

Kankakee SD 111  
Kankakee, ILLINOIS 60901

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**EBF District Funding Tier - 1**  
**Financial capacity to meet expectations - 62.2 %**  
**State Senate District - 40**  
**State House District - 079**

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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	5,151	992	2,449	1,588	23	1	3	95	780	818	4,321	137
		19.3%	47.5%	30.8%	0.4%	0.0%	0.1%	1.8%	15.1%	15.9%	83.9%	2.7%
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	38.3%	36.5%	43.5%	31.6%	19.4%	*	*	38.2%	51.7%	52.5%	28.6%	41.8%
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	11.7%	13.1%	10.3%	12.6%	15.3%	5.2%	14.3%	*	*	15.7%	14.6%	15.7%	5.6%	12.0%
State	7.1%	7.5%	6.7%	4.7%	14.0%	6.7%	6.6%	8.8%	10.3%	8.3%	8.7%	9.6%	8.4%	9.7%

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

**INSTRUCTIONAL SETTING**

TOTAL SCHOOL DAYS	
Number of Days	
District	174
State	175

% of 8TH GRADERS PASSING ALGEBRA I	
District	25.4%
State	30.6%

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
District	20.2	19.9	10.3	178.9
State	18.4	19.0	10.4	172.5

HEALTH AND WELLNESS (days per week)	
District	2.9
State	3.7

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
District	20.6	21.4	24.7	24.1	21.8	21.3	24.5	18.6	18.4	19.5	20.2
State	21.5	21.3	21.6	22.0	22.4	23.0	23.2	22.8	22.6	21.7	21.9

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	58	54	43	30	34	40	80	61	38	34	42	38
State	90	48	46	30	48	46	150	96	92	30	48	46

TEACHER INFORMATION (Full-Time Equivalents)												
Grades	Total Number	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown	
												District
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)								
District	All Schools	High Poverty Schools	Low Poverty Schools	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
				2.7	9.1%	12.9%	2.0%	0.3%
				4.4	10.1%	21.1%	1.2%	0.1%

TEACHER RETENTION RATE	
District	72.0%
State	85.7%

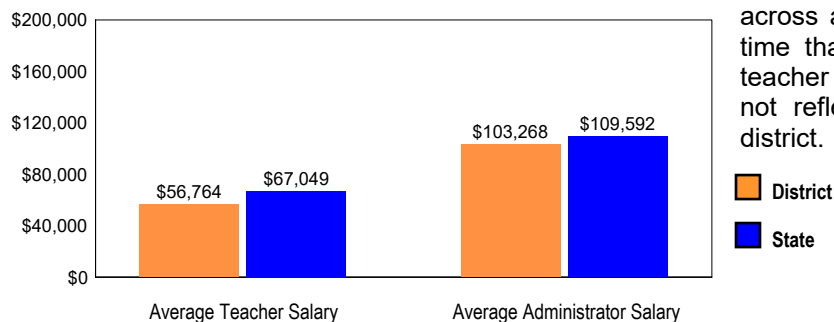
TEACHER ATTENDANCE RATE	
District	53.5%
State	73.5%

TEACHER EVALUATION RATE	
District	96.8%
State	97.2%

PRINCIPAL TURNOVER (Count)	
District	2.0
State	2.0

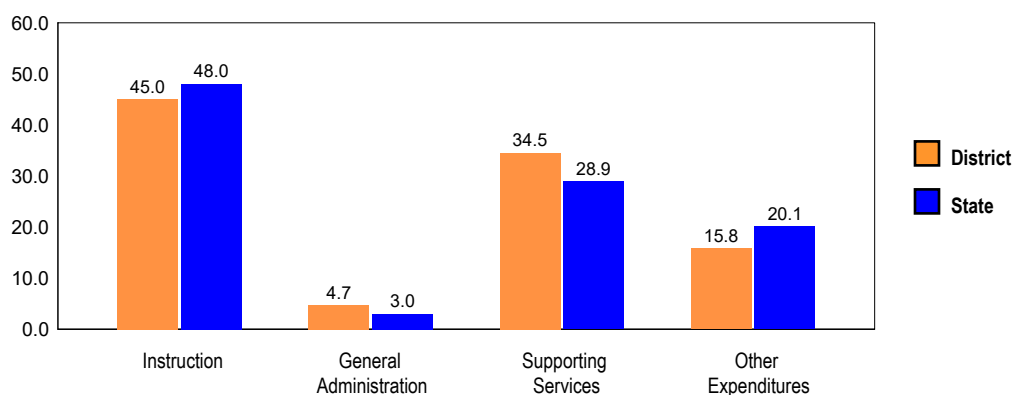
## SCHOOL DISTRICT FINANCES

### AVERAGE TEACHER/ADMINISTRATOR SALARIES



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

### EXPENDITURE BY FUNCTION 2018-19 (Percentages)



### REVENUE BY SOURCE 2018-19

	District	District %	State %
Local Property Taxes	\$18,863,720	26.2%	60.6%
Other Local Funding	\$557,348	0.8%	5.4%
Evidence-Based Funding	\$34,367,557	47.7%	20.9%
Other State Funding	\$6,640,213	9.2%	6.0%
Federal Funding	\$11,571,316	16.1%	7.1%
<b>TOTAL</b>	<b>\$72,000,154</b>		

### EXPENDITURE BY FUND 2018-19

	District	District %	State %
Education	\$51,391,609	71.4%	70.5%
Operations & Maintenance	\$5,261,403	7.3%	7.1%
Transportation	\$3,008,724	4.2%	3.9%
Debt Service	\$3,732,886	5.2%	9.8%
Tort	\$1,172,881	1.6%	1.2%
Municipal Retirement/ Social Security	\$1,744,854	2.4%	2.0%
Fire Prevention & Safety	\$0	0.0%	0.5%
Capital Projects	\$5,623,133	7.8%	4.9%
<b>TOTAL</b>	<b>\$71,935,490</b>		

### OTHER FINANCIAL INDICATORS

	2017 Equalized Assessed Valuation per Pupil	2017 Total School Tax Rate per \$100	2018-19 Instructional Expenditure per Pupil	2018-19 Operating Expenditure per Pupil
District	\$66,521	6.20	\$7,536	\$13,875
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		
Avis Huff Student Support Services Center	49.50	\$0	\$27,287	\$27,287	\$864	\$3,473	\$4,336	\$864	\$30,759	\$31,623		
Edison Primary School	232.50	\$333	\$7,452	\$7,785	\$864	\$3,473	\$4,336	\$1,196	\$10,924	\$12,121		
John Kennedy Middle Grade School	570.00	\$328	\$6,458	\$6,785	\$864	\$3,473	\$4,336	\$1,191	\$9,930	\$11,121		
Kankakee High School	1,282.37	\$248	\$7,771	\$8,019	\$864	\$3,473	\$4,336	\$1,112	\$11,244	\$12,355		
Kankakee Junior High School	697.50	\$707	\$8,662	\$9,369	\$864	\$3,473	\$4,336	\$1,571	\$12,135	\$13,705		
King Middle Grade School	515.50	\$135	\$6,185	\$6,321	\$864	\$3,473	\$4,336	\$999	\$9,658	\$10,657		
Lincoln Ctr/ Ctr-Montessori Elem	454.00	\$281	\$6,745	\$7,026	\$864	\$3,473	\$4,336	\$1,144	\$10,217	\$11,362		
Mark Twain Primary School	251.75	\$230	\$6,031	\$6,261	\$864	\$3,473	\$4,336	\$1,094	\$9,503	\$10,597		
Proegler School	253.00	\$5,529	\$2,621	\$8,150	\$479	\$3,514	\$3,993	\$6,008	\$6,135	\$12,144		
Steuben Elementary School	251.75	\$104	\$7,518	\$7,622	\$864	\$3,473	\$4,336	\$967	\$10,991	\$11,958		
Taft Primary School	395.00	\$283	\$7,342	\$7,625	\$864	\$3,473	\$4,336	\$1,147	\$10,814	\$11,961		
District	4,952.87	\$579	\$7,268	\$7,847	\$844	\$3,475	\$4,319	\$1,423	\$10,742	\$12,165	\$29,039,219	\$89,292,537

## ACADEMIC PERFORMANCE - ASSESSMENTS

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

ELA PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
<b>District</b>	2,578	1,277	1,301	509	1,198	819	13	*	*	38	371	307	384	2,156
	99.1%	98.8%	99.5%	98.8%	98.9%	99.5%	100.0%	*	*	100.0%	98.7%	98.7%	99.5%	99.1%
<b>State</b>	1,010,618	516,708	493,910	478,905	168,549	271,587	51,523	1,052	2,507	36,495	182,538	150,559	116,294	508,337
	98.5%	98.5%	98.6%	98.7%	97.6%	98.7%	99.2%	98.0%	97.9%	98.3%	97.1%	97.0%	99.0%	98.5%

MATH PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
<b>District</b>	2,575	1,275	1,300	508	1,196	819	13	*	*	38	369	305	384	2,153
	99.1%	98.8%	99.4%	98.6%	98.9%	99.5%	100.0%	*	*	100.0%	98.4%	98.4%	99.5%	99.1%
<b>State</b>	1,008,807	515,735	493,072	478,184	168,075	271,084	51,471	1,049	2,507	36,437	181,886	150,031	116,086	507,352
	98.4%	98.3%	98.5%	98.7%	97.4%	98.5%	99.2%	97.9%	97.9%	98.2%	96.8%	96.7%	98.8%	98.3%

SCIENCE PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
<b>District</b>	1,286	629	657	248	591	427	*	*	*	16	185	142	162	1,055
	96.9%	96.0%	97.8%	96.9%	96.4%	97.7%	*	*	*	94.1%	93.9%	92.2%	98.2%	96.8%
<b>State</b>	430,766	219,803	210,963	205,348	68,167	117,463	22,314	453	1,133	15,888	74,904	60,163	40,285	208,470
	96.1%	95.9%	96.4%	97.1%	93.1%	96.2%	97.2%	95.2%	95.5%	95.9%	93.6%	93.0%	96.1%	95.2%

