

# LEMONT TWP HSD 210 LEMONT, ILLINOIS



# ILLINOIS DISTRICT REPORT CARD

State and federal laws require public school districts to release report cards to the public each year.

## STUDENTS

### RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>District</b>	90.3	0.7	6.8	1.8	0.0	0.5	3.7	0.6	1.3	0.6	4.3	94.3	1,418
<b>State</b>	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2	3.5	2.5	15.2	93.7	2,077,856

**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 CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>District</b>	90.4		16.4	12.5	202.6
<b>State</b>	96.1		18.8	13.9	230.6

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>District</b>										18.2
<b>State</b>										18.9

### TEACHER INFORMATION (Full-Time Equivalents)

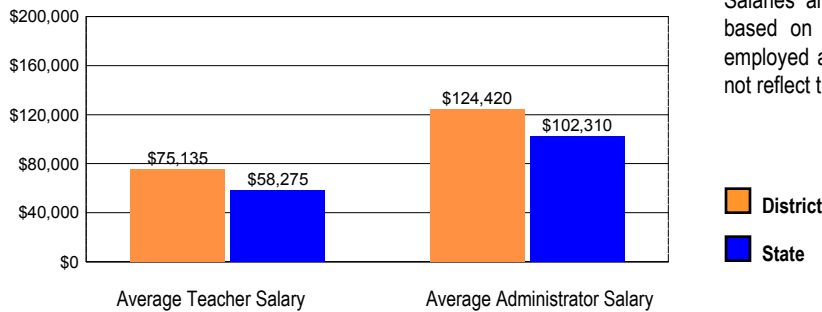
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	96.8	1.1	1.1	1.1	0.0	47.7	52.3	94
<b>State</b>	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

TEACHER INFORMATION (Continued)		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
District:	All Schools	13.4	31.8	68.2	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools					
State:	All Schools	12.9	47.6	52.3	1.5	3.2
	High Poverty Schools	12.5	50.3	49.6	2.6	13.4
	Low Poverty Schools	12.3	40.1	59.9	0.9	0.2

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

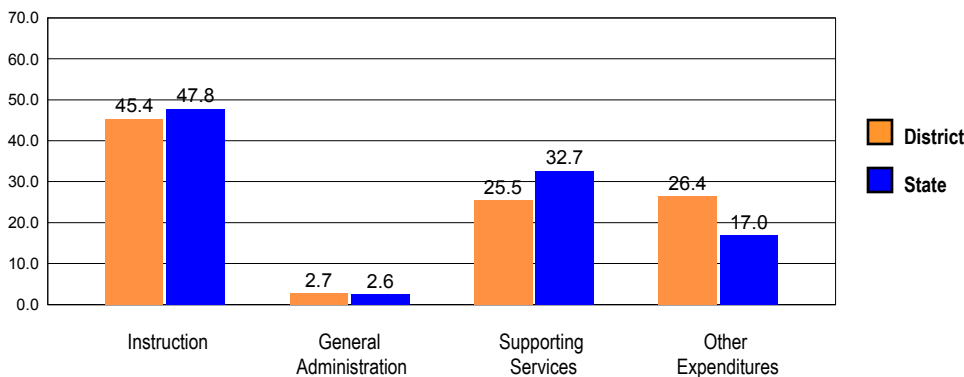
## SCHOOL DISTRICT FINANCES

### TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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.

### EXPENDITURE BY FUNCTION 2005-06 (Percentages)



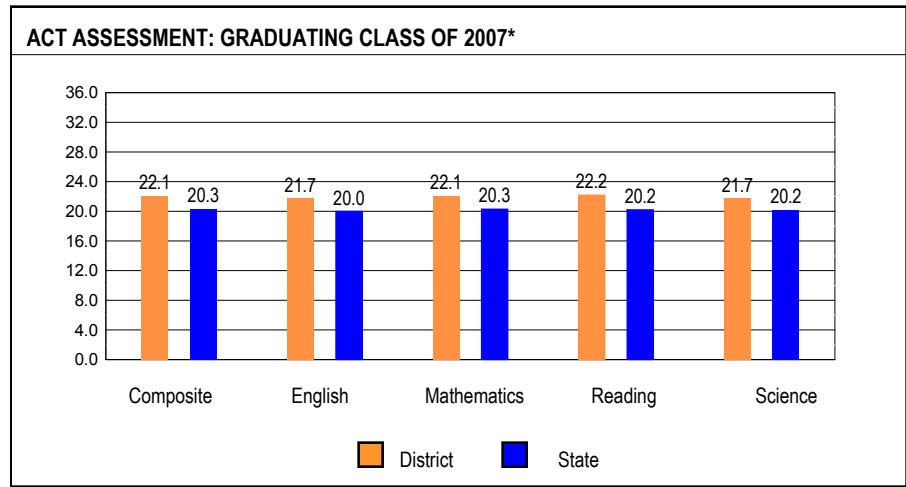
REVENUE BY SOURCE 2005-06			
	District	District %	State %
Local Property Taxes	\$15,990,813	80.4	58.8
Other Local Funding	\$1,682,329	8.5	6.0
General State Aid	\$501,045	2.5	18.2
Other State Funding	\$453,085	2.3	9.3
Federal Funding	\$1,250,384	6.3	7.7
<b>TOTAL</b>	<b>\$19,877,656</b>		

EXPENDITURE BY FUND 2005-06			
	District	District %	State %
Education	\$12,914,951	61.5	73.0
Operations & Maintenance	\$1,868,557	8.9	8.6
Transportation	\$893,307	4.3	3.9
Bond and Interest	\$2,984,638	14.2	6.2
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$357,168	1.7	1.8
Fire Prevention & Safety	\$0	0.0	1.1
Site & Construction/ Capital Improvement	\$1,970,196	9.4	5.4
<b>TOTAL</b>	<b>\$20,988,817</b>		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$648,983	1.84	\$7,556	\$13,211
State	**	**	\$5,567	\$9,488

\*\* 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 the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## ACADEMIC PERFORMANCE



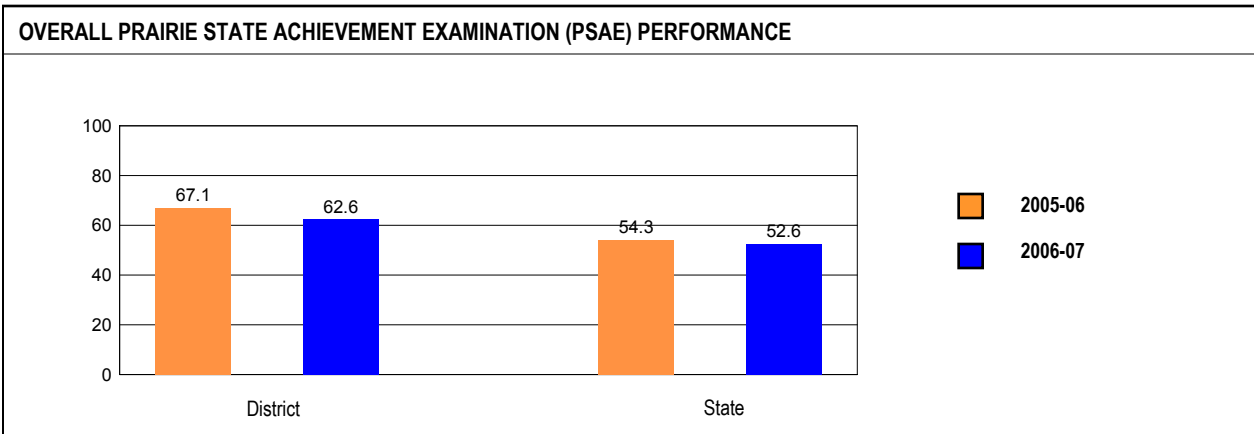
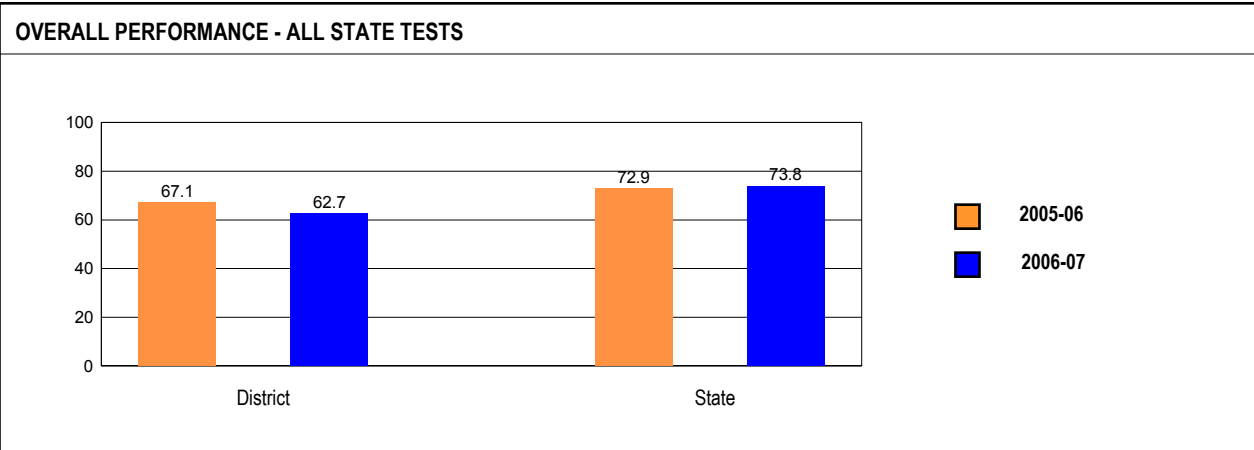
The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

\* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	94.5	93.2	95.8	94.4	100.0	93.8	100.0		100.0	40.0		75.8	75.0
State	85.9	83.1	88.7	92.2	73.8	73.4	93.5		83.0	69.1		71.9	74.9

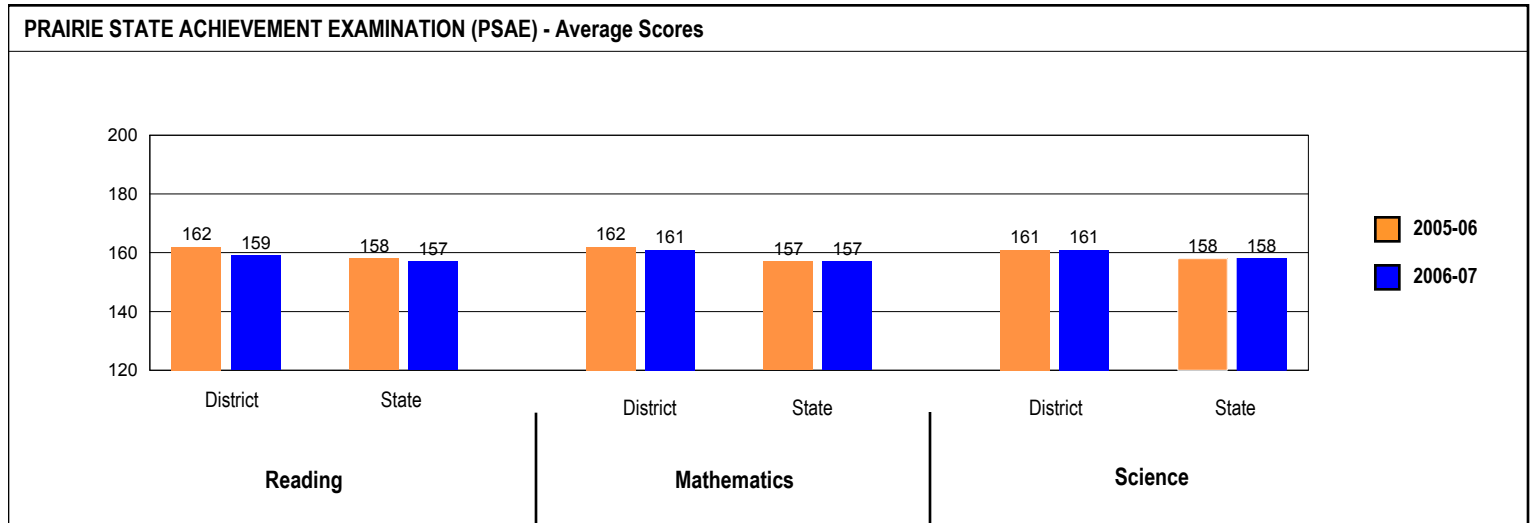
### OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics and science.

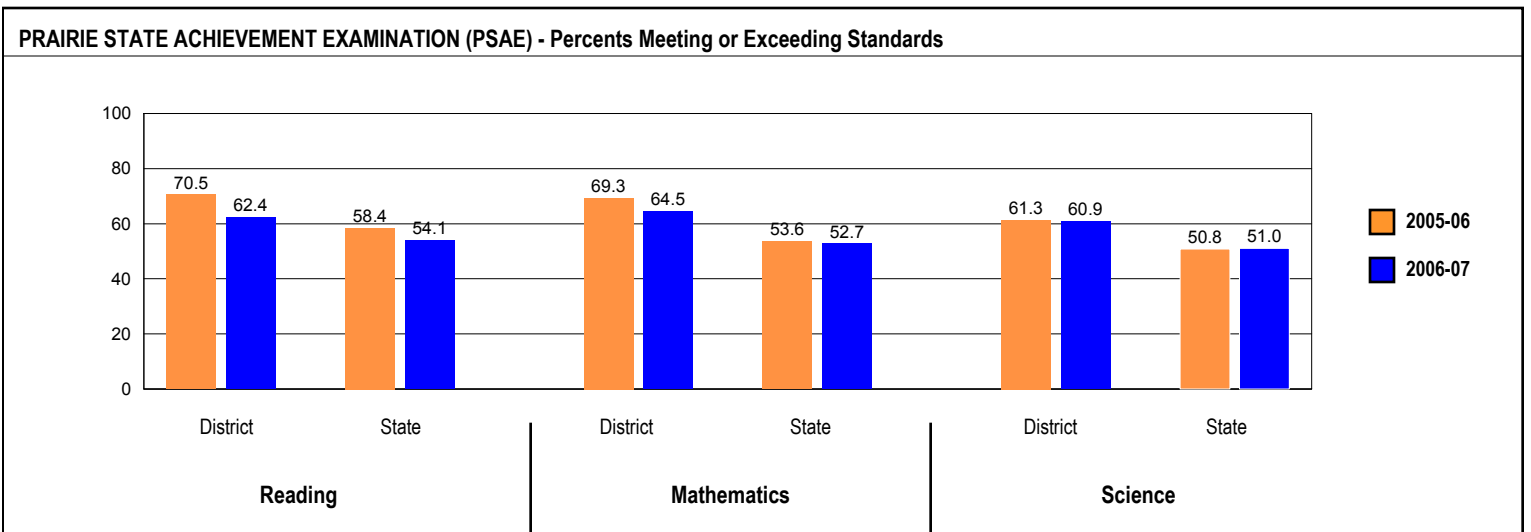


**PSAE PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding Standards in reading, mathematics and science on PSAE.



PSAE scores range from 120 to 200.



Number of students in this District with PSAE scores in 2007: 335

**PERFORMANCE ON STATE ASSESSMENTS**

Federal law requires that student achievement results for reading, mathematics and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 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 limited-English-proficient students. 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 have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	343	167	176	310	1	23	9			5		21	11
	Reading	0.6	0.0	1.1	0.6		0.0						0.0	0.0
	Mathematics	0.6	0.0	1.1	0.6		0.0						0.0	0.0
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1
	Mathematics	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1

\* Enrollment as reported during the testing windows.

### PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of student scores 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 percentages 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

### Grade 11 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	6.3	31.3	50.7	11.6	4.2	31.3	53.1	11.3	5.7	33.4	49.3	11.6
State	8.4	37.5	43.1	10.9	9.8	37.5	42.8	9.9	8.7	40.3	40.3	10.7

### Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	10.9	30.3	49.1	9.7	6.1	22.4	58.2	13.3	6.7	34.5	46.1	12.7
	State	10.8	38.1	40.5	10.6	9.4	35.0	43.4	12.1	9.2	36.9	40.1	13.7
Female	District	1.8	32.4	52.4	13.5	2.4	40.0	48.2	9.4	4.7	32.4	52.4	10.6
	State	6.1	37.0	45.7	11.2	10.1	40.0	42.1	7.8	8.1	43.6	40.5	7.8

**Grade 11 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	6.3	31.0	50.8	11.9	4.0	31.4	53.1	11.6	5.6	33.3	48.8	12.2
	State	5.7	30.8	49.2	14.4	5.7	31.2	50.4	12.7	5.0	33.1	47.8	14.0
Black	District												
	State	16.2	55.8	26.3	1.6	24.9	55.8	18.6	0.8	20.9	60.2	17.9	1.0
Hispanic	District	9.1	36.4	50.0	4.5	9.1	36.4	50.0	4.5	9.1	40.9	50.0	0.0
	State	14.3	52.8	30.4	2.6	14.4	52.6	31.1	2.0	14.1	57.7	26.2	2.0
Asian/Pacific Islander	District												
	State	4.0	28.3	50.2	17.5	2.8	21.6	49.2	26.5	3.0	26.4	49.7	20.8
Native American	District												
	State	9.8	34.6	46.6	9.0	8.1	36.3	49.1	6.4	8.2	40.3	42.9	8.6
Multiracial/Ethnic	District												
	State	8.1	39.2	42.8	9.9	11.4	41.6	40.5	6.6	9.2	42.6	39.2	9.0

**Grade 11 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	40.0	45.0	15.0	0.0	35.0	50.0	15.0	0.0	45.0	45.0	10.0	0.0
	State	36.7	44.0	16.6	2.8	39.7	45.9	13.2	1.3	40.4	45.6	12.2	1.8
Non-IEP	District	4.1	30.5	53.0	12.4	2.2	30.2	55.6	12.1	3.2	32.7	51.7	12.4
	State	4.8	36.7	46.5	12.0	6.0	36.5	46.5	11.1	4.6	39.7	43.9	11.8

**Grade 11 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	50.0	50.0	0.0	0.0	40.0	50.0	10.0	10.0	30.0	60.0	0.0
	State	15.8	52.9	28.7	2.6	19.9	52.9	25.6	1.6	18.2	57.1	22.8	2.0
Not Eligible	District	6.5	30.8	50.8	12.0	4.3	31.1	53.2	11.4	5.5	33.5	48.9	12.0
	State	5.7	31.8	48.5	14.0	6.0	31.8	49.1	13.0	5.1	34.1	46.8	13.9

## 2007 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this district making Adequate Yearly Progress (AYP)?	Yes
Is this district making AYP in Reading?	Yes
Is this district making AYP in Mathematics?	Yes

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2007-08 Federal Improvement Status	
2007-08 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		55.0			55.0			90.0		72.0	
<b>All</b>	99.4	Yes	99.4	Yes	62.9		Yes	64.7		Yes			94.5	Yes
<b>White</b>	99.4	Yes	99.4	Yes	63.3		Yes	65.0		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>														

**Four Conditions Are Required For Making Adequate Yearly Progress (AYP):**

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 72% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2006.

\*\* Safe Harbor Targets of 55.0% or above are not printed.

\*\*\*Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.



**SCHOOL IMPROVEMENT STATUS**

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 1

Number of Title I schools: 1

Number of Title I schools in School Improvement Status: 0

Percent of schools in School Improvement Status: 0 %

**School ID**

**School Name**

**Years in School  
Improvement**

## SCHOOL IMPROVEMENT PLAN

Lemont High School has continually sought to improve the academic achievement of its students, and the five-year data trends of our standardized test scores show these efforts are coming to fruition. Our top academic students continue to achieve at a very high level. Our ACT and related PSAT scores are among the highest in the history of the school. As a data-driven district, the information we receive from lower-level tests such as EXPLORE (administered to 9th graders) and PLAN (administered to 10th graders) is used to institute curricular and instructional adaptations. This is being done successfully.

However, while we have begun to see progress with these students, we are dissatisfied with our performance relative to our lower-achieving students. There are students in this building for whom the education provided for the general student population does not work. They are not making satisfactory progress toward graduation and, in many cases, will not graduate. Our mantra at Lemont High School is that "Success Is the Only Option." While students do fail here, we intend to do everything in our power to help them achieve at a level that will lead to success. As we work through our Professional Learning Communities initiative, including our weekly sessions on Wednesday mornings, we are constantly reminded that we must work from three questions. They remain:

1. What do we want students to learn? (curriculum)
2. How do we know if they've learned it? (assessment)
3. What do we do when they aren't learning? (intervention)

Our curriculum is strong in every phase. Our program of assessment has made enormous strides in the last four years. Our program of academic intervention has grown dramatically, but we still have students not sufficiently impacted by these programs. Our Freshman, Sophomore and Junior-Senior Academies have helped many students who are potentially at-risk to succeed at levels that were not predicted for them. We are well into the development of an at-risk, school-within-a-school intervention that will be designed to meet the needs of many students who continue to not make satisfactory progress toward graduation. An academic skills acquisition and credit recovery summer school program is also being developed.

While headlines are made by a school's best achieving students, we fervently believe the academic success of each and every student to be just as important as the success of any other. While very pleased with the overall success of many of our students, we will continue to dedicate ourselves to high levels of success for all students at all levels of study at Lemont High School.