

Gallatin High School

Gallatin CUSD 7

Junction, ILLINOIS



ILLINOIS SCHOOL REPORT CARD

GRADES : 9 10 11 12

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

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Total Enrollment
School	94.3	0.0	1.0	0.5	0.0	0.0	4.2	56.8	0.5	18.8	3.1	192
District	95.3	0.0	0.9	0.3	0.0	0.0	3.6	62.6	0.5	21.5	4.4	781
State	48.8	17.3	25.5	4.7	0.1	0.3	3.2	49.9	10.5	14.3	2.2	2,041,779

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

IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Total Enrollment is based on Home School.

Homeless students are who do not have permanent and adequate homes.

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School	0.0	8.9	21.1	93.6
District	0.0	8.0	23.3	94.2
State	2.0	9.8	12.2	94.4

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*	
	Percent
School	100.0
District	99.0
State	95.3

TOTAL SCHOOL DAYS	
	Days
School	176
District	176
State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	26.0
State	28.4

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

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

STUDENT-TO-STAFF RATIOS			
Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
--	--	--	--
18.4	15.9	10.5	278.1
18.7	18.9	11.3	176.5

HEALTH AND WELLNESS (days per week)	
School	5.0
District	5.0
State	4.0

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School										17.3	17.3
District										17.3	19.8
State										19.0	21.1

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
District	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.4	81.6	53	
State	83.4	6.0	5.7	1.4	0.1	0.2	0.8	2.5	23.3	76.7	127,152	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	14.0	74.5	25.5
State	13.1	38.1	61.4

Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

Some teacher/administrator data are not collected at the school level.

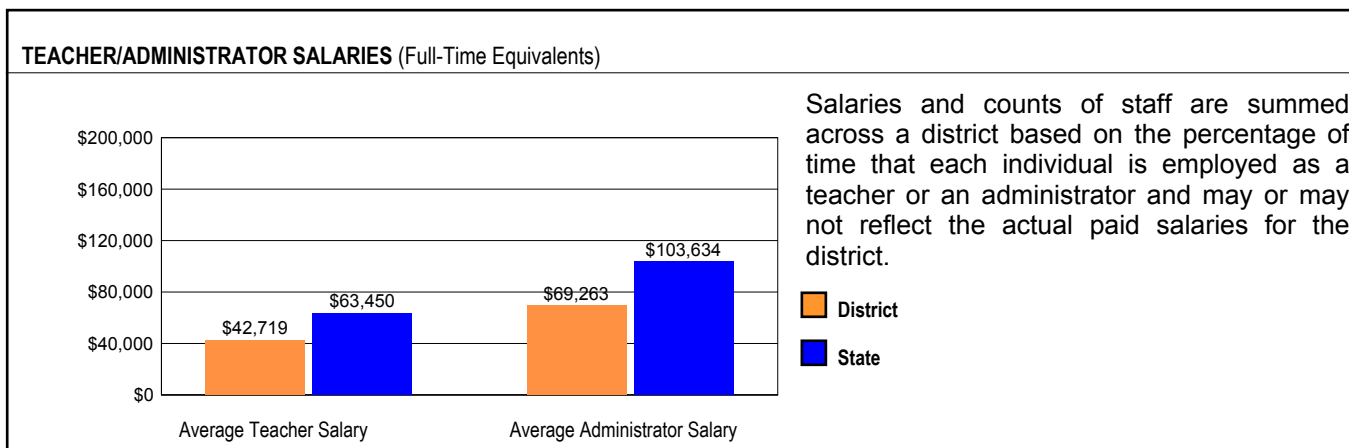
TEACHER RETENTION RATE	
School	79.6
District	82.7
State	85.8

