



**COMMITTEE OF THE WHOLE MEETING OF THE BOARD OF EDUCATION  
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**

**Room 103-104  
100 South Brainard Avenue  
La Grange, Illinois 60525  
Monday, November 3, 2025 - 6:30 PM**

**AGENDA**

**I. CALL TO ORDER**

**II. PLEDGE OF ALLEGIANCE**

**III. PUBLIC PARTICIPATION**

**IV. FINANCE**

- A. Future Facilities Funding Discussion: Willow Springs Property
- B. Updated 10-Year Life Safety Survey (2025)

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**V. CURRICULUM & INSTRUCTION**

- A. Strategic Plan Goal One Update
- B. 2024-2025 Standardized Assessment Report
- C. 2024-25 Advanced Placement Report
- D. 2025 Illinois School Report Card
- E. 2025 Equity Journey Continuum Presentation

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**VI. BOARD DISCUSSION: ENHANCING CONNECTIONS WITH THE LTHS COMMUNITY**

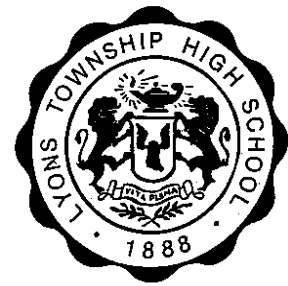
**VII. PUBLIC PARTICIPATION**

**VIII. ADJOURNMENT**

BY ORDER OF  
TIM ALBORES  
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204  
100 SOUTH BRAINARD AVENUE  
LA GRANGE, IL 60525

# LYONS TOWNSHIP HIGH SCHOOL

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Brian Stachacz  
Director of Business Services

## Memorandum

**To:** Dr. Brian Waterman, Board of Education  
**From:** Brian Stachacz  
**Date:** 10/29/2025  
**Re:** Updated 10-Year Life Safety Survey

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Attached to this memo is a copy of the District's updated 10-Year Life Safety Survey. School Districts in Illinois are required to update their survey every 10 years which is completed by a licensed architect. This survey is related to the condition of the buildings and itemizes violations by Illinois code, organizes them by location and includes an estimated cost to correct each violation.

In looking at the updated survey, there is a total estimated cost to correct the violations at South Campus and the Corral of \$780,625. The total estimated cost to correct the violations at North Campus and the Vaughan Building are \$1,485,300. The estimated total for all corrections is \$2,265,925.

Some of these violations can be corrected with District maintenance staff while others will require the use of contractors and will be part of future renovation projects.

Ed Wright from DLA Architects, whose team drafted the violations list, will attend the meeting to answer any questions that you may have.

After reviewing the list during the November 3<sup>rd</sup> Committee of the Whole Meeting, we will ask the Board to accept the list as presented during the November 17<sup>th</sup> regular meeting. After the Board officially accepts the violation list, a copy will be submitted to the Illinois State Board of Education.

**Recommendation:** For Information.

1. COUNTY CODE 016, Cook		2. DISTRICT CODE/NAME 2040, Lyons Twp HSD 204					3. FACILITY CODE/NAME Lyons Township High School North Campus							
Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action I.D.	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Estimated Cost	ISBE Adjustment	Estimated Completion Date	Funding Type
1	See Description for Room Location	185.370m6Biii	North: Door closer is in disrepair or missing and the door does not completely close on the frame. 12A (Double closet door); First Aid; 15; 20; Storage Rm Door (off of 15); Kitchen(Double door off of 15); 17; Storage (off of 26); Storage (Rm North of Exit 8); Classroom E; List & View; 44K; Conf. (In Library; C & C Conf. (In Library); AV Production (Both doors); Maintenance (West Wall); Stair Exit 1 (3 double doors); Middle door in corridor between 112 & Storage; 112 (Entrance door); 113 (All door but main entrance- 4); 116; 117; 118; 119; 120; 121; 122; 145 (South entrance door to hall); Women's J.C. (South of Exit 4); Switch Board (off of 145 Office); J.C. (across from 213); 222A; Closet in room 222A; 223; 224; 225; 226; 227; 229 (North door); 230; 236 (Double door); 237A 317A; 317B; 323; 324; 325; 326; 327; 329; 329A; 329S; 330; J.C (South of Exit 7); 334; Storage (In Office West of 337); 337; Control Room (Both doors- Above 236 & 237A); 338; 340; WC-301;	Adjust doors and closers or install new closers so that the door completely closes on the frame.	c	b.	Adjust doors and closers or install new closers so that the door completely closes on the frame.	Each	84	2	\$84,000.00		10/31/2029	O
2	See Description for Room Location	185.390g5Bii	North: Corridor walls required to be extended to the underside of the deck are not continuous above the ceiling. 033;	Extend walls to the underside of the deck and seal penetrations with firesafing. Provide UL rated selant at all penetrations	c	b.	Extend walls to the underside of the deck and seal penetrations with firesafing. Provide UL rated selant at all penetrations	Loc's	28	2	\$60,000.00		10/31/2029	O

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			035; 036; 037; Corridor (to 035); 037A; 212; JC (across from 213); 216; Corridor (outside WC 203); 218; 219; 220; 221; Closet at in corridor off 307; 318; 319;320; 321; 322; 329LS, 117, 118, 119, 120, 121, 122	through extended wall.			through extended wall.							
4	See Description for Room Location	Safety Glazing Act	North: Glass in display cases and borrowed lites do not have tempered glass. 06; 015; C&C Conf (inside library); Classroom E (in library); Classroom F (in library); List & View (in library); Corridor (outside 042); 044A; 105A; 105B; 105C; 108A; 108B; 110B; 110C; 110D; 110F; 118 (Outside room in corridor); 130; 130A; Classroom A (Outside corridor wall); 144 (Classroom A, Classroom B, Office, Conf. Room; Offices & South of stairs); 147 (outside room in corridor); 211; 212; 222A; 225; 230; 317A; 333; 337; 339; 340; 341, Theatre Control Room	Replace glazing with tempered glass.	c	c.	Replace glazing with tempered glass.	Each	45	2	\$31,500.00		10/31/2035	O
5	See Description for Room Location	185.390g4B	North: Door in rated partition does not meet the rating required. 017; Stair Exit 1 (First floor North double door); Stair Exit 8 (First Floor East side double door); Stair Exit 7 (First Floor East side double door); All corridor doors between 135 & 104-Exit 4 (4 double doors); 140 (2 double doors); 140A (Main entrance from corridor); 144 (East & West	Replace door and frame with required rated door and frame.	c	b.	Replace door and frame with required rated door and frame.	Each	32	2	\$160,000.00		10/31/2029	O

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			side main entrance door from corridor); 145 (both entrance doors from corridor); Switch Board (In 145); Stair Exit 3 (First Floor West 2 double doors); Corridor double door between 101 & WC-102); 101 (East & Northwest entrance doors)											
6	See Description for Room Location	185.370b4D	North: Damaged floor tile or lipped terrazzo threshold in the floor is creating a trip hazard. 017; Stair (in 017); Storage (next to 043B); 229; 230; 231; 232; 233; 234; 236; 237A; 237; 239; 240; 241; 242; 243; 244; 245; 247; 249; 250; 325; 328; 330; Exit 7 (3rd Floor); 331; 332; 333; 334; 335; 337; 338; 339; 340; 341; 342; 343; 344; 345; 346; 349; 350; 351	Remove threshold or replace damaged floor tile from floor.	c	a.	Remove threshold or replace damaged floor tile from floor.	Each	46	2	\$32,200.00		10/31/2025	O
7	See Description for Room Location	185.370b4D	North: Floor mounted magnetic door hold open or electrical box is present creating a trip hazard. All doors on lower level across from Stair Exit 3; 044K; Library; Stair Exit 4 (3rd Floor); Stair Exit 3 (2nd & 3rd Floor); Double door in corridor between 121 & 122; Double door in corridor between 131 & 144; 145 (South entrance door from corridor); Double door in corridor between 221 & 222A; 2 double doors in corridor South of 250; Double door in corridor between 242 & J.C; 2 Double Door in Exit 3; 251 (far West door in North wall); Double Door in Exit 9	Remove floor mounted device and relocate to the wall or overhead.	c	a.	Remove floor mounted device and relocate to the wall or overhead.	Each	39	2	\$58,500.00		10/31/2025	O

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			(Third Floor); Double Door in corridor (Between 321 & 322); 2 double doors South of 351											
10	See Description for Room Location	185.370c12A, 185.370c12B	North: Handrails at stairs and ramps are not secure or are missing. 010B, Storage (next to Rm. 032), Maintenance (next to Stair Exit 6 lower level), 213, 236, 308, 310, 313, 315, Stair Exit 1 (3rd Floor), Stair Exit 2 (Lower level & 2nd Floor)	Resecure handrail to the wall or install new handrail.	c	b.	Resecure handrail to the wall or install new handrail.	Each	11	2	\$22,000.00		10/31/2029	O
12	See Description for Room Location	175.275a	North: Walls in rated partitions and walls do not continue to the deck or have penetrations and compromise the required rating. JC Stg 21 (adjacent to Stair Exit 2 2nd Floor); Elec Closet (adjacent to 208); Storage 236, Storage 236A, Storage 235	Extend walls to the underside of the deck and seal penetrations with firesafing. Provide UL rated sealant at all penetrations through extended wall.	c	b.	Extend walls to the underside of the deck and seal penetrations with firesafing. Provide UL rated sealant at all penetrations through extended wall.	Loc's	5	2	\$20,000.00		10/31/2029	O
16	17	185.370c10G	North: Existing treads and nosing are loose creating a tripping hazard	Replace loose nosing and treads.	c	a.	Replace loose nosing and treads.	Each	1	2	\$700.00		10/31/2035	O
17	Exit 4; Exit 6	185.380b2C	North: Existing gate can be closed to block off egress paths in the building.	Remove gates and install doors with panic hardware if security separation is needed.	c	b.	Remove gates and install doors with panic hardware if security separation is needed.	Each	2	2	\$0.00		10/31/2029	O
20	Roof	ISPC 890.1140 e) 1)	North: The existing non-freeze wall hydrant does not have protection of potable water system.	Replace existing wall hydrant and instal freeze proof sill cock.	c	b.	Replace existing wall hydrant and instal freeze proof sill cock.	Each	1	2	\$2,500.00		10/31/2029	O
22	Science 213, 215, 228, 229, 308, 309, 310, 313, 315, 308	ISPC 890.1130f	North: There is a science sink with a hose connection that does not have an integral vacuum breaker.	Replace Faucet with new that has an integral vacuum breaker	c	b.	Replace Faucet with new that has an integral vacuum breaker	Each	49	2	\$49,000.00		10/31/2029	O
23	Sick room toilets, mens, womens lobby toilets, Conf toilet, 102A, 102B, 235A, 246A	ISPC 890.1370a.4	North: Public toilet room does not have a floor drain. At least one floor drain shall be located in every restroom having a masonry or concrete floor	Saw Cut existing floor, replace piping and install floor drain.	c	c.	Saw Cut existing floor, replace piping and install floor drain.	Each	10	2	\$75,000.00		10/31/2035	O

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			except those for private use. This prevents waste water from contaminating adjacent areas.											
24	See Description for Room Location	ISPC 890.680e	North: Lavatories for publics use shall be provided with an automatic safety device to prevent water from being delivered above 110 deg. F and scalding the user. Sick room toilets, mens, womens lobby toilets, Conf toilet, 102A, 102B, 235A, toilet behind elevator, 246A, wc205, wc204	Install a single thermostatic mixing valve on each lavatory or a master mixing valve for the lavatories of large toilet rooms to maintain water temperatures of 110F.	c	c.	Install a single thermostatic mixing valve on each lavatory or a master mixing valve for the lavatories of large toilet rooms to maintain water temperatures of 110F.	Each	18	2	\$9,000.00		10/31/2035	O
32	Home Ec Lab 129	185.510, 175.610, NEC	North: There is a washer/dryer blocking the front of the required 3 foot clearance space in front of the panel.	Move washer/dryer to new location	c	b.	Move washer/dryer to new location	Each	1	2	\$500.00		10/31/2029	O
33	Corridor C-009	175.47	North: There is no manual fire alarm station at the exit door. A manual fire alarm station shall be located within 5'-0" of the exit passageway in accordance with NFPA 72	Install a new manual fire alarm pull station.	c	b.	Install a new manual fire alarm pull station.	Each	1	2	\$800.00		10/31/2029	O
35	Office 150H, Second floor Lecture corridor, Science Lab 245	185.395c2D, 175.460a1	North: Visual notification devices are required in common use areas such as classrooms and conference rooms.	Install visual notification device.	c	b.	Install visual notification device.	Each	4	2	\$3,200.00		10/31/2029	O
37	Science 228, 229, 313	NFPA 54	North: Science Lab does not have a readily available shut off valve to shut off all the gas jets in the lab	Install gas solenoid valve to shut off gas to the entire lab.	c	a.	Install gas solenoid valve to shut off gas to the entire lab.	Each	6	2	\$21,000.00		10/31/2025	O
38	Biology 229, Prep lab 228, Prep 309, 316A	185.46	North: Science labs and prep rooms do not have required exhaust systems	Install exhaust ductwork and exhaust fans	c	b.	Install exhaust ductwork and exhaust fans	Each	9	2	\$54,000.00		10/31/2029	O
39	See Description for Room Location	185.370m6Biii	Vaughn: Door closer is in disrepair or missing and the door does not completely close on the frame. Mech Rm. Near Exit 11; Stor. Near Exit 11; 71 east wall; 71B; 71A;	Adjust doors and closers or install new closers so that the door completely closes on the frame.	c	b.	Adjust doors and closers or install new closers so that the door completely closes on the frame.	Each	23	2	\$23,000.00		10/31/2029	O

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			Stor. near 71; J.C. near 70; Northern Door on East Wall of 75; Stor North of 80; Middle Right Southern Door in 100; Right 2 Northern Doors in 100; First Door East of 100; (2) Doors in 103; Between 171 & 101; Between 172 & Stor.; East Door of 170; Mech Rm. near S-2; Dble Doors to East Office from Weight Rm; Dbl Doors East Office near Weight Room;											
43	See Description for Room Location	Safety Glazing Act	Vaughn: Glass in display cases and borrowed lites do not have tempered glass. 71 Dark Rm; Outside East Wall 75D; South Wall of Corridor Near 173; 102; Vestibule near S- 2; 174 Computer Rm.; 175 Near Office; Office near 176; (2) Outside 183; Outside West Wall of 185; Dir. Office in 185; Between 379 & 378	Replace glazing with tempered glass.	c	c.	Replace glazing with tempered glass.	Each	12	2	\$8,400.00		10/31/2035	O
44	See Description for Room Location	185.390g4B	Vaughn: Door in rated partition does not meet the rating required. 71B; 71A; Stor. North of 80; First Door East of 100; Women's Faculty Locker Rm; (2) Doors 171; (2) Doors 172; Between 102 & S-1; Between 170 & 101; (2) Dbl Doors on East Wall of Weight Room; Southern Door in West Office of Weight Room; Dbl Doors on South Wall of 174; Dbl Doors Spray Rm; Dbl Doors in Storage East of 175; Dbl Door 175 to Corridor; Men's near 175; Classroom near 176; Storage near	Replace door and frame with required rated door and frame.	c	b.	Replace door and frame with required rated door and frame.	Each	30	2	\$150,000.00		10/31/2029	O

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			176; Tool Storage; Dbl Door 176 to Corridor; 175 to Office											
48	(2 Middle) East Corridor Doors next to Elev. 1; Dbl Doors in Corridor Inbetween 73 &74	185.370b4D	Vaughn: Floor mounted magnetic door hold open or electrical box is present creating a trip hazard.	Remove floor mounted device and relocate to the wall or overhead.	c	a.	Remove floor mounted device and relocate to the wall or overhead.	Each	4	2	\$6,000.00		10/31/2029	O
54	See Description for Room Location	175.260a, 175.260c, 175.260d	Vaughn: Door located in rated wall/partition does not meet the minimum rating requirements. East Door of S-2; 186; Equip Stor. North of 186; NE Stairs of 103 on East Wall; (18) Doors in Field House; 185 to Corridor; Northern Door of 184; 182; Northern Door of Wash Rm. Near 182; J.C. near 182; West Dbl Doors in N-S Corridor near 182; (2) Dbl Doors in SW Staircase of Pool; Southern Dbl Doors in South Office of Pool; (11) Pool; Northern Dbl Doors in SE Staircase of Pool	Replace door and frame with required rated door and frame.	c	b.	Replace door and frame with required rated door and frame.	Each	48	2	\$240,000.00		10/31/2029	O
56	Between Shower and NW Staircase of 1st Fl. Pool	175.21	Vaughn: Cracking is occurring on the inside of the masonry wall which may lead to eventual structural failure.	Repair/Replace damaged masonry to address potential structural failure.	c	b.	Repair/Replace damaged masonry to address potential structural failure.	Loc's	1	2	\$7,000.00		10/31/2029	O
57	Stor. In SW corner of Lower Gym South; East Wall on Stairs between Lower Gym North & South	175.275a	Vaughn: Walls in rated partitions and walls do not continue to the deck or have penetrations and compromise the required rating.	Extend walls to the underside of the deck and seal penetrations with firesafing. Provide UL rated sealant at all penetrations through extended wall.	c	b.	Extend walls to the underside of the deck and seal penetrations with firesafing. Provide UL rated sealant at all penetrations through extended wall.	Sf	2	2	\$9,000.00		10/31/2029	O
58	See Description for Room Location	175.21	Vaughn: Cracking is occurring on the inside of the masonry wall which may lead to eventual structural failure. 86, east wall of drying room; L.L. North Gym, east and west walls;	Repair/Replace damaged masonry to address potential structural failure.	c	b.	Repair/Replace damaged masonry to address potential structural failure.	Loc's	7	2	\$49,000.00		10/31/2029	O

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			East wall of garage in corridor; SW Corner of 176; 2 in Spray Room near 175; South Wall of Office near 175											
59	Storage near 176; 275 east door; 279 north door	175.285a, 175.290a	Vaughn: Doors do not latch completely to the frame where required to be automatic self closing.	Adjust/Replace doors, hardware and frames to allow door to latch completely.	c	b.	Adjust/Replace doors, hardware and frames to allow door to latch completely.	Each	5	2	\$5,000.00		10/31/2029	O
60	Dbl Doors in Stairs between Lower Gym North & South	175.410c	Vaughn: Floor mounted magnetic hold open device creates a tripping hazard that could impede egress.	Remove floor mounted device and relocate to the wall or overhead.	c	b.	Remove floor mounted device and relocate to the wall or overhead.	Each	2	2	\$3,000.00		10/31/2029	O
61	See Description for Room Location	175.410c	Vaughn: Storage or other objects are impeding the path of egress. Lower Gym South, Exit 29; Exit 28; Area Outside between Field House and Pool; North Gym #4 to East Staircase; East Pool Balcony on 2nd Fl.	Remove storage or objects from path of egress travel.	c	b.	Remove storage or objects from path of egress travel.	Each	0	1	\$0.00		10/31/2029	O
64	Landing Outside Vest. Of 103, Ramp near mech room 1	185.370m2E, 185 TableH	Vaughn: Landing does not meet the minimum depth requirements. Stair risers exceed maximum depth.	Relocate doors or create proper landing	c	a.	Relocate doors or create proper landing	Loc	1	2	\$20,000.00		10/31/2025	O
65	(5) in Field House	BOCA PM 304.16	Vaughn: Exit doors slam shut quickly, but does not latch on its own. This can be a danger to children in the doorway during operation.	Adjust or replace the existing door hardware to allow the door to self close and latch safely or remove and replace the door.	c	b.	Adjust or replace the existing door hardware to allow the door to self close and latch safely or remove and replace the door.	Each	5	2	\$5,000.00		10/31/2029	O
66	Lower and Upper Gyms north and south	185.360c2	Vaughn: The number of posted occupants exiting exceeds the maximum exit capacity.	Provide additional doors at exit stairs and reduce occupancy.	c	b.	Provide additional doors at exit stairs and reduce occupancy.	Each	4	2	\$40,000.00		10/31/2029	O
67	Women's Locker Room North	185.360c2, 185.360c3	Vaughn: Travel distance to the nearest fire exit exceeds the maximum allowable and the number of occupants exiting exceeds the maximum exit capacity.	Provide an additional door from the existing locker room and provide an additional set of fire doors and partitions or reduce occupancy.	c	b.	Provide an additional door from the existing locker room and provide an additional set of fire doors and partitions or reduce occupancy.	Each	1	2	\$6,000.00		10/31/2029	O
68	Field House	175.260a, 175.260c, 175.260d	Vaughn: Door located in rated	Replace door and frame with required rated	c	b.	Replace door and frame with required rated	Each	24	2	\$120,000.00		10/31/2029	O

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			wall/partition does not meet the minimum rating requirements.	door and frame or verify exstg is rated (Labels may be covered by roton hinges)			door and frame or verify exstg is rated (Labels may be covered by roton hinges)							
69	Field House	185.360c2, 185.360c3	Vaughn: Travel distance to the nearest fire exit exceeds the maximum allowable and the number of occupants exiting exceeds the maximum exit capacity.	install additional doors directly to the exterior of the building, an additional door to the corridor and install a set of fire doors and partitions or reduce occupancy.	c	b.	Install additional doors directly to the exterior of the building, an additional door to the corridor and install a set of fire doors and partitions or reduce occupancy.	Each	8	2	\$65,000.00		10/31/2029	O
70	Stairs east of Gym 103	(2000 edition)NFPA101 - 7.2.2.3.2	Vaughn: Stairs exit directly into an egress corridor without a landing.	Revise stairs and landing or enclose stairs.	c	b.	Revise stairs and landing or enclose stairs.	Loc	1	2	\$20,000.00		10/31/2029	O
71	Pool	(2000 edition)NFPA101 -12.2.11.1.4	Vaughn: Guard rails are not installed behind the bleacher seating creating a safety hazard.	Install guard rails	c	b.	Install guard rails	LF	200	2	\$15,000.00		10/31/2029	O
72	Auto Shop 176, Pool Equipment	ISPC 890.1130f	Vaughn: Hose Bibb does not have vacuum breakers to protect the potable water system from contamination.	Replace existing hose bib and install new hose bib	c	b.	Replace existing hose bib and install new hose bib	Each	3	2	\$7,500.00		10/31/2029	O
73	Coaches Locker	ISPC 890.1140 e) 1)	Vaughn: The existing non-freeze wall hydrant does not have protection of potable water system.	Replace existing wall hydrant and install freeze proof sill cock.	c	b.	Replace existing wall hydrant and install freeze proof sill cock.	Each	1	2	\$2,500.00		10/31/2029	O
86	Broadcast, Press, Elec	185.510, 175.610, NEC	Vaughn: There is storage and/or equipment blocking the code required clearance of electrical panels. Electrical panels require minimum 3 feet of clearance for 208V equipment.	There is storage and/or equipment blocking the code required clearance of electrical panels. Electrical panels require minimum 3 feet of clearance for 208V equipment.	c	b.	There is storage and/or equipment blocking the code required clearance of electrical panels. Electrical panels require minimum 3 feet of clearance for 208V equipment.	Each	3	2	\$0.00		10/31/2029	O

Violation / Work Item Listing

1. COUNTY CODE 016, Cook			2. DISTRICT CODE/NAME 2040, Lyons Twp HSD 204				3. FACILITY CODE/NAME Lyons Township High School South Campus							
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1	See Description for Room Location	185.370m6Biii	Door closer is in disrepair or missing and the door does not completely close on the frame. South: B106 entry door; C113; D109 (Lounge); D109A; D127A (North door); Receiving (door south of office); MR1E1; CR1G1; West Stage Doors; S.H104 (East of H104); Door South of room CR1H1; CR1H1; S.H111 (North door); C210; C211; C212; C214; C216	Adjust doors and closers or install new closers so that the door completely closes on the frame.	c	b.	Adjust doors and closers or install new closers so that the door completely closes on the frame.	Each	19	2	\$19,000.00		10/31/2029	O
2	See Description for Room Location	185.390g5Bii	Corridor walls required to be extended to the underside of the deck are not continuous above the ceiling. South: A103 (At both entrance doors); A106 (South Wall); B101; Discovery Center (all 3); B103; B105; B107; B109-B117; B119; C110; C111; C113; C114; C115; C116; C119; C120; C121; Receiving (between storage & office); D126; E107-E115; B201- B217; B219; C205; C206; C207; C210; C211; C213; C214; C215; C216; C217; C219; C220; C221; C223	Extend walls to the underside of the deck and seal penetrations with firesafing. Provide UL rated selant at all penetrations through extended wall.	c	b.	Extend walls to the underside of the deck and seal penetrations with firesafing. Provide UL rated selant at all penetrations through extended wall.	Loc's	14	2	\$40,000.00		10/31/2029	O
3	Receiving (door south of office)	185.390g5C	South: Louver in door is located above the maximum allowable 24" AFF for a 30 minute rated door.	Remove door and install new with a louver below the 24" AFF max.	c	b.	Remove door and install new with a louver below the 24" AFF max.	Each	1	2	\$5,000.00		10/31/2029	O
4	NA	AHERA, 185.370b4D	NO LONGER REQUIRED/ITEM COMPLETE	NO LONGER REQUIRED/ITEM COMPLETE	b	c.	NO LONGER REQUIRED/ITEM COMPLETE	NA	0	2	\$0.00		10/31/2025	O
5	See Description for Room Location	Safety Glazing Act	Glass in display cases and borrowed lites do not have tempered glass. South: A105 Conference Rm (between A105A & A103B); A104A; A104E; A105; A105F; A105H; A106A; A106C; A106D; A108; B101C; B121; B122; B123; C132;	Replace glazing with tempered glass.	c	c.	Replace glazing with tempered glass.	Each	42	2	\$29,400.00		10/31/2029	O

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action I.D.	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Estimated Cost	ISBE Adjustment	Estimated Completion Date	Funding Type
			C134A; C134B; D120 (outside of room); D124 (outside of room); D126 (outside of room); E107-E112; Outside E115 (in hall); Cases between MR1H2 & H101; H103; Cases between H111 & H113											
6	B122D; C138; C139, D109 (Lounge); S.D127; E108; E112; E115; S.J110; B221D	NFPA 10	South: Fire extinguisher is missing/ not installed as required or set on the floor and not mounted on the wall.	Install new fire extinguisher.	c	b.	Install new fire extinguisher.	Each	10	2	\$3,000.00		10/31/2029	F
7	See Description for Room Location	185.370b4D	Object protruding through the floor or opening in the floor is creating a trip hazard. South: Discovery Center (all 3); B-Wing Hall between room B119/B121 & B122; D123; D124; B-Wing Hall between room B219/B221 & MR2B1/B222; Double doors between E115 & Stage; All double doors in hall between rooms H111 & H113	Remove object from floor or provide a cover plate.	c	a.	Remove object from floor or provide a cover plate.	Loc's	9	2	\$6,000.00		10/31/2025	O
8	See Description for Room Location	185.370b4D	Floor mounted magnetic door hold open is present creating a trip hazard. South: Double Doors in between 1A1 & A106; Double Doors (outside of CR1C1 down the ramp); Double doors between 1D8 & D107; Middle set of doors across from C207;	Remove floor mounted device and relocate to the wall or overhead.	c	a.	Remove floor mounted device and relocate to the wall or overhead.	Each	8	2	\$12,000.00		10/31/2025	O
9	Base of ramp at entrance 5.	185.370b4D	South: Damaged floor tile at base of ramp at entrance 5.	Replace damaged floor tile from floor.	c	b.	Replace damaged floor tile from floor.	Each	1	2	\$350.00		10/31/2025	O
10	D128 (West wall); S.G.4 (West wall)	185.390g4B	South: Walls in rated partitions and walls have penetrations that compromise the required rating.	Repair and fill all penetrations through the rated walls and partitions.	d	b.	Repair and fill all penetrations through the rated walls and partitions.	Each	2	2	\$1,500.00		10/31/2029	O
11	A102; D109 (Wood Shop); Corridor outside D124; D109A; D126C; D132; H121B; C230; C237; C238	185.390I	South: Areas of ceiling are displaying water damage. This condition suggests water infiltration which can promote mold growth and eventual structural failure of the roof.	Replace damaged ceiling materials and repair damaged/leaking roof.	c	b.	Replace damaged ceiling materials and repair damaged/leaking roof.	Each	10	2	\$12,000.00		10/31/2025	O
12	See Description	185.370m6Biii	Doors do not latch completely	Adjust/Replace door, hardware	c	b.	Adjust/Replace door, hardware	Each	2	2	\$156,000.00		10/31/2029	O

