



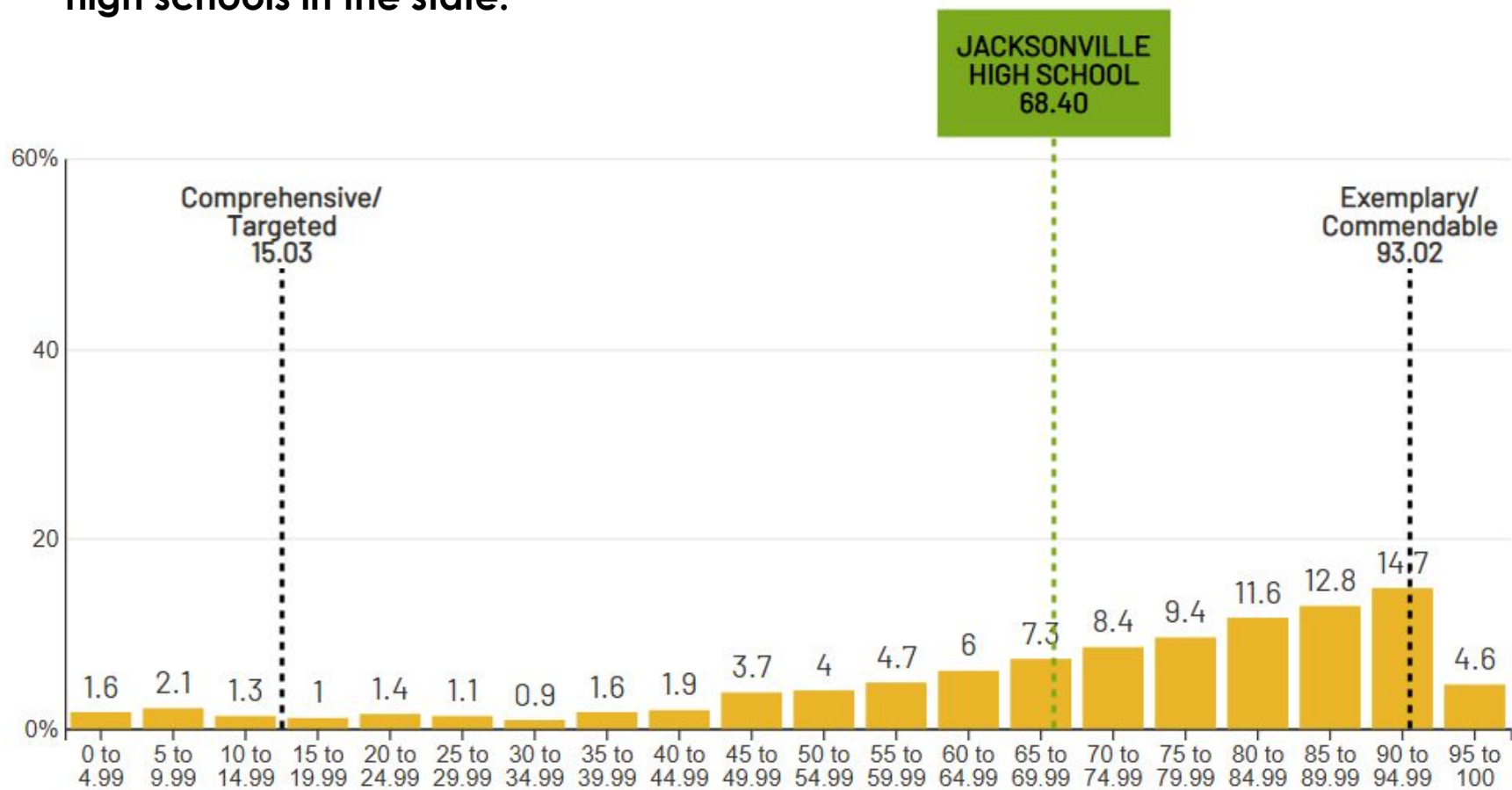
ACADEMIC DATA REPORT

2024-2025

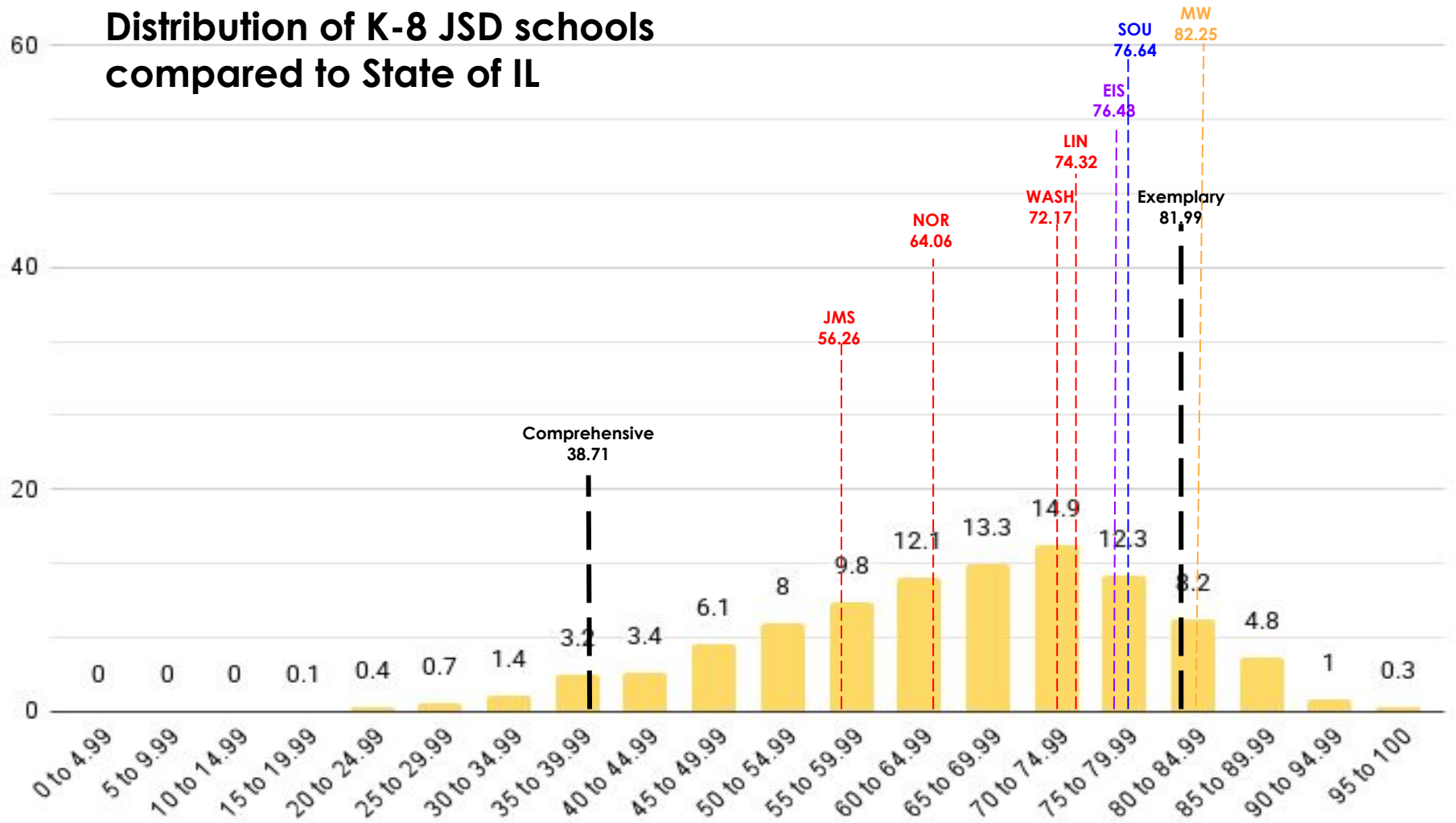
SUMMATIVE DESIGNATION STATUS

2025 Status		What this means
Eisenhower	Commendable	Commendable
Lincoln	Commendable	Still under Comprehensive Rules due to 2023 status. This year's data will determine if they exit status or not.
Murrayville	Exemplary	Students performed in the top 10% of schools statewide with no underperforming subgroups
North	Commendable	Commendable
South	Commendable	Commendable
Washington	Commendable	Still under Targeted Rules due to 2024 status.
JMS	Targeted Hispanic & CWD	Still under Comprehensive Rules due to 2023 status. This year's data will determine if they exit status or not.
JHS	Commendable	Commendable

JHS performance compared to all high schools in the state.



Distribution of K-8 JSD schools compared to State of IL

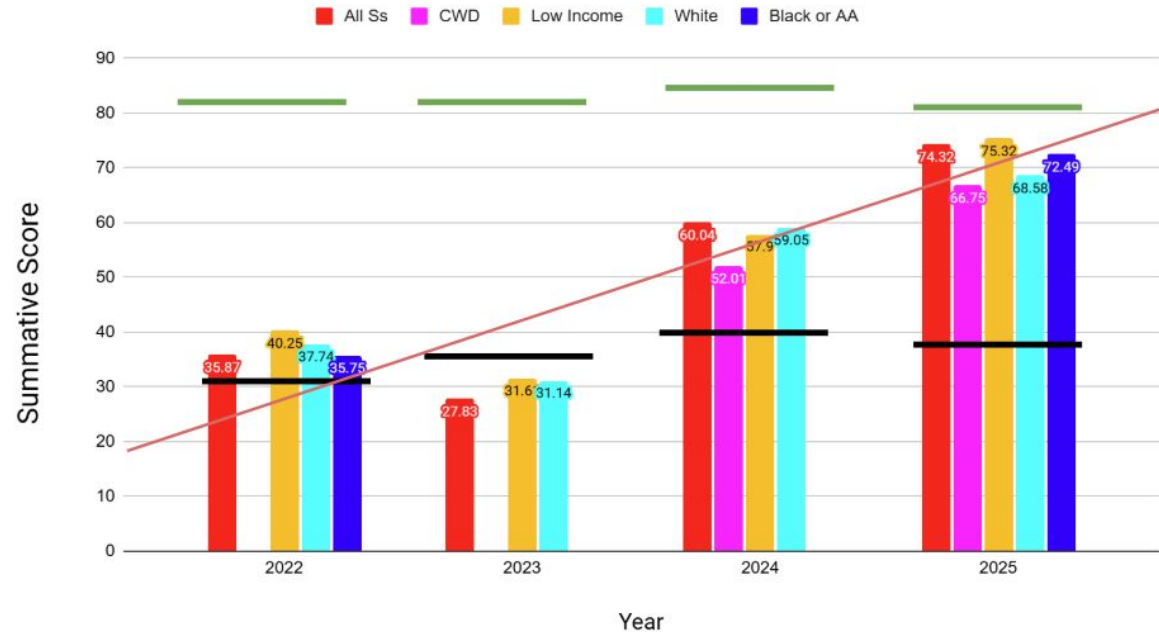


CELEBRATIONS

Murrayville-Woodson is an EXEMPLARY SCHOOL!!!!!!

6 of the remaining 7 schools scored in the Commendable Range for 2025

Lincoln Trend Data



CHECK IT OUT!!!!

**Lincoln's improvement
over the past 2 years...**

CELEBRATIONS

- Murrayville-Woodson performed in the top 10% of schools in the state.
- Subgroup scores are relatively similar across all buildings.
 - While Students with disabilities continues to be our lowest performing subgroup, we are making gains to close the gap. (Especially at LIN & SOU)
- All district ELA achievement data continues to steadily increase.
 - The structures, practices, and strategies that have been put in place to focus on ELA improvement continue to prove successful.
- District Math achievement data showed greater improvement than the state.
 - The district has implemented improvement practices learned in ELA classes in their math courses across the district.
- Graduation rate improved from 68% (23) - 79% (24) - 87% (25)

IMPLEMENTATION EFFORTS OF 24-25 SCHOOL YEAR:

1. Year 1 of Magnetic Reading at elementary level.
2. Algebra 1 completed alignment of standards and created common assessments. They also selected 2 resources to pilot this year to support alignment.
3. All buildings implemented grade level/content level meetings grounded in student outcome data utilizing the three big ideas of PLC consistently each week. (Student Learning, Collaborative Culture, and Student Outcomes)
4. Schedule analysis and modifications were made to ensure all students are given explicit instruction on grade level standards.

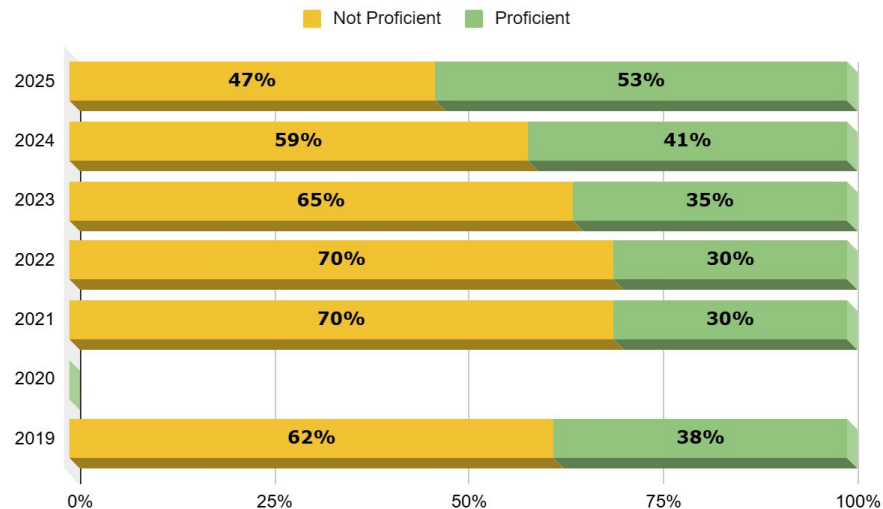
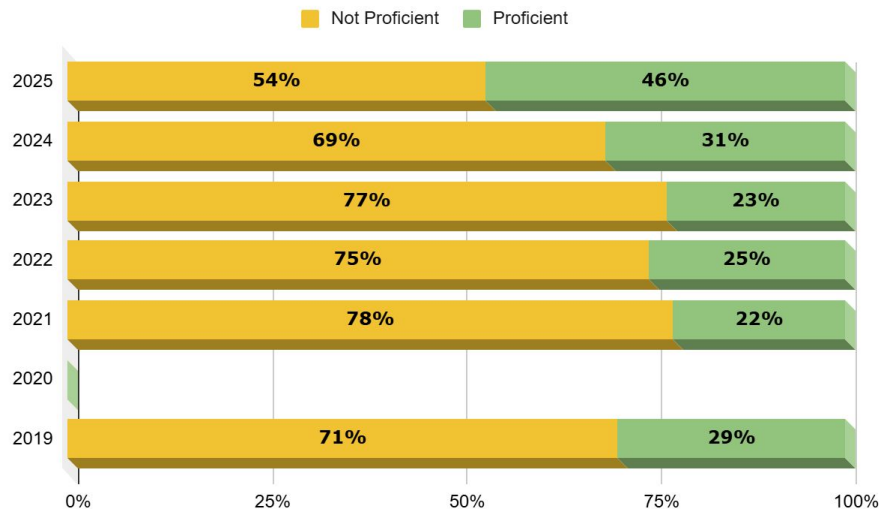
STRATEGIC PLAN AFTER RECEIVING DATA:

1. Increase use of district math resources with integrity; taking what we have learned through our ELA successes.
2. Increased district wide walk-thrus at the elementary level focusing on math
3. Increased walk-thrus at JMS focusing on formative assessment and student engagement
4. Continued focus on grade level/content level meetings grounded in student outcome data utilizing the three big ideas of PLC consistently each week. (Student Learning, Collaborative Culture, and Student Outcomes)

DISTRICT

ELA IAR DATA

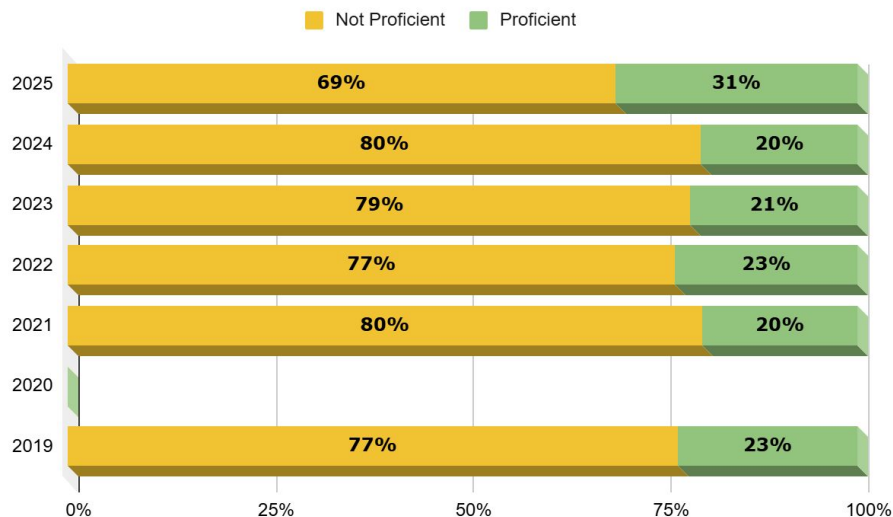
STATE



The graphs above show District and State Achievement results from IAR. We do not have any data from 2020 because we were closed due to COVID. The district made steady growth towards pre-pandemic achievement in 2021 and 2022. We experienced a slight dip in 2023 and began to respond to that data in 2024. As evidenced in the chart above, our district experienced a significant gain in achievement in the 2024 and 2025* school year. This was accomplished by analyzing foundational reading skill data and utilizing current instructional research to improve instruction. As a result of this analysis, the district sought out and adopted a new reading series that has a strong foundational approach to reading instruction.

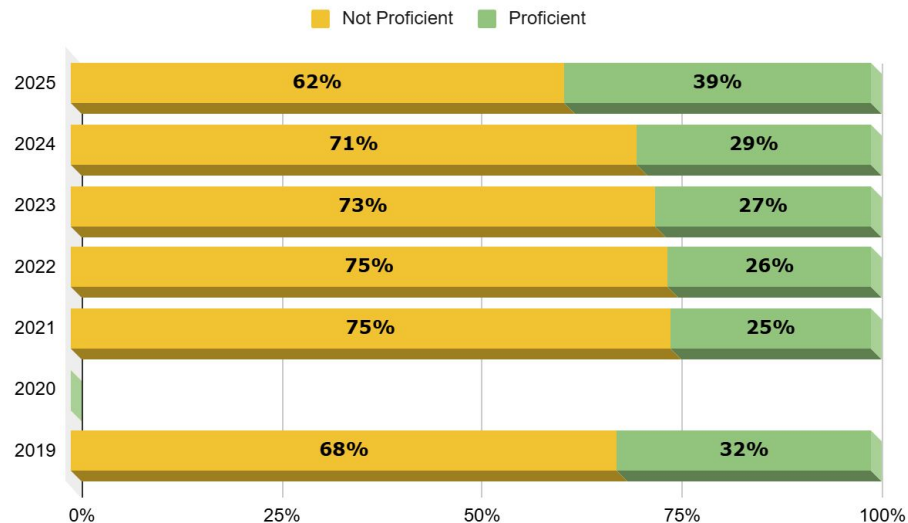
***ISBE engaged in process to “Right-Size Illinois’ Proficiency Benchmarks: Giving families, teachers and students more accurate data about student performance.”**

DISTRICT



MATH IAR DATA

STATE



The graphs above show District and State Achievement results from IAR. We do not have any data from 2020 because we were closed due to COVID. The state and district experience lower math achievement than ELA. This trends across the nation as well. However, the district has seen inconsistent achievement in the past few years.

District staff has been working on identifying and prioritizing content standards and creating common assessments for all grade level/content teachers to use. Additionally, the district will utilize structures, practices, and strategies proven successful in ELA improvement to support Math improvement.

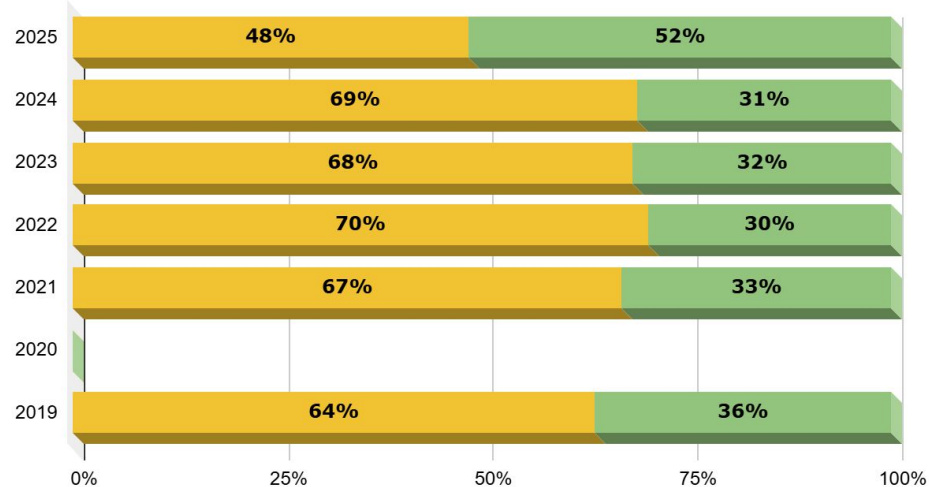
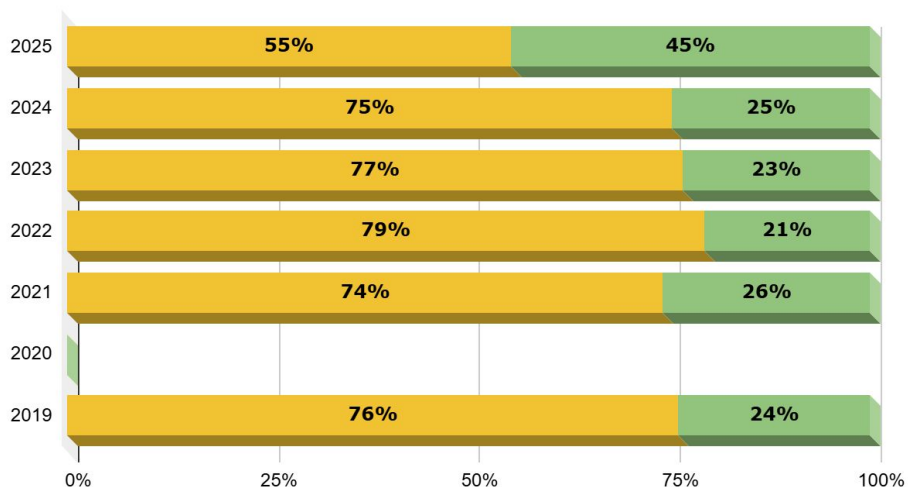
DISTRICT

ACT ELA DATA

STATE

Not Proficient Proficient

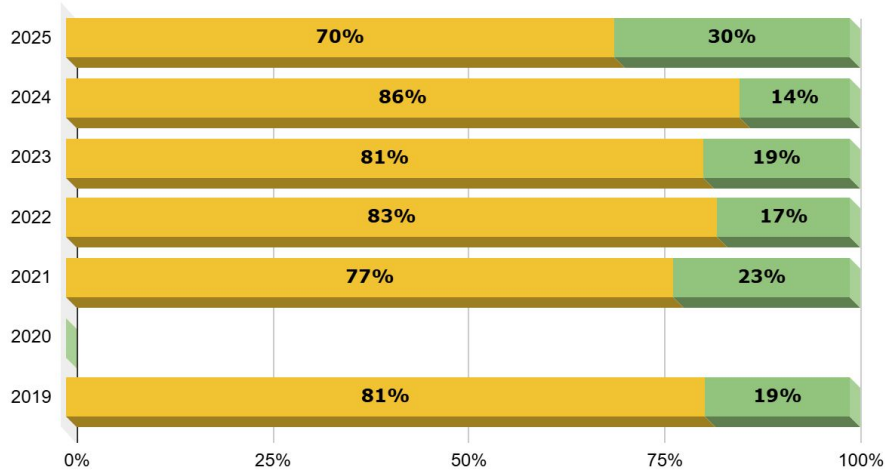
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The graphs above show 11th grade achievement data for the past few years. The state had historically given the SAT to 11th grade students. This past year, students took the ACT for the first time.

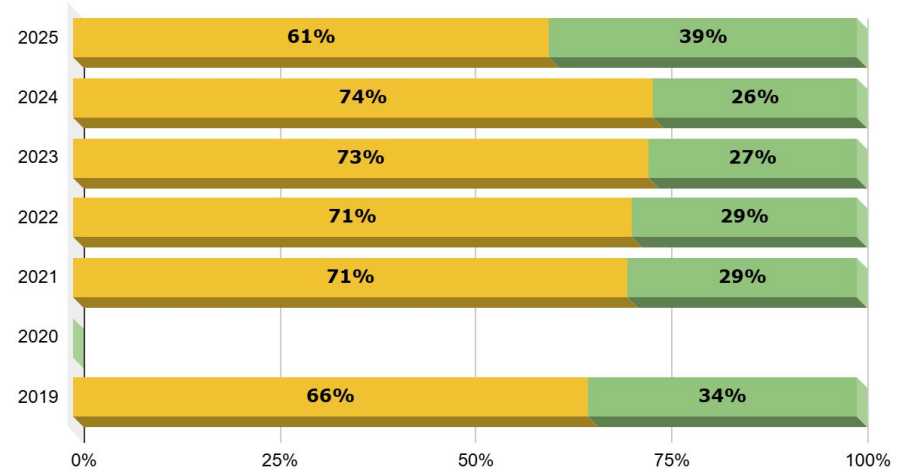
DISTRICT

Not Proficient Proficient



ACT MATH DATA

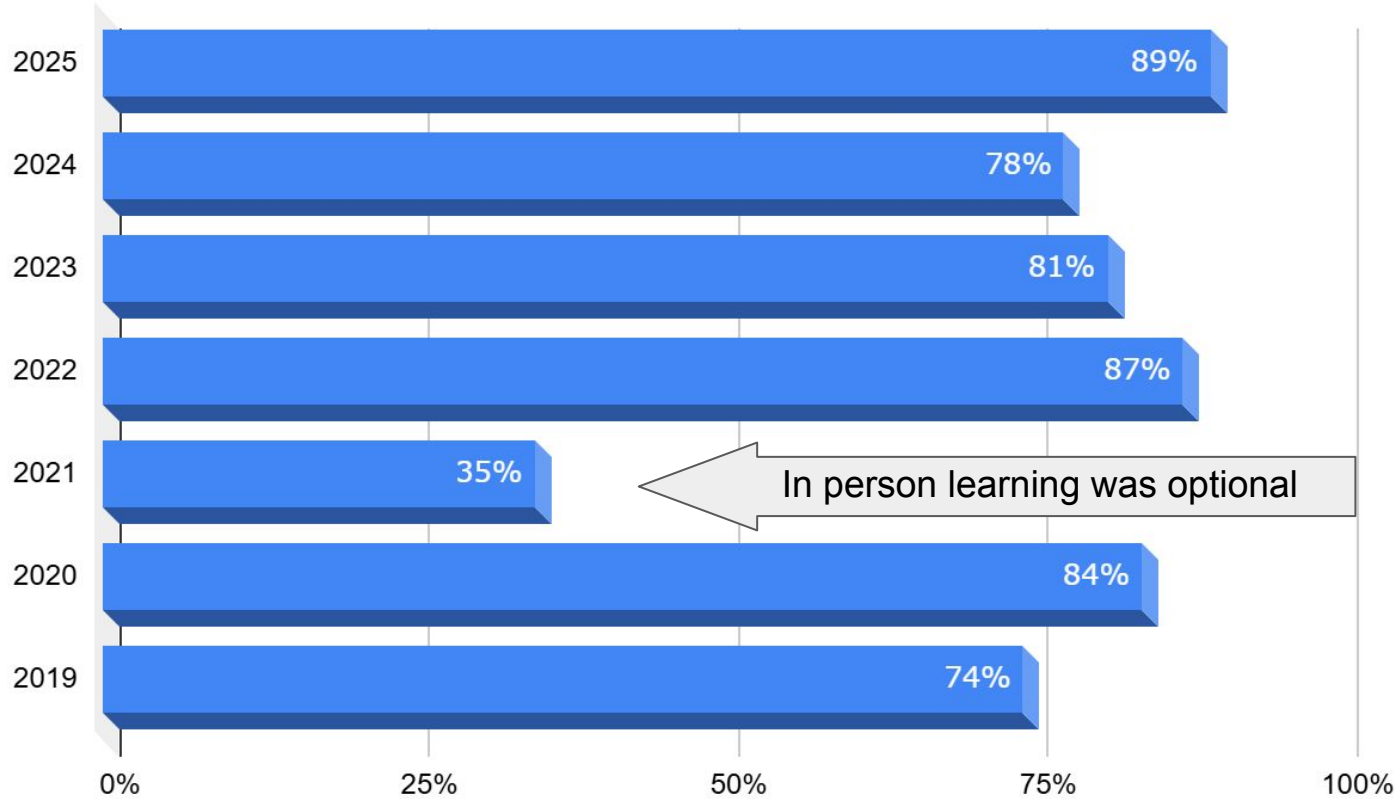
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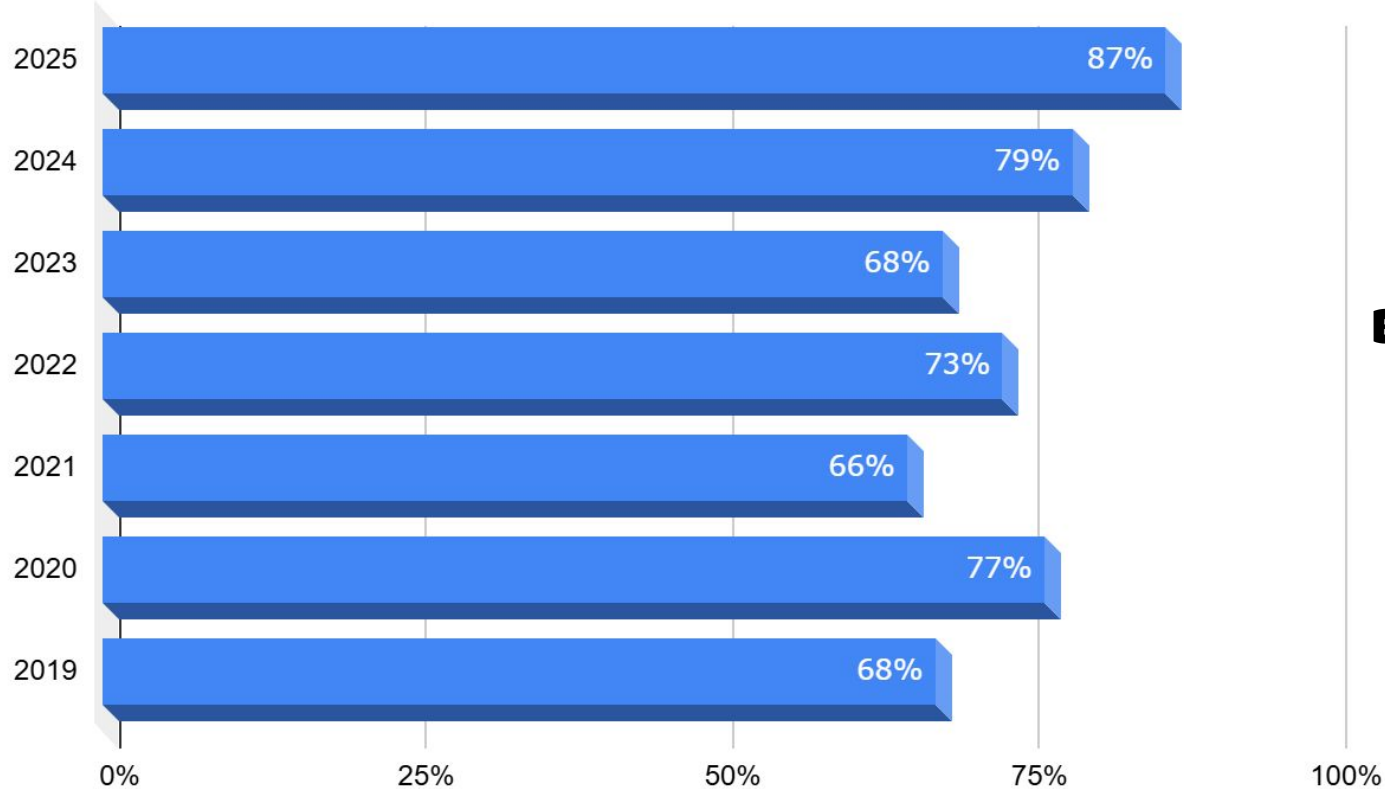
These graphs show that the district math achievement improvement surpassed the state.

9TH GRADERS ON TRACK*



*Students identified as "on track" have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester "F" in a core course (English, math, science, or social science).

GRADUATION RATE

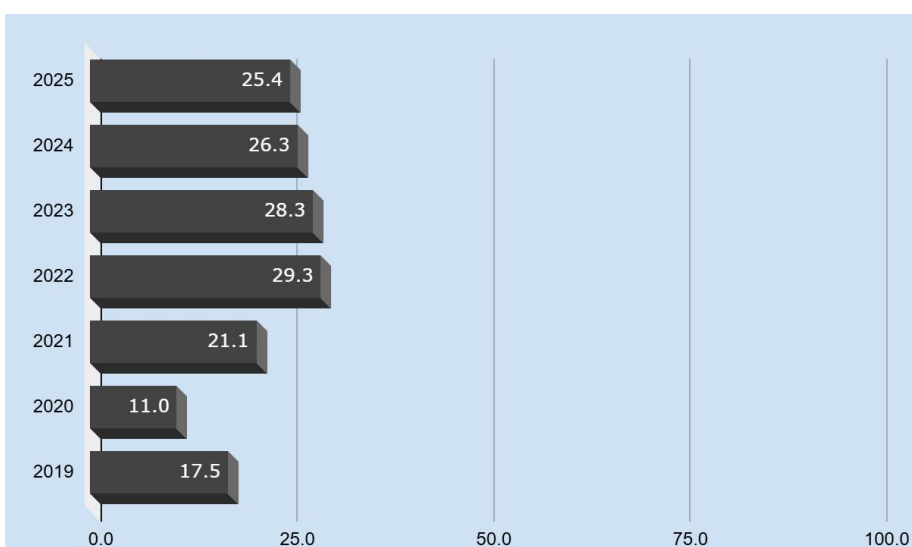
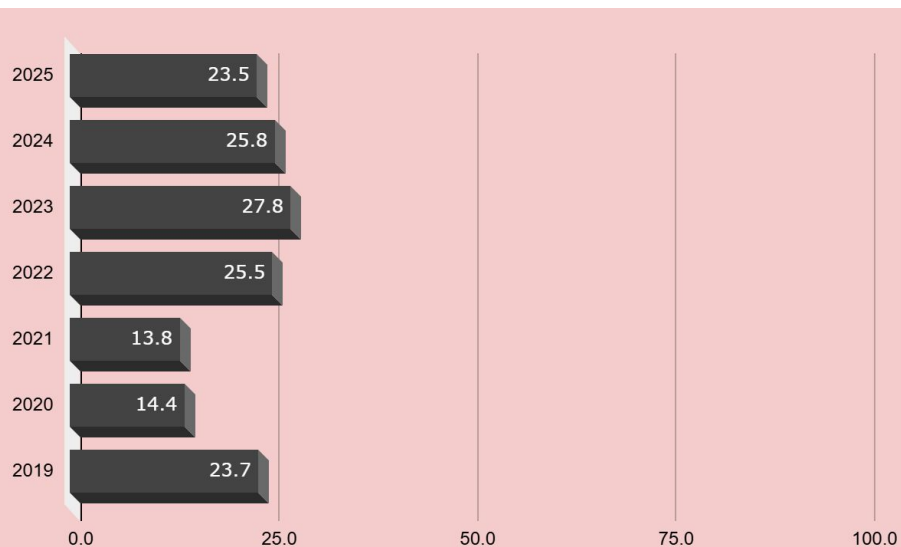


**STATE AVERAGE IS
BETWEEN 86%-89%
YEARLY.**

DISTRICT

CHRONIC ABSENTEEISM

STATE



A student is deemed chronically absent if they miss 10% or more of the school year regardless of excuse. Before the pandemic, our district's chronic absenteeism rate was higher than the state average. And while the rate fluctuates a little, we have been below the state average since the 2021 school year.