### NUMBER AND PERCENTAGE OF ENGLISH LEARNERS EXEMPTED FROM ASSESSMENT

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

IAR ELA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
<b>District</b>	2,229	1,095	1,134	442	1,033	705	12	*	*	36	311	254	358	1,875
	99.8%	99.6%	100.0%	99.8%	99.7%	100.0%	100.0%	*	*	100.0%	99.7%	99.6%	100.0%	99.8%
<b>State</b>	858,263	438,255	420,008	403,342	143,785	232,553	43,766	888	2,117	31,812	148,984	122,671	106,434	441,034
	98.8%	98.8%	98.8%	98.9%	98.5%	99.0%	99.3%	98.2%	98.6%	98.5%	97.8%	98.0%	99.3%	99.0%

IAR MATH PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	2,226	1,093	1,133	441	1,031	705	12	*	*	36	309	252	358	1,872
	99.8%	99.6%	99.9%	99.5%	99.7%	100.0%	100.0%	*	*	100.0%	99.4%	99.2%	100.0%	99.8%
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	316	162	154	59	145	109	*	*	*	*	27	20	21	252
	94.6%	93.6%	95.7%	92.2%	94.2%	96.5%	*	*	*	*	90.0%	90.9%	91.3%	94.4%
State	141,124	71,035	70,089	70,819	22,225	36,048	7,212	153	362	4,305	22,372	16,706	7,285	60,546
	97.4%	97.0%	97.9%	98.7%	93.9%	96.9%	99.1%	96.8%	94.8%	97.4%	95.7%	94.9%	95.6%	95.9%

SAT MATH PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	316	162	154	59	145	109	*	*	*	*	27	20	21	252
	94.6%	93.6%	95.7%	92.2%	94.2%	96.5%	*	*	*	*	90.0%	90.9%	91.3%	94.4%
State	141,124	71,035	70,089	70,819	22,225	36,048	7,212	153	362	4,305	22,372	16,706	7,285	60,546
	97.4%	97.0%	97.9%	98.7%	93.9%	96.9%	99.1%	96.8%	94.8%	97.4%	95.7%	94.9%	95.6%	95.9%

DLM-AA ELA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	33	20	13	*	20	*	*	*	*	*	33	33	*	29
	97.1%	95.2%	100.0%	*	95.2%	*	*	*	*	*	97.1%	97.1%	*	96.7%
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	33	20	13	*	20	*	*	*	*	*	33	33	*	29
	97.1%	95.2%	100.0%	*	95.2%	*	*	*	*	*	97.1%	97.1%	*	96.7%
State	11,225	7,414	3,811	4,736	2,543	2,983	544	11	28	380	11,176	11,176	2,572	6,756
	90.3%	90.2%	90.5%	90.4%	86.8%	92.7%	91.9%	91.7%	84.8%	92.9%	90.5%	90.5%	95.2%	89.7%

DLM-AA SCIENCE PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	13	*	*	*	*	*	*	*	*	*	13	13	*	10
	100.0%	*	*	*	*	*	*	*	*	*	100.0%	100.0%	*	100.0%
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	1,273	623	650	245	582	426	*	*	*	16	172	129	161	1,045
	96.9%	96.0%	97.7%	96.8%	96.4%	97.7%	*	*	*	94.1%	93.5%	91.5%	98.2%	96.8%
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	495	185	310	172	151	161	6	*	*	5
	19.2%	14.5%	23.8%	33.8%	12.6%	19.7%	46.2%	*	*	13.2%
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	14	7	24	336	6	0	1	*
	3.8%	2.3%	6.3%	15.6%	7.5%	0.0%	8.3%	*
State	26,497	13,800	11,554	114,925	2,872	12	751	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	323	159	164	128	74	111	8	*	*	2
	12.5%	12.5%	12.6%	25.2%	6.2%	13.6%	61.5%	*	*	5.3%
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%



MATH PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	12	5	28	202	5	0	0	*
	3.3%	1.6%	7.3%	9.4%	6.3%	0.0%	0.0%	*
State	24,013	12,743	12,865	87,526	1,890	10	520	2,220
	13.2%	8.5%	11.1%	17.3%	9.2%	6.1%	9.9%	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	284	128	156	98	85	95	*	*	*	5
	22.1%	20.3%	23.7%	39.5%	14.4%	22.2%	*	*	*	31.0%
State	208,012	105,491	102,521	124,967	15,687	42,175	16,053	252	466	8,412
	48.3%	48.0%	48.6%	60.9%	22.5%	35.9%	71.9%	55.6%	41.1%	52.9%

SCIENCE PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	17	6	15	180	3	*	*	*
	9.1%	4.1%	9.3%	17.1%	7.7%	*	*	*
State	18,427	10,359	6,219	68,664	1,792	10	450	1,364
	24.2%	16.8%	15.4%	32.9%	21.8%	14.5%	20.0%	50.2%

EL PROFICIENCY ON ACCESS							
	# ELS	# Tested	% Participation	# Proficient	% Proficient	# Long Term EL	% Long Term EL
District	655	603	92.1%	35	5.6%	103	15.7%
State	216,769	213,935	98.7%	18,468	8.6%	28,216	13.0%

**Illinois Assessment of Readiness (IAR)**

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

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

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

**Grade 3 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	38.6%	21.5%	22.7%	15.9%	1.2%	23.0%	26.3%	28.6%	19.8%	2.4%
State	22.5%	18.5%	22.7%	32.8%	3.6%	14.5%	20.2%	24.7%	33.0%	7.6%

**Grade 3 - Gender**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District	40.7%	22.7%	21.5%	14.0%	1.2%	21.5%	24.4%	32.6%	19.8%	1.7%
Male State	25.4%	19.5%	22.8%	29.8%	2.6%	15.3%	19.2%	24.1%	33.2%	8.1%
Female District	36.5%	20.4%	24.0%	18.0%	1.2%	24.6%	28.1%	24.6%	19.8%	3.0%
Female State	19.5%	17.4%	22.6%	35.9%	4.6%	13.8%	21.2%	25.3%	32.8%	7.0%

**Grade 3 - Racial/Ethnic Background**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District	28.1%	19.3%	14.0%	35.1%	3.5%	12.3%	17.5%	28.1%	33.3%	8.8%
White State	13.8%	16.9%	25.2%	39.9%	4.2%	8.4%	15.2%	25.1%	41.4%	10.0%
Black District	43.6%	25.7%	21.2%	8.9%	0.6%	30.2%	32.4%	25.1%	12.3%	0.0%
Black State	37.0%	21.3%	19.5%	20.6%	1.6%	28.7%	28.3%	23.6%	17.6%	1.8%
Hispanic District	36.6%	15.1%	29.0%	18.3%	1.1%	17.2%	19.4%	34.4%	25.8%	3.2%
Hispanic State	31.4%	21.1%	20.9%	24.3%	2.2%	18.3%	26.2%	26.9%	25.4%	3.2%
Asian District	*	*	*	*	*	*	*	*	*	*
Asian State	9.0%	10.6%	19.3%	50.8%	10.3%	3.7%	8.2%	14.9%	47.4%	25.8%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	18.7%	16.5%	18.7%	41.7%	4.3%	12.9%	17.3%	23.0%	36.0%	10.8%
American Indian District	*	*	*	*	*	*	*	*	*	*
American Indian State	26.9%	21.0%	18.2%	31.8%	2.1%	19.9%	24.1%	25.5%	23.4%	7.0%
Two or More Races District	*	*	*	*	*	*	*	*	*	*
Two or More Races State	21.1%	17.1%	23.3%	33.8%	4.7%	14.7%	19.2%	24.1%	32.9%	9.0%

**Grade 3 - English Learner**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	45.6%	16.2%	26.5%	11.8%	0.0%	20.6%	20.6%	36.8%	19.1%	2.9%
State	38.9%	23.3%	20.5%	16.6%	0.7%	21.2%	27.9%	27.1%	21.9%	1.8%

**Grade 3 - Children with Disabilities**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	75.0%	12.5%	7.5%	5.0%	0.0%	55.0%	20.0%	20.0%	5.0%	0.0%
State	49.2%	19.9%	15.6%	14.3%	1.0%	33.0%	26.3%	20.4%	17.4%	2.9%

**Grade 3 - Students with IEPs**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP District	80.0%	8.6%	8.6%	2.9%	0.0%	60.0%	17.1%	17.1%	5.7%	0.0%
IEP State	54.0%	20.2%	14.2%	11.1%	0.5%	36.4%	27.0%	19.6%	14.9%	2.2%
Non-IEP District	33.9%	23.0%	24.3%	17.4%	1.3%	18.8%	27.3%	29.9%	21.4%	2.6%
Non-IEP State	17.0%	18.2%	24.2%	36.6%	4.1%	10.7%	19.0%	25.6%	36.2%	8.5%

**Grade 3 - Economically Disadvantaged**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch District	41.0%	22.0%	23.3%	12.3%	1.3%	25.0%	28.7%	27.0%	17.3%	2.0%
Free/Reduced Price Lunch State	32.8%	21.9%	21.5%	22.1%	1.6%	22.1%	26.7%	26.0%	22.6%	2.6%
Not Eligible District	20.5%	17.9%	17.9%	43.6%	0.0%	7.7%	7.7%	41.0%	38.5%	5.1%
Not Eligible State	11.3%	14.8%	24.0%	44.3%	5.6%	6.4%	13.0%	23.4%	44.3%	12.9%

**Grade 3 - Homeless**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	64.7%	11.8%	23.5%	0.0%	0.0%	35.3%	29.4%	23.5%	11.8%	0.0%
State	44.8%	22.3%	18.1%	14.5%	0.4%	34.4%	28.2%	22.7%	13.6%	1.1%

**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	26.5%	24.0%	26.2%	18.8%	4.4%	34.5%	23.2%	24.9%	16.6%	0.8%
State	17.3%	19.9%	26.0%	29.3%	7.4%	16.7%	21.2%	28.7%	30.5%	3.0%

**Grade 4 - Gender**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District	32.6%	26.8%	23.7%	15.8%	1.1%	37.9%	21.1%	25.8%	15.3%	0.0%
Male State	20.3%	21.3%	25.7%	27.2%	5.5%	17.2%	20.4%	27.8%	31.2%	3.4%
Female District	19.8%	20.9%	29.1%	22.1%	8.1%	30.8%	25.6%	23.8%	18.0%	1.7%
Female State	14.2%	18.5%	26.3%	31.5%	9.4%	16.1%	22.0%	29.5%	29.7%	2.7%

