



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

2022.23 CCSD59

SCHOOL REPORT CARD REPORT

BOARD OF EDUCATION

11/13/2023



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59



Illinois School Report Card

The Illinois Report Card is an report generated by the Illinois State Board of Education (ISBE) 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 on all of the defined accountability measures and is published annually at the end of October.



RACE / ETHNICITY & DEMOGRAPHIC INFORMATION FOR STUDENTS TESTED 2022.23



2022.23 CCSD59 & Illinois Student Information

| Race / Ethnicity | District 59 | | Illinois | |
|-----------------------------------|-------------|-------|----------|-------|
| | % | # | % | # |
| American- Indian / Alaskan Native | 1.7% | 67 | 0.2% | 1,831 |
| Asian | 10.8% | 363 | 5.5% | 43k |
| Black / African-American | 4.5% | 145 | 16.5% | 128k |
| Hispanic | 42.2% | 1,524 | 27.5% | 213k |
| Pacific Islander | n/a | n/a | 0.1% | 749 |
| Two or More | 2.9% | 94 | 4.2% | 32k |
| White | 37.8% | 1,357 | 45.9% | 359k |

| Demographics | District 59 | | Illinois | |
|----------------------------|-------------|-------|----------|------|
| | % | # | % | # |
| Low Income | 62.5% | 2,231 | 49.0% | 393k |
| English Learner | 46.1% | 1,440 | 14.6% | 121k |
| Children with Disabilities | 18.2% | 602 | 19.4% | 146k |
| IEP | 13.7% | 398 | 15.3% | 113k |
| Homeless | 1.2% | 47 | 2.3% | 18k |
| Female | 49.1% | 1,750 | 49.6% | 380k |
| Male | 50.9% | 1,805 | 51.4% | 398k |

% = Total district percentage of students in the race/ethnicity or demographic category.

= the number of students who participated in testing in grades 3-8 / Overall tested students: D59 = 3,555 & IL = 779,423



Summative Designations

All Illinois Public Schools receive an annual summative designation on the Illinois Report Card. The designation is based on the school's overall data for all of the accountability indicators, as well as the data for individual student groups.





2023 ILLINOIS REPORT CARD SCHOOL IMPROVEMENT & ACCOUNTABILITY



Illinois
State Board of
Education

Annual Summative Designations

Schools receive an annual summative designation on the Illinois Report Card. The designation is based on the school's overall data, and the data for each student group, for all of the accountability indicators.

| | |
|------------------------------|--|
| Exemplary | <ul style="list-style-type: none"> Overall performance in the top 10 percent of all schools Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools High schools must have a graduation rate higher than 67 percent |
| Commendable | <ul style="list-style-type: none"> Overall performance not in the top 10 percent of all schools Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools High schools must have a graduation rate higher than 67 percent |
| Targeted Support | <ul style="list-style-type: none"> One or more student groups performing at or below the "all students" group of the lowest-performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic <p>A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.</p> |
| Comprehensive Support | <ul style="list-style-type: none"> Overall performance in the bottom 5 percent of Title I-eligible schools statewide All high schools with a graduation rate of 67 percent or below Schools that have completed a full Targeted Support school improvement cycle, where the performance of one or more of the originally Targeted student groups remains at or below the level of the "all students" group in the lowest-performing 5 percent of Title I-eligible schools at the end of the four-year improvement cycle <p>A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.</p> |
| Intensive Support | <ul style="list-style-type: none"> A school that has completed a full Comprehensive Support school improvement cycle, but whose performance remains in the lowest-performing 5 percent of Title I-eligible schools statewide or is a high school with a graduation rate of 67 percent or below at the end of the four-year improvement cycle <p>An Intensive Support designation initiates intensive school improvement status and the school begins a four-year cycle of school improvement.</p> |

STUDENT GROUPS

Demographics

- American Indian or Alaska Native
- Asian
- Black or African American

- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White

Programs

- Children with disabilities
- Economically disadvantaged students
- English Learners
- Former English Learners



2023 ILLINOIS REPORT CARD

MULTIPLE INDICATORS OF STUDENT SUCCESS



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A school's annual summative designation describes how well an individual school is meeting the needs of all its students. The designations recognize schools with strong overall performance across a range of academic and student success indicators. Schools with greatest need receive the most support.

Elementary & Middle Schools



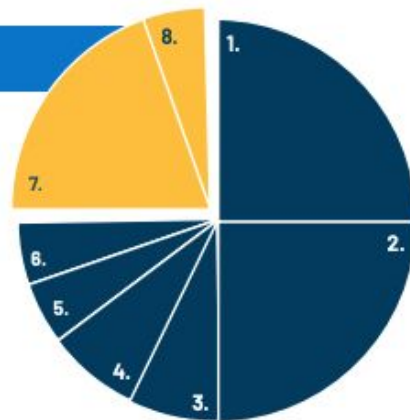
Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5%
6. English Learner Progress to Proficiency: 5%



School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. P-2*
10. 3-8*
11. Fine Arts*



Summative Designation Visualizations



Summative Designation

- 1 Exemplary Schools
- 13 Commendable Schools
- Targeted Schools
- Comprehensive Schools
- Intensive Schools

CCSD59 School Summative Designation Information

| Student Group / School | Children with Disabilities | English Learner | Former English Learner | Low Income | American Indian / Native Alaskan | Asian | Black / African -American | Hispanic / Latino | Native Hawaiian or Pacific Islander | Two or More | White | Total Student Groups | Summative Designation |
|------------------------|----------------------------|-----------------|------------------------|------------|----------------------------------|-------|---------------------------|-------------------|-------------------------------------|-------------|-------|----------------------|-----------------------|
| Brentwood | X | X | | X | | X | | X | | | X | 6 | Commendable |
| Byrd | | X | | X | | | | X | | | X | 4 | Commendable |
| Clearmont | | X | X | X | | | | | | | X | 4 | Commendable |
| Devonshire | | X | | X | | | | | | | X | 3 | Commendable |
| Forest View | | X | X | X | | X | | X | | | X | 6 | Exemplary |
| Frost | X | X | | X | | | | X | | | X | 5 | Commendable |
| John Jay | X | X | | X | | | | X | | | | 4 | Commendable |
| Juliette Low | | X | | X | | | | X | | | X | 4 | Commendable |
| Ridge | | | | X | | | | | | | X | 2 | Commendable |
| Rupley | | X | | X | | | | X | | | | 3 | Commendable |
| Salt Creek | X | X | | X | | | | X | | | X | 5 | Commendable |
| Friendship | X | X | X | X | | X | X | X | | | X | 8 | Commendable |
| Grove | X | X | X | X | | X | | X | | X | X | 8 | Commendable |
| Holmes | X | X | X | X | | X | X | X | | | X | 8 | Commendable |

Any group with 20 or more students participating in state testing is included in the summative designation calculation process.

Illinois Summative Designation Information

2023 Summative Designation Descriptive Statistics

1

Table 1. Number of Schools by Designation and Grade Band

| 2023 | Designation | | | | | Threshold | | |
|-------|-------------|-------------|----------|---------------|-----------|-----------|--|------------------------------------|
| | Exemplary | Commendable | Targeted | Comprehensive | Intensive | Total | Comprehensive-Intensive/ Targeted Threshold | Exemplary/Commendable Threshold |
| ES | 306 | 2173 | 295 | 235 | 51 | 3060 | 35.39 | 81.45 |
| HS | 66 | 527 | 31 | 12 | 27 | 663 | 11.99 | 91.24 |
| Total | 372 | 2700 | 326 | 247 | 78 | 3723 | | |

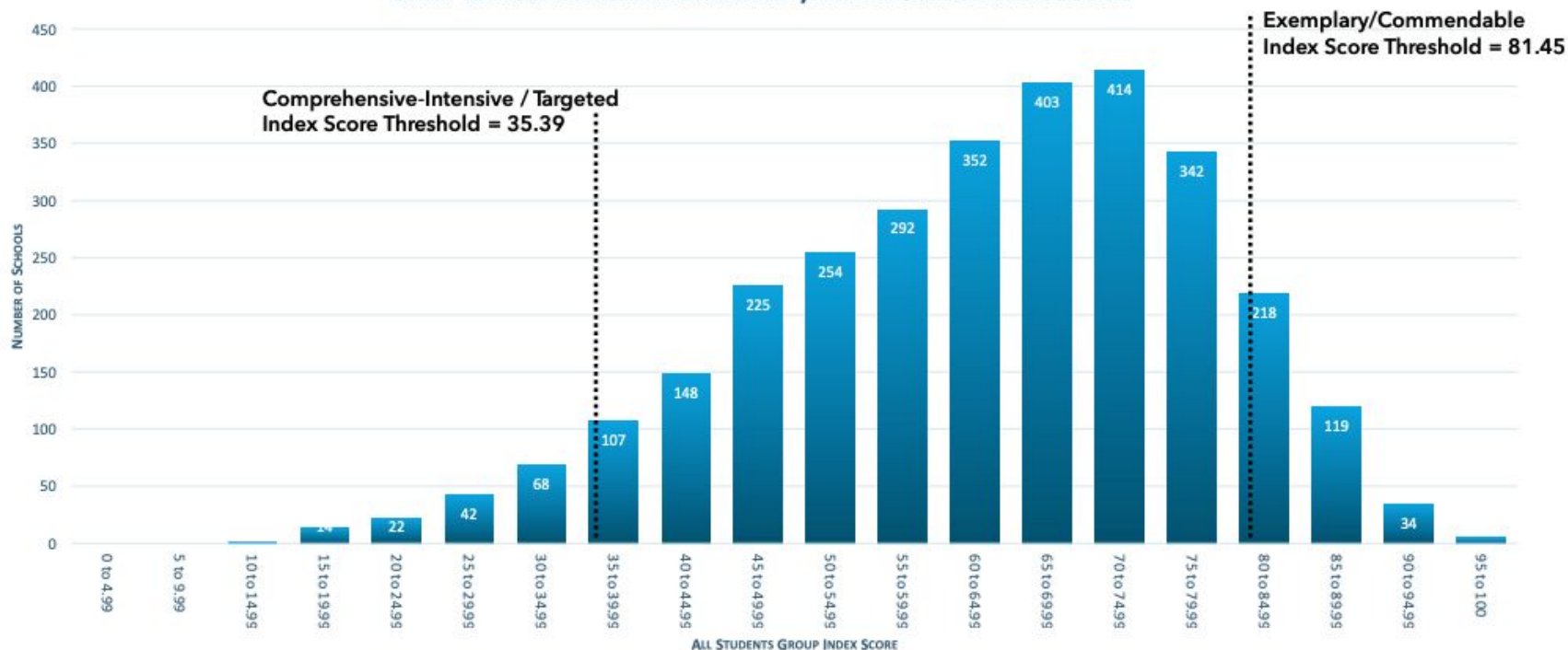
Note: The Elementary/Middle school band (ES) and high school band (HS) have different indicators with different weights. Schools that serve grades in both bands (e.g. K-12) receive two designations.

Illinois Summative Designation Information

2023 Distribution of Elementary/Middle School Index Scores

3

CHART 1. DISTRIBUTION OF ELEMENTARY/MIDDLE SCHOOL INDEX SCORES





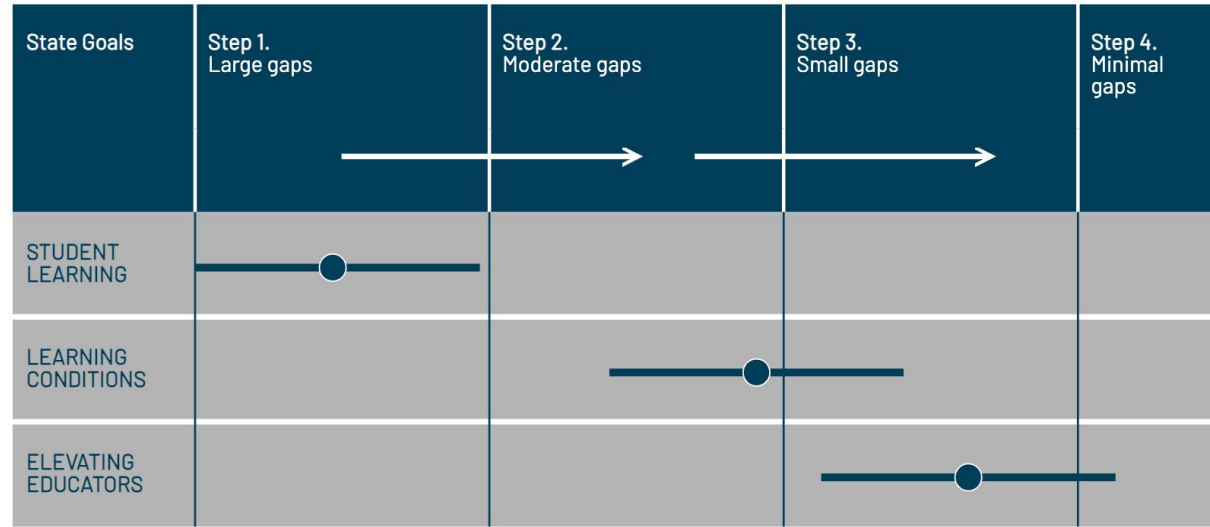
ISBE Equity Journey Continuum (EJC)

The Equity Journey Continuum is an informational tool for districts to track their progress toward closing gaps in student achievement, opportunities, and supports. Through the lens of equity, the tool analyzes a continuum of district-level data points to make that data more useful for improving outcomes for all students. All of the data used in the Equity Journey Continuum is already collected and reported by school districts; the tool does not collect or report any new data.



ISBE Equity Journey Continuum (EJC)

The steps along the continuum represent the measurement of equity in students' access to opportunities, practices, policies, and programming, as represented by the district-level data.



Data used to generated the EJC
is from the 2021.22 school
Year.

Equity Elements for Each State Goal Category

Participation in High-quality Pre-K Programs
Addressing Student Performance Gaps
Equitable Access to High-Quality & Rigorous Curricula

Non-exclusionary Discipline Practices
Strategic Resource Allocation
Safe and Healthy Learning Environments
Meaningful Parent/Family and Student Engagement

Educator Demographics
Administration and Leadership Demographics
Access to Effective Teaching / Teacher Effectiveness

UNDERSTANDING THE STATE GOALS

Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

Learning Conditions: All districts and schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every student.

Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and recognized for their efforts to provide each and every child an education that meets their needs.



Illinois Assessment of Readiness (IAR)

The Illinois Assessment of Readiness is a federally required measure of student mastery of the Illinois Learning Standards in English language arts and mathematics in grades 3 through 8 and their readiness for what's next.





ILLINOIS ASSESSMENT OF READINESS (IAR) MATH PROFICIENCY RESULTS 2022.23



**IAR Math Overall Proficiency
(Meets + Exceeds)
2020.21 - 2022.23 Results**

| Timeframe / Group | *2020.21 | 2021.22 | 2022.23 |
|------------------------------|-----------------|----------------|----------------|
| District 59 | 17.2% | 23.4% | 26.9% |
| Illinois | 25.2% | 25.5% | 27.1% |

**+/- Change
2021.22 to
2022.23
(1 Year)**

+3.5

+1.6

**+/- Change
2020.21 to
2022.23
(2 Year)**

+9.7

+1.9

*2020.21 Participation Rates were impacted by students participating in Hybrid Learning

IAR Math Grade Level Proficiency (Meets + Exceeds) Results 2020.21 - 2022.23

| Timeframe / Grade | 2020.21 | 2021.22 | 2022.23 |
|-------------------|---------|---------|---------|
| Grade 3 D59 | 16.7% | 32.3% | 31.9% |
| Grade 3 IL | 30.6% | 33.9% | 33.0% |
| Grade 4 D59 | 13.7% | 23.2% | 31.6% |
| Grade 4 IL | 23.2% | 26.2% | 27.8% |
| Grade 5 D59 | 21.0% | 21.9% | 23.9% |
| Grade 5 IL | 23.7% | 23.9% | 25.6% |
| Grade 6 D59 | 12.8% | 21.4% | 20.8% |
| Grade 6 IL | 21.5% | 20.4% | 23.5% |
| Grade 7 D59 | 23.0% | 21.7% | 32.1% |
| Grade 7 IL | 26.1% | 25.8% | 26.9% |
| Grade 8 D59 | 16.0% | 21.1% | 22.0% |
| Grade 8 IL | 26.0% | 23.1% | 25.8% |

**+/- Change
2021.22 to 2022.23
(1 Year)**

-0.5

-0.9

+8.4

+1.6

+2.1

+1.7

-0.6

+3.1

+10.4

+1.1

+0.9

+2.7

**+/- Change
2020.21 to 2022.23
(2 Year)**

+15.0

+2.4

+17.9

+4.6

+3.0

+1.9

+8.0

+2.0

+9.1

+0.8

+6.0

-0.2

IAR Math Grade Level Cohort Proficiency (Meets + Exceeds) Results 2020.21 - 2022.23

| DISTRICT 59 | | | | | | ILLINOIS | | | | | |
|-------------|---------|---------|---------|-----------------------------|-----------------------------|-------------|---------|---------|---------|-----------------------------|-----------------------------|
| Grade Level | 2020.21 | 2021.22 | 2022.23 | +/- 2021.22 - 2022.23 | +/- 2020.21 - 2023.24 | Grade Level | 2020.21 | 2021.22 | 2022.23 | +/- 2021.22 - 2022.23 | +/- 2020.21 - 2023.24 |
| 3 | 16.7% | | | 1 Year | 2 Year | 3 | 30.6% | | | 1 Year | 2 Year |
| 4 | 13.7% | 23.2% | | | | 4 | 23.2% | 26.2% | | | |
| 5 | 21.0% | 21.9% | 23.9% | +0.7 | +7.2 | 5 | 23.7% | 23.9% | 25.6% | -0.6 | -5.0 |
| 6 | 12.8% | 21.4% | 20.8% | -1.1 | +7.1 | 6 | 21.5% | 20.4% | 23.5% | -0.4 | +0.3 |
| 7 | | 21.7% | 32.1% | +10.7 | +11.1 | 7 | | 25.8% | 26.9% | +6.5 | +3.2 |
| 8 | | | 22.0% | +0.3 | +9.2 | 8 | | | 25.8% | 0.0 | +4.3 |

IAR Math School Results 2020.21 - 2022.23

| Timeframe / School | 2020.21 | 2021.22 | 2022.23 |
|--------------------|---------|---------|---------|
| BRENTWOOD | 20.6% | 30.2% | 29.7% |
| BYRD | 12.9% | 14.7% | 18.8% |
| CLEARMONT | 20.7% | 34.4% | 37.8% |
| DEVONSHIRE | 20.1% | 32.4% | 34.0% |
| FOREST VIEW | 33.3% | 40.6% | 46.9% |
| FROST | 12.8% | 26.2% | 30.9% |
| JOHN JAY | 9.8% | 18.2% | 18.5% |
| JULIETTE LOW | 4.5% | 15.1% | 23.2% |
| RIDGE | 34.3% | 42.5% | 39.5% |
| RUPLEY | 5.7% | 10.4% | 16.9% |
| SALT CREEK | 10.8% | 20.3% | 24.4% |
| FRIENDSHIP | 25.2% | 28.6% | 29.3% |
| GROVE | 10.5% | 15.9% | 21.3% |
| HOLMES | 18.1% | 21.7% | 24.5% |

**+/- Change
2021.22 to
2022.23 (1 Year)**

| |
|------|
| -0.5 |
| +4.1 |
| +3.4 |
| +1.6 |
| +6.3 |
| +4.7 |
| +0.3 |
| +8.1 |
| -3.0 |
| +6.5 |
| +4.1 |
| +0.7 |
| +5.4 |
| +2.8 |

**+/- Change
2020.21 to
2022.23 (2 Year)**

| |
|-------|
| +9.1 |
| +5.9 |
| +17.1 |
| +13.9 |
| +13.6 |
| +18.1 |
| +8.7 |
| +18.7 |
| +5.2 |
| +11.2 |
| +13.6 |
| +4.1 |
| +10.8 |
| +6.4 |

IAR Math Race / Ethnicity Results 2020.21 - 2022.23

| Timeframe / School | Group | 2020.21 | 2021.22 | 2022.23 |
|------------------------------------|-------|---------|---------|---------|
| American Indian or Alaskan Native | D59 | 6.7% | 17.8% | 11.9% |
| | IL | 19.1% | 19.2% | 21.3% |
| Asian | D59 | 37.9% | 50.7% | 54.9% |
| | IL | 59.4% | 59.8% | 60.9% |
| Black / African-American | D59 | 7.6% | 12.2% | 18.1% |
| | IL | 5.6% | 6.4% | 7.8% |
| Hispanic | D59 | 4.8% | 9.0% | 11.4% |
| | IL | 12.0% | 13.1% | 14.4% |
| Native Hawaiian / Pacific Islander | D59 | n/a | n/a | n/a |
| | IL | 27.7% | 30.7% | 31.8% |
| Two or More Races | D59 | 25.5% | 34.2% | 36.2% |
| | IL | 25.5% | 28.2% | 29.9% |
| White | D59 | 25.0% | 33.3% | 37.8% |
| | IL | 32.1% | 35.2% | 37.0% |

**+/- Change
2021.22 to
2022.23 (1 Year)**

| |
|------|
| -5.9 |
| +2.1 |
| +4.2 |
| +1.1 |
| +5.9 |
| +1.4 |
| +2.4 |
| +1.3 |
| n/a |
| +1.1 |
| +2.0 |
| +1.7 |
| +4.5 |
| +1.8 |

**+/- Change
2020.21 to
2022.23 (2 Year)**

| |
|-------|
| +5.2 |
| +2.2 |
| +17.0 |
| +1.5 |
| +10.5 |
| +2.2 |
| +6.6 |
| +2.4 |
| n/a |
| +4.1 |
| +10.7 |
| +4.4 |
| +12.8 |
| +4.9 |

| IAR Math Demographics Results 2020.21 - 2022.23 | | | | |
|---|-------|---------|---------|---------|
| Timeframe / School | Group | 2020.21 | 2021.22 | 2022.23 |
| Low Income | D59 | 9.0% | 13.8% | 17.5% |
| | IL | 9.8% | 11.1% | 12.7% |
| English Learners | D59 | 3.9% | 9.0% | 8.7% |
| | IL | 5.4% | 7.0% | 7.9% |
| Children with Disabilities | D59 | 7.4% | 9.7% | 14.0% |
| | IL | 10.7% | 11.4% | 12.5% |
| IEP | D59 | 2.0% | 3.2% | 5.4% |
| | IL | 6.8% | 6.9% | 7.6% |
| Homeless | D59 | 4.5% | 3.4% | 4.3% |
| | IL | 5.8% | 5.5% | 6.4% |
| Female | D59 | 16.1% | 21.6% | 24.3% |
| | IL | 23.8% | 23.8% | 25.3% |
| Male | D59 | 18.2% | 25.2% | 29.2% |
| | IL | 26.4% | 27.0% | 28.7% |

| +/- Change 2021.22 to 2022.23 (1 Year) |
|--|
| +3.7 |
| +1.6 |
| -0.3 |
| +0.9 |
| +4.3 |
| +1.1 |
| +2.2 |
| +0.7 |
| +0.9 |
| +0.9 |
| +2.7 |
| +1.5 |
| +4.0 |
| +1.7 |

| +/- Change 2020.21 to 2022.23 (2 Year) |
|--|
| +8.5 |
| +2.9 |
| +4.8 |
| +2.5 |
| +6.6 |
| +1.8 |
| +3.4 |
| +0.8 |
| -0.2 |
| +0.6 |
| +8.2 |
| +1.5 |
| +11.0 |
| +2.3 |



ILLINOIS ASSESSMENT OF READINESS (IAR) READING PROFICIENCY RESULTS 2022.23



**IAR Reading Overall Proficiency
(Meets + Exceeds)
2020.21 - 2022.23 Results**

| Timeframe / Group | *2020.21 | 2021.22 | 2022.23 |
|------------------------------|-----------------|----------------|----------------|
| District 59 | 21.4% | 24.9% | 28.4% |
| Illinois | 30.2% | 30.1% | 35.4% |

**+/- Change
2021.22 to
2022.23
(1 Year)**

+3.5

+5.3

**+/- Change
2020.21 to
2022.23
(2 Year)**

+7.0

+5.2

*2020.21 Participation Rates were impacted by students participating in Hybrid Learning

IAR Reading Grade Level Proficiency (Meets + Exceeds) Results 2020.21 - 2022.23

| Timeframe / Grade | 2020.21 | 2021.22 | 2022.23 |
|-------------------|---------|---------|---------|
| Grade 3 D59 | 14.6% | 22.4% | 22.2% |
| Grade 3 IL | 28.0% | 27.5% | 28.9% |
| Grade 4 D59 | 16.2% | 24.6% | 29.9% |
| Grade 4 IL | 27.7% | 32.6% | 35.4% |
| Grade 5 D59 | 25.8% | 25.5% | 29.2% |
| Grade 5 IL | 29.0% | 30.1% | 35.2% |
| Grade 6 D59 | 22.4% | 23.0% | 24.6% |
| Grade 6 IL | 29.8% | 28.4% | 34.2% |
| Grade 7 D59 | 22.0% | 25.2% | 35.0% |
| Grade 7 IL | 32.8% | 32.0% | 37.9% |
| Grade 8 D59 | 28.5% | 27.8% | 30.0% |
| Grade 8 IL | 34.1% | 30.3% | 40.5% |

**+/- Change
2021.22 to 2022.23
(1 Year)**

| |
|-------|
| -0.2 |
| +1.4 |
| +5.3 |
| +2.8 |
| +3.7 |
| +5.1 |
| +1.6 |
| +5.8 |
| +9.8 |
| +5.9 |
| +2.2 |
| +10.2 |

**+/- Change
2020.21 to 2022.23
(2 Year)**

| |
|-------|
| +7.6 |
| +0.9 |
| +13.7 |
| +7.7 |
| +3.4 |
| +6.2 |
| +2.2 |
| +4.4 |
| +13.0 |
| +5.1 |
| +1.5 |
| +6.4 |

IAR Reading Grade Level Cohort Proficiency (Meets + Exceeds) Results 2020.21 - 2022.23

| DISTRICT 59 | | | | | | ILLINOIS | | | | | |
|-------------|---------|---------|---------|-----------------------------|-----------------------------|-------------|---------|---------|---------|-----------------------------|-----------------------------|
| Grade Level | 2020.21 | 2021.22 | 2022.23 | +/- 2021.22 - 2022.23 | +/- 2020.21 - 2023.24 | Grade Level | 2020.21 | 2021.22 | 2022.23 | +/- 2021.22 - 2022.23 | +/- 2020.21 - 2023.24 |
| 3 | 14.6% | | | 1 Year | 2 Year | 3 | 28.0% | | | 1 Year | 2 Year |
| 4 | 16.2% | 24.6% | | | | 4 | 27.7% | 32.6% | | | |
| 5 | 25.8% | 25.5% | 29.2% | +4.6 | +14.6 | 5 | 29.0% | 30.1% | 35.2% | +2.6 | +7.2 |
| 6 | 22.4% | 23.0% | 24.6% | -0.9 | +8.4 | 6 | 29.8% | 28.4% | 34.2% | +4.1 | +6.5 |
| 7 | | 25.2% | 35.0% | +12.0 | +9.2 | 7 | | 32.0% | 37.9% | +9.5 | +8.9 |
| 8 | | | 30.0% | +4.8 | +7.6 | 8 | | | 40.5% | +8.5 | +10.7 |

IAR Reading School Results 2020.21 - 2022.23

| Timeframe / School | 2020.21 | 2021.22 | 2022.23 |
|--------------------|---------|---------|---------|
| BRENTWOOD | 20.9% | 29.8% | 29.7% |
| BYRD | 12.8% | 14.1% | 18.7% |
| CLEARMONT | 27.9% | 30.7% | 31.8% |
| DEVONSHIRE | 17.7% | 28.8% | 31.3% |
| FOREST VIEW | 28.8% | 39.7% | 45.6% |
| FROST | 14.0% | 24.8% | 24.6% |
| JOHN JAY | 9.8% | 22.4% | 12.0% |
| JULIETTE LOW | 16.5% | 19.8% | 30.9% |
| RIDGE | 37.3% | 36.3% | 40.7% |
| RUPLEY | 6.5% | 9.0% | 13.1% |
| SALT CREEK | 12.0% | 15.0% | 21.9% |
| FRIENDSHIP | 26.7% | 33.4% | 36.7% |
| GROVE | 19.0% | 18.0% | 22.5% |
| HOLMES | 31.8% | 29.0% | 33.0% |

**+/- Change
2021.22 to
2022.23 (1 Year)**

| |
|-------|
| -0.1 |
| +4.6 |
| +1.1 |
| +2.5 |
| +5.9 |
| -0.2 |
| -10.4 |
| +11.1 |
| +4.4 |
| +4.1 |
| +6.9 |
| +3.3 |
| +4.5 |
| +4.0 |

**+/- Change
2020.21 to
2022.23 (2 Year)**

| |
|-------|
| +8.8 |
| +5.9 |
| +3.9 |
| +13.6 |
| +16.8 |
| +10.6 |
| +2.2 |
| +14.4 |
| +3.4 |
| +6.6 |
| +9.9 |
| +10.0 |
| +3.5 |
| +1.2 |

IAR Reading Race / Ethnicity Results 2020.21 - 2022.23

| Timeframe / School | Group | 2020.21 | 2021.22 | 2022.23 |
|------------------------------------|-------|---------|---------|---------|
| American Indian or Alaskan Native | D59 | 6.7% | 20.5% | 14.9% |
| | IL | 24.2% | 24.4% | 28.2% |
| Asian | D59 | 39.9% | 50.8% | 54.3% |
| | IL | 56.4% | 58.9% | 63.4% |
| Black / African-American | D59 | 19.4% | 20.7% | 23.5% |
| | IL | 11.2% | 12.5% | 16.9% |
| Hispanic | D59 | 8.7% | 10.4% | 13.7% |
| | IL | 18.2% | 18.9% | 23.2% |
| Native Hawaiian / Pacific Islander | D59 | n/a | n/a | n/a |
| | IL | 35.6% | 37.3% | 43.1% |
| Two or More Races | D59 | 21.2% | 41.9% | 41.5% |
| | IL | 31.1% | 33.7% | 38.8% |
| White | D59 | 30.4% | 33.8% | 38.3% |
| | IL | 37.4% | 39.4% | 45.6% |

**+/- Change
2021.22 to
2022.23 (1 Year)**

| |
|------|
| -5.6 |
| +3.8 |
| +3.5 |
| +4.5 |
| +2.8 |
| +4.4 |
| +3.3 |
| +4.3 |
| n/a |
| +5.8 |
| -0.4 |
| +5.1 |
| +4.5 |
| +6.2 |

**+/- Change
2020.21 to
2022.23 (2 Year)**

| |
|-------|
| +8.2 |
| +4.0 |
| +14.4 |
| +7.0 |
| +4.1 |
| +5.7 |
| +5.0 |
| +5.0 |
| n/a |
| +7.5 |
| +20.3 |
| +7.7 |
| +7.9 |
| +8.2 |

| IAR Reading Demographics Results 2020.21 - 2022.23 | | | | | +/- Change 2021.22 to 2022.23 (1 Year) | +/- Change 2020.21 to 2022.23 (2 Year) |
|--|-------|---------|---------|---------|--|--|
| Timeframe / School | Group | 2020.21 | 2021.22 | 2022.23 | | |
| Low Income | D59 | 11.3% | 16.2% | 19.1% | +2.9 | +7.8 |
| | IL | 15.2% | 16.3% | 20.8% | +4.5 | +5.6 |
| English Learners | D59 | 3.9% | 6.3% | 7.5% | +1.2 | +3.6 |
| | IL | 5.3% | 7.2% | 9.9% | +2.7 | +4.6 |
| Children with Disabilities | D59 | 8.6% | 9.1% | 13.7% | +4.6 | +5.1 |
| | IL | 10.9% | 11.9% | 14.8% | +2.9 | +3.9 |
| IEP | D59 | 2.3% | 1.4% | 3.8% | +2.4 | +1.5 |
| | IL | 6.3% | 6.4% | 8.3% | +1.9 | +2.0 |
| Homeless | D59 | 3.7% | 10.3% | 8.5% | -1.8 | +4.8 |
| | IL | 10.7% | 9.8% | 12.5% | +2.7 | +1.8 |
| Female | D59 | 25.8% | 30.4% | 32.7% | +1.3 | +6.9 |
| | IL | 35.8% | 35.3% | 40.4% | +5.1 | +4.6 |
| Male | D59 | 17.3% | 19.6% | 24.4% | +4.8 | +7.1 |
| | IL | 24.9% | 25.2% | 30.7% | +5.5 | +5.8 |



Student Growth Percentile (SGP)

Illinois uses student growth percentiles (SGP) 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.

The data displayed shows the growth of students relative to other students in the state with the same scale score in the preceding school year(s).





STUDENT GROWTH PERCENTILES (SGPs) MATH RESULTS 2022.23



**IAR Math Overall
Student Growth Percentile (SGPs)
2021.22 - 2022.23 Results**

| Timeframe / Group | *2020.21 | 2021.22 | 2022.23 |
|------------------------------|-----------------|----------------|----------------|
| District 59 | n/a | 54.3 | 55.6 |
| Illinois | n/a | 49.9 | 49.7 |

**+/- Change
2021.22 to
2022.23
(1 Year)**

+1.3

-0.2

*2020.21 Results not available as there was no testing in the 2019.20 school year to compare with.

IAR Math School SGPs Results 2021.22 - 2022.23

| Timeframe / School | 2020.21 | 2021.22 | 2022.23 |
|--------------------|---------|---------|---------|
| BRENTWOOD | n/a | 61.5 | 58.0 |
| BYRD | n/a | 56.3 | 58.9 |
| CLEARMONT | n/a | 63.8 | 64.2 |
| DEVONSHIRE | n/a | 63.3 | 55.4 |
| FOREST VIEW | n/a | 62.7 | 70.1 |
| FROST | n/a | 48.3 | 55.6 |
| JOHN JAY | n/a | 58.9 | 50.0 |
| JULIETTE LOW | n/a | 55.2 | 54.8 |
| RIDGE | n/a | 48.3 | 49.6 |
| RUPLEY | n/a | 44.8 | 52.1 |
| SALT CREEK | n/a | 53.6 | 57.6 |
| FRIENDSHIP | n/a | 53.9 | 54.6 |
| GROVE | n/a | 49.7 | 53.9 |
| HOLMES | n/a | 55.1 | 55.8 |

+/- Change 2021.22 to 2022.23 (1 Year)

| |
|------|
| -3.5 |
| +2.6 |
| +0.4 |
| -7.9 |
| +7.4 |
| +7.3 |
| -8.9 |
| -0.4 |
| +1.3 |
| +7.3 |
| +4.0 |
| +0.7 |
| +4.2 |
| +0.7 |

IAR Math Race & Ethnicity Student Growth Percentiles (SGPs) Results 2021.22 - 2022.23

| Timeframe / School | Group | 2020.21 | 2021.22 | 2022.23 |
|------------------------------------|-------|---------|---------|---------|
| American Indian or Alaskan Native | D59 | n/a | 47.6 | 51.8 |
| | IL | n/a | 50.2 | 49.4 |
| Asian | D59 | n/a | 62.5 | 61.2 |
| | IL | n/a | 58.2 | 57.5 |
| Black / African-American | D59 | n/a | 53.7 | 52.8 |
| | IL | n/a | 44.1 | 46.6 |
| Hispanic | D59 | n/a | 47.9 | 52.6 |
| | IL | n/a | 49.2 | 49.0 |
| Native Hawaiian / Pacific Islander | D59 | n/a | n/a | 69.8 |
| | IL | n/a | 53.7 | 52.5 |
| Two or More Races | D59 | n/a | 51.9 | 52.8 |
| | IL | n/a | 49.5 | 49.3 |
| White | D59 | n/a | 58.9 | 58.0 |
| | IL | n/a | 50.8 | 50.2 |

+/- SGP Change 2021.22 to 2022.23 (1 Year)

| |
|------|
| +4.1 |
| -0.8 |
| +1.3 |
| -0.7 |
| -0.9 |
| +2.4 |
| +4.7 |
| -0.2 |
| n/a |
| -1.2 |
| +0.9 |
| -0.2 |
| -0.9 |
| -0.6 |

IAR Math Demographics Student Growth Percentiles (SGPs) Results 2021.22 - 2022.23

| Timeframe / School | Group | 2020.21 | 2021.22 | 2022.23 |
|----------------------------|-------|---------|---------|---------|
| Low Income | D59 | n/a | 51.4 | 53.5 |
| | IL | n/a | 46.9 | 47.9 |
| English Learners | D59 | n/a | 46.7 | 52.6 |
| | IL | n/a | 46.4 | 47.3 |
| Children with Disabilities | D59 | n/a | 44.4 | 49.1 |
| | IL | n/a | 42.8 | 44.5 |
| IEP | D59 | n/a | 37.5 | 45.6 |
| | IL | n/a | 40.2 | 42.6 |
| Homeless | D59 | n/a | 45.7 | 35.8 |
| | IL | n/a | 43.3 | 45.0 |
| Female | D59 | n/a | 54.3 | 55.8 |
| | IL | n/a | 50.1 | 49.8 |
| Male | D59 | n/a | 54.4 | 55.3 |
| | IL | n/a | 49.7 | 49.5 |

+/- SGP Change 2021.22 to 2022.23 (1 Year)

| |
|------|
| +2.1 |
| +1.0 |
| +5.9 |
| +0.9 |
| +4.7 |
| +1.7 |
| +8.1 |
| +2.4 |
| -9.9 |
| +1.7 |
| +1.5 |
| -0.3 |
| +0.9 |
| -0.2 |



STUDENT GROWTH PERCENTILES (SGPs) READING RESULTS 2022.23



**IAR Reading Overall
Student Growth Percentile (SGPs)
2021.22 - 2022.23 Results**

| Timeframe / Group | *2020.21 | 2021.22 | 2022.23 |
|------------------------------|-----------------|----------------|----------------|
| District 59 | n/a | 47.7 | 48.1 |
| Illinois | n/a | 50.0 | 49.8 |

**+/- Change
2021.22 to
2022.23
(1 Year)**

+0.4

-0.2

*2020.21 Results not available as there was no testing in the 2019.20 school year to compare with.

IAR Reading School SGPs Results 2021.22 - 2022.23

| Timeframe / School | 2020.21 | 2021.22 | 2022.23 |
|--------------------|---------|---------|---------|
| BRENTWOOD | n/a | 50.3 | 49.8 |
| BYRD | n/a | 48.4 | 44.2 |
| CLEARMONT | n/a | 48.0 | 53.3 |
| DEVONSHIRE | n/a | 53.5 | 50.6 |
| FOREST VIEW | n/a | 57.7 | 70.1 |
| FROST | n/a | 47.7 | 45.3 |
| JOHN JAY | n/a | 51.8 | 42.6 |
| JULIETTE LOW | n/a | 50.1 | 47.7 |
| RIDGE | n/a | 46.7 | 41.8 |
| RUPLEY | n/a | 44.0 | 48.9 |
| SALT CREEK | n/a | 47.7 | 50.5 |
| FRIENDSHIP | n/a | 51.2 | 50.8 |
| GROVE | n/a | 41.3 | 42.2 |
| HOLMES | n/a | 48.9 | 50.3 |

**+/- Change
2021.22 to 2022.23
(1 Year)**

-0.5

-4.2

+5.3

-2.9

+12.4

-2.4

-9.2

-2.4

-4.9

+4.9

+2.8

-0.4

+0.9

+1.4

IAR Reading Race & Ethnicity Student Growth Percentiles (SGPs) Results 2021.22 - 2022.23

| Timeframe / School | Group | 2020.21 | 2021.22 | 2022.23 |
|------------------------------------|-------|---------|---------|---------|
| American Indian or Alaskan Native | D59 | n/a | 53.7 | 50.0 |
| | IL | n/a | 48.6 | 49.3 |
| Asian | D59 | n/a | 55.5 | 55.0 |
| | IL | n/a | 58.7 | 56.3 |
| Black / African-American | D59 | n/a | 47.4 | 46.3 |
| | IL | n/a | 44.9 | 47.2 |
| Hispanic | D59 | n/a | 41.6 | 43.6 |
| | IL | n/a | 48.0 | 48.0 |
| Native Hawaiian / Pacific Islander | D59 | n/a | n/a | 62.4 |
| | IL | n/a | 51.2 | 52.2 |
| Two or More Races | D59 | n/a | 43.1 | 53.3 |
| | IL | n/a | 49.9 | 49.5 |
| White | D59 | n/a | 51.8 | 51.0 |
| | IL | n/a | 51.2 | 50.9 |

+/- SGP Change 2021.22 to 2022.23 (1 Year)

| |
|-------|
| -3.7 |
| +0.7 |
| -0.5 |
| -2.4 |
| -1.1 |
| +2.3 |
| +2.0 |
| - |
| n/a |
| +1.0 |
| +10.2 |
| -0.4 |
| -0.8 |
| -0.3 |

IAR Reading Demographics Student Growth Percentiles (SGPs) Results 2021.22 - 2022.23

| Timeframe / School | Group | 2020.21 | 2021.22 | 2022.23 |
|----------------------------|-------|---------|---------|---------|
| Low Income | D59 | n/a | 45.3 | 45.9 |
| | IL | n/a | 46.5 | 47.5 |
| English Learners | D59 | n/a | 41.2 | 44.6 |
| | IL | n/a | 45.0 | 46.4 |
| Children with Disabilities | D59 | n/a | 40.0 | 42.1 |
| | IL | n/a | 42.5 | 44.0 |
| IEP | D59 | n/a | 36.6 | 37.5 |
| | IL | n/a | 40.2 | 42.0 |
| Homeless | D59 | n/a | 46.1 | 46.6 |
| | IL | n/a | 44.3 | 45.4 |
| Female | D59 | n/a | 50.4 | 48.5 |
| | IL | n/a | 52.0 | 50.9 |
| Male | D59 | n/a | 45.2 | 47.7 |
| | IL | n/a | 48.1 | 48.7 |

+/- SGP Change 2021.22 to 2022.23 (1 Year)

| |
|------|
| +0.6 |
| +1.0 |
| +3.4 |
| +1.4 |
| +2.1 |
| +1.5 |
| +0.9 |
| +1.8 |
| +0.5 |
| +1.1 |
| -1.9 |
| -1.1 |
| +2.5 |
| +0.6 |



ENGLISH LEARNERS

ACCESS (Assessing Comprehension and Communication in English State-to-State) is an English language proficiency assessment for Grades K–12. The test is administered every year to help school districts monitor the English language development of students identified as English language learners.

ELPtP (English Learner Progress to Proficiency) is the measure of the extent to which a multilingual student is on track to reach English Language proficiency within six years.





COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

ENGLISH LEARNER RESULTS 2022.23



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

2022.23 School Report Card Report

ACCESS Exit Rates 2020.21 - 2022.23 Results

| Timeframe / Group | 2020.21 | 2021.22 | 2022.23 |
|-------------------|---------|---------|---------|
| District 59 | 4.9% | 7.9% | 5.4% |
| Illinois | 6.5% | 6.1% | 5.8% |

**+/- Change
2021.22 to
2022.23
(1 Year)**

-2.5

-0.3

**+/- Change
2020.21 to
2022.23
(2 Year)**

+0.5

-0.7

Long Term EL % 2020.21 - 2022.23 Results

| Timeframe / Group | 2020.21 | 2021.22 | 2022.23 |
|-------------------|---------|---------|---------|
| District 59 | 9.0% | 7.9% | 7.2% |
| Illinois | 27.8% | 20.8% | 21.7% |

**+/- Change
2021.22 to
2022.23
(1 Year)**

-0.7

+0.9

**+/- Change
2020.21 to
2022.23
(2 Year)**

-1.8

-6.1

An ACCESS score of 4.8 qualifies a student for exit from the EL Program
Students are considered long term if they have not exited the EL Program after 6 years.

**English Learners ACCESS Exit Target
Exceeded and/or Met % (Grades K-8)**

| Timeframe / School | ^2020.21 | 2021.22 | 2022.23 |
|--------------------|----------|---------|---------|
| DISTRICT | 4.9% | 7.9% | 5.4% |
| BRENTWOOD | 2.7% | 7.0% | 8.0% |
| BYRD | 3.4% | 11.3% | 3.7% |
| CLEARMONT | 11.0% | 16.1% | 10.6% |
| DEVONSHIRE | 9.2% | 8.9% | 8.5% |
| FOREST VIEW | 8.2% | 27.4% | 5.6% |
| FROST | 3.4% | 9.9% | 7.5% |
| JOHN JAY | 2.8% | 3.8% | 5.5% |
| JULIETTE LOW | 5.0% | 6.3% | 4.8% |
| RIDGE | 17.7% | 16.2% | 11.7% |
| RUPLEY | 0.8% | 3.3% | 4.0% |
| SALT CREEK | 4.9% | 8.6% | 4.5% |
| FRIENDSHIP | 0.0% | 4.8% | 4.0% |
| GROVE | 0.7% | 1.7% | 0.8% |
| HOLMES | 2.0% | 2.4% | 3.2% |

**+/- Change
2021.22 to
2022.23 (1 Year)**

-2.5

+1.0

-7.6

-5.5

-0.4

-21.8

-2.4

+1.7

-1.5

-4.5

+0.7

-4.1

-0.8

-0.9

+0.8

**+/- Change
2020.21 to
2022.23 (2 Year)**

+0.5

+5.3

+0.3

-0.4

-0.7

-2.6

+4.1

+2.7

-0.2

-0.6

+3.2

-0.4

+4.0

+0.1

+1.2

An ACCESS score of 4.8 qualifies a student for exit from the EL Program

^2020.21 : Approximately 65% of eligible students participate in ACCESS testing

English Learners ACCESS Exit Target
Exceeded and/or Met % (Grades K-8) - 5 Year Historical View

| Timeframe / School | 2018.19 | 2019.20 | ^2020.21 | 2021.22 | 2022.23 |
|---------------------------|----------------|----------------|-----------------|----------------|----------------|
| DISTRICT | 7.4% | 7.9% | 4.9% | 7.9% | 5.4% |
| BRENTWOOD | 7.1% | 7.0% | 2.7% | 7.0% | 8.0% |
| BYRD | 4.9% | 5.3% | 3.4% | 11.3% | 3.7% |
| CLEARMONT | 12.1% | 17.1% | 11.0% | 16.1% | 10.6% |
| DEVONSHIRE | 9.5% | 11.9% | 9.2% | 8.9% | 8.5% |
| FOREST VIEW | 21.7% | 16.4% | 8.2% | 27.4% | 5.6% |
| FROST | 6.5% | 13.1% | 3.4% | 9.9% | 7.5% |
| JOHN JAY | 4.5% | 6.3% | 2.8% | 3.8% | 5.5% |
| JULIETTE LOW | 5.6% | 4.2% | 5.0% | 6.3% | 4.8% |
| RIDGE | 14.5% | 10.7% | 17.7% | 16.2% | 11.7% |
| RUPLEY | 9.0% | 9.8% | 0.8% | 3.3% | 4.0% |
| SALT CREEK | 7.3% | 6.8% | 4.9% | 8.6% | 4.5% |
| FRIENDSHIP | 5.7% | 3.8% | 0.0% | 4.8% | 4.0% |
| GROVE | 0.5% | 2.5% | 0.7% | 1.7% | 0.8% |
| HOLMES | 0.8% | 1.9% | 2.0% | 2.4% | 3.2% |

An ACCESS score of 4.8 qualifies a student for exit from the EL Program

^2020.21 : Approximately 65% of eligible students participate in ACCESS testing

**English Learners Progress to Proficiency (ELPtP)
Exceeded and/or Met Growth Target % (Grades 2-8)**

| Timeframe / School | [^] 2020.21 | [*] 2021.22 | 2022.23 |
|--------------------|----------------------|----------------------|---------|
| DISTRICT | 36.8% | 57.3% | 44.6% |
| BRENTWOOD | 51.4% | 86.7% | 56.7% |
| BYRD | 37.3% | 90.6% | 59.7% |
| CLEARMONT | 66.7% | 97.4% | 66.1% |
| DEVONSHIRE | 52.5% | 92.3% | 64.4% |
| FOREST VIEW | 44.8% | 93.9% | 60.0% |
| FROST | 50.7% | 87.3% | 60.0% |
| JOHN JAY | 41.3% | 87.5% | 57.9% |
| JULIETTE LOW | 54.9% | 83.5% | 67.0% |
| RIDGE | 69.2% | 96.3% | 80.0% |
| RUPLEY | 29.9% | 82.1% | 62.7% |
| SALT CREEK | 40.0% | 82.1% | 67.2% |
| FRIENDSHIP | 8.6% | 19.0% | 15.6% |
| GROVE | 1.5% | 10.4% | 10.0% |
| HOLMES | 4.0% | 7.7% | 13.3% |

**+/- Change
2021.22 to
2022.23 (1 Year)**

| |
|-------|
| -12.7 |
| -30.0 |
| -30.9 |
| -31.3 |
| -27.9 |
| -33.9 |
| -27.3 |
| -29.6 |
| -16.5 |
| -16.3 |
| -19.4 |
| -14.9 |
| -3.4 |
| -0.4 |
| +5.6 |

**+/- Change
2020.21 to
2022.23 (2 Year)**

| |
|-------|
| +7.8 |
| +5.3 |
| +22.9 |
| -0.6 |
| +11.9 |
| +15.2 |
| +9.3 |
| +16.6 |
| +12.1 |
| +10.8 |
| +32.8 |
| +27.2 |
| +7.0 |
| +8.5 |
| +9.3 |

[^]2020.21: Approximately 65% of eligible students participate in the ACCESS testing that generates the ELPtP results

^{*}2021.22: Giving all students identified as English learners an additional year to their proficiency timeline (six years instead of five years and excluding from the calculation EL students newly identified in School Year 2021.22).

English Learners Progress to Proficiency (ELPtP)
Exceeded and/or Met Growth Target % (Grades 2-8) - 5 Year Historical View

| Timeframe / School | 2018.19 | 2019.20 | ^2020.21 | *2021.22 | 2022.23 |
|---------------------------|----------------|----------------|-----------------|-----------------|----------------|
| DISTRICT | 47.6% | 47.1% | 36.8% | 57.3% | 44.6% |
| BRENTWOOD | 61.0% | 54.3% | 51.4% | 86.7% | 56.7% |
| BYRD | 50.0% | 63.0% | 37.3% | 90.6% | 59.7% |
| CLEARMONT | 69.8% | 73.1% | 66.7% | 97.4% | 66.1% |
| DEVONSHIRE | 58.2% | 54.7% | 52.5% | 92.3% | 64.4% |
| FOREST VIEW | 68.7% | 75.0% | 44.8% | 93.9% | 60.0% |
| FROST | 67.3% | 72.5% | 50.7% | 87.3% | 60.0% |
| JOHN JAY | 51.9% | 65.4% | 41.3% | 87.5% | 57.9% |
| JULIETTE LOW | 57.3% | 52.9% | 54.9% | 83.5% | 67.0% |
| RIDGE | 63.3% | 72.1% | 69.2% | 96.3% | 80.0% |
| RUPLEY | 61.4% | 62.2% | 29.9% | 82.1% | 62.7% |
| SALT CREEK | 57.7% | 66.4% | 40.0% | 82.1% | 67.2% |
| FRIENDSHIP | 16.1% | 9.1% | 8.6% | 19.0% | 15.6% |
| GROVE | 8.8% | 11.7% | 1.5% | 10.4% | 10.0% |
| HOLMES | 9.1% | 6.9% | 4.0% | 7.7% | 13.3% |

^2020.21: Approximately 65% of eligible students participate in the ACCESS testing that generates the ELPtP results

*2021.22: Giving all students identified as English learners an additional year to their proficiency timeline (six years instead of five years and excluding from the calculation EL students newly identified in School Year 2021.22).



Illinois Science Assessment (ISA)

The Illinois Science tests are designed to measure performance against rigorous science standards. The tests require students to apply their science skills to answering questions. These skills are necessary in order for students to be successful in the real world. The science tests are given to students enrolled in grades 5, 8, and 11.



ILLINOIS SCIENCE ASSESSMENT (ISA) RESULTS 2022.23



**ISA Overall Proficiency
(Meets + Exceeds)
2021.22 - 2022.23 Results**

| Timeframe / Group | *2020.21 | 2021.22 | 2022.23 |
|------------------------------|-----------------|----------------|----------------|
| District 59 | n/a | 48.8% | 52.6% |
| Illinois | n/a | 51.1% | 52.2% |

**+/- Change
2021.22 to
2022.23
(1 Year)**

+3.8

+1.1

*2020.21 Results are not comparable as the ISA test was updated in 2021.22

**ISA Grade Level Proficiency
(Meets + Exceeds) Results 2021.22 - 2022.23**

| Timeframe / Grade | 2020.21 | 2021.22 | 2022.23 |
|------------------------------|----------------|----------------|----------------|
| Grade 5 D59 | n/a | 47.3% | 53.3% |
| Grade 5 IL | n/a | 50.7% | 52.4% |
| Grade 8 D59 | n/a | 50.2% | 51.9% |
| Grade 8 IL | n/a | 50.9% | 52.0% |

**+/- Change
2021.22 to
2022.23
(1 Year)**

+6.0

+1.7

+1.7

+1.1

ISA School Results 2021.22- 2022.23

| Timeframe / School | 2020.21 | 2021.22 | 2022.23 |
|--------------------|---------|---------|---------|
| BRENTWOOD | n/a | 51.9% | 41.2% |
| BYRD | n/a | 37.9% | 36.7% |
| CLEARMONT | n/a | 74.5% | 68.2% |
| DEVONSHIRE | n/a | 44.9% | 68.6% |
| FOREST VIEW | n/a | 57.8% | 71.7% |
| FROST | n/a | 34.0% | 50.9% |
| JOHN JAY | n/a | 41.2% | 42.6% |
| JULIETTE LOW | n/a | 32.4% | 42.5% |
| RIDGE | n/a | 86.1% | 83.8% |
| RUPLEY | n/a | 29.7% | 22.0% |
| SALT CREEK | n/a | 46.7% | 56.4% |
| FRIENDSHIP | n/a | 59.9% | 57.3% |
| GROVE | n/a | 42.0% | 48.8% |
| HOLMES | n/a | 53.2% | 50.3% |

+/- Change 2021.22 to 2022.23 (1 Year)

| |
|-------|
| -10.7 |
| -1.2 |
| -6.3 |
| +23.7 |
| +13.9 |
| +16.9 |
| +1.4 |
| +10.1 |
| -2.3 |
| -7.7 |
| +9.7 |
| -2.6 |
| +6.8 |
| -2.9 |

ISA Race / Ethnicity Results 2021.22 - 2022.23

| Timeframe / School | Group | 2020.21 | 2021.22 | 2022.23 |
|------------------------------------|-------|---------|---------|---------|
| American Indian or Alaskan Native | D59 | n/a | 27.8% | 56.7% |
| | IL | n/a | 41.8% | 45.0% |
| Asian | D59 | n/a | 76.4% | 70.4% |
| | IL | n/a | 77.2% | 77.5% |
| Black / African-American | D59 | n/a | 37.1% | 45.1% |
| | IL | n/a | 23.7% | 25.7% |
| Hispanic | D59 | n/a | 31.6% | 33.4% |
| | IL | n/a | 38.2% | 39.3% |
| Native Hawaiian / Pacific Islander | D59 | n/a | n/a | n/a |
| | IL | n/a | 56.8% | 56.8% |
| Two or More Races | D59 | n/a | 56.5% | 67.7% |
| | IL | n/a | 54.8% | 55.8% |
| White | D59 | n/a | 64.7% | 68.1% |
| | IL | n/a | 64.4% | 65.5% |

**+/- Change
2021.22 to
2022.23 (1 Year)**

+28.9

+3.2

-6.0

+0.3

+8.0

+2.0

-8.2

+1.1

n/a

-

+11.2

+1.0

+3.4

+1.1

ISA Demographics Results 2021.22 - 2022.23

| Timeframe / School | Group | 2020.21 | 2021.22 | 2022.23 |
|----------------------------|-------|---------|---------|---------|
| Low Income | D59 | n/a | 37.2% | 41.7% |
| | IL | n/a | 34.0% | 35.7% |
| English Learners | D59 | n/a | 18.3% | 21.9% |
| | IL | n/a | 16.7% | 17.8% |
| Children with Disabilities | D59 | n/a | 26.5% | 34.3% |
| | IL | n/a | 29.8% | 30.8% |
| IEP | D59 | n/a | 6.3% | 19.3% |
| | IL | n/a | 18.6% | 19.2% |
| Homeless | D59 | n/a | 13.3% | 31.6% |
| | IL | n/a | 22.5% | 24.5% |
| Female | D59 | n/a | 51.0% | 52.7% |
| | IL | n/a | 51.1% | 52.1% |
| Male | D59 | n/a | 46.8% | 52.5% |
| | IL | n/a | 51.1% | 52.4% |

**+/- Change
2021.22 to
2022.23 (1 Year)**

+4.5

+1.7

+3.6

+1.1

+7.8

+1.0

+13.0

+0.6

+18.3

+2.0

+1.7

+1.0

+5.7

+1.3



Chronic Absenteeism

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.





CHRONIC ABSENTEEISM RESULTS 2022.23



IAR Chronic Absenteeism 2020.21 - 2022.23 Results

| Timeframe / Group | 2018.19 | *2020.21 | 2021.22 | 2022.23 |
|-------------------|---------|----------|---------|---------|
| District 59 | 14.3% | 14.4% | 27.1% | 26.0% |
| Illinois | 17.5% | 21.1% | 29.8% | 28.3% |

**+/- Change
2021.22 to
2022.23
(1 Year)**

-1.1

-1.5

**+/- Change
2020.21 to
2022.23
(2 Year)**

+11.6

+7.2

*2020.21 incorporated remote learning for a majority of students for 1st semester and as an option for students throughout the year
2018.19 Data included to provide pre-pandemic context

| Grade Level Chronic Absenteeism Results 2020.21 - 2022.23 | | | | |
|---|-------|---------|---------|---------|
| Timeframe / Grade | Group | 2020.21 | 2021.22 | 2022.23 |
| Kindergarten | D59 | n/a | n/a | 40.6% |
| | IL | n/a | n/a | 33.6% |
| Grade 1 | D59 | n/a | 34.3% | 29.5% |
| | IL | n/a | 29.2% | 27.5% |
| Grade 2 | D59 | n/a | 25.3% | 26.1% |
| | IL | n/a | 26.5% | 24.3% |
| Grade 3 | D59 | n/a | 28.8% | 22.2% |
| | IL | n/a | 24.3% | 22.0% |
| Grade 4 | D59 | n/a | 20.6% | 20.2% |
| | IL | n/a | 23.4% | 20.8% |
| Grade 5 | D59 | n/a | 21.4% | 17.3% |
| | IL | n/a | 23.4% | 20.6% |
| Grade 6 | D59 | n/a | 24.2% | 23.8% |
| | IL | n/a | 25.5% | 22.6% |
| Grade 7 | D59 | n/a | 32.2% | 22.2% |
| | IL | n/a | 26.2% | 24.8% |
| Grade 8 | D59 | n/a | 29.2% | 32.5% |
| | IL | n/a | 27.7% | 26.6% |

| +/- Change 2021.22 to 2022.23 (1 Year) |
|--|
| n/a |
| n/a |
| -4.8 |
| -1.7 |
| +0.8 |
| -2.2 |
| -6.6 |
| -2.3 |
| -0.4 |
| -2.6 |
| -4.1 |
| -2.8 |
| -0.4 |
| -2.9 |
| -10.0 |
| -1.4 |
| -3.0 |
| -1.1 |

Grade Level Cohort Chronic Absenteeism Results 2021.22 - 2022.23

| DISTRICT 59 | | | | ILLINOIS | | | |
|-------------|---------|---------|-----------------------------|-------------|---------|---------|-----------------------------|
| Grade Level | 2021.22 | 2022.23 | +/- 2021.22 - 2022.23 | Grade Level | 2021.22 | 2022.23 | +/- 2021.22 - 2022.23 |
| 1 | 34.3% | | 1 Year | 1 | 29.2% | | 1 Year |
| 2 | 25.3% | 26.1% | -8.2 | 2 | 26.5% | 24.3% | -4.9 |
| 3 | 28.8% | 22.2% | -3.1 | 3 | 24.3% | 22.0% | -4.5 |
| 4 | 20.6% | 20.2% | -8.6 | 4 | 23.4% | 20.8% | -3.5 |
| 5 | 21.4% | 17.3% | -3.3 | 5 | 23.4% | 20.6% | -2.8 |
| 6 | 24.2% | 23.8% | +2.4 | 6 | 25.5% | 22.6% | -0.8 |
| 7 | 32.2% | 22.2% | -2.0 | 7 | 26.2% | 24.8% | -0.7 |
| 8 | | 32.5% | +0.3 | 8 | | 26.6% | +0.4 |

Chronic Absenteeism grade level data for prior to 2021.22 are unavailable
Cohort is based on grade level progression and not a true cohort of individual students

School Chronic Absenteeism Results 2020.21 - 2022.23

| Timeframe / School | 2018.19 | *2020.21 | 2021.22 | 2022.23 |
|--------------------|---------|----------|---------|---------|
| BRENTWOOD | 16.6% | 6.2% | 20.6% | 28.8% |
| BYRD | 7.2% | 9.4% | 24.2% | 21.2% |
| CLEARMONT | 15.0% | 3.5% | 22.6% | 25.1% |
| DEVONSHIRE | 12.0% | 5.0% | 15.5% | 18.9% |
| FOREST VIEW | 18.8% | 3.2% | 26.3% | 24.8% |
| FROST | 11.1% | 9.1% | 24.0% | 26.3% |
| JOHN JAY | 15.6% | 12.5% | 34.3% | 36.6% |
| JULIETTE LOW | 14.4% | 10.9% | 28.5% | 28.4% |
| RIDGE | 9.6% | 3.4% | 17.2% | 18.2% |
| RUPLEY | 19.2% | 16.3% | 40.7% | 31.7% |
| SALT CREEK | 10.7% | 10.6% | 35.6% | 22.2% |
| FRIENDSHIP | 10.2% | 21.2% | 22.6% | 21.4% |
| GROVE | 16.8% | 27.4% | 30.0% | 25.3% |
| HOLMES | 17.9% | 21.7% | 35.0% | 35.6% |

+/- Change
2021.22 to
2022.23 (1 Year)

| |
|-------|
| +8.2 |
| -3.0 |
| +2.5 |
| +3.4 |
| -1.5 |
| +2.3 |
| +2.3 |
| -0.1 |
| +1.0 |
| -9.0 |
| -13.4 |
| -1.2 |
| -4.7 |
| +0.6 |

+/- Change
2021.22 to
2022.23 (2 Year)

| |
|-------|
| +22.6 |
| +11.8 |
| +21.6 |
| +13.9 |
| +21.6 |
| +17.2 |
| +24.1 |
| +17.5 |
| +14.8 |
| +15.4 |
| +11.6 |
| +0.2 |
| -2.1 |
| +13.9 |

*2020.21 incorporated remote learning for a majority of students for 1st semester and as an option for students throughout the year

| Race / Ethnicity Chronic Absenteeism Results 2020.21 - 2022.23 | | | | | | +/- Change 2021.22 to 2022.23 (1 Year) | +/- Change 2020.21 to 2022.23 (2 Year) |
|--|-------|---------|----------|---------|---------|--|--|
| Timeframe / School | Group | 2018.19 | *2020.21 | 2021.22 | 2022.23 | | |
| American Indian or Alaskan Native | D59 | 13.8% | 21.8% | 32.5% | 31.2% | -1.3 | +9.4 |
| | IL | 23.6% | 26.7% | 36.4% | 35.6% | -0.8 | +8.9 |
| Asian | D59 | 12.3% | 5.1% | 21.2% | 24.6% | +3.4 | +19.5 |
| | IL | 8.7% | 8.1% | 15.7% | 18.5% | +2.8 | +10.4 |
| Black / African-American | D59 | 19.0% | 15.0% | 33.6% | 33.3% | -0.3 | +18.3 |
| | IL | 30.9% | 39.0% | 47.9% | 42.1% | -5.8 | +3.1 |
| Hispanic | D59 | 16.8% | 23.1% | 34.9% | 31.1% | -3.8 | +8.0 |
| | IL | 19.5% | 24.7% | 36.1% | 34.5% | -1.6 | +9.8 |
| Native Hawaiian / Pacific Islander | D59 | 14.1% | n/a | n/a | n/a | - | - |
| | IL | 17.6% | 18.8% | 28.0% | 29.0% | +1.0 | +10.2 |
| Two or More Races | D59 | 17.2% | 14.3% | 26.4% | 24.2% | -2.2 | +9.9 |
| | IL | 19.7% | 23.8% | 30.6% | 29.1% | -1.5 | +5.3 |
| White | D59 | 11.5% | 6.9% | 18.8% | 19.7% | +0.9 | +12.8 |
| | IL | 12.8% | 13.9% | 21.2% | 20.7% | -0.5 | +6.8 |

*2020.21 incorporated remote learning for a majority of students for 1st semester and as an option for students throughout the year

Demographics Chronic Absenteeism Results 2020.21 - 2022.23

| Timeframe / School | Group | 2018.19 | *2020.21 | 2021.22 | 2022.23 |
|----------------------------|-------|---------|----------|---------|---------|
| Low Income | D59 | 17.3% | 20.8% | 33.8% | 30.3% |
| | IL | 25.4% | 31.7% | 42.0% | 38.2% |
| English Learners | D59 | 17.3% | 19.5% | 32.4% | 29.2% |
| | IL | 17.2% | 23.8% | 34.5% | 33.2% |
| Children with Disabilities | D59 | 20.3% | 19.8% | 34.0% | 32.4% |
| | IL | 25.4% | 28.0% | 37.3% | 35.3% |
| IEP | D59 | 21.1% | 23.4% | 38.6% | 34.8% |
| | IL | 26.3% | 30.0% | 38.9% | 36.2% |
| Female | D59 | 14.6% | 12.8% | 26.3% | 25.3% |
| | IL | 17.6% | 19.9% | 30.2% | 28.7% |
| Male | D59 | 14.0% | 15.8% | 28.0% | 26.7% |
| | IL | 17.4% | 22.3% | 29.5% | 27.9% |

**+/- Change
2021.22 to
2022.23 (1 Year)**

-3.5

-3.8

-3.2

-1.3

-1.6

-2.0

-3.8

-2.7

-1.0

-1.5

-1.3

-1.6

**+/- Change
2020.21 to
2022.23 (2 Year)**

+9.5

+6.5

+9.7

+9.4

+12.6

+7.3

+11.4

+6.2

+12.5

+8.8

+10.9

+5.6

*2020.21 incorporated remote learning for a majority of students for 1st semester and as an option for students throughout the year



2022.23 SCHOOL REPORT CARD REFLECTIONS



Report Card Reflections Strengths / Positives

- All Schools Summative Designations were Commendable (13) or Exemplary (1) with Rupley being exited early from Targeted Status.
- Improvements occurred in a majority of IAR Math and Reading Proficiency & Student Growth at the district, school, & student group levels, with the overall Math results just 0.2 percentage points below the IL results.
- Math Student Growth Percentiles (SGPs) fall consistently over the 50th percentile and outperform IL student groups in 13 out of 14 categories.
- Long-Term English Learner Percentage was reduced for the second consecutive year.
- ISA (Science) results improved for the District, 5th and 8th grade levels, & a majority of student groups with the District and 5th Grade proficiency outpacing IL.
- Chronic Absenteeism rates decreased overall and across a majority of grade level, cohort, race/ethnicity, and demographic groups.

Report Card Reflections Opportunities for Improvement

- The Equity Journey Continuum (EJC) showed a slight decrease in all three categories as compared to the 2018.19 data reported on last year's School Report Card.
- Reading Student Growth Percentiles (SGPs) fall consistently under the 50th percentile and are outperformed by IL student groups in most categories.
- Achievement gaps between schools & student groups remain consistent in math, reading, and science proficiency.
- English Learner Exit Rates decreased for the district and a majority of schools.
- 7 of 14 schools did not show proficiency increases in ISA (Science) results.
- Chronic Absenteeism rates remain high, in comparison to pre-pandemic rates, despite district and school supports and actions.



OVERALL QUESTIONS, COMMENTS, & FOLLOW-UP NEEDS

