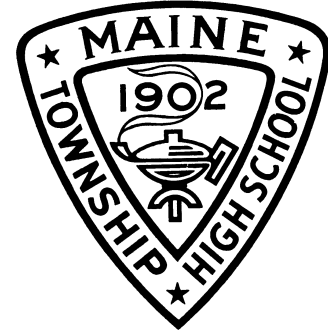

District 207



Moving Forward in Partnership
with District 64



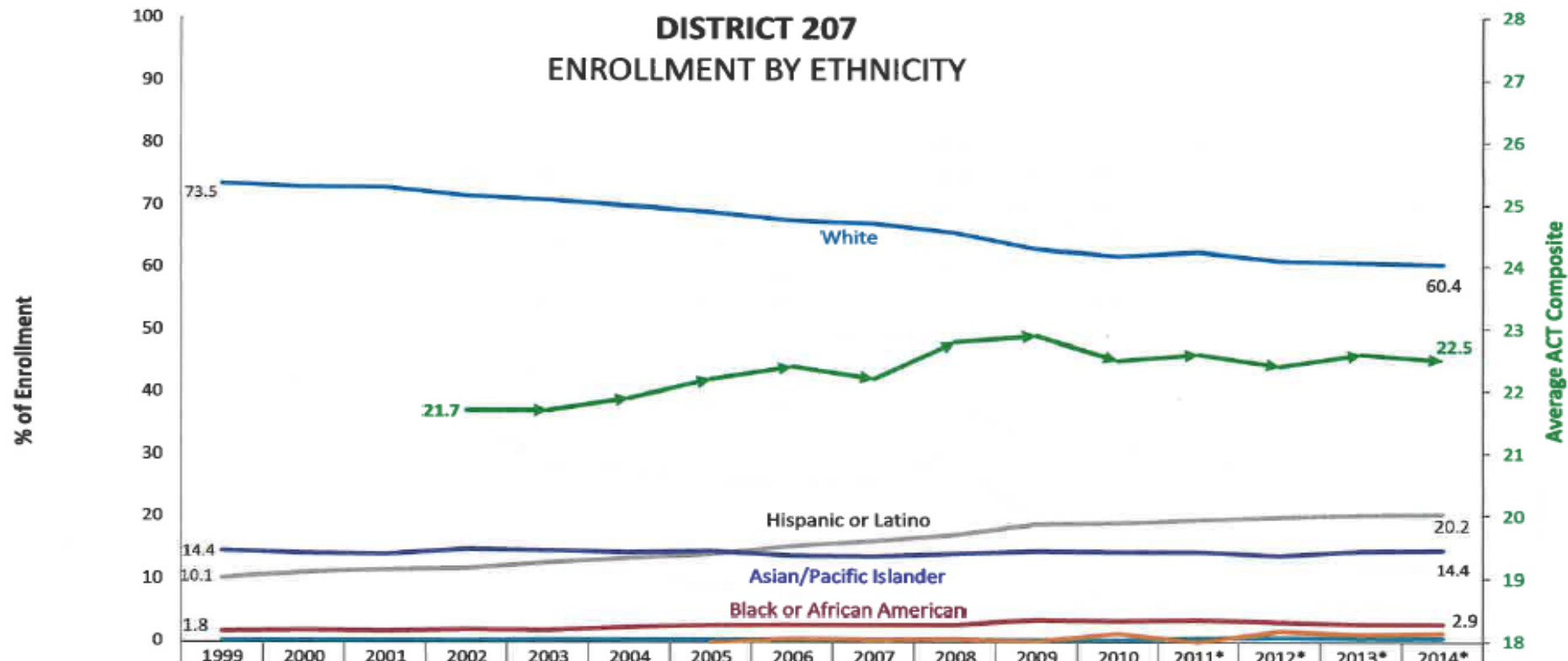
Academics - Increased Rigor



- 20 (and growing) Advanced Placement Courses
- 7 (and growing) Dual Credit Courses
- Doubled AP Enrollment in past 10 years - Opened
- Can we have students finish 2 yrs of college in HS?
- 90+% enroll at a 2 or 4 year College
- Average ACT = 24