**Grade 4 - Racial/Ethnic Background**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District	17.1%	19.7%	28.9%	26.3%	7.9%	17.1%	17.1%	40.8%	23.7%	1.3%
White State	9.9%	15.5%	26.8%	37.4%	10.4%	9.1%	16.5%	30.5%	40.0%	3.9%
Black District	34.9%	27.3%	19.8%	14.5%	3.5%	44.8%	27.3%	17.4%	10.5%	0.0%
Black State	31.0%	27.7%	24.2%	15.3%	1.9%	33.8%	28.8%	24.1%	12.9%	0.5%
Hispanic District	19.8%	21.8%	37.6%	18.8%	2.0%	30.7%	20.8%	25.7%	21.8%	1.0%
Hispanic State	23.9%	24.9%	27.0%	21.3%	2.8%	21.4%	27.2%	30.2%	20.4%	0.8%
Asian District	*	*	*	*	*	*	*	*	*	*
Asian State	6.4%	9.1%	20.7%	42.3%	21.5%	3.7%	8.0%	20.3%	53.7%	14.2%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	11.6%	17.0%	25.2%	38.8%	7.5%	8.2%	19.7%	29.3%	38.1%	4.8%
American Indian District	*	*	*	*	*	*	*	*	*	*
American Indian State	19.5%	24.0%	27.2%	25.1%	4.2%	20.7%	23.4%	27.8%	25.7%	2.4%
Two or More Races District	30.0%	30.0%	10.0%	30.0%	0.0%	40.0%	30.0%	30.0%	0.0%	0.0%
Two or More Races State	15.4%	18.8%	25.0%	31.1%	9.6%	16.7%	21.1%	27.2%	31.0%	4.2%

**Grade 4 - English Learner**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	24.7%	29.9%	36.4%	9.1%	0.0%	37.7%	23.4%	24.7%	14.3%	0.0%
State	30.6%	28.7%	26.4%	13.6%	0.7%	25.6%	30.4%	29.1%	14.5%	0.3%

**Grade 4 - Children with Disabilities**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	62.3%	22.6%	9.4%	3.8%	1.9%	56.6%	17.0%	22.6%	3.8%	0.0%
State	43.8%	25.2%	17.0%	11.9%	2.2%	39.7%	25.6%	19.9%	13.8%	1.0%

**Grade 4 - Students with IEPs**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP District	70.7%	22.0%	7.3%	0.0%	0.0%	65.9%	17.1%	14.6%	2.4%	0.0%
IEP State	49.5%	25.7%	14.8%	8.7%	1.3%	44.6%	26.6%	17.9%	10.2%	0.6%
Non-IEP District	20.9%	24.3%	28.7%	21.2%	5.0%	30.5%	24.0%	26.2%	18.4%	0.9%
Non-IEP State	11.8%	18.9%	28.0%	32.9%	8.5%	11.9%	20.3%	30.5%	33.9%	3.4%

**Grade 4 - Economically Disadvantaged**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch District	28.4%	25.9%	25.2%	16.7%	3.8%	36.6%	25.6%	24.0%	12.9%	0.9%
Free/Reduced Price Lunch State	26.0%	25.8%	26.4%	19.3%	2.5%	25.4%	27.5%	28.4%	17.9%	0.8%
Not Eligible District	13.3%	11.1%	33.3%	33.3%	8.9%	20.0%	6.7%	31.1%	42.2%	0.0%
Not Eligible State	7.8%	13.5%	25.6%	40.2%	12.8%	7.1%	14.3%	28.9%	44.2%	5.5%

**Grade 4 - Homeless**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	27.3%	54.5%	18.2%	0.0%	0.0%	36.4%	36.4%	27.3%	0.0%	0.0%
State	37.2%	27.5%	21.1%	12.9%	1.3%	38.0%	29.1%	21.7%	10.8%	0.4%

**Grade 5 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	24.4%	29.0%	26.3%	19.3%	1.1%	33.2%	35.1%	22.5%	8.0%	1.1%
State	13.5%	21.4%	27.3%	34.4%	3.5%	13.5%	29.9%	26.8%	24.9%	4.9%

**Grade 5 - Gender**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District	27.4%	31.0%	25.6%	14.9%	1.2%	34.5%	36.9%	16.7%	10.7%	1.2%
Male State	16.2%	23.6%	28.1%	30.0%	2.2%	15.0%	29.5%	25.1%	25.0%	5.4%
Female District	22.0%	27.3%	26.8%	22.9%	1.0%	32.2%	33.7%	27.3%	5.9%	1.0%
Female State	10.6%	19.2%	26.5%	38.9%	4.8%	12.0%	30.3%	28.5%	24.8%	4.4%

**Grade 5 - Racial/Ethnic Background**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District	11.3%	33.9%	25.8%	25.8%	3.2%	27.4%	25.8%	21.0%	22.6%	3.2%
White State	7.4%	16.0%	28.1%	43.8%	4.7%	8.1%	23.5%	29.0%	33.2%	6.3%
Black District	30.5%	29.3%	24.0%	15.6%	0.6%	44.3%	35.9%	17.4%	2.4%	0.0%
Black State	25.0%	31.4%	25.8%	17.1%	0.7%	26.7%	41.9%	21.3%	9.4%	0.7%
Hispanic District	23.7%	26.7%	27.4%	21.5%	0.7%	23.0%	37.8%	29.6%	8.1%	1.5%
Hispanic State	18.7%	26.9%	28.5%	24.8%	1.2%	16.8%	36.8%	28.0%	16.9%	1.5%
Asian District	*	*	*	*	*	*	*	*	*	*
Asian State	4.6%	8.8%	18.9%	55.2%	12.5%	3.1%	10.8%	19.4%	43.9%	22.8%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	8.7%	20.8%	25.5%	40.9%	4.0%	10.7%	29.5%	24.8%	25.5%	9.4%
American Indian District	*	*	*	*	*	*	*	*	*	*
American Indian State	13.9%	26.3%	30.1%	27.4%	2.2%	15.3%	35.5%	27.4%	19.6%	2.2%
Two or More Races District	*	*	*	*	*	*	*	*	*	*
Two or More Races State	11.0%	20.1%	27.3%	36.7%	4.9%	12.6%	30.2%	25.4%	25.4%	6.5%

**Grade 5 - English Learner**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	33.3%	35.8%	22.2%	8.6%	0.0%	28.4%	48.1%	22.2%	1.2%	0.0%
State	31.1%	36.3%	24.7%	7.9%	0.1%	24.6%	46.3%	22.8%	6.1%	0.2%

**Grade 5 - Children with Disabilities**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	62.7%	27.5%	5.9%	3.9%	0.0%	62.7%	33.3%	0.0%	3.9%	0.0%
State	38.1%	28.8%	19.1%	13.1%	0.9%	30.7%	39.9%	17.0%	10.7%	1.8%

**Grade 5 - Students with IEPs**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP District	69.8%	25.6%	2.3%	2.3%	0.0%	72.1%	27.9%	0.0%	0.0%	0.0%
IEP State	44.3%	30.2%	16.4%	8.6%	0.5%	35.0%	42.2%	14.6%	7.3%	1.0%
Non-IEP District	18.5%	29.4%	29.4%	21.5%	1.2%	28.2%	36.1%	25.5%	9.1%	1.2%
Non-IEP State	8.2%	19.9%	29.2%	38.8%	4.0%	9.9%	27.8%	28.8%	27.9%	5.5%

**Grade 5 - Economically Disadvantaged**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch District	27.9%	28.5%	25.6%	17.3%	0.6%	36.9%	37.2%	19.9%	5.8%	0.3%
Free/Reduced Price Lunch State	20.5%	28.3%	28.2%	22.1%	1.0%	20.3%	38.5%	25.7%	14.3%	1.3%
Not Eligible District	6.6%	31.1%	29.5%	29.5%	3.3%	14.8%	24.6%	36.1%	19.7%	4.9%
Not Eligible State	5.7%	13.9%	26.3%	47.9%	6.2%	6.1%	20.5%	27.9%	36.6%	8.9%

**Grade 5 - Homeless**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	35.7%	28.6%	14.3%	21.4%	0.0%	35.7%	42.9%	14.3%	7.1%	0.0%
State	28.9%	31.9%	24.5%	14.4%	0.3%	31.2%	40.7%	20.4%	7.2%	0.6%



**Grade 6 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	18.1%	26.0%	36.4%	17.1%	2.4%	30.8%	35.7%	23.1%	9.4%	1.0%
State	13.4%	20.7%	31.0%	30.4%	4.6%	16.5%	30.5%	27.7%	22.0%	3.3%

**Grade 6 - Gender**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District	23.4%	28.4%	33.5%	11.2%	3.6%	35.5%	33.5%	21.3%	8.1%	1.5%
Male State	17.1%	23.8%	31.2%	25.2%	2.8%	18.1%	30.2%	26.4%	21.9%	3.4%
Female District	13.3%	23.9%	39.0%	22.5%	1.4%	26.6%	37.6%	24.8%	10.6%	0.5%
Female State	9.5%	17.4%	30.8%	35.7%	6.5%	14.8%	30.9%	29.0%	22.1%	3.2%

**Grade 6 - Racial/Ethnic Background**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District	7.3%	20.8%	37.5%	28.1%	6.3%	16.7%	30.2%	33.3%	17.7%	2.1%
White State	7.5%	15.3%	31.6%	39.3%	6.4%	9.5%	24.8%	31.8%	29.9%	4.0%
Black District	24.2%	29.7%	35.7%	10.4%	0.0%	41.2%	38.5%	16.5%	3.8%	0.0%
Black State	25.5%	30.5%	29.0%	14.0%	1.0%	33.3%	40.0%	19.3%	7.0%	0.4%
Hispanic District	18.2%	25.0%	35.6%	18.2%	3.0%	27.3%	35.6%	25.0%	11.4%	0.8%
Hispanic State	17.6%	26.0%	32.8%	21.7%	1.9%	20.3%	37.8%	27.1%	13.8%	1.0%
Asian District	*	*	*	*	*	*	*	*	*	*
Asian State	4.5%	8.6%	21.8%	49.4%	15.7%	4.1%	12.1%	20.9%	43.9%	19.1%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	3.3%	17.8%	31.6%	34.9%	12.5%	11.3%	25.2%	22.5%	34.4%	6.6%
American Indian District	*	*	*	*	*	*	*	*	*	*
American Indian State	13.8%	25.8%	33.0%	24.1%	3.4%	16.0%	34.1%	30.7%	17.5%	1.7%
Two or More Races District	*	*	*	*	*	*	*	*	*	*
Two or More Races State	12.5%	19.8%	30.8%	31.7%	5.2%	16.6%	29.7%	27.3%	22.7%	3.7%

