Worth SD 127
Worth, ILLINOIS 60482

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ILLINOIS SCHOOL REPORT CARD 2018

EBF District Funding Tier - 1
Financial capacity to meet expectations - 61.5 %
State Senate District - 18
State Representative District - 035

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

This year, the Illinois State Board of Education has updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

STUDENT ENROLLMENT

	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income	Homeless
District	1,195	838	36	175	18	*	*	127	222	235	699	*
		70.1%	3.0%	14.6%	1.5%	*	*	10.6%	18.6%	19.7%	58.5%	*
State	2,001,529	961,211	336,956	523,950	101,548	2,091	5,591	70,182	289,903	233,348	988,686	39,266
		48.0%	16.8%	26.2%	5.1%	0.1%	0.3%	3.5%	14.5%	11.7%	49.4%	2.0%

Student Enrollment is based on Serving School.
Students With IEPs are those eligible to receive special education services.
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	Students With IEPs	English Learners	Low Income
District	15.8%	15.9%	6.1%	15.7%	18.8%	*	*	25.0%	26.2%	12.3%	18.3%
State	16.8%	13.2%	27.4%	17.6%	8.5%	14.4%	33.1%	18.2%	25.2%	14.6%	23.3%

STUDENT MOBILITY RATE

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	7.2%	7.7%	6.7%	7.0%	17.9%	4.1%	10.5%	*	*	8.7%	8.1%	9.9%	9.0%
State	6.9%	7.3%	6.4%	4.6%	13.5%	6.7%	6.4%	9.2%	10.8%	8.0%	10.1%	9.3%	10.0%

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INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS	
	Number of Days
District	175
State	175

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

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
District	19.9	*	11.7	170.7
State	19.0	19.3	11.1	180.6

HEALTH AND WELLNESS (days per week)	
District	5.0
State	3.0

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	26.0	22.0	22.0	25.0	27.0	23.0	22.0	20.0	20.0	*	22.0
State	19.0	19.0	20.0	20.0	21.0	21.0	21.0	20.0	20.0	20.0	20.0

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
	Mathematics			Science			English/Language Arts			Social Science		
Grades	3	6	8	3	6	8	3	6	8	3	6	8
District	60	48	48	40	48	48	150	96	96	40	48	48
State	73	60	57	35	48	51	129	88	77	30	48	50

TEACHER INFORMATION (Full-Time Equivalents)											
	Total Number	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown
District	73	16.5	83.5	98.6	*	1.4	*	*	*	*	*
State	128,999	23.3	76.7	83.2	5.8	6.2	1.5	0.1	0.2	0.8	2.3

TEACHER INFORMATION (Continued)						
		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	13.2	33.0%	67.0%	*	*
	High Poverty Schools	*	*	*	*	*
	Low Poverty Schools	*	*	*	*	*
State	All Schools	13.2	38.5%	61.0%	*	*
	High Poverty Schools	12.1	40.6%	58.4%	0.1%	0.5%
	Low Poverty Schools	13.9	30.7%	69.1%	0.0%	0.0%

TEACHER RETENTION RATE	
District	94.0%
State	85.2%

TEACHER ATTENDANCE RATE	
District	91.7%
State	70.2%

TEACHER EVALUATION RATE	
District	100.0%
State	97.1%

PRINCIPAL TURNOVER (Count)	
District	1.0
State	2.0

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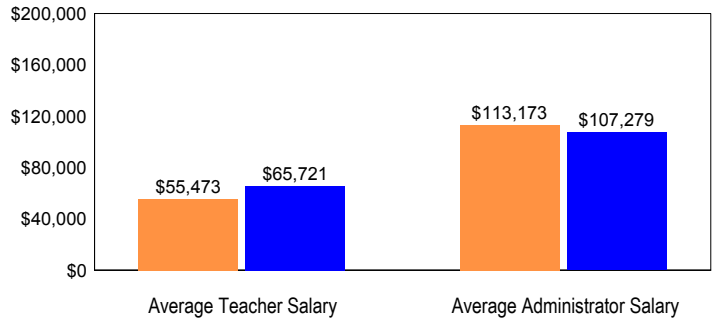
SCHOOL DISTRICT FINANCES

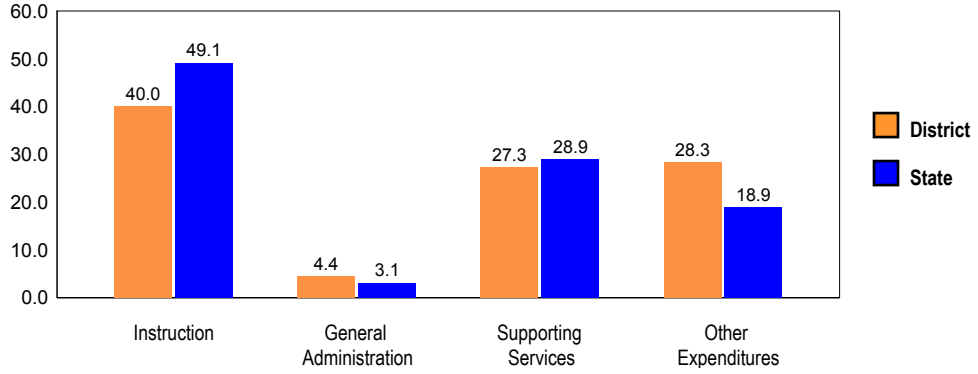
AVERAGE TEACHER/ADMINISTRATOR SALARIES



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

District
State

EXPENDITURE BY FUNCTION 2016-17 (Percentages)



REVENUE BY SOURCE 2016-17

	District	District %	State %
Local Property Taxes	$10,150,956	63.1%	63.1%
Other Local Funding	$354,778	2.2%	5.0%
General State Aid	$4,155,816	25.9%	17.6%
Other State Funding	$475,495	3.0%	6.8%
Federal Funding	$937,807	5.8%	7.5%
TOTAL	$16,074,852		

