



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

NOVEMBER 1, 2016

The Committee of the Whole Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, November 1, 2016 at 7:15 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 30 Minutes

B. Discussion Items

Time: 1 Hour

1. Review of Construction Bids

2

2. Review of Professional Services Proposal - Furniture Selection

22

3. State School Report Cards

27

C. Community Participation

D. Executive Session

Time: 30 Minutes

E. Adjournment



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: October 28, 2016
Re: Construction Bid Results

The results of the construction bid openings are provided for your review. Jeff Masters from Gilbane Construction is reviewing the bids and will provide an update on the process and results at the November 1, 2016 COW meeting.

Bid Comparison Form:

Job/Sub Job:
J07051.000

Project:
Lincolnshire Prairie View School District 103: Additions and Renovations

Completed By:
Diedrie Hines

Date:
10/25/2016

Bid Package No./Rel.
BP09A / Release 1

Description of Package:
Drywall & Acoustical Ceiling Work

Firms Submitting Bids

1 OPC Construction Inc. 3 Doherty Construction Inc. 5

2 L.J. Morse Construction Company 4 6

Bid Details	1	2	3	4	5	6
10 % Bid Bond:	Yes	Yes	Yes			
Supplements 1, 2, 3a, 4	1,2,3a,4	1,2,3a,4	1,2,3a,4			
BASE BID	\$694,900	\$697,322	\$712,425			
Alternates:						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical	No Change	No Change	No Change			
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	No Change	No Change	No Change			
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	No Change	No Change	No Change			
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	\$38,700	\$45,997	\$44,515			
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	No Change		No Change			
Base Bid Ranking:						

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Bid Comparison Form:

Job/Sub Job:
J07051.000

Project:
Lincolnshire Prairie View School District 103: Additions and Renovations

Completed By:
Diedrie Hines

Date:
10/25/2016

Bid Package No./Rel.
BP09C / Release 1

Description of Package:
Tile & Carpet Work

Firms Submitting Bids

- | | | |
|---|-------------------------------------|---------|
| 1 <u>Liberty Tile and Carpet</u> | 3 <u>Bodala LLC DBA Central Rug</u> | 5 _____ |
| 2 <u>TSI Commerical Floor Covering Inc.</u> | 4 _____ | 6 _____ |

Bid Details	1	2	3	4	5	6
10 % Bid Bond:	Yes	Yes	Yes			
Supplements 1, 2, 3a, 4	1,2,3a,4	1,2,3a,4	1,2,3a,4			
BASE BID	\$440,486	\$564,307	\$624,800			
Alternates:						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical	\$1,000	No Change	No Change			
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	\$1,000	No Change	No Change			
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	No Change	No Change	No Change			
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	\$5,075	\$23,860	\$18,600			
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	No Change	No Change	No Change			
Base Bid Ranking:						

Bid Comparison Form:

Job/Sub Job: J07051.000 **Project:** Lincolnshire Prairie View School District 103: Additions and Renovations **Completed By:** Diedrie Hines **Date:** 10/20/2016

Bid Package No./Rel. BP03A / Release 1 **Description of Package:** **Concrete Work** Page 1 of 1

Firms Submitting Bids

1 Stuckey Construction 3 Boller Construction 5 _____
 2 Schaeffges Brothers 4 _____ 6 _____

Bid Details	1	2	3	4	5	6
10 % Bid Bond:	Yes	Yes	Yes			
Supplements 1, 2, 3	1,2,3	1,2,3	1,2,3			
BASE BID	\$1,074,000	\$1,317,000	\$1,115,000			
Alternates:						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	no change	no bid	no bid			
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	no change	no bid	no bid			
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	no change	no bid	no bid			
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	no change	no bid	no bid			
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	no change	no bid	no bid			
Base Bid Ranking:						

Bid Comparison Form:

Job/Sub Job: J07051.000 **Project:** Lincolnshire Prairie View School District 103: Additions and Renovations **Completed By:** Diedrie Hines **Date:** 10/20/2016

Bid Package No./Rel. BP04A / Release 1 **Description of Package:** Masonry Work Page 2 of 2

Firms Submitting Bids

7 Jimmy'z Masonry 9 _____ 11 _____
 8 _____ 10 _____ 12 _____

Bid Details	7	8	9	10	11	12
10 % Bid Bond:	Yes					
Supplements 1, 2, 3	1,2,3					
BASE BID	\$1,297,100					
Alternates:						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	\$580					
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	no change					
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	no change					
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	\$4,400					
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	no change					
Base Bid Ranking:						

Bid Comparison Form:

Job/Sub Job: J07051.000 **Project:** Lincolnshire Prairie View School District 103: Additions and Renovations **Completed By:** Diedrie Hines **Date:** 10/20/2016

Bid Package No./Rel. BP05A / Release 1 **Description of Package:** **Structural Steel & Misc. Metals Work**

Firms Submitting Bids

1 TA Bowman 3 K&K Iron Works 5 _____
 2 Waukegan Steel 4 _____ 6 _____

Bid Details	1	2	3	4	5	6
10 % Bid Bond:	Yes	Yes	Yes			
Supplements 1, 2, 3	1,2,3	1,2,3	1,2,3			
BASE BID	\$930,000	\$950,000	\$1,057,150			
\						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	\$15,000	\$12,900	\$12,910			
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	\$5,000	\$14,500	\$4,000			
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	no bid	no change	no change			
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	no bid	no change	no change			
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	no bid	no change	no change			
Base Bid Ranking:						

Bid Comparison Form:

Job/Sub Job: J07051.000 **Project:** Lincolnshire Prairie View School District 103: Additions and Renovations **Completed By:** Diedrie Hines **Date:** 10/20/2016

Bid Package No./Rel. BP06A / Release 1 **Description of Package:** General Trades Work Page 1 of 2

Firms Submitting Bids

1 Manusos General Contracting 3 Stuckey Construction 5 LJ Morse
 2 Efriam Carlson 4 Boller Construction 6 Shales McNutt

Bid Details	1	2	3	4	5	6
10 % Bid Bond:	Yes	Yes	Yes	Yes	Yes	Yes
Supplements 1, 2, 3	1,2,3	1,2,3	1,2,3	1,2,3	1,2,3	1,2,3
BASE BID	\$1,167,000	\$1,403,000	\$1,114,114	\$1,464,000	\$1,216,800	\$1,288,720
Alternates:						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	no change	no change	no change	no bid	no bid	no change
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	no change	no change	no change	no bid	no bid	no change
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	no change	no change	no change	no bid	no bid	no change
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	\$29,500	\$26,300	\$49,000	\$55,000	\$28,700	\$39,888
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	no change	no change	no change	no bid	no bid	no change
Base Bid Ranking:						

Bid Comparison Form:

Job/Sub Job: J07051.000 **Project:** Lincolnshire Prairie View School District 103: Additions and Renovations **Completed By:** Diedrie Hines **Date:** 10/20/2016

Bid Package No./Rel. BP07A / Release 1 **Description of Package:** Roofing Work Page 1 of 2

Firms Submitting Bids

- | | | |
|--|--|--|
| 1 <u> A-1 Roofing </u> | 3 <u> F&G Roofing </u> | 5 <u> Metalmaster Roofing </u> |
| 2 <u> Riddiford Roofing </u> | 4 <u> DCG Roofing Solutions </u> | 6 <u> Bennett & Broseau </u> |

Bid Details	1	2	3	4	5	6
10 % Bid Bond:	Yes	Yes	Yes	Yes	Yes	Yes
Supplements 1, 2, 3	1,2,3	1,2,3	1,2,3	1,2,3	1,2,3	1,2,3
BASE BID	\$622,265	\$695,700	\$526,600	\$575,850	\$494,687	\$654,000
Alternates:						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	\$2,850	\$2,000	\$6,500	\$5,200	\$1,187	no bid
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	\$2,850	\$2,000	\$9,500	\$5,200	\$1,187	no bid
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	no change	no bid	no change	no bid	no change	no bid
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	no change	no bid	no change	no bid	no change	no bid
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	no change	no bid	no change	no bid	no change	no bid
Base Bid Ranking:						

Bid Comparison Form:

Job/Sub Job: J07051.000 **Project:** Lincolnshire Prairie View School District 103: Additions and Renovations **Completed By:** Diedrie Hines **Date:** 10/20/2016

Bid Package No./Rel. BP07A / Release 1 **Description of Package:** Roofing Work Page 2 of 2

Firms Submitting Bids

7 Anthony Roofing 9 _____ 11 _____
 8 _____ 10 _____ 12 _____

Bid Details	7	8	9	10	11	12
10 % Bid Bond:	Yes					
Supplements 1, 2, 3	1,2,3					
BASE BID	\$668,700					
Alternates:						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	\$2,750					
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	\$2,400					
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	no bid					
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	no bid					
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	no bid					
Base Bid Ranking:						

Bid Comparison Form:

Job/Sub Job: J07051.000 **Project:** Lincolnshire Prairie View School District 103: Additions and Renovations **Completed By:** Diedrie Hines **Date:** 10/20/2016

Bid Package No./Rel. BP08A / Release 1 **Description of Package:** Glass & Glazing Work Page 1 of 1

Firms Submitting Bids

1 McHenry County Glass & Mirror 3 _____ 5 _____
 2 3F Corporation 4 _____ 6 _____

Bid Details	1	2	3	4	5	6
10 % Bid Bond:	Yes	Yes				
Supplements 1, 2, 3	1,2,3	1,2,3				
BASE BID	\$713,650	\$594,000				
Alternates:						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	no bid	no bid				
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	no bid	no bid				
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	no bid	no bid				
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	\$3,600	\$7,000				
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	no bid	no bid				
Base Bid Ranking:						

Bid Comparison Form:

Job/Sub Job: J07051.000 **Project:** Lincolnshire Prairie View School District 103: Additions and Renovations **Completed By:** Diedrie Hines **Date:** 10/20/2016

Bid Package No./Rel. BP09B / Release 1 **Description of Package:** Painting Work Page 1 of 1

Firms Submitting Bids

1 Triangle Decorating 3 Midwest Decorating 5 _____
 2 Cosgrove Construction 4 Oosterbaan Painting 6 _____

Bid Details	1	2	3	4	5	6
10 % Bid Bond:	Yes	Yes	Yes	Yes		
Supplements 1, 2, 3	1,2,3	1,2	1,2,3	1,2,3		
BASE BID	\$173,200	\$119,800	\$175,400	\$128,620		
Alternates:						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	\$200	\$1,000	no bid	\$750		
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	\$200	\$1,000	no bid	\$750		
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	no change	no change	no bid	no change		
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	\$4,000	\$4,000	(\$10,500)	\$4,560		
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	\$14,950	\$30,000	\$9,600	\$43,900		
Base Bid Ranking:						

Bid Comparison Form:

Job/Sub Job: J07051.000 **Project:** Lincolnshire Prairie View School District 103: Additions and Renovations **Completed By:** Diedrie Hines **Date:** 10/20/2016

Bid Package No./Rel. BP13A / Release 1 **Description of Package:** Lockers Work

Firms Submitting Bids

1 _____ Laron Equipment 3 _____ 5 _____
 2 _____ Interiors for Buisness 4 _____ 6 _____

Bid Details	1	2	3	4	5	6
10 % Bid Bond:	Yes	Yes				
Supplements 1, 2, 3	1,2,3	1,2,3				
BASE BID	\$106,888	\$86,640				
Alternates:						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	n/a	n/a				
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	n/a	n/a				
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	n/a	n/a				
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	n/a	n/a				
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	n/a	n/a				
Base Bid Ranking:						

Bid Comparison Form:

Job/Sub Job: J07051.000 **Project:** Lincolnshire Prairie View School District 103: Additions and Renovations **Completed By:** Diedrie Hines **Date:** 10/20/2016

Bid Package No./Rel. BP21A / Release 1 **Description of Package:** Fire Protection Work Page 1 of 1

Firms Submitting Bids

1 U.S. Alliance Fire Protection 3 _____ 5 _____
 2 Nelson Fire Protection 4 _____ 6 _____

Bid Details	1	2	3	4	5	6
10 % Bid Bond:	Yes	Yes				
Supplements 1, 2, 3	1,2,3	1,2,3				
BASE BID	\$279,138	\$172,261				
Alternates:						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	no change	no bid				
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	no change	no bid				
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	\$62,711	\$54,250				
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	no change	no bid				
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	no change	no bid				
Base Bid Ranking:						

Bid Comparison Form:

Job/Sub Job: J07051.000 **Project:** Lincolnshire Prairie View School District 103: Additions and Renovations **Completed By:** Diedrie Hines **Date:** 10/20/2016

Bid Package No./Rel. BP22A / Release 1 **Description of Package:** Plumbing Work Page 1 of 2

Firms Submitting Bids

1 Jensen's Plumbing and Heating 3 DeFranco Plumbing 5 CR Leonard
 2 Sheridan Plumbing 4 Charles F Bruckner & Sons 6 _____

Bid Details	1	2	3	4	5	6
10 % Bid Bond:	Yes	Yes	Yes	Yes	Yes	
Supplements 1, 2, 3	1,2,3	1,2,3	1,2,3	1,2,3	1,2,3	
BASE BID	\$970,200	\$703,245	\$824,025	\$784,770	\$882,121	
Alternates:						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	no bid	no bid	no bid	no bid	no bid	
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	no bid	no bid	no bid	no bid	no bid	
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	no bid	no bid	no bid	no bid	no bid	
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	no bid	no bid	included in base	no bid	no bid	
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	no bid	no bid	no bid	no bid	no bid	
Base Bid Ranking:						

Bid Comparison Form:

Job/Sub Job: J07051.000 **Project:** Lincolnshire Prairie View School District 103: Additions and Renovations **Completed By:** Diedrie Hines **Date:** 10/20/2016

Bid Package No./Rel. BP23A / Release 1 **Description of Package:** HVAC & Temperature Controls Work Page 1 of 3

Firms Submitting Bids

1 Quality Control Systems 3 Premier Mechanical 5 Flo-tech Mechanical
 2 Quality Mechanical 4 Martin Peterson 6 Oakbrook Mechanical

Bid Details	1	2	3	4	5	6
10 % Bid Bond:	Yes	Yes	Yes	Yes	Yes	Yes
Supplements 1, 2, 3	1,2,3,3a	1,2,3	1,2,3	1,2,3,3a	1,2,3,3a	1,2,3
BASE BID	\$2,053,000	\$1,800,000	\$1,816,000	\$2,215,000	\$1,889,000	\$2,092,000
Alternates:						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	\$8,000	\$6,000	\$4,000	\$2,400	\$12,500	\$5,000
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	\$12,000	\$6,000	\$7,000	\$5,800	\$11,500	\$5,000
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	(\$3,200)	\$8,000	(\$3,000)	(\$6,000)	(\$2,000)	no change
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	\$30,000	\$20,000	\$30,000	no bid	\$15,000	no change
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	n/a	no bid	no bid	no bid	n/a	no bid
Base Bid Ranking:						

Bid Comparison Form:

Job/Sub Job: J07051.000 **Project:** Lincolnshire Prairie View School District 103: Additions and Renovations **Completed By:** Diedrie Hines **Date:** 10/20/2016

Bid Package No./Rel. BP23A / Release 1 **Description of Package:** HVAC & Temperature Controls Work Page 2 of 3

Firms Submitting Bids

7 Mechanical Concepts 9 C. Aceteli Heating and Piping 11 FE Moran
 8 Hayes Mechanical 10 Amber Mechanical 12

Bid Details	7	8	9	10	11	12
10 % Bid Bond:	Yes	Yes	Yes	Yes	Yes	
Supplements 1, 2, 3	1,2,3,3a	1,2,3	1,2	1,2,3	1,2,3	
BASE BID	\$1,661,000	\$2,611,100	\$1,870,000	\$1,923,000	\$1,794,000	
Alternates:						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	\$1,800	no bid	\$1,800	\$5,400	\$1,900	
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	\$7,100	no bid	\$5,800	\$6,000	\$6,600	
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	(\$7,000)	(\$6,500)	(\$6,000)	(\$5,500)	(\$5,000)	
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	\$33,000	no bid	\$34,000	(\$27,000)	\$48,000	
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	no bid	no bid	no change	no bid	no bid	
Base Bid Ranking:						

Bid Comparison Form:

Job/Sub Job: J07051.000 **Project:** Lincolnshire Prairie View School District 103: Additions and Renovations **Completed By:** Diedrie Hines **Date:** 10/20/2016

Bid Package No./Rel. BP32A / Release 1 **Description of Package:** Site Paving Work Page 1 of 1

Firms Submitting Bids

1 Schroeder Asphalt Services 3 _____ 5 _____

2 Chicagoland Paving 4 _____ 6 _____

Bid Details	1	2	3	4	5	6
10 % Bid Bond:	Yes	Yes				
Supplements 1, 2, 3	1,2,3	1,2,3				
BASE BID	\$232,450	\$249,800				
Alternates:						
1. Provide emergency generator complete at Half Day School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	no bid	no bid				
2. Provide emergency generator complete at Laura Sprague School, including generator, supports, roofing, natural gas piping, and all electrical modifications.	no bid	no bid				
3. Provide fire protection (sprinklers) at Half Day School Rooms 125-141 as indicated on the plans. Provide a credit for smoke/fire dampers shown in these areas if this Alternate is accepted.	no bid	no bid				
4. Provide all bid package work associated with the renovations at Laura Sprague Area B for Social Services Area.	no bid	no bid				
5. Provide cost to repaint all existing exterior elevations of face brick. Color to match addition.	no bid	no bid				
Base Bid Ranking:						

October 12, 2016

Dr. Scott Warren
Superintendent
Mr. Dan Stanley
Asst. Superintendent for Business
Lincolnshire-Prairie View School District 103
1370 Riverwoods Road
Lincolnshire, IL 60069

**PROFESSIONAL SERVICES PROPOSAL
FURNITURE SELECTION**

Dear Scott and Dan,

Wight & Company (Wight) is pleased to submit this proposal to Lincolnshire–Prairie View School District 103 (District) to provide professional design services for selecting furniture for Laura Sprague School, Half Day School and Daniel Wright Junior High School. We have prepared our proposal in the following parts:

- **PROJECT UNDERSTANDING**
- **SCOPE OF SERVICES**
- **TARGET SCHEDULE**
- **COMPENSATION**

PROJECT UNDERSTANDING

We understand that this project has two overall goals, 1) provide furniture selections for the current Additions and Renovation Projects to be ready for occupancy August 2017 and 2) to assist in developing building standard furniture lists for each school to be used to coordinate future furniture purchases. Building standard furniture list may have some overlap and use the same pieces for the different buildings but will be sized to coordinate with the three building grade level groups, PK-2, 3-5 and 6-8.

As part of Furniture services Wight will ensure that the overall design solution of the building carries through to the furniture that users rely upon daily. Selections that are in alignment with the project goals will improve student and staff comfort and functionality. Effective furniture solutions allow spaces to become truly multifunctional, thereby benefitting the use of the space for different student learning modalities. Furniture solutions will be evaluated and selected for ability to support different student behaviors and activities.

The goal is to target furniture selection toward products that are available for purchase for a pre-set price on the National furniture purchase program for ease of future ordering and faster bidding times.

Furniture pieces to be included in design documentation and selections:

- Student desks (based on Zuma product line)
- Student tables
- Student chairs (based on Zuma product line)

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- Teacher desk/podium
- Teacher chair
- Teacher cart for technology/storage
- Teacher file rolling ped
- Rolling storage units (with and without white board surface on the back)
- Rolling book shelf unit
- Activity/collaboration tables and stools
- Soft seating for a reading corner or collaboration area
- Seating grouping for “family-room” collaborative area
- Tech group seating unit
- Booth seating unit
- Maker/Art tables

SCOPE OF SERVICES

Consistent with the terms and conditions of the AIA Document B101-2007 “Standard Form of Agreement Between Owner and Architect” as modified per District, dated 2/15/14, inclusive of the General Agreement for Professional Services letter dated, 2/4/15, Wight proposes the following scope of services for this assignment:

1. Project Kick-off Meeting

At the outset of the project we propose to conduct a project kick-off meeting with Owner’s Leadership Group. At this meeting, we plan to:

- Review areas that require furniture in place for August 2017. District will need to develop and approve this information with us at this meeting.
- Determine any District building standards that will be continued
 - assuming the Zuma student chairs) that have been purchased in quantity already
 - review Zuma student desk types in use at the District
- Confirm general list of furniture pieces to be included
- Review overall project schedule and milestone dates requiring Owner decision.
- Review and affirm draft test budget (per school) as developed by Wight.

Research and Design Phase

2. School-specific Staff Meetings

Wight proposes to meet with a group 6-8 staff from each school to share ideas relative to the list of furniture pieces mentioned above relative to their school and age of students. Our goal will be to learn about behaviors and activities that require support from the furniture. We anticipate that the school will select a representative group from each school to participate in the workshop for approx. 1.5 hours at each school. Three separate meetings.

3. Initial Selection Options Presentation

Wight will organize and present initial options relative to the list of furniture items listed above to the Owner’s Leadership Group and solicit feedback. Special focus will be on the furniture types needed for Fall 2017. Furniture concepts will be shown in test fit layout diagrams.

4. School Staff Presentation

Wight will present initial selection options based on the feedback from the Leadership Group to each school’s small group from item 2. above, (three 1.5 hr. meetings included).

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5. Selected Furniture Samples

Wight will have selected smaller furniture samples brought on site for District to “touch and feel” if required.

6. Fall 2017 Furniture Selection and Budget Meeting

Wight will meet with the Leadership Group to present the final Fall 2017 furniture selections with appropriate color and fabric selections. Owner will confirm quantity and locations for the new furniture.

7. Furniture Order for Fall 2017

Wight will organize selections into a summary format with finish/options selections and quantities for the vendor pricing. Wight will review vendor pricing on behalf of the District. District will place the orders once the vendor pricing is received and confirmed by Wight.

8. Finalize Building Standard

Wight will finalize building standard deliverable into electronic booklet form (per building) to facilitate ordering of additional furniture in the future.

Qualifications | Clarifications:

- Inventory, tagging and placement of existing furniture to be relocated or set-up is not included.
- Inventory, tagging, planning of new and/or existing equipment is not included.
- The selection and specification of general building equipment (such as technology equipment, garbage receptacles, pencil sharpeners, flag holders, etc.) will be the responsibility owner.
- Furniture selections will be based on standard group selections by grade level groups (PK-2, 3-5 and 6-8). Unique solutions per individual teachers are not included in this scope.
- Design and specification of signage, graphics and artwork, is not included.

Additional Services

Additional Services may be provided following execution of this Agreement. Upon recognizing the need to perform the following Additional Services, Wight shall notify the District. Compensation for these services will be completed on a time and material basis at standard hourly billing rates or at a negotiated cost upon the District’s written authorization to proceed:

- Construction Administration - Wight will assist the CM with locations for new furniture installation locations. Wight will review installed furniture and develop punch lists for the Owner to implement.
- Building animation or realistic color renderings.
- Services necessitated by a change in the Initial Information, previous instructions or approvals given.
- Services necessitated by the discovery of unforeseen conditions after completion of the construction documents.

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TARGET SCHEDULE

Typical durations would generally be as follows:

- | | |
|--|----------------------|
| 1. Kickoff Meeting and Information Gathering | Early-mid November |
| 2. School-specific Staff Meetings | Early December |
| 3. Initial Selection Options Presentation to Leadership | January (early) 2017 |
| 4. School Staff Presentation | January (late) |
| 5. (Optional) Selected Furniture Samples Delivered to School | January-February |
| 6. Fall 2017 Furniture Selection and Budget Meeting | by February 28 |
| 7. Bid/Order Fall 2017
(Target furniture delivery July 30 th) | by March 30 |
| 8. Building Standard Deliverable | April |

Schedule duration will start after receipt of signed agreement and approximately November 7, 2016.

COMPENSATION

<u>Task</u>	<u>Estimate</u>
1. Kick-Off Meeting and Information Gathering	\$ 2,030
2. School-specific Staff Meetings	\$ 7,325
3. Initial Selection Options Presentation to Leadership	\$ 7,330
4. School Staff Presentation	\$ 6,475
5. (Optional) Selected Furniture Samples Delivered to School	\$ 3,300
6. Fall 2017 Furniture Selection and Budget Meeting	\$ 6,480
7. Bid/Order Fall 2017 (Target furniture delivery July 30 th)	\$ 5,640
8. Building Standard Deliverable (electronic)	\$ 7,590

Wight & Company proposes compensation based on the estimated, itemized list of tasks above for a **maximum-not-to-exceed fee of Forty-Six Thousand One Hundred Seventy and 00/100 dollars (\$46,170.00)** using our standard hourly rates.

Wight & Company recommends that **One Thousand Five Hundred and 00/100 dollars (\$1,500.00)** be budgeted for reimbursable expenses. Reimbursable expenses are additional expenses that are not included in the fixed fee stated above and will be charged at a rate of 5% above actual expense. Reimbursable expenses for this type of project include but are not limited to travel, printing, etc.

We will invoice monthly based on a percentage of work completed, and payment will be due within 30 days of invoice date.

We thank you for the opportunity to present this proposal for your consideration. If this proposal is acceptable to you, please signify your acceptance by signing below and returning one copy to us for our files. If you have any questions, please do not hesitate to contact Leanne Meyer-Smith at (630) 739-6704.

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Respectfully Submitted,

WIGHT & COMPANY



Leanne Meyer-Smith, AIA, LEED AP *BD+C*
Vice President, Architecture | Licensed Architect



Richard A. Carlson, AIA, LEED AP *BD+C*
President, Architecture & Engineering

Accepted by: _____
Signature

Printed Name/Title: _____

Date: _____

cc: File A2.0

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wightco.com
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Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren
Date: October 27, 2016
Re: Illinois State Report Card

The District received the Illinois Report Card that will be published on October 31, 2016. The Report Card is one measure the District uses to analyze our programs and set goals. District 103 continues to perform at the top of the state on multiple measures. We are very proud of our students, staff and community that provide a high quality environment for our students to learn and grow!

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	51.8	0.6	4.3	39.4	0.0	0.0	3.9	2.2	12.6	15.0	0.0	508
District	51.6	0.7	3.8	40.0	0.0	0.0	3.8	3.0	7.3	13.0	0.0	1,706
State	48.8	17.3	25.5	4.7	0.1	0.3	3.2	49.9	10.5	14.3	2.2	2,041,779

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	6.6	95.1
District		0.0	4.9	95.6
State		9.8	12.2	94.4

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	95.3

TOTAL SCHOOL DAYS	
	Days
School	174
District	174
State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	94.8
State	28.1

** 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
--	--	--	--
14.3		8.3	148.0
18.7		11.3	176.5

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	19.4	23.6	20.6								21.3
District	19.4	23.6	20.6								23.1
State	20.4	21.4	22.0								21.1

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	94.9	0.0	1.5	1.5	0.0	0.0	0.0	2.2	14.2	85.8	135	
State	83.0	6.0	5.5	1.4	0.1	0.3	0.8	2.9	23.3	76.7	127,159	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	14.3	14.4	85.6
State	12.7	38.1	61.4

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.

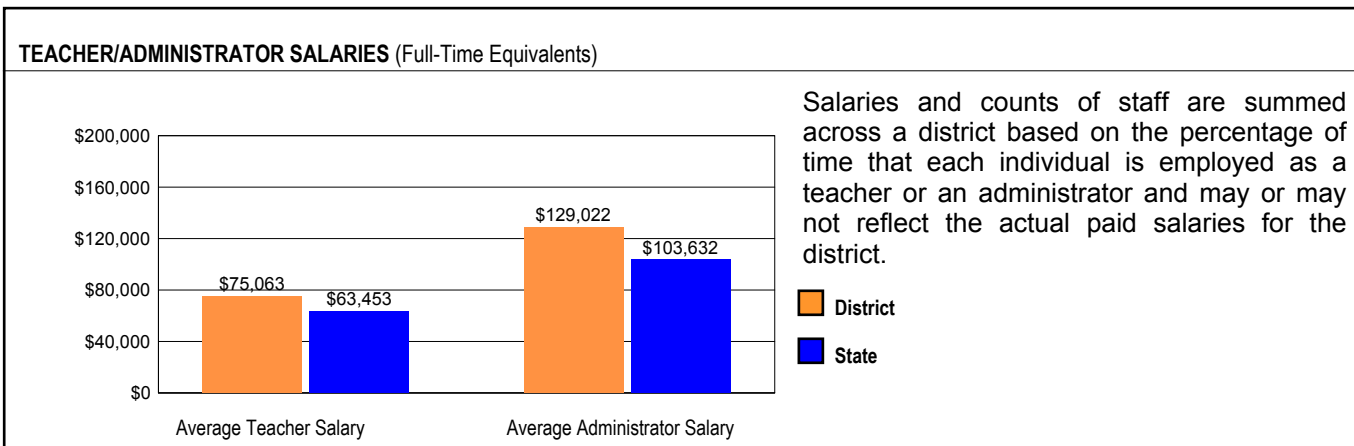
Some teacher/administrator data are not collected at the school level.

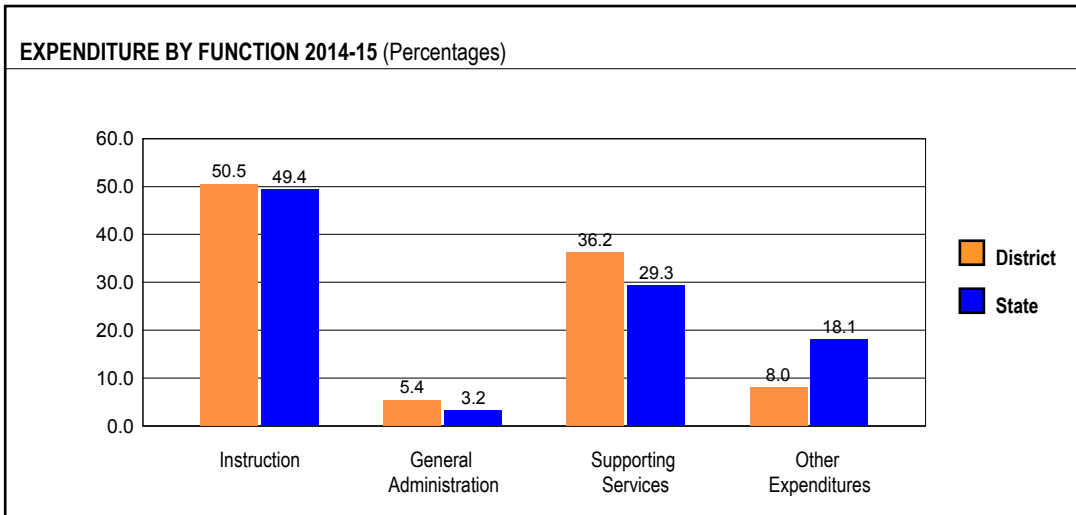
TEACHER RETENTION RATE	
School	90.4
District	92.7
State	85.8

PRINCIPAL TURNOVER (Count)	
School	1.0
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	83.0
District	78.9
State	76.3

SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2014-15				EXPENDITURE BY FUND 2014-15			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$26,869,848	86.9	62.8	Education	\$23,329,362	80.5	73.4
Other Local Funding	\$2,467,017	8.0	4.6	Operations & Maintenance	\$1,899,980	6.6	6.4
General State Aid	\$334,760	1.1	16.3	Transportation	\$1,816,822	6.3	3.7
Other State Funding	\$1,066,041	3.4	8.6	Debt Service	\$831,622	2.9	8.1
Federal Funding	\$184,771	0.6	7.7	Tort	\$0	0.0	1.3
TOTAL	\$30,922,437			Municipal Retirement/ Social Security	\$1,085,868	3.7	2.1
				Fire Prevention & Safety	\$0	0.0	0.5
				Capital Projects	\$0	0.0	4.7
				TOTAL	\$28,963,654		

OTHER FINANCIAL INDICATORS				
	2013 Equalized Assessed Valuation per Pupil	2013 Total School Tax Rate per \$100	2014-15 Instructional Expenditure per Pupil	2014-15 Operating Expenditure per Pupil
District	\$550,166	3.01	\$9,129	\$16,382
State	**	**	\$7,712	\$12,821

** 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	52.9	0.8	3.2	39.9	0.0	0.0	3.2	4.8	8.8	10.9	0.0	376
District	51.6	0.7	3.8	40.0	0.0	0.0	3.8	3.0	7.3	13.0	0.0	1,706
State	48.8	17.3	25.5	4.7	0.1	0.3	3.2	49.9	10.5	14.3	2.2	2,041,779

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	2.9	96.4
District		0.0	4.9	95.6
State		9.8	12.2	94.4

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	95.3

TOTAL SCHOOL DAYS	
	Days
School	174
District	174
State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	94.8
State	28.1

** 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
--	--	--	--
14.3		8.3	148.0
18.7		11.3	176.5

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				24.6	22.5						23.6
District				24.6	22.5						23.1
State				22.5	23.0						21.1

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	71			34			133			30		

HEALTH AND WELLNESS (days per week)	
School	5
District	5
State	4

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	94.9	0.0	1.5	1.5	0.0	0.0	0.0	2.2	14.2	85.8
State	83.0	6.0	5.5	1.4	0.1	0.3	0.8	2.9	23.3	76.7	127,159

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	14.3	14.4	85.6
State	12.7	38.1	61.4

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.

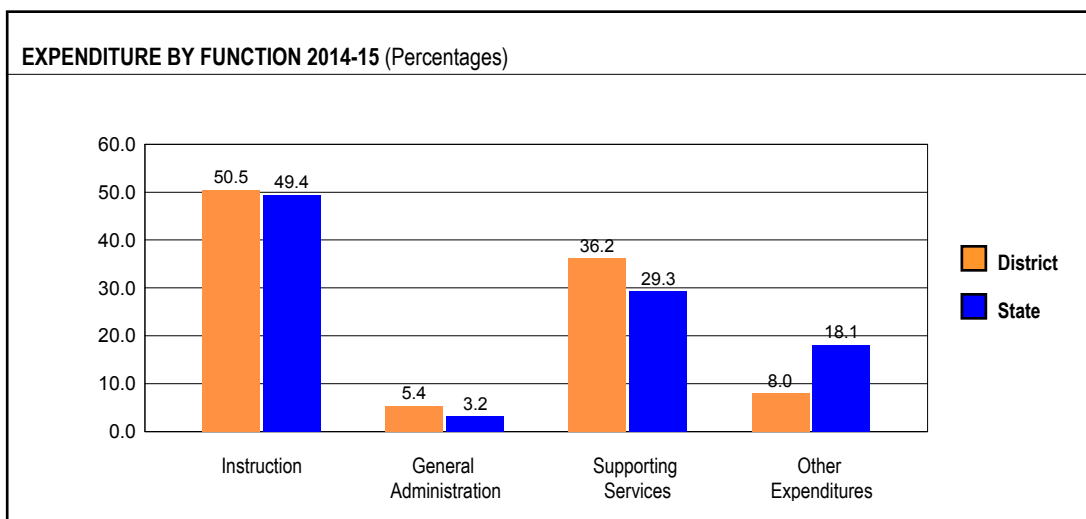
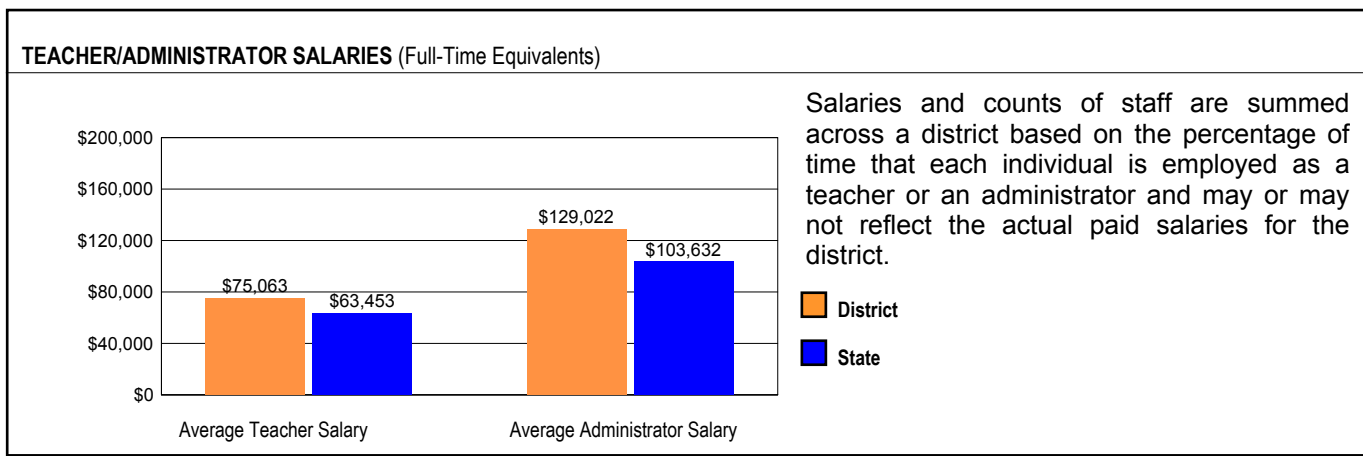
Some teacher/administrator data are not collected at the school level.

TEACHER RETENTION RATE	
School	87.7
District	92.7
State	85.8

PRINCIPAL TURNOVER (Count)	
School	1.0
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	81.5
District	78.9
State	76.3

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2014-15

	District	District %	State %
Local Property Taxes	\$26,869,848	86.9	62.8
Other Local Funding	\$2,467,017	8.0	4.6
General State Aid	\$334,760	1.1	16.3
Other State Funding	\$1,066,041	3.4	8.6
Federal Funding	\$184,771	0.6	7.7
TOTAL	\$30,922,437		

EXPENDITURE BY FUND 2014-15

	District	District %	State %
Education	\$23,329,362	80.5	73.4
Operations & Maintenance	\$1,899,980	6.6	6.4
Transportation	\$1,816,822	6.3	3.7
Debt Service	\$831,622	2.9	8.1
Tort	\$0	0.0	1.3
Municipal Retirement/ Social Security	\$1,085,868	3.7	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$0	0.0	4.7
TOTAL	\$28,963,654		

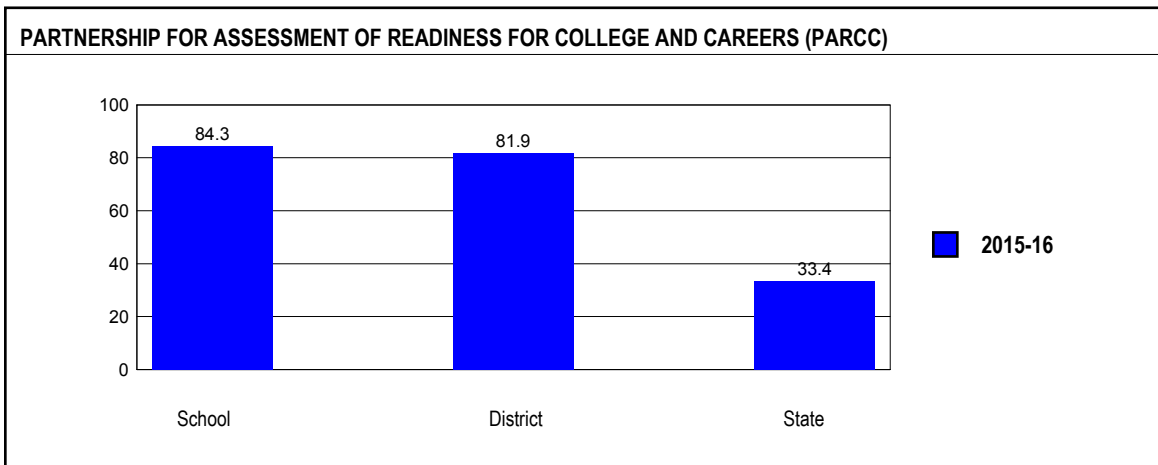
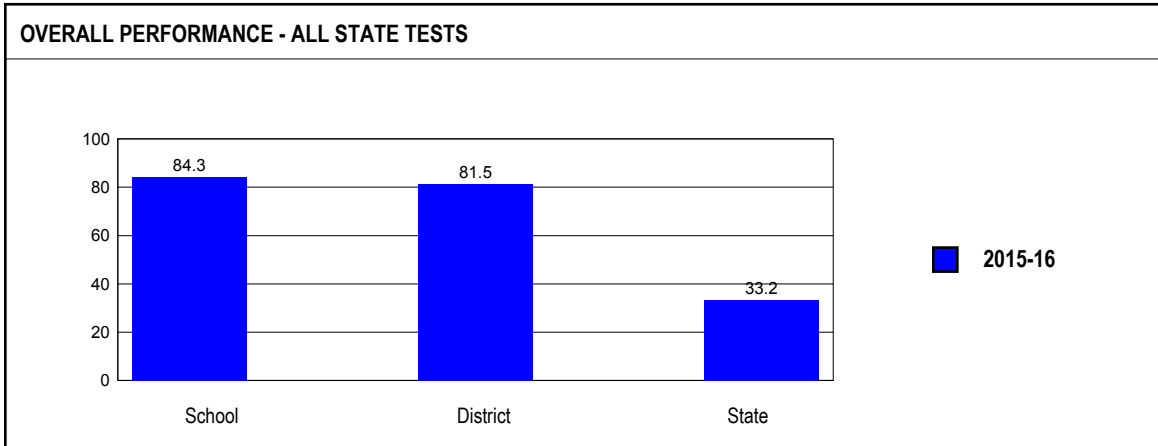
OTHER FINANCIAL INDICATORS

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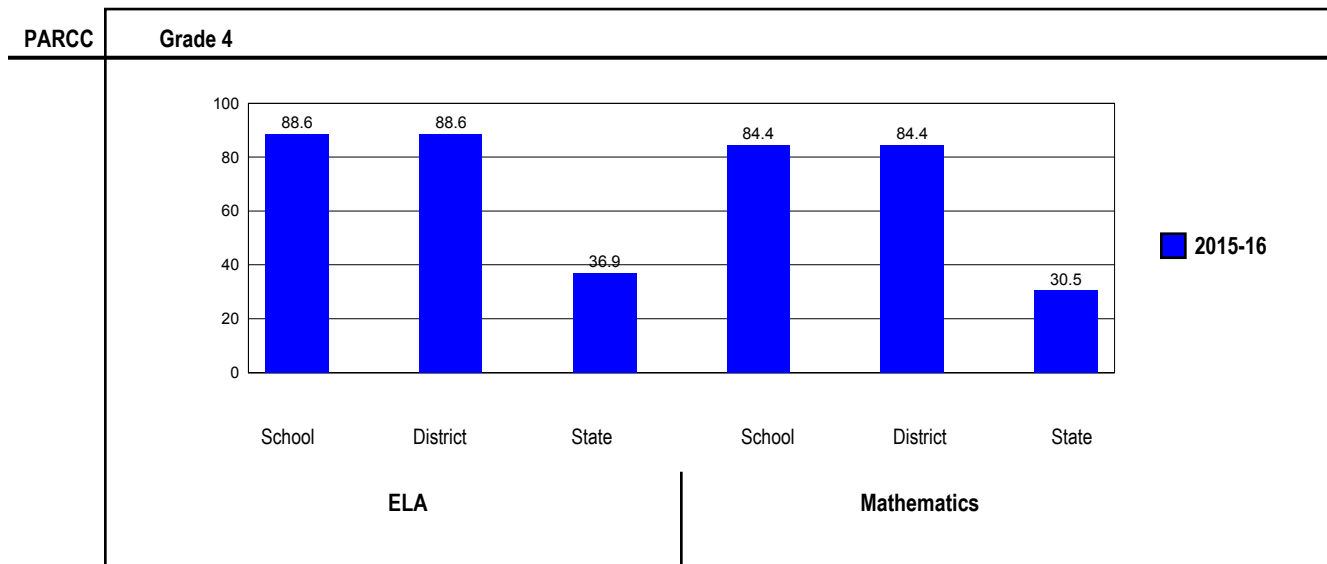
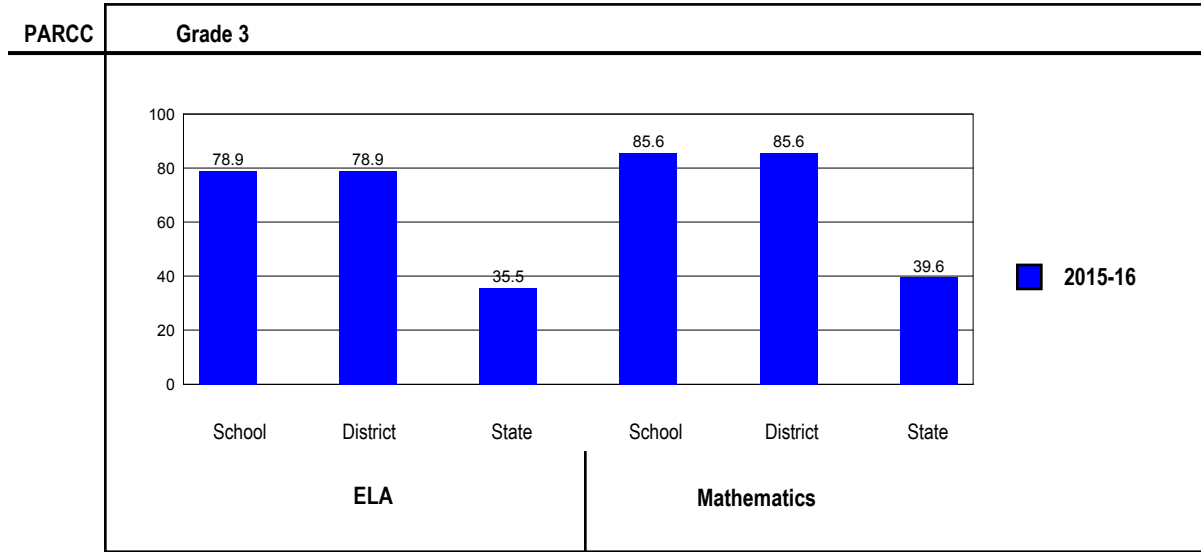
ACADEMIC PERFORMANCE**OVERALL STUDENT PERFORMANCE**

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	373	185	188	200	3	12	146	0	0	12	30	0	39	18
	Reading	0.8	1.1	0.5	1.5		0.0	0.0			0.0	0.0		5.1	5.6
District	*Enrollment	1,187	607	580	615	9	43	473	0	2	45	48	0	144	41
	Reading	0.8	0.8	0.9	1.1		0.0	0.2			4.4	0.0		2.8	2.4
State	*Enrollment	1,050,307	537,851	512,454	512,582	177,823	272,642	49,633	1,043	2,886	33,656	87,711	198	147,577	527,950
	Reading	2.5	2.5	2.6	2.2	3.0	2.9	2.0	3.5	3.0	2.7	2.5	1.0	3.6	2.7

* 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	378	188	190	200	3	12	151	0	0	12	35	0	39	18
	Mathematics	0.8	1.1	0.5	1.5		0.0	0.0			0.0	0.0		5.1	5.6
District	*Enrollment	1,201	615	586	616	9	43	486	0	2	45	62	0	145	41
	Mathematics	0.7	0.8	0.7	1.0		0.0	0.2			4.4	0.0		3.4	2.4
State	*Enrollment	1,025,813	525,396	500,415	494,198	176,422	271,200	47,430	1,046	2,841	32,624	91,569	202	145,620	524,025
	Mathematics	2.5	2.5	2.6	2.1	3.2	3.0	1.5	3.5	3.0	2.6	2.0	1.0	3.8	2.8

* 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	4.6	4.1	12.4	57.2	21.6	0.5	2.1	11.8	44.1	41.5
District	4.6	4.1	12.4	57.2	21.6	0.5	2.1	11.8	44.1	41.5
State	20.8	19.8	23.9	32.2	3.2	13.8	20.4	26.2	31.8	7.8

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	4.2	5.2	15.6	61.5	13.5	0.0	2.1	12.5	41.7	43.8
	District	4.2	5.2	15.6	61.5	13.5	0.0	2.1	12.5	41.7	43.8
	State	23.8	20.7	24.2	29.2	2.2	14.8	20.2	25.5	31.4	8.0
Female	School	5.1	3.1	9.2	53.1	29.6	1.0	2.0	11.1	46.5	39.4
	District	5.1	3.1	9.2	53.1	29.6	1.0	2.0	11.1	46.5	39.4
	State	17.7	18.9	23.6	35.4	4.4	12.7	20.6	27.0	32.2	7.6

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	4.9	6.9	14.7	57.8	15.7	0.0	1.0	14.7	60.8	23.5
	District	4.9	6.9	14.7	57.8	15.7	0.0	1.0	14.7	60.8	23.5
	State	12.2	17.1	25.8	40.5	4.4	7.6	15.7	26.0	40.3	10.3
Black	School										
	District										
	State	34.4	23.9	21.7	19.0	0.9	27.0	28.2	25.8	17.3	1.8
Hispanic	School										
	District										
	State	29.5	23.5	23.1	22.7	1.2	17.5	25.9	28.8	24.5	3.4
Asian	School	3.6	1.2	9.6	55.4	30.1	1.2	3.6	7.1	22.6	65.5
	District	3.6	1.2	9.6	55.4	30.1	1.2	3.6	7.1	22.6	65.5
	State	7.0	10.0	18.0	53.4	11.6	3.7	7.3	15.6	43.1	30.4
Native Hawaiian/Pacific Islander	School										
	District										
	State	11.8	11.2	21.7	47.2	8.1	9.2	12.3	29.4	33.1	16.0
American Indian	School										
	District										
	State	26.4	24.1	20.1	27.8	1.6	18.2	23.1	28.4	23.6	6.7
Two or More Races	School										
	District										
	State	17.4	19.4	24.1	34.8	4.3	13.5	19.5	25.5	32.5	9.0

Grade 3 - Limited-English-Proficient

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	16.0	0.0	24.0	56.0	4.0	0.0	11.5	19.2	34.6	34.6
District	16.0	0.0	24.0	56.0	4.0	0.0	11.5	19.2	34.6	34.6
State	34.1	25.1	22.2	18.1	0.6	19.2	26.9	28.3	22.8	2.9

Grade 3 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	25.0	20.0	15.0	30.0	10.0	0.0	15.0	35.0	40.0	10.0
	District	25.0	20.0	15.0	30.0	10.0	0.0	15.0	35.0	40.0	10.0
	State	52.4	21.9	14.7	10.3	0.7	36.6	28.0	19.4	13.8	2.1
Non-IEP	School	2.3	2.3	12.1	60.3	23.0	0.6	0.6	9.1	44.6	45.1
	District	2.3	2.3	12.1	60.3	23.0	0.6	0.6	9.1	44.6	45.1
	State	16.0	19.5	25.3	35.5	3.6	10.3	19.3	27.3	34.5	8.7

Grade 3 - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	0.0	9.1	27.3	54.5	9.1	0.0	0.0	9.1	81.8	9.1
	District	0.0	9.1	27.3	54.5	9.1	0.0	0.0	9.1	81.8	9.1
	State	30.4	24.1	23.4	21.1	0.9	20.7	26.7	27.7	22.3	2.6
Not Eligible	School	4.9	3.8	11.5	57.4	22.4	0.5	2.2	12.0	41.8	43.5
	District	4.9	3.8	11.5	57.4	22.4	0.5	2.2	12.0	41.8	43.5
	State	9.6	14.8	24.5	45.1	5.9	5.7	13.1	24.5	42.8	13.9

Grade 4**Grade 4 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	1.7	1.1	8.5	50.6	38.1	1.1	2.8	11.7	55.0	29.4
District	1.7	1.1	8.5	50.6	38.1	1.1	2.8	11.7	55.0	29.4
State	13.8	20.2	29.1	31.0	5.9	16.3	26.5	26.7	27.9	2.6

Grade 4 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	2.3	1.1	8.0	55.2	33.3	1.1	4.4	8.9	54.4	31.1
	District	2.3	1.1	8.0	55.2	33.3	1.1	4.4	8.9	54.4	31.1
	State	17.1	21.9	29.2	27.8	4.0	17.3	26.4	25.9	27.8	2.7
Female	School	1.1	1.1	9.0	46.1	42.7	1.1	1.1	14.4	55.6	27.8
	District	1.1	1.1	9.0	46.1	42.7	1.1	1.1	14.4	55.6	27.8
	State	10.5	18.3	29.0	34.4	7.8	15.2	26.6	27.7	28.0	2.5

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	2.1	2.1	13.7	50.5	31.6	2.1	3.2	16.8	62.1	15.8
	District	2.1	2.1	13.7	50.5	31.6	2.1	3.2	16.8	62.1	15.8
	State	8.4	15.3	29.2	39.2	8.0	9.3	21.2	29.2	37.0	3.2
Black	School										
	District										
	State	24.8	28.1	28.3	17.3	1.5	31.8	34.3	22.0	11.5	0.4
Hispanic	School										
	District										
	State	18.5	26.3	31.0	22.0	2.3	21.2	33.9	26.5	17.6	0.7
Asian	School	1.6	0.0	1.6	39.7	57.1	0.0	3.0	3.0	38.8	55.2
	District	1.6	0.0	1.6	39.7	57.1	0.0	3.0	3.0	38.8	55.2
	State	4.3	8.6	21.0	47.9	18.2	4.0	11.0	20.4	50.7	13.9
Native Hawaiian/Pacific Islander	School										
	District										
	State	6.8	15.5	29.8	38.5	9.3	7.4	23.9	27.0	37.4	4.3
American Indian	School										
	District										
	State	16.0	22.1	33.6	24.1	4.3	17.5	30.8	29.3	21.6	0.8
Two or More Races	School										
	District										
	State	12.5	17.0	28.8	33.6	8.2	15.6	24.8	26.1	29.9	3.6

Grade 4 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	11.8	5.9	17.6	35.3	29.4	11.8	11.8	11.8	52.9	11.8
	District	11.8	5.9	17.6	35.3	29.4	11.8	11.8	11.8	52.9	11.8
	State	43.4	28.6	17.8	9.3	0.9	39.5	34.4	16.2	9.4	0.6
Non-IEP	School	0.6	0.6	7.5	52.2	39.0	0.0	1.8	11.7	55.2	31.3
	District	0.6	0.6	7.5	52.2	39.0	0.0	1.8	11.7	55.2	31.3
	State	9.1	18.8	30.9	34.5	6.6	12.6	25.3	28.4	30.8	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	51.0	0.7	3.8	40.5	0.0	0.0	4.0	2.8	3.4	12.7	0.0	822
District	51.6	0.7	3.8	40.0	0.0	0.0	3.8	3.0	7.3	13.0	0.0	1,706
State	48.8	17.3	25.5	4.7	0.1	0.3	3.2	49.9	10.5	14.3	2.2	2,041,779

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	4.9	95.5
District		0.0	4.9	95.6
State		9.8	12.2	94.4

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	95.3

TOTAL SCHOOL DAYS	
	Days
School	174
District	174
State	175

8TH GRADERS PASSING ALGEBRA I **	
	Percent
School	94.8
District	94.8
State	28.1

** 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
--	--	--	--
14.3		8.3	148.0
18.7		11.3	176.5

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School						22.6	23.6	24.1	24.0		23.7
District						22.6	23.6	24.1	24.0		23.1
State						23.1	22.7	21.9	21.8		21.1

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		60	57		48	50		90	79		47	50

HEALTH AND WELLNESS (days per week)	
School	5
District	5
State	4

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	94.9	0.0	1.5	1.5	0.0	0.0	0.0	2.2	14.2	85.8	135
State	83.0	6.0	5.5	1.4	0.1	0.3	0.8	2.9	23.3	76.7	127,159	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	14.3	14.4	85.6
State	12.7	38.1	61.4

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.

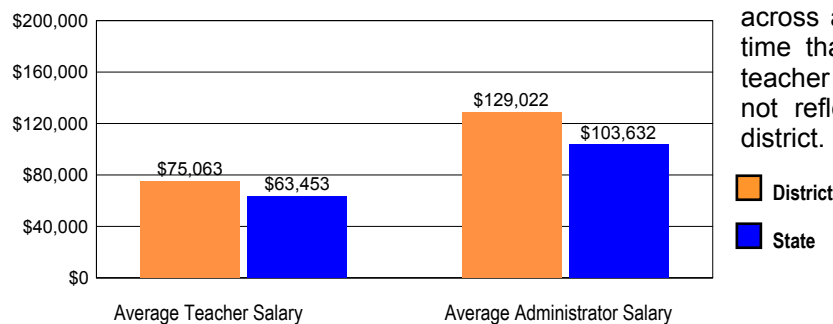
Some teacher/administrator data are not collected at the school level.

TEACHER RETENTION RATE	
School	96.0
District	92.7
State	85.8

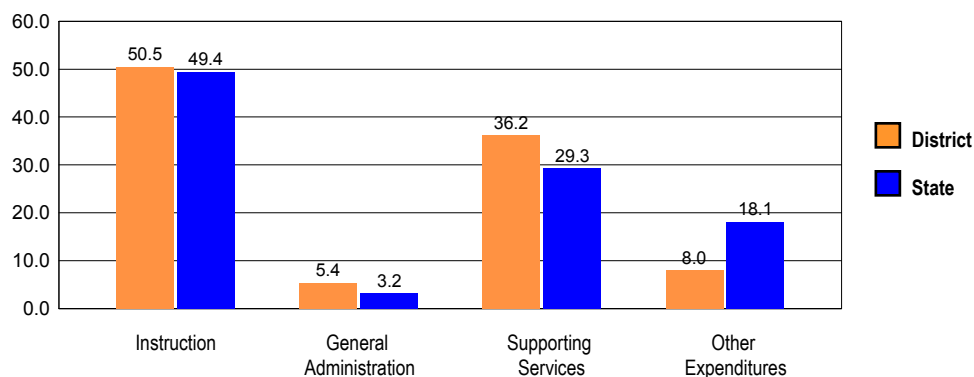
PRINCIPAL TURNOVER (Count)	
School	3.0
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	75.3
District	78.9
State	76.3

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 2014-15 (Percentages)

REVENUE BY SOURCE 2014-15			
	District	District %	State %
Local Property Taxes	\$26,869,848	86.9	62.8
Other Local Funding	\$2,467,017	8.0	4.6
General State Aid	\$334,760	1.1	16.3
Other State Funding	\$1,066,041	3.4	8.6
Federal Funding	\$184,771	0.6	7.7
TOTAL	\$30,922,437		

EXPENDITURE BY FUND 2014-15			
	District	District %	State %
Education	\$23,329,362	80.5	73.4
Operations & Maintenance	\$1,899,980	6.6	6.4
Transportation	\$1,816,822	6.3	3.7
Debt Service	\$831,622	2.9	8.1
Tort	\$0	0.0	1.3
Municipal Retirement/ Social Security	\$1,085,868	3.7	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$0	0.0	4.7
TOTAL	\$28,963,654		

OTHER FINANCIAL INDICATORS

	2013 Equalized Assessed Valuation per Pupil	2013 Total School Tax Rate per \$100	2014-15 Instructional Expenditure per Pupil	2014-15 Operating Expenditure per Pupil
District	\$550,166	3.01	\$9,129	\$16,382
State	**	**	\$7,712	\$12,821

** 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.

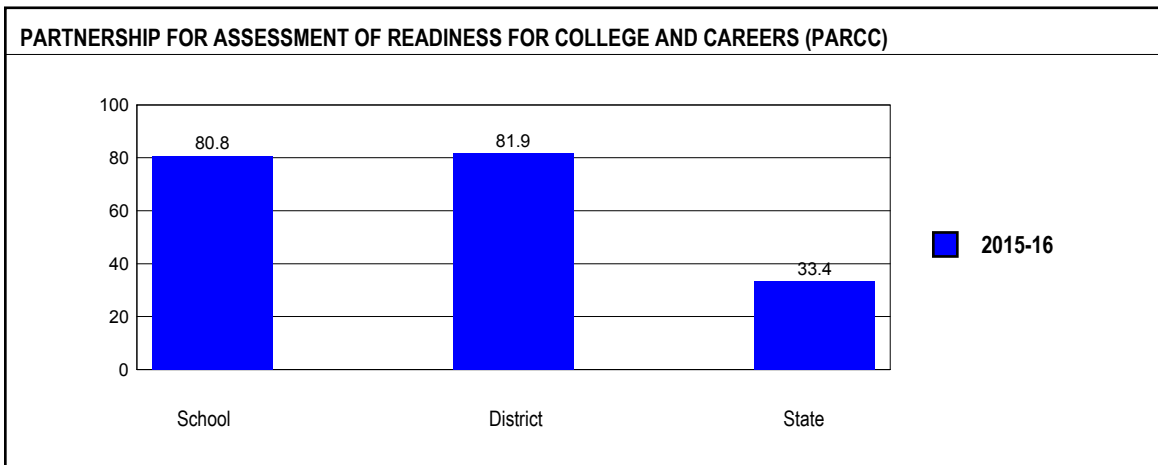
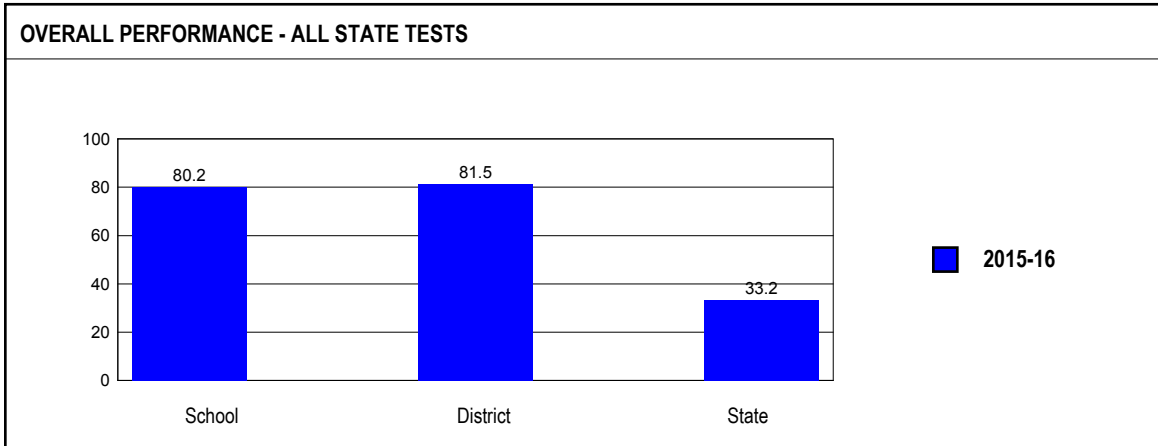
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

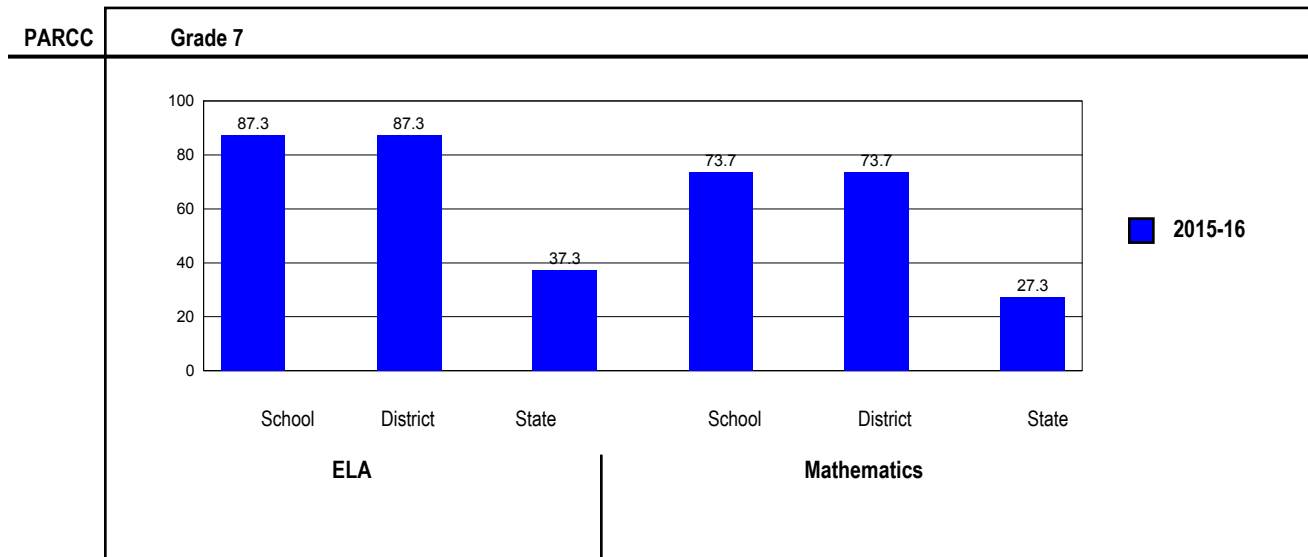
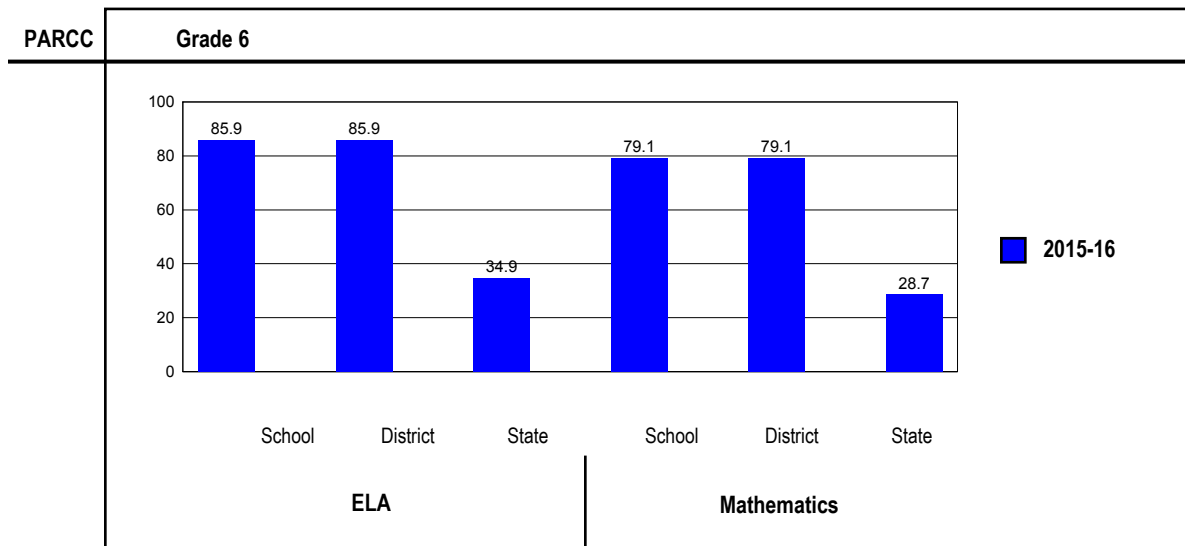
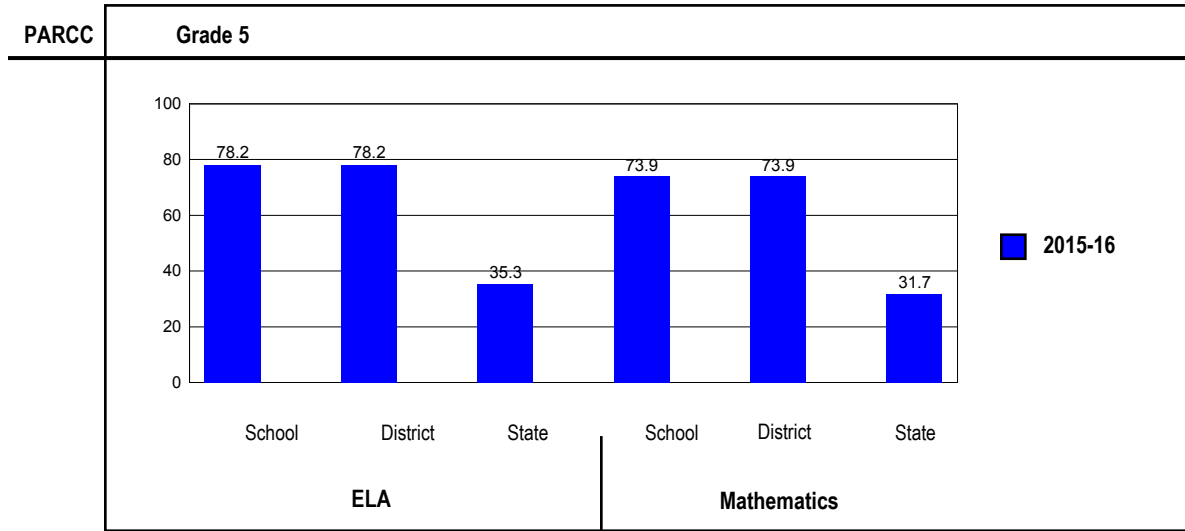
OVERALL STUDENT PERFORMANCE

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.



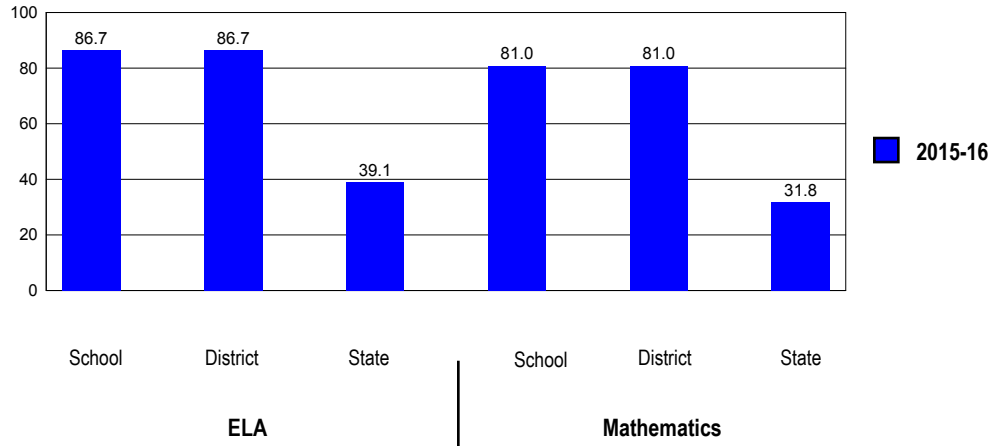
PARCC PERFORMANCE

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	814	422	392	415	6	31	327	0	2	33	18	0	105	23
	Reading	0.9	0.7	1.0	1.0		0.0	0.3			6.1	0.0		1.9	0.0
District	*Enrollment	1,187	607	580	615	9	43	473	0	2	45	48	0	144	41
	Reading	0.8	0.8	0.9	1.1		0.0	0.2			4.4	0.0		2.8	2.4
State	*Enrollment	1,050,307	537,851	512,454	512,582	177,823	272,642	49,633	1,043	2,886	33,656	87,711	198	147,577	527,950
	Reading	2.5	2.5	2.6	2.2	3.0	2.9	2.0	3.5	3.0	2.7	2.5	1.0	3.6	2.7

* 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	823	427	396	416	6	31	335	0	2	33	27	0	106	23
	Mathematics	0.7	0.7	0.8	0.7		0.0	0.3			6.1	0.0		2.8	0.0
District	*Enrollment	1,201	615	586	616	9	43	486	0	2	45	62	0	145	41
	Mathematics	0.7	0.8	0.7	1.0		0.0	0.2			4.4	0.0		3.4	2.4
State	*Enrollment	1,025,813	525,396	500,415	494,198	176,422	271,200	47,430	1,046	2,841	32,624	91,569	202	145,620	524,025
	Mathematics	2.5	2.5	2.6	2.1	3.2	3.0	1.5	3.5	3.0	2.6	2.0	1.0	3.8	2.8

* 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:

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- 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	2.8	7.8	11.2	70.9	7.3	4.4	6.1	15.6	48.9	25.0
District	2.8	7.8	11.2	70.9	7.3	4.4	6.1	15.6	48.9	25.0
State	12.7	23.1	28.9	33.0	2.3	12.8	26.2	29.2	27.5	4.2

Grade 5 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	2.3	10.2	17.0	64.8	5.7	2.3	8.0	15.9	53.4	20.5
	District	2.3	10.2	17.0	64.8	5.7	2.3	8.0	15.9	53.4	20.5
	State	15.4	25.6	29.3	28.4	1.3	14.8	26.7	27.5	26.5	4.5
Female	School	3.3	5.5	5.5	76.9	8.8	6.5	4.3	15.2	44.6	29.3
	District	3.3	5.5	5.5	76.9	8.8	6.5	4.3	15.2	44.6	29.3
	State	9.8	20.6	28.4	37.9	3.4	10.8	25.8	31.0	28.6	3.9

Grade 5 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	3.3	13.2	11.0	68.1	4.4	5.5	8.8	22.0	52.7	11.0
	District	3.3	13.2	11.0	68.1	4.4	5.5	8.8	22.0	52.7	11.0
	State	7.3	17.5	29.9	42.3	3.0	7.9	20.7	30.6	35.4	5.3
Black	School										
	District										
	State	23.8	32.9	27.0	15.9	0.4	24.8	37.5	25.5	11.8	0.5
Hispanic	School	10.0	0.0	30.0	50.0	10.0	10.0	10.0	30.0	40.0	10.0
	District	10.0	0.0	30.0	50.0	10.0	10.0	10.0	30.0	40.0	10.0
	State	17.3	30.0	29.8	22.1	0.7	16.3	32.7	30.7	19.1	1.2
Asian	School	1.4	2.8	5.6	78.9	11.3	2.8	2.8	5.6	43.1	45.8
	District	1.4	2.8	5.6	78.9	11.3	2.8	2.8	5.6	43.1	45.8
	State	4.1	9.3	20.1	57.3	9.3	3.2	9.0	20.0	47.7	20.1
Native Hawaiian/Pacific Islander	School										
	District										
	State	6.7	18.2	33.3	37.6	4.2	10.8	19.9	26.5	34.3	8.4
American Indian	School										
	District										
	State	14.6	28.5	32.3	22.7	1.9	16.2	28.8	30.5	22.1	2.4
Two or More Races	School										
	District										
	State	10.9	21.8	28.9	35.4	3.0	12.9	26.1	28.5	26.8	5.7