DISTRICT 207 ENROLLMENT BY ETHNICITY

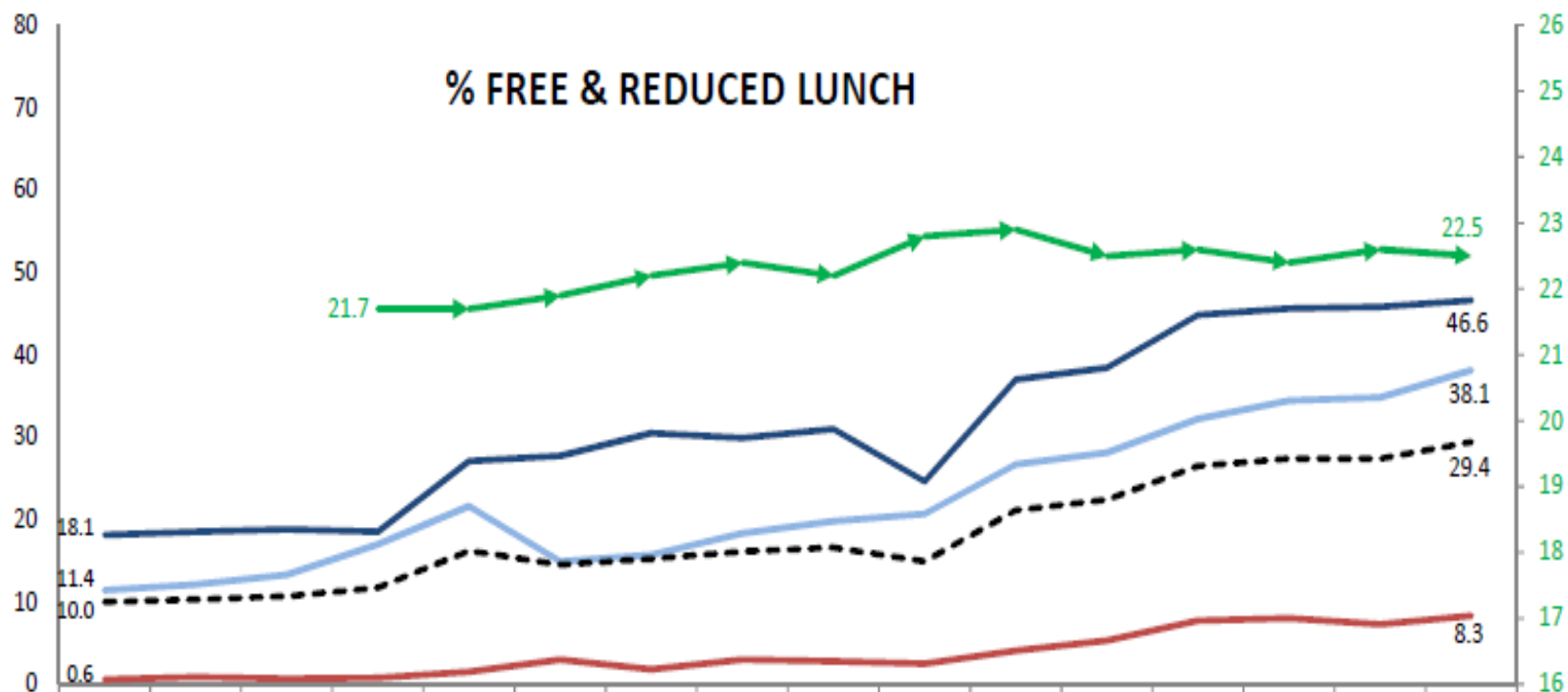


	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011*	2012*	2013*	2014*
White	73.5	72.9	72.8	71.5	70.8	69.9	68.9	67.5	67.0	65.5	62.9	61.8	62.4	61.0	60.7	60.4
Black	1.8	1.9	1.8	2.0	1.9	2.4	2.7	2.8	2.8	2.8	3.6	3.4	3.6	3.2	2.9	2.9
Hispanic	10.1	10.9	11.3	11.5	12.5	13.2	13.8	15.1	15.9	16.9	18.6	18.8	19.3	19.7	20.1	20.2
Asian/Pac Isl	14.4	14.0	13.8	14.6	14.4	14.1	14.3	13.6	13.5	13.9	14.3	14.2	14.2	13.6	14.3	14.4
Nat American	0.3	0.3	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.7	0.8	0.7	0.7
Multiethnic							0.0	0.6	0.4	0.5	0.2	1.4	0.1	1.8	1.3	1.5
Avg. ACT Composite				21.7	21.7	21.9	22.2	22.4	22.2	22.8	22.9	22.5	22.6	22.4	22.6	22.5