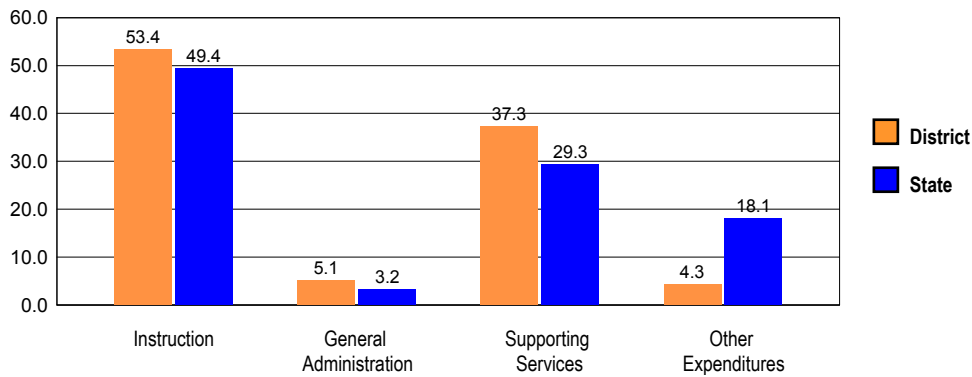
PRINCIPAL TURNOVER (Count)	
School	3.0
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	62.0
District	77.7
State	76.5

Percentage of teachers absent 10 or fewer days
Data from 2013-14 Office of Civil Rights Data Collection, published June 2016

SCHOOL DISTRICT FINANCES



EXPENDITURE BY FUNCTION 2014-15 (Percentages)

REVENUE BY SOURCE 2014-15				EXPENDITURE BY FUND 2014-15			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$2,786,246	40.6	62.8	Education	\$5,235,935	77.9	73.4
Other Local Funding	\$182,250	2.7	4.6	Operations & Maintenance	\$456,585	6.8	6.4
General State Aid	\$2,527,964	36.9	16.3	Transportation	\$498,221	7.4	3.7
Other State Funding	\$733,031	10.7	8.6	Debt Service	\$0	0.0	8.1
Federal Funding	\$627,291	9.1	7.7	Tort	\$154,290	2.3	1.3
TOTAL	\$6,856,782			Municipal Retirement/ Social Security	\$366,701	5.5	2.1
				Fire Prevention & Safety	\$3,105	0.0	0.5
				Capital Projects	\$3,295	0.0	4.7
				TOTAL	\$6,718,132		

OTHER FINANCIAL INDICATORS

	2013 Equalized Assessed Valuation per Pupil	2013 Total School Tax Rate per \$100	2014-15 Instructional Expenditure per Pupil	2014-15 Operating Expenditure per Pupil
District	\$81,355	4.06	\$5,031	\$8,877
State	**	**	\$7,712	\$12,821

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

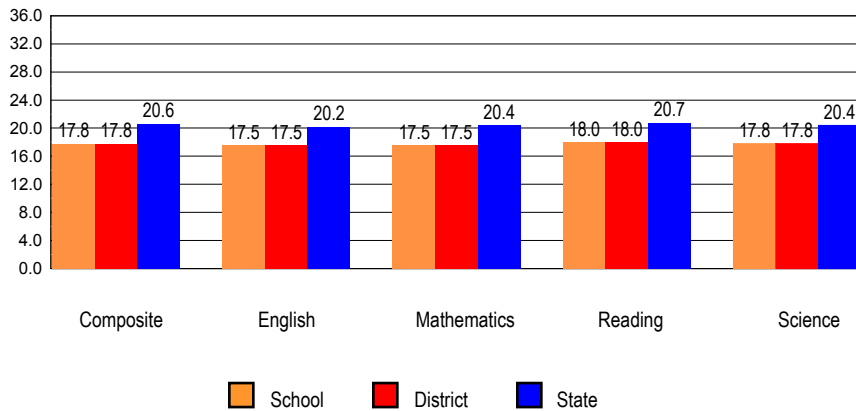
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

ACT ASSESSMENT: GRADUATING CLASS OF 2016 *



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

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. All students whose scores are college reportable, both standard and extended time tests, are now included. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

READY FOR COLLEGE COURSE WORK

School	26.8
District	26.8
State	46.4

PERCENT OF STUDENTS MET ACT BENCHMARKS

	English	Math	Read	Science	ALL 4 Subjects
School	46.3	19.5	24.4	19.5	7.3
District	46.3	19.5	24.4	19.5	7.3
State	61.9	39.7	40.3	34.3	25.1

COLLEGE ENROLLMENT

	12 Months	16 Months
School	62.0	68.0
District	62.0	68.0
State	67.8	71.4

FRESHMEN ON TRACK

School	86.2
District	86.2
State	82.4

CTE ENROLLMENT

School	181
District	181
State	280,517

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)

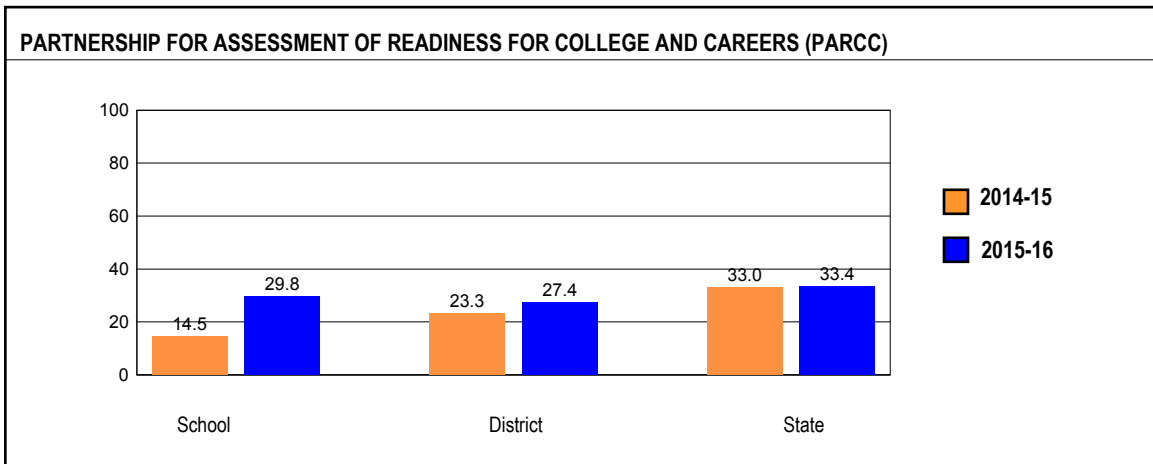
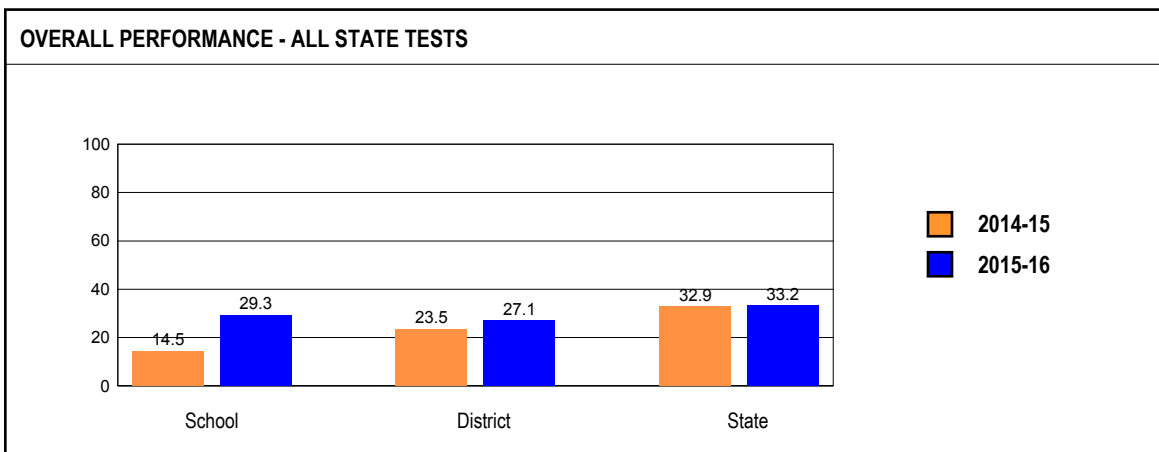
	GRADE 10	GRADE 11	GRADE 12
School	0	0	3
District	0	0	3
State	28,457	54,910	70,923

ADVANCED PLACEMENT (AP) COURSE WORK			
Levels	Grade10	Grade11	Grade12
All			
School	0	0	3
District	0	0	3
State	21,667	40,133	50,356
White			
School	0	0	3
District	0	0	3
State	12,468	23,421	28,922
Black			
School	0	0	0
District	0	0	0
State	1,581	3,342	4,505
Hispanic			
School	0	0	0
District	0	0	0
State	3,839	8,233	10,844
Asian			
School	0	0	0
District	0	0	0
State	2,971	3,835	4,549
Native Hwaiian/Pacific Islander			
School	0	0	0
District	0	0	0
State	31	40	58
American Indian			
School	0	0	0
District	0	0	0
State	58	76	110
Two or More Races			
School	0	0	0
District	0	0	0
State	719	1,186	1,368
LEP			
School	0	0	0
District	0	0	0
State	68	197	286
Non LEP			
School	0	0	3
District	0	0	3
State	21,599	39,936	50,070
IEP			
School	0	0	0
District	0	0	0
State	184	504	873
Non IEP			
School	0	0	3
District	0	0	3
State	21,483	39,629	49,483

HIGH SCHOOL 7-YEAR GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	91.2	89.7	92.7	91.2									69.9	70.5
District	91.2	89.7	92.7	91.2									69.9	70.5
State	85.8	83.7	88.2	90.9									75.9	77.7

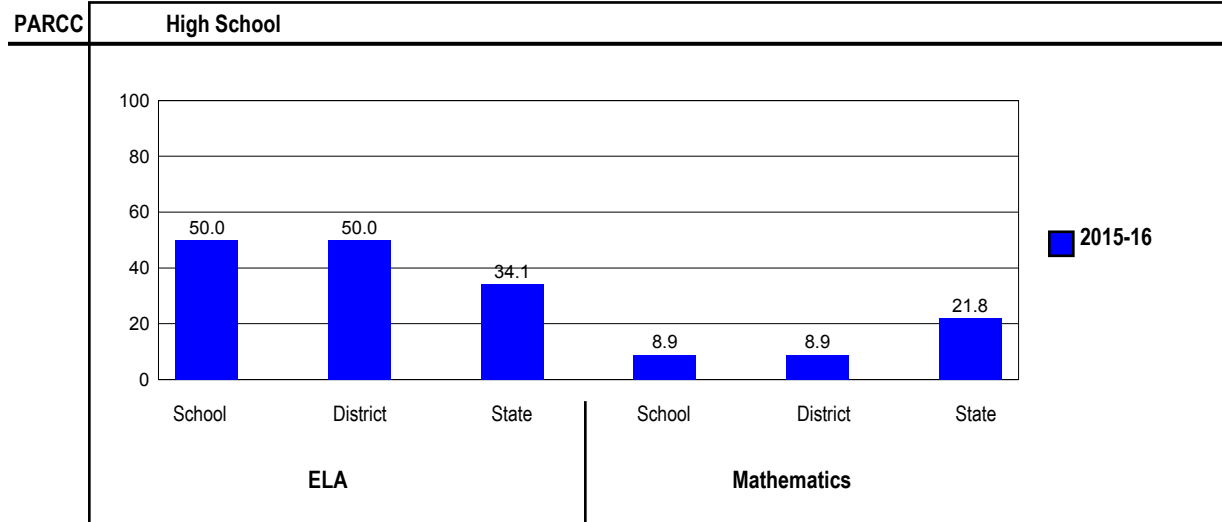
OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



PARCC PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.



PERFORMANCE ON STATE ASSESSMENTS

The PARCC is administered to students in grade 3 through 8 and high school. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific islander	American Indian	Two or More Races				
School	*Enrollment	59	33	26	55	0	0	0	0	0	4	0	0	6	37
	Reading	0.0	0.0	0.0	0.0										0.0
District	*Enrollment	425	220	205	406	0	3	1	0	0	15	1	0	93	265
	Reading	0.7	0.9	0.5	0.7						0.0			0.0	0.8
State	*Enrollment	1,050,307	537,851	512,454	512,582	177,823	272,642	49,633	1,043	2,886	33,656	87,711	198	147,577	527,950
	Reading	2.5	2.5	2.6	2.2	3.0	2.9	2.0	3.5	3.0	2.7	2.5	1.0	3.6	2.7

* Enrollment as reported during the testing windows for grades 3 - 8 and high school.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific islander	American Indian	Two or More Races				
School	*Enrollment	57	32	25	52	0	0	0	0	0	5	0	0	7	39
	Mathematics	0.0	0.0	0.0	0.0										0.0
District	*Enrollment	423	219	204	403	0	3	1	0	0	16	1	0	94	267
	Mathematics	0.9	0.9	1.0	1.0						0.0			0.0	1.1
State	*Enrollment	1,025,813	525,396	500,415	494,198	176,422	271,200	47,430	1,046	2,841	32,624	91,569	202	145,620	524,025
	Mathematics	2.5	2.5	2.6	2.1	3.2	3.0	1.5	3.5	3.0	2.6	2.0	1.0	3.8	2.8

* Enrollment as reported during the testing windows for grades 3 - 8 and high school.

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

High School

High School - All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
School	0.0	8.6	41.4	41.4	8.6	16.1	41.1	33.9	8.9	0.0
District	0.0	8.6	41.4	41.4	8.6	16.1	41.1	33.9	8.9	0.0
State	19.2	20.9	25.8	28.3	5.8	21.5	29.5	27.2	21.1	0.7

High School - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	School	0.0	12.1	42.4	39.4	6.1	15.6	34.4	37.5	12.5	0.0
	District	0.0	12.1	42.4	39.4	6.1	15.6	34.4	37.5	12.5	0.0
	State	25.0	22.9	24.9	23.4	3.7	23.8	29.9	25.6	19.8	0.8
Female	School	0.0	4.0	40.0	44.0	12.0	16.7	50.0	29.2	4.2	0.0
	District	0.0	4.0	40.0	44.0	12.0	16.7	50.0	29.2	4.2	0.0
	State	13.1	18.8	26.7	33.4	8.0	19.1	29.1	28.8	22.4	0.6

High School - Racial/Ethnic Background

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
White	School	0.0	9.3	38.9	42.6	9.3	15.7	39.2	35.3	9.8	0.0
	District	0.0	9.3	38.9	42.6	9.3	15.7	39.2	35.3	9.8	0.0
	State	13.5	17.5	26.2	35.1	7.8	16.0	25.5	30.2	27.3	1.0
Black	School										
	District										
	State	33.3	28.6	23.3	13.4	1.3	35.5	36.2	19.6	8.7	0.1
Hispanic	School										
	District										
	State	24.5	25.0	27.5	20.8	2.1	23.2	33.4	27.0	16.1	0.3
Asian	School										
	District										
	State	6.3	11.4	21.1	43.4	17.8	8.3	18.3	29.1	40.8	3.5
Native Hawaiian/Pacific Islander	School										
	District										
	State	7.2	18.0	29.7	37.8	7.2	11.2	31.8	23.4	31.8	1.9
American Indian	School										
	District										
	State	23.7	19.7	30.6	21.2	4.8	25.6	31.9	24.2	18.1	0.3
Two or More Races	School										
	District										
	State	16.7	19.2	25.1	30.2	8.8	21.3	27.9	26.5	23.3	0.9

High School - Economically Disadvantaged

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Free/Reduced Price Lunch	School	0.0	10.8	37.8	48.6	2.7	12.8	43.6	35.9	7.7	0.0
	District	0.0	10.8	37.8	48.6	2.7	12.8	43.6	35.9	7.7	0.0
	State	28.0	26.1	25.6	18.4	1.9	28.0	34.3	24.2	13.3	0.2
Not Eligible	School	0.0	4.8	47.6	28.6	19.0	23.5	35.3	29.4	11.8	0.0
	District	0.0	4.8	47.6	28.6	19.0	23.5	35.3	29.4	11.8	0.0
	State	12.4	16.8	25.9	36.0	8.9	15.3	25.0	30.0	28.5	1.2