**Grade 6 - English Learner**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	41.7%	33.3%	20.8%	4.2%	0.0%	50.0%	43.8%	6.3%	0.0%	0.0%
State	39.0%	38.4%	19.5%	3.1%	0.0%	39.9%	44.8%	12.8%	2.5%	0.1%

**Grade 6 - Children with Disabilities**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	47.9%	35.4%	16.7%	0.0%	0.0%	66.7%	27.1%	4.2%	2.1%	0.0%
State	38.4%	29.9%	20.2%	10.4%	1.1%	40.2%	35.3%	15.3%	8.2%	1.1%

**Grade 6 - Students with IEPs**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP District	51.3%	33.3%	15.4%	0.0%	0.0%	76.9%	20.5%	2.6%	0.0%	0.0%
IEP State	45.3%	31.8%	16.8%	5.6%	0.4%	46.9%	36.3%	11.9%	4.5%	0.4%
Non-IEP District	14.6%	25.3%	38.6%	18.9%	2.7%	26.1%	37.2%	25.3%	10.4%	1.1%
Non-IEP State	8.1%	18.8%	33.3%	34.4%	5.3%	11.5%	29.6%	30.3%	24.9%	3.8%

**Grade 6 - Economically Disadvantaged**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch District	19.5%	28.1%	37.0%	14.5%	0.9%	33.4%	37.6%	22.8%	5.9%	0.3%
Free/Reduced Price Lunch State	20.2%	27.4%	31.7%	19.2%	1.6%	24.7%	38.1%	24.8%	11.7%	0.7%
Not Eligible District	11.7%	16.9%	33.8%	28.6%	9.1%	19.5%	27.3%	24.7%	24.7%	3.9%
Not Eligible State	5.9%	13.4%	30.2%	42.5%	8.0%	7.6%	22.3%	30.8%	33.3%	6.1%

**Grade 7 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	26.2%	26.5%	26.2%	17.2%	4.0%	23.6%	43.8%	23.1%	8.5%	1.1%
State	15.5%	18.0%	25.3%	29.7%	11.5%	11.0%	27.6%	31.5%	25.3%	4.6%

**Grade 7 - Gender**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District	32.2%	26.8%	26.8%	13.1%	1.1%	28.6%	42.3%	20.3%	7.7%	1.1%
Male State	19.6%	20.3%	26.2%	26.2%	7.7%	12.1%	27.3%	30.1%	25.5%	5.0%
Female District	20.5%	26.2%	25.6%	21.0%	6.7%	19.0%	45.1%	25.6%	9.2%	1.0%
Female State	11.2%	15.5%	24.3%	33.4%	15.6%	9.8%	27.8%	33.0%	25.0%	4.3%

**Grade 7 - Racial/Ethnic Background**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District	19.0%	24.1%	21.5%	25.3%	10.1%	12.7%	39.2%	29.1%	15.2%	3.8%
White State	8.7%	13.7%	25.0%	36.7%	15.9%	6.3%	20.4%	33.8%	33.6%	5.9%
Black District	34.3%	29.5%	22.3%	13.3%	0.6%	30.9%	49.1%	15.2%	4.8%	0.0%
Black State	29.8%	25.7%	24.6%	16.9%	3.1%	22.8%	42.6%	25.1%	8.9%	0.5%
Hispanic District	21.4%	24.6%	31.7%	18.3%	4.0%	22.2%	39.7%	29.4%	8.7%	0.0%
Hispanic State	20.8%	22.7%	27.6%	23.5%	5.5%	13.4%	34.5%	33.4%	17.2%	1.4%
Asian District	*	*	*	*	*	*	*	*	*	*
Asian State	4.9%	7.6%	17.5%	39.7%	30.3%	2.6%	8.9%	22.7%	43.9%	22.0%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	14.3%	17.9%	19.3%	35.7%	12.9%	11.4%	26.4%	26.4%	27.1%	8.6%
American Indian District	*	*	*	*	*	*	*	*	*	*
American Indian State	17.7%	20.2%	26.5%	27.4%	8.3%	14.4%	31.4%	30.0%	21.5%	2.5%
Two or More Races District	*	*	*	*	*	*	*	*	*	*
Two or More Races State	13.8%	17.4%	25.1%	30.3%	13.3%	11.8%	27.3%	29.3%	25.2%	6.5%

**Grade 7 - English Learner**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	37.0%	34.8%	28.3%	0.0%	0.0%	39.1%	47.8%	13.0%	0.0%	0.0%
State	50.3%	29.2%	15.4%	4.8%	0.3%	30.8%	46.9%	18.5%	3.8%	0.1%

**Grade 7 - Children with Disabilities**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	72.7%	18.2%	7.6%	1.5%	0.0%	51.5%	42.4%	6.1%	0.0%	0.0%
State	43.2%	24.7%	17.7%	11.5%	2.9%	32.3%	38.7%	17.8%	9.8%	1.6%

**Grade 7 - Students with IEPs**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP District	82.1%	12.5%	5.4%	0.0%	0.0%	57.1%	39.3%	3.6%	0.0%	0.0%
IEP State	51.4%	25.8%	15.1%	6.5%	1.1%	38.7%	41.9%	13.8%	5.1%	0.6%
Non-IEP District	16.5%	28.9%	29.8%	20.2%	4.7%	17.8%	44.5%	26.5%	10.0%	1.2%
Non-IEP State	9.7%	16.7%	26.9%	33.5%	13.2%	6.5%	25.3%	34.4%	28.5%	5.3%

**Grade 7 - Economically Disadvantaged**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch District	27.7%	27.0%	26.7%	15.4%	3.1%	25.2%	45.7%	22.4%	6.6%	0.0%
Free/Reduced Price Lunch State	23.9%	23.9%	26.5%	21.0%	4.7%	16.9%	37.2%	30.6%	14.2%	1.2%
Not Eligible District	18.3%	23.3%	23.3%	26.7%	8.3%	15.0%	33.3%	26.7%	18.3%	6.7%
Not Eligible State	6.9%	11.9%	24.1%	38.6%	18.6%	5.0%	17.8%	32.5%	36.6%	8.1%

**Grade 7 - Homeless**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	50.0%	30.0%	0.0%	20.0%	0.0%	40.0%	40.0%	10.0%	10.0%	0.0%
State	34.0%	27.0%	21.7%	15.0%	2.4%	26.1%	42.5%	23.5%	7.6%	0.3%

**Grade 8 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	34.5%	22.7%	23.5%	17.7%	1.7%	52.8%	20.3%	13.1%	13.1%	0.8%
State	16.9%	18.1%	25.3%	32.3%	7.3%	25.6%	21.9%	19.9%	28.2%	4.4%

**Grade 8 - Gender**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male District	47.6%	18.4%	24.9%	8.6%	0.5%	59.2%	19.0%	8.7%	12.0%	1.1%
Male State	22.1%	21.4%	25.4%	26.5%	4.6%	28.3%	21.8%	18.7%	26.4%	4.7%
Female District	20.9%	27.1%	22.0%	27.1%	2.8%	46.0%	21.6%	17.6%	14.2%	0.6%
Female State	11.5%	14.7%	25.3%	38.4%	10.2%	22.6%	22.0%	21.2%	30.1%	4.1%

**Grade 8 - Racial/Ethnic Background**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White District	18.1%	23.6%	23.6%	29.2%	5.6%	35.2%	18.3%	11.3%	32.4%	2.8%
White State	10.4%	14.4%	25.5%	40.0%	9.6%	17.1%	19.3%	21.9%	36.4%	5.3%
Black District	44.3%	21.6%	22.8%	10.2%	1.2%	65.1%	17.5%	10.8%	6.6%	0.0%
Black State	31.1%	25.7%	25.0%	16.6%	1.6%	46.7%	26.1%	15.6%	11.2%	0.5%
Hispanic District	29.7%	22.9%	25.4%	22.0%	0.0%	44.1%	26.3%	17.8%	11.0%	0.8%
Hispanic State	22.4%	22.3%	26.9%	25.1%	3.3%	31.6%	26.5%	20.3%	20.3%	1.4%
Asian District	*	*	*	*	*	*	*	*	*	*
Asian State	4.9%	7.7%	16.6%	47.1%	23.6%	6.3%	9.7%	14.5%	47.3%	22.3%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	10.6%	10.6%	24.2%	42.9%	11.8%	16.4%	15.1%	19.5%	37.1%	11.9%
American Indian District	*	*	*	*	*	*	*	*	*	*
American Indian State	21.3%	18.8%	22.7%	32.7%	4.5%	31.1%	21.4%	16.6%	28.3%	2.6%
Two or More Races District	*	*	*	*	*	*	*	*	*	*
Two or More Races State	16.4%	18.4%	24.5%	32.6%	8.0%	27.0%	22.0%	18.7%	26.2%	6.1%

**Grade 8 - English Learner**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	52.6%	36.8%	10.5%	0.0%	0.0%	81.6%	18.4%	0.0%	0.0%	0.0%
State	51.0%	28.8%	15.9%	4.1%	0.1%	58.1%	26.8%	10.5%	4.4%	0.2%

**Grade 8 - Children with Disabilities**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	60.4%	17.0%	18.9%	3.8%	0.0%	66.7%	23.5%	5.9%	3.9%	0.0%
State	43.7%	25.0%	17.7%	12.0%	1.7%	55.4%	22.3%	11.0%	10.0%	1.4%

**Grade 8 - Students with IEPs**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP District	77.5%	15.0%	5.0%	2.5%	0.0%	81.6%	13.2%	2.6%	2.6%	0.0%
IEP State	51.8%	26.5%	14.9%	6.3%	0.7%	64.4%	21.9%	8.2%	5.0%	0.5%
Non-IEP District	29.2%	23.6%	25.8%	19.6%	1.9%	49.4%	21.1%	14.3%	14.3%	0.9%
Non-IEP State	11.4%	16.8%	27.0%	36.4%	8.3%	19.5%	21.9%	21.8%	31.8%	5.0%

**Grade 8 - Economically Disadvantaged**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch District	36.9%	25.9%	23.8%	13.1%	0.3%	57.6%	22.6%	11.1%	8.7%	0.0%
Free/Reduced Price Lunch State	25.2%	23.6%	26.4%	22.0%	2.8%	37.1%	26.5%	18.6%	16.7%	1.2%
Not Eligible District	25.0%	9.7%	22.2%	36.1%	6.9%	33.3%	11.1%	20.8%	30.6%	4.2%
Not Eligible State	8.9%	12.8%	24.3%	42.3%	11.7%	14.4%	17.5%	21.2%	39.4%	7.5%

