

1998 School Report Card

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

The Better Schools Accountability Law (Section 10-17a of the School Code) requires all public school districts to report on the performance of their schools and students through school report cards.

This report card includes information about the students, the instructional setting, the finances and student performance in your school and/or district and the state. Some financial information is from 1996-97, which is the most recent available. State averages in this report are based on information from regular public schools only which exclude private and other special-purpose public schools.

Generally, elementary districts have grades prekindergarten through eight; high school districts have grades nine through twelve; and unit districts have grades prekindergarten through twelve. LEMONT TWP HIGH SCHOOL is in a High School district. The grades in this school are 9 10 11 12.

About the Students

Racial/Ethnic Background and Total Enrollment

White non-Hispanic, Black non-Hispanic, Hispanic, Asian/Pacific Islander and Native American (American Indian/Alaskan Native) are the major racial-ethnic groups in Illinois public schools. Enrollments were reported as of September 30, 1997.

	White	Black	Hispanic	Asian/P. Islander	Native American	Total Enrollment
School	96.9%	0.0%	2.0%	1.1%	0.0%	840
District	96.9%	0.0%	2.0%	1.1%	0.0%	840
State	62.6%	20.8%	13.3%	3.2%	0.2%	1,951,998

Low-Income, Limited-English-Proficient Students and Dropouts

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

Limited-English-Proficient students are those found to be eligible for bilingual education.

The **dropout** rate is based on the number of students in grades 9-12 who dropped out during the school year.

	Low-Income	Limited-English-Proficient	Dropouts
School	3.1%	0.8%	2.0%
District	3.1%	0.8%	2.0%
State	36.3%	6.3%	6.2%

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 may be counted more than once.

Chronic truants are students who were absent from school without valid cause for 10% or more of the last 180 school days.

	Attendance	Mobility	Chronic Truancy	Number of Chronic Truants
School	95.1%	5.7%	2.2%	18
District	95.1%	5.7%	2.2%	18
State	93.9%	18.2%	2.3%	43,167

About the Instructional Setting

Average Class Size

Average class size is computed for the whole school, based on average class sizes for the second and fifth periods.

	High School
School	15.7
District	15.7
State	18.9

Contact with Parents

There was personal contact between 88.5% of students' parents/guardians and the school staff during the school year. For comparison, other figures were 88.5% for your district and 95.5% 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 (Information is Based on Full-Time Equivalent)

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

	White	Black	Hispanic	Asian/P Islander	Native American	Male	Female	Total Number
District	100.0%	0.0%	0.0%	0.0%	0.0%	46.1%	53.9%	51
State	84.8%	11.3%	3.1%	0.7%	0.1%	24.8%	75.2%	116,574

Categorization of Districts by Type and Size (Enrollment)

This is provided to clarify information found in the next three tables.

District Type	Small	Medium	Large
Elementary	Under 279	279-1745	Over 1745
High School	Under 629	629-2764	Over 2764
Unit	Under 555	555-1780	Over 1780

Teacher/Administrator Characteristics

Teacher data in this section include classroom teachers plus other teachers such as those 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	13.0 Yrs.	40.3%	59.7%	18.5:1	13.1:1	134.2:1
Type (1)	16.6 Yrs.	32.5%	67.4%	18.7:1	13.6:1	189.4:1
Size (2)	16.2 Yrs.	39.5%	60.4%	18.9:1	14.0:1	189.7:1
State	15.0 Yrs.	53.5%	46.3%	18.5:1	14.6:1	250.6:1

Teacher/Administrator Salaries (Information Is Based On Full-time Equivalent)

	Average Teacher Salary	Average Administrator Salary
District	\$52,305	\$77,995
Type (1)	\$59,035	\$87,485
Size (2)	\$51,493	\$80,765
State	\$43,806	\$73,423

(1) Average for all High School Districts.

(2) Average for all Medium High School Districts.

(3) Special education teachers are excluded.

About the School District's Finances

Average Financial Indicators

Equalized Assessed Valuation (1995) 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 (1995) is a district's total tax rate as it appears on local property tax bills.

Instructional Expenditure (1996-97) includes the direct costs of teaching pupils or the interaction between teachers and pupils. Instruction has a very narrow and restrictive definition.

Operating Expenditure (1996-97) 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 are 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	\$418,653	\$2.03	\$5,106	\$8,411
Type (1)	\$375,234	\$2.19	\$5,158	\$9,265
Size (2)	\$311,288	\$2.15	\$4,513	\$8,163
State	N/A(3)	N/A(3)	\$3,747	\$6,281

(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, 1996-97

	District	District	State
Instruction	\$3,758,185	18.2%	47.6%
General Administration	\$255,908	1.2%	2.6%
Supporting Services	\$4,147,353	20.1%	32.0%
Other Expenditures	\$12,457,538	60.4%	17.8%

Expenditure by Fund, 1996-97

	District	District	State
Education	\$5,424,613	26.3%	73.0%
Operations & Maintenance	\$637,678	3.1%	8.7%
Transportation	\$346,446	1.7%	3.4%
Bond and Interest	\$176,800	0.9%	4.8%
Rent	\$0	0.0%	0.4%
Municipal Ret./Soc. Security	\$131,049	0.6%	1.7%
Fire Prevention & Safety	\$676,000	3.3%	1.8%
Site & Constr./Cap. Improve.	\$13,226,398	64.1%	6.3%

TOTAL

\$20,618,984



About the Academic Performance of Students

Caution should be exercised when interpreting the achievement data of smaller schools or districts. The performance of a small number of students can substantially affect average scores. Thus, changes from one year to the next may be due to the performance of a small group of students.

High School Graduation Rate

The **graduation rate** is based on the number of 1997-98 graduates and the number of students enrolled in ninth grade in the fall of 1994. Adjustments have been made for students who transferred into and out of the school in the last four years.

	1997-98
School	94.2%
District	94.2%
State	81.8%

Illinois Goal Assessment Program (IGAP)

IGAP Average Scores for 1997-98

Average IGAP scores in reading, mathematics, science, and social sciences are reported on a 0-500 scale. Average scores for writing are reported on a 6-32 scale. The comparison score band can be used to compare a school's score to the state average score. For example, if the state average falls within the range of a school's comparison score band, then it means that the school's performance does not differ significantly from the state's. On the other hand, if the state average does not fall within the range of a school's comparison score band, then the school's performance differs significantly from the state's. School-to-district comparisons may be made in the same way. "%Scores" in the following tables represent the percent of students whose scores are reported in the tables.

Grade 10: Tenth grade enrollment when test was administered: 219

	Reading			Mathematics			Writing		
	Score	Band	%Scores	Score	Band	%Scores	Score	Band	%Scores
School	235	219-251	79.0	280	266-294	77.2	26.5	26.1-26.9	77.6
District	235	219-251	79.0	280	266-294	77.2	26.5	26.1-26.9	77.6
State	228		83.4	264		83.7	26.2		81.8

Grade 11: Eleventh grade enrollment when test was administered: 197

	Science			Social Sciences		
	Score	Band	%Scores	Score	Band	%Scores
School	271	259-283	79.7	243	229-257	79.7
District	271	259-283	79.7	243	229-257	79.7
State	263		83.8	249		83.9

IGAP State Performance Standards

Based on their IGAP scores, students are placed in one of three levels: Level 1 (do not meet state goals for learning); Level 2 (meet state goals); and Level 3 (exceed state goals). The cut-off scores for these levels were established with the help of Illinois elementary and secondary educators. The distribution of students at each level is shown in the following tables.

Grade 10	Reading			Mathematics			Writing		
	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals
School	29	42	28	15	55	30	37	45	18
District	29	42	28	15	55	30	37	45	18
State	32	44	24	19	54	26	42	37	21

Grade 11	Science			Social Sciences		
	%Do not meet goals	%Meet goals	%Exceed goals	%Do not meet goals	%Meet goals	%Exceed goals
School	13	61	26	10	75	16
District	13	61	26	10	75	16
State	19	58	23	11	66	23

American College Testing Program (ACT), 1997-98

ACT scores range from 1 (lowest) to 36 (highest). A "core" program is a high school program which includes at least 4 years of English and at least 3 years each of mathematics, social studies and natural sciences. Generally, students who complete core programs earn higher average scores than those who had less than core programs.

Score bands can be used to compare composite scores. See the IGAP section on page 6 for an explanation on the use of comparison score bands. As noted on page 1, all State data in the report card, including ACT data, are based on regular public schools only which exclude private and other special-purpose public schools.

ACT--Students who Completed a Core High School Program

	Composite		English	Math	Reading	Science Reasoning	Test Takers	
	Score	Band					Number	%Class
School	22.7	22.0-23.4	22.2	22.8	22.5	22.7	114	54.0
District	22.7	22.0-23.4	22.2	22.8	22.5	22.7	114	54.0
State	23.1		22.4	23.4	23.2	22.9	36,178	30.4

ACT--All Students Tested

	Composite		English	Math	Reading	Science Reasoning	Test Takers	
	Score	Band					Number	%Class
School	22.0	21.3-22.7	21.6	22.1	21.8	22.2	140	66.4
District	22.0	21.3-22.7	21.6	22.1	21.8	22.2	140	66.4
State	21.5		20.7	21.6	21.6	21.5	69,350	58.3

Areas for Planned Improvement for the School and District

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