

TO: Dr. Charles Johns
FROM: Dr. Rosanne Williamson, Mr. Brad Swanson, Dr. Jennifer Pearson
RE: Dashboard Report
Date: November 23, 2020

Background:

Every year we bring pertinent data related to student demographics, student achievement, and teaching staff. In each area, we incorporate ten years of data so that trends can be identified.

Area of Note: High Academic Achievement

The District strives to ensure that all students receive a quality education and we continuously assess our practices around equity in providing our students the opportunity to access courses that help them meet their future goals. High ACT scores, the number of students taking and qualifying for college credit on their AP exams, the percent of students attending college, students meeting or exceeding the Illinois Learning Standards as measured by SAT performance are all indicators of the District's continued success in academically preparing our students. This year there is no SAT data to report since this test was not administered last spring due to the pandemic.

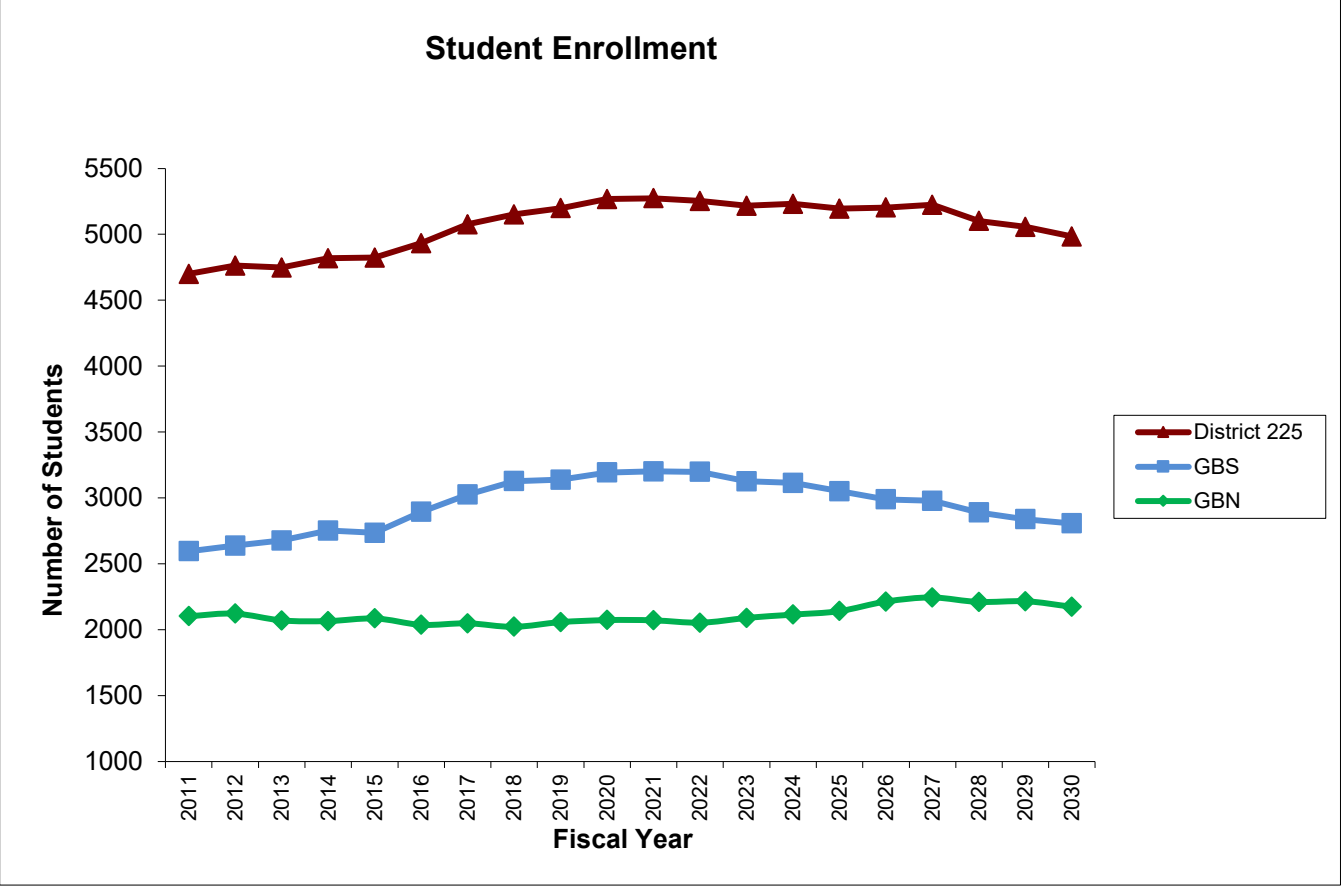
Areas of Focus:

Increasing Student Diversity

The data show an increasingly diverse student population and more students identified as English Learners (EL). Consistent with the District goal of equity, we continue to be mindful and identify patterns of enrollment and access to curricular programs.

Increasing Percentage of Students Identified as Needing Special Services

The District and building-level administration is working to support students and teachers given the increasing number of students identified as needing special services and accommodations through either an IEP (Individualized Educational Plan) or 504 Plan. We anticipate continuing to see slight increases in the percentage of students identified with disabilities consistent with national and state incidence levels. This has also been an area of focus when it comes to staffing levels in order to meet student needs.

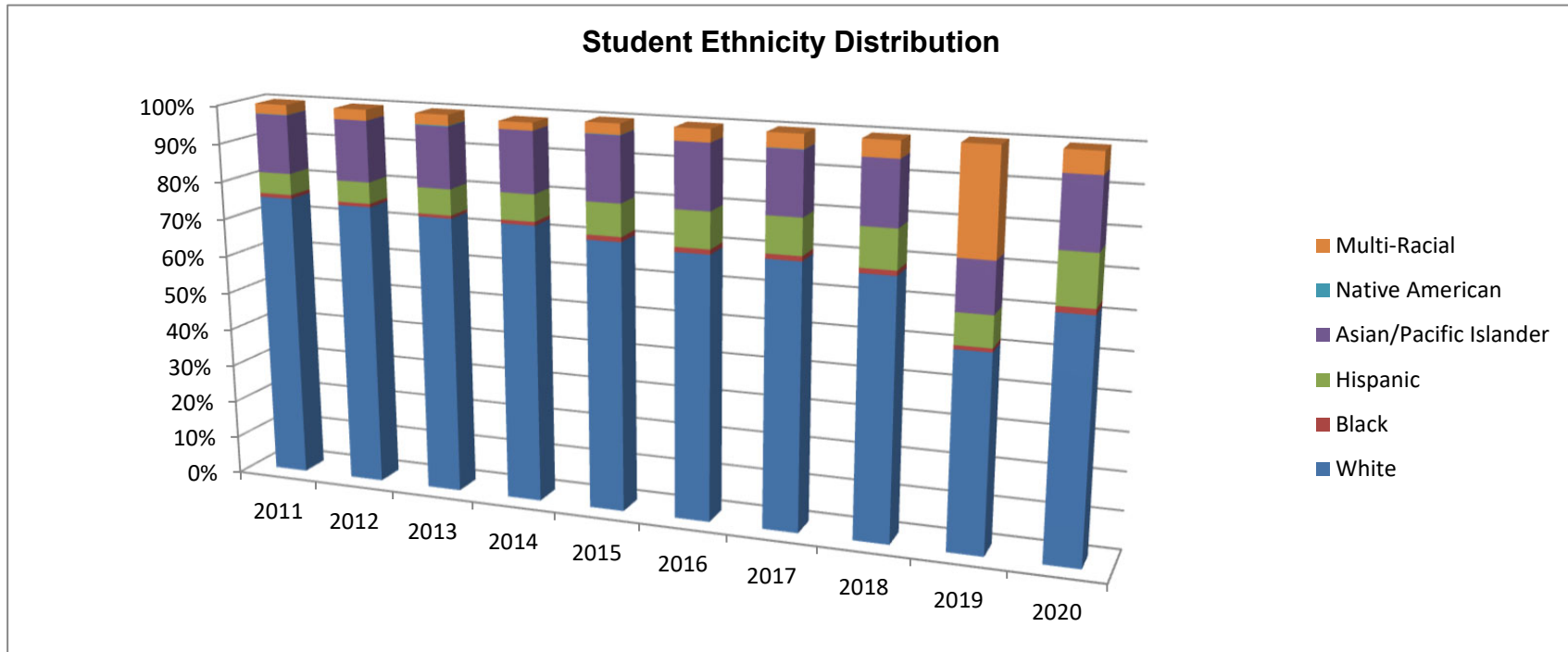


Student Enrollment

| | District | | |
|------|----------|------|------|
| | GBN | GBS | 225 |
| 2011 | 2104 | 2596 | 4700 |
| 2012 | 2123 | 2639 | 4762 |
| 2013 | 2071 | 2677 | 4748 |
| 2014 | 2066 | 2753 | 4819 |
| 2015 | 2087 | 2736 | 4823 |
| 2016 | 2038 | 2895 | 4933 |
| 2017 | 2049 | 3026 | 5075 |
| 2018 | 2023 | 3128 | 5151 |
| 2019 | 2059 | 3139 | 5198 |
| 2020 | 2074 | 3193 | 5267 |
| 2021 | 2072 | 3202 | 5274 |
| 2022 | 2054 | 3198 | 5252 |
| 2023 | 2090 | 3126 | 5216 |
| 2024 | 2116 | 3115 | 5231 |
| 2025 | 2142 | 3052 | 5194 |
| 2026 | 2214 | 2989 | 5203 |
| 2027 | 2245 | 2978 | 5223 |
| 2028 | 2211 | 2890 | 5101 |
| 2029 | 2217 | 2839 | 5056 |
| 2030 | 2175 | 2808 | 4983 |

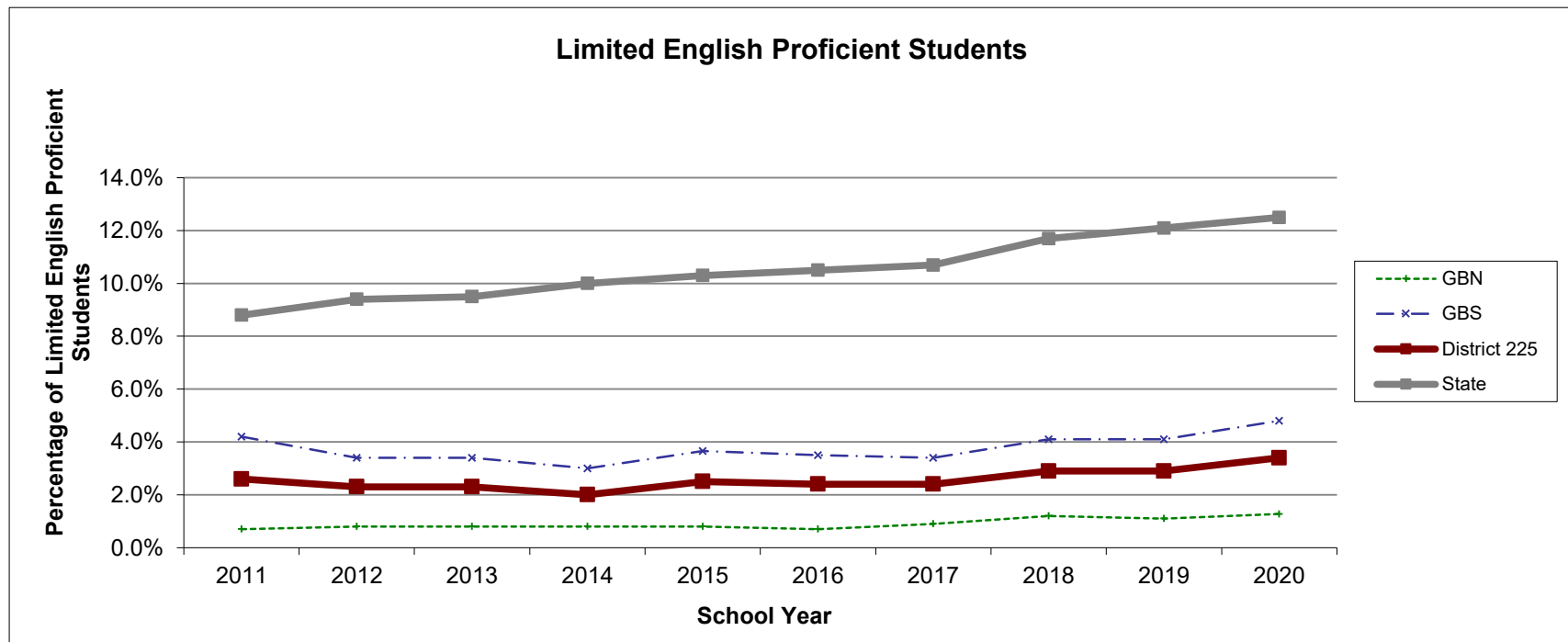
Enrollment total is the total student enrollment in the school and district in the fall of the school year. Projected district enrollment excludes Glenbrook Evening School (GBE) enrollment. Projected enrollment also reflects changes in enrollment that may occur because of known residential construction. Note: Students who are full-time out of district placements are not included in the total enrollment number.

Note: Blank data will be available at the December Board meeting.



District and State data does not include GBE.

| Student Ethnic Distribution | | | | | | |
|-----------------------------|-------|-------|----------|---------------------------|--------------------|------------------|
| | White | Black | Hispanic | Asian/Pacific Islander | Native American | Multi- Racial |
| 2011 | 75% | 1% | 6% | 15% | 0% | 3% |
| 2012 | 75% | 1% | 6% | 16% | 0% | 3% |
| 2013 | 73% | 1% | 7% | 16% | 0% | 3% |
| 2014 | 73% | 1% | 7% | 16% | 0% | 2% |
| 2015 | 71% | 1% | 8% | 17% | 0% | 3% |
| 2016 | 69% | 1% | 9% | 17% | 0% | 3% |
| 2017 | 69% | 1% | 9% | 16% | 0% | 4% |
| 2018 | 68% | 1% | 10% | 17% | 0% | 4% |
| 2019 | 51% | 1% | 8% | 13% | 0% | 27% |
| 2020 | 62% | 2% | 13% | 18% | 0% | 6% |

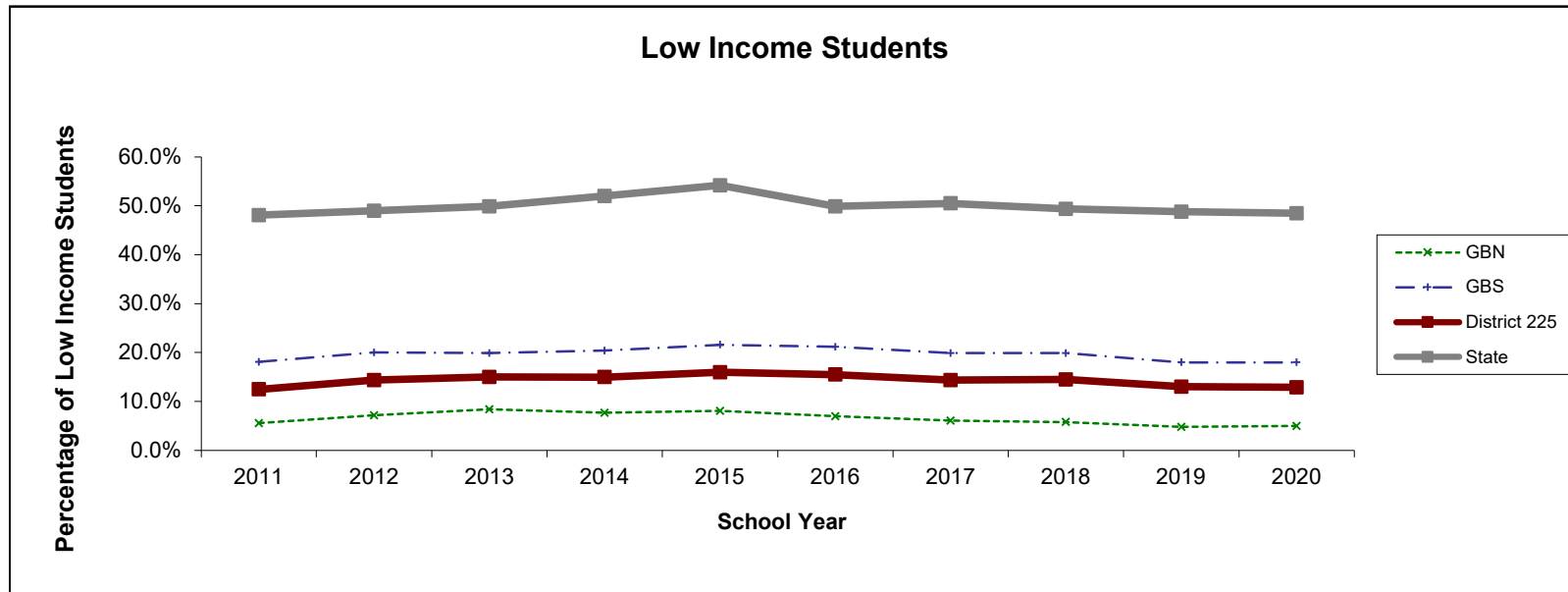


Limited English Proficient Students (%)

| | GBN | GBS | District 225 | State |
|------|-----------|------------|--------------|----------------|
| 2011 | 0.7% (15) | 4.2% (111) | 2.6% (126) | 8.8% (182583) |
| 2012 | 0.8% (17) | 3.4% (91) | 2.3% (108) | 9.4% (194269) |
| 2013 | 0.8% (17) | 3.4% (94) | 2.3% (111) | 9.5% (195145) |
| 2014 | 0.8% (17) | 3.0% (83) | 2.0% (100) | 10.0% (205416) |
| 2015 | 0.8% (16) | 3.7% (106) | 2.5% (124) | 10.3% (211619) |
| 2016 | 0.7% (15) | 3.5% (96) | 2.4% (116) | 10.5% (214387) |
| 2017 | 0.9% (18) | 3.4% (101) | 2.4% (122) | 10.7% (217013) |
| 2018 | 1.2% (23) | 4.1% (126) | 2.9% (152) | 11.7% (233348) |
| 2019 | 1.1% (22) | 4.1% (126) | 2.9% (152) | 12.1% * |
| 2020 | 1.3% (26) | 4.8% (150) | 3.4% (178) | 12.5% (245502) |

*Note: The Illinois School Report Card did not provide the "n" number

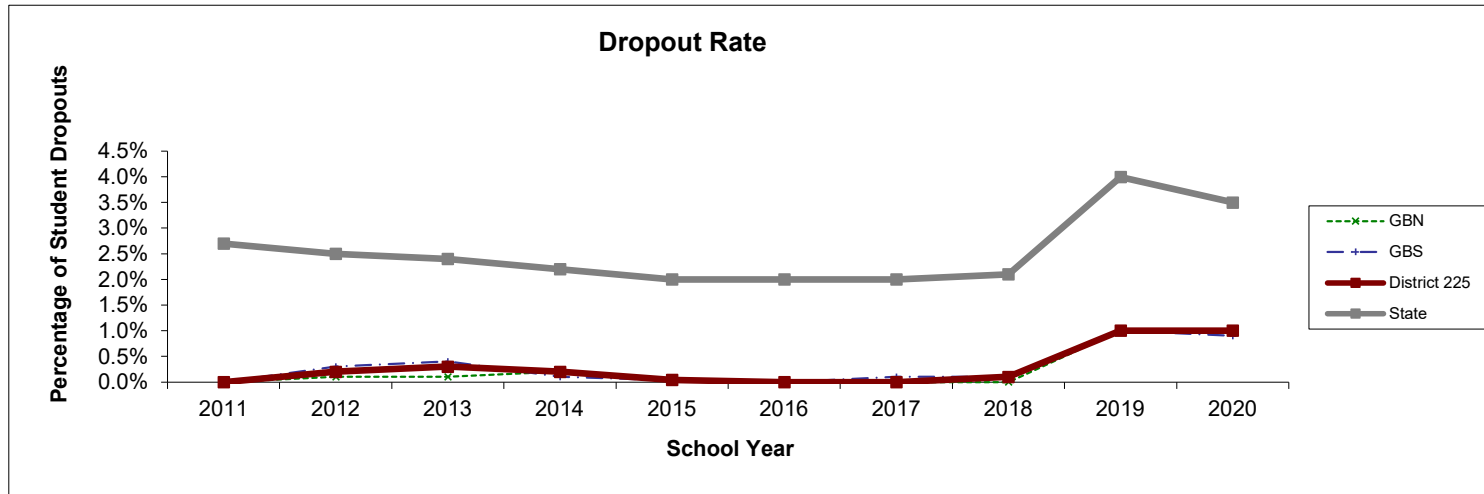
The Annual Student Report is published in June and includes all LEP students except those who exited prior to September 15 in a given year.



Note: 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. District and State data does not include GBE.

| | <u>Low Income Students (%)</u> | | | |
|------|--------------------------------|-------------|--------------|-----------------|
| | GBN | GBS | District 225 | State |
| 2011 | 5.6% (119) | 18.1% (478) | 12.5% (597) | 48.1% (997982) |
| 2012 | 7.2% (149) | 20.0% (535) | 14.4% (685) | 49.0% (1012679) |
| 2013 | 8.4% (174) | 19.9% (548) | 15.0% (723) | 49.9% (1025023) |
| 2014 | 7.7% (163) | 20.4% (563) | 15.0% (726) | 52.0% (1068161) |
| 2015 | 8.1% (166) | 21.6% (629) | 16.0% (794) | 54.2% (1113569) |
| 2016 | 7.0% (146) | 21.2% (580) | 15.5% (748) | 49.9% (1018848) |
| 2017 | 6.1% (123) | 19.9% (591) | 14.4% (730) | 50.5% (1024222) |
| 2018 | 5.8% (116) | 19.9% (609) | 14.5% (748) | 49.4% (988686) |
| 2019 | 4.8% (97) | 18.0% (554) | 13.0% (679) | 48.8% * |
| 2020 | 5.0% (102) | 18.0% (563) | 12.9% (670) | 48.5% (949618) |

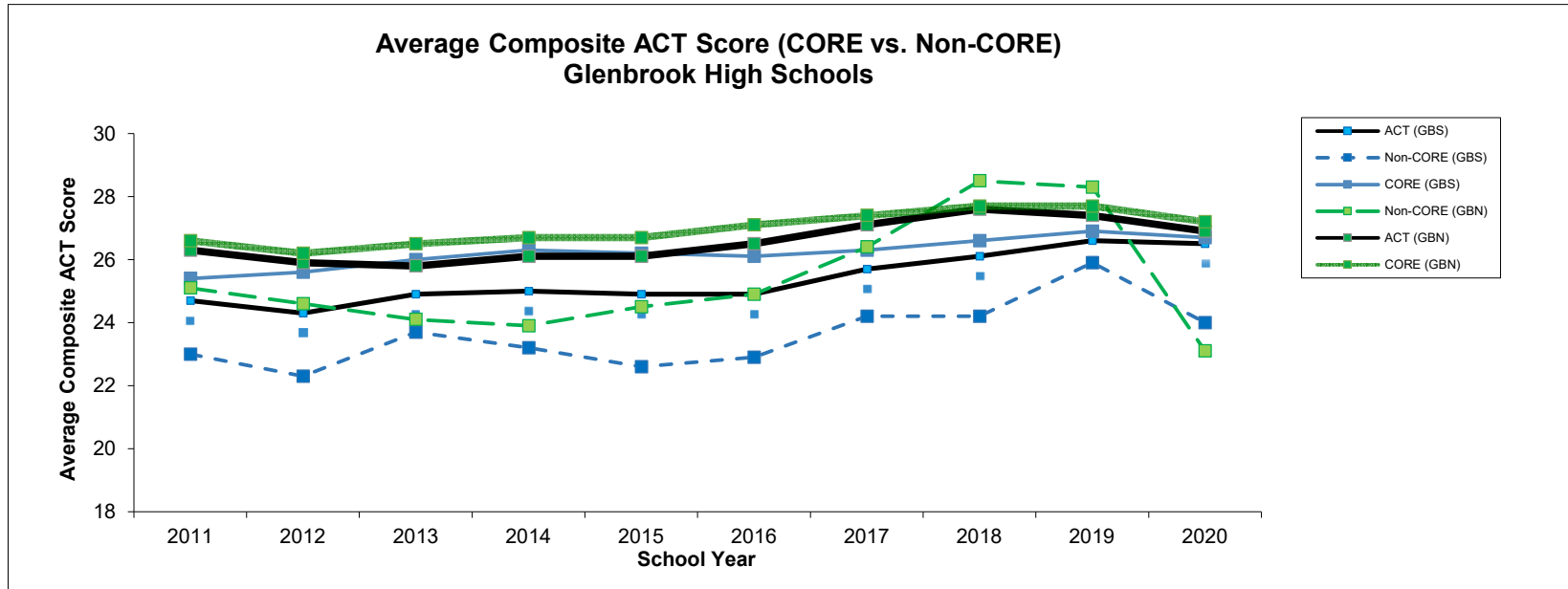
*Note: The Illinois School Report Card did not provide the "n" number



| Dropout Rate (%) | | | | |
|------------------|----------|-----------|--------------|---------------|
| | GBN | GBS | District 225 | State |
| 2011 | 0.0% (0) | 0.0% (0) | 0.0% (0) | 2.7% (56,020) |
| 2012 | 0.1% (2) | 0.3% (8) | 0.2% (10) | 2.5% (51,667) |
| 2013 | 0.1% (2) | 0.4% (11) | 0.3% (14) | 2.4% (49,300) |
| 2014 | 0.2% (4) | 0.1% (3) | 0.2% (7) | 2.2% (45,191) |
| 2015 | 0.0% (1) | 0.0% (1) | 0.0% (2) | 2.0% (41,091) |
| 2016 | 0.0% (0) | 0.0% (7) | 0.0% (7) | 2.0% (40,836) |
| 2017 | 0.0% (0) | 0.1% (3) | 0.0%* (3) | 2.0% (40,563) |
| 2018 | 0.0% * | 0.1% * | 0.1% * | 2.1% * |
| 2019 | 1.0% * | 1.0% * | 1.0% * | 4.0% * |
| 2020 | 1.0% * | 0.9% * | 1.0% * | 3.5% * |

*Note: The Illinois School Report Card rounds to zero and no longer provides the "n" number

2019: ISBE recently identified a discrepancy between how we traditionally calculated the dropout rate for the Report Card and the federal definition of dropout rate. Historically, ISBE has calculated dropout rate by dividing the number of dropouts by the school's fall enrollment where the number of dropout were self-reported by districts. The U.S. Department of Education recommends not only including self-reported dropouts, but ALSO students that were enrolled in the previous school year and were not enrolled the following fall. For a more specific description of the calculation please see the 2019 Report Card Metrics document located here: <https://www.isbe.net/Pages/Report-Card-Metrics.aspx>; see page 112 .

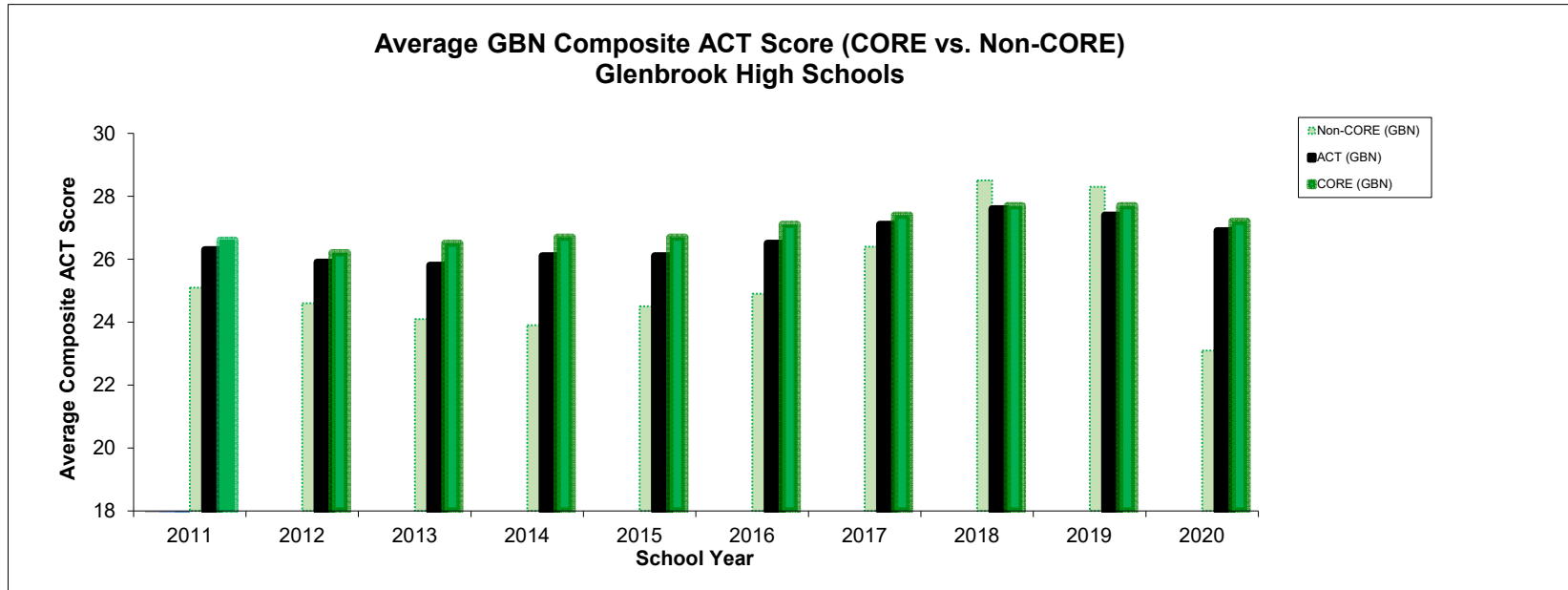


* ACT scores range 1-36. These scores include all graduating seniors who took the ACT during their sophomore, junior or senior year. If a student tested more than once, only their most recent test scores, not necessarily their highest scores, are used. Note: Starting in 2013 the ACT scores include students who tested with accommodations.

| Average Composite ACT Score (CORE vs. Non-CORE) | | | | | | |
|---|------------|------------|-----------|------------|------------|------------|
| | Non-CORE | | Non-CORE | | Non-CORE | |
| | CORE (GBN) | ACT (GBN) | (GBN) | CORE (GBS) | ACT (GBS) | (GBS) |
| 2011 | 26.6 (407) | 26.3 (501) | 25.1 (91) | 25.4 (430) | 24.7 (596) | 23.0 (133) |
| 2012 | 26.2 (418) | 25.9 (504) | 24.6 (85) | 25.6 (363) | 24.3 (632) | 22.3 (93) |
| 2013 | 26.5 (389) | 25.8 (499) | 24.1 (97) | 26.0 (401) | 24.9 (690) | 23.7 (127) |
| 2014 | 26.7 (408) | 26.1 (517) | 23.9 (93) | 26.3 (408) | 25.0 (621) | 23.2 (117) |
| 2015 | 26.7 (382) | 26.1 (494) | 24.5 (89) | 26.2 (468) | 24.9 (684) | 22.6 (170) |
| 2016 | 27.1 (412) | 26.5 (530) | 24.9 (99) | 26.1 (539) | 24.9 (721) | 22.9 (133) |
| 2017 | 27.4 (406) | 27.1 (485) | 26.4 (56) | 26.3 (495) | 25.7 (634) | 24.2 (114) |
| 2018 | 27.7 (314) | 27.6 (406) | 28.5 (45) | 26.6 (497) | 26.1 (614) | 24.2 (85) |
| 2019 | 27.7 (328) | 27.4 (411) | 28.3 (43) | 26.9 (423) | 26.6 (524) | 25.9 (85) |
| 2020 | 27.2 (369) | 26.9 (412) | 23.1 (12) | 26.7 (473) | 26.5 (512) | 24.0 (23) |

Analysis:

CORE is defined by ACT as a curriculum consisting of 4 English, 3 Math, 3 Science, and 2 Social Science courses. This section compares students who have fulfilled the ACT CORE curriculum to those who have not. Those who have fulfilled the CORE typically score higher than those who have not. Be aware that students self report if they are in the CORE or not in the CORE.