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action I.D.	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Estimated Cost	ISBE Adjustment	Estimated Completion Date	Funding Type
	for Room Location		to the frame. South: Receiving (Door south of office); Double door west side of stage (between rooms MR1H2 & S.STG); S.H113 (South door); Gym 4 (north wall doors, east); S.H116; C210 (North Door); C211; C212; C216; C237	and frames to allow door to latch completely.			and frames to allow door to latch completely.							
13	Gym 4, north exit.	185.370.b.4.B	South: Door closer is missing or in disrepair and does not close completely on the frame.	Adjust doors and closers or install new closers so that the door completely closes on the frame.	c	b.	Adjust doors and closers or install new closers so that the door completely closes on the frame.	Each	0	2	\$0.00		10/31/2029	O
14	See Description for Room Location	175.285a, 175.290a	Door closer is missing or in disrepair and does not close completely on the frame. South: C125; J103; J106; J108; J-C1; H121C; H121D; H130 (Entrance doors between S.H132 & 134/CR1H1); S.H132; CR1H1; H134 (West & South doors); H137; C237;	Adjust doors and closers or install new closers so that the door completely closes on the frame.	c	b.	Adjust doors and closers or install new closers so that the door completely closes on the frame.	Each	14	2	\$14,000.00		10/31/2029	O
15	B122 (By Storage Closet); B222 (By Storage Closet);	175.21	South: Cracking is occurring on the inside of the masonry wall which may lead to eventual structural failure.	Repair/Replace damaged masonry to address potential structural failure.	c	b.	Repair/Replace damaged masonry to address potential structural failure.	Loc's	2	2	\$15,000.00		10/31/2029	O
16	B121; B122D; B123; B126; B221A; B221D; B222; B223; B224; B226; J201; H119	175.275a	South: Walls in rated partitions and walls do not continue to the deck and compromise the required rating.	Extend walls to the underside of the deck and seal penetrations with firesafing. Provide UL rated sealant at all penetrations through extended wall.	c	b.	Extend walls to the underside of the deck and seal penetrations with firesafing. Provide UL rated sealant at all penetrations through extended wall.	Loc's	12	2	\$45,000.00		10/31/2029	O
17	J103; J104; J108; H126 (Entrance door); S.H136	175.285a, 175.290a	South: Doors do not latch completely to the frame where required to be automatic self closing.	Adjust/Replace door, hardware and frames to allow door to latch completely.	c	b.	Adjust/Replace door, hardware and frames to allow door to latch completely.	Each	5	2	\$5,000.00		10/31/2029	O
18	C128 (2), C127	185.390g4B, 185.370m6Biii	South: Colling door in rated space is not rated or self closing on a fusible link.	Replace door with a rated door and provide a fusible link	c	b.	Replace door with a rated door and provide a fusible link	Each	3	2	\$21,000.00		10/31/2029	O
19	C.226; C232;	175.285a, 175.290a	South: Doors do not latch completely to the frame where required to be automatic self closing.	Adjust/Replace door, hardware and frames to allow door to latch completely.	c	b.	Adjust/Replace door, hardware and frames to allow door to latch completely.	Each	2	2	\$2,000.00		10/31/2029	O
20	H126	185.370m2E	South: Change in floor level inside the door swing.	Create a landing and extend the level change beyond the width of the door.	c	a.	Create a landing and extend the level change beyond the width of the door.	Loc	1	2	\$2,000.00		10/31/2025	O
21	Loading Dock Stairs, North side of main entry drive	BOCA PM 303.3	South: Exposed conduit is creating a tripping hazard.	Relocate conduit to appropriate height or out of the way of egress.	c	b.	Relocate conduit to appropriate height or out of the way of egress.	Loc	1	2	\$1,500.00		10/31/2029	O

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22	Dean's Courtyard, Near pole vault,	BOCA PM 303.3	South: Uneven asphalt paving is creating a trip hazard.	Patch, level and repair asphalt paving.	c	b.	Patch, level and repair asphalt paving.	Sf	600	2	\$4,500.00		10/31/2029	O
23	Outside the center field fence at varsity baseball field.	175.410c	South: Cleanout covers are raised up creating a tripping hazard.	Lower cleanout covers below grade.	c	b.	Lower cleanout covers below grade.	Each	1	2	\$1,500.00		10/31/2029	O
24	Near the concessions building	BOCA PM 303.3	South: Heaving concrete vault is creating a tripping hazard.	Lower concrete vault or adjust surrounding paving.	c	b.	Lower concrete vault or adjust surrounding paving.	Sf	500	2	\$3,500.00		10/31/2029	O
25	North side of the varsity baseball field, B wing exit doors.	BOCA PM 304.13	South: Fence posts and guard rail posts are missing caps or coming up creating a safety hazard.	Cap and secure posts.	c	c.	Cap and secure posts.	Each	1	2	\$500.00		10/31/2035	O
26	Corridor near E114, H106, J-C1	185.380b2C	South: Existing gate can be closed to block off egress paths in the building.	Remove gates and install doors with panic hardware if security separation is needed.	c	b.	Remove gates and install doors with panic hardware if security separation is needed.	Each	3	2	\$0.00		10/31/2029	O
27	E-Wing, C-Wing and D-Wing	175.410f, 175.410b	South: Travel distance to the nearest fire exit exceeds the maximum allowable and the number of occupants exiting exceeds the maximum exit capacity	Install a new set of fire doors and partitions and add an extra exterior exit door	c	b.	Install a new set of fire doors and partitions and add an extra exterior exit door	Each	2	2	\$35,000.00		10/31/2029	O
28	GYMS 1, 2, 3 & 4	175.410f, 175.410d3Av	South: Travel distance to the nearest fire exit exceeds the maximum allowable and the number of occupants exiting exceeds the maximum exit capacity.	Install a new set of fire doors and partition, add an extra exit door from the gyms and an additional set of exterior exit doors, or reduce the occupancy of the gyms.	c	b.	Install a new set of fire doors and partition, add an extra exit door from the gyms and an additional set of exterior exit doors, or reduce the occupancy of the gyms.	Each	7	2	\$100,000.00		10/31/2029	O
29	Boiler Feed Pump Room, Mech MR1D1	ISPC 890.1130f	South: Service sink or mop basin does not have vacuum breakers to protect the potable water system from contamination.	Replace Service Sink Faucet with new that has an integral vacuum breaker	c	b.	Replace Service Sink Faucet with new that has an integral vacuum breaker	Each	2	2	\$3,000.00		10/31/2029	O
30	See Description for Room Location	ISPC 890.1140 e) 1)	The existing non-freeze wall hydrant does not have protection of potable water system. South: Art Ed D137, Reading Rm A109A, A104E, Library A109, Classroom B105, B113, D120, Discovery Center, Office E107A, 115A, E104, J105, J106, J-C1, MR105H, C110, C111, C121, H110, H116	Replace existing wall hydrant and instal freeze proof sill cock.	c	b.	Replace existing wall hydrant and instal freeze proof sill cock.	Each	20	2	\$50,000.00		10/31/2029	O
31	Nurse A104C	ISPC 890.800a+b	South: Emergency Eye Wash stations shall not be installed on a faucet to prevent contamination of the eye wash	Remove emergency eye wash and provide a new eye wash station provided with tempered potable water and a	c	b.	Remove emergency eye wash and provide a new eye wash station provided with tempered potable water and a	Each	1	2	\$5,000.00		10/31/2029	O

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			station and the eye.	trapped and vented receiver.			trapped and vented receiver.							
32	Training Room H121	ISPC 890.1130f	South: Ice Machine has been connected to the Domestic CW system with out a double check valve.	Remove and reconnect with a double check valve	c	b.	Remove and reconnect with a double check valve	Each	1	2	\$1,000.00		10/31/2029	O
33	Office J201X	ISPC 890.1130f	South: There is a science sink with a hose connection that does not have an integral vacuum breaker.	Replace Faucet with new that has an integral vacuum breaker	c	b.	Replace Faucet with new that has an integral vacuum breaker	Each	1	2	\$1,000.00		10/31/2029	O
34	Boiler Room	ISPC 890.1130g7	South: Closed water systems shall have properly sized thermal expansion tanks connected to the water heater to protect the water heater from excess pressure.	Add an expansion tank to the cold water inlet to each water heater.	c	b.	Add an expansion tank to the cold water inlet to each water heater.	Each	1	2	\$4,000.00		10/31/2029	O
35	Sick A104B, A104D	ISPC 890.1370a.4	South: Public toilet room does not have a floor drain. At least one floor drain shall be located in every restroom having a masonry or concrete floor except those for private use. This prevents waste water from contaminating adjacent areas.	Saw Cut existing floor, replace piping and Install floor drain.	c	c.	Saw Cut existing floor, replace piping and Install floor drain.	Each	2	2	\$15,000.00		10/31/2035	O
36	Sick A104B, A104D, 1H14, 1H15, 1H18, H116, 1H27, 1H20, 1H21, F104, F105, H124	ISPC 890.680e	South: Lavatories for publics use shall be provided with an automatic safety device to prevent water from being delivered above 110 deg. F and scalding the user.	Install Temperature Mixing Valve on the lavatory to maintain water temperatures of 110 deg. F.	c	c.	Install Temperature Mixing Valve on the lavatory to maintain water temperatures of 110 deg. F.	Each	30	2	\$15,000.00		10/31/2035	O
37	Office A104A,	185.457	South: This office/small group room does not have any ventilation. All spaces must be ventilated with natural ventilation or mechanical ventilation.	Rework adjoining ventilation system to provide ventilation to the space or add a separate system.	c	b.	Rework adjoining ventilation system to provide ventilation to the space or add a separate system.	Each	1	2	\$30,000.00		10/31/2029	O
38	Gymnastics Gym G.GYM, Second Floor Corridor near Mech MR2B1	175.480a	South: The illuminated exit sign is broken or no longer illuminated. Illuminated exit signs are required along the path of egress.	Install a new illuminated exit sign.	c	b.	Install a new illuminated exit sign.	Each	3	2	\$2,400.00		10/31/2029	O
39	Mech MR1H1	175.610c, NFPA 72	South: Pull station is blocked by storage preventing access to the pull station.	Remove obstructions in front of pull station	c	b.	Remove obstructions in front of pull station	Each	1	2	\$0.00		10/31/2029	O
40	See Description for Room Location	175.480a	Illuminated exit signs are required along the path of egress with directional arrows	Install a new illuminated exit sign.	c	b.	Install a new illuminated exit sign.	Each	32	2	\$14,400.00		10/31/2029	O

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			indicating the path of egress. South: Storage, Chiller Room G002, Vestibule, Corridor near Cust CR1A1, Corridor near G.T. 1C5, Corridor near OFC A107, Corridor near F.T 1A1, Corridor near OFC D126E, Corridor near Classroom D124, Shop D125, Receiving, Boiler Room G003, Corridor near Cust CR1D2, Vestibule near Conf Room D103, Corridor J-C1, Gym 1, Gym 4, Weight Room H136, Classroom H126											
41	Storage J211, Science Lab J103, Biology Lab J107, Science Lab J108, Science Lab J110	175.610, NEC	South: Receptacle does not have GFCI protection. Indoor receptacles located within 6 feet of a plumbing fixture must have GFCI protection.	Replace receptacle with GFCI type receptacle.	c	b.	Replace receptacle with GFCI type receptacle.	Each	23	2	\$2,300.00		10/31/2029	O
42	Classroom H102, Stg S.STG, Corridor near Mech MR1H2	175.610, NEC	South: Receptacle is broken, damaged, or not it is not operating.	Provide new receptacles, including GFCI receptacles when the receptacle is located within 6' of a plumbing fixture.	c	b.	Provide new receptacles, including GFCI receptacles when the receptacle is located within 6' of a plumbing fixture.	Each	4	2	\$400.00		10/31/2029	O
43	Discovery Centers	175.610, NEC	South: Floor mounted junction boxes are not suitable for use as a floor receptacle. Receptacles are damaged and present a shock hazard.	Remove the junction boxes and receptacles and replace them with approved floor mounted receptacles.	c	b.	Remove the junction boxes and receptacles and replace them with approved floor mounted receptacles.	Each	17	2	\$11,050.00		10/31/2029	O
44	Lounge D109, Maint Wood Shop D109, Corridor near Small Engines D123	175.480, NEC	South: Emergency lighting fixture is missing, broken, damaged or it is not illuminated. Emergency lighting shall be installed in corridors leading to an exit doorway.	Replace emergency lighting fixture with new fixture.	c	b.	Replace emergency lighting fixture with new fixture.	Each	3	2	\$1,500.00		10/31/2029	O
45	Storage S.D125, Stg S.H106, Dimmer Room C236, Mech MR1D1,	175.610, NEC	South: There is exposed wiring in the existing junction box. Per the NEC, live parts shall be guarded against accidental contact and physical damage.	Install a blank cover over the junction box.	c	b.	Install a blank cover over the junction box.	Each	6	2	\$300.00		10/31/2029	O
46	Corridor near Mech MR1A1	175.480a	South: Illuminated exit sign has directional arrows that point to a path that is not the path of	Install a new illuminated exit sign with arrows only pointing to the exterior door.	c	b.	Install a new illuminated exit sign with arrows only pointing to the exterior door.	Each	1	2	\$400.00		10/31/2029	O

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action I.D.	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Estimated Cost	ISBE Adjustment	Estimated Completion Date	Funding Type
			egress to the courtyard.											
47	Office D126A, Copy Room C120A, Corridor near STG E105, Classroom H126, Computer B202	175.460a1	South: A smoke detector is missing. Smoke detectors are required in specialty rooms not protected by an automatic sprinkler system.	Install a new smoke detector.	c	b.	Install a new smoke detector.	Each	6	2	\$6,000.00		10/31/2029	O
48	Corridor near W.T 1D8	175.610, NEC	South: Receptacle has been painted over and paint appears to have entered the receptacle. Receptacles are to be of foreign matter including paint.	Replace receptacle to match existing type.	c	b.	Replace receptacle to match existing type.	Each	1	2	\$100.00		10/31/2029	O
49	Mechanical Penthouse MR3C3, Boiler Room G003	175.610, NEC 110	South: Existing 480/277 Volt panelboard does not have proper 4 ft. working clearance in front of panel.	Relocate existing panelboard to a location where ductwork does not interfere with panel working clearance space.	c	b.	Relocate existing panelboard to a location where ductwork does not interfere with panel working clearance space.	Each	2	2	\$18,000.00		10/31/2029	O
51	Exterior Exit Doors #1; 2; 5; 7;	185.370m6Cii	Corral: Exterior Exit Doors, used frequently in both directions, are missing the required vision panels.	Install vision panel light-kits in each door.	c	b.	Install vision panel light-kits in each door.	Each	8	2	\$40,000.00		10/31/2029	O
55	Exterior Exit Door #1 and 5	185.370m6Ci	Corral: The bottom of hollow metal door/sidelight frame is rusting.	Replace deteriorated frame.	c	b.	Replace deteriorated frame.	Each	2	2	\$15,000.00		10/31/2029	O
57	Multi-Purpose Room	185.370b4C	Corral: Pendant lights reduce the headroom below the minimum height required by code.	Raise pendant light fixtures or replace light fixtures.	c	b.	Raise pendant light fixtures or replace light fixtures.	Each	1	1	\$0.00		10/31/2029	O
62	Corridor C-1 (North and South ends)	185.380c7B	Corral: On both ends of corridor ceiling drops below the minimum height required by code.	Raise portion of ceiling to minimum height.	c	b.	Raise portion of ceiling to minimum height.	Each	2	2	\$1,000.00		10/31/2029	O
63	Multi-Purpose Room	Safety Glazing Act [430 ILCS 60]	Corral: Display cases do not contain safety glass.	Replace all glazing with safety tempered glass.	c	b.	Replace all glazing with safety tempered glass.	Sf	40	2	\$1,600.00		10/31/2029	O
65	Corridor C-3 (South wall); Boy's Toilet T-1; Girl's Toilet T 2; Electrical Closet	185.390i	Corral: Masonry walls were found to have cracks, creating a potential structural instability.	Patch/repair wall.	c	b.	Patch/repair wall.	Each	4	2	\$5,000.00		10/31/2029	O
66	Custodial J-1; Electrical Closet; Kitchen 105; Storage S-1	185.390g4Biii	Corral: Walls have unsealed penetrations therefore the 1/2 hour fire resistance requirements are not met.	Seal all penetrations to meet required fire resistance.	c	b.	Seal all penetrations to meet required fire resistance.	Each	3	2	\$1,500.00		10/31/2029	O
67	Electrical Closet	185.390g4Biii	Corral: Top of wall is not sealed therefore the 1/2 hour fire resistance requirements are not met.	Seal all penetrations to meet required fire resistance.	c	b.	Seal all penetrations to meet required fire resistance.	Each	1	2	\$700.00		10/31/2029	O

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68	Corridor C-1 (next to Classroom 101)	THE BOCA BASIC PROPERTY MAINT CODE / 978P M 303.3	Corral: The acoustical ceiling tile is damaged.	Replace all damages ceiling tiles.	c	b.	Replace all damages ceiling tiles.	Sf	25	1	\$225.00		10/31/2029	O

Violation / Work Item Listing



## Lyons Township High School District 204 Board of Education Memorandum

**Date:** November 3, 2025  
**To:** Dr. Brian Waterman, Superintendent  
Members of the Board of Education  
**From:** Office of Curriculum and Instruction

**Subject:** Goal 1 – Assessment and Report Card Summary

The purpose of this memorandum is to provide an update on Goal One of the Strategic Plan. This update includes a summary of the Goal One scorecard, highlights key tasks and priorities associated with the goal, and emphasizes specific areas related to the district's ongoing efforts to support student growth and achievement at Lyons Township High School. Goal One focuses on ensuring all students grow and achieve through a guaranteed, viable, and rigorous curriculum; engaging and equitable learning experiences; and consistent assessment and feedback practices. Comprehensive information regarding all Five Strategic Plan goals is available on the [LTHS Strategic Plan Website](#).

### Summary of Findings

- **Standardized Assessments:** Students demonstrated strong college readiness and growth on the ACT suite, meeting or exceeding state proficiency levels in most areas. Mathematics remains a key area for improvement.
- **Advanced Placement and Dual Credit:** Record participation with 1,530 students taking 2,771 AP exams; 91% earned a score of 3 or higher. Dual credit enrollment continues to expand through partnerships with multiple colleges.
- **School Report Card:** The district received a Commendable designation with a 95.54% graduation rate. Academic proficiency rates were 72.48% in ELA, 62.39% in Math, and 67.56% in Science.
- **Equity Journey Continuum:** Results indicate moderate to minimal gaps in equity, reflecting continued progress toward equitable student outcomes.

Attached are the 2025 Standardized Assessment Report, 2025 Advanced Placement Report, and 2025 EOS AP Exam Report, for your reference and review.

### Recommendation

This report is presented for information and discussion. The Office of Curriculum and Instruction will continue to monitor Goal 1 metrics and action steps throughout the 2025–2026 school year.

**Prepared by:** Dr. Patrice Payne & Kristine Zieman



# 2025 Goal 1, Assessment, and Report Card Summary

November 2025

# Outcomes

- Share Goal 1 updates and future focus areas
- Review 2024 - 2025 Standardized Assessment data and Advanced Placement exam data
- Understand metrics on School Year 2025 School Report Card
- View placement on Equity Journey Continuum





# Goal 1 Update

# Goal 1: Student Growth and Achievement

Provide a comprehensive, innovative education for every student to ensure all students grow and achieve

Deliver a guaranteed, viable, and rigorous curriculum for all students.

Provide engaging and equitable instructional learning experiences for all students aligned to the district's vision.

Bring consistencies to assessments and feedback processes supported by research and student/staff voice.

# Goal 1 Scorecard Metrics

Goal Metric	Summary	Baseline (2021-2022)	Current (2024-2025)	Life of Plan Target
Graduation Rate	Reports the percentage of students meeting graduation requirements in four years.	95.1%	95.3%	99.0%
AP/Dual Credit Participation	Reports the percentage of 9-12 students participating in Advanced Placement and/or Dual Credit Coursework.	49.8%	72.3%	75.0%
<i>SAT Performance in English Language Arts</i>	<i>Reports the percentage of grade 11 students with a minimum SAT EBRW score of 540.</i>	<i>49.4%</i>	<i>N/A</i>	<i>N/A</i>
ACT Performance in English Language Arts	Reports the percentage of grade 11 students with a minimum ACT ELA score of 18.	N/A	62.8%	80.0%
<i>SAT Performance in Mathematics</i>	<i>Reports the percentage of grade 11 students with a minimum SAT mathematics score of 540.</i>	<i>53.1%</i>	<i>N/A</i>	<i>N/A</i>
ACT Performance in Mathematics	Reports the percentage of grade 11 students with a minimum ACT mathematics score of 19.	N/A	55.2%	70.0%
Grade Point Average	Reports the percentage of grade 9-12 students with a cumulative Grade Point Average of 2.8 or higher on a 4.0 scale, which assesses whether the student meets the objectives and expectations.	78.3%	79.5%	85.0%

# Goal 1 Scorecard Metrics

Goal Metric	Summary	Baseline (2021-2022)	Current (2024-2025)	Life of Plan Target
<i>Eliminating the Achievement Gap - SAT ELA</i>	<i>Reports the percentage of 11th grade students in under supported groups who are proficient on the ELA section of the SAT and compares to the percentage of proficient 11th grade students in traditionally supported groups.</i>	32.1%	N/A	N/A
Eliminating the Achievement Gap - ACT ELA	Reports the percentage of 11th grade students in under supported groups who are proficient on the ELA section of the ACT and compares to the percentage of proficient 11th grade students in traditionally supported groups.	N/A	28.3%	19.0%
<i>Eliminating the Achievement Gap - SAT Math</i>	<i>Reports the percentage of 11th grade students in under supported groups who are proficient on the Math section of the SAT and compares to the percentage of proficient 11th grade students in traditionally supported groups.</i>	35.2%	N/A	N/A
Eliminating the Achievement Gap - ACT Math	Reports the percentage of 11th grade students in under supported groups who are proficient on the Math section of the ACT and compares to the percentage of proficient 11th grade students in traditionally supported groups.	N/A	33.8%	29.0%
Eliminating the Opportunity Gap	Reports the percentage of students in under-supported groups enrolled in AP and/or Dual Credit courses their Junior and Senior year and compares to the percentage of students enrolled in AP and/or Dual Credit courses from traditionally supported groups.	22.1%	12.5%	8.0%



# Standardized Assessment Report

# Assessment Participation

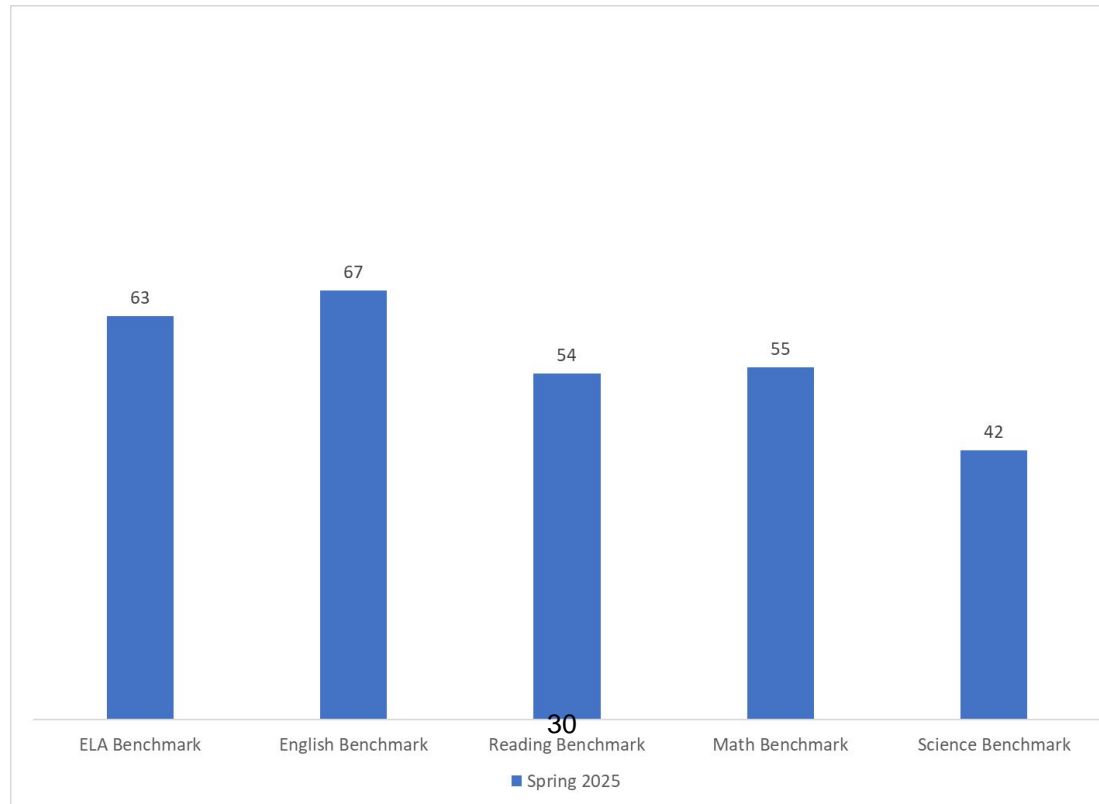
- English Language Arts - 99.1%
- Mathematics - 98.6%
- Science - 98.5%



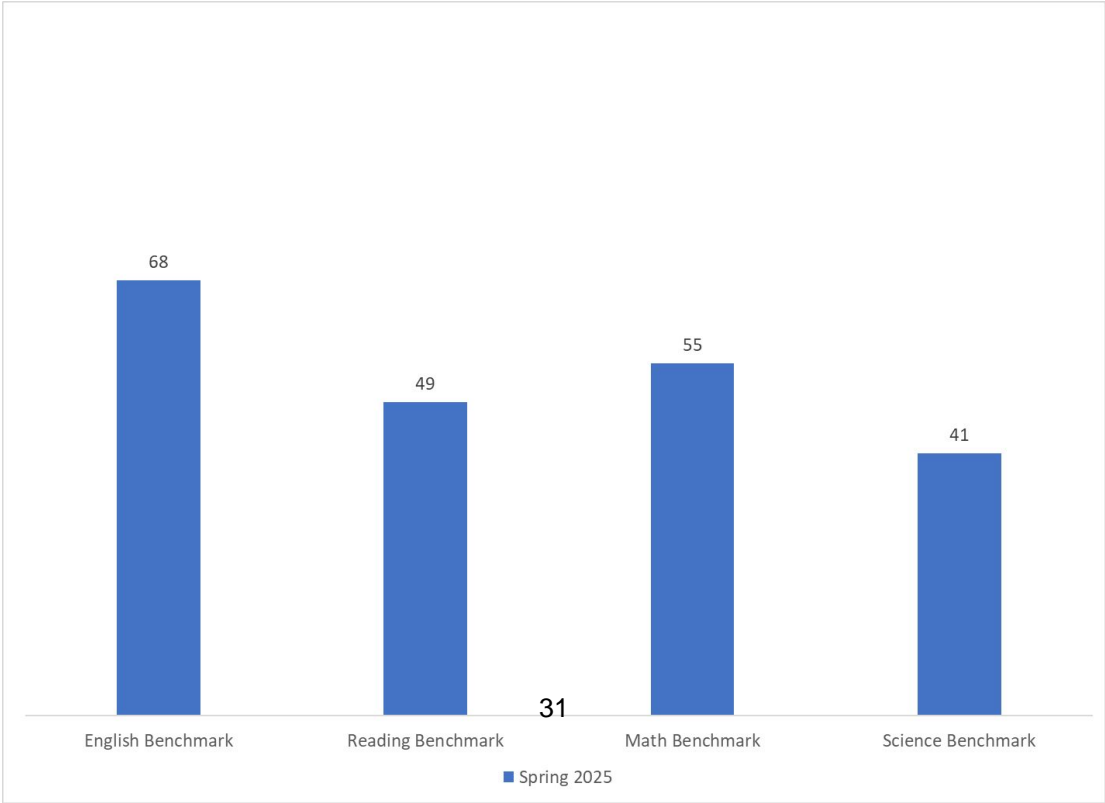


# ACT Assessments

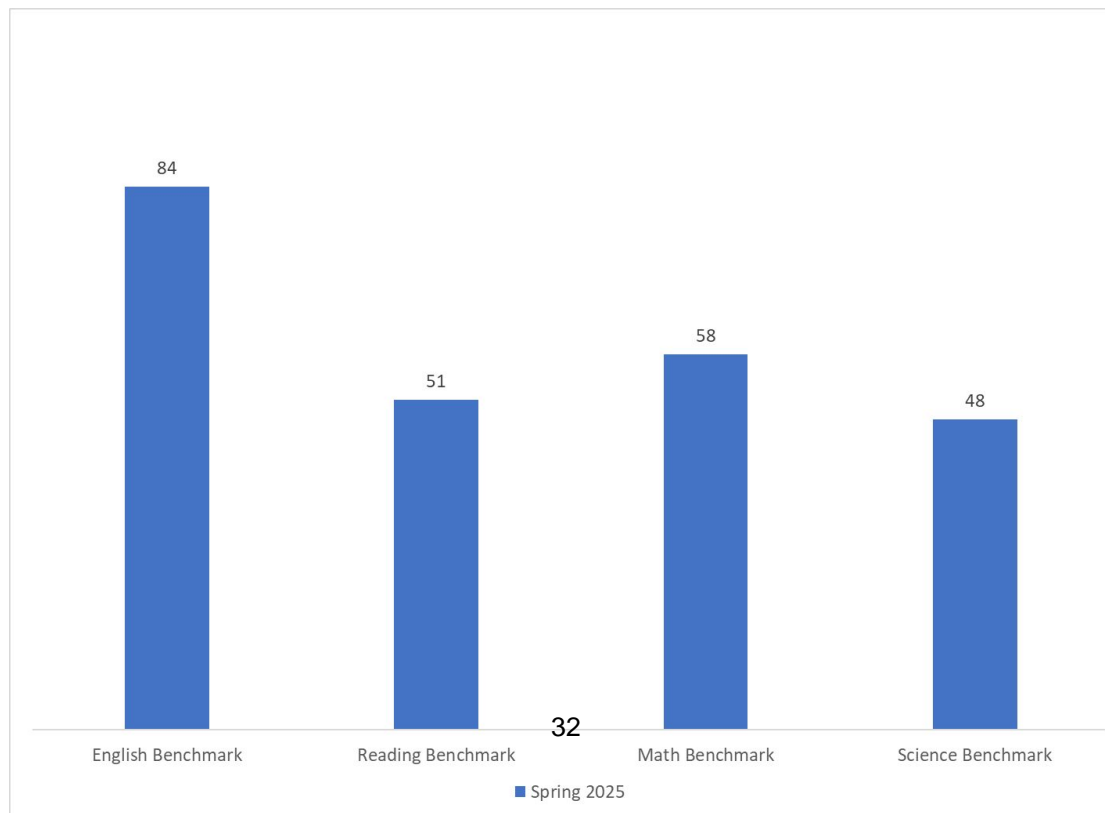
# Spring 2025 ACT College Readiness Benchmarks



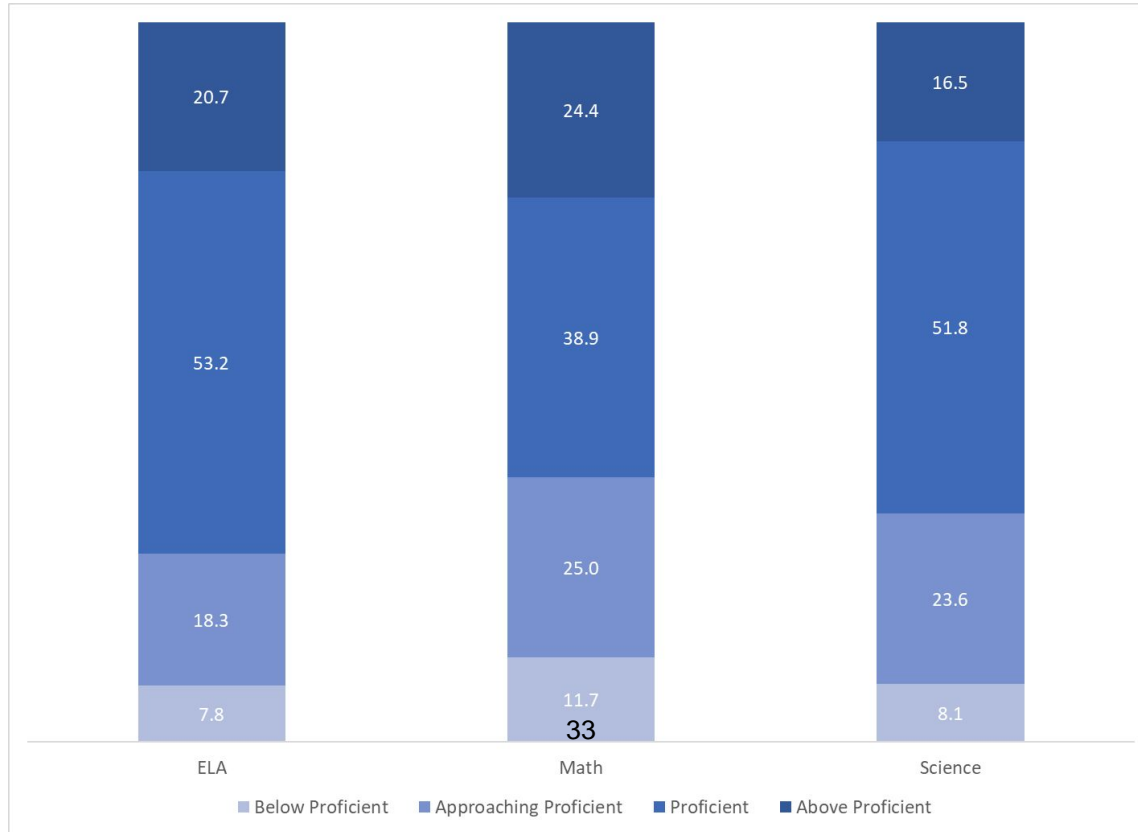
# Spring 2025 PreACT (10) College Readiness Benchmarks



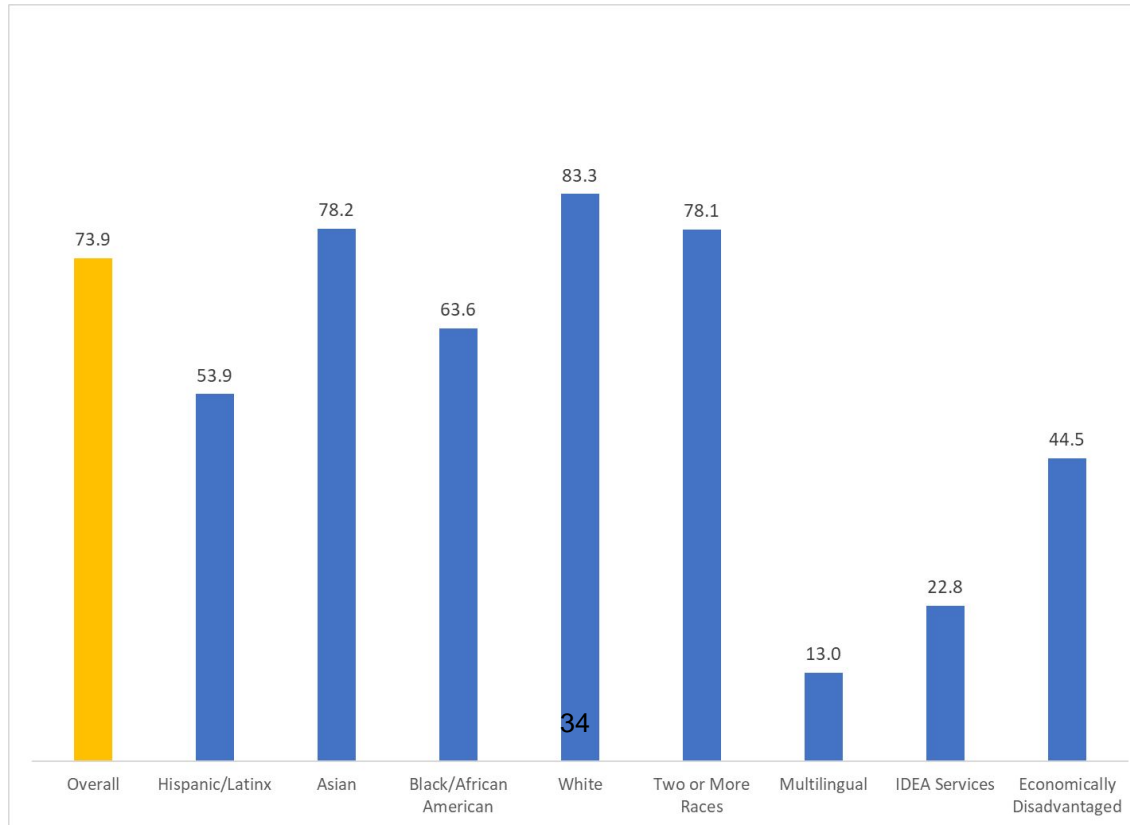
# Spring 2025 PreACT 9 College Readiness Benchmarks



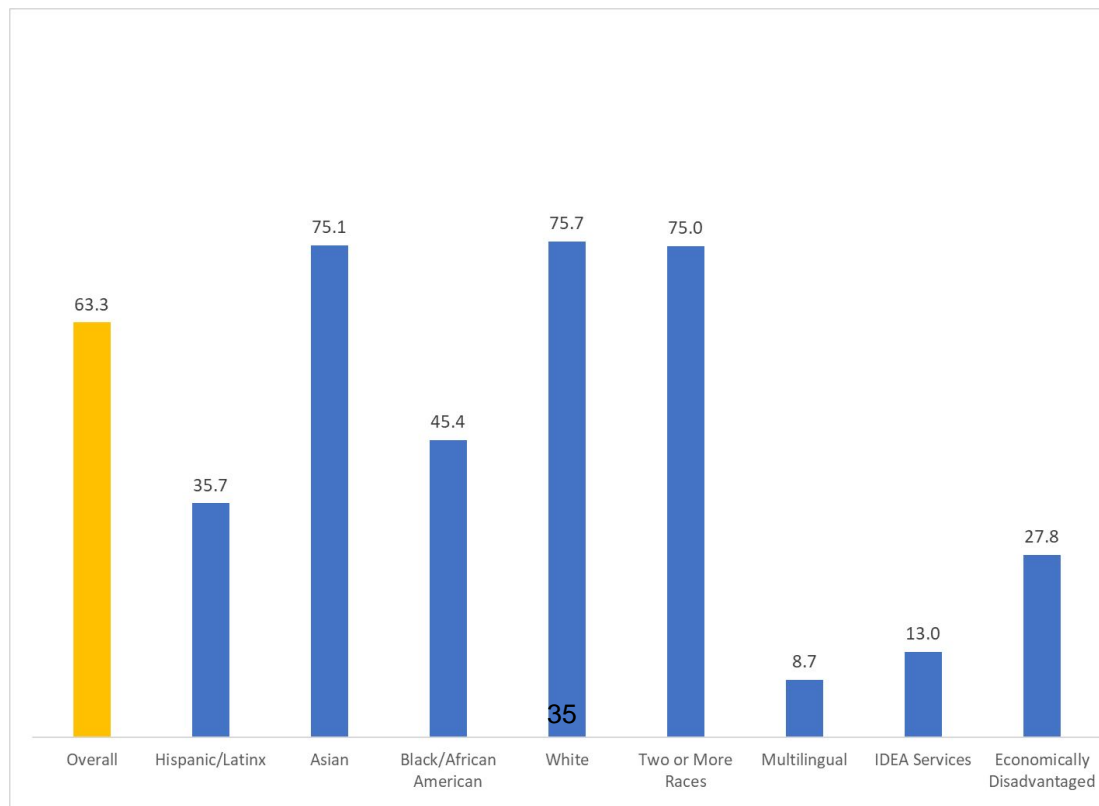
# Spring 2025 ACT Illinois Performance Levels



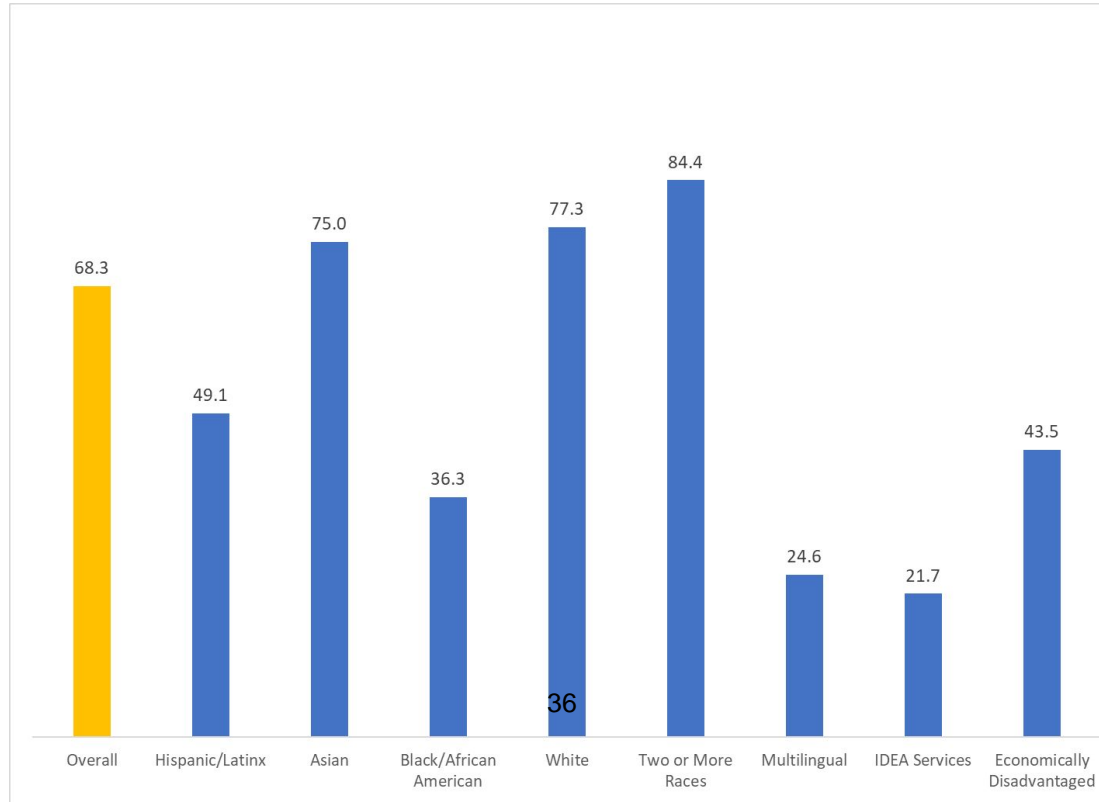
# Spring 2025 ACT Illinois Proficiency Levels - ELA



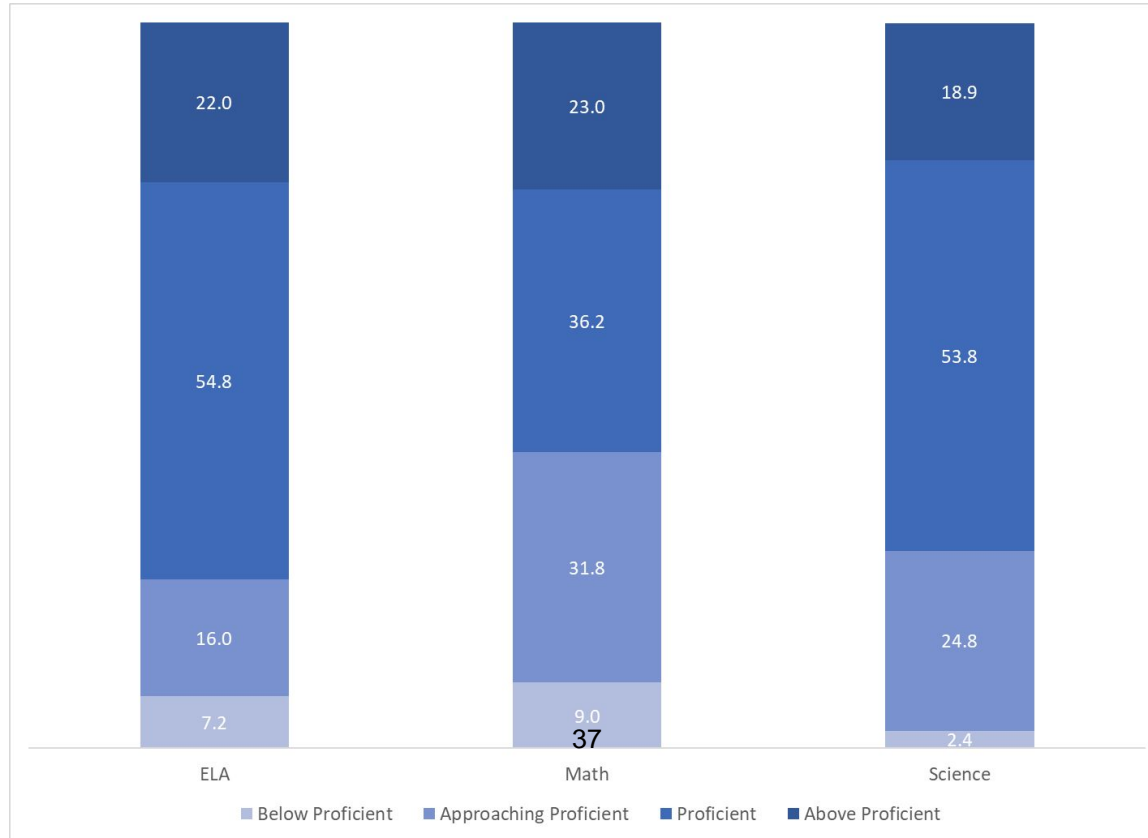
# Spring 2025 ACT Illinois Proficiency Levels - Math



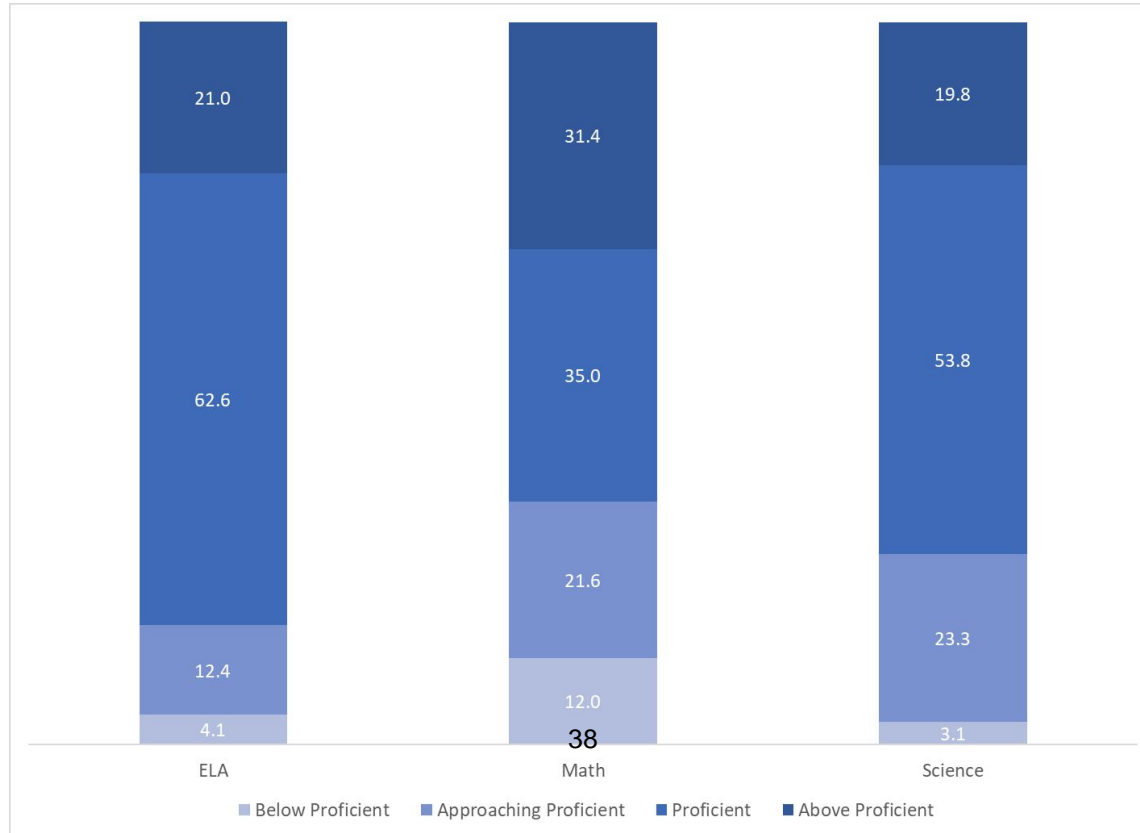
# Spring 2025 ACT Illinois Proficiency Levels - Science



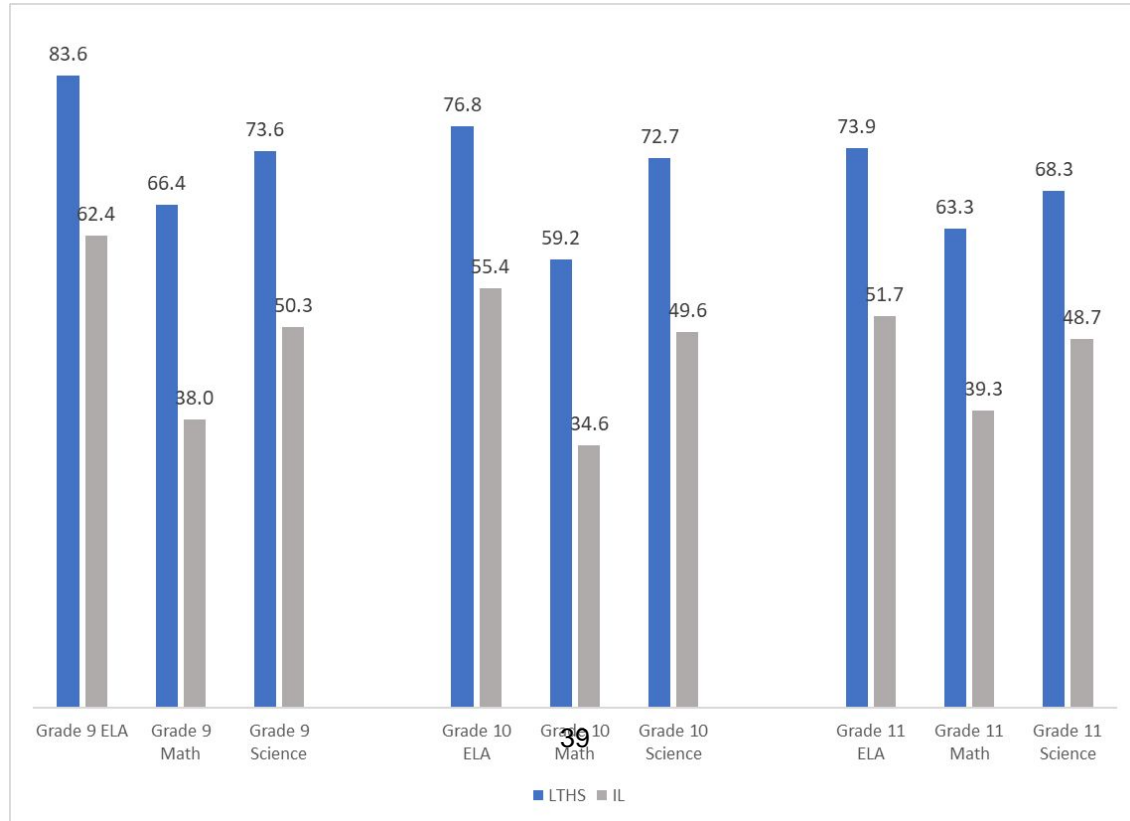
# Spring 2025 PreACT (10) Illinois Performance Levels



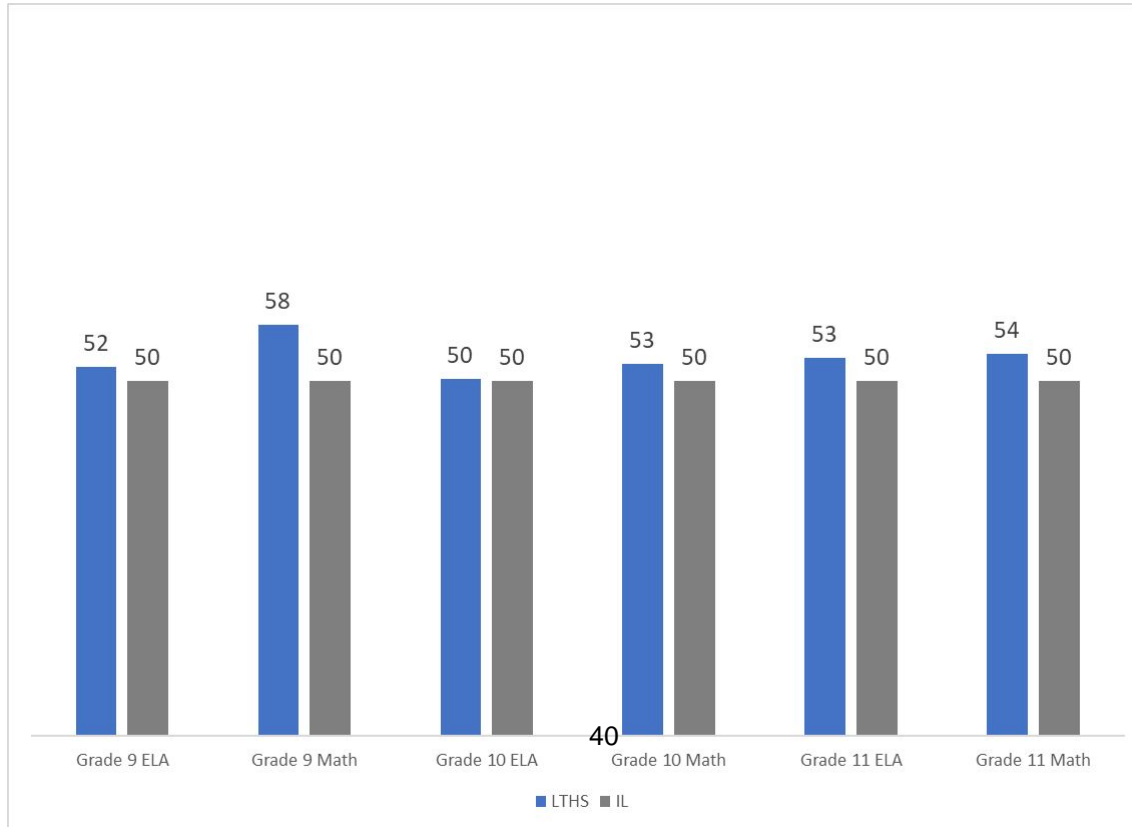
# Spring 2025 PreACT 9 Illinois Performance Levels



# Spring 2025 ACT Assessments Compared to Illinois



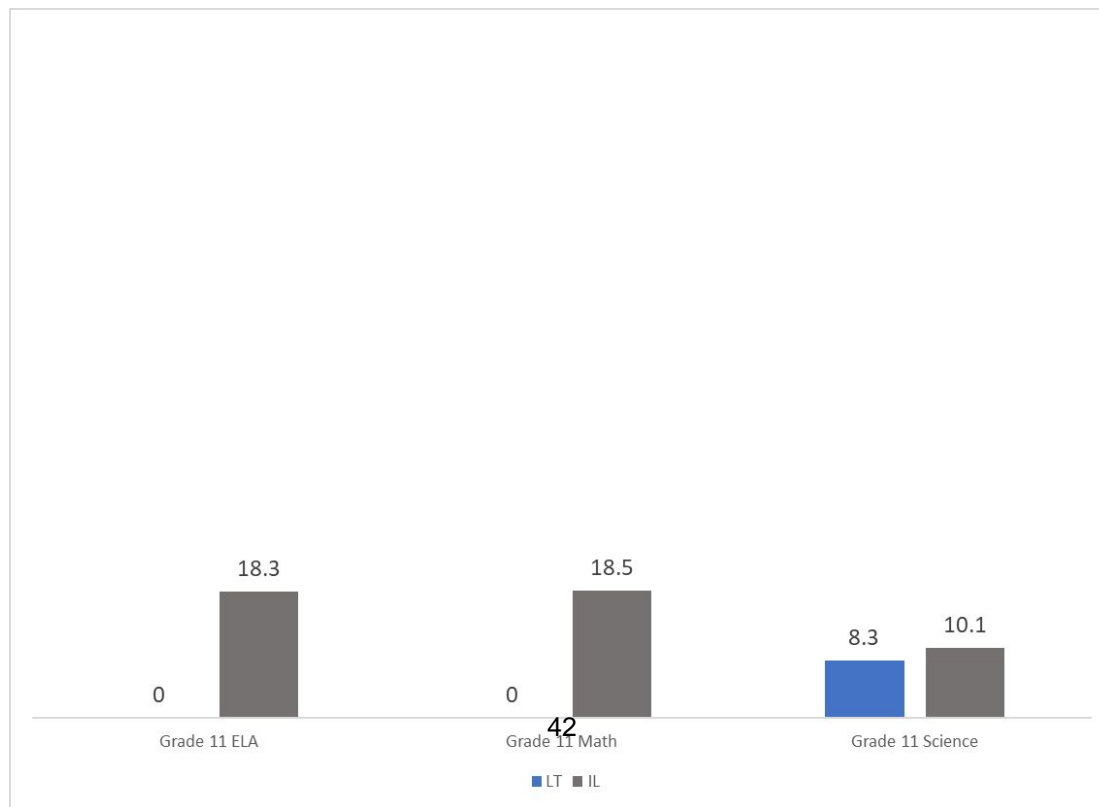
# Spring 2025 Average Growth Percentiles - ACT





# DLM – AA

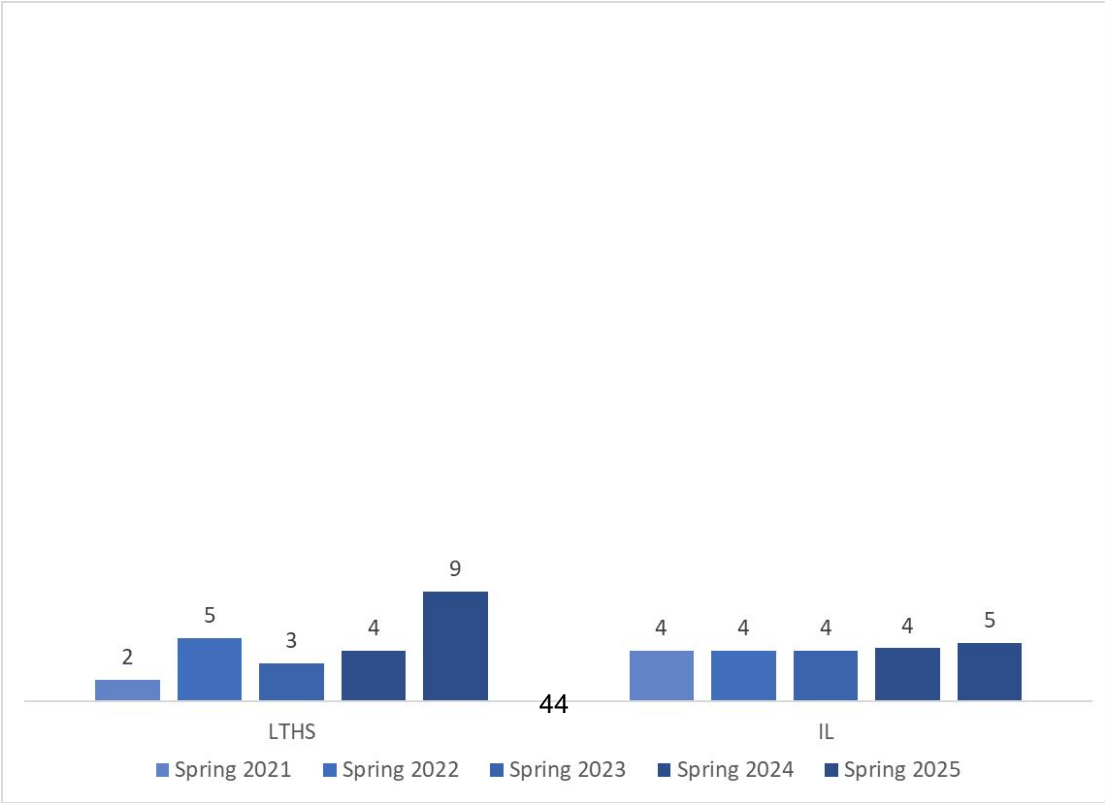
# Spring 2025 DLM-AA Compared to Illinois



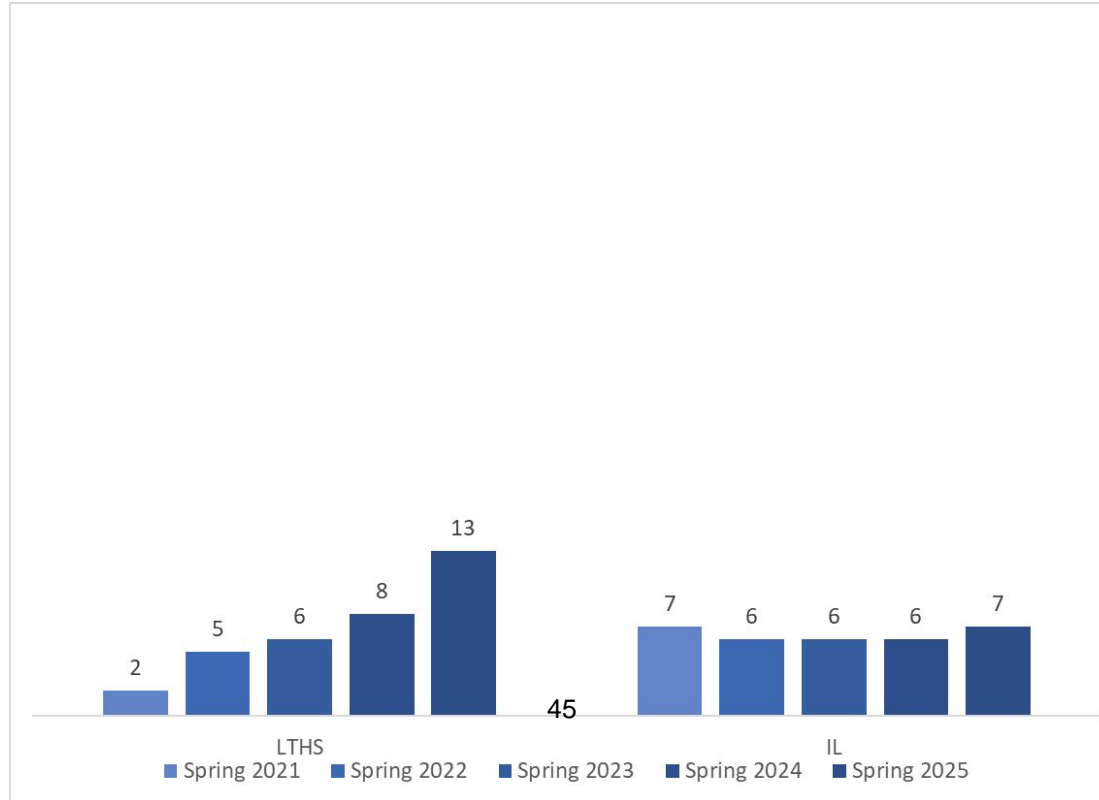


# ACCESS for English Language Learners

# Spring 2025 ACCESS for ELLs Compared to Illinois



# Spring 2025 ML/EL Exit Rate Compared to Illinois



# Standardized Assessment Key Takeaways

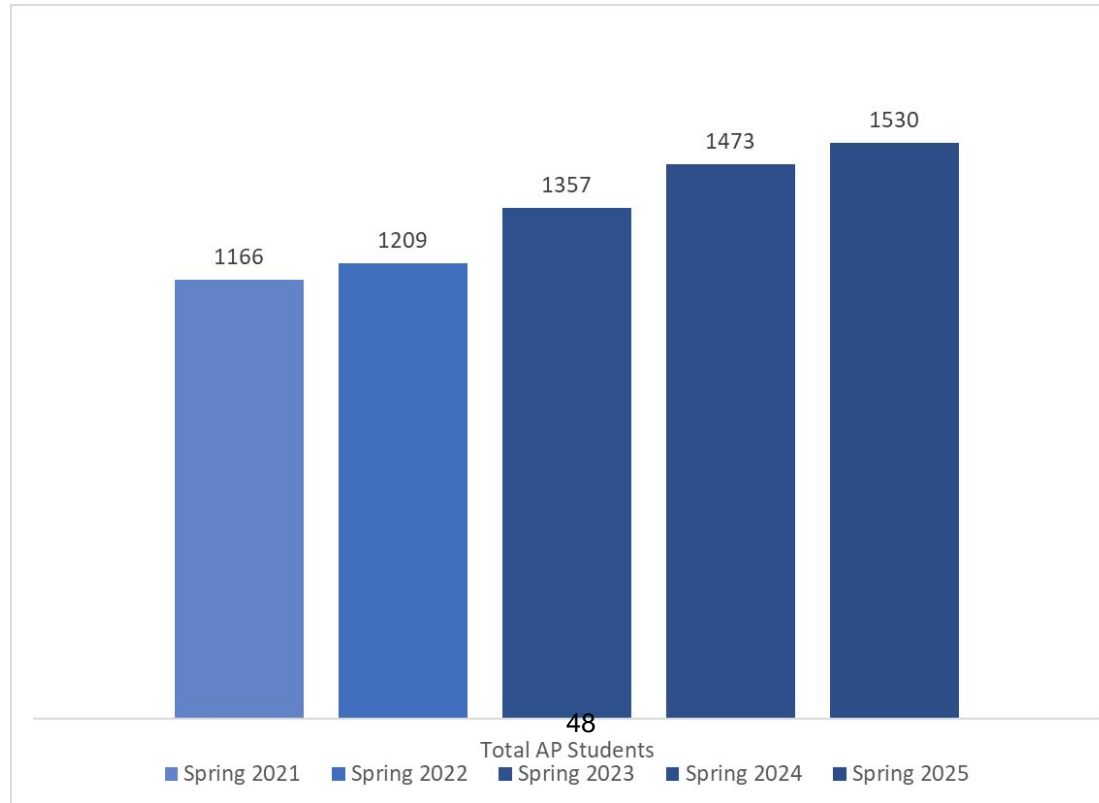
- **Baseline Performance:** In our first year administering the ACT assessment series, students demonstrated solid college readiness.
- **Above-Average Student Growth:** Our average Student Growth Percentiles meet or exceed state benchmarks across all subjects on the ACT series of assessments.
- **Consistent State Outperformance:** District students meet or exceed Illinois state proficiency rates on the ACT series and ACCESS for ELLs.
- **Mathematics Focus Area:** Mathematics represents our primary opportunity for improvement.
- **Achievement Gap Priority:** Performance disparities exist across demographic groups requiring continued equity-focused interventions.



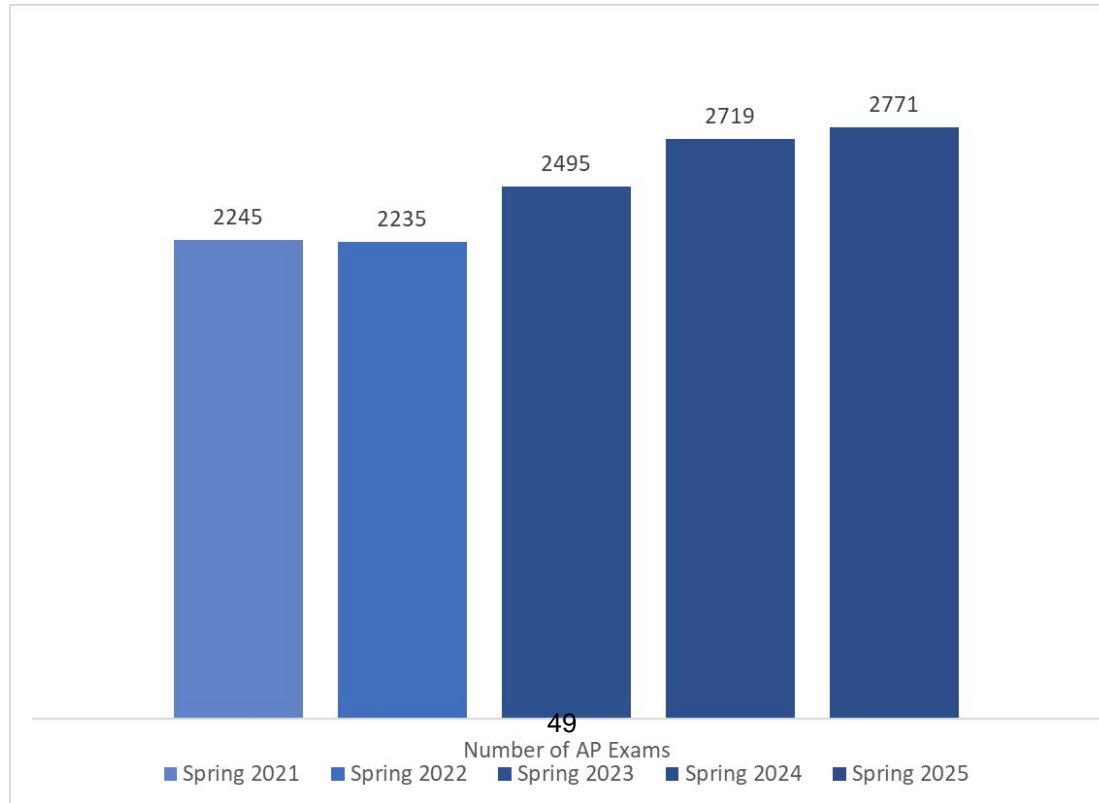


# Advanced Placement (AP)

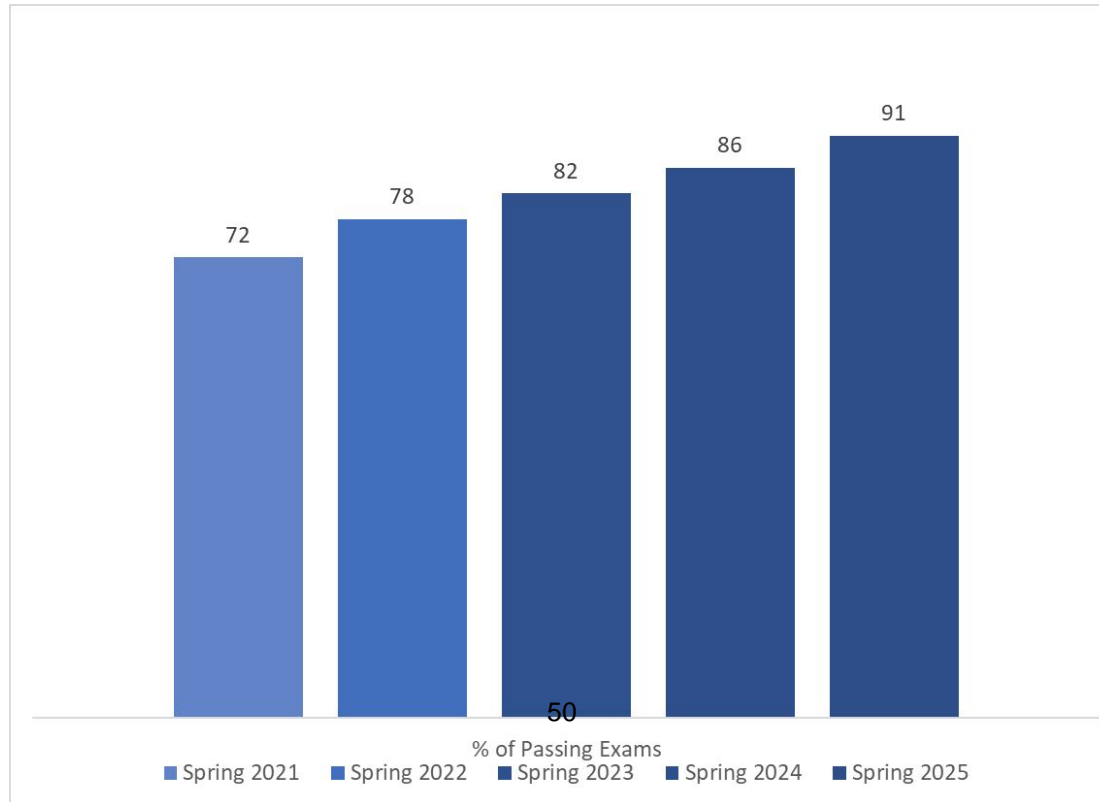
# Spring 2025 AP Exams - Number of Students



# Spring 2025 AP Exams - Number of Exams



# Spring 2025 - Passing Exams



# AP Exam Historical Comparison

Year	Courses	Students	Tests	3+	4+	5+
1998	23	233	468	82%	54%	25%
2006	26	514	982	92%	69%	31%
2016	28	937	2213	87%	59%	29%
2024	29	1473	2719	86%	64%	28%
2025	31	1530	2771	91%	66%	29%



Access LT  

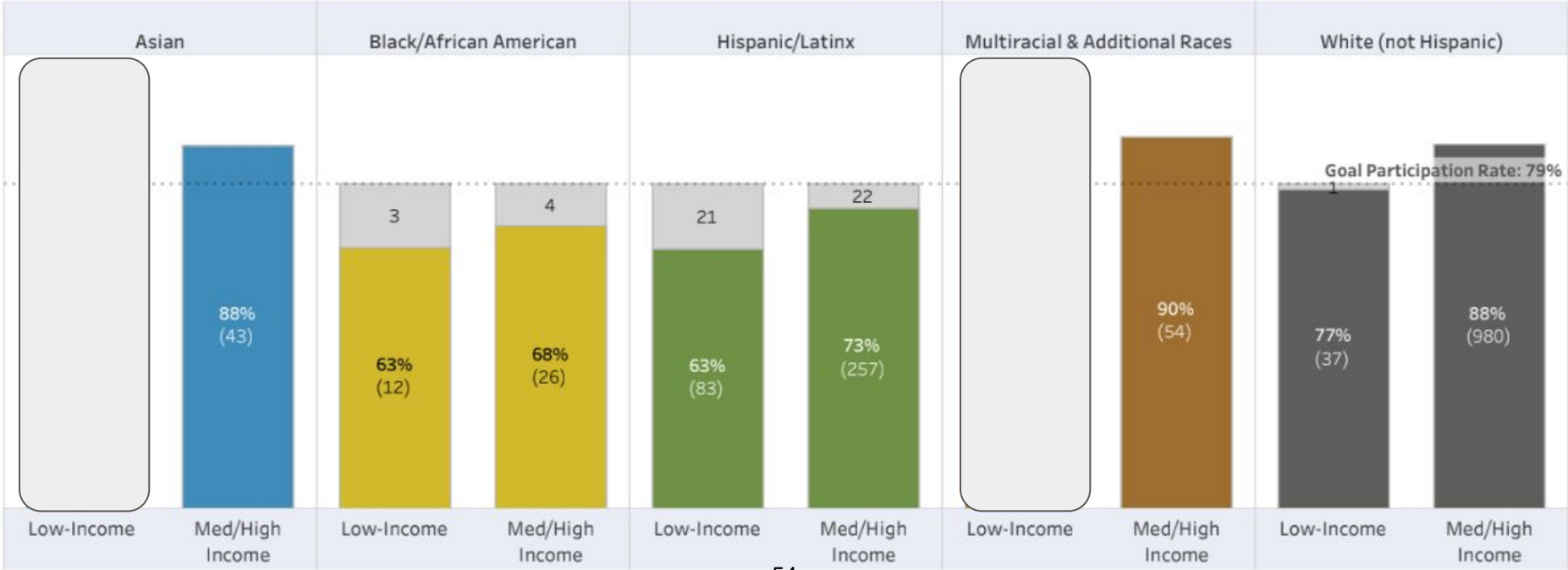
# ACCESS LT (Equal Opportunity Schools)

“Equal Opportunity Schools (EOS) mission is to strengthen educator and system leader capacity to break down barriers to increase access, belonging, and success in rigorous college and career-prep secondary school courses for students of color and low-income students so that they may thrive in their postsecondary pursuits and life goals.”

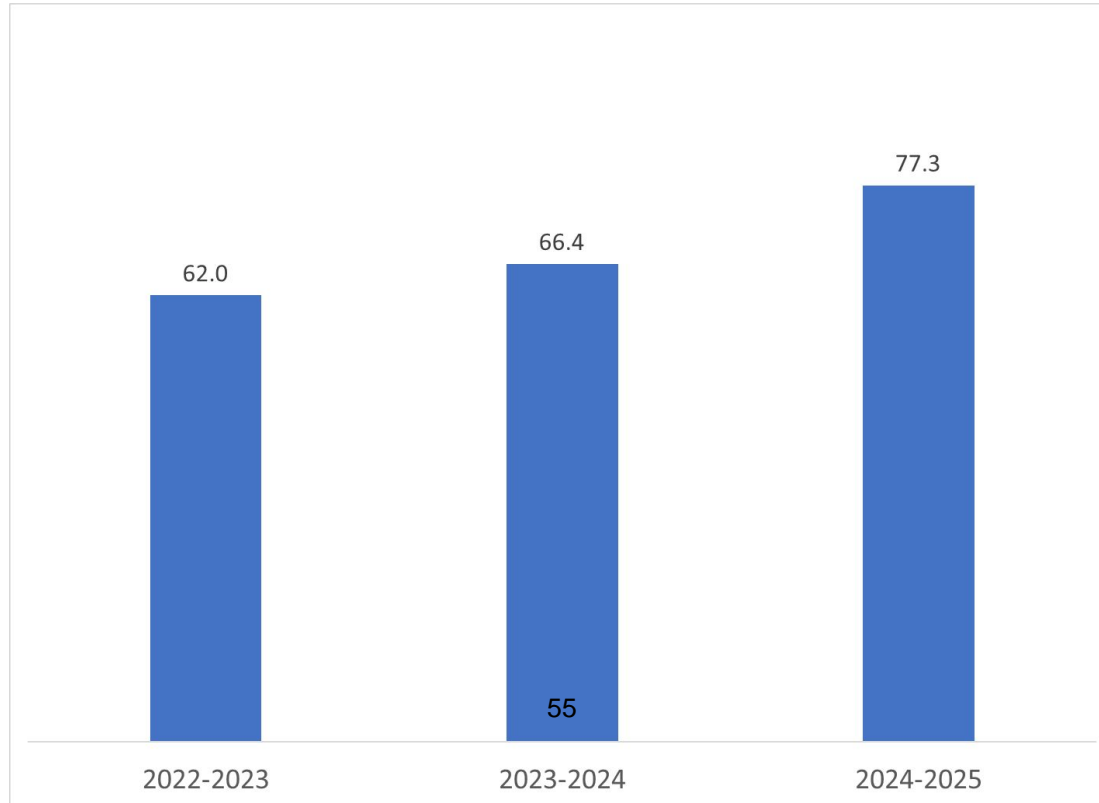
Equal Opportunity Schools. (2022, August 27). Home - Equal Opportunity Schools. Equal Opportunity Schools - Upgrading Learning. Closing Gaps. Transforming Lives. <https://eoschools.org/>



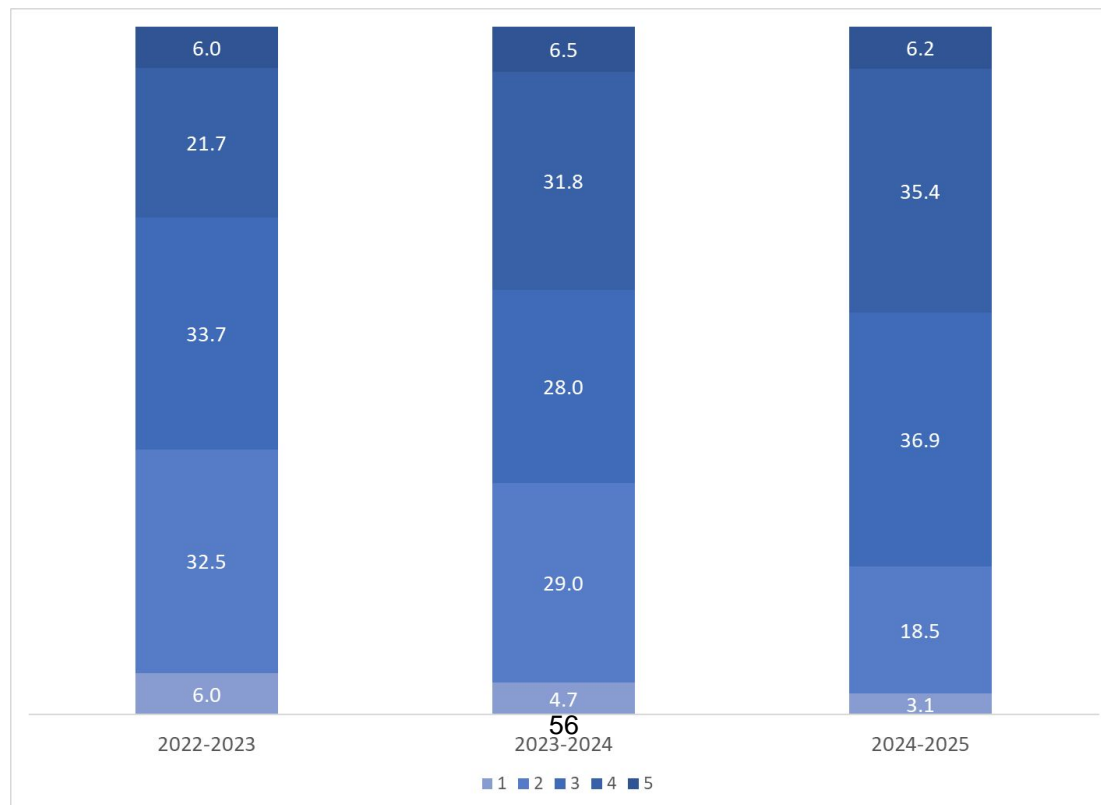
# Fall 2025 Opportunity Chart



# Spring 2025 EOS Passing AP Exams



# Spring 2025 EOS AP Exam Score Distribution



# Dual Credit Historical Comparison

College	Courses in 2006	Students in 2006	Courses in 2024	Enrollments in 2024	Courses in 2025	Enrollments in 2025
COD	5	unknown	16	2034	18	2277
Triton	1	unknown	3	437	3	330
Moraine Valley	0	0	3	113	3	111
Indiana University	0	0	6	419	6	570
Embry Riddle	0	0	2	79	2	69
			57			

# Advanced Placement Key Takeaways

- **Record AP Participation:** Spring 2025 saw the highest AP engagement in district history with 1,530 students taking 2,771 exams.
- **Exceptional Pass Rates:** Students achieved outstanding results with 91% earning scores of 3 or higher, 66% scoring 4 or higher, and 29% achieving the highest score of 5.
- **Equity-Focused Access Initiative:** The ACCESS LT program, partnering with Equal Opportunity Schools, works to break down barriers and increase participation in rigorous coursework for students of color and low-income students.






# School Report Card

# 2025 School Report Card

- School Snapshot
- Academic Progress
- School Environment
- Students
- Accountability
- Teachers
- Administrators & Support Personnel
- School Highlights
- Equity Journey Continuum



# 2025 Summative Designation

	<b>Exemplary</b>	<ul style="list-style-type: none"><li>• Top 10% of schools</li><li>• No underperforming student groups</li><li>• Graduation rate greater than 67%</li></ul>
	<b>Commendable</b>	<ul style="list-style-type: none"><li>• Not in top 10%</li><li>• No underperforming student groups</li><li>• Graduation rate greater than 67%</li></ul>
	<b>Targeted Support</b>	<ul style="list-style-type: none"><li>• One or more underperforming student group(s)</li><li>• Graduation rate greater than 67%</li></ul>
	<b>Comprehensive Support</b>	<ul style="list-style-type: none"><li>• Bottom 5% of all schools</li><li>• Graduation rate below 67%</li></ul>
	<b>Intensive Support</b>	<ul style="list-style-type: none"><li>• <sup>61</sup> After 4 years in comprehensive support, still performs in the lowest 5% of all schools or has graduation rate below 67%</li></ul>

# 2025 Summative Designation

## High School

75%

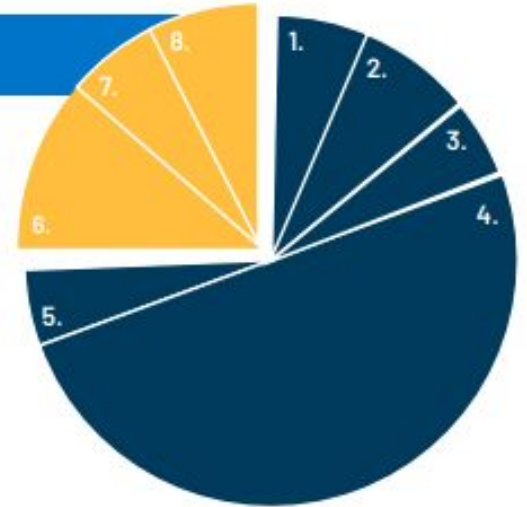
### Academic Indicators

1. English Language Arts Proficiency: 7.5%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 50%
5. English Learner Progress to Proficiency: 5%

25%

### School Quality & Student Success Indicators

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%
9. *College and Career Readiness\**
10. *Fine Arts\**



# 2025 Academic Indicators

<b>ELA Proficiency</b>	<ul style="list-style-type: none"><li>• 72.48%</li><li>• Combines ACT and DLM-AA</li></ul>
<b>Math Proficiency</b>	<ul style="list-style-type: none"><li>• 62.39%</li><li>• Combines ACT and DLM-AA</li></ul>
<b>Science Proficiency</b>	<ul style="list-style-type: none"><li>• 67.56%</li><li>• Combines ACT and DLM-AA</li></ul>
<b>Graduation Rate</b>	<ul style="list-style-type: none"><li>• 95.54%</li><li>• Combines 4-year, 5-year, and 6-year graduation rate</li></ul>
<b>English Learner Progress to Proficiency</b>	<ul style="list-style-type: none"><li>• 37.99</li><li>• Measures how well ML students are progressing towards proficiency in 5 years</li></ul>

# 2025 School Quality and Success Indicators

<b>Chronic Absenteeism</b>	<ul style="list-style-type: none"><li>• 23.66%</li><li>• Percentage of students missing 10% or more of school days</li></ul>
<b>Climate Survey</b>	<ul style="list-style-type: none"><li>• 96.20%</li><li>• Percentage of students who complete 5Essentials</li></ul>
<b>9th Grade on Track</b>	<ul style="list-style-type: none"><li>• 98.72%</li><li>• Must earn 10 semester credits</li><li>• No more than one "F" in a core academic course</li></ul>

# 2024 to 2025 Summative Designation

## Areas of Growth

- **School Climate Survey:** The climate survey participation rate increased by 5.42%
- **9th Grade On Track:** The percentage of 9th graders considered “On Track” by ISBE’s definition rose by 0.33%.

## Areas of Decline

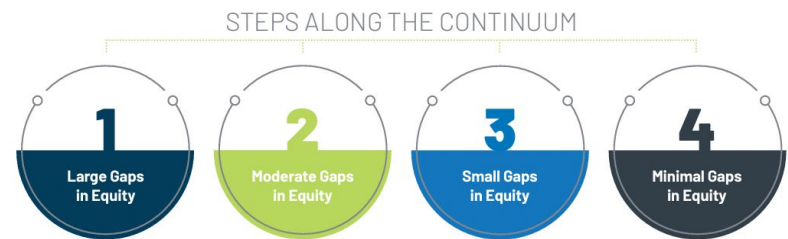
- **Graduation Rate:** The graduation rate decreased by 0.19%.
- **EL Progress to Proficiency:** The EL Progress to Proficiency metric fell by 3.11.
- **Chronic Absenteeism:** The percentage of students chronically absent rose 1.32%.

# Equity Journey Continuum

- The Equity Journey Continuum is an informational tool for our district to view our data through the lens of equity.
- It identifies gaps in student achievement, opportunities, and supports by analyzing data that our district already collects and reports to ISBE.
- The tool makes the data more useful for our district to improve outcomes for students.
- ISBE developed the tool using national research and examples from other states.



# Equity Journey Continuum



# 2025 Equity Journey Continuum

## DATA ELEMENTS



**Student Learning**

Moderate Gaps in  
Equity



**Learning Conditions**

Moderate Gaps in  
Equity



**Elevating Educators**

Minimal Gaps in  
Equity

# Report Card Key Takeaways

- **Commendable School Designation:** The district earned a "Commendable" summative designation, indicating no underperforming student groups and a graduation rate above 67%.
- **Graduation Success:** Our 95.54% graduation rate demonstrates exceptional student completion.
- **Academic Proficiency:** Students exceed state expectations with 72.48% ELA proficiency, 67.56% Science proficiency, and 62.39% Math proficiency.
- **Student Engagement:** With 98.72% of 9th graders on track for graduation and 96.20% of students completing the climate survey, data shows high levels of academic progress and student voice participation.
- **Equity Progress Opportunity:** The Equity Journey Continuum shows "Moderate" or "Minimal" gaps across indicators, highlighting our continued commitment to closing achievement gaps and ensuring equitable outcomes for all student groups.





# 2025-2026 Action Steps

# Strategy and Related Success Measures by June 2026

## ***Strategy 1: Guaranteed, Viable, Rigorous Curriculum***

- Review Senior Core Curriculum and Electives.
- PLCs will engage in continued curriculum review during the planning portion of their meetings to
  - Continue work on curriculum review phase 1 work (senior and electives)
  - Freshman, Sophomore, and Junior Teams will use the planning portion of PLC meetings to
    - Refine high quality common formative assessment design
    - Align assessments



# Strategy and Related Success Measures by June 2026

## ***Strategy 2: Engaging and Equitable Learning Experiences***

- Problem-solving PLC Structure
  - Continue PLCs work (Year 3) around engagement strategies that innovate teaching and learning with a focus of teacher and student clarity.
  - Collect and use student performance data to improve instruction
- Continue partnership with Equal Opportunity Schools for a fifth year to increase enrollment of students in AP/Dual Credit/Higher Level Courses and create further supports for students.
- Expand co-teaching model within Special Education and Multi-lingual to senior year core courses.
- Continue the expansion of career pathways



# Strategy and Related Success Measures by June 2026

## ***Strategy 3: Consistency with Assessment and Feedback***

- Develop formative assessment data protocols for PLC Teams to improve instruction and act responsively to student needs using the problem-solving cycle
- Provide responsive support to PLCs via guides and instructional coaching



# ASSESSMENT & RESEARCH



## 2025 Standardized Assessment Report

Lyons Township High School District 204

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## Introduction

The Illinois State Board of Education (ISBE) and US Department of Education require school districts to assess the Illinois Learning Standards for English Language Arts (ELA), mathematics, and science. Beginning in the Spring of 2025, ELA, mathematics, and science standards are assessed in grades 9 – 11 through the PreACT 9 Secure, PreACT (10) Secure, and ACT assessments. Fewer than 1% students were administered the Dynamic Learning Maps Alternate Assessment instead of the PreACT 9, PreACT(10), and ACT assessments.

The US Department of Education also requires all English learners be assessed in reading, writing, speaking, and listening each year until they reach English language proficiency. Illinois utilizes the ACCESS for ELLs assessment to assess English learners each winter.

The 2025 Standardized Assessment Report summarizes the districts performance on these assessments. These results, in conjunction with many local and classroom-based assessments, will drive the work of Lyons Township High School District 204's strategic plan and the district's commitment to honor our tradition of excellence, foster innovation, and empower ALL students in their quest for a fulfilling life.

## ACT Assessments

ACT Assessments is comprised of the PreACT 9 Secure, PreACT (10) Secure, and ACT. Students are assessed using the PreACT 9 during the spring of their freshman year, the PreACT (10) during the spring of their sophomore year, and the ACT during the spring of their junior year. ACT Assessments are aligned to Illinois Learning Standards in English Language Arts, mathematics, and science. These assessments are research-based and designed to measure the skills and concepts essential for students to be college and career ready. A common scale score allows students, parents/guardians, and school staff to monitor growth across academic years and at both the program and student level.

This report does not include historical ACT trend data. The 2025 results represent baseline data from the first year of statewide ACT implementation, as previous years reflected voluntary participation by a limited number of LT students.

## ACT

The ACT is a college entrance exam that measures college and career readiness across English, mathematics, and reading, with optional science and writing sections. Science and writing are required as part of the state's mandated assessment. In addition to connecting students to colleges and scholarship opportunities, the ACT provides valuable data for school staff to evaluate instructional programs and track the effectiveness of initiatives across the school community.

## PreACT (10) Secure

The PreACT (10) provides sophomores with an early measure of progress toward college and career readiness. It offers insights into students' strengths and areas for growth, helping guide academic planning, course selection, and preparation for the ACT.

## PreACT 9 Secure

The PreACT 9 is administered to students in the spring of their freshman year. It provides a clear starting point for measuring academic readiness in high school and establishes a baseline for tracking growth toward college and career readiness. Results highlight areas of strength and opportunities for improvement at the student, course, and program level, giving teachers, students, and families valuable information to guide instruction and academic planning.

## ACT Assessments – College Readiness Benchmarks

ACT considers students college ready when their section scores meet the ACT College Readiness Benchmarks. The Benchmarks represent the level of achievement required for students to have a 50% chance of earning a B or higher and a 75–80% chance of earning a C or higher in corresponding first-year, credit-bearing college courses.

Benchmarks have been established for the ACT section test scores (English, mathematics, reading, and science), as well as the ACT STEM and ACT ELA scores. The ELA score is a combination of a students' English, reading, and writing scores. Illinois does not utilize the STEM score. These benchmarks were developed using data from hundreds of colleges across the United States and provide an evidence-based measure of readiness.

It is important to note that readiness is fluid, and students scoring below the benchmark can still find success in college with the right supports.

Those ACT benchmarks for Grade 11 are below:

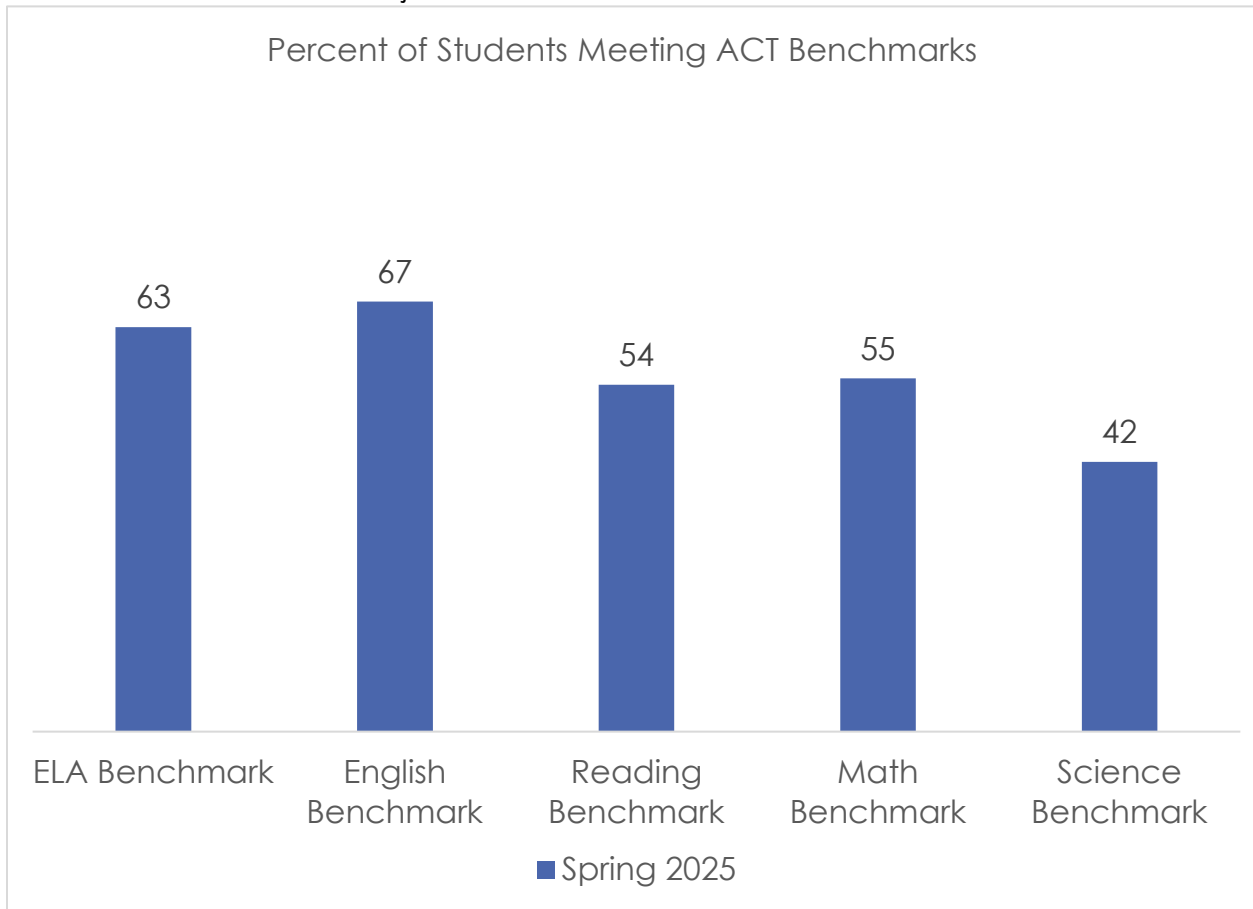
<i>ACT Score</i>	<i>College Courses</i>	<i>ACT College Readiness Benchmark</i>
English	English Composition I	18
Mathematics	College Algebra	22
Reading	History Courses, Psychology, Sociology, Political Science, Economics	22
Science	Biology	23
ELA	English Composition 1, History Courses, Psychology, Sociology, Political Science, Economics	20

Students meeting the PreACT (10) and PreACT 9 readiness benchmarks are considered on track to meet the ACT readiness benchmark their junior year. Those benchmarks are below:

<i>Spring ACT Score</i>	<i>PreACT (10)</i>	<i>PreACT 9</i>
English	15	13
Mathematics	19	18
Reading	21	19
Science	21	19
ELA	PreACT does not offer a writing section so this score cannot be calculated by ACT.	

## Spring 2025 ACT Readiness Benchmarks

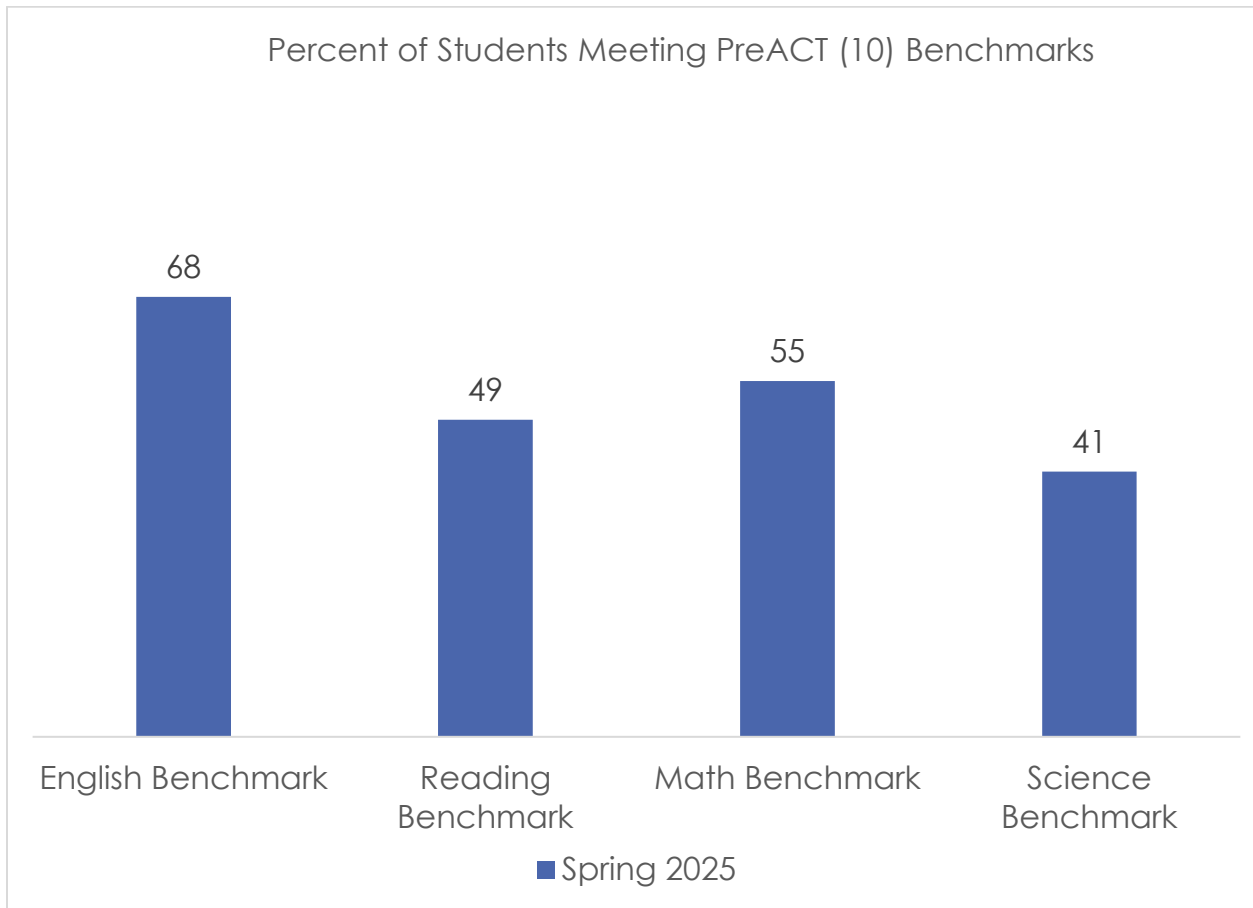
This chart shows the percentage of students meeting ACT college readiness benchmarks across four subject areas and ELA.



Students demonstrate strong college readiness in English and mathematics, with the majority of students meeting benchmarks in reading and mathematics. Science presents an area for future growth.

## Spring 2025 PreACT (10) Readiness Benchmarks

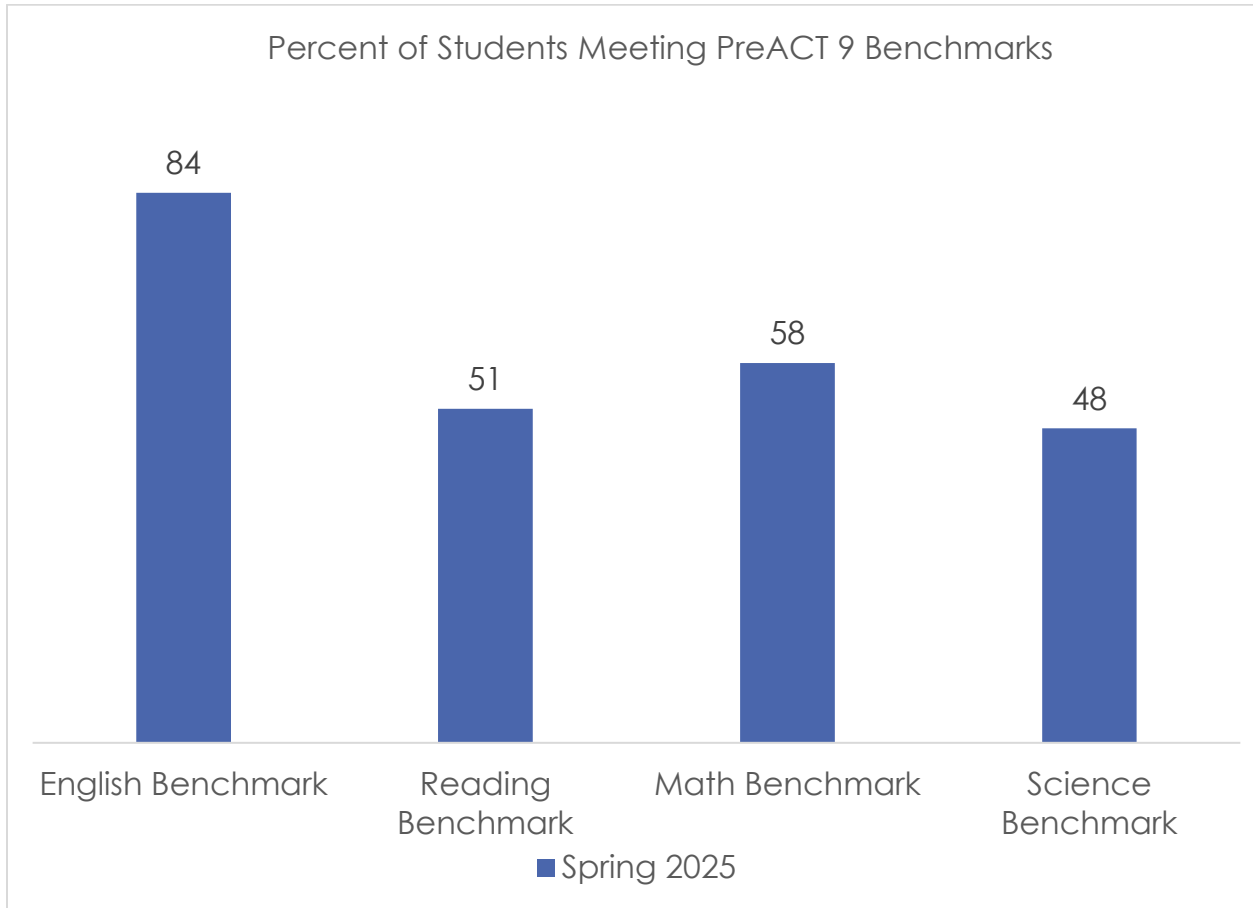
Grade 10 PreACT benchmark performance provides insight into college readiness trajectory one year before the ACT.



Grade 10 students show strong performance in English and over half of students demonstrated readiness in mathematics. Reading and science performance continue to be areas of focus through the curriculum review and professional learning community (PLC) work.

## Spring 2025 PreACT 9 Readiness Benchmarks

Grade 9 PreACT results establish baseline college readiness indicators for first year high school students.



Grade 9 students demonstrate high English proficiency and good performance in mathematics and reading. Teachers and division chairs continue to utilize this information to plan and design an appropriate instructional sequence for all students.

## ACT Assessments - State of Illinois Performance Levels

The Illinois State Board of Education (ISBE) has performance levels for the ACT Assessments that measure a student's mastery of the Illinois Learning Standards. These performance levels measure mastery of content – not college and career readiness. ISBE performance levels are different than the ACT College Readiness Benchmarks and are used for different purposes.

Students achieving Level 3 or 4 have met or exceeded the standards and are proficient as measured by the ACT. The ISBE Performance Levels are found below:

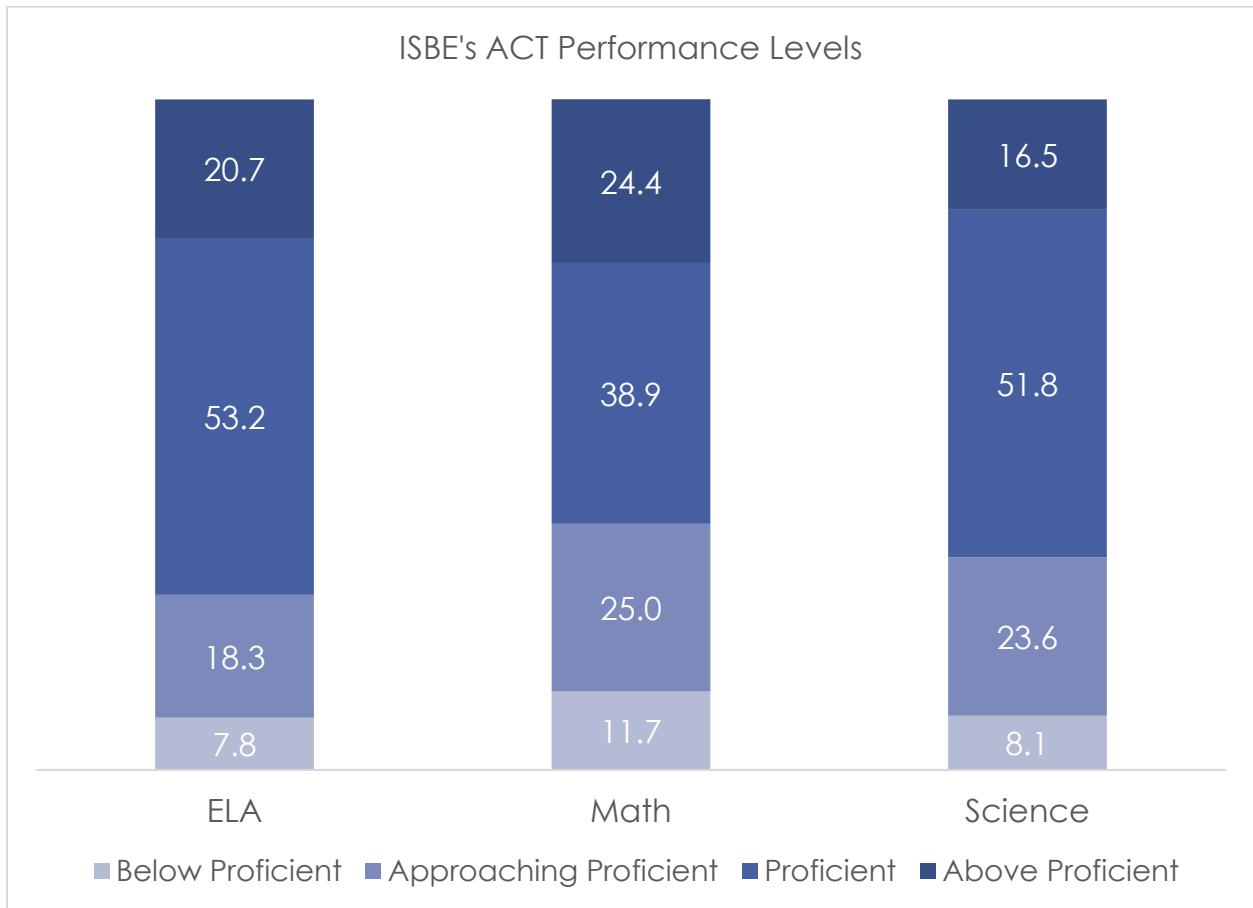
<i>Subject</i>	<i>Grade</i>	Level 1 <i>Below Proficient</i>	Level 2 <i>Approaching Proficient</i>	Level 3 <i>Proficient</i>	Level 4 <i>Above Proficient</i>
ELA	Grade 9	1 – 10	11 – 13	14 – 24	25 – 32
	Grade 10	1 – 11	12 – 14	15 – 25	26 – 35
	Grade 11	1 – 12	13 – 17	18 – 26	27 – 36
Mathematics	Grade 9	1 – 14	15 – 16	17 – 23	24 – 32
	Grade 10	1 – 14	15 – 17	18 – 24	25 – 35
	Grade 11	1 – 14	15 – 18	19 – 27	28 – 36
Science	Grade 9	1 – 10	11 – 13	14 – 24	25 – 32
	Grade 10	1 – 10	11 – 15	16 – 24	25 – 35
	Grade 11	1 – 13	14 – 18	19 – 26	27 – 36

ISBE calculates the grade 9 and 10 ELA score by averaging the student's reading and English score. If this number is a decimal, ISBE rounds up to the nearest whole number.

ACT calculates the grade 11 ELA score by combining a student's English, reading, and writing score.

## ACT with Writing School Day

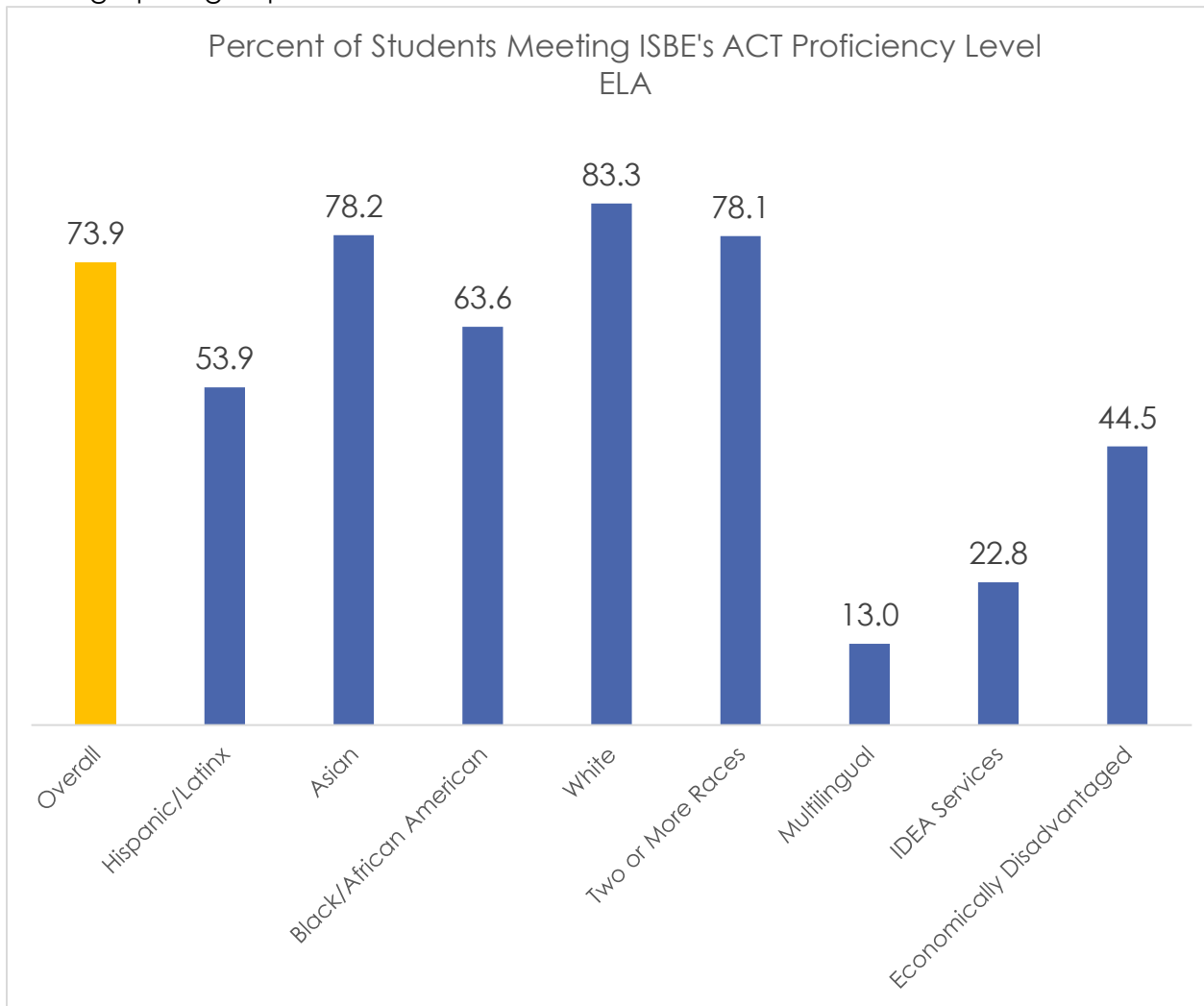
This graph shows the distribution of students across four performance levels for each ACT subject area.



In ELA, 18.3% of students scored in the "approaching" category, while 25.0% achieved an "approaching" score in mathematics and 23.6% in science. These students are very close to demonstrating mastery of the Illinois Learning Standards as measured by the ACT.

## English Language Arts (ELA)

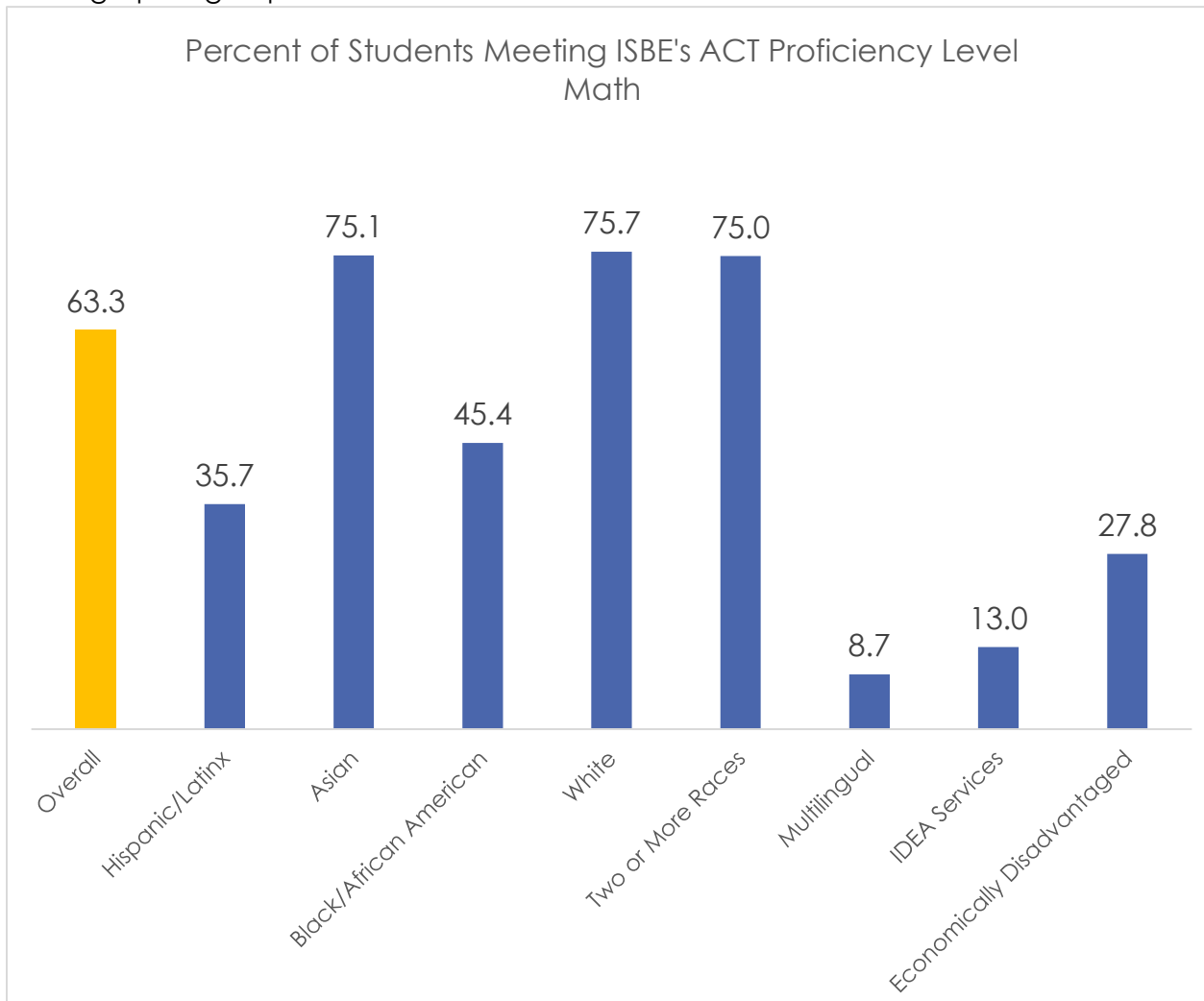
This breakdown examines ACT ELA proficiency rates across different student demographic groups.



White, Asian, and Two or More Races subgroups demonstrate high proficiency levels. Achievement gaps exist for Hispanic/Latinx and Black/African American subgroups, students in our Multilingual and Special Education programs, and economically disadvantaged students, indicating the need for continued targeted support strategies.

## Mathematics

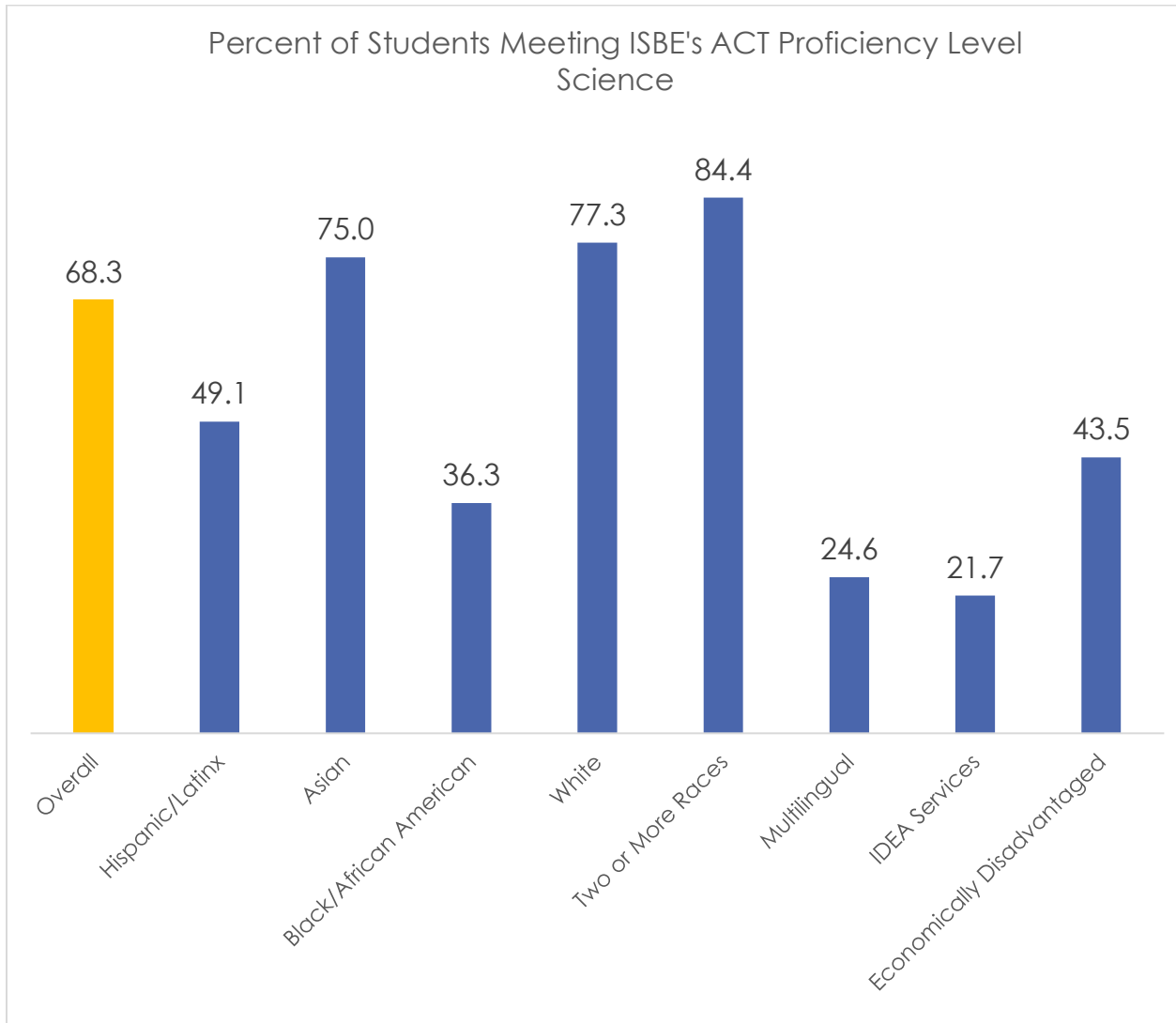
This breakdown examines ACT math proficiency rates across different student demographic groups.



Student subgroups of White, Asian, and Two or More Races show high proficiency rates. Performance gaps are evident for Hispanic/Latinx and Black/African American subgroups, as well as Multilingual learners, students with disabilities, and economically disadvantaged students, highlighting the need for continued focused intervention efforts.

## Science

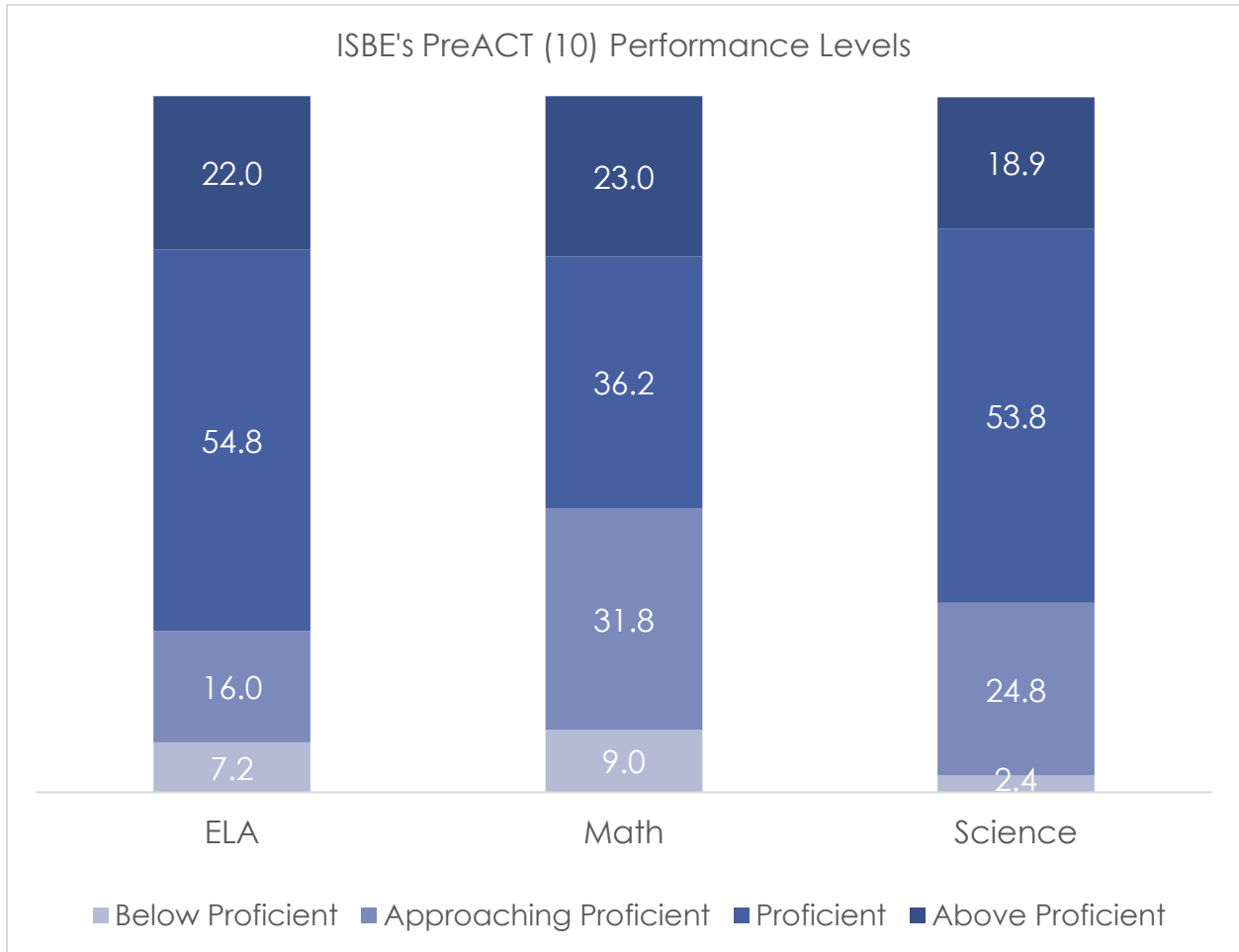
This breakdown examines ACT science proficiency rates across different student demographic groups.



White, Asian, and Two or More Races subgroups achieve high proficiency levels. Gaps in performance exist for Hispanic/Latinx and Black/African American subgroups students in Multilingual and Special Education programs, and economically disadvantaged students, demonstrating the importance of sustained targeted academic support.

## PreACT (10) Secure

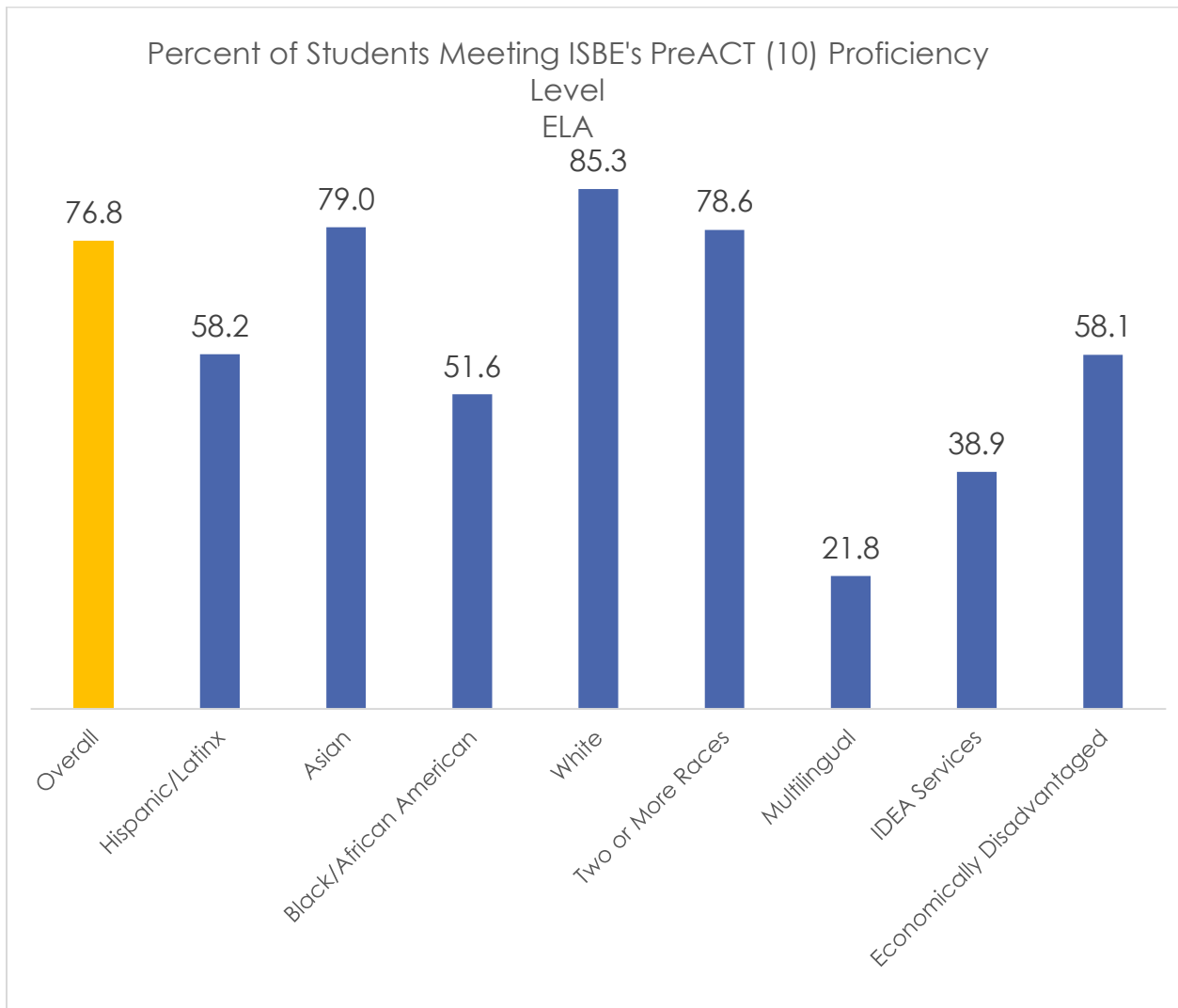
This graph shows the distribution of students across four performance levels for each PreACT (10) subject area.



In ELA, 16% of students scored in the "approaching" category, while 31.8% achieved an "approaching" score in mathematics and 24.8% in science. These students are very close to demonstrating mastery of the Illinois Learning Standards as measured by the PreACT (10).

## English Language Arts (ELA)

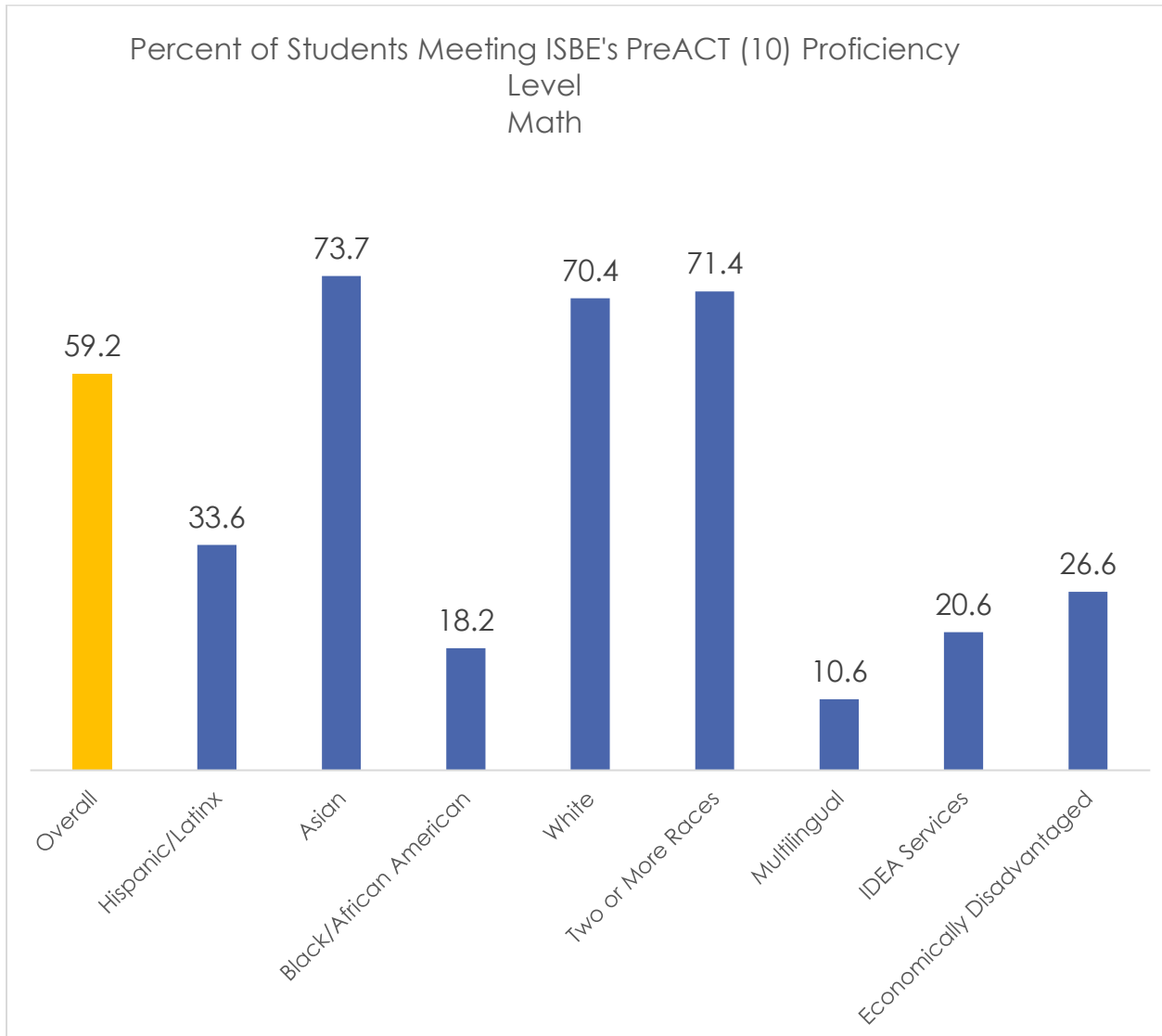
This breakdown examines PreACT (10) ELA proficiency rates across different student demographic groups.



Achievement patterns show that White, Asian, and Two or More Races subgroups reach higher levels of proficiency. However, performance gaps remain for Hispanic/Latinx and Black/African American subgroups, as well as for students in Multilingual, Special Education, and economically disadvantaged groups.

## Mathematics

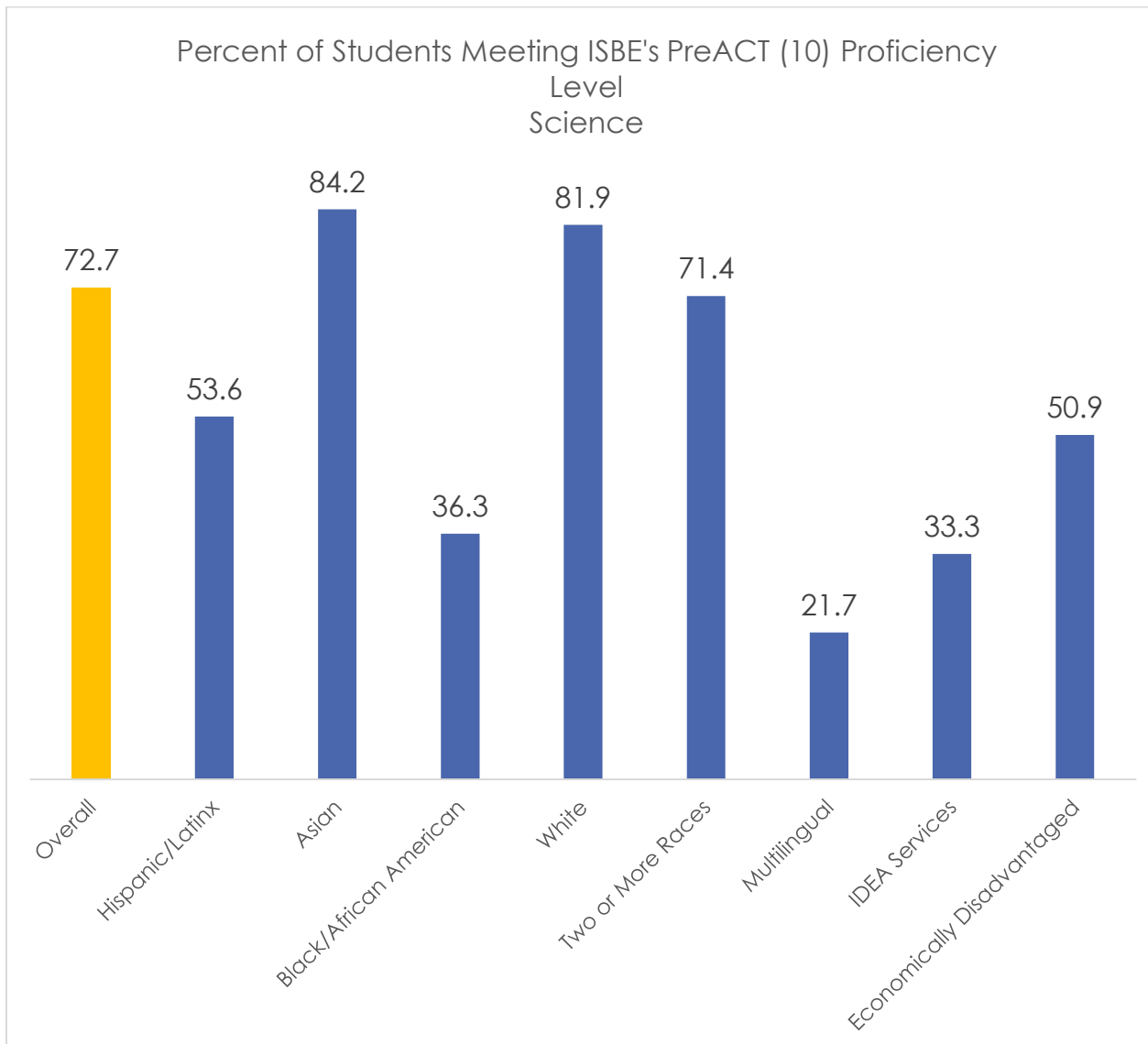
This breakdown examines PreACT (10) math proficiency rates across different student demographic groups.



While White, Asian, and Two or More Races subgroups demonstrate high proficiency outcomes, disparities are evident among Hispanic/Latinx, Black/African American, Multilingual, Special Education, and economically disadvantaged subgroups.

## Science

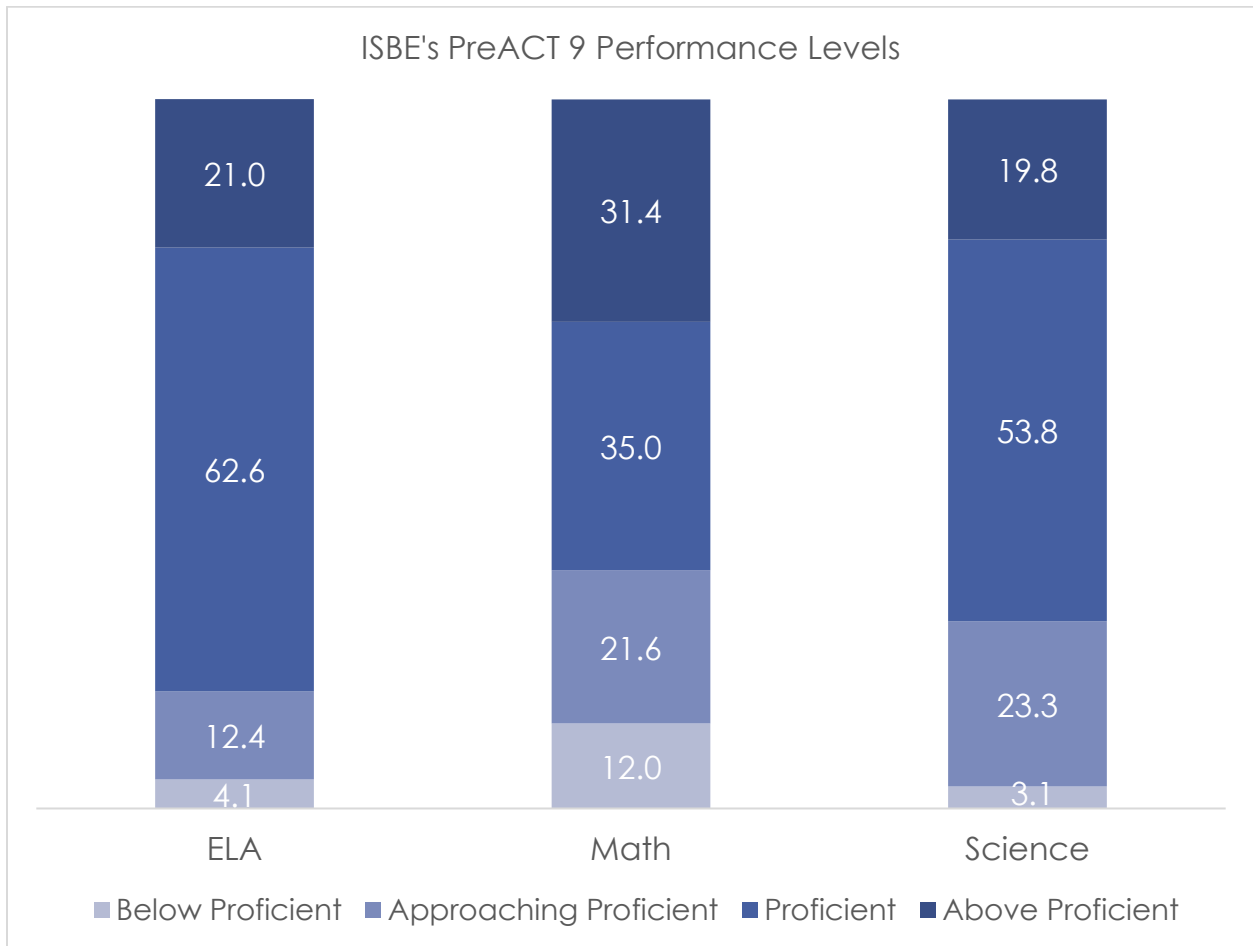
This breakdown examines PreACT (10) science proficiency rates across different student demographic groups.



Data indicates that White, Asian, or Two or More Races subgroups achieve higher proficiency rates. In contrast, achievement gaps remain for Hispanic/Latinx, Black/African American, Multilingual, Special Education, and economically disadvantaged subgroups.

## PreACT 9 Secure

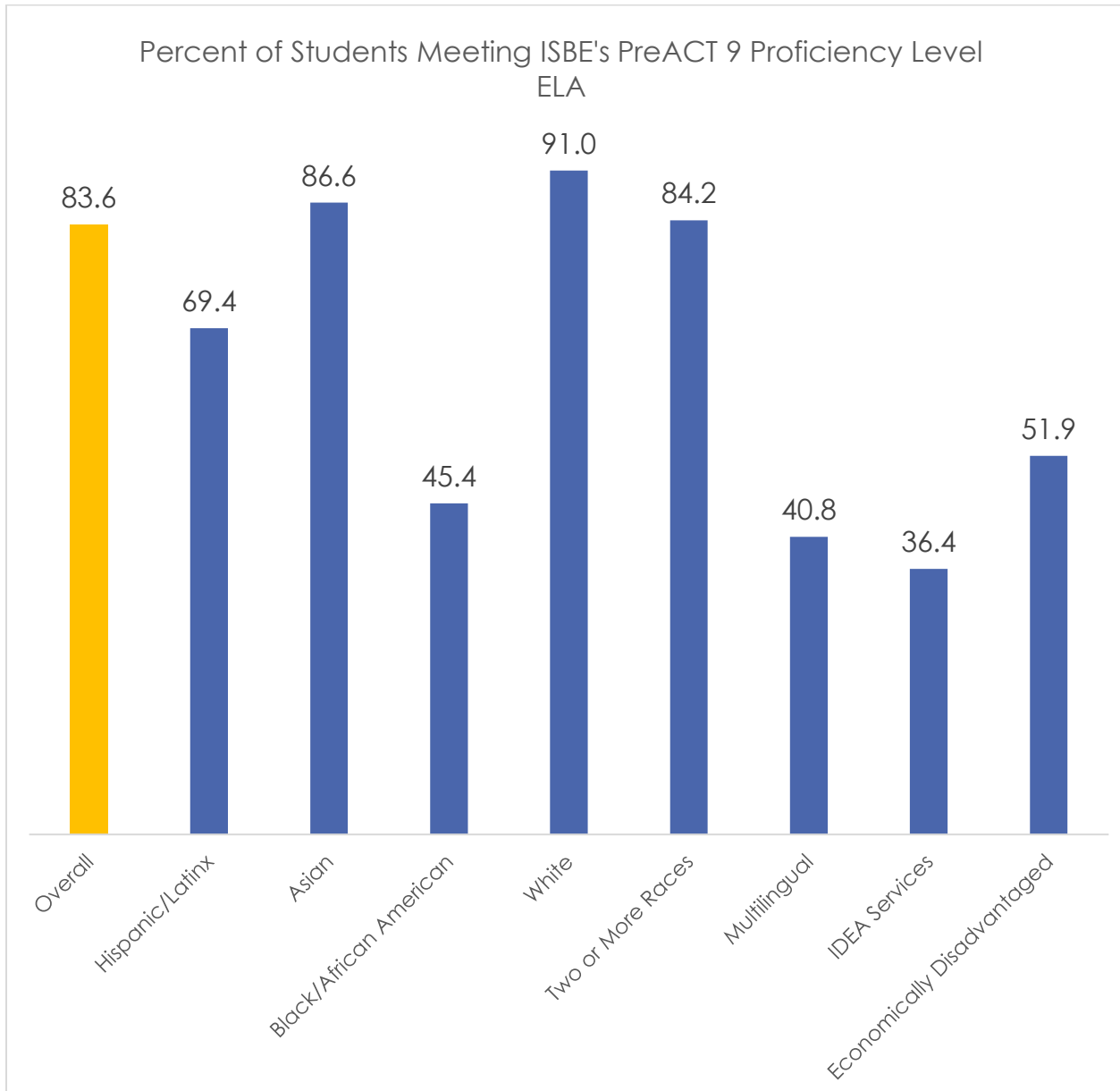
This graph shows the distribution of students across four performance levels for each PreACT 9 subject area.



In ELA, 12.4% of students scored in the "approaching" category, while 21.6% achieved an "approaching" score in mathematics and 23.3% in science. These students are very close to demonstrating mastery of the Illinois Learning Standards as measured by the PreACT 9.

## English Language Arts (ELA)

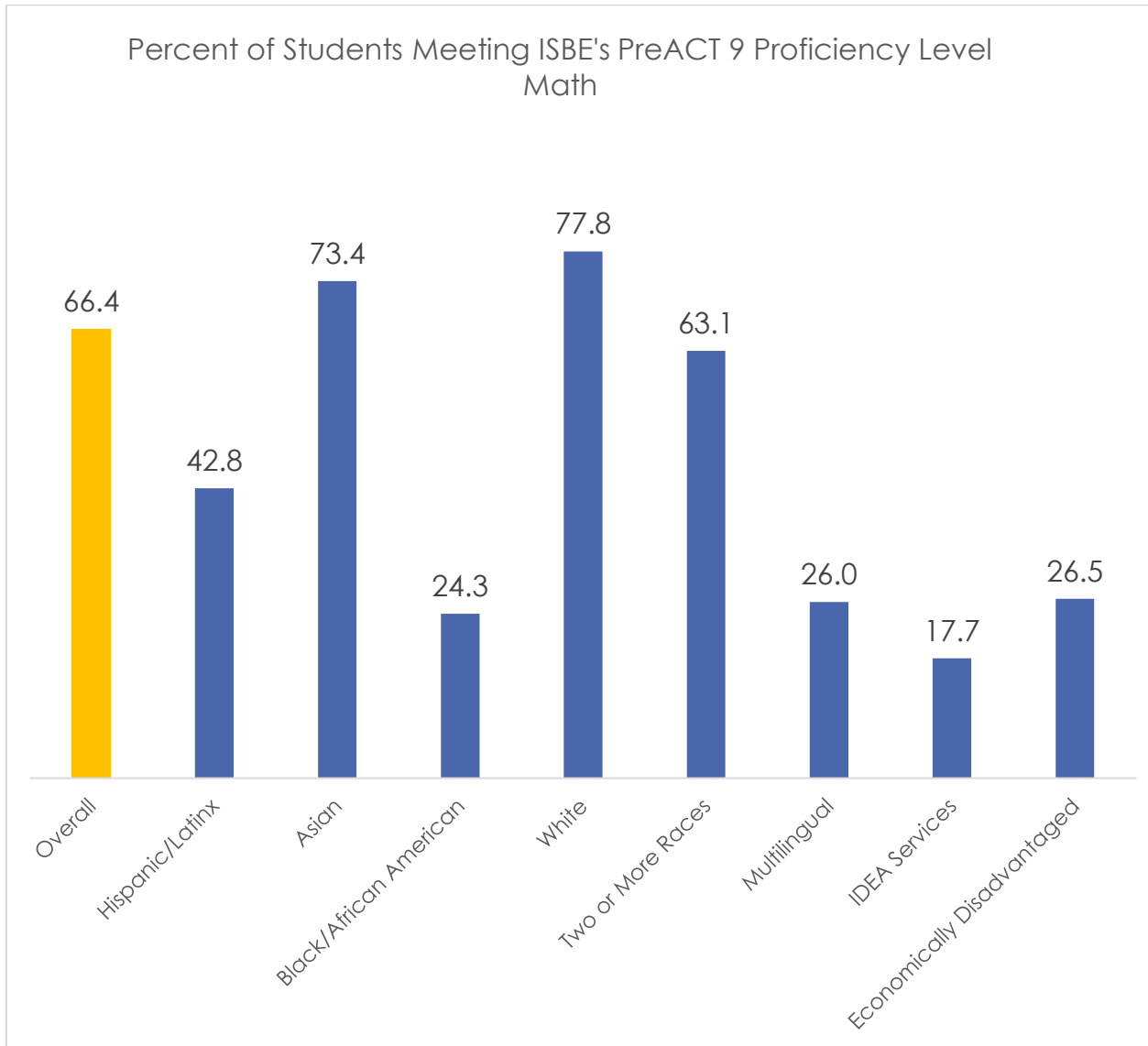
This breakdown examines PreACT 9 ELA proficiency rates across different student demographic groups.



White, Asian, and Two or More Races subgroups perform at higher proficiency levels, while gaps in achievement persist for Hispanic/Latinx and Black/African American students, and for students in Multilingual, Special Education, and economically disadvantaged subgroups.

## Mathematics

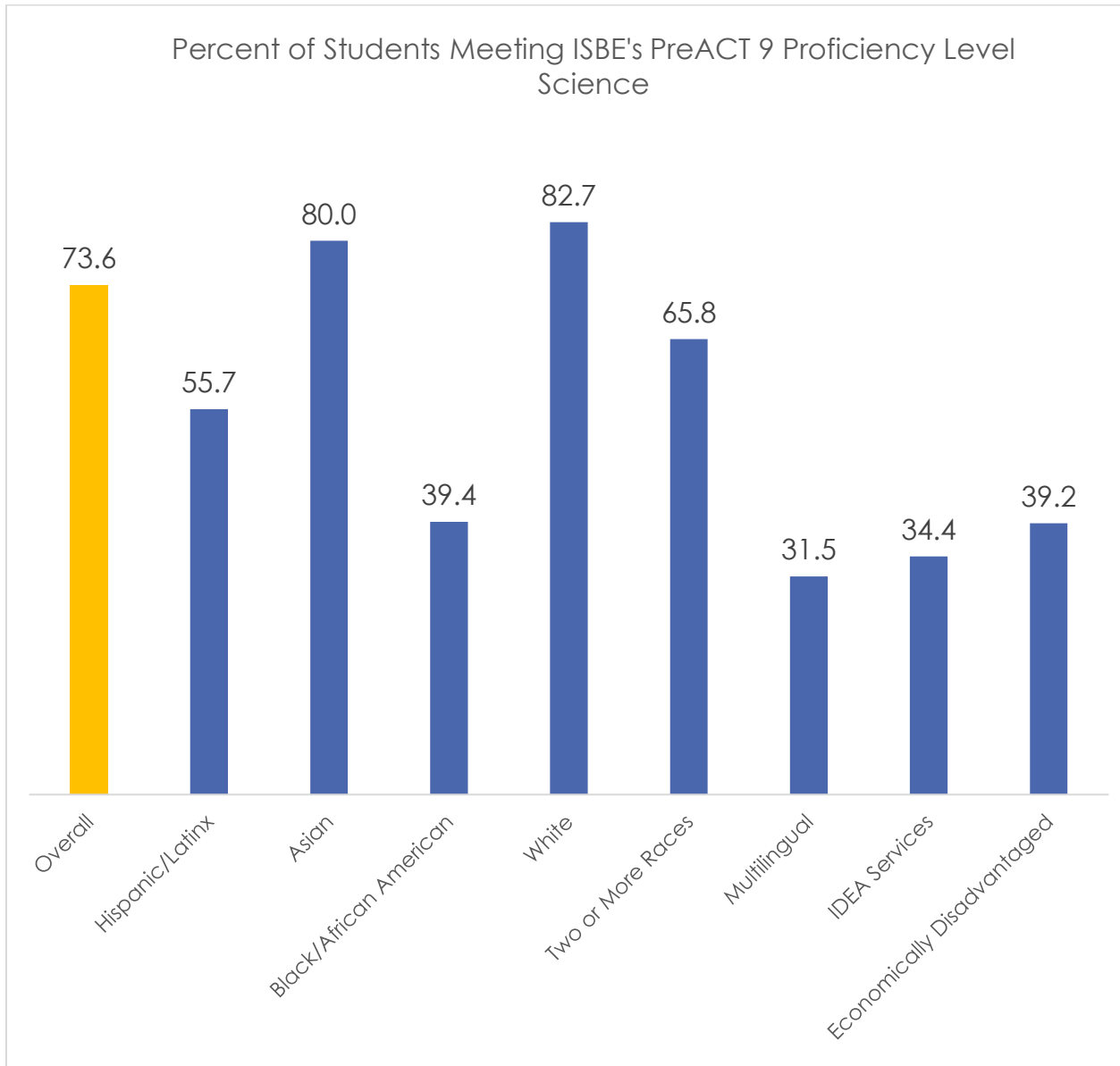
This breakdown examines PreACT 9 math proficiency rates across different student demographic groups.



Performance trends show that White, Asian, and Two or More Races subgroups often meet higher proficiency levels. Meanwhile, Hispanic/Latinx, Black/African American, Multilingual, Special Education, and economically disadvantaged subgroups face gaps.

## Science

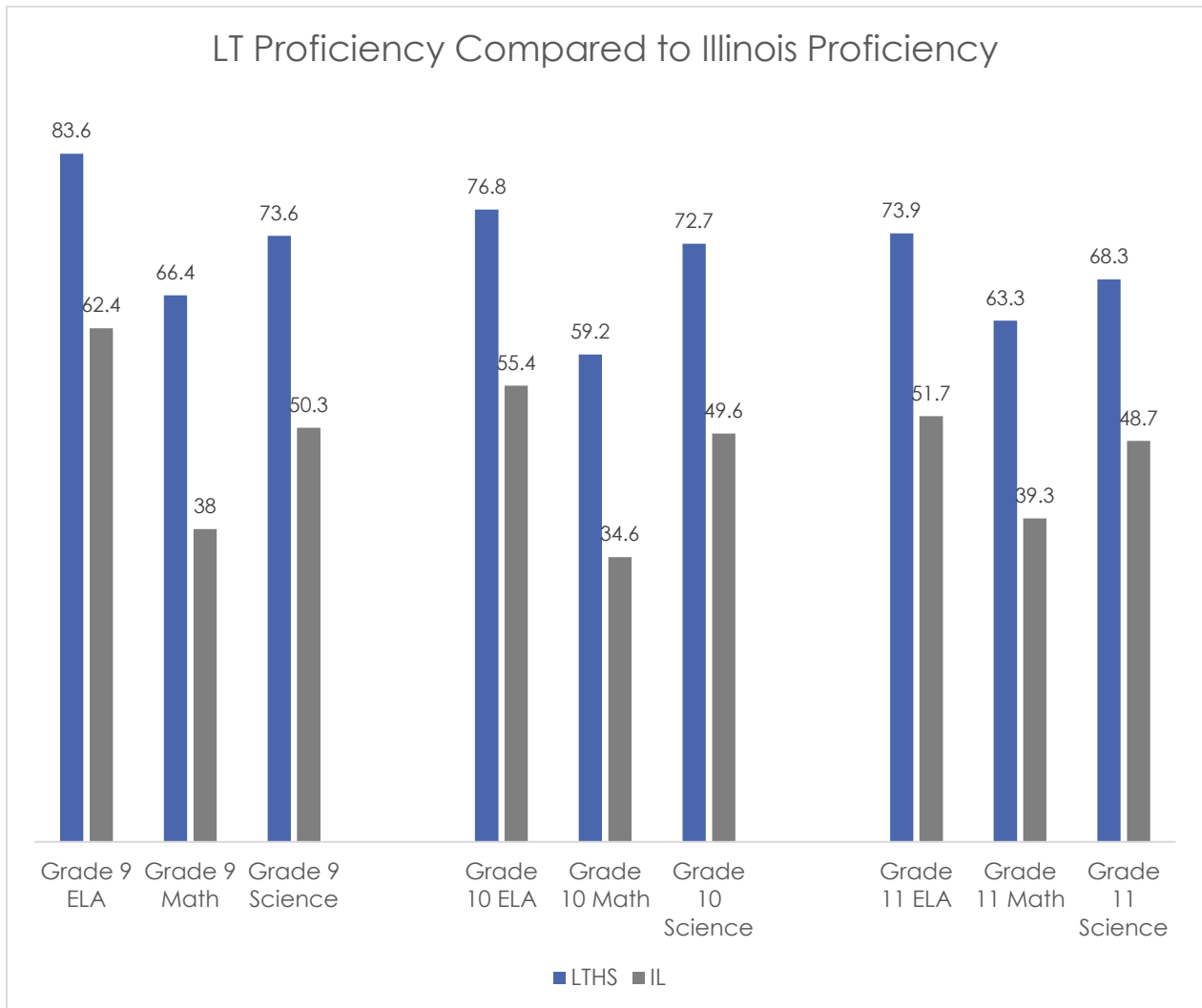
This breakdown examines PreACT 9 science proficiency rates across different student demographic groups.



The data reveal higher levels of proficiency for White, Asian, and Two or More Races subgroups, while achievement gaps persist among Hispanic/Latinx, Black/African American, Multilingual, Special Education, and economically disadvantaged subgroups.

## LTHS Proficiency Compared to State Proficiency – ACT Assessments

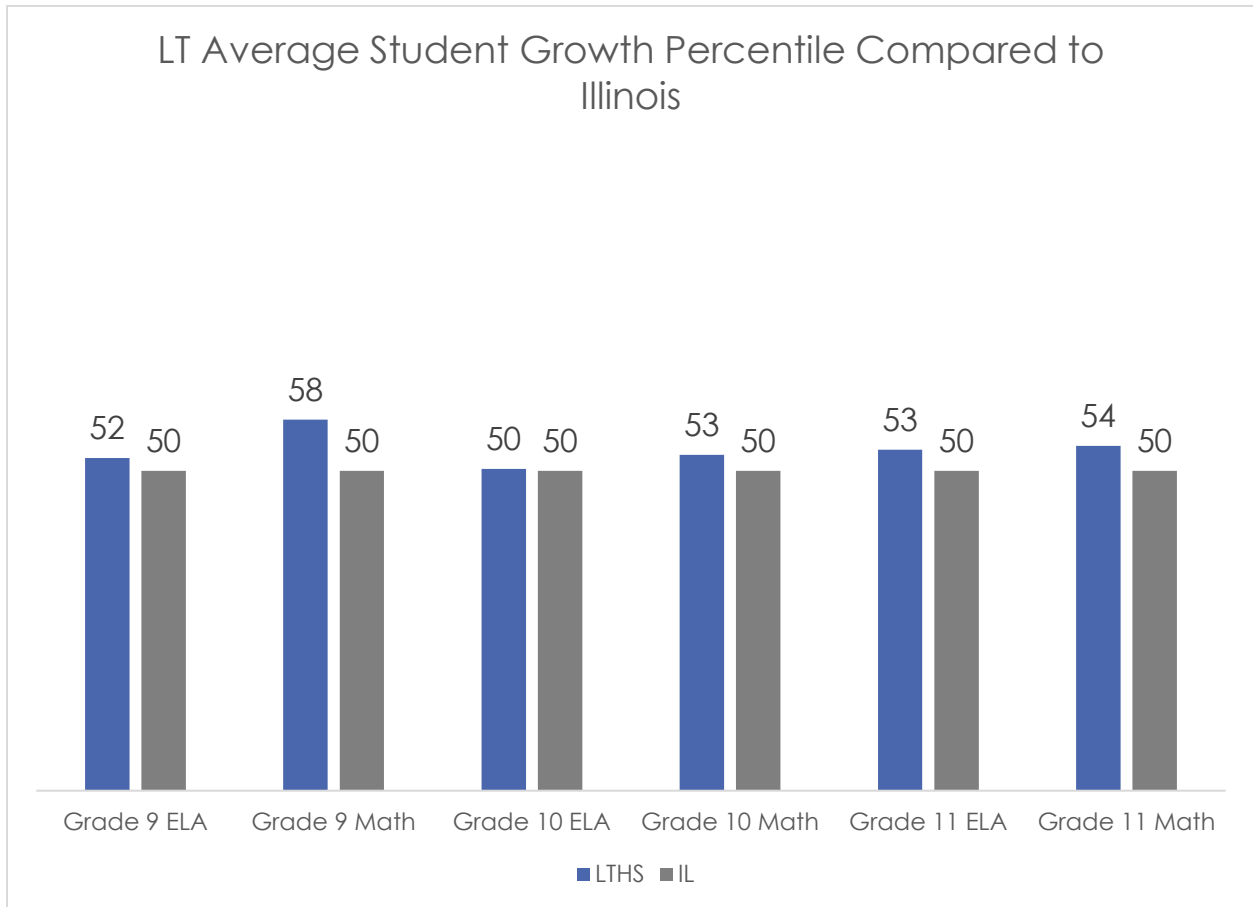
The following graph compares district proficiency rates across three subject areas and grade levels with statewide Illinois performance data.



District performance surpasses Illinois state proficiency rates across all subjects and grades, indicating robust instructional practices and effective resource allocation that support student learning outcomes.

## LTHS Average Student Growth Percentile Compared to Illinois – ACT Assessments

Student Growth Percentiles (SGPs) measure individual student academic progress over time by comparing a student's growth to that of other students with similar prior achievement levels. SGPs range from 1 to 99, with a percentile of 50 representing typical or average growth. The following graphic compares our district's average SGP on the ACT with Illinois state averages across subject areas.



Our district's average Student Growth Percentiles meet or exceed the state average across all subject areas, with our Grade 10 ELA performance matching the state average and all other areas surpassing state benchmarks. This performance reflects effective instructional practices that support student progress regardless of starting achievement levels.

## Dynamic Learning Maps – Alternate Assessment

The Dynamic Learning Maps – Alternate Assessment (DLM-AA) is administered in place of the PSAT/SAT for students with the most significant cognitive disabilities (typically associated with an IQ less than 55). Students participating in the DLM-AA also have deficiencies in communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work leisure, health and safety. Students in grades 9, 10, and 11 are assessed in English Language Arts, mathematics, and science.

The DLM-AA has four performance levels:

- Emerging
- Approaching the Target
- At Target
- Advanced

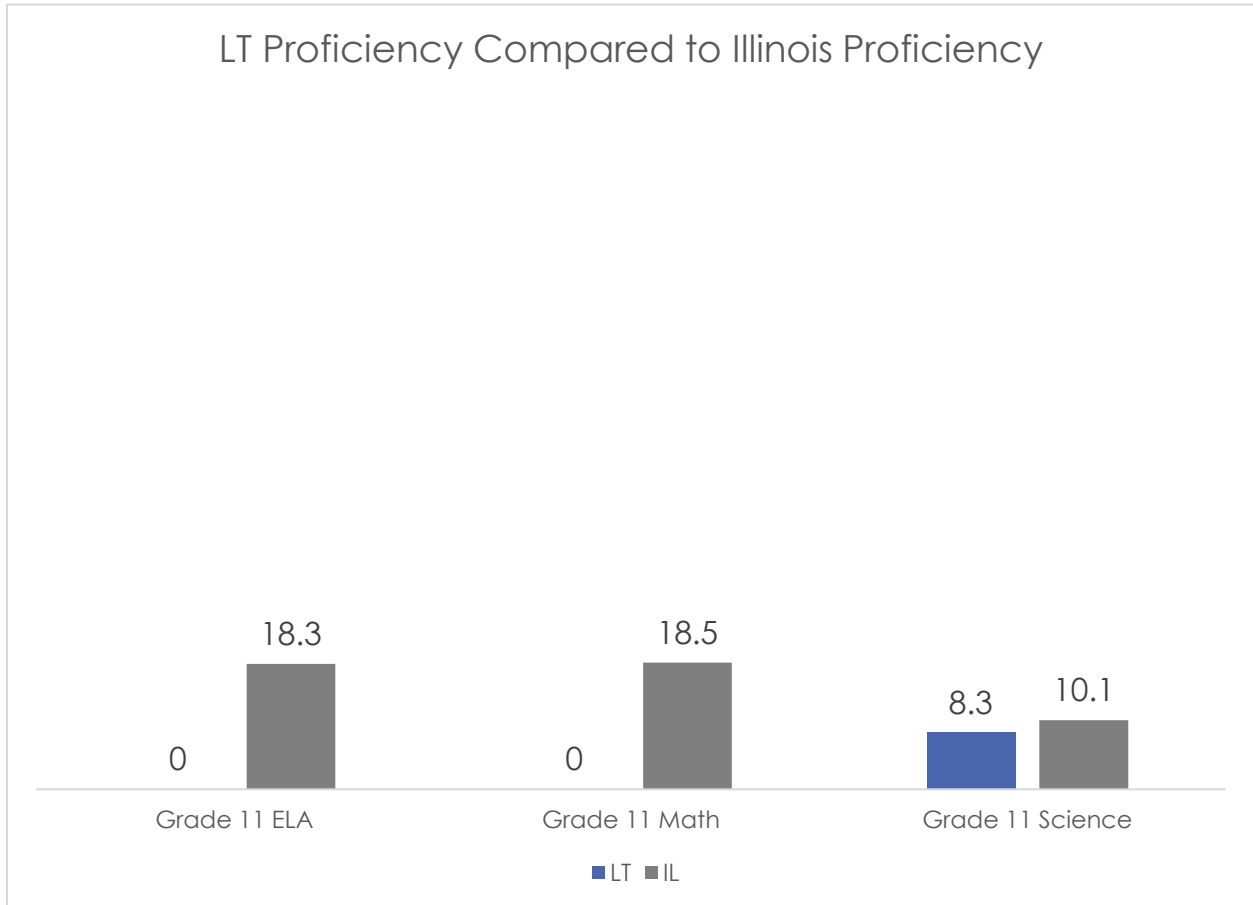
Students in the *At Target* and *Advanced* ranges have demonstrated proficiency in the respective subject area.

Less than 1% of students at Lyons Township High School meet the qualifications to participate in the DLM-AA.

State guidelines restrict the public reporting of assessment data for student groups with fewer than 10 students to protect student privacy. This year, Lyons Township High School had more than 10 students in the group, allowing us to report DLM-AA data for the current year. Historical data are not available for all years, as in some years the group size did not meet the minimum threshold.

## LTHS Proficiency Compared to State Proficiency – DLM-AA

The following graphic compares district proficiency rates across three subject areas for students in grade 11 with statewide Illinois performance data.



Administration and school staff continue to use DLM-AA data to guide instruction, inform program placement, and support the academic needs of all students.

## ACCESS for English Language Learners

ACCESS for English Language Learners is an English Language proficiency exam administered to all students in our Multilingual program. The state of Illinois uses the term English Learner for this group of students while ACCESS uses the term English Language Learner. The assessment assesses listening, speaking, reading, and writing. Students receive a score in each domain as well as an overall/composite score.

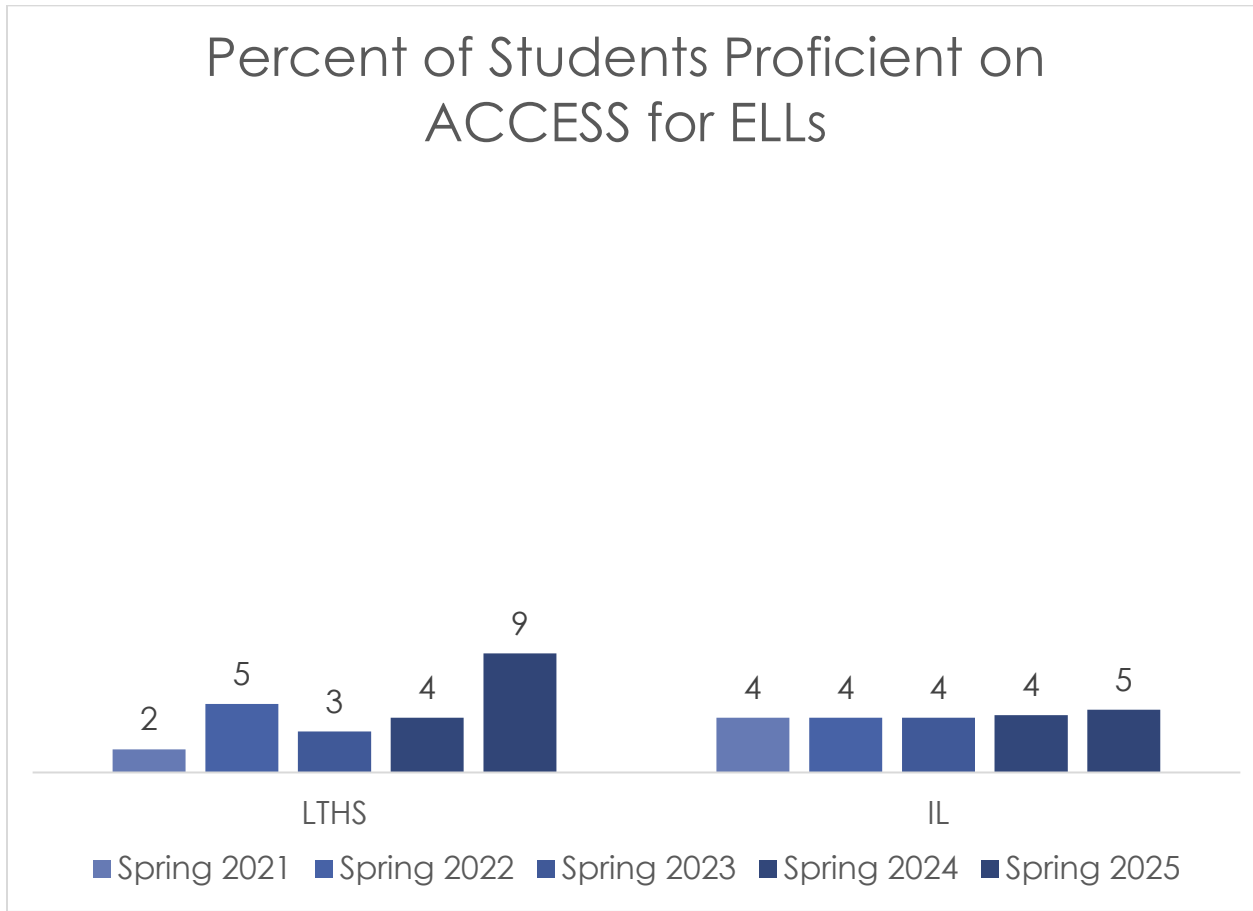
ACCESS for ELLs has 6 proficiency levels with levels 5 and 6 combining to encompass proficient. In Illinois, students earning a 4.8 or higher exit English Learner programming and no longer participate in the ACCESS assessment. The six proficiency levels and their descriptors are below.

- Level 1: Entering
- Level 2: Emerging
- Level 3: Developing
- Level 4: Expanding
- Level 5: Bridging
- Level 6: Reaching

The number of students who qualify for English Learner services has grown drastically at Lyons Township High School. In 2017, 64 students or 1.6% of the student population qualified for services. In 2022, 157 students or 4% of the student population qualified. In 2025, this percentage increased to 6.7%, which is 244 students.

## ACCESS for ELLs Proficiency by School Year

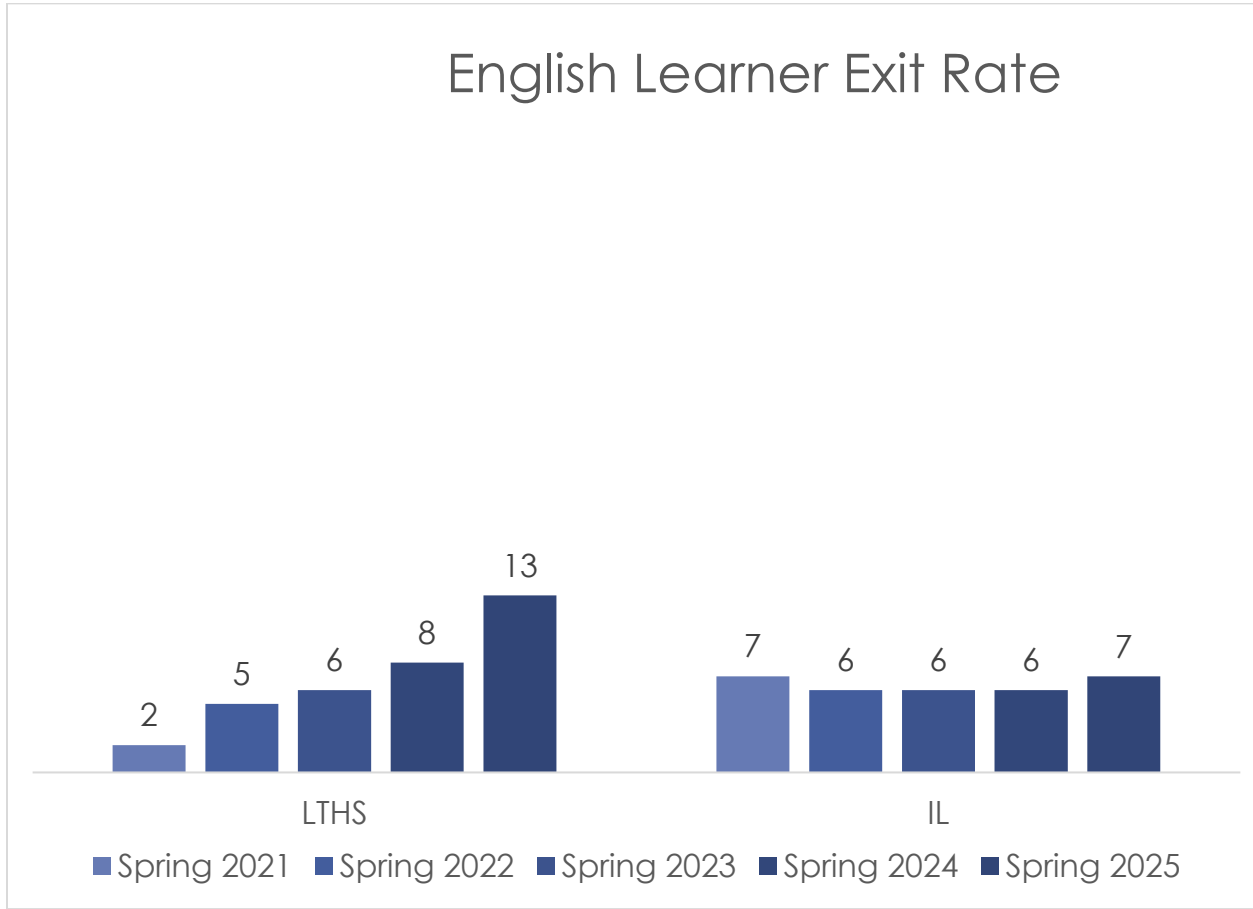
The chart below depicts the percent of students identified as English Learners that met proficiency standards (levels 5 and 6) for each school year. The population of students taking the ACCESS test is constantly evolving, as students who achieve the exit score of 4.8 no longer participate in the assessment the following year.



30% of students earned a score of "expanding" (level 4). These students are very close to achieving a level 5 or 6 on this assessment.

## EL Exit Rate by School Year

A student scoring a 4.8 composite score or higher exits EL status and is no longer considered an English Learner by the Illinois State Board of Education. This graphic shows the percentage of students in LT's Multilingual program who have met the state's exit criteria each school year.



LTHS continues to see an increase in the percentage of students meeting the state's EL exit criteria.

# ASSESSMENT & RESEARCH



## 2025 Advanced Placement Exam Report

Lyons Township High School District 204

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## Introduction

Advanced Placement (AP) courses give students the opportunity to engage with college-level material while in high school. Students who engage in AP coursework stand-out to colleges during the college admission process. Approximately 85% of colleges and universities have stated AP coursework plays a role in the admissions decision process.

AP exams are scored on a 1-5 scale. The description of each score level is below:

<i>Exam Score</i>	<i>Recommendation</i>
5	Extremely Well Qualified
4	Very Well Qualified
3	Qualified
2	Possibly Qualified
1	No Recommendation

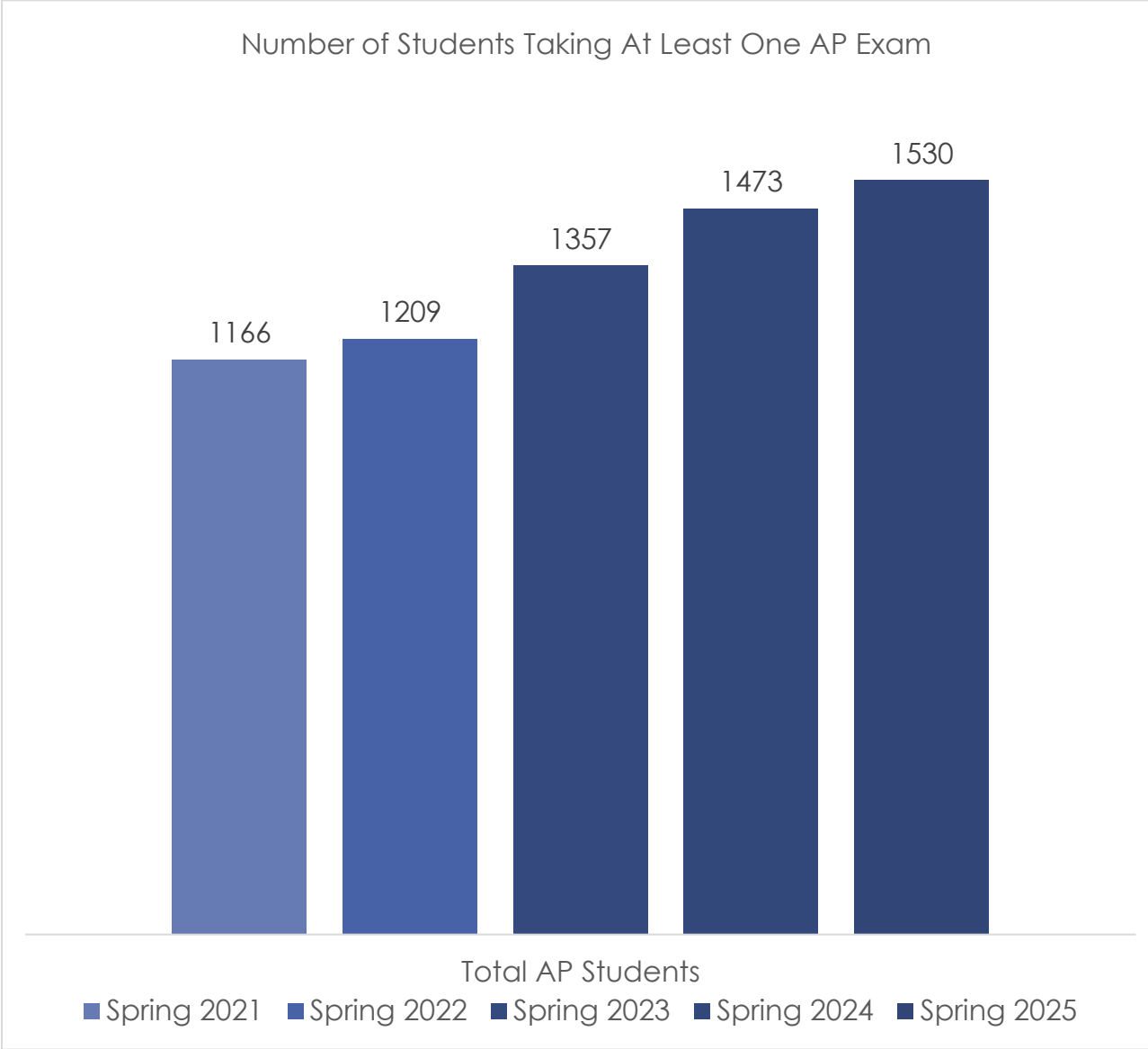
Students who take and pass AP exams have an opportunity to earn college credit, often saving time and money. In Illinois, all public colleges and universities are required to award college credit to students who pass an AP exam. Out-of-state and private universities each have their own requirements for awarding credits. A score of 3 or higher is considering passing.

Lyons Township High School District 204 has partnered with Equal Opportunity Schools to expand access to AP and Dual Credit courses. The partnership started in the fall of 2021. Our first EOS cohort took their AP/DC classes during the 2022-2023 school year and the work from that partnership is reflected in the following data.

The 2025 administration marked a significant milestone as most AP exams transitioned to digital or hybrid formats for the first time. This represented a major shift that required extensive preparation and adaptation by both teachers and students to navigate new testing procedures and technology requirements.

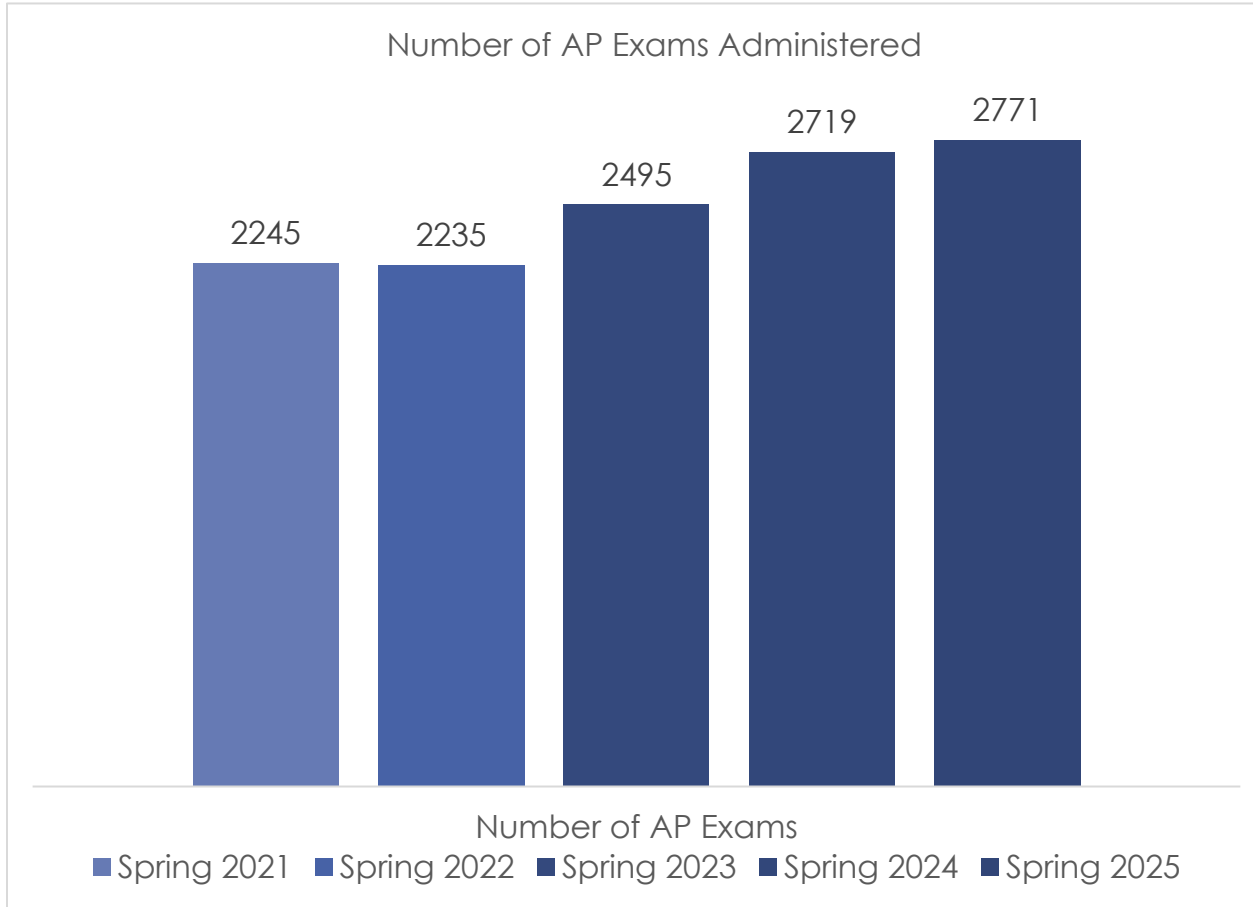
## Number of Students Tested

The number of students taking at least one AP exam has grown steadily from 1,166 in Spring 2021 to 1,530 in Spring 2025, demonstrating our commitment to providing challenging and equitable learning experiences for all students as outlined in Goal 1 of our strategic plan.



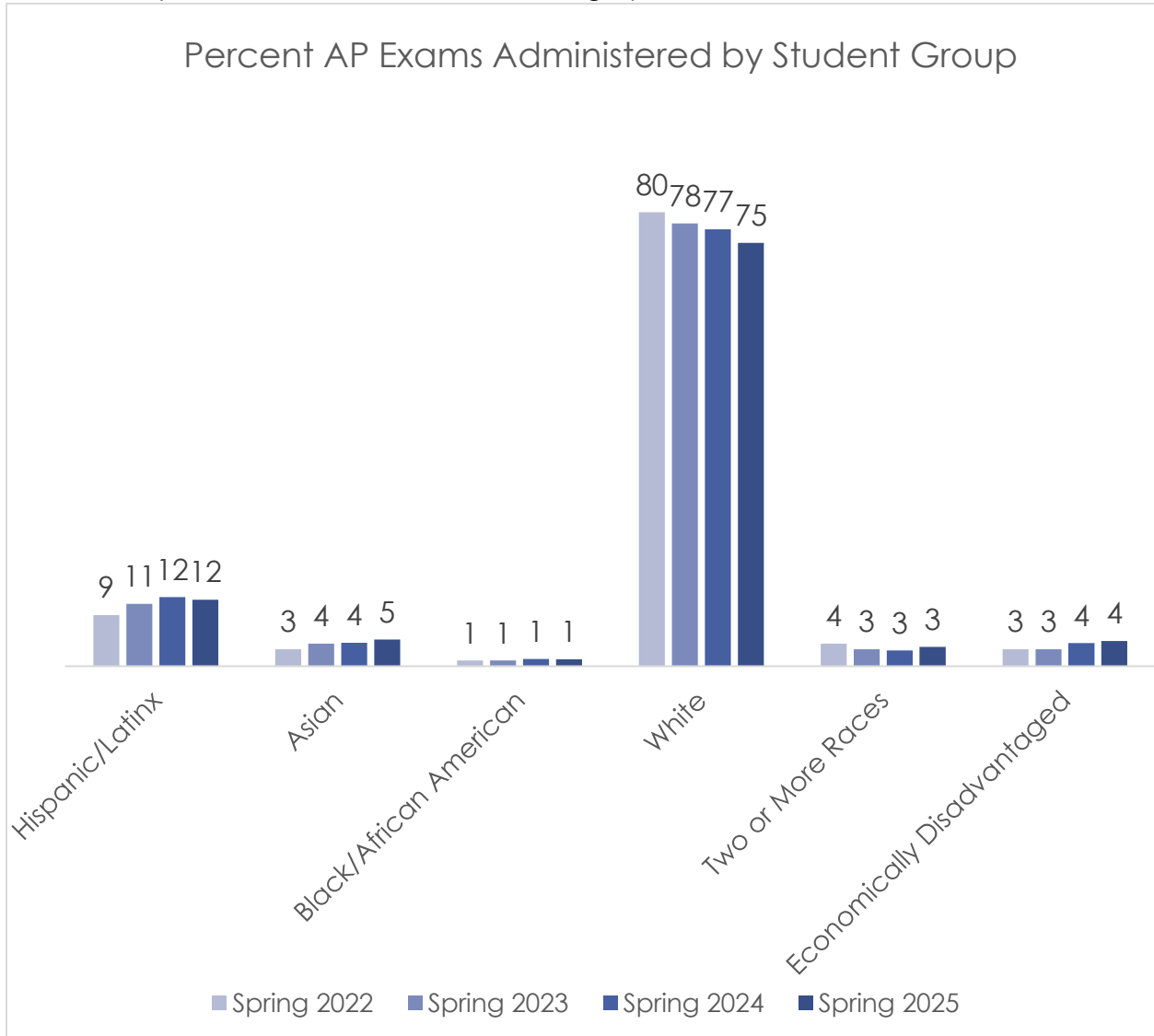
## Number of Exams Administered

Total AP exam administrations increased from 2,245 to 2,771 over the five-year period, reflecting expanded student participation in rigorous coursework and our partnership with Equal Opportunity Schools to increase enrollment in higher-level courses.



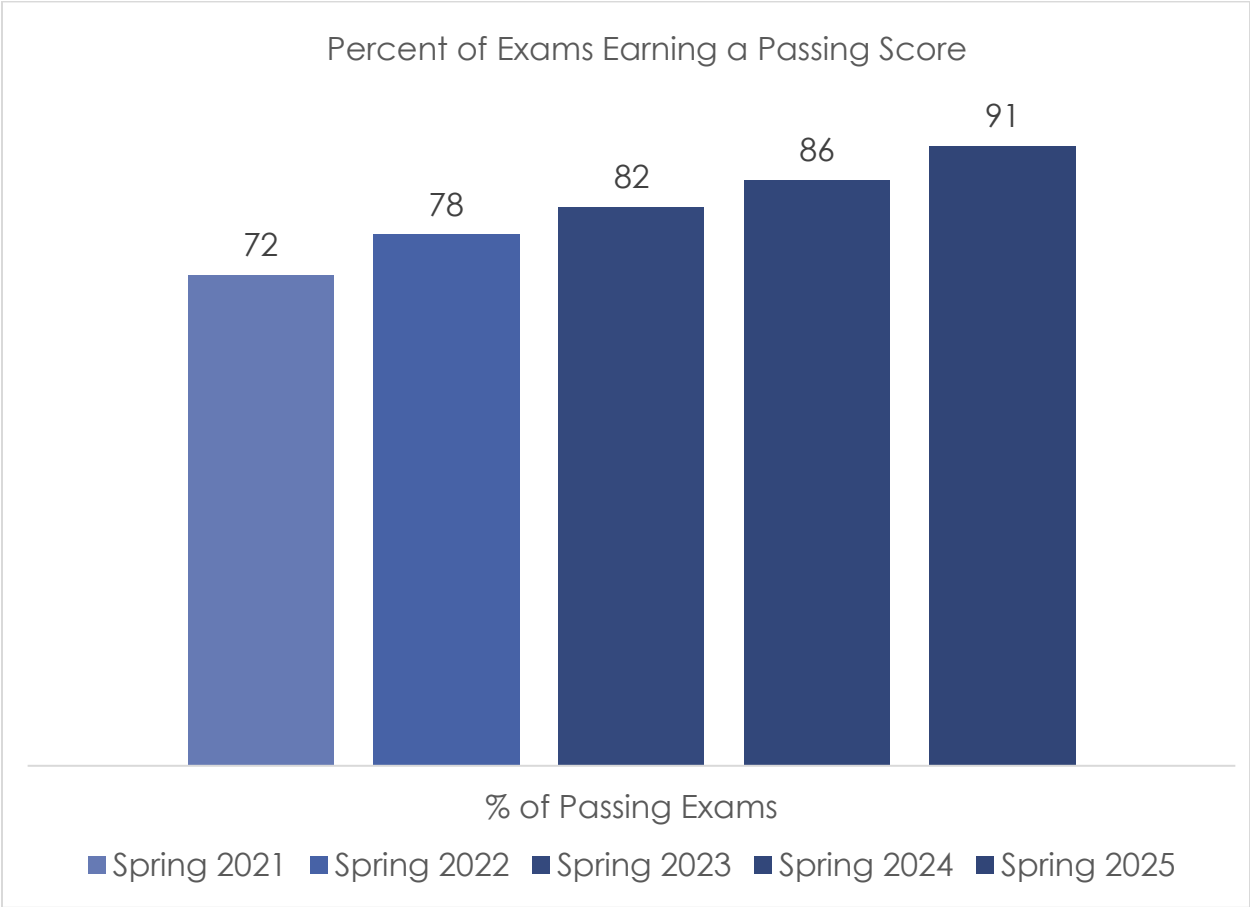
## Percent of Administered Exams by Student Group

The chart below illustrates the distribution of exams administered by demographic groups at Lyons Township High School for the last four years. Our AP program continues to serve a diverse student population across demographic groups, and while we have made progress in providing equitable access to rigorous coursework, we recognize there is still important work to do in ensuring participation rates in all student groups more closely reflect our overall district demographics.



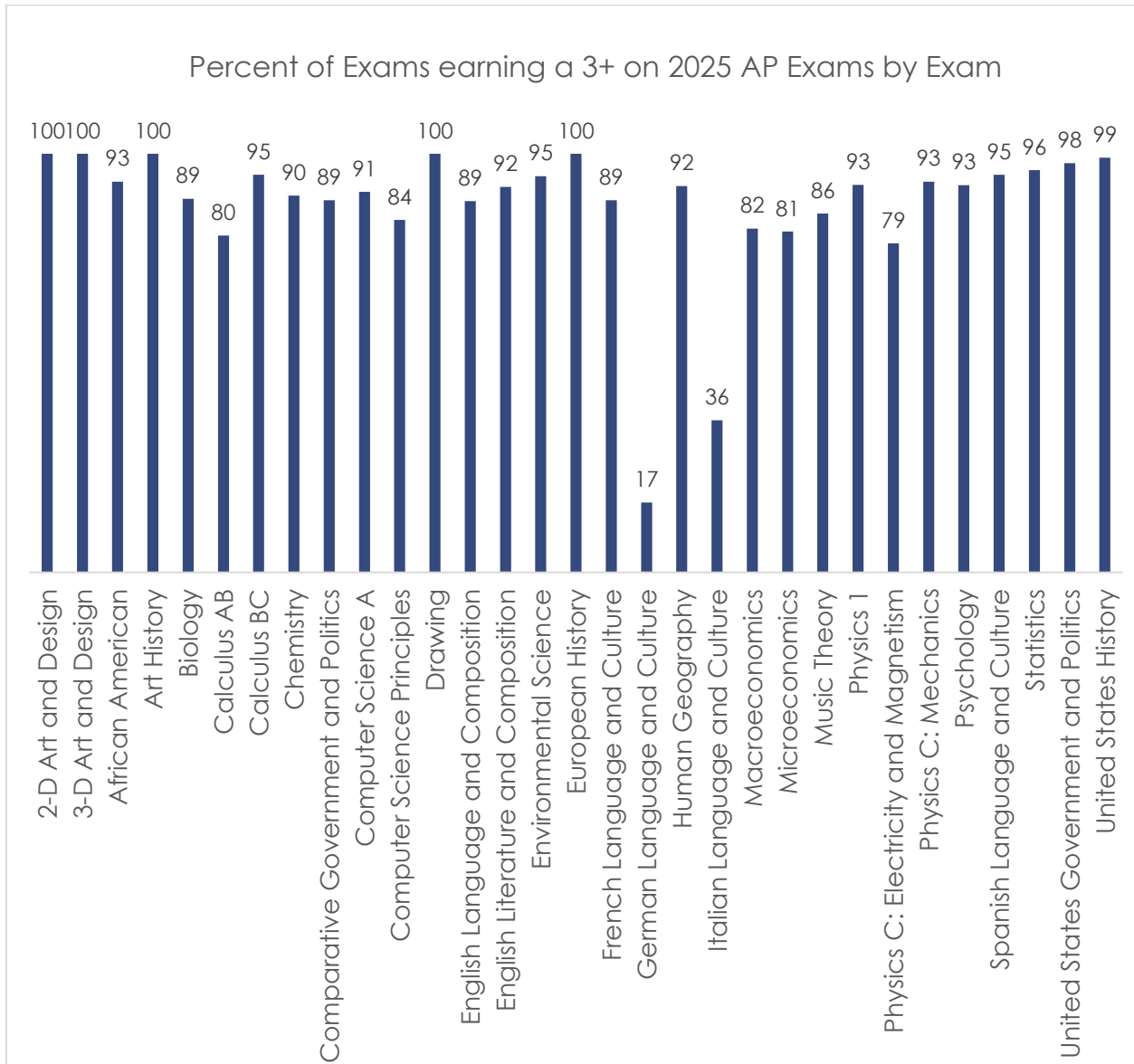
## Percent of Passing Exams

The following chart illustrates the percentage of AP exams that achieved a passing score over the past five years. In the spring of 2025, 91% of AP exams earned a passing score of 3 or higher, reflecting a 5% increase from the spring of 2024. Lyons Township High School continues to expand the number of exams administered while maintaining a high pass rate.



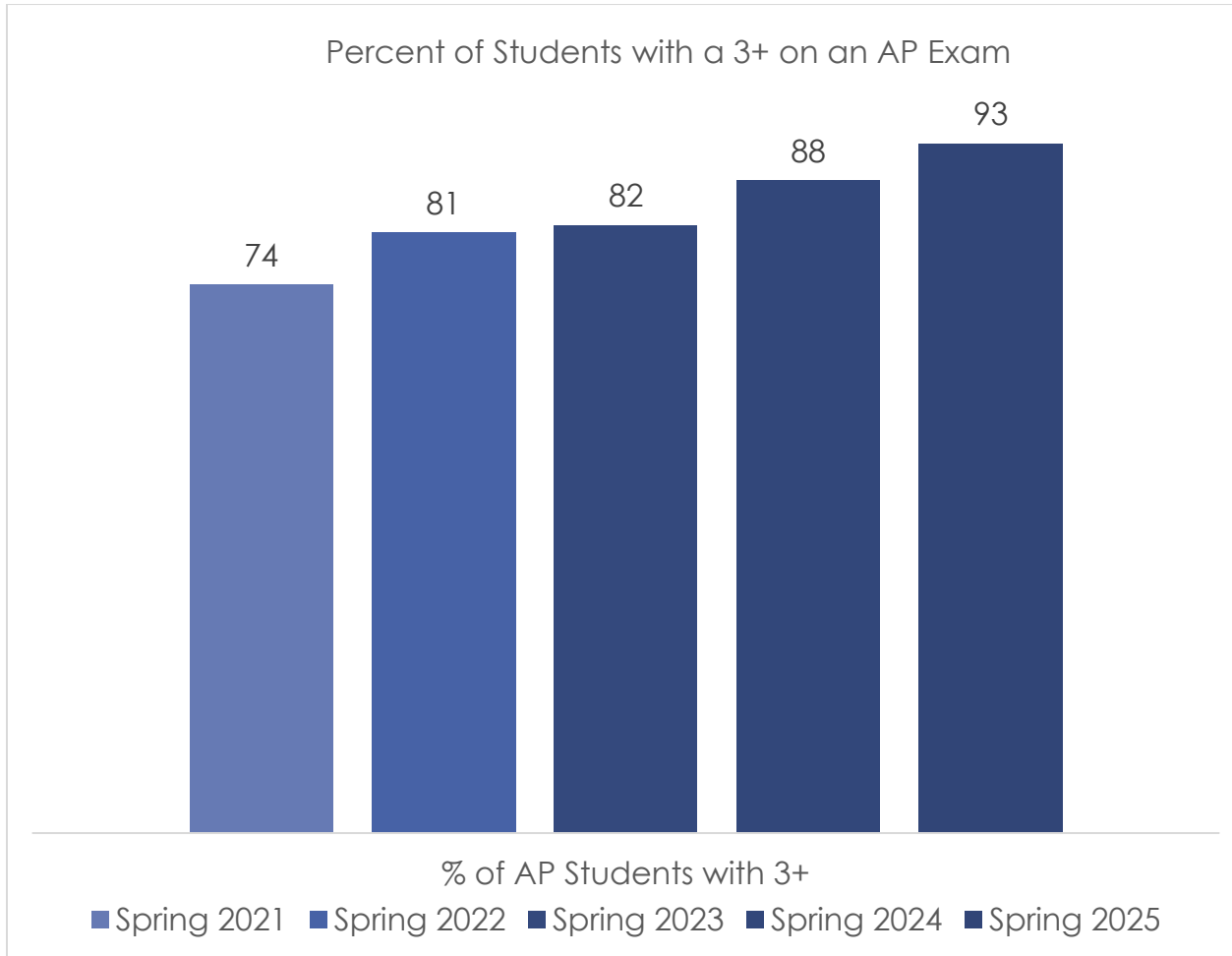
## Percent of Passing Exams by Course

The percentage of students earning a score of 3 or higher by course is illustrated in the chart below. Performance varies across specific AP exams, with many courses showing strong results. This provides valuable data for our Professional Learning Communities to use in developing improvement goals and refining instruction as part of our ongoing curriculum review process.



## Percent of Students Earning a Passing Score

A score of 3 or higher is considered passing and qualifies for college credit at any public college or university in Illinois. The graph below illustrates the percentage of AP students who earned at least one passing score on an AP exam over the past five years. The percentage of AP students earning a score of 3 or higher on at least one exam has increased significantly from 74% to 93%. This indicates a high level of student preparedness and the effectiveness of our guaranteed, viable, and rigorous curriculum delivery.



# ASSESSMENT & RESEARCH



## 2025 Equal Opportunity Schools Advanced Placement Exams

Lyons Township High School District 204

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## Introduction

Lyons Township High School District 204 has partnered with Equal Opportunity Schools to expand access to AP and Dual Credit courses. The partnership started in the fall of 2021. Our first EOS cohort took their AP/DC classes during the 2022-2023 school year and the work from that partnership is reflected in the following data.

## Number of Students

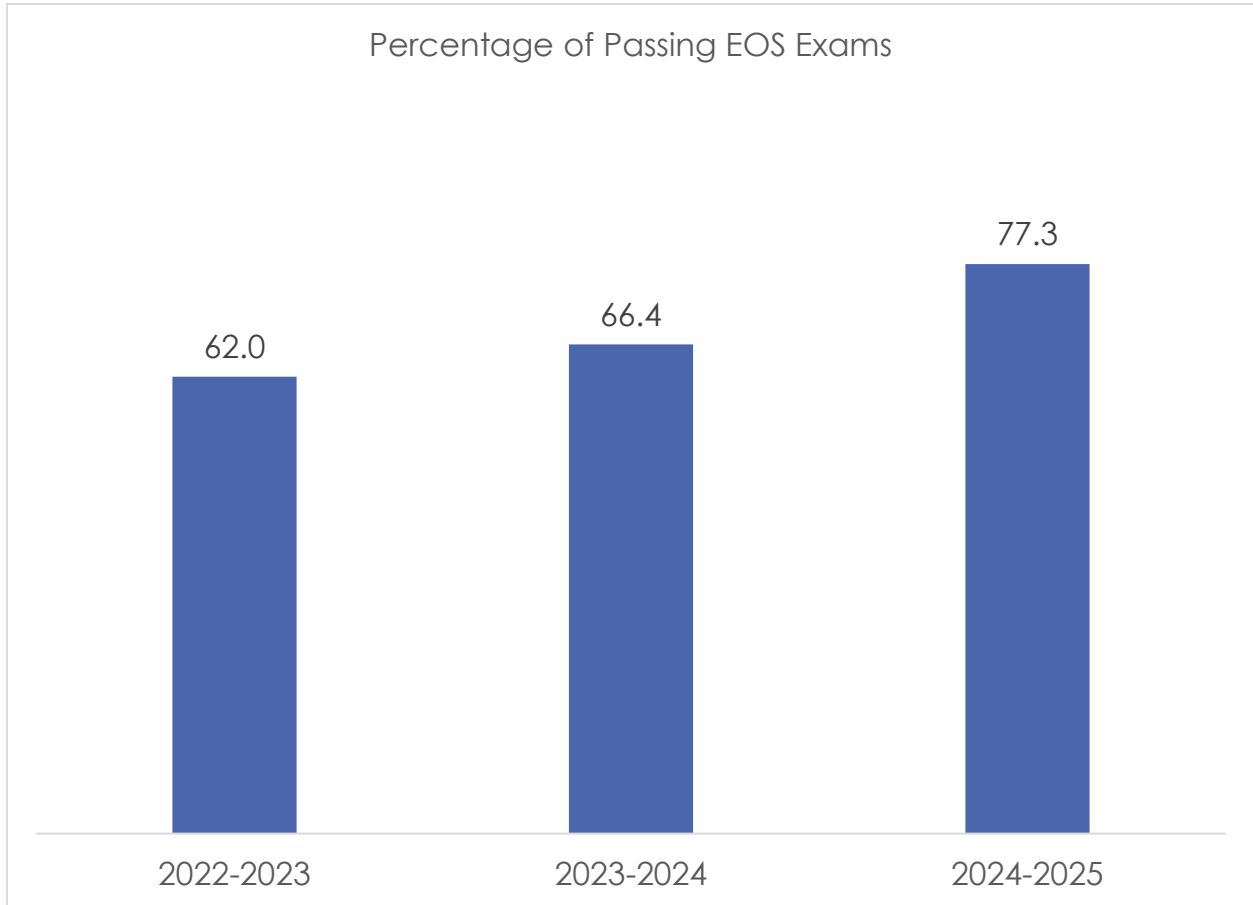
The chart below shows the number of students recommended for AP Courses through the EOS process. The table also shows the number of exams administered to the cohort of students and the number of courses not taken or completed by the cohort of students. There are a variety of reasons a student may not take a recommended course.

<i>School Year</i>	<i>Number of Students Recommended</i>	<i>Number of Exams</i>	<i>Number of Courses not Taken or Completed</i>
2022 – 2023	80	83	14
2023 – 2024	123	107	56
2024 – 2025	58	65	17

There are many possible reasons our EOS numbers are lower this year, such as our proactive efforts to enroll students in AP courses earlier in their high school careers, stronger associate school collaboration and communication about course readiness, the Accelerated Placement Act helping to level up students earlier, and improved counseling and course placement processes that identify and support students earlier in their high school journey.

## Percent of Passing Exams

The graphic displays the percentage of AP exams administered to students in the EOS cohort that earned a 3, 4, or 5. The passing rate for Equal Opportunity Schools students has shown remarkable improvement, increasing from 62.0% in 2022-2023 to 77.3% in 2024-2025, demonstrating the effectiveness of our partnership with EOS to provide targeted supports and increase success rates for underrepresented students in AP courses.



## AP Exam Score Distribution

The graphic illustrates the distribution of AP exam scores for students in the EOS cohort, with data presented for the last three school years. The score distribution shows meaningful progress in student achievement, with a notable decrease in scores of 1 and 2 (from 38.5% to 21.6% combined) and corresponding increases in scores of 3, 4, and 5, reflecting our strategic focus on building confidence and providing intervention systems that support academic success for all students as outlined in Goal 2 of our strategic plan.

