



MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3



REGULAR MEETING OF THE BOARD OF EDUCATION
TUESDAY, NOVEMBER 14, 2023
6:30 P.M.

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 AND EXECUTIVE MEETING MINUTES OF OCTOBER 17, 2023 (ROLL CALL VOTE)
 4. VISITOR AND STAFF COMMUNICATIONS
 - A. VISITOR COMMUNICATIONS (INFORMATION ONLY)
 - B. STAFF COMMUNICATIONS (INFORMATION ONLY)
 5. EDUCATION
 - A. SCHOOL CALENDAR REVISION (ROLL CALL VOTE)
 - B. MT. ZION SCHOOL DISTRICT REPORT CARDS AND IMPROVEMENT PLANS (ROLL CALL VOTE)
 6. FINANCIAL
 - A. FUND WARRANTS (ROLL CALL VOTE)
 - B. FINANCIAL TREASURER'S REPORT - JULY 2023 (ROLL CALL VOTE)
 - C. RISK MANAGEMENT PROGRAM (ROLL CALL VOTE)
 - D. ESTIMATED TAX LEVY ADOPTION (ROLL CALL VOTE)
 - E. ANNUAL AUDIT REPORT (ROLL CALL VOTE)
 - F. MAINTENANCE GRANT (ROLL CALL VOTE)
 7. EXECUTIVE SESSION (ROLL CALL VOTE)
 - A. FOR THE PURPOSE OF DISCUSSING THE APPOINTMENT, EMPLOYMENT, COMPENSATION, DISCIPLINE, PERFORMANCE, OR DISMISSAL OF A SPECIFIC EMPLOYEE OR OFFICE OF THE PUBLIC BODY, NEGOTIATING MATTERS, AND SECURITY PROCEDURES.
 8. RETURN TO OPEN SESSION (ROLL CALL VOTE)
 9. PERSONNEL (ROLL CALL VOTE)
 - A. EMPLOYMENT AND COMPENSATION
 10. GENERAL DISCUSSION (INFORMATION ONLY)
 11. NEXT BOARD MEETING: TUESDAY, DECEMBER 19, 2023, 6:30 P.M.; (INFORMATION ONLY)
(3RD TUESDAY IN DECEMBER), MT. ZION C.U.S.D. #3 DISTRICT OFFICE,
1595 W. MAIN ST., MT. ZION, IL 62549
 12. ADJOURNMENT (ROLL CALL VOTE)
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**MT. ZION COMMUNITY SCHOOLS
UNIT DISTRICT NO. 3
MT. ZION, ILLINOIS
REGULAR MEETING OF THE BOARD OF EDUCATION
OCTOBER 17, 2023**

President Jeffrey Sams called the meeting to order at 6:30 p.m.	CALL TO ORDER
Board members present were: Michelle Shumaker, Jeffrey Sams, Kyle Janvrin, Kent Newton, Nathan Brock, and Kristi Niles. Regan Deering arrived after the Pledge of Allegiance.	ROLL CALL
Administration present consisted of: Brian Rhoades, Associate Superintendent; Randy Thacker, Intermediate School Principal; Gary Gruen, Mt. Zion Grade Principal; Heather Ethell, McGaughey Principal; Renea Smith, Special Education Administrator; Billy Rockey, Director of Technology; Justin Johnson, High School Principal; Julie Marquardt, Junior High Principal	ADMINISTRATION PRESENT
The Pledge of Allegiance was cited by those present and led by Cohen Gibbs, Anika Gundi, Bode Vanagas, and Sydney Richardson. All 3 rd grade students at Mt. Zion Grade School.	PLEDGE OF ALLEGIANCE
Kristi Niles presented a motion to approve the Regular/ Executive Meeting minutes of September 19, 2023. Seconded: Michelle Shumaker. Roll Call; Nathan Brock, Michelle Shumaker, Kyle Janvrin, Kent Newton, Kristi Niles, Regan Deering and Jeffrey Sams, yea. Motion carried 7-0. (See Book of Attachments)	MEETING MINUTES
James Bond spoke about coaches drinking and driving. We haven't had a coach with a DUI in many years.	VISITOR COMMUNICATIONS
Brian introduced Julie Marquardt who spoke about the transition into Junior High and the need for mental health support. Austin Burklund gave a proposal from Byrne & Jones concerning turf baseball/softball fields.	STAFF COMMUNICATIONS
Brian spoke about the Skyward issues pulling the 10th-day report.	EDUCATION
Regan Deering presented a motion to approve payment of the enclosed list of Fund Warrants, Quick Pays, and Athletic Imprest. Seconded: Kent Newton Roll Call: Jeffrey Sams, Michelle Shumaker, Kyle Janvrin, Kent Newton, Nathan Brock, Regan Deering and Kristi Niles, yea. Motion carried 7-0. (See Book of Attachments.)	FUND WARRANTS
Nathan Brock presented a motion to dismiss to go into closed session at 7:24 p.m. For the purpose of discussing the appointment, employment, compensation, discipline, performance or dismissal of a specific employee or office of the public body, negotiating matters, and security procedures. Seconded: Kristi Niles. Roll Call; Nathan Brock, Michelle Shumaker, Kyle Janvrin, Kent Newton, Kristi Niles, Regan Deering, and Jeffrey Sams, yea. Motion carried 7-0. (See Book of Attachments)	EXECUTIVE SESSION
Kristi Niles presented a motion to return the meeting to order at 8:12 p.m. Seconded: Kyle Janvrin. Roll Call: Jeffrey Sams, Michelle Shumaker, Kyle Janvrin, Regan Deering, Kent Newton, Nathan Brock and Kristi Niles, yea. Motion carried 7-0. (See Book of Attachments.)	RETURN TO OPEN SESSION
Kent Newton presented a motion to approve the following personnel-related items as outlined below, pending a drug test and background check for new employees. Seconded: Michelle Shumaker. Roll Call: Jeffrey Sams, Nathan Brock, Regan Deering, Michelle Shumaker, Kyle Janvrin, Kent Newton and Kristi Niles. Motion carried 7-0. (See book of Attachments)	PERSONNEL AS PRESENTED

Memorandum

TO: BOARD OF EDUCATION
FROM: TRAVIS R. ROUNDCOUNT
DATE: OCTOBER 14, 2023
RE: PERSONNEL

ADMINISTRATIVE RECOMMENDATION:

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

EMPLOYMENT:

Blake Faith Mt Zion High School	Braves TV Sponsor Effective: October 10, 2023
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Volunteer:

Roger "Joe" Jackson Mt Zion JH and HS	JH/HS Girls Basketball Volunteer Effective: Immediately
Griffin Meeker Mt Zion Junior High	JH Wrestling Volunteer Effective: November 27, 2023
Chrissy Patterson Mt Zion Junior High	Show Choir Chaperone Effective: October 2023
Dustin Dalluge Mt Zion JH/HS	Show Choir Chaperone Effective: Rehire
Jamie Whicker Mt Zion JH/HS	Show Choir Chaperone Effective: Rehire
Brittany Qualls Mt Zion JH/HS	Show Choir Chaperone Effective: Rehire
Stacey Longfellow Mt Zion JH/HS	Show Choir Chaperone Effective: Rehire
Kayla Harris Mt Zion JH/HS	Show Choir Chaperone Effective: Rehire
Ashlee Bennett Mt Zion JH/HS	Show Choir Chaperone Effective: October 2023
Jacob Sams Mt Zion JH/HS	JH Basketball Volunteer Effective: October 2023
Mindy Dalluge Mt Zion JH/HS	Show Choir Volunteer Effective: October 2023
Kevin Johnson Mt Zion JH/HS	Show Choir Volunteer Effective: October 2023
Dan Jones Mt Zion JH/HS	Show Choir Volunteer Effective: October 2023
Laura Jones Mt Zion JH/HS	Show Choir Volunteer Effective: October 2023
Drue Larson Mt Zion JH/HS	Show Choir Volunteer Effective: October 2023
William Gherardini Mt Zion JH/HS	Show Choir Volunteer Effective: October 2023
Brittany Reatherford Mt Zion JH/HS	Show Choir Volunteer Effective: October 2023
Brandy Hines Mt Zion JH/HS	Show Choir Volunteer Effective: October 2023
Ryan Eggers Mt Zion HS	Boat Driver Volunteer Effective: Immediately
Carly Larson Mt Zion JH/HS	Show Choir Volunteer Effective: October 2023

**PERSONNEL
AS PRESENTED**

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

Nicholas Burge
Mark Carder
Rebecca Tharp
Alley Bardfield
Rebecca Anderson
Ann "Libby" Durkee
Bailey Collins

RE-ASSIGNMENT:

Adena McCoy Mt Zion Grade	Mt Zion Grade Playground Supervisor 2 hrs/day at \$15.25/hr Effective: October 10, 2023
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LEAVE OF ABSENCE:

Amber Shobe Mt Zion Grade School	Requesting Unpaid Leave of Absence Effective: September 25, 2023 to December 4, 2023
Suzanne Wills Mt. Zion Intermediate	Requesting Unpaid Leave of Absence Effective: September 15, 2023 to September 22, 2023
Darcie Hayes Mt. Zion High School	Requesting Unpaid Leave of Absence Effective: September 20, 2023 to on or about October 27, 2023
Nicole Tapscott Mt Zion Grade	Requesting Unpaid Leave of Absence Effective: November 13-16th, 2023

RESIGNATIONS:

Kolby Osborne Mt. Zion High School	Resignation from JV Baseball Coach Effective: Immediately
Rebecca Finch Mt. Zion High School	Resignation from HS Secretary Effective: September 29, 2023
Kim Hott Mt Zion Grade	Resignation from Grade Playground Effective: Immediately
Kendra Griffin Transportation	Resignation from Bus Driver Effective: September 15, 2023
Austin Jesse Mt Zion Junior High	Resignation from JH Track Coach Effective: Immediately
Beth Muilenburg Mt Zion High School	Resignation from HS Teaching Assistant Effective: November 3, 2023
Donna Herrmann Mt Zion HS	Resignation from HS Custodian Effective: October 1, 2023

TRR nmg

**PERSONNEL
AS PRESENTED**

Nathan Brock cleared up that we don't have an issue with coaches and drunk driving. Nathan Brock and Jeffrey Sams paid their respect to Julie Marquardt about the junior high students and the video she showed about the American Flag.

**GENERAL
DISCUSSION**

Jeff Sams announced Tuesday, November 14, 2023, 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**

Kristi Niles introduced a motion to adjourn the Board of Education Meeting at 8:30 p.m. Seconded: Kent Newton. Roll Call: Kent Newton, Kristi Niles, Regan Deering, Jeffrey Sams, Nathan Brock, Michelle Shumaker, and Kyle Janvrin, yea. Motion carried 7-0. (See Book of Attachments.)		ADJOURNMENT
_____ Jeffrey Sams, President Mt. Zion Board of Education	_____ Michelle Shumaker, Secretary Mt. Zion Board of Education	
MT. ZION COMMUNITY UNIT SCHOOL DISTRICT NO. 3 (10/18/23)		

Memorandum

TO: BOARD OF EDUCATION
FROM: TRAVIS R. ROUNDCOUNT
DATE: NOVEMBER 8, 2023
RE: SCHOOL CALENDAR REVISION

Administrative recommendation: that the attached 2024-2025 School Calendar be revised as presented.

Comments: As discussed previously when the school calendar was recommended for approval, we attempted to predict the state designating a holiday for election day in November 2024. The state has now approved election day as a holiday, but it's on November 5th, instead of November 12th. Last year the election was held on the second Tuesday, instead of the first Tuesday. The recommendation is to switch November 5th to be a holiday, and have school on November 12th, so there is no change to the end of the 24-25 school year.

TRR

Enclosure

Mt. Zion School District #3

2024-2025

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	*15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
# attendance days:						12

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
# attendance days:						20

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18]	19
20	21	22	23	24	25	26
27	28	29	30	31		
# attendance days:						21

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
# attendance days:						16

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20]	21
22	23	24	25	26	27	28
29	30	31				
# attendance days:						15

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
# attendance days:						18

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
# attendance days:						19

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14]	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
# attendance days:						16

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
# attendance days:						20

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	*27]	28	29	30	31
# attendance days:						18

June 2025						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
# attendance days:						0

* First/Last Day for Students

] End of Quarter/Semester

No School/Holiday

No School/Non-Attendance Day

No School/Teacher Institute Day

Half Day/School Improvement

No School/Parent Teacher Conference Day

Half Day/Teacher In-Service

Make-up Days if Needed

Memorandum

TO: BOARD OF EDUCATION

FROM: TRAVIS R. ROUNDABOUT

DATE: NOVEMBER 14, 2023

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

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

Comments: Enclosed is the 2022-2023 Mt. Zion Community Unit School District #3 Report Card that is posted on the Mt. Zion Community Unit School District #3 website (<https://www.mtzschools.org/>). Additionally, each individual building's Report Card with student data is released to parents in compliance with the Better School Accountability Law (Section 10-17a of The School Code of Illinois).

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

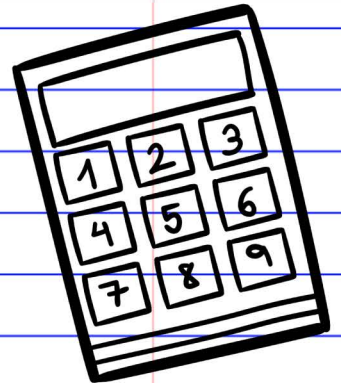
The Mt. Zion Board of Education and Administration are very proud of our students and the exemplary faculty and staff who provide the knowledge, dedication, and educational leadership that are critical to our success. Together, with parental support, we will continue to do all we can to provide a quality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

TRR nmg

Enclosures

STRATEGIC PLAN

2024 - 2029



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

Mt. Zion School District is a PreK-12 unit school district:

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

OUR STUDENTS

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

OUR STAFF

- Mt. Zion School District currently has 135 certified full-time equivalent teaching staff; average years teaching experience of District teachers is 16 years.
- Sixty-four percent of District teachers hold a Master's degree.

OUR DISTRICT

- Enjoys excellent facilities such as: a state-of-the-art auditorium and indoor athletic field house, artificial surface football/soccer field, and totally air-conditioned facilities across the district.
- Offers outstanding academic and extra-curricular programs while spending \$10,155 per student, which is 66.9% adequately funded according to the state funding formula.
- Offers formal accelerated programs throughout the District, as well as remedial classes for students with special needs.



- Provides advanced placement, dual credit, and technical courses to assist high school students with college and career readiness.
- Offers outstanding fine arts, physical education, and technology programs for students in Pre-Kindergarten through twelfth grade.
- Fields competitive athletic teams in a variety of interscholastic sports.
- Has nationally known and recognized music groups.
- Enjoys extensive parental involvement in the schools and shares district facilities with the community.
- Offers a safe learning environment.
- Our crisis planning is based on current best practices. The procedures and systems are considered the best in the country.

MT. ZION CUSD #3

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

GOAL 1 - CURRICULUM

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

Objectives

- 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.
 - 1.2.1. Faculty and staff will evaluate strategies and resources implemented to assist at-risk students in meeting their needs.
 - 1.2.2. Faculty and staff will review assessment practices to assist in the identification and accommodations of all learners.
 - 1.2.3. Faculty and staff will utilize technological resources to enhance their curriculum and engage students.
 - 1.2.4. Online Safety and training on the appropriate and ethical technology use will be implemented for all students.
- 1.3. Research, identify, develop, articulate, and implement educational strategies to meet the social, emotional, cultural, and life skills needs of all learners.
 - 1.3.1. Identify best practices for promoting healthy behaviors.



GOAL 2 - FACILITIES

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

Objectives

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



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

GOAL 3 - HIGHLY QUALIFIED FACULTY, STAFF, AND ADMINISTRATORS

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

Objectives

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



GOAL 4 - COMMUNICATION & COLLABORATION

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

Objectives

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



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

MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3

"A Great Place to Learn"



McGaughey Elementary School Improvement Plan

Year: 2023-2024

Building Goal (District Strategic Plan Connection)	Objectives	Action (Professional Development & Related Activities)	Responsible Party	Target Date or Timeline
Goal #1- Develop and provide a social/emotional system of support at Tier 1, Tier 2, and Tier 3 levels. (Connection to District Strategic Goal #1 -Curriculum)	#1.3 Research, identify, develop, articulate, and implement educational strategies to meet the social, emotional, and life skills needs of all learners.	<ol style="list-style-type: none"> 1. Develop an intervention team for the 2023-2024 SY that will focus on behavior. 2. Continue to utilize data rules and guidelines for identifying or referring students for Tier 2 behavior support. 3. Continue to utilize the developed method for data collection and data rules to determine if intervention is successful or if further intervention is needed. 4. Continue the process for student induction and graduation from intervention, or process for moving into Tier 3 interventions 5. Educate staff on Tier 2 intervention and referral process 6. Develop a regular intervention team meeting schedule to review student data, staff questions/concerns, and intervention effectiveness. 7. Research professional development opportunities for all staff with regards to supporting and teaching social/emotional, deescalation and self-regulation skills. 8. Review student behavior data, staff survey data, data rules, and procedures and look for opportunities for improvement for the 2024-2025 school year. 	McGaughey Administration, Mcgaughey Behavior Team, McGaughey Staff	Ongoing for SY 2023-2024
Goal #2-- Develop regular opportunities for collaboration among grade levels/departments, across grade levels/departments, and for school committees. (Connection to District Strategic Goals #1-Curriculum).	#1.1 Provide time and resources for faculty to develop and articulate PreK-12 curriculum.	<ol style="list-style-type: none"> 1. Administration will develop a schedule for monthly meetings that will be either collaboration, faculty, or committee times. 2. A schedule will be shared with the School Improvement Team for feedback and adjustments will be made based on feedback provided. 3. Consider adding school-wide events including Red Ribbon Week, Holiday Cheer, World Kindness Day, Read Across America Week with the support of all committees and departments. 4. The School Improvement Team will communicate with the grade level/department that they represent to determine possible topics for collaboration among, or within, departments/grade levels. 5. Develop proposed collaboration times for staff to work together within grade levels/departments, across McGaughey, and between buildings (McG and Mt. Zion Grade). 	McGaughey School Improvement Team, Administration, McGaughey staff	SY 2023-2024

		<div><div>a.</div><div>Collaboration time dedicated to planning with Mt Zion Grade to help provide curriculum planning guidance for kindergarten and first grade.</div></div> <div><div>b.</div><div>Collaboration time dedicated to grade levels working with specialists to support curriculum goals.</div></div> <div><div>c.</div><div>Collaboration time among grade levels to continue developing and improving curriculum designed to meet all student needs.</div></div>		
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MT. ZION GRADE SCHOOL IMPROVEMENT PLAN 2023-2024

1) VISION/MISSION STATEMENT

- i) District Vision/Mission Statement - Mt. Zion Community Unit 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.
- ii) As a Great Place to Learn, Mt. Zion Grade School knows that people move into and stay in our District because of the high expectations and the exceptional quality of education. Families expect a safe and nurturing environment for their children where they are invited to participate. Mt. Zion Grade staff feel personally responsible to assist families in raising productive citizens who love learning. We will work together to meet the community’s expectations and maintain an exceptional level of quality education.

2) DISTRICT STRATEGIC PLAN GOALS IDENTIFIED FOR IMPROVEMENT AT MT. ZION GRADE SCHOOL

- i) Goal 1 Curriculum
 - (a) Objective 1.1 Provide time and resources for faculty to develop and articulate curriculum K-12
 - (b) Objective 1.1.1 Curriculum committees will meet to align and evaluate PreK-12 curriculum and materials.
- i) Goal 3 Highly Qualified Faculty, Staff, And Administrators
 - Objective 3.2 Provide ongoing appropriate professional development support for staff, Board members, and administration.
- ii) Goal 5 Communication and Collaboration
 - Objective 5.1.3 Examine methods of communicating with families and community.

2) SCHOOL IMPROVEMENT OBJECTIVES

District Goal	School Objective	Action	Responsible Party	Target Date or Frequency
Curriculum 1.1	1 Improve MATH Scores on IAR, aimswebPlus assessments, and classroom assessments.	<p>Meet to make decisions that improve instruction for these areas based upon IAR 2022</p> <ul style="list-style-type: none"> • 3.MD.7.D Geometric measurement: understand concepts of area and relate area to multiplication and to addition. (Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts.) • 3.MD.7b1 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. (Multiply side lengths to find areas of rectangles with whole number side lengths) 	Principal, Faculty, Curriculum Director, Consultant	Ongoing SY24

District Goal	School Objective	Action	Responsible Party	Target Date or Frequency
Curriculum 1.1	1 Improve ELA scores on IAR, aimswebPlus, and classroom assessments	<p>Meet to make decisions that improve instruction for these areas based upon IAR 2022</p> <ul style="list-style-type: none"> ● RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. ● RL 3.7.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story 	Principal and faculty	Ongoing SY24
Curriculum 1.1.1	<p>1 Select and purchase supplemental instructional materials for reading & language arts</p> <p>2 Select and purchase supplemental instructional materials for mathematics</p>	<ul style="list-style-type: none"> ● Second and Third Grade teams identify supplemental pdf units ● Grade level teams identify web-based supplements ● Principal reviews and approves purchases. 	Faculty, principal	Ongoing FY24

District Goal	School Objective	Action	Responsible Party	Target Date or Frequency
Curriculum 1.1.1	1 Select and purchase supplemental instructional materials for Grade 2 science	<ul style="list-style-type: none"> • Second Grade level team identifies supplemental pdf units • Grade level team identifies web-based supplements • Principal reviews and approves purchases. 	Faculty, principal	Ongoing FY24
Curriculum 1.1.1	1 Select and purchase supplemental instructional materials for Grade 2 and Grade 3 social studies	<ul style="list-style-type: none"> • Second & Third Grade Teams identify supplemental pdf units • Second & third Grade Teams identify web-based supplements • Principal reviews and approves purchases. 	Faculty, Principal	Ongoing FY24
Curriculum 1.1.1	1 Improve MATH and ELA scores on IAR, classroom, and aimswebPlus assessments	<ul style="list-style-type: none"> • Implement digital components of Wonders, Go Math! and IXL Math. • Address literary analysis, written expression, and research simulation as priority standards for writing. 	Principal and faculty	Ongoing FY24
Highly Qualified Faculty, Staff, and Administration 3.2	1 Improve MATH scores on IAR and classroom assessments	Provide ongoing professional development for Go Math! curriculum, scope	Principal, faculty, Curriculum Director	Ongoing

District Goal	School Objective	Action	Responsible Party	Target Date or Frequency
		and sequence, instruction		
Communication 5.1.3	1 Improve the use of digital communication	Continue and expand the use of classroom communication tools.	Principal Faculty and Technology Director	Ongoing

Mt. Zion Intermediate School Improvement Plan 2023 - 2024

Goal	Objective	Action	Responsible Party	Target Date
Curriculum	1.1.1.	Evaluate and Align Curriculum <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 4 th – 6 th grade students <ul style="list-style-type: none"> Curriculum Review, including digital resources 	Principal RtI team Faculty School Improvement Team	Annually
	1.2.2.	Review assessment practices used to identify all learners. Continual use and review of data from benchmark assessments, classroom assessments, etc. to remediate and/or enrich student learning	Principal RtI team Faculty School Improvement Team	Quarterly
	1.3	Review and update curriculum in conjunction with building's Social Emotional Learning program <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Review with faculty at 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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, hire and retain highly qualified personnel <ul style="list-style-type: none"> When positions are available, review applicant pool, interview and select the best candidate. Provide support and prof. development. 	Administration Principal Selection Team	Annually, as needed
	3.2.1.	Survey staff for in-service priorities <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Provide a tracking of all professional development for fair distribution of resources 	Principal	Annually

Goal	Measure	Action	Responsible Party	Target Date
	3.2.4.	Provide new teacher training <ul style="list-style-type: none"> 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
Technology	4.1.1.	Continue to provide efficient technology resources for student learning <ul style="list-style-type: none"> Labs, Doc cameras, BenQ iPads and Chrome books 	Administration Principal Technology Director	Annually
	4.2.1. 4.2.2.	Encourage staff to attend technology workshops and provide trainings in Faculty meetings, workshop and teacher presentations, i.e. Google, STAR 360 etc.	Technology Director Principal Building SYSOBS	Annually
	4.3.1.	Monitor students using the network in a safe manner for educational purposes <ul style="list-style-type: none"> Acceptable use policies will be reviewed and implemented for appropriate use of technology devices, GoGuardian monitoring 	Technology Director Technology Teacher Faculty	Quarterly, Semester
	4.3.2.	Review technology/Internet rules with 4 th – 6 th grade students	Technology Director Technology Teacher	Annually
Communication & Collaboration	5.1.2.	Teachers website <ul style="list-style-type: none"> District will maintain grade level web pages via teacher input 	Faculty Principal	Throughout the school year
	5.1.3.	Examine/implement ways to communicate with families and the community <ul style="list-style-type: none"> Continue to utilize digital newsletters, 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
2023/2024

Goal	Measure	Action	Responsible Party	Target Date
Curriculum	1.1.1. 1.1.2. 1.1.3	<p>Meet, Analyze and provide time for Curriculum articulation.</p> <ul style="list-style-type: none"> • 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.	<p>Evaluate strategies to assist at risk students</p> <ul style="list-style-type: none"> • RtI staff and Intervention team will be given time to evaluate student progress. • STAR 360 tests and FastBridge assessments will be administered; results and teacher input will be reviewed for student progress. 		
	1.2.2.	<p>Review assessment practices</p> <ul style="list-style-type: none"> • Articulation time will be provided to faculty who teach common classes. • Continual use and 		

		<p>review of data from benchmark assessments, classroom assessments, etc. to remediate and/or enrich student learning</p> <ul style="list-style-type: none"> • Staff will evaluate student IAR results, 360 assessments and modify curriculum/instruction to increase student achievement. 		
	1.3.1.	<p>Review and update curriculum and special activities to promote healthy behaviors</p> <ul style="list-style-type: none"> • The physical education staff will be given opportunities to plan curriculum that promotes healthy habits. 	Principals/ Faculty	Annually
	1.3.2	<p>Review and update curriculum and special activities to promote Social Emotional Learning behaviors</p> <ul style="list-style-type: none"> • Promote and reward positive behavioral choices • Provide small and large group student support sessions on character, anti-bullying, etc. 	Principals/ Faculty	Annually
Facilities	2.1.1.	<p>Discuss and establish facility/equipment priority needs list</p> <ul style="list-style-type: none"> • The district administrative team developed and prioritized a facility needs list. 	Administration/ Maintenance staff	Annually
	2.1.2.	<p>Address HLS compliance</p> <ul style="list-style-type: none"> • Principal to work with maintenance and custodial staff 	Administration/ Maintenance staff	Annually

	2.1.3.	<p>Communicate and present to faculty and staff building security and Crisis/Safety Plans</p> <ul style="list-style-type: none"> 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.	<p>Formulate and communicate the building needs Central Office and Maintenance</p> <ul style="list-style-type: none"> Work orders are completed and sent to maintenance on an as needed basis. 	Principals	Annually
	2.3.1.	<p>Review grade level placement/facility usage</p> <ul style="list-style-type: none"> 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.	<p>Review District protocol for candidate screening, interviewing, hiring and Recruit/employ staff that meet the qualifications of the District</p> <ul style="list-style-type: none"> Evaluate and continually review current practices. 	Administration	Annually
	3.1.2.			
	3.2.1.	<p>Survey staff re: in-service and professional development needs. Evaluate budget allocations for professional development</p> <ul style="list-style-type: none"> Regular communication and review. 	Administration – Curriculum Director	Annually
	3.2.2.			
	3.2.3.			
	3.2.4			

Technology	4.2.1. 4.2.2.	Encourage and provide staff access technology training and/or workshops <ul style="list-style-type: none"> ● Regular communication and review. 	Administration/ Technology Director	Annually
	4.3.1.	Monitor students using the network in a safe manner for educational purposes <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● Students will be required to review the technology policy and acceptable use expectations of the district. 	Tech./Staff	Annually by Oct. 1
Communication & Collaboration	5.1.2.	Teachers update website <ul style="list-style-type: none"> ● Faculty will be required to update assignments in Planbook on the JH webpage. ● Faculty will keep their Google classroom up-to-date. 	Faculty/Web Support Staff	Weekly as needed
	5.4.2	Staff will evaluate the training needs related to technology training for parents and community learners <ul style="list-style-type: none"> ● Regular communication and review. 	Tech./Staff	Annually

Mt Zion High School Improvement Plan
Year: 2023-2024

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 student on remote learning that include tutoring, check in and check out, 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 Continue to develop and determine appropriate social and emotional interventions & supports for students.	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 Continue to utilize student led groups (ie. Tribe) that provide mental health support to peers/families in crisis Utilize data from the fall Mental Health Survey to identify potential needs at the High School. Plan the implementation of the Teen Mental Health First Aid Program	RtI Team FP Interventionist Administrations Guidance Department Tribe Coordinators & Mentors Mental Health Team	Ongoing

Mt Zion High School Improvement Plan
Year: 2023-2024

<p>Goal #2- Determine actions needed to continually increase SAT Suite of assessments via College Board</p> <p>Connection to District Strategic Goal #1 - Curriculum)</p>	<p>#2.1 Analyze SAT scores for math, ELA, science, and social studies to determine curriculum & instructional changes needed</p>	<p>Determine professional development needs for staff (ie. close reading, College Board Portal, NGSS); offer College Board online PSAT/SAT training course</p> <p>Consult with College Board regarding data analysis & optional tests offered</p>	<p>4 Core Departments Guidance Team Curriculum Director Principal</p>	<p>Ongoing</p>
	<p>#2.2 Analyze SAT & PSAT questions to determine instructional techniques needed for students to succeed</p>	<p>SAT rotations of targeted instruction at the 11th grade level</p> <p>Attempt to continue to provide teachers with curriculum planning time to develop & write new curriculum to assist with PSAT/SAT achievement and alignment</p>	<p>4 Core Departments Guidance Team Director of Curriculum & Technology Principal</p>	<p>Ongoing</p>
<p>Goal #3 - Continue to determine updates needed to procedures/protocols in relation to safety and security as well as facility improvements</p> <p>(Connection to District Strategic Goal #2 - Facilities)</p>	<p>#3.1 Continue to discuss district safety/crisis plans as well as future facility needs</p>	<p>Continue to implement & analyze building safety procedures based on safety assessment results</p> <p>Determine high school involvement in district level evacuation & reintegration plans</p>	<p>Administration Faculty/Staff Students SRO Officer</p>	<p>Ongoing</p>

Mt Zion High School Improvement Plan
Year: 2023-2024

<p>Goal #4 - Increase communication and collaboration amongst all stakeholders within the high school.</p> <p>(Connection to District Strategic Goal #5 - Communication & Collaboration)</p>	<p>#4.1 Increase collaboration within high school and across grade levels with teachers & students</p>	<p>Continue Professional Learning Community structure within the high school to provide academic departments with leadership opportunities as well as ownership over PD wants/needs</p> <p>Continue Tribe Mentoring Program with core committees with additional student leadership & ownership</p> <p>Continue to determine new alternatives for other student mentoring experiences</p> <p>Continue to plan for vertical articulation across buildings to allow for K-12 educators to collaborate</p>	<p>Tribe Coordinators Tribe Leaders Academic Departments Guidance Department Administration</p>	<p>Ongoing</p>
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Mt. Zion School District Report Card Highlights

English, Math, and Science combined percentile is in the top 25% of the state.

The percentile of 8th graders passing Algebra I is in the top 15% of the state.

The percentile of 9th graders on track is in the top 10% of the state.

The percentile of students graduating within 4 years is 93%.

Operational spending per pupil is in the lowest 3% at \$10,207 per student. While our spending increased \$1,000 per student from last year we are still well below the state average of \$14,898 and considered a Tier I district for state funding.

Our low-income student population went from 20% to 27%.

Our English Learners are up to 1.1%, of our 2,386 students.

Our special education population is 11%.

The student attendance rate is 94%.

The number of teachers with advanced degrees puts us near the top 20%.

Our teacher retention is 94%, putting us near the top 15%.

Mt Zion CUSD 3

District Superintendent

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2022 - 2023

District Provided Statement

Not available.

About the Report Card

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

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

For additional information, refer to the [Public Business Rules for 2021 Report Card Metrics](#) and the [2021 Glossary of Terms](#).

District Snapshot

Percent of Adequacy : 66.9%

Chronic Absenteeism : 14.9%

Principal Turnover : 1

Schools in District : 5

Senate District : 51 **House District :** 101

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02 | Academic Progress

112 | District Environment

120 | Students

162 | Accountability

180 | Teachers

188 | Administrators

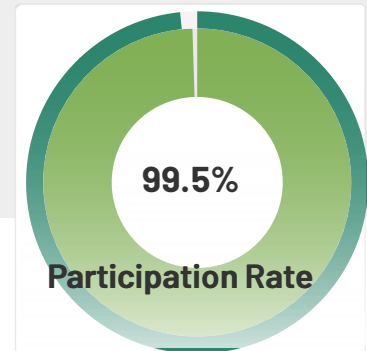
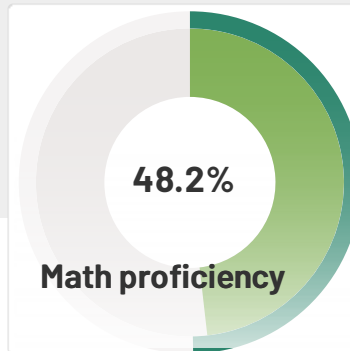
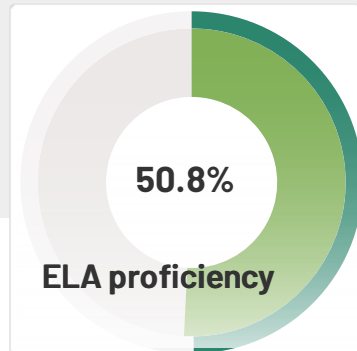
**192 | Civil Rights Data Collection
(2017-18)**

194 | NAEP

Date: 11/01/23 9:52:08 -05:00

About the data

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



IAR

What is it?

This shows the percentage of students scoring at each of the Performance Levels for the Illinois Assessment of Readiness (IAR). Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for IAR assessments:

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

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (English language arts [ELA] and mathematics) and at each grade level/course.

Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	19.0%	19.0%	23.2%	38.1%	0.6%	6.5%	19.0%	28.6%	38.1%	7.7%
State	31.2%	19.4%	20.5%	27.1%	1.7%	19.9%	23.5%	23.6%	26.8%	6.2%
White										
District	17.9%	19.2%	24.5%	37.7%	0.7%	7.3%	16.6%	27.2%	41.1%	7.9%
State	19.7%	18.5%	24.0%	35.6%	2.3%	10.5%	19.0%	25.5%	36.4%	8.7%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	50.3%	21.1%	15.4%	12.8%	0.4%	39.5%	28.8%	19.8%	11.0%	0.9%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	43.6%	21.6%	17.7%	16.5%	0.7%	27.2%	30.6%	23.8%	16.4%	2.0%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.0%	12.1%	20.0%	48.4%	5.5%	5.8%	12.1%	19.6%	42.6%	19.9%
Male										
District	25.3%	18.9%	29.5%	26.3%	0.0%	8.4%	17.9%	29.5%	36.8%	7.4%
State	34.4%	20.1%	20.5%	23.8%	1.1%	19.8%	21.9%	22.9%	28.1%	7.3%
Female										
District	11.0%	19.2%	15.1%	53.4%	1.4%	4.1%	20.5%	27.4%	39.7%	8.2%
State	27.9%	18.6%	20.5%	30.6%	2.4%	20.0%	25.1%	24.3%	25.5%	5.1%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	33.3%	0.0%	33.3%	33.3%	0.0%	0.0%	33.3%	66.7%	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.

Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	20.0%	20.0%	26.0%	33.0%	1.0%	16.0%	23.0%	20.0%	33.0%	8.0%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	48.3%	17.7%	17.4%	15.6%	0.9%	29.3%	23.5%	25.0%	19.5%	2.7%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	27.7%	17.9%	21.2%	30.6%	2.7%	18.7%	21.6%	22.7%	29.0%	7.9%
Students with Disabilities										
District	51.9%	33.3%	11.1%	3.7%	0.0%	25.9%	37.0%	29.6%	7.4%	0.0%
State	55.2%	18.9%	13.7%	11.6%	0.6%	39.4%	25.8%	17.4%	14.7%	2.8%
Students with IEPs										
District	58.3%	25.0%	12.5%	4.2%	0.0%	29.2%	33.3%	29.2%	8.3%	0.0%
State	61.2%	18.5%	11.6%	8.3%	0.3%	44.1%	26.2%	15.7%	12.0%	2.0%
Non-IEP										
District	12.5%	18.1%	25.0%	43.8%	0.7%	2.8%	16.7%	28.5%	43.1%	9.0%
State	25.9%	19.5%	22.1%	30.5%	2.0%	15.6%	23.0%	25.0%	29.5%	7.0%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	50.3%	21.7%	16.1%	11.7%	0.2%	29.2%	30.9%	23.3%	15.1%	1.4%
Non-English Learners										
District	18.8%	19.4%	22.4%	38.8%	0.6%	6.7%	18.8%	28.5%	38.2%	7.9%
State	26.8%	18.8%	21.5%	30.7%	2.1%	17.7%	21.7%	23.7%	29.6%	7.3%

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

Academic Progress

IAR (cont)

Grade 3

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	27.7%	15.4%	23.1%	33.8%	0.0%	13.8%	23.1%	24.6%	36.9%	1.5%
State	44.7%	22.0%	17.8%	15.1%	0.5%	30.5%	29.5%	22.8%	15.5%	1.7%
Non Low Income										
District	13.6%	21.4%	23.3%	40.8%	1.0%	1.9%	16.5%	31.1%	38.8%	11.7%
State	17.2%	16.7%	23.3%	39.7%	3.1%	8.9%	17.1%	24.5%	38.6%	10.9%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	58.9%	19.7%	12.5%	8.7%	0.2%	44.3%	27.6%	17.7%	9.8%	0.6%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	55.5%	22.7%	13.5%	8.2%	0.1%	41.4%	29.5%	19.3%	9.4%	0.4%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	24.5%	20.5%	21.1%	31.9%	2.0%	16.4%	22.7%	24.4%	31.3%	5.2%

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

Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	7.1%	20.3%	35.7%	34.1%	2.7%	6.0%	19.8%	38.5%	34.6%	1.1%
State	18.5%	21.2%	25.0%	28.1%	7.3%	20.0%	25.5%	26.7%	24.8%	2.9%
White										
District	7.0%	21.1%	35.7%	33.3%	2.9%	5.8%	19.9%	38.6%	34.5%	1.2%
State	10.4%	17.3%	26.8%	35.8%	9.8%	10.3%	20.5%	30.9%	34.5%	3.8%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	33.1%	28.7%	22.0%	14.1%	2.0%	41.2%	32.8%	18.4%	7.4%	0.3%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	26.4%	25.8%	24.6%	20.1%	3.1%	27.3%	33.0%	25.2%	13.6%	0.7%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	6.8%	10.6%	20.7%	42.3%	19.6%	5.2%	11.5%	23.7%	46.8%	12.8%
Male										
District	10.6%	24.0%	36.5%	26.9%	1.9%	5.8%	17.3%	37.5%	38.5%	1.0%
State	20.8%	22.5%	25.1%	26.0%	5.7%	20.0%	23.5%	26.1%	26.8%	3.5%
Female										
District	2.6%	15.4%	34.6%	43.6%	3.8%	6.4%	23.1%	39.7%	29.5%	1.3%
State	16.0%	19.8%	24.9%	30.3%	9.0%	20.0%	27.7%	27.2%	22.8%	2.3%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	10.0%	0.0%	30.0%	40.0%	20.0%	10.0%	10.0%	20.0%	60.0%	0.0%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	15.5%	14.5%	28.2%	25.5%	16.4%	14.5%	20.9%	26.4%	33.6%	4.5%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	21.4%	20.5%	26.3%	25.0%	6.8%	25.2%	25.2%	21.6%	24.8%	3.2%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15.9%	20.3%	24.7%	29.3%	9.9%	18.4%	24.4%	26.0%	27.0%	4.2%
Students with Disabilities										
District	41.4%	34.5%	20.7%	3.4%	0.0%	31.0%	37.9%	13.8%	17.2%	0.0%
State	42.0%	25.7%	17.1%	12.5%	2.6%	41.5%	27.2%	17.7%	12.3%	1.3%
Students with IEPs										
District	50.0%	29.2%	16.7%	4.2%	0.0%	37.5%	37.5%	12.5%	12.5%	0.0%
State	49.2%	26.4%	14.4%	8.4%	1.6%	47.8%	27.6%	15.1%	8.7%	0.7%
Non-IEP										
District	0.6%	19.0%	38.6%	38.6%	3.2%	1.3%	17.1%	42.4%	38.0%	1.3%
State	13.0%	20.3%	26.9%	31.6%	8.3%	15.1%	25.2%	28.8%	27.7%	3.3%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.9%	28.1%	23.3%	14.5%	1.2%	30.9%	34.2%	23.5%	11.0%	0.3%
Non-English Learners										
District	7.2%	20.4%	35.4%	34.3%	2.8%	6.1%	19.9%	38.1%	34.8%	1.1%
State	15.2%	19.6%	25.4%	31.1%	8.7%	17.5%	23.5%	27.4%	28.0%	3.5%

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Academic Progress

IAR (cont)

Grade 4

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	16.7%	18.5%	33.3%	29.6%	1.9%	9.3%	25.9%	37.0%	27.8%	0.0%
State	27.9%	27.0%	24.6%	18.1%	2.4%	30.8%	32.5%	23.9%	12.3%	0.6%
Non Low Income										
District	3.1%	21.1%	36.7%	35.9%	3.1%	4.7%	17.2%	39.1%	37.5%	1.6%
State	8.7%	15.2%	25.4%	38.4%	12.3%	8.9%	18.4%	29.6%	37.8%	5.4%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	40.9%	27.9%	19.5%	10.4%	1.2%	45.9%	29.8%	17.6%	6.6%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	*	*	*	*	*	*	*	*	*	*
State	39.6%	25.6%	20.0%	13.7%	1.1%	42.6%	30.7%	19.1%	7.6%	0.0%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	14.6%	19.3%	24.9%	32.5%	8.7%	15.8%	23.5%	29.4%	28.5%	2.8%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	3.8%	13.3%	36.7%	44.3%	1.9%	7.0%	21.7%	33.1%	33.1%	5.1%
State	16.8%	21.3%	26.7%	32.1%	3.1%	20.7%	28.7%	25.0%	21.7%	3.9%
White										
District	4.3%	14.2%	34.8%	44.7%	2.1%	7.1%	22.1%	32.9%	32.1%	5.7%
State	9.3%	16.7%	28.1%	41.8%	4.1%	11.2%	23.9%	29.7%	30.4%	4.9%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	30.2%	30.0%	24.3%	15.0%	0.5%	42.0%	34.9%	16.5%	6.2%	0.4%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	24.2%	26.4%	27.0%	21.3%	1.1%	27.3%	36.4%	23.2%	12.0%	1.1%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	5.5%	9.9%	21.4%	51.9%	11.3%	5.3%	13.8%	21.6%	41.7%	17.5%
Male										
District	6.0%	18.1%	32.5%	42.2%	1.2%	9.8%	17.1%	32.9%	32.9%	7.3%
State	19.1%	22.4%	26.6%	29.7%	2.3%	21.4%	27.1%	23.6%	23.1%	4.8%
Female										
District	1.3%	8.0%	41.3%	46.7%	2.7%	4.0%	26.7%	33.3%	33.3%	2.7%
State	14.5%	20.1%	26.9%	34.5%	3.9%	19.9%	30.4%	26.5%	20.2%	3.0%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	5.3%	10.5%	26.3%	47.4%	10.5%	10.5%	26.3%	15.8%	42.1%	5.3%

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Academic Progress

IAR (cont)

Grade 5

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	11.6%	15.5%	27.1%	41.9%	3.9%	14.8%	27.3%	25.8%	31.3%	0.8%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	18.5%	31.4%	26.4%	21.8%	2.0%	24.1%	36.3%	22.1%	14.5%	3.0%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15.3%	19.6%	26.3%	34.3%	4.4%	19.9%	28.0%	23.7%	22.7%	5.8%
Students with Disabilities										
District	20.0%	25.0%	35.0%	20.0%	0.0%	40.0%	20.0%	20.0%	20.0%	0.0%
State	39.9%	26.5%	18.5%	14.1%	1.0%	42.3%	29.9%	15.7%	10.3%	1.7%
Students with IEPs										
District	25.0%	31.3%	37.5%	6.3%	0.0%	50.0%	12.5%	25.0%	12.5%	0.0%
State	48.2%	28.1%	15.0%	8.3%	0.5%	49.9%	30.0%	12.7%	6.4%	0.9%
Non-IEP										
District	1.4%	11.3%	36.6%	48.6%	2.1%	2.1%	22.7%	34.0%	35.5%	5.7%
State	11.3%	20.1%	28.8%	36.2%	3.6%	15.5%	28.5%	27.2%	24.4%	4.4%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	35.8%	32.9%	23.2%	7.9%	0.2%	35.8%	40.2%	18.4%	5.2%	0.3%
Non-English Learners										
District	3.9%	13.6%	35.1%	45.5%	1.9%	7.2%	20.9%	33.3%	33.3%	5.2%
State	13.3%	19.1%	27.4%	36.6%	3.7%	17.8%	26.6%	26.3%	24.8%	4.6%

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Academic Progress

IAR (cont)

Grade 5

ELA						Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	13.3%	15.6%	40.0%	31.1%	0.0%	15.9%	38.6%	25.0%	20.5%	0.0%
State	25.9%	27.7%	26.7%	18.9%	0.8%	31.9%	35.5%	21.5%	10.3%	0.8%
Non Low Income										
District	0.0%	12.4%	35.4%	49.6%	2.7%	3.5%	15.0%	36.3%	38.1%	7.1%
State	7.6%	14.7%	26.7%	45.5%	5.5%	9.2%	21.8%	28.7%	33.3%	7.0%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.9%	29.5%	20.8%	10.6%	0.3%	46.8%	33.5%	14.0%	5.5%	0.2%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	33.8%	29.3%	23.7%	13.0%	0.3%	41.7%	33.6%	17.0%	7.6%	0.1%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	12.7%	17.7%	27.4%	37.2%	4.9%	13.5%	27.8%	30.5%	24.4%	3.8%

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Academic Progress

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	11.1%	17.5%	37.0%	32.3%	2.1%	11.6%	24.9%	32.3%	29.1%	2.1%
State	16.3%	21.8%	27.8%	30.3%	3.9%	22.0%	28.0%	26.5%	20.5%	2.9%
White										
District	10.7%	17.9%	36.9%	32.1%	2.4%	11.9%	24.4%	33.3%	28.0%	2.4%
State	9.0%	17.3%	29.4%	39.0%	5.3%	12.3%	23.5%	31.9%	28.8%	3.6%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	29.3%	29.9%	25.1%	14.9%	0.9%	42.2%	35.1%	17.0%	5.4%	0.3%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	23.0%	27.3%	27.9%	20.3%	1.5%	29.8%	34.7%	23.9%	10.9%	0.7%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	5.3%	8.7%	21.4%	52.4%	12.1%	5.6%	12.4%	22.7%	43.2%	16.1%
Male										
District	14.7%	18.3%	40.4%	25.7%	0.9%	12.8%	26.6%	33.0%	24.8%	2.8%
State	19.4%	24.0%	27.8%	26.3%	2.5%	22.7%	26.8%	25.5%	21.6%	3.4%
Female										
District	6.3%	16.3%	32.5%	41.3%	3.8%	10.0%	22.5%	31.3%	35.0%	1.3%
State	13.0%	19.4%	27.7%	34.5%	5.4%	21.3%	29.4%	27.5%	19.3%	2.5%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	4.8%	14.3%	38.1%	38.1%	4.8%	9.5%	28.6%	33.3%	23.8%	4.8%

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Academic Progress

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	12.3%	19.6%	29.7%	33.3%	5.1%	22.5%	22.5%	34.1%	19.6%	1.4%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	24.4%	25.1%	25.8%	19.9%	4.9%	30.0%	31.7%	21.6%	13.6%	3.1%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.9%	20.2%	27.2%	32.9%	4.8%	21.0%	27.2%	25.9%	21.9%	4.0%
Students with Disabilities										
District	65.5%	10.3%	20.7%	3.4%	0.0%	48.3%	31.0%	17.2%	3.4%	0.0%
State	39.5%	28.0%	19.1%	12.3%	1.1%	42.5%	31.6%	15.8%	9.0%	1.1%
Students with IEPs										
District	81.8%	4.5%	9.1%	4.5%	0.0%	63.6%	27.3%	9.1%	0.0%	0.0%
State	48.7%	29.6%	14.7%	6.6%	0.4%	50.4%	32.4%	11.8%	4.8%	0.5%
Non-IEP										
District	1.8%	19.2%	40.7%	35.9%	2.4%	4.8%	24.6%	35.3%	32.9%	2.4%
State	10.8%	20.5%	29.9%	34.3%	4.5%	17.3%	27.3%	28.9%	23.1%	3.3%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	38.1%	35.0%	21.1%	5.6%	0.1%	43.0%	39.1%	14.8%	2.9%	0.1%
Non-English Learners										
District	10.8%	16.8%	37.3%	33.0%	2.2%	11.9%	24.9%	31.9%	29.2%	2.2%
State	12.7%	19.6%	28.8%	34.3%	4.5%	18.6%	26.2%	28.4%	23.4%	3.4%

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Academic Progress

IAR (cont)

Grade 6

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	17.9%	26.8%	30.4%	23.2%	1.8%	16.1%	32.1%	32.1%	16.1%	3.6%
State	24.8%	28.4%	27.4%	18.3%	1.2%	33.3%	34.6%	22.3%	9.2%	0.6%
Non Low Income										
District	8.3%	13.5%	39.8%	36.1%	2.3%	9.8%	21.8%	32.3%	34.6%	1.5%
State	7.7%	15.1%	28.2%	42.4%	6.6%	10.7%	21.4%	30.7%	31.9%	5.3%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	36.8%	29.5%	22.1%	11.0%	0.6%	46.2%	33.0%	16.9%	3.8%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.3%	33.7%	21.8%	11.7%	0.5%	40.3%	39.2%	17.0%	3.6%	0.0%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	13.3%	21.4%	28.2%	32.1%	5.0%	18.2%	26.8%	28.6%	24.7%	1.8%

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Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	5.4%	14.4%	34.2%	38.1%	7.9%	5.4%	22.8%	34.7%	32.7%	4.5%
State	18.5%	19.0%	24.6%	28.5%	9.4%	14.2%	29.1%	29.8%	23.2%	3.7%
White										
District	6.0%	14.8%	34.4%	37.7%	7.1%	6.0%	23.0%	35.5%	31.7%	3.8%
State	11.5%	15.2%	25.0%	35.7%	12.7%	7.6%	22.2%	33.3%	32.2%	4.6%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	31.4%	25.7%	23.8%	16.5%	2.6%	28.3%	41.6%	22.7%	7.1%	0.4%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.2%	23.3%	25.9%	21.3%	4.3%	18.7%	36.9%	29.6%	13.8%	1.0%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	6.2%	8.3%	18.3%	40.6%	26.6%	4.0%	11.1%	23.2%	43.1%	18.6%
Male										
District	6.4%	17.4%	29.4%	45.9%	0.9%	6.4%	23.9%	30.3%	36.7%	2.8%
State	22.0%	20.8%	24.7%	25.5%	7.1%	14.3%	28.0%	29.5%	24.1%	4.1%
Female										
District	4.3%	10.8%	39.8%	29.0%	16.1%	4.3%	21.5%	39.8%	28.0%	6.5%
State	14.9%	17.1%	24.5%	31.7%	11.8%	14.0%	30.4%	30.1%	22.3%	3.2%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	2.6%	15.4%	17.9%	48.7%	15.4%	0.0%	18.9%	35.1%	43.2%	2.7%

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Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	*	*	*	*	*	*	*	*	*	*
State	19.0%	19.0%	14.7%	37.1%	10.3%	18.1%	19.8%	31.9%	24.1%	6.0%
American Indian										
District	*	*	*	*	*	*	*	*	*	*
State	23.5%	22.5%	24.9%	20.7%	8.4%	19.9%	30.5%	31.2%	14.9%	3.5%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	16.5%	19.5%	23.4%	29.5%	11.1%	13.1%	28.5%	29.5%	24.0%	4.8%
Students with Disabilities										
District	19.2%	42.3%	19.2%	15.4%	3.8%	19.2%	42.3%	26.9%	11.5%	0.0%
State	43.1%	23.3%	17.8%	12.9%	2.9%	34.3%	35.3%	18.9%	10.2%	1.3%
Students with IEPs										
District	29.4%	41.2%	11.8%	17.6%	0.0%	17.6%	52.9%	29.4%	0.0%	0.0%
State	53.3%	24.4%	14.4%	6.9%	0.9%	42.8%	37.9%	14.0%	4.8%	0.5%
Non-IEP										
District	3.2%	11.9%	36.2%	40.0%	8.6%	4.3%	20.0%	35.1%	35.7%	4.9%
State	12.8%	18.1%	26.3%	32.1%	10.8%	9.4%	27.7%	32.4%	26.3%	4.2%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	41.6%	28.9%	21.2%	7.9%	0.5%	29.6%	45.0%	21.0%	4.2%	0.2%
Non-English Learners										
District	5.6%	13.6%	33.8%	38.9%	8.1%	5.1%	22.2%	34.8%	33.3%	4.5%
State	14.9%	17.4%	25.1%	31.8%	10.8%	11.7%	26.6%	31.2%	26.2%	4.2%

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Academic Progress

IAR (cont)

Grade 7

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	14.9%	31.9%	31.9%	19.1%	2.1%	10.6%	36.2%	38.3%	12.8%	2.1%
State	27.4%	24.2%	25.4%	19.4%	3.6%	21.8%	38.1%	27.5%	11.8%	0.8%
Non Low Income										
District	2.6%	9.0%	34.8%	43.9%	9.7%	3.9%	18.7%	33.5%	38.7%	5.2%
State	9.6%	13.7%	23.8%	37.7%	15.2%	6.6%	20.2%	32.1%	34.6%	6.6%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	40.2%	24.1%	21.6%	12.8%	1.3%	30.6%	41.4%	22.2%	5.7%	0.1%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	36.9%	27.6%	22.2%	10.9%	2.4%	32.6%	38.5%	23.4%	5.5%	0.0%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	15.0%	20.6%	22.9%	31.4%	10.0%	11.5%	28.8%	31.2%	25.4%	3.1%

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Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
All										
District	5.4%	12.9%	25.8%	50.0%	5.9%	25.3%	20.4%	22.6%	30.1%	1.6%
State	15.3%	19.0%	25.2%	33.9%	6.6%	29.4%	23.2%	21.6%	21.5%	4.2%
White										
District	3.6%	13.7%	25.0%	51.8%	6.0%	23.8%	19.0%	23.8%	31.5%	1.8%
State	9.0%	14.6%	25.2%	41.9%	9.3%	18.5%	20.9%	25.9%	29.4%	5.3%
Black										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	25.7%	27.1%	25.7%	19.8%	1.7%	51.2%	26.5%	14.5%	7.2%	0.5%
Hispanic										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	21.6%	23.5%	26.6%	25.6%	2.7%	38.2%	27.3%	19.9%	13.2%	1.3%
Asian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	4.9%	7.9%	17.9%	50.2%	19.2%	8.7%	11.2%	17.5%	40.8%	21.7%
Male										
District	6.3%	16.8%	29.5%	45.3%	2.1%	24.2%	24.2%	23.2%	28.4%	0.0%
State	18.8%	21.2%	26.1%	29.7%	4.3%	30.8%	22.8%	20.5%	21.3%	4.5%
Female										
District	4.4%	8.8%	22.0%	54.9%	9.9%	26.4%	16.5%	22.0%	31.9%	3.3%
State	11.8%	16.6%	24.2%	38.3%	9.0%	27.9%	23.6%	22.8%	21.7%	3.9%
Non Binary										
District	*	*	*	*	*	*	*	*	*	*
State	8.3%	6.7%	30.0%	40.0%	15.0%	13.3%	20.0%	26.7%	35.0%	5.0%

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Academic Progress

IAR (cont)

Grade 8

ELA					Mathematics					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Native Hawaiian/ Pacific Islander										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	13.5%	11.5%	26.3%	41.0%	7.7%	21.2%	23.1%	23.7%	25.6%	6.4%
American Indian										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	15.3%	20.6%	21.2%	39.9%	3.1%	28.1%	26.6%	21.3%	20.3%	3.8%
Two or More Races										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	14.7%	18.4%	23.0%	36.6%	7.3%	29.7%	22.1%	20.4%	22.7%	5.1%
Students with Disabilities										
District	25.9%	29.6%	14.8%	22.2%	7.4%	55.6%	18.5%	11.1%	14.8%	0.0%
State	37.5%	25.9%	19.4%	15.0%	2.2%	55.0%	21.7%	12.3%	9.4%	1.5%
Students with IEPs										
District	33.3%	23.8%	14.3%	19.0%	9.5%	61.9%	14.3%	9.5%	14.3%	0.0%
State	48.0%	28.3%	16.0%	6.9%	0.7%	67.2%	20.8%	7.9%	3.7%	0.5%
Non-IEP										
District	1.8%	11.5%	27.3%	53.9%	5.5%	20.6%	21.2%	24.2%	32.1%	1.8%
State	10.2%	17.5%	26.6%	38.1%	7.5%	23.5%	23.6%	23.8%	24.3%	4.8%
English Learners										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	39.6%	31.5%	21.3%	7.4%	0.2%	57.5%	27.9%	11.1%	3.3%	0.2%
Non-English Learners										
District	5.4%	13.0%	25.0%	50.5%	6.0%	25.5%	20.1%	22.3%	30.4%	1.6%
State	11.8%	17.1%	25.8%	37.8%	7.6%	25.3%	22.5%	23.2%	24.2%	4.8%

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Academic Progress

IAR (cont)

Grade 8

	ELA					Mathematics				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Low Income										
District	12.8%	23.4%	36.2%	25.5%	2.1%	51.1%	14.9%	19.1%	14.9%	0.0%
State	22.9%	24.7%	26.4%	23.3%	2.6%	42.2%	26.9%	18.4%	11.4%	1.2%
Non Low Income										
District	2.9%	9.4%	22.3%	58.3%	7.2%	16.5%	22.3%	23.7%	35.3%	2.2%
State	7.7%	13.2%	24.0%	44.5%	10.6%	16.6%	19.5%	24.9%	31.7%	7.3%
Homeless										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	34.1%	24.7%	23.5%	16.3%	1.3%	54.6%	25.1%	14.2%	5.8%	0.3%
Migrant										
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*
Youth In Care										
District	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	32.6%	24.8%	24.4%	17.2%	0.9%	57.4%	23.5%	13.7%	5.0%	0.3%
Military										
District	*	*	*	*	*	*	*	*	*	*
State	13.1%	16.8%	25.7%	35.3%	9.1%	25.6%	21.2%	22.4%	25.3%	5.5%

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SAT

What is it?

This shows the percentage and number of 11th-graders scoring at each of the performance levels for the SAT. Each Performance Level is a broad, categorical level defined by a student's score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scores for the assessment. There are four Performance Levels for the SAT:

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

Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	13.0%	39.0%	29.9%	18.1%	30.5%	28.8%	33.9%	6.8%
State	30.9%	36.8%	21.6%	10.6%	47.7%	25.0%	20.1%	7.2%
White								
District	12.3%	37.4%	31.6%	18.7%	27.7%	29.7%	36.8%	5.8%
State	20.3%	36.7%	28.4%	14.6%	35.1%	28.5%	27.5%	8.9%
Black								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.9%	34.8%	9.5%	1.8%	74.4%	17.9%	6.8%	0.9%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.3%	40.7%	14.6%	3.4%	61.6%	24.3%	12.3%	1.7%
Asian								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	10.2%	25.7%	30.5%	33.6%	16.1%	18.5%	31.8%	33.5%
Male								
District	16.9%	43.4%	22.9%	16.9%	30.1%	30.1%	30.1%	9.6%
State	34.8%	34.8%	19.8%	10.5%	47.6%	23.6%	20.3%	8.5%
Female								
District	9.6%	35.1%	36.2%	19.1%	30.9%	27.7%	37.2%	4.3%
State	27.0%	38.9%	23.4%	10.7%	47.9%	26.4%	20.0%	5.8%
Non Binary								
District	*	*	*	*	*	*	*	*
State	4.2%	29.2%	41.7%	25.0%	25.4%	28.2%	33.8%	12.7%

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Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	20.6%	39.3%	27.1%	13.1%	40.2%	15.9%	35.5%	8.4%
American Indian								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	36.6%	36.9%	21.1%	5.4%	58.8%	23.3%	13.3%	4.7%
Two or More Races								
District	25.0%	58.3%	16.7%	0.0%	75.0%	25.0%	0.0%	0.0%
State	26.3%	33.4%	24.3%	15.9%	43.5%	23.6%	21.8%	11.2%
Students with Disabilities								
District	39.3%	42.9%	14.3%	3.6%	67.9%	21.4%	10.7%	0.0%
State	52.5%	26.7%	13.6%	7.2%	68.2%	16.2%	11.7%	3.9%
Students with IEPs								
District	61.1%	33.3%	5.6%	0.0%	88.9%	5.6%	5.6%	0.0%
State	71.4%	21.5%	5.1%	2.0%	86.1%	9.4%	3.5%	1.0%
Non-IEP								
District	7.5%	39.6%	32.7%	20.1%	23.9%	31.4%	37.1%	7.5%
State	25.6%	38.9%	23.8%	11.7%	42.7%	27.0%	22.3%	8.0%
English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.3%	23.1%	2.1%	0.6%	86.3%	10.7%	2.4%	0.6%
Non-English Learners								
District	12.6%	38.5%	30.5%	18.4%	30.5%	28.7%	33.9%	6.9%
State	27.3%	38.0%	23.3%	11.5%	44.4%	26.2%	21.6%	7.7%

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Academic Progress

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	25.6%	51.3%	17.9%	5.1%	59.0%	25.6%	15.4%	0.0%
State	46.6%	38.1%	12.6%	2.7%	66.4%	22.1%	10.0%	1.5%
Non Low Income								
District	9.4%	35.5%	33.3%	21.7%	22.5%	29.7%	39.1%	8.7%
State	19.1%	35.9%	28.4%	16.5%	33.7%	27.2%	27.7%	11.4%
Homeless								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	63.1%	29.4%	6.6%	0.9%	81.3%	14.4%	4.1%	0.2%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	68.1%	24.3%	6.5%	1.0%	86.0%	11.1%	2.8%	0.2%
Military								
District	*	*	*	*	*	*	*	*
State	34.7%	36.8%	20.6%	7.9%	50.4%	28.1%	18.5%	3.1%

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DLM

What is it?

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

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

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Academic Progress

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.3%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	73.2%	12.3%	14.0%	0.5%	76.1%	10.5%	8.8%	4.6%
Black								
District	*	*	*	*	*	*	*	*
State	66.6%	17.0%	15.7%	0.8%	73.9%	11.0%	9.7%	5.5%
Hispanic								
District	*	*	*	*	*	*	*	*
State	73.9%	14.9%	11.0%	0.2%	76.3%	8.3%	11.4%	3.9%
Asian								
District	*	*	*	*	*	*	*	*
State	84.4%	10.0%	4.4%	1.1%	83.1%	5.6%	9.0%	2.2%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.5%	13.9%	12.9%	0.6%	74.9%	8.8%	10.6%	5.7%
Female								
District	*	*	*	*	*	*	*	*
State	71.9%	15.2%	12.7%	0.2%	77.6%	12.5%	7.7%	2.2%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	33.3%	66.7%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	70.7%	17.1%	12.2%	0.0%	70.7%	13.4%	8.5%	7.3%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.4%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.4%	14.3%	12.8%	0.5%	75.7%	10.0%	9.7%	4.6%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Learners								
District	*	*	*	*	*	*	*	*
State	75.7%	13.9%	9.8%	0.6%	76.3%	8.3%	11.0%	4.4%
Non-English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	70.9%	14.5%	14.1%	0.4%	75.5%	10.6%	9.2%	4.7%

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Academic Progress

DLM (cont)

Grade 3

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.0%	14.4%	14.0%	0.6%	73.8%	10.6%	10.4%	5.1%
Non Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.7%	14.2%	10.8%	0.3%	79.1%	8.8%	8.4%	3.7%
Homeless								
District	*	*	*	*	*	*	*	*
State	75.7%	16.2%	8.1%	0.0%	84.2%	2.6%	10.5%	2.6%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	76.0%	12.0%	12.0%	0.0%	64.0%	24.0%	4.0%	8.0%
Military								
District	*	*	*	*	*	*	*	*
State	55.6%	11.1%	33.3%	0.0%	55.6%	11.1%	22.2%	11.1%

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

Academic Progress

DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.7%	19.0%	9.0%	0.4%	59.6%	10.2%	22.5%	7.8%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	69.0%	19.9%	10.5%	0.7%	57.8%	10.5%	24.1%	7.7%
Black								
District	*	*	*	*	*	*	*	*
State	68.7%	20.9%	10.4%	0.0%	56.4%	11.0%	22.8%	9.8%
Hispanic								
District	*	*	*	*	*	*	*	*
State	75.3%	18.0%	6.5%	0.2%	62.3%	8.5%	22.4%	6.7%
Asian								
District	*	*	*	*	*	*	*	*
State	85.4%	8.7%	5.8%	0.0%	70.9%	12.6%	12.6%	3.9%
Male								
District	*	*	*	*	*	*	*	*
State	71.5%	18.8%	9.2%	0.5%	59.3%	9.7%	22.5%	8.5%
Female								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	72.0%	19.5%	8.4%	0.2%	60.1%	11.2%	22.4%	6.3%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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

Academic Progress

DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	66.7%	0.0%	33.3%	0.0%	33.3%	33.3%	33.3%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	66.7%	24.6%	7.0%	1.8%	57.9%	8.8%	22.8%	10.5%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.7%	19.0%	9.0%	0.4%	59.5%	10.2%	22.5%	7.8%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	71.7%	19.0%	9.0%	0.4%	59.5%	10.2%	22.5%	7.8%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	66.7%	33.3%	0.0%	0.0%	66.7%	0.0%	33.3%	0.0%
English Learners								
District	*	*	*	*	*	*	*	*
State	78.0%	15.6%	6.0%	0.4%	64.7%	7.8%	19.6%	8.0%
Non-English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	69.2%	20.4%	10.1%	0.4%	57.5%	11.2%	23.7%	7.7%

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Academic Progress

DLM (cont)

Grade 4

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	70.3%	19.2%	10.2%	0.3%	58.0%	9.7%	23.7%	8.6%
Non Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	74.1%	18.5%	6.8%	0.5%	62.3%	11.0%	20.3%	6.3%
Homeless								
District	*	*	*	*	*	*	*	*
State	54.5%	27.3%	18.2%	0.0%	50.0%	4.5%	27.3%	18.2%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	65.5%	20.7%	13.8%	0.0%	53.6%	17.9%	25.0%	3.6%
Military								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	61.5%	7.7%	30.8%	0.0%

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Academic Progress

DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	*	*	*	*	*	*	*	*
State	65.8%	17.3%	15.7%	1.3%	61.6%	21.9%	9.4%	7.1%
White								
District	*	*	*	*	*	*	*	*
State	64.8%	15.7%	17.9%	1.6%	62.5%	21.4%	8.6%	7.6%
Black								
District	*	*	*	*	*	*	*	*
State	61.0%	20.9%	16.3%	1.9%	54.8%	22.9%	12.5%	9.8%
Hispanic								
District	*	*	*	*	*	*	*	*
State	69.7%	17.1%	12.7%	0.5%	64.7%	22.4%	8.7%	4.2%
Asian								
District	*	*	*	*	*	*	*	*
State	70.1%	14.9%	14.9%	0.0%	61.2%	23.5%	9.4%	5.9%
Male								
District	*	*	*	*	*	*	*	*
State	67.2%	17.1%	14.6%	1.2%	62.0%	21.2%	9.9%	6.9%
Female								
District	*	*	*	*	*	*	*	*
State	62.9%	17.6%	17.8%	1.6%	60.9%	23.3%	8.3%	7.5%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	68.2%	16.7%	13.6%	1.5%	69.7%	18.2%	4.5%	7.6%
Students with Disabilities								
District	*	*	*	*	*	*	*	*
State	65.8%	17.2%	15.7%	1.3%	61.7%	21.9%	9.4%	7.0%
Students with IEPs								
District	*	*	*	*	*	*	*	*
State	65.8%	17.2%	15.7%	1.3%	61.7%	21.9%	9.4%	7.0%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
English Learners								
District	*	*	*	*	*	*	*	*
State	71.5%	17.0%	11.1%	0.5%	66.9%	21.3%	7.6%	4.2%
Non-English Learners								
District	*	*	*	*	*	*	*	*
State	63.7%	17.4%	17.4%	1.6%	59.7%	22.1%	10.0%	8.2%

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Academic Progress

DLM (cont)

Grade 5

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	*	*	*	*	*	*	*	*
State	63.8%	17.7%	16.9%	1.6%	60.0%	22.7%	10.2%	7.2%
Non Low Income								
District	*	*	*	*	*	*	*	*
State	69.3%	16.5%	13.6%	0.7%	64.6%	20.5%	8.0%	6.9%
Homeless								
District	*	*	*	*	*	*	*	*
State	54.8%	12.9%	32.3%	0.0%	45.2%	35.5%	0.0%	19.4%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	60.0%	26.7%	10.0%	3.3%	58.6%	34.5%	0.0%	6.9%
Military								
District	*	*	*	*	*	*	*	*
State	75.0%	0.0%	25.0%	0.0%	75.0%	12.5%	0.0%	12.5%

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Academic Progress

DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	62.6%	23.2%	11.6%	2.6%	69.9%	17.4%	7.0%	5.6%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	61.5%	24.1%	11.9%	2.6%	72.3%	17.7%	5.7%	4.3%
Black								
District	*	*	*	*	*	*	*	*
State	59.7%	23.6%	15.0%	1.7%	62.8%	18.9%	9.2%	9.2%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	65.1%	22.9%	8.7%	3.4%	71.3%	16.4%	7.5%	4.8%
Asian								
District	*	*	*	*	*	*	*	*
State	73.8%	16.3%	7.5%	2.5%	77.2%	10.1%	7.6%	5.1%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	62.6%	23.6%	11.4%	2.3%	67.8%	18.4%	7.7%	6.0%
Female								
District	*	*	*	*	*	*	*	*
State	62.6%	22.3%	11.9%	3.2%	74.0%	15.4%	5.7%	4.9%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 6

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	66.7%	33.3%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	83.3%	16.7%	0.0%	0.0%	83.3%	16.7%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	55.9%	23.7%	16.9%	3.4%	69.5%	20.3%	5.1%	5.1%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	62.6%	23.2%	11.6%	2.6%	69.9%	17.4%	7.0%	5.6%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	62.6%	23.2%	11.6%	2.6%	69.9%	17.4%	7.0%	5.6%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
English Learners								
District	*	*	*	*	*	*	*	*
State	67.5%	21.7%	7.9%	2.8%	74.1%	14.4%	7.2%	4.4%
Non-English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	60.9%	23.7%	12.9%	2.5%	68.4%	18.5%	7.0%	6.1%

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Academic Progress

DLM (cont)

Grade 6

ELA					Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	61.5%	23.2%	12.3%	2.9%	68.0%	17.9%	8.1%	6.1%
Non Low Income								
District	*	*	*	*	*	*	*	*
State	64.5%	23.2%	10.3%	2.1%	73.3%	16.6%	5.2%	4.9%
Homeless								
District	*	*	*	*	*	*	*	*
State	53.1%	37.5%	9.4%	0.0%	71.9%	15.6%	6.3%	6.3%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	60.9%	17.4%	17.4%	4.3%	73.9%	13.0%	13.0%	0.0%
Military								
District	*	*	*	*	*	*	*	*
State	77.8%	22.2%	0.0%	0.0%	88.9%	0.0%	11.1%	0.0%

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Academic Progress

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	28.2%	15.2%	3.7%	75.8%	14.2%	6.2%	3.9%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.2%	26.4%	16.5%	4.9%	77.8%	14.3%	5.1%	2.7%
Black								
District	*	*	*	*	*	*	*	*
State	49.1%	30.5%	17.2%	3.2%	71.0%	14.5%	8.7%	5.8%
Hispanic								
District	*	*	*	*	*	*	*	*
State	57.1%	28.5%	12.3%	2.1%	77.8%	12.4%	5.4%	4.4%
Asian								
District	*	*	*	*	*	*	*	*
State	59.2%	32.4%	5.6%	2.8%	76.1%	15.5%	4.2%	4.2%
Male								
District	*	*	*	*	*	*	*	*
State	50.8%	29.1%	16.3%	3.8%	72.9%	16.2%	6.3%	4.6%
Female								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	57.2%	26.3%	13.1%	3.4%	81.3%	10.3%	5.9%	2.4%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	66.7%	0.0%	0.0%	33.3%	66.7%	33.3%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	46.8%	25.5%	23.4%	4.3%	68.1%	21.3%	10.6%	0.0%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	28.1%	15.2%	3.7%	75.7%	14.2%	6.2%	3.9%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	28.1%	15.2%	3.7%	75.7%	14.2%	6.2%	3.9%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Learners								
District	*	*	*	*	*	*	*	*
State	56.1%	28.3%	12.0%	3.5%	75.9%	13.5%	6.3%	4.3%
Non-English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	51.8%	28.1%	16.4%	3.7%	75.7%	14.4%	6.1%	3.7%

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Academic Progress

DLM (cont)

Grade 7

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	51.0%	29.8%	15.7%	3.5%	73.2%	15.2%	7.0%	4.6%
Non Low Income								
District	*	*	*	*	*	*	*	*
State	56.4%	25.4%	14.3%	3.9%	80.2%	12.5%	4.7%	2.6%
Homeless								
District	*	*	*	*	*	*	*	*
State	35.7%	40.5%	21.4%	2.4%	62.8%	23.3%	11.6%	2.3%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	64.7%	23.5%	11.8%	0.0%	76.5%	11.8%	0.0%	11.8%
Military								
District	*	*	*	*	*	*	*	*
State	30.0%	20.0%	40.0%	10.0%	90.0%	10.0%	0.0%	0.0%

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Academic Progress

DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	31.6%	15.3%	0.1%	66.0%	27.2%	5.6%	1.2%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	55.7%	31.2%	12.9%	0.2%	69.8%	24.8%	4.9%	0.5%
Black								
District	*	*	*	*	*	*	*	*
State	46.4%	36.0%	17.5%	0.0%	60.7%	29.9%	7.1%	2.3%
Hispanic								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.3%	29.2%	17.5%	0.0%	64.7%	28.8%	5.2%	1.3%
Asian								
District	*	*	*	*	*	*	*	*
State	61.5%	26.9%	11.5%	0.0%	70.1%	22.1%	6.5%	1.3%
Male								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.2%	31.7%	15.0%	0.1%	64.5%	28.3%	6.0%	1.1%
Female								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.0%	31.1%	15.9%	0.0%	69.0%	24.9%	4.7%	1.4%
Non Binary								
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%

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Academic Progress

DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
District	*	*	*	*	*	*	*	*
State	80.0%	20.0%	0.0%	0.0%	80.0%	20.0%	0.0%	0.0%
Two or More Races								
District	*	*	*	*	*	*	*	*
State	43.8%	39.6%	16.7%	0.0%	59.6%	31.9%	6.4%	2.1%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.1%	31.5%	15.3%	0.1%	66.0%	27.2%	5.6%	1.2%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	53.1%	31.5%	15.3%	0.1%	66.0%	27.2%	5.6%	1.2%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Learners								
District	*	*	*	*	*	*	*	*
State	55.4%	28.2%	16.4%	0.0%	64.1%	29.0%	5.8%	1.0%
Non-English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	52.2%	32.8%	14.9%	0.1%	66.7%	26.5%	5.5%	1.3%

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Academic Progress

DLM (cont)

Grade 8

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	51.4%	31.7%	16.9%	0.0%	63.8%	28.6%	5.9%	1.7%
Non Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	56.0%	31.4%	12.4%	0.2%	70.0%	24.8%	4.9%	0.4%
Homeless								
District	*	*	*	*	*	*	*	*
State	59.4%	18.8%	21.9%	0.0%	65.6%	34.4%	0.0%	0.0%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	60.7%	32.1%	7.1%	0.0%	75.0%	21.4%	3.6%	0.0%
Military								
District	*	*	*	*	*	*	*	*
State	25.0%	25.0%	50.0%	0.0%	50.0%	25.0%	25.0%	0.0%

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Academic Progress

DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.6%	37.3%	16.5%	2.6%	54.0%	29.3%	16.3%	0.4%
White								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	39.3%	37.7%	19.5%	3.6%	52.0%	30.2%	17.5%	0.3%
Black								
District	*	*	*	*	*	*	*	*
State	41.4%	41.1%	15.7%	1.7%	52.6%	28.2%	18.2%	0.9%
Hispanic								
District	*	*	*	*	*	*	*	*
State	50.1%	34.2%	14.3%	1.3%	57.4%	29.3%	13.3%	0.0%
Asian								
District	*	*	*	*	*	*	*	*
State	45.1%	37.4%	12.1%	5.5%	60.2%	21.6%	17.0%	1.1%
Male								
District	*	*	*	*	*	*	*	*
State	43.4%	37.4%	16.6%	2.5%	52.0%	28.8%	18.9%	0.3%
Female								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.9%	37.2%	16.2%	2.8%	57.9%	30.3%	11.2%	0.6%
Non Binary								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*

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Academic Progress

DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander								
District	*	*	*	*	*	*	*	*
State	25.0%	50.0%	25.0%	0.0%	50.0%	25.0%	25.0%	0.0%
American Indian								
District	*	*	*	*	*	*	*	*
State	66.7%	0.0%	33.3%	0.0%	33.3%	33.3%	33.3%	0.0%
Two or More Races								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	50.0%	35.7%	10.7%	3.6%	48.2%	39.3%	12.5%	0.0%
Students with Disabilities								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.6%	37.3%	16.4%	2.6%	54.0%	29.3%	16.3%	0.4%
Students with IEPs								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.6%	37.3%	16.4%	2.6%	54.0%	29.3%	16.3%	0.4%
Non-IEP								
District	*	*	*	*	*	*	*	*
State	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Learners								
District	*	*	*	*	*	*	*	*
State	49.4%	34.5%	13.5%	2.6%	56.1%	27.9%	15.4%	0.6%
Non-English Learners								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	42.0%	38.1%	17.3%	2.6%	53.4%	29.7%	16.5%	0.3%

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Academic Progress

DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	45.4%	36.2%	16.5%	1.9%	54.7%	29.3%	15.8%	0.2%
Non Low Income								
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.0%	38.8%	16.5%	3.7%	53.0%	29.3%	17.0%	0.6%
Homeless								
District	*	*	*	*	*	*	*	*
State	33.3%	53.3%	13.3%	0.0%	60.0%	33.3%	6.7%	0.0%
Migrant								
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Youth In Care								
District	*	*	*	*	*	*	*	*
State	42.3%	26.9%	26.9%	3.8%	42.3%	38.5%	19.2%	0.0%
Military								
District	*	*	*	*	*	*	*	*
State	12.5%	50.0%	25.0%	12.5%	50.0%	25.0%	25.0%	0.0%

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Academic Progress

DLM (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	*	*	*	*
State	75.6%	17.5%	6.9%	0.1%
White				
District	*	*	*	*
State	73.4%	18.7%	7.9%	0.0%
Black				
District	*	*	*	*
State	73.6%	18.9%	7.4%	0.0%
Hispanic				
District	*	*	*	*
State	79.6%	13.7%	6.5%	0.3%
Asian				
District	*	*	*	*
State	77.8%	19.8%	2.5%	0.0%
Male				
District	*	*	*	*
State	76.6%	16.4%	6.9%	0.1%
Female				
District	*	*	*	*
State	73.4%	19.7%	6.8%	0.0%
Non Binary				
District	*	*	*	*
State	*	*	*	*

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Academic Progress

DLM (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
American Indian				
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
Two or More Races				
District	*	*	*	*
State	75.4%	21.3%	3.3%	0.0%
Students with Disabilities				
District	*	*	*	*
State	75.6%	17.5%	6.8%	0.1%
Students with IEPs				
District	*	*	*	*
State	75.6%	17.5%	6.8%	0.1%
Non-IEP				
District	*	*	*	*
State	50.0%	0.0%	50.0%	0.0%
English Learners				
District	*	*	*	*
State	79.8%	15.4%	4.5%	0.3%
Non-English Learners				
District	*	*	*	*
State	74.0%	18.3%	7.8%	0.0%

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Academic Progress

DLM (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	*	*	*	*
State	74.7%	17.8%	7.4%	0.1%
Non Low Income				
District	*	*	*	*
State	77.2%	16.8%	6.0%	0.0%
Homeless				
District	*	*	*	*
State	54.8%	32.3%	12.9%	0.0%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	78.6%	14.3%	7.1%	0.0%
Military				
District	*	*	*	*
State	80.0%	13.3%	6.7%	0.0%

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Academic Progress

DLM (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	‡	‡	‡	‡
State	65.9%	19.8%	12.5%	1.8%
White				
District	‡	‡	‡	‡
State	67.3%	20.3%	11.0%	1.5%
Black				
District	*	*	*	*
State	60.3%	21.3%	16.4%	2.1%
Hispanic				
District	‡	‡	‡	‡
State	66.5%	18.9%	12.1%	2.4%
Asian				
District	*	*	*	*
State	72.0%	16.0%	12.0%	0.0%
Male				
District	‡	‡	‡	‡
State	66.1%	18.9%	12.9%	2.1%
Female				
District	‡	‡	‡	‡
State	65.6%	21.3%	11.8%	1.2%
Non Binary				
District	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%

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Academic Progress

DLM (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
Two or More Races				
District	*	*	*	*
State	63.8%	21.3%	12.8%	2.1%
Students with Disabilities				
District	‡	‡	‡	‡
State	65.8%	19.8%	12.5%	1.8%
Students with IEPs				
District	‡	‡	‡	‡
State	65.8%	19.8%	12.5%	1.8%
Non-IEP				
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
English Learners				
District	*	*	*	*
State	70.2%	17.2%	12.1%	0.5%
Non-English Learners				
District	‡	‡	‡	‡
State	64.2%	20.8%	12.7%	2.3%

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Academic Progress

DLM (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	‡	‡	‡
State	65.1%	18.8%	13.9%	2.2%
Non Low Income				
District	‡	‡	‡	‡
State	67.3%	21.6%	9.9%	1.2%
Homeless				
District	*	*	*	*
State	84.6%	3.8%	11.5%	0.0%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	75.0%	8.3%	16.7%	0.0%
Military				
District	*	*	*	*
State	25.0%	50.0%	25.0%	0.0%

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Academic Progress

DLM (cont)

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	‡	‡	‡	‡
State	66.8%	23.7%	8.3%	1.2%
White				
District	‡	‡	‡	‡
State	63.5%	25.4%	9.5%	1.7%
Black				
District	*	*	*	*
State	64.9%	24.9%	9.5%	0.6%
Hispanic				
District	*	*	*	*
State	71.2%	21.5%	6.1%	1.2%
Asian				
District	*	*	*	*
State	74.1%	18.8%	7.1%	0.0%
Male				
District	*	*	*	*
State	66.4%	23.5%	8.7%	1.4%
Female				
District	‡	‡	‡	‡
State	67.5%	24.3%	7.4%	0.8%
Non Binary				
District	*	*	*	*
State	*	*	*	*

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Academic Progress

DLM (cont)

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	50.0%	25.0%	25.0%	0.0%
American Indian				
District	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%
Two or More Races				
District	‡	‡	‡	‡
State	70.6%	21.6%	5.9%	2.0%
Students with Disabilities				
District	‡	‡	‡	‡
State	66.8%	23.7%	8.3%	1.2%
Students with IEPs				
District	‡	‡	‡	‡
State	66.8%	23.7%	8.3%	1.2%
Non-IEP				
District	*	*	*	*
State	*	*	*	*
English Learners				
District	*	*	*	*
State	71.8%	21.1%	6.5%	0.6%
Non-English Learners				
District	‡	‡	‡	‡
State	65.3%	24.5%	8.8%	1.4%

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Academic Progress

DLM (cont)

Grade 11

Science				
	Level 1	Level 2	Level 3	Level 4
Low Income				
District	‡	‡	‡	‡
State	66.3%	25.1%	7.2%	1.4%
Non Low Income				
District	‡	‡	‡	‡
State	67.4%	21.9%	9.8%	1.0%
Homeless				
District	*	*	*	*
State	64.3%	32.1%	3.6%	0.0%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	66.7%	16.7%	12.5%	4.2%
Military				
District	*	*	*	*
State	25.0%	62.5%	0.0%	12.5%

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ISA

What is it?

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

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

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Academic Progress

ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	3.8%	21.8%	49.4%	25.0%
State	16.0%	31.6%	36.2%	16.2%
White				
District	3.6%	22.3%	50.4%	23.7%
State	8.2%	25.4%	43.5%	22.9%
Black				
District	‡	‡	‡	‡
State	32.8%	41.4%	22.1%	3.6%
Hispanic				
District	‡	‡	‡	‡
State	21.5%	39.4%	31.4%	7.7%
Asian				
District	‡	‡	‡	‡
State	6.2%	17.4%	39.8%	36.7%
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	7.0%	29.7%	42.2%	21.1%
American Indian				
District	*	*	*	*
State	19.4%	39.8%	32.9%	7.9%

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Academic Progress

ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	‡	‡	‡	‡
State	14.1%	30.0%	36.3%	19.7%
Students with Disabilities				
District	15.8%	36.8%	31.6%	15.8%
State	35.0%	34.7%	22.0%	8.4%
Students with IEPs				
District	21.4%	42.9%	28.6%	7.1%
State	42.0%	36.2%	16.9%	4.9%
Non-IEP				
District	2.1%	19.7%	51.4%	26.8%
State	11.6%	30.8%	39.5%	18.1%
English Learners				
District	‡	‡	‡	‡
State	32.6%	45.8%	20.3%	1.3%
Male				
District	2.4%	24.4%	45.1%	28.0%
State	17.1%	30.4%	35.4%	17.1%
Female				
District	5.4%	18.9%	54.1%	21.6%
State	14.8%	32.8%	37.0%	15.3%
Non Binary				
District	*	*	*	*
State	0.0%	21.1%	21.1%	57.9%

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Academic Progress

ISA (cont)

Grade 5

Science				
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	‡	‡	‡	‡
State	32.6%	45.8%	20.3%	1.3%
Non-English Learners				
District	3.9%	21.7%	48.7%	25.7%
State	12.8%	28.8%	39.3%	19.1%
Low Income				
District	11.6%	34.9%	41.9%	11.6%
State	24.8%	39.8%	28.9%	6.5%
Non Low Income				
District	0.9%	16.8%	52.2%	30.1%
State	7.3%	23.5%	43.4%	25.9%
Homeless				
District	‡	‡	‡	‡
State	37.3%	38.6%	20.5%	3.6%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	‡	‡	‡	‡
State	33.5%	37.4%	25.6%	3.5%
Military				
District	*	*	*	*
State	10.2%	29.3%	40.9%	19.6%

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Academic Progress

ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	7.4%	21.3%	39.9%	31.4%
State	19.6%	28.3%	33.2%	18.9%
White				
District	5.9%	21.2%	41.2%	31.8%
State	11.0%	23.4%	39.3%	26.3%
Black				
District	‡	‡	‡	‡
State	37.2%	36.1%	21.8%	4.9%
Hispanic				
District	‡	‡	‡	‡
State	26.0%	34.5%	29.7%	9.8%
Asian				
District	‡	‡	‡	‡
State	6.6%	14.7%	35.0%	43.7%
Native Hawaiian/ Pacific Islander				
District	‡	‡	‡	‡
State	12.3%	36.1%	33.5%	18.1%
American Indian				
District	‡	‡	‡	‡
State	17.1%	32.3%	32.6%	18.0%

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

Academic Progress

ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	‡	‡	‡	‡
State	19.3%	26.4%	32.1%	22.2%
Students with Disabilities				
District	18.5%	48.1%	18.5%	14.8%
State	40.5%	30.2%	20.1%	9.2%
Students with IEPs				
District	23.8%	42.9%	19.0%	14.3%
State	50.6%	31.7%	13.9%	3.8%
Non-IEP				
District	5.4%	18.6%	42.5%	33.5%
State	14.9%	27.8%	36.1%	21.2%
English Learners				
District	‡	‡	‡	‡
State	43.4%	40.7%	14.8%	1.1%
Male				
District	5.2%	22.9%	44.8%	27.1%
State	20.8%	26.8%	31.9%	20.6%
Female				
District	9.8%	19.6%	34.8%	35.9%
State	18.5%	29.9%	34.5%	17.1%
Non Binary				
District	*	*	*	*
State	3.4%	17.2%	36.2%	43.1%

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

Academic Progress

ISA (cont)

Grade 8

Science				
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	‡	‡	‡	‡
State	43.4%	40.7%	14.8%	1.1%
Non-English Learners				
District	7.5%	21.5%	40.3%	30.6%
State	16.1%	26.5%	35.9%	21.5%
Low Income				
District	18.4%	28.6%	30.6%	22.4%
State	29.2%	34.6%	27.5%	8.7%
Non Low Income				
District	3.6%	18.7%	43.2%	34.5%
State	10.3%	22.2%	38.7%	28.8%
Homeless				
District	‡	‡	‡	‡
State	38.2%	36.0%	21.0%	4.8%
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	‡	‡	‡	‡
State	43.2%	31.2%	20.1%	5.5%
Military				
District	*	*	*	*
State	18.1%	23.0%	35.2%	23.6%

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

Academic Progress

ISA (cont)

Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
All				
District	15.6%	20.2%	44.5%	19.7%
State	*	*	*	*
White				
District	15.1%	21.1%	44.1%	19.7%
State	*	*	*	*
Black				
District	‡	‡	‡	‡
State	*	*	*	*
Hispanic				
District	‡	‡	‡	‡
State	*	*	*	*
Asian				
District	‡	‡	‡	‡
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
State	*	*	*	*
American Indian				
District	‡	‡	‡	‡
State	*	*	*	*

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

Academic Progress

ISA (cont)

Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
Two or More Races				
District	25.0%	16.7%	58.3%	0.0%
State	*	*	*	*
Students with Disabilities				
District	39.3%	28.6%	28.6%	3.6%
State	*	*	*	*
Students with IEPs				
District	55.6%	33.3%	11.1%	0.0%
State	*	*	*	*
Non-IEP				
District	11.0%	18.7%	48.4%	21.9%
State	*	*	*	*
English Learners				
District	‡	‡	‡	‡
State	*	*	*	*
Male				
District	20.7%	22.0%	37.8%	19.5%
State	*	*	*	*
Female				
District	11.0%	18.7%	50.5%	19.8%
State	*	*	*	*
Non Binary				
District	*	*	*	*
State	*	*	*	*

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

ISA (cont)

Grade HS

Science				
	Level 1	Level 2	Level 3	Level 4
English Learners				
District	‡	‡	‡	‡
State	*	*	*	*
Non-English Learners				
District	15.3%	20.0%	44.7%	20.0%
State	*	*	*	*
Low Income				
District	36.1%	25.0%	33.3%	5.6%
State	*	*	*	*
Non Low Income				
District	10.2%	19.0%	47.4%	23.4%
State	*	*	*	*
Homeless				
District	‡	‡	‡	‡
State	*	*	*	*
Migrant				
District	*	*	*	*
State	*	*	*	*
Youth In Care				
District	*	*	*	*
State	*	*	*	*
Military				
District	*	*	*	*
State	*	*	*	*

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Academic Progress

Proficiency

What is it?

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

ELA - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	43.4% *	36.5% *	51.5% *	* *	43.8% *	20.8% *	33.3% *	45.0% *	‡ *	‡ *	48.1% *	12.8% *
State	34.6% *	30.3% *	39.1% *	58.8% *	44.9% *	16.1% *	22.2% *	62.8% *	41.9% *	27.8% *	38.6% *	15.6% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	9.2% *	0.0% *	27.6% *	25.0% *	* *	‡ *	* *
State	8.7% *	9.4% *	19.9% *	11.7% *	9.0% *	12.6% *	38.3% *

Mathematics - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	36.8% *	36.5% *	37.1% *	* *	37.3% *	20.8% *	44.4% *	50.0% *	‡ *	‡ *	24.1% *	11.7% *
State	26.9% *	28.4% *	25.2% *	42.2% *	36.7% *	8.0% *	14.3% *	60.9% *	32.7% *	20.7% *	30.0% *	13.1% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	7.9% *	19.0% *	22.3% *	15.0% *	* *	‡ *	* *
State	7.9% *	7.7% *	12.5% *	6.2% *	6.5% *	6.7% *	28.9% *

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

Academic Progress

Proficiency (cont)

Science - All Tests

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	69.0% *	67.0% *	71.0% *	* *	70.0% *	‡ *	36.0% *	100.0% *	‡ *	‡ *	65.0% *	34.0% *
State	51.0% *	51.0% *	51.0% *	74.0% *	65.0% *	25.0% *	38.0% *	76.0% *	56.0% *	44.0% *	55.0% *	29.0% *

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	24.0% *	‡ *	48.0% *	‡ *	* *	‡ *	* *
State	18.0% *	17.0% *	35.0% *	24.0% *	28.0% *	25.0% *	57.0% *

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

Academic Progress

Growth Percentile – IAR

What is it?

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

ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	50.8 45,301	50.4 24,284	51.4 21,017	* *	50.7 41,133	57.4 1,033	49.1 883	55.3 608	32 32	97 97	48.9 1,515	44.1 5,729
State	49.8 624,235	48.7 319,031	50.9 305,074	43.6 130	50.9 289,283	47.2 99,937	48 172,897	56.3 34,477	52.2 605	49.3 1,409	49.5 25,627	44 117,288

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	42.7 4,270	59.6 596	47.6 11,525	55.4 831	* *	40.6 203	* *
State	42 89,584	46.4 92,228	47.5 312,575	45.4 12,515	42 106	44.5 3,373	49.3 4,728

Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	48.2 42,817	46.9 22,497	49.8 20,320	* *	48.1 38,929	41.9 754	63.7 1,146	40.6 406	42 42	22 22	50.6 1,518	40.9 5,270
State	49.7 621,983	49.5 317,855	49.8 303,999	52.7 129	50.2 288,546	46.6 99,272	49 172,261	57.5 34,383	52.5 602	49.4 1,403	49.3 25,516	44.5 116,504

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	39.4 3,898	39.2 392	47.9 11,554	54.1 812	* *	42.4 212	* *
State	42.6 88,960	47.3 91,879	47.9 311,018	45 12,376	47.2 104	44.4 3,339	50.3 4,718

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

Participation Rate

What is it?

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

ELA - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99.5% *	99.7% *	99.2% *	* *	99.5% *	100.0% *	100.0% *	95.5% *	‡ *	‡ *	100.0% *	99.5% *
State	98.4% *	98.3% *	98.5% *	98.7% *	98.8% *	97.5% *	98.3% *	99.2% *	97.8% *	98.2% *	97.4% *	97.1% *

	Students with IEPs	English Learners	Low Income
District	99.3% *	95.7% *	99.7% *
State	96.8% *	98.4% *	98.1% *

Mathematics - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99.4% *	99.6% *	99.2% *	* *	99.4% *	100.0% *	100.0% *	95.5% *	‡ *	‡ *	100.0% *	99.5% *
State	98.3% *	98.1% *	98.4% *	97.4% *	98.7% *	97.2% *	98.2% *	99.2% *	97.7% *	98.1% *	97.2% *	96.8% *

	Students with IEPs	English Learners	Low Income
District	99.3% *	95.7% *	99.4% *
State	96.5% *	98.3% *	97.9% *

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

Academic Progress

Participation Rate (cont)

Science - All Tests - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	96.3% *	97.4% *	95.2% *	* *	96.7% *	‡ *	100.0% *	83.3% *	‡ *	‡ *	100.0% *	98.7% *
State	96.3% *	96.2% *	96.4% *	92.7% *	97.0% *	94.4% *	96.1% *	98.0% *	95.2% *	95.0% *	95.5% *	94.0% *

	Students with IEPs	English Learners	Low Income
District	98.3% *	‡ *	93.5% *
State	93.8% *	96.7% *	95.4% *

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

Academic Progress

Participation Rate (cont)

Overall IAR ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99.9% 1,086	100.0% 595	99.8% 491	* *	99.9% 982	100.0% 22	100.0% 20	100.0% 19	‡ 1	‡ 1	100.0% 41	99.4% 158
State	98.9% *	98.8% *	98.9% *	98.7% *	99.0% *	98.4% *	99.0% *	99.3% *	98.8% *	98.8% *	97.7% *	97.8% *

	Students with IEPs	English Learners	Low Income
District	99.2% 124	100.0% 19	100.0% 314
State	97.6% *	99.0% *	98.8% *

Overall IAR Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	99.8% 1,085	99.8% 594	99.8% 491	* *	99.8% 981	100.0% 22	100.0% 20	100.0% 19	‡ 1	‡ 1	100.0% 41	99.4% 158
State	98.7% *	98.7% *	98.8% *	97.5% *	98.9% *	98.1% *	98.9% *	99.3% *	98.7% *	98.8% *	97.5% *	97.5% *

	Students with IEPs	English Learners	Low Income
District	99.2% 124	100.0% 19	99.7% 313
State	97.3% *	98.8% *	98.6% *

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

Academic Progress

Participation Rate (cont)

Overall SAT ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	96.7% 178	97.6% 83	96.0% 95	* *	96.9% 156	‡ 2	‡ 5	‡ 2	* *	‡ 1	100.0% 12	100.0% 28
State	95.7% *	95.2% *	96.3% *	98.6% *	97.5% *	91.7% *	94.6% *	98.8% *	91.0% *	93.9% *	95.2% *	92.5% *

	Students with IEPs	English Learners	Low Income
District	100.0% 18	‡ 3	97.5% 39
State	90.3% *	92.7% *	93.3% *

Overall SAT Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	96.7% 178	97.6% 83	96.0% 95	* *	96.9% 156	‡ 2	‡ 5	‡ 2	* *	‡ 1	100.0% 12	100.0% 28
State	95.6% *	95.0% *	96.2% *	97.3% *	97.5% *	91.4% *	94.5% *	98.7% *	91.0% *	93.9% *	94.9% *	92.0% *

	Students with IEPs	English Learners	Low Income
District	100.0% 18	‡ 3	97.5% 39
State	89.6% *	92.5% *	93.1% *

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

Academic Progress

Participation Rate (cont)

Overall DLM ELA - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% 10	‡ 5	‡ 5	* *	‡ 7	* *	‡ 2	* *	* *	* *	‡ 1	100.0% 10
State	99.7% *	99.7% *	99.8% *	100.0% *	99.7% *	99.7% *	99.9% *	99.5% *	100.0% *	100.0% *	99.8% *	99.7% *

	Students with IEPs	English Learners	Low Income
District	100.0% 10	* *	‡ 6
State	99.7% *	99.9% *	99.7% *

Overall DLM Mathematics - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% 10	‡ 5	‡ 5	* *	‡ 7	* *	‡ 2	* *	* *	* *	‡ 1	100.0% 10
State	99.8% *	99.7% *	99.8% *	100.0% *	99.7% *	99.7% *	99.9% *	99.5% *	100.0% *	100.0% *	99.8% *	99.8% *

	Students with IEPs	English Learners	Low Income
District	100.0% 10	* *	‡ 6
State	99.8% *	99.9% *	99.7% *

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

Academic Progress

Participation Rate (cont)

Overall DLM Science - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ 4	‡ 1	‡ 3	* *	‡ 2	* *	‡ 1	* *	* *	* *	‡ 1	‡ 4
State	100.0% *	100.0% *	99.9% *	100.0% *	100.0% *	99.9% *	100.0% *	100.0% *	100.0% *	100.0% *	100.0% *	100.0% *

	Students with IEPs	English Learners	Low Income
District	‡ 4	* *	‡ 2
State	100.0% *	100.0% *	100.0% *

Overall - Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	96.3% 517	97.4% 260	95.2% 257	* *	96.6% 461	‡ 9	100.0% 10	83.3% 10	‡ 1	‡ 1	100.0% 25	98.7% 74
State	96.3% *	96.2% *	96.4% *	92.7% *	97.0% *	94.3% *	96.1% *	97.9% *	95.2% *	94.9% *	95.5% *	93.7% *

	Students with IEPs	English Learners	Low Income
District	98.1% 53	‡ 9	93.4% 128
State	93.3% *	96.6% *	95.3% *

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

Academic Progress

Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0.5% *	0.3% *	0.8% *	* *	0.5% *	0.0% *	0.0% *	4.5% *	‡ *	‡ *	0.0% *	0.5% *
State	1.6% *	1.7% *	1.5% *	1.3% *	1.2% *	2.6% *	1.7% *	0.8% *	2.2% *	1.8% *	2.6% *	2.9% *

	Students with IEPs	English Learners	Low Income
District	0.7% *	4.3% *	0.3% *
State	3.2% *	1.6% *	1.9% *

Mathematics - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0.6% *	0.4% *	0.8% *	* *	0.6% *	0.0% *	0.0% *	4.5% *	‡ *	‡ *	0.0% *	0.5% *
State	1.7% *	1.9% *	1.6% *	2.6% *	1.3% *	2.8% *	1.8% *	0.8% *	2.3% *	1.9% *	2.8% *	3.2% *

	Students with IEPs	English Learners	Low Income
District	0.7% *	4.3% *	0.6% *
State	3.5% *	1.7% *	2.1% *

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

Participation Rate (cont)

Science - All Tests - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	3.7% *	2.6% *	4.8% *	* *	3.3% *	‡ *	0.0% *	16.7% *	‡ *	‡ *	0.0% *	1.3% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.6% *	3.9% *	2.0% *	4.8% *	5.0% *	4.5% *	6.0% *

	Students with IEPs	English Learners	Low Income
District	1.7% *	‡ *	6.5% *
State	6.2% *	3.3% *	4.6% *

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

Academic Progress

Participation Rate (cont)

Overall IAR ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0.1% *	0.0% *	0.2% *	* *	0.1% *	0.0% *	0.0% *	0.0% *	‡ *	‡ *	0.0% *	0.6% *
State	1.1% *	1.2% *	1.1% *	1.3% *	1.0% *	1.6% *	1.0% *	0.7% *	1.2% *	1.2% *	2.3% *	2.2% *

	Students with IEPs	English Learners	Low Income
District	0.8% *	0.0% *	0.0% *
State	2.4% *	1.0% *	1.2% *

Overall IAR Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0.2% *	0.2% *	0.2% *	* *	0.2% *	0.0% *	0.0% *	0.0% *	‡ *	‡ *	0.0% *	0.6% *
State	1.3% *	1.3% *	1.2% *	2.5% *	1.1% *	1.9% *	1.1% *	0.7% *	1.3% *	1.2% *	2.5% *	2.5% *

	Students with IEPs	English Learners	Low Income
District	0.8% *	0.0% *	0.3% *
State	2.7% *	1.2% *	1.4% *

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

Academic Progress

Participation Rate (cont)

Overall SAT ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	3.3% *	2.4% *	4.0% *	* *	3.1% *	‡ *	‡ *	‡ *	* *	‡ *	0.0% *	0.0% *
State	4.3% *	4.9% *	3.7% *	1.4% *	2.5% *	8.3% *	5.4% *	1.2% *	9.0% *	6.1% *	4.8% *	7.5% *

	Students with IEPs	English Learners	Low Income
District	0.0% *	‡ *	2.5% *
State	9.7% *	7.3% *	6.7% *

Overall SAT Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	3.3% *	2.4% *	4.0% *	* *	3.1% *	‡ *	‡ *	‡ *	* *	‡ *	0.0% *	0.0% *
State	4.4% *	5.0% *	3.8% *	2.7% *	2.6% *	8.6% *	5.5% *	1.3% *	9.0% *	6.1% *	5.1% *	8.0% *

	Students with IEPs	English Learners	Low Income
District	0.0% *	‡ *	2.5% *
State	10.4% *	7.6% *	6.9% *

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

Academic Progress

Participation Rate (cont)

Overall DLM ELA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0.0% *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	‡ *	0.0% *
State	0.3% *	0.3% *	0.2% *	0.0% *	0.3% *	0.3% *	0.1% *	0.5% *	0.0% *	0.0% *	0.2% *	0.3% *

	Students with IEPs	English Learners	Low Income
District	0.0% *	* *	‡ *
State	0.3% *	0.1% *	0.3% *

Overall DLM Mathematics - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0.0% *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	‡ *	0.0% *
State	0.2% *	0.3% *	0.2% *	0.0% *	0.3% *	0.3% *	0.1% *	0.5% *	0.0% *	0.0% *	0.2% *	0.2% *

	Students with IEPs	English Learners	Low Income
District	0.0% *	* *	‡ *
State	0.2% *	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.

Academic Progress

Participation Rate (cont)

Overall DLM Science - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ *	‡ *	‡ *	* *	‡ *	* *	‡ *	* *	* *	* *	‡ *	‡ *
State	0.0% *	0.0% *	0.1% *	0.0% *	0.0% *	0.1% *	0.0% *	0.0% *	0.0% *	0.0% *	0.0% *	0.0% *

	Students with IEPs	English Learners	Low Income
District	‡ *	* *	‡ *
State	0.0% *	0.0% *	0.0% *

Overall ISA - Non Participation

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	3.7% *	2.6% *	4.8% *	* *	3.4% *	‡ *	0.0% *	16.7% *	‡ *	‡ *	0.0% *	1.3% *
State	3.7% *	3.8% *	3.6% *	7.3% *	3.0% *	5.7% *	3.9% *	2.1% *	4.8% *	5.1% *	4.5% *	6.3% *

	Students with IEPs	English Learners	Low Income
District	1.9% *	‡ *	6.6% *
State	6.7% *	3.4% *	4.7% *

* 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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	52.6%	49.0%	56.4%	*	55.8%	‡	‡	‡	‡	‡	‡	13.8%
State	31.0%	30.9%	31.0%	36.7%	36.8%	17.9%	22.7%	64.1%	38.9%	29.3%	32.7%	15.4%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	4.3%	‡	21.8%	‡	*	*	*
State	8.3%	11.6%	19.5%	12.8%	5.9%	*	*

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

9th Grade On Track

What is it?

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	98.1%	96.0%	100.0%	*	97.9%	‡	‡	‡	‡	‡	‡	88.9%
State	87.4%	85.8%	89.1%	83.6%	91.4%	78.9%	84.1%	96.8%	88.0%	87.6%	85.3%	83.8%

	Students with IEPs	English Learners	Low Income
District	100.0%	‡	97.7%
State	82.3%	79.8%	80.6%

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

College and Career Ready

What is it?

This shows the percentage of students in the current academic year who both have an exit code of graduated and who meet either the Distinguished Scholar definition or College and Career Scholar definition.

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

	Students with IEPs	English Learners	Low Income
District	*	*	*
State	*	*	*

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

Career and Technical Education

What is it?

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

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

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

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

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

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

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

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

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

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

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

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

Career and Technical Education (cont)

Career and Technical Education

Enrollment	
District	614
State	299,613

Perkins Measures – Four-Year Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0%	100.0%	100.0%	*	100.0%	‡	‡	*	*	*	‡	‡
State	95.8%	95.3%	96.4%	77.3%	96.5%	94.2%	94.8%	97.6%	91.8%	91.0%	94.2%	91.4%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	100.0%	‡	*	‡	*
State	88.0%	90.5%	93.3%	88.8%	75.0%	81.4%	96.1%

Perkins Measures – Extended (Six-Year) Graduation Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	*	‡	*	*	*	*	*	*	*
State	95.6%	95.0%	96.3%	*	95.9%	94.5%	94.6%	98.5%	97.0%	97.6%	93.5%	82.8%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*	*
State	89.6%	90.2%	92.5%	87.2%	50.0%	86.5%	95.3%

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

Academic Progress

Career and Technical Education (cont)

Perkins Measures – Academic Proficiency Rate in Reading/Language Art

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	36.4%	‡	‡	*	‡	‡	‡	*	*	*	‡	‡
State	26.9%	26.1%	27.9%	55.6%	32.9%	7.3%	14.9%	53.7%	41.9%	19.3%	29.5%	16.4%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	‡	*	‡	*
State	5.4%	0.8%	12.6%	8.3%	0.0%	4.3%	25.6%

Perkins Measures – Academic Proficiency Rate in Mathematics

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	*	‡	‡	‡	*	*	*	‡	‡
State	27.4%	29.7%	24.4%	44.4%	33.0%	7.0%	15.3%	61.6%	39.5%	16.9%	28.9%	15.1%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	‡	*	‡	*
State	4.8%	2.2%	12.5%	6.6%	0.0%	7.7%	25.8%

* 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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	54.6%	45.5%	‡	*	53.6%	‡	‡	*	*	*	‡	‡
State	51.9%	53.4%	50.1%	81.3%	59.2%	22.5%	41.4%	74.6%	66.7%	43.8%	52.6%	32.4%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	‡	*	‡	*
State	18.5%	11.8%	37.1%	28.3%	0.0%	29.8%	49.5%

Perkins Measures – Postsecondary Placement Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	60.0%	‡	‡	*	63.2%	*	‡	*	*	*	*	‡
State	57.5%	52.4%	63.9%	33.3%	61.0%	45.5%	48.5%	81.3%	53.3%	48.8%	55.1%	44.3%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*	*
State	35.0%	37.8%	42.6%	32.9%	33.3%	37.4%	51.6%

* 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 – Nontraditional Program Enrollment Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	31.3%	‡	65.5%	*	30.4%	‡	‡	*	*	*	‡	‡
State	30.8%	8.9%	59.0%	0.0%	31.0%	33.6%	29.4%	28.2%	26.0%	31.1%	32.2%	28.5%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	‡	*	‡	*
State	27.7%	28.7%	32.0%	34.9%	40.0%	42.3%	33.2%

Perkins Measures – Program Quality – Attained Postsecondary Credits Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	60.6%	63.6%	‡	*	57.1%	‡	‡	*	*	*	‡	‡
State	38.0%	40.5%	35.0%	22.2%	38.3%	32.8%	39.6%	41.0%	44.7%	39.1%	35.9%	35.4%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	‡	*	‡	*
State	32.9%	37.8%	35.5%	28.5%	0.0%	29.7%	38.8%

* 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 – Work-Based Learning Rate

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	*	‡	‡	‡	*	*	*	‡	‡
State	10.4%	7.2%	14.5%	11.1%	10.8%	10.1%	9.6%	10.5%	10.6%	9.2%	10.7%	9.5%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	‡	*	‡	*
State	9.3%	8.3%	10.6%	10.1%	0.0%	10.2%	9.5%

* 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)

CTE Participant - Total Count of CTE Participants

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	533	262	271	*	481	‡	15	10	‡	‡	18	78
State	278,543	154,296	124,095	152	153,870	34,061	65,651	13,493	246	640	10,582	50,469

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	48	‡	117	‡	*	‡	*
State	33,915	20,475	113,210	5,543	56	1,077	2,503

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	104	70	34	*	98	‡	*	*	‡	*	‡	27
State	30,908	17,832	13,064	12	25,606	1,766	2,268	250	15	53	950	5,491

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	16	‡	37	‡	*	‡	*
State	4,187	537	11,912	770	6	197	230

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	*	‡	*	*	*	*	*	*	‡
State	42,527	33,116	9,398	13	26,149	4,140	8,886	1,602	42	87	1,621	8,352

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*	*
State	5,921	2,998	17,513	803	27	149	347

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	*	‡	*	*	*	*	*	‡	‡
State	29,391	18,066	11,304	21	16,181	3,508	7,183	1,150	40	70	1,259	5,692

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	*	*	*	*	*
State	3,987	2,456	12,715	578	22	118	311

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	252	120	132	*	228	‡	‡	‡	*	‡	‡	35
State	68,232	39,350	28,852	30	39,243	9,127	13,260	3,494	66	166	2,876	10,533

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	22	‡	52	‡	*	‡	*
State	6,892	4,449	27,183	1,356	32	294	623

CTE Participant - Count of Students participating in Education & Training

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	*	‡	*	‡	*	*	*	*	*	*	‡
State	22,613	5,311	17,292	10	11,047	3,486	6,318	752	25	56	929	4,367

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*	*
State	2,798	2,084	10,247	492	2	88	169

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Career and Technical Education (cont)

CTE Participant - Count of Students participating in Finance

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	28	18	10	*	24	*	‡	‡	*	*	‡	‡
State	59,752	34,657	25,080	15	35,141	6,849	11,491	3,628	55	116	2,472	8,695

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	‡	‡	‡	*	*	*
State	5,347	3,365	21,512	961	27	199	565

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	695	351	344	*	376	170	73	9	1	2	64	140

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*	*
State	103	23	463	26	1	11	8

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	*	‡	*	‡	*	*	*	*	*	*	*
State	16,596	4,794	11,794	8	7,428	2,909	4,521	930	16	46	746	2,285

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*	*
State	1,520	1,489	8,247	434	2	74	97

CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	120	47	73	*	107	*	‡	‡	*	‡	‡	20
State	75,162	34,999	40,109	54	40,679	9,832	18,512	2,758	56	193	3,132	15,311

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	12	‡	28	‡	*	*	*
State	10,842	5,765	31,200	1,471	16	302	795

* 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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	134	47	87	*	122	*	‡	‡	*	‡	‡	23
State	42,282	15,139	27,123	20	26,241	5,276	7,644	1,061	35	84	1,941	7,564

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	14	*	27	‡	*	*	*
State	5,624	2,319	18,797	947	19	220	414

CTE Participant - Count of Students participating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	81	41	40	*	74	‡	‡	‡	*	‡	‡	‡
State	44,905	27,754	17,121	30	25,175	6,089	9,233	2,341	40	110	1,917	8,037

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	‡	*	*	*
State	5,742	3,350	19,269	835	25	227	431

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

Academic Progress

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	12	‡	10	*	10	*	*	*	*	*	‡	‡
State	7,076	3,403	3,671	2	3,027	1,468	2,028	186	8	17	342	1,271

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*	*
State	898	708	3,864	201	3	40	33

CTE Participant - Count of Students participating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	21	‡	14	*	18	*	‡	*	*	*	‡	‡
State	47,090	31,444	15,625	21	28,143	4,853	10,938	1,268	42	87	1,759	9,844

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	‡	*	*	*
State	7,009	3,693	20,382	860	13	197	424

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

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	34,149	20,594	13,542	13	19,849	3,409	7,091	2,260	33	81	1,426	5,215

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*	*
State	3,103	2,224	12,056	445	21	108	423

CTE Participant - Count of Students participating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	25,337	19,087	6,235	15	12,603	2,620	6,680	2,360	28	62	984	4,382

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*	*
State	2,712	2,238	9,416	350	1	78	159

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	11	11	*	*	11	*	*	*	*	*	*	‡
State	32,433	26,816	5,605	12	17,740	3,279	9,286	945	22	92	1,069	7,177

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	‡	‡	*	*	*	*
State	5,278	3,379	14,466	604	3	108	276

* 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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	64	35	29	*	56	‡	‡	*	*	*	‡	14
State	127,211	71,378	55,781	52	74,286	13,777	28,212	6,216	96	241	4,383	23,351

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	11	*	22	‡	*	‡	*
State	15,051	6,878	48,699	2,391	15	364	1,118

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	19	16	‡	*	17	‡	*	*	*	*	‡	‡
State	16,002	9,909	6,084	9	14,151	566	839	82	6	20	338	2,702

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	10	*	*	‡	*
State	2,063	143	5,722	408	2	80	103

* 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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	*	‡	*	*	*	*	*	*	‡
State	10,606	9,125	1,479	2	6,626	876	2,368	412	10	19	295	2,142

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*	*
State	1,388	582	3,791	159	3	9	68

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	6,275	3,825	2,448	2	3,321	782	1,578	327	7	6	254	1,304

* 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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	*	‡	*	‡	*	*	*	*	‡
State	13,178	8,505	4,668	5	7,765	1,617	2,517	781	8	32	458	1,703

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*	*
State	1,021	731	4,749	221	5	29	109

CTE Concentrator - Count of Students concentrating in Education & Training

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	5,918	442	5,472	4	3,040	595	1,814	266	5	9	189	1,156

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*	*
State	617	431	2,276	102	*	14	51

* 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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	*	‡	*	*	*	*	*	*	*
State	9,285	6,038	3,245	2	5,803	871	1,588	688	4	14	317	953

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*	*
State	515	323	2,879	106	4	14	77

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	78	54	24	*	73	*	4	*	*	*	1	23

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*	*
State	16	*	33	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.

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Health Science

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	4,307	734	3,571	2	1,761	768	1,242	380	3	9	144	473

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*	*
State	223	283	2,010	120	*	12	25

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	24	‡	19	*	20	*	‡	*	*	*	‡	‡
State	40,199	17,954	22,230	15	22,285	5,283	9,543	1,303	29	83	1,673	8,694

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*	*
State	5,942	2,530	16,124	798	6	134	437

* 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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	*	‡	*	‡	*	*	*	‡	‡
State	15,415	3,739	11,670	6	10,049	1,731	2,627	295	16	26	671	2,910

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*	*
State	2,143	682	6,951	430	6	66	146

CTE Concentrator - Count of Students concentrating in Information Technology

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	*	‡	*	*	*	*	*	*	‡
State	9,782	7,498	2,281	3	5,598	1,060	1,861	875	9	23	356	1,728

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*	*
State	1,118	480	3,517	146	4	23	72

* 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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	*	‡	*	‡	*	*	*	*	*	‡	*
State	1,319	562	757	*	542	211	476	55	3	3	29	242

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	‡	*	*	*	*
State	123	45	649	33	*	1	4

CTE Concentrator - Count of Students concentrating in Manufacturing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	*	‡	*	*	*	*	*	*	*
State	10,541	7,087	3,452	2	6,755	895	2,280	266	8	19	318	2,380

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	‡	‡	*	*	*
State	1,597	563	4,031	158	3	25	89

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

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Marketing

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	34,149	20,594	13,542	13	19,849	3,409	7,091	2,260	33	81	1,426	5,215

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*	*
State	3,103	2,224	12,056	445	21	108	423

CTE Concentrator - Count of Students concentrating in STEM

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	8,707	6,897	1,807	3	4,058	684	2,371	1,266	8	15	305	1,191

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	*	*	*	*	*	*	*
State	495	417	2,548	97	*	11	41

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

Career and Technical Education (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	*	*	‡	*	*	*	*	*	*	‡
State	9,432	8,797	633	2	5,421	659	2,849	222	7	19	255	2,352

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	‡	*	‡	*	*	*	*
State	1,669	819	3,964	136	*	26	82

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

High School Graduation Rate

What is it?

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

4 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	92.6%	92.5%	92.7%	*	92.2%	‡	‡	‡	*	*	‡	96.3%
State	87.6%	85.6%	89.7%	82.5%	90.7%	80.1%	85.5%	94.7%	91.6%	82.2%	84.2%	78.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	93.3%	‡	91.9%	‡	*	‡	*
State	72.3%	77.3%	81.2%	69.4%	52.4%	56.0%	89.0%

5 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	92.8%	91.0%	94.6%	*	93.4%	‡	‡	‡	*	*	‡	92.9%
State	89.1%	87.2%	91.2%	90.0%	91.7%	82.4%	87.7%	95.6%	88.4%	84.2%	86.5%	80.9%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	88.9%	‡	78.1%	‡	*	*	*
State	75.9%	81.6%	82.9%	72.0%	83.3%	57.7%	90.5%

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

High School Graduation Rate (cont)

6 Year

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	94.2%	94.0%	94.4%	*	94.2%	‡	‡	‡	*	*	‡	93.3%
State	89.3%	87.1%	91.6%	*	92.3%	82.2%	87.3%	96.7%	91.6%	82.5%	86.0%	81.1%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	93.3%	‡	94.7%	‡	*	‡	*
State	76.8%	80.8%	83.2%	70.6%	60.0%	62.1%	91.4%

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

Community College Remediation

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	68.4%	*	*	40.5%	27.9%	0.0%
State	64.8%	*	*	39.7%	25.1%	0.0%

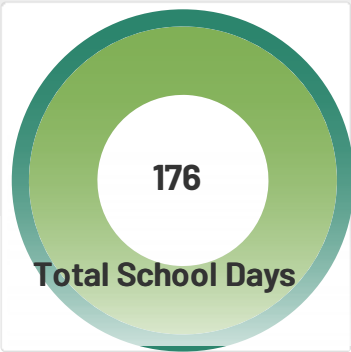
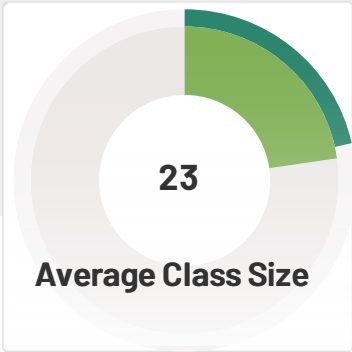
16 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/Vocational Schools
District	69.0%	*	*	40.5%	28.4%	0.0%
State	65.6%	*	*	39.9%	25.7%	0.0%

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

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.



District Environment

Early Learning

What is it?

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

Kindergarten Individual Developmental Survey (KIDS) Results - Overall

	% of Entering Kindergartners Rated on Required 14 Measures	% of Entering Kindergartners Demonstrating Readiness by Developmental Area						
		In 0 Developmental Areas	In 1 Developmental Area	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Language and Literacy Development	Math
District	97.4%	19.2%	19.9%	12.6%	48.3%	74.8%	61.6%	53.6%
State	86.7%	36.0%	16.9%	17.2%	29.9%	57.5%	47.8%	35.6%

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

	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities	Students with IEPs	English Learners	Low Income
District	*	*	*	*	*	*	*	*	*	*	*
State	37.5%	23.7%	18.0%	38.0%	24.1%	21.6%	30.6%	*	14.7%	13.0%	20.5%

	Non-IEP	Non-English Learners	Non Low Income	Homeless
District	*	*	*	*
State	*	*	*	*

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

District Environment

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	2,395	\$196	\$5,729	\$5,925	\$774	\$3,456	\$4,230	\$969	\$9,185	\$10,155	\$4,565,614	\$28,885,727

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

District Environment

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
District	2,395	\$196	\$5,729	\$5,925	\$774	\$3,456	\$4,230	\$969	\$9,185	\$10,155
Mt Zion High School	746	\$0	\$6,136	\$6,136	\$774	\$3,456	\$4,230	\$774	\$9,592	\$10,365
Mt Zion Jr High School	403	\$0	\$5,329	\$5,329	\$774	\$3,456	\$4,230	\$774	\$8,785	\$9,558
McGaughey Elem School	379	\$408	\$5,855	\$6,264	\$774	\$3,456	\$4,230	\$1,182	\$9,311	\$10,493
Mt Zion Elem School	334	\$408	\$5,209	\$5,617	\$774	\$3,456	\$4,230	\$1,182	\$8,665	\$9,847
Mt Zion Intermediate School	534	\$333	\$5,700	\$6,033	\$774	\$3,456	\$4,230	\$1,106	\$9,156	\$10,262

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

District Finances

What is it?

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

Revenue By Source

	Local Property Taxes	Other Local Funding	Evidence-Based Funding	Other State Funding	Federal Funding	Total Revenue
District	45.2% \$12,339,193	10.6% \$2,883,683	30.7% \$8,386,414	2.7% \$730,037	10.8% \$2,941,173	\$27,280,500
State	59.6%	3.8%	20.2%	4.0%	12.3%	*

Expenditure By Function

	Instruction	General Administration	Supporting Services	Other Expenditures
District	54.4%	4.8%	29.3%	11.5%
State	47.2%	2.3%	30.4%	20.2%

Expenditure By Fund

	Education	Operations & Maintenance	Transportation	Debt Service	Tort	Municipal Retirement/ Social Security	Fire Prevention & Safety	Capital Projects	Total Expenditure
District	77.0% \$18,942,054	6.3% \$1,551,447	4.0% \$979,746	6.5% \$1,604,589	2.7% \$655,748	2.6% \$642,542	0.0% \$0	0.9% \$226,378	\$24,602,504
State	71.3%	7.4%	3.7%	7.8%	1.2%	1.8%	0.4%	6.4%	*

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

District Environment

District Finances (cont)

Other Financial Indicators

	2020 Equalized Assessed Valuation per Pupil	2020 Total School Tax Rate per \$100	2021-22 Instructional Expenditure per Pupil	2021-22 Operating Expenditure per Pupil
District	\$137,956	4	\$6,198	\$10,207
State	*	*	\$10,636	\$17,952

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

	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	Grade HS	Overall
District	*	2	22	24	24	23	26	23	25	23	25	23	23	21	*	23
State	*	20	21	21	21	21	22	22	21	22	22	21	21	20	21	21

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

Total School Days

What is it?

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

Total School Days	
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	47
State	157,112

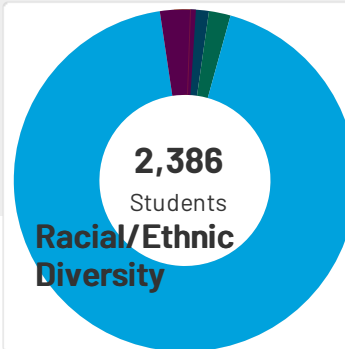
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

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

2,386

Student Enrollment



14.9%

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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	100.0% 2,386	52.9% 1,262	47.1% 1,124	0.0% *	91.3% 2,178	1.7% 41	2.0% 48	1.5% 35	‡ ‡	‡ ‡	3.3% 78	14.6% 348
State	100.0% 1,857,790	51.4% 954,190	48.6% 901,981	0.1% 1,619	45.9% 853,165	16.5% 307,166	27.5% 511,065	5.5% 101,782	0.1% 1,801	0.2% 4,582	4.2% 78,229	19.4% 361,334

	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
District	11.0% 263	1.1% 27	26.8% 640	1.2% 28	0.0% *	0.7% 16	0.0% *
State	15.3% 284,032	14.6% 271,983	49.0% 910,675	2.3% 42,367	0.0% 364	0.7% 13,316	0.8% 15,281

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	53	155	173	164	166	187	155	190	206	194	211	178	179	175
State	82,735	121,269	129,960	128,455	128,958	128,430	130,450	134,502	136,199	141,513	152,855	152,854	143,487	146,123

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

Advanced Academic Programs

What is it?

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

Students Enrolled in Accelerated Placement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	* *	‡ ‡	* *	* *	* *	* *	* *
State	11.0% 211,565	10.4% 103,473	11.6% 107,975	17.3% 117	10.5% 91,681	7.1% 22,983	11.3% 60,462	25.9% 27,525	16.4% 302	9.2% 446	10.0% 8,166	6.6% 24,255

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	‡ ‡	‡ ‡	* *	* *
State	3.3% 9,619	4.7% 13,757	7.6% 71,713	5.6% 2,549	1.8% 260

Students Enrolled in Accelerated Placement - ELA

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	* *	‡ ‡	* *	* *	* *	* *	* *
State	0.7% 13,762	0.5% 4,982	0.9% 8,758	3.2% 22	0.8% 7,412	0.5% 1,490	0.6% 3,421	0.8% 804	0.7% 13	0.6% 31	0.7% 591	0.4% 1,491

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	‡ ‡	‡ ‡	* *	* *
State	0.2% 501	0.2% 490	0.4% 4,213	0.3% 158	0.2% 24

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Math

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	* *	‡ ‡	* *	* *	* *	* *	* *
State	1.7% 33,417	2.0% 19,970	1.4% 13,429	2.7% 18	2.2% 18,940	0.4% 1,331	1.0% 5,526	5.5% 5,887	1.6% 30	1.5% 72	2.0% 1,631	0.8% 2,863

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	‡ ‡	‡ ‡	* *	* *
State	0.4% 1,077	0.6% 1,699	0.7% 6,539	0.4% 173	0.2% 35

Students Enrolled in Accelerated Placement - Multiple Subjects

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	* *	‡ ‡	* *	* *	* *	* *	* *
State	6.8% 131,254	6.2% 61,336	7.5% 69,850	10.0% 68	5.9% 51,919	4.9% 16,074	7.4% 39,744	17.1% 18,174	12.4% 227	5.8% 282	5.9% 4,834	3.8% 14,030

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	‡ ‡	‡ ‡	* *	* *
State	1.6% 4,654	2.3% 6,809	5.0% 47,236	3.1% 1,396	0.8% 120

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

Advanced Academic Programs (cont)

Students Enrolled in Accelerated Placement - Whole Grade

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	* *	‡ ‡	* *	* *	* *	* *	* *
State	0.1% 2,355	0.1% 1,141	0.1% 1,214	0.0% 0	0.1% 1,063	0.1% 202	0.0% 188	0.7% 729	0.2% 3	0.1% 3	0.2% 167	0.1% 217

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	* *	‡ ‡	‡ ‡	* *	* *
State	0.0% 44	0.0% 39	0.1% 520	0.0% 9	0.0% 3

Students Enrolled in Advanced Placement Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	11.5% 90	10.8% 42	12.2% 48	* *	11.5% 82	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	22.7% 138,767	19.6% 61,429	26.0% 77,249	21.2% 89	23.9% 66,690	13.0% 12,920	20.6% 36,163	53.1% 17,364	33.4% 219	17.2% 260	23.5% 5,151	10.4% 12,946

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	2.9% 2,526	6.4% 3,907	14.9% 41,614	7.5% 1,194	3.1% 102

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

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	1.1% 6,888	0.9% 2,740	1.4% 4,147	0.2% 1	0.5% 1,267	1.7% 1,692	1.9% 3,336	1.2% 406	2.0% 13	1.3% 19	0.7% 155	0.8% 953

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	0.4% 316	0.7% 402	1.6% 4,368	1.0% 155	0.6% 19

Students Enrolled in any course designated as Enriched or Honors

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	17.8% 436	14.9% 194	20.9% 242	* *	17.8% 395	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	18.9% 17	4.4% 16
State	20.3% 390,960	18.7% 185,955	21.9% 204,693	46.1% 312	22.0% 192,469	13.8% 44,859	18.7% 100,219	34.7% 36,905	26.3% 483	18.0% 868	18.6% 15,157	12.4% 45,420

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	‡ ‡	‡ ‡	7.3% 52	‡ ‡	* *
State	6.6% 18,955	7.3% 21,412	13.9% 131,252	10.3% 4,703	4.6% 671

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

Advanced Academic Programs (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	8.8% 69	10.5% 41	7.1% 28	* *	8.7% 62	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	13.3% 15
State	14.0% 85,182	13.7% 42,915	14.2% 42,235	7.6% 32	18.0% 50,161	8.6% 8,600	10.2% 17,888	16.7% 5,465	11.8% 77	9.2% 140	13.0% 2,851	9.0% 11,213

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	15.5% 11	‡ ‡	11.3% 21	‡ ‡	‡ ‡
State	6.7% 5,843	6.0% 3,661	9.6% 26,728	8.7% 1,381	5.2% 173

Advanced Placement (AP) 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	16,753	9,677	15,401	9,066

Advanced Placement (AP) 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	52,702	33,951	25,036	16,471

Advanced Placement (AP) 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	58	50	29	24
State	158,122	99,183	40,825	27,123

* 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)

Advanced Placement (AP) 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	73	62	12	11
State	309,351	203,570	39,859	30,126

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
District	‡	‡	60	86
State	23,238	34,677	64,198	76,361

Advanced Placement (AP) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	16,056	6,601	2,058	4,343	2,340	34	32	648	1,359

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	263	*	443	*	5,394	*

* 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)

Advanced Placement (AP) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	27,067	12,681	2,267	6,936	3,987	35	72	1,089	2,169

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	369	*	765	*	7,808	*

Advanced Placement (AP) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	39	35	‡	‡	‡	‡	‡	‡	‡
State	45,997	22,566	4,277	11,952	5,295	55	80	1,772	4,375

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	832	*	1,212	*	13,567	*

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Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	50	47	‡	‡	‡	‡	‡	‡	‡
State	49,647	24,842	4,318	12,932	5,742	95	76	1,642	5,043

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	1,062	*	1,487	*	14,845	*

International Baccalaureate (IB) Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	247	59	104	48	20	0	0	16	43

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	28	*	7	*	107	*

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	236	26	136	48	16	0	0	10	25

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	19	*	14	*	150	*

International Baccalaureate (IB) Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	3,310	569	788	1,711	157	5	8	72	466

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	168	*	249	*	2,183	*

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

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	3,095	613	664	1,529	213	8	11	57	419

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	101	*	132	*	1,928	*

Dual Credit Coursework - Grade 9

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	7,794	3,259	1,983	1,837	400	4	12	299	1,123

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	618	*	648	*	3,024	*

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 10

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	‡	‡	‡	‡	‡	‡	‡	‡	‡
State	9,428	5,189	1,015	2,257	613	8	22	324	1,402

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	‡	*
State	785	*	670	*	3,380	*

Dual Credit Coursework - Grade 11

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	23	21	‡	‡	‡	‡	‡	‡	‡
State	25,274	15,801	2,051	4,964	1,545	18	33	862	3,274

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	10	*
State	1,693	*	923	*	7,470	*

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

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 12

	All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	46	41	‡	‡	‡	‡	‡	‡	‡
State	42,686	25,912	3,551	8,830	2,907	47	73	1,366	5,414

	Students with IEPs	Non-IEP	English Learners	Non-English Learners	Low Income	Non Low Income
District	‡	*	‡	*	11	*
State	2,747	*	1,420	*	12,854	*

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

Advanced Academic Programs (cont)

Students Assessed For Giftedness

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	8.4% 161,960	8.3% 82,804	8.5% 79,074	12.1% 82	9.5% 82,826	4.7% 15,310	6.3% 33,934	19.8% 21,125	10.1% 185	9.0% 433	10.0% 8,147	7.3% 26,740

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	6.3% 18,167	6.2% 18,038	5.4% 51,189	3.2% 1,484	3.2% 466

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	1.1% 20,484	1.1% 10,553	1.1% 9,928	0.4% 3	1.3% 11,027	0.4% 1,394	0.6% 3,374	3.4% 3,619	1.1% 21	1.4% 67	1.2% 982	0.7% 2,490

* 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

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
	*	*	*	*	*
State	0.4% 1,245	0.5% 1,326	0.4% 3,975	0.2% 91	0.1% 15

Students Identified As Gifted

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*
State	3.0% 58,033	3.0% 30,004	3.0% 27,986	6.4% 43	3.3% 29,159	1.0% 3,185	1.6% 8,667	12.9% 13,689	5.2% 95	2.7% 132	3.8% 3,106	1.6% 5,846

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
	*	*	*	*	*
State	0.7% 1,922	0.5% 1,488	1.1% 10,643	0.5% 208	0.2% 30

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

Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	*	*	*	*	*	*	*	*	*	*	*	*
State	0.6% 11,006	0.6% 5,751	0.6% 5,252	0.4% 3	0.6% 5,598	0.2% 671	0.3% 1,380	2.5% 2,690	0.8% 15	0.8% 38	0.8% 614	0.3% 958

	Students with IEPs	English Learners	Low Income	Homeless	Youth In Care
District	*	*	*	*	*
State	0.1% 289	0.1% 202	0.2% 1,664	0.1% 25	0.0% 4

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

Students With IEPs

What is it?

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

By Race/ Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races
District	All Students	*	*	*	*	*	*	*
	Students with IEPs	*	*	*	*	*	*	*
All Peer Districts *	All Students	*	*	*	*	*	*	*
	Students with IEPs	*	*	*	*	*	*	*
State	All Students	*	*	*	*	*	*	*
	Students with IEPs	*	*	*	*	*	*	*

By Disability Category

		Autism	Deafness	Deaf-Blindness	Developmental Delay	Emotional Disability	Hearing Impairment	Intellectual Disability
District	All Students	0.7%	*	4.9%	*	0.0%	0.0%	*
	Students with IEPs	5.9%	*	43.4%	*	0.4%	0.4%	*
All Peer Districts *	All Students	0.7%	*	5.1%	*	0.1%	0.0%	*
	Students with IEPs	4.2%	*	31.2%	*	0.8%	0.1%	*
State	All Students	0.7%	*	5.0%	*	0.1%	0.0%	*
	Students with IEPs	4.6%	*	32.3%	*	0.8%	0.2%	*

* 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	2.5%	0.2%	1.9%	0.0%	0.5%	0.6%	*
	Students with IEPs	21.7%	1.8%	16.5%	0.4%	4.0%	5.5%	*
All Peer Districts *	All Students	3.2%	0.8%	2.4%	0.2%	2.1%	1.6%	*
	Students with IEPs	19.4%	4.9%	14.4%	1.1%	13.0%	10.0%	*
State	All Students	2.5%	0.8%	2.2%	0.2%	2.2%	1.8%	*
	Students with IEPs	16.2%	5.4%	13.8%	1.0%	13.8%	11.3%	*

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

Educational Environments for Students with IEPs

What is it?

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

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

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
All				
District	61.7%	24.9%	12.3%	1.2%
All Peer Districts *	55.4%	26.1%	12.9%	5.6%
State	54.1%	26.1%	13.3%	6.5%
White				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Black				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Hispanic				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Asian				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
American Indian				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Two or More Races				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*

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

Educational Environments for Students with IEPs (cont)

For Selected Disabilities

	Inside >= 80	Inside 40-79	Inside < 40	Separate Facility
Autism				
District	0.0%	12.5%	87.5%	0.0%
All Peer Districts *	3.2%	31.0%	54.6%	11.1%
State	3.5%	30.1%	49.7%	16.7%
Emotional Disability				
District	100.0%	0.0%	0.0%	0.0%
All Peer Districts *	69.4%	14.3%	7.7%	8.6%
State	70.5%	14.4%	8.4%	6.7%
Intellectual Disability				
District	*	*	*	*
All Peer Districts *	*	*	*	*
State	*	*	*	*
Other Health Impairment				
District	55.6%	40.0%	0.0%	4.4%
All Peer Districts *	54.6%	30.1%	9.8%	5.5%
State	57.3%	28.0%	9.1%	5.5%
Specific Learning Disability				
District	0.0%	0.0%	100.0%	0.0%
All Peer Districts *	3.4%	15.8%	53.3%	27.5%
State	3.7%	13.0%	49.4%	33.8%
Speech or Language Impairment				
District	22.2%	22.2%	55.6%	0.0%
All Peer Districts *	55.7%	24.5%	17.7%	2.1%
State	54.2%	23.9%	18.9%	2.9%

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
All					
District	21.1%	78.9%	0.0%	0.0%	0.0%
All Peer Districts *	50.9%	21.5%	21.5%	0.1%	5.9%
State	51.9%	16.6%	25.1%	0.1%	6.3%
White					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Black					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Hispanic					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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

Educational Environments for Students with IEPs (cont)

By Race/ Ethnicity

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Asian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Native Hawaiian/ Pacific Islander					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
American Indian					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Two or More Races					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*

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

What is it?

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

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

For Selected Disabilities

	Regular Early Childhood Program				
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Autism					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	50.0%	25.0%	25.0%	0.0%	0.0%
State	42.9%	14.3%	42.9%	0.0%	0.0%
Developmental Delay					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Emotional Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	41.3%	12.7%	46.0%	0.0%	0.0%
State	39.0%	11.6%	47.3%	0.0%	2.1%

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

For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Intellectual Disability					
District	*	*	*	*	*
All Peer Districts *	*	*	*	*	*
State	*	*	*	*	*
Other Health Impairment					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	40.8%	15.5%	40.8%	1.3%	1.6%
State	44.3%	11.6%	41.4%	1.3%	1.4%

For Selected Disabilities

Regular Early Childhood Program					
	Majority of Services Inside EC Program	Majority of Services Outside EC Program	Separate Class/ Facility	Home	Service Provider
Specific Learning Disability					
District	0.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	17.0%	12.5%	61.4%	5.7%	3.4%
State	16.5%	8.2%	66.5%	7.0%	1.9%
Speech or Language Impairment					
District	100.0%	0.0%	0.0%	0.0%	0.0%
All Peer Districts *	55.4%	11.5%	32.6%	0.1%	0.5%
State	55.6%	9.5%	33.6%	0.0%	1.3%

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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/State-Performance-Plan-Data-and-Accountability.aspx>

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
1	Graduation Percent for students with IEPs (Data lag one year)	100.00	82.6	Yes
2	Dropout Percent for students with IEPs (Data lag one year)	0.00	13.7	Yes
3ae4	Reading assessment participation rate for students with IEPs, Grade 4	100.00	95	Yes
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	88.24	95	No
3am4	Math assessment participation rate for students with IEPs, Grade 4	100.00	95	Yes
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	88.24	95	No
3be4	Reading assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	7.14	11	No
3be8	Reading assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	0.00	8	No
3be11	Reading assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	0.00	8	No
3bm4	Math assessment proficiency rate for students with IEPs, Grade 4, against grade level academic achievement standards	7.14	12	No
3bm8	Math assessment proficiency rate for students with IEPs, Grade 8, against grade level academic achievement standards	0.00	6.5	No
3bm11	Math assessment proficiency rate for students with IEPs, Grade 11, against grade level academic achievement standards	0.00	7	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	*	23.5	N/A

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
3ce11	Reading assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	0.00	22.5	No
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	*	5.5	N/A
3cm11	Math assessment proficiency rate for students with IEPs, Grade 11, against alternative academic achievement standards	0.00	4	No
3de4	Gap in reading proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	26.64	25.5	No
3de8	Gap in reading proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	38.81	31.5	No
3de11	Gap in reading proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	42.70	28	No
3dm4	Gap in math proficiency rates for grade 4 students with IEPs and all students against grade level academic achievement standards	29.34	21.5	No
3dm8	Gap in math proficiency rates for grade 8 students with IEPs and all students against grade level academic achievement standards	29.23	26	No
3dm11	Gap in math proficiency rates for grade 11 students with IEPs and all students against grade level academic achievement standards	38.76	27.5	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	61.7	53.1	Yes
5b	Students with IEPs ages 6-21 (and 5-year-old kindergartners) inside of the general classroom < 40% of the time	12.3	12.33	Yes
5c	Students ages 6-21 (and 5-year old kindergartners) with IEPs in separate educational facilities	1.2	6.37	Yes
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	21.1	47.0	No
6b	Children ages 3-5 in separate special education class, separate school or residential facility	0.0	26.04	Yes

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State Performance Plan Indicators For Students With IEPs (cont)

SPP Indicator	Indicator Description	2022-23 District Data	2022-23 State Target	District Met Target
6c	Children ages 3-5 receiving special education and related services in the home	0.0	0.27	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	100.00	83.95	Yes
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	42.86	47.2	No
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	85.71	84.1	Yes
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	14.29	45.1	No
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	85.71	85.8	No
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.	57.14	53.4	Yes
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	*	71	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	100.00	100	Yes
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	100.00	100	Yes
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	100.00	100	Yes
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	*	29.6	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	*	63.5	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	*	75.75	N/A

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English Learners

What is it?

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

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	Proficient	More than 7 years as an EL
District	*	100.0% 28	7.1% *	* 1
State	*	99.9% 252,357	5.8% *	* 54,729

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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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	94.1%	94.0%	94.2%	*	94.1%	94.0%	93.1%	96.1%	89.6%	91.6%	93.3%	92.8%
State	91.2%	91.3%	91.1%	88.8%	92.8%	88.2%	89.9%	93.6%	91.3%	89.8%	91.1%	89.4%

	Students with IEPs	English Learners	Low Income
District	93.0%	94.0%	92.2%
State	89.3%	90.4%	89.2%

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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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	5.3%	5.8%	4.8%	*	4.6%	‡	‡	‡	‡	‡	‡	4.7%
State	7.4%	7.7%	7.2%	13.4%	4.8%	13.3%	8.0%	7.7%	8.5%	10.8%	8.2%	6.9%

	Students with IEPs	English Learners	Low Income	Homeless
District	‡	‡	10.4%	‡
State	7.5%	10.9%	10.2%	29.8%

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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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	14.9%	15.1%	14.5%	*	14.4%	‡	25.0%	‡	‡	‡	22.0%	23.0%
State	28.3%	27.9%	28.7%	39.0%	20.7%	42.1%	34.5%	18.5%	29.0%	35.6%	29.1%	35.3%

	Students with IEPs	English Learners	Low Income
District	22.0%	‡	27.4%
State	36.2%	33.2%	38.2%

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	*	15.6%	14.8%	9.4%	11.4%	5.8%	8.8%	12.2%	14.8%	20.2%	14.9%	24.5%	18.1%	21.9%
State	*	33.6%	27.5%	24.3%	22.0%	20.8%	20.6%	22.6%	24.8%	26.6%	30.7%	34.1%	36.8%	42.7%

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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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1.6%	‡	‡	‡	1.4%	‡	‡	‡	‡	‡	‡	‡
State	2.9%	3.2%	2.6%	2.5%	2.1%	5.1%	3.2%	1.0%	3.2%	4.6%	3.7%	2.7%

	Students with IEPs	English Learners	Low Income	Homeless	Migrant
District	‡	‡	‡	‡	‡
State	3.2%	3.7%	4.3%	8.2%	10.7%

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
District	‡	‡	‡	‡
State	2.4%	4.7%	4.9%	4.0%

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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	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	4.9%	5.1%	4.6%	*	4.7%	‡	‡	‡	‡	‡	‡	7.3%
State	19.9%	19.9%	20.0%	16.9%	7.7%	44.7%	27.9%	7.9%	19.7%	27.0%	17.6%	22.9%

	Students with IEPs	English Learners	Low Income
District	7.1%	‡	9.3%
State	24.6%	26.6%	31.7%

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Truancy Rate

What is it?

Not Available.

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	264 11.7%	137 11.4%	127 12.0%	* *	225 11.0%	9 23.1%	9 18.0%	2 5.4%	‡ ‡	‡ ‡	18 22.2%	53 16.1%
State	422,690 25.1%	216,052 25.0%	206,482 25.2%	156 23.8%	148,132 19.3%	85,946 30.9%	151,264 32.3%	18,279 19.6%	428 25.9%	1,194 28.4%	17,447 25.4%	84,510 26.2%

	Students with IEPs	English Learners	Low Income
District	42 17.4%	6 18.8%	129 20.0%
State	65,483 26.5%	82,015 33.3%	247,716 30.4%

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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	148	*	*	128	36	*
State	114,218	458	119	69,648	67,124	2,023

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	234	*	*	193	41	*
State	250,351	472	121	138,319	108,741	2,698

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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
White						
District	186	*	*	153	33	*
State	75,846	135	39	44,702	30,559	411
Black						
District	13	*	*	12	‡	*
State	93,206	188	39	43,799	47,398	1,782
Hispanic						
District	8	*	*	8	*	*
State	62,612	108	33	39,513	22,648	310
Asian						
District	‡	*	*	‡	*	*
State	2,270	3	2	1,444	803	18
Native Hawaiian/ Pacific Islander						
District	*	*	*	*	*	*
State	173	*	*	83	89	1
American Indian						
District	‡	*	*	‡	‡	*
State	681	3	*	372	303	3
Two or More Races						
District	21	*	*	15	6	*
State	15,563	35	8	8,406	6,941	173

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Student Discipline (cont)

By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
K-8						
District	97	*	*	77	20	*
State	121,737	145	49	60,827	59,300	1,416
9-12						
District	137	*	*	116	21	*
State	128,614	327	72	77,492	49,441	1,282

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	27	*	*	27	*	*
State	7,952	2	*	4,445	3,481	24
Alcohol						
District	*	*	*	*	*	*
State	4,165	3	*	1,845	2,306	11
Drug Offences						
District	4	*	*	*	4	*
State	11,150	86	16	3,227	7,568	253
Violence with Physical Injury						
District	50	*	*	30	20	*
State	15,219	94	17	3,462	11,472	174

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Student Discipline (cont)

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Violence without Physical Injury						
District	20	*	*	16	4	*
State	49,238	83	29	18,880	29,328	918
Dangerous Weapon: Firearm						
District	2	*	*	1	1	*
State	665	24	12	124	487	18
Dangerous Weapon: Other						
District	*	*	*	*	*	*
State	2,644	60	11	664	1,769	140
Other Reason						
District	*	*	*	*	*	*
State	*	*	*	*	*	*

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
Students with IEPs						
District	30	*	*	21	9	*
State	69,205	76	10	35,739	32,510	870
English Learners						
District	1	*	*	1	*	*
State	30,924	51	18	19,482	11,239	134

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Student Discipline (cont)

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Low Income						
District	98	*	*	77	21	*
State	185,307	372	92	99,893	82,771	2,179

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	26	*	*	23	3	*
State	22,054	84	5	18,376	3,567	22
1-2 days						
District	124	*	*	116	8	*
State	138,143	66	13	98,587	38,888	589
2-3 days						
District	44	*	*	32	12	*
State	40,987	1	2	14,990	25,620	374
3-4 days						
District	31	*	*	21	10	*
State	28,489	1	1	4,798	23,319	370
4-10 days						
District	7	*	*	1	6	*
State	13,943	16	10	1,374	12,253	290

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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	2	*	*	*	2	*
State	6,735	304	90	194	5,094	1,053

By Gender - Incident Count

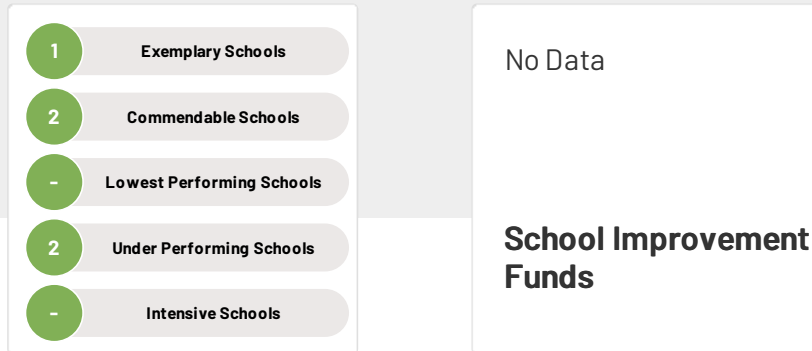
	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Male						
District	175	*	*	140	35	*
State	168,584	309	78	93,901	72,584	1,712
Female						
District	59	*	*	53	6	*
State	81,424	162	43	44,184	36,051	984
Non Binary						
District	*	*	*	*	*	*
State	343	1	*	234	106	2

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About the data

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

* Federal waivers issued in 2020 and 2021 impacted accountability. For more information, see www.isbe.net/summative.



Summative Designation Meta Indicator Components

What is it?

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

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

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

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

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

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

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

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

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

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

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Summative Designation Meta Indicator Components (cont)

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	149 84.7%	70 81.4%	79 87.8%	* *	143 86.1%	1 100.0%	2 50.0%	1 100.0%	* *	* *	2 50.0%	15 60.0%
State	89,290 72.1%	45,134 72.3%	44,113 72.0%	43 84.3%	52,654 88.3%	7,120 41.2%	19,452 55.9%	6,727 88.6%	125 76.7%	161 58.6%	3,051 76.0%	15,236 66.4%

	Students with IEPs	English Learners	Low Income
District	11 73.3%	2 66.7%	24 70.6%
State	8,661 60.2%	3,984 48.1%	26,686 52.4%

Percentage of students who fall into each GPA category

All				
District	15 8.5%	25 14.2%	51 29.0%	85 48.3%
State	15,394 12.4%	36,141 29.2%	43,060 34.8%	29,154 23.6%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Male				
District	5 5.8%	20 23.3%	27 31.4%	34 39.5%
State	7,818 12.5%	21,887 35.1%	21,286 34.1%	11,438 18.3%
Female				
District	10 11.1%	5 5.6%	24 26.7%	51 56.7%
State	7,571 12.3%	14,240 23.2%	21,751 35.5%	17,707 28.9%
Non Binary				
District	* *	* *	* *	* *
State	5 9.8%	14 27.4%	23 45.1%	9 17.6%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
White				
District	14 8.4%	23 13.9%	47 28.3%	82 49.4%
State	7,644 12.8%	11,888 19.9%	21,605 36.2%	18,509 31.0%
Black				
District	0 0.0%	0 0.0%	1 100.0%	0 0.0%
State	2,357 13.6%	8,114 47.0%	5,263 30.5%	1,543 8.9%
Hispanic				
District	1 25.0%	0 0.0%	1 25.0%	2 50.0%
State	4,111 11.8%	14,044 40.4%	12,244 35.2%	4,385 12.6%
Asian				
District	0 0.0%	0 0.0%	0 0.0%	1 100.0%
State	797 10.5%	776 10.2%	2,425 31.9%	3,593 47.3%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Native Hawaiian/ Pacific Islander				
District	* *	* *	* *	* *
State	11 6.8%	37 22.7%	60 36.8%	54 33.1%
American Indian				
District	* *	* *	* *	* *
State	30 10.9%	102 37.1%	94 34.2%	49 17.8%
Two or More Races				
District	0 0.0%	2 50.0%	2 50.0%	0 0.0%
State	444 11.1%	1,180 29.4%	1,369 34.1%	1,021 25.4%
Students with Disabilities				
District	2 8.0%	9 36.0%	10 40.0%	4 16.0%
State	3,107 13.5%	8,999 39.2%	7,949 34.6%	2,891 12.6%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Students with IEPs				
District	0 0.0%	5 33.3%	7 46.7%	3 20.0%
State	2,129 14.8%	6,660 46.3%	4,563 31.7%	1,037 7.2%
English Learners				
District	0 0.0%	2 66.7%	0 0.0%	1 33.3%
State	1,110 13.4%	4,087 49.4%	2,598 31.4%	485 5.9%
Low Income				
District	4 11.8%	12 35.3%	10 29.4%	8 23.5%
State	6,735 13.2%	21,240 41.7%	16,497 32.4%	6,473 12.7%

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	48 27.3%	28 32.6%	20 22.2%	* *	46 27.7%	0 0.0%	1 25.0%	1 100.0%	* *	* *	0 0.0%	1 4.0%
State	24,363 19.7%	12,253 19.6%	12,095 19.7%	15 29.4%	14,978 25.1%	826 4.8%	3,630 10.4%	3,905 51.4%	53 32.5%	37 13.4%	934 23.3%	2,868 12.5%

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Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
District	0 0.0%	0 0.0%	3 8.8%
State	464 3.2%	181 2.2%	4,047 7.9%

Percentage of students who have at least 1 Academic ELA Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	70 39.8%	33 38.4%	37 41.1%	* *	65 39.2%	0 0.0%	3 75.0%	1 100.0%	* *	* *	1 25.0%	1 4.0%
State	52,201 42.2%	22,804 36.5%	29,373 47.9%	24 47.1%	29,531 49.5%	3,996 23.1%	11,350 32.6%	5,378 70.8%	98 60.1%	90 32.7%	1,758 43.8%	5,784 25.2%

	Students with IEPs	English Learners	Low Income
District	0 0.0%	0 0.0%	4 11.8%
State	1,428 9.9%	766 9.3%	14,121 27.7%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have at least 1 Academic Math Indicator

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	102 58.0%	49 57.0%	53 58.9%	* *	98 59.0%	0 0.0%	2 50.0%	1 100.0%	* *	* *	1 25.0%	5 20.0%
State	87,721 70.9%	41,992 67.3%	45,691 74.6%	38 74.5%	45,501 76.3%	9,800 56.7%	22,507 64.7%	6,856 90.3%	126 77.3%	177 64.4%	2,754 68.6%	12,917 56.3%

	Students with IEPs	English Learners	Low Income
District	1 6.7%	1 33.3%	11 32.4%
State	6,259 43.5%	4,197 50.7%	30,104 59.1%

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

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	173 98.3%	85 98.8%	88 97.8%	* *	163 98.2%	1 100.0%	4 100.0%	1 100.0%	* *	* *	4 100.0%	24 96.0%
State	75,953 61.4%	37,503 60.1%	38,432 62.7%	18 35.3%	40,116 67.3%	8,205 47.5%	19,033 54.7%	5,747 75.7%	103 63.2%	162 58.9%	2,587 64.4%	12,696 55.3%

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Summative Designation Meta Indicator Components (cont)

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

	Students with IEPs	English Learners	Low Income
District	14 93.3%	3 100.0%	33 97.1%
State	7,312 50.8%	4,111 49.6%	27,119 53.2%

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Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
All				
District	113 64.2%	30 17.1%	29 16.5%	4 2.3%
State	40,809 33.0%	25,424 20.5%	28,205 22.8%	29,328 23.7%
Male				
District	55 64.0%	15 17.4%	14 16.3%	2 2.3%
State	20,203 32.4%	13,128 21.0%	14,541 23.3%	14,563 23.3%
Female				
District	58 64.4%	15 16.7%	15 16.7%	2 2.2%
State	20,600 33.6%	12,285 20.1%	13,641 22.3%	14,754 24.1%
Non Binary				
District	* *	* *	* *	* *
State	6 11.8%	11 21.6%	23 45.1%	11 21.6%

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Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
White				
District	108 65.1%	26 15.7%	28 16.9%	4 2.4%
State	25,996 43.6%	13,831 23.2%	11,756 19.7%	8,073 13.5%
Black				
District	1 100.0%	0 0.0%	0 0.0%	0 0.0%
State	2,595 15.0%	2,858 16.5%	5,062 29.3%	6,766 39.1%
Hispanic				
District	3 75.0%	0 0.0%	1 25.0%	0 0.0%
State	7,816 22.5%	5,862 16.9%	8,846 25.4%	12,261 35.3%
Asian				
District	0 0.0%	1 100.0%	0 0.0%	0 0.0%
State	2,872 37.8%	1,886 24.9%	1,487 19.6%	1,346 17.7%

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Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
Native Hawaiian/ Pacific Islander				
District	*	*	*	*
	*	*	*	*
State	41 25.1%	23 14.1%	24 14.7%	75 46.0%
American Indian				
District	*	*	*	*
	*	*	*	*
State	72 26.2%	49 17.8%	79 28.7%	75 27.3%
Two or More Races				
District	1 25.0%	3 75.0%	0 0.0%	0 0.0%
State	1,417 35.3%	915 22.8%	951 23.7%	732 18.2%
Students with Disabilities				
District	15 60.0%	6 24.0%	2 8.0%	2 8.0%
State	5,703 24.9%	4,450 19.4%	5,696 24.8%	7,099 30.9%

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Summative Designation Meta Indicator Components (cont)

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

	3+	only 2	only 1	0
Students with IEPs				
District	11 73.3%	2 13.3%	1 6.7%	1 6.7%
State	2,907 20.2%	2,568 17.8%	3,840 26.7%	5,076 35.3%
English Learners				
District	1 33.3%	0 0.0%	1 33.3%	1 33.3%
State	1,193 14.4%	1,344 16.2%	2,173 26.2%	3,570 43.1%
Low Income				
District	18 52.9%	6 17.6%	8 23.5%	2 5.9%
State	11,094 21.8%	8,706 17.1%	13,292 26.1%	17,860 35.0%

Percentage of students who have earned a College and Career Pathway Endorsement

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	0 0.0%	0 0.0%	0 0.0%	* *	0 0.0%	0 0.0%	0 0.0%	0 0.0%	* *	* *	0 0.0%	0 0.0%
State	964 0.8%	339 0.5%	625 1.0%	0 0.0%	571 1.0%	21 0.1%	189 0.5%	149 2.0%	4 2.5%	1 0.4%	29 0.7%	102 0.4%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have earned a College and Career Pathway Endorsement

	Students with IEPs	English Learners	Low Income
District	0 0.0%	0 0.0%	0 0.0%
State	32 0.2%	17 0.2%	243 0.5%

Fine Arts: Student Participation in Fine Arts

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	59.5%	59.2%	59.9%	*	60.1%	61.9%	58.8%	55.3%	0.0%	20.0%	50.0%	56.0%
State	69.9%	67.0%	72.8%	69.1%	68.5%	66.9%	72.5%	76.2%	72.0%	71.8%	71.1%	67.0%

	Students with IEPs	English Learners	Low Income
District	56.9%	66.7%	62.8%
State	66.4%	78.2%	69.9%

Fine Arts: Student Participation in Fine Arts Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1,431	750	681	*	1,308	26	30	21	0	1	45	192
State	1,271,937	626,370	645,098	469	568,210	203,123	365,407	76,666	1,272	3,266	53,993	228,922

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Summative Designation Meta Indicator Components (cont)

Fine Arts: Student Participation in Fine Arts Numerator Count

	Students with IEPs	English Learners	Low Income
District	145	22	430
State	175,684	212,971	619,115

Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	2,403	1,266	1,137	*	2,175	42	51	38	2	5	90	343
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

	Students with IEPs	English Learners	Low Income
District	255	33	685
State	264,507	272,399	885,329

Fine Arts: Teacher Qualifications

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	98.4%	99.5%	97.2%	*	98.5%	100.0%	93.3%	100.0%	*	100.0%	97.8%	98.4%
State	94.2%	94.3%	94.2%	96.2%	96.3%	86.8%	94.2%	98.0%	96.5%	94.8%	95.6%	93.1%

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Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications

	Students with IEPs	English Learners	Low Income
District	99.3%	86.4%	98.1%
State	92.5%	95.5%	92.2%

Fine Arts: Teacher Qualifications Numerator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	1,408	746	662	*	1,288	26	28	21	0	1	44	189
State	1,198,737	590,333	607,953	451	547,213	176,302	344,175	75,128	1,228	3,096	51,595	213,132

	Students with IEPs	English Learners	Low Income
District	144	19	422
State	162,574	203,311	570,669

Fine Arts: Teacher Qualifications Denominator Count

	All	Male	Female	Non Binary	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Students with Disabilities
District	2,403	1,266	1,137	*	2,175	42	51	38	2	5	90	343
State	1,820,402	934,146	885,577	679	829,677	303,489	504,356	100,639	1,767	4,547	75,927	341,635

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Summative Designation Meta Indicator Components (cont)

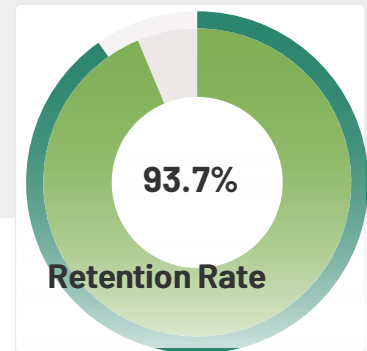
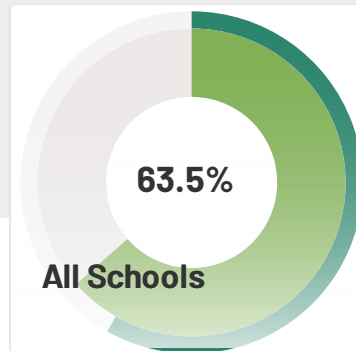
Fine Arts: Teacher Qualifications Denominator Count

	Students with IEPs	English Learners	Low Income
District	255	33	685
State	264,507	272,399	885,329

* 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	16	60.5%	100.0%
State	*	64.4%	97.2%

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

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	20
State	17	18

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	\$64,985
State	\$73,916

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Retention Rate

What is it?

This shows the three-year average percentage of full-time teachers returning to the same school year to year.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	93.7% 341	93.6% 336	* *	100.0% 2	100.0% 3	* *	* *	* *	* *
	Male	98.1% 106	98.1% 106	* *	* *	* *	* *	* *	* *	* *
	Female	91.8% 235	91.6% 230	* *	100.0% 2	100.0% 3	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	90.2% 318,584	90.7% 270,195	85.3% 14,654	93.0% 21,699	90.2% 5,030	84.4% 190	91.8% 606	85.1% 2,319	70.8% 3,891
	Male	91.4% 75,736	92.0% 64,848	85.0% 3,134	93.4% 4,992	92.1% 1,169	81.1% 60	93.4% 156	84.9% 591	67.3% 786
	Female	89.9% 242,848	90.3% 205,347	85.3% 11,520	92.8% 16,707	89.6% 3,861	86.1% 130	91.3% 450	85.2% 1,728	71.7% 3,105
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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Full-Time Equivalent

What is it?

This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	100.0% 135.1	97.1% 131.2	1.5% 2	0.7% 1	0.7% 1	* *	* *	* *	* *
	Male	30.3% 41	29.7% 39	100.0% 2	* *	* *	* *	* *	* *	* *
	Female	69.7% 94.2	70.3% 92.2	* *	100.0% 1	100.0% 1	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 134896.6	80.6% 108715.6	6.2% 8387.2	8.4% 11339.2	1.9% 2528.6	0.1% 84.2	0.2% 260.1	0.8% 1096.3	1.8% 2485.4
	Male	23.5% 31704.3	23.8% 25848.6	21.9% 1840	22.6% 2557.1	23.4% 591.8	28.3% 23.8	22.7% 59	23.9% 261.9	21.0% 522.1
	Female	76.5% 103192.2	76.2% 82867.1	78.1% 6547.2	77.4% 8782.1	76.6% 1936.7	71.7% 60.4	77.3% 201	76.1% 834.4	79.0% 1963.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

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

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	1
State	1,185

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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female
District	*	*	*	*	*	*	*	*	*	*	*
State	2,293	1,831	143	192	66	1	7	26	*	457	1,836

* 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	2 1.5%	* *	* *
State	4,465 3.3%	1,349 4.0%	658 1.0%

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	2 2.2%	* *	2 2.0%
State	9,383 7.0%	2,627 9.0%	2,031 5.0%

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

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	3 2.4%	* *	3 3.0%
State	4,649 4.2%	836 4.0%	1,243 3.0%

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	16	*	*
State	*	*	*

* 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	36.5%	*	38.4%
State	41.0%	41.1%	35.1%

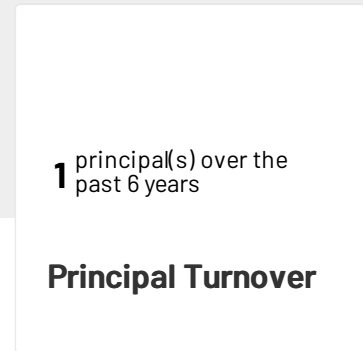
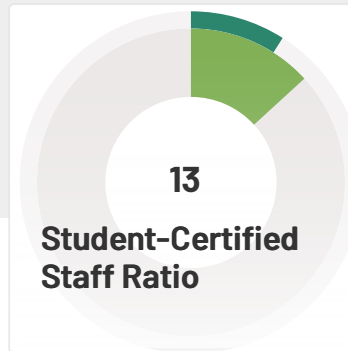
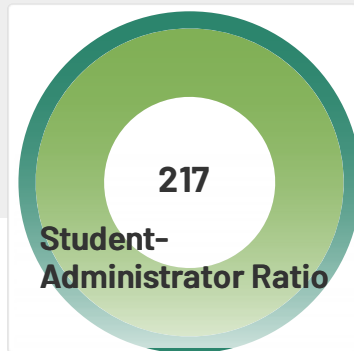
Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
District	63.5%	*	61.6%
State	58.2%	57.1%	64.6%

* 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

Administrator data includes information regarding administration, including salary and turnover, as well as information comparing ratios of administration to both students and staff.



Student-To-Staff Ratios

What is it?

This shows the average number of students per certified staff member and the average number of students per administrator.

	Student-Certified Staff Ratio	Student-Administrator Ratio
District	13	217
State	9	141

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

Administrators

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	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown
District	All	100.0% 11	100.0% 11	* *	* *	* *	* *	* *	* *	* *
	Male	63.6% 7	63.6% 7	* *	* *	* *	* *	* *	* *	* *
	Female	36.4% 4	36.4% 4	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	100.0% 13214.3	75.6% 9995.7	14.8% 1954.1	6.9% 910.7	1.0% 136	0.1% 9	0.1% 19.7	0.7% 92.3	0.7% 96.8
	Male	40.5% 5353.4	43.4% 4339.7	28.5% 557.8	35.6% 323.9	41.3% 56.2	33.4% 3	49.3% 9.7	30.2% 27.8	36.5% 35.3
	Female	59.5% 7860.9	56.6% 5656	71.5% 1396.3	64.4% 586.8	58.7% 79.9	66.6% 6	50.7% 10	69.8% 64.5	63.5% 61.4
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *

* 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	\$124,480
State	\$116,908

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

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	* *	* *	* *
State	1,563 11.8%	341 14.6%	253 9.9%

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

About the data

The Civil Rights Data Collection (CRDC) is a biennial (i.e., every other school year) survey of public schools that has been required by the U.S. Department of Education Office for Civil Rights since 1968. The CRDC collects data on leading civil rights indicators related to access and barriers to educational opportunity from early childhood through Grade 12. The CRDC collects data from public Local Educational Agencies and schools, including juvenile facilities, charter schools, alternative schools, and schools serving only students with disabilities.

Student Environment

What is it?

Data from the Civil Rights Data Collection (CRDC) comes directly from the U.S. Department of Education (ED). ED collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for in-school suspensions, out-of-school suspensions, and expulsions is reported by ISBE in a separate report on www.isbe.net. 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	0.0%	0.0%	0.0%	0.0%	0.0%	8.8%
State	5.1%	3.5%	0.1%	0.1%	0.7%	16.3%

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

Civil Rights Data Collection

(2017-18)

Student Environment (cont)

	Rate of Incidents of Violence	Number of Schools with Incidents of Violence	
		Firearm	Homicide
District	0.0%	0	0
State	2.2%	153	5

Academic Environment

What is it?

Data from the Civil Rights Data Collection comes directly from ED, which collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for accelerated coursework can be found in the Academic Performance section of the Report Card. Please note data may not match due to differences in data collection methods.

	Enrolled in PreSchool	Advanced Placement (AP) Course Work	Advanced Placement Course Work	
			International Baccalaureate (IB) Course Work	Dual Credit Course Work
District	2.1% 47	10.6% 238	0.0% 0	0.0% 0
State	3.9% 78,272	7.2% 143,753	0.3% 5,004	3.3% 65,736

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

About the data

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations of interest. National NAEP reports information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at Grades 4, 8, and 12.

Inclusion Rate and Standard Error in NAEP

What is it?

The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

Percentage of students identified With Disabilities and English Learners - Reading

Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	91	2.1	96	1	95	1.4	94	1.6

Percentage of students identified With Disabilities and English Learners - Mathematics

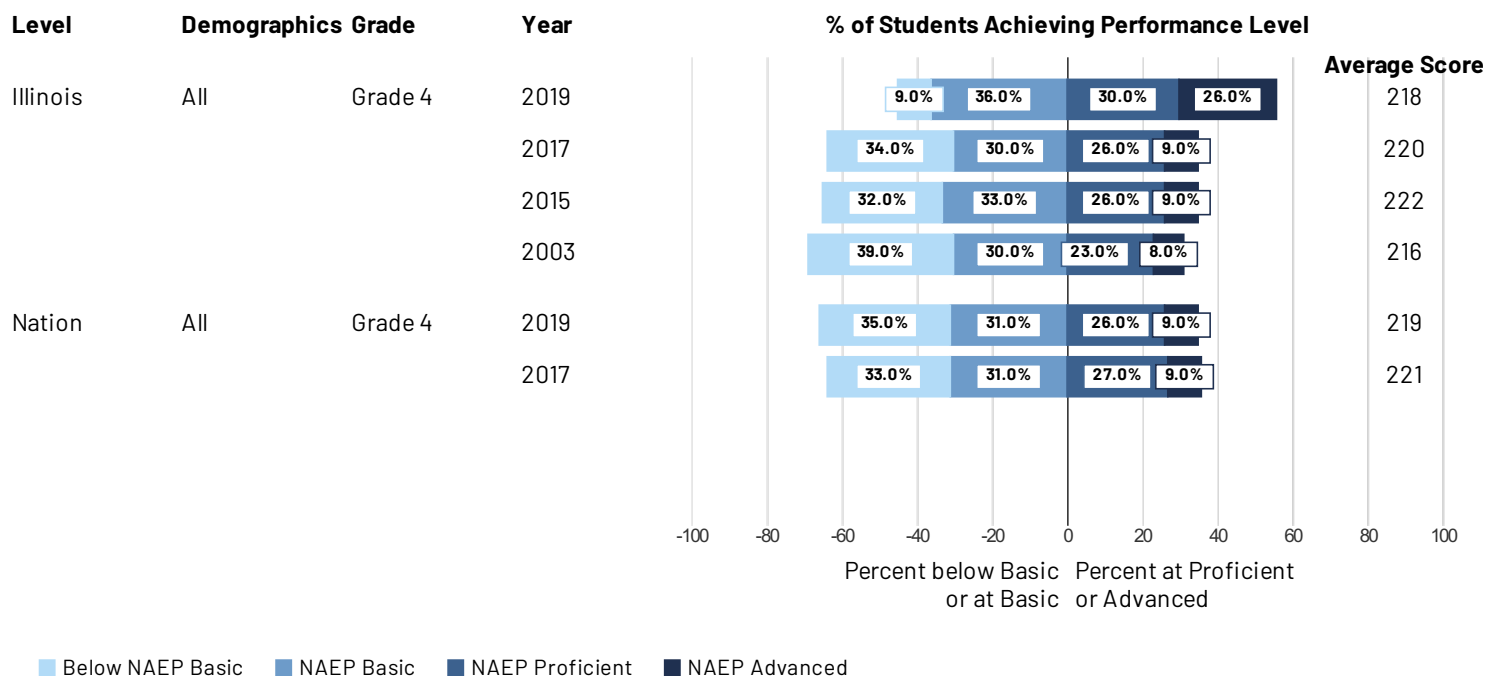
Jurisdiction	Grade 4				Grade 8			
	Identified as students with disabilities		English Language Learners		Identified as students with disabilities		English Language Learners	
	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error	Inclusion Rate	Standard Error
Illinois	95	1.2	98	0.7	94	1.1	95	2

NAEP Achievement-Level Percentages and Average Score Results

What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

Reading - Grade 4



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

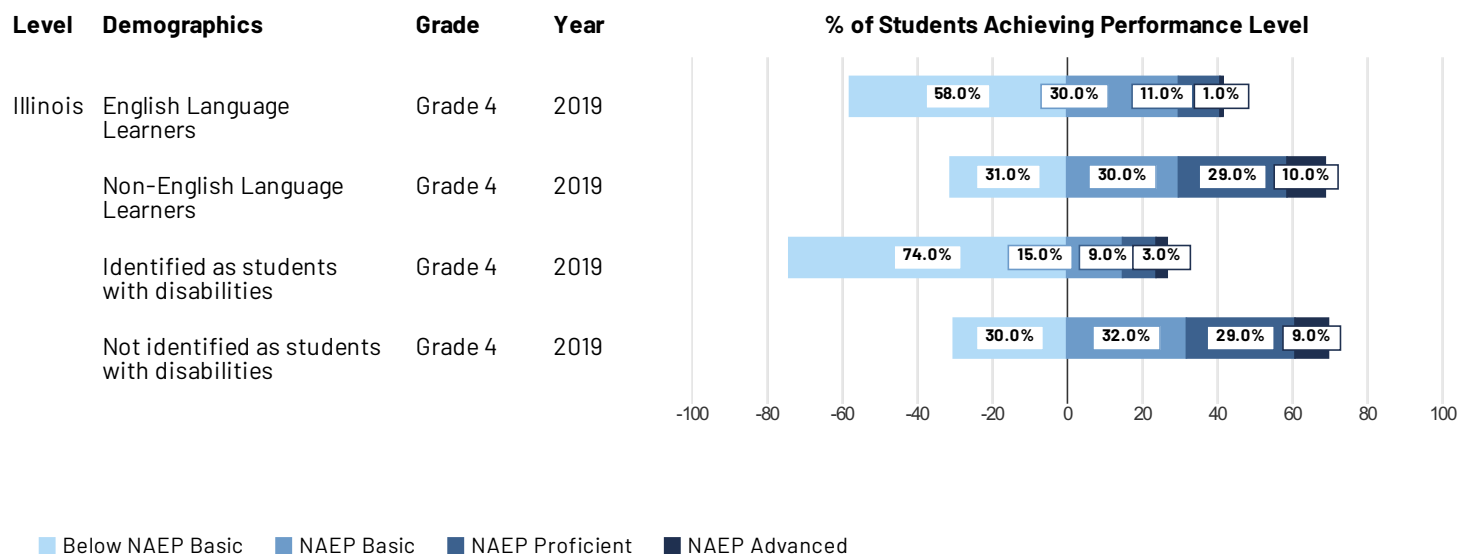
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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Reading - Grade 4



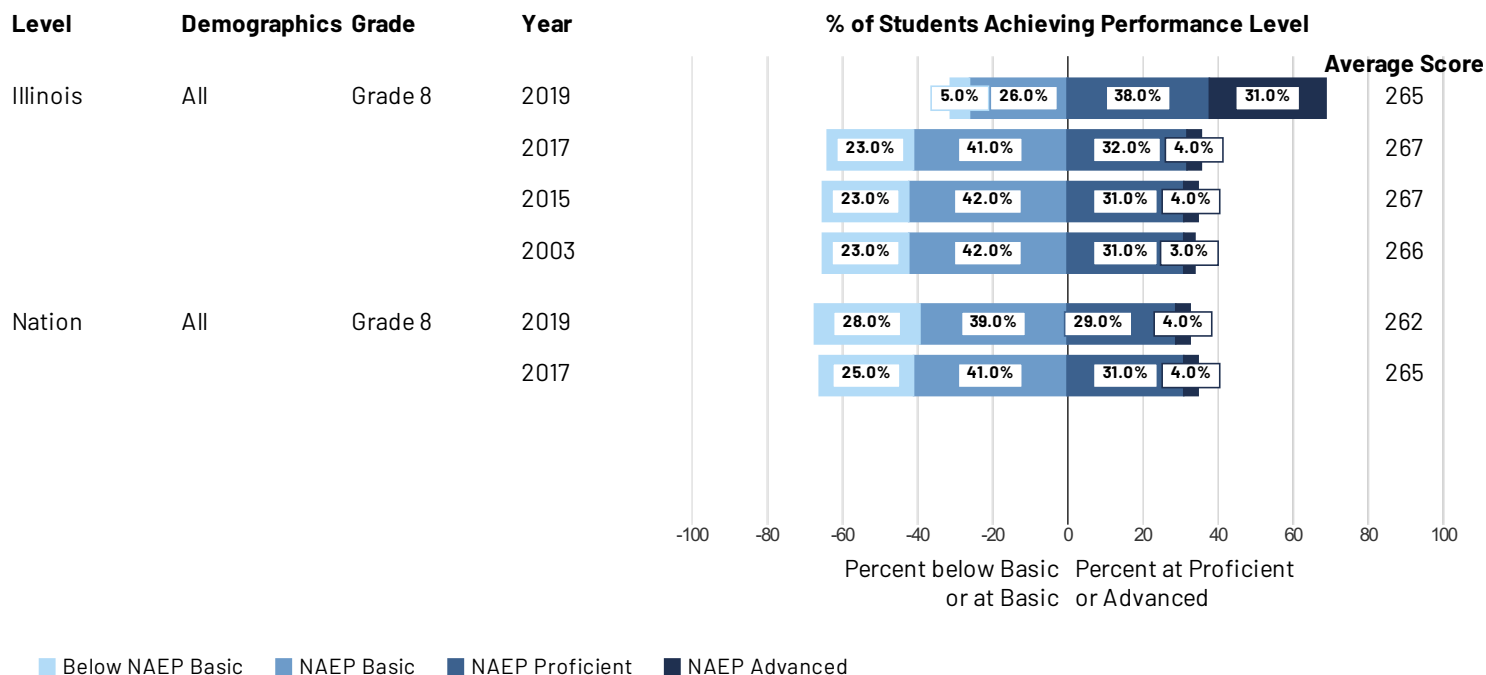
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

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

Reading - Grade 8

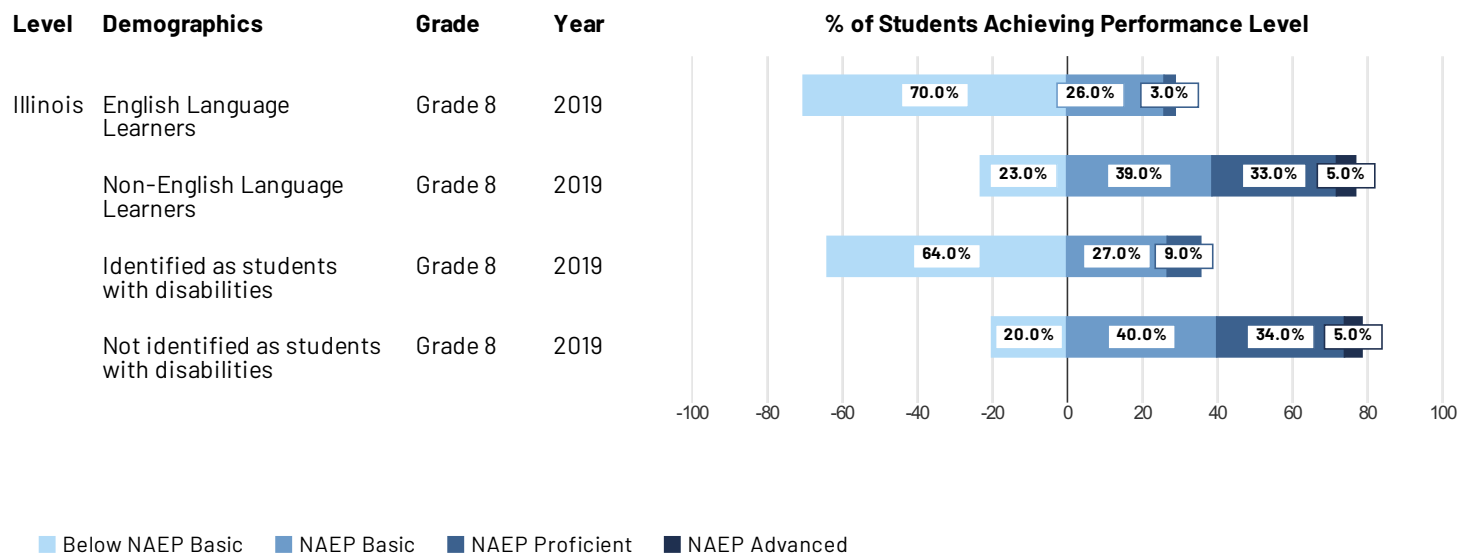


* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

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

Reading - Grade 8



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

Results for Student Groups

What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

Results for Student Groups in 2019 - Reading - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	46.0%	228	75.0%	45.0%	12.0%
Black	18.0%	200	46.0%	17.0%	2.0%
Hispanic	27.0%	208	55.0%	23.0%	4.0%
Asian	4.0%	238	82.0%	57.0%	19.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	4.0%	229	74.0%	43.0%	12.0%
Gender					
Male	50.0%	215	61.0%	32.0%	8.0%
Female	50.0%	221	68.0%	36.0%	9.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Results for Student Groups (cont)

Results for Student Groups in 2019 - Reading - Grade 8

			Percentage at or above NAEP		
Reporting Groups	Percentage of students	Average Score	Basic	Proficient	Percentage at NAEP Advanced
Race/Ethnicity					
White	48.0%	274	82.0%	45.0%	6.0%
Black	18.0%	246	56.0%	15.0%	1.0%
Hispanic	25.0%	255	66.0%	25.0%	2.0%
Asian	6.0%	290	90.0%	66.0%	15.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	3.0%	263	72.0%	32.0%	5.0%
Gender					
Male	51.0%	260	69.0%	32.0%	4.0%
Female	49.0%	269	78.0%	40.0%	6.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

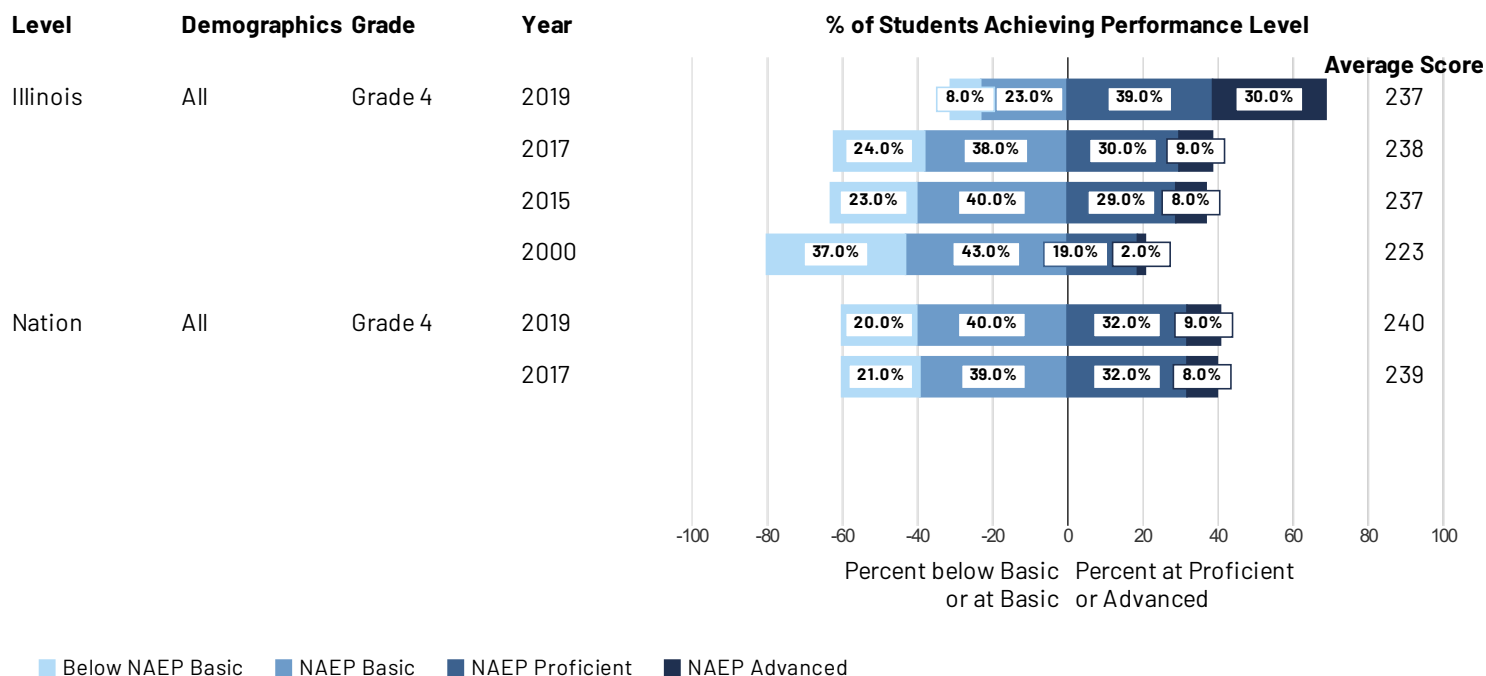
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

NAEP Achievement-Level Percentages and Average Score Results

What is it?

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Mathematics - Grade 4



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

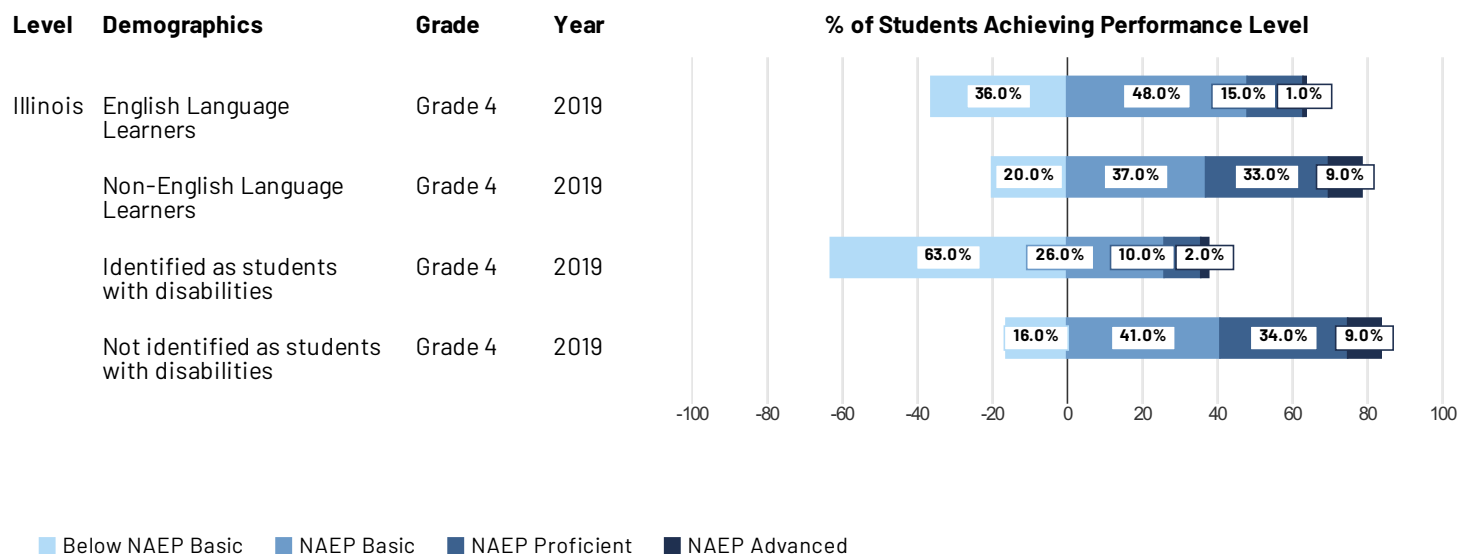
NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

NAEP Achievement-Level Percentages and Average Score Results

What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

Mathematics - Grade 4



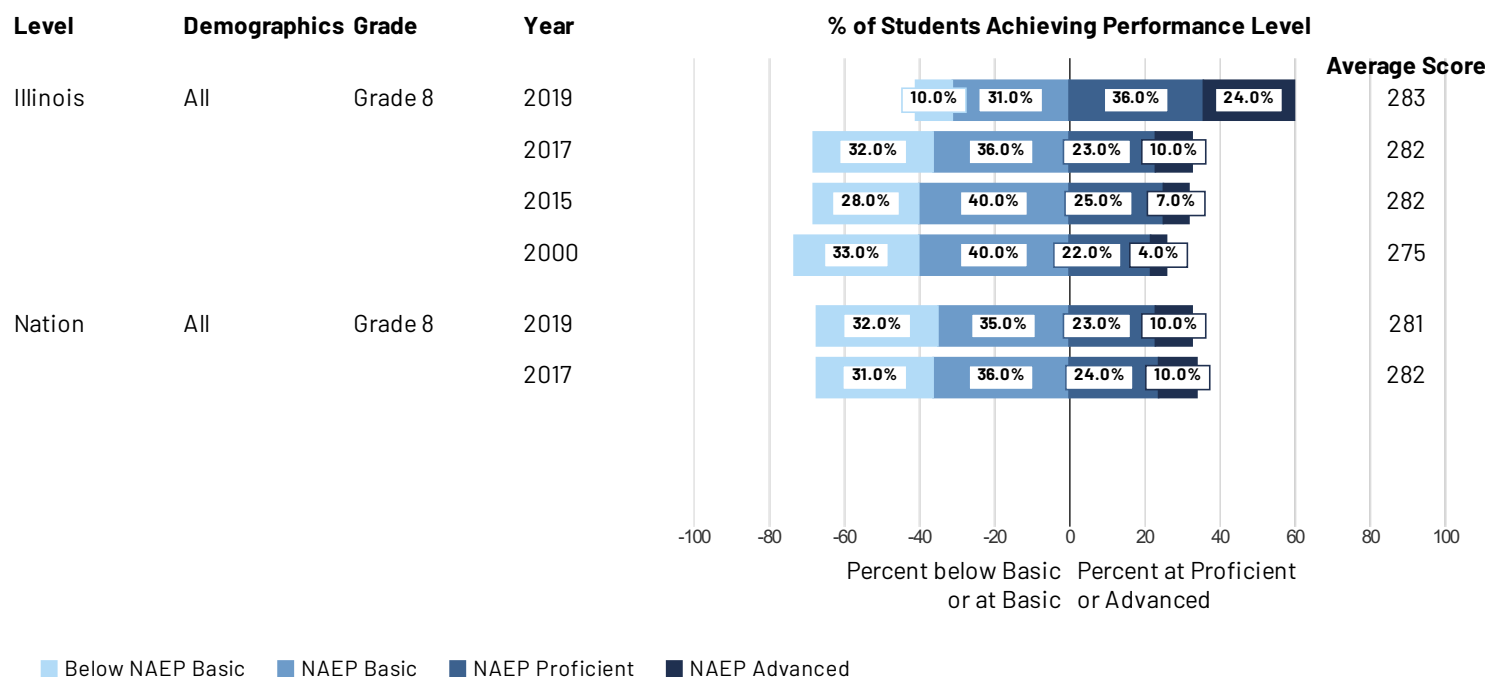
IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

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

Mathematics – Grade 8

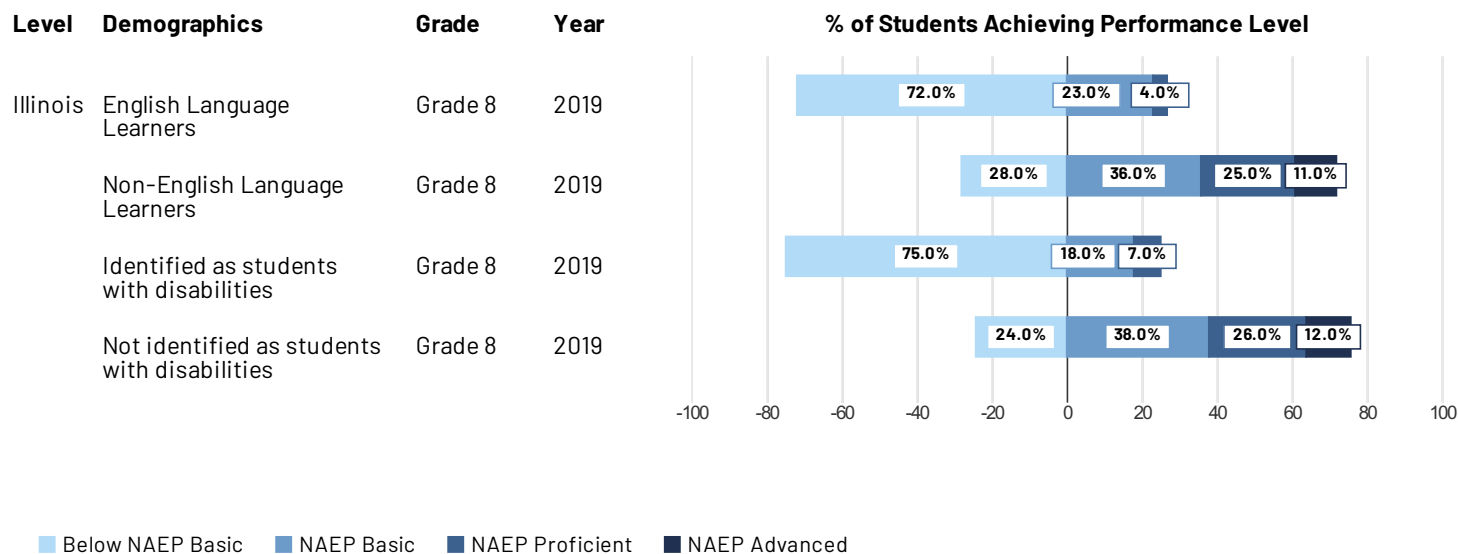


* Significantly different ($p < .05$) from state's results in {year}. Significance tests were performed using unrounded numbers.

NOTE: NAEP achievement levels are to be used on a trial basis and should be interpreted and used with caution. Detail may not sum to totals because of rounding.

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

Mathematics – Grade 8



IEP NOTE: The category "students with disabilities" includes students identified as having either an Individualized Education Program (IEP) or protection under Section 504 of the Rehabilitation Act of 1973.

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

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Education Progress (NAEP), {year} Mathematics Assessment.

Results for Student Groups

What is it?

NAEP is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. For more information, please see [The Nation's Report Card](#).

Results for Student Groups in 2019 - Math - Grade 4

Reporting Groups	Percentage of students	Average Score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
Race/Ethnicity					
White	46.0%	246	86.0%	51.0%	11.0%
Black	17.0%	217	57.0%	14.0%	1.0%
Hispanic	27.0%	231	74.0%	28.0%	4.0%
Asian	4.0%	259	88.0%	65.0%	25.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	4.0%	238	76.0%	40.0%	12.0%
Gender					
Male	50.0%	239	78.0%	41.0%	10.0%
Female	50.0%	236	77.0%	36.0%	6.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Results for Student Groups (cont)

Results for Student Groups in 2019 - Math - Grade 8

			Percentage at or above NAEP		Percentage at NAEP
Reporting Groups	Percentage of students	Average Score	Basic	Proficient	Advanced
Race/Ethnicity					
White	48.0%	291	78.0%	42.0%	12.0%
Black	18.0%	262	49.0%	14.0%	2.0%
Hispanic	25.0%	273	62.0%	24.0%	5.0%
Asian	6.0%	320	92.0%	73.0%	36.0%
Native Hawaiian/ Pacific Islander	#	‡	‡	‡	‡
American Indian	#	‡	‡	‡	‡
Two or More Races	3.0%	286	71.0%	38.0%	17.0%
Gender					
Male	51.0%	283	69.0%	35.0%	12.0%
Female	49.0%	282	70.0%	32.0%	9.0%
Non Binary	‡	‡	‡	‡	‡
National School Lunch Program					
Eligible NSLP	‡	‡	‡	‡	‡
Not Eligible NSLP	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Memorandum

TO: BOARD OF EDUCATION

FROM: TRAVIS R. ROUNDCOUNT

DATE: OCTOBER 14, 2023

RE: FUND WARRANTS

Administrative recommendation: to approve payment of the enclosed list of Quick Pays, Fund Warrants, and Athletic Imprest checks. Voided checks have been listed.

BMR nmg

Enclosures

MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3

QUICK PAYS

10/11/2023-11/03/2023

CHECK	VENDOR	DESCRIPTION	AMOUNT
34626	ATHLETIC IMPREST	MISC EXPENSE	4,085.00
34627	DD TRS EMP CONTRIBUTIONS	PAYROLL ACCRUAL	51,156.09
34628	DD TRS FEDERAL CONTRIBUTIONS	PAYROLL ACCRUAL	2,275.26
34629	DD TRS RET CONT .58	PAYROLL ACCRUAL	3,097.11
34630	DD TRS THIS CONTRIBUTIONS	PAYROLL ACCRUAL	8,383.61
34631-34632	VOID		0.00
34633	DD ILL DEPT OF REVENUE	PAYROLL ACCRUAL	28,767.78
34634	DD IRS FICA	PAYROLL ACCRUAL	20,055.72
34635	DD IRS MEDICARE	PAYROLL ACCRUAL	18,096.34
34636	DD IRS W/H FEDERAL	PAYROLL ACCRUAL	52,653.42
34637	DD MTZ CUSD MED INS	PAYROLL ACCRUAL	131,173.29
34638	DD MTZ CUSD FLEX INS	PAYROLL ACCRUAL	4,129.41
34639	DD MTZ CUSD LIFELOCK INS	PAYROLL ACCRUAL	185.51
34640	DD MTZ FEDERATION OF TEACHERS	PAYROLL ACCRUAL	5,342.80
34641	DD MUTUAL OF OMAHA PMT PROCESS	PAYROLL ACCRUAL	1,425.31
34642	DD STATE DISBURSEMENT-EXPERTPAY	PAYROLL ACCRUAL	964.60
34643	DD THE OMNI GROUP PAYROLL REMIT	PAYROLL ACCRUAL	13,652.04
34644	DD TRS THIS CONTRIBUTIONS	PAYROLL ACCRUAL	212.87
34645	AGEE, TIA	MISC EXPENSE	59.50
34646	ARTHUR PUBLISHING	PURCHASED SERVICE	275.00
34647	AT & T	PURCHASED SERVICE	46.70
34648	BINKLEY, JENNY	MISC EXPENSE	85.00
34649	BLACK, BRITTNI	MISC EXPENSE	85.00
34650	BOLT, KARI	MISC EXPENSE	85.00
34651	BURNETT, MELISSA	MISC EXPENSE	170.00
34652	BURTON, SAMANTHA	MISC EXPENSE	170.00
34653	CALVERT, BRITTANY	MISC EXPENSE	85.00
34654	CAMFIELD, AMBER	MISC EXPENSE	85.00
34655	CARLISLE, BRANDI	MISC EXPENSE	85.00
34656	CHRISTIAN, MANDY	MISC EXPENSE	59.50
34657	CONFIDENTIAL ON SITE PAPER SHREDDING	SUPPLIES	75.00
34658	DAVIS, KENZIE	MISC EXPENSE	85.00
34659	DONNELLY AUTOMOTIVE MACHINE	SUPPLIES	227.26
34660	FEAR, CASSANDRA	MISC EXPENSE	85.00
34661	FLEET PRIDE TRUCK & TRAILER PARTS	SUPPLIES	1,119.76
34662	FRYDINGER-BLACK, SHAUNI	MISC EXPENSE	85.00
34663	GARRETT, SHANNON	MISC EXPENSE	400.00
34664	GATES, DELAINA	MISC EXPENSE	85.00
34665	GENERAL FENCE CO.	PURCHASED SERVICE	225.00
34666	GORDON FOOD SERVICE	SUPPLIES	21,818.56
34667	HEART TECHNOLOGIES, INC.	PURCHASED SERVICE	336.00
34668	HENSEN, RICH	SUPPLIES	86.08

34669 HIGH SCHOOL DISTRICT ORGANIZATION OF ILLINOIS	DUES	455.20
34670 HSHS MEDICAL GROUP	PURCHASED SERVICE	720.00
34671 ILMEA	SUPPLIES	24.00
34672 VOID		0.00
34673 IMPERIALDADE	SUPPLIES	1,766.95
34674 J W PEPPER & SON, INC.	SUPPLIES	105.00
34675 LAYTON, MATTHEW	MISC EXPENSE	85.00
34676 LIBERTY MUTUAL INSURANCE	PURCHASED SERVICE	280.00
34677 MACON-PIATT ROE #39	DUES	9,775.00
34678 MARQUARDT, STEVEN	MISC EXPENSE	59.50
34679 MCQUEEN, BROCK	MISC EXPENSE	170.00
34680 MORLAN, JAMIE	MISC EXPENSE	59.50
34681 NELSON'S TERMITE & PEST CONTROL	PURCHASED SERVICE	375.00
34682 OCCUPATIONAL HEALTH & WELLNESS AT ST. MARY'S	PURCHASED SERVICE	311.60
34683 PINKSTON, NICOLE	MISC EXPENSE	40.00
34684 PROCTOR, SHANNON	MISC EXPENSE	85.00
34685 R.D. MCMILLEN ENTERPRISES	SUPPLIES	235.00
34686 REDWOOD LITERACY	MISC EXPENSE	2,587.50
34687 ROBINSON, HALEE	MISC EXPENSE	85.00
34688 RUSH TRUCK CENTERS	SUPPLIES	137.80
34689 SCHAEFER, NEELY	MISC EXPENSE	85.00
34690 SCHMAHL, AMY	SUPPLIES	32.95
34691 SEELY, SARAH	MISC EXPENSE	85.00
34692 SILL, JAMIE	PROF DEVELOP	99.19
34693 SUNBELT RENTALS	SUPPLIES	2,227.96
34694 SWOPE, ED	MISC EXPENSE	59.50
34695 VOID		0.00
34696 TRIMBY, JILL	MISC EXPENSE	85.00
34697 WALSH, MILLICENT	PROF DEVELOP	25.00
34698 WARNER, HEATHER	MISC EXPENSE	400.00
34699 WATTS COPY SYSTEMS	PURCHASED SERVICE	114.00
34700 WINDHORST, STEPHANIE	SUPPLIES	35.88
34701 WINGARD, MOLLY	MISC EXPENSE	85.00
34702-34703 VOID		0.00
34704 ADOBE	PURCHASED SERVICE	2,460.00
34705 AMEREN ILLINOIS	SUPPLIES	6,752.15
34706 ARTHUR PUBLISHING	PURCHASED SERVICE	137.50
34707 BAKER, MARIE	SUPPLIES	14.75
34708 BECK TECH	SUPPLIES	738.00
34709 CONSTELLATION NEWENERGY GAS DIVISION LLC.	SUPPLIES	3,904.43
34710 FOLLETT CONTENT SOLUTIONS, LLC	SUPPLIES	414.76
34711 GORDON FOOD SERVICE	SUPPLIES	22,877.90
34712 GUASCO, HEATHER	SUPPLIES	137.50
34713 HSHS MEDICAL GROUP	PURCHASED SERVICE	180.00
34714 IMPERIALDADE	SUPPLIES	389.77
34715 INTEGRITY TECHNOLOGY SOLUTIONS	PURCHASED SERVICE	200.00
34716 JAMES, CHRISTINA	MISC EXPENSE	85.00

34717 LEARNING TECHNOLOGY CENTER ILL	PROFESSIONAL DEVELOPMENT	575.00
34718 MIDAMERICAN ENERGY SERVICES, LLC.	SUPPLIES	11,424.38
34719 MOODY, LATANA	MISC EXPENSE	85.00
34720 OWENS, SARAH	SUPPLIES	29.00
34721 PEERLESS CLEANERS INC.	PURCHASED SERVICE	6,999.72
34722 PRENTKE ROMICH COMPANY	SUPPLIES	929.69
34723 PROFESSIONAL OUTDOOR SOLUTIONS	PURCHASED SERVICE	3,047.70
34724 QUADIENT LEASING	PURCHASED SERVICE	177.27
34725 RAMZA INSURANCE GROUP, INC.	PURCHASED SERVICE	6,346.00
34726 REEVE, PAUL	PURCHASED SERVICE	61.35
34727 RONS PRODUCE WHOLESALE FOOD SERVICE	SUPPLIES	1,773.00
34728 SCHMAHL, AMY	SUPPLIES	9.99
34729 SCHOLASTIC INC.	SUPPLIES	195.11
34730 TAYLOR, JENNIFER	SUPPLIES	59.60
34731 WALDEN, LANE	MISX EXPENSE	47.50
34732 WALSH, MILLICENT	SUPPLIES	104.44
34733 DD AFLAC REMITTANCE	PAYROLL ACCRUAL	490.90
34734 DD COLONIAL LIFE PREM PROCESS	PAYROLL ACCRUAL	244.24
34735 DD ILL DEPT OF REVENUE	PAYROLL ACCRUAL	28,883.61
34736 DD IMRF	PAYROLL ACCRUAL	18,881.82
34737 DD IRS FICA	PAYROLL ACCRUAL	20,158.56
34738 DD IRS MEDICARE	PAYROLL ACCRUAL	18,058.02
34739 DD IRS W/H FEDERAL	PAYROLL ACCRUAL	53,284.38
34740 DD MTZ CUSD MED INS	PAYROLL ACCRUAL	131,708.36
34741 DD MTZ CUSD FLEX INS	PAYROLL ACCRUAL	3,971.08
34742 DD MTZ CUSD LIFELOCK INS	PAYROLL ACCRUAL	223.74
34743 DD MTZ FEDERATION OF TEACHERS	PAYROLL ACCRUAL	5,307.65
34744 DD MUTUAL OF OMAHA PMT PROCESS	PAYROLL ACCRUAL	14,566.81
34745 DD STATE DISBURSEMENT-EXPERTPAY	PAYROLL ACCRUAL	964.60
34746 DD THE OMNI GROUP PAYROLL REMIT	PAYROLL ACCRUAL	13,272.88
34747 MT. ZION FOUNDATION FOR QUALITY EDUCATION	PAYROLL ACCRUAL	103.68
34748 NCPERS GROUP LIFE INS.	PAYROLL ACCRUAL	184.00
34749 SOUTHERN BUS & MOBILITY	SUPPLIES	32,839.50
34750 DD TRS EMP CONTRIBUTIONS	PAYROLL ACCRUAL	48,149.16
34751 DD TRS FEDERAL CONTRIBUTIONS	PAYROLL ACCRUAL	2,257.77
34752 DD TRS RET CONT .58	PAYROLL ACCRUAL	3,102.96
34753 DD TRS THIS CONTRIBUTIONS	PAYROLL ACCRUAL	8,399.38
34754 ATHLETIC IMPREST	MISC EXPENSE	2,099.86
34755 ARTHUR PUBLISHING	PROF DEVELOP	137.50
34756 BLDD ARCHITECTS, INC.	PURCHASED SERVICE	17,999.02
34757 BUSHUE BACKGROUND SCREENING	PURCHASED SERVICE	440.00
34758 DEMEO, MICHAEL	SUPPLIES	21.97
34759 FLECKENSTEIN, DANIEL	PURCHASED SERVICE	46.00
34760 FOLLETT CONTENT SOLUTIONS, LLC	SUPPLIES	388.82
34761 FULTZ, JENNIFER	SUPPLIES	63.21
34762 GEPHART, AMY	MISC EXPENSE	100.00
34763 HEARTLAND BANK & TRUST	DUES	1,759,443.00

34764 ILLINOIS PRINCIPALS ASSOCIATION	DUES	429.00
34765 IMPERIALDADE	SUPPLIES	244.80
34766 JOHNSON CONTROLS FIRE PROTECTION LP	PURCHASED SERVICE	2,188.97
34767 LAWSON PRODUCTS, INC	SUPPLIES	325.05
34768 M J KELLNER CO, INC	SUPPLIES	627.43
34769 MIDWEST TRANSIT EQUIPMENT	SUPPLIES	140.32
34770 OFFICE PRODUCTS CENTER MITCHELLE PRINTING	SUPPLIES	102.76
34771 PARKS SEWER SERVICE	PURCHASED SERVICE	105.00
34772 PROQUEST LLC	SUPPLIES	2,587.50
34773 PURITAN SPRINGS	SUPPLIES	34.37
34774 REDWOOD LITERACY	MISC EXPENSE	10,500.00
34775 RONS PRODUCE WHOLESALE FOOD SERVICE	SUPPLIES	864.00
34776 SAMS, KRISTIN	MISC EXPENSE	40.00
34777 SCHMAHL, AMY	SUPPLIES	87.29
34778 SKYWARD ACCOUNTING DEPT	PURCHASED SERVICE	480.50
34779 TOP QUALITY ROOFING CO.	PURCHASED SERVICE	695.00
34780 WATTS COPY SYSTEMS	PURCHASED SERVICE	342.00
34781 CAPITAL ONE - DD	MISC EXPENSE	28,658.12
34782 CAPITAL ONE - DD	MISC EXPENSE	37,031.46
34783 CAPITAL ONE - DD	MISC EXPENSE	14,778.74
34784 CAPITAL ONE - DD	MISC EXPENSE	6,099.95

TOTAL**\$2,754,577.30**

10 - EDUCATION FUND	\$	765,293.98
20 - OPERATION & MAINTENANCE FUND	\$	104,271.27
30 - DEBT SERVICE FUND	\$	1,759,443.00
40 - TRANSPORTATION FUND	\$	58,351.31
50 - MUNICIPAL RETIREMENT FUND	\$	42,484.98
60 - SITE & CONSTRUCTION FUND		18,106.76
80 - TORT FUND	\$	6,626.00
TOTAL	\$	2,754,577.30

MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3
FUND WARRANTS
September 19, 2023

CHECK #	VENDOR	DESCRIPTION	AMOUNT
34785	BROCK, NATHAN	PROF DEVELOP	538.60
34786	DEERING, REGAN	PROF DEVELOP	538.60
34787	EVERGREEN FS - #15	Multiple Invoices	12,173.19
34788	GORDON FOOD SERVICE	Multiple Invoices	15,539.11
34789	GUIN MUNDORF, LLC.	PURCHASED SERVICE	15,782.50
34790	JANVRIN, KYLE	PROF DEVELOP	538.60
34791	MIDAMERICAN ENERGY SERVICES, LLC.	Multiple Invoices	15,267.21
34792	NEWTON, KENT	PROF DEVELOP	538.60
34793	NILES, KRISTI	PROF DEVELOP	538.60
34794	SAMS, JEFFREY	PROF DEVELOP	538.60
34795	SHUMAKER, MICHELLE	PROF DEVELOP	538.60
34796	VILLAGE OF MT. ZION	PURCHASED SERVICE	3,350.00
34797	WATTS COPY SYSTEMS	PURCHASED SERVICE	8,257.81
TOTAL			\$ 74,140.02

10 - EDUCATION FUND	\$	39,579.42
20 - OPERATION FUND	\$	18,617.21
40 - TRANSPORTATON FUND	\$	15,943.39
TOTAL	\$	74,140.02

MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3
ATHLETIC IMPREST EXPENSES
10/1/23-10/13/23

CHECK	VENDOR	DESCRIPTION	AMOUNT
15270	MANDRELL, MICHAEL	OFFICIAL	\$ 70.00
15271	CHARLESTON HIGH SCHOOL	ENTRY FEE	\$ 180.00
15272	FLOYD, GAIGE	SECURITY	\$ 140.00
15273	LEWALLEN, DAVID	SECURITY	\$ 140.00
15274	KIESEL, ELIJAH	OFFICIAL	\$ 100.00
15275	PENROD, PAUL	OFFICIAL	\$ 100.00
15276	AUSTIN, DYLAN	OFFICIAL	\$ 90.00
15277	BERTOLDO, MICHAEL	OFFICIAL	\$ 90.00
15278	BERTOLDO, MICHAEL	OFFICIAL	\$ 90.00
15279	BLICKENSDETFER, MARK	OFFICIAL	\$ 90.00
15280	BURNETT, BARRY	OFFICIAL	\$ 110.00
15281	KERWOOD, CHRIS	OFFICIAL	\$ 90.00
15282	KERWOOD, CHRIS	OFFICIAL	\$ 105.00
15283	MCELROY, MATTHEW	OFFICIAL	\$ 90.00
15284	MOODY, ALEX	OFFICIAL	\$ 105.00
15285	MOSS, RANDY	OFFICIAL	\$ 90.00
15286	NELSON, TRAVIS	OFFICIAL	\$ 70.00
15287	PEOPLES, GEOFFREY	OFFICIAL	\$ 105.00
15288	ROTZ, MARK	OFFICIAL	\$ 90.00
15289	SALEFSKI, JEFFREY	OFFICIAL	\$ 90.00
15290	SRONCE, STEPHEN	OFFICIAL	\$ 110.00
15291	MANDRELL, AUSTIN	OFFICIAL	\$ 70.00
15292	MANDRELL, MICHAEL	OFFICIAL	\$ 70.00
15293	NELSON, TRAVIS	OFFICIAL	\$ 70.00
15293	NELSON, TRAVIS	OFFICIAL	\$ (70.00)
15294	STUMP, JEFFERSON	OFFICIAL	\$ 70.00
15295	MAHOMET-SEYMOUR JR. HIGH SCHOO	ENTRY FEE	\$ 150.00
15296	CHARLESTON COUNTRY CLUB	ENTRY FEE	\$ 180.00
15297	ST. ANTHONY HIGH SCHOOL	ENTRY FEE	\$ 150.00
15298	BROOKS, MARK	OFFICIAL	\$ 100.00
15299	JONES, STEPHEN	OFFICIAL	\$ 70.00
15299	JONES, STEPHEN	OFFICIAL	\$ (70.00)
15300	ODOM, ROGER	OFFICIAL	\$ 90.00
15301	WEST, EARLY	OFFICIAL	\$ 90.00
15302	WHITE, SHERRY	OFFICIAL	\$ 110.00
15303	WOOD, KEVIN	OFFICIAL	\$ 110.00
15304	BLICKENSDETFER, MARK	OFFICIAL	\$ 70.00
15305	BURTSCHI, ROBERT	OFFICIAL	\$ 70.00
15306	COX, WESLEY	OFFICIAL	\$ 100.00
15307	DAMPEER, MARVELON	OFFICIAL	\$ 70.00

15308	DEATON, CHAD	OFFICIAL	\$	70.00
15309	JONES, ALLEN	OFFICIAL	\$	100.00
15310	RODDEN, DANIEL	OFFICIAL	\$	70.00
15311	TREVENA, FRANK	OFFICIAL	\$	100.00
15312	VERICKER, CARSON	OFFICIAL	\$	100.00

TOTAL	\$ 4,085.00
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10 - EDUCATION FUND	\$	4,085.00
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10/13/2023

TOTAL	\$ 4,085.00
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TOTAL REIMBURSEMENT	\$ 4,085.00
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MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3
ATHLETIC IMPREST EXPENSES
10/14/23-10/31/23

CHECK	VENDOR	DESCRIPTION	AMOUNT
15271	CHARLESTON HIGH SCHOOL	ENTRY FEE	-180.00
15298	BROOKS, MARK	OFFICIAL	-100.00
15313	BUSCHER, BROCK	SECURITY	140.00
15314	LEWALLEN, DAVID	SECURITY	140.00
15315	BANDELOW, GREGORY	OFFICIAL	90.00
15316	MATHEWS, JAMES	OFFICIAL	90.00
15317	MCELROY, MATTHEW	OFFICIAL	90.00
15318	SMITH, BRYAN	OFFICIAL	90.00
15319	BROOKS, MARK	OFFICIAL	100.00
15320	MONTICELLO MIDDLE SCHOOL	ENTRY FEE	125.00
15321	PORTA WRESTLING	ENTRY FEE	425.00
15322	HIGGINS, SEAN	SECURITY	160.00
15323	LEWALLEN, DAVID	SECURITY	160.00
15324	SKUNDBERG, ADAM	SECURITY	160.00
15325	BANDELOW, GREGORY	OFFICIAL	90.00
15326	BLICKENSERFER, MARK	OFFICIAL	90.00
15327	MCELROY, MATTHEW	OFFICIAL	90.00
15328	NELSON, TRAVIS	OFFICIAL	90.00
15329	ROTZ, MARK	OFFICIAL	90.00
15330	RYAN, EVAN	LLBOFF	160.00

TOTAL	\$ 2,100.00
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10 - EDUCATION FUND	\$	2,100.00
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INTEREST	\$	0.14
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TOTAL	\$ 2,099.86
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Memorandum

TO: BOARD OF EDUCATION

FROM: TRAVIS R. ROUNDABOUT

DATE: NOVEMBER 8, 2023

RE: FINANCIAL TREASURER'S REPORTS - JULY 2023

Administrative recommendation: that the attached Financial Treasurer's Reports be accepted and filed for audit.

BMR mra

Enclosures

MT. ZION COMMUNITY UNIT DISTRICT #3
FINANCIAL REPORT
JULY 31, 2023

<u>EDUCATION FUND</u>			
	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 8,308,000.00	\$ 4,429,095.24	\$ 4,429,095.24
REPLACEMENT TAXES	770,500.00	-	-
TUITION	220,000.00	12,273.00	12,273.00
INTEREST	257,000.00	8,656.32	8,656.32
FOOD SERVICE	809,150.00	22,324.20	22,324.20
PUPIL ACTIVITIES	108,000.00	18,790.00	18,790.00
TEXTBOOKS	160,400.00	69,555.40	69,555.40
OTHER/TRANSFERS	140,500.00	(22,844.41)	(22,844.41)
STATE UNRESTRICTED	9,100,000.00	-	-
STATE RESTRICTED	243,000.00	8,353.88	8,353.88
FEDERAL RESTRICTED	2,405,000.00	522,556.00	522,556.00
TOTAL REVENUE	\$ 22,521,550.00	\$ 5,068,759.63	\$ 5,068,759.63
EXPENDED TO DATE			
SALARIES	\$ 15,041,255.00	\$ 962,227.60	\$ 962,227.60
EMPLOYEE BENEFITS	3,955,680.00	147,412.47	147,412.47
PURCHASED SERVICES	717,085.00	35,855.92	35,855.92
SUPPLIES/MATERIALS	1,753,750.00	40,061.10	40,061.10
CAPITAL OUTLAY	115,000.00	3,166.93	3,166.93
OTHER EXPENSES	938,780.00	11,188.00	11,188.00
TUITION/OTHER	-	-	-
TOTAL EXPENDITURES	\$ 22,521,550.00	\$ 1,199,912.02	\$ 1,199,912.02
<u>OPERATIONS & MAINTENANCE FUND</u>			
	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 1,761,000.00	\$ 878,801.41	\$ 878,801.41
INTEREST	25,600.00	817.52	817.52
STATE UNRESTRICTED	-	-	-
FEDERAL RESTRICTED	-	-	-
OTHER REVENUE	50,000.00	-	-
TOTAL REVENUE	\$ 1,836,600.00	\$ 879,618.93	\$ 879,618.93
EXPENDED TO DATE			
SALARIES	\$ 615,000.00	\$ 75,148.58	\$ 75,148.58
EMPLOYEE BENEFITS	95,600.00	8,423.76	8,423.76
PURCHASED SERVICES	1,778,900.00	421,795.81	421,795.81
SUPPLIES/MATERIALS	229,000.00	42,535.92	42,535.92
CAPITAL OUTLAY	20,000.00	-	-
OTHER OBJECTS	-	-	-
TOTAL EXPENDITURES	\$ 2,738,500.00	\$ 547,904.07	\$ 547,904.07
<u>DEBT SERVICE FUND</u>			
	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 2,046,000.00	\$ 496,814.09	\$ 496,814.09
INTEREST	1,000.00	192.29	192.29
OTHER	-	-	-
TOTAL REVENUE	\$ 2,047,000.00	\$ 497,006.38	\$ 497,006.38
EXPENDED TO DATE			
PURCHASED SERVICES	\$ 2,500.00	\$ -	\$ -
OTHER OBJECTS	2,044,500.00	-	-
TRANSFERS	-	-	-
TOTAL EXPENDITURES	\$ 2,047,000.00	\$ -	\$ -
<u>TRANSPORTATION FUND</u>			
	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 690,000.00	\$ 351,524.79	\$ 351,524.79
TRANSPORTATION FEES	6,000.00	126.00	126.00
INTEREST	6,100.00	753.43	753.43

OTHER	15,000.00	(375.00)	(375.00)
STATE UNRESTRICTED	-		-
STATE RESTRICTED	468,200.00	96,588.40	96,588.40
FEDERAL RESTRICTED	-	-	-
TOTAL REVENUE	\$ 1,185,300.00	\$ 448,617.62	\$ 448,617.62

			EXPENDED TO DATE
SALARIES	\$ 751,000.00	\$ 19,120.85	\$ 19,120.85
EMPLOYEE BENEFITS	47,800.00	1,867.97	1,867.97
PURCHASED SERVICES	31,500.00	4,410.79	4,410.79
SUPPLIES/MATERIALS	235,000.00	3,911.73	3,911.73
CAPITAL OUTLAY	120,000.00	-	-
TOTAL EXPENDITURES	\$ 1,185,300.00	\$ 29,311.34	\$ 29,311.34

<u>IMRF/FICA FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 639,400.00	\$ 351,861.22	\$ 351,861.22
REPLACEMENT TAX	15,000.00	-	-
INTEREST	2,600.00	600.01	600.01
OTHER REVENUE	-	-	-
TOTAL REVENUE	\$ 657,000.00	\$ 352,461.23	\$ 352,461.23

			EXPENDED TO DATE
OTHER LIABILITY	\$ 3,400.00	\$ -	\$ -
EMPLOYEE BENEFITS	653,600.00	25,816.23	25,816.23
TOTAL EXPENDITURES	\$ 657,000.00	\$ 25,816.23	\$ 25,816.23

<u>SITE & CONSTRUCTION FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
SALES TAX	\$ 590,000.00	\$ -	\$ -
INTEREST	10,000.00	632.05	632.05
OTHER REVENUE	600,000.00	-	-
TRANSFERS	-	-	-
TOTAL REVENUE	\$ 1,200,000.00	\$ 632.05	\$ 632.05

			EXPENDED TO DATE
PURCHASED SERVICES	\$ 900,000.00	\$ 53,710.44	\$ 53,710.44
SUPPLIES/MATERIALS	290,000.00	9,232.97	9,232.97
CAPITAL OUTLAY	10,000.00	-	-
TRANSFERS	-	-	-
TOTAL EXPENDITURES	\$ 1,200,000.00	\$ 62,943.41	\$ 62,943.41

<u>WORKING CASH FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 142,000.00	\$ 87,885.57	\$ 87,885.57
INTEREST	5,100.00	300.00	300.00
SALE OF BONDS	-	-	-
TOTAL REVENUE	\$ 147,100.00	\$ 88,185.57	\$ 88,185.57

			EXPENDED TO DATE
OTHER OBJECTS	\$ -	\$ -	\$ -
TRANSFERS	-	-	-
TOTAL EXPENDITURES	\$ -	\$ -	\$ -

<u>TORT FUND</u>	BUDGET	ACTIVITY/MO	RECEIVED TO DATE
LOCAL TAX	\$ 690,000.00	\$ 367,827.39	\$ 367,827.39
INTEREST	500.00	64.10	64.10
OTHER	-	-	-
TOTAL REVENUE	\$ 690,500.00	\$ 367,891.49	\$ 367,891.49

			EXPENDED TO DATE
SALARIES	\$ 318,000.00		\$ -
EMP. BENEFITS	-		-
PURCHASED SERVICES	372,500.00	62,478.00	62,478.00

TOTAL EXPENDITURES	\$	690,500.00	\$	62,478.00	\$	62,478.00
<u>FIRE PREVENTION/SAFETY FUND</u>		BUDGET		ACTIVITY/MO		RECEIVED TO DATE
LOCAL TAX	\$	142,000.00	\$	87,885.57	\$	87,885.57
INTEREST		3,000.00		121.36		121.36
TOTAL REVENUE	\$	145,000.00	\$	88,006.93	\$	88,006.93
						EXPENDED TO DATE
PURCHASED SERVICES	\$	900,000.00	\$	-	\$	-
CAPITAL OUTLAY		-		-		-
TOTAL EXPENDITURES	\$	900,000.00	\$	-	\$	-

ANALYSIS SUMMARY**EDUCATION FUND**

Actual Carryover	\$ 5,371,072.46
Received to Date	5,068,759.63
Expended to Date	(1,199,912.02)
Fund Balance 7/31/2023	9,239,920.07
Imprest Fund	5,000.00
Athletic Imprest Fund	5,000.00
Projected Carryover 6/30/2024	\$ 5,371,072.46

OPERATIONS AND MAINTENANCE FUND

Actual Carryover	\$ 1,692,093.11
Received to Date	879,618.93
Expended to Date	(547,904.07)
Fund Balance 7/31/2023	2,023,807.97
Projected Carryover 6/30/2024	\$ 1,089,739.11

DEBT SERVICE FUND

Actual Carryover	\$ 618,438.80
Received to Date	497,006.38
Expended to Date	-
Fund Balance 7/31/2023	1,115,445.18
Projected Carryover 6/30/2024	\$ 618,438.80

TRANSPORTATION FUND

Actual Carryover	\$ 813,708.87
Received to Date	448,617.62
Expended to Date	(29,311.34)
Fund Balance 7/31/2023	1,233,015.15
Projected Carryover 6/30/2024	\$ 813,708.87

IMRF/FICA FUND

Actual Carryover	\$ 414,870.92
Received to Date	352,461.23
Expended to Date	(25,816.23)
Fund Balance 7/31/2023	741,515.92
Projected Carryover 6/30/2024	\$ 414,870.92

SITE & CONSTRUCTION FUND

Actual Carryover	\$ 1,926,266.02
Received to Date	632.05
Expended to Date	(62,943.41)
Fund Balance 7/31/2023	1,863,954.66
Projected Carryover 6/30/2024	\$ 1,926,266.02

WORKING CASH FUND

Actual Carryover	\$ 304,025.32
Received to Date	88,185.57
Expended to Date	-
Fund Balance 7/31/2023	392,210.89
Projected Carryover 6/30/2024	\$ 450,870.32

TORT FUND

Actual Carryover	\$ 2,132.20
Received to Date	367,891.49
Expended to Date	(62,478.00)
Fund Balance 7/31/2023	307,545.69
Projected Carryover 6/30/2024	\$ 2,132.20

FIRE PREVENTION & SAFETY FUND

Actual Carryover	\$ 788,821.98
Received to Date	88,006.93
Expended to Date	-
Fund Balance 7/31/2023	876,828.91
Projected Carryover 6/30/2024	\$ 33,821.98

TREASURER'S REPORT**EDUCATION FUND**

Beginning Cash Balance	\$ 83,300.65
Revenue less Disbursed	1,860,012.25
Ending Cash Balance	1,943,312.90
Ending MM Investments	1,139,187.55
Ending Special Savings	6,157,419.62
Total Assets	\$ 9,239,920.07

OPERATIONS AND MAINTENANCE FUND

Beginning Cash Balance	\$ 1,577,228.70
Revenue less Disbursed	330,913.02
Ending Cash Balance	1,908,141.72
Ending MM Investments	54,924.90
Ending Special Savings	60,741.35
Total Assets	\$ 2,023,807.97

DEBT SERVICE FUND

Beginning Cash Balance	\$ 541,558.01
Revenue less Disbursed	496,829.77
Ending Cash Balance	1,038,387.78
Ending MM Investments	34,884.20
Ending Special Savings	42,173.20
Total Assets	\$ 1,115,445.18

TRANSPORTATION FUND

Beginning Cash Balance	\$ 480,556.38
Revenue less Disbursed	418,563.31
Ending Cash Balance	899,119.69
Ending MM Investments	160,453.74
Ending Special Savings	173,441.72
Total Assets	\$ 1,233,015.15

IMRF/FICA FUND

Beginning Cash Balance	\$ 20,334.32
Revenue less Disbursed	326,050.22
Ending Cash Balance	346,384.54
Ending MM Investments	183,390.91
Ending Special Savings	211,740.47
Total Assets	\$ 741,515.92

SITE & CONSTRUCTION FUND

Beginning Cash Balance	\$ 1,108,071.08
Revenue less Disbursed	(62,935.57)
Ending Cash Balance	1,045,135.51
Ending MM Investments	795,976.88
Ending Special Savings	22,842.27
Total Assets	\$ 1,863,954.66

WORKING CASH FUND

Beginning Cash Balance	\$ 22,427.94
Revenue less Disbursed	87,888.18
Ending Cash Balance	110,316.12
Ending MM Investments	10,789.21
Ending Special Savings	271,105.56
Total Assets	\$ 392,210.89

TORT FUND

Beginning Cash Balance	\$ 736.94
Revenue less Disbursed	305,354.62
Ending Cash Balance	306,091.56
Ending MM Investments	1,413.41
Ending Special Savings	40.72
Total Assets	\$ 307,545.69

FIRE PREVENTION & SAFETY FUND

Beginning Cash Balance	\$ 244,908.69
Revenue less Disbursed	87,888.18
Ending Cash Balance	332,796.87
Ending MM Investments	394,439.84
Ending Special Savings	149,592.20
Total Assets	\$ 876,828.91

TOTAL ASSETS

PRAIRIE STATE BANK AND TRUST
INSURANCE FUND

\$ 17,794,244.44
\$ 331,743.23

Memorandum

TO: BOARD OF EDUCATION

FROM: TRAVIS R. ROUNDCOUNT

DATE: NOVEMBER 8, 2023

RE: RISK MANAGEMENT PROGRAM

Administrative recommendation: to approve the Risk Management Program as a guide for the expenditures paid from the 2023 Tort Fund levy.

Comments: This plan will be effective with the upcoming levy and expenditures during the 2024-2025 school year. As reflected on the estimated tax levy adoption memo, the Tort Fund Levied expenditures were estimated at \$730,000. As outlined on the Risk Management Plan, the Tort Fund is utilized to pay expenditures associated with protecting the district against liability. The costs that are associated with insurance, legal fees, and the time expended by assigned District personnel to limit or reduce liability are detailed on the attachment.

BMR

Enclosures

MT. ZION COMMUNITY UNIT SCHOOL DISTRICT #3

RISK MANAGEMENT PROGRAM

Adopted by Mt. Zion CUSD #3

Board of Education on November 14, 2023

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

Michelle Shumaker, Board Secretary

Projected Tort Revenues
2024-2025

December 2023 Tort Levy	\$	730,000.00
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Projected Tort Expenditures
2024-2025

Student Insurance	\$	16,000.00
Legal liability/General Liability/Property/Crime/Vehicle/Cyber	\$	235,000.00
Workers Comp.	\$	63,000.00
Treasurers' Bond	\$	7,000.00
Legal Services	\$	29,000.00
Nurses	\$	43,000.00
Liaison Officer	\$	27,000.00
Superintendent/Associate Superintendent	\$	80,000.00
Maintenance & Custodians	\$	230,000.00
 Total Expenditures	 \$	 730,000.00

Memorandum

TO: BOARD OF EDUCATION

FROM: TRAVIS R. ROUNDCOUNT

DATE: NOVEMBER 8, 2023

RE: ESTIMATED TAX LEVY ADOPTION

Administrative recommendation: to approve the estimated amount of property tax necessary to be levied for the calendar year 2024 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 19, 2023 Board of Education meeting.

The Administration relies on a combination of the County Assessor's estimated taxable values, the County Clerk's estimated extensions, and recent historical computations to derive an estimated EAV for the District. With the above input, the administration predicts an increase of about \$32.2 million in EAV. This is an increase in EAV of 9.69%. It is the Administration's recommendation to levy the designated amount in order to allow the District to maintain our strong educational focus. Using this EAV estimate, this year's estimated levy increases our total levy (not including bond and interest) by \$1,192,396 which is an increase in total dollars levied of 9.69% while slightly lowering our actual tax rate from 3.88140 to 3.87342, and it continues to be well below the rates of most of the other Macon County schools (see next page).

The District's EAV, due to stabilizing residential and commercial development, allows the Board to levy amounts equal to those allowed by statute and previous referenda: Education (2.4300%), Operations and Maintenance (0.5000%), Transportation (0.2000%), Special Education (0.0400%), Working Cash (0.0500%), Fire Prevention and Safety (.0500%), and Facility/ Lease (0.0500%).

It is important to note, even though the tax rate will be decreasing, the increase in the levy will be over the 5% level and the district will have a Truth in Taxation hearing prior to adoption next month.

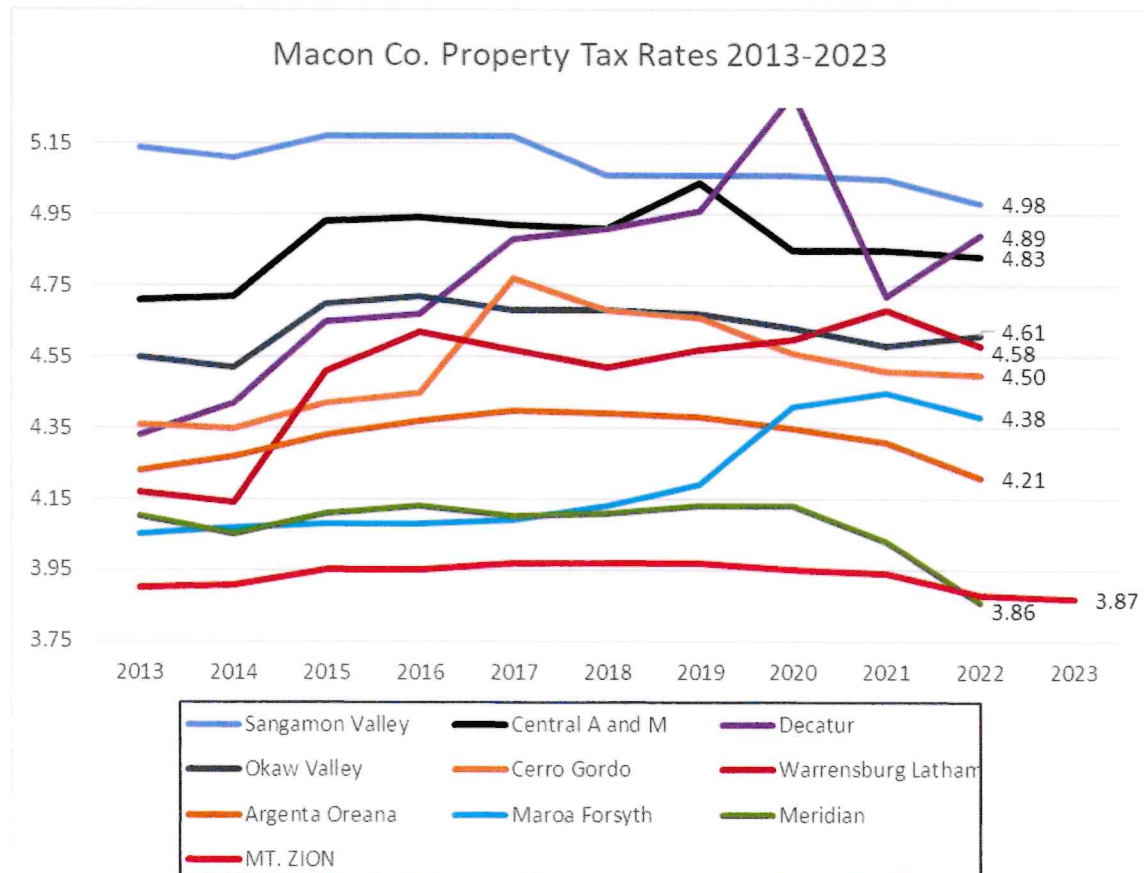
LEVY ANALYSIS BY FUND AND ANNUAL COMPARISONS

PROPOSED LEVY	PRIOR YEAR ACTUAL		ESTIMATED NEW LEVY	
	EAV	\$332,771,062	EAV	\$365,000,000
	Tax rate	Dollar value	Tax rate	Dollar value
EDUCATION FUND	2.40757	8,011,696	2.43000	8,869,500
BOND AND INTEREST FUND	0.18631	620,000	0.17808	650,000
OPERATIONS/MAINT. FUND	0.49539	1,648,515	0.50000	1,825,000
IMRF (Retirement Fund)	0.09917	330,000	0.08767	320,000
TRANSPORTATION FUND	0.19816	659,419	0.20000	730,000
WORKING CASH FUND	0.04954	164,855	0.05000	182,500
FIRE PREV./SAFETY FUND	0.04954	164,855	0.05000	182,500
SPECIAL EDUCATION LEVY	0.03964	131,910	0.04000	146,000
TORT LEVY (Insurance/Legal)	0.20735	690,000	0.20000	730,000
SOCIAL SECURITY/MED. FUND	0.09917	330,000	0.08767	320,000
RENT/LEASE FUND	0.04954	164,855	0.05000	182,500
TAX RATE per \$100 EAV	3.88138	12,916,105	3.87342	14,138,000
LEVY w/out BOND & INTEREST		12,296,105		13,488,000
PRIOR YEAR EXTENTION				12,296,105
ADDITIONAL LEVY YIELD				1,191,895
% Increase of Levy over prior year				9.69%

NOTES:

EAV increased \$32,228,938
EAV percentage increase = 9.7%
Maximum tax rate used where allowable

BMR
Enclosures



**RESOLUTION REGARDING ESTIMATED AMOUNTS
NECESSARY TO BE LEVIED FOR THE YEAR 2023**

WHEREAS, the Truth in Taxation Act requires that all taxing districts in the State of Illinois determine the estimated amounts of taxes necessary to be levied for the year not less than twenty (20) days prior to the official adoption of the aggregate tax levy of the district; and

WHEREAS, if the estimated aggregate amount necessary to be levied, exclusive of election costs and bond and interest costs, exceeds 105% of the aggregate amount of property taxes extended or estimated to be extended, including any amount abated by the taxing district prior to such extension, upon the levy of the preceding year, public notice shall be given and a public hearing shall be held on the district's intent to adopt a tax levy in an amount which is more than 105% of such extension or estimated extension for the preceding year; and

WHEREAS, the aggregate amount of property taxes extended or estimated to be extended for the year 2022 was:

Educational Purposes	<u>\$ 8,011,696</u>
Operations and Maintenance Purposes	<u>\$ 1,648,515</u>
Transportation Purposes	<u>\$ 659,419</u>
Working Cash Fund Purposes	<u>\$ 164,855</u>
Illinois Municipal Retirement Fund Purposes	<u>\$ 330,000</u>
Tort Immunity Purposes	<u>\$ 690,000</u>
Facility/Lease Purposes	<u>\$ 164,855</u>
Fire Prevention, Safety, Environmental and Energy Conservation Purposes	<u>\$ 164,855</u>
Special Education Purposes	<u>\$ 131,910</u>
Social Security/Medicare	<u>\$ 330,000</u>
TOTAL	<u>\$ 12,296,105</u>

; and

WHEREAS, it is hereby determined that the estimated amount of taxes necessary to be raised by taxation for the year 2023 is as follows:

Educational Purposes	\$ 8,869,500
Operations and Maintenance Purposes	\$ 1,825,000
Transportation Purposes	\$ 730,000
Working Cash Fund Purposes	\$ 182,500
Illinois Municipal Retirement Fund Purposes	\$ 320,000
Tort Immunity Purposes	\$ 730,000
Facility/Lease Purposes	\$ 182,500
Fire Prevention, Safety, Environmental and Energy Conservation Purposes	\$ 182,500
Special Education Purposes	\$ 146,000
Social Security/Medicare	\$ 320,000
TOTAL	\$ 13,488,000

WHEREAS, the Truth in Taxation Act, as amended, requires that all taxing districts in the State of Illinois provide data in the Notice concerning the levies made for debt service made pursuant to statute, referendum, resolution or agreement to retire principal or pay interest on bonds, notes, and debentures or other financial instruments which evidence indebtedness; and

WHEREAS, the aggregate amount of property taxes extended for the bond and interest purposes and public building commission leases for 2022 was \$620,000; and it is hereby determined that the estimated amount of taxes to be levied for bond and interest purposes for 2023 is \$650,000.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education, Mt. Zion Community Unit School District No. 3, Counties of Macon and Moultrie, State of Illinois is as follows:

Section 1: The aggregate amount of taxes estimated to be levied for the year 2023 is \$13,488,000.

Section 2: The aggregate amount of taxes estimated to be levied for the year 2023 does exceed 105% of the taxes extended by the district in the year 2022.

Section 3: The aggregate amount of taxes estimated to be levied for the year 2023 for debt service and public building commission leases is \$650,000. This represents a 4.84% increase over the previous year.

Section 4: Public notice shall be given in a newspaper of general circulation in said district, and a public hearing shall be held, all in the manner and time prescribed in said notice, which notice shall be published no more than 14 days nor less than 7 days prior to said hearing, and shall be not less than 1/8 page in size, with no smaller than twelve (12) point, enclosed in a black border not less than 1/4 inch wide and in substantially the form that follows this resolution.

Section 5: This resolution shall be in full force and effect forthwith upon its passage.

ADOPTED this 14th day of November 2023.

BOARD OF EDUCATION
MT. ZION COMMUNITY UNIT SCHOOL DISTRICT NO. 3
COUNTIES OF MACON AND MOULTRIE
STATE OF ILLINOIS

By: _____
President

ATTEST: _____
Secretary

**NOTICE OF PROPOSED PROPERTY TAX INCREASE FOR
MT. ZION COMMUNITY UNIT SCHOOL DISTRICT NO. 3**

- I. A public hearing to approve a proposed property tax increase for Mt. Zion Community Unit School District No. 3 for 2022 will be held on December 19, 2023 at 6:30 p.m. at the Mt. Zion District Office, 1595 W. Main St., Mt. Zion, Illinois.

Any person desiring to appear at the public hearing and present testimony to the taxing district may contact the district office, 217-864-2366.

- II. The corporate and special purpose property taxes extended or abated for the year 2022 were \$12,296,105.

The proposed corporate and special purpose property taxes to be levied for 2023 are \$13,488,000. This represents a 9.7% increase over the previous year.

- III. The property taxes extended for debt service and public building commission leases for 2022 were \$620,000.

The estimated property taxes to be levied for debt service and public building commission leases for 2023 are \$650,000. This represents a 4.84% increase over the previous year.

- IV. The total property taxes extended or abated for 2022 were \$12,916,105. The estimated total property taxes to be levied for 2023 are \$14,138,000. This represents a 9.46% increase over the previous year.

(NOTE: THIS MUST BE IN AT LEAST 12 POINT TYPE, THE BLACK BORDER MUST BE NOT LESS THAN 1/4 INCH WIDE, AND THIS NOTICE MUST BE 1/8 PAGE IN SIZE.)

Memorandum

TO: BOARD OF EDUCATION

FROM: TRAVIS R. ROUNDCOUNT

DATE: NOVEMBER 8, 2023

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 BKD, LLP during the months of August and September. 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*.

BKD, LLP continues to provide assistance to 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

FORVIS Report to the Board of Education and Management

Mt. Zion Community Unit School District No. 3

Results of the 2023 Financial Statement Audit, Including Required Communications

June 30, 2023

Required Communications Regarding Our Audit Strategy & Approach (AU-C 260)

Overview & Responsibilities

Matter	Discussion
Scope of Our Audit	<p>This report covers audit results related to your financial statements and supplementary information:</p> <ul style="list-style-type: none">• As of and for the year ended June 30, 2023• Conducted in accordance with our contract dated March 16, 2023
Our Responsibilities	<p>FORVIS is responsible for forming and expressing an opinion about whether the financial statements that have been prepared by management, with the oversight of those charged with governance, are prepared in accordance with accounting principles generally accepted in the United States of America (GAAP).</p>
Audit Scope & Inherent Limitations to Reasonable Assurance	<p>An audit performed in accordance with auditing standards generally accepted in the United States of America (GAAS) and <i>Government Auditing Standards</i> issued by the Comptroller General of the United States 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.</p>
Extent of Our Communication	<p>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.</p>
Independence	<p>The engagement team, others in our firm, as appropriate, and our firm, have complied with all relevant ethical requirements regarding independence.</p>

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Matter	Discussion
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: <ul style="list-style-type: none"> • The Board of Education and Management

Government Auditing Standards

Matter	Discussion
Additional GAGAS Reporting	We also provided reports as of June 30, 2023, on the following as required by GAGAS: <ul style="list-style-type: none"> • 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.

Uniform Guidance Overview & Responsibilities

Matter	Discussion
Scope of Our Audit	We also provided reports as of June 30, 2023, on the following as required by U.S. Office of Management and Budget (OMB) Uniform Guidance: <ul style="list-style-type: none"> • Opinion on compliance for the major federal award program • Report on internal control over compliance • Schedule of Expenditures of Federal Awards
Audit Scope & Inherent Limitations to Reasonable Assurance	A compliance audit performed in accordance with OMB Uniform Guidance is designed to obtain reasonable, rather than absolute, assurance about whether noncompliance with the types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on a major federal award program occurred.

Qualitative Aspects of Significant Accounting Policies & Practices

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

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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), we noted the following:

- No matters are reportable

Alternative Accounting Treatments

We had discussions with management regarding alternative accounting treatments within GAAP 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

Accounting estimates are an integral part of financial statement preparation by management, based on its judgments. Significant areas of such estimates for which we are prepared to discuss management's estimation process and our procedures for testing the reasonableness of those estimates include:

- 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 District's Accounting Principles

During the course of the audit, we made the following observations regarding the District's application of accounting principles:

- No matters are reportable

Other Required Communications

Other Material Communications

Listed below are other material communications between management and us related to the audit:

- Management representation letter (see Attachments)

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Attachments

Management Representation Letter

As a material communication with management, included herein is a copy of the representation letter provided by management at the conclusion of our engagement.

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Attachment A

Management Representation Letter

FORV/S

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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:

Mt. Zion Community Unit School District #3

1595 W. Main St.

Mt. Zion, Illinois 62549

Provided to:

FORVIS, LLP

Certified Public Accountants

225 North Water Street, Suite 400

Decatur, Illinois 62523

The undersigned ("We") are providing this letter in connection with FORVIS' audits of our financial statements and annual financial report (regulatory report required by the Illinois State Board of Education) as of and for the year ended June 30, 2023.

We are also providing this letter in connection with:

- Your audit of our compliance with requirements applicable to each of our major federal awards programs as of and for the year ended June 30, 2023

Our representations are current and effective as of the date of FORVIS' report: November 6, 2023.

Our engagement with FORVIS is based on our contract for services dated: March 16, 2023.

Our Responsibility & Consideration of Material Matters

We confirm that we are responsible for the fair presentation of the financial statements subject to FORVIS' 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 render an unmodified opinion on the annual financial report due to the lack of conformity with accounting principles generally accepted in the United States of America as these statements are on the regulatory basis as required by the Illinois State Board of Education.

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' 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 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 responded fully and truthfully to all your inquiries.

Government Auditing Standards

5. We acknowledge that we are responsible for compliance with applicable laws, regulations, and provisions of contracts and grant agreements.
6. 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.
7. 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.
8. 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.
9. We have a process to track the status of audit findings and recommendations.

10. 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)

11. 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.
12. 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.
13. We have reconciled the schedule of expenditures of federal awards (SEFA) to the financial statements.
14. 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.
15. We have evaluated all recipient organizations that received federal funding and have correctly identified all subrecipients on the schedule of expenditures of federal awards.
16. 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.
17. We are responsible for complying, and have complied, with the requirements of Uniform Guidance.
18. We are responsible to understand and comply 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.
19. 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.
20. 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.
21. 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.

22. The costs charged to federal awards are in accordance with applicable cost principles.
23. 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.
24. 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.
25. 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.
26. 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.
27. 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.
28. 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.
29. The reporting package does not contain any protected personally identifiable information.
30. 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

31. 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, deferred inflows of resources, or net position. or fund balance.
32. 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.
33. We have no knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, customers, regulators suppliers, or others.

34. 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

35. 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.

Related-party relationships and transactions have been appropriately accounted for and disclosed in accordance with accounting principles generally accepted in the United States of America.

36. 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

37. 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.
38. 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.
39. 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.

40. 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.
41. 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

42. 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.
 - Assistance with certain account reconciliations
 - 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
43. 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. 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

44. 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.
45. With regard to additional audited financial information and supplementary information:
- a. We acknowledge our responsibility for the presentation of the supplementary information in accordance with the applicable criteria.
 - b. We believe the supplementary information is fairly presented, both in form and content, in accordance with the applicable criteria.

- c. The methods of measurement and presentation of the supplementary information are unchanged from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.
 - d. We believe the significant assumptions or interpretations underlying the measurement and/or presentation of the supplementary information are reasonable and appropriate.
46. We do not issue an annual report, nor do we have plans to issue an annual report at this time.

Transactions, Records, & Adjustments

47. All transactions have been recorded in the accounting records and are reflected in the financial statements.
48. 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.
49. We have everything we need to keep our books and records.
50. 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.
51. We are in agreement with the adjusting journal entries you have proposed, and they have been posted to the entity's accounts.

Governmental Accounting & Disclosure Matters

52. Interfund, internal, and intra-entity activity and balances have been appropriately classified and reported.
53. With regard to deposit and investment activities:
- a. All deposit transactions have been made in accordance with legal and contractual requirements.
 - b. Disclosures of deposit 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.
54. 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.
55. 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.

56. 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.
57. Capital assets, including infrastructure and intangible assets, are properly capitalized, reported, and, if applicable, depreciated or amortized.
58. The entity's ability to continue as a going concern was evaluated and that appropriate disclosures are made in the financial statements as necessary under GASB requirements.
59. 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.
60. With regard to pension and other postretirement benefits (OPEB):
 - a. We believe that 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

61. 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.
62. All funds that meet the quantitative criteria 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.
63. 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.
64. 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.

65. 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

66. 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.

67. Except as reflected in the financial statements, there are no:

- a. Plans or intentions that may materially affect carrying values or classifications of assets, liabilities, deferred outflows of resources, liabilities, deferred inflows of resources, 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 statement of net position date 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.

68. 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.

Inventory

69. Adequate provisions and allowances have been accrued for any material losses from excess or obsolete inventories.

Estimates

70. We have identified all accounting estimates that could be material to the financial statements, and we confirm the appropriateness of the methods and the consistency in their application, the

accuracy and completeness of data, and the reasonableness of significant assumptions used by us in making the accounting estimates, including those measured at fair value reported in the financial statements.

71. Significant estimates that may be subject to a material change in the near term have been properly disclosed in the financial statements. We understand that "near term" means the period within one year of the date of the financial statements. In addition, we have no knowledge of concentrations, which refer to volumes of business, revenues, available sources of supply, or markets, existing at the date of the financial statements that would make the entity vulnerable to the risk of severe impact in the near term that have not been properly disclosed in the financial statements.

Tax-Exempt Bonds

Tax-exempt bonds issued have retained their tax-exempt status.

We have notified you of any instances of noncompliance with applicable disclosure requirements of the SEC Rule 15c2-12 and applicable state laws.


Travis Roundcount, Superintendent of Schools


Brian Rhoades, Associate Superintendent of Schools




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, 2023



Mt. Zion Community Unit School District No. 3
June 30, 2023

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June 30, 2023

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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, 2023, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents. We have also audited the financial statements of each of the District's nonmajor governmental funds presented as additional audited financial information in the accompanying combining and individual fund financial statements as of and for the year ended June 30, 2023, 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, 2023, 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. In addition, in our opinion, the financial statements referred to above present fairly, in all material respects, the respective modified cash basis financial position of each nonmajor governmental fund of Mt. Zion Community Unit School District No. 3 as of June 30, 2023, 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 audits. 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 comprehensive 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, 2023, 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, LLP

Decatur, Illinois
November 6, 2023

Mt. Zion Community Unit School District No. 3

Management's Discussion and Analysis (MD&A)

Year Ended June 30, 2023

(Unaudited)

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, 2023.

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:

Mt. Zion Community Unit School District No. 3
Management's Discussion and Analysis (MD&A)
Year Ended June 30, 2023
(Unaudited)

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 Account 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 21.

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.

Mt. Zion Community Unit School District No. 3
Management's Discussion and Analysis (MD&A)
Year Ended June 30, 2023
(Unaudited)

The School District as a Whole

The School District's net position was \$20,178,286 at June 30, 2023. The School District's restricted net position was \$8,996,247 and unrestricted net position was \$3,905,761. 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, 2023

	Governmental Activities		Percentage Change
	2023	2022	2023-2022
Cash	\$ 13,369,995	\$ 13,756,007	(2.8)%
Capital assets	<u>32,918,099</u>	<u>33,761,821</u>	(2.5)%
Total assets	<u>46,288,094</u>	<u>47,517,828</u>	(2.6)%
Deferred Outflows of Resources	<u>2,573,181</u>	<u>2,814,405</u>	(8.6)%
Current liabilities	1,937,989	1,875,984	3.3%
Long-term liabilities	<u>26,745,000</u>	<u>28,190,000</u>	(5.1)%
Total liabilities	<u>28,682,989</u>	<u>30,065,984</u>	(4.6)%
Total net position	\$ <u>20,178,286</u>	\$ <u>20,266,249</u>	(0.4)%
Net investment in capital assets	\$ 7,276,278	\$ 7,476,226	(2.7)%
Restricted	8,996,247	8,303,205	8.3%
Unrestricted	<u>3,905,761</u>	<u>4,486,818</u>	(13.0)%
Total net position	\$ <u>20,178,286</u>	\$ <u>20,266,249</u>	(0.4)%

The \$12,902,008 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 \$7,276,278 in net position that is invested in capital assets (land, buildings and improvements, land improvements, and equipment). Assets and liabilities increased from the prior year due to the decrease in net position for the year and the scheduled payments on outstanding bonds.

Mt. Zion Community Unit School District No. 3
Management's Discussion and Analysis (MD&A)
Year Ended June 30, 2023
(Unaudited)

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
	2023	2022	2023-2022
<u>Revenues</u>			
Program revenues			
Charges for services	\$ 1,414,425	\$ 1,987,718	(28.8)%
Operating grants and contributions	3,442,580	2,548,740	35.1%
General revenues			
Property taxes (general and debt service)	12,853,656	12,339,193	4.2%
School facility occupation tax	1,977,963	1,799,814	9.9%
State and federal grants	9,123,846	8,386,414	8.8%
Unrestricted investment earnings	98,873	54,572	81.2% ⁽¹⁾
Student activity funds	2,300,018	1,520,237	51.3% ⁽²⁾
Miscellaneous	208,947	188,049	11.1%
Total revenues	<u>31,420,308</u>	<u>28,824,737</u>	9.0%
<u>Expenses</u>			
Instruction			
Regular programs	11,799,061	11,249,687	4.9%
Pre-K programs	173,272	200,367	(13.5)%
Special programs	2,846,459	2,417,226	17.8%
Summer school education programs	53	294	(82.0)%
Interscholastic programs	394,848	335,149	17.8%
Student activity funds	2,338,174	1,275,757	83.3% ⁽⁴⁾
Support services			
Pupils	583,660	741,047	(21.2)%
Instructional staff	279,257	334,383	(16.5)%
General administration	1,194,110	1,171,026	2.0%
School administration	2,180,649	1,915,794	13.8%
Business	8,140,541	4,762,458	70.9% ⁽³⁾
Nonprogrammed charges – tuition	468,056	944,197	(50.4)% ⁽⁴⁾
Community services	225,158	206,474	9.0%
Debt service			
Interest on long-term debt	<u>884,973</u>	<u>966,729</u>	(8.5)%
Total expenses	<u>31,508,271</u>	<u>26,520,588</u>	18.8%
Change in Net Position	(87,963)	2,304,149	(103.8)%
Net Position, July 1, 2022	<u>20,266,249</u>	<u>17,962,100</u>	12.8%
Net Position, June 30, 2023	<u>\$ 20,178,286</u>	<u>\$ 20,266,249</u>	(0.4)%

(1) The District benefited from the higher interest rate environment in fiscal year 2023.

(2) The student activity fund revenues and expenditures increased consistent with pre-pandemic levels.

(3) The increase in business expenses was due to facilities acquisition and construction expenses.

(4) The decrease in non-programmed charges-tuition was due to more in-district special education classes.

Mt. Zion Community Unit School District No. 3
Management's Discussion and Analysis (MD&A)
Year Ended June 30, 2023
(Unaudited)

Governmental Activities

As reported in the Statement of Activities on page 12, the cost of all of our governmental activities this year was \$29,170,097, excluding student activity funds. However, the amount that our taxpayers ultimately financed for these activities through School District taxes was \$14,831,619 because some of the cost was paid by those who benefited from the programs, \$1,414,425, or by other governments and organizations who subsidize certain programs with grants and contributions, \$3,442,580. We paid for the remaining "public benefit" portion of our governmental activities with \$9,123,846 in state and federal grants and interest earnings and other miscellaneous revenue of \$307,820 resulting in a decrease of \$49,807, 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 2022-2023 school year, our governmental funds reported a combined fund balance of \$12,877,006, which is an increase of \$86,983 from last year. The primary reasons for these increases are discussed below:

The general fund is the District's principal operating fund. The fund balance in the general fund decreased \$130,982 to \$8,314,996.

Total revenues, excluding on-behalf revenues, were \$33,101 less than budget while total expenditures and uses were \$909,891 less than budget. The net result was a \$130,982 decrease in fund balance for the General Fund. Explanations for changes to specific operating funds are noted in the following paragraphs.

The District's special revenue funds (Transportation and Municipal Retirement) showed an increase of \$56,509 with an ending fund balance of \$1,228,483. The increase is due mainly to the timing of state funding for transportation.

The Debt Service Fund showed an increase of \$627 and an ending fund balance of \$618,439. The increase is due mainly to the debt service payments at an amount lower than the receipts from the school facility occupation tax and property taxes.

The Capital Projects funds (Capital Projects and Fire, Prevention and Safety) showed an increase of \$160,829, with ending fund balances totaling \$2,715,088. The increase is due to former payments made for certain construction projects.

The School District adopts its budget annually prior to the end of September. The School District did not find it necessary to amend its budget during the year (which is allowable by State law). Budgetary comparisons for major fund expenditures are shown, beginning on page 60, compared to actual expenditures.

Mt. Zion Community Unit School District No. 3

Management's Discussion and Analysis (MD&A)

Year Ended June 30, 2023

(Unaudited)

Capital Asset and Debt Administration

Capital Assets

At June 30, 2023, the School District had \$32,918,099, 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 \$843,722 from the prior year.

Capital assets as of year-end:

	Governmental Activities		Percentage Change
	2023	2022	2023-2022
Land	\$ 411,741	\$ 411,741	0.0%
Buildings and improvements	49,978,825	49,928,995	0.1%
Land Improvements	2,427,918	2,427,918	0.0%
Equipment	<u>7,384,659</u>	<u>6,886,574</u>	7.2%
	60,203,143	59,655,228	0.9%
Less depreciation	<u>(27,285,044)</u>	<u>(25,893,407)</u>	5.4%
	<u>\$ 32,918,099</u>	<u>\$ 33,761,821</u>	(2.5)%

This year's additions of \$547,915 include educational and athletic equipment and building improvements.

Debt

At the end of this year, the School District had \$28,190,000 in General Obligation Bonds outstanding versus \$29,100,000 last year, a decrease of 3.1%. The increase is due to additional bond issuance and refunding offset by 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 \$8,825,000 is well below the \$45,924,633 statutorily imposed limit based on the District's 2022 assessed valuation of \$332,787,198. The general obligation alternate revenue debt of \$19,365,000 will be repaid with future proceeds from the facilities occupation sales tax.

Economic Factors and Next Year's Budget

The administration and Board of Education consider many factors when setting the School District's 2023-2024 fiscal year budget and tax rates. One of the most important factors affecting the budget is student enrollment. The 2023-2024 budget was developed in early fiscal year 2024, based on an estimate of students that will be enrolled on September 1.

Mt. Zion Community Unit School District No. 3
Management's Discussion and Analysis (MD&A)
Year Ended June 30, 2023
(Unaudited)

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, 455 Elm Street, Mt. Zion, Illinois, 62549.

Mt. Zion Community Unit School District No. 3

Statement of Net Position

Modified Cash Basis

June 30, 2023

Assets

	Governmental Activities
Cash	\$ 13,369,995
Capital assets, net of accumulated depreciation of \$27,285,044	32,918,099
Total assets	46,288,094

Deferred Outflows of Resources

Deferred charges on refunding, net of amortization of \$661,950	2,573,181
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Liabilities

General obligation bonds payable	
Due within one year	1,445,000
Due in more than one year	26,745,000
Due to organizations	463,815
Other	29,174
Total liabilities	28,682,989

Net Position

Net investment in capital assets	7,276,278
Restricted	8,996,247
Unrestricted	3,905,761
Total net position	\$ 20,178,286

Mt. Zion Community Unit School District No. 3

Statement of Activities Modified Cash Basis Year Ended June 30, 2023

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	
Governmental Activities				
Instruction				
Regular programs	\$ 11,799,061	\$ 283,336	\$ 271,281	\$ (11,244,444)
Pre-K programs	173,272	-	-	(173,272)
Special programs	2,846,459	167,191	663,622	(2,015,646)
Summer school education programs	53	6,925	-	6,872
Vocational education programs	-	-	16,840	16,840
Interscholastic programs	394,848	-	-	(394,848)
Student activity funds	2,338,174	-	-	(2,338,174)
Supporting services				
Pupils	583,660	-	-	(583,660)
Instructional staff	279,257	-	328,102	48,845
General administration	1,194,110	-	-	(1,194,110)
School administration	2,180,649	-	-	(2,180,649)
Business	8,140,541	956,973	2,162,735	(5,020,833)
Nonprogrammed charges - tuition	468,056	-	-	(468,056)
Community services	225,158	-	-	(225,158)
Debt service				
Interest on long-term debt and other uses	884,973	-	-	(884,973)
Total	\$ 31,508,271	\$ 1,414,425	\$ 3,442,580	\$ (26,651,266)

Mt. Zion Community Unit School District No. 3

Statement of Activities Modified Cash Basis Year Ended June 30, 2023

	Net (Expense) Revenue and Changes in Net Position
Net Expense (Continued)	<u>\$ (26,651,266)</u>
General Revenues	
Taxes	
Property taxes levied for	
General purposes	12,239,984
Debt service	613,672
School facility occupation tax	1,977,963
State and Federal grants not restricted to specific programs	9,123,846
Unrestricted investment earnings	98,873
Student activity funds	2,300,018
Miscellaneous	<u>208,947</u>
Total general revenues	<u>26,563,303</u>
Change in Net Position	(87,963)
Net Position, July 1, 2022	<u>20,266,249</u>
Net Position, June 30, 2023	<u><u>\$ 20,178,286</u></u>

Mt. Zion Community Unit School District No. 3

Statement of Assets, Liabilities and Fund Balances

Modified Cash Basis

Governmental Funds

June 30, 2023

Assets

	General Fund	Capital Projects Fund	Other Non-major Governmental Funds	Total Governmental Funds
Cash	\$ 8,807,985	\$ 1,926,266	\$ 2,635,744	\$ 13,369,995
Total assets	<u>\$ 8,807,985</u>	<u>\$ 1,926,266</u>	<u>\$ 2,635,744</u>	<u>\$ 13,369,995</u>

Liabilities

Due to other organizations	\$ 463,815	\$ -	\$ -	\$ 463,815
Other	<u>29,174</u>	<u>-</u>	<u>-</u>	<u>29,174</u>
Total liabilities	<u>492,989</u>	<u>-</u>	<u>-</u>	<u>492,989</u>

Fund Balances

Restricted	2,132	-	2,635,744	2,637,876
Committed	3,466,323	1,926,266	-	5,392,589
Unassigned	<u>4,846,541</u>	<u>-</u>	<u>-</u>	<u>4,846,541</u>
	<u>8,314,996</u>	<u>1,926,266</u>	<u>2,635,744</u>	<u>12,877,006</u>
Total liabilities and fund balances	<u>\$ 8,807,985</u>	<u>\$ 1,926,266</u>	<u>\$ 2,635,744</u>	<u>\$ 13,369,995</u>

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, 2023

Total fund balances for governmental funds	\$ 12,877,006
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	32,918,099
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	(28,190,000)
Charges for refunding prior bonds payable are not included in the individual funds, but are included in the governmental activities, net of amortization of \$661,950	<u>2,573,181</u>
Total net position — governmental activities	\$ <u>20,178,286</u>

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, 2023

	General Fund	Capital Projects Fund	Other Non-major Governmental Funds	Total Governmental Funds
Revenue Received				
Taxes	\$ 10,817,164	\$ -	\$ 2,036,492	\$ 12,853,656
Transportation fees	-	-	5,581	5,581
Earnings on investments	79,671	5,476	13,726	98,873
Tuition	199,688	-	-	199,688
Food services	800,482	-	-	800,482
Pupil activities, including athletics	101,296	-	-	101,296
Textbook fees	156,468	-	-	156,468
School facility occupation tax	-	1,038,197	939,766	1,977,963
State grants	8,402,273	775,000	662,671	9,839,944
Federal grants	2,877,394	-	-	2,877,394
Student activity funds	2,300,018	-	-	2,300,018
Other	208,945	-	-	208,945
On-behalf receipts	6,804,871	-	-	6,804,871
	<u>32,748,270</u>	<u>1,818,673</u>	<u>3,658,236</u>	<u>38,225,179</u>
Expenditures Disbursed				
Instruction (including capital outlay of \$195,303)				
Regular programs	11,110,606	-	140,038	11,250,644
Pre-K programs	173,272	-	-	173,272
Special programs	2,775,865	-	70,594	2,846,459
Summer school education programs	53	-	-	53
Interscholastic programs	386,859	-	7,989	394,848
Student activity funds	2,338,174	-	-	2,338,174
	<u>16,784,829</u>	<u>-</u>	<u>218,621</u>	<u>17,003,450</u>
Supporting services (including capital outlay of \$308,040)				
Pupils	707,234	-	14,748	721,982
Instructional staff	270,215	-	5,795	276,010
General administration	1,056,239	-	137,871	1,194,110
School administration	1,978,654	-	39,111	2,017,765
Business	3,410,180	3,011,865	1,461,867	7,883,912
	<u>7,422,522</u>	<u>3,011,865</u>	<u>1,659,392</u>	<u>12,093,779</u>

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, 2023

	General Fund	Capital Projects Fund	Other Non-major Governmental Funds	Total Governmental Funds
(Continued)				
Nonprogrammed charges — tuition	\$ 468,056	\$ -	\$ -	\$ 468,056
Community services	198,974	-	15,317	214,291
Debt Service	-	-	1,553,749	1,553,749
On-behalf disbursements	6,804,871	-	-	6,804,871
	<u>31,679,252</u>	<u>3,011,865</u>	<u>3,447,079</u>	<u>38,138,196</u>
Excess (Deficiency) of Revenue Received Over Expenditures Disbursed	1,069,018	(1,193,192)	211,157	86,983
Other Financing Sources (Uses)				
Transfers	<u>(1,200,000)</u>	<u>1,200,000</u>	<u>-</u>	<u>-</u>
Excess (Deficiency) of Revenues Received Over Expenditures Disbursed	(130,982)	6,808	211,157	86,983
Fund Balances, Beginning of Year	<u>8,445,978</u>	<u>1,919,458</u>	<u>2,424,587</u>	<u>12,790,023</u>
Fund Balances, End of Year	<u><u>\$ 8,314,996</u></u>	<u><u>\$ 1,926,266</u></u>	<u><u>\$ 2,635,744</u></u>	<u><u>\$ 12,877,006</u></u>

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, 2023

Net change in fund balance – total governmental funds \$ 86,983

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 funds 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	\$ (1,391,637)	
Net capital outlays	<u>547,915</u>	(843,722)

Repayment of bond principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the Statement of Net Position.	910,000
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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	<u>(241,224)</u>
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Change in net position of governmental activities	\$ <u>(87,963)</u>
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Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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. Under this 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.

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).

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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.

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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 \$661,950 and amortization for the year ended June 30, 2023 was \$241,224.

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 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.

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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, 2023, 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, 2023, 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, 2023, 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.

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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, 2023, the total amount of unpaid contracts for services performed during the fiscal year ended June 30, 2023 amounted to \$1,629,144. This amount is included in the amount shown as committed in the Educational Fund.

The District has executed construction agreements totaling \$2,800,000 for the replacement of a roof. At June 30, 2023, the total obligation under such agreement is \$2,800,000 and is shown as committed in the Capital Projects fund and the Educational Fund.

The District has operating leases through July 2023 for copier and computer equipment. At June 30, 2023, the total obligation under such agreement amounted to \$2,959. 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, 2023.

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.

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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 economic resources measurement focus and 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 current financial resources measurement focus and 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.

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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 20, 2022.

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.

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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
Transportation Equipment	5 years

Note 2: Deposits

Custodial credit risk is the risk that, in the event of a bank failure, a governments' 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, 2023, 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 2022 levy was passed by the Board on December 20, 2022. 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.

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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	
	2022 Levy	2022 Levy	2021 Levy
Educational	2.4300	2.40746	2.4300
Operations and Maintenance	.5000	.49537	.5000
Bond and Interest	None	.18631	.2006
Transportation	.2000	.19815	.2000
Municipal Retirement	None	.09917	.1042
Working Cash	.0500	.04954	.0500
Tort Immunity	None	.20734	.2148
Special Education	.0400	.03963	.0400
Social Security	None	.09917	.1042
Fire Prevention and Safety	.0500	.04954	.0500
Lease	.0500	.04954	.0500
Total		<u>3.88122</u>	<u>3.9438</u>

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 2021 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.

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

Note 5: Capital Assets

Capital asset balances and activity for the year ended June 30, 2023 were as follows:

	Balance, July 1, 2022	Additions	Deletions	Transfer	Balance, June 30, 2023
Land	\$ 411,741	\$ -	\$ -	\$ -	\$ 411,741
Buildings and improvements	49,928,995	49,830	-	-	49,978,825
Land improvements	2,427,918	-	-	-	2,427,918
Equipment	6,886,574	498,085	-	-	7,384,659
	59,243,487	547,915	-	-	59,791,402
Less accumulated depreciation	25,893,407	1,391,637	-	-	27,285,044
	33,350,080	(843,722)	-	-	32,506,358
	<u>\$ 33,761,821</u>	<u>\$ (843,722)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 32,918,099</u>

Depreciation expense was charged to governmental functions as follows:

Instruction	\$ 739,615
Student activities	23,895
Student services	36,859
Instructional staff support	14,091
Administration	163,972
Business and central services	402,265
Community services	10,940
	<u>\$ 1,391,637</u>

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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	\$ 9,485,000	\$ -	\$ (660,000)	\$ 8,825,000	\$ 710,000
General obligation bonds payable (alternate revenue source)	<u>19,615,000</u>	<u>-</u>	<u>(250,000)</u>	<u>19,365,000</u>	<u>735,000</u>
Total long-term debt	<u>\$29,100,000</u>	<u>\$ -</u>	<u>\$ (910,000)</u>	<u>\$28,190,000</u>	<u>\$ 1,445,000</u>

On March 1, 2014, the District issued \$6,115,000 in General Obligation School Bonds, Series 2014C and 2014D, with an interest rate of 5.00% to finance new building construction projects and advance refund \$1,610,000 outstanding principal of the 2006 Series bonds with interest ranging from 4.00% to 4.20% and \$845,000 outstanding principal of the 2012 Series bonds with interest ranging from 2.00% to 2.50%. Net proceeds of \$2,720,441 (after \$84,159 in underwriting fees, insurance and other issuance costs) have been deposited in an irrevocable trust with an escrow agent. The escrow agent has purchased U.S. Treasury securities (State and Local Government Series), to provide for all future debt service on the \$2,455,000 advance refunded amount of the 2006 and 2012 Series bonds. As a result, the \$2,455,000 advance refunded amount of the 2006 and 2012 Series bonds is considered to be defeased and the liability for this portion of the Series 2006 and 2012 bonds have been removed from the government-wide statement of net position. If at any time the available proceeds of the Treasury securities and deposits on demand in the escrow account are not sufficient to make any payment due to the holders of any of the prior bonds, the escrow agent shall notify the Treasurer and the Board and the District shall make available such funds to make up the anticipated deficit. The District completed the advance refunding to levelize its tax rate over the next thirteen years which resulted in additional debt service payments of \$1,353,000, an economic loss (difference between the present values of the old and new debt service payments) of \$412,000 and an accounting loss of \$265,441.

On December 29, 2020, the District issued \$19,015,000 in Taxable General Obligation Refunding School Bonds (Alternate Revenue Source), Series 2020, with interest rates ranging from 0% to 3.05% to advance refund the \$16,255,000 outstanding principal of the 2013, 2014A, and a portion of 2014B Series bonds with interest ranging from 3.00% to 5.50%. Net proceeds of \$18,613,806 (after \$401,194 in underwriting fees, insurance and other issuance costs) have been deposited in an irrevocable trust with an escrow agent. The escrow agent has purchased U.S. Treasury securities (State and Local Government Series), to provide for all future debt service on the above mentioned bonds. As a result, the \$16,255,000 advance refunded amount of the 2013, 2014A and 2014B Series bonds is considered to be defeased and the liability for these portions has been removed from the government-wide statement of net position. If at any time the available proceeds of the Treasury securities and deposits on demand in the escrow account are not sufficient to make any payment due to the holders of any of the prior bonds, the escrow agent shall notify the Treasurer

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

and the Board and the District shall make available such funds to make up the anticipated deficit. The 2013 and 2014B bonds are callable at December 31, 2023. The 2014A bonds are not callable and mature December 1, 2022. The District completed the advance refunding to decrease its debt service payments, which resulted in an economic gain (difference between the present values of the old and new debt service payments) of approximately \$3,334,000 and an accounting loss of \$2,108,992.

On February 10, 2021, the District issued \$8,870,000 in Taxable General Obligation Refunding School Bonds, Series 2021, with interest rates ranging from 1.03 to 2.58% to advance refund \$7,675,000 in outstanding principal of the 2014D and 2014E Series bonds with interest ranging from 4.50% to 5.00%. Net proceeds of \$8,751,265 (after \$118,735 in underwriting fees, insurance and other issuance costs) have been deposited in an irrevocable trust with an escrow agent. The escrow agent has purchased U.S. Treasury securities (State and Local Government Series), to provide for all future debt service on the \$7,675,000 advance refunded amount of the 2014D and 2014E bonds. As a result, the \$7,675,000 advance refunded amount of the 2014 D and 2014E Series bonds is considered to be defeased and the liability for this portion of the bonds have been removed from the government-wide statement of net position. If at any time the available proceeds of the Treasury securities and deposits on demand in the escrow account are not sufficient to make any payment due to the holders of any of the prior bonds, the escrow agent shall notify the Treasurer and the Board and the District shall make available such funds to make up the anticipated deficit. The 2014D and 2014E bonds are callable at December 1, 2023. The District completed the advance refunding to decrease its debt service payments, which resulted in an economic gain (difference between the present values of the old and new debt service payments) of approximately \$593,000 and an accounting loss of \$1,035,265.

As of June 30, 2023, \$23,575,000 of District bonds outstanding are considered defeased. The trust account assets and the liability for the defeased bonds are not included in the District's financial statements.

General Obligation Bonds Payable

Bonds payable at June 30, 2023, are comprised of the following issues:

2014 B General Obligation School Bonds (Alternate Revenue Source) due in annual installments varying from \$250,000 to \$350,000 through 2023; interest at a rate of 4.00%, \$350,000 is outstanding as of June 30, 2023, with all being due within one year.

2014 C General Obligation School Bonds due in annual installments varying from \$450,000 to \$500,000 through 2033; interest at a rate of 5.00%, \$500,000 is outstanding as of June 30, 2023, with all being due within one year.

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 a rates ranging from 1.00% to 3.05%. \$19,015,000 is outstanding as of June 30, 2023, with \$385,000 being due within one year.

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Notes to Financial Statements

June 30, 2023

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%. \$8,325,000 is outstanding as of June 30, 2023 with \$210,000 being due within one year.

The annual requirements to amortize all debt outstanding as of June 30, 2023, including interest payments of \$5,861,638 are as follows:

Annual Requirements to Amortize Long-Term Debt

June 30, 2023

	Bonds	Interest	Total Requirements
2024	\$ 1,445,000	\$ 601,348	\$ 2,046,348
2025	1,485,000	570,571	2,055,571
2026	1,555,000	551,951	2,106,951
2027	1,605,000	529,450	2,134,450
2028	1,690,000	802,559	2,492,559
2029-2033	9,835,000	1,686,457	11,521,457
2034-2038	7,070,000	1,005,442	8,075,442
2039-2043	<u>3,505,000</u>	<u>113,860</u>	<u>3,618,860</u>
	<u>\$ 28,190,000</u>	<u>\$ 5,861,638</u>	<u>\$ 34,051,638</u>

The District has a legal debt margin of \$36,749,633 based on the 2022 assessed valuation of \$332,787,198.

Note 7: Retirement Commitments

The District provides pension benefits to its employees under two separate defined benefit plans as discussed below. As discussed in Footnote 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 footnote disclosure under GASB 68 does apply and is 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.

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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, 2022 are:

Inactive employees or beneficiaries currently receiving benefits	77
Inactive employees entitled to but not yet receiving benefits	61
Active employees	<u>108</u>
	<u>246</u>

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 2022 was 4.41%. 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, 2022, employees contributed \$113,851 and the District contributed \$211,573 to the IMRF Plan.

The District recognized \$216,852 in expenses under the modified cash basis for the year ended June 30, 2023.

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.

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

TRS issues a publicly available financial report that can be obtained at <http://trsil.illinois.gov/pubs/cafrs/fy2022>; 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 2017, creates an optional Tier 3 hybrid retirement plan, but it has not yet gone into effect. Public Act 100-0587, enacted in 2018, requires TRS to offer two temporary benefit buyout programs that expire on June 30, 2024. 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 issues 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.

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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, 2023, 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, 2023, 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 \$6,717,409 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, 2023 were \$75,714.

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, 2023, the employer pension contribution was 10.49% of salaries paid from federal and special trust funds. For the year ended June 30, 2023, salaries totaling \$487,690 were paid from federal and special trust funds that required employer contributions of \$51,159.

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, 2023, 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.

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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, 2023, the District paid out claims totaling \$2,737,923 under the self-insurance plan. The amount of unpaid claims is not determinable. At June 30, 2023, the trust account had accumulated contributions in excess of reimbursements of \$450,886. 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 \$304,611 for the year ended June 30, 2023. 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

Macon-Piatt Special Education District
101 West Cerro Gordo
Decatur, Illinois 62523

Heartland Technical Academy

Heartland Technical Academy
One College Park
Decatur, Illinois 62521

Note 10: Leases

The District has entered into various operating leases for certain copier and computer equipment expiring through July 2023. Annual lease payments were \$48,625 for the year ended June 30, 2023. Future minimum lease payments are through fiscal year 2024 for \$2,959.

Note 11: Loss Exposure

Significant property, liability, and workers' compensation losses are covered by commercial insurance. During the year ended June 30, 2023, there were no significant reductions in coverage. Also, there have been no settlement amounts which have exceeded insurance coverage in the past three years.

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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 Footnote 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 footnote disclosure is required under GASB 75 and 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, 2023, the District recognized OPEB expense related to this plan of \$33,135.

The employees covered by the benefit terms at June 30, 2023 are:

	<u>2023</u>
Inactive employees or beneficiaries currently receiving benefit payments	2
Active employees	<u>221</u>
	<u>223</u>

During the year ended June 30, 2023, 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 \$13,823.

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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 ILCS 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

Mt. Zion Community Unit School District No. 3

Notes to Financial Statements

June 30, 2023

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 57.634328%. 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 \$87,462 and the District recognized revenues and expenditures of this amount during the year.

Total OPEB plan contributions for the fiscal year ended June 30, 2023 were \$120,597.

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 \$1,977,963 from this tax during the year ended June 30, 2023 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.

Additional Audited Financial Information

Mt. Zion Community Unit School District No. 3
Combining Statement of Assets, Liabilities and Fund Balances
Major Funds
Modified Cash Basis
June 30, 2023

	Educational	Operations and Maintenance	Tort Immunity/ Judgment	Working Cash	Total General Fund	Capital Projects	Total Major Funds
Assets							
Cash	\$ 6,809,735	\$ 1,692,093	\$ 2,132	\$ 304,025	\$ 8,807,985	\$ 1,926,266	\$ 10,734,251
Total assets	<u>\$ 6,809,735</u>	<u>\$ 1,692,093</u>	<u>\$ 2,132</u>	<u>\$ 304,025</u>	<u>\$ 8,807,985</u>	<u>\$ 1,926,266</u>	<u>\$ 10,734,251</u>
Liabilities							
Due to other organizations	\$ 463,815	\$ -	\$ -	\$ -	\$ 463,815	\$ -	\$ 463,815
Other	29,174	-	-	-	29,174	-	29,174
Total liabilities	<u>492,989</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>492,989</u>	<u>-</u>	<u>492,989</u>
Fund Balances							
Restricted	-	-	2,132	-	2,132	-	2,132
Committed	3,466,323	-	-	-	3,466,323	1,926,266	5,392,589
Unassigned	<u>2,850,423</u>	<u>1,692,093</u>	<u>-</u>	<u>304,025</u>	<u>4,846,541</u>	<u>-</u>	<u>4,846,541</u>
	<u>6,316,746</u>	<u>1,692,093</u>	<u>2,132</u>	<u>304,025</u>	<u>8,314,996</u>	<u>1,926,266</u>	<u>10,241,262</u>
Total liabilities and fund balances	<u>\$ 6,809,735</u>	<u>\$ 1,692,093</u>	<u>\$ 2,132</u>	<u>\$ 304,025</u>	<u>\$ 8,807,985</u>	<u>\$ 1,926,266</u>	<u>\$ 10,734,251</u>

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, 2023

	Educational	Operations and Maintenance	Tort Immunity/ Judgment	Working Cash	Total General Fund	Capital Projects	Total Major Funds
Revenue Received							
Taxes	\$ 8,476,258	\$ 1,530,324	\$ 657,550	\$ 153,032	\$ 10,817,164	\$ -	\$ 10,817,164
Earnings on investments	69,927	6,764	313	2,667	79,671	5,476	85,147
Tuition	199,688	-	-	-	199,688	-	199,688
Food services	800,482	-	-	-	800,482	-	800,482
Pupil activities, including athletics	101,296	-	-	-	101,296	-	101,296
Textbook fees	156,468	-	-	-	156,468	-	156,468
School facility occupation tax	-	-	-	-	-	1,038,197	1,038,197
State grants	7,677,273	725,000	-	-	8,402,273	775,000	9,177,273
Federal grants	2,877,394	-	-	-	2,877,394	-	2,877,394
Student activity funds	2,300,018	-	-	-	2,300,018	-	2,300,018
Other	159,006	49,122	817	-	208,945	-	208,945
On-behalf receipts	6,804,871	-	-	-	6,804,871	-	6,804,871
	<u>29,622,681</u>	<u>2,311,210</u>	<u>658,680</u>	<u>155,699</u>	<u>32,748,270</u>	<u>1,818,673</u>	<u>34,566,943</u>
Expenditures Disbursed							
Instruction							
Regular programs	11,110,606	-	-	-	11,110,606	-	11,110,606
Pre-K programs	173,272	-	-	-	173,272	-	173,272
Special programs	2,775,865	-	-	-	2,775,865	-	2,775,865
Summer school education programs	53	-	-	-	53	-	53
Interscholastic programs	386,859	-	-	-	386,859	-	386,859
Student activity funds	2,338,174	-	-	-	2,338,174	-	2,338,174
	<u>16,784,829</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>16,784,829</u>	<u>-</u>	<u>16,784,829</u>
Supporting services							
Pupils	707,234	-	-	-	707,234	-	707,234
Instructional staff	270,215	-	-	-	270,215	-	270,215
General administration	397,417	-	658,822	-	1,056,239	-	1,056,239
School administration	1,978,654	-	-	-	1,978,654	-	1,978,654
Business	1,993,479	1,416,701	-	-	3,410,180	3,011,865	6,422,045
	<u>5,346,999</u>	<u>1,416,701</u>	<u>658,822</u>	<u>-</u>	<u>7,422,522</u>	<u>3,011,865</u>	<u>10,434,387</u>

(Continued)

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, 2023

	Educational	Operations and Maintenance	Tort Immunity/ Judgment	Working Cash	Total General Fund	Capital Projects	Total Major Funds
(Continued)							
Nonprogrammed charges — tuition	\$ 468,056	\$ -	\$ -	\$ -	\$ 468,056	\$ -	\$ 468,056
Community services	198,974	-	-	-	198,974	-	198,974
On-behalf disbursements	6,804,871	-	-	-	6,804,871	-	6,804,871
	29,603,729	1,416,701	658,822	-	31,679,252	3,011,865	34,691,117
Excess (Deficiency) of Revenue Received Over Expenditures Disbursed	18,952	894,509	(142)	155,699	1,069,018	(1,193,192)	(124,174)
Other Financing Sources (Uses)							
Transfers	-	-	-	(1,200,000)	(1,200,000)	1,200,000	-
Excess (Deficiency) of Revenue Received Over (Under) Expenditures Disbursed and Other Financing Sources (Uses)	18,952	894,509	(142)	(1,044,301)	(130,982)	6,808	(124,174)
Fund Balance, Beginning of Year	6,297,794	797,584	2,274	1,348,326	8,445,978	1,919,458	10,365,436
Fund Balances, End of Year	<u>\$ 6,316,746</u>	<u>\$ 1,692,093</u>	<u>\$ 2,132</u>	<u>\$ 304,025</u>	<u>\$ 8,314,996</u>	<u>\$ 1,926,266</u>	<u>\$ 10,241,262</u>

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, 2023

	<u>Special Revenue</u>			<u>Capital Projects</u>	<u>Total Other Non- major Governmental Funds</u>
	<u>Transportation</u>	<u>Municipal Retirement/ Social Security</u>	<u>Debt Service</u>	<u>Fire Prevention and Safety</u>	
Assets					
Cash	\$ 813,612	\$ 414,871	\$ 618,439	\$ 788,822	\$ 2,635,744
Total assets	<u>\$ 813,612</u>	<u>\$ 414,871</u>	<u>\$ 618,439</u>	<u>\$ 788,822</u>	<u>\$ 2,635,744</u>
Fund Balances - Restricted	<u>\$ 813,612</u>	<u>\$ 414,871</u>	<u>\$ 618,439</u>	<u>\$ 788,822</u>	<u>\$ 2,635,744</u>

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, 2023

	<u>Special Revenue</u>			<u>Capital Projects</u>	<u>Total Other Non-major Governmental Funds</u>
	<u>Transportation</u>	<u>Municipal Retirement/ Social Security</u>	<u>Debt Service</u>	<u>Fire Prevention and Safety</u>	
Revenue Received					
Taxes	\$ 612,131	\$ 657,657	\$ 613,672	\$ 153,032	\$ 2,036,492
Transportation fees	5,581	-	-	-	5,581
Earnings on investments	6,465	5,334	938	989	13,726
School facility occupation tax	-	-	939,766	-	939,766
State grants	662,671	-	-	-	662,671
	<u>1,286,848</u>	<u>662,991</u>	<u>1,554,376</u>	<u>154,021</u>	<u>3,658,236</u>
Expenditures Disbursed					
Instruction					
Regular programs	-	140,038	-	-	140,038
Special programs	-	70,594	-	-	70,594
Interscholastic programs	-	7,989	-	-	7,989
	<u>-</u>	<u>218,621</u>	<u>-</u>	<u>-</u>	<u>218,621</u>
Supporting services					
Pupils	-	14,748	-	-	14,748
Instructional staff	-	5,795	-	-	5,795
General administration	-	137,871	-	-	137,871
School administration	-	39,111	-	-	39,111
Business	1,254,818	207,049	-	-	1,461,867
	<u>1,254,818</u>	<u>404,574</u>	<u>-</u>	<u>-</u>	<u>1,659,392</u>
Community Services	-	15,317	-	-	15,317
Debt Service	-	-	1,553,749	-	1,553,749
	<u>1,254,818</u>	<u>638,512</u>	<u>1,553,749</u>	<u>-</u>	<u>3,447,079</u>

(Continued)

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, 2023

	<u>Special Revenue</u>			<u>Capital Projects</u>	<u>Total</u>
		<u>Municipal Retirement/ Social Security</u>	<u>Debt Service</u>	<u>Fire Prevention and Safety</u>	<u>Other Non-major Governmental Funds</u>
	<u>Transportation</u>				
(Continued)					
Excess (Deficiency) of Revenue Received Over (Under)					
Expenditures Disbursed	\$ 32,030	\$ 24,479	\$ 627	\$ 154,021	\$ 211,157
Fund Balances, Beginning of Year	<u>781,582</u>	<u>390,392</u>	<u>617,812</u>	<u>634,801</u>	<u>2,424,587</u>
Fund Balances, End of Year	<u>\$ 813,612</u>	<u>\$ 414,871</u>	<u>\$ 618,439</u>	<u>\$ 788,822</u>	<u>\$ 2,635,744</u>

Mt. Zion Community Unit School District No. 3

Educational Fund Statement of Revenue Received and Other Financial Sources (Uses) Modified Cash Basis Year Ended June 30, 2023

	Budget	Actual	Budget Over (Under) Actual
Local Sources			
Taxes	\$ 8,395,500	\$ 8,476,258	\$ (80,758)
Earnings on investments	30,500	69,927	(39,427)
Tuition	280,000	199,688	80,312
Food service	648,500	800,482	(151,982)
Pupil activities, including athletics	107,000	101,296	5,704
Textbook fees	180,400	156,468	23,932
Student activity funds	2,100,000	2,300,018	(200,018)
Other	143,000	159,006	(16,006)
	<u>11,884,900</u>	<u>12,263,143</u>	<u>(378,243)</u>
State Sources			
Evidence Based Funding Formula	<u>8,966,400</u>	<u>7,398,612</u>	<u>1,567,788</u>
Restricted grants			
Driver education	30,000	39,844	(9,844)
Special education	5,000	35,083	(30,083)
Vocational education	15,000	20,881	(5,881)
Food services	3,000	1,412	1,588
Early Childhood	80,000	179,415	(99,415)
Other	1,600	2,026	(426)
	<u>134,600</u>	<u>278,661</u>	<u>(144,061)</u>
	<u>9,101,000</u>	<u>7,677,273</u>	<u>1,423,727</u>
Federal Sources			
Title I	250,000	259,916	(9,916)
Food services	390,000	530,362	(140,362)
Title II	51,500	45,955	5,545
Title IV	20,000	18,186	1,814
IDEA	484,000	653,774	(169,774)
Medicaid Outreach	-	33,471	(33,471)
Other	1,420,000	1,335,730	84,270
	<u>2,615,500</u>	<u>2,877,394</u>	<u>(261,894)</u>
Other Financing Sources (Uses)			
On-behalf receipts	-	6,804,871	(6,804,871)
On-behalf disbursements	-	(6,804,871)	6,804,871
Total Revenue Received and Other Financing Sources (Uses)	<u>\$ 23,601,400</u>	<u>\$ 22,817,810</u>	<u>\$ 783,590</u>

Mt. Zion Community Unit School District No. 3

Educational Fund Statement of Expenditures Disbursed Modified Cash Basis Year Ended June 30, 2023

	Budget	Actual	Budget Over (Under) Actual
Instruction			
Regular programs			
Elementary			
Salaries	\$ 4,699,650	\$ 4,157,808	\$ 541,842
Employee benefits	1,130,600	992,107	138,493
Purchased services	362,625	15,022	347,603
Supplies and materials	497,025	35,985	461,040
Capital outlay	113,500	-	113,500
Other	580	-	580
	<u>6,803,980</u>	<u>5,200,922</u>	<u>1,603,058</u>
Middle			
Salaries	1,370,000	1,190,947	179,053
Employee benefits	351,600	319,870	31,730
Purchased services	1,000	2,002	(1,002)
Supplies and materials	34,500	28,191	6,309
	<u>1,757,100</u>	<u>1,541,010</u>	<u>216,090</u>
High school			
Salaries	2,807,500	2,758,553	48,947
Employee benefits	694,500	703,364	(8,864)
Purchased services	12,500	2,818	9,682
Supplies and materials	36,200	40,949	(4,749)
Capital outlay	-	38,149	(38,149)
	<u>3,550,700</u>	<u>3,543,833</u>	<u>6,867</u>
Technology			
Salaries	-	198,954	(198,954)
Employee benefits	-	33,259	(33,259)
Purchased services	-	249,954	(249,954)
Supplies and materials	-	105,715	(105,715)
Capital outlay	-	157,154	(157,154)
	<u>-</u>	<u>745,036</u>	<u>(745,036)</u>

(Continued)

Mt. Zion Community Unit School District No. 3

Educational Fund Statement of Expenditures Disbursed Modified Cash Basis Year Ended June 30, 2023

	<u>Budget</u>	<u>Actual</u>	<u>Budget Over (Under) Actual</u>
Instruction (Continued)			
Regular programs (continued)			
Drivers education program			
Salaries	\$ 70,500	\$ 75,150	\$ (4,650)
Employee benefits	7,500	4,655	2,845
Supplies and materials	100	-	100
	<u>78,100</u>	<u>79,805</u>	<u>(1,705)</u>
Total regular programs	<u>12,189,880</u>	<u>11,110,606</u>	<u>1,079,274</u>
Pre-K programs			
Salaries	153,000	152,981	19
Employee benefits	54,900	15,394	39,506
Purchased services	1,000	-	1,000
Supplies and materials	10,000	4,897	5,103
	<u>218,900</u>	<u>173,272</u>	<u>45,628</u>
Special programs			
Special education			
Salaries	1,517,500	1,648,590	(131,090)
Employee benefits	311,900	390,855	(78,955)
Purchased services	-	15,332	(15,332)
	<u>1,829,400</u>	<u>2,054,777</u>	<u>(225,377)</u>
Title I			
Salaries	356,000	50,460	305,540
Employee benefits	32,620	351,801	(319,181)
Purchased services	-	38	(38)
	<u>388,620</u>	<u>402,299</u>	<u>(13,679)</u>
Alternative programs			
Salaries	302,000	232,930	69,070
Employee benefits	96,000	85,859	10,141
	<u>398,000</u>	<u>318,789</u>	<u>79,211</u>
Total special programs	<u>2,616,020</u>	<u>2,775,865</u>	<u>(159,845)</u>

(Continued)

Mt. Zion Community Unit School District No. 3

Educational Fund Statement of Expenditures Disbursed Modified Cash Basis Year Ended June 30, 2023

	Budget	Actual	Budget Over (Under) Actual
Instruction (Continued)			
Summer school education programs			
Salaries	\$ 7,000	\$ -	\$ 7,000
Employee benefits	1,150	-	1,150
Supplies and materials	100	53	47
	<u>8,250</u>	<u>53</u>	<u>8,197</u>
Interscholastic programs			
Salaries	315,500	243,272	72,228
Employee benefits	19,100	18,494	606
Purchased services	70,810	76,775	(5,965)
Supplies and materials	34,090	48,318	(14,228)
	<u>439,500</u>	<u>386,859</u>	<u>52,641</u>
Student activity funds	<u>2,100,000</u>	<u>2,338,174</u>	<u>(238,174)</u>
Total instruction	<u>17,572,550</u>	<u>16,784,829</u>	<u>787,721</u>
Supporting Services			
Pupils			
Salaries	527,000	515,126	11,874
Employee benefits	143,480	156,866	(13,386)
Purchased services	29,100	31,137	(2,037)
Supplies and materials	5,800	4,105	1,695
	<u>705,380</u>	<u>707,234</u>	<u>(1,854)</u>
Instructional staff			
Salaries	219,700	163,663	56,037
Employee benefits	55,830	45,814	10,016
Purchased services	27,400	23,654	3,746
Supplies and materials	93,735	26,334	67,401
Capital outlay	500	10,750	(10,250)
	<u>397,165</u>	<u>270,215</u>	<u>126,950</u>

(Continued)

Mt. Zion Community Unit School District No. 3

Educational Fund Statement of Expenditures Disbursed Modified Cash Basis Year Ended June 30, 2023

	<u>Budget</u>	<u>Actual</u>	<u>Budget Over (Under) Actual</u>
Supporting Services (Continued)			
General administration			
Salaries	\$ 225,000	\$ 222,308	\$ 2,692
Employee benefits	42,500	46,990	(4,490)
Purchased services	158,000	47,339	110,661
Supplies and materials	74,100	71,458	2,642
Other	10,000	9,322	678
	<u>509,600</u>	<u>397,417</u>	<u>112,183</u>
School administration			
Salaries	1,159,000	1,169,563	(10,563)
Employee benefits	221,000	244,337	(23,337)
Purchased services	15,450	14,432	1,018
Supplies and materials	365,500	547,677	(182,177)
Capital outlay	1,000	-	1,000
Other	2,100	2,645	(545)
	<u>1,764,050</u>	<u>1,978,654</u>	<u>(214,604)</u>
Business			
Salaries	620,655	676,883	(56,228)
Employee benefits	81,800	101,269	(19,469)
Purchased services	127,700	153,519	(25,819)
Supplies and materials	670,000	1,061,740	(391,740)
Other	100	68	32
	<u>1,500,255</u>	<u>1,993,479</u>	<u>(493,224)</u>
Central			
Supplies and materials	<u>300</u>	<u>-</u>	<u>300</u>
Total supporting services	<u>4,876,750</u>	<u>5,346,999</u>	<u>(470,249)</u>

(Continued)

Mt. Zion Community Unit School District No. 3

Educational Fund Statement of Expenditures Disbursed Modified Cash Basis Year Ended June 30, 2023

	<u>Budget</u>	<u>Actual</u>	<u>Budget Over (Under) Actual</u>
(Continued)			
Community Services			
Salaries	\$ 147,500	\$ 156,829	\$ (9,329)
Employee benefits	33,100	34,003	(903)
Purchased services	500	350	150
Supplies and materials	<u>6,000</u>	<u>7,792</u>	<u>(1,792)</u>
	<u>187,100</u>	<u>198,974</u>	<u>(11,874)</u>
Nonprogrammed Charges — Tuition	<u>965,000</u>	<u>468,056</u>	<u>496,944</u>
Total Expenditures Disbursed	<u><u>\$ 23,601,400</u></u>	<u><u>\$ 22,798,858</u></u>	<u><u>\$ 802,542</u></u>

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, 2023

	<u>Budget</u>	<u>Actual</u>	<u>Budget Over (Under) Actual</u>
Revenue Received			
Local sources			
Taxes	\$ 1,545,000	\$ 1,530,324	\$ 14,676
Earnings on investments	3,000	6,764	(3,764)
Other	<u>20,000</u>	<u>49,122</u>	<u>(29,122)</u>
Total local sources	<u>1,568,000</u>	<u>1,586,210</u>	<u>(18,210)</u>
State source			
Evidence Based Funding Formula	<u>-</u>	<u>725,000</u>	<u>(725,000)</u>
Total Revenue Received	<u><u>\$ 1,568,000</u></u>	<u><u>\$ 2,311,210</u></u>	<u><u>\$ (743,210)</u></u>
Expenditures Disbursed			
Supporting services			
Business			
Operation and maintenance of			
plant services			
Salaries	\$ 580,000	\$ 588,571	\$ (8,571)
Employee benefits	125,600	86,148	39,452
Purchased services	179,400	398,100	(218,700)
Supplies and materials	663,000	295,094	367,906
Capital outlay	<u>20,000</u>	<u>48,788</u>	<u>(28,788)</u>
Total Expenditures Disbursed	<u><u>\$ 1,568,000</u></u>	<u><u>\$ 1,416,701</u></u>	<u><u>\$ 151,299</u></u>

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, 2023

	Budget	Actual	Budget Over (Under) Actual
Revenue Received			
Local sources			
Taxes	\$ 610,000	\$ 613,672	\$ (3,672)
School facility occupation tax	943,000	939,766	3,234
Earnings on investments	1,000	938	62
	<u>1,554,000</u>	<u>1,554,376</u>	<u>(376)</u>
Total Revenue Received	\$ 1,554,000	\$ 1,554,376	\$ (376)
Expenditures Disbursed			
Debt service			
Interest and service charges on debt	\$ 630,000	\$ 643,749	\$ (13,749)
Principal repayment on debt	924,000	910,000	14,000
	<u>1,554,000</u>	<u>1,553,749</u>	<u>251</u>
Total Expenditures Disbursed	\$ 1,554,000	\$ 1,553,749	\$ 251

Mt. Zion Community Unit School District No. 3

Debt Service Fund Schedule of Bonds Outstanding June 30, 2023

	Final Maturity	Interest Rate	Interest Date
Bond Issue			
2014 General Obligation School Bonds	12/1/23	3.0% - 5.25%	6/1 and 12/1
2014 Alternative Revenue Bonds	12/1/23	3.0% - 5.25%	6/1 and 12/1
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, 2023

	Bonds	Interest	Total Requirements
2024	\$ 1,445,000	\$ 601,348	\$ 2,046,348
2025	1,485,000	570,571	2,055,571
2026	1,555,000	551,951	2,106,951
2027	1,605,000	529,450	2,134,450
2028	1,690,000	802,559	2,492,559
2029-2033	9,835,000	1,686,457	11,521,457
2034-2038	7,070,000	1,005,442	8,075,442
2039-2043	<u>3,505,000</u>	<u>113,860</u>	<u>3,618,860</u>
	<u>\$ 28,190,000</u>	<u>\$ 5,861,638</u>	<u>\$ 34,051,638</u>

Legal Debt Margin June 30, 2023

Assessed valuation, 2022	<u>\$ 332,787,198</u>
Statutory debt limitation (13.8% of assessed valuation)	\$ 45,924,633
Bonded debt less alternate revenue source bonds of \$19,365,000	<u>8,825,000</u>
Legal debt margin	<u>\$ 37,099,633</u>

Amount Originally Issued	Amount Outstanding July 1, 2022	Amount Retired This Fiscal Year	Amount Issued this Fiscal Year	Amount Outstanding June 30, 2023
\$ 950,000	\$ 950,000	\$ (450,000)	\$ -	\$ 500,000
7,155,000	600,000	(250,000)	-	350,000
19,015,000	19,015,000	-	-	19,015,000
<u>8,870,000</u>	<u>8,535,000</u>	<u>(210,000)</u>	<u>-</u>	<u>8,325,000</u>
<u>\$ 35,990,000</u>	<u>\$ 29,100,000</u>	<u>\$ (910,000)</u>	<u>\$ -</u>	<u>\$ 28,190,000</u>

Mt. Zion Community Unit School District No. 3

Transportation Fund

Statement of Revenue Received and Expenditures Disbursed

Modified Cash Basis

Year Ended June 30, 2023

	Budget	Actual	Budget Over (Under) Actual
Revenue Received			
Local sources			
Taxes	\$ 620,000	\$ 612,131	\$ 7,869
Transportation fees	6,000	5,581	419
Earnings on investments	3,300	6,465	(3,165)
Other	15,000	-	15,000
	<u>644,300</u>	<u>624,177</u>	<u>20,123</u>
State sources			
Transportation aid			
Evidence Based Funding Formula	123,600	250,000	(126,400)
Regular and special education	520,000	412,671	107,329
	<u>643,600</u>	<u>662,671</u>	<u>(19,071)</u>
Total Revenue Received	<u>\$ 1,287,900</u>	<u>\$ 1,286,848</u>	<u>\$ 1,052</u>
Expenditures Disbursed			
Supporting services			
Business			
Business, pupil transportation			
Salaries	\$ 666,000	\$ 719,548	\$ (53,548)
Employee benefits	61,800	40,057	21,743
Purchased services	31,500	48,125	(16,625)
Supplies and materials	195,000	248,416	(53,416)
Capital outlay	333,600	198,672	134,928
Total Expenditures Disbursed	<u>\$ 1,287,900</u>	<u>\$ 1,254,818</u>	<u>\$ 33,082</u>

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, 2023

	Budget	Actual	Budget Over (Under) Actual
Revenue Received			
Local sources			
Taxes	\$ 654,400	\$ 657,657	\$ (3,257)
Earnings on investments	2,600	5,334	(2,734)
Total Revenue Received	<u>\$ 657,000</u>	<u>\$ 662,991</u>	<u>\$ (5,991)</u>
Expenditures Disbursed			
Instruction			
Employee benefits			
Elementary	\$ 130,930	\$ 73,084	\$ 57,846
Junior high school	7,100	16,799	(9,699)
High school	4,200	39,759	(35,559)
Technology education programs	-	10,396	(10,396)
Special education programs	64,900	66,264	(1,364)
Title I	4,750	-	4,750
Summer school education programs	40	-	40
Interscholastic programs	7,800	7,989	(189)
Driver's education program	1,000	1,033	(33)
Alternative program	4,350	3,297	1,053
	<u>225,070</u>	<u>218,621</u>	<u>6,449</u>
Supporting services			
Employee benefits			
Pupils	17,300	14,748	2,552
Instructional staff	7,100	5,795	1,305
General administration	78,100	137,871	(59,771)
School administration	47,530	39,111	8,419
Business	261,900	207,049	54,851
	<u>411,930</u>	<u>404,574</u>	<u>7,356</u>
Community Services	<u>20,000</u>	<u>15,317</u>	<u>4,683</u>
Total Expenditures Disbursed	<u>\$ 657,000</u>	<u>\$ 638,512</u>	<u>\$ 18,488</u>

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, 2023

	Budget	Actual	Budget Over (Under) Actual
Revenue Received			
Local sources			
Taxes	\$ 660,000	\$ 657,550	\$ 2,450
Earnings on investments	500	313	187
Other	-	817	(817)
	<u> </u>	<u> </u>	<u> </u>
Total Revenue Received	<u><u>\$ 660,500</u></u>	<u><u>\$ 658,680</u></u>	<u><u>\$ 1,820</u></u>
Expenditures Disbursed			
Supporting Services			
General administrations			
Salaries	\$ 249,000	\$ 279,500	\$ (30,500)
Employee benefits	56,000	-	56,000
Purchased services	355,500	379,322	(23,822)
	<u> </u>	<u> </u>	<u> </u>
Total Expenditures Disbursed	<u><u>\$ 660,500</u></u>	<u><u>\$ 658,822</u></u>	<u><u>\$ 1,678</u></u>

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, 2023

	<u>Budget</u>	<u>Actual</u>	<u>Budget Over (Under) Actual</u>
Revenue Received			
Local sources			
Taxes	\$ 142,000	\$ 153,032	\$ (11,032)
Earnings on investments	<u>3,000</u>	<u>989</u>	<u>2,011</u>
Total Revenue Received	<u><u>\$ 145,000</u></u>	<u><u>\$ 154,021</u></u>	<u><u>\$ (9,021)</u></u>
Expenditures Disbursed			
Supporting Services			
Business			
Purchased services	\$ 104,000	\$ -	\$ 104,000
Capital outlay	<u>41,000</u>	<u>-</u>	<u>41,000</u>
Total Expenditures Disbursed	<u><u>\$ 145,000</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 145,000</u></u>

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, 2023

	<u>Budget</u>	<u>Actual</u>	<u>Budget Over (Under) Actual</u>
Revenue Received			
Local sources			
School facility occupation tax	\$ 944,000	\$ 1,038,197	\$ (94,197)
Earnings on investments	<u>6,000</u>	<u>5,476</u>	<u>524</u>
	950,000	1,043,673	(93,673)
State sources			
Evidence Based Funding Formula	-	725,000	(725,000)
School infrastructure maintenance	<u>-</u>	<u>50,000</u>	<u>(50,000)</u>
Total Revenue Received	<u>950,000</u>	<u>1,818,673</u>	<u>(868,673)</u>
Total Revenue Received	<u>\$ 950,000</u>	<u>\$ 1,818,673</u>	<u>\$ (868,673)</u>
Expenditures Disbursed			
Supporting Services			
Business			
Purchased services	\$ 1,600,000	\$ 2,832,311	\$ (1,232,311)
Supplies and materials	1,450,000	129,724	1,320,276
Capital outlay	<u>50,000</u>	<u>49,830</u>	<u>170</u>
Total Expenditures Disbursed	<u>3,100,000</u>	<u>3,011,865</u>	<u>88,135</u>
Total Expenditures Disbursed	<u>\$ 3,100,000</u>	<u>\$ 3,011,865</u>	<u>\$ 88,135</u>

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, 2023

	Budget	Actual	Budget Over (Under) Actual
Revenue Received			
Local sources			
Taxes	\$ 142,000	\$ 153,032	\$ (11,032)
Earnings on investments	<u>5,100</u>	<u>2,667</u>	<u>2,433</u>
Total Revenue Received	<u><u>\$ 147,100</u></u>	<u><u>\$ 155,699</u></u>	<u><u>\$ (8,599)</u></u>
Other Financing Uses			
Transfers	<u>\$ -</u>	<u>\$ (1,200,000)</u>	<u>\$ 1,200,000</u>
Total Financing Uses	<u><u>\$ -</u></u>	<u><u>\$ (1,200,000)</u></u>	<u><u>\$ 1,200,000</u></u>

Supplementary Information

Other Information

Mt. Zion Community Unit School District No. 3

Budgetary Comparison General Fund Modified Cash Basis Year Ended June 30, 2023

	Original and Final Budget	Actual	Budget Over (Under) Actual
Revenue Received			
Taxes	\$ 10,742,500	\$ 10,817,164	\$ (74,664)
Earnings on investments	38,600	79,671	(41,071)
Tuition	280,000	199,688	80,312
Food services	648,500	800,482	(151,982)
Pupil activities, including athletics	107,000	101,296	5,704
Textbook fees	180,400	156,468	23,932
State grants	9,101,000	8,402,273	698,727
Federal grants	2,615,500	2,877,394	(261,894)
Student activity funds	2,100,000	2,300,018	(200,018)
Other	163,000	208,945	(45,945)
On-behalf receipts	-	6,804,871	(6,804,871)
	<u>25,976,500</u>	<u>32,748,270</u>	<u>(6,771,770)</u>
Expenditures Disbursed			
Instruction			
Regular programs	12,189,880	11,110,606	1,079,274
Pre-K programs	218,900	173,272	45,628
Special programs	2,616,020	2,775,865	(159,845)
Summer school education programs	8,250	53	8,197
Interscholastic programs	439,500	386,859	52,641
Student activity funds	2,100,000	2,338,174	(238,174)
	<u>17,572,550</u>	<u>16,784,829</u>	<u>787,721</u>
Supporting services			
Pupils	705,380	707,234	(1,854)
Instructional staff	397,165	270,215	126,950
General administration	1,170,100	1,056,239	113,861
School administration	1,764,050	1,978,654	(214,604)
Business	3,068,255	3,410,180	(341,925)
Central	300	-	300
	<u>7,105,250</u>	<u>7,422,522</u>	<u>(317,272)</u>
Nonprogrammed charges — tuition	<u>965,000</u>	<u>468,056</u>	<u>496,944</u>
Community services	<u>187,100</u>	<u>198,974</u>	<u>(11,874)</u>
On-behalf Disbursements	<u>-</u>	<u>6,804,871</u>	<u>(6,804,871)</u>
	<u>25,829,900</u>	<u>31,679,252</u>	<u>(5,849,352)</u>

Mt. Zion Community Unit School District No. 3

Budgetary Comparison General Fund Modified Cash Basis Year Ended June 30, 2023

	Original and Final Budget	Actual	Budget Over (Under) Actual
(Continued)			
Excess of Revenue Received Over Expenditures Disbursed	<u>\$ 146,600</u>	<u>\$ 1,069,018</u>	<u>\$ (922,418)</u>
Other Financing Uses			
Transfers	<u>-</u>	<u>(1,200,000)</u>	<u>1,200,000</u>
Excess (Deficiency) of Revenue Received Over (Under) Expenditures Disbursed and Other Financing Uses	146,600	(130,982)	277,582
Fund Balance, Beginning of Year	<u>8,445,978</u>	<u>8,445,978</u>	<u>-</u>
Fund Balance, End of Year	<u><u>\$ 8,592,578</u></u>	<u><u>\$ 8,314,996</u></u>	<u><u>\$ 277,582</u></u>

Mt. Zion Community Unit School District No. 3

Budgetary Comparison Capital Projects Fund Modified Cash Basis Year Ended June 30, 2023

	Original and Final Budget	Actual	Budget Over (Under) Actual
Revenue Received			
School facility occupation tax	\$ 944,000	\$ 1,038,197	\$ (94,197)
Earnings on investments	6,000	5,476	524
	<u>950,000</u>	<u>1,043,673</u>	<u>(93,673)</u>
State sources			
School infrastructure maintenance	-	775,000	(775,000)
	<u>950,000</u>	<u>1,818,673</u>	<u>(868,673)</u>
Total Revenue Received			
	<u>950,000</u>	<u>1,818,673</u>	<u>(868,673)</u>
Expenditures Disbursed			
Supporting Services			
Business	3,100,000	3,011,865	88,135
	<u>3,100,000</u>	<u>3,011,865</u>	<u>88,135</u>
Deficiency of Revenue Received Under Expenditures Disbursed	<u>(2,150,000)</u>	<u>(1,193,192)</u>	<u>(956,808)</u>
Other Financing Sources (Uses)			
Transfers	-	1,200,000	(1,200,000)
	<u>-</u>	<u>1,200,000</u>	<u>(1,200,000)</u>
Excess (Deficiency) of Revenue Received Over (Under) Expenditures Disbursed	<u>(2,150,000)</u>	<u>6,808</u>	<u>(2,156,808)</u>
Fund Balance, Beginning of Year	<u>1,919,458</u>	<u>1,919,458</u>	<u>-</u>
Fund Balance, End of Year	<u>\$ (230,542)</u>	<u>\$ 1,926,266</u>	<u>\$ (2,156,808)</u>

Supporting Schedules

Mt. Zion Community Unit School District No. 3

Revolving Fund

Statement of Cash Receipts and Disbursements

Year Ended June 30, 2023

Receipts

Reimbursements by District Treasurer from the following
funds and sources

Educational Fund	\$ 64,124
Operating and Maintenance Fund	-
Transportation Fund	-
Tort Fund	-
	<hr/>
	64,124
	<hr/>

Disbursements

Educational Fund expenditures	64,124
Operating and Maintenance Fund expenditures	-
Transportation expenditures	-
Tort expenditures	-
	<hr/>
	64,124
	<hr/>

Excess of Receipts Over Disbursements	-
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Cash Balance, July 1, 2022	<hr/> 10,000
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Cash Balance, June 30, 2023	<hr/> <hr/> \$ 10,000
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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, 2023

	2022*	2021	2020
Assessed Valuations	<u>\$ 332,787,198</u>	<u>\$ 307,214,176</u>	<u>\$ 298,267,885</u>
Tax Rates			
Educational Fund	2.4075	2.4300	2.4300
Municipal Retirement Fund	0.0992	0.1042	0.1073
Transportation Fund	0.1982	0.2000	0.2000
Operations and Maintenance Fund	0.4954	0.5000	0.5000
Debt Service Fund	0.1863	0.2006	0.1916
Tort Immunity	0.2073	0.2148	0.2213
Special Education	0.0396	0.0400	0.0400
Working Cash	0.0495	0.0500	0.0500
Social Security	0.0992	0.1042	0.1073
Fire Prevention and Safety	0.0495	0.0500	0.0500
Lease	<u>0.0495</u>	<u>0.0500</u>	<u>0.0500</u>
Total	<u>3.8812</u>	<u>3.9438</u>	<u>3.9475</u>
Tax Levy			
Macon County	\$ 12,620,051	\$ 11,833,954	\$ 11,505,382
Moultrie County	<u>295,539</u>	<u>281,600</u>	<u>268,374</u>
	12,915,590	12,115,554	11,773,756
Credits (Deductions) for Losses in Collections, Errors, Abatements, Forfeitures, and Fees, Less Back Taxes Collected	<u>(129,156)</u>	<u>(121,156)</u>	<u>(117,737)</u>
Amount available to District	<u>\$ 12,786,434</u>	<u>\$ 11,994,398</u>	<u>\$ 11,656,019</u>
Distribution of Taxes (Net)			
Educational Fund	\$ 8,011,339	\$ 7,390,650	\$ 7,175,431
Municipal Retirement Fund	330,009	609,816	316,811
Transportation Fund	659,386	1,520,709	590,570
Operations and Maintenance Fund	1,648,449	316,825	1,476,426
Debt Service Fund	619,987	608,284	565,520
Tort Immunity	689,968	152,071	653,407
Special Education	131,878	152,071	118,114
Working Cash	164,855	121,657	147,643
Social Security	330,009	653,419	316,811
Fire Prevention and Safety	164,855	316,825	147,643
Lease	<u>164,855</u>	<u>152,071</u>	<u>147,643</u>
Total	<u>\$ 12,915,590</u>	<u>\$ 11,994,398</u>	<u>\$ 11,656,019</u>

*Estimated in part for 2021

2019	2018	2017	2016
<u>\$ 290,601,038</u>	<u>\$ 282,965,092</u>	<u>\$ 276,491,170</u>	<u>\$ 272,624,146</u>
2.4300	2.4300	2.4300	2.4300
0.1084	0.1096	0.1121	0.1174
0.2000	0.2000	0.2000	0.2000
0.5000	0.5000	0.5000	0.5000
0.2127	0.2009	0.1926	0.1594
0.2237	0.2298	0.2333	0.2366
0.0400	0.0400	0.0400	0.0400
0.0500	0.0500	0.0500	0.0500
0.1084	0.1096	0.1121	0.1174
0.0500	0.0500	0.0500	0.0500
0.0500	0.0500	0.0500	0.0500
<u>3.9732</u>	<u>3.9699</u>	<u>3.9701</u>	<u>3.9508</u>
<u>\$ 11,295,168</u>	<u>\$ 10,954,039</u>	<u>\$ 10,741,640</u>	<u>\$ 10,534,411</u>
<u>250,859</u>	<u>273,900</u>	<u>235,450</u>	<u>236,282</u>
11,546,027	11,227,939	10,977,090	10,770,693
(115,460)	(112,279)	(109,771)	(107,707)
<u>\$ 11,430,567</u>	<u>\$ 11,115,660</u>	<u>\$ 10,867,319</u>	<u>\$ 10,662,986</u>
\$ 6,990,984	\$ 6,803,962	\$ 6,651,547	\$ 6,558,526
311,862	306,906	306,902	316,806
575,390	559,997	547,453	539,796
1,438,476	1,399,992	1,368,631	1,349,490
611,854	562,381	527,228	430,205
643,516	643,520	638,576	638,551
115,079	111,999	109,491	107,959
143,848	139,999	136,863	134,949
311,862	306,906	306,902	316,806
143,848	139,999	136,863	134,949
143,848	139,999	136,863	134,949
<u>\$ 11,430,567</u>	<u>\$ 11,115,660</u>	<u>\$ 10,867,319</u>	<u>\$ 10,662,986</u>

Mt. Zion Community Unit School District No. 3

Lunch Program

Statement of Cash Receipts and Disbursements

Year Ended June 30, 2023

	<u>2023</u>
Receipts	
Student payments	\$ 788,429
Adult payments	12,053
Local reimbursements	3,585
State reimbursements	1,412
Federal reimbursements	<u>530,362</u>
	<u>\$ 1,335,841</u>
Disbursements	
Salaries	450,476
Employee benefits	51,239
Contractual services	5,464
Food	527,589
Material and supplies	<u>51,311</u>
	<u>1,086,079</u>
Receipts Under Disbursements	<u><u>\$ 249,762</u></u>

Mt. Zion Community Unit School District No. 3
Statement of Per Capita Cost and Reimbursable Cost for Tuition
Year Ended June 30, 2023
Unaudited

	<u>2023</u>	
Average Daily Attendance		<u><u>2,197</u></u>
Computation of Per Capital Cost		
Operating disbursements		
Educational Fund	\$ 20,460,684	
Operations and Maintenance Fund	1,416,701	
Debt Service Fund	1,553,749	
Transportation Fund	1,254,818	
Municipal Retirement Fund	638,512	
Tort Immunity/Judgment Fund	<u>658,822</u>	
	25,983,286	
 Expenditures not applicable and revenue constituting a reduction of expense	 <u>2,219,185</u>	
 Net operating disbursements	 23,764,101	
Operating expense per student		<u><u>\$ 10,817</u></u>
Computation of Reimbursable Cost for Tuition		
Revenue from governmental divisions and others for special programs	 <u>5,365,304</u>	
	18,398,797	
 Depreciation allowable	 <u>1,391,637</u>	
 Net cost for tuition purposes	 <u><u>\$ 19,790,434</u></u>	
 Reimbursable cost for tuition per student		<u><u>\$ 9,008</u></u>

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, 2023

	Balance July 1, 2022	Receipts	Disbursements	Balance June 30, 2023
Elementary schools	\$ 314,242	\$ 485,990	\$ 439,359	\$ 360,873
High school	684,400	1,814,028	1,898,815	599,613
Total	<u>\$ 998,642</u>	<u>\$ 2,300,018</u>	<u>\$ 2,338,174</u>	<u>\$ 960,486</u>

Elementary Schools Activity Funds

Statement of Cash Receipts and Disbursements

Year Ended June 30, 2023

	Balance July 1, 2022	Receipts	Disbursements	Balance June 30, 2023
Mt. Zion Jr. High School	\$ 100,144	\$ 328,124	\$ 320,688	\$ 107,580
Intermediate School	79,998	54,028	43,549	90,477
McGaughey Grade School	101,578	52,723	24,272	130,029
Mt. Zion Grade School	32,522	51,115	50,850	32,787
Total	<u>\$ 314,242</u>	<u>\$ 485,990</u>	<u>\$ 439,359</u>	<u>\$ 360,873</u>

Note: Student activity funds are now reported as a part of the Education Fund.

Mt. Zion Community Unit School District No. 3

High School Activity Funds Summary of Cash Receipts and Disbursements Year Ended June 30, 2023

	Balance July 1, 2022	Receipts	Disbursements	Balance June 30, 2023
A-A Experience	\$ 1,589	\$ 1,636	\$ 3,282	\$ (57)
ACE Club	4,830	328	2,492	2,666
AFS Club	1,756	-	-	1,756
Ag Lab fees	423	409	1,479	(647)
Aspire	2,021	4,508	1,478	5,051
Athletic Booster Club	37,779	57,732	8,773	86,738
Band Boosters	52,822	217,506	239,869	30,459
Baseball	8,484	19,187	22,374	5,297
Bass Fishing	1,521	1,955	2,127	1,349
Boys' Basketball	12,908	6,919	2,830	16,997
Boys' Soccer	1,480	6,375	1,258	6,597
Cheerleaders	2,847	29,953	31,520	1,280
Class Accounts	8,699	1,000	211	9,488
Computer Club	98,389	25,774	76,001	48,162
Concession Stand	12,535	57,807	68,342	2,000
Crimestoppers	900	-	-	900
Drama Club	4,897	2,372	3,104	4,165
F.B.L.A.	177	3,300	2,281	1,196
F.C.C.L.A. (FHA)	1,273	4,966	4,450	1,789
F.F.A.	4,804	20,847	20,959	4,692
FCA	76	-	-	76
Food Lab	240	1,457	1,157	540
Football	1,933	11,328	13,261	-
French Club	767	115	92	790
Freshman Class	686	3,745	866	3,565
Field Trips	234	95	-	329
Girls' Basketball	2,943	17,744	8,163	12,524
Girls Golf	699	2,924	933	2,690
Girls' Locker Room	8	831	363	476
Girls' Soccer	776	2,034	2,014	796
Golf Outing	-	16,360	3,560	12,800
GSA	323	134	233	224
Tennis	2,062	2,894	2,822	2,134
Track	5,299	43,586	26,867	22,018
Boys' Golf	1,057	8,029	7,457	1,629
High School Improvement Fund	55,904	19,338	23,519	51,723
Honor Guard	-	-	28	(28)
Honor Society	2,479	820	206	3,093
Jets/Guidance	16,466	12,298	19,157	9,607
Junior Class	2,834	13,668	10,654	5,848
Les Femmes	66,474	204,249	258,818	11,905

Mt. Zion Community Unit School District No. 3

High School Activity Funds Summary of Cash Receipts and Disbursements Year Ended June 30, 2023

	Balance July 1, 2022	Receipts	Disbursements	Balance June 30, 2023
(Continued)				
Library	\$ 2,539	\$ 382	\$ 800	\$ 2,121
Maintenance	1,245	269	201	1,313
Medics Club	3,583	5,281	5,989	2,875
PBIS	908	427	775	560
Probability Fair	133	-	-	133
Pom Pon Squad	2,297	15,855	-	18,152
Post Prom	1,873	-	-	1,873
Quartet	1,642	15,376	16,398	620
Project Graduation	5,667	13,964	14,053	5,578
QB memorial Scholarship	-	1,800	1,000	800
Quarterback Club	26,667	62,179	63,390	25,456
Redefine	621	-	-	621
Red Rowdies	242	-	-	242
Rembrandt Society/Art Club	1,681	805	620	1,866
S.A.D.D.	20,335	7,611	14,333	13,613
Scholastic Bowl	1,094	2,730	2,635	1,189
Senior Class	5,821	7,213	13,034	-
Soccer Boosters	-	500	500	-
Soft Ball	13,328	39,269	22,383	30,214
Sophomore Class	2,833	3,365	3,038	3,160
Spanish Club	1,795	210	1,504	501
Spirit Shop	412	-	-	412
Student Council	13,915	9,926	10,565	13,276
Swingsations Booster Club	58,712	650,395	686,422	22,685
Switch it up	71	-	-	71
Teachers' Lounge	1,677	882	927	1,632
V.I.C.A./Work Program	2,610	-	-	2,610
Volleyball	779	19,338	10,266	9,851
Weight Room	33	-	-	33
Wrestlers	5,305	19,434	18,453	6,286
"Z" Club	53,840	56,834	58,790	51,884
Zionz	22,907	29,972	50,085	2,794
Physics Club/Tribe	1,610	605	1,413	802
Key Club	5,732	25,183	28,241	2,674
Student Aid	1,099	-	-	1,099
	<hr/>	<hr/>	<hr/>	<hr/>
Total	\$ 684,400	\$ 1,814,028	\$ 1,898,815	\$ 599,613
	<hr/>	<hr/>	<hr/>	<hr/>

Memorandum

TO: BOARD OF EDUCATION
FROM: TRAVIS R. ROUNDCOUNT
DATE: NOVEMBER 8, 2023
RE: MAINTENANCE GRANT

Administrative recommendation: to approve the attached state maintenance grant and to appropriate matching funds to complete the projects contained in the grant.

Comments: Attached is our application for the Illinois Maintenance grant. This grant will be used to help us with the hvac project at the intermediate school. We must agree to match the state funds that come with the grant up to \$50,000. Once it is approved at the state level, we will have two years to spend the funds and begin the projects.

BMR

Attachment

SCHOOL MAINTENANCE PROJECT GRANT

FY 24 Application Cycle - Round 1

District Certification

Name : Mt Zion CUSD 3

RCDT #: 39-055-0030-26

TIN #: 376003697

The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in the Grant Application Certifications and Assurances and the Program Specific and Financial Assurances of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds to complete the projects described in the "Work Item Listing" section of the School Maintenance Project Grant Application. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Certifications, Assurances and Standard Terms of the Grant hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.23.2017)

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances titled "Grant Application Certifications and Assurances, and Standard Terms for the School Maintenance Project Grant" and "Program Specific and Financial Assurances for the School Maintenance Project Grant" (found within the application under "Application Certifications and Assurances") and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below.

By submitting this form, I certify to the above and that the local board of education or other school governing authority has authorized the school maintenance project during a duly convened meeting, and has reserved local funds to meet the local match requirement. In addition, the applicant has not obligated funds or begun work on any of the projects listed on this application prior to the submission of this application. Signing below certifies that he or she has read, understood, and will comply with all the provisions of the following:

- Grant Application Certifications and Assurances, and Standard Terms for the School Maintenance Project Grant, and
- Program-Specific and Financial Assurances for the School Maintenance Project Grant.

Signature of President of Board of Education

Date

Name of Board President (type or print)

A copy of this form signed by the President of the Board of Education AND the Taxpayer Identification Number Form MUST be printed, signed, and attached as a PDF under the Application Required Attachments before your application can be approved. No application will be processed without these two signed attachments.

Memorandum

TO: BOARD OF EDUCATION

FROM: TRAVIS R. ROUNDCOUNT

DATE: NOVEMBER 14, 2023

RE: PERSONNEL

ADMINISTRATIVE RECOMMENDATION:

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

EMPLOYMENT:

Jennifer Fisher Mt Zion High School	Attendance Secretary Effective: October 23, 2023
Elizabeth Anderson Mt Zion McGaughey	BASAP Assistant Effective: November 1, 2023
Kathy Berneking Mt Zion McGaughey	Playground Supervisor Effective: November 20, 2023
Carolyn "Adele" Meyer Mt Zion High School	High School Food Service Effective: October 18, 2023

Volunteer:

Kevin Schwass Mt Zion Junior High	Boys Basketball Volunteer Effective: November 2023
Kristin Sams Mt Zion Junior High	Girls JH Volleyball Volunteer Effective: ASAP

Show Choir Volunteers:

Erica Alford	Jean Higer	Heather Westerfield
Angie Beckwith-Watts	Chloe Kuchelmeister	Heather Johnson
Heather Conover	Anna McNeil	
Elizabeth Daniels	Brenda O'Neil	
Brian Edwards	Nicole Walls	
Beth Ellingson	Heather Warner	

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

Dustin Fink	Michelle Nurnberger
Shannon Cornthwaite	Marielle Bai
Lori Urquhart	Lisa Manalisay
Timothy Hilbrick	Audrey Eades

LEAVE OF ABSENCE:

Kathleen Conlin Mt Zion Intermediate	Requesting unpaid leave of absence Effective: January 3-8, 2024
Darcie Hayes Mt Zion High School	Requesting unpaid leave of absence Effective: October 27, 2023-November 13, 2023
Cherish Bough Mt Zion Grade	Requesting unpaid leave of absence Effective: November 2, 2023-January 3, 2023

RESIGNATIONS:

Alannah Williams Mt Zion McGaughey	Resignation from PreK Special Ed TA Effective: Immediately
Melissa Mines Mt Zion Transportation	Resignation as Full Time Bus Driver Effective: September 22, 2023
Brooke Grinestaff Mt Zion Junior High	Resignation as Girls JH Track Coach Effective: Immediately
Melanie Weigel Mt Zion Intermediate	Resignation as Intermediate Librarian Effective by: December 20, 2023
Amanda Bart Mt Zion High School	Resignation from Food Service Effective; November 24, 2023

TRR nmg