

2000

ILLINOIS SCHOOL REPORT CARD

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

Grades 9 10 11 12

Public school districts are required to provide this report to parents and others upon request. This report card includes information about your school and district. Information about the students' performance on the Illinois Standards Achievement Test (ISAT) shows what percentages of your school's students are meeting the Illinois Learning Standards in reading, writing and mathematics.

ISAT, staffing and financial indicators are based on data from all public schools, including those that are special-purpose. All other indicators are based on data from regular public schools only. Data from private schools are not included in this report card.

Lemont Twp High School is in a High School district. Generally, elementary districts have grades prekindergarten through eight; high school districts have grades nine through twelve; and unit districts have grades prekindergarten through twelve.

THE STUDENTS

RACIAL/ETHNIC BACKGROUND AND TOTAL ENROLLMENT

The major racial-ethnic groups in Illinois public schools are White non-Hispanic, Black non-Hispanic, Hispanic, Asian/Pacific Islander and Native American (American Indian/Alaskan Native). Enrollments were reported as of September 30, 1999.

	White	Black	Hispanic	Asian/Pacific Islander	Native American	TOTAL ENROLLMENT
School	94.6%	0.0%	3.6%	1.8%	0.0%	909
District	94.6%	0.0%	3.6%	1.8%	0.0%	909
State	61.1%	20.9%	14.6%	3.3%	0.2%	1,983,991

LOW-INCOME, LIMITED-ENGLISH-PROFICIENT STUDENTS AND DROPOUTS

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

Limited-English-proficient students include students whose first language is not English and who are eligible for bilingual education.

Dropout rate is based on the number of grade 9-12 students who dropped out during the school year.

	Low-Income	Limited-English-Proficient	Dropouts
School	1.3%	1.1%	1.8%
District	1.3%	1.1%	1.8%
State	36.7%	6.1%	5.8%

ATTENDANCE, MOBILITY AND CHRONIC TRUANCY

A perfect **attendance** rate (100%) means that all students attended school every day.

The student **mobility** rate is based on the number of students who enroll in or leave a school during the school year. Students are counted each time they transfer out or transfer in.

Chronic truants are students who were absent from school without valid cause for 18 or more of the last 180 school days.

	Attendance	Mobility	Chronic Truancy	Number of Chronic Truants
School	95.1%	5.7%	0.7%	6
District	95.1%	5.7%	0.7%	6
State	93.9%	17.5%	2.4%	45,109

INSTRUCTIONAL SETTING

AVERAGE CLASS SIZE

Average class size is a grade's total enrollment divided by the number of classes for that grade. It is reported for the first school day in May. For high schools, the average class size is based on average class sizes for the second and fifth periods for the whole school.

	High School
School	20.4
District	20.4
State	18.4

CONTACT WITH PARENTS

At your school, 84.8% of students' parents/guardians had personal contact with the school staff during the school year. For comparison, the percentages of personal contacts between parents and school staff were 84.8% for your district and 97.2% for the state. "Personal contact" includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

TEACHERS BY RACIAL/ETHNIC BACKGROUND AND GENDER (FULL-TIME EQUIVALENTS)

Teachers include all school personnel categorized by the district as classroom teachers.

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	TOTAL NUMBER
District	98.6%	1.4%	0.0%	0.0%	0.0%	45.8%	54.2%	54
State	85.0%	10.7%	3.4%	0.8%	0.1%	24.4%	75.6%	122,671

DISTRICT BY TYPE AND ENROLLMENT

Districts may be organized by three types: **elementary** usually serving grades prekindergarten-8, **high school** serving grades 9-12, and **unit** serving prekindergarten-12.

DISTRICT TYPE	Small	Medium	Large
Elementary	Under 274	274-1756	Over 1756
High School	Under 662	662-2923	Over 2923
Unit	Under 539	539-1769	Over 1769

TEACHER/ADMINISTRATOR CHARACTERISTICS (FULL-TIME EQUIVALENTS)

Teacher information includes classroom teachers plus teachers specializing in art, physical education, music, etc.

	Average Teaching Experience	Teachers with Bachelor's Degree	Teachers with Master's & Above	(3) Pupil-Teacher Ratio: Secondary	Pupil-Certified Staff Ratio	Pupil-Administrator Ratio
District	13.4 Yrs.	30.4%	69.6%	18.7:1	13.1:1	118.4:1
Type (1)	16.4 Yrs.	31.4%	68.5%	18.4:1	13.3:1	186.8:1
Size (2)	16.0 Yrs.	38.6%	61.3%	18.9:1	13.7:1	180.2:1
State	14.8 Yrs.	53.2%	46.6%	18.1:1	14.1:1	239.3:1

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 an administrator or a teacher. These averages allow for comparisons among districts. They may or may not reflect the actual paid salaries for the district.

	Average Teacher Salary	Average Administrator Salary
District	\$55,508	\$77,566
Type (1)	\$63,345	\$96,271
Size (2)	\$56,508	\$91,651
State	\$46,584	\$80,495

- (1) Average for all High School Districts.
- (2) Average for all Medium High School Districts.
- (3) Special education teachers are excluded.

SCHOOL DISTRICT'S FINANCES

AVERAGE FINANCIAL INDICATORS

Equalized assessed valuation (1997) includes all computed property values, less homestead exemptions and adjustments for tax abatements, upon which a district's local tax rate is calculated.

Total school tax rate (1997) is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure (1998-99) includes the direct costs of teaching pupils or the interaction between teachers and pupils. Instruction has a very narrow and restrictive definition.

Operating expenditure (1998-99) includes Instructional Expenditures, costs of 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.

All the above financial indicators were divided by the 9-month Average Daily Attendance to derive the per pupil figures.

	Equalized Assessed Valuation per Pupil	Total School Tax Rate per \$100	Instructional Expenditure per Pupil	Operating Expenditure per Pupil
District	\$491,260	\$2.33	\$5,479	\$9,701
Type (1)	\$403,914	\$2.21	\$5,851	\$10,306
Size (2)	\$361,028	\$2.12	\$5,190	\$9,318
State	N/A(3)	N/A(3)	\$4,291	\$7,146

(1) Average for all High School Districts.

(2) Average for all Medium High School Districts.

(3) State averages are not meaningful because of overlaps in dual (elementary and high school) districts.

EXPENDITURE BY FUNCTION, 1998-99

	District	District	State
Instruction	\$4,233,390	43.9%	47.0%
General Administration	\$303,396	3.1%	2.5%
Supporting Services	\$2,872,262	29.8%	32.9%
Other Expenditures	\$2,231,354	23.1%	17.7%

EXPENDITURE BY FUND, 1998-99

	District	District	State
Education	\$6,073,761	63.0%	71.3%
Operations & Maintenance	\$924,447	9.6%	8.7%
Transportation	\$389,296	4.0%	3.3%
Bond and Interest	\$1,643,000	17.0%	5.0%
Rent	\$0	0.0%	0.4%
Municipal Retirement/Social Security	\$184,690	1.9%	1.7%
Fire Prevention & Safety	\$86,361	0.9%	1.1%
Site & Construction/Capital Improvement	\$338,847	3.5%	8.6%
TOTAL	\$9,640,402		

ACADEMIC PERFORMANCE

When interpreting the achievement data of smaller schools or districts, please note that the performance of a small number of students can substantially affect a school's achievement data. Thus, changes from one year to the next may be due to changes in the performance of a small group of students.

HIGH SCHOOL GRADUATION RATE

The **graduation rate** is calculated by comparing the number of 1999-00 graduates with the number of students enrolled in ninth grade in the fall of 1996. Adjustments have been made for students who transferred into and out of the school in the last four years.

	Graduation Rate
School	94.7%
District	94.7%
State	82.6%

AMERICAN COLLEGE TESTING PROGRAM (ACT)

The ACT is used by many colleges and universities to evaluate students' preparation for higher education. ACT scores range from 1 (lowest) to 36 (highest). State averages for ACT data are based on regular public schools and do not include private and special purpose schools. The scores in the chart below are from the class of 2000.

ACT – All Students Tested

	Composite Score	English	Math	Reading	Science Reasoning	TEST TAKERS	
						Number	% Class
School	22.5	22.0	21.8	22.5	23.1	155	70.8
District	22.5	22.0	21.8	22.5	23.1	155	70.8
State	21.5	20.8	21.6	21.6	21.5	71,895	62.4

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

In 1999-00, students in the tenth grade took the Illinois Standards Achievement Test (ISAT) in reading, mathematics and writing. Data are reported for all students, students with an Individualized Education Program (IEP) and students without an IEP. A student with an IEP has a disability and is required to have a written statement of needed special education and related services that must be provided to the child under the *Individuals with Disabilities Education Act (IDEA)*.

The following table shows 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.

Level 1 – Academic Warning – Students' work shows an inconsistent command of the basic knowledge and skills. Students have major gaps in their knowledge and skills and little ability to apply them. They may have serious errors or misunderstandings.

Level 2 – Below Standards – Students' work shows basic knowledge and skills in the learning area. However, students have some gaps in their learning and can apply it only in limited ways.

Level 3 – Meets Standards – Students' work shows that they have knowledge and skills in the learning area. Students consistently use and apply their knowledge and skills to solve problems.

Level 4 – Exceeds Standards – Students' work is outstanding and shows comprehensive knowledge and skills in the learning area. Students consistently use their knowledge and skills to solve problems and evaluate the results.

ISAT GRADE 10

	All Students Tested					IEP					Non-IEP				
	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
Reading															
School	7	14	66	13	91	55	27	9	9	73	4	13	69	13	92
District	7	14	66	13	91	55	27	9	9	73	4	13	69	13	92
Mathematics															
School	4	32	58	6	93	55	36	9	0	73	1	31	61	6	94
District	4	32	58	6	93	55	36	9	0	73	1	31	61	6	94
Writing															
School	4	15	65	16	90	56	11	22	11	60	2	15	67	16	92
District	4	15	65	16	90	56	11	22	11	60	2	15	67	16	92
School Enrollment	211					15					196				

Note: Since 1999-00 was a transition year for high school student assessment, the tenth grade ISAT assessments were voluntary. Hence, some schools did not administer the ISAT and state level data are not computed. District level data are reported only for districts in which all of their high schools administered the ISAT.

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.