EXPENDITURE BY FUND 2016-17

	District	District %	State %
Education	$10,219,152	67.4%	71.6%
Operations & Maintenance	$3,082,037	20.3%	7.1%
Transportation	$334,383	2.2%	3.8%
Debt Service	$700,800	4.6%	9.5%
Tort	$464,839	3.1%	1.2%
Municipal Retirement/ Social Security	$351,028	2.3%	2.1%
Fire Prevention & Safety	$0	0.0%	0.7%
Capital Projects	$0	0.0%	4.0%
TOTAL	$15,152,239		

OTHER FINANCIAL INDICATORS

	2015 Equalized Assessed Valuation per Pupil	2015 Total School Tax Rate per $100	2016-17 Instructional Expenditure per Pupil	2016-17 Operating Expenditure per Pupil
District	$144,608	6.99	$6,047	$11,606
State	**	**	$8,024	$13,337

** 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.

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ACADEMIC PERFORMANCE

ELA PROFICIENCY

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	325	125	200	235	6	46	6	*	*	32	16	21	136
	42.2%	32.3%	52.1%	44.0%	25.0%	38.3%	42.1%	*	*	41.0%	13.9%	15.8%	35.9%
State	373,532	160,882	212,650	227,977	29,576	67,203	33,470	463	833	14,010	12,783	11,564	115,196
	36.7%	30.9%	42.8%	46.8%	17.4%	24.8%	65.6%	44.7%	29.2%	40.0%	8.9%	10.9%	22.1%

MATH PROFICIENCY

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	226	107	119	172	3	26	6	*	*	19	14	24	100
	29.3%	27.6%	30.9%	32.1%	12.5%	21.7%	42.1%	*	*	24.4%	12.2%	17.8%	26.2%
State	321,607	163,519	158,088	201,422	19,256	53,675	34,370	435	682	11,767	11,241	12,270	88,476
	31.5%	31.3%	31.7%	41.3%	11.4%	19.7%	66.0%	41.4%	23.6%	33.6%	7.9%	11.1%	16.9%

ISA PROFICIENCY

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	156	78	78	116	*	19	*	*	*	14	8	10	70
	60.2%	56.5%	64.5%	64.1%	*	47.5%	*	*	*	56.0%	24.2%	30.3%	51.9%
State	215,229	106,179	109,050	129,557	17,623	43,209	16,338	269	503	7,730	10,024	4,347	72,825
	50.5%	48.9%	52.0%	62.2%	25.3%	38.0%	73.9%	59.5%	43.1%	54.7%	18.3%	13.4%	34.9%

MEAN ELA GROWTH PERCENTILE

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	49.3	47.0	51.5	48.7	41.1	54.6	60.4	*	66.0	45.6	46.9	51.6	49.5
State	50.0	47.5	52.5	51.8	44.5	48.7	57.4	52.4	49.8	50.0	43.5	48.1	47.5

MEAN MATH GROWTH PERCENTILE

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	48.7	46.4	50.9	49.2	39.1	50.2	53.5	*	93.0	44.5	45.3	49.7	48.1
State	50.0	49.0	51.0	51.6	44.5	48.9	58.0	50.3	48.5	49.6	44.0	47.6	47.5

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EL Proficiency on ACCESS	# ELS	# Tested	# Proficient	% Proficient	# Long Term EL	% Long Term EL
District	219	212	20	9.4%	6	2.7%
State	210,124	207,307	18,810	9.1%	24,957	11.9%

ELA Participation	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	771	387	384	534	24	120	14	*	*	78	115	133	379
	99.5%	99.5%	99.5%	99.6%	100.0%	100.0%	93.3%	*	*	98.7%	98.3%	100.0%	99.7%
State	1,017,260	520,123	497,137	486,626	169,503	271,186	51,039	1,036	2,854	35,016	142,919	106,440	521,722
	98.1%	98.1%	98.1%	98.3%	97.0%	98.2%	98.9%	97.5%	98.0%	97.8%	96.9%	98.7%	98.0%

Math Participation	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	772	387	385	535	24	120	14	*	*	78	115	135	381
	99.4%	99.2%	99.5%	99.4%	100.0%	100.0%	93.3%	*	*	98.7%	98.3%	100.0%	99.7%
State	1,020,683	521,922	498,761	487,140	169,521	272,992	52,057	1,051	2,885	35,037	142,911	110,540	523,904
	98.0%	98.0%	98.0%	98.2%	96.9%	98.2%	98.9%	97.2%	97.9%	97.7%	96.9%	98.6%	98.0%

ISA Participation	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	259	138	121	181	*	40	*	*	*	25	33	33	135
	99.2%	99.3%	99.2%	98.9%	*	100.0%	*	*	*	100.0%	94.3%	100.0%	99.3%
State	426,608	217,043	209,565	208,207	66,876	113,680	22,099	452	1,165	14,129	52,325	32,340	206,136
	95.2%	94.9%	95.6%	96.5%	91.1%	95.3%	96.6%	95.6%	94.8%	95.1%	90.6%	94.4%	93.7%

SAT ELA Participation	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	143,340	72,123	71,217	72,316	23,022	36,068	7,283	155	351	4,145	16,120	6,268	62,850
	97.9%	97.5%	98.3%	98.8%	95.4%	97.4%	99.5%	98.1%	97.5%	97.6%	95.7%	96.3%	96.6%

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SAT Math Participation

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	143,340	72,123	71,217	72,316	23,022	36,068	7,283	155	351	4,145	16,120	6,268	62,850
	97.9%	97.5%	98.3%	98.8%	95.4%	97.4%	99.5%	98.1%	97.5%	97.6%	95.7%	96.3%	96.6%

