

LYONS TOWNSHIP HIGH SCHOOL



LT Community Advisory Council January 31, 2024



#WeAreLT

What is the LTCAC?

- Meets quarterly to learn about, discuss and provide feedback on important school-related topics.
- Serves as a communication link between our school and our community.
- Members include students, staff, parents, alumni, and community members.



LTCAC Format

- School presentation (topics include academics, climate and culture, operations, equity and belonging, and community).
 - Topics for the next year discussed at the April/May meeting
- Small group discussion regarding consensus questions.
- Summary of feedback posted to LTCAC website and shared with LTHS Leadership Team and Board of Education.

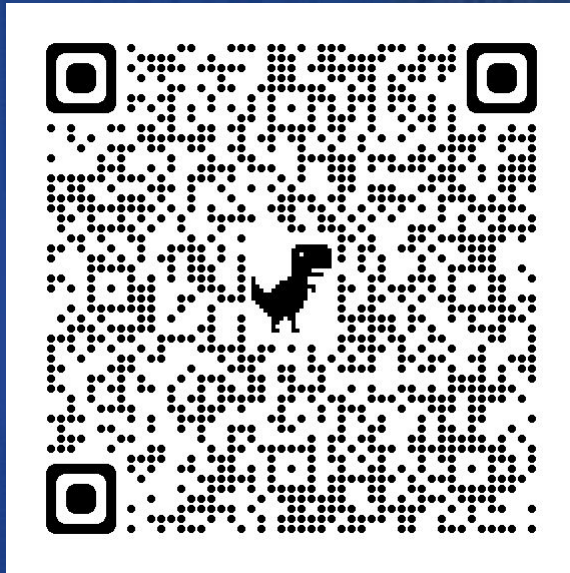


Our Agenda

- District 204 Quarter Three Update
- Assessment and Academics
- Table Discussion re: Consensus Questions



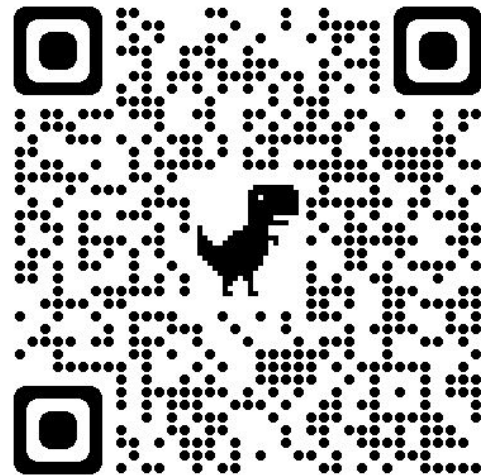
Inclement Weather Information



#WeAreLT

**WE WANT
YOUR FEEDBACK!**

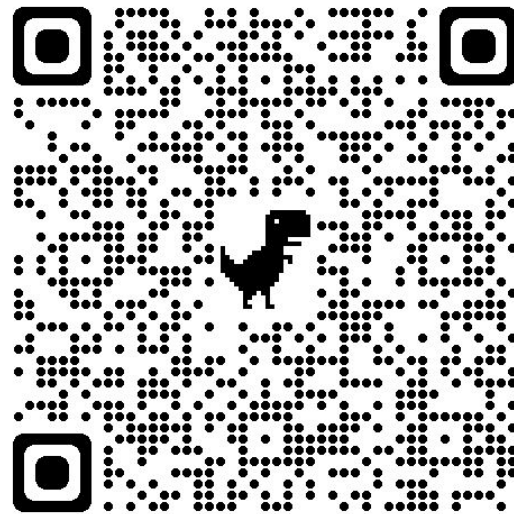
**ANNUAL STATEWIDE ILLINOIS
5ESSENTIALS SURVEY**



#WeAreLT



*4th Annual
Building Inclusive
Community Conference*



#WeAreLT



A Look
at the
Brighter
Future
of LTHS



#WeAreLT



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204

OUR VISION

All students graduate prepared for life, career, and college success.



D204 GRADUATES ARE:

- Life, career and college ready
- Empowered and self-sufficient
- Critical thinkers and problem-solvers
- Effective communicators and collaborators
- Adaptable and resilient
- Culturally competent, inclusive and empathetic
- Personally responsible

OUR MISSION

Honor our tradition of excellence, foster innovation, and empower all students in their quest for a fulfilling life.



D204 EMPLOYEES ARE:

- Passionate about teaching and learning
- Ethical and trustworthy
- Prepared and professional
- Engaged collaborators and effective communicators
- Respectful of students, families and one another
- Culturally competent, inclusive and empathetic
- Innovators fostering continuous improvement
- Individually and collectively responsible

OUR MOTTO

Vita Plena: The quest for a fulfilling life.
EXCELLENCE INNOVATION
EMPOWERMENT



D204 STANDARDS

- Put students first
- Value and support our staff
- Ensure clear purpose and focus
- Value collaboration, shared decision-making and continuous improvement
- Provide clear communication and value voice & feedback
- Promote consistent policies, procedure and practices
- Value equity, diversity, belonging and a sense of community
- Responsibly allocate resources

OUR CORE VALUES

- Excellence through Continuous Improvement and Stewardship
- Safety and Well-Being
- Connected Families and a Collaborative Community
- Innovation, Relevancy, and Readiness for the Future
- Healthy Relationships to Ensure Trust, Respect and Engagement
- Equity, Inclusion, and Cultural Competence
- Clear Communication and Effective Collaboration





Agenda

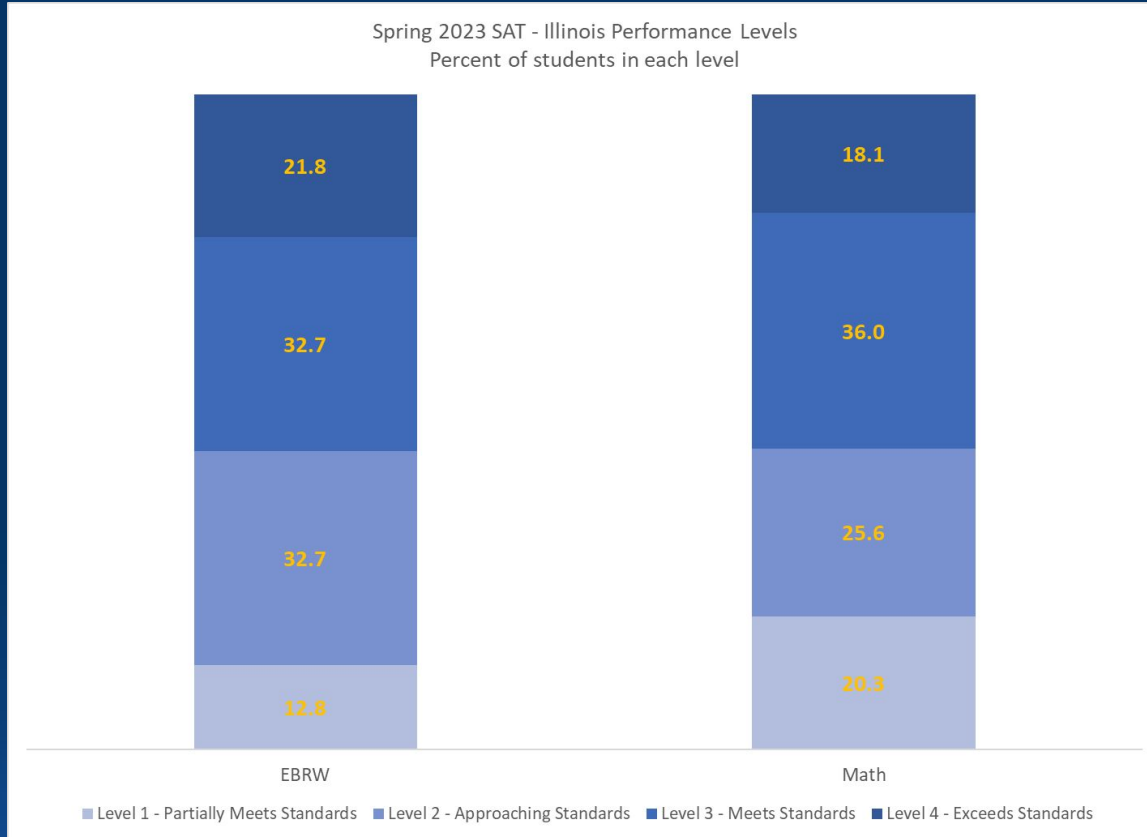
- Review Spring 2023 SAT Suite Data
- Share information about the transition to digital SAT Suite
- Highlight successes from the digital PSAT/NMSQT
- Strategic Plan Connection
- Discussion Questions



Spring 2023 SAT



Spring 2023 SAT Illinois Performance Levels

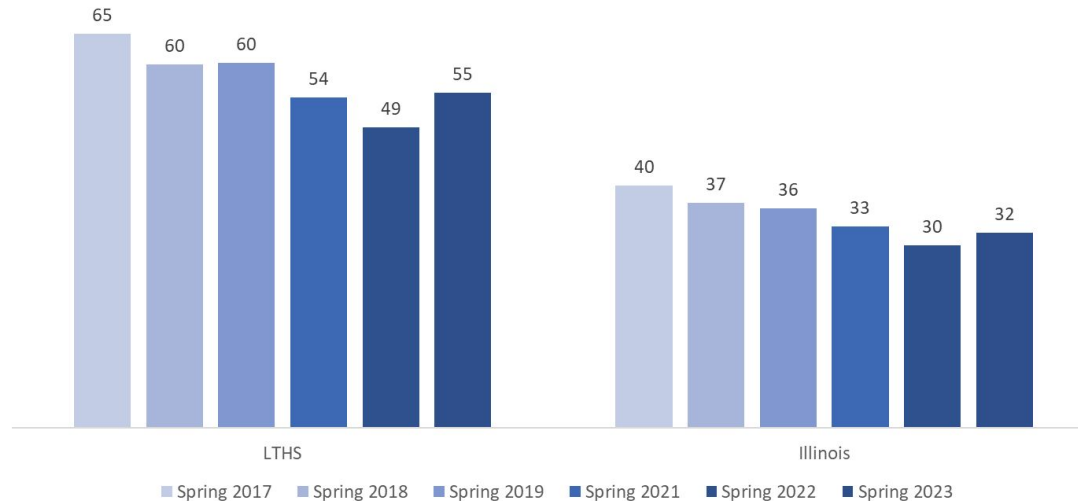




SAT EBRW Proficiency by School Year

Illinois Performance Levels

Percent of Students Proficient on Evidence-Based Reading and Writing - SAT School Day

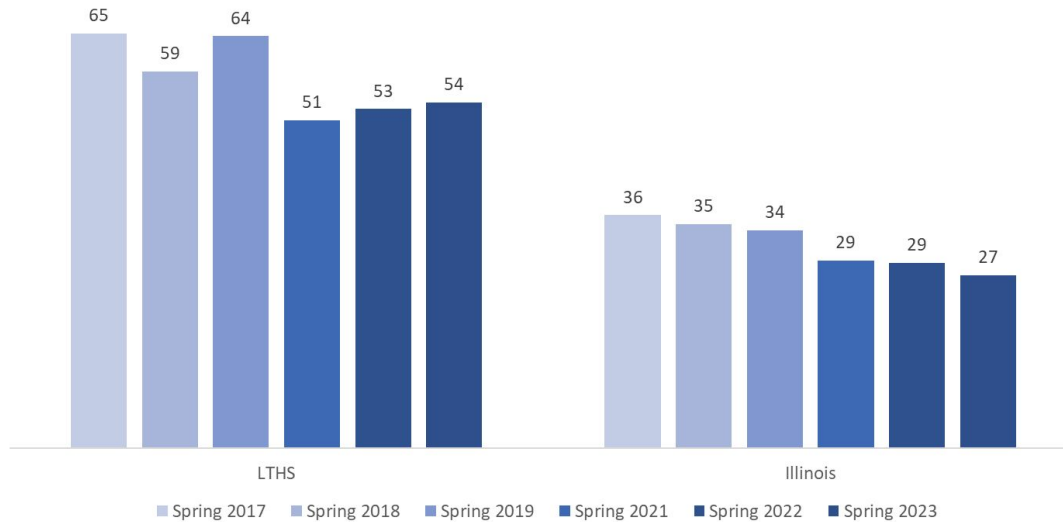




SAT Math Proficiency by School Year

Illinois Performance Levels

Percent of Students Proficient on Mathematics - SAT School Day





Digital SAT



Digital SAT Suite

What's staying the same

- ✓ The digital SAT Suite will continue to measure the knowledge and skills that **matter most for college and career readiness**
- ✓ **The digital SAT will still be scored on a 1600 scale**, and no concordance is required with the current paper and pencil exam.
- ✓ The digital SAT will still be **administered in a school or in a test center** with a proctor present (not at home)
- ✓ Students will still have **free, world-class practice resources on Khan Academy®**.
- ✓ **We'll continue to support all students**, including those who need accommodations on test day

What's changing

- ✓ **Students will take the SAT Suite of Assessments on a laptop or tablet.**
- ✓ The SAT will be shorter – **about two hours instead of three.**
- ✓ Students and educators will receive scores faster – **in two weeks, not four.**
- ✓ **Calculators will be allowed** on the entire math section.
- ✓ **The digital SAT will be more secure and flexible.** Each student will get a unique test form, and states, schools, and districts will have much more flexibility for when they administer the digital SAT.



Modules

Module 1

Students are given a broad mix of easy, medium, and hard questions.

Module 2

Students are given a targeted mix of questions of varying difficulties based on their performance in module 1.

Student's
Score



Digital SAT Suite Test Specifications at a Glance

Category

Reading and Writing (RW) Section

Math Section

Format

Two-stage adaptive test design: one Reading and Writing section administered via two separately timed modules

Two-stage adaptive test design: one Math section administered via two separately timed modules

Number of Questions

54 questions

- 1st module: 27 questions
- 2nd module: 27 questions

44 questions

- 1st module: 22 questions
- 2nd module: 22 questions

Time allotted

64 minutes

- 1st module: 32 minutes
- 2nd module: 32 minutes

70 minutes

- 1st module: 35 minutes
- 2nd module: 35 minutes

Question type(s) used

Discrete; four-option multiple-choice

Math: Discrete; four-option multiple-choice ($\approx 75\%$) and student-produced response (SPR) ($\approx 25\%$)



“Old” SAT Reading



Paper and Pencil SAT Sample Questions

Reading Test
65 minutes
52 Questions

Directions: Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

Questions 1-10 are based on the following passage.

This passage is from Lydia Minatoya, *The Strangeness of Beauty*. ©1999 by Lydia Minatoya. The setting is Japan in 1920. Chie and her daughter Naomi are members of the House of Fuji, a noble family.

Akira came directly, breaking all tradition. Was that it? Had he followed form—had he asked his mother to speak to his father to approach a go-between—would Chie have been more receptive?

He came on a winter's eve. He pounded on the door while a cold rain beat on the shuttered veranda, so at first Chie thought him only the wind. The maid knew better. Chie heard her soft scuffling footsteps, the creak of the door. Then the maid brought a calling card to the drawing room, for Chie.

Chie was reluctant to go to her guest; perhaps she was feeling too cozy. She and Naomi were reading at a low table set atop a charcoal brazier. A thick quilt spread over the sides of the table so their legs were tucked inside with the heat.

“Who is it at this hour, in this weather?” Chie questioned as she picked the name card off the maid's lacquer tray.

“Shinoda, Akira. Kobe Dental College,” she read. Naomi recognized the name. Chie heard a soft intake of air.

“I think you should go,” said Naomi.

Akira was waiting in the entry. He was in his early twenties, slim and serious, wearing the black military-style uniform of a student. As he bowed—

his hands hanging straight down, a black cap in one, a yellow oil-paper umbrella in the other—Chie glanced beyond him. In the glistening surface of the courtyard's rain-drenched paving stones, she saw his reflection like a dark double.

“Madame,” said Akira, “forgive my disruption, but I come with a matter of urgency.”

His voice was soft, refined. He straightened and stole a deferential peek at her face.

In the dim light his eyes shone with sincerity. Chie felt herself starting to like him.

“Come inside, get out of this nasty night. Surely your business can wait for a moment or two.”

“I don't want to trouble you. Normally I would approach you more properly but I've received word of a position. I've an opportunity to go to America, as dentist for Seattle's Japanese community.”

“Congratulations,” Chie said with amusement. “That is an opportunity, I'm sure. But how am I involved?”

Even noting Naomi's breathless reaction to the name card, Chie had no idea. Akira's message, delivered like a formal speech, filled her with maternal amusement. You know how children speak so earnestly, so hurriedly, so endearingly about things that have no importance in an adult's mind? That's how she viewed him, as a child.

It was how she viewed Naomi. Even though Naomi was eighteen and training endlessly in the arts needed to make a good marriage, Chie had made no effort to find her a husband.

Akira blushed.

“Depending on your response, I may stay in Japan. I've come to ask for Naomi's hand.”

Suddenly Chie felt the dampness of the night.

“Does Naomi know anything of your... ambitions?”

“We have an understanding. Please don't judge my candidacy by the unseemliness of this proposal. I ask directly because the use of a go-between takes much time. Either method comes down to the same thing: a matter of parental approval. If you give your consent, I become Naomi's yoshi.* We'll live in the House of Fuji. Without your consent, I must go to America, to secure a new home for my bride.”

Eager to make his point, he'd been looking her full in the face. Abruptly, his voice turned gentle. “I see I've started you. My humble apologies. I'll take no more of your evening. My address is on my card. If you don't wish to contact me, I'll reapproach you in two weeks' time. Until then, good night.”

He bowed and left. Taking her ease, with effortless grace, like a cat making off with a fish.

“Mother?” Chie heard Naomi's low voice and turned from the door. “He has asked you?”

The sight of Naomi's clear eyes, her dark brows gave Chie strength. Maybe his hopes were preposterous.

“Where did you meet such a fellow? Imagine! He thinks he can marry the Fuji heir and take her to America all in the snap of his fingers!”

Chie waited for Naomi's ripe laughter.

Naomi was silent. She stood a full half minute looking straight into Chie's eyes. Finally, she spoke. “I met him at my literary meeting.”

Naomi turned to go back into the house, then stopped.

“Mother.”

“Yes?”

“I mean to have him.”

1

Which choice best describes what happens in the passage?

- A) One character argues with another character who intrudes on her home.
- B) One character receives a surprising request from another character.
- C) One character reminisces about choices she has made over the years.
- D) One character criticizes another character for pursuing an unexpected course of action.

2

Which choice best describes the developmental pattern of the passage?

- A) A careful analysis of a traditional practice
- B) A detailed depiction of a meaningful encounter
- C) A definitive response to a series of questions
- D) A cheerful recounting of an amusing anecdote

3

As used in line 1 and line 65, “directly” most nearly means

- A) frankly.
- B) confidently.
- C) without mediation.
- D) with precision.

4

Which reaction does Akira most fear from Chie?

- A) She will consider his proposal inappropriate.
- B) She will mistake his earnestness for immaturity.
- C) She will consider his unshelved visit an imposition.
- D) She will underestimate the sincerity of his emotions.

5

Which choice provides the best evidence for the answer to the previous question?

- A) Line 33 (“His voice . . . refined”)
- B) Lines 49-51 (“You . . . mind”)
- C) Lines 63-64 (“Please . . . proposal”)
- D) Lines 71-72 (“Eager . . . face”)

6

In the passage, Akira addresses Chie with

- A) affection but not genuine love.
- B) objectivity but not complete impartiality.
- C) amusement but not mocking disparagement.
- D) respect but not utter deference.

7

The main purpose of the first paragraph is to

- A) describe a culture.
- B) criticize a tradition.
- C) question a suggestion.
- D) analyze a reaction.

8

As used in line 2, “form” most nearly means

- A) appearance.
- B) custom.
- C) structure.
- D) nature.



“Old” SAT Writing and Language

Paper and Pencil SAT Sample Questions



Writing and Language Test 35 minutes 44 Questions

Directions: Each passage below is accompanied by a number of questions. For some questions, you will consider how the passage might be revised to improve the expression of ideas. For other questions, you will consider how the passage might be edited to correct errors in sentence structure, usage, or punctuation. A passage or a question may be accompanied by one or more graphics (such as a table or graph) that you will consider as you make revising and editing decisions. Some questions will direct you to an underlined portion of a passage. Other questions will direct you to a location in a passage or ask you to think about the passage as a whole.

Questions 1-11 are based on the following passage:
Whey to Go

Greek yogurt—a strained form of cultured yogurt—has grown enormously in popularity in the United States since it was first introduced in the country in the late 1980s.

From 2011 to 2012 alone, sales of Greek yogurt in the US increased by 50 percent. The resulting increase in Greek yogurt production has forced those involved in the business to address the detrimental effects that the yogurt-making process may be having on the environment. Fortunately, farmers and others in the Greek yogurt business have found many methods of controlling and eliminating most environmental threats. Given these solutions as well as the many health benefits of the food, the advantages of Greek yogurt **1** outdo the potential drawbacks of its production. [1]

The main environmental problem caused by the production of Greek yogurt is the creation of acid whey as a by-product. [2] Because it requires up to four times more milk to make than conventional yogurt does, Greek yogurt produces

larger amounts of acid whey, which is difficult to dispose of. [3] To address the problem of disposal, farmers have found a number of uses for acid whey. [4] They can add it to livestock feed as a protein **2** supplement, and people can make their own Greek-style yogurt at home by straining regular yogurt. [5] If it is improperly introduced into the environment, acid-whey runoff **3** can pollute waterways, depleting the oxygen content of streams and rivers as it decomposes. [6] Yogurt manufacturers, food **4** scientists, and government officials are also working together to develop additional solutions for reusing whey **5**

1

- A) NO CHANGE
- B) defeat
- C) outperform
- D) outweigh

2

- Which choice provides the most relevant detail?
- A) NO CHANGE
 - B) supplement and convert it into gas to use as fuel in electricity production.
 - C) supplement, while sweet whey is more desirable as a food additive for humans.
 - D) supplement, which provides an important element of their diet.

3

- A) NO CHANGE
- B) can pollute waterway's,
- C) could have polluted waterways,
- D) has polluted waterway's,

4

- A) NO CHANGE
- B) scientists and
- C) scientists, and
- D) scientists, and,

5

- To make this paragraph most logical, sentence 5 should be placed
- A) where it is now.
 - B) after sentence 1.
 - C) after sentence 2.
 - D) after sentence 3.

6 Though these conservation methods can be costly and time-consuming, they are well worth the effort. Nutritionists consider Greek yogurt to be a healthy food: it is an excellent source of calcium and protein, serves **7** to be a digestive aid, and **8** it contains few calories in its unsweetened low- and non-fat forms. Greek yogurt is slightly lower in sugar and carbohydrates than conventional yogurt is. **9** Also, because it is more concentrated, Greek yogurt contains slightly more protein per serving, thereby helping people stay

6

The writer is considering deleting the underlined sentence. Should the writer do this?

- A) Yes, because it does not provide a transition from the previous paragraph.
- B) Yes, because it fails to support the main argument of the passage as introduced in the first paragraph.
- C) No, because it continues the explanation of how acid whey can be disposed of safely.
- D) No, because it sets up the argument in the paragraph for the benefits of Greek yogurt.

7

- A) NO CHANGE
- B) as
- C) like
- D) for

8

- A) NO CHANGE
- B) containing
- C) contains
- D) will contain

9

- A) NO CHANGE
- B) In other words,
- C) Therefore,
- D) For instance,



Digital SAT Reading

Jan Gimsa, Robert Sleight, and Ulrike Gimsa have hypothesized that the sail-like structure running down the back of the dinosaur *Spinosaurus aegyptiacus* improved the animal's success in underwater pursuits of prey species capable of making quick, evasive movements. To evaluate their hypothesis, a second team of researchers constructed two battery-powered mechanical models of *S. aegyptiacus*, one with a sail and one without, and subjected the models to a series of identical tests in a water-filled tank.

Which finding from the model tests, if true, would most strongly support Gimsa and colleagues' hypothesis?

- A) The model with a sail took significantly longer to travel a specified distance while submerged than the model without a sail did.
- B) The model with a sail displaced significantly more water while submerged than the model without a sail did.
- C) The model with a sail had significantly less battery power remaining after completing the tests than the model without a sail did.
- D) The model with a sail took significantly less time to complete a sharp turn while submerged than the model without a sail did.

Text 1

What factors influence the abundance of species in a given ecological community? Some theorists have argued that historical diversity is a major driver of how diverse an ecological community eventually becomes: differences in community diversity across otherwise similar habitats, in this view, are strongly affected by the number of species living in those habitats at earlier times.

Text 2

In 2010, a group of researchers including biologist Carla Cáceres created artificial pools in a New York forest. They stocked some pools with a diverse mix of zooplankton species and others with a single zooplankton species and allowed the pool communities to develop naturally thereafter. Over the course of four years, Cáceres and colleagues periodically measured the species diversity of the pools, finding—contrary to their

expectations—that by the end of the study there was little to no difference in the pools' species diversity.

Based on the texts, how would Cáceres and colleagues (Text 2) most likely describe the view of the theorists presented in Text 1?

- A) It is largely correct, but it requires a minor refinement in light of the research team's results.
- B) It is not compelling as a theory regardless of any experimental data collected by the research team.
- C) It may seem plausible, but it is not supported by the research team's findings.
- D) It probably holds true only in conditions like those in the research team's study.



Digital “Writing and Language”

In recommending Bao Phi’s collection *Sông I Sing*, a librarian noted that pieces by the spoken-word poet don’t lose their _____ nature when printed: the language has the same pleasant musical quality on the page as it does when performed by Phi.

Which choice completes the text with the most logical and precise word or phrase?

- A) jarring
- B) scholarly
- C) melodic
- D) personal

According to Naomi Nakayama of the University of Edinburgh, the reason seeds from a dying dandelion appear to float in the air while _____ is that their porous plumes enhance drag, allowing the seeds to stay airborne long enough for the wind to disperse them throughout the surrounding area.

Which choice completes the text so that it conforms to the conventions of Standard English?

- A) falling,
- B) falling:
- C) falling;
- D) falling



Digital SAT—RW Test Questions - Answers

RW question 2

Key	D
Domain	Information and Ideas
Skill	Command of Evidence (Textual)

Key Explanation: **Choice D** is the best answer. The passage states that Gimsa and colleagues' hypothesis was that the sail-like structure on the back of *S. aegyptiacus* enhanced the dinosaur's ability to travel underwater to hunt down "prey species capable of making quick, evasive movements." This choice's finding would effectively support the hypothesis because it would indicate that the sail-like structure would enable a dinosaur moving underwater to maneuver more quickly than a dinosaur moving underwater without the structure.

Distractor Explanations: **Choice A** is incorrect because it would essentially contradict the hypothesis by suggesting that a dinosaur moving underwater with the sail-like structure would move more slowly than a dinosaur moving underwater without the structure. **Choice B** is incorrect because there is no clear passage-based relationship between the amount of water displaced and the hypothesis. **Choice C** is incorrect because there is no clear passage-based relationship between the amount of battery power used and the hypothesis.

RW question 6

Key	C
Domain	Craft and Structure
Skill	Words in Context

Key Explanation: **Choice C** is the best answer. "Melodic," referring to a pleasant arrangement of sounds, effectively signals the later use in the passage of "pleasant musical quality" to refer to Phi's spoken-word poetry when read rather than heard.

Distractor Explanations: **Choice A** is incorrect because "jarring," meaning disagreeable or upsetting, suggests the opposite of what the passage says about the "pleasant musical quality" of Phi's spoken-word poetry, whether read or heard. **Choice B** is incorrect because "scholarly" does not effectively signal the later use in the passage of "pleasant musical quality" to refer to Phi's spoken-word poetry. **Choice D** is incorrect because "personal" does not effectively signal the later use in the passage of "pleasant musical quality" to refer to Phi's spoken-word poetry.

RW question 11

Key	C
Domain	Craft and Structure
Skill	Cross-Text Connections

Key Explanation: **Choice C** is the best answer. Text 2 indicates that Cáceres and colleagues expected to find at the end of their study that the pools they stocked with multiple zooplankton species would have greater diversity than the pools they stocked with a single zooplankton species but that this was not, in fact, the case.

Distractor Explanations: **Choice A** is incorrect because the findings obtained by Cáceres and colleagues fundamentally challenge the hypothesis in Text 1 rather than largely support it. **Choice B** is incorrect because "contrary to their expectations" (Text 2) indicates that Cáceres and colleagues had assumed the hypothesis in Text 1 was correct prior to conducting their own study. **Choice D** is incorrect because the findings obtained by Cáceres and colleagues undermine, rather than support, the hypothesis in Text 1.

RW question 14

Key	D
Domain	Standard English Conventions
Skill	Boundaries

Key Explanation: **Choice D** is the best answer. No punctuation is needed.

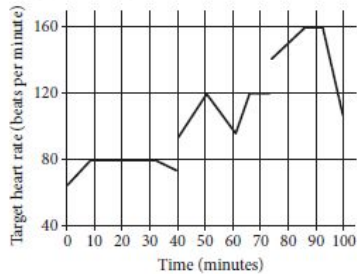
Distractor Explanations: **Choices A, B, and C** are incorrect because each inserts unnecessary punctuation (a comma, colon, and semicolon, respectively) between the sentence's subject ("the reason . . . falling") and the verb "is."



“Old” Math

1

John runs at different speeds as part of his training program. The graph shows his target heart rate at different times during his workout. On which interval is the target heart rate strictly increasing then strictly decreasing?



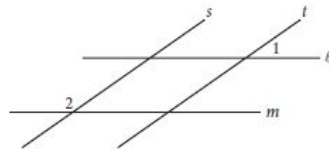
- A) Between 0 and 30 minutes
- B) Between 40 and 60 minutes
- C) Between 50 and 65 minutes
- D) Between 70 and 90 minutes

2

If $y = kx$, where k is a constant, and $y = 24$ when $x = 6$, what is the value of y when $x = 5$?

- A) 6
- B) 15
- C) 20
- D) 23

3



In the figure above, lines l and m are parallel and lines s and t are parallel. If the measure of $\angle 1$ is 35° , what is the measure of $\angle 2$?

- A) 35°
- B) 55°
- C) 70°
- D) 145°

4

If $16 + 4x$ is 10 more than 14, what is the value of $8x$?

- A) 2
- B) 6
- C) 16
- D) 80

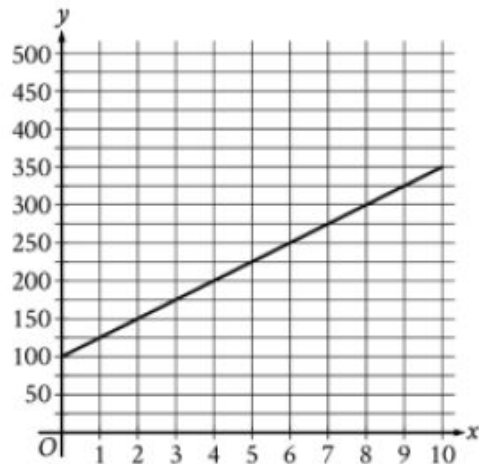


Digital Math

If $f(x) = x + 7$ and $g(x) = 7x$, what is the value of $4f(2) - g(2)$?

- A) -5
- B) 1
- C) 22
- D) 28

The y -intercept of the graph of $y = -6x - 32$ in the xy -plane is $(0, y)$. What is the value of y ?



The graph of the function f , where $y = f(x)$, models the total cost y , in dollars, for a certain video game system and x games. What is the best interpretation of the slope of the graph in this context?

- A) Each game costs \$25.
- B) The video game system costs \$100.
- C) The video game system costs \$25.
- D) Each game costs \$100.



Math question 1

If $f(x) = x + 7$ and $g(x) = 7x$, what is the value of $4f(2) - g(2)$?

- A) -5
- B) 1
- C) 22
- D) 28

Key	C
Domain	Algebra
Skill	<i>Linear functions</i> Evaluate a linear function given an input value

Key Explanation: Choice C is correct. The value of $f(2)$ can be found by substituting 2 for x in the given equation $f(x) = x + 7$, which yields $f(2) = 2 + 7$, or $f(2) = 9$. The value of $g(2)$ can be found by substituting 2 for x in the given equation $g(x) = 7x$, which yields $g(2) = 7(2)$, or $g(2) = 14$. The value of the expression $4f(2) - g(2)$ can be found by substituting the corresponding values into the expression, which gives $4(9) - 14$. This expression is equivalent to $36 - 14$, or 22.

Distractor Explanations: Choice A is incorrect. This is the value of $f(2) - g(2)$, not $4f(2) - g(2)$. Choice B is incorrect and may result from calculating $4f(2)$ as $4(2) + 7$, rather than $4(2 + 7)$. Choice D is incorrect and may result from conceptual or calculation errors.

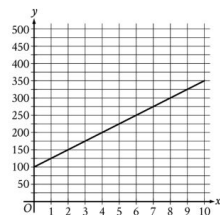
Math question 2

The y -intercept of the graph of $y = -6x - 32$ in the xy -plane is $(0, y)$. What is the value of y ?

Key	-32
Domain	Algebra
Skill	<i>Linear equations in two variables</i> Make connections between an algebraic representation and a graph

Key Explanation: The correct answer is -32 . It's given that the y -intercept of the graph of $y = -6x - 32$ is $(0, y)$. Substituting 0 for x in this equation yields $y = -6(0) - 32$ or $y = -32$. Therefore, the value of y that corresponds to the y -intercept of the graph of $y = -6x - 32$ in the xy -plane is -32 .

Math question 3



The graph of the function f , where $y = f(x)$, models the total cost y , in dollars, for a certain video game system and x games. What is the best interpretation of the slope of the graph in this context?

- A) Each game costs \$25.
- B) The video game system costs \$100.
- C) The video game system costs \$25.
- D) Each game costs \$100.

Key	A
Domain	Algebra
Skill	<i>Linear functions</i> Interpret the graph of a linear function in terms of a context

Key Explanation: Choice A is correct. The given graph is a line, and the slope of a line is defined as the change in the value of y for each increase in the value of x by 1. It's given that y represents the total cost, in dollars, and that x represents the number of games. Therefore, the change in the value of y for each increase in the value of x by 1 represents the change in total cost, in dollars, for each increase in the number of games by 1. In other words, the slope represents the cost, in dollars, per game. The graph shows that when the value of x increases from 0 to 1, the value of y increases from 100 to 125. It follows that the slope is 25, or the cost per game is \$25. Thus, the best interpretation of the slope of the graph is that each game costs \$25.

Distractor Explanations: Choice B is incorrect. This is an interpretation of the y -intercept of the graph rather than the slope of the graph. Choice C is incorrect. The slope of the graph is the cost per game, not the cost of the video game system. Choice D is incorrect. Each game costs \$25, not \$100.

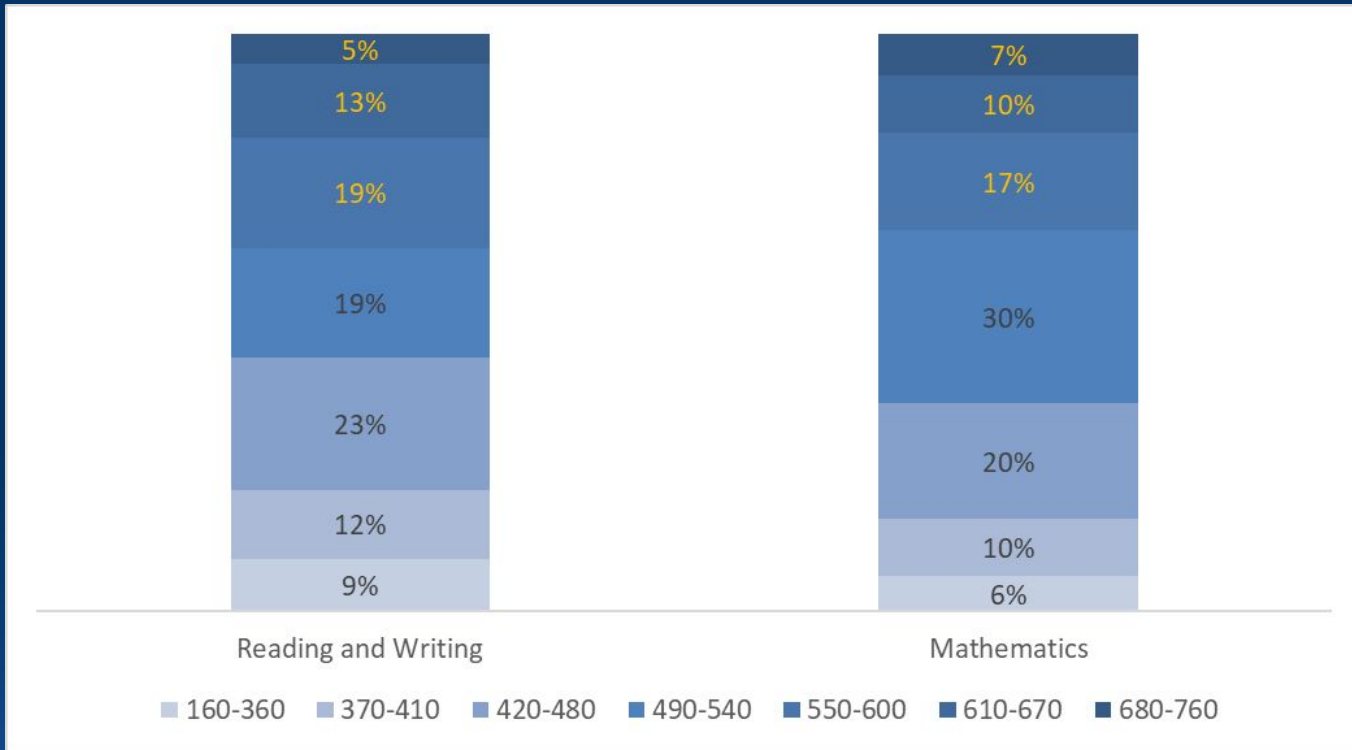


Fall PSAT/NMSQT



Fall 2023 PSAT/NMSQT

Percentage of students in each score band





Student Comments

- Preferred the digital test - they did not have to bubble!
- Appreciate being able to use calculator on the entire test - suggest still bringing hand held calculator.
- Felt the test was shorter, easier to take, less taxing than a normal standardized test.



Test Prep

- Summer PSAT/NMSQT Prep
- Fall PSAT/NMSQT Prep
- Winter SAT Prep
- Free lunch-study hall test prep



Strategic Plan

GOAL 1: STUDENT GROWTH AND ACHIEVEMENT

PROVIDE A COMPREHENSIVE, INNOVATIVE EDUCATION FOR EVERY STUDENT TO ENSURE ALL STUDENTS GROW AND ACHIEVE.

Deliver a guaranteed, viable, and rigorous curriculum for all students.

Provide engaging and equitable instructional learning experiences for all students aligned to the district's vision.

Bring consistencies to assessments and feedback processes supported by research and student/staff voice.



Strategic Plan Dashboard

STRATEGIC PLAN SCORECARD

The Lyons Township HS Strategic Plan, adopted in June 2022, includes goals and aligned strategies in five key areas. This scorecard presents our District's progress towards achieving these goals developed with feedback from our community. [Click below to view.](#)





Discussion Questions

Questions

1. What additional test prep opportunities do you think would help support ALL students?
2. What information should be shared with parents regarding the new digital SAT? And how should this information be shared?
3. How can the community utilize the new strategic plan dashboard to support school initiatives and programs?



LYONS TOWNSHIP HIGH SCHOOL



LT Community Advisory Council January 31, 2024



#WeAreLT