

Rich Twp HSD 227  
Park Forest, ILLINOIS 60466

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**EBF District Funding Tier - 1**  
**Financial capacity to meet expectations - 60.6 %**  
**State Senate District - 40**  
**State Representative District - 080**

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

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

## STUDENTS

STUDENT ENROLLMENT												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income	Homeless
District	3,001	77	2,663	201	*	*	*	50	585	79	2,440	77
		2.6%	88.7%	6.7%	*	*	*	1.7%	19.5%	2.6%	81.3%	2.6%
State	2,001,529	961,211	336,956	523,950	101,548	2,091	5,591	70,182	289,903	233,348	988,686	39,266
		48.0%	16.8%	26.2%	5.1%	0.1%	0.3%	3.5%	14.5%	11.7%	49.4%	2.0%

Student Enrollment is based on Serving School.

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

English Learners are students eligible for transitional bilingual programs.

Low Income are students who receive or live in households that receive SNAP or TANF; are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets the USDA income guidelines to receive free or reduced-price meals.

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

CHRONIC ABSENTEEISM RATE												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income	
District	35.1%	70.8%	32.8%	37.9%	*	*	*	96.2%	62.2%	80.0%	37.6%	
State	16.8%	13.2%	27.4%	17.6%	8.5%	14.4%	33.1%	18.2%	25.2%	14.6%	23.3%	

STUDENT MOBILITY RATE													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	10.6%	12.4%	8.8%	14.3%	10.3%	7.8%	*	*	*	27.9%	14.1%	13.1%	10.9%
State	6.9%	7.3%	6.4%	4.6%	13.5%	6.7%	6.4%	9.2%	10.8%	8.0%	10.1%	9.3%	10.0%

**INSTRUCTIONAL SETTING**

TOTAL SCHOOL DAYS		% of 8TH GRADERS PASSING ALGEBRA I	
Number of Days			
District	175	District	*
State	175	State	30.6%

STUDENT-TO-STAFF RATIOS					HEALTH AND WELLNESS (days per week)	
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator	District	State
District	*	18.1	9.7	96.9	4.0	
State	19.0	19.3	11.1	180.6	3.0	

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
District	*	*	*	*	*	*	*	*	*	12.0	12.0
State	19.0	19.0	20.0	20.0	21.0	21.0	21.0	20.0	20.0	20.0	20.0

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	211	40.7	59.3	60.1	34.7	2.3	0.9	0.5	*	0.9	0.5
State	128,999	23.3	76.7	83.2	5.8	6.2	1.5	0.1	0.2	0.8	2.3

TEACHER INFORMATION (Continued)						
		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above	% of Novice Teachers	% of Teachers With Short-Term or Provisional License
District	All Schools	12.9	29.5%	69.1%	*	*
	High Poverty Schools	12.9	29.5%	69.1%	0.1%	1.4%
	Low Poverty Schools	*	*	*	*	*
State	All Schools	13.2	38.5%	61.0%	*	*
	High Poverty Schools	12.1	40.6%	58.4%	0.1%	0.5%
	Low Poverty Schools	13.9	30.7%	69.1%	0.0%	0.0%

TEACHER RETENTION RATE	
District	78.7%
State	85.2%

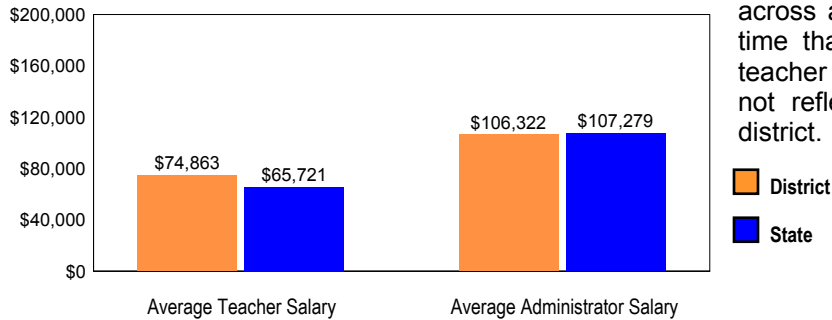
TEACHER ATTENDANCE RATE	
District	59.1%
State	70.2%

TEACHER EVALUATION RATE	
District	94.7%
State	97.1%

PRINCIPAL TURNOVER (Count)	
District	4.0
State	2.0

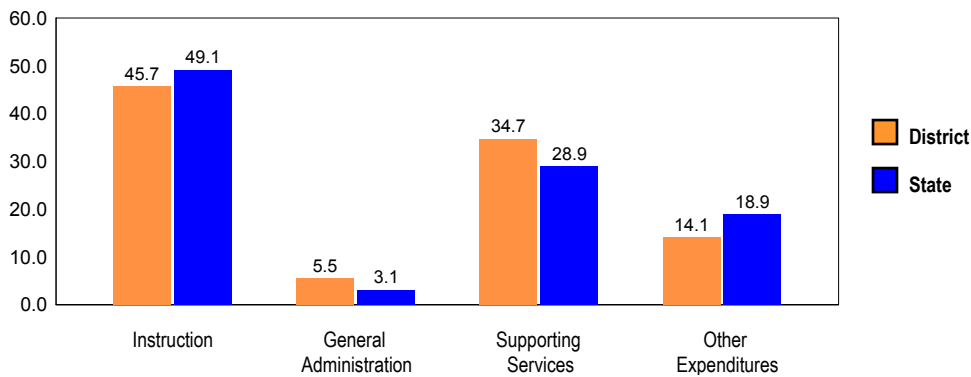
## SCHOOL DISTRICT FINANCES

### 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.

### EXPENDITURE BY FUNCTION 2016-17 (Percentages)



### REVENUE BY SOURCE 2016-17

	District	District %	State %
Local Property Taxes	\$53,502,013	79.5%	63.1%
Other Local Funding	\$1,948,324	2.9%	5.0%
General State Aid	\$4,381,875	6.5%	17.6%
Other State Funding	\$4,184,013	6.2%	6.8%
Federal Funding	\$3,242,327	4.8%	7.5%
<b>TOTAL</b>	<b>\$67,258,552</b>		

### EXPENDITURE BY FUND 2016-17

	District	District %	State %
Education	\$48,028,455	71.9%	71.6%
Operations & Maintenance	\$4,784,702	7.2%	7.1%
Transportation	\$4,913,543	7.4%	3.8%
Debt Service	\$4,977,679	7.4%	9.5%
Tort	\$2,002,107	3.0%	1.2%
Municipal Retirement/ Social Security	\$1,894,252	2.8%	2.1%
Fire Prevention & Safety	\$0	0.0%	0.7%
Capital Projects	\$215,567	0.3%	4.0%
<b>TOTAL</b>	<b>\$66,816,305</b>		

### OTHER FINANCIAL INDICATORS

	2015 Equalized Assessed Valuation per Pupil	2015 Total School Tax Rate per \$100	2016-17 Instructional Expenditure per Pupil	2016-17 Operating Expenditure per Pupil
District	\$334,887	6.46	\$11,526	\$20,807
State	**	**	\$8,024	\$13,337

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

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

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

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

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

## ACADEMIC PERFORMANCE

COLLEGE ENROLLMENT RATE		
	12 Months	16 Months
District	64.5%	64.9%
State	74.8%	75.7%

9th GRADE ON TRACK RATE	
District	74.4%
State	86.8%

CAREER AND TECHNICAL EDUCATION ENROLLMENT	
District	1,130
State	283,473

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)				
	GRADE 9	GRADE 10	GRADE 11	GRADE 12
District	42	123	234	450
State	16,088	29,581	61,294	77,168

ADVANCED PLACEMENT COURSE WORK												
	ADVANCED PLACEMENT (AP) COURSE WORK				INTERNATIONAL BACCALAUREATE (IB) COURSE WORK				DUAL CREDIT COURSE WORK			
	Grade 9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12
All	91	86	113	213	*	*	*	*	*	40	134	300
District	11,945	24,678	47,158	55,838	263	332	2,447	2,549	4,362	5,616	18,004	33,555
State												
White	*	*	*	*	*	*	*	*	*	*	*	*
District	5,412	13,071	24,743	30,029	26	51	368	465	2,219	3,119	11,689	21,388
State												
Black	74	74	96	182	*	*	*	*	*	36	121	270
District	1,310	1,824	4,171	5,661	125	125	620	671	865	772	1,851	3,580
State												
Hispanic	11	*	10	17	*	*	*	*	*	*	*	17
District	2,954	5,507	11,684	13,082	100	135	1,239	1,192	979	1,290	3,059	5,958
State												
Asian	*	*	*	*	*	*	*	*	*	*	*	*
District	1,747	3,279	4,710	5,269	10	16	181	169	144	265	791	1,622
State												
Native Hawaiian/Pacific	*	*	*	*	*	*	*	*	*	*	*	*
District	33	41	56	58	1	0	5	3	1	6	17	34
State												
American Indian	*	*	*	*	*	*	*	*	*	*	*	*
District	31	43	109	120	1	3	7	9	6	11	30	72
State												
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*
District	458	913	1,685	1,619	0	2	27	40	148	153	567	901
State												
EL	*	*	*	*	*	*	*	*	*	*	*	*
District	67	160	441	541	7	11	52	34	187	226	319	429
State												
Non EL	91	85	113	211	*	*	*	*	*	37	134	292
District	11,878	24,518	46,717	55,297	256	321	2,395	2,515	4,175	5,390	17,685	33,126
State												
IEP	*	*	*	*	*	*	*	*	*	*	30	49
District	128	280	568	1,021	11	7	48	66	463	520	1,278	2,024
State												
Non IEP	91	85	112	206	*	*	*	*	*	35	104	251
District	11,817	24,398	46,590	54,817	252	325	2,399	2,483	3,899	5,096	16,726	31,531
State												
Low Income	69	59	76	168	*	*	*	*	*	36	114	264
District	3,415	5,976	12,814	17,291	181	209	1,429	1,799	1,706	2,228	5,960	10,979
State												
Non Low Income	22	27	37	45	*	*	*	*	*	*	20	36
District	8,530	18,702	34,344	38,547	82	123	1,018	750	2,656	3,388	12,044	22,576
State												

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	93	22	70	18
State	32,448	21,887	21,622	14,877

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	337	92	112	47
State	105,217	68,247	39,649	27,289

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	500	136	120	55
State	173,528	115,242	40,696	30,560

POSTSECONDARY ENROLLMENT 12 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
District	64.5%	54.0%	10.4%	35.3%	29.2%	0.0%
State	74.8%	61.6%	13.2%	32.1%	42.7%	0.0%

POSTSECONDARY ENROLLMENT 16 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
District	64.9%	54.4%	10.4%	35.3%	29.6%	0.0%
State	75.7%	62.3%	13.3%	32.3%	43.3%	0.0%

CLIMATE AND CULTURE (Count)													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
In-School-Suspensions	352	227	125	3	321	17			2	9	84	3	314
Out-of-School Suspensions	454	257	197	5	422	16			1	10	108	5	405
Expulsions	0	0	0	0	0	0			0	0	0	0	0
Incidents of Violence (including bullying and harassment)	160	79	81	1	150	4			1	4	33	0	141

4-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
District	81.7%	78.6%	84.6%	66.7%	82.2%	79.2%	*	*	*	78.9%	77.2%	69.1%	81.6%
State	85.4%	82.5%	88.4%	90.6%	75.0%	80.7%	93.6%	81.0%	79.8%	84.7%	76.5%	68.8%	77.0%

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 5-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
District	84.4%	81.6%	87.6%	79.3%	85.3%	82.1%	*	*	*	60.0%	70.0%	72.3%	84.2%
State	87.6%	85.3%	89.9%	91.5%	78.4%	84.6%	95.3%	84.3%	82.6%	86.8%	83.0%	73.5%	80.2%

HIGH SCHOOL 6-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
District	80.4%	79.3%	81.5%	89.3%	80.3%	76.7%	*	*	*	78.6%	*	71.9%	79.0%
State	87.7%	85.4%	90.1%	91.7%	78.3%	84.7%	95.3%	86.9%	82.4%	86.9%	83.0%	74.9%	80.3%

DROPOUT RATE BY RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
District	1.5%	2.1%	0.8%	2.6%	1.4%	2.0%	*	*	*	4.0%	1.3%	0.5%	1.7%
State	2.1%	2.4%	1.7%	1.2%	4.0%	2.8%	0.5%	2.3%	2.9%	2.1%	2.8%	3.8%	3.6%

ELA PROFICIENCY														
	All Students	Gender		Race / Ethnicity							Two or More Races	Students With IEPs	English Learners	Low Income
		Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian					
District	107	43	64	9	89	8	*	*	*	1	9	0	74	
	12.9%	10.0%	16.0%	43.1%	11.9%	20.5%	*	*	*	5.3%	5.1%	0.0%	11.3%	
State	373,532	160,882	212,650	227,977	29,576	67,203	33,470	463	833	14,010	12,783	11,564	115,196	
	36.7%	30.9%	42.8%	46.8%	17.4%	24.8%	65.6%	44.7%	29.2%	40.0%	8.9%	10.9%	22.1%	

MATH PROFICIENCY														
	All Students	Gender		Race / Ethnicity							Two or More Races	Students With IEPs	English Learners	Low Income
		Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian					
District	73	33	40	5	60	5	*	*	*	2	1	1	50	
	8.8%	7.7%	10.0%	23.9%	8.0%	12.8%	*	*	*	10.5%	0.6%	5.5%	7.6%	
State	321,607	163,519	158,088	201,422	19,256	53,675	34,370	435	682	11,767	11,241	12,270	88,476	
	31.5%	31.3%	31.7%	41.3%	11.4%	19.7%	66.0%	41.4%	23.6%	33.6%	7.9%	11.1%	16.9%	

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ISA PROFICIENCY													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	98	44	54	4	81	8	*	*	*	3	1	1	69
	13.4%	11.6%	15.2%	21.1%	12.6%	14.3%	*	*	*	30.0%	0.7%	7.7%	11.5%
State	215,229	106,179	109,050	129,557	17,623	43,209	16,338	269	503	7,730	10,024	4,347	72,825
	50.5%	48.9%	52.0%	62.2%	25.3%	38.0%	73.9%	59.5%	43.1%	54.7%	18.3%	13.4%	34.9%

MEAN ELA GROWTH PERCENTILE													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	50.0	47.5	52.5	51.8	44.5	48.7	57.4	52.4	49.8	50.0	43.5	48.1	47.5

MEAN MATH GROWTH PERCENTILE													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	50.0	49.0	51.0	51.6	44.5	48.9	58.0	50.3	48.5	49.6	44.0	47.6	47.5

EL Proficiency on ACCESS						
	# ELS	# Tested	# Proficient	% Proficient	# Long Term EL	% Long Term EL
District	56	41	4	7.5%	27	48.2%
State	210,124	207,307	18,810	9.1%	24,957	11.9%

ELA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	789	397	392	19	716	35	*	*	*	17	135	14	618
	90.5%	88.0%	93.1%	86.4%	91.1%	85.4%	*	*	*	85.0%	72.2%	73.7%	89.6%
State	1,017,260	520,123	497,137	486,626	169,503	271,186	51,039	1,036	2,854	35,016	142,919	106,440	521,722
	98.1%	98.1%	98.1%	98.3%	97.0%	98.2%	98.9%	97.5%	98.0%	97.8%	96.9%	98.7%	98.0%

Math Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	786	394	392	18	714	35	*	*	*	17	132	14	615
	90.1%	87.4%	93.1%	81.8%	90.8%	85.4%	*	*	*	85.0%	70.6%	73.7%	89.1%
State	1,020,683	521,922	498,761	487,140	169,521	272,992	52,057	1,051	2,885	35,037	142,911	110,540	523,904
	98.0%	98.0%	98.0%	98.2%	96.9%	98.2%	98.9%	97.2%	97.9%	97.7%	96.9%	98.6%	98.0%

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.



ISA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	645	322	323	17	563	52	*	*	*	10	100	12	526
	83.4%	80.7%	86.4%	81.0%	82.9%	88.1%	*	*	*	90.9%	69.0%	85.7%	83.4%
State	426,608	217,043	209,565	208,207	66,876	113,680	22,099	452	1,165	14,129	52,325	32,340	206,136
	95.2%	94.9%	95.6%	96.5%	91.1%	95.3%	96.6%	95.6%	94.8%	95.1%	90.6%	94.4%	93.7%

SAT ELA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	771	385	386	17	700	35	*	*	*	17	117	14	607
	93.1%	92.1%	94.1%	100.0%	93.0%	94.6%	*	*	*	89.5%	81.8%	100.0%	92.5%
State	143,340	72,123	71,217	72,316	23,022	36,068	7,283	155	351	4,145	16,120	6,268	62,850
	97.9%	97.5%	98.3%	98.8%	95.4%	97.4%	99.5%	98.1%	97.5%	97.6%	95.7%	96.3%	96.6%

SAT Math Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	771	385	386	17	700	35	*	*	*	17	117	14	607
	93.1%	92.1%	94.1%	100.0%	93.0%	94.6%	*	*	*	89.5%	81.8%	100.0%	92.5%
State	143,340	72,123	71,217	72,316	23,022	36,068	7,283	155	351	4,145	16,120	6,268	62,850
	97.9%	97.5%	98.3%	98.8%	95.4%	97.4%	99.5%	98.1%	97.5%	97.6%	95.7%	96.3%	96.6%

DLM-AA ELA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	18	12	*	*	16	*	*	*	*	*	18	*	11
	40.9%	36.4%	*	*	48.5%	*	*	*	*	*	40.9%	*	32.4%
State	11,437	7,546	3,891	4,943	2,595	2,975	519	11	36	358	11,433	2,393	7,166
	95.9%	95.9%	95.9%	96.5%	93.8%	96.7%	96.6%	84.6%	100.0%	95.5%	95.9%	97.0%	95.6%

DLM-AA Math Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	15	*	*	*	14	*	*	*	*	*	15	*	*
	34.1%	*	*	*	42.4%	*	*	*	*	*	34.1%	*	*
State	11,444	7,555	3,889	4,938	2,590	2,981	526	12	36	361	11,440	2,417	7,172
	95.7%	95.8%	95.7%	96.3%	93.6%	96.5%	96.3%	85.7%	100.0%	96.0%	95.7%	96.9%	95.4%

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.

PARCC ELA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	862,483 98.1%	440,454 98.2%	422,029 98.0%	409,367 98.2%	143,886 97.4%	232,143 98.4%	43,237 98.9%	870 97.5%	2,467 98.0%	30,513 97.9%	115,366 97.2%	97,779 98.9%	451,706 98.3%

PARCC Math Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	865,899 98.1%	442,244 98.1%	423,655 98.0%	409,886 98.2%	143,909 97.3%	233,943 98.3%	44,248 98.9%	884 97.2%	2,498 97.9%	30,531 97.8%	115,351 97.1%	101,855 98.8%	453,882 98.2%

**SAT**

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

Level 1 -- Partially Meets Standards	The student has only partially met standards & demonstrates a <b>minimal</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 2 -- Approaching Standards	The student is approaching the proficiency level & demonstrates an <b>incomplete</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 3 -- Meets Standards	The student has met the proficiency level & demonstrates <b>adequate</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 4 -- Exceeds Standards	The student has exceeded the proficiency level & demonstrates a <b>thorough</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

**SAT - All**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	40.1%	45.4%	10.9%	1.7%	60.6%	28.4%	8.8%	0.4%
State	24.9%	38.2%	24.4%	12.5%	33.6%	32.0%	25.2%	9.1%

**SAT - Gender**

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	46.3%	41.3%	8.1%	1.3%	60.5%	28.5%	7.6%	0.5%
	State	28.5%	36.3%	22.8%	12.4%	34.1%	30.3%	25.0%	10.5%
Female	District	33.7%	49.6%	13.9%	2.1%	60.7%	28.3%	10.0%	0.3%
	State	21.2%	40.2%	25.9%	12.7%	33.1%	33.7%	25.4%	7.7%

**SAT - Racial/Ethnic Background**

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
White	District	17.6%	41.2%	41.2%	0.0%	52.9%	17.6%	29.4%	0.0%
	State	15.6%	35.8%	31.0%	17.6%	22.6%	32.5%	32.6%	12.2%
Black	District	41.7%	44.6%	10.1%	1.5%	61.7%	28.0%	8.0%	0.3%
	State	45.4%	40.8%	11.5%	2.3%	59.3%	29.6%	10.0%	1.1%
Hispanic	District	25.7%	51.4%	17.1%	5.7%	45.7%	40.0%	11.4%	2.9%
	State	33.7%	44.0%	17.9%	4.4%	44.0%	34.8%	18.3%	2.9%
Asian	District	*	*	*	*	*	*	*	*
	State	10.6%	27.0%	30.9%	31.6%	12.5%	20.6%	33.7%	33.1%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*
	State	26.5%	38.1%	21.3%	14.2%	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*
	State	*	*	*	*	37.3%	34.5%	20.5%	7.7%
Two or More Races	District	27.8%	61.1%	5.6%	0.0%	55.6%	27.8%	11.1%	0.0%
	State	20.8%	36.1%	25.7%	17.3%	29.6%	31.5%	26.5%	12.4%

**SAT - English Learner Proficient**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	71.4%	28.6%	0.0%	0.0%	71.4%	21.4%	7.1%	0.0%
State	79.0%	19.6%	1.3%	0.1%	81.8%	15.0%	2.7%	0.4%

**SAT - Students with IEPs**

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	District	67.4%	18.5%	0.7%	0.0%	77.0%	9.6%	0.0%	0.0%
	State	66.9%	25.5%	5.5%	2.1%	78.2%	16.1%	4.5%	1.2%
Non-IEP	District	34.3%	50.8%	13.0%	2.0%	56.9%	32.1%	10.6%	0.5%
	State	19.5%	39.9%	26.8%	13.8%	28.0%	34.0%	27.9%	10.1%

**SAT - Economically Disadvantaged**

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	43.8%	42.9%	9.6%	1.1%	63.2%	26.3%	7.7%	0.2%
	State	38.8%	42.4%	15.3%	3.4%	50.2%	32.8%	14.8%	2.2%
Not Eligible	District	25.6%	54.9%	15.9%	3.7%	50.0%	36.0%	12.8%	1.2%
	State	14.0%	35.0%	31.4%	19.6%	20.7%	31.4%	33.3%	14.5%

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.

## 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 -- Entry -        | The student demonstrates <b>emerging</b> understanding of and ability to apply content knowledge and skills represented by the Essential Elements.                 |
| Level 2 --Foundational -  | The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is <b>approaching the target</b> . |
| Level 3 -- Satisfactory - | The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is <b>at target</b> .                       |
| Level 4 -- Mastery -      | The student demonstrates <b>advanced</b> understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.        |

**Grade 11****Grade 11 - All**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	12.5%	10.0%	15.0%	5.0%	22.5%	10.0%	2.5%	0.0%
State	35.7%	32.6%	23.2%	3.7%	60.5%	29.6%	4.9%	0.1%

**Grade 11 - Gender**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Male								
District	10.0%	6.7%	16.7%	3.3%	*	*	*	*
State	35.3%	31.4%	23.7%	3.7%	58.8%	29.5%	5.5%	0.2%
Female								
District	*	*	*	*	*	*	*	*
State	36.5%	35.0%	22.3%	3.6%	63.7%	29.8%	4.0%	0.0%

**Grade 11 - Racial/Ethnic Background**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
White								
District	*	*	*	*	*	*	*	*
State	34.6%	33.2%	26.7%	3.5%	60.6%	31.4%	6.0%	0.0%
Black								
District	16.7%	13.3%	13.3%	6.7%	26.7%	13.3%	3.3%	0.0%
State	30.7%	33.3%	21.9%	2.8%	56.6%	29.7%	2.0%	0.0%
Hispanic								
District	*	*	*	*	*	*	*	*
State	41.8%	30.9%	20.5%	4.1%	65.1%	26.1%	5.6%	0.5%
Asian								
District	*	*	*	*	*	*	*	*
State	47.9%	31.5%	11.0%	9.6%	58.9%	34.2%	6.8%	0.0%
Native Hawaiian/Pacific Islander								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	60.0%	40.0%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	39.5%	31.6%	21.1%	5.3%	68.4%	18.4%	10.5%	0.0%

**Grade 11 - Economically Disadvantaged**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	9.4%	3.1%	15.6%	6.3%	*	*	*	*
State	35.5%	32.9%	22.1%	3.1%	60.7%	28.2%	4.3%	0.1%
Not Eligible								
District	*	*	*	*	*	*	*	*
State	36.1%	32.3%	24.9%	4.6%	60.3%	31.8%	5.8%	0.1%

## 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	2.6%	88.7%	6.7%	0.2%	0.1%	0.1%	1.7%
	Students with IEPs	4.1%	87.1%	6.6%	0.2%		0.2%	1.9%
All Peer Districts *	All Students	53.2%	13.5%	23.7%	6.2%	0.1%	0.3%	3.0%
	Students with IEPs	49.2%	20.3%	24.7%	2.5%	0.1%	0.3%	2.9%
State	All Students	47.9%	16.8%	26.1%	5.1%	0.1%	0.3%	3.5%
	Students with IEPs	47.4%	20.0%	25.9%	2.6%	0.1%	0.3%	3.7%

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

Disability Category	Percent of All Students			Percent of Students with IEPs		
	District	All Peer Districts*	State	District	All Peer Districts*	State
Autism	2.1%	1.5%	1.3%	10.7%	10.9%	8.8%
Deafness	0.2%	0.0%	0.0%	1.0%	0.3%	0.2%
Deaf-Blindness		0.0%	0.0%		0.0%	0.0%
Developmental Delay			1.9%			12.9%
Emotional Disability	2.7%	1.9%	0.9%	13.8%	13.9%	6.3%
Hearing Impairment	0.2%	0.1%	0.1%	0.8%	1.0%	1.0%
Intellectual Disability	2.8%	1.3%	0.8%	14.4%	9.5%	5.4%
Multiple Disabilities	0.4%	0.2%	0.1%	1.9%	1.6%	1.0%
Orthopedic Impairment		0.1%	0.1%		0.5%	0.4%
Other Health Impairment	2.1%	2.2%	1.8%	10.7%	16.2%	12.6%
Specific Learning Disability	8.6%	5.9%	5.0%	44.0%	43.6%	34.5%
Speech or Language Impairment	0.3%	0.2%	2.4%	1.7%	1.8%	16.3%
Traumatic Brain Injury	0.1%	0.0%	0.0%	0.7%	0.4%	0.2%
Visual Impairment	0.1%	0.1%	0.1%	0.3%	0.4%	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
<b>All Students with a Disability</b>	District	36.0%	24.1%	22.2%	17.7%
	All Peer Districts*	40.6%	29.7%	16.0%	13.7%
	State	53.3%	26.8%	13.4%	6.4%



<b>Educational Environments by Race / Ethnicity</b>					
		<b>Inside <math>\geq</math>80%</b>	<b>Inside 40-79%</b>	<b>Inside &lt;40%</b>	<b>Separate Facility</b>
<b>White</b>	District	33.3%	33.3%	16.7%	16.7%
	All Peer Districts*	45.1%	26.9%	14.4%	13.6%
	State	57.3%	24.8%	11.4%	6.6%
<b>Black</b>	District	37.8%	22.8%	22.4%	17.0%
	All Peer Districts*	29.7%	33.1%	19.9%	17.4%
	State	43.7%	31.2%	16.9%	8.2%
<b>Hispanic</b>	District	20.5%	35.9%	28.2%	15.4%
	All Peer Districts*	40.7%	33.4%	15.7%	10.2%
	State	53.8%	28.0%	13.6%	4.6%
<b>Asian</b>	District	0.0%	0.0%	0.0%	100.0%
	All Peer Districts*	38.3%	22.8%	21.2%	17.7%
	State	54.4%	19.3%	19.1%	7.2%
<b>Native Hawaiian</b>	District				
	All Peer Districts*	42.9%	14.3%	28.6%	14.3%
	State	50.5%	18.4%	22.2%	9.0%
<b>Native American</b>	District	0.0%	100.0%	0.0%	0.0%
	All Peer Districts*	33.0%	30.2%	23.6%	13.2%
	State	52.1%	25.4%	15.4%	7.1%
<b>Two or More Races</b>	District	18.2%	18.2%	9.1%	54.5%
	All Peer Districts*	42.8%	27.8%	13.9%	15.5%
	State	54.7%	23.9%	14.3%	7.1%

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

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

<b>Educational Environments for Selected Disabilities</b>					
		<b>Inside <math>\geq</math> 80%</b>	<b>Inside 40-79%</b>	<b>Inside &lt;40%</b>	<b>Separate Facility</b>
<b>Autism</b>	District	15.9%	15.9%	20.6%	47.6%
	All Peer Districts*	25.7%	23.6%	25.8%	24.8%
	State	30.3%	22.6%	31.3%	15.8%
<b>Emotional Disability</b>	District	33.3%	17.3%	9.9%	39.5%
	All Peer Districts*	29.5%	21.4%	13.0%	36.1%
	State	34.0%	20.7%	15.2%	30.0%
<b>Intellectual Disability</b>	District	3.5%	22.4%	56.5%	17.6%
	All Peer Districts*	2.2%	23.5%	49.8%	24.5%
	State	4.0%	29.0%	51.3%	15.7%
<b>Other Health Impairment</b>	District	50.8%	27.0%	20.6%	1.6%
	All Peer Districts*	55.1%	27.6%	9.7%	7.5%
	State	58.0%	27.6%	9.5%	4.9%
<b>Specific Learning Disability</b>	District	47.9%	31.3%	17.8%	3.1%
	All Peer Districts*	50.2%	37.9%	9.3%	2.6%
	State	55.1%	37.4%	6.4%	1.1%
<b>Speech or Language Impairment</b>	District	100.0%	0.0%	0.0%	0.0%
	All Peer Districts*	74.9%	17.2%	5.8%	2.1%
	State	96.9%	2.1%	0.9%	0.1%

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

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

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

<b>Percent of Students with Disabilities in Various Educational Environments</b>					
	<b>Regular Early Childhood Program</b>		<b>Separate Class/Facility</b>	<b>Home</b>	<b>Service Provider</b>
	<b>Majority of Services Inside EC Program</b>	<b>Majority of Services Outside EC Program</b>			
District					
All Peer Districts*					
State					

<b>Educational Environments by Race/Ethnicity</b>					
	<b>Regular Early Childhood Program</b>		<b>Separate Class/ Facility</b>	<b>Home</b>	<b>Service Provider</b>
	<b>Majority of Services Inside EC Program</b>	<b>Majority of Services Outside EC Program</b>			
<b>White</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	36.3%	32.3%	22.8%	0.3%	8.4%
<b>Black</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	43.6%	24.2%	29.6%	0.1%	2.5%
<b>Hispanic</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	51.9%	17.5%	26.5%	0.1%	4.1%
<b>Asian</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	42.1%	16.6%	35.5%	0.1%	5.8%
<b>Native Hawaiian</b>					
District					
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	38.2%	29.4%	29.4%	0.0%	2.9%
<b>Native American</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	36.3%	22.5%	33.3%	1.0%	6.9%
<b>Two or More Races</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	35.9%	33.0%	25.7%	0.2%	5.2%

\*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

<b>Educational Environments for Selected Disabilities</b>					
	<b>Regular Early Childhood Program</b>		<b>Separate Class/ Facility</b>	<b>Home</b>	<b>Service Provider</b>
	<b>Majority of Services Inside EC Program</b>	<b>Majority of Services Outside EC Program</b>			
<b>Autism</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	27.3%	15.4%	56.9%	0.1%	0.4%
<b>Developmental Delay</b>					
District					
All Peer Districts*					
State	45.2%	16.9%	37.0%	0.1%	0.8%
<b>Emotional Disability</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	25.4%	34.3%	38.8%	0.0%	1.5%
<b>Intellectual Disability</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	25.9%	17.9%	56.3%	0.0%	0.0%
<b>Other Health Impairment</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	38.2%	19.0%	40.2%	1.3%	1.4%
<b>Specific Learning Disability</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	44.0%	26.7%	28.0%	0.0%	1.3%
<b>Speech or Language Impairment</b>					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	0.0%	0.0%	0.0%	0.0%	0.0%
State	40.1%	41.5%	3.7%	0.2%	14.5%

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

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

## STATE PERFORMANCE PLAN INDICATORS FOR STUDENTS WITH DISABILITIES

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

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

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

SPP Indicator	Indicator Description	2017 - 2018 District Data	2017 - 2018 State Target	District Met State Target
<b>1</b>	Graduation Rate for students with IEPs (Data lag one year)	71.3	84.0	No
<b>2</b>	Dropout Rate for students with IEPs (Data lag one year)	2.0	4.6	Yes
<b>3a</b>	Made adequate yearly progress (AYP) for students with IEPs	N/A	N/A	N/A
<b>3b</b>	Reading assessment participation rate for students with IEPs	93.1	95.0	No
<b>3b</b>	Math assessment participation rate for students with IEPs	93.1	95.0	No
<b>3c</b>	Students with IEPs meeting or exceeding standards on state reading assessments	10.0	42.0	No
<b>3c</b>	Students with IEPs meeting or exceeding standards on state math assessments	14.0	40.0	No
<b>4a</b>	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
<b>4b</b>	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
<b>5a</b>	Students with IEPs ages 6-21 served inside the general classroom $\geq$ 80% of the time	36.0	57.0	No
<b>5b</b>	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	22.2	16.0	No
<b>5c</b>	Students with IEPs ages 6-21 served in separate educational facilities	17.7	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.

<b>SPP Indicator</b>	<b>Indicator Description</b>	<b>2017 - 2018 District Data</b>	<b>2017 - 2018 State Target</b>	<b>District Met State Target</b>
<b>6a</b>	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	0.0	32.8	No
<b>6b</b>	Children ages 3-5 in separate special education class, separate school or residential facility	0.0	30.6	Yes
<b>7a</b>	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		86.2	N/A
<b>7a</b>	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		55.5	N/A
<b>7b</b>	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		86.9	N/A
<b>7b</b>	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		53.8	N/A
<b>7c</b>	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		88.0	N/A
<b>7c</b>	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		64.2	N/A
<b>8</b>	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities		60.0	N/A
<b>9</b>	Disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification	No	No	Yes
<b>10</b>	Disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification	No	No	Yes

<b>SPP Indicator</b>	<b>Indicator Description</b>	<b>2017 - 2018 District Data</b>	<b>2017 - 2018 State Target</b>	<b>District Met State Target</b>
<b>11</b>	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	100.0	100.0	Yes
<b>12</b>	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
<b>13</b>	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
<b>14a</b>	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school		35.0	N/A
<b>14b</b>	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
<b>14c</b>	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school		74.0	N/A

SPP Indicators 1 - 8 and 14 are Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators