Oakwood CUSD 76
Fithian, ILLINOIS 61844

Larry Maynard
Email - maynardl@oakwood76.org
(217) 446-6081
http://www.oakwood76.org

2020

EBF District Funding Tier - 1
Financial capacity to meet expectations - 64.8 %
State Senate District - 52
State House District - 104

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

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

The federal Every Student Succeeds Act requires states to provide every school a summative designation. All states were given a waiver of this requirement for school year 2019-2020 due to the impact of COVID-19. The waiver requires that states reissue schools their designations from the previous year. Illinois has four summative designations: Exemplary, Commendable, Targeted Support, and Comprehensive Support. Schools that receive a designation of Targeted Support for particular student groups or Comprehensive Support for the school receive additional funding and resources 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 2020 Glossary of Terms.

STUDENTS

STUDENT ENROLLMENT

	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	English Learners	Low Income	Homeless
District	972	861	13	49	3	*	*	46	112	3	415	27
	88.6%	1.3%	5.0%	0.3%	*	*	4.7%	11.5%	0.3%	42.7%	2.8%	
State	1,957,018	929,443	324,212	519,982	102,732	2,035	4,936	73,678	348,751	245,502	949,618	38,890
	47.5%	16.6%	26.6%	5.2%	0.1%	0.3%	3.8%	17.8%	12.5%	48.5%	2.0%	

Student Enrollment is based on Serving School.
Children with Disabilities are those students eligible to receive special education services through an IEP or support through a 504 plan.
English Learners are students eligible for transitional bilingual programs.

Low Income are students who receive or live in households that receive SNAP or TANF; are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets the USDA income guidelines to receive free or reduced-price meals.
Homeless students are those who do not have permanent and adequate homes.

CHRONIC ABSENTEEISM RATE

	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	8.4%	7.9%	7.1%	12.0%	*	*	*	10.8%	16.7%	16.7%	*	10.7%
State	11.0%	7.8%	18.7%	12.5%	5.7%	10.0%	15.6%	13.0%	16.3%	16.9%	11.3%	16.4%

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STUDENT MOBILITY RATE

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	7.0%	5.7%	8.4%	7.1%	0.0%	8.7%	*	*	*	6.3%	14.9%	14.9%	*	10.2%
State	6.2%	6.5%	5.8%	4.1%	11.8%	5.9%	6.1%	8.2%	8.6%	7.6%	6.2%	6.8%	7.4%	9.0%

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

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EARLY LEARNING

KINDERGARTEN INDIVIDUAL DEVELOPMENTAL SURVEY (KIDS) RESULTS

	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
District	93.7%	42.4%	20.3%	20.3%	16.9%	55.9%	39.0%	16.9%
State	88.7%	36.9%	17.0%	17.5%	28.6%	56.0%	47.1%	34.6%

The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten.

KINDERGARTEN INDIVIDUAL DEVELOPMENTAL SURVEY (KIDS) RESULTS (Demographics)

	% of Entering Kindergartners Demonstrating Readiness in all 3 Developmental Areas												
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	English Learners	Non English Learners	Students with IEPs	Students with Non-IEPs	Free/ Reduced Price Lunch	Non Free/ Reduced Price Lunch
District	17.9%	*	*	*	*	*	0.0%	*	16.9%	0.0%	17.5%	4.5%	24.3%
State	34.9%	23.4%	17.3%	35.3%	36.6%	14.5%	30.9%	13.7%	31.6%	14.3%	30.2%	19.7%	36.3%

The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten.

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GIFTED STUDENTS

"Gifted Education" is defined as educational services, including differentiated curricula and instructional methods, designed to meet the needs of gifted children as defined in Article 14A of this code.

"Advanced Academic Program" is defined as a course of study to which students are assigned based on advanced cognitive ability or advanced academic achievement compared to local age peers and in which the curriculum is substantially differentiated from the general curriculum to provide appropriate challenge and pace. Note that gifted students are a subset of accelerated placement /advanced academic program students and are included in these metrics also.

STUDENTS ASSESSED FOR GIFTEDNESS

	# Students	% Students
District	*	*
State	165,182	7.6%

STUDENTS ASSESSED FOR GIFTEDNESS (Demographics)

	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	165,182	7.5%	7.7%	8.5%	4.7%	5.5%	18.4%	8.1%	7.4%	9.1%	5.9%	6.3%	4.7%

STUDENTS ASSESSED FOR GIFTEDNESS TAUGHT BY GIFTED-ENDORSED TEACHERS

	# Students	% Students
District	*	*
State	19,414	0.9%

STUDENTS ASSESSED FOR GIFTEDNESS TAUGHT BY GIFTED-ENDORSED TEACHERS (Demographics)

	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	19,414	0.9%	0.9%	1.1%	0.3%	0.6%	2.7%	0.3%	0.7%	0.9%	0.4%	0.4%	0.4%

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STUDENTS IDENTIFIED AS GIFTED

	# Students	% Students
District	*	*
State	50,813	2.3%

STUDENTS IDENTIFIED AS GIFTED (Demographics)

	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	50,813	2.3%	2.4%	2.5%	1.1%	1.4%	9.9%	3.4%	1.3%	2.7%	0.6%	0.5%	1.0%

STUDENTS IDENTIFIED AS GIFTED TAUGHT BY GIFTED-ENDORSED TEACHERS

	# Students	% Students
District	*	*
State	9,454	0.4%

STUDENTS IDENTIFIED AS GIFTED TAUGHT BY GIFTED-ENDORSED TEACHERS (Demographics)

	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	9,454	0.4%	0.4%	0.5%	0.1%	0.2%	1.9%	0.1%	0.3%	0.5%	0.1%	0.1%	0.1%

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INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS

	Number of Days
District	181
State	175

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	% of 8TH GRADERS PASSING ALGEBRA I
District	26.9%
State	30.8%

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STUDENT-TO-STAFF RATIOS

	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
District	22.7	11.6	11.1	174.5
State	18.1	18.6	10.1	171.1

	HEALTH AND WELLNESS (days per week)
District	4.0
State	3.6

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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	15.4	20.1	18.7	16.8	21.3	20.9	19.9	19.8	19.2	18.3	19.0
State	19.1	20.8	21.2	21.9	22.0	22.6	23.1	23.0	22.5	21.6	21.7

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	63	28.0%	72.0%	100.0%	*	*	*	*	*	*	*
State	131,230	23.2%	76.8%	82.3%	5.9%	7.0%	1.7%	0.1%	0.2%	0.8%	2.0%

TEACHER INFORMATION (Experience)

	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above
District	12.2	75.1%	24.9%
State	13.4	39.6%	59.8%

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TEACHER RETENTION RATE	
District	87.2%
State	85.9%

PRINCIPAL TURNOVER (Count)	
District	2.0
State	2.0

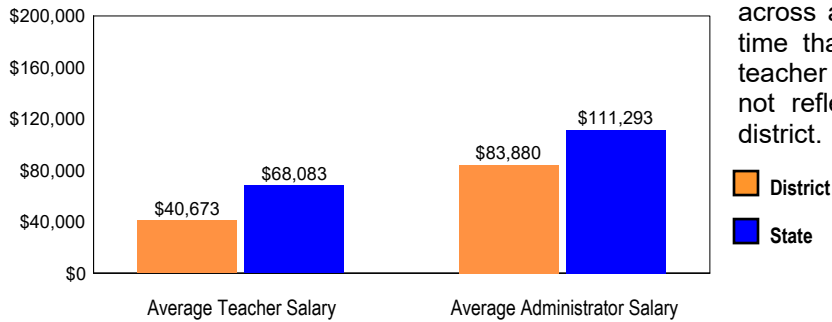| TEACHER ATTENDANCE RATE	
District	96.9%
State	86.6%

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TEACHER EVALUATION RATE	
District	*
State	98.7%

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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 2018-19 (Percentages)
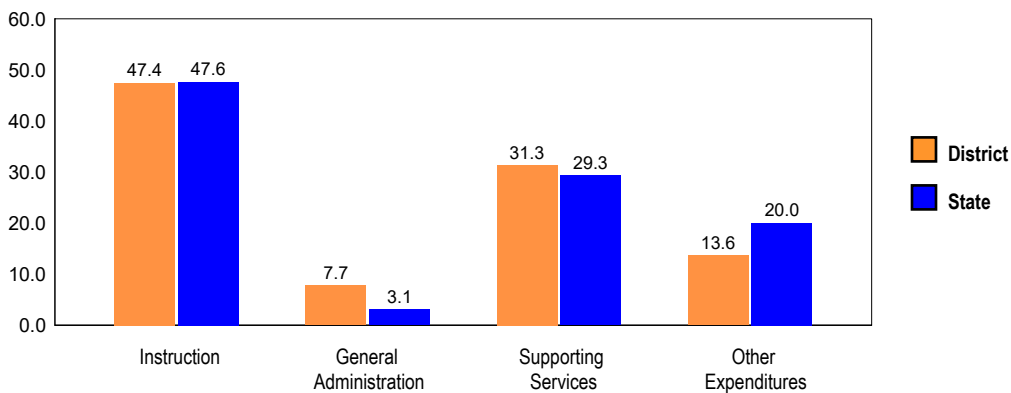
- District
- State

REVENUE BY SOURCE 2018-19

	District	District %	State %
Local Property Taxes	$4,681,211	46.0%	60.3%
Other Local Funding	$329,920	3.2%	6.1%
Evidence-Based Funding	$4,060,427	39.9%	21.7%
Other State Funding	$520,097	5.1%	4.9%
Federal Funding	$574,583	5.7%	7.0%
TOTAL	$10,166,238		

EXPENDITURE BY FUND 2018-19

	District	District %	State %
Education	$6,693,346	68.9%	70.4%
Operations & Maintenance	$1,016,248	10.5%	7.3%
Transportation	$567,247	5.8%	3.9%
Debt Service	$645,005	6.6%	8.4%
Tort	$473,103	4.9%	1.2%
Municipal Retirement/ Social Security	$306,717	3.2%	1.9%
Fire Prevention & Safety	$13,350	0.1%	0.6%
Capital Projects	$0	0.0%	6.3%
TOTAL	$9,715,016		

OTHER FINANCIAL INDICATORS

	2017 Equalized Assessed Valuation per Pupil	2017 Total School Tax Rate per $100	2018-19 Instructional Expenditure per Pupil	2018-19 Operating Expenditure per Pupil
District	$92,811	5.28	$5,220	$9,676
State	**	**	$8,582	$14,492

** 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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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.

District Sites	Enrollment	Site-Level Per-Pupil Expenditures			District Centralized Per-Pupil Expenditures			Total Per-Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal		
Oakwood Grade School	485.00	$3	$6,192	$6,195	$18	$1,979	$1,996	$21	$8,171	$8,192		
Oakwood High School	320.00	$9	$6,833	$6,842	$18	$1,979	$1,996	$27	$8,812	$8,839		
Oakwood Junior High School	160.00	$8	$6,636	$6,644	$18	$1,979	$1,996	$26	$8,615	$8,641		
District	965.00	$6	$6,478	$6,484	$18	$1,979	$1,996	$24	$8,457	$8,481	$693,304	$8,877,219

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SCHOOL IMPROVEMENT FUNDS

Title I School Improvement - 1003(a) Grant funds are federal Title I funds allocated to districts to support school improvement efforts in schools designated as targeted or comprehensive. Funds must be spent on activities that supplement core programs. Comprehensive schools receive comprehensive support and are required to utilize an approved Learning Partner. Targeted schools receive targeted support and may utilize an approved Learning Partner. Any school utilizing Title I School Improvement - 1003(a) funds must complete an application and School Improvement Report based on a local Board of Education approved School Improvement Plan and submit the Illinois Quality Framework Supporting Rubric. Additional information on the requirements of this grant can be found here: https://www.isbe.net/Pages/IL-EMPOWER.aspx

SCHOOL IMPROVEMENT FUNDS				
Schools Who Receive Title I School Improvement - 1003(a) Funds	School Year First Identified As Needing Support	Level of Support	Title I School Improvement - 1003(a) Funds Received for Previous School Year	Reason for Receiving Title I School Improvement - 1003(a) Funds

ACADEMIC PERFORMANCE - ASSESSMENTS

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

ELA PARTICIPATION - ALL TESTS (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MATH PARTICIPATION - ALL TESTS (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District														
State														

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SCIENCE PARTICIPATION - ALL TESTS (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

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."

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IAR ELA PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District														
State														

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IAR MATH PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

SAT ELA PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

SAT MATH PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

DLM-AA ELA PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

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DLM-AA MATH PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

DLM-AA SCIENCE PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

ISA PARTICIPATION (Demographics)

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District														
State														

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

ELA PROFICIENCY - ALL TESTS (Demographics)

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District										
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

ELA PROFICIENCY - ALL TESTS (Demographics Continued)

	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District								
State								

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MATH PROFICIENCY - ALL TESTS (Demographics)

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District										
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MATH PROFICIENCY - ALL TESTS (Demographics Continued)

	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District								
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

SCIENCE PROFICIENCY - ALL TESTS (Demographics)

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District										
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

SCIENCE PROFICIENCY - ALL TESTS (Demographics Continued)

	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District								
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

EL PROFICIENCY ON ACCESS

	# ELS	# Tested	% Participation	# Proficient	% Proficient	# Long Term EL	% Long Term EL
District	*	*	*	*	*	*	*
State	223,399	220,920	98.9%	17,503	7.9%	20,127	9.0%

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MEAN ELA GROWTH PERCENTILE - IAR (Demographics)

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District										
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MEAN ELA GROWTH PERCENTILE - IAR (Demographics Continued)

	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District								
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MEAN MATH GROWTH PERCENTILE - IAR (Demographics)

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District										
State										

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

MEAN MATH GROWTH PERCENTILE - IAR (Demographics Continued)

	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District								
State								

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

9th Grade On Track

	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
District	63	88.1%	*	*	*	*	*	*	58.3%	58.3%	*	76.5%
State	130,164	92.8%	78.5%	85.9%	96.9%	91.0%	86.3%	87.8%	82.4%	80.6%	80.5%	81.7%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

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CAREER AND TECHNICAL EDUCATION ENROLLMENT	
District	198
State	286,237

Users of this report should note that this data may have been affected by the suspension of in-person instruction during the 2019-20 school year. HOWEVER, based on the data collected and comparisons to historical data, the data collected for this collection cycle does not, in aggregate, exhibit any more variation than is normally observed from year to year.

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
District	*	*	27	41
State	19,855	32,687	62,063	77,243

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

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.

ADVANCED PLACEMENT COURSE WORK

		ADVANCED PLACEMENT (AP) COURSE WORK				INTERNATIONAL BACCALAUREATE (IB) COURSE WORK				DUAL CREDIT COURSE WORK			
		Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12
All	District	*	*	*	12	*	*	*	*	*	*	27	31
	State	14,877	27,199	46,708	53,642	263	314	2,827	2,608	5,392	6,740	19,846	38,017
White	District	*	*	*	12	*	*	*	*	*	*	23	26
	State	6,680	13,468	24,167	28,113	29	36	357	356	2,857	3,776	12,960	23,702
Black	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	1,556	2,162	4,037	4,833	58	93	852	789	917	844	1,574	3,438
Hispanic	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	3,906	6,689	11,696	13,503	154	167	1,378	1,230	1,153	1,478	3,504	7,448
Asian	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	2,157	3,836	5,093	5,325	17	12	190	179	279	416	1,127	2,114
Native Hawaiian/ Pacific Islander	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	37	36	66	61	1	1	2	3	3	7	15	42
American Indian	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	20	64	105	104	0	1	8	12	10	16	34	77
Two or More Races	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	521	944	1,544	1,703	4	4	40	39	173	203	632	1,196
Children with Disabilities	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	805	1,511	2,887	3,710	18	14	228	223	668	858	2,094	3,838
IEP	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	152	306	648	1,124	3	3	85	88	485	571	1,323	2,230
Non IEP	District	*	*	*	12	*	*	*	*	*	*	27	28
	State	14,725	26,893	46,060	52,518	260	311	2,742	2,520	4,907	6,169	18,523	35,787
EL	District	*	*	*	*	*	*	*	*	*	*	*	*
	State	174	405	695	1,046	8	12	88	76	276	266	489	850
Non EL	District	*	*	*	12	*	*	*	*	*	*	27	31
	State	14,703	26,794	46,013	52,596	255	302	2,739	2,532	5,116	6,474	19,357	37,167
Low Income	District	*	*	*	*	*	*	*	*	*	*	*	10
	State	4,122	6,746	11,929	16,202	150	200	1,546	1,856	1,874	2,259	5,742	11,597
Non Low Income	District	*	*	*	11	*	*	*	*	*	*	18	21
	State	10,755	20,453	34,779	37,440	113	114	1,281	752	3,518	4,481	14,104	26,420

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

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ADVANCED PLACEMENT (AP) EXAMS

	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
GRADE 12				
District	18	*	10	*
State	278,398	195,120	37,687	30,599

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While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting
from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

POSTSECONDARY ENROLLMENT 12 MONTH

	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
District	67.7%	56.9%	10.8%	21.5%	46.2%	0.0%
State	70.3%	53.5%	16.8%	40.6%	29.8%	0.0%

POSTSECONDARY ENROLLMENT 16 MONTH

	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
District	67.7%	56.9%	10.8%	21.5%	46.2%	0.0%
State	71.0%	54.2%	16.9%	40.7%	30.3%	0.0%

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

HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics)

		Gender		Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District	94.3%	93.5%	95.1%	93.1%	*	*	*	*	*	*
State	88.0%	85.6%	90.5%	91.5%	79.9%	85.5%	94.5%	89.4%	80.0%	85.7%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics Continued)

	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	86.7%	*	96.4%	*	*	*	*
State	81.3%	74.0%	76.5%	82.0%	74.0%	67.9%	52.4%	52.4%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics)

		Gender		Race / Ethnicity						
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District	90.8%	90.5%	91.2%	89.6%	*	*	*	*	*	*
State	88.4%	86.0%	90.9%	92.0%	80.2%	85.6%	95.3%	87.1%	78.8%	88.5%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics Continued)

	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	58.3%	*	83.3%	*	*	*	*
State	85.7%	75.1%	78.1%	82.1%	74.5%	73.3%	65.2%	65.2%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

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HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics)

| | Gender | | | Race / Ethnicity | | | | | | |
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
District	94.2%	97.2%	90.9%	95.1%	*	*	*	*	*	*
State	88.2%	85.8%	90.6%	92.2%	79.4%	84.9%	95.4%	85.6%	84.1%	87.1%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

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	*	*	*	93.8%	*	*	*	*
State	37.3%	75.2%	77.5%	81.6%	74.9%	73.7%	41.9%	41.9%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

DROPOUT RATE

| | Gender | | | Race / Ethnicity | | | | | | | Children with Disabilities | Students with IEPs | English Learners | Low Income |
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	2.4%	3.4%	1.3%	2.7%	*	0.0%	*	*	*	0.0%	2.6%	2.6%	*	0.8%
State	3.5%	3.9%	3.0%	2.5%	6.2%	3.8%	1.4%	4.0%	5.3%	4.0%	2.5%	3.8%	1.4%	5.5%

Users of this report should note that this data may have been affected by the suspension of in-person instruction during the 2019-20 school year. It was collected in accordance with ISBE data policy and validated through normal procedures but the state environment and policy changes resulting from the suspension of in-person instruction may have affected the results. Please use caution when interpreting results and trends.

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.

NAEP

2019 Mathematics State Snapshot Report
Illinois ▪ Grade 4 ▪ Public Schools

Results for Student Groups in 2019

Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	46	246	86	51	11
Black	17	217	57	14	1
Hispanic	27	231	74	28	4
Asian	4	259	88	65	25
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	4	238	76	40	12
Gender					
Male	50	239	78	41	10
Female	50	236	77	36	6
National School Lunch Program					
Eligible	52	226	67	24	3
Not eligible	48	249	88	54	14

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

NAEP Achievement-Level Percentages and Average Score Results

Illinois					Average Score
2000	37*	43	19*	2*	223*
2017	24	38	30	9	238
2019	23	39	30	8	237
Nation					
2019	20*	40	32	9	240*

Percent below NAEP Basic or at NAEP Basic level   Percent at NAEP Proficient or NAEP Advanced level

☐ Below NAEP Basic   ▨ NAEP Basic   ▰ NAEP Proficient   ■ NAEP Advanced

* Significantly different (*p* < .05) from state's results in 2019. Significance tests were performed using unrounded numbers.
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP

2019 Mathematics State Snapshot Report
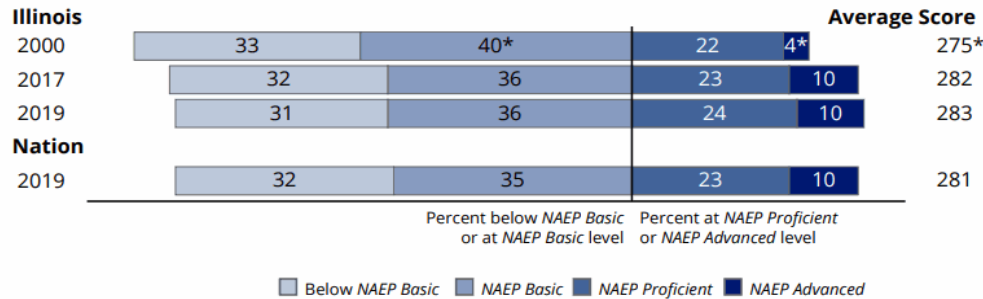### Illinois ■ Grade 8 ■ Public Schools

Results for Student Groups in 2019

Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP Basic	Percentage at or above NAEP Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
White	48	291	78	42	12
Black	18	262	49	14	2
Hispanic	25	273	62	24	5
Asian	6	320	92	73	36
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	286	71	38	17
Gender					
Male	51	283	69	35	12
Female	49	282	70	32	9
National School Lunch Program					
Eligible	48	269	56	20	4
Not eligible	52	295	82	46	15

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

NAEP Achievement-Level Percentages and Average Score Results

					Average Score
Illinois					
2000	33	40*	22	4*	275*
2017	32	36	23	10	282
2019	31	36	24	10	283
Nation					
2019	32	35	23	10	281

Percent below NAEP Basic or at NAEP Basic level   Percent at NAEP Proficient or NAEP Advanced level

☐ Below NAEP Basic   ☐ NAEP Basic   ■ NAEP Proficient   ■ NAEP Advanced

* Significantly different (*p* < .05) from state's results in 2019. Significance tests were performed using unrounded numbers.
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP

National Center for Education Statistics

2019 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

Table A-11. Inclusion rate and standard error (SE) in NAEP mathematics for fourth- and eighth-grade public school students with disabilities (SD) and English language learners (ELL), as a percentage of identified SD or ELL students, by state/jurisdiction: 2019

	Percentage of identified SD or ELL students							
	Grade 4				Grade 8			
	SD		ELL		SD		ELL	
State/jurisdiction	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE
Illinois	95 [1]	1.2	98 [1]	0.7	94 [1]	1.1	95 [1]	2.0

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

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

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

[2] Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP mathematics results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. 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), 2019 Mathematics Assessment.

NAEP

2019 Reading State Snapshot Report
Illinois ■ Grade 4 ■ Public Schools
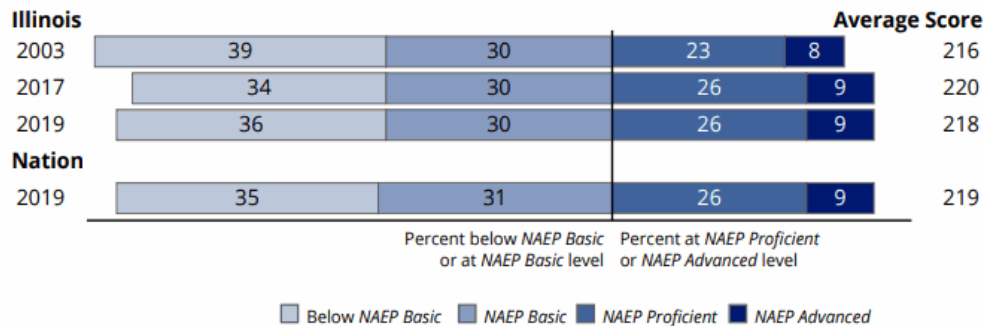
Results for Student Groups in 2019

Reporting Groups	Percentage of students	Avg. score	Percentage at or above *NAEP* Basic	Proficient	Percentage at *NAEP* Advanced
Race/Ethnicity					
White	46	228	75	45	12
Black	18	200	46	17	2
Hispanic	27	208	55	23	4
Asian	4	238	82	57	19
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	4	229	74	43	12
Gender					
Male	50	215	61	32	8
Female	50	221	68	36	9
National School Lunch Program					
Eligible	52	205	51	21	3
Not eligible	47	233	79	50	14

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

NAEP Achievement-Level Percentages and Average Score Results

Illinois					Average Score
2003	39	30	23	8	216
2017	34	30	26	9	220
2019	36	30	26	9	218
Nation					
2019	35	31	26	9	219

Percent below *NAEP Basic* or at *NAEP Basic* level Percent at *NAEP Proficient* or *NAEP Advanced* level

☐ Below *NAEP Basic* ☐ *NAEP Basic* ■ *NAEP Proficient* ■ *NAEP Advanced*

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP

2019 Reading State Snapshot Report
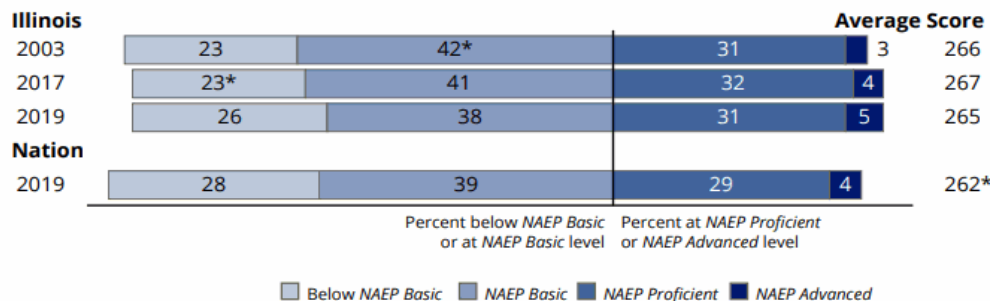### Illinois ■ Grade 8 ■ Public Schools

Results for Student Groups in 2019

Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	48	274	82	45	6
Black	18	246	56	15	1
Hispanic	25	255	66	25	2
Asian	6	290	90	66	15
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	263	72	32	5
Gender					
Male	51	260	69	32	4
Female	49	269	78	40	6
National School Lunch Program					
Eligible	50	251	62	21	1
Not eligible	50	278	85	50	8

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

NAEP Achievement-Level Percentages and Average Score Results

		Below NAEP Basic	NAEP Basic	NAEP Proficient	NAEP Advanced	Average Score
Illinois						
	2003	23	42*	31	3	266
	2017	23*	41	32	4	267
	2019	26	38	31	5	265
Nation						
	2019	28	39	29	4	262*

Percent below NAEP Basic or at NAEP Basic level   Percent at NAEP Proficient or NAEP Advanced level

☐ Below NAEP Basic   ☐ NAEP Basic   ■ NAEP Proficient   ■ NAEP Advanced

* Significantly different (p < .05) from state's results in 2019. Significance tests were performed using unrounded numbers.
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP

National Center for Education Statistics

2019 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

Table A-11. Inclusion rate and standard error (SE) in NAEP reading for fourth- and eighth-grade public school students with disabilities (SD) and English language learners (ELL), as a percentage of identified SD or ELL students, by state/jurisdiction: 2019

	Percentage of identified SD or ELL students							
	Grade 4				Grade 8			
	SD		ELL		SD		ELL	
State/jurisdiction	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE
Illinois	91 [1]	2.1	96 [1]	1.0	95 [1]	1.4	94 [1]	1.6

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

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

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

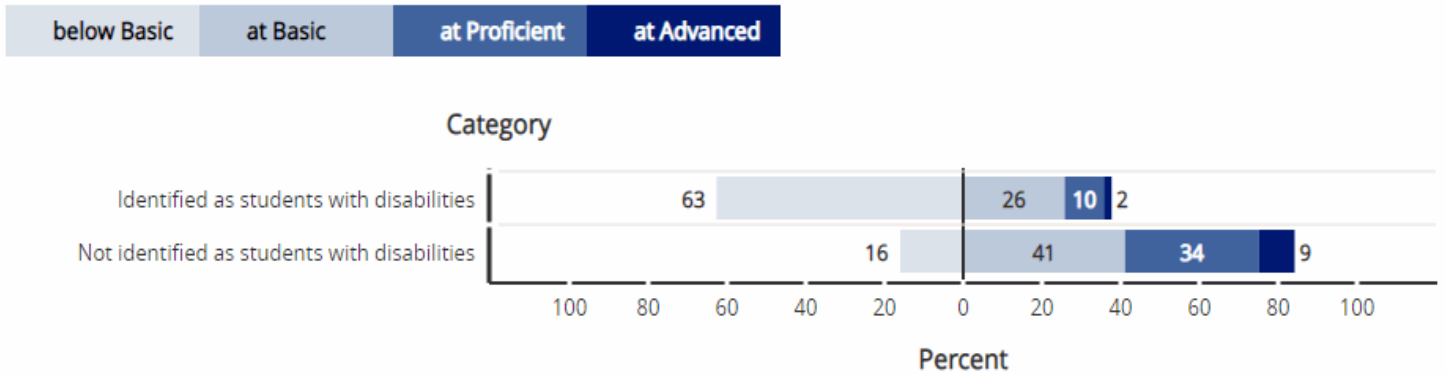[2] Department of Defense Education Activity (overseas and domestic schools).

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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.

NAEP
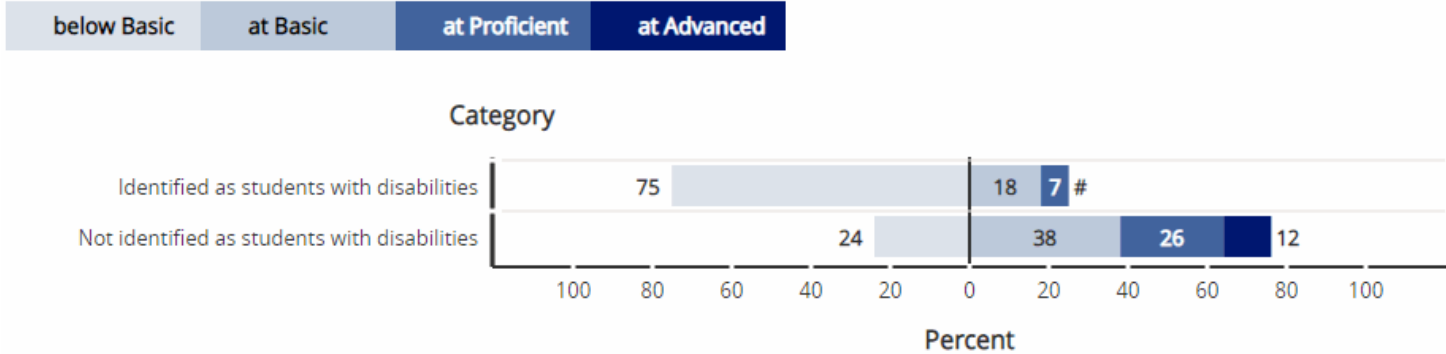
2019 IL Gr 4 Math - Students with Disabilities

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: 2019
2019, Illinois

below Basic	at Basic	at Proficient	at Advanced

Category

Category	below Basic	at Basic	at Proficient	at Advanced
Identified as students with disabilities	63	26	10	2
Not identified as students with disabilities	16	41	34	9

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), 2019 Mathematics Assessment.

2019 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: 2019
2019, Illinois

below Basic	at Basic	at Proficient	at Advanced

Category

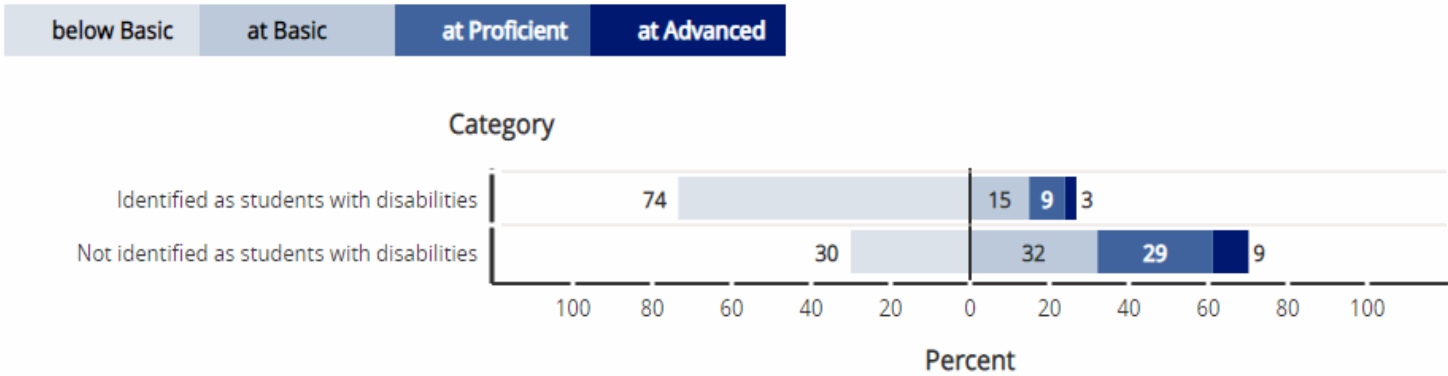| Category	below Basic	at Basic	at Proficient	at Advanced
Identified as students with disabilities	75	18	7	#
Not identified as students with disabilities	24	38	26	12

Rounds to zero.
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), 2019 Mathematics Assessment.

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.

NAEP

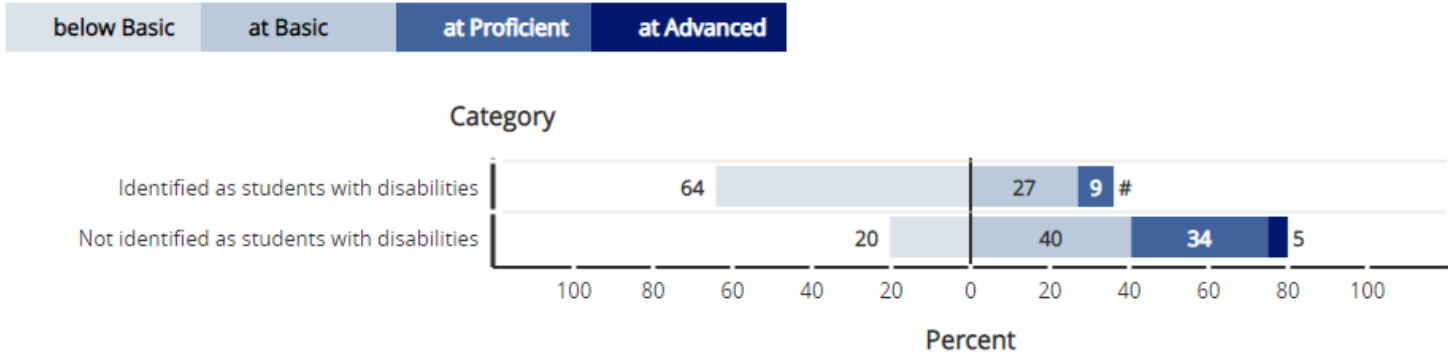## 2019 IL Gr 4 Reading - Students with Disabilities

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: 2019
2019, Illinois

below Basic	at Basic	at Proficient	at Advanced

Category

Category				
Identified as students with disabilities	74	15	9	3
Not identified as students with disabilities	30	32	29	9

Percent: 100 80 60 40 20 0 20 40 60 80 100

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), 2019 Reading Assessment.

2019 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: 2019
2019, Illinois

below Basic	at Basic	at Proficient	at Advanced

Category

Category				
Identified as students with disabilities	64	27	9	#
Not identified as students with disabilities	20	40	34	5

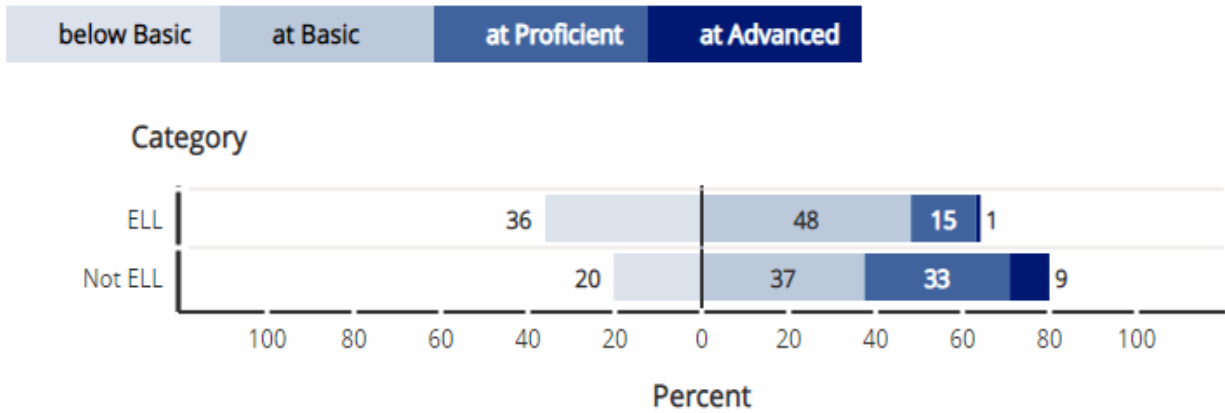Percent: 100 80 60 40 20 0 20 40 60 80 100

Rounds to zero.
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), 2019 Reading Assessment.

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.
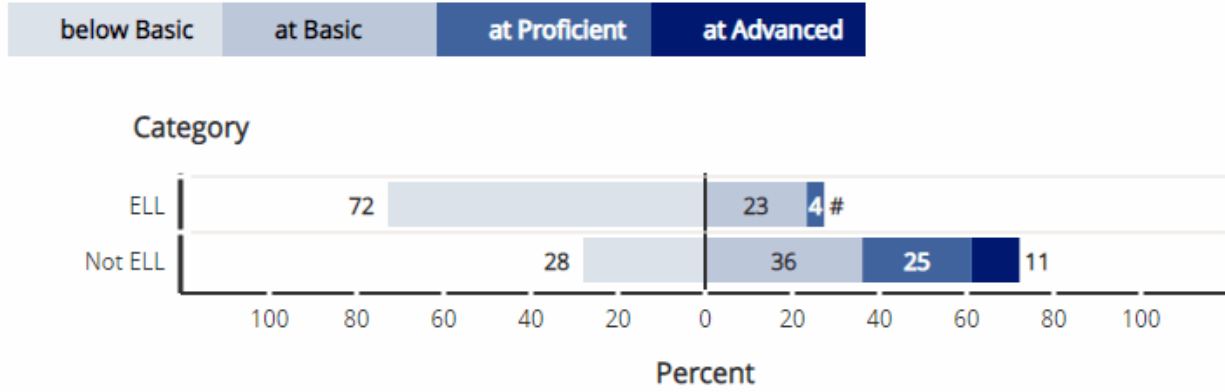
NAEP

2019 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: 2019
2019, Illinois

| below Basic | at Basic | at Proficient | at Advanced |

Category

Category	below Basic	at Basic	at Proficient	at Advanced
ELL	36	48	15	1
Not ELL	20	37	33	9

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), 2019 Mathematics Assessment.

2019 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: 2019
2019, Illinois

| below Basic | at Basic | at Proficient | at Advanced |

Category

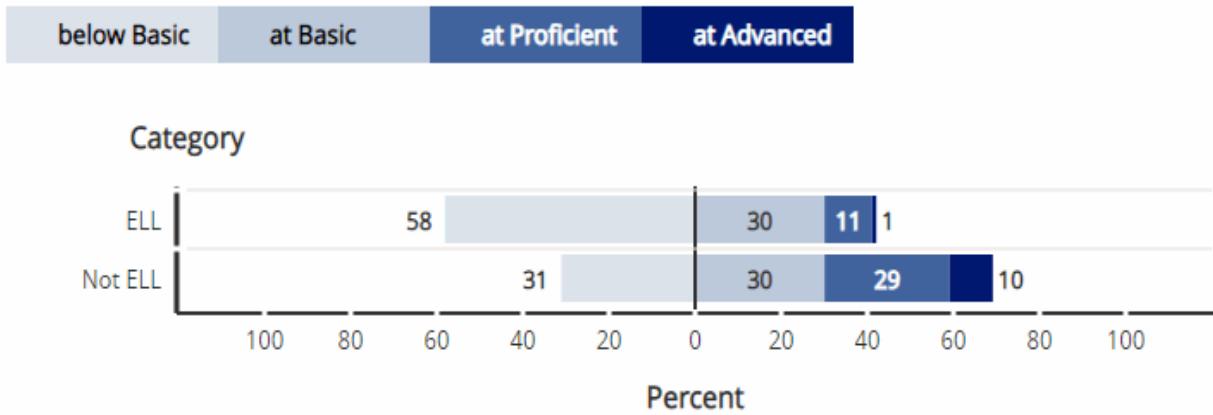| Category	below Basic	at Basic	at Proficient	at Advanced
ELL	72	23	4	#
Not ELL	28	36	25	11

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), 2019 Mathematics Assessment.

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.

NAEP

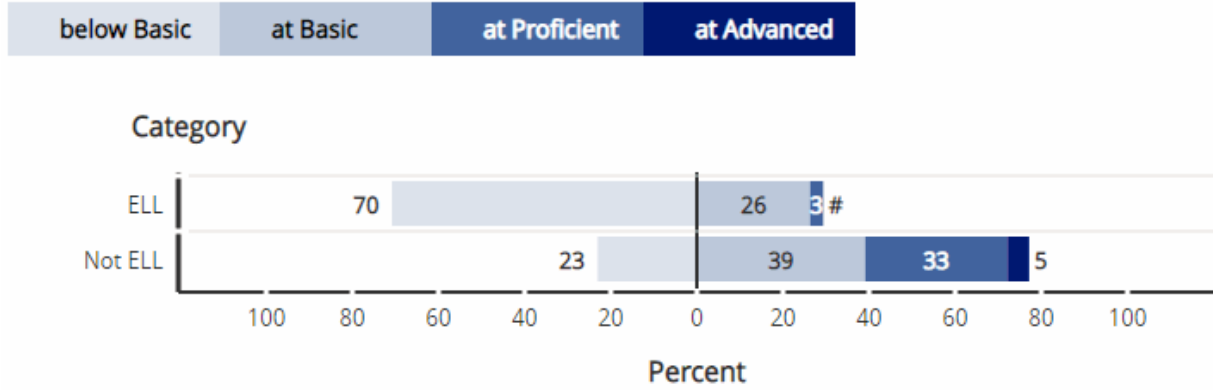## 2019 IL Gr 4 Reading - English Learners

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: 2019
2019, Illinois

| below Basic | at Basic | at Proficient | at Advanced |

Category

Category	below Basic	at Basic	at Proficient	at Advanced
ELL	58	30	11	1
Not ELL	31	30	29	10

Percent

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), 2019 Reading Assessment.

2019 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: 2019
2019, Illinois

| below Basic | at Basic | at Proficient | at Advanced |

Category

Category	below Basic	at Basic	at Proficient	at Advanced
ELL	70	26	3	#
Not ELL	23	39	33	5

Percent

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), 2019 Reading Assessment.

NAEP

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

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

Additional information regarding NAEP results can be found here:
- Mathematics
  - 2019 Grade 4 https://www.isbe.net/Documents/naep-2019-math-snap-4.pdf
  - 2019 Grade 8 https://www.isbe.net/Documents/naep-2019-math-snap-8.pdf
  - 2019 State Report Grades 4 and 8
    https://www.isbe.net/Documents/naep-2019-math-state-4-8.pdf
  - 2019 NAEP Inclusion Rates
    https://www.nationsreportcard.gov/mathematics/supportive_files/2019_technical_appendix_math.pdf
- Reading
  - 2019 Grade 4 https://www.isbe.net/Documents/naep-2019-read-snap-4.pdf
  - 2019 Grade 8 https://www.isbe.net/Documents/naep-2019-read-snap-8.pdf
  - 2019 State Report Grades 4 and 8
    https://www.isbe.net/Documents/naep-2019-read-state-4-8.pdf
  - 2019 NAEP Inclusion Rates
    https://www.nationsreportcard.gov/reading/supportive_files/2019_technical_appendix_reading.pdf

CIVIL RIGHTS DATA COLLECTION - 2017-18 SCHOOL YEAR

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

ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for in-school suspensions, out-of-school suspensions, and expulsions is reported by ISBE in a separate report on www.isbe.net . 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	2.7%
State	5.1%

CRDC - OUT-OF-SCHOOL SUSPENSIONS	
District	4.1%
State	3.5%

CRDC - EXPULSIONS	
District	0.0%
State	0.1%

CRDC - SCHOOL-RELATED ARRESTS	
District	0.0%
State	0.1%

CRDC - REFERRAL TO LAW ENFORCEMENT	
District	0.1%
State	0.7%

CRDC - CHRONIC ABSENTEEISM	
District	9.8%
State	16.3%

CRDC - INCIDENTS OF VIOLENCE	
	Rate of Incidents of Violence
District	0.1%
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	153	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	42
	4.3%
State	78,272
	3.9%

CRDC - ADVANCED PLACEMENT COURSE WORK						
	ADVANCED PLACEMENT (AP) COURSE WORK		INTERNATIONAL BACCALAUREATE (IB) COURSE WORK		DUAL CREDIT COURSE WORK	
	Number	Percent	Number	Percent	Number	Percent
All						
District	11	1.1%	0	0.0%	37	3.8%
State	143,753	7.2%	5,004	0.3%	65,736	3.3%

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.

RACE/ETHNICITY AND DISABILITY CATEGORY FOR STUDENTS WITH IEPS

Percent of Students with IEPs by Race / Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian	Native American	Two or More Races
District	All Students	88.6%	1.3%	5.0%	0.3%			4.7%
	Students with IEPs	86.8%	1.6%	4.7%				7.0%
All Peer Districts *	All Students	60.2%	11.5%	19.0%	4.4%	0.1%	0.3%	4.6%
	Students with IEPs	59.4%	14.8%	18.4%	2.2%	0.1%	0.3%	5.0%
State	All Students	47.5%	16.6%	26.6%	5.2%	0.1%	0.3%	3.8%
	Students with IEPs	46.5%	19.7%	26.8%	2.7%	0.1%	0.3%	3.9%

Percent of Students with IEPs in Each Disability Category

Disability Category	Percent of All Students			Percent of Students with IEPs		
	District	All Peer Districts*	State	District	All Peer Districts*	State
Autism	1.0%	1.4%	1.4%	7.8%	8.6%	9.6%
Deafness		0.0%	0.0%		0.1%	0.2%
Deaf-Blindness		0.0%	0.0%		0.0%	0.0%
Developmental Delay	1.7%	2.1%	2.0%	13.2%	13.0%	13.4%
Emotional Disability	0.6%	0.9%	0.9%	4.7%	5.7%	6.2%
Hearing Impairment	0.2%	0.2%	0.1%	1.6%	0.9%	0.9%
Intellectual Disability	0.7%	0.7%	0.8%	5.4%	4.5%	5.1%
Multiple Disabilities	0.2%	0.2%	0.2%	1.6%	1.1%	1.0%
Orthopedic Impairment		0.1%	0.0%		0.4%	0.3%
Other Health Impairment	1.7%	2.3%	2.0%	13.2%	14.4%	13.2%
Specific Learning Disability	4.8%	5.0%	5.1%	36.4%	31.6%	33.6%
Speech or Language Impairment	2.1%	3.0%	2.4%	15.5%	19.0%	16.0%
Traumatic Brain Injury	0.1%	0.0%	0.0%	0.8%	0.2%	0.2%
Visual Impairment		0.1%	0.1%		0.4%	0.3%

*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

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 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 ≥ 80%	Inside 40-79%	Inside <40%	Separate Facility
All Students with an IEP	District	55.3%	26.3%	7.0%	11.4%
	All Peer Districts*	54.4%	26.5%	13.0%	6.1%
	State	53.5%	26.7%	13.1%	6.8%

Educational Environments by Race / Ethnicity		Inside ≥ 80%	Inside 40-79%	Inside <40%	Separate Facility
White	**District** **All Peer Districts*** **State**	58.6% 56.5% 56.9%	24.2% 26.9% 25.2%	7.1% 10.7% 11.1%	10.1% 5.9% 6.8%
Black	**District** **All Peer Districts*** **State**	50.0% 47.0% 44.8%	0.0% 26.0% 30.2%	0.0% 18.8% 16.3%	50.0% 8.2% 8.7%
Hispanic	**District** **All Peer Districts*** **State**	16.7% 53.8% 54.2%	50.0% 27.1% 27.4%	0.0% 14.2% 13.3%	33.3% 4.9% 5.1%
Asian	**District** **All Peer Districts*** **State**	 55.3% 54.2%	 16.9% 18.9%	 21.8% 19.9%	 6.0% 7.1%
Native Hawaiian	**District** **All Peer Districts*** **State**	 52.6% 52.0%	 22.1% 22.9%	 16.8% 15.2%	 8.4% 9.9%
Native American	**District** **All Peer Districts*** **State**	 52.5% 52.0%	 26.6% 25.8%	 13.1% 14.7%	 7.7% 7.4%
Two or More Races	**District** **All Peer Districts*** **State**	42.9% 53.3% 53.7%	42.9% 25.0% 24.1%	14.3% 14.3% 14.1%	0.0% 7.4% 8.2%

*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

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 for Students with IEPs for Selected Disabilities

		Inside ≥ 80%	Inside 40-79%	Inside <40%	Separate Facility
Autism	District	28.6%	28.6%	14.3%	28.6%
	All Peer Districts*	31.6%	22.5%	30.8%	15.1%
	State	30.0%	22.2%	31.4%	16.4%
Emotional Disability	District	66.7%	0.0%	0.0%	33.3%
	All Peer Districts*	29.6%	19.9%	18.2%	32.3%
	State	34.6%	19.6%	14.4%	31.3%
Intellectual Disability	District	0.0%	28.6%	14.3%	57.1%
	All Peer Districts*	3.8%	30.3%	53.9%	12.0%
	State	3.8%	29.5%	50.6%	16.2%
Other Health Impairment	District	52.9%	23.5%	11.8%	11.8%
	All Peer Districts*	54.9%	29.3%	10.2%	5.6%
	State	57.7%	27.8%	9.2%	5.3%
Specific Learning Disability	District	66.0%	27.7%	4.3%	2.1%
	All Peer Districts*	54.9%	37.8%	6.1%	1.2%
	State	55.7%	37.1%	6.0%	1.1%
Speech or Language Impairment	District	100.0%	0.0%	0.0%	0.0%
	All Peer Districts*	98.1%	1.4%	0.4%	0.1%
	State	97.4%	1.9%	0.7%	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 Childhood Program		Separate Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
District	20.0	46.7	33.3	0.0	0.0
All Peer Districts*	42.7	31.5	19.6	0.2	6.1
State	45.9	24.8	23.3	0.2	5.7

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	23.1%	46.2%	30.8%	0.0%	0.0%
All Peer Districts*	41.6%	34.4%	16.9%	0.3%	6.8%
State	41.7%	30.6%	20.1%	0.2%	7.4%
Black					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	40.3%	30.8%	25.7%	0.2%	3.0%
State	47.4%	21.4%	28.9%	0.1%	2.2%
Hispanic					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	47.6%	24.5%	22.1%	0.2%	5.6%
State	54.1%	15.8%	25.7%	0.1%	4.2%
Asian					
District					
All Peer Districts*	42.6%	17.7%	31.5%	0.2%	8.1%
State	46.5%	15.2%	32.1%	0.2%	5.9%
Native Hawaiian					
District					
All Peer Districts*	46.2%	15.4%	38.5%	0.0%	0.0%
State	43.8%	15.6%	40.6%	0.0%	0.0%
Native American					
District					
All Peer Districts*	36.7%	32.7%	26.5%	0.0%	4.1%
State	41.7%	23.3%	31.7%	0.8%	2.5%
Two or More Races					
District	0.0%	50.0%	50.0%	0.0%	0.0%
All Peer Districts*	42.7%	32.9%	19.7%	0.2%	4.5%
State	44.6%	28.0%	22.8%	0.2%	4.4%

*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 Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
Autism					
District	0.0%	33.3%	66.7%	0.0%	0.0%
All Peer Districts*	30.0%	16.7%	52.9%	0.0%	0.3%
State	30.5%	13.6%	55.3%	0.0%	0.5%
Developmental Delay					
District	50.0%	0.0%	50.0%	0.0%	0.0%
All Peer Districts*	48.8%	19.2%	31.4%	0.0%	0.6%
State	50.9%	14.9%	33.0%	0.0%	1.0%
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	40.9%	31.8%	27.3%	0.0%	0.0%
State	39.6%	18.9%	39.6%	0.0%	1.9%
Intellectual Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	23.1%	33.3%	43.6%	0.0%	0.0%
State	22.9%	24.3%	52.9%	0.0%	0.0%
Other Health Impairment					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	49.2%	17.0%	30.7%	2.6%	0.5%
State	45.1%	14.0%	38.0%	2.1%	0.7%
Specific Learning Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	54.8%	19.4%	19.4%	0.0%	0.0%
State	62.7%	13.4%	19.4%	0.0%	4.5%
Speech or Language Impairment					
District	0.0%	100.0%	0.0%	0.0%	0.0%
All Peer Districts*	39.0%	46.4%	1.9%	0.1%	12.5%
State	43.9%	40.1%	2.9%	0.2%	12.9%

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

STATE PERFORMANCE PLAN INDICATORS FOR STUDENTS WITH IEPS

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

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

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

SPP Indicator	Indicator Description	2019 - 2020 District Data	2019 - 2020 State Target	District Met State Target
1	Graduation Rate for students with IEPs (Data lag one year)	22.2	74.2	No
2	Dropout Rate for students with IEPs (Data lag one year)	3.1	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		95.1	N/A
3b	Math assessment participation rate for students with IEPs		95.1	N/A
3c	Students with IEPs meeting or exceeding standards on state reading assessments		23.3	N/A
3c	Students with IEPs meeting or exceeding standards on state math assessments		23.6	N/A
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	55.3	58.0	No
5b	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	7.0	15.5	Yes
5c	Students with IEPs ages 6-21 served in separate educational facilities	11.4	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	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	20.0	32.9	No
6b	Children ages 3-5 in separate special education class, separate school or residential facility	33.3	30.5	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	0.0	86.3	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	0.0	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	0.0	87.0	No
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	0.0	53.9	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	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		61.0	N/A
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

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	2018 - 2019 District Data	2018 - 2019 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	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		35.1	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		75.0	N/A

SPP Indicators 1 - 8 and 14 are Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators