REGULAR MEETING OF THE BOARD OF EDUCATION
Tuesday, November 10, 2026
6:30 PM
MEETING LOCATION:
MT. ZION C.U.S.D. #3 DISTRICT OFFICE- 1595 W. MAIN ST., MT ZION, IL 62549

AGENDA

1. CALL TO ORDER (ROLL CALL VOTE)
2. PLEDGE OF ALLEGIANCE
3. REGULAR MEETING MINUTES OF OCTOBER 13, 2026 (ROLL CALL VOTE)
4. VISITOR AND STAFF COMMUNICATIONS
   - A. VISITOR COMMUNICATIONS (INFORMATION ONLY)
   - B. STAFF COMMUNICATIONS (INFORMATION ONLY)
     1. BILLY ROCKEY
5. GENERAL DISCUSSION (INFORMATION ONLY)
6. EDUCATION
   - A. MT ZION SCHOOL DISTRICT REPORT CARDS AND IMPROVEMENT PLANS (ROLL CALL VOTE)
   - B. RESTRAINT, TIMEOUT, AND ISOLATED TIMEOUT REDUCTION PLAN (ROLL CALL VOTE)
7. FINANCIAL
   - A. FUND WARRANTS (ROLL CALL VOTE)
   - B. TREASURER'S REPORT (ROLL CALL VOTE)
   - C. ESTIMATED TAX LEVY ADOPTION (ROLL CALL VOTE)
   - D. RISK MANAGMENT PROGRAM (INFORMATION ONLY)
   - E. ANNUAL AUDIT REPORT (ROLL CALL VOTE)
8. EXECUTIVE SESSION
   - A. FOR THE PURPOSE OF DISCUSSING THE APPOINTMENT, EMPLOYMENT, COMPENSATION, DISCIPLINE, PERFORMANCE, DISMISSAL OF A SPECIFIC EMPLOYEE OR OFFICE OF THE PUBLIC BODY, OTHER MATTERS RELATING TO INDIVIDUAL STUDENTS, AND PENDING OR PROBABLE LITIGATION AGAINST, AFFECTING OR ON BEHALF OF THE PUBLIC BODY. (ROLL CALL VOTE)
9. RETURN FROM EXECUTIVE SESSION (ROLL CALL VOTE)
10. CONSIDER APPROVAL OF THE LEGAL SERVICES AGREEMENT WITH FRANTZ LAW GROUP FOR PURPOSES OF PARTICIPATING IN THE SOCIAL MEDIA LITIGATION (ROLL CALL VOTE)
11. PERSONNEL
    - A. EMPLOYMENT OF CERTIFIED AND NON-CERTIFIED EMPLOYEES (ROLL CALL VOTE)
    - B. ACCEPT RESIGNATION OF CERTIFIED AND NON-CERTIFIED EMPLOYEES (ROLL CALL VOTE)
12. NEXT BOARD MEETING: TUESDAY, DCEMBER 8, 2026, 6:30 P.M.; (2ND TUESDAY IN DECEMBER), MT ZION C.U.S.D. #3 DISTRICT OFFICE 1595 W. MAIN ST., MT. ZION, IL 62549 (INFORMATION ONLY)
13. ADJOURNMENT (ROLL CALL VOTE)

MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3
REGULAR MEETING OF THE BOARD OF EDUCATION
October 13, 2026

President Jeffrey Sams called the meeting to order at 6:30 p.m.	**CALL TO ORDER**
Board members present were: Kent Newton, Courtney Cuddy, Wayne Tanner, Eric Law, and Jeffrey Sams.	**ROLL CALL**
Administration present consisted of: Dr. Travis R. Roundcount, Superintendent of Schools; Brian Rhoades, Associate Superintendent; Justin Johnson, High School Principal; Julie Marquardt, Junior High Principal; Randy Thacker, Intermediate Principal; Gary Gruen, Grade Principal; Kathryn Rodgers, McGaughey Principal; Renea Smith, Special Education Director; and Billy Rockey, Director of Technology.	**ADMINISTRATION PRESENT**
The Pledge of Allegiance was cited by those present and led by Treece Townsend and Easton Birch from Mrs. Causey's 3rd grade class and Henley Roach and Oliver Zerfowski from Mrs. Wendell's 3rd grade class.	**PLEDGE OF ALLEGIANCE**
Kent Newton introduced a motion to approve the meeting minutes of September 15, 2026. Seconded: Wayne Tanner. Roll Call: Kent Newton, Wayne Tanner, and Jeffrey Sams, Yea. Dr. Courtney Gaine Cuddy and Eric Law abstained. Motion carried: 3-0 with 2 abstained. (See Book of Attachments.)	**MEETING MINUTES**
James Bond: Spoke regarding the School Board and Booster Club. **Sarah Harvey:** Gave an update on the Booster Club regarding the praise Mt. Zion gets on the concession stand, and the sports the Booster Club supports with the proceeds.	**VISITOR COMMUNICATIONS**
Julie Marquardt: ● Gave an update "Be Kind Initiative" at Mt. Zion Junior High School. **Dr Roundcount**: ● Updated the Board that the school report card will be ready at the end of the month.	**STAFF COMMUNICATIONS**
There was no Executive Session	**EXECUTIVE SESSION**
Kent Newton presented a motion that the Board of Education adopt and approve the residency hearing officer's report, findings of fact and conclusions, finding that Student 2026-A and her parent/guardian are not a legal residents of Mt. Zion Community Unit School # 3 as of the beginning of the 2026-2027 school year to date, and therefore shall not be eligible to enroll in the school district or attend classes in the district and shall be charged daily tuition for each day the child attended the school district but was not eligible to do so. Additionally, the administration is directed to send notice to the parent(s) or guardian(s) of Student 2026-A that Student 2026-A may not attend class at Mt. Zion Community Unit School District # 3 as a resident and that tuition is now due and payable to Mt. Zion Community Unit School District # 3. Seconded: Dr. Courtney Gaine Cuddy. Roll Call: Eric Law, Wayne Tanner, Kent Newton, Jeffrey Sams, and Dr. Courtney Gaine Cuddy, yea. Motion carried 5-0. (See Book of Attachments.)	**CONSIDER ISSUING A DECISION ON RESIDENCY HEARING**
Eric Law presented a motion to approve payment of the enclosed list of Quick Pay, Fund Warrants, and Athletic Imprest Checks. Seconded: Wayne Tanner. Roll Call: Eric Law, Wayne Tanner, Kent Newton, Jeffrey Sams, and Dr. Courtney Gaine Cuddy, yea. Motion carried 5-0. (See Book of Attachments.)	**FUND WARRANTS**

Kent Newton presented a motion that the presented Financial Treasurer's Report be accepted and filed for audit. Seconded: Dr. Courtney Gaine Cuddy. Roll Call: Jeffrey Sams, Kent Newton, Dr. Courtney Gaine Cuddy, Eric Law, and Wayne Tanner, yea. Motion carried 5-0. (See Book of Attachments.)	**FINANCIAL TREASURER'S REPORTS**
Wayne Tanner presented a motion to approve the attached state maintenance grant and to appropriate matching funds to complete the projects contained in the grant. Seconded: Kent Newton. Roll Call: Jeffrey Sams, Eric Law, Wayne Tanner, Dr Courtney Gaine Cuddy, and Kent Newton, yea. Motion carried 5-0. (See Book of Attachments.)	**MAINTENANCE GRANT**
Dr. Courtney Gaine Cuddy presented a motion to approve the following personnel as outlined below, pending a drug test and background check for new employees. Seconded: Wayne Tanner. Roll Call: Jeffrey Sams, Wayne Tanner, Kent Newton, Eric Law, and Dr Courtney Gaine Cuddy, Yea. Motion carried 5-0. (See Book of Attachments.)	**PERSONNEL: EMPLOYMENT OF CERTIFIED AND NON-CERTIFIED EMPLOYEES**
Eric Law presented a motion to accept the resignations of certified and non-certified employees. Seconded: Kent Newton. Roll Call: Jeffrey Sams, Wayne Tanner, Kent Newton, Dr Courtney Gaine Cuddy and Eric Law, Yea. Motion carried 5-0. (See Book of Attachments.)	**PERSONNEL: ACCEPT THE RESIGNATIONS OF CERTIFIED AND NON-CERTIFIED EMPLOYEES**

Memorandum

TO: BOARD OF EDUCATION

FROM: TRAVIS R. ROUNDCOUNT

DATE: OCTOBER 7, 2026

RE: PERSONNEL

A. ADMINISTRATIVE RECOMMENDATION:

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

EMPLOYMENT:

Kaylee Noble Mt Zion Transportation	Bus Driver Effective: September 7, 2026
Tony Stewart Mt Zion Transportation	Bus Monitor/Driver Effective: September 7, 2026
Marilyn Hensen Mt Zion Transportation	Bus Monitor Effective: October 8, 2026
Kristen West Mt Zion High School/Junior High	Show Choir Chaperone Effective: October 13, 2026
Krystal Sturgeon-Bean Mt Zion High School/ Junior High	Show Choir Chaperone Effective: October 13, 2026
Katie Stanley Mt Zion High School/ Junior High	Show Choir Chaperone Effective: October 13, 2026
Katie Kunzeman Mt Zion High School/ Junior High	Show Choir Chaperone Effective: October 13, 2026
Natasha Sanders Mt Zion High School/ Junior High	Show Choir Chaperone Effective: October 13, 2026
Kelly Wilson Mt Zion High School/ Junior High	Show Choir Chaperone Effective: October 13, 2026
Katie Baggett Mt Zion High School/ Junior High	Show Choir Chaperone Effective: October 13, 2026
Sarah Ellis Mt Zion High School/ Junior High	Show Choir Chaperone Effective: October 13, 2026
Erica Cravens Mt Zion High School/ Junior High	Show Choir Chaperone Effective: October 13, 2026
Amanda Sowa Mt Zion High School/ Junior High	Show Choir Chaperone Effective: October 13, 2026
Aniya Wallen Mt Zion Grade School	2nd Shift Student Custodian Effective: September 21, 2026
Shane Mendenhall Mt Zion High School	Bass Boat Fishing Volunteer Effective: October 13, 2026
George Burns Mt Zion High School	Bass Boat Fishing Volunteer Effective: October 13, 2026
Lunden Cook Mt Zion High School	Boys Basketball Volunteer Effective: October 13, 2026
Vernell Robinson Mt Zion High School	Boys Basketball Volunteer Effective: October 13, 2026
Ann Durkee Mt Zion Grade School	Teaching Assistant ASPIRE Effective: October 14, 2026

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

Michelle Marion	Jackson Reedy	Connie Mulligan	Nichole Pettyjohn
Kevin Besser	Kailee Bryson	Janet White	Molly Besser
Marcia Whitley			

B. ADMINISTRATIVE RECOMMENDATION:

To accept the Resignation/Retirement of Certified and non-Certified Employees:

Shannon Lynch Mt Zion Transportation	Resignation Bus Driver Effective: September 14, 2026
Michelle Marion Mt Zion High School	Resignation Teacher's Aide Effective: September 15, 2026

TRR nmg

Eric Law: Read a thank you from Garrett Knock and family for flowers sent. **Kent Newton:** Gave an update of him and Regan Deering visiting the school buildings. **Dr. Roundcount:** Acknowledged that the Mt Zion School Board received the IASB School Board Governance Recognition Award. Mt Zion was 1 of 53 to receive this award.	**GENERAL DISCUSSION**
Jeffrey Sams announced Tuesday, November 10, 2026, 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.	**NEXT REGULAR MEETING**
Wayne Tanner made a motion to adjourn the Board of Education Meeting at 6:57p.m. Seconded: Dr. Courtney Gaine Cuddy. Roll Call: Jeffrey Sams, Eric Law, Wayne Tanner, Kent Newton, and Dr Courtney Gaine Cuddy, yea. Motion carried 5-0. (See Book of Attachments.)	**ADJOURNMENT**

Jeff Sams, Board President Mt. Zion Board of Education	Eric Law, Secretary Mt. Zion Board of Education

MT. ZION COMMUNITY UNIT SCHOOL DISTRICT NO. 3

Memorandum

TO: BOARD OF EDUCATION

FROM: TRAVIS R. ROUNDCOUNT

DATE: NOVEMBER 4, 2026

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 are the 2026 Mt. Zion Community Unit School District #3 Strategic Plan and School Improvement Plan, as well as the Report Card posted on the School District 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 include extensive demographic information, along with details 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

MT. ZION COMMUNITY UNIT
SCHOOL DISTRICT #3

STRATEGIC PLAN

2027-2032

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)

MT. ZION CUSD #3

Board President - Jeffrey Sams
Board Vice President - Kyle Janvrin
Board Secretary – Eric Law
Board Member - Regan Deering
Board Member - Dr. Courtney Gaine Cuddy
Board Member - Kent Newton
Board Member – Wayne Tanner
Superintendent - Dr. Travis R. Roundcount
Associate Superintendent - Brian Rhoades

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 142 certified full-time equivalent teaching staff; with a 96% retention rate.
- Fifty eight percent of District teachers hold a Master's degree, and the average teachers' years' experience is 17 years.

OUR DISTRICT

- Enjoys excellent facilities such as: a state-of-the-art science labs, 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 $11,906 per student, which is 71.7% 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.

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 learner.

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.

1.2.5. 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, including on E-Learning Days.

1.3.1. Identify best practices for promoting healthy behaviors.

FACILITIES AND SECURITY

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.

2.1.5. Develop and distribute a prioritized financial multi-year plan to address current facility, security, 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 and emerging 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 AND 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. Utilize multiple methods of communication with staff, 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.

4.3. Facilitate, foster and maintain good relationships with all area businesses and government agencies.

4.3.1. Work with community groups and educational organizations, including but not limited to: Village administration, Chamber members, mental health organizations, ~~law enforcement~~ emergency response personnel, 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

mtzschools.org

"A Great Place to Learn"



ILLINOIS STATE BOARD OF EDUCATION

School Improvement Plan

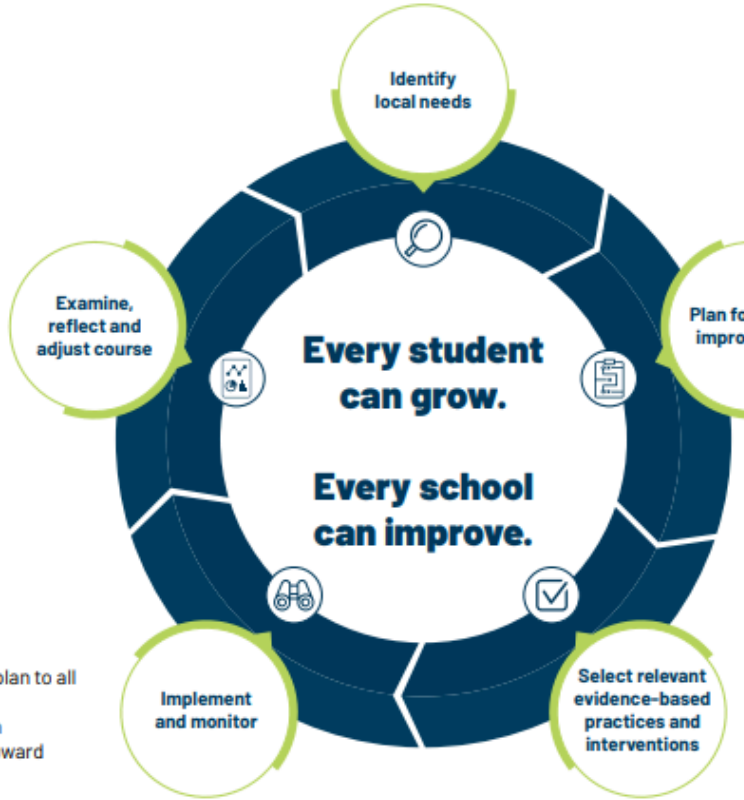
School:	McGaughey Elementary School
Year:	2026-2027
Date Completed:	June 9, 2026
School Board Approval Date:	

School Improvement Planning Team	
Name	Title/Role
Heather Ethell	Principal
Sarah Nichols	1st Grade Teacher
Dana Perry	Kindergarten Teacher
Amber Larkins	Kindergarten Teacher
Lori Hanson	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



Identify local needs

- Identify a school leadership team
- Build a stakeholder advisory group
- Conduct a school level needs assessment
- Conduct a root cause analysis
- Present results to the stakeholder advisory group

Plan for school improvement

- Develop a school improvement plan with the following elements:
  - SMART goals
  - Key activities, milestones, timelines, funding sources, and people responsible for implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals

Select relevant evidence-based practices and interventions

- Confirm evidence-based practices align with ESSA
- Identify approved learning partner(s)

Implement and monitor

- Communicate the school improvement plan to all stakeholders
- Implement the school improvement plan
- Monitor implementation and progress toward SMART Goals

Examine, reflect and adjust course

- Analyze and update the following elements within the school improvement plan:
  - SMART goals
  - Key activities, milestones, timelines, funding sources, and people responsible for implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals

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

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

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
Definition	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.
Guiding questions	Answer the "W" questions: • Who should be involved? • What do we want to accomplish? • When do we want to accomplish the goal? • Where will the goal have an impact? (school, grade level, department) • Why do we want to accomplish the goal? • Which requirements or constraints could influence the goal?	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 the spring of 2027, 75% of students identified at or below the 10th percentile on the Fall 2026 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
Continue to follow regular schedule for RtI team to meet and review student benchmark and progress monitoring data	Administrator, Special Education Administrator, Intervention Specialists	Start of the 26.27 SY
Review and select phonics and phonemic awareness curriculum to support early literacy development to pilot in spring of 2027.	K-3 Administrators, K-3 SIP Team, K-3 literacy committee members	End of 2nd quarter (December 2026)
Review and select reading curriculum to pilot in spring of 2027.	K-6 Administrators, Curriculum DIrector, K-6 literacy committee	Quarterly committee meetings

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

PST team members, benchmark assessment tool, literacy curriculum team members

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 curriculum and additional materials	Ongoing	Title I 1003
Substitute coverage for release time for curriculum review	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)

Tier 1 curriculum options and possible professional development

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: Regular schedule for RtI team to meet and review student benchmark and progress monitoring data

Key Activity 2: Review and select phonics and phonemic awareness curriculum to support early literacy development to pilot in spring of 2027.

Key Activity 3: Pilot selected reading curriculum during spring of 2027.

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

Key Activity 1: Schedule Problem Solving Team (PST) meetings every 8 weeks to closely monitor students identified at or below the 10th percentile (Tier 3).
Key Activity 2: Literacy curriculum meetings to review and select literacy curriculum
Key Activity 3: Collaborate and plan for spring 2027 pilot

Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: 8 Weeks Key Activity 2: 1st semester 26.27 SY Key Activity 3: 2nd semester 26.27 SY	Key Activity 1: Administrator, special education administrator Key Activity 2: K-3 administrators, curriculum director, K-3 literacy committee members Key Activity 3: K-6 administrators, curriculum director, K-6 literacy committee members.

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 2027, 75% of students identified at or below the 10th percentile on the Fall 2026 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
Continue to follow regular schedule for RtI team to meet and review student benchmark and progress monitoring data	Administrator, Special Education Administrator, Intervention Specialists	Start of the 26.27 SY
Monthly grade level collaboration to review implementation of Envision Math curriculum	Administrator, 1st grade teachers	End of 26.27 SY
Provide ongoing vertical collaboration and/or professional development for 1st-6th grade teachers	K-6 Administrators, Envision Professional Development provider	SY 26.27

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

PST team members, benchmark assessment tool, math curriculum materials

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 math curriculum 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)

Tier 1 curriculum options and possible professional development

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: Regular schedule for PST team to meet and review student benchmark and progress monitoring data Key Activity 2: Monthly grade level collaboration to review implementation of Envision Math curriculum Key Activity 3: Provide ongoing professional development during year 1 of curriculum implementation
Data Source(s)/Local Assessment(s):
Key Activity 1: Schedule Problem Solving Team (PST) meetings every 8 weeks to closely monitor students identified at or below the 10th percentile (Tier 3). Key Activity 2: Unit assessments, student independent work, student exit tickets Key Activity 3: Teacher feedback

Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: 8 weeks Key Activity 2: Monthly Key Activity 3: 1st and 2nd semester 26.27 SY	Key Activity 1: Administrator, special education administrator Key Activity 2: Administrator, 1st grade teachers Key Activity 3: Administrators

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 #2?

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

What resources do you already have to support executing these key activities?		
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)
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 on your goal.

<u>Essential Questions when monitoring the progress of Key Activities:</u>
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: Key Activity 2: Key Activity 3:	
Data Source(s)/Local Assessment(s):	
Key Activity 1: Key Activity 2: Key Activity 3:	
Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: Key Activity 2: Key Activity 3:	Key Activity 1: Key Activity 2: 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 #3?	

ILLINOIS STATE BOARD OF EDUCATION

School Improvement Plan

School:	Mt. Zion Elementary School
Year:	2026-2027
Date Completed:	May 19, 2026
School Board Approval Date:	

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



Identify local needs

- Identify a school leadership team
- Build a stakeholder advisory group
- Conduct a school level needs assessment
- Conduct a root cause analysis
- Present results to the stakeholder advisory group

Plan for school improvement

- Develop a school improvement plan with the following elements:
  - SMART goals
  - Key activities, milestones, timelines, funding sources, and people responsible for implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals

Select relevant evidence-based practices and interventions

- Confirm evidence-based practices align with ESSA
- Identify approved learning partner(s)

Implement and monitor

- Communicate the school improvement plan to all stakeholders
- Implement the school improvement plan
- Monitor implementation and progress toward SMART Goals

Examine, reflect and adjust course

- Analyze and update the following elements within the school improvement plan:
  - SMART goals
  - Key activities, milestones, timelines, funding sources, and people responsible for implementation
  - Local assessment(s) to measure academic progress
  - Monitoring plan that includes all SMART goals

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

Reason for Designation (e.g., CWD, all students, low income)

Students with Disabilities

What other data sources, besides state assessment results, do you have available that will help you analyze the root cause for this designation?

aimswebPlus

Based on the data source review, which areas should be a priority in this school improvement plan?

Priority 1:
Provide high quality instruction and differentiation in the regular ed classroom for children with disabilities

Priority 2:
Improve Phonics and Fluency for all student groups

Priority 3:
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
Definition	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.
Guiding questions	Answer the "W" questions: • Who should be involved? • What do we want to accomplish? • When do we want to accomplish the goal? • Where will the goal have an impact? (school, grade level, department) • Why do we want to accomplish the goal? • Which requirements or constraints could influence the goal?	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 2027, the students with disabilities group in Third Grade will increase the percent of students scoring Meets on the IAR to 5%.

Action Plan

Additional key activities may be added as needed

Key Activities – Focused on adult practices	By whom	By when
Review phonics and fluency programs (Reading Focus)	Grade Level Teams	May 2027
Implement UFLI Foundations program in both special education cross-categorical classrooms. (Reading Focus)	Special Education Cross-Categorical teachers.	May 2027
Review efficacy of Tier 2 intervention materials for both math and reading.	Interventionists	May 2027

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: Review phonics and fluency programs (Reading Focus)

Key Activity 2: Implement UFLI Foundations program in both special education cross-categorical classrooms. (Reading Focus)

Key Activity 3: Review efficacy of Tier 2 intervention materials for both math and reading.

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

Key Activity 1: Grade level meetings and review of efficacy

Key Activity 2: Meet with special education teachers to discuss UFLI implementation.

Key Activity 3: Local progress monitoring tools, walk-through data to monitor school wide RtI implementation. Whole school and grade level analysis of benchmark and progress monitoring data.

Frequency of Measure(s)	**Person(s) Responsible for Updating Data**
Key Activity 1: Quarterly **Key Activity 2:** Fall, Winter, Spring, and 8-week cycle **Key Activity 3:** 4 times a year	**Key Activity 1:** Administrative team, School Leadership Team **Key Activity 2:** Administrative team, Data Review Team **Key Activity 3:** All instructional staff and administration

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 Spring of 2027, 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
Key Activity 1: 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
Key Activity 2: Review of UFLI and other reading foundations resources.	School Leadership Team	May 2027
Key Activity 3: Continue implementation of whole school RtI time	All instructional staff	September 2026

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

Faculty meetings, grade level meetings, release time, professional development budget

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: Review use of high leverage practice in classroom instruction each quarter. (Reading Focus)

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

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

Key Activity 1: Professional development survey, scaffolding supports; adaptation of task and materials for learning goals for all students; flexible grouping; strategies to promote active student engagement. Walk-through observation by administration. Attendance at professional development opportunities

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: Self-evaluation by grade level and across grade levels, to determine which high-leverage practices for all students already exist and how to build upon them.

Frequency of Measure(s)	**Person(s) Responsible for Updating Data**
Key Activity 1: Quarterly	**Key Activity 1:** Administrative team, School Leadership Team, instructional staff
Key Activity 2: Fall, Winter, Spring	**Key Activity 2:** All instructional staff and administration.
Key Activity 3: 4 times a year	**Key Activity 3:** All instructional staff and administration

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 #2?

Mt. Zion Intermediate School Improvement Plan
2026 - 2027

Goal	Objective	Action	Responsible Party	Target Date
Curriculum	1.1.1.	Evaluate and Align Curriculum ● Reorganize curriculum committee to meet each semester and review current curriculum adoptions and implementations.	Principal Curriculum Committees	Semester
	1.1.2.	Provide planning time for curriculum articulation ● Faculty to attend District in-services, ROE workshops ● Faculty will meet monthly for grade level meetings for discussion and review ● Grade level planning time for new curriculum	Principal	Monthly, Semester, Annually
	1.2.1.	Continue to provide educational programs to meet the learning needs of all 4th – 6th grade students ● Curriculum Review, including digital resources and a new math curriculum	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 ● Promote and reward positive behavioral choices ● Provide small and large group student sessions on character, anti-bullying, nutrition, etc.	Social Worker Faculty Specialists	Weekly, Annually

Goal	Objective	Action	Responsible Party	Target Date
Facilities	2.1.2.	Review and rectify any compliance concerns ● Principal to work with maintenance and custodial staff	Administration Principal Maintenance staff	Annually
	2.1.3.	Communicate and review with faculty/staff building security and Crisis/Safety Plans ● Review with faculty at the beginning of each school year. ● Hold regular drills and debrief with faculty/staff	Principals	Annually
	2.1.4.	Evaluate the appearance and "welcome" to the building ● Regularly review the building and grounds ● Complete work orders for deficient areas ● Utilize student groups for service learning projects	Principals Central Office Adm. Maintenance Custodians	Annually
	2.3.1.	Review grade level placement/facility usage ● The principal will determine classroom assignments for each school year. ● The principal determines the best spaces used for learning and learning activities	Principal	Annually
Highly Qualified Faculty, Staff, and Administrators	3.1.	Recruit and hire highly qualified personnel ● When positions are available, review applicant pool, interview and select the best candidate	Administration Principal Selection Team	Annually, as needed
	3.2.1.	Survey staff for in-service priorities ● Articulation at grade level, cross grade level and faculty meetings to generate strategic PD opportunities	Administration Principal District in-service committee	Annually, Bi-annually
	3.2.3.	Evaluate budget allocations for professional development ● Provide a tracking of all professional development for fair distribution of resources	Principal	Annually

Goal	Measure	Action	Responsible Party	Target Date
	3.2.7.	Provide new teacher training ● New teacher orientation will be provided the first day of teacher reporting ● Provide a teacher mentor to assist with curriculum, protocols and encouragement	Principal, District Office	Annually, bi-weekly
Communication & Collaboration	4.1.1.	Continue to provide efficient technology resources for student learning ● Labs, Doc cameras, BenQ, iPads and Chrome books	Administration Principal Technology Director	Annually
	4.1.1. 4.1.3.	Encourage staff to attend technology workshops and provide trainings in Faculty meetings, workshop and teacher presentations, i.e. Google, STAR 360, IXL, A.I, etc.	Technology Director Principal Building SYSOBS	Annually
	4.1.4.	Monitor students using the network in a safe manner for educational purposes ● Acceptable use policies will be reviewed and implemented for appropriate use of technology devices, Hapara monitoring	Technology Director Technology Teacher Faculty	Quarterly, Semester
	4.1.4.	Review Digital Citizenship with 4th – 6th grade students	Classroom Teachers Technology Teacher	Annually
	4.1.1.	Teachers website ● District will maintain grade level web pages via teacher input	Faculty Principal	Throughout the school year
	4.1	Examine/implement ways to communicate with families and the community ● Continue to utilize digital newsletters, Parent Square, special events, local media, school messenger software, etc. to share and engage families	Principal Faculty Technology Director	Throughout the year

Mt. Zion School District Improvement Plan
Building: Junior High School
2026/2027

Goal	Measure	Action	Responsible Party	Target Date
Curriculum	1.1.1. 1.1.2. 1.1.3	Meet, Analyze and provide time for Curriculum articulation. • Departments will be given in-service time to review and evaluate curriculum. • Departments will be given time for professional development and ROE support. • Review and update building course handbook. • Research, identify, develop, articulate, and implement educational strategies to increase student's achievement and academic motivation.	Curriculum Committee/ Faculty and Administration	Annually
	1.2.1.	Evaluate strategies to assist at risk students • RtI staff and Intervention team will be given time to evaluate student progress. • STAR 360 tests and assessments will be administered; results and teacher input will be reviewed for student progress. • Review and assign Guided Assistant Study Halls, Focus Period and Lunch Bunch Support groups for at-risk students.	Faculty, Staff and SET Team.	Annually three times a year.

	1.2.2.	Review assessment practices • Articulation time will be provided to departments. • Continual use and review of data from benchmark assessments, classroom assessments, etc. to remediate and/or enrich student learning • Staff will evaluate student IAR results, 360 assessments and modify curriculum and instruction methods to increase student achievement.	Faculty and Staff	Annually
	1.3.1.	Review and update curriculum and special activities to promote healthy behaviors • The physical education staff will be given opportunities to plan curriculum that promotes healthy habits.	Principals/ Faculty	Annually
	1.3.2	Review and update curriculum and special activities to promote Social Emotional Learning behaviors • Promote and reward positive behavioral choices • Provide small and large group student support sessions on character, anti-bullying, etc.	Principals/Social Worker/ Faculty	Annually

Facilities	2.1.1.	Discuss and establish facility/equipment priority needs list • The district administrative team developed and prioritized a facility needs list.	Administration/ Maintenance staff	Annually
	2.1.2.	Address HLS compliance • Principal to work with maintenance and custodial staff	Administration/ Maintenance staff	Annually
	2.1.3.	Communicate and present to faculty and staff building security and Crisis/Safety Plans • Security/Crisis/Safety Plans in the form of Safe Plans will be implemented district wide. • Continuous updates reviewed with staff monthly at faculty meetings. • Hold regular drills and debrief with faculty/staff	Principals/Liaison Office	Annually
	2.1.4.	Formulate and communicate the building needs Central Office and Maintenance • Work orders are completed and sent to maintenance on an as needed basis.	Principals	Annually
	2.3.1.	Review grade level placement/facility usage • Evaluate class enrollment and search for scheduling solutions to meet our students' needs.	Administration	Annually

Goal	Measure	Action	Responsible Party	Target Date
Highly Qualified Faculty, Staff, and Administrators	3.1.1. 3.1.2.	Review District protocol for candidate screening, interviewing, hiring and Recruit/employ staff that meet the qualifications of the District • Evaluate and continually review current practices.	Administration	Annually
	3.2.1. 3.2.2. 3.2.3. 3.2.4	Survey staff re: in-service and professional development needs. Evaluate budget allocations for professional development • Regular communication and review.	Administration – Curriculum Director	Annually
Technology	4.2.1. 4.2.2.	Encourage and provide staff access technology training and/or workshops • Regular communication and review.	Administration/ Technology Director	Annually
	4.3.1.	Monitor students using the network in a safe manner for educational purposes • Teachers will constantly be aware and involved with student usage. • Teachers have Hapara available to monitor student activity during school hours. • Office staff have access to GoGuardian to monitor student network usage.	Tech./Admin./staff	Annually

	4.3.2.	Review technology/Internet rules with students grades 4-12 • Students will be required to review the technology policy and acceptable use • expectations of the district. • Students will be provided with lessons on digital citizenship and the appropriate use of AI technology.	Tech./Staff	Annually by Oct. 1
Communication & Collaboration	5.1.2.	Teachers update website • Faculty will be required to update assignments in Planbook and/or Google Classroom on the JH webpage.	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 • Regular communication and review.	Tech./Staff	As needed. Annually

Mt Zion High School Improvement Plan
Year: 2026-2027

Building Goal (District Strategic Plan Connection)	Objectives	Action (Professional Development & Related Activities)	Responsible Party	Target Date or Timeline
Goal #1- Incorporate methods of instruction & delivery systems that will encourage differentiated instruction and tiers of support for all students **(Connection to District Strategic Goal #1 - Curriculum)**	#1.1 Determine additional levels of support needed for at-risk students (ie. target low socio-economic population per building data)	Continue to analyze levels of support in place for effectiveness Continue to analyze success rate of students in credit recovery program; review cross programming options for credit recovery Create support structures for students on homebound or hospitalization exgtended absences that support learning and organizational support, home wellness checks	RtI Team Academic Liaison Credit Recovery Teacher Guidance Staff Administration Extras Tutors School Improvement Team	Ongoing - completed every 6 weeks
	#1.2 Pilot and integrate the use of District approved AI programs to facilitate the development of curriculum.	Follow the AI Policy and plan developed by the AI team. Improve curriculum design and enhance accessibility of materials through curricular planning using approved AI Programs. Use PLC time to improve staff comfortability with AI and to work in curricular teams as well and plan across the curriculum.	Technology Director Early Adopters AI Team Administration Technology and Curriculum Director	Ongoing Bi - Monthly meetings
	#1.3 Continue to develop and determine appropriate social and emotional	Review crisis plan procedures for mental health needs of students (ie. self-harm assessments & procedures) Research the possibility of training students in Mental Health First Aid	RtI Team FP Interventionist Administrations Guidance Department Tribe Coordinators & Mentors	Ongoing

Mt Zion High School Improvement Plan
Year: 2026-2027

	interventions & supports for students.	Continue to utilize student led groups (ie. Tribe) that provide mental health support to peers/families in crisis Develop Mental Health support assemblies for students	Mental Health Team	
Goal #2- **Determine actions needed to continually increase ACT Suite of assessments via College Board** **Connection to District Strategic Goal #1 - Curriculum)**	#2.1 Analyze ACT scores for math, ELA, science, and social studies to determine curriculum & instructional changes needed	Determine professional development needs for staff (ie. close reading, College Board Portal, NGSS); offer College Board online PSAT and ACT training course Consult with ACT and ISBE academic supports regarding data analysis & optional tests offered	4 Core Departments Guidance Team Curriculum Director Principal	Ongoing
	#2.2 Analyze ACT targeted areas for growth and to meet college and career standards	ACT rotations of targeted instruction at the 11th grade level Develop growth plans for Junior level instruction utilizing reports and data from the IWAS site.	4 Core Departments Junior Focus Period Team Guidance Team Director of Curriculum & Technology Principal	Ongoing
Goal #3 - **Continue to determine updates needed to procedures/protocols in relation to safety and security as well as facility improvements** **(Connection to District Strategic Goal #2 - Facilities)**	#3.1 Continue to discuss district safety/crisis plans as well as future facility needs	Continue to implement & analyze building safety procedures based on safety assessment results Determine high school involvement in district level evacuation & reintegration plans	Administration Faculty/Staff Students SRO Officer	Ongoing

Mt Zion High School Improvement Plan
Year: 2026-2027

Goal #4 - **Increase communication and collaboration amongst all stakeholders within the high school.** **(Connection to District Strategic Goal #5 - Communication & Collaboration)**	#4.1 Increase collaboration within high school and across grade levels with teachers & students	Continue Professional Learning Community structure within the high school to provide academic departments with leadership opportunities as well as ownership over PD wants/needs Continue Tribe Mentoring Program with core committees with additional student leadership & ownership Continue to determine new alternatives for other student mentoring experiences Continue to plan for vertical articulation across buildings to allow for K-12 educators to collaborate	Tribe Coordinators Tribe Leaders Academic Departments Guidance Department Administration	Ongoing
Goal #5 - **Increase student engagements and positive school culture within all stakeholders of the high school.**	#4.1 Increase school spirit and positive culture throughout the student body.	Develop celebrations centered around student engagement Brave Fan of the week Tribe leaders create a Share the Spear, initiative to promote inter connectivity among groups Random Act of Kindness Award celebrating students who demonstrate kindness	Tribe Coordinators Tribe Leaders Academic Departments Guidance Department Administration Community Donations	Ongoing

Mt. Zion CUSD #3 Report Card Summary

Major Strengths & Celebrations

🎓 Outstanding Teacher Quality & Retention

- **Teacher Retention: Top 2% in the State** (96.1% retention rate)
- **Teachers with Advanced Degrees: Top 25% in the State** (58.5%)

📚 Strong Academic Performance

- **District ELA Growth Percentile Increased by 23%**
- **District Math Growth Percentile Increased by 15%**
- **Science Proficiency: Consistently in the Top 25% in the State**
- **High School Assessment ELA Growth Percentile: Top 20% in the State**
- **High School Assessment Math Growth Percentile: Top 15% in the State**

🎯 Exceptional Readiness

- **8th Grade Passing Algebra I: Top 10% in the State** (80.6%)
- **9th Grade on Track: Top 15% in the State** (98%)

Other Notable Trends

- **English Learners: 2% of Students (Bottom 15% but Growing)**
- **Individual Education Plan (IEP): Consistently 12% but Increased Needs**
- **Low Income: Consistently 27.5%**
- **Enrollment: Consistently around 2,400, which is in the Top 20%.**
- **Student Attendance: 94%, which is above average**

Financial Considerations

- **Property Tax Portion of the Budget: Bottom 30%**
- **EAV Per Pupil: Bottom 20%;** lower revenue base compared to districts across the state
- **Instructional Spending Per Pupil: Bottom 20%** ($8,077)
- **Operational Spending Per Pupil: Bottom 6%** ($12,535)

Despite lower per-pupil spending, Mt. Zion achieves exceptional outcomes, demonstrating highly efficient resource utilization and strong teacher and staff performance.

Key Takeaways:

1. **Mt. Zion CUSD 3 consistently excels**, particularly in teacher quality, student achievement, and college readiness.

2. **Remarkable year-over-year improvements**: Most schools are listed as Exemplary, and the others' summative ratings reflect only a few students.

3. **Strong return on investment**:
    a. Despite per-pupil spending in the bottom 10% of the state, the district achieves excellent results in most academic metrics.
    b. Our combined ELA, Math, and Science scores rank in the top 12% among districts receiving Tier 1 funding

4. **College readiness indicators** are exceptionally strong, with graduation rates at 94.1% and college enrollment in the top 20%.

5. **Student growth metrics** improved significantly this year but remain an area for continued focus. A new math series is being implemented in the fall of 2026, and a new English Language Arts series in 2027.

Conclusion

The data affirms that Mt. Zion CUSD 3 provides a high-quality educational experience that prepares students for college and career success.

Mt Zion CUSD 3

2025 - 2026

District Superintendent
Dr. Travis Roundcount
tr@mtzschools.org

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District Provided Statement

Mt. Zion Schools are annually recognized as exemplary and among Illinois's top school districts. Despite receiving state funding in the bottom 25%, students consistently excel in the classroom and in extracurriculars, earning honors that reflect their hard work, the staff's dedication, and the community's strong support.

About the Report Card

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

For additional information, refer to the Public Business Rules for 2026 Report Card Metrics and the 2026 Glossary of Terms.

District Snapshot

Percent of Adequacy : 71.7%

Chronic Absenteeism : 12.7%

Principal Turnover : 1

Schools in District : 5

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

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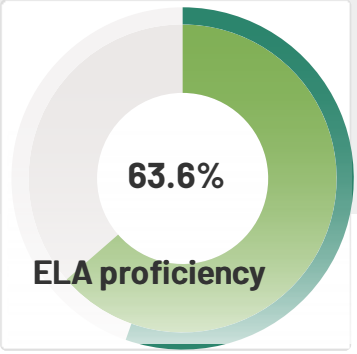
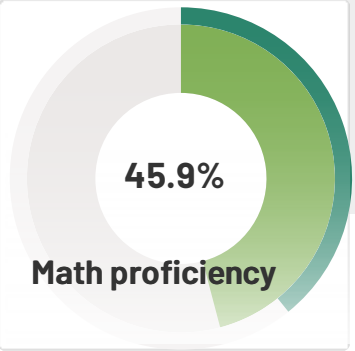
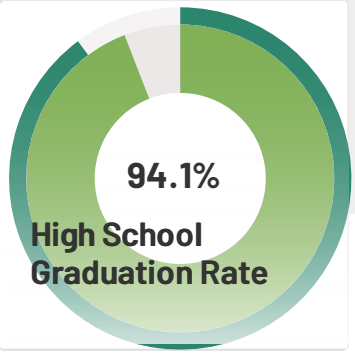
Academic Progress

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.







ELA Proficiency – Overall

What is it?

This shows the percentage of students at each performance level after assessment for proficiency in English Language Arts (ELA). The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

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
District	**63.6%**	**70.2%**	**57.8%**	*	‡	**68.2%**	**51.2%**	**46.3%**	*	‡	**52.6%**	**64.9%**	**29.0%**
State	**55.4%**	**59.9%**	**51.0%**	**83.9%**	**47.8%**	**79.6%**	**34.1%**	**42.6%**	**57.6%**	**64.3%**	**59.9%**	**67.3%**	**31.4%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**57.7%**	‡	‡	**21.8%**	**48.0%**	*	‡	‡
State	**22.9%**	**77.7%**	**26.1%**	**17.7%**	**39.3%**	**13.1%**	**58.4%**	**26.3%**

All Tests - Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	‡	*	**50.3%**	**40.8%**	*	*	*	*	*

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	‡	**21.5%**	*	*	*	‡

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

ELA Proficiency – 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 four Performance Levels for IAR assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 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 and at each grade level/course.

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

ELA Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	4.7%	31.4%	52.1%	11.9%
State	12.9%	30.8%	41.9%	14.4%
Female				
District	2.9%	28.7%	54.4%	14.1%
State	10.7%	28.8%	43.2%	17.3%
Male				
District	6.3%	33.6%	50.1%	10.0%
State	15.0%	32.6%	40.6%	11.7%
Non Binary				
District	*	*	*	*
State	‡	14.7%	49.1%	31.9%
American Indian				
District	*	*	*	*
State	16.8%	34.8%	37.6%	10.8%
Asian				
District	‡	‡	‡	‡
State	4.6%	15.8%	45.9%	33.7%
Black				
District	‡	37.9%	51.7%	‡
State	22.8%	41.8%	30.5%	4.9%
Hispanic				
District	‡	‡	‡	‡
State	19.0%	37.1%	36.1%	7.8%

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

ELA Proficiency – IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	11.5%	28.4%	44.4%	15.6%
Native Hawaiian/ Pacific Islander				
District	‡	‡	‡	‡
State	11.5%	21.2%	51.7%	15.6%
Two or More Races				
District	‡	43.1%	41.2%	‡
State	11.3%	28.9%	41.7%	18.1%
White				
District	4.2%	30.5%	53.0%	12.3%
State	6.8%	25.0%	49.1%	19.1%
Students with Disabilities				
District	17.5%	50.8%	29.5%	‡
State	29.8%	39.4%	25.1%	5.7%
English Learners				
District	‡	‡	‡	‡
State	29.0%	45.1%	23.6%	2.3%
Former EL				
District	‡	‡	‡	‡
State	1.2%	15.7%	60.9%	22.3%
Homeless				
District	‡	‡	‡	‡
State	30.8%	41.8%	24.5%	3.0%
Students with IEPs				
District	22.8%	53.7%	22.8%	‡
State	40.1%	42.8%	16.1%	2.3%

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

ELA Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	**8.8%**	**42.8%**	**41.9%**	**6.6%**
State	**19.6%**	**39.5%**	**34.6%**	**6.2%**
Migrant				
District	*	*	*	*
State	**51.7%**	**36.8%**	**11.5%**	‡
Military				
District	‡	‡	‡	‡
State	**10.4%**	**29.4%**	**45.1%**	**15.1%**
Youth In Care				
District	‡	‡	‡	‡
State	**29.2%**	**42.9%**	**24.9%**	**3.0%**

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

ELA Proficiency – ACT Suite

What is it?

This shows the percentage and number of students scoring at each of the performance levels for the ACT Suite of assessments, which is the designated High School Assessment for Illinois. Students in Grade 11 and Grade 12 as required participate in the ACT with Writing, students in Grade 10 participate in the PreACT Secure, and students in Grade 9 participate in the PreACT 9 Secure. 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 four Performance Levels for ACT assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 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 and at each grade level/course.

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

ELA Proficiency - ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	**7.9%**	**27.3%**	**55.1%**	**9.7%**
State	**17.3%**	**27.7%**	**43.7%**	**11.3%**
Female				
District	**‡**	**22.3%**	**61.2%**	**13.5%**
State	**13.5%**	**26.5%**	**47.5%**	**12.5%**
Male				
District	**12.1%**	**31.6%**	**49.8%**	**6.4%**
State	**21.0%**	**28.8%**	**40.1%**	**10.0%**
Non Binary				
District	*****	*****	*****	*****
State	**‡**	**9.8%**	**47.4%**	**38.6%**
American Indian				
District	**‡**	**‡**	**‡**	**‡**
State	**21.1%**	**30.7%**	**39.3%**	**8.9%**
Asian				
District	**‡**	**‡**	**‡**	**‡**
State	**5.5%**	**12.5%**	**48.8%**	**33.2%**
Black				
District	**‡**	**‡**	**‡**	**‡**
State	**30.2%**	**37.3%**	**29.7%**	**2.8%**
Hispanic				
District	**‡**	**‡**	**‡**	**‡**
State	**24.1%**	**34.5%**	**36.8%**	**4.6%**

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

ELA Proficiency – ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	15.6%	28.0%	45.7%	10.6%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	8.0%	30.6%	45.3%	16.1%
Two or More Races				
District	‡	‡	66.7%	‡
State	14.0%	24.3%	45.8%	16.0%
White				
District	7.5%	26.7%	55.1%	10.7%
State	10.6%	22.5%	51.9%	14.9%
Students with Disabilities				
District	21.4%	50.0%	26.2%	‡
State	32.1%	32.1%	28.7%	7.1%
English Learners				
District	‡	‡	‡	‡
State	40.7%	42.5%	16.2%	0.6%
Former EL				
District	*	*	*	*
State	5.6%	23.0%	60.2%	11.2%
Homeless				
District	‡	‡	‡	‡
State	39.8%	36.6%	22.1%	1.4%
Students with IEPs				
District	31.4%	45.1%	21.6%	‡
State	43.0%	37.2%	15.6%	1.8%

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

ELA Proficiency – ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	**15.7%**	**34.7%**	**44.6%**	**‡**
State	**26.7%**	**35.9%**	**33.8%**	**3.6%**
Migrant				
District	*	*	*	*
State	**52.7%**	**29.1%**	**‡**	**‡**
Military				
District	*	*	*	*
State	**16.3%**	**27.9%**	**46.4%**	**9.3%**
Youth In Care				
District	**‡**	**‡**	**‡**	**‡**
State	**40.4%**	**35.6%**	**22.8%**	**1.2%**

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

ELA Proficiency – 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 – Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Approaching Target: 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 – At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Advanced: 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.

ELA Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	63.2%	‡	‡	‡
State	60.2%	25.4%	13.2%	1.2%
Female				
District	‡	‡	‡	‡
State	59.7%	26.0%	13.0%	1.3%
Male				
District	78.6%	‡	‡	‡
State	60.4%	25.1%	13.2%	1.2%
Non Binary				
District	*	*	*	*
State	‡	‡	‡	‡
American Indian				
District	*	*	*	*
State	71.9%	‡	‡	‡
Asian				
District	‡	‡	‡	‡
State	67.7%	21.0%	10.4%	‡
Black				
District	*	*	*	*
State	55.5%	27.8%	15.4%	1.3%
Hispanic				
District	‡	‡	‡	‡
State	60.7%	25.7%	12.2%	1.4%

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

ELA Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	63.6%	24.2%	‡	‡
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	‡	‡	‡	‡
Two or More Races				
District	‡	‡	‡	‡
State	64.1%	23.8%	11.6%	‡
White				
District	66.7%	‡	‡	‡
State	61.1%	24.5%	13.2%	1.2%
Students with Disabilities				
District	63.2%	‡	‡	‡
State	60.2%	25.4%	13.2%	1.2%
English Learners				
District	*	*	*	*
State	62.8%	24.8%	11.2%	1.2%
Former EL				
District	*	*	*	*
State	‡	‡	‡	‡
Homeless				
District	*	*	*	*
State	54.5%	27.9%	16.6%	‡
Students with IEPs				
District	63.2%	‡	‡	‡
State	60.2%	25.4%	13.2%	1.2%

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

ELA Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	‡	‡	‡
State	**59.8%**	**25.6%**	**13.2%**	**1.4%**
Migrant				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	**66.3%**	**17.3%**	**16.3%**	‡
Youth In Care				
District	*	*	*	*
State	**61.8%**	**27.1%**	**10.1%**	‡

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

ELA Participation - Overall

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The "overall" percentage is calculated by subject combining all tests.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**97.5%**	**97.3%**	**97.6%**	*	‡	**100.0%**	**93.5%**	**93.9%**	*	‡	**97.4%**	**97.7%**	**95.0%**
State	**97.5%**	**97.7%**	**97.3%**	**94.6%**	**96.6%**	**99.0%**	**95.2%**	**97.1%**	**96.8%**	**97.5%**	**97.4%**	**98.4%**	**95.8%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**97.0%**	‡	**83.3%**	**93.6%**	**96.1%**	*	‡	‡
State	**96.6%**	**98.6%**	**92.4%**	**95.0%**	**96.5%**	**97.0%**	**98.0%**	**89.8%**

Summary 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
District	**2.5%**	**2.7%**	**2.4%**	*	‡	**0.0%**	**6.5%**	**6.1%**	*	‡	**2.6%**	**2.3%**	**5.0%**
State	**2.5%**	**2.3%**	**2.7%**	**5.4%**	**3.4%**	**1.0%**	**4.8%**	**2.9%**	**3.2%**	**2.5%**	**2.6%**	**1.6%**	**4.2%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**3.0%**	‡	**16.7%**	**6.4%**	**3.9%**	*	‡	‡
State	**3.4%**	**1.4%**	**7.6%**	**5.0%**	**3.5%**	**3.0%**	**2.0%**	**10.2%**

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

ELA Participation - IAR

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**98.5%**	**99.0%**	**98.1%**	*	*	**100.0%**	**96.7%**	**96.4%**	*	‡	**100.0%**	**98.5%**	**96.8%**
State	**99.2%**	**99.3%**	**99.2%**	**97.1%**	**99.3%**	**99.4%**	**98.8%**	**99.3%**	**99.1%**	**99.5%**	**99.0%**	**99.3%**	**98.4%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**100.0%**	‡	‡	**95.8%**	**98.2%**	*	‡	‡
State	**99.2%**	**99.7%**	**97.5%**	**98.1%**	**99.1%**	**99.1%**	**99.2%**	**96.9%**

Summary 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
District	**1.5%**	**1.0%**	**1.9%**	*	*	**0.0%**	**3.3%**	**3.6%**	*	‡	**0.0%**	**1.5%**	**3.2%**
State	**0.8%**	**0.7%**	**0.8%**	**2.9%**	**0.7%**	**0.6%**	**1.2%**	**0.7%**	**0.9%**	**0.5%**	**1.0%**	**0.7%**	**1.6%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**0.0%**	‡	‡	**4.2%**	**1.8%**	*	‡	‡
State	**0.8%**	**0.3%**	**2.5%**	**1.9%**	**0.9%**	**0.9%**	**0.8%**	**3.1%**

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

ELA Participation - ACT Suite

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**95.4%**	**94.2%**	**96.4%**	*	‡	‡	**87.5%**	**89.5%**	*	*	**92.3%**	**96.1%**	**90.3%**
State	**94.3%**	**94.8%**	**93.9%**	**92.7%**	**91.8%**	**98.3%**	**88.6%**	**93.2%**	**94.5%**	**94.4%**	**93.9%**	**96.7%**	**91.1%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**90.9%**	*	‡	**86.4%**	**91.0%**	*	*	‡
State	**91.3%**	**97.3%**	**83.7%**	**88.6%**	**91.4%**	**91.4%**	**95.6%**	**75.1%**

Summary 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
District	**4.6%**	**5.8%**	**3.6%**	*	‡	‡	**12.5%**	**10.5%**	*	*	**7.7%**	**3.9%**	**9.7%**
State	**5.7%**	**5.2%**	**6.1%**	**7.3%**	**8.2%**	**1.7%**	**11.4%**	**6.8%**	**5.5%**	**5.6%**	**6.1%**	**3.3%**	**8.9%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**9.1%**	*	‡	**13.6%**	**9.0%**	*	*	‡
State	**8.7%**	**2.7%**	**16.3%**	**11.4%**	**8.6%**	**8.6%**	**4.4%**	**24.9%**

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

ELA Participation - DLM

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**100.0%**	**‡**	**100.0%**	*	*	**‡**	*	**‡**	*	*	**‡**	**100.0%**	**100.0%**
State	**93.9%**	**94.2%**	**93.8%**	**‡**	**91.4%**	**95.2%**	**92.3%**	**94.4%**	**90.4%**	**100.0%**	**94.5%**	**94.4%**	**93.9%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	*	**100.0%**	**‡**	*	*	*
State	**94.9%**	**‡**	**91.9%**	**93.9%**	**93.9%**	*	**90.4%**	**86.1%**

Summary 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
District	**0.0%**	**‡**	**0.0%**	*	*	**‡**	*	**‡**	*	*	**‡**	**0.0%**	**0.0%**
State	**6.1%**	**5.8%**	**6.2%**	**‡**	**8.6%**	**4.8%**	**7.7%**	**5.6%**	**9.6%**	**0.0%**	**5.5%**	**5.6%**	**6.1%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	*	**0.0%**	**‡**	*	*	*
State	**5.1%**	**‡**	**8.1%**	**6.1%**	**6.1%**	*	**9.6%**	**13.9%**

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

ELA Growth – IAR

What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

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
District	49.8	51.8	48.1	*	*	68.6	55	49.5	*	‡	52.6	49.2	45.6
State	50	51.2	48.7	53.1	49.4	56.6	45.9	49	51.9	50.5	49.9	51.1	45.4

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	69.5	‡	‡	43.7	49.7	*	‡	‡
State	47.9	53.8	44	43.2	47.4	44.4	50	45.2

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
District	58.8	60.7	57.3	*	*	79.5	66.1	59.1	*	‡	60.9	58.1	54.4
State	58.4	59.4	57.4	61.6	57.7	64.2	54.6	57.6	59.9	59.6	58	59.5	54.2

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	76.8	‡	‡	53.2	58.8	*	‡	‡
State	56.3	62.9	52.6	52.1	56	52.9	58.4	53.1

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

ELA Growth – HS

What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

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
District	**53**	**55**	**51.2**	*	‡	‡	**40.5**	**62.8**	*	*	**42.1**	**53.5**	**52.9**
State	**50**	**50.6**	**49**	**61.7**	**49.4**	**56.4**	**45.2**	**47.8**	**47.1**	**53.3**	**51.8**	**51.4**	**48.9**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	‡	**51.1**	**52.4**	*	*	‡
State	**45.5**	*	**43**	**45.6**	**46.3**	**46.1**	**48.8**	**43.4**

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

Math Proficiency – Overall

What is it?

This shows the percentage of students at each performance level after assessment for proficiency in Math. The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

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
District	**45.9%**	**44.6%**	**47.1%**	*	‡	**72.7%**	‡	**29.3%**	*	‡	**40.8%**	**47.5%**	**21.0%**
State	**39.2%**	**37.2%**	**41.2%**	**61.3%**	**31.6%**	**71.8%**	**16.3%**	**25.8%**	**45.4%**	**46.5%**	**43.4%**	**51.2%**	**21.6%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**57.7%**	‡	‡	**16.5%**	**28.3%**	*	‡	‡
State	**14.8%**	**55.6%**	**12.8%**	**11.7%**	**22.5%**	**9.2%**	**39.7%**	**13.1%**

All Tests - Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	‡	*	‡	**25.8%**	*	*	*	*	*

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	‡	**16.3%**	*	*	*	‡

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

Math Proficiency - 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 four Performance Levels for IAR assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 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 and at each grade level/course.

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

Math Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	**14.8%**	**38.1%**	**40.7%**	**6.4%**
State	**25.4%**	**35.0%**	**31.6%**	**8.0%**
Female				
District	**15.3%**	**39.7%**	**40.3%**	**4.7%**
State	**25.6%**	**37.0%**	**30.5%**	**6.8%**
Male				
District	**14.4%**	**36.8%**	**41.0%**	**7.9%**
State	**25.2%**	**33.0%**	**32.7%**	**9.1%**
Non Binary				
District	*	*	*	*
State	**9.8%**	**28.2%**	**44.8%**	**17.2%**
American Indian				
District	*	*	*	*
State	**32.4%**	**35.9%**	**25.0%**	**6.6%**
Asian				
District	‡	‡	‡	‡
State	**7.8%**	**20.7%**	**44.1%**	**27.4%**
Black				
District	**37.9%**	**55.2%**	‡	‡
State	**46.6%**	**36.8%**	**15.1%**	**1.6%**
Hispanic				
District	‡	**45.5%**	‡	‡
State	**34.0%**	**39.8%**	**23.1%**	**3.1%**

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

Math Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	19.5%	33.7%	38.2%	8.6%
Native Hawaiian/ Pacific Islander				
District	‡	‡	‡	‡
State	18.3%	34.8%	39.1%	7.8%
Two or More Races				
District	19.6%	43.1%	35.3%	‡
State	24.0%	32.8%	32.8%	10.3%
White				
District	13.9%	37.4%	42.3%	6.5%
State	14.9%	33.4%	41.1%	10.5%
Students with Disabilities				
District	37.7%	35.5%	25.1%	‡
State	47.0%	31.6%	17.9%	3.5%
English Learners				
District	‡	‡	‡	‡
State	44.5%	38.7%	15.5%	1.2%
Former EL				
District	‡	‡	‡	‡
State	6.6%	35.0%	44.6%	13.8%
Homeless				
District	‡	‡	‡	‡
State	51.5%	35.0%	12.8%	0.8%
Students with IEPs				
District	43.4%	35.3%	21.3%	‡
State	59.0%	29.0%	11.1%	1.6%

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

Math Proficiency - IAR (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	**25.9%**	**43.4%**	**29.4%**	**‡**
State	**37.7%**	**39.1%**	**20.7%**	**2.5%**
Migrant				
District	*	*	*	*
State	**57.5%**	**33.9%**	**8.0%**	**‡**
Military				
District	**‡**	**‡**	**‡**	**‡**
State	**20.4%**	**38.2%**	**35.4%**	**6.0%**
Youth In Care				
District	**‡**	**‡**	**‡**	**‡**
State	**51.8%**	**33.9%**	**13.2%**	**1.1%**

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

Math Proficiency - ACT Suite

What is it?

This shows the percentage and number of students scoring at each of the performance levels for the ACT Suite of assessments, which is the designated High School Assessment for Illinois. Students in Grade 11 and Grade 12 as required participate in the ACT with Writing, students in Grade 10 participate in the PreACT Secure, and students in Grade 9 participate in the PreACT 9 Secure. 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 four Performance Levels for ACT assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 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 and at each grade level/course.

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

Math Proficiency - ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	**19.2%**	**35.7%**	**31.4%**	**13.6%**
State	**25.9%**	**34.6%**	**26.0%**	**13.4%**
Female				
District	**19.2%**	**36.2%**	**32.7%**	**11.9%**
State	**26.1%**	**36.3%**	**26.3%**	**11.2%**
Male				
District	**19.2%**	**35.4%**	**30.3%**	**15.2%**
State	**25.8%**	**33.0%**	**25.7%**	**15.6%**
Non Binary				
District	*	*	*	*
State	**12.0%**	**26.9%**	**35.6%**	**25.5%**
American Indian				
District	‡	‡	‡	‡
State	**30.2%**	**37.2%**	**22.1%**	**10.5%**
Asian				
District	‡	‡	‡	‡
State	**7.6%**	**18.1%**	**31.1%**	**43.2%**
Black				
District	‡	‡	‡	‡
State	**45.7%**	**38.9%**	**12.7%**	**2.8%**
Hispanic				
District	‡	‡	‡	‡
State	**34.3%**	**40.4%**	**20.0%**	**5.4%**

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

Math Proficiency - ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	20.9%	34.2%	30.5%	14.4%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	20.1%	33.2%	30.8%	15.8%
Two or More Races				
District	‡	‡	‡	‡
State	22.7%	32.2%	27.0%	18.1%
White				
District	18.8%	35.0%	32.4%	13.8%
State	16.7%	32.0%	33.5%	17.8%
Students with Disabilities				
District	47.6%	40.5%	‡	‡
State	43.0%	33.8%	15.7%	7.6%
English Learners				
District	‡	‡	‡	‡
State	49.5%	40.4%	8.7%	1.4%
Former EL				
District	*	*	*	*
State	12.1%	35.5%	35.5%	16.9%
Homeless				
District	‡	‡	‡	‡
State	50.7%	38.1%	9.6%	1.5%
Students with IEPs				
District	58.8%	33.3%	‡	‡
State	59.9%	33.6%	6.7%	2.0%

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

Math Proficiency - ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	**33.9%**	**42.1%**	**19.8%**	**‡**
State	**38.6%**	**40.0%**	**17.2%**	**4.2%**
Migrant				
District	*	*	*	*
State	**54.5%**	**34.5%**	**‡**	**‡**
Military				
District	*	*	*	*
State	**24.4%**	**38.8%**	**27.4%**	**9.4%**
Youth In Care				
District	**‡**	**‡**	**‡**	**‡**
State	**51.6%**	**39.0%**	**8.5%**	**0.9%**

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

Math Proficiency – 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 – Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Approaching Target: 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 – At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Advanced: 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.

Math Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	**73.7%**	‡	‡	‡
State	**64.0%**	**21.1%**	**11.5%**	**3.4%**
Female				
District	‡	‡	‡	‡
State	**66.3%**	**21.8%**	**9.6%**	**2.4%**
Male				
District	**71.4%**	‡	‡	‡
State	**62.9%**	**20.8%**	**12.4%**	**3.9%**
Non Binary				
District	*	*	*	*
State	‡	‡	‡	‡
American Indian				
District	*	*	*	*
State	**78.1%**	‡	‡	‡
Asian				
District	‡	‡	‡	‡
State	**69.0%**	**17.4%**	**9.2%**	**4.4%**
Black				
District	*	*	*	*
State	**59.1%**	**23.1%**	**13.2%**	**4.5%**
Hispanic				
District	‡	‡	‡	‡
State	**63.3%**	**20.1%**	**12.8%**	**3.8%**

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

Math Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	65.2%	19.7%	‡	‡
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	‡	‡	‡	‡
Two or More Races				
District	‡	‡	‡	‡
State	69.6%	17.6%	10.0%	2.8%
White				
District	86.7%	‡	‡	‡
State	66.4%	21.7%	9.8%	2.2%
Students with Disabilities				
District	73.7%	‡	‡	‡
State	64.0%	21.1%	11.5%	3.4%
English Learners				
District	*	*	*	*
State	64.4%	20.1%	11.8%	3.7%
Former EL				
District	*	*	*	*
State	‡	‡	‡	‡
Homeless				
District	*	*	*	*
State	59.5%	21.2%	16.3%	‡
Students with IEPs				
District	73.7%	‡	‡	‡
State	64.0%	21.1%	11.5%	3.4%

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

Math Proficiency – DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	‡	‡	‡
State	**62.6%**	**21.2%**	**12.5%**	**3.7%**
Migrant				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	**68.6%**	**22.9%**	‡	‡
Youth In Care				
District	*	*	*	*
State	**64.2%**	**20.4%**	**12.4%**	‡

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

Math Participation – Overall

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The "overall" percentage is calculated by subject combining all tests.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**97.5%**	**97.3%**	**97.6%**	*	‡	**100.0%**	**93.5%**	**93.9%**	*	‡	**97.4%**	**97.7%**	**95.0%**
State	**97.4%**	**97.6%**	**97.2%**	**94.6%**	**96.5%**	**98.9%**	**95.1%**	**97.1%**	**96.8%**	**97.4%**	**97.3%**	**98.4%**	**95.8%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**97.0%**	‡	**83.3%**	**93.6%**	**96.1%**	*	‡	‡
State	**96.6%**	**98.5%**	**92.2%**	**95.1%**	**96.5%**	**97.4%**	**98.0%**	**89.8%**

Summary 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
District	**2.5%**	**2.7%**	**2.4%**	*	‡	**0.0%**	**6.5%**	**6.1%**	*	‡	**2.6%**	**2.3%**	**5.0%**
State	**2.6%**	**2.4%**	**2.8%**	**5.4%**	**3.5%**	**1.1%**	**4.9%**	**2.9%**	**3.2%**	**2.6%**	**2.7%**	**1.6%**	**4.2%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**3.0%**	‡	**16.7%**	**6.4%**	**3.9%**	*	‡	‡
State	**3.4%**	**1.5%**	**7.8%**	**4.9%**	**3.5%**	**2.6%**	**2.0%**	**10.2%**

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

Math Participation – IAR

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**98.5%**	**99.0%**	**98.1%**	*	*	**100.0%**	**96.7%**	**96.4%**	*	‡	**100.0%**	**98.5%**	**96.8%**
State	**99.1%**	**99.1%**	**99.1%**	**96.5%**	**99.1%**	**99.4%**	**98.6%**	**99.2%**	**99.0%**	**99.3%**	**98.9%**	**99.2%**	**98.2%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**100.0%**	‡	‡	**95.8%**	**98.2%**	*	‡	‡
State	**99.0%**	**99.6%**	**97.0%**	**97.9%**	**98.9%**	**99.1%**	**99.1%**	**96.6%**

Summary 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
District	**1.5%**	**1.0%**	**1.9%**	*	*	**0.0%**	**3.3%**	**3.6%**	*	‡	**0.0%**	**1.5%**	**3.2%**
State	**0.9%**	**0.9%**	**0.9%**	**3.5%**	**0.9%**	**0.6%**	**1.4%**	**0.8%**	**1.0%**	**0.7%**	**1.1%**	**0.8%**	**1.8%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**0.0%**	‡	‡	**4.2%**	**1.8%**	*	‡	‡
State	**1.0%**	**0.4%**	**3.0%**	**2.1%**	**1.1%**	**0.9%**	**0.9%**	**3.4%**

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

Math Participation – ACT Suite

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**95.4%**	**94.2%**	**96.4%**	*	‡	‡	**87.5%**	**89.5%**	*	*	**92.3%**	**96.1%**	**90.3%**
State	**94.5%**	**94.9%**	**94.0%**	**93.1%**	**91.9%**	**98.3%**	**88.9%**	**93.4%**	**94.5%**	**94.4%**	**94.0%**	**96.8%**	**91.6%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**90.9%**	*	‡	**86.4%**	**91.0%**	*	*	‡
State	**91.5%**	**97.3%**	**83.9%**	**89.2%**	**91.5%**	**92.6%**	**95.9%**	**75.7%**

Summary 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
District	**4.6%**	**5.8%**	**3.6%**	*	‡	‡	**12.5%**	**10.5%**	*	*	**7.7%**	**3.9%**	**9.7%**
State	**5.5%**	**5.1%**	**6.0%**	**6.9%**	**8.1%**	**1.7%**	**11.1%**	**6.6%**	**5.5%**	**5.6%**	**6.0%**	**3.2%**	**8.4%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**9.1%**	*	‡	**13.6%**	**9.0%**	*	*	‡
State	**8.5%**	**2.7%**	**16.1%**	**10.8%**	**8.5%**	**7.4%**	**4.1%**	**24.3%**

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

Math Participation – DLM

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**100.0%**	**‡**	**100.0%**	*	*	**‡**	*	**‡**	*	*	**‡**	**100.0%**	**100.0%**
State	**93.8%**	**93.9%**	**93.8%**	**‡**	**91.4%**	**95.2%**	**92.3%**	**94.3%**	**90.4%**	**100.0%**	**94.3%**	**94.2%**	**93.8%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	*	**100.0%**	**‡**	*	*	*
State	**94.8%**	**‡**	**91.6%**	**93.8%**	**93.8%**	*	**91.3%**	**87.4%**

Summary 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
District	**0.0%**	**‡**	**0.0%**	*	*	**‡**	*	**‡**	*	*	**‡**	**0.0%**	**0.0%**
State	**6.2%**	**6.1%**	**6.2%**	**‡**	**8.6%**	**4.8%**	**7.7%**	**5.7%**	**9.6%**	**0.0%**	**5.7%**	**5.8%**	**6.2%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	*	**0.0%**	**‡**	*	*	*
State	**5.2%**	**‡**	**8.4%**	**6.2%**	**6.2%**	*	**8.7%**	**12.6%**

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

Math Growth – IAR

What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

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
District	**47.3**	**47**	**47.6**	*	*	**57.2**	**59.6**	**43.8**	*	‡	**48.3**	**46.9**	**44.8**
State	**50**	**50.5**	**49.4**	**58.7**	**49.5**	**57.1**	**46.6**	**49.4**	**51.7**	**51.1**	**49.9**	**50.5**	**46.5**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**53.4**	‡	‡	**42**	**48.8**	*	‡	‡
State	**48.7**	**54.6**	**45.4**	**44.8**	**47.9**	**47.7**	**50.1**	**46.1**

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
District	**42**	**41.7**	**42.3**	*	*	**54.3**	**52**	**39.6**	*	‡	**42.9**	**41.6**	**39.8**
State	**44.5**	**44.9**	**44.1**	**54.2**	**44.2**	**51.8**	**41.4**	**43.9**	**46.4**	**45.1**	**44.5**	**45.1**	**41.6**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**51.1**	‡	‡	**37.6**	**43.5**	*	‡	‡
State	**43**	**49.5**	**40.4**	**40.1**	**42.5**	**43.4**	**44.6**	**41.2**

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

Math Growth – HS

What is it?

Student growth percentile (SGP) is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth each year (or reflects the absence of directly comparable data from the previous year to use as a baseline for comparison.) These scores are averaged to create a school or student group mean student growth percentile (MSGP).

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
District	**52.9**	**51.6**	**54**	*	‡	‡	**45.7**	**51.1**	*	*	**50**	**53**	**47.5**
State	**50**	**47.4**	**50.4**	**53.8**	**48.1**	**54.3**	**44.1**	**46.8**	**47.6**	**48.1**	**50.9**	**50.9**	**47.8**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	‡	**43.5**	**48.8**	*	*	‡
State	**45.7**	*	**42.4**	**44.8**	**45.6**	**44.3**	**47.4**	**44.2**

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

Science Proficiency - Overall

What is it?

This shows the percentage of students at each performance level after assessment for proficiency in Science. The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. The "overall" percentage is calculated by subject combining all tests.

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
District	**60.7%**	**59.1%**	**62.1%**	*	‡	**71.4%**	‡	‡	*	*	**59.1%**	**63.0%**	**31.5%**
State	**48.7%**	**48.4%**	**48.9%**	**74.7%**	**40.5%**	**75.6%**	**25.4%**	**35.5%**	**48.3%**	**59.7%**	**53.5%**	**61.4%**	**28.9%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	‡	‡	**25.4%**	**40.0%**	*	*	‡
State	**16.8%**	**66.9%**	**20.5%**	**15.4%**	**32.1%**	‡	**52.2%**	**20.0%**

All Tests - Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	*	*	*	*	*	*	‡	‡	*	*	*	*	*

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	*	*	*	*	*	*

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

Science Proficiency - ACT Suite

What is it?

This shows the percentage and number of students scoring at each of the performance levels for the ACT Suite of assessments, which is the designated High School Assessment for Illinois. Students in Grade 11 and Grade 12 as required participate in the ACT with Writing, students in Grade 10 participate in the PreACT Secure, and students in Grade 9 participate in the PreACT 9 Secure. 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 four Performance Levels for ACT assessments:

- Level 1: Below Proficient
- Level 2: Approaching Proficient
- Level 3: Proficient
- Level 4: Above Proficient

Students performing at levels 3 and 4 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 and at each grade level/course.

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

Science Proficiency - ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	**6.0%**	**35.3%**	**48.9%**	**9.8%**
State	**12.1%**	**39.9%**	**38.0%**	**10.0%**
Female				
District	**‡**	**35.6%**	**50.0%**	**‡**
State	**11.2%**	**40.2%**	**40.3%**	**8.3%**
Male				
District	**‡**	**35.1%**	**47.9%**	**10.6%**
State	**13.1%**	**39.7%**	**35.6%**	**11.6%**
Non Binary				
District	*****	*****	*****	*****
State	**‡**	**22.9%**	**44.8%**	**28.1%**
American Indian				
District	**‡**	**‡**	**‡**	**‡**
State	**12.5%**	**47.3%**	**34.8%**	**5.4%**
Asian				
District	**‡**	**‡**	**‡**	**‡**
State	**3.8%**	**17.7%**	**46.8%**	**31.6%**
Black				
District	**‡**	**‡**	**‡**	**‡**
State	**20.5%**	**54.9%**	**23.1%**	**1.5%**
Hispanic				
District	**‡**	**‡**	**‡**	**‡**
State	**16.2%**	**49.7%**	**30.7%**	**3.4%**

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

Science Proficiency - ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	11.3%	39.8%	41.8%	7.0%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	‡	37.4%	46.3%	11.6%
Two or More Races				
District	‡	‡	‡	‡
State	9.6%	37.1%	39.2%	14.1%
White				
District	6.1%	32.5%	50.3%	11.0%
State	7.9%	31.4%	46.6%	14.1%
Students with Disabilities				
District	‡	62.5%	‡	‡
State	18.7%	48.8%	25.3%	7.2%
English Learners				
District	‡	‡	‡	‡
State	24.6%	60.7%	14.1%	0.6%
Former EL				
District	*	*	*	*
State	6.9%	34.2%	49.8%	9.1%
Homeless				
District	‡	‡	‡	‡
State	22.8%	59.8%	16.5%	1.0%
Students with IEPs				
District	‡	61.1%	‡	‡
State	29.6%	55.3%	13.3%	1.8%

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

Science Proficiency - ACT Suite (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	62.5%	25.0%	‡
State	18.0%	51.9%	27.4%	2.8%
Migrant				
District	*	*	*	*
State	‡	60.0%	‡	‡
Military				
District	*	*	*	*
State	11.7%	41.2%	39.4%	7.6%
Youth In Care				
District	‡	‡	‡	‡
State	28.9%	56.8%	14.0%	‡

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

Science Proficiency - 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 – Below Proficient: 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 – Approaching Proficient: 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 – Above Proficient: 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.

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

Science Proficiency - ISA (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	3.5%	33.8%	54.9%	7.8%
State	11.3%	39.0%	43.1%	6.6%
Female				
District	‡	36.0%	54.0%	‡
State	10.3%	40.9%	43.1%	5.7%
Male				
District	‡	32.1%	55.6%	9.2%
State	12.3%	37.1%	43.1%	7.5%
Non Binary				
District	*	*	*	*
State	‡	16.9%	52.3%	26.2%
American Indian				
District	*	*	*	*
State	13.4%	45.0%	37.2%	4.3%
Asian				
District	‡	‡	‡	‡
State	3.9%	20.8%	56.2%	19.0%
Black				
District	‡	‡	‡	‡
State	22.6%	51.4%	24.7%	1.3%
Hispanic				
District	‡	‡	‡	‡
State	15.5%	47.8%	34.0%	2.8%

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

Science Proficiency - ISA (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	11.1%	39.9%	44.2%	4.8%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	7.0%	31.6%	55.3%	6.0%
Two or More Races				
District	‡	‡	‡	‡
State	10.5%	35.3%	45.7%	8.5%
White				
District	‡	32.6%	57.0%	7.5%
State	5.8%	31.7%	53.4%	9.1%
Students with Disabilities				
District	18.3%	41.7%	36.7%	‡
State	26.5%	44.9%	25.1%	3.5%
English Learners				
District	‡	‡	‡	‡
State	24.2%	57.9%	17.4%	0.6%
Former EL				
District	‡	‡	‡	‡
State	1.4%	25.3%	63.8%	9.4%
Homeless				
District	‡	‡	‡	‡
State	25.4%	52.3%	21.4%	0.9%
Students with IEPs				
District	22.7%	45.5%	31.8%	‡
State	35.0%	48.5%	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.

Science Proficiency - ISA (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	45.9%	45.9%	‡
State	17.6%	48.9%	31.3%	2.2%
Migrant				
District	*	*	*	*
State	38.3%	53.2%	‡	‡
Military				
District	*	*	*	*
State	9.4%	35.6%	47.9%	7.1%
Youth In Care				
District	‡	‡	‡	‡
State	27.0%	49.8%	22.0%	1.1%

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

Science Proficiency - 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 – Emerging: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Approaching Target: 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 – At Target: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Advanced: 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.

Science Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
All				
District	‡	‡	‡	‡
State	70.1%	19.2%	9.7%	1.0%
Female				
District	‡	‡	‡	‡
State	69.4%	20.5%	9.0%	1.1%
Male				
District	‡	‡	‡	‡
State	70.4%	18.6%	10.0%	1.0%
Non Binary				
District	*	*	*	*
State	‡	‡	‡	‡
American Indian				
District	*	*	*	*
State	73.3%	‡	‡	‡
Asian				
District	*	*	*	*
State	77.0%	13.8%	8.4%	‡
Black				
District	*	*	*	*
State	64.2%	22.4%	12.0%	1.5%
Hispanic				
District	‡	‡	‡	‡
State	69.2%	20.2%	9.6%	1.1%

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

Science Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
MENA				
District	*	*	*	*
State	73.3%	‡	‡	‡
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	‡	‡	‡	‡
Two or More Races				
District	‡	‡	‡	‡
State	71.0%	21.0%	8.0%	‡
White				
District	‡	‡	‡	‡
State	73.4%	17.1%	8.7%	0.8%
Students with Disabilities				
District	‡	‡	‡	‡
State	70.1%	19.3%	9.7%	1.0%
English Learners				
District	*	*	*	*
State	70.7%	19.5%	9.1%	0.8%
Former EL				
District	*	*	*	*
State	‡	‡	‡	‡
Homeless				
District	*	*	*	*
State	54.1%	24.5%	18.4%	‡
Students with IEPs				
District	‡	‡	‡	‡
State	70.0%	19.3%	9.7%	1.0%

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

Science Proficiency - DLM (cont)

Summary

	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	‡	‡	‡
State	**67.7%**	**20.9%**	**10.2%**	**1.2%**
Migrant				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	**63.6%**	‡	‡	‡
Youth In Care				
District	*	*	*	*
State	**68.3%**	**28.6%**	‡	‡

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

Science Participation – Overall

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. The "overall" percentage is calculated by subject combining all tests.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**97.3%**	**97.2%**	**97.4%**	*	‡	**100.0%**	**92.9%**	**86.7%**	*	*	**95.7%**	**97.7%**	**97.8%**
State	**97.8%**	**98.0%**	**97.6%**	**95.3%**	**96.1%**	**98.9%**	**96.1%**	**97.5%**	**98.1%**	**97.6%**	**97.7%**	**98.5%**	**96.0%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**100.0%**	‡	‡	**97.1%**	**97.2%**	*	*	‡
State	**97.0%**	**98.8%**	**93.3%**	**95.2%**	**97.0%**	**96.8%**	**98.2%**	**90.7%**

Summary 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
District	**2.7%**	**2.8%**	**2.6%**	*	‡	**0.0%**	**7.1%**	**13.3%**	*	*	**4.3%**	**2.3%**	**2.2%**
State	**2.2%**	**2.0%**	**2.4%**	**4.7%**	**3.9%**	**1.1%**	**3.9%**	**2.5%**	**1.9%**	**2.4%**	**2.3%**	**1.5%**	**4.0%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**0.0%**	‡	‡	**2.9%**	**2.8%**	*	*	‡
State	**3.0%**	**1.2%**	**6.7%**	**4.8%**	**3.0%**	**3.2%**	**1.8%**	**9.3%**

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

Science Participation – ACT Suite

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**94.9%**	**94.7%**	**95.0%**	*	‡	‡	‡	‡	*	*	‡	**95.3%**	**96.0%**
State	**96.4%**	**96.9%**	**96.0%**	**94.1%**	**93.3%**	**98.6%**	**93.1%**	**95.5%**	**97.5%**	**96.7%**	**96.3%**	**98.0%**	**94.1%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	‡	**94.7%**	**90.9%**	*	*	‡
State	**94.1%**	**98.1%**	**89.1%**	**92.1%**	**94.5%**	**93.3%**	**97.6%**	**83.4%**

Summary 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
District	**5.1%**	**5.3%**	**5.0%**	*	‡	‡	‡	‡	*	*	‡	**4.7%**	**4.0%**
State	**3.6%**	**3.1%**	**4.0%**	**5.9%**	**6.7%**	**1.4%**	**6.9%**	**4.5%**	**2.5%**	**3.3%**	**3.7%**	**2.0%**	**5.9%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	‡	**5.3%**	**9.1%**	*	*	‡
State	**5.9%**	**1.9%**	**10.9%**	**7.9%**	**5.5%**	**6.7%**	**2.4%**	**16.6%**

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

Science Participation – ISA

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**98.6%**	**98.7%**	**98.5%**	*	*	‡	**91.7%**	‡	*	*	**100.0%**	**99.0%**	**98.4%**
State	**98.7%**	**98.7%**	**98.6%**	**97.1%**	**97.7%**	**99.1%**	**97.9%**	**98.7%**	**98.7%**	**98.2%**	**98.4%**	**98.9%**	**97.4%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	‡	‡	**97.8%**	**100.0%**	*	*	‡
State	**98.6%**	**99.4%**	**96.0%**	**97.1%**	**98.4%**	**98.5%**	**98.7%**	**94.4%**

Summary 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
District	**1.4%**	**1.3%**	**1.5%**	*	*	‡	**8.3%**	‡	*	*	**0.0%**	**1.0%**	**1.6%**
State	**1.3%**	**1.3%**	**1.4%**	**2.9%**	**2.3%**	**0.9%**	**2.1%**	**1.3%**	**1.3%**	**1.8%**	**1.6%**	**1.1%**	**2.6%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	‡	‡	**2.2%**	**0.0%**	*	*	‡
State	**1.4%**	**0.6%**	**4.0%**	**2.9%**	**1.6%**	**1.5%**	**1.3%**	**5.6%**

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

Science Participation – DLM

What is it?

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Summary Participation

	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	**91.4%**	**91.3%**	**91.4%**	‡	**93.8%**	**94.0%**	**90.4%**	**92.5%**	**88.2%**	‡	**89.5%**	**90.9%**	**91.4%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	*	‡	‡	*	*	*
State	**92.7%**	‡	**93.5%**	**91.4%**	**91.7%**	*	**91.7%**	**80.8%**

Summary 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
District	‡	‡	‡	*	*	*	*	‡	*	*	‡	‡	‡
State	**8.6%**	**8.7%**	**8.6%**	‡	**6.3%**	**6.0%**	**9.6%**	**7.5%**	**11.8%**	‡	**10.5%**	**9.1%**	**8.6%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	*	*	*	‡	‡	*	*	*
State	**7.3%**	‡	**6.5%**	**8.6%**	**8.3%**	*	**8.3%**	**19.2%**

* 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
District	**80.6%**	**82.1%**	**79.1%**	*	*	‡	‡	‡	*	*	‡	**79.9%**	**40.0%**
State	**30.9%**	**30.1%**	**31.7%**	**46.5%**	**24.2%**	**63.5%**	**17.7%**	**22.7%**	**33.0%**	**38.7%**	**34.2%**	**36.2%**	**16.1%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	‡	‡	**69.6%**	*	*	‡
State	**13.0%**	*	**11.7%**	**7.5%**	**19.8%**	‡	**26.8%**	**9.6%**

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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
District	**98.0%**	**96.6%**	**99.1%**	*	*	‡	‡	‡	*	*	**100.0%**	**97.7%**	**92.1%**
State	**89.6%**	**91.4%**	**87.9%**	**81.0%**	**87.0%**	**96.8%**	**81.6%**	**85.7%**	**92.4%**	**89.7%**	**89.4%**	**93.8%**	**85.4%**

	English Learners	Former EL	Students with IEPs	Low Income
District	‡	*	**90.5%**	**98.1%**
State	**81.9%**	**95.6%**	**83.4%**	**83.1%**

* 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.

Post-Program Placement: 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
District	**98.3%**	**98.4%**	**98.2%**	*	*	‡	‡	‡	*	*	‡	**98.0%**	**100.0%**
State	**97.0%**	**97.6%**	**96.6%**	**98.0%**	**95.6%**	**98.4%**	**96.0%**	**96.5%**	**98.0%**	**97.9%**	**96.4%**	**97.4%**	**98.1%**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	‡	**92.0%**	*	*	**100.0%**	*	*	‡
State	**94.4%**	**91.3%**	**97.7%**	**95.6%**	**100.0%**	**96.8%**	**97.1%**	**100.0%**	**93.2%**	**89.3%**

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
District	**100.0%**	**100.0%**	**100.0%**	*	‡	‡	‡	‡	*	*	‡	**100.0%**	**100.0%**
State	**97.8%**	**98.0%**	**97.6%**	**96.2%**	**92.6%**	**99.1%**	**97.2%**	**97.2%**	**50.0%**	**94.9%**	**97.4%**	**98.0%**	**97.6%**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	‡	**100.0%**	**100.0%**	*	*	**100.0%**	*	*	*
State	**96.7%**	**92.6%**	**96.9%**	**96.4%**	**100.0%**	**97.9%**	**98.0%**	**100.0%**	**89.6%**	**84.5%**

* 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
District	**59.3%**	**62.3%**	**55.8%**	*	*	‡	‡	‡	*	*	‡	**60.6%**	‡
State	**51.2%**	**55.9%**	**47.3%**	**85.4%**	**38.8%**	**76.6%**	**26.2%**	**37.5%**	**50.4%**	**52.2%**	**53.1%**	**60.0%**	**32.6%**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	‡	**47.8%**	*	*	**58.0%**	*	*	‡
State	**10.2%**	**25.8%**	**12.2%**	**33.8%**	**14.3%**	**48.5%**	**51.5%**	**66.7%**	**34.9%**	**18.7%**

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
District	**44.3%**	**39.3%**	**50.0%**	*	*	‡	‡	‡	*	*	‡	**43.4%**	‡
State	**39.6%**	**35.6%**	**43.0%**	**64.6%**	**22.4%**	**70.6%**	**14.1%**	**24.4%**	**40.8%**	**34.8%**	**39.4%**	**48.7%**	**24.8%**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	‡	‡	*	*	**36.0%**	*	*	‡
State	**7.9%**	**13.6%**	**8.7%**	**21.7%**	**16.7%**	**39.9%**	**37.4%**	**33.3%**	**24.2%**	**12.3%**

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
District	**53.1%**	**54.1%**	**51.9%**	*	*	‡	‡	‡	*	*	‡	**54.6%**	‡
State	**48.7%**	**47.5%**	**49.8%**	**56.3%**	**34.2%**	**74.5%**	**24.4%**	**34.9%**	**49.0%**	**50.0%**	**48.9%**	**57.4%**	**33.3%**

* 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
District	‡	‡	‡	‡	*	*	44.0%	*	*	‡
State	14.1%	23.5%	15.0%	31.8%	0.0%	48.3%	47.2%	33.3%	33.7%	19.7%

Perkins Measures - Post-Program Placement

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	71.7%	90.3%	51.7%	*	*	*	‡	*	*	*	‡	71.4%	‡
State	71.9%	79.7%	65.6%	56.9%	70.6%	84.8%	69.7%	68.0%	88.8%	73.2%	70.2%	72.8%	61.4%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	63.6%	*	*	88.9%	*	*	*
State	58.9%	54.6%	53.2%	64.1%	33.3%	71.0%	73.3%	33.3%	57.5%	57.5%

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
District	37.8%	52.7%	24.0%	*	*	‡	‡	‡	*	*	‡	36.3%	36.7%
State	31.0%	44.4%	20.1%	0.0%	32.1%	29.6%	32.7%	27.3%	25.1%	33.8%	33.6%	32.2%	29.7%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	‡	33.3%	*	*	100.0%	*	*	‡
State	26.6%	35.2%	29.8%	32.4%	26.3%	34.9%	100.0%	16.7%	38.0%	41.2%

* 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
District	**40.9%**	**45.2%**	**35.9%**	*	*	‡	‡	‡	*	*	‡	**41.6%**	‡
State	**50.8%**	**49.3%**	**52.0%**	**41.7%**	**55.4%**	**53.9%**	**46.9%**	**50.8%**	**62.4%**	**64.6%**	**50.3%**	**51.2%**	**47.5%**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	‡	**60.9%**	*	*	**35.3%**	*	*	‡
State	**48.5%**	**43.7%**	**44.6%**	**46.6%**	**28.6%**	**59.4%**	**49.4%**	**33.3%**	**48.8%**	**36.3%**

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
District	**34.8%**	**38.7%**	**30.2%**	*	*	‡	‡	‡	*	*	‡	**35.6%**	‡
State	**19.2%**	**21.9%**	**16.9%**	**20.8%**	**19.8%**	**15.4%**	**17.8%**	**18.3%**	**13.4%**	**18.8%**	**18.7%**	**20.3%**	**17.8%**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	‡	**52.2%**	*	*	**29.4%**	*	*	‡
State	**16.3%**	**16.1%**	**17.9%**	**19.2%**	**0.0%**	**19.6%**	**19.9%**	**33.3%**	**28.7%**	**16.4%**

* 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
District	**530**	**260**	**270**	*	*	‡	**14**	**18**	*	‡	**18**	**471**	**76**
State	**290,679**	**130,244**	**160,262**	**173**	**622**	**15,318**	**35,234**	**70,350**	**1,540**	**244**	**12,831**	**154,540**	**58,300**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	**10**	‡	**47**	**128**	*	*	**72**	*	*	‡
State	**35,199**	**7,018**	**35,865**	**112,622**	**56**	**2,752**	**44,350**	**22**	**873**	**928**

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
District	**101**	**34**	**67**	*	*	*	‡	‡	*	*	‡	**93**	**27**
State	**33,484**	**14,247**	**19,224**	**13**	**45**	**286**	**2,080**	**2,937**	**30**	**14**	**1,165**	**26,927**	**6,867**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	‡	**13**	**31**	*	*	**24**	*	*	‡
State	**1,151**	**1,050**	**4,868**	**12,981**	**12**	**369**	**9,184**	**8**	**263**	**164**

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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
District	‡	*	‡	*	*	*	*	*	*	*	*	‡	‡
State	**46,999**	**10,393**	**36,573**	**33**	**100**	**1,935**	**5,148**	**10,909**	**327**	**26**	**2,203**	**26,351**	**10,130**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	*	*	*	*	*	*	*
State	**5,819**	**1,173**	**6,704**	**18,768**	**17**	**472**	**5,605**	**1**	**141**	**156**

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
District	**82**	**24**	**58**	*	*	‡	‡	‡	*	*	‡	**74**	**15**
State	**31,312**	**12,438**	**18,844**	**30**	**63**	**1,130**	**5,124**	**7,298**	**167**	**23**	**1,555**	**15,952**	**6,793**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	*	‡	**15**	*	*	**12**	*	*	‡
State	**3,962**	**842**	**4,211**	**12,899**	**10**	**382**	**4,187**	**1**	**55**	**107**

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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
District	**277**	**130**	**147**	*	*	‡	**10**	‡	*	‡	**12**	**241**	**36**
State	**72,298**	**30,540**	**41,717**	**41**	**141**	**4,540**	**9,335**	**13,118**	**424**	**54**	**3,480**	**41,206**	**12,373**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	**21**	**57**	*	*	**27**	*	*	‡
State	**7,066**	**1,695**	**7,148**	**26,041**	**24**	**777**	**11,447**	**6**	**223**	**264**

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
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
State	**28,890**	**22,428**	**6,433**	**29**	**79**	**902**	**4,103**	**8,429**	**217**	**17**	**1,321**	**13,822**	**5,982**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	‡	*	*	‡	*	*	‡
State	**4,063**	**768**	**3,751**	**12,504**	**2**	**249**	**3,928**	**2**	**41**	**98**

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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
District	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	*
State	**64,860**	**26,774**	**38,051**	**35**	**130**	**4,695**	**7,102**	**12,757**	**530**	**49**	**3,075**	**36,522**	**10,648**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	‡	*	*	*
State	**6,480**	**1,315**	**5,648**	**21,771**	**17**	**661**	**8,465**	**5**	**192**	**198**

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
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	**695**	**349**	**345**	**1**	**1**	**7**	**163**	**88**	*	**1**	**58**	**377**	**162**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	**44**	**23**	**116**	**387**	*	**11**	**57**	*	*	**4**

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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
District	**26**	**25**	**‡**	*****	*****	**‡**	**‡**	**‡**	*****	*****	*****	**23**	**‡**
State	**22,333**	**16,421**	**5,902**	**10**	**75**	**1,234**	**3,684**	**6,316**	**100**	**17**	**1,073**	**9,834**	**3,639**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	**‡**	*****	**‡**	**‡**	*****	*****	**‡**	*****	*****	**‡**
State	**3,061**	**751**	**2,015**	**10,247**	**2**	**189**	**2,739**	*****	**68**	**82**

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
District	**96**	**45**	**51**	*****	*****	**‡**	**‡**	**‡**	*****	*****	**‡**	**88**	**14**
State	**77,205**	**38,375**	**38,790**	**40**	**173**	**2,805**	**11,462**	**21,080**	**542**	**53**	**3,619**	**37,471**	**17,300**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	**‡**	**‡**	**‡**	**23**	*****	*****	**32**	*****	*****	**‡**
State	**11,017**	**2,106**	**11,812**	**32,702**	**17**	**733**	**16,725**	**2**	**148**	**267**

***** 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
District	**164**	**102**	**62**	*	*	‡	‡	‡	*	*	‡	**148**	**23**
State	**60,584**	**38,178**	**22,352**	**54**	**111**	**2,187**	**7,584**	**12,377**	**466**	**47**	**3,089**	**34,723**	**12,671**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	**15**	**41**	*	*	**41**	*	*	‡
State	**6,291**	**1,706**	**8,452**	**25,033**	**25**	**559**	**12,590**	**6**	**201**	**278**

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
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	**42,908**	**15,447**	**27,425**	**36**	**83**	**2,896**	**6,065**	**9,336**	**291**	**32**	**1,977**	**22,228**	**8,678**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	**5,364**	**1,142**	**5,575**	**18,272**	**16**	**481**	**5,633**	**3**	**130**	**176**

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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
District	13	‡	‡	*	*	*	*	*	*	*	‡	12	‡
State	7,520	3,696	3,821	3	25	181	1,375	2,547	34	4	392	2,962	1,444

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	‡	‡	‡	*	*	‡	*	*	*
State	1,214	268	999	4,044	1	59	1,260	*	13	29

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
District	11	‡	10	*	*	*	*	‡	*	*	*	10	‡
State	35,398	6,549	28,839	10	78	810	3,350	8,808	141	25	1,512	20,674	8,199

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	‡	*	*	*
State	4,671	872	5,672	14,713	12	342	3,752	2	94	128

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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	**43,217**	**17,390**	**25,799**	**28**	**78**	**3,034**	**4,493**	**9,043**	**453**	**33**	**2,122**	**23,961**	**7,726**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	**4,849**	**808**	**4,259**	**14,328**	**12**	**503**	**4,874**	**4**	**99**	**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	**25,060**	**5,902**	**19,136**	**22**	**72**	**2,369**	**2,618**	**6,836**	**107**	**16**	**1,198**	**11,844**	**4,740**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	**3,391**	**498**	**2,719**	**8,765**	**1**	**184**	**2,517**	*	**27**	**60**

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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
District	**13**	*	**13**	*	*	*	*	*	*	*	‡	**12**	‡
State	**33,718**	**5,487**	**28,218**	**13**	**83**	**983**	**3,647**	**9,857**	**268**	**22**	**1,370**	**17,488**	**7,861**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	‡	*	*	*
State	**5,592**	**906**	**5,466**	**14,592**	**4**	**285**	**3,372**	**1**	**78**	**98**

* 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
District	**193**	**93**	**100**	*	*	‡	‡	‡	*	*	‡	**171**	**30**
State	**163,097**	**73,271**	**89,734**	**92**	**355**	**8,482**	**17,037**	**37,718**	**666**	**133**	**6,831**	**91,875**	**31,826**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	**18**	**45**	*	*	**73**	*	*	‡
State	**16,773**	**3,721**	**19,071**	**60,862**	**19**	**1,538**	**50,552**	**12**	**619**	**415**

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
District	**60**	**22**	**38**	*	*	‡	*	‡	*	*	‡	**55**	**14**
State	**22,256**	**8,914**	**13,334**	**8**	**28**	**129**	**807**	**1,374**	**3**	**10**	**650**	**19,255**	**4,200**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	‡	**16**	*	*	**29**	*	*	‡
State	**444**	**676**	**2,920**	**8,019**	**3**	**249**	**10,785**	**5**	**205**	**88**

* 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 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
District	‡	*	‡	*	*	*	*	*	*	*	*	‡	‡
State	**18,444**	**2,408**	**16,031**	**5**	**42**	**597**	**1,484**	**4,428**	**114**	**13**	**689**	**11,077**	**3,694**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	**1,985**	**400**	**2,363**	**6,900**	**3**	**185**	**4,085**	*	**83**	**34**

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
District	**22**	‡	**14**	*	*	‡	‡	‡	*	*	*	**18**	‡
State	**9,051**	**3,451**	**5,585**	**15**	**14**	**379**	**1,032**	**1,989**	**16**	**6**	**437**	**5,178**	**2,195**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	*	‡	‡	*	*	‡	*	*	*
State	**894**	**179**	**1,191**	**3,224**	*	**134**	**2,732**	**1**	**28**	**23**

* 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
District	**17**	‡	**11**	*	*	‡	*	‡	*	*	‡	**13**	‡
State	**21,574**	**8,019**	**13,546**	**9**	**41**	**1,650**	**2,264**	**3,628**	**123**	**16**	**948**	**12,904**	**3,176**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	**17**	*	*	*
State	**1,714**	**402**	**1,404**	**6,798**	*	**197**	**13,022**	**1**	**91**	**47**

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
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
State	**9,943**	**9,155**	**777**	**11**	**23**	**291**	**1,107**	**2,820**	**39**	**4**	**410**	**5,249**	**2,015**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	‡	*	*	‡	*	*	‡
State	**1,049**	**198**	**1,063**	**3,805**	*	**83**	**2,246**	**1**	**29**	**20**

* 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	10	‡	‡	*	*	*	*	‡	*	*	*	‡	*
State	18,046	6,025	12,014	7	34	1,716	1,596	3,036	117	16	768	10,763	2,366

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	‡	*	*	*
State	1,329	270	893	4,907	*	205	6,225	*	71	31

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	224	125	99	*	*	1	46	20	*	1	8	148	58

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	7	7	37	121	*	7	34	*	*	1

* 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
District	**11**	**11**	*	*	*	‡	*	*	*	*	‡	‡	*
State	**9,086**	**7,672**	**1,411**	**3**	**34**	**642**	**1,493**	**2,770**	**21**	**9**	**374**	**3,743**	**1,232**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	*	*	‡	*	*	‡	*	*	*
State	**1,236**	**315**	**535**	**4,068**	*	**75**	**1,821**	**1**	**32**	**29**

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
District	**44**	**20**	**24**	*	*	‡	‡	‡	*	*	*	**37**	‡
State	**23,270**	**12,083**	**11,171**	**16**	**62**	**603**	**3,352**	**5,932**	**93**	**20**	**1,155**	**12,053**	**5,383**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	‡	‡	*	*	**25**	*	*	‡
State	**2,741**	**593**	**3,780**	**9,892**	**6**	**237**	**15,060**	**2**	**60**	**82**

* 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
District	**64**	**51**	**13**	*	*	‡	‡	‡	*	*	‡	**57**	**13**
State	**42,523**	**31,960**	**10,538**	**25**	**81**	**1,278**	**5,085**	**9,545**	**168**	**39**	**2,065**	**24,262**	**8,813**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	‡	‡	‡	**17**	*	*	**33**	*	*	‡
State	**4,224**	**1,144**	**5,728**	**17,239**	**12**	**462**	**17,875**	**2**	**181**	**158**

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
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	**12,471**	**2,798**	**9,668**	**5**	**15**	**1,636**	**1,159**	**2,561**	**63**	**14**	**527**	**6,496**	**2,376**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	**1,340**	**229**	**1,326**	**4,569**	**1**	**96**	**3,991**	*	**61**	**21**

* 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
District	10	‡	‡	*	*	*	*	*	*	*	‡	‡	*
State	2,326	1,265	1,059	2	9	67	311	870	2	2	96	969	472

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	‡	*	*	‡	*	*	*
State	227	77	268	1,095	*	18	1,139	*	4	5

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
District	14	‡	13	*	*	*	*	‡	*	*	*	13	‡
State	13,554	1,287	12,265	2	23	222	716	3,283	48	6	503	8,753	3,237

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	‡	*	*	*
State	1,475	229	2,203	5,017	5	133	2,538	1	73	26

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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
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	**12,423**	**3,952**	**8,469**	**2**	**18**	**1,049**	**1,154**	**2,394**	**93**	**8**	**563**	**7,144**	**1,907**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	**1,148**	**183**	**818**	**3,453**	**1**	**107**	**3,738**	*	**36**	**18**

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
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	**10,627**	**2,229**	**8,384**	**14**	**27**	**1,397**	**658**	**3,141**	**42**	**13**	**453**	**4,896**	**1,598**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	*	*	*	*	*	*	*	*
State	**1,150**	**119**	**665**	**3,171**	*	**56**	**2,582**	*	**21**	**11**

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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	**14,239**	**1,099**	**13,137**	**3**	**44**	**331**	**943**	**4,772**	**88**	**15**	**478**	**7,568**	**3,393**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
District	*	*	‡	‡	*	*	‡	*	*	*
State	**2,488**	**308**	**2,284**	**5,937**	*	**125**	**2,211**	*	**66**	**21**

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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.

Graduation Rate 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
District	**94.1%** **206**	**94.8%** **110**	**93.2%** **96**	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	**93.8%** **183**	**90.0%** **27**
State	**89.8%** 133,965	**91.7%** 66,825	**88.1%** 67,030	**88.7%** 110	**84.3%** 327	**95.1%** 8,085	**84.2%** 20,537	**87.2%** 38,663	**93.8%** 543	**86.9%** 126	**88.2%** 5,289	**93.2%** 60,395	**82.9%** 29,055

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	**94.1%** **16**	**87.8%** **36**	* *	* *	‡ ‡
State	**81.7%** 18,016	**95.8%** 17,818	**72.3%** 6,966	**75.7%** 16,424	**84.8%** 57,697	**64.0%** 16	**91.5%** 1,007	**64.5%** 626

Graduation Rate 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
District	**95.0%** **172**	**95.5%** **85**	**94.6%** **87**	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	**94.5%** **155**	**86.2%** **25**
State	**90.6%** 137,165	**92.2%** 68,127	**89.1%** 68,917	**92.4%** 121	**89.0%** 317	**96.0%** 8,015	**85.0%** 21,084	**88.7%** 38,708	**95.5%** 338	**88.2%** 142	**89.9%** 6,167	**93.3%** 62,394	**83.9%** 28,783

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	**83.3%** **15**	**87.0%** **40**	* *	* *	* *
State	**83.8%** 16,198	**95.2%** 19,865	**75.6%** 7,076	**78.5%** 17,626	**86.1%** 60,651	**63.6%** 21	**92.6%** 1,081	**66.6%** 656

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High School Graduation Rate (cont)

Graduation Rate 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
District	**96.3%** **181**	**99.0%** **97**	**93.3%** **84**	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	**92.3%** **12**	**96.4%** **159**	**100.0%** **34**
State	**90.4%** 134,000	**91.9%** 66,706	**88.9%** 67,202	**94.8%** 92	**82.0%** 283	**95.9%** 7,695	**84.4%** 20,209	**89.0%** 37,906	‡ ‡	**88.6%** 117	**87.5%** 4,896	**93.0%** 62,888	**84.2%** 28,057

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡ ‡	* *	‡ ‡	**100.0%** **21**	**97.6%** **41**	* *	* *	* *
State	**84.1%** 12,282	**94.2%** 22,820	**77.0%** 6,376	**78.7%** 17,087	**85.9%** 59,107	**70.0%** 14	**92.2%** 1,009	**64.1%** 624

Non-Graduation Rate 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
District	**5.9%** **13**	**5.2%** **6**	**6.8%** **7**	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	**6.2%** **12**	**10.0%** **3**
State	**10.2%** 15,178	**8.3%** 6,083	**11.9%** 9,081	**11.3%** 14	**15.7%** 61	**4.9%** 418	**15.8%** 3,844	**12.8%** 5,656	**6.2%** 36	**13.1%** 19	**11.9%** 711	**6.8%** 4,433	**17.1%** 6,002

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	**5.9%** **1**	**12.2%** **5**	* *	* *	‡ ‡
State	**18.3%** 4,035	**4.2%** 774	**27.7%** 2,672	**24.3%** 5,276	**15.2%** 10,337	**36.0%** 9	**8.5%** 94	**35.5%** 344

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High School Graduation Rate (cont)

Non-Graduation Rate 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
District	**5.0%** **9**	**4.5%** **4**	**5.4%** **5**	***** *****	***** *****	**‡** **‡**	**‡** **‡**	**‡** **‡**	***** *****	***** *****	**‡** **‡**	**5.5%** **9**	**13.8%** **4**
State	**9.4%** 14,227	**7.8%** 5,795	**10.9%** 8,422	**7.6%** 10	**11.0%** 39	**4.0%** 332	**15.0%** 3,734	**11.3%** 4,937	**4.5%** 16	**11.8%** 19	**10.1%** 693	**6.7%** 4,457	**16.1%** 5,512

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**‡** **‡**	**‡** **‡**	**‡** **‡**	**16.7%** **3**	**13.0%** **6**	***** *****	***** *****	***** *****
State	**16.2%** 3,140	**4.8%** 997	**24.4%** 2,287	**21.5%** 4,832	**13.9%** 9,776	**36.4%** 12	**7.4%** 86	**33.4%** 329

Non-Graduation Rate 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
District	**3.7%** **7**	**1.0%** **1**	**6.7%** **6**	***** *****	**‡** **‡**	**‡** **‡**	**‡** **‡**	**‡** **‡**	***** *****	***** *****	**7.7%** **1**	**3.6%** **6**	**0.0%** **0**
State	**9.6%** 14,269	**8.1%** 5,872	**11.1%** 8,392	**5.2%** 5	**18.0%** 62	**4.1%** 327	**15.6%** 3,723	**11.0%** 4,672	**‡** ‡	**11.4%** 15	**12.5%** 700	**7.0%** 4,762	**15.8%** 5,265

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**‡** **‡**	***** *****	**‡** **‡**	**0.0%** **0**	**2.4%** **1**	***** *****	***** *****	***** *****
State	**15.9%** 2,324	**5.8%** 1,399	**23.0%** 1,904	**21.3%** 4,629	**14.1%** 9,719	**30.0%** 6	**7.8%** 85	**35.9%** 350

***** 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)

IEP Continuing 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
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.9%** 2,811	**1.3%** 983	**2.4%** 1,822	‡ ‡	**3.4%** 13	**1.5%** 128	**2.5%** 617	**1.9%** 858	‡ ‡	‡ ‡	**2.3%** 140	**1.6%** 1,046	**8.0%** 2,811

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡
State	**3.3%** 725	**0.2%** 33	**2.4%** 229	**13.0%** 2,811	**2.3%** 1,560	‡ ‡	**1.5%** 17	**9.4%** 91

IEP Continuing 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
District	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	**1.7%** 2,638	**1.2%** 906	**2.2%** 1,732	‡ ‡	‡ ‡	**1.4%** 115	**2.5%** 626	**1.8%** 775	‡ ‡	‡ ‡	**1.9%** 127	**1.5%** 979	**7.7%** 2,637

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *
State	**3.6%** 687	**0.2%** 40	**2.2%** 206	**11.7%** 2,638	**2.2%** 1,541	‡ ‡	**1.3%** 15	**7.2%** 71

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High School Graduation Rate (cont)

IEP Continuing 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
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	‡ ‡	‡ ‡
State	**1.5%** 2,202	**1.1%** 773	**1.9%** 1,427	‡ ‡	‡ ‡	**1.6%** 126	**2.0%** 481	**1.6%** 662	‡ ‡	‡ ‡	**1.8%** 100	**1.2%** 822	**6.6%** 2,202

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	* *
State	**3.7%** 544	**0.1%** 36	**1.8%** 146	**10.1%** 2,202	**1.9%** 1,294	‡ ‡	**1.3%** 14	**6.2%** 60

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
District	**73.9%**	**50.0%**	**23.9%**	**47.8%**	**26.1%**	‡
State	**66.8%**	**52.0%**	**14.7%**	**40.4%**	**26.4%**	‡

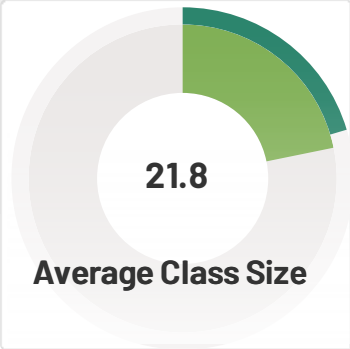
16 Month Enrollment

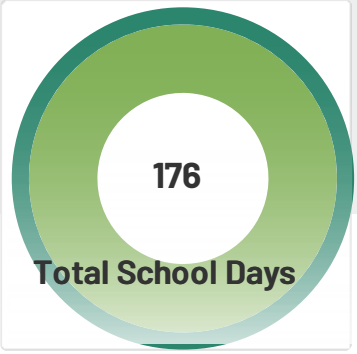
	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
District	**73.9%**	**50.0%**	**23.9%**	**47.8%**	**26.1%**	‡
State	**67.5%**	**52.7%**	**14.8%**	**40.5%**	**27.0%**	‡

* 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.





71.7% 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 Developmnetal Areas	Social and Emotional Development	Language and Literacy Development	Math
District	**73.9%**	**21.0%**	**18.5%**	**19.3%**	**41.2%**	**68.1%**	**61.3%**	**51.3%**
State	**90.7%**	**33.4%**	**16.2%**	**17.3%**	**33.1%**	**60.2%**	**51.1%**	**38.8%**

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

	All	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
District	**41.2%**	*	*	‡	‡	*	*	‡	**44.7%**	‡	‡	‡	‡
State	**33.1%**	**23.9%**	**37.3%**	**26.9%**	**22.1%**	**24.4%**	**26.3%**	**35.5%**	**41.0%**	**17.1%**	**16.5%**	**17.1%**	**23.8%**

	Homeless
District	*
State	**21.3%**

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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				
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total	Exclusions	Total Expenditures
District	**2,413**	**$235**	**$7,193**	**$7,428**	**$448**	**$4,429**	**$4,877**	**$683**	**$11,622**	**$12,305**	**$6,013,372**	**$35,709,675**

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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**	**$553**	**$7,669**	**$8,222**	**$448**	**$4,429**	**$4,877**	**$1,001**	**$12,098**	**$13,099**
Mt Zion Elem School	**339**	**$593**	**$6,735**	**$7,328**	**$448**	**$4,429**	**$4,877**	**$1,041**	**$11,164**	**$12,206**
Mt Zion High School	**789**	**$10**	**$7,242**	**$7,252**	**$448**	**$4,429**	**$4,877**	**$458**	**$11,671**	**$12,129**
Mt Zion Intermediate School	**536**	**$282**	**$6,904**	**$7,187**	**$448**	**$4,429**	**$4,877**	**$731**	**$11,333**	**$12,064**
Mt Zion Jr High School	**381**	**$10**	**$7,443**	**$7,453**	**$448**	**$4,429**	**$4,877**	**$458**	**$11,872**	**$12,331**

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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
District	**42.4% $14,009,390**	**16.0% $5,287,916**	**33.6% $11,109,787**	**2.9% $946,030**	**5.2% $1,716,275**	**$33,069,398**
State	**57.8%**	**7.8%**	**20.3%**	**4.9%**	**9.2%**	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	**55.7%**	**3.9%**	**28.9%**	**11.5%**
State	**46.3%**	**2.3%**	**31.4%**	**19.9%**

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	**72.5% $23,357,515**	**5.6% $1,818,329**	**6.1% $1,968,057**	**6.4% $2,056,571**	**2.3% $728,336**	**2.0% $655,843**	**0.0% $0**	**5.1% $1,650,138**	**$32,234,789**
State	**70.5%**	**7.7%**	**4.4%**	**6.7%**	**1.4%**	**1.7%**	**0.4%**	**7.3%**	*

* 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

	2023 Equalized Assessed Valuation per Pupil	2023 Total School Tax Rate per $100	2024-25 Instructional Expenditure per Pupil	2024-25 Operating Expenditure per Pupil
District	**$158,116**	**3.9**	**$8,077**	**$12,535**
State	*	*	**$12,239**	**$20,978**

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
District	**19.9**	**19.7**	**22.5**	**21**	**21.5**	**21.7**	**23.6**	**22.4**	**18.7**	**16.1**	**11.5**	**12**	**12.2**
State	**19.3**	**19.6**	**19.9**	**20.4**	**21**	**21**	**20.9**	**20.5**	**20.7**	**16.5**	**13.4**	**12.3**	**11.9**

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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
District	**176**
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
District	**5**
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	‡
State	167,697

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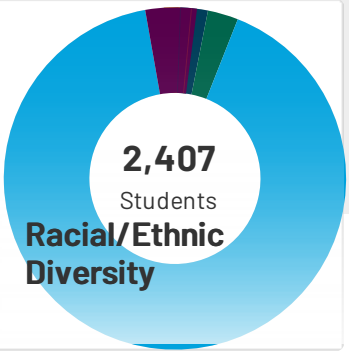
About the data

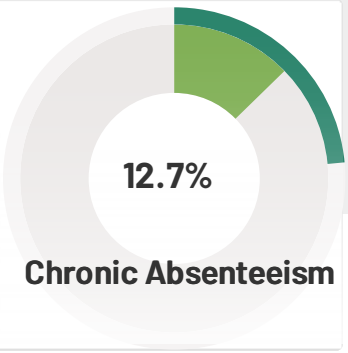
Student data includes information regarding the student population, including enrollment and attendance data, as well as information regarding specific student groups, such as gifted students and English Learner students. Student data often is disaggregated further into demographic student groups.

2,407

Student Enrollment



Racial/Ethnic Diversity



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
District	**100.0% 2,407**	**47.2% 1,136**	**52.8% 1,271**	**‡ ***	**‡ ‡**	**1.5% 36**	**2.5% 60**	**2.8% 67**	**‡ ***	**‡ ‡**	**4.7% 113**	**88.4% 2,127**	**16.3% 393**
State	**100.0%** 1,819,118	**48.6%** 883,597	**51.4%** 934,891	**0.0%** 630	**0.3%** 4,675	**5.9%** 106,670	**16.3%** 296,518	**28.3%** 515,547	**0.4%** 7,471	**0.1%** 1,485	**4.8%** 87,526	**43.9%** 799,226	**22.4%** 407,651

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Never EL	Youth In Care
District	**2.0% 48**	**‡ ‡**	**0.9% 22**	**12.2% 294**	**27.5% 662**	**‡ ***	**‡ ***	**97.7% 2,352**	**0.7% 18**
State	**17.5%** 318,654	**6.2%** 112,681	**2.5%** 44,847	**16.7%** 304,563	**47.5%** 864,402	**0.0%** 481	**0.9%** 15,974	**76.3%** 1,387,783	**0.6%** 11,551

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
District	**45**	**161**	**162**	**160**	**178**	**176**	**185**	**176**	**208**	**173**	**197**	**189**	**192**	**205**
State	**86,382**	**115,387**	**121,751**	**126,030**	**128,683**	**134,664**	**133,106**	**132,741**	**132,341**	**134,193**	**143,195**	**142,753**	**141,190**	**146,702**

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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: The percentage of students who are Identified as Accelerated. Assessing a student for placement in an Advanced Academic Program may include assessment of a student as accelerated, either whole grade or in a combination of one or more subjects.

Students who are Identified as Accelerated by Demographics: The percentage of students who Are Identified as Accelerated, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Advanced Placement (AP) Testing (College Board) Exams: This shows the cumulative total number of AP exams taken and the cumulative total number of AP exams receiving a score of 3.0 or more. Upon completion of an AP course, students may choose to take the corresponding AP Exam. Illinois state law PA 99-0358 provides that a student who takes a College Board Advanced Placement examination and receives a score of 3 or higher on the examination is entitled to receive postsecondary level course credit at an Illinois public institution of higher education.

Students Enrolled in Advanced Academic Coursework: Advanced Academic Coursework includes courses in a variety of categories, all of which may or may not be offered within an individual school or district: Advanced Placement Coursework, IB Coursework, Enriched of Honors Coursework, and Dual-Credit Coursework.

Students Enrolled in Advanced Academic Coursework – Grade and Demographics: The percentage of students who are enrolled in Advanced Placement Coursework, allowing the totals to be broken down by type of coursework, grade level, and/or other demographic and programmatic factors.

Students Assessed for Giftedness by Demographics: The number and percentage of students at this location who have been assessed for giftedness, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Students Assessed for Giftedness Taught by a Gifted Endorsed Teacher – Grade and Demographics: The number and percentage of students at this location who have been assessed for giftedness and were taught by a Gifted Endorsed Teacher, allowing the totals to be broken down by subject, grade level, and/or other demographic and programmatic factors.

Students Identified as Gifted by Demographics: The number and percentage of students at this location who have been identified as gifted in accordance with the district's gifted assessment and academic policy, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

Students Identified as Gifted Taught by a Gifted Endorsed Teacher – Grade and Demographics: The number and percentage of students at this location who have been identified as gifted in accordance with the district's gifted assessment and academic policy and were taught by a Gifted Endorsed Teacher, allowing the totals to be broken down by subject and/or other demographic and programmatic factors.

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Advanced Academic Programs (cont)

Students who are Identified as Accelerated - 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
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**14.1%** 263,987	**14.6%** 132,911	**13.6%** 130,950	**17.5%** 126	**12.8%** 591	**31.0%** 34,151	**8.5%** 26,633	**13.8%** 73,581	**12.2%** 1,077	**20.3%** 308	**12.8%** 11,643	**14.3%** 116,003	**8.3%** 34,427

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**8.2%** 27,475	**4.3%** 13,149	**9.4%** 81,095	**6.7%** 3,741	**2.1%** 266

Students who are Identified as Accelerated - 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
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.9%** 17,404	**1.2%** 11,094	**0.7%** 6,293	**2.4%** 17	**0.8%** 37	**0.9%** 963	**0.5%** 1,427	**0.8%** 4,240	**0.6%** 57	**0.7%** 11	**0.9%** 861	**1.2%** 9,808	**0.6%** 2,350

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.3%** 1,046	**0.2%** 596	**0.6%** 4,812	**0.3%** 161	**0.2%** 23

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Advanced Academic Programs (cont)

Students who are Identified as Accelerated - 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
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**2.1%** 39,216	**1.7%** 15,265	**2.5%** 23,940	**1.5%** 11	**1.6%** 76	**6.4%** 7,033	**0.4%** 1,150	**1.0%** 5,338	**1.5%** 135	**2.1%** 32	**2.4%** 2,136	**2.9%** 23,316	**1.1%** 4,459

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.6%** 1,891	**0.5%** 1,496	**0.7%** 5,883	**0.3%** 147	**0.2%** 19

Students who are Identified as Accelerated - Single Subject Other than ELA, Math or Science - 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
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**4.2%** 79,144	**4.4%** 39,765	**4.1%** 39,356	**3.2%** 23	**4.4%** 205	**4.6%** 5,034	**5.4%** 16,975	**6.9%** 36,596	**1.2%** 103	**8.8%** 134	**2.4%** 2,222	**2.2%** 17,875	**3.5%** 14,334

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**5.3%** 17,875	**4.9%** 2,712	**2.6%** 8,099	**5.0%** 43,450	‡ ‡	**1.4%** 172

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Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Mutiple Subjects, but not Whole Grade - 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
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**6.5%** 121,810	**7.0%** 63,376	**6.1%** 58,366	**9.4%** 68	**5.6%** 257	**18.7%** 20,587	**2.0%** 6,101	**4.8%** 25,467	**8.5%** 753	**8.3%** 126	**6.8%** 6,161	**7.7%** 62,358	**3.0%** 12,562

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.8%** 5,934	**0.9%** 2,660	**2.8%** 24,687	**1.2%** 649	**0.4%** 45

Students who are Identified as Accelerated - Whole Grade Acceleration - 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
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.1%** 2,272	**0.1%** 1,191	**0.1%** 1,077	‡ ‡	‡ ‡	**0.2%** 229	**0.2%** 663	**0.1%** 791	‡ ‡	‡ ‡	**0.1%** 99	**0.1%** 475	**0.0%** 161

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.1%** 176	**0.0%** 63	**0.1%** 1,019	**0.0%** 19	‡ ‡

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Advanced Academic Programs (cont)

Students Enrolled in Advanced Placement Coursework - 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
District	**11.8%** **96**	**13.4%** **53**	**10.2%** **43**	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	**11.8%** **85**	‡ ‡
State	**27.3%** 159,569	**30.7%** 87,172	**24.0%** 72,253	**36.8%** 144	**25.3%** 338	**57.7%** 19,780	**16.4%** 15,710	**25.7%** 43,878	**31.1%** 918	**35.0%** 193	**29.0%** 6,963	**28.1%** 71,789	**13.8%** 17,982

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**13.0%** 11,449	**4.0%** 3,475	**18.8%** 48,385	**10.0%** 1,836	**3.3%** 97

Students Enrolled in any dual-credit course where college credit was earned - 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
District	**11.2%** **91**	**13.1%** **52**	**9.3%** **39**	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	**11.1%** **80**	**16.5%** **20**
State	**20.0%** 117,055	**20.6%** 58,638	**19.4%** 58,343	**18.9%** 74	**17.8%** 238	**22.9%** 7,852	**13.7%** 13,127	**16.3%** 27,797	**24.4%** 720	**20.9%** 115	**19.8%** 4,750	**24.4%** 62,456	**13.4%** 17,463

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	**20.0%** **15**	**17.2%** **32**	‡ ‡	‡ ‡
State	**11.5%** 10,113	**9.7%** 8,320	**14.6%** 37,471	**11.9%** 2,182	**7.3%** 212

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Advanced Academic Programs (cont)

Students Enrolled in any course designated as Enriched or Honors - 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
District	**41.8%** **341**	**50.3%** **199**	**33.8%** **142**	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	**35.5%** **11**	**43.0%** **309**	**10.7%** **13**
State	**55.8%** 326,395	**60.4%** 171,593	**51.4%** 154,547	**65.2%** 255	**51.6%** 690	**80.9%** 27,725	**43.5%** 41,654	**55.7%** 94,990	**53.1%** 1,567	**61.5%** 339	**56.4%** 13,567	**57.0%** 145,863	**35.5%** 46,263

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	**23.7%** **44**	‡ ‡	‡ ‡
State	**41.1%** 36,242	**21.1%** 18,203	**45.3%** 116,737	**31.4%** 5,771	**16.9%** 495

Students Enrolled in IB Coursework - 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
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.5%** 9,043	**1.8%** 5,175	**1.3%** 3,867	‡ ‡	**1.6%** 21	**1.5%** 507	**2.3%** 2,199	**2.6%** 4,441	‡ ‡	**3.1%** 17	**0.9%** 208	**0.6%** 1,648	**1.2%** 1,504

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.6%** 1,442	**0.6%** 497	**2.2%** 5,649	**1.8%** 322	**0.8%** 24

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Advanced Academic Programs (cont)

Students Enrolled in any Advanced Coursework - 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
District	**49.4%** **403**	**57.6%** **228**	**41.7%** **175**	‡ ‡	‡ ‡	‡ ‡	‡ ‡	**44.4%** **12**	‡ ‡	‡ ‡	**45.2%** **14**	**50.4%** **362**	**26.4%** **32**
State	**60.8%** 355,552	**64.9%** 184,273	**56.9%** 171,011	**68.5%** 268	**56.5%** 756	**82.6%** 28,304	**48.2%** 46,194	**59.7%** 101,757	**60.1%** 1,773	**65.7%** 362	**61.4%** 14,767	**63.2%** 161,639	**40.6%** 52,946

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	**24.0%** **18**	**34.9%** **65**	‡ ‡	‡ ‡
State	**45.1%** 39,753	**26.4%** 22,751	**50.1%** 128,964	**36.8%** 6,765	**21.2%** 620

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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
District	*	*	*	*
State	20,202	14,264	18,957	13,260

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
District	‡	‡	‡	‡
State	56,470	43,100	31,007	24,078

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
District	63	47	35	25
State	150,027	115,806	46,938	37,781

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
District	94	83	29	28
State	220,877	167,454	44,509	36,824

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Advanced Academic Programs (cont)

Students Assessed For Giftedness - 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
District	**0.4%** **11**	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**12.2%** 229,105	**12.3%** 111,815	**12.2%** 117,197	**12.9%** 93	**14.7%** 679	**26.0%** 28,616	**7.4%** 23,206	**9.6%** 51,344	**9.8%** 869	**14.2%** 215	**14.1%** 12,774	**13.7%** 111,402	**11.0%** 45,450

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**8.7%** 29,115	**9.4%** 29,002	**8.4%** 73,198	**5.6%** 3,147	**5.9%** 736

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers - 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
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.4%** 25,974	**1.4%** 12,582	**1.4%** 13,386	‡ ‡	**2.1%** 96	**3.7%** 4,114	**0.6%** 1,946	**0.9%** 4,793	**0.9%** 82	**2.1%** 32	**1.5%** 1,377	**1.7%** 13,534	**1.1%** 4,352

* 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)

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

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.6%** 1,924	**0.7%** 2,296	**0.6%** 5,630	**0.3%** 165	**0.3%** 39

Students Identified As Gifted - 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
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**4.8%** 90,505	**4.9%** 44,056	**4.8%** 46,405	**6.1%** 44	**4.5%** 208	**16.0%** 17,592	**2.2%** 6,916	**3.0%** 16,042	**3.1%** 278	**6.5%** 99	**5.6%** 5,075	**5.4%** 44,295	**2.7%** 11,300

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.3%** 4,479	**1.4%** 4,197	**2.3%** 19,695	**0.9%** 525	**0.7%** 90

* 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 - 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
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.8%** 14,417	**0.7%** 6,781	**0.8%** 7,632	‡ ‡	**1.1%** 52	**2.7%** 2,994	**0.3%** 999	**0.4%** 2,160	**0.6%** 49	**1.3%** 19	**0.9%** 847	**0.9%** 7,297	**0.4%** 1,691

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.1%** 480	**0.2%** 669	**0.3%** 2,460	**0.1%** 45	**0.1%** 11

* 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.

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

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

By Race/ Ethnicity

		American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White
District	**All Students**	*	0.1%	0.3%	0.4%	*	*	0.5%	11.8%
	Students with IEPs	*	‡	3.3%	‡	*	*	4.3%	88.4%
All Peer Districts	All Students	*	9.0%	22.3%	17.9%	*	*	19.6%	17.0%
	Students with IEPs	*	*	*	*	*	*	*	*
State	All Students	0.0%	0.5%	3.4%	5.0%	0.0%	0.0%	0.8%	7.1%
	Students with IEPs	0.2%	3.1%	20.2%	29.6%	0.3%	0.1%	5.0%	41.6%

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	**All Students**	1.1%	*	0.0%	0.6%	0.4%	0.1%	0.6%
	Students with IEPs	8.9%	*	‡	3.6%	‡	‡	5.6%
All Peer Districts	All Students	2.3%	*	0.0%	2.3%	0.8%	0.1%	0.7%
	Students with IEPs	*	*	*	*	*	*	*
State	All Students	2.2%	0.0%	0.0%	2.3%	0.8%	0.1%	0.7%
	Students with IEPs	14.9%	0.2%	0.0%	13.7%	4.4%	0.7%	4.3%

* 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
District	**All Students**	**0.1%**	*****	**1.8%**	**5.1%**	**3.0%**	**0.0%**	**0.0%**
	Students with IEPs	**‡**	*****	**14.5%**	**40.9%**	**21.8%**	**‡**	**‡**
All Peer Districts	All Students	**0.2%**	*****	**2.6%**	**5.3%**	**3.4%**	**0.0%**	**0.1%**
	Students with IEPs	*****	*****	*****	*****	*****	*****	*****
State	All Students	**0.2%**	**0.0%**	**2.3%**	**5.1%**	**2.7%**	**0.0%**	**0.0%**
	Students with IEPs	**1.0%**	**0.2%**	**13.9%**	**30.6%**	**15.7%**	**0.2%**	**0.3%**

***** 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 (ages 6-21)

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

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

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

By Race/ Ethnicity - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	**61.5%**	**23.3%**	**12.5%**	**2.8%**
All Peer Districts	*	*	*	*
State	**54.2%**	**24.8%**	**13.7%**	**7.2%**
American Indian				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	**0.1%**	**0.1%**	**0.0%**	**0.0%**
Asian				
District	**0.7%**	**0.0%**	**0.3%**	**0.0%**
All Peer Districts	*	*	*	*
State	**1.5%**	**0.5%**	**0.6%**	**0.2%**

* 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 (ages 6-21) (cont)

By Race/ Ethnicity - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Black				
District	**1.7%**	**0.7%**	**0.7%**	**0.0%**
All Peer Districts	*	*	*	*
State	**9.1%**	**5.9%**	**3.7%**	**1.8%**
Hispanic				
District	**2.1%**	**0.7%**	**0.0%**	**0.3%**
All Peer Districts	*	*	*	*
State	**16.1%**	**7.4%**	**4.2%**	**1.7%**
MENA				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	**0.1%**	**0.1%**	**0.0%**	**0.0%**
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Two or More Races				
District	**2.8%**	**1.0%**	**0.3%**	**0.0%**
All Peer Districts	*	*	*	*
State	**2.7%**	**1.1%**	**0.7%**	**0.4%**
White				
District	**54.2%**	**20.8%**	**11.1%**	**2.4%**
All Peer Districts	*	*	*	*
State	**24.5%**	**9.7%**	**4.4%**	**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 (ages 6-21) (cont)

By Race/ Ethnicity - Within Demographic Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	**61.5%**	**23.3%**	**12.5%**	**2.8%**
All Peer Districts	*	*	*	*
State	**54.2%**	**24.8%**	**13.7%**	**7.2%**
American Indian				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	**50.2%**	**26.8%**	**13.6%**	**9.5%**
Asian				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	**52.1%**	**18.4%**	**21.4%**	**8.0%**
Black				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	**44.4%**	**28.7%**	**18.1%**	**8.9%**
Hispanic				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	**54.7%**	**25.0%**	**14.4%**	**5.9%**
MENA				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	**47.1%**	**25.3%**	**17.3%**	**10.3%**

* 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 (ages 6-21) (cont)

By Race/ Ethnicity - Within Demographic Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts	*	*	*	*
State	50.0%	27.2%	13.6%	9.2%
Two or More Races				
District	66.7%	25.0%	8.3%	0.0%
All Peer Districts	*	*	*	*
State	54.2%	22.6%	14.3%	8.9%
White				
District	61.2%	23.5%	12.5%	2.7%
All Peer Districts	*	*	*	*
State	59.0%	23.4%	10.5%	7.1%

For Selected Disabilities - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	2.1%	2.4%	3.5%	1.4%
All Peer Districts	*	*	*	*
State	4.0%	3.1%	5.2%	2.4%
Emotional Disability				
District	0.3%	0.7%	0.3%	0.3%
All Peer Districts	*	*	*	*
State	1.7%	1.0%	0.5%	1.6%

* 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 (ages 6-21) (cont)

For Selected Disabilities - Within Total Population

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Intellectual Disability				
District	**0.0%**	**0.7%**	**5.2%**	**0.0%**
All Peer Districts	*	*	*	*
State	**0.2%**	**1.5%**	**2.2%**	**0.9%**
Other Health Impairment				
District	**8.3%**	**5.6%**	**0.3%**	**0.7%**
All Peer Districts	*	*	*	*
State	**8.8%**	**3.9%**	**1.3%**	**1.0%**
Specific Learning Disability				
District	**30.6%**	**12.2%**	**0.3%**	**0.0%**
All Peer Districts	*	*	*	*
State	**19.1%**	**12.3%**	**1.6%**	**0.4%**
Speech or Language Impairment				
District	**18.4%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*
State	**13.9%**	**0.2%**	**0.1%**	**0.0%**

For Selected Disabilities - Within Disability Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	**22.2%**	**25.9%**	**37.0%**	**14.8%**
All Peer Districts	*	*	*	*
State	**27.2%**	**21.0%**	**35.5%**	**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 (ages 6-21) (cont)

For Selected Disabilities - Within Disability Group

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Emotional Disability				
District	‡	‡	‡	‡
All Peer Districts	*	*	*	*
State	35.7%	19.7%	11.3%	33.3%
Intellectual Disability				
District	0.0%	11.8%	88.2%	0.0%
All Peer Districts	*	*	*	*
State	3.6%	31.1%	47.1%	18.3%
Other Health Impairment				
District	55.8%	37.2%	2.3%	4.7%
All Peer Districts	*	*	*	*
State	58.7%	26.0%	8.8%	6.5%
Specific Learning Disability				
District	71.0%	28.2%	0.8%	0.0%
All Peer Districts	*	*	*	*
State	56.9%	36.9%	4.9%	1.3%
Speech or Language Impairment				
District	100.0%	0.0%	0.0%	0.0%
All Peer Districts	*	*	*	*
State	98.1%	1.1%	0.7%	0.1%

* 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

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

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

By Race/ Ethnicity - Within Total Population

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	**46.7%**	**53.3%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**55.9%**	**14.5%**	**24.7%**	**0.1%**	**4.7%**
American Indian					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**0.2%**	**0.0%**	**0.1%**	**0.0%**	**0.0%**
Asian					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**2.6%**	**0.4%**	**1.3%**	**0.0%**	**0.3%**

* 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)

By Race/ Ethnicity - Within Total Population

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Black					
District	**6.7%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**8.2%**	**2.2%**	**5.3%**	**0.0%**	**0.2%**
Hispanic					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**19.0%**	**2.6%**	**7.9%**	**0.0%**	**1.1%**
MENA					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**0.4%**	**0.1%**	**0.2%**	**0.0%**	**0.1%**
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Two or More Races					
District	**0.0%**	**6.7%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**3.0%**	**1.0%**	**1.4%**	**0.0%**	**0.2%**

* 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)

By Race/ Ethnicity - Within Total Population

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
White					
District	**40.0%**	**46.7%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**22.4%**	**8.3%**	**8.5%**	**0.1%**	**2.9%**

By Race/ Ethnicity - Within Demographic Group

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	**46.7%**	**53.3%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**55.9%**	**14.5%**	**24.7%**	**0.1%**	**4.7%**
American Indian					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**72.0%**	**2.7%**	**22.7%**	**0.0%**	**2.7%**
Asian					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**56.7%**	**9.7%**	**27.6%**	**0.1%**	**5.9%**
Black					
District	‡	‡	‡	‡	‡
All Peer Districts	*	*	*	*	*
State	**51.7%**	**13.7%**	**33.2%**	**0.1%**	**1.2%**

* 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)

By Race/ Ethnicity - Within Demographic Group

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Hispanic					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**62.1%**	**8.4%**	**25.9%**	**0.0%**	**3.5%**
MENA					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**50.2%**	**11.6%**	**29.0%**	**0.5%**	**8.7%**
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**70.6%**	**0.0%**	**29.4%**	**0.0%**	**0.0%**
Two or More Races					
District	‡	‡	‡	‡	‡
All Peer Districts	*	*	*	*	*
State	**54.0%**	**17.2%**	**25.1%**	**0.2%**	**3.5%**

* 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 - Within Total Population

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**6.2%**	**1.4%**	**8.5%**	**0.0%**	**0.1%**
Developmental Delay					
District	**0.0%**	**6.7%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**29.3%**	**4.0%**	**13.6%**	**0.0%**	**0.6%**
Emotional Disability					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Intellectual Disability					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Other Health Impairment					
District	**6.7%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	*	*	*	*	*
State	**1.1%**	**0.2%**	**1.1%**	**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 - Within Total Population

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Specific Learning Disability					
District	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
State	**0.1%**	**0.0%**	**0.1%**	**0.0%**	**0.0%**
Speech or Language Impairment					
District	**40.0%**	**46.7%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	**40.0%**	**46.7%**	**0.0%**	**0.0%**	**0.0%**
State	**18.5%**	**8.7%**	**0.5%**	**0.0%**	**4.0%**

For Selected Disabilities - Within Disability Group

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**38.4%**	**8.3%**	**52.7%**	**0.0%**	**0.6%**
Developmental Delay					
District	‡	‡	‡	‡	‡
All Peer Districts	‡	‡	‡	‡	‡
State	**61.6%**	**8.5%**	**28.7%**	**0.0%**	**1.2%**

* 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 - Within Disability Group

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Emotional Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	‡	‡	‡	‡	‡
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**16.7%**	**16.7%**	**61.1%**	**0.0%**	**5.6%**
Other Health Impairment					
District	‡	‡	‡	‡	‡
All Peer Districts	‡	‡	‡	‡	‡
State	**44.9%**	**9.1%**	**44.6%**	**0.9%**	**0.6%**
Specific Learning Disability					
District	*	*	*	*	*
All Peer Districts	*	*	*	*	*
State	**53.5%**	**2.3%**	**39.5%**	**0.0%**	**4.7%**
Speech or Language Impairment					
District	**46.2%**	**53.8%**	**0.0%**	**0.0%**	**0.0%**
All Peer Districts	**46.2%**	**53.8%**	**0.0%**	**0.0%**	**0.0%**
State	**58.1%**	**27.4%**	**1.7%**	**0.1%**	**12.7%**

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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/General-Supervision.aspx

SPP Indicator	Indicator Description	2025-26 District Data	2025-26 State Target	District Met Target
1	Graduation Percent for students with IEPs (Data lag one year)	100.00	84	Yes
2	Dropout Percent for students with IEPs (Data lag one year)	0.00	13	Yes
3ae4	Reading assessment participation rate for students with IEPs, Grade 4	88.89	95	No
3ae8	Reading assessment participation rate for students with IEPs, Grade 8	100.00	95	Yes
3ae11	Reading assessment participation rate for students with IEPs, Grade 11	87.50	95	No
3am4	Math assessment participation rate for students with IEPs, Grade 4	88.89	95	No
3am8	Math assessment participation rate for students with IEPs, Grade 8	100.00	95	Yes
3am11	Math assessment participation rate for students with IEPs, Grade 11	87.50	95	No
3be4	Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	25.00	18.5	Yes
3be8	Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	18.18	15.85	Yes
3be11	Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	7.14	13	No
3bm4	Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	20.83	17	Yes
3bm8	Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	0.00	6.25	No
3bm11	Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	7.14	8.25	No
3ce4	Reading assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	15	N/A
3ce8	Reading assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	33.33	23.5	Yes

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2025-26 District Data	2025-26 State Target	District Met Target
3ce11	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	22.5	N/A
3cm4	Math assessment proficiency rate for students with IEPs, Grade 4, against alternative academic achievement standards	*	20.5	N/A
3cm8	Math assessment proficiency rate for students with IEPs, Grade 8, against alternative academic achievement standards	0.00	5.5	No
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	*	4	N/A
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	23.37	31.34	Yes
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	43.77	39.79	No
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	55.54	37.99	No
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	25.91	24.24	No
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	26.34	26	No
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	44.60	30.54	No
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in -? (Data lag one year)	No	No	Yes
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? (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	60.8	53.7	Yes
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	12.4	12.27	No
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	2.7	6.34	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	46.7	48.5	No
6b	Children ages 3-5 in separate special education class, separate school or residential facility	0.0	25.00	Yes

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2025-26 District Data	2025-26 State Target	District Met Target
6c	Children ages 3-5 receiving special education and related services in the home	0.0	0.23	Yes
7a1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	*	84.00	N/A
7a2	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	*	47.5	N/A
7b1	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	*	84.5	N/A
7b2	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	*	45.5	N/A
7c1	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	*	86	N/A
7c2	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	*	53.5	N/A
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	*	73	N/A
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	96.88	100	No
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
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	*	30	N/A
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	*	66	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	*	78.25	N/A

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English Learners Outcomes

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
District	*	**100.0%** **39**	‡ ‡	* ‡
State	*	**98.6%** 269,785	**7.9%** 21,216	* 67,379

English Learners Progress - Overall

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	Low Income
District	**74.6**	*	‡	*	**76.8**	*	*	‡	‡	‡	**59.6**
State	**54.6**	**51.9**	**69.3**	**59.8**	**51.1**	**60.1**	**52.4**	**65.8**	**66.1**	**43.2**	**53.1**

English Learners Progress - Grade ES

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	Low Income
District	**85.6**	*	‡	*	**87.7**	*	*	‡	‡	‡	‡
State	**65.4**	**61.7**	**77**	**68.5**	**62.4**	**70.4**	**66.7**	**73.5**	**75.1**	**54.8**	**64.1**

English Learners Progress - Grade HS

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities	Low Income
District	‡	*	‡	*	‡	*	*	*	‡	*	‡
State	**30.1**	**29**	**45.1**	**41.4**	**27.3**	**38.4**	**28.6**	**37.9**	**40.6**	**18**	**28.4**

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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
District	**94.3%**	**94.3%**	**94.3%**	**‡**	**88.8%**	**95.4%**	**92.2%**	**94.0%**	**‡**	**95.7%**	**92.9%**	**94.4%**	**92.8%**
State	**92.1%**	**92.1%**	**92.2%**	**90.0%**	**90.6%**	**94.2%**	**89.3%**	**90.6%**	**93.1%**	**91.4%**	**92.3%**	**93.9%**	**90.8%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	**94.7%**	**‡**	**92.0%**	**92.4%**	**92.6%**	**‡**	**86.3%**	**92.4%**
State	**90.6%**	**‡**	**85.4%**	**90.4%**	**90.1%**	**92.2%**	**93.1%**	**89.3%**

* 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
District	**3.5%**	**3.4%**	**3.6%**	*	‡	‡	‡	‡	*	‡	‡	**2.9%**	**3.9%**
State	**6.9%**	**6.6%**	**7.1%**	**9.6%**	**10.0%**	**5.9%**	**12.0%**	**7.7%**	**10.1%**	**7.7%**	**7.7%**	**4.5%**	**6.6%**

	English Learners	Former EL	Homeless	Students with IEPs	Low Income	Migrant	Military	Youth In Care
District	‡	*	‡	**4.1%**	**4.7%**	*	‡	‡
State	**9.8%**	*	**26.3%**	**7.3%**	**9.6%**	**15.4%**	**8.9%**	**28.6%**

* 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
District	**12.7%**	**13.0%**	**12.3%**	*	‡	**11.1%**	**29.2%**	**16.9%**	*	‡	**20.9%**	**11.6%**	**19.9%**
State	**23.5%**	**23.9%**	**23.2%**	**29.0%**	**30.9%**	**15.3%**	**36.7%**	**30.1%**	**20.1%**	**25.6%**	**23.2%**	**15.5%**	**29.1%**

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
District	**16.7%**	**12.7%**	**21.6%**	**22.3%**	‡	**31.6%**
State	**30.3%**	**23.5%**	**30.5%**	**33.3%**	**19.1%**	**34.5%**

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
District	**13.0%**	**10.2%**	**9.1%**	**11.0%**	**8.2%**	**13.4%**	**12.3%**	**10.9%**	**11.7%**	**12.5%**	**17.3%**	**19.1%**	**14.4%**
State	**23.8%**	**19.6%**	**18.3%**	**17.1%**	**16.9%**	**16.8%**	**18.4%**	**20.7%**	**22.2%**	**26.2%**	**30.7%**	**33.6%**	**40.1%**

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Consistent Attendance Rate

What is it?

Consistent Attendance Rate is a measure that identifies the percentage of students that are identified as consistently present.

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
District	**87.3%**	**87.0%**	**87.7%**	*	‡	**88.9%**	**70.8%**	**83.1%**	*	‡	**79.1%**	**88.4%**	**80.1%**
State	**76.5%**	**76.1%**	**76.8%**	**71.0%**	**69.1%**	**84.7%**	**63.3%**	**69.9%**	**79.9%**	**74.4%**	**76.8%**	**84.5%**	**70.9%**

	English Learners	Former EL	Students with IEPs	Low Income
District	**83.3%**	‡	**78.4%**	**77.7%**
State	**69.7%**	**78.8%**	**69.5%**	**66.7%**

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
District	**87.0%**	**89.8%**	**90.9%**	**89.0%**	**91.8%**	**86.6%**	**87.7%**	**89.1%**	**88.3%**	**87.5%**	**82.7%**	**80.9%**	**85.6%**
State	**76.2%**	**80.4%**	**81.7%**	**82.9%**	**83.1%**	**83.2%**	**81.6%**	**79.3%**	**77.8%**	**73.8%**	**69.3%**	**66.4%**	**59.9%**

* 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
District	**1.2%** **10**	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**2.3%** 13,328	**2.0%** 5,768	**2.5%** 7,550	**2.5%** -2	**2.6%** 35	**0.9%** 325	**3.8%** 3,690	**2.8%** 4,880	**1.4%** 41	**1.8%** -2	**3.2%** 779	**1.4%** 3,568	**1.8%** 2,392

	English Learners	Students with IEPs	Low Income	Homeless	Migrant
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *
State	**3.9%** 3,461	**2.3%** 1,987	**3.5%** 9,090	**7.8%** 1,452	‡ -2

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.7%** 1,055	**2.6%** 3,800	**2.9%** 4,173	**2.8%** 4,300

* 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
District	**4.5%**	**5.2%**	**3.9%**	*	‡	‡	**23.3%**	‡	*	‡	‡	**3.8%**	**7.1%**
State	**19.3%**	**19.4%**	**19.3%**	**16.0%**	**24.5%**	**9.2%**	**42.0%**	**27.7%**	**12.1%**	**20.2%**	**16.2%**	**7.2%**	**21.2%**

	English Learners	Students with IEPs	Low Income
District	‡	**8.3%**	**8.9%**
State	**28.9%**	**23.5%**	**30.7%**

* 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
District	**273** **12.1%**	**124** **11.7%**	**149** **12.4%**	* *	‡ ‡	‡ ‡	‡ ‡	**12** **17.1%**	* *	‡ ‡	**20** **20.0%**	**224** **11.3%**	**62** **16.4%**
State	**429,791** 26.3%	**209,839** 26.3%	**219,784** 26.2%	**168** 27.1%	**1,174** 31.5%	**21,060** 21.8%	**85,963** 32.1%	**152,014** 32.6%	**1,834** 25.4%	**384** 29.2%	**20,353** 26.6%	**147,009** 20.5%	**98,104** 27.0%

	English Learners	Students with IEPs	Low Income
District	‡ ‡	**46** **16.6%**	**132** **20.9%**
State	**92,720** 32.8%	**72,711** 27.7%	**232,508** 30.8%

* 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
District	**147**	*	*	**131**	**35**	*
State	**106,693**	**285**	**77**	**71,051**	**57,731**	**1,685**

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
District	**288**	*	*	**237**	**51**	*
State	**248,184**	**290**	**78**	**149,029**	**96,433**	**2,354**

* 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
American Indian						
District	*	*	*	*	*	*
State	770	‡	‡	481	267	19
Asian						
District	‡	*	*	*	‡	*
State	2,783	*	*	1,959	809	‡
Black						
District	25	*	*	21	‡	*
State	92,322	141	30	48,653	42,295	1,203
Hispanic						
District	‡	*	*	‡	‡	*
State	60,143	39	13	41,447	18,005	639
Native Hawaiian/ Pacific Islander						
District	*	*	*	*	*	*
State	187	*	‡	133	53	*
Two or More Races						
District	12	*	*	‡	‡	*
State	17,842	19	‡	10,150	7,542	125
White						
District	236	*	*	200	36	*
State	72,578	88	26	45,031	27,084	349

* 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 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
K-8						
District	113	*	*	86	27	*
State	125,554	109	24	66,566	57,734	1,121
9-12						
District	175	*	*	151	24	*
State	122,630	181	54	82,463	38,699	1,233

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
Tobacco						
District	39	*	*	38	‡	*
State	7,156	‡	‡	4,164	2,937	51
Alcohol						
District	*	*	*	*	*	*
State	2,716	*	*	1,277	1,428	‡
Drug Offences						
District	‡	*	*	*	‡	*
State	10,089	56	‡	2,997	6,672	355
Violence with Physical Injury						
District	50	*	*	22	28	*
State	11,307	26	13	2,982	8,139	147

* 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 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
Violence without Physical Injury						
District	**24**	*	*	‡	**10**	*
State	**42,544**	**96**	**14**	**17,181**	**24,773**	**480**
Dangerous Weapon: Firearm						
District	*	*	*	*	*	*
State	**190**	**20**	‡	**32**	**125**	‡
Dangerous Weapon: Other						
District	‡	*	*	‡	‡	*
State	**1,570**	‡	‡	**391**	**1,115**	**40**
Other Reason						
District	**167**	*	*	**161**	‡	*
State	**172,612**	**71**	**31**	**120,005**	**51,244**	**1,261**

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
English Learners						
District	‡	*	*	‡	*	*
State	**39,030**	**17**	**10**	**27,621**	**10,990**	**392**
Students with IEPs						
District	**97**	*	*	**74**	**23**	*
State	**69,521**	**59**	‡	**38,453**	**30,372**	**633**

* 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 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
Low Income						
District	133	*	*	102	31	*
State	175,514	211	52	103,064	70,356	1,831

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
Less than 1 day						
District	35	*	*	33	‡	*
State	36,331	‡	‡	31,667	4,638	22
1-2 days						
District	193	*	*	176	17	*
State	139,994	49	‡	100,638	38,543	756
2-3 days						
District	29	*	*	20	‡	*
State	35,382	‡	‡	12,196	22,764	409
3-4 days						
District	20	*	*	‡	14	*
State	22,269	‡	*	3,640	18,388	239
4-10 days						
District	11	*	*	‡	‡	*
State	13,371	24	‡	852	12,074	413

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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
Greater than 10 days						
District	*	*	*	*	*	*
State	837	205	55	36	26	515

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
Female						
District	63	*	*	50	13	*
State	75,244	98	27	45,829	28,514	776
Male						
District	225	*	*	187	38	*
State	172,888	192	51	103,164	67,903	1,578
Non Binary						
District	*	*	*	*	*	*
State	52	*	*	36	16	*

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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 six summative designations: Exemplary School, Approaching Exemplary School, Commendable School, Developing School, Comprehensive School, and Dually Designated School. 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.

3	Exemplary Schools
-	Approaching Exemplary Schools
2	Commendable Schools
-	Developing Schools
-	Comprehensive Schools
-	Dually Designated Schools

2 schools received funds totalling **$111,674**

School Improvement Funds

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**	**Implementation Year 2**	**$51,085**	**CWD**
Mt Zion Elem School	**2023**	**Targeted**	**Implementation Year 2**	**$60,589**	**CWD**

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Meta Indicator Components

What is it?

Summative Designation Meta Indicators: The accountability system has meta-indicators that are currently being validated for use as indicators within the summative designation calculations in future years. The Illinois Report Card is not reporting an overall calculation, but rather the sub-elements of the indicator calculations.

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.

Summative Designation Meta Indicators/P2 Meta Indicators/Chronic Absenteeism: The percentage of students in grades K, 1, and 2 who are chronically absent.

Summative Designation Meta Indicators/P2 Meta Indicators/Dual Language Programs: The percentage of students designated as "Currently EL" or "Currently EL Transition Incomplete" students from K, 1st, and 2nd grade who are enrolled in a dual language program.

Summative Designation Meta Indicators/P2 Meta Indicators/3rd Grade Literacy: The percentage of 3rd grade students who have received an A, B, or C (or commensurate standards) in English Language Arts (ELA).

Summative Designation Meta Indicators/Elementary/Middle School Meta Indicators/5th Grade Math: The percentage of 5th grade students who have received an A, B, or C (or commensurate standards) in math.

Summative Designation Meta Indicators/Elementary/Middle School Meta Indicators/Academic Success: The percentage of 6th, 7th, and 8th grade students who have received at least one A or B (or commensurate standards) and no grade of D and F (or commensurate standards) in core content courses in the current academic year.

Summative Designation Meta Indicators/Elementary/Middle School Meta Indicators/Student Discipline: The percentage of 6th, 7th, and 8th grade students who have received a suspension or expulsion in the current academic year.

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Meta Indicator Components (cont)

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**187** **90.8%**	**97** **87.4%**	**90** **94.7%**	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	**169** **92.3%**	**20** **80.0%**
State	**94,885** 69.7%	**47,063** 69.6%	**47,728** 69.7%	**94** 83.9%	**195** 56.2%	**6,702** 82.9%	**9,125** 44.3%	**21,588** 54.3%	**453** 80.2%	**86** 61.9%	**4,005** 74.8%	**52,731** 86.1%	**18,126** 66.6%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	**11** **78.6%**	**30** **83.3%**
State	**8,357** 47.7%	**12,771** 65.3%	**9,815** 61.0%	**31,196** 52.7%

All				
District	**88** **42.7%**	**79** **38.4%**	**34** **16.5%**	‡ ‡
State	**27,044** 19.9%	**42,753** 31.4%	**33,730** 24.8%	**32,614** 24.0%
Female				
District	**53** **47.8%**	**43** **38.7%**	**11** **9.9%**	‡ ‡
State	**15,969** 23.6%	**21,838** 32.3%	**13,580** 20.1%	**16,203** 24.0%
Male				
District	**35** **36.8%**	**36** **37.9%**	**23** **24.2%**	‡ ‡
State	**11,046** 16.1%	**20,865** 30.5%	**20,133** 29.4%	**16,395** 24.0%

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Meta Indicator Components (cont)

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Non Binary				
District	* *	* *	* *	* *
State	**29** 25.9%	**50** 44.6%	**17** 15.2%	**16** 14.3%
American Indian				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**34** 9.8%	**105** 30.3%	**133** 38.3%	**75** 21.6%
Asian				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**3,086** 38.2%	**2,472** 30.6%	**799** 9.9%	**1,727** 21.4%
Black				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1,611** 7.8%	**5,263** 25.5%	**7,773** 37.7%	**5,969** 28.9%
Hispanic				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**4,071** 10.2%	**12,125** 30.5%	**13,572** 34.1%	**10,027** 25.2%
MENA				
District	* *	* *	* *	* *
State	**105** 18.6%	**203** 35.9%	**140** 24.8%	**117** 20.7%

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Meta Indicator Components (cont)

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Native Hawaiian/ Pacific Islander				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**26** 18.7%	**50** 36.0%	**35** 25.2%	**28** 20.1%
Two or More Races				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1,214** 22.7%	**1,674** 31.2%	**1,289** 24.1%	**1,181** 22.0%
White				
District	**79** **43.2%**	**72** **39.3%**	**27** **14.8%**	‡ ‡
State	**16,897** 27.6%	**20,861** 34.1%	**9,989** 16.3%	**13,490** 22.0%
Students with Disabilities				
District	‡ ‡	‡ ‡	**10** **40.0%**	‡ ‡
State	**3,271** 12.0%	**8,363** 30.7%	**9,021** 33.1%	**6,579** 24.2%
English Learners				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**988** 5.6%	**4,536** 25.9%	**7,208** 41.1%	**4,804** 27.4%
Former EL				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**3,935** 20.1%	**6,921** 35.4%	**4,520** 23.1%	**4,181** 21.4%

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Meta Indicator Components (cont)

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Students with IEPs				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1,148** 7.1%	**4,391** 27.3%	**6,315** 39.3%	**4,235** 26.3%
Low Income				
District	‡ ‡	**17** **47.2%**	‡ ‡	‡ ‡
State	**6,095** 10.3%	**15,891** 26.9%	**19,613** 33.1%	**17,563** 29.7%

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**77** **37.4%**	**41** **36.9%**	**36** **37.9%**	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	**68** **37.2%**	‡ ‡
State	**31,165** 22.9%	**14,934** 22.1%	**16,182** 23.6%	**49** 43.8%	**45** 13.0%	**4,297** 53.1%	**1,225** 5.9%	**4,175** 10.5%	**125** 22.1%	**40** 28.8%	**1,521** 28.4%	**19,737** 32.2%	**4,229** 15.5%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**316** 1.8%	**4,688** 24.0%	**584** 3.6%	**5,079** 8.6%

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Meta Indicator Components (cont)

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**98** **47.6%**	**53** **47.8%**	**45** **47.4%**	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	**88** **48.1%**	‡ ‡
State	**68,185** 50.1%	**37,575** 55.6%	**30,532** 44.6%	**78** 69.6%	**135** 38.9%	**6,091** 75.3%	**6,615** 32.1%	**16,203** 40.7%	**246** 43.5%	**75** 54.0%	**2,876** 53.7%	**35,944** 58.7%	**9,163** 33.6%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	‡ ‡	**12** **33.3%**
State	**3,216** 18.3%	**12,093** 61.8%	**2,484** 15.4%	**20,707** 35.0%

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**150** **72.8%**	**87** **78.4%**	**63** **66.3%**	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	**135** **73.8%**	**10** **40.0%**
State	**94,503** 69.4%	**49,446** 73.2%	**44,980** 65.7%	**77** 68.8%	**222** 64.0%	**7,111** 88.0%	**11,515** 55.9%	**25,070** 63.0%	**409** 72.4%	**97** 69.8%	**3,640** 67.9%	**46,439** 75.8%	**15,242** 56.0%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	‡ ‡	**22** **61.1%**
State	**9,045** 51.6%	**15,268** 78.1%	**6,839** 42.5%	**34,047** 57.6%

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Meta Indicator Components (cont)

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**192** **93.2%**	**99** **89.2%**	**93** **97.9%**	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	**172** **94.0%**	**24** **96.0%**
State	**91,710** 67.4%	**46,003** 68.1%	**45,645** 66.7%	**62** 55.4%	**242** 69.7%	**5,639** 69.8%	**13,503** 65.5%	**26,959** 67.7%	**407** 72.0%	**96** 69.1%	**3,555** 66.3%	**41,309** 67.5%	**17,542** 64.4%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	**13** **92.9%**	**32** **88.9%**
State	**11,540** 65.8%	**14,140** 72.3%	**9,963** 61.9%	**37,943** 64.1%

	3+	only 2	only 1	0
All				
District	**151** **73.3%**	**29** **14.1%**	**16** **7.8%**	**10** **4.8%**
State	**51,187** 37.6%	**22,942** 16.9%	**28,562** 21.0%	**33,450** 24.6%
Female				
District	**81** **73.0%**	**17** **15.3%**	‡ ‡	‡ ‡
State	**25,545** 37.8%	**11,297** 16.7%	**13,684** 20.3%	**17,064** 25.3%
Male				
District	**70** **73.7%**	**12** **12.6%**	**10** **10.5%**	‡ ‡
State	**25,618** 37.4%	**11,614** 17.0%	**14,845** 21.7%	**16,362** 23.9%

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Meta Indicator Components (cont)

	3+	only 2	only 1	0
Non Binary				
District	* *	* *	* *	* *
State	**24** 21.4%	**31** 27.7%	**33** 29.5%	**24** 21.4%
American Indian				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**118** 34.0%	**65** 18.7%	**74** 21.3%	**90** 25.9%
Asian				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**2,689** 33.3%	**1,496** 18.5%	**1,871** 23.1%	**2,028** 25.1%
Black				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**4,983** 24.2%	**3,184** 15.4%	**4,346** 21.1%	**8,103** 39.3%
Hispanic				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**11,612** 29.2%	**6,115** 15.4%	**8,426** 21.2%	**13,642** 34.3%
MENA				
District	* *	* *	* *	* *
State	**257** 45.5%	**117** 20.7%	**100** 17.7%	**91** 16.1%

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Meta Indicator Components (cont)

	3+	only 2	only 1	0
Native Hawaiian/ Pacific Islander				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**41** 29.5%	**20** 14.4%	**26** 18.7%	**52** 37.4%
Two or More Races				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**2,119** 39.5%	**1,016** 19.0%	**1,223** 22.8%	**1,000** 18.7%
White				
District	**133** **72.7%**	**25** **13.7%**	**15** **8.2%**	**10** **5.5%**
State	**29,368** 48.0%	**10,929** 17.9%	**12,496** 20.4%	**8,444** 13.8%
Students with Disabilities				
District	**14** **56.0%**	‡ ‡	‡ ‡	‡ ‡
State	**8,686** 31.9%	**4,410** 16.2%	**6,128** 22.5%	**8,010** 29.4%
English Learners				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**4,411** 25.1%	**2,558** 14.6%	**3,788** 21.6%	**6,779** 38.7%
Former EL				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**6,768** 34.6%	**3,210** 16.4%	**4,087** 20.9%	**5,492** 28.1%

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Meta Indicator Components (cont)

	3+	only 2	only 1	0
Students with IEPs				
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**4,594** 28.6%	**2,389** 14.8%	**3,722** 23.1%	**5,384** 33.5%
Low Income				
District	**23** **63.9%**	‡ ‡	‡ ‡	‡ ‡
State	**16,840** 28.5%	**8,608** 14.6%	**13,224** 22.4%	**20,490** 34.6%

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**11** **5.3%**	**10** **9.0%**	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	**10** **5.5%**	‡ ‡
State	**3,113** 2.3%	**2,059** 3.0%	**1,053** 1.5%	**1** 0.9%	**4** 1.1%	**400** 5.0%	**185** 0.9%	**705** 1.8%	**12** 2.1%	**2** 1.4%	**136** 2.5%	**1,669** 2.7%	**415** 1.5%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**222** 1.3%	**660** 3.4%	**151** 0.9%	**974** 1.7%

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**63.6%**	**64.2%**	**63.1%**	*	‡	**50.0%**	**61.9%**	**61.6%**	*	‡	**66.4%**	**63.9%**	**64.7%**
State	**71.8%**	**74.6%**	**69.1%**	**74.4%**	**71.5%**	**76.4%**	**70.7%**	**73.0%**	**67.0%**	**70.7%**	**74.0%**	**70.5%**	**70.3%**

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Meta Indicator Components (cont)

	English Learners	Former EL	Students with IEPs	Low Income
District	**63.6%**	**‡**	**67.3%**	**66.4%**
State	**75.8%**	**65.3%**	**70.1%**	**71.8%**

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**98.2%**	**97.8%**	**98.6%**	*	**‡**	**88.9%**	**94.9%**	**97.8%**	*	**‡**	**100.0%**	**98.4%**	**96.8%**
State	**96.6%**	**96.6%**	**96.6%**	**95.9%**	**96.8%**	**99.0%**	**91.3%**	**96.8%**	**98.7%**	**96.4%**	**97.9%**	**97.9%**	**95.7%**

	English Learners	Former EL	Students with IEPs	Low Income
District	**100.0%**	**‡**	**96.4%**	**98.7%**
State	**97.3%**	**96.9%**	**95.2%**	**95.1%**

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

Meta Indicator Components (cont)

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**53** **10.9%**	**23** **10.0%**	**30** **11.7%**	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	**39** **9.2%**	‡ ‡
State	**75,800** 20.5%	**35,791** 19.9%	**39,997** 21.1%	**12** 20.0%	**287** 28.8%	**4,052** 18.7%	**21,036** 33.8%	**27,591** 26.9%	**370** 20.1%	**62** 24.4%	**4,126** 20.0%	**18,276** 11.4%	**18,836** 25.7%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	* *	‡ ‡	**30** **18.6%**
State	**20,166** 26.2%	**1,740** 18.8%	**16,577** 26.5%	**52,668** 29.4%

	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	**19,777** 25.6%	**9,850** 27.3%	**9,926** 24.2%	**1** 8.3%	**57** 13.4%	**136** 1.4%	**98** 3.9%	**18,975** 36.0%	**2** 0.2%	**7** 13.7%	**56** 3.9%	**446** 4.9%	**3,261** 20.0%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	* *	‡ ‡	‡ ‡
State	**19,777** 25.6%	**0** *	**2,839** 19.4%	**13,361** 27.1%

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

Meta Indicator Components (cont)

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**180** **98.9%**	**88** **100.0%**	**92** **97.9%**	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	**14** **100.0%**	**155** **98.7%**	**37** **100.0%**
State	**114,038** 94.1%	**55,952** 94.5%	**58,074** 93.7%	**12** 100.0%	**238** 89.8%	**7,198** 96.6%	**17,439** 90.7%	**31,726** 92.1%	**408** 91.9%	**81** 93.1%	**5,945** 94.5%	**51,003** 96.3%	**24,784** 92.6%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	**26** **100.0%**	**52** **98.1%**
State	**23,511** 91.0%	**3,636** 97.3%	**19,326** 91.8%	**53,750** 92.1%

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**175** **96.7%**	**68** **98.5%**	**107** **95.5%**	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	* *	‡ ‡	**157** **97.5%**	**37** **90.2%**
State	**116,140** 92.3%	**56,915** 92.7%	**59,193** 91.9%	**32** 100.0%	**277** 89.6%	**7,602** 97.3%	**16,521** 84.6%	**32,361** 90.2%	**383** 95.3%	**84** 92.3%	**5,787** 93.2%	**53,125** 95.6%	**25,949** 91.3%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	* *	**29** **90.6%**	**49** **94.2%**
State	**20,562** 88.5%	**9,831** 97.0%	**18,905** 90.5%	**52,190** 88.2%

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

Meta Indicator Components (cont)

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**466** **84.7%**	**223** **86.8%**	**243** **82.9%**	* *	* *	**11** **100.0%**	**12** **70.6%**	**11** **78.6%**	* *	‡ ‡	**14** **63.6%**	**417** **86.0%**	**60** **69.8%**
State	**305,427** 79.2%	**155,142** 82.5%	**150,188** 76.1%	**97** 79.5%	**635** 71.7%	**22,014** 93.4%	**37,667** 63.1%	**80,121** 74.2%	**1,372** 85.2%	**253** 82.1%	**14,161** 78.5%	**149,204** 86.1%	**63,670** 74.0%

	English Learners	Former EL	Students with IEPs	Low Income
District	**10** **83.3%**	‡ ‡	**42** **64.6%**	**120** **71.9%**
State	**40,129** 68.7%	**36,852** 88.1%	**43,022** 71.7%	**118,561** 69.2%

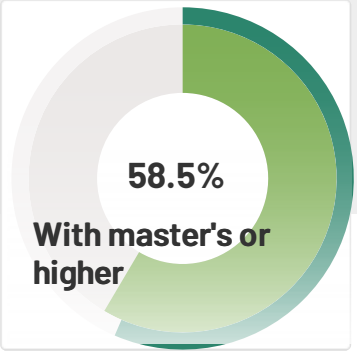
	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
District	**13** **2.3%**	‡ ‡	**11** **3.7%**	* *	* *	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**17,851** 4.5%	**5,811** 3.0%	**12,038** 5.9%	**2** 1.6%	**45** 4.9%	**209** 0.9%	**7,411** 11.7%	**3,649** 3.3%	**73** 4.4%	**16** 5.0%	**1,309** 7.0%	**5,139** 2.9%	**5,984** 6.7%

	English Learners	Former EL	Students with IEPs	Low Income
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**2,197** 3.6%	**664** 1.6%	**4,836** 7.7%	**12,755** 7.1%

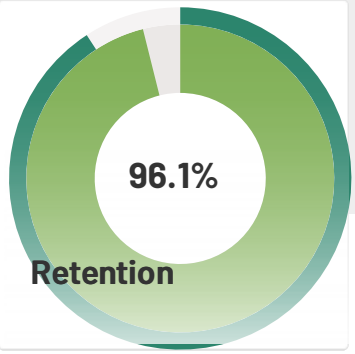
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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
District	**17**	**51.6%**	**100.0%**
State	**14**	**65.2%**	**96.7%**

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

Full-Time Equivalents

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. This displays the race and gender distribution by FTE for teachers in (this school/this district/the state). The table shows distribution by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/.5 employees = 1FTE). Information is gathered about the race/ethnicity of school and district teachers. The percentage of male and female teachers is also compiled.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	**All**	**100.0%** **142.8**	* *	**0.7%** **1**	**0.7%** **1**	**0.7%** **1**	* *	* *	* *	**97.2%** **138.8**	**0.7%** **1**
	Female	**72.3%** **103.2**	* *	**100.0%** **1**	* *	**100.0%** **1**	* *	* *	* *	**72.2%** **100.2**	**100.0%** **1**
	Male	**27.7%** **39.6**	* *	* *	**100.0%** **1**	* *	* *	* *	* *	**27.8%** **38.6**	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 139625.7	**0.2%** 341.7	**2.3%** 3205.4	**6.6%** 9192	**9.3%** 12980.7	**0.1%** 85.1	**0.1%** 118.7	**1.0%** 1456.7	**78.4%** 109500.6	**2.0%** 2744.8
	Female	**76.6%** 106964.8	**77.4%** 264.6	**77.3%** 2478	**78.0%** 7167.1	**78.0%** 10125.4	**78.2%** 66.5	**65.5%** 77.7	**75.5%** 1100.2	**76.3%** 83595.5	**76.1%** 2089.8
	Male	**23.3%** 32596.9	**22.6%** 77.1	**22.6%** 724.4	**21.8%** 2005	**21.9%** 2846.3	**21.8%** 18.5	**34.5%** 41	**24.3%** 354.5	**23.6%** 25888.6	**23.4%** 641.5
	Non Binary	**0.0%** 64	* *	**0.1%** 3	**0.2%** 20	**0.1%** 9	* *	* *	**0.1%** 2	**0.0%** 16.5	**0.5%** 13.5

* 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?

Teacher Headcount is defined as the total number of all teachers.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	**All**	**100.0%** **146**	* *	**0.7%** **1**	**0.7%** **1**	**0.7%** **1**	* *	* *	* *	**97.2%** **142**	**0.7%** **1**
	Female	**72.3%** **106**	* *	**100.0%** **1**	* *	**100.0%** **1**	* *	* *	* *	**72.2%** **103**	**100.0%** **1**
	Male	**27.7%** **40**	* *	* *	**100.0%** **1**	* *	* *	* *	* *	**27.8%** **39**	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 143820	**0.2%** 356	**2.3%** 3326	**6.6%** 9661	**9.3%** 13483	**0.1%** 90	**0.1%** 121	**1.0%** 1511	**78.4%** 112421	**2.0%** 2851
	Female	**76.6%** 110181	**77.4%** 275	**77.3%** 2568	**78.0%** 7530	**78.0%** 10521	**78.2%** 70	**65.5%** 80	**75.5%** 1144	**76.3%** 85818	**76.1%** 2175
	Male	**23.3%** 33574	**22.6%** 81	**22.6%** 755	**21.8%** 2111	**21.9%** 2953	**21.8%** 20	**34.5%** 41	**24.3%** 365	**23.6%** 26586	**23.4%** 662
	Non Binary	**0.0%** 65	* *	**0.1%** 3	**0.2%** 20	**0.1%** 9	* *	* *	**0.1%** 2	**0.0%** 17	**0.5%** 14

* 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
District	**41.5%**	*	**41.3%**
State	**42.4%**	**43.3%**	**36.6%**

Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
District	**58.5%**	*	**58.7%**
State	**56.5%**	**55.0%**	**63.0%**

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
District	**20**	**21**
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
District	* *	* *	* *
State	**8,993** 6.4%	**2,547** 8.9%	**1,734** 4.1%

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
District	**9** **0.7%**	* *	**9** **0.8%**
State	**87,209** 8.0%	**25,277** 11.8%	**11,884** 3.6%

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

Teachers with 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
District	**5** **3.8%**	* *	**3** **2.7%**
State	**5,279** 3.8%	**1,525** 5.3%	**845** 2.0%

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

Retention

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**	**96.1%**	*	**100.0%**	**100.0%**	**100.0%**	*	*	*	**96.0%**	**100.0%**
	Female	**95.5%**	*	**100.0%**	*	**100.0%**	*	*	*	**95.4%**	**100.0%**
	Male	**97.4%**	*	*	**100.0%**	*	*	*	*	**97.3%**	*
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	**90.8%**	**88.5%**	**90.2%**	**87.8%**	**91.2%**	**86.3%**	**92.4%**	**88.9%**	**91.0%**	**87.5%**
	Female	**90.6%**	**88.0%**	**90.0%**	**88.2%**	**91.5%**	**85.3%**	**93.1%**	**89.2%**	**90.7%**	**87.2%**
	Male	**91.5%**	**90.2%**	**90.7%**	**86.5%**	**90.4%**	**90.0%**	**90.9%**	**88.0%**	**92.0%**	**88.2%**
	Non Binary	**88.8%**	*	**66.7%**	**88.9%**	**94.4%**	*	*	**100.0%**	**84.0%**	**90.9%**

* 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
District	**$74,153**
State	**$81,911**

Teacher Evaluation

What is it?

The percent of teachers evaluated as excellent or proficient by an administrator or other evaluator trained in performance evaluations.

	All Schools	High Poverty Schools	Low Poverty Schools
District	**76** **100.0%**	**0** *****	**66** **100.0%**
State	**65,947** 96.7%	**14,951** 93.0%	**19,024** 98.5%

***** 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
District	*
State	**1,087**

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	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	**2,077**	**1,675**	**402**	*	**4**	**69**	**133**	**173**	**1**	**1**	**25**	**1,648**	**23**

* 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
District	**17**	*	*
State	**14**	*	*

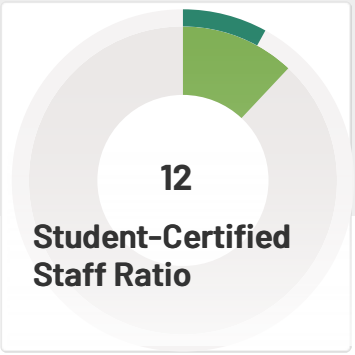
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

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.





1 principal(s) over the past 6 years

Principal Turnover

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
District	**12**	**201**
State	**8**	**133**

* 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
District	**All**	**100.0%** **12**	* *	* *	* *	* *	* *	* *	* *	**100.0%** **12**	* *
	Female	**50.0%** **6**	* *	* *	* *	* *	* *	* *	* *	**50.0%** **6**	* *
	Male	**50.0%** **6**	* *	* *	* *	* *	* *	* *	* *	**50.0%** **6**	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 13645.1	**0.2%** 30.3	**1.1%** 156	**14.4%** 1968.8	**6.5%** 890.7	**0.0%** 5	**0.1%** 7	**0.9%** 121.9	**75.1%** 10241.1	**1.6%** 224.5
	Female	**61.4%** 8383.2	**80.3%** 24.3	**63.1%** 98.5	**74.1%** 1458.6	**66.4%** 591.6	**100.0%** 5	**71.4%** 5	**65.5%** 79.9	**58.3%** 5973.1	**65.6%** 147.3
	Male	**38.5%** 5256.9	**19.7%** 6	**36.9%** 57.5	**25.8%** 507.2	**33.6%** 299	* *	**28.6%** 2	**34.5%** 42	**41.7%** 4267	**33.9%** 76.2
	Non Binary	**0.0%** 5	* *	* *	**0.2%** 3	* *	* *	* *	* *	**0.0%** 1	**0.4%** 1

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

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	**$132,298**
State	**$128,760**

* 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
District	**1** **8.3%**	* *	**1** **14.3%**
State	**1,040** 7.6%	**236** 10.1%	**222** 7.9%

Support Personnel FTE

What is it?

This displays the total support personnel (Counselors, School Nurses, School Psychologists, and School Social Workers) by FTE, of *full-time equivalent*. FTE counts take into consideration employees who are employed less than full time, adding together the representative percentages of their level of employment (so 2 half time/.5 employees = 1FTE).

Total Support Personnel FTE

	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
District	**2**	**1**	*	**5**
State	**3727.1**	**1325.8**	**2168.6**	**4554.3**

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

Pupil Support Personnel Ratio

What is it?

These tables display the average number of students per counselor, the average number of students per nurse, the average number of students per social worker, and the average number of students per psychologist in this entity (whether it be school, district, or the state.) The ratio is calculated by using the fall enrollment total, divided by the number of FTE psychologists. When examining school or district ratios keep in mind that the number of psychologists can vary greatly between schools and districts, depending on their size, student population, programs, and financial resources.

Student/Support Personnel Ratio

	Student/School Counselor Ratio	Student/School Nurse Ratio	Student/School Psychologist Ratio	Student/School Social Worker Ratio
District	**1,204**	**2,407**	*	**481**
State	**488**	**1,372**	**839**	**399**

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

Civil Rights Data Collection
(2023-24)

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. 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
District	**0.7%**	**0.6%**	**0.0%**	**0.0%**	**0.0%**	*
State	**4.5%**	**3.8%**	**0.1%**	**0.1%**	**0.3%**	*

* 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
District	**0.0%**	**0.0%**	**0**	**0**
State	**0.9%**	**3.3%**	**17**	**2**

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.

			Advanced Placement Course Work	
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
District	**2.1%** **51**	**7.2%** **171**	**0.0%** **0**	**3.1%** **74**
State	**4.5%** 79,442	**8.2%** 145,004	**0.4%** 7,358	**5.0%** 88,073

* 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

	Grade 4 English Language Learners		Grade 8 English Language Learners	
Jurisdiction	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	**91**	**1.4**	**89**	**1.7**

Percentage of students identified With Disabilities and English Learners - Mathematics

	Grade 4 English Language Learners		Grade 8 English Language Learners	
Jurisdiction	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	**92**	**1.4**	**90**	**1.7**

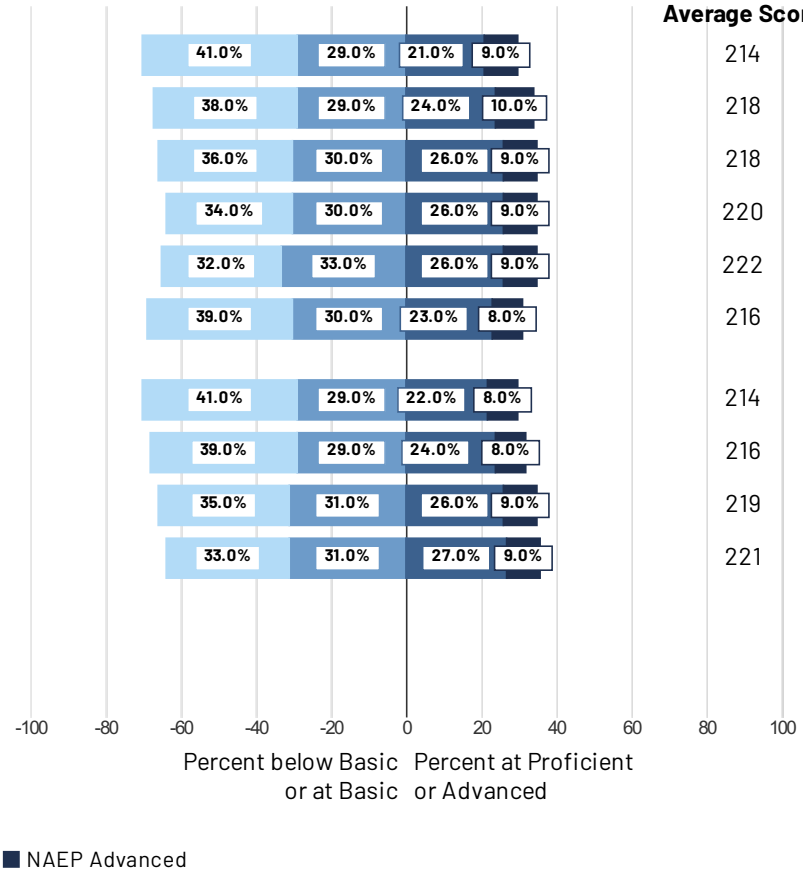
NAEP Achievement-Level Percentages and Average Score Results

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

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 4	2024	41.0% | 29.0% | 21.0% | 9.0%	214
			2022	38.0% | 29.0% | 24.0% | 10.0%	218
			2019	36.0% | 30.0% | 26.0% | 9.0%	218
			2017	34.0% | 30.0% | 26.0% | 9.0%	220
			2015	32.0% | 33.0% | 26.0% | 9.0%	222
			2003	39.0% | 30.0% | 23.0% | 8.0%	216
Nation	All	Grade 4	2024	41.0% | 29.0% | 22.0% | 8.0%	214
			2022	39.0% | 29.0% | 24.0% | 8.0%	216
			2019	35.0% | 31.0% | 26.0% | 9.0%	219
			2017	33.0% | 31.0% | 27.0% | 9.0%	221



* 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.

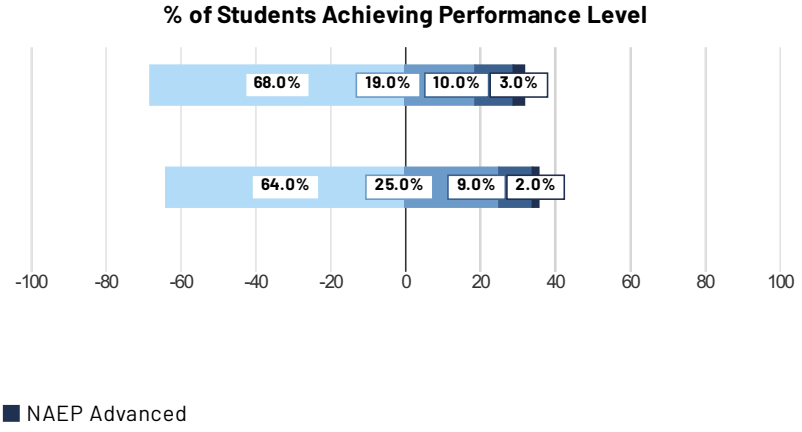
NAEP Achievement-Level Percentages and Average Score Results

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

Level	Demographics	Grade	Year
Illinois	Students with Disabilities	Grade 4	2024
	English Language Learners	Grade 4	2024



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 Rehabiliation Act of 1973.

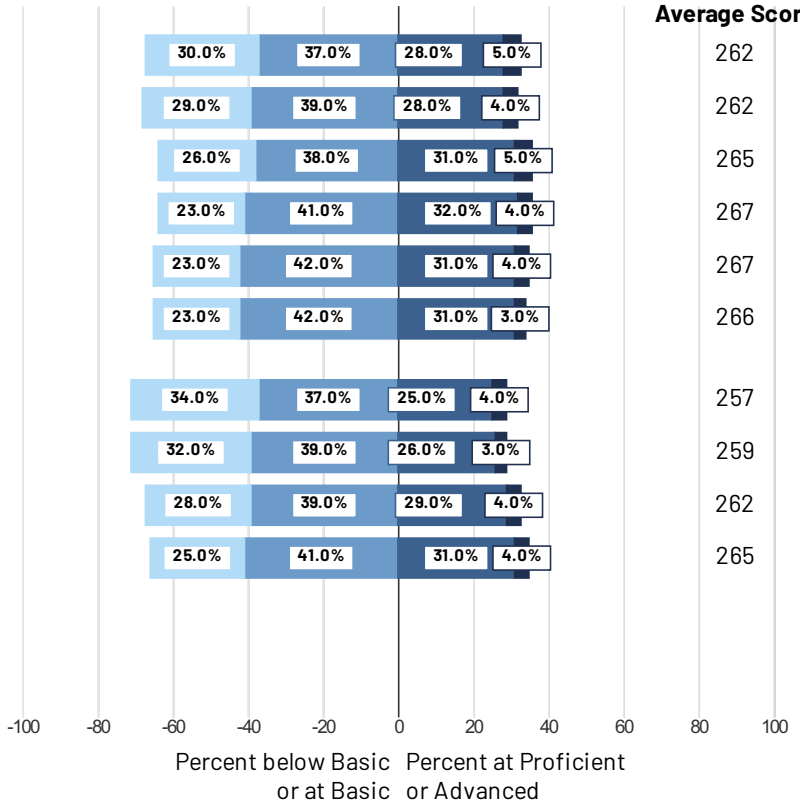
NOTE: Some apparent differences between estimates may not be statistically significant.

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

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 8	2024	30.0% / 37.0% / 28.0% / 5.0%	262
			2022	29.0% / 39.0% / 28.0% / 4.0%	262
			2019	26.0% / 38.0% / 31.0% / 5.0%	265
			2017	23.0% / 41.0% / 32.0% / 4.0%	267
			2015	23.0% / 42.0% / 31.0% / 4.0%	267
			2003	23.0% / 42.0% / 31.0% / 3.0%	266
Nation	All	Grade 8	2024	34.0% / 37.0% / 25.0% / 4.0%	257
			2022	32.0% / 39.0% / 26.0% / 3.0%	259
			2019	28.0% / 39.0% / 29.0% / 4.0%	262
			2017	25.0% / 41.0% / 31.0% / 4.0%	265



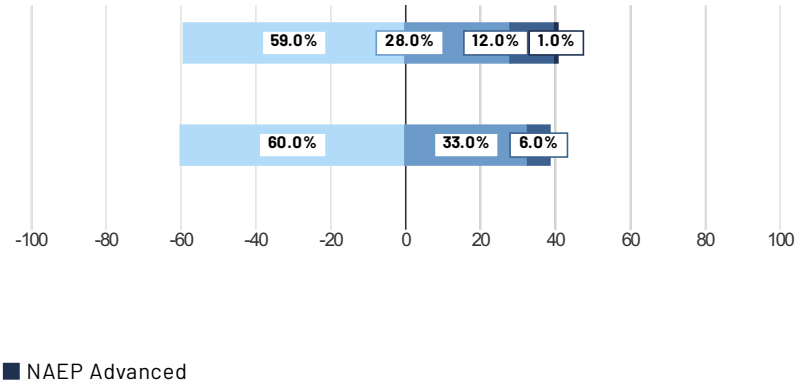
* Significantly different (p < .05) from state's results in {year}. Significance tests were performed using unrounded numbers.

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

Level	Demographics	Grade	Year
Illinois	Students with Disabilities	Grade 8	2024
	English Language Learners	Grade 8	2024



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 Rehabiliation 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 2024 - Reading - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP Basic	Percentage at or above NAEP Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	5.0%	239	83.0%	57.0%	22.0%
Black	18.0%	198	43.0%	18.0%	5.0%
Hispanic	27.0%	202	46.0%	21.0%	4.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	225	69.0%	44.0%	18.0%
White	46.0%	224	70.0%	37.0%	12.0%
Gender					
Female	49.0%	218	63.0%	33.0%	10.0%
Male	51.0%	210	56.0%	28.0%	8.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	52.0%	199	45.0%	18.0%	3.0%
Not Eligible NSLP	48.0%	230	75.0%	44.0%	15.0%

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 2024 - Reading - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP Basic	Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	6.0%	284	89.0%	56.0%	14.0%
Black	14.0%	242	50.0%	16.0%	1.0%
Hispanic	28.0%	252	61.0%	24.0%	2.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	269	76.0%	40.0%	6.0%
White	47.0%	270	79.0%	40.0%	6.0%
Gender					
Female	48.0%	266	73.0%	36.0%	6.0%
Male	52.0%	258	67.0%	30.0%	4.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	47.0%	246	55.0%	19.0%	1.0%
Not Eligible NSLP	52.0%	276	83.0%	46.0%	8.0%

Rounds to zero.

‡ Reporting standards not met.

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NAEP Achievement-Level Percentages and Average Score Results

What is it?

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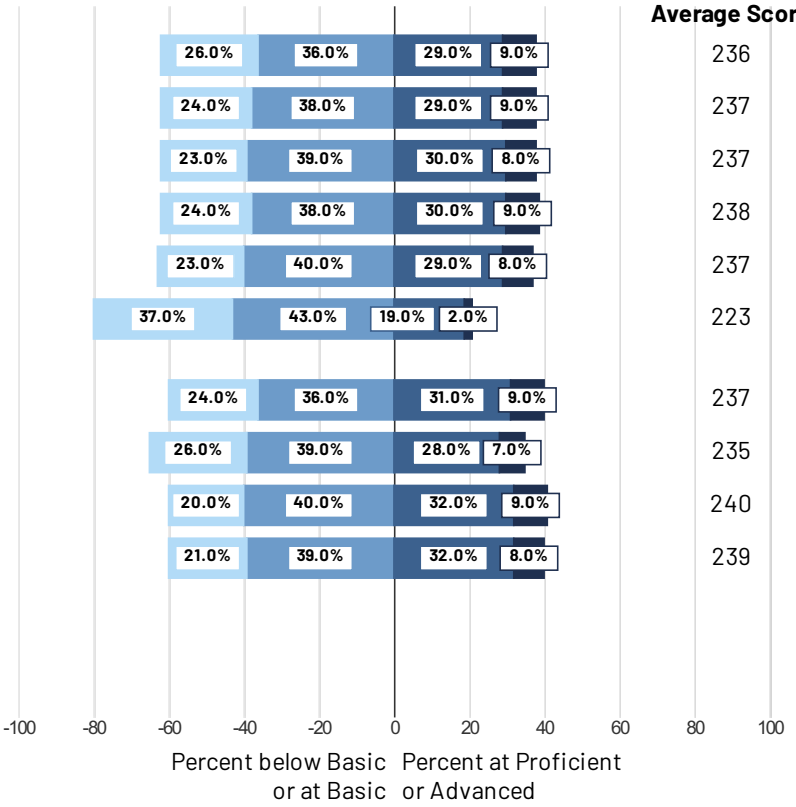
Mathematics - Grade 4

Level	Demographics	Grade	Year	% of Students Achieving Performance Level	Average Score
Illinois	All	Grade 4	2024	26.0% / 36.0% / 29.0% / 9.0%	236
			2022	24.0% / 38.0% / 29.0% / 9.0%	237
			2019	23.0% / 39.0% / 30.0% / 8.0%	237
			2017	24.0% / 38.0% / 30.0% / 9.0%	238
			2015	23.0% / 40.0% / 29.0% / 8.0%	237
			2000	37.0% / 43.0% / 19.0% / 2.0%	223
Nation	All	Grade 4	2024	24.0% / 36.0% / 31.0% / 9.0%	237
			2022	26.0% / 39.0% / 28.0% / 7.0%	235
			2019	20.0% / 40.0% / 32.0% / 9.0%	240
			2017	21.0% / 39.0% / 32.0% / 8.0%	239



* Significantly different (p < .05) from state's results in {year}. Significance tests were performed using unrounded numbers.

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NAEP Achievement-Level Percentages and Average Score Results

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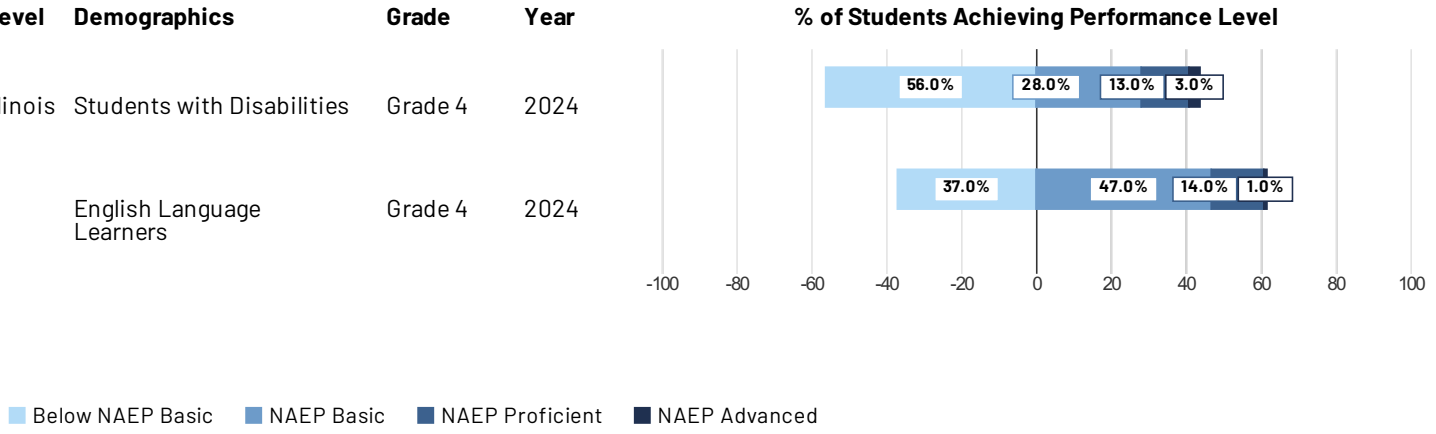
Mathematics - Grade 4

Level	Demographics	Grade	Year
Illinois	Students with Disabilities	Grade 4	2024
	English Language Learners	Grade 4	2024



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 Rehabiliation Act of 1973.

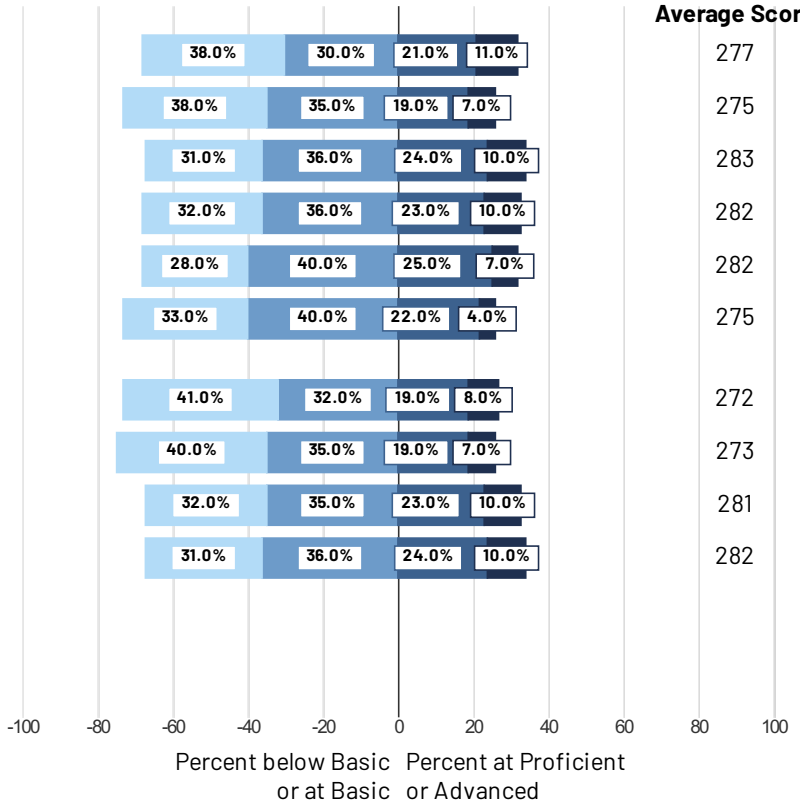
NOTE: Some apparent differences between estimates may not be statistically significant.

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

Level	Demographics	Grade	Year	% of Students Achieving Performance Level				Average Score
				Below NAEP Basic	NAEP Basic	NAEP Proficient	NAEP Advanced	
Illinois	All	Grade 8	2024	38.0%	30.0%	21.0%	11.0%	277
			2022	38.0%	35.0%	19.0%	7.0%	275
			2019	31.0%	36.0%	24.0%	10.0%	283
			2017	32.0%	36.0%	23.0%	10.0%	282
			2015	28.0%	40.0%	25.0%	7.0%	282
			2000	33.0%	40.0%	22.0%	4.0%	275
Nation	All	Grade 8	2024	41.0%	32.0%	19.0%	8.0%	272
			2022	40.0%	35.0%	19.0%	7.0%	273
			2019	32.0%	35.0%	23.0%	10.0%	281
			2017	31.0%	36.0%	24.0%	10.0%	282



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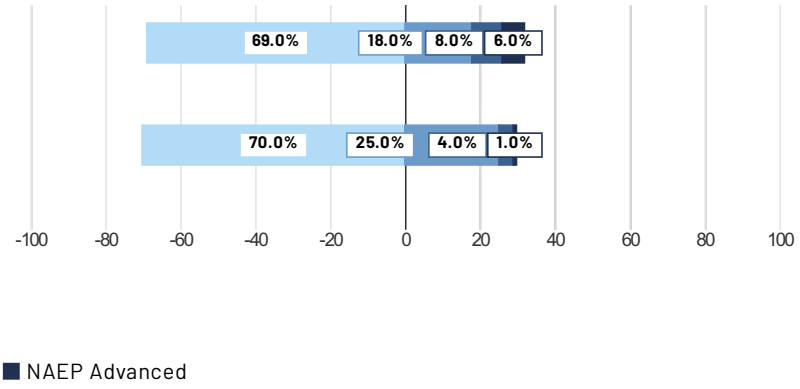
NAEP Achievement-Level Percentages and Average Score Results (cont)

Mathematics - Grade 8

Level	Demographics	Grade	Year
Illinois	Students with Disabilities	Grade 8	2024
	English Language Learners	Grade 8	2024



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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?

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Results for Student Groups in 2024 - Math - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP Basic	Percentage at or above NAEP Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	5.0%	259	92.0%	62.0%	26.0%
Black	18.0%	217	54.0%	18.0%	1.0%
Hispanic	27.0%	223	62.0%	20.0%	3.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	240	79.0%	45.0%	10.0%
White	46.0%	249	86.0%	53.0%	13.0%
Gender					
Female	49.0%	234	73.0%	36.0%	7.0%
Male	51.0%	238	75.0%	40.0%	11.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	52.0%	222	61.0%	21.0%	2.0%
Not Eligible NSLP	48.0%	251	88.0%	56.0%	15.0%

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 2024 - Math - Grade 8

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP Basic	Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
American Indian	#	‡	‡	‡	‡
Asian	6.0%	309	87.0%	61.0%	30.0%
Black	14.0%	250	35.0%	9.0%	2.0%
Hispanic	29.0%	262	48.0%	18.0%	4.0%
MENA	‡	‡	‡	‡	‡
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4.0%	286	62.0%	36.0%	18.0%
White	47.0%	290	75.0%	44.0%	15.0%
Gender					
Female	48.0%	274	61.0%	28.0%	8.0%
Male	52.0%	280	63.0%	36.0%	13.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	48.0%	259	44.0%	15.0%	3.0%
Not Eligible NSLP	51.0%	295	79.0%	49.0%	18.0%

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. ROUNDCOUNT

DATE: NOVEMBER 4, 2026

RE: RESTRAINT, TIMEOUT, AND ISOLATED TIMEOUT REDUCTION PLAN

Administrative recommendation: to approve updates to the attached Restraint, Timeout, and Isolated Timeout Reduction Plan and Procedures Handbook.

Comments: Mt. Zion CUSD #3 continues to maintain its Restraint, Time-Out, and Isolated Time-Out (RTO) Reduction Plan and Oversight Team in accordance with Illinois State Board of Education requirements. Although the initial state-mandated reduction-plan submission and reporting cycle is complete, districts remain responsible for monitoring RTO practices, reviewing data, maintaining appropriate procedures, and updating their plans as needed.

The district, in collaboration with legal counsel and the district's RTO Oversight Committee, has reviewed and revised its RTO Procedures Handbook. The committee includes representation from special education teachers, the Special Education Administrator (SEA), the high school principal, a teaching assistant, social workers, and a general education teacher. This collaborative approach ensures that multiple perspectives are considered when reviewing procedures, evaluating current practices, and identifying opportunities for improvement.

The revisions clarify current regulatory requirements, staff responsibilities, crisis intervention procedures, documentation, parent notification, and proactive behavioral supports. These updates reflect the district's ongoing commitment to student and staff safety, reducing the use of restrictive interventions, promoting positive behavioral supports, and maintaining compliance with applicable state requirements.

TRR

Enclosure

Mt. Zion RTO Handbook Suggestion & Rationale '26-'27

1st Reading

Page #	Topic	Change/Addition	Rationale
Cover	Title	1. Add Procedures to title	1. Lawyer recommendation
1	Committee Members	1. Additions of new members	1. Accuracy
2	Purpose of the Restraint	1. Remove reduction	1. No longer needed by ISBE guidelines
3	Definitions	1. Add Language *Staff are not authorized to use blocking pads/mats for any purpose other than their intended use. Blocking pads/mats should not be used to contain a student in a time out space.*	1. Lawyer recommendation
3	Definitions	1. Multiple Definitions *Supine Restraint* *ISBE Definition: A physical restraint in which a student is held face up on the floor or other surfac and physical pressure is applied to the student's body to keep the student in the supine position. "Supine physical restraint" also includes a "standir supine position" in which a student is held against wall or other surface and physical pressure is applied to the student's body to keep the student against that surface.* ***This restraint is prohibited*** *Momentary Period of Restriction* *ISBE Definition: Direct person-to-person contact, without the aid of material or mechanical devices, that is accomplished with limited force and that is designed to prevent a student from completing an act that would result in potential physical harm to the student or another or damage to property.* *Example: Temporary touching or holding of the hand, wrist, arm, shoulder, back. This temporary touching or holding is accomplished with limited force to deter property damage, prevent a student from completing an act that would result in potenti harm, and redirect a student who is disruptive and unwilling to leave the area. This does not include anything that would restrict movement.* *Non-Example: CPI Restraints or restricting studen*	4. Providing clear definitions of prohibited practices and new state guidelines

		movement *<u>Classroom Clear</u>* *ISBE Definition: This is a behavior management strategy in which all other students are removed from the classroom to de-escalate the one remaining student when imminent danger is present, but the escalated student cannot be safely transported from the classroom.* *Should only be used in circumstances of imminent danger and not as a routine practice or as a convenience to address a disruptive or dysregulated student.*	
4	Definitons	1. Time Out	2. Language clarifications
4	Asterix	1. Isolated Time Out ***As of the 2025-2026 school year, McGaughey Elementary School will not utilize isolated time outs as there is not a space available any longer.*	1. Legal recommendation
5	District Goals	1. Removing the entire page	1. These are no longer required by ISBE
6	Actions	1. Rename the section *~~Actions Set Forth to Reduce the Use of Restraint, Time-out, and Isolated Time-out~~* *District Strategies for Behavior Modification* *~~With assistance from Macon-Piatt Special Education District, Mt. Zion CUSD #3 has a four-step plan that will be implemented to reach our RTO reduction goals.~~*	1. Clarify language
6	Actions	1. Include #2 - Ukeru System explanations *Mt. Zion CUSD #3 will implement strategies and trainings from Ukeru Systems to reduce the number of hands-on restraints. Authorized staff*	1. Clarify strategies and staff involved

		members will be provided with initial training and refresher training annually.	
6	Actions	1. Social Emotional Tiered Supports *Mt. Zion CUSD #3 will develop a multi-tiered system of support for social-emotional supports. The plan will include, but is not limited to:* *a. Tier I* *Examples: PBIS, Second Step, and Zones of Regulation, Tribe, Mental Health Focus Periods, Mental Health Bulletins* *b. Tier II* *Examples: Check-in Check-out, Self-monitoring with goal setting* *c. Tier III* *Examples: Social work or Counseling services, Project Brave, Specialized curriculum targeting student's individual weaknesses. Staff will be properly trained in the use of data for placement in each tier as well as movement from within tiers.*	1. Updating the examples of the tiered supports
7	Actions	*Crisis Team ~~Meeting~~ Procedures* *Mt. Zion CUSD #3 has a policy requiring that a CPI Team Meeting is held following any use of physical restraint, time-out, or isolated time-out. The CPI Team Meeting is held within one business day of the RTO intervention being used. ~~The process for each meeting held is~~RTO Procedures include:*	1. Legal Recommendation
7	Actions	*2. The day the RTO incident occurred, the parent must be notified by Administration via parent phone call. Contact should be documented.*	1. Clarifying legal procedures to include: Contact should be documented.
7		1. Include Language The Parent must receive: ● The completed Form 11-01 ● Behavior log ● ISBE Bill of Rights Physical Restraint,	1. legal recommendation

		Time-Out, and Isolated Time-Out Bill of Rights ● Procedural safeguards ● (Section 504 or IEP), as appropriate OR ● If the student does not have an IEP/504 Plan If you believe your child may have a disability, and this disability is adversely affecting your child's education performance, please contact your building principal to receive your full procedural rights.	
7	Action	1. Include Language ~~A copy of the 11-01 Form must be provided by the building administrator, to the parent within 24 hours. A copy of the~~ Physical Restraint, Time-Out, and Isolated Time-Out Bill of Rights ~~must be included~~	1. Legal representation
7	Action	1. Include Language 11-01 Forms should be reviewed to ensure they are fully completed and accurate before sending to the parent and submitting to ISBE.	1. Legal representation
8	Action	1. Include Language 2. When a student is subject to an RTO incident on any 3 days within a 30-day period, a review meeting must occur. The meeting will be held within 20 days of the third incident. The District will provide 10 days notice for the meeting. If the student has an IEP, IEP notice procedures will be followed. a. The meeting will review the effectiveness of the procedures used, the student's functional behavioral assessment, including a determination as to whether a new functional behavior assessment is necessary, and prepare an individual behavior plan for the student that includes, if applicable, a plan for conducting a new functional behavior assessment that provides either for continued use of these interventions or for the use of other specified interventions and will also consider the student's potential need for an	1. Legal representation

Mt. Zion RTO Handbook Suggestion & Rationale '26-'27

		alternative program, for special education eligibility, or, for a student already eligible for special education, for a change in program.	
9	Action	1. The Mt. Zion CUSD #3 oversight teams will meet annually to ~~revisit, rework, and redefine the plan if data does not show progress towards our defined goals~~ review the plan and make updates based on state regulations.	1. Clarifying procedures
9	Action	1. The Mt. Zion CUSD #3 ~~reduction plan and progress report~~ RTO and Procedures Handbook will be published on the district's website.	1. Clarifying procedures
10 - 12	Appendix	1. Remove all Appendix 2. Include CIBS Website	1. The documents all used were from the Center for Intensive Behavioral Supports - providing the link and source for clarity

Mt. Zion Community Unit School District #3



RTO and Procedures Handbook

(Restraint, Time-Out, Isolated Time-Outs)

Initially adopted by the School Board in June 2022

Restraint, Time-out, and Isolated Time-out Reduction Plan Process and Members

In accordance with the requirements set forth in Illinois School Code 5/2-3.130 and Public Act 102-0339, Mt. Zion CUSD #3 has created an oversight team to develop a plan and procedures to reduce and eventually eliminate the use of physical restraint, timeout, and isolated timeout (RTO).

Committee Members
Renea Smith, Special Education Administrator
Justin Johnson, High School Principal
Meghan Austin, Special Education Teacher
Nikki Paulson, Special Education Teacher
Nicole Becker, Speech and Language Pathologist
Marie Baker, Social Worker
Elizabeth Kyburz, General Education Teacher
Ashley Suddarth, Paraprofessional
Designated School Official, Brian Rhoades or Designee
Brynn Becker, Social Worker
Sean Higgins, School Resource Officer

Purpose of the Restraint, Time-out, and Isolated Time-out ~~Reduction~~ Plan

Mt. Zion CUSD #3 recognizes that RTO is only used in the most extreme situations where imminent danger of harm is present. RTO is only used after less intrusive interventions have been tried and failed to eliminate the imminent danger. The RTO Reduction Plan supports a vision of cultural change that reinforces the following:

A) Positive behavior interventions and support rather than physical restraint, time-out, and isolated time-out,
B) Effective ways to de-escalate situations to avoid physical restraint, time-out, and isolated time-out,
C) Crisis intervention techniques that use alternatives to physical restraint, time-out, and isolated time-out,
D) Use of debriefing meetings to reassess what occurred and why it occurred to think through ways to prevent use of RTO interventions next time.

Definitions of Imminent Danger, Restraint, Time-Out, and Isolated Time-Out

RTO is NOT discipline/punishment; only used for safety

- Imminent Danger
  - ISBE Definition: A situation where a student presents a serious danger to the safety and well-being of himself or herself or others and is likely to cause physical pain or injury
  - Example: throwing of a chair towards other people;
  - Non-example: spitting; singing/saying inappropriate words or lyrics; throwing chair in empty space
  - Additional information
    - Period of momentary restriction is allowed to stop destruction of property (remove item/stop student from throwing item)
- Restraint
  - ISBE Definition: Holding a student or otherwise restricting the student's movements and includes only the use of specific planned techniques.
  - Example: CPI approved restraints
  - Non-example: Momentary periods of physical restriction such as a temporary touching or holding of the hand, wrist, arm, shoulder, or back to induce a student who is acting out to walk to a safe location.
  - Staff are not authorized to use blocking pads/mats for any purpose other than their intended use. Blocking pads/mats should not be used to contain a student in a time out space.

- Supine Restraint
  - ISBE Definition: A physical restraint in which a student is held face up on the floor or other surface and physical pressure is applied to the student's body to keep the student in the supine position. "Supine physical restraint" also includes a "standing supine position" in which a student is held against a wall or other surface and physical pressure is applied to the student's body to keep the student against that surface.
  - **This restraint is prohibited**

- Momentary Period of Restriction
  - ISBE Definition: Direct person-to-person contact, without the aid of material or mechanical devices, that is accomplished with limited force and that is designed to prevent a student from completing an act that would result in potential physical harm to the student or another or damage to property.
  - Example: Temporary touching or holding of the hand, wrist, arm, shoulder, back. This temporary touching or holding is accomplished with limited force to deter property damage, prevent a student from completing an act that would result in potential harm, and redirect a student who is disruptive and unwilling to leave the area. This does not include anything that would restrict movement.
  - Non-Example: CPI Restraints or restricting student movement

- Classroom Clear
  - ISBE Definition: This is a behavior management strategy in which all other students are removed from the classroom to de-escalate the one remaining student when imminent danger is present, but the escalated student cannot be safely transported from the classroom.
  - Should only be used in circumstances of imminent danger and not as a routine practice or as

a convenience to address a disruptive or dysregulated student.

- Time-Out
  - ISBE Definition: A behavior management technique for the purpose of calming or de-escalation that involves the **involuntary** monitored **separation** of a student from classmates with a trained adult for part of the school day, only for a brief time, in a non-locked setting.
  - Must meet all 3 of the following: involuntary, staff initiated separation, imminent danger
  - Examples: A staff member blocks the egress of the classroom to prevent the student from leaving the room because the student is threatening to leave the building which would put them in imminent danger.
  - Non-examples: 5 minutes during recess when breaking a rule. A student is in the hallway and attempting to elope out of the building. Staff can block the egress to prevent the student from leaving the building because they still have access to the rest of the building.
  - Additional Information:
    - A room clear is NOT a time-out if the student is voluntarily remaining in the room. If the student attempts to leave the room and is prevented from leaving by the staff, this requires RTO documentation.
    - In cases of elopement age, medical conditions, and cognitive ability of the student should be taken into consideration when determining if RTO intervention is needed.

- Isolated Time-Out
  - ISBE Definition: The involuntary confinement of a student alone in a time-out room or other enclosure outside the classroom without a supervising adult in the time-out room or enclosure
  - Examples: A student is involuntarily confined in the sensory room with the door closed and a staff member monitoring through a window.
  - Non-examples: A student is prompted to use the sensory room for a break and the student walks to the sensory room voluntarily. A student initiated/requested sensory break.
  - Additional information:
    - Door must be steel or wood with viewing panel
    - Student and adult must be able to see each other
    - Should only be used when there is severe physical aggression to the peers or adult
    - If room is cleared and student escalates staff CANNOT leave because it would be ISTO but does not meet room requirements.
    - Do not use when student is presenting with self-injurious behavior

**As of the 2025-2026 school year, McGaughey Elementary School will not utilize isolated time outs as there is not a space available any longer.

District Goals for Progress

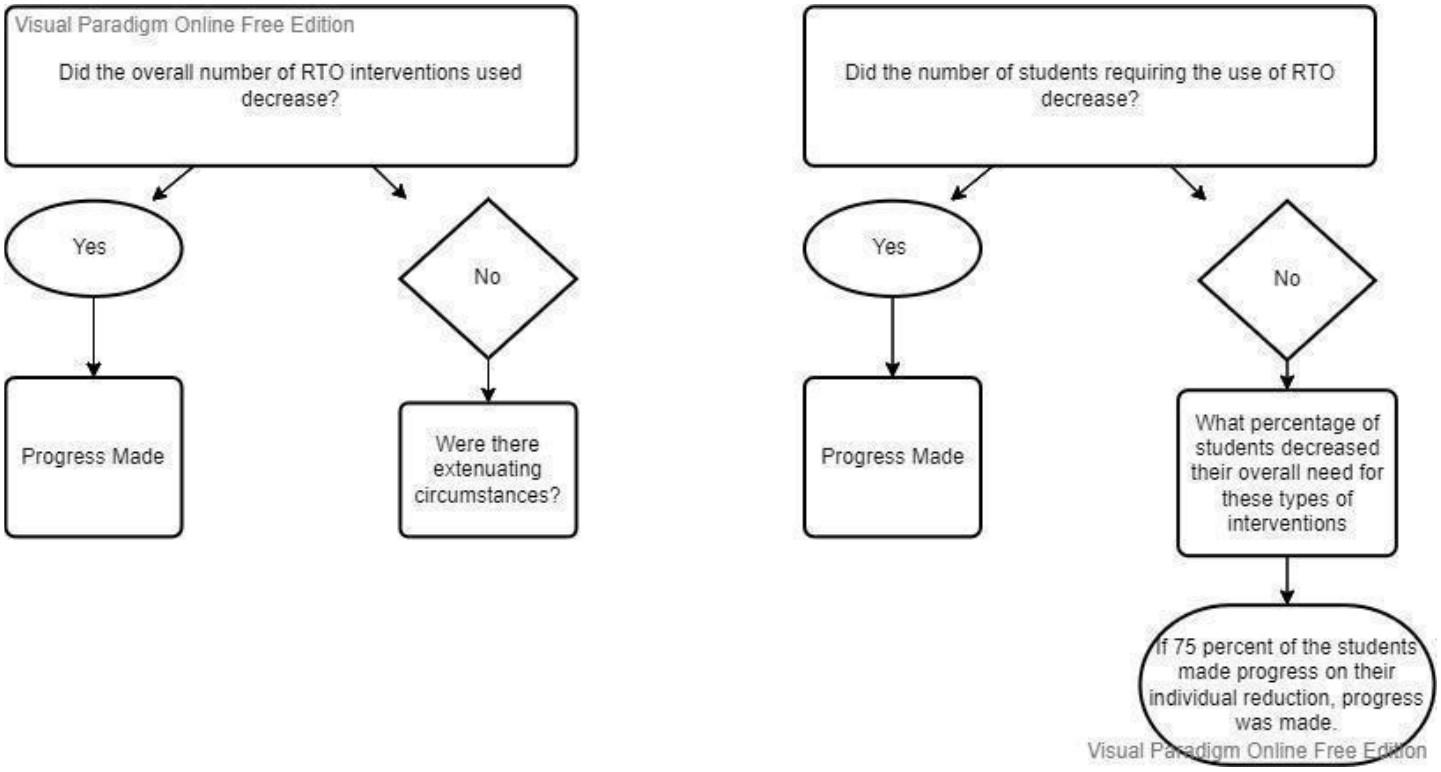
Illinois State Board of Education Guiding Goals:

1. Twenty five percent reduction in the use of physical restraint, time-out, and isolated time-out over a 12-month period for students k-2.
2. Reduce the number of RTO incidents by 10%.
3. Reduce the number of students experiencing RTO by 10%.

Mt. Zion CUSD #3 will determine progress towards the reduction and eventual elimination of the use of restraint, time-out, and isolated time-out by answering the following questions:

1. Did the overall number of incidents requiring the use of RTO decrease?
2. Did the overall number of students requiring the use of RTO decrease?

The RTO Oversight Team will meet quarterly to monitor progress of the goal. The RTO Oversight Team will reference the flowchart below to inform their conversations related to progress.



~~**Actions Set Forth to Reduce the Use of Restraint, Time-out, and Isolated Time-out**~~

District Strategies for Behavior Modification

~~With assistance from Macon-Piatt Special Education District, Mt. Zion CUSD #3 has a four-step plan that will be implemented to reach our RTO reduction goals~~.

1). Mt. Zion CUSD #3 will create an extensive professional development plan that includes a focus on evidence-based practices for behavior modification. The training will encompass a range of relevant topics, such as:

A) Behavior De-escalation
B) Restorative Practices
C) Trauma Informed Practices
D) Positive Behavior Supports
E) Autism Training
F) Self-regulation/Self-monitoring Training
G) Conducting a Functional Behavior Analysis
H) Writing an Effective Behavior Intervention Plan
I) Educator's role in Implementing a Behavior Intervention Plan

2). Mt. Zion CUSD #3 will implement strategies and training from Ukeru Systems to reduce the number of hands-on restraints. Authorized staff members will be provided with initial training and refresher training annually.

3). Mt. Zion CUSD #3 will implement strategies and training from the Crisis Prevention Institute (CPI) to reduce the number of hands-on restraints. CPI Team members will be provided with initial training and refresher training in the use of the system and special emphasis will be placed on utilizing de-escalation techniques, helping in determining the functions of student behaviors, thereby limiting the number of hand-on restraints to keep staff and students safe.

4). Mt. Zion CUSD #3 will develop a multi-tiered system of support for social-emotional supports. The plan will include, but is not limited to:

A) Tier I
Examples: PBIS, Second Step, and Zones of Regulation, Tribe, Mental Health Focus Periods, Mental Health Bulletins
B) Tier II
Examples: Check-in Check-out, Self-monitoring with goal setting
C) Tier III
Examples: Social work or Counseling services, Project Brave, Specialized curriculum targeting student's individual weaknesses. Staff will be properly trained in the use of data for placement in each tier as well as movement from within tiers.

5). Mt. Zion CUSD #3 will train staff in the Crisis Team process. (See page 8 of this document)

Crisis Team ~~Meeting~~ Procedures

Mt. Zion CUSD #3 has a policy requiring that a CPI Team Meeting is held following any use of physical restraint, time-out, or isolated time-out. The CPI Team Meeting is held within one business day of the RTO intervention being used. RTO Procedures include:

1. The day the RTO incident occurred, the parent must be notified by Administration via parent phone call. Contact should be documented.a

2. Building Nurse must evaluate possible injuries and document per District health procedures. Injury evaluation should be noted in RTO Form.

3. An certified teacher or licensed clinical practitioner must evaluate the incident when:
   - An isolated time out or time out last longer than 30 minutes
   - A restraint is longer than 15 minutes
   - When 3 or more incidents occur within a 3 hour period.

   The evaluation must consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance). The evaluator must document compliance in the 11-01 Form.

4. Within 24 hours (one business day), the RTO 11-01 Form must be completed by an Administrator and any staff involved in the incident.

5. Within 24 hours (one business day), a copy of the 110-1 Form must be provided to the parent, the Associate Superintendent, Special Education Administrator (if appropriate), Special Education Case Manager (if appropriate), and building Principal.
   - The Parent must receive:
     - The completed Form 11-01
     - Behavior log
     - ISBE Bill of Rights Physical Restraint, Time-Out, and Isolated Time-Out Bill of Rights
     - Procedural safeguards
       - (Section 504 or IEP), as appropriate OR
       - If the student does not have an IEP/504 Plan

       If you believe your child may have a disability, and this disability is adversely affecting your child's education performance, please contact your building principal to receive your full procedural rights.
   - The Associate Superintendent submits the 11-01 Form to ISBE within 48 hours.
   - The Associate Superintendent updates the RTO Oversight Team Data spreadsheet for quarterly review.
   - The Special Education Administrator will submit a copy of the 11-01 Form to Macon-Piatt Special Education District for students receiving special education services.
   - A copy must be placed in the students Blue Folder by the Special Education Case Manager and/or in the student's temporary file by the school administrator.
     ~~A copy of the 11-01 Form must be provided by the building administrator, to the parent within 24 hours.~~
     ~~A copy of the Physical Restraint, Time-Out, and Isolated Time-Out Bill of Rights must be included~~

   11-01 Forms should be reviewed to ensure they are fully completed and accurate before sending to the parent and submitting to ISBE.

6. Within 3 school days, the CPI staff involved in the RTO incident and the classroom teacher will meet to debrief about the incident and determine the plan for next steps in the child's education. The team will follow the required

debrief agenda found in the Appendix ~~2 and complete the Individual Student Plan found in Appendix 3~~. The CPI teams will be trained in the proper analysis of individual behavior incidents to ensure correct interpretation of the antecedents/setting events and triggers. They will be trained in how to determine changes that could be made to the environment, student's schedule, staff's interactions, what skill instruction is necessary to close the lagging skills gap, and how to implement the instruction effectively.

7. When a student is subject to an RTO incident on any 3 days within a 30-day period, a review meeting must occur. The meeting will be held within 20 days of the third incident. The District will provide 10 days notice for the meeting. If the student has an IEP, IEP notice procedures will be followed.
    - The meeting will review the effectiveness of the procedures used, the student's functional behavioral assessment, including a determination as to whether a new functional behavior assessment is necessary, and prepare an individual behavior plan for the student that includes, if applicable, a plan for conducting a new functional behavior assessment that provides either for continued use of these interventions or for the use of other specified interventions and will also consider the student's potential need for an alternative program, for special education eligibility, or, for a student already eligible for special education, for a change in program.

Plan Modifications

The Mt. Zion CUSD #3 oversight teams will meet annually to ~~revisit, rework, and redefine the plan if data does not show progress towards our defined goals~~ review the plan and make updates based on state regulations.

Plan for Informing Community, Staff, and Families of RTO Reduction Plan

The Mt. Zion CUSD #3 ~~reduction plan and progress report~~ RTO and Procedures Handbook will be published on the district's website.

Appendix 1

Student Support & Problem-Solving Conference Notes Page

Student Name: _____ **Date:** _____

Attendance: _____ _____

Summary of Relevant Information (Physical and/or sexual abuse, mental health information, previous adverse reaction to use of RTO, etc)**:**

Steps to be taken as Result of Relevant Information:

Appendix 2

Date: Crisis Team Meeting Agenda

Student:

Type of Intervention: Restraint: _____ Time-out: _____ Isolated Time out: _____

Number of Previous Interventions: Restraint: _____ Time-out: _____ Isolated Time out: _____

Attendees:

1. Summary of the incident
    a. Antecedent- What happened prior to the incident?
    b. Trigger- Slow triggers? Fast triggers?
    c. Hypothesis for behavior- Why do we believe the behavior occurred?

2. Review of Student Strengths
    a. What are the student's strengths that we can build upon?
    b. What strategies are working?
    c. Are there any reinforcers that appear successful?

3. Environmental Changes
    a. Classroom Routines
    b. Schedule Changes (need for visual or written schedule)
    c. Personnel
        i. Certain individual triggering?
        ii. What adult behaviors need to change?

4. Curricular Accommodation, Adaptations, or Modifications?
    a. Task too Difficult
    b. Task to Easy
    c. Type of Activities- (i.e. Hands-on versus Worksheet, technology versus pen and paper)

5. Instructional Plan for Strengthening Weaknesses
    a. Instructions in Lagging Skills- (Math, reading, Social-emotional skills, coping strategies)
    b. What strategies/curriculum will we use to teach them?
    c. Who will be involved?
    d. When?

6. As a result of the discussion, is an IEP amendment required? Yes___ No____

7. As a result of the discussion, is an IEP meeting necessary? Yes___ No____

Appendix 3

Individual Student Plan

Student Name: _____ Date: _____

Attendance: _____

Summary of the Incident: _____

Antecedent: _____

Trigger for Incident: _____

Hypothesis for Behavior: _____

Students Strengths, Preferences, and/or Interests: _____

Successful Strategies: _____

Environmental Changes: _____

Curricular Accommodation, Adaptations, or Modifications: _____

Instructional Plan for Strengthening Weaknesses/Lagging Skills: _____

Other Changes: Document other changes to the student's individual plan here. (Are there adult behaviors that need to be changed? Is a specific person in the student's presence causing a trigger? Has a classroom routine changed recently? Has there been a change at home?) _____

Appendix

- RTO Review Meeting Agenda
  https://behavioralsupportsil.org/rto-docs

- RTO Debrief Meeting
  https://behavioralsupportsil.org/rto-docs

Memorandum

TO: BOARD OF EDUCATION

FROM: TRAVIS R. ROUNDCOUNT

DATE: NOVEMBER 4, 2026

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
10/03/2026-10/30/2026

CHECK	VENDOR	DESCRIPTION	AMOUNT
42521	AEP ENERGY	PURCHASED SERVICE	$ 75,466.47
42522	CHEMICAL MAINTENANCE, INC.	SUPPLIES	361.82
42523	COMCAST	PURCHASED SERVICE	23.95
42524	CRAVENS, ERICA	MISC EXPENSE	28.00
42525	DRISCOLL, JILL ANN	SUPPLIES	177.46
42526	HANSEN, RICHARD JOHN	PROF DEVELOP	733.57
42527	HARMAN, REBECCA	PROF DEVELOP	250.80
42528	HSHS MEDICAL GROUP	PURCHASED SERVICE	416.00
42529	ILLINOIS SCHOOL FOR THE DEAF	PURCHASED SERVICE	84.00
42530	KASEYA US LLC	PURCHASED SERVICE	644.61
42531	KING-LAR	PURCHASED SERVICE	16,534.00
42532	KOHL WHOLESALE	SUPPLIES	5,414.18
42533	LYNCH, ASHLEY	MISC EXPENSE	28.00
42534	MEMORIAL EXPRESS CARE	PURCHASED SERVICE	352.00
42535	MIDWEST ELECTRONIC SYSTEMS	SUPPLIES	110.00
42536	MIDWEST TRANSIT EQUIPMENT	SUPPLIES	283.32
42537	MT. ZION HIGH SCHOOL	SUPPLIES	3,078.00
42538	PRAIRIE FARMS DAIRY	SUPPLIES	7,434.53
42539	SCHOOL HEALTH & CONSULTING	PURCHASED SERVICE	8,412.00
42540	TRAFERA, LLC	PURCHASED SERVICE	320.00
42541	WALTER LOUIS FLUID TECHNOLOGIES	PURCHASED SERVICE	3,900.00
42542	WATTS COPY SYSTEMS	PURCHASED SERVICE	2,897.90
42543	WHITCHURCH, JANET	PURCHASED SERVICE	413.44
42544	WICKLINE, DIANA LYN	MISC EXPENSE	9.60
42545	WIRELESS USA	PURCHASED SERVICE	700.00
42546-42550	PAYROLL	PAYROLL ACCRUAL	1,843.76
42551	ATHLETIC IMPREST	PURCHASED SERVICE	3,810.00
42552	PAYROLL	PAYROLL ACCRUAL	200.69
42553	AEP ENERGY	PURCHASED SERVICE	18,326.58
42554	ALPHA BAKING CO., INC	SUPPLIES	365.04
42555	AT & T	PURCHASED SERVICE	53.26
42556	BEST ONE OF CENTRAL ILLINOIS	PURCHASED SERVICE	1,235.10
42557	COMMITTEE FOR CHILDREN	TEXTBOOKS	3,199.00
42558	ECHO ELECTRIC	SUPPLIES	686.93
42559	GORDON FOOD SERVICE	SUPPLIES	17,207.63
42560	GRANITE TELECOMMUNICATIONS	PURCHASED SERVICE	252.43
42561	ILLINOIS PORTABLE TOILETS	PURCHASED SERVICE	345.00
42562	IMPERIAL BRADY	SUPPLIES	339.00
42563	KING-LAR	PURCHASED SERVICE	4,357.00
42564	LAUTERBACH & AMEN, LLP.	PURCHASED SERVICE	6,530.00
42565	LEARNING TECHNOLOGY CENTER ILL	PROF DEVELOP	370.00
42566	LINKUP TELETHERAPY	PURCHASED SERVICE	12,789.00
42567	MIDWEST OCCUPATIONAL HEALTH ASSOCIATES	PURCHASED SERVICE	975.00
42568	NOBLE, KAYLEE ROSE	MISC EXPENSE	50.00
42569	SCHOOL MATE	SUPPLIES	2,156.00
42570	SMITH, ALEXANDRIA	PROF DEVELOP	240.16
42571	WATTS COPY SYSTEMS	PURCHASED SERVICE	450.65
42572	WIESE USA	PURCHASED SERVICE	534.67
42573	WM CORPORATE SERVICES, INC.	PURCHASED SERVICE	2,479.19
42574	DD IL DEPT OF REVENUE	PAYROLL ACCRUAL	35,911.25

CHECK	VENDOR	DESCRIPTION	AMOUNT
42575	DD IL DEPT OF REVENUE TAX LEVY	PAYROLL ACCRUAL	504.06
42576	DD IRS FICA	PAYROLL ACCRUAL	27,424.79
42577	DD IRS MEDICARE	PAYROLL ACCRUAL	22,085.85
42578	DD IRS W/H FEDERAL	PAYROLL ACCRUAL	64,454.42
42579	DD MTZ CUSD FLEX INS	PAYROLL ACCRUAL	3,971.96
42580	DD MTZ CUSD MED INS	PAYROLL ACCRUAL	186,022.18
42581	DD MTZ FEDERATION OF TEACHERS	PAYROLL ACCRUAL	5,723.69
42582	DD MUTUAL OF OMAHA PMT PROCESS	PAYROLL ACCRUAL	236.53
42583	DD STATE DISBURSEMENT-EXPERTPAY	PAYROLL ACCRUAL	303.93
42584	DD THE OMNI GROUP PAYROLL REMIT	PAYROLL ACCRUAL	13,893.83
42585	CAPITAL ONE - DD	SUPPLIES	35,279.75
42586	PAYROLL	PAYROLL ACCRUAL	544.65
42587	BAKER, HALEY ELYSE	SUPPLIES	98.08
42588	COMCAST	PURCHASED SERVICE	47.90
42589	CRAVENS, ERICA	MISC EXPENSE	70.00
42590	DD MAGIC-WRIGHTER	PURCHASED SERVICE	14.50
42591	EVERGREEN FS - #15	SUPPLIES	9,218.25
42592	FLOORING OASIS	PURCHASED SERVICE	300.00
42593	FORVIS	PURCHASED SERVICE	1,750.00
42594	GORDON FOOD SERVICE	SUPPLIES	14,210.92
42595	GUIN MUNDORF, LLC.	PURCHASED SERVICE	7,030.00
42596	HOGAN GRAIN, INC.	PURCHASED SERVICE	409.37
42597	HSHS MEDICAL GROUP	PURCHASED SERVICE	325.00
42598	JL PRODUCTIONS	SUPPLIES	1,000.00
42599	KING-LAR	PURCHASED SERVICE	716.00
42600	MACON-PIATT ROE #39	PROF DEVELOP	200.00
42601	MARSHALL CNC & WOODWORKING, LASER ENGRAVING	PURCHASED SERVICE	150.00
42602	MIDWEST SPORT AND TURF SYSTEMS, LLC	PURCHASED SERVICE	3,300.00
42603	MT. ZION HIGH SCHOOL	SUPPLIES	4,500.00
42604	NELSON'S TERMITE & PEST CONTROL	PURCHASED SERVICE	400.00
42605	PEERLESS CLEANERS INC.	PURCHASED SERVICE	3,461.00
42606	QUADIENT LEASING	PURCHASED SERVICE	190.43
42607	RT. 48 INSPECTIONS	SUPPLIES	132.00
42608	UNITY SCHOOL BUS PARTS	SUPPLIES	326.57
42609	WILLIAM STREET PRESS	SUPPLIES	145.00
42610	DD AFLAC REMITTANCE	PAYROLL ACCRUAL	504.10
42611	DD COLONIAL LIFE PREM PROCESS	PAYROLL ACCRUAL	330.62
42612	DD IL DEPT OF REVENUE	PAYROLL ACCRUAL	34,633.09
42613	DD IL DEPT OF REVENUE TAX LEVY	PAYROLL ACCRUAL	495.33
42614	DD IRS FICA	PAYROLL ACCRUAL	23,965.23
42615	DD IRS MEDICARE	PAYROLL ACCRUAL	21,297.20
42616	DD IRS W/H FEDERAL	PAYROLL ACCRUAL	62,676.33
42617	DD MTZ CUSD FLEX INS	PAYROLL ACCRUAL	3,971.96
42618	DD MTZ CUSD LIFELOCK INS	PAYROLL ACCRUAL	472.94
42619	DD MTZ CUSD MED INS	PAYROLL ACCRUAL	187,498.88
42620	DD MTZ FEDERATION OF TEACHERS	PAYROLL ACCRUAL	5,814.40
42621	DD MUTUAL OF OMAHA PMT PROCESS	PAYROLL ACCRUAL	15,566.59
42622	DD STATE DISBURSEMENT-EXPERTPAY	PAYROLL ACCRUAL	303.93
42623	DD THE OMNI GROUP PAYROLL REMIT	PAYROLL ACCRUAL	13,893.83
42624	MT. ZION FOUNDATION FOR QUALITY EDUCATION	PAYROLL ACCRUAL	103.68
42625	NCPERS GROUP LIFE INS.	PAYROLL ACCRUAL	96.00
42626	AEP ENERGY	PURCHASED SERVICE	3,785.48
42627	ALPHA BAKING CO., INC	SUPPLIES	512.32

CHECK	VENDOR	DESCRIPTION	AMOUNT
42628	AT&T	PURCHASED SERVICE	64.64
42629	BYRNE & JONES CONSTRUCTION	PURCHASED SERVICE	3,000.00
42630	CAWTHON, CHRISTINA ANN	PROF DEVELOP	114.00
42631	CHEMICAL MAINTENANCE, INC.	SUPPLIES	193.79
42632	CONSTELLATION NEWENERGY GAS DIVISION LLC.	PURCHASED SERVICE	5,330.87
42633	DONNELLY AUTOMOTIVE MACHINE	SUPPLIES	143.64
42634	DYNA GRAPHICS WOOD PRINTING	PURCHASED SERVICE	206.93
42635	ECHO ELECTRIC	SUPPLIES	1,080.56
42636	EICHENAUER SERVICES, INC.	PURCHASED SERVICE	1,199.89
42637	EXPLOREK12	TEXTBOOKS	1,900.00
42638	HEARTLAND BANK & TRUST	MISC EXPENSE	1,876,785.50
42639	HF GROUP INDIANA	TEXTBOOKS	6,954.10
42640	IMPERIAL BRADY	SUPPLIES	2,344.93
42641	INTERSTATE BILLING SERVICE	SUPPLIES	308.22
42642	J W PEPPER & SON, INC.	SUPPLIES	727.39
42643	MARQUARDT, ASHLEY	PURCHASED SERVICE	87.50
42644	MIDWEST TRANSIT EQUIPMENT	SUPPLIES	157.75
42645	PURITAN SPRINGS	SUPPLIES	150.69
42646	REGIONAL OFFICE OF EDUCATION #9	PROF DEVELOP	10.00
42647	SINCAVAGE, TAYLOR	MISC EXPENSE	40.00
42648	STEWART, TONY L	PROF DEVELOP	50.00
42649	DD TRS EMP CONTRIBUTIONS	PAYROLL ACCRUAL	53,204.72
42650	DD TRS FEDERAL CONTRIBUTIONS	PAYROLL ACCRUAL	1,224.83
42651	DD TRS RET CONT .58	PAYROLL ACCRUAL	3,428.83
42652	DD TRS SSP	PAYROLL ACCRUAL	231.15
42653	DD TRS THIS CONTRIBUTIONS	PAYROLL ACCRUAL	9,281.09
TOTAL			**$2,995,364.58**

10 - EDUCATION FUND	$	832,426.14
20 - OPERATION & MAINTENANCE FUND		159,119.61
30 - DEBT SERVICE FUND		1,876,785.50
40 - TRANSPORTATION FUND		30,248.32
50 - MUNICIPAL RETIREMENT		73,034.22
60- SITE & CONSTRUCTION FUND		23,398.79
80 - TORT FUND		352.00
TOTAL	**$**	**2,995,364.58**

MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3
FUND WARRANTS
November 11, 2026

CHECK #	VENDOR	DESCRIPTION	AMOUNT
42654	EVERGREEN FS - #15	SUPPLIES	14,354.50
42655	GORDON FOOD SERVICE	SUPPLIES	25,768.22
42656	HSHS ST. MARY'S HOSPITAL	PURCHASED SERVICE	1,875.00
42657	KING-LAR	PURCHASED SERVICE	6,325.00
42658	QUADIENT POSTAGE PAYMENT	PURCHASED SERVICE	1,205.00
	TOTAL		**$ 49,527.72**

10 - EDUCATION FUND	$	28,848.22
20-OPERATION & MAINTANCE FUND		6,325.00
40-TRANSPORTAION FUND		14,354.50
TOTAL	**$**	**49,527.72**

MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3

ATHLETIC IMPREST EXPENSES

10/1/26-10/8/26

CHECK	VENDOR	DESCRIPTION	AMOUNT
18639	JAMES MISNER	OFFICIAL VOID	-90.00
18648	DECATUR MACARTHUR HIGH SCHOOL	ENTRY FEE	240.00
18649	EFFINGHAM COUNTRY CLUB	ENTRY FEE 1	102.00
18650	LINCOLN GREEN GOLF COURSE	ENTRY FEE 2	48.00
18651	MACHEILA ANDERSON	OFFICIAL	90.00
18652	MATTHEW M BROWN	OFFICIAL	100.00
18653	STEVE FARRIS	OFFICIAL	90.00
18654	NICK FINCK	OFFICIAL	115.00
18655	CHRISTOPHER W HARTBANK	OFFICIAL	100.00
18656	DAWN MANN	OFFICIAL	115.00
18657	LAWRENCE MENSAH	OFFICIAL	90.00
18658	MICHAEL NICHOLS	OFFICIAL	100.00
18659	ADD OWEN	OFFICIAL	100.00
18660	DAVE PURVIS	OFFICIAL	100.00
18661	JEFFREY SALEFSKI	OFFICIAL	90.00
18662	LARRY BROOKS	SECURITY	150.00
18663	GAIGE FLOYD	SECURITY	150.00
18664	JAMES STEVENS	SECURITY	150.00
18654	NICK FINCK	OFFICIAL VOID	-115.00
18665	CORI HAMMER	OFFICIAL	115.00
18666	PANA HIGH SCHOOL	ENTRY FEE	200.00
18667	MAHOMET-SEYMOUR HIGH SCHOOL	ENTRY FEE	160.00
18668	CHARLESTON HIGH SCHOOL	ENTRY FEE	200.00
18669	COLE BLICKENSDERFER	OFFICIAL	70.00
18670	MARK BLICKENSDERFER	OFFICIAL	90.00
18671	MARK BLICKENSDERFER	OFFICIAL	70.00
18672	BRANT BOWKER	OFFICIAL	100.00
18673	ROGER CLYMER	OFFICIAL	100.00

CHECK	VENDOR	DESCRIPTION	AMOUNT
18674	BENJAMIN TODD DAVIS	OFFICIAL	70.00
18675	MATTHEW MCELROY	OFFICIAL	90.00
18676	RON MILLER	OFFICIAL	70.00
18677	KEVIN OLSON	OFFICIAL	100.00
18678	RYAN PATRICK	OFFICIAL	100.00
18679	RODNEY SMITH	OFFICIAL	100.00
18680	GAIGE FLOYD	SECURITY	150.00
18681	SEAN KELLY HIGGINS	SECURITY	150.00
18682	MATTHEW TRAVIS	SECURITY	150.00
		TOTAL	**$ 3,810.00**

10 - EDUCATION FUND	$	3,810.00
INTEREST		
TOTAL	**$**	**3,810.00**

MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3

ATHLETIC IMPREST EXPENSES

10/09/26-10/31/26

CHECK	VENDOR	DESCRIPTION	AMOUNT
18648	DECATUR MACARTHUR HIGH SCHOOL	ENTRY FEE VOID	$ (240.00)
18683	HICKORY POINT GOLF COURSE	ENTRY FEE	240.00
18684	CORI HAMMER	OFFICIAL	115.00
18685	DOUG HARTWIG	OFFICIAL	90.00
18686	JAMES E MATHEWS	OFFICIAL	115.00
18687	TROY MCCLELLAND	OFFICIAL	90.00
18688	LARRY BROOKS	SECURITY	150.00
18689	GAIGE FLOYD	SECURITY	150.00
18690	JAMES STEVENS	SECURITY	150.00
18691	WILLIAMSVILLE HIGH SCHOOL	ENTRY FEE1	225.00
18687	TROY MCCLELLAND	OFFICIAL VOID	-90.00
18692	ANTWANE MCCLELLAND	OFFICIAL	90.00
18693	MAHOMET-SEYMOUR JR. HIGH SCHOOL	ENTRY FEE	250.00
18694	MARK BLICKENSDERFER	OFFICIAL	90.00
18695	CHARLES BROWN	OFFICIAL	90.00
18696	MATTHEW MCELROY	OFFICIAL	90.00
18697	KEITH MCELYEA	OFFICIAL	90.00
18698	MARK B ROTZ	OFFICIAL	90.00
18699	BRYAN ALLEN SMITH	OFFICIAL	90.00
18700	ROY BARNES	OFFICIAL	135.00
18701	DUSTIN FINK	OFFICIAL	90.00
18702	CARL JONES	OFFICIAL	135.00
18703	TROY MCCLELLAND	OFFICIAL	90.00
18704	SEAN NORMAN	OFFICIAL	135.00
18705	OMAR RAHIM	OFFICIAL	135.00
18706	JACOB WALLACE	OFFICIAL	135.00
18707	DAVID WILLIAMS	OFFICIAL	135.00
18708	RIYNARD WILSON	OFFICIAL	135.00

CHECK	VENDOR	DESCRIPTION	AMOUNT
18709	LARRY BROOKS	SECURITY	200.00
18710	GAIGE FLOYD	SECURITY	200.00
18711	SEAN KELLY HIGGINS	SECURITY	200.00
18712	ADAM SKUNDBERG	SECURITY	200.00
18713	JAMES STEVENS	SECURITY	200.00
		TOTAL	**$ 4,000.00**

10 - EDUCATION FUND	$	4,000.00
INTEREST	$	0.22
TOTAL	**$**	**3,999.78**

Memorandum

TO: BOARD OF EDUCATION

FROM: TRAVIS R. ROUNDCOUNT

DATE: NOVEMBER 4, 2026

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, 2026

EDUCATION FUND		**BUDGET**		**ACTIVITY/MO**		**RECEIVED TO DATE**
LOCAL TAX	$	10,084,000.00	$	3,627,689.18	$	9,756,515.47
REPLACEMENT TAXES		320,000.00		-		86,024.44
TUITION		436,000.00		40,947.51		103,649.21
INTEREST		208,000.00		13,409.30		16,553.56
FOOD SERVICE		887,600.00		87,859.57		174,497.12
PUPIL ACTIVITIES		103,000.00		15,528.16		53,671.16
TEXTBOOKS		180,100.00		6,476.00		153,141.50
OTHER/TRANSFERS		183,500.00		14,157.58		24,449.59
STATE UNRESTRICTED		11,850,000.00		546,875.00		1,640,625.00
STATE RESTRICTED		437,000.00		85,821.56		85,821.56
FEDERAL RESTRICTED		1,733,000.00		19,900.63		145,495.39
TOTAL REVENUE	**$**	**26,422,200.00**	**$**	**4,458,664.49**	**$**	**12,240,444.00**
						EXPENDED TO DATE
SALARIES	$	17,768,750.00	$	1,422,942.78	$	4,428,728.67
EMPLOYEE BENEFITS		4,761,760.00		430,640.10		973,271.73
PURCHASED SERVICES		1,103,075.00		117,905.73		281,998.59
SUPPLIES/MATERIALS		1,780,305.00		175,450.81		556,225.77
CAPITAL OUTLAY		59,000.00		-		15,766.98
TUITION/OTHER		949,310.00		284.00		1,061.71
TOTAL EXPENDITURES	**$**	**26,422,200.00**	**$**	**2,147,223.42**	**$**	**6,257,053.45**

OPERATIONS & MAINTENANCE FUND		**BUDGET**				**RECEIVED TO DATE**
LOCAL TAX	$	2,007,000.00	$	719,779.72	$	1,935,817.03
INTEREST		24,000.00		1,317.44		1,584.84
STATE UNRESTRICTED		-		-		-
FEDERAL RESTRICTED		-		-		-
OTHER REVENUE		19,000.00		14,000.00		77,199.47
TOTAL REVENUE	**$**	**2,050,000.00**	**$**	**735,097.16**	**$**	**2,014,601.34**
						EXPENDED TO DATE
SALARIES	$	701,000.00	$	74,072.22	$	274,232.72
EMPLOYEE BENEFITS		110,600.00		15,921.92		43,933.38
PURCHASED SERVICES		267,400.00		56,348.66		189,242.77
SUPPLIES/MATERIALS		961,000.00		70,616.57		309,410.89
CAPITAL OUTLAY		10,000.00		-		-
OTHER OBJECTS		-		-		1,046.21
TOTAL EXPENDITURES	**$**	**2,050,000.00**	**$**	**216,959.37**	**$**	**817,865.97**

DEBT SERVICE FUND		**BUDGET**				**RECEIVED TO DATE**
LOCAL TAX	$	2,133,000.00	$	496,419.72	$	1,380,993.35
INTEREST		1,500.00		93.93		282.06
OTHER		-				-
TOTAL REVENUE	**$**	**2,134,500.00**	**$**	**496,513.65**	**$**	**1,381,275.41**
						EXPENDED TO DATE
PURCHASED SERVICES	$	2,500.00	$	-	$	-
OTHER OBJECTS		2,132,000.00		-		-
TRANSFERS		-		-		-
TOTAL EXPENDITURES	**$**	**2,134,500.00**	**$**	**-**	**$**	**-**

TRANSPORTATION FUND		**BUDGET**				**RECEIVED TO DATE**
LOCAL TAX	$	803,000.00	$	287,911.29	$	774,326.18
TRANSPORTATION FEES		3,000.00		-		90.00
INTEREST		20,600.00		1,286.12		1,490.81
OTHER		10,000.00		-		-

STATE UNRESTRICTED		53,400.00		-		-
STATE RESTRICTED		1,175,000.00		224,522.64		224,522.64
FEDERAL RESTRICTED		-		-		-
TOTAL REVENUE	**$**	**2,065,000.00**	**$**	**513,720.05**	**$**	**1,000,429.63**
						EXPENDED TO DATE
SALARIES	$	900,000.00	$	87,881.54	$	156,438.83
EMPLOYEE BENEFITS		55,500.00		5,595.73		11,554.85
PURCHASED SERVICES		49,000.00		12,670.59		21,365.38
SUPPLIES/MATERIALS		230,500.00		19,637.79		34,133.07
CAPITAL OUTLAY		830,000.00		-		-
TOTAL EXPENDITURES	**$**	**2,065,000.00**	**$**	**125,785.65**	**$**	**223,492.13**
IMRF/FICA FUND		**BUDGET**				**RECEIVED TO DATE**
LOCAL TAX	$	512,000.00	$	169,234.90	$	455,150.38
REPLACEMENT TAX		15,000.00		-		-
INTEREST		21,000.00		1,080.02		1,146.66
OTHER REVENUE		122,000.00		-		-
TOTAL REVENUE	**$**	**670,000.00**	**$**	**170,314.92**	**$**	**456,297.04**
						EXPENDED TO DATE
OTHER LIABILITY			$	-	$	-
EMPLOYEE BENEFITS		670,000.00		53,701.29		140,823.49
TOTAL EXPENDITURES	**$**	**670,000.00**	**$**	**53,701.29**	**$**	**140,823.49**
SITE & CONSTRUCTION FUND		**BUDGET**				**RECEIVED TO DATE**
SALES TAX	$	1,650,000.00	$	-	$	-
INTEREST		20,000.00		1,095.68		1,174.78
OTHER REVENUE		230,000.00		546,875.00		546,875.00
TRANSFERS				-		-
TOTAL REVENUE	**$**	**1,900,000.00**	**$**	**547,970.68**	**$**	**548,049.78**
						EXPENDED TO DATE
PURCHASED SERVICES	$	1,400,000.00	$	3,000.00	$	419,544.00
SUPPLIES/MATERIALS		350,000.00		71,324.17		99,493.48
CAPITAL OUTLAY		150,000.00		571,166.65		571,166.65
TRANSFERS		-				-
TOTAL EXPENDITURES	**$**	**1,900,000.00**	**$**	**645,490.82**	**$**	**1,090,204.13**
WORKING CASH FUND		**BUDGET**				**RECEIVED TO DATE**
LOCAL TAX	$	100,500.00	$	36,017.96	$	96,868.15
INTEREST		5,000.00		540.01		605.34
SALE OF BONDS		-		-		-
TOTAL REVENUE	**$**	**105,500.00**	**$**	**36,557.97**	**$**	**97,473.49**
						EXPENDED TO DATE
OTHER OBJECTS	$	-	$	-	$	-
TRANSFERS		-		-		-
TOTAL EXPENDITURES	**$**	**-**	**$**	**-**	**$**	**-**
TORT FUND		**BUDGET**				**RECEIVED TO DATE**
LOCAL TAX	$	801,000.00	$	288,415.67	$	775,681.92
INTEREST		500.00		31.30		94.00
OTHER		-		-		-
TOTAL REVENUE	**$**	**801,500.00**	**$**	**288,446.97**	**$**	**775,775.92**
						EXPENDED TO DATE
SALARIES	$	279,000.00	$	-	$	-
EMP. BENEFITS		56,000.00		-		-
PURCHASED SERVICES		466,500.00		(275,390.00)		275,390.00
TOTAL EXPENDITURES	**$**	**801,500.00**	**$**	**(275,390.00)**	**$**	**275,390.00**

FIRE PREVENTION/SAFETY FUND		**BUDGET**				**RECEIVED TO DATE**
LOCAL TAX	$	100,500.00	$	36,017.96	$	96,868.15
INTEREST		3,000.00		190.44		233.12
TOTAL REVENUE	**$**	**103,500.00**	**$**	**36,208.40**	**$**	**97,101.27**
						EXPENDED TO DATE
PURCHASED SERVICES	$	200,000.00	$	-	$	5,829.93
CAPITAL OUTLAY		-		-		-
TOTAL EXPENDITURES	**$**	**200,000.00**	**$**	**-**	**$**	**5,829.93**

ANALYSIS SUMMARY

EDUCATION FUND		
Actual Carryover	$	6,335,893.59
Received to Date		12,240,444.00
Expended to Date		(6,257,053.45)
Fund Balance 09/30/2026	$	12,319,284.14
Imprest Fund		5,000.00
Athletic Imprest Fund		5,000.00
Projected Carryover 6/30/2027	$	6,335,893.59
OPERATIONS AND MAINTENANCE FUND		
Actual Carryover	$	1,013,536.80
Received to Date		2,014,601.34
Expended to Date		(817,865.97)
Fund Balance 09/30/2026	$	2,210,272.17
Projected Carryover 6/30/2027	$	1,013,536.80
DEBT SERVICE FUND		
Actual Carryover	$	621,884.58
Received to Date		1,381,275.41
Expended to Date		-
Fund Balance 09/30/2026	$	2,003,159.99
Projected Carryover 6/30/2027	$	621,884.58
TRANSPORTATION FUND		
Actual Carryover	$	747,965.40
Received to Date		1,000,429.63
Expended to Date		(223,492.13)
Fund Balance 09/30/2026	$	1,524,902.90
Projected Carryover 6/30/2027	$	747,965.40
IMRF/FICA FUND		
Actual Carryover	$	541,806.21
Received to Date		456,297.04
Expended to Date		(140,823.49)
Fund Balance 09/30/2026	$	857,279.76
Projected Carryover 6/30/2027	$	541,806.21
SITE & CONSTRUCTION FUND		
Actual Carryover	$	867,607.81
Received to Date		548,049.78
Expended to Date		(1,090,204.13)
Fund Balance 09/30/2026	$	325,453.46
Projected Carryover 6/30/2027	$	867,607.81
WORKING CASH FUND		
Actual Carryover	$	808,839.38
Received to Date		97,473.49
Expended to Date		-
Fund Balance 09/30/2026	$	906,312.87
Projected Carryover 6/30/2027	$	914,338.38
TORT FUND		
Actual Carryover	$	2,233.51
Received to Date		775,775.92
Expended to Date		(275,390.00)
Fund Balance 09/30/2026	$	502,619.43
Projected Carryover 6/30/2027	$	2,233.51
FIRE PREVENTION & SAFETY FUND		
Actual Carryover	$	320,424.81
Received to Date		97,101.27
Expended to Date		(5,829.93)
Fund Balance 09/30/2026	$	411,696.15
Projected Carryover 6/30/2027	$	223,924.81

TREASURER'S REPORT

EDUCATION FUND		
Beginning Cash Balance	$	3,105,091.12
Revenue less Disbursed		8,619.09
Monthly Liabilities		(525,950.98)
Ending Cash Balance		2,587,759.23
Ending MM Investments		684,239.87
Ending Special Savings		9,047,285.04
Total Assets	$	12,319,284.14
OPERATIONS AND MAINTENANCE FUND		
Beginning Cash Balance	$	765,787.32
Revenue less Disbursed		81,635.43
Monthly Liabilities		(167.06)
Ending Cash Balance		847,255.69
Ending MM Investments		58,529.06
Ending Special Savings		1,304,487.42
Total Assets	$	2,210,272.17
DEBT SERVICE FUND		
Beginning Cash Balance	$	1,395,982.46
Revenue less Disbursed		496,619.37
Ending Cash Balance		1,892,601.83
Ending MM Investments		18,384.96
Ending Special Savings		92,173.20
Total Assets	$	2,003,159.99
TRANSPORTATION FUND		
Beginning Cash Balance	$	708,356.95
Revenue less Disbursed		(113,338.56)
Monthly Liabilities		(90.86)
Ending Cash Balance		594,927.53
Ending MM Investments		162,787.58
Ending Special Savings		767,187.79
Total Assets	$	1,524,902.90
IMRF/FICA FUND		
Beginning Cash Balance	$	263,132.64
Revenue less Disbursed		125,624.56
Monthly Liabilities		(8,129.54)
Ending Cash Balance		380,627.66
Ending MM Investments		184,557.83
Ending Special Savings		292,094.27
Total Assets	$	857,279.76
SITE & CONSTRUCTION FUND		
Beginning Cash Balance	$	221,246.85
Revenue less Disbursed		(98,637.16)
Ending Cash Balance		122,609.69
Ending MM Investments		37,727.30
Ending Special Savings		165,116.47
Total Assets	$	325,453.46
WORKING CASH FUND		
Beginning Cash Balance	$	546,659.05
Revenue less Disbursed		36,021.25
Ending Cash Balance		582,680.30
Ending MM Investments		11,389.92
Ending Special Savings		312,242.65
Total Assets	$	906,312.87
TORT FUND		
Beginning Cash Balance	$	(62,848.34)
Revenue less Disbursed		563,846.72
Ending Cash Balance		500,998.38
Ending MM Investments		1,580.33
Ending Special Savings		40.72
Total Assets	$	502,619.43
FIRE PREVENTION & SAFETY FUND		
Beginning Cash Balance	$	297,287.14
Revenue less Disbursed		36,401.24
Ending Cash Balance		333,688.38
Ending MM Investments		45,023.29
Ending Special Savings		32,984.48
Total Assets	$	411,696.15

TOTAL ASSETS

CURRENT BANKING INSTITUTIONS	**$**	**21,060,980.87**
INSURANCE FUND	**$**	**1,161,940.04**

Memorandum

TO: BOARD OF EDUCATION

FROM: TRAVIS R. ROUNDCOUNT

DATE: NOVEMBER 4, 2026

RE: ESTIMATED TAX LEVY ADOPTION

Administrative recommendation: to approve the estimated amount of property tax necessary to be levied for the calendar year 2027 as outlined in the chart on the following page.

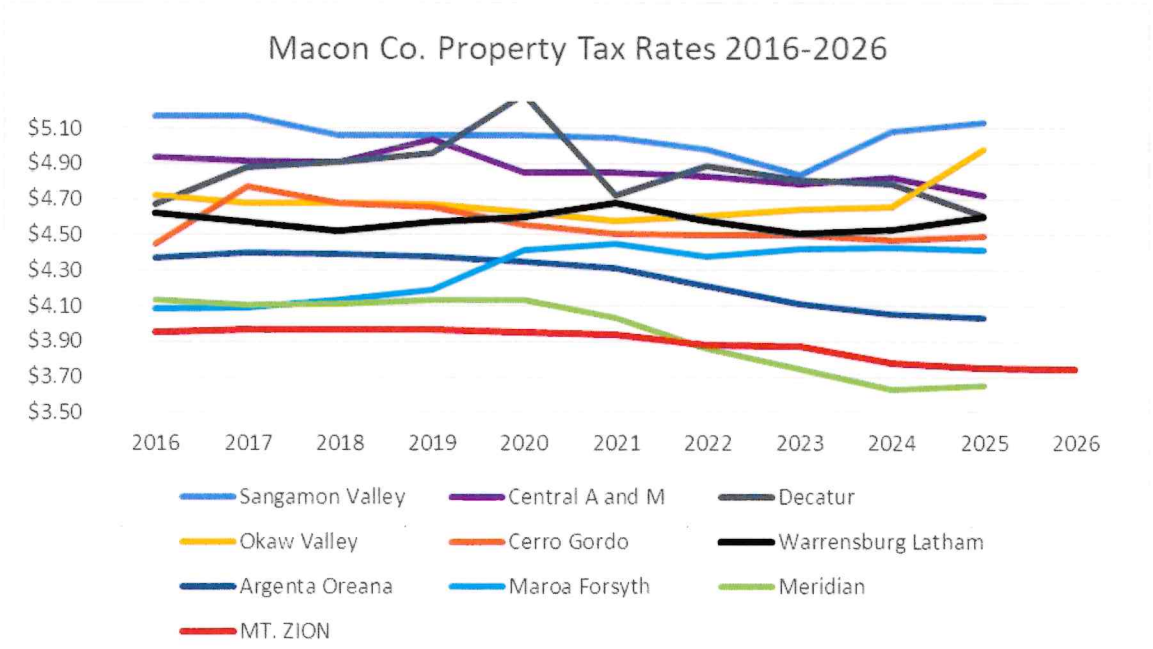
Comments: As you are probably aware, an annual responsibility of the Board of Education is to adopt a Tax Levy. An estimated levy is to be presented at least 20 days prior to adoption of the official levy, which will take place at the December 8, 2026 Board of Education meeting.

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, which is used to calculate our levied amounts. It is the Administration's recommendation to levy the designated amount in order to allow the District to maintain our strong educational focus. This year's estimated levy increases our total levy (not including bond and interest) by $715,993. This amount covers a portion of our estimated increase in expenses due to inflation for supplies and services, insurance increases, and salary and other benefits. The remainder is expected to be covered by our EBF state funding increase. It is an increase in total dollars levied of 4.991% while **lowering our estimated tax rate from $3.75553 to $3.74786 per $100 of EAV.** This is an estimate and the actual rate depends on what the actual EAV is after appeals and exemptions get finalized in the spring. It continues to be well below the rates of most of the other Macon County schools (see next page). On average the other schools in Macon County are 76 cents higher (20 percent), and our rate is down 20 cents in the last 10 years and 25 cents over the past 16! It is also important to note the increase in the levy will be under 5% and the district will NOT be required to 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	$399,810,680	*EAV*	$420,000,000
	Tax rate	*Dollar value*	*Tax rate*	*Dollar value*
EDUCATION FUND	2.43000	9,715,400	2.43000	10,206,000
BOND AND INTEREST FUND	0.16758	670,000	0.16190	680,000
OPERATIONS/MAINT. FUND	0.50000	1,999,053	0.50000	2,100,000
IMRF (Retirement Fund)	0.05878	235,009	0.05952	250,000
TRANSPORTATION FUND	0.20000	799,621	0.20000	840,000
WORKING CASH FUND	0.02857	100,033	0.02381	100,000
FIRE PREV./SAFETY FUND	0.02857	100,033	0.02381	100,000
SPECIAL EDUCATION LEVY	0.04000	159,924	0.04000	168,000
TORT LEVY (Insurance/Legal)	0.20035	801,020	0.19930	837,000
SOCIAL SECURITY/MED. FUND	0.05878	235,009	0.05952	250,000
RENT/LEASE FUND	0.50000	199,905	0.05000	210,000
TAX RATE per $100 EAV	3.75553	15,015,007	3.74786	15,741,000
LEVY w/out BOND & INTEREST		14,345,007		15,061,000
PRIOR YEAR EXTENTION				14,345,007
ADDITIONAL LEVY YIELD				715,993
% Increase of Levy over prior year				4.99%

BMR
Enclosures



Memorandum

TO: BOARD OF EDUCATION

FROM: TRAVIS R. ROUNDCOUNT

DATE: NOVEMBER 4, 2026

RE: RISK MANAGEMENT PROGRAM

Administrative recommendation: to approve the Risk Management Program as a guide for the expenditures paid from the 2026 Tort Fund levy.

Comments: This plan will be effective with the upcoming levy and expenditures during the 2027-2028 school year. As reflected on the estimated tax levy adoption memo, the Tort Fund Levied expenditures were estimated at $837,000. 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

Projected Tort Revenues
27-28

December 2026 Tort Levy	$	837,000.00

Projected Tort Expenditures
27-28

Student Insurance	$	15,000.00
Legal liability/General Liability/Property/Crime/Vehicle/Cyber	$	295,000.00
Workers Comp.	$	90,000.00
Treasurers' Bond	$	7,000.00
Legal Services	$	12,000.00
Nurses	$	88,000.00
Liaison Officer	$	45,000.00
Maintenance & Custodians	$	285,000.00
Total Expenditures	$	837,000.00

MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3

RISK MANAGEMENT PROGRAM

Adopted by Mt. Zion CUSD #3
Board of Education on November 10, 2026

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.

_____ _____

Jeffrey Sams, Board President Eric Law, Board Secretary

Memorandum

TO: BOARD OF EDUCATION

FROM: TRAVIS R. ROUNDCOUNT

DATE: NOVEMBER 4, 2026

RE: ANNUAL AUDIT REPORT

Administrative recommendation: to accept the Annual Audit report as presented.

Comments: Included in your Board packet is a copy of the professional audit conducted by FORVIS MAZARS. The annual audit was completed according to State statutes governing public entities and meets the financial reporting requirements of Governmental Accounting Standards Board Statement (GASB) No. 34, *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments.*

FORVIS MAZERS continues to aid the Administration on specific inquiries throughout the year. Their involvement and knowledge of governmental and school accounting has always been an asset to the District. One of the firm's accountants will be present on Tuesday evening to address any questions.

BMR

Enclosures

Mt. Zion Community Unit School District No. 3

Mt. Zion, Illinois

Auditor's Reports and Financial Statements

As of and for the year ended June 30, 2026

Mt. Zion Community Unit School District No. 3
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Independent Auditor's Report

Board of Education
Mt. Zion Community Unit
School District No. 3
Mt. Zion, Illinois

Report on the Audit of the Financial Statements

Opinions

We have audited the modified cash basis financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Mt. Zion Community Unit School District No. 3 (District), as of and for the year ended June 30, 2026, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective modified cash basis financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Mt. Zion Community Unit School District No. 3 as of June 30, 2026, and the respective changes in modified cash basis financial position thereof for the year then ended in accordance with the modified cash basis of accounting described in Note 1.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Basis of Accounting

As described in the notes to the financial statements, Mt. Zion Community Unit School District No. 3 prepares its financial statements on the modified cash basis of accounting, which is a basis of accounting other than accounting principles generally accepted in the United States of America. Our opinions are not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the modified cash basis of accounting described in Note 1, and for determining that the modified cash basis of accounting is an acceptable basis for the preparation of the financial statements in the circumstances. Management is also responsible for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying supplementary information and management's discussion and analysis, as listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements.

The supplementary information, excluding that listed in the following paragraph, has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole on the basis of accounting described in Note 1.

The management's discussion and analysis and the statement of per capita cost and reimbursable cost for tuition have not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 6, 2026, on our consideration of Mt. Zion Community Unit School District No. 3's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Mt. Zion Community Unit School District No. 3's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Mt. Zion Community Unit School District No. 3's internal control over financial reporting and compliance.

Forvis Mazars, LLP

Decatur, Illinois
November 6, 2026

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Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

Independent Auditor's Report

Board of Education
Mt. Zion Community Unit School District No. 3
Decatur, Illinois

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States (*Government Auditing Standards*), the basic financial statements as listed in the table of contents of Mt. Zion Community Unit School District No. 3 (District), as of and for the year ended June 30, 2026, and the related notes to the financial statements, and have issued our report thereon dated November 6, 2026, which contained an "Emphasis of Matter" paragraph regarding the use of a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Forvis Mazars, LLP

Decatur, Illinois
November 6, 2026

The Management's Discussion and Analysis (MD&A) for Mt. Zion Community Unit School District No. 3 provides an overview and analysis of the District's financial activities for the fiscal year ended June 30, 2026.

Overview of the Financial Statements

The School District's annual report consists of a series of financial statements that show information for the School District as a whole and its funds. The Statement of Net Position and the Statement of Activities (on pages 11 through 13) provide information about the activities of the School District as a whole and present a longer-term view of the School District's finances. Our fund financial statements start on page 14. For our governmental activities, these statements tell how we financed our services in the short-term as well as what remains for future spending. Fund statements also may give you some insight into the School District's overall financial health. Fund financial statements report the District's operations in more detail than the government-wide financial statements.

Reporting the School District as a Whole

The Statement of Net Position and the Statement of Activities

A financial analysis of the School District as a whole begins on page 11. One of the most important questions asked about the School District is, "Is the School District as a whole better off or worse off financially as a result of the year's activities?" The Statement of Net Position and the Statement of Activities, which appear first in the School District's financial statements, report information on the School District as a whole and its activities in a way that helps answer this question. These statements are prepared to include all assets and liabilities, using the modified cash basis of accounting.

These two statements report the School District's net position – the difference between assets and deferred outflows of resources and liabilities, as reported in the Statement of Net Position – as one way to measure the School District's financial health, or financial position. Over time, increases or decreases in the School District's net position – as reported in the Statement of Activities – are indicators of whether its financial health is improving or deteriorating. The relationship between revenues and expenses is the School District's operating results. However, the School District's goal is to provide services to students, obviously not to generate profits as commercial entities do. One must consider many other non-financial factors, such as the quality of the education provided and the safety of the schools to assess the overall health of the School District.

The Statement of Net Position and Statement of Activities report the following activity for the School District:

Governmental Activities – All of the School District's services are reported here, including instruction, plant services, transportation, and food services. Property taxes, state, and federal grants finance most of these activities.

Reporting the School District's Most Significant Funds

Fund Balance Reporting

The District follows Governmental Accounting Standards Board Statement No. 54, which defines the different types of fund balances that must be used. For a more complete description of the major classifications of the fund balances please refer to the Fund Balance Reporting section of Note 1 of the financial statements on page 20.

Fund Financial Statements

The School District's fund financial statements begin on page 14. Fund financial statements are designed to present financial information of the District about the District's most significant funds at a more detailed level, and do not reflect the School District as a whole. These funds are required to be established by State law. The focus of governmental fund financial statements is on major funds with each major fund presented in a single column. The School District's funds use the following accounting approach:

Governmental Funds – All of the School District's services are reported in governmental funds. Governmental fund reporting focuses on showing how money flows into and out of funds and the balances left at year-end that are available for spending. The modified cash accounting method, which measures cash and all other financial assets that can readily be converted to cash, is used to report governmental funds. The governmental fund statements provide a detailed short-term view of the School District's operations and the services it provides. We describe the relationship (or differences) between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental funds in reconciliations on pages 15 and 18.

The School District as a Whole

The School District's net position was $21,787,100 at June 30, 2026. The School District's restricted net position was $11,451,390, while net investment in Capital assets was $9,314,130, and unrestricted net position was $1,021,580. Our analysis below focuses on the net position (Table 1) and changes in net position (Table 2) of the School District's governmental activities.

Table 1
Net Position
June 30, 2026

	Governmental Activities		Percentage Change
	2026	2025	2026-2025
Cash	$ 13,723,784	$ 14,359,142	(4.4)%
Capital assets	31,143,380	32,512,282	(4.2)%
Total assets	44,867,164	46,871,424	(4.3)%
Deferred Outflows of Resources	1,875,750	2,108,227	(11.0)%
Current liabilities	2,855,814	2,446,526	16.7%
Long-term liabilities	22,100,000	23,705,000	(6.8)%
Total liabilities	24,955,814	26,151,526	(4.6)%
Total net position	$ 21,787,100	$ 22,828,125	(4.6)%
Net investment in capital assets	$ 9,314,130	$ 9,360,509	(0.5)%
Restricted	11,451,390	10,570,868	8.3%
Unrestricted	1,021,580	2,896,748	(64.7)%
Total net position	$ 21,787,100	$ 22,828,125	(4.6)%

The $12,472,970 in restricted and unrestricted net position of governmental activities represents the accumulated results of all prior years' operations excluding the net investment in Capital Assets. The School District has $9,314,130 in net position that is invested in capital assets (land, buildings and improvements, land improvements, and equipment).

The results of this year's operations for the School District as a whole are reported in the Statement of Activities on page 12. Table 2 takes the information from that statement and rearranges it slightly so you can see our total revenues for the year.

Table 2
Changes in Net Position
Year Ended June 30

	Governmental Activities		Percentage Change
	2026	2025	2026-2025
Revenues			
Program revenues			
Charges for services	$ 1,923,646	$ 1,637,925	17.4%
Operating grants and contributions	2,884,259	2,864,694	0.7%
General revenues			
Property taxes (general and debt service)	14,696,224	14,009,390	4.9%
School facility occupation tax	2,609,303	2,221,721	17.4%
State and federal grants	11,821,661	11,217,164	5.4%
Unrestricted investment earnings	383,699	591,676	(35.2)% (1)
Student activity funds	2,078,550	2,073,338	0.3%
Miscellaneous	213,052	265,790	(19.8)%
Total revenues	36,610,394	34,881,698	5.0%
Expenses			
Instruction			
Regular programs	14,703,617	14,198,425	3.6%
Pre-K programs	290,579	270,193	7.5%
Special programs	3,957,814	3,960,176	(0.1)%
Summer school education programs	28,936	12,003	141.1%
Interscholastic programs	401,601	417,835	(3.9)%
Student activity funds	1,895,611	2,026,442	(6.5)%
Support services			
Pupils	912,121	603,699	51.1% (2)
Instructional staff	309,008	304,136	1.6%
General administration	1,384,264	1,263,411	9.6%
School administration	2,139,266	1,930,628	10.8%
Business	9,730,876	6,919,718	40.6% (3)
Nonprogrammed charges – tuition	829,202	649,270	27.7% (4)
Community services	283,095	245,742	15.2%
Debt service			
Interest on long-term debt	785,429	804,048	(2.3)%
Total expenses	37,651,419	33,605,726	12.0%
Change in Net Position	(1,041,025)	1,275,972	(181.6)%
Net Position, July 1, 2025 and 2024	22,828,125	21,552,153	5.9%
Net Position, June 30, 2026 and 2025	$ 21,787,100	$ 22,828,125	(4.6)%

(1) The District benefited from the higher interest rate environment in fiscal year 2026.

(2) The increase in pupils was due to additional nursing time and the outsourcing of speech services in fiscal year 2026.

(3) The increase in business expenses was mainly due to expenses related to several large projects and leases.

(4) The increase in nonprogrammed charges - tuition s is due to an increase in special education tuition and students that attended other schools, as well as additional students taking advantage of technical and transfer academies.

Governmental Activities

As reported in the Statement of Activities on page 13, the cost of all of our governmental activities this year was $35,755,808, excluding student activity funds. However, the amount that our taxpayers ultimately financed for these activities through School District taxes was $17,305,527 because some of the cost was paid by those who benefited from the programs, $1,923,646 or by other governments and organizations who subsidize certain programs with grants and contributions, $2,884,259. We paid for the remaining "public benefit" portion of our governmental activities with $12,205,360 in state and federal grants and interest earnings and other miscellaneous revenue of $596,751 resulting in a decrease of $1,223,964, excluding student activity funds.

The School District's Funds

As noted earlier, the School District uses funds to help it control and manage money for particular purposes. Looking at funds helps one to consider whether the School District is being accountable for the resources that taxpayers and others provide; it may also give more insight into the School District's overall financial health.

As the School District completed the 2025-2026 school year, our governmental funds reported a combined fund balance of $12,472,970 which is a decrease of $994,646 from last year.

The general fund is the District's principal operating fund. The fund balance in the general fund increased from $9,002,478 to $9,372,372.

The increases in revenues were mainly due to Tier 1 evidence-based funding increase by the State in fiscal year 2026. The increases in expenditures were mainly due to contracted salary and benefit increases as well as additional nursing, speech and social work and classroom support.

The District's special revenue funds (Transportation and Municipal Retirement) showed an increase of $13,701 with an ending fund balance of $1,290,681. The increase is due mainly to the timing of state funding for transportation.

Significant Capital Asset and Long-Term Financing Activity

Capital Assets

At June 30, 2026, the School District had $31,143,380, net of accumulated depreciation, invested in a broad range of capital assets, including land, buildings and improvements, land improvements, and equipment. This amount represents a net decrease (including additions, deletions and depreciation) of $1,368,902 from the prior year.

Capital assets as of year-end:

	Governmental Activities		Percentage Change
	2026	2025	2026-2025
Land	$ 411,741	$ 411,741	0.0%
Buildings and improvements	50,599,106	50,599,106	0.0%
Land Improvements	2,483,706	2,483,706	0.0%
Equipment	6,277,801	6,222,435	0.9%
	59,772,354	59,716,988	0.1%
Less depreciation	28,628,974	27,204,706	5.2%
	$ 31,143,380	$ 32,512,282	-4.2%

This year's additions of $55,366 include educational and athletic equipment and building improvements.

Debt

At the end of this year, the School District had $23,705,000 in General Obligation Bonds outstanding versus $25,260,000 last year, a decrease of 6.2%. The decrease is due to regularly scheduled bond payments.

The state limits the amount of general obligation debt to 13.8% of the assessed value of taxable property located in the School District. The School District's outstanding general obligation debt of $6,645,000 is well below the $55,173,874 statutorily imposed limit based on the District's 2025 assessed valuation of $399,810,680. The general obligation alternate revenue debt of $6,645,000 will be repaid with future proceeds from the facilities occupation sales tax.

Currently Known Facts, Decisions, or Conditions

The administration and Board of Education consider many factors when setting the School District's 2026-2027 fiscal year budget and tax rates. One of the most important factors affecting the budget is student enrollment. The 2026-2027 budget was developed in early fiscal year 2027, based on an estimate of students that will be enrolled on September 1.

Contacting the School District's Financial Management

Our financial report is designed to provide our citizens, taxpayers, parents, students, investors and creditors with a general overview of the School District's finances and to show the School District's accountability for the money it receives. If you have questions about this report or wish to request additional financial information, contact Dr. Travis Roundcount, Superintendent, at Mt. Zion Community Unit School District No. 3, 1595 W. Main Street, Mt. Zion, Illinois, 62549.

Mt. Zion Community Unit School District No. 3
Statement of Net Position
Modified Cash Basis
June 30, 2026

	Governmental Activities
ASSETS	
Cash	$ 13,723,784
Capital assets, net of accumulated depreciation of $28,628,974	31,143,380
Total Assets	44,867,164
Deferred Outflows of Resources	
Deferred charges on refunding, net of amortization of $1,359,381	1,875,750
LIABILITIES	
General obligation bonds payable	
Due within one year	1,605,000
Due in more than one year	22,100,000
Due to other organizations	1,188,744
Other	181,566
Total Liabilities	25,075,310
Net Position	
Net investment in capital assets	9,314,130
Restricted	11,451,390
Unrestricted	902,082
Total Net Position	$ 21,667,602

Mt. Zion Community Unit School District No. 3
Statement of Activities
Modified Cash Basis
Year Ended June 30, 2026

Functions/Programs	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental Activities				
Instruction				
Regular programs	$ 14,712,414	$ 323,157	$ 375,968	$ (14,013,289)
Pre-K programs	290,579	-	-	(290,579)
Special programs	3,957,814	406,974	576,267	(2,974,573)
Summer school education programs	28,936	6,075	-	(22,861)
Vocational education programs	-	-	17,014	17,014
Interscholastic programs	401,601	-	-	(401,601)
Student activity funds	1,895,611	-	-	(1,895,611)
Supporting services				
Pupils	912,413	-	-	(912,413)
Instructional staff	309,008	-	687,477	378,469
General administration	1,389,276	-	-	(1,389,276)
School administration	2,139,266	-	-	(2,139,266)
Business	9,750,421	1,187,440	1,227,533	(7,335,448)
Nonprogrammed charges - tuition	915,052	-	-	(915,052)
Community services	283,095	-	-	(283,095)
Debt service				
Interest on long-term debt and other uses	785,429	-	-	(785,429)
Total	$ 37,770,915	$ 1,923,646	$ 2,884,259	$ (32,963,010)

Mt. Zion Community Unit School District No. 3
Statement of Activities
Modified Cash Basis
Year Ended June 30, 2026 **(Continued)**

	Net (Expense) Revenue and Changes in Net Position
Net Expense	$ (32,963,010)
General Revenues	
Taxes	
Property taxes levied for	
General purposes	14,036,058
Debt service	660,166
School facility occupation tax	2,609,303
State and Federal grants not restricted to specific programs	11,821,661
Unrestricted investment earnings	383,699
Student activity funds	2,078,548
Miscellaneous	213,052
Total General Revenues	31,802,487
Change in Net Position	(1,160,523)
Net Position, July 1, 2025	$ 22,828,125
Net Position, June 30, 2026	$ 21,667,602

Mt. Zion Community Unit School District No. 3
Statement of Assets, Liabilities and Fund Balances
Modified Cash Basis
Governmental Funds
June 30, 2026

	General Fund	Capital Projects Fund	Other Non-major Governmental Funds	Total Governmental Funds
ASSETS				
Cash	$ 10,607,054	$ 867,608	$ 2,249,122	$ 13,723,784
Total Assets	$ 10,607,054	$ 867,608	$ 2,249,122	$ 13,723,784
LIABILITIES				
Due to other organizations	$ 1,188,744	$ -	$ -	$ 1,188,744
Other	165,434	-	16,132	181,566
Total Liabilities	1,354,178	-	16,132	1,370,310
FUND BALANCES				
Restricted	2,234	867,608	2,232,990	3,102,832
Committed	8,348,558	-	-	8,348,558
Unassigned	902,084	-	-	902,084
	9,252,876	867,608	2,232,990	12,353,474
Total Liabilities and Fund Balances	$ 10,607,054	$ 867,608	$ 2,249,122	$ 13,723,784

Mt. Zion Community Unit School District No. 3
Reconciliation of the Statement of Assets, Liabilities and Fund Balances Governmental Funds with the Statement of Net Position
June 30, 2026

Total fund balances for governmental funds	$	12,353,472
Total net position reported for governmental activities in the statement of net position are different because:		
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in the individual funds		31,143,380
Long-term debt applicable to governmental activities are not due and payable in the current period and therefore are not reported as liabilities in the individual funds		
General obligation bonds payable		(23,705,000)
Charges for refunding prior bonds payable are not included in the individual funds, but are included in the governmental activities, net of accumulated amortization of $1,359,381		1,875,750
Total net position - governmental activities	$	21,667,602

Mt. Zion Community Unit School District No. 3
Statement of Revenue Received, Expenditures Disbursed, Other Financing Sources (Uses), and Changes in Fund Balances
Governmental Funds
Modified Cash Basis
Year Ended June 30, 2026

	General Fund	Capital Projects Fund	Other Non-major Governmental Funds	Total Governmental Funds
Revenue Received				
Taxes	$ 12,677,620	$ -	$ 2,018,604	$ 14,696,224
Transportation fees	-	-	1,396	1,396
Earnings on investments	306,935	22,756	54,005	383,696
Tuition	449,606	-	-	449,606
Food services	859,193	-	-	859,193
Pupil activities, including athletics	112,966	-	-	112,966
Textbook fees	173,634	-	-	173,634
School facility occupation tax	-	1,160,229	1,449,074	2,609,303
State grants	11,629,431	55,615	1,330,889	13,015,935
Federal grants	1,697,086	-	-	1,697,086
Student activity funds	2,078,548	-	-	2,078,548
Other	214,310	318,750	-	533,060
On-behalf receipts	6,625,759	-	-	6,625,759
	36,825,088	1,557,350	4,853,968	43,236,406
Expenditures Disbursed				
Instruction (including capital outlay of $78,474)				
Regular programs	13,783,189	-	164,631	13,947,820
Pre-K programs	290,579	-	-	290,579
Special programs	3,871,231	-	86,583	3,957,814
Summer school education programs	28,564	-	372	28,936
Interscholastic programs	411,677	-	9,102	420,779
Student activity funds	1,895,611	-	-	1,895,611
	20,280,851	-	260,688	20,541,539
Supporting services (including capital outlay of $12,165)				
Pupils	819,960	-	21,645	841,605
Instructional staff	290,460	-	5,983	296,443
General administration	1,330,964	-	58,312	1,389,276
School administration	1,945,631	-	50,357	1,995,988
Business	4,112,898	2,998,140	2,254,315	9,365,353
	8,499,913	2,998,140	2,390,612	13,888,665

Mt. Zion Community Unit School District No. 3
Statement of Revenue Received, Expenditures Disbursed, Other Financing Sources (Uses), and Changes in Fund Balances
Governmental Funds
Modified Cash Basis
Year Ended June 30, 2026 **(Continued)**

	General Fund	Capital Projects Fund	Other Non-major Governmental Funds	Total Governmental Funds
Nonprogrammed Charges — Tuition	$ 915,052	$ -	$ -	$ 915,052
Community Services	253,117	-	18,466	271,583
Debt Service	-	-	2,107,952	2,107,952
On-behalf Disbursements	6,625,759	-	-	6,625,759
	36,574,692	2,998,140	4,777,718	44,350,550
Excess (Deficiency) of Revenue Received Over Expenditures Disbursed	250,396	(1,440,790)	76,250	(1,114,144)
Fund Balances, Beginning of Year	9,002,478	2,308,398	2,156,740	13,467,616
Fund Balances, End of Year	$ 9,252,874	$ 867,608	$ 2,232,990	$ 12,353,472

Mt. Zion Community Unit School District No. 3
Reconciliation of the Statement of Revenue Received, Expenditures Disbursed, Other Financing Sources (Uses), and Changes in Fund Balances
Governmental Funds to the Statement of Activities
Year Ended June 30, 2026

Net change in fund balance - total governmental funds		$ (1,114,144)
Amounts reported for governmental activities in the statement of activities are different because:		
Capital outlays to purchase or build capital assets are reported in governmental fund as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.		
Depreciation expense	$ (1,424,268)	
Net capital outlays	55,366	(1,368,902)
Repayment of bond principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the Statement of Net Position.		1,555,000
Deferred charges on refunding are expended in the governmental funds when paid, but capitalized in the Statement of Net Position. The following deferred charges were amortized during the year.		
Deferred charges amortization		(232,477)
Changes in net position of governmental activities		$ (1,160,523)

Note 1. Nature of Operations and Summary of Significant Accounting Policies

Nature of Operations

Mt. Zion Community Unit School District No. 3 (District) is a community unit school district organized under the Illinois School Code for the purpose of providing a public education to the children of Mt. Zion.

Reporting Entity

The District's reporting entity includes the District's governing Board and all related organizations for which the District exercises oversight responsibility.

The District has developed criteria to determine whether outside agencies with activities which benefit the citizens of the District, including joint agreements which serve pupils from numerous districts, should be included within its financial reporting entity. The criteria include, but are not limited to, whether the District exercises oversight responsibility (which includes financial interdependency, selection of governing authority, designation of management, ability to significantly influence operations, and accountability for fiscal matters), scope of public service, and special financing relationships. Based on these criteria, the District has no component units.

The District is a member of Macon-Piatt Special Education District and Heartland Technical Academy, along with other area school districts. The District's pupils benefit from programs administered under these joint agreements, and the District benefits from jointly administered grants and programming. The District does not have an equity interest in these joint agreements. The joint agreements are separately audited and are not included in these financial statements. Therefore, the basic financial statements present the District as the primary government. The District is not a component unit of any other reporting entity.

Use of Estimates

Preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, expenses gains, losses and other changes in net position during the reporting period. Actual results could differ from those estimates.

Basis of Presentation

The District's basic financial statements consist of government-wide statements, including a statement of net position and a statement of activities, and fund financial statements, which provide a more detailed level of financial information.

Government-wide Financial Statements

The statement of net position and the statement of activities display information about the District as a whole. These statements report those activities of the District that are governmental (i.e. generally supported by taxes and intergovernmental revenues).

The statement of net position presents the financial position of the District's governmental activities at year-end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the District's governmental activities. Direct expenses are those that are specifically associated with a service, program or department and therefore clearly identifiable to a particular function. Program revenues include charges paid by the recipient of the goods or services offered by the program and grants and contributions (including related investment earnings) that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues of the District. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues.

Fund Financial Statements

The District maintains fund accounting in order to aid financial management and to demonstrate legal compliance. Fund financial statements are designed to present financial information of the District at a more detailed level. Separate financial statements are provided for governmental funds. The focus of governmental fund financial statements is on major funds. Each major fund is presented in a single column. The District's major governmental funds are the General Fund and Capital Projects Fund. All other funds are considered non-major.

Governmental Funds

Governmental fund reporting focuses on the sources, uses and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they are to be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is reported as fund balance.

The General Fund, which consists of the Educational Fund, Operations and Maintenance Fund, Tort Immunity/Judgment Fund and Working Cash Fund, is the general operating fund of the District and accounts for the general activities of the District. It is used to account for all financial resources except those required to be accounted for in another fund. Special Education is included in these funds. The Working Cash Fund accounts for financial resources held by the District to be used for temporary loans to other funds. Student Activity Funds and Health Insurance Benefit funds are included in the Educational Fund within these financial statements as assets and liabilities.

Special Revenue Funds, which include the Transportation Fund and the Municipal Retirement/Social Security Fund are used to account for the proceeds of specific revenue sources (other than those accounted for in the Debt Service Fund or Capital Projects Funds) that are legally restricted to or committed to expenditures for specified purposes.

The Debt Service Fund accounts for the accumulation of resources that are restricted, committed or assigned to the payment of general long-term debt principal, interest and related costs.

The Capital Projects Funds, which consist of the Fire Prevention and Safety Fund and Capital Projects Fund, are used to account for financial resources that are restricted, committed or assigned to expenditures for capital outlays including the acquisition or construction of major capital facilities.

Deferred Outflows of Resources

In addition to assets, the Statement of Net Position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of resources that applies to future periods and therefore will not be recognized as an outflow of resources (expenditure) until then. The District only has one item that qualifies for reporting in this category. The deferred charge on refunded debt of $3,235,131 resulted from the difference in the carrying value of the refunded debt and its reacquisition price is deferred and will be amortized over the shorter of the life of the refunded or refunding debt. Total amortization to date is $1,359,381 and amortization for the year ended June 30, 2026 was $232,477.

Fund Balance Reporting

In accordance with Government Accounting Standards, fund balances are to be classified into five major classifications; Nonspendable Fund Balance, Restricted Fund Balance, Committed Fund Balance, Assigned Fund Balance, and Unassigned Fund Balance. Below are definitions of the differences and a reconciliation of how these balances are reported.

Nonspendable Fund Balance

The nonspendable fund balance classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact. The "not in spendable form" criterion includes items that are not expected to be converted to cash, for example inventories and prepaid amounts. Due to the modified cash basis nature of the District, all such items are expensed at the time of purchase, so there is nothing to report for this classification.

Restricted Fund Balance

The restricted fund balance classification refers to amounts that are subject to outside restrictions, not controlled by the entity. Things such as restrictions imposed by creditors, grantors, contributors, or laws and regulations of other governments, or imposed by law through constitutional provisions or enabling legislation. Special Revenue, Debt Service, Capital Projects and Tort Funds are by definition restricted for those specified purposes. The District has several revenue sources received within different funds that also fall into these categories.

1. Special Education

   Cash receipts and the related cash disbursements of this restricted tax levy are accounted for in the Educational Fund. Expenditures disbursed exceeded revenue received for this purpose, resulting in no restricted fund balance.

2. Leasing Levy

   Cash disbursed and the related cash receipts of this restricted tax levy are accounted for in the Educational Fund. Expenditures disbursed exceeded revenue received for this purpose, resulting in no restricted fund balance.

3. State Grants

   Proceeds from state grants and the related expenditures have been included in the Educational and Transportation Funds. At June 30, 2026, expenditures disbursed exceeded revenue received from state grants, resulting in no restricted balances.

4. Federal Grants

   Proceeds from federal grants and the related expenditures have been included in the Educational Fund. At June 30, 2026, expenditures disbursed exceeded revenue received from federal grants, resulting in no restricted balances.

5. School Facility Occupation Tax

   Cash receipts and related cash disbursements of this restricted tax are accounted for in the Debt Service Fund and Capital Projects Fund. At June 30, 2026, expenditures disbursed exceeded revenue received, resulting in no restricted balances.

Committed Fund Balance

The committed fund balance classification refers to amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the government's highest level of decision making authority (the School Board). Those committed amounts cannot be used for any other purpose unless the government removes or changes the specified use by taking the same type of formal action it employed to previously commit those amounts.

The School Board commits fund balance by making motions or passing resolutions to adopt policy or to approve contracts. Committed fund balance also incorporates contractual obligations to the extent that existing resources in the fund have been specifically committed for use in satisfying those contractual requirements.

Employee contracts for services rendered during the school year for employees electing twelve month pay schedules are recorded as disbursements in the fiscal year when such checks are drawn. At June 30, 2026, the total amount of unpaid contracts for services performed during the fiscal year ended June 30, 2026 amounted to $1,820,102. This amount is included in the amount shown as committed in the Educational Fund.

The District has operating leases through October 2030 for school buses and athletic facilities. At June 30, 2026, the total obligation under such agreements amounted to $5,414,764. This amount is included in the amount shown as committed in the Educational Fund.

The Student Activity Funds are reported as committed within the fund financial statements.

Assigned Fund Balance

The assigned fund balance classification refers to amounts that are constrained by the government's intent to be used for a specific purpose, but are neither restricted or committed. Intent may be expressed by the School Board itself or by the Superintendent when the School Board has delegated the authority to assign amounts to be used for specific purposes. No assigned fund balances were identified at June 30, 2026.

Unassigned Fund Balance

The unassigned fund balance classification is the residual classification for amounts in the General Operating Funds for amounts that have not been restricted, committed, or assigned to specific purposes within the General Funds. Unassigned Fund Balance amounts are shown in the financial statements in the Educational, Operations and Maintenance, and Working Cash Funds.

Expenditures of Fund Balance

Unless specifically identified, expenditures act to reduce restricted balances first, then committed balances, next assigned balances, and finally act to reduce unassigned balances. Expenditures for a specifically identified purpose will act to reduce the specific classification of fund balance that is identified.

Basis of Accounting/Measurement Focus

The financial statements of the District have been prepared using the modified cash basis of accounting. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial principles.

Government-Wide and Fiduciary Fund Financial Statements

The measurement focus establishes the basis of accounting. The basis of accounting determines when transactions are recorded in the financial records and reported in the financial statements.

The government-wide financial statements are prepared using the modified cash basis of accounting. The modifications to the cash basis are for the employer portion of payroll taxes not deposited with taxing authorities, refunds due for cash received in excess of cost, the recording of capital assets, the recognition of depreciation and the recording of long-term debt. Governmental fund financial statements therefore include a reconciliation with brief explanations to better identify the relationship between the government-wide financial statements and the governmental fund financial statements. Pension and other postemployment liabilities are not included in the modified cash basis statement; therefore, no assets, liabilities, deferred inflows or deferred outflows have been recorded for the provisions of GASB Statement No. 68 or No. 75.

Governmental Fund Financial Statements

Governmental funds are reported using the modified cash basis of accounting. Accordingly, revenues are recognized and recorded in the accounts when cash is received. In the same manner, expenditures are recognized and recorded upon the disbursement of cash. Assets of a fund are only recorded when a right to receive cash exists which arises from a previous cash transaction. Liabilities of a fund, similarly, result from previous cash transactions. Modifications to the cash basis in these statements are for the employer portion of payroll taxes not deposited with taxing authorities, and refunds due for cash received in excess of costs. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds from general long-term debt, when cash is received, and acquisitions under capital leases are reported as other financing sources.

Nonexchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. Revenue from property taxes, grants, entitlements, and donations are recognized when received, consistent with the cash basis of accounting. Liabilities of a fund, similarly, result from previous cash transactions.

Under the terms of grant agreements, the District funds certain programs by a combination of specific cost-reimbursement grants, categorical grants, and general revenues. Thus, when program expenses are incurred, there are both restricted and unrestricted net position available to finance the program. It is the District's policy to first apply cost-reimbursement grant resources to such programs, followed by categorical grants, and then by general revenues.

Budgets and Budgetary Accounting

The District prepares a budget for all individual funds within the Governmental Fund types.

The District's budget is prepared so that budgeted receipts and expenditures can be compared to the cash basis of accounting. The budget, which was not amended, was passed on September 16, 2025.

For each fund, total fund expenditures may not legally exceed the budgeted expenditures. The budget lapses at the end of each fiscal year.

The District follows these procedures in establishing the budgetary data reflected in the financial statements.

1. Prior to August 1, the Superintendent submits to the Board of Education a proposed operating budget for the fiscal year commencing on that date. The operating budget includes proposed expenditures and the means of financing them.

2. Public hearings are conducted at a public meeting to obtain taxpayer comments.

3. Prior to October 1, the budget is legally adopted through passage of a resolution.

4. The Board of Education is authorized to transfer up to 10% of the total budget between items within any fund.

5. Formal budgetary integration is employed as a management control device during the year.

6. The Board of Education may amend the budget (in other ways) by the same procedures required of its original adoption.

Capital Assets

Capital assets generally result from expenditures in the governmental funds. These assets are reported in the governmental activities column of the government-wide statement of net position but are not reported in the governmental funds statement of assets, liabilities and fund balances.

Capital assets are recorded at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated capital assets are recorded at their acquisition value as of the date received. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not.

The District does not maintain a formal capitalization policy but does follow grant guidelines when applicable.

The District does not possess any material amounts of infrastructure capital assets, such as sidewalks and parking lots. Such items are considered to be part of the cost of buildings or other improvable property.

Capital assets not being depreciated include land and construction in progress. Improvements are depreciated over the remaining useful lives of the related capital assets. Since surplus assets are sold for an immaterial amount when declared as no longer needed for public school purposes, no salvage value is taken into consideration for depreciation purposes. Depreciation is computed using the straight-line method over the estimated life of the asset. The District has established estimated useful lives as follows:

Asset Class	Estimated Useful Lives
Buildings	50 years
Building Improvements	20 years
Equipment	5 to 10 years

Note 2. Deposits

Custodial credit risk is the risk that, in the event of a bank failure, a government's deposits may not be returned to it. The District's deposit policy for custodial credit risk requires compliance with the provisions of state law.

State law allows for deposits in banks, savings banks, savings and loan associations and credit unions. Deposits not collateralized or insured by an agency of the federal government shall not exceed 75% of the capital stock and surplus in the case of a bank, 75% of the net worth in the case of a savings bank or savings and loan association or 50% of the unimpaired capital and surplus in the case of a credit union. Under state law, the District may enter into an agreement requiring collateralization in an amount equal to at least the fair value of funds deposited in excess of federal depository insurance limits.

At June 30, 2026, the District's deposits were included in a common bank account where all deposits were insured or collateralized. All of the pledged securities are held by counterparties in the District's name.

Note 3. Property Taxes

The District's property tax is levied each year on all taxable real property located in the District on or before the last Tuesday in December. The 2025 levy was passed by the Board on December 17, 2024. Property taxes attach as an enforceable lien on property as of January 1 and are payable in two installments on June 1 and September 1. The district receives significant distributions of tax receipts approximately one month after these due dates.

The following are the tax rate limits permitted by the School Code and by local referendum and the actual rates levied per $100 of assessed valuation:

	Maximum Percent	Actual Percent	
	2025 Levy	2025 Levy	2024 Levy
Educational	2.4300	2.43000	2.42339
Operations and Maintenance	.5000	.50000	.49864
Bond and Interest	None	.16758	.17344
Transportation	.2000	.20000	.19946
Municipal Retirement	None	.05878	.06071
Working Cash	.0500	.02502	.03233
Tort Immunity	None	.20035	.20498
Special Education	.0400	.04000	.03990
Social Security	None	.05878	.06071
Fire Prevention and Safety	.0500	.02502	.03233
Lease	.0500	.05000	.04987
Total		3.75553	3.77576

There were no tax collections received in advance on the tax levy for the prior year. Current year tax receipts include tax collections of the 2024 tax levy.

Note 4. Common Bank Account

Separate bank accounts are not maintained for all District funds. Certain funds maintain their uninvested cash balances in a common checking account, with accounting records being maintained to show the portion of the common bank account balance attributable to each participating fund. Occasionally, certain funds participating in the common bank account will incur overdrafts (deficits) in the account. The overdrafts result from expenditures which have been approved by the Board of Education. Such overdrafts constitute unauthorized interfund transfers since such loans are not authorized by the Board of Education.

Note 5. Capital Assets

Capital asset balances and activity for the year ended June 30, 2026 were as follows:

	Balance, July 1, 2025	Additions	Deletions	Transfer	Balance, June 30, 2026
Land	$ 411,741	$ -	$ -	$ -	$ 411,741
Buildings and improvements	50,599,106	-	-	-	50,599,106
Land improvements	2,483,706	-	-	-	2,483,706
Equipment	6,222,435	55,366	-	-	6,277,801
	59,305,247	55,366	-	-	59,360,613
Less accumulated depreciation	27,204,706	1,424,268	-	-	28,628,974
	32,100,541	(1,368,902)	-	-	30,731,639
	$ 32,512,282	$ (1,368,902)	$ -	$ -	$ 31,143,380

Depreciation expense was charged to governmental functions as follows:

Instruction	$ 789,755
Student activities	35,138
Student services	35,651
Instructional staff support	12,562
Administration	143,241
Business and central services	396,413
Community services	11,508
	$ 1,424,268

Note 6. Changes In Long-Term Debt

The following is a summary of long-term debt transactions of the District:

	Beginning Balance	Additions	Deletions	Ending Balance	Current Portion
Long-term debt					
General obligation bonds payable	$ 7,395,000	$ -	$ (750,000)	$ 6,645,000	$ 770,000
General obligation bonds payable (alternate revenue source)	17,865,000	-	(805,000)	17,060,000	835,000
Total long-term debt	$ 25,260,000	$ -	$ (1,555,000)	$ 23,705,000	$ 1,605,000

General Obligation Bonds Payable

Bonds payable at June 30, 2026, are comprised of the following issues:

2020 Taxable General Obligation Refunding School Bonds (Alternate Revenue Source) due in annual installments varying from $220,000 to $1,685,000 through 2041; interest at rates ranging from 1.00% to 3.05%. $17,060,000 is outstanding as of June 30, 2026, with $835,000 being due within one year.

2021 Taxable General Obligation Refunding School Bonds due in annual installments varying from $330,000 to $1,040,000 through 2033; interest at rates ranging from 1.03% to 2.58%. $6,645,000 is outstanding as of June 30, 2026 with $770,000 being due within one year.

The annual requirements to amortize all debt outstanding as of June 30, 2026, including interest payments of $4,148,980 are as follows:

Annual Requirements to Amortize Long-Term Debt

June 30, 2026

	Bonds	Interest	Total Requirements
2027	$ 1,605,000	$ 529,450	$ 2,134,450
2028	1,690,000	503,295	2,193,295
2029	1,770,000	472,987	2,242,987
2030	1,860,000	438,685	2,298,685
2031	1,960,000	400,191	2,360,191
2032-2036	8,375,000	1,405,460	9,780,460
2037-2042	6,445,000	398,912	6,843,912
	$ 23,705,000	$ 4,148,980	$ 27,853,980

The District has a legal debt margin of $48,528,874 based on the 2025 assessed valuation of $399,810,680.

Note 7. Retirement Commitments

The District provides pension benefits to its employees under two separate defined benefit plans as discussed below. As discussed in Note 1, because the District uses a modified cash basis of accounting for financial reporting purposes, it does not report pension obligations in its basic financial statements, thus the recognition requirements for such amounts (assets, deferred outflows of resources, liabilities and deferred inflows of resources) under Governmental Accounting Standards Board Statement No. 68, *Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27* do not apply to the District. However, limited disclosures under GASB 68 are provided herein.

Illinois Municipal Retirement Fund

Plan Description

The District contributes to the IMRF Plan, an agent multiple-employer defined benefit pension plan covering substantially all employees. The IMRF Plan is administered by the Illinois Municipal Retirement Fund.

Benefits Provided

Benefit provisions are established by statute and may only be changed by the General Assembly of the State of Illinois. IMRF issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained on-line at www.imrf.org.

The employees covered by the Plan at December 31, 2025 are:

Inactive employees or beneficiaries currently receiving benefits	84
Inactive employees entitled to but not yet receiving benefits	85
Active employees	125
	294

Contributions

As set by statute, the District regular plan members are required to contribute 4.50% of their annual covered salary. The statutes require employers to contribute the amount necessary, in addition to member contributions, to finance the retirement coverage of its own employees. The District's annual required contribution rate for calendar year 2025 was 2.46%. The District also contributes for disability benefits, death benefits and supplemental retirement benefits, all of which are pooled at the IMRF level. Contribution rates for disability and death benefits are set by the IMRF Board of Trustees, while the supplemental retirement benefits rate is set by statute.

For the year ended December 31, 2025, employees contributed $155,086 and the District contributed $184,781 to the IMRF Plan.

The District recognized $239,822 in expenses under the modified cash basis for the year ended June 30, 2026.

Teachers' Retirement System of the State of Illinois

Plan Description

The District also participates in the Teachers' Retirement System of the State of Illinois (TRS). TRS is a cost-sharing multiple-employer defined-benefit pension plan that was created by the Illinois legislature for the benefit of Illinois public school teachers employed outside the city of Chicago. TRS members include all active nonannuitants who are employed by a TRS-covered employer to provide services for which teacher licensure is

required. The Illinois Pension Code outlines the benefit provisions of TRS, and amendments to the plan can be made only by legislative action with the Governor's approval. The TRS Board of Trustees is responsible for the System's administration.

TRS issues a publicly available financial report that can be obtained at http://trsil.illinois.gov/pubs/cafrs/fy2025; by writing to TRS at 2815 West Washington Street, P.O. Box 19253, Springfield, Illinois 62794; or by calling (888) 678-3675, option 2.

Benefits Provided

TRS provides retirement, disability, and death benefits. Tier 1 members have TRS or reciprocal system service prior to January 1, 2011. Tier 1 members qualify for retirement benefits at age 62 with five years of service, at age 60 with 10 years, or age 55 with 20 years. The benefit is determined by the average of the four highest years of creditable earnings within the last 10 years of creditable service and the percentage of average salary to which the member is entitled. Most members retire under a formula that provides 2.2% of final average salary up to a maximum of 75% with 34 years of service.

Tier 2 members qualify for retirement benefits at age 67 with 10 years of service, or a discounted annuity can be paid at age 62 with 10 years of service. Creditable earnings for retirement purposes are capped and the final average salary is based on the highest consecutive eight years of creditable service rather than the last four. Disability provisions for Tier 2 are identical to those of Tier 1. Death benefits are payable under a formula that is different from Tier 1.

Essentially all Tier 1 retirees receive an annual 3% increase in the current retirement benefit beginning January 1 following the attainment of age 61 or on January 1 following the member's first anniversary in retirement, whichever is later. Tier 2 annual increases will be the lesser of 3% of the original benefit or one-half percent of the rate of inflation beginning January 1 following attainment of age 67 or on January 1 following the member's first anniversary in retirement, whichever is later.

Public Act 100-0023, enacted in 2018, creates an optional Tier III hybrid retirement plan, but it has not yet gone into effect. Public Act 100-0587, enacted in 2018 and amended by Public Act 101-0001 and Public Act 102-0718, requires TRS to offer two temporary benefit buyout programs that expire on June 30, 2026. One program allows retiring Tier 1 members to receive a partial lump-sum payment in exchange for accepting a lower, delayed annual increase. The other allows inactive vested Tier 1 and 2 members to receive a partial lump-sum payment in lieu of a retirement annuity. Both programs began in 2019 and will be funded by bonds issued by the State of Illinois.

Contributions

The State of Illinois maintains the primary responsibility for funding TRS. The Illinois Pension Code, as amended by Public Act 88-0593 and subsequent acts, provides that for years 2010 through 2045, the minimum contribution to the System for each fiscal year shall be an amount determined to be sufficient to bring the total assets of the System up to 90% of the total actuarial liabilities of the System by the end of fiscal year 2045.

Contributions from active members and TRS contributing employers are also required by the Illinois Pension Code. The contribution rates are specified in the pension code. The active member contribution rate for the year ended June 30, 2026, was 9.0% of creditable earnings. The member contribution, which may be paid on behalf of employees by the employer, is submitted to TRS by the employer.

On behalf contributions to TRS. The District meets the definition of being in a special funding situation in which the State is the nonemployer entity that is legally responsible for providing financial support for the pension of the District employees. The State of Illinois makes employer pension contributions on behalf of the District. For the year ended June 30, 2026, the State of Illinois contributions recognized by the employer were based on the State's proportionate share of the collective net pension liability associated with the District, and the District recognized revenue and expenditures of $6,522,068 in pension contributions from the State of Illinois.

2.2 formula contributions. Employers contribute 0.58% of total creditable earnings for the 2.2 formula change. The contribution rate is specified by statute. Contributions for the year ended June 30, 2026 were $89,762.

Federal and special trust fund contributions. When TRS members are paid from federal and special trust funds administered by the District, there is a statutory requirement for the District to pay an employer pension contribution from those funds. Under Public Act 100-0340, the federal and special trust fund contribution rate is the total employer normal cost beginning with the year ended June 30, 2018.

Previously, employer contributions for employees paid from federal and special trust funds were the same rate as the state contribution rate to TRS and were much higher.

For the year ended June 30, 2026, the employer pension contribution was 10.34% of salaries paid from federal and special trust funds. For the year ended June 30, 2026, salaries totaling $297,172 were paid from federal and special trust funds that required employer contributions of $30,728.

District Retirement Cost Contributions. Under GASB Statement No. 68, contributions that a District is required to pay because of a TRS member retiring are categorized as specific liability payments. The District is required to make a one-time contribution to TRS for members granting salary increases over 6% if those salaries are used to calculate a retiree's final average salary.

A one-time contribution is also required for members granted sick leave days in excess of the normal annual allotment if those days are used as TRS service credit. For the year ended June 30, 2026, there were no employer contributions due on salary increases in excess of 6% or payments to TRS for sick leave days granted in the excess of the normal annual allotment.

Note 8. Self-Insurance Plan

The District is self-insured for medical coverage which is provided to District personnel. Consociate Group administers claims for a fixed fee per enrolled employee. The District makes all contributions to an agency account which periodically reimburses the claim administrator for benefits paid to employees. The District also carries specific stop-loss insurance covering claims over $70,000 per person covered with an aggregate limit of approximately $1,135,000. For the year ended June 30, 2026, the District paid out claims totaling $2,286,570 under the self-insurance plan. The amount of unpaid claims is not determinable. At June 30, 2026, the trust account had accumulated contributions in excess of reimbursements of $1,160,931. This amount is accounted for in the education fund of the District.

Note 9. Joint Agreements

The District participates under joint agreements for certain special education and vocational education programs with the Macon-Piatt Special Education District and Heartland Technical Academy. Tuition payments, which are based on actual participation, were $460,352 for the year ended June 30, 2026. The District has no financial interest in these joint agreements and future tuition payments are dependent on actual participation.

Complete financial statements of the districts can be obtained from the following:

Macon-Piatt Special Education District	Heartland Technical Academy
Macon-Piatt Special Education District 101 West Cerro Gordo Decatur, Illinois 62523	Heartland Technical Academy One College Park Decatur, Illinois 62521

Note 10. Leases

The District has entered into various leases for certain copier equipment, buses and other facilities expiring through October 2030. Annual lease payments were $1,434,794 for the year ended June 30, 2026.

Future minimum lease payments are as follows:

2027	$ 1,434,794
2028	1,429,544
2029	1,403,294
2030	573,566
2031	573,566
	$ 5,414,764

Note 11. Loss Exposure

Significant property, liability, and workers' compensation losses are covered by commercial insurance. During the year ended June 30, 2026, there were no significant reductions in coverage. Also, there have been no settlement amounts which have exceeded insurance coverage in the past three years.

Note 12. Postemployment Benefit Plans

The District provides postemployment benefits other than pensions (OPEB) to its retirees under two separate defined benefit OPEB plans as discussed below. As discussed in Note 1, because the District uses a modified cash basis of accounting for financial reporting purposes, it does not report items related to OPEB, except for OPEB expense, in its basic financial statements, thus the recognition requirements for such amounts (assets, deferred outflows of resources, liabilities and deferred inflows of resources) under Governmental Accounting Standards Board Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* do not apply to the District. However, limited disclosure under GASB 75 is provided herein.

Retiree Healthcare Plan

Plan Description

The District's eligible retirees and their spouses can participate in the District's group healthcare plan which is a single-employer defined benefit other postemployment benefit (OPEB) plan (the OPEB Plan) covering substantially all employees. The OPEB Plan is administered by a board of trustees. The OPEB Plan is not

administered under a qualified trust and there are no employer contributions or OPEB plan assets. Benefit provisions are contained in the agreement between the Mt. Zion Federation of Teachers and the District. No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASB Statement No. 75.

Benefits Provided

The OPEB Plan provides healthcare benefits to eligible retirees and their spouses. Benefits are provided through a third-party insurer, and the full cost of the benefits is covered by the retiree. For the year ended June 30, 2026, the District recognized OPEB expense related to this plan of $3,292.

The employees covered by the benefit terms at June 30, 2026 are:

	2026
Inactive employees or beneficiaries currently receiving benefit payments	-
Active employees	220
	220

During the year ended June 30, 2026, the employer contributions and benefit payments are related to the increase in active premiums due to the presence of retirees in the determination of the blended retiree/active premiums and totaled $3,292.

Teacher Health Insurance Security Fund

Plan Description

The Teacher Retirement Insurance Program of Illinois (TRIP or Plan) is a cost-sharing multiple-employer defined benefit postemployment healthcare plan that covers retired employees of participating school districts throughout the State of Illinois, excluding the Chicago Public School System. TRIP health coverage includes provisions for medical, prescription, and behavioral health benefits, but does not provide vision, dental, or life insurance benefits. Annuitants may participate in the State administered Preferred Provider Organization plan or choose from several managed care options. TRIP is administered in accordance with the State Employees Group Insurance Act of 1971 (5 ILSC 375/6.5) which establishes the eligibility and benefit provisions of the plan.

Governmental Accounting Standards Board (GASB) Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefit Plans Other Than Pensions*, defines special funding situations as circumstances in which a nonemployer entity is legally responsible for providing financial support for OPEB (other postemployment benefits) of the employees of another entity by making contributions directly to an OPEB plan that is administered through a trust that meets the criteria set forth in GASB 75 and either (1) the amount of contributions or benefit payments for which the nonemployer entity legally is responsible is not dependent upon one or more events or circumstances unrelated to the OPEB or (2) the nonemployer entity is the only entity with a legal obligation to provide financial support directly to an OPEB plan that is used to provide OPEB to employees of another entity. The State of Illinois is considered a nonemployer contributing entity and the plan is deemed to have a special funding situation.

Benefits Provided

The State Employees Group Insurance Act of 1971 (5 ILCS 375/6.5) requires that the Department's Director determine the rates and premiums of annuitants and dependent beneficiaries and establish the cost-sharing parameters, as well as funding. Member premiums are set by this statute, which provides for a subsidy of either 50% or 75%, depending upon member benefit choices. Dependents are eligible for coverage, at a rate of 100% of the cost of coverage.

A summary of the postemployment benefit provisions, changes in benefit provisions, employee eligibility requirements including eligibility for vesting, and the authority under which benefit provisions are established are included as an integral part of the financial statements of the Department of Central Management Services. A copy of the financial statements of the Department may be obtained by writing to the Department of Central Management Services, 401 South Spring Street, Springfield, Illinois, 62706.

Contributions

The State Employees Group Insurance Act of 1971 (5 ILCS 375/6.6) requires that all active contributors of the TRS, who are not employees of a department, make contributions to the plan at a rate of .90% of salary and for every employer of a teacher to contribute an amount equal to .67% of each teacher's salary. The Department determines, by rule, the percentage required, which each year shall not exceed 105% of the percentage of salary actually required to be paid in the previous fiscal year. In addition, under the State Pension Funds Continuing Appropriations Act (40 ILCS 15/1.3), there is appropriated, on a continuing annual basis, from the General Revenue Fund, an account of the General Fund, to the State Comptroller for deposit in the Teachers' Health Insurance Security Fund (THISF), an amount equal to the amount certified by the Board of Trustees of TRS as the estimated total amount of contributions to be paid under 5 ILCS 376/6.6(a) in that fiscal year.

The District meets the definition of being in a special funding situation in which the State is the nonemployer entity that is legally responsible for providing financial support for OPEB of the District employees and that the State's proportionate share of the collective net OPEB liability is 57.56525%. The state of Illinois makes employer retiree contributions on behalf of the District. State contributions are intended to match contributions to the fund from active members. State of Illinois contributions were $103,691 and the District recognized revenues and expenditures of this amount during the year.

Total OPEB plan contributions for the fiscal year ended June 30, 2026 were $106,983.

Note 13. Facilities Occupation Sales Tax

Macon County, Illinois imposes a 1% county sales tax which is to be used exclusively for school facility purposes. The District received $2,609,303 from this tax during the year ended June 30, 2026 which has been budgeted to address current and future building improvement needs, debt service, and provide property tax relief.

Note 14. Contingencies

The District has received funding from state and federal grants in the current and prior years which is subject to audit and approval by the granting agencies. The Board of Education believes any adjustments that may arise from these audits will be insignificant to the District's operations.

The District is subject to claims and lawsuits that arise primarily in the ordinary course of business. It is the opinion of management that the disposition or ultimate resolution of such claims and lawsuits will not have a material adverse effect on the financial position of the District.

Supplementary Information

Mt. Zion Community Unit School District No. 3
Combining Statement of Assets, Liabilities and Fund Balances
Major Funds
Modified Cash Basis
June 30, 2026

	Educational	Operations and Maintenance	Tort Immunity/ Judgment	Working Cash	Total General Fund	Capital Projects	Total Major Funds
Assets							
Cash	$ 8,781,575	$ 1,014,405	$ 2,234	$ 808,840	$ 10,607,054	$ 867,608	$ 11,474,662
Total Assets	$ 8,781,575	$ 1,014,405	$ 2,234	$ 808,840	$ 10,607,054	$ 867,608	$ 11,474,662
Liabilities							
Due to other organizations	$ 1,188,744	$ -	$ -	$ -	$ 1,188,744	$ -	$ 1,188,744
Other	164,566	868	-	-	165,434	-	165,434
Total Liabilities	1,353,310	868	-	-	1,354,178	-	1,354,178
Fund Balances							
Restricted	-	-	2,234	-	2,234	867,608	869,842
Committed	8,348,558	-	-	-	8,348,558	-	8,348,558
Unassigned	(920,295)	1,013,537	-	808,840	902,084	-	902,084
	7,428,263	1,013,537	2,234	808,840	9,252,876	867,608	10,120,484
Total Liabilities and Fund Balances	$ 8,781,573	$ 1,014,405	$ 2,234	$ 808,840	$ 10,607,054	$ 867,608	$ 11,474,662

Mt. Zion Community Unit School District No. 3
Combining Statement of Revenue Received, Expenditures Disbursed and Changes in Fund Balances
Major Funds
Modified Cash Basis
Year Ended June 30, 2026

	Educational	Operations and Maintenance	Tort Immunity/ Judgment	Working Cash	Total General Fund	Capital Projects	Total Major Funds
Revenue Received							
Taxes	$ 9,878,420	$ 1,896,588	$ 779,645	$ 122,967	$ 12,677,620	$ -	$ 12,677,620
Earnings on investments	268,401	26,928	303	11,303	306,935	22,756	329,691
Tuition	449,606	-	-	-	449,606	-	449,606
Food services	859,193	-	-	-	859,193	-	859,193
Pupil activities, including athletics	112,966	-	-	-	112,966	-	112,966
Textbook fees	173,634	-	-	-	173,634	-	173,634
School facility occupation tax	-	-	-	-	-	1,160,229	1,160,229
State grants	11,606,431	23,000	-	-	11,629,431	55,615	11,685,046
Federal grants	1,697,086	-	-	-	1,697,086	-	1,697,086
Student activity funds	2,078,548	-	-	-	2,078,548	-	2,078,548
Other	197,755	16,555	-	-	214,310	318,750	533,060
On-behalf receipts	6,625,759	-	-	-	6,625,759	-	6,625,759
	33,947,799	1,963,071	779,948	134,270	36,825,088	1,557,350	38,382,438
Expenditures Disbursed							
Instruction							
Regular programs	13,783,189	-	-	-	13,783,189	-	13,783,189
Pre-K programs	290,579				290,579	-	290,579
Special programs	3,871,231	-	-	-	3,871,231	-	3,871,231
Interscholastic programs	411,677	-	-	-	411,677	-	411,677
Student activity funds	1,895,611	-	-	-	1,895,611	-	1,895,611
	20,280,851	-	-	-	20,280,851	-	20,280,851
Supporting services							
Pupils	819,960	-	-	-	819,960	-	819,960
Instructional staff	290,460	-	-	-	290,460	-	290,460
General administration	551,044	-	779,920	-	1,330,964	-	1,330,964
School administration	1,945,631	-	-	-	1,945,631	-	1,945,631
Business	2,164,829	1,948,069	-	-	4,112,898	2,998,140	7,111,038
	5,771,924	1,948,069	779,920	-	8,499,913	2,998,140	11,498,053

Mt. Zion Community Unit School District No. 3
Combining Statement of Revenue Received, Expenditures Disbursed and Changes in Fund Balances
Major Funds
Modified Cash Basis
Year Ended June 30, 2026 **(Continued)**

	Educational	Operations and Maintenance	Tort Immunity/ Judgment	Working Cash	Total General Fund	Capital Projects	Total Major Funds
Nonprogrammed charges — tuition	$ 915,052	$ -	$ -	$ -	$ 915,052	$ -	$ 915,052
Community services	253,117	-	-	-	253,117	-	253,117
On-behalf disbursements	6,625,759	-	-	-	6,625,759	-	6,625,759
	33,846,703	1,948,069	779,920	-	36,574,692	2,998,140	39,572,832
Excess (Deficiency) of Revenue Received Over Expenditures Disbursed	101,096	15,002	28	134,270	250,396	(1,440,790)	(1,190,394)
Fund Balance, Beginning of Year	7,327,167	998,535	2,206	674,570	9,002,478	2,308,398	11,310,876
Fund Balances, End of Year	$ 7,428,263	$ 1,013,537	$ 2,234	$ 808,840	$ 9,252,874	$ 867,608	$ 10,120,482

Mt. Zion Community Unit School District No. 3
Combining Statement of Assets, Liabilities, and Fund Balances
Other Non-major Governmental Funds
Modified Cash Basis
June 30, 2026

	Special Revenue			Capital Projects	Total Other Non-major Governmental Funds
	Transportation	Municipal Retirement/ Social Security	Debt Service	Fire Prevention and Safety	
Assets					
Cash	$ 748,533	$ 558,280	$ 621,884	$ 320,425	$ 2,249,122
Total Assets	$ 748,533	$ 558,280	$ 621,884	$ 320,425	$ 2,249,122
Liabilities					
Other	$ (337)	$ 16,469	$ -	$ -	$ 16,132
Total Liabilities	(337)	16,469	-	-	16,132
Fund Balances - Restricted	748,870	541,811	621,884	320,425	2,232,990
Total Liabilities and Fund Balances	$ 748,533	$ 558,280	$ 621,884	$ 320,425	$ 2,249,122

Mt. Zion Community Unit School District No. 3
Combining Statement of Revenue Received, Expenditures Disbursed and Changes in Fund Balances
Other Non-major Governmental Funds
Modified Cash Basis
Year Ended June 30, 2026

	Special Revenue			Capital Projects	Total Other Non-major Governmental Funds
	Transportation	Municipal Retirement/ Social Security	Debt Service	Fire Prevention and Safety	
Revenue Received					
Taxes	$ 758,649	$ 476,822	$ 660,166	$ 122,967	$ 2,018,604
Transportation fees	1,396	-	-	-	1,396
Earnings on investments	26,623	22,604	909	3,869	54,005
School facility occupation tax	-	-	1,449,074	-	1,449,074
State grants	1,180,889	150,000	-	-	1,330,889
	1,967,557	649,426	2,110,149	126,836	4,853,968
Expenditures Disbursed					
Instruction					
Regular programs	-	164,631	-	-	164,631
Special programs	-	86,583	-	-	86,583
Summer school education programs	-	372	-	-	372
Interscholastic programs	-	9,102	-	-	9,102
	-	260,688	-	-	260,688
Supporting services					
Pupils	-	21,645	-	-	21,645
Instructional staff	-	5,983	-	-	5,983
General administration	-	58,312	-	-	58,312
School administration	-	50,357	-	-	50,357
Business	1,963,522	224,309	-	66,484	2,254,315
	1,963,522	360,606	-	66,484	2,390,612
Community Services	-	18,466	-	-	18,466
Debt Service	-	-	2,107,952	-	2,107,952
	1,963,522	639,760	2,107,952	66,484	4,777,718
Excess (Deficiency) of Revenue Received Over (Under) Expenditures Disbursed	4,035	9,666	2,197	60,352	76,250
Fund Balances, Beginning of Year	744,835	532,145	619,687	260,073	2,156,740
Fund Balances, End of Year	$ 748,870	$ 541,811	$ 621,884	$ 320,425	$ 2,232,990

Mt. Zion Community Unit School District No. 3
Educational Fund
Statement of Revenue Received and
Other Financing Sources (Uses)
Modified Cash Basis
Year Ended June 30, 2026

	Budget	Actual	Budget Over (Under) Actual
Local Sources			
Taxes	$ 9,901,000	$ 9,878,420	$ 22,580
Earnings on investments	361,000	268,401	92,599
Tuition	373,000	449,606	(76,606)
Food service	831,300	859,193	(27,893)
Pupil activities, including athletics	111,000	112,966	(1,966)
Textbook fees	180,100	173,634	6,466
Student activity funds	2,200,000	2,078,548	121,452
Other	161,500	197,755	(36,255)
	14,118,900	14,018,523	100,377
State Sources			
Evidence Based Funding Formula	11,600,000	11,181,072	418,928
Restricted grants			
Driver education	30,000	25,025	4,975
Special education	100,000	91,836	8,164
Vocational education	16,000	23,367	(7,367)
Food services	5,000	3,544	1,456
Early Childhood	190,000	281,587	(91,587)
Other	-	-	-
	341,000	425,359	(84,359)
	11,941,000	11,606,431	334,569
Federal Sources			
Title I	251,800	623,552	(371,752)
Food services	475,000	383,142	91,858
Title II	45,000	63,003	(18,003)
Title IV	15,000	13,925	1,075
IDEA	540,000	565,405	(25,405)
Medicaid Outreach	-	48,059	(48,059)
Other	30,000	-	30,000
	1,356,800	1,697,086	(340,286)
Other Financing Sources (Uses)			
On-behalf receipts	-	6,625,759	(6,625,759)
On-behalf disbursements	-	(6,625,759)	6,625,759
Total Revenue Received and Other Financing Sources (Uses)	$ 27,416,700	$ 27,322,040	$ 94,660

Mt. Zion Community Unit School District No. 3
Educational Fund
Statement of Expenditures Disbursed
Modified Cash Basis
Year Ended June 30, 2026

	Budget	Actual	Budget Over (Under) Actual
Instruction			
Regular programs			
Elementary			
Salaries	$ 5,183,650	$ 4,989,798	$ 193,852
Employee benefits	1,455,200	1,382,370	72,830
Purchased services	10,075	2,412	7,663
Supplies and materials	168,445	247,787	(79,342)
	6,817,370	6,622,367	195,003
Middle			
Salaries	1,578,000	1,426,225	151,775
Employee benefits	491,600	433,066	58,534
Purchased services	2,500	1,465	1,035
Supplies and materials	48,695	45,772	2,923
Capital outlay	500	-	500
	2,121,295	1,906,528	214,767
High school			
Salaries	3,214,000	3,120,828	93,172
Employee benefits	875,500	840,199	35,301
Purchased services	16,800	16,124	676
Supplies and materials	60,430	68,671	(8,241)
Capital outlay	7,000	2,747	4,253
	4,173,730	4,048,569	125,161
Technology			
Salaries	235,000	268,186	(33,186)
Employee benefits	47,800	47,790	10
Purchased services	399,200	322,980	76,220
Supplies and materials	365,500	435,796	(70,296)
Capital outlay	90,000	57,602	32,398
Other	580	-	580
	1,138,080	1,132,354	5,726

Mt. Zion Community Unit School District No. 3
Educational Fund
Statement of Expenditures Disbursed
Modified Cash Basis
Year Ended June 30, 2026 **(Continued)**

	Budget	Actual	Budget Over (Under) Actual
Instruction (Continued)			
Regular programs (continued)			
Drivers education program			
Salaries	$ 65,500	$ 68,472	$ (2,972)
Employee benefits	4,500	4,899	(399)
Supplies and materials	100	-	100
	70,100	73,371	(3,271)
Total regular programs	14,320,575	13,783,189	537,386
Pre-K programs			
Salaries	199,000	230,874	(31,874)
Employee benefits	73,100	54,985	18,115
Purchased services	-	1,000	(1,000)
Supplies and materials	10,000	3,720	6,280
	282,100	290,579	(8,479)
Special programs			
Special education			
Salaries	2,435,000	2,388,145	46,855
Employee benefits	704,000	581,430	122,570
Purchased services	26,000	178,429	(152,429)
Supplies and materials	-	12,547	(12,547)
Other	10,000	51,344	(41,344)
	3,175,000	3,211,895	(36,895)
Bilingual			
Salaries	72,000	80,158	(8,158)
Employee benefits	16,000	27,259	(11,259)
Purchased services	-	300	(300)
	88,000	107,717	(19,717)
Title I			
Salaries	355,000	348,669	6,331
Employee benefits	128,620	111,714	16,906
Purchased services	60,000	68,310	(8,310)
Purchased services	-	260	(260)
	543,620	528,953	14,667
Alternative programs			
Salaries	25,000	20,368	4,632
Employee benefits	13,000	2,298	10,702
	38,000	22,666	15,334
Total special programs	3,844,620	3,871,231	(26,611)

Mt. Zion Community Unit School District No. 3
Educational Fund
Statement of Expenditures Disbursed
Modified Cash Basis
Year Ended June 30, 2026 **(Continued)**

	Budget	Actual	Budget Over (Under) Actual
Instruction (Continued)			
Summer school education programs			
Salaries	$ 10,000	$ 25,672	$ (15,672)
Employee benefits	1,150	2,892	(1,742)
Supplies and materials	100	-	100
	11,250	28,564	(17,314)
Interscholastic programs			
Salaries	212,500	258,283	(45,783)
Employee benefits	23,600	20,776	2,824
Purchased services	78,380	92,480	(14,100)
Supplies and materials	47,080	22,013	25,067
Capital Outlay	-	18,125	(18,125)
	361,560	411,677	(50,117)
Student activity funds	2,200,000	1,895,611	304,389
Total instruction	21,020,105	20,280,851	739,254
Supporting Services			
Pupils			
Salaries	623,500	587,754	35,746
Employee benefits	203,930	187,312	16,618
Purchased services	38,100	33,849	4,251
Supplies and materials	11,700	11,045	655
	877,230	819,960	57,270
Instructional staff			
Salaries	157,000	172,622	(15,622)
Employee benefits	61,780	42,423	19,357
Purchased services	27,200	31,053	(3,853)
Supplies and materials	112,935	44,362	68,573
Capital outlay	500	-	500
	359,415	290,460	68,955

Mt. Zion Community Unit School District No. 3
Educational Fund
Statement of Expenditures Disbursed
Modified Cash Basis
Year Ended June 30, 2026 **(Continued)**

	Budget	Actual	Budget Over (Under) Actual
Supporting Services (Continued)			
General administration			
Salaries	$ 240,000	$ 254,514	$ (14,514)
Employee benefits	48,000	40,685	7,315
Purchased services	141,000	181,435	(40,435)
Supplies and materials	55,100	65,811	(10,711)
Other	10,000	8,599	1,401
	494,100	551,044	(56,944)
School administration			
Salaries	1,432,000	1,518,429	(86,429)
Employee benefits	375,000	386,572	(11,572)
Purchased services	15,450	19,530	(4,080)
Supplies and materials	15,500	20,251	(4,751)
Capital outlay	1,000	-	1,000
Other	2,100	849	1,251
	1,841,050	1,945,631	(104,581)
Business			
Salaries	768,000	807,268	(39,268)
Employee benefits	125,600	142,165	(16,565)
Purchased services	163,500	173,804	(10,304)
Supplies and materials	705,500	1,040,497	(334,997)
Capital outlay	-	1,095	(1,095)
Other	100	-	100
	1,762,700	2,164,829	(402,129)
Total supporting services	5,334,495	5,771,924	(437,429)
Community Services			
Salaries	188,000	196,851	(8,851)
Employee benefits	52,600	38,292	14,308
Purchased services	500	-	500
Supplies and materials	1,000	17,974	(16,974)
	242,100	253,117	(11,017)
Nonprogrammed Charges — Tuition	820,000	915,052	(95,052)
Total Expenditures Disbursed	$ 27,416,700	$ 27,220,944	$ 195,756

Mt. Zion Community Unit School District No. 3
Operations and Maintenance Fund
Statement of Revenue Received and
Expenditures Disbursed
Modified Cash Basis
Year Ended June 30, 2026

	Budget	Actual	Budget Over (Under) Actual
Revenue Received			
Local sources			
Taxes	$ 1,898,000	$ 1,896,588	$ 1,412
Earnings on investments	40,100	26,928	13,172
Other	19,900	16,555	3,345
Total local sources	1,958,000	1,940,071	17,929
State source			
Evidence Based Funding Formula	2,000	23,000	(21,000)
Total Revenue Received	$ 1,960,000	$ 1,963,071	$ (3,071)
Expenditures Disbursed			
Supporting services			
Business			
Operation and maintenance of plant services			
Salaries	$ 716,000	$ 673,505	$ 42,495
Employee benefits	105,600	100,741	4,859
Purchased services	257,400	260,909	(3,509)
Supplies and materials	871,000	901,844	(30,844)
Capital outlay	10,000	11,070	(1,070)
Total Expenditures Disbursed	$ 1,960,000	$ 1,948,069	$ 11,931

Mt. Zion Community Unit School District No. 3
Debt Service Fund
Statement of Revenue Received and
Expenditures Disbursed
Modified Cash Basis
Year Ended June 30, 2026

	Budget	Actual	Budget Over (Under) Actual
Revenue Received			
Local sources			
Taxes	$ 660,000	$ 660,166	$ (166)
School facility occupation tax	1,448,400	1,449,074	(674)
Earnings on investments	1,100	909	191
Total Revenue Received	$ 2,109,500	$ 2,110,149	$ (649)
Expenditures Disbursed			
Debt service			
Interest and service charges on debt	$ 549,500	$ 552,952	$ (3,452)
Principal repayment on debt	1,560,000	1,555,000	5,000
Total Expenditures Disbursed	$ 2,109,500	$ 2,107,952	$ 1,548

Mt. Zion Community Unit School District No. 3
Debt Service Fund
Schedule of Bonds Outstanding
June 30, 2026

	Final Maturity	Interest Rate	Interest Date
Bond Issue			
2020 Taxable General Obligation Refunding Bonds (Alternative Revenue Source)	12/1/41	1.0% - 3.05%	6/1 and 12/1
2021 Taxable General Obligation Refunding Bonds	12/1/33	1.03%-2.58%	6/1 and 12/1

Requirements for Bonds and Interest
Future Year
June 30, 2026

	Bonds	Interest	Total Requirements
2027	$ 1,605,000	$ 529,450	$ 2,134,450
2028	1,690,000	503,295	2,193,295
2029	1,770,000	472,987	2,242,987
2030	1,860,000	438,685	2,298,685
2031	1,960,000	400,191	2,360,191
2032-2036	8,375,000	1,405,460	9,780,460
2037-2041	6,445,000	398,912	6,843,912
	$ 23,705,000	$ 4,148,980	$ 27,853,980

Legal Debt Margin
June 30, 2026

Assessed valuation, 2025	$ 399,810,680
Statutory debt limitation (13.8% of assessed valuation)	$ 55,173,874
Bonded debt less alternate revenue source bonds of $17,060,000	6,645,000
Legal debt margin	$ 48,528,874

Amount Originally Issued	Amount Outstanding July 1, 2025	Amount Retired This Fiscal Year	Amount Issued this Fiscal Year	Amount Outstanding June 30, 2026
$ 19,015,000	$ 17,865,000	$ (805,000)	$ -	$ 17,060,000
8,870,000	7,395,000	(750,000)	-	6,645,000
$ 27,885,000	$ 25,260,000	$ (1,555,000)	$ -	$ 23,705,000

Mt. Zion Community Unit School District No. 3
Transportation Fund
Statement of Revenue Received and
Expenditures Disbursed
Modified Cash Basis
Year Ended June 30, 2026

	Budget	Actual	Budget Over (Under) Actual
Revenue Received			
Local sources			
Taxes	$ 759,000	$ 758,649	$ 351
Transportation fees	6,000	1,396	4,604
Earnings on investments	39,000	26,623	12,377
Other	25,000	-	25,000
	829,000	786,668	42,332
State sources			
Transportation aid			
Evidence Based Funding Formula	147,000	380,000	(233,000)
Regular and special education	1,050,000	800,889	249,111
	1,197,000	1,180,889	16,111
Total Revenue Received	$ 2,026,000	$ 1,967,557	$ 58,443
Expenditures Disbursed			
Supporting services			
Business			
Business, pupil transportation			
Salaries	$ 843,000	$ 837,527	$ 5,473
Employee benefits	70,500	46,950	23,550
Purchased services	27,000	867,858	(840,858)
Supplies and materials	255,500	211,188	44,312
Capital outlay	830,000	(1)	830,001
Total Expenditures Disbursed	$ 2,026,000	$ 1,963,522	$ 62,478

Mt. Zion Community Unit School District No. 3
Municipal Retirement/Social Security Fund
Statement of Revenue Received and
Expenditures Disbursed
Modified Cash Basis
Year Ended June 30, 2026

	Budget	Actual	Budget Over (Under) Actual
Revenue Received			
Local sources			
Taxes	$ 625,000	$ 476,822	$ 148,178
Earnings on investments	31,000	22,604	8,396
Total local sources	656,000	499,426	156,574
State source			
Evidence Based Funding Formula	-	150,000	(150,000)
Total state sources	-	150,000	(150,000)
Total Revenue Received	$ 656,000	$ 649,426	$ 6,574
Expenditures Disbursed			
Instruction			
Employee benefits			
Elementary	$ 81,700	$ 74,752	$ 6,948
Junior high school	29,000	30,840	(1,840)
High school	46,400	43,272	3,128
Technology education programs	11,200	13,700	(2,500)
Special education programs	82,900	80,930	1,970
Title I	5,200	4,415	785
Summer school education programs	1,000	372	628
Interscholastic programs	9,900	9,102	798
Driver's education program	1,300	985	315
Bilingual program	-	2,067	(2,067)
Alternative program	1,000	253	747
	269,600	260,688	8,912
Supporting services			
Employee benefits			
Pupils	17,000	21,645	(4,645)
Instructional staff	5,600	5,983	(383)
General administration	76,800	58,312	18,488
School administration	50,600	50,357	243
Business	219,500	224,309	(4,809)
	369,500	360,606	8,894
Community Services	16,900	18,466	(1,566)
Total Expenditures Disbursed	$ 656,000	$ 639,760	$ 16,240

Mt. Zion Community Unit School District No. 3
Tort Immunity/Judgment Fund
Statement of Revenue Received and
Expenditures Disbursed
Modified Cash Basis
Year Ended June 30, 2026

	Budget	Actual	Budget Over (Under) Actual
Revenue Received			
Local sources			
Taxes	$ 779,500	$ 779,645	$ (145)
Earnings on investments	500	303	197
Total Revenue Received	$ 780,000	$ 779,948	$ 52
Expenditures Disbursed			
Supporting Services			
General administration			
Salaries	$ 276,000	$ 272,275	$ 3,725
Employee benefits	56,000	39,000	17,000
Purchased services	448,000	468,645	(20,645)
Total Expenditures Disbursed	$ 780,000	$ 779,920	$ 80

Mt. Zion Community Unit School District No. 3
Fire Prevention and Safety Fund
Statement of Revenue Received and
Expenditures Disbursed
Modified Cash Basis
Year Ended June 30, 2026

	Budget	Actual	Budget Over (Under) Actual
Revenue Received			
Local sources			
Taxes	$ 170,000	$ 122,967	$ 47,033
Earnings on investments	3,000	3,869	(869)
Total Revenue Received	$ 173,000	$ 126,836	$ 46,164
Expenditures Disbursed			
Supporting Services			
Business			
Purchased services	$ 100,000	$ 66,484	$ 33,516
Total Expenditures Disbursed	$ 100,000	$ 66,484	$ 33,516

Mt. Zion Community Unit School District No. 3
Capital Projects Fund
Statement of Revenue Received and
Expenditures Disbursed
Modified Cash Basis
Year Ended June 30, 2026

	Budget	Actual	Budget Over (Under) Actual
Revenue Received			
Local sources			
School facility occupation tax	$ 890,000	$ 1,160,229	$ (270,229)
Earnings on investments	10,000	22,756	(12,756)
Other	360,000	318,750	41,250
	1,260,000	1,501,735	(241,735)
State sources			
Evidence Based Funding Formula	40,000	5,615	34,385
School infrastructure maintenance	-	50,000	(50,000)
Total Revenue Received	1,300,000	1,557,350	(257,350)
Total Revenue Received	$ 1,300,000	$ 1,557,350	$ (257,350)
Expenditures Disbursed			
Supporting Services			
Business			
Purchased services	$ 2,600,000	$ 2,971,968	$ (371,968)
Supplies and materials	200,000	26,172	173,828
Capital outlay	200,000	-	200,000
Total Expenditures Disbursed	3,000,000	2,998,140	1,860
Total Expenditures Disbursed	$ 3,000,000	$ 2,998,140	$ 1,860

Mt. Zion Community Unit School District No. 3
Working Cash Fund
Statement of Revenue Received and
Other Financing Uses
Modified Cash Basis
Year Ended June 30, 2026

	Budget	Actual	Budget Over (Under) Actual
Revenue Received			
Local sources			
Taxes	$ 170,000	$ 122,967	$ 47,033
Earnings on investments	10,000	11,303	(1,303)
Total Revenue Received	$ 180,000	$ 134,270	$ 45,730

Mt. Zion Community Unit School District No. 3
Budgetary Comparison
General Fund
Modified Cash Basis
Year Ended June 30, 2026

	Original and Final Budget	Actual	Budget Over (Under) Actual
Revenue Received			
Taxes	$ 12,748,500	$ 12,677,620	$ 70,880
Earnings on investments	411,100	306,935	104,165
Tuition	373,000	449,606	(76,606)
Food services	831,300	859,193	(27,893)
Pupil activities, including athletics	111,000	112,966	(1,966)
Textbook fees	180,100	173,634	6,466
State grants	11,943,000	11,629,431	313,569
Federal grants	1,356,800	1,697,086	(340,286)
Student activity funds	2,200,000	2,078,548	121,452
Other	181,400	214,310	(32,910)
On-behalf receipts	-	6,625,759	(6,625,759)
	30,336,200	36,825,088	(6,488,888)
Expenditures Disbursed			
Instruction			
Regular programs	14,320,575	13,783,189	537,386
Pre-K programs	282,100	290,579	(8,479)
Special programs	3,844,620	3,871,231	(26,611)
Summer school education programs	11,250	28,564	(17,314)
Interscholastic programs	361,560	411,677	(50,117)
Student activity funds	2,200,000	1,895,611	304,389
	21,020,105	20,280,851	739,254
Supporting services			
Pupils	877,230	819,960	57,270
Instructional staff	359,415	290,460	68,955
General administration	1,274,100	1,330,964	(56,864)
School administration	1,841,050	1,945,631	(104,581)
Business	3,722,700	4,112,898	(390,198)
Central	-	-	-
	8,074,495	8,499,913	(425,418)
Nonprogrammed charges — tuition	820,000	915,052	(95,052)
Community services	242,100	253,117	(11,017)
On-behalf Disbursements	-	6,625,759	(6,625,759)
	30,156,700	36,574,692	(6,417,992)

Mt. Zion Community Unit School District No. 3
Budgetary Comparison
General Fund
Modified Cash Basis
Year Ended June 30, 2026 **(Continued)**

	Original and Final Budget	Actual	Budget Over (Under) Actual
Excess of Revenue Received Over Expenditures Disbursed	$ 179,500	$ 250,396	$ (70,896)
Excess (Deficiency) of Revenue Received Over (Under) Expenditures Disbursed and Other Financing Uses	179,500	250,396	(70,896)
Fund Balance, Beginning of Year	9,002,478	9,002,478	-
Fund Balance, End of Year	$ 9,181,978	$ 9,252,874	$ (70,896)

Mt. Zion Community Unit School District No. 3
Budgetary Comparison
Capital Projects Fund
Modified Cash Basis
Year Ended June 30, 2026

	Original and Final Budget	Actual	Budget Over (Under) Actual
Revenue Received			
School facility occupation tax	$ 890,000	$ 1,160,229	$ (270,229)
Earnings on investments	10,000	22,756	(12,756)
Other	360,000	318,750	41,250
	1,260,000	1,501,735	(241,735)
State sources			
Evidence Based Funding Formula	40,000	5,615	34,385
School infrastructure maintenance	-	50,000	(50,000)
Total Revenue Received	1,300,000	1,557,350	(257,350)
Expenditures Disbursed			
Supporting Services			
Business	3,000,000	2,998,140	1,860
Deficiency of Revenue Received Under Expenditures Disbursed	(1,740,000)	(1,440,790)	(299,210)
Excess (Deficiency) of Revenue Received Over (Under) Expenditures Disbursed	(1,740,000)	(1,440,790)	(299,210)
Fund Balance, Beginning of Year	2,308,398	2,308,398	-
Fund Balance, End of Year	$ 568,398	$ 867,608	$ (299,210)

Supporting Schedules

Mt. Zion Community Unit School District No. 3
Revolving Fund
Statement of Cash Receipts and Disbursements
Year Ended June 30, 2026

Receipts		
Reimbursements by District Treasurer from the following funds and sources		
Educational Fund	$	85,837
Operating and Maintenance Fund		-
Transportation Fund		-
Tort Fund		-
		85,837
Disbursements		
Educational Fund expenditures		82,289
Operating and Maintenance Fund expenditures		-
Transportation expenditures		-
Tort expenditures		-
		82,289
Excess of Receipts Over Disbursements		3,548
Cash Balance, July 1, 2025		10,000
Cash Balance, June 30, 2026	$	13,548

Note: The Revolving Fund cash balance is included in the Educational Fund cash balance.

Mt. Zion Community Unit School District No. 3
Schedule of Assessed Valuations, Tax Levies,
and Settlements
Year Ended June 30, 2026

	2025*	2024	2023	2022
Assessed Valuations	$ 399,810,680	$ 380,535,428	$ 351,963,831	$ 332,787,198
Tax Rates				
Educational Fund	2.4300	2.4234	2.4300	2.4075
Municipal Retirement Fund	0.0588	0.0607	0.0909	0.0992
Transportation Fund	0.2000	0.1995	0.2000	0.1982
Operations and Maintenance Fund	0.5000	0.4986	0.5000	0.4954
Debt Service Fund	0.1676	0.1734	0.1847	0.1863
Tort Immunity	0.2004	0.2050	0.2074	0.2073
Special Education	0.0400	0.0399	0.0400	0.0396
Working Cash	0.0252	0.0323	0.0500	0.0495
Social Security	0.0588	0.0607	0.0909	0.0992
Fire Prevention and Safety	0.0252	0.0323	0.0500	0.0495
Lease	0.0500	0.0499	0.0500	0.0495
Total	3.7559	3.7758	3.8939	3.8812
Tax Levy				
Macon County	$ 14,647,073	$ 14,026,480	$ 13,377,624	$ 12,620,051
Moultrie County	367,964	342,108	327,601	295,539
	15,015,037	14,368,588	13,705,225	12,915,590
Credits (Deductions) for Losses in Collections, Errors, Abatements, Forfeitures, and Fees, Less Back Taxes Collected	(150,150)	(143,686)	(137,052)	(129,156)
Amount available to District	$ 14,864,887	$ 14,224,902	$ 13,568,173	$ 12,786,434
Distribution of Taxes (Net)				
Educational Fund	$ 9,618,273	$ 9,130,216	$ 8,467,195	$ 7,931,226
Municipal Retirement Fund	232,659	228,615	316,805	326,709
Transportation Fund	791,625	751,426	696,888	652,792
Operations and Maintenance Fund	1,979,062	1,878,527	1,742,222	1,631,965
Debt Service Fund	663,303	653,401	643,506	613,787
Tort Immunity	793,011	772,221	722,709	683,068
Special Education	158,325	150,316	139,377	130,559
Working Cash	99,032	121,797	174,222	163,206
Social Security	232,659	228,713	316,805	326,709
Fire Prevention and Safety	99,032	121,797	174,222	163,206
Lease	197,906	187,875	174,222	163,206
Total	$ 14,864,887	$ 14,224,902	$ 13,568,173	$ 12,786,434

*Estimated in part for 2025

2021	2020	2019
$ 307,214,176	$ 298,267,885	$ 290,601,038
2.4300	2.4300	2.4300
0.1042	0.1073	0.1084
0.2000	0.2000	0.2000
0.5000	0.5000	0.5000
0.2006	0.1916	0.2127
0.2148	0.2213	0.2237
0.0400	0.0400	0.0400
0.0500	0.0500	0.0500
0.1042	0.1073	0.1084
0.0500	0.0500	0.0500
0.0500	0.0500	0.0500
3.9438	3.9475	3.9732
$ 11,833,954	$ 11,505,382	$ 11,295,168
281,600	268,374	250,859
12,115,554	11,773,756	11,546,027
(121,156)	(117,737)	(115,460)
$ 11,994,398	$ 11,656,019	$ 11,430,567
$ 7,390,650	$ 7,175,431	$ 6,990,984
609,816	316,811	311,862
1,520,709	590,570	575,390
316,825	1,476,426	1,438,476
608,284	565,520	611,854
152,071	653,407	643,516
152,071	118,114	115,079
121,657	147,643	143,848
653,419	316,811	311,862
316,825	147,643	143,848
152,071	147,643	143,848
$ 11,994,398	$ 11,656,019	$ 11,430,567

Mt. Zion Community Unit School District No. 3
Lunch Program
Statement of Cash Receipts and Disbursements
Year Ended June 30, 2026

	2026	
Receipts		
Student payments	$ 844,023	
Adult payments	15,305	
Local reimbursements	8,611	
State reimbursements	3,544	
Federal reimbursements	383,142	
		$ 1,254,625
Disbursements		
Salaries	537,101	
Employee benefits	89,068	
Contractual services	2,773	
Food	665,250	
Material and supplies	-	
		1,294,192
Receipts Under Disbursements		$ (39,567)

Mt. Zion Community Unit School District No. 3
Statement of Per Capita Cost and
Reimbursable Cost for Tuition
Year Ended June 30, 2026
Unaudited

	2026	
Average Daily Attendance		2,218
Computation of Per Capita Cost		
Operating disbursements		
Educational Fund	$ 25,205,837	
Operations and Maintenance Fund	1,948,067	
Debt Service Fund	2,107,952	
Transportation Fund	1,963,522	
Municipal Retirement Fund	639,764	
Tort Immunity/Judgment Fund	779,922	
	32,645,064	
Expenditures not applicable and revenue constituting a reduction of expense	3,895,667	
Net operating disbursements	28,749,397	
Operating expense per student		$ 12,962
Computation of Reimbursable Cost for Tuition		
Revenue from governmental divisions and others for special programs	4,678,674	
	24,070,723	
Depreciation allowable	1,424,268	
Net cost for tuition purposes	$ 25,494,991	
Reimbursable cost for tuition per student		$ 11,495

The above data was taken from the report filed by the District with the Illinois State Board of Education. Average daily attendance figures were determined by the District Superintendent and were not independently verified.

Student Activity Funds

Mt. Zion Community Unit School District No. 3
Activity Funds
Summary of Cash Receipts and Disbursements
Year Ended June 30, 2026

	Balance July 1, 2025	Receipts	Disbursements	Balance June 30, 2026
Elementary schools	$ 360,176	$ 519,115	$ 475,136	$ 404,155
High school	570,579	1,559,433	1,420,475	709,537
Total	$ 930,755	$ 2,078,548	$ 1,895,611	$ 1,113,692

Elementary Schools Activity Funds
Statement of Cash Receipts and Disbursements
Year Ended June 30, 2026

	Balance July 1, 2025	Receipts	Disbursements	Balance June 30, 2026
Mt. Zion Jr. High School	$ 115,601	$ 333,385	$ 339,745	$ 109,241
Intermediate School	58,669	71,354	54,912	75,111
McGaughey Grade School	155,934	60,379	39,571	176,742
Mt. Zion Grade School	29,972	53,997	40,908	43,061
Total	$ 360,176	$ 519,115	$ 475,136	$ 404,155

Mt. Zion Community Unit School District No. 3
High School Activity Funds
Summary of Cash Receipts and Disbursements
Year Ended June 30, 2026

	Balance July 1, 2025	Receipts	Disbursements	Balance June 30, 2026
A-A Experience	$ -	$ -	$ -	$ -
ACE Club	1,973	719	975	1,717
AFS Club	1,756	-	-	1,756
Ag Lab fees	827	809	854	782
Aspire	8,129	5,194	3,031	10,292
Athletic Booster Club	62,263	27,721	45,839	44,145
Band Boosters	21,541	212,464	217,784	16,221
Baseball	2,441	3,830	5,272	999
Basic Construction	-	-	754	(754)
Bass Fishing	2,891	2,020	1,797	3,114
Boys' Basketball	10,184	1,816	7,310	4,690
Boys' Soccer	4,503	6,016	5,239	5,280
Cheerleaders	4,555	24,518	21,445	7,628
Class Accounts	10,428	500	-	10,928
Computer Club	60,649	19,248	21,267	58,630
Concession Stand	28,675	100,982	52,354	77,303
Crimestoppers	900	-	-	900
Drama Club	4,732	5,172	4,003	5,901
F.B.L.A.	4,960	21,883	21,127	5,716
F.C.C.L.A. (FHA)	426	2,597	2,785	238
F.F.A.	1,990	30,744	23,955	8,779
FCA	328	-	-	328
Food Lab	616	1,586	1,981	221
Football	206	-	198	8
French Club	962	530	-	1,492
Freshman Class	-	1,590	1,590	-
Field Trips	914	-	-	914
Girls' Basketball	12,613	6,447	9,356	9,704
Girls Golf	1,327	1,385	1,097	1,615
Girls' Locker Room	576	1,447	1,440	583
Girls' Soccer	1,597	7,121	3,287	5,431
Golf Outing	8,137	17,372	13,707	11,802
GSA	161	-	114	47
Tennis	1,623	6,754	4,598	3,779
Track	8,608	61,944	32,538	38,014
Boys' Golf	2,190	4,012	3,855	2,347
High School Improvement Fund	47,757	26,941	27,276	47,422
Honor Guard	34	40	36	38
Honor Society	3,497	860	291	4,066
Jets/Guidance	12,403	12,594	11,111	13,886
Junior Class	2,935	12,679	12,624	2,990
Les Femmes	6,606	140,448	139,158	7,896

Mt. Zion Community Unit School District No. 3
High School Activity Funds
Summary of Cash Receipts and Disbursements
Year Ended June 30, 2026 **(Continued)**

	Balance July 1, 2025	Receipts	Disbursements	Balance June 30, 2026
Library	$ 2,054	$ 200	$ 452	$ 1,802
Maintenance	1,122	216	469	869
Math Team	-	258	74	184
Medics Club	4,456	5,515	2,885	7,086
PBIS	464	-	182	282
Probability Fair	133	-	-	133
Pom Pon Squad	6,250	6,212	-	12,462
Post Prom	1,873	-	-	1,873
Quartet	635	650	877	408
Project Graduation	11,757	20,379	19,582	12,554
QB memorial Scholarship	-	500	500	-
Quarterback Club	7,425	82,911	64,296	26,040
Redefine	621	-	-	621
Red Rowdies	242	-	223	19
Rembrandt Society/Art Club	1,588	206	1,093	701
S.A.D.D.	11,555	6,900	8,418	10,037
Scholastic Bowl	1,603	1,390	871	2,122
Senior Class	10,824	8,218	10,824	8,218
Soccer Boosters	-	-	-	-
Soft Ball	31,981	27,377	18,075	41,283
Sophomore Class	1,560	4,868	4,883	1,545
Spanish Club	713	485	315	883
Spirit Shop	10	8,710	8,026	694
Student Council	16,793	16,516	15,893	17,416
Swingsations Booster Club	24,441	400,923	410,978	14,386
Switch it up	71	-	71	-
Teachers' Lounge	1,578	725	767	1,536
Textiles	-	2,551	2,236	315
V.I.C.A./Work Program	2,610	-	-	2,610
Volleyball	4,529	27,542	19,441	12,630
Weight Room	33	-	-	33
Wrestlers	614	27,325	26,644	1,295
"Z" Club	47,660	60,263	43,338	64,585
Zionz	3,693	31,176	31,019	3,850
Physics Club/Tribe	683	2,674	1,928	1,429
Key Club	9,016	13,804	13,705	9,115
ADM Stem Grant	13,980	30,956	12,362	32,574
Student Aid	1,099	-	-	1,099
Total	$ 570,579	$ 1,559,433	$ 1,420,475	$ 709,537

ILLINOIS STATE BOARD OF EDUCATION
100 N First St, Springfield, IL 62777-0001

School Business Services Department
(217) 785-8779

Illinois School District/Joint Agreement
Annual Financial Report
June 30, 2026

School District/Joint Agreement Information		**Certified Public Accountant Information**
School District/Joint Agreement Number: **39055003026**	[X] School District [ ] Joint Agreement	Name of Auditing Firm: **Forvis Mazars, LLP**
Name of School District/Joint Agreement (use drop-down arrow to locate district, RCDT will populate): **Mt Zion CUSD 3**	**Accounting Basis** [X] Cash [ ] Accrual	Name of Audit Manager: **Heather Powell**
County Name: **Macon**		Address: **225 North Water Street, Suite 400**
Address: **1595 W. Main Street**	**Type of Auditor's Report Issued** [ ] Qualified [X] Adverse [ ] Disclaimer [ ] Unqualified	City / State / Zip: **Decatur, Illinois 62523**
City: **Mt. Zion**		Phone Number: **217-429-2411**
Email Address:		Email Address: **heather.m.powell@us.forvismazars.com**
Zip Code: **62549**		IL License Number (9 digit): **065.26563**
	[ ] Reviewed by District Superintendent/Administrator [ ] Provided to Township Treasurer (Cook County only) [ ] Provided to Regional Superintendent/ISC Director	Expiration Date: **09/30/27**
		Name of Township:
District Superintendent/Administrator Name (Type or Print): **Dr. Travis Roundcount**		Township Treasurer Name:
Email Address: **roundcountt@mtzion.k12.il.us**	Auditors must submit the electronic AFR directly to ISBE via the IWAS-School District Financial Reports system.	Email Address:
Telephone: **217-864-2366**		Telephone:
Signature	Annual Financial Report (AFR) Instructions	ROE / ISC Number and Name:
Date:	**Single Audit Questions 217-782-7970 or fsm@isbe.net**	Regional Superintendent/Cook ISC Executive Director Name:
39055003026_AFR26 Mt Zion CUSD 3	**After ISBE accepts the AFR submission, superintendents must digitally sign the AFR and upload a Corrective Action Plan (as applicable) in the School District Financial Reports system accessed through IWAS.**	Email Address:
SD/JA26 ISBE Form SD50-35/JA50-60 (07/26-version1)		Telephone:

This form is based on 23 Illinois Administrative Code, Subtitle A, Chapter I, Subchapter C, Part 100. In some instances, use of open account codes (cells) may not be authorized by statute or administrative rule.
Each entity is responsible for obtaining the concurring legal opinion and/or other supporting authorization/documentation, as necessary, to use the applicable account code.

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INSTRUCTIONS/REQUIREMENTS: For School Districts/Joint Agreements

All School Districts/Joint Agreements must complete this form (Note: joint agreement supplementary/statistical schedules may not be applicable)
This form complies with Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing).
23, Illinois Administrative Code 100, Subtitle A, Chapter I, Subchapter C (Part 100)

1. **Round all amounts to the nearest dollar.** Do not enter cents. (Exception: 9 Month ADA on PCTC OEPP Tab)

2. **All errors must be explained in the Itemization tab.**
   Any errors left unresolved by the Audit Checklist/Balancing Schedule will result in rejection.

3. **Be sure to break all links in AFR** before submitting to ISBE. If links are not broken, amounts entered have changed when opening the AFR

4. **Submit AFR Electronically**
   - The Annual Financial Reports (AFR) must be submitted directly through the School District Financial Reports system in IWAS by the auditc (not from the school district) on or before October 15. Please see AFR Instructions for complete submission procedures IWAS
   - AFR supporting documentation must be embedded as Microsoft Word (.doc) or Adobe (*.pdf) and inserted within tab "Opinions & Notes". These documents include: The Audit, Management letter, Opinion letters, Compliance letters, Financial notes, etc For embedding instructions see "Opinions & Notes" tab of this form
     Note: In Windows 7 and above, files can be saved in Adobe Acrobat (.pdf) and embedded even if you do not have the software.*

5. **Submit Paper Copy of AFR with Signatures**
   a) The auditor must send an offiical paper copy of the AFR form (cover through page 9 at minimum) to the School District with the auditor signature.

   b) Upon receipt, the School District signs and retains one copy for their records. The School District provides the township treasurer (if applicable) an the Regional Superintendent's office with a copy no later than October 15, annually
   Note: Township Treasurers and Regional Superintendents may prefer a complete paper copy in lieu of an electronic file. Please comply with their requests as necessary.
   - Yellow Book, CPE, and Peer Review requirements must be met if the Auditor issues an opinion stating "Governmental Auditing Standards" were utilized. Federal Single Audit 2 CFR 200.500

6. **Qualifications of Auditing Firm**
   - School district/joint agreement entities must verify the qualifications of the auditing firm by requesting the most current peer review report and the corresponding acceptance letter from the approved peer review program, for the current peer review period
   - A school district/joint agreement who engages with an auditing firm who is not licensed and qualified will be required to complete a new audit by a qualified auditing firm at the school district's/joint agreement's expense

Forvis Mazars, LLP
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forvismazars.us

Independent Auditor's Report

Board of Education
Mt. Zion Community Unit
School District No. 3
Mt. Zion, Illinois

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements and related notes of Mt. Zion Community Unit School District No. 3 (District), as of and for the year ended June 30, 2026, as listed in the table of contents pages 7 through 23.

Unmodified Opinions on Regulatory Basis of Accounting

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the regulatory basis assets and liabilities arising from cash transactions of the funds and account groups of Mt. Zion Community Unit School District No. 3 as of June 30, 2026, and the regulatory basis revenue received and expenditures disbursed of its funds for the year then ended, in accordance with the financial reporting provisions prescribed by the Illinois State Board of Education described in Note 1.

Adverse Opinion on U.S. Generally Accepted Accounting Principles

In our opinion, because of the significance of the matter discussed in the "Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles" section of our report, the financial statements do not present fairly, in accordance with accounting principles generally accepted in the United States of America, the financial position of Mt. Zion Community Unit School District No. 3 as of June 30, 2026 or changes in net position for the year then ended.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles

As described in Note 1 of the financial statements, the financial statements are prepared by the District on the basis of the financial reporting provisions prescribed by the Illinois State Board of Education, which is a basis of accounting other than accounting principles generally accepted in the United States of America. They are intended to assure effective legislative and public oversight of school district financing and spending activities and accountable Illinois public school districts.

The effects on the financial statements of the variances between the regulatory basis of accounting described in Note 1 and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material and pervasive.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with financial reporting provisions prescribed by the Illinois State Board of Education. Management is also responsible for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise the District's basic financial statements. The accompanying financial information, listed as Supplementary Schedules and Statistical Section, pages 24, 25 and 27 through 34 in the table of contents, and the attached sections entitled Student Activity Funds are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements.

The supplementary information, excluding that listed in the following paragraph, has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole.

The accompanying financial information on pages 26 and 35 through 46 listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basis financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 6, 2026, on our consideration of Mt. Zion Community Unit School District No. 3's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Forvis Mazars, LLP

Decatur, Illinois
November 6, 2026

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Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

Board of Education
Mt. Zion Community Unit
School District No. 3
Mt. Zion, Illinois

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*), the basic financial statements as listed in the table of contents of Mt. Zion Community Unit School District No. 3 (District), as of and for the year ended June 30, 2026, and the related notes to the financial statements, and have issued our report thereon dated November 6, 2026. Our report expressed an unmodified opinion on the financial statements prepared in accordance with the regulatory basis of accounting described in Note 1 and an adverse opinion on whether those financial statements are presented in accordance with accounting principles generally accepted in the United States of America.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Forvis Mazars, LLP

Decatur, Illinois
November 6, 2026

Note 1. Nature of Operations and Summary of Significant Accounting Policies

Nature of Operations

Mt. Zion Community Unit School District No. 3 (District) is a community unit school district organized under the Illinois School Code for the purpose of providing a public education to the children of Mt. Zion.

Principles Used to Determine the Scope of the Reporting Entity

The District's reporting entity includes the District's governing Board and all related organizations for which the District exercises oversight responsibility.

The District has developed criteria to determine whether outside agencies with activities which benefit the citizens of the District, including joint agreements which serve pupils from numerous districts, should be included within its financial reporting entity. The criteria include, but are not limited to, whether the District exercises oversight responsibility (which includes financial interdependency, selection of governing authority, designation of management, ability to significantly influence operations, and accountability for fiscal matters), scope of public service, and special financing relationships. Based on these criteria, the District has no component units.

The District is a member of Macon-Piatt Special Education District and Heartland Technical Academy District, along with other area school districts. The District's pupils benefit from programs administered under these joint agreements, and the District benefits from jointly administered grants and programming. The District does not have an equity interest in these joint agreements. The joint agreements are separately audited and are not included in these financial statements. The District is not a component unit of any other reporting entity.

Use of Estimates

Preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, expenses gains, losses and other changes in fund balance during the reporting period. Actual results could differ from those estimates.

Basis of Presentation – Fund Accounting

The accounts of the District are organized on the basis of funds or account groups, each of which is considered a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, cash receipts, and cash disbursements. The District maintains individual funds required by the State of Illinois. The various funds are summarized by type in the financial statements. These funds are grouped as required for reports filed with the Illinois State Board of Education. District resources are allocated to and accounted for in individual funds based upon the purposes for which they are to be spent and the means by which spending activities are controlled. The following fund types and account groups are used by the District:

Governmental Fund Types:

Governmental Funds are those through which most governmental functions of the District are financed. The acquisition, use, and balances of the District's expendable financial resources and the related liabilities are accounted for through Governmental Funds. The financial statements, which focus on the measurement of spending and the determination of changes in financial position rather than upon net income determination, reflect cash-basis accounting.

The Educational Fund, Operations and Maintenance Fund, Tort Immunity/Judgment Fund and Working Cash Fund are the general operating funds of the District. They are used to account for all financial resources except those required to be accounted for in another fund. Special Education is included in these funds. The Tort Immunity/Judgment Fund Accounts for financial resources to be used for tort immunity or tort judgment purposes.

The Working Cash Fund accounts for financial resources held by the District to be used for temporary interfund loans to other funds. The Student Activity Funds and Health Insurance Benefit funds are included in the Educational Fund within these financial statements as assets and liabilities.

The Transportation Fund and the Municipal Retirement/Social Security Fund are used to account for the proceeds of specific revenue sources (other than those accounted for in the Debt Service Fund, Capital Projects Fund or Fire Prevention and Safety Fund) that are legally restricted to expenditures for specified purposes.

The Debt Service Fund accounts for the accumulation of resources for, and the payment of, general long-term debt principal, interest and related costs.

The Fire Prevention and Safety Fund and Capital Projects Fund are used to account for financial resources to be used for the acquisition or construction of major capital facilities.

General Fixed Assets and General Long-Term Debt Account Groups:

The accounting and reporting treatment applied to the fixed assets and long-term liabilities associated with a fund are determined by its measurement focus.

Fixed assets used in governmental fund type operations (general fixed assets) are accounted for in the General Fixed Assets Account Group, rather than in Governmental Funds.

Long-term liabilities expected to be financed from governmental funds are accounted for in the General Long-Term Debt Account Group, not in the Governmental Funds.

The two account groups are not "funds." They are concerned only with the measurement of financial position. They are not involved with measurement of results of operations.

Governmental and Expendable Trust Funds – Measurement Focus

The financial statements of all governmental funds and expendable trust funds focus on the measurement of spending or “financial flow” and the determination of changes in financial position, rather than upon net income determination. This means that only current assets and current liabilities are generally included on their balance sheets. Their reported fund balance (net current assets) is considered a measure of “available spendable resources.” Governmental fund operating statements present increases (cash receipts and other financing sources) and decreases (cash disbursements and other financing uses) in net current assets. Accordingly, they are said to present a summary of sources and uses of “available spendable resources” during a period.

Fund Balance Reporting

In accordance with Government Accounting Standards, fund balances are to be classified into five major classifications; Nonspendable Fund Balance, Restricted Fund Balance, Committed Fund Balance, Assigned Fund Balance, and Unassigned Fund Balance. The Regulatory provisions prescribed by the Illinois State Board of Education followed by the District, only reports Reserved and Unreserved Fund Balances. Below are definitions of the differences and a reconciliation of how these balances are reported.

Nonspendable Fund Balance

The nonspendable fund balance classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact. The “not in spendable form” criterion includes items that are not expected to be converted to cash, for example inventories and prepaid amounts. Due to the modified cash basis nature of the District, all such items are expensed at the time of purchase, so there is nothing to report for this classification.

Restricted Fund Balance

The restricted fund balance classification refers to amounts that are subject to outside restrictions, not controlled by the entity. Things such as restrictions imposed by creditors, grantors, contributors, or laws and regulations of other governments, or imposed by law through constitutional provisions or enabling legislation. Special Revenue, Debt Service, Capital Projects and Tort Funds are by definition restricted for those specified purposes. The District has several revenue sources received within different funds that also fall into these categories:

1. Special Education

   Cash receipts and the related cash disbursements of this restricted tax levy are accounted for in the Educational Fund. Expenditures disbursed exceeded revenue received for this purpose, resulting in no restricted fund balance.

2. Leasing Levy

   Cash disbursed and the related cash receipts of this restricted tax levy are accounted for in the Educational Fund. Expenditures disbursed exceeded revenue received for this purpose, resulting in no restricted fund balance.

3. State Grants

   Proceeds from state grants and the related expenditures have been included in the Educational and Transportation Funds. At June 30, 2026, expenditures disbursed exceeded revenue received from state grants, resulting in no restricted balances.

4. Federal Grants

   Proceeds from federal grants and the related expenditures have been included in the Educational Fund. At June 30, 2026, expenditures disbursed exceeded revenues received from federal grants, resulting in no restricted balances.

5. Social Security

   Cash disbursed and the related cash receipts of this restricted tax levy are accounted for in the Municipal Retirement/Social Security Fund. For the year ended June 30, 2026, revenue received did not expenditures disbursed for this purpose, resulting in no restricted fund balance.

6. School Facility Occupation Tax

   Cash receipts and related cash disbursements of this restricted tax are accounted for in the Debt Service Fund and Capital Projects Fund. At June 30, 2026, expenditures disbursed exceeded revenue received, resulting in no restricted balances.

Committed Fund Balance

The committed fund balance classification refers to amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the government's highest level of decision-making authority (the School Board). Those committed amounts cannot be used for any other purpose unless the government removes or changes the specified use by taking the same type of formal action it employed to previously commit those amounts.

The School Board commits fund balance by making motions or passing resolutions to adopt policy or to approve contracts. Committed fund balance also incorporates contractual obligations to the extent that existing resources in the fund have been specifically committed for use in satisfying those contractual requirements.

Employee contracts for services rendered during the school year for employees electing twelve month pay schedules are recorded as disbursements in the fiscal year when such checks are drawn. At June 30, 2026, the total amount of unpaid contracts for services performed during the fiscal year ended June 30, 2026 amounted to $1,820,102. This amount is included in the amount shown as committed in the Educational Fund.

he District has operating leases through October 2030 for school buses and athletic facilities. At June 30, 2026, the total obligation under such agreements amounted to $5,414,764. This amount is included in the amount shown as committed in the Educational Fund.

The Student Activity Funds are reported as committed within the fund financial statements.

Assigned Fund Balance

The assigned fund balance classification refers to amounts that are constrained by the government's intent to be used for a specific purpose, but are neither restricted nor committed. Intent may be expressed by the School Board itself or by the Superintendent when the School Board has delegated the authority to assign amounts to be used for specific purposes. No assigned fund balances were identified at June 30, 2026.

Unassigned Fund Balance

The unassigned fund balance classification is the residual classification for amounts in the General Operating Funds for amounts that have not been restricted, committed, or assigned to specific purposes within the General Funds. Unassigned Fund Balance amounts are shown in the financial statements in the Educational, Operations and Maintenance, and Working Cash Funds.

Regulatory – Fund Balance Definitions

Reserved Fund Balances are those balances that are reserved for a specified purpose, other than the regular purpose of any given fund. Unreserved Fund Balances are all balances that are not reserved for a specific purpose other than the specified purpose of a fund.

Reconciliation of Fund Balance Reporting

The following table represents fund balance reporting in accordance with the modified cash basis of accounting and under the regulatory basis of accounting utilized in the preparation of these financial statements.

	Modified Cash Basis					Regulatory Basis	
Fund	Nonspendable	Restricted	Committed	Assigned	Unassigned	Reserved	Unreserved
Educational	$ -	$ -	$ 7,234,866	$ -	$ (800,797)	$ 7,234,866	$ (800,797)
Operations & Maintenance	-	-	-	-	1,013,537	-	1,013,537
Debt Service	-	621,884	-	-	-	-	621,884
Transportation	-	748,870	-	-	-	-	748,870
Municipal Retirement	-	541,811	-	-	-	-	541,811
Capital Projects	-	-	867,608	-	-	-	867,608
Working Cash	-	-	-	-	808,840	-	808,840
Tort	-	2,234	-	-	-	-	2,234
Fire Prevention and Safety	-	320,425	-	-	-	-	320,425

Expenditures of Fund Balance

Unless specifically identified, expenditures act to reduce restricted balances first, then committed balances, next assigned balances, and finally act to reduce unassigned balances. Expenditures for a specifically identified purpose will act to reduce the specific classification of fund balance that is identified.

Basis of Accounting – Regulatory Basis

Basis of accounting refers to when receipts and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applied.

The District maintains its accounting records for all funds and account groups on the cash basis under guidelines prescribed by the Illinois State Board of Education (23 Illinois Administrative Code 100, Subtitle A, Chapter 1, Subchapter C). Accordingly, revenue is recorded when cash is received and expenditures are recorded when checks or cash are disbursed. Only assets representing a right to receive cash arising from a previous payment of cash are recorded as assets of a fund. In the same manner, only liabilities resulting from previous cash transactions are recorded as liabilities of a particular fund.

Cash-basis financial statements omit recognition of receivables and payables and other accrued and deferred items that do not arise from previous cash transactions.

The District's financial statements reflect modifications to the cash basis of accounting. These modifications are for the employer portion of payroll taxes not deposited with taxing authorities and refunds due for cash received in excess of cost.

Proceeds from sales of bonds are included as other financing sources in the appropriate fund on the date received. Related bond principal payable in the future is recorded at the same time in the General Long-Term Debt Account Group.

Budgets and Budgetary Accounting

The District prepares a budget for all individual funds within the Governmental Fund types.

The District's budget is prepared so that budgeted receipts and expenditures can be compared to the cash basis of accounting. The budget, which was not amended, was passed on September 16, 2025.

For each fund, total fund expenditures may not legally exceed the budgeted expenditures. The budget lapses at the end of each fiscal year.

The District follows these procedures in establishing the budgetary data reflected in the financial statements.

1. Prior to August 1, the Superintendent submits to the Board of Education a proposed operating budget for the fiscal year commencing on that date. The operating budget includes proposed expenditures and the means of financing them.

2. Public hearings are conducted at a public meeting to obtain taxpayer comments.

3. Prior to October 1, the budget is legally adopted through passage of a resolution.

4. The Board of Education is authorized to transfer up to 10% of the total budget between items within any fund.

5. Formal budgetary integration is employed as a management control device during the year.

6. The Board of Education may amend the budget (in other ways) by the same procedures required of its original adoption.

General Fixed Assets

General fixed assets have been acquired for general governmental purposes. At the time of purchase, assets are recorded as current expenditures in the Governmental Funds and capitalized at cost in the General Fixed Assets Account Group, except that property and equipment purchased prior to July 1, 1961, is stated at depreciated cost values as determined by expert appraisal. Donated general fixed assets are stated at estimated fair value as of the date of acquisition.

The District does not maintain a formal capitalization policy but does follow grant guidelines when applicable.

No depreciation has been provided on fixed assets in these financial statements. The Illinois State Board of Education's Annual Financial Report Form includes depreciation of $1,424,268 which has been utilized for the calculation of the per capita tuition charge, and accumulated depreciation totaling $28,628,974. Depreciation has been computed over the estimated useful lives of the assets using the straight-line method.

The estimated useful lives are as follows:

Asset Class	Estimated Useful Lives
Buildings	50 years
Building Improvements	20 years
Equipment	5 to 10 years

Note 2. Deposits

Deposits

Custodial credit risk is the risk that, in the event of a bank failure, a government's deposits may not be returned to it. The District's deposit policy for custodial credit risk requires compliance with the provisions of state law.

State law allows for deposits in banks, savings banks, savings and loan associations and credit unions. Deposits not collateralized or insured by an agency of the federal government shall not exceed 75% of the capital stock and surplus in the case of a bank, 75% of the net worth in the case of a savings bank or savings and loan association or 50% of the unimpaired capital and surplus in the case of a credit union. Under state law, the District may enter into an agreement requiring collateralization in an amount equal to at least the fair value of funds deposited in excess of federal depository insurance limits.

At June 30, 2026, the District's deposits were included in a common bank account where all deposits were insured or collateralized. All of the pledged securities are held by counterparties in the District's name.

Note 3. Property Taxes

The District's property tax is levied each year on all taxable real property located in the District on or before the last Tuesday in December. The 2025 levy was passed by the Board on December 17, 2024. Property taxes attach as an enforceable lien on property as of January 1 and are payable in two installments on June 1 and September 1. The district receives significant distributions of tax receipts approximately one month after these due dates.

The following are the tax rate limits permitted by the School Code and by local referendum and the actual rates levied per $100 of assessed valuation:

	Maximum Percent	Actual Percent	
	2025 Levy	2025 Levy	2024 Levy
Educational	2.4300	2.43000	2.42339
Operations and Maintenance	.5000	.50000	.49864
Bond and Interest	None	.16758	.17344
Transportation	.2000	.20000	.19946
Municipal Retirement	None	.05878	.06071
Working Cash	.0500	.02502	.03233
Tort Immunity	None	.20035	.20498
Special Education	.0400	.04000	.03990
Social Security	None	.05878	.06071
Fire Prevention and Safety	.0500	.02502	.03233
Lease	.0500	.05000	.04987
Total		3.75553	3.77576

There were no tax collections received in advance on the tax levy for the prior year. Current year tax receipts include tax collections of the 2024 tax levy.

Note 4. Common Bank Account

Separate bank accounts are not maintained for all District funds. Certain funds maintain their uninvested cash balances in a common checking account, with accounting records being maintained to show the portion of the common bank account balance attributable to each participating fund. Occasionally, certain funds participating in the common bank account will incur overdrafts (deficits) in the account. The overdrafts result from expenditures which have been approved by the Board of Education. Such overdrafts constitute unauthorized interfund transfers since such loans are not authorized by the Board of Education.

Note 5. Changes in General Fixed Assets

A summary of changes in general fixed assets follows:

	Balance, July 1, 2025	Additions	Deletions/ Transfers	Balance, June 30, 2026
Land	$ 411,741	$ -	$ -	$ 411,741
Buildings and improvements	50,599,106	-	-	50,599,106
Land improvements	2,483,706	-	-	2,483,706
Equipment	6,222,435	55,366	-	6,277,801
	59,305,247	55,366	-	59,360,613
	$ 59,716,988	$ 55,366	$ -	$ 59,772,354

Note 6. Changes In Long-Term Debt

The following is a summary of long-term debt transactions of the District:

	Beginning Balance	Additions	Deductions	Ending Balance	Current Portion
Long-term debt					
General obligation bonds payable	$ 7,395,000	$ -	$ (750,000)	$ 6,645,000	$ 770,000
General obligation bonds payable (alternate revenue source)	17,865,000	-	(805,000)	17,060,000	835,000
Total long-term debt	$25,260,000	$ -	$(1,555,000)	$23,705,000	$1,605,000

General Obligation Bonds Payable

Bonds payable at June 30, 2026, are comprised of the following issues:

2020 Taxable General Obligation Refunding School Bonds (Alternate Revenue Source) due in annual installments varying from $220,000 to $1,685,000 through 2041; interest at rates ranging from 1.00% to 3.05%. $17,060,000 is outstanding as of June 30, 2026, with $835,000 being due within one year.

2021 Taxable General Obligation Refunding School Bonds due in annual installments varying from $330,000 to $1,040,000 through 2033; interest at rates ranging from 1.03% to 2.58%. $6,645,000 is outstanding as of June 30, 2026 with $770,000 being due within one year.

The annual requirements to amortize all debt outstanding as of June 30, 2026, including interest payments of $4,655,802 are as follows:

Annual Requirements to Amortize Long-Term Debt

June 30, 2026

	Bonds	Interest	Total Requirements
2027	$ 1,605,000	$ 529,450	$ 2,134,450
2028	1,690,000	503,295	2,193,295
2029	1,770,000	472,987	2,242,987
2030	1,860,000	438,685	2,298,685
2031	1,960,000	400,191	2,360,191
2032-2036	8,375,000	1,405,460	9,780,460
2037-2042	6,445,000	398,912	6,843,912
	$ 23,705,000	$ 4,148,980	$ 27,853,980

The District has a legal debt margin of $48,528,874 based on the 2025 assessed valuation of $399,810,680.

Note 7. Retirement Commitments

The District provides pension benefits to its employees under two separate defined benefit plans as discussed below. As discussed in Note 1, because the District uses a modified cash basis of accounting for financial reporting purposes, it does not report pension obligations in its basic financial statements, thus the recognition requirements for such amounts (assets, deferred outflows of resources, liabilities and deferred inflows of resources) under Governmental Accounting Standards Board Statement No. 68, *Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27* do not apply to the District. However, limited disclosures under GASB 68 are provided herein.

Illinois Municipal Retirement Fund

Plan Description

The District contributes to the IMRF Plan, an agent multiple-employer defined benefit pension plan covering substantially all employees. The IMRF Plan is administered by the Illinois Municipal Retirement Fund.

Benefits Provided

Benefit provisions are established by statute and may only be changed by the General Assembly of the State of Illinois. IMRF issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained on-line at www.imrf.org.

The employees covered by the Plan at December 31, 2025 are:

Inactive employees or beneficiaries currently receiving benefits	84
Inactive employees entitled to but not yet receiving benefits	85
Active employees	125
	294

Contributions

As set by statute, the District regular plan members are required to contribute 4.50% of their annual covered salary. The statutes require employers to contribute the amount necessary, in addition to member contributions, to finance the retirement coverage of its own employees. The District's annual required contribution rate for calendar year 2025 was 2.46%. The District also contributes for disability benefits, death benefits and supplemental retirement benefits, all of which are pooled at the IMRF level. Contribution rates for disability and death benefits are set by the IMRF Board of Trustees, while the supplemental retirement benefits rate is set by statute.

For the year ended December 31, 2025, employees contributed $155,086 and the District contributed $184,781 to the IMRF Plan.

The District recognized $239,822 in expenses under the modified cash basis for the year ended June 30, 2026.

Teachers' Retirement System of the State of Illinois

Plan Description

The District also participates in the Teachers' Retirement System of the State of Illinois (TRS). TRS is a cost-sharing multiple-employer defined-benefit pension plan that was created by the Illinois legislature for the benefit of Illinois public school teachers employed outside the city of Chicago. TRS members include all active nonannuitants who are employed by a TRS-covered employer to provide services for which teacher licensure is

required. The Illinois Pension Code outlines the benefit provisions of TRS, and amendments to the plan can be made only by legislative action with the Governor's approval. The TRS Board of Trustees is responsible for the System's administration.

TRS issues a publicly available financial report that can be obtained at http://trsil.illinois.gov/pubs/cafrs/fy2025; by writing to TRS at 2815 West Washington Street, P.O. Box 19253, Springfield, Illinois 62794; or by calling (888) 678-3675, option 2.

Benefits Provided

TRS provides retirement, disability, and death benefits. Tier 1 members have TRS or reciprocal system service prior to January 1, 2011. Tier 1 members qualify for retirement benefits at age 62 with five years of service, at age 60 with 10 years, or age 55 with 20 years. The benefit is determined by the average of the four highest years of creditable earnings within the last 10 years of creditable service and the percentage of average salary to which the member is entitled. Most members retire under a formula that provides 2.2% of final average salary up to a maximum of 75% with 34 years of service.

Tier 2 members qualify for retirement benefits at age 67 with 10 years of service, or a discounted annuity can be paid at age 62 with 10 years of service. Creditable earnings for retirement purposes are capped and the final average salary is based on the highest consecutive eight years of creditable service rather than the last four. Disability provisions for Tier 2 are identical to those of Tier 1. Death benefits are payable under a formula that is different from Tier 1.

Essentially all Tier 1 retirees receive an annual 3% increase in the current retirement benefit beginning January 1 following the attainment of age 61 or on January 1 following the member's first anniversary in retirement, whichever is later. Tier 2 annual increases will be the lesser of 3% of the original benefit or one-half percent of the rate of inflation beginning January 1 following attainment of age 67 or on January 1 following the member's first anniversary in retirement, whichever is later.

Public Act 100-0023, enacted in 2018, creates an optional Tier III hybrid retirement plan, but it has not yet gone into effect. Public Act 100-0587, enacted in 2018 and amended by Public Act 101-0001 and Public Act 102-0718, requires TRS to offer two temporary benefit buyout programs that expire on June 30, 2026. One program allows retiring Tier 1 members to receive a partial lump-sum payment in exchange for accepting a lower, delayed annual increase. The other allows inactive vested Tier 1 and 2 members to receive a partial lump-sum payment in lieu of a retirement annuity. Both programs began in 2019 and will be funded by bonds issued by the State of Illinois.

Contributions

The State of Illinois maintains the primary responsibility for funding TRS. The Illinois Pension Code, as amended by Public Act 88-0593 and subsequent acts, provides that for years 2010 through 2045, the minimum contribution to the System for each fiscal year shall be an amount determined to be sufficient to bring the total assets of the System up to 90% of the total actuarial liabilities of the System by the end of fiscal year 2045.

Contributions from active members and TRS contributing employers are also required by the Illinois Pension Code. The contribution rates are specified in the pension code. The active member contribution rate for the year ended June 30, 2025, was 9.0% of creditable earnings. The member contribution, which may be paid on behalf of employees by the employer, is submitted to TRS by the employer.

On behalf contributions to TRS. The District meets the definition of being in a special funding situation in which the State is the nonemployer entity that is legally responsible for providing financial support for the pension of the District employees. The State of Illinois makes employer pension contributions on behalf of the District. For the year ended June 30, 2026, the State of Illinois contributions recognized by the employer were based on the State's proportionate share of the collective net pension liability associated with the District, and the District recognized revenue and expenditures of $6,522,068 in pension contributions from the State of Illinois.

2.2 formula contributions. Employers contribute 0.58% of total creditable earnings for the 2.2 formula change. The contribution rate is specified by statute. Contributions for the year ended June 30, 2026 were $89,762.

Federal and special trust fund contributions. When TRS members are paid from federal and special trust funds administered by the District, there is a statutory requirement for the District to pay an employer pension contribution from those funds. Under Public Act 100-0340, the federal and special trust fund contribution rate is the total employer normal cost beginning with the year ended June 30, 2018.

Previously, employer contributions for employees paid from federal and special trust funds were the same rate as the state contribution rate to TRS and were much higher.

For the year ended June 30, 2026, the employer pension contribution was 10.34% of salaries paid from federal and special trust funds. For the year ended June 30, 2026, salaries totaling $297,172 were paid from federal and special trust funds that required employer contributions of $30,728.

District Retirement Cost Contributions. Under GASB Statement No. 68, contributions that a District is required to pay because of a TRS member retiring are categorized as specific liability payments. The District is required to make a one-time contribution to TRS for members granting salary increases over 6% if those salaries are used to calculate a retiree's final average salary.

A one-time contribution is also required for members granted sick leave days in excess of the normal annual allotment if those days are used as TRS service credit. For the year ended June 30, 2026, there were no employer contributions due on salary increases in excess of 6% or payments to TRS for sick leave days granted in the excess of the normal annual allotment.

Note 8. Self-Insurance Plan

The District is self-insured for medical coverage which is provided to District personnel. Consociate Group administers claims for a fixed fee per enrolled employee. The District makes all contributions to an agency account which periodically reimburses the claim administrator for benefits paid to employees. The District also carries specific stop-loss insurance covering claims over $70,000 per person covered with an aggregate limit of approximately $1,135,000. For the year ended June 30, 2026, the District paid out claims totaling $2,286,570 under the self-insurance plan. The amount of unpaid claims is not determinable. At June 30, 2026, the trust account had accumulated contributions in excess of reimbursements of $1,160,931. This amount is accounted for in the education fund of the District.

Note 9. Joint Agreements

The District participates under joint agreements for certain special education and vocational education programs with the Macon-Piatt Special Education District and Heartland Technical Academy. Tuition payments, which are based on actual participation, were $460,352 for the year ended June 30, 2026. The District has no financial interest in these joint agreements and future tuition payments are dependent on actual participation.

Complete financial statements of the districts can be obtained from the following:

Macon-Piatt Special Education District	Heartland Technical Academy
Macon-Piatt Special Education District 101 West Cerro Gordo Decatur, Illinois 62523	Heartland Technical Academy One College Park Decatur, Illinois 62521

Note 10. Leases

The District has entered into various leases for certain copier equipment and buses expiring through October 2028. Annual lease payments were $1,434,794 for the year ended June 30, 2026.

Future minimum lease payments are as follows:

2027	$ 1,434,794
2028	1,429,544
2029	1,403,294
2030	573,566
2031	573,566
	$ 5,414,764

Note 11. Loss Exposure

Significant property, liability, and workers' compensation losses are covered by commercial insurance. During the year ended June 30, 2026, there were no significant reductions in coverage. Also, there have been no settlement amounts which have exceeded insurance coverage in the past three years.

Note 12. Postemployment Benefit Plans

The District provides postemployment benefits other than pensions (OPEB) to its retirees under two separate defined benefit OPEB plans as discussed below. As discussed in Note 1, because the District uses a modified cash basis of accounting for financial reporting purposes, it does not report items related to OPEB, except for OPEB expense, in its basic financial statements, thus the recognition requirements for such amounts (assets, deferred outflows of resources, liabilities and deferred inflows of resources) under Governmental Accounting Standards Board Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* do not apply to the District. However, limited disclosure under GASB 75 is provided herein.

Retiree Healthcare Plan

Plan Description

The District's eligible retirees and their spouses can participate in the District's group healthcare plan which is a single-employer defined benefit other postemployment benefit (OPEB) plan (the OPEB Plan) covering substantially all employees. The OPEB Plan is administered by a board of trustees. The OPEB Plan is not administered under a qualified trust and there are no employer contributions or OPEB plan assets. Benefit provisions are contained in the agreement between the Mt. Zion Federation of Teachers and the District. No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASB Statement No. 75.

Benefits Provided

The OPEB Plan provides healthcare benefits to eligible retirees and their spouses. Benefits are provided through a third-party insurer, and the full cost of the benefits is covered by the retiree. For the year ended June 30, 2026, the District recognized OPEB expense related to this plan of $3,292.

The employees covered by the benefit terms at June 30, 2026 are:

	2026
Inactive employees or beneficiaries currently receiving benefit payments	-
Active employees	220
	220

During the year ended June 30, 2026, the employer contributions and benefit payments are related to the increase in active premiums due to the presence of retirees in the determination of the blended retiree/active premiums and totaled $3,292.

Teacher Health Insurance Security Fund

Plan Description

The Teacher Retirement Insurance Program of Illinois (TRIP or Plan) is a cost-sharing multiple-employer defined benefit postemployment healthcare plan that covers retired employees of participating school districts throughout the State of Illinois, excluding the Chicago Public School System. TRIP health coverage includes provisions for medical, prescription, and behavioral health benefits, but does not provide vision, dental, or life insurance benefits. Annuitants may participate in the State administered Preferred Provider Organization plan or choose from several managed care options. TRIP is administered in accordance with the State Employees Group Insurance Act of 1971 (5 ILSC 375/6.5) which establishes the eligibility and benefit provisions of the plan.

Governmental Accounting Standards Board (GASB) Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefit Plans Other Than Pensions*, defines special funding situations as circumstances in which a nonemployer entity is legally responsible for providing financial support for OPEB (other postemployment benefits) of the employees of another entity by making contributions directly to an OPEB plan that is administered through a trust that meets the criteria set forth in GASB 75 and either (1) the amount of contributions or benefit payments for which the nonemployer entity legally is responsible is not dependent upon one or more events or circumstances unrelated to the OPEB or (2) the nonemployer entity is the only entity with a legal obligation to provide financial support directly to an OPEB plan that is used to provide OPEB to employees of another entity. The State of Illinois is considered a nonemployer contributing entity and the plan is deemed to have a special funding situation.

Benefits Provided

The State Employees Group Insurance Act of 1971 (5 ILCS 375/6.5) requires that the Department's Director determine the rates and premiums of annuitants and dependent beneficiaries and establish the cost-sharing parameters, as well as funding. Member premiums are set by this statute, which provides for a subsidy of either 50% or 75%, depending upon member benefit choices. Dependents are eligible for coverage, at a rate of 100% of the cost of coverage.

A summary of the postemployment benefit provisions, changes in benefit provisions, employee eligibility requirements including eligibility for vesting, and the authority under which benefit provisions are established are included as an integral part of the financial statements of the Department of Central Management Services. A copy of the financial statements of the Department may be obtained by writing to the Department of Central Management Services, 401 South Spring Street, Springfield, Illinois, 62706.

Contributions

The State Employees Group Insurance Act of 1971 (5 ILCS 375/6.6) requires that all active contributors of the TRS, who are not employees of a department, make contributions to the plan at a rate of .90% of salary and for every employer of a teacher to contribute an amount equal to .67% of each teacher's salary. The Department determines, by rule, the percentage required, which each year shall not exceed 105% of the percentage of salary actually required to be paid in the previous fiscal year. In addition, under the State Pension Funds Continuing Appropriations Act (40 ILCS 15/1.3), there is appropriated, on a continuing annual basis, from the General Revenue Fund, an account of the General Fund, to the State Comptroller for deposit in the Teachers' Health Insurance Security Fund (THISF), an amount equal to the amount certified by the Board of Trustees of TRS as the estimated total amount of contributions to be paid under 5 ILCS 376/6.6(a) in that fiscal year.

The District meets the definition of being in a special funding situation in which the State is the nonemployer entity that is legally responsible for providing financial support for OPEB of the District employees and that the State's proportionate share of the collective net OPEB liability is 57.56525%. The state of Illinois makes employer retiree contributions on behalf of the District. State contributions are intended to match contributions to the fund from active members. State of Illinois contributions were $103,691 and the District recognized revenues and expenditures of this amount during the year.

Total OPEB plan contributions for the fiscal year ended June 30, 2026 were $160,983.

Note 13. Facilities Occupation Sales Tax

Macon County, Illinois imposes a 1% county sales tax which is to be used exclusively for school facility purposes. The District received $2,609,303 from this tax during the year ended June 30, 2026 which has been budgeted to address current and future building improvement needs, debt service, and provide property tax relief.

Note 14. Contingencies

The District has received funding from state and federal grants in the current and prior years which is subject to audit and approval by the granting agencies. The Board of Education believes any adjustments that may arise from these audits will be insignificant to the District's operations.

The District is subject to claims and lawsuits that arise primarily in the ordinary course of business. It is the opinion of management that the disposition or ultimate resolution of such claims and lawsuits will not have a material adverse effect on the financial position of the District.

Student Activity Funds

Mt. Zion Community Unit School District No. 3
Activity Funds
Summary of Cash Receipts and Disbursements
Year Ended June 30, 2026

	Balance July 1, 2025	Receipts	Disbursements	Balance June 30, 2026
Elementary schools	$ 360,176	$ 519,115	$ 475,136	$ 404,155
High school	570,579	1,559,433	1,420,475	709,537
Total	$ 930,755	$ 2,078,548	$ 1,895,611	$ 1,113,692

Elementary Schools Activity Funds
Statement of Cash Receipts and Disbursements
Year Ended June 30, 2026

	Balance July 1, 2025	Receipts	Disbursements	Balance June 30, 2026
Mt. Zion Jr. High School	$ 115,601	$ 333,385	$ 339,745	$ 109,241
Intermediate School	58,669	71,354	54,912	75,111
McGaughey Grade School	155,934	60,379	39,571	176,742
Mt. Zion Grade School	29,972	53,997	40,908	43,061
Total	$ 360,176	$ 519,115	$ 475,136	$ 404,155

Mt. Zion Community Unit School District No. 3
High School Activity Funds
Summary of Cash Receipts and Disbursements
Year Ended June 30, 2026

	Balance July 1, 2025	Receipts	Disbursements	Balance June 30, 2026
A-A Experience	$ -	$ -	$ -	$ -
ACE Club	1,973	719	975	1,717
AFS Club	1,756	-	-	1,756
Ag Lab fees	827	809	854	782
Aspire	8,129	5,194	3,031	10,292
Athletic Booster Club	62,263	27,721	45,839	44,145
Band Boosters	21,541	212,464	217,784	16,221
Baseball	2,441	3,830	5,272	999
Basic Construction	-	-	754	(754)
Bass Fishing	2,891	2,020	1,797	3,114
Boys' Basketball	10,184	1,816	7,310	4,690
Boys' Soccer	4,503	6,016	5,239	5,280
Cheerleaders	4,555	24,518	21,445	7,628
Class Accounts	10,428	500	-	10,928
Computer Club	60,649	19,248	21,267	58,630
Concession Stand	28,675	100,982	52,354	77,303
Crimestoppers	900	-	-	900
Drama Club	4,732	5,172	4,003	5,901
F.B.L.A.	4,960	21,883	21,127	5,716
F.C.C.L.A. (FHA)	426	2,597	2,785	238
F.F.A.	1,990	30,744	23,955	8,779
FCA	328	-	-	328
Food Lab	616	1,586	1,981	221
Football	206	-	198	8
French Club	962	530	-	1,492
Freshman Class	-	1,590	1,590	-
Field Trips	914	-	-	914
Girls' Basketball	12,613	6,447	9,356	9,704
Girls Golf	1,327	1,385	1,097	1,615
Girls' Locker Room	576	1,447	1,440	583
Girls' Soccer	1,597	7,121	3,287	5,431
Golf Outing	8,137	17,372	13,707	11,802
GSA	161	-	114	47
Tennis	1,623	6,754	4,598	3,779
Track	8,608	61,944	32,538	38,014
Boys' Golf	2,190	4,012	3,855	2,347
High School Improvement Fund	47,757	26,941	27,276	47,422
Honor Guard	34	40	36	38
Honor Society	3,497	860	291	4,066
Jets/Guidance	12,403	12,594	11,111	13,886
Junior Class	2,935	12,679	12,624	2,990
Les Femmes	6,606	140,448	139,158	7,896

Mt. Zion Community Unit School District No. 3
High School Activity Funds
Summary of Cash Receipts and Disbursements
Year Ended June 30, 2026 **Continued**

	Balance July 1, 2025	Receipts	Disbursements	Balance June 30, 2026
Library	$ 2,054	$ 200	$ 452	$ 1,802
Maintenance	1,122	216	469	869
Math Team	-	258	74	184
Medics Club	4,456	5,515	2,885	7,086
PBIS	464	-	182	282
Probability Fair	133	-	-	133
Pom Pon Squad	6,250	6,212	-	12,462
Post Prom	1,873	-	-	1,873
Quartet	635	650	877	408
Project Graduation	11,757	20,379	19,582	12,554
QB memorial Scholarship	-	500	500	-
Quarterback Club	7,425	82,911	64,296	26,040
Redefine	621	-	-	621
Red Rowdies	242	-	223	19
Rembrandt Society/Art Club	1,588	206	1,093	701
S.A.D.D.	11,555	6,900	8,418	10,037
Scholastic Bowl	1,603	1,390	871	2,122
Senior Class	10,824	8,218	10,824	8,218
Soccer Boosters	-	-	-	-
Soft Ball	31,981	27,377	18,075	41,283
Sophomore Class	1,560	4,868	4,883	1,545
Spanish Club	713	485	315	883
Spirit Shop	10	8,710	8,026	694
Student Council	16,793	16,516	15,893	17,416
Swingsations Booster Club	24,441	400,923	410,978	14,386
Switch it up	71	-	71	-
Teachers' Lounge	1,578	725	767	1,536
Textiles	-	2,551	2,236	315
V.I.C.A./Work Program	2,610	-	-	2,610
Volleyball	4,529	27,542	19,441	12,630
Weight Room	33	-	-	33
Wrestlers	614	27,325	26,644	1,295
"Z" Club	47,660	60,263	43,338	64,585
Zionz	3,693	31,176	31,019	3,850
Physics Club/Tribe	683	2,674	1,928	1,429
Key Club	9,016	13,804	13,705	9,115
ADM Stem Grant	13,980	30,956	12,362	32,574
Student Aid	1,099	-	-	1,099
Total	$ 570,579	$ 1,559,433	$ 1,420,475	$ 709,537

Mt. Zion Community Unit School District No. 3
Annual Financial Report – Supplemental Information
Year Ended June 30, 2026

	2026
Page 12, Line 110, Other Local Revenues, 1999	
Educational	
Other reimbursements	$ 133,066
Operations and Maintenance	
Other reimbursements	$ 1,115
Capital Projects	
Donations	$ 318,750

AUDITOR'S QUESTIONNAIRE

INSTRUCTIONS: If your review and testing of state, local, and federal Programs revealed any of the following statements to be true, then check the box on the left and attach the appropriate findings/comments.

PART A - FINDINGS

- ☐ **1.** One or more school board members, administrators, certified school business officials, or other qualifying district employees failed to file economic interested statements pursuant to the *Illinois Government Ethics Act. [5 ILCS 420/4A-101]*
- ☐ **2.** One or more custodians of funds failed to comply with the bonding requirements pursuant to *Illinois School Code [105 ILCS 5/8-2;10-20.19;19-6].*
- ☐ **3.** One or more contracts were executed or purchases made contrary to the provisions of the *Illinois School Code [105 ILCS 5/10-20.21].*
- ☐ **4.** One or more violations of the Public Funds Deposit Act or the Public Funds Investment Act were noted *[30 ILCS 225/1 et. seq. and 30 ILCS 235/1 et. seq].*
- ☐ **5.** Restricted funds were commingled in the accounting records or used for other than the purpose for which they were restricted.
- ☐ **6.** One or more short-term loans or short-term debt instruments were executed in non-conformity with the applicable authorizing statute or without statutory Authority.
- ☐ **7.** One or more long-term loans or long-term debt instruments were executed in non-conformity with the applicable authorizing statute or without statutory Authority.
- ☐ **8.** Corporate Personal Property Replacement Tax monies were deposited and/or used without first satisfying the lien imposed pursuant to the *Illinois State Revenue Sharing Act [30 ILCS 115/12].*
- ☐ **9.** One or more interfund loans were made in non-conformity with the applicable authorizing statute or without statutory authorization per the *Illinois School Code [105 ILCS* 5/10-22.33, 20-4 and 20-5].
- ☐ **10.** One or more interfund loans were outstanding beyond the term provided by statute per *Illinois School Code [105 ILCS 5/10-22.33, 20-4, 20-5].*
- ☐ **11.** One or more permanent transfers were made in non-conformity with the applicable authorizing statute/regulation or without statutory/regulatory authorization per *Illinois* School Code [105 ILCS 5/17-2A].
- ☐ **12.** Substantial, or systematic misclassification of budgetary items such as, but not limited to, revenues, receipts, expenditures, disbursements, or expenses were observed.
- ☐ **13.** The Chart of Accounts used to define and control budget and accounting records does not conform to the minimum requirements imposed by ISBE rules pursuant to *Illinois School Code [105 ILCS 5/2-3.27; 2-3.28].*
- ☐ **14.** At least one of the following forms was filed with ISBE late: The FY25 AFR (ISBE FORM 50-35) or FY26 Budget (ISBE FORM 50-36). Explain in the comments box below in pursuant to Illinois School Code [105 ILCS 5/3-15.1; 5/10-17; 5/17-1].

PART B - FINANCIAL DIFFICULTIES/CERTIFICATION Criteria pursuant to the *Illinois School Code [105 ILCS 5/1A-8]* .

- ☐ **15.** The district has issued tax anticipation warrants or tax anticipation notes in anticipation of a second year's taxes when warrants or notes in anticipation of current year taxes are still outstanding, as authorized by Illinois School Code *[105 ILCS 5/17-16 or 34-23 through 34-27].*
- ☐ **16.** The district has issued short-term debt against two future revenue sources, such as, but not limited to, tax anticipation warrants and General State Aid certificates or tax anticipation warrants and revenue anticipation notes.
- ☐ **17.** The district has issued school or teacher orders for wages as permitted in Illinois School Code *[105 ILCS 5/8-16, 32-7.2 and 34-76]* or issued funding bonds for this purpose pursuant to Illinois *School Code [105 ILCS 5/8-6; 32-7.2; 34-76; and 19-8].*
- ☐ **18.** The district has for two consecutive years shown an excess of expenditures/other uses over revenues/other sources and beginning fund balances on its annual financial report for the aggregate totals of the Educational, Operations & Maintenance, Transportation, and Working Cash Funds.

PART C - OTHER ISSUES

- ☐ **19.** Student Activity Funds, Imprest Funds, or other funds maintained by the district were excluded from the audit.
- ☐ **20.** Findings, other than those listed in Part A, were reported (e.g. student activity findings, significant deficiencies internal controls). These findings may be described extensively in the financial notes.
- ☐ **21.** Check this box if the district is subject to the Property Tax Extension Limitation Law. Effective Date: _____ (Ex: 00/00/0000)
- ☐ **22.** If the type of Auditor Report designated on the cover page is other than an unqualified opinion and is due to reason(s) other than solely Cash Basis Accounting, please check and explain the reason(s) in the box below.

PART D - QUALIFICATIONS OF AUDITING FIRM

- School district/joint agreement entities must verify the qualifications of the auditing firm by requesting the most current peer review report and the corresponding acceptance letter from the approved peer review program for the current peer review.
- A school district/joint agreement who engages with an auditing firm who is not licensed and qualified will be required to complete a new audit by a qualified auditing firm at the school district's/joint agreement's expense.

Comments Applicable to the Auditor's Questionnaire:

Forvis Mazars, LLP
Name of Audit Firm (print)

The undersigned affirms that this audit was conducted by a qualified auditing firm and in accordance with the applicable standards [23 Illinois Administrative Code Part 100] and the scope of the audit conformed to the requirements of subsection (a) or (b) of 23 Illinois Administrative Code Part 100 Section 110, as applicable.

Forvis Mazars LLP
Signature of Audit Manager or Firm

11/6/26
mm/dd/yyyy

FINANCIAL PROFILE INFORMATION

Required to be completed for school districts only.

A. Tax Rates (Enter the tax rate - ex: .0150 for $1.50)

Tax Year 2025 Equalized Assessed Valuation (EAV): 399,810,690

	Educational		Operations & Maintenance		Transportation		Combined Total	Working Cash
Rate(s):	0.000243	+	0.005000	+	0.002000	=	0.007240	0.000500

A tax rate must be entered in the Educational, Operations and Maintenance, Transportation, and Working Cash boxes above. If the tax rate is zero, enter "0".

B. Results of Operations *

Receipts/Revenues	Disbursements/ Expenditures	Excess/ (Deficiency)	Fund Balance
29,308,388	29,117,426	190,962	9,005,316

* The numbers shown are the sum of entries on Pages 7 & 8, lines 8, 17, 20, and 81 for the Educational, Operations & Maintenance, Transportation, and Working Cash Funds.

C. Short-Term Debt **

CPPRT Notes		TAWs		TANs		TO/EMP. Orders		EBF/GSA Certificates		Other		Total
0	+	0	+	0	+	0	+	0	+	0	=	0

** The numbers shown are the sum of entries on page 26.

D. Long-Term Debt

Check the applicable box for long-term debt allowance by type of district.

	a. 6.9% for elementary and high school districts.	55,173,875
x	b. 13.8% for unit districts.	

Long-Term Debt Outstanding:

	Acct	
c. Long-Term Debt (Principal only) Outstanding:.....	511	23,705,000

E. Material Impact on Financial Position

If applicable, check any of the following items that may have a material impact on the entity's financial position during future reporting periods. Attach sheets as needed explaining each item checked.

- [ ] Pending Litigation
- [ ] Material Decrease in EAV
- [ ] Material Increase/Decrease in Enrollment
- [ ] Adverse Arbitration Ruling
- [ ] Passage of Referendum
- [ ] Taxes Filed Under Protest
- [ ] Decisions By Local Board of Review or Illinois Property Tax Appeal Board (PTAB)
- [ ] Other Ongoing Concerns (Describe & Itemize)

Comments:

ESTIMATED FINANCIAL PROFILE SUMMARY

Financial Profile Website

District Name: Mt Zion CUSD 3
District Code: 39055003026
County Name: Macon

1. Fund Balance to Revenue Ratio:		**Total**	**Ratio**	**Score**	4
Total Sum of Fund Balance (P8, Cells C81, D81, F81 & I81)	Funds 10, 20, 40, 70 + (50 & 80 if negative)	9,005,316.00	0.307	**Weight**	0.35
Total Sum of Direct Revenues (P7, Cell C8, D8, F8 & I8)	Funds 10, 20, 40, & 70,	29,308,388.00		**Value**	1.40
Less: Operating Debt Pledged to Other Funds (P8, Cell C54 thru D74)	Minus Funds 10 & 20	0.00			
(Excluding C:D57, C:D61, C:D65, C:D69 and C:D73)					
2. Expenditures to Revenue Ratio:		**Total**	**Ratio**	**Score**	4
Total Sum of Direct Expenditures (P7, Cell C17, D17, F17, I17)	Funds 10, 20 & 40	29,117,426.00	0.993	**Adjustment**	0
Total Sum of Direct Revenues (P7, Cell C8, D8, F8, & I8)	Funds 10, 20, 40 & 70,	29,308,388.00		**Weight**	0.35
Less: Operating Debt Pledged to Other Funds (P8, Cell C54 thru D74)	Minus Funds 10 & 20	0.00			
(Excluding C:D57, C:D61, C:D65, C:D69 and C:D73)			0	**Value**	1.40
Possible Adjustment:					
3. Days Cash on Hand:		**Total**	**Days**	**Score**	3
Total Sum of Cash & Investments (P5, Cell C4, D4, F4, I4 & C5, D5, F5 & I5)	Funds 10, 20 40 & 70	10,239,661.00	126.60	**Weight**	0.10
Total Sum of Direct Expenditures (P7, Cell C17, D17, F17 & I17)	Funds 10, 20, 40 divided by 360	80,881.74		**Value**	0.30
4. Percent of Short-Term Borrowing Maximum Remaining:		**Total**	**Percent**	**Score**	4
Tax Anticipation Warrants Borrowed (P26, Cell F6-7 & F11)	Funds 10, 20 & 40	0.00	100.00	**Weight**	0.10
EAV x 85% x Combined Tax Rates (P3, Cell J7 and J10)	(.85 x EAV) x Sum of Combined Tax Rates	2,460,434.99		**Value**	0.40
5. Percent of Long-Term Debt Margin Remaining:		**Total**	**Percent**	**Score**	3
Long-Term Debt Outstanding (P3, Cell H38)		23,705,000.00	57.03	**Weight**	***0.100***
Total Long-Term Debt Allowed (P3, Cell H32)		55,173,875.22		**Value**	***0.300***

Total Profile Score: **3.80** *

Estimated 2027 Financial Profile Designation: **RECOGNITION**

* Total Profile Score may change based on data provided on the Financial Profile Information page 3 and by the timing of mandated categorical payments. Final score will be calculated by ISBE.

BASIC FINANCIAL STATEMENTS
STATEMENT OF ASSETS AND LIABILITIES ARISING FROM CASH TRANSACTIONS
STATEMENT OF POSITION AS OF JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	**ASSETS (Enter Whole Dollars)**	**Acct. #**	**Educational**	**Operations & Maintenance**	**Debt Services**	**Transportation**	**Municipal Retirement/Social Security**	**Capital Projects**	**Working Cash**	**Tort**	**Fire Prevention & Safety**
3	**CURRENT ASSETS (100)**										
4	Cash (Accounts 111 through 115) [1]		7,667,883	1,014,405	621,884	748,533	558,280	867,608	808,840	2,234	320,425
5	Investments	120									
6	Taxes Receivable	130									
7	Interfund Receivables	140									
8	Intergovernmental Accounts Receivable	150									
9	Other Receivables	160									
10	Inventory	170									
11	Prepaid Items	180									
12	Other Current Assets (Describe & Itemize)	190									
13	**Total Current Assets**		7,667,883	1,014,405	621,884	748,533	558,280	867,608	808,840	2,234	320,425
14	**CAPITAL ASSETS (200)**										
15	Works of Art & Historical Treasures	210									
16	Land	220									
17	Building & Building Improvements	230									
18	Site Improvements & Infrastructure	240									
19	Capitalized Equipment	250									
20	Construction in Progress	260									
21	Amount Available in Debt Service Funds	340									
22	Amount to be Provided for Payment on Long-Term Debt	350									
23	**Total Capital Assets**										
24	**CURRENT LIABILITIES (400)**										
25	Interfund Payables	410									
26	Intergovernmental Accounts Payable	420									
27	Other Payables	430		868		(337)	16,469				
28	Contracts Payable	440									
29	Loans Payable	460									
30	Salaries & Benefits Payable	470	45,070								
31	Payroll Deductions & Withholdings	480									
32	Deferred Revenues & Other Current Liabilities	490									
33	Due to Activity Fund Organizations	493	1,188,744								
34	**Total Current Liabilities**		1,233,814	868	0	(337)	16,469	0	0	0	0
35	**LONG-TERM LIABILITIES (500)**										
36	Long-Term Debt Payable (General Obligation, Revenue, Other)	511									
37	**Total Long-Term Liabilities**										
38	Reserved Fund Balance	714	7,234,866								
39	Unreserved Fund Balance	730	(800,797)	1,013,537	621,884	748,870	541,811	867,608	808,840	2,234	320,425
40	Investment in General Fixed Assets										
41	**Total Liabilities and Fund Balance**		7,667,883	1,014,405	621,884	748,533	558,280	867,608	808,840	2,234	320,425
42											
43	**ASSETS /LIABILITIES for Student Activity Funds**										
44	**CURRENT ASSETS (100) for Student Activity Funds**										
45	Student Activity Fund Cash and Investments	126	1,113,692								
46	**Total Student Activity Current Assets For Student Activity Funds**		1,113,692								
47	**CURRENT LIABILITIES (400) For Student Activity Funds**										
48	Total Current Liabilities For Student Activity Funds		0								
49	Reserved Student Activity Fund Balance For Student Activity Funds	715	1,113,692								
50	**Total Student Activity Liabilities and Fund Balance For Student Activity Funds**		1,113,692								
51											
52	**Total ASSETS /LIABILITIES District with Student Activity Funds**										
53	**Total Current Assets District with Student Activity Funds**		8,781,575	1,014,405	621,884	748,533	558,280	867,608	808,840	2,234	320,425
54	**Total Capital Assets District with Student Activity Funds**										
55	**CURRENT LIABILITIES (400) District with Student Activity Funds**										
56	**Total Current Liabilities District with Student Activity Funds**		1,233,814	868	0	(337)	16,469	0	0	0	0
57	**LONG-TERM LIABILITIES (500) District with Student Activity Funds**										
58	**Total Long-Term Liabilities District with Student Activity Funds**										
59	Reserved Fund Balance District with Student Activity Funds	714	8,348,558	0	0	0	0	0	0	0	0
60	Unreserved Fund Balance District with Student Activity Funds	730	(800,797)	1,013,537	621,884	748,870	541,811	867,608	808,840	2,234	320,425
61	Investment in General Fixed Assets District with Student Activity Funds										
62	**Total Liabilities and Fund Balance District with Student Activity Funds**		8,781,575	1,014,405	621,884	748,533	558,280	867,608	808,840	2,234	320,425

BASIC FINANCIAL STATEMENTS
STATEMENT OF ASSETS AND LIABILITIES ARISING FROM CASH TRANSACTIONS
STATEMENT OF POSITION AS OF JUNE 30, 2026

	A	B	L	M	N
1				Account Groups	
2	**ASSETS (Enter Whole Dollars)**	**Acct. #**	**Agency Fund**	**General Fixed Assets**	**General Long-Term Debt**
3	**CURRENT ASSETS (100)**				
4	Cash (Accounts 111 through 115) [1]				
5	Investments	120			
6	Taxes Receivable	130			
7	Interfund Receivables	140			
8	Intergovernmental Accounts Receivable	150			
9	Other Receivables	160			
10	Inventory	170			
11	Prepaid Items	180			
12	Other Current Assets (Describe & Itemize)	190			
13	**Total Current Assets**		0		
14	**CAPITAL ASSETS (200)**				
15	Works of Art & Historical Treasures	210			
16	Land	220			
17	Building & Building Improvements	230			
18	Site Improvements & Infrastructure	240			
19	Capitalized Equipment	250			
20	Construction in Progress	260			
21	Amount Available in Debt Service Funds	340			621,884
22	Amount to be Provided for Payment on Long-Term Debt	350			23,083,116
23	**Total Capital Assets**			0	23,705,000
24	**CURRENT LIABILITIES (400)**				
25	Interfund Payables	410			
26	Intergovernmental Accounts Payable	420			
27	Other Payables	430			
28	Contracts Payable	440			
29	Loans Payable	460			
30	Salaries & Benefits Payable	470			
31	Payroll Deductions & Withholdings	480			
32	Deferred Revenues & Other Current Liabilities	490			
33	Due to Activity Fund Organizations	493			
34	**Total Current Liabilities**		0		
35	**LONG-TERM LIABILITIES (500)**				
36	Long-Term Debt Payable (General Obligation, Revenue, Other)	511			23,705,000
37	**Total Long-Term Liabilities**				23,705,000
38	Reserved Fund Balance	714			
39	Unreserved Fund Balance	730			
40	Investment in General Fixed Assets				
41	**Total Liabilities and Fund Balance**		0	0	23,705,000
42					
43	**ASSETS /LIABILITIES for Student Activity Funds**				
44	**CURRENT ASSETS (100) for Student Activity Funds**				
45	Student Activity Fund Cash and Investments	126			
46	**Total Student Activity Current Assets For Student Activity Funds**				
47	**CURRENT LIABILITIES (400) For Student Activity Funds**				
48	Total Current Liabilities For Student Activity Funds				
49	Reserved Student Activity Fund Balance For Student Activity Funds	715			
50	**Total Student Activity Liabilities and Fund Balance For Student Activity Funds**				
51					
52	**Total ASSETS /LIABILITIES District with Student Activity Funds**				
53	**Total Current Assets District with Student Activity Funds**		0		
54	**Total Capital Assets District with Student Activity Funds**			0	23,705,000
55	**CURRENT LIABILITIES (400) District with Student Activity Funds**				
56	**Total Current Liabilities District with Student Activity Funds**		0		
57	**LONG-TERM LIABILITIES (500) District with Student Activity Funds**				
58	**Total Long-Term Liabilities District with Student Activity Funds**				23,705,000
59	Reserved Fund Balance District with Student Activity Funds	714	0		
60	Unreserved Fund Balance District with Student Activity Funds	730	0		
61	Investment in General Fixed Assets District with Student Activity Funds			0	
62	**Total Liabilities and Fund Balance District with Student Activity Funds**		0	0	23,705,000

BASIC FINANCIAL STATEMENT
STATEMENT OF REVENUES RECEIVED/REVENUES, EXPENDITURES/DISBURSED/EXPENDITURES, OTHER SOURCES (USES) AND CHANGES IN FUND BALANCE
ALL FUNDS - FOR THE YEAR ENDING JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	**Description** (Enter Whole Dollars)	Acct #	Educational	Operations & Maintenance	Debt Services	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	**RECEIPTS/REVENUES**										
4	**LOCAL SOURCES**	1000	11,939,975	1,940,069	2,110,149	786,668	499,430	1,501,735	134,270	779,950	126,836
5	**FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT**	2000	0	0		0	0				
6	**STATE SOURCES**	3000	11,606,431	23,000	0	1,180,889	150,000	55,615	0	0	0
7	**FEDERAL SOURCES**	4000	1,697,086	0	0	0	0	0	0	0	0
8	**Total Direct Receipts/Revenues**		25,243,492	1,963,069	2,110,149	1,967,557	649,430	1,557,350	134,270	779,950	126,836
9	*Receipts/Revenues for "On Behalf" Payments* [2]	3998	6,625,759								
10	**Total Receipts/Revenues**		31,869,251	1,963,069	2,110,149	1,967,557	649,430	1,557,350	134,270	779,950	126,836
11	**DISBURSEMENTS/EXPENDITURES**										
12	**Instruction**	1000	18,376,443				260,688			0	
13	**Support Services**	2000	5,747,075	1,948,067		1,963,522	360,610	2,998,140		779,922	66,484
14	**Community Services**	3000	253,117	0		0	18,466			0	
15	**Payments to Other Districts & Governmental Units**	4000	829,202	0	0	0	0	0		0	0
16	**Debt Service**	5000	0	0	2,107,952	0	0			0	0
17	**Total Direct Disbursements/Expenditures**		25,205,837	1,948,067	2,107,952	1,963,522	639,764	2,998,140		779,922	66,484
18	*Disbursements/Expenditures for "On Behalf" Payments* [2]	4180	6,625,759	0	0	0	0	0		0	0
19	**Total Disbursements/Expenditures**		31,831,596	1,948,067	2,107,952	1,963,522	639,764	2,998,140		779,922	66,484
20	**Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures** [3]		37,655	15,002	2,197	4,035	9,666	(1,440,790)	134,270	28	60,352
21	**OTHER SOURCES/USES OF FUNDS**										
22	**OTHER SOURCES OF FUNDS (7000)**										
23	**PERMANENT TRANSFER FROM VARIOUS FUNDS**										
24	Abolishment of the Working Cash Fund [12]	7110									
25	Abatement of the Working Cash Fund [12]	7110									
26	Transfer of Working Cash Fund Interest	7120									
27	Transfer Among Funds	7130									
28	Transfer of Interest	7140									
29	Transfer from Capital Project Fund to O&M Fund	7150									
30	Transfer of Excess Fire Prevention & Safety Tax and Interest Proceeds to O&M Fund [4]	7160									
31	Transfer to Excess Fire Prevention & Safety Bond and Interest Proceeds to Debt Service Fund [5]	7170									
32	**SALE OF BONDS (7200)**										
33	Principal on Bonds Sold	7210									
34	Premium on Bonds Sold	7220									
35	Accrued Interest on Bonds Sold	7230									
36	Sale or Compensation for Fixed Assets [6]	7300									
37	Transfer to Debt Service to Pay Principal on Leases[13]	7400			0						
38	Transfer to Debt Service to Pay Interest on Leases[13]	7500			0						
39	Transfer to Debt Service to Pay Principal on Revenue Bonds	7600			0						
40	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0						
41	Transfer to Capital Projects Fund	7800						0			
42	ISBE Loan Proceeds	7900									
43	Other Sources Not Classified Elsewhere	7990									
44	**Total Other Sources of Funds**		0	0	0	0	0	0	0	0	0

BASIC FINANCIAL STATEMENT
STATEMENT OF REVENUES RECEIVED/REVENUES, EXPENDITURES/DISBURSED/EXPENDITURES, OTHER SOURCES (USES) AND CHANGES IN FUND BALANCE
ALL FUNDS - FOR THE YEAR ENDING JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	**Description** (Enter Whole Dollars)	Acct #	Educational	Operations & Maintenance	Debt Services	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
45	**OTHER USES OF FUNDS (8000)**										
46	**PERMANENT TRANSFER TO VARIOUS OTHER FUNDS (8100)**										
47	Abolishment or Abatement of the Working Cash Fund [12]	8110							0		
48	Transfer of Working Cash Fund Interest [12]	8120							0		
49	Transfer Among Funds	8130									
50	Transfer of Interest	8140									
51	Transfer from Capital Project Fund to O&M Fund	8150						0			
52	Transfer of Excess Fire Prevention & Safety Tax & Interest Proceeds to O&M Fund [4]	8160									0
53	Transfer of Excess Fire Prevention & Safety Bond and Interest Proceeds to Debt Service Fund [5]	8170									0
54	Taxes Pledged to Pay Principal on Leases[13]	8410									
55	Grants/Reimbursements Pledged to Pay Principal on Leases[13]	8420									
56	Other Revenues Pledged to Pay Principal on Leases[13]	8430									
57	Fund Balance Transfers Pledged to Pay Principal on Leases[13]	8440									
58	Taxes Pledged to Pay Interest on Leases[13]	8510									
59	Grants/Reimbursements Pledged to Pay Interest on Leases[13]	8520									
60	Other Revenues Pledged to Pay Interest on Leases[13]	8530									
61	Fund Balance Transfers Pledged to Pay Interest on Leases[13]	8540									
62	Taxes Pledged to Pay Principal on Revenue Bonds	8610									
63	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620									
64	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630									
65	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640									
66	Taxes Pledged to Pay Interest on Revenue Bonds	8710									
67	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720									
68	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730									
69	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740									
70	Taxes Transferred to Pay for Capital Projects	8810									
71	Grants/Reimbursements Pledged to Pay for Capital Projects	8820									
72	Other Revenues Pledged to Pay for Capital Projects	8830									
73	Fund Balance Transfers Pledged to Pay for Capital Projects	8840									
74	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910									
75	Other Uses Not Classified Elsewhere	8990									
76	**Total Other Uses of Funds**		0	0	0	0	0	0	0	0	0
77	**Total Other Sources/Uses of Funds**		0	0	0	0	0	0	0	0	0
78	Excess of Receipts/Revenues and Other Sources of Funds (Over/Under) Expenditures/Disbursements and Other Uses of Funds		37,655	15,002	2,197	4,035	9,666	(1,440,790)	134,270	28	60,352
79	**Fund Balances without Student Activity Funds - July 1, 2025**		6,396,414	998,535	619,687	744,835	532,145	2,308,398	674,570	2,206	260,073
80	Other Changes in Fund Balances - Increases (Decreases) (Describe & Itemize)										
81	**Fund Balances without Student Activity Funds - June 30, 2026**		6,434,069	1,013,537	621,884	748,870	541,811	867,608	808,840	2,234	320,425

BASIC FINANCIAL STATEMENT
STATEMENT OF REVENUES RECEIVED/REVENUES, EXPENDITURES/DISBURSED/EXPENDITURES, OTHER SOURCES (USES) AND CHANGES IN FUND BALANCE
ALL FUNDS - FOR THE YEAR ENDING JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description (Enter Whole Dollars)	Acct #	Educational	Operations & Maintenance	Debt Services	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
84											
85	Student Activity Fund Balance - July 1, 2025		930,753								
86	RECEIPTS/REVENUES -Student Activity Funds										
87	Total Student Activity Direct Receipts/Revenues	1799	2,078,550								
88	DISBURSEMENTS/EXPENDITURES -Students Activity Funds										
89	Total Student Activity Disbursements/Expenditures	1999	1,895,611								
90	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures [3]		182,939								
91	Student Activity Fund Balance - June 30, 2026		1,113,692								
92											
93	RECEIPTS/REVENUES (with Student Activity Funds)										
94	LOCAL SOURCES	1000	14,018,525	1,940,069	2,110,149	786,668	499,430	1,501,735	134,270	779,950	126,836
95	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0				
96	STATE SOURCES	3000	11,606,431	23,000	0	1,180,889	150,000	55,615	0	0	0
97	FEDERAL SOURCES	4000	1,697,086	0	0	0	0	0	0	0	0
98	Total Direct Receipts/Revenues		27,322,042	1,963,069	2,110,149	1,967,557	649,430	1,557,350	134,270	779,950	126,836
99	*Receipts/Revenues for "On Behalf" Payments* [2]	3998	6,625,759	0	0	0	0	0		0	0
100	Total Receipts/Revenues		33,947,801	1,963,069	2,110,149	1,967,557	649,430	1,557,350	134,270	779,950	126,836
101	DISBURSEMENTS/EXPENDITURES (with Student Activity Funds)										
102	Instruction	1000	20,272,054				260,688			0	
103	Support Services	2000	5,747,075	1,948,067		1,963,522	360,610	2,998,140		779,922	66,484
104	Community Services	3000	253,117	0		0	18,466				
105	Payments to Other Districts & Governmental Units	4000	829,202	0	0	0	0	0		0	0
106	Debt Service	5000	0	0	2,107,952	0	0			0	0
107	Total Direct Disbursements/Expenditures		27,101,448	1,948,067	2,107,952	1,963,522	639,764	2,998,140		779,922	66,484
108	*Disbursements/Expenditures for "On Behalf" Payments* [2]	4180	6,625,759	0	0	0	0	0		0	0
109	Total Disbursements/Expenditures		33,727,207	1,948,067	2,107,952	1,963,522	639,764	2,998,140		779,922	66,484
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures [3]		220,594	15,002	2,197	4,035	9,666	(1,440,790)	134,270	28	60,352
111	OTHER SOURCES/USES OF FUNDS (with Student Activity Funds)										
112	OTHER SOURCES OF FUNDS (7000)										
113	Total Other Sources of Funds		0	0	0	0	0	0	0	0	0
114	OTHER USES OF FUNDS (8000)										
115	Total Other Uses of Funds		0	0	0	0	0	0	0	0	0
116	Total Other Sources/Uses of Funds		0	0	0	0	0	0	0	0	0
117	Fund Balances (All sources with Student Activity Funds) - June 30, 2026		7,547,761	1,013,537	621,884	748,870	541,811	867,608	808,840	2,234	320,425

STATEMENT OF REVENUES RECEIVED/REVENUES
FOR THE YEAR ENDED JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	**Description** (Enter Whole Dollars)	**Acct #**	**Educational**	**Operations & Maintenance**	**Debt Services**	**Transportation**	**Municipal Retirement/ Social Security**	**Capital Projects**	**Working Cash**	**Tort**	**Fire Prevention & Safety**
3	**RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)**										
4	**AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY**	**1100**									
5	Designated Purposes Levies (1110-1120) [7]		9,407,095	1,896,588	660,166	758,649			122,967	779,645	122,967
6	Leasing Purposes Levy [8]	1130									
7	Special Education Purposes Levy	1140	151,760								
8	FICA/Medicare Only Purposes Levies	1150					461,822				
9	Area Vocational Construction Purposes Levy	1160									
10	Summer School Purposes Levy	1170									
11	Other Tax Levies (Describe & Itemize)	1190									
12	**Total Ad Valorem Taxes Levied By District**		9,558,855	1,896,588	660,166	758,649	461,822	0	122,967	779,645	122,967
13	**PAYMENTS IN LIEU OF TAXES**	**1200**									
14	Mobile Home Privilege Tax	1210									
15	Payments from Local Housing Authorities	1220									
16	Corporate Personal Property Replacement Taxes [9]	1230	319,565				15,000				
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
18	**Total Payments in Lieu of Taxes**		319,565	0	0	0	15,000	0	0	0	0
19	**TUITION**	**1300**									
20	Regular - Tuition from Pupils or Parents (In State)	1311	36,557								
21	Regular - Tuition from Other Districts (In State)	1312									
22	Regular - Tuition from Other Sources (In State)	1313	334,462								
23	Regular - Tuition from Other Sources (Out of State)	1314									
24	Summer Sch - Tuition from Pupils or Parents (In State)	1321	6,075								
25	Summer Sch - Tuition from Other Districts (In State)	1322									
26	Summer Sch - Tuition from Other Sources (In State)	1323									
27	Summer Sch - Tuition from Other Sources (Out of State)	1324									
28	CTE - Tuition from Pupils or Parents (In State)	1331	72,512								
29	CTE - Tuition from Other Districts (In State)	1332									
30	CTE - Tuition from Other Sources (In State)	1333									
31	CTE - Tuition from Other Sources (Out of State)	1334									
32	Special Ed - Tuition from Pupils or Parents (In State)	1341									
33	Special Ed - Tuition from Other Districts (In State)	1342									
34	Special Ed - Tuition from Other Sources (In State)	1343									
35	Special Ed - Tuition from Other Sources (Out of State)	1344									
36	Adult - Tuition from Pupils or Parents (In State)	1351									
37	Adult - Tuition from Other Districts (In State)	1352									
38	Adult - Tuition from Other Sources (In State)	1353									
39	Adult - Tuition from Other Sources (Out of State)	1354									
40	**Total Tuition**		449,606								
41	**TRANSPORTATION FEES**	**1400**									
42	Regular -Transp Fees from Pupils or Parents (In State)	1411									
43	Regular - Transp Fees from Other Districts (In State)	1412									
44	Regular - Transp Fees from Other Sources (In State)	1413									
45	Regular - Transp Fees from Co-curricular Activities (In State)	1415				1,396					
46	Regular Transp Fees from Other Sources (Out of State)	1416									
47	Summer Sch - Transp. Fees from Pupils or Parents (In State)	1421									
48	Summer Sch - Transp. Fees from Other Districts (In State)	1422									
49	Summer Sch - Transp. Fees from Other Sources (In State)	1423									
50	Summer Sch - Transp. Fees from Other Sources (Out of State)	1424									
51	CTE - Transp Fees from Pupils or Parents (In State)	1431									
52	CTE - Transp Fees from Other Districts (In State)	1432									
53	CTE - Transp Fees from Other Sources (In State)	1433									
54	CTE - Transp Fees from Other Sources (Out of State)	1434									
55	Special Ed - Transp Fees from Pupils or Parents (In State)	1441									
56	Special Ed - Transp Fees from Other Districts (In State)	1442									
57	Special Ed - Transp Fees from Other Sources (In State)	1443									
58	Special Ed - Transp Fees from Other Sources (Out of State)	1444									
59	Adult - Transp Fees from Pupils or Parents (In State)	1451									
60	Adult - Transp Fees from Other Districts (In State)	1452									
61	Adult - Transp Fees from Other Sources (In State)	1453									
62	Adult - Transp Fees from Other Sources (Out of State)	1454									
63	**Total Transportation Fees**					1,396					

STATEMENT OF REVENUES RECEIVED/REVENUES
FOR THE YEAR ENDED JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	**Description** (Enter Whole Dollars)	**Acct #**	**Educational**	**Operations & Maintenance**	**Debt Services**	**Transportation**	**Municipal Retirement/ Social Security**	**Capital Projects**	**Working Cash**	**Tort**	**Fire Prevention & Safety**
64	**EARNINGS ON INVESTMENTS**	**1500**									
65	Interest on Investments	1510	268,401	26,926	909	26,623	22,608	22,756	11,303	305	3,869
66	Gain or Loss on Sale of Investments	1520									
67	Unrealized Gain or Loss on Investments	1530									
68	**Total Earnings on Investments**		268,401	26,926	909	26,623	22,608	22,756	11,303	305	3,869
69	**FOOD SERVICE**	**1600**									
70	Sales to Pupils - Lunch	1611	313,757								
71	Sales to Pupils - Breakfast	1612	28,531								
72	Sales to Pupils - A la Carte	1613	501,600								
73	Sales to Pupils - Other (Describe & Itemize)	1614									
74	Sales to Adults	1620	15,305								
75	Other Food Service (Describe & Itemize)	1690									
76	**Total Food Service**		859,193								
77	**DISTRICT/SCHOOL ACTIVITY INCOME**	**1700**									
78	Admissions - Athletic	1711	42,983								
79	Admissions - Other (Describe & Itemize)	1719									
80	Fees	1720	69,983								
81	Book Store Sales	1730									
82	Other District/School Activity Revenue (Describe & Itemize)	1790									
83	Student Activity Funds Revenues	1799	2,078,550								
84	**Total District/School Activity Income (without Student Activity Funds)**		112,966	0							
85	**Total District/School Activity Income (with Student Activity Funds)**		2,191,516								
86	**TEXTBOOK INCOME**	**1800**									
87	Rentals - Regular Textbooks	1811	173,634								
88	Rentals - Summer School Textbooks	1812									
89	Rentals - Adult/Continuing Education Textbooks	1813									
90	Rentals - Other (Describe & Itemize)	1819									
91	Sales - Regular Textbooks	1821									
92	Sales - Summer School Textbooks	1822									
93	Sales - Adult/Continuing Education Textbooks	1823									
94	Sales - Other (Describe & Itemize)	1829									
95	Other (Describe & Itemize)	1890									
96	**Total Textbook Income**		173,634								
97	**OTHER REVENUE FROM LOCAL SOURCES**	**1900**									
98	Rentals	1910	28,261	1,200							
99	Contributions and Donations from Private Sources	1920	30,237								
100	Impact Fees from Municipal or County Governments	1930									
101	Services Provided Other Districts	1940									
102	Refund of Prior Years' Expenditures	1950									
103	Payments of Surplus Moneys from TIF Districts	1960									
104	Drivers' Education Fees	1970	6,054								
105	Proceeds from Vendors' Contracts	1980	37	14,240							
106	School Facility Occupation Tax Proceeds	1983			1,449,074			1,160,229			
107	Payment from Other Districts	1991									
108	Sale of Vocational Projects	1992									
109	Other Local Fees (Describe & Itemize)	1993									
110	Other Local Revenues (Describe & Itemize)	1999	133,166	1,115				318,750			
111	**Total Other Revenue from Local Sources**		197,755	16,555	1,449,074	0	0	1,478,979	0	0	0
112	**Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)**	**1000**	11,939,975	1,940,069	2,110,149	786,668	499,430	1,501,735	134,270	779,950	126,836
113	**Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)**	**1000**	14,018,525								
114	**FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)**										
115	Flow-through Revenue from State Sources	2100									
116	Flow-through Revenue from Federal Sources	2200									
117	Other Flow-Through (Describe & Itemize)	2300									
118	**Total Flow-Through Receipts/Revenues from One District to Another District**	**2000**	0	0		0	0				

STATEMENT OF REVENUES RECEIVED/REVENUES
FOR THE YEAR ENDED JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	**Description** (Enter Whole Dollars)	**Acct #**	**Educational**	**Operations & Maintenance**	**Debt Services**	**Transportation**	**Municipal Retirement/ Social Security**	**Capital Projects**	**Working Cash**	**Tort**	**Fire Prevention & Safety**
119	**RECEIPTS/REVENUES FROM STATE SOURCES (3000)**										
120	**UNRESTRICTED GRANTS-IN-AID (3001-3099)**										
121	Evidence Based Funding Formula (Section 18-8.15)	3001	11,181,072	23,000		380,000	150,000	5,615			
122	Reorganization Incentives (Accounts 3005-3021)	3005									
123	Other Unrestricted Grants-In-Aid from State Sources (Describe & Itemize)	3099									
124	**Total Unrestricted Grants-In-Aid**		11,181,072	23,000	0	380,000	150,000	5,615		0	0
125	**RESTRICTED GRANTS-IN-AID (3100 - 3900)**										
126	**SPECIAL EDUCATION**										
127	Special Education - Private/Public Facility Tuition	3100	81,974								
128	Special Education - Orphanage - Individual	3120	9,862								
129	Special Education - Orphanage - Summer Individual	3130									
130	Special Education - Other (Describe & Itemize)	3199									
131	**Total Special Education**		91,836	0		0					
132	**CAREER AND TECHNICAL EDUCATION (CTE)**										
133	CTE - Technical Education - Tech Prep	3200									
134	CTE - Secondary Program Improvement (CTEI)	3220									
135	CTE - WECEP	3225	6,353								
136	CTE - Agriculture Education	3235	17,014								
137	CTE - Instructor Practicum	3240									
138	CTE - Student Organizations	3270									
139	CTE - Other (Describe & Itemize)	3299									
140	**Total Career and Technical Education**		23,367	0			0				
141	**BILINGUAL EDUCATION**										
142	State Free Lunch & Breakfast	3360	3,544								
143	School Breakfast Initiative	3365									
144	Driver Education	3370	25,025								
145	Adult Ed (from ICCB)	3410									
146	Adult Ed - Other (Describe & Itemize)	3499									
147	**TRANSPORTATION**										
148	Transportation - Regular and Vocational	3500				594,229					
149	Transportation - Special Education	3510				206,660					
150	Transportation - Other (Describe & Itemize)	3599									
151	**Total Transportation**		0	0		800,889	0				
152	Learning Improvement - Change Grants	3610									
153	Scientific Literacy	3660									
154	Truant Alternative/Optional Education	3695									
155	Early Childhood - Block Grant	3705	281,587								
156	Chicago General Education Block Grant	3766									
157	Chicago Educational Services Block Grant	3767									
158	School Safety & Educational Improvement Block Grant	3775									
159	Technology - Technology for Success	3780									
160	State Charter Schools	3815									
161	Extended Learning Opportunities - Summer Bridges	3825									
162	Infrastructure Improvements - Planning/Construction	3920									
163	School Infrastructure - Maintenance Projects	3925						50,000			
164	Other Restricted Revenue from State Sources (Describe & Itemize)	3999									
165	**Total Restricted Grants-In-Aid**		425,359	0	0	800,889	0	50,000	0	0	0
166	**Total Receipts from State Sources**	**3000**	11,606,431	23,000	0	1,180,889	150,000	55,615	0	0	0
167	**RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)**										
168	**UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4001-4009)**										
169	Federal Impact Aid	4001									
170	Other Unrestricted Grants-In-Aid Received Directly from the Fed Govt (Describe & Itemize)	4009									
171	**Total Unrestricted Grants-In-Aid Received Directly from the Federal Govt**		0	0	0	0	0	0	0	0	0
172	**RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)**										
173	Head Start	4045									
174	Construction (Impact Aid)	4050									
175	MAGNET	4060									
176	Other Restricted Grants-In-Aid Received Directly from the Federal Govt (Describe & Itemize)	4090									
177	**Total Restricted Grants-In-Aid Received Directly from Federal Govt**		0	0		0	0	0			0

STATEMENT OF REVENUES RECEIVED/REVENUES
FOR THE YEAR ENDED JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	**Description** (Enter Whole Dollars)	**Acct #**	**Educational**	**Operations & Maintenance**	**Debt Services**	**Transportation**	**Municipal Retirement/ Social Security**	**Capital Projects**	**Working Cash**	**Tort**	**Fire Prevention & Safety**
178	**RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT THRU THE STATE (4100-4999)**										
179	**TITLE V**										
180	Title V - Innovation and Flexibility Formula	4100									
181	Title V - District Projects	4105									
182	Title V - Rural Education Initiative (REI)	4107									
183	Title V - Other (Describe & Itemize)	4199									
184	**Total Title V**		0	0		0	0				
185	**FOOD SERVICE**										
186	Breakfast Start-Up Expansion	4200									
187	National School Lunch Program	4210	336,262								
188	Special Milk Program	4215									
189	School Breakfast Program	4220	46,880								
190	Summer Food Service Program	4225									
191	Child and Adult Care Food Program	4226									
192	Fresh Fruits & Vegetables	4240									
193	Food Service - Other (Describe & Itemize)	4299									
194	**Total Food Service**		383,142				0				
195	**TITLE I**										
196	Title I - Low Income	4300	466,395								
197	Title I - Low Income - Neglected, Private	4305									
198	Title I - Migrant Education	4340									
199	Title I - Other (Describe & Itemize)	4399	157,157								
200	**Total Title I**		623,552	0		0	0				
201	**TITLE IV**										
202	Title IV - Student Support & Academic Enrichment Grant	4400	13,925								
203	Title IV - Part A – Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415									
204	Title IV - 21st Century Comm Learning Centers	4421									
205	Title IV - Other (Describe & Itemize)	4499									
206	**Total Title IV**		13,925	0		0	0				
207	**FEDERAL - SPECIAL EDUCATION**										
208	Fed - Spec Education - Preschool Flow-Through	4600	15,913								
209	Fed - Spec Education - Preschool Discretionary	4605									
210	Fed - Spec Education - IDEA - Flow Through	4620	549,492								
211	Fed - Spec Education - IDEA - Room & Board	4625									
212	Fed - Spec Education - IDEA - Discretionary	4630	63,003								
213	Fed - Spec Education - IDEA - Other (Describe & Itemize)	4699									
214	**Total Federal - Special Education**		628,408	0		0	0				
215	**CTE - PERKINS**										
216	CTE - Perkins - Title IIIE - Tech Prep	4770									
217	CTE - Other (Describe & Itemize)	4799									
218	**Total CTE - Perkins**		0	0			0				
219	Federal - Adult Education	4810									
220	Qualified Zone Academy Bond Tax Credits	4866									
221	Qualified School Construction Bond Credits	4867									
222	Build America Bond Tax Credits	4868									
223	Build America Bond Interest Reimbursement	4869									
224	**Total Stimulus Programs**		0	0	0	0	0	0		0	0
225	Race to the Top Program	4901									
226	Race to the Top - Preschool Expansion Grant	4902									
227	Title III - Immigrant Education Program (IEP)	4905									
228	Title III - Language Inst Program - Limited Eng (LIPLEP)	4909									
229	McKinney Education for Homeless Children	4920									
230	Title II - Eisenhower Professional Development Formula	4930									
231	Title II - Teacher Quality	4932									
232	Title II - Part A – Supporting Effective Instruction – State Grants	4935									
233	Federal Charter Schools	4960									
234	State Assessment Grants	4981									
235	Grant for State Assessments and Related Activities	4982									
236	Medicaid Matching Funds - Administrative Outreach	4991	48,059								
237	Medicaid Matching Funds - Fee-for-Service Program	4992									
238	Other Restricted Grants Received from Fed. Govt. thru State *(Describe & Itemize)*	4998									
239	**Total Restricted Grants-In-Aid Received from the Federal Govt Thru the State**		1,697,086	0	0	0	0	0		0	0
240	**Total Receipts/Revenues from Federal Sources**	**4000**	1,697,086	0	0	0	0	0	0	0	0
241	**Total Direct Receipts/Revenues (without Student Activity Funds 1799)**		25,243,492	1,963,069	2,110,149	1,967,557	649,430	1,557,350	134,270	779,950	126,836
242	**Total Direct Receipts/Revenues (with Student Activity Funds 1799)**		27,322,042	1,963,069	2,110,149	1,967,557	649,430	1,557,350	134,270	779,950	126,836

STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K	L
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)	
2	**Description** (Enter Whole Dollars)	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total	Budget
3	**10 - EDUCATIONAL FUND (ED)**											
4	**INSTRUCTION (ED)**	**1000**										
5	Regular Programs	1100	9,805,037	2,703,425	342,981	789,229	60,349				13,701,021	14,246,750
6	Tuition Payment to Charter Schools	1115									0	3,725
7	Pre-K Programs	1125	230,874	54,985	1,000	3,720					290,579	282,100
8	Special Education Programs (Functions 1200-1220)	1200	2,388,145	581,430	178,429	12,547		51,344			3,211,895	3,175,000
9	Special Education Programs Pre-K	1225									0	0
10	Remedial and Supplemental Programs K-12	1250	348,669	111,714	68,310	260					528,953	543,620
11	Remedial and Supplemental Programs Pre-K	1275									0	0
12	Adult/Continuing Education Programs	1300									0	0
13	CTE Programs	1400									0	0
14	Interscholastic Programs	1500	258,283	20,776	92,480	22,013	18,125				411,677	361,560
15	Summer School Programs	1600	25,672	2,892							28,564	11,250
16	Gifted Programs	1650									0	0
17	Driver's Education Programs	1700	68,472	4,899							73,371	70,100
18	Bilingual Programs	1800	80,158	27,259	300						107,717	88,000
19	Truant Alternative & Optional Programs	1900	20,368	2,298							22,666	38,000
20	Pre-K Programs - Private Tuition	1910									0	0
21	Regular K-12 Programs - Private Tuition	1911									0	0
22	Special Education Programs K-12 - Private Tuition	1912									0	0
23	Special Education Programs Pre-K - Tuition	1913									0	0
24	Remedial/Supplemental Programs K-12 - Private Tuition	1914									0	0
25	Remedial/Supplemental Programs Pre-K - Private Tuition	1915									0	0
26	Adult/Continuing Education Programs - Private Tuition	1916									0	0
27	CTE Programs - Private Tuition	1917									0	0
28	Interscholastic Programs - Private Tuition	1918									0	0
29	Summer School Programs - Private Tuition	1919									0	0
30	Gifted Programs - Private Tuition	1920									0	0
31	Bilingual Programs - Private Tuition	1921									0	0
32	Truants Alternative/Optional Ed Progms - Private Tuition	1922									0	0
33	Student Activity Fund Expenditures	1999						1,895,611			1,895,611	2,200,000
34	**Total Instruction [10] (without Student Activity Funds)**	**1000**	13,225,678	3,509,678	683,500	827,769	78,474	51,344	0	0	18,376,443	18,820,105
35	**Total Instruction [10] (with Student Activity Funds)**	**1000**	13,225,678	3,509,678	683,500	827,769	78,474	1,946,955	0	0	20,272,054	21,020,105
36	**SUPPORT SERVICES (ED)**	**2000**										
37	**SUPPORT SERVICES - PUPILS**											
38	Attendance & Social Work Services	2110	148,643	62,168	29,937	301					241,049	277,780
39	Guidance Services	2120	357,207	102,125		985					460,317	464,000
40	Health Services	2130	81,904	23,019	3,912	9,467					118,302	135,450
41	Psychological Services	2140									0	0
42	Speech Pathology & Audiology Services	2150									0	0
43	Other Support Services - Pupils *(Describe & Itemize)*	2190									0	0
44	**Total Support Services - Pupils**	**2100**	587,754	187,312	33,849	10,753	0	0	0	0	819,668	877,230
45	**SUPPORT SERVICES - INSTRUCTIONAL STAFF**											
46	Improvement of Instruction Services	2210	49,887	19,767	31,053	31,059					131,766	190,000
47	Educational Media Services	2220	122,735	22,656		13,303					158,694	168,915
48	Assessment & Testing	2230									0	500
49	**Total Support Services - Instructional Staff**	**2200**	172,622	42,423	31,053	44,362	0	0	0	0	290,460	359,415
50	**SUPPORT SERVICES - GENERAL ADMINISTRATION**											
51	Board of Education Services	2310			165,360	24		6,206			171,590	113,000
52	Executive Administration Services	2320	254,514	40,685	16,075	60,775		2,393			374,442	381,100
53	Special Area Administration Services	2330									0	0
54	Tort Immunity Services	2361, 2365									0	0
55	**Total Support Services - General Administration**	**2300**	254,514	40,685	181,435	60,799	0	8,599	0	0	546,032	494,100
56	**SUPPORT SERVICES - SCHOOL ADMINISTRATION**											
57	Office of the Principal Services	2410	1,518,429	386,572	19,530	20,251		849			1,945,631	1,841,050
58	Other Support Services - School Admin (Describe & Itemize)	2490									0	0
59	**Total Support Services - School Administration**	**2400**	1,518,429	386,572	19,530	20,251	0	849	0	0	1,945,631	1,841,050

STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K	L
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)	
2	**Description** (Enter Whole Dollars)	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total	Budget
60	**SUPPORT SERVICES - BUSINESS**											
61	Direction of Business Support Services	2510									0	0
62	Fiscal Services	2520	269,567	53,097	171,031	4,261					497,956	445,300
63	Operation & Maintenance of Plant Services	2540				351,441					351,441	0
64	Pupil Transportation Services	2550									0	0
65	Food Services	2560	537,701	89,068	2,773	665,250	1,095				1,295,887	1,317,400
66	Internal Services	2570									0	0
67	**Total Support Services - Business**	**2500**	807,268	142,165	173,804	1,020,952	1,095	0	0	0	2,145,284	1,762,700
68	**SUPPORT SERVICES - CENTRAL**											
69	Direction of Central Support Services	2610									0	0
70	Planning, Research, Development, & Evaluation Services	2620									0	0
71	Information Services	2630									0	0
72	Staff Services	2640									0	0
73	Data Processing Services	2660									0	0
74	**Total Support Services - Central**	**2600**	0	0	0	0	0	0	0	0	0	0
75	Other Support Services (Describe & Itemize)	2900									0	0
76	**Total Support Services**	**2000**	3,340,587	799,157	439,671	1,157,117	1,095	9,448	0	0	5,747,075	5,334,495
77	**COMMUNITY SERVICES (ED)**	**3000**	202,283	38,292		12,542					253,117	242,100
78	**PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (ED)**	**4000**										
79	**PAYMENTS TO OTHER GOVT UNITS (IN-STATE)**											
80	Payments for Regular Programs	4110						5,625			5,625	35,000
81	Payments for Special Education Programs	4120						639,238			639,238	650,000
82	Payments for Adult/Continuing Education Programs	4130									0	0
83	Payments for CTE Programs	4140						168,850			168,850	100,000
84	Payments for Community College Programs	4170									0	35,000
85	Other Payments to In-State Govt. Units (Describe & Itemize)	4190						15,489			15,489	0
86	**Total Payments to Other Govt Units (In-State)**	**4100**			0			829,202			829,202	820,000
87	Payments for Regular Programs - Tuition	4210									0	0
88	Payments for Special Education Programs - Tuition	4220									0	0
89	Payments for Adult/Continuing Education Programs - Tuition	4230									0	0
90	Payments for CTE Programs - Tuition	4240									0	0
91	Payments for Community College Programs - Tuition	4270									0	0
92	Payments for Other Programs - Tuition	4280									0	0
93	Other Payments to In-State Govt Units	4290									0	0
94	**Total Payments to Other Govt Units -Tuition (In State)**	**4200**						0			0	0
95	Payments for Regular Programs - Transfers	4310									0	0
96	Payments for Special Education Programs - Transfers	4320									0	0
97	Payments for Adult/Continuing Ed Programs-Transfers	4330									0	0
98	Payments for CTE Programs - Transfers	4340									0	0
99	Payments for Community College Program - Transfers	4370									0	0
100	Payments for Other Programs - Transfers	4380									0	0
101	Other Payments to In-State Govt Units - Transfers	4390									0	0
102	**Total Payments to Other Govt Units -Transfers (In-State)**	**4300**			0			0			0	0
103	Payments to Other Govt Units (Out-of-State)	4400									0	0
104	**Total Payments to Other Govt Units**	**4000**			0			829,202			829,202	820,000
105	**DEBT SERVICES (ED)**	**5000**										
106	**DEBT SERVICES - INTEREST ON SHORT-TERM DEBT**											
107	Tax Anticipation Warrants	5110									0	0
108	Tax Anticipation Notes	5120									0	0
109	Corporate Personal Prop. Repl. Tax Anticipation Notes	5130									0	0
110	State Aid Anticipation Certificates	5140									0	0
111	Other Interest on Short-Term Debt	5150									0	0
112	**Total Interest on Short-Term Debt**	**5100**						0			0	0
113	**Debt Services - Interest on Long-Term Debt**	**5200**									0	0
114	**Total Debt Services**	**5000**						0			0	0
115	**PROVISIONS FOR CONTINGENCIES (ED)**	**6000**										0
116	**Total Direct Disbursements/Expenditures (without Student Activity Funds 1999)**		16,768,548	4,347,127	1,123,171	1,997,428	79,569	889,994	0	0	25,205,837	25,216,700
117	**Total Direct Disbursements/Expenditures (with Student Activity Funds 1999)**		16,768,548	4,347,127	1,123,171	1,997,428	79,569	2,785,605	0	0	27,101,448	27,416,700
118	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)**										37,655	
119	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)**										220,594	
120												

STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K	L
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)	
2	**Description** (Enter Whole Dollars)	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total	Budget
121	**20 - OPERATIONS & MAINTENANCE FUND (O&M)**											
122	**SUPPORT SERVICES (O&M)**	**2000**										
123	**SUPPORT SERVICES - PUPILS**											
124	Other Support Services - Pupils (Func. 2190 Describe & Itemize)	2100									0	0
125	**SUPPORT SERVICES - BUSINESS**											
126	Direction of Business Support Services	2510									0	0
127	Facilities Acquisition & Construction Services	2530									0	0
128	Operation & Maintenance of Plant Services	2540	673,505	100,741	260,909	884,777	11,070				1,931,002	1,948,000
129	Pupil Transportation Services	2550				17,065					17,065	12,000
130	Food Services	2560									0	0
131	**Total Support Services - Business**	**2500**	673,505	100,741	260,909	901,842	11,070	0	0	0	1,948,067	1,960,000
132	Other Support Services (Describe & Itemize)	2900									0	0
133	**Total Support Services**	**2000**	673,505	100,741	260,909	901,842	11,070	0	0	0	1,948,067	1,960,000
134	**COMMUNITY SERVICES (O&M)**	**3000**									0	0
135	**PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)**	**4000**										
136	**PAYMENTS TO OTHER GOVT UNITS (IN-STATE)**											
137	Payments for Regular Programs	4110									0	0
138	Payments for Special Education Programs	4120									0	0
139	Payments for CTE Programs	4140									0	0
140	Other Payments to In-State Govt. Units (Describe & Itemize)	4190									0	0
141	**Total Payments to Other Govt. Units (In-State)**	**4100**			0			0			0	0
142	Payments to Other Govt. Units (Out of State)	4400									0	0
143	**Total Payments to Other Govt Units**	**4000**			0			0			0	0
144	**DEBT SERVICES (O&M)**	**5000**										
145	**DEBT SERVICES - INTEREST ON SHORT-TERM DEBT**											
146	Tax Anticipation Warrants	5110									0	0
147	Tax Anticipation Notes	5120									0	0
148	Corporate Personal Prop. Repl. Tax Anticipation Notes	5130									0	0
149	State Aid Anticipation Certificates	5140									0	0
150	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0	0
151	**Total Debt Service - Interest on Short-Term Debt**	**5100**						0			0	0
152	**DEBT SERVICE - INTEREST ON LONG-TERM DEBT**	**5200**									0	0
153	**Total Debt Services**	**5000**						0			0	0
154	**PROVISIONS FOR CONTINGENCIES (O&M)**	**6000**										0
155	**Total Direct Disbursements/Expenditures**		673,505	100,741	260,909	901,842	11,070	0	0	0	1,948,067	1,960,000
156	**Excess (Deficiency) of Receipts/Revenues/Over Disbursements/ Expenditures**										15,002	
157												
158	**30 - DEBT SERVICES (DS)**											
159	**PAYMENTS TO OTHER DIST & GOVT UNITS (DS)**	**4000**										
160	**PAYMENTS TO OTHER DIST & GOVT UNITS (In-State)**											
161	**Payments for Regular Programs**	**4110**									0	0
162	**Payments for Special Education Programs**	**4120**									0	0
163	**Other Payments to In-State Govt Units (Describe & Itemize)**	**4190**									0	0
164	**Total Payments to Other Districts & Govt Units (In-State)**	**4000**						0			0	0
165	**DEBT SERVICES (DS)**	**5000**										
166	**DEBT SERVICES - INTEREST ON SHORT-TERM DEBT**											
167	Tax Anticipation Warrants	5110									0	0
168	Tax Anticipation Notes	5120									0	0
169	Corporate Personal Prop. Repl. Tax Anticipation Notes	5130									0	0
170	State Aid Anticipation Certificates	5140									0	547,000
171	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0	0
172	**Total Debt Services - Interest On Short-Term Debt**	**5100**						0			0	547,000
173	**DEBT SERVICES - INTEREST ON LONG-TERM DEBT**	**5200**						551,952			551,952	1,560,000
174	**DEBT SERVICES - PAYMENTS OF PRINCIPAL ON LONG-TERM DEBT (Lease/Purchase Principal Retired)** [11]	**5300**						1,555,000			1,555,000	0
175	**DEBT SERVICES - OTHER (Describe & Itemize)**	**5400**			1,000						1,000	2,500
176	**Total Debt Services**	**5000**			1,000			2,106,952			2,107,952	2,109,500
177	**PROVISION FOR CONTINGENCIES (DS)**	**6000**										0
178	**Total Disbursements/ Expenditures**				1,000			2,106,952			2,107,952	2,109,500
179	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										2,197	
180												

STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K	L
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)	
2	**Description** (Enter Whole Dollars)	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total	Budget
181	**40 - TRANSPORTATION FUND (TR)**											
182	**SUPPORT SERVICES (TR)**											
183	**SUPPORT SERVICES - PUPILS**											
184	Other Support Services - Pupils (Func. 2190 Describe & Itemize)	2100									0	0
185	**SUPPORT SERVICES - BUSINESS**											
186	Pupil Transportation Services	2550	837,527	46,949	38,130	211,188	829,728				1,963,522	2,026,000
187	Other Support Services (Describe & Itemize)	2900									0	0
188	**Total Support Services**	**2000**	837,527	46,949	38,130	211,188	829,728	0	0	0	1,963,522	2,026,000
189	**COMMUNITY SERVICES (TR)**	**3000**									0	0
190	**PAYMENTS TO OTHER DIST & GOVT UNITS (TR)**	**4000**										
191	**PAYMENTS TO OTHER GOVT UNITS (IN-STATE)**											
192	Payments for Regular Programs	4110									0	0
193	Payments for Special Education Programs	4120									0	0
194	Payments for Adult/Continuing Education Programs	4130									0	0
195	Payments for CTE Programs	4140									0	0
196	Payments for Community College Programs	4170									0	0
197	Other Payments to In-State Govt. Units (Describe & Itemize)	4190									0	0
198	**Total Payments to Other Govt. Units (In-State)**	**4100**			0			0			0	0
199	**PAYMENTS TO OTHER GOVT UNITS (OUT-OF-STATE)**	**4400**									0	0
200	**Total Payments to Other Govt Units**	**4000**			0			0			0	0
201	**DEBT SERVICES (TR)**	**5000**										
202	**DEBT SERVICE - INTEREST ON SHORT-TERM DEBT**											
203	Tax Anticipation Warrants	5110									0	0
204	Tax Anticipation Notes	5120									0	0
205	Corporate Personal Prop. Repl. Tax Anticipation Notes	5130									0	0
206	State Aid Anticipation Certificates	5140									0	0
207	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0	0
208	**Total Debt Services - Interest On Short-Term Debt**	**5100**						0			0	0
209	**DEBT SERVICES - INTEREST ON LONG-TERM DEBT**	**5200**									0	0
210	**DEBT SERVICE - PAYMENTS OF PRINCIPAL ON LONG-TERM DEBT (Lease/Purchase Principal Retired)** [11]	**5300**									0	0
211	**DEBT SERVICES - OTHER (Describe & Itemize)**	**5400**									0	0
212	**Total Debt Services**	**5000**						0			0	0
213	**PROVISION FOR CONTINGENCIES (TR)**	**6000**										0
214	**Total Disbursements/ Expenditures**		837,527	46,949	38,130	211,188	829,728	0	0	0	1,963,522	2,026,000
215	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										4,035	
216												
217	**50 - MUNICIPAL RETIREMENT/SOCIAL SECURITY FUND (MR/SS)**											
218	**INSTRUCTION (MR/SS)**	**1000**										
219	Regular Programs	1100		162,564							162,564	120,900
220	Pre-K Programs	1125									0	64,800
221	Special Education Programs (Functions 1200-1220)	1200		85,345							85,345	65,400
222	Special Education Programs - Pre-K	1225									0	0
223	Remedial and Supplemental Programs - K-12	1250									0	5,200
224	Remedial and Supplemental Programs - Pre-K	1275									0	0
225	Adult/Continuing Education Programs	1300									0	0
226	CTE Programs	1400									0	0
227	Interscholastic Programs	1500		9,102							9,102	9,900
228	Summer School Programs	1600		372							372	1,000
229	Gifted Programs	1650									0	0
230	Driver's Education Programs	1700		985							985	1,300
231	Bilingual Programs	1800		2,067							2,067	0
232	Truants' Alternative & Optional Programs	1900		253							253	1,100
233	**Total Instruction**	**1000**		260,688							260,688	269,600
234	**SUPPORT SERVICES (MR/SS)**	**2000**										
235	**SUPPORT SERVICES - PUPILS**											
236	Attendance & Social Work Services	2110		2,459							2,459	2,400
237	Guidance Services	2120		7,432							7,432	7,600
238	Health Services	2130		11,754							11,754	7,000
239	Psychological Services	2140									0	0
240	Speech Pathology & Audiology Services	2150									0	0
241	Other Support Services - Pupils (Describe & Itemize)	2190									0	0
242	**Total Support Services - Pupils**	**2100**		21,645							21,645	17,000

STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K	L
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)	
2	**Description** (Enter Whole Dollars)	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total	Budget
243	**SUPPORT SERVICES - INSTRUCTIONAL STAFF**											
244	Improvement of Instruction Services	2210		195							195	0
245	Educational Media Services	2220		5,788							5,788	5,600
246	Assessment & Testing	2230									0	0
247	**Total Support Services - Instructional Staff**	**2200**		5,983							5,983	5,600
248	**SUPPORT SERVICES - GENERAL ADMINISTRATION**											
249	Board of Education Services	2310		50,000							50,000	68,600
250	Executive Administration Services	2320		8,312							8,312	8,200
251	Special Area Administration Services	2330									0	0
252	Claims Paid from Self Insurance Fund	2361									0	0
253	Risk Management and Claims Services Payments	2365									0	0
254	**Total Support Services - General Administration**	**2300**		58,312							58,312	76,800
255	**SUPPORT SERVICES - SCHOOL ADMINISTRATION**											
256	Office of the Principal Services	2410		50,357							50,357	50,600
257	Other Support Services - School Administration (Describe & Itemize)	2490									0	0
258	**Total Support Services - School Administration**	**2400**		50,357							50,357	50,600
259	**SUPPORT SERVICES - BUSINESS**											
260	Direction of Business Support Services	2510									0	0
261	Fiscal Services	2520		11,197							11,197	11,100
262	Facilities Acquisition & Construction Services	2530									0	0
263	Operation & Maintenance of Plant Services	2540		82,442							82,442	79,100
264	Pupil Transportation Services	2550		80,783							80,783	79,100
265	Food Services	2560		49,891							49,891	50,200
266	Internal Services	2570									0	0
267	**Total Support Services - Business**	**2500**		224,313							224,313	219,500
268	**SUPPORT SERVICES - CENTRAL**											
269	Direction of Central Support Services	2610									0	0
270	Planning, Research, Development, & Evaluation Services	2620									0	0
271	Information Services	2630									0	0
272	Staff Services	2640									0	0
273	Data Processing Services	2660									0	0
274	**Total Support Services - Central**	**2600**		0							0	0
275	Other Support Services (Describe & Itemize)	2900									0	0
276	**Total Support Services**	**2000**		360,610							360,610	369,500
277	**COMMUNITY SERVICES (MR/SS)**	**3000**		18,466							18,466	16,900
278	**PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)**	**4000**										
279	Payments for Regular Programs	4110									0	0
280	Payments for Special Education Programs	4120									0	0
281	Payments for CTE Programs	4140									0	0
282	**Total Payments to Other Govt Units**	**4000**		0							0	0
283	**DEBT SERVICES (MR/SS)**	**5000**										
284	**DEBT SERVICE - INTEREST ON SHORT-TERM DEBT**											
285	Tax Anticipation Warrants	5110									0	0
286	Tax Anticipation Notes	5120									0	0
287	Corporate Personal Prop. Repl. Tax Anticipation Notes	5130									0	0
288	State Aid Anticipation Certificates	5140									0	0
289	Other (Describe & Itemize)	5150									0	0
290	**Total Debt Services - Interest**	**5000**						0			0	0
291	**PROVISION FOR CONTINGENCIES (MR/SS)**	**6000**										0
292	**Total Disbursements/Expenditures**			639,764				0			639,764	656,000
293	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										9,666	
294												

STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K	L	M
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)		
2	**Description** (Enter Whole Dollars)	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total	Budget	
295	**60 - CAPITAL PROJECTS (CP)**												
296	**SUPPORT SERVICES (CP)**	**2000**											
297	**SUPPORT SERVICES - BUSINESS**												
298	Facilities Acquisition and Construction Services	2530			2,398,402	26,172	573,566				2,998,140	3,000,000	
299	Other Support Services (Describe & Itemize)	2900									0	0	
300	**Total Support Services**	**2000**	0	0	2,398,402	26,172	573,566	0	0	0	2,998,140	3,000,000	
301	**PAYMENTS TO OTHER DIST & GOVT UNITS (CP)**	**4000**											
302	**PAYMENTS TO OTHER GOVT UNITS (In-State)**												
303	Payments to Regular Programs (In-State)	4110									0	0	
304	Payments for Special Education Programs	4120									0	0	
305	Payments for CTE Programs	4140									0	0	
306	Other Payments to In-State Govt. Units (Describe & Itemize)	4190									0	0	
307	**Total Payments to Other Govt Units**	**4000**			0			0			0	0	
308	**PROVISION FOR CONTINGENCIES (S&C/CI)**	**6000**										0	
309	**Total Disbursements/ Expenditures**		0	0	2,398,402	26,172	573,566	0	0	0	2,998,140	3,000,000	
310	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										(1,440,790)		
311													
312	**70 - WORKING CASH (WC)**												
313													
314	**80 - TORT FUND (TF)**												
315	**INSTRUCTION (TF)**	**1000**											
316	Regular Programs	1100									0	0	
317	Tuition Payment to Charter Schools	1115									0	0	
318	Pre-K Programs	1125									0	0	
319	Special Education Programs (Functions 1200 - 1220)	1200									0	0	
320	Special Education Programs Pre-K	1225									0	0	
321	Remedial and Supplemental Programs K-12	1250									0	0	
322	Remedial and Supplemental Programs Pre-K	1275									0	0	
323	Adult/Continuing Education Programs	1300									0	0	
324	CTE Programs	1400									0	0	
325	Interscholastic Programs	1500									0	0	
326	Summer School Programs	1600									0	0	
327	Gifted Programs	1650									0	0	
328	Driver's Education Programs	1700									0	0	
329	Bilingual Programs	1800									0	0	
330	Truant Alternative & Optional Programs	1900									0	0	
331	Pre-K Programs - Private Tuition	1910									0	0	
332	Regular K-12 Programs Private Tuition	1911									0	0	
333	Special Education Programs K-12 Private Tuition	1912									0	0	
334	Special Education Programs Pre-K Tuition	1913									0	0	
335	Remedial/Supplemental Programs K-12 Private Tuition	1914									0	0	
336	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0	0	
337	Adult/Continuing Education Programs Private Tuition	1916									0	0	
338	CTE Programs Private Tuition	1917									0	0	
339	Interscholastic Programs Private Tuition	1918									0	0	
340	Summer School Programs Private Tuition	1919									0	0	
341	Gifted Programs Private Tuition	1920									0	0	
342	Bilingual Programs Private Tuition	1921									0	0	
343	Truants Alternative/Opt Ed Programs Private Tuition	1922									0	0	
344	**Total Instruction** [14]	**1000**	0	0	0	0	0	0	0	0	0	0	
345	**SUPPORT SERVICES (TF)**	**2000**											
346	**Support Services - Pupil**	**2100**											
347	Attendance & Social Work Services	2110									0	0	
348	Guidance Services	2120									0	0	
349	Health Services	2130									0	0	
350	Psychological Services	2140									0	0	
351	Speech Pathology & Audiology Services	2150									0	0	
352	Other Support Services - Pupils (Describe & Itemize)	2190									0	0	
353	**Total Support Services - Pupil**	**2100**	0	0	0	0	0	0	0	0	0	0	

STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K	L	M
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)		
2	**Description** (Enter Whole Dollars)	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total	Budget	
354	**Support Services - Instructional Staff**	**2200**											
355	Improvement of Instruction Services	2210									0	0	
356	Educational Media Services	2220									0	0	
357	Assessment & Testing	2230									0	0	
358	**Total Support Services - Instructional Staff**	**2200**	0	0	0	0	0	0	0	0	0	0	
359	**SUPPORT SERVICES - GENERAL ADMINISTRATION**	**2300**											
360	Board of Education Services	2310									0	0	
361	Executive Administration Services	2320									0	0	
362	Special Area Administration Services	2330									0	0	
363	Claims Paid from Self Insurance Fund	2361			297,710						297,710	0	
364	Risk Management and Claims Services Payments	2365	272,275	39,000	170,937						482,212	780,000	
365	**Total Support Services - General Administration**	**2300**	272,275	39,000	468,647	0	0	0	0	0	779,922	780,000	
366	**Support Services - School Administration**	**2400**											
367	Office of the Principal Services	2410									0	0	
368	Other Support Services - School Administration *(Describe & Itemize)*	2490									0	0	
369	**Total Support Services - School Administration**	**2400**	0	0	0	0	0	0	0	0	0	0	
370	**Support Services - Business**	**2500**											
371	Direction of Business Support Services	2510									0	0	
372	Fiscal Services	2520									0	0	
373	Facilities Acquisition and Construction Services	2530									0	0	
374	Operation & Maintenance of Plant Services	2540									0	0	
375	Pupil Transportation Services	2550									0	0	
376	Food Services	2560									0	0	
377	Internal Services	2570									0	0	
378	**Total Support Services - Business**	**2500**	0	0	0	0	0	0	0	0	0	0	
379	**Support Services - Central**	**2600**											
380	Direction of Central Support Services	2610									0	0	
381	Planning, Research, Development & Evaluation Services	2620									0	0	
382	Information Services	2630									0	0	
383	Staff Services	2640									0	0	
384	Data Processing Services	2660									0	0	
385	**Total Support Services - Central**	**2600**	0	0	0	0	0	0	0	0	0	0	
386	**Other Support Services *(Describe & Itemize)***	**2900**									0	0	
387	**Total Support Services**	**2000**	272,275	39,000	468,647	0	0	0	0	0	779,922	780,000	
388	**COMMUNITY SERVICES (TF)**	**3000**									0	0	
389	**PAYMENTS TO OTHER DIST & GOVT UNITS (TF)**	**4000**											
390	**Payments to Other Dist & Govt Units (In-State)**												
391	Payments for Regular Programs	4110									0	0	
392	Payments for Special Education Programs	4120									0	0	
393	Payments for Adult/Continuing Education Programs	4130									0	0	
394	Payments for CTE Programs	4140									0	0	
395	Payments for Community College Programs	4170									0	0	
396	Other Payments to In-State Govt Units *(Describe & Itemize)*	4190									0	0	
397	**Total Payments to Other Dist & Govt Units (In-State)**	**4100**			0			0			0	0	
398	Payments for Regular Programs - Tuition	4210									0	0	
399	Payments for Special Education Programs - Tuition	4220									0	0	
400	Payments for Adult/Continuing Education Programs - Tuition	4230									0	0	
401	Payments for CTE Programs - Tuition	4240									0	0	
402	Payments for Community College Programs - Tuition	4270									0	0	
403	Payments for Other Programs - Tuition	4280									0	0	
404	Other Payments to In-State Govt Units *(Describe & Itemize)*	4290									0	0	
405	**Total Payments to Other Dist & Govt Units - Tuition (In State)**	**4200**						0			0	0	
406	Payments for Regular Programs - Transfers	4310									0	0	
407	Payments for Special Education Programs - Transfers	4320									0	0	
408	Payments for Adult/Continuing Ed Programs - Transfers	4330									0	0	
409	Payments for CTE Programs - Transfers	4340									0	0	
410	Payments for Community College Program - Transfers	4370									0	0	
411	Payments for Other Programs - Transfers	4380									0	0	
412	Other Payments to In-State Govt Units - Transfers *(Describe & Itemize)*	4390									0	0	
413	**Total Payments to Other Dist & Govt Units-Transfers (In State)**	**4300**			0			0			0	0	
414	Payments to Other Dist & Govt Units (Out of State)	4400									0	0	
415	**Total Payments to Other Dist & Govt Units**	**4000**			0			0			0	0	

STATEMENT OF EXPENDITURES DISBURSED/EXPENDITURES, BUDGET TO ACTUAL
FOR THE YEAR ENDING JUNE 30, 2026

	A	B	C	D	E	F	G	H	I	J	K	L
1			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)	
2	**Description** (Enter Whole Dollars)	Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total	Budget
416	**DEBT SERVICES (TF)**	**5000**										
417	**DEBT SERVICES - INTEREST ON SHORT-TERM DEBT**											
418	Tax Anticipation Warrants	5110									0	0
419	Tax Anticipation Notes	5120									0	0
420	Corporate Personal Prop. Repl. Tax Anticipation Notes	5130									0	0
421	State Aid Anticipation Certificates	5140									0	0
422	Other Interest or Short-Term Debt	5150									0	0
423	**Total Debt Services - Interest on Short-Term Debt**	**5100**						0			0	0
424	**DEBT SERVICES - INTEREST ON LONG-TERM DEBT**	**5200**									0	0
425	**DEBT SERVICE - PAYMENTS OF PRINCIPAL ON LONG-TERM DEBT (Lease/Purchase Principal Retired)** [11]	**5300**									0	0
426	**DEBT SERVICES - OTHER (Describe & Itemize)**	**5400**									0	0
427	**Total Debt Services**	**5000**						0			0	0
428	**PROVISIONS FOR CONTINGENCIES (TF)**	**6000**										0
429	**Total Disbursements/Expenditures**		272,275	39,000	468,647	0	0	0	0	0	779,922	780,000
430	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										28	
432	**90 - FIRE PREVENTION & SAFETY FUND (FP&S)**											
433	**SUPPORT SERVICES (FP&S)**	**2000**										
434	**SUPPORT SERVICES - BUSINESS**											
435	Facilities Acquisition & Construction Services	2530									0	0
436	Operation & Maintenance of Plant Services	2540			66,484						66,484	100,000
437	**Total Support Services - Business**	**2500**	0	0	66,484	0	0	0	0	0	66,484	100,000
438	Other Support Services (Describe & Itemize)	2900									0	0
439	**Total Support Services**	**2000**	0	0	66,484	0	0	0	0	0	66,484	100,000
440	**PAYMENTS TO OTHER DIST & GOVT UNITS (FP&S)**	**4000**										
441	Payments to Regular Programs	4110									0	0
442	Payments to Special Education Programs	4120									0	0
443	Other Payments to In-State Govt. Units (Describe & Itemize)	4190									0	0
444	**Total Payments to Other Govt Units**	**4000**						0			0	0
445	**DEBT SERVICES (FP&S)**	**5000**										
446	**DEBT SERVICES- INTEREST ON SHORT-TERM DEBT**											
447	Tax Anticipation Warrants	5110									0	0
448	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0	0
449	**Total Debt Service - Interest on Short-Term Debt**	**5100**						0			0	0
450	**DEBT SERVICES - INTEREST ON LONG-TERM DEBT**	**5200**									0	0
451	**Debt Service - Payments of Principal on Long-Term Debt** [15] **(Lease/Purchase Principal Retired)**	**5300**									0	0
452	**Total Debt Service**	**5000**						0			0	0
453	**PROVISION FOR CONTINGENCIES (FP&S)**	**6000**										0
454	**Total Disbursements/Expenditures**		0	0	66,484	0	0	0	0	0	66,484	100,000
455	**Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures**										60,352	

	A	B	C	D	E	F
1	**SCHEDULE OF AD VALOREM TAX RECEIPTS**					
2	**Description (Enter Whole Dollars)**	**Taxes Received 7-1-25 thru 6-30-26 (from 2024 Levy & Prior Levies) ***	**Taxes Received (from the 2025 Levy)**	**Taxes Received (from 2024 & Prior Levies)**	**Total Estimated Taxes (from the 2025 Levy)**	**Estimated Taxes Due (from the 2025 Levy)**
3				**(Column B - C)**		**(Column E - C)**
4	Educational	9,407,095		9,407,095	9,618,273	9,618,273
5	Operations & Maintenance	1,896,588		1,896,588	1,979,062	1,979,062
6	Debt Services **	660,166		660,166	663,303	663,303
7	Transportation	758,649		758,649	791,625	791,625
8	Municipal Retirement	0		0	232,659	232,659
9	Capital Improvements	0		0		0
10	Working Cash	122,967		122,967	99,032	99,032
11	Tort Immunity	779,645		779,645	793,011	793,011
12	Fire Prevention & Safety	122,967		122,967	99,032	99,032
13	Leasing Levy	0		0	197,906	197,906
14	Special Education	151,760		151,760	158,325	158,325
15	Area Vocational Construction	0		0		0
16	Social Security/Medicare Only	461,822		461,822	235,009	235,009
17	Summer School	0		0		0
18	Other (Describe & Itemize)	0		0		0
19	**Totals**	14,361,659	0	14,361,659	14,867,237	14,867,237
20						
21	** The formulas in column B are unprotected to be overridden when reporting on an ACCRUAL basis.*					
22	*** All tax receipts for debt service payments on bonds must be recorded on line 6 (Debt Services).*					

SCHEDULE OF SHORT-TERM DEBT

Description (Enter Whole Dollars)	Outstanding Beginning July 1, 2025	Issued July 1, 2025 thru June 30, 2026	Retired July 1, 2025 thru June 30, 2026	Outstanding Ending June 30, 2026
CORPORATE PERSONAL PROPERTY REPLACEMENT TAX ANTICIPATION NOTES (CPPRT)				
Total CPPRT Notes				0
TAX ANTICIPATION WARRANTS (TAW)				
Educational Fund				0
Operations & Maintenance Fund				0
Debt Services - Construction				0
Debt Services - Working Cash				0
Debt Services - Refunding Bonds				0
Transportation Fund				0
Municipal Retirement/Social Security Fund				0
Fire Prevention & Safety Fund				0
Other - (Describe & Itemize)				0
Total TAWs	0	0	0	0
TAX ANTICIPATION NOTES (TAN)				
Educational Fund				0
Operations & Maintenance Fund				0
Fire Prevention & Safety Fund				0
Other - (Describe & Itemize)				0
Total TANs	0	0	0	0
TEACHERS'/EMPLOYEES' ORDERS (T/EO)				
Total T/EOs (Educational, Operations & Maintenance, & Transportation Funds)				0
General State Aid/Evidence-Based Funding Anticipation Certificates				
Total (All Funds)				0
OTHER SHORT-TERM BORROWING				
Total Other Short-Term Borrowing (Describe & Itemize)				0

SCHEDULE OF LONG-TERM DEBT

Long-Term Debt Identification or Name of Issue	Date of Issue (mm/dd/yy)	Amount of Original Issue	Type of Issue *	Counts Against Statutory Debt Limit? (Y/N)**	Outstanding Beginning July 1, 2025	Issued July 1, 2025 thru June 30, 2026	Any differences (Described and Itemize)	Retired July 1, 2025 thru June 30, 2026	Outstanding Ending June 30, 2026	Amount to be Provided for Payment on Long-Term Debt
Alternative revenue/refunding	12/29/20	19,015,000	Refunding		17,865,000			805,000	17,060,000	16,612,443
General obligation refunding school bonds	02/10/21	8,870,000	Refunding		7,395,000			750,000	6,645,000	6,470,673
									0	
									0	
									0	
									0	
									0	
									0	
									0	
									0	
									0	
									0	
									0	
									0	
									0	
									0	
		27,885,000			25,260,000	0	0	1,555,000	23,705,000	23,083,116

• Each type of debt issued must be identified separately with the amount:

1. Working Cash Fund Bonds
2. Funding Bonds
3. Refunding Bonds
4. Fire Prevent, Safety, Environmental and Energy Bonds
5. Tort Judgment Bonds
6. Building Bonds
7. Leases
8. Subscription-Based Information Technology Arrangements
9. Other
10. Other
11. Other
12. Other

** Debts that do not count against the debt limit may include:

- Building bonds approved by referendum on or after Nov. 5, 2024; see 105 ILCS 5/19-1(p-225)
- Refunding bonds issued to refund building bonds approved by referendum held on or after Nov. 5, 2024; see 105 ILCS 5/19-1(p-225)
- Alternate revenue bonds paid from the alternate revenue source; see 30 ILCS 350/15
- Warrants in anticipation of taxes levied according to provisions in 105 ILCS 5/17-16
- Various individual exemptions; see 105 ILCS 5/19-1

Note: Working Cash Fund Bonds and Funding Bonds may be issued in excess of the statutory debt limit, but do count against the debt limit once issued.

SCHEDULE OF RESTRICTED LOCAL TAX LEVIES AND SELECTED REVENUE SOURCES

Description (Enter Whole Dollars)	Account No.	Tort Immunity [a]	Special Education	Area Vocational Construction	School Facility Occupation Taxes [b]	Driver Education
Cash Basis Fund Balance as of July 1, 2025		74	0	0	(5,105,941)	(671,388)
RECEIPTS:						
Ad Valorem Taxes Received by District	10, 20, 40 or 50-1100, 80	779,645	151,760			
Earnings on Investments	10, 20, 40, 50 or 60-1500, 80	305				
Drivers' Education Fees	10-1970					6,054
School Facility Occupation Tax Proceeds	30 or 60-1983				2,609,303	
Driver Education	10 or 20-3370					25,025
Other Receipts (Describe & Itemize)	--	0				
Sale of Bonds	10, 20, 40 or 60-7200					
Total Receipts		779,950	151,760	0	2,609,303	31,079
DISBURSEMENTS:						
Instruction	10 or 50-1000		151,760			73,371
Facilities Acquisition & Construction Services	20 or 60-2530				1,940,069	
Tort Immunity Services	80	779,922				
DEBT SERVICE:						
Debt Services - Interest on Long-Term Debt	30-5200				551,951	
Debt Services - Principal Pmts on Long-Term Debt (Lease/Purchase Principal Retired)	30-5300				1,555,000	
Debt Services Other (Describe & Itemize)	30-5400					
Total Debt Services					2,106,951	
Other Disbursements (Describe & Itemize)	--					
Total Disbursements		779,922	151,760	0	4,047,020	73,371
Ending Cash Basis Fund Balance as of June 30, 2026		102	0	0	(6,543,658)	(713,680)
Reserved Cash Balance	714					
Unreserved Cash Balance	730	102	0	0	(6,543,658)	(713,680)

SCHEDULE OF TORT IMMUNITY EXPENDITURES [a]

Yes [ ] **No** [X] Has the entity established an insurance reserve pursuant to 745 ILCS 10/9-103?

If yes, list in the aggregate the following:

Total Claims Payments:	779,922
Total Reserve Remaining:	102

In the following categories, itemize the Tort Immunity expenditures in line 31 above. Enter the total dollar amount for each category.

Expenditures:	
Workers' Compensation Act and/or Workers' Occupational Disease Act	0
Unemployment Insurance Act	0
Insurance (Regular or Self-Insurance)	297,710
Risk Management and Claims Service	390,937
Judgments/Settlements	0
Educational, Inspectional, Supervisory Services Related to Loss Prevention and/or Reduction	52,275
Reciprocal Insurance Payments (Insurance Code 72, 76, and 81)	0
Legal Services	39,000
Principal and Interest on Tort Bonds	0
Other -Explain on Itemization 44 tab	0
Total	0
G31 (Total Tort Expenditures) minus (G36 through G45) must equal 0	**OK**

[a] Schedules for Tort Immunity are to be completed for the revenues and expenditures reported in the Tort Immunity Fund (80) during the year.

[b] 55 ILCS 5/5-1006.7

CARES, CRRSA, ARP Schedule

(Detailed Schedule of Receipts and Disbursements)

CARES, CRRSA, and ARP SCHEDULE - FY 2026

Click below for schedule instructions:

SCHEDULE INSTRUCTIONS

Please read schedule instructions before completing.

Did the SD or JA receive/expend CARES, CRRSA, or ARP Federal Stimulus Funds in FY 2026		Yes		X	No

If the answer to the above question is "YES", this schedule must be completed.

PLEASE DO NOT REMOVE AND REINSERT THIS SCHEDULE INTO THE AFR. IF THE LINKS ARE BROKEN, THE AFR WILL BE SENT BACK TO THE AUDITOR FOR CORRECTION.

Part 1: CARES, CRRSA, and ARP REVENUE

Revenue Section A

Section A is for revenue recognized in FY 2026 reported on the FY 2026 AFR for FY 2023, FY 2024 and/or FY 2025 EXPENDITURES claimed on July 1, 2025, through June 30, 2026, FRIS grant expenditure reports for expenditures reported in the prior year FY 2023, FY 2024, and/or FY 2025 AFR.

Description (Enter Whole Dollars) *See instructions for detailed descriptions of revenue	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Services	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	Total
ESSER II (only) (CRRSA Act) (FRIS SUB PROGRAM CODES: E2, FG, SE, PM, CP, D2, HT, ST, D4)	4998										0
ESSER III (only) (ARP) (FRIS SUBPROGRAM CODE: E3, CO, C3, D3, EB, ES, PM, S3, P4, 15, 25, 35, 45, 55, 65, 75)	4998										0
GEER II (only) (CRRSA) (FRIS SUBPROGRAM CODE: GO, RC, JK, JE)	4998										0
ARP IDEA (ARP) (FRIS SUBPROGRAM CODE: ID, EI, PS, CE)	4998										0
ARP Homeless I (ARP) (FRIS SUBPROGRAM CODE: HM, HL)	4998										0
CURES (Coronavirus State and Local Fiscal Recovery Funds) (FRIS PROGRAM CODE: BG, FS, AS, SW)	4998										0
Other CARES Act Revenue (not accounted for above) (Describe on Itemization tab)	4998										0
Other CRRSA Revenue (not accounted for above) (Describe on Itemization tab)	4998										0
Other ARP Revenue (not accounted for above) (Describe on Itemization tab)	4998										0
Total Revenue Section A		0	0		0	0	0			0	0

Revenue Section B

Section B is for revenue recognized in FY 2026 reported on the FY 2026 AFR and for FY 2026 EXPENDITURES claimed on July 1, 2025, through June 30, 2026, FRIS grant expenditure reports and reported in the FY 2026 AFR.

Description (Enter Whole Dollars) *See instructions for detailed descriptions of revenue	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Services	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	Total
ESSER II (only) (CRRSA Act) (FRIS SUB PROGRAM CODES: E2, FG, SE, PM, CP, D2, HT, ST, D4)	4998										0
GEER II (only) (CRRSA) (FRIS SUBPROGRAM CODE: GO, RC, JK, JE)	4998										0
ESSER III (only) (ARP) (FRIS SUBPROGRAM CODE: E3, CO, C3, D3, EB, ES, PM, S3, P4, 15, 25, 35, 45, 55, 65, 75)	4998										0
ARP IDEA (ARP) (FRIS SUBPROGRAM CODE: ID, EI, PS, CE)	4998										0
ARP Homeless I (ARP) (FRIS SUBPROGRAM CODE: HM, HL)	4998										0
CURES (Coronavirus State and Local Fiscal Recovery Funds) (FRIS PROGRAM CODE: BG, FS, AS, SW)	4998										0
Other CARES Act Revenue (not accounted for above) (Describe on Itemization tab)	4998										0
Other CRRSA Revenue (not accounted for above) (Describe on Itemization tab)	4998										0
Other ARP Revenue (not accounted for above) (Describe on Itemization tab)	4998										0
(Remaining) Other Federal Revenues in Revenue Acct 4998 - not accounted for elsewhere in Revenue Section A or Revenue Section B	4998										0
Total Revenue Section B		0	0		0	0	0			0	0

Revenue Section C: Reconciliation for Revenue Account 4998 - Total Revenue

Total Other Federal Revenue (Section A plus Section B)	4998	0	0		0	0	0			0	0
Total Other Federal Revenue from Revenue Tab	4998	0	0		0	0	0			0	0
Difference (must equal 0)		0	0		0	0	0			0	0
Error must be corrected before submitting to ISBE		OK	OK		OK	OK	OK			OK	OK

CARES, CRRSA, ARP Schedule

(Detailed Schedule of Receipts and Disbursements)

Part 2: CARES, CRRSA, and ARP EXPENDITURES

Review of the July 1, 2025 through June 30, 2026 FRIS Expenditures reports may assist in determining the expenditures to use below.

Expenditure Section A:

ESSER I EXPENDITURES (CARES)

	FUNCTION		DISBURSEMENTS								
			(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total Expenditures
	1. List the total expenditures for the Functions 1000 and 2000 below										
	INSTRUCTION Total Expenditures	1000									0
	SUPPORT SERVICES Total Expenditures	2000									0
	2. List the specific expenditures in Functions: 2530, 2540, & 2560 below (these expenditures are also included in Function 2000 above)										
	Facilities Acquisition and Construction Services (Total)	2530									0
	OPERATION & MAINTENANCE OF PLANT SERVICES (Total)	2540									0
	FOOD SERVICES (Total)	2560									0
	3. List the technology expenses in Functions: 1000 & 2000 below (these expenditures are also included in Functions 1000 & 2000 above).										
	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 1000)	1000									0
	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 2000)	2000									0
	TOTAL TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Total TECHNOLOGY included in all Expenditure Functions)	Total Technology			0	0	0		0		0

Expenditure Section B:

ESSER II EXPENDITURES (CRRSA)

	FUNCTION		DISBURSEMENTS								
			(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total Expenditures
	1. List the total expenditures for the Functions 1000 and 2000 below										
	INSTRUCTION Total Expenditures	1000									0
	SUPPORT SERVICES Total Expenditures	2000									0
	2. List the specific expenditures in Functions: 2530, 2540, & 2560 below (these expenditures are also included in Function 2000 above)										
	Facilities Acquisition and Construction Services (Total)	2530									0
	OPERATION & MAINTENANCE OF PLANT SERVICES (Total)	2540									0
	FOOD SERVICES (Total)	2560									0
	3. List the technology expenses in Functions: 1000 & 2000 below (these expenditures are also included in Functions 1000 & 2000 above).										
	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 1000)	1000									0
	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 2000)	2000									0
	TOTAL TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Total TECHNOLOGY included in all Expenditure Functions)	Total Technology			0	0	0		0		0

CARES, CRRSA, ARP Schedule

(Detailed Schedule of Receipts and Disbursements)

	A	B	C	D	E	F	G	H	I	J	K	L
82	**Expenditure Section C:**											
83				DISBURSEMENTS								
84	**GEER I EXPENDITURES (CARES)**			(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total Expenditures
86	**FUNCTION**											
87	**1. List the total expenditures for the Functions 1000 and 2000 below**											
88	INSTRUCTION Total Expenditures	1000										0
89	SUPPORT SERVICES Total Expenditures	2000										0
91	**2. List the specific expenditures in Functions: 2530, 2540, & 2560 below (these expenditures are also included in Function 2000 above)**											
92	Facilities Acquisition and Construction Services (Total)	2530										0
93	OPERATION & MAINTENANCE OF PLANT SERVICES (Total)	2540										0
94	FOOD SERVICES (Total)	2560										0
96	**3. List the technology expenses in Functions: 1000 & 2000 below (these expenditures are also included in Functions 1000 & 2000 above).**											
97	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 1000)	1000										0
98	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 2000)	2000										0
99	**TOTAL TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Total TECHNOLOGY included in all Expenditure Functions)**	Total Technology				0	0	0		0		0
100	**Expenditure Section D:**											
101				DISBURSEMENTS								
102	**GEER II EXPENDITURES (CRRSA)**			(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total Expenditures
104	**FUNCTION**											
105	**1. List the total expenditures for the Functions 1000 and 2000 below**											
106	INSTRUCTION Total Expenditures	1000										0
107	SUPPORT SERVICES Total Expenditures	2000										0
109	**2. List the specific expenditures in Functions: 2530, 2540, & 2560 below (these expenditures are also included in Function 2000 above)**											
110	Facilities Acquisition and Construction Services (Total)	2530										0
111	OPERATION & MAINTENANCE OF PLANT SERVICES (Total)	2540										0
112	FOOD SERVICES (Total)	2560										0
114	**3. List the technology expenses in Functions: 1000 & 2000 below (these expenditures are also included in Functions 1000 & 2000 above).**											
115	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 1000)	1000										0
116	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 2000)	2000										0
117	**TOTAL TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Total TECHNOLOGY included in all Expenditure Functions)**	Total Technology				0	0	0		0		0

CARES, CRRSA, ARP Schedule

(Detailed Schedule of Receipts and Disbursements)

	A	B	C	D	E	F	G	H	I	J	K	L
118	**Expenditure Section E:**											
119				DISBURSEMENTS								
120	**ESSER III EXPENDITURES (ARP)**			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
121				Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Non-Capitalized Equipment	Termination Benefits	Total Expenditures
122	FUNCTION											
123	1. List the total expenditures for the Functions 1000 and 2000 below											
124	INSTRUCTION Total Expenditures	1000										0
125	SUPPORT SERVICES Total Expenditures	2000										0
127	2. List the specific expenditures in Functions: 2530, 2540, & 2560 below (these expenditures are also included in Function 2000 above)											
128	Facilities Acquisition and Construction Services (Total)	2530										0
129	OPERATION & MAINTENANCE OF PLANT SERVICES (Total)	2540										0
130	FOOD SERVICES (Total)	2560										0
132	3. List the technology expenses in Functions: 1000 & 2000 below (these expenditures are also included in Functions 1000 & 2000 above).											
133	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 1000)	1000										0
134	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 2000)	2000										0
135	TOTAL TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Total TECHNOLOGY included in all Expenditure Functions)	Total Technology				0	0	0		0		0
136	**Expenditure Section F:**											
137				DISBURSEMENTS								
138	**CRRSA Child Nutrition (CRRSA)**			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
139				Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Non-Capitalized Equipment	Termination Benefits	Total Expenditures
140	FUNCTION											
141	1. List the total expenditures for the Functions 1000 and 2000 below											
142	INSTRUCTION Total Expenditures	1000										0
143	SUPPORT SERVICES Total Expenditures	2000										0
145	2. List the specific expenditures in Functions: 2530, 2540, & 2560 below (these expenditures are also included in Function 2000 above)											
146	Facilities Acquisition and Construction Services (Total)	2530										0
147	OPERATION & MAINTENANCE OF PLANT SERVICES (Total)	2540										0
148	FOOD SERVICES (Total)	2560										0
150	3. List the technology expenses in Functions: 1000 & 2000 below (these expenditures are also included in Functions 1000 & 2000 above).											
151	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 1000)	1000										0
152	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 2000)	2000										0
153	TOTAL TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Total TECHNOLOGY included in all Expenditure Functions)	Total Technology				0	0	0		0		0

CARES, CRRSA, ARP Schedule

(Detailed Schedule of Receipts and Disbursements)

	A	B	C	D	E	F	G	H	I	J	K	L
154	**Expenditure Section G:**											
155				DISBURSEMENTS								
156	**ARP Child Nutrition (ARP)**			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
157				Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Non-Capitalized Equipment	Termination Benefits	Total Expenditures
158	FUNCTION											
159	1. List the total expenditures for the Functions 1000 and 2000 below											
160	INSTRUCTION Total Expenditures	1000										0
161	SUPPORT SERVICES Total Expenditures	2000										0
163	2. List the specific expenditures in Functions: 2530, 2540, & 2560 below (these expenditures are also included in Function 2000 above)											
164	Facilities Acquisition and Construction Services (Total)	2530										0
165	OPERATION & MAINTENANCE OF PLANT SERVICES (Total)	2540										0
166	FOOD SERVICES (Total)	2560										0
168	3. List the technology expenses in Functions: 1000 & 2000 below (these expenditures are also included in Functions 1000 & 2000 above).											
169	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 1000)	1000										0
170	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 2000)	2000										0
171	TOTAL TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Total TECHNOLOGY included in all Expenditure Functions)	Total Technology				0	0	0		0		0
172	**Expenditure Section H:**											
173				DISBURSEMENTS								
174	**ARP IDEA (ARP)**			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
175				Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Non-Capitalized Equipment	Termination Benefits	Total Expenditures
176	FUNCTION											
177	1. List the total expenditures for the Functions 1000 and 2000 below											
178	INSTRUCTION Total Expenditures	1000										0
179	SUPPORT SERVICES Total Expenditures	2000										0
181	2. List the specific expenditures in Functions: 2530, 2540, & 2560 below (these expenditures are also included in Function 2000 above)											
182	Facilities Acquisition and Construction Services (Total)	2530										0
183	OPERATION & MAINTENANCE OF PLANT SERVICES (Total)	2540										0
184	FOOD SERVICES (Total)	2560										0
186	3. List the technology expenses in Functions: 1000 & 2000 below (these expenditures are also included in Functions 1000 & 2000 above).											
187	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 1000)	1000										0
188	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 2000)	2000										0
189	TOTAL TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Total TECHNOLOGY included in all Expenditure Functions)	Total Technology				0	0	0		0		0

CARES, CRRSA, ARP Schedule

(Detailed Schedule of Receipts and Disbursements)

	A	B	C	D	E	F	G	H	I	J	K	L
190	**Expenditure Section I:**											
191				DISBURSEMENTS								
192	**ARP Homeless I (ARP)**			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
193				Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Non-Capitalized Equipment	Termination Benefits	Total Expenditures
194	FUNCTION											
195	1. List the total expenditures for the Functions 1000 and 2000 below											
196	INSTRUCTION Total Expenditures	1000										0
197	SUPPORT SERVICES Total Expenditures	2000										0
199	2. List the specific expenditures in Functions: 2530, 2540, & 2560 below (these expenditures are also included in Function 2000 above)											
200	Facilities Acquisition and Construction Services (Total)	2530										0
201	OPERATION & MAINTENANCE OF PLANT SERVICES (Total)	2540										0
202	FOOD SERVICES (Total)	2560										0
204	3. List the technology expenses in Functions: 1000 & 2000 below (these expenditures are also included in Functions 1000 & 2000 above).											
205	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 1000)	1000										0
206	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 2000)	2000										0
207	TOTAL TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Total TECHNOLOGY included in all Expenditure Functions)	Total Technology				0	0	0		0		0
208	**Expenditure Section J:**											
209				DISBURSEMENTS								
210	**CURES (Coronavirus State and Local Fiscal Recovery Funds)**			(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
211				Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other	Non-Capitalized Equipment	Termination Benefits	Total Expenditures
212	FUNCTION											
213	1. List the total expenditures for the Functions 1000 and 2000 below											
214	INSTRUCTION Total Expenditures	1000										0
215	SUPPORT SERVICES Total Expenditures	2000										0
217	2. List the specific expenditures in Functions: 2530, 2540, & 2560 below (these expenditures are also included in Function 2000 above)											
218	Facilities Acquisition and Construction Services (Total)	2530										0
219	OPERATION & MAINTENANCE OF PLANT SERVICES (Total)	2540										0
220	FOOD SERVICES (Total)	2560										0
222	3. List the technology expenses in Functions: 1000 & 2000 below (these expenditures are also included in Functions 1000 & 2000 above).											
223	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 1000)	1000										0
224	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 2000)	2000										0
225	TOTAL TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Total TECHNOLOGY included in all Expenditure Functions)	Total Technology				0	0	0		0		0

CARES, CRRSA, ARP Schedule

(Detailed Schedule of Receipts and Disbursements)

	A	B	C	D	E	F	G	H	I	J	K	L
226	**Expenditure Section K:**											
227				DISBURSEMENTS								
228	**Other CARES Act Expenditures (not accounted for above)**			(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total Expenditures
230	**FUNCTION**											
231	**1. List the total expenditures for the Functions 1000 and 2000 below**											
232	INSTRUCTION Total Expenditures	1000										0
233	SUPPORT SERVICES Total Expenditures	2000										0
235	**2. List the specific expenditures in Functions: 2530, 2540, & 2560 below (these expenditures are also included in Function 2000 above)**											
236	Facilities Acquisition and Construction Services (Total)	2530										0
237	OPERATION & MAINTENANCE OF PLANT SERVICES (Total)	2540										0
238	FOOD SERVICES (Total)	2560										0
240	**3. List the technology expenses in Functions: 1000 & 2000 below (these expenditures are also included in Functions 1000 & 2000 above).**											
241	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 1000)	1000										0
242	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 2000)	2000										0
243	**TOTAL TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Total TECHNOLOGY included in all Expenditure Functions)**	Total Technology				0	0	0		0		0
244	**Expenditure Section L:**											
245				DISBURSEMENTS								
246	**Other CRRSA Expenditures (not accounted for above)**			(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total Expenditures
248	**FUNCTION**											
249	**1. List the total expenditures for the Functions 1000 and 2000 below**											
250	INSTRUCTION Total Expenditures	1000										0
251	SUPPORT SERVICES Total Expenditures	2000										0
253	**2. List the specific expenditures in Functions: 2530, 2540, & 2560 below (these expenditures are also included in Function 2000 above)**											
254	Facilities Acquisition and Construction Services (Total)	2530										0
255	OPERATION & MAINTENANCE OF PLANT SERVICES (Total)	2540										0
256	FOOD SERVICES (Total)	2560										0
258	**3. List the technology expenses in Functions: 1000 & 2000 below (these expenditures are also included in Functions 1000 & 2000 above).**											
259	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 1000)	1000										0
260	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 2000)	2000										0
261	**TOTAL TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Total TECHNOLOGY included in all Expenditure Functions)**	Total Technology				0	0	0		0		0

CARES, CRRSA, ARP Schedule

(Detailed Schedule of Receipts and Disbursements)

	A	B	C	D	E	F	G	H	I	J	K	L
262	**Expenditure Section M:**											
263				DISBURSEMENTS								
264	**Other ARP Expenditures (not accounted for above)**			(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total Expenditures
265												
266	**FUNCTION**											
267	**1. List the total expenditures for the Functions 1000 and 2000 below**											
268	INSTRUCTION Total Expenditures	1000										0
269	SUPPORT SERVICES Total Expenditures	2000										0
271	**2. List the specific expenditures in Functions: 2530, 2540, & 2560 below**											
272	**(these expenditures are also included in Function 2000 above)**											
273	Facilities Acquisition and Construction Services (Total)	2530										0
274	OPERATION & MAINTENANCE OF PLANT SERVICES (Total)	2540										0
275	FOOD SERVICES (Total)	2560										0
277	**3. List the technology expenses in Functions: 1000 & 2000 below**											
278	**(these expenditures are also included in Functions 1000 & 2000 above).**											
279	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 1000)	1000										0
280	TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Included in Function 2000)	2000										0
281	TOTAL TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Total TECHNOLOGY included in all Expenditure Functions)	Total Technology				0	0	0		0		0
283	**Expenditure Section N:**											
284				DISBURSEMENTS								
285	**TOTAL EXPENDITURES (from all CARES, CRRSA, & ARP funds)**			(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total Expenditures
286												
287	**FUNCTION**											
288	INSTRUCTION	1000		0	0	0	0	0	0	0		0
289	SUPPORT SERVICES	2000		0	0	0	0	0	0	0		0
290	Facilities Acquisition and Construction Services (Total)	2530		0	0	0	0	0	0	0		0
291	OPERATION & MAINTENANCE OF PLANT SERVICES (Total)	2540		0	0	0	0	0	0	0		0
292	FOOD SERVICES (Total)	2560		0	0	0	0	0	0	0		0
293	**TOTAL EXPENDITURES**									**Functions 1000 & 2000 total**		0
295	**Expenditure Section O:**											
296				DISBURSEMENTS								
297	**TOTAL TECHNOLOGY EXPENDITURES**			(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total Expenditures
298	**(from all CARES, CRRSA, & ARP funds)**											
299	**FUNCTION**											
300	TOTAL TECHNOLOGY-RELATED SUPPLIES, PURCHASE SERVICES, EQUIPMENT (Total TECHNOLOGY Expenditures)	Total Technology				0	0	0		0		0

	A	B	C	D	E	F	G	H	I	J	K	L
1	**SCHEDULE OF CAPITAL OUTLAY AND DEPRECIATION**											
2	**Description of Assets** (Enter Whole Dollars)	**Acct #**	**Cost Beginning July 1, 2025**	**Add: Additions July 1, 2025 thru June 30, 2026**	**Less: Deletions July 1, 2025 thru June 30, 2026**	**Cost Ending June 30, 2026**	**Life In Years**	**Accumlated Depreciation Beginning July 1, 2025**	**Add: Depreciation Allowable July 1, 2025 thru June 30, 2026**	**Less: Depreciation Deletions July 1, 2025 thru June 30, 2026**	**Accumulated Depreciation Ending June 30, 2026**	**Ending Balance Undepreciated June 30, 2026**
3	**Works of Art & Historical Treasures**	**210**	0			0		0			0	0
4	**Land**	**220**										
5	Non-Depreciable Land	221	411,741			411,741						411,741
6	Depreciable Land	222	0			0	**50**	0			0	0
7	**Buildings**	**230**										
8	Permanent Buildings	231	50,599,106			50,599,106	**50**	21,082,462	1,013,447		22,095,909	28,503,197
9	Temporary Buildings	232	0			0	**20**	0			0	0
10	Improvements Other than Buildings (Infrastructure)	240	2,483,706			2,483,706	**20**	1,656,438	202,464		1,858,902	624,804
11	**Capitalized Equipment**	**250**										
12	10 Yr Schedule	251	5,988,395	55,366		6,043,761	**10**	4,231,766	208,357		4,440,123	1,603,638
13	5 Yr Schedule	252	234,040			234,040	**5**	234,040			234,040	0
14	3 Yr Schedule	253	0			0	**3**	0			0	0
15	**Construction in Progress**	**260**	0			0	**--**					0
16	**Total Capital Assets**	**200**	59,716,988	55,366	0	59,772,354		27,204,706	1,424,268	0	28,628,974	31,143,380
17	**Non-Capitalized Equipment**	**700**				0	**10**		0			
18	**Allowable Depreciation**								1,424,268			

	A	B	C	D	E	F
1	**ESTIMATED OPERATING EXPENSE PER PUPIL (OEPP)/PER CAPITA TUITION CHARGE (PCTC) COMPUTATIONS (2025 - 2026)**					
2	*This schedule is completed for school districts only.*					
4	**Fund**	**Sheet, Row**		**ACCOUNT NO - TITLE**		**Amount**
6				**OPERATING EXPENSE PER PUPIL**		
7	**EXPENDITURES:**					
8	ED	Expenditures 16-24, L116		Total Expenditures	$	25,205,837
9	O&M	Expenditures 16-24, L155		Total Expenditures		1,948,067
10	DS	Expenditures 16-24, L178		Total Expenditures		2,107,952
11	TR	Expenditures 16-24, L214		Total Expenditures		1,963,522
12	MR/SS	Expenditures 16-24, L292		Total Expenditures		639,764
13	TORT	Expenditures 16-24, L429		Total Expenditures		779,922
14				**Total Expenditures**	$	**32,645,064**
16	**LESS RECEIPTS/REVENUES OR DISBURSEMENTS/EXPENDITURES NOT APPLICABLE TO THE REGULAR K-12 PROGRAM:**					
18	TR	Revenues 10-15, L43, Col F	1412	Regular - Transp Fees from Other Districts (In State)	$	0
19	TR	Revenues 10-15, L47, Col F	1421	Summer Sch - Transp. Fees from Pupils or Parents (In State)		0
20	TR	Revenues 10-15, L48, Col F	1422	Summer Sch - Transp. Fees from Other Districts (In State)		0
21	TR	Revenues 10-15, L49, Col F	1423	Summer Sch - Transp. Fees from Other Sources (In State)		0
22	TR	Revenues 10-15, L50 Col F	1424	Summer Sch - Transp. Fees from Other Sources (Out of State)		0
23	TR	Revenues 10-15, L52, Col F	1432	CTE - Transp Fees from Other Districts (In State)		0
24	TR	Revenues 10-15, L56, Col F	1442	Special Ed - Transp Fees from Other Districts (In State)		0
25	TR	Revenues 10-15, L59, Col F	1451	Adult - Transp Fees from Pupils or Parents (In State)		0
26	TR	Revenues 10-15, L60, Col F	1452	Adult - Transp Fees from Other Districts (In State)		0
27	TR	Revenues 10-15, L61, Col F	1453	Adult - Transp Fees from Other Sources (In State)		0
28	TR	Revenues 10-15, L62, Col F	1454	Adult - Transp Fees from Other Sources (Out of State)		0
29	O&M-TR	Revenues 10-15, L145, Col D & F	3410	Adult Ed (from ICCB)		0
30	O&M-TR	Revenues 10-15, L146, Col D & F	3499	Adult Ed - Other (Describe & Itemize)		0
31	O&M-TR	Revenues 10-15, L208, Col D,F	4600	Fed - Spec Education - Preschool Flow-Through		0
32	O&M-TR	Revenues 10-15, L209, Col D,F	4605	Fed - Spec Education - Preschool Discretionary		0
33	O&M	Revenues 10-15, L219, Col D	4810	Federal - Adult Education		0
34	ED	Expenditures 16-24, L7, Col K - (G+I)	1125	Pre-K Programs		290,579
35	ED	Expenditures 16-24, L9, Col K - (G+I)	1225	Special Education Programs Pre-K		0
36	ED	Expenditures 16-24, L11, Col K - (G+I)	1275	Remedial and Supplemental Programs Pre-K		0
37	ED	Expenditures 16-24, L12, Col K - (G+I)	1300	Adult/Continuing Education Programs		0
38	ED	Expenditures 16-24, L15, Col K - (G+I)	1600	Summer School Programs		28,564
39	ED	Expenditures 16-24, L20, Col K	1910	Pre-K Programs - Private Tuition		0
40	ED	Expenditures 16-24, L21, Col K	1911	Regular K-12 Programs - Private Tuition		0
41	ED	Expenditures 16-24, L22, Col K	1912	Special Education Programs K-12 - Private Tuition		0
42	ED	Expenditures 16-24, L23, Col K	1913	Special Education Programs Pre-K - Tuition		0
43	ED	Expenditures 16-24, L24, Col K	1914	Remedial/Supplemental Programs K-12 - Private Tuition		0
44	ED	Expenditures 16-24, L25, Col K	1915	Remedial/Supplemental Programs Pre-K - Private Tuition		0
45	ED	Expenditures 16-24, L26, Col K	1916	Adult/Continuing Education Programs - Private Tuition		0
46	ED	Expenditures 16-24, L27, Col K	1917	CTE Programs - Private Tuition		0
47	ED	Expenditures 16-24, L28, Col K	1918	Interscholastic Programs - Private Tuition		0
48	ED	Expenditures 16-24, L29, Col K	1919	Summer School Programs - Private Tuition		0
49	ED	Expenditures 16-24, L30, Col K	1920	Gifted Programs - Private Tuition		0
50	ED	Expenditures 16-24, L31, Col K	1921	Bilingual Programs - Private Tuition		0
51	ED	Expenditures 16-24, L32, Col K	1922	Truants Alternative/Optional Ed Progms - Private Tuition		0
52	ED	Expenditures 16-24, L77, Col K - (G+I)	3000	Community Services		253,117
53	ED	Expenditures 16-24, L104, Col K	4000	Total Payments to Other Govt Units		829,202
54	ED	Expenditures 16-24, L116, Col G	-	Capital Outlay		79,569
55	ED	Expenditures 16-24, L116, Col I	-	Non-Capitalized Equipment		0
56	O&M	Expenditures 16-24, L134, Col K - (G+I)	3000	Community Services		0
57	O&M	Expenditures 16-24, L143, Col K	4000	Total Payments to Other Govt Units		0
58	O&M	Expenditures 16-24, L155, Col G	-	Capital Outlay		11,070
59	O&M	Expenditures 16-24, L155, Col I	-	Non-Capitalized Equipment		0
60	DS	Expenditures 16-24, L164, Col K	4000	Payments to Other Dist & Govt Units		0
61	DS	Expenditures 16-24, L174, Col K	5300	Debt Service - Payments of Principal on Long-Term Debt		1,555,000
62	TR	Expenditures 16-24, L189, Col K - (G+I)	3000	Community Services		0
63	TR	Expenditures 16-24, L200, Col K	4000	Total Payments to Other Govt Units		0
64	TR	Expenditures 16-24, L210, Col K	5300	Debt Service - Payments of Principal on Long-Term Debt		0
65	TR	Expenditures 16-24, L214, Col G	-	Capital Outlay		829,728
66	TR	Expenditures 16-24, L214, Col I	-	Non-Capitalized Equipment		0
67	MR/SS	Expenditures 16-24, L220, Col K	1125	Pre-K Programs		0
68	MR/SS	Expenditures 16-24, L222, Col K	1225	Special Education Programs - Pre-K		0
69	MR/SS	Expenditures 16-24, L224, Col K	1275	Remedial and Supplemental Programs - Pre-K		0
70	MR/SS	Expenditures 16-24, L225, Col K	1300	Adult/Continuing Education Programs		0
71	MR/SS	Expenditures 16-24, L228, Col K	1600	Summer School Programs		372
72	MR/SS	Expenditures 16-24, L277, Col K	3000	Community Services		18,466
73	MR/SS	Expenditures 16-24, L282, Col K	4000	Total Payments to Other Govt Units		0
74	Tort	Expenditures 16-24, L318, Col K - (G+I)	1125	Pre-K Programs		0
75	Tort	Expenditures 16-24, L320, Col K - (G+I)	1225	Special Education Programs Pre-K		0
76	Tort	Expenditures 16-24, L322, Col K - (G+I)	1275	Remedial and Supplemental Programs Pre-K		0
77	Tort	Expenditures 16-24, L323, Col K - (G+I)	1300	Adult/Continuing Education Programs		0
78	Tort	Expenditures 16-24, L326, Col K - (G+I)	1600	Summer School Programs		0
79	Tort	Expenditures 16-24, L331, Col K	1910	Pre-K Programs - Private Tuition		0
80	Tort	Expenditures 16-24, L332, Col K	1911	Regular K-12 Programs - Private Tuition		0
81	Tort	Expenditures 16-24, L333, Col K	1912	Special Education Programs K-12 - Private Tuition		0
82	Tort	Expenditures 16-24, L334, Col K	1913	Special Education Programs Pre-K - Tuition		0
83	Tort	Expenditures 16-24, L335, Col K	1914	Remedial/Supplemental Programs K-12 - Private Tuition		0
84	Tort	Expenditures 16-24, L336, Col K	1915	Remedial/Supplemental Programs Pre-K - Private Tuition		0
85	Tort	Expenditures 16-24, L337, Col K	1916	Adult/Continuing Education Programs - Private Tuition		0
86	Tort	Expenditures 16-24, L338, Col K	1917	CTE Programs - Private Tuition		0
87	Tort	Expenditures 16-24, L339, Col K	1918	Interscholastic Programs - Private Tuition		0
88	Tort	Expenditures 16-24, L340, Col K	1919	Summer School Programs - Private Tuition		0
89	Tort	Expenditures 16-24, L341, Col K	1920	Gifted Programs - Private Tuition		0
90	Tort	Expenditures 16-24, L342, Col K	1921	Bilingual Programs - Private Tuition		0
91	Tort	Expenditures 16-24, L343, Col K	1922	Truants Alternative/Optional Ed Programs - Private Tuition		0
92	Tort	Expenditures 16-24, L388, Col K - (G+I)	3000	Community Services		0
93	Tort	Expenditures 16-24, L415, Col K	4000	Total Payments to Other Govt Units		0
94	Tort	Expenditures 16-24, L429, Col G	-	Capital Outlay		0
95	Tort	Expenditures 16-24, L429, Col I	-	Non-Capitalized Equipment		0
96				**Total Deductions for OEPP Computation (Sum of Lines 18 - 95)**	$	**3,895,667**
97				**Total Operating Expenses Regular K-12 (Line 14 minus Line 96)**		28,749,397
98				**9 Month ADA from Average Daily Attendance - Student Information System (SIS) in IWAS-preliminary ADA 2025-2026**		2,218.24
99				**Estimated OEPP (Line 97 divided by Line 98)**	$	**12,960.45**

	A	B	C	D	E	F
1	**ESTIMATED OPERATING EXPENSE PER PUPIL (OEPP)/PER CAPITA TUITION CHARGE (PCTC) COMPUTATIONS (2025 - 2026)**					
2	*This schedule is completed for school districts only.*					
4	**Fund**	**Sheet, Row**		**ACCOUNT NO - TITLE**		**Amount**
101				**PER CAPITA TUITION CHARGE**		
103	**LESS OFFSETTING RECEIPTS/REVENUES:**					
104	TR	Revenues 10-15, L42, Col F	1411	Regular -Transp Fees from Pupils or Parents (In State)	$	0
105	TR	Revenues 10-15, L44, Col F	1413	Regular - Transp Fees from Other Sources (In State)		0
106	TR	Revenues 10-15, L45, Col F	1415	Regular - Transp Fees from Co-curricular Activities (In State)		1,396
107	TR	Revenues 10-15, L46, Col F	1416	Regular Transp Fees from Other Sources (Out of State)		0
108	TR	Revenues 10-15, L51, Col F	1431	CTE - Transp Fees from Pupils or Parents (In State)		0
109	TR	Revenues 10-15, L53, Col F	1433	CTE - Transp Fees from Other Sources (In State)		0
110	TR	Revenues 10-15, L54, Col F	1434	CTE - Transp Fees from Other Sources (Out of State)		0
111	TR	Revenues 10-15, L55, Col F	1441	Special Ed - Transp Fees from Pupils or Parents (In State)		0
112	TR	Revenues 10-15, L57, Col F	1443	Special Ed - Transp Fees from Other Sources (In State)		0
113	TR	Revenues 10-15, L58, Col F	1444	Special Ed - Transp Fees from Other Sources (Out of State)		0
114	ED	Revenues 10-15, L76, Col C	1600	Total Food Service		859,193
115	ED-O&M	Revenues 10-15, L84, Col C,D	1700	Total District/School Activity Income (without Student Activity Funds)		112,966
116	ED	Revenues 10-15, L87, Col C	1811	Rentals - Regular Textbooks		173,634
117	ED	Revenues 10-15, L90, Col C	1819	Rentals - Other (Describe & Itemize)		0
118	ED	Revenues 10-15, L91, Col C	1821	Sales - Regular Textbooks		0
119	ED	Revenues 10-15, L94, Col C	1829	Sales - Other (Describe & Itemize)		0
120	ED	Revenues 10-15, L95, Col C	1890	Other (Describe & Itemize)		0
121	ED-O&M	Revenues 10-15, L98, Col C,D	1910	Rentals		29,461
122	ED-O&M-TR	Revenues 10-15, L101, Col C,D,F	1940	Services Provided Other Districts		0
123	ED-O&M-DS-TR-MR/SS	Revenues 10-15, L107, Col C,D,E,F,G	1991	Payment from Other Districts		0
124	ED	Revenues 10-15, L109, Col C	1993	Other Local Fees (Describe & Itemize)		0
125	ED-O&M-TR	Revenues 10-15, L131, Col C,D,F	3100	Total Special Education		91,836
126	ED-O&M-MR/SS	Revenues 10-15, L140, Col C,D,G	3200	Total Career and Technical Education		23,367
127	ED	Revenues 10-15, L142, Col C	3360	State Free Lunch & Breakfast		3,544
128	ED-O&M-MR/SS	Revenues 10-15, L143, Col C,D,G	3365	School Breakfast Initiative		0
129	ED-O&M	Revenues 10-15, L144,Col C,D	3370	Driver Education		25,025
130	ED-O&M-TR-MR/SS	Revenues 10-15, L151, Col C,D,F,G	3500	Total Transportation		800,889
131	ED	Revenues 10-15, L152, Col C	3610	Learning Improvement - Change Grants		0
132	ED-O&M-TR-MR/SS	Revenues 10-15, L153, Col C,D,F,G	3660	Scientific Literacy		0
133	ED-TR-MR/SS	Revenues 10-15, L154, Col C,F,G	3695	Truant Alternative/Optional Education		0
134	ED-O&M-TR-MR/SS	Revenues 10-15, L156, Col C,D,F,G	3766	Chicago General Education Block Grant		0
135	ED-O&M-TR-MR/SS	Revenues 10-15, L157, Col C,D,F,G	3767	Chicago Educational Services Block Grant		0
136	ED-O&M-DS-TR-MR/SS	Revenues 10-15, L158, Col C,D,E,F,G	3775	School Safety & Educational Improvement Block Grant		0
137	ED-O&M-DS-TR-MR/SS	Revenues 10-15, L159, Col C,D,E,F,G	3780	Technology - Technology for Success		0
138	ED-TR	Revenues 10-15, L160, Col C,F	3815	State Charter Schools		0
139	O&M	Revenues 10-15, L163, Col D	3925	School Infrastructure - Maintenance Projects		0
140	ED-O&M-DS-TR-MR/SS-Tort	Revenues 10-15, L164, Col C-G,J	3999	Other Restricted Revenue from State Sources		0
141	ED	Revenues 10-15, L173, Col C	4045	Head Start (Subtract)		0
142	ED-O&M-TR-MR/SS	Revenues 10-15, L177, Col C,D,F,G	-	Total Restricted Grants-In-Aid Received Directly from Federal Govt		0
143	ED-O&M-TR-MR/SS	Revenues 10-15, L184, Col C,D,F,G	4100	Total Title V		0
144	ED-MR/SS	Revenues 10-15, L194, Col C,G	4200	Total Food Service		383,142
145	ED-O&M-TR-MR/SS	Revenues 10-15, L200, Col C,D,F,G	4300	Total Title I		623,552
146	ED-O&M-TR-MR/SS	Revenues 10-15, L206, Col C,D,F,G	4400	Total Title IV		13,925
147	ED-O&M-TR-MR/SS	Revenues 10-15, L210, Col C,D,F,G	4620	Fed - Spec Education - IDEA - Flow Through		549,492
148	ED-O&M-TR-MR/SS	Revenues 10-15, L211, Col C,D,F,G	4625	Fed - Spec Education - IDEA - Room & Board		0
149	ED-O&M-TR-MR/SS	Revenues 10-15, L212, Col C,D,F,G	4630	Fed - Spec Education - IDEA - Discretionary		63,003
150	ED-O&M-TR-MR/SS	Revenues 10-15, L213, Col C,D,F,G	4699	Fed - Spec Education - IDEA - Other (Describe & Itemize)		0
151	ED-O&M-MR/SS	Revenues 10-15, L218, Col C,D,G	4700	Total CTE - Perkins		0
156	ED-O&M-DS-TR-MR/SS-Tort	Revenue Adjustments (C225 thru J254)	4800	Total ARRA Program Adjustments		0
157	ED	Revenues 10-15, L225, Col C	4901	Race to the Top		0
158	ED-O&M-TR-MR/SS	Revenues 10-15, L226, Col C,D,F,G	4902	Race to the Top-Preschool Expansion Grant		0
159	ED-TR-MR/SS	Revenues 10-15, L227, Col C,F,G	4905	Title III - Immigrant Education Program (IEP)		0
160	ED-TR-MR/SS	Revenues 10-15, L228, Col C,F,G	4909	Title III - Language Inst Program - Limited Eng (LIPLEP)		0
161	ED-O&M-TR-MR/SS	Revenues 10-15, L229, Col C,D,F,G	4920	McKinney Education for Homeless Children		0
162	ED-O&M-TR-MR/SS	Revenues 10-15, L230, Col C,D,F,G	4930	Title II - Eisenhower Professional Development Formula		0
163	ED-O&M-TR-MR/SS	Revenues 10-15, L231, Col C,D,F,G	4932	Title II - Teacher Quality		0
164	ED-O&M-TR-MR/SS	Revenues 10-15, L232, Col C,D,F,G	4935	Title II - Part A – Supporting Effective Instruction – State Grants		0
165	ED-O&M-TR-MR/SS	Revenues 10-15, L233, Col C,D,F,G	4960	Federal Charter Schools		0
166	ED-O&M-TR-MR/SS	Revenues 10-15, L234, Col C,D,F,G	4981	State Assessment Grants		0
167	ED-O&M-TR-MR/SS	Revenues 10-15, L235, Col C,D,F,G	4982	Grant for State Assessments and Related Activities		0
168	ED-O&M-TR-MR/SS	Revenues 10-15, L236, Col C,D,F,G	4991	Medicaid Matching Funds - Administrative Outreach		48,059
169	ED-O&M-TR-MR/SS	Revenues 10-15, L237, Col C,D,F,G	4992	Medicaid Matching Funds - Fee-for-Service Program		0
170	ED-O&M-TR-MR/SS	Revenues 10-15, L238, Col C,D,F,G	4998	Other Restricted Grants Received from Fed. Govt. thru State (Describe & Itemize)		0
171	Federal Stimulus Revenue	CARES CRRSA ARP Schedule		Adjusting for revenue received in FY26 for current or prior year expenses		0
172	ED-TR-MR/SS	Revenues (Part of EBF Payment)	3100	Special Education Contributions from EBF Funds		13,767
173	ED-MR/SS	Revenues (Part of EBF Payment)	3300	English Learning (Bilingual) Contributions from EBF Funds		862,423
175				**Total Deductions for PCTC Computation (Line 104 through Line 172)**	$	**4,678,674**
176				**Net Operating Expense for Tuition Computation (Line 97 minus Line 174)**		24,070,723
177				**Total Depreciation Allowance (from page 36, Line 18, Col I)**		1,424,268
178				**Total Allowance for PCTC Computation (Line 175 plus Line 176)**		25,494,991
179				**9 Month ADA from Average Daily Attendance - Student Information System (SIS) in IWAS-preliminary ADA 2025-2026**		2,218.24
180				**Total Estimated PCTC (Line 177 divided by Line 178)** *	$	**11,493.34**
182	***The total OEPP/PCTC may change based on the data provided. The final amounts will be calculated by ISBE. The 9-month ADA listed on the this tab is NOT the final 9-month ADA**					

Current Year Payment on Contracts For Indirect Cost Rate Computation

Please do not remove and reinsert this tab from the workbook or paste into this tab. The AFR will be returned to the auditor if this tab is completed incorrectly.

This schedule is to calculate the amount allowed on contracts obligated by the school district for the Indirect Cost Rate calculation. The contracts should be only for purchased services and not for salary contracts. Do not include contracts for Capital Outlay (500) or Non-Capitalized Equipment (700) on this schedule. They are excluded from the Indirect Cost Rate calculation.

To determine the applicable contracts for this schedule, they must meet ALL three qualifications below:

1. ***The contract must be coded to one of the combinations listed on the icon below.***
2. ***The contract must meet the qualifications below on the "Subaward & Subcontract Guidance" and the "Indirect Cost Rate Plan" (Sub-agreement for Services).***
3. ***Only list contracts that were paid over $50,000 for the fiscal year.***

Use the resources to the right to determine if the contract should be listed below.

Fund Function Object Codes for Vendor

Subaward & Subcontract Guidance

Indirect Cost Rate Plan

Column A, B, C, D below must be completed for each contract. Enter Column B without hypens. Ex) 101000600
Column (E) and (F) are calculated automatically based on the information provided in Columns (A through D).
The amount in column (E) is the amount allowed on each contract in the Indirect Cost Rate calculation. The amount in column (F) is the amount that will be deducted from the base in the indirect cost rate (tab 41) for Program Year 2028.

Enter Fund-Function-Object Name, Where the Expenditure was Recorded (Column A)	Fund- Function- Object Number (Column B)	Enter Contracted Company Name (Column C)	Enter Current Year Amount Paid on Contract (must be less than or equal to amount reported in the AFR's "Expenditures 16-24" tab) (Column D)	Contract Amount Applied to the Indirect Cost Rate Base (Column E)	Contract Amount deducted from the Indirect Cost Rate Base (Column F)
Enter as shown here: ED-Instruction-Other	*10-1000-600*	*Company Name*	*500,000*	*50,000*	*450,000*
Fiscal Purchased Service - Copy Machine	10-2520-300	Watts	68,063	50,000	18,063
Tech Backup Support	10-1000-300	Integrity Technolgy Solutions	145,147	50,000	95,147
Business Purchase Service - Bus Lease	40-2550-300	KCQP	829,728	50,000	779,728
Business Purchase Service - Ball Field Lease	60-2900-300	KS State Bank	573,565	50,000	523,565
				0	0
				0	0
				0	0

Enter Fund-Function-Object Name, Where the Expenditure was Recorded (Column A)	Fund- Function- Object Number (Column B)	Enter Contracted Company Name (Column C)	Enter Current Year Amount Paid on Contract (must be less than or equal to amount reported in the AFR's "Expenditures 16-24" tab) (Column D)	Contract Amount Applied to the Indirect Cost Rate Base (Column E)	Contract Amount deducted from the Indirect Cost Rate Base (Column F)
				0	0
				0	0
				0	0

	A	B	C	D	E	F
1	**ESTIMATED INDIRECT COST RATE DATA**					
2	**SECTION I**					
3	**Financial Data To Assist Indirect Cost Rate Determination**					
4	***(Source document for the computation of the Indirect Cost Rate is found in the "Expenditures" tab.)***					
5	**ALL OBJECTS EXCLUDE CAPITAL OUTLAY.** With the exception of line 15, enter the disbursements/expenditures included within the following functions					
6	charged directly to and reimbursed from federal grant programs. Also, include all amounts paid to or for other employees within each function that work					
7	with specific federal grant programs in the same capacity as those charged to and reimbursed from the same federal grant programs. For example, if a					
8	district received funding for a Title I clerk, all other salaries for Title I clerks performing like duties in that function must be included. Include any					
9	benefits and/or purchased services paid on or to persons whose salaries are classified as direct costs in the function listed.					
10	**Support Services - Direct Costs**					
11	Direction of Business Support Services (10, 50, and 80 -2510)					
12	Fiscal Services (10, 50, & 80 -2520)					
13	Operation and Maintenance of Plant Services (10, 20, 50, and 80 -2540)					
14	Food Services (10 & 80 -2560) *Must be less than (Expenditures, Col E-F, L65)* *Only include food costs.					
15	**Value of Commodities Received for Fiscal Year 1 (Include the value of commodities when determining if a Single Audit is required).**					
16	Internal Services (10, 50, and 80 -2570)					
17	Staff Services (10, 50, and 80 -2640)					
18	Data Processing Services (10, 50, & 80 -2660)					
19	**SECTION II**					
20	**Estimated Indirect Cost Rate for Federal Programs**					
21			**Restricted Program**		**Unrestricted Program**	
22		**Function**	**Indirect Costs**	**Direct Costs**	**Indirect Costs**	**Direct Costs**
23	**Instruction**	1000		18,558,657		18,558,657
24	**Support Services:**					
25	Pupil	2100		841,313		841,313
26	Instructional Staff	2200		296,443		296,443
27	General Admin.	2300		1,384,266		1,384,266
28	School Admin.	2400		1,995,988		1,995,988
29	**Business:**					
30	Direction of Business Spt. Srv.	2510	0	0	0	0
31	Fiscal Services	2520	509,153	0	509,153	0
32	Oper. & Maint. Plant Services	2540		2,353,815	2,353,815	0
33	Pupil Transportation	2550		1,231,642		1,231,642
34	Food Services	2560		1,344,683		1,344,683
35	Internal Services	2570	0	0	0	0
36	**Central:**					
37	Direction of Central Spt. Srv.	2610		0		0
38	Plan, Rsrch, Dvlp, Eval. Srv.	2620		0		0
39	Information Services	2630		0		0
40	Staff Services	2640	0	0	0	0
41	Data Processing Services	2660	0	0	0	0
42	**Other:**	2900		0		0
43	**Community Services**	3000		271,583		271,583
44	**Contracts Paid in CY over the allowed amount for ICR calculation (from page 40)**			(1,416,503)		(1,416,503)
45		**Total**	509,153	26,861,887	2,862,968	24,508,072
46			**Restricted Rate***		**Unrestricted Rate***	
47			Total Indirect Costs:	509,153	Total Indirect Costs:	2,862,968
48			Total Direct Costs:	26,861,887	Total Direct Costs:	24,508,072
49			= **1.90%**		= **11.68%**	
50						
51	** These are estimated rates. Final rates, which include carry forward adjustments, will be calculated and published by ISBE.*					

	A	B	C	D	E	F
1	**REPORT ON SHARED SERVICES OR OUTSOURCING**					
2	School Code, Section 17-1.1 (*Public Act 97-0357*)					
3	Fiscal Year Ending June 30, 2026					
5	*Complete the following for attempts to improve fiscal efficiency through shared services or outsourcing in the prior, current, and next fiscal years.*					
6	Mt Zion CUSD 3					
7	39055003026					
8	*Check box if this schedule is not applicable.....*		**Prior Fiscal Year**	**Current Fiscal Year**	**Next Fiscal Year**	**Name of the Local Education Agency (LEA) Participating in the Joint Agreement, Cooperative, or Shared Service.**
9	Indicate with an (X) If Deficit Reduction Plan Is Required in the Budget					
10	**Service or Function** ***(Check all that apply)***				**Barriers to Implementation**	(Limit text to 200 characters, for additional space use line 33 and 38)
11	Curriculum Planning					
12	Custodial Services					
13	Educational Shared Programs					
14	Employee Benefits					
15	Energy Purchasing					
16	Food Services					
17	Grant Writing					
18	Grounds Maintenance Services					
19	Insurance					
20	Investment Pools					
21	Legal Services					
22	Maintenance Services					
23	Personnel Recruitment					
24	Professional Development					
25	Shared Personnel					
26	Special Education Cooperatives					
27	STEM (science, technology, engineering and math) Program Offerings					
28	Supply & Equipment Purchasing					
29	Technology Services					
30	Transportation					
31	Vocational Education Cooperatives		X	X		Heartland Technical Academy
32	All Other Joint/Cooperative Agreements		X	X		Transfer Academy at Richland Community College
33	Other					
34						
35	Additional space for Column (D) - Barriers to Implementation:					
36						
38	Additional space for Column (E) - Name of LEA :					
39						

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Department (N-330)
100 North First Street
Springfield, IL 62777-0001

LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET
(Section 17-1.5 of the School Code)
Applies to school districts having a population of less than 500,000

School District Name: Mt Zion CUSD 3
RCDT Number: 39055003026

Description	Funct. No.	Actual Expenditures, Fiscal Year 2026 (10) Educational Fund	(20) Operations & Maintenance Fund	(80) Tort Fund *	Total	Budgeted Expenditures, Fiscal Year 2027 (10) Educational Fund	(20) Operations & Maintenance Fund	(80) Tort Fund	Total
1. Executive Administration Services	2320	374,442		0	374,442	391,600			391,600
2. Special Area Administration Services	2330	0		0	0				0
3. Other Support Services - School Administration	2490	0		0	0				0
4. Direction of Business Support Services	2510	0	0	0	0				0
5. Internal Services	2570	0		0	0				0
6. Direction of Central Support Services	2610	0		0	0				0
7. Deduct - Early Retirement or other pension obligations required by state law and included above.					0				0
8. Totals		374,442	0	0	374,442	391,600	0	0	391,600
9. Percent Increase (Decrease) for FY2027 (Budgeted) over FY2026 (Actual)									5%

The district is compliant with the limitation of administrative costs provision. ISBE staff will reach out if data discrepencies are found.

This page is provided for detailed itemizations as requested within the body of the report.
Type Below.

1.
2.
3.
4.

Reference Pages.

[1] Do not enter negative numbers. Reports with negative numbers will be returned for correction.

[2] GASB Statement No. 24; Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On Behalf of" Payments should only be reflected on this page.

[3] Equals Line 8 minus Line 17.

[4] May require notification to the county clerk to abate an equal amount from taxes next extended. Refer to Section 17-2.11 for the applicable provisions and other "limited" transfer authority to O&M.

[5] Requires notification to the county clerk to abate an equal amount from taxes next extended. See Section 10-22.14

[6] Use of proceeds from the sale of school sites buildings, or other real estate is limited. See Sections 5-22 and 10-22.8 of the School Code.

[7] Include revenue accounts 1110 through 1115, 1117, 1118 & 1120. Include taxes for bonds sold that are in addition to those identified separately.

[8] Educational Fund (10) - Computer Technology only.

[9] Corporate personal property replacement tax revenue must be first applied to the Municipal Retirement/Social Security Fund to replace tax revenue lost due to th abolition of the corporate personal property tax (30 ILCS 115/12). This provision does not apply to taxes levied for Medicare-Only purposes.

[10] Include only tuition payments made to private facilities. See Function 4200 or 4400 for public facility disbursements/expenditures.

[11] Payment towards the retirement of lease/purchase agreements or bonded/other indebtedness principal only) otherwise reported within the fund—e.g. alternate revenue bonds (Describe & Itemize).

[12] Only abolishment of Working Cash Fund must transfer its funds directly to the Educational Fund upon adoption of a resolution and at the close of the current school Year (see 105 ILCS 5/20-8 for further explanation).

Only abatement of working cash fund can transfer its funds to any fund in most need of money (see 105 ILCS 5/20-10 for further explanation).

[13] GASB Statement No. 87; all leases should be reflected on this line.

AFR supporting documentation must be embedded as Microsoft Word (.doc) or Adobe (*.pdf) and inserted within this tab.
These documents include: The Audit, Management letter, Opinion letters, Compliance letters, Financial notes, etc.

[Please insert files above]

Instructions to insert word doc or pdf files:

Choose: Insert - Select: Object - Select Create from File tab - Select Browse - Select file that you want to embed - Check Display as icon - Select OK.

Note: If you have trouble inserting pdf files, submit as a separate attachment in IWAS and they will be inserted for you.

	A	B	C	D	E	F
1	**DEFICIT ANNUAL FINANCIAL REPORT (AFR) SUMMARY INFORMATION**					
2	**Provisions per Illinois School Code, Section 17-1 (105 ILCS 5/17-1)**					
3	***Instructions: If the Annual Financial Report (AFR) reflects that a Deficit Reduction Plan is required as calculated below, then the school district is to complete the***					
4	***Deficit Reduction Plan in the annual budget and submit the plan to Illinois State Board of Education (ISBE) within 30 days after accepting the audit report.***					
5	***This may require the FY2027 annual budget to be amended to include a Deficit Reduction Plan and narrative.***					
6	The "Deficit Reduction Plan" is developed using ISBE guidelines and is included in the School District Budget Form 50-36. A plan is required when the					
7	operating funds listed below result in direct revenues (cell F8) being less than direct expenditures (cell F9) by an amount equal to or greater than					
8	one-third (1/3) of the ending fund balance (cell F11). That is, if the ending fund balance is less than three times the deficit spending, the district					
9	must adopt and submit an original budget/amended budget with ISBE that provides a "deficit reduction plan" to balance the shortfall					
10	within the next three years.					
11	- *If the FY 2027 school district budget already requires a Deficit Reduction Plan, and one was submitted, an updated (amended) budget is not required.*					
12	- *If the Annual Financial Report requires a deficit reducton plan even though the FY2027 budget does not, a completed deficit reduction plan is still required.*					
13	**DEFICIT AFR SUMMARY INFORMATION - Operating Funds Only**					
14	*(All AFR pages must be completed to generate the following calculation)*					
15	**Description**	**EDUCATIONAL FUND (10)**	**OPERATIONS & MAINTENANCE FUND (20)**	**TRANSPORTATION FUND (40)**	**WORKING CASH FUND (70)**	**TOTAL**
16	**Direct Revenues**	25,243,492	1,963,069	1,967,557	134,270	29,308,388
17	**Direct Expenditures**	25,205,837	1,948,067	1,963,522		29,117,426
18	**Difference**	37,655	15,002	4,035	134,270	**190,962**
19	**Fund Balance - June 30, 2026**	6,434,069	1,013,537	748,870	808,840	**9,005,316**
20			**Balanced - no deficit reduction plan is required.**			
21						
22						
23						

Mt. Zion Community Unit School District No. 3

Mt. Zion, Illinois

Consolidated Year-End Financial Report

June 30, 2026

Mt. Zion Community Unit School District No. 3
Contents
June 30, 2026

Independent Auditor's Report on Consolidated Year-End Financial Report 1

Illinois Grant Accountability and Transparency Act Grantee Portal –
Audit Consolidated Year-End Financial Report 2

Forvis Mazars, LLP
225 N. Water Street, Suite 400
Decatur, IL 62523
P 217.429.2411 | F 217.429.6109
forvismazars.us

Independent Auditor's Report on Consolidated Year-End Financial Report

Board of Education
Mt. Zion Community Unit
School District No. 3
Mt. Zion, Illinois

We have audited the modified cash basis financial statements Mt. Zion Community Unit School District No. 3 for the year ended June 30, 2026 and have issued our report thereon dated November 6, 2026, which contained unmodified opinions on those financial statements and an emphasis of matter paragraph regarding the use of a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The Consolidated Year-End Financial Report listed in the table of contents is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole.

Forvis Mazars, LLP

Decatur, Illinois
November 6, 2026

Forvis Mazars, LLP is an independent member of Forvis Mazars Global Limited

Illinois Grant Accountability and Transparency Act
Grantee Portal - Audit Consolidated Year-End Financial Report

Close | Add a Program | Mark Complete | Comment

	CSFA #	Program Name	State	Federal	Match	Total
View	478-00-0251	Medical Assistance Program	0.00	48,059.00		48,059.00
View	586-00-1581	Agriculture Education: Three Circles Grant	13,846.00	0.00	0.00	13,846.00
View	586-18-0406	School Breakfast Program	0.00	46,880.00		46,880.00
View	586-18-0407	National School Lunch Program	0.00	390,519.00		390,519.00
View	586-18-0868	Early Childhood Block Grant: Preschool for All 3-5	281,587.00	0.00		281,587.00
View	586-18-1015	Agriculture Education: Incentive	2,804.00	0.00		2,804.00
View	586-57-0420	Fed. - Sp. Ed. - Pre-School Flow Through: IDEA Part B - Consolidated Application	0.00	15,913.00		15,913.00
View	586-62-0414	Title I - Low Income: Improving the Academic Achievement	0.00	379,703.00		379,703.00
		Totals:	298,237.00	1,593,086.00	0.00	1,891,323.00

		of the Disadvantaged				
View	586-62-0430	Title II - Teacher Quality: Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders	0.00	44,151.00		44,151.00
View	586-62-1588	Title IVA Student Support and Academic Enrichment	0.00	30,381.00		30,381.00
View	586-64-0417	Fed. - Sp. Ed. - I.D.E.A. - Flow Through	0.00	525,806.00		525,806.00
View	586-73-1082	Title I - School Improvement and Accountability	0.00	111,674.00		111,674.00
Edit		All other federal expenditures		0.00		0.00
		Totals:	298,237.00	1,593,086.00	0.00	1,891,323.00

Please note the following:

- The CYEFR is pre-populated with programs based on existing State-issued awards in the CSFA. These programs cannot be removed. If no spending occurred in a program, leave the amounts at zero.
- If a program is missing, please click the "Add a Program" button and select the State agency and State program from the dropdown list provided.
- Any items in red must be fixed before the CYEFR can be marked complete.
- When finished updating the CYEFR, click the "Mark Complete" button and continue to the next step.

Report to the Board of Education and Management

Mount Zion Community Unit School District No. 3

Results of the 2026 Financial Statement Audit, Including Required Communications

June 30, 2026

forvis mazars

Required Communications Regarding Our Audit Strategy & Approach (AU-C 260)

The following matters are required communications we must make to you, including these responsibilities:

Matter	Discussion
Scope of Our Audit	This report covers audit results related to your financial statements and supplementary information • As of and for the year ended June 30, 2026 • Conducted in accordance with our contract dated March 10, 2026
Our Responsibilities	Forvis Mazars is responsible for forming and expressing opinions about whether the financial statements that have been prepared by management, with the oversight of those charged with governance, are prepared in accordance with the modified cash basis of accounting, which is a basis of accounting other than accounting principles generally accepted in the United States of America (GAAP).
Audit Scope & Inherent Limitations to *Reasonable Assurance*	An audit performed in accordance with auditing standards generally accepted in the United States of America (GAAS) and *Government Auditing Standards* issued by the Comptroller General of the United States (GAGAS) is designed to obtain reasonable, rather than absolute, assurance about the financial statements. The scope of our audit tests was established in relation to the financial statements taken as a whole and did not include a detailed audit of all transactions.

forvis mazars

Matter	Discussion
Extent of Our Communication	In addition to areas of interest and noting prior communications made during other phases of the engagement, this report includes communications required in accordance with GAAS that are relevant to the responsibilities of those charged with governance in overseeing the financial reporting process, including audit approach, results, and internal control. The standards do not require the auditor to design procedures for the purpose of identifying other matters to be communicated with those charged with governance.
Independence	The engagement team, others in our firm, as appropriate, and our firm, have complied with all relevant ethical requirements regarding independence.
Your Responsibilities	Our audit does not relieve management or those charged with governance of your responsibilities. Your responsibilities and ours are further referenced in our contract.
Distribution Restriction	This communication is intended solely for the information and use of the following and is not intended to be, and should not be, used by anyone other than these specified parties: • Board of Education and Management

Government Auditing Standards

Matter	Discussion
Additional GAGAS Reporting	We also provided reports as of June 30, 2026, on the following as required by GAGAS: • Internal control over financial reporting and on compliance and other matters based on an audit of the financial statements performed in accordance with GAGAS
Reporting Limitations	Our consideration of internal control over financial reporting and our tests of compliance were not designed with an objective of forming an opinion on the effectiveness of internal control or on compliance, and accordingly, we do not express such an opinion.

Qualitative Aspects of Significant Accounting Policies & Practices

The following matters are detailed in the following pages and included in our assessment:

- Significant Accounting Policies
- Unusual Policies or Methods
- Alternative Accounting Treatments
- Management Judgments & Accounting Estimates
- Financial Statement Disclosures
- Our Judgment About the Quality of the Entity's Accounting Principles

Significant Accounting Policies

Significant accounting policies are described in Note 1 of the audited financial statements.

With respect to new accounting standards adopted during the year, we call to your attention the following topics:

- No matters are reportable

Unusual Policies or Methods

With respect to significant unusual accounting policies or accounting methods used for significant unusual transactions (significant transactions outside the normal course of business or that otherwise appear to be unusual due to their timing, size, or nature):

- No matters are reportable

Alternative Accounting Treatments

We had discussions with management regarding alternative accounting treatments for policies and practices for material items, including recognition, measurement and disclosure considerations related to the accounting for specific transactions as well as general accounting policies, as follows.

- No matters are reportable

Management Judgments & Accounting Estimates

- No matters are reportable

Financial Statement Disclosures

The following areas involve particularly sensitive financial statement disclosures for which we are prepared to discuss the issues involved and related judgments made in formulating those disclosures:

- Modified cash basis of accounting

Our Judgment About the Quality of the Entity's Accounting Principles

During the course of the audit, we made the following observations regarding the Entity's application of accounting principles:

- No matters are reportable

Adjustments Identified by Audit

During the course of any audit, an auditor may propose adjustments to financial statement amounts. Management evaluates our proposals and records those adjustments that, in its judgment, are required to prevent the financial statements from being materially misstated.

A misstatement is a difference between the amount, classification, presentation, or disclosure of a reported financial statement item and that which is required for the item to be presented fairly in accordance with the applicable financial reporting framework.

Proposed & Recorded Adjustments

Auditor-proposed and management-recorded entries include the following:

- No matters are reportable

Uncorrected Misstatements

No uncorrected misstatements to report

Other Required Communications

Other Material Communications

Listed below are other material communications between management and us related to the audit:

- Management representation letter (see Attachment)

Attachments

Management Representation Letter (Attachment A)

As a material communication with management, included herein is a copy of the representation letter provided by management at the conclusion of our engagement.

Attachment A

Management Representation Letter

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@mtzschools.org

Representation of:
Mount Zion School District
1595 W. Main Street
Mt. Zion, Illinois 62549

Provided to:
Forvis Mazars, LLP
Certified Public Accountants
225 N. Water Street, Suite 400
Decatur, Illinois 62523

The undersigned ("We") are providing this letter in connection with Forvis Mazars' audit of our financial statements as of and for the year ended June 30, 2026.

We are also providing this letter in connection with:

Our representations are current and effective as of the date of Forvis Mazars' report: November 6, 2026.

Our engagement with Forvis Mazars is based on our contract for services dated: March 10, 2026.

Our Responsibility & Consideration of Material Matters

We confirm that we are responsible for the fair presentation of the financial statements subject to Forvis Mazars' report in conformity with the modified cash basis of accounting, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

We understand that you will not express an unmodified opinion on the annual financial report as these statements are on the regulatory basis as required by the Illinois State Board of Education.

We understand that you will render an unmodified opinion on the financial statements in accordance with the modified cash basis of accounting, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

We are also responsible for adopting sound accounting policies; establishing and maintaining effective internal control over financial reporting, operations, and compliance; and preventing and detecting fraud.

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

Confirmation of Matters Specific to the Subject Matter of Forvis Mazars' Report

We confirm, to the best of our knowledge and belief, the following:

Broad Matters

1. We have fulfilled our responsibilities, as set out in the terms of our contract, for the preparation

and fair presentation of the financial statements in accordance with the modified cash basis of accounting, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

2. We acknowledge our responsibility for the design, implementation, and maintenance of:a. Internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

   b. Internal control to prevent and detect fraud.

3. We have provided you with:

   a. Access to all information of which we are aware that is relevant to the preparation and fair presentation of the financial statements, such as financial records and related data, documentation, and other matters.

   b. Additional information that you have requested from us for the purpose of the audit.

   c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.

   d. All minutes of governing body meetings, if any, held through the date of this letter or summaries of actions of recent meetings for which minutes have not yet been prepared. All unsigned copies of minutes provided to you are copies of our original minutes approved by the governing body, if applicable, and maintained as part of our records.

   e. All significant contracts and grants.

4. We have disclosed to you all instances in which artificial intelligence (AI) systems or tools were used related to financial reporting, internal controls, and other processes relevant to the financial statements and our compliance with requirements applicable to each of our major federal awards programs. We acknowledge our responsibility for the design, implementation, and maintenance of internal controls related to the use of AI.

5. We have responded fully and truthfully to all your inquiries.

Government Auditing Standards

6. We acknowledge that we are responsible for compliance with applicable laws, regulations, and provisions of contracts and grant agreements.

7. We have identified and disclosed to you all laws, regulations, and provisions of contracts and grant agreements that have a direct and material effect on the determination of amounts in our financial statements or other financial data significant to the audit objectives.

8. We have identified and disclosed to you any violations or possible violations of laws, regulations, including those pertaining to adopting, approving, and amending budgets, and provisions of contracts and grant agreements, tax or debt limits, and any related debt covenants whose effects should be considered for recognition and/or disclosure in the financial statements or for your reporting on noncompliance.

9. We have taken or will take timely and appropriate steps to remedy any fraud, abuse, illegal acts, or violations of provisions of contracts or grant agreements that you or other auditors report.

10. We have a process to track the status of audit findings and recommendations.

11. We have identified to you any previous financial audits, attestation engagements, performance audits, or other studies related to the objectives of your audit and the corrective actions taken to address any significant findings and recommendations made in such audits, attestation

engagements, or other studies.

Federal Awards Programs (Uniform Guidance)

12. We have identified in the schedule of expenditures of federal awards all assistance provided (either directly or passed through other entities) by federal agencies in the form of grants, contracts, loans, loan guarantees, property, cooperative agreements, interest subsidies, commodities, insurance, direct appropriations, or in any other form.

13. We have disclosed to you all contracts or other agreements with service organizations, and we have disclosed to you all communications from the service organizations relating to noncompliance at the service organizations.

14. We have reconciled the schedule of expenditures of federal awards (SEFA) to the financial statements.

15. Federal awards-related revenues and expenditures are fairly presented, both in form and content, in accordance with the applicable criteria in the entity's financial statements.

16. We have evaluated all recipient organizations that received federal funding and have correctly identified all subrecipients on the schedule of expenditures of federal awards.

17. We have identified the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Compliance Supplement* regarding activities allowed or unallowed; allowable costs/cost principles; cash management; eligibility; equipment and real property management; matching, level of effort, earmarking; period of performance of federal funds; procurement and suspension and debarment; program income; reporting; subrecipient monitoring; and special tests and provisions that are applicable to each of our federal awards programs. We have identified to you our interpretation of any applicable compliance requirements subject to varying interpretations.

18. We are responsible for complying, and have complied, with the requirements of Uniform Guidance.

19. We are responsible for understanding and complying with the requirements of federal statutes, regulations, and the terms and conditions of federal awards related to each of our federal awards programs and have disclosed to you any and all instances of noncompliance with those requirements occurring during the period of your audit or subsequent thereto to the date of this letter of which we are aware. Except for any instances of noncompliance we have disclosed to you, we believe the entity has complied with all applicable compliance requirements.

20. We are responsible for the design, implementation, and maintenance of internal controls over compliance that provide reasonable assurance we have administered each of our federal awards programs in compliance with federal statutes, regulations, and the terms and conditions of the federal awards.

21. We have made available to you all federal awards (including amendments, if any) and any other correspondence or documentation relevant to each of our federal awards programs and to our compliance with applicable requirements of those programs.

22. The information presented in federal awards program financial reports and claims for advances and reimbursements is supported by the books and records from which our financial statements have been prepared.

23. The costs charged to federal awards are in accordance with applicable cost principles.

24. The reports provided to you related to federal awards programs are true copies of reports submitted or electronically transmitted to the federal awarding agency, the applicable payment system, or pass-through entity in the case of a subrecipient.

25. Amounts claimed or used for matching were determined in accordance with Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) regarding cost principles.

26. We have disclosed to you any communications from federal awarding agencies and pass-through entities concerning possible noncompliance with the applicable compliance requirements for each of our federal awards programs, including any communications received from the end of the period of your audit through the date of this letter.

27. We have identified to you any previous compliance audits, attestation engagements, and internal or external monitoring related to the objectives of your compliance audit, including findings received and corrective actions taken to address any significant findings and recommendations made in such audits, attestation engagements, or other monitoring.

28. We are responsible for taking corrective action on any audit findings and have developed a corrective action plan that meets the requirements of Uniform Guidance.

29. The summary schedule of prior audit findings correctly states the status of all audit findings of the prior audit's schedule of findings and questioned costs and any uncorrected open findings included in the prior audit's summary schedule of prior audit findings as of the date of this letter.

30. The reporting package does not contain any protected personally identifiable information.

31. No changes have been made in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies or material weaknesses in internal control over compliance subsequent to the period covered by the auditor's report.

Misappropriation, Misstatements, & Fraud

32. We have informed you of all current risks of a material amount that are not adequately prevented or detected by our procedures with respect to:

    a. Misappropriation of assets.

    b. Misrepresented or misstated assets, deferred outflows of resources, liabilities, net position or fund balance.

33. We have no knowledge of fraud or suspected fraud affecting the entity involving:

    a. Management or employees who have significant roles in internal control over financial reporting, or

    b. Others when the fraud could have a material effect on the financial statements.

34. We have no knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, customers, regulators, suppliers, or others.

35. We have assessed the risk that the financial statements may be materially misstated as a result of fraud and disclosed to you any such risk identified.

Related Parties

36. We have disclosed to you the identity of all of the entity's related parties and all the related-party relationships of which we are aware.

    In addition, we have disclosed to you all related-party transactions and amounts receivable from or payable to related parties of which we are aware, including any modifications during the year

that were made to related-party transaction agreements which existed prior to the beginning of the year under audit, as well as new related-party transaction agreements that were executed during the year under audit.

Related-party relationships and transactions have been appropriately accounted for and disclosed in accordance with the modified cash basis of accounting, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

37. We understand that the term related party refers to:

    - Affiliates
    - Trusts for the benefits of employees, such as pension and profit-sharing trusts that are managed by or under the trusteeship of management
    - Board members of their immediate families
    - Management and members of their immediate families
    - Any other party with which the entity may deal if one party can significantly influence the management or operating policies of the other to an extent that one of the transacting parties might be prevented from fully pursuing its own separate interests.

    Another party is also a related party if it can significantly influence the management or operating policies of the transacting parties or if it has an ownership interest in one of the transacting parties and can significantly influence the other to an extent that one or more of the transacting parties might be prevented from fully pursuing its own separate interests.

    The term affiliate refers to a party that directly or indirectly controls, or is controlled by, or is under common control with, the entity.

Litigation, Laws, Rulings & Regulations

38. We are not aware of any pending or threatened litigation or claims whose effects should be considered when preparing the financial statements. We have not sought or received attorney's services related to pending or threatened litigation or claims during or subsequent to the audit period. Also, we are not aware of any litigation or claims, pending or threatened, for which legal counsel should be sought.

39. We have no knowledge of communications, other than those specifically disclosed, from regulatory agencies, governmental representatives, employees, or others concerning investigations or allegations of noncompliance with laws and regulations, deficiencies in financial reporting practices, or other matters that could have a material adverse effect on the financial statements.

40. We have disclosed to you all known instances of violations or noncompliance or possible violations or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements or as a basis for recording a loss contingency.

41. There are no regulatory examinations currently in progress for which we have not received examination reports.

42. We have no reason to believe the entity owes any penalties or payments under the Employer Shared Responsibility Provisions of the *Patient Protection and Affordable Care Act*, nor have we received any correspondence from the IRS or other agencies indicating such payments may be due.

43. We have not been designated as a potentially responsible party (PRP or equivalent status) by the Environmental Protection Agency (EPA) or other cognizant regulatory agency with authority to enforce environmental laws and regulations.

Nonattest Services

44. You have provided nonattest services, including the following, during the period of this engagement:

    - Preparing a draft of the financial statements and related notes and supplementary information
    - Preparing a draft of the schedule of expenditures of federal awards
    - Completing the auditee portion of the Form SF-SAC (Data Collection Form) through the Federal Audit Clearinghouse

45. With respect to these services:

    a. We have designated a qualified management-level individual to be responsible and accountable for overseeing the nonattest services.

    b. We have established and monitored the performance of the nonattest services to ensure they meet our objectives.

    c. We have made any and all decisions involving management functions with respect to the nonattest services and accept full responsibility for such decisions.

    d. We have evaluated the adequacy of the services performed and any findings that resulted.

    e. We have established and maintained internal controls, including monitoring ongoing activities.

    f. When we receive final deliverables from you, we will store those deliverables in information systems controlled by us. We have taken responsibility for maintaining internal control over these deliverables.

Financial Statements & Reports

46. We have reviewed and approved a draft of the financial statements and related notes referred to above, which you prepared in connection with your audit of our financial statements. We acknowledge that we are responsible for the fair presentation of the financial statements and related notes.

47. We acknowledge our responsibility for presenting the supplementary information in accordance with accounting principles generally accepted in the United States of America, and we believe the supplementary information, including its form and content, is fairly presented in accordance with accounting principles generally accepted in the United States of America.

48. We do not issue an annual report, nor do we have plans to issue an annual report at this time.

Transactions, Records, & Adjustments

49. All transactions have been recorded in the accounting records and are reflected in the financial statements.

50. The entity has appropriately reconciled its general ledger accounts to their related supporting information. All related reconciling items considered to be material were identified and included on the reconciliations and were appropriately adjusted in the financial statements. All

intracompany (and intercompany) accounts have been eliminated or appropriately measured and considered for disclosure in the financial statements.

51. We have everything we need to keep our books and records.

52. We have disclosed any significant unusual transactions the entity has entered into during the period, including the nature, terms, and business purpose of those transactions.

Governmental Accounting & Disclosure Matters

53. Interfund, internal, and intra-entity activity and balances have been appropriately classified and reported.

54. With regard to deposit and investment activities:

    a. All deposit and investment transactions have been made in accordance with legal and contractual requirements.

    b. Disclosures of deposit and investment balances and risks in the financial statements are consistent with our understanding of the applicable laws regarding enforceability of any pledges of collateral.

    c. We understand that your audit does not represent an opinion regarding the enforceability of any collateral pledges.

    d. Risk disclosures associated with deposit and investment securities and derivative instrument transactions are presented in accordance with GASB requirements.

55. The financial statements include all component units, appropriately present majority equity interests in legally separate organizations and joint ventures with an equity interest, and properly disclose all other joint ventures and other related organizations.

56. We have identified and evaluated all potential fiduciary activities. The financial statements include all fiduciary activities required by GASB Statement No. 84, *Fiduciary Activities*, as amended.

57. Components of net position (net investment in capital assets, restricted, and unrestricted) and classifications of fund balance (nonspendable, restricted, committed, assigned, and unassigned) are properly classified and, if applicable, approved.

58. Capital assets, including infrastructure and intangible assets, are properly capitalized, reported, and, if applicable, depreciated or amortized.

59. We have appropriately disclosed the entity's policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position/fund balance is available and have determined that net position is properly recognized under the policy.

60. The supplementary information required by the Governmental Accounting Standards Board, consisting of management's discussion and analysis and budgetary comparisons, has been prepared and is measured and presented in conformity with the applicable GASB pronouncements, and we acknowledge our responsibility for the information. The information contained therein is based on all facts, decisions, and conditions currently known to us and is measured using the same methods and assumptions as were used in the preparation of the financial statements. We believe the significant assumptions underlying the measurement and/or presentation of the information are reasonable and appropriate. There has been no change from the preceding period in the methods of measurement and presentation.

61. With regard to pension and other postemployment benefits (OPEB):

    a. We believe the actuarial assumptions and methods used to measure pension and OPEB liabilities and costs for financial accounting purposes are appropriate in the circumstances.

    b. We have provided you with the entity's most current pension and OPEB plan instrument for the audit period, including all plan amendments.

    c. The participant data provided to you related to pension and OPEB plans are true copies of the data submitted or electronically transmitted to the plan's actuary.

    d. The participant data that we provided the plan's actuary for the purposes of determining the actuarial present value of accumulated plan benefits and other actuarially determined amounts in the financial statements were complete.

General Government Matters

62. The financial statements properly classify all funds and activities in accordance with GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, as amended.

63. All funds that meet the quantitative criteria in in GASB Statement No. 34, *Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments*, as amended, and No. 37, *Basic Financial Statements—and Management's Discussion and Analysis-for State and Local Governments: Omnibus—an Amendment of GASB Statements No. 21 and No. 34*, for presentation as major are identified and presented as such and all other funds that are presented as major are particularly important to financial statement users.

64. Expenses have been appropriately classified in or allocated to functions and programs in the statement of activities, and allocations have been made on a reasonable basis.

65. Revenues are appropriately classified in the statement of activities within program revenues, general revenues, contributions to term or permanent endowments, or contributions to permanent fund principal.

66. We have appropriately disclosed that the entity is following either its established accounting policy regarding which governmental fund resources (that is, restricted, committed, assigned, or unassigned) are considered to be spent first for expenditures for which more than one resource classification is available or is following paragraph 18 of GASB Statement No. 54 to determine the fund balance classifications for financial reporting purposes and have determined that fund balance is properly recognized under the policy.

Accounting & Disclosure

67. All transactions entered into by the entity are final. We are not aware of any unrecorded transactions, side agreements or other arrangements (either written or oral) that are in place.

68. Except as reflected in the financial statements, there are no:

    a. Plans or intentions that may materially affect carrying values or classifications of assets, deferred outflows of resources, liabilities, net position or fund balance.

    b. Material transactions omitted or improperly recorded in the financial records.

    c. Material unasserted claims or assessments that are probable of assertion or other gain/loss contingencies requiring accrual or disclosure, including those arising from environmental remediation obligations.

d. Events occurring subsequent to the date of the financial statements through the date of this letter, which is the date the financial statements were available to be issued, requiring adjustment or disclosure in the financial statements.

e. Agreements to purchase assets previously sold.

f. Arrangements with financial institutions involving compensating balances or other arrangements involving restrictions on cash balances, lines of credit, or similar arrangements.

g. Guarantees, whether written or oral, under which the entity is contingently liable.

h. Known or anticipated asset retirement obligations.

69. Except as disclosed in the financial statements, the entity has:

a. Satisfactory title to all recorded assets, and those assets are not subject to any liens, pledges, or other encumbrances.

b. Complied with all aspects of contractual and grant agreements, for which noncompliance would materially affect the financial statements.

Revenue, Accounts Receivable, & Inventory

70. Adequate provisions, allowances, or other adjustments in basis have been recorded for any material losses from:

a. Purchase commitments in excess of normal requirements or at prices in excess of prevailing market prices.

Tax-Exempt Bonds

71. Tax-exempt bonds issued have retained their tax-exempt status.

72. We have notified you of any instances of noncompliance with applicable disclosure requirements of the SEC Rule 15c2-12 and applicable state laws.

GASB Statement 103, Financial Reporting Model Improvements

73. In connection with the adoption of GASB Statement No. 103, *Financial Reporting Model Improvements* (GASB 103), we represent that the financial statements include all of the changes required under GASB 103.

Travis Roundcount

Travis Roundcount, Superintendent of Schools

Brian Rhoades, Associate Superintendent of Schools