

River Forest SD 90
River Forest, ILLINOIS 60305

Edward Condon
Email - condone@district90.org
(708) 771-8282



EBF District Funding Tier - 4
Financial capacity to meet expectations - 141.3 %
State Senate District - 04
State Representative District - 007

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

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

STUDENTS

STUDENT ENROLLMENT												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income	Homeless
District	1,432	1,032	95	145	76	*	*	80	187	28	84	*
		72.1%	6.6%	10.1%	5.3%	*	*	5.6%	13.1%	2.0%	5.9%	*
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	5.3%	5.9%	4.2%	5.2%	3.9%	*	*	1.2%	8.7%	6.9%	6.6%
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	1.1%	0.8%	1.4%	0.7%	1.1%	4.1%	1.4%	*	*	1.2%	1.7%	4.8%	2.6%
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	177	District	98.1%
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	15.2	*	8.2	159.1	District	5.0
State	19.0	19.3	11.1	180.6	State	3.0

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
District	14.0	19.0	19.0	22.0	20.0	22.0	23.0	24.0	19.0	*	21.0
State	19.0	19.0	20.0	20.0	21.0	21.0	21.0	20.0	20.0	20.0	20.0

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
District	60	40	40	30	40	40	135	120	120	30	40	40
State	73	60	57	35	48	51	129	88	77	30	48	50

TEACHER INFORMATION (Full-Time Equivalents)											
	Total Number	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown
District	117	20.6	79.4	90.4	2.7	2.7	3.4	*	0.9	*	*
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	14.8	18.9%	81.1%	*	*
	High Poverty Schools	*	*	*	*	*
	Low Poverty Schools	14.8	18.9%	81.1%	0.0%	0.0%
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	91.4%
State	85.2%

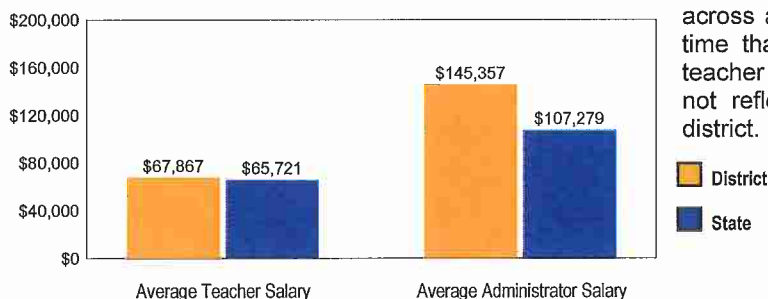
TEACHER ATTENDANCE RATE	
District	81.1%
State	70.2%

TEACHER EVALUATION RATE	
District	98.5%
State	97.1%

PRINCIPAL TURNOVER (Count)	
District	2.0
State	2.0

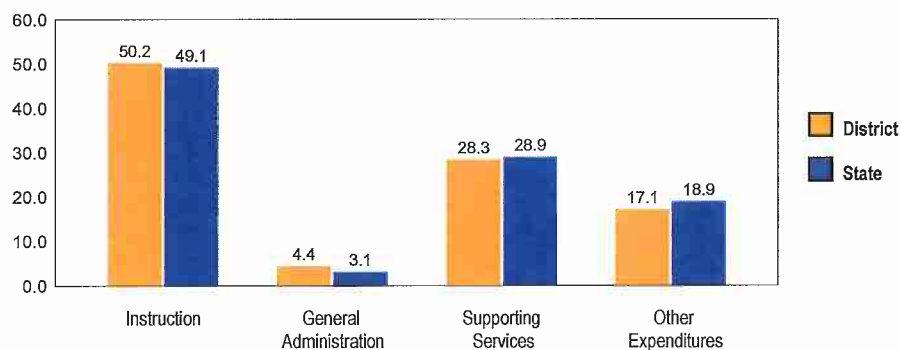
SCHOOL DISTRICT FINANCES

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	\$22,453,054	87.6%	63.1%
Other Local Funding	\$902,466	3.5%	5.0%
General State Aid	\$514,806	2.0%	17.6%
Other State Funding	\$1,078,673	4.2%	6.8%
Federal Funding	\$668,826	2.6%	7.5%
TOTAL	\$25,617,825		

EXPENDITURE BY FUND 2016-17

	District	District %	State %
Education	\$19,366,163	76.0%	71.6%
Operations & Maintenance	\$1,673,858	6.6%	7.1%
Transportation	\$597,468	2.3%	3.8%
Debt Service	\$1,491,761	5.9%	9.5%
Tort	\$0	0.0%	1.2%
Municipal Retirement/ Social Security	\$602,721	2.4%	2.1%
Fire Prevention & Safety	\$0	0.0%	0.7%
Capital Projects	\$1,758,400	6.9%	4.0%
TOTAL	\$25,490,371		

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	\$355,237	4.66	\$9,660	\$15,425
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

ELA PROFICIENCY													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	654	286	368	466	36	63	37	*	*	50	46	10	26
	70.1%	61.1%	79.1%	70.0%	52.2%	70.0%	84.1%	*	*	80.6%	37.0%	58.8%	44.8%
State	373,532	160,882	212,650	227,977	29,576	67,203	33,470	463	833	14,010	12,783	11,564	115,196
	36.7%	30.9%	42.8%	46.8%	17.4%	24.8%	65.6%	44.7%	29.2%	40.0%	8.9%	10.9%	22.1%

MATH PROFICIENCY													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	583	284	299	427	29	44	38	*	*	45	39	10	16
	62.6%	60.7%	64.4%	64.2%	42.0%	49.4%	84.4%	*	*	72.6%	31.3%	55.6%	27.6%
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%

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	237	122	115	185	14	11	9	*	*	18	21	*	9
	79.3%	78.7%	79.9%	80.4%	58.3%	64.7%	81.8%	*	*	100.0%	50.0%	*	52.9%
State	215,229	106,179	109,050	129,557	17,623	43,209	16,338	269	503	7,730	10,024	4,347	72,825
	50.5%	48.9%	52.0%	62.2%	25.3%	38.0%	73.9%	59.5%	43.1%	54.7%	18.3%	13.4%	34.9%

MEAN ELA GROWTH PERCENTILE													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	48.5	43.9	53.1	47.6	43.3	55.6	57.5	*	59.0	49.0	46.9	54.6	43.9
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	50.3	47.8	52.8	50.0	52.3	49.1	50.5	*	37.0	53.1	46.3	56.0	47.2
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	29	29	12	41.4%	*	*
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	933	468	465	666	69	90	44	*	*	62	124	17	58
	97.2%	95.9%	98.5%	96.8%	100.0%	95.7%	97.8%	*	*	100.0%	94.7%	100.0%	98.3%
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	932	468	464	665	69	89	45	*	*	62	123	18	58
	97.1%	95.9%	98.3%	96.7%	100.0%	95.7%	97.8%	*	*	100.0%	93.9%	100.0%	98.3%
State	1,020,683	521,922	498,761	487,140	169,521	272,992	52,057	1,051	2,885	35,037	142,911	110,540	523,904
	98.0%	98.0%	98.0%	98.2%	96.9%	98.2%	98.9%	97.2%	97.9%	97.7%	96.9%	98.6%	98.0%

ISA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	299	155	144	230	24	17	10	*	*	18	41	*	17
	96.5%	96.3%	96.6%	96.2%	100.0%	100.0%	83.3%	*	*	100.0%	91.1%	*	100.0%
State	426,608	217,043	209,565	208,207	66,876	113,680	22,099	452	1,165	14,129	52,325	32,340	206,136
	95.2%	94.9%	95.6%	96.5%	91.1%	95.3%	96.6%	95.6%	94.8%	95.1%	90.6%	94.4%	93.7%

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

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

DLM-AA ELA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	10	*	*	*	*	*	*	*	*	*	10	*	*
	100.0%	*	*	*	*	*	*	*	*	*	100.0%	*	*
State	11,437	7,546	3,891	4,943	2,595	2,975	519	11	36	358	11,433	2,393	7,166
	95.9%	95.9%	95.9%	96.5%	93.8%	96.7%	96.6%	84.6%	100.0%	95.5%	95.9%	97.0%	95.6%

DLM-AA Math Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	10	*	*	*	*	*	*	*	*	*	10	*	*
	100.0%	*	*	*	*	*	*	*	*	*	100.0%	*	*
State	11,444	7,555	3,889	4,938	2,590	2,981	526	12	36	361	11,440	2,417	7,172
	95.7%	95.8%	95.7%	96.3%	93.6%	96.5%	96.3%	85.7%	100.0%	96.0%	95.7%	96.9%	95.4%

PARCC ELA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	923	462	461	657	69	89	44	*	*	62	114	17	58
	97.2%	95.9%	98.5%	96.8%	100.0%	95.7%	97.8%	*	*	100.0%	94.2%	100.0%	98.3%
State	862,483	440,454	422,029	409,367	143,886	232,143	43,237	870	2,467	30,513	115,366	97,779	451,706
	98.1%	98.2%	98.0%	98.2%	97.4%	98.4%	98.9%	97.5%	98.0%	97.9%	97.2%	98.9%	98.3%

PARCC Math Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
District	922	462	460	656	69	88	45	*	*	62	113	18	58
	97.1%	95.9%	98.3%	96.6%	100.0%	95.7%	97.8%	*	*	100.0%	93.4%	100.0%	98.3%
State	865,899	442,244	423,655	409,886	143,909	233,943	44,248	884	2,498	30,531	115,351	101,855	453,882
	98.1%	98.1%	98.0%	98.2%	97.3%	98.3%	98.9%	97.2%	97.9%	97.8%	97.1%	98.8%	98.2%

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

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

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

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

Grade 3 - All

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
District		3.9%	7.1%	14.8%	52.3%	21.9%	0.6%	6.5%	27.1%	45.8%	20.0%
State		21.4%	17.8%	23.7%	33.6%	3.4%	14.5%	21.9%	25.8%	29.5%	8.2%

Grade 3 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	District	6.6%	6.6%	18.4%	56.6%	11.8%	1.3%	9.2%	21.1%	51.3%	17.1%
	State	24.6%	18.9%	23.8%	30.4%	2.3%	15.4%	21.3%	25.1%	29.6%	8.7%
Female	District	1.3%	7.6%	11.4%	48.1%	31.6%	0.0%	3.8%	32.9%	40.5%	22.8%
	State	18.2%	16.8%	23.5%	37.0%	4.5%	13.5%	22.5%	26.6%	29.5%	7.8%

Grade 3 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	District	2.0%	5.9%	15.8%	52.5%	23.8%	0.0%	3.0%	23.8%	52.5%	20.8%
	State	13.2%	15.9%	25.2%	41.3%	4.4%	7.7%	16.8%	26.5%	37.8%	11.2%
Black	District	0.0%	10.0%	30.0%	50.0%	10.0%	0.0%	30.0%	40.0%	20.0%	10.0%
	State	34.5%	21.6%	21.8%	21.0%	1.1%	28.7%	30.4%	23.7%	15.4%	1.8%
Hispanic	District	14.3%	4.8%	14.3%	52.4%	14.3%	4.8%	14.3%	38.1%	33.3%	9.5%
	State	30.2%	20.4%	23.2%	24.7%	1.5%	19.1%	28.0%	27.8%	22.0%	3.0%
Asian	District	10.0%	20.0%	0.0%	40.0%	30.0%	0.0%	10.0%	30.0%	30.0%	30.0%
	State	7.2%	9.8%	19.3%	52.1%	11.5%	3.5%	8.3%	17.2%	41.8%	29.2%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*
	State	14.4%	13.8%	33.1%	35.0%	3.8%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	19.4%	23.5%	25.8%	27.4%	3.8%
Two or More Races	District	0.0%	7.7%	7.7%	61.5%	23.1%	0.0%	0.0%	23.1%	46.2%	30.8%
	State	19.4%	16.7%	23.4%	35.8%	4.6%	14.6%	20.5%	24.7%	30.2%	10.0%

Grade 3 - Students with IEPs

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
IEP	District	41.7%	8.3%	8.3%	41.7%	0.0%	8.3%	25.0%	25.0%	33.3%	8.3%
	State	54.2%	20.2%	14.0%	10.9%	0.6%	37.8%	28.5%	18.7%	12.8%	2.2%
Non-IEP	District	0.7%	7.0%	15.4%	53.1%	23.8%	0.0%	4.9%	27.3%	46.9%	21.0%
	State	16.5%	17.5%	25.2%	37.0%	3.8%	11.0%	20.9%	26.9%	32.1%	9.1%

Grade 3 - Economically Disadvantaged

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	District	*	*	*	*	*	*	*	*	*	*
	State	31.0%	21.4%	23.4%	23.0%	1.2%	21.9%	28.6%	26.7%	20.2%	2.7%
Not Eligible	District	2.7%	6.2%	14.4%	54.1%	22.6%	0.0%	4.8%	25.3%	48.6%	21.2%
	State	10.3%	13.7%	24.1%	46.0%	6.0%	5.9%	14.1%	24.9%	40.5%	14.7%

Grade 4 - All

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
District		1.3%	2.5%	14.6%	48.7%	32.9%	0.6%	9.6%	21.7%	57.3%	10.8%
State		14.1%	20.1%	27.3%	31.0%	7.6%	15.8%	25.6%	27.2%	28.1%	3.4%

Grade 4 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	District	1.3%	2.7%	20.0%	52.0%	24.0%	0.0%	13.5%	18.9%	62.2%	5.4%
	State	17.1%	21.9%	27.5%	28.1%	5.5%	16.6%	25.0%	26.5%	28.4%	3.5%
Female	District	1.2%	2.4%	9.6%	45.8%	41.0%	1.2%	6.0%	24.1%	53.0%	15.7%
	State	10.9%	18.2%	27.2%	33.9%	9.8%	15.0%	26.1%	27.9%	27.7%	3.3%

Grade 4 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	District	2.1%	2.1%	14.4%	52.6%	28.9%	0.0%	8.2%	19.6%	61.9%	10.3%
	State	8.4%	16.1%	27.5%	38.0%	10.0%	8.8%	19.7%	29.6%	37.4%	4.4%
Black	District	0.0%	0.0%	30.8%	61.5%	7.7%	7.7%	15.4%	53.8%	15.4%	7.7%
	State	25.1%	27.5%	26.9%	18.2%	2.3%	31.1%	35.0%	22.3%	11.1%	0.5%
Hispanic	District	0.0%	6.9%	13.8%	34.5%	44.8%	0.0%	17.9%	17.9%	57.1%	7.1%
	State	18.8%	24.4%	29.1%	24.2%	3.5%	20.6%	32.8%	27.4%	18.3%	1.0%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	4.6%	8.4%	18.9%	44.5%	23.6%	3.9%	10.1%	20.3%	50.0%	15.7%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*
	State	7.8%	16.3%	28.4%	36.9%	10.6%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	21.7%	33.6%	26.8%	15.6%	2.4%
Two or More Races	District	0.0%	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%	20.0%	70.0%	10.0%
	State	12.9%	19.7%	25.6%	32.3%	9.6%	15.1%	24.2%	26.5%	30.2%	4.1%

Grade 4 - Students with IEPs

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
IEP	District	8.3%	12.5%	29.2%	50.0%	0.0%	0.0%	37.5%	29.2%	33.3%	0.0%
	State	45.2%	28.7%	15.6%	9.1%	1.4%	41.4%	33.0%	15.5%	9.3%	0.8%
Non-IEP	District	0.0%	0.7%	11.9%	48.5%	38.8%	0.8%	4.5%	20.3%	61.7%	12.8%
	State	9.1%	18.7%	29.2%	34.4%	8.6%	11.8%	24.4%	29.0%	31.0%	3.8%

Grade 4 - Economically Disadvantaged

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	District	0.0%	0.0%	38.5%	46.2%	15.4%	7.7%	23.1%	30.8%	30.8%	7.7%
	State	20.8%	25.9%	28.8%	21.8%	2.7%	23.8%	33.1%	26.0%	16.3%	0.8%
Not Eligible	District	1.4%	2.8%	12.4%	49.0%	34.5%	0.0%	8.3%	20.8%	59.7%	11.1%
	State	6.2%	13.3%	25.6%	41.6%	13.3%	6.5%	16.7%	28.5%	41.8%	6.4%

Grade 5 - All

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
District		1.9%	10.3%	27.1%	58.7%	1.9%	6.5%	9.7%	24.7%	50.0%	9.1%
State		14.0%	21.9%	28.5%	32.9%	2.7%	16.6%	24.7%	27.9%	26.3%	4.5%

Grade 5 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	District	1.3%	11.7%	33.8%	51.9%	1.3%	6.5%	7.8%	24.7%	50.6%	10.4%
	State	17.2%	24.7%	29.1%	27.6%	1.5%	18.4%	24.6%	26.2%	26.1%	4.8%
Female	District	2.6%	9.0%	20.5%	65.4%	2.6%	6.5%	11.7%	24.7%	49.4%	7.8%
	State	10.8%	19.0%	27.9%	38.4%	4.0%	14.7%	24.9%	29.6%	26.5%	4.3%

Grade 5 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	District	1.7%	9.9%	26.4%	59.5%	2.5%	5.8%	10.0%	23.3%	51.7%	9.2%
	State	7.4%	16.4%	29.6%	42.8%	3.8%	9.6%	19.7%	29.9%	35.1%	5.7%
Black	District	9.1%	36.4%	36.4%	18.2%	0.0%	27.3%	18.2%	18.2%	36.4%	0.0%
	State	27.1%	31.2%	25.7%	15.5%	0.5%	32.4%	33.3%	23.4%	10.3%	0.6%
Hispanic	District	*	*	*	*	*	*	*	*	*	*
	State	19.2%	28.0%	29.7%	22.3%	0.8%	20.9%	31.0%	29.0%	17.6%	1.5%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	4.4%	9.1%	21.0%	55.3%	10.3%	4.2%	9.0%	19.3%	44.4%	23.1%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*
	State	9.4%	17.6%	27.7%	39.6%	5.7%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	19.6%	28.8%	27.5%	22.6%	1.5%
Two or More Races	District	0.0%	0.0%	23.1%	76.9%	0.0%	0.0%	0.0%	23.1%	61.5%	15.4%
	State	11.5%	20.8%	28.4%	35.9%	3.4%	16.6%	24.1%	26.7%	27.6%	5.1%

Grade 5 - Students with IEPs

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
IEP	District	12.5%	25.0%	43.8%	18.8%	0.0%	33.3%	13.3%	26.7%	26.7%	0.0%
	State	47.1%	30.5%	15.1%	7.0%	0.3%	42.6%	34.2%	15.3%	7.1%	0.8%
Non-IEP	District	0.7%	8.6%	25.2%	63.3%	2.2%	3.6%	9.4%	24.5%	52.5%	10.1%
	State	8.8%	20.6%	30.6%	37.0%	3.1%	12.5%	23.3%	29.9%	29.3%	5.1%

Grade 5 - Economically Disadvantaged

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	District	0.0%	30.0%	40.0%	30.0%	0.0%	10.0%	30.0%	30.0%	30.0%	0.0%
School	District	0.0%	30.0%	40.0%	30.0%	0.0%	10.0%	30.0%	30.0%	30.0%	0.0%
	State	21.4%	29.0%	28.7%	20.2%	0.7%	24.7%	31.8%	27.0%	15.4%	1.1%
Not Eligible	District	2.1%	9.0%	26.2%	60.7%	2.1%	6.3%	8.3%	24.3%	51.4%	9.7%
	State	5.5%	13.8%	28.2%	47.5%	5.0%	7.2%	16.7%	28.9%	38.8%	8.4%

Grade 6 - All

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
District		1.3%	6.5%	19.6%	54.2%	18.3%	1.3%	11.1%	16.3%	60.8%	10.5%
State		12.5%	23.4%	30.1%	29.4%	4.7%	15.6%	28.8%	28.7%	23.3%	3.6%

Grade 6 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	District	2.6%	9.0%	23.1%	59.0%	6.4%	2.6%	11.5%	17.9%	55.1%	12.8%
	State	15.8%	26.7%	30.1%	24.6%	2.8%	17.2%	28.6%	27.6%	22.7%	3.8%
Female	District	0.0%	4.0%	16.0%	49.3%	30.7%	0.0%	10.7%	14.7%	66.7%	8.0%
	State	9.0%	20.1%	30.0%	34.3%	6.6%	14.0%	28.9%	29.8%	23.9%	3.3%

Grade 6 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	District	0.9%	5.5%	21.8%	50.0%	21.8%	0.9%	9.1%	17.3%	60.9%	11.8%
	State	6.8%	17.3%	31.2%	38.2%	6.5%	9.1%	23.1%	31.8%	31.6%	4.4%
Black	District	0.0%	18.8%	12.5%	62.5%	6.3%	0.0%	25.0%	6.3%	62.5%	6.3%
	State	24.8%	34.1%	26.9%	13.4%	0.8%	31.6%	38.7%	21.5%	7.8%	0.4%
Hispanic	District	7.7%	7.7%	23.1%	46.2%	15.4%	7.7%	15.4%	30.8%	46.2%	0.0%
	State	16.6%	30.3%	31.6%	20.0%	1.6%	19.5%	35.9%	29.0%	14.7%	0.9%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	3.7%	9.4%	21.9%	48.4%	16.5%	3.5%	11.0%	22.0%	43.9%	19.5%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*
	State	10.1%	18.8%	26.1%	38.4%	6.5%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	16.2%	36.7%	28.2%	17.8%	1.1%
Two or More Races	District	*	*	*	*	*	*	*	*	*	*
	State	11.2%	21.5%	30.2%	31.2%	5.9%	15.8%	27.8%	28.1%	23.2%	5.0%

Grade 6 - Students with IEPs

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
IEP	District	5.3%	31.6%	15.8%	31.6%	10.5%	5.3%	36.8%	10.5%	36.8%	5.3%
	State	43.1%	35.3%	15.4%	5.7%	0.5%	46.3%	36.1%	12.4%	4.6%	0.6%
Non-IEP	District	0.7%	3.0%	20.0%	57.0%	19.3%	0.7%	7.4%	17.0%	63.7%	11.1%
	State	7.7%	21.6%	32.4%	33.0%	5.3%	10.9%	27.6%	31.2%	26.2%	4.0%

Grade 6 - Economically Disadvantaged

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	District	0.0%	15.4%	30.8%	53.8%	0.0%	0.0%	38.5%	23.1%	38.5%	0.0%
	State	19.3%	31.2%	30.3%	18.0%	1.3%	23.6%	36.8%	26.4%	12.4%	0.8%
Not Eligible	District	1.4%	5.7%	18.6%	54.3%	20.0%	1.4%	8.6%	15.7%	62.9%	11.4%
	State	4.9%	14.9%	29.9%	41.9%	8.3%	6.9%	19.9%	31.2%	35.4%	6.6%

Grade 7 - All

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
District		2.4%	4.8%	21.7%	28.9%	42.2%	1.8%	7.2%	30.7%	46.4%	13.9%
State		16.5%	18.2%	25.5%	29.1%	10.7%	11.3%	26.9%	31.1%	26.9%	3.8%

Grade 7 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	District	2.3%	5.8%	32.6%	31.4%	27.9%	1.2%	2.3%	40.7%	44.2%	11.6%
	State	21.5%	21.3%	25.8%	24.7%	6.7%	13.1%	27.5%	29.9%	25.6%	3.9%
Female	District	2.5%	3.8%	10.0%	26.3%	57.5%	2.5%	12.5%	20.0%	48.8%	16.3%
	State	11.1%	15.0%	25.1%	33.8%	15.0%	9.5%	26.3%	32.4%	28.2%	3.6%

Grade 7 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	District	1.6%	5.6%	21.6%	28.8%	42.4%	2.4%	3.2%	33.6%	50.4%	10.4%
	State	9.9%	14.4%	25.7%	35.8%	14.2%	6.4%	20.3%	33.2%	35.4%	4.7%
Black	District	*	*	*	*	*	*	*	*	*	*
	State	31.3%	25.9%	24.5%	15.7%	2.7%	23.8%	40.9%	25.3%	9.5%	0.4%
Hispanic	District	0.0%	8.3%	25.0%	41.7%	25.0%	0.0%	33.3%	25.0%	33.3%	8.3%
	State	21.8%	22.7%	27.4%	23.1%	5.0%	14.4%	33.8%	32.7%	18.1%	1.0%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	5.0%	6.9%	16.8%	39.7%	31.6%	2.9%	8.8%	21.9%	47.4%	18.9%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*
	State	7.3%	16.5%	20.7%	34.1%	21.3%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	12.6%	30.3%	32.9%	22.1%	2.1%
Two or More Races	District	7.1%	0.0%	21.4%	35.7%	35.7%	0.0%	14.3%	35.7%	21.4%	28.6%
	State	15.0%	18.6%	24.8%	29.3%	12.3%	11.2%	28.0%	29.5%	26.4%	5.0%

Grade 7 - Students with IEPs

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
IEP	District	10.0%	20.0%	40.0%	5.0%	25.0%	15.0%	10.0%	50.0%	20.0%	5.0%
	State	53.8%	25.6%	14.2%	5.6%	0.8%	40.6%	40.4%	14.1%	4.5%	0.4%
Non-IEP	District	1.4%	2.7%	19.2%	32.2%	44.5%	0.0%	6.8%	28.1%	50.0%	15.1%
	State	10.7%	17.1%	27.2%	32.7%	12.2%	6.9%	24.9%	33.7%	30.3%	4.3%

Grade 7 - Economically Disadvantaged

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	District	*	*	*	*	*	*	*	*	*	*
	State	24.9%	23.9%	26.7%	20.4%	4.2%	17.5%	36.2%	30.5%	14.9%	0.9%
Not Eligible	District	1.3%	5.0%	21.4%	28.9%	43.4%	1.9%	6.3%	30.2%	47.8%	13.8%
	State	7.7%	12.4%	24.2%	38.2%	17.5%	5.0%	17.3%	31.7%	39.3%	6.7%

Grade 8 - All

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
District		6.9%	10.4%	19.4%	27.8%	29.9%	8.3%	13.1%	23.4%	42.1%	7.6%
State		18.4%	19.5%	25.6%	30.1%	6.3%	24.1%	22.7%	22.8%	26.1%	4.4%

Grade 8 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	District	10.4%	19.5%	19.5%	22.1%	19.5%	10.3%	17.9%	20.5%	30.8%	11.5%
	State	24.3%	22.1%	25.2%	24.6%	3.9%	27.1%	22.6%	21.3%	24.4%	4.6%
Female	District	3.0%	0.0%	19.7%	34.8%	42.4%	6.1%	7.6%	27.3%	56.1%	3.0%
	State	12.3%	16.8%	26.1%	36.0%	8.9%	20.9%	22.7%	24.3%	27.9%	4.2%

Grade 8 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	District	7.2%	11.7%	16.2%	28.8%	28.8%	7.2%	12.6%	25.2%	38.7%	9.0%
	State	11.6%	16.1%	26.4%	37.6%	8.2%	15.4%	19.9%	25.4%	33.9%	5.4%
Black	District	15.4%	0.0%	38.5%	30.8%	15.4%	15.4%	23.1%	23.1%	38.5%	0.0%
	State	33.6%	26.5%	23.7%	14.8%	1.4%	45.5%	27.3%	16.8%	9.8%	0.5%
Hispanic	District	*	*	*	*	*	*	*	*	*	*
	State	24.4%	23.8%	26.6%	22.6%	2.6%	30.3%	27.5%	22.7%	18.1%	1.4%
Asian	District	*	*	*	*	*	*	*	*	*	*
	State	6.1%	8.8%	18.4%	44.9%	21.8%	6.7%	10.1%	17.9%	43.4%	22.0%
Native Hawaiian/Pacific Islander	District	*	*	*	*	*	*	*	*	*	*
	State	15.6%	13.8%	22.9%	33.9%	12.8%	*	*	*	*	*
American Indian	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	30.0%	20.6%	23.4%	24.0%	2.0%
Two or More Races	District	*	*	*	*	*	*	*	*	*	*
	State	17.9%	18.6%	25.5%	30.9%	7.2%	25.4%	22.1%	21.3%	26.5%	4.7%

Grade 8 - Students with IEPs

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
IEP	District	22.2%	25.9%	11.1%	22.2%	7.4%	29.6%	14.8%	18.5%	25.9%	0.0%
	State	57.6%	24.2%	12.5%	5.2%	0.4%	64.8%	21.9%	8.6%	4.2%	0.5%
Non-IEP	District	3.4%	6.9%	21.6%	29.3%	35.3%	3.4%	12.8%	24.8%	46.2%	9.4%
	State	12.6%	18.8%	27.6%	33.8%	7.2%	18.0%	22.8%	24.9%	29.4%	5.0%

Grade 8 - Economically Disadvantaged

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	District	*	*	*	*	*	*	*	*	*	*
	State	27.6%	24.7%	25.7%	19.8%	2.2%	35.7%	27.3%	20.8%	15.0%	1.2%
Not Eligible	District	6.6%	10.2%	19.0%	27.7%	31.4%	8.0%	12.3%	23.2%	43.5%	8.0%
	State	9.4%	14.4%	25.5%	40.4%	10.4%	12.6%	18.0%	24.7%	37.2%	7.6%

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	72.1%	6.6%	10.1%	5.3%	0.1%	0.2%	5.6%
	Students with IEPs	70.0%	5.8%	17.9%	4.7%			1.6%
All Peer Districts *	All Students	50.4%	13.1%	25.6%	6.6%	0.1%	0.3%	3.9%
	Students with IEPs	49.6%	15.4%	26.5%	4.0%	0.1%	0.3%	4.0%
State	All Students	47.9%	16.8%	26.1%	5.1%	0.1%	0.3%	3.5%
	Students with IEPs	47.4%	20.0%	25.9%	2.6%	0.1%	0.3%	3.7%

Percent of Students with IEPs in Each Disability Category

Disability Category	Percent of All Students			Percent of Students with IEPs		
	District	All Peer Districts*	State	District	All Peer Districts*	State
Autism	1.7%	1.2%	1.3%	13.2%	8.5%	8.8%
Deafness		0.0%	0.0%		0.2%	0.2%
Deaf-Blindness		0.0%	0.0%		0.0%	0.0%
Developmental Delay	1.2%	2.9%	1.9%	8.9%	20.0%	12.9%
Emotional Disability	0.8%	0.7%	0.9%	6.3%	4.8%	6.3%
Hearing Impairment	0.1%	0.2%	0.1%	1.1%	1.1%	1.0%
Intellectual Disability	0.3%	0.4%	0.8%	2.1%	3.0%	5.4%
Multiple Disabilities	0.1%	0.1%	0.1%	0.5%	1.0%	1.0%
Orthopedic Impairment	0.2%	0.1%	0.1%	1.6%	0.4%	0.4%
Other Health Impairment	3.0%	1.6%	1.8%	22.6%	11.0%	12.6%
Specific Learning Disability	2.2%	3.8%	5.0%	16.3%	25.9%	34.5%
Speech or Language Impairment	3.6%	3.5%	2.4%	26.8%	23.7%	16.3%
Traumatic Brain Injury		0.0%	0.0%		0.2%	0.2%
Visual Impairment	0.1%	0.0%	0.1%	0.5%	0.3%	0.4%

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

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

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

EDUCATIONAL ENVIRONMENTS FOR STUDENTS WITH DISABILITIES

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

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

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

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

Percent of Students with Disabilities in Various Educational Environments					
		Inside \geq 80%	Inside 40-79%	Inside <40%	Separate Facility
All Students with a Disability	District	62.7%	23.5%	9.6%	4.2%
	All Peer Districts*	60.3%	20.0%	14.1%	5.6%
	State	53.3%	26.8%	13.4%	6.4%

Educational Environments by Race / Ethnicity					
		Inside $\geq 80\%$	Inside 40-79%	Inside $<40\%$	Separate Facility
White	District	65.3%	22.3%	8.3%	4.1%
	All Peer Districts*	63.7%	20.1%	11.2%	4.9%
	State	57.3%	24.8%	11.4%	6.6%
Black	District	70.0%	30.0%	0.0%	0.0%
	All Peer Districts*	48.7%	22.1%	18.9%	10.3%
	State	43.7%	31.2%	16.9%	8.2%
Hispanic	District	51.9%	29.6%	14.8%	3.7%
	All Peer Districts*	61.4%	18.7%	15.9%	4.0%
	State	53.8%	28.0%	13.6%	4.6%
Asian	District	50.0%	0.0%	33.3%	16.7%
	All Peer Districts*	60.6%	16.6%	17.4%	5.4%
	State	54.4%	19.3%	19.1%	7.2%
Native Hawaiian	District				
	All Peer Districts*	62.3%	17.0%	18.9%	1.9%
	State	50.5%	18.4%	22.2%	9.0%
Native American	District				
	All Peer Districts*	63.2%	19.2%	13.0%	4.7%
	State	52.1%	25.4%	15.4%	7.1%
Two or More Races	District	50.0%	50.0%	0.0%	0.0%
	All Peer Districts*	58.3%	21.7%	13.8%	6.2%
	State	54.7%	23.9%	14.3%	7.1%

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

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

Educational Environments for Selected Disabilities					
		Inside \geq 80%	Inside 40-79%	Inside <40%	Separate Facility
Autism	District	21.7%	43.5%	21.7%	13.0%
	All Peer Districts*	34.5%	16.9%	33.2%	15.4%
	State	30.3%	22.6%	31.3%	15.8%
Emotional Disability	District	50.0%	41.7%	0.0%	8.3%
	All Peer Districts*	40.2%	14.8%	14.2%	30.8%
	State	34.0%	20.7%	15.2%	30.0%
Intellectual Disability	District	0.0%	100.0%	0.0%	0.0%
	All Peer Districts*	5.1%	20.1%	59.7%	15.1%
	State	4.0%	29.0%	51.3%	15.7%
Other Health Impairment	District	71.4%	21.4%	0.0%	7.1%
	All Peer Districts*	63.0%	21.8%	10.8%	4.4%
	State	58.0%	27.6%	9.5%	4.9%
Specific Learning Disability	District	74.2%	19.4%	6.5%	0.0%
	All Peer Districts*	57.8%	32.7%	8.7%	0.8%
	State	55.1%	37.4%	6.4%	1.1%
Speech or Language Impairment	District	90.5%	9.5%	0.0%	0.0%
	All Peer Districts*	96.3%	2.4%	1.2%	0.1%
	State	96.9%	2.1%	0.9%	0.1%

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

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

- Children attending a regular early childhood program and receives the majority of special education and related services in the regular early childhood program.
- Children attending a regular early childhood program and receives the majority of special education and related services in some other location.
- Children receiving special education or related services full-time in a separate class/facility.
- Children receiving special education or related services full-time in the child's home.
- 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	29.2	41.7	8.3	0.0	20.8
All Peer Districts*	38.1	24.2	30.0	0.1	7.6
State	41.3	26.9	25.3	0.2	6.3

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	25.0%	33.3%	8.3%	0.0%	33.3%
All Peer Districts*	34.0%	28.0%	27.5%	0.2%	10.4%
State	36.3%	32.3%	22.8%	0.3%	8.4%
Black					
District	0.0%	100.0%	0.0%	0.0%	0.0%
All Peer Districts*	35.5%	25.3%	35.7%	0.1%	3.4%
State	43.6%	24.2%	29.6%	0.1%	2.5%
Hispanic					
District	28.6%	42.9%	14.3%	0.0%	14.3%
All Peer Districts*	47.1%	17.2%	31.0%	0.1%	4.6%
State	51.9%	17.5%	26.5%	0.1%	4.1%
Asian					
District	66.7%	33.3%	0.0%	0.0%	0.0%
All Peer Districts*	40.1%	18.1%	36.8%	0.0%	4.9%
State	42.1%	16.6%	35.5%	0.1%	5.8%
Native Hawaiian					
District					
All Peer Districts*	15.4%	38.5%	46.2%	0.0%	0.0%
State	38.2%	29.4%	29.4%	0.0%	2.9%
Native American					
District					
All Peer Districts*	23.9%	23.9%	43.5%	0.0%	8.7%
State	36.3%	22.5%	33.3%	1.0%	6.9%
Two or More Races					
District	0.0%	100.0%	0.0%	0.0%	0.0%
All Peer Districts*	36.8%	26.9%	29.7%	0.0%	6.7%
State	35.9%	33.0%	25.7%	0.2%	5.2%

*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	0.0%	100.0%	0.0%	0.0%	0.0%
All Peer Districts*	17.3%	18.9%	63.2%	0.0%	0.7%
State	27.3%	15.4%	56.9%	0.1%	0.4%
Developmental Delay					
District	54.5%	36.4%	9.1%	0.0%	0.0%
All Peer Districts*	40.9%	15.7%	42.0%	0.1%	1.3%
State	45.2%	16.9%	37.0%	0.1%	0.8%
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	31.3%	18.8%	50.0%	0.0%	0.0%
State	25.4%	34.3%	38.8%	0.0%	1.5%
Intellectual Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	22.5%	7.5%	70.0%	0.0%	0.0%
State	25.9%	17.9%	56.3%	0.0%	0.0%
Other Health Impairment					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	32.2%	18.0%	47.3%	0.9%	1.5%
State	38.2%	19.0%	40.2%	1.3%	1.4%
Specific Learning Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts*	52.5%	22.5%	22.5%	0.0%	0.0%
State	44.0%	26.7%	28.0%	0.0%	1.3%
Speech or Language Impairment					
District	0.0%	44.4%	0.0%	0.0%	55.6%
All Peer Districts*	39.0%	37.2%	5.7%	0.1%	17.9%
State	40.1%	41.5%	3.7%	0.2%	14.5%

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

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

STATE PERFORMANCE PLAN INDICATORS FOR STUDENTS WITH DISABILITIES

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

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

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

SPP Indicator	Indicator Description	2017 - 2018 District Data	2017 - 2018 State Target	District Met State Target
1	Graduation Rate for students with IEPs (Data lag one year)		84.0	N/A
2	Dropout Rate for students with IEPs (Data lag one year)		4.6	N/A
3a	Made adequate yearly progress (AYP) for students with IEPs	N/A	N/A	N/A
3b	Reading assessment participation rate for students with IEPs	98.5	95.0	Yes
3b	Math assessment participation rate for students with IEPs	98.3	95.0	Yes
3c	Students with IEPs meeting or exceeding standards on state reading assessments	64.3	42.0	Yes
3c	Students with IEPs meeting or exceeding standards on state math assessments	24.8	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	62.7	57.0	Yes
5b	Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time	9.6	16.0	Yes
5c	Students with IEPs ages 6-21 served in separate educational facilities	4.2	3.9	No

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

SPP Indicator	Indicator Description	2017 - 2018 District Data	2017 - 2018 State Target	District Met State Target
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	29.2	32.8	No
6b	Children ages 3-5 in separate special education class, separate school or residential facility	8.3	30.6	Yes
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	100.0	86.2	Yes
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	38.5	55.5	No
7b	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	100.0	86.9	Yes
7b	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	23.1	53.8	No
7c	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	100.0	88.0	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	23.1	64.2	No
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities		60.0	N/A
9	Disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification	No	No	Yes
10	Disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification	No	No	Yes

SPP Indicator	Indicator Description	2017 - 2018 District Data	2017 - 2018 State Target	District Met State Target
11	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	100.0	100.0	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays		100.0	N/A
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals		100.0	N/A
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school		35.0	N/A
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school		57.0	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school		74.0	N/A

SPP Indicators 1 - 8 and 14 are Results Indicators

SPP Indicators 9 - 13 are Compliance Indicators

River Forest SD 90
Lincoln Elem School
511 Park Ave
River Forest, ILLINOIS 60305
GRADES - K 1 2 3 4

Casey Godfrey
Email - godfrey@c@district90.org
(708) 366-7340



Summative Designation - Exemplary
Student Group - All Students
Title 1 Status - Not a Participant in Title One Program

EBF District Funding Tier - 4
Financial capacity to meet expectations - 141.3 %
State Senate District - 04
State Representative District - 007

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

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

STUDENTS

STUDENT ENROLLMENT												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income	Homeless
School	402	291	23	39	22	*	*	25	37	*	17	*
		72.4%	5.7%	9.7%	5.5%	*	*	6.2%	9.2%	*	4.2%	*
District	1,432	1,032	95	145	76	*	*	80	187	28	84	*
		72.1%	6.6%	10.1%	5.3%	*	*	5.6%	13.1%	2.0%	5.9%	*
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	
School	3.0%	3.2%	4.3%	4.3%	0.0%	*	*	0.0%	5.6%	10.0%	6.3%	
District	5.3%	5.9%	4.2%	5.2%	3.9%	*	*	1.2%	8.7%	6.9%	6.6%	
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
School	0.5%	1.0%	*	*	*	4.5%	*	*	*	*	*	*	*
District	1.1%	0.8%	1.4%	0.7%	1.1%	4.1%	1.4%	*	*	1.2%	1.7%	4.8%	2.6%
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%

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.

INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS		% of 8TH GRADERS PASSING ALGEBRA I	
Number of Days			
School	177	School	*
District	177	District	98.1%
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		
School	--	--	--	--	School	5.0
District	15.2	*	8.2	159.1	District	5.0
State	19.0	19.3	11.1	180.6	State	3.0

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	18.0	20.0	20.0	22.0	21.0	*	*	*	*	*	20.0
District	14.0	19.0	19.0	22.0	20.0	22.0	23.0	24.0	19.0	*	21.0
State	19.0	19.0	20.0	20.0	21.0	21.0	21.0	20.0	20.0	20.0	20.0

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60	1	1	30	1	1	135	1	1	30	1	1
District	60	40	40	30	40	40	135	120	120	30	40	40
State	73	60	57	35	48	51	129	88	77	30	48	50

TEACHER INFORMATION (Full-Time Equivalents)											
	Total Number	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown
District	117	20.6%	79.4%	90.4%	2.7%	2.7%	3.4%	*	0.9%	*	*
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 Master's & Above
School	--	--	--
District	14.8	18.9%	81.1%
State	13.2	38.5%	61.0%

TEACHER RETENTION RATE	
School	92.1%
District	91.4%
State	85.2%

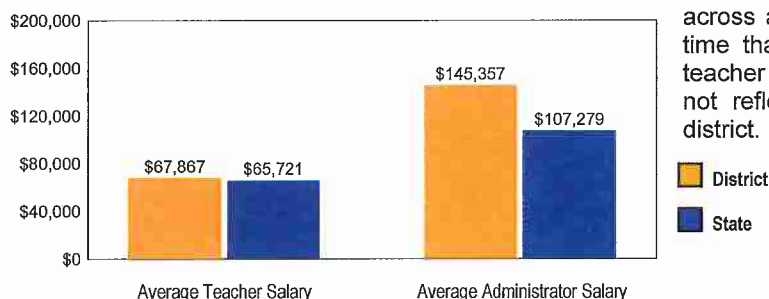
TEACHER ATTENDANCE RATE	
School	--
District	81.1%
State	70.2%

TEACHER EVALUATION RATE	
School	--
District	98.5%
State	97.1%

PRINCIPAL TURNOVER (Count)	
School	2.0
District	2.0
State	2.0

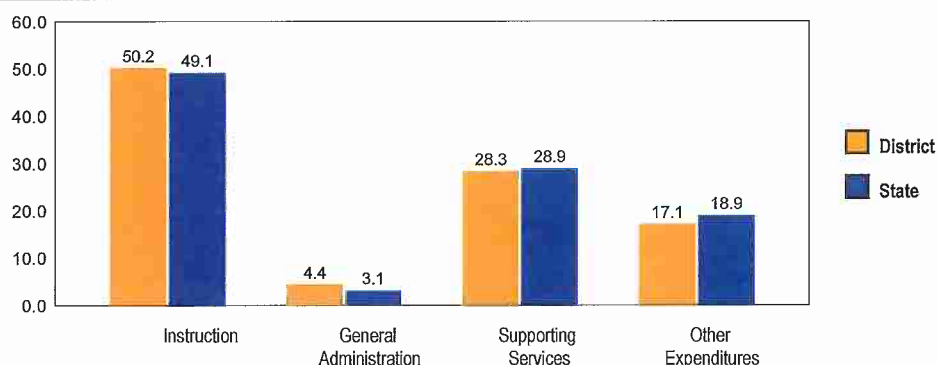
SCHOOL DISTRICT FINANCES

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	\$22,453,054	87.6%	63.1%
Other Local Funding	\$902,466	3.5%	5.0%
General State Aid	\$514,806	2.0%	17.6%
Other State Funding	\$1,078,673	4.2%	6.8%
Federal Funding	\$668,826	2.6%	7.5%
TOTAL	\$25,617,825		

EXPENDITURE BY FUND 2016-17

	District	District %	State %
Education	\$19,366,163	76.0%	71.6%
Operations & Maintenance	\$1,673,858	6.6%	7.1%
Transportation	\$597,468	2.3%	3.8%
Debt Service	\$1,491,761	5.9%	9.5%
Tort	\$0	0.0%	1.2%
Municipal Retirement/ Social Security	\$602,721	2.4%	2.1%
Fire Prevention & Safety	\$0	0.0%	0.7%
Capital Projects	\$1,758,400	6.9%	4.0%
TOTAL	\$25,490,371		

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	\$355,237	4.66	\$9,660	\$15,425
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**ELA PROFICIENCY**

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	128	58	70	86	*	16	*	*	*	14	10	*	*
	74.9%	67.4%	82.4%	74.1%	*	72.7%	*	*	*	87.5%	52.6%	*	*
District	654	286	368	466	36	63	37	*	*	50	46	10	26
	70.1%	61.1%	79.1%	70.0%	52.2%	70.0%	84.1%	*	*	80.6%	37.0%	58.8%	44.8%
State	373,532	160,882	212,650	227,977	29,576	67,203	33,470	463	833	14,010	12,783	11,564	115,196
	36.7%	30.9%	42.8%	46.8%	17.4%	24.8%	65.6%	44.7%	29.2%	40.0%	8.9%	10.9%	22.1%

MATH PROFICIENCY

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	124	61	63	87	*	13	*	*	*	14	8	*	*
	72.5%	70.9%	74.1%	75.0%	*	59.1%	*	*	*	87.5%	42.1%	*	*
District	583	284	299	427	29	44	38	*	*	45	39	10	16
	62.6%	60.7%	64.4%	64.2%	42.0%	49.4%	84.4%	*	*	72.6%	31.3%	55.6%	27.6%
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%

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
School	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
District	237	122	115	185	14	11	9	*	*	18	21	*	9
	79.3%	78.7%	79.9%	80.4%	58.3%	64.7%	81.8%	*	*	100.0%	50.0%	*	52.9%
State	215,229	106,179	109,050	129,557	17,623	43,209	16,338	269	503	7,730	10,024	4,347	72,825
	50.5%	48.9%	52.0%	62.2%	25.3%	38.0%	73.9%	59.5%	43.1%	54.7%	18.3%	13.4%	34.9%

MEAN ELA GROWTH PERCENTILE

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	63.8	57.3	69.9	63.6	48.4	57.5	86.0	*	*	82.3	55.5	52.5	36.0
District	48.5	43.9	53.1	47.6	43.3	55.6	57.5	*	59.0	49.0	46.9	54.6	43.9
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
School	54.0	47.4	60.2	53.9	62.4	48.9	71.3	*	*	43.8	41.6	37.8	34.5
District	50.3	47.8	52.8	50.0	52.3	49.1	50.5	*	37.0	53.1	46.3	56.0	47.2
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
School	11	11	5	45.5%	*	*
District	29	29	12	41.4%	*	*
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
School	171	86	85	116	*	22	*	*	*	16	19	*	*
	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	*	*	100.0%	100.0%	*	*
District	933	468	465	666	69	90	44	*	*	62	124	17	58
	97.2%	95.9%	98.5%	96.8%	100.0%	95.7%	97.8%	*	*	100.0%	94.7%	100.0%	98.3%
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
School	171	86	85	116	*	22	*	*	*	16	19	*	*
	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	*	*	100.0%	100.0%	*	*
District	932	468	464	665	69	89	45	*	*	62	123	18	58
	97.1%	95.9%	98.3%	96.7%	100.0%	95.7%	97.8%	*	*	100.0%	93.9%	100.0%	98.3%
State	1,020,683	521,922	498,761	487,140	169,521	272,992	52,057	1,051	2,885	35,037	142,911	110,540	523,904
	98.0%	98.0%	98.0%	98.2%	96.9%	98.2%	98.9%	97.2%	97.9%	97.7%	96.9%	98.6%	98.0%

ISA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
District	299	155	144	230	24	17	10	*	*	18	41	*	17
	96.5%	96.3%	96.6%	96.2%	100.0%	100.0%	83.3%	*	*	100.0%	91.1%	*	100.0%
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
School	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	143,340	72,123	71,217	72,316	23,022	36,068	7,283	155	351	4,145	16,120	6,268	62,850
	97.9%	97.5%	98.3%	98.8%	95.4%	97.4%	99.5%	98.1%	97.5%	97.6%	95.7%	96.3%	96.6%

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
School	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	143,340	72,123	71,217	72,316	23,022	36,068	7,283	155	351	4,145	16,120	6,268	62,850
	97.9%	97.5%	98.3%	98.8%	95.4%	97.4%	99.5%	98.1%	97.5%	97.6%	95.7%	96.3%	96.6%

DLM-AA ELA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
District	10	*	*	*	*	*	*	*	*	*	10	*	*
	100.0%	*	*	*	*	*	*	*	*	*	100.0%	*	*
State	11,437	7,546	3,891	4,943	2,595	2,975	519	11	36	358	11,433	2,393	7,166
	95.9%	95.9%	95.9%	96.5%	93.8%	96.7%	96.6%	84.6%	100.0%	95.5%	95.9%	97.0%	95.6%

DLM-AA Math Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
District	10	*	*	*	*	*	*	*	*	*	10	*	*
	100.0%	*	*	*	*	*	*	*	*	*	100.0%	*	*
State	11,444	7,555	3,889	4,938	2,590	2,981	526	12	36	361	11,440	2,417	7,172
	95.7%	95.8%	95.7%	96.3%	93.6%	96.5%	96.3%	85.7%	100.0%	96.0%	95.7%	96.9%	95.4%

PARCC ELA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	171	86	85	116	*	22	*	*	*	16	19	*	*
	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	*	*	100.0%	100.0%	*	*
District	923	462	461	657	69	89	44	*	*	62	114	17	58
	97.2%	95.9%	98.5%	96.8%	100.0%	95.7%	97.8%	*	*	100.0%	94.2%	100.0%	98.3%
State	862,483	440,454	422,029	409,367	143,886	232,143	43,237	870	2,467	30,513	115,366	97,779	451,706
	98.1%	98.2%	98.0%	98.2%	97.4%	98.4%	98.9%	97.5%	98.0%	97.9%	97.2%	98.9%	98.3%

PARCC Math Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	171	86	85	116	*	22	*	*	*	16	19	*	*
	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	*	*	100.0%	100.0%	*	*
District	922	462	460	656	69	88	45	*	*	62	113	18	58
	97.1%	95.9%	98.3%	96.6%	100.0%	95.7%	97.8%	*	*	100.0%	93.4%	100.0%	98.3%
State	865,899	442,244	423,655	409,886	143,909	233,943	44,248	884	2,498	30,531	115,351	101,855	453,882
	98.1%	98.1%	98.0%	98.2%	97.3%	98.3%	98.9%	97.2%	97.9%	97.8%	97.1%	98.8%	98.2%

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

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

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

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

Grade 3 - All

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
	School	3.4%	8.0%	18.2%	50.0%	20.5%	0.0%	5.7%	22.7%	48.9%	22.7%
	District	3.9%	7.1%	14.8%	52.3%	21.9%	0.6%	6.5%	27.1%	45.8%	20.0%
	State	21.4%	17.8%	23.7%	33.6%	3.4%	14.5%	21.9%	25.8%	29.5%	8.2%

Grade 3 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	School	4.3%	6.4%	23.4%	55.3%	10.6%	0.0%	6.4%	21.3%	53.2%	19.1%
	District	6.6%	6.6%	18.4%	56.6%	11.8%	1.3%	9.2%	21.1%	51.3%	17.1%
	State	24.6%	18.9%	23.8%	30.4%	2.3%	15.4%	21.3%	25.1%	29.6%	8.7%
Female	School	2.4%	9.8%	12.2%	43.9%	31.7%	0.0%	4.9%	24.4%	43.9%	26.8%
	District	1.3%	7.6%	11.4%	48.1%	31.6%	0.0%	3.8%	32.9%	40.5%	22.8%
	State	18.2%	16.8%	23.5%	37.0%	4.5%	13.5%	22.5%	26.6%	29.5%	7.8%

Grade 3 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	School	3.4%	8.6%	20.7%	48.3%	19.0%	0.0%	5.2%	20.7%	53.4%	20.7%
	District	2.0%	5.9%	15.8%	52.5%	23.8%	0.0%	3.0%	23.8%	52.5%	20.8%
	State	13.2%	15.9%	25.2%	41.3%	4.4%	7.7%	16.8%	26.5%	37.8%	11.2%
Black	School	*	*	*	*	*	*	*	*	*	*
	District	0.0%	10.0%	30.0%	50.0%	10.0%	0.0%	30.0%	40.0%	20.0%	10.0%
	State	34.5%	21.6%	21.8%	21.0%	1.1%	28.7%	30.4%	23.7%	15.4%	1.8%
Hispanic	School	10.0%	0.0%	30.0%	40.0%	20.0%	0.0%	10.0%	40.0%	30.0%	20.0%
	District	14.3%	4.8%	14.3%	52.4%	14.3%	4.8%	14.3%	38.1%	33.3%	9.5%
	State	30.2%	20.4%	23.2%	24.7%	1.5%	19.1%	28.0%	27.8%	22.0%	3.0%
Asian	School	*	*	*	*	*	*	*	*	*	*
	District	10.0%	20.0%	0.0%	40.0%	30.0%	0.0%	10.0%	30.0%	30.0%	30.0%
	State	7.2%	9.8%	19.3%	52.1%	11.5%	3.5%	8.3%	17.2%	41.8%	29.2%
Native Hawaiian/Pacific Islander	School	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*
	State	14.4%	13.8%	33.1%	35.0%	3.8%	*	*	*	*	*
American Indian	School	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	19.4%	23.5%	25.8%	27.4%	3.8%
Two or More Races	School	0.0%	8.3%	8.3%	58.3%	25.0%	0.0%	0.0%	16.7%	50.0%	33.3%
	District	0.0%	7.7%	7.7%	61.5%	23.1%	0.0%	0.0%	23.1%	46.2%	30.8%
	State	19.4%	16.7%	23.4%	35.8%	4.6%	14.6%	20.5%	24.7%	30.2%	10.0%

Grade 4 - All

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
School	School	1.2%	3.6%	15.7%	45.8%	33.7%	0.0%	9.6%	16.9%	61.4%	12.0%
	District	1.3%	2.5%	14.6%	48.7%	32.9%	0.6%	9.6%	21.7%	57.3%	10.8%
	State	14.1%	20.1%	27.3%	31.0%	7.6%	15.8%	25.6%	27.2%	28.1%	3.4%

Grade 4 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	School	0.0%	2.6%	28.2%	48.7%	20.5%	0.0%	12.8%	17.9%	66.7%	2.6%
	District	1.3%	2.7%	20.0%	52.0%	24.0%	0.0%	13.5%	18.9%	62.2%	5.4%
	State	17.1%	21.9%	27.5%	28.1%	5.5%	16.6%	25.0%	26.5%	28.4%	3.5%
Female	School	2.3%	4.5%	4.5%	43.2%	45.5%	0.0%	6.8%	15.9%	56.8%	20.5%
	District	1.2%	2.4%	9.6%	45.8%	41.0%	1.2%	6.0%	24.1%	53.0%	15.7%
	State	10.9%	18.2%	27.2%	33.9%	9.8%	15.0%	26.1%	27.9%	27.7%	3.3%

Grade 4 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	School	1.7%	3.4%	13.8%	50.0%	31.0%	0.0%	8.6%	15.5%	63.8%	12.1%
	District	2.1%	2.1%	14.4%	52.6%	28.9%	0.0%	8.2%	19.6%	61.9%	10.3%
	State	8.4%	16.1%	27.5%	38.0%	10.0%	8.8%	19.7%	29.6%	37.4%	4.4%
Black	School	*	*	*	*	*	*	*	*	*	*
	District	0.0%	0.0%	30.8%	61.5%	7.7%	7.7%	15.4%	53.8%	15.4%	7.7%
	State	25.1%	27.5%	26.9%	18.2%	2.3%	31.1%	35.0%	22.3%	11.1%	0.5%
Hispanic	School	0.0%	8.3%	8.3%	41.7%	41.7%	0.0%	16.7%	16.7%	58.3%	8.3%
	District	0.0%	6.9%	13.8%	34.5%	44.8%	0.0%	17.9%	17.9%	57.1%	7.1%
	State	18.8%	24.4%	29.1%	24.2%	3.5%	20.6%	32.8%	27.4%	18.3%	1.0%
Asian	School	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*
	State	4.6%	8.4%	18.9%	44.5%	23.6%	3.9%	10.1%	20.3%	50.0%	15.7%
Native Hawaiian/Pacific Islander	School	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*
	State	7.8%	16.3%	28.4%	36.9%	10.6%	*	*	*	*	*
American Indian	School	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*
	State	*	*	*	*	*	21.7%	33.6%	26.8%	15.6%	2.4%
Two or More Races	School	*	*	*	*	*	*	*	*	*	*
	District	0.0%	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%	20.0%	70.0%	10.0%
	State	12.9%	19.7%	25.6%	32.3%	9.6%	15.1%	24.2%	26.5%	30.2%	4.1%

Grade 4 - Students with IEPs

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
IEP	School	7.7%	15.4%	15.4%	61.5%	0.0%	0.0%	38.5%	23.1%	38.5%	0.0%
	District	8.3%	12.5%	29.2%	50.0%	0.0%	0.0%	37.5%	29.2%	33.3%	0.0%
	State	45.2%	28.7%	15.6%	9.1%	1.4%	41.4%	33.0%	15.5%	9.3%	0.8%
Non-IEP	School	0.0%	1.4%	15.7%	42.9%	40.0%	0.0%	4.3%	15.7%	65.7%	14.3%
	District	0.0%	0.7%	11.9%	48.5%	38.8%	0.8%	4.5%	20.3%	61.7%	12.8%
	State	9.1%	18.7%	29.2%	34.4%	8.6%	11.8%	24.4%	29.0%	31.0%	3.8%

Grade 4 - Economically Disadvantaged

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch	School	*	*	*	*	*	*	*	*	*	*
	District	0.0%	0.0%	38.5%	46.2%	15.4%	7.7%	23.1%	30.8%	30.8%	7.7%
	State	20.8%	25.9%	28.8%	21.8%	2.7%	23.8%	33.1%	26.0%	16.3%	0.8%
Not Eligible	School	1.3%	3.8%	13.9%	45.6%	35.4%	0.0%	8.9%	16.5%	62.0%	12.7%
	District	1.4%	2.8%	12.4%	49.0%	34.5%	0.0%	8.3%	20.8%	59.7%	11.1%
	State	6.2%	13.3%	25.6%	41.6%	13.3%	6.5%	16.7%	28.5%	41.8%	6.4%

River Forest SD 90
Willard Elem School
1250 Ashland Ave
River Forest, ILLINOIS 60305
GRADES - PK K 1 2 3 4

Ms.DianeWood
Tenure - 5
Email - woodd@district90.org
http://district90.org
(708) 366-6740



Summative Designation - Exemplary
Student Group - All Students
Title 1 Status - Targeted Assistance Title One Program
<https://www.isbe.net/Documents/ESSAStatePlanforIllinois.pdf>

District Funding Tier - 4
Capacity to meet expectations - 141.3
State Senate District - 04
State Representative District - 007

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

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
School	379	254	25	58	26			16	44	16	28	
		67.0%	6.6%	15.3%	6.9%			4.2%	11.6%	4.2%	7.4%	
District	1,432	1,032	95	145	76			80	187	28	84	
		72.1%	6.6%	10.1%	5.3%			5.6%	13.1%	2.0%	5.9%	
State	2,001,529	961,211	336,956	523,950	101,548	2,091	5,591	70,182	290,659	233,367	988,680	39,267
		47.9%	16.8%	26.1%	5.1%	0.1%	0.3%	3.5%	14.5%	11.6%	49.3%	2.0%

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.

English Learner students are those students eligible for transitional bilingual programs.
Total Enrollment is based on Serving School.
Homeless students are who do not have permanent and adequate homes.

CHRONIC ABSENTEEISM											
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	3.0%	3.1%	3.8%	3.9%	0.0%			0.0%	5.3%	0.0%	0.0%
District	5.3%	5.8%	4.2%	5.2%	3.9%	0.0%		1.2%	8.4%	6.7%	6.5%
State	3.0%	19.7%	16.4%	2.4%	0.0%			11.3%	18.7%	20.9%	12.4%

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
School	2.3%	1.9%	2.6%	2.2%		3.8%	4.2%				5.1%	7.7%	4.3%
District	1.1%	0.8%	2.6%	0.7%	1.1%	4.1%	1.4%			1.2%	1.7%	4.8%	2.6%
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		8TH GRADERS PASSING ALGEBRA I	
Days			
School	177	School	
District	177	District	98.1
State	175	State	30.5

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

STUDENT-TO-STAFF RATIOS					HEALTH AND WELLNESS (days per week)	
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator		
School	--	--	--	--	School	5.0
District	15.2		8.4	286.4	District	5.0
State	19.0	19.3	11.1	180.6	State	3.0

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	11.0	19.0	19.0	22.0	20.0						17.0
District	14.0	19.0	19.0	22.0	20.0	22.0	23.0	24.0	19.0		21.0
State	19.0	19.0	20.0	20.0	21.0	21.0	21.0	20.0	20.0	20.0	20.0

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			30			135			30		
District	60	40	40	30	40	40	135	120	120	30	40	40
State	73	60	57	35	48	51	129	88	77	30	48	50

TEACHER INFORMATION (Full-Time Equivalents)											
	Total Number	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown
District	117	20.6	79.4	90.4	2.7	2.7	3.4		0.9		
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 Master's & Above
School	--	--	--
District	14.8	18.9	81.1
State	13.2	38.5	61.0

Educator Qualifications		
	High Poverty Schools	Low Poverty Schools
District Inexperienced		14
District With Emergency Credentials		0
State Inexperienced	2	3
State With Emergency Credentials	0	0

Some teacher/administrator data are not collected at the school level.

TEACHER RETENTION RATE	
School	88.9
District	89.4
State	84.3

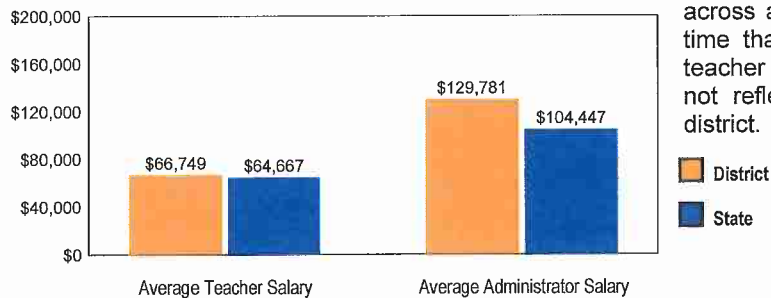
TEACHER ATTENDANCE	
School	--
District	81.1
State	70.2

TEACHER EVALUATION	
School	--
District	98.5
State	97.1

PRINCIPAL TURNOVER (Count)	
School	2.0
District	1.0
State	1.0

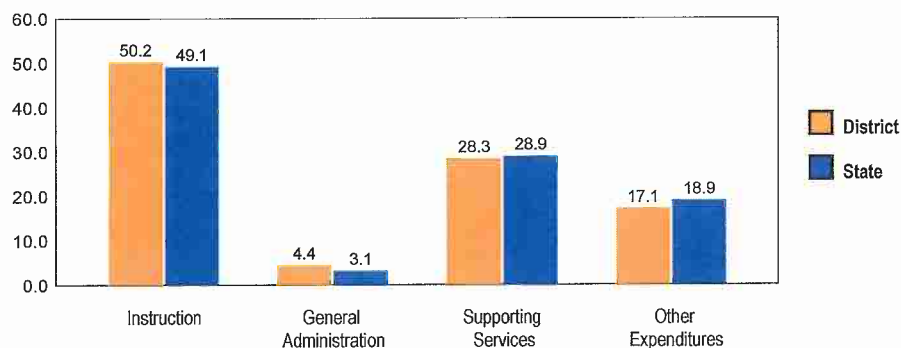
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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	\$22,453,054	87.6	63.1
Other Local Funding	\$902,466	3.5	5.0
General State Aid	\$514,806	2.0	17.6
Other State Funding	\$1,078,673	4.2	6.8
Federal Funding	\$668,826	2.6	7.5
TOTAL	\$25,617,825		

EXPENDITURE BY FUND 2016-17

	District	District %	State %
Education	\$19,366,163	76.0	71.6
Operations & Maintenance	\$1,673,858	6.6	7.1
Transportation	\$597,468	2.3	3.8
Debt Service	\$1,491,761	5.9	9.5
Tort	\$0	0.0	1.2
Municipal Retirement/ Social Security	\$602,721	2.4	2.1
Fire Prevention & Safety	\$0	0.0	0.7
Capital Projects	\$1,758,400	6.9	4.0
TOTAL	\$25,490,371		

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	\$355,237	4.66	\$9,660	\$15,425
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			FRESHMEN ON TRACK		CTE ENROLLMENT	
	12 Months	16 Months				
School			School		School	
District			District		District	
State	74.8	75.6	State	86.6	State	283,473

POST SECONDARY ENROLLMENT 12 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
School						
District						
State	74.8%			32.1%	42.7%	0.0%

POST SECONDARY ENROLLMENT 16 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
School						
District						
State	75.6%			32.3%	43.3%	0.0%

CLIMATE AND CULTURE													
	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													
Out of School Suspensions													
Expulsions													
Incidents of Violence (including bullying and harassment)													

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			
School													
District													
State	85.4	82.5	88.4	90.6	75.0	80.7	93.6	81.0	79.8	84.7	76.5	68.6	77.0

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			
School													
District													
State	87.6	85.3	89.9	91.4	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			
School													
District													
State	87.7	85.3	90.1	91.7	78.3	84.7	95.3	86.9	82.4	86.9	83.0	74.9	80.3

DROP OUT 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			
School													
District													
State	2.1	2.5	1.7	1.2	4.0	2.8	0.5	2.4	3.0	2.1	2.9	4.0	3.6

ELA PROFICIENCY													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	117	51	66	71	10	21	8				8	6	7
		76.1%	82.5%	81.6%	71.4%	75.0%	72.7%				36.4%	60.0%	46.7%
District	654	286	368	466	36	63	37			50	46	10	26
		61.1%	79.1%	70.0%	52.2%	70.0%	84.1%			80.6%	37.0%	58.8%	44.8%
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
		30.9%	42.8%	46.8%	17.4%	24.8%	65.6%	44.7%	29.2%	40.0%	8.9%	10.9%	22.1%

MATH PROFICIENCY													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	86	41	45	58	2	14	8				6	4	3
		62.1%	56.3%	66.7%	14.3%	51.9%	72.7%				27.3%	40.0%	20.0%
District	583	284	299	427	29	44	38			45	39	10	16
		60.7%	64.4%	64.2%	42.0%	49.4%	84.4%			72.6%	31.3%	55.6%	27.6%
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
		31.3%	31.7%	41.3%	11.4%	19.7%	66.0%	41.4%	23.6%	33.6%	7.9%	11.1%	16.9%

ISA PROFICIENCY													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School													
District	237	122	115	185	14	11	9			18	21		9
		78.7%	79.9%	80.4%	58.3%	64.7%	81.8%			100.0%	50.0%		52.9%
State	215,229	106,179	109,050	129,557	17,623	43,209	16,338	269	503	7,730	10,024	4,347	72,825
		48.9%	52.0%	62.2%	25.3%	38.0%	73.9%	59.5%	43.1%	54.7%	18.3%	13.4%	34.9%

ELA GROWTH													
	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
School	60.5%	56.7%	63.7%	57.3%	66.4%	59.1%	72.5%			73.6%	50.5%	60.6%	60.6%
District	48.5%	43.9%	53.1%	47.6%	43.3%	55.6%	57.5%		59.0%	49.0%	46.9%	54.6%	43.9%
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%

MATH GROWTH													
	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
School	56.0%	57.9%	54.50	54.4%	65.2%	47.4%	76.5%			70.6%	54.5%	65.2%	61.3%
District	50.3%	47.8%	52.80	50.0%	52.3%	49.1%	50.5%		37.0%	53.1%	46.3%	56.0%	47.2%
State	50.0%	49.0%	51.00	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
School	15	15	5	33.3%		
District	29	29	12	41.4%		
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
School	147	67	80	87	14	28	11				22	10	15
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%				100.0%	100.0%	100.0%
District	933	468	465	666	69	90	44			62	124	17	58
		95.9%	98.5%	96.8%	100.0%	95.7%	97.8%			100.0%	94.7%	100.0%	98.3%
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%	98.3%	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
School	146	66	80	87	14	27	11				22	10	15
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%				100.0%	100.0%	100.0%
District	932	468	464	665	69	89	45			62	123	18	58
		95.9%	98.3%	96.7%	100.0%	95.7%	97.8%			100.0%	93.9%	100.0%	98.3%
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%	98.2%	96.9%	98.2%	98.9%	97.2%	97.9%	97.7%	96.9%	98.6%	98.0%

ISA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School													
District	299	155	144	230	24	17	10			18	41		17
		96.3%	96.6%	96.2%	100.0%	100.0%	83.3%			100.0%	91.1%		100.0%
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
		94.9%	95.6%	96.5%	91.1%	95.3%	96.6%	95.6%	94.8%	95.1%	90.6%	94.4%	93.7%

DLM-AA ELA Participation															
	All	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
School	5						5								
							100.0%								
District	10						5		4	1					
							100.0%		100.0%	100.0%					
State	11,447				1	1,507	1,605	1,613	1,627	1,716	1,609	3	1	1,761	4
					100.0%	97.2%	96.8%	96.2%	96.9%	97.6%	96.1%	100.0%	100.0%	90.5%	100.0%

DLM-AA Math Participation															
	All	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
School	5						5 100.0%								
District	10						5 100.0%		4 100.0%	1 100.0%					
State	11,454				1 100.0%	1,512 97.2%	1,600 96.4%	1,612 96.1%	1,630 96.7%	1,718 97.3%	1,615 96.2%	3 100.0%	1 100.0%	1,758 90.4%	4 100.0%

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

		ELA					Mathematics				
Levels		1	2	3	4	5	1	2	3	4	5
School		4.5	6.0	10.4	55.2	23.9	1.5	7.5	32.8	41.8	16.4
District		3.9	7.1	14.8	52.3	21.9	0.6	6.5	27.1	45.8	20.0
State		21.4	17.8	23.7	33.6	3.4	14.5	21.9	25.8	29.5	8.2

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	School	10.3	6.9	10.3	58.6	13.8	3.4	13.8	20.7	48.3	13.8
	District	6.6	6.6	18.4	56.6	11.8	1.3	9.2	21.1	51.3	17.1
	State	24.6	18.9	23.8	30.4	2.3	15.4	21.3	25.1	29.6	8.7
Female	School	0.0	5.3	10.5	52.6	31.6	0.0	2.6	42.1	36.8	18.4
	District	1.3	7.6	11.4	48.1	31.6	0.0	3.8	32.9	40.5	22.8
	State	18.2	16.8	23.5	37.0	4.5	13.5	22.5	26.6	29.5	7.8

Grade 5 - Racial/Ethnic Background		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	School	0.0	2.3	9.3	58.1	30.2	0.0	0.0	27.9	51.2	20.9
	District	2.0	5.9	15.8	52.5	23.8	0.0	3.0	23.8	52.5	20.8
	State	13.2	15.9	25.2	41.3	4.4	7.7	16.8	26.5	37.8	11.2
Black	School	0.0	10.0	30.0	50.0	10.0	0.0	30.0	40.0	20.0	10.0
	District	34.5	21.6	21.8	21.0	1.1	28.7	30.4	23.7	15.4	1.8
	State										
Hispanic	School	18.2	9.1	0.0	63.6	9.1	9.1	18.2	36.4	36.4	0.0
	District	14.3	4.8	14.3	52.4	14.3	4.8	14.3	38.1	33.3	9.5
	State	30.2	20.4	23.2	24.7	1.5	19.1	28.0	27.8	22.0	3.0
Asian	School										
	District	10.0	20.0	0.0	40.0	30.0	0.0	10.0	30.0	30.0	30.0
	State	7.2	9.8	19.3	52.1	11.5	3.6	8.3	17.2	41.8	29.2
Native Hawaiian/Pacific Islander	School										
	District										
	State	14.4	13.8	33.1	35.0	3.8					
American Indian	School										
	District										
	State						19.4	23.5	25.8	27.4	3.8
Two or More Races	School										
	District	0.0	7.7	7.7	61.5	23.1	0.0	0.0	23.1	46.2	30.8
	State	19.4	16.7	23.4	35.8	4.6	14.6	20.5	24.7	30.2	10.0

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	1.3	1.3	13.3	52.0	32.0	1.4	9.5	27.0	52.7	9.5
District	1.3	2.5	14.6	48.7	32.9	0.6	9.6	21.7	57.3	10.8
State	14.1	20.1	27.3	31.0	7.6	15.8	25.6	27.2	28.1	3.4

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	School	2.8	2.8	11.1	55.6	27.8	0.0	14.3	20.0	57.1	8.6
	District	1.3	2.7	20.0	52.0	24.0	0.0	13.5	18.9	62.2	5.4
	State	17.1	21.9	27.5	28.1	5.5	16.6	25.0	26.5	28.4	3.5
Female	School	0.0	0.0	15.4	48.7	35.9	2.6	5.1	33.3	48.7	10.3
	District	1.2	2.4	9.6	45.8	41.0	1.2	6.0	24.1	53.0	15.7
	State	10.9	18.2	27.2	33.9	9.8	15.0	26.1	27.9	27.7	3.3

		ELA					Mathematics				
Levels		1	2	3	4	5	1	2	3	4	5
White	School	2.6	0.0	15.4	56.4	25.6	0.0	7.7	25.6	59.0	7.7
	District	2.1	2.1	14.4	52.6	28.9	0.0	8.2	19.6	61.9	10.3
	State	8.4	16.1	27.5	38.0	10.0	8.8	19.7	29.6	37.4	4.4
Black	School										
	District	0.0	0.0	30.8	61.5	7.7	7.7	15.4	53.8	15.4	7.7
	State	25.1	27.5	26.9	18.2	2.3	31.1	35.0	22.3	11.1	0.5
Hispanic	School	0.0	5.9	17.6	29.4	47.1	0.0	18.8	18.8	56.3	6.3
	District	0.0	6.9	13.8	34.5	44.8	0.0	17.9	17.9	57.1	7.1
	State	18.8	24.4	29.1	24.2	3.5	20.6	32.8	27.4	18.3	1.0
Asian	School										
	District										
	State	4.6	8.4	18.9	44.5	23.6	3.9	10.1	20.3	50.0	15.7
Native Hawaiian/Pacific Islander	School										
	District										
	State	7.8	16.3	28.4	36.9	10.6					
American Indian	School										
	District										
	State						21.7	33.6	26.8	15.6	2.4
Two or More Races	School										
	District	0.0	0.0	0.0	40.0	60.0	0.0	0.0	20.0	70.0	10.0
	State	12.9	19.7	25.6	32.3	9.6	15.1	24.2	26.5	30.2	4.1

River Forest SD 90
Roosevelt School
7560 Oak Ave
River Forest, ILLINOIS 60305
GRADES - 5 6 7 8

Larry Garstki
Tenure - 6
Email - garstki@district90.org
(708) 366-9230



Summative Designation - Commendable

Student Group - All Students

Title 1 Status - Eligible, but Not a Participant in Title One Program

<https://www.isbe.net/Documents/ESSAStatePlanforIllinois.pdf>

District Funding Tier - 4

Capacity to meet expectations - 141.3

State Senate District - 04

State Representative District - 007

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

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
School	643	482	46	47	27			39	98		38	
		75.0%	7.2%	7.3%	4.2%			6.1%	15.2%		5.9%	
District	1,432	1,032	95	145	76			80	187	28	84	
		72.1%	6.6%	10.1%	5.3%			5.6%	13.1%	2.0%	5.9%	
State	2,001,529	961,211	336,956	523,950	101,548	2,091	5,591	70,182	290,659	233,367	988,680	39,267
		47.9%	16.8%	26.1%	5.1%	0.1%	0.3%	3.5%	14.5%	11.6%	49.3%	2.0%

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.

English Learner students are those students eligible for transitional bilingual programs.

Total Enrollment is based on Serving School.

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

CHRONIC ABSENTEEISM											
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	7.7%	8.4%	4.3%	7.1%	9.1%			2.4%	10.2%	33.3%	11.4%
District	5.3%	5.8%	4.2%	5.2%	3.9%	0.0%		1.2%	8.4%	6.7%	6.5%
State	3.0%	19.7%	16.4%	2.4%	0.0%			11.3%	18.7%	20.9%	12.4%

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
School	0.9%	0.3%	1.6%	0.4%	2.2%	4.2%				2.4%	1.1%		2.9%
District	1.1%	0.8%	1.6%	0.7%	1.1%	4.1%	1.4%			1.2%	1.7%	4.8%	2.6%
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		8TH GRADERS PASSING ALGEBRA I	
Days			
School	177	School	99.3
District	177	District	98.1
State	175	State	30.5

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

STUDENT-TO-STAFF RATIOS					HEALTH AND WELLNESS (days per week)	
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator		
School	--	--	--	--	School	5.0
District	15.2		8.4	286.4	District	5.0
State	19.0	19.3	11.1	180.6	State	3.0

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School						22.0	23.0	24.0	19.0		22.0
District	14.0	19.0	19.0	22.0	20.0	22.0	23.0	24.0	19.0		21.0
State	19.0	19.0	20.0	20.0	21.0	21.0	21.0	20.0	20.0	20.0	20.0

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		40	40		40	40		120	120		40	40
District	60	40	40	30	40	40	135	120	120	30	40	40
State	73	60	57	35	48	51	129	88	77	30	48	50

TEACHER INFORMATION (Full-Time Equivalents)											
	Total Number	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown
District	117	20.6	79.4	90.4	2.7	2.7	3.4		0.9		
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 Master's & Above
School	--	--	--
District	14.8	18.9	81.1
State	13.2	38.5	61.0

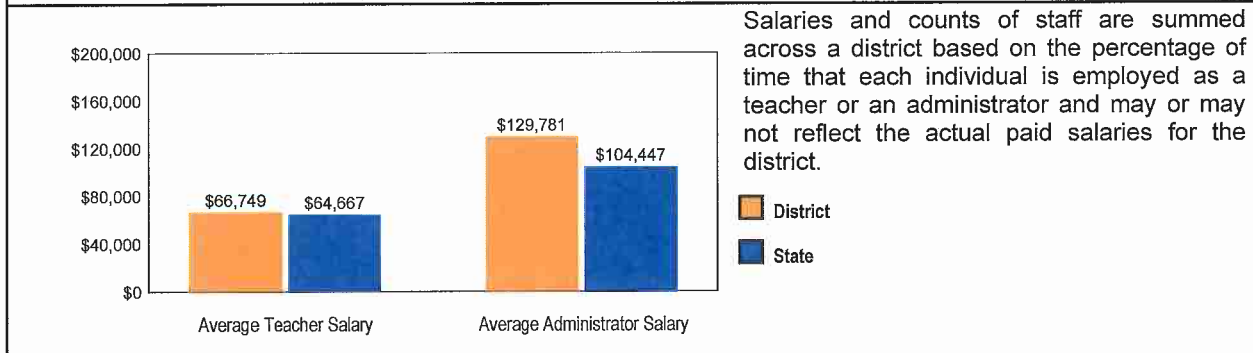
Educator Qualifications		
	High Poverty Schools	Low Poverty Schools
District Inexperienced		14
District With Emergency Credentials		0
State Inexperienced	2	3
State With Emergency Credentials	0	0

Some teacher/administrator data are not collected at the school level.

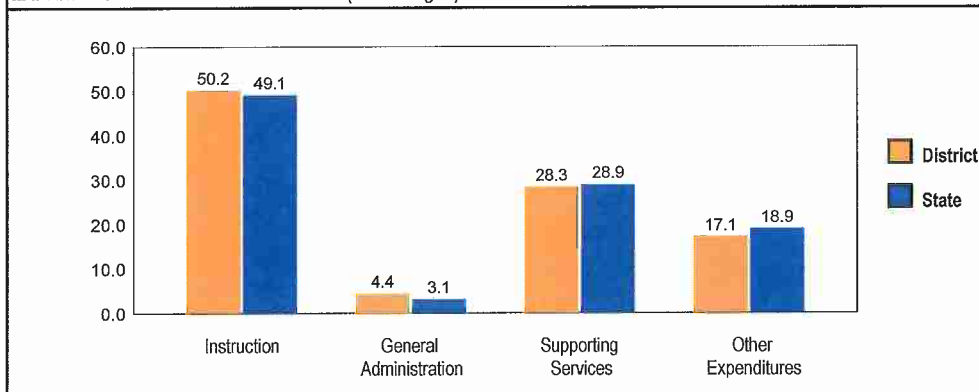
TEACHER RETENTION RATE		TEACHER ATTENDANCE		TEACHER EVALUATION		PRINCIPAL TURNOVER (Count)	
School	88.3	School	--	School	--	School	1.0
District	89.4	District	81.1	District	98.5	District	1.0
State	84.3	State	70.2	State	97.1	State	1.0

SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



EXPENDITURE BY FUNCTION 2016-17 (Percentages)



REVENUE BY SOURCE 2016-17

	District	District %	State %
Local Property Taxes	\$22,453,054	87.6	63.1
Other Local Funding	\$902,466	3.5	5.0
General State Aid	\$514,806	2.0	17.6
Other State Funding	\$1,078,673	4.2	6.8
Federal Funding	\$668,826	2.6	7.5
TOTAL	\$25,617,825		

EXPENDITURE BY FUND 2016-17

	District	District %	State %
Education	\$19,366,163	76.0	71.6
Operations & Maintenance	\$1,673,858	6.6	7.1
Transportation	\$597,468	2.3	3.8
Debt Service	\$1,491,761	5.9	9.5
Tort	\$0	0.0	1.2
Municipal Retirement/ Social Security	\$602,721	2.4	2.1
Fire Prevention & Safety	\$0	0.0	0.7
Capital Projects	\$1,758,400	6.9	4.0
TOTAL	\$25,490,371		

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	\$355,237	4.66	\$9,660	\$15,425
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			FRESHMEN ON TRACK		CTE ENROLLMENT	
	12 Months	16 Months				
School			School		School	
District			District		District	
State	74.8	75.6	State	86.6	State	283,473

POST SECONDARY ENROLLMENT 12 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
School						
District						
State	74.8%			32.1%	42.7%	0.0%

POST SECONDARY ENROLLMENT 16 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
School						
District						
State	75.6%			32.3%	43.3%	0.0%

CLIMATE AND CULTURE													
	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	3	2	1	1		2					1		1
Out of School Suspensions	0	0	0	0		0					0		0
Expulsions	0	0	0	0		0					0		0
Incidents of Violence (including bullying and harassment)	0	0	0	0		0					0		0

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			
School													
District													
State	85.4	82.5	88.4	90.6	75.0	80.7	93.6	81.0	79.8	84.7	76.5	68.6	77.0

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			
School District State	87.6	85.3	89.9	91.4	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			
School District State	87.7	85.3	90.1	91.7	78.3	84.7	95.3	86.9	82.4	86.9	83.0	74.9	80.3

DROP OUT 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			
School District State	2.1	2.5	1.7	1.2	4.0	2.8	0.5	2.4	3.0	2.1	2.9	4.0	3.6

ELA PROFICIENCY													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	409	177	232	309	21	26	22			29	28		15
District	654	56.1%	77.6%	67.3%	45.7%	62.2%	88.0%			74.4%	34.3%		41.7%
		286	368	466	36	63	37			50	46	10	26
State	373,532	61.1%	79.1%	70.0%	52.2%	70.0%	84.1%			80.6%	37.0%	58.8%	44.8%
		160,882	212,650	227,977	29,576	67,203	33,470	463	833	14,010	12,783	11,564	115,196
		30.9%	42.8%	46.8%	17.4%	24.8%	65.6%	44.7%	29.2%	40.0%	8.9%	10.9%	22.1%

MATH PROFICIENCY													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	372	181	191	281	23	17	24			27	24		11
		57.2%	63.9%	61.2%	50.0%	40.7%	92.3%			69.2%	29.4%		30.6%
District	583	284	299	427	29	44	38			45	39	10	16
		60.7%	64.4%	64.2%	42.0%	49.4%	84.4%			72.6%	31.3%	55.6%	27.6%
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
		31.3%	31.7%	41.3%	11.4%	19.7%	66.0%	41.4%	23.6%	33.6%	7.9%	11.1%	16.9%

ISA PROFICIENCY													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	236	121	115	184	14	11	9			18	20		9
		78.6%	80.4%	80.7%	58.3%	64.7%	81.8%			100.0%	51.3%		52.9%
District	237	122	115	185	14	11	9			18	21		9
		78.7%	79.9%	80.4%	58.3%	64.7%	81.8%			100.0%	50.0%		52.9%
State	215,229	106,179	109,050	129,557	17,623	43,209	16,338	269	503	7,730	10,024	4,347	72,825
		48.9%	52.0%	62.2%	25.3%	38.0%	73.9%	59.5%	43.1%	54.7%	18.3%	13.4%	34.9%

ELA GROWTH													
	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
School	45.0%	40.9%	49.1%	44.7%	39.8%	53.4%	50.5%		59.0%	42.1%	45.1%	44.0%	40.9%
District	48.5%	43.9%	53.1%	47.6%	43.3%	55.6%	57.5%		59.0%	49.0%	46.9%	54.6%	43.9%
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%

MATH GROWTH													
	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
School	49.0%	46.4%	51.60	49.0%	49.5%	50.0%	43.3%		37.0%	51.8%	44.5%	65.0%	45.4%
District	50.3%	47.8%	52.80	50.0%	52.3%	49.1%	50.5%		37.0%	53.1%	46.3%	56.0%	47.2%
State	50.0%	49.0%	51.00	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
School						
District	29	29	12	41.4%		
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
School	611	312	299	459	46	40	25			39	79		36
		94.0%	97.7%	95.4%	100.0%	90.9%	96.2%			100.0%	91.9%		97.3%
District	933	468	465	666	69	90	44			62	124	17	58
		95.9%	98.5%	96.8%	100.0%	95.7%	97.8%			100.0%	94.7%	100.0%	98.3%
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%	98.3%	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
School	612	313	299	459	46	40	26			39	79		36
		94.0%	97.7%	95.4%	100.0%	90.9%	96.3%			100.0%	91.9%		97.3%
District	932	468	464	665	69	89	45			62	123	18	58
		95.9%	98.3%	96.7%	100.0%	95.7%	97.8%			100.0%	93.9%	100.0%	98.3%
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%	98.2%	96.9%	98.2%	98.9%	97.2%	97.9%	97.7%	96.9%	98.6%	98.0%

ISA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	297	154	143	228	24	17	10			18	39		17
		96.9%	96.6%	96.6%	100.0%	100.0%	83.3%			100.0%	92.9%		100.0%
District	299	155	144	230	24	17	10			18	41		17
		96.3%	96.6%	96.2%	100.0%	100.0%	83.3%			100.0%	91.1%		100.0%
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
		94.9%	95.6%	96.5%	91.1%	95.3%	96.6%	95.6%	94.8%	95.1%	90.6%	94.4%	93.7%

DLM-AA ELA Participation															
	All	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
School	4								3	1					
									100.0%	100.0%					
District	10						5		4	1					
							100.0%		100.0%	100.0%					
State	11,447				1	1,507	1,605	1,613	1,627	1,716	1,609	3	1	1,761	4
					100.0%	97.2%	96.8%	96.2%	96.9%	97.6%	96.1%	100.0%	100.0%	90.5%	100.0%

DLM-AA Math Participation															
	All	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
School	4								3	1					
District	10						5		4	1					
							100.0%		100.0%	100.0%					
State	11,454				1	1,512	1,600	1,612	1,630	1,718	1,615	3	1	1,758	4
					100.0%	97.2%	96.4%	96.1%	96.7%	97.3%	96.2%	100.0%	100.0%	90.4%	100.0%

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

Grade 5 - All

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
	School	2.0	9.8	26.8	59.5	2.0	6.5	9.8	24.8	49.7	9.2
	District	1.9	10.3	27.1	58.7	1.9	6.5	9.7	24.7	50.0	9.1
	State	14.0	21.9	28.5	32.9	2.7	16.6	24.7	27.9	26.3	4.5

Grade 5 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	School	1.3	11.8	32.9	52.6	1.3	6.6	7.9	25.0	50.0	10.5
	District	1.3	11.7	33.8	51.9	1.3	6.5	7.8	24.7	50.6	10.4
	State	17.2	24.7	29.1	27.6	1.5	18.4	24.6	26.2	26.1	4.8
Female	School	2.6	7.8	20.8	66.2	2.6	6.5	11.7	24.7	49.4	7.8
	District	2.6	9.0	20.5	65.4	2.6	6.5	11.7	24.7	49.4	7.8
	State	10.8	19.0	27.9	38.4	4.0	14.7	24.9	29.6	26.5	4.3

Grade 5 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	School	1.7	9.2	26.1	60.5	2.5	5.9	10.1	23.5	51.3	9.2
	District	1.7	9.9	26.4	59.5	2.5	5.8	10.0	23.3	51.7	9.2
	State	7.4	16.4	29.6	42.8	3.8	9.6	19.7	29.9	35.1	5.7
Black	School	9.1	36.4	36.4	18.2	0.0	27.3	18.2	18.2	36.4	0.0
	District	9.1	36.4	36.4	18.2	0.0	27.3	18.2	18.2	36.4	0.0
	State	27.1	31.2	25.7	15.5	0.5	32.4	33.3	23.4	10.3	0.6
Hispanic	School										
	District										
	State	19.2	28.0	29.7	22.3	0.8	20.9	31.0	29.0	17.6	1.5
Asian	School										
	District										
	State	4.4	9.1	21.0	55.3	10.3	4.2	9.0	19.3	44.4	23.1
Native Hawaiian/Pacific Islander	School										
	District										
	State	9.4	17.6	27.7	39.6	5.7					
American Indian	School										
	District										
	State						19.6	28.8	27.5	22.6	1.5
Two or More Races	School	0.0	0.0	23.1	76.9	0.0	0.0	0.0	23.1	61.5	15.4
	District	0.0	0.0	23.1	76.9	0.0	0.0	0.0	23.1	61.5	15.4
	State	11.5	20.8	28.4	35.9	3.4	16.6	24.1	26.7	27.6	5.1

Grade 6 - All

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
	School	1.3	6.5	19.6	54.2	18.3	1.3	11.1	16.3	60.8	10.5
	District	1.3	6.5	19.6	54.2	18.3	1.3	11.1	16.3	60.8	10.5
	State	12.5	23.4	30.1	29.4	4.7	15.6	28.8	28.7	23.3	3.6

Grade 6 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	School	2.6	9.0	23.1	59.0	6.4	2.6	11.5	17.9	55.1	12.8
	District	2.6	9.0	23.1	59.0	6.4	2.6	11.5	17.9	55.1	12.8
	State	15.8	26.7	30.1	24.6	2.8	17.2	28.6	27.6	22.7	3.8
Female	School	0.0	4.0	16.0	49.3	30.7	0.0	10.7	14.7	66.7	8.0
	District	0.0	4.0	16.0	49.3	30.7	0.0	10.7	14.7	66.7	8.0
	State	9.0	20.1	30.0	34.3	6.6	14.0	28.9	29.8	23.9	3.3

Grade 6 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	School	0.9	5.5	21.8	50.0	21.8	0.9	9.1	17.3	60.9	11.8
	District	0.9	5.5	21.8	50.0	21.8	0.9	9.1	17.3	60.9	11.8
	State	6.8	17.3	31.2	38.2	6.5	9.1	23.1	31.8	31.6	4.4
Black	School	0.0	18.8	12.5	62.5	6.3	0.0	25.0	6.3	62.5	6.3
	District	0.0	18.8	12.5	62.5	6.3	0.0	25.0	6.3	62.5	6.3
	State	24.8	34.1	26.9	13.4	0.8	31.6	38.7	21.5	7.8	0.4
Hispanic	School	7.7	7.7	23.1	46.2	15.4	7.7	15.4	30.8	46.2	0.0
	District	7.7	7.7	23.1	46.2	15.4	7.7	15.4	30.8	46.2	0.0
	State	16.6	30.3	31.6	20.0	1.6	19.5	35.9	29.0	14.7	0.9
Asian	School										
	District										
	State	3.7	9.4	21.9	48.4	16.5	3.5	11.0	22.0	43.9	19.5
Native Hawaiian/Pacific Islander	School										
	District										
	State	10.1	18.8	26.1	38.4	6.5					
American Indian	School										
	District										
	State						16.2	36.7	28.2	17.8	1.1
Two or More Races	School										
	District										
	State	11.2	21.5	30.2	31.2	5.9	15.8	27.8	28.1	23.2	5.0

Grade 7 - All

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
	School	2.4	4.8	21.7	28.9	42.2	1.8	7.2	30.7	46.4	13.9
	District	2.4	4.8	21.7	28.9	42.2	1.8	7.2	30.7	46.4	13.9
	State	16.5	18.2	25.5	29.1	10.7	11.3	26.9	31.1	26.9	3.8

Grade 7 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	School	2.3	5.8	32.6	31.4	27.9	1.2	2.3	40.7	44.2	11.6
	District	2.3	5.8	32.6	31.4	27.9	1.2	2.3	40.7	44.2	11.6
	State	21.5	21.3	25.8	24.7	6.7	13.1	27.5	29.9	25.6	3.9
Female	School	2.5	3.8	10.0	26.3	57.5	2.5	12.5	20.0	48.8	16.3
	District	2.5	3.8	10.0	26.3	57.5	2.5	12.5	20.0	48.8	16.3
	State	11.1	15.0	25.1	33.8	15.0	9.5	26.3	32.4	28.2	3.6

Grade 7 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	School	1.6	5.6	21.6	28.8	42.4	2.4	3.2	33.6	50.4	10.4
	District	1.6	5.6	21.6	28.8	42.4	2.4	3.2	33.6	50.4	10.4
	State	9.9	14.4	25.7	35.8	14.2	6.4	20.3	33.2	35.4	4.7
Black	School										
	District										
	State	31.3	25.9	24.5	15.7	2.7	23.8	40.9	25.3	9.5	0.4
Hispanic	School	0.0	8.3	25.0	41.7	25.0	0.0	33.3	25.0	33.3	8.3
	District	0.0	8.3	25.0	41.7	25.0	0.0	33.3	25.0	33.3	8.3
	State	21.8	22.7	27.4	23.1	5.0	14.4	33.8	32.7	18.1	1.0
Asian	School										
	District										
	State	5.0	6.9	16.8	39.7	31.6	2.9	8.8	21.9	47.4	18.9
Native Hawaiian/Pacific Islander	School										
	District										
	State	7.3	16.5	20.7	34.1	21.3					
American Indian	School										
	District										
	State						12.6	30.3	32.9	22.1	2.1
Two or More Races	School	7.1	0.0	21.4	35.7	35.7	0.0	14.3	35.7	21.4	28.6
	District	7.1	0.0	21.4	35.7	35.7	0.0	14.3	35.7	21.4	28.6
	State	15.0	18.6	24.8	29.3	12.2	11.2	28.0	29.4	26.4	5.0

Grade 8 - All

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
	School	6.3	10.5	19.6	28.0	30.1	8.3	12.5	23.6	42.4	7.6
	District	6.9	10.4	19.4	27.8	29.9	8.3	13.1	23.4	42.1	7.6
	State	18.4	19.5	25.6	30.1	6.3	24.1	22.7	22.8	26.1	4.4

Grade 8 - Gender

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
Male	School	9.2	19.7	19.7	22.4	19.7	10.4	16.9	20.8	31.2	11.7
	District	10.4	19.5	19.5	22.1	19.5	10.3	17.9	20.5	30.8	11.5
	State	24.3	22.1	25.2	24.6	3.9	27.1	22.6	21.3	24.4	4.6
Female	School	3.0	0.0	19.7	34.8	42.4	6.1	7.6	27.3	56.1	3.0
	District	3.0	0.0	19.7	34.8	42.4	6.1	7.6	27.3	56.1	3.0
	State	12.3	16.8	26.1	36.0	8.9	20.9	22.7	24.3	27.9	4.2

Grade 8 - Racial/Ethnic Background

Levels		ELA					Mathematics				
		1	2	3	4	5	1	2	3	4	5
White	School	6.4	11.8	16.4	29.1	29.1	7.3	11.8	25.5	39.1	9.1
	District	7.2	11.7	16.2	28.8	28.8	7.2	12.6	25.2	38.7	9.0
	State	11.6	16.1	26.4	37.6	8.2	15.4	19.9	25.4	33.9	5.4
Black	School	15.4	0.0	38.5	30.8	15.4	15.4	23.1	23.1	38.5	0.0
	District	15.4	0.0	38.5	30.8	15.4	15.4	23.1	23.1	38.5	0.0
	State	33.6	26.5	23.7	14.8	1.4	45.5	27.3	16.8	9.8	0.5
Hispanic	School										
	District										
	State	24.4	23.8	26.6	22.6	2.6	30.3	27.5	22.7	18.1	1.4
Asian	School										
	District										
	State	6.1	8.8	18.4	44.9	21.8	6.7	10.1	17.9	43.4	22.0
Native Hawaiian/Pacific Islander	School										
	District										
	State	15.6	13.8	22.9	33.9	12.8					
American Indian	School										
	District										
	State						30.0	20.6	23.4	24.0	2.0
Two or More Races	School										
	District										
	State	17.9	18.6	25.5	30.9	7.2	25.4	22.1	21.3	26.5	4.7

decoding

SUPPORT & ACCOUNTABILITY

DESIGNATIONS / REPORT CARD / IL-EMPOWER



New on the Report Card

ISBE improves its award-winning Illinois Report Card by adding new data to provide a fuller picture of schools and districts. This year, we also produced new resources to make the Report Card calculations more transparent than ever. No amount of data can fully capture what makes your school great. We encourage you to use these data and resources as tools to tell your story!

2018 NEW DATA POINTS

- ☐ **Chronic Absenteeism:** A student is chronically absent when they miss 10 percent or more of the days they were enrolled at a school. The calculation excludes medically homebound students.
- ☐ **English Learner (EL) Proficiency on ACCESS:** The number of ELs who demonstrated English language proficiency by scoring a 4.8 or higher on the ACCESS test.
- ☐ **Evidence-Based Funding (EBF):**
 - **Adequacy Target** - The minimum cost to provide a quality education to students within the district based on the 34 cost factors outlined in state statute.
 - **Final Resources** - The district's current state and local funding.
- **Percentage of Adequacy** - A district's Final Resources compared to its Adequacy Target. Describes the district's financial capacity to meet expectations.
- **Tier** - Based on the district's Percentage of Adequacy and used to distribute greater resources to the schools in the greatest financial need. Tier 1 districts have the lowest Percentage of Adequacy, and Tier 4 districts have above 100 percent of adequacy.
- ☐ **Feeder School:** A school from which 50 percent or more of students in the terminating grade move on to attend a single school.
- ☐ **Long-Term EL:** An EL who has not demonstrated English language proficiency by scoring a 4.8 or higher on the ACCESS test after seven years of their initial EL identification.
- ☐ **New Entities:**
 - Illinois Department of Juvenile Justice District 428 (5 schools)
 - Illinois Math and Science Academy (1 school)
 - Illinois State University Lab Schools (2 schools)
 - University of Illinois Lab School (1 school)
- ☐ **Novice Teachers:** Teachers with two or fewer years of teaching experience.
- ☐ **Summative Designation:** A description of how well a school is meeting the needs of all its students.
- ☐ **Teachers with Short-Term or Provisional Licenses:** Teachers with temporary approvals or other provisional licenses.



INFOGRAPHICS

One-page visual explanations of key components of the new support and accountability system.



GLOSSARY

Technical definitions of terms on the Illinois Report Card.



METRICS

Formulas and business rules for Report Card metrics including Summative Designations.



Illinois
State Board of
Education

Visit

isbe.net/support





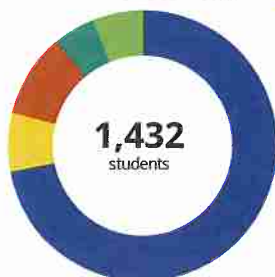
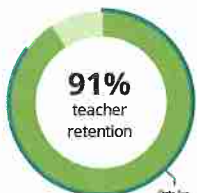
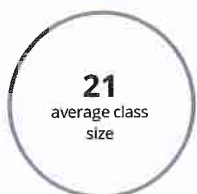
River Forest SD 90

7776 Lake St River Forest, IL 60305 (708) 771-8282

Grades PK - 8

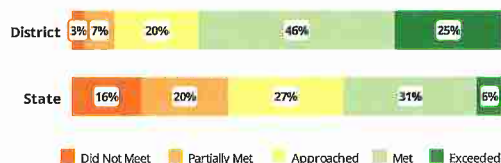
Superintendent: Dr. Edward Condon

FAST FACTS

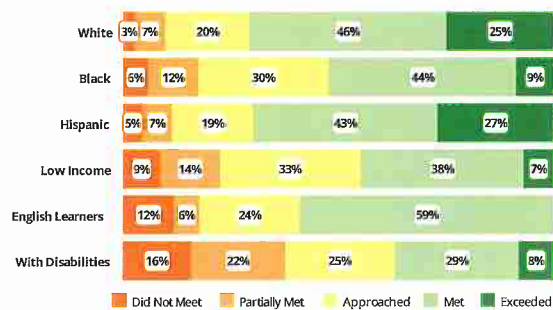


Academic Success

All Illinois students in grades 3-8 take the PARCC assessment each year. High school students take the SAT in Math and English Language Arts.



Success by Student Group



Student Characteristics

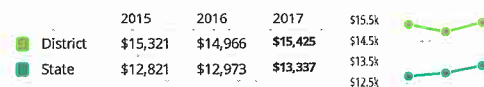
White	72%	Low Income	6%
Black	7%	English Learners	2%
Hispanic	10%	With Disabilities	13%
Asian	5%	Homeless	0%
American Indian	0%		
Two or More Races	6%		
Pacific Islander	0%		

District Finance

Instructional Spending per Pupil includes only the activities directly dealing with the teaching of students or the interaction between teachers and students.



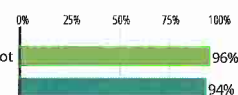
Operational Spending per Pupil includes all costs for overall operations in this district, including Instructional Spending, but excluding summer school, adult education, capital expenditures, and long-term debt payments.



Student Attendance and Mobility

Attendance Rate

Rate at which students are present at school, not including excused or unexcused absences



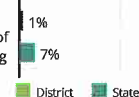
Chronic Truancy Rate

Percentage of students who have been absent without valid reasons for 5% or more of regular school days

11%

Student Mobility

Percentage of students who transfer in or out of the school during the school year, not including graduates





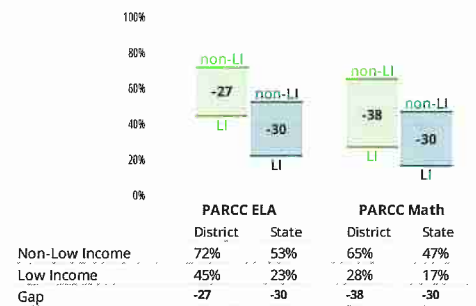
River Forest SD 90

Schools in District

School Name	Grades	Summative Designation	School Name	Grades	Summative Designation
Roosevelt School	5 - 8	Commendable	Willard Elem School	P - 4	Exemplary
Lincoln Elem School	K - 4	Exemplary			

Achievement Gap

Achievement gaps display the differences in academic performance between student groups. The display below shows the gap in readiness for the next level between low income (LI) students and non-low income (non-LI) students on the PARCC assessment for both English Language Arts (ELA) and Math.



Educator Measures

This district has had an average of **2 principal(s)** at the same school over the past 6 years. District wide in the last three years, an average of **91% of teachers** return to the same school each year.

FOR MORE INFORMATION

Visit IllinoisReportCard.com to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources, more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.