%	14.0%	6.7%	6.6%	8.8%	10.3%	8.3%	8.7%	9.6%	8.4%	9.7%

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

**INSTRUCTIONAL SETTING**

TOTAL SCHOOL DAYS		% of 8TH GRADERS PASSING ALGEBRA I	
Number of Days		District	State
District	174		*
State	175		30.6%

STUDENT-TO-STAFF RATIOS					HEALTH AND WELLNESS (days per week)	
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator	District	State
District	*	17.5	8.8	104.2		5.0
State	18.4	19.0	10.4	172.5		3.7

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
District	*	*	*	*	*	*	*	*	13.8	21.6	21.0
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	385	42.2%	57.8%	11.2%	13.5%	2.2%	0.5%	*	*	0.3%	72.3%
State	130,754	23.2%	76.8%	82.6%	5.9%	6.7%	1.6%	0.1%	0.2%	0.8%	2.2%

TEACHER INFORMATION (Experience)						
		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above	% of Novice Teachers	% of Teachers With Short-Term or Provisional License
District	All Schools	13.6	23.7%	75.3%	*	*
	High Poverty Schools	9.3	16.5%	49.3%	2.2%	0.8%
	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	87.0%
State	85.7%

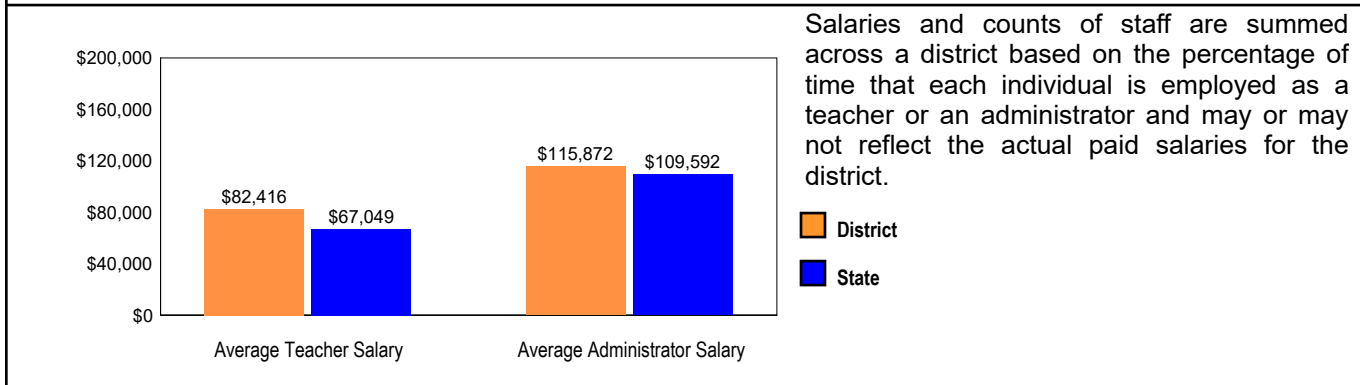
TEACHER ATTENDANCE RATE	
District	63.7%
State	73.5%

TEACHER EVALUATION RATE	
District	99.0%
State	97.2%

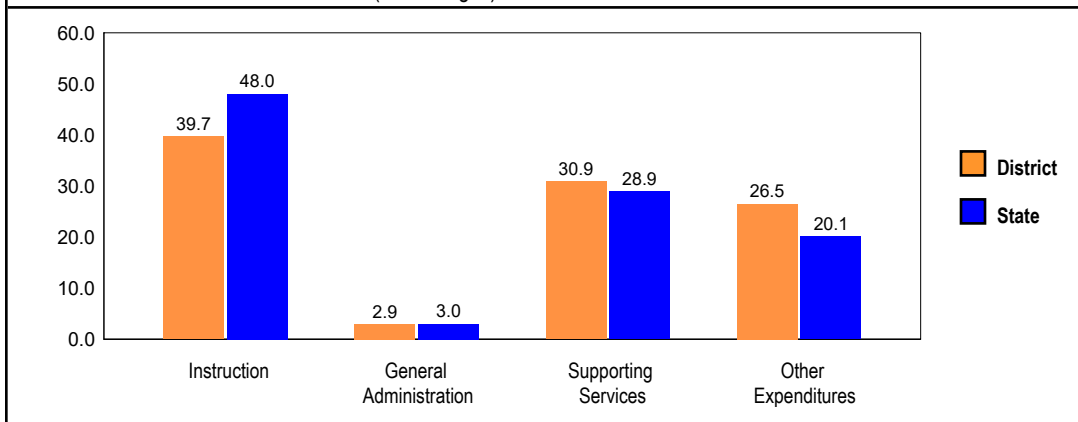
PRINCIPAL TURNOVER (Count)	
District	2.0
State	2.0

# SCHOOL DISTRICT FINANCES

## AVERAGE TEACHER/ADMINISTRATOR SALARIES



## EXPENDITURE BY FUNCTION 2017-18 (Percentages)



## REVENUE BY SOURCE 2017-18

	District	District %	State %
Local Property Taxes	\$65,354,236	55.1%	60.6%
Other Local Funding	\$3,068,010	2.6%	5.4%
Evidence-Based Funding	\$33,597,275	28.3%	20.9%
Other State Funding	\$7,691,561	6.5%	6.0%
Federal Funding	\$8,918,031	7.5%	7.1%
<b>TOTAL</b>	<b>\$118,629,113</b>		

## EXPENDITURE BY FUND 2017-18

	District	District %	State %
Education	\$86,185,758	65.6%	70.5%
Operations & Maintenance	\$11,860,541	9.0%	7.1%
Transportation	\$7,121,607	5.4%	3.9%
Debt Service	\$10,820,430	8.2%	9.8%
Tort	\$827,769	0.6%	1.2%
Municipal Retirement/ Social Security	\$2,186,162	1.7%	2.0%
Fire Prevention & Safety	\$0	0.0%	0.5%
Capital Projects	\$12,284,735	9.4%	4.9%
<b>TOTAL</b>	<b>\$131,287,002</b>		

## OTHER FINANCIAL INDICATORS

	2016 Equalized Assessed Valuation per Pupil	2016 Total School Tax Rate per \$100	2017-18 Instructional Expenditure per Pupil	2017-18 Operating Expenditure per Pupil
District	\$284,544	6.53	\$12,266	\$23,041
State	**	**	\$8,172	\$13,764

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

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

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

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

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

## SCHOOL-LEVEL FINANCES

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

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

District Sites	Enrollment	Site-Level Per-Pupil Expenditures			District Centralized Per-Pupil Expenditures			Total Per-Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal		
Outlook Academy	243.00	\$860	\$8,437	\$9,297	\$1,015	\$5,963	\$6,978	\$1,875	\$14,400	\$16,275		
PEACE Center	43.50	\$3,401	\$33,697	\$37,098	\$1,015	\$5,962	\$6,977	\$4,416	\$39,659	\$44,075		
Thornridge High School	1,127.00	\$1,385	\$24,435	\$25,820	\$1,015	\$5,963	\$6,978	\$2,400	\$30,398	\$32,798		
Thornton Township High School	1,719.00	\$561	\$16,565	\$17,126	\$1,015	\$5,963	\$6,978	\$1,576	\$22,528	\$24,104		
Thornwood High School	1,833.00	\$669	\$10,796	\$11,465	\$1,015	\$5,963	\$6,978	\$1,684	\$16,759	\$18,443		
District	4,965.50	\$827	\$15,974	\$16,801	\$1,015	\$5,963	\$6,978	\$1,842	\$21,937	\$23,779	\$12,162,043	\$130,238,271

