

Lake Park CHSD 108

Roselle, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

| | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Percent Low-Income | Percent Limited-English-Proficient | Percent IEP | Percent Homeless | Chronic Truancy Rate | Attendance Rate | Total Enrollment |
|-----------------|-------|-------|----------|-------|-----------------------------------|-----------------|-------------------|--------------------|------------------------------------|-------------|------------------|----------------------|-----------------|------------------|
| District | 63.6 | 5.9 | 18.2 | 9.6 | 0.2 | 0.4 | 2.1 | 18.6 | 2.7 | 9.6 | 0.4 | 1.5 | 94.7 | 2,623 |
| State | 48.5 | 17.0 | 25.7 | 4.9 | 0.1 | 0.4 | 3.4 | 50.2 | 10.7 | 13.9 | 2.1 | 10.8 | 94.0 | 2,028,162 |

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. **IEP** students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Total Enrollment** is based on [Serving School](#).

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

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

STUDENT MOBILITY RATE

| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian /Pacific Islander | American Indian | Two or More Races | Percent Limited-English-Proficient | Percent IEP | Percent Low-Income |
|-----------------|-----|------|--------|-------|-------|----------|-------|-----------------------------------|-----------------|-------------------|------------------------------------|-------------|--------------------|
| District | 3.8 | 3.9 | 3.7 | 2.2 | 11.8 | 7.0 | 2.8 | | 18.2 | 3.5 | 13.0 | 8.4 | 10.3 |
| State | 6.9 | 7.3 | 6.5 | 4.5 | 13.4 | 6.8 | 6.8 | 8.1 | 7.5 | 8.0 | 9.3 | 10.1 | 9.6 |

INSTRUCTIONAL SETTING

| PARENTAL CONTACT* | | TOTAL SCHOOL DAYS | | STUDENT-TO-STAFF RATIOS | | | | HEALTH AND WELLNESS (days per week) | |
|-------------------|---------|-------------------|------|--------------------------|-------------------------|-----------------------|---------------------|-------------------------------------|-------|
| | Percent | | Days | Pupil-Teacher Elementary | Pupil-Teacher Secondary | Pupil-Certified Staff | Pupil-Administrator | District | State |
| District | 97.0 | | 179 | | 20.6 | 11.0 | 136.6 | 5.0 | |
| State | 94.9 | | 175 | | 19.4 | 11.2 | 189.6 | 4.0 | |

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)

| Grades | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 - 12 | Overall |
|-----------------|---|---|---|---|---|---|---|---|---|--------|---------|
| District | | | | | | | | | | 20.5 | 20.5 |
| State | | | | | | | | | | 19.5 | 20.2 |

| TEACHER INFORMATION (Full -Time Equivalents) | | | | | | | | | | | |
|--|----------|-------|----------|-------|--|--------------------|-------------------------|---------|------|--------|-----------------|
| District State | White | Black | Hispanic | Asian | Native Hawaiian/ Pacific Islander | American Indian | Two or More Races | UnKnown | Male | Female | Total Number |
| | District | 95.0 | 1.3 | 2.2 | 0.8 | 0.0 | 0.0 | 0.0 | 0.7 | 46.9 | 53.1 |
| State | 83.3 | 5.8 | 5.6 | 1.5 | 0.1 | 0.2 | 0.8 | 2.7 | 23.3 | 76.7 | 129,575 |

| TEACHER INFORMATION | | | | |
|---------------------|----------------------|--|---|--|
| | | Average Teaching Experience (Years) | % of Teachers with Bachelor's Degrees | % of Teachers with Masters's & Above |
| District: | All Schools | 13.6 | 14.9 | 85.1 |
| | High Poverty Schools | | | |
| | Low Poverty Schools | | | |
| State: | All Schools | 13.1 | 38.5 | 60.9 |
| | High Poverty Schools | 12.0 | 39.6 | 59.9 |
| | Low Poverty Schools | 13.6 | 31.3 | 68.5 |

Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

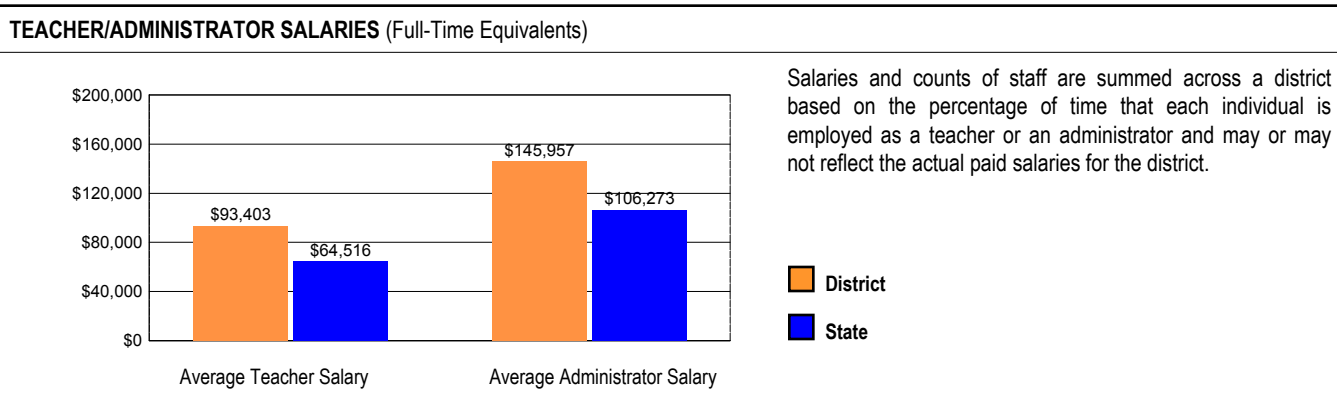
| TEACHER RETENTION RATE | |
|------------------------|------|
| District | 93.4 |
| State | 86.3 |

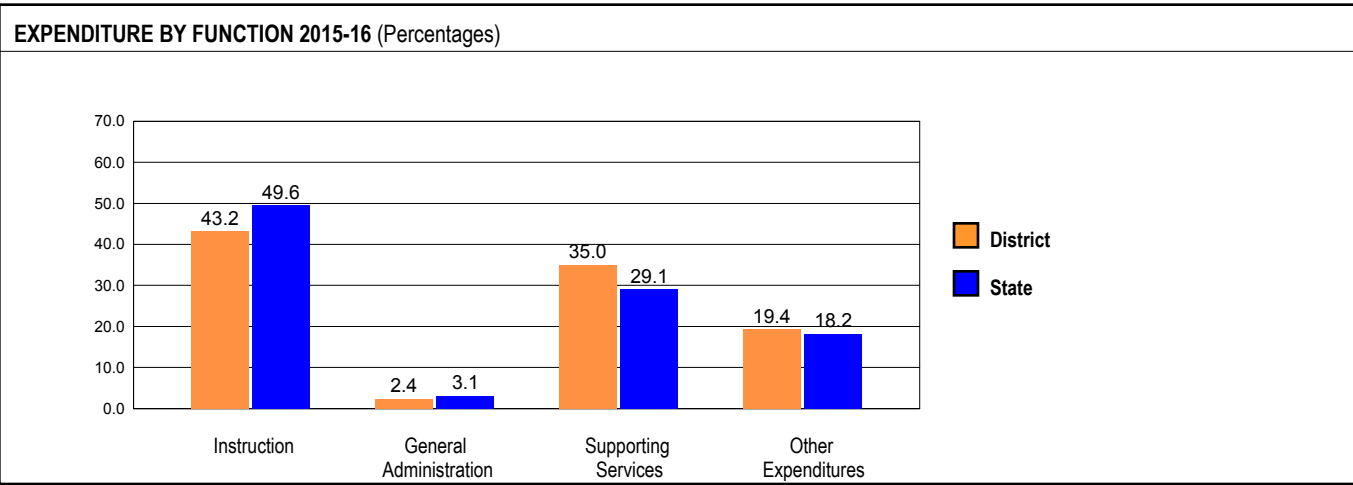
| PRINCIPAL TURNOVER (Count) | |
|----------------------------|-----|
| District | 3.0 |
| State | 2.0 |

| TEACHER ATTENDANCE | |
|--------------------|------|
| District | 81.7 |
| State | 75.3 |

| TEACHER EVALUATION | |
|--------------------|------|
| District | 99.0 |
| State | 96.7 |

SCHOOL DISTRICT FINANCES





| | District | District % | State % |
|----------------------|---------------------|------------|---------|
| Local Property Taxes | \$47,481,120 | 86.4 | 63.2 |
| Other Local Funding | \$3,471,384 | 6.3 | 4.8 |
| General State Aid | \$1,302,117 | 2.4 | 17.1 |
| Other State Funding | \$1,691,949 | 3.1 | 7.1 |
| Federal Funding | \$1,017,079 | 1.9 | 7.8 |
| TOTAL | \$54,963,649 | | |

| | District | District % | State % |
|--|---------------------|------------|---------|
| Education | \$37,063,273 | 69.8 | 73.4 |
| Operations & Maintenance | \$4,591,570 | 8.6 | 6.2 |
| Transportation | \$1,937,133 | 3.6 | 3.8 |
| Debt Service | \$6,457,522 | 12.2 | 8.2 |
| Tort | \$0 | 0.0 | 1.2 |
| Municipal Retirement/ Social Security | \$1,434,893 | 2.7 | 2.1 |
| Fire Prevention & Safety | \$0 | 0.0 | 0.5 |
| Capital Projects | \$1,647,565 | 3.1 | 4.6 |
| TOTAL | \$53,131,956 | | |

| | 2014 Equalized Assessed Valuation per Pupil | 2014 Total School Tax Rate per \$100 | 2015-16 Instructional Expenditure per Pupil | 2015-16 Operating Expenditure per Pupil |
|----------|---|--------------------------------------|---|---|
| District | \$715,426 | 2.71 | \$9,443 | \$17,745 |
| State | ** | ** | \$7,853 | \$12,973 |

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

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

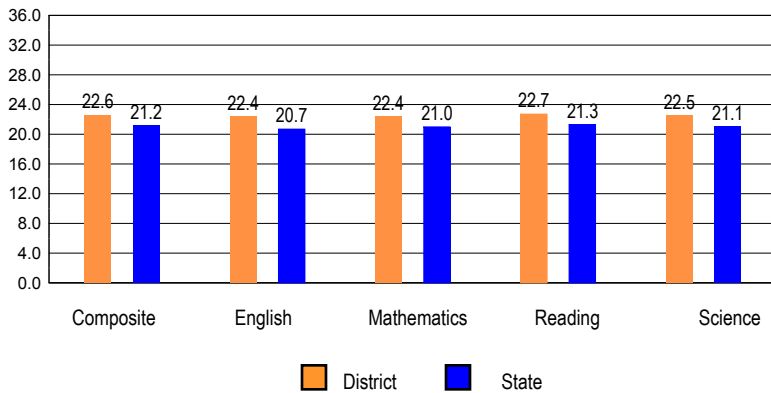
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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

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

ACADEMIC PERFORMANCE

ACT ASSESSMENT: GRADUATING CLASS OF 2017



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

READY FOR COLLEGE COURSE WORK

| | |
|----------|------|
| District | 63.3 |
| State | 50.5 |

PERCENT OF STUDENTS MET ACT BENCHMARKS

| | English | Math | Read | Science | ALL 4 Subjects |
|----------|---------|------|------|---------|----------------|
| District | 77.5 | 53.1 | 57.2 | 46.9 | 34.2 |
| State | 64.5 | 42.6 | 46.2 | 37.7 | 28.2 |