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	83,112	38,561	44,551	18,147	34,327	28,899	528	*	*	1,163
	46.0%	43.6%	48.4%	48.9%	42.6%	49.0%	48.0%	*	*	44.7%
State	34,436,002	16,858,614	17,577,388	16,969,179	4,918,362	9,218,001	1,955,684	36,079	87,750	1,250,947
	50.0%	48.0%	52.0%	52.0%	44.2%	48.6%	56.8%	52.1%	51.0%	50.2%

MEAN ELA GROWTH PERCENTILE - IAR (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	9,807	7,697	12,985	68,167	1,623	858	*	*
	38.0%	37.4%	48.1%	45.4%	36.1%	53.6%	*	*
State	5,320,447	4,251,841	3,610,517	16,700,374	561,126	4,217	148,166	227,060
	44.8%	44.0%	47.5%	47.4%	45.0%	46.3%	44.9%	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	67,429	32,589	34,840	15,706	26,822	23,582	564	*	*	728
	37.5%	37.1%	37.9%	42.7%	33.4%	40.1%	51.3%	*	*	28.0%
State	34,398,237	17,447,932	16,950,305	16,648,245	4,973,451	9,429,512	1,993,616	36,792	85,698	1,230,923
	50.0%	49.8%	50.2%	51.2%	44.9%	49.6%	57.6%	53.0%	49.8%	49.6%

MEAN MATH GROWTH PERCENTILE - IAR (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	8,840	6,728	10,057	54,625	1,585	634	*	*
	35.1%	33.6%	37.7%	36.6%	35.2%	39.6%	*	*
State	5,444,848	4,321,159	3,784,450	16,893,984	561,235	4,985	149,009	221,886
	46.1%	44.9%	48.9%	47.9%	45.1%	47.0%	45.6%	50.6%

**SAT**

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

Level 1 -- Partially Meets Standards	The student has only partially met standards & demonstrates a <b>minimal</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 2 -- Approaching Standards	The student is approaching the proficiency level & demonstrates an <b>incomplete</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 3 -- Meets Standards	The student has met the proficiency level & demonstrates <b>adequate</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 4 -- Exceeds Standards	The student has exceeded the proficiency level & demonstrates a <b>thorough</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

**SAT - All**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	50.5%	35.8%	10.7%	2.9%	61.9%	31.3%	6.5%	0.3%
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	55.2%	28.5%	10.1%	5.1%	65.9%	24.7%	7.6%	0.6%
Male State	31.9%	34.4%	24.0%	9.7%	34.8%	29.8%	24.9%	10.5%
Female District	45.0%	43.0%	11.3%	0.7%	57.0%	37.7%	5.3%	0.0%
Female State	23.2%	37.2%	28.1%	11.4%	32.4%	33.4%	26.6%	7.7%

**SAT - Racial/Ethnic Background**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
White District	40.1%	26.7%	25.1%	6.7%	46.8%	35.1%	15.0%	1.7%
White State	18.1%	34.1%	33.2%	14.6%	23.0%	31.9%	33.1%	11.9%
Black District	58.4%	32.4%	6.5%	2.2%	70.7%	26.0%	2.9%	0.0%
Black State	49.6%	36.5%	11.8%	2.1%	59.7%	28.7%	10.5%	1.1%
Hispanic District	45.8%	44.9%	7.5%	1.9%	57.9%	36.4%	5.6%	0.0%
Hispanic State	36.7%	40.9%	18.8%	3.7%	43.6%	34.9%	18.5%	2.9%
Asian District	*	*	*	*	*	*	*	*
Asian State	11.7%	25.5%	34.1%	28.6%	10.3%	20.7%	34.8%	34.2%
Native Hawaiian/Pacific Islander District	*	*	*	*	*	*	*	*
Native Hawaiian/Pacific Islander State	24.7%	38.7%	30.7%	6.0%	30.7%	32.0%	29.3%	8.0%
American Indian District	*	*	*	*	*	*	*	*
American Indian State	30.6%	46.6%	19.1%	3.7%	44.4%	33.1%	18.0%	4.5%
Two or More Races District	*	*	*	*	*	*	*	*
Two or More Races State	23.8%	34.3%	27.2%	14.8%	31.0%	30.3%	26.3%	12.3%

**SAT - English Learner**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	77.8%	18.3%	0.0%	0.0%	73.2%	22.9%	0.0%	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	76.2%	21.8%	0.0%	0.0%	83.5%	7.3%	7.3%	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	86.1%	9.6%	0.0%	0.0%	95.7%	0.0%	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	47.7%	37.6%	11.5%	3.1%	59.2%	33.4%	7.0%	0.3%
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	55.7%	35.6%	7.0%	1.6%	68.0%	26.6%	4.9%	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	30.2%	36.5%	25.4%	7.9%	38.1%	49.2%	12.7%	0.0%
Not Eligible State	16.3%	33.7%	33.7%	16.3%	21.0%	31.0%	33.7%	14.2%

## Illinois Science Assessment (ISA)

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

Level 1 - Not Proficient

Level 2 - Proficient

Scale Score Needed to be Proficient (out of 200-400 Scale Score Range)

Grade 5 - 296

Grade 8 - 293

High School - 307

ISA PROFICIENCY (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
<b>District</b>	282	127	155	97	84	95	*	*	*	5
	22.2%	20.4%	23.8%	39.6%	14.4%	22.3%	*	*	*	31.0%
<b>State</b>	207,539	105,167	102,372	124,742	15,550	42,091	16,042	252	465	8,397
	48.7%	48.5%	48.9%	61.4%	22.7%	36.2%	72.6%	55.8%	41.5%	53.3%

ISA PROFICIENCY (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
<b>District</b>	15	4	15	178	3	*	*	*
	8.6%	3.0%	9.3%	17.0%	7.7%	*	*	*
<b>State</b>	17,956	9,888	6,160	68,351	1,784	10	435	1,364
	25.2%	17.5%	15.7%	33.2%	21.9%	14.7%	22.2%	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	265	83.8%	77.6%	82.3%	*	*	*	*	79.3%	81.8%	78.6%	78.7%
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	593
State	284,680

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

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
District	10	46	121	71
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	10	46	118	63	*	*	*	*	*	*	23	11
	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	*	24	26	14	*	*	*	*	*	*	*	*
	State	6,527	13,448	24,740	29,422	48	37	323	377	2,361	3,272	11,956	22,540
Black	District	*	13	44	21	*	*	*	*	*	*	*	*
	State	1,365	2,005	4,067	4,989	83	125	720	687	920	796	1,653	3,193
Hispanic	District	*	*	47	24	*	*	*	*	*	*	13	*
	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	10	45	118	63	*	*	*	*	*	*	23	11
	State	13,869	25,670	46,438	54,340	268	318	2,414	2,402	4,221	5,658	16,981	32,770
EL	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	113	263	668	855	13	23	77	60	186	270	420	652
Non EL	District	10	46	116	62	*	*	*	*	*	*	23	11
	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	*	18	82	41	*	*	*	*	*	*	13	*
	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	*	28	36	22	*	*	*	*	*	*	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 10				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
District	95	41	58	27
State	43,954	30,374	23,121	15,951

GRADE 11				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
District	282	82	91	32
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	177	67	29	15
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	48.2%	39.6%	8.6%	21.2%	26.5%	0.4%
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	51.4%	42.9%	8.6%	21.2%	29.8%	0.4%
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>	77.2%	68.3%	87.0%	75.7%	78.5%	75.5%	*	*	*	*
<b>State</b>	86.2%	83.4%	89.1%	90.8%	76.5%	82.2%	93.9%	80.1%	78.1%	86.9%

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>	47.6%	46.5%	56.5%	74.8%	70.0%	*	*	*
<b>State</b>	74.8%	69.9%	72.0%	78.3%	66.5%	66.7%	54.8%	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>	86.4%	85.8%	87.1%	88.4%	84.2%	88.8%	*	*	*	*
<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>	76.9%	75.0%	81.3%	84.2%	*	*	*	*
<b>State</b>	74.1%	73.2%	75.9%	80.5%	71.4%	73.7%	32.3%	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>	84.8%	83.3%	86.4%	88.1%	83.8%	83.8%	*	*	*	*
<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>	70.3%	70.3%	80.0%	78.0%	*	*	*	*
<b>State</b>	75.6%	75.3%	78.5%	81.0%	73.2%	66.7%	27.3%	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>	8.8%	10.3%	7.2%	12.1%	9.1%	6.0%	*	*	*	8.3%	4.0%	6.6%	4.2%	7.5%
<b>State</b>	4.2%	4.7%	3.7%	2.7%	8.0%	5.0%	1.7%	5.4%	6.5%	4.2%	2.8%	4.1%	2.4%	6.4%

## NAEP

## 2017 Mathematics State Snapshot Report

### Illinois - Grade 4 - Public Schools

#### Results for Student Groups in 2017

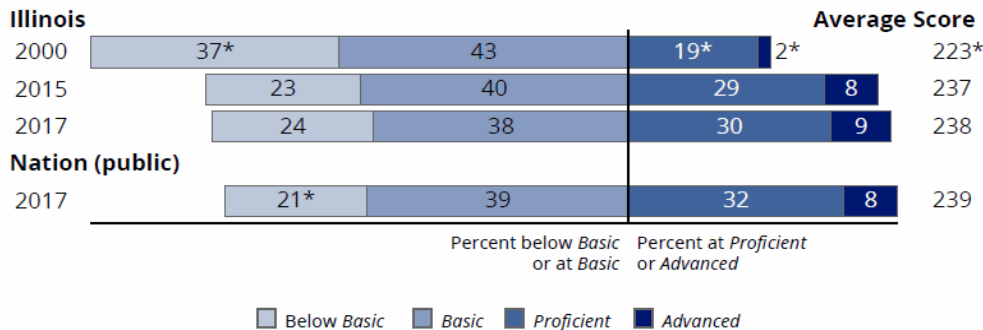
Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	47	249	87	52	13
Black	17	217	54	15	1
Hispanic	27	227	67	23	3
Asian	5	263	92	70	28
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander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

# Rounds to zero.

‡ Reporting standards not met.

