

TO: Dr. Mike Riggle
FROM: Dr. Rosanne Williamson
RE: Dashboard Report
Date: November 7, 2018

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. Following the Board meeting we will post the dashboard reports on the website.

Student Enrollment

- Total student enrollment has grown over the last 10 years. District enrollment is projected to increase with a peak of 5250 in 2020. This represents an increase of 1.0% as compared to this year's population. Projections beyond three years can be volatile.
- Although overall District enrollment is expected to grow, GBN enrollment has decreased over the last ten years by approximately 2.0%.
- GBS student enrollment has grown over the last 10 years by approximately 24.3%. Enrollment at GBS is projected to increase over the next 2 years to a high of 3190 students.

Student Demographics

The Hispanic population has grown by 5% over the last ten years and the white population has dropped by 8% in that same period. Other populations have remained relatively stable over the years.

Student Achievement

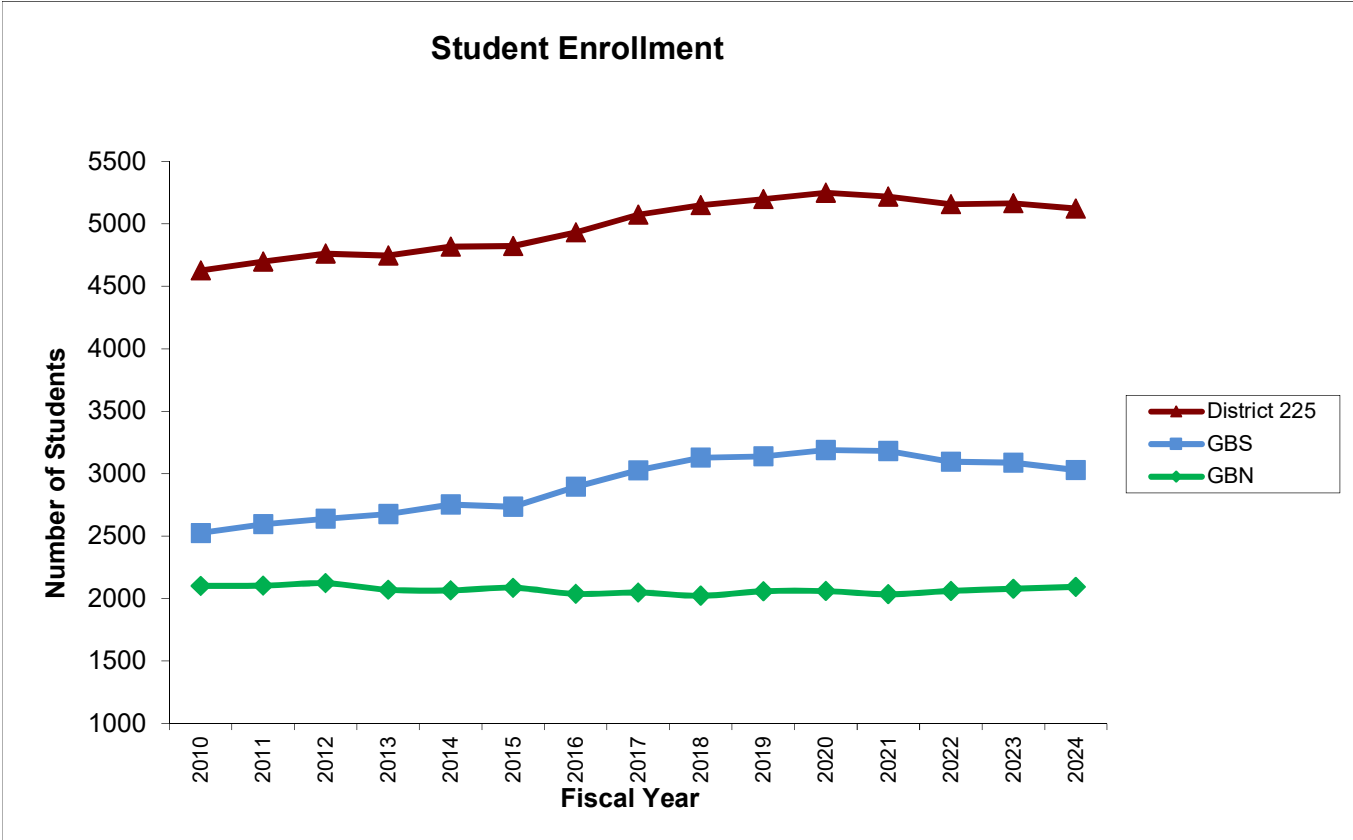
- The district graduation rate average is 96.1%.
- The percentage of students attending college at both schools has consistently been high.
- Composite ACT scores at both schools continue to remain high and once again both schools have the highest Composite ACT in school history; however, fewer students took the ACT with the shift to the state-mandated SAT.
- Efforts have been in place at both schools to address the needs of special education students, limited English proficient students and low income & Hispanic students at GBS. These groups of students have performed at a level below that of their white and Asian counterparts. Because of the relatively small size of these subgroups of students in the junior class who participate in assessments, there has been greater fluctuation in the academic performance of students in these subgroups.

Staff

- 89.6% of teachers hold master's degrees or above.
- The average number of years of teaching experience for our certified staff is 14.7

Special Education

- The percentage of special education enrollment in the district has grown over the last 10 years from 11.43% to 12.90%. The state no longer reports comparative data.

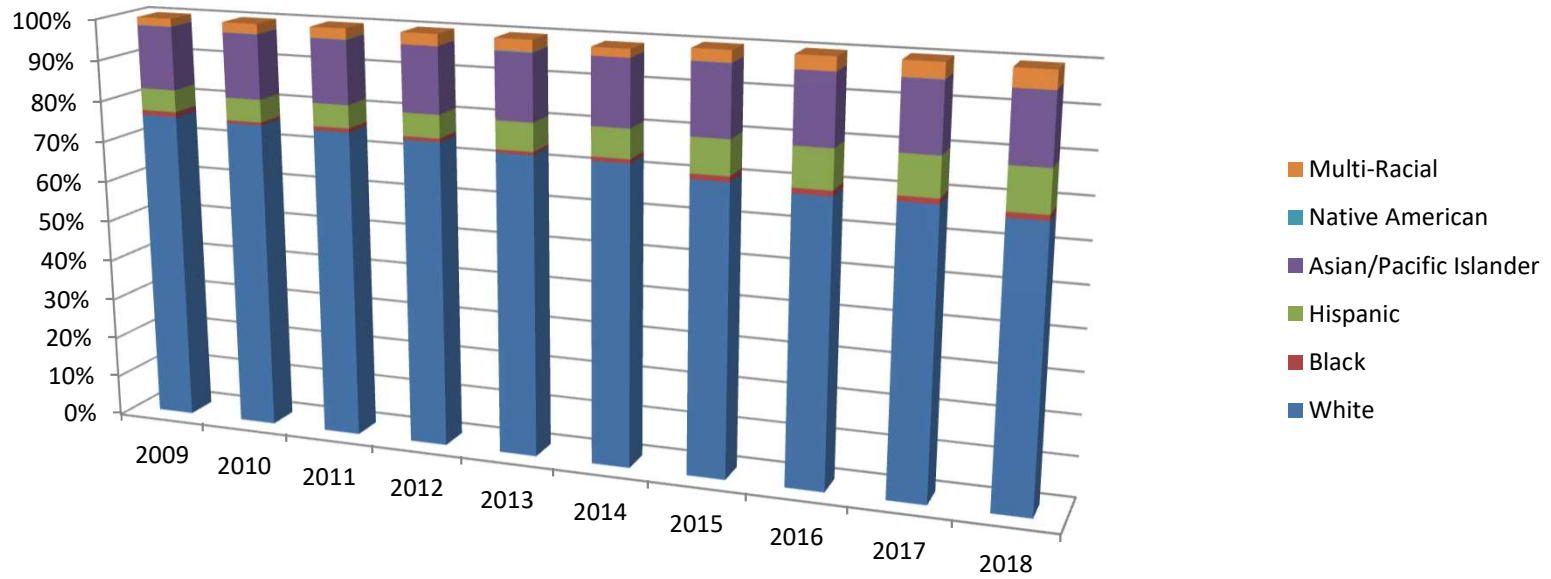


Student Enrollment

	District		
	GBN	GBS	225
2010	2102	2526	4628
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	2060	3190	5250
2021	2035	3183	5218
2022	2062	3096	5158
2023	2079	3087	5166
2024	2094	3029	5123
2025	2155	2971	5126
2026	2164	2977	5141

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.

Student Ethnicity Distribution

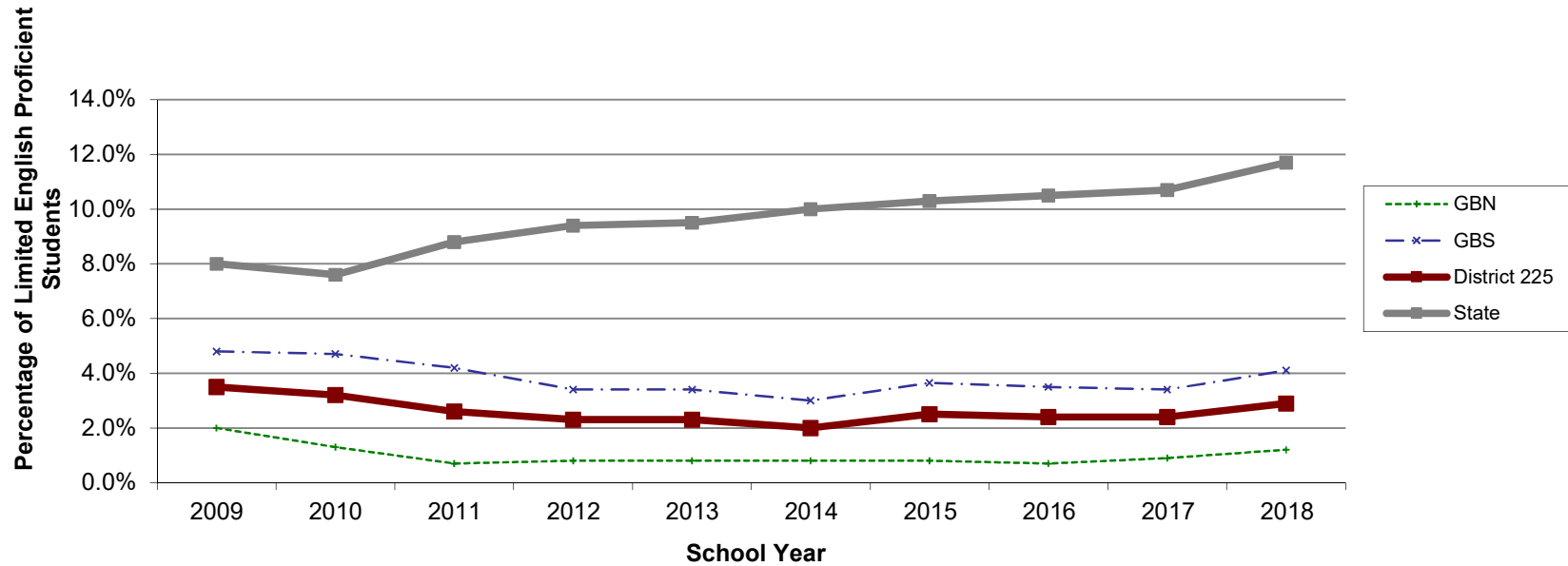


District and State data does not include GBE.

Student Ethnic Distribution

	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi-Racial
2009	76%	1%	5%	15%	0%	2%
2010	76%	1%	6%	16%	0%	2%
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%

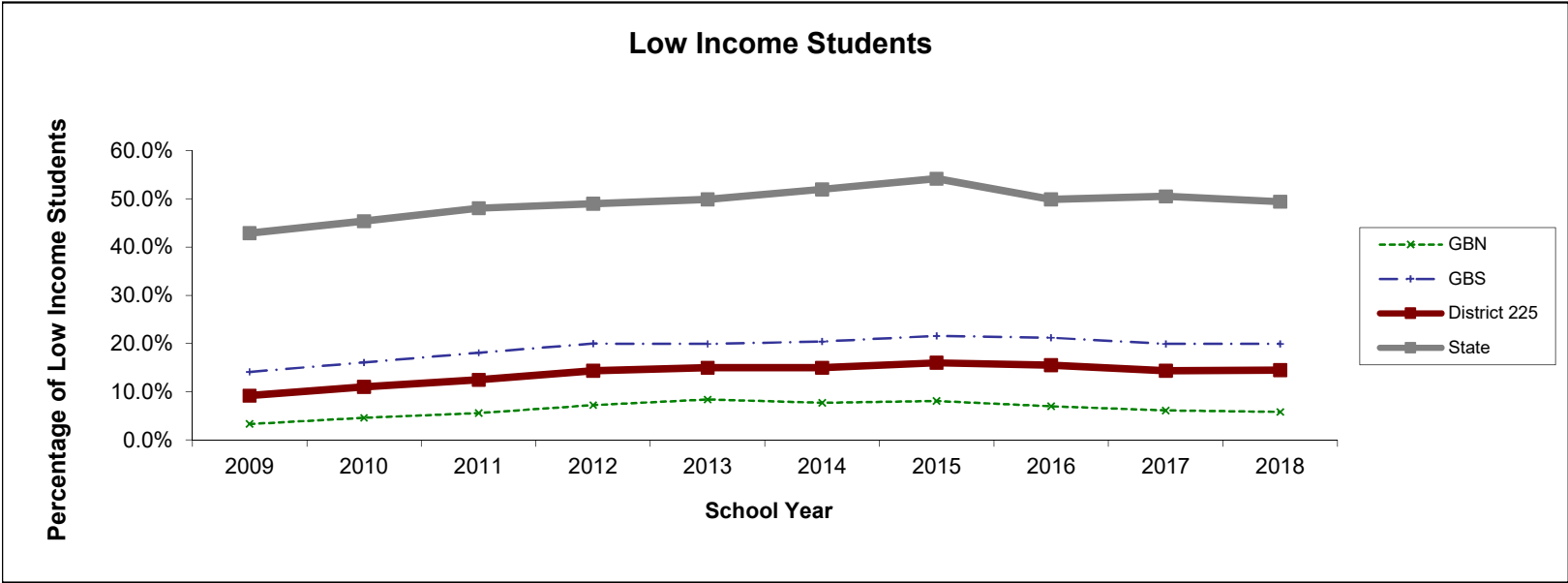
Limited English Proficient Students



Limited English Proficient Students (%)

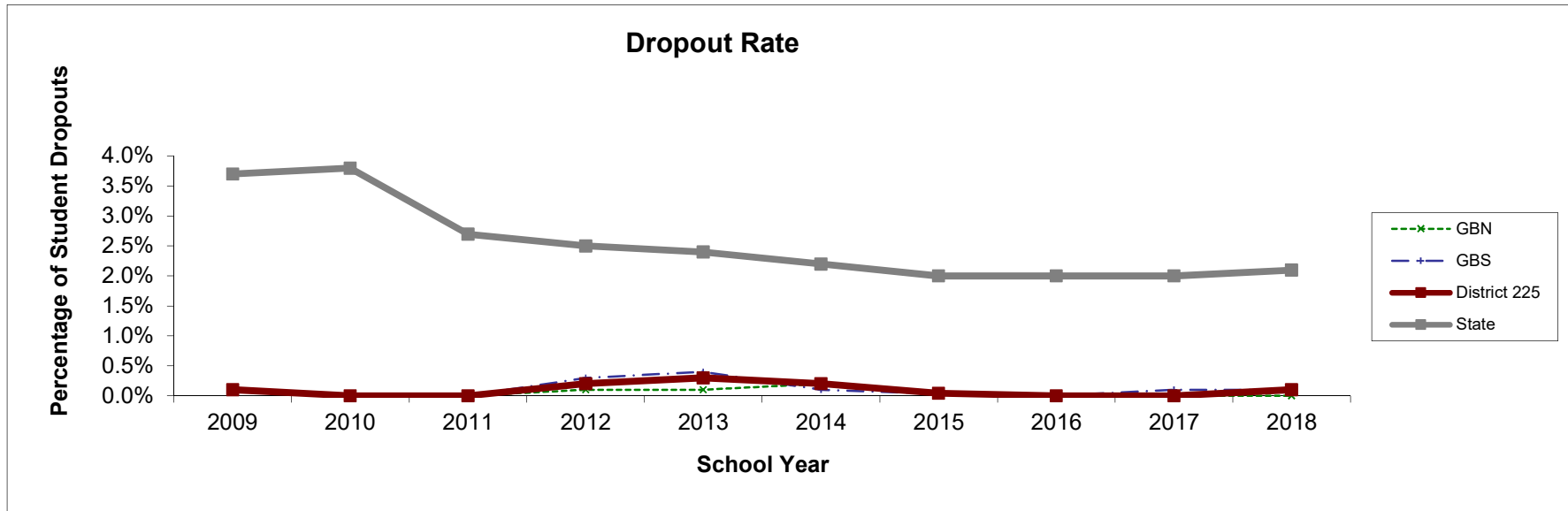
	GBN	GBS	District 225	State
2009	2.0% (42)	4.8% (121)	3.5% (163)	8.0% (165610)
2010	1.3% (27)	4.7% (122)	3.2% (149)	7.6% (156888)
2011	0.7% (15)	4.2% (111)	2.6% (126)	8.8% (182583)
2012	0.8% (17)	3.4% (91)	2.3% (108)	9.4% (194269)
2013	0.8% (17)	3.4% (94)	2.3% (111)	9.5% (195145)
2014	0.8% (17)	3.0% (83)	2.0% (100)	10.0% (205416)
2015	0.8% (16)	3.7% (106)	2.5% (124)	10.3% (211619)
2016	0.7% (14)	3.5% (101)	2.4% (118)	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)

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
2009	3.3% (69)	14.1% (356)	9.2% (426)	42.9% (888084)
2010	4.6% (97)	16.1% (418)	11.0% (515)	45.4% (937198)
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% (143)	21.2% (614)	15.5% (765)	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)



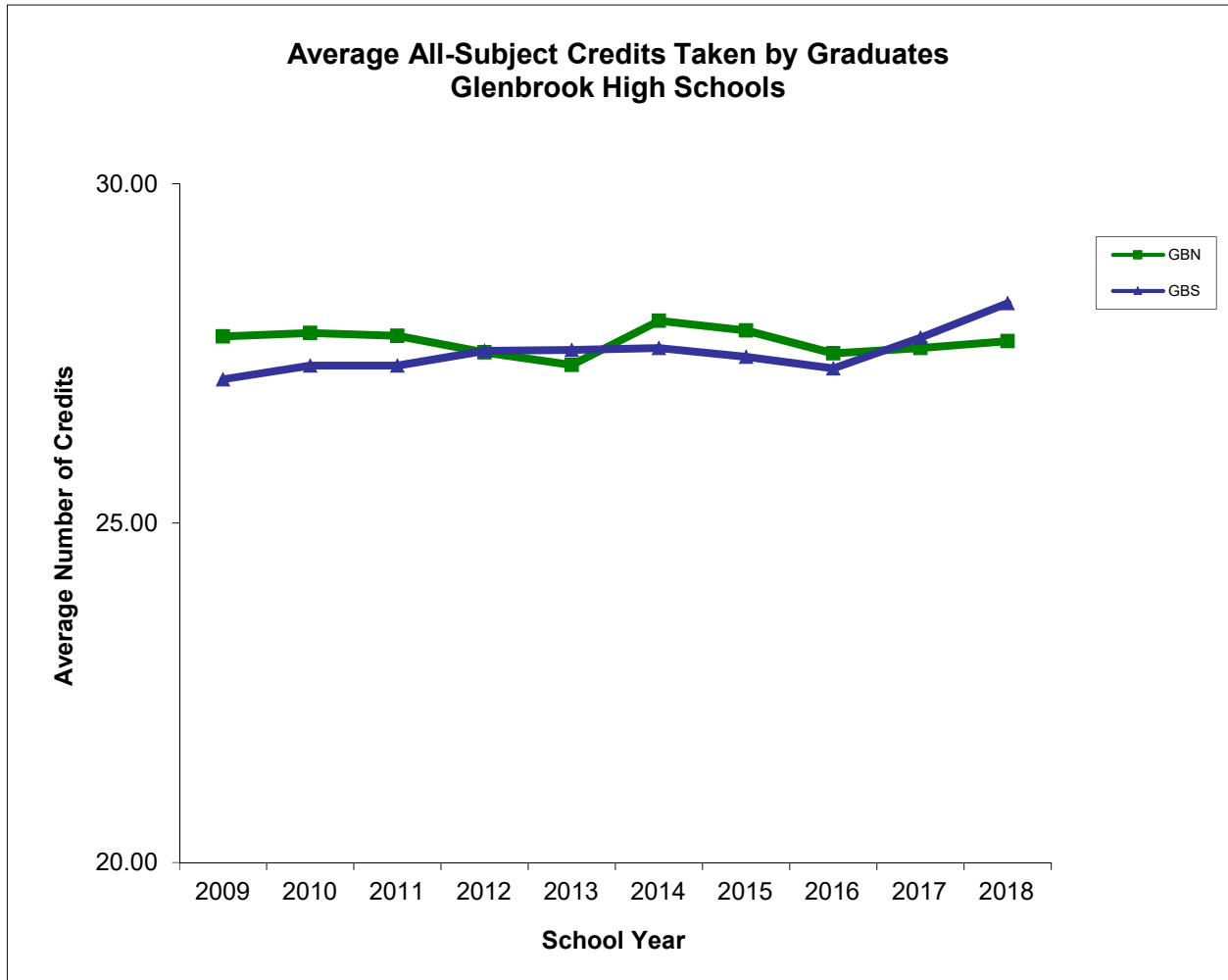
A "dropout" is defined as any child whose name has been removed from the district-housed roster for any reason other than death, extended illness, graduation or completion of a program of studies and who has not transferred to another public or private school. A "dropout" also includes any student considered to be transferring but for whom a transcript request was not received from another school system or the student's parent/guardian within 30 days of that student's last day of attendance. This definition does not include students who have been expelled. District and State data does not include GBE.

	<u>Dropout Rate (%)</u>			
	<u>GBN</u>	<u>GBS</u>	<u>District 225</u>	<u>State</u>
2009	0.1% (2)	0.1% (3)	0.1% (5)	3.7% (76,595)
2010	0.0% (0)	0.0% (0)	0.0% (0)	3.8% (78,444)
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% *

Analysis:
Data reflects dropout status as of the end of June each school year. Some students returned at future dates. The district's dropout rate is exceptionally low due to the many opportunities and support systems provided to our students such as Glenbrook Evening School, Ombudsman, Guided Studies and TEAM. Starting in 2012 the state no longer counts students in the transition program as graduates.

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

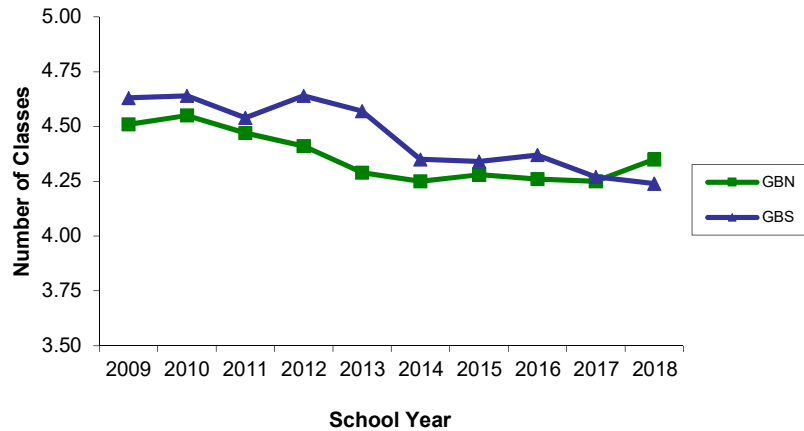
Note: Enrollment Figures for Illinois State Report Cards are provided from Fall Housing Reports (data as of September 30). Each category of Dashboard Reports might record data from different times in the year.



	<u>Average All-Subject Credits</u>	
	GBN	GBS
2009	27.75	27.12
2010	27.80	27.32
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

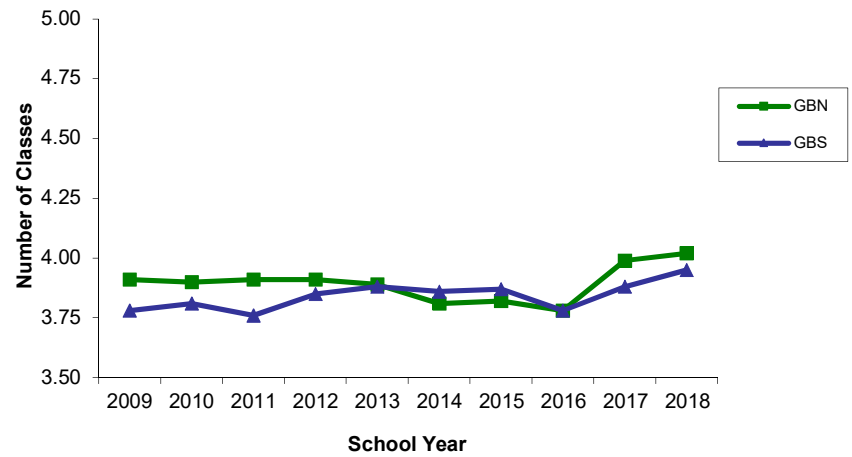
* All-Subject credits include all courses irrespective of the area of instruction or level of difficulty. No weighting system is used, and all courses are considered equal rank. 24 credits are required for graduation in the Glenbrook High Schools.

**Average Number Credits Taken by Graduates (English)
Glenbrook High Schools**



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

**Average Number Credits Taken by Graduates (Math)
Glenbrook High Schools**



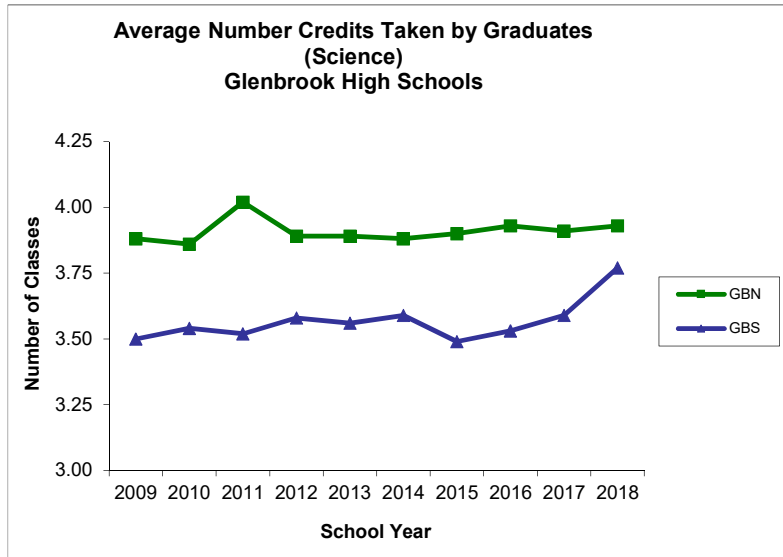
* 3 credits of Math are required for graduation at Glenbrook High Schools.

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

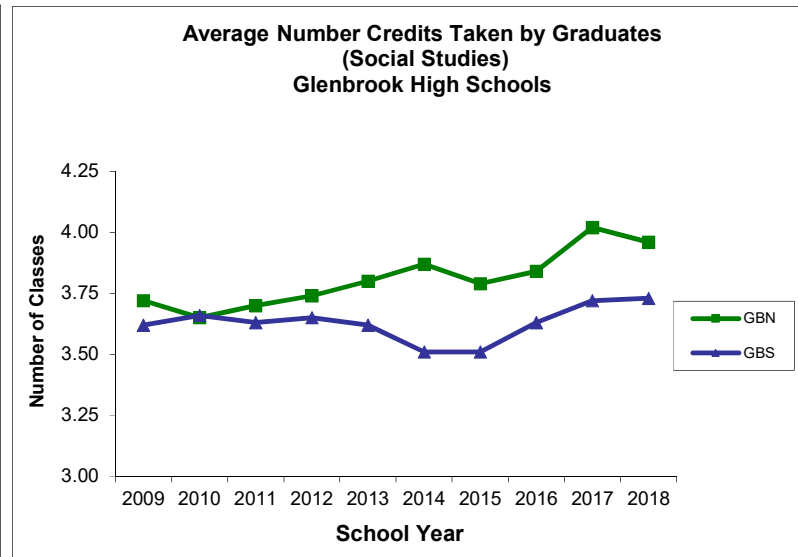
	GBN	GBS
2009	4.51	4.63
2010	4.55	4.64
2011	4.47	4.54
2012	4.41	4.64
2013	4.29	4.57
2014	4.25	4.35
2015	4.28	4.34
2016	4.26	4.37
2017	4.25	4.27
2018	4.35	4.24

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

	GBN	GBS
2009	3.91	3.78
2010	3.90	3.81
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



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



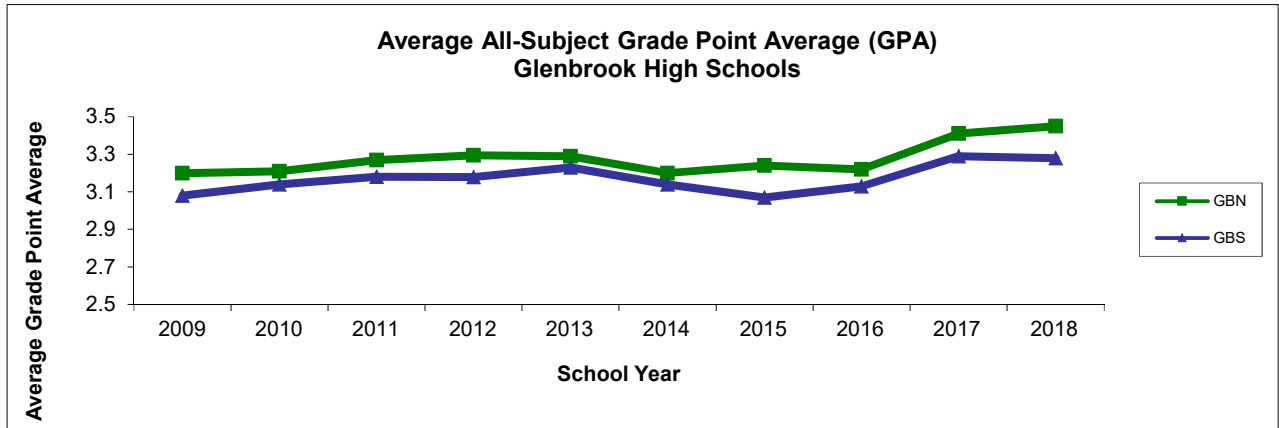
* 2 credits of Social Studies are required for graduation at Glenbrook High Schools (1 of which is US History).

Average Number of Science Credits Taken by Graduates

	GBN	GBS
2009	3.88	3.50
2010	3.86	3.54
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

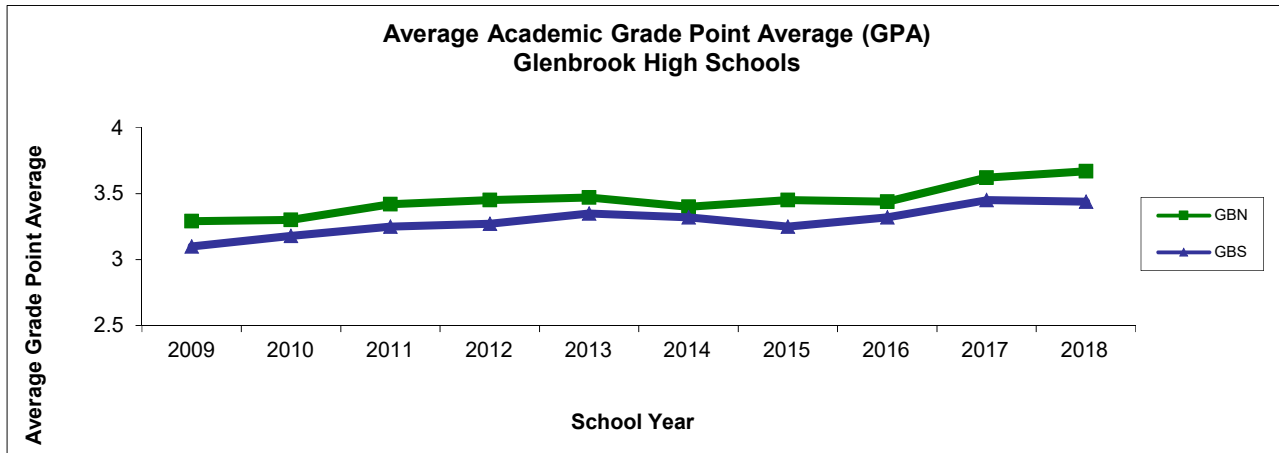
Average Number of Social Studies Credits Taken by Graduates

	GBN	GBS
2009	3.72	3.62
2010	3.65	3.66
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



All Subject GPA		
	GBN	GBS
2009	3.20	3.08
2010	3.21	3.14
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

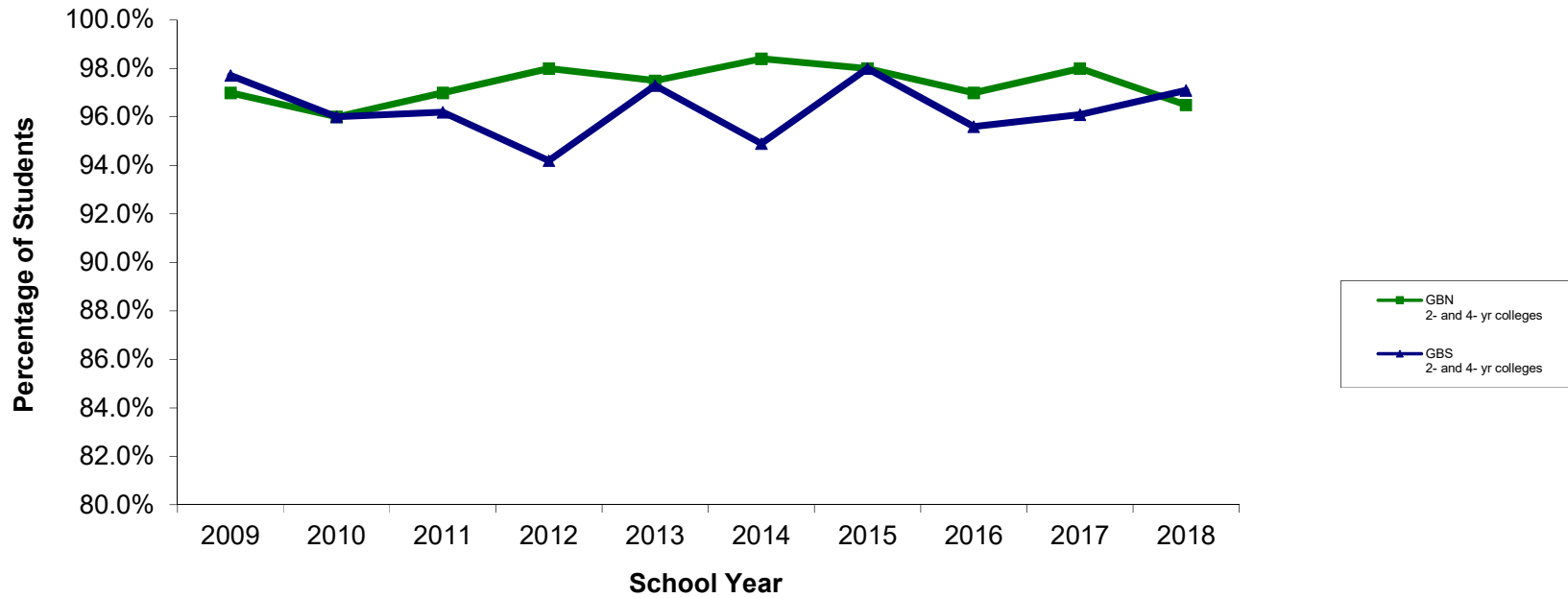
* All-Subject Grade Point Average (GPA) includes all courses irrespective of the area of instruction or level of difficulty. No weighting system is used, and all courses are considered equal rank. The range for All-Subject GPA = 0.0-4.0.



Academic GPA		
	GBN	GBS
2009	3.29	3.10
2010	3.30	3.18
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

* 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.

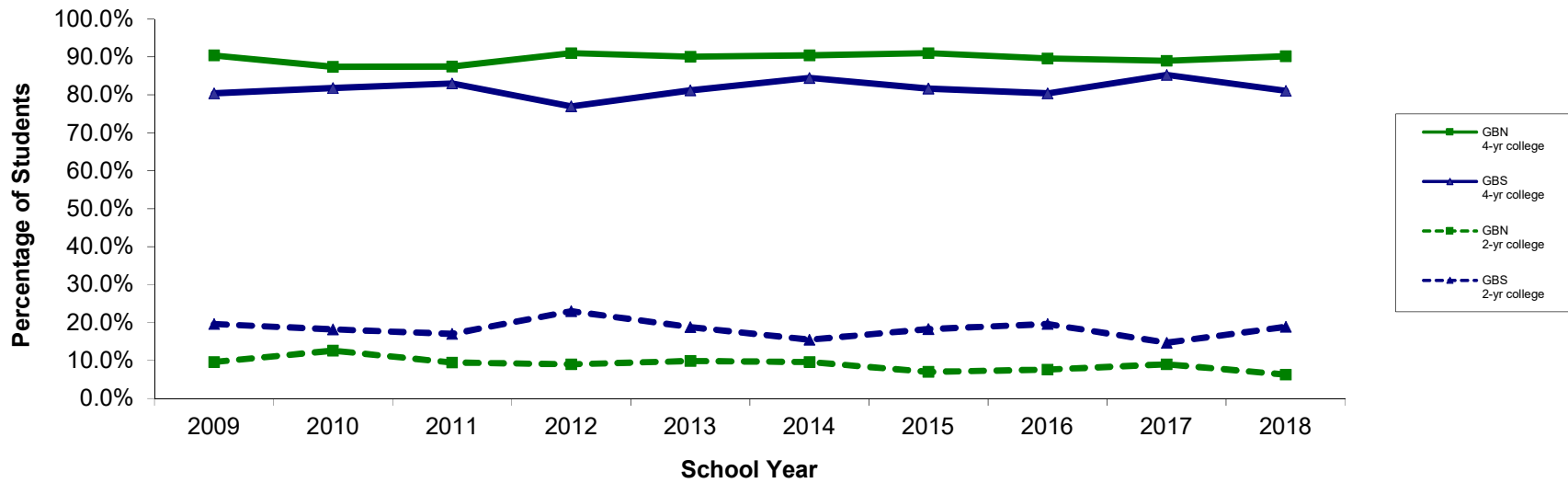
**Students Continuing on to College
Glenbrook High Schools**



Continued to College (%)

	GBN	GBS
	2- and 4- yr colleges	2- and 4- yr colleges
2009	97.0% (490)	97.7% (597)
2010	96.0% (476)	96.0% (610)
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)

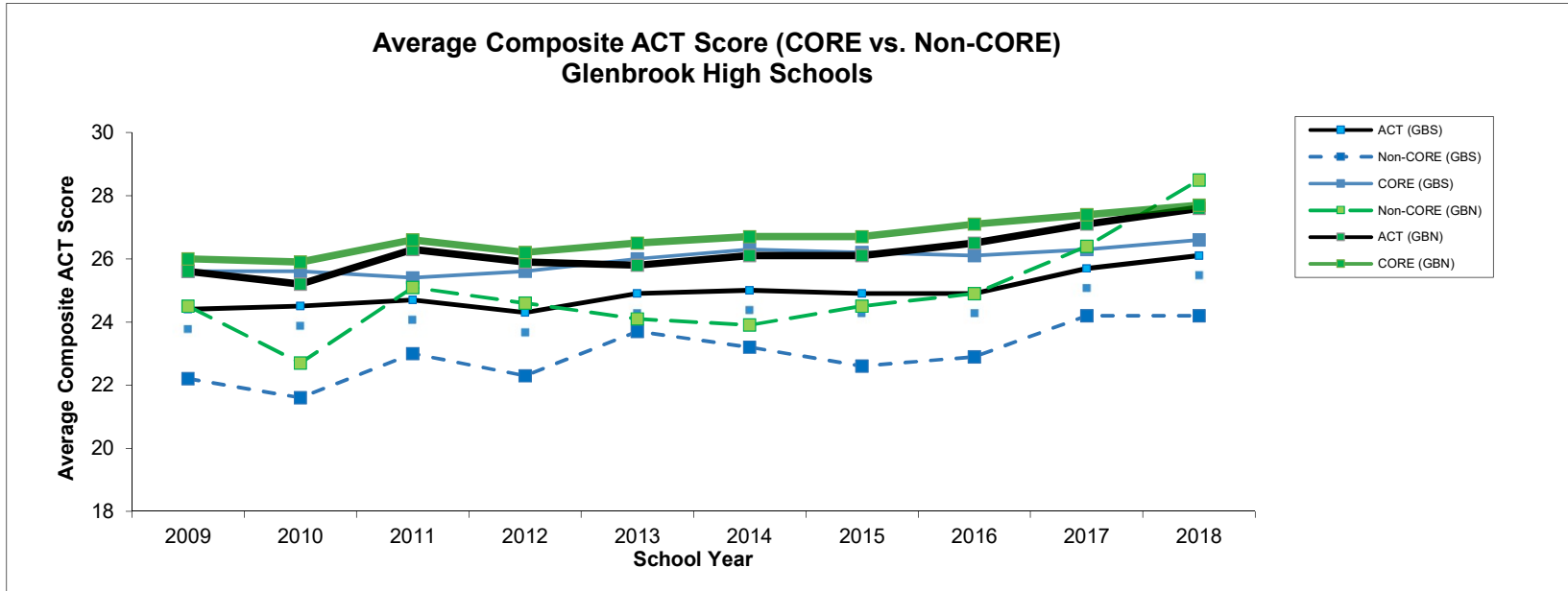
**Percent of Students Continuing on to College
Attending a 2 or 4 Year College
Glenbrook High Schools**



Attending a 2 or 4 Year College (%)

	GBN 4-yr college	GBS 4-yr college	GBN 2-yr college	GBS 2-yr college
2009	90.4% (443)	80.4% (480)	9.6% (47)	19.6% (117)
2010	87.4% (416)	81.8% (499)	12.6% (60)	18.2% (111)
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)

**Average Composite ACT Score (CORE vs. Non-CORE)
Glenbrook High Schools**

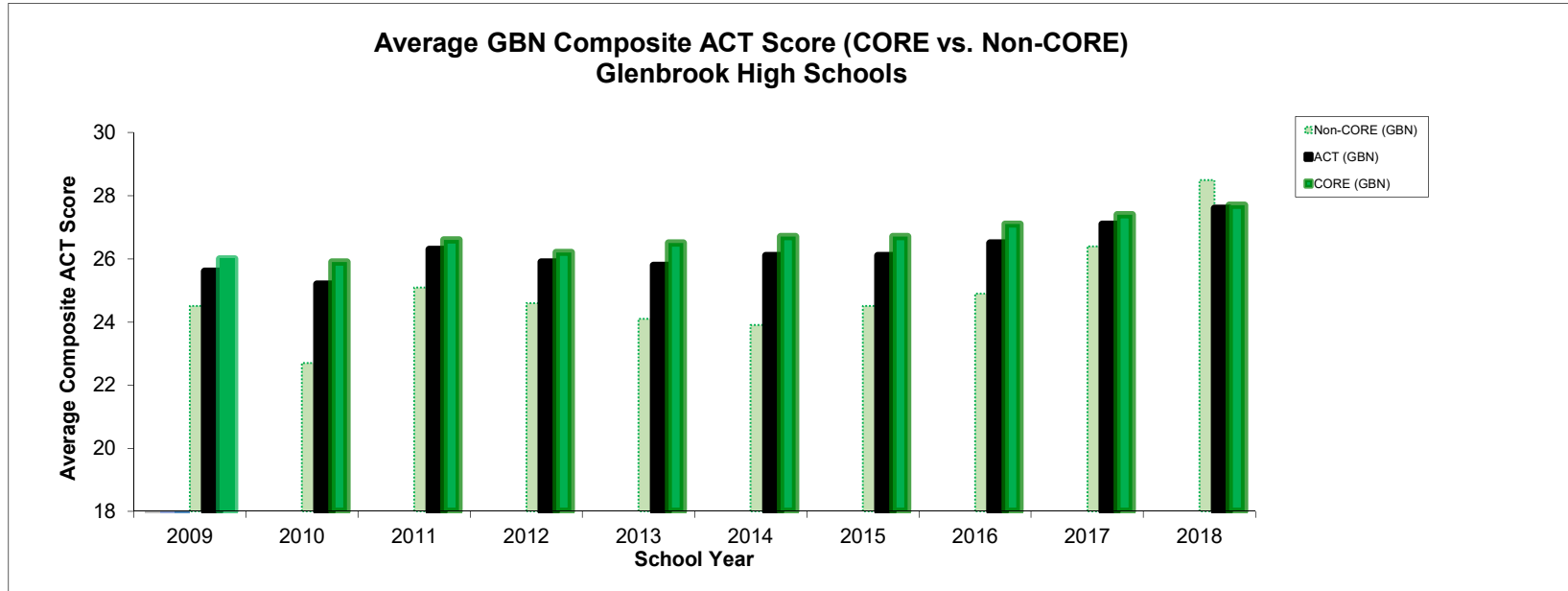


* ACT scores range 1-36. These scores include all graduating seniors who took the ACT during their sophomore, junior or senior year. If a student tested more than once, only their most recent test scores, not necessarily their highest scores, are used. Note: Starting in 2013 the ACT scores include students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

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

	Non-CORE		Non-CORE			
	CORE (GBN)	ACT (GBN)	(GBN)	(GBS)		
2009	26.0 (383)	25.6 (477)	24.5 (86)	25.6 (441)	24.4 (628)	22.2 (155)
2010	25.9 (370)	25.2 (467)	22.7 (92)	25.6 (475)	24.5 (648)	21.6 (165)
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)

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.



* 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.

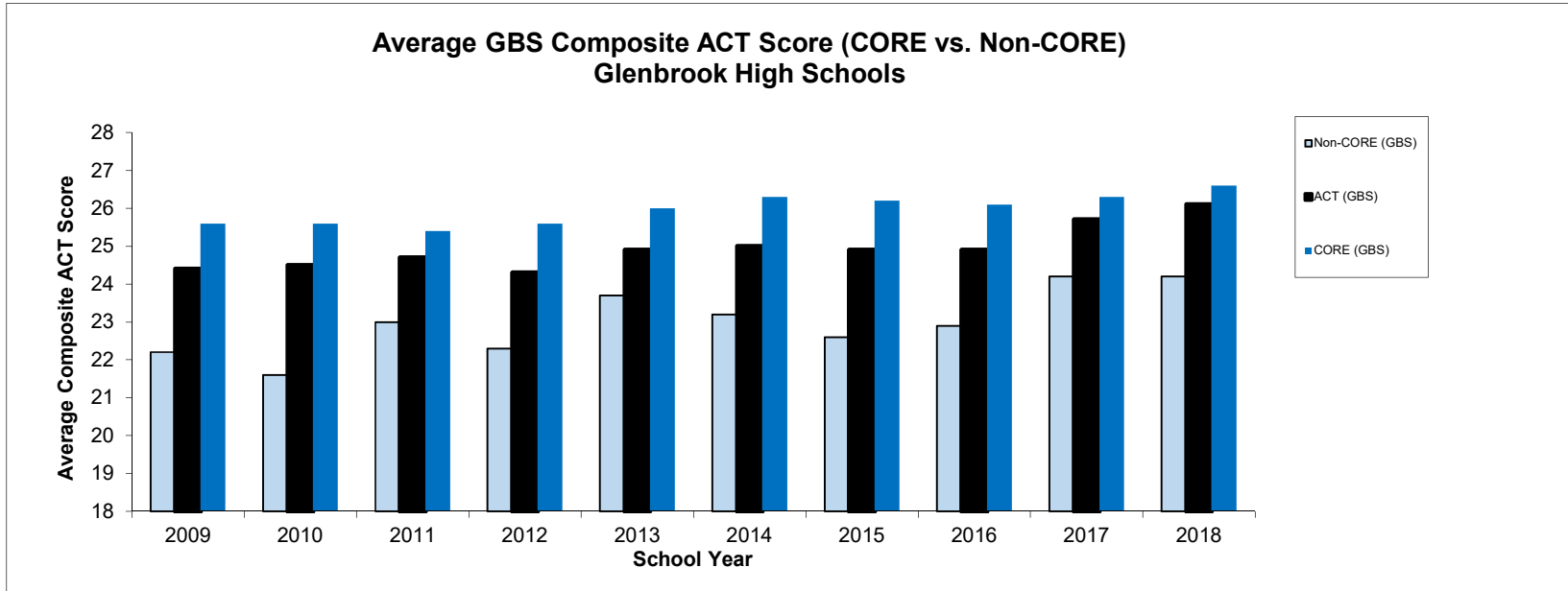
Average Composite ACT Score (CORE vs. Non-CORE)

	CORE (GBN)	ACT (GBN)	Non-CORE (GBN)
2009	26.0 (383)	25.6 (477)	24.5 (86)
2010	25.9 (370)	25.2 (467)	22.7 (92)
2011	26.6 (407)	26.3 (501)	25.1 (91)
2012	26.2 (418)	25.9 (504)	24.6 (85)
2013	26.5 (389)	25.8 (499)	24.1 (97)
2014	26.7 (408)	26.1 (517)	23.9 (93)
2015	26.7 (382)	26.1 (494)	24.5 (89)
2016	27.1 (412)	26.5 (530)	24.9 (99)
2017	27.4 (406)	27.1 (485)	26.4 (56)
2018	27.7 (314)	27.6 (406)	28.5 (45)

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.

**Average GBS Composite ACT Score (CORE vs. Non-CORE)
Glenbrook High Schools**

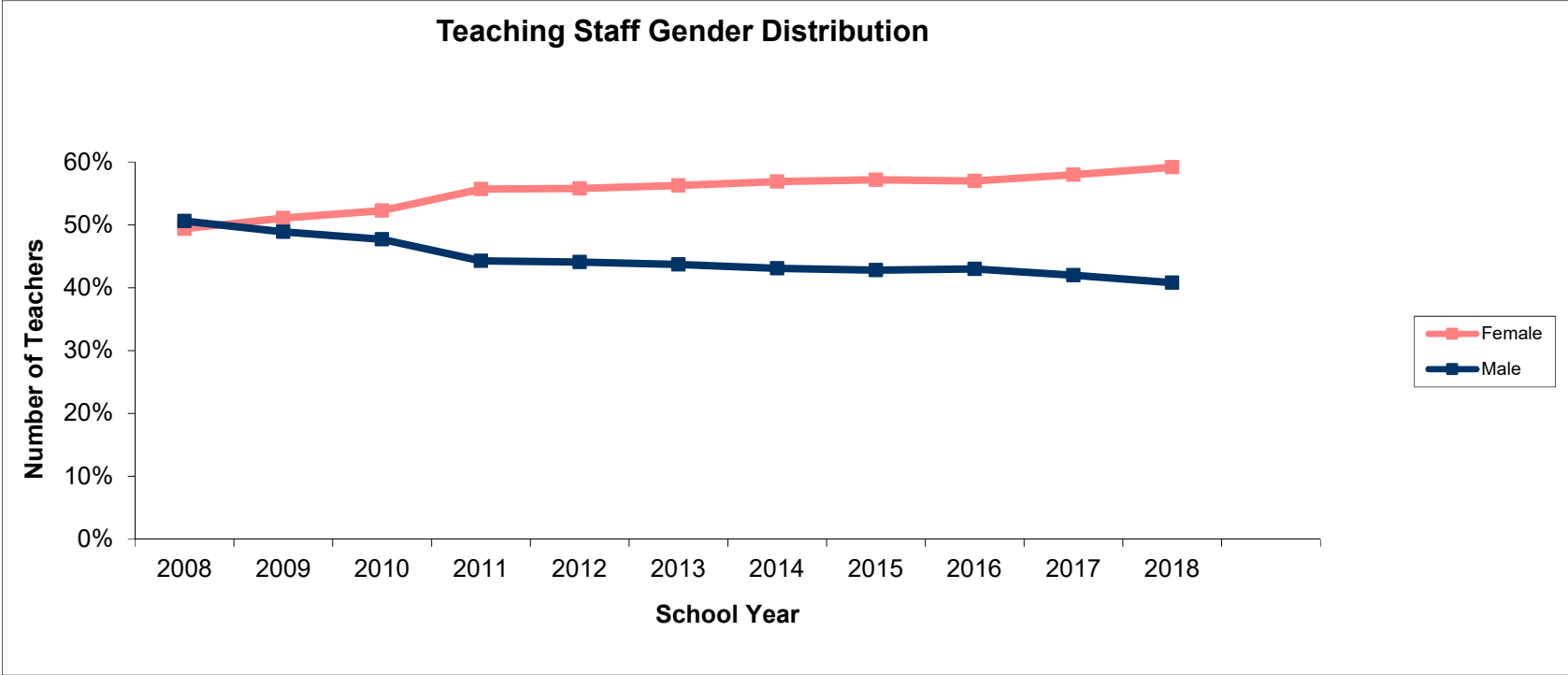


* ACT scores range 1-36. These scores include all graduating seniors who took the ACT during their sophomore, junior or senior year. If a student tested more than once, only their most recent test scores, not necessarily their highest scores, are used. Note: Starting in 2013 the ACT scores include students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

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

	CORE (GBS)	ACT (GBS)	Non-CORE (GBS)
2009	25.6 (441)	24.4 (628)	22.2 (155)
2010	25.6 (475)	24.5 (648)	21.6 (165)
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)
2016	26.1 (539)	24.9 (721)	22.9 (133)
2017	26.3 (495)	25.7 (634)	24.2 (114)
2018	26.6 (497)	26.1 (614)	24.2 (85)

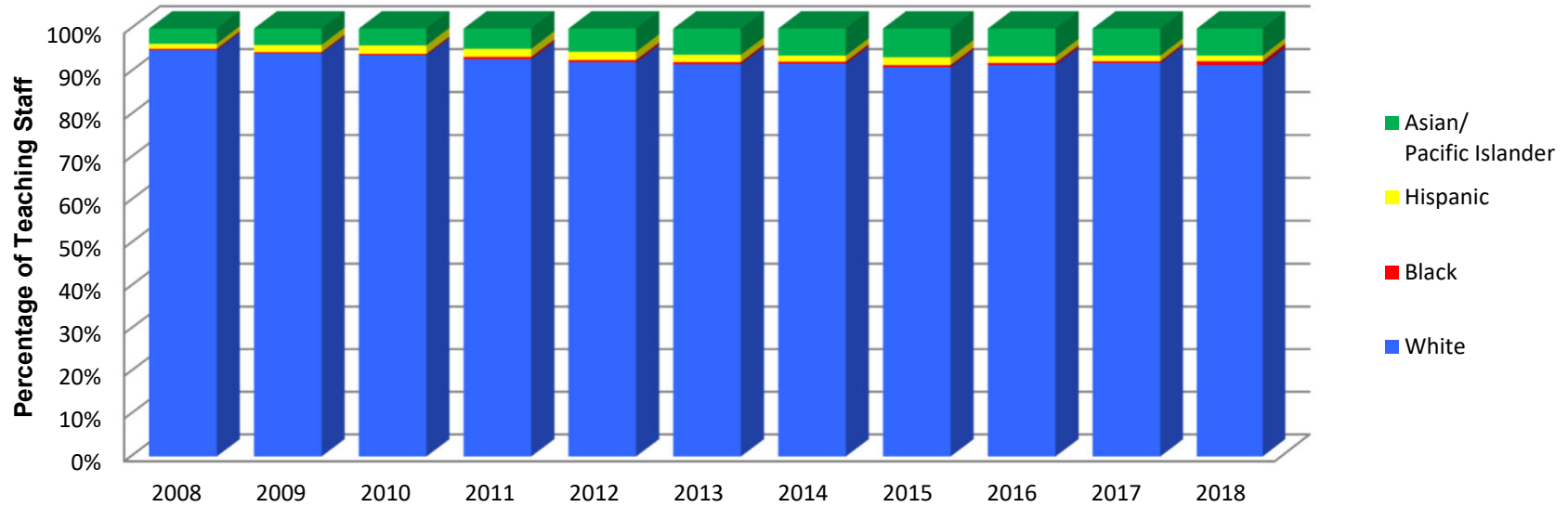
Analysis:
CORE is defined by ACT as a curriculum consisting of 4 English, 3 Math, 3 Science, and 2 Social Science courses. This section compares students who have fulfilled the ACT CORE curriculum to those who have not. Those who have fulfilled the CORE typically score higher than those who have not.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



Teaching Staff Gender Distribution

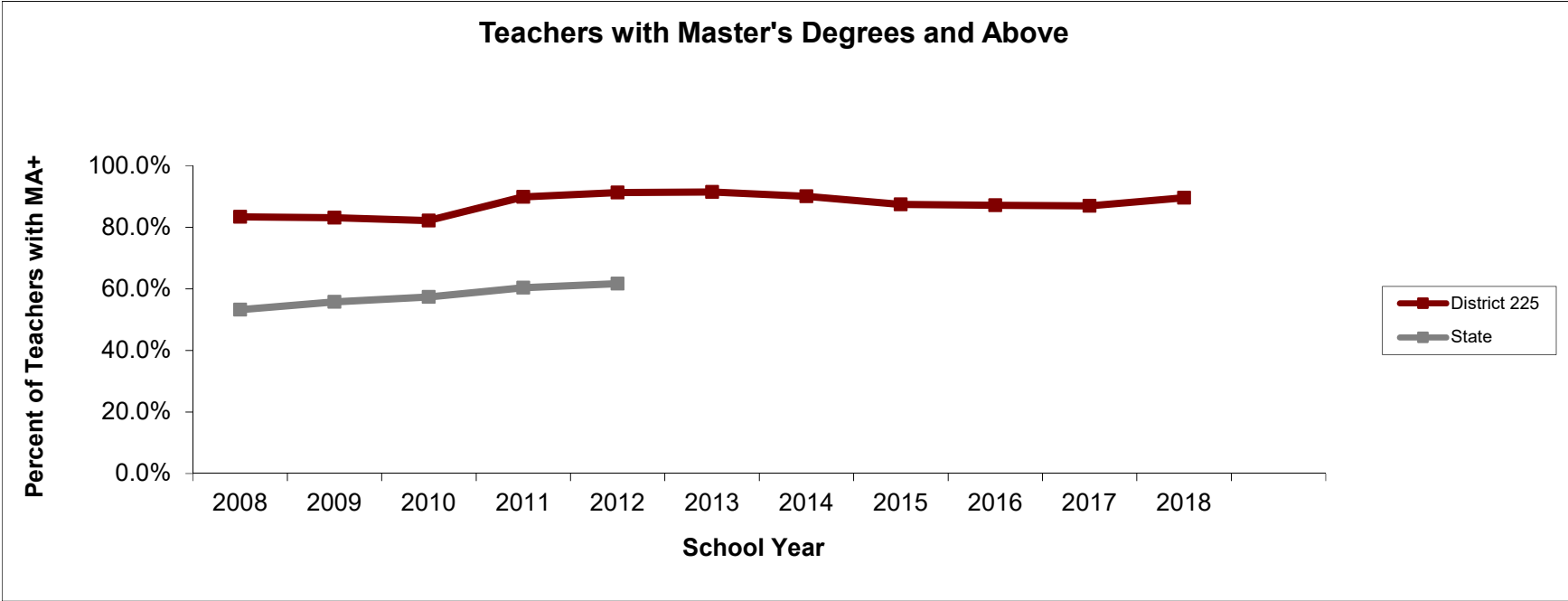
	Female	Male
2008	49.4%	50.6%
2009	51.1%	48.9%
2010	52.3%	47.7%
2011	55.7%	44.3%
2012	55.8%	44.1%
2013	56.3%	43.7%
2014	56.9%	43.1%
2015	57.2%	42.8%
2016	57.0%	43.0%
2017	58.0%	42.0%
2018	59.2%	40.8%

Teaching Staff Ethnicity Distribution



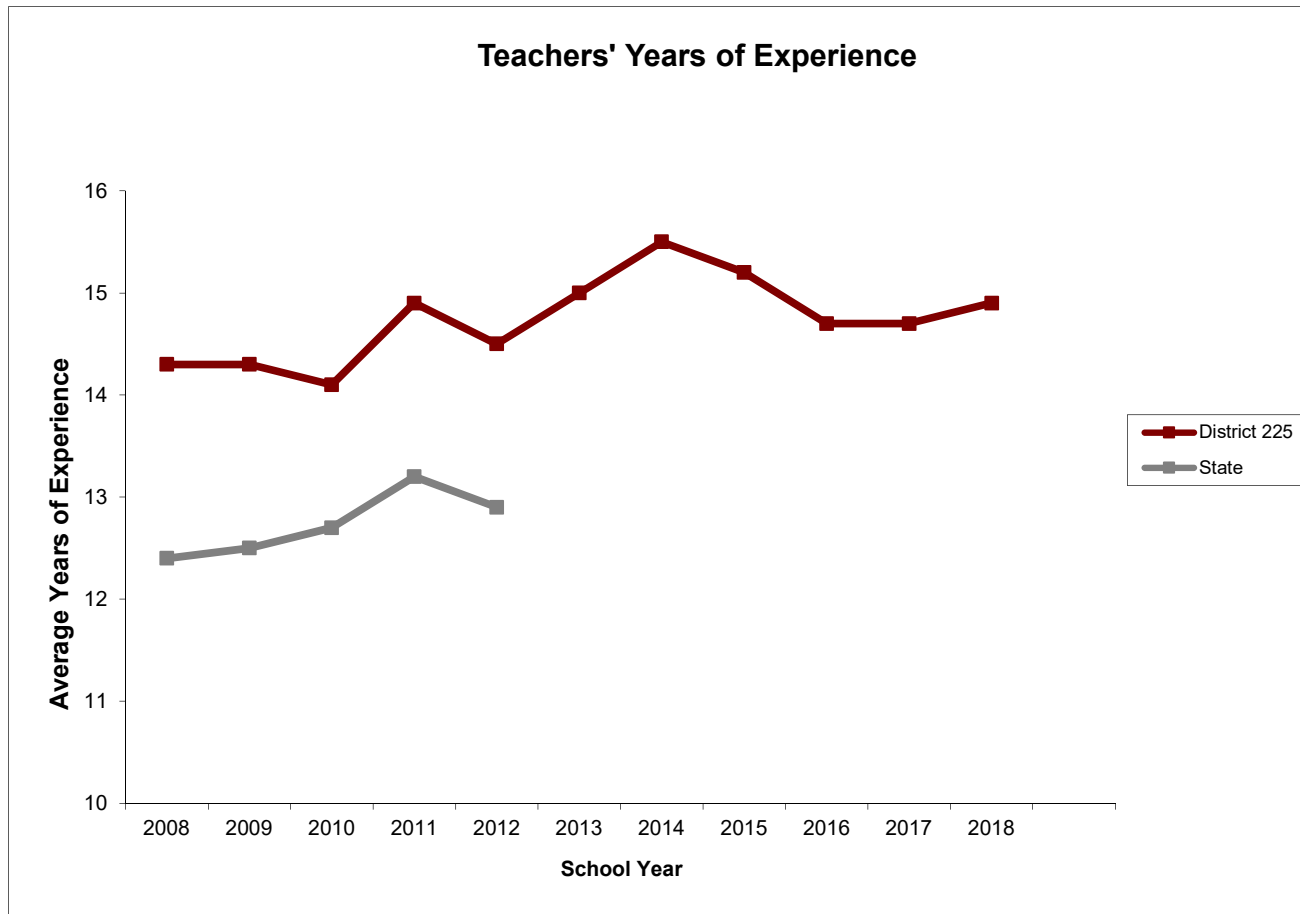
Teaching Staff Ethnic Distribution

	White	n	Black	n	Hispanic	n	Asian/ Pacific Islander	n
2008	95.0%	(329)	0.3%	(1)	1.2%	(4)	3.5%	(12)
2009	94.3%	(333)	0.3%	(1)	1.7%	(6)	3.8%	(13)
2010	93.8%	(330)	0.3%	(1)	2.0%	(7)	3.9%	(14)
2011	92.9%	(394)	0.5%	(2)	1.9%	(8)	4.7%	(20)
2012	92.2%	(391)	0.5%	(2)	1.9%	(8)	5.4%	(23)
2013	91.7%	(388)	0.5%	(2)	1.7%	(7)	6.1%	(26)
2014	91.8%	(390)	0.5%	(2)	1.4%	(6)	6.3%	(27)
2015	91.0%	(404)	0.5%	(2)	1.8%	(8)	6.7%	(30)
2016	91.5%	(421)	0.5%	(2)	1.5%	(7)	6.5%	(30)
2017	92.0%	(423)	0.4%	(2)	1.3%	(6)	6.3%	(29)
2018	91.5%	(424)	0.9%	(4)	1.3%	(6)	6.3%	(29)



*Note: The state no longer reports this information.

	District 225	State
2008	83.4%	53.2%
2009	83.1%	55.8%
2010	82.2%	57.4%
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*



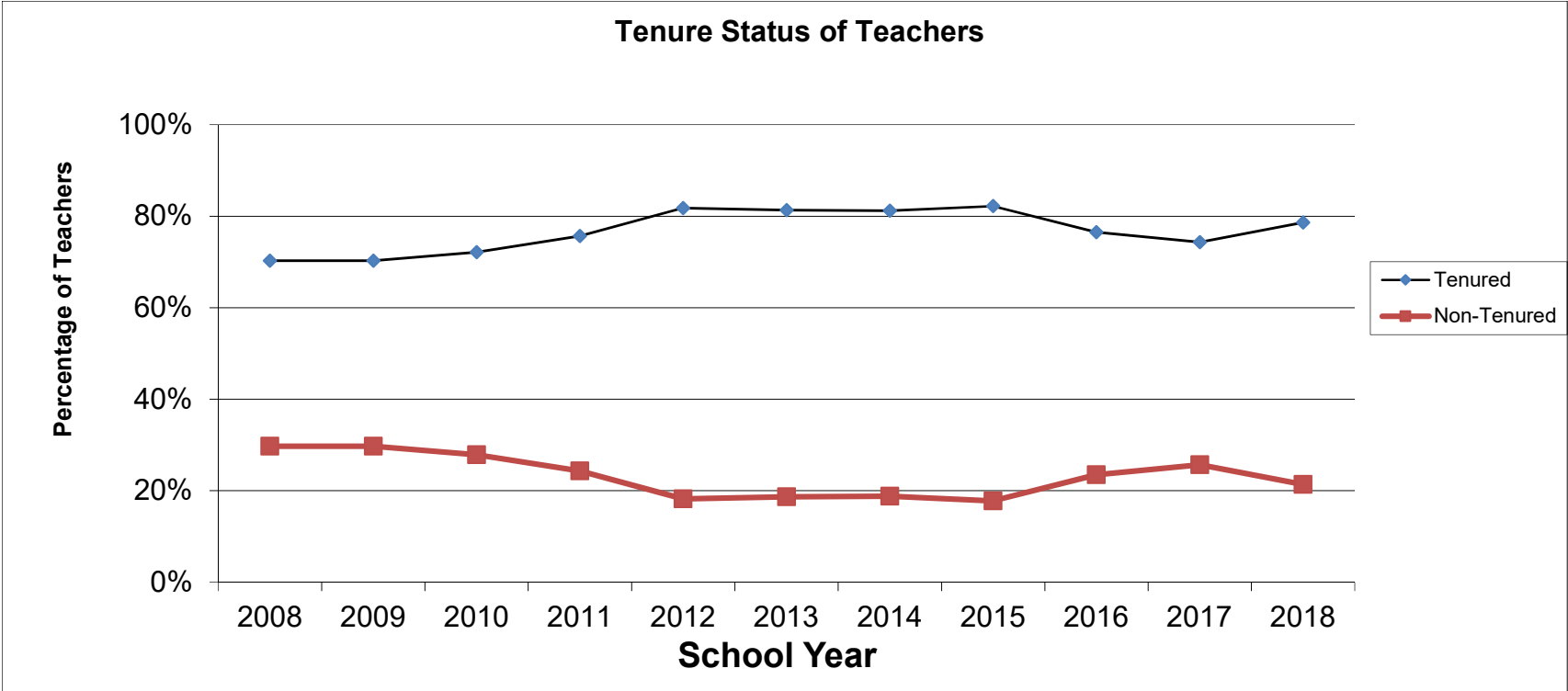
Average Teacher Experience

	District	
	225	State
2008	14.3	12.4
2009	14.3	12.5
2010	14.1	12.7
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*

*Note: The state no longer reports this information.

Analysis:
 Average years of experience of Glenbrook staff have remained consistently above the State average.

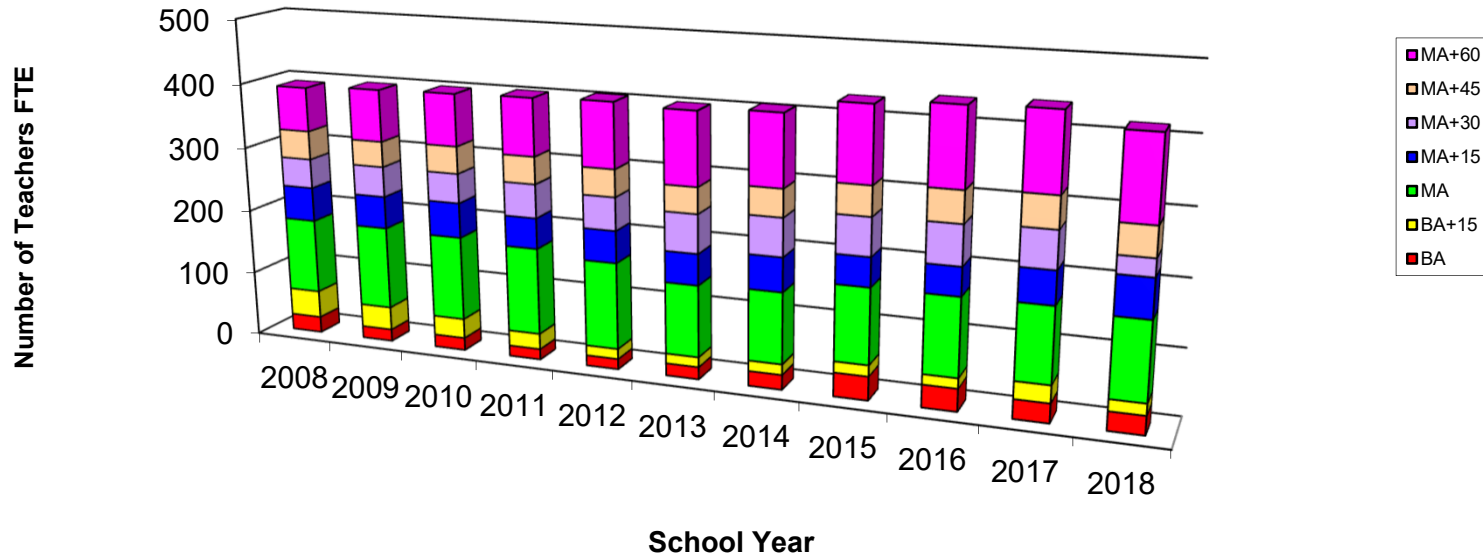
Average teacher experience is the sum of the years of teaching experience for all classroom teachers in the district divided by the total number of classroom teachers.



Tenure Status of Teachers

	Tenured	n	Non-Tenured	n
2008	70.27%	286	29.73%	121
2009	70.29%	291	29.71%	123
2010	72.12%	300	27.88%	116
2011	75.70%	321	24.30%	103
2012	81.80%	347	18.20%	77
2013	81.32%	344	18.68%	79
2014	81.18%	345	18.82%	80
2015	82.21%	365	17.79%	79
2016	76.50%	352	23.50%	108
2017	74.35%	342	25.65%	118
2018	78.62%	364	21.38%	99

Certified Staff Lane Position

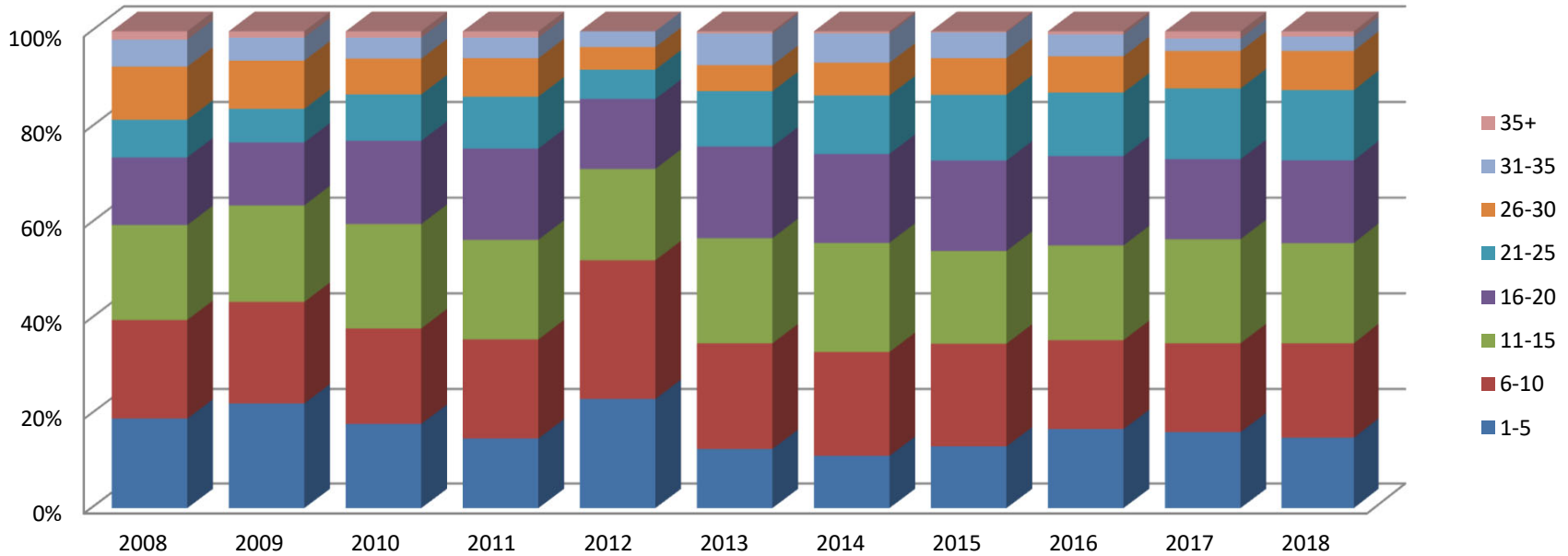


Note: Counts are as of October each year.

Certified Staff Lane Position FTE

	BA	BA+15	MA	MA+15	MA+30	MA+45	MA+60
2008	24.8	42.3	115.2	52.9	45.55	44.3	68
2009	18.5	35.95	127.5	49.9	46.85	39.4	79.8
2010	19.3	30.4	129.25	53.9	45.55	41.9	79.8
2011	16.4	24.2	133.1	47.3	51.75	41.8	87.85
2012	16	15.7	132.5	49.15	50.65	41.8	99.3
2013	18.8	15.2	109.35	47.6	59.15	39.8	110.95
2014	22.6	16	107.98	51.9	57.95	42	108.25
2015	36.05	16.8	114.4	44.22	57.6	44.7	113.85
2016	34.14	15.4	117.91	42.95	60.1	47.35	116.9
2017	29.14	26.2	113.14	49.75	56.09	47.25	115.64
2018	28.3	17.4	117.25	58.3	26.35	44.35	124.2

Certified Staff Total Years of Experience Breakdown

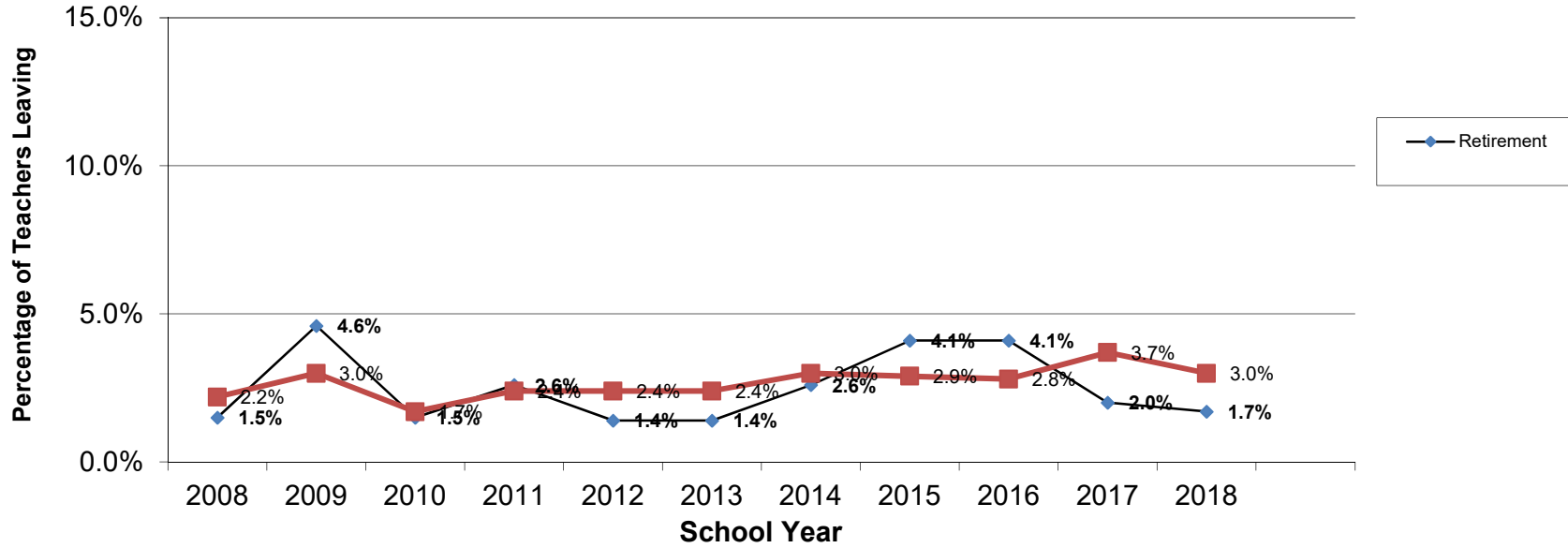


Years of Experience are the total years in teaching.

Years of Experience

	1-5	6-10	11-15	16-20	21-25	26-30	31-35	35+
2008	87	95	91	65	36	51	26	8
2009	101	97	92	60	32	46	22	6
2010	81	91	99	79	44	34	20	6
2011	68	96	96	88	50	37	20	6
2012	98	123	81	62	26	20	14	0
2013	53	94	93	81	49	23	28	2
2014	47	93	97	79	52	29	26	2
2015	58	96	86	84	61	34	24	1
2016	77	86	91	86	61	35	21	3
2017	74	86	100	77	68	36	12	7
2018	69	92	97	80	68	38	14	5

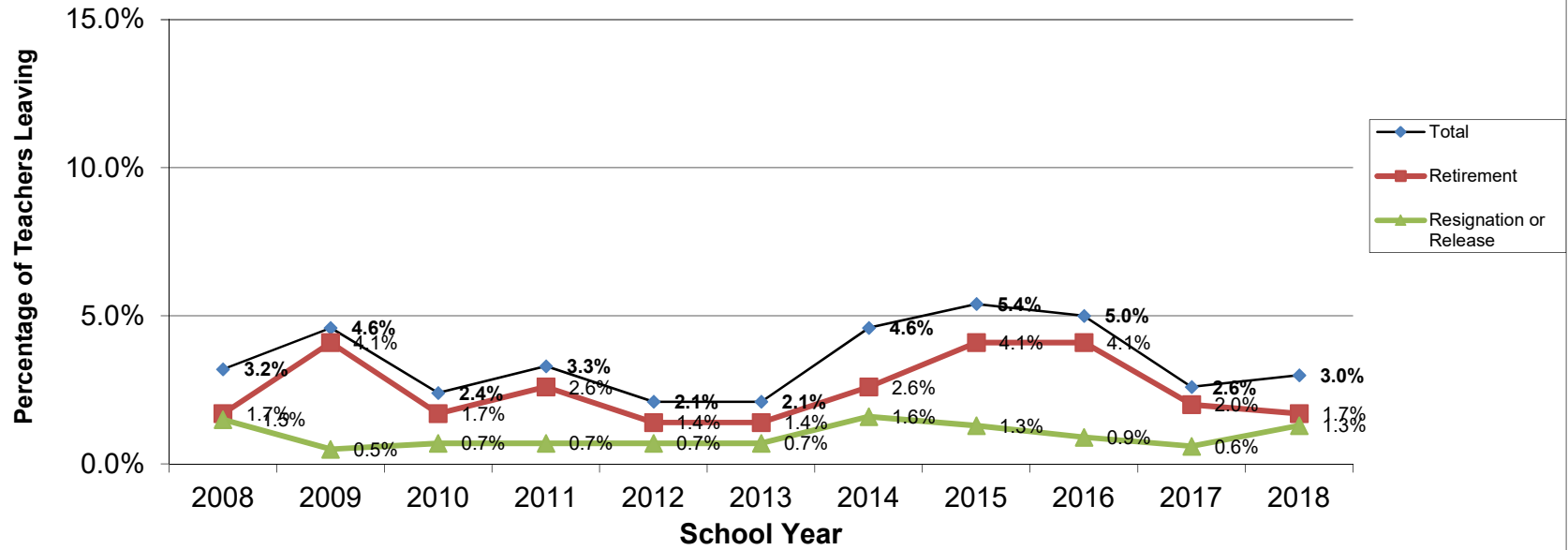
Certified Staff Turnover



Certified Staff Turnover By Reason

	Retirement		Resignation or Release		Total	n
	Retirement	n	Resignation or Release	n	Total	n
2008	1.5%	7	2.2%	10	3.7%	30
2009	4.6%	21	3.0%	14	7.6%	35
2010	1.5%	7	1.7%	8	3.2%	15
2011	2.6%	11	2.4%	10	5.0%	21
2012	1.4%	6	2.4%	10	3.8%	16
2013	1.4%	6	2.4%	10	3.8%	16
2014	2.6%	11	3.0%	13	5.6%	24
2015	4.1%	18	2.9%	13	7.0%	31
2016	4.1%	19	2.8%	13	6.9%	32
2017	2.0%	9	3.7%	17	5.7%	26
2018	1.7%	8	3.0%	14	4.7%	22

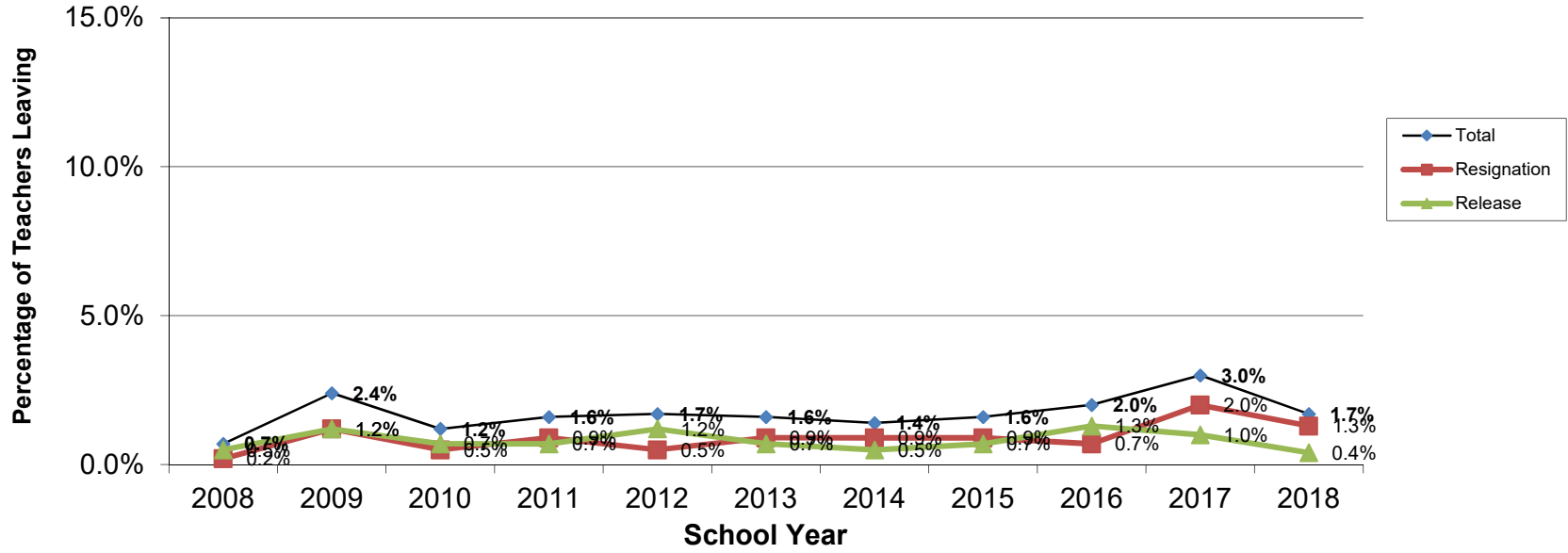
Certified Tenured Staff Turnover



Certified Tenured Staff Turnover By Reason

	Total	n	Retirement	n	Resignation or Release	n
2008	3.2%	13	1.7%	7	1.5%	6
2009	4.6%	19	4.1%	17	0.5%	2
2010	2.4%	10	1.7%	7	0.7%	3
2011	3.3%	14	2.6%	11	0.7%	3
2012	2.1%	9	1.4%	6	0.7%	3
2013	2.1%	9	1.4%	6	0.7%	3
2014	4.6%	18	2.6%	11	1.6%	7
2015	5.4%	24	4.1%	18	1.3%	6
2016	5.0%	23	4.1%	19	0.9%	4
2017	2.6%	12	2.0%	9	0.6%	3
2018	3.0%	14	1.7%	8	1.3%	6

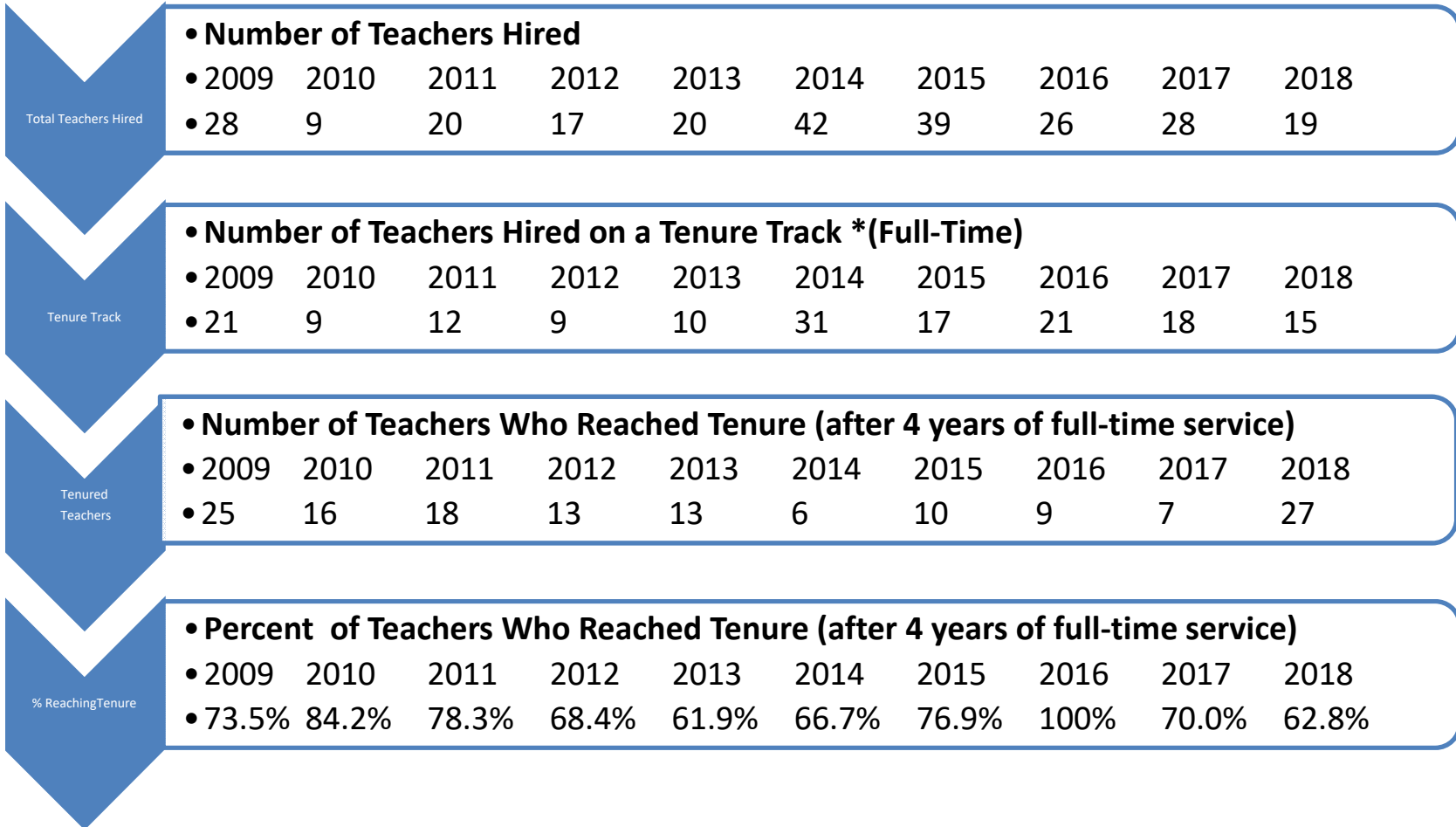
Certified NonTenured Staff Turnover



Certified NonTenured Staff Turnover By Reason

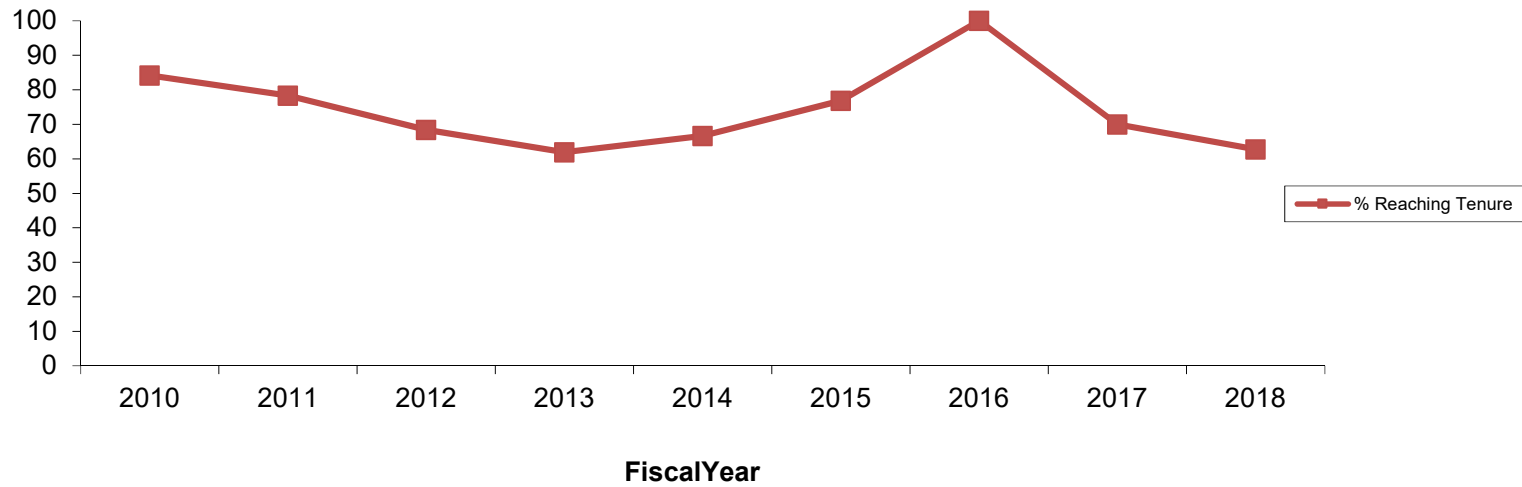
	Total	n	Resignation	n	Release	n
2008	0.7%	3	0.2%	1	0.5%	2
2009	2.4%	10	1.2%	5	1.2%	5
2010	1.2%	5	0.5%	2	0.7%	3
2011	1.6%	7	0.9%	4	0.7%	3
2012	1.7%	7	0.5%	2	1.2%	5
2013	1.6%	7	0.9%	4	0.7%	3
2014	1.4%	6	0.9%	4	0.5%	2
2015	1.6%	7	0.9%	4	0.7%	3
2016	2.0%	9	0.7%	3	1.3%	6
2017	3.0%	14	2.0%	9	1.0%	5
2018	1.7%	8	1.3%	6	0.4%	2

**Certified Staff Reaching Tenure After Four Years of Service
(beginning with certified staff hired in 2005-2006)**



*** Part-time teachers not eligible for tenure process.**

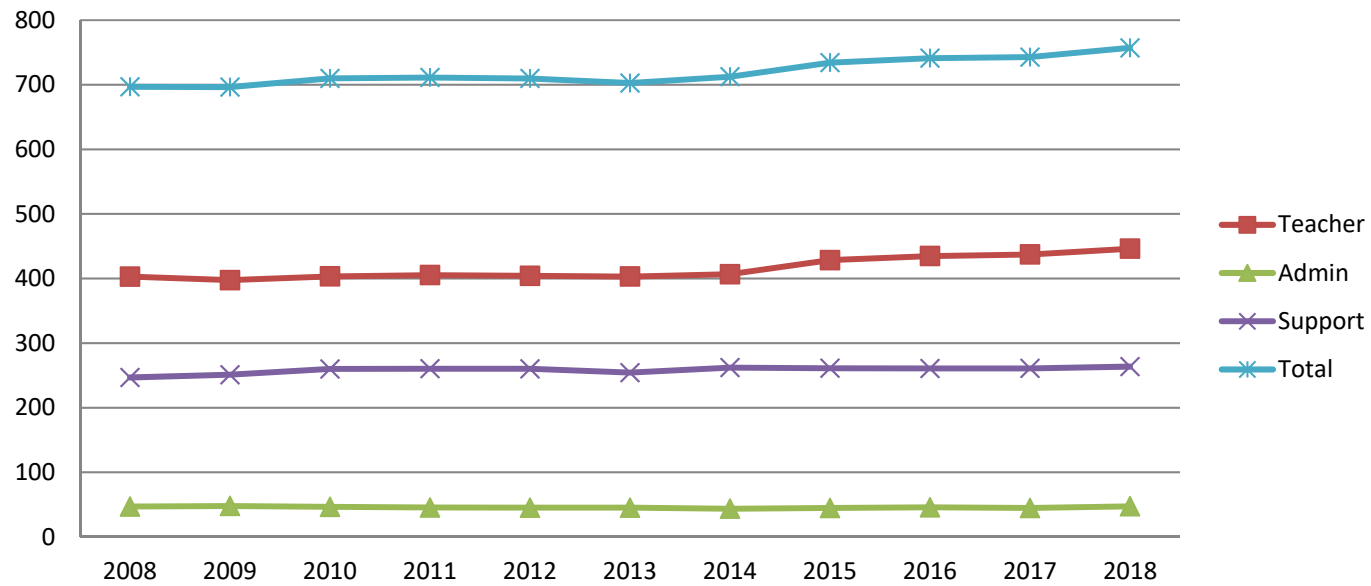
Percentage of Teachers that Reached Tenure in a 4 Year Period



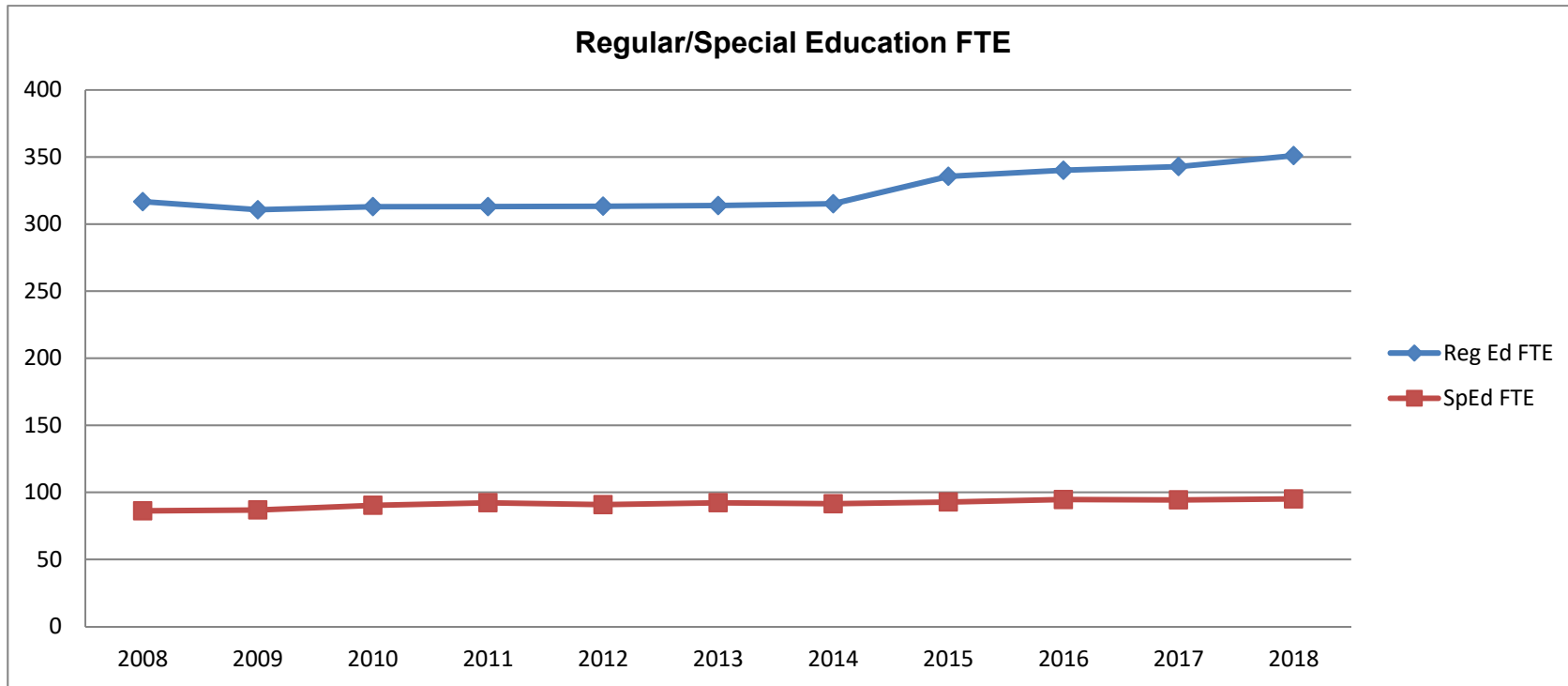
Note: The percentage represents the number of full time teachers hired four years prior to the year tenure was awarded.
 (Example: the % for 2007 reflects teachers hired in 2003.)

Fiscal Year	% Reaching Tenure
2010	84.2
2011	78.3
2012	68.4
2013	61.9
2014	66.7
2015	76.9
2016	100
2017	70
2018	62.8

Total Staff FTE



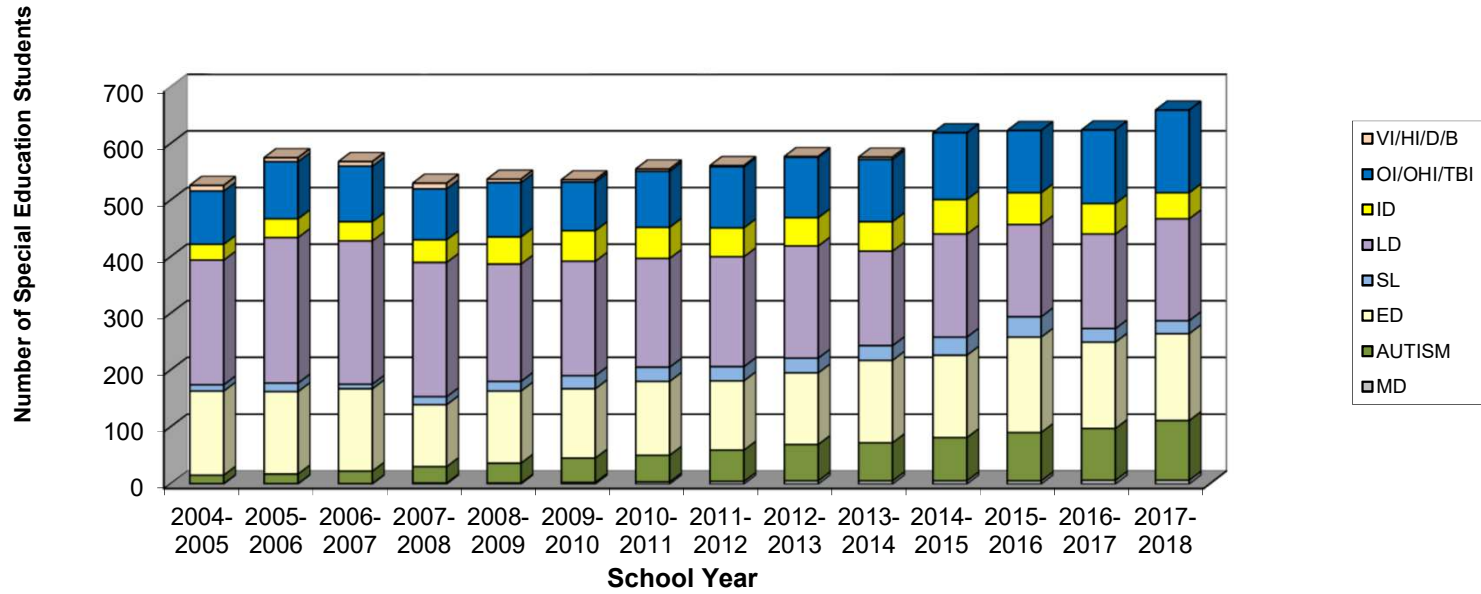
Year	Teacher	Admin	Support	Total
2008	402.95	47	246.85	696.8
2009	397.55	47.8	251.1	696.45
2010	403.3	46.5	260.05	709.85
2011	405.25	45.5	260.43	711.18
2012	404.15	45.3	260.22	709.67
2013	403.05	45.3	254.3	702.65
2014	406.7	43.6	262.17	712.47
2015	428.4	44.75	261.11	734.26
2016	434.76	45.7	260.71	741.17
2017	437.21	44.8	260.84	742.85
2018	446.15	47.4	263.64	757.19



Certified staff includes special education teachers, excluding instructional supervisors, and all student service personnel (counselors, social workers, psychologists)

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Reg Ed FTE	316.75	310.7	313	313.05	313.35	313.85	315.2	335.6	340.16	342.87	351.05
SpEd FTE	86.2	86.85	90.3	92.2	90.8	92.2	91.5	92.8	94.6	94.34	95.1
Total	402.95	397.55	403.3	405.25	404.15	406.05	406.7	428.4	434.76	437.21	446.15

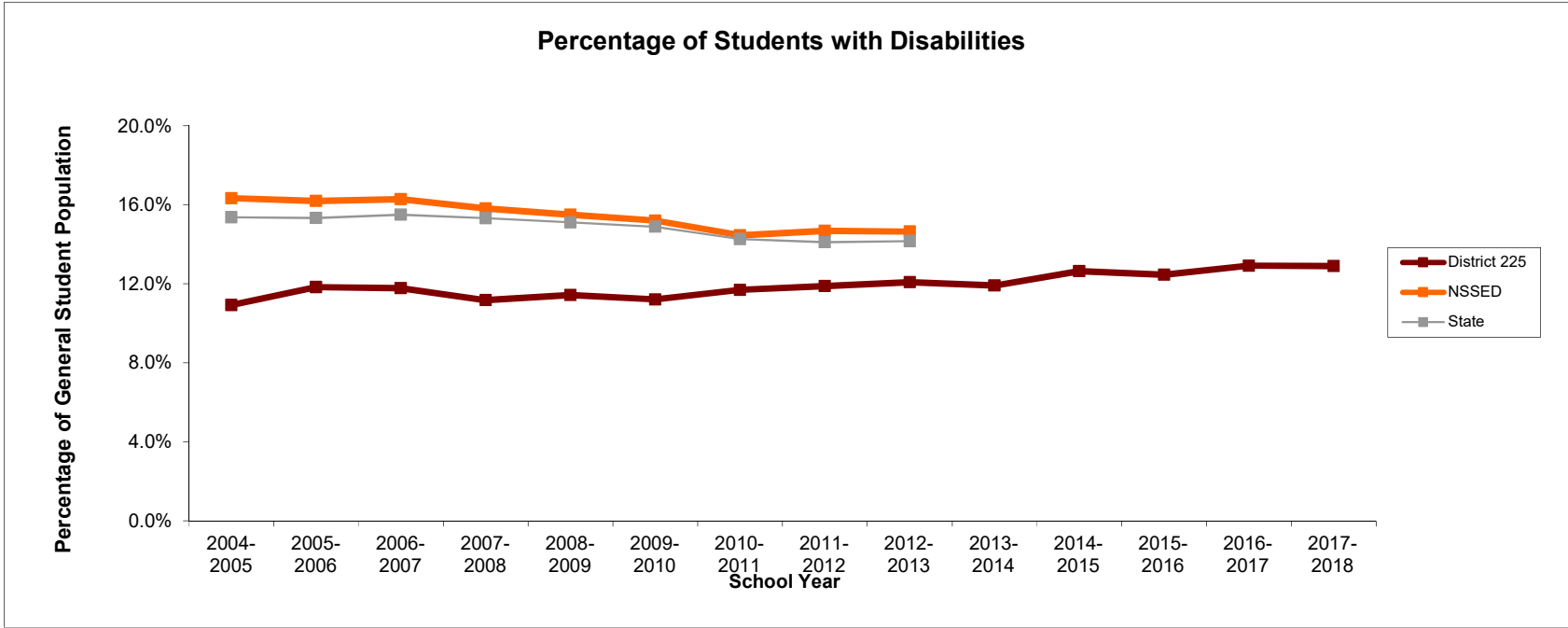
Special Education Type Distribution



Special Education Type Distribution

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
VI/HI/D/B	10	7	8	10	6	4	4	2	1	4	3	6	6	7
OI/OHI/TBI	94	101	98	90	96	86	99	108	107	110	118	110	130	146
ID	28	33	34	40	48	54	55	51	50	52	61	56	54	46
LD	220	257	253	237	207	202	192	194	198	167	182	163	167	180
SL	11	15	8	14	17	23	25	25	26	26	32	36	24	23
ED	148	145	145	109	127	122	130	122	126	145	145	168	152	153
AUTISM	15	17	22	29	35	43	47	55	64	67	76	85	91	105
MD	1	1	1	2	2	3	4	5	6	6	6	6	7	7
D225 Spec Ed Total	527	576	569	531	538	537	556	562	578	577	623	630	637	667
% of Total Enrollment	10.92%	11.83%	11.77%	11.16%	11.43%	11.21%	11.68%	11.82%	12.08%	11.91%	12.63%	12.45%	12.91%	12.90%
FTE	54.2	55.6	55.7	58.2	57.7	60.7	61.9	61.9	62.5	62.6	65.8	67.4	68	70.7

VI	Visual Impairment
HI	Hearing Impairment
D/B	Deaf/Blind
OI	Orthopedic Impairment
OHI	Other Health Impairment
TBI	Traumatic Brain Injury
ID	Intellectual Disability
LD	Learning Disability
SL	Speech and Language Impairment
ED	Emotional Disorder
AUTISM	Autism
MD	Multiple (began 2002)



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

	District 225	NSSED	State
2004-2005	10.92% (527)	16.33%	15.37%
2005-2006	11.83% (576)	16.18%	15.32%
2006-2007	11.77% (569)	16.27%	15.49%
2007-2008	11.16% (531)	15.80%	15.31%
2008-2009	11.43% (538)	15.50%	15.10%
2009-2010	11.21% (537)	15.20%	14.88%
2010-2011	11.68% (556)	14.45%	14.26%
2011-2012	11.88% (565)	14.67%	14.10%
2012-2013	12.08% (578)	14.63%	14.16%
2013-2014	11.91% (577)	*	*
2014-2015	12.63% (623)	*	*
2015-2016	12.45% (630)	*	*
2016-2017	12.91% (637)	*	*
2017-2018	12.90% (667)	*	*

* State no longer providing data