COLLEGE ENROLLMENT

| | 12 Months | 16 Months |
|----------|-----------|-----------|
| District | 77.6 | 80.8 |
| State | 69.5 | 73.2 |

FRESHMEN ON TRACK

| | |
|----------|------|
| District | 93.8 |
| State | 87.1 |

8TH GRADERS PASSING ALGEBRA I *

| | |
|----------|------|
| District | |
| State | 29.5 |

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

CTE ENROLLMENT

| | |
|----------|---------|
| District | 554 |
| State | 277,461 |

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)

| | Grade 10 | Grade 11 | Grade 12 |
|----------|----------|----------|----------|
| District | 253 | 346 | 438 |
| State | 30,084 | 57,402 | 73,171 |

| ADVANCED COURSE WORK | | | | | | | | | |
|---|--|---------|---------|---|---------|---------|-------------------------|---------|---------|
| | ADVANCED PLACEMENT (AP) COURSE WORK | | | INTERNATIONAL BACCALAUREATE (IB) COURSE WORK | | | DUAL CREDIT COURSE WORK | | |
| | Grade10 | Grade11 | Grade12 | Grade10 | Grade11 | Grade12 | Grade10 | Grade11 | Grade12 |
| All | | | | | | | | | |
| District | 253 | 311 | 395 | 0 | 0 | 0 | 0 | 40 | 72 |
| State | 22,366 | 42,705 | 51,434 | 3,713 | 3,305 | 2,970 | 5,374 | 17,055 | 31,731 |
| White | | | | | | | | | |
| District | 182 | 205 | 270 | 0 | 0 | 0 | 0 | 27 | 50 |
| State | 12,886 | 23,938 | 29,439 | 524 | 633 | 623 | 3,003 | 10,921 | 19,992 |
| Black | | | | | | | | | |
| District | 5 | 9 | 6 | 0 | 0 | 0 | 0 | 2 | 5 |
| State | 1,413 | 3,535 | 4,470 | 1,158 | 898 | 763 | 815 | 1,859 | 3,645 |
| Hispanic | | | | | | | | | |
| District | 24 | 42 | 55 | 0 | 0 | 0 | 0 | 9 | 8 |
| State | 4,170 | 9,355 | 11,234 | 1,782 | 1,497 | 1,317 | 1,150 | 2,956 | 5,737 |
| Asian | | | | | | | | | |
| District | 34 | 49 | 54 | 0 | 0 | 0 | 0 | 2 | 9 |
| State | 2,992 | 4,401 | 4,694 | 192 | 217 | 207 | 217 | 799 | 1,434 |
| Native Hawaiian/Pacific Islander | | | | | | | | | |
| District | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| State | 34 | 52 | 56 | 7 | 9 | 0 | 5 | 15 | 31 |
| American Indian | | | | | | | | | |
| District | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| State | 51 | 106 | 109 | 10 | 10 | 5 | 25 | 33 | 76 |
| Two or More Races | | | | | | | | | |
| District | 7 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| State | 790 | 1,312 | 1,409 | 40 | 41 | 55 | 159 | 472 | 815 |
| LEP | | | | | | | | | |
| District | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| State | 73 | 211 | 161 | 305 | 127 | 11 | 159 | 238 | 264 |
| Non LEP | | | | | | | | | |
| District | 253 | 310 | 394 | 0 | 0 | 0 | 0 | 39 | 71 |
| State | 22,293 | 42,494 | 51,273 | 3,408 | 3,178 | 2,959 | 5,215 | 16,817 | 31,467 |
| IEP | | | | | | | | | |
| District | 3 | 1 | 3 | 0 | 0 | 0 | 0 | 6 | 6 |
| State | 209 | 470 | 861 | 432 | 199 | 189 | 520 | 1,200 | 2,086 |
| Non IEP | | | | | | | | | |
| District | 250 | 310 | 392 | 0 | 0 | 0 | 0 | 34 | 66 |
| State | 22,157 | 42,235 | 50,573 | 3,281 | 3,106 | 2,781 | 4,854 | 15,855 | 29,645 |
| Low Income | | | | | | | | | |
| District | 14 | 25 | 36 | 0 | 0 | 0 | 0 | 4 | 12 |
| State | 5,068 | 11,705 | 14,549 | 3,079 | 2,348 | 2,108 | 2,079 | 5,868 | 10,553 |
| Non Low Income | | | | | | | | | |
| District | 239 | 286 | 359 | 0 | 0 | 0 | 0 | 36 | 60 |
| State | 17,298 | 31,000 | 36,885 | 634 | 957 | 862 | 3,295 | 11,187 | 21,178 |

| ADVANCE PLACEMENT (AP) EXAMS | | | | |
|------------------------------|-----------------------|------------------------|---------------------------|-----------------------------|
| GRADE 10 | | | | |
| | No. of AP Exams Taken | No. of AP Exams Passed | Took One or More AP Exams | Passed One or More AP Exams |
| District | 428 | 347 | 228 | 197 |
| State | 29,796 | 19,566 | 20,167 | 13,574 |

| GRADE 11 | | | | |
|----------|-----------------------|------------------------|---------------------------|-----------------------------|
| | No. of AP Exams Taken | No. of AP Exams Passed | Took One or More AP Exams | Passed One or More AP Exams |
| District | 1,081 | 742 | 267 | 214 |
| State | 99,391 | 63,822 | 37,893 | 25,821 |

| GRADE 12 | | | | |
|----------|-----------------------|------------------------|---------------------------|-----------------------------|
| | No. of AP Exams Taken | No. of AP Exams Passed | Took One or More AP Exams | Passed One or More AP Exams |
| District | 1,542 | 1,073 | 254 | 222 |
| State | 167,009 | 110,934 | 38,607 | 29,530 |

| POST-SECONDARY REMEDIATION (CLASS OF 2015) | |
|--|------|
| District | 35.4 |
| State | 46.8 |

| HIGH SCHOOL 4-YEAR GRADUATION RATE | | | | | | | | | | | | | | |
|------------------------------------|--------|------|--------|------------------|-------|----------|-------|----------------------------------|-----------------|-------------------|------|---------|----------------------------|----------------------------|
| | Gender | | | Race / Ethnicity | | | | | | | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/Pacific Islander | American Indian | Two or More Races | | | | |
| District | 93.4 | 93.2 | 93.7 | 95.3 | 81.8 | 87.7 | 98.3 | | | | 81.8 | | 82.3 | 81.3 |
| State | 87.0 | 84.5 | 89.5 | 90.6 | 78.9 | 83.5 | 94.7 | 81.8 | 81.3 | 86.2 | 73.6 | 68.8 | 71.2 | 79.4 |

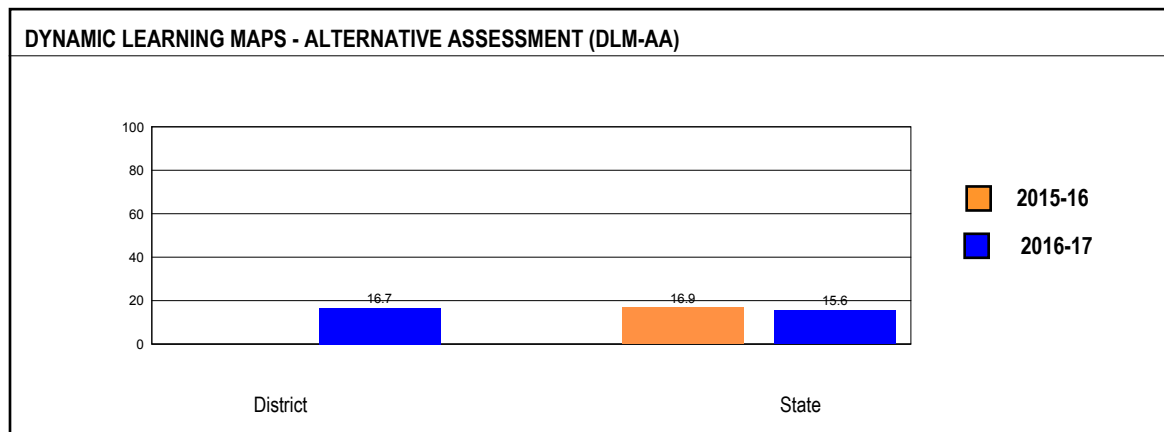
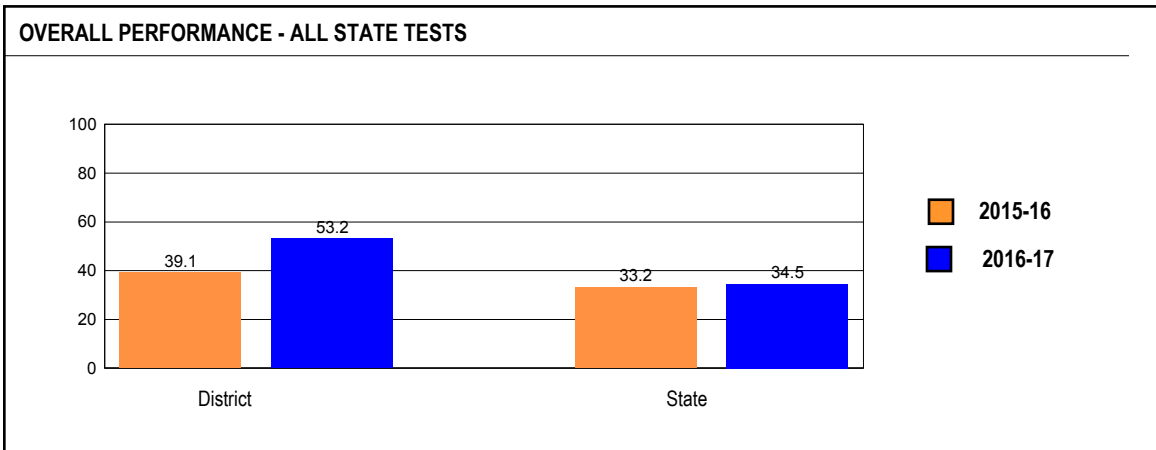
| HIGH SCHOOL 5-YEAR GRADUATION RATE | | | | | | | | | | | | | | |
|------------------------------------|--------|------|--------|------------------|-------|----------|-------|----------------------------------|-----------------|-------------------|------|---------|----------------------------|----------------------------|
| | Gender | | | Race / Ethnicity | | | | | | | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/Pacific Islander | American Indian | Two or More Races | | | | |
| District | 95.0 | 94.7 | 95.3 | 97.4 | 87.9 | 87.7 | 98.1 | | | 100.0 | 83.3 | | 85.9 | 88.2 |
| State | 88.4 | 86.3 | 90.7 | 91.7 | 80.9 | 85.5 | 95.8 | 88.4 | 83.8 | 87.6 | 79.0 | 82.6 | 75.5 | 81.8 |

| HIGH SCHOOL 6-YEAR GRADUATION RATE | | | | | | | | | | | | | | |
|------------------------------------|--------|------|--------|------------------|-------|----------|-------|----------------------------------|-----------------|-------------------|------|---------|----------------------------|----------------------------|
| | Gender | | | Race / Ethnicity | | | | | | | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/Pacific Islander | American Indian | Two or More Races | | | | |
| District | 96.8 | 95.7 | 98.0 | 98.1 | 88.9 | 94.1 | 98.1 | | | 100.0 | | | 91.1 | 91.0 |
| State | 88.6 | 86.4 | 90.8 | 91.6 | 81.3 | 85.7 | 95.7 | 89.1 | 84.6 | 87.9 | 80.4 | 40.0 | 76.9 | 83.3 |

| HIGH SCHOOL DROPOUT RATE | | | | | | | | | | | | | | |
|--------------------------|--------|------|--------|------------------|-------|----------|-------|----------------------------------|-----------------|-------------------|-----|---------|----------------------------|----------------------------|
| | Gender | | | Race / Ethnicity | | | | | | | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/Pacific Islander | American Indian | Two or More Races | | | | |
| District | 0.8 | 1.1 | 0.6 | 0.7 | 0.0 | 1.9 | 0.4 | | 0.0 | 1.8 | 0.0 | | 1.7 | 2.5 |
| State | 2.1 | 2.3 | 1.8 | 1.2 | 4.2 | 2.7 | 0.4 | 1.2 | 2.7 | 2.1 | 3.6 | 2.5 | 3.6 | 3.6 |

OVERALL STUDENT PERFORMANCE

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

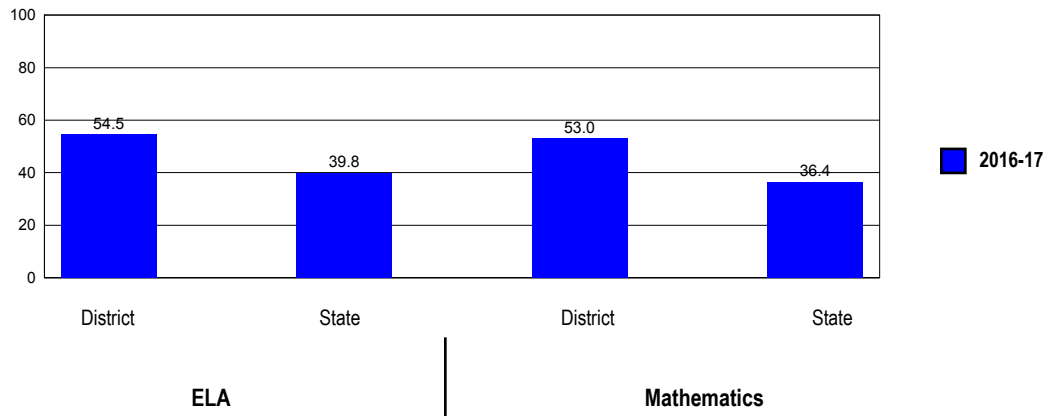


DLM-AA scores in the Progressing and Attaining performance levels count the same, respectively, as meeting or exceeding state standards.

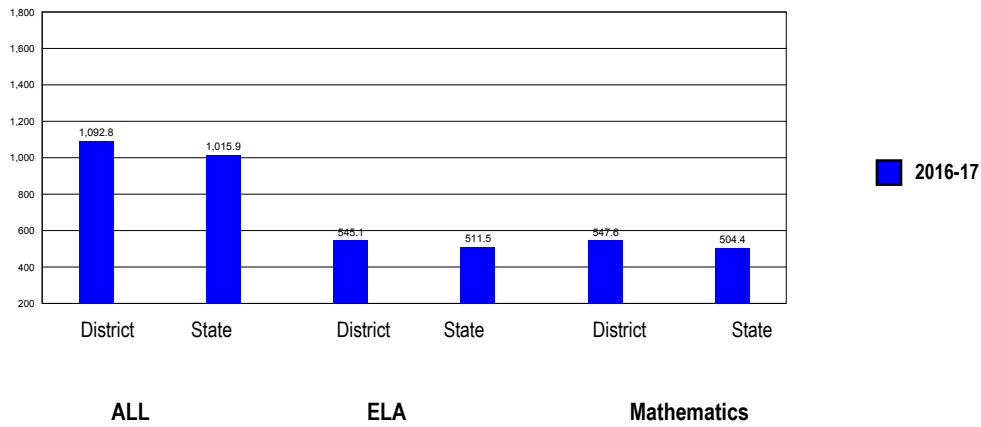
SAT PERFORMANCE

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

SAT **Grade 11**



SAT **Grade 11**



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8. SAT is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

Students with disabilities have an IEP. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

| PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA | | | | | | | | | | | | | | | |
|---|-------------|-----------|---------|---------|--------------------------|---------|----------|--------|----------------------------------|-----------------|-------------------|--------|---------|----------------------------|----------------------------|
| | | Gender | | | Racial/Ethnic Background | | | | | | | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| | | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/Pacific Islander | American Indian | Two or More Races | | | | |
| District | *Enrollment | 667 | 345 | 322 | 425 | 40 | 118 | 69 | 0 | 2 | 13 | 21 | 0 | 62 | 116 |
| | Reading | 0.4 | 0.6 | 0.3 | 0.2 | 0.0 | 1.7 | 0.0 | | | 0.0 | 4.8 | | 3.2 | 0.9 |
| State | *Enrollment | 1,044,459 | 533,974 | 510,468 | 505,668 | 175,154 | 271,875 | 51,312 | 1,081 | 4,730 | 34,569 | 90,576 | 126 | 143,863 | 530,039 |
| | Reading | 1.8 | 1.8 | 1.8 | 1.7 | 2.4 | 1.7 | 1.2 | 3.4 | 1.1 | 2.1 | 1.9 | 1.6 | 3.0 | 1.9 |

* Enrollment as reported during the testing windows for grades 3-8 and grade 11

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

| PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS | | | | | | | | | | | | | | | |
|---|-------------|-----------|---------|---------|--------------------------|---------|----------|--------|----------------------------------|-----------------|-------------------|--------|---------|----------------------------|----------------------------|
| | | Gender | | | Racial/Ethnic Background | | | | | | | LEP | Migrant | Students with Disabilities | Economically Disadvantaged |
| | | All | Male | Female | White | Black | Hispanic | Asian | Native Hawaiian/Pacific Islander | American Indian | Two or More Races | | | | |
| District | *Enrollment | 667 | 345 | 322 | 425 | 40 | 118 | 69 | 0 | 2 | 13 | 21 | 0 | 62 | 116 |
| | Mathematics | 0.4 | 0.6 | 0.3 | 0.2 | 0.0 | 1.7 | 0.0 | | | 0.0 | 4.8 | | 3.2 | 0.9 |
| State | *Enrollment | 1,046,615 | 535,114 | 511,484 | 506,264 | 175,213 | 272,641 | 52,002 | 1,091 | 4,739 | 34,592 | 93,048 | 127 | 143,785 | 531,314 |
| | Mathematics | 1.8 | 1.8 | 1.8 | 1.7 | 2.5 | 1.7 | 1.0 | 2.7 | 1.1 | 2.2 | 1.4 | 1.6 | 3.1 | 1.8 |

* Enrollment as reported during the testing windows for grades 3-8 and grade 11

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

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

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

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

SAT

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

- Level 1 -- Partially Meets Standards The student has only partially met standards & demonstrates a **minimal** 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 **incomplete** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
- Level 3 -- Meets Standards The student has met the proficiency level & demonstrates **adequate** 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 **thorough** understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

SAT

SAT- All

| Levels | ELA | | | | Mathematics | | | |
|----------|------|------|------|------|-------------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | 10.8 | 34.7 | 34.5 | 20.0 | 15.4 | 31.6 | 38.5 | 14.5 |
| State | 22.8 | 37.4 | 26.7 | 13.1 | 31.0 | 32.6 | 28.5 | 7.9 |

SAT - Gender

| Levels | ELA | | | | Mathematics | | | | |
|--------|----------|------|------|------|-------------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| Male | District | 11.2 | 38.6 | 30.1 | 20.1 | 15.6 | 29.8 | 36.3 | 18.3 |
| | State | 26.1 | 36.4 | 25.0 | 12.5 | 30.6 | 31.0 | 28.9 | 9.5 |
| Female | District | 10.4 | 30.4 | 39.2 | 19.9 | 15.2 | 33.5 | 40.8 | 10.4 |
| | State | 19.5 | 38.4 | 28.5 | 13.6 | 31.3 | 34.3 | 28.2 | 6.2 |

SAT - Racial/Ethnic Background

| Levels | | ELA | | | | Mathematics | | | |
|----------------------------------|----------|------|------|------|------|-------------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| White | District | 6.7 | 31.6 | 38.8 | 23.0 | 9.6 | 30.1 | 46.4 | 13.9 |
| | State | 14.7 | 34.2 | 33.2 | 17.8 | 20.9 | 31.9 | 36.8 | 10.4 |
| Black | District | 31.6 | 44.7 | 23.7 | 0.0 | 47.4 | 42.1 | 10.5 | 0.0 |
| | State | 41.4 | 41.8 | 13.8 | 3.0 | 56.3 | 32.0 | 10.9 | 0.8 |
| Hispanic | District | 23.5 | 46.1 | 24.3 | 6.1 | 34.8 | 39.1 | 19.1 | 7.0 |
| | State | 31.5 | 44.4 | 19.4 | 4.7 | 41.1 | 37.3 | 19.5 | 2.1 |
| Asian | District | 4.3 | 24.6 | 34.8 | 36.2 | 4.3 | 23.2 | 36.2 | 36.2 |
| | State | 10.2 | 24.5 | 33.5 | 31.8 | 10.7 | 22.1 | 38.8 | 28.3 |
| Native Hawaiian/Pacific Islander | District | | | | | | | | |
| | State | 16.2 | 39.7 | 26.5 | 17.6 | 28.7 | 27.2 | 33.1 | 11.0 |
| American Indian | District | | | | | | | | |
| | State | 28.2 | 41.7 | 20.4 | 9.7 | 40.9 | 29.6 | 24.7 | 4.8 |
| Two or More Races | District | 7.7 | 53.8 | 15.4 | 23.1 | 0.0 | 30.8 | 38.5 | 30.8 |
| | State | 18.8 | 35.9 | 27.9 | 17.5 | 28.1 | 31.6 | 29.8 | 10.6 |

SAT - Limited-English-Proficient

| Levels | | ELA | | | | Mathematics | | | |
|----------|-------|------|------|-----|-----|-------------|------|------|-----|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| District | | 65.0 | 30.0 | 5.0 | 0.0 | 60.0 | 25.0 | 15.0 | 0.0 |
| | State | 83.2 | 15.1 | 1.5 | 0.2 | 81.0 | 15.4 | 3.2 | 0.4 |

SAT - Students with Disabilities

| Levels | | ELA | | | | Mathematics | | | |
|---------|----------|------|------|------|------|-------------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| IEP | District | 45.1 | 45.1 | 5.9 | 3.9 | 64.7 | 27.5 | 5.9 | 2.0 |
| | State | 66.1 | 25.6 | 6.3 | 2.1 | 76.0 | 17.1 | 5.8 | 1.1 |
| Non-IEP | District | 7.9 | 33.8 | 36.9 | 21.4 | 11.3 | 32.0 | 41.2 | 15.6 |
| | State | 17.5 | 38.8 | 29.2 | 14.4 | 25.5 | 34.5 | 31.3 | 8.7 |

SAT - Economically Disadvantaged

| Levels | | ELA | | | | Mathematics | | | |
|--------------------------|----------|------|------|------|------|-------------|------|------|------|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Free/Reduced Price Lunch | District | 22.5 | 47.7 | 22.5 | 7.2 | 33.3 | 41.4 | 18.9 | 6.3 |
| | State | 36.1 | 42.9 | 17.1 | 3.9 | 47.0 | 34.6 | 16.5 | 1.9 |
| Not Eligible | District | 8.5 | 32.0 | 36.9 | 22.6 | 11.8 | 29.6 | 42.5 | 16.2 |
| | State | 13.2 | 33.4 | 33.8 | 19.7 | 19.3 | 31.2 | 37.3 | 12.2 |

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 | 63.6 | 5.9 | 18.2 | 9.6 | 0.2 | 0.4 | 2.1 |
| | Students with IEPs | 55.3 | 11.7 | 26.1 | 2.3 | 0.0 | 0.8 | 3.8 |
| All Peer Districts * | All Students | 54.6 | 13.5 | 22.6 | 6.0 | 0.1 | 0.3 | 2.9 |
| | Students with IEPs | 50.4 | 20.7 | 23.4 | 2.4 | 0.1 | 0.3 | 2.7 |
| State | All Students | 48.5 | 17.0 | 25.7 | 4.9 | 0.1 | 0.4 | 3.4 |
| | Students with IEPs | 47.9 | 20.4 | 25.2 | 2.4 | 0.1 | 0.4 | 3.6 |

Percent of Students with IEPs in Each Disability Category

| Disability Category | Percent of All Students | | | Percent of Students with IEPs | | |
|-------------------------------|-------------------------|---------------------|-------|-------------------------------|---------------------|-------|
| | District | All Peer Districts* | State | District | All Peer Districts* | State |
| Autism | 1.1 | 1.4 | 1.2 | 11.0 | 10.3 | 8.4 |
| Deafness | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 | 0.2 |
| Deaf-Blindness | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Developmental Delay | 0.0 | 0.0 | 1.8 | 0.0 | 0.0 | 12.6 |
| Emotional Disability | 1.1 | 1.9 | 0.9 | 11.0 | 13.9 | 6.4 |
| Hearing Impairment | 0.3 | 0.2 | 0.1 | 3.0 | 1.1 | 1.0 |
| Intellectual Disability | 0.6 | 1.3 | 0.8 | 6.4 | 9.6 | 5.6 |
| Multiple Disabilities | 0.2 | 0.2 | 0.1 | 1.9 | 1.5 | 1.0 |
| Orthopedic Impairment | 0.0 | 0.1 | 0.1 | 0.4 | 0.5 | 0.4 |
| Other Health Impairment | 1.8 | 2.1 | 1.7 | 17.8 | 15.9 | 12.2 |
| Specific Learning Disability | 4.4 | 6.0 | 5.0 | 43.9 | 44.3 | 34.9 |
| Speech or Language Impairment | 0.3 | 0.3 | 2.4 | 3.0 | 1.9 | 16.8 |
| Traumatic Brain Injury | 0.0 | 0.1 | 0.0 | 0.4 | 0.4 | 0.2 |
| Visual Impairment | 0.1 | 0.1 | 0.1 | 1.1 | 0.5 | 0.4 |

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

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

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

EDUCATIONAL ENVIRONMENTS FOR STUDENTS WITH DISABILITIES

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

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

services are generally classified into four settings:

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

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

| Percent of Students with Disabilities in Various Educational Environments | | | | | |
|---|---------------------|-------------------|---------------|-------------|-------------------|
| | | Inside \geq 80% | Inside 40-79% | Inside <40% | Separate Facility |
| All Students with a Disability | District | 47.7 | 35.2 | 6.8 | 10.2 |
| | All Peer Districts* | 41.1 | 29.5 | 16.0 | 13.5 |
| | State | 53.2 | 26.8 | 13.6 | 6.4 |

| Educational Environments by Race / Ethnicity | | | | | |
|---|---------------------|------------------------------------|----------------------|-----------------------|--------------------------|
| | | Inside \geq80% | Inside 40-79% | Inside <40% | Separate Facility |
| White | District | 54.1 | 29.5 | 4.8 | 11.6 |
| | All Peer Districts* | 45.6 | 26.3 | 14.8 | 13.2 |
| | State | 57.2 | 24.7 | 11.6 | 6.5 |
| Black | District | 22.6 | 58.1 | 12.9 | 6.5 |
| | All Peer Districts* | 30.1 | 33.6 | 18.9 | 17.4 |
| | State | 43.6 | 31.0 | 17.3 | 8.1 |
| Hispanic | District | 46.4 | 37.7 | 7.2 | 8.7 |
| | All Peer Districts* | 41.7 | 33.3 | 15.0 | 10.0 |
| | State | 53.7 | 28.1 | 13.7 | 4.5 |
| Asian | District | | | | |
| | All Peer Districts* | 36.0 | 22.4 | 24.2 | 17.5 |
| | State | 54.3 | 19.5 | 19.1 | 7.1 |
| Native Hawaiian | District | | | | |
| | All Peer Districts* | 35.3 | 29.4 | 14.7 | 20.6 |
| | State | 47.1 | 24.8 | 18.0 | 10.2 |
| Native American | District | | | | |
| | All Peer Districts* | 37.0 | 35.2 | 17.6 | 10.2 |
| | State | 53.6 | 25.3 | 16.5 | 4.7 |
| Two or More Races | District | 50.0 | 40.0 | 0.0 | 10.0 |
| | All Peer Districts | 41.6 | 29.1 | 15.3 | 14.0 |
| | State | 54.4 | 24.5 | 14.3 | 6.9 |

*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

| Educational Environments for Selected Disabilities | | | | | |
|---|---------------------|---------------------|----------------------|-----------------------|--------------------------|
| | | Inside ≥ 80% | Inside 40-79% | Inside <40% | Separate Facility |
| Autism | District | 20.7 | 51.7 | 13.8 | 13.8 |
| | All Peer Districts* | 25.8 | 23.3 | 25.2 | 25.7 |
| | State | 30.6 | 22.4 | 31.2 | 15.8 |
| Emotional Disability | District | 17.2 | 37.9 | 6.9 | 37.9 |
| | All Peer Districts* | 31.3 | 20.6 | 12.8 | 35.4 |
| | State | 33.4 | 21.1 | 15.7 | 29.8 |
| Intellectual Disability | District | 0.0 | 47.1 | 29.4 | 23.5 |
| | All Peer Districts* | 2.4 | 23.6 | 50.1 | 23.9 |
| | State | 4.3 | 28.3 | 51.5 | 16.0 |
| Other Health Impairment | District | 59.6 | 29.8 | 4.3 | 6.4 |
| | All Peer Districts* | 55.6 | 26.6 | 10.0 | 7.7 |
| | State | 58.0 | 27.7 | 9.7 | 4.6 |
| Specific Learning Disability | District | 59.5 | 36.2 | 2.6 | 1.7 |
| | All Peer Districts* | 50.4 | 37.9 | 9.2 | 2.5 |
| | State | 54.8 | 37.3 | 6.8 | 1.0 |
| Speech or Language Impairment | District | | | | |
| | All Peer Districts* | 72.9 | 17.8 | 6.2 | 3.2 |
| | State | 96.7 | 2.3 | 0.9 | 0.1 |

Early Childhood Educational Environments (ages 3-5)

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

- 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 | | | | | |
| All Peer Districts* | | | | | |
| State | 40.0 | 26.1 | 26.8 | 0.3 | 6.9 |

| 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 | | | | | |
| All Peer Districts* | | | | | |
| State | 35.5 | 31.2 | 23.6 | 0.3 | 9.5 |
| Black | | | | | |
| District | | | | | |
| All Peer Districts* | | | | | |
| State | 42.5 | 23.0 | 31.6 | 0.4 | 2.6 |
| Hispanic | | | | | |
| District | | | | | |
| All Peer Districts* | | | | | |
| State | 49.2 | 17.6 | 29.2 | 0.1 | 3.8 |
| Asian | | | | | |
| District | | | | | |
| All Peer Districts* | | | | | |
| State | 39.5 | 17.0 | 37.3 | 0.1 | 6.2 |
| Native Hawaiian | | | | | |
| District | | | | | |
| All Peer Districts* | | | | | |
| State | 47.7 | 22.7 | 22.7 | 0.0 | 6.8 |
| Native American | | | | | |
| District | | | | | |
| All Peer Districts* | | | | | |
| State | 47.7 | 20.6 | 27.1 | 0.9 | 3.7 |
| Two or More Races | | | | | |
| District | | | | | |
| All Peer Districts* | | | | | |
| State | 36.2 | 30.1 | 27.9 | 0.1 | 5.7 |

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

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

| 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 | | | | | |
| All Peer Districts* | | | | | |
| State | 25.5 | 11.6 | 61.9 | 0.0 | 0.9 |
| Developmental Delay | | | | | |
| District | | | | | |
| All Peer Districts* | | | | | |
| State | 44.2 | 15.8 | 39.0 | 0.1 | 0.9 |
| Emotional Disability | | | | | |
| District | | | | | |
| All Peer Districts* | | | | | |
| State | 15.7 | 27.1 | 54.3 | 0.0 | 2.9 |
| Intellectual Disability | | | | | |
| District | | | | | |
| All Peer Districts* | | | | | |
| State | 21.1 | 16.9 | 62.0 | 0.0 | 0.0 |
| Other Health Impairment | | | | | |
| District | | | | | |
| All Peer Districts* | | | | | |
| State | 40.6 | 14.6 | 42.3 | 1.0 | 1.4 |
| Specific Learning Disability | | | | | |
| District | | | | | |
| All Peer Districts* | | | | | |
| State | 42.2 | 25.0 | 26.6 | 0.0 | 6.3 |
| Speech or Language Impairment | | | | | |
| District | | | | | |
| All Peer Districts* | | | | | |
| State | 38.3 | 41.3 | 4.7 | 0.4 | 15.3 |

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

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

STATE PERFORMANCE PLAN INDICATORS FOR STUDENTS WITH DISABILITIES

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

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

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

| SPP Indicator | Indicator Description | 2016 - 2017 District Data | 2016 - 2017 State Target | District Met State Target |
|---------------|--|---------------------------|--------------------------|---------------------------|
| 1 | Graduation Rate for students with IEPs (Data lag one year) | 80.0 | 84.0 | NO |
| 2 | Dropout Rate for students with IEPs (Data lag one year) | 1.5 | 4.7 | 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 | 96.8 | 95.0 | YES |
| 3b | Math assessment participation rate for students with IEPs | 96.8 | 95.0 | YES |
| 3c | Students with IEPs meeting or exceeding standards on state reading assessments | 13.3 | 42.0 | NO |
| 3c | Students with IEPs meeting or exceeding standards on state math assessments | 6.7 | 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 \geq 80% of the time | 47.7 | 56.0 | NO |
| 5b | Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time | 6.8 | 16.5 | YES |
| 5c | Students with IEPs ages 6-21 served in separate educational facilities | 10.2 | 3.9 | NO |

| SPP Indicator | Indicator Description | 2016 - 2017 District Data | 2016 - 2017 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 | | 32.7 | |
| 6b | Children ages 3-5 in separate special education class, separate school or residential facility | | 30.7 | |
| 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 | | 86.1 | |
| 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 | | 55.4 | |
| 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 | | 86.8 | |
| 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 | | 53.7 | |
| 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 | | 87.9 | |
| 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 | | 64.1 | |
| 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 | |
| 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 | 2016 - 2017 District Data | 2016 - 2017 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 | |
| 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 | | 35.0 | |
| 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 | |
| 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 | | 73.0 | |

SPP Indicators 1 - 8 and 14 are Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators