20-033-0100-26-0002 Hamilton Co CUSD 10 Page 1 of 46

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2019

EBF District Funding Tier - 1
Financial capacity to meet expectations - 62.9 %
State Senate District - 59
State House District - 117

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 <a href="https://www.lllinoisReportCard.com">www.lllinoisReportCard.com</a>.

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

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

20-033-0100-26-0002 Hamilton Co CUSD 10 Page 2 of 46

# **STUDENTS**

STUDENT	ENROLLMEN	Т										
						Native Hawaiian		Two or	Children			
	All	White	Black	Hispanic	Asian	/Pacific Islander	American Indian	More Races	with Disabilities	English Learners	Low Income	Homeless
District	1,211	1,159	9	18	4	*	1	20	287	*	638	71
		95.7%	0.7%	1.5%	0.3%	*	0.1%	1.7%	23.7%	*	52.7%	5.9%
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 <u>Serving School</u>.

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	ABSENTEEISI	M RATE										
						Native Hawaiian /Pacific	American	Two or More	Children with	Students with	English	Low
	All	White	Black	Hispanic	Asian	Islander	Indian	Races	Disabilities	IEPs	Learners	Income
District	13.7%	13.7%	*	12.9%	*	*	*	10.6%	19.0%	19.5%	*	19.9%
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 RA	TE												
									American	Two or More	Children with	Students with	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	<u>Disabilities</u>	IEPs	Learners	Income
District	8.8%	7.7%	10.0%	8.6%	10.0%	10.5%	*	*	*	19.0%	11.1%	11.0%	*	13.0%
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.

20-033-0100-26-0002 Hamilton Co CUSD 10 Page 3 of 46

# **INSTRUCTIONAL SETTING**

TOTAL SCHOOL DAYS						
Number of Days						
District	175					
State	175					
State	175					

	% of 8TH GRADERS PASSING ALGEBRA I						
D	District 32.1%						
s	tate	30.6%					

STUDENT	STUDENT-TO-STAFF RATIOS								
	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator					
District	19.9	20.0	11.2	201.8					
State	18.4	19.0	10.4	172.5					

WEL	HEALTH AND WELLNESS (days per week)					
District 4.7						
State	3.7					

AVERAGE	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	17.7	22.3	20.7	21.1	20.8	19.8	19.5	19.5	20.3	18.8	19.2
State	21.5	21.3	21.6	22.0	22.4	23.0	23.2	22.8	22.6	21.7	21.9

TEACHER	EACHER INFORMATION (Full-Time Equivalents)										
	Total							Native Hawaiian /Pacific	American	Two or More	
	Number	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	Unknown
District	75	21.1%	78.9%	98.7%	*	1.3%	*	*	*	*	*
State	130,754	23.2%	76.8%	82.6%	5.9%	6.7%	1.6%	0.1%	0.2%	0.8%	2.2%

		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	13.9	36.6%	62.1%	*	*
	High Poverty Schools	*	*	*	*	*
	Low Poverty Schools	*	*	*	*	*
State	All Schools	13.2	38.9%	60.6%	*	*
	High Poverty Schools	2.7	9.1%	12.9%	2.0%	0.3%
	Low Poverty Schools	4.4	10.1%	21.1%	1.2%	0.1%

TEACHER RETENTION RATE						
District	90.4%					
State	85.7%					

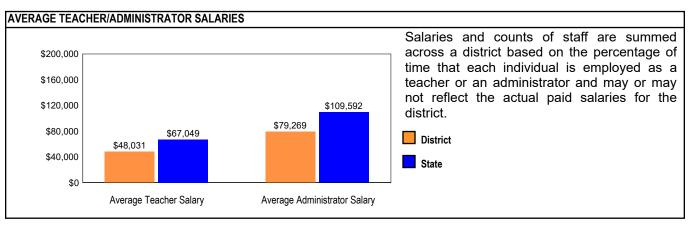
TEACHER ATTENDANCE RATE						
District	73.9%					
State	73.5%					

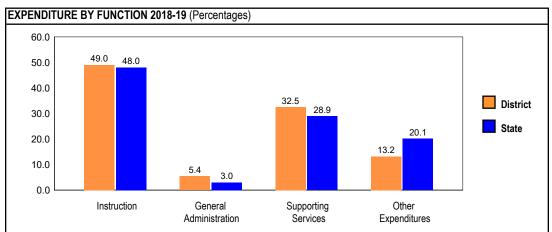
TEACHER	REVALUATION RATE
District	100.0%
State	97.2%

PRINCIPAL TURNOVER (Count)									
District	2.0								
State	2.0								

20-033-0100-26-0002 Hamilton Co CUSD 10 Page 4 of 46

#### **SCHOOL DISTRICT FINANCES**





REVENUE BY SOURCE 2018-19			
	District	District %	State %
Local Property Taxes	\$4,040,972	30.0%	60.6%
Other Local Funding	\$1,022,615	7.6%	5.4%
Evidence-Based Funding	\$5,843,818	43.4%	20.9%
Other State Funding	\$1,821,763	13.5%	6.0%
Federal Funding	\$739,720	5.5%	7.1%
TOTAL	\$13,468,888		

<b>EXPENDITURE BY FUND 2018</b>	3-19		
	District	District %	State %
Education	\$9,062,599	76.3%	70.5%
Operations & Maintenance	\$370,009	3.1%	7.1%
Transportation	\$721,882	6.1%	3.9%
Debt Service	\$256,889	2.2%	9.8%
Tort	\$408,325	3.4%	1.2%
Municipal Retirement/			
Social Security	\$414,868	3.5%	2.0%
Fire Prevention & Safety	\$110,000	0.9%	0.5%
Capital Projects	\$538,248	4.5%	4.9%
TOTAL	\$11,882,820		

OTHER FIN	ANCIAL 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	\$82,031	3.92	\$5,127	\$8,855
State	**	**	\$8,172	\$13,764

<sup>\*\*</sup> 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.

20-033-0100-26-0002 Hamilton Co CUSD 10 Page 5 of 46

#### **SCHOOL-LEVEL FINANCES**

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

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

	Site-Level Per-Pupil Expenditures			•	1	Centralized Expenditure	•	Total Pe	r-Pupil Expe	enditures		
District Sites	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Exclusions	Total Expenditures
Dahlgren Elem School	138.52	\$69	\$3,415	\$3,484	\$929	\$4,584	\$5,513	\$998	\$7,999	\$8,996		
East Side Elementary School	427.50	\$536	\$3,032	\$3,569	\$800	\$4,584	\$5,383	\$1,336	\$7,616	\$8,952		
Hamilton County Jr/Sr High School	563.02	\$10	\$2,970	\$2,980	\$488	\$4,583	\$5,071	\$498	\$7,553	\$8,051		
Hamilton County Preschool Center	84.54	\$0	\$9,624	\$9,624	\$966	\$9,167	\$10,133	\$966	\$18,790	\$19,757		
District	1,213.58	\$201	\$3,506	\$3,708	\$682	\$4,902	\$5,584	\$883	\$8,409	\$9,292	\$1,057,619	\$12,333,929

20-033-0100-26-0002 Hamilton Co CUSD 10 Page 6 of 46

#### **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 PAR	TICIPATION - A	LL TESTS	(Demogra	phics)										
								Native						
								Hawaiian		Two or	Children	Students		
								/Pacific	American	More	with	with	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	Disabilities	IEPs	Learners	Income
District	615	326	289	591	*	*	*	*	*	*	147	138	*	327
	99.7%	99.7%	99.7%	99.8%	*	*	*	*	*	*	98.7%	98.6%	*	99.4%
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 PA	RTICIPATION -	ALL TEST	S (Demog	raphics)										
								Native						
								Hawaiian		Two or	Children	Students		
								/Pacific	American	More	with	with	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	Disabilities	IEPs	Learners	Income
District	615	326	289	591	*	*	*	*	*	*	147	138	*	327
	99.7%	99.7%	99.7%	99.8%	*	*	*	*	*	*	98.7%	98.6%	*	99.4%
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	PARTICIPATIO	N - ALL TI	ESTS (Den	nographics	i)									
								Native						
								Hawaiian		Two or	Children	Students		
								/Pacific	American	More	with	with	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	Disabilities	IEPs	Learners	Income
District	257	128	129	248	*	*	*	*	*	*	41	37	*	127
	99.6%	99.2%	100.0%	99.6%	*	*	*	*	*	*	97.6%	97.4%	*	99.2%
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 F	PARTICIPATION	N (Demogr	aphics)											
								Native						
								Hawaiian		Two or	Children	Students		_
									American	More	with	with	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	Disabilities	IEPs	Learners	Income
District	511	265	246	488	*	*	*	*	*	*	128	119	*	286
	100.0%	100.0%	100.0%	100.0%	*	*	*	*	*	*	100.0%	100.0%	*	100.0%
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%

20-033-0100-26-0002 Hamilton Co CUSD 10 Page 7 of 46

IAR MATH	I PARTICIPATI	ON (Demo	graphics)											
								Native						
								Hawaiian		Two or	Children	Students		
									American	More	with	with	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	Disabilities	IEPs	Learners	Income
District	511	265	246	488	*	*	*	*	*	*	128	119	*	286
	100.0%	100.0%	100.0%	100.0%	*	*	*	*	*	*	100.0%	100.0%	*	100.0%
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	PARTICIPATIO	N (Demog	raphics)											
								Native						
								Hawaiian		Two or	Children	Students		
				1401.14	<b>5.</b> .				American	More	with	with	English	Low
ļ .	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	Disabilities	IEPs	Learners	Income
District	95	56	39	94	*	*	*	*	*	*	10	10	*	37
	100.0%	100.0%	100.0%	100.0%	*	*	*	*	*	*	100.0%	100.0%	*	100.0%
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 MAT	H PARTICIPATI	ON (Demo	graphics)											
								Native						
								Hawaiian		Two or	Children	Students		
								/Pacific	American	More	with	with	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	Disabilities	IEPs	Learners	Income
District	95	56	39	94	*	*	*	*	*	*	10	10	*	37
	100.0%	100.0%	100.0%	100.0%	*	*	*	*	*	*	100.0%	100.0%	*	100.0%
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 E	LA PARTICIPA	TION (Der	nographic	s)										
								Native						
								Hawaiian		Two or	Children	Students		
	AII	Mala	Famala.	\A/In:4.	Disale	Hanania	A =!===	/Pacific	American	More	with	with	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	Disabilities	IEPs	Learners	Income
District	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*	*
State	11,237	7,420	3,817	4,745	2,544	2,986	545	11	28	378	11,188	11,188	2,575	6,762
	90.4%	90.2%	90.6%	90.6%	86.8%	92.8%	92.1%	91.7%	84.8%	92.4%	90.6%	90.6%	95.3%	89.8%

DLM-AA N	MATH PARTICIE	PATION (D	emograph	ics)				Native						
	All	Male	Female	White	Black	Hispanic	Asian	Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*	*
State	11,225	7,414	3,811	4,736	2,543	2,983	544	11	28	380	11,176	11,176	2,572	6,756
	90.3%	90.2%	90.5%	90.4%	86.8%	92.7%	91.9%	91.7%	84.8%	92.9%	90.5%	90.5%	95.2%	89.7%

20-033-0100-26-0002 Hamilton Co CUSD 10 Page 8 of 46

DLM-AA S	CIENCE PART	ICIPATION	l (Demogra	aphics)										
								Native						
								Hawaiian		Two or	Children	Students		
								/Pacific	American	More	with	with	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	Disabilities	IEPs	Learners	Income
District	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*	*
State	4,731	3,136	1,595	2,031	1,114	1,210	218	1	12	145	4,715	4,715	971	2,763
	90.2%	90.1%	90.3%	89.1%	88.9%	93.2%	91.2%	50.0%	100.0%	88.4%	90.3%	90.3%	93.8%	89.7%

<b>ISA PART</b>	ICIPATION (De	mographic	cs)											
								Native						
								Hawaiian		Two or	Children	Students		
	<b>A</b> 11			14/1 14	ъ				American	More	with	with	English	Low
	All	Male	Female	White	Black	Hispanic	Asian	Islander	Indian	Races	Disabilities	IEPs	Learners	Income
District	257	128	129	248	*	*	*	*	*	*	41	37	*	127
	100.0%	100.0%	100.0%	100.0%	*	*	*	*	*	*	100.0%	100.0%	*	100.0%
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 PRO	FICIENCY - AL	L TESTS	(Demogra	phics)						
								Native Hawaiian		Two or
	All Students	Male	Female	White	Black	Hispanic	Asian	/Pacific /	American Indian	More Races
District	287	122	165	274	*	*	*	*	*	*
	46.7%	37.4%	57.1%	46.4%	*	*	*	*	*	*
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%

	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	21	15	*	118	7	*	3	*
	14.3%	10.9%	*	36.1%	23.3%	*	28.7%	*
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 PR	OFICIENCY - A	ALL TEST	S (Demog	raphics)				Native		
	All Students	Male	Female	White	Black	Hispanic	Asian	Hawaiian	American Indian	Two or More Races
District	209	96	113	201	*	*	*	*	*	*
	34.0%	29.4%	39.1%	34.0%	*	*	*	*	*	*
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%

MATH PR	OFICIENCY - A	ALL TESTS (D	emographic	s Continu	ed)			
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	14	10	*	79	2	*	2	*
	9.5%	7.2%	*	24.2%	6.7%	*	19.1%	*
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	Y - ALL TE	STS (Dem	nographics	5)			Native		
	All Students	Male	Female	White	Black	Hispanic		Hawaiian /Pacific Islander	American Indian	Two or More Races
District	134	67	67	128	*	*	*	*	*	*
	52.1%	52.3%	51.9%	51.6%	*	*	*	*	*	*
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	(Demograp	hics Cont	inued)			
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	9	6	*	57	6	*	*	*
	22.0%	16.2%	*	44.9%	40.0%	*	*	*
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 PROFI	CIENCY ON AC	CESS					
						#	%
	_					Long	Long
	#	#	%	#	%	Term	Term
	ELS	Tested	Participation 2 4 1	Proficient	Proficient	EL	EL
District	*	*	*	*	*	*	*
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

	ELA           1         2         3         4         5						Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5		
District	6.9%	17.2%	24.1%	51.7%	0.0%	5.7%	26.4%	23.0%	37.9%	6.9%		
State	22.5%	18.5%	22.7%	32.8%	3.6%	14.5%	20.2%	24.7%	33.0%	7.6%		

#### Grade 3 - Gender

				ELA				M	athematic	S	
	Levels	1	2	3	4	5	1	2	3	4	5
Male	District State	5.9% 25.4%	21.6% 19.5%	27.5% 22.8%	45.1% 29.8%	0.0% 2.6%	7.8% 15.3%	21.6% 19.2%	27.5% 24.1%	35.3% 33.2%	7.8% 8.1%
Female	District State	8.3% 19.5%	11.1% 17.4%	19.4% 22.6%	61.1% 35.9%	0.0% 4.6%	2.8% 13.8%	33.3% 21.2%	16.7% 25.3%	41.7% 32.8%	5.6% 7.0%

				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
White	District	7.1%	17.9%	23.8%	51.2%	0.0%	6.0%	27.4%	22.6%	38.1%	6.0%
	State	13.8%	16.9%	25.2%	39.9%	4.2%	8.4%	15.2%	25.1%	41.4%	10.0%
Black	District	*	*	*	*	*	*	*	*	*	*
	State	37.0%	21.3%	19.5%	20.6%	1.6%	28.7%	28.3%	23.6%	17.6%	1.8%
Hispanic	District	*	*	*	*	*	*	*	*	*	*
•	State	31.4%	21.1%	20.9%	24.3%	2.2%	18.3%	26.2%	26.9%	25.4%	3.2%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	9.0%	10.6%	19.3%	50.8%	10.3%	3.7%	8.2%	14.9%	47.4%	25.8%
<b>Native Haw</b>	aiian/Pacific										
Islander											
	District	*	*	*	*	*	*	*	*	*	*
	State	18.7%	16.5%	18.7%	41.7%	4.3%	12.9%	17.3%	23.0%	36.0%	10.8%
American I	ndian										
	District	*	*	*	*	*	*	*	*	*	*
	State	26.9%	21.0%	18.2%	31.8%	2.1%	19.9%	24.1%	25.5%	23.4%	7.0%
Two or Moi	e Races										
	District	*	*	*	*	*	*	*	*	*	*
	State	21.1%	17.1%	23.3%	33.8%	4.7%	14.7%	19.2%	24.1%	32.9%	9.0%

### Grade 3 - Children with Disabilities

		ELA 5					Mathematics					
Levels	1	1 2 3 4 5					2	3	4	5		
District	22.2%	22.2%	18.5%	37.0%	0.0%	14.8%	40.7%	18.5%	22.2%	3.7%		
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

				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District	23.1%	23.1%	19.2%	34.6%	0.0%	15.4%	42.3%	15.4%	23.1%	3.8%
	State	54.0%	20.2%	14.2%	11.1%	0.5%	36.4%	27.0%	19.6%	14.9%	2.2%
Non-IEP	District	0.0%	14.8%	26.2%	59.0%	0.0%	1.6%	19.7%	26.2%	44.3%	8.2%
	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

		<u> </u>	ELA				М	athematic	cs	
Levels	1	2 3 4				1	2	3	4	5
Free/Reduced Price Lunch										
District	11.8%	21.6%	27.5%	39.2%	0.0%	3.9%	29.4%	27.5%	33.3%	5.9%
State	32.8%	21.9%	21.5%	22.1%	1.6%	22.1%	26.7%	26.0%	22.6%	2.6%
Not Eligible District	0.0%	11.1%	19.4%	69.4%	0.0%	8.3%	22.2%	16.7%	44.4%	8.3%
State	11.3%	14.8%	24.0%	44.3%	5.6%	6.4%	13.0%	23.4%	44.3%	12.9%

