

Rich Twp HSD 227

Matteson, 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	2.9	89.6	5.7	0.2	0.1	0.2	1.4	80.2	2.6	19.2	2.6	7.9	83.3	3,057
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	10.6	10.8	10.4	15.2	10.5	8.3				14.6	9.5	15.4	9.2
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	100.0		175		20.7	9.6	108.6	4.7	
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										12.1	12.1
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	62.1	32.0	3.2	0.0	1.8	0.0	0.9	0.0	39.8	60.2
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	11.9	33.6	65.2
	High Poverty Schools	11.8	34.4	64.9
	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.

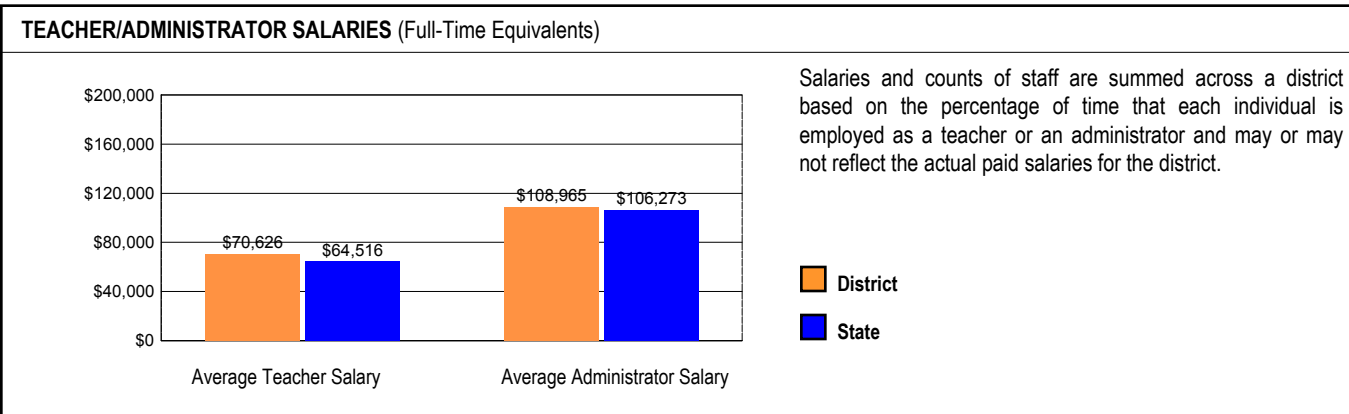
TEACHER RETENTION RATE	
District	78.1
State	86.3

PRINCIPAL TURNOVER (Count)	
District	3.0
State	2.0

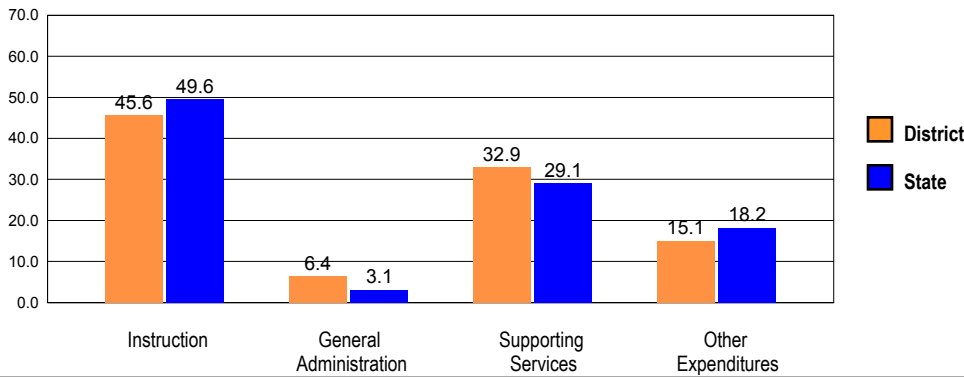
TEACHER ATTENDANCE	
District	75.9
State	75.3

TEACHER EVALUATION	
District	92.8
State	96.7

SCHOOL DISTRICT FINANCES



EXPENDITURE BY FUNCTION 2015-16 (Percentages)



REVENUE BY SOURCE 2015-16			
	District	District %	State %
Local Property Taxes	\$54,761,832	78.4	63.2
Other Local Funding	\$2,126,696	3.0	4.8
General State Aid	\$4,380,518	6.3	17.1
Other State Funding	\$5,254,164	7.5	7.1
Federal Funding	\$3,338,228	4.8	7.8
TOTAL	\$69,861,438		

EXPENDITURE BY FUND 2015-16			
	District	District %	State %
Education	\$50,482,780	71.1	73.4
Operations & Maintenance	\$4,787,252	6.7	6.2
Transportation	\$4,464,896	6.3	3.8
Debt Service	\$5,385,429	7.6	8.2
Tort	\$1,979,935	2.8	1.2
Municipal Retirement/ Social Security	\$1,972,519	2.8	2.1
Fire Prevention & Safety	\$7,000	0.0	0.5
Capital Projects	\$1,972,575	2.8	4.6
TOTAL	\$71,052,386		

OTHER FINANCIAL INDICATORS				
	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	\$319,893	6.22	\$11,434	\$20,958
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.

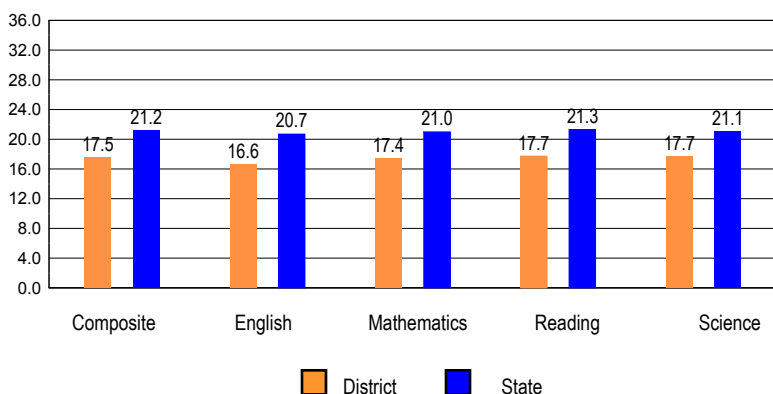
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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	20.0
State	50.5

PERCENT OF STUDENTS MET ACT BENCHMARKS

	English	Math	Read	Science	ALL 4 Subjects
District	37.4	14.4	21.3	10.9	5.2
State	64.5	42.6	46.2	37.7	28.2

COLLEGE ENROLLMENT

	12 Months	16 Months
District	65.3	69.8
State	69.5	73.2

FRESHMEN ON TRACK

District	78.3
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	1,103
State	277,461

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)

	Grade 10	Grade 11	Grade 12
District	98	239	409
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	71	129	150	0	0	0	29	143	295
State	22,366	42,705	51,434	3,713	3,305	2,970	5,374	17,055	31,731
White									
District	5	3	6	0	0	0	0	4	10
State	12,886	23,938	29,439	524	633	623	3,003	10,921	19,992
Black									
District	59	107	129	0	0	0	25	129	264
State	1,413	3,535	4,470	1,158	898	763	815	1,859	3,645
Hispanic									
District	5	12	9	0	0	0	3	7	13
State	4,170	9,355	11,234	1,782	1,497	1,317	1,150	2,956	5,737
Asian									
District	1	2	0	0	0	0	1	1	1
State	2,992	4,401	4,694	192	217	207	217	799	1,434
Native Hawaiian/Pacific Islander									
District	1	0	0	0	0	0	0	1	0
State	34	52	56	7	9	0	5	15	31
American Indian									
District	0	1	1	0	0	0	0	0	1
State	51	106	109	10	10	5	25	33	76
Two or More Races									
District	0	4	5	0	0	0	0	1	6
State	790	1,312	1,409	40	41	55	159	472	815
LEP									
District	1	3	2	0	0	0	1	2	4
State	73	211	161	305	127	11	159	238	264
Non LEP									
District	70	126	148	0	0	0	28	141	291
State	22,293	42,494	51,273	3,408	3,178	2,959	5,215	16,817	31,467
IEP									
District	1	1	2	0	0	0	7	18	38
State	209	470	861	432	199	189	520	1,200	2,086
Non IEP									
District	70	128	148	0	0	0	22	125	257
State	22,157	42,235	50,573	3,281	3,106	2,781	4,854	15,855	29,645
Low Income									
District	42	91	116	0	0	0	26	114	245
State	5,068	11,705	14,549	3,079	2,348	2,108	2,079	5,868	10,553
Non Low Income									
District	29	38	34	0	0	0	3	29	50
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	80	22	47	17
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	308	82	116	45
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	229	81	58	31
State	167,009	110,934	38,607	29,530

POST-SECONDARY REMEDIATION (CLASS OF 2015)	
District	59.0
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	85.4	84.0	86.9	77.8	86.3	84.2				60.0	59.1		71.3	85.0
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

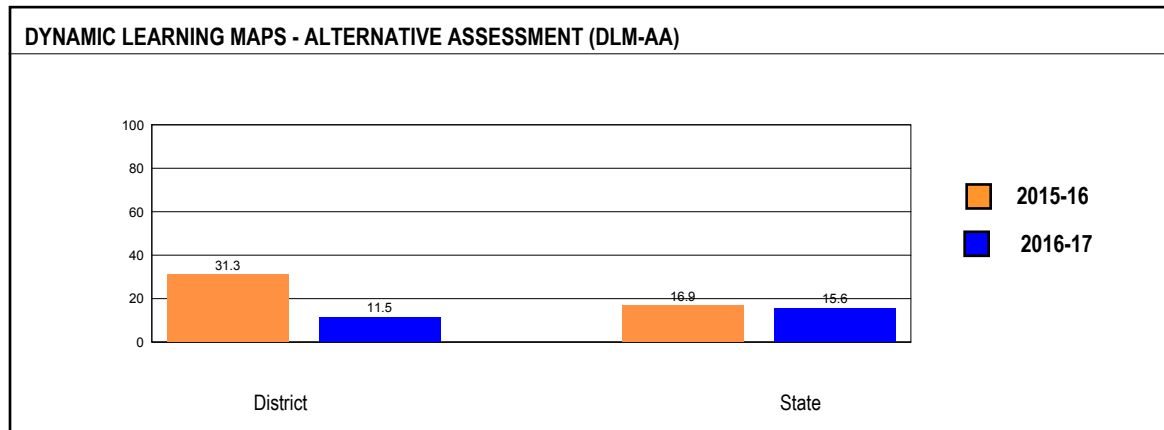
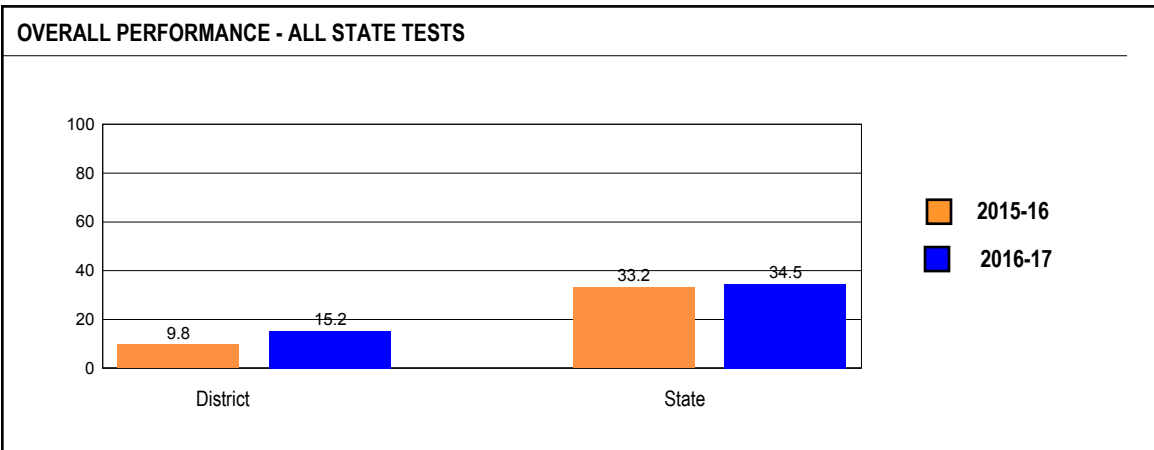
HIGH SCHOOL 5-YEAR GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	81.9	80.9	82.8	96.0	81.6	76.7				84.6	90.0		73.5	80.7
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	84.9	81.1	88.7	80.0	84.8	97.4				73.7	93.2		68.7	84.5
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	1.4	1.7	1.2	5.7	1.3	1.7				0.0	1.3		2.0	1.5
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.

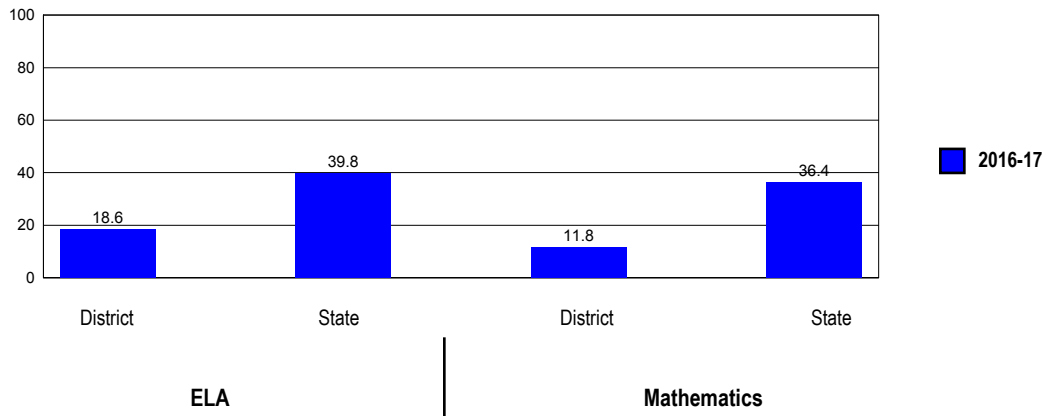


DLM-AA scores in the Progressing and Attaining performance levels count the same, respectively, as meeting or exceeding state standards.

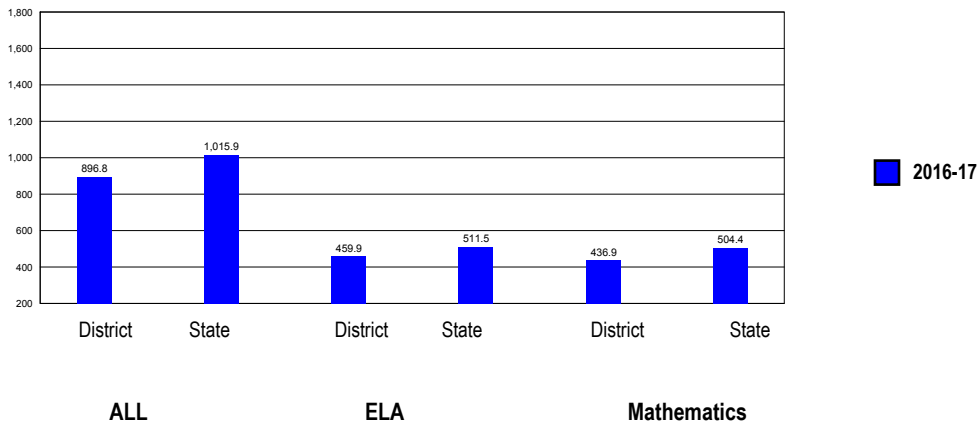
SAT PERFORMANCE

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

SAT Grade 11

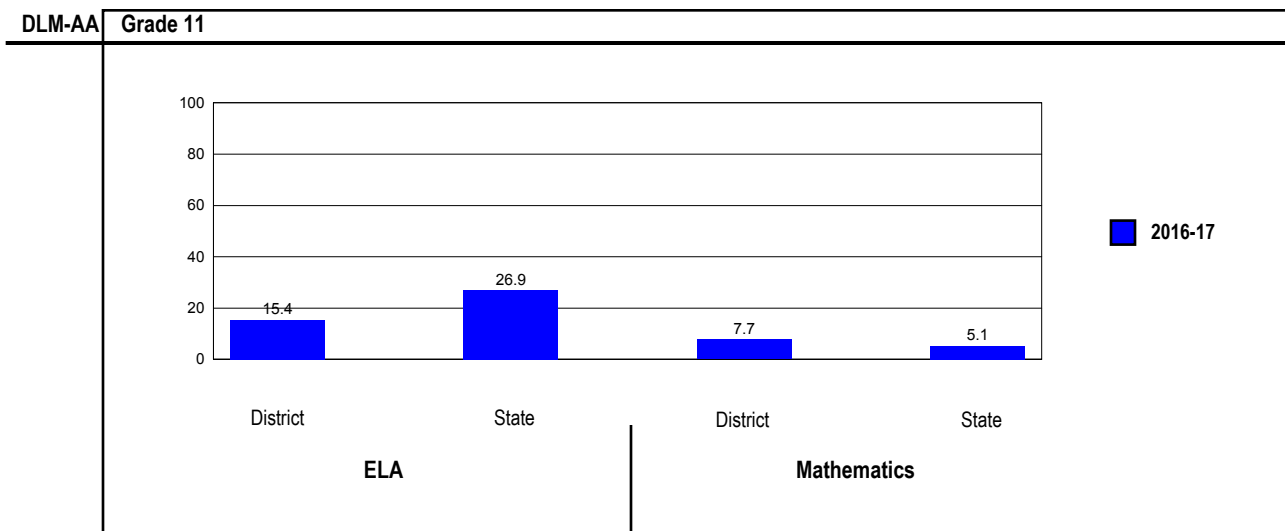


SAT Grade 11



DLM-AA PERFORMANCE

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



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	772	380	392	20	688	46	2	1	2	13	23	0	134	624
	Reading	1.7	2.6	0.8	0.0	1.6	2.2				7.7	0.0		2.2	1.4
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	772	380	392	20	688	46	2	1	2	13	23	0	134	624
	Mathematics	1.7	2.6	0.8	0.0	1.6	2.2				7.7	0.0		2.2	1.4
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	37.7	43.7	15.5	3.1	57.6	30.6	11.4	0.4
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	41.2	40.1	15.3	3.3	55.4	31.2	12.5	0.8
	State	26.1	36.4	25.0	12.5	30.6	31.0	28.9	9.5
Female	District	34.4	47.0	15.8	2.8	59.7	30.0	10.3	0.0
	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	31.6	47.4	21.1	0.0	42.1	36.8	21.1	0.0
	State	14.7	34.2	33.2	17.8	20.9	31.9	36.8	10.4
Black	District	37.9	43.8	15.3	3.0	58.6	30.0	10.9	0.4
	State	41.4	41.8	13.8	3.0	56.3	32.0	10.9	0.8
Hispanic	District	37.2	39.5	16.3	7.0	48.8	37.2	14.0	0.0
	State	31.5	44.4	19.4	4.7	41.1	37.3	19.5	2.1
Asian	District								
	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	41.7	33.3	25.0	0.0	58.3	25.0	16.7	0.0
	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		70.0	25.0	5.0	0.0	65.0	25.0	10.0	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	74.6	20.3	4.2	0.8	87.3	8.5	4.2	0.0
	State	66.1	25.6	6.3	2.1	76.0	17.1	5.8	1.1
Non-IEP	District	30.7	48.1	17.7	3.5	52.1	34.7	12.7	0.5
	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	40.1	42.9	14.6	2.3	59.5	30.4	9.9	0.2
	State	36.1	42.9	17.1	3.9	47.0	34.6	16.5	1.9
Not Eligible	District	26.8	47.1	19.6	6.5	49.3	31.2	18.1	1.4
	State	13.2	33.4	33.8	19.7	19.3	31.2	37.3	12.2

Dynamic Learning Maps - Alternative Assessment (DLM-AA)

DLM results are not based on raw or scale scores; all data is based on diagnostic classification modeling. Standard setting allows us to look at patterns of number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance are reported using the four performance levels approved by the consortium:

Level 1 -- Emerging	The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
Level 2 -- Approaching Target	The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target .
Level 3 -- At Target	- The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target .
Level 4 -- Advanced	The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

High School

High School - All

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	46.2	38.5	15.4	0.0	76.9	15.4	7.7	0.0
State	41.2	31.9	24.1	2.8	67.8	27.1	5.1	0.0

High School- Gender

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	45.5	36.4	18.2	0.0	81.8	9.1	9.1	0.0
State	41.1	32.1	23.8	3.0	66.8	27.2	6.0	0.0
Female								
District								
State	41.4	31.5	24.7	2.4	69.9	26.7	3.4	0.0

High School - Racial/Ethnic Background

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
White								
District								
State	38.3	31.3	27.2	3.2	65.4	28.3	6.4	0.0
Black								
District	50.0	40.0	10.0	0.0	80.0	20.0	0.0	0.0
State	41.6	33.4	22.4	2.6	68.0	29.4	2.6	0.0
Hispanic								
District								
State	44.4	33.9	19.8	1.9	72.8	22.0	5.3	0.0
Asian								
District								
State	52.8	25.0	18.1	4.2	69.4	27.8	2.8	0.0
Native Hawaiian/Pacific Islander								
District								
State								
American Indian								
District								
State								
Two or More Races								
District								
State	44.2	30.2	23.3	2.3	69.8	25.6	4.7	0.0

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	2.9	89.6	5.7	0.2	0.1	0.2	1.4
	Students with IEPs	5.3	86.3	6.4	0.3	0.2	0.3	1.1
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	1.8	1.4	1.2	8.5	10.3	8.4
Deafness	0.2	0.0	0.0	0.8	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	3.2	1.9	0.9	15.4	13.9	6.4
Hearing Impairment	0.2	0.2	0.1	0.9	1.1	1.0
Intellectual Disability	2.9	1.3	0.8	14.1	9.6	5.6
Multiple Disabilities	0.4	0.2	0.1	1.9	1.5	1.0
Orthopedic Impairment	0.0	0.1	0.1	0.0	0.5	0.4
Other Health Impairment	2.1	2.1	1.7	10.0	15.9	12.2
Specific Learning Disability	9.4	6.0	5.0	45.1	44.3	34.9
Speech or Language Impairment	0.5	0.3	2.4	2.4	1.9	16.8
Traumatic Brain Injury	0.1	0.1	0.0	0.6	0.4	0.2
Visual Impairment	0.1	0.1	0.1	0.3	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	36.1	23.7	23.5	16.6
	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	26.5	23.5	20.6	29.4
	All Peer Districts*	45.6	26.3	14.8	13.2
	State	57.2	24.7	11.6	6.5
Black	District	37.8	23.5	23.1	15.6
	All Peer Districts*	30.1	33.6	18.9	17.4
	State	43.6	31.0	17.3	8.1
Hispanic	District	26.8	22.0	34.1	17.1
	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				
	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 \geq 80%	Inside 40-79%	Inside <40%	Separate Facility
Autism	District	14.8	16.7	27.8	40.7
	All Peer Districts*	25.8	23.3	25.2	25.7
	State	30.6	22.4	31.2	15.8
Emotional Disability	District	31.6	20.4	11.2	36.7
	All Peer Districts*	31.3	20.6	12.8	35.4
	State	33.4	21.1	15.7	29.8
Intellectual Disability	District	3.3	22.2	61.1	13.3
	All Peer Districts*	2.4	23.6	50.1	23.9
	State	4.3	28.3	51.5	16.0
Other Health Impairment	District	53.1	18.8	18.8	9.4
	All Peer Districts*	55.6	26.6	10.0	7.7
	State	58.0	27.7	9.7	4.6
Specific Learning Disability	District	46.7	30.0	18.8	4.5
	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	93.3	6.7	0.0	0.0
	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)	74.3	84.0	NO
2	Dropout Rate for students with IEPs (Data lag one year)	2.2	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	97.8	95.0	YES
3b	Math assessment participation rate for students with IEPs	97.8	95.0	YES
3c	Students with IEPs meeting or exceeding standards on state reading assessments	6.1	42.0	NO
3c	Students with IEPs meeting or exceeding standards on state math assessments	4.6	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	36.1	56.0	NO
5b	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	23.5	16.5	NO
5c	Students with IEPs ages 6-21 served in separate educational facilities	16.6	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