

**LEMONT TWP HIGH SCHOOL
LEMONT TWP H S DIST 210
LEMONT, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES: 9 10 11 12

The Better Schools Accountability Law of 1985 requires public school districts to provide school report cards each year to parents (and others upon request). This report card contains information about your school and your district in the following categories: student characteristics, the instructional setting, the school district's finances, and student performance on state assessments.

The state assessments are designed to measure students' progress in mastering the Illinois Learning Standards. These Standards, adopted in 1997, express what Illinois students should know and be able to do. The Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE) were launched to measure student achievement of the Illinois Learning Standards. In addition, the Illinois Measure of Annual Growth in English (IMAGE) assesses the progress of limited-English-proficient students in attaining the English-language skills needed to achieve the Learning Standards. For students with disabilities whose Individualized Education Programs (IEP's) indicate that participation in the ISAT and the PSAE would not be appropriate, the Illinois Alternate Assessment (IAA) measures progress toward achievement of the Standards through a portfolio process.

Note: Title 1 of the Elementary and Secondary Education Act requires that the reporting of state assessment data be disaggregated by various student characteristics. This requirement significantly increases the volume of data reported. Therefore, blank tables and tables not relevant to a school are not printed. Also, in order to protect students' confidentiality, assessment data for groups of fewer than five students are not printed.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income	Limited- English- Proficient	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	93.1	0.1	4.8	1.8	0.1	3.6	1.0	2.5	0.8	3.4	94.9	978
District	93.1	0.1	4.8	1.8	0.1	3.6	1.0	2.5	0.8	3.4	94.9	978
State	60.1	20.9	15.4	3.4	0.2	36.9	6.3	5.7	2.2	17.2	93.7	2,007,170

Low-income students come from families receiving public aid, live in institutions for neglected or delinquent children, are supported in foster homes with public funds, or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.
Mobility rate is based on the number of times students enroll in or leave a school during the school year.
Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACTS*		AVERAGE CLASS SIZE (as of the first school day in May)					STAFF-TO-STUDENT RATIOS**				
	Percent	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Adminrator
School	78.7						21.8	--	--	--	--
District	78.7						21.8		17.5	12.4	112.7
State	94.5						18.2		18.0	13.9	233.9

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

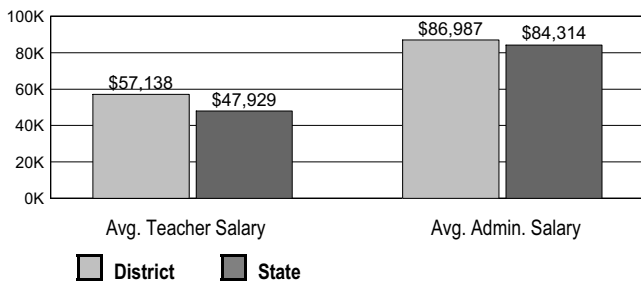
** With the exception of charter schools, staff-to-student ratios are not collected at the school building level.

TEACHERS' INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Average Teaching Experience (Years)	Teachers with Bachelor's Degrees	Teachers with Master's & Above	Male	Female	Total Number
District	98.6	1.4	0.0	0.0	0.0	13.1	31.4	68.6	42.5	57.5	63
State	84.7	10.6	3.7	0.9	0.1	14.5	53.8	46.0	24.0	76.0	125,735

SCHOOL DISTRICT'S FINANCES

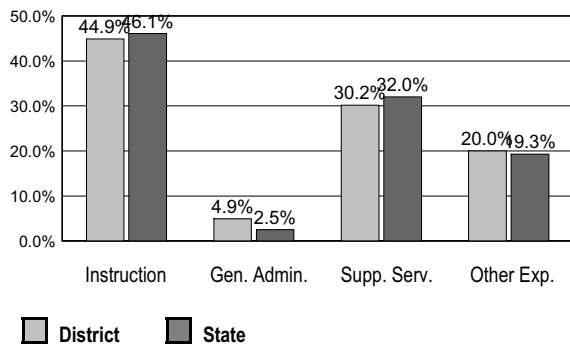
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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

EXPENDITURES 1999-00

BY FUNCTION



BY FUND

	District	District %	State %
Education	\$6,938,003	65.2	70.6
Operations & Maintenance	\$1,154,376	10.9	8.8
Transportation	\$423,946	4.0	3.4
Bond and Interest	\$1,694,400	15.9	5.1
Rent	\$0	0.0	0.4
Municipal Retirement/ Social Security	\$204,986	1.9	1.6
Fire Prevention & Safety	\$0	0.0	1.2
Site & Construction/ Capital Improvement	\$221,646	2.1	9.0
TOTAL	\$10,637,357		

OTHER FINANCIAL INDICATORS

	1998 Equalized Assessed Valuation per Pupil	1998 Total School Tax Rate per \$100	1999-00 Instructional Expenditure per Pupil	1999-00 Operating Expenditure per Pupil
District	\$470,302	2.33	\$5,543	\$9,874
State	**	**	\$4,425	\$7,483

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

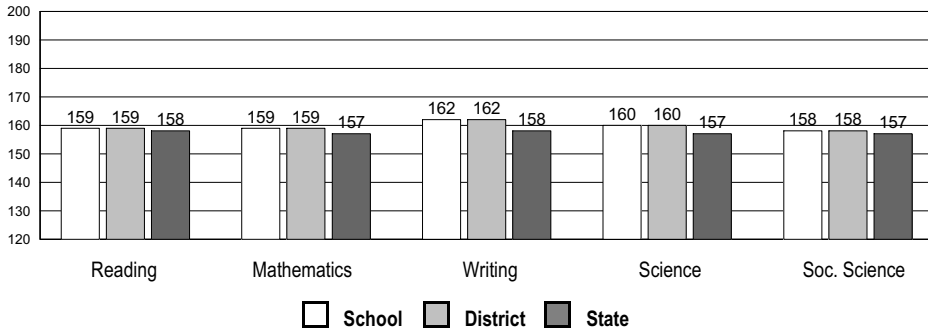
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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

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

Operating expenditure per pupil includes Instructional Expenditures, Pupil Support Services, Instructional Staff Support Services, School Administration, Business Support Services, Central Support Services, Community Services, Debt Services, Payments to Other Governmental Units for Services Provided, and Central Administration Services.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) SCORES

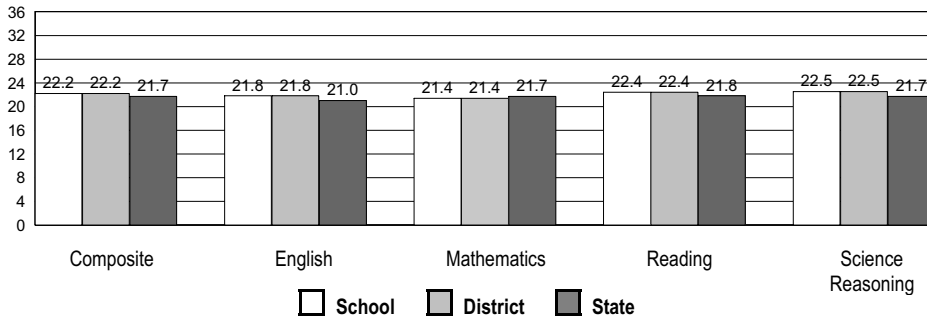


PSAE scores range from 120 to 200.

HIGH SCHOOL GRADUATION RATE

	Percent
School	89.8
District	89.8
State	83.2

ACT ASSESSMENT: CLASS OF 2001



ACT TEST TAKERS

	Number	% Class
School	167	77.3
District	167	77.3
State	71,104	62.3

PERFORMANCE ON STATE ASSESSMENTS

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities may have an IEP or Section 504 Plan. An IEP is a written plan for a child with a disability who is eligible for special education services under the Individuals with Disabilities Education Act. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

PARTICIPATION IN STATE TESTING PROGRAMS

The following table reports by grade the total enrollment, the number of students tested for each state test, and the overall percent of students tested in your school.

Grade	Total Enrollment	ISAT		PSAE		IMAGE	IAA	Percent Taking State Tests
		Disabled		Non-disabled				
		IEP	504	IEP	504			
3								
4								
5								
6								
7								
8								
9								
10								
11	222				13		195	94

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of your school's students in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percents in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning -** Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards -** Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards -** Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards -** Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

GRADE 11

All Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
School	5	28	57	10	7	30	54	9	4	21	63	12	6	33	49	11	6	28	56	11
District	5	28	57	10	7	30	54	9	4	21	63	12	6	33	49	11	6	28	56	11
State	8	34	46	12	9	37	45	9	6	35	50	9	12	38	39	11	9	33	43	15

Gender		Reading				Mathematics				Writing				Science				Social Science			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Male	School	7	27	57	9	8	26	51	15	6	28	56	10	8	27	49	17	6	26	51	17
	District	7	27	57	9	8	26	51	15	6	28	56	10	8	27	49	17	6	26	51	17
	State	11	35	43	11	9	35	45	11	8	39	45	8	12	35	39	15	10	28	42	20
Female	School	4	28	56	12	6	34	56	4	3	15	69	14	5	40	50	6	7	29	60	4
	District	4	28	56	12	6	34	56	4	3	15	69	14	5	40	50	6	7	29	60	4
	State	5	34	49	12	8	40	45	7	4	31	54	11	11	42	39	8	9	38	43	10
Racial/Ethnic Background		Reading				Mathematics				Writing				Science				Social Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
White	School	5	27	56	11	6	31	53	10	5	21	63	12	6	33	49	12	7	27	55	11
	District	5	27	56	11	6	31	53	10	5	21	63	12	6	33	49	12	7	27	55	11
	State	6	29	51	14	5	32	52	11	4	29	56	11	6	34	46	14	6	28	48	19
Black	School																				
	District																				
	State	15	54	29	2	23	58	19	1	13	57	29	1	32	53	15	1	24	50	23	3
Hispanic	School	0	40	60	0	0	60	40	0	0	20	80	0	0	60	40	0	0	20	80	0
	District	0	40	60	0	0	60	40	0	0	20	80	0	0	60	40	0	0	20	80	0
	State	15	50	32	3	16	56	27	2	11	54	33	2	24	53	21	2	16	49	30	4
Asian/ Pacific Islander	School	20	20	60	0	0	20	60	20	0	40	40	20	20	20	60	0	0	40	40	20
	District	20	20	60	0	0	20	60	20	0	40	40	20	20	20	60	0	0	40	40	20
	State	4	28	50	18	3	21	52	23	3	23	57	17	5	29	46	20	4	24	48	23
Native American	School																				
	District																				
	State	8	38	47	7	10	45	40	4	5	45	45	5	11	47	35	7	8	37	44	10
Disabled		Reading				Mathematics				Writing				Science				Social Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	67	17	8	8	69	23	8	0	46	54	0	0	46	46	8	0	33	58	8	0
	District	67	17	8	8	69	23	8	0	46	54	0	0	46	46	8	0	33	58	8	0
	State	41	44	14	2	42	46	11	1	38	49	13	1	44	44	10	2	38	44	15	3
Section 504	School																				
	District																				
	State	10	33	43	14	9	34	50	7	6	36	48	10	11	37	38	14	8	35	40	18
Non- disabled	School	2	28	60	10	3	31	57	10	2	19	67	12	4	33	52	12	5	26	58	11
	District	2	28	60	10	3	31	57	10	2	19	67	12	4	33	52	12	5	26	58	11
	State	5	34	49	12	6	37	48	10	3	34	53	10	9	38	41	12	7	32	45	16

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Based on your school's improvement plan, your school and district are providing information on areas of success and areas for planned improvement below and/or on a separate sheet.