## 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	1,161	556	605	11	967	163	*	*	*	13	167	166	85	1,030
	89.9%	87.4%	92.4%	84.6%	89.7%	91.6%	*	*	*	86.7%	80.3%	80.2%	93.4%	89.8%
State	1,010,618	516,708	493,910	478,905	168,549	271,587	51,523	1,052	2,507	36,495	182,538	150,559	116,294	508,337
	98.5%	98.5%	98.6%	98.7%	97.6%	98.7%	99.2%	98.0%	97.9%	98.3%	97.1%	97.0%	99.0%	98.5%

MATH PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	1,161	556	605	11	967	163	*	*	*	13	167	166	85	1,030
	89.9%	87.4%	92.4%	84.6%	89.7%	91.6%	*	*	*	86.7%	80.3%	80.2%	93.4%	89.8%
State	1,008,807	515,735	493,072	478,184	168,075	271,084	51,471	1,049	2,507	36,437	181,886	150,031	116,086	507,352
	98.4%	98.3%	98.5%	98.7%	97.4%	98.5%	99.2%	97.9%	97.9%	98.2%	96.8%	96.7%	98.8%	98.3%

SCIENCE PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	1,097	559	538	*	889	179	*	*	*	16	157	157	56	912
	98.3%	97.9%	98.7%	*	98.3%	98.4%	*	*	*	94.1%	96.3%	96.3%	98.2%	98.2%
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%

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.

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	1,129	530	599	10	940	159	*	*	*	13	138	137	84	998
	91.5%	88.9%	93.9%	100.0%	90.7%	94.6%	*	*	*	100.0%	87.3%	87.3%	95.5%	91.6%
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	1,129	530	599	10	940	159	*	*	*	13	138	137	84	998
	91.5%	88.9%	93.9%	100.0%	90.7%	94.6%	*	*	*	100.0%	87.3%	87.3%	95.5%	91.6%
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	32	26	*	*	27	*	*	*	*	*	29	29	*	32
	56.1%	65.0%	*	*	64.3%	*	*	*	*	*	58.0%	58.0%	*	56.1%
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	32	26	*	*	27	*	*	*	*	*	29	29	*	32
	56.1%	65.0%	*	*	64.3%	*	*	*	*	*	58.0%	58.0%	*	56.1%
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	28	22	*	*	23	*	*	*	*	*	26	26	*	28
	87.5%	88.0%	*	*	92.0%	*	*	*	*	*	89.7%	89.7%	*	87.5%
State	4,731	3,136	1,595	2,031	1,114	1,210	218	1	12	145	4,715	4,715	971	2,763
	90.2%	90.1%	90.3%	89.1%	88.9%	93.2%	91.2%	50.0%	100.0%	88.4%	90.3%	90.3%	93.8%	89.7%

ISA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	1,069	537	532	*	866	175	*	*	*	16	131	131	54	884
	98.5%	98.2%	98.9%	*	98.4%	99.4%	*	*	*	94.1%	97.0%	97.0%	100.0%	98.4%
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	118	52	66	2	90	21	*	*	*	3
	9.6%	8.6%	10.6%	16.2%	8.8%	12.4%	*	*	*	21.1%
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	7	7	2	103	2	*	1	*
	3.5%	3.6%	2.3%	9.5%	9.6%	*	8.1%	*
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	79	39	40	2	56	19	*	*	*	0
	6.4%	6.5%	6.4%	16.2%	5.5%	11.2%	*	*	*	0.0%
State	322,318	165,971	156,347	199,403	19,780	55,245	34,584	427	622	12,257
	32.0%	32.2%	31.7%	41.7%	11.8%	20.4%	67.2%	40.7%	24.8%	33.6%

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



MATH PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	1	1	3	70	0	*	0	*
	0.5%	0.5%	3.5%	6.4%	0.0%	*	0.0%	*
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	56	24	32	*	41	12	*	*	*	3
	5.1%	4.3%	5.9%	*	4.6%	6.7%	*	*	*	18.6%
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	2	2	1	43	0	*	*	*
	1.3%	1.3%	1.8%	4.7%	0.0%	*	*	*
State	18,427	10,359	6,219	68,664	1,792	10	419	1,364
	24.2%	16.8%	15.4%	32.9%	21.8%	14.5%	22.2%	50.2%

EL PROFICIENCY ON ACCESS							
	# ELS	# Tested	% Participation	# Proficient	% Proficient	# Long Term EL	% Long Term EL
District	182	175	96.2%	13	7.4%	171	94.0%
State	216,769	213,935	98.7%	18,468	8.6%	28,216	13.0%

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 50.0%	16,858,614 48.0%	17,577,388 52.0%	16,969,179 52.0%	4,918,362 44.2%	9,218,001 48.6%	1,955,684 56.8%	36,079 52.1%	87,750 51.0%	1,250,947 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 44.8%	4,251,841 44.0%	3,610,517 47.5%	16,700,374 47.4%	561,126 45.0%	4,217 46.3%	135,773 45.0%	227,060 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 50.0%	17,447,932 49.8%	16,950,305 50.2%	16,648,245 51.2%	4,973,451 44.9%	9,429,512 49.6%	1,993,616 57.6%	36,792 53.0%	85,698 49.8%	1,230,923 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 46.1%	4,321,159 44.9%	3,784,450 48.9%	16,893,984 47.9%	561,235 45.1%	4,985 47.0%	136,522 45.7%	221,886 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 <b>minimal</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 2 -- Approaching Standards	The student is approaching the proficiency level & demonstrates an <b>incomplete</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 3 -- Meets Standards	The student has met the proficiency level & demonstrates <b>adequate</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 4 -- Exceeds Standards	The student has exceeded the proficiency level & demonstrates a <b>thorough</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

**SAT - All**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	50.4%	37.2%	8.9%	0.8%	62.7%	27.7%	6.4%	0.4%
State	27.6%	35.8%	26.1%	10.6%	33.6%	31.6%	25.7%	9.1%

**SAT - Gender**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Male District	56.1%	30.5%	7.8%	0.7%	63.7%	24.6%	6.3%	0.6%
Male State	31.9%	34.4%	24.0%	9.7%	34.8%	29.8%	24.9%	10.5%
Female District	45.1%	43.3%	9.9%	0.8%	61.8%	30.7%	6.6%	0.2%
Female State	23.2%	37.2%	28.1%	11.4%	32.4%	33.4%	26.6%	7.7%

**SAT - Racial/Ethnic Background**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
White District	40.0%	40.0%	20.0%	0.0%	50.0%	30.0%	20.0%	0.0%
White State	18.1%	34.1%	33.2%	14.6%	23.0%	31.9%	33.1%	11.9%
Black District	51.9%	35.8%	8.0%	0.7%	64.9%	25.9%	5.5%	0.2%
Black State	49.6%	36.5%	11.8%	2.1%	59.7%	28.7%	10.5%	1.1%
Hispanic District	40.8%	46.5%	11.5%	1.3%	51.6%	36.3%	10.8%	1.3%
Hispanic State	36.7%	40.9%	18.8%	3.7%	43.6%	34.9%	18.5%	2.9%
Asian District	*	*	*	*	*	*	*	*
Asian State	11.7%	25.5%	34.1%	28.6%	10.3%	20.7%	34.8%	34.2%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	24.7%	38.7%	30.7%	6.0%	30.7%	32.0%	29.3%	8.0%
American Indian District	*	*	*	*	*	*	*	*
American Indian State	30.6%	46.6%	19.1%	3.7%	44.4%	33.1%	18.0%	4.5%
Two or More Races District	53.8%	23.1%	23.1%	0.0%	53.8%	46.2%	0.0%	0.0%
Two or More Races State	23.8%	34.3%	27.2%	14.8%	31.0%	30.3%	26.3%	12.3%

**SAT - English Learner**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	63.4%	34.1%	2.4%	0.0%	65.9%	30.5%	3.7%	0.0%
State	82.5%	16.3%	1.1%	0.1%	78.5%	17.7%	3.4%	0.5%

**SAT - Children with Disabilities**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	90.0%	3.6%	1.5%	0.0%	90.7%	4.4%	0.0%	0.0%
State	58.0%	24.2%	12.5%	5.3%	64.3%	20.0%	11.8%	4.0%

**SAT - Students with IEPs**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
IEP District	89.9%	3.7%	1.5%	0.0%	90.6%	4.4%	0.0%	0.0%
IEP State	72.2%	20.3%	5.7%	1.7%	78.3%	15.3%	5.1%	1.2%
Non-IEP District	45.0%	41.8%	9.9%	0.9%	58.9%	30.9%	7.3%	0.4%
Non-IEP State	21.7%	37.8%	28.7%	11.7%	27.7%	33.7%	28.5%	10.1%

**SAT - Economically Disadvantaged**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch District	50.8%	36.9%	8.9%	0.7%	62.6%	27.9%	6.4%	0.4%
Free/Reduced Price Lunch State	42.8%	38.6%	15.7%	2.9%	50.6%	32.3%	14.9%	2.2%
Not Eligible District	47.0%	39.4%	9.1%	1.5%	63.6%	26.5%	6.8%	0.0%
Not Eligible State	16.3%	33.7%	33.7%	16.3%	21.0%	31.0%	33.7%	14.2%

**SAT - Homeless**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	74.3%	0.0%	0.0%	6.2%	74.3%	6.2%	0.0%	0.0%
State	55.4%	30.5%	7.1%	1.1%	65.0%	22.7%	5.8%	0.5%

**SAT - Youth In Care**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	43.9%	35.1%	8.8%	0.0%	70.2%	17.5%	0.0%	0.0%
State	58.4%	26.0%	6.4%	1.0%	71.0%	17.5%	3.0%	0.2%

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

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

- Level 1 -- Entry - The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 --Foundational - The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
- Level 3 -- Satisfactory - The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- Level 4 -- Mastery - The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

**Grade 11****Grade 11 - All**

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	49.3%	26.3%	13.2%	0.0%	59.2%	23.0%	6.6%	0.0%	55.9%	26.3%	6.6%	3.3%
State	36.9%	33.9%	22.0%	2.0%	62.9%	27.8%	3.8%	0.0%	56.5%	24.2%	8.7%	1.7%

**Grade 11 - Gender**

Levels	ELA				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	54.7%	21.1%	16.8%	0.0%	67.4%	16.8%	8.4%	0.0%	58.9%	21.1%	8.4%	4.2%
	State	37.6%	33.5%	21.4%	1.7%	62.7%	27.0%	4.5%	0.0%	56.0%	23.8%	9.1%	1.9%
Female	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	35.5%	34.7%	23.2%	2.5%	63.3%	29.6%	2.5%	0.0%	57.4%	25.0%	7.9%	1.5%

**Grade 11 - Racial/Ethnic Background**

Levels	ELA				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	*	*	*	*	*	*	*	*	*	*	*	
	State	33.6%	34.9%	25.3%	2.1%	61.0%	31.1%	3.9%	0.0%	54.0%	25.1%	10.3%	2.0%
Black	District	46.3%	33.7%	16.8%	0.0%	58.9%	29.5%	8.4%	0.0%	58.9%	25.3%	8.4%	4.2%
	State	35.3%	33.8%	19.9%	1.5%	63.3%	22.7%	4.0%	0.0%	55.6%	22.5%	7.7%	2.4%
Hispanic	District	*	*	*	*	*	*	*	*	*	*	*	
	State	43.3%	30.7%	18.9%	2.5%	66.7%	25.1%	3.4%	0.0%	59.8%	25.8%	6.9%	0.7%
Asian	District	*	*	*	*	*	*	*	*	*	*	*	
	State	52.8%	30.6%	16.7%	0.0%	66.7%	27.8%	5.6%	0.0%	68.8%	15.4%	8.4%	1.4%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*	*	
	State	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
American Indian	District	*	*	*	*	*	*	*	*	*	*	*	
	State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	
Two or More Races	District	*	*	*	*	*	*	*	*	*	*	*	
	State	31.1%	46.6%	19.0%	1.7%	55.2%	39.7%	3.5%	0.0%	58.7%	24.2%	6.9%	0.0%

**Grade 11 - Children with Disabilities**

Levels	ELA				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	54.4%	25.4%	10.9%	0.0%	65.3%	21.8%	3.6%	0.0%	61.7%	25.4%	3.6%	3.6%
State	37.0%	34.0%	22.0%	2.0%	63.1%	27.9%	3.8%	0.0%	56.6%	24.3%	8.7%	1.7%

**Grade 11 - Economically Disadvantaged**

Levels	ELA				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	49.3%	26.3%	13.2%	0.0%	59.2%	23.0%	6.6%	0.0%	55.9%	26.3%	6.6%	3.3%
	State	36.8%	32.2%	21.8%	2.2%	61.7%	27.8%	3.3%	0.0%	56.3%	23.3%	8.9%	1.9%
Not Eligible	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	37.2%	36.4%	22.3%	1.6%	64.6%	27.9%	4.6%	0.0%	56.6%	25.6%	8.4%	1.4%

## 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	53	21	32	*	38	12	*	*	*	3
	5.0%	3.9%	6.0%	*	4.4%	6.9%	*	*	*	18.6%
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	0	0	1	40	0	*	*	*
	0.0%	0.0%	1.9%	4.5%	0.0%	*	*	*
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%



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	781	*	71.0%	76.5%	*	*	*	80.0%	69.3%	69.3%	69.1%	70.7%
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	2,974
State	284,680

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

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
District	44	*	188	170
State	18,502	31,225	60,933	77,059

ADVANCED PLACEMENT COURSE WORK													
		ADVANCED PLACEMENT (AP) COURSE WORK				INTERNATIONAL BACCALAUREATE (IB) COURSE WORK				DUAL CREDIT COURSE WORK			
		Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12
All	District	44	*	109	112	*	*	105	70	*	*	*	*
	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	*	*	*	*	*	*	*	*	*	*	*	*
	State	6,527	13,448	24,740	29,422	48	37	323	377	2,361	3,272	11,956	22,540
Black	District	35	*	74	80	*	*	84	54	*	*	*	*
	State	1,365	2,005	4,067	4,989	83	125	720	687	920	796	1,653	3,193
Hispanic	District	*	*	30	25	*	*	16	16	*	*	*	*
	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	44	*	109	112	*	*	105	70	*	*	*	*
	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	*	*	*	10	*	*	*	*	*	*	*	*
	State	113	263	668	855	13	23	77	60	186	270	420	652
Non EL	District	43	*	102	102	*	*	103	69	*	*	*	*
	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	31	*	93	102	*	*	98	63	*	*	*	*
	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	13	*	16	10	*	*	*	*	*	*	*	*
	State	9,950	19,056	33,142	38,702	81	94	710	682	3,007	3,844	12,289	24,641

ADVANCED PLACEMENT (AP) EXAMS				
GRADE 9				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
District	41	*	41	*
State	13,588	8,080	12,997	7,703

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	202	31	143	28
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	332	35	96	19
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	62.6%	53.5%	9.1%	29.3%	33.3%	0.0%
State	72.5%	56.0%	16.5%	40.2%	32.3%	0.0%

POSTSECONDARY ENROLLMENT 16 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
District	63.5%	54.3%	9.3%	29.5%	34.1%	0.0%
State	73.5%	56.9%	16.7%	40.4%	33.1%	0.0%

HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics)										
	Gender			Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
<b>District</b>	72.2%	66.9%	77.6%	31.3%	71.9%	78.3%	*	*	*	40.0%
<b>State</b>	85.9%	83.2%	88.8%	90.8%	75.7%	81.8%	93.8%	80.1%	77.8%	86.7%

HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	55.3%	56.3%	79.5%	75.5%	58.3%	*	25.0%	*
<b>State</b>	74.4%	69.6%	71.7%	77.9%	66.2%	66.7%	54.3%	92.8%

HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics)										
	Gender			Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
<b>District</b>	76.5%	71.7%	81.0%	75.8%	75.4%	85.0%	*	*	*	*
<b>State</b>	87.5%	85.1%	90.1%	91.9%	78.4%	83.7%	95.1%	84.5%	82.8%	86.8%

HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	67.5%	62.7%	93.2%	72.8%	65.6%	*	*	*
<b>State</b>	74.1%	73.2%	75.9%	80.5%	71.4%	73.7%	33.1%	47.6%

HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics)										
	Gender			Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
<b>District</b>	77.5%	73.0%	82.2%	53.8%	76.3%	88.5%	*	*	*	*
<b>State</b>	88.1%	85.9%	90.4%	91.9%	79.1%	85.3%	95.6%	83.7%	83.3%	87.3%

HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	62.3%	62.2%	89.6%	42.2%	75.0%	*	*	*
<b>State</b>	75.6%	75.3%	78.5%	81.0%	73.2%	66.7%	27.6%	28.6%

DROPOUT RATE														
	Gender			Race / Ethnicity							Children with Disabilities	Students with IEPs	English Learners	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
<b>District</b>	10.0%	11.5%	8.4%	20.6%	10.4%	6.7%	0.0%	*	7.1%	15.0%	15.5%	15.6%	1.5%	8.1%
<b>State</b>	4.2%	4.7%	3.7%	2.7%	8.0%	5.0%	1.7%	5.4%	6.5%	4.2%	2.8%	4.1%	2.4%	6.4%

## NAEP

## 2017 Mathematics State Snapshot Report

### Illinois - Grade 4 - Public Schools

#### Results for Student Groups in 2017

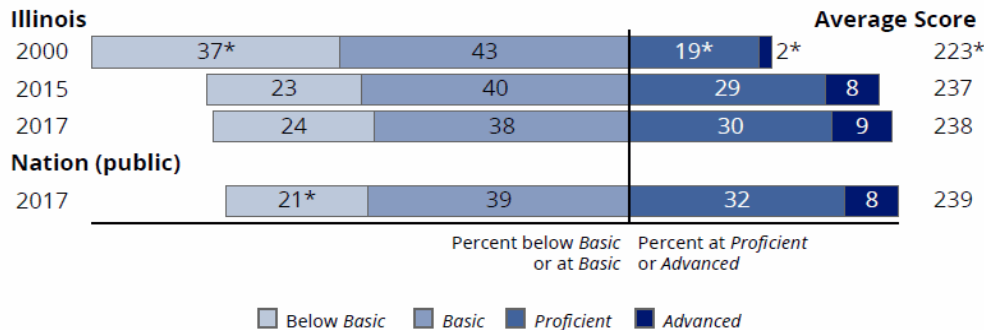
Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	47	249	87	52	13
Black	17	217	54	15	1
Hispanic	27	227	67	23	3
Asian	5	263	92	70	28
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander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

# Rounds to zero.

‡ Reporting standards not met.

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

#### Achievement-Level Percentages and Average Score Results



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

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

## NAEP

## 2017 Mathematics State Snapshot Report

### Illinois - Grade 8 - Public Schools

#### Results for Student Groups in 2017

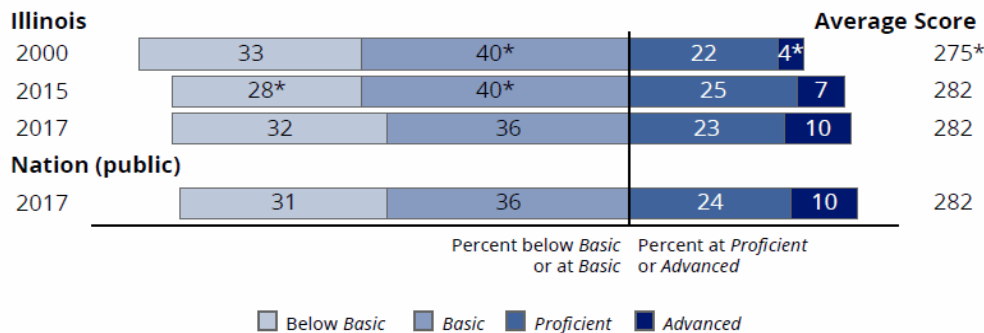
Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	51	291	79	42	13
Black	15	257	42	11	1
Hispanic	27	272	60	21	4
Asian	4	314	87	66	34
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander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

# Rounds to zero.

‡ Reporting standards not met.

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

#### Achievement-Level Percentages and Average Score Results



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

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

## NAEP

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

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

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

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

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

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

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

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

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



## NAEP

## 2017 Reading State Snapshot Report

### Illinois - Grade 4 - Public Schools

#### Results for Student Groups in 2017

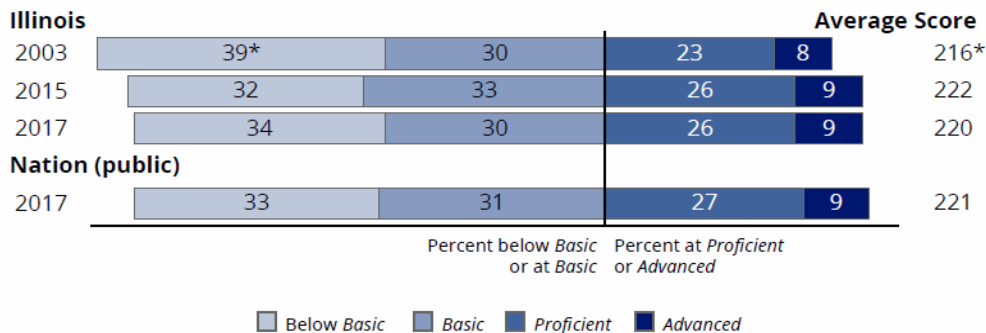
Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	47	232	78	47	14
Black	17	199	43	15	2
Hispanic	27	209	54	22	4
Asian	5	244	87	62	23
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander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

# Rounds to zero.

‡ Reporting standards not met.

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

#### Achievement-Level Percentages and Average Score Results



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

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

## NAEP

## 2017 Reading State Snapshot Report

### Illinois - Grade 8 - Public Schools

#### Results for Student Groups in 2017

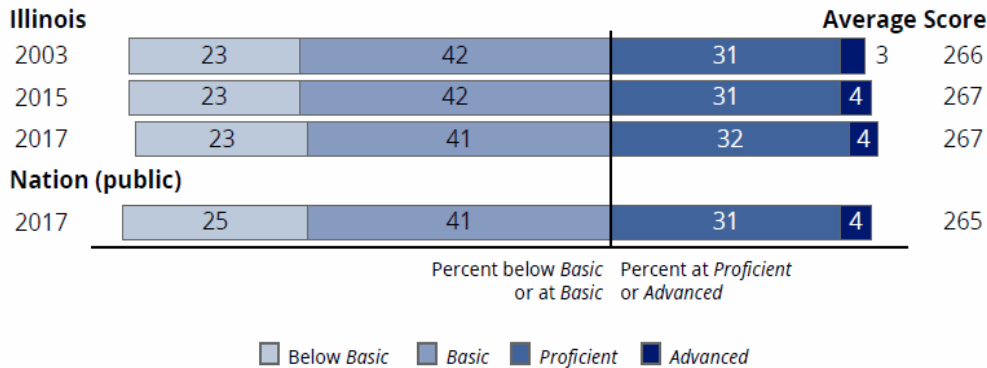
Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	51	275	84	45	5
Black	15	246	56	15	1
Hispanic	27	258	71	25	1
Asian	4	292	94	68	14
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander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

# Rounds to zero.

‡ Reporting standards not met.

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

#### Achievement-Level Percentages and Average Score Results



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

## NAEP

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

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

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

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

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

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

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

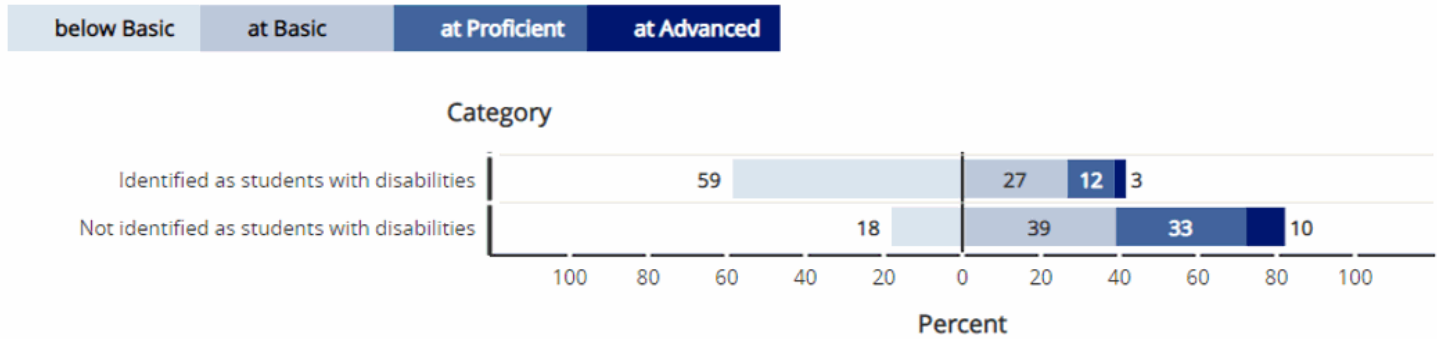
NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. SD includes students identified as having an Individualized Education Program but excludes other students protected under Section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

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

**NAEP**

**2017 IL Gr 4 Math – Students with Disabilities**

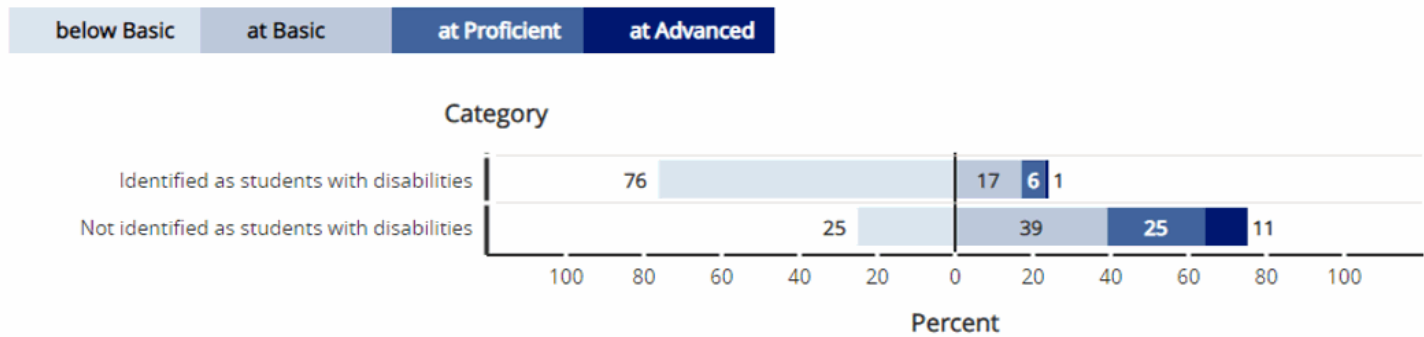
Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 mathematics, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2017  
2017, Illinois



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

**2017 IL Gr 8 Math - Students with Disabilities**

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

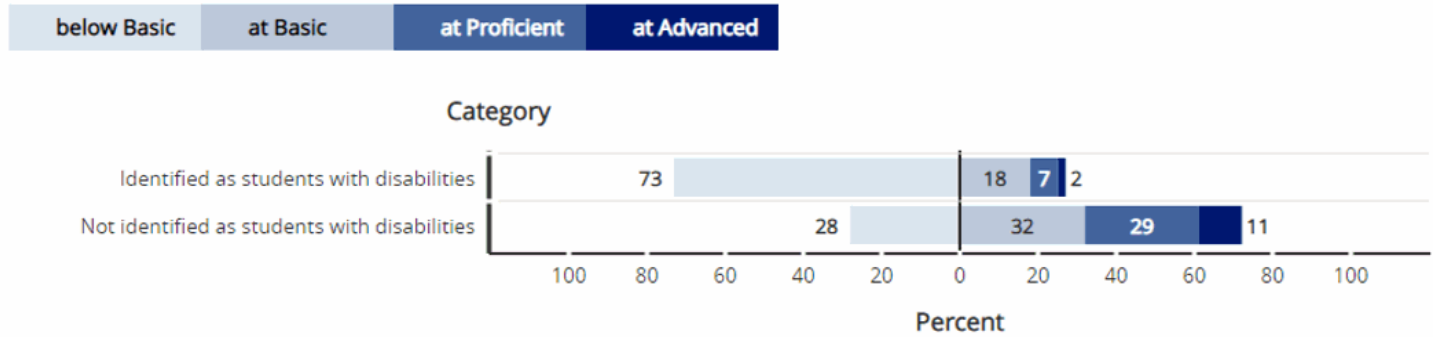


IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.  
NOTE: Some apparent differences between estimates may not be statistically significant.  
SOURCE: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

**NAEP**

**2017 IL Gr 4 Reading – Students with Disabilities**

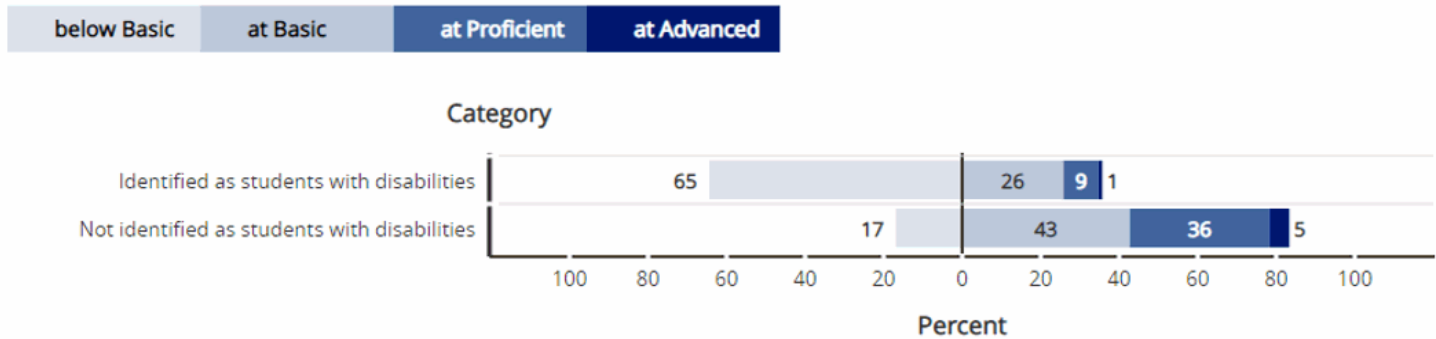
Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 reading, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2017  
2017, Illinois



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

**2017 IL Gr 8 Reading - Students with Disabilities**

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

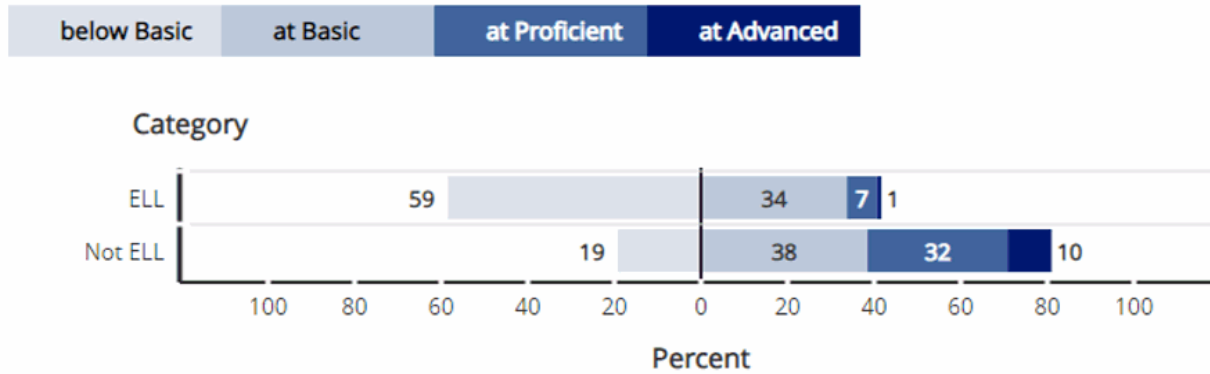


IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.  
NOTE: Some apparent differences between estimates may not be statistically significant.  
SOURCE: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

**NAEP**

**2017 IL Gr 4 Math – English Learners**

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

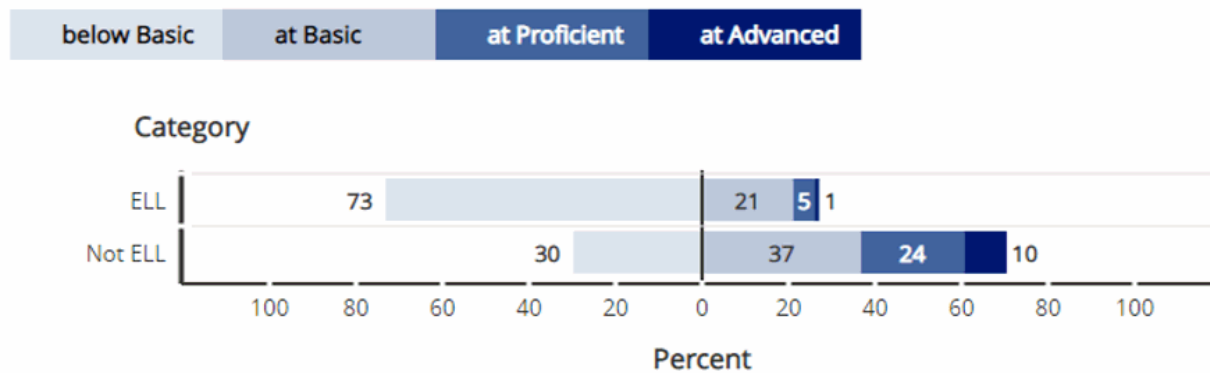


NOTE: Some apparent differences between estimates may not be statistically significant.

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

**2017 IL Gr 8 Math – English Learners**

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



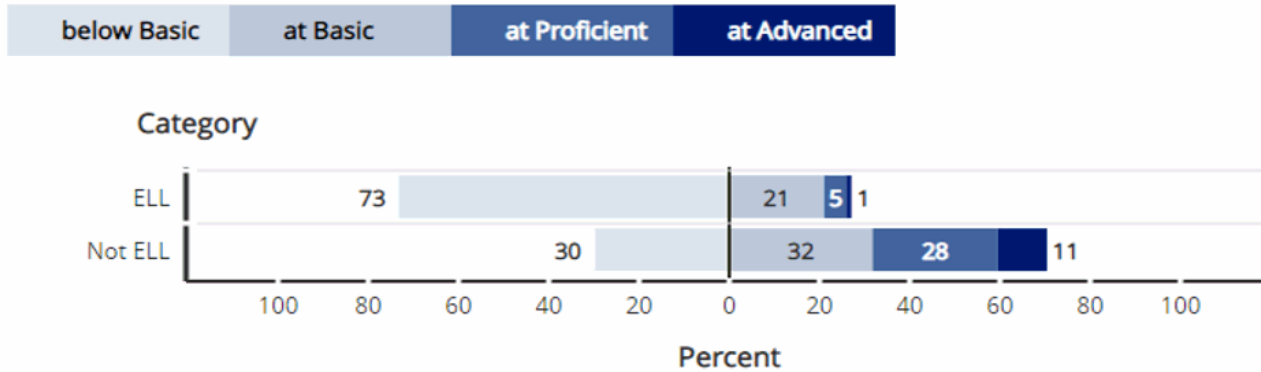
NOTE: Some apparent differences between estimates may not be statistically significant.

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

**NAEP**

**2017 IL Gr 4 Reading – English Learners**

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

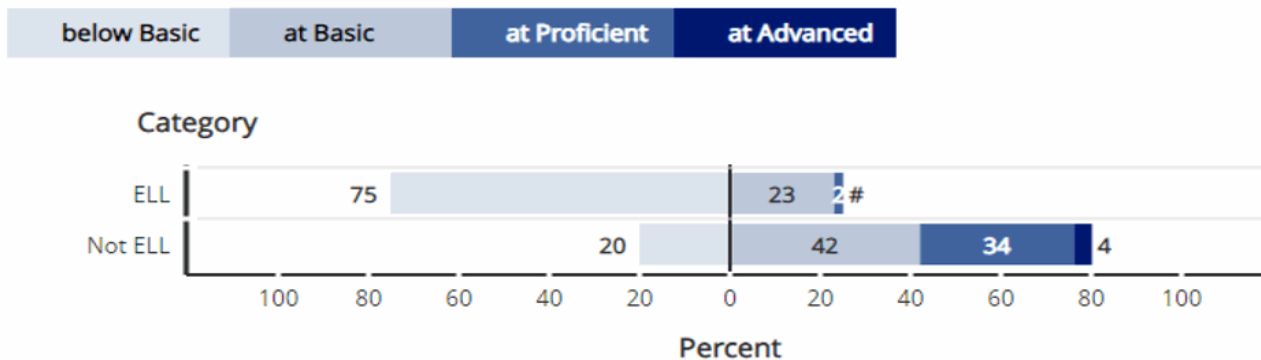


NOTE: Some apparent differences between estimates may not be statistically significant.

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

**2017 IL Gr 8 Reading – English Learners**

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



# Rounds to zero.

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

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



## NAEP

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

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

Additional information regarding NAEP results can be found here:

- Mathematics
  - o 2017 Grade 4 <https://www.isbe.net/Documents/naep-2017-math-snap-4.pdf>
  - o 2017 Grade 8 <https://www.isbe.net/Documents/naep-2017-math-snap-8.pdf>
  - o 2017 State Report Grades 4 and 8  
<https://www.isbe.net/Documents/naep-2017-math-state-4-8.pdf>
  - o 2017 NAEP Inclusion Rates  
[https://www.nationsreportcard.gov/math\\_2017/files/2017\\_Technical\\_Appendix\\_Math\\_State.pdf](https://www.nationsreportcard.gov/math_2017/files/2017_Technical_Appendix_Math_State.pdf)
- Reading
  - o 2017 Grade 4 <https://www.isbe.net/Documents/naep-2017-read-snap-4.pdf>
  - o 2017 Grade 8 <https://www.isbe.net/Documents/naep-2017-read-snap-8.pdf>
  - o 2017 State Report Grades 4 and 8  
<https://www.isbe.net/Documents/naep-2017-read-state-4-8.pdf>
  - o 2017 NAEP Inclusion Rates  
[https://www.nationsreportcard.gov/reading\\_2017/files/2017\\_Technical\\_Appendix\\_Reading\\_State.pdf](https://www.nationsreportcard.gov/reading_2017/files/2017_Technical_Appendix_Reading_State.pdf)



**CIVIL RIGHTS DATA COLLECTION - 2016-17 SCHOOL YEAR**

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

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

CRDC - IN-SCHOOL SUSPENSIONS	
District	28.9%
State	5.3%

CRDC - OUT-OF-SCHOOL SUSPENSIONS	
District	25.9%
State	4.5%

CRDC - EXPULSIONS	
District	3.6%
State	0.2%

CRDC - SCHOOL-RELATED ARRESTS	
District	0.6%
State	0.2%

CRDC - REFERRAL TO LAW ENFORCEMENT	
District	0.8%
State	0.4%

CRDC - CHRONIC ABSENTEEISM	
District	30.7%
State	16.5%

CRDC - INCIDENTS OF VIOLENCE	
	Rate of Incidents of Violence
District	4.5%
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	225	4.4%	95	1.8%	206	4.0%
State	125,291	6.2%	3,588	0.2%	50,567	2.5%

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

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

		White	Black	Hispanic	Asian	Native Hawaiian	Native American	Two or More Races
District	All Students	0.8%	83.3%	14.2%	0.4%	0.1%	0.3%	0.9%
	Students with IEPs	3.3%	87.1%	8.3%			0.1%	1.1%
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

Disability Category	Percent of All Students			Percent of Students with IEPs		
	District	All Peer Districts*	State	District	All Peer Districts*	State
Autism	0.8%	1.6%	1.4%	5.1%	11.7%	9.2%
Deafness	0.0%	0.0%	0.0%	0.1%	0.2%	0.2%
Deaf-Blindness		0.0%	0.0%		0.0%	0.0%
Developmental Delay			2.0%			13.1%
Emotional Disability	1.7%	1.9%	0.9%	10.0%	13.4%	6.2%
Hearing Impairment	0.2%	0.1%	0.1%	1.1%	1.0%	0.9%
Intellectual Disability	2.9%	1.3%	0.8%	17.8%	9.0%	5.2%
Multiple Disabilities	0.2%	0.2%	0.1%	1.3%	1.6%	1.0%
Orthopedic Impairment	0.1%	0.1%	0.1%	0.5%	0.5%	0.3%
Other Health Impairment	0.9%	2.4%	1.9%	5.7%	17.2%	12.9%
Specific Learning Disability	9.4%	6.0%	5.1%	56.8%	42.9%	34.0%
Speech or Language Impairment	0.2%	0.2%	2.4%	1.1%	1.7%	16.3%
Traumatic Brain Injury	0.1%	0.0%	0.0%	0.4%	0.3%	0.2%
Visual Impairment	0.0%	0.0%	0.1%	0.1%	0.4%	0.4%

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

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

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

## EDUCATIONAL ENVIRONMENTS FOR STUDENTS WITH IEPS

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

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

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

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

<b>Percent of Students with IEPs in Various Educational Environments</b>					
		<b>Inside <math>\geq</math> 80%</b>	<b>Inside 40-79%</b>	<b>Inside &lt;40%</b>	<b>Separate Facility</b>
<b>All Students with an IEP</b>	District	15.4%	43.1%	20.2%	21.3%
	All Peer Districts*	40.3%	30.7%	15.6%	13.4%
	State	53.6%	26.6%	13.2%	6.6%

<b>Educational Environments by Race / Ethnicity</b>					
		<b>Inside <math>\geq</math> 80%</b>	<b>Inside 40-79%</b>	<b>Inside &lt;40%</b>	<b>Separate Facility</b>
<b>White</b>	<b>District</b>	7.7%	46.2%	15.4%	30.8%
	<b>All Peer Districts*</b>	44.8%	27.5%	14.1%	13.7%
	<b>State</b>	57.0%	24.9%	11.3%	6.7%
<b>Black</b>	<b>District</b>	15.1%	42.6%	20.7%	21.6%
	<b>All Peer Districts*</b>	30.4%	34.1%	18.9%	16.6%
	<b>State</b>	45.0%	30.3%	16.4%	8.3%
<b>Hispanic</b>	<b>District</b>	22.7%	42.4%	19.7%	15.2%
	<b>All Peer Districts*</b>	39.5%	35.0%	15.4%	10.1%
	<b>State</b>	54.1%	27.7%	13.4%	4.7%
<b>Asian</b>	<b>District</b>				
	<b>All Peer Districts*</b>	37.3%	26.8%	19.5%	16.5%
	<b>State</b>	54.2%	19.7%	19.1%	7.0%
<b>Native Hawaiian</b>	<b>District</b>				
	<b>All Peer Districts*</b>	37.1%	14.3%	31.4%	17.1%
	<b>State</b>	49.1%	20.3%	23.4%	7.2%
<b>Native American</b>	<b>District</b>	0.0%	100.0%	0.0%	0.0%
	<b>All Peer Districts*</b>	44.4%	24.1%	17.6%	13.9%
	<b>State</b>	51.5%	25.7%	14.5%	8.4%
<b>Two or More Races</b>	<b>District</b>	11.1%	66.7%	0.0%	22.2%
	<b>All Peer Districts*</b>	43.2%	29.1%	14.9%	12.8%
	<b>State</b>	54.1%	23.9%	14.5%	7.5%

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

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

<b>Educational Environments for Students with IEPs for Selected Disabilities</b>					
		<b>Inside <math>\geq</math> 80%</b>	<b>Inside 40-79%</b>	<b>Inside &lt;40%</b>	<b>Separate Facility</b>
<b>Autism</b>	District	0.0%	47.5%	35.0%	17.5%
	All Peer Districts*	25.8%	24.6%	24.8%	24.9%
	State	30.0%	22.5%	31.4%	16.1%
<b>Emotional Disability</b>	District	7.6%	19.0%	7.6%	65.8%
	All Peer Districts*	30.7%	22.5%	12.5%	34.3%
	State	34.8%	20.1%	14.6%	30.5%
<b>Intellectual Disability</b>	District	2.8%	23.4%	31.9%	41.8%
	All Peer Districts*	1.7%	25.1%	48.9%	24.3%
	State	3.7%	29.3%	51.1%	15.9%
<b>Other Health Impairment</b>	District	28.9%	37.8%	24.4%	8.9%
	All Peer Districts*	55.4%	27.5%	9.8%	7.3%
	State	58.0%	27.4%	9.5%	5.0%
<b>Specific Learning Disability</b>	District	19.8%	55.3%	17.6%	7.3%
	All Peer Districts*	49.0%	39.4%	9.0%	2.6%
	State	55.4%	37.2%	6.3%	1.1%
<b>Speech or Language Impairment</b>	District	55.6%	44.4%	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.

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

<b>Educational Environments by Race/Ethnicity</b>					
	<b>Regular Early Childhood Program</b>		<b>Separate Class/ Facility</b>	<b>Home</b>	<b>Service Provider</b>
	<b>Majority of Services Inside EC Program</b>	<b>Majority of Services Outside EC Program</b>			
<b>White</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	40.5%	30.6%	20.9%	0.2%	7.7%
<b>Black</b>					
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%
<b>Hispanic</b>					
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%
<b>Asian</b>					
District					
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	45.7%	14.9%	33.8%	0.4%	5.2%
<b>Native Hawaiian</b>					
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%
<b>Native American</b>					
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%
<b>Two or More Races</b>					
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

<b>Educational Environments for Students with IEPs for Selected Disabilities</b>					
	<b>Regular Early Childhood Program</b>		<b>Separate Class/ Facility</b>	<b>Home</b>	<b>Service Provider</b>
	<b>Majority of Services Inside EC Program</b>	<b>Majority of Services Outside EC Program</b>			
<b>Autism</b>					
District	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%
<b>Developmental Delay</b>					
District					
All Peer Districts*					
State	49.7%	15.5%	33.8%	0.1%	0.9%
<b>Emotional Disability</b>					
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%
<b>Intellectual Disability</b>					
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%
<b>Other Health Impairment</b>					
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%
<b>Specific Learning Disability</b>					
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%
<b>Speech or Language Impairment</b>					
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
<b>1</b>	Graduation Rate for students with IEPs (Data lag one year)	47.7	73.0	No
<b>2</b>	Dropout Rate for students with IEPs (Data lag one year)	0.1	4.5	Yes
<b>3a</b>	Made adequate yearly progress (AYP) for students with IEPs	N/A	N/A	N/A
<b>3b</b>	Reading assessment participation rate for students with IEPs	80.2	95.0	No
<b>3b</b>	Math assessment participation rate for students with IEPs	80.2	95.0	No
<b>3c</b>	Students with IEPs meeting or exceeding standards on state reading assessments	3.6	23.1	No
<b>3c</b>	Students with IEPs meeting or exceeding standards on state math assessments	0.5	23.2	No
<b>4a</b>	Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days for children with IEPs (Data lag one year)	No	No	Yes
<b>4b</b>	Significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy (Data lag one year)	No	No	Yes
<b>5a</b>	Students with IEPs ages 6-21 served inside the general classroom $\geq$ 80% of the time	15.4	58.0	No
<b>5b</b>	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	20.2	15.5	No
<b>5c</b>	Students with IEPs ages 6-21 served in separate educational facilities	21.3	3.9	No

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



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

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

SPP Indicators 1 - 8 and 14 are Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators