

County of Winnebago SD 320
 Riverview Elementary School
 306 Miller St
 South Beloit, ILLINOIS 61080
 GRADES - 2 3 4

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2019

Summative Designation - Commendable
Student Group - All Students
Title I Status - Schoolwide Title I Program

EBF District Funding Tier - 1
Financial capacity to meet expectations - 61.5 %
State Senate District - 35
State House District - 069

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

The Illinois Report Card is an annual report released by the Illinois State Board of Education that shows how the state, and each school and district, are progressing on a wide range of educational goals. The Report Card offers a complete picture of student and school performance in order to inform and empower families and communities as they support their local schools. To view an interactive display of Report Card data, visit www.IllinoisReportCard.com.

The federal Every Student Succeeds Act requires states to provide every school a summative designation. Summative designations help families and communities understand how well schools are serving all students. Illinois has four summative designations: Exemplary, Commendable, Targeted Support for Underperforming Group(s), and Comprehensive Support for Lowest-Performing Schools. Schools that receive a designation of Underperforming or Lowest-Performing receive additional funding and supports to build local capacity and improve student outcomes. Multiple measures of school performance and environment determine a school's designation. For more information about Illinois' accountability system please visit www.isbe.net/summative.

For additional information, refer to the [2019 Glossary of Terms](#).

STUDENTS

STUDENT ENROLLMENT												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	English Learners	Low Income	Homeless
School	204	136	4	47	1	*	1	15	29	20	131	*
		66.7%	2.0%	23.0%	0.5%	*	0.5%	7.4%	14.2%	9.8%	64.2%	*
District	955	603	30	248	9	*	1	64	137	60	566	1
		63.1%	3.1%	26.0%	0.9%	*	0.1%	6.7%	14.3%	6.3%	59.3%	0.1%
State	1,984,519	944,451	331,838	523,306	102,113	2,061	5,067	75,683	364,698	241,093	968,570	39,579
		47.6%	16.7%	26.4%	5.1%	0.1%	0.3%	3.8%	18.4%	12.1%	48.8%	2.0%

Student Enrollment is based on Serving School.

Children with Disabilities are those students eligible to receive special education services through an IEP or support through a 504 plan.

English Learners are students eligible for transitional bilingual programs.

Low Income are students who receive or live in households that receive SNAP or TANF; are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets the USDA income guidelines to receive free or reduced-price meals.

Homeless students are those who do not have permanent and adequate homes.

CHRONIC ABSENTEEISM RATE												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	16.8%	17.5%	*	20.3%	*	*	*	6.5%	27.9%	28.3%	27.1%	18.8%
District	20.5%	19.1%	20.6%	25.1%	*	*	*	17.9%	32.2%	30.9%	24.3%	22.8%
State	17.5%	12.8%	30.9%	19.5%	8.7%	17.6%	23.6%	19.7%	25.4%	26.3%	17.2%	25.4%

STUDENT MOBILITY RATE														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	7.9%	5.8%	9.7%	4.3%	*	9.8%	*	*	*	29.4%	6.7%	7.7%	20.8%	8.0%
District	9.2%	8.0%	10.4%	7.3%	11.1%	8.9%	*	*	*	20.9%	12.9%	13.9%	16.2%	9.7%
State	7.1%	7.5%	6.7%	4.7%	14.0%	6.7%	6.6%	8.8%	10.3%	8.3%	8.7%	9.6%	8.4%	9.7%

Students with IEPs are those eligible to receive special education services.

INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS		% of 8TH GRADERS PASSING ALGEBRA I	
Number of Days			
School	171	School	*
District	171	District	15.4%
State	175	State	30.6%

STUDENT-TO-STAFF RATIOS					HEALTH AND WELLNESS (days per week)	
	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator		
School	--	--	--	--	School	2.5
District	17.1	15.3	9.6	140.3	District	3.6
State	18.4	19.0	10.4	172.5	State	3.7

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	*	*	15.2	16.5	19.2	*	*	*	*	*	16.9
District	21.1	17.0	15.2	16.5	19.2	20.2	17.2	18.0	18.6	18.0	17.6
State	21.5	21.3	21.6	22.0	22.4	23.0	23.2	22.8	22.6	21.7	21.9

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	75	1	1	40	1	1	130	1	1	40	1	1
District	75	58	44	40	29	44	130	117	88	40	29	44
State	90	48	46	30	48	46	150	96	92	30	48	46

TEACHER INFORMATION (Full-Time Equivalents)											
	Total Number	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown
State	130,754	23.2%	76.8%	82.6%	5.9%	6.7%	1.6%	0.1%	0.2%	0.8%	2.2%

TEACHER INFORMATION (Experience)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	10.5	68.1%	31.9%
State	13.2	38.9%	60.6%

TEACHER RETENTION RATE	
School	87.1%
District	81.0%
State	85.7%

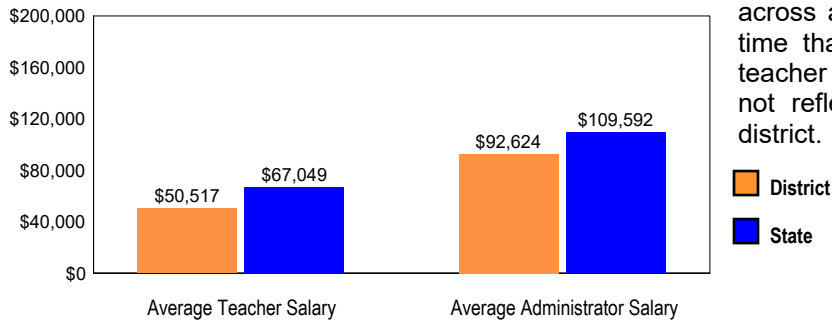
TEACHER ATTENDANCE RATE	
School	--
District	90.9%
State	73.5%

TEACHER EVALUATION RATE	
School	--
District	100.0%
State	97.2%

PRINCIPAL TURNOVER (Count)	
School	1.0
District	1.0
State	2.0

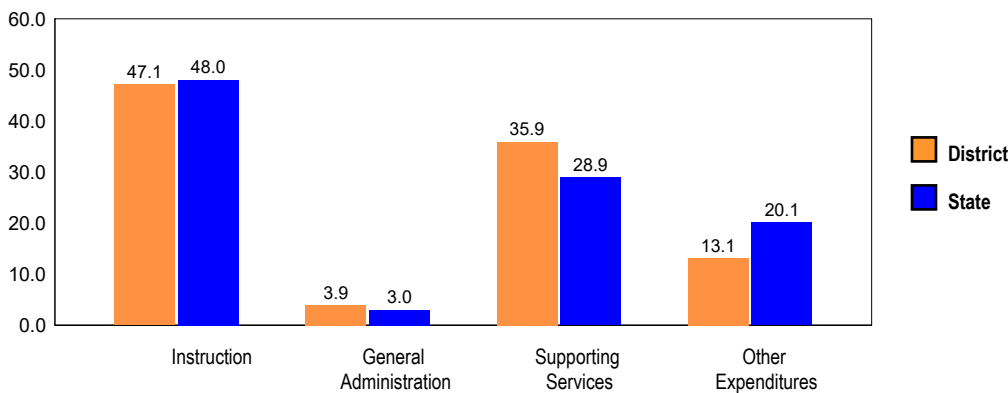
SCHOOL DISTRICT FINANCES

AVERAGE TEACHER/ADMINISTRATOR SALARIES



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

EXPENDITURE BY FUNCTION 2017-18 (Percentages)



REVENUE BY SOURCE 2017-18

	District	District %	State %
Local Property Taxes	\$5,754,223	45.8%	60.6%
Other Local Funding	\$152,789	1.2%	5.4%
Evidence-Based Funding	\$4,424,488	35.2%	20.9%
Other State Funding	\$1,029,969	8.2%	6.0%
Federal Funding	\$1,190,709	9.5%	7.1%
TOTAL	\$12,552,178		

EXPENDITURE BY FUND 2017-18

	District	District %	State %
Education	\$8,317,812	72.7%	70.5%
Operations & Maintenance	\$1,212,354	10.6%	7.1%
Transportation	\$407,525	3.6%	3.9%
Debt Service	\$1,028,761	9.0%	9.8%
Tort	\$148,473	1.3%	1.2%
Municipal Retirement/ Social Security	\$278,248	2.4%	2.0%
Fire Prevention & Safety	\$46,591	0.4%	0.5%
Capital Projects	\$0	0.0%	4.9%
TOTAL	\$11,439,764		

OTHER FINANCIAL INDICATORS

	2016 Equalized Assessed Valuation per Pupil	2016 Total School Tax Rate per \$100	2017-18 Instructional Expenditure per Pupil	2017-18 Operating Expenditure per Pupil
District	\$81,657	6.98	\$6,153	\$11,115
State	**	**	\$8,172	\$13,764

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

SCHOOL-LEVEL FINANCES

The Every Student Succeeds Act requires LEAs to report school-level expenditure data, beginning with school year 2018-19. LEAs are required to report actual personnel and non-personnel expenditures of both site-specific and district-centralized expenditures. These data are self-reported and may differ from Annual Financial Report data. For more information, visit www.isbe.net/site-based.

For Site-Based Expenditure Reporting, enrollment numbers display the average of the enrolled student count on October 1 and March 1 of the reporting year, including all children aged 3 through 21 in grades prekindergarten through 12 served by the LEA or placed in another educational institution by the LEA. Note that students attending only part of each day are counted as proportional students in the count, which may lead to decimal places in the enrollment number.

	Enrollment	Site-Level Per-Pupil Expenditures			District Centralized Per-Pupil Expenditures			Total Per-Pupil Expenditures			Exclusions	Total Expenditures
		Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal		
School	212.00	\$1,393	\$7,610	\$9,003	\$21	\$1,887	\$1,908	\$1,414	\$9,497	\$10,911		
District	923.88	\$806	\$8,739	\$9,545	\$21	\$1,590	\$1,611	\$827	\$10,329	\$11,156	\$1,249	\$10,307,736

ACADEMIC PERFORMANCE - ASSESSMENTS

The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English language arts (ELA), mathematics, and science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities. ESSA also requires that English Learners be assessed in four domains (reading, writing, speaking and listening) each year until they reach proficiency. Results are presented both by subject (all tests combined) and then by individual test.

ELA PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	148	72	76	92	*	39	*	*	*	13	17	15	17	94
	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	*	*	100.0%	100.0%	100.0%	100.0%	100.0%
District	488	257	231	291	13	137	*	*	*	43	70	60	49	309
	98.8%	98.1%	99.6%	98.6%	100.0%	99.3%	*	*	*	97.7%	98.6%	98.4%	100.0%	98.1%
State	1,010,618	516,708	493,910	478,905	168,549	271,587	51,523	1,052	2,507	36,495	182,538	150,559	116,294	508,337
	98.5%	98.5%	98.6%	98.7%	97.6%	98.7%	99.2%	98.0%	97.9%	98.3%	97.1%	97.0%	99.0%	98.5%

MATH PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	148	72	76	92	*	39	*	*	*	13	17	15	17	94
	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	*	*	100.0%	100.0%	100.0%	100.0%	100.0%
District	489	257	232	292	13	137	*	*	*	43	70	60	49	309
	98.8%	98.1%	99.6%	98.6%	100.0%	99.3%	*	*	*	97.7%	98.6%	98.4%	100.0%	98.1%
State	1,008,807	515,735	493,072	478,184	168,075	271,084	51,471	1,049	2,507	36,437	181,886	150,031	116,086	507,352
	98.4%	98.3%	98.5%	98.7%	97.4%	98.5%	99.2%	97.9%	97.9%	98.2%	96.8%	96.7%	98.8%	98.3%

SCIENCE PARTICIPATION - ALL TESTS (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	217	107	110	126	*	66	*	*	*	18	28	24	15	137
	96.9%	95.5%	98.2%	97.7%	*	97.1%	*	*	*	90.0%	90.3%	88.9%	100.0%	97.2%
State	430,766	219,803	210,963	205,348	68,167	117,463	22,314	453	1,133	15,888	74,904	60,163	40,285	208,470
	96.1%	95.9%	96.4%	97.1%	93.1%	96.2%	97.2%	95.2%	95.5%	95.9%	93.6%	93.0%	96.1%	95.2%

NUMBER AND PERCENTAGE OF ENGLISH LEARNERS EXEMPTED FROM ASSESSMENT

No English Learners are exempted from assessment, including those who are newly arrived in the U.S. Previously, states could exempt newly arrived English Learners from ELA testing only. Under ESSA, states have flexibility in how they test and use scores from newly arrived English Learners. Per the approved Illinois ESSA State Plan, "Illinois will assess newly arrived ELs, enrolled in their first year in U.S. schools, in grades 3-12 in academic content areas: English language arts, mathematics, and science. Data from the first-year assessments will not be included in accountability determinations, but serve solely for baseline purposes."

IAR ELA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	147	71	76	91	*	39	*	*	*	13	16	14	17	94
	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	*	*	100.0%	100.0%	100.0%	100.0%	100.0%
District	428	227	201	256	11	118	*	*	*	40	58	53	45	274
	99.5%	99.6%	99.5%	99.6%	100.0%	99.2%	*	*	*	100.0%	100.0%	100.0%	100.0%	99.3%
State	858,263	438,255	420,008	403,342	143,785	232,553	43,766	888	2,117	31,812	148,984	122,671	106,434	441,034
	98.8%	98.8%	98.8%	98.9%	98.5%	99.0%	99.3%	98.2%	98.6%	98.5%	97.8%	98.0%	99.3%	99.0%

IAR MATH PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	147	71	76	91	*	39	*	*	*	13	16	14	17	94
	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	*	*	100.0%	100.0%	100.0%	100.0%	100.0%
District	429	227	202	257	11	118	*	*	*	40	58	53	45	274
	99.5%	99.6%	99.5%	99.6%	100.0%	99.2%	*	*	*	100.0%	100.0%	100.0%	100.0%	99.3%
State	856,463	437,288	419,175	402,630	143,311	232,053	43,715	885	2,117	31,752	148,343	122,154	106,229	440,054
	98.7%	98.7%	98.7%	98.8%	98.2%	98.8%	99.3%	98.1%	98.6%	98.4%	97.5%	97.6%	99.2%	98.8%

SAT ELA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	59	29	30	34	*	19	*	*	*	*	11	*	*	35
	95.2%	90.6%	100.0%	91.9%	*	100.0%	*	*	*	*	100.0%	*	*	92.1%
State	141,124	71,035	70,089	70,819	22,225	36,048	7,212	153	362	4,305	22,372	16,706	7,285	60,546
	97.4%	97.0%	97.9%	98.7%	93.9%	96.9%	99.1%	96.8%	94.8%	97.4%	95.7%	94.9%	95.6%	95.9%

SAT MATH PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	59	29	30	34	*	19	*	*	*	*	11	*	*	35
	95.2%	90.6%	100.0%	91.9%	*	100.0%	*	*	*	*	100.0%	*	*	92.1%
State	141,124	71,035	70,089	70,819	22,225	36,048	7,212	153	362	4,305	22,372	16,706	7,285	60,546
	97.4%	97.0%	97.9%	98.7%	93.9%	96.9%	99.1%	96.8%	94.8%	97.4%	95.7%	94.9%	95.6%	95.9%

DLM-AA ELA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*	*
State	11,237	7,420	3,817	4,745	2,544	2,986	545	11	28	378	11,188	11,188	2,575	6,762
	90.4%	90.2%	90.6%	90.6%	86.8%	92.8%	92.1%	91.7%	84.8%	92.4%	90.6%	90.6%	95.3%	89.8%

DLM-AA MATH PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*	*
State	11,225	7,414	3,811	4,736	2,543	2,983	544	11	28	380	11,176	11,176	2,572	6,756
	90.3%	90.2%	90.5%	90.4%	86.8%	92.7%	91.9%	91.7%	84.8%	92.9%	90.5%	90.5%	95.2%	89.7%

DLM-AA SCIENCE PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*	*
State	4,731	3,136	1,595	2,031	1,114	1,210	218	1	12	145	4,715	4,715	971	2,763
	90.2%	90.1%	90.3%	89.1%	88.9%	93.2%	91.2%	50.0%	100.0%	88.4%	90.3%	90.3%	93.8%	89.7%

ISA PARTICIPATION (Demographics)														
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Children with Disabilities	Students with IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	217	107	110	126	*	66	*	*	*	18	28	24	15	137
	97.3%	96.4%	98.2%	97.7%	*	97.1%	*	*	*	94.7%	93.3%	92.3%	100.0%	97.9%
State	426,055	216,678	209,377	203,326	67,060	116,257	22,096	452	1,121	15,743	70,208	55,467	39,317	205,716
	96.2%	96.0%	96.4%	97.2%	93.2%	96.2%	97.3%	95.4%	95.5%	95.9%	93.7%	93.1%	96.1%	95.2%

Please note that asterisks in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

ELA PROFICIENCY - ALL TESTS (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School	26	8	18	20	*	4	*	*	*	1
	17.6%	11.1%	23.7%	21.7%	*	10.3%	*	*	*	7.7%
District	155	61	94	105	5	33	*	*	*	11
	31.8%	23.7%	40.7%	36.1%	38.5%	24.1%	*	*	*	25.6%
State	377,587	163,770	213,817	228,572	29,904	69,545	33,646	482	765	14,673
	37.4%	31.7%	43.3%	47.7%	17.7%	25.6%	65.3%	45.8%	30.5%	40.2%

ELA PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	1	1	1	13	*	*	*	*
	5.9%	6.7%	5.9%	13.8%	*	*	*	*
District	8	5	7	87	*	*	*	*
	11.4%	8.3%	14.3%	28.2%	*	*	*	*
State	26,497	13,800	11,554	114,925	2,872	12	681	2,664
	14.5%	9.2%	9.9%	22.6%	13.9%	7.2%	14.2%	38.3%

MATH PROFICIENCY - ALL TESTS (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School	28	13	15	21	*	5	*	*	*	2
	18.9%	18.1%	19.7%	22.8%	*	12.8%	*	*	*	15.4%
District	98	53	45	75	0	16	*	*	*	7
	20.0%	20.6%	19.4%	25.7%	0.0%	11.7%	*	*	*	16.3%
State	322,318	165,971	156,347	199,403	19,780	55,245	34,584	427	622	12,257
	32.0%	32.2%	31.7%	41.7%	11.8%	20.4%	67.2%	40.7%	24.8%	33.6%

MATH PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	1	1	2	16	*	*	*	*
	5.9%	6.7%	11.8%	17.0%	*	*	*	*
District	7	4	3	48	*	*	*	*
	10.0%	6.7%	6.1%	15.5%	*	*	*	*
State	24,013	12,743	12,865	87,526	1,890	10	484	2,220
	13.2%	8.5%	11.1%	17.3%	9.2%	6.1%	10.2%	32.0%

SCIENCE PROFICIENCY - ALL TESTS (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School	*	*	*	*	*	*	*	*	*	*
District	92	49	43	60	*	21	*	*	*	9
State	208,012	105,491	102,521	124,967	15,687	42,175	16,053	252	466	8,412
	42.4%	45.8%	39.1%	47.6%	*	31.8%	*	*	*	47.4%
	48.3%	48.0%	48.6%	60.9%	22.5%	35.9%	71.9%	55.6%	41.1%	52.9%

SCIENCE PROFICIENCY - ALL TESTS (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*	*
District	8	7	5	46	*	*	*	*
State	18,427	10,359	6,219	68,664	1,792	10	419	1,364
	27.2%	27.3%	33.3%	33.6%	*	*	*	*
	24.2%	16.8%	15.4%	32.9%	21.8%	14.5%	22.2%	50.2%

EL PROFICIENCY ON ACCESS							
	# ELS	# Tested	% Participation	# Proficient	% Proficient	# Long Term EL	% Long Term EL
School	23	23	100.0%	0	0.0%	*	*
District	65	65	100.0%	4	6.2%	7	10.8%
State	216,769	213,935	98.7%	18,468	8.6%	28,216	13.0%

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 (ELA and mathematics) and at each grade level/course.

Grade 3 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	43.5%	17.4%	15.9%	21.7%	1.4%	27.5%	21.7%	26.1%	23.2%	1.4%
District	43.5%	17.4%	15.9%	21.7%	1.4%	27.5%	21.7%	26.1%	23.2%	1.4%
State	22.5%	18.5%	22.7%	32.8%	3.6%	14.5%	20.2%	24.7%	33.0%	7.6%

Grade 3 - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	62.9%	8.6%	17.1%	11.4%	0.0%	40.0%	20.0%	20.0%	17.1%	2.9%
	District	62.9%	8.6%	17.1%	11.4%	0.0%	40.0%	20.0%	20.0%	17.1%	2.9%
	State	25.4%	19.5%	22.8%	29.8%	2.6%	15.3%	19.2%	24.1%	33.2%	8.1%
Female	School	23.5%	26.5%	14.7%	32.4%	2.9%	14.7%	23.5%	32.4%	29.4%	0.0%
	District	23.5%	26.5%	14.7%	32.4%	2.9%	14.7%	23.5%	32.4%	29.4%	0.0%
	State	19.5%	17.4%	22.6%	35.9%	4.6%	13.8%	21.2%	25.3%	32.8%	7.0%

Grade 3 - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	34.1%	22.0%	17.1%	24.4%	2.4%	19.5%	19.5%	34.1%	24.4%	2.4%
	District	34.1%	22.0%	17.1%	24.4%	2.4%	19.5%	19.5%	34.1%	24.4%	2.4%
	State	13.8%	16.9%	25.2%	39.9%	4.2%	8.4%	15.2%	25.1%	41.4%	10.0%
Black	School	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*
	State	37.0%	21.3%	19.5%	20.6%	1.6%	28.7%	28.3%	23.6%	17.6%	1.8%
Hispanic	School	63.2%	10.5%	10.5%	15.8%	0.0%	42.1%	26.3%	10.5%	21.1%	0.0%
	District	63.2%	10.5%	10.5%	15.8%	0.0%	42.1%	26.3%	10.5%	21.1%	0.0%
	State	31.4%	21.1%	20.9%	24.3%	2.2%	18.3%	26.2%	26.9%	25.4%	3.2%
Asian	School	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*
	State	9.0%	10.6%	19.3%	50.8%	10.3%	3.7%	8.2%	14.9%	47.4%	25.8%
Native Hawaiian/Pacific Islander	School	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*
	State	18.7%	16.5%	18.7%	41.7%	4.3%	12.9%	17.3%	23.0%	36.0%	10.8%
American Indian	School	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*
	State	26.9%	21.0%	18.2%	31.8%	2.1%	19.9%	24.1%	25.5%	23.4%	7.0%
Two or More Races	School	*	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*	*
	State	21.1%	17.1%	23.3%	33.8%	4.7%	14.7%	19.2%	24.1%	32.9%	9.0%

Grade 3 - English Learner

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	70.0%	10.0%	10.0%	10.0%	0.0%	60.0%	20.0%	0.0%	20.0%	0.0%
District	70.0%	10.0%	10.0%	10.0%	0.0%	60.0%	20.0%	0.0%	20.0%	0.0%
State	38.9%	23.3%	20.5%	16.6%	0.7%	21.2%	27.9%	27.1%	21.9%	1.8%

Grade 3 - Children with Disabilities

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	72.7%	9.1%	9.1%	9.1%	0.0%	54.5%	27.3%	9.1%	9.1%	0.0%
District	72.7%	9.1%	9.1%	9.1%	0.0%	54.5%	27.3%	9.1%	9.1%	0.0%
State	49.2%	19.9%	15.6%	14.3%	1.0%	33.0%	26.3%	20.4%	17.4%	2.9%

Grade 3 - Students with IEPs

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
IEP	School	70.0%	10.0%	10.0%	10.0%	0.0%	50.0%	30.0%	10.0%	10.0%	0.0%
	District	70.0%	10.0%	10.0%	10.0%	0.0%	50.0%	30.0%	10.0%	10.0%	0.0%
	State	54.0%	20.2%	14.2%	11.1%	0.5%	36.4%	27.0%	19.6%	14.9%	2.2%
Non-IEP	School	39.0%	18.6%	16.9%	23.7%	1.7%	23.7%	20.3%	28.8%	25.4%	1.7%
	District	39.0%	18.6%	16.9%	23.7%	1.7%	23.7%	20.3%	28.8%	25.4%	1.7%
	State	17.0%	18.2%	24.2%	36.6%	4.1%	10.7%	19.0%	25.6%	36.2%	8.5%

Grade 3 - Economically Disadvantaged

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch										
School	47.7%	20.5%	15.9%	13.6%	2.3%	34.1%	25.0%	20.5%	20.5%	0.0%
District	47.7%	20.5%	15.9%	13.6%	2.3%	34.1%	25.0%	20.5%	20.5%	0.0%
State	32.8%	21.9%	21.5%	22.1%	1.6%	22.1%	26.7%	26.0%	22.6%	2.6%
Not Eligible										
School	36.0%	12.0%	16.0%	36.0%	0.0%	16.0%	16.0%	36.0%	28.0%	4.0%
District	36.0%	12.0%	16.0%	36.0%	0.0%	16.0%	16.0%	36.0%	28.0%	4.0%
State	11.3%	14.8%	24.0%	44.3%	5.6%	6.4%	13.0%	23.4%	44.3%	12.9%

Grade 4 - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	30.8%	33.3%	23.1%	11.5%	1.3%	34.6%	34.6%	16.7%	14.1%	0.0%
District	30.8%	33.3%	23.1%	11.5%	1.3%	34.6%	34.6%	16.7%	14.1%	0.0%
State	17.3%	19.9%	26.0%	29.3%	7.4%	16.7%	21.2%	28.7%	30.5%	3.0%

Grade 4 - Gender

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Male										
School	36.1%	27.8%	25.0%	11.1%	0.0%	30.6%	33.3%	19.4%	16.7%	0.0%
District	36.1%	27.8%	25.0%	11.1%	0.0%	30.6%	33.3%	19.4%	16.7%	0.0%
State	20.3%	21.3%	25.7%	27.2%	5.5%	17.2%	20.4%	27.8%	31.2%	3.4%
Female										
School	26.2%	38.1%	21.4%	11.9%	2.4%	38.1%	35.7%	14.3%	11.9%	0.0%
District	26.2%	38.1%	21.4%	11.9%	2.4%	38.1%	35.7%	14.3%	11.9%	0.0%
State	14.2%	18.5%	26.3%	31.5%	9.4%	16.1%	22.0%	29.5%	29.7%	2.7%

Grade 4 - Racial/Ethnic Background

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White										
School	32.0%	30.0%	20.0%	16.0%	2.0%	32.0%	30.0%	18.0%	20.0%	0.0%
District	32.0%	30.0%	20.0%	16.0%	2.0%	32.0%	30.0%	18.0%	20.0%	0.0%
State	9.9%	15.5%	26.8%	37.4%	10.4%	9.1%	16.5%	30.5%	40.0%	3.9%
Black										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	31.0%	27.7%	24.2%	15.3%	1.9%	33.8%	28.8%	24.1%	12.9%	0.5%
Hispanic										
School	35.0%	40.0%	20.0%	5.0%	0.0%	45.0%	40.0%	10.0%	5.0%	0.0%
District	35.0%	40.0%	20.0%	5.0%	0.0%	45.0%	40.0%	10.0%	5.0%	0.0%
State	23.9%	24.9%	27.0%	21.3%	2.8%	21.4%	27.2%	30.2%	20.4%	0.8%
Asian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	6.4%	9.1%	20.7%	42.3%	21.5%	3.7%	8.0%	20.3%	53.7%	14.2%
Native Hawaiian/Pacific Islander										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	11.6%	17.0%	25.2%	38.8%	7.5%	8.2%	19.7%	29.3%	38.1%	4.8%
American Indian										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	19.5%	24.0%	27.2%	25.1%	4.2%	20.7%	23.4%	27.8%	25.7%	2.4%
Two or More Races										
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	15.4%	18.8%	25.0%	31.1%	9.6%	16.7%	21.1%	27.2%	31.0%	4.2%

Grade 4 - Economically Disadvantaged

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch										
School	38.0%	30.0%	20.0%	10.0%	2.0%	34.0%	38.0%	14.0%	14.0%	0.0%
District	38.0%	30.0%	20.0%	10.0%	2.0%	34.0%	38.0%	14.0%	14.0%	0.0%
State	26.0%	25.8%	26.4%	19.3%	2.5%	25.4%	27.5%	28.4%	17.9%	0.8%
Not Eligible										
School	17.9%	39.3%	28.6%	14.3%	0.0%	35.7%	28.6%	21.4%	14.3%	0.0%
District	17.9%	39.3%	28.6%	14.3%	0.0%	35.7%	28.6%	21.4%	14.3%	0.0%
State	7.8%	13.5%	25.6%	40.2%	12.8%	7.1%	14.3%	28.9%	44.2%	5.5%

MEAN ELA GROWTH PERCENTILE - IAR (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School	2,674	1,374	1,300	1,771	*	751	*	*	*	*
	37.7%	38.2%	37.1%	36.9%	*	44.2%	*	*	*	*
District	17,670	9,331	8,339	10,738	*	5,192	*	*	*	1,361
	54.0%	51.3%	57.5%	52.9%	*	58.3%	*	*	*	52.3%
State	34,436,002	16,858,614	17,577,388	16,969,179	4,918,362	9,218,001	1,955,684	36,079	87,750	1,250,947
	50.0%	48.0%	52.0%	52.0%	44.2%	48.6%	56.8%	52.1%	51.0%	50.2%

MEAN ELA GROWTH PERCENTILE - IAR (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	1,823	*	*	*	*
	*	*	*	38.8%	*	*	*	*
District	2,438	2,206	1,627	11,965	*	*	*	*
	58.0%	58.1%	60.3%	55.1%	*	*	*	*
State	5,320,447	4,251,841	3,610,517	16,700,374	561,126	4,217	135,773	227,060
	44.8%	44.0%	47.5%	47.4%	45.0%	46.3%	45.0%	51.8%

MEAN MATH GROWTH PERCENTILE - IAR (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School	2,741	1,406	1,335	2,035	*	550	*	*	*	*
	38.6%	39.1%	38.1%	42.4%	*	32.4%	*	*	*	*
District	15,108	8,629	6,479	9,475	*	4,098	*	*	*	997
	46.1%	47.4%	44.4%	46.7%	*	45.5%	*	*	*	38.3%
State	34,398,237	17,447,932	16,950,305	16,648,245	4,973,451	9,429,512	1,993,616	36,792	85,698	1,230,923
	50.0%	49.8%	50.2%	51.2%	44.9%	49.6%	57.6%	53.0%	49.8%	49.6%

MEAN MATH GROWTH PERCENTILE - IAR (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	2,009	*	*	*	*
	*	*	*	42.7%	*	*	*	*
District	2,164	2,038	1,303	9,757	*	*	*	*
	51.5%	53.6%	48.3%	44.8%	*	*	*	*
State	5,444,848	4,321,159	3,784,450	16,893,984	561,235	4,985	136,522	221,886
	46.1%	44.9%	48.9%	47.9%	45.1%	47.0%	45.7%	50.6%

Please note that asterisks in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Illinois Science Assessment (ISA)

The ISA performance levels indicate students' understanding of the Illinois Learning Standards in science for their grade level. There are two performance levels for the ISA, Proficient and Not Proficient, with different threshold scores for each grade-level test.

Level 1 - Not Proficient

Level 2 - Proficient

Scale Score Needed to be Proficient (out of 200-400 Scale Score Range)

Grade 5 - 296

Grade 8 - 293

High School - 307

ISA PROFICIENCY (Demographics)										
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races
School	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*
District	92	49	43	60	*	21	*	*	*	9
	42.4%	45.8%	39.1%	47.6%	*	31.8%	*	*	*	49.9%
State	207,539	105,167	102,372	124,742	15,550	42,091	16,042	252	465	8,397
	48.7%	48.5%	48.9%	61.4%	22.7%	36.2%	72.6%	55.8%	41.5%	53.3%

ISA PROFICIENCY (Demographics Continued)								
	Children with Disabilities	Students with IEPs	English Learners	Low Income	Homeless	Migrant	Youth In Care	Military
School	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*
District	8	7	5	46	*	*	*	*
	28.1%	28.3%	33.3%	33.6%	*	*	*	*
State	17,956	9,888	6,160	68,351	1,784	10	405	1,364
	25.2%	17.5%	15.7%	33.2%	21.9%	14.7%	22.6%	50.5%

CIVIL RIGHTS DATA COLLECTION - 2016-17 SCHOOL YEAR

Data from the Civil Rights Data Collection 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-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. 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.

CRDC - IN-SCHOOL SUSPENSIONS		CRDC - OUT-OF-SCHOOL SUSPENSIONS		CRDC - EXPULSIONS	
School	1.7%	School	6.2%	School	0.0%
District	4.5%	District	9.2%	District	0.0%
State	5.3%	State	4.5%	State	0.2%

CRDC - SCHOOL-RELATED ARRESTS		CRDC - REFERRAL TO LAW ENFORCEMENT		CRDC - CHRONIC ABSENTEEISM	
School	0.0%	School	0.0%	School	8.7%
District	0.0%	District	0.2%	District	13.5%
State	0.2%	State	0.4%	State	16.5%

CRDC - INCIDENTS OF VIOLENCE		CRDC - INCIDENTS OF VIOLENCE - FIREARM AND HOMICIDE	
	Rate of Incidents of Violence	Firearm	Homicide
School	0.0%	No	No
District	0.3%	0	0
State	2.2%	17	5

Please note that at the school level, these metrics are displayed as a yes or no indicator. However, at the district and state level, these metrics are displayed as a count.

CRDC - NUMBER AND PERCENT ENROLLED IN PRESCHOOL	
School	0 0.0%
District	71 6.5%
State	82,056 4.1%

CRDC - ADVANCED PLACEMENT COURSE WORK							
		ADVANCED PLACEMENT (AP) COURSE WORK		INTERNATIONAL BACCALAUREATE (IB) COURSE WORK		DUAL CREDIT COURSE WORK	
		Number	Percent	Number	Percent	Number	Percent
All	School	0	0.0%	0	0.0%	0	0.0%
	District	33	3.0%	0	0.0%	13	1.2%
	State	125,291	6.2%	3,588	0.2%	50,567	2.5%