

Pleasant Hill High School
Pleasant Hill CUSD 3
Pleasant Hill, 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	Chronic Truancy Rate	Attendance Rate	Total Enrollment
School	98.7	1.3	0.0	0.0	0.0	0.0	0.0	49.4	0.0	22.8	0.0	11.3	92.2	79
District	98.0	1.3	0.0	0.0	0.0	0.0	0.7	49.7	0.0	23.0	1.3	7.1	94.2	304
State	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
School	12.3	10.3	14.3	11.4								16.7	12.8
District	10.4	8.2	12.8	10.1								12.5	10.5
State	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
School	98.0	School	174
District	98.0	District	174
State	94.9	State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	0.0
State	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	16.1	8.9	7.2	109.7
State	18.7	19.4	11.2	189.6

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										8.7	8.7
District										8.7	13.8
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	18.6	81.4	27
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	12.3	66.6	33.4
State	13.1	38.5	60.9

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

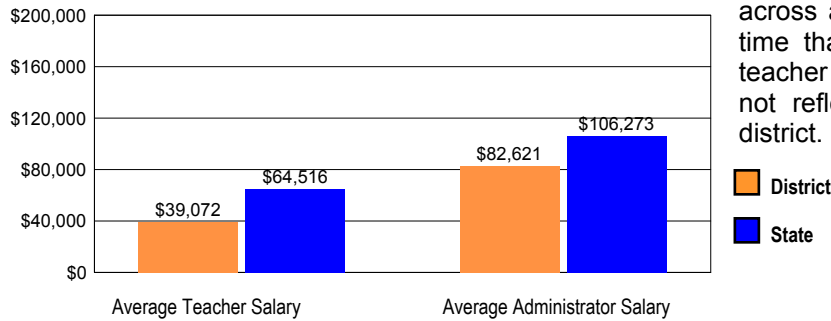
TEACHER RETENTION RATE	
School	88.2
District	81.9
State	86.3

PRINCIPAL TURNOVER (Count)	
School	2.0
District	2.0
State	2.0

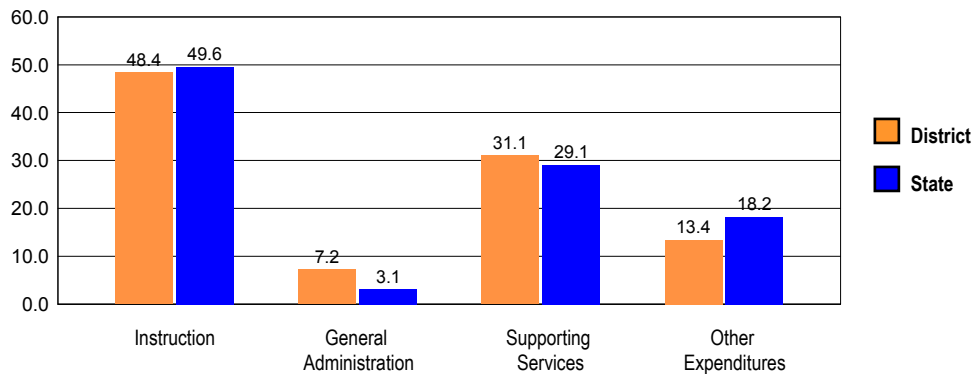
TEACHER ATTENDANCE	
School	58.8
District	44.5
State	75.3

SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



EXPENDITURE BY FUNCTION 2015-16 (Percentages)



REVENUE BY SOURCE 2015-16

	District	District %	State %
Local Property Taxes	\$1,451,295	48.0	63.2
Other Local Funding	\$192,296	6.4	4.8
General State Aid	\$832,589	27.5	17.1
Other State Funding	\$333,553	11.0	7.1
Federal Funding	\$215,029	7.1	7.8
TOTAL	\$3,024,762		

EXPENDITURE BY FUND 2015-16

	District	District %	State %
Education	\$2,382,518	73.4	73.4
Operations & Maintenance	\$150,355	4.6	6.2
Transportation	\$243,970	7.5	3.8
Debt Service	\$190,697	5.9	8.2
Tort	\$74,763	2.3	1.2
Municipal Retirement/ Social Security	\$137,922	4.2	2.1
Fire Prevention & Safety	\$7,679	0.2	0.5
Capital Projects	\$59,206	1.8	4.6
TOTAL	\$3,247,110		

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	\$90,074	4.93	\$5,637	\$10,229
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.

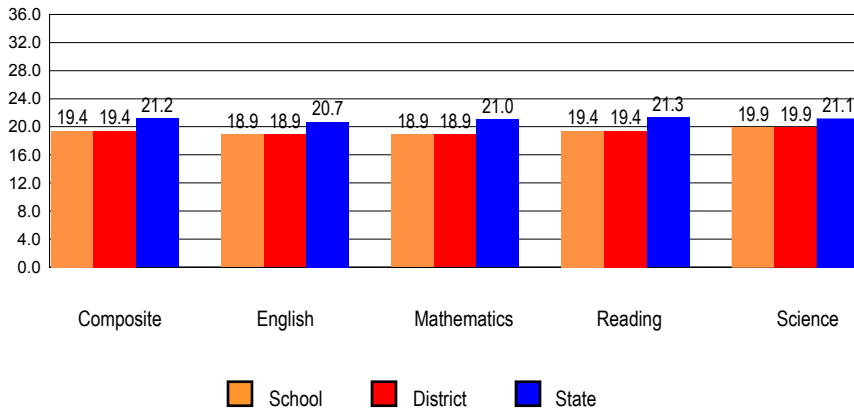
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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, grade11 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	21.4
District	21.4
State	50.5

PERCENT OF STUDENTS MET ACT BENCHMARKS

	English	Math	Read	Science	ALL 4 Subjects
School	50.0	21.4	21.4	21.4	21.4
District	50.0	21.4	21.4	21.4	21.4
State	64.5	42.6	46.2	37.7	28.2

COLLEGE ENROLLMENT

	12 Months	16 Months
School	40.0	40.0
District	40.0	40.0
State	69.5	73.2

FRESHMEN ON TRACK

School	94.4
District	94.4
State	87.1

CTE ENROLLMENT

School	63
District	63
State	277,461

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)

	GRADE 10	GRADE 11	GRADE 12
School	0	0	7
District	0	0	7
State	30,084	57,402	73,171

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

POST-SECONDARY REMEDIATION (CLASS OF 2015)	
School	
District	
State	46.8

HIGH SCHOOL 4-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	77.3	75.0	80.0	76.2										70.0
District	75.0	71.4	80.0	73.9										63.6
State	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

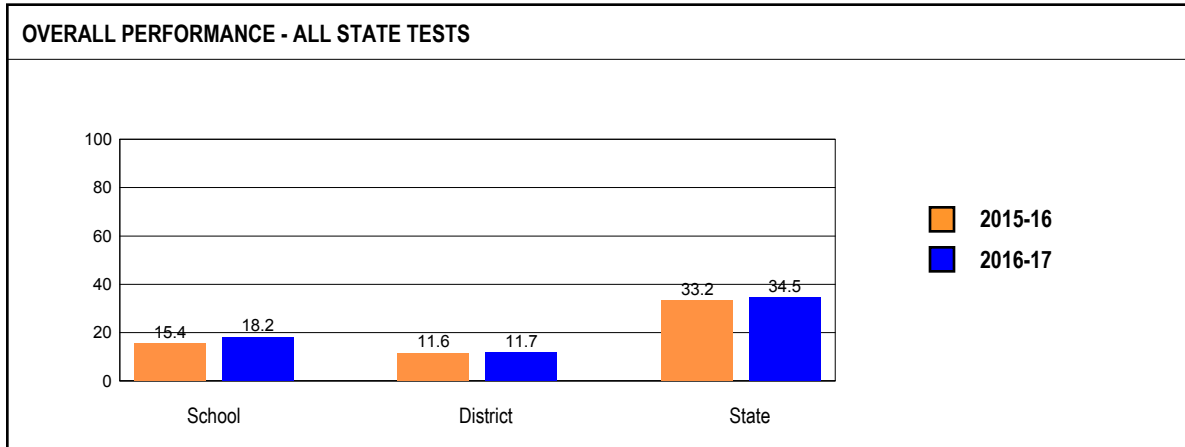
HIGH SCHOOL 5-YEAR GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	75.0	78.6	71.4	75.0										
District	75.0	78.6	71.4	75.0										
State	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

HIGH SCHOOL 6-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	74.1	78.6	69.2	74.1										57.1
District	75.9	80.0	71.4	75.9										62.5
State	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

DROP OUT RATE BY RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	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	3.8	5.3	2.4	3.8									5.6	5.1
District	3.7	5.0	2.4	3.8									5.0	5.0
State	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

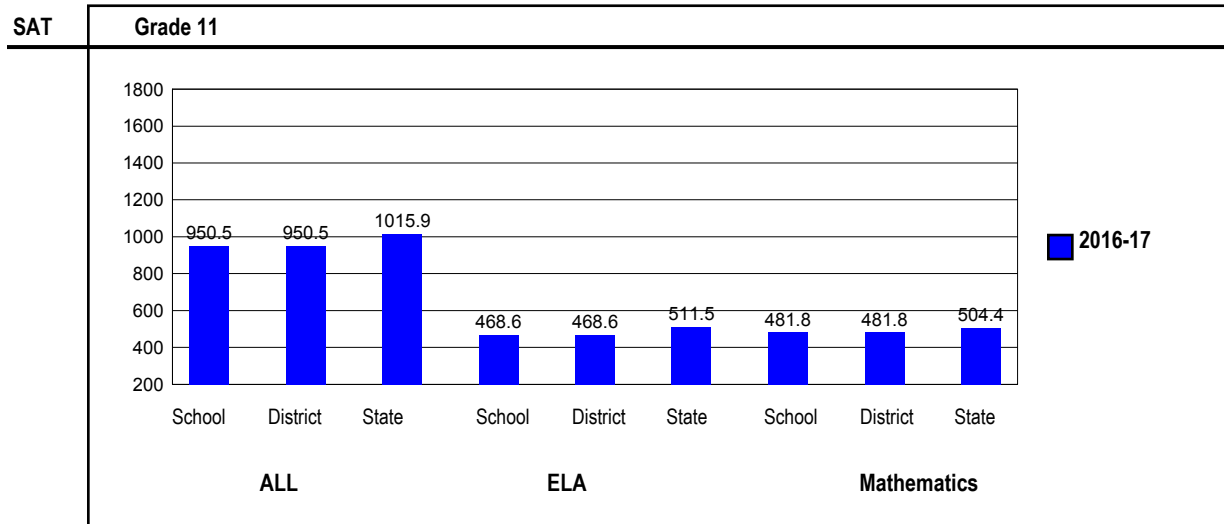
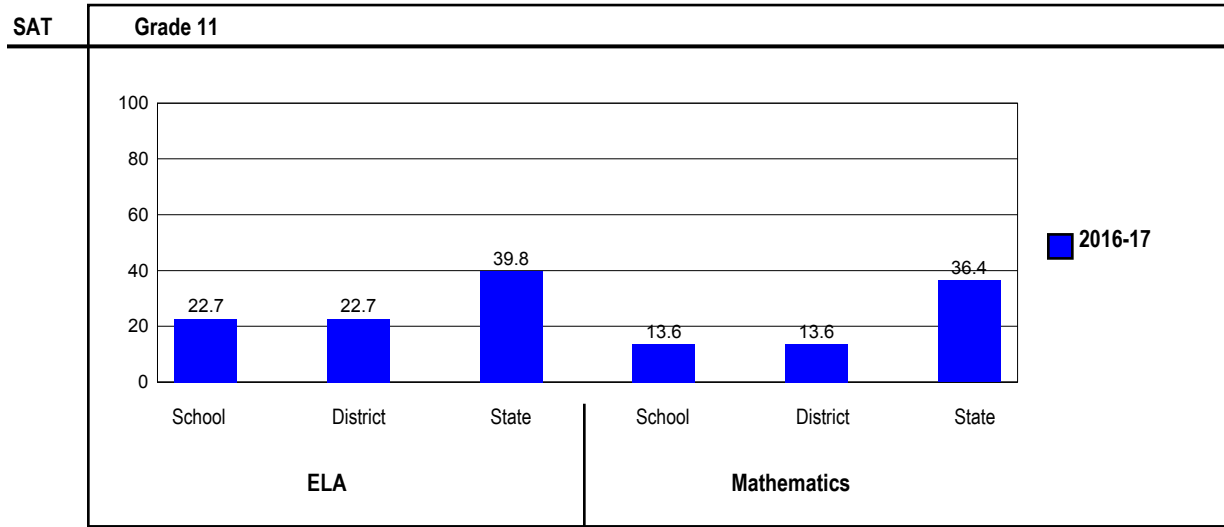
OVERALL STUDENT PERFORMANCE

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	22	12	10	22	0	0	0	0	0	0	0	0	5	6
	Reading	0.0	0.0	0.0	0.0										
District	*Enrollment	142	72	70	140	2	0	0	0	0	0	0	0	33	77
	Reading	0.7	1.4	0.0	0.7									0.0	1.3
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	22	12	10	22	0	0	0	0	0	0	0	0	5	6
	Mathematics	0.0	0.0	0.0	0.0										
District	*Enrollment	142	72	70	140	2	0	0	0	0	0	0	0	33	77
	Mathematics	0.7	1.4	0.0	0.7									0.0	1.3
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 minimal 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 incomplete understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 3 -- Meets Standards	The student has met the proficiency level & demonstrates adequate 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 thorough 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	31.8	45.5	18.2	4.5	27.3	59.1	13.6	0.0
District	31.8	45.5	18.2	4.5	27.3	59.1	13.6	0.0
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	50.0	41.7	0.0	8.3	33.3	50.0	16.7	0.0
	District	50.0	41.7	0.0	8.3	33.3	50.0	16.7	0.0
	State	26.1	36.4	25.0	12.5	30.6	31.0	28.9	9.5
Female	School	10.0	50.0	40.0	0.0	20.0	70.0	10.0	0.0
	District	10.0	50.0	40.0	0.0	20.0	70.0	10.0	0.0
	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	31.8	45.5	18.2	4.5	27.3	59.1	13.6	0.0
	District	31.8	45.5	18.2	4.5	27.3	59.1	13.6	0.0
	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