DLM-AA ELA Participation

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	11	*	*	*	*	*	*	*	*	*	11	*	*
	100.0%	*	*	*	*	*	*	*	*	*	100.0%	*	*
State	11,437	7,546	3,891	4,943	2,595	2,975	519	11	36	358	11,433	2,393	7,166
	95.9%	95.9%	95.9%	96.5%	93.8%	96.7%	96.6%	84.6%	100.0%	95.5%	95.9%	97.0%	95.6%

DLM-AA Math Participation

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	11	*	*	*	*	*	*	*	*	*	11	*	*
	100.0%	*	*	*	*	*	*	*	*	*	100.0%	*	*
State	11,444	7,555	3,889	4,938	2,590	2,981	526	12	36	361	11,440	2,417	7,172
	95.7%	95.8%	95.7%	96.3%	93.6%	96.5%	96.3%	85.7%	100.0%	96.0%	95.7%	96.9%	95.4%

PARCC ELA Participation

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	760	381	379	525	24	119	14	*	*	77	104	131	372
	99.5%	99.5%	99.5%	99.6%	100.0%	100.0%	93.3%	*	*	98.7%	98.1%	100.0%	99.7%
State	862,483	440,454	422,029	409,367	143,886	232,143	43,237	870	2,467	30,513	115,366	97,779	451,706
	98.1%	98.2%	98.0%	98.2%	97.4%	98.4%	98.9%	97.5%	98.0%	97.9%	97.2%	98.9%	98.3%

PARCC Math Participation

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	761	381	380	526	24	119	14	*	*	77	104	133	374
	99.3%	99.2%	99.5%	99.4%	100.0%	100.0%	93.3%	*	*	98.7%	98.1%	100.0%	99.7%
State	865,899	442,244	423,655	409,886	143,909	233,943	44,248	884	2,498	30,531	115,351	101,855	453,882
	98.1%	98.1%	98.0%	98.2%	97.3%	98.3%	98.9%	97.2%	97.9%	97.8%	97.1%	98.8%	98.2%

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

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

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

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

Grade 3 - All

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
	District	14.5%	16.1%	24.2%	40.3%	4.8%	12.1%	21.0%	27.4%	33.9%	5.6%
	State	21.4%	17.8%	23.7%	33.6%	3.4%	14.5%	21.9%	25.8%	29.5%	8.2%

Grade 3 - Gender

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
Male	District	21.7%	20.3%	23.2%	27.5%	7.2%	17.4%	20.3%	26.1%	30.4%	5.8%
	State	24.6%	18.9%	23.8%	30.4%	2.3%	15.4%	21.3%	25.1%	29.6%	8.7%
Female	District	5.5%	10.9%	25.5%	56.4%	1.8%	5.5%	21.8%	29.1%	38.2%	5.5%
	State	18.2%	16.8%	23.5%	37.0%	4.5%	13.5%	22.5%	26.6%	29.5%	7.8%

Grade 3 - Racial/Ethnic Background

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
White	District	13.6%	14.8%	24.7%	40.7%	6.2%	9.9%	18.5%	28.4%	37.0%	6.2%
	State	13.2%	15.9%	25.2%	41.3%	4.4%	7.7%	16.8%	26.5%	37.8%	11.2%
Black	District	*	*	*	*	*	*	*	*	*	*
	State	34.5%	21.6%	21.8%	21.0%	1.1%	28.7%	30.4%	23.7%	15.4%	1.8%
Hispanic	District	13.6%	27.3%	27.3%	31.8%	0.0%	18.2%	22.7%	22.7%	31.8%	4.5%
	State	30.2%	20.4%	23.2%	24.7%	1.5%	19.1%	28.0%	27.8%	22.0%	3.0%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	7.2%	9.8%	19.3%	52.1%	11.5%	3.5%	8.3%	17.2%	41.8%	29.2%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*
	State	14.4%	13.8%	33.1%	35.0%	3.8%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	19.4%	23.5%	25.8%	27.4%	3.8%
Two or More Races	District	15.4%	0.0%	30.8%	46.2%	7.7%	15.4%	15.4%	38.5%	23.1%	7.7%
	State	19.4%	16.7%	23.4%	35.8%	4.6%	14.6%	20.5%	24.7%	30.2%	10.0%

Grade 3 - English Learner Proficient

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
	District	21.9%	21.9%	18.8%	37.5%	0.0%	15.6%	25.0%	15.6%	37.5%	6.3%
	State	36.2%	22.5%	23.1%	17.8%	0.4%	21.4%	29.3%	27.4%	19.9%	1.9%

Grade 3 - Students with IEPs

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District	31.3%	18.8%	25.0%	25.0%	0.0%	31.3%	12.5%	31.3%	25.0%	0.0%
	State	54.2%	20.2%	14.0%	10.9%	0.6%	37.8%	28.5%	18.7%	12.8%	2.2%
Non-IEP	District	12.0%	15.7%	24.1%	42.6%	5.6%	9.3%	22.2%	26.9%	35.2%	6.5%
	State	16.5%	17.5%	25.2%	37.0%	3.8%	11.0%	20.9%	26.9%	32.1%	9.1%

Grade 3 - Economically Disadvantaged

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	District	18.8%	20.3%	25.0%	32.8%	3.1%	14.1%	26.6%	25.0%	29.7%	4.7%
	State	31.0%	21.4%	23.4%	23.0%	1.2%	21.9%	28.6%	26.7%	20.2%	2.7%
Not Eligible	District	10.0%	11.7%	23.3%	48.3%	6.7%	10.0%	15.0%	30.0%	38.3%	6.7%
	State	10.3%	13.7%	24.1%	46.0%	6.0%	5.9%	14.1%	24.9%	40.5%	14.7%

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Grade 4 - All

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
	District	10.5%	18.8%	31.6%	33.1%	6.0%	6.7%	27.4%	27.4%	37.8%	0.7%
	State	14.1%	20.1%	27.3%	31.0%	7.6%	15.8%	25.6%	27.2%	28.1%	3.4%

Grade 4 - Gender

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
Male	District	13.2%	26.5%	27.9%	29.4%	2.9%	10.1%	26.1%	26.1%	37.7%	0.0%
	State	17.1%	21.9%	27.5%	28.1%	5.5%	16.6%	25.0%	26.5%	28.4%	3.5%
Female	District	7.7%	10.8%	35.4%	36.9%	9.2%	3.0%	28.8%	28.8%	37.9%	1.5%
	State	10.9%	18.2%	27.2%	33.9%	9.8%	15.0%	26.1%	27.9%	27.7%	3.3%

Grade 4 - Racial/Ethnic Background

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
White	District	12.6%	16.8%	32.6%	30.5%	7.4%	6.2%	27.8%	25.8%	39.2%	1.0%
	State	8.4%	16.1%	27.5%	38.0%	10.0%	8.8%	19.7%	29.6%	37.4%	4.4%
Black	District	*	*	*	*	*	*	*	*	*	*
	State	25.1%	27.5%	26.9%	18.2%	2.3%	31.1%	35.0%	22.3%	11.1%	0.5%
Hispanic	District	0.0%	33.3%	22.2%	44.4%	0.0%	5.6%	22.2%	44.4%	27.8%	0.0%
	State	18.8%	24.4%	29.1%	24.2%	3.5%	20.6%	32.8%	27.4%	18.3%	1.0%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	4.6%	8.4%	18.9%	44.5%	23.6%	3.9%	10.1%	20.3%	50.0%	15.7%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*
	State	7.8%	16.3%	28.4%	36.9%	10.6%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	21.7%	33.6%	26.8%	15.6%	2.4%
Two or More Races	District	6.7%	13.3%	33.3%	46.7%	0.0%	6.7%	26.7%	20.0%	46.7%	0.0%
	State	12.9%	19.7%	25.6%	32.3%	9.6%	15.1%	24.2%	26.5%	30.2%	4.1%

Grade 4 - English Learner Proficient

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
	District	16.7%	28.6%	40.5%	14.3%	0.0%	9.1%	40.9%	31.8%	18.2%	0.0%
	State	24.2%	28.4%	29.8%	16.8%	0.8%	24.1%	36.0%	26.5%	13.0%	0.4%

Grade 4 - Students with IEPs

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District	22.7%	36.4%	27.3%	13.6%	0.0%	18.2%	36.4%	18.2%	27.3%	0.0%
	State	45.2%	28.7%	15.6%	9.1%	1.4%	41.4%	33.0%	15.5%	9.3%	0.8%
Non-IEP	District	8.1%	15.3%	32.4%	36.9%	7.2%	4.4%	25.7%	29.2%	39.8%	0.9%
	State	9.1%	18.7%	29.2%	34.4%	8.6%	11.8%	24.4%	29.0%	31.0%	3.8%

Grade 4 - Economically Disadvantaged

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	District	16.4%	26.9%	19.4%	34.3%	3.0%	10.1%	29.0%	24.6%	34.8%	1.4%
	State	20.8%	25.9%	28.8%	21.8%	2.7%	23.8%	33.1%	26.0%	16.3%	0.8%
Not Eligible	District	4.5%	10.6%	43.9%	31.8%	9.1%	3.0%	25.8%	30.3%	40.9%	0.0%
	State	6.2%	13.3%	25.6%	41.6%	13.3%	6.5%	16.7%	28.5%	41.8%	6.4%

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Grade 5 - All

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
	District	7.7%	19.7%	26.5%	41.0%	5.1%	17.1%	28.2%	32.5%	21.4%	0.9%
	State	14.0%	21.9%	28.5%	32.9%	2.7%	16.6%	24.7%	27.9%	26.3%	4.5%

Grade 5 - Gender

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
Male	District	9.9%	21.1%	25.4%	40.8%	2.8%	14.1%	32.4%	31.0%	22.5%	0.0%
	State	17.2%	24.7%	29.1%	27.6%	1.5%	18.4%	24.6%	26.2%	26.1%	4.8%
Female	District	4.3%	17.4%	28.3%	41.3%	8.7%	21.7%	21.7%	34.8%	19.6%	2.2%
	State	10.8%	19.0%	27.9%	38.4%	4.0%	14.7%	24.9%	29.6%	26.5%	4.3%

Grade 5 - Racial/Ethnic Background

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
White	District	9.1%	18.2%	26.0%	40.3%	6.5%	16.9%	28.6%	29.9%	23.4%	1.3%
	State	7.4%	16.4%	29.6%	42.8%	3.8%	9.6%	19.7%	29.9%	35.1%	5.7%
Black	District	*	*	*	*	*	*	*	*	*	*
	State	27.1%	31.2%	25.7%	15.5%	0.5%	32.4%	33.3%	23.4%	10.3%	0.6%
Hispanic	District	4.5%	27.3%	31.8%	31.8%	4.5%	18.2%	36.4%	40.9%	4.5%	0.0%
	State	19.2%	28.0%	29.7%	22.3%	0.8%	20.9%	31.0%	29.0%	17.6%	1.5%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	4.4%	9.1%	21.0%	55.3%	10.3%	4.2%	9.0%	19.3%	44.4%	23.1%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*
	State	9.4%	17.6%	27.7%	39.6%	5.7%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	19.6%	28.8%	27.5%	22.6%	1.5%
Two or More Races	District	10.0%	10.0%	10.0%	70.0%	0.0%	20.0%	10.0%	40.0%	30.0%	0.0%
	State	11.5%	20.8%	28.4%	35.9%	3.4%	16.6%	24.1%	26.7%	27.6%	5.1%

Grade 5 - English Learner Proficient

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
	District	22.2%	55.6%	16.7%	5.6%	0.0%	33.3%	38.9%	22.2%	5.6%	0.0%
	State	39.2%	38.7%	18.3%	3.8%	0.0%	36.0%	39.3%	19.6%	4.8%	0.3%

Grade 5 - Students with IEPs

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District	23.1%	53.8%	23.1%	0.0%	0.0%	46.2%	23.1%	30.8%	0.0%	0.0%
	State	47.1%	30.5%	15.1%	7.0%	0.3%	42.6%	34.2%	15.3%	7.1%	0.8%
Non-IEP	District	5.8%	15.4%	26.9%	46.2%	5.8%	13.5%	28.8%	32.7%	24.0%	1.0%
	State	8.8%	20.6%	30.6%	37.0%	3.1%	12.5%	23.3%	29.9%	29.3%	5.1%

Grade 5 - Economically Disadvantaged

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	School	15.2%	21.2%	33.3%	46.2%	7.7%	21.2%	46.2%	42.3%	33.3%	0.0%
	District	11.7%	20.0%	28.3%	36.7%	3.3%	16.7%	33.3%	30.0%	20.0%	0.0%
	State	21.4%	29.0%	28.7%	20.2%	0.7%	24.7%	31.8%	27.0%	15.4%	1.1%
Not Eligible	District	3.5%	19.3%	24.6%	45.6%	7.0%	17.5%	22.8%	35.1%	22.8%	1.8%
	State	5.5%	13.8%	28.2%	47.5%	5.0%	7.2%	16.7%	28.9%	38.8%	8.4%

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Grade 6 - All

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
	District	7.4%	23.8%	33.6%	32.0%	3.3%	15.6%	36.1%	26.2%	21.3%	0.8%
	State	12.5%	23.4%	30.1%	29.4%	4.7%	15.6%	28.8%	28.7%	23.3%	3.6%

Grade 6 - Gender

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
Male	District	8.5%	35.6%	33.9%	22.0%	0.0%	18.6%	39.0%	22.0%	20.3%	0.0%
	State	15.8%	26.7%	30.1%	24.6%	2.8%	17.2%	28.6%	27.6%	22.7%	3.8%
Female	District	6.3%	12.7%	33.3%	41.3%	6.3%	12.7%	33.3%	30.2%	22.2%	1.6%
	State	9.0%	20.1%	30.0%	34.3%	6.6%	14.0%	28.9%	29.8%	23.9%	3.3%

Grade 6 - Racial/Ethnic Background

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
White	District	8.3%	19.0%	35.7%	33.3%	3.6%	10.7%	40.5%	23.8%	23.8%	1.2%
	State	6.8%	17.3%	31.2%	38.2%	6.5%	9.1%	23.1%	31.8%	31.6%	4.4%
Black	District	*	*	*	*	*	*	*	*	*	*
	State	24.8%	34.1%	26.9%	13.4%	0.8%	31.6%	38.7%	21.5%	7.8%	0.4%
Hispanic	District	6.7%	40.0%	20.0%	33.3%	0.0%	26.7%	26.7%	26.7%	20.0%	0.0%
	State	16.6%	30.3%	31.6%	20.0%	1.6%	19.5%	35.9%	29.0%	14.7%	0.9%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	3.7%	9.4%	21.9%	48.4%	16.5%	3.5%	11.0%	22.0%	43.9%	19.5%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*
	State	10.1%	18.8%	26.1%	38.4%	6.5%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	16.2%	36.7%	28.2%	17.8%	1.1%
Two or More Races	District	0.0%	35.7%	35.7%	28.6%	0.0%	21.4%	42.9%	28.6%	7.1%	0.0%
	State	11.2%	21.5%	30.2%	31.2%	5.9%	15.8%	27.8%	28.1%	23.2%	5.0%

Grade 6 - English Learner Proficient

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
	District	18.8%	62.5%	18.8%	0.0%	0.0%	43.8%	25.0%	31.3%	0.0%	0.0%
	State	43.7%	41.1%	13.3%	1.9%	0.0%	42.6%	41.5%	12.8%	3.0%	0.2%

Grade 6 - Students with IEPs

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District	16.7%	38.9%	27.8%	16.7%	0.0%	44.4%	38.9%	5.6%	11.1%	0.0%
	State	43.1%	35.3%	15.4%	5.7%	0.5%	46.3%	36.1%	12.4%	4.6%	0.6%
Non-IEP	District	5.8%	21.2%	34.6%	34.6%	3.8%	10.6%	35.6%	29.8%	23.1%	1.0%
	State	7.7%	21.6%	32.4%	33.0%	5.3%	10.9%	27.6%	31.2%	26.2%	4.0%

Grade 6 - Economically Disadvantaged

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	District	6.8%	25.4%	37.3%	28.8%	1.7%	15.3%	39.0%	22.0%	23.7%	0.0%
	State	19.3%	31.2%	30.3%	18.0%	1.3%	23.6%	36.8%	26.4%	12.4%	0.8%
Not Eligible	District	7.9%	22.2%	30.2%	34.9%	4.8%	15.9%	33.3%	30.2%	19.0%	1.6%
	State	4.9%	14.9%	29.9%	41.9%	8.3%	6.9%	19.9%	31.2%	35.4%	6.6%

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Grade 7 - All

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
	District	4.9%	16.4%	27.9%	40.2%	10.7%	3.3%	28.9%	40.5%	26.4%	0.8%
	State	16.5%	18.2%	25.5%	29.1%	10.7%	11.3%	26.9%	31.1%	26.9%	3.8%

Grade 7 - Gender

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
Male	District	6.5%	23.9%	37.0%	23.9%	8.7%	2.2%	22.2%	53.3%	20.0%	2.2%
	State	21.5%	21.3%	25.8%	24.7%	6.7%	13.1%	27.5%	29.9%	25.6%	3.9%
Female	District	3.9%	11.8%	22.4%	50.0%	11.8%	3.9%	32.9%	32.9%	30.3%	0.0%
	State	11.1%	15.0%	25.1%	33.8%	15.0%	9.5%	26.3%	32.4%	28.2%	3.6%

Grade 7 - Racial/Ethnic Background

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
White	District	4.8%	10.7%	28.6%	42.9%	13.1%	3.6%	30.1%	34.9%	30.1%	1.2%
	State	9.9%	14.4%	25.7%	35.8%	14.2%	6.4%	20.3%	33.2%	35.4%	4.7%
Black	District	*	*	*	*	*	*	*	*	*	*
	State	31.3%	25.9%	24.5%	15.7%	2.7%	23.8%	40.9%	25.3%	9.5%	0.4%
Hispanic	District	4.2%	20.8%	25.0%	41.7%	8.3%	4.2%	16.7%	54.2%	25.0%	0.0%
	State	21.8%	22.7%	27.4%	23.1%	5.0%	14.4%	33.8%	32.7%	18.1%	1.0%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	5.0%	6.9%	16.8%	39.7%	31.6%	2.9%	8.8%	21.9%	47.4%	18.9%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*
	State	7.3%	16.5%	20.7%	34.1%	21.3%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	12.6%	30.3%	32.9%	22.1%	2.1%
Two or More Races	District	10.0%	40.0%	30.0%	20.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
	State	15.0%	18.6%	24.8%	29.3%	12.3%	11.2%	28.0%	29.5%	26.4%	5.0%

Grade 7 - Students with IEPs

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District	28.6%	42.9%	21.4%	7.1%	0.0%	14.3%	57.1%	28.6%	0.0%	0.0%
	State	53.8%	25.6%	14.2%	5.6%	0.8%	40.6%	40.4%	14.1%	4.5%	0.4%
Non-IEP	District	1.9%	13.0%	28.7%	44.4%	12.0%	1.9%	25.2%	42.1%	29.9%	0.9%
	State	10.7%	17.1%	27.2%	32.7%	12.2%	6.9%	24.9%	33.7%	30.3%	4.3%

Grade 7 - Economically Disadvantaged

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	District	6.5%	14.5%	37.1%	33.9%	8.1%	4.8%	30.6%	37.1%	27.4%	0.0%
	State	24.9%	23.9%	26.7%	20.4%	4.2%	17.5%	36.2%	30.5%	14.9%	0.9%
Not Eligible	District	3.3%	18.3%	18.3%	46.7%	13.3%	1.7%	27.1%	44.1%	25.4%	1.7%
	State	7.7%	12.4%	24.2%	38.2%	17.5%	5.0%	17.3%	31.7%	39.3%	6.7%

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Grade 8 - All

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
	District	11.3%	19.0%	32.4%	30.3%	7.0%	22.5%	21.1%	30.3%	24.6%	1.4%
	State	18.4%	19.5%	25.6%	30.1%	6.3%	24.1%	22.7%	22.8%	26.1%	4.4%

Grade 8 - Gender

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
Male	District	14.7%	25.0%	33.8%	22.1%	4.4%	29.4%	22.1%	22.1%	25.0%	1.5%
	State	24.3%	22.1%	25.2%	24.6%	3.9%	27.1%	22.6%	21.3%	24.4%	4.6%
Female	District	8.1%	13.5%	31.1%	37.8%	9.5%	16.2%	20.3%	37.8%	24.3%	1.4%
	State	12.3%	16.8%	26.1%	36.0%	8.9%	20.9%	22.7%	24.3%	27.9%	4.2%

Grade 8 - Racial/Ethnic Background

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
White	District	10.6%	16.3%	30.8%	34.6%	7.7%	16.3%	23.1%	30.8%	27.9%	1.9%
	State	11.6%	16.1%	26.4%	37.6%	8.2%	15.4%	19.9%	25.4%	33.9%	5.4%
Black	District	*	*	*	*	*	*	*	*	*	*
	State	33.6%	26.5%	23.7%	14.8%	1.4%	45.5%	27.3%	16.8%	9.8%	0.5%
Hispanic	District	5.6%	27.8%	38.9%	16.7%	11.1%	33.3%	16.7%	33.3%	16.7%	0.0%
	State	24.4%	23.8%	26.6%	22.6%	2.6%	30.3%	27.5%	22.7%	18.1%	1.4%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	6.1%	8.8%	18.4%	44.9%	21.8%	6.7%	10.1%	17.9%	43.4%	22.0%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*
	State	15.6%	13.8%	22.9%	33.9%	12.8%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	30.0%	20.6%	23.4%	24.0%	2.0%
Two or More Races	District	6.7%	33.3%	33.3%	26.7%	0.0%	40.0%	6.7%	33.3%	20.0%	0.0%
	State	17.9%	18.6%	25.5%	30.9%	7.2%	25.4%	22.1%	21.3%	26.5%	4.7%

Grade 8 - English Learner Proficient

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
	District	37.5%	31.3%	31.3%	0.0%	0.0%	31.3%	25.0%	43.8%	0.0%	0.0%
	State	59.3%	26.3%	12.0%	2.3%	0.1%	60.3%	26.2%	9.5%	3.8%	0.3%

Grade 8 - Students with IEPs

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
IEP	District	42.9%	33.3%	23.8%	0.0%	0.0%	76.2%	9.5%	14.3%	0.0%	0.0%
	State	57.6%	24.2%	12.5%	5.2%	0.4%	64.8%	21.9%	8.6%	4.2%	0.5%
Non-IEP	District	5.8%	16.5%	33.9%	35.5%	8.3%	13.2%	23.1%	33.1%	28.9%	1.7%
	State	12.6%	18.8%	27.6%	33.8%	7.2%	18.0%	22.8%	24.9%	29.4%	5.0%

Grade 8 - Economically Disadvantaged

		ELA					Mathematics				
	Levels	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	District	13.3%	28.3%	31.7%	16.7%	10.0%	26.7%	21.7%	36.7%	15.0%	0.0%
	State	27.6%	24.7%	25.7%	19.8%	2.2%	35.7%	27.3%	20.8%	15.0%	1.2%
Not Eligible	District	9.8%	12.2%	32.9%	40.2%	4.9%	19.5%	20.7%	25.6%	31.7%	2.4%
	State	9.4%	14.4%	25.5%	40.4%	10.4%	12.6%	18.0%	24.7%	37.2%	7.6%

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

RACE/ETHNICITY AND DISABILITY CATEGORY FOR STUDENTS WITH DISABILITIES

Percent of Students with Disabilities by Race / Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian	Native American	Two or More Races
District	All Students	70.1%	3.0%	14.6%	1.5%		0.1%	10.6%
	Students with IEPs	65.6%	2.6%	22.5%	0.4%			8.8%
All Peer Districts *	All Students	50.4%	13.1%	25.6%	6.6%		0.3%	3.9%
	Students with IEPs	49.6%	15.4%	26.5%	4.0%		0.3%	4.0%
State	All Students	47.9%	16.8%	26.1%	5.1%	0.1%	0.3%	3.5%
	Students with IEPs	47.4%	20.0%	25.9%	2.6%	0.1%	0.3%	3.7%

Percent of Students with IEPs in Each Disability Category

	Percent of All Students			Percent of Students with IEPs		
Disability Category	District	All Peer Districts*	State	District	All Peer Districts*	State
Autism	1.3%	1.2%	1.3%	7.0%	8.5%	8.8%
Deafness	0.1%	0.0%	0.0%	0.4%	0.2%	0.2%
Deaf-Blindness		0.0%	0.0%		0.0%	0.0%
Developmental Delay	3.7%	2.9%	1.9%	19.4%	20.0%	12.9%
Emotional Disability	0.3%	0.7%	0.9%	1.3%	4.8%	6.3%
Hearing Impairment	0.3%	0.2%	0.1%	1.8%	1.1%	1.0%
Intellectual Disability	0.3%	0.4%	0.8%	1.8%	3.0%	5.4%
Multiple Disabilities		0.1%	0.1%		1.0%	1.0%
Orthopedic Impairment	0.1%	0.1%	0.1%	0.4%	0.4%	0.4%
Other Health Impairment	1.8%	1.6%	1.8%	9.7%	11.0%	12.6%
Specific Learning Disability	5.4%	3.8%	5.0%	28.6%	25.9%	34.5%
Speech or Language Impairment	5.4%	3.5%	2.4%	28.6%	23.7%	16.3%
Traumatic Brain Injury	0.1%	0.0%	0.0%	0.4%	0.2%	0.2%
Visual Impairment	0.1%	0.0%	0.1%	0.4%	0.3%	0.4%

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

EDUCATIONAL ENVIRONMENTS FOR STUDENTS WITH DISABILITIES

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

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

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

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

Percent of Students with Disabilities in Various Educational Environments

		Inside ≥ 80%	Inside 40-79%	Inside <40%	Separate Facility
All Students with a Disability	District	68.3%	17.4%	3.7%	10.6%
	All Peer Districts*	60.3%	20.0%	14.1%	5.6%
	State	53.3%	26.8%	13.4%	6.4%

Educational Environments by Race / Ethnicity

		Inside ≥ 80%	Inside 40-79%	Inside <40%	Separate Facility
White	District	64.2%	18.9%	3.8%	13.2%
	All Peer Districts*	63.7%	20.1%	11.2%	4.9%
	State	57.3%	24.8%	11.4%	6.6%
Black	District	100.0%	0.0%	0.0%	0.0%
	All Peer Districts*	48.7%	22.1%	18.9%	10.3%
	State	43.7%	31.2%	16.9%	8.2%
Hispanic	District	70.6%	20.6%	2.9%	5.9%
	All Peer Districts*	61.4%	18.7%	15.9%	4.0%
	State	53.8%	28.0%	13.6%	4.6%
Asian	District	0.0%	100.0%	0.0%	0.0%
	All Peer Districts*	60.6%	16.6%	17.4%	5.4%
	State	54.4%	19.3%	19.1%	7.2%
Native Hawaiian	District				
	All Peer Districts*	62.3%	17.0%	18.9%	1.9%
	State	50.5%	18.4%	22.2%	9.0%
Native American	District				
	All Peer Districts*	63.2%	19.2%	13.0%	4.7%
	State	52.1%	25.4%	15.4%	7.1%
Two or More Races	District	86.7%	0.0%	6.7%	6.7%
	All Peer Districts*	58.3%	21.7%	13.8%	6.2%
	State	54.7%	23.9%	14.3%	7.1%