% FREE & REDUCED LUNCH

% of Enrollment

Average Composite ACT Score

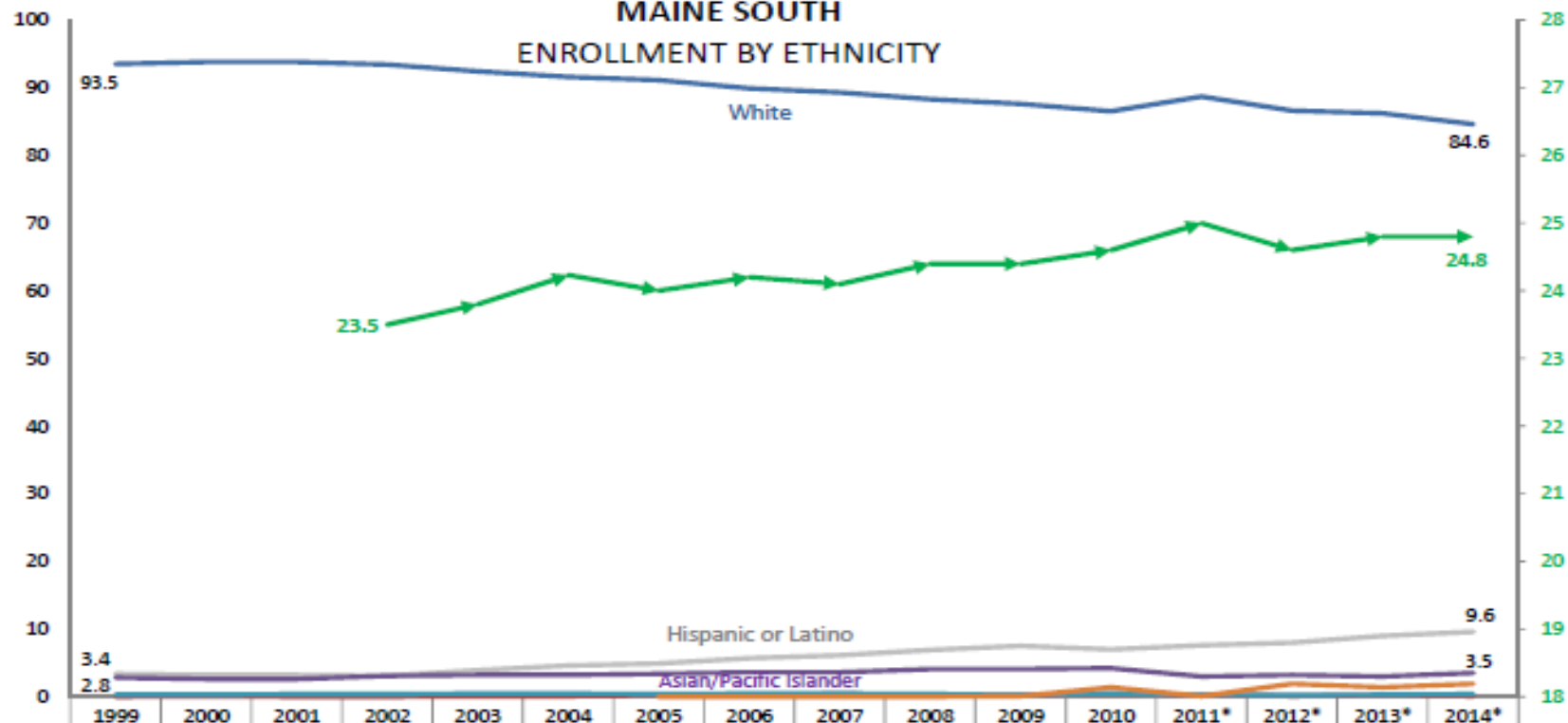


	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
MAINE EAST	18.1	18.5	18.8	18.5	27.1	27.7	30.5	29.9	31.0	24.6	37.0	38.4	44.8	45.6	45.8	46.6
MAINE SOUTH	0.6	0.9	0.7	0.8	1.5	3.0	1.8	3.0	2.8	2.5	4.1	5.3	7.7	8.0	7.3	8.3
MAINE WEST	11.4	12.1	13.3	17.0	21.6	14.9	15.7	18.3	19.8	20.7	26.7	28.1	32.2	34.4	34.8	38.1
DISTRICT 207	10.0	10.3	10.7	11.7	16.2	14.5	15.2	16.1	16.6	14.9	21.1	22.4	26.5	27.4	27.4	29.4
Avg. ACT Composite				21.7	21.7	21.9	22.2	22.4	22.2	22.8	22.9	22.5	22.6	22.4	22.6	22.5

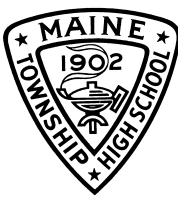
MAINE SOUTH ENROLLMENT BY ETHNICITY

% of Enrollment

Average ACT Composite



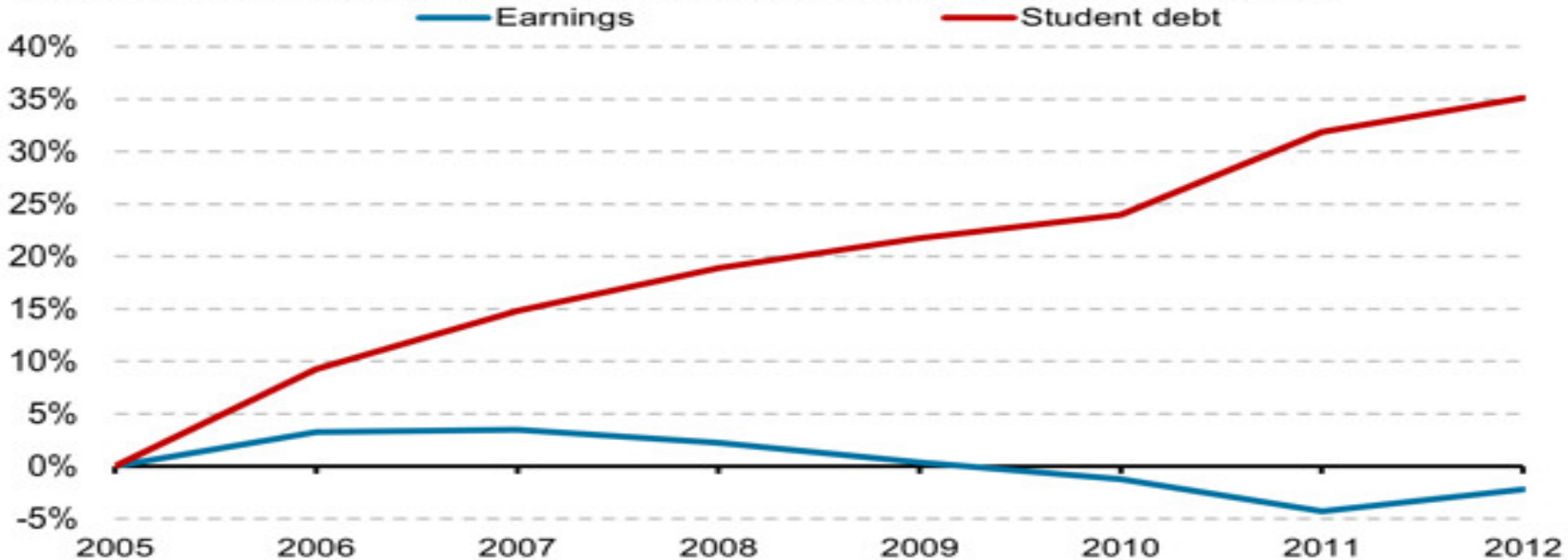
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011*	2012*	2013*	2014*
White	93.5	93.8	93.8	93.4	92.4	91.6	91.1	89.9	89.3	88.3	87.6	86.5	88.7	86.6	86.2	84.6
Black	0.0	0.1	0.0	0.0	0.1	0.1	0.2	0.3	0.4	0.3	0.3	0.4	0.3	0.1	0.2	0.1
Hispanic	3.4	3.2	3.2	3.1	3.9	4.6	4.9	5.7	6.1	6.9	7.5	7.0	7.6	8.0	9.0	9.6
Asian/Pac Isl	2.8	2.6	2.6	3.1	3.2	3.2	3.4	3.6	3.6	4.1	4.1	4.2	3.0	3.2	3.0	3.5
Nat American	0.3	0.3	0.4	0.4	0.5	0.5	0.4	0.5	0.5	0.4	0.3	0.5	0.3	0.2	0.3	0.4
Multiethnic							0.0	0.0	0.0	0.0	0.1	1.4	0.1	1.9	1.4	1.9
Avg. ACT Composite				23.5	23.8	24.2	24.0	24.2	24.1	24.4	24.4	24.6	25.0	24.6	24.8	24.8



Education Cost

What Young People Make and What They Owe

Percent change from 2005 in median annual earnings of people 25-34 years old holding just a bachelor's degree and average student loan balance for people under 30 years old.

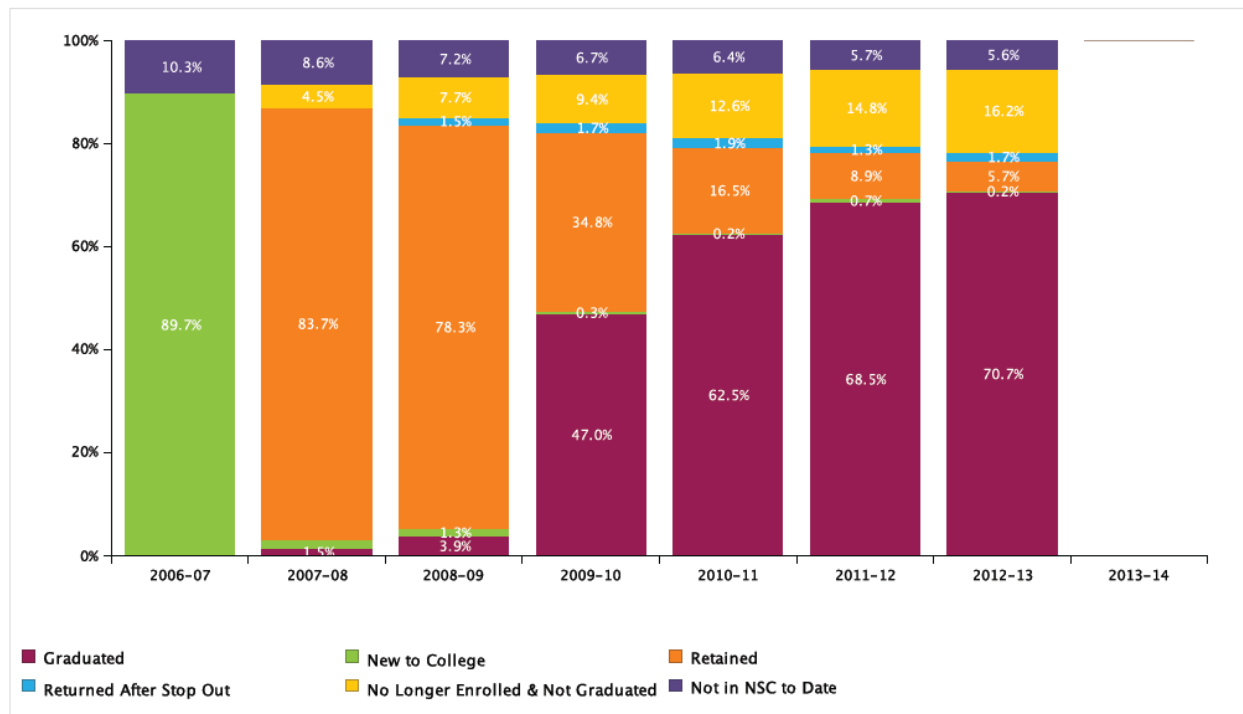


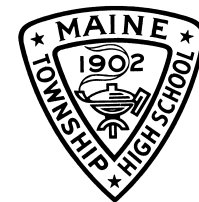
Source: National Center for Education Statistics (earnings); NY Fed (student debt) | WSJ.com

Education Attainment

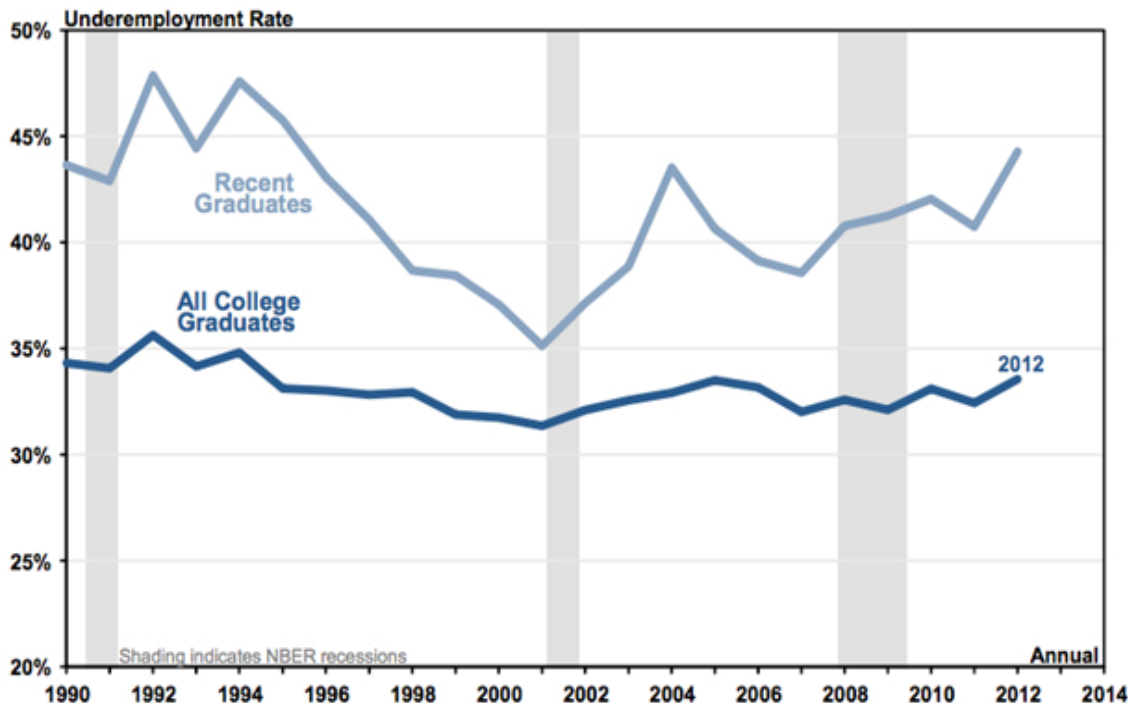


Class of 2006 Postsecondary Enrollment and Progress



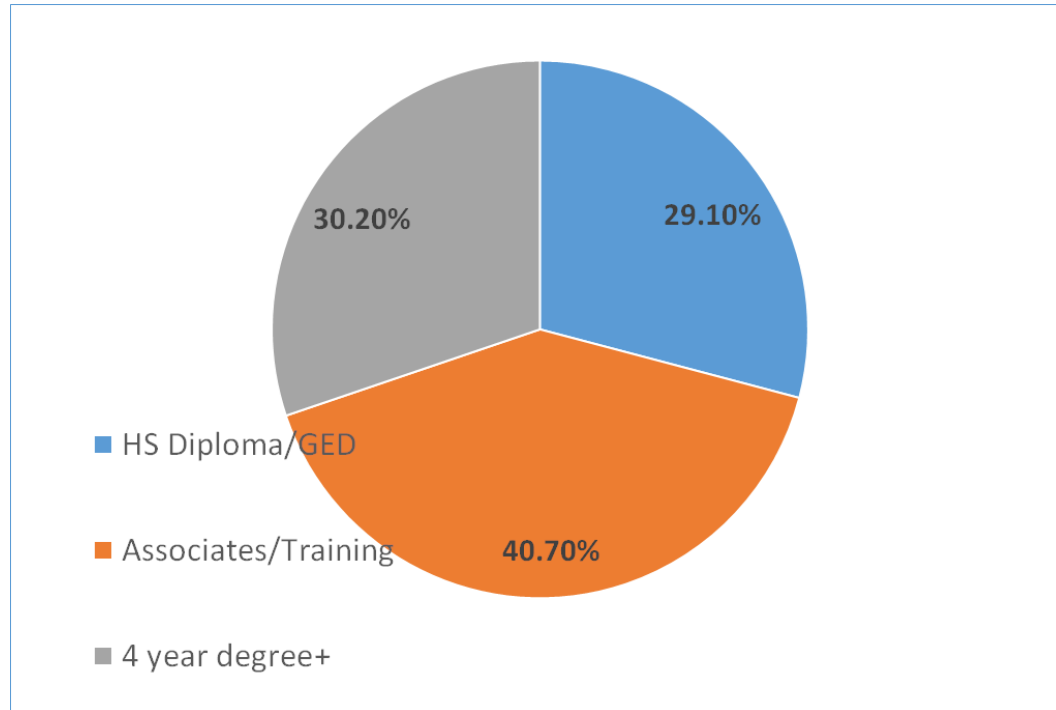


Underemployed - National Data

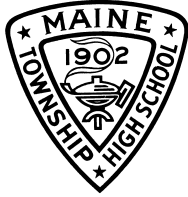


Source: U.S. Census Bureau and U.S. Bureau of Labor Statistics, Current Population Survey, March Supplement; U.S. Department of Labor, O*NET.
Note: College graduates are those with a BA degree or higher; recent college graduates are those aged 22-27; figures exclude those currently enrolled in school.

Level of Education Needed Top 100



SOURCE: US | IL Bureau of Labor Statistics, IDES & EMSI data (Sep 2014)



College and Career Exploration

- Internship
- In-School Work Experience
- Apprenticeship
- Industry Standard Certification (obtained during H.S.)
- Dual Credit (College level courses through H.S.)
- Volunteer
- Job Shadowing

District 64 Role - Getting Better!

- Continue to send students well prepared and ready to learn
 - Expand Opportunities for Accelerated Learning
 - Deeper Career Exploration and the linkage with College and Career options in elementary and middle school
 - Engage the Community in the data behind College and Careers at an earlier stage.
 - High Impact Instruction and Professional Development Partnerships - Instructional Coaching Plans - Everyone must get better and have a sense of urgency to do so.
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