

TO: Dr. Charles Johns
FROM: Dr. Rosanne Williamson, Mr. Brad Swanson, Dr. Jennifer Pearson
RE: Dashboard Report
Date: October 31, 2019

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

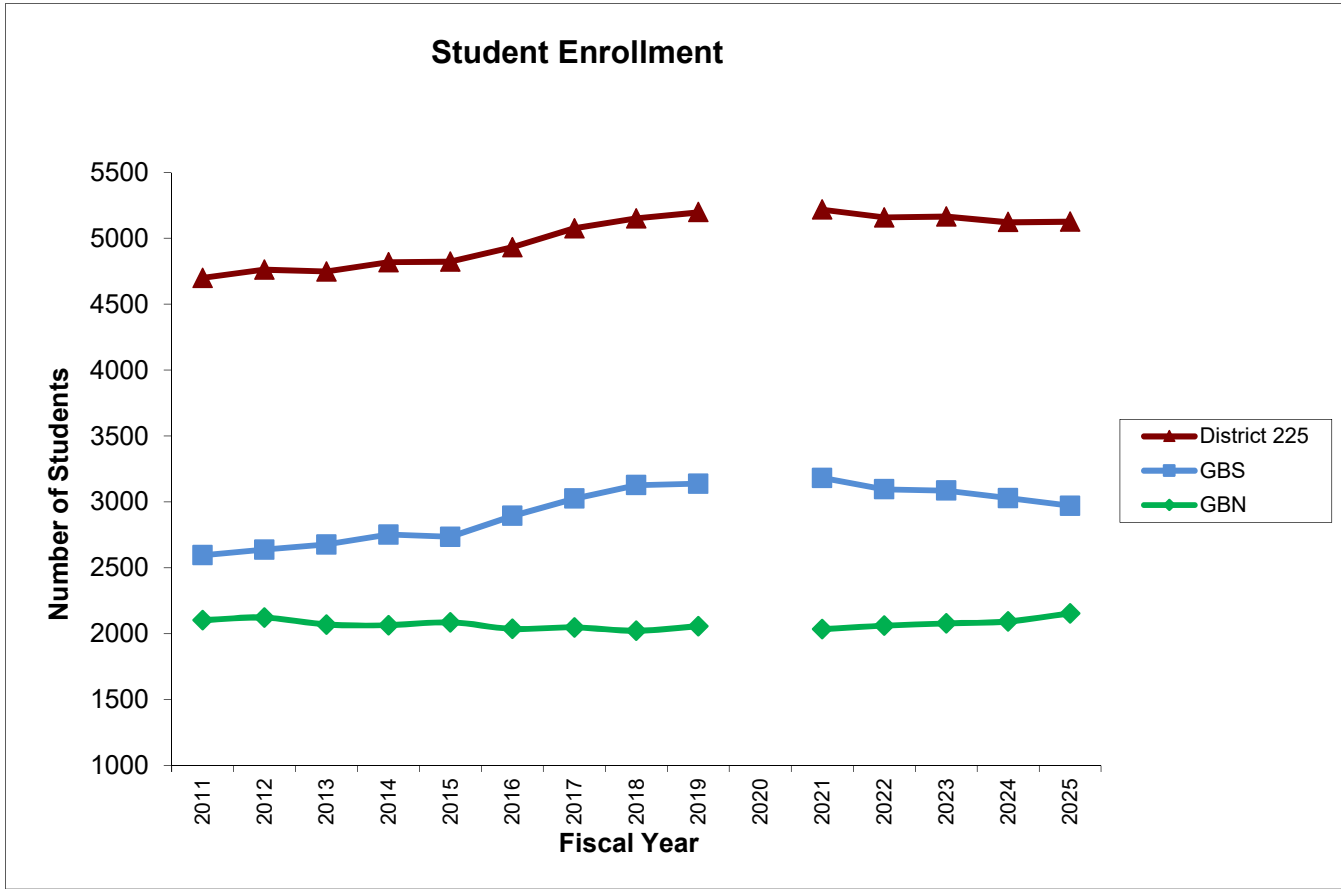
The District strives to ensure that all students receive a quality education and we continuously assess our practices around equity in providing our students the opportunity to access courses that help them meet their future goals. High ACT scores, the number of students taking and qualifying for college 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.

Area of Focus: 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. Our staff consistently do an exceptional job meeting the needs of a diverse set of learners. One of the many challenges that teachers face is how to more efficiently address the specific needs of the student in the classroom given our increase. 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.

Evolving legal mandates that govern 504 and IEPs:

- In 2015, the legal definition of who qualifies for a 504 was expanded to include any person diagnosed with a disability by any treating professional. As a result, our School District is conducting far greater numbers of 504 evaluations to determine which students are indeed eligible for a 504 Plan.
- In August 2019 Illinois set new mandates related to parent participation including a requirement for all information to be reviewed at IEPs to be sent home 3 days in advance.



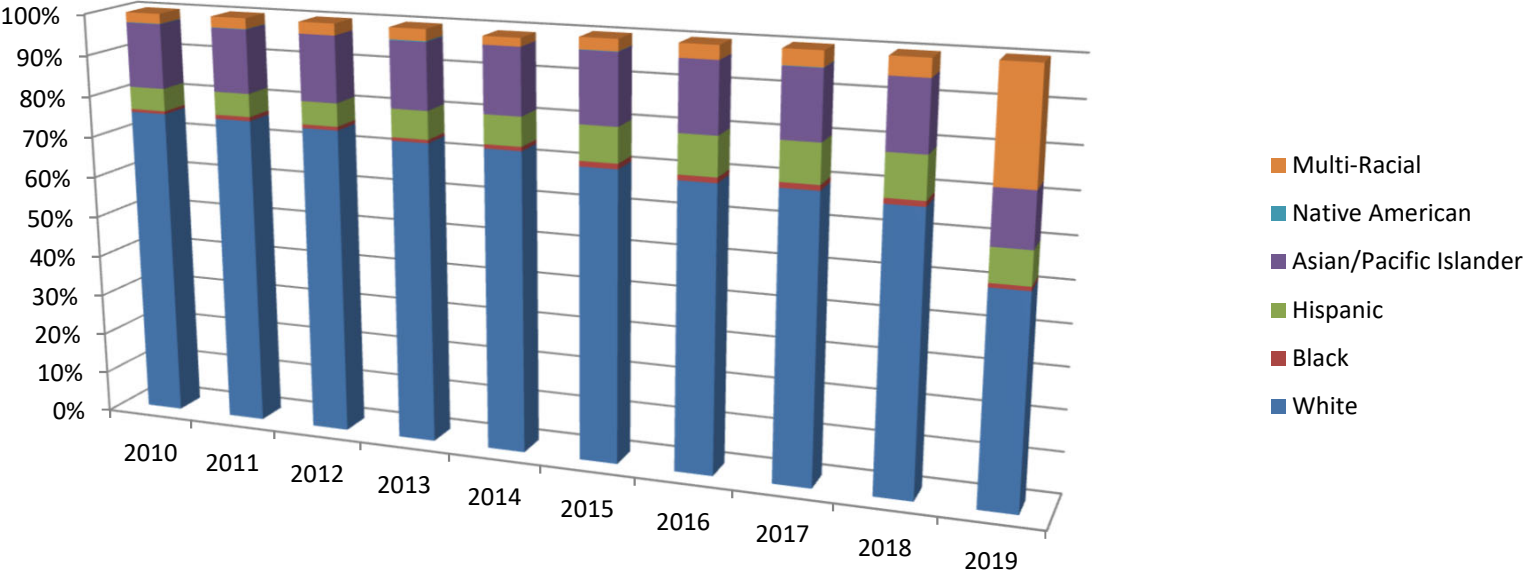
Student Enrollment

	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			
2021	2035	3183	5218
2022	2062	3096	5158
2023	2079	3087	5166
2024	2094	3029	5123
2025	2155	2971	5126
2026	2164	2977	5141
2027			

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.

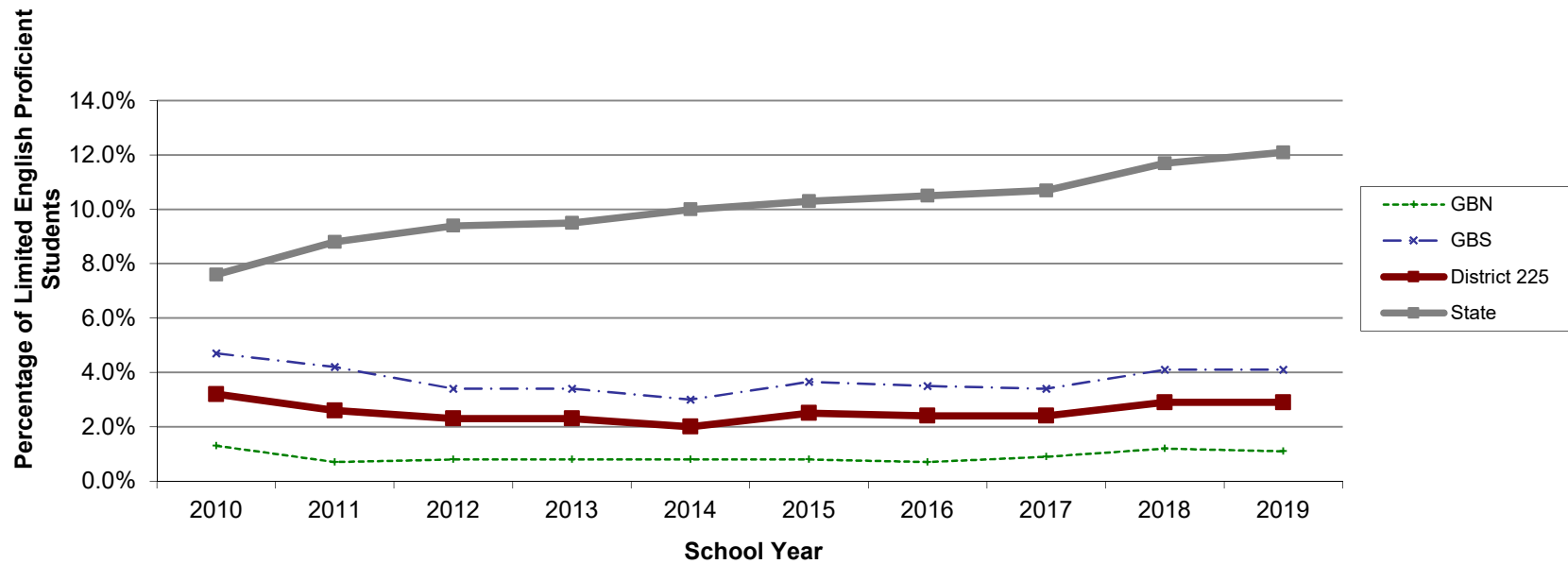
Student Ethnicity Distribution



District and State data does not include GBE.

	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi-Racial
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%
2019	51%	1%	8%	13%	0%	27%

Limited English Proficient Students

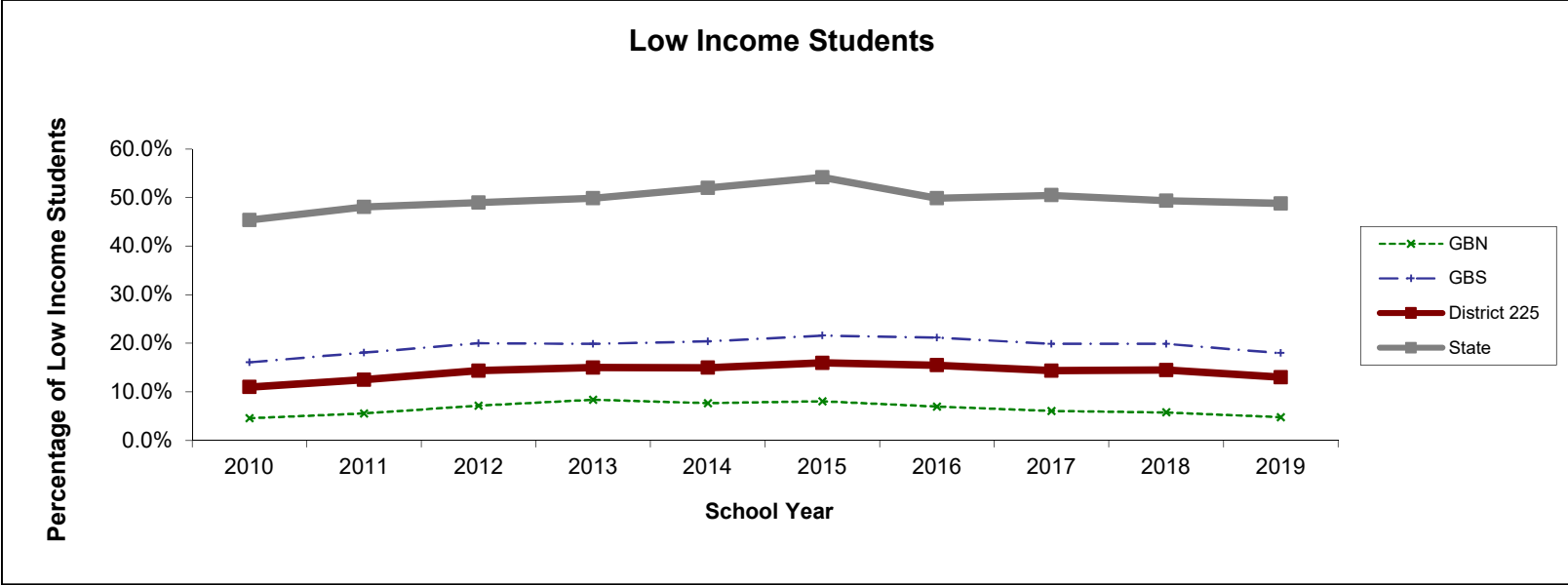


Limited English Proficient Students (%)

	GBN	GBS	District 225	State
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)
2019	1.1% (22)	4.1% (126)	2.9% (152)	12.1% *

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: The Illinois School Report Card no longer provides the "n" number

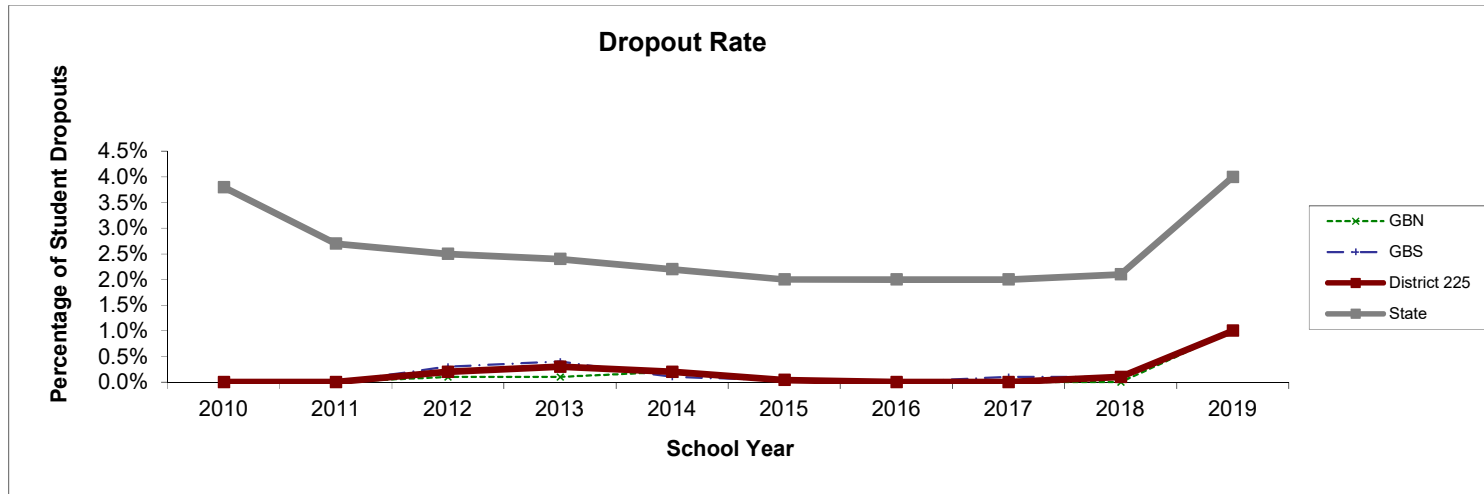


Note: Low income students come from families receiving public aid, live in institutions for neglected or delinquent children, are supported in foster homes with public funds, or are eligible to receive free or reduced-price lunches. District and State data does not include GBE.

Low Income Students (%)

	GBN	GBS	District 225	State
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)
2019	4.8% (97)	18.0% (554)	13.0% (679)	48.8% *

*Note: The Illinois School Report Card no longer provides the "n" number



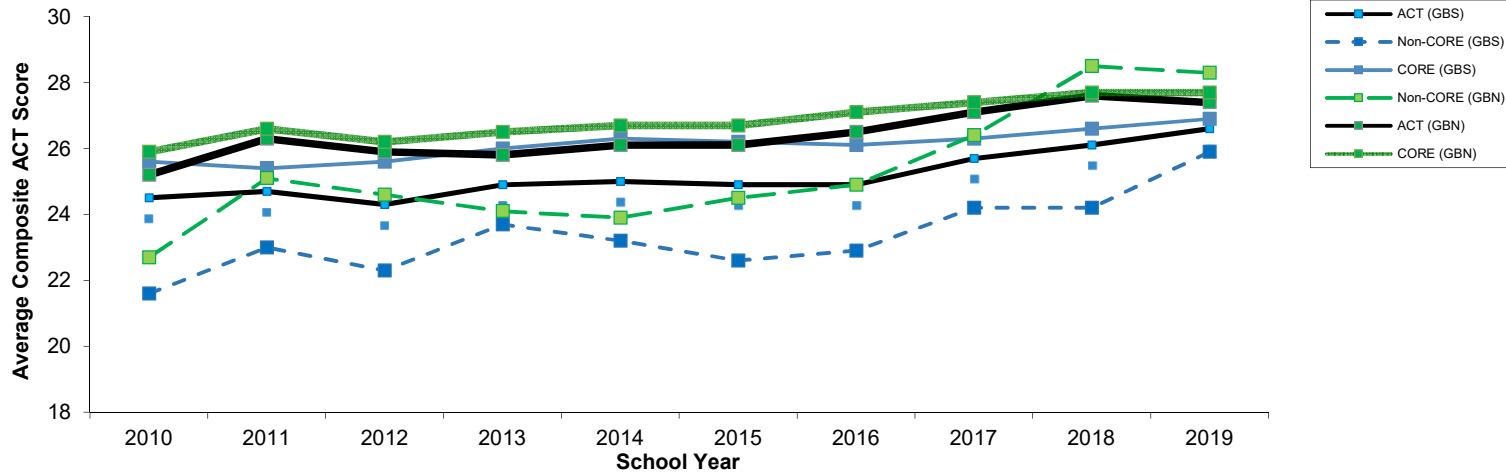
Dropout Rate (%)

	GBN	GBS	District 225	State
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% *
2019	1.0% *	1.0% *	1.0% *	4.0% *

*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 .

**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.

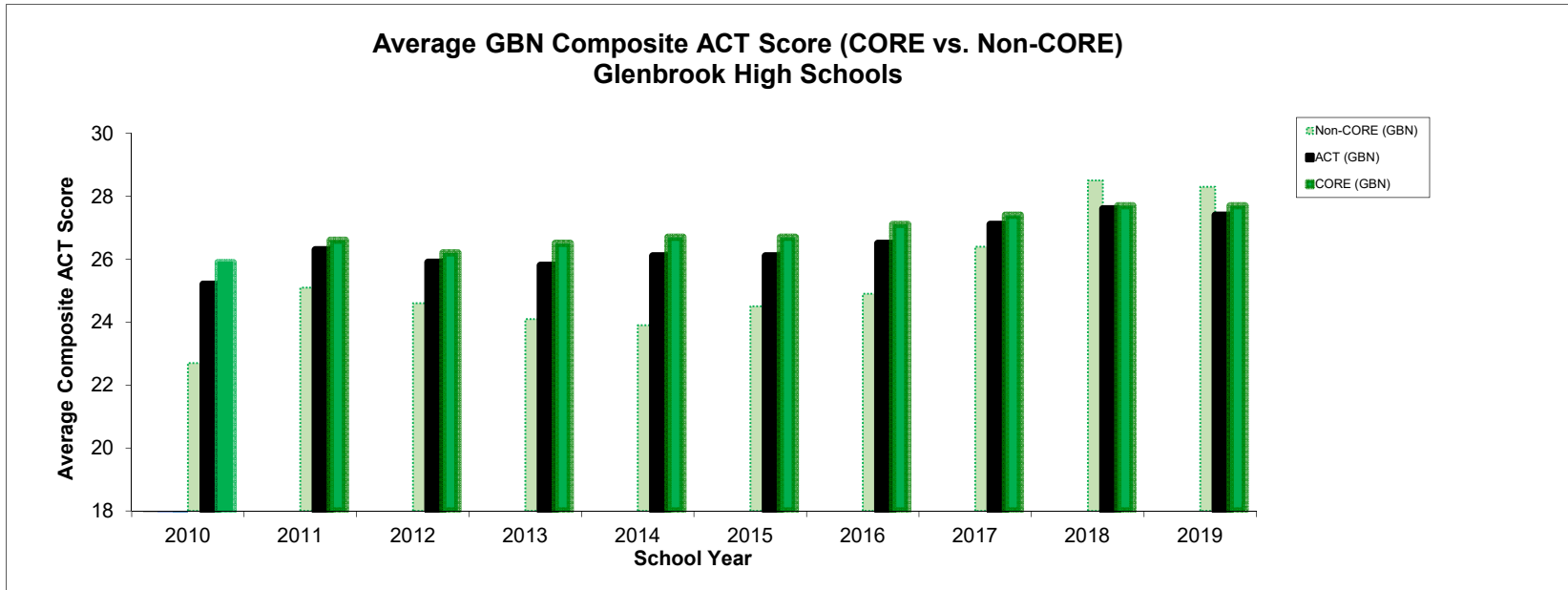
Average Composite ACT Score (CORE vs. Non-CORE)

	Non-CORE		Non-CORE			
	CORE (GBN)	ACT (GBN)	(GBN)	(GBS)		
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)
2019	27.7 (328)	27.4 (411)	28.3 (43)	26.9 (423)	26.6 (524)	25.9 (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.

**Average GBN 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.

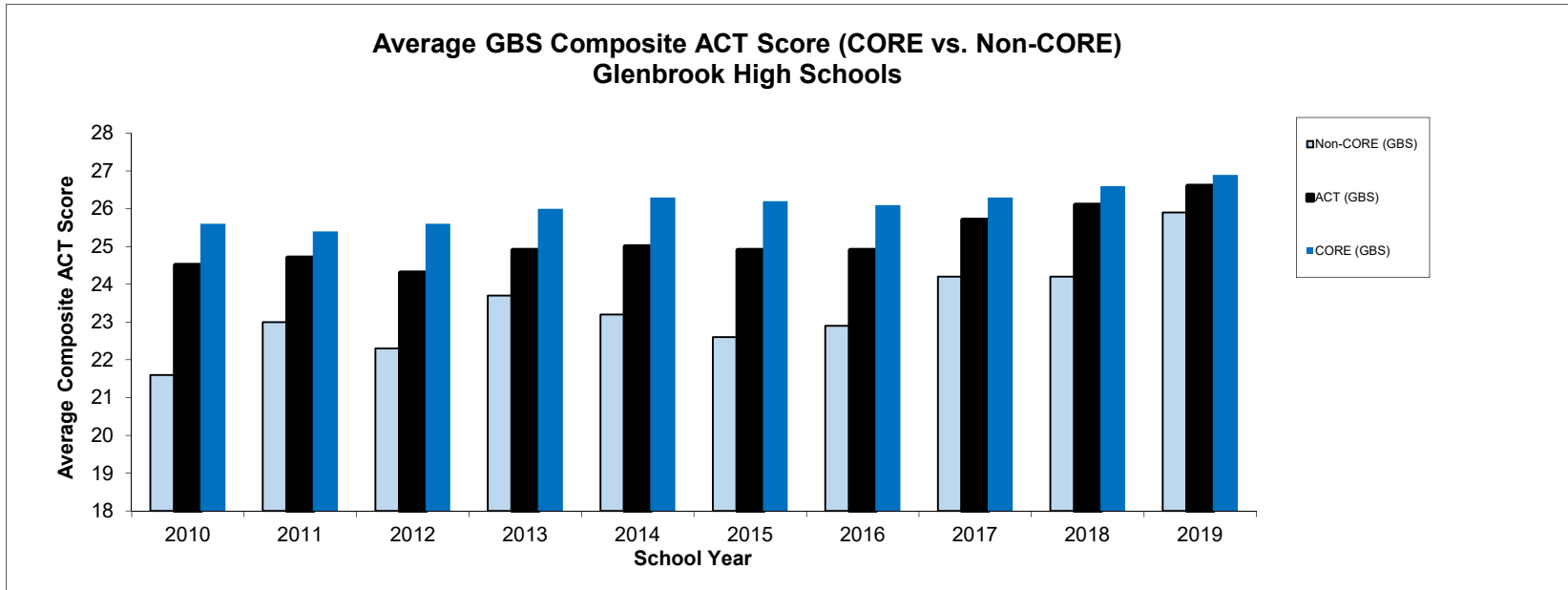
Average Composite ACT Score (CORE vs. Non-CORE)

	Non-CORE		
	CORE (GBN)	ACT (GBN)	(GBN)
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)
2019	27.7 (328)	27.4 (411)	28.3 (43)

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.

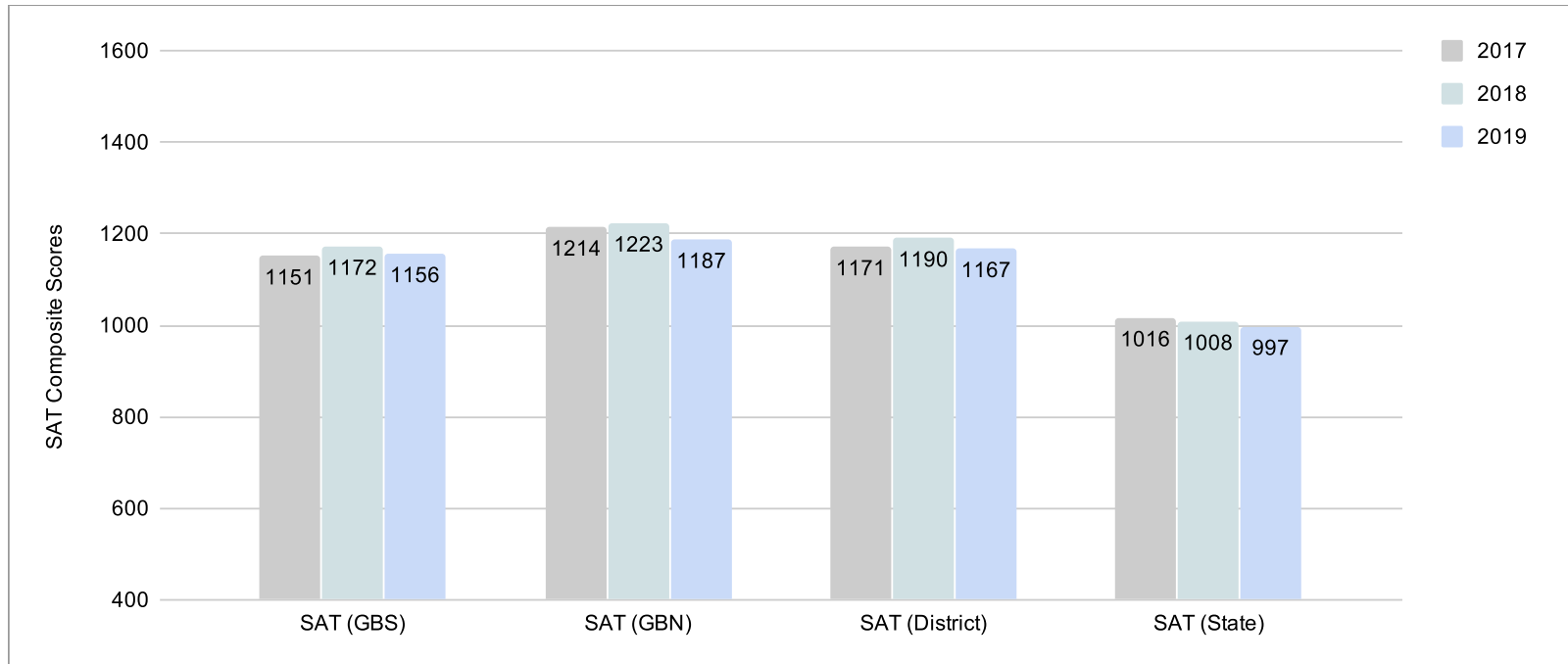
Average Composite ACT Score (CORE vs. Non-CORE)

	CORE (GBS)	ACT (GBS)	Non-CORE (GBS)
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)
2019	26.9 (423)	26.6 (524)	25.9 (85)

Analysis:

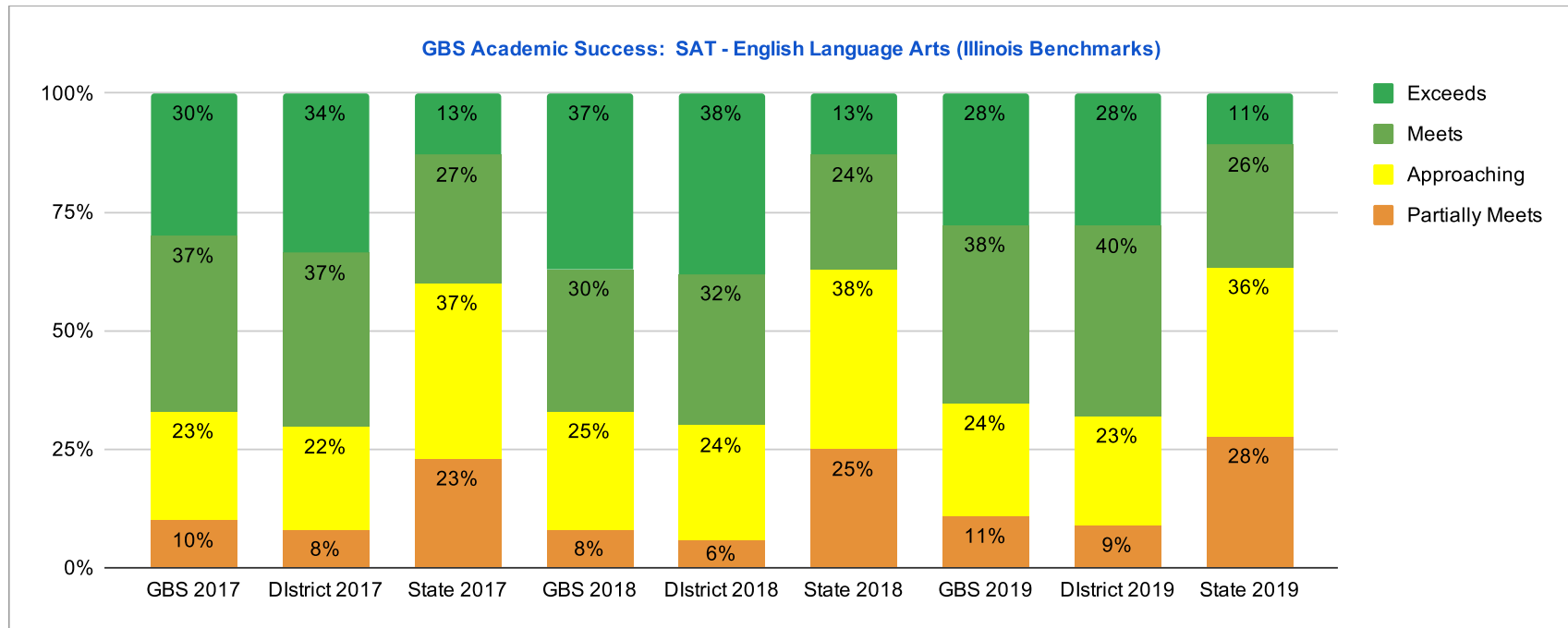
CORE is defined by ACT as a curriculum consisting of 4 English, 3 Math, 3 Science, and 2 Social Science courses. This section compares students who have fulfilled the ACT CORE curriculum to those who have not. Those who have fulfilled the CORE typically score higher than those who have not. Be aware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

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.

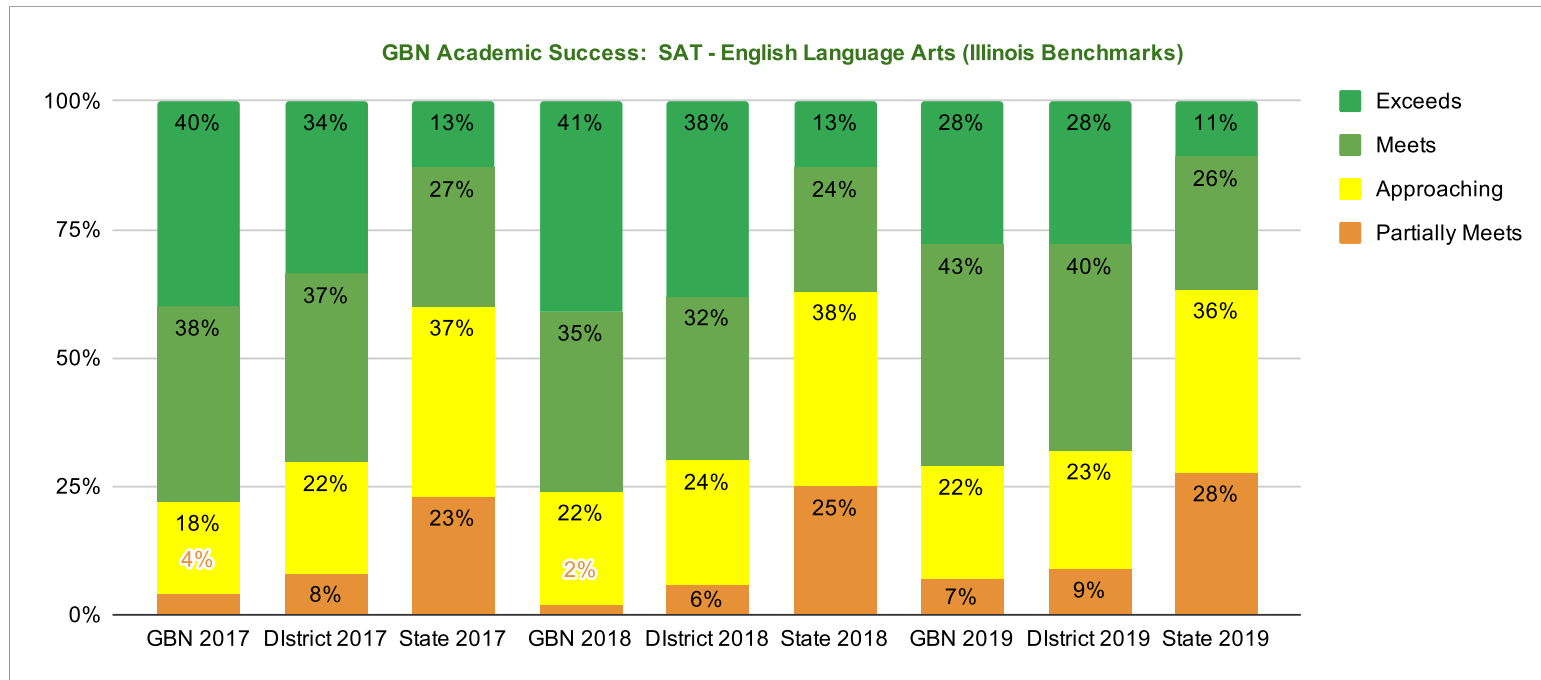
SAT March-April, 11th Grade Scores				
	SAT (GBS)	SAT (GBN)	SAT (District)	SAT (State)
2017	1151	1214	1171	1016
2018	1172	1223	1190	1008
2019	1156	1187	1167	997



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%

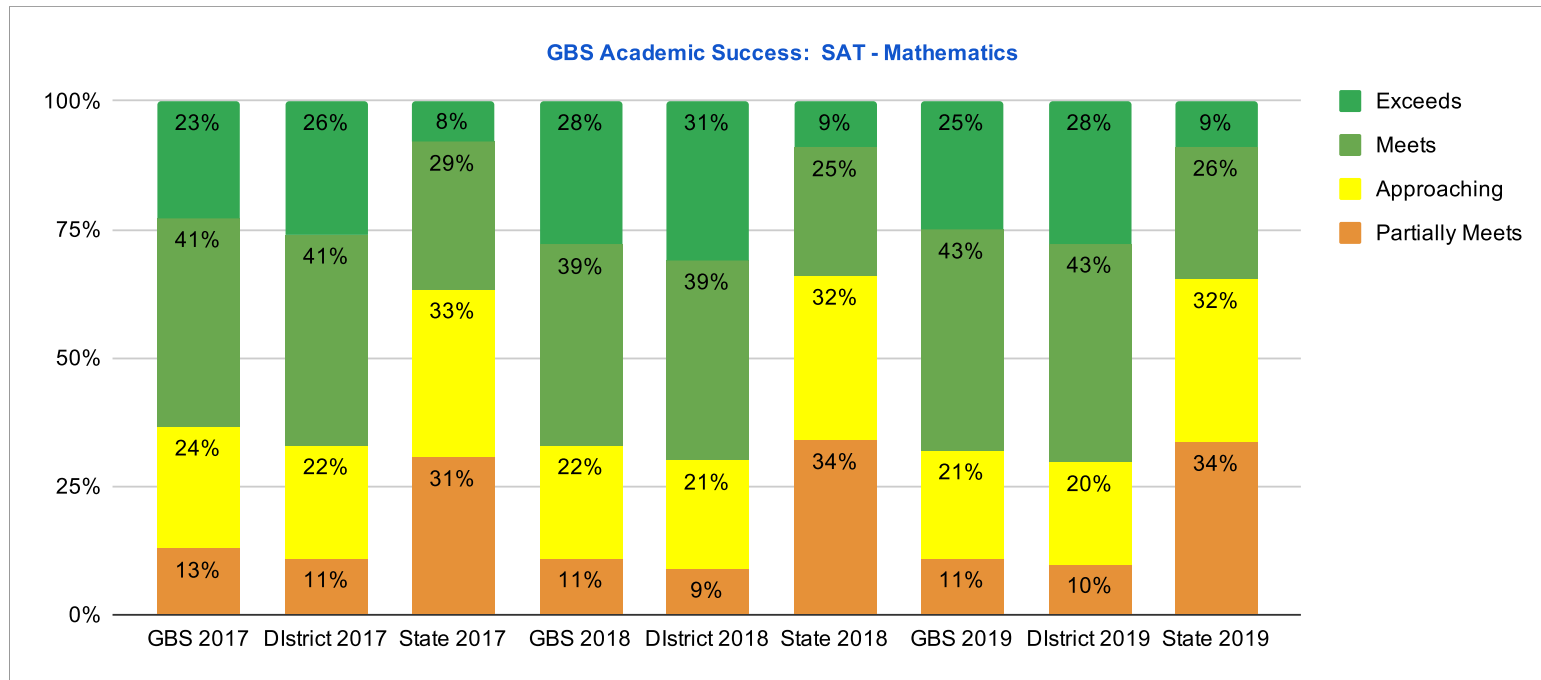
Note: Due to rounding, numbers presented may not add up precisely



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%

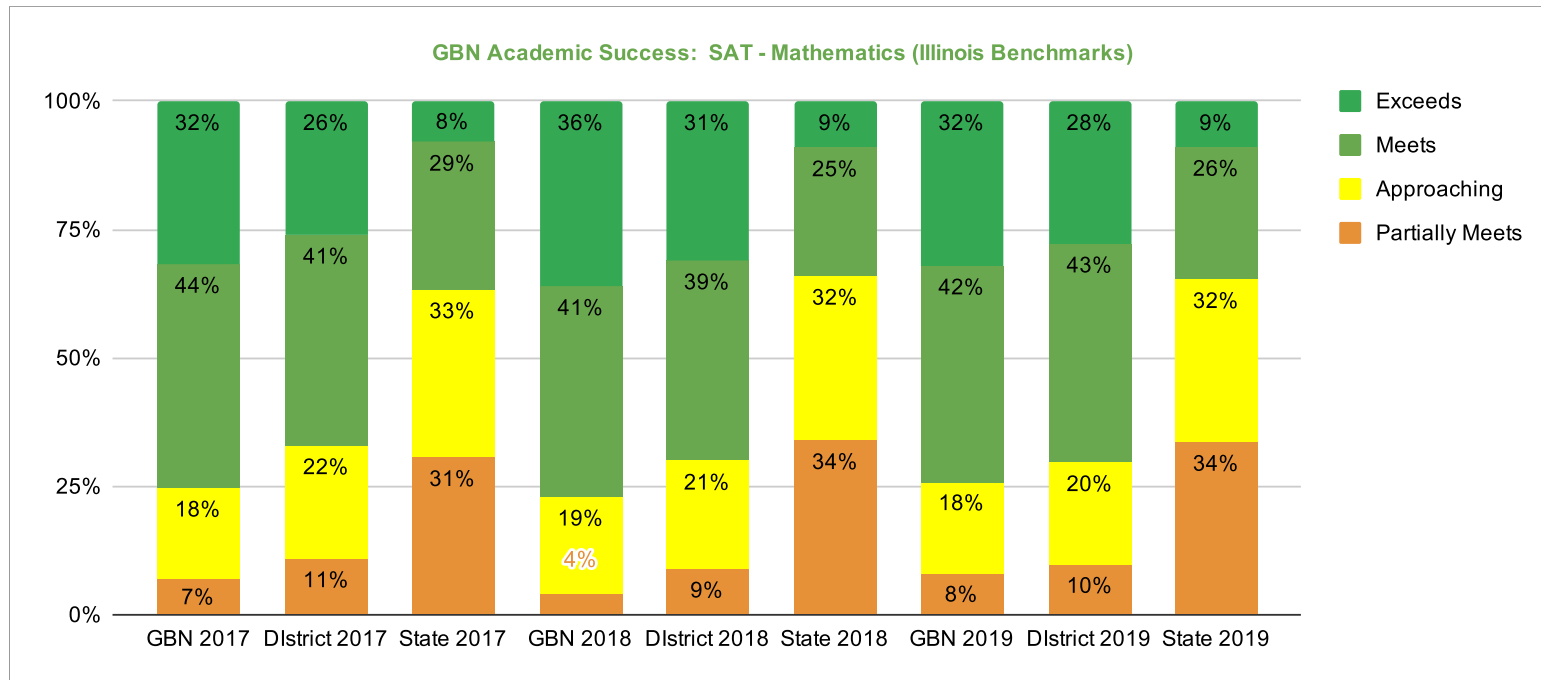
Note: Due to rounding, numbers presented may not add up precisely



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%

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

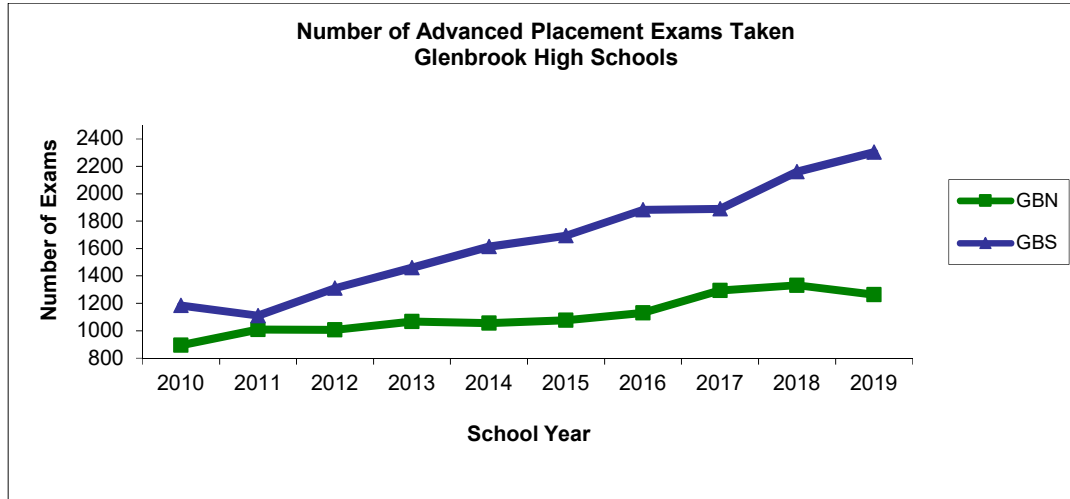


Levels represent mastery of the Illinois Learning Standards for school accountability purposes.

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%

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

Advanced Placement Exams

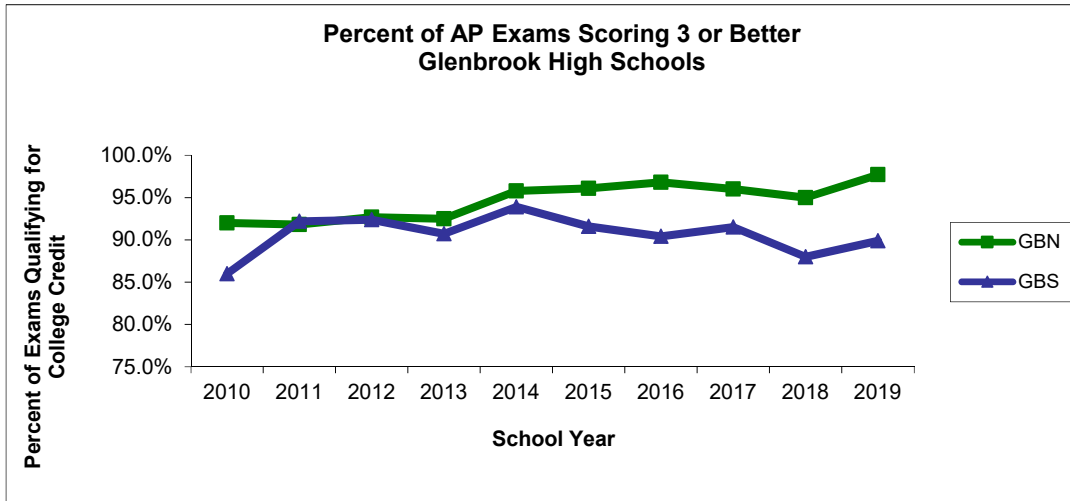


Number of AP exams taken

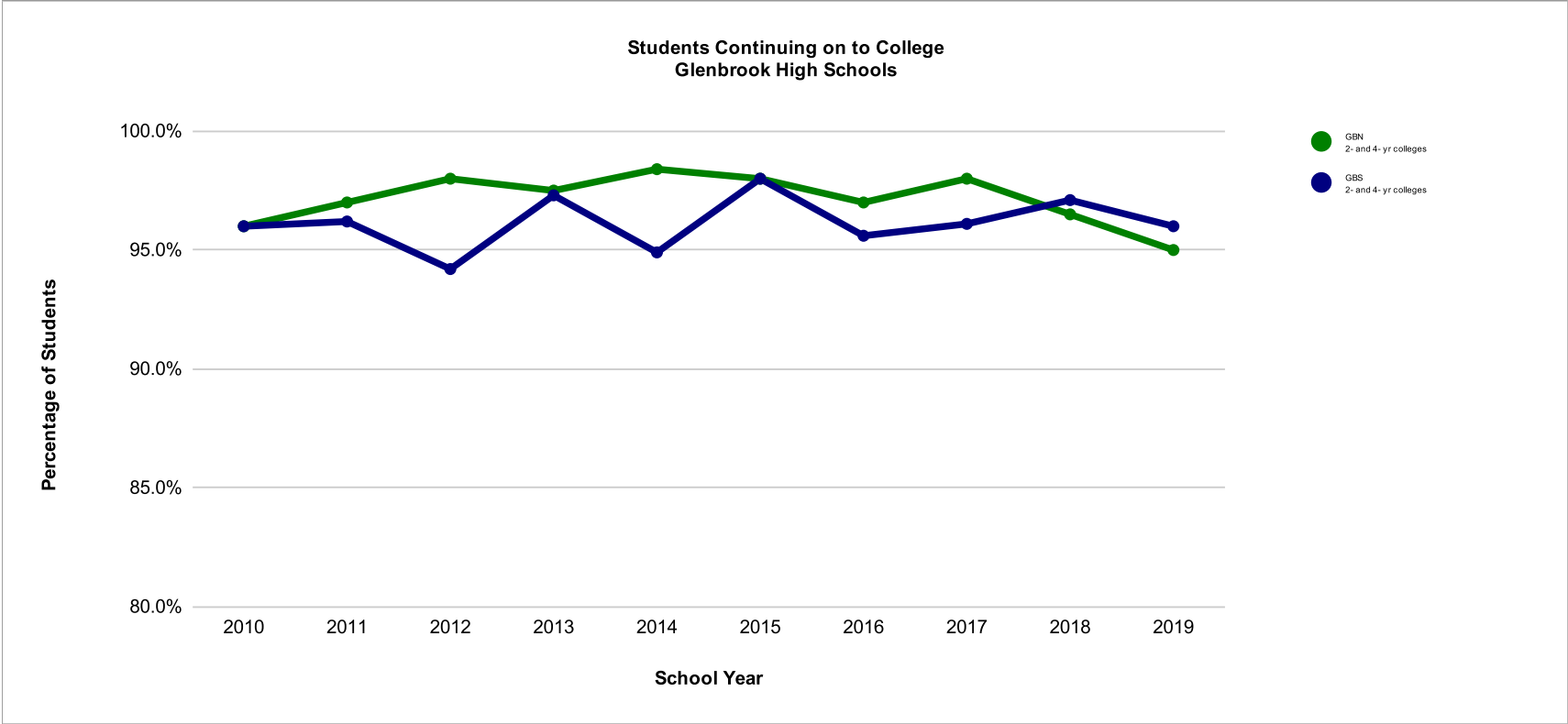
	GBN	GBS
2010	894	1184
2011	1008	1110
2012	1007	1309
2013	1067	1459
2014	1054	1614
2015	1075	1693
2016	1129	1882
2017	1293	1889
2018	1332	2160
2019	1263	2303

% qualified for college credit

	GBN		GBS	
2010	92%	(816)	86%	(1024)
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)



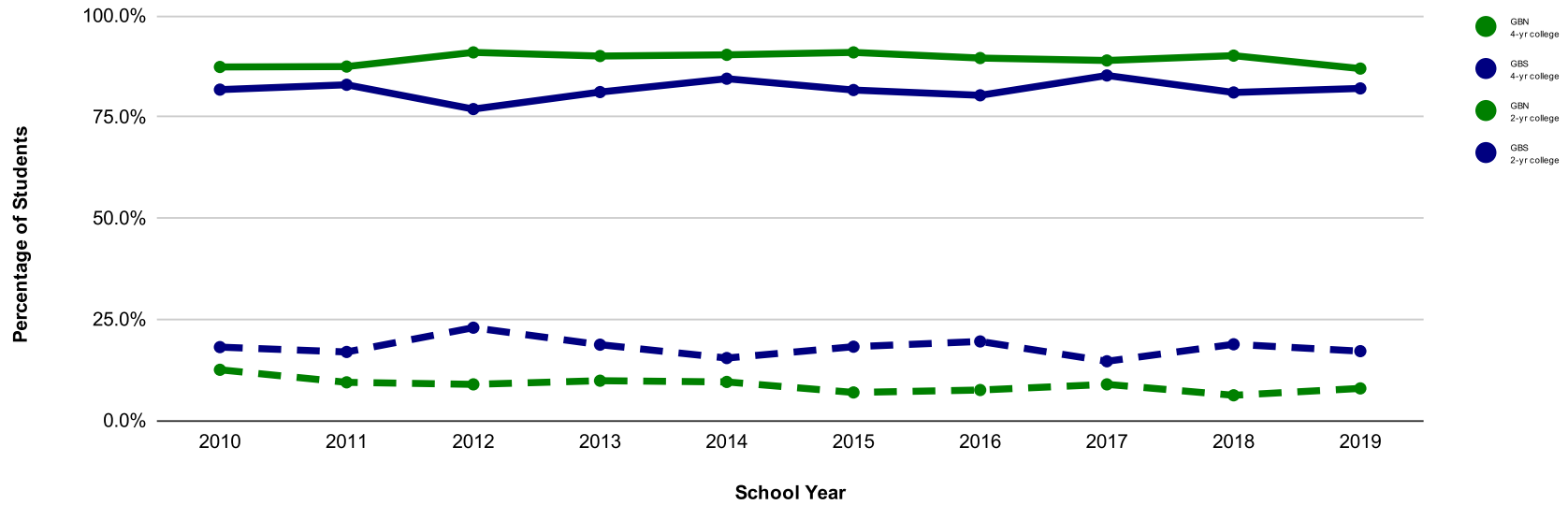
The test scores range 0-5.



Continued to College (%)

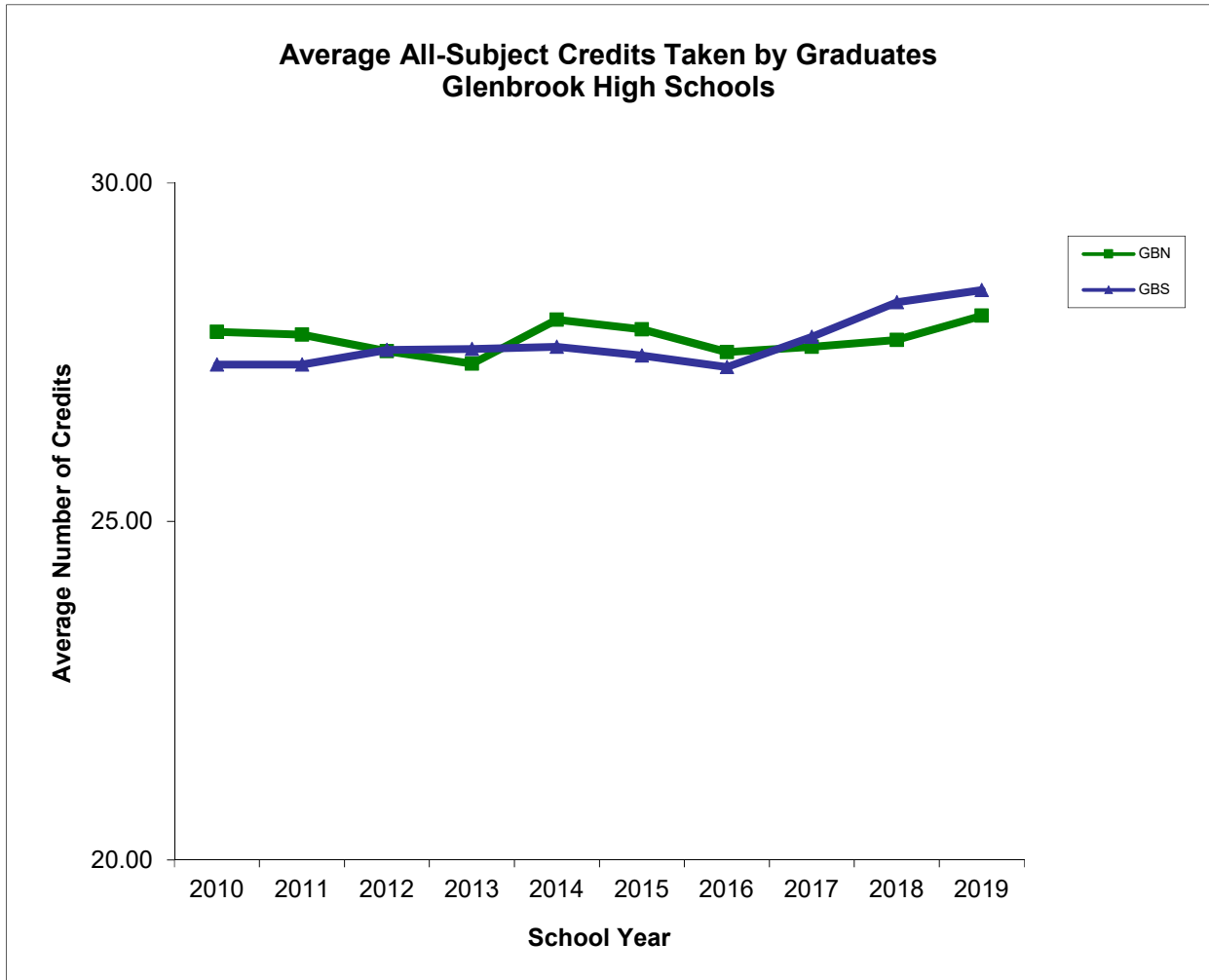
	GBN	GBS
	2- and 4- yr colleges	2- and 4- yr colleges
2010	96.0% (476)	96.0% (610)
2011	97.0% (507)	96.2% (588)
2012	98.0% (507)	94.2% (595)
2013	97.5% (465)	97.3% (639)
2014	98.4% (481)	94.9% (560)
2015	98.0% (459)	98.0% (638)
2016	97.0% (498)	95.6% (679)
2017	98.0% (483)	96.1% (634)
2018	96.5% (445)	97.1% (734)
2019	95.0% (466)	96.0% (686)

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



Attending a 2 or 4 Year College (%)

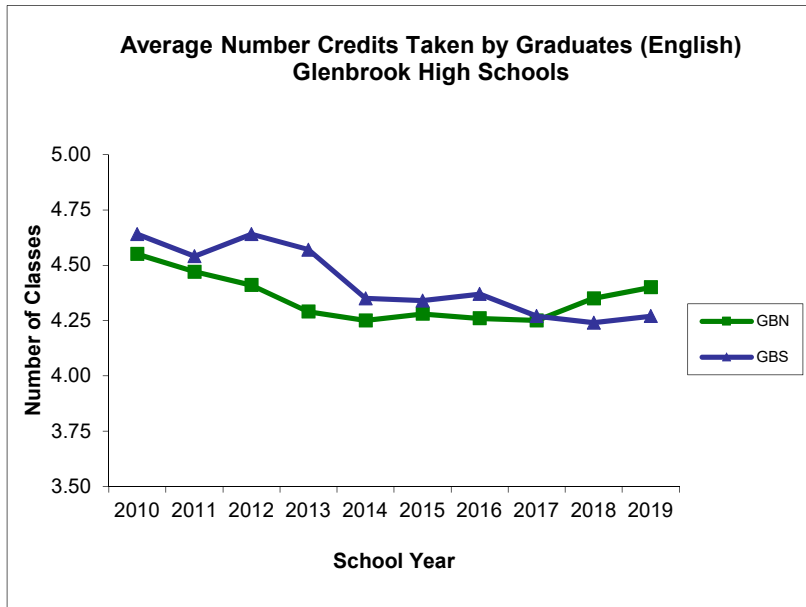
	GBN 4-yr college	GBS 4-yr college	GBN 2-yr college	GBS 2-yr college
2010	87.4% (416)	81.8% (499)	12.6% (60)	18.2% (111)
2011	87.5% (457)	83.0% (488)	9.5% (50)	17.0% (100)
2012	91.0% (459)	77.0% (458)	9.0% (48)	23.0% (137)
2013	90.1% (419)	81.2% (519)	9.9% (46)	18.8% (120)
2014	90.4% (435)	84.5% (473)	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)
2019	87.0% (426)	82.1% (563)	8.0% (40)	17.2% (123)



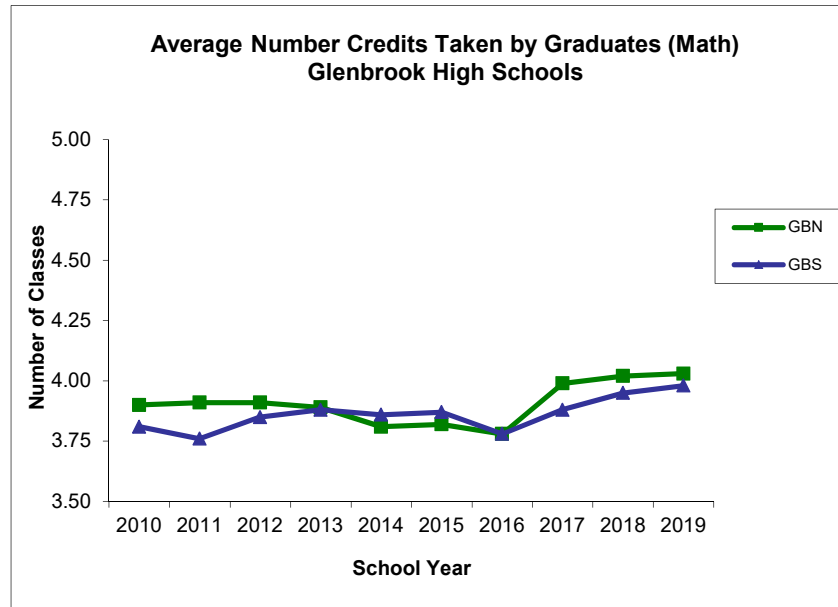
Average All-Subject Credits

	GBN	GBS
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
2019	28.04	28.42

* 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.



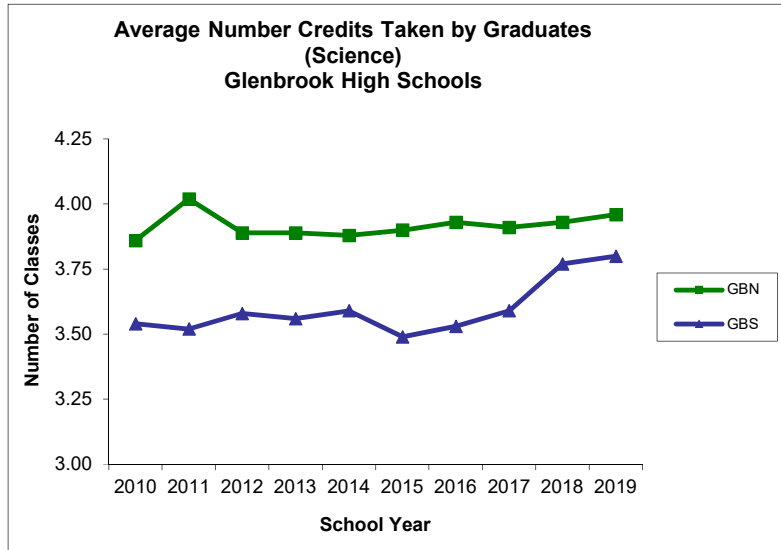
* 3 credits of Math are required for graduation at Glenbrook High Schools.

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

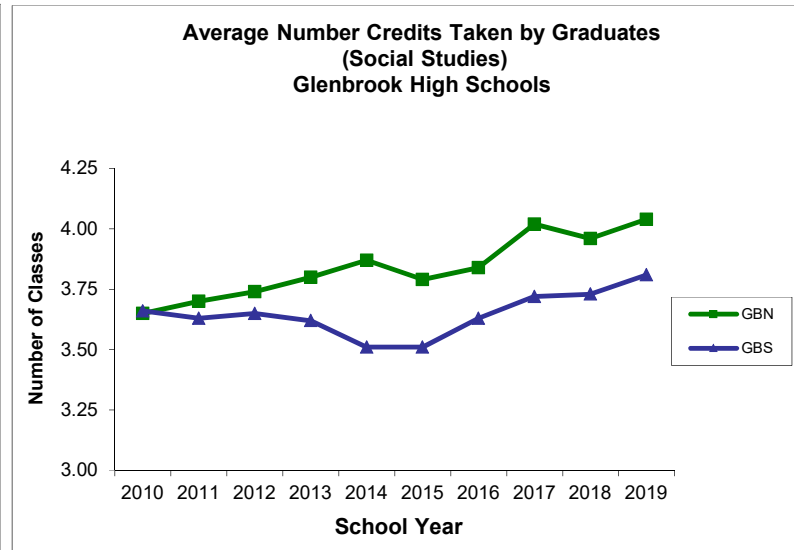
	GBN	GBS
2010	4.55	4.64
2011	4.47	4.54
2012	4.41	4.64
2013	4.29	4.57
2014	4.25	4.35
2015	4.28	4.34
2016	4.26	4.37
2017	4.25	4.27
2018	4.35	4.24
2019	4.40	4.27

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

	GBN	GBS
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
2019	4.03	3.98



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



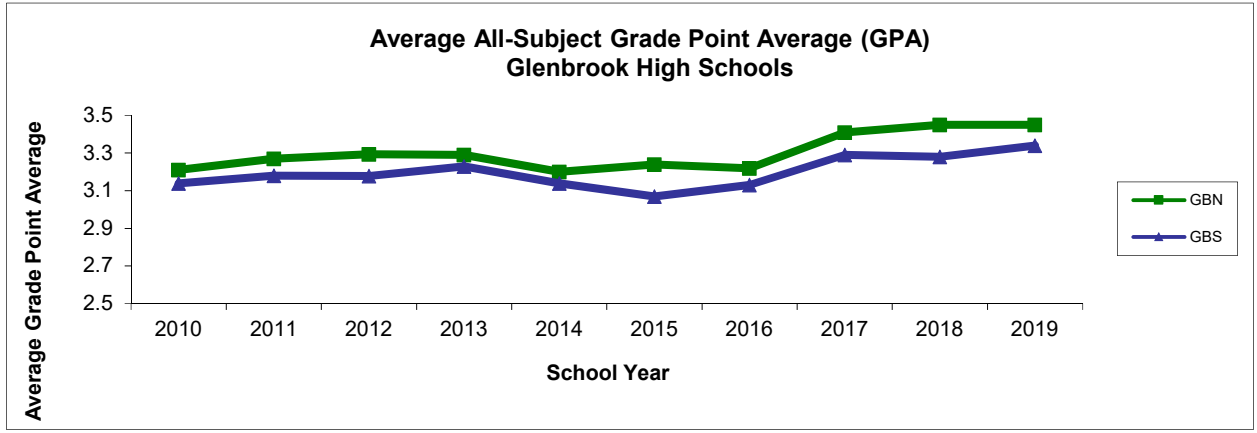
* 2 credits of Social Studies are required for graduation at Glenbrook High Schools (1 of which is US History).

Average Number of Science Credits Taken by Graduates

	GBN	GBS
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
2019	3.96	3.80

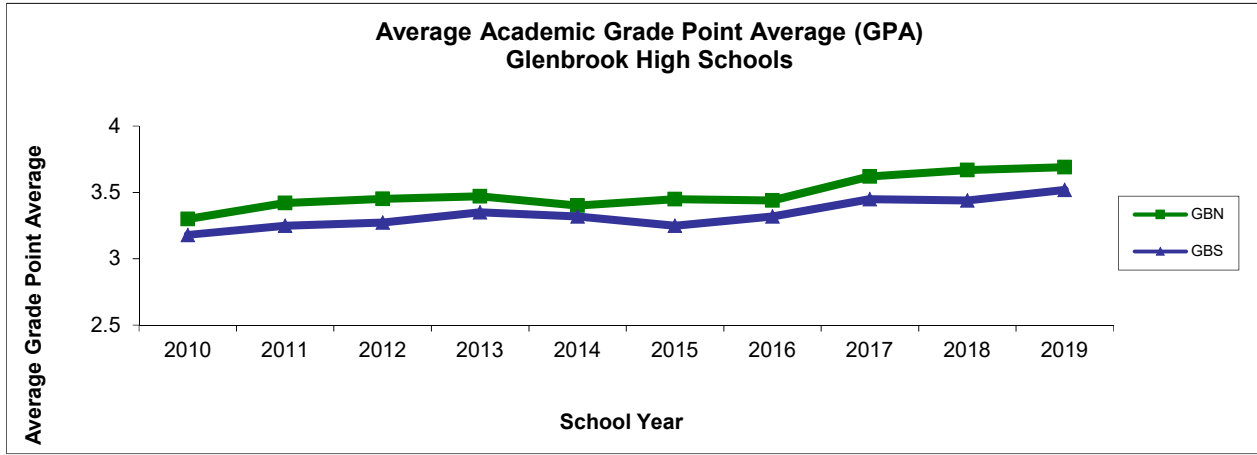
Average Number of Social Studies Credits Taken by Graduates

	GBN	GBS
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
2019	4.04	3.81



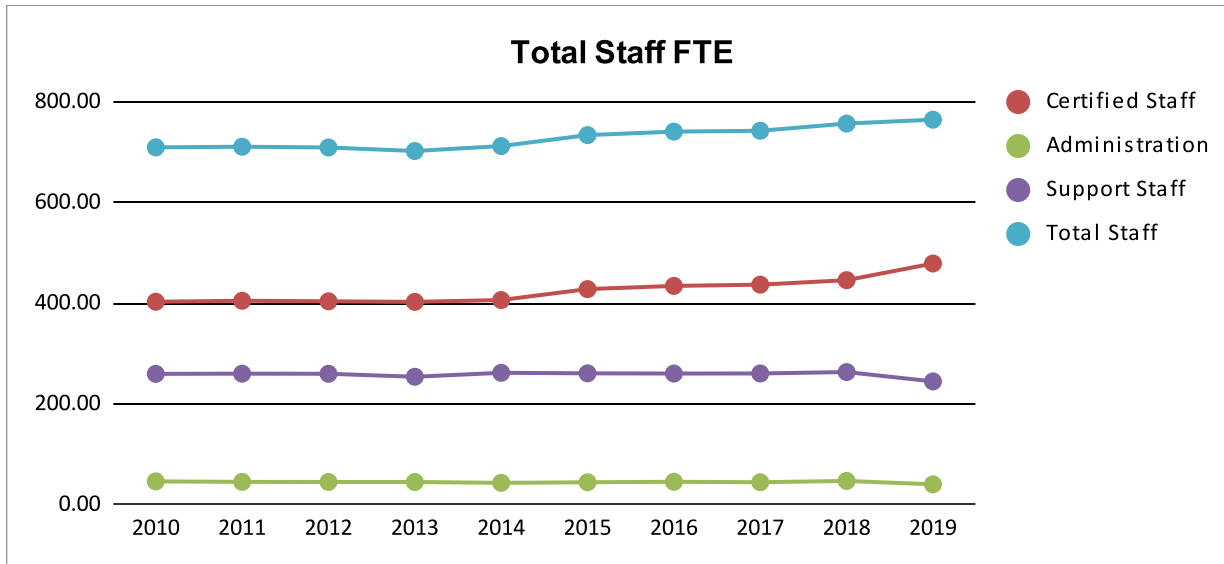
All Subject GPA		
	GBN	GBS
2010	3.21	3.14
2011	3.27	3.18
2012	3.29	3.18
2013	3.29	3.23
2014	3.20	3.14
2015	3.24	3.07
2016	3.22	3.13
2017	3.41	3.29
2018	3.45	3.28
2019	3.45	3.34

* 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.



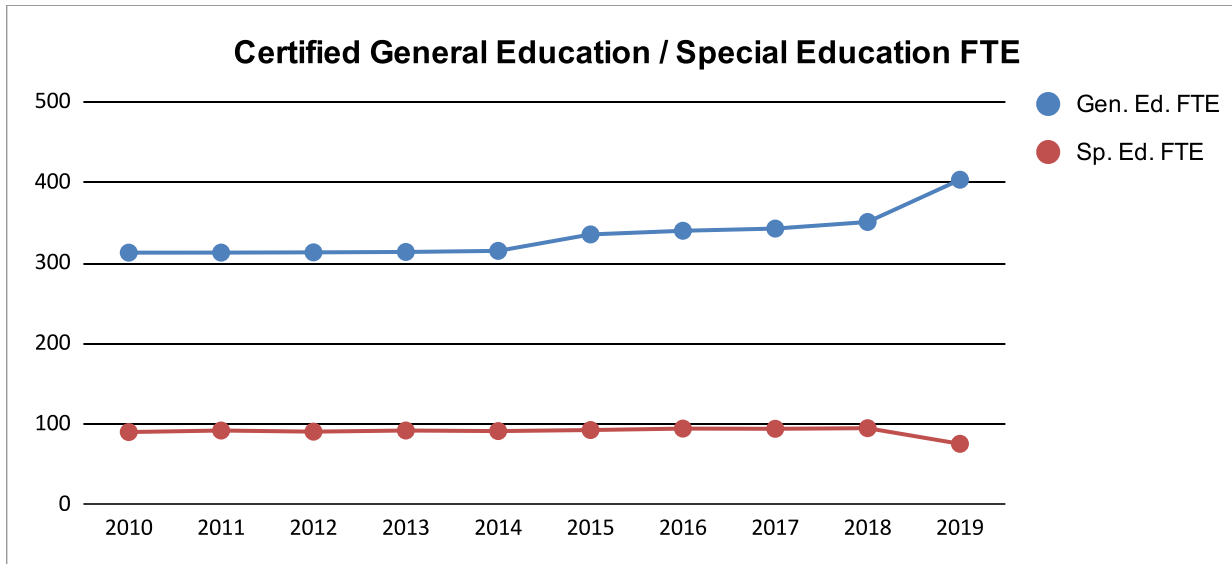
Academic GPA		
	GBN	GBS
2010	3.30	3.18
2011	3.42	3.25
2012	3.45	3.27
2013	3.47	3.35
2014	3.40	3.32
2015	3.45	3.25
2016	3.44	3.32
2017	3.62	3.45
2018	3.67	3.44
2019	3.69	3.52

* 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.



Fall SY	Certified Staff	Administration	Support Staff	Total Staff
2010	403.30	46.50	260.05	709.85
2011	405.25	45.50	260.43	711.18
2012	404.15	45.30	260.22	709.67
2013	403.05	45.30	254.30	702.65
2014	406.70	43.60	262.17	712.47
2015	428.40	44.75	261.11	734.26
2016	434.76	45.70	260.71	741.17
2017	437.21	44.80	260.84	742.85
2018	446.15	47.40	263.64	757.19
2019	479.20	40.65	245.05	764.90

**2019 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.*



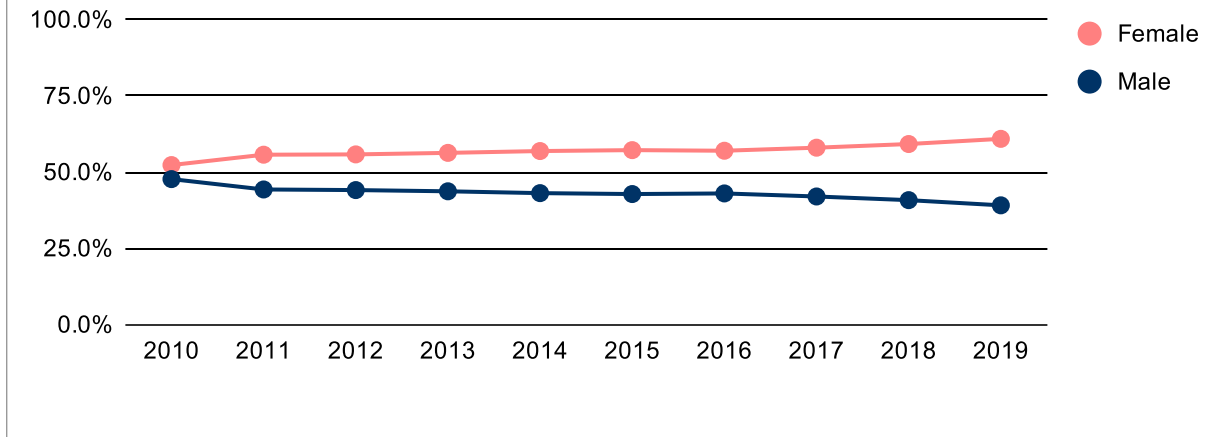
Fall SY	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Gen. Ed. FTE	313	313.05	313.35	313.85	315.2	335.6	340.16	342.87	351.05	403.5 *
Sp. Ed. FTE	90.3	92.2	90.8	92.2	91.5	92.8	94.6	94.34	95.1	75.7 *
Total	403.3	405.25	404.15	406.05	406.7	428.4	434.76	437.21	446.15	479.2

**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.

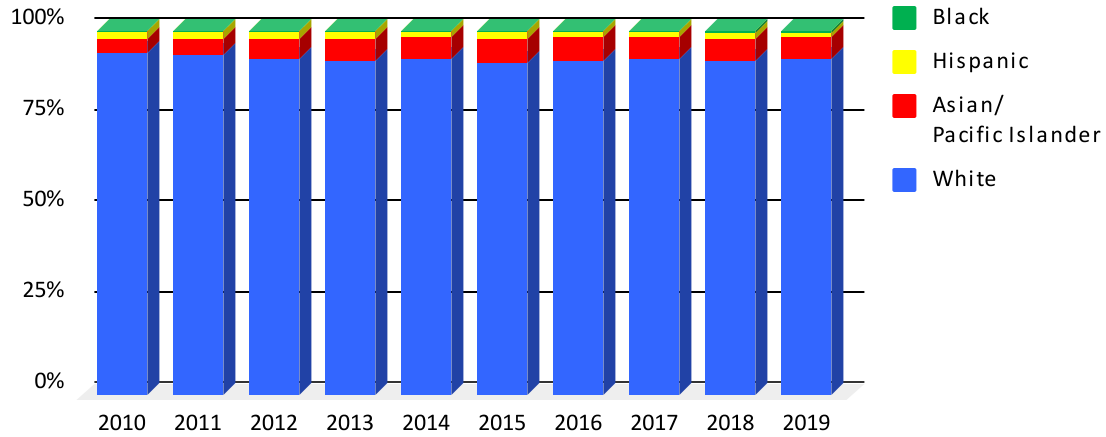
In addition, prior to 2019, Gen. Ed. FTE excluded New Hires FTE and Administrators' Certified Teaching FTE.

Certified Staff Gender



Fall SY	Female	Male
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%
2019	60.9%	39.1%

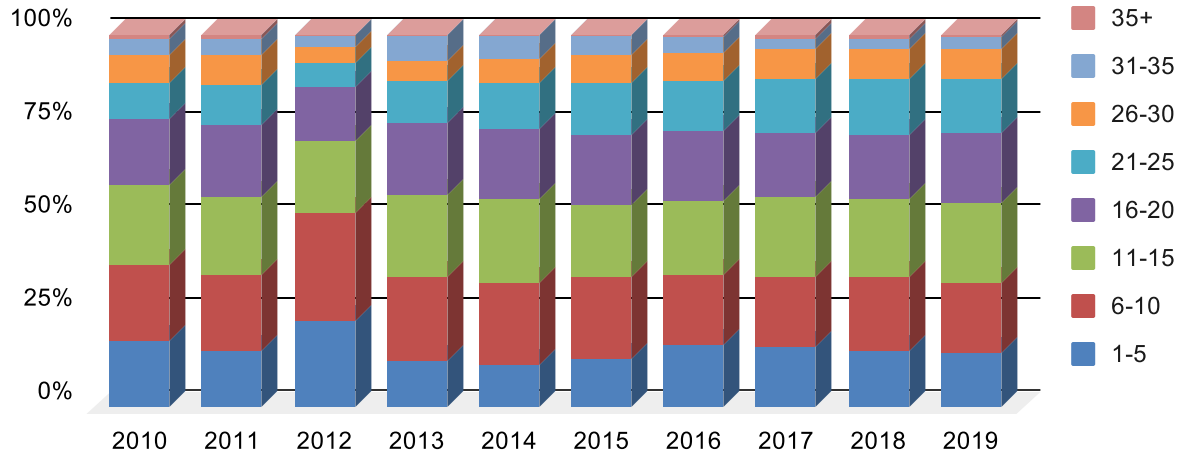
Certified Staff Ethnicity



Asian/ Pacific

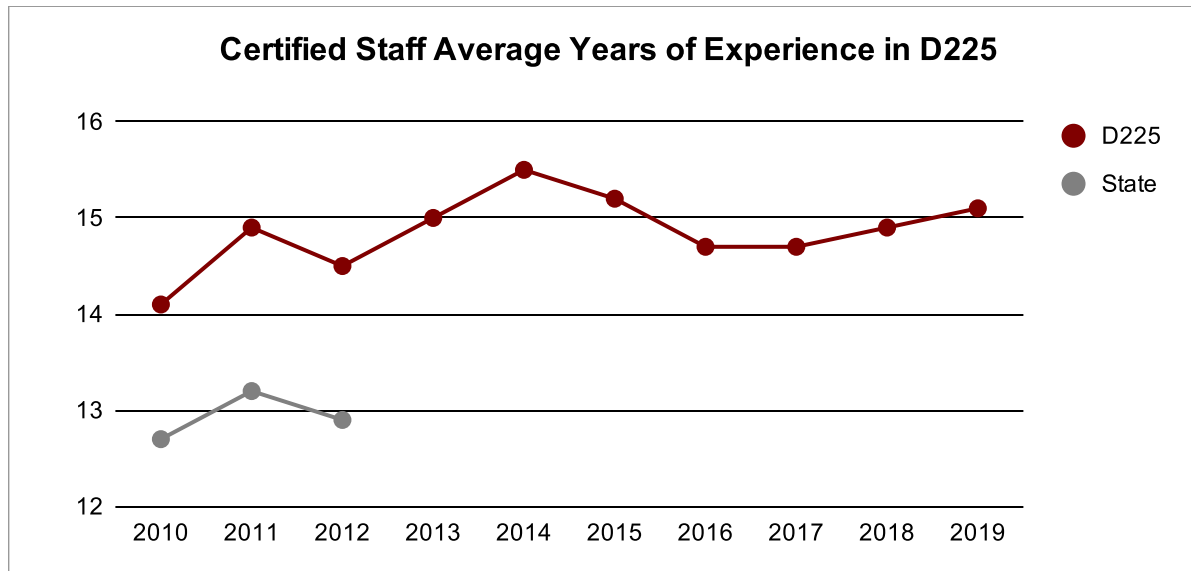
Fall SY	White	n	Islander	n	Hispanic	n	Black	n
2010	93.8%	(330)	3.9%	(14)	2.0%	(7)	0.3%	(1)
2011	92.9%	(394)	4.7%	(20)	1.9%	(8)	0.5%	(2)
2012	92.2%	(391)	5.4%	(23)	1.9%	(8)	0.5%	(2)
2013	91.7%	(388)	6.1%	(26)	1.7%	(7)	0.5%	(2)
2014	91.8%	(390)	6.3%	(27)	1.4%	(6)	0.5%	(2)
2015	91.0%	(404)	6.7%	(30)	1.8%	(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)