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

Educational Environments for Selected Disabilities					
		Inside ≥ 80%	Inside 40-79%	Inside <40%	Separate Facility
Autism	District	18.2%	9.1%	18.2%	54.5%
	All Peer Districts*	34.5%	16.9%	33.2%	15.4%
	State	30.3%	22.6%	31.3%	15.8%
Emotional Disability	District	0.0%	0.0%	66.7%	33.3%
	All Peer Districts*	40.2%	14.8%	14.2%	30.8%
	State	34.0%	20.7%	15.2%	30.0%
Intellectual Disability	District	0.0%	25.0%	25.0%	50.0%
	All Peer Districts*	5.1%	20.1%	59.7%	15.1%
	State	4.0%	29.0%	51.3%	15.7%
Other Health Impairment	District	60.0%	25.0%	0.0%	15.0%
	All Peer Districts*	63.0%	21.8%	10.8%	4.4%
	State	58.0%	27.6%	9.5%	4.9%
Specific Learning Disability	District	76.6%	23.4%	0.0%	0.0%
	All Peer Districts*	57.8%	32.7%	8.7%	0.8%
	State	55.1%	37.4%	6.4%	1.1%
Speech or Language Impairment	District	100.0%	0.0%	0.0%	0.0%
	All Peer Districts*	96.3%	2.4%	1.2%	0.1%
	State	96.9%	2.1%	0.9%	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 Disabilities in Various Educational Environments					
	Regular Early Childhood Program		Separate Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
District	36.4	0.0	42.4	0.0	21.2
All Peer Districts*	38.1	24.2	30.0	0.1	7.6
State	41.3	26.9	25.3	0.2	6.3

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

Educational Environments by Race/Ethnicity

	Regular Early Childhood Program		Separate Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
White					
District	37.2%	0.0%	48.8%	0.0%	14.0%
All Peer Districts*	34.0%	28.0%	27.5%	0.2%	10.4%
State	36.3%	32.3%	22.8%	0.3%	8.4%
Black					
District	0.0%	0.0%	0.0%	0.0%	100.0%
All Peer Districts*	35.5%	25.3%	35.7%	0.1%	3.4%
State	43.6%	24.2%	29.6%	0.1%	2.5%
Hispanic					
District	29.4%	0.0%	29.4%	0.0%	41.2%
All Peer Districts*	47.1%	17.2%	31.0%	0.1%	4.6%
State	51.9%	17.5%	26.5%	0.1%	4.1%
Asian					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	40.1%	18.1%	36.8%	0.0%	4.9%
State	42.1%	16.6%	35.5%	0.1%	5.8%
Native Hawaiian					
District					
All Peer Districts*	15.4%	38.5%	46.2%	0.0%	0.0%
State	38.2%	29.4%	29.4%	0.0%	2.9%
Native American					
District					
All Peer Districts*	23.9%	23.9%	43.5%	0.0%	8.7%
State	36.3%	22.5%	33.3%	1.0%	6.9%
Two or More Races					
District	60.0%	0.0%	40.0%	0.0%	0.0%
All Peer Districts*	36.8%	26.9%	29.7%	0.0%	6.7%
State	35.9%	33.0%	25.7%	0.2%	5.2%

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

Educational Environments for Selected Disabilities

	Regular Early Childhood Program		Separate Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
Autism					
District	0.0%	0.0%	100.0%	0.0%	0.0%
All Peer Districts*	17.3%	18.9%	63.2%	0.0%	0.7%
State	27.3%	15.4%	56.9%	0.1%	0.4%
Developmental Delay					
District	14.3%	0.0%	85.7%	0.0%	0.0%
All Peer Districts*	40.9%	15.7%	42.0%	0.1%	1.3%
State	45.2%	16.9%	37.0%	0.1%	0.8%
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	31.3%	18.8%	50.0%	0.0%	0.0%
State	25.4%	34.3%	38.8%	0.0%	1.5%
Intellectual Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	22.5%	7.5%	70.0%	0.0%	0.0%
State	25.9%	17.9%	56.3%	0.0%	0.0%
Other Health Impairment					
District	0.0%	0.0%	100.0%	0.0%	0.0%
All Peer Districts*	32.2%	18.0%	47.3%	0.9%	1.5%
State	38.2%	19.0%	40.2%	1.3%	1.4%
Specific Learning Disability					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	52.5%	22.5%	22.5%	0.0%	0.0%
State	44.0%	26.7%	28.0%	0.0%	1.3%
Speech or Language Impairment					
District	50.0%	0.0%	16.7%	0.0%	33.3%
All Peer Districts*	39.0%	37.2%	5.7%	0.1%	17.9%
State	40.1%	41.5%	3.7%	0.2%	14.5%

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

STATE PERFORMANCE PLAN INDICATORS FOR STUDENTS WITH DISABILITIES

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

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

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

SPP Indicator	Indicator Description	2017 - 2018 District Data	2017 - 2018 State Target	District Met State Target
1	Graduation Rate for students with IEPs (Data lag one year)		84.0	N/A
2	Dropout Rate for students with IEPs (Data lag one year)		4.6	N/A
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	99.5	95.0	Yes
3b	Math assessment participation rate for students with IEPs	99.5	95.0	Yes
3c	Students with IEPs meeting or exceeding standards on state reading assessments	31.0	42.0	No
3c	Students with IEPs meeting or exceeding standards on state math assessments	20.3	40.0	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	68.3	57.0	Yes
5b	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	3.7	16.0	Yes
5c	Students with IEPs ages 6-21 served in separate educational facilities	10.6	3.9	No

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

SPP Indicator	Indicator Description	2017 - 2018 District Data	2017 - 2018 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	36.4	32.8	Yes
6b	Children ages 3-5 in separate special education class, separate school or residential facility	42.4	30.6	No
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	63.6	86.2	No
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	36.4	55.5	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	86.9	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	40.0	53.8	No
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	80.0	88.0	No
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	40.0	64.2	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		60.0	N/A
9	Disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification	No	No	Yes
10	Disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification	No	No	Yes

SPP Indicator	Indicator Description	2017 - 2018 District Data	2017 - 2018 State Target	District Met State Target
11	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	100.0	100.0	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays		100.0	N/A
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals		100.0	N/A
14a	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
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		57.0	N/A
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		74.0	N/A

SPP Indicators 1 - 8 and 14 are Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators