

Malden CCSD 84

Malden, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
District	94.4	1.1	3.4	0.0	0.0	0.0	1.1	40.4	0.0	14.6	5.6	0.0	96.2	89
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.5	10.7	13.9	2.1	10.8	94.0	2,028,162

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. **IEP** students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Total Enrollment** is based on [Serving School](#).

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

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

STUDENT MOBILITY RATE

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income
District	14.3	17.9	10.8	11.3								36.4	25.8
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS		STUDENT-TO-STAFF RATIOS				HEALTH AND WELLNESS (days per week)	
	Percent		Days	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator	District	State
District	100.0		176	12.4		4.9	89.0	5.0	
State	94.9		175	18.7		11.2	189.6	3.9	

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

AVERAGE CLASS SIZE (as of the first school day in May)

Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
District	5.0	10.0	8.0	9.0	7.0	8.0	9.0	7.0	4.0		7.3
State	19.1	19.8	20.3	20.8	21.4	21.3	21.3	20.5	20.6		20.2

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	50	50	45	45	45	130	95	95	45	45	45
State	72	60	56	35	48	50	132	89	77	30	48	49

TEACHER INFORMATION (Full -Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	UnKnown	Male	Female	Total Number
	District	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.2	77.8
State	83.3	5.9	5.7	1.5	0.1	0.2	0.8	2.6	23.2	76.8	127,310

TEACHER INFORMATION				
		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Masters' & Above
District:	All Schools	12.8	66.7	33.3
	High Poverty Schools			
	Low Poverty Schools			
State:	All Schools	12.8	38.4	61.2
	High Poverty Schools	11.9	39.5	60.0
	Low Poverty Schools	13.4	31.4	68.4

Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

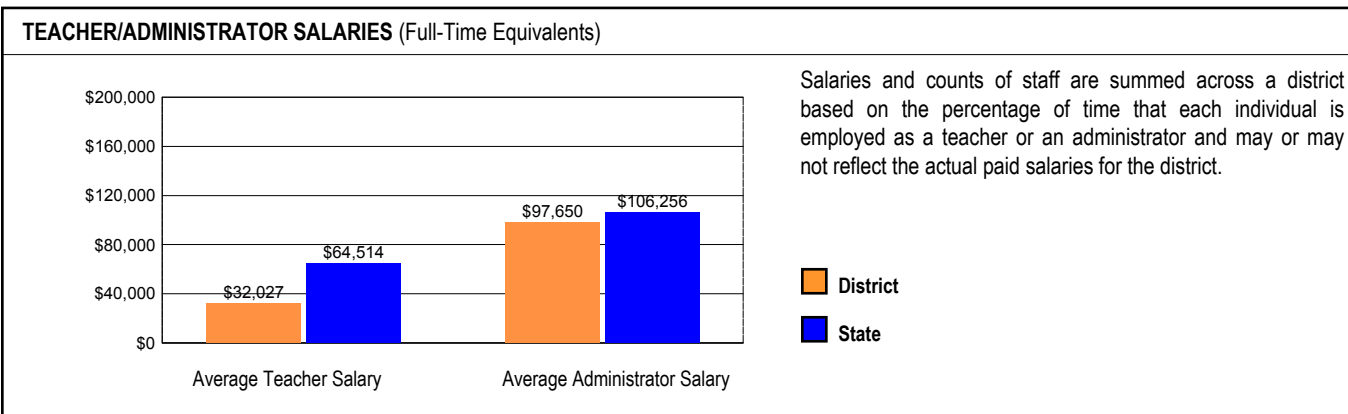
TEACHER RETENTION RATE	
District	85.2
State	86.3

PRINCIPAL TURNOVER (Count)	
District	1.0
State	2.0

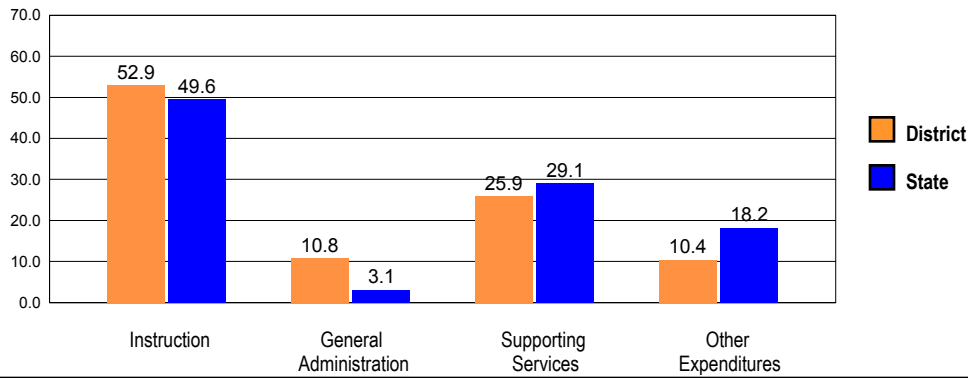
TEACHER ATTENDANCE	
District	98.9
State	75.3

TEACHER EVALUATION	
District	
State	

SCHOOL DISTRICT FINANCES



EXPENDITURE BY FUNCTION 2015-16 (Percentages)



	District	District %	State %
Local Property Taxes	\$647,324	52.2	63.2
Other Local Funding	\$214,625	17.3	4.8
General State Aid	\$81,260	6.5	17.1
Other State Funding	\$201,056	16.2	7.1
Federal Funding	\$96,580	7.8	7.8
TOTAL	\$1,240,845		

	District	District %	State %
Education	\$908,950	76.8	73.4
Operations & Maintenance	\$99,738	8.4	6.2
Transportation	\$34,761	2.9	3.8
Debt Service	\$47,760	4.0	8.2
Tort	\$50,762	4.3	1.2
Municipal Retirement/ Social Security	\$40,950	3.5	2.1
Fire Prevention & Safety	\$996	0.1	0.5
Capital Projects	\$0	0.0	4.6
TOTAL	\$1,183,917		

OTHER FINANCIAL INDICATORS

	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$16,217,743	3.82	\$6,970	\$11,290
State	**	**	\$7,853	\$12,973

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

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

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

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

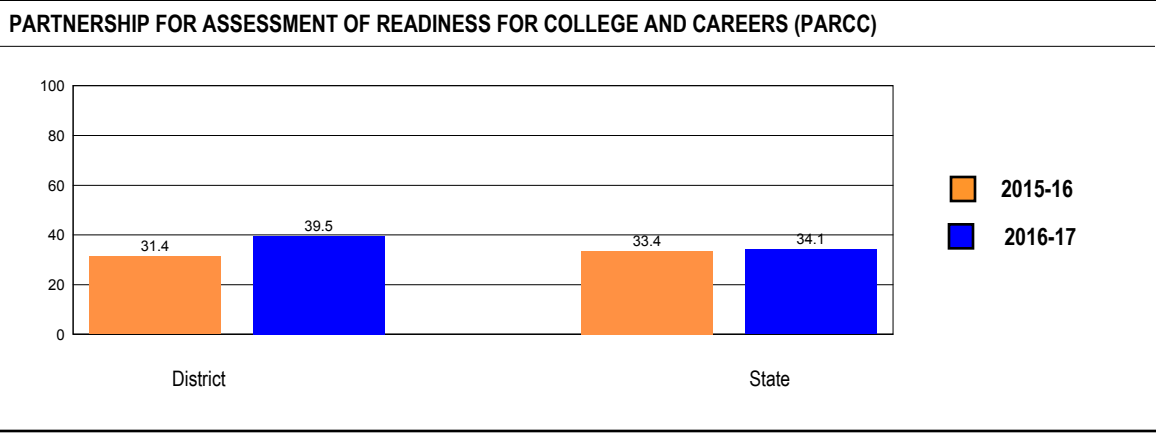
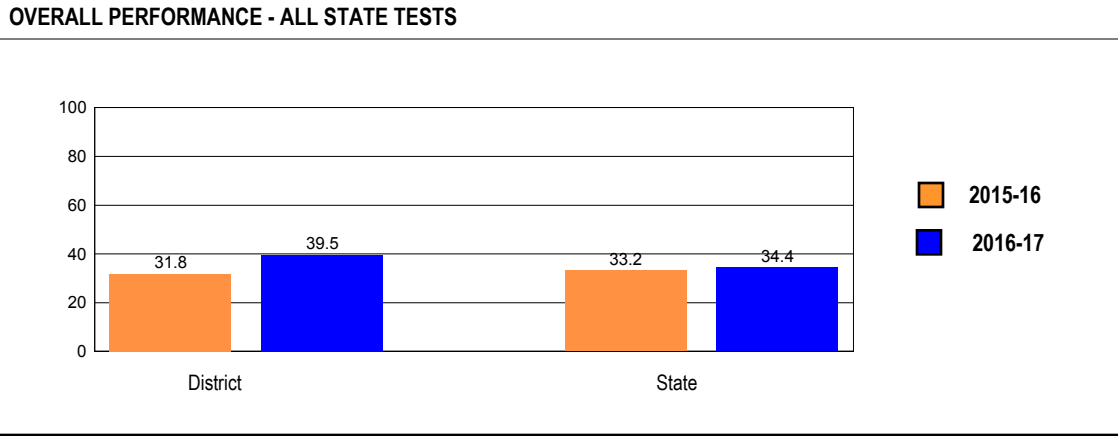
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

8TH GRADERS PASSING ALGEBRA I *	
District	
State	29.1

OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your district, and the state.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8. SAT is administered to students in grade 11. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC or SAT would not be appropriate.

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

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	45	22	23	43	0	2	0	0	0	0	0	0	7	16
	Reading	4.4	4.5	4.3	2.3										6.3
State	*Enrollment	1,044,699	534,146	510,536	505,763	175,236	271,935	51,317	1,081	4,731	34,579	90,597	126	143,977	534,082
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

* Enrollment as reported during the testing windows for grades 3-8 and grade 11

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	45	22	23	43	0	2	0	0	0	0	0	0	7	16
	Mathematics	4.4	4.5	4.3	2.3										6.3
State	*Enrollment	1,046,855	535,286	511,552	506,360	175,294	272,701	52,007	1,091	4,740	34,602	93,069	127	143,900	535,352
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

* Enrollment as reported during the testing windows for grades 3-8 and grade 11

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

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

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

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

RACE/ETHNICITY AND DISABILITY CATEGORY FOR STUDENTS WITH IEPs

Percent of Students with IEPs by Race / Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian	Native American	Two or More Races
District	All Students	94.4	1.1	3.4	0.0	0.0	0.0	1.1
	Students with IEPs	91.7	0.0	0.0	0.0	0.0	0.0	8.3
All Peer Districts *	All Students	51.2	13.2	24.7	6.3	0.1	0.8	3.8
	Students with IEPs	50.3	15.3	25.9	3.8	0.1	0.6	3.9
State	All Students	48.5	17.0	25.7	4.9	0.1	0.4	3.4
	Students with IEPs	47.9	20.4	25.2	2.4	0.1	0.4	3.6

Percent of Students with IEPs in Each Disability Category

Disability Category	Percent of All Students			Percent of Students with IEPs		
	District	All Peer Districts*	State	District	All Peer Districts*	State
Autism	0.0	1.1	1.2	0.0	8.1	8.4
Deafness	0.0	0.0	0.0	0.0	0.2	0.2
Deaf-Blindness	0.0	0.0	0.0	0.0	0.0	0.0
Developmental Delay	2.2	2.7	1.8	16.7	19.3	12.6
Emotional Disability	0.0	0.7	0.9	0.0	4.8	6.4
Hearing Impairment	0.0	0.2	0.1	0.0	1.2	1.0
Intellectual Disability	1.1	0.5	0.8	8.3	3.2	5.6
Multiple Disabilities	0.0	0.1	0.1	0.0	1.0	1.0
Orthopedic Impairment	0.0	0.1	0.1	0.0	0.4	0.4
Other Health Impairment	3.4	1.5	1.7	25.0	10.7	12.2
Specific Learning Disability	3.4	3.7	5.0	25.0	25.9	34.9
Speech or Language Impairment	3.4	3.5	2.4	25.0	24.7	16.8
Traumatic Brain Injury	0.0	0.0	0.0	0.0	0.1	0.2
Visual Impairment	0.0	0.0	0.1	0.0	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 IEPs

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 IEPs 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 IEPs in Various Educational Environments					
		Inside \geq 80%	Inside 40-79%	Inside <40%	Separate Facility
All Students with an IEP	District				
	All Peer Districts*	60.3	19.9	14.3	5.5
	State	53.2	26.8	13.6	6.4

Educational Environments by Race / Ethnicity					
		Inside \geq 80%	Inside 40-79%	Inside <40%	Separate Facility
White	District				
	All Peer Districts*	63.5	20.4	11.2	4.9
	State	57.2	24.7	11.6	6.5
Black	District				
	All Peer Districts*	49.4	20.7	20.4	9.5
	State	43.6	31.0	17.3	8.1
Hispanic	District				
	All Peer Districts*	61.3	18.9	15.7	4.1
	State	53.7	28.1	13.7	4.5
Asian	District				
	All Peer Districts*	60.6	17.2	17.0	5.2
	State	54.3	19.5	19.1	7.1
Native Hawaiian	District				
	All Peer Districts*	55.3	25.5	10.6	8.5
	State	47.1	24.8	18.0	10.2
Native American	District				
	All Peer Districts*	60.7	15.9	20.0	3.4
	State	53.6	25.3	16.5	4.7
Two or More Races	District				
	All Peer Districts	58.8	20.8	14.7	5.7
	State	54.4	24.5	14.3	6.9

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

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

Educational Environments for Selected Disabilities					
		Inside \geq 80%	Inside 40-79%	Inside <40%	Separate Facility
Autism	District				
	All Peer Districts*	34.1	18.0	32.6	15.3
	State	30.6	22.4	31.2	15.8
Emotional Disability	District				
	All Peer Districts*	38.5	15.3	16.2	29.9
	State	33.4	21.1	15.7	29.8
Intellectual Disability	District				
	All Peer Districts*	5.6	19.5	59.7	15.2
	State	4.3	28.3	51.5	16.0
Other Health Impairment	District				
	All Peer Districts*	61.9	22.7	11.0	4.3
	State	58.0	27.7	9.7	4.6
Specific Learning Disability	District				
	All Peer Districts*	58.5	31.7	9.0	0.8
	State	54.8	37.3	6.8	1.0
Speech or Language Impairment	District				
	All Peer Districts*	95.9	2.8	1.2	0.1
	State	96.7	2.3	0.9	0.1

Early Childhood Educational Environments (ages 3-5)

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

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

Percent of Students with IEPs in Various Educational Environments					
	Regular Early Childhood Program		Separate Class/Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
District					
All Peer Districts*	35.2	25.4	30.7	0.2	8.5
State	40.0	26.1	26.8	0.3	6.9

Educational Environments by Race/Ethnicity					
	Regular Early Childhood Program		Separate Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
White					
District					
All Peer Districts*	30.9	29.7	27.2	0.2	11.9
State	35.5	31.2	23.6	0.3	9.5
Black					
District					
All Peer Districts*	33.2	25.6	37.3	0.3	3.5
State	42.5	23.0	31.6	0.4	2.6
Hispanic					
District					
All Peer Districts*	43.5	18.3	33.6	0.1	4.6
State	49.2	17.6	29.2	0.1	3.8
Asian					
District					
All Peer Districts*	37.6	19.0	37.7	0.1	5.5
State	39.5	17.0	37.3	0.1	6.2
Native Hawaiian					
District					
All Peer Districts*	38.1	28.6	23.8	0.0	9.5
State	47.7	22.7	22.7	0.0	6.8
Native American					
District					
All Peer Districts*	53.1	16.3	26.5	2.0	2.0
State	47.7	20.6	27.1	0.9	3.7
Two or More Races					
District					
All Peer Districts*	37.1	24.9	32.3	0.0	5.7
State	36.2	30.1	27.9	0.1	5.7

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

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

Educational Environments for Selected Disabilities					
	Regular Early Childhood Program		Separate Class/ Facility	Home	Service Provider
	Majority of Services Inside EC Program	Majority of Services Outside EC Program			
Autism					
District					
All Peer Districts*	20.3	14.6	63.4	0.1	1.6
State	25.5	11.6	61.9	0.0	0.9
Developmental Delay					
District					
All Peer Districts*	37.4	16.5	44.4	0.1	1.6
State	44.2	15.8	39.0	0.1	0.9
Emotional Disability					
District					
All Peer Districts*	18.4	28.9	50.0	0.0	2.6
State	15.7	27.1	54.3	0.0	2.9
Intellectual Disability					
District					
All Peer Districts*	21.6	11.8	66.7	0.0	0.0
State	21.1	16.9	62.0	0.0	0.0
Other Health Impairment					
District					
All Peer Districts*	32.8	16.7	48.1	0.9	1.5
State	40.6	14.6	42.3	1.0	1.4
Specific Learning Disability					
District					
All Peer Districts*	50.0	22.2	16.7	0.0	11.1
State	42.2	25.0	26.6	0.0	6.3
Speech or Language Impairment					
District					
All Peer Districts*	35.6	38.9	6.6	0.2	18.7
State	38.3	41.3	4.7	0.4	15.3

STATE Performance Plan INDICATORS FOR STUDENTS WITH IEPs

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

<https://www.isbe.net/Pages/State-Performance-Plan-Data-and-Accountability.aspx>

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

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

SPP Indicator	Indicator Description	2016 - 2017 District Data	2016 - 2017 State Target	District Met State Target? ✓ = Yes
1	- Graduation Rate for students with IEPs (Data lag one year)		84.0	
2	- Dropout Rate for students with IEPs (Data lag one year)		4.7	
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		95.0	
3b	Math assessment participation rate for students with IEPs		95.0	
3c	Students with IEPs meeting or exceeding standards on state reading assessments		42.0	
3c	Students with IEPs meeting or exceeding standards on state math assessments		40.0	
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year)	NO	NO	YES
4b	Did the district have a 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?	NO	NO	YES
5a	Students with IEPs ages 6-21 inside the general classroom \geq 80% of the time		56.0	
5b	Students with IEPs ages 6-21 inside of the general classroom < 40% of the time		16.5	
5c	Students ages 6-21 with IEPs in separate educational facilities		3.9	

SPP Indicator	Indicator Description	2016 - 2017 District Data	2016 - 2017 State Target	District Met State Target? ✓ = Yes
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program		32.7	
6b	Children ages 3-5 in separate special education class, separate school or residential facility		30.7	
7a	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program		86.1	
7a	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program		55.4	
7b	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program		86.8	
7b	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program		53.7	
7c	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program		87.9	
7c	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.		64.1	
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities		60.0	
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	NO	NO	YES
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	NO	NO	YES

SPP Indicator	Indicator Description	2016 - 2017 District Data	2016 - 2017 State Target	District Met State Target? ✓ = Yes
11	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	100.0	100.0	YES
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays		100.0	
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals		100.0	
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school		35.0	
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school		57.0	
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school		73.0	

SPP Indicators 1 - 8 and 14 are Result Indicators

SPP Indicators 9 - 13 are Compliance Indicators

Further changes to the SPP indicators and annual targets may still occur and be reflected on this page.