



**Forrestville Valley CUSD 221 Sheri Smith**  
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**2020**

**EBF District Funding Tier - 2**  
**Financial capacity to meet expectations - 67.9 %**  
**State Senate District - 45**  
**State House District - 089**

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](http://www.IllinoisReportCard.com).

The federal Every Student Succeeds Act requires states to provide every school a summative designation. All states were given a waiver of this requirement for school year 2019-2020 due to the impact of COVID-19. The waiver requires that states reissue schools their designations from the previous year. Illinois has four summative designations: Exemplary, Commendable, Targeted Support, and Comprehensive Support. Schools that receive a designation of Targeted Support for particular student groups or Comprehensive Support for the school receive additional funding and resources 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](http://www.isbe.net/summative).

For additional information, refer to the [2020 Glossary of Terms](#).

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.  
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**STUDENT ENROLLMENT**

	Hawaiian /Pacific	Hispanic Islander	Asian	Indian Disabilities	Native American Two or More with Disabilities	Children with IEPs	English Learners	White	Black	Income									
<b>District</b>	794	711	* 26	5 * 2	50	147	* 242	* 89.5%	* 3.3%	0.6% * 0.3%	6.3%	18.5%	* 30.5%	* State	1,957,018	929,443	324,212	519,982	102,732
	2,035	4,936	73,678	348,751	245,502	949,618	38,890	47.5%	16.6%	26.6%	5.2%	0.1%	0.3%	3.8%	17.8%	12.5%	48.5%	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.

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

**CHRONIC ABSENTEEISM RATE**

**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;

	Hawaiian /Pacific	Hispanic Islander	Asian	Indian Disabilities	Native American Two or More with Disabilities	Children with IEPs	Students with English Low	White	Black	Income		
<b>District</b>	5.3%	5.2%	* 3.7%	***	8.5%	9.0%	* 10.4%					
<b>State</b>	11.0%	7.8%	18.7%	12.5%	5.7%	10.0%	15.6%	13.0%	16.3%	11.3%	16.4%	16.9%

8.5%

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**STUDENT MOBILITY RATE**

All Races	Male	Female	Hispanic	Asian	Islander	Hawaiian /Pacific	American	Two or More	Children with	Native Students with	English Low	Indian	Disabilities	IEPs	White Learners	Black Learners	Income Learners	
District	5.9%	5.5%	6.4%	6.4%	* 0.0%	* * *	4.1%	7.1%	* 13.1%									7.9%
State	6.2%	6.5%	5.8%	4.1%	11.8%	5.9%	6.1%	8.2%	8.6%	7.6%	6.2%	7.4%	9.0%	6.8%				

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

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**KINDERGARTEN INDIVIDUAL DEVELOPMENTAL SURVEY (KIDS) RESULTS**

District	State	% of Entering Kindergartners Demonstrating Readiness by Developmental Area																
		% of Entering Kindergartners Rated on Required 14 Measures	In 0 Developmental Areas	In 1 Developmental Areas	In 2 Developmental Areas	In All 3 Developmental Areas	Social and Emotional Development	Literacy Development	Math	Language and								
94.7%	64.8%	20.4%	7.4%	7.4%	22.2%	25.9%	9.3%	88.7%	36.9%	17.0%								
17.5%	28.6%	56.0%	47.1%	34.6%														

The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten. **Free/ Native**

**KINDERGARTEN INDIVIDUAL DEVELOPMENTAL SURVEY (KIDS) RESULTS (Demographics)**

% of Entering Kindergartners Demonstrating Readiness in all 3 Developmental Areas	Hawaiian /Pacific	Two or More	Non Free/ More

	Hispanic	Asian	IEPs	White	Black	Indian	English Islander	Non-IEPs English	Races Students with	Students with Learners	Students with Learners	Reduced Price Lunch	Reduced Price Lunch
<b>District</b>	7.8%	* 0.0%	*** 0.0%	* 7.4%	0.0%	9.3%	0.0%	10.0%	34.9%	23.4%	17.3%	35.3%	36.6%
<b>State</b>												13.7%	31.6%
												14.3%	30.2%
												19.7%	36.3%

The Kindergarten Individual Development Survey (KIDS) is an observational tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten.

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“Gifted Education” is defined as educational services, including differentiated curricula and instructional methods, designed to meet the needs of gifted children as defined in Article 14A of this code.

“Advanced Academic Program” is defined as a course 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. Note that gifted students are a subset of accelerated placement /advanced academic program students and are included in these metrics also.

**STUDENTS ASSESSED FOR GIFTEDNESS**

	# Students	% Students
<b>District</b>		
<b>State</b>		

165,182 7.6%

**Hawaiian /Pacific**

**STUDENTS ASSESSED FOR GIFTEDNESS (Demographics)**

American Native	Two or More Students With	English Low	Income
All Races Male Female Hispanic Asian	White Black IEPs Indian Learners		
Islander			

District \*\*\*\*\*

\* \*

State 165,182 7.5% 7.7% 8.5% 4.7% 5.5% 18.4% 8.1% 7.4% 9.1% 4.7% 5.9% 6.3%

**STUDENTS ASSESSED FOR GIFTEDNESS TAUGHT BY GIFTED-ENDORSED TEACHERS**

# Students % Students

District \*\*

State 19,414 0.9%

**STUDENTS ASSESSED FOR GIFTEDNESS TAUGHT BY**

**GIFTED-ENDORSED TEACHERS (Demographics)**

**Two or Students**

American Native	Two or More Students With	English Low	Income
All Races Male Female Hispanic Asian	White Black IEPs Indian Learners		
Islander			

District \*\*\*\*\*

\* \*

State 19,414 0.9% 0.9% 1.1% 0.3% 0.6% 2.7% 0.3% 0.7% 0.9% 0.4% 0.4% 0.4%

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**STUDENTS IDENTIFIED AS GIFTED**

# Students % Students

District \*\*

State 50,813 2.3%

**Hawaiian /Pacific**

**STUDENTS IDENTIFIED AS GIFTED (Demographics)**

American Native	Two or More Students With	English Low
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**All Races White Black IEPs**

	Male Islander	Female Islander	Hispanic	Asian	Indian Learners	Income							
<b>District</b> *****						*							
<b>State</b>	50,813	2.3%	2.4%	2.5%	1.1%	1.4%	9.9%	3.4%	1.3%	2.7%	1.0%	0.6%	0.5%

**STUDENTS IDENTIFIED AS GIFTED TAUGHT BY GIFTED-ENDORSED TEACHERS**

District	State	# Students		TEACHERS (Demographics)							Two or Students		
		State	% Students	Hawaiian	/Pacific	American	White	Black	More IEPs	With	English	Low Income	
		** 9,454	0.4%										
<b>District</b> *****													*
<b>State</b>		9,454	0.4%	0.4%	0.5%	0.1%	0.2%	1.9%	0.1%	0.3%	0.5%	0.1%	0.1%

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**TOTAL SCHOOL DAYS**

Number of Days

District 181

State 175

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**% of 8TH GRADERS  
PASSING ALGEBRA I**

District 28.1%

State 30.8%

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**STUDENT-TO-STAFF RATIOS**

	Pupil Teacher Elementary	Pupil Teacher Secondary	Pupil Certified Staff	Pupil Administrator
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District 17.3 18.0 11.4 198.5

State 18.1 18.6 10.1 171.1

**HEALTH  
AND  
WELLNESS  
(days per week)**

District 5.0

State 3.6

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**AVERAGE CLASS SIZE (as of the first school day in May)**

Grades K 1 2 3 4 5 6 7 8 9 - 12 Overall District 18.4 14.8 15.8 20.7 19.1 20.2 19.3 22.9 20.4 17.7 18.5 State 19.1 20.8 21.2 21.9 22.0 22.6 23.1 23.0 22.5 21.6 21.7

**TEACHER INFORMATION (Full-Time Equivalent)**

	Total	Male	Female	Hispanic	Islander	Native				
		Asian		/Pacific	American	Two or				
	Number					More				
	White Black Indian Unknown Races									

District 55 26.3% 73.7% 100.0% \* \* \* \* \* State 131,230 23.2% 76.8% 82.3% 5.9% 7.0% 1.7% 0.1% 0.2% 0.8% 2.0%

**TEACHER INFORMATION (Experience)**

	Average Teaching Experienc e (Years) % of	Teacher s with Bachelor's Degrees % of Teachers with	Masters's & Above District 18.6 46.6% 53.4%
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State 13.4 39.6% 59.8%

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**TEACHER RETENTION RATE PRINCIPAL TURNOVER (Count)**

District 90.7% District 1.0

State 85.9% State 2.0

**TEACHER ATTENDANCE RATE**

**District** 96.1%

**State** 86.6%

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**TEACHER EVALUATION RATE**

**District** 100.0%

**State** 98.7%

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**AVERAGE TEACHER/ADMINISTRATOR SALARIES**

Salaries and counts of staff are summed

\$200,000 \$160,000 \$120,000

\$80,000 \$40,000 \$0





reported are counts out of groups 10 or greater.

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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](http://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.

										<b>Expenditures</b>		
<b>Site-Level Per-Pupil Expenditures</b>												
<b>District Centralized Per-Pupil Total Per-Pupil Expenditures</b>												
<b>District Sites Enrollment</b>	<b>Federal State/Local Subtotal</b>	<b>Federal State/Local Subtotal</b>	<b>Exclusions</b>	<b>Federal State/Local</b>	<b>Subtotal</b>	<b>Federal State/Local</b>	<b>Subtotal</b>	<b>Exclusions</b>	<b>Federal State/Local</b>	<b>Subtotal</b>	<b>Total</b>	<b>Total</b>
Forreston Grade	282.00	\$521	\$5,549	\$6,070	\$26	\$3,133	\$3,160	\$547	\$8,682	\$9,229	School	German Valley Grade 68.25 \$225 \$7,259 \$7,484 \$26 \$3,133 \$3,160 \$251 \$10,392 \$10,644
Forreston Jr/Sr High	438.50	\$102	\$6,288	\$6,389	\$26	\$3,133	\$3,160	\$128	\$9,421	\$9,549	Sch	

District 788.75 \$262 \$6,108 \$6,370 \$26 \$3,133 \$3,160 \$289 \$9,241 \$9,529 \$2,236,614 \$9,752,940 Please note that asterisks in the tables indicate either

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Title I School Improvement - 1003(a) Grant funds are federal Title I funds allocated to districts to support school improvement efforts in schools designated as targeted or comprehensive. Funds must be spent on activities that supplement core programs. Comprehensive schools receive comprehensive support and are required to utilize an approved Learning Partner. Targeted schools receive targeted support and may utilize an approved Learning Partner. Any school utilizing Title I School Improvement - 1003(a) funds must complete an application and School Improvement Report based on a local Board of Education approved School Improvement Plan and submit the Illinois Quality Framework Supporting Rubric. Additional information on the requirements of this grant can be found here: <https://www.isbe.net/Pages/IL-EMPOWER.aspx>

**SCHOOL IMPROVEMENT FUNDS**

<b>Schools Who Receive Title I School Improvement - 1003(a) Funds</b>	<b>School Year First Identified As Title I School Improvement - 1003(a)</b>	<b>Funds Received for Reason for Receiving Title I School Improvement - 1003(a)</b>	<b>Improvement - Previous School Year 1003(a) Funds</b>
<b>Level of Support</b>	<b>Needing Support</b>		



District	State	Male	Female	Hispanic	Disabilities
		Asian	Islander		IEPs
		Indian			Learners

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**MATH PARTICIPATION - ALL TESTS (Demographics)**

		Hawaiian	Hispanic	Asian	Native	Students with	Low	
		/Pacific	Islander	American	Children with	English		
		Male		Two or	Disabilities			
	All Races	Female		More				
District	State		IEPs					White Black Income
			Learners					

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**SCIENCE PARTICIPATION - ALL TESTS (Demographics)**

		Hawaiian	Two or	Children	Native	English	
		/Pacific	American	with	Students	Low	
	All Races		More		with		
		Male					
		Female	Hispanic	Asian			
			Islander				
District	State	Indian		Learners			White Black Income
		Disabilities					
		IEPs					

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**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."



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**DLM-AA ELA PARTICIPATION (Demographics)**

District	State	All Races							White	Black	Income									
		Male	Female	Hispanic	Asian	Islander	Hawaiian /Pacific	American				Two or More	Children with	Native Students with	English Low					

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**DLM-AA MATH PARTICIPATION (Demographics)**

District	State	All Races							White	Black	Income									
		Male	Female	Hispanic	Asian	Islander	Hawaiian /Pacific	American				Two or More	Children with	Native Students with	English Low					

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**DLM-AA SCIENCE PARTICIPATION (Demographics)**

District	State	All Races							White	Black	Income									
		Male	Female	Hispanic	Asian	Islander	Hawaiian /Pacific	American				Two or More	Children with	Native Students with	English Low					

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.



**ISA PARTICIPATION (Demographics)**

All Races	Hawaiian /Pacific Male Female	Hispanic Islander	Asian American Two or More	Native Children with Disabilities	Students with English	Low Income
						White Black
District						
State		IEPs Learners				

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**ELA PROFICIENCY - ALL TESTS (Demographics)**

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

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**Card. ELA PROFICIENCY - ALL TESTS (Demographics Continued)**

Children with Disabilities	Students with IEPs	English Learners	Low Income	Youth In Care
	District			
	State			

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**MATH PROFICIENCY - ALL TESTS (Demographics)**

All Students	/Pacific	American	Male	Female	White	Black	Hispanic
			Asian	Indian	Islander		
District							
State							

Races

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report

Card. MATH PROFICIENCY - ALL TESTS (Demographics Continued)

	Children with	Students with	English	Low	Youth In
	Disabilities	Homeless	Migrant	Care	Military
District	State	IEPs	Learn	ers	Income

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

SCIENCE PROFICIENCY - ALL TESTS (Demographics)

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

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report

Card. SCIENCE PROFICIENCY - ALL TESTS (Demographics Continued)

	Children with	Students with	English	Low	Youth In
	Disabilities	Homeless	Migrant	Care	Military
District	State	IEPs	Learn	ers	Income

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report

Card. EL PROFICIENCY ON ACCESS

	#	ELS	Tested	Participati	#	Proficient	Long
District	*****	#	%	on	%	#	Term EL
						Long	Term EL
						%	%

State 223,399 220,920 17,503 7.9% 20,127 9.0%  
98.9%

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**MEAN ELA GROWTH PERCENTILE - IAR (Demographics)**

Students District	All	Hawaiian /Pacific		American		Native Two or More	
		State	Male	Female	White	Black	Hispanic

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report

**Card. MEAN ELA GROWTH PERCENTILE - IAR (Demographics Continued)**

IEPs Care Military District	Children with Disabilities	Students with Homeless Migrant	English	Low	Youth In Learners Income

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**MEAN MATH GROWTH PERCENTILE - IAR (Demographics)**

Students District	All	Hawaiian /Pacific		American		Native Two or More	
		State	Male	Female	White	Black	Hispanic

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report

**Card. MEAN MATH GROWTH PERCENTILE - IAR (Demographics Continued)**

IEPs Care Military	Children with Disabilities	Students with Homeless Migrant	English	Low	Youth In

**Learners  
Income**

**State**

Due to the suspension of in-person instruction during the 2019-20 school year, the data for this metric is unavailable for use in the School Year 2020 Report Card.

**9th Grade On Track**

	All Races	White	Black	Income	Hawaiian /Pacific	Hispanic Islander	Asian	Indian Disabilities	Native Two or More	Children with IEPs Learners	Students with English Low	
<b>District</b>	59	96.2%	*****	90.0%	*	100.0%					91.7%	
<b>State</b>	130,164	92.8%	78.5%	85.9%	96.9%	91.0%	86.3%	87.8%	80.6%	80.5%	81.7%	82.4%

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**CAREER AND TECHNICAL  
EDUCATION ENROLLMENT**

**District** 172

**State** 286,237

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**ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)**

**GRADE 9 GRADE 10 GRADE 11 GRADE 12**

**District** \* \* 28 38

**State** 19,855 32,687 62,063 77,243

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 47-071-2210-26-0004 Forrestville Valley CUSD 221 Page 17 of 41 **ADVANCED PLACEMENT COURSE WORK**

	ADVANCED PLACEMENT (AP) COURSE WORK				COURSE WORK DUAL CREDIT COURSE WORK				All District * * * * *	28	38									
	Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12												
							*		*											
										<b>State</b>	27,199	46,708	53,642	314	2,827	2,608	6,740	19,846	38,017	
<b>White District</b> * * * * *	14,877			263							5,392									
							*												*	
										<b>State</b>	13,468	24,167	28,113	36	357	356	3,776	12,960	23,702	
<b>Black District</b> * * * * *	6,680			29							2,857									
							*												*	
										<b>State</b>	2,162	4,037	4,833	93	852	789	844	1,574	3,438	
<b>Hispanic District</b> * * * * *	1,556			58							917									
							*												*	
										<b>State</b>	6,689	11,696	13,503	167	1,378	1,230	1,478	3,504	7,448	

	3,906		154				1,153						
<b>Asian District</b> *****						*				*			
													<b>State</b> 3,836 5,093 5,325 12 190 179 416 1,127 2,114
<b>Native Hawaiian/ Pacific</b>	<b>Islander</b>		17										
	2,157		279										
													<b>District</b> *****
						*				*			<b>State</b> 36 66 61 1 2 3 7 15 42
	37						1						
<b>American Indian</b>													
													<b>District</b> *****
						*				*			<b>State</b> 64 105 104 1 8 12 16 34 77
	20						0						
<b>Two or More Races</b>													
						*			*				<b>District</b> *****
													<b>State</b> 944 1,544 1,703 4 40 39 203 1,196
<b>Children with Disabilities</b> *						*				*			
<b>District</b>	805	*	*	*	18	*	*	*	*	*	2,094	*	
<b>State</b>	521	1,511	2,887	3,710	4	14	228	223	668	858	632	3,838	
<b>IEP District</b> *****													
						*		*				*	
<b>State</b>	306 648 1,124 3 85 88 571												
	152		3				485		1,323		2,230		
<b>Non IEP District</b> *****	26 33					*		*		*			
													<b>State</b> 26,893 46,060 52,518 311 2,742 2,520 18,523 35,787
<b>EL District</b> *****	14,725		260				4,907		6,169				
	174		8				276						
	*		*				**						<b>State</b> 405 695 1,046 12 88 76 266 850 489
<b>Non EL District</b> *****	38												
	14,703		255				5,116						
	*		*				28						
<b>State</b>	26,794 46,013 52,596 302 2,739 2,532 6,474						19,357 37,167						
<b>Low Income</b>													
													<b>District</b> *****
						*		*		*			<b>State</b> 6,746 11,929 16,202 200 1,546 1,856 5,742 11,597 2,259
<b>Non Low Income</b>	4,122		150				1,874						
													<b>District</b> *****
						*		*		*			21 31
													<b>State</b> 20,453 34,779 37,440 114 1,281 752 14,104 26,420 4,481
	10,755		113				3,518						

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

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.  
47-071-2210-26-0004 Forrestville Valley CUSD 221 Page 18 of 41 **POSTSECONDARY ENROLLMENT 12 MONTH**

	Private
	Public
All 4 Yr 2 Yr < 2 Yr	Institution Institution
District ***** State *****	

	Private
	Public
All 4 Yr 2 Yr < 2 Yr	Institution Institution
District State *****	

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.  
 47-071-2210-26-0004 Forrestville Valley CUSD 221 Page 19 of 41 HIGH SCHOOL 4-YEAR GRADUATION RATE (Demographics)

Gender	/Pacific		Two or	
Race / Ethnicity			American	
Native Hawaiian	Indian Islander			
All Male Female	More Races			
White Black Hispanic Asian				
District	94.7%	90.9%	100.0%	94.5%
State	88.0%	85.6%	90.5%	91.5%
	79.9%	85.5%	94.5%	89.4%
	80.0%	85.7%		

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.



	Students with					Youth In	
	Children with Disabilities		English Learners	Homeless	Migrant IEPs	Low Income	Care Military
District	90.0%	* 81.8%					
	*****						
State	74.0%	* 82.0%	81.3%	74.0%	67.9%	52.4%	52.4%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

**HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics)**

**Gender Race / Ethnicity**

	/Pacific		Hispanic American		Asian Indian		Islander		Native Hawaiian		Two or More Races				
	All Male	Female	White	Black	American	Indian									
District	94.6%	93.5%	96.0%	94.2%	*****	State	88.4%	86.0%	90.9%	92.0%	80.2%	85.6%	95.3%	87.1%	78.8%
	88.5%														

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

**HIGH SCHOOL 5-YEAR GRADUATION RATE (Demographics Continued)**

	Students with					Youth In	
	Children with Disabilities		English Learners	Homeless	Migrant IEPs	Low Income	Care Military
District	80.0%	*					92.9%
	*****						
State	75.1%	*	85.7%	74.5%	73.3%	65.2%	65.2%
	*****						
	82.1%						

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

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**HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics)**

**Gender Race / Ethnicity**

	/Pacific		Hispanic American		Asian Indian		Islander		Native Hawaiian		Two or More Races				
	All Male	Female	White	Black	American	Indian									
District	97.1%	100.0%	94.4%	96.9%	*****	State	88.2%	85.8%	90.6%	92.2%	79.4%	84.9%	95.4%	85.6%	84.1%

87.1%

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

**HIGH SCHOOL 6-YEAR GRADUATION RATE (Demographics Continued)**

District	Students with		English Learners	Low Income	Youth In			
	Children with Disabilities IEPs	Homeless Migrant IEPs			Care	Military		
	*****	*	89.5%	37.3%	74.9%	73.7%	41.9%	41.9% *
<b>State</b>	75.2%	81.6%						

Users of this report should note that this data may have possibly been affected by the suspension of in-person instruction during the 2019-20 school year. While it was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.

**DROPOUT RATE**

**Gender Race / Ethnicity**

District	Hawaiian /Pacific		White Hispanic Islander		Black Asian		American Indian	Native Two or More Races		Children with Disabilities Students with	IEPs English Learners	Low Income	
	All	Male	Female										
	2.8%	1.7%	3.9%	2.6%	*****	0.0%	2.7%	* 7.6%					
<b>State</b>	3.5%	3.9%	3.0%	2.5%	6.2%	3.8%	1.4%	4.0%	5.3%	4.0%	3.8%	1.4%	5.5%
											2.3%		
											2.5%		

Users of this report should note that this data may have been affected by the suspension of in-person instruction during the 2019-20 school year. It was collected in accordance with ISBE data policy and validated through normal procedures but the state environment and policy changes resulting from the suspension of in-person instruction may have affected the results. Please use caution when interpreting results and trends.

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# 2019 Mathematics State Snapshot Report

## Illinois ■ Grade 4 ■ Public Schools

### Results for Student Groups in 2019

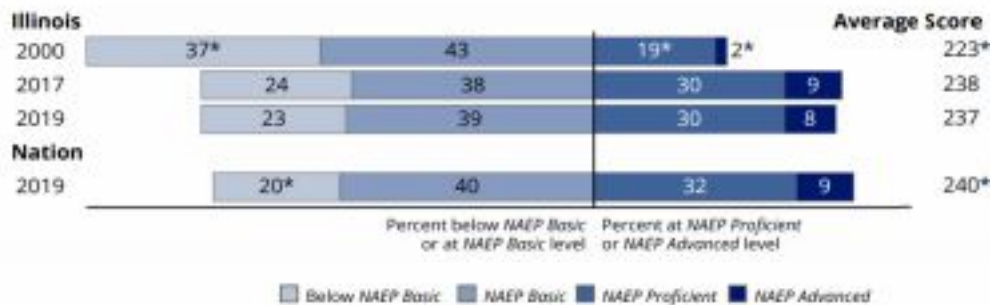
Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	46	246	86	51	11
Black	17	217	57	14	1
Hispanic	27	231	74	28	4
Asian	4	259	88	65	25
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	4	238	76	40	12
<b>Gender</b>					
Male	50	239	78	41	10
Female	50	236	77	36	6
<b>National School Lunch Program</b>					
Eligible	52	226	67	24	3
Not eligible	48	249	88	54	14

# 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



\* Significantly different ( $p < .05$ ) from state's results in 2019. 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.

# 2019 Mathematics State Snapshot Report

## Illinois ■ Grade 8 ■ Public Schools

### Results for Student Groups in 2019

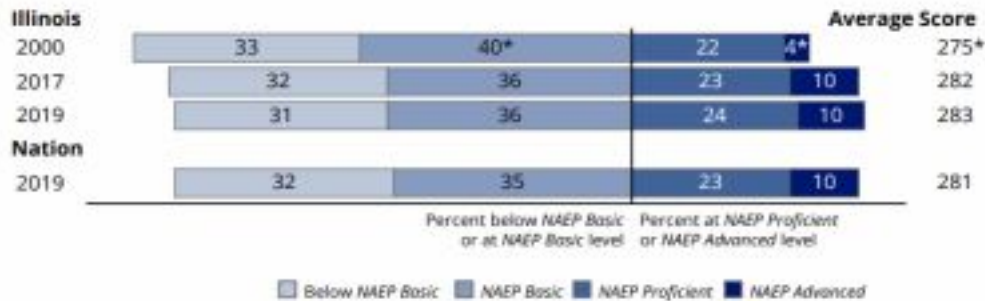
Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	48	291	78	42	12
Black	18	262	49	14	2
Hispanic	25	273	62	24	5
Asian	6	320	92	73	36
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	3	286	71	38	17
<b>Gender</b>					
Male	51	283	69	35	12
Female	49	282	70	32	9
<b>National School Lunch Program</b>					
Eligible	48	269	56	20	4
Not eligible	52	295	82	46	15

# 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



\* Significantly different ( $p < .05$ ) from state's results in 2019. 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.

# National Center for Education Statistics

2019 Mathematics Grades 4 and 8 Assessment Report Cards: Summary Data Tables for National and State Sample Sizes, Participation Rates, Proportions of SD and ELL Students Identified, and Types of Accommodations

Table A-11. Inclusion rate and standard error (SE) in NAEP mathematics for fourth- and eighth-grade public school students with disabilities (SD) and English language learners (ELL), as a percentage of identified SD or ELL students, by state/jurisdiction: 2019

State/jurisdiction	Percentage of identified SD or ELL students							
	Grade 4				Grade 8			
	SD		ELL		SD		ELL	
	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE	Inclusion rate	SE
Illinois	95 <sup>†</sup>	1.2	96 <sup>†</sup>	0.7	94 <sup>†</sup>	1.1	95 <sup>†</sup>	2.0

† Not applicable. Standard error estimate cannot be accurately determined.

‡ Reporting standards not met. Sample size insufficient to permit a reliable estimate.

<sup>1</sup> The state/jurisdiction's inclusion rate is higher than or not significantly different from the National Assessment Governing Board goal of 85 percent.

<sup>2</sup> Department of Defense Education Activity (overseas and domestic schools).

NOTE: Beginning with the 2017 assessment, NAEP mathematics results are from a digitally based assessment; prior to 2017, results were from a paper-and-pencil based assessment. SD includes students identified as having an Individualized Education Program but excludes other students protected under Section 504 of the Rehabilitation Act of 1973. In Puerto Rico, the English language learner (ELL) category is for the Spanish language learner (SLL).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.

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.

## Results for Student Groups in 2019

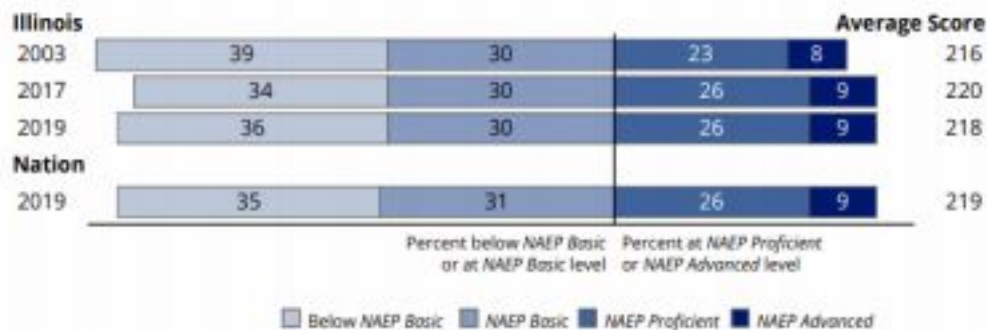
Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	46	228	75	45	12
Black	18	200	46	17	2
Hispanic	27	208	55	23	4
Asian	4	238	82	57	19
American Indian/Alaska Native	#	†	†	†	†
Native Hawaiian/Pacific Islander	#	†	†	†	†
Two or more races	4	229	74	43	12
<b>Gender</b>					
Male	50	215	61	32	8
Female	50	221	68	36	9
<b>National School Lunch Program</b>					
Eligible	52	205	51	21	3
Not eligible	47	233	79	50	14

# 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



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.

## Results for Student Groups in 2019

Reporting Groups	Percentage of students	Avg. score	Percentage at or above NAEP		Percentage at NAEP Advanced
			Basic	Proficient	
<b>Race/Ethnicity</b>					
White	48	274	82	45	6
Black	18	246	56	15	1
Hispanic	25	255	66	25	2
Asian	6	290	90	66	15
American Indian/Alaska Native	#	†	†	†	†
Native Hawaiian/Pacific Islander	#	†	†	†	†
Two or more races	3	263	72	32	5
<b>Gender</b>					
Male	51	260	69	32	4
Female	49	269	78	40	6
<b>National School Lunch Program</b>					
Eligible	50	251	62	21	1
Not eligible	50	278	85	50	8

# 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.



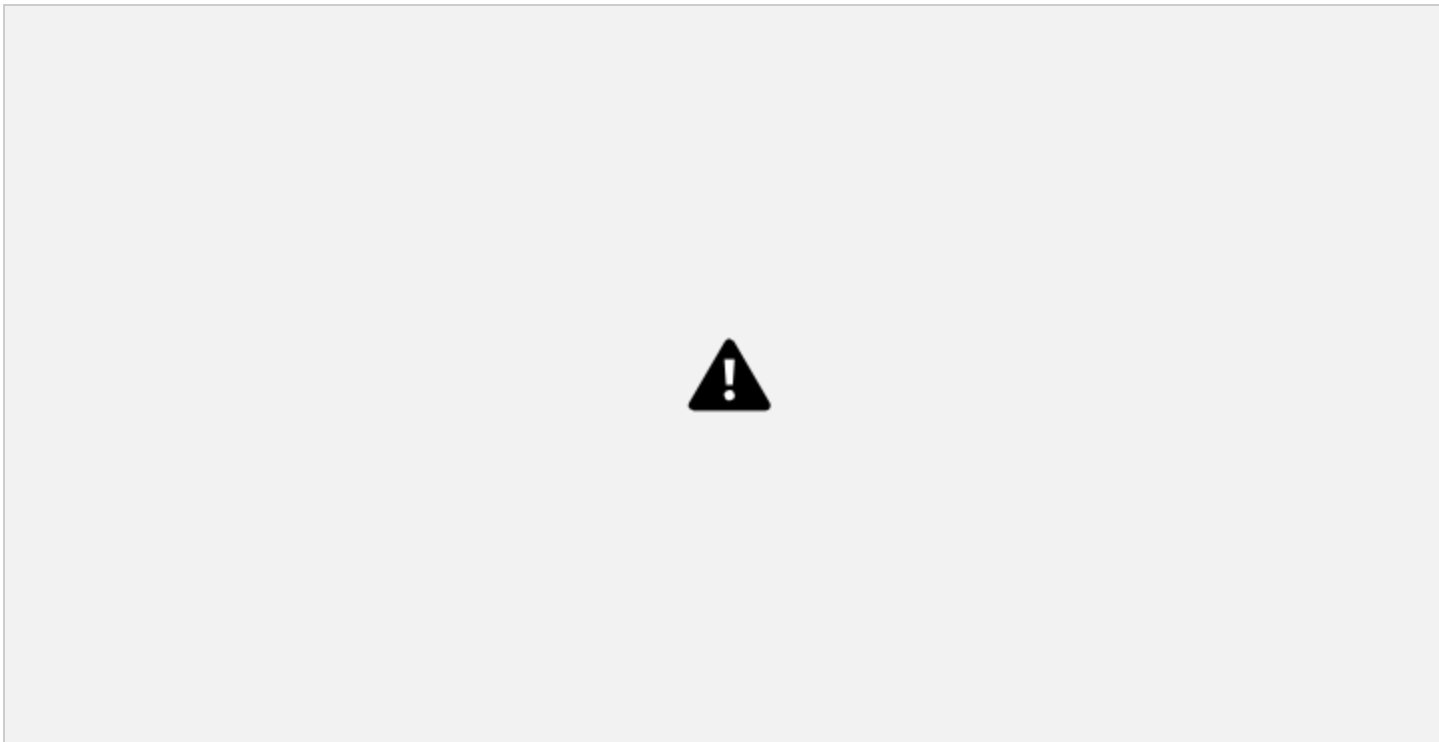




**2019 IL Gr 4 Math - Students with Disabilities**



**2019 IL Gr 8 Math - Students with Disabilities**



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.

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**2019 IL Gr 4 Reading - Students with Disabilities**



**2019 IL Gr 8 Reading - Students with Disabilities**



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.

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**2019 IL Gr 4 Math - English Learners**



**2019 IL Gr 8 Math - English Learners**



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.

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**2019 IL Gr 4 Reading - English Learners**



## 2019 IL Gr 8 Reading - English Learners



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.

47-071-2210-26-0004 Forrestville Valley CUSD 221 Page 31 of 41 **NAEP**

The National Assessment of Educational Progress is a nationally representative and continuing assessment have 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 and sub-groups of those populations. NAEP results are based on a sample of student populations of interest.

Additional information regarding NAEP results can be found here:

· Mathematics

- o 2019 Grade 4 o 2019 Grade 8 <https://www.isbe.net/Documents/naep-2019-math-snap-8.pdf>
- <https://www.isbe.net/Documents/naep-2019-math-snap-4.pdf>
- o 2019 State Report Grades 4 and 8 <https://www.isbe.net/Documents/naep-2019-math-state-4-8.pdf>
- o 2019 NAEP Inclusion Rates [https://www.nationsreportcard.gov/mathematics/supportive\\_files/2019\\_technical\\_appendix\\_math.pdf](https://www.nationsreportcard.gov/mathematics/supportive_files/2019_technical_appendix_math.pdf)

f · Reading

- o 2019 Grade 4 o 2019 Grade 8 <https://www.isbe.net/Documents/naep-2019-read-snap-8.pdf>
- <https://www.isbe.net/Documents/naep-2019-read-snap-4.pdf>
- o 2019 State Report Grades 4 and 8 <https://www.isbe.net/Documents/naep-2019-read-state-4-8.pdf>
- o 2019 NAEP Inclusion Rates [https://www.nationsreportcard.gov/reading/supportive\\_files/2019\\_technical\\_appendix\\_reading.pdf](https://www.nationsreportcard.gov/reading/supportive_files/2019_technical_appendix_reading.pdf) 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.

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 to three-year delay.

ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for in-school suspensions, out-of-school suspensions, and expulsions is reported by ISBE in a separate report on .

[www.isbe.net](http://www.isbe.net)

Current year data for chronic absenteeism can be found in the Students section of the Report Card. 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.

<b>CRDC - IN-SCHOOL SUSPENSIONS</b>		<b>CRDC - OUT-OF-SCHOOL CRDC - EXPULSIONS</b>			
		<b>SUSPENSIONS</b>			
District		2.6%	3.9%	0.2%	
State		5.1%	3.5%	0.1%	
<b>CRDC - SCHOOL-RELATED</b>		<b>CRDC - REFERRAL TO</b>		<b>ARRESTS LAW ENFORCEMENT ABSENTEEISM</b>	
District		0.0%	0.0%	8.0%	
State		0.1%	0.7%	16.3%	
<b>CRDC - INCIDENTS OF VIOLENCE</b>		<b>CRDC - INCIDENTS OF VIOLENCE - FIREARM AND HOMICIDE</b>			
		<b>Schools in the District with Incidents of Violence</b>		<b>Incidents of Violence</b>	
District	Rate of Incidents of Violence	2.1%	0	0	153
State		2.2%	Schools in the State with		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.

<b>CRDC - NUMBER AND PERCENT ENROLLED IN PRESCHOOL</b>	
District	78,27
	2
State	3.9
	%
	67
	7.8%

<b>COURSE WORK</b>							
<b>CRDC - ADVANCED PLACEMENT COURSE WORK</b>				<b>INTERNATIONAL BACCALAUREATE (IB) COURSE</b>			
<b>ADVANCED PLACEMENT (AP)</b>				<b>WORK</b>			
		<b>Number Percent</b>		<b>Number Percent</b>		<b>Number Percent All</b>	
District	0	0.0%	0	0.0%	89	10.3%	
	143,753	7.2%	5,004	0.3%	65,736	3.3%	State

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.  
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		Percent								
<b>of Students with IEPs by Race / Ethnicity</b>		White	Black	Hispanic	Asian	American	Native	Native	Two or More	
		Races								
		Hawaiian								
District	All Students	0.7%	8.9%	60.2%	11.5%	19.0%	4.4%			
	Students with IEPs All Students	0.1%	0.3%	4.6%	59.4%	14.8%	18.4%			
All Peer Districts *	Students with IEPs All Students	2.2%	0.1%	0.3%	5.0%	47.5%	16.6%			
State	Students with IEPs	26.6%	5.2%	0.1%	0.3%	3.8%	46.5%			
		89.5%	3.3%	0.6%	0.3%	6.3%	89.0%	1.4%	19.7%	
									26.8%	
									2.7%	
									0.1%	
									0.3%	
									3.9%	

**Percent of Students with IEPs in Each Disability Category**

		Percent of All Students				Percent of Students with IEPs			
		All Peer		All Peer		All Peer		All Peer	
		District		Districts*		District		Districts*	
<b>Disability Category</b>		State	State	District	Districts*	State	State	District	Districts*
Autism	Intellectual			1.4%	0.0%			19.0%	
Deafness	Disability			1.0%	0.4%	0.0%	2.0%	5.5%	2.1%
	Multiple			0.1%	2.5%	0.9%	0.1%	0.7%	
Deaf-Blindness	Disabilities			0.1%	2.5%	0.9%	0.1%	9.6%	0.2%
	Traumatic			7.7%	3.0%	0.8%	0.2%	13.7%	41.8%
	Brain Injury			0.8%	0.2%	13.7%	41.8%	0.0%	13.4%
	Orthopedic			1.4%	0.0%	0.0%	2.0%	16.4%	
	Impairment			0.0%	2.0%	16.4%		6.2%	0.9%
Developmental Delay	Visual			0.0%	2.1%	5.1%	2.4%	8.6%	0.1%
	Impairment			0.0%	0.1%	0.0%	0.1%	0.0%	13.0%
	Other Health			0.9%	0.2%	0.0%	0.1%	0.0%	0.3%
	Impairment			1.1%		6.2%		5.7%	0.9%
Emotional Disability	Specific			0.1%	2.3%			4.5%	1.1%
	Learning			0.1%	2.3%			4.5%	1.1%
Hearing Impairment	Disability	2.3%	0.3%	5.0%	3.0%	0.4%		0.2%	0.3%
				0.0%	0.1%	12.3%	1.4%	14.4%	31.6%

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

\*\* Peer districts for Unit Districts do not include Chicago Public Schools



\*\*\* Students who are receiving special education and/or related services via an Individualized Service Plan (ISP) have been removed from all

calculations Please note that asterisks in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are

Educational environment refers to the extent to which students with IEPs receive special education and related services in classes or schools with their non-disabled peers. Research has shown that students with IEPs who received their special education and/or related services in the general education environment displayed increased motivation, higher self-esteem, improved communication and socialization skills, and greater academic achievement as compared to students who received their special education and/or related services in a more restrictive, or segregated, environment.

The educational environments in which students with IEPs ages 6-21 receive their special education and/or related services are generally classified into four settings:

1. Served inside the general education classroom 80% or more of the day
2. Served inside the general education classroom 40% to 79% of the day
3. Served inside the general education classroom less than 40% of the day
4. Served in separate educational facilities

The following information is provided for students ages 6 through 21.

**Percent of Students with IEPs in Various Educational Environments**

	Inside $\geq$ 80%	Inside 40-79%	Inside $<$ 40%	Separate Facility
All Peer Districts* State	13.0%	6.1%	53.5%	26.7%
All Students with an IEP District	61.2%	30.6%	4.1%	4.1%
	54.4%	26.5%	13.1%	6.8%

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	Inside $\geq$ 80% <40%	Inside 40-79%	Inside	Separate Facility
<b>White</b>	District			
	All Peer Districts* State			
<b>Black</b>	District			
	All Peer Districts* State			
<b>Hispanic</b>	District			
	All Peer Districts* State			
<b>Asian</b>	District			
	All Peer Districts* State			
<b>Native Hawaiian Native American</b>	District			
	All Peer Districts* State			

District						
All Peer Districts* State	59.8%	32.7%	3.7%	3.7%	56.5%	26.9%
District	10.7%	5.9%	56.9%	25.2%	11.1%	6.8%
All Peer Districts* State	47.0%	26.0%	18.8%	8.2%	44.8%	30.2%
District	16.3%	8.7%				
All Peer Districts* State	100.0%	0.0%	0.0%	0.0%	53.8%	27.1%
District	14.2%	4.9%	54.2%	27.4%	13.3%	5.1%
All Peer Districts* State	100.0%	0.0%	0.0%	0.0%	55.3%	16.9%
District	21.8%	6.0%	54.2%	18.9%	19.9%	7.1%
All Peer Districts* State	52.6%	22.1%	16.8%	8.4%	52.0%	22.9%
District	15.2%	9.9%				
All Peer Districts* State						

14.7% 7.4%

14.3% 7.4% 53.7% 24.1% 14.1% 8.2%

52.5% 26.6% 13.1% 7.7% 52.0% 25.8%  
63.6% 18.2% 9.1% 9.1% 53.3% 25.0%

\*Peer districts are districts of the same type as this district: Elementary School, High School, or Unit District  
\*\* Peer districts for Unit Districts do not include Chicago Public Schools

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### Selected Disabilities

		Inside <40%	Inside ≥ 80%	Inside 40-79%	Inside	Separate Facility
Autism	Speech or Language Impairment District	37.5%	0.0%	25.0%	37.5%	31.6% 22.5%
	All Peer Districts* State	30.8%	15.1%	30.0%	22.2%	31.4% 16.4%
	District	50.0%	50.0%	0.0%	0.0%	29.6% 19.9%
Emotional Disability	All Peer Districts* State	18.2%	32.3%	34.6%	19.6%	14.4% 31.3%
	District	12.5%	75.0%	0.0%	12.5%	3.8% 30.3%
	All Peer Districts* State	53.9%	12.0%	3.8%	29.5%	50.6% 16.2%
Intellectual Disability	District	57.9%	42.1%	0.0%	0.0%	54.9% 29.3%
	All Peer Districts* State	10.2%	5.6%	57.7%	27.8%	9.2% 5.3%
	District	62.3%	36.1%	0.0%	1.6%	54.9% 37.8%
Other Health Impairment Specific Learning Disability	All Peer Districts* State	6.1%	1.2%	55.7%	37.1%	6.0% 1.1%
	District	100.0%	0.0%	0.0%	0.0%	98.1% 1.4%
	All Peer Districts* State	0.4%	0.1%	97.4%	1.9%	0.7% 0.1%



0.8% 2.5%

46.2% 15.4% 38.5% 0.0% 0.0% 43.8% 15.6% 40.6% 50.0% 50.0% 0.0% 0.0% 0.0% 42.7% 32.9% 19.7%  
 0.0% 0.0% 0.2% 4.5% 44.6% 28.0% 22.8% 0.2% 4.4%

36.7% 32.7% 26.5% 0.0% 4.1% 41.7% 23.3% 31.7%

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### Selected Disabilities

	Regular Early Childhood Program		Separate			Provider		
	Majority of Services Inside EC Program Majority of Services	Outside EC Program Class/ Facility	Home	Service				
<b>Autism</b>								
District			Specific Learning Disability					
All Peer Districts*			District					
State			All Peer Districts*					
<b>Developmental Delay</b>			State					
District			Speech or Language Impairment					
All Peer Districts*			District					
State			All Peer Districts*					
<b>Emotional Disability District</b>			State					
All Peer Districts*			100.0% 0.0% 0.0% 0.0% 0.0% 30.0% 16.7% 52.9%					
State			0.0% 0.3% 30.5% 13.6% 55.3% 0.0% 0.5%					
<b>Intellectual Disability</b>								
District			80.0% 20.0% 0.0% 0.0% 0.0% 48.8% 19.2% 31.4%					
All Peer Districts*			0.0% 0.6% 50.9% 14.9% 33.0% 0.0% 1.0%					
State			0.0% 0.0% 0.0% 0.0% 0.0% 40.9% 31.8% 27.3% 0.0%					
<b>Other Health Impairment</b>			0.0% 39.6% 18.9% 39.6% 0.0% 1.9%					
District								
All Peer Districts*								
State			0.0% 0.0% 0.0% 0.0% 0.0% 23.1% 33.3% 43.6% 0.0%					

0.0% 22.9% 24.3% 52.9% 0.0% 0.0%

0.0% 62.7% 13.4% 19.4% 0.0% 4.5%

100.0% 0.0% 0.0% 0.0% 0.0% 49.2% 17.0% 30.7%

2.6% 0.5% 45.1% 14.0% 38.0% 2.1% 0.7%

52.9% 47.1% 0.0% 0.0% 0.0% 39.0% 46.4% 1.9% 0.1%

12.5% 43.9% 40.1% 2.9% 0.2% 12.9%

0.0% 0.0% 0.0% 0.0% 0.0% 54.8% 19.4% 19.4% 0.0%

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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 (OSEP) 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 the Illinois State Performance Plan, Part B can be found at: <https://www.isbe.net/Pages/State-Performance-Plan-Data-and-Accountability.aspx>

The table below shows how this school district performed on specific indicators and whether or not it met the annual state targets for those indicators as defined in the Illinois State Performance Plan. Some indicators require a minimum number of students before comparing district data to the state targets. "N/A" indicates that either the district did not have enough students to report on the district's performance for that particular indicator or the district does not serve students of the ages measured by the indicator.

The State Test Participation Rate is calculated by dividing the number of participants by the Tested Enrollment. At least 95% of students should be tested in ELA and mathematics with at least 10 students. If the state test participation rate is less than 95%, a 95% confidence interval is applied and the student group can meet the 95% target through the confidence interval.

Indicator	Indicator Description	2019 - 2020 District Data	2019 - 2020 State Target	District Met State Target
SPP	1 Graduation Rate for students with IEPs (Data lag one year)	60.0	60.0	0.0
		74.2	74.2	4.5
SPP	2 Made adequate yearly progress (AYP) for students with	No	No	No
		Yes	Yes	Yes

IEPs **3a** N/A N/A N/A

Reading assessment participation rate for students with <b>3b</b> IEPs	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				Yes
Math assessment participation rate for students with <b>3b</b> IEPs	Students with IEPs ages 6-21 served inside the general classroom $\geq 80\%$ of the time	61.2	4.1			Yes Yes
Students with IEPs meeting or exceeding standards on <b>3c</b> state reading assessments	Students with IEPs ages 6-21 served inside of the general classroom $< 40\%$ of the time	95.1	95.1	23.3	23.6	<b>5c</b> Students with IEPs ages 6-21 served in separate educational facilities 4.1
Students with IEPs meeting or exceeding standards on <b>3c</b> state math assessments		No				3.9 No
Significant discrepancy in the rate of suspensions and <b>4a</b> expulsions of greater than 10 days for children with IEPs (Data lag one year)		No				
		58.0	15.5			
		N/A	N/A	N/A	N/A	
Significant discrepancy by race or ethnicity, in the rate of <b>4b</b>	No	Yes				

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SPP	Indicator	Target		District Met	State
	Indicator Description	2018 - 2019 District Data	2018 - 2019 State Target		
	<b>7a</b> 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	64.0	80.0	Yes	N/A
	<b>6a</b> 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			No	
	<b>6b</b> Children ages 3-5 in separate special education class, separate school or residential facility	32.9	30.5		Children in an Early Childhood Special Education
		86.3			<b>7a</b> program who were functioning within age expectations with positive



social-emotional skills by the time they exited the program	their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	<b>7b</b> program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	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
20.0			
55.6 No	100.0		
<b>7b</b> Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased	87.0 Yes	40.0	100.0
	Children in an Early Childhood Special Education	53.9 No	88.1 Yes
		<b>7c</b> Children who entered	
Children in an Early Childhood Special Education			61.0
<b>7c</b> program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program	No was the result of inappropriate identification		No
61.0 N/A	<b>10</b> Disproportionate representation of racial and ethnic groups in specific disability categories that was a result		No N/A
<b>8</b> 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			Yes Yes
<b>9</b> Disproportionate representation of racial and ethnic groups in special education and related services that	No of inappropriate identification		

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**Indicator Indicator Description**  
**2018 - 2019 District Data**  
**District Met**  
**State Target 2018 - 2019 State Target**

**SPP**

Children with parental consent to evaluate who were	evaluated and eligibility determined within 60 days	intervention prior to age three	special education services and have an IEP developed and implemented by their third birthdays
<b>11</b>	Children referred by early	<b>12</b> who were found eligible for	

Youth age 16 and above with an IEP that includes <b>13</b> coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	100.0 100.0	100.0 100.0	Yes
<b>14a</b> Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	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	35.1 57.0	
<b>14b</b> 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	SPP Indicators 1 - 8 and 14 are Results Indicators	75.0 N/A N/A	
<b>14c</b> Youth who had IEPs, are no	SPP Indicators 9 - 13 are Compliance Indicators	N/A	

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