



**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**Tuesday, November 19, 2024**  
**6:30 PM**



**MEETING LOCATION:**

**MT. ZION C.U.S.D. #3 DISTRICT OFFICE- 1595 W. MAIN ST., MT ZION, IL 62549**

**AGENDA**

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1. CALL TO ORDER (ROLL CALL VOTE)
  2. PLEDGE OF ALLEGIANCE
  3. REGULAR MEETING MINUTES OF OCTOBER 22, 2024 (ROLL CALL VOTE)
  4. VISITOR AND STAFF COMMUNICATIONS (INFORMATION ONLY)
    - A. VISITOR COMMUNICATIONS
    - B. STAFF COMMUNICATIONS
  5. EDUCATION (ROLL CALL VOTE)
    - A. MT ZION SCHOOL DISTRICT REPORT CARDS AND IMPROVEMENT PLANS (ROLL CALL VOTE)
    - B. 1ST READING: POLICY 4:150 OPERATIONAL SERVICES-FACILITY MANAGEMENT AND BUILDING PROGRAMS (ROLL CALL VOTE)
  6. FINANCIAL (ROLL CALL VOTE)
    - A. FUND WARRANTS (ROLL CALL VOTE)
    - B. TREASURER'S REPORT (ROLL CALL VOTE)
    - C. RISK MANAGEMENT PROGRAM (ROLL CALL VOTE)
    - D. ESTIMATED TAX LEVY ADOPTION (ROLL CALL VOTE)
    - E. BID AWARD FOR THE MT ZION JUNIOR HIGH/HIGH SCHOOL SCIENCE LAB PROJECT (ROLL CALL VOTE)
    - F. FORENSIC AUDITOR (ROLL CALL VOTE)
  7. EXECUTIVE SESSION (ROLL CALL VOTE)
    - A. FOR THE PURPOSE OF DISCUSSING THE APPOINTMENT, EMPLOYMENT, COMPENSATION, DISCIPLINE, PERFORMANCE, OR DISMISSAL OF A SPECIFIC EMPLOYEE OR OFFICE OF THE PUBLIC BODY
  8. RETURN TO OPEN SESSION (ROLL CALL VOTE)
  9. PERSONNEL (ROLL CALL VOTE)
    - A. CONSIDER TERMINATING AN AT-WILL EDUCATIONAL SUPPORT EMPLOYEE (ROLL CALL VOTE)
    - B. EMPLOYMENT/ LEAVE OF ABSENCE/ APPOINTMENT/ RESIGNATION (ROLL CALL VOTE)
  10. GENERAL DISCUSSION (INFORMATION ONLY)
  11. NEXT BOARD MEETING: TUESDAY, DECEMBER 17, 2024, 6:30 P.M.; (INFORMATION ONLY)  
(3RD TUESDAY IN DECEMBER), MT ZION C.U.S.D. #3 DISTRICT OFFICE  
1595 W. MAIN ST., MT. ZION, IL 62549
  12. ADJOURNMENT (ROLL CALL VOTE)
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**MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3  
REGULAR MEETING OF THE BOARD OF EDUCATION  
October 22, 2024**

President Jeffrey Sams called the meeting to order at 6:30 p.m.	<b>CALL TO ORDER</b>
Board members present were: Jeffrey Sams, Nathan Brock, Michelle Shumaker, Kyle Janvrin, Kent Newton, and Kristi Niles. Regan Deering was absent.	<b>ROLL CALL</b>
Administration present consisted of: Dr. Travis R. Roundcount, Superintendent of Schools; Brian Rhoades, Associate Superintendent; Justin Johnson, Mt Zion High School Principal, Julie Marquardt, Mt. Zion Jr. High School Principal; Randy Thacker, Mt. Zion Intermediate School Principal; Kelly Fox, Mt Zion Junior High Dean of Students; Heather Ethell, Mt Zion McGaughey Principal; Billy Rocky, Curriculum and Technology Director; and Renea Smith, Special Education Administrator.	<b>ADMINISTRATION PRESENT</b>
The Pledge of Allegiance was cited by those present and led by Shoni Anderson, Preston Durkee and Autumn Trueblood.	<b>PLEDGE OF ALLEGIANCE</b>
Michelle Shumaker introduced a motion to approve the Regular and Executive Meeting minutes of September 17, 2024. Seconded: Nathan Brock. Roll Call: Nathan Brock, Michelle Shumaker, Kyle Janvrin, Kristi Niles, and Jeffrey Sams yea. Kent Newton, abstained. Motion carried: 5-0-1. (See Book of Attachments.)	<b>REGULAR MEETING MINUTES</b>
James Bond spoke regarding the concession stand pricing.	<b>VISITOR COMMUNICATIONS</b>
<p><u>Dr Roundcount:</u></p> <ul style="list-style-type: none"> <li>• Brought up the idea to have the District pay for back to school supplies for the students to ensure that all students get the supplies needed and in turn raise the instructional fees.</li> <li>• Construction update: the bid award from the construction of the science lab will be next month. Oshea and BLDD gave an overview of what they were looking to do.</li> </ul> <p><u>Heather Powell:</u></p> <ul style="list-style-type: none"> <li>• Heather gave an overview of the results from the FY24 audit report.</li> </ul> <p><u>John Vanderburg:</u></p> <ul style="list-style-type: none"> <li>• Mr. Vanderburg discussed doing a forensic audit along with our annual audit and explained the differences between a forensic audit and the regular audit that we have done every year.</li> </ul> <p><u>Julie Marquardt:</u></p> <ul style="list-style-type: none"> <li>• Julie spoke about the Braves Closet and everything that has gone into making it a success for families that need it.</li> </ul> <p><u>Kelly Fox:</u></p> <ul style="list-style-type: none"> <li>• Kelly gave an update on her position as Dean of Students at the Junior High. Her main goal was to keep parents informed. She spoke of her newsletter and everything that has been included in it for parents to see what is going on in the Junior High.</li> </ul>	<b>STAFF COMMUNICATIONS</b>
Kristi Niles presented a motion to approve payment of the enclosed list of Fund Warrants and Quick Pays. Seconded: Michelle Shumaker. Roll Call: Kyle Janvrin, Kent Newton, Kristi Niles, Jeffrey Sams, Nathan Brock, and Michelle Shumaker, yea. Motion carried 6-0. (See Book of Attachments.)	<b>FUND WARRANTS</b>

<p>Nathan Brock presented a motion that the attached Financial Treasure's Report be accepted and filed for audit. Seconded: Kyle Janvrin. Roll Call: Kyle Janvrin, Kent Newton, Kristi Niles, Jeffrey Sams, Nathan Brock, and Michelle Shumaker, yea. Motion carried 6-0. (See Book of Attachments.)</p>	<p><b>FINANCIAL TREASURE'S REPORT</b></p>
<p>Kyle Janvrin presented a motion to accept the Annual Audit report as presented. Seconded: Kent Newton. Roll Call: Nathan Brock, Michelle Shumaker, Kyle Janvrin, Kent Newton, Kristi Niles, and Jeffrey Sams, yea. Motion carried 6-0. (See Book of Attachments.)</p>	<p><b>ANNUAL AUDIT</b></p>
<p>Administration discussed ideas for updating the current facilities policy.</p>	<p><b>FACILITIES: POLICY 4:150</b></p>
<p>There was no executive session.</p>	<p><b>EXECUTIVE SESSION</b></p>
<p>Nathan Brock presented a motion to approve the following personnel-related items as outlined below, pending a drug test and background check for new employees. Seconded: Michelle Shumaker. Roll Call: Kent Newton, Kristi Niles, Jeffrey Sams, Nathan Brock, Michelle Shumaker, and Kyle Janvrin, yea. Motion carried 6-0. (See Book of Attachments.)</p>	<p><b>PERSONNEL: AS PRESENTED</b></p>

**Memorandum**

**TO:** BOARD OF EDUCATION  
**FROM:** TRAVIS R. ROUNDABOUT  
**DATE:** OCTOBER 16, 2024  
**RE:** PERSONNEL

**ADMINISTRATIVE RECOMMENDATION:**

To approve the following personnel as outlined below, pending a drug test and background check for new employees.

**EMPLOYMENT OF SUB TEACHERS (effective with the first day worked):**

Nathan Raisner		
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**VOLUNTEERS:**

Jarod Oldham Mt Zion High School	Volunteer High School Basketball Coach Effective: October 23, 2024
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**REASSIGNMENT:**

Robert Prange Mt Zion High School	High School Assistant Principal Effective: July 1, 2025
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**LEAVE OF ABSENCE:**

Taylor Minton Mt Zion Junior High	Requesting Doc Days November 6, 2024 through February 3, 2024
Jessica Talty Mt Zion Grade	Requesting Dock Days Effective: September 9, 2024 - October 3, 2024

**APPOINTMENT:**

Alexandria Smith Mt Zion Grade/ McGaughey	School Nurse Effective: October 16, 2024 for \$31.50/Hr and switch to \$37.50 hr at 5.75 hrs/day when a 4th nurse is hired
Nicole Wilson McGaughey/Intermediate	School Nurse Effective: October 16, 2024 for \$31.50/hr

**RESIGNATIONS:**

Connie White Mt Zion Intermediate	Resignation as Food Service Assistant Effective: September 16, 2024
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<ul style="list-style-type: none"> <li>• Kent Newton spoke about the S.A.D.D. reenactment of “Under the Influence” driving.</li> <li>• Michelle Shumaker spoke regarding the concession stands and Booster Club</li> <li>• Dr. Roundcount gave an update regarding the addition of another school nurse to allow each school to have one on site. He also spoke that next year we will need a new Athletic Director due to the retirement of Ben Davis and moving Rob Prange into the High School Assistant Principal position. Dr Roundcount brought up two ideas to think about:             <ol style="list-style-type: none"> <li>1. Would there be a benefit of having a P.R. person for the school? This position would coordinate district wide.</li> <li>2. Would we benefit from having a Dean at the Intermediate?</li> </ol> </li> </ul>	<b>GENERAL DISCUSSION</b>
<p>Jeffrey Sams announced Tuesday, November 19, 2024, 6:30 p. m. as the next regular meeting of the Board of Education, to be held at the Mt. Zion C.U.S.D. #3 District Office, 1595 W. Main St., Mt. Zion, IL 62549.</p>	<b>NEXT REGULAR MEETING</b>
<p>Kristi Niles introduced a motion to adjourn the Board of Education Meeting at 7:46 p.m. Seconded: Michelle Shumaker. Roll Call: Kristi Niles, Jeffrey Sams, Nathan Brock, Michelle Shumaker, Kyle Janvrin, and Kent Newton, yea. Motion carried 6-0. (See Book of Attachments.)</p>	<b>ADJOURNMENT</b>
<hr style="width: 40%; margin: 0 auto;"/> <p>Jeff Sams, Board President Mt. Zion Board of Education</p>	<hr style="width: 40%; margin: 0 auto;"/> <p>Michelle Shumaker, Secretary Mt Zion Board of Education</p>

## Memorandum

**TO:** BOARD OF EDUCATION

**FROM:** TRAVIS R. ROUNDABOUT

**DATE:** NOVEMBER 13, 2024

**RE:** MT. ZION SCHOOL DISTRICT REPORT CARD AND  
IMPROVEMENT PLANS

**Administrative recommendation:** to approve the District and School Improvement Plans for the Mt. Zion School District as required by the Illinois State Board of Education.

**Comments:** Enclosed is the 2023-2024 Mt. Zion Community Unit School District #3 Report Card that is posted on the Mt. Zion Community Unit School District #3 website (<https://www.mtzschools.org/>). Additionally, each individual building's Report Card with student data is released to parents in compliance with the Better School Accountability Law (Section 10-17a of The School Code of Illinois).

These reports contain a great deal of demographic information as well as facts about the District's instructional setting, school finances, and academic performance on standard tests. Once again, the Mt. Zion students performed very well. **Congratulations to our students and staff!** The staff will review the report card data, analyzed the results, and update the Improvement Plans for next year.

The Mt. Zion Board of Education and Administration are very proud of our students and the exemplary faculty and staff who provide the knowledge, dedication, and educational leadership that are critical to our success. Together, with parental support, we will continue to do all we can to provide a quality education to ensure Mt. Zion remains...**a great place to learn.**

TRR nmg

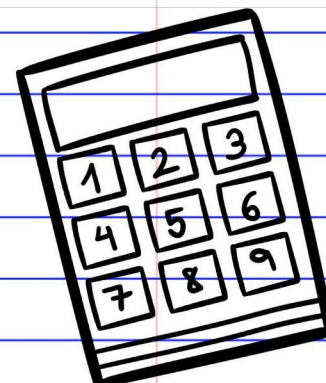
Enclosures

S T R A T E G I C

PLAN



2025 - 2030



**MISSION STATEMENT:**

Mt. Zion Community Unit School District #3

"A Great Place to Learn"

Working with families to fully develop every child's ability to be a life-long learner and contributing member of society.

# MT. ZION CUSD #3

A PreK-12 unit school district:

- McGaughey Elementary School (Grades Pre-K-1)
- Mt. Zion Grade School (Grades 2-3)
- Mt. Zion Intermediate School (Grades 4-6)
- Mt. Zion Junior High School (Grades 7-8)
- Mt. Zion High School (Grades 9-12)

## OUR STUDENTS

- Mt. Zion School District has approximately 2,400 students.
- On annual State standardized testing, our students achieve above average results. We compete and are recognized with the top schools in the state and compare ourselves to the best in the country.

## OUR STAFF

- Mt. Zion School District currently has 139 certified full-time equivalent teaching staff; average years teaching experience of District teachers is 17 years.
- Sixty-three percent of District teachers hold a Master's degree.

## OUR DISTRICT

- Enjoys excellent facilities such as: a state-of-the-art auditorium and indoor athletic field house, artificial surface football/soccer field, and totally air-conditioned facilities across the district.
- Offers outstanding academic and extra-curricular programs while spending \$11,098 per student, which is 70% adequately funded according to the state funding formula.
- Offers formal accelerated programs throughout the District, as well as remedial classes for students with special needs.
- Provides advanced placement, dual credit, and technical courses to assist high school students with college and career readiness.
- Offers outstanding fine arts, physical education, and technology programs for students in Pre-Kindergarten through twelfth grade.
- Fields competitive athletic teams in a variety of interscholastic sports.
- Has nationally known and recognized music groups.
- Enjoys extensive parental involvement in the schools and shares district facilities with the community.
- Offers a safe learning environment.
- Our crisis planning is based on current best practices. The procedures and systems are considered the best in the country.



MT. ZION CUSD #3

Board President - Jeffrey Sams  
Board Vice President - Nathan Brock  
Board Secretary - Michelle Shumaker  
Board Member – Regan Deering  
Board Member - Kyle Janvrin  
Board Member - Kent Newton  
Board Member - Kristi Niles  
Superintendent - Dr. Travis R. Roundcount  
Associate Superintendent - Brian Rhoades

# CURRICULUM

## CURRICULUM IS CHALLENGING, COMPREHENSIVE, CONSISTENT, AND APPROPRIATE FOR ALL LEARNERS

- 1.1. Provide time and resources for faculty to develop and articulate PreK-12 curriculum.
  - 1.1.1. Curriculum committees will meet to align and evaluate PreK-12 curriculum and materials.
  - 1.1.2. Planning time will be provided for staff to articulate within academic departments and grade levels.
  - 1.1.3. Grade level and course content will be reviewed to ensure standards are being met and best practices are followed.
- 1.2. Identify, develop, articulate, and implement educational strategies and opportunities to meet the needs of all learners so they achieve to the best of their abilities.
  - 1.2.1. Faculty and staff will evaluate strategies and resources implemented to assist at-risk students in meeting their needs.
  - 1.2.2. Faculty and staff will review assessment practices to assist in the identification and accommodations of all learners.
  - 1.2.3. Faculty and staff will enhance college and career readiness by actively implementing initiatives such as interest and career exploration, dual or advanced placement credit opportunities, and career and technical education programs.
  - 1.2.4. Faculty and staff will utilize technological resources to enhance their curriculum and engage students.  
Online Safety and training on the appropriate and ethical technology use will be implemented for all students.
- 1.3. Research, identify, develop, articulate, and implement educational strategies to meet the social, emotional, cultural, and life skills needs of all learners.
  - 1.3.1. Identify best practices for promoting healthy behaviors.



# FACILITIES

## THE BUILDING AND GROUNDS ARE SAFE, EFFICIENT, ATTRACTIVE, AND CONDUCIVE TO TEACHING AND LEARNING

- 2.1. Annually evaluate and distribute the district's facility needs in order to enhance the safety, security, appearance, condition and capacity of buildings, grounds, and equipment.
  - 2.1.1. Evaluate and communicate a list of security enhancements and facility/equipment needs by building.
  - 2.1.2. All buildings will address issues identified in the Regional Office of Education's annual Health-Life-Safety compliance visit.
  - 2.1.3. Review building security and crisis/safety plans.
  - 2.1.4. Evaluate items to enhance the appearance of the building and grounds.
- 2.2. Develop and distribute a financial multi-year plan to address current facility needs.
  - 2.2.1. Administration will develop a financial plan for meeting prioritized security enhancements.





- 2.2.2. Administration will develop a financial plan for meeting prioritized facility and equipment needs.
- 2.3. Study future capacity needs in order to optimize facility usage.
- 2.3.1. Each school year, administration will review and make classroom and staffing adjustments in order to optimize facility usage.
- 2.3.2. Evaluate and develop the functional use of all district facilities.

## HIGHLY QUALIFIED FACULTY, STAFF, AND ADMINISTRATORS

FACULTY, STAFF AND ADMINISTRATION ARE HIGHLY QUALIFIED AND TRAINED TO ACHIEVE CONTINUOUS IMPROVEMENT

- 3.1. Actively recruit, hire and retain highly qualified personnel for all positions in the District.
  - 3.1.1. District has a protocol for candidate screening, interviewing, and hiring.
  - 3.1.2. All certified staff hired by the Board of Education will be required to meet the high standards of the school district.
- 3.2. Provide ongoing appropriate professional development support for staff, Board members, and administration.
  - 3.2.1. Annually, input will be gathered from staff regarding in-service priorities.
  - 3.2.2. Annually, all certified employees will update and maintain professional development documentation.
  - 3.2.3. Administration will provide funding and encourage staff to attend training to enhance technology skills.
  - 3.2.4. The technology department will provide training for all staff on relevant technology.
  - 3.2.5. District staff will be trained on and prioritize student data privacy when utilizing software programs both locally and online.
  - 3.2.6. Budget allocations for professional development will be evaluated annually.
  - 3.2.7. Provide new teacher training and mentoring.



## COMMUNICATION & COLLABORATION

FAMILY, COMMUNITY, THE SCHOOL BOARD, ADMINISTRATION, FACULTY & STAFF COLLABORATE AND FOCUS ON IMPROVING STUDENT PERFORMANCE AND WELL-BEING

- 4.1. Improve/increase electronic communication via the total spectrum of online medium targeting public, parent, and staff access.
  - 4.1.1. Technology staff will track access to the district website and family access.
  - 4.1.2. Administration and staff will update the district website.
  - 4.1.3. Examine methods of communicating with families and community.
  - 4.1.4. District will provide a means to report concerns online.



- 4.2. Communicate the strategic plan document to all stakeholders.
- 4.2.1. The strategic plan will be distributed to stakeholders.
- 4.3. Facilitate, foster and maintain good relationships with all area businesses and government agencies.
- 4.3.1. Work with Village administration, Chamber members, mental health organizations, law enforcement, and community groups to share resources, information and jointly sponsor programs.
- 4.4. Offer technology information training for parents and community members to facilitate the safe use of technology.
- 4.4.1. Technology staff will assist parents and community members with technology as needed.

## MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3

“A Great Place to Learn”



## Mt. Zion Intermediate School Improvement Plan 2024 - 2025

Goal	Objective	Action	Responsible Party	Target Date
Curriculum	1.1.1.	Evaluate and Align Curriculum <ul style="list-style-type: none"> <li>Reorganize curriculum committee to meet each semester and review current curriculum adoptions and implementations.</li> </ul>	Principal Curriculum Committees	Semester
	1.1.2.	Provide planning time for curriculum articulation <ul style="list-style-type: none"> <li>Faculty to attend District in-services, ROE workshops</li> <li>Faculty will meet monthly for grade level meetings for discussion and review</li> <li>Grade level planning time for new curriculum</li> </ul>	Principal	Monthly, Semester, Annually
	1.2.1.	Continue to provide educational programs to meet the learning needs of all 4 <sup>th</sup> – 6 <sup>th</sup> grade students <ul style="list-style-type: none"> <li>Curriculum Review, including digital resources</li> </ul>	Principal RtI team Faculty School Improvement Team	Annually
	1.2.2.	Review assessment practices used to identify all learners. Continual use and review of data from benchmark assessments, classroom assessments, etc. to remediate and/or enrich student learning	Principal RtI team Faculty School Improvement Team	Quarterly
	1.3	Review and update curriculum in conjunction with building's Social Emotional Learning program <ul style="list-style-type: none"> <li>Promote and reward positive behavioral choices</li> <li>Provide small and large group student sessions on character, anti-bullying, nutrition, etc.</li> </ul>	Social Worker Faculty Specialists	Weekly, Annually



Goal	Objective	Action	Responsible Party	Target Date
<b>Facilities</b>	2.1.2.	Review and rectify any compliance concerns <ul style="list-style-type: none"> <li>Principal to work with maintenance and custodial staff</li> </ul>	Administration Principal Maintenance staff	Annually
	2.1.3.	Communicate and review with faculty/staff building security and Crisis/Safety Plans <ul style="list-style-type: none"> <li>Review with faculty at beginning of each school year.</li> <li>Hold regular drills and debrief with faculty/staff</li> </ul>	Principals	Annually
	2.1.4.	Evaluate the appearance and “welcome” to the building <ul style="list-style-type: none"> <li>Regularly review the building and grounds</li> <li>Complete work orders for deficient areas</li> <li>Utilize student groups for service learning projects</li> </ul>	Principals Central Office Adm. Maintenance Custodians	Annually
	2.3.1.	Review grade level placement/facility usage <ul style="list-style-type: none"> <li>The principal will determine classroom assignments for each school year.</li> <li>The principal determines the best spaces used for learning and learning activities</li> </ul>	Principal	Annually
<b>Highly Qualified Faculty, Staff, and Administrators</b>	3.1.	Recruit and hire highly qualified personnel <ul style="list-style-type: none"> <li>When positions are available, review applicant pool, interview and select the best candidate</li> </ul>	Administration Principal Selection Team	Annually, as needed
	3.2.1.	Survey staff for in-service priorities <ul style="list-style-type: none"> <li>Articulation at grade level, cross grade level and faculty meetings to generate strategic PD opportunities</li> </ul>	Administration Principal District in-service committee	Annually, Bi-annually
	3.2.3.	Evaluate budget allocations for professional development <ul style="list-style-type: none"> <li>Provide a tracking of all professional development for fair distribution of resources</li> </ul>	Principal	Annually

Goal	Measure	Action	Responsible Party	Target Date
	3.2.4.	Provide new teacher training <ul style="list-style-type: none"> <li>New teacher orientation will be provided the first day of teacher reporting</li> <li>Provide a teacher mentor to assist with curriculum, protocols and encouragement</li> </ul>	Principal, District Office	Annually, bi-weekly
<b>Technology</b>	4.1.1.	Continue to provide efficient technology resources for student learning <ul style="list-style-type: none"> <li>Labs, Doc cameras, BenQ iPads and Chrome books</li> </ul>	Administration Principal Technology Director	Annually
	4.2.1. 4.2.2.	Encourage staff to attend technology workshops and provide trainings in Faculty meetings, workshop and teacher presentations, i.e. Google, STAR 360 etc.	Technology Director Principal Building SYSOBS	Annually
	4.3.1.	Monitor students using the network in a safe manner for educational purposes <ul style="list-style-type: none"> <li>Acceptable use policies will be reviewed and implemented for appropriate use of technology devices, GoGuardian monitoring</li> </ul>	Technology Director Technology Teacher Faculty	Quarterly, Semester
	4.3.2.	Review technology/Internet rules with 4 <sup>th</sup> – 6 <sup>th</sup> grade students	Technology Director Technology Teacher	Annually
<b>Communication &amp; Collaboration</b>	5.1.2.	Teachers website <ul style="list-style-type: none"> <li>District will maintain grade level web pages via teacher input</li> </ul>	Faculty Principal	Throughout the school year
	5.1.3.	Examine/implement ways to communicate with families and the community <ul style="list-style-type: none"> <li>Continue to utilize digital newsletters, special events, local media, school messenger software, etc. to share and engage families</li> </ul>	Principal Faculty Technology Director	Throughout the year

**Mt. Zion School District Improvement Plan**  
**Building: Junior High School**  
**2024/2025**

Goal	Measure	Action	Responsible Party	Target Date
<b>Curriculum</b>	1.1.1. 1.1.2. 1.1.3	Meet, Analyze and provide time for Curriculum articulation. <ul style="list-style-type: none"> <li>● Departments will be given in-service time to review and evaluate curriculum.</li> <li>● Departments will be given time for professional development and ROE support.</li> <li>● Review and update building course handbook.</li> <li>● Research, identify, develop, articulate, and implement educational strategies to increase student's achievement and academic motivation.</li> </ul>	Curriculum Committee/ Faculty and Administration	Annually
	1.2.1.	Evaluate strategies to assist at risk students <ul style="list-style-type: none"> <li>● RtI staff and Intervention team will be given time to evaluate student progress.</li> <li>● STAR 360 tests and assessments will be administered; results and teacher input will be reviewed for student progress.</li> <li>● Implemented Guided Assistant Study Halls, Focus Period and Lunch Bunch Support groups for at-risk students.</li> </ul>	Faculty, Staff and SET Team.	Annually three times a year.

	1.2.2.	<p>Review assessment practices</p> <ul style="list-style-type: none"> <li>• Articulation time will be provided to faculty who teach common classes.</li> <li>• Continual use and review of data from benchmark assessments, classroom assessments, etc. to remediate and/or enrich student learning</li> <li>• Staff will evaluate student IAR results, 360 assessments and modify curriculum/instruction to increase student achievement.</li> </ul>	Faculty and Staff	Annually
	1.3.1.	<p>Review and update curriculum and special activities to promote healthy behaviors</p> <ul style="list-style-type: none"> <li>• The physical education staff will be given opportunities to plan curriculum that promotes healthy habits.</li> </ul>	Principals/ Faculty	Annually
	1.3.2	<p>Review and update curriculum and special activities to promote Social Emotional Learning behaviors</p> <ul style="list-style-type: none"> <li>• Promote and reward positive behavioral choices</li> <li>• Provide small and large group student support sessions on character, anti-bullying, etc.</li> </ul>	Principals/Social Worker/ Faculty	Annually
<b>Facilities</b>	2.1.1.	<p>Discuss and establish facility/equipment priority needs list</p> <ul style="list-style-type: none"> <li>• The district administrative team developed and</li> </ul>	Administration/ Maintenance staff	Annually

		prioritized a facility needs list.		
	2.1.2.	Address HLS compliance <ul style="list-style-type: none"> <li>Principal to work with maintenance and custodial staff</li> </ul>	Administration/ Maintenance staff	Annually
	2.1.3.	Communicate and present to faculty and staff building security and Crisis/Safety Plans <ul style="list-style-type: none"> <li>Security/Crisis/Safety Plans in the form of Safe Plans will be implemented district wide.</li> <li>Continuous updates reviewed with staff monthly at faculty meetings.</li> <li>Hold regular drills and debrief with faculty/staff</li> </ul>	Principals/Liaison Office	Annually
	2.1.4.	Formulate and communicate the building needs Central Office and Maintenance <ul style="list-style-type: none"> <li>Work orders are completed and sent to maintenance on an as needed basis.</li> </ul>	Principals	Annually
	2.3.1.	Review grade level placement/facility usage <ul style="list-style-type: none"> <li>Evaluate class enrollment and search for scheduling solutions to meet our students' needs.</li> </ul>	Administration	Annually

Goal	Measure	Action	Responsible Party	Target Date
<b>Highly Qualified Faculty, Staff, and Administrators</b>	3.1.1.	Review District protocol for candidate screening, interviewing, hiring and Recruit/employ staff that meet the qualifications of the District <ul style="list-style-type: none"> <li>Evaluate and continually review current practices.</li> </ul>	Administration	Annually
	3.1.2.			
	3.2.1.	Survey staff re: in-service and professional development	Administration – Curriculum Director	Annually
	3.2.2.			

	3.2.3. 3.2.4	needs. Evaluate budget allocations for professional development <ul style="list-style-type: none"> <li>● Regular communication and review.</li> </ul>		
<b>Technology</b>	4.2.1. 4.2.2.	Encourage and provide staff access technology training and/or workshops <ul style="list-style-type: none"> <li>● Regular communication and review.</li> </ul>	Administration/ Technology Director	Annually
	4.3.1.	Monitor students using the network in a safe manner for educational purposes <ul style="list-style-type: none"> <li>● Teachers will constantly be aware and involved with student usage.</li> <li>● Teachers have Hapara available to monitor student activity during school hours.</li> <li>● Office staff have access to GoGuardian to monitor student network usage.</li> </ul>	Tech./Admin./staff	Annually
	4.3.2.	Review technology/Internet rules with students grades 4-12 <ul style="list-style-type: none"> <li>● Students will be required to review the technology policy and acceptable use expectations of the district.</li> </ul>	Tech./Staff	Annually by Oct. 1
<b>Communication &amp; Collaboration</b>	5.1.2.	Teachers update website <ul style="list-style-type: none"> <li>● Faculty will be required to update assignments in Planbook on the JH webpage.</li> <li>● Faculty will keep their Google classroom up-to-date.</li> </ul>	Faculty/Web Support Staff	Weekly as needed
	5.4.2	Staff will evaluate the training needs related to technology training for parents and community learners <ul style="list-style-type: none"> <li>● Regular communication and review.</li> </ul>	Tech./Staff	Annually

**Mt Zion High School Improvement Plan  
Year: 2024-2025**

<b>Building Goal (District Strategic Plan Connection)</b>	<b>Objectives</b>	<b>Action (Professional Development &amp; Related Activities)</b>	<b>Responsible Party</b>	<b>Target Date or Timeline</b>
<p><b>Goal #1- Incorporate methods of instruction &amp; delivery systems that will encourage differentiated instruction and tiers of support for all students</b></p> <p><b>(Connection to District Strategic Goal #1 - Curriculum)</b></p>	<p>#1.1 Determine additional levels of support needed for at-risk students (ie. target low socio-economic population per building data)</p>	<p>Continue to analyze levels of support in place for effectiveness</p> <p>Continue to analyze success rate of students in credit recovery program; review cross programming options for credit recovery</p> <p>Create support structures for student on remote learning that include tutoring, check in and check out, organizational support, home wellness checks</p>	<p>RtI Team Academic Liaison Credit Recovery Teacher Guidance Staff Administration Extras Tutors School Improvement Team</p>	<p>Ongoing - completed every 6 weeks</p>
	<p>#1.2 Continue to develop and determine appropriate social and emotional interventions &amp; supports for students.</p>	<p>Review crisis plan procedures for mental health needs of students (ie. self-harm assessments &amp; procedures)</p> <p>Research the possibility of training students in Mental Health First Aid</p> <p>Continue to utilize student led groups (ie. Tribe) that provide mental health support to peers/families in crisis</p> <p>Plan the implementation of the Teen Mental Health First Aid Program</p>	<p>RtI Team FP Interventionist Administrations Guidance Department Tribe Coordinators &amp; Mentors Mental Health Team</p>	<p>Ongoing</p>
<p><b>Goal #2- Determine actions needed to continually increase SAT Suite of assessments via College Board</b></p>	<p>#2.1 Analyze ACT scores for math, ELA, science, and social studies to determine curriculum &amp;</p>	<p>Determine professional development needs for staff (ie. close reading, College Board Portal, NGSS); offer College Board online PSAT and ACT training course</p>	<p>4 Core Departments Guidance Team Curriculum Director Principal</p>	<p>Ongoing</p>

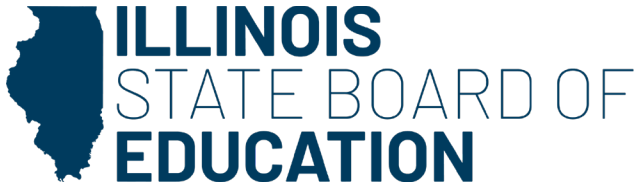
**Mt Zion High School Improvement Plan  
Year: 2024-2025**

<p><b>Connection to District Strategic Goal #1 - Curriculum)</b></p>	<p>instructional changes needed</p>	<p>Consult with College Board regarding data analysis &amp; optional tests offered</p>		
	<p>#2.2 Analyze SAT &amp; PSAT questions to determine instructional techniques needed for students to succeed</p>	<p>ACT rotations of targeted instruction at the 11th grade level</p> <p>Attempt to continue to provide teachers with curriculum planning time to develop &amp; write new curriculum to assist with PSAT/SAT achievement and alignment</p>	<p>4 Core Departments Guidance Team Director of Curriculum &amp; Technology Principal</p>	<p>Ongoing</p>
<p><b>Goal #3 - Continue to determine updates needed to procedures/protocols in relation to safety and security as well as facility improvements</b></p> <p><b>(Connection to District Strategic Goal #2 - Facilities)</b></p>	<p>#3.1 Continue to discuss district safety/crisis plans as well as future facility needs</p>	<p>Continue to implement &amp; analyze building safety procedures based on safety assessment results</p> <p>Determine high school involvement in district level evacuation &amp; reintegration plans</p>	<p>Administration Faculty/Staff Students SRO Officer</p>	<p>Ongoing</p>
<p><b>Goal #4 - Increase communication and collaboration amongst all stakeholders within the high school.</b></p> <p><b>(Connection to District Strategic Goal #5 - Communication &amp; Collaboration)</b></p>	<p>#4.1 Increase collaboration within high school and across grade levels with teachers &amp; students</p>	<p>Continue Professional Learning Community structure within the high school to provide academic departments with leadership opportunities as well as ownership over PD wants/needs</p> <p>Continue Tribe Mentoring Program with core committees with additional student leadership &amp; ownership</p> <p>Continue to determine new alternatives for other student mentoring experiences</p>	<p>Tribe Coordinators Tribe Leaders Academic Departments Guidance Department Administration</p>	<p>Ongoing</p>



**Mt Zion High School Improvement Plan**  
**Year: 2024-2025**

		Continue to plan for vertical articulation across buildings to allow for K-12 educators to collaborate		
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## School Improvement Plan

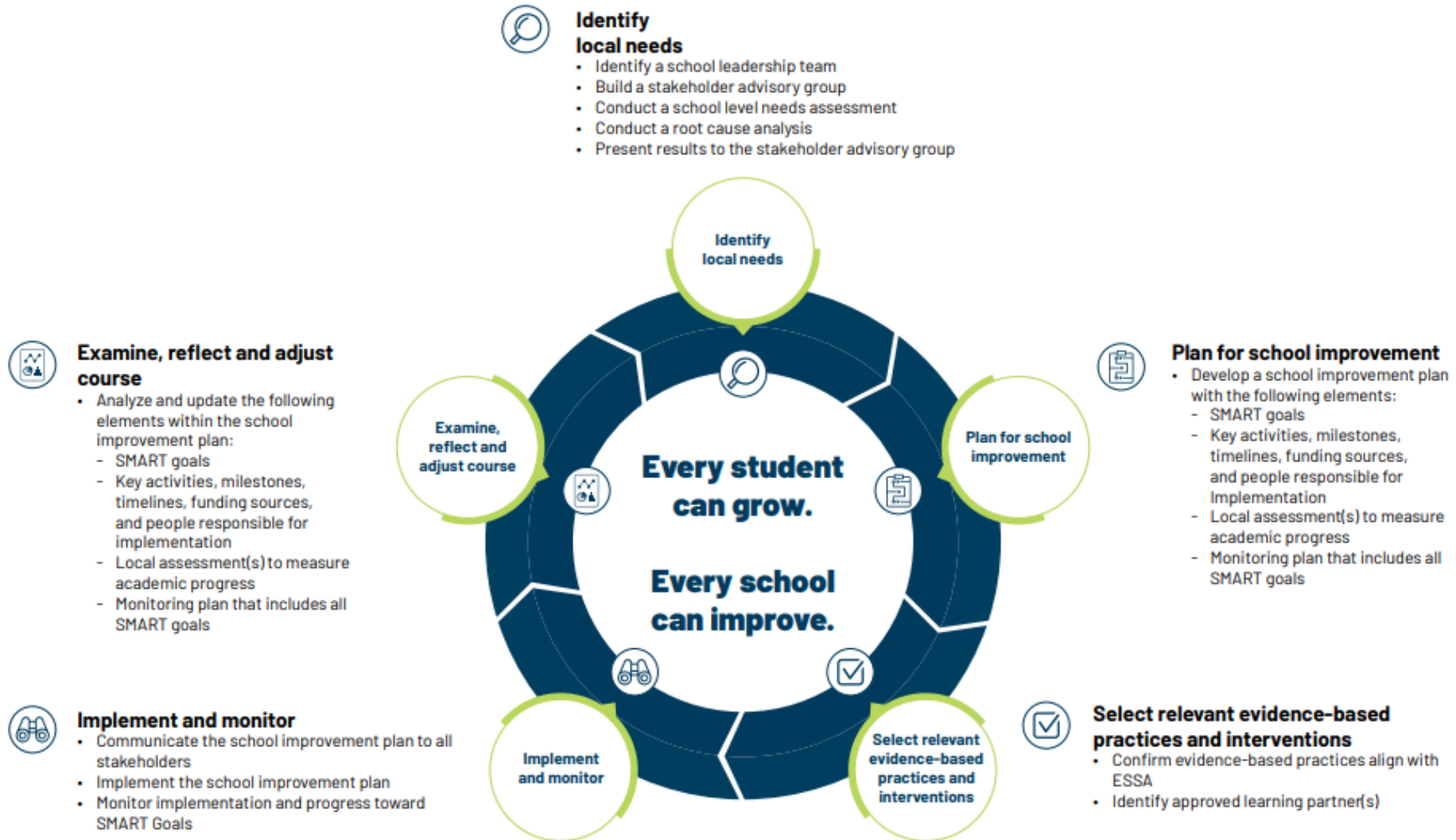
<b>School:</b>	McGaughey Elementary School
<b>Year:</b>	2024 -2025
<b>Date Completed:</b>	May 23, 2024
<b>School Board Approval Date:</b>	

School Improvement Planning Team	
Name	Title/Role
Heather Ethell	Pr inc ipal
Sar ah Nic hols	1st Grade Teacher
Dana Perry	Kinder gar ten Teacher
Lindsey Waller	1st Grade Teacher
Dianna Weir man	1st Grade Teacher

**School Improvement Planning Team Members:**

- School Administrators
- Grade Level/Content Area Reps
- TA/Paraprofessional Rep
- Specials Area Staff Rep
- Special Education Rep
- District Administration (Intensive Support and Improvement Status)

# Illinois Continuous Improvement Process



This step is meant to focus on the IL School Designation(s).

**DIRECTIONS:** Complete the empty boxes below to Identify Local Needs and begin to Plan for School Improvement. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#))






School Designation	Report Card Year
Targeted	2023
<b>Reason for Designation (e.g., CWD, all students, low income)</b>	
Children with disabilities	
<b>What other data sources, besides state assessment results, do you have available that will help you analyze the root cause for this designation?</b>	
AIMS benchmark data, 5 Essentials data, attendance data	
<b>Based on the data source review, which areas should be a priority in this school improvement plan?</b>	
<b>Priority 1:</b> Attendance information and incentives to encourage improved student attendance for non-illness related absences.	
<b>Priority 2:</b> Revise the scheduling of special education minutes to ensure all students receive grade-level instruction in reading and math daily.	
<b>Priority 3:</b>	

# The Importance of SMART Goals

## What is a SMART goal and why is it important?

A goal is much more than simply saying that you want to learn about and/or improve on something; rather, it more specifically describes what you want to achieve. SMART goals for school improvement plans should be grounded in student outcomes - measures of what students know and are able to do. SMART goals, with their detailed structure, provide focus as well as a clear idea of what you want to achieve. This structure makes it easier to:

- plan relevant action steps/activities
- measure progress toward achieving the goal
- know when you have met your goal

	 SPECIFIC	 MEASURABLE	 ACHIEVABLE	 RELEVANT	 TIMEBOUND
<b>Definition</b>	When setting a goal, be specific, focused, and clear.	Use metrics to keep your plan on track and measure results.	Know how you will accomplish the goal and if you have the tools/skills needed.	Focus your goal so it aligns with the school and district vision/mission and larger, long-term goals.	Set a timeline for action items, benchmarks and deliverables.
<b>Guiding questions</b>	Answer the "W" questions: <ul style="list-style-type: none"> <li>• Who should be involved?</li> <li>• What do we want to accomplish?</li> <li>• When do we want to accomplish the goal?</li> <li>• Where will the goal have an impact? (school, grade level, department)</li> <li>• Why do we want to accomplish the goal?</li> <li>• Which requirements or constraints could influence the goal?</li> </ul>	How much?  How will I know when it is accomplished?  What are indicators of progress?	What steps are necessary to achieve the goal?  What steps to take, in what order, on what timeline and involving whom?	Why is this goal important to our students and school?  Will achieving this goal help our students and school?  Does this match our identified need?  How will this goal contribute toward our long-term goals? Does this goal align with the district and other school goals?	Does my goal have a deadline?  What is the timeline to achieve this goal?

Below are examples of SMART goals that pertain to improving student academic and non-academic outcomes.

SMART Goal Focus	SMART Goal Examples	
English Language Arts (ELA)	The elementary school will increase the percentage of students scoring in the "On Grade Level" range from 16% of students on the spring 2023 benchmark to 45% of students on the spring 2024 benchmark as reported by the i-Ready Diagnostic Results report for reading.	By May of 2024, 35% of all middle schools students will score at or above the 60th percentile on the spring Fastbridge reading assessment.
Math	Middle school students scoring at or above the 61st percentile in math will increase by 5% from fall 2023 to spring 2024 as calculated using the Fastbridge grade level report.	Based on STAR benchmarking data, the total number of students in Grades 2-5 scoring in the high-average or high-performance bands for math will increase from a spring 2023 of 15% to a spring 2024 of 25%.
Chronic Absenteeism	90% of students will meet the expectation of at least 85% present for attendance each month as measured by monthly attendance data.	By spring 2024, we will decrease the number of students who are chronically truant by at least 5% as indicated by a December and May attendance report.
Children with Disabilities (CWD)	By the spring of 2024, 5% of students with disabilities will score at or above the 80th percentile as measured by Aimsweb Plus scores.	By the end of the 2023-24 school year, office discipline referrals for children with disabilities will decrease by 10% from the 2021-22 school year as monitored by referrals in the School-Wide Information System. (SWIS).
English Learners	By the spring of 2024, 70% of English learners will meet their growth targets in English proficiency, as measured by an interim English language proficiency assessment (e.g., WIDA MODEL or LAS Links).	By the spring of 2024, 80% of English learners will meet their Progress to Proficiency target as measured by ACCESS.
Former English Learners	By the spring of 2024, 100% of the former English learners will meet their growth targets as measured by STAR.	
Graduation Rate	Within the four years of their ninth-grade entry date, we will increase the graduation rate from 62% to 69%, as measured by the U.S. Department of Education's Adjusted Cohort Graduation Rate.	Within the four years of their ninth-grade entry date, increase by 15% the number of seniors that complete high school with a traditional diploma by June 2023 as measured by the U.S. Department of Education's Adjusted Cohort Graduation Rate.
9th Grade on Track	By the end of the 2023-2024 school year, 80% of first-time 9th grade students will have earned 5 or more credits without failing more than 0.5 credits in the core subjects.	

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

**DIRECTIONS:** Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#) )

**GOAL #1**

**By the spring of 2025, 90% of students at McGaughey will have fewer than 17 total absences (excused and unexcused).**

**Action Plan**

**Additional key activities may be added as needed**

Key Activities – Focused on <u>adult practices</u>	By whom	By when
Parent education on attendance policies and the importance of regular school attendance (orientation information, regular updates in monthly newsletters, parent conferences).	Building administrator Classroom teachers	Monthly; weekly/quarterly;
Provide regular updates on student attendance (Skyward, letters home, conferences, truancy involvement)	Office staff, building administrator, ROE 39	
Incentives for days missed monthly and per semester; classroom competitions. Identify local vendors for prizes: Big Hungry; Dairy Queen; Del Carmen’s; Steak n’ Shake; Dell’s; Subway; Giggles; Krekel’s	Building staff	Monthly, each semester

**What resources do you already have to support executing these key activities?**

Student handbook, truancy officer through ROE, summer parent orientation, monthly newsletter

**What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?**

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Incentives	Short-term	Donations and Fundraising

**What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)**

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

**DIRECTIONS:** Complete the empty boxes below to help monitor progress towards your goal.

**Essential Questions when monitoring the progress of Key Activities:**

What does the data tell us about student success and areas of concern?

What does the data tell us about staff practice progress?

What are the needs of the staff and how do they need to be supported for success with the SMART goals?

**Key Activity 1:** Parent education on attendance policies and the importance of regular school attendance (orientation information, regular updates in monthly newsletters, parent conferences)

**Key Activity 2:** Provide regular updates on student attendance (Skyward, letters home, conferences, truancy involvement)

**Key Activity 3:** Incentives for days missed monthly and per semester; classroom competitions. Identify local vendors for prizes: Big Hungry; Dairy Queen; Del Carmen's; Steak n' Shake; Dell's; Subway; Giggles; Krekel's

**Data Source(s)/Local Assessment(s) to monitor progress of key activity:**

**Key Activity 1: Daily attendance rates for students**

**Key Activity 2: Progress monitor daily attendance and implement intervention for students once they accumulate 5 absences within a quarter.**

**Key Activity 3: NA**

Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: Weekly	Key Activity 1: Administrator
Key Activity 2: Quarterly	Key Activity 2: Administrator and SIP team
Key Activity 3:	Key Activity 3:

**Observed Changes/Reflections – Add check-in lines as needed**

Key Activity 1 Check-ins	Date: Date: Date:
Key Activity 2 Check-ins	Date: Date: Date:
Key Activity 3 Check-Ins	Date: Date: Date:

**Do any additions/updates/adjustments need to be made to key activities for Goal #1?**

**This step will help your team develop an action plan and identify key activities that will support your SMART goals.**



**DIRECTIONS:** Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#) )

**GOAL #2**

By the spring of 2025, 75% of students identified at or below the 10th percentile on the Fall 2024 literacy benchmark, as measured by AIMSWeb Plus, will improve their percentile score.

**Action Plan**

**Additional key activities may be added as needed**

Key Activities - Focused on adult practices	By whom	By when
Regular schedule for RtI team to meet and review student benchmark and progress monitoring data	Administrator, Special Education Administrator, Intervention Specialists	Start of the 24.25 SY
Survey staff regarding use of supplemental material for interventions to guide future purchases.	Administrator, SIP Team	September 15, 2024
Research additional assessment tools and instructional practices that can be used to help guide instruction and utilized during small group instruction.	Administrator, all kindergarten and 1st grade staff, special education administrator	Monthly during faculty meetings or grade level meetings

**What resources do you already have to support executing these key activities?**

PST team members, benchmark assessment tool

**What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?**

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Substitute coverage for release time for PST meetings	Ongoing	Local funds
Purchase of screeners and additional curricular materials	Ongoing	Title I 1003

**What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)**

Possible support through ROE for instructional strategies, activities, and programs that can be utilized to support Tier 2 and Tier 3 students.

**This step will help your team monitor the implementation of key activities and progress toward SMART goals.**

**DIRECTIONS:** Complete the empty boxes below, to help monitor progress on your goal.

**Essential Questions when monitoring the progress of Key Activities:**

What does the data tell us about student success and areas of concern?

<p>What does the data tell us about staff practice progress?          What are the needs of the staff and how do they need to be supported for success with the SMART goals?</p>	
<p><b>Key Activity 1:</b> Regular schedule for Rtl team to meet and review student benchmark and progress monitoring data</p> <p><b>Key Activity 2:</b> Survey staff regarding use of supplemental material for interventions to guide future purchases.</p> <p><b>Key Activity 3:</b> Research additional assessment tools and instructional practices that can be used to help guide instruction and be utilized during small group instruction.</p>	
<p><b>Data Source(s)/Local Assessment(s):</b></p>	
<p><b>Key Activity 1:</b> Schedule Problem Solving Team (PST) meetings every 8 weeks to closely monitor students identified at or below the 10th percentile (Tier 3).</p> <p><b>Key Activity 2:</b> Beginning of the year survey to determine current instructional materials being utilized and requested additional materials that may be utilized.</p> <p><b>Key Activity 3:</b> Identify current practices; utilize Plus-Delta tool to identify areas of strengths; areas for improvement/need more information.</p>	
<p><b>Frequency of Measure(s)</b></p>	<p><b>Person(s) Responsible for Updating Data</b></p>
<p><b>Key Activity 1:</b> 8 weeks</p> <p><b>Key Activity 2:</b> Beginning of the year survey</p> <p><b>Key Activity 3:</b> Monthly meetings</p>	<p><b>Key Activity 1:</b> Administrator, special education administrator</p> <p><b>Key Activity 2:</b> Administrator, SIP Team</p> <p><b>Key Activity 3:</b> All kindergarten and 1st grade teachers, special education teacher, administrator, special education administrator</p>
<p><b>Observed Changes/Reflections – Add check-in lines as needed</b></p>	
<p><b>Key Activity 1 Check-ins</b></p>	<p>Date:</p> <p>Date:</p> <p>Date:</p>
<p><b>Key Activity 2 Check-ins</b></p>	<p>Date:</p> <p>Date:</p> <p>Date:</p>
<p><b>Key Activity 3 Check-Ins</b></p>	<p>Date:</p> <p>Date:</p> <p>Date:</p>
<p><b>Do any additions/updates/adjustments need to be made to key activities for Goal #2?</b></p>	

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

**DIRECTIONS:** Complete the empty boxes for each goal/strategy below (and on the following pages) to support the implementation and monitoring of the selected strategies. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#) )

**GOAL #3 – OPTIONAL**

By the spring of 2025, 75% of students identified at or below the 10th percentile on the Fall 2024 math benchmark, as measured by AIMSWeb Plus, will improve their percentile score.

**Action Plan**

**Additional key activities may be added as needed**

Key Activities - Focused on adult practices	By whom	By when
Regular schedule for RtI team to meet and review student benchmark and progress monitoring data	Administrator, Special Education Administrator, Intervention Specialists	Start of the 24.25 SY
Survey staff regarding use of supplemental material for interventions to guide future purchases.	Administrator, SIP Team	September 15, 2024
Research additional assessment tools and instructional practices that can be used to help guide and utilize during small group instruction.	Administrator, all kindergarten and 1st grade staff, special education administrator	Monthly during faculty meetings or grade level meetings

**What resources do you already have to support executing these key activities?**

PST team members, benchmark assessment tool

**What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?**

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Substitute coverage for release time for PST meetings	Ongoing	Local funds
Purchase of screeners and additional curricular materials	Ongoing	Title 1 1003

**What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)**

Possible support through ROE for instructional strategies, activities, and programs that can be utilized to support Tier 2 and Tier 3 students.

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

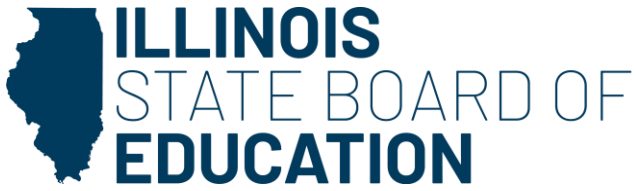
**DIRECTIONS:** Complete the empty boxes below, to help monitor progress on your goal.

**Essential Questions when monitoring the progress of Key Activities:**

What does the data tell us about student success and areas of concern?

What does the data tell us about staff practice progress?

What are the needs of the staff and how do they need to be supported for success with the SMART goals?	
<p><b>Key Activity 1:</b> Regular schedule for RtI team to meet and review student benchmark and progress monitoring data</p> <p><b>Key Activity 2:</b> Survey staff regarding use of supplemental material for interventions to guide future purchases.</p> <p><b>Key Activity 3:</b> Research additional assessment tools and instructional practices that can be used to help guide instruction and be utilized during small group instruction.</p>	
<b>Data Source(s)/Local Assessment(s):</b>	
<p><b>Key Activity 1:</b> Schedule Problem Solving Team (PST) meetings every 8 weeks to closely monitor students identified at or below the 10th percentile (Tier 3).</p> <p><b>Key Activity 2:</b> Beginning of the year survey to determine current instructional materials being utilized and requested additional materials that may be utilized.</p> <p><b>Key Activity 3:</b> Identify current practices; utilize Plus-Delta tool to identify areas of strengths; areas for improvement/need more information.</p>	
<b>Frequency of Measure(s)</b>	<b>Person(s) Responsible for Updating Data</b>
<p><b>Key Activity 1:</b> 8 weeks</p> <p><b>Key Activity 2:</b> Beginning of the year survey</p> <p><b>Key Activity 3:</b> Monthly meetings</p>	<p><b>Key Activity 1:</b> Administrator, special education administrator</p> <p><b>Key Activity 2:</b> Administrator, SIP Team</p> <p><b>Key Activity 3:</b> All kindergarten and 1st grade teachers, special education teacher, administrator, special education administrator</p>
<b>Observed Changes/Reflections – Add check-in lines as needed</b>	
<b>Key Activity 1 Check-ins</b>	<p>Date:</p> <p>Date:</p> <p>Date:</p>
<b>Key Activity 2 Check-ins</b>	<p>Date:</p> <p>Date:</p> <p>Date:</p>
<b>Key Activity 3 Check-Ins</b>	<p>Date:</p> <p>Date:</p> <p>Date:</p>
Do any additions/updates/adjustments need to be made to key activities for Goal #3?	



## School Improvement Plan

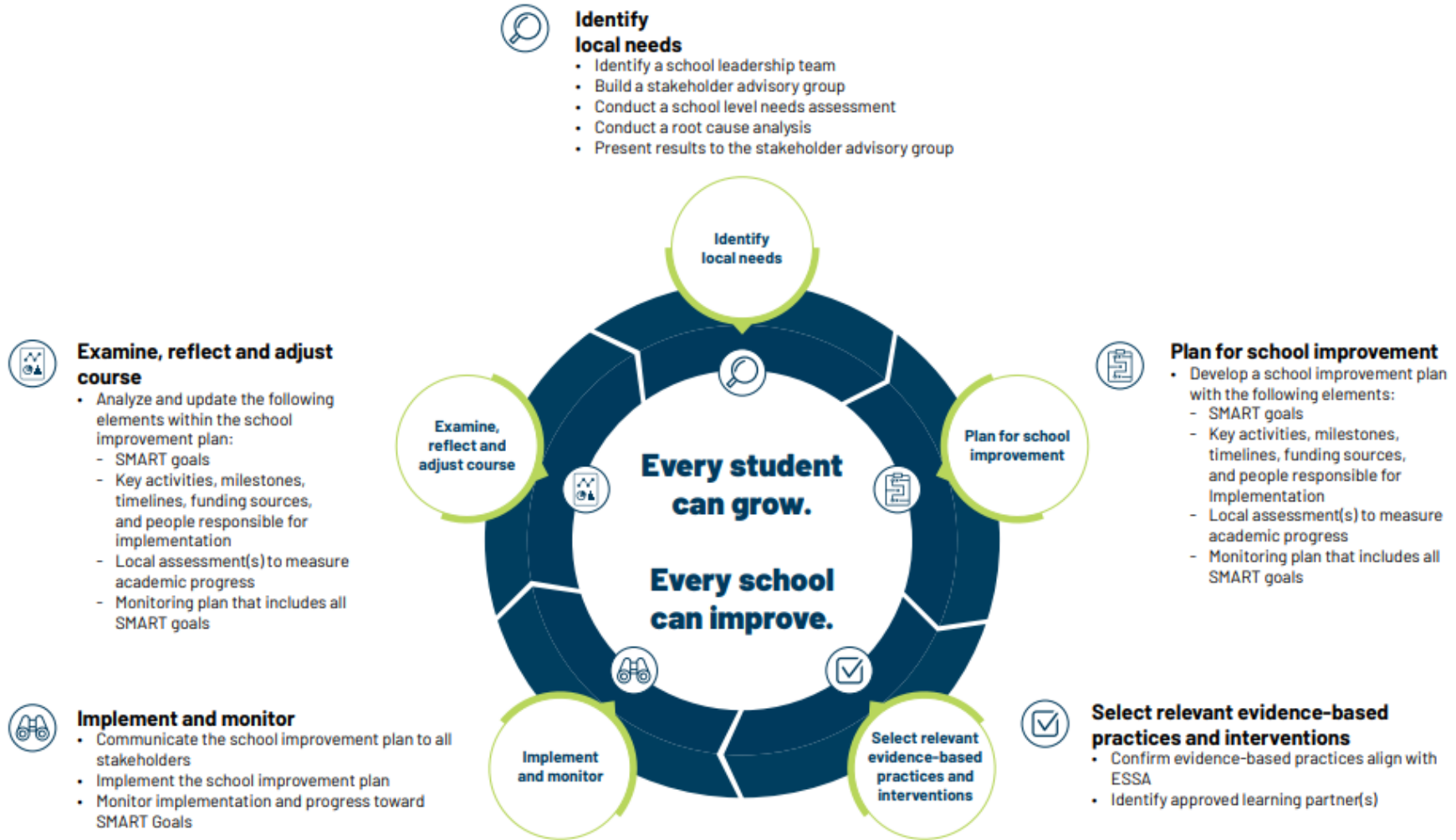
<b>School:</b>	Mt. Zion Elementary School
<b>Year:</b>	2024-2025
<b>Date Completed:</b>	May 13, 2024
<b>School Board Approval Date:</b>	

School Improvement Planning Team	
Name	Title/Role
Gary Gruen	Principal
Julie Courson	RtI Specialist
Elizabeth Kyburz	Third Grade Teacher – Grade Level Team Lead
Nicole Paulson	Special Education Resource Teacher
Kelly Wilson	Second Grade Teacher – Grade Level Team Lead

**School Improvement Planning Team Members:**

- School Administrator
- Grade Level/Content Area Reps
- Special Reading Staff Rep
- Special Education Rep
- District Administration (Intensive Support and Improvement Status)

# Illinois Continuous Improvement Process



This step is meant to focus on the IL School Designation(s).

**DIRECTIONS:** Complete the empty boxes below to Identify Local Needs and begin to Plan for School Improvement. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#) )






School Designation	Report Card Year
Targeted	2023
<b>Reason for Designation (e.g., CWD, all students, low income)</b>	
Students with Disabilities	
<b>What other data sources, besides state assessment results, do you have available that will help you analyze the root cause for this designation?</b>	
aimswebPlus	
<b>Based on the data source review, which areas should be a priority in this school improvement plan?</b>	
<b>Priority 1:</b> Provide high quality instruction and differentiation in the regular ed classroom for children with disabilities	
<b>Priority 2:</b> Improve Phonics and Fluency for all student groups	
<b>Priority 3:</b> Improve reading comprehension for all student groups	

# The Importance of SMART Goals

## What is a SMART goal and why is it important?

A goal is much more than simply saying that you want to learn about and/or improve on something; rather, it more specifically describes what you want to achieve. SMART goals for school improvement plans should be grounded in student outcomes - measures of what students know and are able to do. SMART goals, with their detailed structure, provide focus as well as a clear idea of what you want to achieve. This structure makes it easier to:

- plan relevant action steps/activities
- measure progress toward achieving the goal
- know when you have met your goal

	 SPECIFIC	 MEASURABLE	 ACHIEVABLE	 RELEVANT	 TIMEBOUND
<b>Definition</b>	When setting a goal, be specific, focused, and clear.	Use metrics to keep your plan on track and measure results.	Know how you will accomplish the goal and if you have the tools/skills needed.	Focus your goal so it aligns with the school and district vision/mission and larger, long-term goals.	Set a timeline for action items, benchmarks and deliverables.
<b>Guiding questions</b>	Answer the "W" questions: <ul style="list-style-type: none"> <li>• Who should be involved?</li> <li>• What do we want to accomplish?</li> <li>• When do we want to accomplish the goal?</li> <li>• Where will the goal have an impact? (school, grade level, department)</li> <li>• Why do we want to accomplish the goal?</li> <li>• Which requirements or constraints could influence the goal?</li> </ul>	How much?  How will I know when it is accomplished?  What are indicators of progress?	What steps are necessary to achieve the goal?  What steps to take, in what order, on what timeline and involving whom?	Why is this goal important to our students and school?  Will achieving this goal help our students and school?  Does this match our identified need?  How will this goal contribute toward our long-term goals? Does this goal align with the district and other school goals?	Does my goal have a deadline?  What is the timeline to achieve this goal?



Below are examples of SMART goals that pertain to improving student academic and non-academic outcomes.

SMART Goal Focus	SMART Goal Examples	
English Language Arts (ELA)	The elementary school will increase the percentage of students scoring in the "On Grade Level" range from 16% of students on the spring 2023 benchmark to 45% of students on the spring 2024 benchmark as reported by the i-Ready Diagnostic Results report for reading.	By May of 2024, 35% of all middle schools students will score at or above the 60th percentile on the spring Fastbridge reading assessment.
Math	Middle school students scoring at or above the 61st percentile in math will increase by 5% from fall 2023 to spring 2024 as calculated using the Fastbridge grade level report.	Based on STAR benchmarking data, the total number of students in Grades 2-5 scoring in the high-average or high-performance bands for math will increase from a spring 2023 of 15% to a spring 2024 of 25%.
Chronic Absenteeism	90% of students will meet the expectation of at least 85% present for attendance each month as measured by monthly attendance data.	By spring 2024, we will decrease the number of students who are chronically truant by at least 5% as indicated by a December and May attendance report.
Children with Disabilities (CWD)	By the spring of 2024, 5% of students with disabilities will score at or above the 60th percentile as measured by Aimsweb Plus scores.	By the end of the 2023-24 school year, office discipline referrals for children with disabilities will decrease by 10% from the 2021-22 school year as monitored by referrals in the School-Wide Information System. (SWIS).
English Learners	By the spring of 2024, 70% of English learners will meet their growth targets in English proficiency, as measured by an interim English language proficiency assessment (e.g., WIDA MODEL or LAS Links).	By the spring of 2024, 80% of English learners will meet their Progress to Proficiency target as measured by ACCESS.
Former English Learners	By the spring of 2024, 100% of the former English learners will meet their growth targets as measured by STAR.	
Graduation Rate	Within the four years of their ninth-grade entry date, we will increase the graduation rate from 62% to 69%, as measured by the U.S. Department of Education's Adjusted Cohort Graduation Rate.	Within the four years of their ninth-grade entry date, increase by 15% the number of seniors that complete high school with a traditional diploma by June 2023 as measured by the U.S. Department of Education's Adjusted Cohort Graduation Rate.
9th Grade on Track	By the end of the 2023-2024 school year, 80% of first-time 9th grade students will have earned 5 or more credits without failing more than 0.5 credits in the core subjects.	

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

**DIRECTIONS:** Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#) )

**GOAL #1**

By Spring of 2025, the students with disabilities group in Third Grade will increase the percent of students scoring Meets on the IAR from 3.7% to 5%.

**Action Plan**

**Additional key activities may be added as needed**

Key Activities – Focused on <u>adult practices</u>	By whom	By when
Professional development focused on the use of evidence-based practices and high-leverage practices for students with disabilities in all settings. (Reading Focus)	All instructional staff, curriculum director, special education administrator	Q & A day with special education teachers, speech pathologists, etc., school improvement days, grade level meetings
Implement one high leverage practice into classroom instruction per semester. (Reading Focus)	All staff	Present strategies at grade level meetings
Adjust schedules to allow for the inclusion of students with disabilities to participate in Tier 2 RtI activities.	All instructional staff	September 2024

**What resources do you already have to support executing these key activities?**

Faculty meetings, grade level meetings, release time

**What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?**

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Screening & Curriculum Materials	Ongoing	Title 1 Sec 1003
Professional development to support implementation of new practices	Ongoing	local funds
Substitute teachers for release time	Ongoing	Local funds

**What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)**

Catalog of Resources and Supports from ISBE’s special education website: <https://www.isbe.net/Pages/Tier-Supports-Resources.aspx>

ISBE resource: Critical components for Special Education Programming: <https://www.isbe.net/Pages/Tier-Supports-Resources.aspx>

District Office

Special Education Administrator

**This step will help your team monitor the implementation of key activities and progress toward SMART goals.**

**DIRECTIONS: Complete the empty boxes below to help monitor progress towards your goal.**

**Essential Questions when monitoring the progress of Key Activities:**

What does the data tell us about student success and areas of concern?

What does the data tell us about staff practice progress?

What are the needs of the staff and how do they need to be supported for success with the SMART goals?

**Key Activity 1:** Professional development focused on the use of evidence-based practices and high-leverage practices for students with disabilities in all settings. (Reading Focus)

**Key Activity 2:** Implement one high leverage practice into classroom instruction each semester. (Reading Focus)

**Key Activity 3:** Adjust schedules to allow for the inclusion of students with disabilities to participate in Tier 2 RtI activities.

**Data Source(s)/Local Assessment(s) to monitor progress of key activity:**

**Key Activity 1:** Beginning of the year survey to gauge understanding of: scaffolding supports; adaptation of task and materials for specific learning goals (aligning differentiated goals to IEP goals); flexible grouping; strategies to promote active student engagement. Walk-through data, to identify correct understandings and misunderstanding of high-leverage practices of the staff as a whole. Sign-in sheets/tally of confirming documentation for professional development provided to close gaps.

**Key Activity 2:** Beginning of year learning walks, by grade level and across grade levels, to determine which high-leverage practices already exist and how to build upon them. Staff survey of current practice, anonymous, and self-assessed. Repeated quarterly with debriefing meetings following.

**Key Activity 3:** Local progress monitoring tools, walk-through data to monitor whole staff implementation of high-leverage practice into classroom instruction, school wide aimswebPlus benchmarks. Whole school and grade level analysis.

Frequency of Measure(s)	Person(s) Responsible for Updating Data
<p><b>Key Activity 1:</b> Beginning of year survey, monthly walk-throughs, professional development.</p>	<p><b>Key Activity 1:</b> Administrative team, School Leadership Team</p>
<p><b>Key Activity 2:</b> Fall, Winter, Spring aimswebPlus benchmarks all domains and subtests, Bi-weekly progress monitoring, monthly walkthroughs</p>	<p><b>Key Activity 2:</b> Progress monitoring of special education students by special education department, walkthroughs by SLT and administration, faculty and qualified substitutes to assess students via benchmarking program</p>
<p><b>Key Activity 3:</b> 4 times a year</p>	<p><b>Key Activity 3:</b> All instructional staff and administration</p>

**Observed Changes/Reflections – Add check-in lines as needed**

<p><b>Key Activity 1 Check-ins</b></p>	<p><b>Date:</b> <b>Date:</b> <b>Date:</b></p>
<p><b>Key Activity 2 Check-ins</b></p>	<p><b>Date:</b> <b>Date:</b> <b>Date:</b></p>

<b>Key Activity 3 Check-Ins</b>	<b>Date:</b>
	<b>Date:</b>
	<b>Date:</b>
Do any additions/updates/adjustments need to be made to key activities for Goal #1?	

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

**DIRECTIONS:** Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#) )

**GOAL #2**

By Spring of 2025, 45% of all students will earn the Met Expectations Group for IRA ELA.

**Action Plan**  
Additional key activities may be added as needed

Key Activities - Focused on adult practices	By whom	By when
<b>Key Activity 1:</b> Professional development focused on the use of evidence-based practices and high-leverage practices for all students in all settings. (Reading Focus)	All instructional staff, curriculum director	school improvement days, grade level meetings, faculty meetings
<b>Key Activity 2:</b> Implement one high leverage practice into classroom instruction each quarter. (Reading Focus)	All staff	Present strategies at faculty meetings, school improvement days, grade level meetings
<b>Key Activity 3:</b> Adjust schedules to allow for all students to participate in Tier 2 RtI activities.	All instructional staff	September 2024

**What resources do you already have to support executing these key activities?**

grade level meetings, release time

**What (if any) additional expenses are associated with executing this action plan and addressing resource inequities?**  
**What funding source will cover these expenses?**

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., Title I 1003; IDEA; Title II; Title I)
Screening & Curriculum Materials	Ongoing	Title 1 Sec 1003
Professional development to support implementation of new practices	Ongoing	local funds
Substitute teachers for release time	Ongoing	Local funds

**What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)**

Florida Center for Reading Research website: <https://fcrr.org/student-center-activities/second-and-third-grade>

Catalog of Resources and Supports from ISBE's special education website: <https://www.isbe.net/Pages/Tier-Supports-Resources.aspx>

Curriculum Director

District Office

**This step will help your team monitor the implementation of key activities and progress toward SMART goals.**

**DIRECTIONS: Complete the empty boxes below, to help monitor progress on your goal.**

**Essential Questions when monitoring the progress of Key Activities:**

What does the data tell us about student success and areas of concern?

What does the data tell us about staff practice progress?

What are the needs of the staff and how do they need to be supported for success with the SMART goals?

**Key Activity 1:** : Professional development focused on the use of evidence-based practices and high-leverage practices for students with disabilities in all settings. (Reading Focus)

**Key Activity 2:** Implement one high leverage practice into classroom instruction each quarter. (Reading Focus)

**Key Activity 3:** Adjust schedules to allow all students to participate in Tier 2 RtI activities.

**Data Source(s)/Local Assessment(s):**

**Key Activity 1:** Beginning of the year survey to gauge understanding of: scaffolding supports; adaptation of task and materials for learning goals for all students; flexible grouping; strategies to promote active student engagement. Walk-through data, to identify correct understandings and misunderstanding of high-leverage practices of the staff as a whole. Sign-in sheets/tally of confirming documentation for professional development provided to close gaps.

**Key Activity 2:** Local progress monitoring tools, walk-through data to monitor whole staff implementation of high-leverage practice into classroom instruction, school wide aimswebPlus benchmarks. Whole school and grade level analysis.

**Key Activity 3:** Beginning of year learning walks, by grade level and across grade levels, to determine which high-leverage practices for all students already exist and how to build upon them. Staff survey of current practice, anonymous, and self-assessed. Repeated quarterly with debriefing meetings following.

**Frequency of Measure(s)**

**Person(s) Responsible for Updating Data**

**Key Activity 1:** Beginning of year survey, monthly walk-throughs, professional development.

**Key Activity 1:** Administrative team, School Leadership Team

**Key Activity 2:** Fall, Winter, Spring aimswebPlus benchmarks for all domains and subtests, monthly walkthroughs

**Key Activity 2:** Progress monitoring of special education students by special education department, walkthroughs by SLT and administration, faculty and qualified substitutes to assess students via benchmarking program

<b>Key Activity 3:</b> 4 times a year	<b>Key Activity 3:</b> All instructional staff and administration
<b>Observed Changes/Reflections – Add check-in lines as needed</b>	
<b>Key Activity 1 Check-ins</b>	Date: Date: Date:
<b>Key Activity 2 Check-ins</b>	Date: Date: Date:
<b>Key Activity 3 Check-Ins</b>	Date: Date: Date:
<b>Do any additions/updates/adjustments need to be made to key activities for Goal #2?</b>	

# Mt. Zion School District 2024 Report Card Highlights

**The districtwide combined percentile for English, Math, and Science continues to be in the top 1/3 of the state while our operational spending per pupil is in the lowest 4%.**

- The percentile of students graduating high school within 4 years went from 93% to 96%. Additionally, high-needs special education students staying in school until they are 22 years old sometimes reduce that number.
- The percentile of 8<sup>th</sup> graders passing Algebra I is in the top 20% of the state.
- The percentile of 9<sup>th</sup> graders on track is in the top 20% of the state.
- Students enrolled in college within 12 months of graduation went from 74% to 90%. This can fluctuate significantly from class to class.
- Less than 12% of our students needed remediation classes in college, which puts us in the top 1/3 of the state.

- 
- Operational spending per pupil is the lowest 4% at \$10,816 per student. While our spending per student has increased from last year, we are still well below the state average of \$15,463 and considered a Tier I district for state funding.
  - Our local property tax rate is lower than 69% of Illinois school districts, and our EAV per student is lower than 79% of Illinois school districts.

- 
- Our low-income student population went from 20% in FY 22 to 27% in FY 23 to 29% in FY 24.
  - Our English Learners went from 1.1% to 1.7%.
  - Our special education population went from 11% to 12%.
  - Our student enrollment of about 2,400 puts us in the largest 20% of school districts in Illinois, and our attendance rate remains at 94%.

- 
- Sixty-three percent of teachers with advanced degrees puts us in the top 20%.
  - Our teacher retention is 94.6%, putting us in the top 7% for retaining our teachers.

# Mt Zion CUSD 3

## District Superintendent

Dr. Travis Roundcount  
tr@mtzschoools.org

## Address

1595 W Main St  
Mt Zion IL 62549  
(217)864-2366

<http://www.mtzschools.org>



2023 - 2024

## District Provided Statement

Not available.

## About the Report Card

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

The federal Every Student Succeeds Act requires that states annually assign schools a summative designation that meaningfully differentiates school performance based on multiple performance measures. All states were offered a waiver of this requirement for school year 2020-2021 due to the impact of COVID-19. For more information about Illinois' accountability system please visit [www.isbe.net/summative](http://www.isbe.net/summative).

For additional information, refer to the [Public Business Rules for 2024 Report Card Metrics](#) and the [2024 Glossary of Terms](#).

## District Snapshot

**Percent of Adequacy :** 69.6%

**Chronic Absenteeism :** 15.2%

**Principal Turnover :** 1

**Schools in District :** 5

**Senate District :** 54 **House District :** 107

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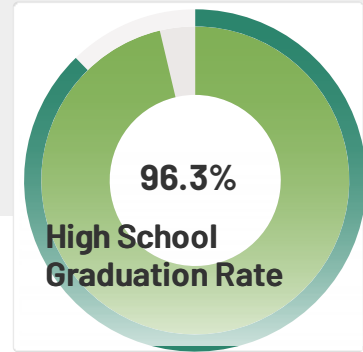
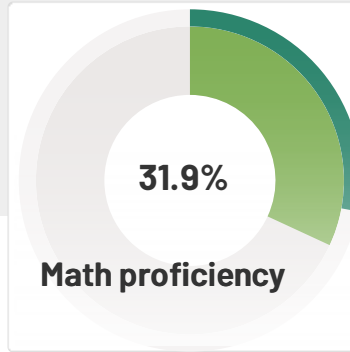
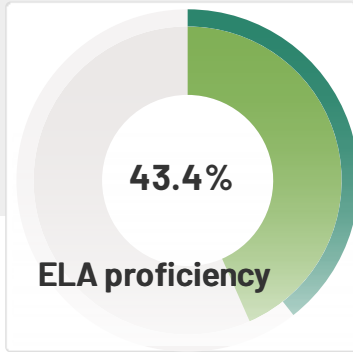
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Date: 11/15/24 8:32:39 -06:00



## About the data

Academic progress data includes information regarding assessments, such as student participation rates, proficiency rates, and mean student growth percentile. Other information regarding academics may include certain touchstones, such as eighth-graders passing Algebra 1, graduation rate, and various advanced coursework information. Academic progress often is disaggregated further into demographic student groups.



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## IAR

### What is it?

This shows the percentage of students scoring at each of the Performance Levels for the Illinois Assessment of Readiness (IAR). 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 IAR 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 describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (English language arts [ELA] and mathematics) and at each grade level/course.

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\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	11.9%	18.1%	28.8%	36.7%	4.5%	3.4%	15.3%	36.2%	39.0%	6.2%
State	29.1%	19.0%	21.2%	28.1%	2.5%	18.3%	20.9%	27.0%	27.1%	6.7%
<b>Female</b>										
<b>District</b>	11.3%	12.7%	19.7%	50.7%	5.6%	4.2%	14.1%	32.4%	47.9%	1.4%
State	26.7%	18.2%	21.2%	30.7%	3.3%	18.6%	22.6%	27.5%	25.7%	5.5%
<b>Male</b>										
<b>District</b>	12.3%	21.7%	34.9%	27.4%	3.8%	2.8%	16.0%	38.7%	33.0%	9.4%
State	31.4%	19.8%	21.2%	25.7%	1.8%	17.9%	19.3%	26.6%	28.4%	7.8%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	13.3%	6.7%	20.0%	53.3%	6.7%	25.0%	12.5%	6.3%	43.8%	12.5%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	29.2%	24.8%	23.0%	20.6%	2.4%	20.9%	22.4%	26.5%	25.1%	5.0%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	12.8%	12.2%	20.2%	46.3%	8.4%	5.6%	10.5%	21.2%	41.8%	20.8%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	46.6%	21.4%	17.1%	14.2%	0.7%	36.0%	27.3%	23.3%	12.1%	1.3%
<b>Hispanic</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	41.2%	21.2%	18.7%	17.9%	1.0%	25.6%	27.1%	27.2%	17.8%	2.4%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## IAR (cont)

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>MENA</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	28.6%	3.6%	21.4%	35.7%	10.7%	10.7%	25.0%	14.3%	42.9%	7.1%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	20.0%	22.9%	25.7%	29.5%	1.9%	9.5%	24.8%	26.7%	30.5%	8.6%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	26.2%	17.8%	21.4%	30.9%	3.6%	17.2%	20.9%	25.5%	28.4%	8.1%
<b>White</b>										
<b>District</b>	12.5%	17.5%	28.1%	37.5%	4.4%	3.8%	15.0%	35.6%	38.8%	6.9%
State	17.8%	17.8%	24.3%	36.8%	3.3%	9.2%	16.2%	29.2%	36.2%	9.3%
<b>Students with Disabilities</b>										
<b>District</b>	33.3%	24.2%	24.2%	18.2%	0.0%	6.1%	30.3%	33.3%	30.3%	0.0%
State	50.7%	20.5%	15.2%	12.8%	0.8%	36.0%	24.3%	21.5%	15.0%	3.2%
<b>English Learners</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	48.0%	21.5%	17.1%	13.0%	0.4%	28.1%	27.7%	26.7%	15.9%	1.5%
<b>Homeless</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	61.9%	16.8%	12.5%	8.5%	0.4%	45.9%	25.2%	18.5%	9.7%	0.7%
<b>Students with IEPs</b>										
<b>District</b>	40.0%	32.0%	12.0%	16.0%	0.0%	8.0%	32.0%	36.0%	24.0%	0.0%
State	56.6%	20.4%	13.1%	9.4%	0.5%	40.9%	25.0%	19.8%	12.0%	2.3%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	14.3%	23.2%	35.7%	25.0%	1.8%	3.6%	23.2%	44.6%	25.0%	3.6%
State	41.4%	22.0%	18.8%	16.9%	0.9%	27.7%	26.7%	26.6%	16.8%	2.2%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	64.3%	25.0%	10.7%	0.0%	0.0%	50.0%	25.0%	21.4%	3.6%	0.0%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	22.3%	21.5%	24.0%	30.4%	1.8%	13.1%	20.4%	28.9%	31.5%	6.2%
<b>Non-English Learners</b>										
<b>District</b>	12.0%	17.1%	29.1%	37.1%	4.6%	3.4%	14.3%	36.6%	39.4%	6.3%
State	24.1%	18.4%	22.3%	32.1%	3.1%	15.7%	19.1%	27.1%	30.0%	8.0%
<b>Non-IEP</b>										
<b>District</b>	7.2%	15.8%	31.6%	40.1%	5.3%	2.6%	12.5%	36.2%	41.4%	7.2%
State	24.0%	18.8%	22.7%	31.6%	2.9%	14.1%	20.2%	28.4%	29.9%	7.5%
<b>Non Low Income</b>										
<b>District</b>	10.7%	15.7%	25.6%	42.1%	5.8%	3.3%	11.6%	32.2%	45.5%	7.4%
State	15.4%	15.7%	23.9%	40.6%	4.4%	7.7%	14.4%	27.5%	38.6%	11.7%
<b>Youth In Care</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	48.7%	21.8%	15.6%	13.3%	0.5%	35.6%	28.0%	23.3%	12.0%	1.1%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
District	14.8%	16.6%	31.4%	36.1%	1.2%	7.7%	19.5%	43.2%	27.2%	2.4%
State	20.6%	17.7%	23.9%	31.3%	6.5%	16.5%	27.3%	27.8%	25.4%	3.0%
<b>Female</b>										
District	11.4%	13.9%	32.9%	39.2%	2.5%	7.6%	22.8%	41.8%	27.8%	0.0%
State	18.1%	17.0%	24.1%	32.9%	7.9%	16.9%	29.3%	28.6%	22.9%	2.4%
<b>Male</b>										
District	17.8%	18.9%	30.0%	33.3%	0.0%	7.8%	16.7%	44.4%	26.7%	4.4%
State	23.0%	18.4%	23.7%	29.8%	5.1%	16.2%	25.3%	27.0%	27.8%	3.7%
<b>Non Binary</b>										
District	*	*	*	*	*	*	*	*	*	*
State	10.0%	15.0%	10.0%	60.0%	5.0%	15.0%	25.0%	40.0%	20.0%	0.0%
<b>American Indian</b>										
District	*	*	*	*	*	*	*	*	*	*
State	32.5%	20.7%	24.5%	19.8%	2.5%	21.1%	33.9%	24.8%	18.3%	1.9%
<b>Asian</b>										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	9.0%	9.3%	19.1%	45.7%	16.9%	4.6%	12.9%	24.8%	45.6%	12.1%
<b>Black</b>										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	35.4%	23.8%	22.8%	16.4%	1.6%	33.5%	37.1%	20.6%	8.3%	0.5%
<b>Hispanic</b>										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	29.9%	22.0%	23.7%	21.6%	2.8%	23.8%	35.1%	26.3%	13.8%	0.9%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## IAR (cont)

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>MENA</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	17.6%	23.5%	29.4%	23.5%	5.9%	17.6%	41.2%	11.8%	23.5%	5.9%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	20.2%	15.4%	26.0%	29.8%	8.7%	17.3%	26.9%	26.0%	26.9%	2.9%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	18.6%	16.7%	22.5%	33.7%	8.4%	14.7%	26.3%	27.0%	28.2%	3.9%
<b>White</b>										
<b>District</b>	13.2%	17.1%	31.6%	36.8%	1.3%	7.2%	18.4%	45.4%	27.0%	2.0%
State	11.4%	14.2%	25.1%	40.5%	8.9%	7.8%	21.0%	31.7%	35.6%	4.0%
<b>Students with Disabilities</b>										
<b>District</b>	51.9%	25.9%	14.8%	7.4%	0.0%	25.9%	33.3%	33.3%	7.4%	0.0%
State	42.6%	22.2%	17.8%	15.1%	2.3%	34.5%	31.9%	19.5%	12.8%	1.3%
<b>English Learners</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	37.6%	24.2%	22.6%	14.8%	0.8%	27.4%	36.6%	25.2%	10.5%	0.3%
<b>Homeless</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	52.3%	20.5%	16.1%	10.1%	1.0%	43.3%	34.2%	15.9%	6.3%	0.2%
<b>Students with IEPs</b>										
<b>District</b>	54.2%	25.0%	12.5%	8.3%	0.0%	29.2%	29.2%	33.3%	8.3%	0.0%
State	50.1%	23.2%	15.4%	10.2%	1.2%	40.5%	33.2%	16.6%	8.9%	0.7%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	25.8%	12.1%	34.8%	27.3%	0.0%	15.2%	27.3%	34.8%	21.2%	1.5%
State	30.7%	22.4%	24.2%	20.5%	2.2%	25.4%	35.3%	25.6%	13.0%	0.7%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	53.1%	15.6%	21.9%	9.4%	0.0%	25.0%	37.5%	28.1%	9.4%	0.0%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	15.5%	14.7%	24.9%	37.1%	7.8%	11.5%	25.1%	31.3%	29.6%	2.5%
<b>Non-English Learners</b>										
<b>District</b>	13.9%	16.4%	32.1%	36.4%	1.2%	7.9%	19.4%	43.6%	26.7%	2.4%
State	16.6%	16.2%	24.2%	35.2%	7.8%	14.0%	25.1%	28.4%	28.9%	3.7%
<b>Non-IEP</b>										
<b>District</b>	8.3%	15.2%	34.5%	40.7%	1.4%	4.1%	17.9%	44.8%	30.3%	2.8%
State	15.1%	16.7%	25.5%	35.3%	7.4%	12.0%	26.2%	29.9%	28.5%	3.5%
<b>Non Low Income</b>										
<b>District</b>	7.8%	19.4%	29.1%	41.7%	1.9%	2.9%	14.6%	48.5%	31.1%	2.9%
State	9.6%	12.6%	23.5%	43.2%	11.2%	6.8%	18.5%	30.2%	38.9%	5.6%
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	41.7%	26.4%	19.7%	11.6%	0.6%	36.4%	38.8%	17.3%	7.4%	0.1%

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# Academic Progress

## IAR (cont)

### Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	7.3%	15.5%	37.3%	37.8%	2.1%	7.8%	19.7%	38.9%	30.6%	3.1%
State	16.6%	19.9%	24.3%	35.5%	3.6%	16.0%	31.4%	25.7%	22.0%	4.8%
<b>Female</b>										
<b>District</b>	5.8%	15.1%	29.1%	45.3%	4.7%	8.1%	22.1%	36.0%	31.4%	2.3%
State	14.2%	18.2%	24.1%	38.7%	4.9%	14.8%	33.2%	27.3%	21.0%	3.7%
<b>Male</b>										
<b>District</b>	8.4%	15.9%	43.9%	31.8%	0.0%	7.5%	17.8%	41.1%	29.9%	3.7%
State	19.0%	21.6%	24.6%	32.5%	2.4%	17.1%	29.8%	24.3%	23.0%	5.9%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	14.3%	7.1%	21.4%	46.4%	10.7%	7.4%	29.6%	33.3%	22.2%	7.4%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	18.4%	22.3%	25.2%	31.1%	3.0%	19.0%	35.3%	19.9%	19.6%	6.2%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	7.0%	8.7%	17.2%	55.6%	11.5%	4.4%	13.9%	21.1%	40.4%	20.1%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	28.7%	28.8%	23.5%	18.2%	0.8%	31.5%	42.1%	18.7%	7.0%	0.7%
<b>Hispanic</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	24.8%	24.5%	24.9%	24.4%	1.4%	21.9%	39.7%	24.5%	12.5%	1.4%

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## IAR (cont)

### Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>MENA</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	15.4%	30.8%	23.1%	30.8%	0.0%	15.4%	23.1%	30.8%	23.1%	7.7%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	14.2%	12.3%	18.9%	50.9%	3.8%	12.3%	28.3%	23.6%	27.4%	8.5%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.9%	19.3%	23.0%	38.1%	4.7%	15.6%	29.4%	25.2%	23.6%	6.2%
<b>White</b>										
<b>District</b>	6.6%	16.6%	38.7%	35.9%	2.2%	7.7%	19.3%	39.8%	29.8%	3.3%
State	8.8%	15.5%	25.3%	45.5%	4.9%	8.4%	25.1%	29.7%	30.5%	6.3%
<b>Students with Disabilities</b>										
<b>District</b>	32.3%	38.7%	19.4%	9.7%	0.0%	29.0%	29.0%	16.1%	25.8%	0.0%
State	38.4%	26.6%	18.1%	15.6%	1.2%	32.6%	37.0%	17.8%	10.6%	2.0%
<b>English Learners</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.8%	30.4%	21.4%	9.3%	0.1%	29.8%	45.6%	19.3%	5.2%	0.2%
<b>Homeless</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	45.2%	23.9%	18.8%	11.6%	0.4%	41.7%	38.0%	15.0%	5.0%	0.3%
<b>Students with IEPs</b>										
<b>District</b>	37.5%	41.7%	12.5%	8.3%	0.0%	33.3%	33.3%	8.3%	25.0%	0.0%
State	47.1%	28.4%	14.9%	9.1%	0.5%	39.0%	38.8%	14.8%	6.4%	1.0%

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## IAR (cont)

### Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	13.4%	22.4%	26.9%	35.8%	1.5%	14.9%	19.4%	41.8%	23.9%	0.0%
State	25.1%	25.9%	24.9%	22.9%	1.1%	24.3%	40.0%	23.0%	11.5%	1.2%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	60.0%	8.0%	28.0%	4.0%	0.0%	26.9%	53.8%	15.4%	3.8%	0.0%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	12.1%	18.5%	25.5%	39.7%	4.2%	12.0%	29.9%	28.0%	25.1%	5.1%
<b>Non-English Learners</b>										
<b>District</b>	7.3%	15.6%	37.5%	37.5%	2.1%	7.8%	19.8%	38.5%	30.7%	3.1%
State	12.4%	17.9%	24.9%	40.5%	4.3%	13.4%	28.8%	27.0%	25.2%	5.7%
<b>Non-IEP</b>										
<b>District</b>	3.0%	11.8%	40.8%	42.0%	2.4%	4.1%	17.8%	43.2%	31.4%	3.6%
State	11.1%	18.3%	26.1%	40.3%	4.2%	11.8%	30.1%	27.7%	24.8%	5.5%
<b>Non Low Income</b>										
<b>District</b>	4.0%	11.9%	42.9%	38.9%	2.4%	4.0%	19.8%	37.3%	34.1%	4.8%
State	7.4%	13.3%	23.7%	49.3%	6.4%	6.9%	22.1%	28.8%	33.4%	8.8%
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	34.1%	26.5%	21.5%	17.4%	0.4%	35.8%	42.7%	14.6%	6.9%	0.0%

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# Academic Progress

## IAR (cont)

### Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	3.0%	15.7%	30.1%	46.4%	4.8%	6.0%	27.7%	34.9%	26.5%	4.8%
State	12.1%	16.2%	25.0%	40.0%	6.7%	17.4%	29.4%	28.4%	21.4%	3.4%
<b>Female</b>										
<b>District</b>	2.6%	10.3%	29.5%	52.6%	5.1%	5.1%	30.8%	38.5%	20.5%	5.1%
State	9.7%	14.3%	23.9%	43.8%	8.3%	16.2%	31.2%	29.7%	20.0%	2.9%
<b>Male</b>										
<b>District</b>	3.4%	20.5%	30.7%	40.9%	4.5%	6.8%	25.0%	31.8%	31.8%	4.5%
State	14.5%	18.1%	26.0%	36.3%	5.1%	18.5%	27.6%	27.2%	22.8%	3.9%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	0.0%	21.9%	15.6%	46.9%	15.6%	9.4%	31.3%	21.9%	37.5%	0.0%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	13.2%	20.1%	26.4%	36.1%	4.2%	20.1%	37.2%	24.3%	15.3%	3.1%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	4.4%	6.5%	15.3%	54.8%	19.0%	4.7%	13.1%	23.7%	41.3%	17.1%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	22.1%	24.9%	27.2%	24.0%	1.8%	34.2%	39.0%	19.9%	6.4%	0.4%
<b>Hispanic</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	18.0%	21.0%	27.5%	30.6%	2.9%	24.1%	37.2%	26.1%	11.7%	0.9%

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## IAR (cont)

### Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>MENA</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	16.7%	8.3%	25.0%	50.0%	0.0%	16.7%	8.3%	50.0%	25.0%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	7.2%	10.8%	23.7%	51.1%	7.2%	11.5%	20.9%	33.8%	28.8%	5.0%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	10.6%	15.8%	24.3%	40.6%	8.6%	17.4%	28.9%	26.5%	23.0%	4.2%
<b>White</b>										
<b>District</b>	3.4%	15.6%	29.3%	47.6%	4.1%	5.4%	27.9%	35.4%	26.5%	4.8%
State	6.1%	11.5%	24.0%	49.5%	8.9%	9.0%	23.3%	33.6%	29.9%	4.2%
<b>Students with Disabilities</b>										
<b>District</b>	20.8%	25.0%	25.0%	29.2%	0.0%	29.2%	33.3%	16.7%	20.8%	0.0%
State	29.8%	25.7%	22.5%	19.7%	2.3%	38.4%	32.7%	17.6%	10.1%	1.2%
<b>English Learners</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.2%	30.0%	26.3%	11.3%	0.2%	37.4%	43.3%	16.3%	2.9%	0.1%
<b>Homeless</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	36.9%	24.6%	21.4%	15.9%	1.3%	44.0%	35.1%	16.2%	4.6%	0.1%
<b>Students with IEPs</b>										
<b>District</b>	23.5%	29.4%	29.4%	17.6%	0.0%	35.3%	35.3%	17.6%	11.8%	0.0%
State	37.9%	29.4%	20.6%	11.2%	0.8%	47.5%	34.2%	12.7%	5.2%	0.5%

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# Academic Progress

## IAR (cont)

### Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	9.6%	23.1%	38.5%	26.9%	1.9%	17.3%	40.4%	26.9%	15.4%	0.0%
State	18.8%	22.3%	27.9%	28.6%	2.4%	26.6%	37.5%	24.8%	10.2%	0.8%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	52.4%	23.8%	9.5%	9.5%	4.8%	52.4%	33.3%	4.8%	9.5%	0.0%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	9.3%	13.9%	25.5%	44.4%	6.8%	12.9%	28.8%	30.1%	24.8%	3.3%
<b>Non-English Learners</b>										
<b>District</b>	3.1%	15.3%	30.1%	46.6%	4.9%	6.1%	27.6%	35.0%	26.4%	4.9%
State	8.8%	13.9%	24.8%	44.8%	7.7%	14.1%	27.1%	30.4%	24.5%	4.0%
<b>Non-IEP</b>										
<b>District</b>	0.7%	14.1%	30.2%	49.7%	5.4%	2.7%	26.8%	36.9%	28.2%	5.4%
State	7.7%	14.0%	25.7%	45.0%	7.7%	12.2%	28.5%	31.1%	24.2%	3.9%
<b>Non Low Income</b>										
<b>District</b>	0.0%	12.3%	26.3%	55.3%	6.1%	0.9%	21.9%	38.6%	31.6%	7.0%
State	5.0%	9.7%	21.8%	52.2%	11.2%	7.5%	20.6%	32.2%	33.4%	6.2%
<b>Youth In Care</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	24.9%	28.8%	23.7%	21.3%	1.3%	37.9%	36.3%	20.3%	5.5%	0.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## IAR (cont)

### Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	7.1%	19.3%	34.0%	36.0%	3.6%	4.6%	24.4%	42.6%	24.9%	3.6%
State	10.4%	21.4%	25.7%	31.4%	11.1%	8.7%	29.7%	33.0%	24.0%	4.7%
<b>Female</b>										
<b>District</b>	3.4%	14.9%	34.5%	40.2%	6.9%	4.6%	25.3%	41.4%	24.1%	4.6%
State	8.0%	18.7%	24.6%	34.4%	14.3%	8.1%	30.1%	33.8%	23.7%	4.2%
<b>Male</b>										
<b>District</b>	10.0%	22.7%	33.6%	32.7%	0.9%	4.5%	23.6%	43.6%	25.5%	2.7%
State	12.6%	24.0%	26.8%	28.5%	8.1%	9.3%	29.2%	32.2%	24.2%	5.1%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	8.8%	11.8%	32.4%	38.2%	8.8%	8.8%	32.4%	26.5%	29.4%	2.9%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	19.4%	25.4%	25.1%	20.8%	9.3%	10.8%	35.4%	31.0%	18.8%	4.0%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	3.9%	7.9%	14.7%	40.9%	32.6%	2.5%	9.7%	23.1%	42.8%	22.0%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	16.9%	31.8%	28.0%	19.6%	3.7%	17.7%	46.7%	27.2%	8.0%	0.5%
<b>Hispanic</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15.7%	27.4%	26.8%	24.6%	5.5%	11.7%	38.4%	33.9%	14.8%	1.3%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## IAR (cont)

### Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>MENA</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	22.2%	16.7%	27.8%	33.3%	0.0%	11.1%	50.0%	16.7%	16.7%	5.6%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	10.9%	15.5%	23.3%	38.0%	12.4%	5.4%	32.3%	30.8%	25.4%	6.2%
<b>Two or More Races</b>										
<b>District</b>	0.0%	8.3%	41.7%	41.7%	8.3%	0.0%	25.0%	41.7%	33.3%	0.0%
State	8.8%	21.6%	25.4%	31.2%	13.0%	8.6%	29.0%	31.9%	24.6%	5.9%
<b>White</b>										
<b>District</b>	7.5%	18.5%	34.1%	37.0%	2.9%	4.6%	22.5%	44.5%	24.3%	4.0%
State	5.6%	15.7%	25.7%	38.6%	14.4%	4.5%	20.8%	35.8%	32.9%	6.0%
<b>Students with Disabilities</b>										
<b>District</b>	31.4%	45.7%	22.9%	0.0%	0.0%	17.1%	54.3%	25.7%	2.9%	0.0%
State	25.8%	33.7%	21.5%	15.4%	3.7%	23.1%	42.5%	21.9%	10.7%	1.8%
<b>English Learners</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	27.1%	37.7%	24.0%	10.6%	0.7%	18.7%	49.5%	26.8%	4.9%	0.2%
<b>Homeless</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.4%	31.5%	22.4%	12.6%	2.1%	23.1%	47.2%	23.7%	5.7%	0.2%
<b>Students with IEPs</b>										
<b>District</b>	33.3%	41.7%	25.0%	0.0%	0.0%	25.0%	50.0%	25.0%	0.0%	0.0%
State	33.2%	38.7%	18.5%	8.3%	1.3%	30.0%	48.1%	16.3%	4.8%	0.7%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## IAR (cont)

### Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	14.0%	22.8%	24.6%	36.8%	1.8%	12.3%	36.8%	29.8%	15.8%	5.3%
State	15.9%	29.1%	27.6%	22.7%	4.7%	13.4%	40.6%	31.9%	12.9%	1.2%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	16.1%	38.7%	25.8%	16.1%	3.2%	12.9%	45.2%	25.8%	16.1%	0.0%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	7.5%	20.2%	25.9%	36.1%	10.4%	7.4%	25.3%	35.8%	28.7%	2.8%
<b>Non-English Learners</b>										
<b>District</b>	7.3%	18.1%	34.2%	36.8%	3.6%	4.7%	24.4%	42.5%	24.9%	3.6%
State	7.4%	18.6%	26.0%	35.0%	13.0%	7.0%	26.2%	34.1%	27.3%	5.5%
<b>Non-IEP</b>										
<b>District</b>	3.5%	16.2%	35.3%	41.0%	4.0%	1.7%	20.8%	45.1%	28.3%	4.0%
State	6.6%	18.6%	26.9%	35.2%	12.7%	5.2%	26.6%	35.7%	27.1%	5.3%
<b>Non Low Income</b>										
<b>District</b>	4.3%	17.9%	37.9%	35.7%	4.3%	1.4%	19.3%	47.9%	28.6%	2.9%
State	4.6%	13.4%	23.8%	40.4%	17.8%	3.8%	18.2%	34.1%	35.6%	8.3%
<b>Youth In Care</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	22.6%	37.1%	25.6%	13.5%	1.3%	23.7%	48.1%	22.0%	6.2%	0.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## IAR (cont)

### Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>All</b>										
<b>District</b>	5.8%	11.5%	25.7%	52.4%	4.7%	18.8%	29.2%	22.9%	24.5%	4.7%
State	14.4%	13.3%	22.5%	40.9%	9.0%	29.3%	24.3%	18.3%	23.1%	5.0%
<b>Female</b>										
<b>District</b>	4.7%	7.0%	18.6%	61.6%	8.1%	19.5%	31.0%	23.0%	20.7%	5.7%
State	11.0%	11.5%	20.9%	44.1%	12.5%	28.4%	25.1%	19.0%	22.9%	4.6%
<b>Male</b>										
<b>District</b>	6.7%	15.2%	31.4%	44.8%	1.9%	18.1%	27.6%	22.9%	27.6%	3.8%
State	17.6%	14.9%	24.0%	37.9%	5.7%	30.2%	23.6%	17.6%	23.3%	5.3%
<b>Non Binary</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	0.0%	12.2%	14.3%	57.1%	16.3%	10.2%	18.4%	28.6%	28.6%	14.3%
<b>American Indian</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	24.6%	13.8%	19.6%	33.7%	8.3%	38.0%	25.2%	16.1%	16.8%	4.0%
<b>Asian</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	5.1%	5.3%	12.5%	53.6%	23.6%	8.7%	12.2%	15.3%	40.6%	23.2%
<b>Black</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	22.8%	20.6%	27.1%	27.1%	2.5%	50.4%	27.6%	12.5%	8.7%	0.7%
<b>Hispanic</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.1%	16.3%	24.7%	33.5%	4.4%	39.2%	28.1%	16.5%	14.5%	1.7%

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## IAR (cont)

### Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>MENA</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	0.0%	0.0%	16.7%	83.3%	0.0%	0.0%	16.7%	33.3%	50.0%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	18.3%	9.6%	17.3%	40.4%	14.4%	19.2%	23.1%	17.3%	29.8%	10.6%
<b>Two or More Races</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	13.1%	13.7%	22.9%	40.5%	9.8%	29.2%	23.8%	17.5%	23.3%	6.2%
<b>White</b>										
<b>District</b>	5.7%	11.9%	26.7%	50.6%	5.1%	18.6%	29.9%	24.3%	22.0%	5.1%
State	8.3%	9.7%	20.6%	49.1%	12.3%	18.0%	22.3%	22.0%	31.5%	6.2%
<b>Students with Disabilities</b>										
<b>District</b>	25.0%	33.3%	29.2%	12.5%	0.0%	52.0%	24.0%	16.0%	8.0%	0.0%
State	35.0%	20.9%	20.7%	20.6%	2.7%	55.5%	21.9%	10.5%	10.2%	1.8%
<b>English Learners</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	37.1%	22.2%	25.1%	15.2%	0.4%	56.6%	28.3%	10.3%	4.6%	0.2%
<b>Homeless</b>										
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	41.3%	18.3%	20.3%	18.9%	1.4%	59.5%	24.5%	9.7%	5.8%	0.5%
<b>Students with IEPs</b>										
<b>District</b>	29.4%	41.2%	23.5%	5.9%	0.0%	66.7%	27.8%	5.6%	0.0%	0.0%
State	45.5%	24.2%	18.8%	10.8%	0.6%	69.0%	19.6%	6.9%	4.0%	0.5%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## IAR (cont)

### Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Low Income</b>										
<b>District</b>	11.4%	20.5%	38.6%	29.5%	0.0%	37.8%	35.6%	13.3%	11.1%	2.2%
State	21.7%	18.1%	25.8%	30.6%	3.7%	42.4%	28.0%	15.4%	12.7%	1.5%
<b>Migrant</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	53.8%	26.9%	11.5%	7.7%	0.0%	69.2%	26.9%	3.8%	0.0%	0.0%
<b>Military</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	12.9%	12.2%	23.6%	43.2%	8.0%	25.5%	25.1%	19.8%	25.1%	4.6%
<b>Non-English Learners</b>										
<b>District</b>	5.9%	11.8%	24.6%	52.9%	4.8%	18.6%	29.3%	22.9%	24.5%	4.8%
State	10.6%	11.8%	22.0%	45.2%	10.4%	24.7%	23.7%	19.6%	26.2%	5.8%
<b>Non-IEP</b>										
<b>District</b>	3.4%	8.6%	25.9%	56.9%	5.2%	13.8%	29.3%	24.7%	27.0%	5.2%
State	9.4%	11.5%	23.0%	45.7%	10.3%	22.9%	25.1%	20.1%	26.1%	5.7%
<b>Non Low Income</b>										
<b>District</b>	4.1%	8.8%	21.8%	59.2%	6.1%	12.9%	27.2%	25.9%	28.6%	5.4%
State	6.8%	8.2%	19.0%	51.6%	14.5%	15.7%	20.5%	21.3%	33.9%	8.6%
<b>Youth In Care</b>										
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	31.5%	20.9%	24.7%	21.6%	1.3%	58.0%	26.2%	9.0%	6.5%	0.3%

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## SAT

### What is it?

This shows the percentage and number of 11th-graders scoring at each of the performance levels for the SAT. Each Performance Level is a broad, categorical level defined by a student's 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 scores for the assessment.

There are four Performance Levels for the SAT:

- Level 1 - Partially Meets Standards: The student has only partially met standards and demonstrates a minimal understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
  - Level 2 - Approaching Standards: The student is approaching the proficiency level and demonstrates an incomplete understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
  - Level 3 - Meets Standards: The student has met the proficiency level and demonstrates adequate understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
  - Level 4 - Exceeds Standards: The student has exceeded the proficiency level and demonstrates a thorough understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- 

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## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	25.4%	37.0%	24.9%	12.7%	39.9%	32.9%	21.4%	5.8%
State	33.5%	34.9%	20.5%	11.1%	47.7%	25.7%	20.3%	6.3%
<b>Female</b>								
<b>District</b>	21.2%	41.2%	24.7%	12.9%	37.6%	36.5%	21.2%	4.7%
State	31.1%	36.7%	21.4%	10.8%	47.3%	27.7%	20.1%	4.9%
<b>Male</b>								
<b>District</b>	29.5%	33.0%	25.0%	12.5%	42.0%	29.5%	21.6%	6.8%
State	36.0%	33.1%	19.6%	11.3%	48.1%	23.8%	20.5%	7.6%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	11.7%	21.4%	34.0%	33.0%	26.2%	25.2%	38.8%	9.7%
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	43.0%	26.9%	20.6%	9.6%	53.1%	21.2%	21.2%	4.5%
<b>Asian</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	11.7%	23.9%	28.7%	35.7%	15.2%	19.5%	33.6%	31.8%
<b>Black</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	55.9%	32.0%	9.6%	2.4%	74.4%	18.3%	6.5%	0.9%
<b>Hispanic</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	45.7%	36.2%	14.1%	4.0%	61.7%	24.2%	12.3%	1.8%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>MENA</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	31.9%	27.8%	26.4%	13.9%	40.3%	20.8%	29.9%	9.0%
<b>Two or More Races</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	28.6%	34.1%	22.6%	14.8%	44.2%	26.1%	21.3%	8.4%
<b>White</b>								
<b>District</b>	23.2%	38.1%	25.2%	13.5%	38.7%	33.5%	22.6%	5.2%
State	21.7%	36.4%	26.9%	14.9%	34.6%	29.9%	28.0%	7.5%
<b>Students with Disabilities</b>								
<b>District</b>	68.4%	15.8%	5.3%	10.5%	73.7%	15.8%	10.5%	0.0%
State	56.5%	23.5%	12.3%	7.6%	69.3%	15.7%	11.6%	3.4%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	81.0%	17.5%	1.5%	0.0%	86.9%	10.7%	2.2%	0.2%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	67.5%	24.8%	6.3%	1.5%	82.4%	12.7%	4.6%	0.3%
<b>Students with IEPs</b>								
<b>District</b>	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
State	76.2%	17.2%	4.7%	2.0%	87.8%	8.1%	3.3%	0.8%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## SAT (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	34.0%	46.8%	17.0%	2.1%	59.6%	29.8%	8.5%	2.1%
State	49.9%	34.5%	12.3%	3.3%	66.7%	21.8%	10.1%	1.5%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	76.0%	24.0%	0.0%	0.0%	76.0%	24.0%	0.0%	0.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	33.6%	34.8%	23.5%	8.1%	46.8%	30.6%	20.3%	2.4%
<b>Non-English Learners</b>								
<b>District</b>	25.4%	37.0%	24.9%	12.7%	39.9%	32.9%	21.4%	5.8%
State	28.2%	36.8%	22.7%	12.3%	43.3%	27.4%	22.4%	7.0%
<b>Non-IEP</b>								
<b>District</b>	19.4%	40.0%	26.9%	13.8%	35.0%	35.6%	23.1%	6.3%
State	27.7%	37.3%	22.7%	12.3%	42.2%	28.1%	22.6%	7.0%
<b>Non Low Income</b>								
<b>District</b>	22.2%	33.3%	27.8%	16.7%	32.5%	34.1%	26.2%	7.1%
State	20.2%	35.2%	27.3%	17.4%	32.1%	28.9%	28.7%	10.2%
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	67.3%	26.4%	4.9%	1.5%	86.7%	11.8%	1.5%	0.0%

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



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## DLM

### What is it?

This shows the percentage and number of students scoring at each of the performance levels for the Dynamic Learning Maps Alternative Assessment (DLM-AA) for students with cognitive disabilities. DLM-AA results are not based on raw or scale scores; all data is based on diagnostic classification modeling. Standard setting allows us to look at patterns of number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance are reported using the four Performance Levels approved by the consortium:

- Level 1 – Entry: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
  - Level 2 – Foundational: The student’s understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
  - Level 3 – Satisfactory: The student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
  - Level 4 – Mastery: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.
- 

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	72.9%	14.6%	11.8%	0.7%	73.1%	11.2%	12.0%	3.7%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	70.0%	17.5%	12.3%	0.2%	74.8%	12.8%	10.4%	2.0%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	74.0%	13.4%	11.6%	0.9%	72.4%	10.6%	12.6%	4.4%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.0%	20.0%	20.0%	0.0%	80.0%	0.0%	20.0%	0.0%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	73.7%	12.3%	11.4%	2.6%	69.0%	13.3%	12.4%	5.3%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	71.6%	15.1%	12.1%	1.3%	73.4%	9.1%	13.5%	4.1%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	75.9%	14.8%	9.1%	0.2%	74.9%	10.3%	10.9%	3.9%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## DLM (cont)

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>MENA</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	64.9%	18.9%	16.2%	0.0%	69.9%	11.0%	15.1%	4.1%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	72.3%	13.9%	13.3%	0.5%	72.6%	13.0%	11.4%	3.0%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	72.9%	14.6%	11.8%	0.7%	73.1%	11.2%	12.0%	3.7%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	75.4%	14.4%	9.6%	0.6%	73.7%	11.1%	10.9%	4.2%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	76.9%	17.9%	5.1%	0.0%	74.4%	7.7%	15.4%	2.6%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	72.9%	14.6%	11.8%	0.7%	73.1%	11.2%	12.0%	3.7%

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## DLM (cont)

### Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	73.1%	15.1%	11.3%	0.5%	72.7%	10.8%	13.1%	3.4%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	78.6%	14.3%	7.1%	0.0%	64.3%	21.4%	7.1%	7.1%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	71.9%	14.6%	12.7%	0.8%	72.8%	11.2%	12.4%	3.5%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	72.5%	13.5%	12.9%	1.1%	73.9%	12.0%	9.8%	4.3%
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	61.5%	19.2%	19.2%	0.0%	69.2%	0.0%	26.9%	3.8%

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## DLM (cont)

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	74.5%	17.2%	7.7%	0.6%	67.7%	9.2%	16.7%	6.3%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	75.4%	17.6%	6.6%	0.4%	69.5%	9.5%	17.0%	4.1%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	74.0%	17.0%	8.3%	0.7%	66.9%	9.1%	16.6%	7.4%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	82.3%	11.5%	6.3%	0.0%	71.6%	10.5%	9.5%	8.4%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.2%	21.4%	8.1%	1.3%	64.2%	11.1%	18.0%	6.6%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	75.1%	17.1%	7.6%	0.2%	69.4%	6.8%	17.0%	6.8%

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## DLM (cont)

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>MENA</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	82.9%	8.5%	7.3%	1.2%	71.6%	12.3%	8.6%	7.4%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	74.8%	16.8%	8.0%	0.5%	67.3%	9.4%	17.9%	5.4%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	74.4%	17.2%	7.7%	0.6%	67.7%	9.2%	16.7%	6.4%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	77.3%	16.1%	6.6%	0.0%	69.9%	7.9%	16.2%	6.1%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	81.6%	14.3%	4.1%	0.0%	75.5%	4.1%	16.3%	4.1%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	74.4%	17.2%	7.7%	0.6%	67.7%	9.2%	16.7%	6.4%

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## DLM (cont)

### Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	73.9%	17.3%	7.9%	0.9%	66.2%	10.2%	17.1%	6.4%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	70.0%	20.0%	10.0%	0.0%	60.0%	0.0%	30.0%	10.0%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	73.2%	17.7%	8.2%	0.9%	66.8%	9.8%	17.0%	6.5%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	75.4%	17.1%	7.4%	0.2%	70.3%	7.4%	16.0%	6.2%
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.2%	15.4%	11.5%	3.8%	53.8%	15.4%	23.1%	7.7%

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# Academic Progress

## DLM (cont)

### Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.5%	16.5%	14.9%	3.1%	58.5%	22.7%	9.0%	9.7%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	62.7%	19.3%	14.5%	3.5%	59.3%	24.3%	8.8%	7.6%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	66.8%	15.2%	15.1%	3.0%	58.2%	22.0%	9.1%	10.7%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	80.6%	15.3%	4.1%	0.0%	67.7%	22.2%	6.1%	4.0%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	57.9%	21.3%	16.2%	4.6%	55.6%	24.3%	8.8%	11.4%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.4%	13.0%	15.1%	2.5%	61.1%	20.7%	8.3%	9.9%

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## DLM (cont)

### Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>MENA</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	64.3%	21.4%	12.5%	1.8%	49.1%	32.7%	9.1%	9.1%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.1%	15.4%	16.1%	3.3%	57.8%	22.2%	10.5%	9.5%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.4%	16.5%	14.9%	3.2%	58.5%	22.8%	9.1%	9.7%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	71.5%	15.6%	10.7%	2.2%	62.9%	19.5%	8.5%	9.2%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	66.7%	12.8%	17.9%	2.6%	64.1%	20.5%	7.7%	7.7%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	65.4%	16.5%	14.9%	3.2%	58.5%	22.8%	9.1%	9.7%

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## DLM (cont)

### Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	63.6%	16.9%	16.1%	3.5%	57.0%	22.4%	9.3%	11.3%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	83.3%	11.1%	5.6%	0.0%	77.8%	11.1%	11.1%	0.0%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	63.0%	16.8%	16.7%	3.5%	56.7%	24.1%	9.3%	9.9%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	69.2%	15.7%	12.6%	2.5%	61.4%	23.3%	8.6%	6.7%
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.0%	16.0%	20.0%	4.0%	48.0%	32.0%	4.0%	16.0%

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# Academic Progress

## DLM (cont)

### Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	62.6%	20.4%	13.8%	3.2%	75.0%	15.6%	5.1%	4.3%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.0%	21.0%	15.2%	3.8%	74.4%	16.9%	5.0%	3.7%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	63.9%	20.1%	13.1%	2.9%	75.2%	15.0%	5.1%	4.6%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	80.0%	20.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	66.7%	19.5%	12.6%	1.1%	76.1%	13.6%	9.1%	1.1%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.2%	20.2%	16.3%	3.3%	71.0%	18.5%	4.4%	6.1%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	64.7%	19.2%	12.6%	3.5%	74.9%	14.4%	6.4%	4.3%

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## DLM (cont)

### Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>MENA</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	62.3%	23.2%	13.0%	1.4%	79.7%	13.0%	4.3%	2.9%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	61.6%	21.2%	13.6%	3.6%	76.4%	15.6%	4.1%	3.9%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	62.6%	20.4%	13.8%	3.2%	75.0%	15.6%	5.1%	4.3%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	67.6%	17.5%	12.8%	2.1%	77.4%	13.3%	6.0%	3.3%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	70.0%	13.3%	16.7%	0.0%	80.0%	10.0%	6.7%	3.3%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	62.6%	20.4%	13.8%	3.2%	75.0%	15.6%	5.1%	4.3%

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# Academic Progress

## DLM (cont)

### Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	62.3%	20.3%	14.1%	3.3%	73.6%	16.4%	5.8%	4.2%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	64.7%	5.9%	29.4%	0.0%	70.6%	17.6%	5.9%	5.9%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.7%	21.4%	14.2%	3.7%	74.1%	16.5%	4.8%	4.7%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	63.1%	20.4%	13.4%	3.2%	77.5%	14.3%	3.7%	4.5%
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	66.7%	12.5%	20.8%	0.0%	70.8%	20.8%	4.2%	4.2%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
<b>Female</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.4%	29.8%	15.7%	2.0%	77.0%	14.7%	5.1%	3.3%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	53.1%	27.3%	16.2%	3.4%	70.8%	18.4%	8.1%	2.8%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.0%	40.0%	0.0%	0.0%	60.0%	20.0%	20.0%	0.0%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.3%	30.8%	7.7%	1.3%	85.7%	3.9%	10.4%	0.0%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	47.4%	32.0%	18.0%	2.6%	68.2%	20.3%	5.7%	5.7%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.8%	27.8%	14.4%	3.1%	69.9%	19.5%	8.4%	2.2%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## DLM (cont)

### Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>MENA</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	66.7%	33.3%	0.0%	66.7%	33.3%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	44.3%	36.1%	16.4%	3.3%	75.4%	19.7%	3.3%	1.6%
<b>White</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.0%	24.6%	17.2%	3.2%	76.0%	14.8%	6.8%	2.3%
<b>Students with Disabilities</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	56.5%	27.4%	14.0%	2.1%	72.6%	16.5%	9.3%	1.6%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	44.1%	38.2%	17.6%	0.0%	70.6%	23.5%	2.9%	2.9%
<b>Students with IEPs</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.9%	28.2%	16.0%	2.9%	72.8%	17.2%	7.1%	2.9%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.0%	27.9%	16.6%	3.5%	69.6%	19.6%	7.2%	3.6%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	63.6%	18.2%	18.2%	0.0%	72.7%	27.3%	0.0%	0.0%
<b>Non-English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	51.6%	28.4%	16.7%	3.2%	72.9%	17.4%	6.3%	3.4%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	54.6%	28.8%	14.8%	1.8%	79.1%	12.4%	6.8%	1.6%
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	40.0%	26.7%	30.0%	3.3%	70.0%	26.7%	3.3%	0.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## DLM (cont)

### Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	29.5%	16.8%	0.6%	65.3%	28.5%	5.7%	0.6%
<b>Female</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	54.2%	28.3%	17.3%	0.2%	68.5%	27.5%	3.6%	0.4%
<b>Male</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.4%	30.2%	16.5%	0.9%	63.5%	29.0%	6.8%	0.7%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	50.0%	0.0%	50.0%	0.0%	50.0%	50.0%	0.0%	0.0%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	68.1%	20.3%	11.6%	0.0%	72.5%	20.3%	7.2%	0.0%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	45.5%	36.1%	17.9%	0.6%	62.5%	29.4%	8.1%	0.0%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	57.3%	27.5%	14.2%	1.0%	65.6%	28.0%	5.6%	0.8%

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## DLM (cont)

### Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>MENA</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.4%	20.8%	18.9%	0.0%	67.9%	24.5%	5.7%	1.9%
<b>White</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	52.0%	29.2%	18.2%	0.5%	65.6%	29.5%	4.2%	0.7%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	29.6%	16.8%	0.6%	65.2%	28.5%	5.7%	0.6%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.1%	28.7%	15.2%	1.0%	63.7%	29.4%	6.1%	0.7%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	47.6%	26.2%	26.2%	0.0%	67.4%	18.6%	14.0%	0.0%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	29.6%	16.8%	0.6%	65.2%	28.5%	5.7%	0.6%

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# Academic Progress

## DLM (cont)

### Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	51.2%	29.9%	18.2%	0.8%	63.2%	29.5%	6.6%	0.8%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	55.6%	22.2%	22.2%	0.0%	55.6%	44.4%	0.0%	0.0%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	52.2%	29.9%	17.4%	0.5%	65.9%	28.1%	5.5%	0.5%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Non Low Income</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	56.4%	28.9%	14.3%	0.4%	69.1%	26.7%	4.0%	0.2%
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	35.3%	41.2%	23.5%	0.0%	58.8%	35.3%	5.9%	0.0%

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# Academic Progress

## DLM (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>All</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	43.8%	33.9%	19.6%	2.8%	52.3%	27.6%	19.6%	0.4%
<b>Female</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	44.1%	35.4%	17.4%	3.1%	56.4%	27.5%	16.2%	0.0%
<b>Male</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	43.6%	33.0%	20.8%	2.6%	50.1%	27.6%	21.6%	0.7%
<b>Non Binary</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>American Indian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	66.7%	0.0%	0.0%	33.3%	100.0%	0.0%	0.0%	0.0%
<b>Asian</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	52.6%	32.1%	14.1%	1.3%	53.2%	27.8%	19.0%	0.0%
<b>Black</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	41.8%	35.3%	20.3%	2.6%	50.4%	27.9%	21.2%	0.5%
<b>Hispanic</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	47.4%	34.0%	16.7%	1.9%	53.8%	26.8%	18.8%	0.6%

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## DLM (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>MENA</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	60.0%	40.0%	0.0%	0.0%	60.0%	40.0%	0.0%	0.0%
<b>Two or More Races</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	33.9%	33.9%	27.4%	4.8%	45.2%	32.3%	22.6%	0.0%
<b>White</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	41.9%	33.2%	21.5%	3.4%	52.8%	27.5%	19.3%	0.3%
<b>Students with Disabilities</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	43.8%	33.8%	19.6%	2.8%	52.3%	27.6%	19.7%	0.4%
<b>English Learners</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	48.8%	31.6%	18.0%	1.6%	52.5%	26.1%	20.9%	0.5%
<b>Homeless</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	34.1%	26.8%	36.6%	2.4%	42.5%	37.5%	17.5%	2.5%
<b>Students with IEPs</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	43.8%	33.8%	19.6%	2.8%	52.3%	27.6%	19.7%	0.4%

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## DLM (cont)

### Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	45.4%	32.8%	19.2%	2.6%	53.9%	27.9%	17.9%	0.3%
<b>Migrant</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
<b>Military</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	40.0%	40.0%	20.0%	0.0%	55.6%	33.3%	11.1%	0.0%
<b>Non-English Learners</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	42.3%	34.5%	20.0%	3.1%	52.3%	28.0%	19.3%	0.4%
<b>Non-IEP</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
<b>Non Low Income</b>								
<b>District</b>	‡	‡	‡	‡	‡	‡	‡	‡
State	41.1%	35.6%	20.2%	3.1%	49.8%	27.2%	22.4%	0.7%
<b>Youth In Care</b>								
<b>District</b>	*	*	*	*	*	*	*	*
State	59.3%	18.5%	18.5%	3.7%	65.5%	17.2%	17.2%	0.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	*	*	*	*
State	71.0%	17.1%	11.2%	0.7%
<b>Female</b>				
<b>District</b>	*	*	*	*
State	69.7%	20.3%	9.2%	0.9%
<b>Male</b>				
<b>District</b>	*	*	*	*
State	71.7%	15.6%	12.1%	0.6%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	86.8%	7.7%	5.5%	0.0%
<b>Black</b>				
<b>District</b>	*	*	*	*
State	68.6%	19.0%	12.1%	0.3%
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	74.5%	16.1%	8.9%	0.5%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## DLM (cont)

### Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>MENA</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	74.1%	13.0%	11.1%	1.9%
<b>White</b>				
<b>District</b>	*	*	*	*
State	66.9%	18.7%	13.3%	1.2%
<b>Students with Disabilities</b>				
<b>District</b>	*	*	*	*
State	71.0%	17.1%	11.2%	0.7%
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	77.3%	13.8%	8.4%	0.5%
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	63.2%	18.4%	18.4%	0.0%
<b>Students with IEPs</b>				
<b>District</b>	*	*	*	*
State	71.0%	17.1%	11.2%	0.7%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## DLM (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	*	*	*	*
State	70.2%	16.9%	12.0%	0.9%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>District</b>	*	*	*	*
State	77.8%	11.1%	11.1%	0.0%
<b>Non-English Learners</b>				
<b>District</b>	*	*	*	*
State	68.4%	18.5%	12.3%	0.8%
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
<b>Non Low Income</b>				
<b>District</b>	*	*	*	*
State	72.7%	17.5%	9.6%	0.2%
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	72.7%	4.5%	22.7%	0.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	‡	‡	‡	‡
State	64.8%	19.3%	12.6%	3.3%
<b>Female</b>				
<b>District</b>	‡	‡	‡	‡
State	67.9%	15.8%	14.3%	1.9%
<b>Male</b>				
<b>District</b>	*	*	*	*
State	63.0%	21.2%	11.7%	4.0%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	78.8%	12.1%	4.5%	4.5%
<b>Black</b>				
<b>District</b>	*	*	*	*
State	61.1%	21.6%	13.5%	3.8%
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	67.7%	17.7%	11.0%	3.5%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## DLM (cont)

### Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>MENA</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Two or More Races</b>				
<b>District</b>	*	*	*	*
State	64.7%	19.6%	13.7%	2.0%
<b>White</b>				
<b>District</b>	‡	‡	‡	‡
State	63.2%	20.0%	14.0%	2.8%
<b>Students with Disabilities</b>				
<b>District</b>	‡	‡	‡	‡
State	64.8%	19.3%	12.6%	3.3%
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	66.1%	19.5%	10.3%	4.1%
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	57.5%	15.0%	22.5%	5.0%
<b>Students with IEPs</b>				
<b>District</b>	‡	‡	‡	‡
State	64.8%	19.3%	12.6%	3.3%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	‡	‡	‡	‡
State	62.8%	19.8%	13.4%	4.0%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>Military</b>				
<b>District</b>	*	*	*	*
State	66.7%	22.2%	0.0%	11.1%
<b>Non-English Learners</b>				
<b>District</b>	‡	‡	‡	‡
State	64.2%	19.2%	13.6%	2.9%
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%
<b>Non Low Income</b>				
<b>District</b>	*	*	*	*
State	68.3%	18.4%	11.3%	1.9%
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	56.3%	25.0%	6.3%	12.5%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## DLM (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	‡	‡	‡	‡
State	63.9%	25.4%	8.7%	2.0%
<b>Female</b>				
<b>District</b>	‡	‡	‡	‡
State	64.7%	26.8%	7.4%	1.1%
<b>Male</b>				
<b>District</b>	‡	‡	‡	‡
State	63.5%	24.5%	9.5%	2.5%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	*	*	*	*
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	66.7%	0.0%	33.3%	0.0%
<b>Asian</b>				
<b>District</b>	*	*	*	*
State	75.0%	20.6%	2.9%	1.5%
<b>Black</b>				
<b>District</b>	*	*	*	*
State	62.5%	26.8%	9.0%	1.6%
<b>Hispanic</b>				
<b>District</b>	*	*	*	*
State	67.9%	23.6%	7.5%	0.9%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## DLM (cont)

### Grade 11

	Science				
	Level 1	Level 2	Level 3	Level 4	
<b>MENA</b>					
<b>District</b>	*	*	*	*	
State	*	*	*	*	
<b>Native Hawaiian/ Pacific Islander</b>					
<b>District</b>	*	*	*	*	
State	50.0%	50.0%	0.0%	0.0%	
<b>Two or More Races</b>					
<b>District</b>	*	*	*	*	
State	61.0%	23.7%	13.6%	1.7%	
<b>White</b>					
<b>District</b>	‡	‡	‡	‡	
State	60.9%	26.4%	9.5%	3.1%	
<b>Students with Disabilities</b>					
<b>District</b>	‡	‡	‡	‡	
State	63.9%	25.3%	8.8%	2.0%	
<b>English Learners</b>					
<b>District</b>	*	*	*	*	
State	70.3%	20.9%	7.6%	1.2%	
<b>Homeless</b>					
<b>District</b>	*	*	*	*	
State	59.0%	25.6%	12.8%	2.6%	
<b>Students with IEPs</b>					
<b>District</b>	‡	‡	‡	‡	
State	63.9%	25.3%	8.8%	2.0%	

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## DLM (cont)

### Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	‡	‡	‡	‡
State	64.7%	25.1%	8.6%	1.6%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
<b>Military</b>				
<b>District</b>	*	*	*	*
State	70.0%	20.0%	10.0%	0.0%
<b>Non-English Learners</b>				
<b>District</b>	‡	‡	‡	‡
State	62.1%	26.6%	9.1%	2.2%
<b>Non-IEP</b>				
<b>District</b>	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%
<b>Non Low Income</b>				
<b>District</b>	‡	‡	‡	‡
State	62.6%	25.7%	9.0%	2.6%
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	64.0%	32.0%	0.0%	4.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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## ISA

### What is it?

This shows the percentage and number of students scoring at each of the Performance Levels for the Illinois Science Assessment (ISA). The ISA performance levels indicate students' understanding of the Illinois Learning Standards in science for their grade level. There are four Performance Levels for the ISA:

- Level 1 – Emerging: Work at this level shows a partial application of knowledge and skills. It is superficial (lacks depth), fragmented, or incomplete and needs considerable development. Work contains errors or omissions.
  - Level 2 – Developing: Work at this level does not meet the standard. It shows basic, but inconsistent, application of knowledge and skills. Minor errors or omissions detract from the overall quality. Work needs further development.
  - Level 3 – Proficient: Work at this level meets the standard. It is acceptable work that demonstrates application of essential knowledge and skills. Minor errors or omissions do not detract from the overall quality.
  - Level 4 – Exemplary: Work at this level is of exceptional quality. It is both thorough and accurate. It exceeds the standard. It shows a sophisticated application of knowledge and skills.
- 

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# Academic Progress

## ISA (cont)

### Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	<b>7.3%</b>	<b>20.9%</b>	<b>50.3%</b>	<b>21.5%</b>
State	16.7%	30.7%	34.6%	18.0%
<b>Female</b>				
<b>District</b>	<b>5.9%</b>	<b>23.5%</b>	<b>48.2%</b>	<b>22.4%</b>
State	15.1%	32.5%	35.4%	17.1%
<b>Male</b>				
<b>District</b>	<b>8.5%</b>	<b>18.9%</b>	<b>51.9%</b>	<b>20.8%</b>
State	18.3%	28.9%	34.0%	18.8%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	3.7%	22.2%	33.3%	40.7%
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	21.0%	30.8%	32.5%	15.7%
<b>Asian</b>				
<b>District</b>	‡	‡	‡	‡
State	6.3%	16.0%	37.5%	40.2%
<b>Black</b>				
<b>District</b>	‡	‡	‡	‡
State	32.5%	41.5%	21.5%	4.4%
<b>Hispanic</b>				
<b>District</b>	‡	‡	‡	‡
State	23.4%	37.8%	30.2%	8.5%

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## ISA (cont)

### Grade 5

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>MENA</b>				
<b>District</b>	*	*	*	*
State	15.4%	38.5%	30.8%	15.4%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	13.2%	23.6%	39.6%	23.6%
<b>Two or More Races</b>				
<b>District</b>	‡	‡	‡	‡
State	15.0%	29.1%	34.5%	21.4%
<b>White</b>				
<b>District</b>	6.7%	21.7%	50.0%	21.7%
State	8.6%	24.6%	41.6%	25.3%
<b>Students with Disabilities</b>				
<b>District</b>	32.3%	22.6%	35.5%	9.7%
State	36.5%	33.6%	21.2%	8.7%
<b>English Learners</b>				
<b>District</b>	‡	‡	‡	‡
State	35.7%	44.3%	18.5%	1.4%
<b>Homeless</b>				
<b>District</b>	‡	‡	‡	‡
State	41.8%	36.1%	18.7%	3.4%
<b>Students with IEPs</b>				
<b>District</b>	37.5%	25.0%	33.3%	4.2%
State	44.3%	34.9%	15.9%	4.8%

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# Academic Progress

## ISA (cont)

### Grade 5

	Level 1	Level 2	Level 3	Level 4
Science				
<b>Low Income</b>				
<b>District</b>	16.4%	22.4%	47.8%	13.4%
State	25.4%	38.3%	28.5%	7.8%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	38.5%	42.3%	19.2%	0.0%
<b>Military</b>				
<b>District</b>	*	*	*	*
State	12.1%	28.9%	36.4%	22.6%
<b>Non-English Learners</b>				
<b>District</b>	7.4%	21.1%	50.0%	21.6%
State	13.1%	28.1%	37.7%	21.1%
<b>Non-IEP</b>				
<b>District</b>	3.0%	20.4%	52.7%	24.0%
State	11.7%	29.9%	38.0%	20.4%
<b>Non Low Income</b>				
<b>District</b>	2.4%	20.2%	51.6%	25.8%
State	7.2%	22.4%	41.3%	29.1%
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	37.5%	36.3%	22.3%	3.9%

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	<b>9.9%</b>	<b>16.7%</b>	<b>35.4%</b>	<b>38.0%</b>
State	16.5%	29.0%	34.5%	20.0%
<b>Female</b>				
<b>District</b>	<b>11.5%</b>	<b>12.6%</b>	<b>41.4%</b>	<b>34.5%</b>
State	15.1%	31.7%	36.0%	17.3%
<b>Male</b>				
<b>District</b>	<b>8.6%</b>	<b>20.0%</b>	<b>30.5%</b>	<b>41.0%</b>
State	17.8%	26.6%	33.2%	22.5%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	4.0%	12.0%	34.0%	50.0%
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	18.4%	34.3%	31.4%	15.9%
<b>Asian</b>				
<b>District</b>	‡	‡	‡	‡
State	5.0%	14.1%	36.0%	44.9%
<b>Black</b>				
<b>District</b>	‡	‡	‡	‡
State	31.7%	40.2%	23.5%	4.7%
<b>Hispanic</b>				
<b>District</b>	‡	‡	‡	‡
State	22.1%	36.9%	30.8%	10.2%

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## ISA (cont)

### Grade 8

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>MENA</b>				
<b>District</b>	*	*	*	*
State	0.0%	28.6%	57.1%	14.3%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	15.2%	20.0%	34.3%	30.5%
<b>Two or More Races</b>				
<b>District</b>	‡	‡	‡	‡
State	15.2%	26.8%	35.1%	22.9%
<b>White</b>				
<b>District</b>	9.6%	16.9%	36.7%	36.7%
State	9.0%	22.2%	40.6%	28.1%
<b>Students with Disabilities</b>				
<b>District</b>	32.0%	28.0%	20.0%	20.0%
State	35.2%	33.6%	21.3%	9.9%
<b>English Learners</b>				
<b>District</b>	‡	‡	‡	‡
State	34.6%	45.7%	18.3%	1.4%
<b>Homeless</b>				
<b>District</b>	‡	‡	‡	‡
State	38.0%	38.7%	19.2%	4.2%
<b>Students with IEPs</b>				
<b>District</b>	38.9%	38.9%	11.1%	11.1%
State	45.0%	36.3%	14.8%	3.9%

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# Academic Progress

## ISA (cont)

### Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	20.0%	22.2%	42.2%	15.6%
State	24.8%	37.1%	29.1%	9.0%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	34.6%	53.8%	11.5%	0.0%
<b>Military</b>				
<b>District</b>	*	*	*	*
State	14.3%	27.5%	34.6%	23.6%
<b>Non-English Learners</b>				
<b>District</b>	9.6%	17.0%	35.1%	38.3%
State	13.4%	26.3%	37.2%	23.0%
<b>Non-IEP</b>				
<b>District</b>	6.9%	14.4%	37.9%	40.8%
State	11.9%	27.9%	37.7%	22.5%
<b>Non Low Income</b>				
<b>District</b>	6.8%	15.0%	33.3%	44.9%
State	7.8%	20.8%	40.1%	31.3%
<b>Youth In Care</b>				
<b>District</b>	‡	‡	‡	‡
State	35.7%	39.1%	19.6%	5.6%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

### Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
<b>All</b>				
<b>District</b>	12.2%	18.0%	50.0%	19.8%
State	21.4%	26.2%	37.4%	14.9%
<b>Female</b>				
<b>District</b>	8.2%	21.2%	50.6%	20.0%
State	18.6%	28.4%	40.6%	12.3%
<b>Male</b>				
<b>District</b>	16.1%	14.9%	49.4%	19.5%
State	24.1%	24.2%	34.3%	17.4%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	8.2%	9.3%	45.4%	37.1%
<b>American Indian</b>				
<b>District</b>	*	*	*	*
State	26.6%	26.3%	33.9%	13.2%
<b>Asian</b>				
<b>District</b>	‡	‡	‡	‡
State	7.9%	14.9%	39.4%	37.8%
<b>Black</b>				
<b>District</b>	‡	‡	‡	‡
State	39.8%	33.7%	23.5%	3.1%
<b>Hispanic</b>				
<b>District</b>	‡	‡	‡	‡
State	27.2%	32.3%	33.7%	6.7%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Academic Progress

## ISA (cont)

### Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>MENA</b>				
<b>District</b>	*	*	*	*
State	50.0%	0.0%	50.0%	0.0%
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
State	17.0%	25.9%	36.3%	20.7%
<b>Two or More Races</b>				
<b>District</b>	‡	‡	‡	‡
State	17.7%	24.5%	39.0%	18.7%
<b>White</b>				
<b>District</b>	12.3%	16.9%	50.6%	20.1%
State	14.1%	21.8%	43.6%	20.5%
<b>Students with Disabilities</b>				
<b>District</b>	47.4%	15.8%	31.6%	5.3%
State	37.9%	28.9%	24.3%	8.9%
<b>English Learners</b>				
<b>District</b>	*	*	*	*
State	45.2%	38.9%	15.3%	0.5%
<b>Homeless</b>				
<b>District</b>	*	*	*	*
State	44.4%	32.3%	20.6%	2.8%
<b>Students with IEPs</b>				
<b>District</b>	61.5%	23.1%	15.4%	0.0%
State	50.1%	32.0%	15.0%	2.9%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



# Academic Progress

## ISA (cont)

### Grade HS

	Science			
	Level 1	Level 2	Level 3	Level 4
<b>Low Income</b>				
<b>District</b>	17.0%	23.4%	57.4%	2.1%
State	31.1%	32.3%	30.5%	6.1%
<b>Migrant</b>				
<b>District</b>	*	*	*	*
State	43.5%	34.8%	21.7%	0.0%
<b>Military</b>				
<b>District</b>	*	*	*	*
State	17.6%	26.9%	41.2%	14.2%
<b>Non-English Learners</b>				
<b>District</b>	12.2%	18.0%	50.0%	19.8%
State	18.8%	24.8%	39.8%	16.5%
<b>Non-IEP</b>				
<b>District</b>	8.2%	17.6%	52.8%	21.4%
State	17.7%	25.5%	40.4%	16.5%
<b>Non Low Income</b>				
<b>District</b>	10.4%	16.0%	47.2%	26.4%
State	13.7%	21.4%	42.9%	21.9%
<b>Youth In Care</b>				
<b>District</b>	*	*	*	*
State	43.5%	33.2%	21.4%	2.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Proficiency

### What is it?

The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for ELA, math, and science. Each state may also have a general assessment for the majority of its students and an alternate assessment for the 1 percent of students with the most significant cognitive disabilities. The All Test Proficiency measure is the proficiency rate for students combining all tests. A rate is calculated for ELA, math, and science.

### ELA - All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>43.4%</b>	<b>51.2%</b>	<b>36.9%</b>	<b>*</b>	<b>*</b>	<b>68.2%</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>40.7%</b>	<b>43.4%</b>	<b>12.2%</b>
State	39.4%	43.6%	35.3%	63.3%	31.0%	66.9%	20.3%	26.7%	39.4%	46.1%	42.5%	50.2%	18.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>District</b>	<b>‡</b>	<b>8.2%</b>	<b>29.9%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
State	11.8%	10.6%	24.6%	13.0%	7.9%	42.7%	16.1%

### Mathematics - All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>31.9%</b>	<b>30.6%</b>	<b>33.0%</b>	<b>*</b>	<b>*</b>	<b>68.2%</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>29.6%</b>	<b>31.6%</b>	<b>15.2%</b>
State	27.9%	26.2%	29.6%	40.6%	23.3%	61.3%	8.9%	15.3%	33.3%	34.7%	30.6%	38.0%	13.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>District</b>	<b>‡</b>	<b>10.8%</b>	<b>19.9%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
State	8.0%	8.0%	13.7%	6.4%	6.3%	30.1%	7.6%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Proficiency (cont)

### Science - All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>71.0%</b>	<b>71.0%</b>	<b>70.0%</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>72.0%</b>	<b>71.0%</b>	<b>39.0%</b>
State	52.0%	52.0%	52.0%	81.0%	47.0%	77.0%	26.0%	39.0%	54.0%	60.0%	56.0%	66.0%	30.0%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>District</b>	<b>‡</b>	<b>25.0%</b>	<b>59.0%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
State	18.0%	18.0%	36.0%	22.0%	17.0%	57.0%	24.0%

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## Growth Percentile – IAR

### What is it?

This shows the growth of students relative to other students in the state with a similar scale score in the preceding school year(s). If the data is available, the Student Growth Percentile (SGP) takes up to two prior scores. The school, district, and state measure is the sum of the students' SGP divided by the number of students with an SGP. Illinois uses SGPs to calculate growth. Proficiency shows whether or not students have mastered a common, high standard; whereas, growth recognizes progress toward and beyond the standard, no matter where each student started. Data show that students of all races, income levels, languages, and disability statutes demonstrate growth across the full range. Our rigorous assessments ensure there is more than enough room to measure the growth of even Illinois' highest achievers.

### Cohort Growth Percentile - Overall

	ELA					Mathematics				
	Did Not Meet	Partially Met	Approached	Met	Exceeded	Did Not Meet	Partially Met	Approached	Met	Exceeded
<b>District</b>	<b>19.7</b>	<b>33.9</b>	<b>35.4</b>	<b>49.3</b>	<b>78.2</b>	<b>25.3</b>	<b>35.5</b>	<b>41.5</b>	<b>53.6</b>	<b>74.1</b>
State	22	41.4	47.8	59.8	79.8	24.8	45.5	55.3	62.2	76.8

### Cohort Growth Percentile ELA - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>41.3</b>	<b>40.5</b>	<b>41.9</b>	<b>*</b>	<b>*</b>	<b>51.6</b>	<b>48.6</b>	<b>42.4</b>	<b>*</b>	<b>*</b>	<b>44.8</b>	<b>40.8</b>	<b>39.4</b>
State	50	51.6	48.3	51.9	48.1	56.2	46.9	48.8	48.3	50	49.1	51	44.7

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>District</b>	<b>41.3</b>	<b>40.4</b>	<b>41.5</b>	<b>39.9</b>	<b>*</b>	<b>*</b>	<b>‡</b>
State	47.3	43	47.9	45.5	44.8	50.2	45.5

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Growth Percentile – IAR (cont)

### Cohort Growth Percentile Math – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>43.2</b>	<b>42.7</b>	<b>43.6</b>	<b>*</b>	<b>*</b>	<b>55</b>	<b>39.5</b>	<b>44.1</b>	<b>*</b>	<b>*</b>	<b>50.5</b>	<b>42.7</b>	<b>45.1</b>
State	50	50.5	49.5	51.2	49.5	57	47.2	49.2	56.3	50.2	49.6	50.6	45.3

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>District</b>	<b>51</b>	<b>44.6</b>	<b>40.7</b>	<b>32</b>	<b>*</b>	<b>*</b>	<b>‡</b>
State	47.9	43.5	48.2	46.1	50.1	50.3	44

### Baseline Growth Percentile – Overall

	ELA					Mathematics				
	Did Not Meet	Partially Met	Approached	Met	Exceeded	Did Not Meet	Partially Met	Approached	Met	Exceeded
<b>District</b>	<b>27.7</b>	<b>47.9</b>	<b>50.3</b>	<b>62.5</b>	<b>82.5</b>	<b>29.3</b>	<b>41.9</b>	<b>45.6</b>	<b>56.8</b>	<b>78.2</b>
State	29.6	55.1	62.3	71	82.7	29.1	51.9	59.9	65.7	80.8

### Baseline Growth Percentile ELA – By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>54.4</b>	<b>53.3</b>	<b>55.3</b>	<b>*</b>	<b>*</b>	<b>65.2</b>	<b>60.2</b>	<b>55.1</b>	<b>*</b>	<b>*</b>	<b>56.4</b>	<b>54</b>	<b>52.8</b>
State	61.2	62.6	60	61.6	59.3	65.5	58.8	60.6	60.4	60.9	60.2	62.1	56

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Growth Percentile – IAR (cont)

### Baseline Growth Percentile ELA - By Demographics

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>District</b>	<b>57.9</b>	<b>53.4</b>	<b>54.7</b>	<b>55.1</b>	<b>*</b>	<b>*</b>	<b>‡</b>
State	58.7	54.1	59.6	56.8	54	61.2	56.5

### Baseline Growth Percentile Math - By Demographics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>47.5</b>	<b>47.1</b>	<b>47.9</b>	<b>*</b>	<b>*</b>	<b>59.2</b>	<b>43.3</b>	<b>49.9</b>	<b>*</b>	<b>*</b>	<b>55.8</b>	<b>47</b>	<b>50.7</b>
State	54.7	55.4	54.1	56.1	54.6	61.2	52.4	54.4	61.8	55.2	54.2	55	50.3

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>District</b>	<b>55.9</b>	<b>50.1</b>	<b>45.7</b>	<b>36.9</b>	<b>*</b>	<b>*</b>	<b>‡</b>
State	53.2	48.6	53.3	51	54.7	54.9	49

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate

### What is it?

This shows the percentage and number of students participating in standardized testing, by subject and applicable test. Some students may take the test for one subject but not another. According to Illinois School Code, all students enrolled in public schools are required to participate in the state assessment or an alternate form of the assessment. Students who participate but for various reasons do not complete the testing process (e.g., illness) are still counted as having participated.

### ELA - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>99.3%</b>	<b>99.3%</b>	<b>99.3%</b>	<b>*</b>	<b>*</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>*</b>	<b>*</b>	<b>100.0%</b>	<b>99.2%</b>	<b>99.0%</b>
State	98.6%	98.7%	98.5%	95.9%	98.2%	99.2%	97.7%	98.4%	97.3%	98.4%	98.4%	98.9%	97.4%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>100.0%</b>	<b>99.3%</b>	<b>98.5%</b>
State	98.4%	97.1%	98.2%

### Mathematics - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>99.4%</b>	<b>99.5%</b>	<b>99.3%</b>	<b>*</b>	<b>*</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>*</b>	<b>*</b>	<b>100.0%</b>	<b>99.3%</b>	<b>99.5%</b>
State	98.5%	98.6%	98.4%	95.9%	98.0%	99.1%	97.5%	98.3%	97.3%	98.3%	98.2%	98.9%	97.2%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>100.0%</b>	<b>100.0%</b>	<b>98.7%</b>
State	98.2%	96.9%	98.1%

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate (cont)

### Science - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>98.6%</b>	<b>99.2%</b>	<b>98.0%</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>100.0%</b>	<b>98.7%</b>	<b>100.0%</b>
State	96.0%	96.1%	95.8%	95.1%	95.1%	97.2%	93.0%	95.4%	83.9%	94.6%	95.5%	97.3%	93.6%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>‡</b>	<b>100.0%</b>	<b>98.2%</b>
State	94.9%	93.0%	94.7%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Participation Rate (cont)

### Overall IAR ELA - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>99.5%</b>	<b>99.4%</b>	<b>99.7%</b>	<b>*</b>	<b>*</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>*</b>	<b>*</b>	<b>100.0%</b>	<b>99.5%</b>	<b>98.9%</b>
State	99.0%	99.1%	99.0%	95.7%	99.2%	99.4%	98.7%	99.1%	97.2%	99.1%	98.7%	99.1%	98.1%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>100.0%</b>	<b>99.2%</b>	<b>98.8%</b>
State	98.9%	97.9%	98.9%

### Overall IAR Mathematics - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>99.6%</b>	<b>99.6%</b>	<b>99.7%</b>	<b>*</b>	<b>*</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>*</b>	<b>*</b>	<b>100.0%</b>	<b>99.6%</b>	<b>99.4%</b>
State	98.9%	99.0%	98.9%	95.7%	99.0%	99.3%	98.5%	99.0%	97.2%	99.0%	98.6%	99.0%	97.8%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>100.0%</b>	<b>100.0%</b>	<b>99.1%</b>
State	98.8%	97.6%	98.8%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate (cont)

### Overall SAT ELA - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>97.8%</b>	<b>98.8%</b>	<b>96.8%</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>97.5%</b>	<b>100.0%</b>
State	96.3%	96.7%	95.8%	96.3%	93.0%	98.4%	92.4%	95.2%	100.0%	95.0%	96.2%	98.1%	93.7%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>‡</b>	<b>100.0%</b>	<b>95.9%</b>
State	93.8%	92.0%	94.2%

### Overall SAT Mathematics - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>97.8%</b>	<b>98.8%</b>	<b>96.8%</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>97.5%</b>	<b>100.0%</b>
State	96.2%	96.6%	95.8%	96.3%	93.0%	98.4%	92.3%	95.2%	100.0%	95.0%	96.1%	98.0%	93.5%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>‡</b>	<b>100.0%</b>	<b>95.9%</b>
State	93.8%	91.7%	94.1%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate (cont)

### Overall DLM ELA - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	97.6%	97.7%	97.6%	*	96.0%	98.0%	97.3%	97.5%	100.0%	100.0%	97.7%	97.9%	97.6%

	English Learners	Students with IEPs	Low Income
<b>District</b>	*	‡	‡
State	97.7%	97.6%	97.5%

### Overall DLM Mathematics - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	97.6%	97.6%	97.6%	*	96.0%	98.1%	97.3%	97.3%	100.0%	100.0%	97.7%	97.8%	97.6%

	English Learners	Students with IEPs	Low Income
<b>District</b>	*	‡	‡
State	97.5%	97.6%	97.5%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate (cont)

### Overall DLM Science - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	96.4%	96.6%	96.3%	*	100.0%	97.0%	96.9%	95.2%	0.0%	100.0%	95.9%	96.9%	96.4%

	English Learners	Students with IEPs	Low Income
<b>District</b>	*	‡	‡
State	96.2%	96.4%	96.2%

### Overall - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	98.6%	99.2%	98.0%	*	*	‡	‡	‡	*	*	100.0%	98.6%	100.0%
State	96.0%	96.1%	95.8%	95.1%	95.1%	97.2%	92.9%	95.4%	86.7%	94.6%	95.5%	97.3%	93.5%

	English Learners	Students with IEPs	Low Income
<b>District</b>	‡	100.0%	98.1%
State	94.8%	92.8%	94.7%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate (cont)

### ELA - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>0.7%</b>	<b>0.7%</b>	<b>0.7%</b>	<b>*</b>	<b>*</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>*</b>	<b>*</b>	<b>0.0%</b>	<b>0.8%</b>	<b>1.0%</b>
State	1.5%	1.3%	1.6%	4.1%	1.8%	0.8%	2.4%	1.6%	2.7%	1.6%	1.7%	1.1%	2.7%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>0.0%</b>	<b>0.7%</b>	<b>1.5%</b>
State	1.7%	3.0%	1.8%

### Mathematics - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>0.6%</b>	<b>0.5%</b>	<b>0.7%</b>	<b>*</b>	<b>*</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>*</b>	<b>*</b>	<b>0.0%</b>	<b>0.7%</b>	<b>0.5%</b>
State	1.6%	1.4%	1.7%	4.1%	2.0%	0.9%	2.6%	1.7%	2.7%	1.7%	1.8%	1.2%	2.9%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.3%</b>
State	1.8%	3.2%	2.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate (cont)

### Science - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>1.4%</b>	<b>0.8%</b>	<b>2.0%</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>0.0%</b>	<b>1.3%</b>	<b>0.0%</b>
State	4.1%	4.0%	4.3%	4.9%	4.9%	2.8%	7.2%	4.7%	16.1%	5.4%	4.6%	2.8%	6.5%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>‡</b>	<b>0.0%</b>	<b>1.8%</b>
State	5.3%	7.1%	5.4%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate (cont)

### Overall IAR ELA - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>0.5%</b>	<b>0.6%</b>	<b>0.3%</b>	<b>*</b>	<b>*</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>*</b>	<b>*</b>	<b>0.0%</b>	<b>0.5%</b>	<b>1.1%</b>
State	1.0%	1.0%	1.1%	4.3%	0.8%	0.7%	1.4%	1.0%	2.8%	0.9%	1.3%	0.9%	2.0%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>0.0%</b>	<b>0.8%</b>	<b>1.2%</b>
State	1.2%	2.2%	1.2%

### Overall IAR Mathematics - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>0.4%</b>	<b>0.4%</b>	<b>0.3%</b>	<b>*</b>	<b>*</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>*</b>	<b>*</b>	<b>0.0%</b>	<b>0.4%</b>	<b>0.6%</b>
State	1.1%	1.1%	1.2%	4.3%	1.0%	0.8%	1.6%	1.1%	2.8%	1.0%	1.5%	1.0%	2.2%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.9%</b>
State	1.3%	2.4%	1.3%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate (cont)

### Overall SAT ELA - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>2.2%</b>	<b>1.2%</b>	<b>3.2%</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>2.5%</b>	<b>0.0%</b>
State	3.8%	3.3%	4.2%	3.7%	7.0%	1.6%	7.7%	4.8%	0.0%	5.0%	3.8%	1.9%	6.4%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>‡</b>	<b>0.0%</b>	<b>4.1%</b>
State	6.2%	8.1%	5.9%

### Overall SAT Mathematics - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>2.2%</b>	<b>1.2%</b>	<b>3.2%</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>2.5%</b>	<b>0.0%</b>
State	3.8%	3.4%	4.3%	3.7%	7.0%	1.6%	7.8%	4.8%	0.0%	5.0%	3.9%	2.0%	6.6%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>‡</b>	<b>0.0%</b>	<b>4.1%</b>
State	6.3%	8.3%	6.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Participation Rate (cont)

### Overall DLM ELA - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	2.4%	2.4%	2.4%	*	4.0%	2.0%	2.7%	2.6%	0.0%	0.0%	2.3%	2.1%	2.4%

	English Learners	Students with IEPs	Low Income
<b>District</b>	*	‡	‡
State	2.3%	2.4%	2.5%

### Overall DLM Mathematics - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	2.4%	2.4%	2.5%	*	4.0%	1.9%	2.8%	2.7%	0.0%	0.0%	2.3%	2.2%	2.4%

	English Learners	Students with IEPs	Low Income
<b>District</b>	*	‡	‡
State	2.5%	2.4%	2.5%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Participation Rate (cont)

### Overall DLM Science - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	3.6%	3.4%	3.8%	*	0.0%	3.0%	3.2%	4.8%	100.0%	0.0%	4.1%	3.1%	3.6%

	English Learners	Students with IEPs	Low Income
<b>District</b>	*	‡	‡
State	3.8%	3.6%	3.8%

### Overall ISA - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	1.4%	0.8%	2.0%	*	*	‡	‡	‡	*	*	0.0%	1.4%	0.0%
State	4.1%	4.0%	4.3%	4.9%	4.9%	2.8%	7.3%	4.7%	13.3%	5.4%	4.6%	2.8%	6.6%

	English Learners	Students with IEPs	Low Income
<b>District</b>	‡	0.0%	1.9%
State	5.3%	7.4%	5.4%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Eighth Graders Passing Algebra I

### What is it?

This shows the percentage of eighth-graders passing Algebra I. They are defined as eighth-grade students who have successfully completed Algebra I (or its equivalent) by the end of Grade 8. Successful completion is measured by earning a D or above and receiving at least 1.0 credit hour.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>54.1%</b>	<b>56.2%</b>	<b>52.4%</b>	*	‡	‡	‡	‡	*	‡	‡	<b>52.0%</b>	‡
State	29.1%	28.7%	29.6%	26.7%	24.3%	62.5%	13.7%	22.4%	23.5%	40.4%	31.6%	34.7%	14.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>District</b>	‡	‡	‡	‡	*	*	*
State	12.8%	7.2%	18.3%	11.3%	0.0%	*	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## 9th Grade On Track

### What is it?

This shows the percentage of 9th graders on track. They are defined as the percentage of first-time ninth-grade students who have earned at least five course credits without failing more than 0.5 course credits in their core subjects. For the purpose of this metric, core subjects include reading, math, science, and social studies.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>97.0%</b>	<b>97.9%</b>	<b>96.1%</b>	*	‡	‡	‡	‡	*	‡	‡	<b>96.6%</b>	<b>93.3%</b>
State	88.2%	89.8%	86.7%	82.4%	85.4%	96.7%	79.7%	84.1%	91.2%	91.3%	87.1%	92.7%	84.2%

	English Learners	Students with IEPs	Low Income
<b>District</b>	‡	<b>95.5%</b>	<b>94.6%</b>
State	79.7%	82.8%	81.7%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education

### What is it?

Career and Technical Education (CTE) programs in Illinois provide instruction for careers in high-wage, high-skill, and in-demand occupations.

Four year graduation rate: This shows the percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate, both as a whole and broken down by student group.

Extended graduation rate: This shows the percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101 (within six years of entering high school), both as a whole and broken down by student group.

ELA Proficiency: This shows CTE concentrators' proficiency in the challenging state academic standards adopted by the state under Section 111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act, both as a whole and broken down by student group.

Math Proficiency: This shows CTE concentrators' proficiency in the challenging state academic standards adopted by the state under Section 111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act, both as a whole and broken down by student group.

Science Proficiency: This shows CTE concentrators' proficiency in the challenging state academic standards adopted by the state under Section 111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act, both as a whole and broken down by student group.

Postsecondary placement rate: This shows the percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in post secondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed, both as a whole and broken down by student group.

Nontraditional program enrollment rate: This shows the percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented, both as a whole and broken down by student group.

Attained postsecondary credits rate: This shows the percentage of CTE concentrators graduating from high school having attained post secondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement, both as a whole and broken down by student group.

Work-based learning rate: This shows the percentage of CTE concentrators graduating from high school having participated in work-based learning, both as a whole and broken down by student group.

Total Count of CTE Participants: This shows the total count of CTE participants, both as a whole and broken down by student group. Subsequent sections throughout the remainder of this section represent subtotals within each of the career cluster program areas available statewide.

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### Perkins Measures - Four-Year Graduation Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>100.0%</b>	<b>100.0%</b>
State	96.1%	96.5%	95.8%	96.0%	90.7%	98.0%	94.8%	94.9%	0.0%	92.5%	95.5%	96.8%	92.3%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	<b>*</b>	<b>‡</b>	<b>100.0%</b>	<b>100.0%</b>	<b>*</b>	<b>*</b>	<b>100.0%</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	92.3%	88.9%	89.1%	93.8%	100.0%	96.2%	96.2%	85.7%	87.1%	78.4%

### Perkins Measures - Extended (Six-Year) Graduation Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>100.0%</b>	<b>100.0%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>100.0%</b>	<b>‡</b>
State	96.5%	97.0%	96.1%	100.0%	97.6%	98.8%	95.4%	95.9%	*	100.0%	94.9%	96.8%	94.3%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	92.0%	92.2%	91.6%	93.9%	85.7%	96.3%	96.1%	100.0%	90.1%	87.9%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### Perkins Measures – Academic Proficiency Rate in Reading/Language Art

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>39.1%</b>	<b>48.6%</b>	<b>29.4%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>39.0%</b>	<b>‡</b>
State	29.2%	29.6%	28.8%	54.2%	27.4%	58.5%	9.2%	15.7%	*	31.6%	32.0%	35.7%	19.6%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>52.2%</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	3.4%	9.7%	6.5%	14.5%	0.0%	29.3%	28.9%	50.0%	17.3%	9.7%

### Perkins Measures – Academic Proficiency Rate in Mathematics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>24.6%</b>	<b>28.6%</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>23.7%</b>	<b>‡</b>
State	25.1%	22.0%	27.6%	54.2%	20.8%	60.4%	6.1%	12.7%	*	36.8%	25.1%	30.6%	14.9%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	3.6%	5.8%	4.2%	10.7%	0.0%	20.5%	23.0%	16.7%	13.6%	2.9%

### Perkins Measures – Academic Proficiency Rate in Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>54.5%</b>	<b>66.7%</b>	<b>42.4%</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>49.1%</b>	<b>‡</b>
State	53.6%	51.9%	55.0%	57.1%	54.0%	76.0%	25.7%	42.3%	*	50.0%	54.3%	61.1%	34.3%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### Perkins Measures – Academic Proficiency Rate in Science

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	‡	‡	‡	*	*	56.5%	*	*	*
State	17.6%	29.6%	19.5%	39.3%	0.0%	55.1%	53.8%	83.3%	45.8%	24.7%

### Perkins Measures – Postsecondary Placement Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	66.7%	100.0%	50.0%	*	*	*	‡	‡	*	*	‡	64.3%	‡
State	70.6%	78.1%	64.8%	50.0%	67.8%	86.0%	67.1%	66.3%	*	68.1%	68.3%	71.8%	60.2%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	‡	‡	‡	*	*	‡	*	*	‡
State	54.7%	55.6%	51.5%	61.7%	66.7%	68.3%	75.3%	80.0%	55.8%	53.9%

### Perkins Measures – Nontraditional Program Enrollment Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	28.2%	33.9%	21.8%	*	‡	‡	‡	‡	*	*	‡	26.2%	‡
State	30.7%	45.9%	18.8%	0.0%	30.9%	28.6%	32.5%	28.9%	24.3%	37.7%	32.0%	31.2%	28.8%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	‡	‡	25.6%	*	*	100.0%	*	*	*
State	27.9%	34.1%	29.5%	31.9%	72.2%	32.3%	100.0%	21.4%	33.2%	40.2%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Career and Technical Education (cont)

### Perkins Measures - Program Quality - Attained Postsecondary Credits Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>23.2%</b>	‡	<b>29.4%</b>	*	‡	‡	‡	‡	*	*	‡	<b>23.7%</b>	‡
State	<b>43.8%</b>	<b>40.9%</b>	<b>46.2%</b>	<b>18.5%</b>	<b>46.5%</b>	<b>47.0%</b>	<b>37.5%</b>	<b>45.8%</b>	*	<b>44.7%</b>	<b>40.5%</b>	<b>44.2%</b>	<b>41.4%</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	‡	‡	‡	*	*	‡	*	*	*
State	<b>44.7%</b>	<b>33.9%</b>	<b>40.2%</b>	<b>40.6%</b>	<b>0.0%</b>	<b>45.8%</b>	<b>42.8%</b>	<b>50.0%</b>	<b>43.4%</b>	<b>35.6%</b>

### Perkins Measures - Program Quality - Work-Based Learning Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>18.8%</b>	‡	‡	*	‡	‡	‡	‡	*	*	‡	<b>18.6%</b>	‡
State	<b>11.7%</b>	<b>16.4%</b>	<b>7.9%</b>	<b>7.4%</b>	<b>7.9%</b>	<b>12.2%</b>	<b>11.8%</b>	<b>10.6%</b>	*	<b>18.4%</b>	<b>12.2%</b>	<b>12.0%</b>	<b>10.0%</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	‡	‡	‡	*	*	‡	*	*	*
State	<b>9.7%</b>	<b>8.9%</b>	<b>9.7%</b>	<b>11.5%</b>	<b>16.7%</b>	<b>12.1%</b>	<b>13.1%</b>	<b>0.0%</b>	<b>19.0%</b>	<b>10.2%</b>

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### CTE Participant - Total Count of CTE Participants

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>508</b>	<b>251</b>	<b>257</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>11</b>	<b>*</b>	<b>‡</b>	<b>23</b>	<b>455</b>	<b>82</b>
State	285,732	127,994	157,572	166	684	14,250	34,879	68,141	477	235	11,640	155,426	51,864

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>52</b>	<b>133</b>	<b>*</b>	<b>*</b>	<b>30</b>	<b>*</b>	<b>*</b>	<b>‡</b>
State	27,252	6,699	34,821	120,302	76	2,596	37,950	26	1,039	1,033

### CTE Participant - Count of Students participating in Agri Food & Nat. Res.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>85</b>	<b>31</b>	<b>54</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>76</b>	<b>19</b>
State	32,330	13,727	18,595	8	47	259	1,493	2,480	6	15	1,025	27,005	6,059

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	<b>‡</b>	<b>*</b>	<b>11</b>	<b>33</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
State	762	1,001	4,682	12,885	11	326	7,924	10	258	180

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### CTE Participant - Count of Students participating in Arch. & Const.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	*	‡	*	*	*	*	*	*	*	*	‡	‡
State	42,822	9,605	33,197	20	99	1,664	4,061	8,774	107	30	1,727	26,360	8,417

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	‡	*	*	*	*	*	*	*
State	3,621	927	6,051	17,923	19	368	4,500	2	147	163

### CTE Participant - Count of Students participating in Arts, AV, Tech & Comm.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	45	20	25	*	*	‡	‡	‡	*	*	‡	40	‡
State	31,133	12,309	18,798	26	68	1,198	4,279	7,078	57	26	1,501	16,926	6,271

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	‡	‡	‡	‡	*	*	‡	*	*	*
State	3,104	696	4,261	13,638	19	385	3,605	3	67	138

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### CTE Participant - Count of Students participating in Business Mgmt. & Admin.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>251</b>	<b>117</b>	<b>134</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>12</b>	<b>222</b>	<b>43</b>
State	72,045	30,455	41,554	36	180	3,884	9,336	14,073	126	63	3,269	41,114	11,073

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>26</b>	<b>63</b>	<b>*</b>	<b>*</b>	<b>13</b>	<b>*</b>	<b>*</b>	<b>‡</b>
State	6,173	1,642	7,126	29,121	31	685	9,718	8	217	319

### CTE Participant - Count of Students participating in Education & Training

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>
State	24,106	18,567	5,527	12	70	780	3,511	6,631	76	25	1,107	11,906	4,616

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	2,694	622	2,942	11,200	1	174	2,823	3	52	101

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### CTE Participant - Count of Students participating in Finance

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>20</b>	‡	14	*	*	*	*	*	*	*	*	20	‡
State	64,164	26,806	37,327	31	141	4,022	7,300	12,524	148	60	2,805	37,164	9,421

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	‡	‡	*	*	‡	*	*	*
State	5,033	1,218	5,667	23,689	25	669	7,249	1	221	272

### CTE Participant - Count of Students participating in Govt. & Public Admin.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	*	*
State	352	165	187	*	*	2	66	31	*	1	23	229	77

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	*	*	*	*	*	*	*	*
State	13	14	56	243	*	9	53	*	*	3

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### CTE Participant - Count of Students participating in Health Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>17</b>	<b>16</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>17</b>	<b>‡</b>
State	17,670	12,698	4,966	6	56	947	3,125	4,694	18	18	810	8,002	2,417

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	1,880	592	1,585	9,139	2	102	1,681	1	50	97

### CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>102</b>	<b>56</b>	<b>46</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>90</b>	<b>18</b>
State	74,494	38,286	36,171	37	180	2,633	10,463	18,741	170	60	3,298	38,949	15,410

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>12</b>	<b>29</b>	<b>*</b>	<b>*</b>	<b>19</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	7,599	1,814	11,095	32,641	25	722	15,417	1	223	303

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### CTE Participant - Count of Students participating in Human Services

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>138</b>	<b>90</b>	<b>48</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>10</b>	<b>119</b>	<b>24</b>
State	55,203	36,357	18,804	42	91	1,706	6,580	11,062	144	45	2,582	32,993	10,322

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>14</b>	<b>42</b>	<b>*</b>	<b>*</b>	<b>18</b>	<b>*</b>	<b>*</b>	<b>‡</b>
State	4,422	1,472	7,253	24,456	30	539	10,276	4	294	259

### CTE Participant - Count of Students participating in Information Technology

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>75</b>	<b>26</b>	<b>49</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>68</b>	<b>‡</b>
State	46,980	17,281	29,658	41	121	3,129	6,186	9,955	103	36	2,004	25,446	8,311

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>13</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	4,636	1,130	5,849	21,019	19	470	5,347	5	168	237

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### CTE Participant - Count of Students participating in Law, Public Safety, Cor. & Sec.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	19	16	‡	*	*	*	*	*	*	*	‡	17	‡
State	6,492	3,380	3,110	2	16	166	1,278	1,828	6	9	351	2,838	1,202

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	‡	‡	*	*	‡	*	*	*
State	767	232	820	3,644	*	46	936	1	14	37

### CTE Participant - Count of Students participating in Manufacturing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	33,011	6,488	26,504	19	77	644	2,982	7,360	32	26	1,413	20,477	7,067

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	‡	‡	*	*	*	*	*	*
State	3,123	708	5,246	14,723	9	317	3,052	*	95	133

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Career and Technical Education (cont)

### CTE Participant - Count of Students participating in Marketing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	*	‡	*	*	*	*	*	*	*	*	‡	‡
State	40,294	16,128	24,150	16	93	2,505	4,083	8,321	142	35	1,837	23,278	6,092

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	*	*	*	*
State	3,358	659	3,561	14,878	16	531	4,442	1	129	122

### CTE Participant - Count of Students participating in STEM

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	24,725	6,075	18,634	16	68	2,375	2,481	6,686	32	18	1,022	12,043	4,325

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	2,747	413	2,673	9,341	1	127	2,467	*	50	65

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### CTE Participant - Count of Students participating in Transp. Distr. & Logis.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	11	‡	10	*	*	*	*	*	*	*	‡	‡	‡
State	32,426	5,647	26,768	11	90	877	3,136	9,262	116	25	1,226	17,694	7,306

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	*	‡	*	*	*	*	*	*
State	4,245	715	5,456	15,075	2	226	2,959	4	119	109

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### CTE Concentrator - Total Count of CTE Concentrators

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>117</b>	<b>62</b>	<b>55</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>103</b>	<b>28</b>
State	139,917	61,576	78,273	68	291	6,846	14,498	31,148	177	106	5,356	81,495	24,975

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	<b>*</b>	<b>‡</b>	<b>18</b>	<b>43</b>	<b>*</b>	<b>*</b>	<b>33</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	9,969	2,935	16,249	55,828	18	1,216	42,968	14	611	386

### CTE Concentrator - Count of Students concentrating in Agri Food & Nat. Res.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>33</b>	<b>‡</b>	<b>28</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>31</b>	<b>‡</b>
State	19,711	7,660	12,045	6	26	99	699	1,097	*	5	521	17,264	3,401

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>13</b>	<b>*</b>	<b>*</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	271	537	2,608	7,360	3	158	8,995	5	165	83

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## Career and Technical Education (cont)

### CTE Concentrator - Count of Students concentrating in Arch. & Const.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	14,136	1,876	12,256	4	24	448	1,186	3,167	43	10	481	8,777	2,651

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	*	‡	*	*	‡	*	*	*
State	1,014	259	1,781	5,638	5	116	3,022	1	54	17

### CTE Concentrator - Count of Students concentrating in Arts, AV, Tech & Comm.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	7,605	2,988	4,609	8	16	321	811	1,818	10	8	348	4,273	1,623

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	*	‡	*	*	‡	*	*	*
State	522	135	1,020	3,010	3	122	1,954	2	24	14

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### CTE Concentrator - Count of Students concentrating in Business Mgmt. & Admin.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	11	‡	‡	*	*	*	*	*	*	*	*	11	‡
State	16,795	5,939	10,850	6	41	1,140	1,761	3,196	37	11	637	9,972	2,191

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	‡	‡	*	*	10	*	*	*
State	1,188	293	1,187	5,902	6	138	9,695	2	62	39

### CTE Concentrator - Count of Students concentrating in Education & Training

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	7,609	6,977	630	2	17	244	775	2,210	14	7	292	4,050	1,491

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	‡	‡	*	*	‡	*	*	*
State	649	171	838	3,186	*	43	1,717	1	21	16

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### CTE Concentrator - Count of Students concentrating in Finance

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	*	*	*	*	*	*	‡	*
State	12,117	4,034	8,081	2	20	1,084	981	2,154	23	9	439	7,407	1,338

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	‡	*	*	‡	*	*	*
State	631	147	625	3,724	4	86	3,714	2	52	15

### CTE Concentrator - Count of Students concentrating in Govt. & Public Admin.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	160	69	91	*	*	2	30	19	*	1	5	103	64

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	‡	*	*	‡	*	*	*
State	12	8	53	92	*	4	50	*	*	2

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### CTE Concentrator - Count of Students concentrating in Health Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	*	*	*	*	*	*	*	*	‡	‡
State	5,646	4,646	997	3	16	460	925	1,584	3	5	225	2,428	669

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	‡	‡	*	*	‡	*	*	*
State	447	150	341	2,585	*	29	1,129	*	15	9

### CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	23	‡	15	*	*	‡	*	*	*	*	‡	19	‡
State	20,943	11,263	9,670	10	46	539	3,001	5,110	23	15	927	11,282	4,467

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	‡	10	*	*	12	*	*	*
State	1,709	509	3,339	9,246	8	172	13,655	*	77	83

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### CTE Concentrator - Count of Students concentrating in Human Services

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>43</b>	<b>37</b>	‡	*	‡	*	*	‡	*	*	‡	<b>35</b>	‡
State	<b>34,580</b>	<b>26,035</b>	<b>8,524</b>	<b>21</b>	<b>55</b>	<b>964</b>	<b>4,215</b>	<b>7,665</b>	<b>36</b>	<b>30</b>	<b>1,623</b>	<b>19,992</b>	<b>6,789</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	‡	‡	<b>18</b>	*	*	<b>11</b>	*	*	*
State	<b>2,483</b>	<b>868</b>	<b>4,711</b>	<b>15,187</b>	<b>9</b>	<b>333</b>	<b>14,061</b>	<b>2</b>	<b>203</b>	<b>146</b>

### CTE Concentrator - Count of Students concentrating in Information Technology

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	<b>11,817</b>	<b>2,720</b>	<b>9,089</b>	<b>8</b>	<b>31</b>	<b>1,181</b>	<b>1,212</b>	<b>2,371</b>	<b>3</b>	<b>12</b>	<b>426</b>	<b>6,581</b>	<b>1,988</b>

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	*	‡	*	*	‡	*	*	*
State	<b>802</b>	<b>202</b>	<b>1,225</b>	<b>4,362</b>	<b>3</b>	<b>106</b>	<b>3,413</b>	*	<b>58</b>	<b>22</b>

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Career and Technical Education (cont)

### CTE Concentrator - Count of Students concentrating in Law, Public Safety, Cor. & Sec.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	*	*	*	*	*	*	*	‡	‡	‡
State	1,723	964	759	*	2	57	269	562	*	1	51	781	357

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	‡	‡	*	*	‡	*	*	*
State	84	50	205	849	*	7	849	1	10	*

### CTE Concentrator - Count of Students concentrating in Manufacturing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	11,389	1,415	9,970	4	19	179	720	2,579	6	9	409	7,468	2,458

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	*	‡	*	*	‡	*	*	*
State	781	178	1,774	4,571	*	105	2,000	2	44	14

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### CTE Concentrator - Count of Students concentrating in Marketing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	8,663	2,643	6,018	2	15	609	687	1,712	29	6	335	5,270	1,109

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	*	‡	*	*	‡	*	*	*
State	499	87	508	2,678	3	79	2,258	*	15	9

### CTE Concentrator - Count of Students concentrating in STEM

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	9,311	2,010	7,296	5	27	1,311	659	2,569	5	10	335	4,395	1,351

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
<b>District</b>	*	*	*	‡	*	*	‡	*	*	*
State	671	110	593	2,785	*	46	2,264	*	13	17

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Career and Technical Education (cont)

### CTE Concentrator - Count of Students concentrating in Transp. Distr. & Logis.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	11,613	912	10,696	5	25	274	737	3,720	24	10	342	6,481	2,656

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	‡	*	*	‡	*	*	*
State	1,446	187	1,914	5,118	*	119	1,747	3	73	14

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## High School Graduation Rate

### What is it?

This shows the percentage of graduating students who entered ninth grade for the first time four, five, or six years prior to the year being reported. Graduation Rate is calculated based on ESSA High School Graduation Rate guidance found [here](#). Students are reported at the school where students attend (home school). The cohort is based on the number of students who enter Grade 9 for the first time, adjusted by adding into the cohort any student who transfers in later during Grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

### 4 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>96.3%</b> 181	<b>99.0%</b> 97	<b>93.3%</b> 84	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	<b>92.3%</b> 12	<b>96.4%</b> 159	<b>100.0%</b> 34
State	<b>87.7%</b> 130,309	<b>89.6%</b> 65,166	<b>85.9%</b> 65,055	<b>89.8%</b> 88	<b>74.5%</b> 263	<b>94.6%</b> 7,597	<b>80.7%</b> 19,318	<b>85.1%</b> 36,335	<b>0.0%</b> 0	<b>82.1%</b> 110	<b>85.4%</b> 4,755	<b>91.3%</b> 61,931	<b>79.5%</b> 26,479

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>District</b>	‡ ‡	<b>100.0%</b> 21	<b>97.6%</b> 41	‡ ‡	* *	* *	* *
State	<b>77.8%</b> 11,384	<b>72.5%</b> 15,723	<b>81.8%</b> 56,546	<b>69.9%</b> 5,506	<b>65.0%</b> 13	<b>89.6%</b> 987	<b>57.6%</b> 548

### 5 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>92.6%</b> 175	<b>92.7%</b> 89	<b>92.5%</b> 86	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	<b>92.2%</b> 165	<b>96.3%</b> 26
State	<b>89.3%</b> 133,869	<b>91.2%</b> 66,384	<b>87.6%</b> 67,429	<b>88.9%</b> 56	<b>86.2%</b> 288	<b>95.5%</b> 7,829	<b>82.6%</b> 19,618	<b>87.9%</b> 37,004	<b>0.0%</b> 0	<b>95.0%</b> 170	<b>86.2%</b> 4,364	<b>91.9%</b> 64,596	<b>81.4%</b> 26,819

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>District</b>	‡ ‡	<b>93.3%</b> 14	<b>91.9%</b> 34	‡ ‡	* *	* *	‡ ‡
State	<b>80.7%</b> 9,957	<b>75.6%</b> 16,769	<b>83.7%</b> 56,057	<b>73.4%</b> 5,586	<b>57.1%</b> 12	<b>91.1%</b> 1,135	<b>60.7%</b> 569

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## High School Graduation Rate (cont)

### 6 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>92.8%</b> 168	<b>94.6%</b> 87	<b>91.0%</b> 81	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	<b>93.4%</b> 155	<b>92.9%</b> 26
State	<b>89.6%</b> 135,907	<b>91.6%</b> 67,791	<b>87.7%</b> 68,098	<b>85.7%</b> 18	<b>83.9%</b> 281	<b>95.7%</b> 7,823	<b>83.0%</b> 19,907	<b>88.2%</b> 36,195	<b>0.0%</b> 0	<b>89.7%</b> 131	<b>87.0%</b> 4,382	<b>92.1%</b> 67,188	<b>81.9%</b> 25,777

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>District</b>	‡ ‡	<b>88.9%</b> 16	<b>78.1%</b> 25	‡ ‡	* *	* *	* *
State	<b>82.0%</b> 8,812	<b>77.1%</b> 17,062	<b>83.6%</b> 53,830	<b>73.3%</b> 5,428	<b>83.3%</b> 20	<b>90.8%</b> 1,068	<b>59.6%</b> 551

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Postsecondary Enrollment

### What is it?

This shows the percentage of students who graduated with a regular high school diploma from a public high school in Illinois and enrolled in a two-year or four-year college in the United States within 12 or 16 months.

### 12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
<b>District</b>	<b>76.7%</b>	<b>56.9%</b>	<b>19.8%</b>	<b>47.3%</b>	<b>29.3%</b>	<b>0.0%</b>
State	66.1%	50.9%	15.3%	40.6%	25.5%	0.0%

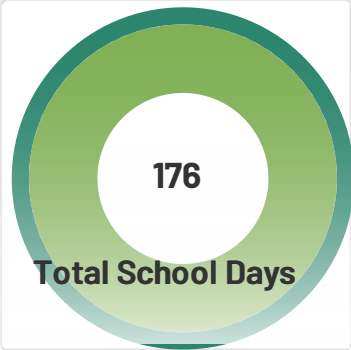
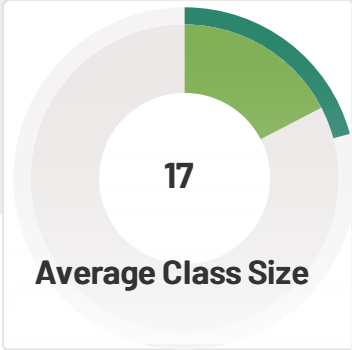
### 16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
<b>District</b>	<b>76.7%</b>	<b>56.9%</b>	<b>19.8%</b>	<b>47.3%</b>	<b>29.3%</b>	<b>0.0%</b>
State	66.8%	51.5%	15.3%	40.7%	26.1%	0.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

District environment data includes information regarding finances as well as information regarding conditions in the classroom, such as average class size and total school days.



**No Data** district's percentage of adequacy

**Evidence-Based Funding**

## Early Learning

### What is it?

This shows the percentage of entering kindergartners rated on their readiness. The Kindergarten Individual Development Survey (KIDS) was implemented statewide in Illinois in the 2017-18 school year. KIDS is an observational assessment tool designed to help teachers, administrators, families, and policymakers better understand the development of children in kindergarten. ISBE requires kindergarten teachers to collect observations beginning on the first day of in-person instruction on a minimum of 14 required measures, which are from three key developmental areas. This subset of 14 measures provides a developmental indicator for a group of students (class, school, district, state) in kindergarten.

### Kindergarten Individual Developmental Survey (KIDS) Results - Overall

	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
<b>District</b>	<b>97.1%</b>	<b>21.3%</b>	<b>14.0%</b>	<b>14.7%</b>	<b>50.0%</b>	<b>72.8%</b>	<b>64.7%</b>	<b>55.9%</b>
State	90.9%	35.3%	16.3%	16.8%	31.6%	58.4%	49.2%	37.1%

### % Entering Kindergartners Demonstrating Readiness in all 3 Developmental Areas - KIDS Results

	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	English Learners	Students with IEPs	Low Income
<b>District</b>	*	100.0%	*	0.0%	*	*	0.0%	51.1%	37.5%	0.0%	37.5%	34.0%
State	25.4%	36.7%	25.8%	20.3%	*	32.9%	33.3%	39.3%	16.3%	14.6%	16.3%	22.7%

#### Homeless

<b>District</b>	*
State	18.1%

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## School Level Finances

### What is it?

Average spending per student at this school, as collected through the unaudited ESSA Site-Based Expenditure Report. Districts report the actual dollars spent in the previous school year, including site-level costs (like school staff) and districtwide centralized costs allocated to each individual school (like transportation and central office staff), divided by the school's enrollment. Districts also report whether federal or state/local sources funded the spending.

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures			Exclusions	Total Expenditures
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total		
<b>District</b>	<b>2,417</b>	<b>\$185</b>	<b>\$6,204</b>	<b>\$6,389</b>	<b>\$399</b>	<b>\$4,310</b>	<b>\$4,709</b>	<b>\$584</b>	<b>\$10,514</b>	<b>\$11,098</b>	<b>\$4,110,141</b>	<b>\$30,929,134</b>

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## School Level Finances (cont)

	Site level Per Pupil Expenditures				District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures		
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total
McGaughey Elem School	369	\$395	\$6,304	\$6,699	\$399	\$4,310	\$4,709	\$794	\$10,614	\$11,408
Mt Zion Elem School	351	\$395	\$5,933	\$6,328	\$399	\$4,310	\$4,709	\$794	\$10,243	\$11,037
Mt Zion High School	774	\$0	\$6,697	\$6,697	\$399	\$4,310	\$4,709	\$399	\$11,007	\$11,407
Mt Zion Intermediate School	526	\$309	\$5,964	\$6,273	\$399	\$4,310	\$4,709	\$709	\$10,273	\$10,982
Mt Zion Jr High School	398	\$0	\$5,709	\$5,709	\$399	\$4,310	\$4,709	\$399	\$10,019	\$10,418

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## District Finances

### What is it?

The Annual Financial Report (AFR) for a district is the final financial statement for the fiscal year of a Local Education Agency (LEA) after it has been audited by a qualified auditor. Each district is required to have an annual audit completed by a qualified and licensed auditing firm. The AFR is completed by the auditor and is submitted to Illinois State Board of Education. This displays the Revenue by Source, Expenditure by Function, Expenditure by Fund, and other financial indicators.

### Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
<b>District</b>	<b>44.1%</b> <b>\$12,853,656</b>	<b>12.2%</b> <b>\$3,549,296</b>	<b>30.4%</b> <b>\$8,848,612</b>	<b>3.4%</b> <b>\$991,332</b>	<b>9.9%</b> <b>\$2,877,394</b>	<b>\$29,120,290</b>
State	58.1%	5.9%	19.7%	4.2%	12.2%	*

### Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
<b>District</b>	<b>49.9%</b>	<b>4.1%</b>	<b>36.5%</b>	<b>9.4%</b>
State	46.1%	2.3%	30.8%	20.9%

### Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
<b>District</b>	<b>70.6%</b> <b>\$20,460,684</b>	<b>4.9%</b> <b>\$1,416,701</b>	<b>4.3%</b> <b>\$1,254,818</b>	<b>5.4%</b> <b>\$1,553,749</b>	<b>2.3%</b> <b>\$658,822</b>	<b>2.2%</b> <b>\$638,512</b>	<b>0.0%</b> <b>\$0</b>	<b>10.4%</b> <b>\$3,011,865</b>	<b>\$28,995,151</b>
State	70.4%	7.7%	3.9%	7.0%	1.2%	1.7%	0.3%	7.7%	*

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## District Finances (cont)

### Other Financial Indicators

	2021 Equalized Assessed Valuation per Pupil	2021 Total School Tax Rate per \$100	2022-23 Instructional Expenditure per Pupil	2022-23 Operating Expenditure per Pupil
<b>District</b>	<b>\$139,831</b>	<b>3.9</b>	<b>\$6,586</b>	<b>\$10,816</b>
State	*	*	<b>\$11,078</b>	<b>\$18,905</b>

## Average Class Size

### What is it?

This shows the average number of students in each class at this school. Class size refers to the number of students in a classroom, specifically either the number of students being taught by individual teachers in a classroom or the average number of students being taught by teachers in a school, district, or education system

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Overall
<b>District</b>	*	<b>20</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>24</b>	<b>23</b>	<b>20</b>	<b>17</b>	<b>16</b>	<b>14</b>	<b>12</b>	<b>11</b>	<b>23</b>
State	<b>20</b>	<b>20</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>17</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>21</b>

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Total School Days

### What is it?

This shows the total number of days in which the school provided at least five hours of instruction during the school year. The minimum length for an Illinois public school's year is 176 days. The number of actual calendar days varies from district to district.

Total School Days	
<b>District</b>	<b>176</b>
State	176

## Health and Wellness

### What is it?

Days PE per week: This shows the average number of days of physical education per week per student.

Truant Minor Count: The table below reports the count of the number of truant minors in the district in the previous school year.

Truant Minors are defined as chronic truants to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community.

### Days PE per week

Days PE per week	
<b>District</b>	<b>5</b>
State	4

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Health and Wellness (cont)

### Truant Minor Count

District	57
State	167,463

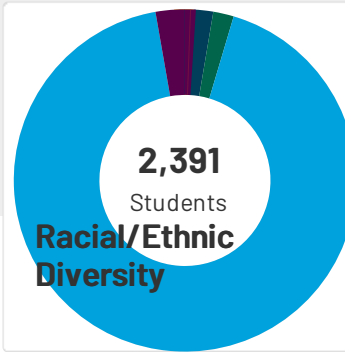
\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

Student data includes information regarding the student population, including enrollment and attendance data, as well as information regarding specific student groups, such as gifted students and English Learner students. Student data often is disaggregated further into demographic student groups.

**2,391**

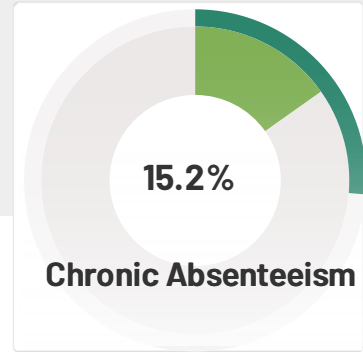
**Student Enrollment**



**Racial/Ethnic Diversity**

**15.2%**

**Chronic Absenteeism**



## Student Enrollment

### What is it?

This shows the total percentage and number of students enrolled in this school as of October 1 of the current school year. District-level enrollment includes students attending a school in the district and students placed in private schools by the district and funded by the district. The student enrollment excludes the following:

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

### By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>100.0%</b> 2,391	<b>47.4%</b> 1,134	<b>52.6%</b> 1,257	<b>0.0%</b> *	‡ ‡	<b>1.8%</b> 42	<b>1.8%</b> 42	<b>1.9%</b> 45	<b>0.0%</b> *	‡ ‡	<b>3.7%</b> 88	<b>90.7%</b> 2,168	<b>15.9%</b> 380
State	<b>100.0%</b> 1,851,290	<b>48.6%</b> 899,170	<b>51.4%</b> 951,463	<b>0.0%</b> 657	<b>0.2%</b> 4,580	<b>5.6%</b> 103,838	<b>16.5%</b> 305,129	<b>28.1%</b> 519,576	<b>0.0%</b> 7	<b>0.1%</b> 1,693	<b>4.2%</b> 78,523	<b>45.3%</b> 837,944	<b>20.3%</b> 376,166

	English Learners	Students with IEPs	Low Income	Former EL	Homeless	Migrant	Military	Never EL	Youth In Care
<b>District</b>	<b>1.7%</b> 41	<b>12.3%</b> 294	<b>29.1%</b> 696	‡ ‡	<b>1.1%</b> 26	<b>0.0%</b> *	<b>0.0%</b> *	<b>98.0%</b> 2,342	<b>0.7%</b> 17
State	<b>16.4%</b> 303,166	<b>16.0%</b> 295,285	<b>49.8%</b> 922,067	<b>8.2%</b> 152,571	<b>2.6%</b> 47,220	<b>0.0%</b> 441	<b>0.8%</b> 14,692	<b>75.4%</b> 1,395,553	<b>0.7%</b> 13,111

### By Grades

	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>District</b>	<b>60</b>	<b>140</b>	<b>166</b>	<b>172</b>	<b>175</b>	<b>169</b>	<b>189</b>	<b>164</b>	<b>199</b>	<b>198</b>	<b>201</b>	<b>213</b>	<b>167</b>	<b>178</b>
State	<b>85,740</b>	<b>120,746</b>	<b>126,015</b>	<b>132,006</b>	<b>130,416</b>	<b>130,416</b>	<b>129,900</b>	<b>132,010</b>	<b>135,732</b>	<b>137,388</b>	<b>149,427</b>	<b>150,263</b>	<b>146,651</b>	<b>144,580</b>

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Advanced Academic Programs

### What is it?

Advanced Academic Programs are courses of study to which students are assigned based on advanced cognitive ability or advanced academic achievement compared to local age peers and in which the curriculum is substantially differentiated from the general curriculum to provide appropriate challenge and pace.

### Students who are Identified as Accelerated

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	<b>9.7%</b> 186,357	<b>10.0%</b> 93,530	<b>9.3%</b> 92,604	<b>12.9%</b> 223	<b>8.5%</b> 395	<b>24.8%</b> 26,830	<b>2.9%</b> 9,360	<b>7.4%</b> 40,620	<b>24.0%</b> 609	<b>9.9%</b> 167	<b>9.7%</b> 8,363	<b>11.7%</b> 100,013	<b>4.8%</b> 18,478

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
	*	*	*	*	*
State	<b>3.2%</b> 10,687	<b>2.1%</b> 6,270	<b>4.6%</b> 44,329	<b>2.2%</b> 1,460	<b>1.2%</b> 168

### Students who are Identified as Accelerated - ELA

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	<b>0.9%</b> 17,567	<b>1.2%</b> 11,004	<b>0.7%</b> 6,536	<b>1.6%</b> 27	<b>0.8%</b> 37	<b>0.8%</b> 855	<b>0.4%</b> 1,211	<b>0.7%</b> 3,856	<b>0.6%</b> 16	<b>0.6%</b> 10	<b>0.9%</b> 773	<b>1.3%</b> 10,809	<b>0.5%</b> 1,966

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
	*	*	*	*	*
State	<b>0.2%</b> 792	<b>0.3%</b> 828	<b>0.6%</b> 5,592	<b>0.4%</b> 264	<b>0.4%</b> 53

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Students who are Identified as Accelerated - Math

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	<b>1.8%</b> 34,975	<b>1.5%</b> 13,797	<b>2.1%</b> 21,127	<b>3.0%</b> 51	<b>1.3%</b> 61	<b>5.7%</b> 6,130	<b>0.3%</b> 904	<b>0.9%</b> 4,790	<b>1.1%</b> 29	<b>1.8%</b> 30	<b>2.1%</b> 1,773	<b>2.5%</b> 21,258	<b>0.9%</b> 3,279

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
	*	*	*	*	*
State	<b>0.5%</b> 1,609	<b>0.4%</b> 1,230	<b>0.6%</b> 6,021	<b>0.3%</b> 170	<b>0.1%</b> 18

### Students who are Identified as Accelerated - Single Subject Other than ELA, Math or Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	<b>1.3%</b> 24,656	<b>1.3%</b> 12,012	<b>1.3%</b> 12,629	<b>0.9%</b> 15	<b>2.2%</b> 100	<b>1.4%</b> 1,500	<b>0.5%</b> 1,585	<b>1.7%</b> 9,615	<b>4.9%</b> 124	<b>0.9%</b> 16	<b>1.0%</b> 869	<b>1.3%</b> 10,847	<b>1.0%</b> 3,759

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
<b>District</b>	*	*	*	*	*	*
	*	*	*	*	*	*
State	<b>1.3%</b> 4,443	<b>0.7%</b> 474	<b>0.6%</b> 1,927	<b>0.9%</b> 8,937	*	<b>0.2%</b> 30

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Students who are Identified as Accelerated - Multiple Subjects, but not Whole Grade

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	<b>5.4%</b> 104,119	<b>5.8%</b> 54,024	<b>5.0%</b> 49,971	<b>7.2%</b> 124	<b>4.2%</b> 193	<b>16.5%</b> 17,848	<b>1.6%</b> 5,055	<b>3.8%</b> 20,776	<b>17.2%</b> 437	<b>6.0%</b> 102	<b>5.5%</b> 4,750	<b>6.4%</b> 54,958	<b>2.4%</b> 9,012

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
	*	*	*	*	*
State	<b>1.0%</b> 3,336	<b>0.7%</b> 2,112	<b>2.3%</b> 22,480	<b>0.7%</b> 501	<b>0.4%</b> 54

### Students who are Identified as Accelerated - Whole Grade Acceleration

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	<b>0.1%</b> 2,145	<b>0.1%</b> 1,207	<b>0.1%</b> 932	<b>0.3%</b> 6	<b>0.0%</b> 2	<b>0.3%</b> 273	<b>0.1%</b> 417	<b>0.2%</b> 833	<b>0.0%</b> 0	<b>0.2%</b> 4	<b>0.1%</b> 99	<b>0.1%</b> 517	<b>0.0%</b> 96

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>District</b>	*	*	*	*	*
	*	*	*	*	*
State	<b>0.1%</b> 241	<b>0.0%</b> 51	<b>0.0%</b> 422	<b>0.0%</b> 24	<b>0.1%</b> 8

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Students Enrolled in Advanced Placement Coursework

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>11.4%</b> <b>91</b>	<b>12.9%</b> <b>52</b>	<b>10.0%</b> <b>39</b>	<b>*</b> <b>*</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	<b>*</b> <b>*</b>	‡ ‡	‡ ‡	<b>12.2%</b> <b>86</b>	‡ ‡
State	<b>24.2%</b> 146,564	<b>27.5%</b> 81,086	<b>21.0%</b> 65,343	<b>29.3%</b> 135	<b>20.2%</b> 307	<b>54.9%</b> 18,113	<b>14.1%</b> 13,985	<b>22.5%</b> 40,125	<b>28.3%</b> 278	<b>32.4%</b> 198	<b>25.2%</b> 5,892	<b>25.0%</b> 67,666	<b>11.7%</b> 14,446

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>District</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>9.7%</b> 7,479	<b>3.4%</b> 2,984	<b>16.4%</b> 47,264	<b>8.0%</b> 1,619	<b>3.2%</b> 104

### Students Enrolled in any dual-credit course where college credit was earned

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>11.3%</b> <b>90</b>	<b>12.9%</b> <b>52</b>	<b>9.7%</b> <b>38</b>	<b>*</b> <b>*</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	<b>*</b> <b>*</b>	‡ ‡	‡ ‡	<b>11.9%</b> <b>84</b>	<b>13.9%</b> <b>16</b>
State	<b>16.4%</b> 99,797	<b>16.9%</b> 49,774	<b>16.0%</b> 49,965	<b>12.6%</b> 58	<b>11.5%</b> 175	<b>19.3%</b> 6,358	<b>10.8%</b> 10,646	<b>13.1%</b> 23,343	<b>21.3%</b> 209	<b>15.5%</b> 95	<b>15.3%</b> 3,587	<b>20.5%</b> 55,384	<b>10.9%</b> 13,542

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>District</b>	‡ ‡	<b>14.3%</b> <b>11</b>	<b>10.4%</b> <b>21</b>	‡ ‡	‡ ‡
State	<b>8.1%</b> 6,220	<b>8.1%</b> 7,028	<b>11.9%</b> 34,431	<b>8.4%</b> 1,693	<b>5.1%</b> 165

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Students Enrolled in any course designated as Enriched or Honors

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>39.9%</b> 477	<b>47.0%</b> 273	<b>32.5%</b> 204	* *	‡ ‡	<b>47.1%</b> 13	‡ ‡	‡ ‡	* *	‡ ‡	<b>32.4%</b> 19	<b>40.8%</b> 431	<b>15.7%</b> 22
State	<b>52.3%</b> 400,741	<b>57.1%</b> 208,165	<b>47.9%</b> 192,119	<b>58.8%</b> 457	<b>49.1%</b> 892	<b>78.8%</b> 38,146	<b>41.2%</b> 47,154	<b>51.7%</b> 104,589	<b>50.7%</b> 710	<b>60.4%</b> 453	<b>52.8%</b> 16,902	<b>53.6%</b> 191,895	<b>32.3%</b> 47,950

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>District</b>	‡ ‡	‡ ‡	<b>19.9%</b> 65	‡ ‡	‡ ‡
State	<b>34.8%</b> 30,687	<b>19.4%</b> 20,597	<b>42.4%</b> 142,461	<b>28.3%</b> 6,483	<b>16.8%</b> 675

### Students Enrolled in IB Coursework

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>1.2%</b> 7,572	<b>1.5%</b> 4,466	<b>1.0%</b> 3,104	<b>0.4%</b> 2	<b>1.4%</b> 21	<b>1.4%</b> 447	<b>1.8%</b> 1,806	<b>2.0%</b> 3,583	<b>0.1%</b> 1	<b>2.6%</b> 16	<b>0.8%</b> 194	<b>0.6%</b> 1,504	<b>0.8%</b> 1,030

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>District</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>0.9%</b> 697	<b>0.4%</b> 323	<b>1.7%</b> 4,843	<b>1.0%</b> 206	<b>0.5%</b> 16

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## Advanced Academic Programs (cont)

### Advanced Placement (AP) Testing (College Board) Exams - Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>District</b>	*	*	*	*
State	17,656	10,830	16,715	10,160

### Advanced Placement (AP) Testing (College Board) Exams - Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>District</b>	‡	‡	‡	‡
State	44,080	31,204	26,027	18,959

### Advanced Placement (AP) Testing (College Board) Exams - Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>District</b>	70	61	36	33
State	124,858	83,994	43,339	30,713

### Advanced Placement (AP) Testing (College Board) Exams - Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
<b>District</b>	67	59	21	20
State	183,430	123,825	40,583	30,794

### Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
<b>District</b>	‡	‡	79	83
State	24,796	37,324	70,679	80,440

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## Advanced Academic Programs (cont)

### Advanced Placement (AP) Coursework - Grade 9

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	17,583	46	2,594	2,162	4,873	53	30	731	7,094	1,532

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>District</b>	‡	‡	‡	*	*	*
State	756	325	6,231	*	*	*

### Advanced Placement (AP) Coursework - Grade 10

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	28,654	51	4,197	2,460	7,649	129	48	1,194	12,926	2,522

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>District</b>	‡	‡	‡	*	*	*
State	1,501	427	8,870	*	*	*

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## Advanced Academic Programs (cont)

### Advanced Placement (AP) Coursework - Grade 11

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>43</b>	‡	‡	‡	‡	*	‡	‡	<b>41</b>	‡
State	<b>49,613</b>	<b>133</b>	<b>5,610</b>	<b>4,854</b>	<b>13,882</b>	<b>96</b>	<b>64</b>	<b>2,006</b>	<b>22,968</b>	<b>4,806</b>

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>District</b>	‡	‡	‡	*	*	*
State	<b>2,837</b>	<b>977</b>	<b>16,136</b>	*	*	*

### Advanced Placement (AP) Coursework - Grade 12

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>47</b>	‡	‡	‡	‡	*	‡	‡	<b>44</b>	‡
State	<b>50,714</b>	<b>77</b>	<b>5,712</b>	<b>4,509</b>	<b>13,721</b>	<b>0</b>	<b>56</b>	<b>1,961</b>	<b>24,678</b>	<b>5,586</b>

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>District</b>	‡	‡	‡	*	*	*
State	<b>2,385</b>	<b>1,255</b>	<b>16,027</b>	*	*	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Advanced Academic Programs (cont)

### Dual Credit Coursework - Grade 9

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>7,873</b>	<b>17</b>	<b>485</b>	<b>1,735</b>	<b>1,955</b>	<b>30</b>	<b>7</b>	<b>265</b>	<b>3,379</b>	<b>1,046</b>

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>District</b>	‡	‡	‡	*	*	*
State	<b>767</b>	<b>677</b>	<b>3,173</b>	*	*	*

### Dual Credit Coursework - Grade 10

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>11,691</b>	<b>21</b>	<b>822</b>	<b>1,301</b>	<b>3,050</b>	<b>106</b>	<b>13</b>	<b>432</b>	<b>5,946</b>	<b>1,687</b>

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>District</b>	‡	‡	‡	*	*	*
State	<b>1,172</b>	<b>960</b>	<b>4,316</b>	*	*	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Dual Credit Coursework - Grade 11

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>39</b>	‡	‡	‡	‡	*	‡	‡	<b>37</b>	‡
State	<b>30,348</b>	<b>59</b>	<b>1,776</b>	<b>2,748</b>	<b>6,654</b>	<b>72</b>	<b>28</b>	<b>1,129</b>	<b>17,882</b>	<b>4,003</b>

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>District</b>	‡	‡	<b>11</b>	*	*	*
State	<b>1,816</b>	<b>2,101</b>	<b>10,197</b>	*	*	*

### Dual Credit Coursework - Grade 12

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>51</b>	‡	‡	‡	‡	*	‡	‡	<b>47</b>	‡
State	<b>49,885</b>	<b>78</b>	<b>3,275</b>	<b>4,862</b>	<b>11,684</b>	<b>1</b>	<b>47</b>	<b>1,761</b>	<b>28,177</b>	<b>6,806</b>

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>District</b>	‡	‡	<b>10</b>	*	*	*
State	<b>2,465</b>	<b>3,290</b>	<b>16,745</b>	*	*	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### International Baccalaureate (IB) Coursework - Grade 9

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	285	0	29	125	26	0	1	26	78	31

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>District</b>	‡	‡	‡	*	*	*
State	10	14	116	*	*	*

### International Baccalaureate (IB) Coursework - Grade 10

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	186	0	11	99	36	0	0	5	35	23

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>District</b>	‡	‡	‡	*	*	*
State	9	9	109	*	*	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### International Baccalaureate (IB) Coursework - Grade 11

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>3,792</b>	<b>13</b>	<b>200</b>	<b>892</b>	<b>1,868</b>	<b>1</b>	<b>11</b>	<b>83</b>	<b>724</b>	<b>531</b>

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>District</b>	‡	‡	‡	*	*	*
State	<b>432</b>	<b>191</b>	<b>2,486</b>	*	*	*

### International Baccalaureate (IB) Coursework - Grade 12

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	<b>3,309</b>	<b>8</b>	<b>207</b>	<b>690</b>	<b>1,653</b>	<b>0</b>	<b>4</b>	<b>80</b>	<b>667</b>	<b>445</b>

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
<b>District</b>	‡	‡	‡	*	*	*
State	<b>246</b>	<b>109</b>	<b>2,132</b>	*	*	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Students Assessed For Giftedness

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	‡	‡	‡	*	*	‡	‡	‡
State	<b>10.9%</b> 210,029	<b>10.9%</b> 102,148	<b>10.8%</b> 107,618	<b>15.2%</b> 263	<b>13.1%</b> 609	<b>25.5%</b> 27,603	<b>6.7%</b> 21,672	<b>8.9%</b> 49,106	<b>9.1%</b> 231	<b>14.6%</b> 247	<b>12.6%</b> 10,835	<b>11.7%</b> 99,726	<b>9.6%</b> 36,640

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	*	‡	‡	‡	‡
State	<b>8.1%</b> 27,120	<b>8.1%</b> 24,250	<b>7.9%</b> 75,982	<b>5.0%</b> 3,368	<b>5.7%</b> 830

### Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	‡	‡	‡	*	*	‡	‡	‡
State	<b>1.3%</b> 24,286	<b>1.2%</b> 11,650	<b>1.3%</b> 12,539	<b>5.6%</b> 97	<b>1.7%</b> 77	<b>4.2%</b> 4,503	<b>0.6%</b> 2,057	<b>0.8%</b> 4,442	<b>0.7%</b> 19	<b>1.7%</b> 29	<b>1.5%</b> 1,258	<b>1.4%</b> 11,901	<b>0.8%</b> 3,235

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## Advanced Academic Programs (cont)

### Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>District</b>	* ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	* 1,641	<b>0.6%</b> 1,669	* 5,810	* 176	* 31

### Students Identified As Gifted

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	<b>4.3%</b> 82,264	<b>4.3%</b> 39,778	<b>4.3%</b> 42,329	<b>9.1%</b> 157	<b>4.4%</b> 204	<b>16.8%</b> 18,205	<b>1.9%</b> 6,169	<b>2.7%</b> 14,678	<b>3.2%</b> 82	<b>8.0%</b> 135	<b>5.2%</b> 4,475	<b>4.5%</b> 38,316	<b>2.4%</b> 9,053

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
<b>District</b>	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>0.9%</b> 2,868	<b>0.9%</b> 2,723	<b>2.1%</b> 20,218	<b>0.7%</b> 450	<b>0.4%</b> 60

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Advanced Academic Programs (cont)

### Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
District	‡	‡	‡	*	*	‡	‡	‡	*	*	‡	‡	‡
State	0.8%	0.7%	0.8%	5.1%	1.0%	3.3%	0.3%	0.4%	0.2%	1.2%	1.0%	0.8%	0.4%
	14,561	6,794	7,679	88	45	3,571	1,112	2,057	6	20	834	6,916	1,436

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	*	‡	‡	‡	‡
State	0.1%	0.2%	0.3%	0.1%	0.0%
	356	467	2,738	50	7

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Students With IEPs

### What is it?

This shows the percentage of students who receive special education and related services in accordance with their Individualized Education Programs (IEPs). Each student who is found eligible for special education and related services receives an IEP that specifies supplemental services, accommodations, modifications, and supports to enable the student to be involved in, and make progress in, the general education curriculum. The state collects demographic information on all students, including racial and ethnic diversity. There are 14 disability areas, ranging from autism to visual impairment. Schools follow a process mandated by law in identifying students' disabilities and then developing IEPs.

### By Race/ Ethnicity

		American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White
<b>District</b>	<b>All Students</b>	*	0.1%	0.3%	0.3%	*	*	0.6%	11.4%
	<b>Students with IEPs</b>	*	1.0%	2.3%	2.3%	*	*	4.9%	89.5%
All Peer Districts *	All Students	*	8.8%	21.5%	16.8%	*	*	18.6%	16.7%
	Students with IEPs	*	2.5%	15.1%	20.4%	*	*	5.6%	56.1%
State	All Students	*	0.5%	3.2%	4.7%	*	*	0.7%	7.1%
	Students with IEPs	*	3.0%	19.6%	28.8%	*	*	4.5%	43.8%

### By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
<b>District</b>	<b>All Students</b>	0.8%	*	0.1%	0.6%	0.3%	0.1%	0.6%
	<b>Students with IEPs</b>	6.3%	*	0.7%	4.6%	2.3%	0.7%	4.9%
All Peer Districts *	All Students	1.8%	*	0.0%	2.2%	0.8%	0.1%	0.7%
	Students with IEPs	10.8%	*	0.0%	13.2%	4.6%	0.8%	4.1%
State	All Students	2.0%	*	0.0%	2.3%	0.8%	0.1%	0.7%
	Students with IEPs	12.2%	*	0.0%	14.4%	5.1%	0.7%	4.4%

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Students With IEPs (cont)

### By Disability Category

		Multiple Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
<b>District</b>	<b>All Students</b>	<b>0.1%</b>	<b>*</b>	<b>2.0%</b>	<b>5.3%</b>	<b>2.9%</b>	<b>*</b>	<b>*</b>
	<b>Students with IEPs</b>	<b>0.7%</b>	<b>*</b>	<b>15.5%</b>	<b>41.4%</b>	<b>23.0%</b>	<b>*</b>	<b>*</b>
All Peer Districts *	All Students	0.2%	*	2.4%	5.2%	3.3%	*	*
	Students with IEPs	1.1%	*	14.3%	30.7%	19.6%	*	*
State	All Students	0.2%	*	2.2%	5.1%	2.7%	*	*
	Students with IEPs	1.0%	*	13.7%	31.4%	16.3%	*	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Educational Environments for Students with IEPs

### What is it?

This shows the percentage of students with IEPs and the classification of their educational environment. Special education law requires that students with IEPs be placed to the maximum extent appropriate with children who are not disabled. This means including students with IEPs in general classrooms, the least restrictive environment, as much as possible. The IEP team, which includes parents, bases placement decisions on the best ways to meet the identified needs of a student. The percentage of time spent in general classrooms will vary according to the needs of individual students, who may require supplemental services to achieve their learning goals. The percentage of students with IEPs whose educational environment was classified into one of four settings for students age 6 to 21 is as follows:

- 80 percent or more of time in a general classroom with their non-disabled peers
- Less than 40 percent of time in a general classroom
- 40-79 percent of time in a general classroom
- In a separate facility

### By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>All</b>				
<b>District</b>	<b>66.7%</b>	<b>22.1%</b>	<b>10.2%</b>	<b>1.1%</b>
All Peer Districts *	55.9%	25.4%	13.0%	5.6%
State	54.5%	25.6%	13.3%	6.7%
<b>American Indian</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Asian</b>				
<b>District</b>	<b>0.7%</b>	<b>0.0%</b>	<b>0.4%</b>	<b>0.0%</b>
All Peer Districts *	1.3%	0.4%	0.6%	0.1%
State	1.5%	0.5%	0.6%	0.2%
<b>Black</b>				
<b>District</b>	<b>0.4%</b>	<b>1.4%</b>	<b>0.4%</b>	<b>0.0%</b>
All Peer Districts *	7.4%	3.9%	2.9%	1.1%
State	9.0%	6.0%	3.4%	1.7%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Hispanic</b>				
<b>District</b>	1.1%	0.7%	0.7%	0.0%
All Peer Districts *	11.2%	5.2%	3.0%	0.9%
State	15.7%	7.5%	4.0%	1.5%
<b>MENA</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
<b>Two or More Races</b>				
<b>District</b>	3.9%	1.1%	0.4%	0.0%
All Peer Districts *	3.0%	1.4%	0.8%	0.4%
State	2.4%	1.0%	0.6%	0.3%
<b>White</b>				
<b>District</b>	60.7%	18.9%	8.4%	1.1%
All Peer Districts *	32.9%	14.5%	5.8%	3.1%
State	25.6%	10.4%	4.7%	2.9%

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Educational Environments for Students with IEPs (cont)

### For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
<b>Autism</b>				
<b>District</b>	<b>3.2%</b>	<b>0.4%</b>	<b>2.8%</b>	<b>0.4%</b>
All Peer Districts *	3.1%	2.4%	3.8%	1.5%
State	3.4%	2.6%	4.1%	2.0%
<b>Emotional Disability</b>				
<b>District</b>	<b>0.7%</b>	<b>0.4%</b>	<b>0.7%</b>	<b>0.7%</b>
All Peer Districts *	1.7%	1.0%	0.8%	1.6%
State	2.0%	1.1%	0.7%	1.7%
<b>Intellectual Disability</b>				
<b>District</b>	<b>0.0%</b>	<b>1.1%</b>	<b>4.2%</b>	<b>0.0%</b>
All Peer Districts *	0.2%	1.4%	2.5%	0.5%
State	0.2%	1.5%	2.4%	0.8%
<b>Other Health Impairment</b>				
<b>District</b>	<b>10.9%</b>	<b>4.9%</b>	<b>0.7%</b>	<b>0.0%</b>
All Peer Districts *	8.6%	4.6%	1.5%	0.9%
State	8.6%	4.1%	1.4%	0.8%
<b>Specific Learning Disability</b>				
<b>District</b>	<b>31.6%</b>	<b>12.6%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	18.8%	13.1%	1.7%	0.4%
State	19.3%	13.1%	1.8%	0.5%
<b>Speech or Language Impairment</b>				
<b>District</b>	<b>19.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	17.1%	0.1%	0.1%	0.0%
State	14.2%	0.2%	0.1%	0.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>All</b>					
<b>District</b>	<b>21.1%</b>	<b>78.9%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	52.7%	20.8%	21.7%	0.1%	4.7%
State	53.8%	15.4%	25.3%	0.1%	5.4%
<b>American Indian</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Asian</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	2.1%	0.5%	1.1%	0.0%	0.3%
State	2.9%	0.5%	1.5%	0.0%	0.3%
<b>Black</b>					
<b>District</b>	<b>0.0%</b>	<b>5.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	5.7%	3.0%	3.7%	0.0%	0.3%
State	7.3%	2.2%	4.9%	0.0%	0.3%
<b>Hispanic</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	12.9%	3.1%	5.5%	0.0%	0.7%
State	17.8%	2.5%	8.2%	0.0%	1.0%

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Educational Environments for Students with IEPs (cont)

### By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>MENA</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Native Hawaiian/ Pacific Islander</b>					
<b>District</b>	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
<b>Two or More Races</b>					
<b>District</b>	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	2.9%	1.4%	1.4%	0.0%	0.2%
State	2.6%	0.9%	1.2%	0.0%	0.2%
<b>White</b>					
<b>District</b>	21.1%	73.7%	0.0%	0.0%	0.0%
All Peer Districts *	29.0%	12.7%	9.9%	0.1%	3.2%
State	23.0%	9.3%	9.4%	0.1%	3.6%

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Early Childhood (EC) Educational Environments (ages 3-5)

### What is it?

This shows the percentage of students with IEPs and the classification of their educational environment. Special education law requires that students with IEPs be placed to the maximum extent appropriate with children who are not disabled. This means including students with IEPs in general classrooms, the least restrictive environment, as much as possible. The IEP team, which includes parents, bases placement decisions on the best ways to meet the identified needs of a student. The percentage of time spent in general classrooms will vary according to the needs of individual students, who may require supplemental services to achieve their learning goals. For pre-school students age 3-5 with IEPs, educational environments are classified in five ways:

- Receives the majority of special education services inside an early childhood program
- Enrolled in a regular early childhood program but the majority of special education services outside the early childhood program
- Enrolled in special education class or facility
- At home
- In the care of a service provider

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Autism</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	3.8%	1.5%	5.4%	0.0%	0.0%
State	4.5%	1.1%	6.8%	0.0%	0.1%
<b>Developmental Delay</b>					
<b>District</b>	<b>10.5%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	24.5%	4.8%	13.7%	0.0%	0.1%
State	28.5%	4.5%	15.8%	0.0%	0.5%
<b>Emotional Disability</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	0.0%	0.0%	0.0%	0.0%	0.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Early Childhood (EC) Educational Environments (ages 3-5) (cont)

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Intellectual Disability</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Other Health Impairment</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	1.2%	0.3%	1.0%	0.0%	0.0%
State	1.1%	0.2%	1.0%	0.0%	0.0%

### For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
<b>Specific Learning Disability</b>					
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	0.0%	0.0%	0.0%	0.0%	0.0%
State	0.1%	0.0%	0.0%	0.0%	0.0%
<b>Speech or Language Impairment</b>					
<b>District</b>	<b>10.5%</b>	<b>68.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
All Peer Districts *	22.5%	13.9%	0.6%	0.0%	4.5%
State	18.9%	9.3%	0.7%	0.0%	4.8%

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## State Performance Plan Indicators For Students With IEPs

### What is it?

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

SPP Indicator	Indicator Description	2023-24 District Data	2023-24 State Target	District Met Target
1	Graduation Percent for students with IEPs (Data lag one year)	88.24	82.6	Yes
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (Data lag one year)	No	No	Yes
5a	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside the general classroom > 80% of the time	66.7	53.3	Yes
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	21.1	47.5	No
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	Yes
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	Yes
11	Children who were evaluated and eligibility determined within 60 school days of receiving parental consent for initial evaluation	100.00	100	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	100.00	100	Yes
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	100.00	100	Yes

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## English Learners

### What is it?

This shows students whose primary language is not English. These students have been identified through a screening process as eligible for bilingual education and/or English as a second language services, and who have not yet reached English language proficiency as measured by ACCESS for ELLs 2.0.

### EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
<b>District</b>	*	<b>100.0%</b> <b>36</b>	‡ ‡	*
State	*	<b>100.0%</b> 268,275	<b>6.2%</b> 16,723	* 62,087

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Student Attendance

### What is it?

This shows the average daily attendance at this school. This is a weighted measure of the number of days present relative to the total number of potential attendance days.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>94.0%</b>	<b>94.0%</b>	<b>94.0%</b>	*	<b>93.7%</b>	<b>94.6%</b>	<b>94.3%</b>	<b>93.2%</b>	*	<b>89.4%</b>	<b>92.6%</b>	<b>94.0%</b>	<b>92.1%</b>
State	<b>91.6%</b>	<b>91.6%</b>	<b>91.7%</b>	<b>92.2%</b>	<b>90.3%</b>	<b>94.0%</b>	<b>88.6%</b>	<b>90.1%</b>	<b>92.8%</b>	<b>91.3%</b>	<b>91.7%</b>	<b>93.3%</b>	<b>90.0%</b>

	English Learners	Students with IEPs	Low Income	Military	Youth In Care
<b>District</b>	<b>95.5%</b>	<b>91.8%</b>	<b>92.4%</b>	*	<b>93.5%</b>
State	<b>90.4%</b>	<b>89.8%</b>	<b>89.6%</b>	<b>92.8%</b>	<b>89.1%</b>

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Student Mobility Rate

### What is it?

A school's student mobility rate is the percentage of students who experienced at least one transfer in or out of the school between the first school day of October and the last school day of the year. Graduates are not included.

### Student Mobility

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>3.8%</b>	<b>3.9%</b>	<b>3.7%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>20.8%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>3.0%</b>	<b>5.9%</b>
State	7.9%	7.6%	8.2%	5.0%	11.7%	7.6%	13.2%	9.9%	7.5%	8.6%	8.3%	4.6%	6.7%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
<b>District</b>	<b>‡</b>	<b>5.7%</b>	<b>6.9%</b>	<b>‡</b>	<b>*</b>	<b>*</b>	<b>‡</b>
State	13.6%	7.4%	10.9%	38.2%	38.4%	9.3%	27.9%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Chronic Absenteeism Rate

### What is it?

This shows the percentage of students who miss 10 percent or more of school days per year either with or without a valid excuse. Illinois law defines “chronic absentee” as a student who misses 10 percent of school days within an academic year with or without a valid excuse. That’s 18 days of an average 180-day school year. Excused absences include illness, suspension, need to care for a family member, etc. Students need daily instruction in order to succeed. Chronic absentees are at risk of academic and social problems.

### By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	15.2%	14.4%	15.8%	*	‡	‡	‡	19.2%	*	‡	22.1%	14.7%	27.0%
State	26.3%	26.6%	26.0%	23.6%	32.8%	16.6%	40.4%	32.9%	22.9%	28.0%	26.6%	18.1%	32.7%

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
<b>District</b>	‡	‡	29.8%	25.9%	*	‡
State	32.1%	54.6%	33.6%	36.3%	20.3%	38.0%

### By Grades

	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>District</b>	13.2%	7.6%	15.7%	8.8%	10.9%	8.7%	13.1%	15.8%	19.4%	21.6%	21.7%	26.7%	10.3%
State	29.1%	23.7%	21.8%	19.8%	19.1%	18.9%	20.6%	23.1%	25.3%	29.6%	33.1%	35.8%	41.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Dropout Rate

### What is it?

This shows the percentage of students who are removed from the local enrollment roster before the end of a school term. Dropouts include students in Grades 9-12 whose names have been removed for any reason, including moved not known to be continuing, transfer to GED-program, and aged out. The percentage does not include death, extended illness, graduation/completion of a program of studies, transfer to another public/private/home school, or expulsion.

### By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡	‡	‡	*	*	*	*	*	*	*	‡	‡	‡
State	2.7%	2.5%	2.9%	3.2%	4.1%	1.0%	4.5%	3.2%	0.0%	2.3%	3.3%	1.9%	2.4%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant
<b>District</b>	*	*	‡	*	*
State	3.7%	2.8%	3.9%	7.6%	10.6%

### By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
<b>District</b>	*	‡	‡	‡
State	2.4%	4.6%	4.5%	3.5%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Chronic Truancy Rate

### What is it?

This shows the percentage of students who are considered chronic truants as defined in [Section 26-2a of the School Code](#). Chronic truants include students subject to compulsory attendance who have been absent without valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>5.3%</b>	<b>4.9%</b>	<b>5.7%</b>	<b>*</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>‡</b>	<b>*</b>	<b>‡</b>	<b>12.7%</b>	<b>4.9%</b>	<b>8.7%</b>
State	20.0%	20.0%	20.0%	8.6%	26.3%	8.1%	44.4%	28.5%	7.8%	20.7%	17.2%	7.4%	22.6%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>‡</b>	<b>10.9%</b>	<b>10.2%</b>
State	28.3%	24.3%	31.7%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Truancy Rate

### What is it?

This shows the percentage of students who miss more than 1 percent but less than 5 percent school days per year without a valid excuse. Illinois law defines "truant" as a student who is subject to compulsory school attendance and is absent without a valid excuse for more than 1 percent but less than 5 percent of the past 180 school days.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>299</b> 13.3%	<b>150</b> 14.0%	<b>149</b> 12.6%	<b>*</b> *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	<b>*</b> *	‡ ‡	<b>17</b> 16.7%	<b>263</b> 13.0%	<b>70</b> 19.7%
State	<b>431,594</b> 25.7%	<b>210,741</b> 25.8%	<b>220,534</b> 25.6%	<b>319</b> 19.0%	<b>1,195</b> 29.9%	<b>19,524</b> 20.6%	<b>86,768</b> 31.5%	<b>157,444</b> 32.8%	<b>626</b> 27.7%	<b>389</b> 25.9%	<b>19,102</b> 26.1%	<b>146,546</b> 19.5%	<b>89,136</b> 26.7%

	English Learners	Students with IEPs	Low Income
<b>District</b>	‡ ‡	<b>54</b> 20.2%	<b>151</b> 22.1%
State	<b>94,123</b> 33.5%	<b>69,217</b> 27.2%	<b>255,729</b> 30.7%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Student Discipline

### What is it?

The tables below provide a summary of discipline incidents occurring over the previous school year. In the following tables incidents are broken down by column (actions taken). The tables represent breakdowns by race, gender, grade level, whether a student is an English learner, incident type, and duration of the action taken.

### Total Student Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>District</b>	<b>176</b>	<b>*</b>	<b>*</b>	<b>149</b>	<b>52</b>	<b>*</b>
State	111,577	455	103	71,095	63,510	1,670

### Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>District</b>	<b>325</b>	<b>*</b>	<b>*</b>	<b>256</b>	<b>69</b>	<b>*</b>
State	253,314	459	103	148,096	102,584	2,072

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Student Discipline (cont)

### By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>American Indian</b>						
<b>District</b>	*	*	*	*	*	*
State	693	*	*	422	266	5
<b>Asian</b>						
<b>District</b>	‡	*	*	‡	*	*
State	2,469	1	1	1,576	874	17
<b>Black</b>						
<b>District</b>	13	*	*	10	3	*
State	89,929	188	36	45,037	43,342	1,326
<b>Hispanic</b>						
<b>District</b>	7	*	*	7	*	*
State	66,026	90	32	43,498	22,178	228
<b>Native Hawaiian/ Pacific Islander</b>						
<b>District</b>	‡	*	*	‡	*	*
State	183	*	*	112	71	*
<b>Two or More Races</b>						
<b>District</b>	30	*	*	26	4	*
State	17,008	44	9	9,837	6,966	152
<b>White</b>						
<b>District</b>	272	*	*	210	62	*
State	76,667	136	25	47,398	28,764	344

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## Student Discipline (cont)

### By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>K-8</b>						
<b>District</b>	119	*	*	88	31	*
State	124,379	139	31	65,831	57,183	1,195
<b>9-12</b>						
<b>District</b>	206	*	*	168	38	*
State	128,935	320	72	82,265	45,401	877

### By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Tobacco</b>						
<b>District</b>	14	*	*	13	1	*
State	7,455	5	1	4,257	3,164	28
<b>Alcohol</b>						
<b>District</b>	*	*	*	*	*	*
State	3,198	2	*	1,295	1,878	23
<b>Drug Offences</b>						
<b>District</b>	1	*	*	*	1	*
State	10,678	88	16	3,149	7,214	211
<b>Violence with Physical Injury</b>						
<b>District</b>	58	*	*	36	22	*
State	15,625	103	14	3,518	11,871	119

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## Student Discipline (cont)

### By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Violence without Physical Injury</b>						
<b>District</b>	12	*	*	5	7	*
State	50,695	106	25	19,517	30,324	723
<b>Dangerous Weapon: Firearm</b>						
<b>District</b>	7	*	*	3	4	*
State	499	8	6	86	388	11
<b>Dangerous Weapon: Other</b>						
<b>District</b>	*	*	*	*	*	*
State	2,171	51	12	547	1,472	89
<b>Other Reason</b>						
<b>District</b>	233	*	*	199	34	*
State	162,993	96	29	115,727	46,273	868

### By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>English Learners</b>						
<b>District</b>	1	*	*	1	*	*
State	37,976	39	19	25,420	12,372	126
<b>Students with IEPs</b>						
<b>District</b>	94	*	*	72	22	*
State	66,546	75	4	36,569	29,362	536

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## Student Discipline (cont)

### By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Low Income</b>						
<b>District</b>	166	*	*	131	35	*
State	187,999	372	82	107,558	78,336	1,651

### By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Less than 1 day</b>						
<b>District</b>	41	*	*	39	2	*
State	32,224	1	1	28,032	4,171	19
<b>1-2 days</b>						
<b>District</b>	196	*	*	175	21	*
State	139,069	77	4	100,589	37,898	501
<b>2-3 days</b>						
<b>District</b>	53	*	*	35	18	*
State	38,526	3	1	13,746	24,575	201
<b>3-4 days</b>						
<b>District</b>	21	*	*	6	15	*
State	25,631	*	*	4,402	21,069	160
<b>4-10 days</b>						
<b>District</b>	9	*	*	1	8	*
State	12,050	6	*	1,123	10,680	241

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Student Discipline (cont)

### By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Greater than 10 days</b>						
<b>District</b>	<b>5</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>5</b>	<b>*</b>
State	5,814	372	97	204	4,191	950

### By Gender - Incident Count

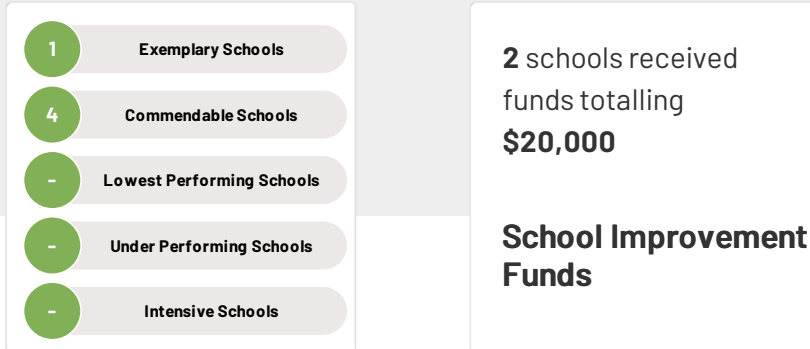
	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Female</b>						
<b>District</b>	<b>80</b>	<b>*</b>	<b>*</b>	<b>61</b>	<b>19</b>	<b>*</b>
State	80,404	155	31	46,399	33,111	708
<b>Male</b>						
<b>District</b>	<b>245</b>	<b>*</b>	<b>*</b>	<b>195</b>	<b>50</b>	<b>*</b>
State	172,782	302	72	101,617	69,428	1,363
<b>Non Binary</b>						
<b>District</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
State	128	2	*	80	45	1

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## About the data

Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has five summative designations: Exemplary School, Commendable School, Targeted School, Comprehensive School, and Intensive School. Targeted Schools and Comprehensive Schools receive additional funding and supports to build local capacity and improve student outcomes. Multiple measures of school performance and growth determine a school's annual\* summative designation.

\*Federal waivers issued in 2020 and 2021 impacted accountability. For more information, see [www.isbe.net/summative](http://www.isbe.net/summative).



## School Improvement Funds

### What is it?

Funds authorized under Title I, Part A, Section 1003 School Improvement of ESSA are allocated on a formula basis to LEAs serving the state’s lowest-performing schools that are implementing comprehensive support and improvement activities or the state’s underperforming schools that are implementing targeted support and improvement activities. School Improvement funds are disbursed by the Illinois State Board of Education to eligible LEAs via the IL-EMPOWER Grant to assist schools in improvement status develop, implement, and monitor effective School Improvement Plans. The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status. LEAs use school improvement funding for the following types of planning and implementation activities:

- Contracting for professional services from state-approved learning partners.
- Conducting school-level needs assessments.
- Analyzing data.
- Identifying resource inequities.
- Researching and implementing evidence-based interventions.
- Purchasing standards-aligned curriculum and materials.
- Purchasing and administering local assessments for progress monitoring.
- Paying school personnel to collaborate and to develop, implement, and monitor School Improvement Plans.

### Schools Who Receive Title I School Improvement - 1003(a) Funds

	Cohort Year	School Improvement Status	Term within School Improvement Status Cycle	Current School Improvement Grant Term Allocation	Reason for Improvement Status & Grant Allocation
McGaughey Elem School	2023	Targeted	Planning Year	\$10,000	CWD
Mt Zion Elem School	2023	Targeted	Planning Year	\$10,000	CWD
Mt Zion High School	*	*	*	*	*
Mt Zion Intermediate School	*	*	*	*	*
Mt Zion Jr High School	*	*	*	*	*

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## Summative Designation Meta Indicator Components

### What is it?

Percentage of Students with 95% Attendance in Junior/Senior year: The tables indicate the percentage of students in this district and the state who graduated with an average attendance rate of 95% or better over their junior and senior years.

Percentage of students who fall into each GPA category: The tables indicate the percentage of students in this district and the state whose GPA fell into one of four categorical ranges (as noted in the table).

Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement: The tables below indicate the percentage of students in this district and the state who met the minimum composite score requirements on the SAT or ACT.

Percentage of students who have at least 1 Academic ELA Indicator: The tables below indicate the percentage of students in this district and the state who have currently met the requirements for at least 1 academic ELA indicator.

Percentage of students who have at least 1 Academic Math Indicator: The tables below indicate the percentage of students in this district and the state who have currently met the requirements for at least 1 academic MATH indicator.

Percentage of students who have identified a Career Area of Interest by Sophomore Year: The tables below indicate the percentage of students in this district and the state who have identified a career area of interest by their sophomore year.

Percentage of students who have earned 1, 2, or 3+ career ready indicators: The tables below indicate the percentage of students in this district and the state who have earned 1, 2, or 3+ career-ready indicators.

Percentage of students who have earned a College and Career Pathway Endorsement: The tables below indicate the percentage of students in this district and the state who have earned a college and career pathway endorsement.

Student Participation in Fine Arts: The tables below indicate the percentage of students in this district and the state who were enrolled in one or more fine arts courses in the previous year.

Fine Arts: Teacher Qualifications: The tables below indicate the percentage of students in the district and the state enrolled in fine arts courses taught by teachers licensed to teach fine arts courses.

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## Summative Designation Meta Indicator Components (cont)

### Percentage of students with 95% attendance in JR/SR year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>173</b> 94.0%	<b>91</b> 93.8%	<b>82</b> 94.3%	<b>*</b> *	<b>‡</b> ‡	<b>‡</b> ‡	<b>‡</b> ‡	<b>‡</b> ‡	<b>*</b> *	<b>*</b> *	<b>‡</b> ‡	<b>153</b> 95.0%	<b>28</b> 90.3%
State	<b>94,588</b> 70.6%	<b>46,845</b> 70.4%	<b>47,663</b> 70.7%	<b>80</b> 86.0%	<b>174</b> 61.7%	<b>6,521</b> 85.8%	<b>8,660</b> 42.9%	<b>20,675</b> 54.7%	<b>*</b> *	<b>73</b> 62.9%	<b>3,657</b> 75.1%	<b>54,828</b> 86.8%	<b>16,343</b> 65.5%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>‡</b> ‡	<b>‡</b> ‡	<b>35</b> 81.4%
State	<b>5,598</b> 49.0%	<b>9,440</b> 59.9%	<b>31,642</b> 53.3%

### Percentage of students who fall into each GPA category

All				
<b>District</b>	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>178</b> 96.7%
State	<b>27,604</b> 20.6%	<b>43,394</b> 32.4%	<b>35,867</b> 26.8%	<b>16,205</b> 12.1%
Female				
<b>District</b>	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>93</b> 95.9%
State	<b>16,583</b> 24.9%	<b>22,057</b> 33.2%	<b>14,484</b> 21.8%	<b>8,023</b> 12.1%
Male				
<b>District</b>	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>85</b> 97.7%
State	<b>10,994</b> 16.3%	<b>21,306</b> 31.6%	<b>21,373</b> 31.7%	<b>8,163</b> 12.1%

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## Summative Designation Meta Indicator Components (cont)

### Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>27</b> 29.0%	<b>31</b> 33.3%	<b>10</b> 10.8%	<b>19</b> 20.4%
<b>American Indian</b>				
<b>District</b>	‡	‡	‡	‡
	‡	‡	‡	‡
State	<b>41</b> 14.5%	<b>79</b> 28.0%	<b>115</b> 40.8%	<b>24</b> 8.5%
<b>Asian</b>				
<b>District</b>	‡	‡	‡	‡
	‡	‡	‡	‡
State	<b>3,634</b> 47.8%	<b>2,730</b> 35.9%	<b>855</b> 11.2%	<b>262</b> 3.5%
<b>Black</b>				
<b>District</b>	‡	‡	‡	‡
	‡	‡	‡	‡
State	<b>1,417</b> 7.0%	<b>5,151</b> 25.5%	<b>7,669</b> 38.0%	<b>4,072</b> 20.2%
<b>Hispanic</b>				
<b>District</b>	‡	‡	‡	‡
	‡	‡	‡	‡
State	<b>4,002</b> 10.6%	<b>11,928</b> 31.6%	<b>14,262</b> 37.7%	<b>5,254</b> 13.9%
<b>MENA</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	*	*	*	*
	*	*	*	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	*	*	*	*
	*	*	*	*
State	<b>30</b> 25.9%	<b>43</b> 37.1%	<b>26</b> 22.4%	<b>13</b> 11.2%
<b>Two or More Races</b>				
<b>District</b>	‡	‡	‡	‡
	‡	‡	‡	‡
State	<b>1,164</b> 23.9%	<b>1,540</b> 31.6%	<b>1,276</b> 26.2%	<b>527</b> 10.8%
<b>White</b>				
<b>District</b>	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>158</b> 98.1%
State	<b>17,316</b> 27.4%	<b>21,923</b> 34.7%	<b>11,664</b> 18.5%	<b>6,053</b> 9.6%
<b>Students with Disabilities</b>				
<b>District</b>	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>29</b> 93.5%
State	<b>2,865</b> 11.5%	<b>8,041</b> 32.2%	<b>8,926</b> 35.8%	<b>3,337</b> 13.4%
<b>English Learners</b>				
<b>District</b>	‡	‡	‡	‡
	‡	‡	‡	‡
State	<b>679</b> 6.0%	<b>3,373</b> 29.5%	<b>4,972</b> 43.6%	<b>1,652</b> 14.5%
<b>Students with IEPs</b>				
<b>District</b>	‡	‡	‡	‡
	‡	‡	‡	‡
State	<b>1,001</b> 6.4%	<b>4,336</b> 27.5%	<b>6,482</b> 41.2%	<b>2,535</b> 16.1%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
<b>Low Income</b>				
<b>District</b>	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>0</b> 0.0%	<b>43</b> 100.0%
State	<b>6,166</b> 10.4%	<b>16,557</b> 27.9%	<b>21,153</b> 35.6%	<b>9,988</b> 16.8%

### Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>6</b> 3.3%	<b>3</b> 3.1%	<b>3</b> 3.5%	<b>*</b> *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	<b>*</b> *	<b>*</b> *	‡ ‡	<b>4</b> 2.5%	<b>1</b> 3.2%
State	<b>25,068</b> 18.7%	<b>12,327</b> 18.5%	<b>12,708</b> 18.9%	<b>33</b> 35.5%	<b>37</b> 13.1%	<b>3,976</b> 52.3%	<b>930</b> 4.6%	<b>3,931</b> 10.4%	<b>*</b> *	<b>41</b> 35.3%	<b>1,126</b> 23.1%	<b>15,027</b> 23.8%	<b>3,360</b> 13.5%

	English Learners	Students with IEPs	Low Income
<b>District</b>	‡ ‡	‡ ‡	<b>0</b> 0.0%
State	<b>456</b> 4.0%	<b>645</b> 4.1%	<b>4,467</b> 7.5%

### Percentage of students who have at least 1 Academic ELA Indicator

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>39</b> 21.2%	<b>24</b> 24.7%	<b>15</b> 17.2%	<b>*</b> *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	<b>*</b> *	<b>*</b> *	‡ ‡	<b>35</b> 21.7%	<b>0</b> 0.0%
State	<b>64,769</b> 48.3%	<b>35,486</b> 53.3%	<b>29,231</b> 43.4%	<b>52</b> 55.9%	<b>103</b> 36.5%	<b>5,958</b> 78.3%	<b>6,703</b> 33.2%	<b>15,619</b> 41.3%	<b>*</b> *	<b>69</b> 59.5%	<b>2,431</b> 49.9%	<b>33,886</b> 53.7%	<b>8,237</b> 33.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have at least 1 Academic ELA Indicator

	English Learners	Students with IEPs	Low Income
<b>District</b>	‡	‡	<b>3</b> <b>7.0%</b>
State	<b>2,293</b> 20.1%	<b>2,626</b> 16.7%	<b>20,930</b> 35.3%

### Percentage of students who have at least 1 Academic Math Indicator

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>114</b> <b>62.0%</b>	<b>62</b> <b>63.9%</b>	<b>52</b> <b>59.8%</b>	<b>*</b> <b>*</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	‡ ‡	<b>103</b> <b>64.0%</b>	<b>13</b> <b>41.9%</b>
State	<b>92,695</b> 69.2%	<b>48,537</b> 73.0%	<b>44,086</b> 65.4%	<b>72</b> 77.4%	<b>173</b> 61.4%	<b>6,755</b> 88.8%	<b>11,398</b> 56.4%	<b>24,120</b> 63.8%	<b>*</b> <b>*</b>	<b>84</b> 72.4%	<b>3,266</b> 67.1%	<b>46,899</b> 74.3%	<b>13,619</b> 54.5%

	English Learners	Students with IEPs	Low Income
<b>District</b>	‡	‡	<b>16</b> <b>37.2%</b>
State	<b>5,805</b> 50.9%	<b>6,602</b> 41.9%	<b>34,525</b> 58.1%

### Percentage of students who have identified a Career Area of Interest by Sophomore Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>2</b> <b>1.1%</b>	<b>1</b> <b>1.0%</b>	<b>1</b> <b>1.1%</b>	<b>*</b> <b>*</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡	<b>*</b> <b>*</b>	<b>*</b> <b>*</b>	‡ ‡	<b>1</b> <b>0.6%</b>	<b>0</b> <b>0.0%</b>
State	<b>70,373</b> 52.5%	<b>34,837</b> 52.4%	<b>35,490</b> 52.7%	<b>46</b> 49.5%	<b>147</b> 52.1%	<b>5,351</b> 70.4%	<b>6,499</b> 32.2%	<b>16,954</b> 44.9%	<b>*</b> <b>*</b>	<b>51</b> 44.0%	<b>2,687</b> 55.2%	<b>38,684</b> 61.3%	<b>12,208</b> 48.9%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have identified a Career Area of Interest by Sophomore Year

	English Learners	Students with IEPs	Low Income
<b>District</b>	‡	‡	1 2.3%
State	5,031 44.1%	6,984 44.4%	24,316 41.0%

### Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
<b>All</b>				
<b>District</b>	32 17.4%	54 29.4%	86 46.7%	12 6.5%
State	43,130 32.2%	23,491 17.5%	30,663 22.9%	36,721 27.4%
<b>Female</b>				
<b>District</b>	18 18.6%	29 29.9%	41 42.3%	9 9.3%
State	21,585 32.5%	11,600 17.4%	14,670 22.1%	18,666 28.1%
<b>Male</b>				
<b>District</b>	14 16.1%	25 28.7%	45 51.7%	3 3.5%
State	21,533 31.9%	11,877 17.6%	15,953 23.7%	18,028 26.8%
<b>Non Binary</b>				
<b>District</b>	*	*	*	*
State	12 12.9%	14 15.0%	40 43.0%	27 29.0%
<b>American Indian</b>				
<b>District</b>	‡	‡	‡	‡
State	67 23.8%	44 15.6%	73 25.9%	98 34.8%

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## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
<b>Asian</b>				
<b>District</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>2,640</b> 34.7%	<b>1,779</b> 23.4%	<b>1,636</b> 21.5%	<b>1,549</b> 20.4%
<b>Black</b>				
<b>District</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>3,414</b> 16.9%	<b>3,069</b> 15.2%	<b>4,884</b> 24.2%	<b>8,829</b> 43.7%
<b>Hispanic</b>				
<b>District</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>8,885</b> 23.5%	<b>5,540</b> 14.7%	<b>8,643</b> 22.9%	<b>14,731</b> 39.0%
<b>MENA</b>				
<b>District</b>	* *	* *	* *	* *
State	* *	* *	* *	* *
<b>Native Hawaiian/ Pacific Islander</b>				
<b>District</b>	* *	* *	* *	* *
State	<b>29</b> 25.0%	<b>16</b> 13.8%	<b>24</b> 20.7%	<b>47</b> 40.5%
<b>Two or More Races</b>				
<b>District</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>1,645</b> 33.8%	<b>847</b> 17.4%	<b>1,239</b> 25.4%	<b>1,139</b> 23.4%

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## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
<b>White</b>				
<b>District</b>	<b>29</b> 18.0%	<b>46</b> 28.6%	<b>79</b> 49.1%	<b>7</b> 4.3%
State	<b>26,450</b> 41.9%	<b>12,196</b> 19.3%	<b>14,164</b> 22.4%	<b>10,328</b> 16.4%
<b>Students with Disabilities</b>				
<b>District</b>	<b>7</b> 22.6%	<b>11</b> 35.5%	<b>9</b> 29.0%	<b>4</b> 12.9%
State	<b>6,480</b> 25.9%	<b>3,947</b> 15.8%	<b>6,074</b> 24.3%	<b>8,466</b> 33.9%
<b>English Learners</b>				
<b>District</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>1,958</b> 17.2%	<b>1,517</b> 13.3%	<b>2,685</b> 23.5%	<b>5,253</b> 46.0%
<b>Students with IEPs</b>				
<b>District</b>	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	<b>3,423</b> 21.7%	<b>2,229</b> 14.2%	<b>4,080</b> 25.9%	<b>6,016</b> 38.2%
<b>Low Income</b>				
<b>District</b>	<b>11</b> 25.6%	<b>17</b> 39.5%	<b>13</b> 30.2%	<b>2</b> 4.7%
State	<b>13,495</b> 22.7%	<b>8,607</b> 14.5%	<b>14,231</b> 24.0%	<b>23,045</b> 38.8%

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## Summative Designation Meta Indicator Components (cont)

### Percentage of students who have earned a College and Career Pathway Endorsement

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>4</b> 2.2%	<b>4</b> 4.1%	<b>0</b> 0.0%	<b>*</b> *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	<b>*</b> *	<b>*</b> *	‡ ‡	<b>4</b> 2.5%	<b>0</b> 0.0%
State	<b>2,218</b> 1.7%	<b>1,426</b> 2.1%	<b>792</b> 1.2%	<b>0</b> 0.0%	<b>3</b> 1.1%	<b>252</b> 3.3%	<b>130</b> 0.6%	<b>527</b> 1.4%	<b>*</b> *	<b>3</b> 2.6%	<b>79</b> 1.6%	<b>1,224</b> 1.9%	<b>291</b> 1.2%

	English Learners	Students with IEPs	Low Income
<b>District</b>	‡ ‡	‡ ‡	<b>0</b> 0.0%
State	<b>108</b> 0.9%	<b>93</b> 0.6%	<b>677</b> 1.1%

### Fine Arts: Student Participation in Fine Arts

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>64.4%</b>	<b>65.5%</b>	<b>63.4%</b>	<b>*</b>	‡	<b>64.1%</b>	<b>54.0%</b>	<b>57.7%</b>	<b>*</b>	‡	<b>60.6%</b>	<b>65.0%</b>	<b>62.5%</b>
State	<b>71.5%</b>	<b>74.5%</b>	<b>68.8%</b>	<b>60.4%</b>	<b>72.3%</b>	<b>77.2%</b>	<b>70.8%</b>	<b>73.3%</b>	<b>*</b>	<b>72.7%</b>	<b>73.6%</b>	<b>69.8%</b>	<b>69.6%</b>

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>53.5%</b>	<b>63.4%</b>	<b>68.2%</b>
State	<b>77.8%</b>	<b>69.0%</b>	<b>71.6%</b>

### Fine Arts: Student Participation in Fine Arts Numerator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>1,545</b>	<b>742</b>	<b>803</b>	<b>*</b>	‡	<b>25</b>	<b>20</b>	<b>30</b>	<b>*</b>	‡	<b>63</b>	<b>1,406</b>	<b>233</b>
State	<b>1,298,358</b>	<b>657,160</b>	<b>640,170</b>	<b>1,028</b>	<b>3,116</b>	<b>78,743</b>	<b>211,608</b>	<b>378,996</b>	<b>*</b>	<b>1,162</b>	<b>58,897</b>	<b>565,836</b>	<b>245,787</b>

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Summative Designation Meta Indicator Components (cont)

### Fine Arts: Student Participation in Fine Arts Numerator Count

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>23</b>	<b>180</b>	<b>499</b>
State	240,272	187,927	645,976

### Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>2,399</b>	<b>1,133</b>	<b>1,266</b>	<b>*</b>	<b>‡</b>	<b>39</b>	<b>37</b>	<b>52</b>	<b>*</b>	<b>‡</b>	<b>104</b>	<b>2,162</b>	<b>373</b>
State	1,815,128	882,738	930,687	1,703	4,311	102,024	298,968	517,265	*	1,599	80,004	810,957	353,228

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>43</b>	<b>284</b>	<b>732</b>
State	308,769	272,497	902,644

### Fine Arts: Teacher Qualifications

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>98.5%</b>	<b>98.4%</b>	<b>98.5%</b>	<b>*</b>	<b>‡</b>	<b>92.0%</b>	<b>95.0%</b>	<b>90.0%</b>	<b>*</b>	<b>‡</b>	<b>98.4%</b>	<b>98.8%</b>	<b>97.4%</b>
State	95.8%	95.8%	96.0%	97.9%	96.0%	98.3%	90.8%	96.0%	*	96.5%	96.9%	97.2%	94.8%

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>95.7%</b>	<b>97.8%</b>	<b>98.6%</b>
State	96.7%	94.4%	94.4%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Summative Designation Meta Indicator Components (cont)

### Fine Arts: Teacher Qualifications Numerator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>1,521</b>	<b>730</b>	<b>791</b>	<b>*</b>	<b>‡</b>	<b>23</b>	<b>19</b>	<b>27</b>	<b>*</b>	<b>‡</b>	<b>62</b>	<b>1,389</b>	<b>227</b>
State	1,244,490	629,246	614,238	1,006	2,991	77,424	192,141	363,717	*	1,121	57,047	550,049	233,123

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>22</b>	<b>176</b>	<b>492</b>
State	232,248	177,452	609,846

### Fine Arts: Teacher Qualifications Denominator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>1,545</b>	<b>742</b>	<b>803</b>	<b>*</b>	<b>‡</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>*</b>	<b>‡</b>	<b>63</b>	<b>1,406</b>	<b>233</b>
State	1,298,358	657,160	640,170	1,028	3,116	78,743	211,608	378,996	*	1,162	58,897	565,836	245,787

	English Learners	Students with IEPs	Low Income
<b>District</b>	<b>23</b>	<b>180</b>	<b>499</b>
State	240,272	187,927	645,976

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Summative Designation Meta Indicator Components (cont)

### P-2: Chronic Absenteeism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>59</b> 12.1%	<b>23</b> 9.7%	<b>36</b> 14.3%	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	<b>3</b> 13.6%	<b>52</b> 11.6%	<b>20</b> 29.8%
State	<b>95,065</b> 24.3%	<b>45,285</b> 23.8%	<b>49,775</b> 24.8%	<b>5</b> 14.3%	<b>285</b> 32.1%	<b>4,987</b> 22.3%	<b>25,248</b> 38.5%	<b>34,414</b> 31.8%	* *	<b>69</b> 25.5%	<b>4,903</b> 24.4%	<b>25,159</b> 14.5%	<b>19,079</b> 29.0%

	English Learners	Students with IEPs	Low Income
<b>District</b>	‡ ‡	<b>19</b> 30.6%	<b>38</b> 21.8%
State	<b>25,089</b> 30.4%	<b>17,006</b> 29.4%	<b>68,507</b> 33.8%

### P2: Dual Language Programs

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	<b>20,878</b> 25.2%	<b>10,225</b> 26.7%	<b>10,653</b> 24.0%	<b>0</b> 0.0%	<b>93</b> 26.1%	<b>125</b> 1.2%	<b>98</b> 4.3%	<b>20,007</b> 34.8%	* *	<b>2</b> 3.9%	<b>86</b> 6.6%	<b>467</b> 4.2%	<b>2,683</b> 19.1%

	English Learners	Students with IEPs	Low Income
<b>District</b>	‡ ‡	‡ ‡	‡ ‡
State	<b>20,878</b> 25.2%	<b>2,485</b> 19.1%	<b>14,613</b> 25.3%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Summative Designation Meta Indicator Components (cont)

### P2: 3rd Grade Literacy

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>173</b> 98.9%	<b>68</b> 98.5%	<b>105</b> 99.1%	*	*	‡	‡	‡	*	*	‡	<b>156</b> 98.7%	<b>34</b> 100.0%
State	<b>116,928</b> 94.6%	<b>57,426</b> 95.0%	<b>59,487</b> 94.3%	<b>15</b> 100.0%	<b>298</b> 93.4%	<b>7,099</b> 96.5%	<b>18,050</b> 90.7%	<b>33,032</b> 92.8%	<b>*</b> *	<b>95</b> 92.2%	<b>5,497</b> 94.0%	<b>52,857</b> 97.0%	<b>22,031</b> 93.1%

	English Learners	Students with IEPs	Low Income
<b>District</b>	‡ ‡	<b>24</b> 100.0%	<b>53</b> 96.4%
State	<b>26,925</b> 92.2%	<b>18,287</b> 92.7%	<b>59,017</b> 92.9%

### Elementary/Middle School: 5th Grade Math

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>185</b> 96.3%	<b>85</b> 98.8%	<b>100</b> 94.3%	*	*	‡	‡	‡	*	*	‡	<b>175</b> 96.7%	<b>31</b> 93.9%
State	<b>113,055</b> 91.5%	<b>55,494</b> 92.0%	<b>57,531</b> 91.0%	<b>30</b> 90.9%	<b>244</b> 83.8%	<b>6,904</b> 93.6%	<b>16,645</b> 85.8%	<b>31,255</b> 88.9%	<b>*</b> *	<b>91</b> 94.8%	<b>5,155</b> 92.0%	<b>52,761</b> 94.8%	<b>22,436</b> 90.3%

	English Learners	Students with IEPs	Low Income
<b>District</b>	‡ ‡	<b>25</b> 96.2%	<b>64</b> 91.4%
State	<b>18,781</b> 85.9%	<b>17,418</b> 90.3%	<b>55,496</b> 88.4%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Summative Designation Meta Indicator Components (cont)

### Elementary/Middle School: Academic Success

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>430</b> 77.5%	<b>214</b> 84.9%	<b>216</b> 71.3%	*	*	‡	‡	‡	*	*	<b>25</b> 92.6%	<b>379</b> 76.4%	<b>48</b> 53.3%
State	<b>315,373</b> 79.3%	<b>159,005</b> 82.3%	<b>155,485</b> 76.5%	<b>883</b> 79.1%	<b>653</b> 75.8%	<b>21,353</b> 93.5%	<b>40,923</b> 64.7%	<b>85,594</b> 75.3%	*	<b>305</b> 82.2%	<b>12,889</b> 77.1%	<b>153,656</b> 85.5%	<b>58,528</b> 74.1%

	English Learners	Students with IEPs	Low Income
<b>District</b>	‡	<b>32</b> 49.2%	<b>93</b> 59.2%
State	<b>44,566</b> 70.8%	<b>42,337</b> 72.4%	<b>135,787</b> 70.1%

### Elementary/Middle School: Student Discipline

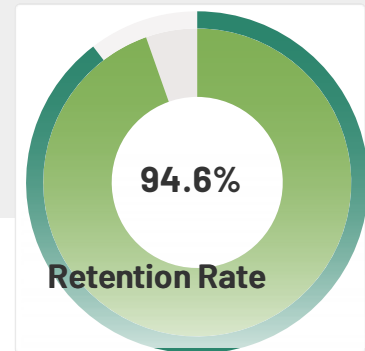
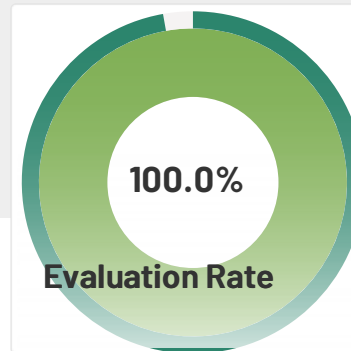
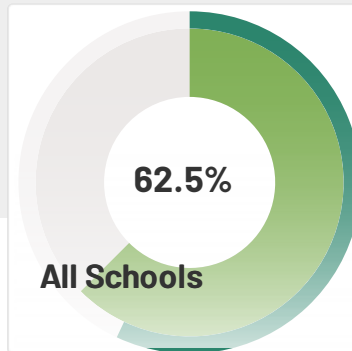
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/Pacific Islander	Two or More Races	White	Students with Disabilities
<b>District</b>	<b>14</b> 2.5%	<b>7</b> 2.8%	<b>7</b> 2.2%	*	*	‡	‡	‡	*	*	<b>2</b> 7.4%	<b>12</b> 2.4%	<b>6</b> 6.5%
State	<b>20,803</b> 5.1%	<b>7,533</b> 3.8%	<b>13,247</b> 6.3%	<b>23</b> 2.0%	<b>56</b> 6.2%	<b>225</b> 1.0%	<b>8,486</b> 12.8%	<b>4,683</b> 4.0%	*	<b>18</b> 4.7%	<b>1,363</b> 7.8%	<b>5,972</b> 3.2%	<b>6,113</b> 7.5%

	English Learners	Students with IEPs	Low Income
<b>District</b>	‡	<b>5</b> 7.5%	<b>7</b> 4.3%
State	<b>2,726</b> 4.2%	<b>5,071</b> 8.3%	<b>15,688</b> 7.8%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

Teacher data includes information regarding teachers, including salary, retention, and education, as well as information comparing the ratio of teachers to students.



## Teacher Information

### What is it?

This shows information pertaining to teachers, including experience, education, attendance, and evaluation.

	All Schools	Attendance Rate	Evaluation Rate
<b>District</b>	<b>17</b>	<b>53.0%</b>	<b>100.0%</b>
State	14	66.0%	97.2%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Full-Time Equivalent

### What is it?

This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	All	100.0% 139	* *	0.7% 1	1.4% 1.9	0.7% 1	* *	* *	* *	97.2% 135.1	* *
	Female	70.6% 98.1	* *	100.0% 1	* *	100.0% 1	* *	* *	* *	71.2% 96.2	* *
	Male	29.4% 40.9	* *	* *	100.0% 1.9	* *	* *	* *	* *	28.8% 38.9	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 137212.1	0.2% 274.8	2.0% 2750.6	6.4% 8800	8.9% 12198.5	* *	0.1% 105.4	0.8% 1110.4	79.6% 109172.2	2.0% 2778
	Female	76.5% 104942.3	77.1% 212	77.0% 2118.9	78.4% 6903.5	77.7% 9474	* *	70.0% 73.8	75.3% 836.1	76.2% 83191.1	76.0% 2110.7
	Male	23.5% 32266.1	22.9% 62.8	23.0% 631.7	21.6% 1896.5	22.3% 2724.5	* *	30.0% 31.6	24.7% 274.3	23.8% 25977.3	24.0% 667.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Teacher Head Count

### What is it?

Not Available.

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown	
District	All	100.0% 142	* 142	0.7% 142	1.4% 142	0.7% 142	* 142	* 142	97.2% 142	* 142	
	Female	70.6% 142	* 142	100.0% 142	* 142	100.0% 142	* 142	* 142	71.2% 142	* 142	
	Male	29.4% 142	* 142	* 142	100.0% 142	* 142	* 142	* 142	28.8% 142	* 142	
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	
State	All	100.0% 140477	0.2% 140477	2.0% 140477	6.4% 140477	8.9% 140477	* *	0.1% 140477	0.8% 140477	79.6% 140477	2.0% 140477
	Female	76.5% 140477	77.1% 140477	77.0% 140477	78.4% 140477	77.7% 140477	* *	70.0% 140477	75.3% 140477	76.2% 140477	76.0% 140477
	Male	23.5% 140477	22.9% 140477	23.0% 140477	21.6% 140477	22.3% 140477	* *	30.0% 140477	24.7% 140477	23.8% 140477	24.0% 140477
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Teachers Education

### What is it?

The tables below represent the percentage of teachers with bachelor's and master's degrees across the state and highlight the rates across all high-poverty and low-poverty schools in the district (as applicable).

### Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
<b>District</b>	<b>37.5%</b>	*	<b>43.8%</b>
State	42.0%	42.2%	36.2%

### Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
<b>District</b>	<b>62.5%</b>	*	<b>56.2%</b>
State	57.0%	55.8%	63.4%

## Student-To-Teacher Ratios

### What is it?

This shows the average number of students per teacher. Teachers classified as special education teachers are not included. Research indicates that children in lower grades show the potential for higher achievement scores when they are in smaller classes. Many factors contribute to student achievement, and class size is only one part of this bigger picture. Special education classes are not included in this calculation.

	Student-Teacher Ratio - Elementary	Student-Teacher Ratio - Secondary
<b>District</b>	<b>20</b>	<b>21</b>
State	17	17

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Novice Teachers

### What is it?

The table below represents the percentage of teachers defined as “novice” – having less than 2 full-time equivalent years of combined public school teaching experience. The display summarizes the rate within this district and across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
<b>District</b>	<b>0</b> <b>0.4%</b>	<b>*</b> <b>*</b>	<b>0</b> <b>0.0%</b>
State	<b>9,160</b> 6.7%	<b>2,711</b> 9.0%	<b>1,949</b> 4.0%

## Teacher Out of Field

### What is it?

The table below represents the percentage of teachers defined as “out-of-field” – a teacher teaching in a grade or content area for which he or she does not hold the appropriate state-issued license, endorsement, approvals, or previous qualifications. The display summarizes the rate across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
<b>District</b>	<b>4</b> <b>3.1%</b>	<b>*</b> <b>*</b>	<b>4</b> <b>4.0%</b>
State	<b>4,726</b> 4.1%	<b>805</b> 3.0%	<b>1,205</b> 3.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Teachers with Short Term or Provisional Licenses

### What is it?

The tables below represent the percentage of teachers teaching with short-term or provisional licenses. The display summarizes the rate across the state and highlights the rates across all high-poverty and low-poverty schools.

	All Schools	High Poverty Schools	Low Poverty Schools
<b>District</b>	<b>1</b> 1.4%	<b>*</b> <b>*</b>	<b>0</b> 1.0%
State	<b>4,307</b> 3.1%	<b>1,409</b> 4.0%	<b>694</b> 1.0%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Retention Rate

### What is it?

This shows the three-year average percentage of full-time teachers returning to the same school year to year.

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown	
District	All	94.6% 347	* *	100.0% 3	100.0% 1	100.0% 2	* *	* *	94.5% 341	* *	
	Female	92.9% 236	* *	100.0% 3	* *	100.0% 2	* *	* *	92.8% 231	* *	
	Male	98.2% 111	* *	* *	100.0% 1	* *	* *	* *	98.2% 110	* *	
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	
State	All	89.6% 318,798	89.0% 566	88.5% 5,292	84.6% 14,534	89.2% 22,226	* *	89.9% 195	86.7% 2,310	89.9% 268,681	88.7% 4,952
	Female	89.2% 242,531	88.4% 426	88.1% 4,042	84.7% 11,348	89.2% 17,160	* *	90.3% 139	86.6% 1,732	89.5% 203,914	88.1% 3,728
	Male	90.8% 76,267	90.9% 140	90.1% 1,250	84.2% 3,186	89.4% 5,066	* *	88.9% 56	87.2% 578	91.3% 64,767	90.7% 1,224
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Average Teacher Salary

### What is it?

This shows the average salary for teachers. This information is reported at the district level.

Average Teacher Salary	
<b>District</b>	<b>\$67,893</b>
State	<b>\$75,978</b>

## Teacher Evaluation

### What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
<b>District</b>	<b>73</b> 100.0%	<b>0</b> *	<b>46</b> 100.0%
State	<b>66,326</b> 97.2%	<b>14,938</b> 94.0%	<b>20,636</b> 98.6%

\* indicates non-reported data. † indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Teachers with Gifted Endorsement

### What is it?

This shows the number of teachers who have taken the necessary steps to obtain an endorsement for their Professional Educator License indicating that they have the skills to respond to the needs of gifted students in their classroom.

Teachers with Gifted Endorsement	
<b>District</b>	*
State	1,145

## National Board Certified Teachers

### What is it?

This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

	All	Female	Male	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
<b>District</b>	*	*	*	*	*	*	*	*	*	*	*	*
State	2,199	1,763	436	6	63	134	188	*	1	24	1,757	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## Average Teaching Experience

### What is it?

The table below represents the average teaching experience of teachers across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

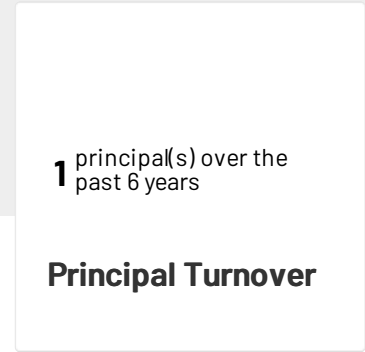
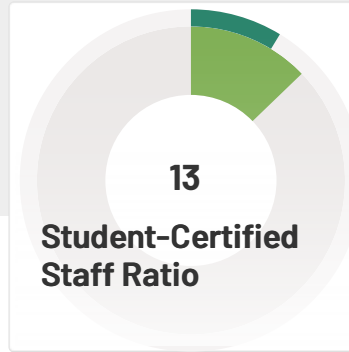
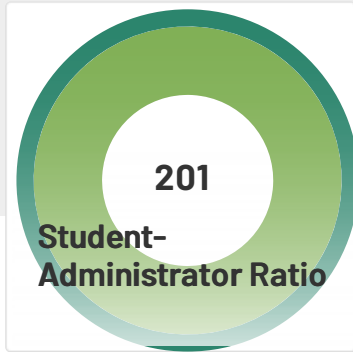
	All Schools	High Poverty Schools	Low Poverty Schools
<b>District</b>	<b>17</b>	*	*
State	14	*	*

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Administrators & Support Personnel

## About the data

Administrator data includes information regarding administration, including salary and turnover, as well as information comparing ratios of administration to both students and staff.



## Student-To-Staff Ratios

### What is it?

This shows the average number of students per certified staff member and the average number of students per administrator.

	Student-Certified Staff Ratio	Student-Administrator Ratio
<b>District</b>	<b>13</b>	<b>201</b>
State	9	136

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Administrators & Support Personnel

## Demographics

### What is it?

This shows the total percentage and number of administrator Full-Time Equivalents. The number of administrators at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
<b>District</b>	<b>All</b>	<b>100.0%</b> 11.9	*	*	*	*	*	*	*	<b>100.0%</b> 11.9	*
	<b>Female</b>	<b>41.2%</b> 4.9	*	*	*	*	*	*	*	<b>41.2%</b> 4.9	*
	<b>Male</b>	<b>58.8%</b> 7	*	*	*	*	*	*	*	<b>58.8%</b> 7	*
	<b>Non Binary</b>	* *	*	*	*	*	*	*	*	*	*
State	All	<b>100.0%</b> 13641.6	<b>0.2%</b> 24.8	<b>1.1%</b> 150	<b>14.8%</b> 2017.8	<b>7.0%</b> 955.8	* *	<b>0.1%</b> 7	<b>0.7%</b> 102	<b>74.3%</b> 10136.3	<b>1.8%</b> 245.9
	Female	<b>60.2%</b> 8217.7	<b>64.8%</b> 16	<b>59.8%</b> 89.8	<b>72.2%</b> 1457.3	<b>65.6%</b> 626.8	* *	<b>57.1%</b> 4	<b>69.1%</b> 70.4	<b>57.1%</b> 5784	<b>68.5%</b> 168.3
	Male	<b>39.8%</b> 5423.9	<b>35.2%</b> 8.7	<b>40.2%</b> 60.3	<b>27.8%</b> 560.5	<b>34.4%</b> 329	* *	<b>42.9%</b> 3	<b>30.9%</b> 31.6	<b>42.9%</b> 4352.2	<b>31.5%</b> 77.6
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Administrators & Support Personnel

## Principal Turnover

### What is it?

Principal Turnover for the school is the number of different principals at the same school in the last six years. At the district and state level, it is the average number of principals at the same school in the past six years. If the number is zero, no current data was provided.

Principal(s) over the past 6 years	
District	1
State	2

## Average Administrator Salary

### What is it?

This shows the average salary for administrators. This information is reported at the district level.

Average Administrator Salary	
District	\$120,629
State	\$119,384

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Administrators & Support Personnel

## Novice Administrator

### What is it?

The table below represents the percentage of administrators defined as “novice” - having less than 2 full-time equivalent years of combined public school teaching experience. The display summarizes the rate within this district and across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
<b>District</b>	<b>0</b> 7.6%	*	<b>0</b> 15.3%
State	1,455 10.7%	294 12.2%	228 8.5%

## Support Personnel FTE

### What is it?

Not Available.

### Total Support Personnel FTE

	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
<b>District</b>	<b>2</b>	<b>1</b>	*	<b>5</b>
State	3747.4	1209.5	2091.7	4282.6

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

# Administrators & Support Personnel

## Pupil Support Personnel Ratio

### What is it?

Not Available.

### Student/Support Personnel Ratio

	Student/School Counselor Ratio	Student/School Nurse Ratio	Student/School Psychologist Ratio	Student/School Social Worker Ratio
<b>District</b>	<b>1,196</b>	<b>2,391</b>	<b>*</b>	<b>478</b>
State	494	1,531	885	432

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## About the data

The Civil Rights Data Collection (CRDC) is a biennial (i.e., every other school year) survey of public schools that has been required by the U.S. Department of Education Office for Civil Rights since 1968. The CRDC collects data on leading civil rights indicators related to access and barriers to educational opportunity from early childhood through Grade 12. The CRDC collects data from public Local Educational Agencies and schools, including juvenile facilities, charter schools, alternative schools, and schools serving only students with disabilities.

## Student Environment

### What is it?

Data from the Civil Rights Data Collection (CRDC) comes directly from the U.S. Department of Education (ED). ED collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for in-school suspensions, out-of-school suspensions, and expulsions is reported by ISBE in a separate report on [www.isbe.net](http://www.isbe.net). Current year data for chronic absenteeism can be found in the Students section of the Report Card. Please note data may not match due to differences in data collection methods.

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
<b>District</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>8.8%</b>
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

## Student Environment (cont)

	Incidents of Harassment or Bullying	Incidents of Violence	Number of Schools with Incidents of Violence	
			Firearm	Homicide
<b>District</b>	*	<b>0.0%</b>	<b>0</b>	<b>0</b>
State	*	<b>2.2%</b>	<b>153</b>	<b>5</b>

## Academic Environment

### What is it?

Data from the Civil Rights Data Collection comes directly from ED, which collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for accelerated coursework can be found in the Academic Performance section of the Report Card. Please note data may not match due to differences in data collection methods.

	Enrolled in PreSchool	Advanced Placement (AP) Course Work	Advanced Placement Course Work	
			International Baccalaureate (IB) Course Work	Dual Credit Course Work
<b>District</b>	<b>2.1%</b> <b>47</b>	<b>10.6%</b> <b>238</b>	<b>0.0%</b> <b>0</b>	<b>0.0%</b> <b>0</b>
State	<b>3.9%</b> 78,272	<b>7.2%</b> 143,753	<b>0.3%</b> 5,004	<b>3.3%</b> 65,736

\* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.



## About the data

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations of interest. National NAEP reports information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at Grades 4, 8, and 12.

## Inclusion Rate and Standard Error in NAEP

### What is it?

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Percentage of students identified With Disabilities and English Learners - Reading

Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	95	1.2	98	0.7	93	1.7	96	1.3

### Percentage of students identified With Disabilities and English Learners - Mathematics

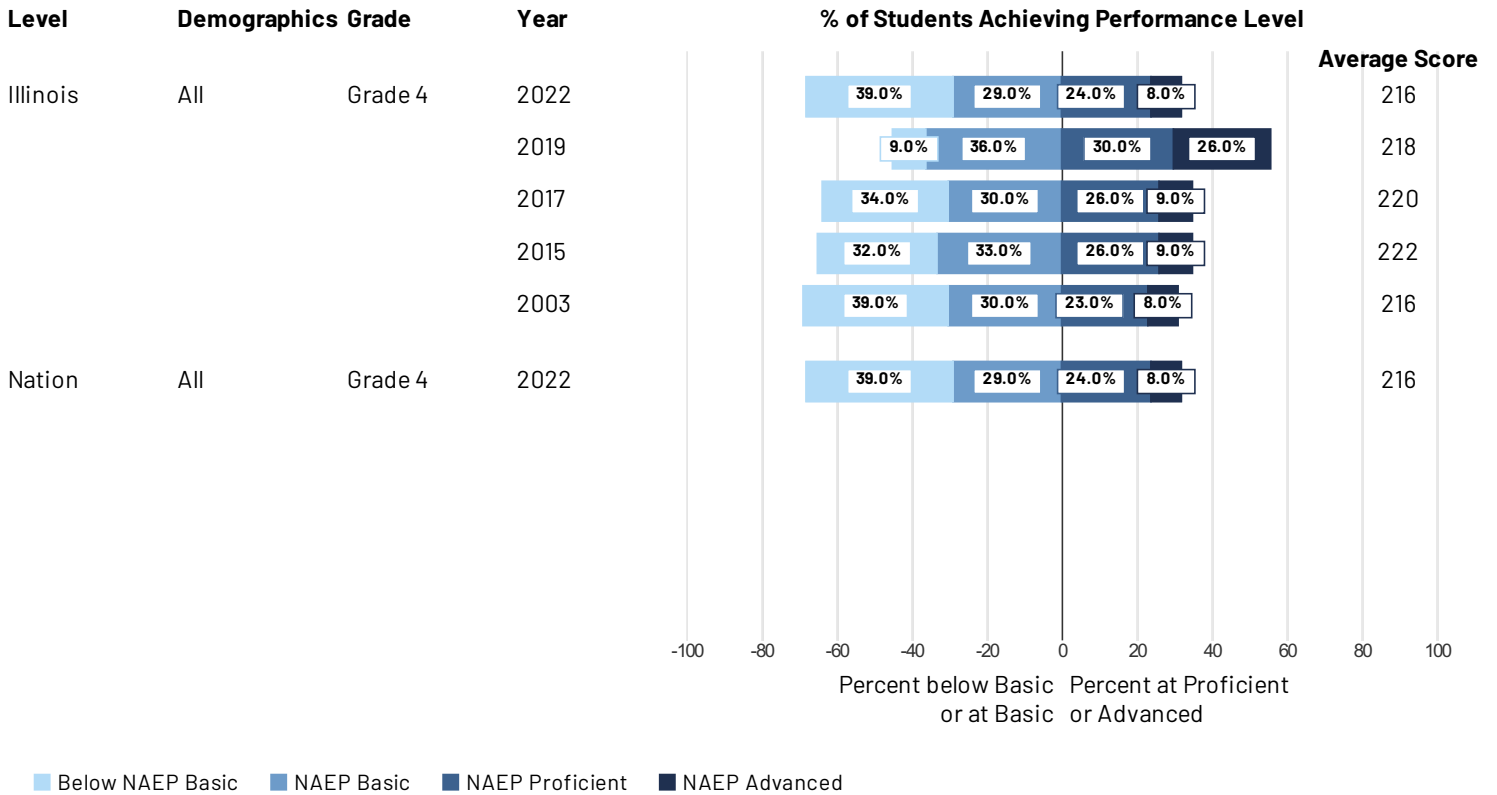
Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	92	2	98	0.7	94	1.7	96	1.1

## NAEP Achievement-Level Percentages and Average Score Results

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Reading - Grade 4



\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

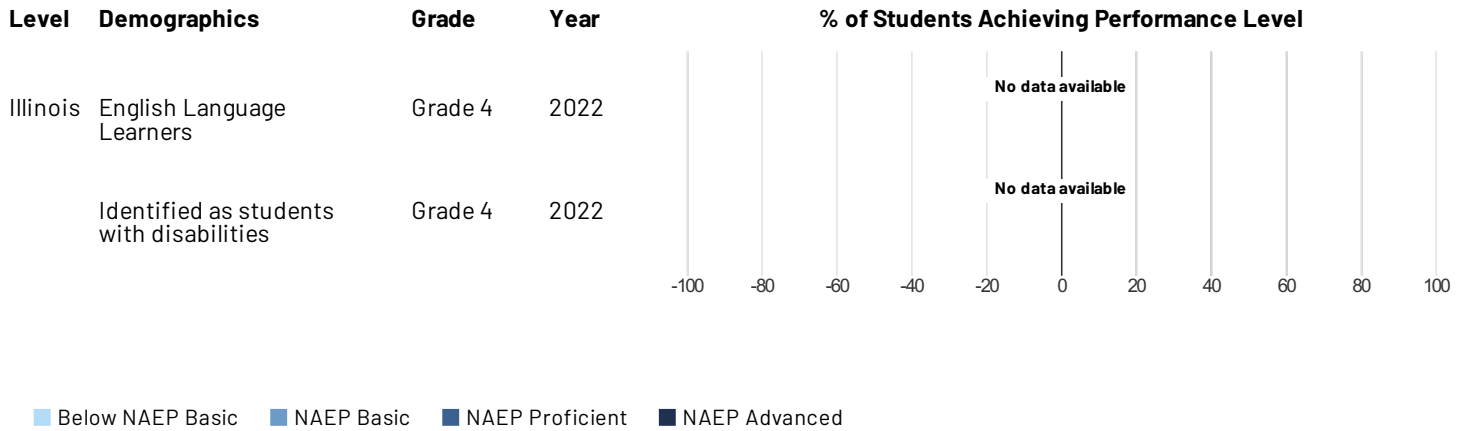
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

## NAEP Achievement-Level Percentages and Average Score Results

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Reading - Grade 4



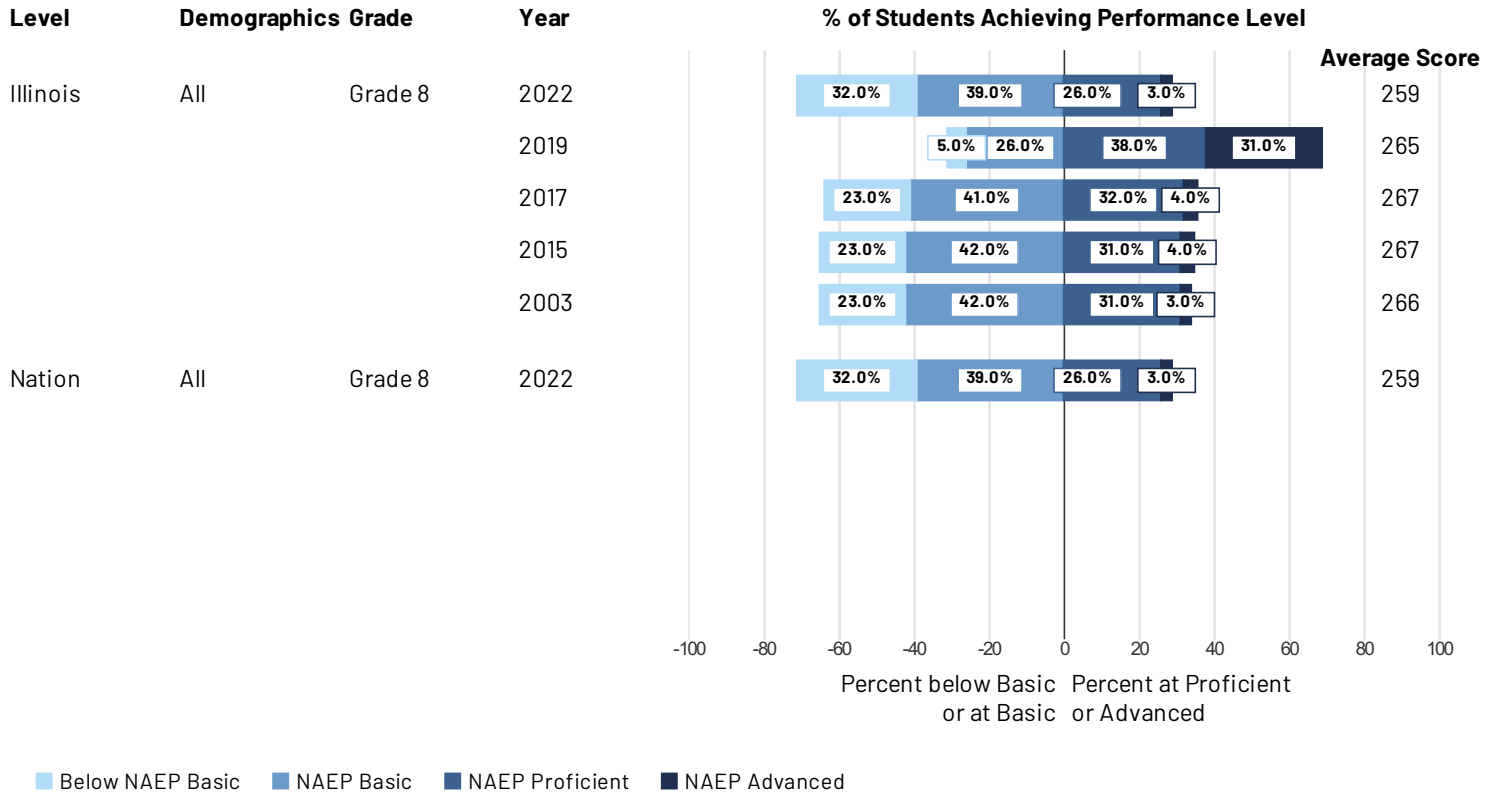
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Reading - Grade 8

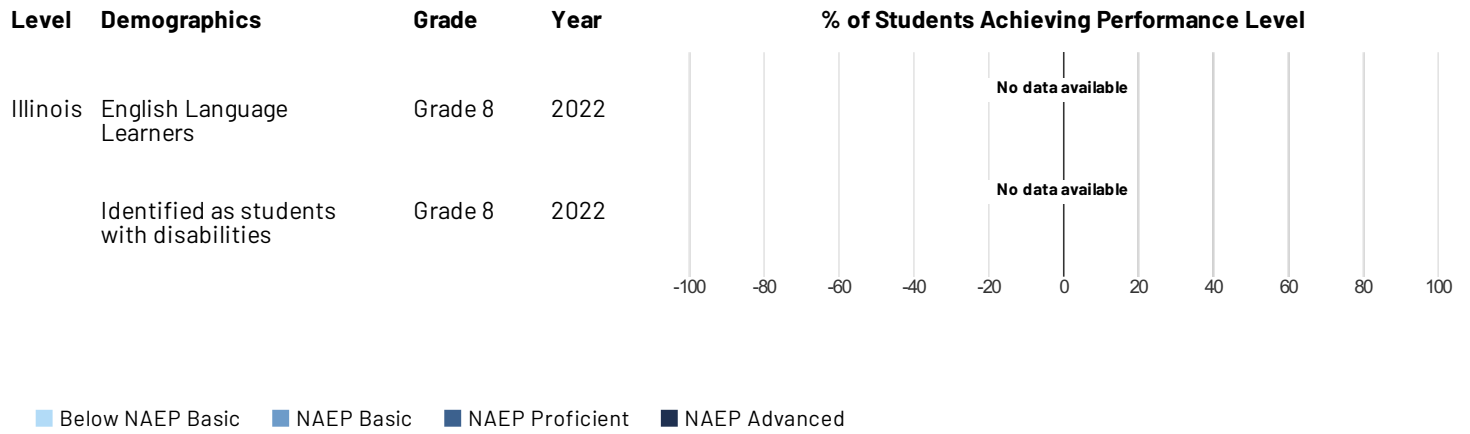


\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Reading - Grade 8



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## Results for Student Groups

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Results for Student Groups in 2022 - Reading - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
American Indian	#	‡	‡	‡	‡
Asian	5.0%	249	90.0%	69.0%	28.0%
Black	12.0%	194	38.0%	13.0%	2.0%
Hispanic	29.0%	205	49.0%	21.0%	4.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3.0%	223	67.0%	40.0%	12.0%
White	49.0%	228	73.0%	41.0%	13.0%
<b>Gender</b>					
Female	50.0%	219	63.0%	33.0%	10.0%
Male	50.0%	217	62.0%	33.0%	9.0%
Non Binary	‡	‡	‡	‡	‡
<b>National School Lunch Program</b>					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## Results for Student Groups (cont)

### Results for Student Groups in 2022 - Reading - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
American Indian	#	‡	‡	‡	‡
Asian	7.0%	288	89.0%	63.0%	15.0%
Black	16.0%	241	49.0%	15.0%	#
Hispanic	28.0%	254	65.0%	23.0%	2.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	274	79.0%	43.0%	12.0%
White	45.0%	270	80.0%	39.0%	5.0%
<b>Gender</b>					
Female	50.0%	266	76.0%	36.0%	5.0%
Male	50.0%	257	66.0%	29.0%	3.0%
Non Binary	‡	‡	‡	‡	‡
<b>National School Lunch Program</b>					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

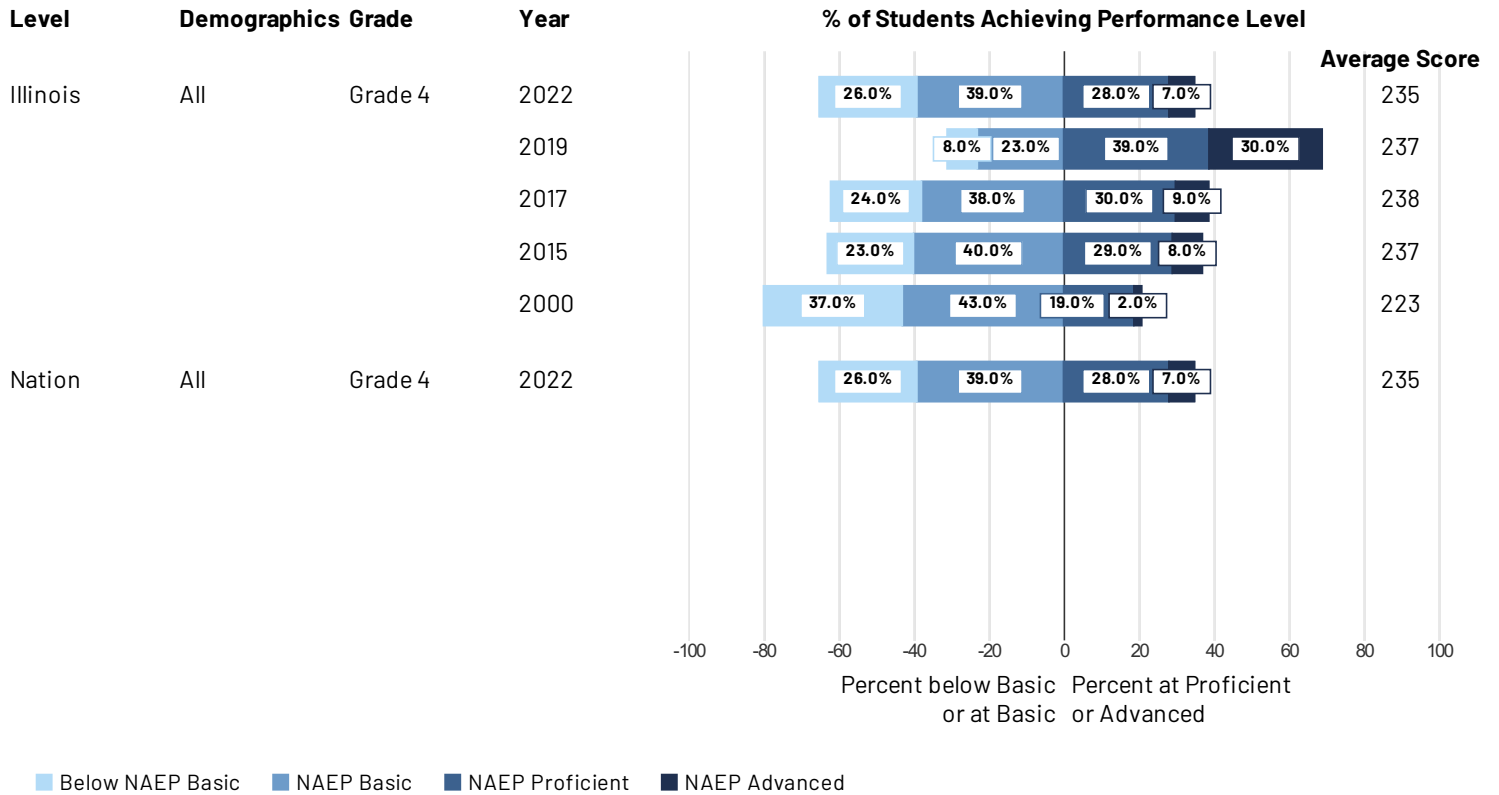
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## NAEP Achievement-Level Percentages and Average Score Results

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Mathematics - Grade 4



\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

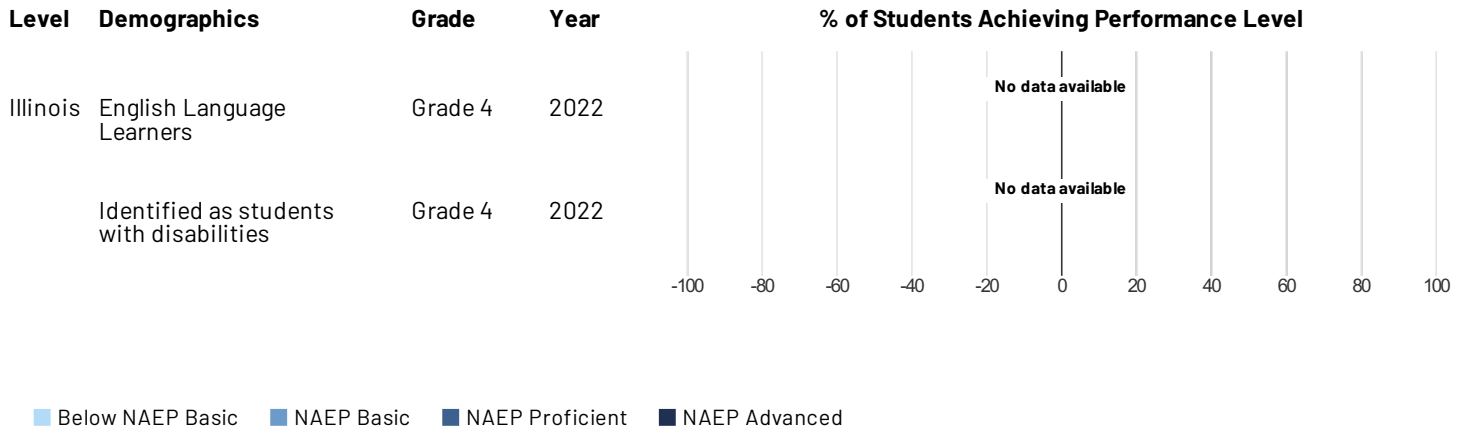


## NAEP Achievement-Level Percentages and Average Score Results

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Mathematics - Grade 4



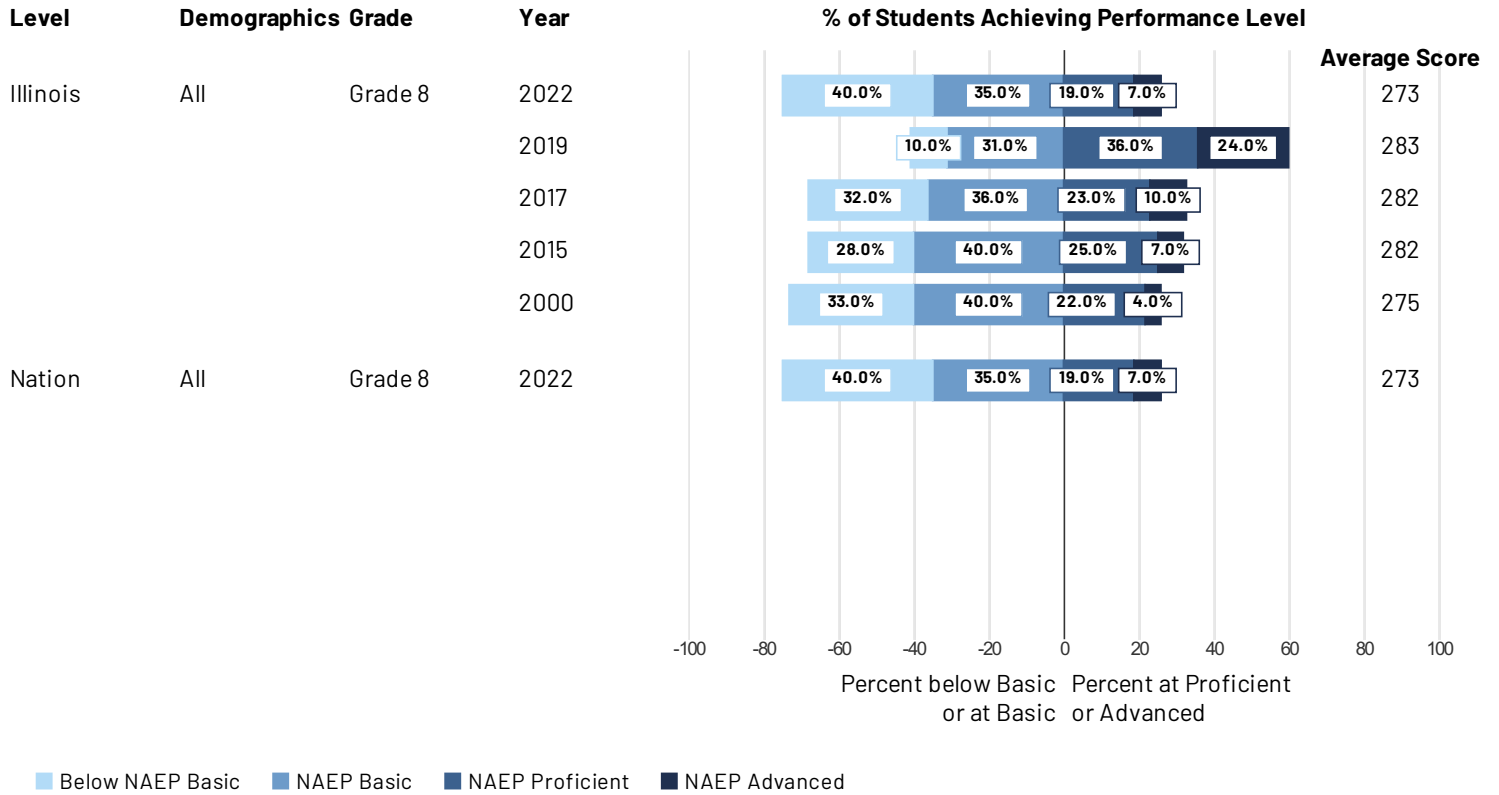
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Mathematics – Grade 8

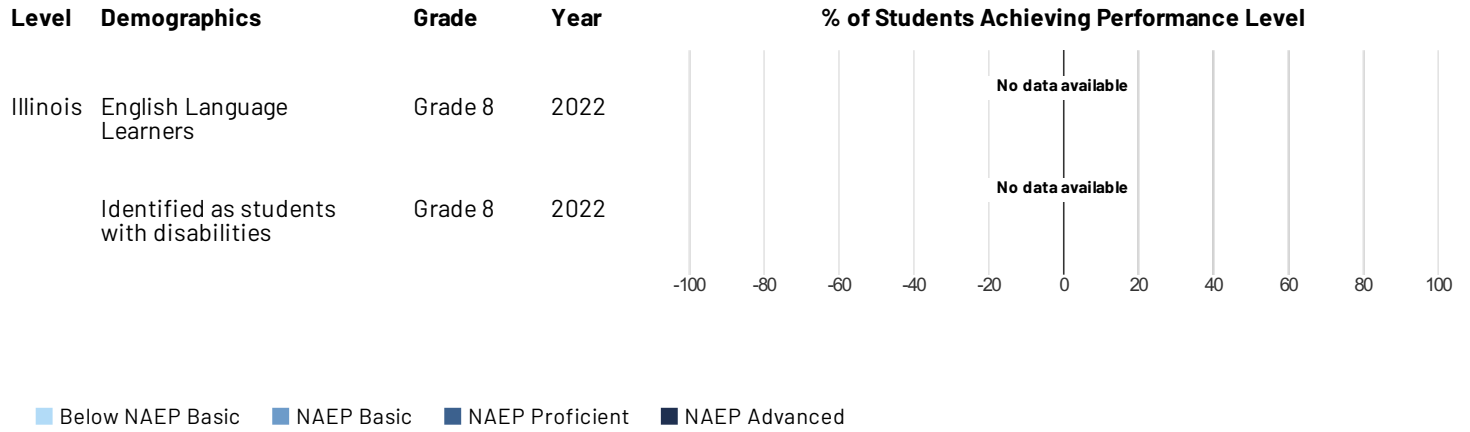


\* Significantly different ( $p < .05$ ) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

## NAEP Achievement-Level Percentages and Average Score Results (cont)

### Mathematics - Grade 8



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

NOTE: Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

## Results for Student Groups

### What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

### Results for Student Groups in 2022 - Math - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
American Indian	#	‡	‡	‡	‡
Asian	6.0%	265	94.0%	70.0%	28.0%
Black	12.0%	214	51.0%	12.0%	1.0%
Hispanic	29.0%	222	61.0%	19.0%	2.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3.0%	250	86.0%	53.0%	15.0%
White	49.0%	248	88.0%	50.0%	12.0%
<b>Gender</b>					
Female	49.0%	234	74.0%	33.0%	6.0%
Male	51.0%	240	77.0%	42.0%	12.0%
Non Binary	‡	‡	‡	‡	‡
<b>National School Lunch Program</b>					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## Results for Student Groups (cont)

### Results for Student Groups in 2022 - Math - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
American Indian	#	‡	‡	‡	‡
Asian	7.0%	308	88.0%	62.0%	31.0%
Black	16.0%	254	38.0%	8.0%	1.0%
Hispanic	28.0%	262	49.0%	14.0%	2.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	276	64.0%	27.0%	3.0%
White	45.0%	286	74.0%	36.0%	10.0%
<b>Gender</b>					
Female	50.0%	273	59.0%	24.0%	6.0%
Male	50.0%	278	64.0%	29.0%	9.0%
Non Binary	‡	‡	‡	‡	‡
<b>National School Lunch Program</b>					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

# Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

## Memorandum

**TO:** BOARD OF EDUCATION

**FROM:** TRAVIS R. ROUNDABOUT

**DATE:** NOVEMBER 13, 2024

**RE:** FIRST READING - POLICY 4:150 – OPERATIONAL SERVICES-  
FACILITY MANAGEMENT AND BUILDING PROGRAMS

**Administrative recommendation:** to approve the First Reading of Policy 4:150 related to Operational Services - Facility Management and Building Programs.

**Comments:** Board Policy 4:150 regarding Operational Services – Facility Management and Building is an updated policy recommendation to address details when naming facilities. This new policy includes language that has been previously discussed or it was recommended by other districts when researching the topic. The policy becomes effective with the approval of the second and final reading, potentially in December. Highlights in yellow reflect new policy language and the blue color represents new language since our last board meeting.

TRR

Attachment

## **Operational Services**

### **Facility Management and Building Programs**

The Superintendent shall manage the District's facilities and grounds as well as facility construction and building programs in accordance with the law, the standards set forth in this policy, and other applicable School Board policies. The Superintendent or designee shall facilitate: (1) inspections of schools by the Regional Superintendent and State Fire Marshal or designee, (2) review of plans and specifications for future construction or alterations of a school if requested by the relevant municipality, county (if applicable), or fire protection district, and (3) compliance with the 10-year safety survey process required by the School Code.

#### **Standards for Managing Buildings and Grounds**

All District buildings and grounds shall be adequately maintained in order to provide an appropriate, safe, and energy efficient physical environment for learning and teaching. The Superintendent or designee shall provide the Board with periodic reports on maintenance data and projected maintenance needs that include cost analysis.

#### **Standards for Green Cleaning**

For each District school with 50 or more students, the Superintendent or designee shall establish and supervise a green cleaning program that complies with the guidelines established by the Illinois Green Government Coordinating Council.

#### **Standards for Facility Construction and Building Programs**

As appropriate, the Board will authorize a comprehensive study to determine the need for facility construction and expansion. On an annual basis, the Superintendent or designee shall provide the Board with projected facility needs, enrollment trends, and other data impacting facility use. Board approval is needed for all new facility construction and expansion.

When making decisions pertaining to design and construction of school facilities, the Board will confer with members of the staff and community, the Ill. State Board of Education, and educational and architectural consultants, as it deems appropriate. The Board's facility goals are to:

1. Integrate facilities planning with other aspects of planning and goal-setting.
2. Base educational specifications for school buildings on identifiable student needs.
3. Design buildings for sufficient flexibility to permit new or modified programs.
4. Design buildings for maximum potential for community use.
5. Meet or exceed all safety requirements.
6. Meet requirements on the accessibility of school facilities to disabled persons as specified in State and federal law.
7. Provide for low maintenance costs, energy efficiency, and minimal environmental impact.

### Naming Buildings and Facilities

Recognizing that the name for a school building, facility, or ground or field reflects on its public image, the Board's primary consideration will be to select a name that enhances the credibility and stature of the school or facility, per the policy language below.

1. Any request to name or rename an existing facility should be submitted to the Board, through the superintendent.
2. When a facility is requested to be named or renamed, the superintendent will share with the person making the nomination a nomination form and petition form.
3. A petition with 750 signatures (not digital) from registered voters in the school district or alumni from the school district shall be submitted with the nomination form.
4. Once the nomination form and petition has been submitted to the superintendent, the superintendent will ensure all board members receive them. ~~the Board President will appoint a special committee to consider nominations and make a recommendation, along with supporting rationale, to the Board.~~
5. Effective with nominations after the approval of this policy, to be eligible to have district facilities in someone's name, the person cannot be an active employee and have a facility named after them at the same time.
6. The Board will make the final selection. ~~The Superintendent or designee may name a room or designate some area on a school's property in honor of an individual or group that has performed outstanding service to the school without using the process in this policy.~~
7. The maximum number of nomination approvals is one per calendar year. Once an individual has been nominated, they remain in consideration in the future if not approved in the first year. For example, nominations will be accepted from the approval of this policy through the end of 2024, and an individual could be selected in 2025. Nominations will also be received in 2025, added to those still being considered from 2024, and another approval could occur in 2026.

In addition to naming facilities, the district recognizes those selected to a hall of fame. The district will also consider hanging plaques in recognition for donations of \$250,000 or more.





# Mt. Zion Community Unit School District #3

Dr. Travis Roundcount, Superintendent

1595 W. Main St.

Mt. Zion, IL 62549

Phone: 217.864.2366

Email: [tr@mtzschoools.org](mailto:tr@mtzschoools.org)

## Naming Mt. Zion CUSD #3 Facilities Nomination Form

### Who can be nominated?

Nominations will be accepted for anyone who meets the requirements and has brought pride and distinction to our school and community through his/her commitment, sacrifice, and dedication to the Mt. Zion School District.

### How to make a nomination:

Anyone may submit nominations. Nominations are made by completing the nomination form that is made available through the Mt. Zion School District Office upon request. Once an individual has been nominated by submitting the form to the District Office, their nomination will remain active, and they will continue to be considered in future years.

**Name of Nominee:** \_\_\_\_\_

**Facility Requested to be named after this person** \_\_\_\_\_

Current Address and Phone for nominee:












**Please attach any supporting information (newspaper articles and other documentation supporting the candidate) to help the selection process.**

**The district requests the nominator to provide 750 written (not digital) signatures and printed names of registered voters in the school district or alumni from the school district supporting the nomination of the individual (not group nominations) to be provided on the District petition form and submitted to the school district with this nomination form.**

Submitted by: \_\_\_\_\_

Signature: \_\_\_\_\_

Date:

Address of person submitting:

Phone / Email of person submitting:

**Mail completed application to:**

Mt. Zion CUSD #3

Naming Facilities Nomination

Attn: Travis Roundcount/School Board  
1595 W. Main Street  
Mt. Zion, IL 62549

**Memorandum**

**TO:** BOARD OF EDUCATION  
**FROM:** TRAVIS R. ROUNDABOUT  
**DATE:** NOVEMBER 13, 2024  
**RE:** FUND WARRANTS

**Administrative recommendation:** to approve payment of the enclosed list of Quick Pay, Fund Warrants, and Athletic Imprest Checks.

BMR nmg

Enclosures



**MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3****QUICK PAYS****10/8/2024-11/7/2024**

<b>CHECK</b>	<b>VENDOR</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
36728	CAPITAL ONE - DD	SUPPLIES	20,934.86
36729	CAPITAL ONE - DD	PURCHASED SERVICE	19,283.91
36730	B & B GLASS	PURCHASED SERVICE	1,148.75
36731	BEHREND, ALLISON	SUPPLIES	59.00
36732	BEST ONE OF CENTRAL ILLINOIS	SUPPLIES	595.44
36733	COMCAST	PURCHASED SERVICE	18.29
36734	CONFIDENTIAL ON SITE PAPER SHREDDING	PURCHASED SERVICE	300.00
36735	DD MAGIC-WRIGHTER	PURCHASED SERVICE	0.75
36736	DISCOVERY EDUCATION	TEXTBOOKS	247.50
36737	DUNKER ELECTRIC SUPPLY	SUPPLIES	95.06
36738	EVERGREEN FS - #15	SUPPLIES	5,022.50
36739	FLEET PRIDE TRUCK & TRAILER PARTS	SUPPLIES	484.48
36740	GORDON FOOD SERVICE	SUPPLIES	6,071.84
36741	GREEN, NICOLE	PROF DEVELOP	29.23
36742	INTERSTATE BILLING SERVICE	SUPPLIES	65.98
36743	LEARNING TECHNOLOGY CENTER ILL	PROFESSIONAL DEVELOPMENT	300.00
36744	MIDAMERICAN ENERGY SERVICES, LLC.	PURCHASED SERVICE	12,610.96
36745	MIDWEST ELECTRONIC SYSTEMS	PURCHASED SERVICE	110.00
36746	MIDWEST TRANSIT EQUIPMENT	SUPPLIES	750.73
36747	MILLER, TRACY, BRAUN, FUNK & MILLER LTD.	PROF DEVELOP	225.00
36748	NEAL TIRE STORES	PURCHASED SERVICE	73.57
36749	NELSON'S TERMITE & PEST CONTROL	PURCHASED SERVICE	120.00
36750	PRAIRIE FARMS DAIRY	SUPPLIES	5,649.26
36751	SPRINGFIELD ELECTRIC	SUPPLIES	224.58
36752	THE PAVILION FOUNDATION	MISC EXPENSE	528.00
36753	TOP QUALITY ROOFING CO.	PURCHASED SERVICE	475.00
36754	UNITY SCHOOL BUS PARTS	SUPPLIES	210.26
36755	WHITCHURCH, JANET	MISC EXPENSE	364.48
36756	DD ILL DEPT OF REVENUE	PAYROLL ACCRUAL	31,680.03
36757	DD IRS FICA	PAYROLL ACCRUAL	23,567.80
36758	DD IRS MEDICARE	PAYROLL ACCRUAL	19,765.44
36759	DD IRS W/H FEDERAL	PAYROLL ACCRUAL	57,252.65
36760	DD MTZ CUSD MED INS	PAYROLL ACCRUAL	150,112.37
36761	DD MTZ CUSD FLEX INS	PAYROLL ACCRUAL	3,968.31
36762	DD MTZ CUSD LIFELOCK INS	PAYROLL ACCRUAL	136.03
36763	DD MTZ FEDERATION OF TEACHERS	PAYROLL ACCRUAL	5,361.04
36764	DD MUTUAL OF OMAHA PMT PROCESS	PAYROLL ACCRUAL	1,514.91
36765	DD STATE DISBURSEMENT-EXPERTPAY	PAYROLL ACCRUAL	964.60
36766	DD THE OMNI GROUP PAYROLL REMIT	PAYROLL ACCRUAL	13,258.49
36767	WACHTER, SARA	PAYROLL ACCRUAL	315.61
36768	AT & T	PURCHASED SERVICE	48.40
36769	BAILEY, DANIELLE	MISC EXPENSE	85.00

36770	BECK TECH	SUPPLIES	9,360.00
36771	BEILER, COURTANY	MISC EXPENSE	85.00
36772	BENTON, COURTNEY	MISC EXPENSE	85.00
36773	BEST ONE OF CENTRAL ILLINOIS	SUPPLIES	408.88
36774	BOATMAN, JALISSA	MISC EXPENSE	85.00
36775	BRADLEY, QUINTEN	MISC EXPENSE	85.00
36776	BURTON, SAMANTHA	MISC EXPENSE	170.00
36777	CALHOUN, ALICIA	MISC EXPENSE	85.00
36778	CALVERT, BRITTANY	MISC EXPENSE	85.00
36779	CARLISLE, BRANDI	MISC EXPENSE	85.00
36780	CRAVENS, ERICA	MISC EXPENSE	59.50
36781	VOID		0.00
36782	CRUZ, ERIKA	MISC EXPENSE	59.50
36783	DAY, ALICIA	MISC EXPENSE	85.00
36784	DOOR SPECIALTY-OVERHEAD DOOR CO.	PURCHASED SERVICE	1,207.16
36785	DRUM, KENZIE	MISC EXPENSE	85.00
36786	FISHER, ALI	MISC EXPENSE	59.50
36787	FORVIS	PURCHASED SERVICE	5,000.00
36788	GAUSE, SHERA	MISC EXPENSE	85.00
36789	GIPSON, JENNY	MISC EXPENSE	85.00
36790	GORDON FOOD SERVICE	SUPPLIES	19,695.47
36791	GRANITE TELECOMMUNICATIONS	PURCHASED SERVICE	122.42
36792	HEART TECHNOLOGIES, INC.	PURCHASED SERVICE	349.77
36793	HF GROUP - NEBRASKA	TEXTBOOKS	1,484.60
36794	HSHS MEDICAL GROUP	PURCHASED SERVICE	314.80
36795	ILLINOIS PRINCIPALS ASSOCIATION	DUES	439.00
36796	ILLINOIS SCHOOL FOR THE DEAF	MISC EXPENSE	115.50
36797	IMPERIALDADE	SUPPLIES	892.36
36798	INTEGRITY TECHNOLOGY SOLUTIONS	PURCHASED SERVICE	13,974.70
36799	J W PEPPER & SON, INC.	SUPPLIES	733.82
36800	JOSTENS, INC.	PURCHASED SERVICE	31.50
36801	LARGENT, TRACEE	MISC EXPENSE	59.50
36802	MACON-PIATT ROE #39	DUES	6,450.00
36803	MARQUARDT, MARQUINA	MISC EXPENSE	59.50
36804	MCCOY, MATHEW	MISC EXPENSE	85.00
36805	MCGRAW HILL LLC	TEXTBOOK	2,621.00
36806	MCQUEEN, BROCK	MISC EXPENSE	119.00
36807	MILLER, SARAH	MISC EXPENSE	85.00
36808	MOODY, LATANA	MISC EXPENSE	85.00
36809	MT. ZION HIGH SCHOOL ACTIVITY FUND	MISC EXPENSE	254.82
36810	NELSON'S TERMITE & PEST CONTROL	PURCHASED SERVICE	375.00
36811	PARKS SEWER SERVICE	PURCHASED SERVICE	165.00
36812	POTTER, TAYLOR	MISC EXPENSE	14.60
36813	PRICE, CASIE	MISC EXPENSE	85.00
36814	RARRIECK, CHAD	MISC EXPENSE	50.75

36815	ROBINSON, CHRIS	MISC EXPENSE	85.00
36816	RT. 48 INSPECTIONS	PURCHASED SERVICE	112.00
36817	RYDER'S AUTO SERVICE	PURCHASED SERVICE	1,439.94
36818	SCHAEFER, NEELY	MISC EXPENSE	59.50
36819	SEELY, SARAH	MISC EXPENSE	85.00
36820	SPRINGFIELD ELECTRIC	PURCHASED SERVICE	60.62
36821	STARWALT, ERICA	MISC EXPENSE	85.00
36822	STEPHENSON, TERAN	MISC EXPENSE	178.50
36823	SUMMIT FINANCIAL RESOURCES L.P.	SUPPLIES	337.92
36824	SUZEWITS, CHELSEY	MISC EXPENSE	85.00
36825	TEACHING STRATEGIES	SUPPLIES	1,620.00
36826	THE MUSIC SHOPPE	EQUIPMENT	2,214.67
36827	VAUGHAN, CHARLES	MISC EXPENSE	85.00
36828	WEBB, KATHERINE	MISC EXPENSE	59.50
36829	WHITE, KAYLA	MISC EXPENSE	85.00
36830	WINDHORST, STEPHANIE	SUPPLIES	59.88
36831	DD TRS EMP CONTRIBUTIONS	PAYROLL ACCRUAL	8,393.51
36832	DD TRS FEDERAL CONTRIBUTIONS	PAYROLL ACCRUAL	2,986.33
36833	DD TRS RET CONT .58	PAYROLL ACCRUAL	378.59
36834	DD TRS THIS CONTRIBUTIONS	PAYROLL ACCRUAL	1,024.83
36835	DD TRS EMP CONTRIBUTIONS	PAYROLL ACCRUAL	7,392.15
36836	DD TRS RET CONT .58	PAYROLL ACCRUAL	476.37
36837	DD TRS THIS CONTRIBUTIONS	PAYROLL ACCRUAL	1,289.53
36838	DD TRS EMP CONTRIBUTIONS	PAYROLL ACCRUAL	50,218.74
36839	DD TRS FEDERAL CONTRIBUTIONS	PAYROLL ACCRUAL	879.57
36840	DD TRS RET CONT .58	PAYROLL ACCRUAL	3,236.44
36841	DD TRS THIS CONTRIBUTIONS	PAYROLL ACCRUAL	8,760.30
36842	B & B GLASS	PURCHASED SERVICE	1,331.00
36843	BAKER, MARIE	SUPPLIES	48.02
36844	BECKER, NICOLE	SUPPLIES	198.79
36845	BEHREND, SABRINA	TEXTBOOKS	13.50
36846	CAWTHON, MASON	SUPPLIES	324.00
36847	COMCAST	PURCHASED SERVICE	38.24
36848	GOODMAN, LISA	MISC EXPENSE	20.00
36849	GORDON FOOD SERVICE	SUPPLIES	14,746.99
36850	GUASCO, HEATHER	MISC EXPENSE	101.70
36851	HOGAN GRAIN, INC.	PURCHASED SERVICE	113.23
36852	ILLINOIS OFFICE OF THE STATE FIRE MARSHAL	PURCHASED SERVICE	770.00
36853	ILLINOIS PORTABLE TOILETS	PURCHASED SERVICE	395.00
36854	ILLINOIS PRINCIPALS ASSOCIATION	DUES	439.00
36855	IMPERIALDADE	SUPPLIES	279.38
36856	JOSTENS, INC.	PURCHASED SERVICE	31.50
36857	MARSHALL, STEPHANIE	SUPPLIES	200.00
36858	MIDWEST TRANSIT EQUIPMENT	SUPPLIES	289.00

36859	MIDWEST OCCUPATIONAL HEALTH ASSOCIATES	PURCHASED SERVICE	130.00
36860	QUADIENT LEASING	PURCHASED SERVICE	177.27
36861	REDWOOD LITERACY	PURCHASED SERVICE	2,670.00
36862	SCHMAHL, AMY	SUPPLIES	68.05
36863	DD AFLAC REMITTANCE	PAYROLL ACCRUAL	504.08
36864	DD COLONIAL LIFE PREM PROCESS	PAYROLL ACCRUAL	244.24
36865	DD ILL DEPT OF REVENUE	PAYROLL ACCRUAL	30,970.98
36866	DD IRS FICA	PAYROLL ACCRUAL	21,281.66
36867	DD IRS MEDICARE	PAYROLL ACCRUAL	19,236.50
36868	DD IRS W/H FEDERAL	PAYROLL ACCRUAL	56,997.42
36869	DD MTZ CUSD MED INS	PAYROLL ACCRUAL	150,016.97
36870	DD MTZ CUSD FLEX INS	PAYROLL ACCRUAL	3,968.31
36871	DD MTZ CUSD LIFELOCK INS	PAYROLL ACCRUAL	199.74
36872	DD MTZ FEDERATION OF TEACHERS	PAYROLL ACCRUAL	5,361.28
36873	DD MUTUAL OF OMAHA PMT PROCESS	PAYROLL ACCRUAL	14,143.29
36874	DD STATE DISBURSEMENT-EXPERTPAY	PAYROLL ACCRUAL	591.93
36875	DD THE OMNI GROUP PAYROLL REMIT	PAYROLL ACCRUAL	13,027.60
36876	MT. ZION FOUNDATION FOR QUALITY EDUCATION	PAYROLL ACCRUAL	103.68
36877	NCPERS GROUP LIFE INS.	PAYROLL ACCRUAL	176.00
36878	CAPITAL ONE - DD	SUPPLIES	20,556.72
36879	CAPITAL ONE - DD	PURCHASED SERVICE	30,682.91
36880	DD TRS EMP CONTRIBUTIONS	PAYROLL ACCRUAL	51,152.09
36881	DD TRS FEDERAL CONTRIBUTIONS	PAYROLL ACCRUAL	879.57
36882	DD TRS RET CONT .58	PAYROLL ACCRUAL	3,296.58
36883	DD TRS SSP	PAYROLL ACCRUAL	56.40
36884	DD TRS THIS CONTRIBUTIONS	PAYROLL ACCRUAL	8,923.18
36885	DD TRS EMP CONTRIBUTIONS	PAYROLL ACCRUAL	51,736.65
36886	DD TRS FEDERAL CONTRIBUTIONS	PAYROLL ACCRUAL	879.57
36887	DD TRS RET CONT .58	PAYROLL ACCRUAL	3,334.25
36888	DD TRS SSP	PAYROLL ACCRUAL	56.40
36889	DD TRS THIS CONTRIBUTIONS	PAYROLL ACCRUAL	9,025.10
36890	DD TRS EMP CONTRIBUTIONS	PAYROLL ACCRUAL	51,226.20
36891	DD TRS FEDERAL CONTRIBUTIONS	PAYROLL ACCRUAL	879.57
36892	DD TRS RET CONT .58	PAYROLL ACCRUAL	3,301.37
36893	DD TRS SSP	PAYROLL ACCRUAL	56.40
36894	DD TRS THIS CONTRIBUTIONS	PAYROLL ACCRUAL	8,936.06
36895	DD TRS EMP CONTRIBUTIONS	PAYROLL ACCRUAL	51,755.50
36896	DD TRS FEDERAL CONTRIBUTIONS	PAYROLL ACCRUAL	879.57
36897	DD TRS RET CONT .58	PAYROLL ACCRUAL	3,335.46
36898	DD TRS SSP	PAYROLL ACCRUAL	168.20
36899	DD TRS THIS CONTRIBUTIONS	PAYROLL ACCRUAL	9,028.45
36900	MT. ZION FOUNDATION FOR QUALITY EDUCATION	PAYROLL ACCRUAL	414.72
36901	NCPERS GROUP LIFE INS.	PAYROLL ACCRUAL	2,064.00
36902	ARBORWAY TREE CARE	PURCHASED SERVICE	800.00

36903	AT & T	PURCHASED SERVICE	64.05
36904	BACKUPIFY, INC.	PURCHASED SERVICE	3,600.00
36905	CAWTHON, PAULA	PROF DEVELOP	84.21
36906	CONNOR CO	EQUIPMENT	7,008.67
36907	CONSTELLATION NEWENERGY GAS DIVISION LLC.	PURCHASED SERVICE	5,017.78
36908	DEPARTMENT OF THE TREASURY	PURCHASED SERVICE	11.31
36909	DUCK, MELANIE	MISC EXPENSE	70.00
36910	FLANNELL TUCKPOINTING & BRICK RESTORATION, LL	PURCHASED SERVICE	4,790.00
36911	GUIN MUNDORF, LLC.	PURCHASED SERVICE	11,237.50
36912	HEART TECHNOLOGIES, INC.	PURCHASED SERVICE	312.50
36913	HEARTLAND BANK & TRUST	MISC EXPENSE	1,775,405.00
36914	ILLINOIS HEARTLAND LIBRARY SYSTEM	PURCHASED SERVICE	4,345.30
36915	IXL LEARNING	SUPPLIES	360.00
36916	JOHNSON HVACR & FOODSERVICE EQUIPMENT	PURCHASED SERVICE	732.01
36917	JOZWIAK, AMY	PROF DEVELOP	76.76
36918	KERSHNER, ALAN	PROF DEVELOP	88.44
36919	KING-LAR	PURCHASED SERVICE	9,369.00
36920	LEEFERS, ALICIA	MISC EXPENSE	70.00
36921	LINCOLN PRAIRIE BEHAVIORAL HEALTH CENTER	MISC EXPENSE	375.00
36922	MACKENZIE, JULIA	MISC EXPENSE	70.00
36923	MEANS, STACEY	MISC EXPENSE	120.00
36924	MT. ZION HIGH SCHOOL ACTIVITY FUND	MISC EXPENSE	3.82
36925	NEARPOD, INC	PURCHASED SERVICE	3,767.50
36926	PURITAN SPRINGS	SUPPLIES	127.22
36927	QUADIENT POSTAGE PAYMENT	MISC EXPENSE	1,003.00
36928	RAGAN COMMUNICATIONS INC.	SUPPLIES	1,443.73
36929	ROBERTS, MICHAEL	SUPPLIES	75.00
36930	RT. 48 INSPECTIONS	PURCHASED SERVICE	421.00
36931	SAFETY-KLEEN SYSTEMS, INC.	SUPPLIES	44.71
36932	SCHMAHL, AMY	SUPPLIES	170.55
36933	THE PAVILION FOUNDATION	MISC EXPENSE	396.00
36934	WATTS COPY SYSTEMS	PURCHASED SERVICE	3,284.16
36935	DD IMRF	PAYROLL ACCRUAL	19,116.23
36936	CAPITAL ONE - DD	SUPPLIES	33,855.24
36937	CAPITAL ONE - DD	PURCHASED SERVICE	7,568.50
36938	ATHLETIC IMPREST	MISC EXPENSE	7,881.52
36939	BECK TECH	SUPPLIES	9,360.00
36940	BLACK, KRISTIN	SUPPLIES	166.80
36941	BLDD ARCHITECTS, INC.	PURCHASED SERVICE	53,700.83
36942	BSN SPORTS, INC.	TEXTBOOKS	2,733.00
36943	CEP AMERICA IL LLP	PURCHASED SERVICE	1,257.00
36944	DAWSON, KATIE	SUPPLIES	200.00
36945	DECATUR BLUEPRINT	PURCHASED SERVICE	455.30
36946	DONNELLY AUTOMOTIVE MACHINE	PURCHASED SERVICE	284.19

36947	EVERGREEN FS - #15	SUPPLIES	6,367.90
36948	FOX, KELLY	PROF DEVELOP	58.96
36949	HANSEN, RICHARD	SUPPLIES	23.11
36950	HEART TECHNOLOGIES, INC.	PURCHASED SERVICE	237.00
36951	KOHL WHOLESAL	SUPPLIES	477.94
36952	MACON-PIATT SPECIAL EDUCATION	PURCHASED SERVICE	52,819.58
36953	MIDAMERICAN ENERGY SERVICES, LLC.	PURCHASED SERVICE	16,541.76
36954	MIDWEST ELECTRONIC SYSTEMS	PURCHASED SERVICE	110.00
36955	MT. ZION HIGH SCHOOL ACTIVITY FUND	PROF DEVELOP	1,428.50
36956	NEAL TIRE STORES	PURCHASED SERVICE	25.43
36957	OWENS, SARAH	SUPPLIES	29.00
36958	RT. 48 INSPECTIONS	PURCHASED SERVICE	47.00
36959	SCHMAHL, AMY	SUPPLIES	231.17
36960	SPRINGFIELD ELECTRIC	PURCHASED SERVICE	329.73
36961	SWOPE, ED	MISC EXPENSE	73.95
36962	WATTS COPY SYSTEMS	PURCHASED SERVICE	3,146.49
36963	WHITCHURCH, JANET	MISC EXPENSE	291.58
36964	DD ILL DEPT OF REVENUE	PAYROLL ACCRUAL	31,173.50
36965	DD IRS FICA	PAYROLL ACCRUAL	22,197.30
36966	DD IRS MEDICARE	PAYROLL ACCRUAL	19,318.06
36967	DD IRS W/H FEDERAL	PAYROLL ACCRUAL	56,701.50
36968	DD MTZ CUSD MED INS	PAYROLL ACCRUAL	149,351.93
36969	DD MTZ CUSD FLEX INS	PAYROLL ACCRUAL	3,988.31
36970	DD MTZ CUSD LIFELOCK INS	PAYROLL ACCRUAL	195.49
36971	DD MTZ FEDERATION OF TEACHERS	PAYROLL ACCRUAL	5,325.77
36972	DD MUTUAL OF OMAHA PMT PROCESS	PAYROLL ACCRUAL	1,504.12
36973	DD STATE DISBURSEMENT-EXPERTPAY	PAYROLL ACCRUAL	591.93
36974	DD THE OMNI GROUP PAYROLL REMIT	PAYROLL ACCRUAL	12,965.10
36975	LAND OF LINCOLN CU - DD	PAYROLL ACCRUAL	700.00

**TOTAL**

**\$3,551,049.86**

10 - EDUCATION FUND	\$	1,437,335.01
20 - OPERATION & MAINTENANCE FUND	\$	150,870.31
30- DEBT SERVICE FUND	\$	1,775,405.00
40 - TRANSPORTATION FUND	\$	58,186.52
50 - MUNICIPAL RETIREMENT FUND	\$	65,960.28
60- SITE & CONSTRUCTION FUND	\$	62,035.74
80-TORT FUND	\$	1,257.00

**TOTAL**

**\$ 3,551,049.86**

**MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3**  
**FUND WARRANTS**  
**November 20, 2024**

<b>CHECK #</b>	<b>VENDOR</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
36976	BUSHUE BACKGROUND SCREENING	PURCHASED SERVICE	\$ 550.00
36977	EVERGREEN FS - #15	SUPPLIES	12141.50
36978	GORDON FOOD SERVICE	SUPPLIES	29205.16
36979	HSHS MEDICAL GROUP	PURCHASED SERVICE	360.00
36980	HSHS ST. MARY'S HOPITAL	PURCHASED SERVICE	3750.00
36981	IMPERIALDADE	SUPPLIES	3567.17
36982	MIDWEST OCCUPATIONAL HEALTH ASSOCIATES	PURCHASED SERVICE	1100.00
36983	NELCO	PURCHASED SERVICE	891.49
36984	PRAIRIE FARMS DAIRY	SUPPLIES	7005.95
36985	U.S. POSTAL SERVICE	PURCHASED SERVICE	1840.00
<b>TOTAL</b>			<b>\$ 60,411.27</b>
10 - EDUCATION FUND		\$	48,269.77
40 - TRANSPORTATON FUND		\$	12,141.50
<b>TOTAL</b>		<b>\$</b>	<b>60,411.27</b>

**MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3**  
**ATHLETIC IMPREST EXPENSES**  
**10/1/24-10/31/24**

<b>CHECK</b>	<b>VENDOR</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
16008	ST. JOSEPH MIDDLE SCHOOL	ENTRY FEE	\$ (90.00)
16037	SPRINGFIELD HIGH SCHOOL	ENTRY FEE	\$ (200.00)
16068	BROOKS, LARRY	SECURITY	\$ 150.00
16069	MCELROY, MATTHEW	OFFICIAL	\$ 20.00
16070	ROTZ, MARK	OFFICIAL	\$ 20.00
16071	ABERNATHY, RICHARD	OFFICIAL	\$ 125.00
16072	ANDERSON, MACHEILA	OFFICIAL	\$ 125.00
16073	BLICKENSDERFER, MARK	OFFICIAL	\$ 70.00
16074	BRANDENBURG, JORDAN	OFFICIAL	\$ 70.00
16075	BURTSCHI, ROBERT	OFFICIAL	\$ 70.00
16076	DUDLEY, ROGER	OFFICIAL	\$ 70.00
16077	FLOYD, GAIGE	SECURITY	\$ 150.00
16078	HAMMER, CORI	OFFICIAL	\$ 110.00
16079	HIGGINS, SEAN	SECURITY	\$ 150.00
16080	KERWOOD, CHRIS	OFFICIAL	\$ 125.00
16081	RODDEN, DANIEL	OFFICIAL	\$ 70.00
16082	SALEFSKI, JEFFREY	OFFICIAL	\$ 125.00
16083	SMALL, DONALD	OFFICIAL	\$ 125.00
16084	SRONCE, STEPHEN	OFFICIAL	\$ 110.00
16085	STEVENS, JAMES	SECURITY	\$ 150.00
16086	AUSTIN, DYLAN	OFFICIAL	\$ 125.00
16087	EFFINGHAM COUNTRY CLUB	IHSA SECTIONAL F	\$ 44.00
16088	EFFINGHAM COUNTRY CLUB	IHSA SECTIONAL F	\$ 96.00
16089	STEVENS, JAMES	SECURITY	\$ 150.00
16090	BLICKENSDERFER, MARK	OFFICIAL	\$ 90.00
16090	BLICKENSDERFER, MARK	OFFICIAL	\$ (90.00)
16091	GIVENS, DAVID	OFFICIAL	\$ 100.00
16092	LUCAS, KELLEY	OFFICIAL	\$ 80.00
16093	MCELROY, MATTHEW	OFFICIAL	\$ 90.00
16094	ROTZ, MARK	OFFICIAL	\$ 90.00
16095	WILLIAMSVILLE HIGH SCHOOL	ENTRY FEE	\$ 225.00
16096	CRITCHELOE, MICHAEL	OFFICIAL	\$ 100.00
16097	FLOYD, GAIGE	SECURITY	\$ 150.00
16098	HIGGINS, SEAN	SECURITY	\$ 150.00
16099	REBBE, LARRY	OFFICIAL	\$ 100.00
16100	SCHUKAR, JERRY	OFFICIAL	\$ 100.00
16101	SKUNDBERG, ADAM	SECURITY	\$ 150.00
16102	THOMAN, TODD	OFFICIAL	\$ 100.00
16103	BLICKENSDERFER, MARK	OFFICIAL	\$ 70.00
16103	BLICKENSDERFER, MARK	OFFICIAL	\$ (70.00)
16104	BLICKENSDERFER, MARK	OFFICIAL	\$ 70.00



16105 MCELROY, MATTHEW	OFFICIAL	\$ 90.00
16106 MEADOR III, ARCHIE LYLE	OFFICIAL	\$ 110.00
16107 MEADOR III, ARCHIE LYLE	OFFICIAL	\$ 95.00
16108 MUSCHAL, ROBERT JR	OFFICIAL	\$ 110.00
16109 MUSCHAL, ROBERT JR	OFFICIAL	\$ 95.00
16110 ODOM, ROGER	OFFICIAL	\$ 90.00
16111 ROTZ, MARK	OFFICIAL	\$ 90.00
16112 WILLIAMS, DAVID	OFFICIAL	\$ 90.00
16112 WILLIAMS, DAVID	OFFICIAL	\$ (90.00)
16113 MCELROY, MATTHEW	OFFICIAL	\$ 20.00
16114 ROTZ, MARK	OFFICIAL	\$ 20.00
16115 BLICKENSDEFER, COLE	OFFICIAL	\$ 100.00
16116 MILLER, RON	OFFICIAL	\$ 100.00
16117 PROCTOR, CODY	OFFICIAL	\$ 100.00
16118 STEVENS, JAMES	SECURITY	\$ 150.00
16119 SMITH, JONAH	OFFICIAL	\$ 90.00
16120 BLICKENSDEFER, MARK	OFFICIAL	\$ 90.00
16121 DAMPEER, MARVELON	OFFICIAL	\$ 90.00
16122 MCCLELLAND, TROY	OFFICIAL	\$ 90.00
16123 ROTZ, MARK	OFFICIAL	\$ 90.00
16124 CENTRAL CATHOLIC HIGH SCHOOL	ENTRYFEE	\$ 350.00
16125 ST. JOSEPH MIDDLE SCHOOL	ENTRY FEE	\$ 90.00
16126 UNIVERSITY OF ILLINOIS GOLF COURSE	ENTRY FEE	\$ 150.00
16127 MAHOMET-SEYMOUR JR. HIGH SCHOO	ENTRY FEE	\$ 200.00

<b>TOTAL</b>	<b>\$ 5,875.00</b>
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10 - EDUCATION FUND	\$ 5,875.00
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INTEREST	\$ 0.21
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<b>TOTAL</b>	<b>\$ 5,874.79</b>
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OUTSTANDING CHECK DIFFERENCE	\$ (2,006.52)
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<b>TOTAL REIMBURSMENT</b>	<b>\$ 7,881.31</b>
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## Memorandum

**TO:** BOARD OF EDUCATION  
**FROM:** TRAVIS R. ROUNDABOUT  
**DATE:** NOVEMBER 13, 2024  
**RE:** FINANCIAL TREASURER'S REPORT

**Administrative recommendation:** that the attached Financial Treasurer's Report be accepted and filed for audit

BMR nmg

Attachment

**MT. ZION COMMUNITY UNIT DISTRICT #3  
FINANCIAL REPORT  
SEPTEMBER 30, 2024**

<u>EDUCATION FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 8,947,000.00	\$ 887,500.56	\$ 6,107,797.59
REPLACEMENT TAXES	550,500.00	14,917.88	94,897.97
TUITION	298,000.00	46,756.16	89,677.06
INTEREST	327,000.00	58,761.71	70,788.04
FOOD SERVICE	810,300.00	80,470.59	162,653.59
PUPIL ACTIVITIES	122,000.00	12,364.00	57,955.00
TEXTBOOKS	160,400.00	10,163.00	142,596.50
OTHER/TRANSFERS	150,500.00	30,193.60	(33,739.08)
STATE UNRESTRICTED	10,550,000.00	1,009,966.00	2,019,932.00
STATE RESTRICTED	272,000.00	27,541.11	33,541.11
FEDERAL RESTRICTED	1,355,000.00	36,612.10	217,736.10
<b>TOTAL REVENUE</b>	<b>\$ 23,542,700.00</b>	<b>\$ 2,215,246.71</b>	<b>\$ 8,963,835.88</b>
			<b>EXPENDED TO DATE</b>
SALARIES	\$ 15,786,050.00	\$ 1,280,788.22	\$ 3,927,841.88
EMPLOYEE BENEFITS	4,223,430.00	360,407.26	785,456.70
PURCHASED SERVICES	780,655.00	96,976.26	337,839.59
SUPPLIES/MATERIALS	1,397,785.00	103,691.69	302,648.54
CAPITAL OUTLAY	99,000.00	-	33,144.21
TUITION/OTHER	1,192,780.00	400.00	16,051.25
<b>TOTAL EXPENDITURES</b>	<b>\$ 23,479,700.00</b>	<b>\$ 1,842,263.43</b>	<b>\$ 5,402,982.17</b>
<u>OPERATIONS &amp; MAINTENANCE FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 1,775,000.00	\$ 176,091.36	\$ 1,211,864.70
INTEREST	27,100.00	5,850.00	7,015.27
STATE UNRESTRICTED	30,000.00	-	-
FEDERAL RESTRICTED	-	-	-
OTHER REVENUE	-	14,610.00	14,610.00
<b>TOTAL REVENUE</b>	<b>\$ 1,832,100.00</b>	<b>\$ 196,551.36</b>	<b>\$ 1,233,489.97</b>
			<b>EXPENDED TO DATE</b>
SALARIES	\$ 715,000.00	\$ 61,423.72	\$ 268,005.37
EMPLOYEE BENEFITS	126,600.00	10,200.22	31,959.94
PURCHASED SERVICES	257,300.00	31,453.81	136,391.09
SUPPLIES/MATERIALS	673,200.00	96,992.60	308,667.74
CAPITAL OUTLAY	60,000.00	-	-
OTHER OBJECTS	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,832,100.00</b>	<b>\$ 200,070.35</b>	<b>\$ 745,024.14</b>
<u>DEBT SERVICE FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 2,058,000.00	\$ 241,035.68	\$ 980,147.88
INTEREST	1,000.00	104.76	254.33
OTHER	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 2,059,000.00</b>	<b>\$ 241,140.44</b>	<b>\$ 980,402.21</b>
			<b>EXPENDED TO DATE</b>
PURCHASED SERVICES	\$ 2,500.00	-	-
OTHER OBJECTS	2,056,500.00	-	-
TRANSFERS	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 2,059,000.00</b>	<b>-</b>	<b>-</b>
<u>TRANSPORTATION FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 710,000.00	\$ 70,436.43	\$ 484,745.96
TRANSPORTATION FEES	6,000.00	1,129.59	1,129.59
INTEREST	34,000.00	5,815.08	6,930.48
OTHER	470,000.00	-	-

STATE UNRESTRICTED	-	-	-
STATE RESTRICTED	520,000.00	-	-
FEDERAL RESTRICTED	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 1,740,000.00</b>	<b>\$ 77,381.10</b>	<b>\$ 492,806.03</b>

			<b>EXPENDED TO DATE</b>
SALARIES	\$ 813,000.00	\$ 80,983.56	\$ 140,740.22
EMPLOYEE BENEFITS	46,800.00	4,312.64	8,682.13
PURCHASED SERVICES	42,200.00	1,687.35	11,778.45
SUPPLIES/MATERIALS	233,000.00	18,126.97	45,124.88
CAPITAL OUTLAY	835,000.00	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,970,000.00</b>	<b>\$ 105,110.52</b>	<b>\$ 206,325.68</b>

**IMRF/FICA FUND**

	<b>BUDGET</b>	<b>ACTIVITY/MO</b>	<b>RECEIVED TO DATE</b>
LOCAL TAX	\$ 639,400.00	\$ 64,040.96	\$ 440,730.70
REPLACEMENT TAX	15,000.00	-	-
INTEREST	18,900.00	4,959.42	5,879.87
OTHER REVENUE	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 673,300.00</b>	<b>\$ 69,000.38</b>	<b>\$ 446,610.57</b>

			<b>EXPENDED TO DATE</b>
OTHER LIABILITY	\$ 3,300.00	\$ -	\$ -
EMPLOYEE BENEFITS	670,000.00	45,050.99	119,785.57
<b>TOTAL EXPENDITURES</b>	<b>\$ 673,300.00</b>	<b>\$ 45,050.99</b>	<b>\$ 119,785.57</b>

**SITE & CONSTRUCTION FUND**

	<b>BUDGET</b>	<b>ACTIVITY/MO</b>	<b>RECEIVED TO DATE</b>
SALES TAX	\$ 70,000.00	\$ -	\$ -
INTEREST	10,000.00	4,976.89	5,922.26
OTHER REVENUE	1,100,000.00	125,000.00	125,000.00
TRANSFERS	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 1,180,000.00</b>	<b>\$ 129,976.89</b>	<b>\$ 130,922.26</b>

			<b>EXPENDED TO DATE</b>
PURCHASED SERVICES	\$ 1,460,000.00	\$ 79,083.17	\$ 95,593.17
SUPPLIES/MATERIALS	150,000.00	77.06	268,665.04
CAPITAL OUTLAY	200,000.00	387,342.90	463,160.40
TRANSFERS	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,810,000.00</b>	<b>\$ 466,503.13</b>	<b>\$ 827,418.61</b>

**WORKING CASH FUND**

	<b>BUDGET</b>	<b>ACTIVITY/MO</b>	<b>RECEIVED TO DATE</b>
LOCAL TAX	\$ 177,000.00	\$ 17,608.99	\$ 121,186.46
INTEREST	10,100.00	2,479.71	2,939.94
SALE OF BONDS	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 187,100.00</b>	<b>\$ 20,088.70</b>	<b>\$ 124,126.40</b>

			<b>EXPENDED TO DATE</b>
OTHER OBJECTS	\$ -	\$ -	\$ -
TRANSFERS	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**TORT FUND**

	<b>BUDGET</b>	<b>ACTIVITY/MO</b>	<b>RECEIVED TO DATE</b>
LOCAL TAX	\$ 730,000.00	\$ 73,046.21	\$ 502,706.14
INTEREST	500.00	34.92	84.77
OTHER	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 730,500.00</b>	<b>\$ 73,081.13</b>	<b>\$ 502,790.91</b>

			<b>EXPENDED TO DATE</b>
SALARIES	\$ 331,000.00	\$ -	\$ -
EMP. BENEFITS	-	-	-
PURCHASED SERVICES	399,500.00	-	123,116.00
<b>TOTAL EXPENDITURES</b>	<b>\$ 730,500.00</b>	<b>\$ -</b>	<b>\$ 123,116.00</b>

**FIRE PREVENTION/SAFETY FUND**

	<b>BUDGET</b>		<b>ACTIVITY/MO</b>	<b>RECEIVED TO DATE</b>
LOCAL TAX	\$ 177,000.00	\$	17,608.99	\$ 121,186.46
INTEREST	3,000.00		838.21	1,008.24
<b>TOTAL REVENUE</b>	<b>\$ 180,000.00</b>	<b>\$</b>	<b>18,447.20</b>	<b>\$ 122,194.70</b>

				<b>EXPENDED TO DATE</b>
PURCHASED SERVICES	\$ -	\$	-	\$ -
CAPITAL OUTLAY	-		-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ -</b>	<b>\$</b>	<b>-</b>	<b>\$ -</b>

**ANALYSIS SUMMARY****EDUCATION FUND**

Actual Carryover	\$	6,164,587.32
Received to Date		8,963,835.88
Expended to Date		(5,402,982.17)
Fund Balance 9/30/2024	\$	9,725,441.03
Imprest Fund		5,000.00
Athletic Imprest Fund		5,000.00
Projected Carryover 6/30/2025	\$	6,227,587.32

**OPERATIONS AND MAINTENANCE FUND**

Actual Carryover	\$	977,936.34
Received to Date		1,233,489.97
Expended to Date		(745,024.14)
Fund Balance 9/30/2024	\$	1,466,402.17
Projected Carryover 6/30/2025	\$	977,936.34

**DEBT SERVICE FUND**

Actual Carryover	\$	619,353.68
Received to Date		980,402.21
Expended to Date		-
Fund Balance 9/30/2024	\$	1,599,755.89
Projected Carryover 6/30/2025	\$	619,353.68

**TRANSPORTATION FUND**

Actual Carryover	\$	963,353.50
Received to Date		492,806.03
Expended to Date		(206,325.68)
Fund Balance 9/30/2024	\$	1,249,833.85
Projected Carryover 6/30/2025	\$	733,353.50

**IMRF/FICA FUND**

Actual Carryover	\$	500,076.99
Received to Date		446,610.57
Expended to Date		(119,785.57)
Fund Balance 9/30/2024	\$	826,901.99
Projected Carryover 6/30/2025	\$	500,076.99

**SITE & CONSTRUCTION FUND**

Actual Carryover	\$	1,964,384.49
Received to Date		130,922.26
Expended to Date		(827,418.61)
Fund Balance 9/30/2024	\$	1,267,888.14
Projected Carryover 6/30/2025	\$	1,964,384.49

**WORKING CASH FUND**

Actual Carryover	\$	481,739.56
Received to Date		124,126.40
Expended to Date		-
Fund Balance 9/30/2024	\$	605,865.96
Projected Carryover 6/30/2025	\$	668,839.56

**TORT FUND**

Actual Carryover	\$	2,135.73
Received to Date		502,790.91
Expended to Date		(123,116.00)
Fund Balance 9/30/2024	\$	381,810.64
Projected Carryover 6/30/2025	\$	2,135.73

**FIRE PREVENTION & SAFETY FUND**

Actual Carryover	\$	78,660.89
Received to Date		122,194.70
Expended to Date		-
Fund Balance 9/30/2024	\$	200,855.59
Projected Carryover 6/30/2025	\$	258,660.89

**TREASURER'S REPORT****EDUCATION FUND**

Beginning Cash Balance	\$	(1,542,132.52)
Revenue less Disbursed		379,913.27
Monthly Liabilities		(65,555.32)
Ending Cash Balance		(1,227,774.57)
Ending MM Investments		1,161,042.75
Ending Special Savings		9,792,172.85
Total Assets	\$	9,725,441.03

**OPERATIONS AND MAINTENANCE FUND**

Beginning Cash Balance	\$	1,122,870.26
Revenue less Disbursed		(11,807.86)
Monthly Liabilities		2,449.80
Ending Cash Balance		1,113,512.20
Ending MM Investments		56,673.30
Ending Special Savings		296,216.67
Total Assets	\$	1,466,402.17

**DEBT SERVICE FUND**

Beginning Cash Balance	\$	749,903.48
Revenue less Disbursed		241,046.61
Ending Cash Balance		990,950.09
Ending MM Investments		16,632.60
Ending Special Savings		592,173.20
Total Assets	\$	1,599,755.89

**TRANSPORTATION FUND**

Beginning Cash Balance	\$	912,834.67
Revenue less Disbursed		(31,619.98)
Monthly Liabilities		(1,917.23)
Ending Cash Balance		879,297.46
Ending MM Investments		161,619.35
Ending Special Savings		208,917.04
Total Assets	\$	1,249,833.85

**IMRF/FICA FUND**

Beginning Cash Balance	\$	381,786.76
Revenue less Disbursed		19,632.65
Monthly Liabilities		(639.04)
Ending Cash Balance		400,780.37
Ending MM Investments		183,973.72
Ending Special Savings		242,147.90
Total Assets	\$	826,901.99

**SITE & CONSTRUCTION FUND**

Beginning Cash Balance	\$	1,259,285.01
Revenue less Disbursed		(341,497.66)
Ending Cash Balance		917,787.35
Ending MM Investments		336,851.10
Ending Special Savings		13,249.69
Total Assets	\$	1,267,888.14

**WORKING CASH FUND**

Beginning Cash Balance	\$	290,865.27
Revenue less Disbursed		17,610.81
Ending Cash Balance		308,476.08
Ending MM Investments		11,080.61
Ending Special Savings		286,309.27
Total Assets	\$	605,865.96

**TORT FUND**

Beginning Cash Balance	\$	306,723.85
Revenue less Disbursed		73,049.85
Ending Cash Balance		379,773.70
Ending MM Investments		1,996.22
Ending Special Savings		40.72
Total Assets	\$	381,810.64

**FIRE PREVENTION & SAFETY FUND**

Beginning Cash Balance	\$	113,853.42
Revenue less Disbursed		17,610.81
Ending Cash Balance		131,464.23
Ending MM Investments		44,731.24
Ending Special Savings		24,660.12
Total Assets	\$	200,855.59

**TOTAL ASSETS**

PRAIRIE STATE BANK AND TRUST	\$	17,324,755.26
INSURANCE FUND	\$	65,200.15

**MT. ZION COMMUNITY UNIT DISTRICT #3  
FINANCIAL REPORT  
OCTOBER 31, 2024**

<u>EDUCATION FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 8,947,000.00	\$ 2,623,409.73	\$ 8,731,207.32
REPLACEMENT TAXES	550,500.00	60,993.57	155,891.54
TUITION	298,000.00	36,138.68	125,815.74
INTEREST	327,000.00	8,216.67	79,004.71
FOOD SERVICE	810,300.00	96,969.97	259,623.56
PUPIL ACTIVITIES	122,000.00	14,483.50	72,438.50
TEXTBOOKS	160,400.00	1,679.50	144,276.00
OTHER/TRANSFERS	150,500.00	(37,038.89)	(70,777.97)
STATE UNRESTRICTED	10,550,000.00	1,009,966.00	3,029,898.00
STATE RESTRICTED	272,000.00	65,078.77	98,619.88
FEDERAL RESTRICTED	1,355,000.00	300,485.51	518,221.61
<b>TOTAL REVENUE</b>	<b>\$ 23,542,700.00</b>	<b>\$ 4,180,383.01</b>	<b>\$ 13,144,218.89</b>
			<b>EXPENDED TO DATE</b>
SALARIES	\$ 15,786,050.00	\$ 1,290,735.80	\$ 5,218,577.68
EMPLOYEE BENEFITS	4,223,430.00	361,451.15	1,146,907.85
PURCHASED SERVICES	780,655.00	70,042.93	407,882.52
SUPPLIES/MATERIALS	1,397,785.00	107,235.94	409,884.48
CAPITAL OUTLAY	99,000.00	3,420.67	36,564.88
TUITION/OTHER	1,192,780.00	7,328.00	23,379.25
<b>TOTAL EXPENDITURES</b>	<b>\$ 23,479,700.00</b>	<b>\$ 1,840,214.49</b>	<b>\$ 7,243,196.66</b>
<u>OPERATIONS &amp; MAINTENANCE FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 1,775,000.00	\$ 520,517.64	\$ 1,732,382.34
INTEREST	27,100.00	794.37	7,809.64
STATE UNRESTRICTED	30,000.00	-	-
FEDERAL RESTRICTED	-	-	-
OTHER REVENUE	-	-	14,610.00
<b>TOTAL REVENUE</b>	<b>\$ 1,832,100.00</b>	<b>\$ 521,312.01</b>	<b>\$ 1,754,801.98</b>
			<b>EXPENDED TO DATE</b>
SALARIES	\$ 715,000.00	\$ 62,201.12	\$ 330,206.49
EMPLOYEE BENEFITS	126,600.00	10,205.47	42,165.41
PURCHASED SERVICES	257,300.00	31,556.76	167,947.85
SUPPLIES/MATERIALS	673,200.00	65,981.67	374,649.41
CAPITAL OUTLAY	60,000.00	-	-
OTHER OBJECTS	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,832,100.00</b>	<b>\$ 169,945.02</b>	<b>\$ 914,969.16</b>
<u>DEBT SERVICE FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 2,058,000.00	\$ 364,987.00	\$ 1,345,134.88
INTEREST	1,000.00	109.29	363.62
OTHER	-	-	-
<b>TOTAL REVENUE</b>	<b>\$ 2,059,000.00</b>	<b>\$ 365,096.29</b>	<b>\$ 1,345,498.50</b>
			<b>EXPENDED TO DATE</b>
PURCHASED SERVICES	\$ 2,500.00	\$ 1,000.00	\$ 1,000.00
OTHER OBJECTS	2,056,500.00	1,774,405.00	1,774,405.00
TRANSFERS	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 2,059,000.00</b>	<b>\$ 1,775,405.00</b>	<b>\$ 1,775,405.00</b>
<u>TRANSPORTATION FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 710,000.00	\$ 208,207.29	\$ 692,953.25
TRANSPORTATION FEES	6,000.00	-	1,129.59
INTEREST	34,000.00	757.94	7,688.42
OTHER	470,000.00	-	-

STATE UNRESTRICTED		-		-		-
STATE RESTRICTED		520,000.00		137,736.71		137,736.71
FEDERAL RESTRICTED		-		-		-
<b>TOTAL REVENUE</b>	<b>\$</b>	<b>1,740,000.00</b>	<b>\$</b>	<b>346,701.94</b>	<b>\$</b>	<b>839,507.97</b>
						<b>EXPENDED TO DATE</b>
SALARIES	\$	813,000.00	\$	78,547.66	\$	219,287.88
EMPLOYEE BENEFITS		46,800.00		6,843.63		15,525.76
PURCHASED SERVICES		42,200.00		4,447.98		16,226.43
SUPPLIES/MATERIALS		233,000.00		25,646.73		70,771.61
CAPITAL OUTLAY		835,000.00		-		-
<b>TOTAL EXPENDITURES</b>	<b>\$</b>	<b>1,970,000.00</b>	<b>\$</b>	<b>115,486.00</b>	<b>\$</b>	<b>321,811.68</b>
<b><u>IMRF/FICA FUND</u></b>		<b>BUDGET</b>		<b>ACTIVITY/MO</b>		<b>RECEIVED TO DATE</b>
LOCAL TAX	\$	639,400.00	\$	189,301.82	\$	630,032.52
REPLACEMENT TAX		15,000.00		-		-
INTEREST		18,900.00		623.64		6,503.51
OTHER REVENUE		-		-		-
<b>TOTAL REVENUE</b>	<b>\$</b>	<b>673,300.00</b>	<b>\$</b>	<b>189,925.46</b>	<b>\$</b>	<b>636,536.03</b>
						<b>EXPENDED TO DATE</b>
OTHER LIABILITY	\$	3,300.00	\$	-	\$	-
EMPLOYEE BENEFITS		670,000.00		45,049.35		164,834.92
<b>TOTAL EXPENDITURES</b>	<b>\$</b>	<b>673,300.00</b>	<b>\$</b>	<b>45,049.35</b>	<b>\$</b>	<b>164,834.92</b>
<b><u>SITE &amp; CONSTRUCTION FUND</u></b>		<b>BUDGET</b>		<b>ACTIVITY/MO</b>		<b>RECEIVED TO DATE</b>
SALES TAX	\$	70,000.00	\$	-	\$	-
INTEREST		10,000.00		641.86		6,564.12
OTHER REVENUE		1,100,000.00		-		125,000.00
TRANSFERS		-		-		-
<b>TOTAL REVENUE</b>	<b>\$</b>	<b>1,180,000.00</b>	<b>\$</b>	<b>641.86</b>	<b>\$</b>	<b>131,564.12</b>
						<b>EXPENDED TO DATE</b>
PURCHASED SERVICES	\$	1,460,000.00	\$	119,072.22	\$	214,665.39
SUPPLIES/MATERIALS		150,000.00		178.95		268,843.99
CAPITAL OUTLAY		200,000.00		40,598.86		503,759.26
TRANSFERS		-		-		-
<b>TOTAL EXPENDITURES</b>	<b>\$</b>	<b>1,810,000.00</b>	<b>\$</b>	<b>159,850.03</b>	<b>\$</b>	<b>987,268.64</b>
<b><u>WORKING CASH FUND</u></b>		<b>BUDGET</b>		<b>ACTIVITY/MO</b>		<b>RECEIVED TO DATE</b>
LOCAL TAX	\$	177,000.00	\$	52,051.62	\$	173,238.08
INTEREST		10,100.00		311.81		3,251.75
SALE OF BONDS		-		-		-
<b>TOTAL REVENUE</b>	<b>\$</b>	<b>187,100.00</b>	<b>\$</b>	<b>52,363.43</b>	<b>\$</b>	<b>176,489.83</b>
						<b>EXPENDED TO DATE</b>
OTHER OBJECTS	\$	-	\$	-	\$	-
TRANSFERS		-		-		-
<b>TOTAL EXPENDITURES</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>
<b><u>TORT FUND</u></b>		<b>BUDGET</b>		<b>ACTIVITY/MO</b>		<b>RECEIVED TO DATE</b>
LOCAL TAX	\$	730,000.00	\$	215,920.79	\$	718,626.93
INTEREST		500.00		36.43		121.20
OTHER		-		-		-
<b>TOTAL REVENUE</b>	<b>\$</b>	<b>730,500.00</b>	<b>\$</b>	<b>215,957.22</b>	<b>\$</b>	<b>718,748.13</b>
						<b>EXPENDED TO DATE</b>
SALARIES	\$	331,000.00	\$	-	\$	-
EMP. BENEFITS		-		-		-
PURCHASED SERVICES		399,500.00		1,647.85		124,763.85
<b>TOTAL EXPENDITURES</b>	<b>\$</b>	<b>730,500.00</b>	<b>\$</b>	<b>1,647.85</b>	<b>\$</b>	<b>124,763.85</b>



<u>FIRE PREVENTION/SAFETY FUND</u>		BUDGET		ACTIVITY/MO		RECEIVED TO DATE
LOCAL TAX	\$	177,000.00	\$	52,051.62	\$	173,238.08
INTEREST		3,000.00		116.07		1,124.31
<b>TOTAL REVENUE</b>	<b>\$</b>	<b>180,000.00</b>	<b>\$</b>	<b>52,167.69</b>	<b>\$</b>	<b>174,362.39</b>
						<b>EXPENDED TO DATE</b>
PURCHASED SERVICES	\$	-	\$	-	\$	-
CAPITAL OUTLAY		-		-		-
<b>TOTAL EXPENDITURES</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>

**ANALYSIS SUMMARY****EDUCATION FUND**

Actual Carryover	\$	6,164,587.32
Received to Date		13,144,218.89
Expended to Date		(7,243,196.66)
Fund Balance 10/31/2024	\$	12,065,609.55
Imprest Fund		5,000.00
Athletic Imprest Fund		5,000.00
Projected Carryover 6/30/2025	\$	6,227,587.32

**OPERATIONS AND MAINTENANCE FUND**

Actual Carryover	\$	977,936.34
Received to Date		1,754,801.98
Expended to Date		(914,969.16)
Fund Balance 10/31/2024	\$	1,817,769.16
Projected Carryover 6/30/2025	\$	977,936.34

**DEBT SERVICE FUND**

Actual Carryover	\$	619,353.68
Received to Date		1,345,498.50
Expended to Date		(1,775,405.00)
Fund Balance 10/31/2024	\$	189,447.18
Projected Carryover 6/30/2025	\$	619,353.68

**TRANSPORTATION FUND**

Actual Carryover	\$	963,353.50
Received to Date		839,507.97
Expended to Date		(321,811.68)
Fund Balance 10/31/2024	\$	1,481,049.79
Projected Carryover 6/30/2025	\$	733,353.50

**IMRF/FICA FUND**

Actual Carryover	\$	500,076.99
Received to Date		636,536.03
Expended to Date		(164,834.92)
Fund Balance 10/31/2024	\$	971,778.10
Projected Carryover 6/30/2025	\$	500,076.99

**SITE & CONSTRUCTION FUND**

Actual Carryover	\$	1,964,384.49
Received to Date		131,564.12
Expended to Date		(987,268.64)
Fund Balance 10/31/2024	\$	1,108,679.97
Projected Carryover 6/30/2025	\$	1,964,384.49

**WORKING CASH FUND**

Actual Carryover	\$	481,739.56
Received to Date		176,489.83
Expended to Date		-
Fund Balance 10/31/2024	\$	658,229.39
Projected Carryover 6/30/2025	\$	668,839.56

**TORT FUND**

Actual Carryover	\$	2,135.73
Received to Date		718,748.13
Expended to Date		(124,763.85)
Fund Balance 10/31/2024	\$	596,120.01
Projected Carryover 6/30/2025	\$	2,135.73

**FIRE PREVENTION & SAFETY FUND**

Actual Carryover	\$	78,660.89
Received to Date		174,362.39
Expended to Date		-
Fund Balance 10/31/2024	\$	253,023.28
Projected Carryover 6/30/2025	\$	258,660.89

**TREASURER'S REPORT****EDUCATION FUND**

Beginning Cash Balance	\$	(1,227,774.57)
Revenue less Disbursed		2,277,511.16
Monthly Liabilities		54,632.47
Ending Cash Balance		1,104,369.06
Ending MM Investments		1,162,216.88
Ending Special Savings		9,799,023.61
Total Assets	\$	12,065,609.55

**OPERATIONS AND MAINTENANCE FUND**

Beginning Cash Balance	\$	1,113,512.20
Revenue less Disbursed		347,852.30
Monthly Liabilities		2,735.68
Ending Cash Balance		1,464,100.18
Ending MM Investments		56,767.23
Ending Special Savings		296,901.75
Total Assets	\$	1,817,769.16

**DEBT SERVICE FUND**

Beginning Cash Balance	\$	990,950.09
Revenue less Disbursed		(910,402.64)
Ending Cash Balance		80,547.45
Ending MM Investments		16,726.53
Ending Special Savings		92,173.20
Total Assets	\$	189,447.18

**TRANSPORTATION FUND**

Beginning Cash Balance	\$	879,297.46
Revenue less Disbursed		226,466.23
Monthly Liabilities		4,002.01
Ending Cash Balance		1,109,765.70
Ending MM Investments		161,681.97
Ending Special Savings		209,602.12
Total Assets	\$	1,481,049.79

**IMRF/FICA FUND**

Beginning Cash Balance	\$	400,780.37
Revenue less Disbursed		140,981.75
Monthly Liabilities		3,275.84
Ending Cash Balance		545,037.96
Ending MM Investments		184,005.03
Ending Special Savings		242,735.11
Total Assets	\$	971,778.10

**SITE & CONSTRUCTION FUND**

Beginning Cash Balance	\$	917,787.35
Revenue less Disbursed		(159,842.35)
Ending Cash Balance		757,945.00
Ending MM Investments		(163,101.93)
Ending Special Savings		513,836.90
Total Assets	\$	1,108,679.97

**WORKING CASH FUND**

Beginning Cash Balance	\$	308,476.08
Revenue less Disbursed		52,054.18
Ending Cash Balance		360,530.26
Ending MM Investments		11,096.26
Ending Special Savings		286,602.87
Total Assets	\$	658,229.39

**TORT FUND**

Beginning Cash Balance	\$	379,773.70
Revenue less Disbursed		214,278.06
Ending Cash Balance		594,051.76
Ending MM Investments		2,027.53
Ending Special Savings		40.72
Total Assets	\$	596,120.01

**FIRE PREVENTION & SAFETY FUND**

Beginning Cash Balance	\$	131,464.23
Revenue less Disbursed		52,054.18
Ending Cash Balance		183,518.41
Ending MM Investments		44,746.89
Ending Special Savings		24,757.98
Total Assets	\$	253,023.28

**TOTAL ASSETS**

PRAIRIE STATE BANK AND TRUST  
INSURANCE FUND

\$ 19,141,706.43  
\$ 319,056.19

## Memorandum

**TO:** BOARD OF EDUCATION  
**FROM:** TRAVIS R. ROUNDABOUT  
**DATE:** NOVEMBER 13, 2024  
**RE:** RISK MANAGEMENT PROGRAM

**Administrative recommendation:** to approve the Risk Management Program as a guide for the expenditures paid from the 2024 Tort Fund levy.

**Comments:** This plan will be effective with the upcoming levy and expenditures during the 2025-2026 school year. As reflected on the estimated tax levy adoption memo, the Tort Fund Levied expenditures were estimated at \$780,000. As outlined on the Risk Management Plan, the Tort Fund is utilized to pay expenditures associated with protecting the district against liability. The costs that are associated with insurance, legal fees, and the time expended by assigned District personnel to limit or reduce liability are detailed on the attachment.

BMR

Enclosures

# MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3

## RISK MANAGEMENT PROGRAM

Adopted by Mt. Zion CUSD #3

Board of Education on November 19, 2024

The Mt. Zion Community Unit School District #3 shall have in operation a comprehensive Risk Management Program that shall reduce or prevent the District's exposure to liability. It is of the utmost importance for the District: (1) to ensure that statutory and common law, health, and safety rights are extended to all visitors, employees, and students; (2) to make certain that the District's buildings and grounds are maintained in a safe condition; and (3) to provide careful supervision and protection of all the District's real and personal property, including vehicles.

The Tort Immunity Act (745 ILCS 10/9-101 et seq.) provides for a school district to levy a tax which, when collected, will pay the cost of risk management. In addition, this Section provides for funds raised pursuant to this Section to be used to pay for the cost of insurance, including all operating and administrative costs and expenses directly associated therewith, claim services and risk management directly attributable to loss prevention and loss reduction, education, inspection and supervisory services directly relating to loss prevention and loss reduction, to purchase claim services, to pay for judgments or settlements, or otherwise pay the cost of risk management program.

The District's Risk Management Program shall provide for (1) identification of the various components of the Risk Management Program; (2) clearly delineated personnel responsibilities; (3) adequate insurance against liability exposure; and (4) identified and allowable costs for the maintenance of the Risk Management Program.

Risk management is a process that consists of: (1) identifying and analyzing loss exposures; (2) selecting a technique or combination thereof to be used to handle each exposure; (3) implementing the chosen techniques; and (4) monitoring the decisions made and implementing appropriate changes.

The general overall responsibility for the development and maintenance of the District's Risk Management Program rests with the Superintendent of the District. The Superintendent shall be responsible for the development of the program, identifying the various components of the program, and the delegating of responsibilities for these components to the appropriate personnel. It is expected that the Superintendent would continually evaluate the effectiveness of the program and be apprised of needed revisions, additions, or deletions to the components and assigned responsibilities. It is also expected that, because of the delegation of responsibilities, the Superintendent would spend twenty percent (20%) of his/ her time toward the fulfillment of this portion of the Risk Management Program.

A primary component of the Risk Management Program is the provision of an insurance/compensation program that will provide protection to the District against liability. All (100%) of the insurance cost paid by the District are eligible expenses for the Tort Fund. Portions of this component shall include, but not limited to:

1. Purchase of Insurance Consultant Services, if needed.
2. Premiums for the various necessary insurance, including all liability insurance, property damage and fleet insurance, workers' compensation, unemployment compensation, Personnel bonds, etc.
3. Payment of judgments or settlements arising against the District.
4. Payment of all legal fees connected with protecting or defending the District against liability.
5. Allowance for the time expended by assigned District personnel concerning the above-delineated assignments. These extra duties are not listed in their job description because they are extraordinary and above and beyond their regular duties.

The District's Associate Superintendent is also assigned the responsibility for administration of this component to the Risk Management Program. He/she shall serve as the District's liaison to the various consulting services, claim and adjustment services, and insurance companies. In addition, he/she shall be responsible for communications concerning claims against, or on behalf of the District. Because the Associate Superintendent is responsible for the insurance and claim component of the Program and the bidding of supplies and contractual services in such a manner that the District meets all the requirements for freedom from tort situations, which include meeting the requirements for toxic materials, equal opportunity employment, prevailing wage rates, comparable name equipment, responsible bidders, etc., it is expected that he/she will devote twenty percent (20%) of his / her time toward the fulfillment of these duties.

The District's Risk Management Program in relation to the safe conditions of buildings and grounds shall be a primary responsibility of all general Maintenance and Custodial staff. His/ her responsibilities and duties shall include, but not limited to:

1. Development and identification of the various components of responsibilities concerning inspection of buildings, grounds, and equipment to provide a risk-free environment to the local district, its employees, and the public.
2. The maintenance of the legal and safe conditions of building and grounds. He/she is responsible for the District's compliance with State and Federal Laws regarding employee and student health and safety, asbestos, radon, lead, etc.

It is expected that general Maintenance and Custodial staff will expend twenty five percent (25%) of his/her time directly related to fulfilling the responsibilities of his/her position in the district's risk management/tort avoidance program.

The District's Risk Management Program in relation to the safe conditions of buildings and grounds shall be a primary responsibility of the Maintenance Director and Custodial Supervisors. His/ her responsibilities and duties shall include, but not limited to:

1. All items listed above under the title of general Maintenance and Custodial. Within this parameter, he/she shall also be responsible for the supervision of all other custodial or maintenance staff performing duties within the Risk Management Program.
2. He/she shall be the District's official Asbestos Management Director, and he/she shall be responsible for the training of the district custodial personnel to perform work on safety and health matters.
3. The bidding of supplies and contractual services in such a manner that the district meets all the requirements for freedom from tort situations, which would include meeting the requirements for toxic materials, equal opportunity employment, prevailing wage rates, comparable name equipment, responsible bidders, etc.

It is expected that the Maintenance Director and Custodial Supervisors will expend twenty five percent (25%) of his/her time directly related to fulfilling the responsibilities of his/her position in the district's risk management/tort avoidance program.

The District's Risk Management Program in relation to the health and safety of District students and personnel is the responsibility of the Building Principal, Counselors, Teachers of Physical Education, Driver's Education, Science, School Nurse, and Cooks. The degree of this responsibility (time invested) varies in accordance to each person's assigned supervisory activities. They shall provide for the protection of students, personnel, and the general public and freedom from exposure to tort-producing situations that arise from, but not limited to:

1. Incidents in parking lots and on campus
2. Incidents in the lunchroom.
3. Incidents occurring during school athletic activities and other school-sponsored events.
4. Incidents occurring during physical education classes;
5. Incidents occurring in connection with the transportation of students, including the process of (a) student boarding, (b) riding, and (c) departing the school bus.
6. Incidents occurring during vocational classes.
7. Incidents occurring in science classes.
8. Incidents in connection with safety of students from school-related traffic hazards and exposure to risk.
9. Incidents due to acts of fellow students committed both in the classroom and outside the classroom

10. Incidents due to lack or insufficiency of supervisors on school grounds or during school-sponsored activities.

One of the primary responsibilities of the Nurse is the protection of the health and safety of students and personnel. This position is directly involved with the District's compliance with state and federal health regulations. He/she is responsible for ensuring that the students have been physically examined in a legal manner. The Nurse has the additional risk management responsibility of reducing student/personnel exposure to communicable disease and other health and safety problems. Not only is he/she responsible for limiting exposure, but he/she are also responsible for the protection of students with specified health problems, health needs, and safety needs. It is expected that no less than fifty percent (50%) of his/her time shall be devoted to limiting/avoiding tort situations arising from the health, safety, and physical conditions of students and personnel.

One of the primary responsibilities of the Liaison Officer is the protection and safety of students, personnel, and visitors. This position is directly involved with the District's Tort Management Plan. His additional risk management responsibilities include but are not limited to the following: supervise crowd control, coordinate lock down operations, mediate disputes, comfort emotionally upset persons, administration of first aid, evaluate potentially dangerous areas, vehicles, and/or persons, and encounter, subdue, and/or arrest any potentially harmful individuals. It is expected that no less than fifty percent (50%) of his time shall be devoted to limiting/avoiding tort situations arising from the safety of students, personnel, and visitors of the Mt. Zion School District #3.

The percent of time working on risk management activities outlined by this plan shall serve as the maximum amount of their respective salaries and benefits that can be paid from Tort Funds. While it is recognized that many other positions include assignments that may create exposure to tort and risk situations, no effort has been made by the District to allocate a portion of their time to the Risk Management Program. It is expected that all teachers, aides, coaches, sponsors, and administrators will closely supervise their students and ensure that all students are protected from undue exposure to risk situations.

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Jeffrey Sams, Board President

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Michelle Shumaker, Board Secretary

**Projected Tort Revenues**  
**2025-2026**

December 2024 Tort Levy	\$	780,000.00
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**Projected Tort Expenditures**  
**2025-2026**

Student Insurance	\$	16,000.00
Legal liability/General Liability/Property/Crime/Vehicle/Cyber	\$	246,000.00
Workers Comp.	\$	59,000.00
Treasurers' Bond	\$	7,000.00
Legal Services	\$	30,000.00
Nurses	\$	65,000.00
Liaison Officer	\$	35,000.00
Superintendent/Associate Superintendent	\$	82,000.00
Maintenance & Custodians	\$	240,000.00
Total Expenditures	\$	780,000.00



## Memorandum

**TO:** BOARD OF EDUCATION

**FROM:** TRAVIS R. ROUNDABOUT

**DATE:** NOVEMBER 13, 2024

**RE:** ESTIMATED TAX LEVY ADOPTION

**Administrative recommendation:** to approve the estimated amount of property tax necessary to be levied for the calendar year 2025 as outlined in the chart on the following page.

**Comments:** As you are probably aware, an annual responsibility of the Board of Education is to adopt a Tax Levy. An estimated levy is to be presented at least 20 days prior to adoption of the official levy, which will take place at the December 17, 2024 Board of Education meeting.

The Administration relies on a combination of the County Assessor's estimated taxable values, the County Clerk's estimated extensions, and recent historical computations to derive an estimated EAV for the District. With the above input, the administration predicts an increase of about \$34 million in EAV. This is an increase in EAV of 9.67%. It is the Administration's recommendation to levy the designated amount in order to allow the District to maintain our strong educational focus. Using this EAV estimate, this year's estimated levy increases our total levy (not including bond and interest) by \$1,179,980 which is an increase in total dollars levied of 9.04% while **lowering our actual tax rate from 3.89393 to 3.85886**, and it continues to be well below the rates of most of the other Macon County schools (see next page).

The District's EAV, due to stabilizing residential and commercial development, allows the Board to levy amounts equal to those allowed by statute and previous referenda: Education (2.4300%), Operations and Maintenance (0.5000%), Transportation (0.2000%), Special Education (0.0400%), Working Cash (0.0500%), Fire Prevention and Safety (0.0500%), and Facility/ Lease (0.0500%).

It is important to note, even though the tax rate will be decreasing, the increase in the levy will be over the 5% level and the district will have a Truth in Taxation hearing prior to adoption next month.

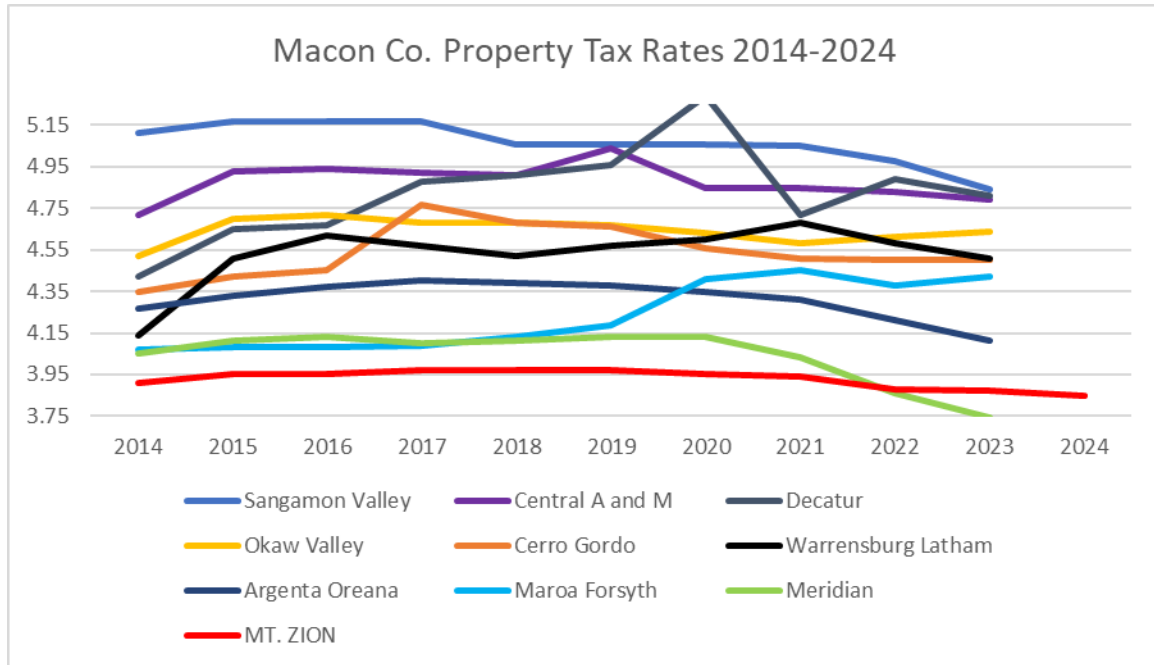
**LEVY ANALYSIS BY FUND AND ANNUAL COMPARISONS**

PROPOSED LEVY	PRIOR YEAR ACTUAL		ESTIMATED NEW LEVY	
	EAV	\$351,963,831	EAV	\$386,000,000
	Tax rate	Dollar value	Tax rate	Dollar value
EDUCATION FUND	2.43000	8,552,721	2.43000	9,379,800
BOND AND INTEREST FUND	0.18468	650,006	0.17098	660,000
OPERATIONS/MAINT. FUND	0.50000	1,759,819	0.50000	1,930,000
IMRF (Retirement Fund)	0.09092	320,006	0.08290	320,000
TRANSPORTATION FUND	0.20000	703,928	0.20000	772,000
WORKING CASH FUND	0.05000	175,982	0.05000	193,000
FIRE PREV./SAFETY FUND	0.05000	175,982	0.05000	193,000
SPECIAL EDUCATION LEVY	0.04000	140,786	0.04000	154,400
TORT LEVY (Insurance/Legal)	0.20741	730,008	0.20207	780,000
SOCIAL SECURITY/MED. FUND	0.09092	320,006	0.08290	320,000
RENT/LEASE FUND	0.09092	175,982	0.05000	193,000
TAX RATE per \$100 EAV	3.89393	13,705,226	3.85886	14,895,200
LEVY w/out BOND & INTEREST		13,055,220		14,235,200
PRIOR YEAR EXTENTION				13,055,220
ADDITIONAL LEVY YIELD				1,179,980
% Increase of Levy over prior year				9.04%

**NOTES:**

EAV increased \$34,036,169  
 EAV percentage increase = 9.7%  
 Maximum tax rate used where allowable

BMR  
 Enclosures



**RESOLUTION REGARDING ESTIMATED AMOUNTS  
NECESSARY TO BE LEVIED FOR THE YEAR 2024**

WHEREAS, the Truth in Taxation Act requires that all taxing districts in the State of Illinois determine the estimated amounts of taxes necessary to be levied for the year not less than twenty (20) days prior to the official adoption of the aggregate tax levy of the district; and

WHEREAS, if the estimated aggregate amount necessary to be levied, exclusive of election costs and bond and interest costs, exceeds 105% of the aggregate amount of property taxes extended or estimated to be extended, including any amount abated by the taxing district prior to such extension, upon the levy of the preceding year, public notice shall be given and a public hearing shall be held on the district's intent to adopt a tax levy in an amount which is more than 105% of such extension or estimated extension for the preceding year; and

WHEREAS, the aggregate amount of property taxes extended or estimated to be extended for the year 2023 was:

Educational Purposes	<u>\$ 8,552,721</u>
Operations and Maintenance Purposes	<u>\$ 1,759,819</u>
Transportation Purposes	<u>\$ 703,928</u>
Working Cash Fund Purposes	<u>\$ 175,982</u>
Illinois Municipal Retirement Fund Purposes	<u>\$ 320,006</u>
Tort Immunity Purposes	<u>\$ 730,008</u>
Facility/Lease Purposes	<u>\$ 175,982</u>
Fire Prevention, Safety, Environmental and Energy Conservation Purposes	<u>\$ 175,982</u>
Special Education Purposes	<u>\$ 140,786</u>
Social Security/Medicare	<u>\$ 320,006</u>
TOTAL	<u>\$ 13,055,220</u>

; and

WHEREAS, it is hereby determined that the estimated amount of taxes necessary to be raised by taxation for the year 2024 is as follows:

Educational Purposes	<u>\$ 9,379,800</u>
Operations and Maintenance Purposes	<u>\$ 1,930,000</u>
Transportation Purposes	<u>\$ 772,000</u>
Working Cash Fund Purposes	<u>\$ 193,000</u>
Illinois Municipal Retirement Fund Purposes	<u>\$ 320,000</u>
Tort Immunity Purposes	<u>\$ 780,000</u>
Facility/Lease Purposes	<u>\$ 193,000</u>
Fire Prevention, Safety, Environmental and Energy Conservation Purposes	<u>\$ 193,000</u>
Special Education Purposes	<u>\$ 154,400</u>
Social Security/Medicare	<u>\$ 320,000</u>
TOTAL	<u>\$ 14,235,200</u>

WHEREAS, the Truth in Taxation Act, as amended, requires that all taxing districts in the State of Illinois provide data in the Notice concerning the levies made for debt service made pursuant to statute, referendum, resolution or agreement to retire principal or pay interest on bonds, notes, and debentures or other financial instruments which evidence indebtedness; and

WHEREAS, the aggregate amount of property taxes extended for the bond and interest purposes and public building commission leases for 2023 was \$650,006; and it is hereby determined that the estimated amount of taxes to be levied for bond and interest purposes for 2024 is \$660,000.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education, Mt. Zion Community Unit School District No. 3, Counties of Macon and Moultrie, State of Illinois is as follows:

Section 1:The aggregate amount of taxes estimated to be levied for the year 2024 is \$14,235,200.

Section 2:The aggregate amount of taxes estimated to be levied for the year 2024 does exceed 105% of the taxes extended by the district in the year 2023.

Section 3:The aggregate amount of taxes estimated to be levied for the year 2024 for debt service and public building commission leases is \$660,000. This represents a 1.54% increase over the previous year.

Section 4:Public notice shall be given in a newspaper of general circulation in said district, and a public hearing shall be held, all in the manner and time prescribed in said notice, which notice shall be published no more than 14 days nor less than 7 days prior to said hearing, and shall be not less than 1/8 page in size, with no smaller than twelve (12) point, enclosed in a black border not less than 1/4 inch wide and in substantially the form that follows this resolution.

Section 5:This resolution shall be in full force and effect forthwith upon its passage.

ADOPTED this 19th day of November 2024.

BOARD OF EDUCATION  
MT. ZION COMMUNITY UNIT SCHOOL DISTRICT NO. 3  
COUNTIES OF MACON AND MOULTRIE  
STATE OF ILLINOIS

By: \_\_\_\_\_  
President

ATTEST: \_\_\_\_\_  
Secretary

**NOTICE OF PROPOSED PROPERTY TAX INCREASE FOR  
MT. ZION COMMUNITY UNIT SCHOOL DISTRICT NO. 3**

- I. A public hearing to approve a proposed property tax increase for Mt. Zion Community Unit School District No. 3 for 2024 will be held on December 17, 2024 at 6:30 p.m. at the Mt. Zion District Office, 1595 W. Main St., Mt. Zion, Illinois.

Any person desiring to appear at the public hearing and present testimony to the taxing district may contact the district office, 217-864-2366.

- II. The corporate and special purpose property taxes extended or abated for the year 2023 were \$13,055,220.

The proposed corporate and special purpose property taxes to be levied for 2024 are \$14,235,200. This represents a 9.04% increase over the previous year.

- III. The property taxes extended for debt service and public building commission leases for 2023 were \$650,006.

The estimated property taxes to be levied for debt service and public building commission leases for 2024 are \$660,000. This represents a 1.54% increase over the previous year.

- IV. The total property taxes extended or abated for 2023 were \$13,705,226. The estimated total property taxes to be levied for 2024 are \$14,895,200. This represents a 8.68% increase over the previous year.

(NOTE: THIS MUST BE IN AT LEAST 12 POINT TYPE, THE BLACK BORDER MUST BE NOT LESS THAN 1/4 INCH WIDE, AND THIS NOTICE MUST BE 1/8 PAGE IN SIZE.)

## Memorandum

**TO:** BOARD OF EDUCATION

**FROM:** TRAVIS R. ROUNDABOUT

**DATE:** NOVEMBER 13, 2024

**RE:** BID AWARD FOR THE MT. ZION JUNIOR HIGH/ HIGH SCHOOL  
SCIENCE LAB PROJECT

**Administrative recommendation:** to authorize the administration to award the bid for the Mt. Zion Junior High/ High School Science Lab Project to O'Shea as the Construction Manager for a guaranteed maximum price of \$1,899,699, per the bid documents.

**Comments:** This amount is within our budget, and we have the cash on hand, so no loan will be needed. This amount is lower than we previously provided to the board as an estimate. The JH/HS cafeteria project completed by O'Shea last year also came in \$50,142 under the guaranteed maximum price. The district may purchase or replace some additional equipment and supplies as needed. Sales tax funds and a large donation will cover the cost of this project. Attached are project documents, and we will have O'Shea and the architect at the meeting if the board has any detailed questions. Work is to begin at the end of this school year, with substantial completion expected by August 8<sup>th</sup>.

Attachments

TRR

# **O'Shea Guaranteed Maximum Price Summary Document**

Mt. Zion CUSD #3

High School/Jr. High Science Lab  
Renovations

11/12/2024







November 12, 2024

Travis Roundcount  
Superintendent of Schools  
Mt. Zion CUSD #3  
1595 W. Main Street  
Mt. Zion, IL 62549

Re: Mt. Zion High School/Jr. High Science Lab Renovations

Mr. Roundcount:

This letter serves as a summary of the Final Guaranteed Maximum Price (GMP) for the Project referenced above. The Project Costs are as follows:

Base Bid: One Million Eight Hundred Ninety-Nine Thousand Six Hundred Ninety-Nine Dollars (\$1,899,699.00)

Alternate: Not Applicable, No Alternates

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Guaranteed Maximum Price: **One Million Eight Hundred Ninety-Nine Thousand Six Hundred Ninety-Nine Dollars (\$1,899,699.00)**

This includes Jr. and Sr. High Science Lab renovations, as well as the replacement of a fire shutter at the Field House.

For your consideration I have included Exhibits A through G with this letter. The Exhibits will become part of the Contract and further define the Scope of Work.

- Exhibit A – Plans, Specifications, Project Bidder's Manual and Addenda
- Exhibit B – Allowances
- Exhibit C – Assumptions & Clarifications, Responsibility Matrix, Contingency Definitions
- Exhibit D – Schedule of Work
- Exhibit E – Alternate Prices
- Exhibit F – Unit Prices
- Exhibit G – Project Cost Breakdown

This Guaranteed Maximum Price is good for thirty (30) days from the date of this document. Please notify O'Shea Builders within this time frame confirming your acceptance or declination of this proposal.

Thank you very much for the opportunity to serve you, and please let us know if you have any questions or need additional information.

Sincerely,

A handwritten signature in black ink that reads 'Tim Hickey'.

Tim Hickey, O'Shea Builders



3401 Constitution Drive  
Springfield, IL 62711



2400 N. Main Street, Ste. D  
East Peoria, IL 61611



502 W. Clark Street  
Champaign, IL 61820



222 E. North Street  
Decatur, IL 62523

## **Exhibit A – Plans, Specifications and Addenda**

1. Plans and Specifications prepared by BLDD Architects dated 10/07/2024.
2. Project Bidder's Manual prepared by O'Shea Builders dated 10/07/2024.
3. O'Shea Builders has issued the following Addendum:
  - Addendum 1 dated 10/24/2024
  - Addendum 2 dated 10/29/2024
  - Addendum 3 dated 11/04/2024

## **Exhibit B – Allowances**

Not Applicable

## Exhibit C – Assumptions & Clarifications

### EXCLUSIONS

1. Design Fees
2. Sales tax
3. Premium Time / After Hours Shift Work
4. Temporary Utility Consumables: Water and Electricity used during construction.
5. Furniture, Fixtures, and Equipment (FF&E)
6. Hazardous Abatement

### QUALIFICATIONS

1. The Guaranteed Maximum Price is based upon:
  - a. The Owner's consent to Construction Manager entering into lump-sum Subcontract Agreements for the following Bid Packages, at the amounts identified and with the Subcontractors identified. These Subcontract costs shall be a lump-sum amount in the final Cost of the Work.

▪ 09600 Flooring	\$123,000.00	Patterson Commercial Flooring, Inc.
▪ 15300 Fire Protection	\$ 3,777.00	Streb Fire Protection Services
▪ 15400 Plumbing	\$183,900.00	King-Lar Company
▪ 15700 HVAC	\$125,163.00	E.L. Pruitt Co.
▪ 16000 Electrical	\$143,200.00	Bodine Electric of Decatur
  - b. The Owner's consent to Construction Manager entering into lump-sum Subcontract Agreements for the following combination of Bid Packages, at the amounts identified and with the Subcontractors identified. These Subcontract costs shall be a lump-sum amount in the final Cost of the Work.


▪ 09200 Gypsum Board Assemblies, 09900 Painting		
	\$197,190.00	Mid-Illinois Companies
  - c. The following Bid Packages which were awarded by the Owner to the Construction Manager to be performed by the Construction Manager's own personnel in the amounts identified, and which costs shall be a lump-sum amount in the final Cost of the Work. For this Work to be performed by the Construction Manager, for all changes in the Work, the mark-up on labor and materials shall be the same as that for subcontractors on this Project – fifteen percent (15%) for Work performed by the Construction Manager and five percent (5%) for Work performed by any of Construction Manager's subcontractors.

▪ 06000 General Trades	\$807,224.00	O'Shea Builders
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2. Review of Construction Documents for permitting is not yet complete with all of the authorities having jurisdiction over the Project. Review comments made by an authority having jurisdiction may result in additional costs. Such costs will be considered a change in Scope and will result in a Change Order.

## CLARIFICATIONS

1. Insurance and Bond Costs:
  - a. The amount to be charged for insurance as described in Section 7.6.1 of the Agreement shall be one percent (1.00%) for general liability insurance multiplied by the Cost of Work as defined in Section 7.1 of the Agreement.
  - b. The amount to be charged for performance and payment bonds as described in Section 7.6.1 of the Agreement, if required, shall be one percent (1.00%) multiplied by the Cost of Work as defined in Section 7.1 of the Agreement.
  - c. The amount for any other insurance required shall be charged at the actual cost of the policy.
2. Use of the existing elevator is assumed to be available for transport of construction materials and equipment when other means of project area access are not feasible.
3. Builders Risk Insurance is included.
4. There are no local permits required outside of the Regional Office of Education. Therefore, there are no permit fees to include.

## EXHIBIT C - RESPONSIBILITY MATRIX

	O'Shea Builders Responsibility (Included in construction budget)	Owner Responsibility (Not included in construction budget)	Not in Project	Comments
<b>CONTRACT TYPE: CONSTRUCTION MANAGEMENT</b>				
<b>CONTINGENCIES</b>				
Estimating Contingency			x	
Escalation Contingency			x	
Construction Manager's Contingency	x			
Owner Contingency	x			
<b>INSURANCE &amp; BONDS</b>				
Insurance, Builder's Risk	x			
Insurance, General Liability & Umbrella	x			
Insurance, OCIP administration			x	
Insurance, Pollution			x	
Insurance, Professional Liability		x		
Performance & Payment Bond	x			
<b>GENERAL</b>				
Start Up & Training	x			
Commissioning			x	
Consultant Fees; Design, Legal, etc.				
Architectural		x		
Civil			x	
Structural			x	
MEP / FP Design		x		
Special: Auditorium, A/V, Food Service, etc.			x	
Legal		x		
Master Planning			x	
Certificate of Need (CON)			x	
Other		x		
1-Year Warranty	x			
Financing		x		
Hazardous Materials: Testing & Abatement		x		
Inspection & Testing Fees	x			
Geotechnical Report			x	
Site Survey / Topographic Survey			x	
Model/BIM Service			x	
Moving/Relocating Existing furniture & Equipment for Storage		x		
Land Costs			x	
Landscaping & Irrigation			x	
Maintenance Contract			x	
Mock-ups - On-Site			x	
Mock-ups - Off-Site			x	
Peer Review - Enclosure			x	
Peer Review - MEP System			x	
Peer Review - Structural			x	
Permits				

x = costs included  
 f = furnish only included  
 i = install only included  
 p = partial scope included



	O'Shea Builders Responsibility (Included in construction budget)	Owner Responsibility (Not included in construction budget)	Not in Project	Comments
City			x	There are no local permits required outside of the Regional Office of Education. Therefore, there are no permit fees to include.
County			x	
EPA			x	
Regional Office of Education	p			No fee included, but O'Shea will coordinate
Preconstruction Fees	x			
Printing Costs	x			
Sales tax			x	
Unforeseen Conditions	p			See Owners Contingency
Utility Company charges, including but not limited to tap and connection			x	
Utility Company charges, including but not limited to impact or assessment fees			x	
Utilities - Construction consumption		x		
Utilities - Permanent Electrical Service			x	
Utilities - Permanent Gas Service			x	
Utilities - Other Permanent Service			x	
<b>FF&amp;E</b>				
Artwork		x		
Athletic Equipment			x	
Computer Equipment		x		
Food Service Equipment			x	
Appliances		x		
Furniture - Movable		x		
Fixed Seating			x	
Signage - Interior (other than code required)		x		
Signage - Exterior Building and Site			x	
Environmental Graphics			x	
Tack Boards/Marker boards	x			
Acoustical Treatment			x	
<b>SYSTEMS</b>				
Audio / Visual / Lighting Equipment & Systems		x		
Background Music Systems			x	
Sound Masking System			x	
Elapsed Time Clocks		x		
Fire Alarm	p			Rework existing system as required
Intercom		x		
Networking Equipment		x		

x = costs included  
 f = furnish only included  
 i = install only included  
 p = partial scope included



	O'Shea Builders Responsibility (Included in construction budget)	Owner Responsibility (Not included in construction budget)	Not in Project	Comments
Public Address/Paging	p			Existing speakers to be salvaged and reinstalled where required
Re-Radiating System		x		
Security CCTV		x		
Facial Recognition System			x	
Access Control Systems		x		
Synchronous Clock System		x		
UPS System		x		
Low Voltage Systems (conduit & rough-in)	x			
Voice/Data Systems				
Backbone conduit & rough-in	x			
Cabling	x			
Termination Equipment (Patch panels, Jacks, terminations, etc.)			x	
Head End Equipment (PBX, Servers, Switches, etc.)			x	
Wireless LAN	p			Existing ceiling devices to be salvaged and reinstalled where required
<b>EDUCATION SPECIFIC FF&amp;E</b>				
Smart Boards			x	
Athletic Equipment - Fixed			x	
Score Boards			x	
Athletic Equipment - Movable			x	
Bleachers			x	
Shop Equipment			x	
Theater Equipment			x	
Theater Lighting			x	
Classroom Furniture (Desks, Tables, Chairs)		x		
Lab Furniture & Equipment	x			
TVs		x		
TV and Monitor Brackets		x		

x = costs included  
 f = furnish only included  
 i = install only included  
 p = partial scope included



**Budget Contingency Definitions for Pre-Construction & Construction Phases as Construction Manager**

<b>PHASE</b>	<b>NAME</b>	<b>RESPONSIBLE PARTY</b>	<b>DESCRIPTION</b>
Pre-Construction	Estimating Contingency	O'Shea	<ul style="list-style-type: none"> <li>• <i>Costs associated with areas of the design that are not yet defined.</i></li> <li>• <i>Contingency Amount is \$0.00</i></li> </ul>
Pre-Construction	Escalation Contingency	O'Shea	<ul style="list-style-type: none"> <li>• <i>Cost increases due to market changes and projected construction schedule; reflects both material and labor costs.</i></li> <li>• <i>Contingency Amount is \$0.00</i></li> </ul>
Construction	Construction Manager's Contingency	O'Shea	<ul style="list-style-type: none"> <li>• <i>The Construction Manager's Contingency is reserved for the Construction Manager's exclusive use to cover those costs considered reimbursable as the Cost of the Work but not included in a Change Order.</i></li> <li>• <i>Contingency Amount is \$51,037.00</i></li> </ul>
Construction	Owner's Contingency	O'Shea	<ul style="list-style-type: none"> <li>• <i>Costs associated with unforeseen conditions, errors/omissions, code/regulatory change, work deliberately excluded from Construction Documents, and Owner- initiated changes.</i></li> <li>• <i>Contingency Amount is \$34,025.00</i></li> </ul>

## **Exhibit D – Schedule of Work**

# Mt. Zion High School/JR High Science Renovation

Updated: 10/10/24

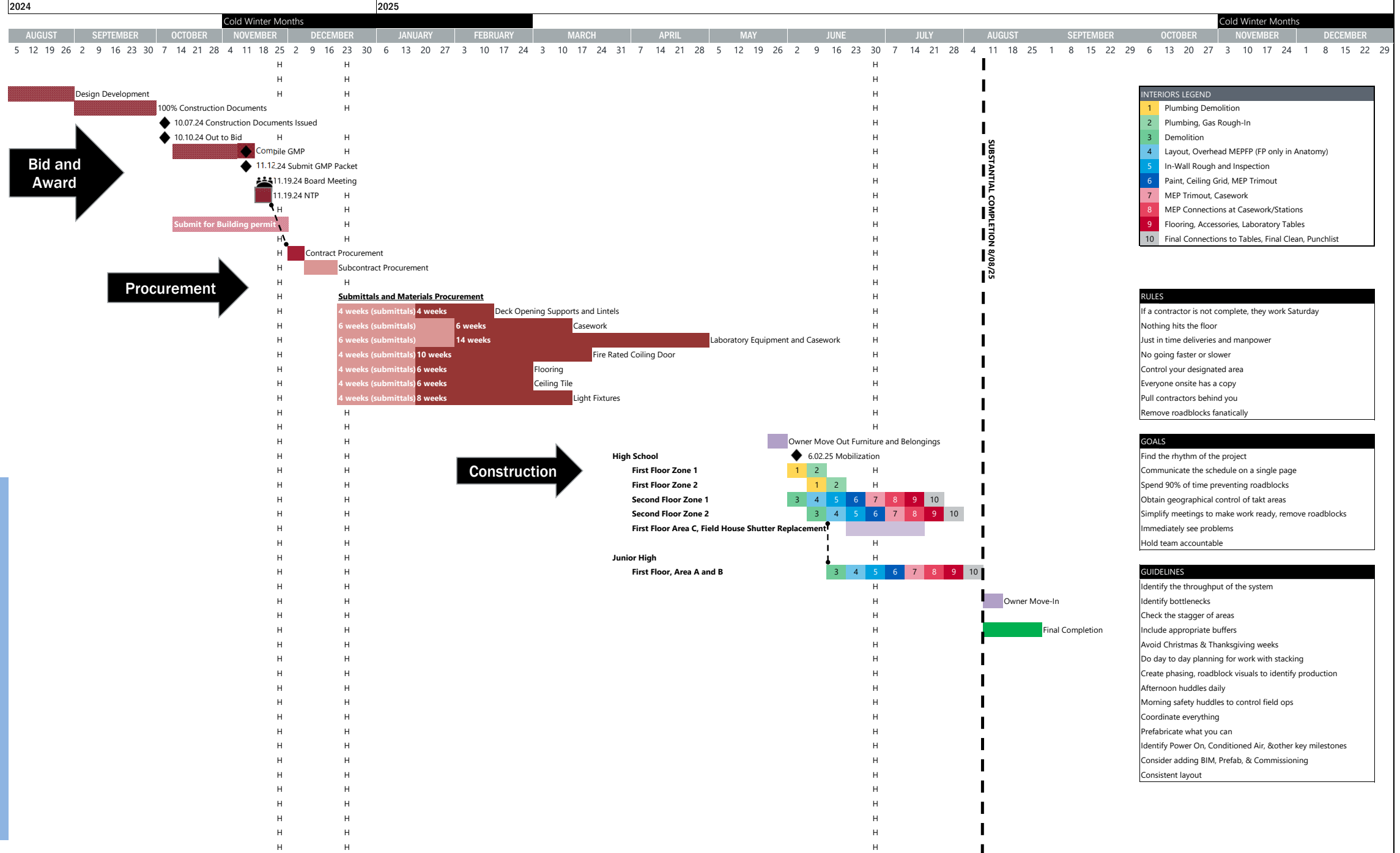
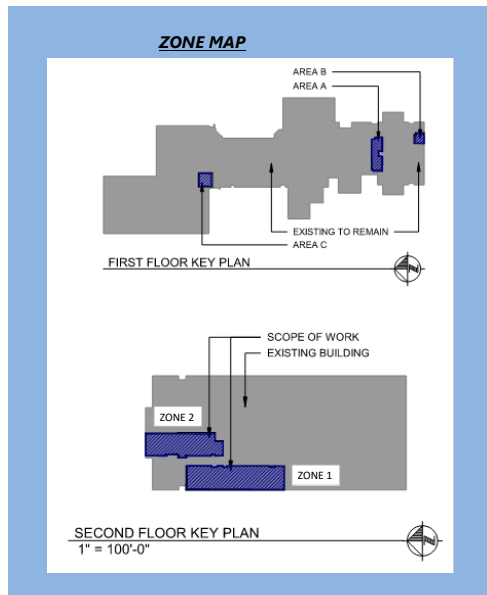


Project Summary	
Notice to Proceed	11/11/2024
Construction Start	6/2/2025
Substantial Completion	8/8/2025
Final Completion	8/29/2025
Construction Duration (Months)	2.20

**ASSUMPTIONS**  
Work to be performed in summer '25 while school is not in session.

**RISKS**  
School is requesting space turned back over by 8/08/25.

**OPPORTUNITIES**  
Notice to proceed in November '24 to allow for procurement of all materials prior to starting construction.



## **Exhibit E – Alternate Prices**

Not Applicable

## **Exhibit F – Unit Prices**

### **Unit Price #1:**

Concrete Slab Moisture Mitigation System at areas receiving Sheet Vinyl flooring.....\$2.50/sf

## Exhibit G - Project Cost Breakdown



11/12/2024

### Mt. Zion CUSD #3 High School/Jr. High Science Lab Renovations

BID PACKAGE	BID DAY	COMPANY
General Conditions	\$ 78,646.00	O'Shea Builders
Execution Requirements	\$ 9,147.00	O'Shea Builders
BP 06000 General Trades	\$ 807,224.00	O'Shea Builders
BP 09200 / BP 09900 Combo: Gypsum Board Assemblies & Painting	\$ 197,190.00	Mid-Illinois Companies
BP 09600 Flooring	\$ 123,000.00	Patterson Commercial Flooring
BP 15300 Fire Protection	\$ 3,777.00	Streb Fire Protection Services
BP 15400 Plumbing	\$ 183,900.00	King-Lar
BP 15700 HVAC	\$ 125,163.00	EL Pruitt
BP 16000 Electrical	\$ 143,200.00	Bodine Electric
Total Direct Construction Costs	\$ 1,671,247.00	
CM Construction Contingency (3%)	\$ 51,037.00	
Owner Contingency (2%)	\$ 34,025.00	
General Liability Insurance	\$ 18,997.00	
Builder's Risk Insurance	\$ 2,660.00	
CM Performance Bond	\$ 14,142.00	
Bldg Permit: EXEMPT	\$ -	
PreCon Fee	\$ 30,000.00	
CM Fee	\$ 76,839.00	
Sales Tax: Consumables only	\$ 752.00	
Total Indirect Costs	\$ 228,452.00	
<b>OVERALL GMP TOTAL</b>	<b>\$ 1,899,699.00</b>	



**Bid Tabulation Form**

**PROJECT:** Mt Zion High School/Jr. High Science Renovation  
**CLIENT:** Mt. Zion CUSD #3  
**LOCATION:** Unit Office: 1595 W. Main St. Mt. Zion, IL 62549  
**DATE:** 11/6/2024  
**TIME:** 2:00 PM  
**O'SHEA #:** P23-0485 **BLDD #:** #236EI02.400

Bidding Firm	Bid Bond	Addenda	06000 General Trades	09200 Gypsum Board Assemblies	09600 Flooring	09900 Painting	15300 Fire Protection	15400 Plumbing	15700 HVAC	16000 Electrical	TOTAL
O'Shea Builders	y	y	<b>\$807,224.00</b>								
Mid Illinois Co.	y	y		\$179,413.00							
Mid Illinois Combo	y	y		<b>\$197,190.00</b>		<b>see combo</b>					
Carpet Weavers	y	y			\$141,254.00						
Patterson Flooring	y	y			<b>\$123,000.00</b>						
Specialty Commercial Flooring	y	y			\$135,296.00						
Flooring Oasis	y	y			\$129,998.00						
Mid Illinois Co.	y	y				\$33,440.00					
PIPCO	y	y					\$18,810.00				
Streb Fire Protection	y	y					<b>\$3,777.00</b>				
United Mechanical Group	y	y						\$221,000.00			
EL Pruitt	y	y						\$259,751.00			
Henson Robinson Co	y	y						\$349,965.00			
King Lar	y	y						<b>\$183,900.00</b>			
Burdick	y	y						\$195,925.00			
Burdick	y	y							\$136,000.00		
United Mechanical Group	y	y							\$141,365.00		
EL Pruitt	y	y							<b>\$125,163.00</b>		
Henson Robinson Co	y	y							\$144,235.00		
King Lar	y	y							\$129,490.00		
Weber Electric	y	y								\$212,900.00	
Anderson Electric	2	y								\$190,500.00	
Commercial Electric	y	y								\$196,785.00	
Bodine Electric	y	y								<b>\$143,200.00</b>	

## Memorandum

**TO:** BOARD OF EDUCATION  
**FROM:** TRAVIS R. ROUND COUNT  
**DATE:** NOVEMBER 13, 2024  
**RE:** FORENSIC AUDITOR

**Administrative recommendation:** that the firm of 20/20 Forensic Accounting be approved as the Mt. Zion School District Forensic Auditor per the attached proposal.

**Comments:** The firm provides accounting review and consultation. The base fee is set at \$2,000, and hourly fees are paid if additional work is requested. The firm may perform any of the following:

- A) review payroll calculations, processes and policies,
- B) review cash receipts and disbursements and applicable policies and procedures,
- C) review bank activity for coordination with financial statement activity, and
- D) review of any purchase activity as well as policies and procedures.

John Vander Burgh will serve as the district's main contact, and the firm will have access to districts records and documents necessary to perform the tasks designated above.

Attachment

TRR





November 12, 2024

Mt Zion School District #3  
C/o Dr. Travis Roundcount

Re: Forensic Accounting Services

Thank you for selecting 20/20 Forensic Accounting to assist you in the above-captioned matter. We are writing to you to confirm the terms of our engagement. This Engagement Letter and the enclosed Standard Terms and Conditions, which are integral parts of the whole (collectively, the "Agreement"), constitute an Agreement documenting the understanding between the Mt Zion School District #3 and 20/20 Forensic Accounting for certain forensic accounting services, reports and other deliverables defined below (the "Services"). It is understood and agreed that the Services may include advice and recommendations, but all decisions in connection with the use of such advice and recommendations shall be the responsibility of, and made by the board of trustees, Mt Zion School District #3. However, this is not to be construed that the Mt Zion School District #3 may selectively use parts of our work product and omit other parts.

**Nature, Purpose, and Objective**

We will consult with you in areas where you require our assistance. At your request, we will provide a written report covering our procedures, findings and opinions. In addition, at your request, we may supply expert testimony at deposition, trial or other hearings. The following describe(s) the Services that we currently expect to provide:

- Review payroll calculations, processes and policies
- Review cash receipts and disbursements and applicable policies and procedures
- Review bank activity for coordination with financial statement activity
- Review of any purchase card activity as well as policies and procedures

**Documentation:**

Our report may be used in the above matter and, as such, will provide any information we identify as being compatible with that objective. The Services to be provided by us are intended for use only in connection with the above-captioned matter and by authorized users related to this matter. Our report, including summaries, schedules, and working papers of any kind generated in connection with our Services, shall not be published, used, or disseminated, in whole or in part, for any other purpose without the prior express written consent of 20/20 Forensic Accounting. We will not assume any responsibility or liability for losses suffered by any parties as a result of the circulation, publication, reproduction or use of this report contrary to the provision of this paragraph.

You agree that possession of the working papers or other written documentation regarding the engagement does not carry with it the right of publication of all or part of it, nor may it be used or relied upon without previous written consent for any purpose other than that set forth above.

### **Delivery and Timing**

Our ability to deliver a report is dependent upon our timely receipt of the required information. We will use reasonable efforts to meet any reasonable deadlines, but we do not provide assurance on the ability to meet deadlines. To facilitate our efforts, we request that you keep us timely informed and coordinate our schedules for important dates. We expect to complete this engagement within 6 months after receipt of all requested information.

### **Fees**

In situations of this nature, it is usually not possible to provide an accurate estimate of the total time or fees required to complete the tasks assigned. The ultimate fees depend on a variety of factors including, but not limited to, the extent and nature of the documents and information provided and positions taken by the parties, the adequacy and condition of the records, the developments that may occur as work progresses, the extent of the cooperation obtained from you and others, and various other related factors. It is our intention to work closely with you to structure our work so the appropriate personnel from our staff are assigned to the various tasks in order to keep fees at a minimum. Our fees will be \$2,000 and our standard hourly rates for any additional services requested, which currently range between \$75 and \$250 depending upon the experience level of the professional. This fee assumes that all information will be provided to us completely and expeditiously and that no unusual or unanticipated circumstances arise in our engagement. If either of these assumptions proves to be inaccurate, we will apprise you of this fact. If unusual or unanticipated circumstances require us to expand the scope of our engagement, we will discuss this with you before beginning the additional work. For purposes of this Agreement, it is assumed that expanding the scope of our engagement will alter our anticipated fees. Billing Engagement fees and expenses will generally be submitted monthly or periodically and are due on receipt without regard to the status or outcome of the investigation. Due to the nature of this assignment, you agree that invoices need only contain general time descriptions in blocks of daily or weekly increments. Invoices will be directed to your attention. In the event that you disagree with or question any amount due under an invoice, you agree that you shall communicate such disagreement or questions to 20/20 Forensic Accounting in writing, within thirty (30) days of the invoice date. You waive the right to do so if such disagreement or questions are not communicated to 20/20 Forensic Accounting in writing within that time period. We reserve the right to charge interest on the unpaid balance that remains unpaid for more than 30 days after issuance of the invoice(s) at the rate of 1% per month. Time and expense incurred related to the collection of our invoices will be billed at our standard hourly rates. You agree that you will be responsible for all costs related to fee collection, which may include litigation and collection service fees.

### **Collection Arrangements**

It is understood that in the event invoices are not paid timely for Services rendered as requested by this Engagement Letter, 20/20 Forensic Accounting shall have the right to halt or terminate entirely its Services under the Agreement until payment is received on past due invoices. You acknowledge and agree that in the event that we stop work or withdraw from this engagement as a result of the failure to pay on a timely basis for Services rendered as required by this Engagement Letter, we shall not be liable for any damages that occur as a result of our ceasing to

render Services. To safeguard against any assertion or allegation that our work may, in some way, be influenced by or contingent upon the outcome of this litigation, we require full payment of all fees and expenses prior to issuance of our report and opinion and prior to depositions, arbitration, or trial testimony, unless alternative arrangements have been agreed to in writing. We reserve the right to withhold written analysis and conclusions and oral testimony until full payment for our Services has been rendered. Our fees, should they exceed the payments received, remain your responsibility. You acknowledge your responsibility for the full amount of billed fees and costs.

### **Testimony**

We understand that we may be requested to provide testimony as part of this engagement at deposition, trial, or other hearings, if requested. Such testimony is expected to be provided by John Vander Burgh.

### **Challenges to the Admissibility of Expert's Opinion**

Because of the adversarial nature of any dispute, it is common that parties in litigation challenge the admissibility of an expert's opinion. You hereby acknowledge that 20/20 Forensic Accounting is being retained because its professionals satisfy the necessary requirements of knowledge, skill, experience, training, or education. You acknowledge that the opinions rendered by John Vander Burgh are our good faith opinions supported by a reasonable amount of research and analysis, but it is only the unbiased judgment of John Vander Burgh. Failure of our opinion to be accepted for any reason by any party, person, or government entity shall not: 1. constitute a breach of any of 20/20 Forensic Accounting's duties under this agreement; 2. constitute negligence of any kind on the part of John Vander Burgh or 20/20 Forensic Accounting; 3. give rise to any cause of action by the Mt Zion School District #3 and 4. relieve the Mt Zion School District #3 of any duties. You agree to review prior to the release of our report or opinion and the rendering of any expert testimony that the anticipated report or testimony has the appropriate basis in fact and such testimony is both relevant and reliable. After your review, if you disagree with this assessment, you agree to notify us immediately, in writing, about the specifics of your disagreement.

### **Acceptance**

We greatly appreciate the opportunity to provide our professional Services. We look forward to working with you in this matter. We believe this Engagement Letter and the attached Standard Terms and Conditions accurately summarizes the significant terms of our engagement. You acknowledge having read this agreement in its entirety, have had full opportunity to consider its terms, have had full and satisfactory explanation of same, and fully understand and agree to be bound by the terms of this agreement. Please indicate your understanding and acceptance by executing this agreement in the space provided below and return it to our offices, indicating your authorization for us to proceed on the above terms and conditions. This offer for engagement will expire if not accepted within 30 days.

Sincerely,

20/20 Forensic Accounting

This letter correctly sets forth the understanding of the Mt Zion School District #3.

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**Standard Terms and Conditions**

These Standard Terms and Conditions apply to the Agreement for the Services to be provided by 20/20 Forensic Accounting on behalf of the Mt Zion School District #3 and are agreed to and acknowledged by the Mt Zion School District #3. In the event that there is a conflict between the Engagement Letter and these Standard Terms and Conditions, the terms of the Engagement Letter shall prevail. Any capitalized terms herein that are undefined shall have the meaning assigned to them elsewhere in the Agreement.

These Terms and Conditions that expressly or by implication are intended to survive the termination or expiration of this engagement shall survive and continue to bind all parties to the Agreement.

**Standards of Performance**

1. Our work will be prepared in accordance with the standards promulgated by the AICPA. All staff associated with our work are subject to the AICPA Code of Professional Conduct. "Principles of Professional Conduct", covers the following principles:
  1. Responsibilities
  2. Public Interest
  3. Integrity
  4. Objectivity and Independence
  5. Due Care
  6. Scope and Nature of Services

"The General Standards Rule" covers the following standards:

1. Professional Competence
2. Due Professional Care
3. Planning and Supervision
4. Sufficient Relevant Data

The AICPA has determined that the above-described Services are subject to Statement on Standards for Forensic Services (SSFS) No. 1. As part of our compliance with SSFS No. 1, this Engagement Letter is designed to establish with you a written or oral understanding about the responsibilities of the parties and the nature, scope, and limitations of services to be performed, and to modify the understanding if circumstances require a significant change during the engagement. In addition, we intend to inform you of (a) conflicts of interest that may occur, (b) significant reservations concerning the scope or benefits of the engagement,

and (c) significant engagement findings or events. By signing this Agreement, you agree that our communications to you will discharge our client communication responsibilities as described in SSFS No. 1.

## 2. Scope Limitations

20/20 Forensic Accounting shall be obligated only for the Services described in this Agreement and only for changes in such scope that are set forth in writing and duly executed by the parties hereto. Further, our obligation shall not extend to any subsequent periods for which we are not engaged. It is our intention to submit all reports, communications, and work product to THE MT ZION SCHOOL DISTRICT #3 unless a lawful court process directs us to do otherwise. Our professional standards prohibit us from providing opinions on the ultimate conclusion of fraud and leave that determination to a trier of fact. You agree that you will not ask us to provide ultimate conclusions of fraud. However, we may provide expert opinions relating to whether evidence is consistent with certain elements of fraud or other laws based on objective evaluation.

## 3. Conflicts of Interest

We have undertaken a reasonable review of our records to determine our professional relationships with the persons or entities you identified in order to comply with the "Conflicts of Interest" interpretation. We are not aware of any professional conflicts of interest or relationships that would, in our sole discretion, preclude us from performing the above work for you. We have been engaged from time to time by other law firms, both locally and nationally, and it is possible that we are or may become engaged by firms representing clients adverse to you in this matter. We are not restricted from working on other, unrelated engagements involving the parties and law firms involved in this matter; however, all confidential information gained in this matter will be kept confidential. We cannot guarantee that, following our employment by you, an engagement will not be accepted by 20/20 Forensic Accounting for another party that may bear on this engagement. In the event that additional relationships or potential conflicts come to our attention, we will notify you within a reasonable time.

## 4. Successors and Affiliates

This Agreement is a legally binding contract between 20/20 Forensic Accounting and you and will be binding upon, and inure to the benefit of, respective heirs, assigns, successors-in-interest, and legal representatives (as applicable). It may not be amended without the prior written consent of both parties.

## 5. Term

Unless terminated sooner in accordance with the terms set forth below, the Agreement shall terminate on the completion of 20/20 Forensic Accounting's Services. We acknowledge your right to terminate our Services at any time, and you acknowledge our right to resign and withdraw from the engagement without liability to 20/20 Forensic Accounting under certain circumstances. In the event that either party wishes to terminate this Agreement, they are required to advise the other party in writing not less than ten (10) calendar days before the effective date of termination. In either event, if this contract would become terminated, no further hours would be charged as of the effective date of termination, and all fees, billed and any time unbilled incurred to the date of resignation and withdrawal, would become due and payable.

The following circumstances will give us the option to resign and withdraw from the engagement:

1. Failure by you to allow a reasonable amount of time for the agreed-upon assignment to be completed
2. Failure by you to comply with the terms of the Agreement
3. Failure by you to meet the financial obligations delineated in this Agreement
4. Failure by you to timely provide complete documents and information
5. Encountering lack of cooperation
6. Additional facts become known to us that contradict the facts disclosed to us as of the date of the Agreement
7. A conflict of interest arises or becomes known to us that, in our judgment, would impair our ability to perform our Services with objectivity and lack of bias
8. Information becomes known to us that would make our continued involvement in the engagement inappropriate
9. Determination that continuing or completing the engagement will involve a breach of our ethical or professional standards
10. Evidence that we can no longer rely on the integrity of THE MT ZION SCHOOL DISTRICT #3
11. Material disagreement of opinion between you and 20/20 Forensic Accounting
12. Material disagreement between you and 20/20 Forensic Accounting over the conduct of your case

## 6. Ownership

All documents, materials, or information of any kind created by 20/20 Forensic Accounting in connection with this engagement, including, without limitation, any written reports, memoranda, working papers, or status summaries, are work product (collectively, "Work Product"). All Work Product shall be owned and maintained by us. We acknowledge that our Work Product shall not include any of THE MT ZION SCHOOL DISTRICT #3 Confidential Information or tangible or intangible property, and we shall have no ownership rights of such information. We will retain the documentation in accordance with our document retention policies, which may be amended from time to time. Our current document retention period for litigation support engagements is seven (7) years. THE MT ZION SCHOOL DISTRICT #3 authorizes us to destroy all files and documents seven (7) years after completion of our assignment. You will have the opportunity to review your file at any time prior to destruction and retain those documents that are yours and copy any others. It is not our practice to retain working papers, schedules, emails, notes, reports, or data files prepared by us that have been updated or superseded as we perform our engagement; however, it is our practice to retain copies of working papers, schedules, emails, notes, reports or data files provided by you or any third party or submitted by us to you, any third party, or the Court.

## 7. 20/20 Forensic Accounting's Responsibilities, Representations, and Limitations

We have no financial interest or contemplated financial interest in the business or property that is the subject of this engagement, and we have no personal interest or bias with respect to the parties involved. Our compensation is not contingent on an action or event resulting from the analyses or conclusions in, or the use of, this engagement. We, and our agents, will take whatever actions are necessary or appropriate for us to conduct the forensic engagement, but we will keep you informed of our actions and progress throughout this engagement. If for any reason we are unable to complete the forensic engagement, we will not issue a report as a result of the engagement. Our opinions will represent our professional, unbiased opinions based on the data we are able to obtain within a reasonable time, using our best efforts. We will not audit, review, or compile any financial statements, forecasts, or financial data as part of this forensic support engagement. As such, we will not express an opinion or provide any form of assurance on the financial data provided as part of this engagement.

8. Limitation on Damages

20/20 Forensic Accounting shall not be liable to THE MT ZION SCHOOL DISTRICT #3 for any actions, damages, claims, liabilities, costs, expenses, or losses in any way arising out of, or relating to, the Services performed under the Agreement for an aggregate amount in excess of the fees paid to us for Services rendered by us under the Agreement. In no event shall 20/20 Forensic Accounting be liable for consequential, special, indirect, incidental, punitive or exemplary damages, costs, expenses, or losses (including, without limitation, lost profits, taxes, interest, tax penalties, savings or business opportunity costs). The provisions of this paragraph shall apply regardless of the form of action, damage, claim, liability, cost, expense, or loss, whether in contract, statute, tort, or otherwise. In addition, we will have no liability to THE MT ZION SCHOOL DISTRICT #3, or any third party because of any action taken or omitted by us in good faith relating to our Services.

9. Indemnification

The obligations of 20/20 Forensic Accounting are solely obligations of 20/20 Forensic Accounting. No officer, owner, director, employee, agent, contractor, shareholder, or controlling person shall be subject to any personal liability whatsoever to any person, nor will any such claim be asserted by or on behalf of any other party to this agreement or any person relying on this report. You must obtain our prior written permission before releasing a copy of our report to anyone other than the intended recipients. If a copy of our report is distributed to any person or entity other than the intended recipients without having first obtained our prior written permission to do so, you hereby agree to indemnify and hold us harmless from and against any and all claims or causes of action for damages or loss against us by any such person or entity as a result of said person's alleged reliance on said report. Except to the extent finally determined to have resulted from our fraudulent behavior or our gross negligence or willful misconduct, our maximum liability for damages incurred by THE MT ZION SCHOOL DISTRICT #3 or you, for any reason relating to the Services under this Agreement, including our negligence relating to the Services under this Agreement, shall be limited to the fees paid to us for the Services in connection with our work product giving rise to liability

10. THE MT ZION SCHOOL DISTRICT #3 Responsibilities and Representations

You agree to provide promptly, upon request, all financial and nonfinancial information and documentation reasonably deemed necessary or desirable by us in connection with the engagement in order to complete the engagement objectives as you may outline to us. You agree that the scope of the litigation support engagement will be unrestricted and that you will make available all personnel as we request in order for us to complete the engagement objectives. You acknowledge and agree that 20/20 Forensic Accounting may, in performing its obligations pursuant to this Agreement, use data, material, and other information furnished by you without any independent investigation or verification and that we shall be entitled to rely upon the accuracy and completeness of such information in performing the Services under the Agreement. You agree that we are not required to update our analyses and conclusion for events and circumstances occurring after the date of our report.

## 11. Confidentiality

Consistent with the “Confidential Information Rule”, one of the underlying principles of the profession is a duty of confidentiality with respect to THE MT ZION SCHOOL DISTRICT #3 information. Confidential information means all documents, software, reports, data, records, forms, and other materials (including, without limitation, Work Product) obtained by us from THE MT ZION SCHOOL DISTRICT #3 In the course of performing the Services under the Agreement. All working papers and documentation or other documents used by us during the course of this engagement will be maintained in segregated files. In accordance with the final rules published by the Federal Trade Commission (commonly referred to as the Gramm-Leach-Bliley Act), the following disclosures are made:

1. In the process of preparing our report or other tasks included in the assignment, we may collect from THE MT ZION SCHOOL DISTRICT #3, or with THE MT ZION SCHOOL DISTRICT #3, certain essential information that is nonpublic, such as information concerning income, expenses, assets, liabilities and other similar information.
2. We will follow professional standards for protecting the confidentiality and security of the nonpublic information collected.
3. We will not discuss any nonpublic information about THE MT ZION SCHOOL DISTRICT #3 to any third party, except as permitted by THE MT ZION SCHOOL DISTRICT #3 or required by law. Any Confidential Information provided to us by THE MT ZION SCHOOL DISTRICT #3 will be kept confidential and not disclosed to any third party unless
  - i. permitted disclosures such as providing Confidential Information to our employees, and in limited situations, to unrelated third parties who need to know that Confidential Information to assist us in providing Services to THE MT ZION SCHOOL DISTRICT #3;
  - ii. expressly permitted by THE MT ZION SCHOOL DISTRICT #3 in writing; or
  - iii. required by applicable law, regulation, judicial, administrative or governmental order or process, or demand of accounting oversight body or a duly authorized professional peer review committee or unless such third party is designated by THE MT ZION SCHOOL DISTRICT #3.

If we receive a summons, subpoena, or court order to disclose such confidential information, we will provide THE MT ZION SCHOOL DISTRICT #3 prompt notice of the summons, subpoena, or court order and shall seek to protect such confidential information from disclosure to the full extent provided under the law. We will cooperate with THE MT ZION SCHOOL DISTRICT #3 in response to any summons, subpoena, or court order, but it is agreed that we will be reimbursed for any time and expenses associated with the defense of the confidentiality of THE MT ZION SCHOOL DISTRICT #3 information, or our work product, or both. We will, nevertheless, have no liability to THE MT ZION SCHOOL DISTRICT #3 or any third party for information disclosed in, or pursuant to, any ruling, order, or proceeding of any court or other judicial or non-judicial forum or of any regulatory agency or similar instrumentality. We understand that all communications between our personnel regarding this engagement and THE MT ZION SCHOOL DISTRICT #3 personnel, as well as any materials or information developed or received by us pursuant to this Agreement, whether oral or written, may be protected by applicable legal privileges and, therefore, will be treated as confidential. During the course of our engagement, we may communicate Confidential Information or other documents in electronic form during the course of this engagement. THE MT ZION SCHOOL DISTRICT #3 accepts the inherent risks of these forms of communication (including, but not limited to, the security risks of interception of or unauthorized access to such communications, the risks of the unreliability of delivery, the risks of corruption of such communications and the risks of viruses or other harmful devices).



## 12. Assignment

Neither party may assign, transfer or delegate any of its rights or obligations without the prior written consent of the other party, such consent not to be unreasonably withheld. However, we may use subcontractors to provide Services under the Agreement.

## 13. Arbitration

The parties agree that any dispute or controversy that arises from or relates to the Agreement that cannot be resolved by the parties shall be resolved in accordance with Attachment A — Dispute Resolution Procedures.

## **Attachment A**

### **Dispute Resolution Procedures**

The following procedures shall be used to resolve any controversy or claim (“dispute”), as provided in our Agreement of THE MT ZION SCHOOL DISTRICT #3. If any of these provisions are determined to be invalid or unenforceable, the remaining provisions shall remain in effect and binding on the parties to the fullest extent permitted by law.

#### Mediation

Any controversy or claim arising out of or relating to this Agreement, the Services provided by 20/20 Forensic Accounting pursuant hereto (including any such matter involving any parent, subsidiary, affiliate, successor in interest, or agent of 20/20 Forensic Accounting) or related fees shall first be submitted to voluntary mediation. The submission shall be made by written notice to the other party or parties. A mediator will be selected by agreement of the parties, or if the parties cannot agree, a mediator shall be designated by the American Arbitration Association (“AAA”) at the request of a party. Any mediator so designated must be acceptable to all parties.

The mediation shall be conducted as specified by the mediator and agreed upon by the parties. The parties agree to discuss their differences in good faith and to attempt, with facilitation by the mediator, to reach an amicable resolution of the dispute. The mediation shall be treated as a settlement discussion and, therefore, shall be confidential. The mediator may not testify for either party in any later proceeding relating to the dispute. No recording or transcript shall be made of the mediation proceedings. Each party shall bear its own costs in the mediation. The parties shall share the fees and expenses of the mediator equally.

#### Bench Trial

In the event that such differences cannot be resolved by mediation, the parties recognize that the matter will probably involve complex business issues that would be decided most equitably by a judge hearing the evidence without a jury. Accordingly, the parties, to the extent permitted by law, each knowingly, voluntarily, and intentionally waive the right to a trial by jury in any action arising out of or relating to this Agreement or the Services to be performed by 20/20 Forensic Accounting pursuant hereto. This waiver applies to any legal action or proceeding whether sounding in contract, tort, negligence, or otherwise. Any legal action or proceeding related to this Agreement or the work performed or to be performed pursuant hereto shall be brought in any appropriate court in the State of Illinois.

#### Arbitration

If the above jury trial waiver is determined to be prohibited by applicable law OR If a dispute has not been resolved within 90 days after the written notice beginning the mediation process (or a longer period, if the parties agree to extend the mediation), then the parties agree that the dispute or claim shall be settled by binding arbitration. The parties agree that any dispute or controversy that arises from or relating to this Agreement that cannot be resolved by the parties shall be submitted to binding arbitration in accordance with the applicable rules, regulations, policies, and procedures of the State of Illinois. BY AGREEING TO ARBITRATION, THE PARTIES ACKNOWLEDGE THAT, IN THE EVENT OF A DISPUTE, EACH PARTY IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND, INSTEAD, IS ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION.

All disputes in connection with the terms of this Agreement shall be determined by application of Illinois state law. The proceeding shall be governed by the applicable rules, regulations, policies, and procedures of the Commercial Arbitration Rules of the AAA and the Federal Arbitration Act, except that no pre-hearing discovery shall be permitted unless specifically authorized by the arbitrator. Rules are available at [www.adr.org](http://www.adr.org) or will be provided upon request. This binding arbitration shall take place before a single arbitrator, and judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction thereof. The arbitrator will be selected from AAA. Potential arbitrator names will be exchanged within 15 days of the parties' agreement to terminate or waive mediation, and arbitration will thereafter proceed expeditiously. If the parties cannot agree on an arbitrator, an arbitrator shall be designated by the AAA at the request of a party. The award of the arbitration shall be in writing and shall be accompanied by a well-reasoned opinion. The arbitrator shall have no authority to award nonmonetary, equitable relief and will not have the right to award punitive damages. The award issued by the arbitrator may be confirmed in a judgment by any federal or state court of competent jurisdiction. The arbitration proceeding and all information disclosed during the arbitration shall be maintained as confidential, except as may be required for disclosure to professional or regulatory bodies or in a related confidential mediation or arbitration. Each party shall be responsible for their own costs associated with the arbitration, except that the costs of the arbitrator shall be equally divided by the parties. The result of the arbitration shall be final and binding on the parties, and judgment on the arbitration award may be entered in any court having proper jurisdiction.