



LINCOLNSHIRE – PRAIRIE VIEW SCHOOL DISTRICT 103

1370 N. Riverwoods Road • Lincolnshire, Illinois 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

BOARD OF EDUCATION AGENDA

JANUARY 5, 2016

The Special Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, January 5, 2016 at 7:00 PM in the Learning Center of Daniel Wright Junior High School, 1370 N. Riverwoods Road, Lincolnshire, Illinois.

A. Call to Order and Roll Call

Time: 1 Hour 45 Minutes

B. Pledge of Allegiance

C. Community Participation

D. Action Item

Time: 15 Minutes

- | | |
|---|----|
| 1. Approval of Contract with PowerSchool | 2 |
| 2. Resolution approving an application to the Illinois State Board of Education for qualified school construction bond designation for obligations to finance certain capital projects in and for School District Number 103, Lake County, Illinois, authorizing the President of the Board of Education of said School District to execute said application and directing an official of said School District to submit said application | 6 |
| 3. Consideration and action on a resolution authorizing and providing for an Installment Purchase Agreement to pay the cost of purchasing property and for the issue of not to exceed \$8,500,000 General Obligation Debt Certificates for the payment under said Agreement and authorizing the sale of said Certificates to the purchaser thereof | 13 |

E. Discussion Items

Time: 1 Hour

- | | |
|--|----|
| 1. School Start and Ending Times - Draft Recommendation | 60 |
| 2. 1:1 Teaching and Learning: Sprague - Draft Recommendation | |
| 3. Curriculum and Instruction Goals Update | 74 |
| 4. School Report Cards | 90 |

F. Community Participation

G. Executive Session

Time: 30 Minutes

H. Adjournment



Lincolnshire-Prairie View School District 103

1370 N. Riverwoods Road • Lincolnshire, IL 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

MEMO

To: Board of Education
From: Michelle Blackley, Dan Stanley
CC: Dr. Scott Warren
Date: January 5, 2016
Re: PowerSchool Student Management System

Per the last meeting, attached is the proposal for PowerSchool for the board's approval. There have been no changes since the last meeting's information. The memo from last meeting is included below as well for a review.

D103 currently uses Skyward as its student management system. Although Skyward has an array of features, there have been several issues stemming from user-friendliness and system capabilities.

The following is an overview of some of the difficulties:

- The district lacks dedicated, *on-site* support staff to provide the needed technical guidance.
- The lack of support has forced administrators and secretaries to utilize remote support options that are very inefficient uses of time.
- When support is requested, via WebEx or email, staff must wait for a written response or a phone call to initiate the online tutorial.
- Each time a service call was initiated, staff would be put in contact with the first available technician and each time the individual we would work with would be a different person.
- A large amount of work time was spent explaining to support personnel our district's scheduling structure, attendance expectations, grading policies etc. resulting in time lost solving the problem.
- Often a suggestion by Skyward would not work properly and would result in another call needing to be made. The new person would provide a different strategy to implement.
- On multiple occasions, three to four calls (and conversations) needed to be had before a problem would be rectified. Each time staff would spend hours implementing the first suggested fix, to find that it doesn't work.
- Current administrators and secretarial staff have attended multiple trainings over the past year and the software continues to confuse and frustrate those who use it.
- Skyward scheduling software lacks the capability to implement the middle school schedule and its accompanying programming. Often we are given "work arounds" or "manual" fixes for scheduling nuances because the software is not built to inherently support our needs.

Due to the above mentioned issues, there has been an underlying belief among stakeholders that, "there must be a better way". This belief has ignited numerous conversations in administration, of which a common theme has emerged.

Current administration has had experiences with other student management systems that are not only more user friendly but also more powerful in their capabilities. After evaluating different SMS options, we believe that PowerSchool SMS is a better option for the needs of D103.

Why PowerSchool?

Although there are a variety of student management systems to review, Michelle Blackley, Tom Herion and RJ Bialk all have experience with PowerSchool. Because these staff members already have a base of knowledge relative to the software, they can provide support to others during the transition and during implementation. Also, many local districts use PowerSchool allowing us access to familiar colleagues for support when needed.

Below are some of the capabilities that PowerSchool has that Skyward does not provide:

- It will communicate with Versa Trans in real time.
- It will interface with Haiku allowing teachers to collect and grade assignments through Haiku and the scores will transfer into the grade reporting software, PowerTeacher.
- It will interface with Mastery Manager allowing teachers to easily import performance data into their grade books.
- It has scheduling features that would improve the efficiency and effectiveness of the master schedule.
- It has reporting capabilities that are not only easier to execute, but can be automated and sent to users.

Some of the many benefits of PowerSchool include:

- Ease of use. PowerSchool's platform is more user friendly and easier to navigate when compared to Skyward.
- Teachers can insert links into their grade books that will allow students and parents direct access to pdf's and/or Haiku pages directly related to the assignment.
- Teachers can create seating charts that include student photos.
- The attendance platform allows for two way communication in regards to attendance information. This means that not only can teachers enter simple attendance information, but the office can also "pre-load" anticipated absences for students attending school activities.
- Attendance links directly to a teacher's grade book and is viewable through the parent portal.
- Having an "assigned" technician that will understand the nuances of our system and be able to provide efficient software support.
- PowerSchool is the leading SMS in Illinois and the "user-group" opportunities are significant.

Specifically for parents and students:

- Student schedules will be available significantly earlier.
- More user-friendly interface.
- Attendance records will now be viewable through the parent portal.
- Real-time synchronization of student records between Haiku's LMS and PowerSchool's SMS.
- During registration, parents will have a more efficient way to share student information with faculty and staff.
- Parents can sign up for push notifications for attendance or grade changes.

A more detailed overview of PowerSchool capabilities is attached.

How will the change occur?

The plan is for Skyward will continue to be our student management system for the remainder of the school year (we already paid for it). We will simultaneously run PowerSchool “behind the scenes”. This will allow staff from PowerSchool to complete field mapping, data input and schedule building over the next few months. Once a date for the transition is identified, data will be moved from Skyward into a live version of PowerSchool for a (hopefully) seamless transition. On-site training for teachers and support staff will occur.

How much will this cost (can we afford it?)

As far as costs are related, Skyward and PowerSchool are very comparable between \$21,000 and \$22,000 per year. The difference is that, instead of spending money on training and support that does not resolve issues (\$4,000-\$6,000 per year), we will be paying for a system that will do what we need it to. The obstacle to overcome is the one-time setup and training costs. The setup costs are \$15,700 and are typical. The one-time basic training will be \$5,700, which is again typical. However, one-time advanced on-site training will cost \$13,300. The need for the advanced training is atypical, however necessary for the current needs of our district. The exact timelines for when these payments will occur is still being worked out, but the 2016 budget can absorb these one-time costs.

In order to begin the process, we are recommending the board approve the transition to PowerSchool. Enrollment, residency verification, and scheduling processes typically begin prior to the end of January.

MINUTES of a special public meeting of the Board of Education of School District Number 103, Lake County, Illinois, held at the Daniel Wright Junior High School Library, 1370 North Riverwoods Road, Lincolnshire, Illinois, in said School District at 7:00 o'clock P.M., on the 5th day of January, 2016.

* * *

The President called the meeting to order and directed the Secretary to call the roll.

Upon the roll being called, Gary Gordon, the President, and the following members were physically present at said location: _____

The following members were allowed by a majority of the members of the Board of Education in accordance with and to the extent allowed by rules adopted by the Board of Education to attend the meeting by video or audio conference: _____

No member was not permitted to attend the meeting by video or audio conference.

The following members were absent and did not participate in the meeting in any manner or to any extent whatsoever: _____

The President announced that the District may apply to the Illinois State Board of Education (ISBE) for qualified school construction bond designation for obligations to finance certain capital projects in and for the District, and the Board of Education would consider the adoption of a resolution approving such application and the issuance of qualified school construction bonds of the District for such projects. The President explained that the application sets forth the amount of qualified school construction bond designation requested by the District

and a description of the projects. The President further explained that the resolution approves the application, authorizes the President to execute the application and directs an official of the District to submit the application to ISBE.

Whereupon Member _____ presented and the Secretary read by title a resolution as follows, a copy of which was provided to each member of the Board of Education prior to said meeting and to everyone in attendance at said meeting who requested a copy:

RESOLUTION approving an application to the Illinois State Board of Education for qualified school construction bond designation for obligations to finance certain capital projects in and for School District Number 103, Lake County, Illinois, authorizing the President of the Board of Education of said School District to execute said application and directing an official of said School District to submit said application.

* * *

WHEREAS, in order to assist state and local governments in financing capital projects at lower borrowing costs and to stimulate the economy and create jobs, on the 17th day of February, 2009, the United States Congress enacted the American Recovery and Reinvestment Act of 2009, which Act authorizes, *inter alia*, the issuance of “qualified school construction bonds” (“*QSCBs*”) to finance the construction, rehabilitation or repair of public school facilities; and

WHEREAS, as part of the Hiring Incentives to Restore Employment Act (the “*HIRE Act*”), Congress added provisions to the Internal Revenue Code of 1986, as amended, which permit state or local governments to obtain certain tax advantages when issuing *QSCBs*; and

WHEREAS, if the *QSCBs* meet conditions set forth in the *HIRE Act*, the *QSCBs* are eligible for a direct payment from the United States Treasury equal to the lesser of the amount of interest payable on the *QSCBs* on an interest payment date or the amount of interest that would have been payable on the *QSCBs* on an interest payment date if such interest was determined at an applicable credit rate set by the United States Treasury; and

WHEREAS, an allocation of nationwide volume limitation (“*Volume Cap*”) is required in order to issue *QSCBs*; and

WHEREAS, on November 20, 2015, the Illinois State Board of Education (“*ISBE*”) approved allocation guidelines and an application process for the *Volume Cap* which was allocated to the State of Illinois; and

WHEREAS, in order to avail of the provisions of the HIRE Act, including, specifically, the right to receive the direct interest payment subsidy from the United States Treasury for QSCBs, the Board of Education (the “*Board*”) of School District Number 103, Lake County, Illinois (the “*District*”) has determined that it is advisable, necessary and in the best interests of the District to apply to ISBE for Volume Cap for obligations (the “*Bonds*”) to finance certain capital projects in and for the District (the “*Projects*”):

NOW, THEREFORE, Be It and It Is Hereby Resolved by the Board of Education of School District Number 103, Lake County, Illinois, as follows:

Section 1. Incorporation of Preambles. The Board hereby finds that all of the recitals contained in the preambles to this Resolution are full, true and correct and does incorporate them into this Resolution by this reference.

Section 2. Determination to Apply. The District shall apply to ISBE for Volume Cap for the Bonds. The amount of Volume Cap requested and a description of the Projects to be financed are set forth in the application for the Volume Cap (the “*Application*”), a copy of which is now before the Board.

Section 3. Approval of Application. The Application, in substantially the form now before the Board, is hereby approved. The President of the Board is hereby authorized and directed to execute the same, his or her execution to constitute conclusive proof of action in accordance with this Resolution, and approval of all completions of or revisions to the Application necessary or appropriate. The Assistant Superintendent for Business/School Treasurer is hereby directed to submit the Application to ISBE prior to January 15, 2016.

Section 4. Further Proceedings. The Board hereby approves the issuance of the Bonds subject to receipt of Volume Cap and adoption of all other proceedings as may be necessary in accordance with applicable law.

Section 5. Effective Date. This Resolution be in full force and effect forthwith upon its adoption.

Adopted January 5, 2016.

President, Board of Education

Secretary, Board of Education

Member _____ moved and Member _____
seconded the motion that said resolution as presented and read by title be adopted.

After a full and complete discussion thereof, the President directed the Secretary to call the roll for a vote upon the motion to adopt said resolution.

Upon the roll being called, the following members voted AYE: _____

The following members voted NAY: _____

Whereupon the President declared the motion carried and said resolution adopted, and in open meeting approved and signed said resolution and directed the Secretary to record the same in full in the records of the Board of Education of School District Number 103, Lake County, Illinois, which was done.

Other business not pertinent to the adoption of said resolution was duly transacted at said meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

Secretary, Board of Education

CERTIFICATION OF MINUTES AND RESOLUTION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of School District Number 103, Lake County, Illinois, Illinois (the “Board”), and that as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete transcript of the minutes of the meeting of the Board held on the 5th day of January, 2016, insofar as same relates to the adoption of a resolution entitled:

RESOLUTION approving an application to the Illinois State Board of Education for qualified school construction bond designation for obligations to finance certain capital projects in and for School District Number 103, Lake County, Illinois, Illinois, authorizing the President of the Board of Education of said School District to execute said application and directing an official of said School District to submit said application.

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board on a day other than a Saturday, Sunday or legal holiday in the State of Illinois and at least 120 hours in advance of the holding of said meeting, that at least one copy of said agenda was continuously available for public review from such posting until said meeting, that a true, correct and complete copy of said agenda as so posted is attached hereto as *Exhibit A*, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board in the conduct of said meeting and in the adoption of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 5th day of January, 2016.

Secretary, Board of Education

MINUTES of a special public meeting of the Board of Education of School District Number 103, Lake County, Illinois, held at the Daniel Wright Junior High School Library, 1370 North Riverwoods Road, Lincolnshire, Illinois in said School District at 7:00 o'clock P.M., on the 5th day of January, 2016.

* * *

The meeting was called to order by the President, and upon the roll being called, Gary Gordon, the President, and the following members were physically present at said location:

The following members were allowed by a majority of the members of the Board of Education in accordance with and to the extent allowed by rules adopted by the Board of Education to attend the meeting by video or audio conference: _____

No member was not permitted to attend the meeting by video or audio conference.

The following members were absent and did not participate in the meeting in any manner or to any extent whatsoever: _____

The President announced that the next item for consideration was the issuance of not to exceed \$8,500,000 debt certificates to be issued by the District pursuant to Section 17(b) of the Local Government Debt Reform Act, and that the Board of Education would consider the adoption of a resolution providing for an Installment Purchase Agreement in order to finance certain capital improvements in and for the District, authorizing the issuance of said Certificates evidencing the rights to payment under said Agreement and providing for the sale of said Certificates. The President then explained that the resolution sets forth the parameters for the issuance of said Certificates and sale thereof by designated officials of the District and

summarized the pertinent terms of said parameters, including the specific parameters governing the manner of sale, length of maturity, rates of interest and purchase price for said Certificates.

Whereupon Member _____ presented and the Secretary read by title a resolution as follows, a copy of which was provided to each member of the Board of Education prior to said meeting and to everyone in attendance at said meeting who requested a copy:

RESOLUTION authorizing and providing for an Installment Purchase Agreement for the purpose of paying the cost of purchasing real or personal property, or both, in and for School District Number 103, Lake County, Illinois, and for the issue of not to exceed \$8,500,000 Debt Certificates, of said School District evidencing the rights to payment under said Agreement, providing for the security for and means of payment under said Agreement of said Certificates, and authorizing the sale of said Certificates to the purchaser thereof.

* * *

WHEREAS, School District Number 103, Lake County, Illinois (the “*District*”), is a school district of the State of Illinois operating under and pursuant to the School Code of the State of Illinois, as amended (the “*School Code*”), the Local Government Debt Reform Act of the State of Illinois, as amended (the “*Debt Reform Act*”), and in particular, the provisions of Section 17(b) of the Debt Reform Act (the “*Installment Purchase Provisions*”); and

WHEREAS, the Board of Education of the District (the “*Board*”) has considered the needs of the District and, in so doing, the Board has deemed and does now deem it advisable, necessary, and for the best interests of the District to finance certain capital improvements in and for the District, including, in connection with said work, acquisition of all land or rights in land, mechanical, electrical, and other services necessary, useful, or advisable thereto, including but not limited to building an addition to the Half Day School building and the Laura B. Sprague Elementary School building (the “*Project*”), all as shown on preliminary plans and cost estimates on file with and approved by the Board; and

WHEREAS, the Board has determined the total cost of the Project and expenses incidental thereto, including financial, legal, architectural, and engineering services related to such work and to the Agreement hereinafter provided for in this Resolution to be not less than \$8,500,000, plus estimated investment earnings which may be received on said sum prior to disbursement; and

WHEREAS, sufficient funds of the District are not available to pay the costs of the Project, and it will, therefore, be necessary to borrow money in the amount of not to exceed \$8,500,000 for the purpose of paying such costs; and

WHEREAS, pursuant to the Installment Purchase Provisions, the District has the power to purchase real or personal property through agreements that provide that the consideration for the purchase may be paid through installments made at stated intervals for a period of no more than 20 years, to sell, convey and reacquire either real or personal property upon any terms and conditions and in any manner as the Board shall determine, if the District will lease, acquire by purchase agreement, or otherwise reacquire the property as authorized by applicable law and to issue certificates evidencing indebtedness incurred under such agreements; and

WHEREAS, the Board finds that it is desirable and in the best interests of the District to avail of the provisions of the Installment Purchase Provisions to authorize an Installment Purchase Agreement (the “*Agreement*”); name as counter-party to the Agreement the School Treasurer who receives the taxes of the District (the “*Treasurer*”), as nominee-seller; authorize the President and Secretary of the Board to execute and attest, respectively, the Agreement on behalf of the District and to file same with said Secretary in his or her capacity as keeper of the records and files of the District; and issue certificates evidencing the indebtedness incurred under the Agreement in the amount of not to exceed \$8,500,000:

NOW, THEREFORE, Be It and It Is Hereby Resolved by the Board of Education of School District Number 103, Lake County, Illinois, as follows:

Section 1. Incorporation of Preambles. The Board hereby finds that all of the recitals contained in the preambles to this Resolution are full, true and correct and does incorporate them into this Resolution by this reference.

Section 2. Authorization. It is necessary and advisable for the residents of the District to pay the costs of the Project and to borrow money and, in evidence thereof and for the purpose of financing same, enter into the Agreement and, further, to provide for the issuance and delivery of certificates evidencing the indebtedness incurred under the Agreement.

Section 3. Agreement is a General Obligation; Annual Budget. The District hereby represents, warrants, and agrees that the obligation to make the payments due under the Agreement shall be a general obligation of the District payable from any funds of the District lawfully available for such purpose. The District represents and warrants that the total amount due under the Agreement, together with all other indebtedness of the District, is within all statutory and constitutional debt limitations. The District agrees to budget funds of the District annually and in a timely manner so as to provide for the making of all payments when due under the terms of the Agreement.

Section 4. Execution and Filing of the Agreement. From and after the effective date of this Resolution, the President and Secretary of the Board be and they are hereby authorized and directed to execute and attest, respectively, the Agreement, in substantially the form set forth in Section 5 of this Resolution, and to do all things necessary and essential to effectuate the provisions of the Agreement, including the execution of any documents and certificates incidental thereto or necessary to carry out the provisions thereof. Further, as nominee-seller, the Treasurer is hereby authorized and directed to execute the Agreement. Upon full execution, the original of the Agreement shall be filed with the Secretary of the Board and retained in the District records and shall constitute authority for the issuance of the Certificates hereinafter authorized.

Section 5. Form of the Agreement. The Agreement shall be in substantially the form as follows:

INSTALLMENT PURCHASE AGREEMENT for purchase of real or personal property, or both, in and for School District Number 103, Lake County, Illinois.

* * *

THIS INSTALLMENT PURCHASE AGREEMENT (this “*Agreement*”) dated as of _____, 2016, by and between the School Treasurer who receives the taxes of the District (as hereinafter defined), as Nominee-Seller (the “*Seller*”), and School District Number 103, Lake County, Illinois, a school district of the State of Illinois (the “*District*”):

WITNESSETH

A. The Board of Education of the District (the “*Board*”) has determined to finance certain capital improvements in and for the District (the “*Project*”), all as previously approved by the Board and on file with the Secretary of the Board (the “*Secretary*”).

B. Pursuant to the provisions of the School Code of the State of Illinois (the “*School Code*”), the Local Government Debt Reform Act of the State of Illinois (the “*Debt Reform Act*”), and, in particular, the provisions of Section 17(b) of the Debt Reform Act (the “*Installment Purchase Provisions*”), in each case, as supplemented and amended (collectively “*Applicable Law*”), the District has the power to purchase real or personal property through agreements that provide that the consideration for the purchase may be paid through installments made at stated intervals for a period of no more than 20 years, to sell, convey and reacquire either real or personal property upon any terms and conditions and in any manner as the Board shall determine, if the District will lease, acquire by purchase agreement, or otherwise reacquire the property as authorized by applicable law and to issue certificates evidencing indebtedness incurred under such agreements.

C. On the 5th day of January, 2016, the Board, pursuant to Applicable Law and the need to provide for the Project, adopted a resolution (the “*Resolution*”) authorizing the

borrowing of money for the Project, the execution and delivery of this Agreement to finance same, and the issuance of certificates evidencing the indebtedness so incurred.

D. The Resolution is

- (a) incorporated herein by reference; and
- (b) made a part hereof as if set out at this place in full;

and each of the terms as defined in the Resolution is also incorporated by reference for use in this Agreement.

E. The Seller, as nominee as expressly permitted by the Installment Purchase Provisions, has agreed to make, construct, and acquire the Project on the terms as hereinafter provided.

NOW, THEREFORE, in consideration of the mutual covenants and agreements hereinafter contained and other valuable consideration, it is mutually agreed between the Seller and the District as follows:

1. MAKE AND ACQUIRE PROJECT

The Seller agrees to make, construct, and acquire the Project upon real estate owned or to be owned by or upon which valid easements have been obtained in favor of the District.

2. CONVEYANCE

The District conveys to the Seller any portion of the Project heretofore acquired by the District and to be paid from proceeds of the Certificates (as defined in the Resolution). The Seller agrees to convey each part of the Project to the District and to perform all necessary work and convey all necessary equipment; and the District agrees to purchase the Project from the Seller and pay for the Project the purchase price of not to exceed \$_____, plus the amount of investment earnings which are earned on the amount deposited with the School Treasurer from the sale of the Certificates and in no event shall the total aggregate principal

purchase price to be paid pursuant to this Agreement exceed the sum of \$_____, plus the amount of investment earnings which are earned on the amount deposited with the School Treasurer from the sale of the Certificates.

3. PAYMENTS

The payment of the entire sum of \$_____ of said purchase price shall:

- (a) be payable in installments due on the dates and in the amounts;
- (b) bear interest at the rates percent per annum which interest shall also be payable on the dates and in the amounts;
- (c) be payable at the place or places of payment, in the medium of payment, and upon such other terms, including prepayment (redemption);

all as provided for payment of the Certificates in the Resolution.

4. ASSIGNMENT

Rights to payment of the Seller as provided in this Agreement are assigned as a matter of law under the Installment Purchase Provisions to the owners of the Certificates. This Agreement and any right, title, or interest herein, shall not be further assignable. The Certificates, evidencing the indebtedness incurred hereby, are assignable (registrable) as provided in the Resolution.

5. TAX COVENANTS

The covenants relating to the tax-exempt status of the Certificates, as set forth in the Resolution, insofar as may be applicable, apply to the work to be performed and the payments made under this Agreement.

6. TITLE

(a) *Vesting of Title.* Title in and to any part of the Project, upon delivery or as made, during all stages of the making or acquisition thereof, shall and does vest immediately in the District.

(b) *Damage, Destruction, and Condemnation.* If, during the term of this Agreement, (i) all or any part of the Project shall be destroyed, in whole or in part, or damaged by fire or other casualty or event; or (ii) title to, or the temporary or permanent use of, all or any part of the Project shall be taken under the exercise of the power of eminent domain by any governmental body or by any person, firm, or corporation acting under governmental authority; or (iii) a material defect in construction of all or any part of the Project shall become apparent; or (iv) title to or the use of all or any part of the Project shall be lost by reason of a defect in title; then the District shall continue to make payments as promised herein and in the Certificates and to take such action as it shall deem necessary or appropriate to repair and replace the Project.

7. LAWFUL CORPORATE OBLIGATION

The District hereby represents, warrants, and agrees that the obligation to make the payments due hereunder shall be a lawful direct general obligation of the District payable from the general funds of the District and such other sources of payment as are otherwise lawfully available. The District represents and warrants that the total amount due the Seller hereunder, together with all other indebtedness of the District, is within all statutory and constitutional debt limitations. The District agrees to budget funds of the District annually and in a timely manner so as to provide for the making of all payments when due under the terms of this Agreement.

8. GENERAL COVENANT AND RECITAL

It is hereby certified and recited by the Seller and the District, respectively, that as to each, respectively, for itself, all conditions, acts, and things required by law to exist or to be done

precedent to and in the execution of this Agreement did exist, have happened, been done and performed in regular and due form and time as required by law.

9. NO SEPARATE TAX

THE SELLER AND THE DISTRICT RECOGNIZE THAT THERE IS NO STATUTORY AUTHORITY FOR THE LEVY OF A SEPARATE TAX IN ADDITION TO OTHER TAXES OF THE DISTRICT OR THE LEVY OF A SPECIAL TAX UNLIMITED AS TO RATE OR AMOUNT TO PAY ANY OF THE AMOUNTS DUE HEREUNDER.

10. DEFAULT

In the event of a default in payment hereunder by the District, the Seller or any Certificateholder may pursue any available remedy by suit at law or equity to enforce the payment of all amounts due or to become due under this Agreement, including, without limitation, an action for specific performance.

IN WITNESS WHEREOF, the Seller has caused this Installment Purchase Agreement to be executed, and his or her signature to be attested by the Secretary of the Board, and the District has caused this Installment Purchase Agreement to be executed by the President of its Board, and also attested by the Secretary of its Board, all as of the day and year first above written.

SELLER: Signature: _____

[Here type name]: Daniel Staley
as Nominee-Seller and the School Treasurer

ATTEST:

Secretary, Board of Education

SCHOOL DISTRICT NUMBER 103,
LAKE COUNTY, ILLINOIS

President, Board of Education

ATTEST:

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF LAKE)

CERTIFICATE OF INSTALLMENT PURCHASE AGREEMENT FILING

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education (the “*Board*”) of School District Number 103, Lake County, Illinois (the “*District*”), and as such officer I do hereby certify that on the ____ day of _____, 2016, there was filed in my office a properly certified copy of that certain document, executed by the President of the Board, attested by me in my capacity as Secretary of the Board, and further executed, as Nominee-Seller, by the School Treasurer who receives the taxes of the District, also attested by me, dated as of _____, 2016, and entitled “INSTALLMENT PURCHASE AGREEMENT for purchase of real or personal property, or both, in and for School District Number 103, Lake County, Illinois”; and supporting the issuance of certain [Taxable] General Obligation Debt Certificates (Limited Tax), Series 20__, of the District; that attached hereto is a true and complete copy of said Agreement as so filed; and that the same has been deposited in the official files and records of my office.

IN WITNESS WHEREOF, I hereunto affix my official signature, this ____ day of _____, 2016.

Secretary, Board of Education

Section 6. Certificate Details. For the purpose of providing for the Project, there shall be issued and sold certificates of the District (the “*Certificates*”) in an aggregate principal amount not to exceed \$8,500,000, and said certificates shall be issued in one or more series and shall be designated “[Taxable] General Obligation Debt Certificates (Limited Tax)” with such series designation as set forth in the Certificate Notification (as hereinafter defined). The Certificates, if issued, shall be dated such date (not prior to January 5, 2016, and not later than July 5, 2016) as set forth in the Certificate Notification, shall also bear the date of authentication, shall be in fully registered form, shall be in denominations of \$5,000 each or authorized integral multiples thereof (but no single Certificate shall represent installments of principal maturing on more than one date), and shall be numbered 1 and upward. The Certificates shall become due and payable serially or be subject to mandatory redemption (subject to prior redemption as hereinafter described) on June 1 or December 1 of each of the years (not later than December 1, 2035), in the amounts (not exceeding \$1,000,000 per year) and bearing interest at the rates per annum (not exceeding 5.00% per annum), each as set forth in the Certificate Notification. The Certificates may be issued as (a) tax-exempt certificates (the “*Tax-Exempt Certificates*”), whereby the status of interest paid and received thereon is excludable from the gross income of the owners thereof under the Internal Revenue Code of 1986, as amended (the “*Code*”), (b) taxable certificates (the “*Taxable Certificates*”), whereby the status of interest paid and received thereon is includable in gross income of the owners thereof under the Code or (c) a combination thereof.

The Certificates shall bear interest from their date or from the most recent interest payment date to which interest has been paid or duly provided for, until the principal amount of the Certificates is paid, such interest (computed upon the basis of a 360-day year of twelve 30-day months) being payable on June 1 and December 1 of each year, commencing on the date

set forth in the Certificate Notification. Interest on each Certificate shall be paid by check or draft of Amalgamated Bank of Chicago, Chicago, Illinois (the "*Certificate Registrar*"), payable upon presentation in lawful money of the United States of America, to the person in whose name such Certificate is registered at the close of business on the 15th day of the month next preceding the interest payment date. The principal of the Certificates shall be payable in lawful money of the United States of America at the principal corporate trust office of the Certificate Registrar.

The Certificates shall be signed by the manual or facsimile signatures of the President and Secretary of the Board, and shall be registered, numbered and countersigned by the manual or facsimile signature of the Treasurer, and in case any officer whose signature shall appear on any Certificate shall cease to be such officer before the delivery of such Certificate, such signature shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery.

All Certificates shall have thereon a certificate of authentication substantially in the form hereinafter set forth duly executed by the Certificate Registrar as authenticating agent of the District and showing the date of authentication. No Certificate shall be valid or obligatory for any purpose or be entitled to any security or benefit under this Resolution unless and until such certificate of authentication shall have been duly executed by the Certificate Registrar by manual signature, and such certificate of authentication upon any such Certificate shall be conclusive evidence that such Certificate has been authenticated and delivered under this Resolution. The certificate of authentication on any Certificate shall be deemed to have been executed by the Certificate Registrar if signed by an authorized officer of the Certificate Registrar, but it shall not be necessary that the same officer sign the certificate of authentication on all of the Certificates issued hereunder.

Section 7. Registration of Certificates; Persons Treated as Owners. (a) General. The District shall cause books (the “*Certificate Register*”) for the registration and for the transfer of the Certificates as provided in this Resolution to be kept at the principal corporate trust office of the Certificate Registrar, which is hereby constituted and appointed the registrar of the District. The District is authorized to prepare, and the Certificate Registrar shall keep custody of, multiple Certificate blanks executed by the District for use in the transfer and exchange of Certificates.

Upon surrender for transfer of any Certificate at the principal corporate trust office of the Certificate Registrar, duly endorsed by, or accompanied by a written instrument or instruments of transfer in form satisfactory to the Certificate Registrar and duly executed by, the registered owner or his or her attorney duly authorized in writing, the District shall execute and the Certificate Registrar shall authenticate, date and deliver in the name of the transferee or transferees a new fully registered Certificate or Certificates of the same maturity of authorized denominations, for a like aggregate principal amount. Any fully registered Certificate or Certificates may be exchanged at said office of the Certificate Registrar for a like aggregate principal amount of Certificate or Certificates of the same maturity of other authorized denominations. The execution by the District of any fully registered Certificate shall constitute full and due authorization of such Certificate and the Certificate Registrar shall thereby be authorized to authenticate, date and deliver such Certificate, *provided, however*, the principal amount of outstanding Certificates of each maturity authenticated by the Certificate Registrar shall not exceed the authorized principal amount of Certificates for such maturity less previous retirements.

The Certificate Registrar shall not be required to transfer or exchange any Certificate during the period beginning at the close of business on the 15th day of the month next preceding any interest payment date on such Certificate and ending at the opening of business on such

interest payment date, nor to transfer or exchange any Certificate after notice calling such Certificate for redemption has been mailed, nor during a period of fifteen (15) days next preceding mailing of a notice of redemption of any Certificates.

The person in whose name any Certificate shall be registered shall be deemed and regarded as the absolute owner thereof for all purposes, and payment of the principal of or interest on any Certificate shall be made only to or upon the order of the registered owner thereof or his or her legal representative. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Certificate to the extent of the sum or sums so paid.

No service charge shall be made for any transfer or exchange of Certificates, but the District or the Certificate Registrar may require payment of a sum sufficient to cover any tax or other governmental charge that may be imposed in connection with any transfer or exchange of Certificates except in the case of the issuance of a Certificate or Certificates for the unredeemed portion of a Certificate surrendered for redemption.

(b) *Global Book-Entry System.* The Certificates shall be initially issued in the form of a separate single fully registered Certificate for each of the maturities of the Certificates determined as described in Section 6 hereof. Upon initial issuance, the ownership of each such Certificate shall be registered in the Certificate Register in the name of Cede & Co., or any successor thereto ("*Cede*"), as nominee of The Depository Trust Company, New York, New York, and its successors and assigns ("*DTC*"). All of the outstanding Certificates shall be registered in the Certificate Register in the name of Cede, as nominee of DTC, except as hereinafter provided. The President and Secretary of the Board, the Superintendent and chief business official of the District and the Certificate Registrar are each authorized to execute and deliver, on behalf of the District, such letters to or agreements with DTC as shall be necessary to effectuate such book-entry system (any such letter or agreement being referred to herein as the

“*Representation Letter*”), which Representation Letter may provide for the payment of principal of or interest on the Certificates by wire transfer.

With respect to Certificates registered in the Certificate Register in the name of Cede, as nominee of DTC, the District and the Certificate Registrar shall have no responsibility or obligation to any broker-dealer, bank or other financial institution for which DTC holds Certificates from time to time as securities depository (each such broker-dealer, bank or other financial institution being referred to herein as a “*DTC Participant*”) or to any person on behalf of whom such a DTC Participant holds an interest in the Certificates. Without limiting the immediately preceding sentence, the District and the Certificate Registrar shall have no responsibility or obligation with respect to (i) the accuracy of the records of DTC, Cede or any DTC Participant with respect to any ownership interest in the Certificates, (ii) the delivery to any DTC Participant or any other person, other than a registered owner of a Certificate as shown in the Certificate Register, of any notice with respect to the Certificates, including any notice of redemption, or (iii) the payment to any DTC Participant or any other person, other than a registered owner of a Certificate as shown in the Certificate Register, of any amount with respect to the principal of or interest on the Certificates. The District and the Certificate Registrar may treat and consider the person in whose name each Certificate is registered in the Certificate Register as the holder and absolute owner of such Certificate for the purpose of payment of principal and interest with respect to such Certificate, for the purpose of giving notices of redemption and other matters with respect to such Certificate, for the purpose of registering transfers with respect to such Certificate, and for all other purposes whatsoever. The Certificate Registrar shall pay all principal of and interest on the Certificates only to or upon the order of the respective registered owners of the Certificates, as shown in the Certificate Register, or their respective attorneys duly authorized in writing, and all such payments shall be valid and

effective to fully satisfy and discharge the District's obligations with respect to payment of the principal of and interest on the Certificates to the extent of the sum or sums so paid. No person other than a registered owner of a Certificate as shown in the Certificate Register, shall receive a Certificate evidencing the obligation of the District to make payments of principal and interest with respect to any Certificate. Upon delivery by DTC to the Certificate Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede, and subject to the provisions in Section 6 hereof with respect to the payment of interest to the registered owners of Certificates at the close of business on the 15th day of the month next preceding the applicable interest payment date, the name "Cede" in this Resolution shall refer to such new nominee of DTC.

In the event that (i) the District determines that DTC is incapable of discharging its responsibilities described herein and in the Representation Letter, (ii) the agreement among the District, the Certificate Registrar and DTC evidenced by the Representation Letter shall be terminated for any reason or (iii) the District determines that it is in the best interests of the beneficial owners of the Certificates that they be able to obtain certificated Certificates, the District shall notify DTC and DTC Participants of the availability through DTC of certificated Certificates and the Certificates shall no longer be restricted to being registered in the Certificate Register in the name of Cede, as nominee of DTC. At that time, the District may determine that the Certificates shall be registered in the name of and deposited with such other depository operating a universal book-entry system, as may be acceptable to the District, or such depository's agent or designee, and if the District does not select such alternate universal book-entry system, then the Certificates may be registered in whatever name or names registered owners of Certificates transferring or exchanging Certificates shall designate, in accordance with the provisions of Section 7(a) hereof.

Notwithstanding any other provisions of this Resolution to the contrary, so long as any Certificate is registered in the name of Cede, as nominee of DTC, all payments with respect to principal of and interest on such Certificate and all notices with respect to such Certificate shall be made and given, respectively, in the name provided in the Representation Letter.

Section 8. Redemption. (a) *Optional Redemption.* All or a portion of the Certificates specified in the Certificate Notification shall be subject to redemption prior to maturity at the option of the District from any available funds, as a whole or in part, and if in part in integral multiples of \$5,000 in any order of their maturity as determined by the District (less than all of the Certificates of a single series and maturity to be selected by the Certificate Registrar), on the date specified in the Certificate Notification therefor (but not later than December 1, 2025, for the Tax-Exempt Certificates), and on any date thereafter, at the redemption price of par plus accrued interest to the date fixed for redemption. Each series of Certificates may have different optional redemption provisions within the parameters set forth in this paragraph.

(b) *Mandatory Redemption.* The Certificates maturing on the date or dates, if any, set forth in the Certificate Notification shall be subject to mandatory redemption, in integral multiples of \$5,000 selected by lot by the Certificate Registrar, at a redemption price of par plus accrued interest to the redemption date, on June 1 or December 1 of the years, if any, and in the principal amounts, if any, as indicated in the Certificate Notification.

The principal amounts of Certificates to be mandatorily redeemed in each year may be reduced through the earlier optional redemption thereof, with any partial optional redemptions of such Certificates credited against future mandatory redemption requirements in such order of the mandatory redemption dates as the District may determine. On or prior to the 60th day preceding any mandatory redemption date, the Certificate Registrar may, and if directed by the Board shall, purchase Certificates required to be retired on such mandatory redemption date.

Any such Certificates so purchased shall be cancelled and the principal amount thereof shall be credited against the mandatory redemption required on such next mandatory redemption date.

(c) *Special Mandatory Redemption.* If so provided in the relevant Certificate Notification, for those Taxable Certificates, if any, designated as a “qualified school construction bond” for purposes of Section 54F and, if applicable, Section 6431 of the Code, if on the date that is three (3) years from the issuance of such Taxable Certificates, it is determined that the District has expended less than one hundred percent (100%) of the Available Project Proceeds (to be defined in a Tax Compliance Certificate and Agreement to be executed and delivered when such Taxable Certificates are issued) on the Project, the District shall redeem a portion of such Taxable Certificates in an amount to be determined in the same manner as under Section 142 of the Code (the “*Redemption Amount*”), at a redemption price equal to the Redemption Amount plus accrued interest to the redemption date; *provided, however*, that the redemption to be made under this paragraph shall only be made upon the delivery of an opinion of independent tax counsel that such redemption is necessary to maintain the status of such Taxable Certificates as a “qualified school construction bond” for purposes of Section 54F and, if applicable, Section 6431 of the Code.

(d) *Extraordinary Optional Redemption.* If so provided in the relevant Certificate Notification, all or a portion of the Taxable Certificates, if any, designated as Direct Pay Bonds under Section 15 hereof shall be subject to redemption prior to maturity at the option of the District, in whole or in part, on any date, upon the occurrence of an Extraordinary Event (as hereinafter defined), at the redemption price of par or, if greater than par and so provided in the Certificate Notification therefor, the initial reoffering price for such Taxable Certificates as set forth in the final Official Statement for such Taxable Certificates, plus accrued interest on such Taxable Certificates to be redeemed to the redemption date. An “*Extraordinary Event*” means

the occurrence of either of the following: (a) any Code provision is repealed, amended or modified in a manner which results in the elimination or the reduction of all or a portion of a QSCB Payment (as hereinafter defined) from the U.S. Treasury to the District and which is not the result of any act or omission by the District to satisfy the requirements to qualify to receive such QSCB Payment or any guidance is published by the Internal Revenue Service (the “IRS”) or the U.S. Treasury with respect to such provision or there is any other determination by the IRS or the U.S. Treasury, pursuant to which all or a portion of a QSCB Payment is reduced or eliminated and which is not the result of any act or omission by the District to satisfy the requirements to qualify to receive such QSCB Payment, the amount of such elimination or reduction required to redeem such Taxable Certificates under this paragraph to be set forth in the Certificate Notification therefor, or (b) the U.S. Treasury fails to make a QSCB Payment to which the District is entitled and such failure is not caused by any action or inaction by the District.

(e) *Make-Whole Redemption.* If so provided in the Certificate Notification therefor, all or a portion of the Taxable Certificates designated as Direct Pay Bonds under Section 15 hereof shall be subject to redemption prior to maturity at the option of the District, in whole or in part in integral multiples of \$5,000, on any business day, at the “*Make-Whole Redemption Price,*” which is the greater of (i) 100% of the principal amount of such Taxable Certificates to be redeemed or (ii) the sum of the present value of the remaining scheduled payments of principal and interest to the maturity date of such Taxable Certificates to be redeemed, not including any portion of those payments of interest accrued and unpaid as of the date on which such Taxable Certificates are to be redeemed, discounted to the date on which such Taxable Certificates are to be redeemed on a semi-annual basis, assuming a 360-day year consisting of twelve 30-day months, at the Treasury Rate (as hereinafter defined) plus an additional amount not to exceed

2.0% (as set forth in the Certificate Notification therefor), plus any accrued interest to the redemption date. “*Treasury Rate*” means, as of any redemption date, the yield to maturity as of such redemption date of United States Treasury securities with a constant maturity (as compiled and published in the most recent Federal Reserve Statistical Release H.15 (519) that has become publicly available at least two business days prior to such redemption date (excluding inflation indexed securities) (or, if such Statistical Release is no longer published, any publicly available source of similar market data)) most nearly equal to the period from the redemption date to the maturity date of such Taxable Certificates to be redeemed, as shall be determined by the Designated Representatives (as hereinafter defined); *provided, however*, that if the period from the redemption date to such maturity date is less than one year, the weekly average yield on actually traded U.S. Treasury securities adjusted to a constant maturity of one year will be used. The Make-Whole Redemption Price shall be determined by an independent accounting firm, investment banking firm or financial advisor retained by the District at the District’s expense. The Certificate Registrar and the District may conclusively rely on the determination of the Make-Whole Redemption Price by such independent accounting firm, investment banking firm or financial advisor and will not be liable for such reliance.

(f) *General.* The Certificates shall be redeemed only in the principal amount of \$5,000 and integral multiples thereof. The District shall, at least forty-five (45) days prior to any optional redemption date (unless a shorter time period shall be satisfactory to the Certificate Registrar) notify the Certificate Registrar of such redemption date and of the principal amount and maturity or maturities of Certificates to be redeemed. For purposes of any redemption of less than all of the outstanding Certificates of a single maturity, the particular Certificates or portions of Certificates to be redeemed shall be selected by lot by the Certificate Registrar from the Certificates of such maturity by such method of lottery as the Certificate Registrar shall deem

fair and appropriate; *provided* that such lottery shall provide for the selection for redemption of Certificates or portions thereof so that any \$5,000 Certificate or \$5,000 portion of a Certificate shall be as likely to be called for redemption as any other such \$5,000 Certificate or \$5,000 portion. The Certificate Registrar shall make such selection upon the earlier of the irrevocable deposit of funds with an escrow agent sufficient to pay the redemption price of the Certificates to be redeemed or the time of the giving of official notice of redemption.

The Certificate Registrar shall promptly notify the District in writing of the Certificates or portions of Certificates selected for redemption and, in the case of any Certificate selected for partial redemption, the principal amount thereof to be redeemed.

Section 9. Redemption Procedure. Unless waived by any holder of Certificates to be redeemed, notice of the call for any such redemption shall be given by the Certificate Registrar on behalf of the District by mailing the redemption notice by first class mail at least thirty (30) days and not more than sixty (60) days prior to the date fixed for redemption to the registered owner of the Certificate or Certificates to be redeemed at the address shown on the Certificate Register or at such other address as is furnished in writing by such registered owner to the Certificate Registrar.

All notices of redemption shall state:

- (1) the redemption date,
- (2) the redemption price,
- (3) if less than all outstanding Certificates are to be redeemed, the identification (and, in the case of partial redemption, the respective principal amounts) of the Certificates to be redeemed,
- (4) that on the redemption date the redemption price will become due and payable upon each such Certificate or portion thereof called for redemption, and that interest thereon shall cease to accrue from and after said date,

(5) the place where such Certificates are to be surrendered for payment of the redemption price, which place of payment shall be the principal corporate trust office of the Certificate Registrar, and

(6) such other information then required by custom, practice or industry standard.

Unless moneys sufficient to pay the redemption price of the Certificates to be redeemed at the option of the District shall have been received by the Certificate Registrar prior to the giving of such notice of redemption, such notice may, at the option of the District, state that said redemption shall be conditional upon the receipt of such moneys by the Certificate Registrar on or prior to the date fixed for redemption. If such moneys are not received, such notice shall be of no force and effect, the District shall not redeem such Certificates, and the Certificate Registrar shall give notice, in the same manner in which the notice of redemption shall have been given, that such moneys were not so received and that such Certificates will not be redeemed. Otherwise, prior to any redemption date, the District shall deposit with the Certificate Registrar an amount of money sufficient to pay the redemption price of all the Certificates or portions of Certificates which are to be redeemed on that date.

Subject to the provisions for a conditional redemption described above, notice of redemption having been given as aforesaid, the Certificates or portions of Certificates so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified, and from and after such date (unless the District shall default in the payment of the redemption price) such Certificates or portions of Certificates shall cease to bear interest. Upon surrender of such Certificates for redemption in accordance with said notice, such Certificates shall be paid by the Certificate Registrar at the redemption price. Installments of interest due on or prior to the redemption date shall be payable as herein provided for payment of interest. Upon surrender for any partial redemption of any Certificate, there shall be prepared for the registered

holder a new Certificate or Certificates of the same maturity in the amount of the unpaid principal.

If any Certificate or portion of Certificate called for redemption shall not be so paid upon surrender thereof for redemption, the principal shall, until paid, bear interest from the redemption date at the rate borne by the Certificate or portion of Certificate so called for redemption. All Certificates which have been redeemed shall be cancelled and destroyed by the Certificate Registrar and shall not be reissued.

Section 10. Form of Certificate. The Certificates shall be in substantially the following form; *provided, however*, that if the text of the Certificate is to be printed in its entirety on the front side of the Certificate, then paragraph [2] and the legend, “See Reverse Side for Additional Provisions”, shall be omitted and paragraphs [6] through [11] shall be inserted immediately after paragraph [1]:

[Form of Certificate - Front Side]

REGISTERED
NO. _____

REGISTERED
\$ _____

UNITED STATES OF AMERICA

STATE OF ILLINOIS

COUNTY OF LAKE

SCHOOL DISTRICT NUMBER 103

[TAXABLE] GENERAL OBLIGATION DEBT CERTIFICATES (LIMITED TAX), SERIES 20__

See Reverse Side for
Additional Provisions

Interest Maturity Dated
Rate: ____% Date: _____ 1, 20__ Date: _____, 2016 CUSIP 508858 ____

Registered Owner: CEDE & CO.

Principal Amount:

[1] KNOW ALL PERSONS BY THESE PRESENTS, that School District Number 103, Lake County, Illinois (the “*District*”), hereby acknowledges itself to owe and for value received promises to pay from the source and as hereinafter provided to the Registered Owner identified above, or registered assigns as hereinafter provided, on the Maturity Date identified above, the Principal Amount identified above and to pay interest (computed on the basis of a 360-day year of twelve 30-day months) on such Principal Amount from the date of this Certificate or from the most recent interest payment date to which interest has been paid at the Interest Rate per annum set forth above on June 1 and December 1 of each year, commencing _____ 1, 2016, until said Principal Amount is paid. Principal of this Certificate is payable in lawful money of the United States of America upon presentation and surrender hereof at the principal corporate trust office of Amalgamated Bank of Chicago, Chicago, Illinois, as certificate registrar and paying agent (the “*Certificate Registrar*”). Payment of the installments of interest shall be made to the Registered Owner hereof as shown on the registration books of the District maintained by

the Certificate Registrar at the close of business on the 15th day of the month next preceding each interest payment date and shall be paid by check or draft of the Certificate Registrar, payable upon presentation in lawful money of the United States of America, mailed to the address of such Registered Owner as it appears on such registration books or at such other address furnished in writing by such Registered Owner to the Certificate Registrar.

[2] Reference is hereby made to the further provisions of this Certificate set forth on the reverse hereof and such further provisions shall for all purposes have the same effect as if set forth at this place.

[3] It is hereby certified and recited that all conditions, acts and things required by law to exist or to be done precedent to and in the issuance of this Certificate did exist, have happened, been done and performed in regular and due form and time as required by law; that the indebtedness of the District, including the issue of certificates of which this is one, does not exceed any limitation imposed by law; that the obligation to make payments due hereon is a general obligation of the District payable from any funds of the District legally available for such purpose, and that the District shall budget funds annually and in a timely manner so as to provide for the making of all payments hereon when due. THE OWNER OF THIS CERTIFICATE ACKNOWLEDGES THAT THERE IS NO STATUTORY AUTHORITY FOR THE LEVY OF A SEPARATE TAX IN ADDITION TO OTHER TAXES OF THE DISTRICT OR THE LEVY OF A SPECIAL TAX UNLIMITED AS TO RATE OR AMOUNT TO PAY ANY OF THE AMOUNTS DUE HEREUNDER. [As additional security for the series of Certificates of which this Certificate is one, the District has pledged QSCB Payments (as defined in the resolution authorizing the issuance of the Certificates) to the payment of the principal of and interest on this Certificate.]

[4] This Certificate shall not be valid or become obligatory for any purpose until the certificate of authentication hereon shall have been signed by the Certificate Registrar.

[5] IN WITNESS WHEREOF, said School District Number 103, Lake County, Illinois, by its Board of Education, has caused this Certificate to be signed by the manual or duly authorized facsimile signatures of the President and Secretary of said Board of Education, and to be registered, numbered and countersigned by the manual or duly authorized facsimile signature of the School Treasurer who receives the taxes of the District, all as of the Dated Date identified above.

SPECIMEN

President, Board of Education

Registered, Numbered and Countersigned:

SPECIMEN

Secretary, Board of Education

SPECIMEN

School Treasurer

Date of Authentication: _____, 20__

CERTIFICATE
OF
AUTHENTICATION

Certificate Registrar and Paying Agent:
Amalgamated Bank of Chicago,
Chicago, Illinois

This Certificate is one of the Certificates described in the within mentioned resolution and is one of the [Taxable] General Obligation Debt Certificates (Limited Tax), Series 20__, of School District Number 103, Lake County, Illinois.

AMALGAMATED BANK OF CHICAGO,
as Certificate Registrar

By _____
Authorized Officer

[Form of Certificate - Reverse Side]

SCHOOL DISTRICT NUMBER 103

LAKE COUNTY, ILLINOIS

[TAXABLE] GENERAL OBLIGATION DEBT CERTIFICATES (LIMITED TAX), SERIES 20__

[6] This Certificate is one of a series of certificates issued by the District to finance certain capital improvements in and for the District, in full compliance with the provisions of the School Code of the State of Illinois, and the Local Government Debt Reform Act of the State of Illinois, and all laws amendatory thereof and supplementary thereto, and is authorized by the Board of Education of the District by a resolution duly and properly adopted for that purpose, in all respects as provided by law. The Certificates issued by the District in connection with the Project have been issued in evidence of the indebtedness incurred pursuant to a certain Installment Purchase Agreement (the “*Agreement*”), dated as of _____, 2016, entered into by and between the District and the School Treasurer who receives the taxes of the District, as Seller-Nominee, to which reference is hereby expressly made for further definitions and terms and to all the provisions of which the holder by the acceptance of this certificate assents.

[7] [Optional, Mandatory, Special Mandatory, Extraordinary Optional and Make-Whole Redemption provisions, as applicable, will be inserted here.]

[[8] Notice of any such redemption shall be sent by first class mail not less than thirty (30) days nor more than sixty (60) days prior to the date fixed for redemption to the registered owner of each Certificate to be redeemed at the address shown on the registration books of the District maintained by the Certificate Registrar or at such other address as is furnished in writing by such registered owner to the Certificate Registrar. When so called for redemption, this Certificate will cease to bear interest on the specified redemption date, provided funds for

redemption are on deposit at the place of payment at that time, and shall not be deemed to be outstanding.]

[9] This Certificate is transferable by the Registered Owner hereof in person or by his or her attorney duly authorized in writing at the principal corporate trust office of the Certificate Registrar in Chicago, Illinois, but only in the manner, subject to the limitations and upon payment of the charges provided in the authorizing resolution, and upon surrender and cancellation of this Certificate. Upon such transfer a new Certificate or Certificates of authorized denominations of the same maturity and for the same aggregate principal amount will be issued to the transferee in exchange therefor.

[10] The Certificates are issued in fully registered form in the denomination of \$5,000 each or authorized integral multiples thereof. This Certificate may be exchanged at the principal corporate trust office of the Certificate Registrar for a like aggregate principal amount of Certificates of the same maturity of other authorized denominations, upon the terms set forth in the authorizing resolution. The Certificate Registrar shall not be required to transfer or exchange any Certificate during the period beginning at the close of business on the 15th day of the month next preceding any interest payment date on such Certificate and ending at the opening of business on such interest payment date[, nor to transfer or exchange any Certificate after notice calling such Certificate for redemption has been mailed, nor during a period of fifteen (15) days next preceding mailing of a notice of redemption of any Certificates].

[11] The District and the Certificate Registrar may deem and treat the Registered Owner hereof as the absolute owner hereof for the purpose of receiving payment of or on account of principal hereof and interest due hereon and for all other purposes and neither the District nor the Certificate Registrar shall be affected by any notice to the contrary.

(ASSIGNMENT)

FOR VALUE RECEIVED, the undersigned sells, assigns and transfers unto _____

(Name and Address of Assignee)

the within Certificate and does hereby irrevocably constitute and appoint _____

attorney to transfer the said Certificate on the books kept for registration thereof with full power of substitution in the premises.

Dated: _____

Signature guaranteed: _____

NOTICE: The signature to this assignment must correspond with the name of the registered owner as it appears upon the face of the within Certificate in every particular, without alteration or enlargement or any change whatever.

Section 11. Sale of Certificates. The President of the Board and one of the Superintendent or Assistant Superintendent for Business of the District (the “*Designated Representatives*”) are hereby authorized to proceed not later than the 5th day of July, 2016, without any further authorization or direction from the Board, to sell the Certificates upon the terms as prescribed in this Resolution. The Certificates hereby authorized shall be executed as in this Resolution provided as soon after the delivery of the Certificate Notification as may be, and thereupon be deposited with the School Treasurer who receives the taxes of the District, and be by said Treasurer delivered to the purchaser thereof (the “*Purchaser*”), upon receipt of the purchase price therefor, the same being not less than 99% of the principal amount of each series of the Certificates (exclusive of original issue discount, if any), plus accrued interest, if any, to date of delivery. The Purchaser for each series of the Certificates shall be: (a) pursuant to a competitive sale conducted by PMA Securities, Inc., Naperville, Illinois (“*PMA*”), the best bidder for the Certificates; (b) in a negotiated underwriting, a bank or financial institution listed

in the Dealers & Underwriters or Municipal Derivatives sections of the most recent edition of The Bond Buyer's Municipal Marketplace; or (c) in a private placement, (i) a bank or financial institution authorized to do business in the State of Illinois, (ii) a governmental unit as defined in the Local Government Debt Reform Act of the State of Illinois, as amended, or (iii) an "accredited investor" as defined in Rule 501 of Regulation D as promulgated under the Securities Act of 1933, as amended; *provided, however*, that the Purchaser as set forth in either (b) or (c) shall be selected only upon receipt by the District of the written recommendation of PMA that the sale of the Certificates on a negotiated or private placement basis to the Purchaser is in the best interest of the District because of (i) the pricing of the Certificates by the Purchaser, (ii) then current market conditions or (iii) the timing of the sale of the Certificates; and further provided, that the Purchaser as set forth in (c) may be selected through the utilization of a placement agent selected by the Designated Representatives after consultation with PMA if the use of such placement agent is determined by the Designated Representatives to be in the best interest of the District. The surety bond executed by the School Treasurer in connection with the issuance of the Certificates as required by Section 19-6 of the School Code of the State of Illinois, as amended (the "Act"), is hereby approved and shall be filed with the Regional Superintendent of Schools having jurisdiction over the District.

Prior to the sale of the Certificates, the President of the Board or the Superintendent or business official of the District is hereby authorized to approve and execute a commitment for the purchase of a Municipal Bond Insurance Policy (as hereinafter defined), to further secure the Certificates, as long as the present value of the fee to be paid for the Municipal Bond Insurance Policy (using as a discount rate the expected yield on the Certificates treating the fee paid as interest on the Certificates) is less than the present value of the interest reasonably expected to be

saved on the Certificates over the term of the Certificates as a result of the Municipal Bond Insurance Policy.

Upon the sale of each series of the Certificates, the Designated Representatives shall prepare a Notification of Sale of said Certificates, which shall include the pertinent details of sale as provided herein (the "*Certificate Notification*"). In the Certificate Notification, the Designated Representatives shall find and determine that the Certificates have been sold at such price and bear interest at such rates that either the true interest cost (yield) or the net interest rate received upon the sale of the Certificates does not exceed the maximum rate otherwise authorized by applicable law. The Certificate Notification shall be entered into the records of the District and made available to the Board at the next regular meeting thereof; but such action shall be for information purposes only, and the Board shall have no right or authority at such time to approve or reject such sale as evidenced in the Certificate Notification.

Upon the sale of the Certificates, as evidenced by the execution and delivery of the Certificate Notification by the Designated Representatives, the President and Secretary of the Board and the School Treasurer who receives the taxes of the District and any other officers of the District, as shall be appropriate, shall be and are hereby authorized and directed to approve or execute, or both, such documents of sale of the Certificates as may be necessary, including, without limitation, the contract for the sale of the Certificates between the District and the Purchaser (the "*Purchase Contract*"). Prior to the execution and delivery of the Purchase Contract, the Designated Representatives shall find and determine that no person holding any office of the District, either by election or appointment, is in any manner interested, directly or indirectly, in his or her own name or in the name of any other person, association, trust or corporation, in the Purchase Contract.

The Certificates before being issued shall be registered, numbered and countersigned by the School Treasurer who receives the taxes of the District, such registration being made in a book provided for that purpose, in which shall be entered the record of the resolution authorizing the Board to borrow said money and a description of the Certificates issued, including the number, date, to whom issued, amount, rate of interest and when due.

The use by the Purchaser of any Preliminary Official Statement or Preliminary Term Sheet and any final Official Statement or final Term Sheet relating to the Certificates is hereby ratified, approved and authorized; the execution and delivery of the Official Statement or Term Sheet is hereby authorized; and the officers of the Board are hereby authorized to take any action as may be required on the part of the District to consummate the transactions contemplated by the Purchase Contract, this Resolution, said Preliminary Official Statement or Preliminary Term Sheet, the Official Statement or Term Sheet and the Certificates.

Section 12. Use of Certificate Proceeds. Accrued interest, if any, received on the delivery of the Certificates is hereby appropriated for the purpose of paying first interest due on the Certificates and is hereby ordered deposited into the “General Obligation Debt Certificates (Limited Tax), Series 2016 Certificate Fund of 2016” (the “*Certificate Fund*”), which shall be the fund for the payment of the principal of and interest on the Certificates. Funds lawfully available for the purpose of paying the principal of and interest on the Certificates shall be deposited into the Certificate Fund and used solely and only for such purpose.

The principal proceeds of the Certificates and any premium received on the delivery of the Certificates are hereby appropriated to pay the costs of issuance of the Certificates and for the purpose of paying the cost of the Project, and that portion thereof not needed to pay such costs of issuance is hereby ordered deposited into the “School Building Improvement Fund of 2016” (the “*Project Fund*”), hereby created. It is hereby found and determined and hereby declared and set

forth that the Board (i) has not entered into an agreement of any kind with any entity, party or person (including, but not limited to, the Purchaser) to not expend the proceeds of the Certificates deposited into the Project Fund for any period of time and (ii) is not required by any contract, decree, instrument, order, regulation or ruling, to not expend the proceeds of the Certificates deposited into the Project Fund for any period of time. Moneys in the Project Fund shall be used to pay costs of the Project in accordance with the following procedures:

1. Contracts (“*Work Contracts*”) have been or shall be awarded, from time to time, by the Board for the work on the Project; and the Board represent and covenant that each Work Contract has been or will be let in strict accordance with the applicable laws of the State of Illinois, and the rules and procedures of the District for same.

2. Pursuant to this Resolution or subsequent resolution or resolutions to be duly adopted, the Board shall identify all or a designated portion of each Work Contract to the Agreement. The Work Contracts attached hereto as *Exhibit 1* are hereby identified to the Agreement. This Resolution, any such further resolution and said Work Contracts shall be filed of record with the Secretary of the Board and the Treasurer. The adoption and filing of any such resolution or resolutions and the Work Contracts with such officers shall constitute authority for the Treasurer to make disbursements from the Project Fund to pay amounts due under such Work Contracts from time to time, upon such further resolutions, orders, vouchers, warrants, or other proceedings as are required under the applicable laws of the State of Illinois, and the rules and procedures of the District for same. No action need be taken by or with respect to the contractors under the Work Contracts as, pursuant to the Installment Purchase Provisions, the Treasurer acts as Nominee-Seller of the Project for all purposes, enabling the issuance of the Certificates.

Alternatively to the creation of the funds described above, the appropriate officers may allocate the funds to be deposited into the Certificate Fund or proceeds of the Certificates to one or more related funds of the District already in existence and in accordance with good accounting practice; *provided, however*, that this shall not relieve such officers of the duty to account and invest such funds and the proceeds of the Certificates, as herein provided, as if the funds described above had in fact been created. At the time of the issuance of the Certificates, the costs of issuance of the Certificates may be paid by the Purchaser on behalf of the District from the proceeds of the Certificates.

Section 13. Non-Arbitrage and Tax-Exemption. This Section applies only to the Tax-Exempt Certificates and references in this Section to “Certificates” are deemed to be references to the Tax-Exempt Certificates only.

The District hereby covenants that it will not take any action, omit to take any action or permit the taking or omission of any action within its control (including, without limitation, making or permitting any use of the proceeds of the Certificates) if taking, permitting or omitting to take such action would cause any of the Certificates to be an arbitrage bond or a private activity bond within the meaning of the Code, or would otherwise cause the interest on the Certificates to be included in the gross income of the recipients thereof for federal income tax purposes. The District acknowledges that, in the event of an examination by the IRS of the exemption from federal income taxation for interest paid on the Certificates, under present rules, the District may be treated as a “taxpayer” in such examination and agrees that it will respond in a commercially reasonable manner to any inquiries from the IRS in connection with such an examination.

The District also agrees and covenants with the purchasers and holders of the Certificates from time to time outstanding that, to the extent possible under Illinois law, it will comply with

whatever federal tax law is adopted in the future which applies to the Certificates and affects the tax-exempt status of the Certificates.

The Board hereby authorizes the officials of the District responsible for issuing the Certificates, the same being the President and Secretary of the Board and the School Treasurer who receives the taxes of the District, to make such further covenants and certifications regarding the specific use of the proceeds of the Certificates as approved by the Board and as may be necessary to assure that the use thereof will not cause the Certificates to be arbitrage bonds and to assure that the interest on the Certificates will be exempt from federal income taxation. In connection therewith, the District and the Board further agree: (a) through their officers, to make such further specific covenants, representations as shall be truthful, and assurances as may be necessary or advisable; (b) to consult with counsel approving the Certificates and to comply with such advice as may be given; (c) to pay to the United States, as necessary, such sums of money representing required rebates of excess arbitrage profits relating to the Certificates; (d) to file such forms, statements, and supporting documents as may be required and in a timely manner; and (e) if deemed necessary or advisable by their officers, to employ and pay fiscal agents, financial advisors, attorneys, and other persons to assist the District in such compliance.

Section 14. Designation of Tax-Exempt Certificates. All or a portion of the Tax-Exempt Certificates, if any, in an amount or amounts not to exceed \$10,000,000 per calendar year (as set forth in the Certificate Notification therefor) may be issued as “bank qualified” obligations (the “*BQ Obligations*”). The District hereby designates each of the BQ Obligations as a “qualified tax-exempt obligation” for the purposes and within the meaning of Section 265(b)(3) of the Code.

Section 15. Elections Concerning the Taxable Certificates. The District hereby authorizes the Designated Representatives to make an irrevocable election to apply Section 54F(a)(3) of the Code and Section 6431(f) of the Code, if desirable, to all or a portion of the Taxable Certificates (as set forth in the Certificate Notification therefor) and to designate each such Taxable Certificate as a “qualified school construction bond” within the meaning of Section 54F of the Code and, if desirable, as a “qualified bond” within the meaning of Section 6431 of the Code. The District recognizes that interest on such Taxable Certificates shall be includible in gross income of the owners thereof for federal income tax purposes and, if the Section 6431 designation is made, the owners of such Taxable Certificates will not be entitled to any tax credits with respect to such Taxable Certificates under Section 54A or Section 54F of the Code. The District also recognizes that it must take certain future actions and omit other future actions in order for such portion of the Taxable Certificates so designated to remain “qualified school construction bonds” that are, if the Section 6431 designation is made, “specified tax credit bonds.” Designated Taxable Certificates for which the Section 6431 designation is also made are referred to herein as “Direct Pay Bonds.” Under Section 6431 of the Code, an issuer of a Direct Pay Bond may apply to receive payments (the “*QSCB Payments*”) directly from the Secretary of the U.S. Treasury. Pursuant to Section 13 of the Act, the District pledges the QSCB Payments to the payment of the principal of and interest on the Direct Pay Bonds. All QSCB Payments received by the District shall promptly be deposited into the credit of the Certificate Fund and shall be fully spent to pay the principal of and interest on the Direct Pay Bonds when due. The District and its officers will comply with all present and future applicable laws in order to assure that QSCB Payments will be collected and deposited into the Certificate Fund.

The District covenants that it will not take any action, omit to take any action or permit the taking or omission of any action within its control (including, without limitation, making or

permitting any use of the proceeds of such Taxable Certificates or the facilities financed therewith) if taking, permitting or omitting to take such action would cause any of the designated Taxable Certificates to be an arbitrage bond within the meaning of the Code, would otherwise cause the designated Taxable Certificates to not be “qualified school construction bonds” that are “specified tax credit bonds.” The District acknowledges that, in the event of an examination by the IRS of the status of such Taxable Certificates, under present rules, the District may be treated as a “taxpayer” in such examination and agrees that it will respond in a commercially reasonable manner to any inquiries from the IRS in connection with such an examination. The Board hereby authorizes the officials of the District responsible for issuing the Taxable Certificates, the same being the President and Secretary of the Board and the School Treasurer, to make such further covenants and certifications regarding the specific use of the proceeds of the Taxable Certificates as approved by the Board and as may be necessary to assure that the use thereof will not cause the designated Taxable Certificates to be arbitrage bonds and that the designated Taxable Certificates will be “qualified school construction bonds” that are “specified tax credit bonds.” In connection therewith, the District and the Board further agree: (a) through their officers, to make such further specific covenants, representations and designations as shall be truthful, and assurances as may be necessary or advisable; (b) to consult with counsel approving the Taxable Certificates and to comply with such advice as may be given; (c) to pay to the United States, as necessary, such sums of money representing required rebates of excess arbitrage profits relating to the designated Taxable Certificates; (d) to file such forms, statements, and supporting documents and make designations as may be required and in a timely manner; and (e) if deemed necessary or advisable by their officers, to employ and pay fiscal agents, financial advisors, attorneys, and other persons to assist the District in such compliance.

Section 16. Tax Matters—Taxable Certificates. The District hereby covenants that it will not take any action, omit to take any action or permit the taking or omission of any action within its control if taking, permitting or omitting to take such action would cause the interest on the Taxable Certificates, if any, not designated as “qualified school construction bonds” in accordance with Section 15 hereof to be excluded from the gross income of the recipients thereof for federal income tax purposes.

Section 17. List of Certificateholders. The Certificate Registrar shall maintain a list of the names and addresses of the holders of all Certificates and upon any transfer shall add the name and address of the new Certificateholder and eliminate the name and address of the transferor Certificateholder.

Section 18. Duties of Certificate Registrar. If requested by the Certificate Registrar, the President and Secretary of the Board are authorized to execute the Certificate Registrar’s standard form of agreement between the District and the Certificate Registrar with respect to the obligations and duties of the Certificate Registrar hereunder which may include the following:

- (a) to act as certificate registrar, authenticating agent, paying agent and transfer agent as provided herein;
- (b) to maintain a list of Certificateholders as set forth herein and to furnish such list to the District upon request, but otherwise to keep such list confidential;
- (c) to give notice of redemption of Certificates as provided herein;
- (d) to cancel and/or destroy Certificates which have been paid at maturity or upon earlier redemption or submitted for exchange or transfer;
- (e) to furnish the District at least annually a certificate with respect to Certificates cancelled and/or destroyed; and
- (f) to furnish the District at least annually an audit confirmation of Certificates paid, Certificates outstanding and payments made with respect to interest on the Certificates.

Section 19. Continuing Disclosure Undertaking. The President of the Board is hereby authorized, empowered and directed to execute and deliver a Continuing Disclosure Undertaking under Section (b)(5) of Rule 15c2-12 adopted by the Securities and Exchange Commission pursuant to the Securities Exchange Act of 1934, as amended (the “*Continuing Disclosure Undertaking*”). When the Continuing Disclosure Undertaking is executed and delivered on behalf of the District as herein provided, the Continuing Disclosure Undertaking will be binding on the District and the officers, employees and agents of the District, and the officers, employees and agents of the District are hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Continuing Disclosure Undertaking as executed. Notwithstanding any other provision of this Resolution, the sole remedy for failure to comply with the Continuing Disclosure Undertaking shall be the ability of the beneficial owner of any Certificate to seek mandamus or specific performance by court order to cause the District to comply with its obligations under the Continuing Disclosure Undertaking.

Section 20. Municipal Bond Insurance. In the event the payment of principal and interest on the Certificates is insured pursuant to a municipal bond insurance policy (the “*Municipal Bond Insurance Policy*”) issued by a bond insurer (the “*Bond Insurer*”), and as long as such Municipal Bond Insurance Policy shall be in full force and effect, the District and the Certificate Registrar agree to comply with such usual and reasonable provisions regarding presentment and payment of the Certificates, subrogation of the rights of the Certificateholders to the Bond Insurer upon payment of the Certificates by the Bond Insurer, amendment hereof, or other terms, as approved by the President of the Board on advice of counsel, his or her approval to constitute full and complete acceptance by the District of such terms and provisions under authority of this Section.

Section 21. Record-Keeping Policy and Post-Issuance Compliance Matters. On March 17, 2015, the Board adopted a record-keeping policy (the “*Policy*”) in order to maintain sufficient records to demonstrate compliance with its covenants and expectations to ensure the appropriate federal tax status for the debt obligations of the District, the interest on which is excludable from “gross income” for federal income tax purposes or which enable the District or the holder to receive federal tax benefits, including, but not limited to, qualified tax credit bonds and other specified tax credit bonds. The Board and the District hereby reaffirm the *Policy*.

Section 22. Severability. If any section, paragraph, clause or provision of this Resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

Section 23. Repeal. All resolutions or parts thereof in conflict herewith be and the same are hereby repealed, including specifically the resolution authorizing the issuance of debt certificates adopted by the Board on November 17, 2015, and this Resolution shall be in full force and effect forthwith upon its adoption.

Adopted July 5, 2016.

President, Board of Education

Secretary, Board of Education

EXHIBIT 1
WORK CONTRACTS

Member _____ moved and Member _____
seconded the motion that said resolution as presented and read by title be adopted.

After a full discussion thereof, the President directed that the roll be called for a vote upon the motion to adopt said resolution.

Upon the roll being called, the following members voted AYE: _____

The following members voted NAY: _____

Whereupon the President declared the motion carried and said resolution adopted, approved and signed the same in open meeting and directed the Secretary to record the same in the records of the Board of Education of School District Number 103, Lake County, Illinois, which was done.

Other business not pertinent to the adoption of said resolution was duly transacted at the meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF LAKE)

CERTIFICATION OF MINUTES AND RESOLUTION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of School District Number 103, Lake County, Illinois (the “Board”), and as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete transcript of the minutes of the meeting of the Board held on the 5th day of January, 2016, insofar as same relates to the adoption of a resolution entitled:

RESOLUTION authorizing and providing for an Installment Purchase Agreement for the purpose of paying the cost of purchasing real or personal property, or both, in and for School District Number 103, Lake County, Illinois, and for the issue of not to exceed \$8,500,000 Debt Certificates, of said School District evidencing the rights to payment under said Agreement, providing for the security for and means of payment under said Agreement of said Certificates, and authorizing the sale of said Certificates to the purchaser thereof.

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was called and held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board at least 120 hours in advance of the holding of said meeting, that at least one copy of said agenda was continuously available for public review during the entire 120-hour period preceding said meeting, that a true, correct and complete copy of said agenda as so posted is attached hereto as *Exhibit A*, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 5th day of January, 2016.

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF LAKE)

FILING CERTIFICATE

We, the undersigned, do hereby certify that we are, respectively, the duly qualified and acting Secretary of the Board of Education (the “*Board*”) of School District Number 103, Lake County, Illinois (the “*District*”), and School Treasurer who receives the taxes of the District, respectively, and as such officers we do hereby certify that on the 5th day of January, 2016, there was filed with each of us, respectively, and placed on deposit in our respective records, a properly certified copy of a resolution adopted by the Board on the 5th day of January, 2016, and entitled:

RESOLUTION authorizing and providing for an Installment Purchase Agreement for the purpose of paying the cost of purchasing real or personal property, or both, in and for School District Number 103, Lake County, Illinois, and for the issue of not to exceed \$8,500,000 Debt Certificates, of said School District evidencing the rights to payment under said Agreement, providing for the security for and means of payment under said Agreement of said Certificates, and authorizing the sale of said Certificates to the purchaser thereof.

together with any Work Contracts identified by the adoption of said resolution and attached thereto as *Exhibit 1*, and that the same have all been deposited in, and all as appears from, the official files and records of our respective offices.

IN WITNESS WHEREOF, we hereunto affix our official signatures, this 5th day of January, 2016.

Secretary, Board of Education

School Treasurer

Lincolnshire-Prairie View District 103

School Starting and Ending Time

Report and Recommendation

January 5, 2016



Presented by:
Scott Warren, Ed.D.
Superintendent

School Start Time Overview

As outlined in the District's strategic plan, Vision 2020, the District will "conduct a study to determine the feasibility of adjusting the starting/ending times for each school that considers the health and well-being of students." Since the adoption of Vision 2020, the American Academy of Pediatrics and the Centers for Disease Control issued policy statements stating middle and high school students should not start school earlier than 8:30 a.m. due to circadian rhythm shifts during adolescence, resulting in the loss of opportunity for needed sleep.

To date, the District has reviewed national research regarding student sleep, analyzed local cohort districts school times, surveyed parents and staff members, conducted community and staff meetings regarding survey results, examined multiple busing schedules, reviewed after school activity impacts for changing start times, and have had discussions with four doctors specializing in sleep and children. The Board has reviewed the information and set parameters for a recommendation from the Superintendent of start times no earlier than 8:15 a.m. for both Sprague and Half Day Schools and 8:30 a.m. for Daniel Wright Jr. High.

Additional information has been gathered to fully examine the starting/ending time discussion. Students in grades 5-8 were surveyed and transportation routes were examined using the Board parameters for start times and the draft guidelines from the Transportation Committee. A summary of the student surveys, transportation review based on Board parameters, afterschool activity implications, financial implications, and a recommendation from the Superintendent follow.

After reviewing all the research and data regarding the importance of sleep for our students, I philosophically support a change for later start times for our Jr. High students so all our students can benefit from the opportunity to receive the recommended amount of sleep. The implications and barriers for making a change are essential to consider and are discussed in this report.

Based on the information and analysis of the data, **it is the recommendation not to change the school start times for the 2016-2017 school year due to financial implications in one scenario and a late ending time for Daniel Wright in a second scenario. However, it is important to strive for a later start time for our Jr. High students to maximize their opportunity for the recommended amount of sleep in a fiscally responsible manner. I believe the District should continue to explore options and ways to afford the change.** A detailed explanation of the recommendation follows the data analysis.

Student Survey Summary

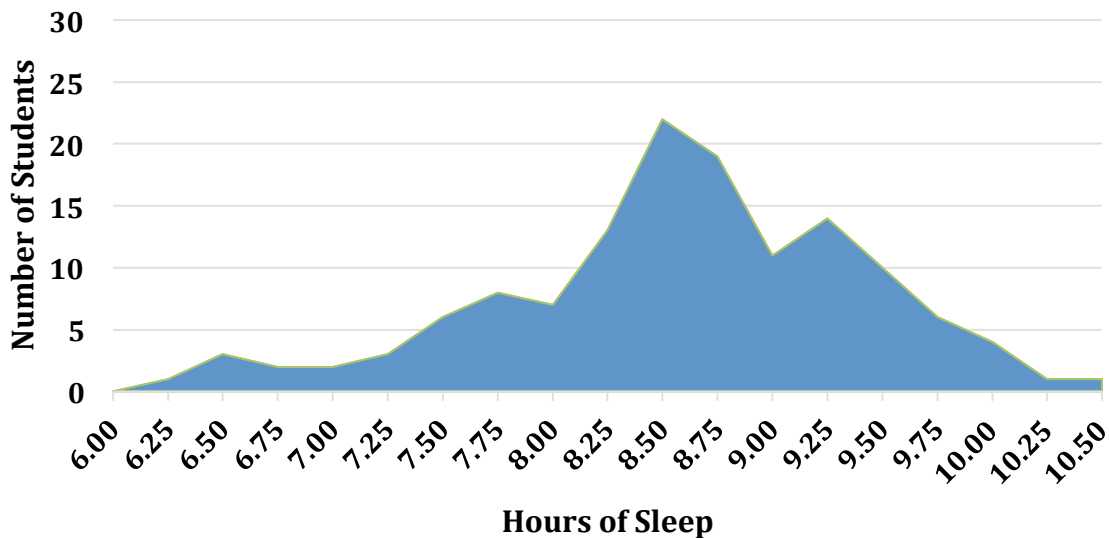
A survey for students in grades 5-8 was conducted in December 2015 to collect information on the amount of sleep our students get during the week, as well as how other factors may impact sleep, including before and afterschool activities, homework and the need to nap. Sleep experts recommend that students through age 13 (our 5th -7th grade students and some 8th grade students) receive a minimum of 9 hours of sleep and students beginning at the age of 14 (some 8th grade students) receive a minimum of 8.5 hours of sleep.

The results of the survey show that, on average, our students are not meeting the recommended amount of sleep on a nightly basis:

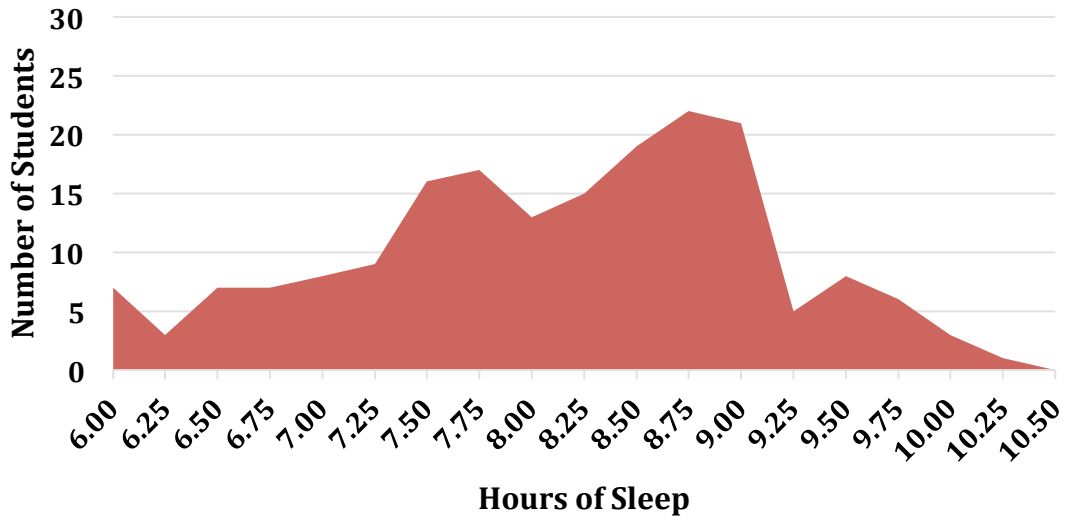
Grade	# of Responses	Ave. Hours of Sleep	Amount of time Under AAP and CDC Minimum Recommendation
5	133	8 hr, 34 min	26 min
6	187	8 hr, 7 min	53 min
7	170	7 hr, 58 min	62 min
8	146	7 hr, 42 min	78 min (13 year olds) 48 min (14 year olds)

The following graphs show by grade level the distribution of sleep students receive on a nightly basis during the week when they do not have a before school activity.

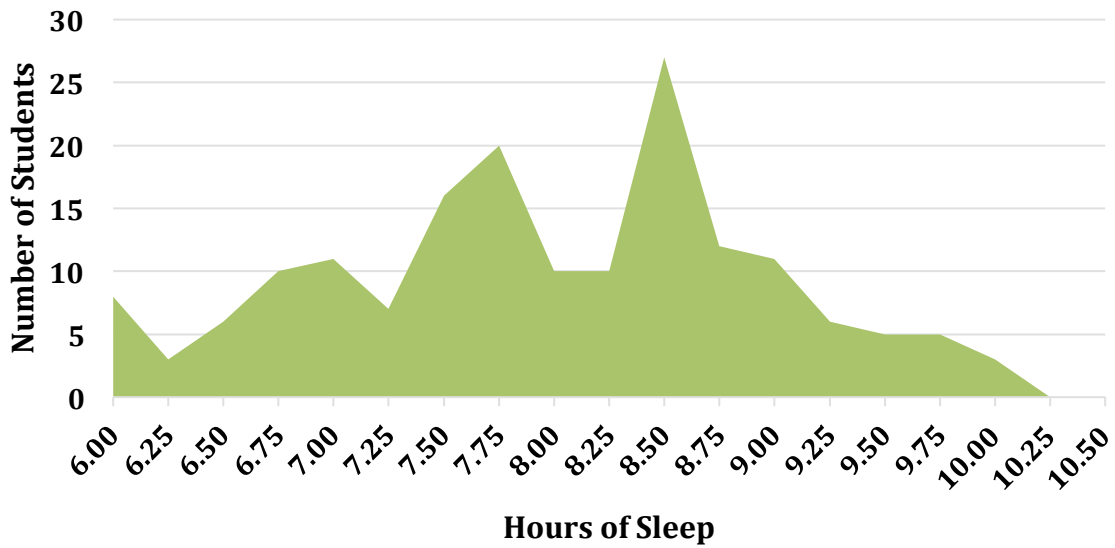
5th Grade Area Distribution of Sleep



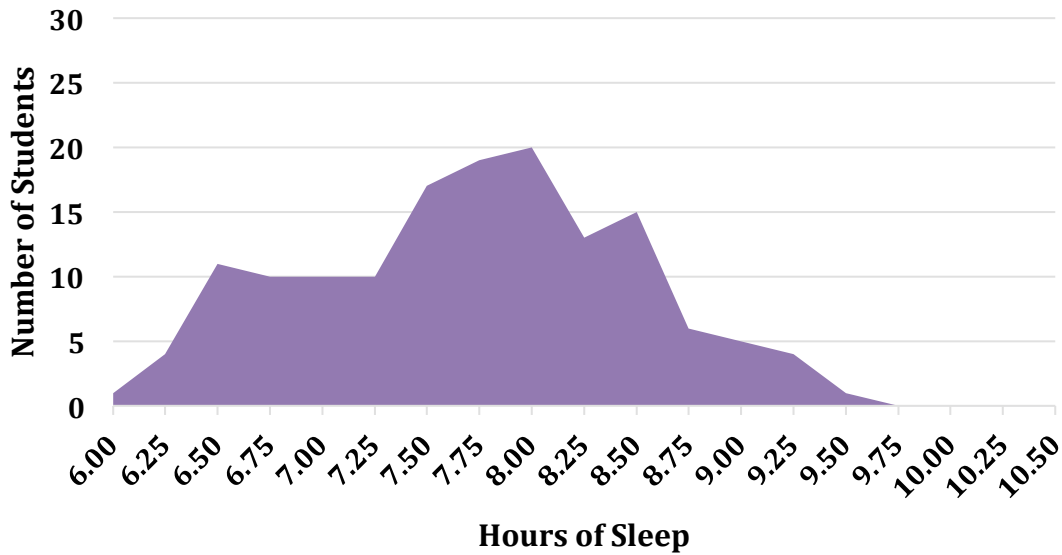
6th Grade Area Distribution of Sleep



7th Grade Area Distribution of Sleep



8th Grade Area Distribution of Sleep



The data shows that as our students age, on average, they are sleeping less per night. This trend is consistent with the national data and medical reviews showing the same trends.

The amount of time students nap was one area doctors recommended the District review as it is an indicator to how sleep-deprived students may be during the week. The greater amount of time students nap, the more sleep deprived they would be. The following chart displays the percentage of students that do not nap, sometimes nap during the week, and the combined total.

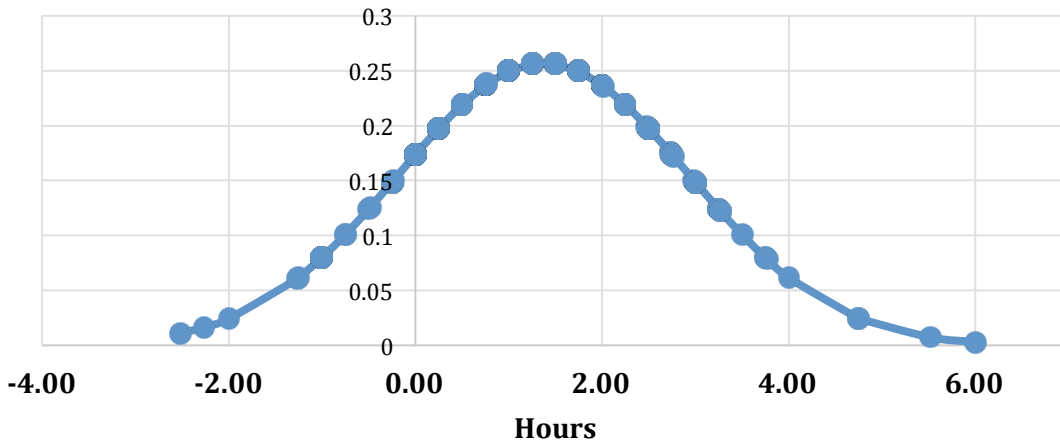
Grade	% of Students that Never Nap	% of Students that Sometimes Nap but not Every week	Combined Total
5	74.63%	17.91%	92.54%
6	80.32%	10.11%	90.43%
7	70.59%	17.65%	88.24%
8	61.64%	23.29%	84.93%

The data indicates that most students do not nap or nap infrequently during the week. This could be an indication of not needing additional sleep, or that there is

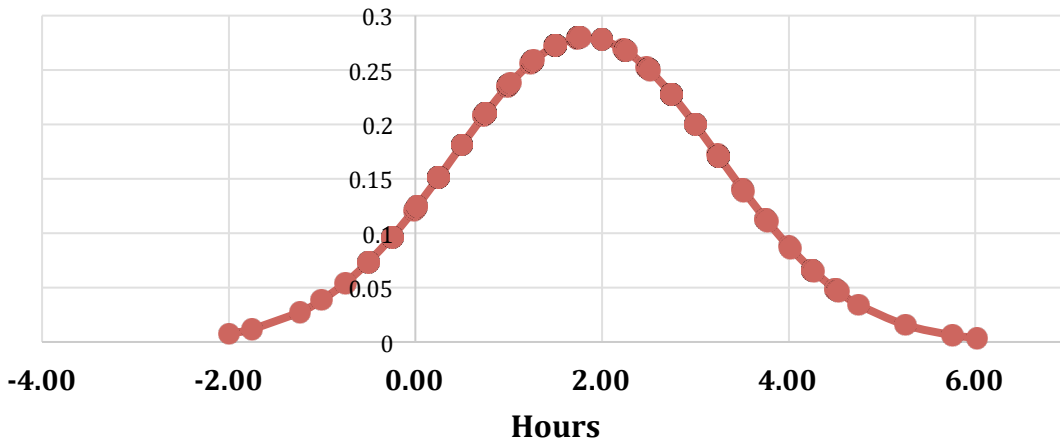
little opportunity to sleep during the week. The data indicates a trend toward napping as they age.

When asked about sleeping on days when there are no morning activities, students reported they sleep approximately 2 additional hours. Normalized data by grade level demonstrate the amount of additional sleep students receive in the following graphs.

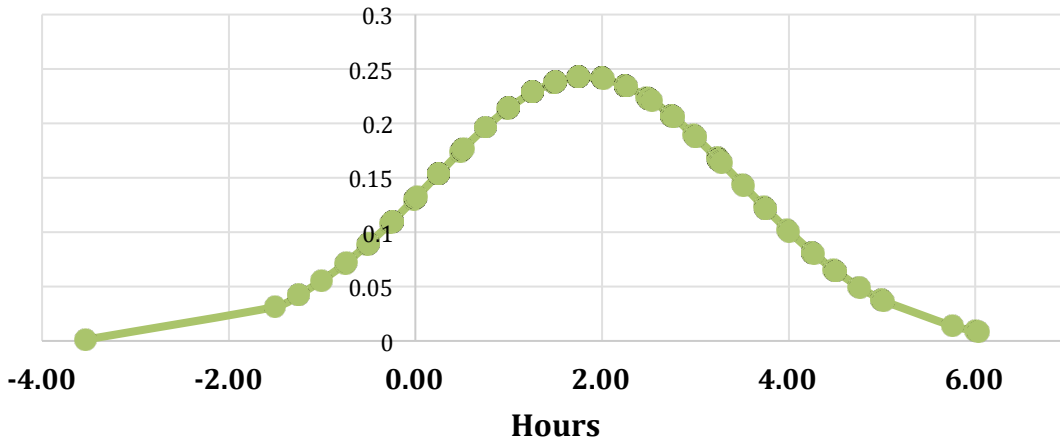
5th Grade Normalized Non-School Day Additional Sleep



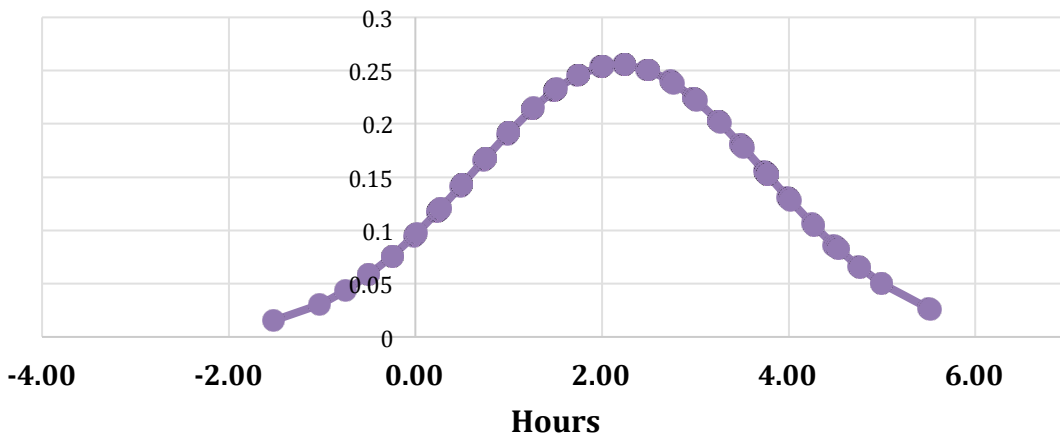
6th Grade Normalized Non-School Day Additional Sleep



7th Grade Normalized Non-School Day Additional Sleep

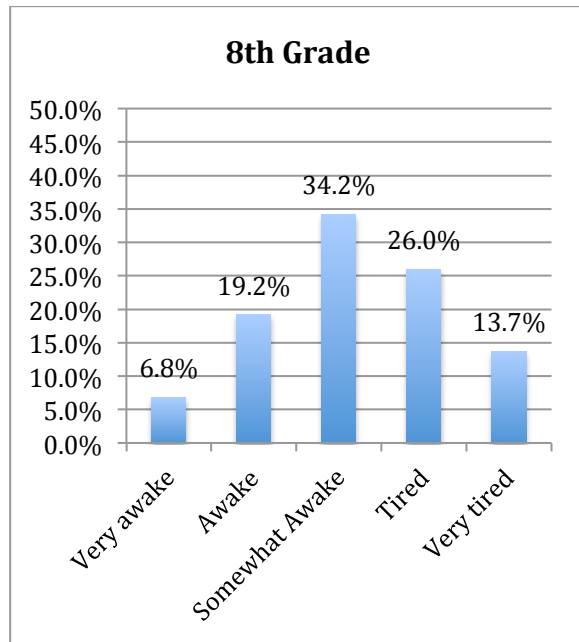
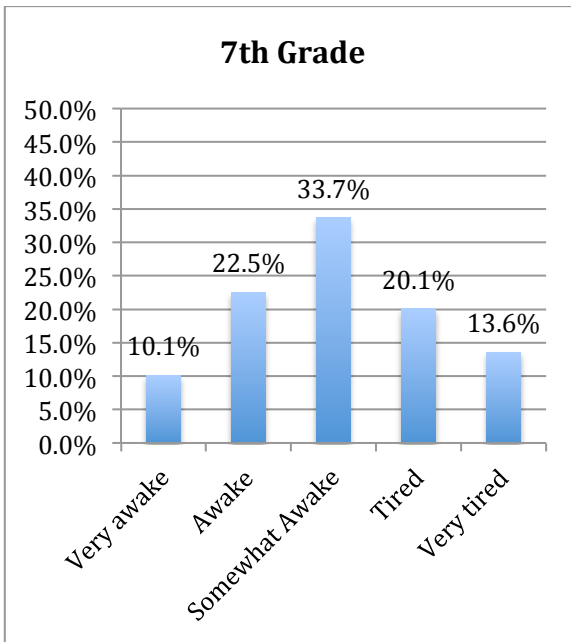
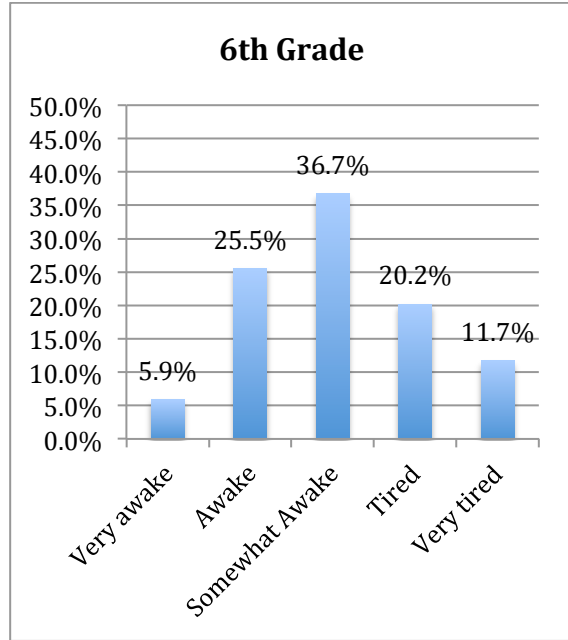
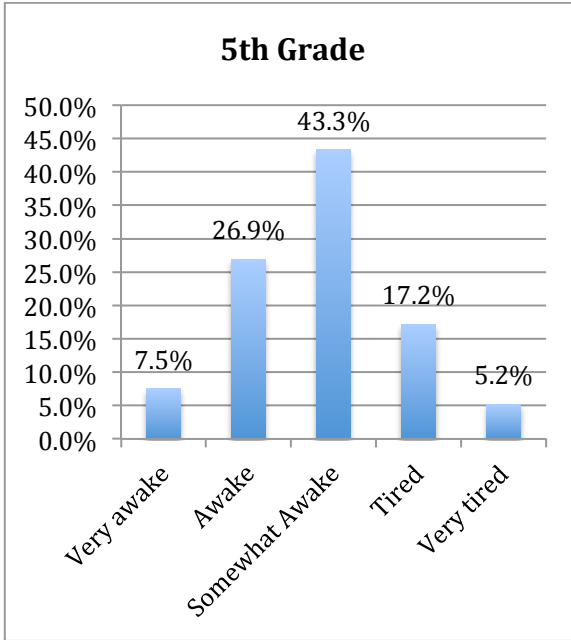


8th Grade Normalized Non-School Day Additional Sleep



5th grade students sleep just under 2 hours more on days when they do not have school than during the school week. By 8th grade, students are sleeping just over 2 hours more on the on non-school days than school days. This data shows as students age, they sleep more during the non- school days, a possible indicator that they are attempting to catch up from a lack of sleep during the school week.

Students were also asked how awake they feel on school days when they first arrive to school. The following graphs show students' perceptions of their awake levels on days they have school:



Combining the Tired and Very Tired scores, an increase in the percentage of students feeling tired occurs as the students age:

Grade	% Tired or Very Tired
5	22.4%
6	31.9%
7	33.7%
8	39.7%

Student Data Summary

The student data indicates that students could benefit from additional sleep on school days as shown by trends that show they are sleeping less on school days, increasing sleep on non-school days, and feeling more tired on school days as the students age. This information is consistent with national data and medical information. The medical field has documented that this is due to the shift in the adolescent circadian rhythm so that students are unable to fall asleep until later at night, resulting in students receiving less sleep due to early school start times.

Start Time Scenarios

The District has examined two different scenarios regarding start times and the impact they will have on transportation services, after school activities, and finances. Using the Board parameters that Sprague and Half Day Schools start no earlier than 8:15 a.m. and Daniel Wright start no earlier than 8:30 a.m., the following starting and ending time scenarios were created, keeping the current length of day the same for each school:

Scenario 1

School	Start Time	End Time	Length of Day
Sprague	8:15 a.m.	2:45 p.m.	6 hrs, 30 min
Half Day	9:00 a.m.	3:30 p.m.	6 hrs, 30 min
Daniel Wright	8:30 a.m.	3:35 p.m.	7 hrs, 5 min

Scenario 2

School	Start Time	End Time	Length of Day
Sprague	8:15 a.m.	2:45 p.m.	6 hrs, 30 min
Half Day	8:15 a.m.	2:45 p.m.	6 hrs, 30 min
Daniel Wright	8:55 a.m.	4:00 p.m. (3:50 p.m. possible with busing if reduce time by 10 minutes)	7 hrs, 5 min (6 hrs, 55 min possible if reduce time by 10 minutes)

Transportation Implications

The transportation implications for Scenario 1 would require a minimum of additional four buses to transport students. With the addition of the four buses, this scenario would require a higher load count per bus and route times above the recommended average of 30 minutes for the Daniel Wright routes. To lower the number of student counts and lower the route times back to the 30-minute average recommendation, a total of seven buses would be needed. In addition, staffing changes would need to occur, as some drivers would drive one full route (one a.m. and one p.m.), some one and a half routes (either one a.m. and two p.m., or two a.m. and one p.m.), or two routes (two a.m. and two p.m.). Currently, all drivers have two routes. For this scenario to work, some drivers' hours would need to be reduced.

The transportation implications for Scenario 2 would not require any additional buses or changes in staffing.

After School Activity Implications

After school activities were reviewed if the ending time for Daniel Wright was shifted to a later time. Currently, the District participates in a conference with other districts that end close to the same time as District 103. Interscholastic competitions are scheduled to begin at 3:45 p.m. The District 103 teams that travel for interscholastic events include boys' and girls' basketball (two teams each), boys' and girls' volleyball (two teams each), co-ed soccer (two teams), track, cross country, wrestling and Scholastic Bowl. Each team travels to the conference schools between 4-5 times in a season.

Because of the later ending time for both scenarios, conference games would not be able to start at the scheduled 3:45 p.m. time. District 103 staff members stated that moving competition times later would cause issues for coaches and their families. Conference districts indicated that delaying the starting time for conference games would have implications for their districts, as they would need to compensate their coaches for extending the supervision time requirement.

Releasing students from their last period class is a consideration in order to begin interscholastic activities earlier. This would mean that students who participate in after school sports would miss the same class for each away event.

The following graph shows the number of 6-8th grade students that participated in one, two or three afterschool activities during the 2014-2015 school year.

# of After School Activities for 2014-2015	# of Students Participating in After School Activities
1	159
2	94
3	18

Using the above data as a snapshot in time to show the effects of leaving school early to participate in away competitions, students who participate in one activity after school would miss the same class 4-5 times in a year. Students who participate in two after school activities would miss the same class 8- 10 times, and for three activities, 12-15 times in a year. The academic affects for missing the same class multiple times a year would have an impact on student learning. As students already miss academic classes through the year for reasons such as music lessons and school absences, additional time away from school is not recommended. Staff members who sponsor afterschool activities would be required to miss the last period of the day, requiring a substitute to teach that class for the students who do not participate in that course.

An option for District 103 would be to change interscholastic conferences as there are other local schools that have start times closer to the presented scenarios. Local school districts were contacted and indicated they would consider adding District 103 to their conference if the opportunity arose. District 103 staff members expressed concern over changing conferences due to increased travel times, which will have games that end later at night, a disruption to the conference as a whole, and no longer competing against teams that attend Stevenson High School.

Both Scenarios 1 and 2 place Daniel Wright ending the latest school in our comparison districts, as shown below. With a possible 4:00 p.m. ending time for Scenario 2, conversations with comparison districts, both in conference and out of conference, would be important since it would have implications for start times for competitions.

Comparison Districts - Jr. High Starting/Ending Times

District	Start	End
Lincolnshire 103 (Scenario 1)	8:30 a.m.	3:35 p.m.
Lincolnshire 103 (Scenario 2)	8:55 a.m.	4:00 p.m. (3:50 p.m. if end 10 min early)
Aptakisic Tripp 102 (7-8)	7:40 a.m.	2:50 p.m.
Aptakisic/Tripp 102 (5-6)	8:00 a.m.	2:35 p.m.
Deerfield 109	8:00 a.m.	3:00 p.m.
Diamond Lake 76	7:30 p.m.	2:30 p.m.
Kildeer/Countryside 96	7:45 a.m.	2:30 p.m.
Fremont 79	7:55 p.m.	2:43 p.m.
Glencoe 35	8:21 a.m.	3:25 p.m.
Lake Forest 67	8:35 a.m.	3:35 p.m.
Libertyville 70	8:50 a.m.	3:35 p.m.
Northbrook 27	8:15 a.m.	3:30 p.m.
North Shore 112	7:55 a.m.	2:40 p.m.
Wilmette 39	8:00 a.m.	2:46 p.m.
Winnetka 36	8:30 a.m.	3:30 p.m.

Because Sprague and Half Day schools do not have interscholastic activities after school, the shift in time would not impact any coordination with other districts. As a comparison, the 8:15 a.m. starting time would be closer to the earlier times of comparison districts, 9:00 a.m. starting time as the latest, 2:45 p.m. ending time would be tied for the earliest, and 3:30 p.m. ending time would be near the latest.

Comparison Districts - Elementary Starting/Ending Times

District	Start	End
Lincolnshire 103 – Sprague (Scenarios 1 & 2)	8:15 a.m.	2:45 p.m.
Lincolnshire 103 – Half Day (Scenario 1)	9:00 a.m.	3:30 p.m.
Lincolnshire 103 – Half Day (Scenario 2)	8:15 a.m.	2:45 p.m.
Aptakisic Tripp 102	9:00 a.m.	3:00 p.m.
Deerfield 109	8:35 a.m.	3:25 p.m.
Diamond Lake 76 (EC-1)	8:45 a.m.	3:15 p.m.
Diamond Lake 76 (2-4)	8:00 a.m.	2:45 p.m.
Kildeer/Countryside 96	8:25 a.m.	3:00 p.m.
Freemont 79	8:50 a.m.	3:38 p.m.
Glencoe 35 (K-2)	8:50 a.m.	3:00 p.m.
Glencoe 35 (3-4)	8:45 a.m.	3:15 p.m.
Lake Forest 67	8:00 a.m.	2:50 p.m.
Libertyville 70	8:15 a.m.	2:45 p.m.
Northbrook 27 (K-2)	8:30 a.m.	3:00 p.m.
Northbrook 27 (3-5)	8:40 a.m.	3:15 p.m.
North Shore 112	8:40 a.m.	3:17 p.m.
Wilmette 39	8:55 a.m.	3:15 p.m.
Winnetka 36	8:37 a.m.	3:15 p.m.

Budget Implications

The impact to the budget resides in the needed changes to transportation. Each bus costs the District \$50,000 per year (bus, driver, insurance, fuel, maintenance). For Scenario 1, the basic cost is \$200,000 per year. With the current financial projections, adding \$200,000 in expenses will cause deficit spending over the next 5 years. With the need to reduce drivers’ routes, the potential for drivers leaving the district to find work increases at a time when there is a local and national shortage of bus drivers. For that not to happen, the District may need to incentivize drivers to stay, such as increasing the hourly rate of pay, resulting in additional cost to the District. This amount is unknown at this time, but would further increase deficit spending.

Scenario 2 would not have any transportation related implications.

Additional budget considerations when deciding whether or not to increase expenditures include the likely possibility of a property tax freeze for the next two years, the negotiation of the Master Contract this year, and the increase in student enrollment due to the expansion of residential housing within the District boundaries.

Summary and Recommendation

It is clear from the data gathered that changing the start times would be beneficial for our Daniel Wright students. Younger students have the ability to alter their sleep schedules to go to bed earlier in order to receive the recommended amount of sleep. The scientific research is clear that students entering adolescence undergo a “phase shift” of their circadian rhythms resulting in later sleep times. The data collected locally mirror those results. With this information, moving the start times so our K-5 grade students attend school earlier and our 6-8 grade students attend school later would be a prudent goal.

However, due to the financial implications expressed above for Scenario 1 along with the unknown factors that will impact the budget (a very likely property tax freeze for two years, Master Contract negotiations, and increasing student enrollment) and the late ending time for Daniel Wright in Scenario 2 where school would end at 4:00 p.m. (3:50 p.m. if the school day was shortened by 10 minutes), **I recommend the starting and ending times do not change for the 2016-2017 school year.** I believe shifting to a later start time for our older students is important and should be done in a more positive financial climate. The above issues do not provide for that climate, so changing the times now would not be prudent. I recommend revisiting this topic when it can be done in a more fiscally stable time.

Survey data and feedback from our parent and staff community have expressed concern over changing the school start times due to the possibility of younger students receiving less sleep, the impact on after school activities running later, childcare issues where older students watch their younger siblings in the afternoon, and staff scheduling issues with their families. All of these issues are a concern as changes to family schedules are difficult to make. If changes in the future are made, ample time is needed to ensure families can make quality adjustments to meet their needs. Libertyville District 70 and Lake Forest District 67 have schedules where the younger students start and end school earlier than the Jr. High students. Our District can utilize their knowledge of how they made the transition easier for their families and staff.

To ensure we are working to provide our students with the best opportunity to get the recommended amount of sleep, I recommend we educate our parents and students on ways to improve conditions at home to maximize sleep. Resources from the AAP, CDC and the National Sleep Foundation provide strategies that parents and students can implement immediately to improve sleep conditions. As a District, we can review our practices such as early morning activities and homework practices to ensure we are not overburdening our students with school commitments.

Conclusion

Creating an optimal learning environment for our students is vital to ensuring their growth. Part of that environment is providing the proper structure to the day, which includes the starting and ending times for school. I recommend that the district strive to shift the starting time of the day so all our students have the opportunity to receive the recommended amount of sleep when it can be accomplished in a fiscally responsible manner.



Lincolnshire – Prairie View School District 103

1370 RIVERWOODS ROAD

LINCOLNSHIRE, IL 60069

847.295.4030

(Fax) 847.295.9196

Memo

To: Board of Education
From: Katie Reynolds, Assistant Superintendent of Teaching and Learning
CC: Dr. Scott Warren
Date: December 28, 2015
Re: Curriculum and Instruction Department Goals Mid-Year Update

Annually in January, the Curriculum and Instruction Department provides the Board of Education with a mid-year progress update. Below you will find a copy of the 2015-2016 Curriculum and Instruction Goals, submitted to the Board in October 2015, updated with evidences towards completion.

1. Maintain a focus on verbal and written communication skills being integrated throughout the curriculum.				
Sub Goal	Strategies	Action Steps	Evidence	Progress Status
1.a Explore opportunities to increase speaking and listening skills across all content area	1.a.1 Inventory learning activities and rubrics	<ul style="list-style-type: none"> During District ELA committee meetings an inventory of speaking assignments will be created (September, January & April) 	<ul style="list-style-type: none"> At the September ELA District meeting the goal and the action steps were shared with district chairs At the October building meeting the goal was shared with the building committee A Google doc was created and added to the Haiku page to systematically gather the information 	<ul style="list-style-type: none"> In Progress
	1.a.2 Continued use of Second Step Lessons	<ul style="list-style-type: none"> Teachers will review scope and sequence in grades K-5 (July, 2015) Curriculum Coordinator will monitor implementation of Second Step lessons in grade K-5 during district SEL committee meetings (September, January & April) 	<ul style="list-style-type: none"> K-5 teachers reviewed the scope and sequence during summer workshops and if necessary, adjustments were made to pacing guides Second Step lessons are being taught in K-5 classrooms 	<ul style="list-style-type: none"> Completed

1.b Explore opportunities to increase writing skills across all content areas	1.b.1 Inventory learning activities and rubrics	<ul style="list-style-type: none"> Professional Development will be provided to teachers in grades 3-8 on best practice on writing instruction (Spring, 2016) During District ELA committee meetings an inventory of writing assignments will be created (September, January & April) 	<ul style="list-style-type: none"> Laura Belchenko, ELA consultant, has been contacted to observe, model lessons and create strategy videos for writing in grades 3-8. She is interested in the opportunity and we are beginning to discuss the logistics of the work At the September ELA District meeting the goal and the action steps were shared with district chairs At the October building meeting the goal was shared with the building committee A Google doc was created and added to the Haiku page to systematically gather the information 	<ul style="list-style-type: none"> In Progress
	1.b.2 Include the use of Science Notebooks in science instruction	<ul style="list-style-type: none"> 6-8 science teachers will implement in all units during the 2015-2016 school year K-5 teachers will be 	<ul style="list-style-type: none"> 6-8 grade teachers have implemented science notebooks. This will continue to be a focus for the department. 	<ul style="list-style-type: none"> In Progress

		<p>provided with training on how to implement science notebooks</p> <ul style="list-style-type: none"> • K-5 teachers will implement one unit in the 2015-2016 school year 	<ul style="list-style-type: none"> • Common language for K-8 has been developed for use in science notebooks • K-5 training modules 1 & 2 were created in Haiku. Teachers, in grade level teams, self-facilitated the modules during the August & October Institute days • Resources are being added to the Haiku webpage • Began collaboration with Sprague enrichment specialist to create sample lessons for the 7 essential components of science notebooks 	
--	--	---	---	--

2. Provide differentiated instruction for all students across all disciplines to extend higher order thinking.				
Sub Goal	Strategies	Action Steps	Evidence	Progress Status
2.a Implement new District enrichment model	2.a.1 Implement clustering model	<ul style="list-style-type: none"> • What does differentiation look like in a 21st Century classroom? • Using assessments to differentiate 	<ul style="list-style-type: none"> • Assistant Superintendent for C&I met with with the enrichment cluster teachers at Sprague and Half Day 	<ul style="list-style-type: none"> • In Progress

		instruction	<p>to see how to continue to support their professional development</p> <ul style="list-style-type: none"> • Provided current research to support the implementation of the co-teaching model in the science classroom • Arranged an opportunity for 6-8 science teachers to observe in a co-teaching classroom in another district with an established co-teaching enrichment model • Began to explore additional PD opportunities 	
	2.a.2 Create a plan for administering the CogAT. This plan will include an initial phase in schedule and a maintenance schedule	<ul style="list-style-type: none"> • Enrichment Specialists will receive training in how to use CogAT data • Staff will receiving training on new MAP reports and instructional tools 	<ul style="list-style-type: none"> • The Director of Technology and the Assistant Superintendent of Curriculum and Instruction completed three modules of training on how to set up and administer CogAT • Provided proctor training to all teachers by attending 	<ul style="list-style-type: none"> • Completed

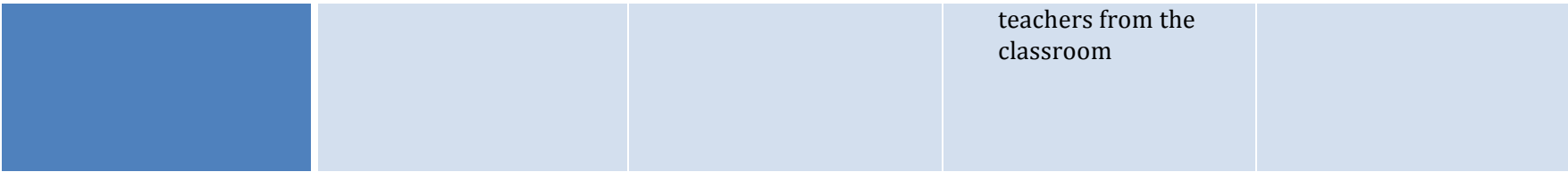
			<p>staff meetings and following up by visiting grade level meetings to help teachers set up test events</p> <ul style="list-style-type: none">• All technology coaches and technology support personnel were provided an additional level of proctor training• Enrichment specialists, psychologists, building administrators, the Director of Technology and the Assistant Superintendent of Curriculum and Instruction participated in a final training of how to create and run student reports• Half Day teachers have received training on how to analyze reports and training dates have been established for Sprague and Daniel	
--	--	--	--	--

			<p>Wright</p> <ul style="list-style-type: none"> • Students in grades 1-8 took the CogAT in the fall 2015. • Reports for parents will be sent in January 2016 	
	<p>2.a.3 Monitor the development and use of pre-assessments in math, English Language Arts, Science (6-8 grade only)</p>	<ul style="list-style-type: none"> • Provide summer curriculum writing time to create or revise pre-post assessments • Provide 5-8 grade teachers with Mastery Manager training 	<ul style="list-style-type: none"> • During the summer, ELA and math teachers were provided curriculum writing days to create pre-assessments in math and English language arts • Grade levels administered pre-assessments for the first half of the year • Copies of the assessments are now being posted to the District Curriculum Haiku page • Use of pre-assessments is monitored at the REACH monthly meeting • Mastery Manager training was provided to a group of “super” users at Daniel Wright 	<ul style="list-style-type: none"> • In Progress

			<ul style="list-style-type: none"> Additional training for all teachers at DW is planned for the February teacher institute day 	
	2.a.4 Create REACH teacher schedules annually based on students' needs and placement	<ul style="list-style-type: none"> During the August enrichment specialists meeting ask teachers to email copies of the schedules 	<ul style="list-style-type: none"> At the September meeting, copies of enrichment teachers' schedules were requested by the Assistant Superintendent of Curriculum and Instruction 	<ul style="list-style-type: none"> Completed
	2.a.5 Create a system for teachers to meet with the REACH teachers to review data throughout the school year	<ul style="list-style-type: none"> Obtain a copy of grade level meeting times, dates, locations Incorporate grade level meetings into enrichment specialists schedules 	<ul style="list-style-type: none"> Enrichment specialists meet with teachers during grade level and department meetings to review assessment data, as necessary 	<ul style="list-style-type: none"> In Progress
	2.a.6 Create a system for monitoring the type and level of services students receive and a way to articulate the information when students transition from one building to another.	<ul style="list-style-type: none"> Create a standing agenda item for monthly enrichment specialists meeting Review end of year student articulation forms 	<ul style="list-style-type: none"> Individual student progress is discussed at the enrichment specialists' monthly meetings 	<ul style="list-style-type: none"> In Progress
	2.a.7 Create a parent brochure and presentation that is posted online to describe	<ul style="list-style-type: none"> Create draft brochure Review draft with enrichment specialists at August 	<ul style="list-style-type: none"> A parent brochure was created, posted on the district website and emailed 	<ul style="list-style-type: none"> Completed

	the REACH model.	meeting	to families	
	2.a.8 Monitor the amount of parent communication sent home by REACH teachers throughout the school year to ensure parents are informed of the services their children are receiving	<ul style="list-style-type: none"> • Create a standing agenda item for monthly enrichment specialists meeting 	<ul style="list-style-type: none"> • Expectations for parent communication were discussed at the September monthly REACH meeting. • Copies of parent communications are kept on file in the Curriculum and Instruction Office 	<ul style="list-style-type: none"> • In Progress
	2.a.9 Annually monitor high achieving students' academic progress using ECRA	<ul style="list-style-type: none"> • Discuss goal with ECRA • Provide ECRA with student data throughout the year • Review student growth report 	<ul style="list-style-type: none"> • Discussed the report with ECRA Representative • Provided ECRA with Fall MAP, CogAT and PARCC data 	<ul style="list-style-type: none"> • In Progress
2.b Provide professional development for staff on best practices in ELL instruction	2.b .1 Offer courses in district that lead to the ELL endorsement	<ul style="list-style-type: none"> • Allocate LIP/LEP funds • Investigate types of cohorts with various universities • Contract with a University to offer coursework 	<ul style="list-style-type: none"> • Four informational meetings have been conducted • Site evaluation meeting has occurred • A cohort is set to launch through Benedictine University in January, 2016 	<ul style="list-style-type: none"> • Completed
	2.b.2 Provide professional development on instructional strategies	<ul style="list-style-type: none"> • Embed professional development into scheduled workshops 	<ul style="list-style-type: none"> • Strategies for teaching ELL students was embedded in module 	<ul style="list-style-type: none"> • In Progress

	and curriculum modifications to accommodate differing levels of English proficiency		2 of the Science Notebook training	
	2.b.3 Annually monitor the number of ELL students by grade, language and language level	<ul style="list-style-type: none"> • Create Google Doc to share case load information 	<ul style="list-style-type: none"> • Case loads are managed electronically through a Google doc • Spreadsheet and Skyward is updated as new students receive services 	<ul style="list-style-type: none"> • Completed
	2.b.4 Work with ISBE to create a contingency plan in the event the district must transition to a part-time Transitional Bilingual Education Program	<ul style="list-style-type: none"> • Create draft plan • Send plan to ISBE for approval 		<ul style="list-style-type: none"> • Not Started
2.c Increase professional learning opportunities to effectively integrate educational technology	2.c.1 Work with Technology Coaches to provide high quality professional development opportunities on 1:1 release days	<ul style="list-style-type: none"> • Meet with technology coaches to develop goals for Day 1, 2 & 3 • Establish calendar of release days 	<ul style="list-style-type: none"> • Tech coaches have facilitated Day 1 release days for all teachers • Teach coaches have facilitated Day 2 release days for 95% of staff, the remaining days will be completed in January • Day 3 release day will be incorporated into the February 16th Teacher Institute Day rather than remove 	<ul style="list-style-type: none"> • In Progress



3. Increase opportunities for critical and analytical thinking, creativity, and collaboration across the curriculum.				
Sub Goal	Strategies	Action Steps	Evidence	Progress Status
3.a Strengthen and expand district STEAM offerings.	3.a.1 Integrate Next Generation Science Standards into the science curriculum at all grade levels.	<ol style="list-style-type: none"> 1. Implement new units in grades 6-8 2. Provide time for 6-8 teachers to develop learning plans for each new unit 3. Implement one new unit in grades K-5 4. Develop and implement plan for writing additional two units for grades K-5 	<ul style="list-style-type: none"> • New units in grades 6-8 have been implemented • One unit has been written and materials have been purchased for grades K-5. This unit will be implemented during the 2015-2016 school year • Remaining two K-5 units will be written during the summer of 2015-2016 	<ul style="list-style-type: none"> • In Progress
	3.a.2 Expand STEAM opportunities through the integration of activities in the science curriculum K-8	<ol style="list-style-type: none"> 1. Review/Evaluate STEAM resources 2. Work with a committee to develop three year implementation plan 	<ul style="list-style-type: none"> • STEAM activities are being incorporated into new science units • STEAM teacher attended summer institute • Science building chairs attended introductory workshop on Project LEAD the Way materials 	<ul style="list-style-type: none"> • In Progress (Action Step 1) • Not Yet Started (Action Step 2)
3.b Enhance education	3.b.1 Evaluate resources	<ul style="list-style-type: none"> • Establish district and 	<ul style="list-style-type: none"> • District and Building 	<ul style="list-style-type: none"> • In Progress

<p>in SEL, Digital Citizenship, Leadership, Executive Functioning</p>	<p>and strategies used for SEL and Digital Citizenship instruction to ensure that we are meeting students' needs.</p>	<p>building goals at September District Meeting</p> <ul style="list-style-type: none"> Review material use and standards instruction at building meetings 	<p>committees met in October to establish annual goals</p> <ul style="list-style-type: none"> Standards are in full implementation at Sprague, Half Day and Daniel Wright K-5 the standards are taught through the Second Step Curriculum 5-8 the standards are taught through the health curriculum and reinforced in core content instruction Sample SEL materials have been shared across the consortium districts to help guide our work – especially at the middle school. This will be shared at the DW Feb 10 meeting Continue to work with Stevenson HS leadership as they establish a forum for discussing SEL across the consortium 	
--	---	--	--	--

	3.b.2 Explore ways to assess SEL standards	<ul style="list-style-type: none"> • Establish district and building goals at September District Meeting • Review evaluation of standards at building meetings 	<ul style="list-style-type: none"> • Sprague and Half Day SEL committees finalized report card language • Sprague and Half Day incorporated report card language on first trimester report cards • It was determined that this would be a future goal for Daniel Wright 	<ul style="list-style-type: none"> • Completed
3.c Explore offering Junior High Encore choice options	3.c.1 Explore the possibility of forced choice and how it impacts scheduling and staffing			<ul style="list-style-type: none"> • This goal will be moved to 2016-2017 school year

4. Non-Strategic Plan Goals				
Sub Goal	Strategies	Action Steps	Evidence	Progress Status
4.a Align the 6-8 grade curriculum to the new Illinois Social Studies Standards	1. Work with district consortium team to create and implement a plan that includes unpacking of standards and unit development	<ol style="list-style-type: none"> 1. Meet with consortium team to develop agendas for consortium days 2. Facilitate events on consortium days 3. Provide district template for unit writing 4. Work with social studies teachers to secure resources for new units 	<ul style="list-style-type: none"> • Historical time periods of instructions have been established across the consortium for grades 6-8 • 6-8 consortium social studies teachers unpacked and wrote learning continuums for the New Illinois Social Studies Inquiry Standards 	<ul style="list-style-type: none"> • In Progress
4.b Integrate Illinois Health standards into PE/Science Curriculum K-5	1. Create a scope and sequence for K-5 Illinois Health Standards	<ol style="list-style-type: none"> 1. At October curriculum meeting and October Institute Day, create scope and sequence of K-5 Health standards 2. Develop resources to teach standards previously taught in science 	<ul style="list-style-type: none"> • PE teachers began to align health standards to the PE curriculum on the October Institute Day 	<ul style="list-style-type: none"> • In Progress
4.c Collaborate on 5th Grade Transition Plan	1. Work with admin team to develop a 5 th Grade transition plan	<ol style="list-style-type: none"> 1. Determine staffing needs 2. Create standards based report card for fifth grade 	<ul style="list-style-type: none"> • A staffing transition plan was created and submitted to the Board in December, 2016 • Teachers began creating draft report 	<ul style="list-style-type: none"> • In Progress

			card language on the October Institute Day	
4.d Implement KIDS Assessment	<ol style="list-style-type: none"> 1. Develop a plan to train the kindergarten teachers on the KIDS Assessment 2. Develop a plan to implement KIDS assessment 2016-2017 	<ul style="list-style-type: none"> • Provide training to kindergarten teacher • Decide who will receive assessment during the 2016/2017 school year 	<ul style="list-style-type: none"> • KIDS training has been scheduled for April 19 & 20 • Along with other Lake County Superintendents, a letter seeking a waiver from the KIDS assessment was sent to the State Superintendent due to the assessment of Kindergarten students already being met through other district means. 	<ul style="list-style-type: none"> • In Progress
4.e Review Screener Assessments	<ol style="list-style-type: none"> 1. Review screener assessments 2. Determine if new assessment should replace AIMSWEB 	<ul style="list-style-type: none"> • Work with a committee of teachers to review possible new screeners 	<ul style="list-style-type: none"> • Interventionists and LBS teachers met in October to review current screeners • Another meeting is planned for the February Institute Day 	<ul style="list-style-type: none"> • In Progress



Lincolnshire – Prairie View School District 103
1370 RIVERWOODS ROAD
LINCOLNSHIRE, IL 60069
847.295.4030
(Fax) 847.295.9196

Memo

To: Board of Education
From: Katie Reynolds
CC: Dr. Scott Warren
Date: December 15, 2015
Re: District and School Report Cards

The Illinois State Board of Education annually releases District and School Report Cards. These documents contain information related to:

- Student academic growth and school performance trends
- Instructional setting including staff to student ratio, average class sizes, time devoted to teaching core subjects, teacher information (demographic breakdown, education level, retention rate) and principal retention rate
- Financials including salaries, expenditures by function and revenue by source

An online Report Card with an interactive tool for exploring school performance data is available on the Illinois Report Card website, <http://iirc.niu.edu/Default.aspx>. The tool includes simple, intuitive displays as well as detailed data views and descriptions for each school and district.

Copies of the district and each school's school report card are attached for your review.

Laura B Sprague School
Lincolnshire-Prairieview SD 103
Lincolnshire, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2

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	Total Enrollment
School	56.8	0.2	3.9	33.8	1.9	0.0	3.5	3.1	17.0	14.3	0.0	518
District	56.2	0.7	3.7	34.9	1.0	0.1	3.3	3.2	8.5	12.9	0.0	1,647
State	49.3	17.5	25.1	4.6	0.1	0.3	3.1	54.2	10.3	14.1	2.3	2,054,556

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

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School		0.0	10.5	95.9
District		0.0	5.8	96.3
State		8.7	12.0	94.2

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

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

INSTRUCTIONAL SETTING

PARENTAL CONTACT*	
	Percent
School	100.0
District	100.0
State	95.2

TOTAL SCHOOL DAYS	
	Days
School	174
District	174
State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	91.7
State	28.4

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

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

STUDENT-TO-STAFF RATIOS			
Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
--	--	--	--
14.2		7.9	146.2
18.5		11.3	173.3

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	19.9	19.3	23.5								20.9
District	19.9	19.3	23.5								24.2
State	20.7	21.6	21.9								21.2

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	97.0	0.0	1.5	1.5	0.0	0.0	0.0	0.0	13.1	86.9	132	
State	82.5	6.4	5.7	1.4	0.1	0.2	0.8	3.0	23.2	76.8	129,668	

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	1.2	0.0
District		16.8	83.2	1.9	0.0
State		38.4	61.1	0.6	0.8

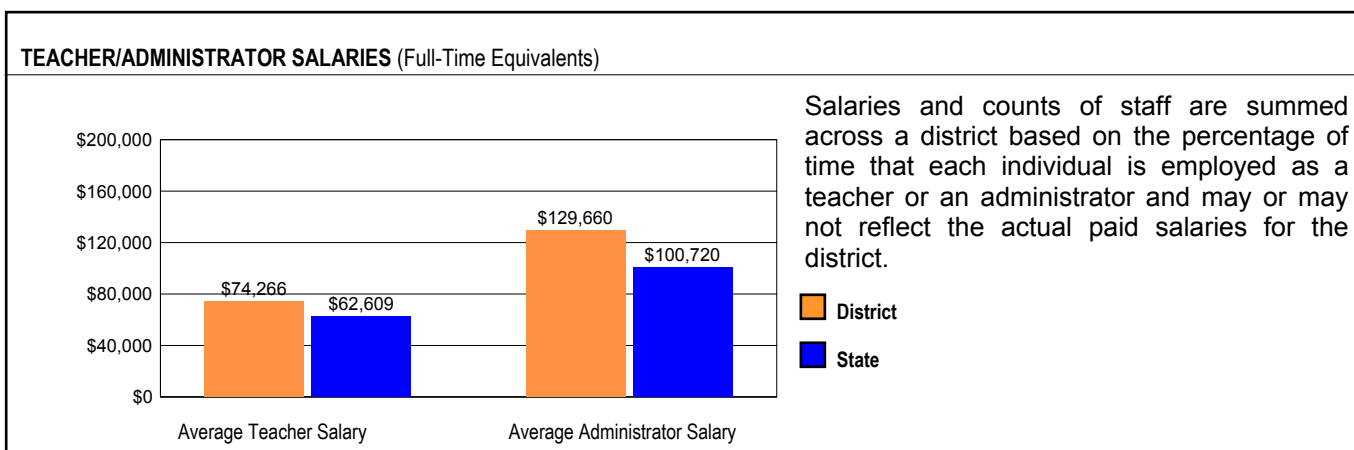
The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

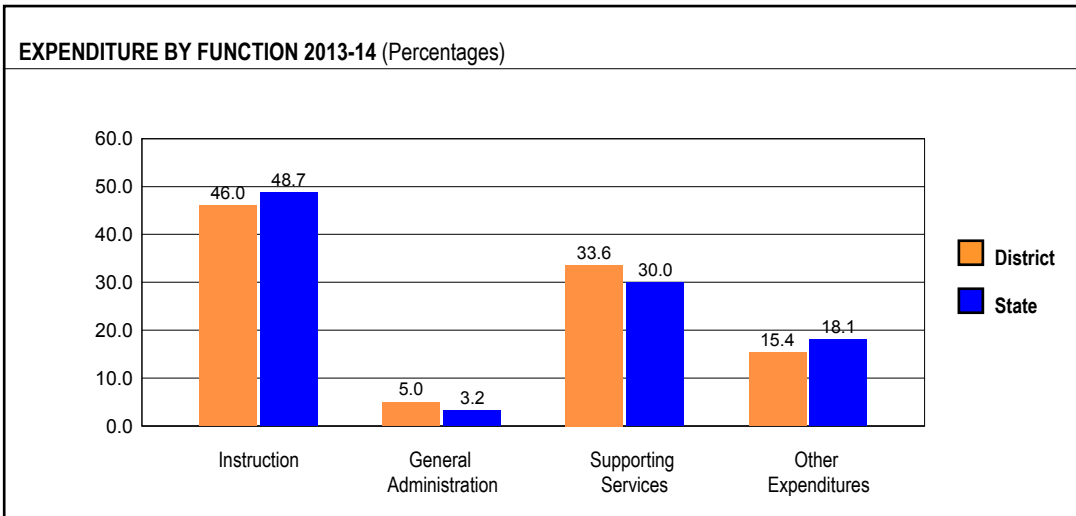
Some teacher/administrator data are not collected at the school level.

TEACHER RETENTION RATE	
School	89.2
District	88.1
State	85.0

PRINCIPAL TURNOVER (Count)	
School	1.0
District	2.0
State	1.9

SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2013-14				EXPENDITURE BY FUND 2013-14			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$26,021,356	84.8	61.7	Education	\$21,939,923	73.7	73.4
Other Local Funding	\$2,490,277	8.1	4.4	Operations & Maintenance	\$2,077,542	7.0	6.3
General State Aid	\$334,500	1.1	16.4	Transportation	\$1,752,629	5.9	3.7
Other State Funding	\$1,544,611	5.0	9.6	Debt Service	\$827,642	2.8	8.0
Federal Funding	\$279,346	0.9	7.8	Tort	\$0	0.0	1.2
TOTAL	\$30,670,090			Municipal Retirement/ Social Security	\$977,695	3.3	2.1
				Fire Prevention & Safety	\$0	0.0	0.5
				Capital Projects	\$2,194,090	7.4	4.7
				TOTAL	\$29,769,521		

OTHER FINANCIAL INDICATORS				
	2012 Equalized Assessed Valuation per Pupil	2012 Total School Tax Rate per \$100	2013-14 Instructional Expenditure per Pupil	2013-14 Operating Expenditure per Pupil
District	\$567,706	2.84	\$8,654	\$15,695
State	**	**	\$7,419	\$12,521

** 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.

PARCC PERFORMANCE

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

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/L and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

Half Day School

Lincolnshire-Prairieview SD 103

Lincolnshire, ILLINOIS



ILLINOIS SCHOOL REPORT CARD

GRADES : 3 4

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	Total Enrollment
School	55.9	0.6	5.2	34.9	0.0	0.0	3.5	2.0	6.6	13.3	0.0	347
District	56.2	0.7	3.7	34.9	1.0	0.1	3.3	3.2	8.5	12.9	0.0	1,647
State	49.3	17.5	25.1	4.6	0.1	0.3	3.1	54.2	10.3	14.1	2.3	2,054,556

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

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School		0.0	3.8	96.5
District		0.0	5.8	96.3
State		8.7	12.0	94.2

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

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

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS		8TH GRADERS PASSING ALGEBRA I **	
	Percent		Days	School District State	
School	100.0	School	174	School	91.7
District	100.0	District	174	District	28.4
State	95.2	State	175	State	

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

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

STUDENT-TO-STAFF RATIOS			
Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
--	--	--	--
14.2		7.9	146.2
18.5		11.3	173.3

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School				21.8	21.6						21.7
District				21.8	21.6						24.2
State				22.4	22.7						21.2

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
School	60			30			90			30		
District	60			30			90			30		
State	65			31			139			30		

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	97.0	0.0	1.5	1.5	0.0	0.0	0.0	0.0	13.1	86.9
State	82.5	6.4	5.7	1.4	0.1	0.2	0.8	3.0	23.2	76.8	129,668

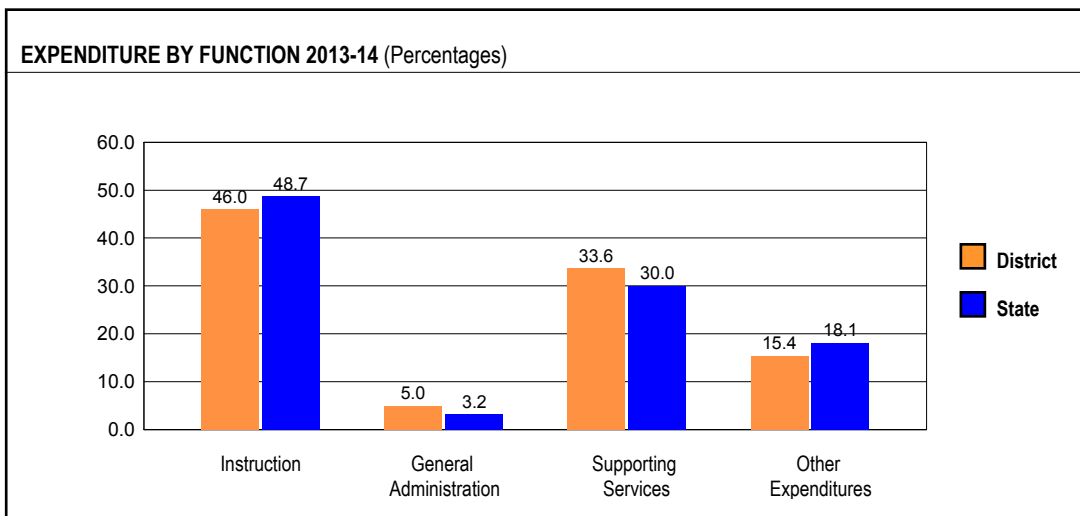
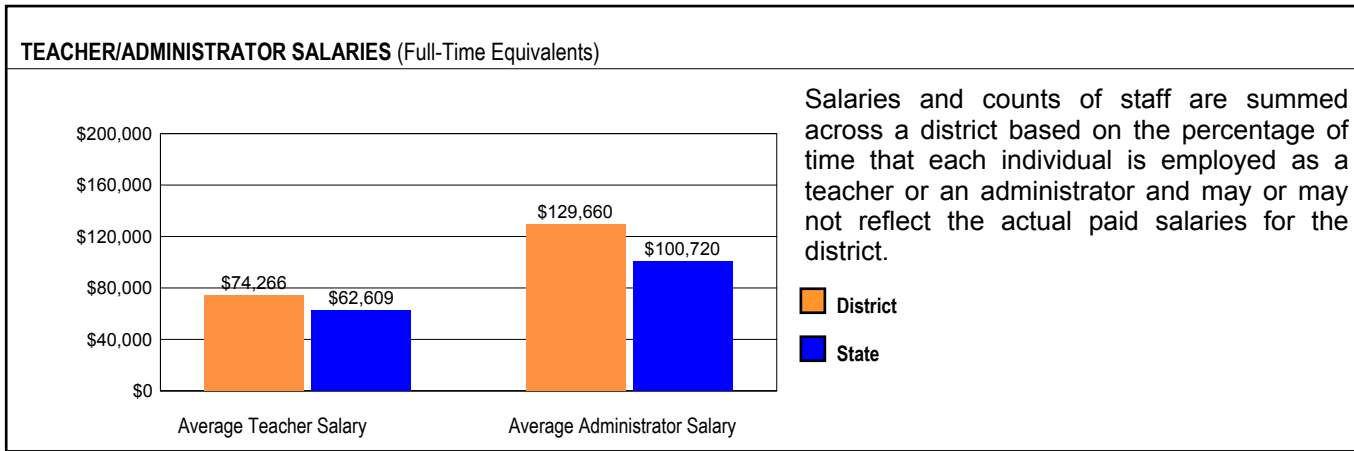
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District		16.8	83.2	1.9	0.0
State		38.4	61.1	0.6	0.8

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

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. 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		PRINCIPAL TURNOVER (Count)	
School	83.3	School	2.0
District	88.1	District	2.0
State	85.0	State	1.9

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2013-14

	District	District %	State %
Local Property Taxes	\$26,021,356	84.8	61.7
Other Local Funding	\$2,490,277	8.1	4.4
General State Aid	\$334,500	1.1	16.4
Other State Funding	\$1,544,611	5.0	9.6
Federal Funding	\$279,346	0.9	7.8
TOTAL	\$30,670,090		

EXPENDITURE BY FUND 2013-14

	District	District %	State %
Education	\$21,939,923	73.7	73.4
Operations & Maintenance	\$2,077,542	7.0	6.3
Transportation	\$1,752,629	5.9	3.7
Debt Service	\$827,642	2.8	8.0
Tort	\$0	0.0	1.2
Municipal Retirement/ Social Security	\$977,695	3.3	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$2,194,090	7.4	4.7
TOTAL	\$29,769,521		

OTHER FINANCIAL INDICATORS

	2012 Equalized Assessed Valuation per Pupil	2012 Total School Tax Rate per \$100	2013-14 Instructional Expenditure per Pupil	2013-14 Operating Expenditure per Pupil
District	\$567,706	2.84	\$8,654	\$15,695
State	**	**	\$7,419	\$12,521

** 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.

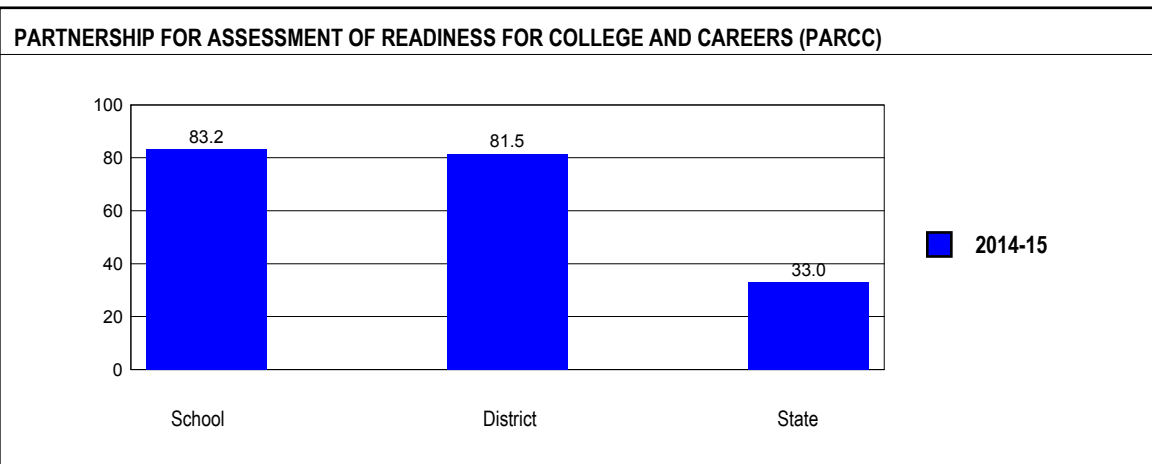
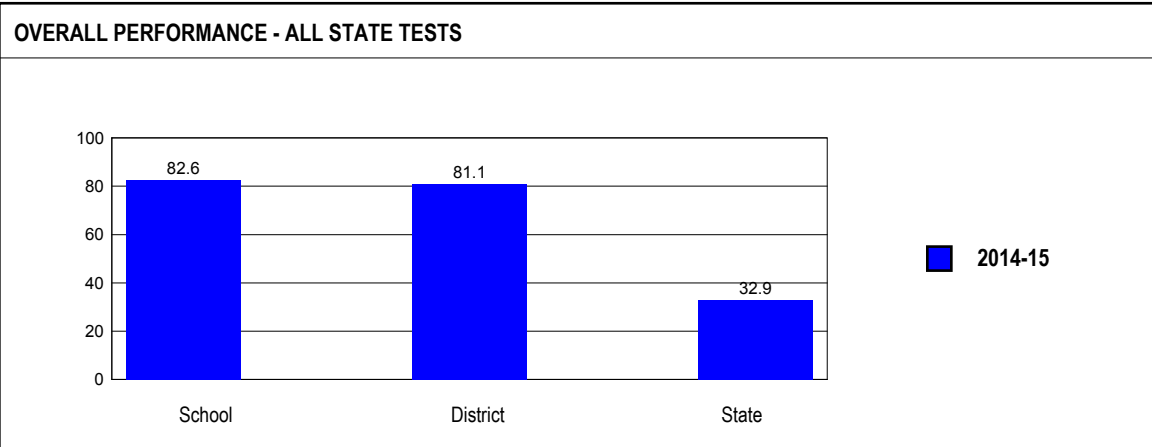
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

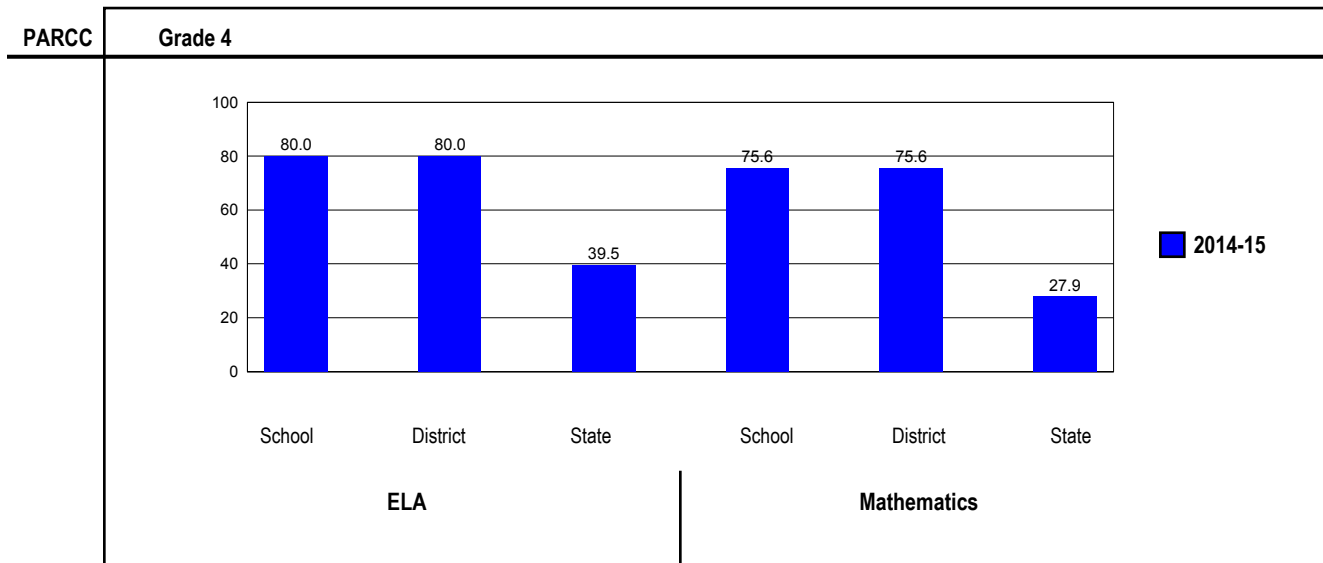
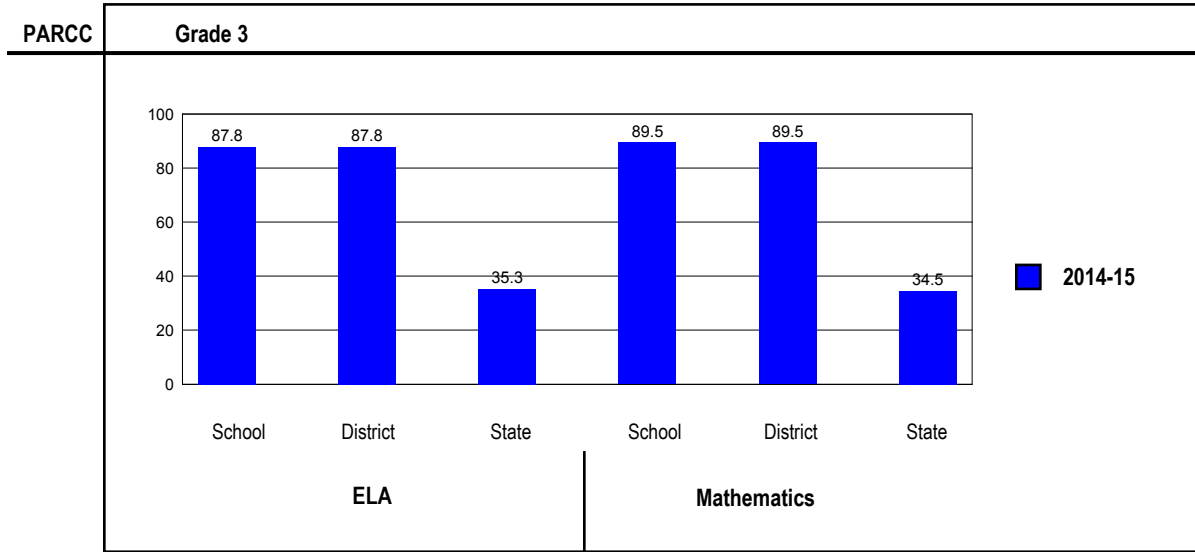
OVERALL STUDENT PERFORMANCE

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



PARCC PERFORMANCE

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



PERFORMANCE ON STATE ASSESSMENTS

The PARCC is administered to students in grade 3 through 8 and high school. 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 would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). 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				
School	*Enrollment	346	170	176	193	2	18	121	0	0	12	21	0	45	7
	Reading	0.0	0.0	0.0	0.0		0.0	0.0			0.0	0.0		0.0	
District	*Enrollment	1,178	596	582	642	11	44	431	6	2	42	45	0	140	35
	Reading	1.2	1.2	1.2	1.4	0.0	0.0	1.2			0.0	15.6		2.9	0.0
State	*Enrollment	1,051,652	539,231	512,415	519,458	180,276	267,114	48,403	1,065	3,047	32,282	80,475	208	147,346	562,215
	Reading	4.4	4.5	4.4	3.6	6.4	4.9	3.2	5.4	5.1	4.5	4.0	1.4	6.7	4.8

* Enrollment as reported during the testing windows for grades 3 - 8 and high school.

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				
School	*Enrollment	351	174	177	193	2	18	126	0	0	12	26	0	45	7
	Mathematics	0.9	1.1	0.6	0.0		0.0	2.4			0.0	11.5		0.0	
District	*Enrollment	1,187	603	584	643	11	44	439	6	2	42	53	0	140	35
	Mathematics	1.1	1.5	0.7	1.1	0.0	0.0	1.4			0.0	11.3		2.1	0.0
State	*Enrollment	1,030,879	528,251	502,622	503,822	178,769	265,697	47,032	1,068	2,998	31,486	84,312	222	144,711	557,532
	Mathematics	4.4	4.4	4.3	3.4	6.5	5.0	2.8	5.8	4.5	4.3	4.6	4.5	6.6	4.7

* Enrollment as reported during the testing windows for grades 3 - 8 and high school.

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/L and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

Grade 3

Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	1.7	0.6	9.9	59.9	27.9	1.2	0.6	8.7	41.9	47.7
District	1.7	0.6	9.9	59.9	27.9	1.2	0.6	8.7	41.9	47.7
State	20.1	21.0	23.5	32.4	2.9	14.1	23.6	27.8	29.1	5.4

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	3.6	0.0	12.0	60.2	24.1	1.2	0.0	7.2	36.1	55.4
	District	3.6	0.0	12.0	60.2	24.1	1.2	0.0	7.2	36.1	55.4
	State	23.1	22.0	23.6	29.2	2.0	15.2	23.4	26.8	28.7	5.8
Female	School	0.0	1.1	7.9	59.6	31.5	1.1	1.1	10.1	47.2	40.4
	District	0.0	1.1	7.9	59.6	31.5	1.1	1.1	10.1	47.2	40.4
	State	17.0	19.9	23.5	35.7	3.9	13.0	23.8	28.8	29.4	5.0

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	2.0	1.0	11.2	64.3	21.4	2.0	0.0	12.2	48.0	37.8
	District	2.0	1.0	11.2	64.3	21.4	2.0	0.0	12.2	48.0	37.8
	State	12.2	17.6	24.9	41.4	3.9	7.8	18.4	28.9	37.7	7.2
Black	School										
	District										
	State	33.3	25.7	21.6	18.4	1.0	28.3	31.0	25.4	14.3	1.1
Hispanic	School										
	District										
	State	28.5	25.8	23.0	21.7	1.1	18.1	30.8	29.0	20.3	1.7
Asian	School	1.7	0.0	5.0	51.7	41.7	0.0	0.0	3.3	23.3	73.3
	District	1.7	0.0	5.0	51.7	41.7	0.0	0.0	3.3	23.3	73.3
	State	6.4	11.2	19.8	52.8	9.8	3.1	8.7	19.1	46.5	22.7
Native Hawaiian/Pacific Islander	School										
	District										
	State	13.0	15.4	27.2	34.9	9.5	6.0	25.6	21.4	33.9	13.1
American Indian	School										
	District										
	State	26.6	24.2	23.2	25.6	0.5	17.1	28.8	33.4	19.7	1.0
Two or More Races	School										
	District										
	State	16.4	20.2	23.0	36.4	4.0	13.0	22.3	26.9	30.4	7.4

Grade 3 - Limited-English-Proficient

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	21.4	0.0	14.3	57.1	7.1	7.1	0.0	28.6	35.7	28.6
District	21.4	0.0	14.3	57.1	7.1	7.1	0.0	28.6	35.7	28.6
State	33.5	28.1	22.6	15.4	0.4	20.0	32.0	28.7	17.8	1.4

Grade 3 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	17.6	0.0	23.5	35.3	23.5	11.8	0.0	23.5	41.2	23.5
	District	17.6	0.0	23.5	35.3	23.5	11.8	0.0	23.5	41.2	23.5
	State	50.7	23.7	14.3	10.7	0.6	34.7	31.1	20.0	12.4	1.7
Non-IEP	School	0.0	0.6	8.4	62.6	28.4	0.0	0.6	7.1	41.9	50.3
	District	0.0	0.6	8.4	62.6	28.4	0.0	0.6	7.1	41.9	50.3
	State	15.5	20.6	24.9	35.7	3.3	10.9	22.4	29.0	31.6	6.0

Grade 4**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	3.5	4.1	12.4	51.8	28.2	3.5	4.7	16.3	58.7	16.9
District	3.5	4.1	12.4	51.8	28.2	3.5	4.7	16.3	58.7	16.9
State	10.9	19.7	29.9	32.9	6.5	13.7	29.4	29.1	25.3	2.6

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	3.5	3.5	15.3	56.5	21.2	3.4	4.6	19.5	55.2	17.2
	District	3.5	3.5	15.3	56.5	21.2	3.4	4.6	19.5	55.2	17.2
	State	13.4	22.0	30.4	29.7	4.6	15.1	29.3	27.6	25.2	2.7
Female	School	3.5	4.7	9.4	47.1	35.3	3.5	4.7	12.9	62.4	16.5
	District	3.5	4.7	9.4	47.1	35.3	3.5	4.7	12.9	62.4	16.5
	State	8.4	17.4	29.4	36.4	8.5	12.1	29.5	30.5	25.4	2.4

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	4.3	6.5	16.1	50.5	22.6	4.3	7.5	21.5	61.3	5.4
	District	4.3	6.5	16.1	50.5	22.6	4.3	7.5	21.5	61.3	5.4
	State	6.5	15.0	29.5	40.3	8.8	8.4	23.8	31.2	33.4	3.2
Black	School										
	District										
	State	19.6	28.5	30.7	19.3	1.9	26.1	39.2	24.0	10.3	0.4
Hispanic	School	10.0	0.0	30.0	40.0	20.0	10.0	0.0	20.0	50.0	20.0
	District	10.0	0.0	30.0	40.0	20.0	10.0	0.0	20.0	50.0	20.0
	State	15.4	25.3	32.0	24.7	2.6	17.5	37.3	29.3	15.2	0.6
Asian	School	1.7	1.7	3.3	51.7	41.7	1.6	1.6	6.5	54.8	35.5
	District	1.7	1.7	3.3	51.7	41.7	1.6	1.6	6.5	54.8	35.5
	State	3.0	8.3	19.8	49.7	19.1	3.3	10.9	23.4	48.9	13.5
Native Hawaiian/Pacific Islander	School										
	District										
	State	7.1	14.7	29.5	39.1	9.6	9.4	24.5	23.9	36.5	5.7
American Indian	School										
	District										
	State	16.0	22.3	31.5	26.3	3.9	16.8	34.6	29.0	18.5	1.1
Two or More Races	School										
	District										
	State	9.3	18.7	29.4	34.2	8.3	14.1	27.4	28.3	26.4	3.7

Grade 4 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	20.8	29.2	16.7	33.3	0.0	25.0	29.2	29.2	16.7	
	District	20.8	29.2	16.7	33.3	0.0	25.0	29.2	29.2	16.7	0.0
	State	38.3	31.4	19.6	9.8	1.1	37.9	37.3	16.3	8.0	0.5
Non-IEP	School	0.7	0.0	11.6	54.8	32.9	0.0	0.7	14.2	65.5	19.6
	District	0.7	0.0	11.6	54.8	32.9	0.0	0.7	14.2	65.5	19.6
	State	6.7	17.9	31.5	36.6	7.4	9.9	28.2	31.0	28.0	2.9

Daniel Wright Jr High School
Lincolnshire-Prairieview SD 103
Lincolnshire, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 5 6 7 8

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	Total Enrollment
School	56.0	1.2	2.9	35.7	0.8	0.3	3.2	3.7	3.7	11.8	0.0	782
District	56.2	0.7	3.7	34.9	1.0	0.1	3.3	3.2	8.5	12.9	0.0	1,647
State	49.3	17.5	25.1	4.6	0.1	0.3	3.1	54.2	10.3	14.1	2.3	2,054,556

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

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School		0.0	3.8	96.4
District		0.0	5.8	96.3
State		8.7	12.0	94.2

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

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

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS		8TH GRADERS PASSING ALGEBRA I **	
	Percent		Days	School	Percent
School	100.0	School	174	District	91.7
District	100.0	District	174	State	91.7
State	95.2	State	175		28.4

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

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

STUDENT-TO-STAFF RATIOS			
Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
--	--	--	--
14.2		7.9	146.2
18.5		11.3	173.3

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School						26.1	24.6	26.6	27.9		26.3
District						26.1	24.6	26.6	27.9		24.2
State						23.1	22.7	21.8	22.2		21.2

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
School		55	44		55	44		55	88		55	44
District		55	44		55	44		55	88		55	44
State		58	55		44	46		100	89		43	45

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
State	82.5	6.4	5.7	1.4	0.1	0.2	0.8	3.0	23.2	76.8	129,668	

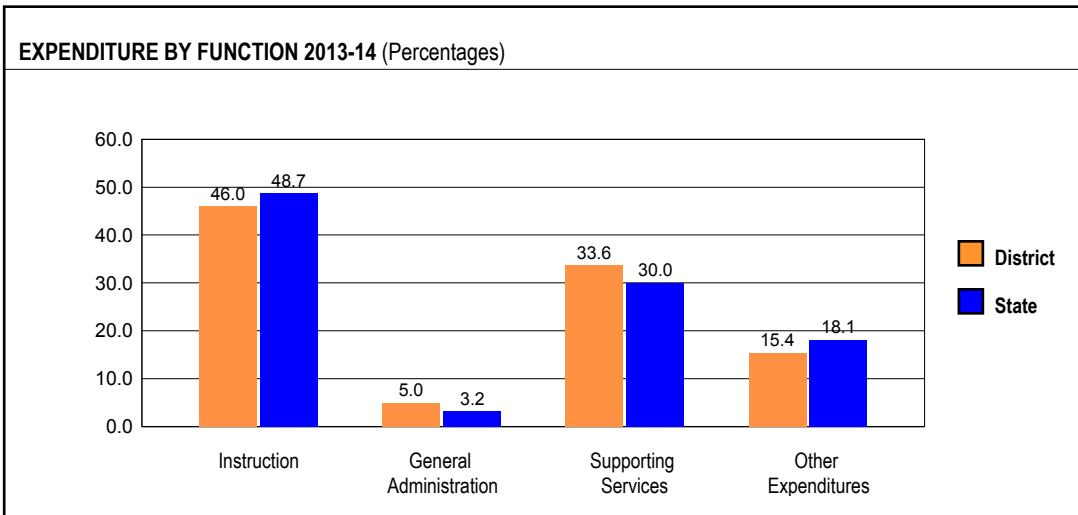
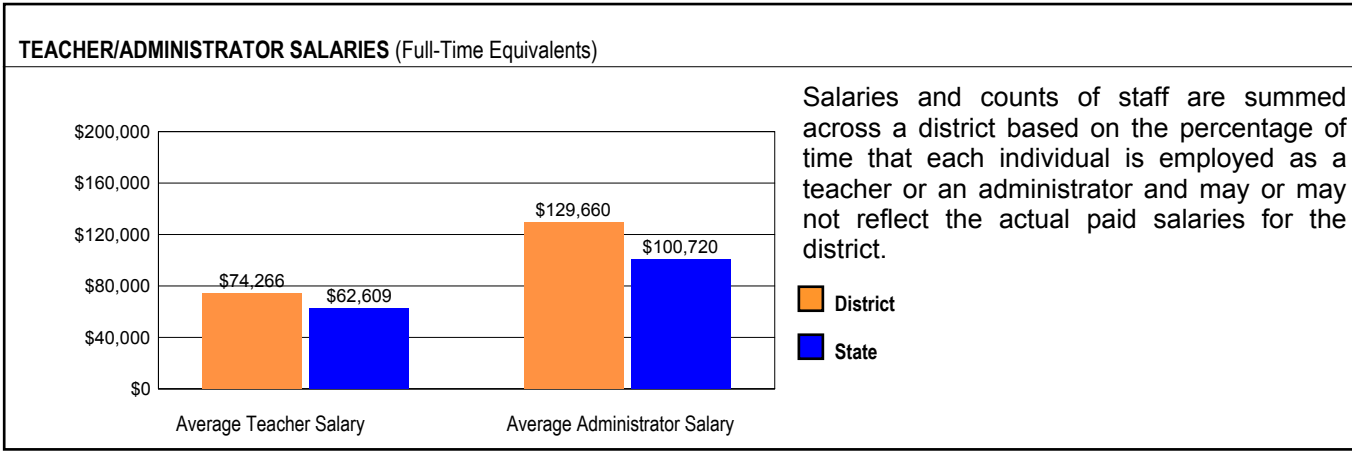
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	3.2	0.0
District		16.8	83.2	1.9	0.0
State		38.4	61.1	0.6	0.8

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

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. 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		PRINCIPAL TURNOVER (Count)	
School	89.3	School	3.0
District	88.1	District	2.0
State	85.0	State	1.9

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2013-14

	District	District %	State %
Local Property Taxes	\$26,021,356	84.8	61.7
Other Local Funding	\$2,490,277	8.1	4.4
General State Aid	\$334,500	1.1	16.4
Other State Funding	\$1,544,611	5.0	9.6
Federal Funding	\$279,346	0.9	7.8
TOTAL	\$30,670,090		

EXPENDITURE BY FUND 2013-14

	District	District %	State %
Education	\$21,939,923	73.7	73.4
Operations & Maintenance	\$2,077,542	7.0	6.3
Transportation	\$1,752,629	5.9	3.7
Debt Service	\$827,642	2.8	8.0
Tort	\$0	0.0	1.2
Municipal Retirement/ Social Security	\$977,695	3.3	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$2,194,090	7.4	4.7
TOTAL	\$29,769,521		

OTHER FINANCIAL INDICATORS

	2012 Equalized Assessed Valuation per Pupil	2012 Total School Tax Rate per \$100	2013-14 Instructional Expenditure per Pupil	2013-14 Operating Expenditure per Pupil
District	\$567,706	2.84	\$8,654	\$15,695
State	**	**	\$7,419	\$12,521

** 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.

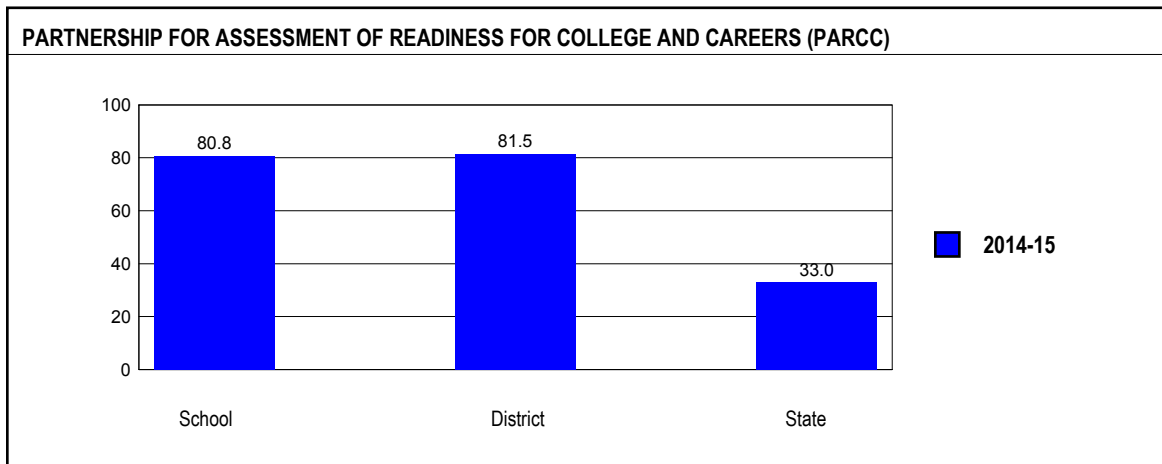
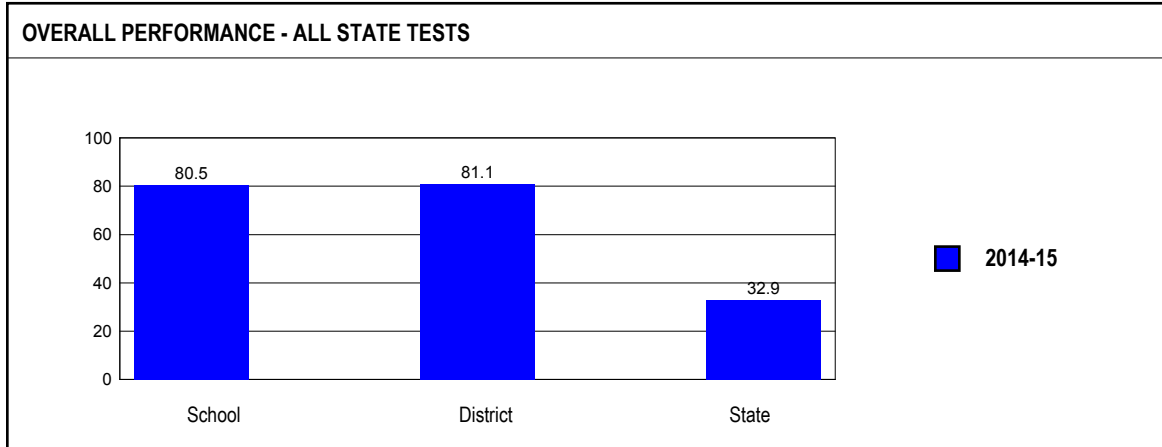
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

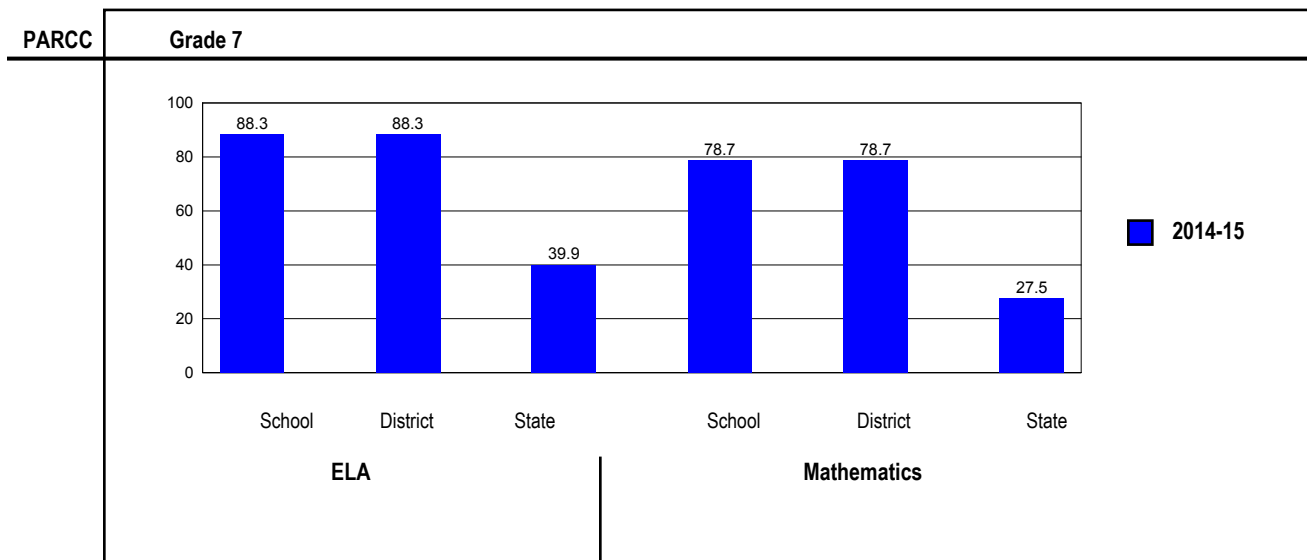
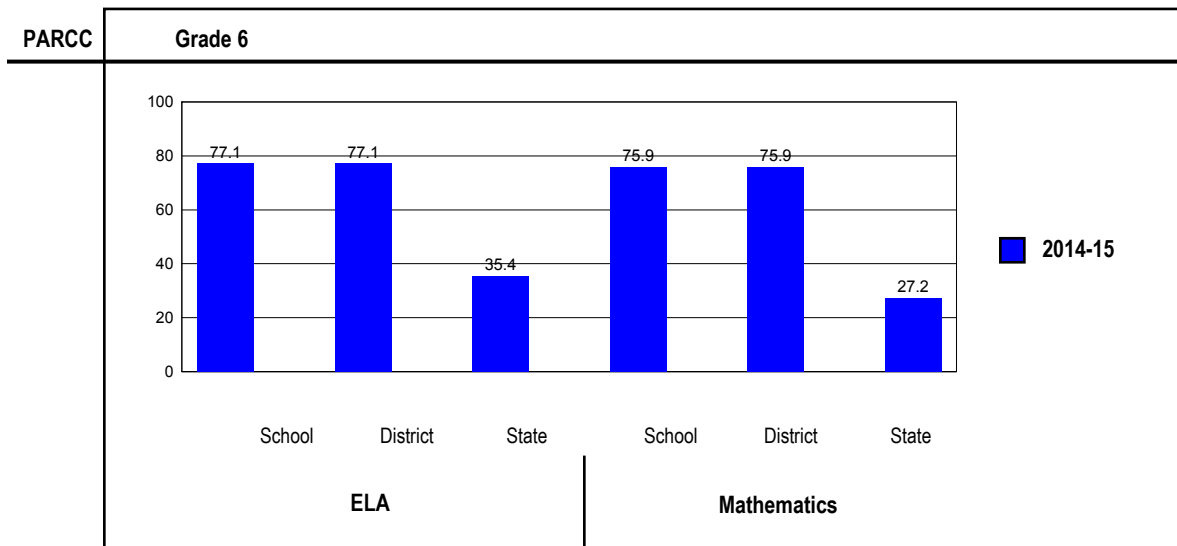
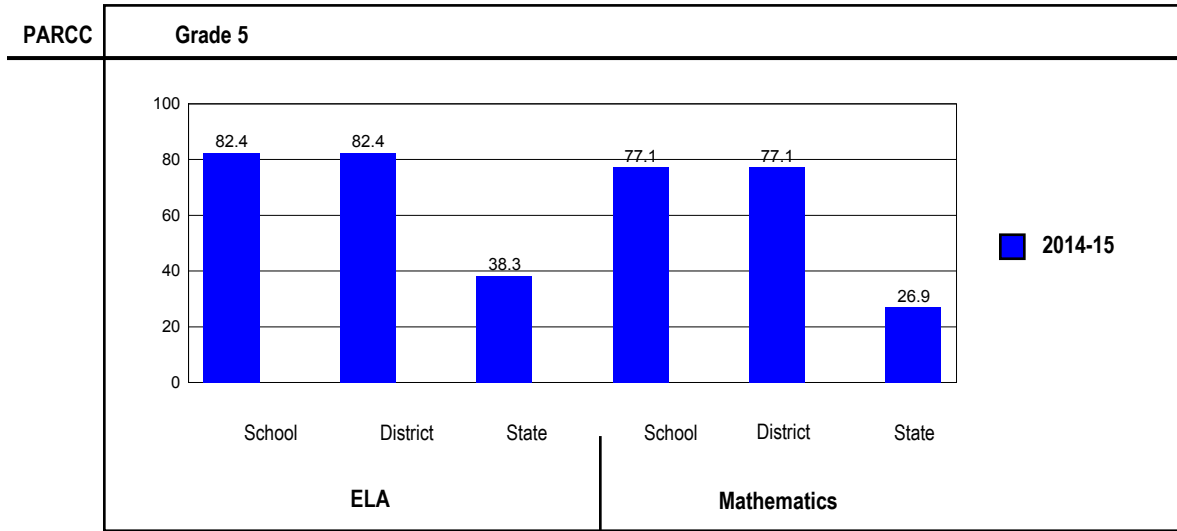
OVERALL STUDENT PERFORMANCE

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



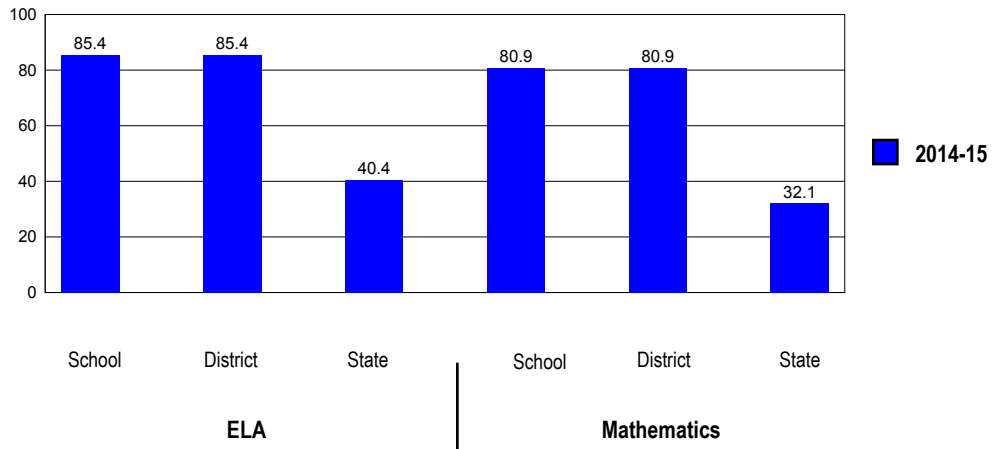
PARCC PERFORMANCE

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



PARCC

Grade 8



PERFORMANCE ON STATE ASSESSMENTS

The PARCC is administered to students in grade 3 through 8 and high school. 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 would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). 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				
School	*Enrollment	832	426	406	449	9	26	310	6	2	30	24	0	95	28
	Reading	1.7	1.6	1.7	2.0		0.0	1.6			0.0	29.2		4.2	0.0
District	*Enrollment	1,178	596	582	642	11	44	431	6	2	42	45	0	140	35
	Reading	1.2	1.2	1.2	1.4	0.0	0.0	1.2			0.0	15.6		2.9	0.0
State	*Enrollment	1,051,652	539,231	512,415	519,458	180,276	267,114	48,403	1,065	3,047	32,282	80,475	208	147,346	562,215
	Reading	4.4	4.5	4.4	3.6	6.4	4.9	3.2	5.4	5.1	4.5	4.0	1.4	6.7	4.8

* Enrollment as reported during the testing windows for grades 3 - 8 and high school.

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				
School	*Enrollment	836	429	407	450	9	26	313	6	2	30	27	0	95	28
	Mathematics	1.2	1.6	0.7	1.6		0.0	1.0			0.0	11.1		3.2	0.0
District	*Enrollment	1,187	603	584	643	11	44	439	6	2	42	53	0	140	35
	Mathematics	1.1	1.5	0.7	1.1	0.0	0.0	1.4			0.0	11.3		2.1	0.0
State	*Enrollment	1,030,879	528,251	502,622	503,822	178,769	265,697	47,032	1,068	2,998	31,486	84,312	222	144,711	557,532
	Mathematics	4.4	4.4	4.3	3.4	6.5	5.0	2.8	5.8	4.5	4.3	4.6	4.5	6.6	4.7

* Enrollment as reported during the testing windows for grades 3 - 8 and high school.

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/L and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

Grade 5

Grade 5 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	0.0	3.9	13.7	69.6	12.7	0.5	5.4	17.1	48.8	28.3
District	0.0	3.9	13.7	69.6	12.7	0.5	5.4	17.1	48.8	28.3
State	10.8	21.4	29.4	35.6	2.7	13.2	30.2	29.7	23.6	3.3

Grade 5 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	0.0	4.9	13.6	76.7	4.9	0.0	3.9	15.7	52.9	27.5
	District	0.0	4.9	13.6	76.7	4.9	0.0	3.9	15.7	52.9	27.5
	State	13.4	23.9	29.7	31.4	1.6	14.9	30.6	28.0	22.9	3.7
Female	School	0.0	3.0	13.9	62.4	20.8	1.0	6.8	18.4	44.7	29.1
	District	0.0	3.0	13.9	62.4	20.8	1.0	6.8	18.4	44.7	29.1
	State	8.1	18.9	29.2	40.0	3.9	11.5	29.8	31.4	24.3	3.0

Grade 5 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	0.0	4.7	20.6	66.4	8.4	0.9	7.4	27.8	54.6	9.3
	District	0.0	4.7	20.6	66.4	8.4	0.9	7.4	27.8	54.6	9.3
	State	6.9	16.7	29.4	43.7	3.4	8.3	24.9	32.3	30.4	4.1
Black	School										
	District										
	State	19.4	30.7	29.2	20.0	0.8	25.5	40.7	23.9	9.3	0.5
Hispanic	School										
	District										
	State	14.3	27.2	31.4	25.9	1.2	16.8	37.2	29.7	15.4	0.9
Asian	School	0.0	2.4	7.2	73.5	16.9	0.0	2.4	3.6	41.0	53.0
	District	0.0	2.4	7.2	73.5	16.9	0.0	2.4	3.6	41.0	53.0
	State	3.9	8.6	21.1	56.2	10.2	3.2	11.7	22.9	44.6	17.5
Native Hawaiian/Pacific Islander	School										
	District										
	State	6.1	7.8	28.7	52.2	5.2	4.3	20.5	31.6	37.6	6.0
American Indian	School										
	District										
	State	15.8	20.8	28.3	33.0	2.1	12.4	36.1	31.7	18.6	1.3
Two or More Races	School										
	District										
	State	9.2	20.5	27.8	39.0	3.5	12.1	29.6	28.4	25.1	4.8

Grade 5 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	0.0	22.2	22.2	50.0	5.6	0.0	31.6	15.8	42.1	10.5
	District	0.0	22.2	22.2	50.0	5.6	0.0	31.6	15.8	42.1	10.5
	State	38.3	35.3	18.0	8.1	0.3	34.8	41.7	16.7	6.2	0.6
Non-IEP	School	0.0	2.2	12.9	71.5	13.4	0.5	2.7	17.2	49.5	30.1
	District	0.0	2.2	12.9	71.5	13.4	0.5	2.7	17.2	49.5	30.1
	State	6.6	19.3	31.2	39.8	3.1	9.9	28.4	31.7	26.2	3.8

Grade 6**Grade 6 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	1.0	4.7	17.2	56.8	20.3	1.5	5.6	16.9	50.8	25.1
District	1.0	4.7	17.2	56.8	20.3	1.5	5.6	16.9	50.8	25.1
State	11.4	21.6	31.6	31.2	4.2	12.7	29.7	30.5	24.0	3.2

Grade 6 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	0.0	5.0	24.0	56.0	15.0	0.0	3.9	15.5	53.4	27.2
	District	0.0	5.0	24.0	56.0	15.0	0.0	3.9	15.5	53.4	27.2
	State	14.8	24.9	31.8	25.9	2.6	14.3	30.1	29.0	23.2	3.4
Female	School	2.2	4.3	9.8	57.6	26.1	3.3	7.6	18.5	47.8	22.8
	District	2.2	4.3	9.8	57.6	26.1	3.3	7.6	18.5	47.8	22.8
	State	7.8	18.2	31.4	36.8	5.8	11.0	29.2	32.0	24.8	2.9

Grade 6 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	1.8	5.5	26.4	58.2	8.2	0.9	9.0	27.0	53.2	9.9
	District	1.8	5.5	26.4	58.2	8.2	0.9	9.0	27.0	53.2	9.9
	State	6.4	16.6	32.2	39.2	5.5	7.4	23.5	33.5	31.7	4.0
Black	School										
	District										
	State	23.0	31.9	28.9	15.3	1.0	25.6	41.1	24.3	8.7	0.4
Hispanic	School										
	District										
	State	15.0	27.2	34.2	22.2	1.4	16.3	37.6	30.3	15.0	0.7
Asian	School	0.0	4.5	4.5	47.8	43.3	2.9	0.0	2.9	43.5	50.7
	District	0.0	4.5	4.5	47.8	43.3	2.9	0.0	2.9	43.5	50.7
	State	3.4	8.4	21.5	51.5	15.3	3.1	10.7	22.6	45.8	17.8
Native Hawaiian/Pacific Islander	School										
	District										
	State	5.5	15.1	37.0	37.0	5.5	8.8	25.2	28.6	34.0	3.4
American Indian	School										
	District										
	State	12.3	20.9	35.2	28.2	3.4	13.5	33.6	31.5	19.1	2.3
Two or More Races	School										
	District										
	State	9.7	20.4	30.4	33.7	5.9	12.0	29.2	28.8	25.4	4.6

Grade 6 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	3.6	21.4	28.6	35.7	10.7	10.7	17.9	25.0	35.7	10.7
	District	3.6	21.4	28.6	35.7	10.7	10.7	17.9	25.0	35.7	10.7
	State	43.1	33.5	17.1	5.8	0.5	39.6	40.2	14.7	5.1	0.5
Non-IEP	School	0.6	1.8	15.2	60.4	22.0	0.0	3.6	15.6	53.3	27.5
	District	0.6	1.8	15.2	60.4	22.0	0.0	3.6	15.6	53.3	27.5
	State	6.7	19.9	33.8	35.0	4.7	8.7	28.1	32.8	26.8	3.6

Grade 7**Grade 7 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	1.0	4.4	6.3	33.7	54.6	0.0	3.9	17.4	52.7	26.1
District	1.0	4.4	6.3	33.7	54.6	0.0	3.9	17.4	52.7	26.1
State	14.3	19.0	26.9	30.5	9.4	9.8	28.4	34.3	24.6	2.9

Grade 7 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	0.9	4.5	10.9	30.9	52.7	0.0	1.8	17.3	50.0	30.9
	District	0.9	4.5	10.9	30.9	52.7	0.0	1.8	17.3	50.0	30.9
	State	18.8	21.7	27.2	26.1	6.2	11.5	28.7	32.6	24.0	3.3
Female	School	1.1	4.2	1.1	36.8	56.8	0.0	6.2	17.5	55.7	20.6
	District	1.1	4.2	1.1	36.8	56.8	0.0	6.2	17.5	55.7	20.6
	State	9.5	16.2	26.5	35.0	12.8	8.1	28.1	36.0	25.3	2.5

Grade 7 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	0.0	5.8	11.7	44.7	37.9	0.0	6.8	27.2	60.2	5.8
	District	0.0	5.8	11.7	44.7	37.9	0.0	6.8	27.2	60.2	5.8
	State	8.9	15.1	26.6	37.0	12.4	6.1	22.1	36.3	31.9	3.5
Black	School										
	District										
	State	27.3	27.6	26.1	17.0	2.1	19.6	41.9	28.8	9.5	0.2
Hispanic	School										
	District										
	State	18.4	23.6	29.7	24.1	4.2	12.2	35.5	35.5	16.1	0.7
Asian	School	1.3	2.5	0.0	18.8	77.5	0.0	0.0	2.4	46.3	51.2
	District	1.3	2.5	0.0	18.8	77.5	0.0	0.0	2.4	46.3	51.2
	State	4.7	7.3	17.8	41.4	28.8	2.9	10.7	25.2	44.5	16.7
Native Hawaiian/Pacific Islander	School										
	District										
	State	7.9	15.1	22.2	42.9	11.9	3.9	20.3	37.5	32.8	5.5
American Indian	School										
	District										
	State	15.9	20.5	31.1	27.2	5.3	9.7	32.5	39.0	17.3	1.4
Two or More Races	School	0.0	0.0	10.0	10.0	80.0	0.0	0.0	10.0	60.0	30.0
	District	0.0	0.0	10.0	10.0	80.0	0.0	0.0	10.0	60.0	30.0
	State	12.9	17.8	25.5	31.1	12.7	9.6	27.2	32.6	25.8	4.8

Grade 7 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	5.6	38.9	5.6	33.3	16.7	0.0	22.2	44.4	22.2	11.1
	District	5.6	38.9	5.6	33.3	16.7	0.0	22.2	44.4	22.2	11.1
	State	51.4	27.4	14.4	6.0	0.9	38.4	41.6	15.0	4.4	0.5
Non-IEP	School	0.5	1.1	6.4	33.7	58.3	0.0	2.1	14.8	55.6	27.5
	District	0.5	1.1	6.4	33.7	58.3	0.0	2.1	14.8	55.6	27.5
	State	8.8	17.8	28.7	34.1	10.6	5.7	26.4	37.1	27.6	3.3

Grade 8**Grade 8 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	0.9	3.3	10.3	54.0	31.5	2.8	3.7	12.6	54.0	27.0
District	0.9	3.3	10.3	54.0	31.5	2.8	3.7	12.6	54.0	27.0
State	14.0	18.9	26.7	34.1	6.3	19.7	23.8	24.4	28.2	3.9

Grade 8 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	1.9	3.9	12.6	60.2	21.4	3.8	3.8	11.5	59.6	21.2
	District	1.9	3.9	12.6	60.2	21.4	3.8	3.8	11.5	59.6	21.2
	State	18.6	21.9	27.2	28.4	3.9	22.5	24.0	23.0	26.4	4.2
Female	School	0.0	2.7	8.2	48.2	40.9	1.8	3.6	13.5	48.6	32.4
	District	0.0	2.7	8.2	48.2	40.9	1.8	3.6	13.5	48.6	32.4
	State	9.1	15.9	26.1	40.1	8.8	16.7	23.7	25.9	30.2	3.6

Grade 8 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	0.9	5.1	12.8	63.2	17.9	4.2	5.1	17.8	61.9	11.0
	District	0.9	5.1	12.8	63.2	17.9	4.2	5.1	17.8	61.9	11.0
	State	8.8	15.2	26.3	41.4	8.3	12.9	20.1	26.4	35.9	4.7
Black	School										
	District										
	State	26.9	27.3	26.6	17.9	1.2	37.7	30.6	20.0	11.3	0.4
Hispanic	School	10.0	0.0	10.0	60.0	20.0	10.0	10.0	20.0	50.0	10.0
	District	10.0	0.0	10.0	60.0	20.0	10.0	10.0	20.0	50.0	10.0
	State	17.6	23.3	29.3	27.3	2.5	24.1	29.2	24.9	20.6	1.2
Asian	School	0.0	1.4	5.4	40.5	52.7	0.0	1.3	2.7	45.3	50.7
	District	0.0	1.4	5.4	40.5	52.7	0.0	1.3	2.7	45.3	50.7
	State	4.6	7.6	17.5	48.5	21.8	5.4	10.8	17.2	46.0	20.5
Native Hawaiian/Pacific Islander	School										
	District										
	State	12.1	14.3	22.9	37.1	13.6	18.9	17.5	24.5	28.7	10.5
American Indian	School										
	District										
	State	15.2	25.5	29.3	26.3	3.8	21.0	31.1	25.8	20.7	1.5
Two or More Races	School										
	District										
	State	12.9	17.2	25.6	35.4	9.0	18.5	24.0	22.5	29.9	5.1

Grade 8 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	8.7	17.4	43.5	30.4	0.0	21.7	26.1	26.1	26.1	0.0
	District	8.7	17.4	43.5	30.4	0.0	21.7	26.1	26.1	26.1	0.0
	State	50.4	28.0	14.8	6.3	0.5	57.7	26.5	10.4	4.8	0.5
Non-IEP	School	0.0	1.6	6.3	56.8	35.3	0.5	1.0	10.9	57.3	30.2
	District	0.0	1.6	6.3	56.8	35.3	0.5	1.0	10.9	57.3	30.2
	State	9.0	17.7	28.3	37.9	7.1	14.4	23.5	26.4	31.5	4.3

Grade 8 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	0.0	10.0	20.0	60.0	10.0	10.0	20.0	20.0	50.0	0.0
	District	0.0	10.0	20.0	60.0	10.0	10.0	20.0	20.0	50.0	0.0
	State	20.9	24.8	28.2	23.9	2.1	28.6	29.6	23.4	17.5	1.0
Not Eligible	School	1.0	3.0	9.9	53.7	32.5	2.4	2.9	12.2	54.1	28.3
	District	1.0	3.0	9.9	53.7	32.5	2.4	2.9	12.2	54.1	28.3
	State	6.4	12.5	24.9	45.3	10.9	9.9	17.5	25.5	40.0	7.0

Lincolnshire-Prairieview SD 103

Lincolnshire, 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	Total Enrollment
District	56.2	0.7	3.7	34.9	1.0	0.1	3.3	3.2	8.5	12.9	0.0	1,647
State	49.3	17.5	25.1	4.6	0.1	0.3	3.1	54.2	10.3	14.1	2.3	2,054,556

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 [Home School](#). **Homeless** students are students who do not have permanent and adequate homes.

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION				
	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
District		0.0	5.8	96.3
State		8.7	12.0	94.2

Mobility rate is based on the number of times students enroll in or leave a school during the school year. **Chronic truants** are students who are absent from school without valid cause for 9 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS		STUDENT-TO-STAFF RATIOS			
	Percent		Days	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
District	100.0	District	174	14.2		7.9	146.2
State	95.2	State	175	18.5		11.3	173.3

* 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	19.9	19.3	23.5	21.8	21.6	26.1	24.6	26.6	27.9		24.2
State	20.7	21.6	21.9	22.4	22.7	23.1	22.7	21.8	22.2		21.2

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	55	44	30	55	44	90	55	88	30	55	44
State	65	58	55	31	44	46	139	100	89	30	43	45

TEACHER INFORMATION (Full -Time Equivalents)											
District	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	UnKnown	Male	Female	Total Number
State	82.5	6.4	5.7	1.4	0.1	0.2	0.8	3.0	23.2	76.8	129,668

TEACHER INFORMATION					
		% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
District:	All Schools	16.8	83.2	1.9	0.0
	High Poverty Schools				
	Low Poverty Schools	16.8	83.2	1.9	0.0
State:	All Schools	38.4	61.1	0.6	0.8
	High Poverty Schools	41.2	57.5	1.5	3.6
	Low Poverty Schools	31.3	68.6	0.3	0.0

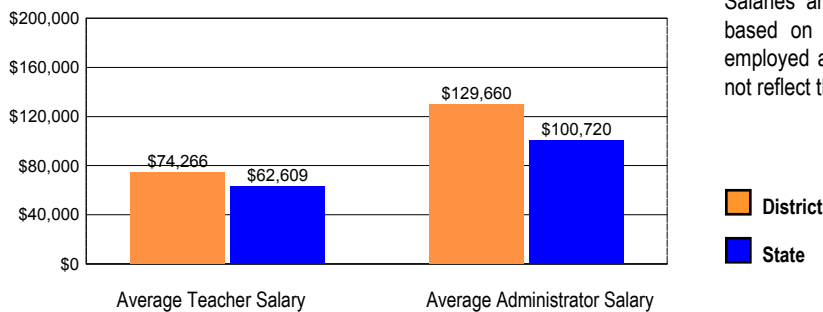
The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

TEACHER RETENTION RATE	
District	88.1
State	85.0

PRINCIPAL TURNOVER (Count)	
District	2.0
State	1.9

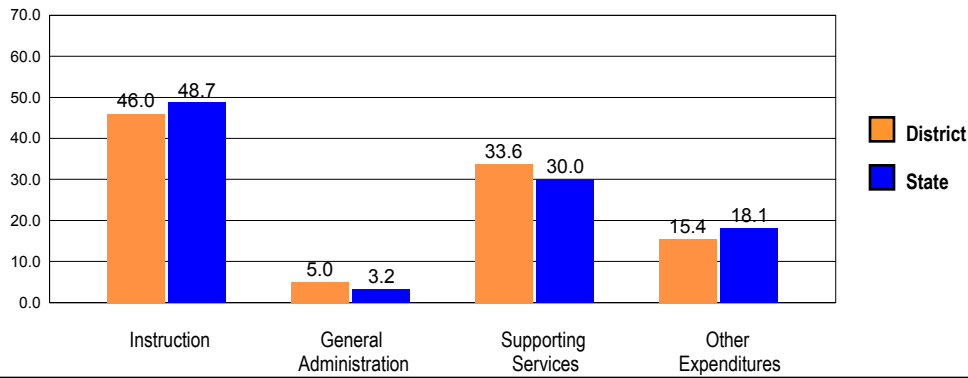
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2013-14 (Percentages)



	District	District %	State %
Local Property Taxes	\$26,021,356	84.8	61.7
Other Local Funding	\$2,490,277	8.1	4.4
General State Aid	\$334,500	1.1	16.4
Other State Funding	\$1,544,611	5.0	9.6
Federal Funding	\$279,346	0.9	7.8
TOTAL	\$30,670,090		

	District	District %	State %
Education	\$21,939,923	73.7	73.4
Operations & Maintenance	\$2,077,542	7.0	6.3
Transportation	\$1,752,629	5.9	3.7
Debt Service	\$827,642	2.8	8.0
Tort	\$0	0.0	1.2
Municipal Retirement/ Social Security	\$977,695	3.3	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$2,194,090	7.4	4.7
TOTAL	\$29,769,521		

OTHER FINANCIAL INDICATORS

	2012 Equalized Assessed Valuation per Pupil	2012 Total School Tax Rate per \$100	2013-14 Instructional Expenditure per Pupil	2013-14 Operating Expenditure per Pupil
District	\$567,706	2.84	\$8,654	\$15,695
State	**	**	\$7,419	\$12,521

** 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.

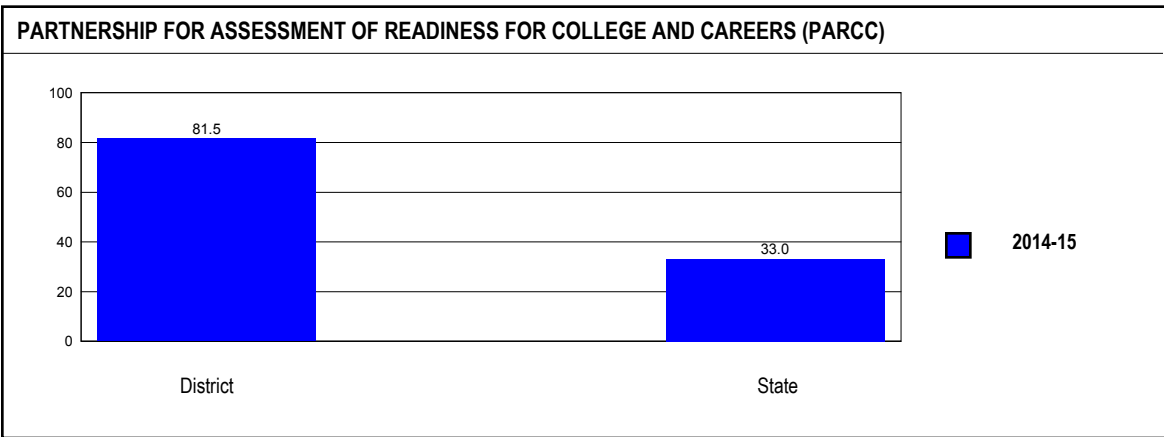
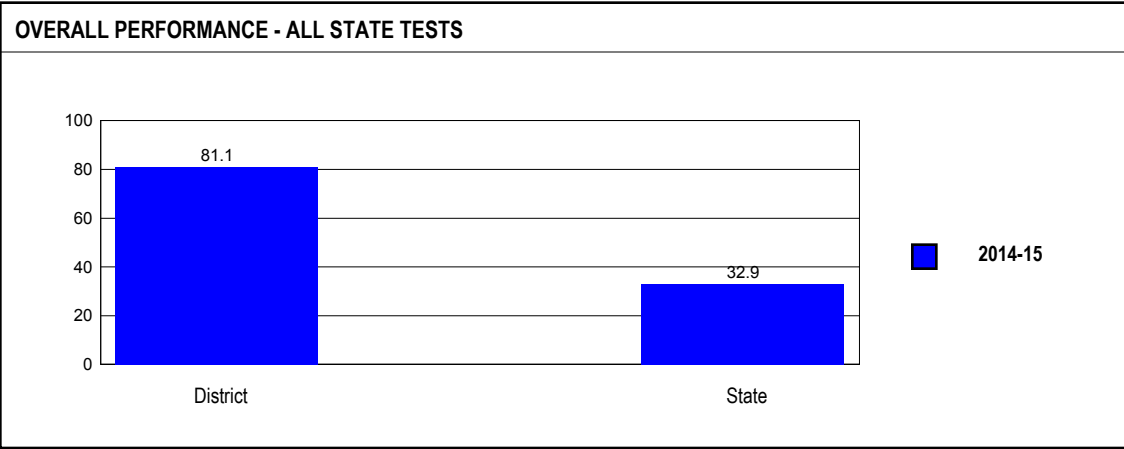
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

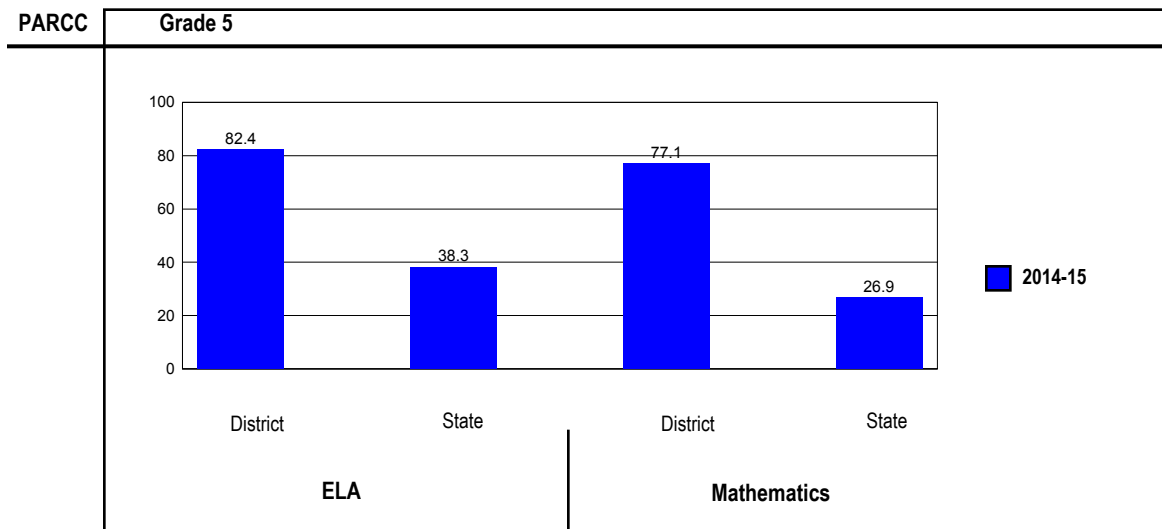
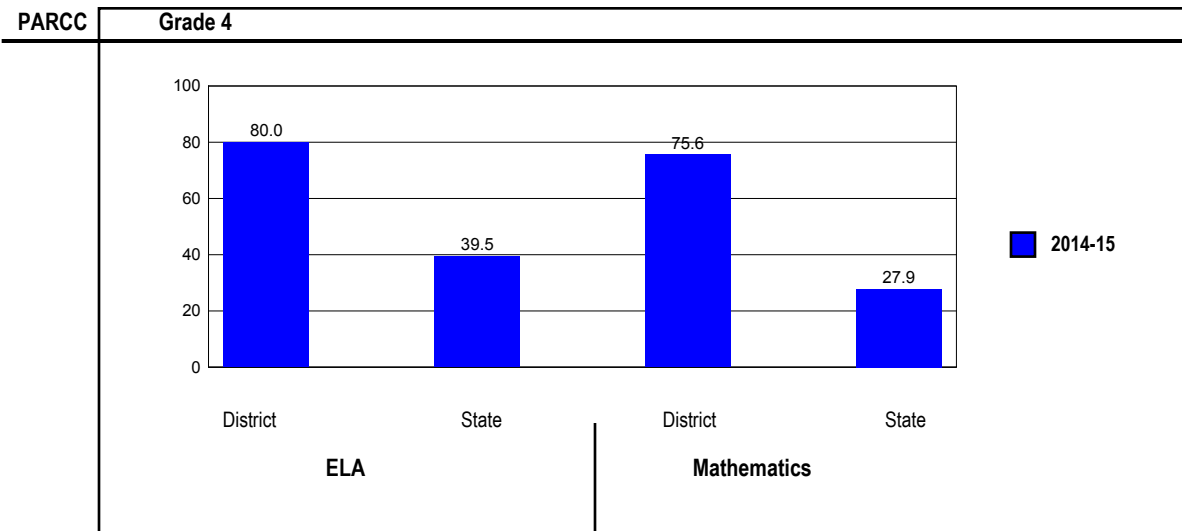
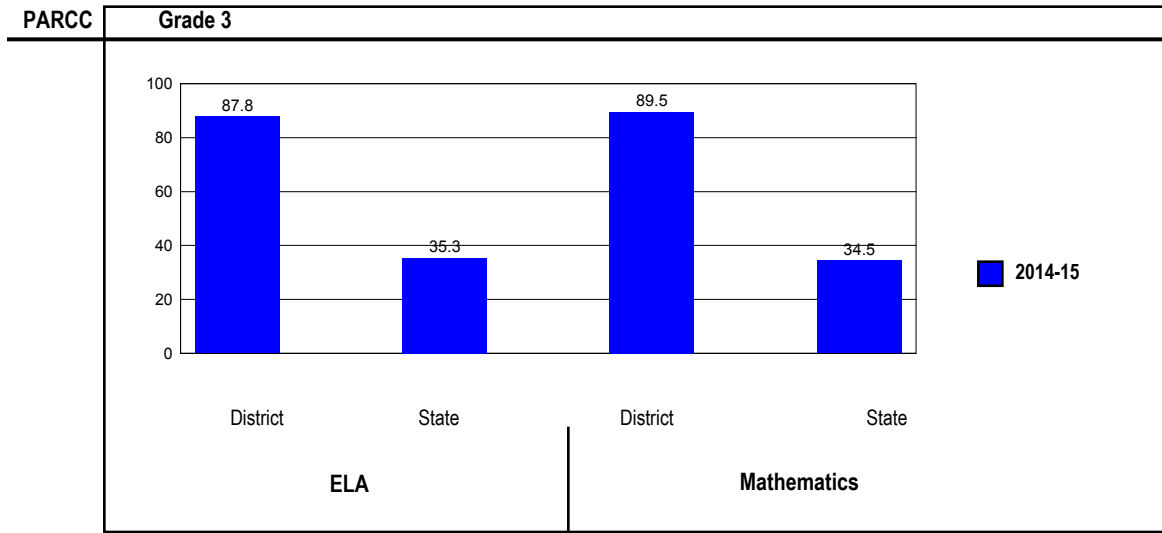
OVERALL STUDENT PERFORMANCE

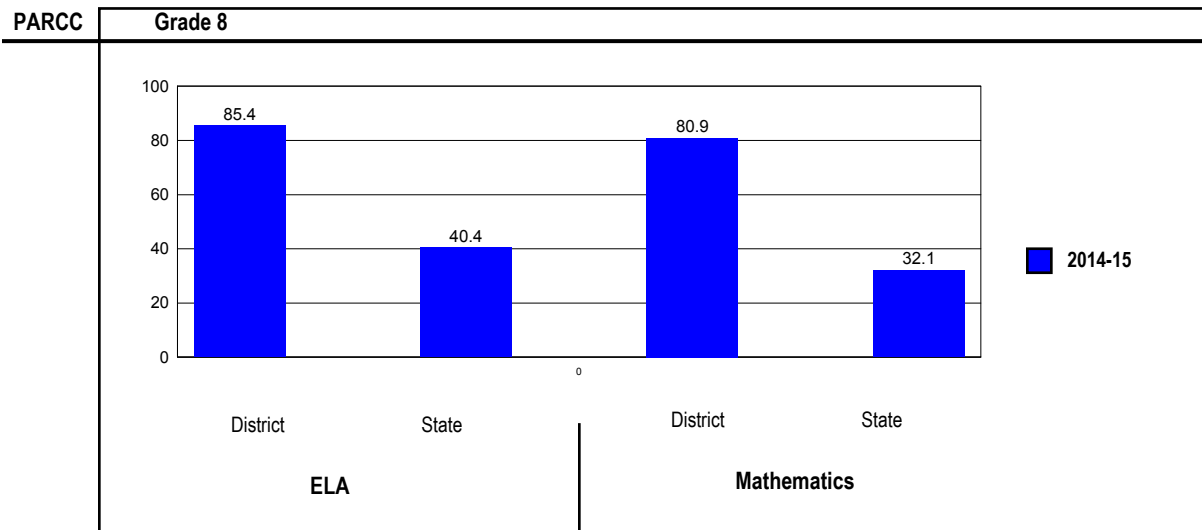
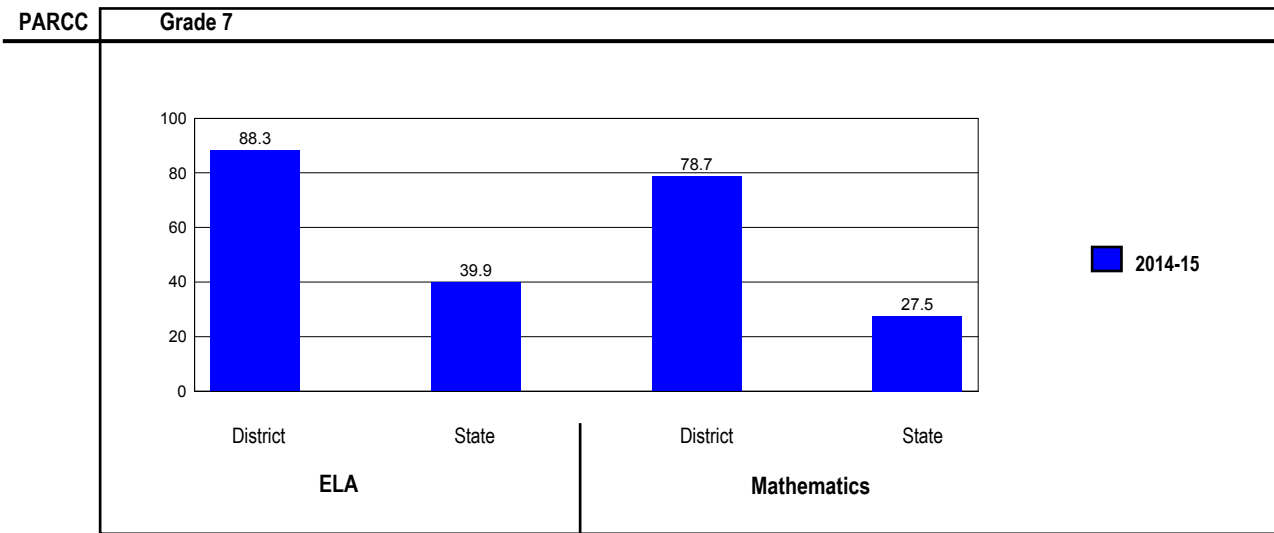
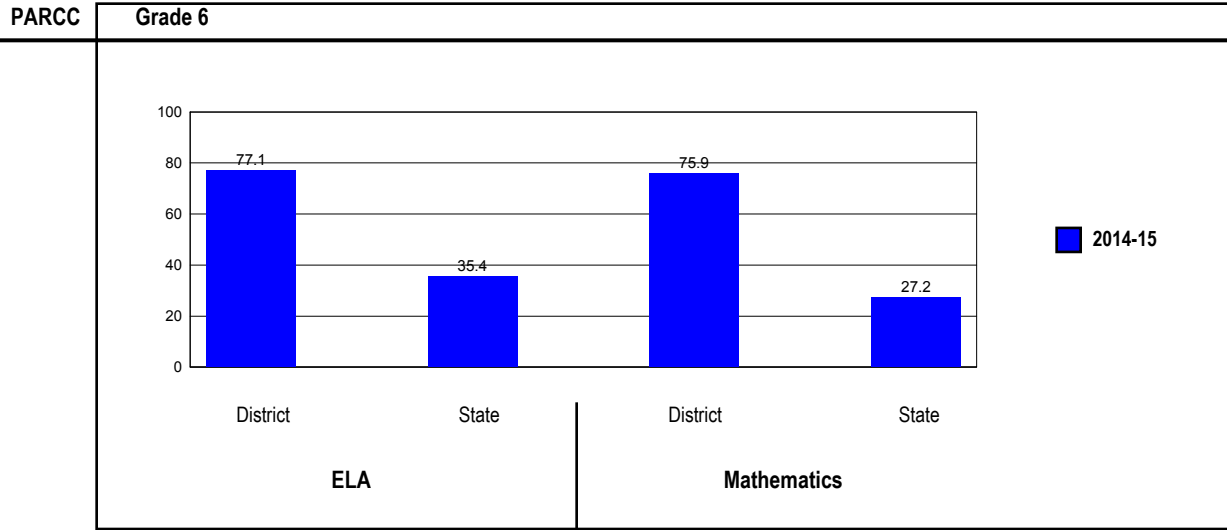
These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



PARCC PERFORMANCE

These charts show the percentage of student scores meeting or exceeding expectations for the grades and subjects tested on PARCC that have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers.





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 and high school. 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 would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). 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	1,178	596	582	642	11	44	431	6	2	42	45	0	140	35
	Reading	1.2	1.2	1.2	1.4	0.0	0.0	1.2			0.0	15.6		2.9	0.0
State	*Enrollment	1,051,652	539,231	512,415	519,458	180,276	267,114	48,403	1,065	3,047	32,282	80,475	208	147,346	562,215
	Reading	4.4	4.5	4.4	3.6	6.4	4.9	3.2	5.4	5.1	4.5	4.0	1.4	6.7	4.8

* Enrollment as reported during the testing windows for grades 3-8 and high school.

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	1,187	603	584	643	11	44	439	6	2	42	53	0	140	35
	Mathematics	1.1	1.5	0.7	1.1	0.0	0.0	1.4			0.0	11.3		2.1	0.0
State	*Enrollment	1,030,879	528,251	502,622	503,822	178,769	265,697	47,032	1,068	2,998	31,486	84,312	222	144,711	557,532
	Mathematics	4.4	4.4	4.3	3.4	6.5	5.0	2.8	5.8	4.5	4.3	4.6	4.5	6.6	4.7

* Enrollment as reported during the testing windows for grades 3-8 and high school.

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/L and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

Grade 3

Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	1.7	0.6	9.9	59.9	27.9	1.2	0.6	8.7	41.9	47.7
State	20.1	21.0	23.5	32.4	2.9	14.1	23.6	27.8	29.1	5.4

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	District	3.6	0.0	12.0	60.2	24.1	1.2	0.0	7.2	36.1	55.4
	State	23.1	22.0	23.6	29.2	2.0	15.2	23.4	26.8	28.7	5.8
Female	District	0.0	1.1	7.9	59.6	31.5	1.1	1.1	10.1	47.2	40.4
	State	17.0	19.9	23.5	35.7	3.9	13.0	23.8	28.8	29.4	5.0

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	District	2.0	1.0	11.2	64.3	21.4	2.0	0.0	12.2	48.0	37.8
	State	12.2	17.6	24.9	41.4	3.9	7.8	18.4	28.9	37.7	7.2
Black	District	33.3	25.7	21.6	18.4	1.0	28.3	31.0	25.4	14.3	1.1
	State										
Hispanic	District	28.5	25.8	23.0	21.7	1.1	18.1	30.8	29.0	20.3	1.7
	State										
Asian	District	1.7	0.0	5.0	51.7	41.7	0.0	0.0	3.3	23.3	73.3
	State	6.4	11.2	19.8	52.8	9.8	3.1	8.7	19.1	46.5	22.7
Native Hawaiian/Pacific Islander	District	13.0	15.4	27.2	34.9	9.5	6.0	25.6	21.4	33.9	13.1
	State										
American Indian	District	26.6	24.2	23.2	25.6	0.5	17.1	28.8	33.4	19.7	1.0
	State										
Two or More Races	District	16.4	20.2	23.0	36.4	4.0	13.0	22.3	26.9	30.4	7.4
	State										

Grade 3 - Limited-English-Proficient

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	21.4	0.0	14.3	57.1	7.1	7.1	0.0	28.6	35.7	28.6
State	33.5	28.1	22.6	15.4	0.4	20.0	32.0	28.7	17.8	1.4

Grade 3 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	District	17.6	0.0	23.5	35.3	23.5	11.8	0.0	23.5	41.2	23.5
	State	50.7	23.7	14.3	10.7	0.6	34.7	31.1	20.0	12.4	1.7
Non-IEP	District	0.0	0.6	8.4	62.6	28.4	0.0	0.6	7.1	41.9	50.3
	State	15.5	20.6	24.9	35.7	3.3	10.9	22.4	29.0	31.6	6.0

Grade 4**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	3.5	4.1	12.4	51.8	28.2	3.5	4.7	16.3	58.7	16.9
State	10.9	19.7	29.9	32.9	6.5	13.7	29.4	29.1	25.3	2.6

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	District	3.5	3.5	15.3	56.5	21.2	3.4	4.6	19.5	55.2	17.2
	State	13.4	22.0	30.4	29.7	4.6	15.1	29.3	27.6	25.2	2.7
Female	District	3.5	4.7	9.4	47.1	35.3	3.5	4.7	12.9	62.4	16.5
	State	8.4	17.4	29.4	36.4	8.5	12.1	29.5	30.5	25.4	2.4

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	District	4.3	6.5	16.1	50.5	22.6	4.3	7.5	21.5	61.3	5.4
	State	6.5	15.0	29.5	40.3	8.8	8.4	23.8	31.2	33.4	3.2
Black	District										
	State	19.6	28.5	30.7	19.3	1.9	26.1	39.2	24.0	10.3	0.4
Hispanic	District	10.0	0.0	30.0	40.0	20.0	10.0	0.0	20.0	50.0	20.0
	State	15.4	25.3	32.0	24.7	2.6	17.5	37.3	29.3	15.2	0.6
Asian	District	1.7	1.7	3.3	51.7	41.7	1.6	1.6	6.5	54.8	35.5
	State	3.0	8.3	19.8	49.7	19.1	3.3	10.9	23.4	48.9	13.5
Native Hawaiian/Pacific Islander	District										
	State	7.1	14.7	29.5	39.1	9.6	9.4	24.5	23.9	36.5	5.7
American Indian	District										
	State	16.0	22.3	31.5	26.3	3.9	16.8	34.6	29.0	18.5	1.1
Two or More Races	District										
	State	9.3	18.7	29.4	34.2	8.3	14.1	27.4	28.3	26.4	3.7

Grade 4 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	District	20.8	29.2	16.7	33.3	0.0	25.0	29.2	29.2	16.7	0.0
	State	38.3	31.4	19.6	9.8	1.1	37.9	37.3	16.3	8.0	0.5
Non-IEP	District	0.7	0.0	11.6	54.8	32.9	0.0	0.7	14.2	65.5	19.6
	State	6.7	17.9	31.5	36.6	7.4	9.9	28.2	31.0	28.0	2.9

Grade 5**Grade 5 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District State	0.0	3.9	13.7	69.6	12.7	0.5	5.4	17.1	48.8	28.3
	10.8	21.4	29.4	35.6	2.7	13.2	30.2	29.7	23.6	3.3

Grade 5 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	District	0.0	4.9	13.6	76.7	4.9	0.0	3.9	15.7	52.9	27.5
	State	13.4	23.9	29.7	31.4	1.6	14.9	30.6	28.0	22.9	3.7
Female	District	0.0	3.0	13.9	62.4	20.8	1.0	6.8	18.4	44.7	29.1
	State	8.1	18.9	29.2	40.0	3.9	11.5	29.8	31.4	24.3	3.0

Grade 5 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	District	0.0	4.7	20.6	66.4	8.4	0.9	7.4	27.8	54.6	9.3
	State	6.9	16.7	29.4	43.7	3.4	8.3	24.9	32.3	30.4	4.1
Black	District										
	State	19.4	30.7	29.2	20.0	0.8	25.5	40.7	23.9	9.3	0.5
Hispanic	District										
	State	14.3	27.2	31.4	25.9	1.2	16.8	37.2	29.7	15.4	0.9
Asian	District	0.0	2.4	7.2	73.5	16.9	0.0	2.4	3.6	41.0	53.0
	State	3.9	8.6	21.1	56.2	10.2	3.2	11.7	22.9	44.6	17.5
Native Hawaiian/Pacific Islander	District										
	State	6.1	7.8	28.7	52.2	5.2	4.3	20.5	31.6	37.6	6.0
American Indian	District										
	State	15.8	20.8	28.3	33.0	2.1	12.4	36.1	31.7	18.6	1.3
Two or More Races	District										
	State	9.2	20.5	27.8	39.0	3.5	12.1	29.6	28.4	25.1	4.8

Grade 5 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	District	0.0	22.2	22.2	50.0	5.6	0.0	31.6	15.8	42.1	10.5
	State	38.3	35.3	18.0	8.1	0.3	34.8	41.7	16.7	6.2	0.6
Non-IEP	District	0.0	2.2	12.9	71.5	13.4	0.5	2.7	17.2	49.5	30.1
	State	6.6	19.3	31.2	39.8	3.1	9.9	28.4	31.7	26.2	3.8

Grade 6**Grade 6 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	1.0	4.7	17.2	56.8	20.3	1.5	5.6	16.9	50.8	25.1
State	11.4	21.6	31.6	31.2	4.2	12.7	29.7	30.5	24.0	3.2

Grade 6 - Gender

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male										
District	0.0	5.0	24.0	56.0	15.0	0.0	3.9	15.5	53.4	27.2
State	14.8	24.9	31.8	25.9	2.6	14.3	30.1	29.0	23.2	3.4
Female										
District	2.2	4.3	9.8	57.6	26.1	3.3	7.6	18.5	47.8	22.8
State	7.8	18.2	31.4	36.8	5.8	11.0	29.2	32.0	24.8	2.9

Grade 6 - Racial/Ethnic Background

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White										
District	1.8	5.5	26.4	58.2	8.2	0.9	9.0	27.0	53.2	9.9
State	6.4	16.6	32.2	39.2	5.5	7.4	23.5	33.5	31.7	4.0
Black										
District	23.0	31.9	28.9	15.3	1.0	25.6	41.1	24.3	8.7	0.4
Hispanic										
District	15.0	27.2	34.2	22.2	1.4	16.3	37.6	30.3	15.0	0.7
Asian										
District	0.0	4.5	4.5	47.8	43.3	2.9	0.0	2.9	43.5	50.7
State	3.4	8.4	21.5	51.5	15.3	3.1	10.7	22.6	45.8	17.8
Native Hawaiian/Pacific Islander										
District	5.5	15.1	37.0	37.0	5.5	8.8	25.2	28.6	34.0	3.4
American Indian										
District	12.3	20.9	35.2	28.2	3.4	13.5	33.6	31.5	19.1	2.3
Two or More Races										
District	9.7	20.4	30.4	33.7	5.9	12.0	29.2	28.8	25.4	4.6
State										

Grade 6 - Students with Disabilities

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP										
District	3.6	21.4	28.6	35.7	10.7	10.7	17.9	25.0	35.7	10.7
State	43.1	33.5	17.1	5.8	0.5	39.6	40.2	14.7	5.1	0.5
Non-IEP										
District	0.6	1.8	15.2	60.4	22.0	0.0	3.6	15.6	53.3	27.5
State	6.7	19.9	33.8	35.0	4.7	8.7	28.1	32.8	26.8	3.6

Grade 7**Grade 7 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	1.0	4.4	6.3	33.7	54.6	0.0	3.9	17.4	52.7	26.1
State	14.3	19.0	26.9	30.5	9.4	9.8	28.4	34.3	24.6	2.9

Grade 7 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	District	0.9	4.5	10.9	30.9	52.7	0.0	1.8	17.3	50.0	30.9
	State	18.8	21.7	27.2	26.1	6.2	11.5	28.7	32.6	24.0	3.3
Female	District	1.1	4.2	1.1	36.8	56.8	0.0	6.2	17.5	55.7	20.6
	State	9.5	16.2	26.5	35.0	12.8	8.1	28.1	36.0	25.3	2.5

Grade 7 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	District	0.0	5.8	11.7	44.7	37.9	0.0	6.8	27.2	60.2	5.8
	State	8.9	15.1	26.6	37.0	12.4	6.1	22.1	36.3	31.9	3.5
Black	District										
	State	27.3	27.6	26.1	17.0	2.1	19.6	41.9	28.8	9.5	0.2
Hispanic	District										
	State	18.4	23.6	29.7	24.1	4.2	12.2	35.5	35.5	16.1	0.7
Asian	District	1.3	2.5	0.0	18.8	77.5	0.0	0.0	2.4	46.3	51.2
	State	4.7	7.3	17.8	41.4	28.8	2.9	10.7	25.2	44.5	16.7
Native Hawaiian/Pacific Islander	District										
	State	7.9	15.1	22.2	42.9	11.9	3.9	20.3	37.5	32.8	5.5
American Indian	District										
	State	15.9	20.5	31.1	27.2	5.3	9.7	32.5	39.0	17.3	1.4
Two or More Races	District	0.0	0.0	10.0	10.0	80.0	0.0	0.0	10.0	60.0	30.0
	State	12.9	17.8	25.5	31.1	12.7	9.6	27.2	32.6	25.8	4.8

Grade 7 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	District	5.6	38.9	5.6	33.3	16.7	0.0	22.2	44.4	22.2	11.1
	State	51.4	27.4	14.4	6.0	0.9	38.4	41.6	15.0	4.4	0.5
Non-IEP	District	0.5	1.1	6.4	33.7	58.3	0.0	2.1	14.8	55.6	27.5
	State	8.8	17.8	28.7	34.1	10.6	5.7	26.4	37.1	27.6	3.3

Grade 8**Grade 8 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	0.9	3.3	10.3	54.0	31.5	2.8	3.7	12.6	54.0	27.0
	14.0	18.9	26.7	34.1	6.3	19.7	23.8	24.4	28.2	3.9

Grade 8 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	District	1.9	3.9	12.6	60.2	21.4	3.8	3.8	11.5	59.6	21.2
	State	18.6	21.9	27.2	28.4	3.9	22.5	24.0	23.0	26.4	4.2
Female	District	0.0	2.7	8.2	48.2	40.9	1.8	3.6	13.5	48.6	32.4
	State	9.1	15.9	26.1	40.1	8.8	16.7	23.7	25.9	30.2	3.6

Grade 8 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	District	0.9	5.1	12.8	63.2	17.9	4.2	5.1	17.8	61.9	11.0
	State	8.8	15.2	26.3	41.4	8.3	12.9	20.1	26.4	35.9	4.7
Black	District										
	State	26.9	27.3	26.6	17.9	1.2	37.7	30.6	20.0	11.3	0.4
Hispanic	District	10.0	0.0	10.0	60.0	20.0	10.0	10.0	20.0	50.0	10.0
	State	17.6	23.3	29.3	27.3	2.5	24.1	29.2	24.9	20.6	1.2
Asian	District	0.0	1.4	5.4	40.5	52.7	0.0	1.3	2.7	45.3	50.7
	State	4.6	7.6	17.5	48.5	21.8	5.4	10.8	17.2	46.0	20.5
Native Hawaiian/Pacific Islander	District										
	State	12.1	14.3	22.9	37.1	13.6	18.9	17.5	24.5	28.7	10.5
American Indian	District										
	State	15.2	25.5	29.3	26.3	3.8	21.0	31.1	25.8	20.7	1.5
Two or More Races	District										
	State	12.9	17.2	25.6	35.4	9.0	18.5	24.0	22.5	29.9	5.1

Grade 8 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	District	8.7	17.4	43.5	30.4	0.0	21.7	26.1	26.1	26.1	0.0
	State	50.4	28.0	14.8	6.3	0.5	57.7	26.5	10.4	4.8	0.5
Non-IEP	District	0.0	1.6	6.3	56.8	35.3	0.5	1.0	10.9	57.3	30.2
	State	9.0	17.7	28.3	37.9	7.1	14.4	23.5	26.4	31.5	4.3

Grade 8 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	District	0.0	10.0	20.0	60.0	10.0	10.0	20.0	20.0	50.0	0.0
	State	20.9	24.8	28.2	23.9	2.1	28.6	29.6	23.4	17.5	1.0
Not Eligible	District	1.0	3.0	9.9	53.7	32.5	2.4	2.9	12.2	54.1	28.3
	State	6.4	12.5	24.9	45.3	10.9	9.9	17.5	25.5	40.0	7.0