Certified Staff Total Year of Experience



Fall SY	1-5	6-10	11-15	16-20	21-25	26-30	31-35	35+
2010	18%	20%	22%	17%	10%	7%	4%	1%
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%

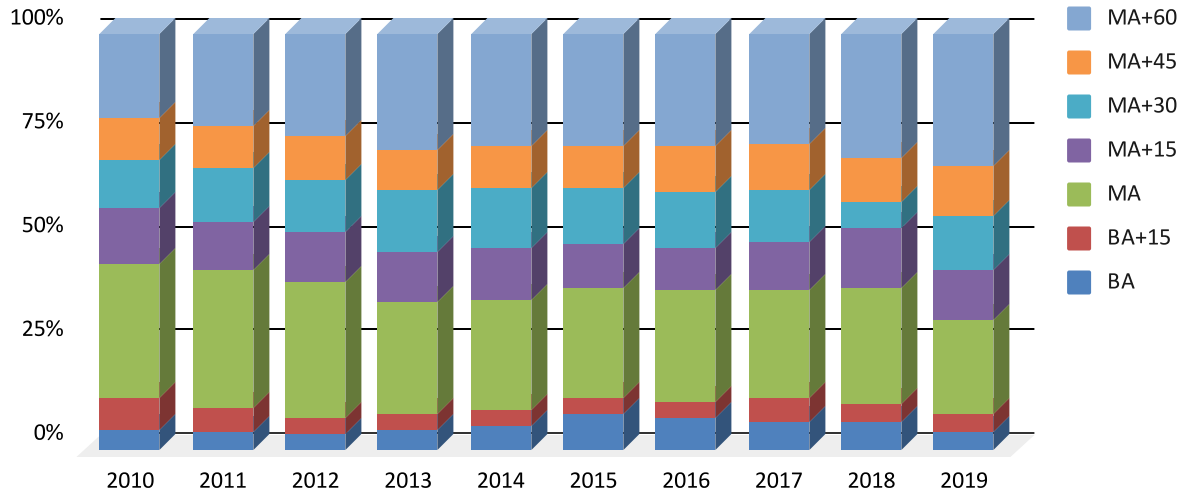
**Years of Experience are the total years in the field of education.*



Fall SY	D225	State
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*
2019	15.1	N/A*

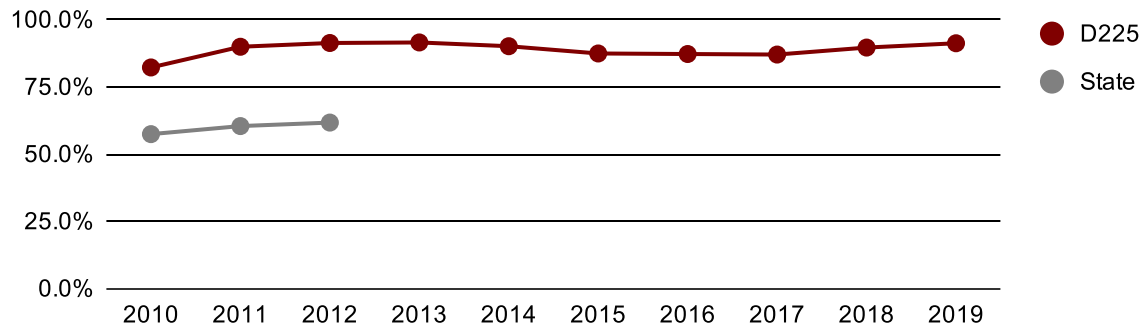
**Note: The state no longer reports this information.*

Certified Staff Academic Lane



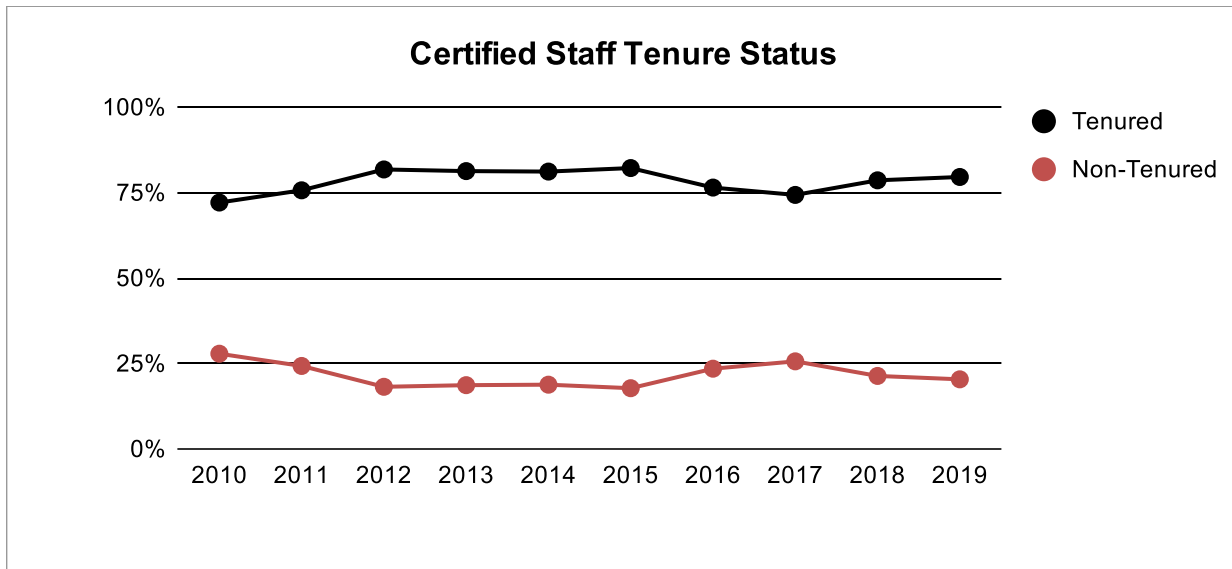
Fall SY	BA	BA+15	MA	MA+15	MA+30	MA+45	MA+60
2010	5%	8%	32%	13%	11%	10%	20%
2011	4%	6%	33%	12%	13%	10%	22%
2012	4%	4%	33%	12%	13%	10%	25%
2013	5%	4%	27%	12%	15%	10%	28%
2014	6%	4%	27%	13%	14%	10%	27%
2015	8%	4%	27%	10%	13%	10%	27%
2016	8%	4%	27%	10%	14%	11%	27%
2017	7%	6%	26%	11%	13%	11%	26%
2018	7%	4%	28%	14%	6%	11%	30%
2019	4%	4%	23%	12%	13%	12%	32%

Certified Staff with Master's Degrees and Above

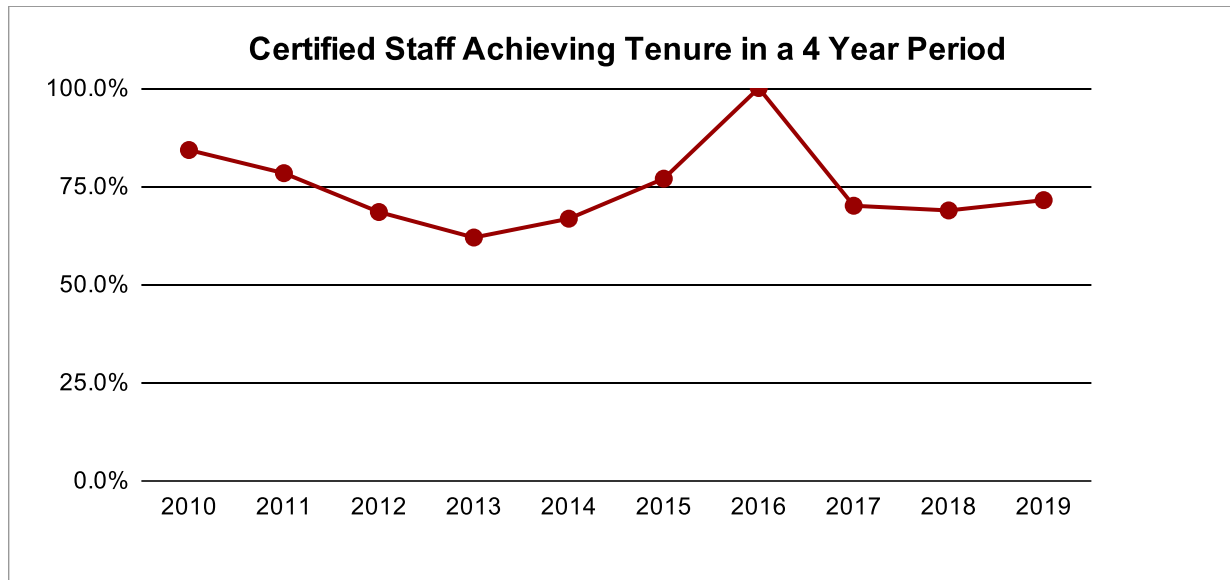


Fall SY	D225	State
2010	82.2%	57.4%
2011	89.9%	60.4%
2012	91.3%	61.7%
2013	91.5%	N/A*
2014	90.1%	N/A*
2015	87.4%	N/A*
2016	87.2%	N/A*
2017	87.0%	N/A*
2018	89.6%	N/A*
2019	91.2%	N/A*

*The state no longer reports this information.



Fall SY	Tenured	n	Non-Tenured	n
2010	72%	300	28%	116
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

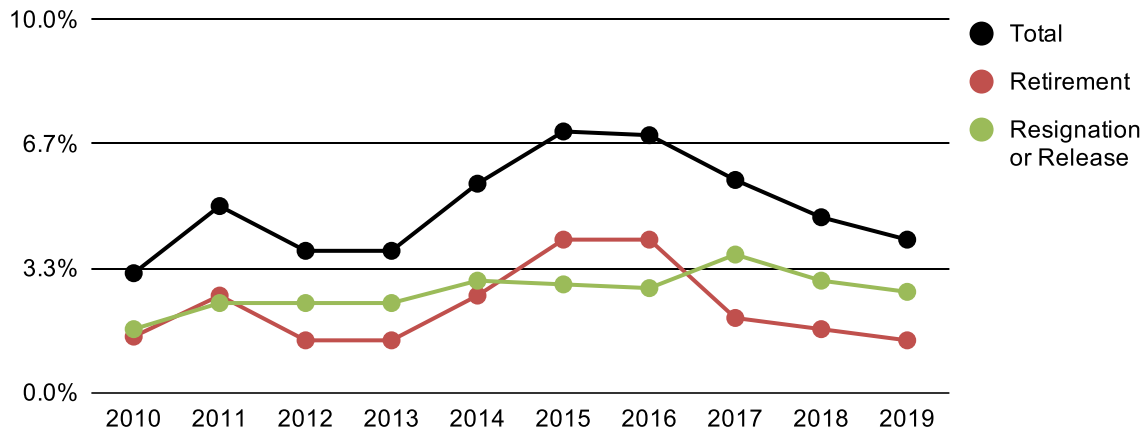


Spring SY	Achieved Tenure
2010	84.2%
2011	78.3%
2012	68.4%
2013	61.9%
2014	66.7%
2015	76.9%
2016	100.0%
2017	70.0%
2018	68.8%
2019	71.4%

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

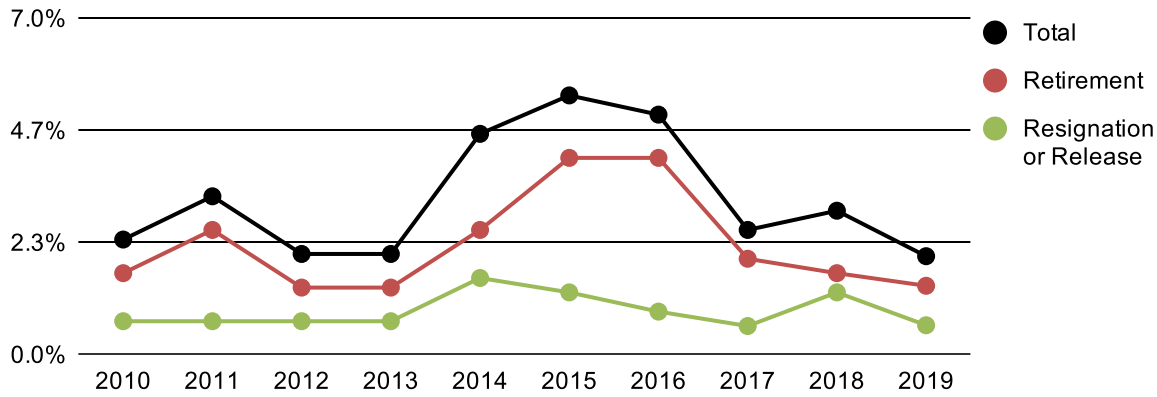
*Example: The percentage for 2019 reflects teachers hired in 2016.

Certified Staff Turnover By Reason

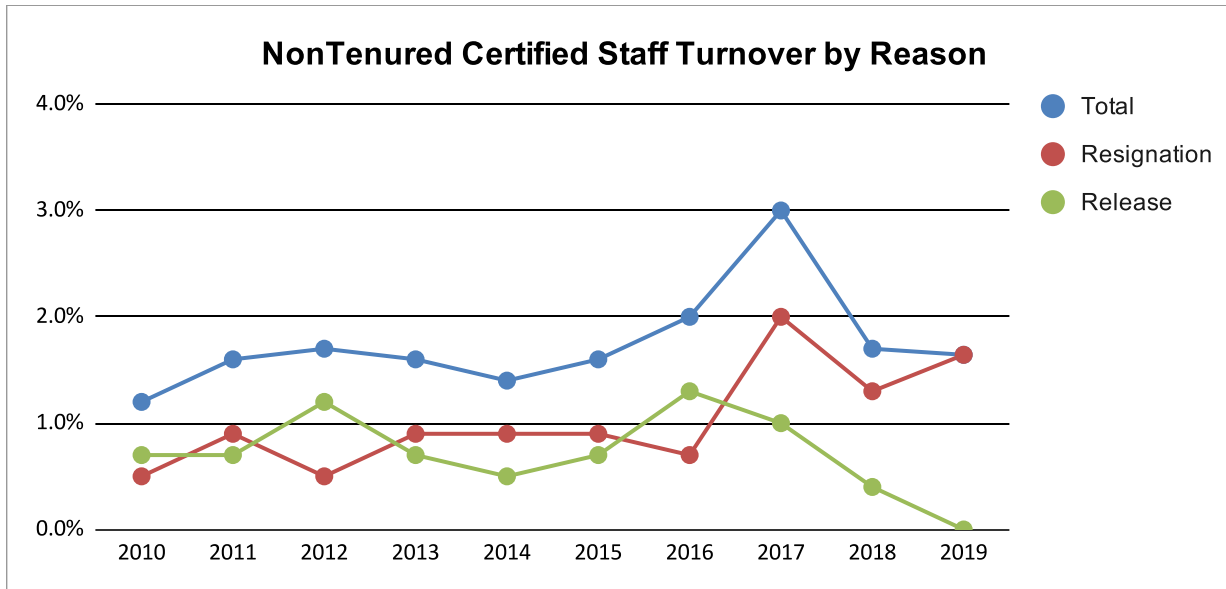


Fall SY	Total	n	Retirement	n	Resignation or Release	n
2010	3.2%	15	1.5%	7	1.7%	8
2011	5.0%	21	2.6%	11	2.4%	10
2012	3.8%	16	1.4%	6	2.4%	10
2013	3.8%	16	1.4%	6	2.4%	10
2014	5.6%	24	2.6%	11	3.0%	13
2015	7.0%	31	4.1%	18	2.9%	13
2016	6.9%	32	4.1%	19	2.8%	13
2017	5.7%	26	2.0%	9	3.7%	17
2018	4.7%	22	1.7%	8	3.0%	14
2019	4.1%	18	1.4%	7	2.7%	11

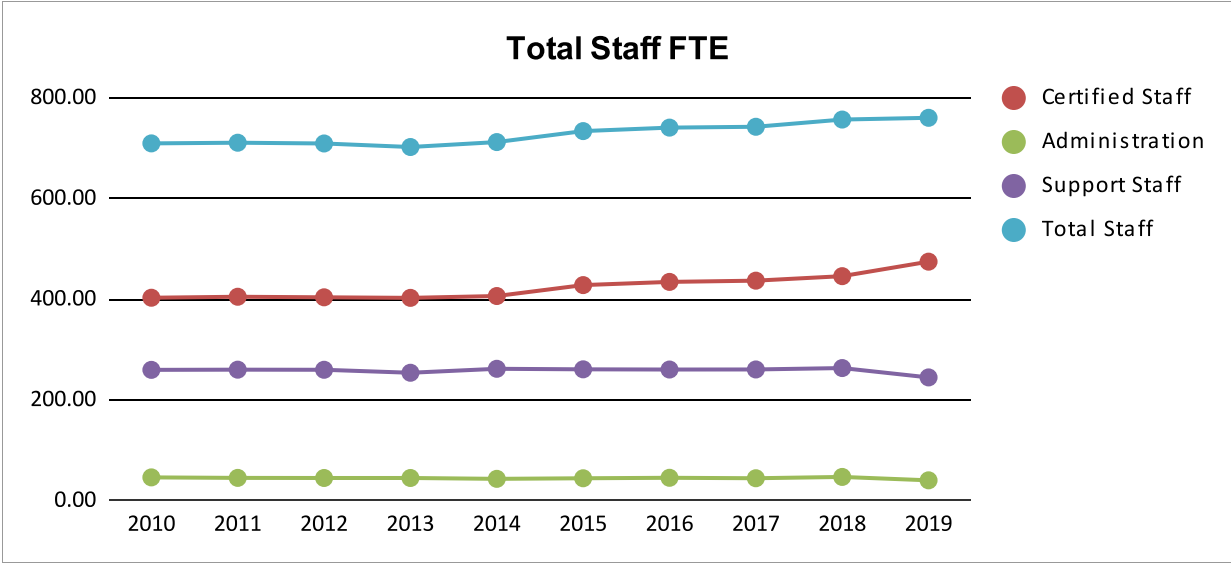
Tenured Certified Staff Turnover By Reason



Fall SY	Total	n	Resignation			
			Retirement	n	Release	n
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
2019	2.1%	10	1.4%	7	0.6%	3

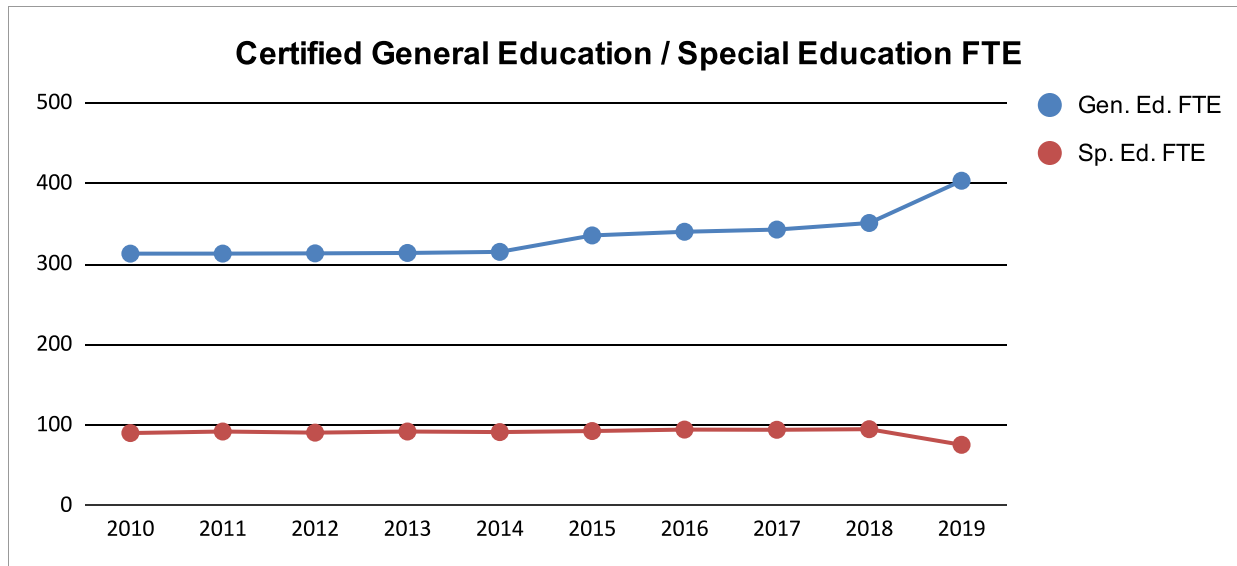


Fall SY	Total	n	Resignation	n	Release	n
2010	1.2%	5	0.5%	2	0.7%	3
2011	1.6%	7	0.9%	4	0.7%	3
2012	1.7%	7	0.5%	2	1.2%	5
2013	1.6%	7	0.9%	4	0.7%	3
2014	1.4%	6	0.9%	4	0.5%	2
2015	1.6%	7	0.9%	4	0.7%	3
2016	2.0%	9	0.7%	3	1.3%	6
2017	3.0%	14	2.0%	9	1.0%	5
2018	1.7%	8	1.3%	6	0.4%	2
2019	1.6%	8	1.6%	8	0.0%	0



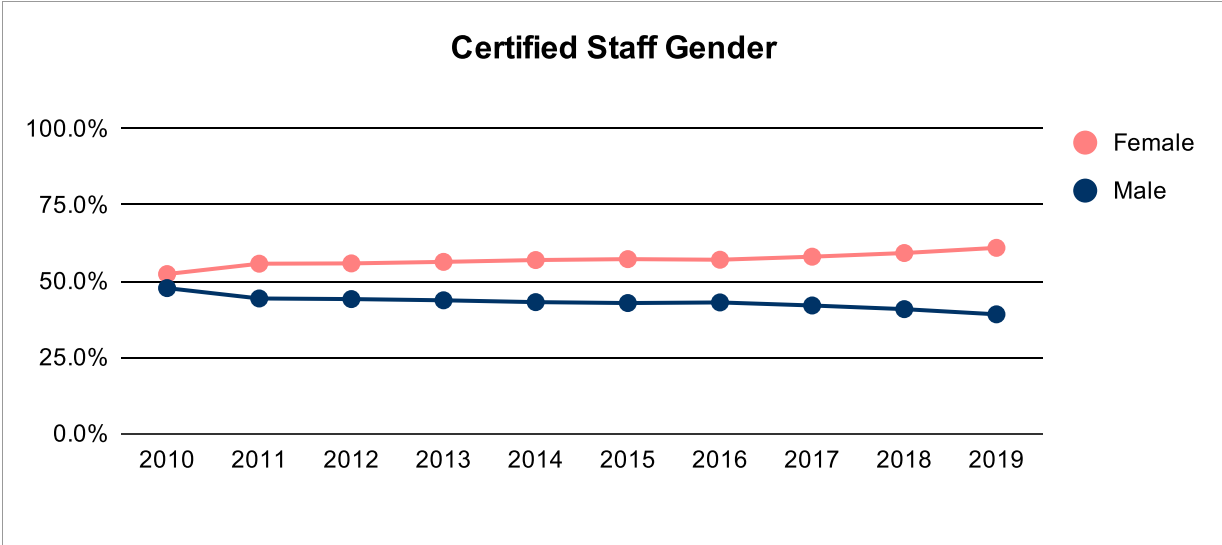
Fall SY	Certified Staff	Administration	Support Staff	Total Staff
2010	403.30	46.50	260.05	709.85
2011	405.25	45.50	260.43	711.18
2012	404.15	45.30	260.22	709.67
2013	403.05	45.30	254.30	702.65
2014	406.70	43.60	262.17	712.47
2015	428.40	44.75	261.11	734.26
2016	434.76	45.70	260.71	741.17
2017	437.21	44.80	260.84	742.85
2018	446.15	47.40	263.64	757.19
2019	474.95	40.65	245.05	760.65

**2019 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.*

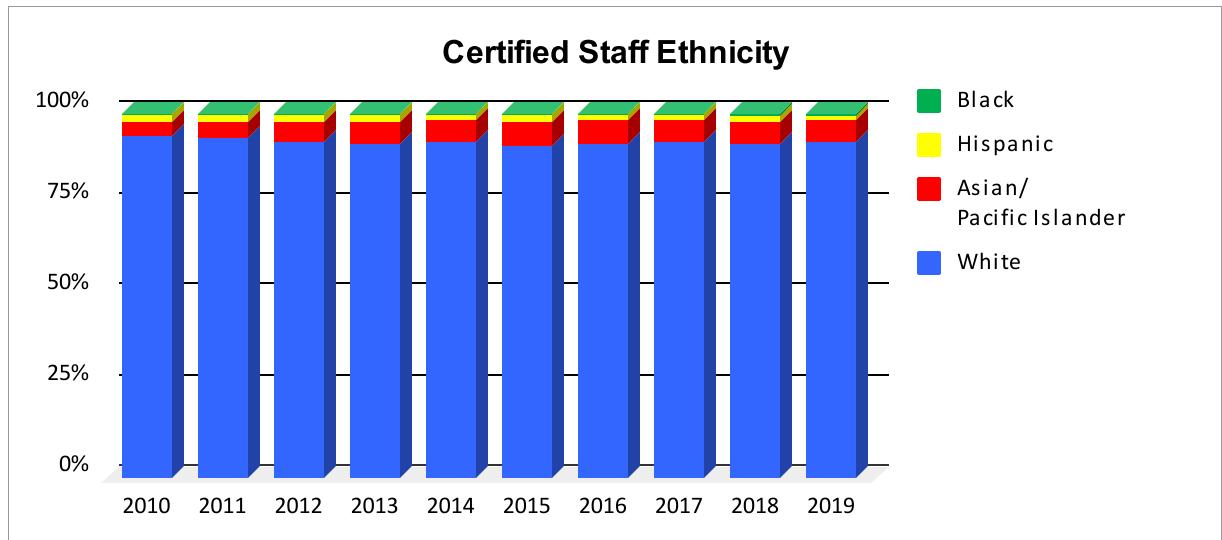


Fall SY	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Gen. Ed. FTE	313	313.05	313.35	313.85	315.2	335.6	340.16	342.87	351.05	403.5
Sp. Ed. FTE	90.3	92.2	90.8	92.2	91.5	92.8	94.6	94.34	95.1	75.7
Total	403.3	405.25	404.15	406.05	406.7	428.4	434.76	437.21	446.15	479.2

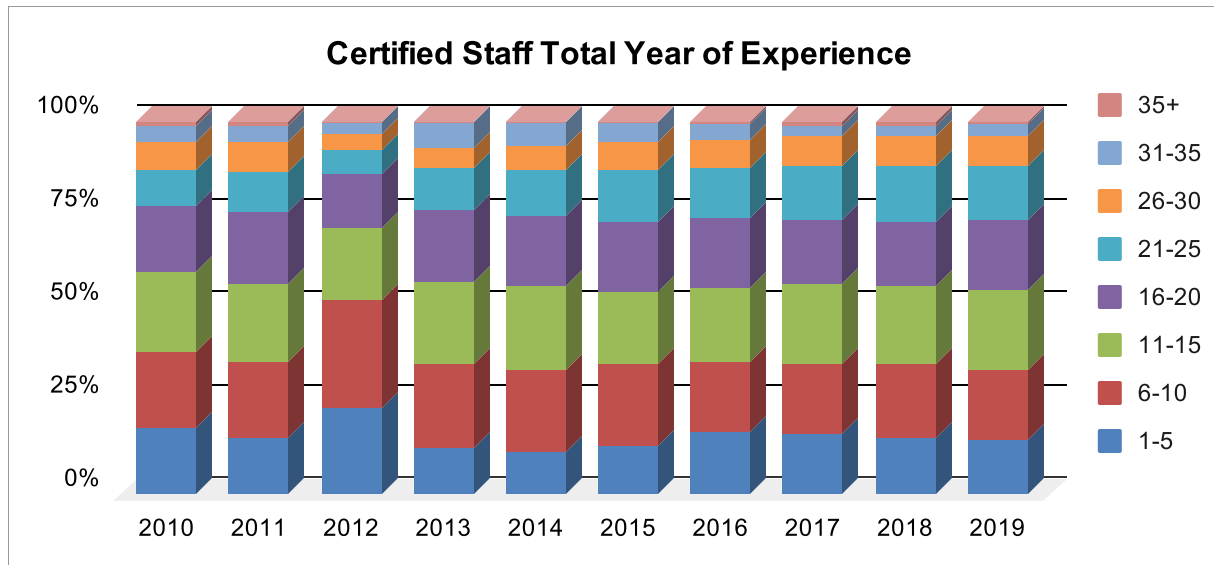
**In 2019, Gen. Ed. FTE reflects all certified staff (non-Administrators) outside of the Special Education department. Prior to 2019, Gen. Ed. FTE excluded all counselors, social workers and psychologist who worked in any capacity in the Special Education Department. In addition, prior to 2019, Gen. Ed. FTE excluded New Hires FTE and Administrators' Certified Teaching FTE.*



Fall SY	Female	Male
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%
2019	60.9%	39.1%

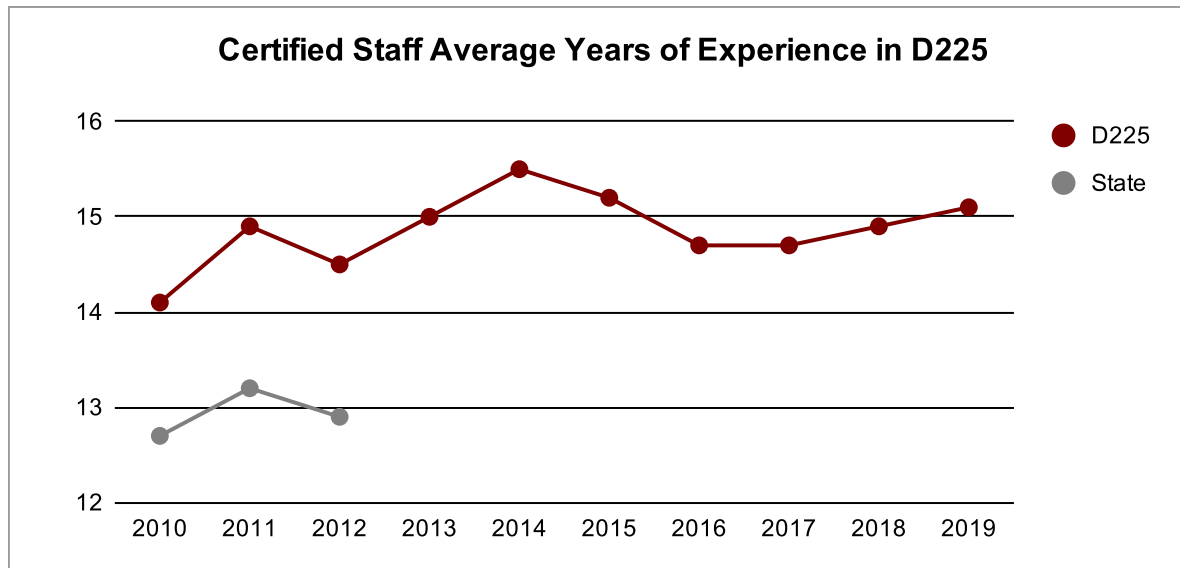


Fall SY	White	n	Asian/ Pacific Islander	n	Hispanic	n	Black	n
2010	93.8%	(330)	3.9%	(14)	2.0%	(7)	0.3%	(1)
2011	92.9%	(394)	4.7%	(20)	1.9%	(8)	0.5%	(2)
2012	92.2%	(391)	5.4%	(23)	1.9%	(8)	0.5%	(2)
2013	91.7%	(388)	6.1%	(26)	1.7%	(7)	0.5%	(2)
2014	91.8%	(390)	6.3%	(27)	1.4%	(6)	0.5%	(2)
2015	91.0%	(404)	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)



Fall SY	1-5	6-10	11-15	16-20	21-25	26-30	31-35	35+
2010	18%	20%	22%	17%	10%	7%	4%	1%
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%

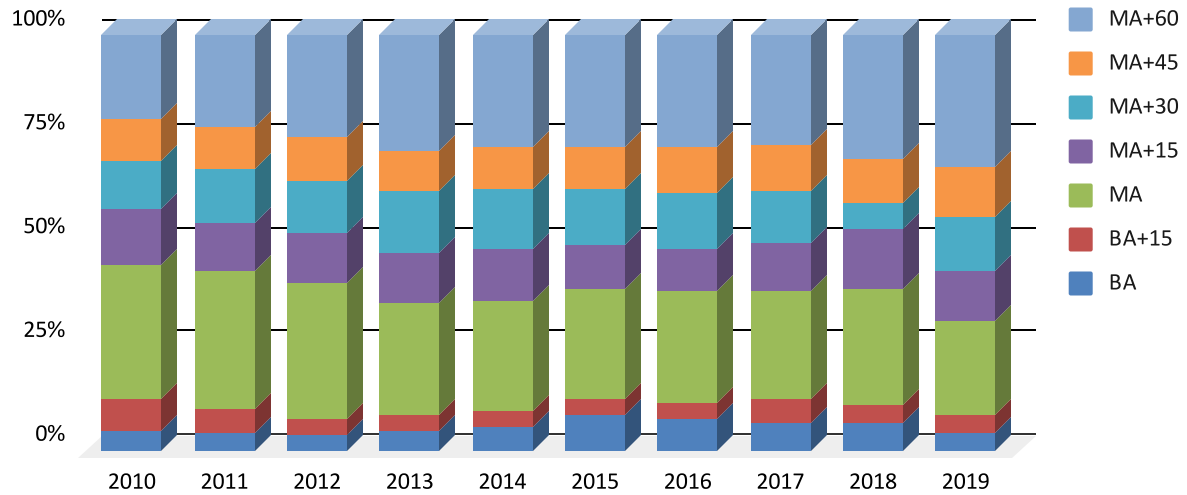
**Years of Experience are the total years in the field of education.*



Fall SY	D225	State
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*
2019	15.1	N/A*

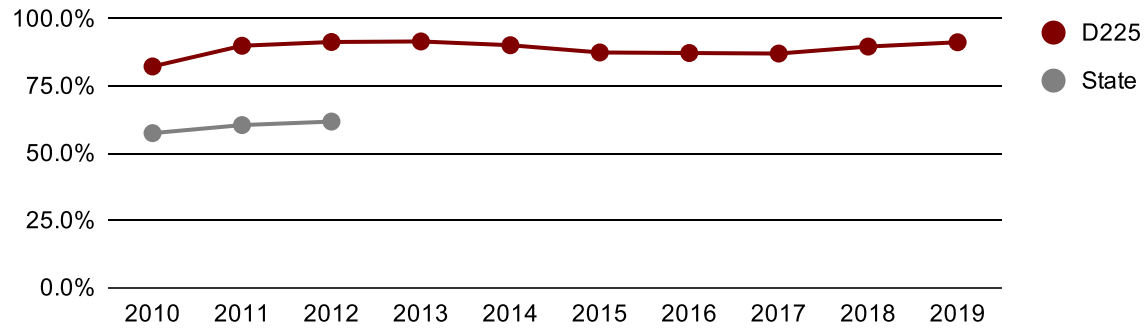
**Note: The state no longer reports this information.*

Certified Staff Academic Lane



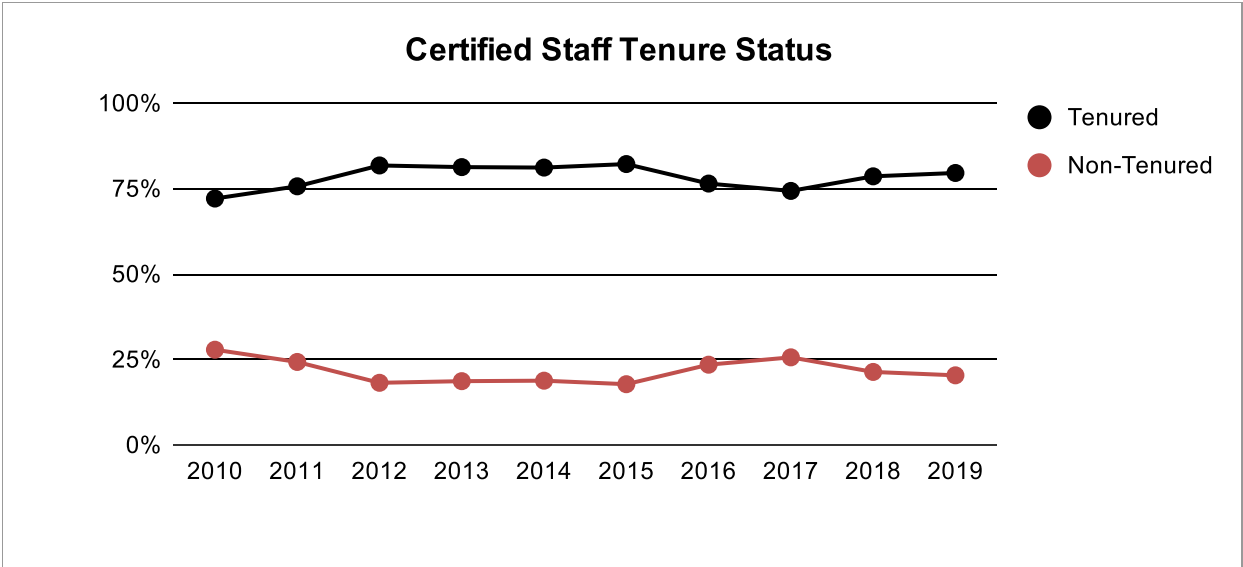
Fall SY	BA	BA+15	MA	MA+15	MA+30	MA+45	MA+60
2010	5%	8%	32%	13%	11%	10%	20%
2011	4%	6%	33%	12%	13%	10%	22%
2012	4%	4%	33%	12%	13%	10%	25%
2013	5%	4%	27%	12%	15%	10%	28%
2014	6%	4%	27%	13%	14%	10%	27%
2015	8%	4%	27%	10%	13%	10%	27%
2016	8%	4%	27%	10%	14%	11%	27%
2017	7%	6%	26%	11%	13%	11%	26%
2018	7%	4%	28%	14%	6%	11%	30%
2019	4%	4%	23%	12%	13%	12%	32%

Certified Staff with Master's Degrees and Above

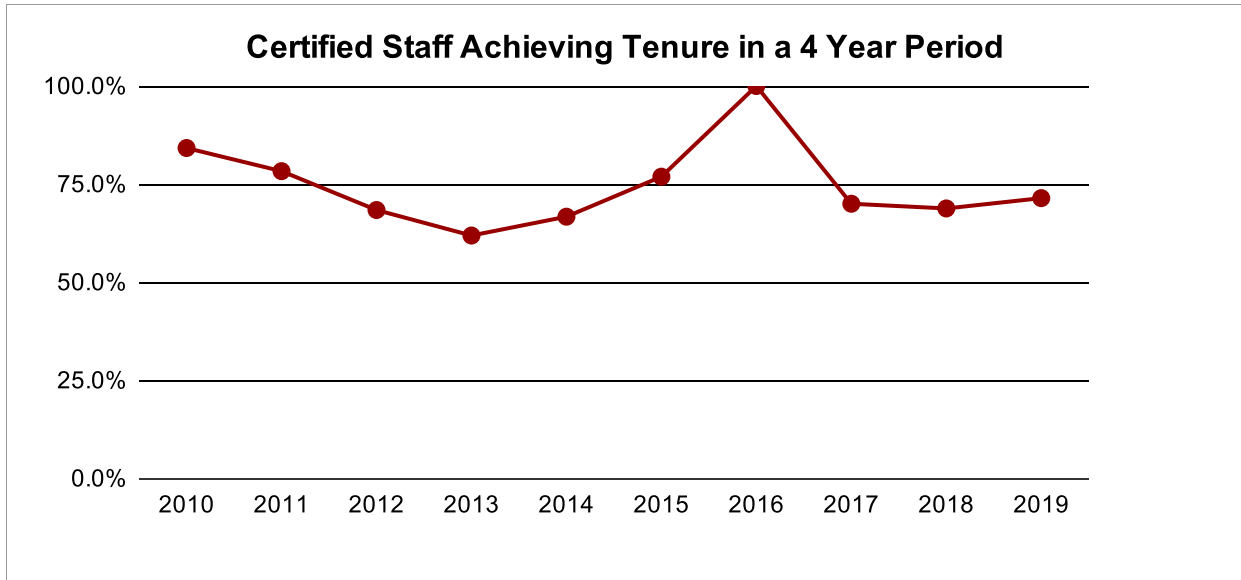


Fall SY	D225	State
2010	82.2%	57.4%
2011	89.9%	60.4%
2012	91.3%	61.7%
2013	91.5%	N/A*
2014	90.1%	N/A*
2015	87.4%	N/A*
2016	87.2%	N/A*
2017	87.0%	N/A*
2018	89.6%	N/A*
2019	91.2%	N/A*

*The state no longer reports this information.



Fall SY	Tenured	n	Non-Tenured	n
2010	72%	300	28%	116
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

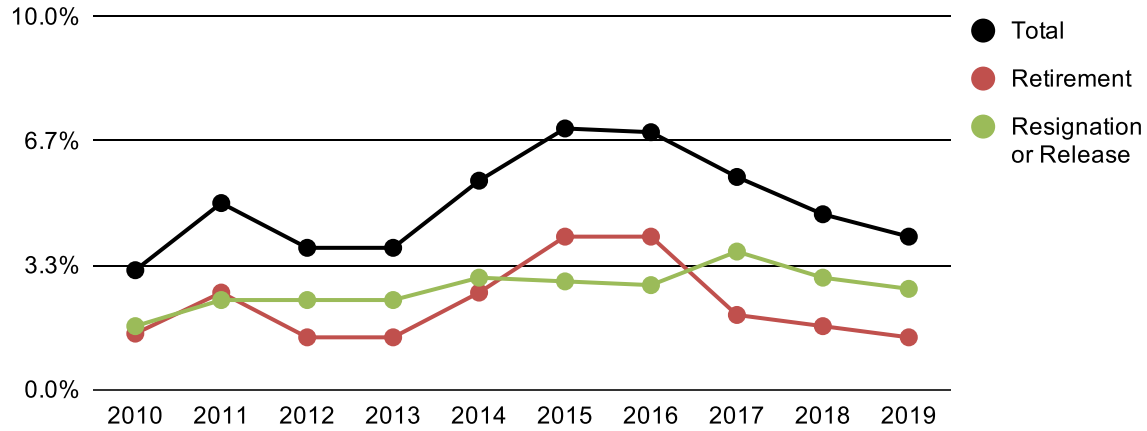


Spring SY	Achieved Tenure
2010	84.2%
2011	78.3%
2012	68.4%
2013	61.9%
2014	66.7%
2015	76.9%
2016	100.0%
2017	70.0%
2018	68.8%
2019	71.4%

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

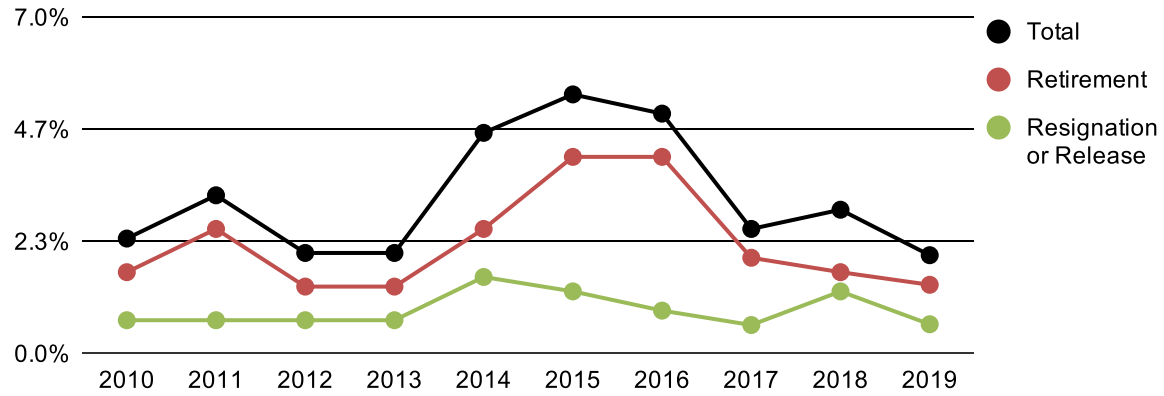
*Example: The percentage for 2019 reflects teachers hired in 2016.

Certified Staff Turnover By Reason

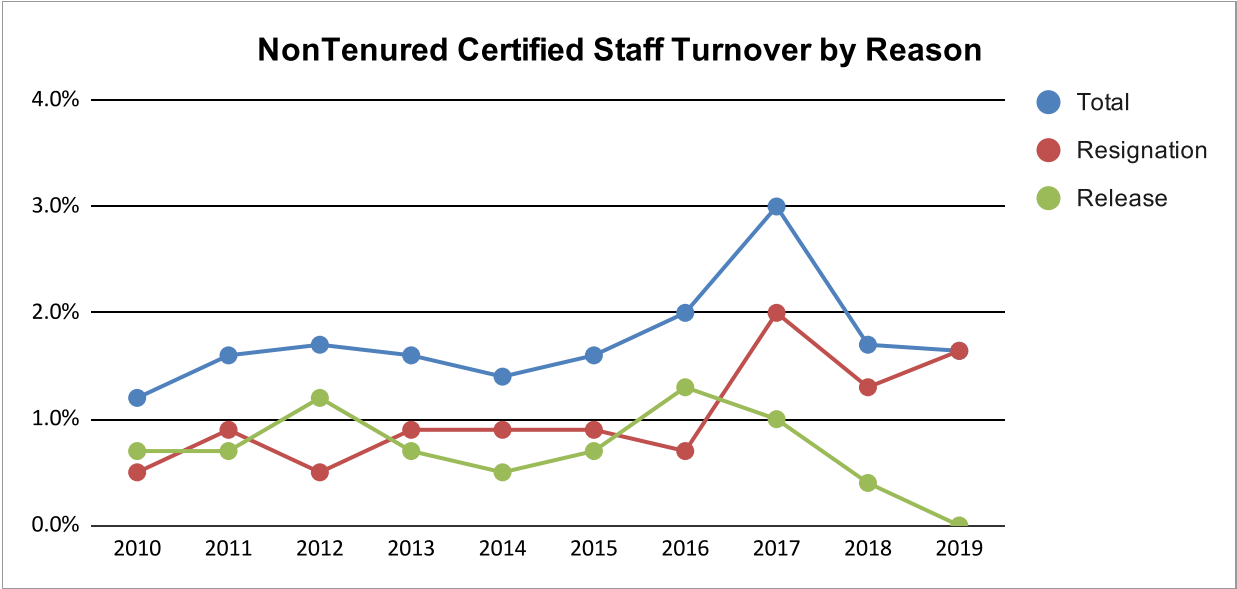


Fall SY	Total	n	Retirement	n	Resignation or Release	n
2010	3.2%	15	1.5%	7	1.7%	8
2011	5.0%	21	2.6%	11	2.4%	10
2012	3.8%	16	1.4%	6	2.4%	10
2013	3.8%	16	1.4%	6	2.4%	10
2014	5.6%	24	2.6%	11	3.0%	13
2015	7.0%	31	4.1%	18	2.9%	13
2016	6.9%	32	4.1%	19	2.8%	13
2017	5.7%	26	2.0%	9	3.7%	17
2018	4.7%	22	1.7%	8	3.0%	14
2019	4.1%	18	1.4%	7	2.7%	11

Tenured Certified Staff Turnover By Reason



Fall SY	Total	n	Resignation			
			Retirement	n	Release	n
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
2019	2.1%	10	1.4%	7	0.6%	3



Fall SY	Total n	Resignation n	Release n
2010	5	2	3
2011	7	4	3
2012	7	2	5
2013	7	4	3
2014	6	4	2
2015	7	4	3
2016	9	3	6
2017	14	9	5
2018	8	6	2
2019	8	8	0