# Grade 4 - All

							Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5		
District	13.5%	5.6%	27.0%	38.2%	15.7%	11.2%	9.0%	25.8%	48.3%	5.6%		
State	17.3%	19.9%	26.0%	29.3%	7.4%	16.7%	21.2%	28.7%	30.5%	3.0%		

#### Grade 4 - Gender

	3										
				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
Male	District State	13.7% 20.3%	7.8% 21.3%	29.4% 25.7%	43.1% 27.2%	5.9% 5.5%	11.8% 17.2%	11.8% 20.4%	29.4% 27.8%	45.1% 31.2%	2.0% 3.4%
Female	District State	13.2% 14.2%	2.6% 18.5%	23.7% 26.3%	31.6% 31.5%	28.9% 9.4%	10.5% 16.1%	5.3% 22.0%	21.1% 29.5%	52.6% 29.7%	10.5% 2.7%

				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
White	District State	13.4% 9.9%	4.9% 15.5%	24.4% 26.8%	41.5% 37.4%	15.9% 10.4%	9.8% 9.1%	8.5% 16.5%	24.4% 30.5%	52.4% 40.0%	4.9% 3.9%
Black	District State	* 31.0%	* 27.7%	* 24.2%	* 15.3%	1.9%	* 33.8%	28.8%	* 24.1%	* 12.9%	* 0.5%
Hispanic	District State	23.9%	24.9%	27.0%	21.3%	2.8%	* 21.4%	* 27.2%	* 30.2%	20.4%	0.8%
Asian	District State	6.4%	9.1%	20.7%	* 42.3%	* 21.5%	3.7%	* 8.0%	20.3%	53.7%	* 14.2%
Native Haw Islander	aiian/Pacific										
	District State	* 11.6%	* 17.0%	* 25.2%	* 38.8%	* 7.5%	* 8.2%	* 19.7%	* 29.3%	* 38.1%	* 4.8%
American I	ndian District	*	*	*	*	*	*	*	*	*	*
T M .	State	19.5%	24.0%	27.2%	25.1%	4.2%	20.7%	23.4%	27.8%	25.7%	2.4%
Two or Moi	District	*	*	*	*	*	*	*	*	*	*
	State	15.4%	18.8%	25.0%	31.1%	9.6%	16.7%	21.1%	27.2%	31.0%	4.2%

#### Grade 4 - Children with Disabilities

		·	ELA				М	athematic	CS	
Levels	1	2	3	4	5	1	2	3	4	5
District	54.5%	22.7%	18.2%	4.5%	0.0%	45.5%	22.7%	27.3%	4.5%	0.0%
State	43.8%	3.8% 25.2% 17.0% 11.9% 2.2%					25.6%	19.9%	13.8%	1.0%

Grade 4 - Students with IEPs

				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District	57.1%	23.8%	19.0%	0.0%	0.0%	47.6%	23.8%	28.6%	0.0%	0.0%
	State	49.5%	25.7%	14.8%	8.7%	1.3%	44.6%	26.6%	17.9%	10.2%	0.6%
Non-IEP	District	0.0%	0.0%	29.4%	50.0%	20.6%	0.0%	4.4%	25.0%	63.2%	7.4%
	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

		<u> </u>	ELA				М	athematic	cs	
Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch District	25.5%	8.5%	34.0%	27.7%	4.3%	21.3%	17.0%	27.7%	34.0%	0.0%
	26.0%	25.8%	26.4%	19.3%	2.5%	25.4%	27.5%	28.4%	17.9%	0.8%
Not Eligible District State	0.0%	2.4%	19.0%	50.0%	28.6%	0.0%	0.0%	23.8%	64.3%	11.9%
	7.8%	13.5%	25.6%	40.2%	12.8%	7.1%	14.3%	28.9%	44.2%	5.5%

# Grade 5 - All

	Levels         1         2         3         4         5           District         5.1%         20.3%         36.7%         38.0%         0.0%							Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5			
District	5.1%	20.3%	36.7%	38.0%	0.0%	5.1%	16.5%	38.0%	34.2%	6.3%			
State	13.5%	21.4%	27.3%	34.4%	3.5%	13.5%	29.9%	26.8%	24.9%	4.9%			

#### Grade 5 - Gender

				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
Male	District State	6.1% 16.2%	24.5% 23.6%	30.6% 28.1%	38.8% 30.0%	0.0% 2.2%	6.1% 15.0%	18.4% 29.5%	38.8% 25.1%	28.6% 25.0%	8.2% 5.4%
Female	District State	3.3% 10.6%	13.3% 19.2%	46.7% 26.5%	36.7% 38.9%	0.0% 4.8%	3.3% 12.0%	13.3% 30.3%	36.7% 28.5%	43.3% 24.8%	3.3% 4.4%

				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
White	District State	3.9% 7.4%	20.8% 16.0%	37.7% 28.1%	37.7% 43.8%	0.0% 4.7%	3.9% 8.1%	16.9% 23.5%	39.0% 29.0%	33.8% 33.2%	6.5% 6.3%
Black	District State	25.0%	* 31.4%	* 25.8%	* 17.1%	0.7%	26.7%	* 41.9%	21.3%	9.4%	0.7%
Hispanic	District State	18.7%	26.9%	28.5%	24.8%	1.2%	* 16.8%	* 36.8%	28.0%	* 16.9%	1.5%
Asian	District State	4.6%	* 8.8%	* 18.9%	* 55.2%	* 12.5%	3.1%	10.8%	* 19.4%	* 43.9%	* 22.8%
Native Haw Islander	aiian/Pacific										
	District State	8.7%	* 20.8%	* 25.5%	* 40.9%	* 4.0%	* 10.7%	* 29.5%	* 24.8%	* 25.5%	* 9.4%
American I	ndian District	*	*	*	*	*	*	*	*	*	*
	State	13.9%	26.3%	30.1%	27.4%	2.2%	15.3%	35.5%	27.4%	19.6%	2.2%
Two or Moi	District	*	*	*	*	*	*	*	*	*	*
	State	11.0%	20.1%	27.3%	36.7%	4.9%	12.6%	30.2%	25.4%	25.4%	6.5%

#### Grade 5 - Children with Disabilities

							Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5		
District	23.5%	23.5%	47.1%	5.9%	0.0%	17.6%	23.5%	41.2%	17.6%	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

				ELA			Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District	25.0%	25.0%	50.0%	0.0%	0.0%	18.8%	25.0%	43.8%	12.5%	0.0%
	State	44.3%	30.2%	16.4%	8.6%	0.5%	35.0%	42.2%	14.6%	7.3%	1.0%
Non-IEP	District	0.0%	19.0%	33.3%	47.6%	0.0%	1.6%	14.3%	36.5%	39.7%	7.9%
	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

			ELA				M	athematic	cs	
Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lun District State	8.7% 20.5%	19.6% 28.3%	39.1% 28.2%	32.6% 22.1%	0.0% 1.0%	6.5% 20.3%	19.6% 38.5%	41.3% 25.7%	30.4% 14.3%	2.2% 1.3%
Not Eligible District State	0.0% 5.7%	21.2% 13.9%	33.3% 26.3%	45.5% 47.9%	0.0% 6.2%	3.0% 6.1%	12.1% 20.5%	33.3% 27.9%	39.4% 36.6%	12.1% 8.9%

#### Grade 6 - All

			ELA			Mathematics					
Level	; 1	2	3	4	5	1	2	3	4	5	
District	6.5%	13.0%	33.8%	44.2%	2.6%	9.1%	27.3%	35.1%	28.6%	0.0%	
I State	13.4%	20.7%	31.0%	30.4%	4.6%	16.5%	30.5%	27.7%	22.0%	3.3%	

#### Grade 6 - Gender

				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
Male	District State	12.1% 17.1%	12.1% 23.8%	48.5% 31.2%	27.3% 25.2%	0.0% 2.8%	12.1% 18.1%	27.3% 30.2%	45.5% 26.4%	15.2% 21.9%	0.0% 3.4%
Female	District State	2.3% 9.5%	13.6% 17.4%	22.7% 30.8%	56.8% 35.7%	4.5% 6.5%	6.8% 14.8%	27.3% 30.9%	27.3% 29.0%	38.6% 22.1%	0.0% 3.2%

				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
White	District	6.7%	13.3%	34.7%	42.7%	2.7%	9.3%	26.7%	34.7%	29.3%	0.0%
	State	7.5%	15.3%	31.6%	39.3%	6.4%	9.5%	24.8%	31.8%	29.9%	4.0%
Black	District	*	*	*	*	*	*	*	*	*	*
	State	25.5%	30.5%	29.0%	14.0%	1.0%	33.3%	40.0%	19.3%	7.0%	0.4%
Hispanic	District	*	*	*	*	*	*	*	*	*	*
•	State	17.6%	26.0%	32.8%	21.7%	1.9%	20.3%	37.8%	27.1%	13.8%	1.0%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	4.5%	8.6%	21.8%	49.4%	15.7%	4.1%	12.1%	20.9%	43.9%	19.1%
Native Haw	aiian/Pacific										
Islander											
	District	*	*	*	*	*	*	*	*	*	*
	State	3.3%	17.8%	31.6%	34.9%	12.5%	11.3%	25.2%	22.5%	34.4%	6.6%
American I	ndian										
	District	*	*	*	*	*	*	*	*	*	*
	State	13.8%	25.8%	33.0%	24.1%	3.4%	16.0%	34.1%	30.7%	17.5%	1.7%
Two or Mor	e Races										
	District	*	*	*	*	*	*	*	*	*	*
	State	12.5%	19.8%	30.8%	31.7%	5.2%	16.6%	29.7%	27.3%	22.7%	3.7%

# Grade 6 - Children with Disabilities

			ELA			Mathematics					
Levels	1	1 2 3 4 5					2	3	4	5	
District	16.7%	38.9%	33.3%	11.1%	0.0%	22.2%	38.9%	38.9%	0.0%	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

				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District	17.6%	41.2%	29.4%	11.8%	0.0%	23.5%	41.2%	35.3%	0.0%	0.0%
	State	45.3%	31.8%	16.8%	5.6%	0.4%	46.9%	36.3%	11.9%	4.5%	0.4%
Non-IEP	District	3.3%	5.0%	35.0%	53.3%	3.3%	5.0%	23.3%	35.0%	36.7%	0.0%
	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

				ELA				M	athematio	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduce	d Price Lunch District	10.6%	19.1%	23.4%	42.6%	4.3%	12.8%	27.7%	31.9%	27.7%	0.0%
	State	20.2%	27.4%	31.7%	19.2%	1.6%	24.7%	38.1%	24.8%	11.7%	0.7%
Not Eligible	District State	0.0% 5.9%	3.3% 13.4%	50.0% 30.2%	46.7% 42.5%	0.0% 8.0%	3.3% 7.6%	26.7% 22.3%	40.0% 30.8%	30.0% 33.3%	0.0% 6.1%

# Grade 7 - All

	<del></del>							Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5			
District	7.9%	17.8%	22.8%	37.6%	13.9%	7.9%	28.7%	38.6%	22.8%	2.0%			
State	15.5%	18.0%	25.3%	29.7%	11.5%	11.0%	27.6%	31.5%	25.3%	4.6%			

#### Grade 7 - Gender

	3										
				ELA				M	athematic	cs	
	Levels	1	1 2 3 4				1	2	3	4	5
Male	District State	8.2% 19.6%	22.4% 20.3%	24.5% 26.2%	30.6% 26.2%	14.3% 7.7%	8.2% 12.1%	26.5% 27.3%	40.8% 30.1%	24.5% 25.5%	0.0% 5.0%
Female	District State	7.7% 11.2%	13.5% 15.5%	21.2% 24.3%	44.2% 33.4%	13.5% 15.6%	7.7% 9.8%	30.8% 27.8%	36.5% 33.0%	21.2% 25.0%	3.8% 4.3%

				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
White	District State	8.3% 8.7%	17.7% 13.7%	22.9% 25.0%	38.5% 36.7%	12.5% 15.9%	8.3% 6.3%	29.2% 20.4%	38.5% 33.8%	21.9% 33.6%	2.1% 5.9%
Black	District State	29.8%	* 25.7%	24.6%	* 16.9%	3.1%	22.8%	* 42.6%	* 25.1%	* 8.9%	* 0.5%
Hispanic	District State	20.8%	* 22.7%	27.6%	23.5%	5.5%	13.4%	* 34.5%	33.4%	* 17.2%	1.4%
Asian	District State	4.9%	* 7.6%	* 17.5%	* 39.7%	30.3%	2.6%	* 8.9%	* 22.7%	* 43.9%	* 22.0%
Native Haw Islander	aiian/Pacific										
	District State	14.3%	* 17.9%	* 19.3%	* 35.7%	* 12.9%	* 11.4%	* 26.4%	* 26.4%	* 27.1%	* 8.6%
American I		*	*	*	*	*	*	*	*	*	*
	District State	17.7%	20.2%	26.5%	27.4%	8.3%	14.4%	31.4%	30.0%	21.5%	2.5%
Two or Moi	re Races District	*	*	*	*	*	*	*	*	*	*
	State	13.8%	17.4%	25.1%	30.3%	13.3%	11.8%	27.3%	29.3%	25.2%	6.5%

#### Grade 7 - Children with Disabilities

		ELA  2 3 4 5  69/ 46/49/ 10/79/ 10/79/ 3/69/					Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5		
District	28.6%	3.6% 46.4% 10.7% 10.7% 3.6%					25.0%	46.4%	3.6%	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

				ELA				M	athematic	CS	
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District	33.3%	45.8%	12.5%	4.2%	4.2%	29.2%	25.0%	45.8%	0.0%	0.0%
	State	51.4%	25.8%	15.1%	6.5%	1.1%	38.7%	41.9%	13.8%	5.1%	0.6%
Non-IEP	District	0.0%	9.1%	26.0%	48.1%	16.9%	1.3%	29.9%	36.4%	29.9%	2.6%
	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

			ELA				M	athematic	cs	
Levels	; 1	2	3	4	5	1	2	3	4	5
Free/Reduced Price L										
District State	10.9% 23.9%	21.8% 23.9%	29.1% 26.5%	30.9% 21.0%	7.3% 4.7%	10.9% 16.9%	32.7% 37.2%	45.5% 30.6%	10.9% 14.2%	0.0% 1.2%
Not Eligible District State	4.3% 6.9%	13.0% 11.9%	15.2% 24.1%	45.7% 38.6%	21.7% 18.6%	4.3% 5.0%	23.9% 17.8%	30.4% 32.5%	37.0% 36.6%	4.3% 8.1%

#### Grade 8 - All

			ELA		Mathematics					
Levels	1	2	3	4	5	1	2	3	4	5
District	5.1%	7.7%	24.4%	46.2%	16.7%	20.5%	28.2%	19.2%	30.8%	1.3%
State	16.9%	18.1%	25.3%	32.3%	7.3%	25.6%	21.9%	19.9%	28.2%	4.4%

# Grade 8 - Gender

				ELA				М	athematic	cs	
	Levels	1	1 2 3 4 5					2	3	4	5
Male	District	12.5%	12.5%	37.5%	31.3%	6.3%	34.4%	34.4%	18.8%	12.5%	0.0%
	State	22.1%	21.4%	25.4%	26.5%	4.6%	28.3%	21.8%	18.7%	26.4%	4.7%
Female	District	0.0%	4.3%	15.2%	56.5%	23.9%	10.9%	23.9%	19.6%	43.5%	2.2%
	State	11.5%	14.7%	25.3%	38.4%	10.2%	22.6%	22.0%	21.2%	30.1%	4.1%

				ELA				M	athematic	CS	
	Levels	1	2	3	4	5	1	2	3	4	5
White	District	5.4%	8.1%	25.7%	45.9%	14.9%	18.9%	29.7%	20.3%	29.7%	1.4%
	State	10.4%	14.4%	25.5%	40.0%	9.6%	17.1%	19.3%	21.9%	36.4%	5.3%
Black	District	*	*	*	*	*	*	*	*	*	*
	State	31.1%	25.7%	25.0%	16.6%	1.6%	46.7%	26.1%	15.6%	11.2%	0.5%
Hispanic	District	*	*	*	*	*	*	*	*	*	*
•	State	22.4%	22.3%	26.9%	25.1%	3.3%	31.6%	26.5%	20.3%	20.3%	1.4%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	4.9%	7.7%	16.6%	47.1%	23.6%	6.3%	9.7%	14.5%	47.3%	22.3%
Native Haw	aiian/Pacific										
Islander											
	District	*	*	*	*	*	*	*	*	*	*
	State	10.6%	10.6%	24.2%	42.9%	11.8%	16.4%	15.1%	19.5%	37.1%	11.9%
American I	ndian										
	District	*	*	*	*	*	*	*	*	*	*
	State	21.3%	18.8%	22.7%	32.7%	4.5%	31.1%	21.4%	16.6%	28.3%	2.6%
Two or Mor	e Races										
	District	*	*	*	*	*	*	*	*	*	*
	State	16.4%	18.4%	24.5%	32.6%	8.0%	27.0%	22.0%	18.7%	26.2%	6.1%

# Grade 8 - Children with Disabilities

				ELA				М	athematic	cs	
Lev	vels	1	2	3	4	5	1	2	3	4	5
Dist	trict	25.0%	25.0%	37.5%	12.5%	0.0%	56.3%	31.3%	6.3%	6.3%	0.0%
Stat	te	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

				ELA				M	athematic	cs	
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District	26.7%	26.7%	40.0%	6.7%	0.0%	60.0%	33.3%	6.7%	0.0%	0.0%
	State	51.8%	26.5%	14.9%	6.3%	0.7%	64.4%	21.9%	8.2%	5.0%	0.5%
Non-IEP	District	0.0%	3.2%	20.6%	55.6%	20.6%	11.1%	27.0%	22.2%	38.1%	1.6%
	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

			ELA				М	athematic	cs	
Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	/	40.50/	0= 00/	0= =0/	4= =0/	0= 00/	0= =0/	4= =0/	00.00/	0.00/
District State	7.5% 25.2%	12.5% 23.6%	25.0% 26.4%	37.5% 22.0%	17.5% 2.8%	25.0% 37.1%	37.5% 26.5%	17.5% 18.6%	20.0% 16.7%	0.0% 1.2%
Not Eligible District State	2.6% 8.9%	2.6% 12.8%	23.7% 24.3%	55.3% 42.3%	15.8% 11.7%	15.8% 14.4%	18.4% 17.5%	21.1% 21.2%	42.1% 39.4%	2.6% 7.5%

MEAN EL	A GROWTH PER	CENTILE - IA	R (Demogra	ohics)						
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District	23,706	11,534	12,172	22,604	*	*	*	*	*	*
	59.1%	56.8%	61.5%	59.2%	*	*	*	*	*	*
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%

	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	4,976	4,697	*	12,511	1,111	*	*	*
	51.3%	52.8%	*	57.7%	52.9%	*	*	*
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%

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District	19,433	9,975	9,458	18,557	*	*	*	*	*	*
	48.5%	49.1%	47.8%	48.6%	*	*	*	*	*	*
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 MA	Children with Disabilities	Students with IEPs	- IAR (Demo	ographics Co Low Income	ntinued) Homeless	Migrant	Youth In Care	Military
District	5,060	4,688	*	10,402	955	*	*	*
	52.2%	52.7%	*	47.9%	45.5%	*	*	*
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

		El	_A			Mathematics				
Levels	1	2	3	4	1	2	3	4		
District	35.1%	37.2%	21.3%	6.4%	51.1%	30.9%	16.0%	2.1%		
State	27.6%	35.8%	26.1%	10.6%	33.6%	31.6%	25.7%	9.1%		

SAT - Gender

			El	_A			Mathematics				
	Levels	1	2	3	4	1	2	3	4		
Male	District	43.6%	34.5%	16.4%	5.5%	52.7%	29.1%	14.5%	3.6%		
	State	31.9%	34.4%	24.0%	9.7%	34.8%	29.8%	24.9%	10.5%		
Female	District	23.1%	41.0%	28.2%	7.7%	48.7%	33.3%	17.9%	0.0%		
	State	23.2%	37.2%	28.1%	11.4%	32.4%	33.4%	26.6%	7.7%		

SAT - Racial/Ethnic Background

			El	_A			Mathe	matics	
	Levels	1	2	3	4	1	2	3	4
White	District	35.5%	36.6%	21.5%	6.5%	50.5%	31.2%	16.1%	2.2%
	State	18.1%	34.1%	33.2%	14.6%	23.0%	31.9%	33.1%	11.9%
Black	District	*	*	*	*	*	*	*	*
	State	49.6%	36.5%	11.8%	2.1%	59.7%	28.7%	10.5%	1.1%
Hispanic	District	*	*	*	*	*	*	*	*
-	State	36.7%	40.9%	18.8%	3.7%	43.6%	34.9%	18.5%	2.9%
Asian	District	*	*	*	*	*	*	*	*
	State	11.7%	25.5%	34.1%	28.6%	10.3%	20.7%	34.8%	34.2%
Native Haw	aiian/Pacific								
Islander									
	District	*	*	*	*	*	*	*	*
	State	24.7%	38.7%	30.7%	6.0%	30.7%	32.0%	29.3%	8.0%
American I	ndian								
	District	*	*	*	*	*	*	*	*
	State	30.6%	46.6%	19.1%	3.7%	44.4%	33.1%	18.0%	4.5%
Two or Mor	re Races								
	District	*	*	*	*	*	*	*	*
	State	23.8%	34.3%	27.2%	14.8%	31.0%	30.3%	26.3%	12.3%

#### SAT - Children with Disabilities

		EL	_A		Mathematics				
Levels	1	2	3	4	1 2 3		3	4	
District State	100.0% 58.0%	0.0% 24.2%	0.0% 12.5%	0.0% 5.3%	100.0% 64.3%	0.0%	0.0% 11.8%	0.0% 4.0%	

SAT - Students with IEPs

			EL	_A					
	Levels	1	2	3 4		1	2	3	4
IEP									
	District State	100.0% 72.2%	0.0% 20.3%	0.0% 5.7%	0.0% 1.7%	100.0% 78.3%	0.0% 15.3%	0.0% 5.1%	0.0% 1.2%
Non-IEP									
	District State	27.4% 21.7%	41.7% 37.8%	23.8% 28.7%	7.1% 11.7%	45.2% 27.7%	34.5% 33.7%	17.9% 28.5%	2.4% 10.1%

SAT - Economically Disadvantaged

		EL	-A			Mathe	matics	
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District State	52.8% 42.8%	38.9% 38.6%	8.3% 15.7%	0.0% 2.9%	72.2% 50.6%	27.8% 32.3%	0.0% 14.9%	0.0% 2.2%
Not Eligible								
District State	24.1% 16.3%	36.2% 33.7%	29.3% 33.7%	10.3% 16.3%	37.9% 21.0%	32.8% 31.0%	25.9% 33.7%	3.4% 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

<b>ISA PROF</b>	ICIENCY (Den	nographic	s)							
	Native Hawaiian All /Pacific American Students Male Female White Black Hispanic Asian Islander Indian								Two or More Races	
District	134	67	67	128	*	*	*	*	*	*
	52.1%	52.3%	51.9%	51.6%	*	*	*	*	*	*
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 PROF	SA PROFICIENCY (Demographics Continued)											
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military				
District	9	6	*	57	6	*	*	*				
	22.0%	16.2%	*	44.9%	40.0%	*	*	*				
State	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											
						Native Hawaiian		Two or	Children	Students		
	All	White	Black	Hispanic	Asian		American Indian	More	with Disabilities	with	English Learners	Low Income
District	97	93.0%	*	*	*	*	*	*	96.0%	95.5%	*	92.3%
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%

· ·	ID TECHNICAL I ENROLLMENT
District	346
State	284,680

ADVANCED C	OURSE WORK (AP	/IB/DUAL CREDIT)									
GRADE 9 GRADE 10 GRADE 11 GRADE 12											
District	*	*	44	61							
State	18,502	31,225	60,933	77,059							

ADVAN	CED PLACE	MENT COUP	RSE WORK										
			COURS	ACEMENT ( E WORK	•		COURS	CCALAURE E WORK	. ,		AL CREDIT (		
		Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12
All	District State	* 14,008	25,966	* 47,067	* 55,380	282	338	2,482	2,486	* 4,689	6,141	44 18,248	61 34,894
White	District	*	*	*	*	*	*	*	*	*	*	43	61
	State	6,527	13,448	24,740	29,422	48	37	323	377	2,361	3,272	11,956	22,540
Black	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	1,365	2,005	4,067	4,989	83	125	720	687	920	796	1,653	3,193
Hispanio	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	3,362	5,977	11,723	13,688	140	156	1,238	1,205	1,018	1,516	3,067	6,159
Asian	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	2,129	3,563	4,790	5,291	10	16	155	175	217	357	931	1,831
Native H Pacific Is													
	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	18	48	67	65	0	1	4	3	3	8	13	40
America	n Indian District	*	*	*	*	*	*	*	*	*	*	*	*
	State	30	59	102	111	0	1	8	5	8	19	28	63
Two or N	More Races District	*	*	*	*	*	*	*	*	*	*	*	*
	State	577	866	1,578	1,814	1	2	34	34	162	173	600	1,068
Children	with			,	,								,
Disabilit	ies												
	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		*	*	*	*	*	*	*	*	*	*	43	61
	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	*	× 05.700	*	*	*	*	*	*	* 4.500		44	61
	State	13,895	25,703	46,399	54,525	269	315	2,405	2,426	4,503	5,871	17,828	34,242
Low Inco	District	*	*	*	*	*	*	*	*	*	*	*	23
	State	4,058	6,910	13,925	16,678	201	244	1,772	1,804	1,682	2,297	5,959	10,253
Non Lov	/ Income District	*	*	*	*	*	*	*	*	*	*	35	38
	State	9,950	19,056	33,142	38,702	81	94	710	682	3,007	3,844	12,289	24,641

POSTSECONDARY ENROLLMENT 12 MONTH											
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr					
District	78.4%	75.0%	3.4%	11.4%	67.1%	0.0%					
State	72.5%	56.0%	16.5%	40.2%	32.3%	0.0%					

POSTSECONDARY ENROLLMENT 16 MONTH									
		Public	Private						
	All	Institution	Institution	4 Yr	2 Yr	< 2 Yr			
District	78.4%	75.0%	3.4%	11.4%	67.1%	0.0%			
State	73.5%	56.9%	16.7%	40.4%	33.1%	0.0%			

HIGH SCHO	HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics)										
	Gender Race / Ethnicity										
	All									Two or More Races	
District         95.7%         94.6%         96.4%         95.6%         *											

HIGH S	HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics Continued)												
Children Students Youth with English Low Homeless Migrant Care Military													
Distric	District 87.5% 87.5% * 92.9% * * * *												
State	ate         74.8%         69.9%         72.0%         78.3%         66.5%         66.7%         54.8%         92.8%												

HIGH SCHO	HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics)											
		Gei	nder	Race / Ethnicity								
Native Hawaiian /Pacific American All Male Female White Black Hispanic Asian Islander Indian M								Two or More Races				
District State	95.2% 87.5%	95.2% 85.1%	95.2% 90.1%	95.2% 91.9%	* 78.4%	* 83.7%	* 95.1%	* 84.5%	* 82.8%	* 86.8%		

HIGH SCHO	HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics Continued)												
Children Students													
District	District 93.3% 93.3% * 90.0% * * * *												
State	e 74.1% 73.2% 75.9% 80.5% 71.4% 73.7% 32.3% 47.6%												

нідн scho	HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics)											
		Gei	nder			ı	Race / Ethr	nicity				
								Two or More Races				
District State	96.6% 88.1%	93.6% 85.9%	100.0% 90.4%	96.6% * * * * * * * * 91.9% 79.1% 85.3% 95.6% 83.7% 83.3% 87.3%								

HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics Continued)									
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military	
District	88.2%	88.2%	*	91.7%	*	*	*	*	
State	75.6%	75.3%	78.5%	81.0%	73.2%	66.7%	27.3%	28.6%	

DROPOUT	DROPOUT RATE													
		Gei	nder			ı	Race / Ethi	nicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian		Children with Disabilities	Students with IEPs	English Learners	Low Income
District State	3.3% 4.2%	1.9% 4.7%	4.6% 3.7%	3.4% 2.7%	8.0%	5.0%	* 1.7%	* 5.4%	6.5%	* 4.2%	2.9% 2.8%	4.7% 4.1%	2.4%	4.7% 6.4%

# **2017** Mathematics State Snapshot Report

Illinois • Grade 4 • Public Schools

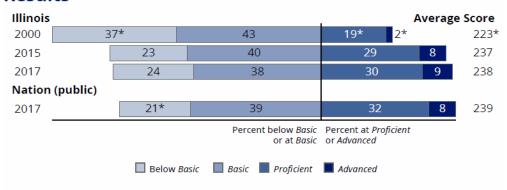
## **Results for Student Groups in 2017**

	_		Perce	entage at	Percentage
	Percentage	Avg.		above	at
Reporting Groups	of students	score	Basic	Proficient	Advanced
Race/Ethnicity					
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/Alas	ka Native #	‡	‡	‡	‡
Native Hawaiian/Paci	fic Islander #	‡	‡	‡	‡
Two or more races	3	243	84	40	11
Gender					
Male	50	240	76	41	11
Female	50	237	76	36	7
National School Lunch	Program				
Eligible	50	224	63	20	2
Not eligible	49	253	90	57	17
n = 1 - 1					

<sup>#</sup> Rounds to zero.

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



<sup>\*</sup> 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.

<sup>‡</sup> Reporting standards not met.

# **2017 Mathematics State Snapshot Report**Illinois • Grade 8 • Public Schools

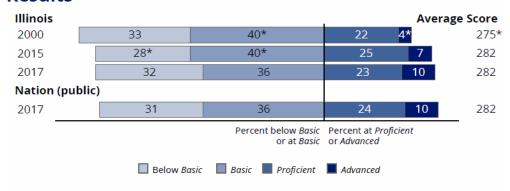
# **Results for Student Groups in 2017**

	Percentage	Avg.	or	entage at above	Percentage at
Reporting Groups	of students	score	Basic	Proficient	Advanced
Race/Ethnicity					
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	a Native #	‡	‡	‡	‡
Native Hawaiian/Pacifi	c Islander #	‡	‡	‡	‡
Two or more races	3	287	68	39	19
Gender					
Male	51	284	70	36	12
Female	49	279	67	29	8
National School Lunch P	rogram				
Eligible	49	267	55	18	3
Not eligible	51	296	81	46	16

<sup>#</sup> Rounds to zero.

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



<sup>\*</sup> 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.

<sup>‡</sup> Reporting standards not met.

## **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

		Percentage of identified SD or ELL students							
	Grade 4				Grade 8				
	SD		ELL		SD		ELL		
State/jurisdiction	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	

<sup>†</sup> Not applicable. Standard error estimate cannot be accurately determined.

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.

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

# **2017 Reading State Snapshot Report**Illinois • Grade 4 • Public Schools

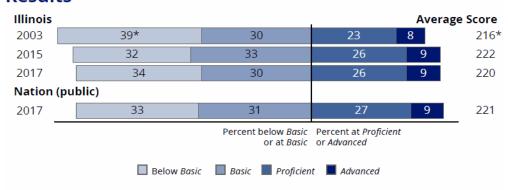
## **Results for Student Groups in 2017**

	Percentage	Avg.		entage at above	Percentage at
Reporting Groups	of students	score			
Race/Ethnicity					
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	a Native #	‡	‡	‡	‡
Native Hawaiian/Pacifi	c Islander #	‡	‡	‡	‡
Two or more races	4	219	64	33	10
Gender					
Male	50	217	62	33	9
Female	50	224	69	38	10
National School Lunch P	rogram				
Eligible	51	206	51	20	3
Not eligible	48	235	81	51	16

<sup>#</sup> Rounds to zero.

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



<sup>\*</sup> 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.

<sup>‡</sup> Reporting standards not met.

# **2017** Reading State Snapshot Report

Illinois • Grade 8 • Public Schools

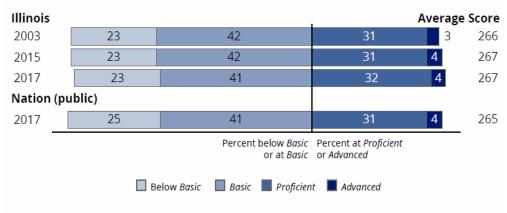
#### **Results for Student Groups in 2017**

Donouting Current	Percentage	Avg.	or	entage at above	Percentage at
Reporting Groups	of students	score	Basic	Proficient	Advanced
Race/Ethnicity					
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	a Native #	‡	‡	‡	‡
Native Hawaiian/Pacifi	c Islander #	‡	‡	‡	‡
Two or more races	3	279	87	50	8
Gender					
Male	51	262	73	30	2
Female	49	272	81	42	6
National School Lunch P	rogram				
Eligible	46	255	67	22	1
Not eligible	54	277	86	48	7

<sup>#</sup> Rounds to zero.

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.

<sup>‡</sup> Reporting standards not met.

## **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

		Percentage of identified SD or ELL students							
	Grade 4				Grade 8				
	SD		ELL		SD		ELL		
State/jurisdiction	Inclusion rate	S.E.	Inclusion rate	S.E.	Inclusion rate	S.E.	Inclusion rate	S.E.	
Illinois	91 <sup>1</sup>	1.5	96 <sup>1</sup>	1.0	92 <sup>1</sup>	2.4	86 <sup>1</sup>	3.2	

<sup>†</sup> Not applicable. Standard error estimate cannot be accurately determined.

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.

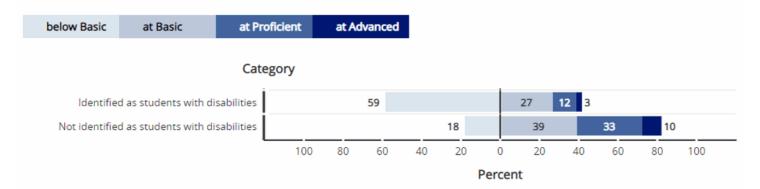
<sup>‡</sup> Reporting standards not met. Sample size insufficient to permit a reliable estimate.

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

#### 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



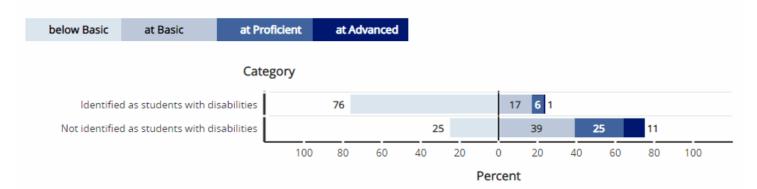
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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



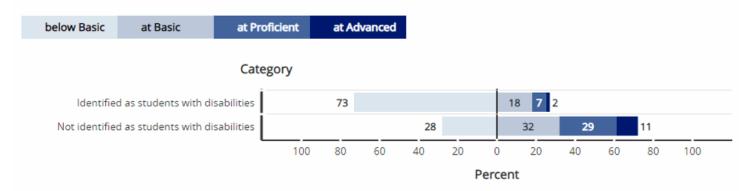
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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.

#### 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



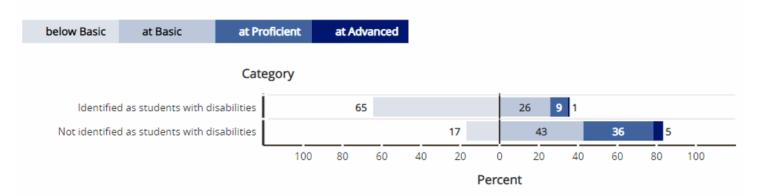
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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



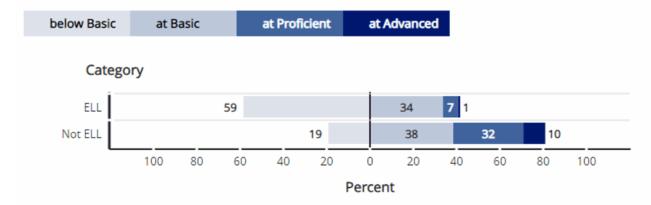
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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.

#### 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

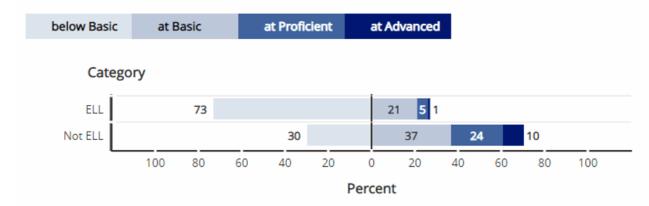


NOTE: Some apparent differences between estimates may not be statistically significant.

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

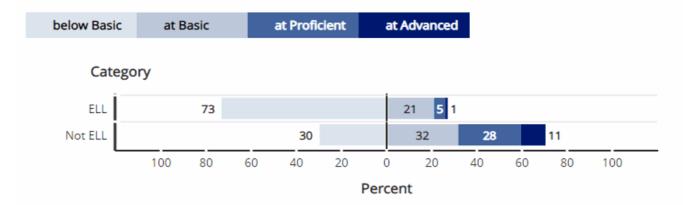


NOTE: Some apparent differences between estimates may not be statistically significant.

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

#### 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

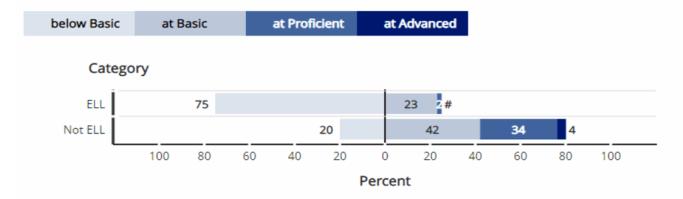


NOTE: Some apparent differences between estimates may not be statistically significant.

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.

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
- 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 <a href="https://www.nationsreportcard.gov/reading">https://www.nationsreportcard.gov/reading</a> 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 <a href="https://www.isbe.net">www.isbe.net</a>. 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 6.6%						
State	5.3%					

CRDC - OUT-OF-SCHOOL SUSPENSIONS							
District 4.4%							
State	4.5%						

CRDC - EXPULSIONS								
District	District 0.3%							
State	0.2%							

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

CRDC - REFERRAL TO LAW ENFORCEMENT				
District	0.0%			
State	0.4%			

CRDC - CHRONIC ABSENTEEISM					
District	11.6%				
State	16.5%				

CRDC - INCIDENTS OF VIOLENCE			
Rate of Incidents of Violence			
District	0.8%		
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	77				
	5.8%				
State	82,056				
	4.1%				

CRDC - ADVANCED PLACEMENT COURSE WORK									
	ADVANCED PLACEMENT (AP) INTERNATIONAL BACCALAUREATE (IB)								
		COURSE	WORK	COURSE	WORK	DUAL CREDIT C	OURSE WORK		
		Number	Percent	Number	Percent	Number	Percent		
All									
	District	93	7.0%	0	0.0%	260	19.6%		
	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
Diatriat	All Students	95.7%	0.8%	1.5%	0.3%		0.1%	1.7%
District	Students with IEPs	92.0%	1.9%	2.7%	0.8%			2.7%
All Peer	All Students	60.8%	11.3%	18.7%	4.3%	0.1%	0.3%	4.5%
Districts *	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%
State	Students with IEPs	46.9%	19.7%	26.5%	2.6%	0.1%	0.3%	3.9%

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

	Percent of All Students			Percent	of Students	with IEPs
Disability Category	District	All Peer Districts*	State	District	All Peer Districts*	State
Autism	0.4%	1.3%	1.4%	1.9%	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	2.6%	2.0%	2.0%	11.9%	12.9%	13.1%
Emotional Disability	1.2%	0.9%	0.9%	5.4%	5.8%	6.2%
Hearing Impairment		0.2%	0.1%		1.0%	0.9%
Intellectual Disability	0.8%	0.7%	0.8%	3.4%	4.6%	5.2%
Multiple Disabilities	0.5%	0.2%	0.1%	2.3%	1.1%	1.0%
Orthopedic Impairment		0.1%	0.1%		0.4%	0.3%
Other Health Impairment	3.8%	2.2%	1.9%	17.6%	14.3%	12.9%
Specific Learning Disability	6.7%	5.0%	5.1%	30.7%	31.7%	34.0%
Speech or Language Impairment	5.8%	3.0%	2.4%	26.4%	19.2%	16.3%
Traumatic Brain Injury	0.1%	0.0%	0.0%	0.4%	0.2%	0.2%
Visual Impairment		0.1%	0.1%		0.4%	0.4%

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

<sup>\*\*</sup> 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 <u>&gt;</u> 80%	Inside 40-79%	Inside <40%	Separate Facility		
All Otrodonto	District	44.7%	45.2%	2.2%	7.9%		
All Students with an IEP	All Peer Districts*	54.7%	26.2%	13.1%	6.0%		
	State	53.6%	26.6%	13.2%	6.6%		

Educational Environments by Race / Ethnicity							
		Inside <u>&gt;</u> 80%	Inside 40-79%	Inside <40%	Separate Facility		
	District	44.0%	45.5%	2.4%	8.1%		
	All Peer Districts*	56.7%	26.6%	10.8%	5.8%		
White	State	57.0%	24.9%	11.3%	6.7%		
	District	25.0%	50.0%	0.0%	25.0%		
	All Peer Districts*	47.2%	25.7%	19.1%	8.1%		
Black	State	45.0%	30.3%	16.4%	8.3%		
		46.70/	02.20/	0.00/	0.00/		
Hispanic	District	16.7% 54.3%	83.3% 26.6%	0.0% 14.4%	0.0% 4.7%		
	All Peer Districts*	54.3%	20.0%	13.4%	4.7%		
	State	34.170	21.170	13.4 //	4.770		
Asian	District	100.0%	0.0%	0.0%	0.0%		
	All Peer Districts*	56.3%	17.4%	20.4%	5.9%		
	State	54.2%	19.7%	19.1%	7.0%		
	District						
Native Hawaiian	All Peer Districts*	49.0%	26.0%	18.8%	6.3%		
	State	49.1%	20.3%	23.4%	7.2%		
	District						
Native American	All Peer Districts*	52.1%	26.9%	13.1%	7.9%		
	State	51.5%	25.7%	14.5%	8.4%		
	Juico	31.075			5.170		
	District	85.7%	14.3%	0.0%	0.0%		
Two or More Races	All Peer Districts*	54.5%	24.7%	14.6%	6.2%		
	State	54.1%	23.9%	14.5%	7.5%		

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

Autism All Peer Districts* State 31.3% 22.8% 31.1% 14.89 16.19  Emotional Disability District 28.6% 35.7% 0.0% 35.79 19.4% 18.3% 31.99 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 14.6% 30.59 19.4% 19.4% 19.5% 19.			Inside <u>&gt;</u> 80%	Inside 40-79%	Inside <40%	Separate Facility
State   30.0%   22.5%   31.4%   16.19		District	40.0%	40.0%	0.0%	20.0%
District	Autism	All Peer Districts*	31.3%	22.8%	31.1%	14.8%
Emotional Disability  All Peer Districts* State  District All Peer Districts* 3.4% 30.6% 31.99  All Peer Districts* 3.4% 30.6% 30.6% 30.6% 31.179  State  District All Peer Districts* 3.4% 30.6% 54.3% 11.79  State  District All Peer Districts* 55.5% 29.0% 51.1%  District All Peer Districts* 55.5% 58.0%  Specific Learning Disability  District All Peer Districts* 55.0% 37.7% 62.9% 1.3% 37.9% 37.9% 6.2% 1.19  Speech or Language mpairment  District 93.3% 4.4% 2.2% 0.09		State	30.0%	22.5%	31.4%	16.1%
State   34.8%   20.1%   14.6%   30.59		District	28.6%	35.7%	0.0%	35.7%
State   34.8%   20.1%   14.6%   30.59	Emotional Disability	All Peer Districts*	30.5%	19.4%	18.3%	31.9%
Intellectual Disability	·	State	34.8%	20.1%	14.6%	30.5%
Intellectual Disability		District	11.1%	33.3%	11.1%	44.4%
Other Health Impairment         District All Peer Districts* State         28.3% 55.5% 29.0% 10.2% 5.3% 5.3% 5.0%           Specific Learning Disability         District All Peer Districts* 55.0% 37.7% 6.2% 1.1% 55.4% 37.2% 6.3% 1.1% 55.4% 37.2% 6.3% 1.1% 55.4% 37.2% 6.3% 1.1% 55.4% 37.2% 6.3% 1.1% 55.4% 37.2% 6.3% 1.1% 55.4% 37.2% 6.3% 1.1% 55.4% 37.2% 6.3% 1.1% 55.4% 37.2% 6.3% 1.1% 55.4% 37.2% 6.3% 1.1% 55.4% 37.2% 6.3% 1.1% 55.4% 37.2% 6.3% 1.1% 55.4% 37.2% 6.3% 1.1% 55.4% 55.4% 37.2% 6.3% 1.1% 55.4% 55.4% 37.2% 6.3% 1.1% 55.4% 55.4% 37.2% 6.3% 1.1% 55.4% 55.4% 37.2% 6.3% 1.1% 55.4% 55	ntellectual Disability		3.4%		54.3%	11.7%
Other Health Impairment         All Peer Districts* State         55.5% 58.0%         29.0% 27.4%         10.2% 9.5%         5.3% 5.0%           Specific Learning Disability         District All Peer Districts* State         36.3% 36.3% 37.7% 37.7% 37.7% 37.2%         6.2% 37.2% 37.2% 37.2% 37.2%         1.1% 37.2% 37.		State	3.7%	29.3%	51.1%	15.9%
Other Health Impairment         All Peer Districts* State         55.5% 58.0%         29.0% 27.4%         10.2% 9.5%         5.3% 5.0%           Specific Learning Disability         District All Peer Districts* State         36.3% 36.3% 37.7% 37.7% 37.2%         62.5% 37.7% 6.2% 37.2% 37.2% 37.2%         1.1% 37.2% 37.2% 37.2%         1.1% 37.2% 37.2% 37.2% 37.2%         0.0% 37.2% 3		District	28.3%	65.2%	2.2%	4.3%
State   58.0%   27.4%   9.5%   5.0%	Other Health Impairment		55.5%	29.0%	10.2%	5.3%
All Peer Districts* 55.0% 37.7% 6.2% 1.19 State 55.4% 37.2% 6.3% 1.19 Speech or Language mpairment 93.3% 4.4% 2.2% 0.09			58.0%	27.4%	9.5%	5.0%
All Peer Districts* 55.0% 37.7% 6.2% 1.19 State 55.4% 37.2% 6.3% 1.19 Speech or Language Impairment 93.3% 4.4% 2.2% 0.09	Specific Learning Disability	District	36.3%	62.5%	1.3%	0.0%
State         55.4%         37.2%         6.3%         1.19           Speech or Language mpairment         District         93.3%         4.4%         2.2%         0.0%	opcomo zourning ziouzinty					1.1%
Impairment District 93.3% 4.4% 2.2% 0.0%			55.4%	37.2%		1.1%
Impairment District 93.3% 4.4% 2.2% 0.0%	Speech or Language					
All Peer Districts*   98.0%   1.4%   0.5%   0.0%						0.0%
State 97.2% 1.9% 0.8% 0.19						0.0% 0.1%

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

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

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

Percent of Students with IEPs in Various Educational Environments									
	Regular Early Ch	Regular Early Childhood Program Separate Service							
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Class/ Facility	Home	Provider				
District	21.2	78.8	0.0	0.0	0.0				
All Peer Districts*	41.3	32.0	20.4	0.3	6.0				
State	45.4	24.8	23.9	0.2	5.7				

# **Educational Environments by Race/Ethnicity**

	Regular Early Childhood Program		Separate		
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Class/ Facility	Home	Service Provider
White					
District	22.6%	77.4%	0.0%	0.0%	0.0%
All Peer Districts*	40.0%	34.6%	18.3%	0.3%	6.8%
State	40.5%	30.6%	20.9%	0.2%	7.7%
Black					
District	0.0%	100.0%	0.0%	0.0%	0.0%
All Peer Districts*	39.9%	31.6%	25.5%	0.1%	3.0%
State	47.5%	21.6%	28.8%	0.1%	2.0%
Hispanic					
District	0.0%	100.0%	0.0%	0.0%	0.0%
All Peer Districts*	46.1%	26.6%	21.7%	0.2%	5.4%
State	54.9%	15.8%	25.5%	0.1%	3.6%
Asian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	42.7%	18.0%	31.7%	0.5%	7.1%
State	45.7%	14.9%	33.8%	0.4%	5.2%
Native Hawaiian					
District	70.00/	40.00/	22.22/	0.00/	0.00/
All Peer Districts*	70.0%	10.0%	20.0%	0.0%	0.0%
State	55.6%	11.1%	33.3%	0.0%	0.0%
Native American 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%
Two or More Races					
District	0.0%	0.0%	0.0%	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%

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

Educational Environments for Students with IEPs for Selected Disabilities					
	Regular Early Childhood Program		Separate		
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Class/ Facility	Home	Service Provider
Autism					
District	0.0%	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%
Developmental Delay					
District	66.7%	33.3%	0.0%	0.0%	0.0%
All Peer Districts*	46.7%	20.3%	32.2%	0.1%	0.7%
State	49.7%	15.5%	33.8%	0.1%	0.9%
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	24.1%	37.9%	34.5%	0.0%	3.4%
State	26.3%	31.6%	38.6%	0.0%	3.5%
Intellectual Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	26.7%	11.7%	61.7%	0.0%	0.0%
State	23.4%	12.6%	63.1%	0.0%	0.9%
Other Health Impairment					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	43.6%	19.6%	33.5%	1.8%	1.5%
State	41.6%	17.2%	37.7%	1.7%	1.8%
Specific Learning Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	46.4%	28.6%	17.9%	0.0%	0.0%
State	48.3%	20.0%	26.7%	0.0%	5.0%
Speech or Language Impairment					
District	4.2%	95.8%	0.0%	0.0%	0.0%
All Peer Districts*	37.9%	47.3%	2.2%	0.3%	12.3%
State	44.4%	39.2%	3.6%	0.2%	12.7%

<sup>\*</sup>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: <a href="https://www.isbe.net/Pages/State-Performance-Plan-Data-and-Accountability.aspx">https://www.isbe.net/Pages/State-Performance-Plan-Data-and-Accountability.aspx</a>

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 ndicator	Indicator Description	2018 - 2019 District Data	2018 - 2019 State Target	District Met State Target
1	Graduation Rate for students with IEPs (Data lag one year)	100.0	73.0	Yes
2	Dropout Rate for students with IEPs (Data lag one year)	1.6	4.5	Yes
3a	Made adequate yearly progress (AYP) for students with IEPs	N/A	N/A	N/A
3b	Reading assessment participation rate for students with IEPs	98.6	95.0	Yes
3b	Math assessment participation rate for students with IEPs	98.6	95.0	Yes
3c	Students with IEPs meeting or exceeding standards on state reading assessments	10.9	23.1	No
3c	Students with IEPs meeting or exceeding standards on state math assessments	7.2	23.2	No
4a	Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days for children with IEPs (Data lag one year)	No	No	Yes
4b	Significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 served inside the general classroom ≥ 80% of the time	44.7	58.0	No
5b	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	2.2	15.5	Yes
5c	Students with IEPs ages 6-21 served in separate educational facilities	7.9	3.9	No

SPP Indicator	Indicator Description	2018 - 2019 District Data	2018 - 2019 State Target	District Met State Target
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	21.2	32.9	No
6b	Children ages 3-5 in separate special education class, separate school or residential facility	0.0	30.5	Yes
7a	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills	100.0	86.3	Yes
7a	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	52.9	55.6	No
7b	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	100.0	87.0	Yes
7b	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	58.8	53.9	Yes
7c	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	100.0	88.1	Yes
7c	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program	58.8	64.3	No
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities		61.0	N/A
9	Disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification	No	No	Yes
10	Disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification	No	No	Yes

enn		2018 - 2019 District Data	2018 - 2019 State Target	District Met State Target
SPP Indicator	Indicator Description			
11	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	100.0	100.0	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	100.0	100.0	Yes
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	100.0	100.0	Yes
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	10.0	35.0	No
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	50.0	57.0	No
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	60.0	75.0	No

SPP Indicators 1 - 8 and 14 are Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators