ADLAI E. STEVENSON HIGH SCHOOL

School District 125, IIllinois

ANNUAL REVIEW OF STUDENT ACHIEVEMENT

2024-25

ANALYSIS OF STUDENT PERFORMANCE, WELLNESS, & PEDAGOGY

Foreword

This report was prepared by Stevenson High School's Office of Data Analytics with integrity, precision, and care. Every data point was verified, and every analysis was conducted with a commitment to accuracy and transparency. Our team followed rigorous quality checks to ensure the information is not only reliable but meaningful. This report is a foundation for informed decision-making at every level—from classroom pedagogy to schoolwide decision-making.

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About the Report

Goals, Projects and Initiatives

At Stevenson High School, our Goals, Projects, and Initiatives is our guiding document – guiding us to our mission of *success for every student* and continuous improvement. Our **goals** are long-term aims that shape our values and pedagogy, **initiatives** are short-term plans that aim to enhance teaching and learning, and **projects** are one-year tasks that put those ideas into action. Aligned and interconnected, they ensure our work remains focused, intentional, and student-centered. Our goals for 2024-25 were:

- **GOAL #1: All students will meet or exceed expected growth on the Illinois High School College Readiness Assessment.**
- **GOAL #2: The percentage of students in each graduating class who will complete a college-level course (AP, dual credit, and articulated credit courses) will increase each year.**
- **GOAL #3: The percentage of students in each graduating class who perform at the high level, as measured by the District's social/emotional learning instrument, will increase each year.**

Purpose of the Report

This annual report provides insight into our progress toward our GPIs. It includes comprehensive presentation of student performance across 37 academic and co-curricular indicators. It is designed to support reflection, inform pedagogy and policy, celebrate achievements, and track progress toward schoolwide goals and initiatives.

Using This Report

This report is a tool for continuous improvement. It helps identify patterns in performance metrics, exams, school, and pedagogy, guiding decisions aligned with school goals and priorities – success for every student. This report reflects our unique culture, student needs, and commitment to each of our students. We use this report not as a compliance document, but as a foundation for inquiry, action, and celebration.

Data Integrity

Reviewed for accuracy by our Data Analytics Office, Administrative Team & Report Contributors

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Report Snapshot

Enrollment

- Record Enrollment - 4759
- Asian demographic is the largest % of our enrollment - 45%

Classroom Performance

- GPA distribution has become left skewed instead of bell curved.
- Number A's received for semester grades has been steady for four years ~72%

State Exam Performance

- 2017-2024 SAT performance was relatively flat.; above state and national levels.
- 2025 returned to ACT. School day average was 25.2. All sittings average 25.9
- Students who also take at least one weekend ACT average is 29.3 (250)

College Level Experience

- Highest CLE % Ever - 94% of Graduating Class has a CLE.
- Increase in dual credit course enrollment.
- 75% of 2025-26 year's juniors have or are enrolled in a CLE.

Advanced Placement

- Highest # Exams 7097 and # Exam Takers 2424.
- Number of Exams 3+ highest ever: 97%.
- Average score 4.1, tied of the highest ever.
- Alignment between course grades and AP scores remains strong.

Attendance

- Chronic absenteeism remains high 20.2%, although down from last year.
- 10% students were absent on 25% + of exam days; 11th and 12th grade primarily.

Student Wellness

- All metrics continue to climb in SVS survey.
- Classroom belonging increased again, to 82%, showing the impact of our SEL work.

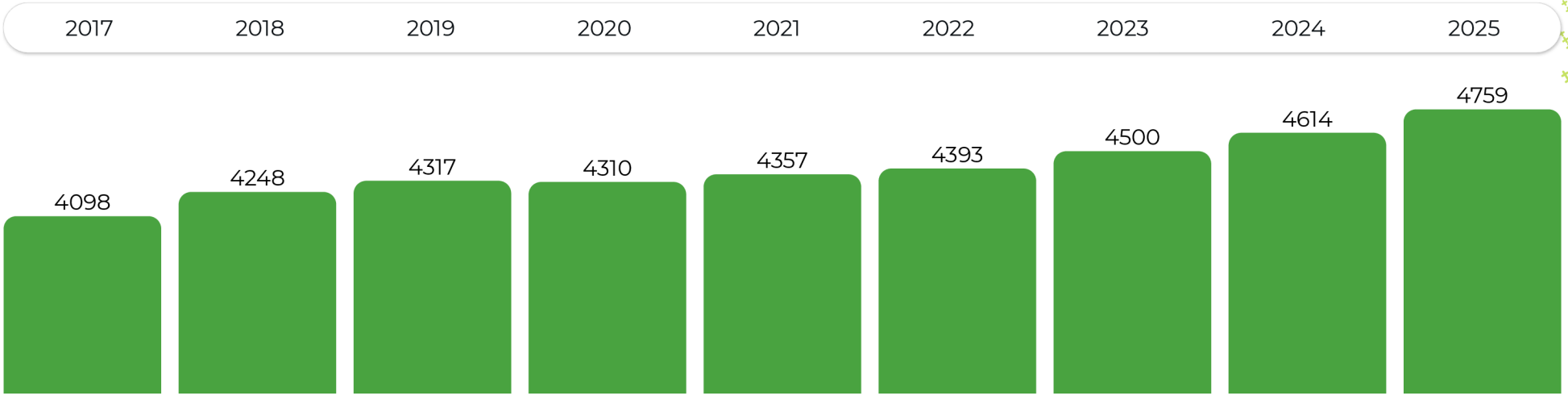
Student Life

- Homecoming attednance increased again, to 63% .
- % of students who participated in a club by their graduation is high: 91%.
- Highest summer school enrollment 2988; 85% students received A's in Sem 1.

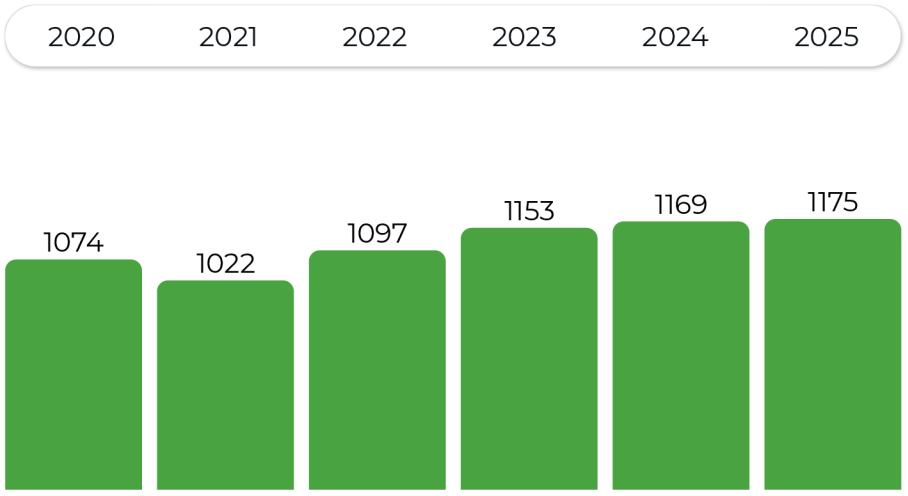
DEMOGRAPHY

ENROLLMENT

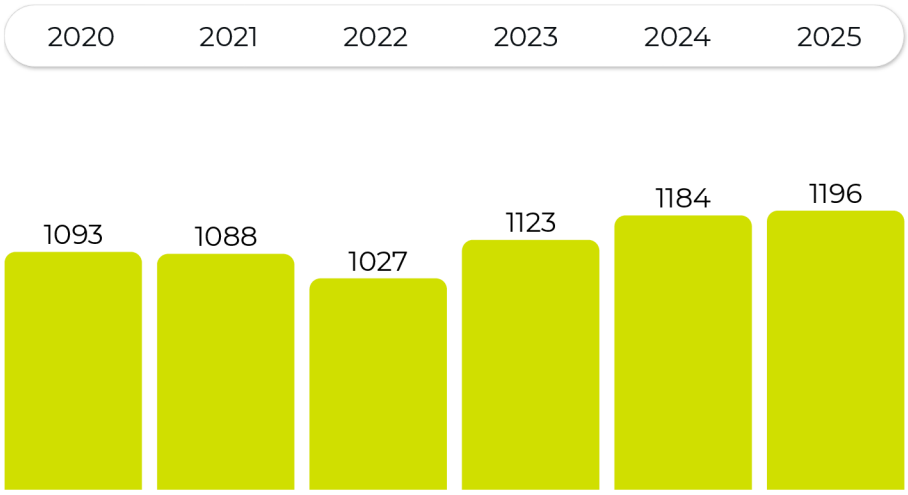
Enrollment Trend



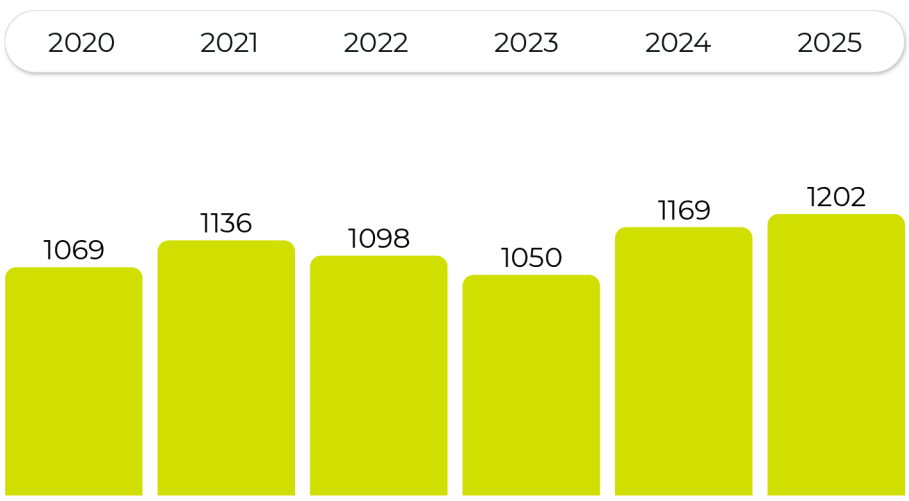
Enrollment Trend by Grade Level



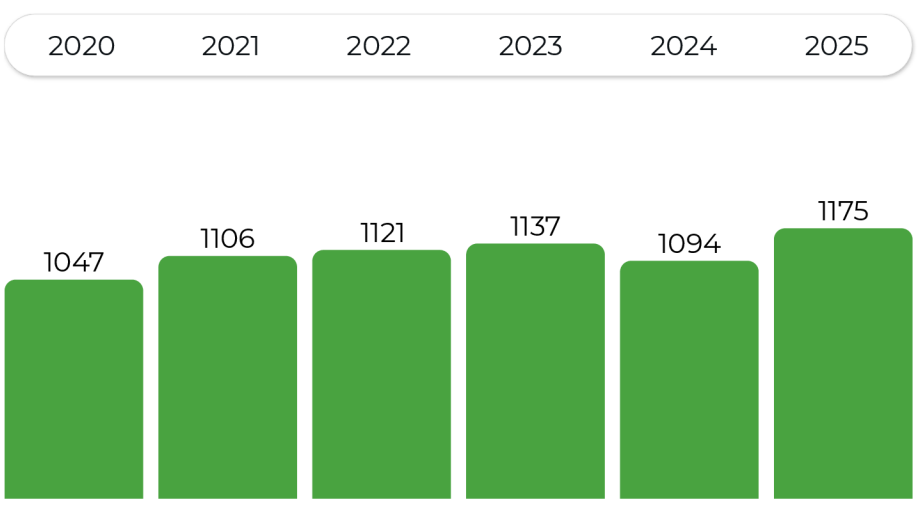
9th Grade



10th Grade

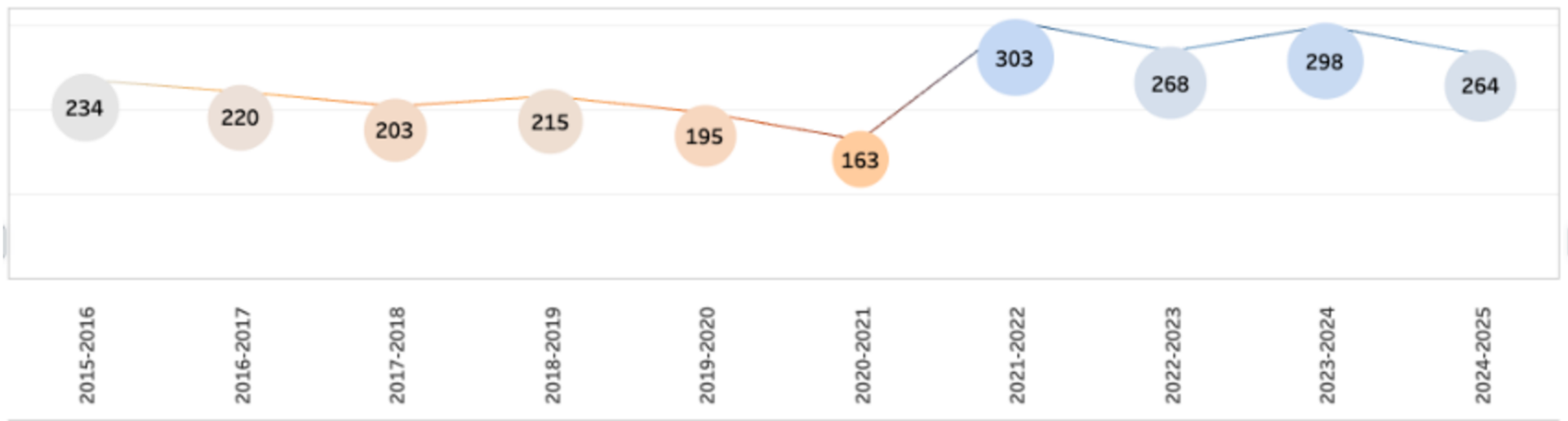


11th Grade



12th Grade

Enrollment Trend by Transfer Student



Source: Tableau Viz - Enrollment History

Enrollment Trend by Race/Ethnicity/Gender

American Indian or Alaska Native	M	F	N	Total	% of Total Enrollment	Enrollment
2019-20	2	2		**4**	**0.1%**	4310
2021	6	1		**7**	**0.2%**	4357
2022	6	4		**10**	**0.2%**	4393
2023	6	4		**10**	**0.2%**	4500
2024	8	7		**15**	**0.3%**	4614
2024-25	5	12		**17**	**0.4%**	4759

Asian	M	F	N	Total	% of Total Enrollment	Enrollment
2019-20	759	723		**1482**	**34.4%**	4310
2021	814	754		**1568**	**36.0%**	4357
2022	855	814		**1669**	**38.0%**	4393
2023	906	876		**1782**	**39.6%**	4500
2024	1002	949		**1951**	**42.3%**	4614
2024-25	1115	1025		**2140**	**45.0%**	4759

Black or African American	M	F	N	Total	% of Total Enrollment	Enrollment
2019-20	47	45	1	**93**	**2.2%**	4310
2021	39	39	1	**79**	**1.8%**	4357
2022	42	37	1	**80**	**1.8%**	4393
2023	42	36		**78**	**1.7%**	4500
2024	41	38		**79**	**1.7%**	4614
2024-25	39	41		**80**	**1.7%**	4759

Source: Tableau Viz - Enrollment History

Enrollment Trends by Race/Ethnicity/Gender C'tnd

Hispanic Latino	M	F	N	Total	% of Total Enrollment	Enrollment
2019-20	178	152		**330**	**7.7%**	4310
2021	178	173		**351**	**8.1%**	4357
2022	177	172		**349**	**7.9%**	4393
2023	186	213		**399**	**8.9%**	4500
2024	188	232	1	**421**	**9.1%**	4614
2024-25	187	217	1	**405**	**8.5%**	4759

White	M	F	N	Total	% of Total Enrollment	Enrollment
2019-20	1213	1070		**2283**	**53.0%**	4310
2021	1170	1069	2	**2241**	**51.4%**	4357
2022	1121	1033	2	**2156**	**49.1%**	4393
2023	1064	1020	4	**2088**	**46.4%**	4500
2024	1011	961	4	**1976**	**42.8%**	4614
2024-25	1029	915	2	**1946**	**40.9%**	4759

Two or More Races	M	F	N	Total	% of Total Enrollment	Enrollment
2019-20	57	58		**115**	**2.7%**	4310
2021	51	58		**109**	**2.5%**	4357
2022	60	67		**127**	**2.9%**	4393
2023	72	69		**141**	**3.1%**	4500
2024	81	88		**169**	**3.7%**	4614
2024-25	80	89		**169**	**3.6%**	4759

Source: Tableau Viz - Enrollment History

Enrollment Trends by Race/Ethnicity/Gender C'tnd

Native Hawaiian/OPI	M	F	N	Total	% of Total Enrollment	Enrollment
2019-20	1	2		**3**	**0.1%**	4310
2021		2		**2**	**0.1%**	4357
2022	1	1		**2**	**0.1%**	4393
2023		2		**2**	**0.0%**	4500
2024	1	2		**3**	**0.1%**	4614
2024-25		2		**2**	**0.0%**	4759

IEP Status	Yes	No	% of Total Enrollment -Yes	Enrollment
2019-20	354	3956	**8.2%**	4310
2021	330	4027	**7.6%**	4357
2022	340	4053	**7.7%**	4393
2023	408	4092	**9.1%**	4500
2024	373	4241	**8.1%**	4614
2024-25	375	4384	**7.9%**	4759

ELL Status	Yes	No	% of Total Enrollment	Enrollment
2019-20	354	3956	**8.2%**	4310
2021	330	4027	**7.6%**	4357
2022	127	4266	**2.8%**	4393
2023	408	4092	**9.1%**	4500
2024	373	4241	**8.1%**	4614
2024-25	392	4367	**8.2%**	4759

Notes of statistical signifance (p<.05)

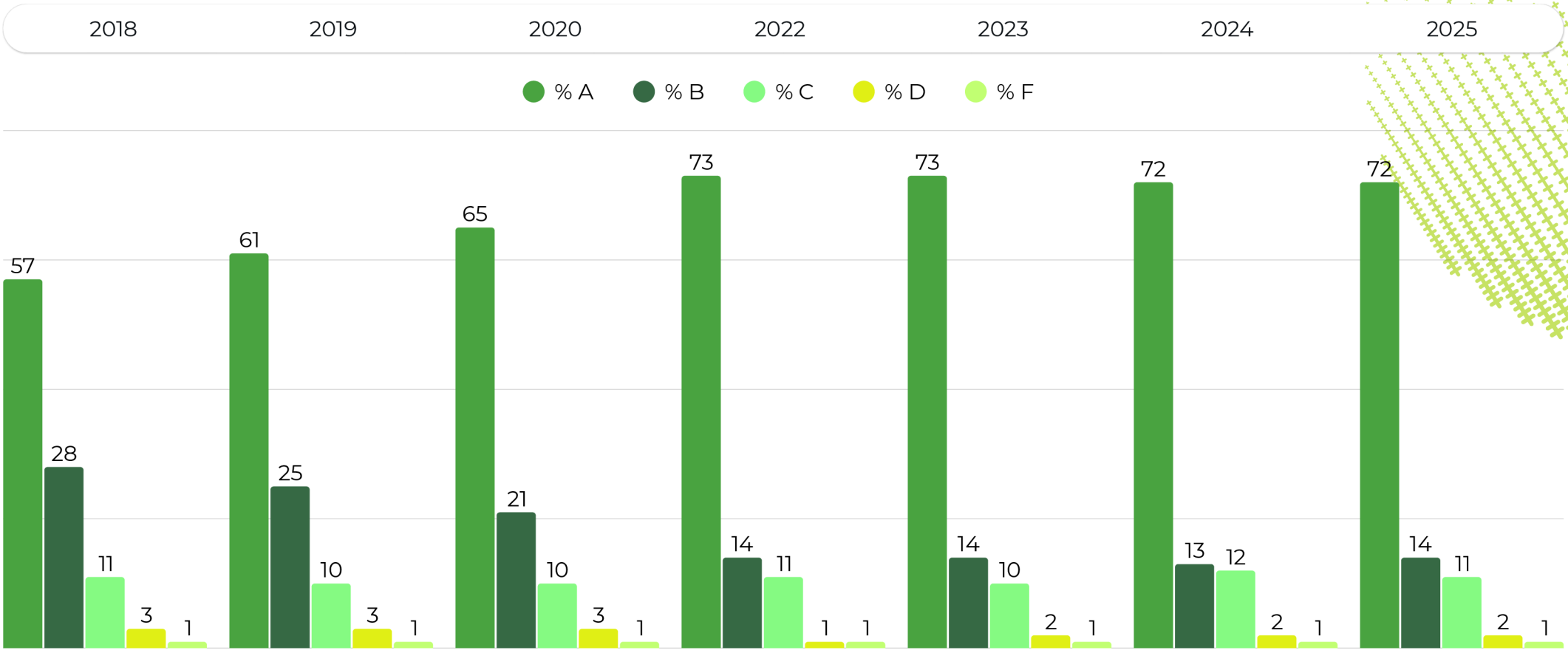
- **White students: consistent decline.**
- **Asian students: steady, strong increase.**
- **Hispanic/Latino students: consistent growth.**
- **ELL Status: sharp decline (2022) followed by immediate rebound (2023).**
- **IEP Status: significant fluctuation in 2023.**
- **Two or More Races: gradual increase.**
- **Enrollment by Grade Level: incremental increases across all grades.**

Source: Tableau Viz - Enrollment History

CLASSROOM PERFORMANCE

GRADES

Grade Distribution Trend



- **% Grade A: Significant upward trend (p-value = 0.004), clearly indicating more students earning A grades over the years.**
- **% Grade B: Significant downward trend (p-value = 0.002), suggesting fewer students earning B grades.**
- **This is a well-documented outcome of a Standards-based grading model (Guskey, Marzano)**

Tableau: Grade Distribution-Divison

% Grade Distribution by Division 2024-25

	A	B	C	D	F
Applied Arts	**87%**	**7%**	**4%**	2%	1%
Comm Arts	**64%**	**19%**	**14%**	2%	1%
CSET	**77%**	**12%**	**8%**	2%	1%
Fine Arts	**91%**	**5%**	**2%**	1%	<1%
Mathematics	**57%**	**17%**	**22%**	4%	1%
MLL	**73%**	**16%**	**10%**	1%	<1%
PW	**96%**	**2%**	**1%**	1%	<1%
Science	**64%**	**18%**	**16%**	2%	<1%
Social Studies	**69%**	**18%**	**12%**	2%	<1%
SPED	**88%**	**5%**	**6%**	2%	<1%
Voc	**36%**	**35%**	**22%**	7%	1%

Source: IC

% Grade Distribution Trend by Division

Source: IC

	2018	2019	2020	2021	2022	2023	2024	2025
AA								
As	80	79	82	83	90	89	86	87
Bs	14	15	13	9	7	7	8	7
Cs	5	5	4	5	2	3	4	4
Ds	1	1	1	2	2	3	2	1
Fs	0	1	0	1	0	0	0	0
CSET								
As				82	86	81	78	77
Bs				9	9	12	14	12
Cs				5	4	5	5	8
Ds				2	2	2	2	2
Fs				1	0	0	0	1
CA								
As	43	44	54	57	62	59	63	64
Bs	40	34	28	21	22	22	19	19
Cs	13	14	14	16	14	17	15	14
Ds	3	2	3	4	2	2	2	2
Fs	1	1	1	2	0	0	0	0
FA								
As	84	81	82	83	88	91	90	91
Bs	12	13	12	11	8	6	6	5
Cs	3	3	4	4	3	2	3	2
Ds	1	1	1	1	1	1	1	1
Fs	1	1	0	1	0	0	0	0
MTH								
As	50	54	58	60	60	59	60	57
Bs	31	27	24	17	16	16	16	17
Cs	14	14	14	18	20	22	21	22
Ds	4	3	3	3	3	3	3	4
Fs	1	1	1	1	1	0	1	1

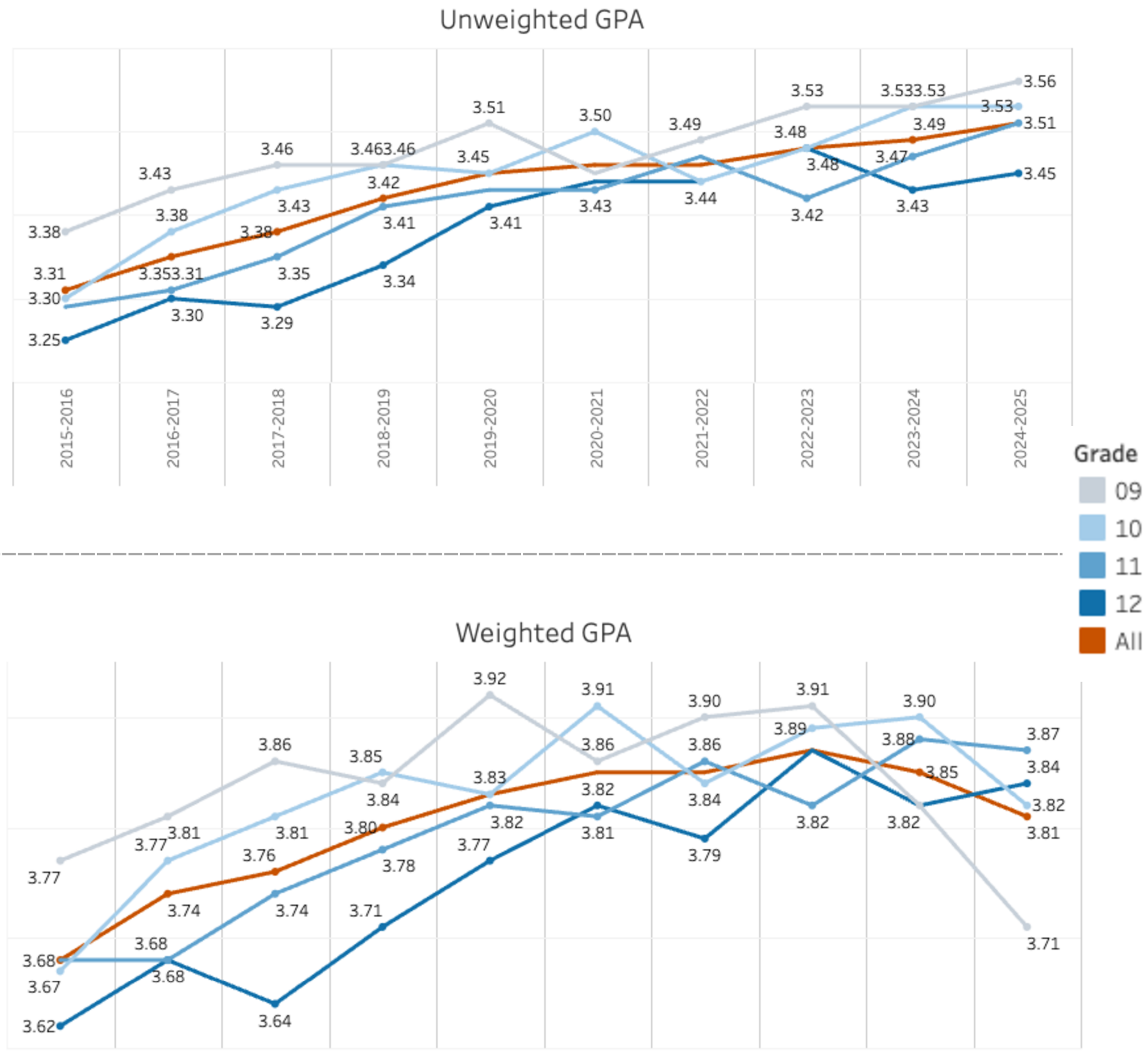
% Grade Distribution Trend by Division C'tnd

Source: IC

	2018	2019	2020	2021	2022	2023	2024	2025
MLL								
As	55	65	76	75	75	75	74	73
Bs	17	18	14	14	13	15	15	16
Cs	27	16	10	10	12	9	10	10
Ds	1	1	1	1	0	1	1	1
Fs	0	0	0	0	0	0	0	0
PW								
As	89	95	95	93	96	96	96	96
Bs	6	3	2	2	2	2	2	2
Cs	3	1	2	2	2	1	1	1
Ds	0	0	0	0	0	0	0	0
Fs	1	1	0	3	1	0	0	0
SCI								
As	51	53	55	66	66	67	65	64
Bs	33	32	28	18	18	17	18	18
Cs	12	11	12	13	14	15	15	16
Ds	3	3	3	3	2	1	2	2
Fs	1	1	1	1	0	0	0	0
SOC								
As	55	57	59	62	68	66	62	68
Bs	30	29	28	21	19	19	20	18
Cs	10	10	10	13	11	13	14	12
Ds	3	3	2	3	2	2	3	2
Fs	1	1	1	2	0	0	1	0
SPED								
As	84	89	94	96	87	88	85	88
Bs	11	7	3	2	7	6	6	5
Cs	4	3	2	1	5	5	6	6
Ds	1	1	0	0	0	1	2	2
Fs	1	0	0	0	0	0	0	0

GPA

GPA Trend



Notes of Statistical Significance:

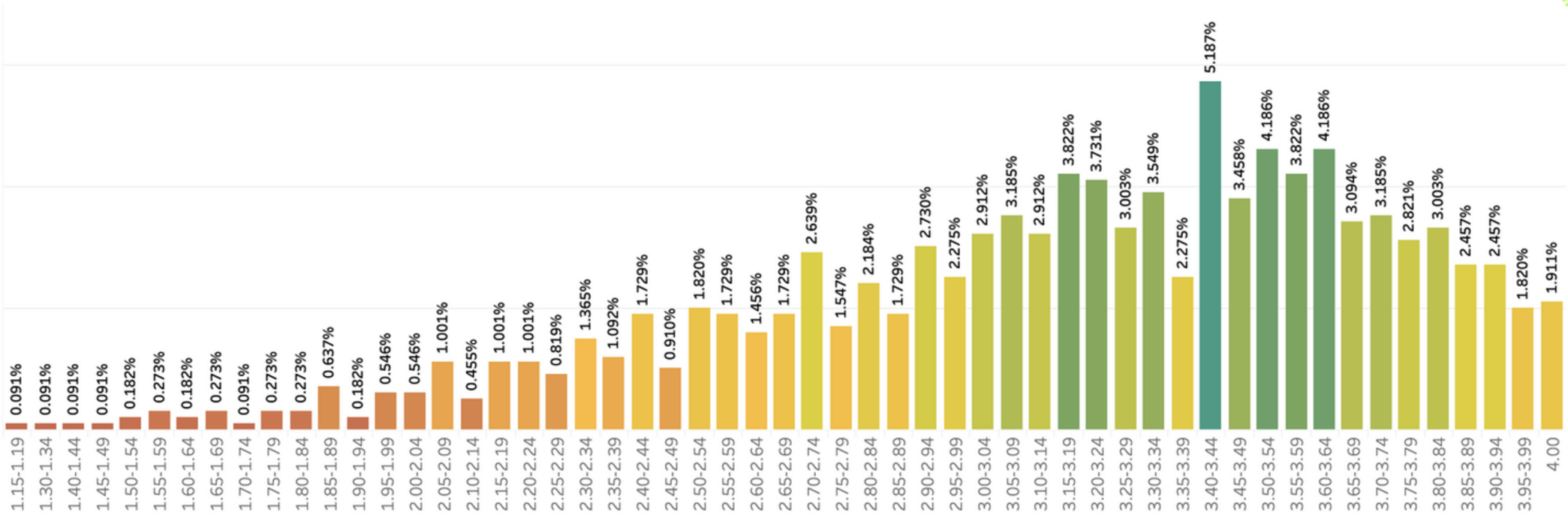
- **Unweighted GPA shows a strongly significant upward trend (p-value = 0.000015)**
- **Weighted GPA also demonstrates a significant upward trend (p-value = 0.001641)**
- **2024-25 Freshman Unweighted is comparatively low.**

Source: Tableau Viz: GPA Last 10

GPA Distribution - The Bell Curve

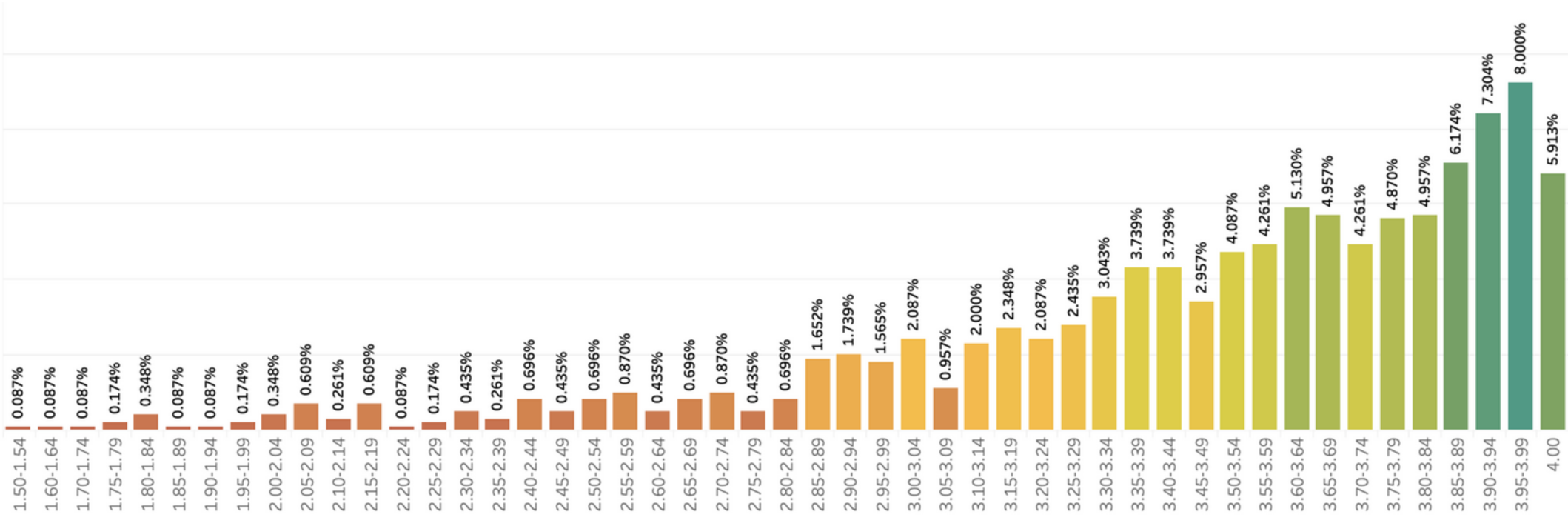
The bell curve reflects a fixed, competitive view of learning—assuming most students are average and only a few excel or fail. It tends to normalizes mediocrity, limits high achievement, and treats student learning as a product of a calculation rather than potential. Ensuring all students reach proficiency is not the focus, maintaining its shape is. Educators have embraced the bell curve as natural order of things, as if it was a law of nature.

2011-12 End of Year GPA Distribution - Bell Curve Shape



Since 2012, we've embraced agency- and proficiency-focused teaching, where students can reach proficient or advanced learning – a system where all students have the opportunity to become competent (A's). This approach emphasizes growth, feedback, and competence, rewarding any student who shows clear evidence of proficiency in a course with an A. This practice produces a left-skewed distribution that reflects potential and proficiency, not calculations or rankings. While some see this as unnatural due to a deep-rooted belief in averaging and the bell curve, our mindset is that all students should have the chance to become proficient and our grades should represent that reality. The left-skewed distribution is the logical statistical outcome for this agency-proficiency focused teaching approach.

2024-25 End of Year GPA Distribution - Left Skewed Shape



Source: Tableau Viz: Graduating Senior GPA Counts

PROFICIENCY SCORES

Proficiency Distribution Trend

	Exceeds	Meets	Approaching	Developing
2024-25	8%	75%	16%	1%
2023-24	8%	74%	17%	1%
2022-23	8%	70%	20%	2%

Proficiency Distribution by Division - 2024-25

	Exceeds	Meets	Approaching	Developing
Applied Arts	8%	85%	6%	1%
Comm Arts	7%	74%	18%	1%
CSET	5%	81%	11%	2%
Fine Arts	21%	74%	4%	1%
Mathematics	6%	66%	25%	3%
MLL	13%	72%	14%	1%
PW	6%	88%	5%	1%
Science	4%	71%	23%	1%
Social Studies	8%	74%	17%	2%
Spec Ed	10%	53%	33%	3%
SLP	0%	58%	38%	4%

Source: Tableau Viz EMAD Proficiency Scores

% Proficiency Distribution by Division Trend

	2023	2024	2025
Applied Arts			
Exceeds	10	9	8
Meets	81	83	85
Approaching	8	7	6
Developing	1	1	1
CSET			
Exceeds	5	6	5
Meets	84	83	81
Approaching	9	10	11
Developing	1	2	2
Comm Arts			
Exceeds	6	6	7
Meets	66	73	74
Approaching	26	20	18
Developing	2	1	1
Fine Arts			
Exceeds	27	22	21
Meets	67	72	74
Approaching	6	5	4
Developing	1	1	1
Mathematics			
Exceeds	3	4	6
Meets	63	70	66
Approaching	31	24	25
Developing	3	2	3

Source: Tableau Viz EMAD Proficiency Scores

% Proficiency Distribution by Division Trend C'tnd

	2023	2024	2025
Multilingual Learning			
Exceeds	13	12	13
Meets	69	73	72
Approaching	17	14	14
Developing	1	1	1
Physical Welfare			
Exceeds	6	5	6
Meets	85	69	88
Approaching	8	24	5
Developing	1	2	1
Science			
Exceeds	5	5	4
Meets	68	69	71
Approaching	26	24	23
Developing	2	2	1
Social Studies			
Exceeds	13	8	8
Meets	61	68	74
Approaching	24	20	17
Developing	2	3	2
SPED			
Exceeds	6	35	10
Meets	55	45	53
Approaching	35	17	33
Developing	4	3	3
SLP			
Exceeds	1	1	0
Meets	96	53	58
Approaching	2	41	38
Developing	0	6	4

Source: Tableau Viz EMAD Proficiency Scores

GOAL 1
STATE EXAM PERFORMANCE

SAT

SAT Enrollment Trend

	2019 Juniors	2020 Juniors	2021 Juniors	2022 Juniors	2023 Juniors	2024 Juniors	2025 Juniors
School Day Only	488	613	609	580	613	623	--
1 additional	305	223	260	264	247	234	207
2 additional	134	131	115	162	118	161	178
3 additional	63	40	48	46	47	74	131
4+ additional	29	9	16	16	7	32	75

SAT Performance Trend - All Scores (School and Weekend)

	2018	2019	2020	2021	2022	2023	2024	2025
SHS	1255	1222	1271	1245	1220	1214	1202	1276
State	1115	995	--	980	968	964	945	1048
Nation	1060	968	--	998	962	960	952	1029

SAT Sub-Sections Performance Trend - All Scores (School and Weekend)

	2018	2019	2020	2021	2022	2023	2024	2025
ERW	614	599	614	604	601	599	594	627
Math	641	623	634	613	619	615	607	650
State ERW	559	498	--	495	490	489	483	528
State Math	556	497	--	485	478	475	470	519
Nation ERW	533	489	--	506	490	490	486	535
Nation Math	527	479	--	493	472	470	467	507

Source: IC

SAT Performance Trend

	Score Type	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Sittings	Highest Composite Score	1238 (~1000)	1268 (~1050)	1239 (~1000)	1253 (~900)	1233 (~1000)	1265 (~900)	1235 (~1000)	1240 (~1050)
School Day	Composite Score	1230 (~1000)	1255 (~1050)	1219 (~1000)	1253 (~900)	1219 (~1000)	1246 (~900)	1216 (~1000)	1201 (~1050)
School Day Only Takers	Composite Score	1215 (~800)	1230 (~650)	1173 (~500)	1263 (~700)	1173 (~600)	1150 (~400)	1180 (~600)	1265 (~1000)
School Day + At least 1 Weekend	Highest Composite Score	1330 (~200)	1329 (~400)	1309 (~500)	1352 (~200)	1324 (~400)	1366 (~500)	1340 (~400)	1385 (~50)
Weekend Scores Only	Highest Composite Score	1295 (~200)	1293 (~400)	1288 (~500)	1324 (~200)	1301 (~400)	1336 (~500)	1328 (~300)	1400 (~30)
Students who took at least 1 SAT before school day	Highest Composite Score	1386 (~100)	1371 (~200)	1363 (~200)	1343 (~250)	1366 (~150)	1375 (~200)	1339 (~300)	1371 (~400)
School day 1st attempt	Composite Score	1210 (~900)	1219 (~850)	1178 (~800)	1196 (~650)	1184 (~850)	1192 (~750)	1147 (~700)	1111 (~650)

Two trends of statistical significance:

School Day 1st Attempt Group trend down p = .03
Weekend Scores Only Group Trend up p = .03

This suggests a critical question: Many of our students' first attempt at a state test is the school day, how can we better prepare them for the material and the experience?

Data from Tableau: School Day Testing Analysis

SAT College Board Readiness Benchmarks Trend

All Instances - All Sittings

Source: IC

	ERW % Meets/Exceeds	ERW % Below	Math % Meets/Exceeds	Math % Below
2016–17	77%	23%	79%	21%
2017–18	90%	10%	84%	16%
2018–19	87%	13%	79%	21%
2019–20	–	–	–	–
2020–21	84%	16%	76%	24%
2021–22	89%	11%	84%	16%
2022–23	92%	8%	86%	14%
2023–24	94%	6%	89%	11%

Highest vs Last vs Superscore Composite

All Instances - All Sittings

Source: Previous Student Achievement Reports

	Average ERW		Average Math		Average Total Score		Average Superscore	% of Last Score is their Highest Score
	Highest	Last	Highest	Last	Highest	Last	Highest E&M	
2017 Juniors	617	614	629	626	1244	1239	1246	91%
2018 Juniors	623	618	651	643	1271	1262	1274	83%
2019 Juniors	615	608	639	632	1249	1239	1254	79%
2020 Juniors	622	617	642	637	1261	1253	1264	85%
2021 Juniors	609	603	618	611	1223	1214	1227	83%
2022 Juniors	609	604	627	620	1232	1224	1236	83%
2023 Juniors	606	601	621	617	1224	1218	1227	87%
2024 Juniors	604	599	619	611	1219	1210	1224	83%

ERW Scores (both Highest and Last) show strong, statistically significant downward trends. Math Scores (Highest) reveal a moderate decline, marginally outside statistical significance. However, the Last Math scores have a statistically significant downward trend. Highest Superscore indicates a clear and statistically significant decline, underscoring a genuine downward shift in overall performance Overall, these trends suggest meaningful declines across all measured areas, with significant drops particularly evident in ERW and Superscore metrics.

Quantity vs Performance

SAT Performance and Quantity 2024-25 Juniors

	Participants	Composite	Highest	Most Recent	Superscore
School Day Only	--	--	--	--	--
Plus 1	207	1275	1275	1275	1275
Plus 2	178	1349	1360	1333	1368
Plus 3	131	1340	1385	1322	1398
Plus 4 +	75	1360	1415	1347	1430

SAT Performance and Quantity Trend

	2023-24 # of Students	Average Composite	Highest	Most Recent	Average Superscore
School Day Only	623	1108	1108	1108	1108
Plus 1	234	1302	1305	1292	1313
Plus 2	161	1356	1394	1372	1407
Plus 3	74	1363	1416	1386	1428
Plus 4 +	32	1350	1398	1364	1422

	2022-23 # of Students	Average Composite	Highest	Most Recent	Average Superscore
School Day Only	613	1129	1129	1129	1129
Plus 1	247	1312	1347	1335	1353
Plus 2	118	1324	1367	1351	1377
Plus 3	47	1364	1418	1397	1431
Plus 4 +	7	1406	1456	1431	1470

	2021-22 # of Students	Average Composite	Highest	Most Recent	Average Superscore
School Day Only	580	1121	1121	1121	1121
Plus 1	264	1326	1336	1324	1344
Plus 2	162	1354	1394	1370	1403
Plus 3	46	1336	1394	1371	1404
Plus 4 +	16	1386	1448	1418	1456

Source: IC

SAT Growth

All Scores - Highest Score from All Sittings

Juniors 2024		ERW		Math	
		% Did Not Meet Minimum Expected Growth	% Met or Exceeded Maximum Expected Growth	% Did Not Meet Minimum Expected Growth	% Met or Exceeded Maximum Expected Growth
From PSAT 8/9 Grade 9 (2022)	To PSAT 10 Grade 10 (2023)	11%	89%	29%	73%
From PSAT/ NMSQT Grade 11 (2024)	To School-Day SAT Spring 2025 (2024)	10%	90%	11%	89%

Source: 2023-24 Student Achievement Report

SAT/ACT Transition Calendar

	PreACT 9 Secure	PSAT 9	PreACT Secure	PSAT 10	PSAT/ NMSQT	ACT with Writing	SAT with Essay
Class of 2025	-	Spring 2022	-	Spring 2023	Fall 2023	-	Spring 2024
Class of 2026	-	Spring 2023	-	Spring 2024	Fall 2024	Spring 2025	-
Class of 2027	-	Spring 2024	Spring 2025	-	Fall 2025	Spring 2026	-
Class of 2028	Spring 2025	-	Spring 2026	-	Fall 2026	Spring 2027	-

Source: Testing/APTL

ACT

ACT Enrollment Trend - # of Students

	2024 - 25	2016-17	2015-16	2014-15
School Day Only	971	343	259	382
Plus 1	126	247	249	353
Plus 2	55	148	228	169
Plus 3	20	61	106	0
Plus 4	4	18	38	0

ACT Demographic Enrollment Trend - # of Students

	2024 - 25	2016-17	2015-16	2014-15
American Indian/Alaska Native	3	1	2	1
Asian	497	227	206	190
Black or African American	22	16	20	5
Hispanic/Latino	119	65	24	68
Native Hawaiian or Other Pacific Islander	2	0	0	0
Two or More Races	43	32	17	28
White	509	476	611	612
Male	612	408	450	459
Female	581	409	430	445
Non-Binary	2	0	0	0

Source: IC

ACT Performance Trend By Score Groups

	Score Type	2014-15	2015-16	2016-17	2024-25
All Sittings	Highest Composite Scores	27.5 (~900)	27.4 (~900)	27.8 (~900)	25.9 (~1150)
School Day	Composite Scores	26.4 (~900)	26.4 (~900)	26.8 (~900)	25.2 (~1150)
School Day Only	Composite Scores	23 (~150)	24 (~150)	25.3 (~350)	24.5 (~900)
School Day + At least 1 Weekend	Highest Composite Scores	28.5 (~750)	28.2 (~750)	29.4 (~550)	29.3 (~250)
Weekend Scores Only	Highest Composite Scores	26.8 (~750)	26.7 (~750)	27.5 (~500)	27.4 (~200)
Students who took at least 1 ACT before school day	Highest Composite Scores	27.3 (~600)	27.3 (~600)	28.1 (~450)	27.9 (~200)
School day was 1st attempt	Composite Scores	22.9 (~300)	23.4 (~300)	24.8 (~450)	24.5 (~950)

The negative trend in the highest composite average (All Sittings) is slightly statistically significant p =.047.

Why? Maybe because more students where the school day was their first attempt in 2024-25; much higher than previous years.
Also, we had more students score in the 21-13 range, while relatively the same # of students scoring 30+ (next page)

Source Tableau: School Day Testing Analysis

ACT Performance Change By Year - Max from All Sittings

MAX SCORE	2025	<- Change	2016	<- Change	2015	<- Change	2014
36	29	17	12	0	12	-7	19
35	63	24	39	-13	52	-16	68
34	46	-17	63	7	56	-1	57
33	66	9	57	3	54	15	39
32	44	-21	65	-1	66	-2	68
31	48	-3	51	-5	56	-16	72
30	56	-6	62	3	59	5	54
29	51	-8	59	0	59	0	59
28	62	14	48	-1	49	-3	52
27	56	2	54	-13	67	11	56
26	64	12	52	-7	59	-4	63
25	69	18	51	-18	69	-2	71
24	70	15	55	-1	56	-2	58
23	67	7	60	16	44	-4	48
22	58	17	41	8	33	-11	44
21	49	23	26	1	25	0	25
20	44	26	18	-2	20	-15	35
19	50	33	17	-2	19	-5	24
18	35	19	16	4	12	-4	16
17	32	22	10	3	7	-8	15
16	23	17	6	-3	9	-7	16
15	28	20	8	2	6	-1	7
14	21	16	5	0	5	1	4
13	18	15	3	-1	4	-3	7
12	13	12	1	-3	4	1	3
11	8	7	1	0	1	-2	3
10	5	5	0	-1	1	1	0
9	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0
6	1	1	0	0	0	0	0

Source: APTL End of Year Report/IC

ACT Sub-Sections Performance

	Reading	English	Math	Science
2014	26.1	26.4	26.7	25.5
2015	25.6	26.7	26.8	25.9
2016	26.3	26.4	27.1	25.9
All Sittings - 2025	25.9	25.7	25.5	26.8
School Day Only - 2025	25.2	24.8	24.7	26.2

College Readiness 2025 - % Meeting or Above ACT Benchmarks

	All 4	Reading		Science		English		Math	
	% Meets/+	% Meets/+	% No	% Meets/+	% No	% Meets/+	% No	% Meets/+	% No
2014-15	64	72	28	75	25	91	19	82	18
State	26	34	66	24	76	47	53	29	71
2015-16	67	76	24	75	25	92	8	81	19
State	26	22	78	27	73	10	90	22	78
2016-17	65	74	26	70	30	89	11	76	24
State	30	32	68	28	72	13	87	19	81
2024-25	61	74	26	71	29	85	15	78	22
State	19	34	66	26	74	47	53	29	71

ACT Performance History vs. State vs. Nation - School Day

	2014-15	2015-16	2016-17	2024-25
SHS	26.4	26.4	26.8	25.2
State	20.1	20.8	21.0	18.8
Nation	20.7	20.8	21.4	NA

Data from ACT/Previous SARs

ACT by demographic 2024-25 Juniors - All Scores

	Average - Aggregate	# Students
American Indian or Alaska Native	30.3	3
Aggregate Asian	27.9	497
Black or African American	19.3	22
Hispanic/Latino	19.9	119
Native Hawaiian or Other Pacific Islander	23	2
Two or More Races	24.9	43
White	24	509
Male	25.4	612
Female	24.9	581
Non-Binary	29	2

Highest vs Last vs Average ACT Trend - All Sittings

	Avg English		Avg Math		Avg Science		Avg Reading		Average Total Score		Average Superscore		% of Students: Last Score is their Highest Score
	Highest	Last	Highest	Last	Highest	Last	Highest	Last	Highest	Last	Highest	Last	
2015 Juniors	28	27.1	28	27.1	27.7	26.4	28	26.7	27.5	27	27.9	26.8	71.60%
2016 Juniors	27.3	26.4	27.7	27	27.1	26	27.6	26.3	27	26.5	27.9	27.2	71.74%
2017 Juniors	28.6	27.9	27.8	27.1	27.8	26.6	28.5	27.3	27.8	27.4	28.2	27.2	75.98%
2025 Juniors	25	24.9	26.3	26.2	24.9	24.7	25	24.7	25.9	25.2	25.4	25.3	96.20%

Composite and Quantity 2024-25

	Participants	Average Composite	Highest	Most Recent
School Day Only	971	25	25	25
Plus 1	126	27	28	27
Plus 2	55	28	30	29
Plus 3	20	28	30	28
Plus 4	4	31	34	33

Source: IC

ACT Sub-Section Composite vs. Quantity 2024 2025 Juniors: All Sittings

	All	School day (971)	SD +1 (126)	SD +2 (55)	SD +3 (20)	SD +4 (4)
Overall	25.9	25.2	28.7	29.1	28.3	33.3
Reading	25.6	24.9	28.8	29.7	29.4	34.7
English	26.9	26.3	29.7	30	29.6	35
Math	25.4	24.7	28.1	28.4	26.9	33.7
Science	25.7	24.7	27.8	27.7	26.7	28.7

State Exam Growth - All Sittings

		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACT	2014-15	27												
ACT	2015-16		27											
SAT	2016-17			1204	1118	1044								
ACT				27	26									
SAT	2017-2018				1222	1109	1057							
SAT	2018-2019				1202	1142	1077							
SAT	2019-2020					1180								
SAT	2020-2021						1206							
SAT	2021-2022							1202	1100	1070				
SAT	2022-2023								1185	1094	1085			
SAT	2023-2024									1176	1128	1073		
ACT	2024-2025										26	23		22

Source: IC

ACT - Then (2016-17) vs. Now (2024-25) - All Sittings

	Stevenson Class of 2018	Illinois 2018	Stevenson Class of 2026	Illinois 2026
Composite	26.9	21.4	25.9	18.8
English	26.9	21	24.8	17.9
Math	27.1	21.2	26.2	18.2
Reading	26.8	21.6	24.7	18.9
Science	26.4	21.3	24.6	19

GOAL 2
COLLEGE LEVEL EXPERIENCE

CLE OPPORTUNITIES

Summary

688

of students in Dual Credit Courses

187

of students in Articulated Courses

2,736

of students in AP at least 1courses

2,424

of AP exam takers

	AP	Dual Credit	Articulated
# Courses	39	29	16
Applied Arts		2	1
CSET	2		
Comm Arts	3		
Fine Arts	4	2	
Mathematics	5		
MLL	6	5	
PW			
Science	6	1	
Social Studies	9	2	
Voc (Ap. Arts)		18	15

	AP	Dual Credit	Articulated
# Students	2,736	688	187
Applied Arts		116	133
CSET	370		
Comm Arts	872		
Fine Arts	79	38	
Mathematics	2021		
MLL	396	205	
PW			
Science	1823	100	
Social Studies	1822	239	
Voc (Ap. Arts)		54	54

- **AP courses:** Standardized, college-level classes offered in high school and governed by the College Board.
- **Dual credit courses:** Students earn both high school and college credit simultaneously by completing a course taught by a qualified instructor, often in partnership with a local college or university.
- **Articulated courses:** A high school course aligned with a college course through an agreement between the high school and a partner college.

Source: IC

Graduating Class 2025: % with at least 1 CLE

2020	**92%**
2021	**92%**
2022	**91%**
2023	**91%**
2024	**91%**
2025	**94%**

Since 2014, 8-10% of our graduating class do not have at least one college level experience by the time they graduated. In 2024-25 it appears we moved the needle slighlty.

Rising Grades 2025-26: % with at least 1 CLE already based on their 2025-26 schedules

Freshman	193	~17%
Sophomore	856	**~74%**
Junior	1064	**~88%**
Senior	1124	~90%

How can we help our students attempt a college level experience if they haven't before they are Seniors?

Where and when did a 2024–25 graduate take their first CLE?

Division	9th Grade Year	10th Grade Year	11th Grade Year	12th Grade Year
Applied Arts		2%	2%	1%
Communication Arts			12%	2%
CSET	3%	4%	2%	1%
Fine Arts			2%	2%
Mathematics		2%	8%	8%
Multilingual Learning		2%	5%	2%
Science		9%	6%	3%
Social Studies		8%	7%	4%
Vocational			2%	1%

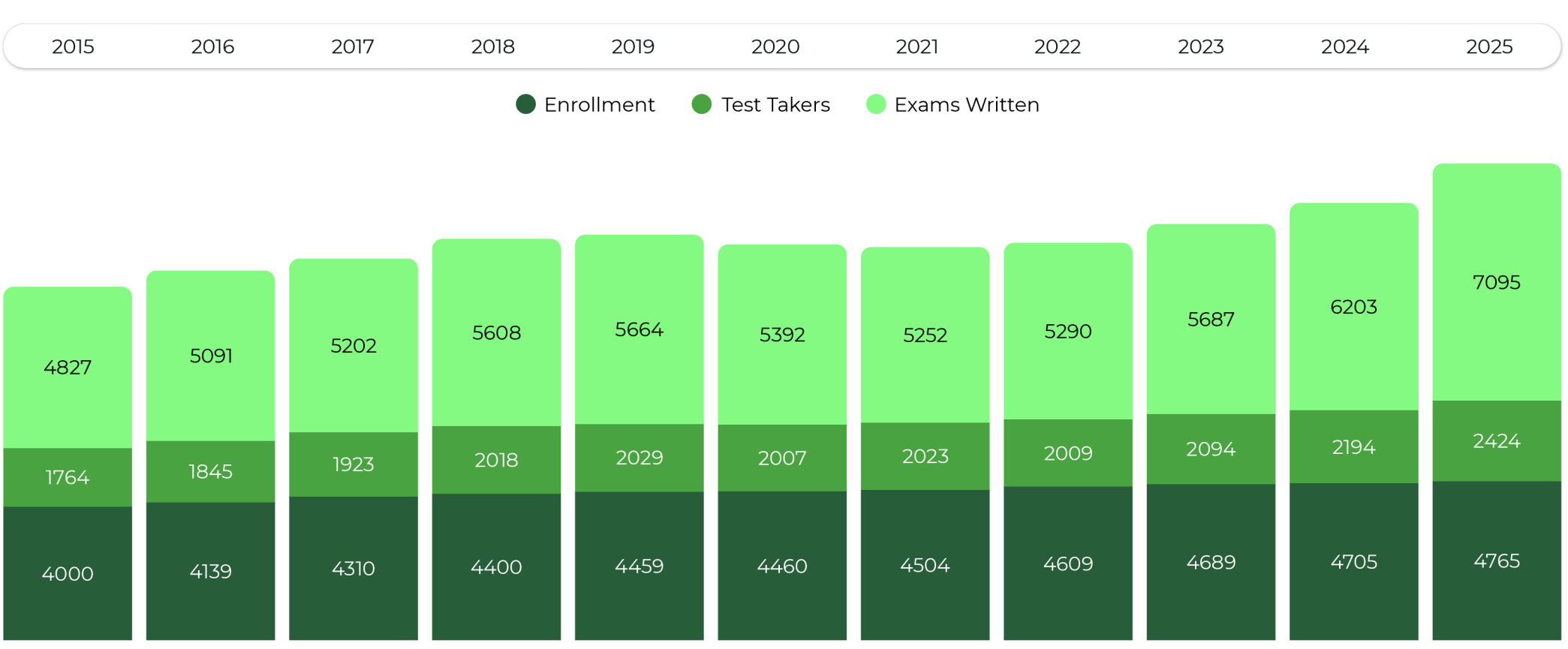
Source: APTL End of the year Report/IC

ADVANCED PLACEMENT

Enrollment Summary

2,736	2,424	7,097	67%
# of Students in at least 1 AP course	# of Exam Takers	# of Exams	% of Juniors and Seniors that took at least 1 exam

School Enrollment vs. # Test Takers vs # Exams Written



% of Students who took # of AP Exams

	School Enrollment	%0	# of AP Examinees	% 1-2	%3-4	%5-6	%7+
2017-18	4248	52.5 (2230)	2018	51.8 (1045)	30.6 (618)	15.8 (319)	1.8 (36)
2018-19	4317	53.0 (2288)	2029	52.3 (1061)	29.9 (607)	15.3 (310)	2.4 (49)
2019-20	4310	53.4 (2303)	2007	54.8 (1100)	29.7 (596)	13.7 (275)	1.7 (34)
2020-21	4357	53.6 (2334)	2023	57.1 (1155)	28.6 (579)	12.6 (255)	1.6 (32)
2021-22	4393	54.3 (2384)	2009	55.6 (1117)	30.2 (607)	12.8 (257)	1.4 (28)
2022-23	4500	53.5 (2406)	2094	52.6 (1101)	32.7 (685)	13 (272)	1.7 (36)
2023-24	4614	52.5 (2420)	2194	49.4 (1084)	33.8 (742)	15 (329)	2.0 (44)
2024-25	4759	49.1 (2335)	2424	44.6 (1081)	38.1 (924)	15.5 (376)	1.8 (44)

Source: IC

AP Enrollment by Race/Ethnicity

	9th Grade	10th Grade	11th Grade	12th Grade	Total #	Total %
American Indian or Alaska Native		1	1		2	11%
Asian	37	448	415	380	1280	59%
Black or African American	5	5	9	8	22	21%
Hispanic or Latino	6	35	56	40	137	31%
Native Hawaiian or Other Pacific Islander		1			1	25%
White	3	198	285	273	759	37%
Two or more races, non-Hispanic	1	25	32	22	80	46%

Source: APTL/Testing

AP Score Enrollment--Course but No Exams

		# DID NOT take exam	% DID NOT take exam
Comm. Arts	AP English Language and Composition	11	2.00%
	AP English Literature and Composition	100	31.90%
CSET	AP Computer Science Principles	10	11.10%
	AP Computer Science A	5	1.90%
Fine Arts	AP Art History	2	18.20%
	AP 2-D Art and Design	29	59.20%
	AP 3-D Art and Design	40	81.60%
	AP Drawing	40	81.60%
	AP Music Theory	5	26.30%
Math	AP Calculus AB	53	12.80%
	AP Calculus BC	3	0.90%
	AP Precalculus	324	38.60%
	AP Statistics	44	9.80%

Source: APRL/Testing

AP Score Enrollment--Course but No Exams C'tnd

Source: APTL/Testing

		# DID NOT take exam	% DID NOT take exam
Math	AP Calculus AB	53	12.80%
	AP Calculus BC	3	0.90%
	AP Precalculus	324	38.60%
	AP Statistics	44	9.80%
Science	AP Biology	21	4.80%
	AP Chemistry	25	11.30%
	AP Environmental Science	72	29.40%
	AP Physics 1	35	5.10%
	AP Physics 2	8	9.60%
	AP Physics C: Electricity and Magnetism	16	8.80%
	AP Physics C: Mechanics	11	6.00%
Social Studies	AP United States History	25	4.40%
	AP African American Studies	5	21.70%
	AP Comparative Government and Politics	20	26.70%
	AP European History	3	2.80%
	AP United States Government and Politics	191	35.80%
	AP Human Geography	19	6.50%
	AP Macroeconomics	47	17.50%
	AP Microeconomics	43	20.70%
MLL	AP Psychology	48	13.20%
	AP Chinese Language and Culture	3	4.80%
	AP French Language and Culture	5	20.80%
	AP German Language and Culture	5	16.10%
	AP Latin	3	37.50%
	AP Spanish Language and Culture	11	4.90%
	AP Spanish Literature and Culture	20	62.50%

AP Score Distributions Overall

	5	4	3	2	1
2025	41% (2908)	38% (2675)	16% (1156)	4% (296)	1% (62)
2024	39% (2404)	35% (2183)	18% (1128)	7% (438)	1% (47)
2023	28% (941)	33% (1106)	25% (823)	12% (409)	2% (74)
2022	27% (916)	30% (1016)	25% (837)	14% (482)	4% (126)
2021	22% (773)	30% (1024)	25% (874)	16% (551)	7% (231)

AP Results Overall

	Mean Score	Modal Score	# Test Takers	# of Exams	# Exams 3+	% of Exams 3+	% Students who 3+ once
2024-25	4.1	5	2424	7097	6742	95	97
2023-24	4.0	5	2203	6217	5719	92	94
2022-23	3.8	5	2094	5687	5004	88	91
2021-22	3.8	5	2013	5294	4553	86	89
2020-21	3.6	5	2023	5252	4307	82	84
2019-20	3.8	4	2007	5392	4691	87	89
2018-19	3.9	4	2029	5664	5040	89	92

AP Results by Division

	# of Testers	# of Exams	Mean Score	Modal Score	% of Exams 3+
Comm Arts	747	750	4.2	4	97
CSET	347	357	4.1	5	95
Fine Arts	59	60	3.8	4	90
Mathematics	1570	1630	4.2	5	95
Science	1730	2206	4.1	4	94
Social Studies	1143	1330	4.3	5	97
MLL	347	351	3.75	4	90

AP Results by Grade Level

	Mean Score	Modal Score	# of Exams	% of Exams 3+	# of Students
Freshman	4.6	5	58	100	50
Sophomore	4.3	5	1481	97	736
Junior	4.2	5	2936	96	860
Senior	4	5	2610	93	776

Source: AP/SHS Testing

AP Performance Distribution by Division

Source: AP

	Score 1 %	Score 2 %	Score 3 %	Score 4 %	Score 5 %
Comm Arts	<1%	3%	15%	41%	41%
CSET	1%	4%	21%	34.7	39.2
Fine Arts	0	10	26.7	41.7	21.7
Mathematics	1.2	4.2	13.2	34.1	47.2
MLL	2.8	7.7	28.8	32.5	28.2
Science	0.8	5.1	19.1	38.6	36.4
Social Studies	0.3	2.3	10.9	42.3	44.2

AP Performance Distribution By Exam

Comm Arts	%5	%4	%3	%2	%1	%3+
AP Eng Lang	13	28	33	16	10	74
SHS (534)	37	44	16	3	<1	97
AP Eng Lit	16	27	31	16	10	74
SHS (217)	49	34	14	2	<1	97

CSET	%5	%4	%3	%2	%1	%3+
Comp A	25	22	20	10	23	67
SHS (265)	41	34	22	3	<1	97
Comp Princ.	11	20	32	22	15	63
SHS (92)	35	37	20	5	3	91

Fine Arts	%5	%4	%3	%2	%1	%3+
AP 2D Art	12	29	42	14	3	83
SHS (19)	26	42	13	0	0	100
AP 3D Art	7	25	40	24	4	72
SHS (7)	14	57	29	0	0	100
AP Art History	16	24	26	24	10	66
SHS (10)	20	40	40	0	0	100
AP Drawing	17	32	36	12	3	85
SHS (8)	25	63	13	0	0	100
AP M. Theory	18	18	24	25	15	60
SHS (16)	19	25	19	38	0	63

Source: AP

AP Performance Distribution By Exam C'tnd

Source: AP

Mathematics

	% 5	% 4	% 3	% 2	% 1	% 3+
AP Calc AB	20	29	15	23	13	64
SHS (363)	17	47	20	15	1	84
AP Calc BC	44	22	13	15	6	79
SHS (349)	77	18	3	1	1	99
AP Precalc	28	26	27	11	8	81
SHS (513)	53	36	11	<1	0	100
AP Stats	17	21	22	16	24	0.6
SHS (409)	41	34	19	3	3	94

Science

	% 5	% 4	% 3	% 2	% 1	% 3+
AP Biology	19	24	28	21	8	71
SHS (419)	42	37	17	4	0	96
AP Chemistry	17	29	32	16	6	78
SHS (200)	23	44	26	8	1	92
AP Env. Sci.	12	28	29	15	16	69
SHS (175)	26	49	22	3	0	97
AP Physics 1	18	25	23	14	20	66
SHS (668)	30	40	22	6	2	93
AP Physics 2	20	29	23	21	7	72
SHS (78)	18	32	31	19	0	81
AP Phy C: Elec	23	24	25	19	9	72
SHS (168)	46	25	20	8	1	91
AP Phy C: Mch	20	24	28	17	11	72
SHS (178)	49	31	15	3	2	95

Source: AP

AP Performance Distribution By Exam C'tnd

Source: AP

Multilingual Learning

	% 5	% 4	% 3	% 2	% 1	% 3+
AP Chinese	51	19	18	5	7	88
SHS (72)	54	22	13	8	3	89
AP French	13	25	35	21	6	73
SHS (18)	0	6	78	17	0	83
AP German	19	23	27	19	12	69
SHS (24)	8	8	25	29	29	42
AP Italian	21	24	28	19	8	73
SHS	0	0	0	0	0	0
AP Japanese	40	12	21	8	19	73
SHS (8)	75	13	13	0	0	100
AP Latin	13	17	29	25	16	59
SHS (5)	0	20	20	40	20	40
AP Span Lang	22	32	31	12	3	85
SHS (214)	23	41	31	4	0	96
AP Span Lit	8	23	39	21	9	70
SHS (10)	20	50	30	0	0	100

Social Studies

	% 5	% 4	% 3	% 2	% 1	% 3+
AP AA Studies	16	33	30	16	5	79
SHS (18)	61	33	6	0	0	100
AP GOV COMP	16	23	34	16	11	73
SHS (56)	31	28	33	6	2	91
AP EUHIST	13	35	24	19	9	72
SHS (104)	40	48	8	4	0	96
AP HUGEO	17	25	23	25	10	65
SHS (277)	48	39	10	3	0	97
AP Macro	18	23	25	22	12	66
SHS (223)	36	45	16	3	<1	97
AP Micro	19	24	24	21	12	67
SHS (170)	49	35	14	2	1	97
AP Psychology	15	32	25	19	9	72
SHS (322)	49	42	8	1	0	98.8
AP US Gov	24	25	23	18	10	72
SHS (345)	50	33	13	4	< 1	96
AP US History	14	36	23	19	8	73
SHS (542)	45	44	9	2	<1	98
AP World	14	33	17	27	9	64
SHS (1)	0	100	0	0	0	100

AP Performance Compared with Course Grades

Source: AP

% of 5s that aligned with a Course Grade

	# of 5s	%5 of total scores	A	B	C	D	F
2024-25	**1347**	**40.8**	89%	9%	2%	0%	0%
2024	**1138**	**30.1**	89%	10%	1%	0%	0%
2023	**990**	**27.49**	91%	7%	1%	0%	0%
2022	**925**	**27.1**	91%	7%	2%	0%	0%
2021	**787**	**22.5**	92%	7%	2%	0%	0%
2020	**951**	**26**	85%	13%	1%	0%	0%
2019	**1025**	**29.1**	85%	14%	1%	0%	0%
2018	**1003**	**28.7**	82%	16%	2%	0%	0%
2017	**954**	**28.8**	79%	19%	2%	0%	0%
2016	**884**	**26.6**	75%	22%	2%	0%	0%
2015	**857**	**27.2**	73%	23%	3%	0%	0%
2014	**824**	**28.3**	70%	26%	4%	0%	0%
2013	**813**	**28.2**	72%	24%	4%	0%	0%
2012	**849**	**30.7**	69%	27%	4%	0%	0%
2010-11	**919**	**30.9**	68%	28%	3%	0%	0%

Based on the expectation that AP scores of 5 should align primarily with course grades of A and B, with only a few C grades and minimal D/F grades, recent years (2021–2025) show strong alignment—over 88% of 5s matched A grades, with very few Cs or lower. Earlier years (2011–2016) showed weaker alignment, with more 5s linked to Bs. Overall, alignment has improved and now closely meets expectations.

Source: AP Final Course Grade & Assessment Score Comparison Tableau Viz

% of 4s that aligned with a Course Grade

Source: AP

	Count of 4s	%4 of total scores	A	B	C	D	F
2024-25	1597	38.3	64%	24%	12%	0%	0%
2024	1366	36.1	66%	22%	11%	0%	0%
2023	1160	32.2	73%	19%	8%	0%	0%
2022	1026	30.1	73%	21%	6%	0%	0%
2021	1033	29.6	81%	15%	4%	0%	0%
2020	1114	30.5	71%	24%	5%	0%	0%
2019	1162	30.5	63%	32%	5%	1%	0%
2018	1098	33	58%	36%	6%	1%	0%
2017	1051	31.5	57%	36%	6%	0%	0%
2016	1040	31.7	51%	40%	8%	1%	0%
2015	950	31.3	49%	42%	8%	1%	0%
2014	872	30.1	43%	46%	10%	1%	0%
2013	867	30	42%	47%	10%	1%	0%
2012	858	31.1	37%	51%	11%	1%	0%
2010-11	910	30.6	36%	51%	12%	1%	0%

Based on the expectation that a high percentage of 4s should align with A and B grades, with as few Cs and no Ds or Fs, recent years (2021–2025) show improved alignment. Over 64% of 4s in these years matched A grades, with very low rates of Ds and no Fs. In contrast, earlier years (2010–2016) showed weaker alignment, with less than half of 4s aligning with A grades and more Cs, Ds, and occasional Fs. While overall trends are positive, 2025 may merit a closer look due to the rise in Cs and drop in A alignment compared to 2021–2023

Source: AP Final Course Grade & Assessment Score Comparison Tableau Viz

% of 3s that aligned with a Course Grade

Source: AP

	Count of 3s	%3 of total scores	A	B	C	D	F
2024-25	849	20.7	36%	29%	33%	3%	0%
2024	860	22.7	42%	29%	27%	2%	0%
2023	888	24.7	46%	31%	22%	1%	0%
2022	843	24.7	50%	30%	19%	1%	0%
2021	882	26	64%	24%	12%	1%	0%
2020	949	25.3	53%	34%	12%	1%	0%
2019	820	23.3	35%	49%	14%	2%	0%
2018	871	25	34%	48%	16%	1%	0%
2017	772	23.3	31%	52%	15%	1%	0%
2016	794	23.9	34%	50%	14%	2%	0%
2015	760	24.1	25%	56%	16%	2%	0%
2014	729	25	21%	56%	20%	3%	1%
2013	689	23.9	22%	56%	19%	3%	0%
2012	628	22.7	22%	56%	20%	3%	0%
2010-11	691	23.2	19%	57%	23%	1%	0%

Based on the expectation that 3s should align primarily with B grades, a small percentage of A grades, some Cs, and very few Ds — but no Fs — the data shows a mixed picture. While early years followed the expected pattern well, recent trends show too many 3s aligning with As and Cs, and a concerning rise in D/F grades, especially in 2025. This suggests a need to revisit grading consistency for students scoring 3s.

Source: AP Final Course Grade & Assessment Score Comparison Tableau Viz

% of 2s that aligned with a Course Grade

Source: AP

	Count of 2s	%2 of total scores	A	B	C	D	F
2024-25	254	6.2	21%	19%	51%	9%	1%
2024	370	9.8	25%	19%	48%	6%	1%
2023	467	13	25%	29%	42%	3%	0%
2022	485	14.2	29%	32%	36%	3%	0%
2021	555	15.9	43%	30%	26%	2%	0%
2020	472	12.9	33%	43%	22%	2%	0%
2019	411	11.7	17%	49%	27%	6%	1%
2018	423	12.1	18%	51%	26%	5%	1%
2017	408	12.3	15%	49%	31%	5%	0%
2016	437	13.2	15%	55%	26%	4%	0%
2015	430	13.6	15%	51%	31%	3%	1%
2014	356	12.2	9%	50%	34%	6%	1%
2013	384	13.3	7%	51%	36%	6%	1%
2012	320	11.6	9%	52%	34%	4%	1%
2010-11	365	12.3	9%	50%	36%	5%	0%

Based on the expectation that 2s should mostly align with C grades, some Bs and Ds, a few Fs, and no As, the data shows significant misalignment, particularly in recent years Recent years show a drift in grading alignment, with too many A and B grades associated with 2s, and an uptick in Ds and Fs. These patterns suggest that the signal value of a 2 is not consistently reflected in semester grades, especially since 2020.

Source: AP Final Course Grade & Assessment Score Comparison Tableau Viz

% of 1s that aligned with a Course Grade

	Count 1s	%1 of total scores	A	B	C	D	F
2024-2025	57	1.4	25%	14%	38%	19%	4%
2024	49	1.3	16%	14%	55%	15%	1%
2023	96	2.7	12%	16%	59%	13%	0%
2022	130	3.8	15%	24%	50%	10%	1%
2021	233	6.7	35%	23%	36%	6%	0%
2020	167	4.6	26%	40%	28%	7%	0%
2019	105	3	14%	34%	37%	13%	2%
2018	95	2.7	11%	39%	39%	11%	1%
2017	133	4	14%	42%	33%	10%	1%
2016	168	5	7%	40%	42%	10%	1%
2015	156	5	6%	34%	49%	10%	1%
2014	136	4.7	5%	34%	48%	12%	2%
2013	135	4.7	1%	36%	46%	13%	4%
2012	107	3.9	4%	32%	45%	16%	3%
2010-11	90	3	2%	33%	46%	13%	6%

Based on the expectation that AP scores should align with course grades—5s and 4s with As and Bs, 3s mostly with Bs, and 2s and 1s with Cs, Ds, and a few Fs—recent trends show growing misalignment. While 5s and 4s generally meet expectations, 3s are increasingly paired with As and Cs, and a significant share of 2s and 1s are receiving As and Bs. This raises a critical question: are course grades still accurately reflecting students scoring at the lower end of the AP scale?

Source: AP Final Course Grade & Assessment Score Comparison Tableau Viz

GOAL 3
STUDENT WELLNESS

ATTENDANCE

Average Daily Attendance - % School

Source: IC

	Enrollment	ADA %
2024-25	4759	92.3
2023-24	4614	93.2
2022-23	4500	92.5
2021-22	4393	93.2
2020-21	4357	95.7

Average Daily Attendance - % Grade Level

	Freshman	Sophomore	Junior	Senior
2024-25	94.4	93.9	92.3	88.5
2023-24	94.9	94.4	93.2	89.9
2022-23	94.5	93.6	92.3	89.5
2021-22	94.9	94.4	93	90.5
2020-21	96.8	96.4	95.4	94.2

Chronic Absenteeism % Trend - School

Source: ISBE

	Enrollment	# CA of SHS	% CA of SHS	% CA of state
2023-24	4759	1000	20.30%	26.30%
2022-23	4614	949	25.20%	28.30%
2021-22	4500	1140	19.90%	29.80%
2020-21	4393	882	12.50%	21.10%
2019-20	4357	405	9.30%	11.00%

Mean % of Chronic Absence was **10%** from 2010-2019

Chronic Absenteeism % Trend - Grade Level

	Freshman	State	Sophomore	State	Junior	State	Senior	State
2023- 24	11.8	29.6	14	33.1	20.1	35.8	36.8	41
2022-23	13.6	30.7	18.3	34.1	25	36.8	44.3	42.7
2021-22	11.4	32.6	14.3	35.4	20.8	38.5	32.7	43.6

Chronic Absenteeism % - Demographic

Source: ISBE

	2 Race	State	Black/AA	State	Hispanic	State	White	State	Asian	State
2023- 24	21.6	26.6	30.2	40.4	35.7	32.9	21.4	18.1	15.3	16.6
2023	21.3	29.1	32.9	42.1	36.7	34.5	28.3	20.7	18.7	18.5
2022	25.8	30.6	39.1	47.9	36.2	36.1	21.6	21.2	12.5	15.7
2021	15.9	23.8	20.2	39	30.3	24.7	13.7	13.8	6	8.1
2019-20	13.9	13	14.4	18.7	17.1	12.5	10.2	7.8	5.3	5.7

Chronically Truant % Trend

2024	3.50%
2023	3.10%
2022	4%

Absent on Exam Days: Testing Center Use 2024-25

Source: RegisterBlast

School Enrollment	4,765
Total TC Exams - Year	22,467
TC Exams: % of Total Active Exams in IRC	<3%
Average TC Exams per Day	~125
# of Students per Course Section in TC	< 1 student per day
Before School Exams - Year	16% of total TC exams
8th Period Exams - Year	17% of total TC exams
After School Exams - Year	36% of total TC exams

Absent on Exam Days 2024-25

Each course has approximately 20 graded exams per school year (team self-reported). With the average student enrolled in approx. 6 academic courses for the year, that amounts to roughly 120 graded exams annually.

Absence on an Exam Day (Year)	# of unique students	~ % Exams Absent
0	59	0%
#1-5	1129	2%
#6-10	1492	5%
#11-15	961	10%
#16-20	447	15%
#21-25	302	20%
#26-30	145	25%
#31-35	80	28%
#36-40	171	30%
41-45	42	35%
46-50	28	40%
51-55	10	45%
56-60	16	50%

90% of students

By Semester - # of Students

90% of students

	0	#1-5	#6-10	#11-15	#16-20	#21-25	#26-30	31-35	>35
Semester 1	417	2760	1096	328	119	34	24	5	3
% of Assessments Missed	**0**	**2%**	**5%**	**10%**	**15%**	**20%**	**25%**	**30%**	**>35%**
Semester 2	192	2191	1492	500	219	93	41	16	12

By Class Grade - # of Students

	0	#1-5	#6-10	#11-15	#16-20	#21-25	#26-30	31-35	>35
9th	29	460	417	156	51	28	12	9	13
10th	0	328	430	238	105	55	23	14	16
11th	0	206	357	301	128	96	40	29	57
12th	17	135	288	266	163	123	70	40	73
% of Assessments Missed	**0**	**2%**	**5%**	**10%**	**15%**	**20%**	**25%**	**30%**	**>35%**

Source: Count of Assessment days missed by students 2024-2025 Tableau Viz

SVS

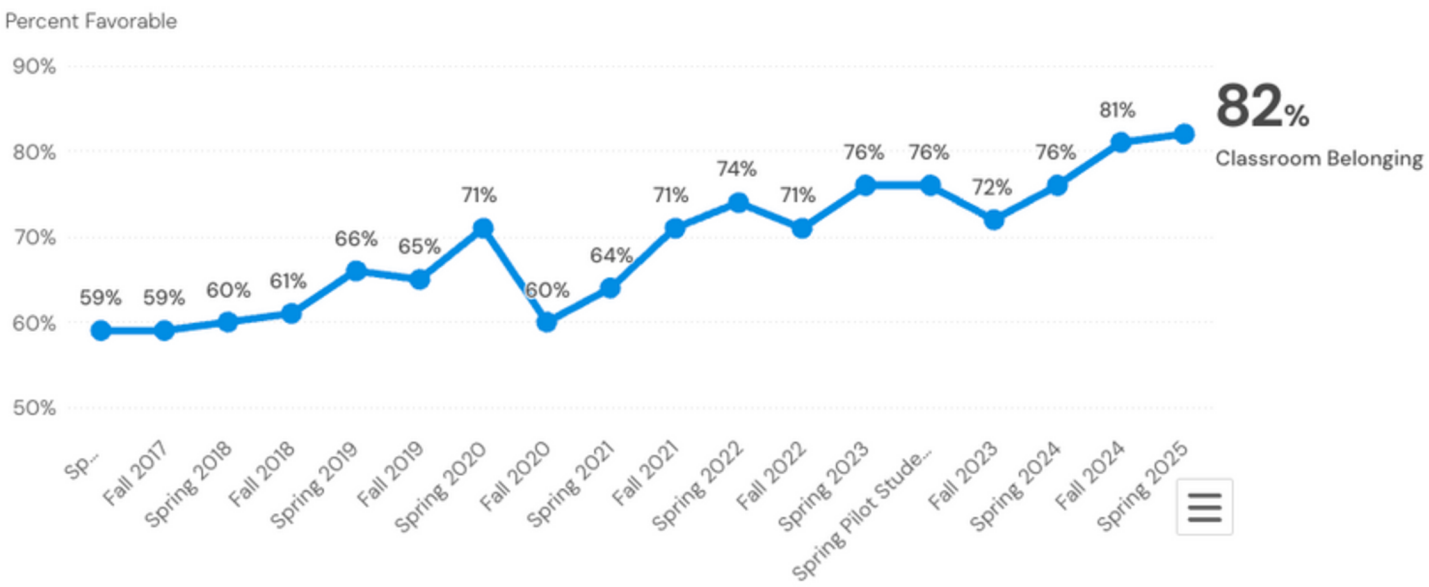
Classroom Belonging

Classroom Belonging

Based on **20,624** responses

How much students feel that they are valued members of the classroom community.

How have results changed over time?



Athletic Survey

583 responses | show breakdown

Save as PDF

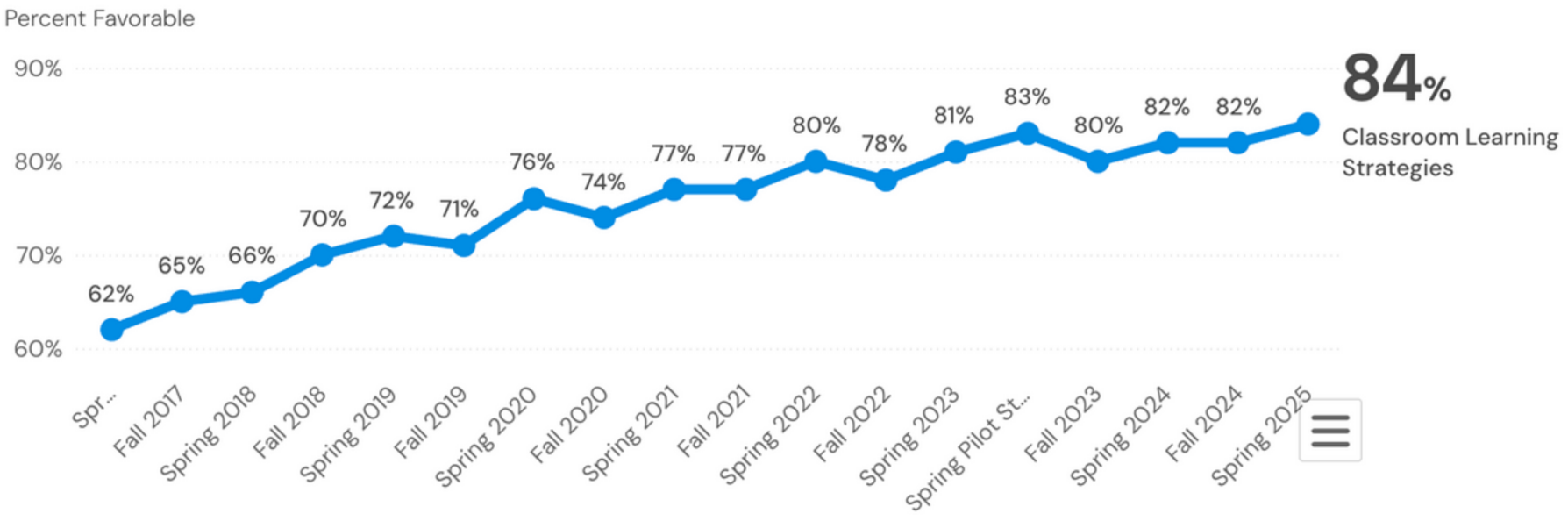
Topic	Percent Favorable	Change since last survey
Pedagogical Effectiveness	87%	▲ 1
Coach-Athlete Relationships	84%	▲ 1
Team Belonging	84%	▲ 1
Team Climate	84%	▲ 4 Greatest increase

Classroom Learning Strategies (Agency-relevant)

Based on **20,624** responses

How well students deliberately use strategies to manage their own learning processes in class.

How have results changed over time?

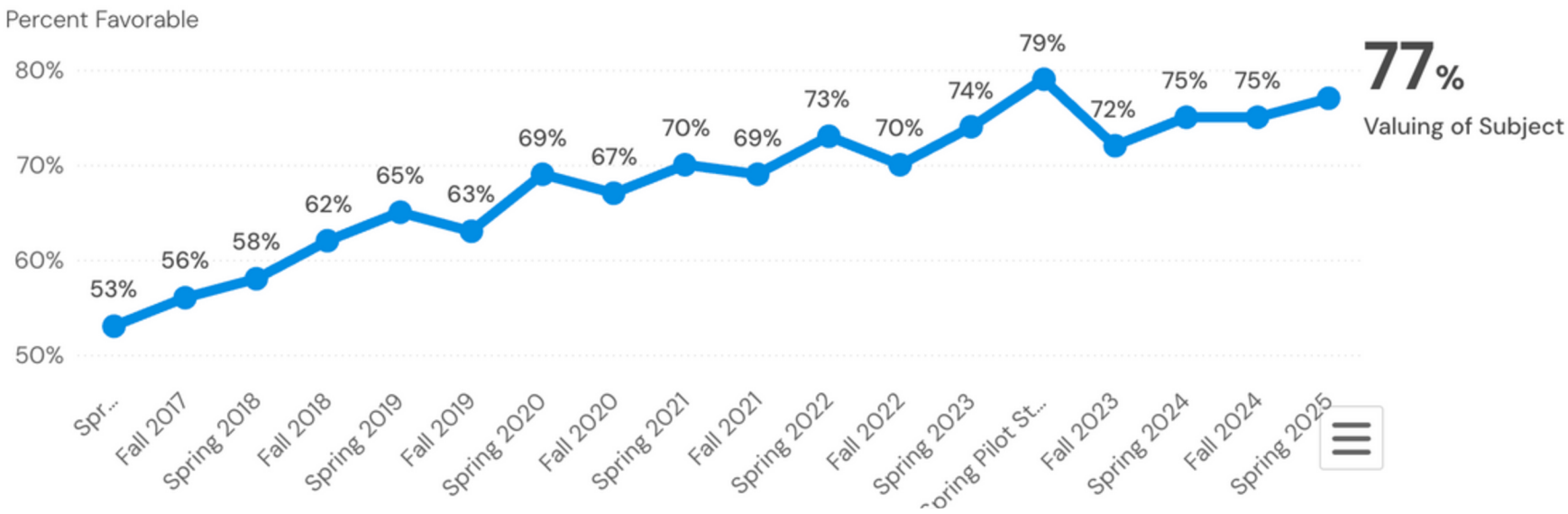


Source: Panorama

Valuing Subject

How much students feel that an academic subject is interesting, important, and useful.

How have results changed over time?



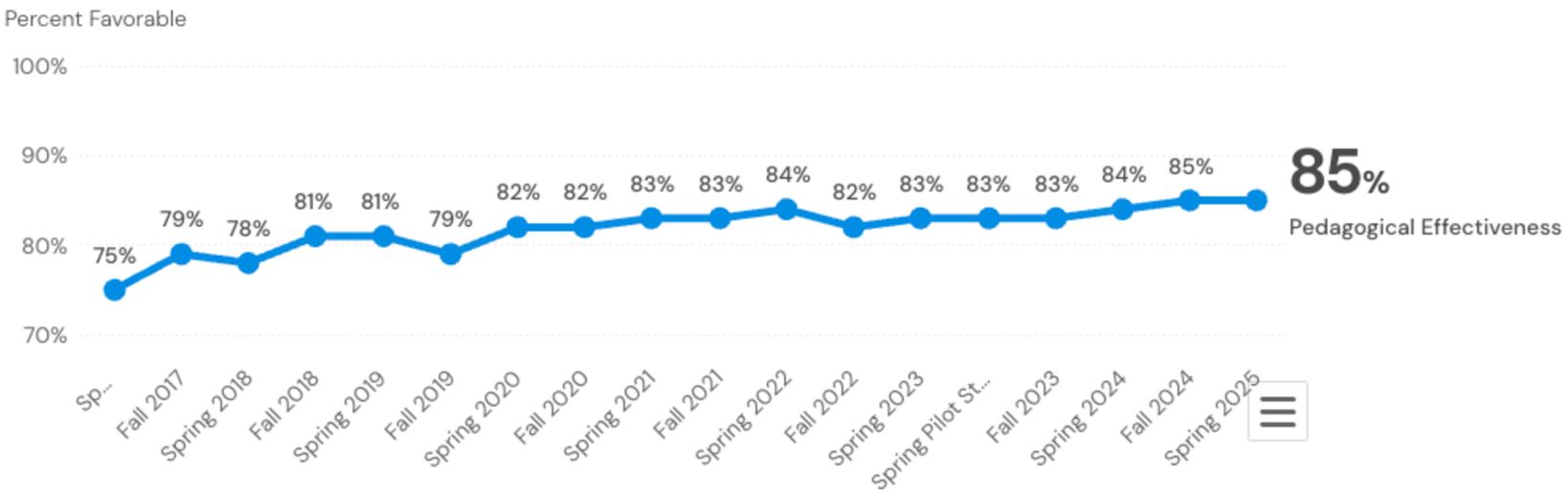
Pedagogical Effectiveness

Pedagogical Effectiveness

Based on **20,624** responses

Perceptions of the quality of teaching and amount of learning students experience from a particular teacher.

How have results changed over time?

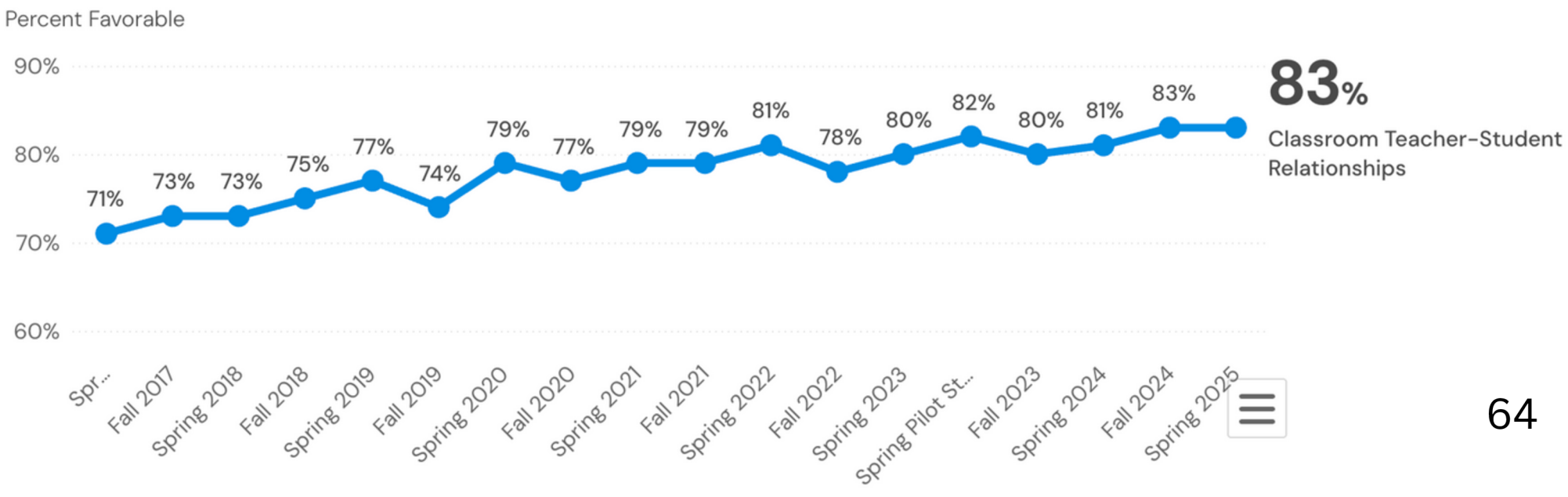


Classroom Teacher-Student Relationships

Based on **20,624** responses

How strong the social connection is between teachers and students within and beyond the classroom.

How have results changed over time?



Source: Panorama

STUDENT LIFE

Co-Curriculars

95%

% of 2025 graduates who participated in at least one co-curricular (event, activity or club) during their four years

Source: 5Star

Club Participation

91%

% of 2025 graduates who participated in at least one club during their four years

Source: 5Star

4 years	**685**
3 years	**201**
2 years	**110**
1 year	**99**
0 years	**107**

of 2025 graduates who particpated in a club(s) for X years

Athletics

57%

686/1205

% of 2025 graduates who participated in athletics at some point during their four years

Source: IC

Library Checkouts

Year: 6/1-5/31	Print Checkouts	Electronic Checkouts (ebook & audiobook)	TOTAL LIBRARY CHECKOUTS
24-25	10,605	10,385	20,990
23-24	10,482	11,447	21,929
22-23	9,332	8,629	17,961
21-22	5,270	7,626	12,896

Source: ILC

Seal of Biliteracy

264

Seals Awarded

110

Commendations Awarded

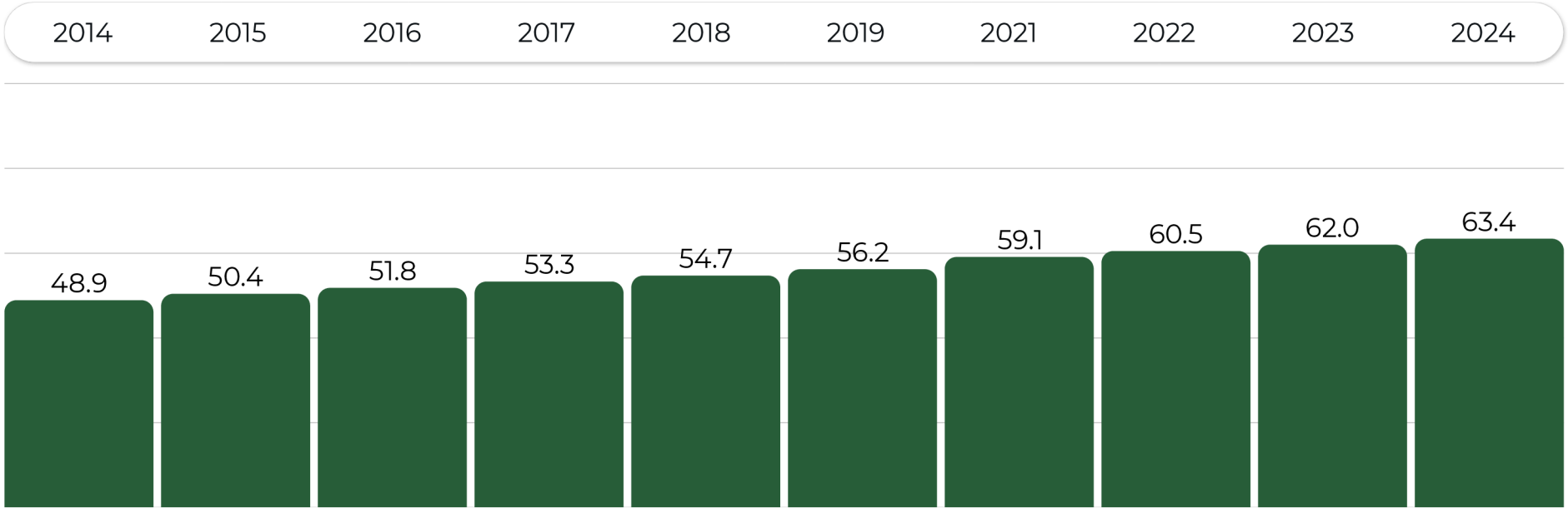
Bengali

New Language offered

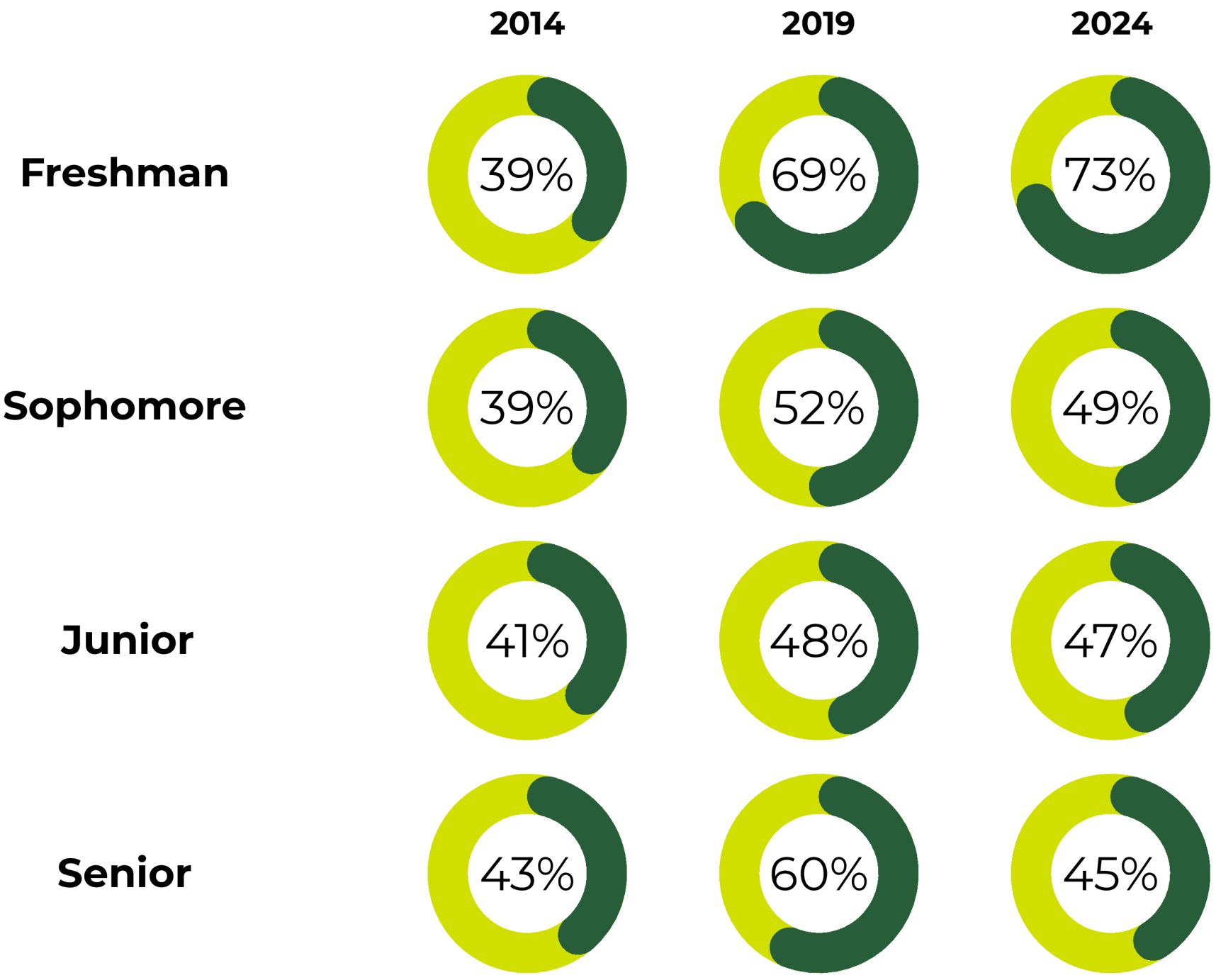
Source: Tableau Seal of Biliteracy Student Status

School Events

Homecoming Attendance - % of entire student body



Homecoming Attendance - % of Grade Level



Source: StuAct

Summer School

Enrollment Trend

	Semester 1	Semester 2	Total
2025	1770	1218	2988
2024	1704	1175	2879
2023	1748	1247	2995
2022	1617	1163	2780

Enrollment Trend Session 1 - By Grade

	Incoming 9th	Incoming 10th	Incoming 11th	Incoming 12th	%of All Students
2019	78%	42%	35%	42%	50%
2020	76%	48%	34%	39%	49%
2021	70%	42%	30%	39%	47%
2022	69%	38%	25%	43%	42%
2023	70%	39%	28%	41%	43%
2024	69%	36%	29%	35%	42%
2025	803	425	324	427	1990

Grade Trend - Session 1

	2021	2022	2023	2024	2025
A	73%	67%	80%	74%	85%
B	14%	16%	14%	13%	11%
C	6%	9%	5%	4%	3%
D	1%	0%	0%	0%	0%
F	0%	0%	0%	0%	0%
Other	6%	9%	1%	9%	1%

Source: APTL Office/IC