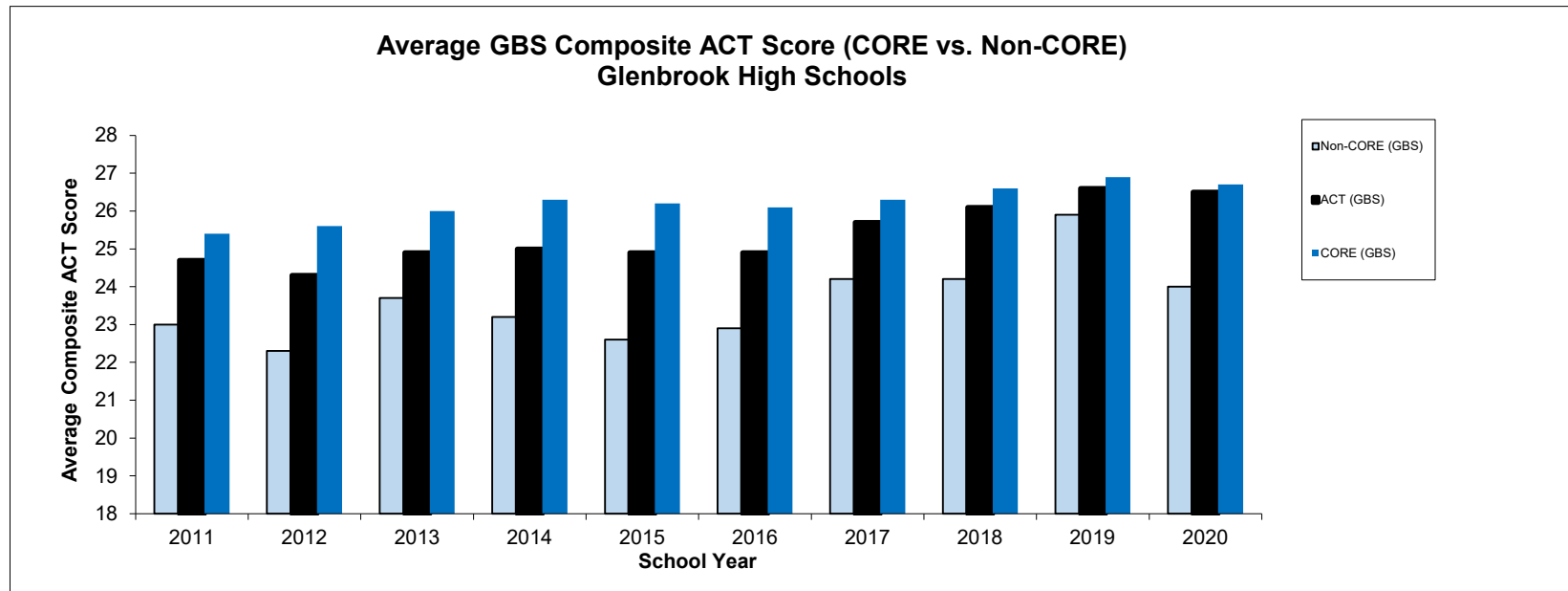


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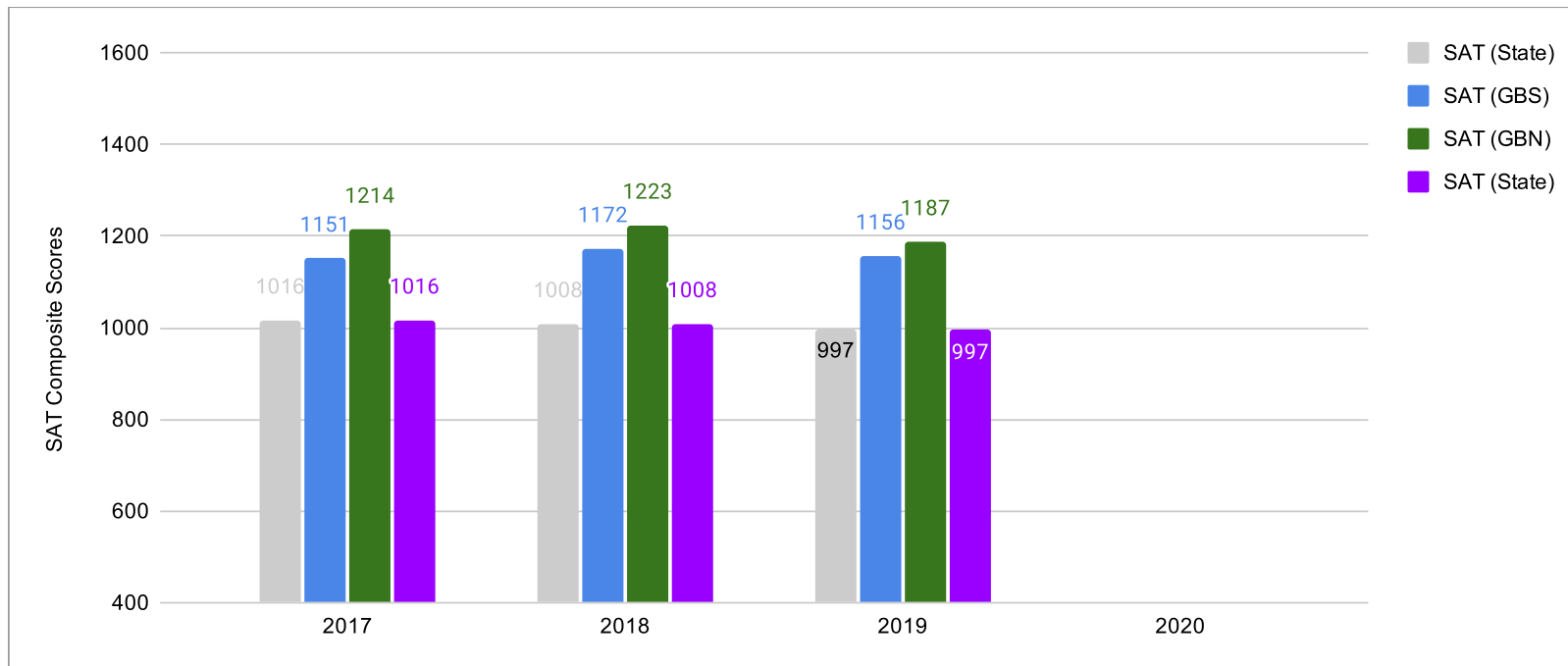
Average Composite ACT Score (CORE vs. Non-CORE)

| | CORE (GBS) | ACT (GBS) | Non-CORE (GBS) |
|------|-------------------|------------------|-----------------------|
| 2011 | 25.4 (430) | 24.7 (596) | 23.0 (133) |
| 2012 | 25.6 (363) | 24.3 (632) | 22.3 (93) |
| 2013 | 26.0 (401) | 24.9 (690) | 23.7 (127) |
| 2014 | 26.3 (408) | 25.0 (621) | 23.2 (117) |
| 2015 | 26.2 (468) | 24.9 (684) | 22.6 (170) |
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| 2019 | 26.9 (423) | 26.6 (524) | 25.9 (85) |
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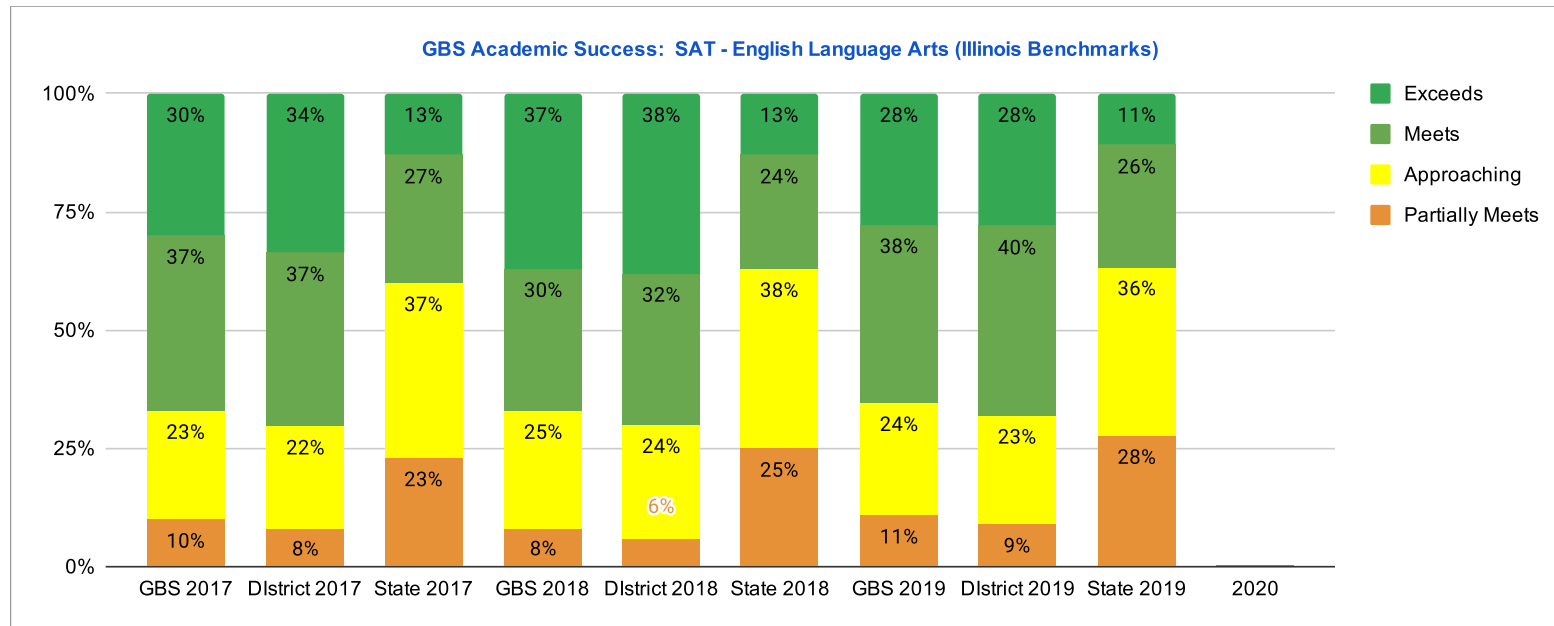
SAT March-April, 11th Grade Scores



SAT composite scores range from 400-1600. These scores include Grade 11 students who took the SAT as part of required testing in the spring of their junior year.

| SAT March-April, 11th Grade Scores | | | | |
|------------------------------------|-----------|-----------|----------------|-------------|
| | SAT (GBS) | SAT (GBN) | SAT (District) | SAT (State) |
| 2017 | 1151 | 1214 | 1171 | 1016 |
| 2018 | 1172 | 1223 | 1190 | 1008 |
| 2019 | 1156 | 1187 | 1167 | 997 |
| 2020 | * | * | * | * |

*There are no SAT state assessment scores this year because the SAT was not administered last spring.

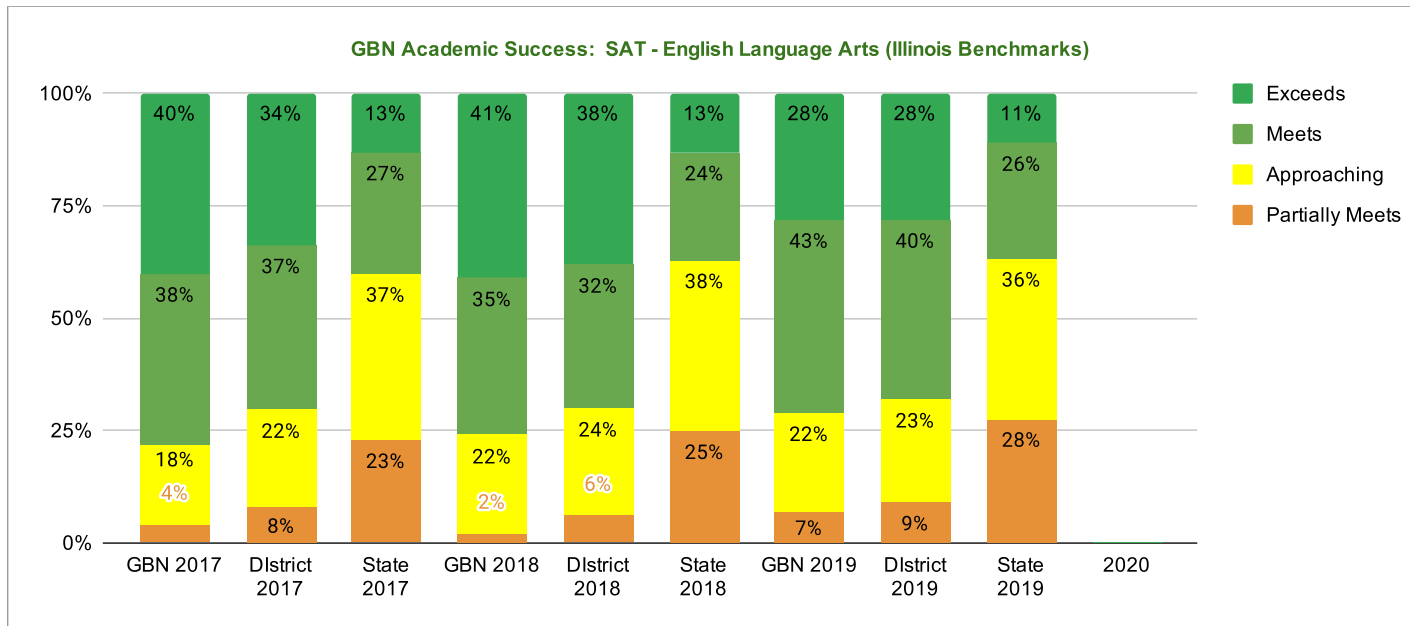


Levels represent mastery of the Illinois Learning Standards for school accountability purposes.

| SAT School Day March 2018 - April 2018, 11th grade - Instructional Planning | | | | |
|---|-----------------|-------------|-------|---------|
| Academic Progress: English Language Arts | | | | |
| | Partially Meets | Approaching | Meets | Exceeds |
| GBS 2017 | 10% | 23% | 37% | 30% |
| District 2017 | 8% | 22% | 37% | 34% |
| State 2017 | 23% | 37% | 27% | 13% |
| GBS 2018 | 8% | 25% | 30% | 37% |
| District 2018 | 6% | 24% | 32% | 38% |
| State 2018 | 25% | 38% | 24% | 13% |
| GBS 2019 | 11% | 24% | 38% | 28% |
| District 2019 | 9% | 23% | 40% | 28% |
| State 2019 | 28% | 36% | 26% | 11% |
| 2020 * | * | * | * | * |

Note: Due to rounding, numbers presented may not add up precisely

*There are no SAT state assessment scores this year because the SAT was not administered last spring.

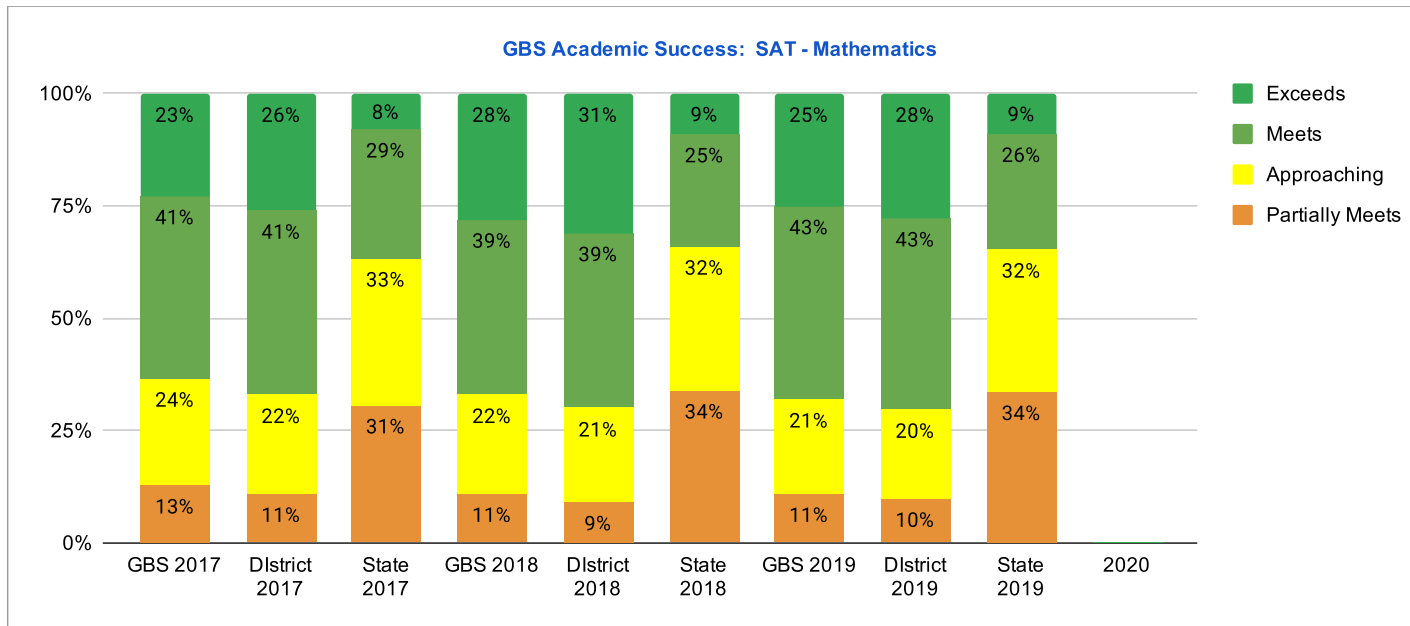


Levels represent mastery of the Illinois Learning Standards for school accountability purposes.

| SAT School Day March 2018 - April 2018, 11th grade - Instructional Planning | | | | |
|---|-----------------|-------------|-------|---------|
| Academic Success: English Language Arts | | | | |
| | Partially Meets | Approaching | Meets | Exceeds |
| GBN 2017 | 4% | 18% | 38% | 40% |
| District 2017 | 8% | 22% | 37% | 34% |
| State 2017 | 23% | 37% | 27% | 13% |
| GBN 2018 | 2% | 22% | 35% | 41% |
| District 2018 | 6% | 24% | 32% | 38% |
| State 2018 | 25% | 38% | 24% | 13% |
| GBN 2019 | 7% | 22% | 43% | 28% |
| District 2019 | 9% | 23% | 40% | 28% |
| State 2019 | 28% | 36% | 26% | 11% |
| 2020 * | * | * | * | * |

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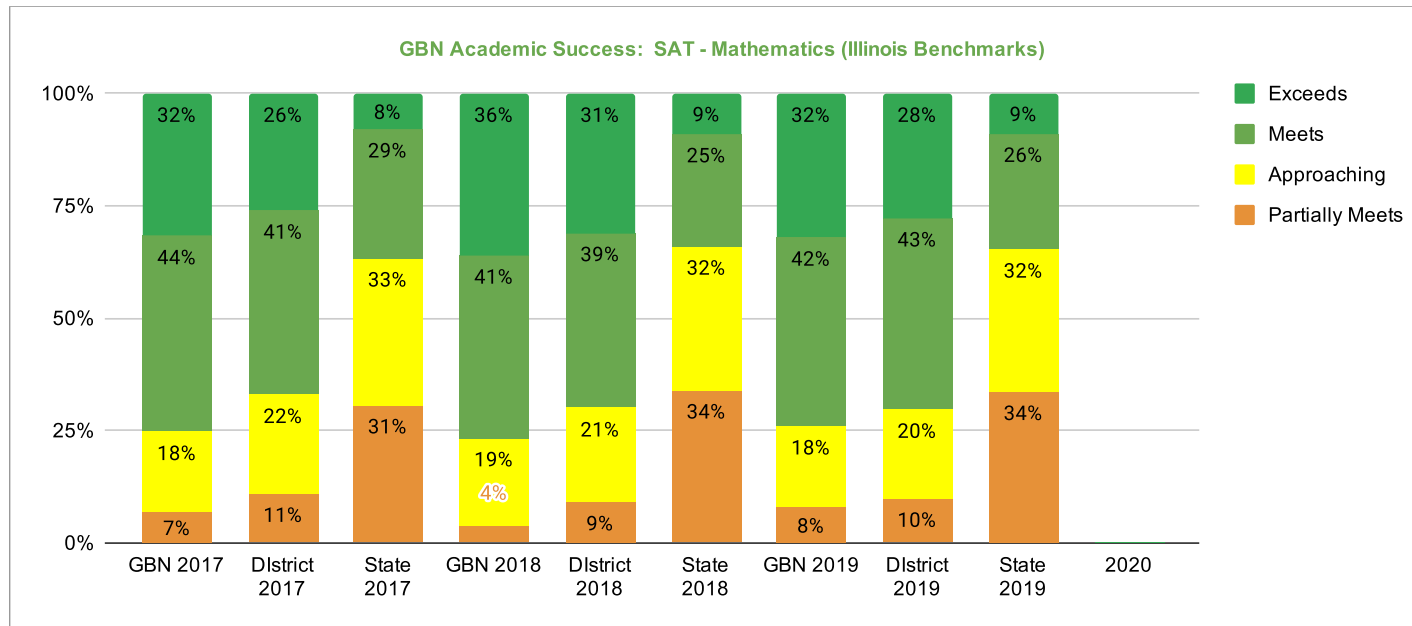


Levels represent mastery of the Illinois Learning Standards for school accountability purposes.

| SAT School Day March 2018 - April 2018, 11th grade - Instructional Planning | | | | |
|---|-----------------|-------------|-------|---------|
| Academic Success: Mathematics | | | | |
| | Partially Meets | Approaching | Meets | Exceeds |
| GBS 2017 | 13% | 24% | 41% | 23% |
| District 2017 | 11% | 22% | 41% | 26% |
| State 2017 | 31% | 33% | 29% | 8% |
| GBS 2018 | 11% | 22% | 39% | 28% |
| District 2018 | 9% | 21% | 39% | 31% |
| State 2018 | 34% | 32% | 25% | 9% |
| GBS 2019 | 11% | 21% | 43% | 25% |
| District 2019 | 10% | 20% | 43% | 28% |
| State 2019 | 34% | 32% | 26% | 9% |
| 2020 * | * | * | * | * |

Note: Due to rounding, numbers presented may not add up precisely

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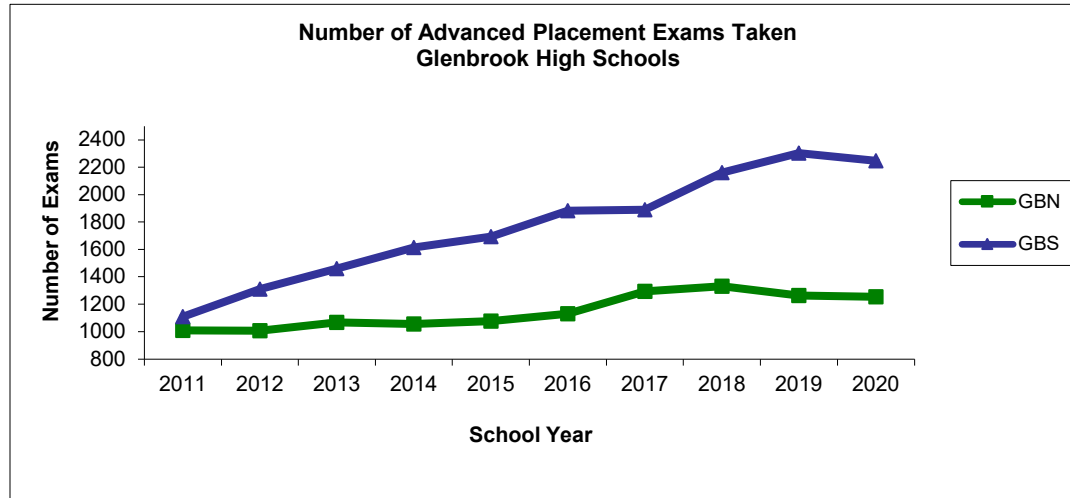
Levels represent mastery of the Illinois Learning Standards for school accountability purposes.

| SAT School Day March 2018 - April 2018, 11th grade - Instructional Planning | | | | |
|---|-----------------|-------------|-------|---------|
| Academic Success: Mathematics | | | | |
| | Partially Meets | Approaching | Meets | Exceeds |
| GBN 2017 | 7% | 18% | 44% | 32% |
| District 2017 | 11% | 22% | 41% | 26% |
| State 2017 | 31% | 33% | 29% | 8% |
| GBN 2018 | 4% | 19% | 41% | 36% |
| District 2018 | 9% | 21% | 39% | 31% |
| State 2018 | 34% | 32% | 25% | 9% |
| GBN 2019 | 8% | 18% | 42% | 32% |
| District 2019 | 10% | 20% | 43% | 28% |
| State 2019 | 34% | 32% | 26% | 9% |
| 2020 * | * | * | * | * |

Note: Due to rounding, numbers presented may not add up precisely

*There are no SAT state assessment scores this year because the SAT was not administered last spring.

Advanced Placement Exams

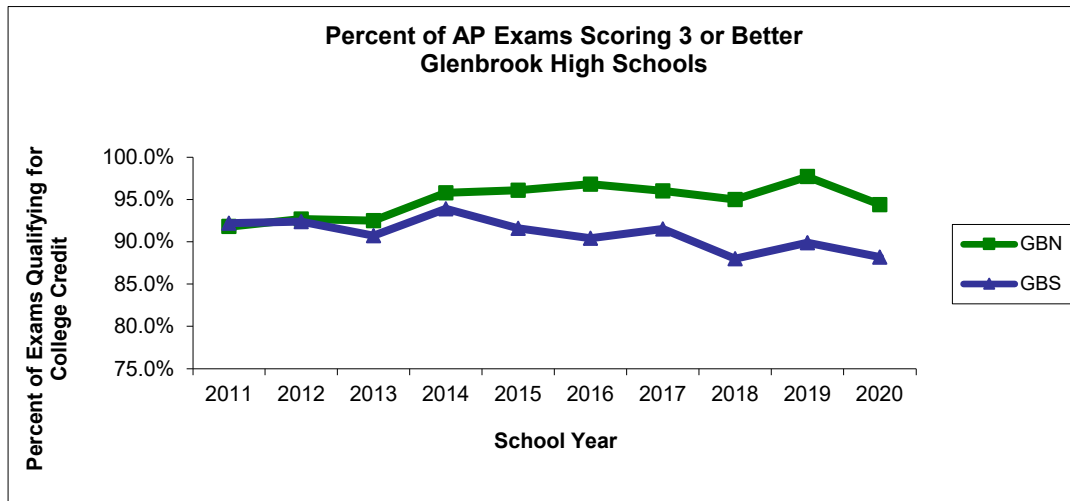


Number of AP exams taken

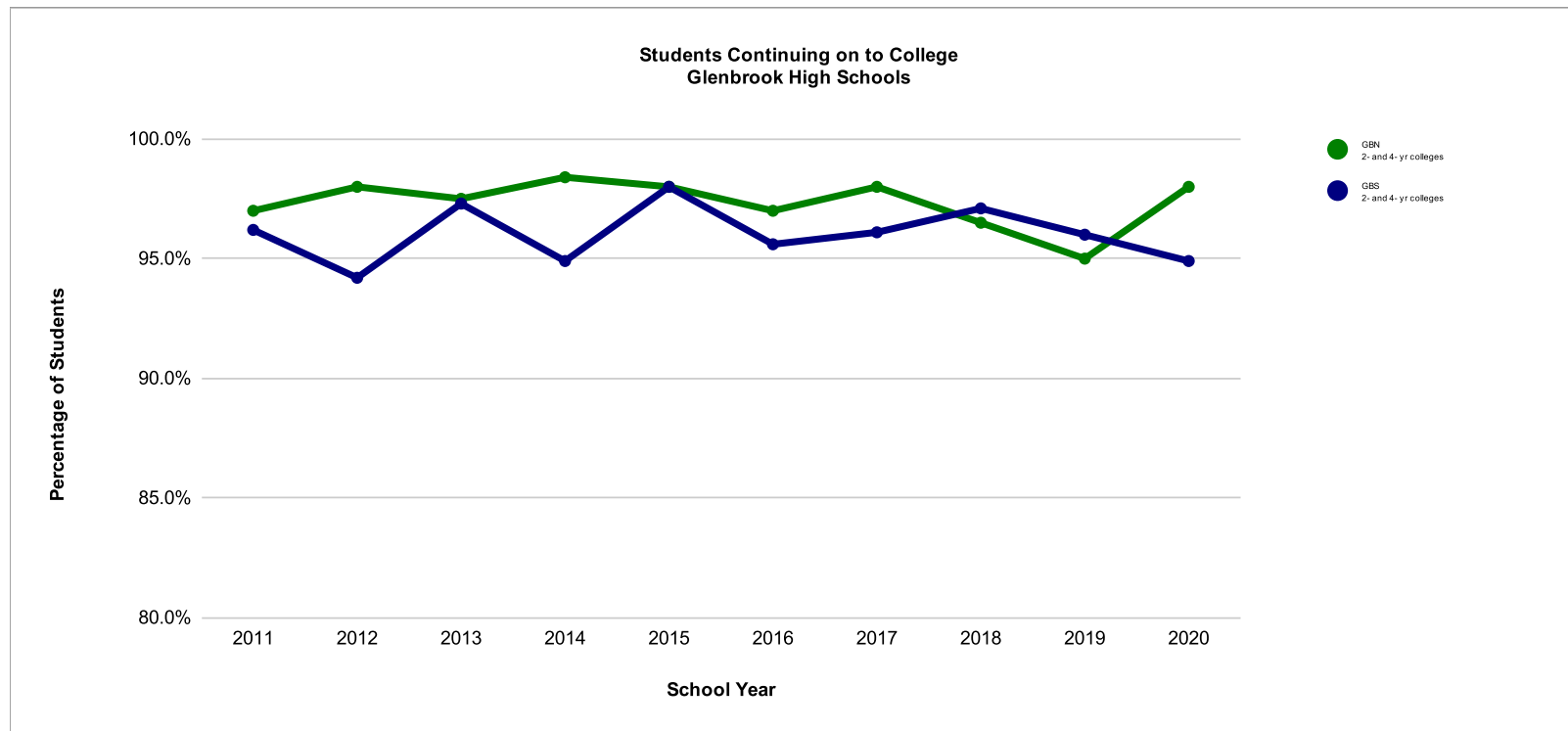
| | GBN | GBS |
|------|------|------|
| 2011 | 1008 | 1110 |
| 2012 | 1007 | 1309 |
| 2013 | 1067 | 1459 |
| 2014 | 1054 | 1614 |
| 2015 | 1075 | 1693 |
| 2016 | 1129 | 1882 |
| 2017 | 1293 | 1889 |
| 2018 | 1332 | 2160 |
| 2019 | 1263 | 2303 |
| 2020 | 1254 | 2246 |

% qualified for college credit

| | GBN | | GBS | |
|------|-----|--------|-----|--------|
| 2011 | 92% | (925) | 92% | (1023) |
| 2012 | 93% | (933) | 92% | (1210) |
| 2013 | 93% | (987) | 91% | (1323) |
| 2014 | 96% | (1010) | 94% | (1516) |
| 2015 | 96% | (1033) | 92% | (1551) |
| 2016 | 97% | (1093) | 90% | (1701) |
| 2017 | 96% | (1236) | 92% | (1728) |
| 2018 | 95% | (1265) | 88% | (1902) |
| 2019 | 98% | (1234) | 90% | (2070) |
| 2020 | 94% | (1184) | 88% | (1981) |

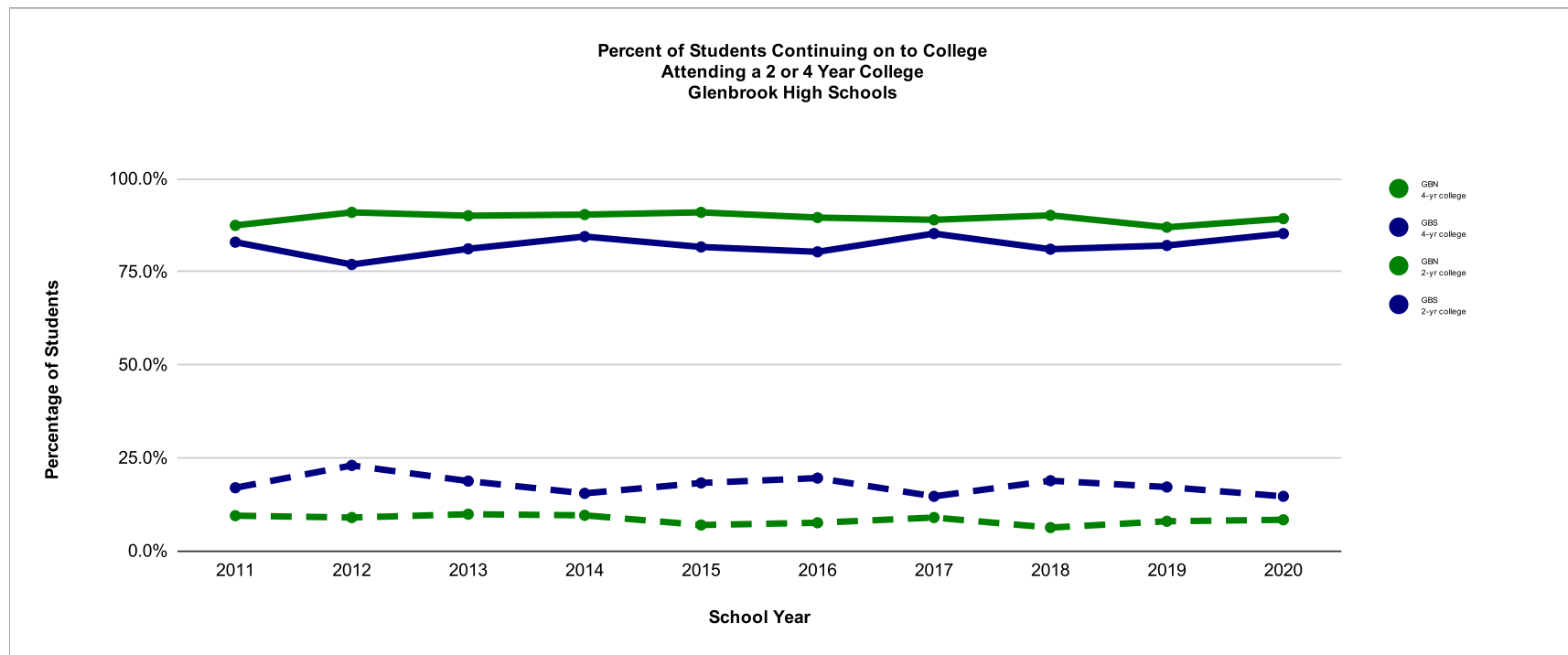


The test scores range 0-5.



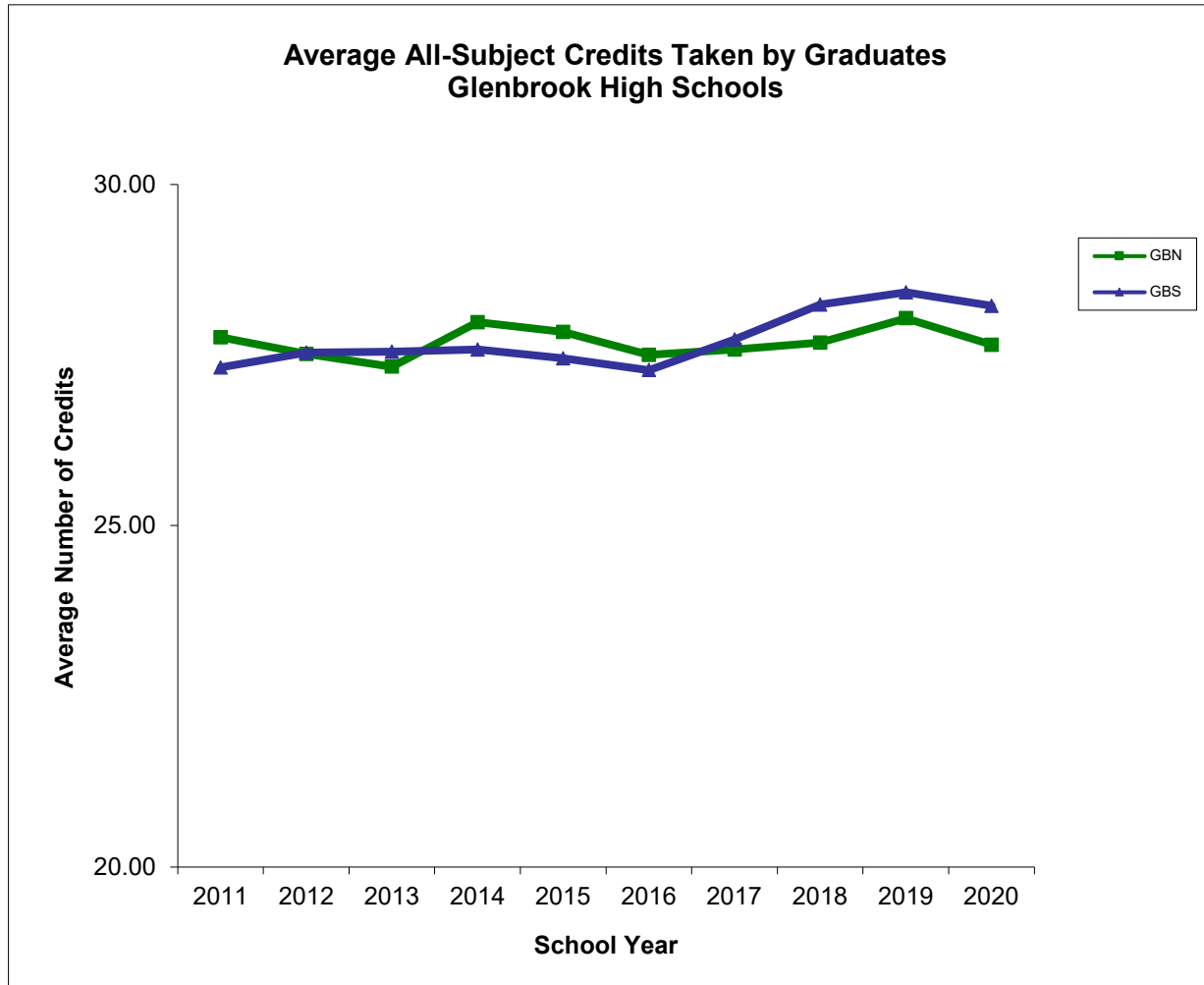
Continued to College (%)

| | GBN | GBS |
|------|-----------------------|-----------------------|
| | 2- and 4- yr colleges | 2- and 4- yr colleges |
| 2011 | 97.0% (507) | 96.2% (588) |
| 2012 | 98.0% (507) | 94.2% (595) |
| 2013 | 97.5% (465) | 97.3% (639) |
| 2014 | 98.4% (481) | 94.9% (560) |
| 2015 | 98.0% (459) | 98.0% (638) |
| 2016 | 97.0% (498) | 95.6% (679) |
| 2017 | 98.0% (483) | 96.1% (634) |
| 2018 | 96.5% (445) | 97.1% (734) |
| 2019 | 95.0% (466) | 96.0% (686) |
| 2020 | 98.0% (484) | 94.9% (727) |



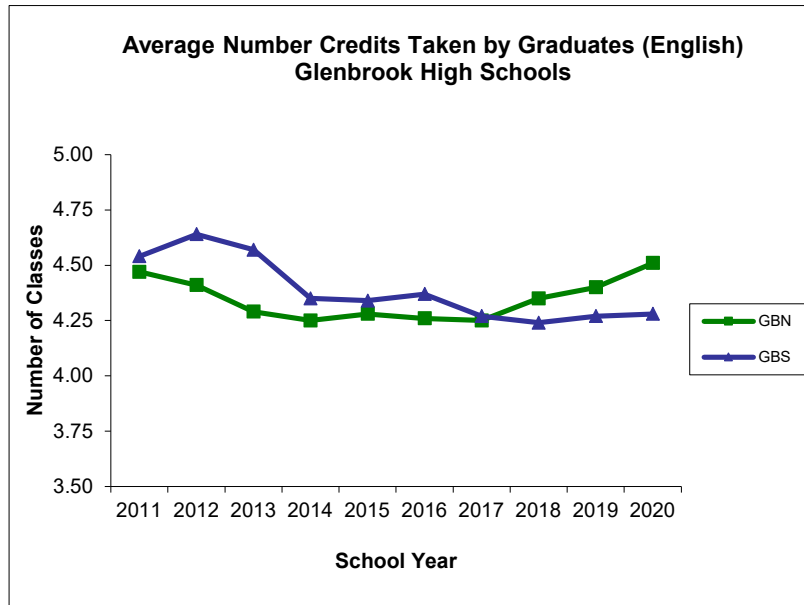
Attending a 2 or 4 Year College (%)

| | GBN 4-yr college | GBS 4-yr college | GBN 2-yr college | GBS 2-yr college |
|------|---------------------|---------------------|---------------------|---------------------|
| 2011 | 87.5% (457) | 83.0% (488) | 9.5% (50) | 17.0% (100) |
| 2012 | 91.0% (459) | 77.0% (458) | 9.0% (48) | 23.0% (137) |
| 2013 | 90.1% (419) | 81.2% (519) | 9.9% (46) | 18.8% (120) |
| 2014 | 90.4% (435) | 84.5% (473) | 9.6% (46) | 15.5% (87) |
| 2015 | 91.0% (427) | 81.7% (521) | 7.0% (32) | 18.3% (117) |
| 2016 | 89.6% (459) | 80.4% (546) | 7.6% (39) | 19.6% (133) |
| 2017 | 89.0% (437) | 85.3% (541) | 9.0% (46) | 14.7% (93) |
| 2018 | 90.2% (416) | 81.1% (595) | 6.3% (29) | 18.9% (139) |
| 2019 | 87.0% (426) | 82.1% (563) | 8.0% (40) | 17.2% (123) |
| 2020 | 89.3% (443) | 85.3% (620) | 8.4% (42) | 14.7% (107) |

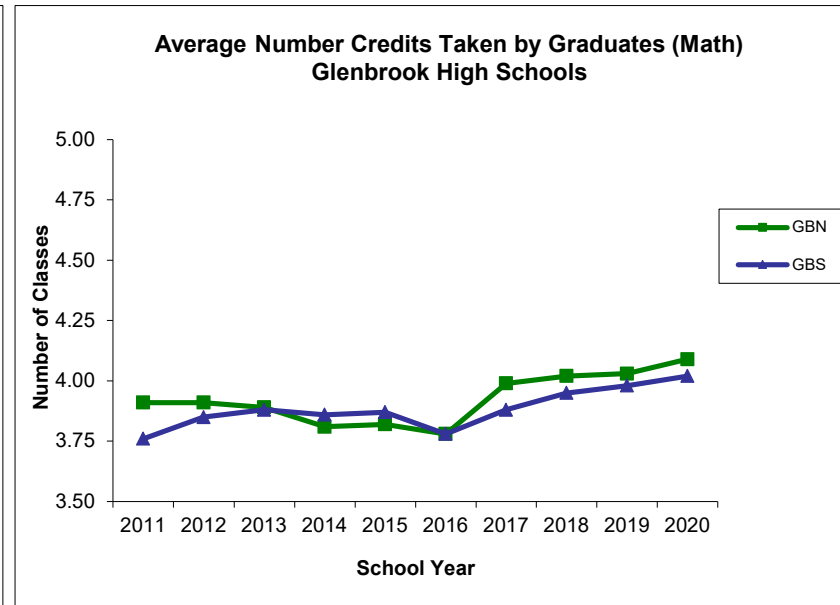


| Average All-Subject Credits | | |
|-----------------------------|-------|-------|
| | GBN | GBS |
| 2011 | 27.76 | 27.32 |
| 2012 | 27.52 | 27.54 |
| 2013 | 27.33 | 27.55 |
| 2014 | 27.98 | 27.58 |
| 2015 | 27.84 | 27.45 |
| 2016 | 27.50 | 27.28 |
| 2017 | 27.58 | 27.73 |
| 2018 | 27.68 | 28.24 |
| 2019 | 28.04 | 28.42 |
| 2020 | 27.65 | 28.22 |

* All-Subject credits include all courses irrespective of the area of instruction or level of difficulty. No weighting system is used, and all courses are considered equal rank. 24 credits are required for graduation in the Glenbrook High Schools.



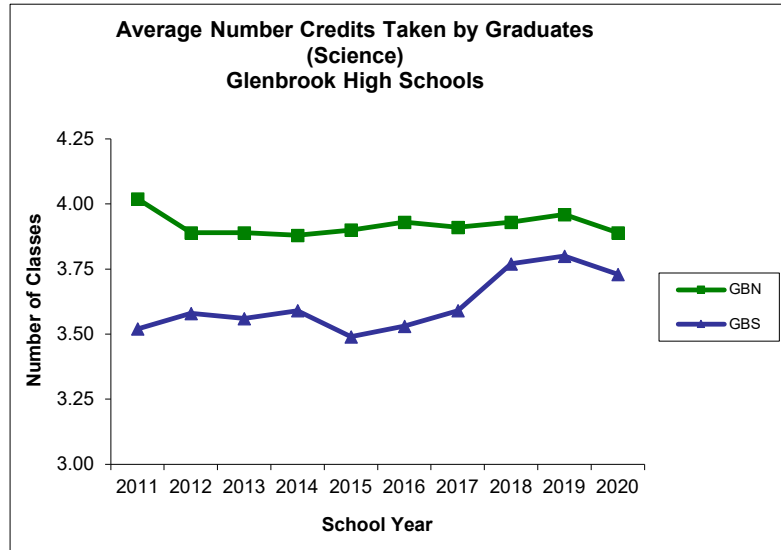
* 4 credits of English are required for graduation at Glenbrook High Schools.



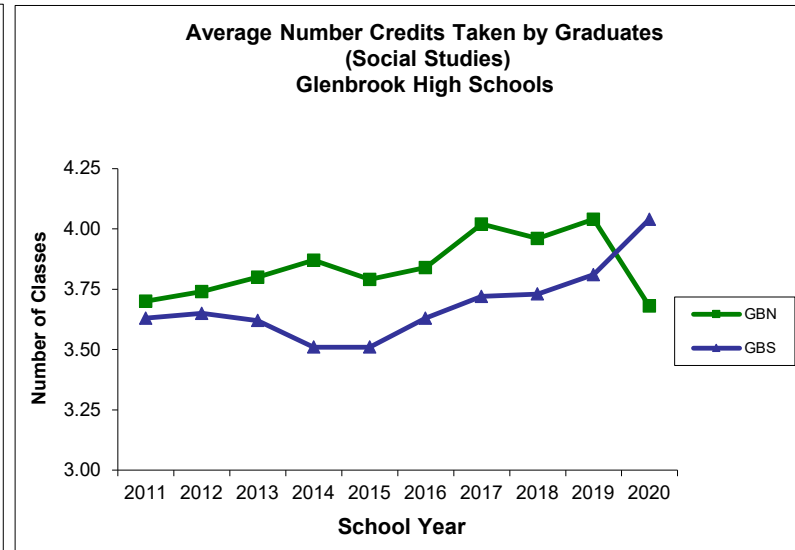
* 3 credits of Math are required for graduation at Glenbrook High Schools.

| Average Number of English Credits Taken by Graduates | | |
|---|------|------|
| | GBN | GBS |
| 2011 | 4.47 | 4.54 |
| 2012 | 4.41 | 4.64 |
| 2013 | 4.29 | 4.57 |
| 2014 | 4.25 | 4.35 |
| 2015 | 4.28 | 4.34 |
| 2016 | 4.26 | 4.37 |
| 2017 | 4.25 | 4.27 |
| 2018 | 4.35 | 4.24 |
| 2019 | 4.40 | 4.27 |
| 2020 | 4.51 | 4.28 |

| Average Number of Mathematics Credits Taken by Graduates | | |
|---|------|------|
| | GBN | GBS |
| 2011 | 3.91 | 3.76 |
| 2012 | 3.91 | 3.85 |
| 2013 | 3.89 | 3.88 |
| 2014 | 3.81 | 3.86 |
| 2015 | 3.82 | 3.87 |
| 2016 | 3.78 | 3.78 |
| 2017 | 3.99 | 3.88 |
| 2018 | 4.02 | 3.95 |
| 2019 | 4.03 | 3.98 |
| 2020 | 4.09 | 4.02 |



* 2 credits of Science are required for graduation at Glenbrook High Schools.



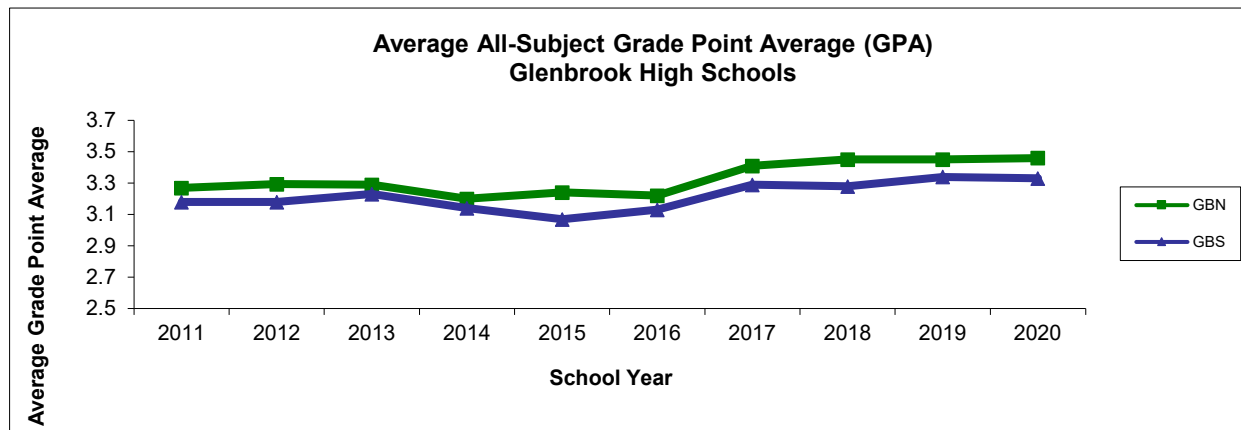
* 2 credits of Social Studies are required for graduation at Glenbrook High Schools (1 of which is US History).

**Average Number of Science
Credits Taken by Graduates**

| | GBN | GBS |
|------|------|------|
| 2011 | 4.02 | 3.52 |
| 2012 | 3.89 | 3.58 |
| 2013 | 3.89 | 3.56 |
| 2014 | 3.88 | 3.59 |
| 2015 | 3.90 | 3.49 |
| 2016 | 3.93 | 3.53 |
| 2017 | 3.91 | 3.59 |
| 2018 | 3.93 | 3.77 |
| 2019 | 3.96 | 3.80 |
| 2020 | 3.89 | 3.73 |

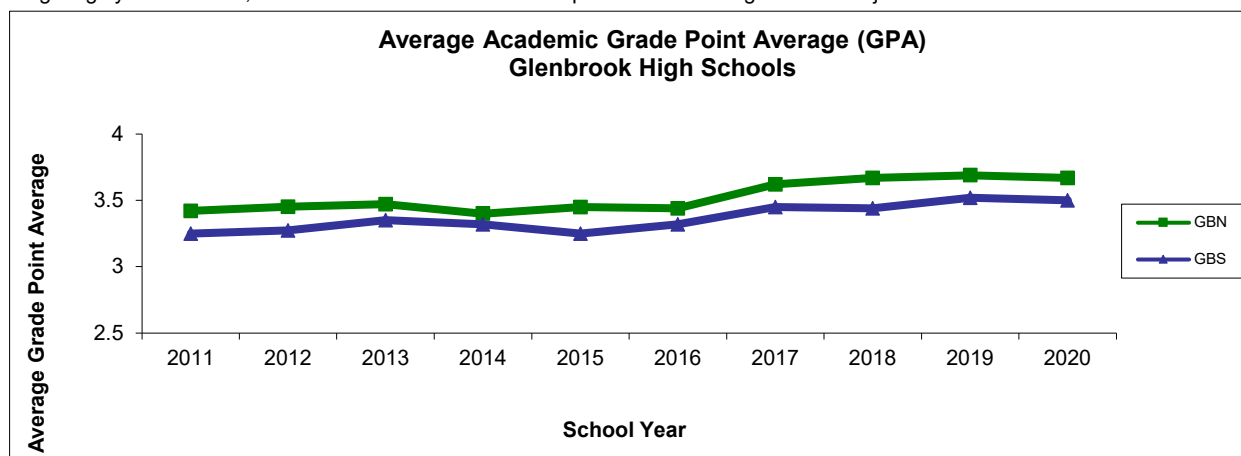
**Average Number of Social Studies
Credits Taken by Graduates**

| | GBN | GBS |
|------|------|------|
| 2011 | 3.70 | 3.63 |
| 2012 | 3.74 | 3.65 |
| 2013 | 3.80 | 3.62 |
| 2014 | 3.87 | 3.51 |
| 2015 | 3.79 | 3.51 |
| 2016 | 3.84 | 3.63 |
| 2017 | 4.02 | 3.72 |
| 2018 | 3.96 | 3.73 |
| 2019 | 4.04 | 3.81 |
| 2020 | 3.68 | 4.04 |



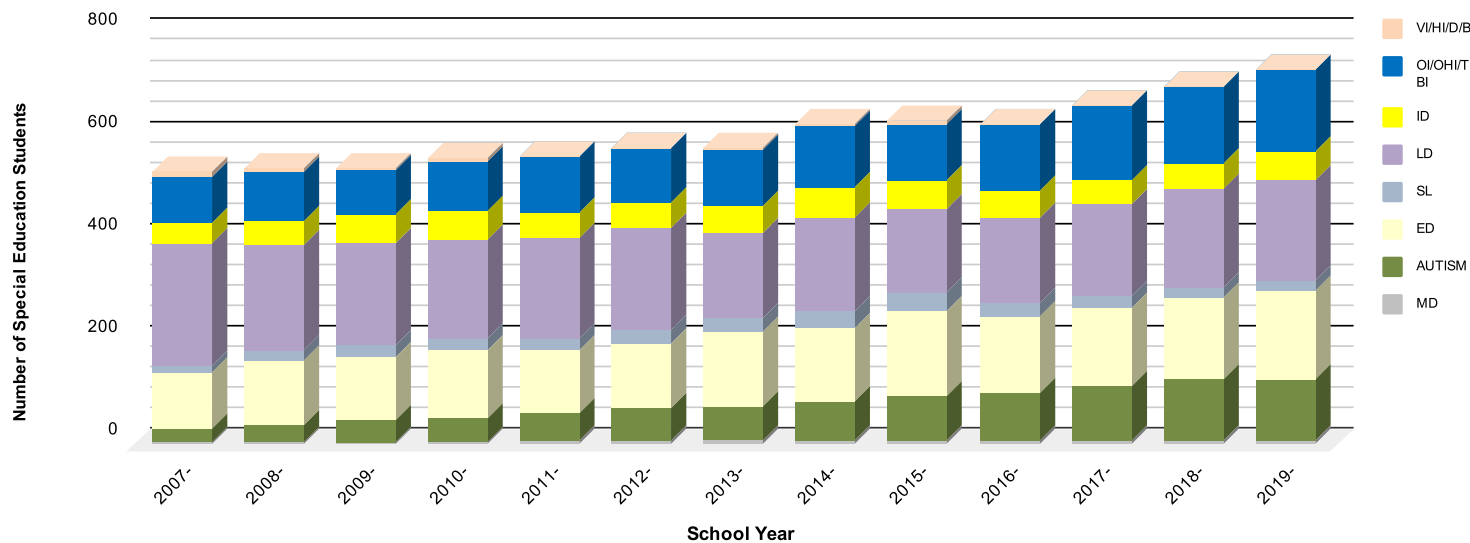
| All Subject GPA | | |
|-----------------|------|------|
| | GBN | GBS |
| 2011 | 3.27 | 3.18 |
| 2012 | 3.29 | 3.18 |
| 2013 | 3.29 | 3.23 |
| 2014 | 3.20 | 3.14 |
| 2015 | 3.24 | 3.07 |
| 2016 | 3.22 | 3.13 |
| 2017 | 3.41 | 3.29 |
| 2018 | 3.45 | 3.28 |
| 2019 | 3.45 | 3.34 |
| 2020 | 3.46 | 3.33 |

* All-Subject Grade Point Average (GPA) includes all courses irrespective of the area of instruction or level of difficulty. No weighting system is used, and all courses are considered equal rank. The range for All-Subject GPA = 0.0-4.0.



| Academic GPA | | |
|--------------|------|------|
| | GBN | GBS |
| 2011 | 3.42 | 3.25 |
| 2012 | 3.45 | 3.27 |
| 2013 | 3.47 | 3.35 |
| 2014 | 3.40 | 3.32 |
| 2015 | 3.45 | 3.25 |
| 2016 | 3.44 | 3.32 |
| 2017 | 3.62 | 3.45 |
| 2018 | 3.67 | 3.44 |
| 2019 | 3.69 | 3.52 |
| 2020 | 3.67 | 3.50 |

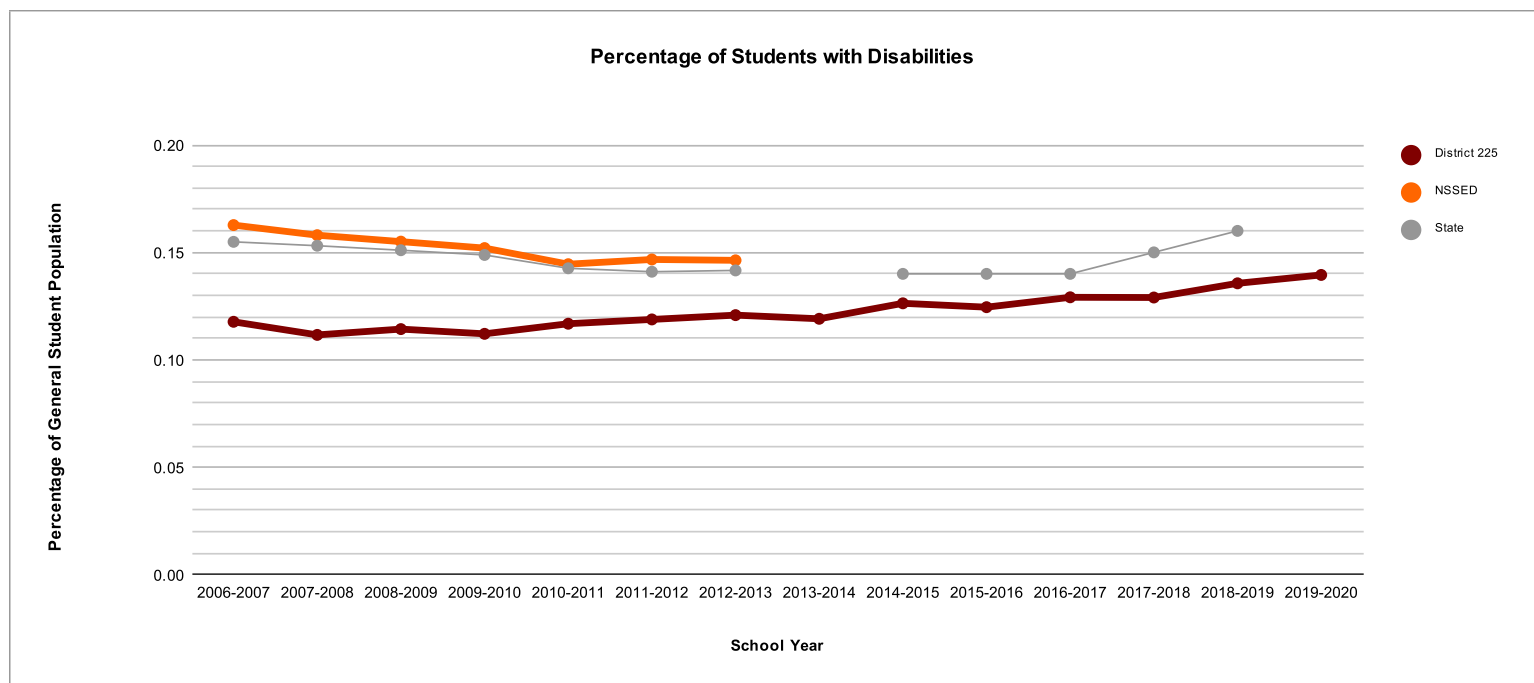
* Academic Grade Point Average (GPA) includes only those courses in the areas of English, Foreign Language, Mathematics, Science, Social Studies and Honors level courses in elective areas. Grades are weighted according to course level. The range for Academic GPA = 0.0-5.0.



Special Education Type Distribution

| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| VI/HI/D/B | 10 | 6 | 4 | 4 | 2 | 1 | 4 | 3 | 6 | 6 | 7 | 7 | 4 |
| OI/OHI/TBI | 90 | 96 | 86 | 99 | 108 | 107 | 110 | 118 | 110 | 130 | 146 | 151 | 160 |
| ID | 40 | 48 | 54 | 55 | 51 | 50 | 52 | 61 | 56 | 54 | 46 | 50 | 58 |
| LD | 237 | 207 | 202 | 192 | 194 | 198 | 167 | 182 | 163 | 167 | 180 | 191 | 193 |
| SL | 14 | 17 | 23 | 25 | 25 | 26 | 26 | 32 | 36 | 24 | 23 | 22 | 23 |
| ED | 109 | 127 | 122 | 130 | 122 | 126 | 145 | 145 | 168 | 152 | 153 | 159 | 171 |
| AUTISM | 29 | 35 | 43 | 47 | 55 | 64 | 67 | 76 | 85 | 91 | 105 | 119 | 120 |
| MD | 2 | 2 | 3 | 4 | 5 | 6 | 6 | 6 | 6 | 7 | 7 | 6 | 6 |
| D225 Spec Ed Total | 531 | 538 | 537 | 556 | 562 | 578 | 577 | 623 | 630 | 637 | 667 | 705 | 735 |
| % of Total Enrollment | 11.16% | 11.43% | 11.21% | 11.68% | 11.82% | 12.08% | 11.91% | 12.63% | 12.45% | 12.91% | 12.90% | 13.56% | 13.95% |
| FTE | 58.2 | 57.7 | 60.7 | 61.9 | 61.9 | 62.5 | 62.6 | 65.8 | 67.4 | 68 | 70.7 | 72.2 | 76.7 |

| | |
|--------|--------------------|
| VI | Visual |
| HI | Hearing |
| D/B | Deaf/Blind |
| OI | Orthopedic |
| OHI | Other |
| TBI | Traumatic |
| ID | Intellectual |
| LD | Learning |
| SL | Speech and |
| ED | Emotional |
| AUTISM | Autism |
| MD | Multiple |
| VI | Visual |
| HI | Hearing |
| D/B | Deaf/Blind |
| VI | Visual Impairment |
| HI | Hearing Impairment |
| D/B | Deaf/Blind |
| VI | Visual Impairment |
| HI | Hearing Impairment |



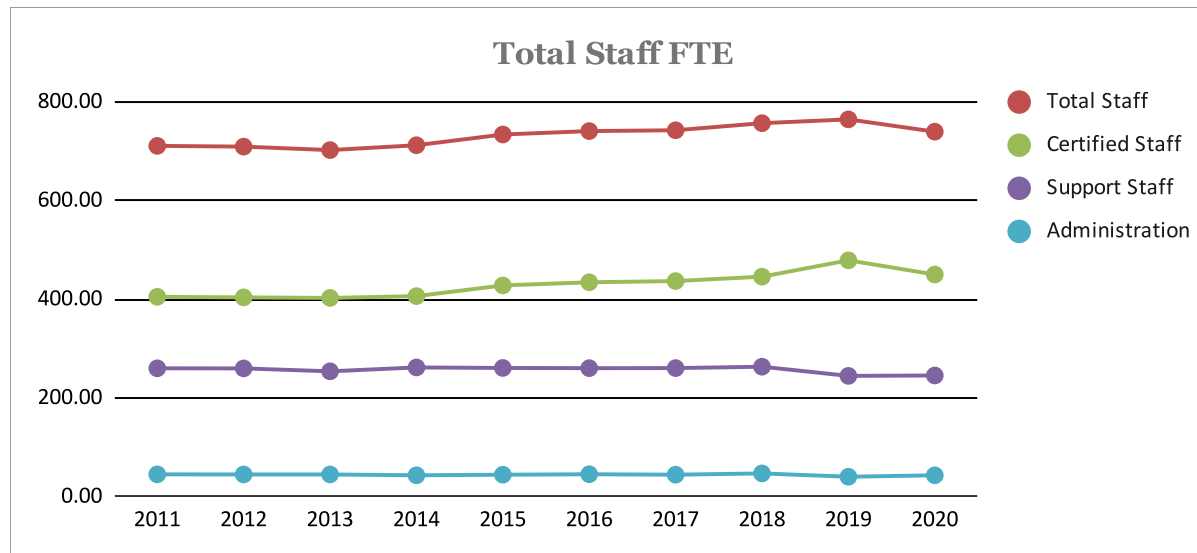
NSSED and State numbers include students with disabilities in grades K-12.

Percentage of Students with Disabilities

| | District 225 | NSSED | State |
|-----------|--------------|--------|-------|
| 2006-2007 | 11.77% (569) | 16.27% | 15% |
| 2007-2008 | 11.16% (531) | 15.80% | 15% |
| 2008-2009 | 11.43% (538) | 15.50% | 15% |
| 2009-2010 | 11.21% (537) | 15.20% | 15% |
| 2010-2011 | 11.68% (556) | 14.45% | 14% |
| 2011-2012 | 11.88% (565) | 14.67% | 14% |
| 2012-2013 | 12.08% (578) | 14.63% | 14% |
| 2013-2014 | 11.91% (577) | * | * |
| 2014-2015 | 12.63% (623) | * | 14% |
| 2015-2016 | 12.45% (630) | * | 14% |
| 2016-2017 | 12.91% (637) | * | 14% |
| 2017-2018 | 12.90% (667) | * | 15% |
| 2018-2019 | 13.56% (705) | * | 16% |
| 2019-2020 | 13.95% (735) | * | ** |

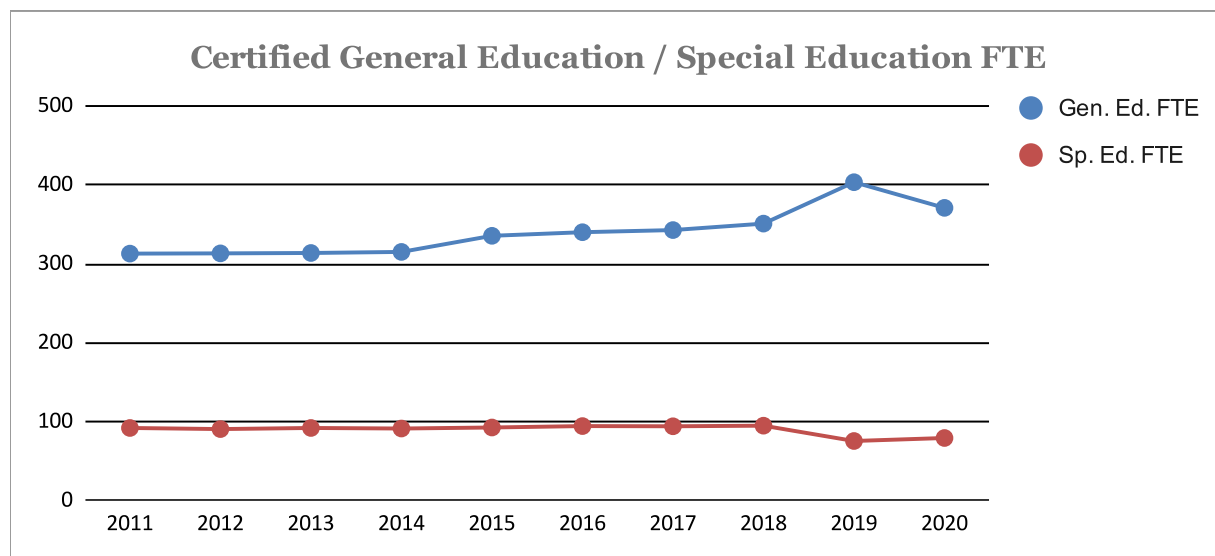
* State no longer providing data

** State has not made this data available yet



| Fall SY | Total Staff | Certified Staff | Support Staff | Administration |
|---------|-------------|-----------------|---------------|----------------|
| 2011 | 711.18 | 405.25 | 260.43 | 45.50 |
| 2012 | 709.67 | 404.15 | 260.22 | 45.30 |
| 2013 | 702.65 | 403.05 | 254.30 | 45.30 |
| 2014 | 712.47 | 406.70 | 262.17 | 43.60 |
| 2015 | 734.26 | 428.40 | 261.11 | 44.75 |
| 2016 | 741.17 | 434.76 | 260.71 | 45.70 |
| 2017 | 742.85 | 437.21 | 260.84 | 44.80 |
| 2018 | 757.19 | 446.15 | 263.64 | 47.40 |
| 2019 | 764.90 | 479.20 | 245.05 | 40.65 |
| 2020 | 739.97 | 450.50 | 245.87 | 43.60 |

**2020 FTE reflects Position FTE. For example, an Administrator who also works as a Part-time Teacher, has the FTE as a Teacher placed within the Teacher FTE column. Support Staff excludes new hires based on the run date of the data.*

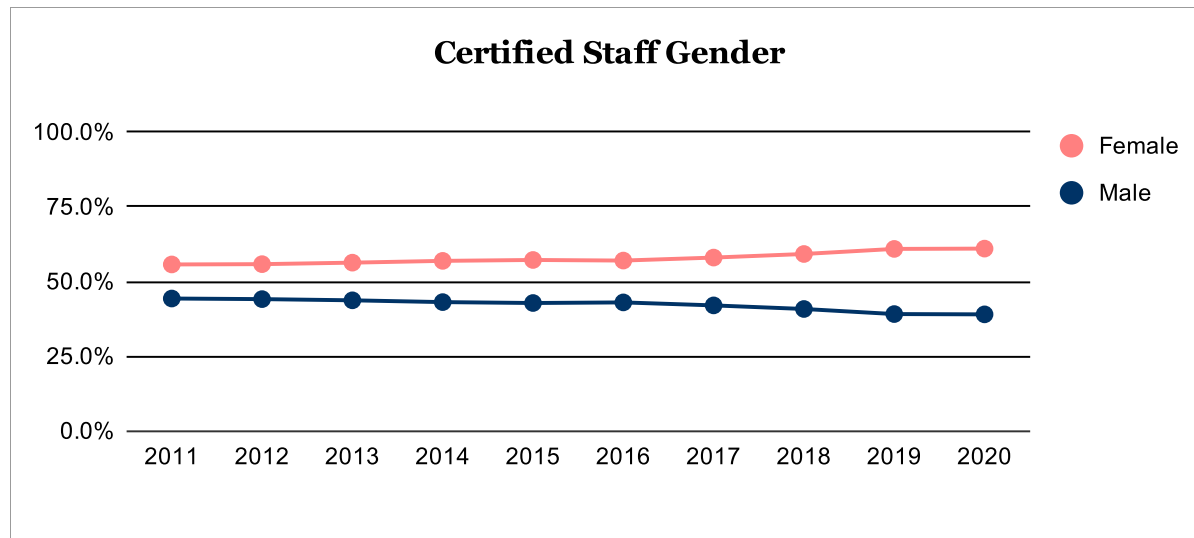


| Fall SY | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--------------|--------|--------|--------|-------|-------|--------|--------|--------|-------|-------|
| Gen. Ed. FTE | 313.05 | 313.35 | 313.85 | 315.2 | 335.6 | 340.16 | 342.87 | 351.05 | 403.5 | 371 |
| Sp. Ed. FTE | 92.2 | 90.8 | 92.2 | 91.5 | 92.8 | 94.6 | 94.34 | 95.1 | 75.7 | 79.5 |
| Total | 405.25 | 404.15 | 406.05 | 406.7 | 428.4 | 434.76 | 437.21 | 446.15 | 479.2 | 450.5 |

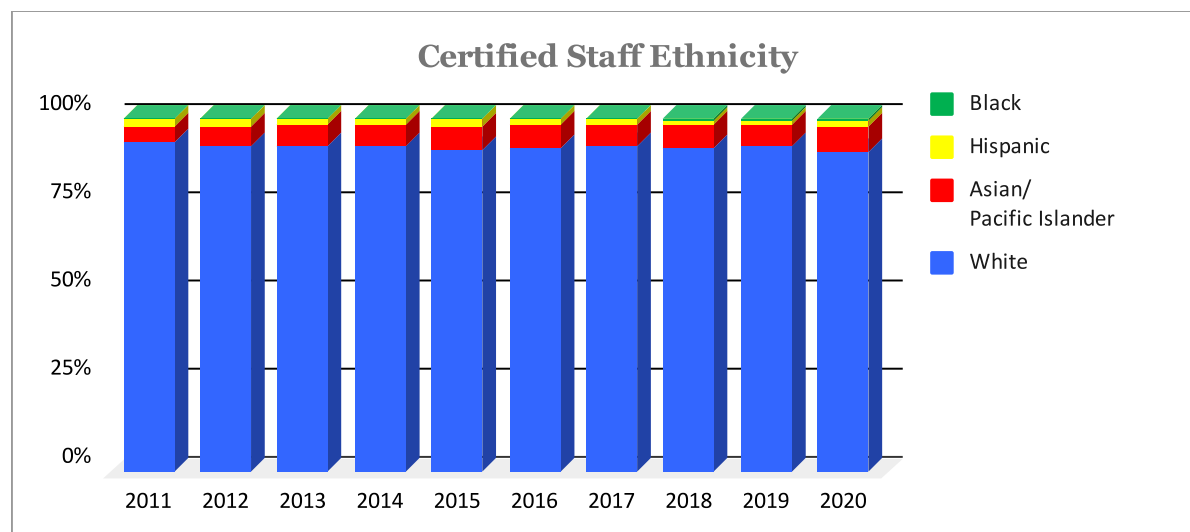
Note: In 2019, Gen. Ed. FTE reflects all certified staff (non-Administrators) outside of the Special Education department.

Prior to 2019, Gen. Ed. FTE excluded all counselors, social workers and psychologist. This group of staff were previously counted towards the Special Education FTE.

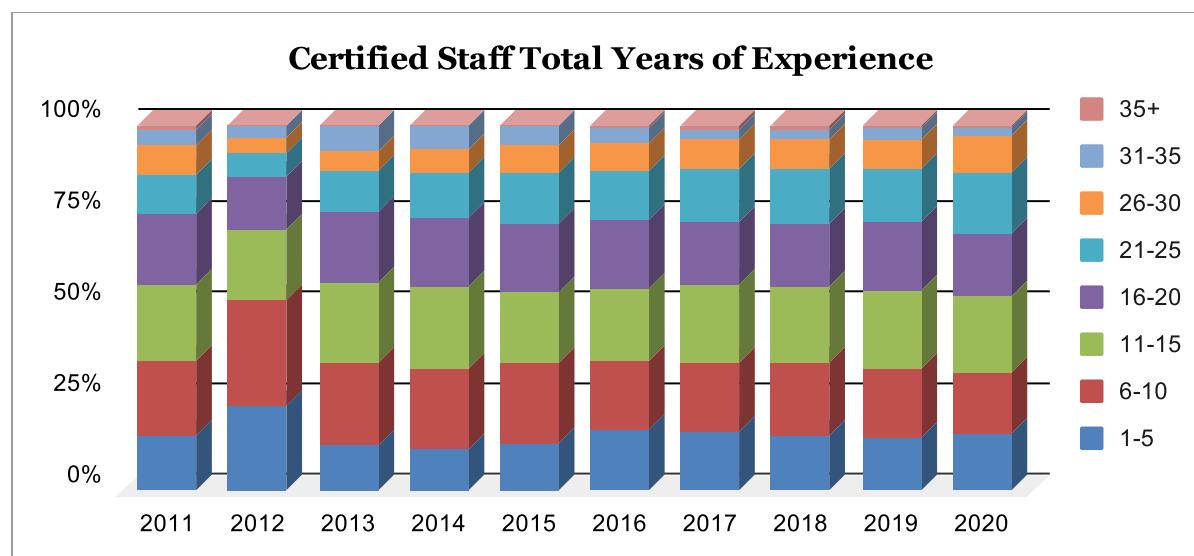
In addition, prior to 2019, Gen. Ed. FTE excluded New Hires FTE and Administrators' Certified Teaching FTE.



| Fall SY | Female | Male |
|---------|--------|-------|
| 2011 | 55.7% | 44.3% |
| 2012 | 55.8% | 44.1% |
| 2013 | 56.3% | 43.7% |
| 2014 | 56.9% | 43.1% |
| 2015 | 57.2% | 42.8% |
| 2016 | 57.0% | 43.0% |
| 2017 | 58.0% | 42.0% |
| 2018 | 59.2% | 40.8% |
| 2019 | 60.9% | 39.1% |
| 2020 | 61.0% | 39.0% |

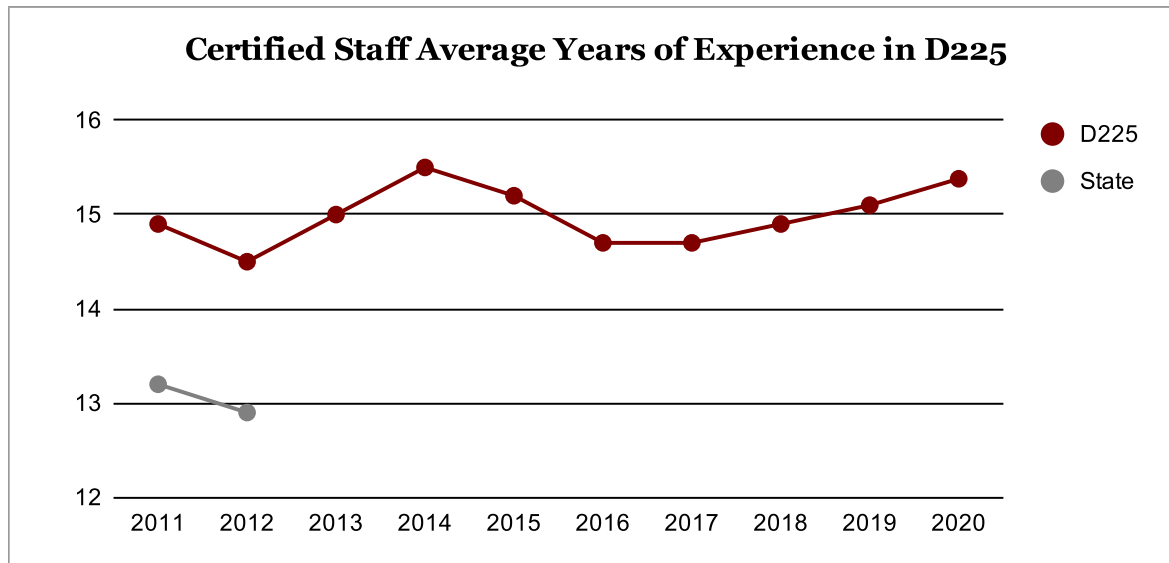


| Fall SY | White | | Asian/ Pacific Islander | | Hispanic | | Black | |
|---------|-------|-------|-------------------------------|------|----------|------|-------|-----|
| | n | | n | | n | | n | |
| 2011 | 92.9% | (394) | 4.7% | (20) | 1.9% | (8) | 0.5% | (2) |
| 2012 | 92.2% | (391) | 5.4% | (23) | 1.9% | (8) | 0.5% | (2) |
| 2013 | 91.7% | (388) | 6.1% | (26) | 1.7% | (7) | 0.5% | (2) |
| 2014 | 91.8% | (390) | 6.3% | (27) | 1.4% | (6) | 0.5% | (2) |
| 2015 | 91.0% | (404) | 6.7% | (30) | 1.8% | (8) | 0.5% | (2) |
| 2016 | 91.5% | (421) | 6.5% | (30) | 1.5% | (7) | 0.5% | (2) |
| 2017 | 92.0% | (423) | 6.3% | (29) | 1.3% | (6) | 0.4% | (2) |
| 2018 | 91.5% | (424) | 6.3% | (29) | 1.3% | (6) | 0.9% | (4) |
| 2019 | 91.7% | (423) | 6.2% | (29) | 1.0% | (5) | 0.8% | (4) |
| 2020 | 90.3% | (432) | 6.9% | (33) | 2.1% | (10) | 0.6% | (3) |



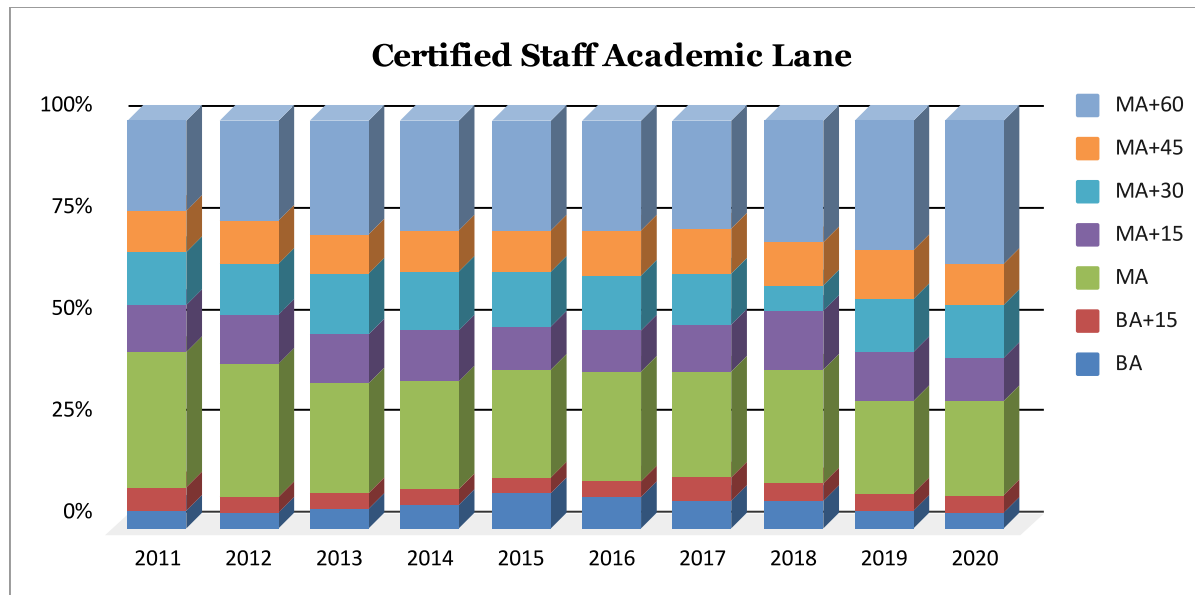
| Fall SY | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 35+ |
|---------|-----|------|-------|-------|-------|-------|-------|-----|
| 2011 | 15% | 21% | 21% | 19% | 11% | 8% | 4% | 1% |
| 2012 | 23% | 29% | 19% | 15% | 6% | 5% | 3% | 0% |
| 2013 | 13% | 22% | 22% | 19% | 12% | 5% | 7% | 0% |
| 2014 | 11% | 22% | 23% | 19% | 12% | 7% | 6% | 0% |
| 2015 | 13% | 22% | 19% | 19% | 14% | 8% | 5% | 0% |
| 2016 | 17% | 19% | 20% | 19% | 13% | 8% | 5% | 1% |
| 2017 | 16% | 19% | 22% | 17% | 15% | 8% | 3% | 2% |
| 2018 | 15% | 20% | 21% | 17% | 15% | 8% | 3% | 1% |
| 2019 | 15% | 19% | 21% | 18% | 15% | 8% | 3% | 1% |
| 2020 | 15% | 16% | 20% | 17% | 16% | 10% | 2% | 1% |

**Years of Experience are the total years in the field of education.*

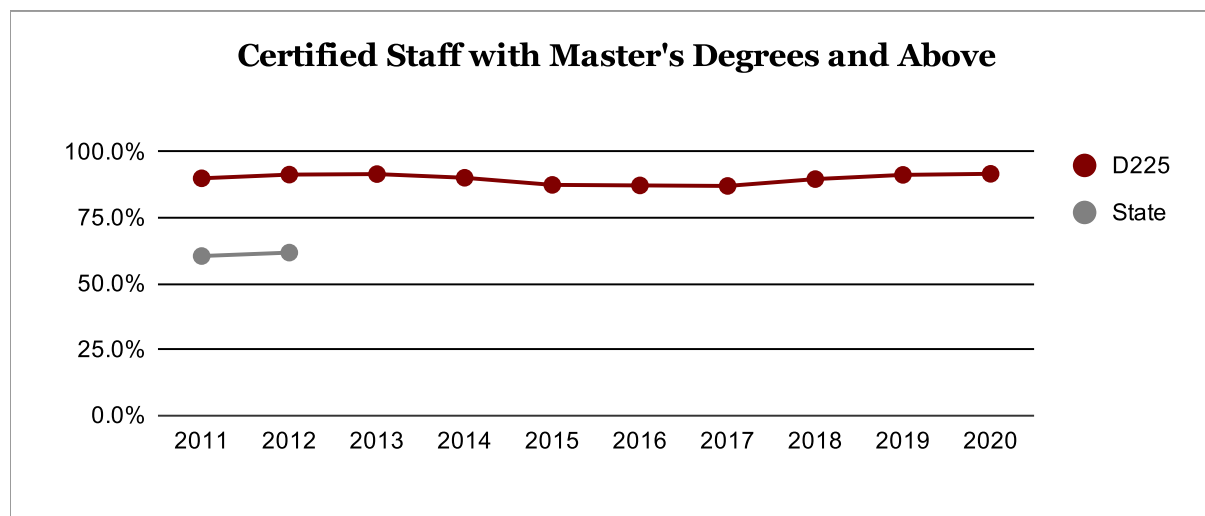


| Fall SY | D225 | State |
|---------|------|-------|
| 2011 | 14.9 | 13.2 |
| 2012 | 14.5 | 12.9 |
| 2013 | 15.0 | N/A* |
| 2014 | 15.5 | N/A* |
| 2015 | 15.2 | N/A* |
| 2016 | 14.7 | N/A* |
| 2017 | 14.7 | N/A* |
| 2018 | 14.9 | N/A* |
| 2019 | 15.1 | N/A* |
| 2020 | 15.4 | N/A* |

**Note: The state no longer reports this information.*

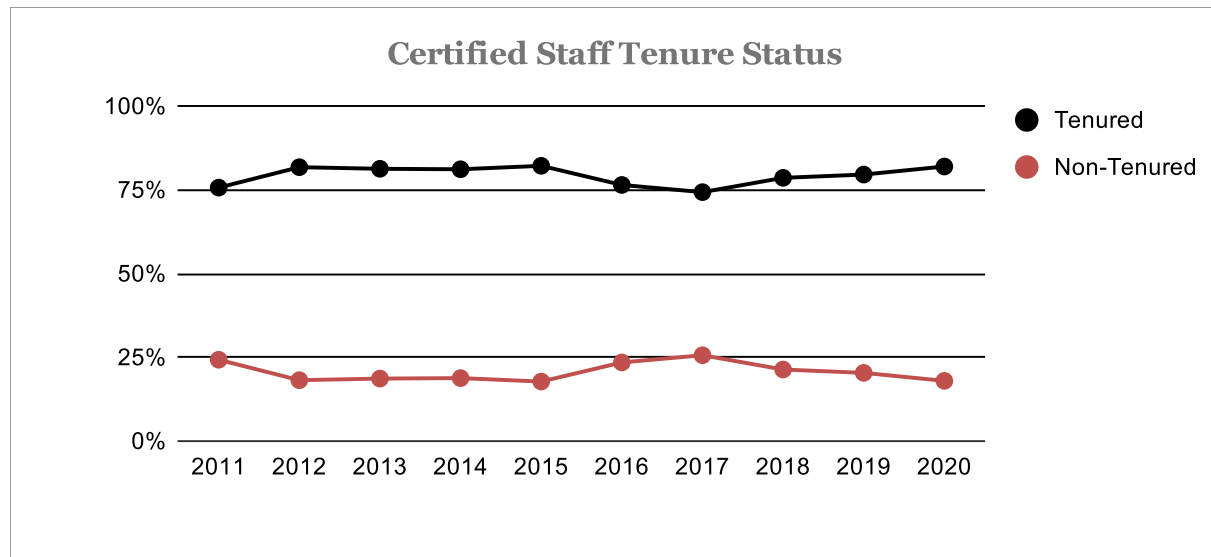


| Fall SY | BA | BA+15 | MA | MA+15 | MA+30 | MA+45 | MA+60 |
|---------|----|-------|-----|-------|-------|-------|-------|
| 2011 | 4% | 6% | 33% | 12% | 13% | 10% | 22% |
| 2012 | 4% | 4% | 33% | 12% | 13% | 10% | 25% |
| 2013 | 5% | 4% | 27% | 12% | 15% | 10% | 28% |
| 2014 | 6% | 4% | 27% | 13% | 14% | 10% | 27% |
| 2015 | 8% | 4% | 27% | 10% | 13% | 10% | 27% |
| 2016 | 8% | 4% | 27% | 10% | 14% | 11% | 27% |
| 2017 | 7% | 6% | 26% | 11% | 13% | 11% | 26% |
| 2018 | 7% | 4% | 28% | 14% | 6% | 11% | 30% |
| 2019 | 4% | 4% | 23% | 12% | 13% | 12% | 32% |
| 2020 | 4% | 4% | 23% | 11% | 13% | 10% | 35% |

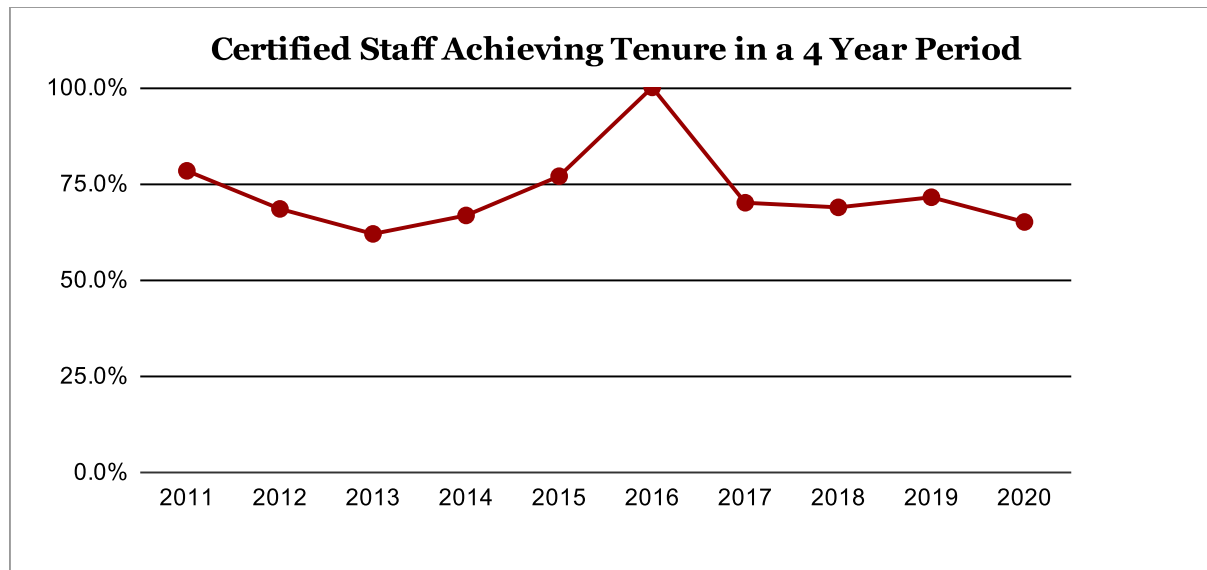


| Fall SY | D225 | State |
|---------|-------|-------|
| 2011 | 89.9% | 60.4% |
| 2012 | 91.3% | 61.7% |
| 2013 | 91.5% | N/A* |
| 2014 | 90.1% | N/A* |
| 2015 | 87.4% | N/A* |
| 2016 | 87.2% | N/A* |
| 2017 | 87.0% | N/A* |
| 2018 | 89.6% | N/A* |
| 2019 | 91.2% | N/A* |
| 2020 | 91.6% | N/A* |

*The state no longer reports this information.



| Fall SY Tenured | | n | Non-Tenured | | n |
|-----------------|-----|-----|-------------|--|-----|
| 2011 | 76% | 321 | 24% | | 103 |
| 2012 | 82% | 347 | 18% | | 77 |
| 2013 | 81% | 344 | 19% | | 79 |
| 2014 | 81% | 345 | 19% | | 80 |
| 2015 | 82% | 365 | 18% | | 79 |
| 2016 | 77% | 352 | 24% | | 108 |
| 2017 | 74% | 342 | 26% | | 118 |
| 2018 | 79% | 364 | 21% | | 99 |
| 2019 | 80% | 371 | 20% | | 95 |
| 2020 | 82% | 393 | 18% | | 85 |

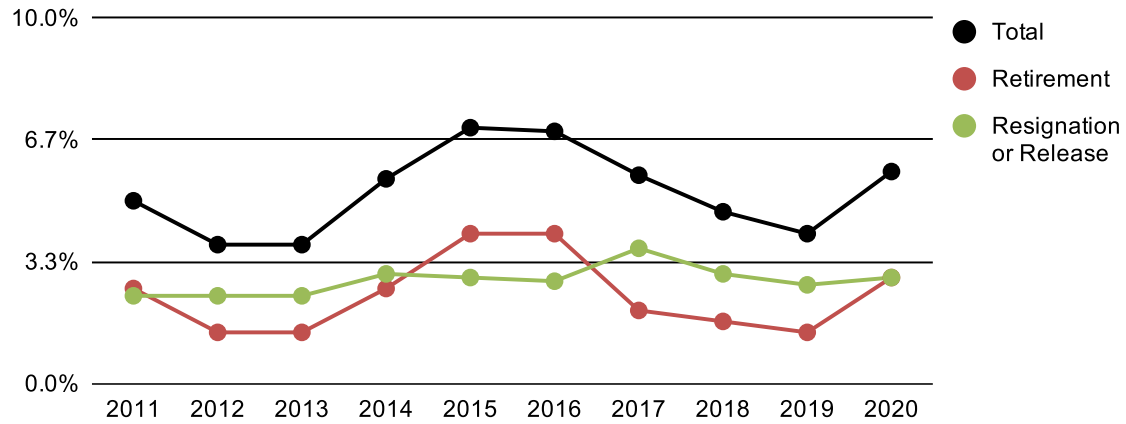


| Spring SY | Achieved Tenure |
|-----------|-----------------|
| 2011 | 78.3% |
| 2012 | 68.4% |
| 2013 | 61.9% |
| 2014 | 66.7% |
| 2015 | 76.9% |
| 2016 | 100.0% |
| 2017 | 70.0% |
| 2018 | 68.8% |
| 2019 | 71.4% |
| 2020 | 65.0% |

*Note: The percentage represents the number of full-time certified staff hired four years prior to the year tenure was awarded.

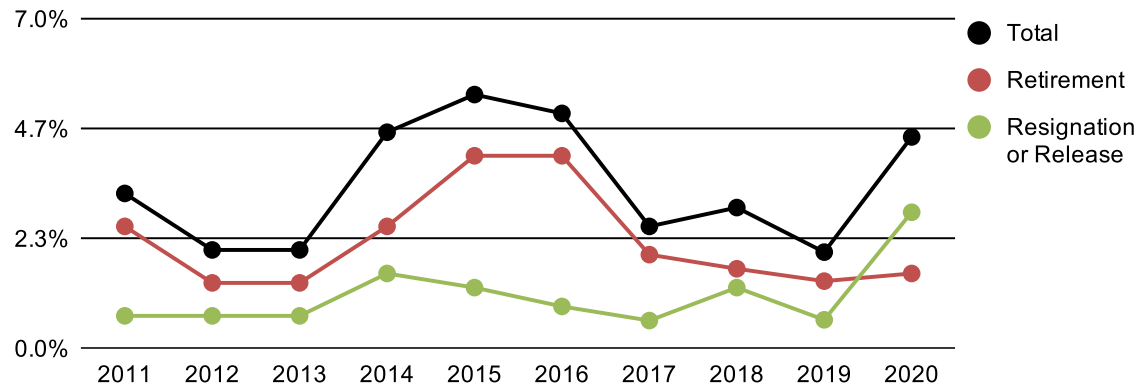
*Example: The percentage for 2020 reflects teachers hired in 2017.

Certified Staff Turnover By Reason

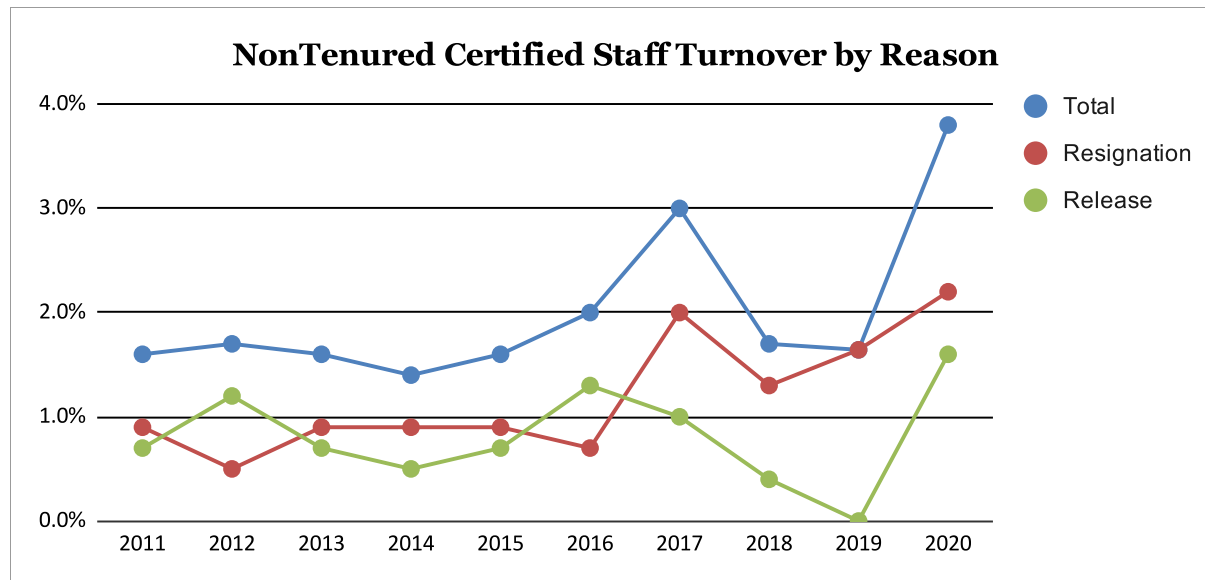


| Fall SY | Total | n | Retirement | n | Resignation or Release | n |
|------------|-------|----|------------|----|---------------------------|----|
| 2011 | 5.0% | 21 | 2.6% | 11 | 2.4% | 10 |
| 2012 | 3.8% | 16 | 1.4% | 6 | 2.4% | 10 |
| 2013 | 3.8% | 16 | 1.4% | 6 | 2.4% | 10 |
| 2014 | 5.6% | 24 | 2.6% | 11 | 3.0% | 13 |
| 2015 | 7.0% | 31 | 4.1% | 18 | 2.9% | 13 |
| 2016 | 6.9% | 32 | 4.1% | 19 | 2.8% | 13 |
| 2017 | 5.7% | 26 | 2.0% | 9 | 3.7% | 17 |
| 2018 | 4.7% | 22 | 1.7% | 8 | 3.0% | 14 |
| 2019 | 4.1% | 18 | 1.4% | 7 | 2.7% | 11 |
| 2020 | 5.8% | 28 | 2.9% | 14 | 2.9% | 14 |

Tenured Certified Staff Turnover By Reason



| Fall SY | Total | Resignation | | | |
|---------|-------|-------------|------------|----|---------|
| | | n | Retirement | n | Release |
| | | | | | |
| 2011 | 3.3% | 14 | 2.6% | 11 | 0.7% |
| 2012 | 2.1% | 9 | 1.4% | 6 | 0.7% |
| 2013 | 2.1% | 9 | 1.4% | 6 | 0.7% |
| 2014 | 4.6% | 18 | 2.6% | 11 | 1.6% |
| 2015 | 5.4% | 24 | 4.1% | 18 | 1.3% |
| 2016 | 5.0% | 23 | 4.1% | 19 | 0.9% |
| 2017 | 2.6% | 12 | 2.0% | 9 | 0.6% |
| 2018 | 3.0% | 14 | 1.7% | 8 | 1.3% |
| 2019 | 2.1% | 10 | 1.4% | 7 | 0.6% |
| 2020 | 4.5% | 22 | 1.6% | 8 | 2.9% |



| Fall SY | Total | n | Resignation | n | Release | n |
|---------|-------|----|-------------|---|---------|---|
| 2011 | 1.6% | 7 | 0.9% | 4 | 0.7% | 3 |
| 2012 | 1.7% | 7 | 0.5% | 2 | 1.2% | 5 |
| 2013 | 1.6% | 7 | 0.9% | 4 | 0.7% | 3 |
| 2014 | 1.4% | 6 | 0.9% | 4 | 0.5% | 2 |
| 2015 | 1.6% | 7 | 0.9% | 4 | 0.7% | 3 |
| 2016 | 2.0% | 9 | 0.7% | 3 | 1.3% | 6 |
| 2017 | 3.0% | 14 | 2.0% | 9 | 1.0% | 5 |
| 2018 | 1.7% | 8 | 1.3% | 6 | 0.4% | 2 |
| 2019 | 1.6% | 8 | 1.6% | 8 | 0.0% | 0 |
| 2020 | 3.8% | 12 | 2.2% | 7 | 1.6% | 5 |