

## 2016 REPORT CARD DEFINITIONS AND SOURCES OF DATA

The Better Schools Accountability Law (Section 10-17a of the Illinois School Code) is reprinted below a paragraph at a time. The terms to be defined are underlined. The definitions of terms for each paragraph follow immediately below the paragraph. In some instances, terms have already been defined in statute, or they derive from current state practice.

**Legislative Citation**—(1) Policy and Purpose. It shall be the policy of the State of Illinois that each school district in this state, including special charter districts and districts subject to the provisions of Article 34, shall submit to parents, taxpayers of such districts, the Governor, the General Assembly, and the State Board of Education a school report card assessing the performance of its schools and students. The report card shall be an index of school performance measured against statewide and local standards and will provide information to make prior year comparisons and to set future year targets through the school improvement plan.

### **Definitions**—

For purposes of this legislation, school districts include all regular operating elementary, high school, and unit districts. Excluded are other state-funded education agencies, such as area vocational centers, special education cooperatives, university laboratory schools, the Illinois Math and Science Academy, and educational organizations housed in the Illinois departments of Rehabilitation Services and Corrections.

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.  
(Section 1-3 of the School Code.)

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, as detailed in paragraph (2).

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

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

**Legislative Citation**—(2) Reporting Requirements. Each school district shall prepare a report card in accordance with the guidelines set forth in this Section which describes the performance of its students by school attendance centers and by district and the district’s financial resources and use of financial resources. Such report card shall be presented at a regular school board meeting subject to applicable notice requirements, posted on the school district’s internet website, if the district maintains an internet website, made available to a newspaper of general circulation serving the district, and, upon request, sent home to a parent (unless the district does not maintain an internet website, in which case the report card shall be sent home to parents without request). If the district posts the report card on its internet website, the district shall send a written notice home to parents stating (i) that the report card is available on the website, (ii) the address of the website, (iii) that a printed copy of the report card will be sent to parents upon request, and (iv) the telephone number that parents may call to request a printed copy of the report card. In addition, each school district shall submit the completed report card to the office of the district’s regional superintendent, which shall make copies available to any individual requesting them.

### **Definitions**—

Financial resources include the amount of money that districts receive from all sources, as listed in paragraph (3)(b) of the legislation.

Use of financial resources refers to “District expenditure by fund” in paragraph (3)(b) of the legislation.

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” in paragraph (1) of the legislation.

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.

**Legislative Citation**—The report card shall be completed and disseminated prior to Oct. 31 in each school year. The report card shall contain, but not be limited to, actual local school attendance center, school district and statewide data indicating the present performance of the school, the state norms, and the areas for planned improvement for the school and school district.

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### Definitions—

Disseminated is the same as “submit” in paragraph (1) and “made available” in paragraph (2) of the legislation.

The actual local school attendance center is the location where a child is housed and counted as enrolled in school in the fall of the school year.

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

**Legislative Citation—**(3)(a) The report card shall include the following applicable indicators of attendance center, district, and statewide student performance: percentage of students who exceed, meet, or do not meet standards established by the State Board of Education pursuant to Section 2-3.25a [105 ILCS 5/2-3.25a]; composite and subtest means on nationally normed achievement tests for college-bound students; student attendance rates; chronic truancy rate; dropout rate; graduation rate; and student mobility, turnover shown as a percentage of transfers out and a percentage of transfers in.

### Definitions—

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 or PSAE testing. 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 percentage of students who achieved a combined score of at least 21 on the ACT.

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 the federal guidance of No Child Left Behind (NCLB) High School Graduation Rate, <http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf>. According to 2008 Regulations, states are required to calculate a four-year adjusted-cohort graduation rate in school year 2010-11. Starting school year 2015-16, Illinois reports four-year, five-year, six-year, and seven-year adjusted-cohort graduation rate.

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The formula for the **4-year** adjusted cohort graduation rate is listed below

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

The formula for the **5-year** *adjusted* cohort graduation rate is listed below

$$\frac{\text{Number of cohort members who earned a regular high school diploma through summer 2016}}{\text{Number of first – time ninth – graders in fall 2011 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2011 – 12, 2012 – 13, 2013 – 14, 2014 – 15, 2015 – 16, and through summer 2016}}$$

The formula for the **6-year** *adjusted* cohort graduation rate is listed below

$$\frac{\text{Number of cohort members who earned a regular high school diploma through summer 2016}}{\text{Number of first – time ninth – graders in fall 2010 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2010 – 11, 2011 – 12, 2012 – 13, 2013 – 14, 2014 – 15, 2015 – 16, and through summer 2016}}$$

The formula for the **7-year** *adjusted* cohort graduation rate is listed below

$$\frac{\text{Number of cohort members who earned a regular high school diploma through summer 2016}}{\text{Number of first – time ninth – graders in fall 2009 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2009 – 10, 2010 – 11, 2011 – 12, 2012 – 13, 2013 – 14, 2014 – 15, 2015 – 16, and through summer 2016}}$$

### For 4-Year Graduation

“Graduates” only includes students who graduate with a regular high school diploma in four years or less as a high school graduate in the original cohort—that is, the cohort with which he or she started ninth grade. If a student who entered the ninth grade for the first time in the 2012-13 school year and graduates in three years or less, this student would be included in the cohort of students expected to graduate in the 2015-16 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 Oct. 1, 2012.

### For 5-Year Graduation

“Graduates” only includes students who graduate with a regular high school diploma in five years or less as a high school graduate in the original cohort—that is, the cohort with which he or she started ninth grade. If a student who entered the ninth grade for the first time in the 2011-12 school year and graduates in four years or less, this student would be included in the cohort of students expected to graduate in the 2015-16 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 Oct. 1, 2011.

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### For 6-Year Graduation

“Graduates” only includes students who graduate with a regular high school diploma in four years or less as a high school graduate in the original cohort—that is, the cohort with which he or she started ninth grade. If a student who entered the ninth grade for the first time in the 2010-11 school year and graduates in three years or less, this student would be included in the cohort of students expected to graduate in the 2015-16 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 Oct. 1, 2010.

### For 7-Year Graduation

“Graduates” only includes students who graduate with a regular high school diploma in five years or less as a high school graduate in the original cohort—that is, the cohort with which he or she started ninth grade. If a student who entered the ninth grade for the first time in the 2009-10 school year and graduates in four years or less, this student would be included in the cohort of students expected to graduate in the 2015-16 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 Oct. 1, 2009.

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. Those students may be removed from a high school’s or Local Education Agency’s (LEA’s) cohort. Before removing a student from a cohort, a school or LEA must obtain confirmation in writing that the student transferred out, emigrated, or is deceased. If a student transfers out of country, the written document is not required. 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.

For the first-time ninth-grade cohort graduation rate calculation, apply the most current subgroup status. However, if a student is a Limited English Proficient (LEP) student or Individualized Education Program (IEP) student as a freshman and is enrolled at the same school at the time of graduation or exiting school, he/she will be counted among the LEP/IEP subgroups in calculating the graduation rates for the LEP/IEP subgroups.

Student mobility (turnover) reflects any enrollment change between the first school day in October and the last day of the school year. It is the sum of the students who transferred out and the students who transferred in, divided by the average daily enrollment, multiplied by 100. Students are counted each time they transfer out or in during the reporting year. Thus, individual students may be counted more than once.

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

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

### Legislative Citation—

(b) The report card shall include the following descriptions for the school, district, and state: average class size, amount of time per day devoted to mathematics, science, English, and social science at primary, middle, and junior high school grade levels; number of students taking the Prairie State Achievement Examination under subsection (c) of Section 2-3.64 [105-5/2-3.64], the number of those students who received a score of excellent, and the average score by school of students taking the examination; pupil-teacher ratio; pupil-administrator ratio; operating expenditure per pupil; district expenditure by fund; average administrator salary; and average teacher salary. The report card shall also specify the amount of money that the district receives from all sources, including without limitation subcategories specifying the amount from local property taxes, the amount from General State Aid, the amount from other state funding, and the amount from other income.

### Definitions—

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.

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.

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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, as authorized in Section 18-8.05 of the School Code.

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).

**Legislative Citation**—(c) The report card shall include applicable indicators of parental involvement in each attendance center. The parental involvement component of the report card shall include the percentage of students whose parents or guardians have had one or more personal contacts with the students' teachers during the school year concerning the students' education, and such other information, commentary, and suggestions as the school district desires. For the purposes of this paragraph, "personal contact" includes, but is not limited to, parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence. The parental involvement component shall not single out or identify individual students, parents, or guardians by name.

### **Definitions—**

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.

As referred to in this section of the legislation, teachers include all certified staff.

Such other information may include matters related to students' behavior and social and physical well-being that a district chooses to report.

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.

**Legislative Citation**—(d) The report card form shall be prepared by the State Board of Education and provided to school districts by the most efficient, economic, and appropriate means.

### **Definitions—**

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.

Most efficient, economic, and appropriate means refers to electronic dissemination.

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**Supplemental Information**—Report cards also contain information not specifically required in state legislation, such as data elements required by the federal NCLB Act of 2001. 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.

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.

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.

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 includes:

- 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 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.

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.



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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.

Teacher attendance rate is the number of full-time equivalent teachers teaching without more than 10 days absence, divided by the total number full-time equivalent teachers, multiplied by 100. Data source: Civil Rights Data Collection.

Percentage of classes not taught by highly qualified teachers is the number of classes not taught by highly qualified teachers, divided by the total number of classes, 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 LEA, Community Services, Capital Outlay, and Non-programmed Charges.

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, in compliance with NCLB legislation.

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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. This is another NCLB requirement.

The PARCC exam is administered to students in Grades 3 through 8 and high school.

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.

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. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board for NAEP sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, 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.

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 (NSC) 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 Sept. 30, 2015, and on or after May 1, 2016, 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 the formula listed below:

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

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 Sept. 30, 2015, and on or after May 1, 2016, 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.

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

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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.
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 home 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 home 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 2014) who attended an Illinois community college in 2015 and were enrolled in remedial courses. The source for this metric is from Illinois Community College Board and Student Information System.

### Teacher Retention

It 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 the formula listed below:

$$\frac{\# \text{ of returning teachers in 2014 from 2013} + \# \text{ of returning teachers in 2015 from 2014} + \# \text{ of returning teachers in 2016 from 2015}}{\# \text{ full – time teachers in 2013} + \# \text{ full – time teachers in 2014} + \# \text{ full – time teachers in 2015}}$$

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

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

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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.

### Report Card Data Sources

1. School Report Card Data Form (ISBE 86-43), 2015-16
2. Employee Information System, 2012-13 through 2015-16
3. Student Information System from IWAS, 2010-11 through 2015-16
4. Annual Financial Report (ISBE 50-35)/General State Aid Claim for 2014-15 payable in 2015-16 (ISBE 54-33)
5. Special file from ACT for class of 2016
6. State Assessment Files, 2014-15 through 2015-2016
7. National Assessment of Educational Progress, 2015
8. National Student Clearinghouse, 2016
9. Educator Licensure Information System (ELIS), 2016
10. Civil Right Data Collection, 2014 (<http://ocrdata.ed.gov/#>)
11. The College Board (<https://professionals.collegeboard.org/testing/ap>), 2016
12. Illinois Community College Board (<http://iccbdsrv.iccb.org/databook/home.cfm>), 2015

<i>Report Card Elements</i>	<i>Source(s)</i>
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
DLM-AA .....	3, 6

### *Supplemental Information*

## 2016 REPORT CARD DEFINITIONS AND SOURCES OF DATA

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
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