

## 2017 ILLINOIS REPORT CARD GLOSSARY OF TERMS

[Section 10-17a](#) of the Illinois School Code requires the State Board of Education to produce state, school district, and school report cards. Below you will find a glossary of terms regarding the Illinois Report Card. Please note that in some instances, terms have already been defined in the School Code and throughout statute, or they derive from current state practice.

### Definitions—

A **school district** is a geographical territory governed by a school board, which has the powers conferred to it by the General Assembly. The Illinois Department of Juvenile Justice is a school district. The other entities we serve include cooperative high schools and the Illinois Department of Human Services, special education cooperatives, state-authorized charter schools, the Illinois Math and Science Academy (IMSA), and lab schools.

**Reported school districts and other educational entities** include all regular operating elementary, high school, unit districts, state-authorized charter schools, and cooperative high schools. Excluded from the Report Card are non-operated districts, other state-funded education agencies (such as area vocational centers, special education cooperatives, university laboratory schools, IMSA), and educational entities housed in the Illinois departments of Rehabilitation Services and Corrections. Inclusion or exclusion from the Report Card should not be confused with status as a school district, which is defined above.

A **special charter district** is any city, township, or district organized into a school district and operating in whole or in part under a special act or charter of the General Assembly.

**Submit to parents** means the Report Card will be disseminated to all parents whose children are enrolled in the school by the district's usual means of distributing student Report Cards, by a comparable method, or by making it available on the district's website.

A **parent** means the natural or adoptive parent, a guardian, or a person acting as a parent of a child.

**(Submit to)...taxpayers** means the Report Card will be kept on file by the district and the respective regional superintendent of education. According to the Freedom of Information Act, copies must be made available upon request. A fee to recover actual costs may be charged.

A **taxpayer** is anyone who owns property, resides, or pays taxes in the school district.

**(Submit to)...the Governor, the General Assembly** means the Report Cards will be transmitted to the Governor and the General Assembly by the Illinois State Board of Education.

In current Illinois State Board of Education use, **school** is synonymous with "attendance center." A school is a division of the school system consisting of students that make up one or more grade groups or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type and housed in one or more buildings. More than one school may be housed in one building, as is the case when elementary and secondary schools are housed in the same building.

A **student** is an individual of legal school age who is enrolled in an educational program in Grades K-12 or in an age-appropriate placement under the jurisdiction of a school or school district.

## 2017 ILLINOIS REPORT CARD GLOSSARY OF TERMS

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

An **index of school performance** is an indicator that represents accomplishment.

**Statewide and local standards** are measures or criteria established by local and state authority.

**Financial resources** include the amount of money that districts receive from all sources. Use of financial resources refers to **District expenditure by fund** (defined below).

**Applicable notice requirements** are the terms and procedures of notification specified for regular meetings in the Open Meetings Act.

**Posted on the school district's internet website** means that districts must provide parents with information relative to the availability of Report Cards on the districts' websites and must also provide printed copies upon request. Districts that do not maintain websites must continue to send printed copies of Report Cards home to parents.

**Made available to a newspaper of general circulation** means that the information must be provided to a newspaper that is circulated in the district and in which the school district usually publishes notices. This does not include newspapers that are available for free distribution.

**Sent home** is the same as **submit to parents** (defined above).

**Make copies available** means that the Report Card is kept on file. According to the Freedom of Information Act, copies must be made available upon request. A fee to recover actual costs may be charged.

**Present performance** refers to the most recent data available for the various indicators.

**Percentage of students who exceed, meet, or do not meet expectations/standards established by the State Board of Education** refers to the distribution of students in the various performance levels based on their scores on the Partnership for Assessment of Readiness for College and Careers (PARCC) exam or Dynamic Learning Maps – Alternative Assessment (DLM-AA). These performance levels are defined in the school Report Cards.

**Composite and subtest means on nationally normed achievement tests for college-bound students\*** refer to the average ACT scores based on the most recent performance of students in the school's class of 2016 who sat for the ACT on a national test date. The composite mean is the reported average composite score; the subtest mean is the reported average for each of the ACT subtests, which include English, mathematics, reading, and science.

**Ready for College Course Work** is the percentage of students who achieved a combined score of at least 21 on the ACT.

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

## 2017 ILLINOIS REPORT CARD GLOSSARY OF TERMS

**graduating class of the reporting year.** The data represents the most recent ACT score earned by a 2017 graduate.

**Student attendance rate** is the aggregate days of student attendance, divided by the sum of the aggregate days of student attendance and aggregate days of student absence, multiplied by 100.

**Chronic truancy rate** is the number of chronic truants, divided by the average daily enrollment, multiplied by 100. Chronic truants include students subject to compulsory attendance who have been absent without valid cause from such attendance for 5 percent or more of the regular attendance days.

**Dropout rate** is the number of dropouts, divided by the fall enrollment (not including postgraduates), multiplied by 100. Dropouts include students in Grades 9-12 whose names have been removed from the district-housed roster for any reason (such as, moved not known to be continuing, transfer to GED program, and age out) other than death, extended illness, graduation/completion of a program of studies, transfer to another public/private/home school, or expulsion.

**Graduation rate** is calculated based on Every Student Succeeds Act (ESSA) High School Graduation Rate guidance found at <https://www2.ed.gov/policy/elsec/leg/essa/essagraterateguidance.pdf> (published in January 2017). States have been required to calculate a four-year adjusted-cohort graduation rate since school year 2011-12, according to 2008 regulations. Illinois started reporting four-year, five-year, and six-year adjusted-cohort graduation rates in school year 2016-17. **Students are reported at the school where students attend (serving school).**

The cohort is based on the number of students who enter Grade 9 for the first time, adjusted by adding into the cohort any student who transfers in later during Grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

The formula for the **four-year** adjusted cohort graduation rate is listed below.

$$\frac{\text{Number of cohort members who earned a regular high school diploma through summer 2017}}{\text{Number of first – time 9th – graders on October 1, 2013 (starting cohort), plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2013 – 14, 2014 – 15, 2015 – 16, 2016 – 17, and through summer 2017}}$$

The formula for the **five-year** *adjusted* cohort graduation rate is listed below.

$$\frac{\text{Number of cohort members who earned a regular high school diploma through summer 2017}}{\text{Number of first – time 9th – graders on October 1, 2012 (starting cohort), plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2012 – 13, 2013 – 14, 2014 – 15, 2015 – 16, 2016 – 17, and through summer 2017}}$$

The formula for the **six-year** *adjusted* cohort graduation rate is listed below.

## 2017 ILLINOIS REPORT CARD GLOSSARY OF TERMS

Number of cohort members who earned a regular high school diploma through summer 2017

---

Number of first – time 9th – graders on October 1, 2011 (starting cohort), plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2011 – 12, 2012 – 13, 2013 – 14, 2014 – 15, 2015 – 16, 2016 – 17, and through summer 2017

### **For Four-Year Graduation**

“Graduates” include only students in the original cohort who graduate with a regular high school diploma in four years or less — that is, the cohort with which he or she started ninth grade. A student who entered the ninth grade for the first time in the 2013-14 school year and graduated in three years or less would be included in the cohort of students that graduated in the 2016-17 school year. A student with a disability who does not graduate with a regular high school diploma, but instead receives an alternative diploma, certificate of completion, or any other degree or certificate that is not fully aligned with a state’s academic content standards may not be counted as graduating in calculating the graduation rate.

“First-time ninth-graders” are those who entered the ninth grade for the first time by October 1, 2013.

### **For Five-Year Graduation**

“Graduates” include only students in the original cohort who graduate with a regular high school diploma in five years or less — that is, the cohort with which he or she started ninth grade. A student who entered the ninth grade for the first time in the 2012-13 school year and graduated in four years or less would be included in the cohort of students that graduated in the 2016-17 school year. A student with a disability who does not graduate with a regular high school diploma, but instead receives an alternative diploma, certificate of completion, or any other degree or certificate that is not fully aligned with a state’s academic content standards may not be counted as graduating in calculating the graduation rate.

“First-time ninth-graders” are those who entered the ninth grade for the first time by October 1, 2012.

### **For Six-Year Graduation**

“Graduates” include only students in the original cohort who graduate with a regular high school diploma in six years or less — that is, the cohort with which he or she started ninth grade. A student who entered the ninth grade for the first time in the 2011-12 school year and graduated in five years or less would be included in the cohort of students that graduated in the 2016-17 school year. A student with a disability who does not graduate with a regular high school diploma, but instead receives an alternative diploma, certificate of completion, or any other degree or certificate that is not fully aligned with a state’s academic content standards may not be counted as graduating in calculating the graduation rate.

“First-time ninth-graders” are those who entered the ninth grade for the first time by October 1, 2011.

A “transfer into” a cohort occurs when a student enrolls after the beginning of the entering cohort’s first year in high school, up to and including in Grade 12. A student who transfers into a school should be assigned to the cohort in which the student started ninth grade for the first time.

“Transfer out” students are those who transfer out and enroll in another school or in an educational program that culminates in the award of a regular high school diploma, emigrate to another country, or die. These students may be removed from a high school’s or district’s cohort. A school or district must obtain confirmation in writing that a student transferred out, emigrated, or is deceased before

## 2017 ILLINOIS REPORT CARD GLOSSARY OF TERMS

removing the student from a cohort. A written document is not required if a student transfers out of country. A student who is retained in grade, enrolls in a GED program, or leaves school for any other reason may not be counted in the four-year graduation rate as a transfer and must remain in the adjusted cohort (i.e., must be included in the denominator of the graduation rate for that cohort). Dropout is not counted as a transfer out.

In accordance with guidance from the U.S. Department of Education, students identified as LEP or having IEPs at the time of their first-time ninth-grade enrollment will be included in the graduation cohorts as LEP or IEP regardless of their LEP/IEP status at the time of graduation. It's important that schools that enroll LEP/IEP students and successfully transition those students to non-LEP/IEP status not be penalized for successfully serving those students.

**REVISED Student mobility** is the unduplicated count for students who transferred in and out of the serving school at any time during the school year (Oct. 1 – May 10). It is the sum of the students who transferred out and the students who transferred in, divided by fall enrollment, multiplied by 100. Each individual student can be counted only once.

**Transfers out**, relative to student mobility, comprise all incidents of students being removed from the enrollment roster for any reason.

**Transfers in**, relative to student mobility, comprise all incidents of students being added to the enrollment roster.

**Average class size** is the sum of specified class enrollments from kindergarten through Grade 8 for schools having grades below Grade 9 and in all subject areas in high school, divided by the number of classes. For high schools, and optionally for Grades 6 and 8, an average for the second and fifth class periods is used.

**Amount of time per day devoted to mathematics, science, English, and social science at primary, middle, and junior high levels** is the average number of minutes of instruction per five-day school week reported as allocated for instruction in each of the specified subject areas at Grades 3, 6, and 8, divided by 5.

**School day** is the number of days that school was in session (students were in attendance) during the school year.

**Pupil-teacher ratio** is the fall enrollment for the school year divided by the number of full-time equivalent classroom teachers in the district. Teachers classified as special education teachers are excluded.

**Pupil-administrator ratio** is the fall enrollment for the school year divided by the number of full-time equivalent administrative staff.

**Operating expenditure per pupil** is the gross operating cost of a school district (except summer school, adult education, bond principal retired, and capital expenditures) divided by the nine-month average daily attendance for the regular school term.

**District expenditure by fund** is the total expenditure from each of the eight funds: educational, operations and maintenance, transportation, debt service, tort, municipal retirement/Social Security, fire prevention and safety, and capital projects.

## 2017 ILLINOIS REPORT CARD GLOSSARY OF TERMS

**Average administrator salary** is the sum of the salaries for all administrative staff divided by the number of full-time equivalent administrative staff.

**Average teacher salary** is the sum of the salaries for all classroom teachers divided by the number of full-time equivalent classroom teachers.

**Local property taxes** mean the receipt of taxes that apply to the prior year's levies, as well as those available from the current levy. Also included are payments in lieu of taxes as monies from the Corporate Personal Property Replacement Tax.

**General State Aid** means the amounts received from the state for the general apportionment (flat grants) and the equalization portions of the State Aid Formula.

**Other state funding** means state funds apportioned for various programs, such as Transportation Aid, Bilingual Education, Early Childhood, etc., excluding General State Aid.

**Other income** means revenue from sources that include federal funding (federal programs, grants, and contracts) and other local funding (such as interest on investments, tuition, and sale of property).

**Percentage of students** is the number of students whose parents or guardians had one or more personal contacts with the students' teachers during the school year concerning the students' education, divided by the average daily enrollment, multiplied by 100. There are no multiple counts; each student is counted only once even if his or her parents made more than one contact with the teachers during the school year.

**Parental contact** includes in-person visits and individualized communication, but excludes the following: form letters or notices; parental letters relating to student absences; regular notification of grades; student progress Report Cards; school Report Cards; attendance at school athletic, music, or drama events; and other co-curricular activities.

The **Report Card form** is a document designed by the Illinois State Board of Education to reflect the minimum required content to be reported by school districts and provide districts with the necessary statewide data.

**Overall student performance**, presented graphically, shows the percentage of student scores meeting or exceeding *expectations* in all state assessments for the most recent two years.

**Percentage of students not tested in state testing programs** is the number of students not tested for each state assessment, divided by the enrollment as reported during the testing windows, multiplied by 100.

The **PARCC** exam is administered to students in Grades 3 through 8.

**NEW** The **SAT** exam is administered to students in Grade 11.

The **DLM-AA** is administered to students in Grades 3 through 8 and 11 with significant cognitive disabilities whose IEPs indicate that participation in the PARCC, even with accommodations, is not appropriate.

## 2017 ILLINOIS REPORT CARD GLOSSARY OF TERMS

**National Assessment of Educational Progress (NAEP)** is sponsored by the U.S. Department of Education and administered to students in Grades 4, 8, and 12. Only Grades 4 and 8 results are required to be reported.

**Achievement levels** reflect what students should know and be able to do. The Governing Board for NAEP sets specific achievement levels for each subject area and grade based on recommendations from policymakers, educators, and members of the general public. NAEP results are reported as percentages of students performing below the Basic level, at or above the Basic and Proficient levels, and at the Advanced level to provide a context for interpreting student performance.

**High School Graduates Postsecondary Enrollment** report is for the students who graduated with a regular high school diploma from a public high school in Illinois in SY 2013-14 and enrolled in a U.S. college within 12 or 16 months. The datasets used are the National Student Clearinghouse for higher education enrollment and ISBE's Student Information System (SIS) for high school graduation.

### **Freshmen on Track**

This metric is the percentage of first-time ninth-grade students who have earned at least five course credits without failing more than .5 course credits in their core subjects. The first-time ninth-graders are students enrolled at any Illinois public school on or before Oct. 1, 2016, and on or after May 1, 2017, who were not previously enrolled in Grade 9. Please note that course credits from summer session are NOT included in this calculation. A student is assigned to the last district in which he/she was enrolled for the school year. The source for this metric is from the SIS student enrollment and student course assignment data.

To calculate the Freshmen on Track rate, please use this formula:

$$\left( \frac{\text{The number of students within the district that pass courses totaling five or more course credits without failing more than .5 course credits in core courses}}{\text{The total number of freshmen students meeting the qualifications outlined in the cohort definition}} \right) * 100$$

Core subjects include reading, math, science, and social science.

### **Percentage of Eighth-Grade Students Passing Algebra I**

This metric is the percentage of students who have passed Algebra I by eighth grade. Please note that courses taken during any summer session are NOT included in this calculation. A student enrolled at any Illinois public school on or before Oct. 1, 2016, and on or after May 1, 2017, is assigned to the last district enrolled for the school year. The source for this metric is from the SIS student enrollment and student course assignment data.

<b>State Course ID</b>	<b>State Course Title</b>
02056A000	Algebra II
02072A000	Geometry
02103A000	Trigonometry
02105A000	Trigonometry/Math Analysis
02106A000	Trigonometry/Algebra
02107A000	Trigonometry/Analytic Geometry
02108A000	Math Analysis/Analytic Geometry

## 2017 ILLINOIS REPORT CARD GLOSSARY OF TERMS

02109A000	Elementary Functions
02110A000	Pre-Calculus
02302A000	High School Math 2
02303A000	High School Math 3
52072A000	Geometry

Algebra I classes include:

State Course ID	State Course Title
02052A000	Algebra I (with high school credit)
02054A000	Algebra I/Part 2
02055A000	Transition Algebra
02061A000	Integrated Math / Multiyear Equivalent (with high school credit)
02301A000	High School Math 1
52038A000	Mathematics (grade 8) with Course Level as “Enriched” or “Honors”
52052A000	Algebra I
52061A000	Integrated Math / Multiyear Equivalent
52069A000	Algebra/ Other

The course letter grades listed below are considered passing:

Course Letter Grade	Grade Description
A+	Student received course term credit.
A	Student received course term credit.
A-	Student received course term credit.
B+	Student received course term credit.
B	Student received course term credit.
B-	Student received course term credit.
C+	Student received course term credit.
C	Student received course term credit.
C-	Student received course term credit.
D+	Student received course term credit.
D	Student received course term credit.
D-	Student received course term credit.
S	Satisfactory or Pass. Student received course term credit.
Above Average	Students performance exceeds standards. (Grades K-8 only)
Average	Students performance meets expectations. (Grades K-8 only)
P	Student was promoted at end of term. (Grades K-8 only)
Exceptional	(Exceeds Expectations) Student demonstrates the skill or understands the concepts at a level exceeding expectations for the reporting period.



## 2017 ILLINOIS REPORT CARD GLOSSARY OF TERMS

Meets Standard	(Developing Appropriately) Student usually demonstrates the skill or understands the concepts and meets expectations for the reporting period.
----------------	--

### **Career and Technical Education (CTE) Enrollment**

This metric is the number of students who enrolled in at least one CTE course. A student is assigned to the last serving school in which he/she was enrolled for the school year. The source for this metric is from the SIS student enrollment and student course assignment data.

### **Advanced Course Work**

This metric is the number of Grades 10-12 students who participated in upper-level courses, including Advanced Placement (AP) courses, International Baccalaureate (IB) courses, and dual credit courses. A student is assigned to the last serving school enrolled for the school year. The source for this metric is from the SIS student enrollment and student course assignment data.

### **AP Exam Results**

This metric includes the number of exams taken and the number of exams passed at any point during high school, as well as the number of students who took at least one AP exam and the number of students who passed at least one AP exam. More detailed information about the AP exam is available at <https://professionals.collegeboard.org/testing/ap>. The source for this metric is from the College Board and SIS student enrollment.

**Postsecondary remediation** is the percentage of graduates (class of 2015) who attended an Illinois community college in 2016 and were enrolled in remedial courses. The source for this metric is from Illinois Community College Board and Student Information System.

**REVISED Teacher attendance rate** is the percentage of full-time equivalent teachers who were absent fewer than 10 days for reasons other than professional development, took leaves pursuant to the federal Family Medical Leave Act of 1993, took long-term disability, or took parental leaves.

The formula is listed below:

$$100 - \frac{\text{The total teacher FTE count for those teachers with at least 10 days absences in 2017}}{\text{The total teacher FTE count in 2017}} \times 100$$

**NEW Teacher Evaluation** is the combined percentage of teachers rated as proficient or excellent in their most recent evaluation.

**Teacher retention** is the percentage of full-time teachers returning to the same school from the previous year (three-year average). To calculate teacher retention rate, please use this formula:

$$\frac{\text{Number of returning teachers in 2015 from 2014} + \text{number of returning teachers in 2016 from 2015} + \text{number of returning teachers in 2017 from 2016}}{\text{\# full - time teachers in 2014} + \text{\# full - time teachers in 2015} + \text{\# full - time teachers in 2016}}$$

Teacher retention rate at the district level is the total number of full-time teachers returning to the same school in the past three years and dividing by the total number of full-time teachers from the past three years.

The teacher data were extracted from EIS (position codes 200-251 and 600 and above, and FTE).

## 2017 ILLINOIS REPORT CARD GLOSSARY OF TERMS

**Principal turnover** is the number of different principals at the same school in the last six years. For district statistics, it is sum of the different principals from each school in the last six years divided by the total number of schools.

**Health and wellness** is the average of days of physical education per week per student. It is the total number of days per week of physical education for all students divided by the total number of students. Health education in middle and high school (recesses are not counted) should be included.

**High-Poverty Schools** are in the top quartile of low-income rate in the state.

**Low-Poverty Schools** are in the bottom quartile of low-income rate in the state.

**NEW Special Education Supplemental Information** provides data for students with IEPs, including student background information (race/ethnicity and disability category), education environment for age 5-21 and age 3-5, and state performance plan.

**REVISED** In the past, we reported **student membership** at the serving school and home school for different Report Card data elements. This year in accordance with federal requirements, we are reporting serving school membership for all of the following Report Card elements in order to enhance consistency: pupil-teacher ratio, student attendance rate, mobility rate, chronic truants rate, class size, average daily enrollment, total enrollment, assessment results, graduation rate, and dropout rate.

**Supplemental Information**—Report Cards also contain information not specifically required in state legislation. Following are definitions of the supplemental information.

### Definitions—

**Enrollment total** is the total student enrollment in the school and district in the fall of the school year.

**School Level Enrollment** includes students at the school where students attend. Do not include students who do not regularly spend the majority of their school day at the school being reported.

**District Level Enrollment** include students attending a school in the district and students placed in private schools by the district and funded by district.

Do not include

1. Students given vouchers to attend private schools;
2. Students placed by their parents in private schools whose tuition is paid for by their parents but who receive special education services from their home district.

**SEA Level Enrollment** includes

1. Students reported by an district;
2. Students placed in private schools by the state and funded by state;
3. Children participating in a prekindergarten program that is administered directly by the State Education Agency or its subcontractors, and who are not included in the membership of a district, should be reported only at the state level.

Does not include

1. Students given vouchers to attend private schools;

## 2017 ILLINOIS REPORT CARD GLOSSARY OF TERMS

2. Students placed by their parents in private schools whose tuition is paid for by their parents, but who receive special education services from their home district.

**The percentage of students for each racial-ethnic group** (White, Black, Hispanic, Asian, Hawaiian-Pacific Islander, American Indian-Alaskan Native, and Two or More Races) is the count of students belonging to a particular racial/ethnic group, divided by the total fall enrollment, multiplied by 100.

**Low-income students**\* receive or live in households that receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance to Needy Families (TANF); are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets the U.S. Department of Agriculture income guidelines to receive free or reduced-price meals. The percentage of low-income students is the count of low-income students, divided by the total fall enrollment, multiplied by 100.

\*The term “low-income” is most commonly referred to as “economically disadvantaged” by the U.S. Department of Education in accordance with the Every Student Succeeds Act.

**Limited-English-proficient students**\* are students who have been found to be eligible for bilingual education. The percentage of limited-English-proficient students is the count of limited-English-proficient students, divided by the total fall enrollment, multiplied by 100.

\*The term “Limited-English-proficient students” is now most commonly referred to as “English Learners” by the U.S. Department of Education in accordance with the Every Student Succeeds Act. The term will be updated to “English Learners” in future Report Cards.

**IEP students** are students who have been found to be eligible to receive special education services. The percentage of IEP students is the count of IEP students, divided by the total fall enrollment, multiplied by 100.

**Homeless students** are defined as children/youth who lack a fixed, regular, and adequate nighttime residence, and include:

- Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory students who qualify as being homeless for the purposes of this subtitle because they are living in circumstances described above.

The percentage of homeless students is the count of homeless students, divided by the total fall enrollment, multiplied by 100.

**The percentage of teachers by race/ethnicity** is the number of full-time equivalent classroom teachers belonging to that particular racial-ethnic group as reported for the district, divided by the total number of full-time equivalent classroom teachers, multiplied by 100.

## 2017 ILLINOIS REPORT CARD GLOSSARY OF TERMS

**The percentage of teachers by gender** is the number of full-time equivalent classroom teachers for a particular gender, divided by the total number of full-time equivalent classroom teachers, multiplied by 100.

**Pupil-certified staff ratio** is the fall enrollment total, divided by the number of full-time equivalent certified staff (excluding adult education personnel).

**Average teaching experience** is the sum of the years of teaching experience for all full-time equivalent classroom teachers in the district, divided by the total number of full-time equivalent classroom teachers.

**Percentage of teachers with a bachelor's degree** is the sum of all full-time equivalent classroom teachers with bachelor's degrees as reported in the district divided by the total number of full-time equivalent classroom teachers, multiplied by 100.

**Percentage of teachers with a master's degree and above** is the sum of all full-time equivalent classroom teachers with master's degrees and above in the district, divided by the total number of full-time equivalent classroom teachers, multiplied by 100.

**Equalized assessed valuation per pupil**, an indication of district wealth, is the district's equalized assessed valuation divided by the nine-month average daily attendance.

**Total school tax rate per \$100**, an indication of district effort, is the district's total tax rate for education (per \$100) as shown on local property tax bills.

**Instructional expenditure per pupil** is instructional expenditures divided by the nine-month average daily attendance. "Instruction" includes activities dealing with the teaching of pupils or the interaction between teachers and pupils. Teaching may be provided for pupils in a school classroom or in another location, such as a home or hospital, and may include other learning activities. It may also be provided through some other approved form of communication, such as television, radio, telephone, or correspondence. Included here are the activities of aides or assistants of any type (clerks, graders, teaching machines, etc.), who assist in the instruction process. (Capital Outlay expenditures, which are reported separately, are excluded.)

**Expenditure by function** consists of expenditures for instruction, general administration, support services, and other expenditures.

**Support Services Expenditures** are related to those services that provide administrative, technical, and logistical support to facilitate and enhance instruction. (Excludes General Administration activities and Capital Outlay expenditures reported separately.)

**Other Expenditures** are related to activities concerned with retiring the principal on bonds, other debts of the district, Community Services, Capital Outlay, and Non-programmed Charges.

### **Report Card Data Sources**

1. School Report Card Data Form (ISBE 86-43), 2016-17
2. Employee Information System, 2012-13 through 2016-17
3. Student Information System from IWAS, 2010-11 through 2016-17
4. Annual Financial Report (ISBE 50-35)/General State Aid Claim for 2015-16 payable in 2016-17

## 2017 ILLINOIS REPORT CARD GLOSSARY OF TERMS

- (ISBE 54-33)
5. Special file from ACT for class of 2017
  6. State Assessment Files, 2014-15 through 2016-2017
  7. National Assessment of Educational Progress, 2015
  8. National Student Clearinghouse, 2017
  9. Educator Licensure Information System (ELIS), 2017
  11. The College Board (<https://professionals.collegeboard.org/testing/ap>), 2017
  12. Illinois Community College Board (<http://iccbdbsrv.iccb.org/databook/home.cfm>), 2016
  13. IEP Special Education Tracking And Reporting (ISTAR) System, 2017

<b><i>Report Card Elements</i></b>	<b><i>Source(s)</i></b>
Parental Involvement .....	1
Dropout Rate .....	1, 3
Student Attendance Rate .....	1
Student Mobility .....	1
Chronic Truancy Rate .....	1
Average Class Size .....	1
Amount of Time Devoted to Math, Science, English and Social Science at the Primary, Middle, and Junior High School Levels .....	1
Pupil-Teacher Ratio .....	2, 3
Pupil-Administrator Ratio .....	2, 3
Average Teacher Salary .....	2
Average Administrator Salary .....	2
Operating Expenditure Per Pupil .....	4
District Expenditure by Fund .....	4
ACT Scores .....	5
Graduation Rate .....	1
Overall Student Performance .....	1, 3
PARCC .....	3, 6
SAT .....	3, 6
DLM-AA .....	3, 6
 <b><i>Supplemental Information</i></b>	
Grades in the School .....	3
Enrollment by Race/Ethnicity .....	3
Low-Income Enrollment .....	3
Limited-English-Proficient Enrollment .....	3
Teacher Distribution by Race/Ethnicity and Gender .....	2
Pupil-Certified Staff Ratio .....	2, 3
Average Teaching Experience .....	2
Teachers with a Bachelor’s Degree or a Master’s Degree and Above .....	2
Teachers with Emergency or Provisional Credentials .....	9
Other School Finance Indicators .....	4
National Assessment of Educational Progress (NAEP) .....	7
High School Graduates Postsecondary Enrollment .....	8
Freshmen on Track .....	3
Percentage of 8th-Grade Students Passing Algebra I .....	3
CTE Enrollment .....	3
Advanced Course Work .....	3

**2017 ILLINOIS REPORT CARD GLOSSARY OF TERMS**

AP Exam Results .....	3, 11
Postsecondary Remediation .....	3, 12
Teacher Attendance .....	10
Teacher Retention .....	2
Principal Turnover .....	2
Health and Wellness .....	1
High-Poverty School .....	3
Low-Poverty School .....	3
Special Education Supplemental Information.....	13