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

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



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

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

NAEP

## 2017 Mathematics State Snapshot Report

### Illinois - Grade 8 - Public Schools

#### Results for Student Groups in 2017

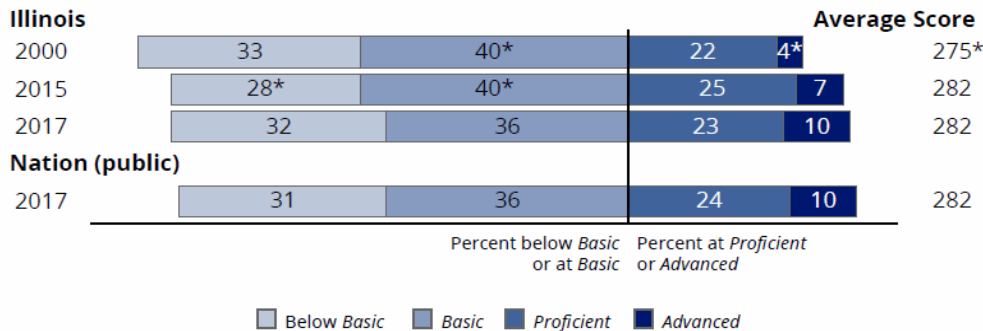
Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	51	291	79	42	13
Black	15	257	42	11	1
Hispanic	27	272	60	21	4
Asian	4	314	87	66	34
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander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

# Rounds to zero.

‡ Reporting standards not met.

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

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



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

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

## NAEP

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

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

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

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

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

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

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

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

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



## NAEP

## 2017 Reading State Snapshot Report

### Illinois - Grade 4 - Public Schools

#### Results for Student Groups in 2017

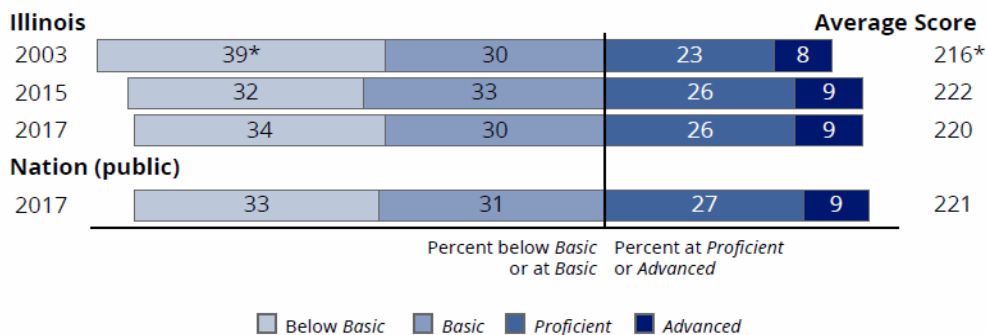
Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	47	232	78	47	14
Black	17	199	43	15	2
Hispanic	27	209	54	22	4
Asian	5	244	87	62	23
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander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

# Rounds to zero.

‡ Reporting standards not met.

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

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



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

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

## NAEP

## 2017 Reading State Snapshot Report

### Illinois - Grade 8 - Public Schools

#### Results for Student Groups in 2017

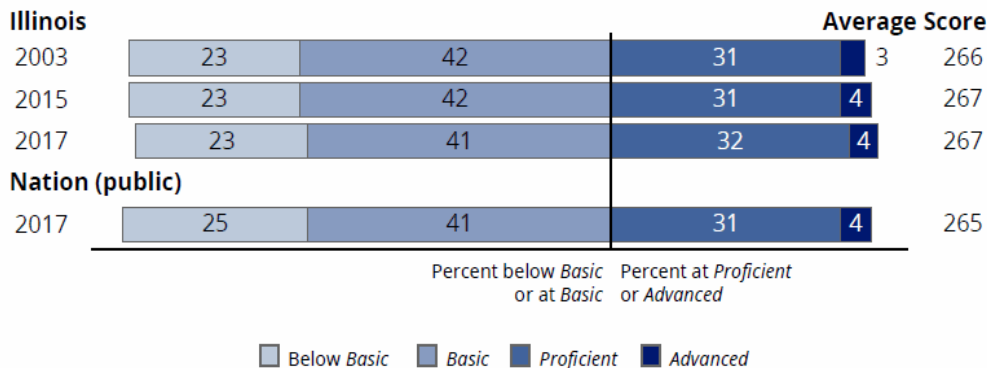
Reporting Groups	Percentage of students	Avg. score	Percentage at or above		Percentage at Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	51	275	84	45	5
Black	15	246	56	15	1
Hispanic	27	258	71	25	1
Asian	4	292	94	68	14
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander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

# Rounds to zero.

‡ Reporting standards not met.

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

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



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

## NAEP

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

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

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

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

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

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

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

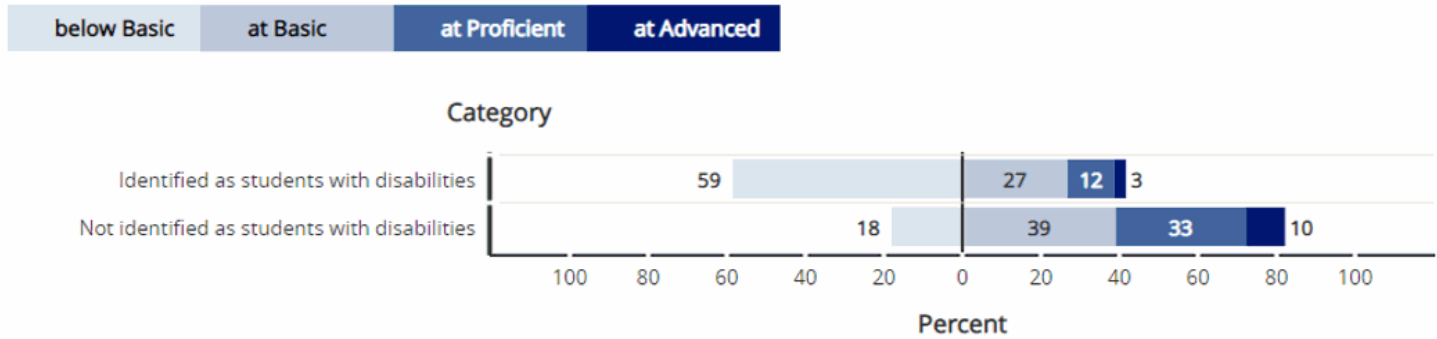
NOTE: Beginning with the 2017 assessment, NAEP reading results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. SD includes students identified as having an Individualized Education Program but excludes other students protected under Section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

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

**NAEP**

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

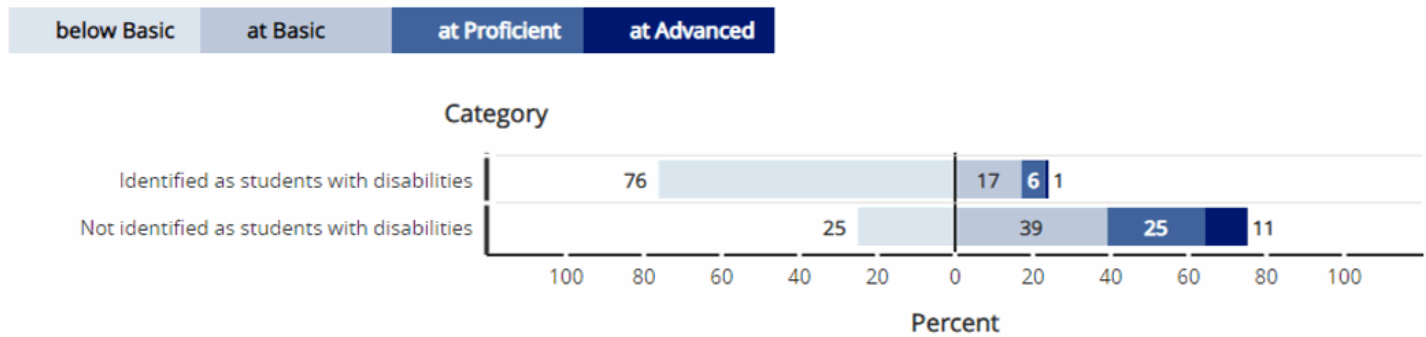
Percentage below Basic, percentage at Basic, percentage at Proficient and percentage at Advanced for grade 4 mathematics, by Disability status of student, including those with 504 plan [IEP] for jurisdiction: 2017  
2017, Illinois



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

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

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

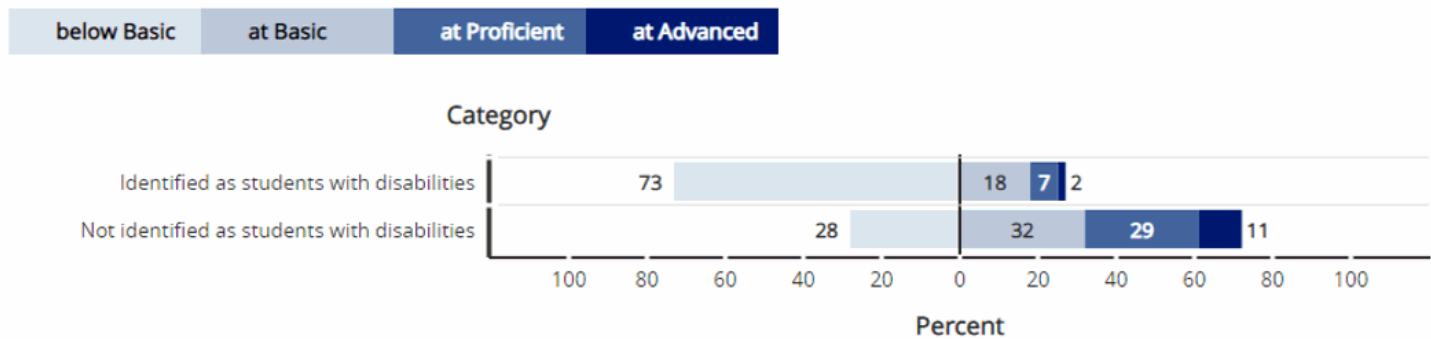


IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.  
NOTE: Some apparent differences between estimates may not be statistically significant.  
SOURCE: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

**NAEP**

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

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



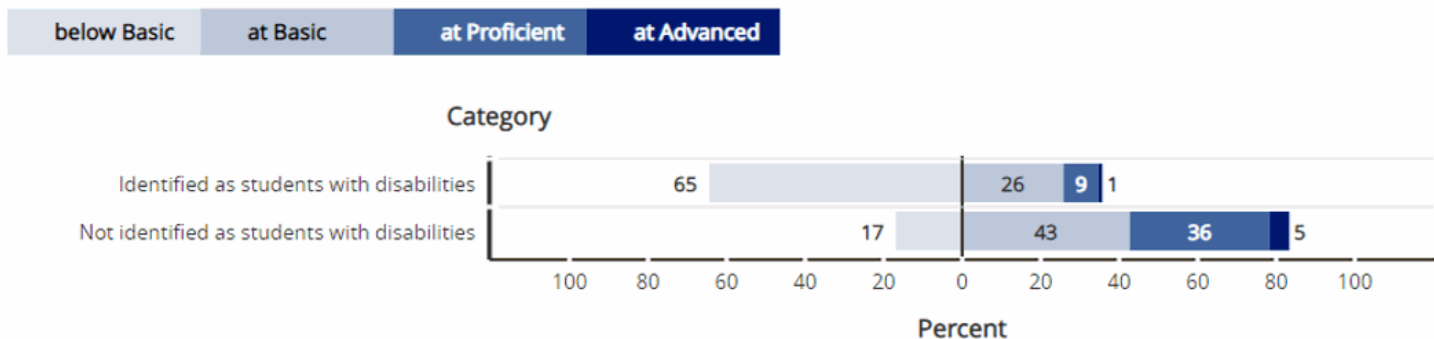
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

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

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

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



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

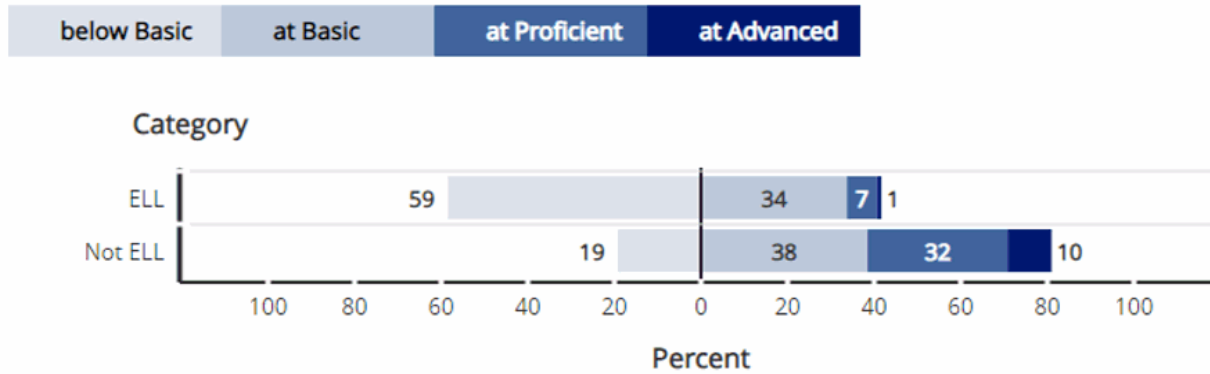
NOTE: Some apparent differences between estimates may not be statistically significant.

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

**NAEP**

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

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

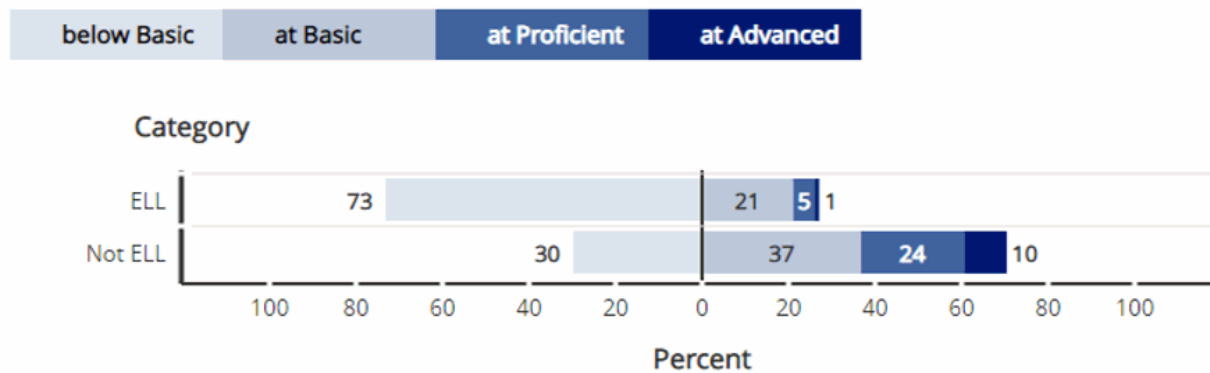


NOTE: Some apparent differences between estimates may not be statistically significant.

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

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

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



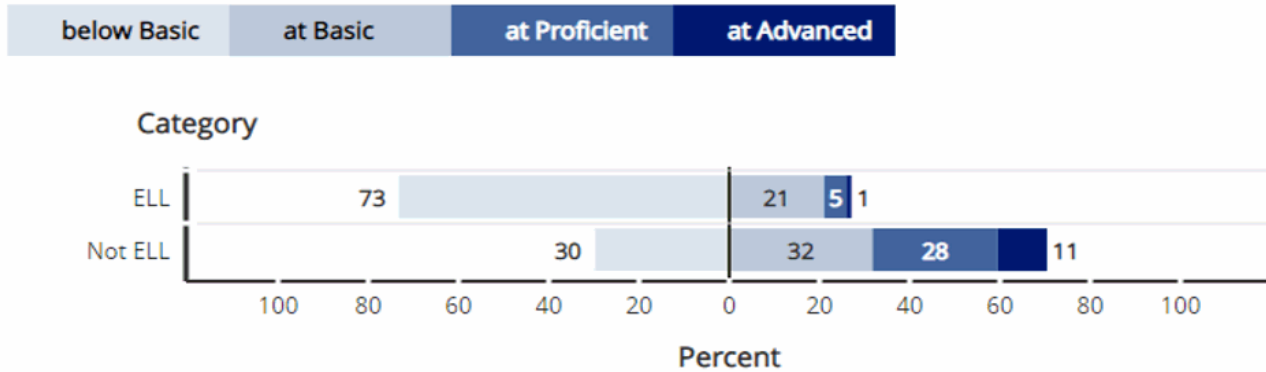
NOTE: Some apparent differences between estimates may not be statistically significant.

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

**NAEP**

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

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

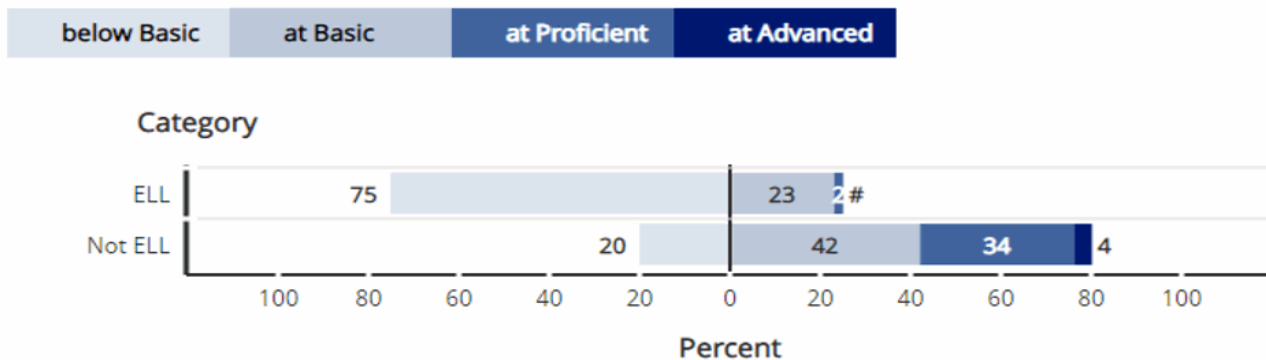


NOTE: Some apparent differences between estimates may not be statistically significant.

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

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

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



# Rounds to zero.

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

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

## NAEP

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

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

Additional information regarding NAEP results can be found here:

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



**CIVIL RIGHTS DATA COLLECTION - 2015-17 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 to three-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	18.4%
State	5.3%

CRDC - OUT-OF-SCHOOL SUSPENSIONS	
District	11.3%
State	4.5%

CRDC - EXPULSIONS	
District	0.0%
State	0.2%

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

CRDC - REFERRAL TO LAW ENFORCEMENT	
District	0.2%
State	0.4%

CRDC - CHRONIC ABSENTEEISM	
District	31.1%
State	16.5%

CRDC - INCIDENTS OF VIOLENCE	
	Rate of Incidents of Violence
District	8.3%
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	579 10.5%
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	198	3.6%	0	0.0%	44	0.8%
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	19.2%	47.5%	30.9%	0.5%	0.0%	0.1%	1.9%
	Students with IEPs	21.3%	49.7%	27.3%	0.2%	0.2%		1.4%
All Peer Districts *	All Students	60.8%	11.3%	18.7%	4.3%	0.1%	0.3%	4.5%
	Students with IEPs	60.1%	14.5%	18.0%	2.1%	0.1%	0.3%	4.9%
State	All Students	47.5%	16.7%	26.5%	5.2%	0.1%	0.3%	3.8%
	Students with IEPs	46.9%	19.7%	26.5%	2.6%	0.1%	0.3%	3.9%

### Percent of Students with IEPs in Each Disability Category

Disability Category	Percent of All Students			Percent of Students with IEPs		
	District	All Peer Districts*	State	District	All Peer Districts*	State
Autism	0.7%	1.3%	1.4%	5.9%	8.4%	9.2%
Deafness		0.0%	0.0%		0.1%	0.2%
Deaf-Blindness		0.0%	0.0%		0.0%	0.0%
Developmental Delay	1.4%	2.0%	2.0%	11.1%	12.9%	13.1%
Emotional Disability	0.8%	0.9%	0.9%	6.6%	5.8%	6.2%
Hearing Impairment	0.2%	0.2%	0.1%	1.7%	1.0%	0.9%
Intellectual Disability	1.0%	0.7%	0.8%	8.0%	4.6%	5.2%
Multiple Disabilities	0.2%	0.2%	0.1%	1.7%	1.1%	1.0%
Orthopedic Impairment	0.1%	0.1%	0.1%	0.5%	0.4%	0.3%
Other Health Impairment	1.7%	2.2%	1.9%	13.9%	14.3%	12.9%
Specific Learning Disability	3.2%	5.0%	5.1%	25.3%	31.7%	34.0%
Speech or Language Impairment	3.1%	3.0%	2.4%	24.7%	19.2%	16.3%
Traumatic Brain Injury	0.1%	0.0%	0.0%	0.5%	0.2%	0.2%
Visual Impairment	0.0%	0.1%	0.1%	0.2%	0.4%	0.4%