Grade 5 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	19.2	42.3	11.5	26.9	0.0	26.9	30.8	26.9	15.4	0.0
	District	19.2	42.3	11.5	26.9	0.0	26.9	30.8	26.9	15.4	0.0
	State	42.5	33.9	16.2	7.2	0.2	36.6	38.2	17.3	7.1	0.7
Non-IEP	School	0.0	2.0	11.1	78.4	8.5	0.6	1.9	13.6	54.5	29.2
	District	0.0	2.0	11.1	78.4	8.5	0.6	1.9	13.6	54.5	29.2
	State	8.0	21.4	30.9	37.1	2.6	9.1	24.4	31.0	30.7	4.7

Grade 6**Grade 6 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	0.5	2.0	11.7	65.9	20.0	1.5	4.9	14.6	50.5	28.6
District	0.5	2.0	11.7	65.9	20.0	1.5	4.9	14.6	50.5	28.6
State	12.7	21.1	31.3	30.8	4.1	14.4	27.2	29.8	25.1	3.6

Grade 6 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	1.0	1.9	14.4	70.2	12.5	1.0	2.9	13.3	53.3	29.5
	District	1.0	1.9	14.4	70.2	12.5	1.0	2.9	13.3	53.3	29.5
	State	16.7	24.6	31.0	25.4	2.2	16.2	27.1	28.5	24.5	3.7
Female	School	0.0	2.0	8.9	61.4	27.7	2.0	6.9	15.8	47.5	27.7
	District	0.0	2.0	8.9	61.4	27.7	2.0	6.9	15.8	47.5	27.7
	State	8.5	17.5	31.5	36.5	6.0	12.5	27.3	31.0	25.7	3.5

Grade 6 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	0.0	1.9	16.8	70.1	11.2	2.8	6.5	19.6	57.0	14.0
	District	0.0	1.9	16.8	70.1	11.2	2.8	6.5	19.6	57.0	14.0
	State	7.6	16.4	31.7	39.0	5.3	8.1	21.5	32.7	33.1	4.5
Black	School										
	District										
	State	23.9	30.5	29.6	15.1	0.9	29.4	38.0	23.1	9.1	0.4
Hispanic	School										
	District										
	State	16.8	26.3	33.3	22.0	1.6	18.7	34.0	29.9	16.4	0.9
Asian	School	1.2	1.2	4.8	60.7	32.1	0.0	2.4	5.9	42.4	49.4
	District	1.2	1.2	4.8	60.7	32.1	0.0	2.4	5.9	42.4	49.4
	State	4.4	9.1	22.7	48.9	14.9	3.9	10.8	21.9	44.1	19.3
Native Hawaiian/Pacific Islander	School										
	District										
	State	6.8	13.6	31.4	41.5	6.8	4.2	21.8	36.1	35.3	2.5
American Indian	School										
	District										
	State	16.6	21.3	33.0	26.9	2.2	15.2	28.7	34.0	20.4	1.7
Two or More Races	School										
	District										
	State	11.2	20.4	31.2	31.8	5.4	13.8	26.6	29.1	26.1	4.5

Grade 6 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	4.3	13.0	26.1	52.2	4.3	13.0	17.4	26.1	34.8	8.7
	District	4.3	13.0	26.1	52.2	4.3	13.0	17.4	26.1	34.8	8.7
	State	45.4	32.3	16.4	5.5	0.4	43.3	37.5	13.6	5.3	0.4
Non-IEP	School	0.0	0.5	9.9	67.6	22.0	0.0	3.3	13.1	52.5	31.1
	District	0.0	0.5	9.9	67.6	22.0	0.0	3.3	13.1	52.5	31.1
	State	7.7	19.4	33.6	34.7	4.6	10.0	25.6	32.2	28.1	4.1

Grade 7**Grade 7 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	1.5	2.0	9.3	35.1	52.2	0.9	3.3	22.1	46.5	27.2
District	1.5	2.0	9.3	35.1	52.2	0.9	3.3	22.1	46.5	27.2
State	15.0	20.3	27.3	28.6	8.7	11.8	26.5	34.3	24.2	3.1

Grade 7 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	1.8	2.7	11.8	42.7	40.9	0.0	2.6	20.2	43.0	34.2
	District	1.8	2.7	11.8	42.7	40.9	0.0	2.6	20.2	43.0	34.2
	State	19.9	23.6	27.7	23.6	5.2	13.7	27.2	33.1	22.7	3.3
Female	School	1.1	1.1	6.3	26.3	65.3	2.0	4.0	24.2	50.5	19.2
	District	1.1	1.1	6.3	26.3	65.3	2.0	4.0	24.2	50.5	19.2
	State	9.9	16.9	26.9	33.9	12.4	9.9	25.8	35.5	25.8	2.9

Grade 7 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	1.9	1.9	14.2	43.4	38.7	0.0	4.6	35.2	48.1	12.0
	District	1.9	1.9	14.2	43.4	38.7	0.0	4.6	35.2	48.1	12.0
	State	9.5	16.4	27.7	35.2	11.2	7.5	21.0	36.6	31.3	3.7
Black	School										
	District										
	State	27.8	28.4	26.0	15.3	2.4	22.7	38.2	29.6	9.1	0.3
Hispanic	School										
	District										
	State	19.6	25.1	29.2	22.2	4.0	14.9	32.8	35.2	16.4	0.8
Asian	School	1.3	2.5	1.3	25.0	70.0	2.3	0.0	5.8	43.0	48.8
	District	1.3	2.5	1.3	25.0	70.0	2.3	0.0	5.8	43.0	48.8
	State	4.5	8.1	18.8	39.9	28.7	3.2	9.4	24.1	45.3	18.0
Native Hawaiian/Pacific Islander	School										
	District										
	State	5.8	16.7	27.5	34.8	15.2	4.3	21.4	36.4	32.1	5.7
American Indian	School										
	District										
	State	18.5	24.0	25.8	25.6	6.0	15.7	30.5	31.3	19.8	2.6
Two or More Races	School										
	District										
	State	14.3	20.3	26.2	28.7	10.5	11.9	26.6	32.5	24.8	4.2

Grade 7 - Limited-English-Proficient

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School						0.0	8.3	16.7	58.3	16.7
District						0.0	8.3	16.7	58.3	16.7
State	55.4	29.9	11.8	2.8	0.2	39.2	42.2	15.3	3.0	0.3

Grade 7 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	12.0	8.0	28.0	28.0	24.0	8.0	20.0	28.0	32.0	12.0
	District	12.0	8.0	28.0	28.0	24.0	8.0	20.0	28.0	32.0	12.0
	State	51.5	27.8	14.5	5.5	0.8	42.2	37.7	15.3	4.4	0.4
Non-IEP	School	0.0	1.1	6.7	36.1	56.1	0.0	1.1	21.3	48.4	29.3
	District	0.0	1.1	6.7	36.1	56.1	0.0	1.1	21.3	48.4	29.3
	State	9.6	19.2	29.3	32.1	9.9	7.3	24.9	37.2	27.2	3.5

Grade 8**Grade 8 - All**

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	2.4	3.8	7.1	47.6	39.0	2.4	5.7	11.0	46.7	34.3
District	2.4	3.8	7.1	47.6	39.0	2.4	5.7	11.0	46.7	34.3
State	15.2	18.9	26.9	33.6	5.5	21.4	23.7	23.1	27.7	4.1

Grade 8 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	1.8	4.5	9.8	52.7	31.3	0.9	4.5	12.5	44.6	37.5
	District	1.8	4.5	9.8	52.7	31.3	0.9	4.5	12.5	44.6	37.5
	State	20.2	21.9	27.1	27.5	3.3	24.4	23.7	21.6	26.0	4.2
Female	School	3.1	3.1	4.1	41.8	48.0	4.1	7.1	9.2	49.0	30.6
	District	3.1	3.1	4.1	41.8	48.0	4.1	7.1	9.2	49.0	30.6
	State	9.9	15.7	26.8	39.9	7.7	18.2	23.7	24.6	29.5	4.0

Grade 8 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	2.9	5.9	10.8	55.9	24.5	3.9	8.8	16.7	56.9	13.7
	District	2.9	5.9	10.8	55.9	24.5	3.9	8.8	16.7	56.9	13.7
	State	10.2	15.7	26.8	40.4	7.0	14.6	20.5	24.5	35.3	5.1
Black	School										
	District										
	State	27.4	25.9	27.0	18.4	1.2	38.8	30.1	19.2	11.5	0.4
Hispanic	School										
	District										
	State	19.0	22.6	28.8	27.1	2.4	26.0	28.3	24.1	20.3	1.3
Asian	School	2.2	1.1	2.2	34.8	59.6	0.0	1.1	4.5	32.6	61.8
	District	2.2	1.1	2.2	34.8	59.6	0.0	1.1	4.5	32.6	61.8
	State	5.2	7.5	18.5	48.8	20.1	6.6	10.6	16.4	44.3	22.1
Native Hawaiian/Pacific Islander	School										
	District										
	State	8.5	13.1	25.4	49.2	3.8	19.5	14.8	16.4	42.2	7.0
American Indian	School										
	District										
	State	18.6	19.3	30.7	28.1	3.4	24.1	27.6	25.7	20.7	1.9
Two or More Races	School										
	District										
	State	13.9	19.1	25.9	34.1	7.0	22.0	23.3	22.1	26.9	5.6

Grade 8 - Students with Disabilities

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	9.5	23.8	23.8	38.1	4.8	9.5	23.8	38.1	19.0	9.5
	District	9.5	23.8	23.8	38.1	4.8	9.5	23.8	38.1	19.0	9.5
	State	51.7	27.1	14.7	6.0	0.5	58.9	25.8	10.1	4.6	0.6
Non-IEP	School	1.6	1.6	5.3	48.7	42.9	1.6	3.7	7.9	49.7	37.0
	District	1.6	1.6	5.3	48.7	42.9	1.6	3.7	7.9	49.7	37.0
	State	9.8	17.6	28.7	37.6	6.2	15.7	23.4	25.0	31.2	4.7