

**Johnston City High School  
Johnston City CUSD 1  
Johnston City, 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](http://illinoisreportcard.com). All of the metrics posted on [illinoisreportcard.com](http://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	Chronic Truancy Rate	Attendance Rate	Total Enrollment
<b>School</b>	95.5	0.9	2.4	0.0	0.0	0.3	0.9	53.0	0.0	17.7	2.1	10.3	92.6	334
<b>District</b>	91.9	0.5	2.6	0.1	0.0	0.9	3.9	60.3	0.0	19.0	2.3	6.5	94.1	1,118
<b>State</b>	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.2	10.7	13.9	2.1	10.8	94.0	2,028,162

**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 *Serving School*.

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

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

STUDENT MOBILITY RATE													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income
<b>School</b>	9.2	10.3	8.2	8.2								15.4	12.4
<b>District</b>	11.6	12.9	10.1	10.4		13.3				17.8		17.9	14.5
<b>State</b>	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6

**INSTRUCTIONAL SETTING**

PARENTAL CONTACT*		TOTAL SCHOOL DAYS	
	Percent		Days
<b>School</b>	100.0	<b>School</b>	174
<b>District</b>	99.8	<b>District</b>	174
<b>State</b>	94.9	<b>State</b>	175

8TH GRADERS PASSING ALGEBRA I **	
<b>School</b>	
<b>District</b>	0.0
<b>State</b>	29.5

\*\* 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
School	--	--	--	--
District	21.6	26.3	11.7	223.6
State	18.7	19.4	11.2	189.6

HEALTH AND WELLNESS (days per week)	
School	5.0
District	4.0
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										13.6	13.6
District										13.6	19.8
State										19.5	20.2

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	20.6	79.4	67
State	83.3	5.8	5.6	1.5	0.1	0.2	0.8	2.7	23.3	76.7	129,575

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	14.8	55.0	45.0
State	13.1	38.5	60.9

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

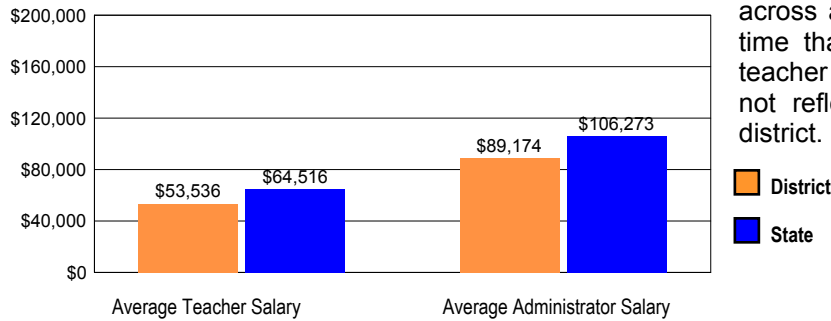
TEACHER RETENTION RATE	
School	90.2
District	83.7
State	86.3

PRINCIPAL TURNOVER (Count)	
School	2.0
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	56.5
District	68.5
State	75.3

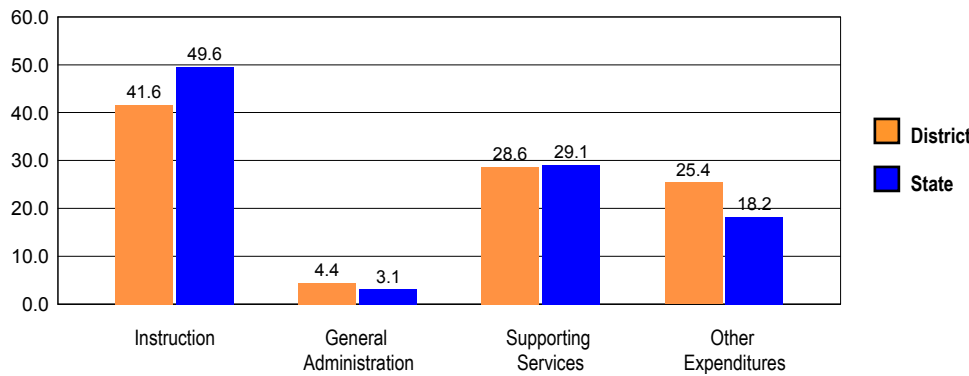
## SCHOOL DISTRICT FINANCES

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



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

### EXPENDITURE BY FUNCTION 2015-16 (Percentages)



	District	District %	State %
Local Property Taxes	\$3,584,240	33.3	63.2
Other Local Funding	\$1,168,160	10.8	4.8
General State Aid	\$4,797,238	44.5	17.1
Other State Funding	\$349,817	3.2	7.1
Federal Funding	\$877,183	8.1	7.8
<b>TOTAL</b>	<b>\$10,776,638</b>		

	District	District %	State %
Education	\$7,868,253	75.0	73.4
Operations & Maintenance	\$349,844	3.3	6.2
Transportation	\$389,384	3.7	3.8
Debt Service	\$1,278,090	12.2	8.2
Tort	\$165,670	1.6	1.2
Municipal Retirement/ Social Security	\$216,046	2.1	2.1
Fire Prevention & Safety	\$18,045	0.2	0.5
Capital Projects	\$205,498	2.0	4.6
<b>TOTAL</b>	<b>\$10,490,830</b>		

### OTHER FINANCIAL INDICATORS

	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$75,562	4.52	\$4,510	\$8,077
State	**	**	\$7,853	\$12,973

\*\* 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.

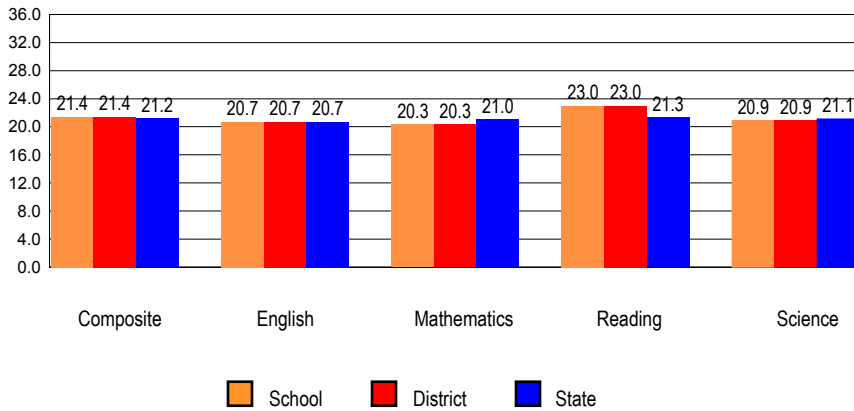
**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.

**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 2017



ACT is no longer a component of the state assessment. College and career readiness will be redefined next year due to ESSA. As a result, the college and career readiness measure for the 2016-17 Report Card has not been changed for consistency. Beginning with the 2016-17 school year, grade 11 students take the SAT as the high school accountability assessment. However, the College Course Work Readiness data point on the Illinois Report Card reports on the graduating class of the reporting year. The data represents the most recent ACT score earned by a 2017 graduate.

### READY FOR COLLEGE COURSE WORK

School	58.3
District	58.3
State	50.5

### PERCENT OF STUDENTS MET ACT BENCHMARKS

	English	Math	Read	Science	ALL 4 Subjects
School	72.9	39.6	54.2	31.3	22.9
District	72.9	39.6	54.2	31.3	22.9
State	64.5	42.6	46.2	37.7	28.2

### COLLEGE ENROLLMENT

	12 Months	16 Months
School	65.6	67.2
District	65.6	67.2
State	69.5	73.2

### FRESHMEN ON TRACK

School	95.1
District	95.1
State	87.1

### CTE ENROLLMENT

School	301
District	301
State	277,461

### ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)

	GRADE 10	GRADE 11	GRADE 12
School	0	9	59
District	0	9	59
State	30,084	57,402	73,171



<b>State</b>	5,068	11,705	14,549	3,079	2,348	2,108	3,079	5,868	10,553
<b>Non Low Income</b>									
<b>School</b>	0	0	0	0	0	0	0	5	34
<b>District</b>	0	0	0	0	0	0	0	5	34
<b>State</b>	17,298	31,000	36,885	634	957	862	634	11,187	21,178

<b>POST-SECONDARY REMEDIATION (CLASS OF 2015)</b>	
<b>School</b>	17.6
<b>District</b>	17.6
<b>State</b>	46.8

<b>HIGH SCHOOL 4-YEAR GRADUATION RATE</b>														
	<b>Gender</b>			<b>Race / Ethnicity</b>							<b>LEP</b>	<b>Migrant</b>	<b>Students with Disabilities</b>	<b>Economically Disadvantaged</b>
	<b>All</b>	<b>Male</b>	<b>Female</b>	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>Native Hawaiian/Pacific Islander</b>	<b>American Indian</b>	<b>Two or More Races</b>				
<b>School</b>	82.3	85.4	79.2	82.8									47.1	72.0
<b>District</b>	81.4	83.7	79.2	82.8									44.4	70.6
<b>State</b>	87.0	84.5	89.5	90.6	78.9	83.5	94.7	81.8	81.3	86.2	73.6	68.8	71.2	79.4

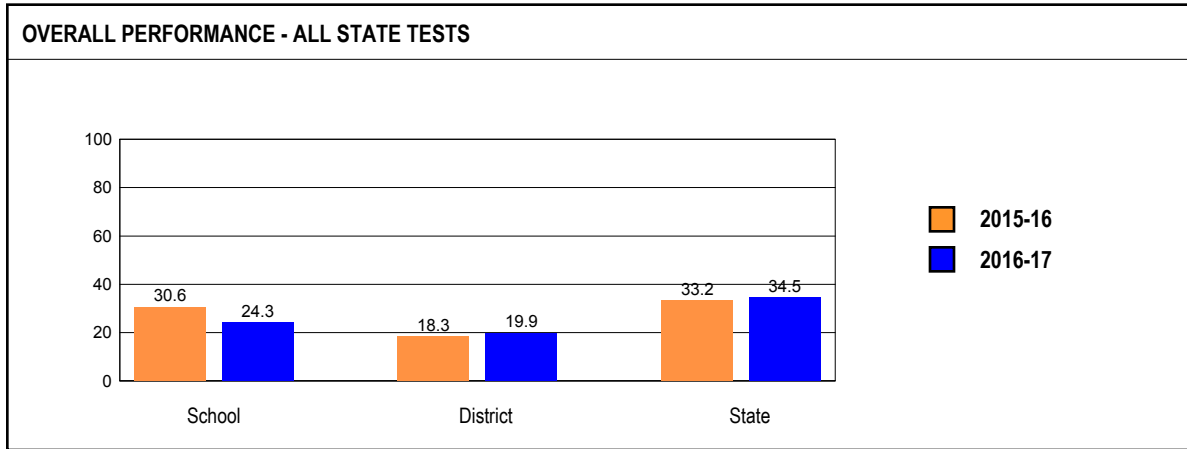
<b>HIGH SCHOOL 5-YEAR GRADUATION RATE</b>														
	<b>Gender</b>			<b>Race / Ethnicity</b>							<b>LEP</b>	<b>Migrant</b>	<b>Students with Disabilities</b>	<b>Economically Disadvantaged</b>
	<b>All</b>	<b>Male</b>	<b>Female</b>	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>Native Hawaiian/Pacific Islander</b>	<b>American Indian</b>	<b>Two or More Races</b>				
<b>School</b>	88.2	83.3	92.5	90.3									92.9	79.5
<b>District</b>	88.2	83.3	92.5	90.3									92.9	79.5
<b>State</b>	88.4	86.3	90.7	91.7	80.9	85.5	95.8	88.4	83.8	87.6	79.0	82.6	75.5	81.8

<b>HIGH SCHOOL 6-YEAR GRADUATION RATE</b>														
	<b>Gender</b>			<b>Race / Ethnicity</b>							<b>LEP</b>	<b>Migrant</b>	<b>Students with Disabilities</b>	<b>Economically Disadvantaged</b>
	<b>All</b>	<b>Male</b>	<b>Female</b>	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>Native Hawaiian/Pacific Islander</b>	<b>American Indian</b>	<b>Two or More Races</b>				
<b>School</b>	83.8	83.3	84.2	84.7									90.9	83.3
<b>District</b>	84.0	83.3	84.6	84.9									91.7	83.7
<b>State</b>	88.6	86.4	90.8	91.6	81.3	85.7	95.7	89.1	84.6	87.9	80.4	40.0	76.9	83.3

<b>DROP OUT RATE BY RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION</b>														
	<b>Gender</b>			<b>Race / Ethnicity</b>							<b>LEP</b>	<b>Migrant</b>	<b>Students with Disabilities</b>	<b>Economically Disadvantaged</b>
	<b>All</b>	<b>Male</b>	<b>Female</b>	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Asian</b>	<b>Native Hawaiian/Pacific Islander</b>	<b>American Indian</b>	<b>Two or More Races</b>				
<b>School</b>	1.8	1.8	1.8	1.6									3.4	3.4
<b>District</b>	1.8	1.8	1.8	1.6									3.4	3.4
<b>State</b>	2.1	2.3	1.8	1.2	4.2	2.7	0.4	1.2	2.7	2.1	3.6	2.5	3.6	3.6

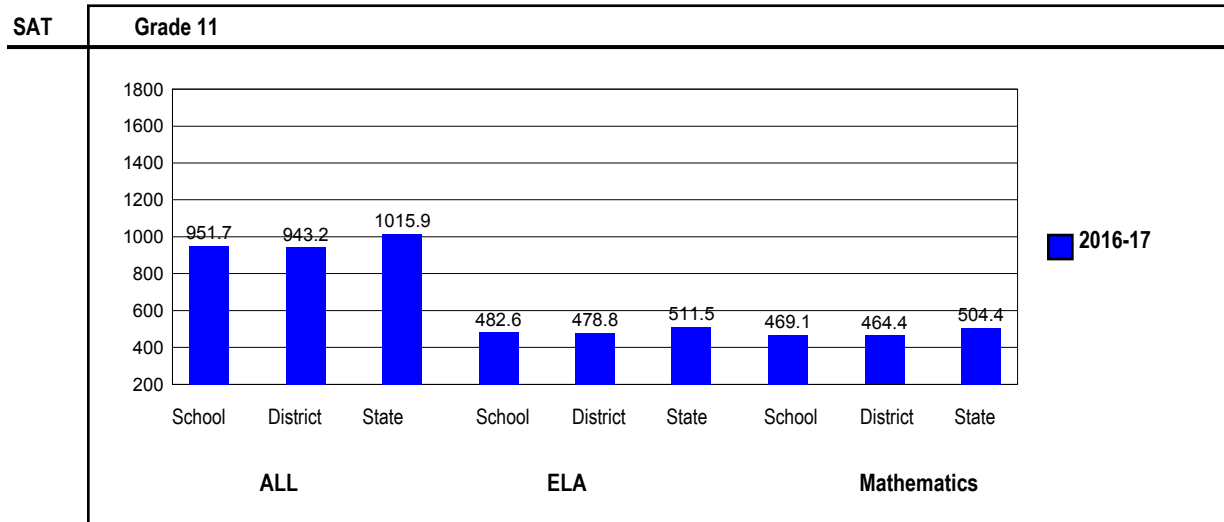
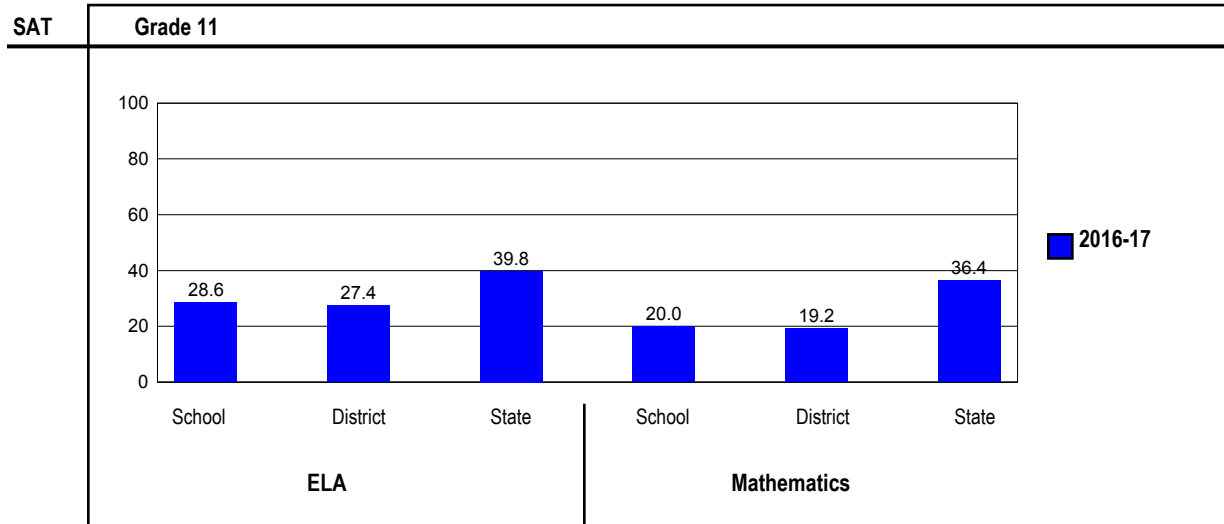
### OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.



**SAT PERFORMANCE**

These show the percentage of student scores meeting or exceeding Standards for the grades and subjects tested on SAT





## PERFORMANCE ON STATE ASSESSMENTS

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

The PARCC is administered to students in grade 3 through 8. SAT is administered to students in grade 11. 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 or SAT would not be appropriate.

Students with disabilities have an IEP. 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	71	35	36	67	1	3	0	0	0	0	0	0	14	39
	Reading	1.4	0.0	2.8	1.5									0.0	2.6
District	*Enrollment	565	277	288	523	2	14	0	0	4	22	0	0	121	336
	Reading	0.2	0.0	0.3	0.2		0.0				0.0			0.0	0.3
State	*Enrollment	1,044,459	533,974	510,468	505,668	175,154	271,875	51,312	1,081	4,730	34,569	90,576	126	143,863	530,039
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

\* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

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	71	35	36	67	1	3	0	0	0	0	0	0	14	39
	Mathematics	1.4	0.0	2.8	1.5									0.0	2.6
District	*Enrollment	565	277	288	523	2	14	0	0	4	22	0	0	121	336
	Mathematics	0.2	0.0	0.3	0.2		0.0				0.0			0.0	0.3
State	*Enrollment	1,046,615	535,114	511,484	506,264	175,213	272,641	52,002	1,091	4,739	34,592	93,048	127	143,785	531,314
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

\* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

## SAT

Each Performance Level is a broad, categorical level defined by a student's 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 scores for the assessment. There are four Performance Levels for SAT:

Level 1 -- Partially Meets Standards	The student has only partially met standards & demonstrates a <b>minimal</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 2 -- Approaching Standards	The student is approaching the proficiency level & demonstrates an <b>incomplete</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 3 -- Meets Standards	The student has met the proficiency level & demonstrates <b>adequate</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 4 -- Exceeds Standards	The student has exceeded the proficiency level & demonstrates a <b>thorough</b> understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

## SAT

### SAT - All

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
School	38.6	32.9	21.4	7.1	47.1	32.9	12.9	7.1
District	41.1	31.5	20.5	6.8	49.3	31.5	12.3	6.8
State	22.8	37.4	26.7	13.1	31.0	32.6	28.5	7.9

### SAT- Gender

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	45.7	28.6	17.1	8.6	45.7	31.4	14.3	8.6
	District	48.6	27.0	16.2	8.1	48.6	29.7	13.5	8.1
	State	26.1	36.4	25.0	12.5	30.6	31.0	28.9	9.5
Female	School	31.4	37.1	25.7	5.7	48.6	34.3	11.4	5.7
	District	33.3	36.1	25.0	5.6	50.0	33.3	11.1	5.6
	State	19.5	38.4	28.5	13.6	31.3	34.3	28.2	6.2

**SAT - Racial/Ethnic Background**

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	36.4	33.3	22.7	7.6	45.5	34.8	12.1	7.6
	District	39.1	31.9	21.7	7.2	47.8	33.3	11.6	7.2
	State	14.7	34.2	33.2	17.8	20.9	31.9	36.8	10.4
Black	School								
	District								
	State	41.4	41.8	13.8	3.0	56.3	32.0	10.9	0.8
Hispanic	School								
	District								
	State	31.5	44.4	19.4	4.7	41.1	37.3	19.5	2.1
Asian	School								
	District								
	State	10.2	24.5	33.5	31.8	10.7	22.1	38.8	28.3
Native Hawaiian/Pacific Islander	School								
	District								
	State	16.2	39.7	26.5	17.6	28.7	27.2	33.1	11.0
American Indian	School								
	District								
	State	28.2	41.7	20.4	9.7	40.9	29.6	24.7	4.8
Two or More Races	School								
	District								
	State	18.8	35.9	27.9	17.5	28.1	31.6	29.8	10.6

**SAT - Students with Disabilities**

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	85.7	7.1	7.1	0.0	85.7	7.1	7.1	0.0
	District	88.2	5.9	5.9	0.0	88.2	5.9	5.9	0.0
	State	66.1	25.6	6.3	2.1	76.0	17.1	5.8	1.1
Non-IEP	School	26.8	39.3	25.0	8.9	37.5	39.3	14.3	8.9
	District	26.8	39.3	25.0	8.9	37.5	39.3	14.3	8.9
	State	17.5	38.8	29.2	14.4	25.5	34.5	31.3	8.7

**SAT - Economically Disadvantaged**

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	44.7	39.5	13.2	2.6	60.5	26.3	10.5	2.6
	District	48.8	36.6	12.2	2.4	63.4	24.4	9.8	2.4
	State	36.1	42.9	17.1	3.9	47.0	34.6	16.5	1.9
Not Eligible	School	31.3	25.0	31.3	12.5	31.3	40.6	15.6	12.5
	District	31.3	25.0	31.3	12.5	31.3	40.6	15.6	12.5
	State	13.2	33.4	33.8	19.7	19.3	31.2	37.3	12.2