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

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

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

## EDUCATIONAL ENVIRONMENTS FOR STUDENTS WITH IEPs

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

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

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

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

Percent of Students with IEPs in Various Educational Environments					
		Inside $\geq$ 80%	Inside 40-79%	Inside <40%	Separate Facility
All Students with an IEP	District	60.7%	18.1%	18.9%	2.2%
	All Peer Districts*	54.7%	26.2%	13.1%	6.0%
	State	53.6%	26.6%	13.2%	6.6%

<b>Educational Environments by Race / Ethnicity</b>					
		<b>Inside <math>\geq</math> 80%</b>	<b>Inside 40-79%</b>	<b>Inside &lt;40%</b>	<b>Separate Facility</b>
<b>White</b>	<b>District</b>	60.5%	17.5%	18.4%	3.5%
	<b>All Peer Districts*</b>	56.7%	26.6%	10.8%	5.8%
	<b>State</b>	57.0%	24.9%	11.3%	6.7%
<b>Black</b>	<b>District</b>	52.9%	21.0%	24.3%	1.8%
	<b>All Peer Districts*</b>	47.2%	25.7%	19.1%	8.1%
	<b>State</b>	45.0%	30.3%	16.4%	8.3%
<b>Hispanic</b>	<b>District</b>	78.2%	10.6%	9.2%	2.1%
	<b>All Peer Districts*</b>	54.3%	26.6%	14.4%	4.7%
	<b>State</b>	54.1%	27.7%	13.4%	4.7%
<b>Asian</b>	<b>District</b>	0.0%	0.0%	0.0%	0.0%
	<b>All Peer Districts*</b>	56.3%	17.4%	20.4%	5.9%
	<b>State</b>	54.2%	19.7%	19.1%	7.0%
<b>Native Hawaiian</b>	<b>District</b>	100.0%	0.0%	0.0%	0.0%
	<b>All Peer Districts*</b>	49.0%	26.0%	18.8%	6.3%
	<b>State</b>	49.1%	20.3%	23.4%	7.2%
<b>Native American</b>	<b>District</b>				
	<b>All Peer Districts*</b>	52.1%	26.9%	13.1%	7.9%
	<b>State</b>	51.5%	25.7%	14.5%	8.4%
<b>Two or More Races</b>	<b>District</b>	14.3%	71.4%	14.3%	0.0%
	<b>All Peer Districts*</b>	54.5%	24.7%	14.6%	6.2%
	<b>State</b>	54.1%	23.9%	14.5%	7.5%

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

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

<b>Educational Environments for Students with IEPs for Selected Disabilities</b>					
		<b>Inside <math>\geq</math> 80%</b>	<b>Inside 40-79%</b>	<b>Inside &lt;40%</b>	<b>Separate Facility</b>
<b>Autism</b>	District	41.7%	16.7%	36.1%	5.6%
	All Peer Districts*	31.3%	22.8%	31.1%	14.8%
	State	30.0%	22.5%	31.4%	16.1%
<b>Emotional Disability</b>	District	26.2%	33.3%	38.1%	2.4%
	All Peer Districts*	30.5%	19.4%	18.3%	31.9%
	State	34.8%	20.1%	14.6%	30.5%
<b>Intellectual Disability</b>	District	11.8%	43.1%	41.2%	3.9%
	All Peer Districts*	3.4%	30.6%	54.3%	11.7%
	State	3.7%	29.3%	51.1%	15.9%
<b>Other Health Impairment</b>	District	56.8%	17.0%	22.7%	3.4%
	All Peer Districts*	55.5%	29.0%	10.2%	5.3%
	State	58.0%	27.4%	9.5%	5.0%
<b>Specific Learning Disability</b>	District	70.2%	20.5%	8.1%	1.2%
	All Peer Districts*	55.0%	37.7%	6.2%	1.1%
	State	55.4%	37.2%	6.3%	1.1%
<b>Speech or Language Impairment</b>	District	97.2%	0.0%	2.8%	0.0%
	All Peer Districts*	98.0%	1.4%	0.5%	0.0%
	State	97.2%	1.9%	0.8%	0.1%

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

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

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

<b>Percent of Students with IEPs in Various Educational Environments</b>					
	<b>Regular Early Childhood Program</b>		<b>Separate Class/Facility</b>	<b>Home</b>	<b>Service Provider</b>
	<b>Majority of Services Inside EC Program</b>	<b>Majority of Services Outside EC Program</b>			
District	84.0	0.0	10.0	1.0	5.0
All Peer Districts*	41.3	32.0	20.4	0.3	6.0
State	45.4	24.8	23.9	0.2	5.7

<b>Educational Environments by Race/Ethnicity</b>					
	<b>Regular Early Childhood Program</b>		<b>Separate Class/ Facility</b>	<b>Home</b>	<b>Service Provider</b>
	<b>Majority of Services Inside EC Program</b>	<b>Majority of Services Outside EC Program</b>			
<b>White</b>					
District	72.7%	0.0%	18.2%	4.5%	4.5%
All Peer Districts*	40.0%	34.6%	18.3%	0.3%	6.8%
State	40.5%	30.6%	20.9%	0.2%	7.7%
<b>Black</b>					
District	83.3%	0.0%	11.9%	0.0%	4.8%
All Peer Districts*	39.9%	31.6%	25.5%	0.1%	3.0%
State	47.5%	21.6%	28.8%	0.1%	2.0%
<b>Hispanic</b>					
District	93.9%	0.0%	0.0%	0.0%	6.1%
All Peer Districts*	46.1%	26.6%	21.7%	0.2%	5.4%
State	54.9%	15.8%	25.5%	0.1%	3.6%
<b>Asian</b>					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	42.7%	18.0%	31.7%	0.5%	7.1%
State	45.7%	14.9%	33.8%	0.4%	5.2%
<b>Native Hawaiian</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	70.0%	10.0%	20.0%	0.0%	0.0%
State	55.6%	11.1%	33.3%	0.0%	0.0%
<b>Native American</b>					
District					
All Peer Districts*	39.0%	26.8%	24.4%	2.4%	7.3%
State	36.3%	23.0%	34.1%	1.5%	5.2%
<b>Two or More Races</b>					
District	50.0%	0.0%	50.0%	0.0%	0.0%
All Peer Districts*	41.2%	31.7%	22.4%	0.2%	4.6%
State	42.0%	28.4%	24.4%	0.2%	5.1%

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

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

<b>Educational Environments for Students with IEPs for Selected Disabilities</b>					
	<b>Regular Early Childhood Program</b>		<b>Separate Class/ Facility</b>	<b>Home</b>	<b>Service Provider</b>
	<b>Majority of Services Inside EC Program</b>	<b>Majority of Services Outside EC Program</b>			
<b>Autism</b>					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	31.6%	12.1%	56.0%	0.0%	0.3%
State	30.1%	11.2%	58.2%	0.0%	0.6%
<b>Developmental Delay</b>					
District	84.6%	0.0%	10.3%	0.0%	5.1%
All Peer Districts*	46.7%	20.3%	32.2%	0.1%	0.7%
State	49.7%	15.5%	33.8%	0.1%	0.9%
<b>Emotional Disability</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	24.1%	37.9%	34.5%	0.0%	3.4%
State	26.3%	31.6%	38.6%	0.0%	3.5%
<b>Intellectual Disability</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	26.7%	11.7%	61.7%	0.0%	0.0%
State	23.4%	12.6%	63.1%	0.0%	0.9%
<b>Other Health Impairment</b>					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	43.6%	19.6%	33.5%	1.8%	1.5%
State	41.6%	17.2%	37.7%	1.7%	1.8%
<b>Specific Learning Disability</b>					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	46.4%	28.6%	17.9%	0.0%	0.0%
State	48.3%	20.0%	26.7%	0.0%	5.0%
<b>Speech or Language Impairment</b>					
District	84.3%	0.0%	9.8%	0.0%	5.9%
All Peer Districts*	37.9%	47.3%	2.2%	0.3%	12.3%
State	44.4%	39.2%	3.6%	0.2%	12.7%

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

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

## STATE PERFORMANCE PLAN INDICATORS FOR STUDENTS WITH IEPS

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

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

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

SPP Indicator	Indicator Description	2018 - 2019 District Data	2018 - 2019 State Target	District Met State Target
<b>1</b>	Graduation Rate for students with IEPs (Data lag one year)	74.4	73.0	Yes
<b>2</b>	Dropout Rate for students with IEPs (Data lag one year)	0.6	4.5	Yes
<b>3a</b>	Made adequate yearly progress (AYP) for students with IEPs	N/A	N/A	N/A
<b>3b</b>	Reading assessment participation rate for students with IEPs	98.7	95.0	Yes
<b>3b</b>	Math assessment participation rate for students with IEPs	98.4	95.0	Yes
<b>3c</b>	Students with IEPs meeting or exceeding standards on state reading assessments	2.3	23.1	No
<b>3c</b>	Students with IEPs meeting or exceeding standards on state math assessments	1.6	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	60.7	58.0	Yes
<b>5b</b>	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	18.9	15.5	No
<b>5c</b>	Students with IEPs ages 6-21 served in separate educational facilities	2.2	3.9	Yes

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	84.0	32.9	Yes
<b>6b</b>	Children ages 3-5 in separate special education class, separate school or residential facility	10.0	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	90.0	86.3	Yes
<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	48.4	55.6	No
<b>7b</b>	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	83.3	87.0	No
<b>7b</b>	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	29.0	53.9	No
<b>7c</b>	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	78.6	88.1	No
<b>7c</b>	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program	54.8	64.3	No
<b>8</b>	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities		61.0	N/A
<b>9</b>	Disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification	No	No	Yes
<b>10</b>	Disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification	No	No	Yes

<b>SPP Indicator</b>	<b>Indicator Description</b>	<b>2018 - 2019 District Data</b>	<b>2018 - 2019 State Target</b>	<b>District Met State Target</b>
<b>11</b>	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	100.0	100.0	Yes
<b>12</b>	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	97.0	100.0	No
<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