

Thornton Twp HSD 205

South Holland, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Total Enrollment
District	1.4	87.0	10.3	0.4	0.0	0.3	0.6	65.9	4.9	19.2	1.9	5,172
State	48.8	17.3	25.5	4.7	0.1	0.3	3.2	49.9	10.5	14.3	2.2	2,041,779

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches. IEP students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs. **Total Enrollment** is based on [Home School](#). **Homeless** students are students who do not have permanent and adequate homes.

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION				
	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
District	1.1	13.4	14.2	91.7
State	2.0	9.8	12.2	94.4

Mobility rate is based on the number of times students enroll in or leave a school during the school year. **Chronic truants** are students who are absent from school without valid cause for 9 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS		STUDENT-TO-STAFF RATIOS				HEALTH AND WELLNESS (days per week)	
	Percent		Days	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator	District	State
District	95.8		174		17.1	9.2	125.2	5.0	
State	95.3		175		18.9	11.3	176.5	4.0	

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
District										18.1	18.1
State										19.0	21.1

TEACHER INFORMATION (Full -Time Equivalents)											
District State	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	UnKnown	Male	Female	Total Number
	District	17.1	14.9	2.1	0.3	0.0	0.0	0.0	65.7	39.8	60.2
State	83.4	6.0	5.7	1.4	0.1	0.2	0.8	2.5	23.3	76.7	127,152

TEACHER INFORMATION				
		Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Masters's & Above
District:	All Schools	12.0	25.1	74.4
	High Poverty Schools	12.4	25.2	74.0
	Low Poverty Schools	11.4	24.8	75.2
State:	All Schools	13.1	38.1	61.4
	High Poverty Schools	11.7	40.3	58.8
	Low Poverty Schools	13.7	30.9	68.9

Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state.

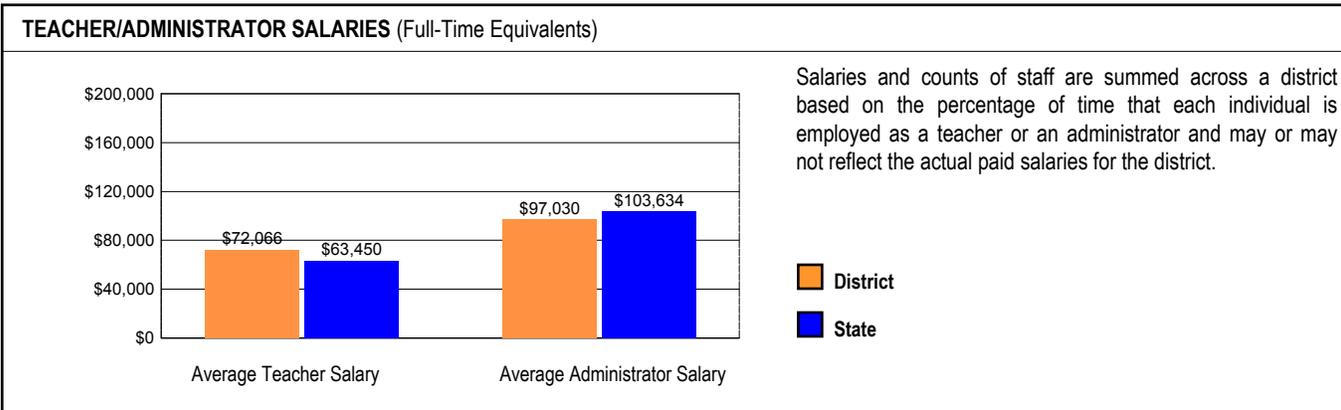
TEACHER RETENTION RATE	
District	91.9
State	85.8

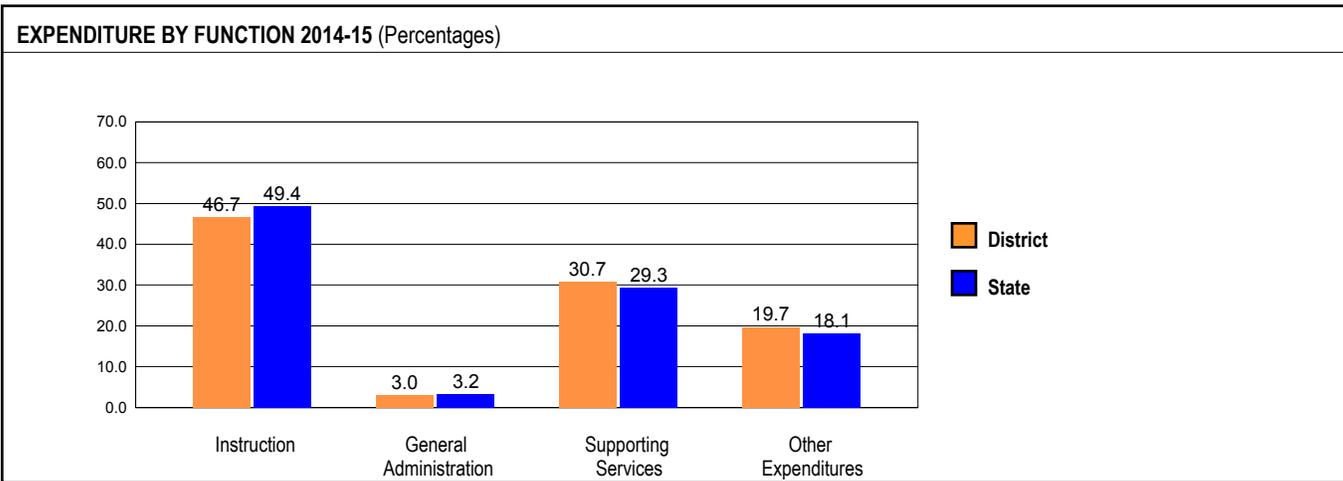
PRINCIPAL TURNOVER (Count)	
District	2.0
State	2.0

TEACHER ATTENDANCE	
District	57.0
State	76.5

Percentage of teachers absent 10 or fewer days
Data from 2013-14 Office of Civil Rights Data Collection, published June 2016

SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2014-15			
	District	District %	State %
Local Property Taxes	\$63,039,535	62.2	62.8
Other Local Funding	\$2,011,911	2.0	4.6
General State Aid	\$25,138,179	24.8	16.3
Other State Funding	\$5,133,886	5.1	8.6
Federal Funding	\$5,997,599	5.9	7.7
TOTAL	\$101,321,110		

EXPENDITURE BY FUND 2014-15			
	District	District %	State %
Education	\$82,276,427	75.2	73.4
Operations & Maintenance	\$8,981,483	8.2	6.4
Transportation	\$6,569,002	6.0	3.7
Debt Service	\$5,284,692	4.8	8.1
Tort	\$1,209,084	1.1	1.3
Municipal Retirement/ Social Security	\$1,845,684	1.7	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$3,310,082	3.0	4.7
TOTAL	\$109,476,454		

OTHER FINANCIAL INDICATORS				
	2013 Equalized Assessed Valuation per Pupil	2013 Total School Tax Rate per \$100	2014-15 Instructional Expenditure per Pupil	2014-15 Operating Expenditure per Pupil
District	\$268,709	5.91	\$11,420	\$19,830
State	**	**	\$7,712	\$12,821

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

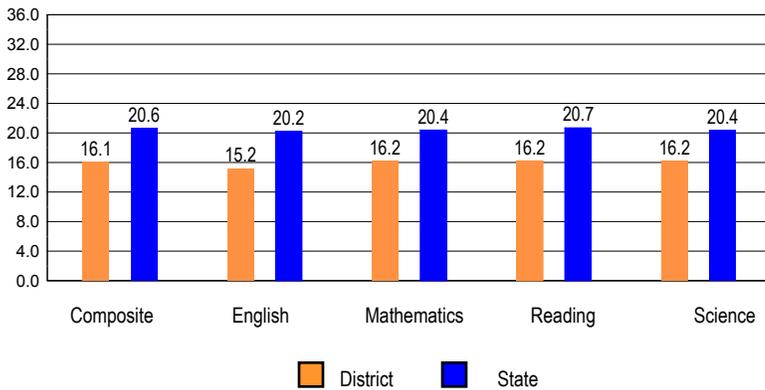
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

ACT ASSESSMENT: GRADUATING CLASS OF 2016*



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. All students whose scores are college reportable, both standard and extended time tests, are now included. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

READY FOR COLLEGE COURSE WORK

District	10.7
State	46.4

PERCENT OF STUDENTS MET ACT BENCHMARKS

	English	Math	Read	Science	ALL 4 Subjects
District	28.8	7.2	10.5	5.4	1.7
State	61.9	39.7	40.3	34.3	25.1

COLLEGE ENROLLMENT

	12 Months	16 Months
District	60.4	64.7
State	67.8	71.4

FRESHMEN ON TRACK

District	49.9
State	82.4

8TH GRADERS PASSING ALGEBRA I *

District	
State	28.4

* For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

CTE ENROLLMENT

District	2,877
State	280,517

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)

	GRADE 10	GRADE 11	GRADE 12
District	9	173	126
State	28,457	54,910	70,923

ADVANCED PLACEMENT (AP) COURSE WORK			
Levels	Grade10	Grade11	Grade12
All			
District	7	87	125
State	21,667	40,133	50,356
White			
District	0	1	1
State	12,468	23,421	28,922
Black			
District	6	68	99
State	1,581	3,342	4,505
Hispanic			
District	1	14	20
State	3,839	8,233	10,844
Asian			
District	0	4	3
State	2,971	3,835	4,549
Native Hwaiian/Pacific Islander			
District	0	0	0
State	31	40	58
American Indian			
District	0	0	1
State	58	76	110
Two or More Races			
District	0	0	1
State	719	1,186	1,368
LEP			
District	0	3	3
State	68	197	286
Non LEP			
District	7	84	122
State	21,599	39,936	50,070
IEP			
District	0	0	0
State	184	504	873
Non IEP			

District State	7 21,483	87 39,629	125 49,483
Low Income District State	5 5,270	57 10,910	95 14,384
Non Low Income District State	2 16,397	30 29,223	30 35,972

INTERNATIONAL BACCALAUREATE (IB) COURSE WORK			
Levels	Grade10	Grade11	Grade12
All			
District	1	95	0
State	181	2,358	1,927
White			
District	0	1	0
State	99	489	397
Black			
District	1	82	0
State	19	487	513
Hispanic			
District	0	11	0
State	43	1,126	814
Asian			
District	0	0	0
State	18	204	161
Native Hawaiian/Pacific Islander			
District	0	0	0
State	0	0	3
American Indian			
District	0	0	0
State	0	5	7
Two or More Races			
District	0	1	0
State	2	47	32
LEP			
District	0	1	0
State	4	51	25
Non LEP			
District	1	94	0
State	177	2,307	1,902
IEP			
District	0	0	0
State	12	34	50
Non IEP			

District State	1 169	95 2,324	0 1,877
Low Income			
District State	0 72	66 1,616	0 1,309
Non Low Income			
District State	1 109	29 742	0 618

DUAL CREDIT COURSE WORK			
Levels	Grade10	Grade11	Grade12
All			
District	1	0	1
State	7,337	17,215	29,739
White			
District	0	0	0
State	4,262	11,960	20,330
Black			
District	1	0	1
State	1,107	1,668	2,746
Hispanic			
District	0	0	0
State	1,522	2,442	4,548
Asian			
District	0	0	0
State	240	622	1,250
Native Hwaiian/Pacific Islander			
District	0	0	0
State	6	18	37
American Indian			
District	0	0	0
State	17	33	79
Two or More Races			
District	0	0	0
State	183	472	749
LEP			
District	0	0	0
State	182	201	237
Non LEP			
District	1	0	1
State	7,155	17,014	29,502
IEP			
District	0	0	0
State	774	1,382	2,245
Non IEP			
District	1	0	1

State	6,563	15,833	27,494
Low Income			
District	0	0	1
State	3,390	5,855	9,056
Non Low Income			
District	1	0	0
State	3,947	11,360	20,683

ADVANCE PLACEMENT (AP) EXAMS

GRADE 10

	No of AP Exams Taken	No of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
District	7	0	6	0
State	26,796	17,202	19,158	12,498

GRADE 11

	No of AP Exams Taken	No of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
District	181	33	130	29
State	88,794	57,291	34,932	23,741

GRADE 12

	No of AP Exams Taken	No of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
District	369	79	119	41
State	155,180	102,273	38,306	28,190

POST-SECONDARY REMEDIATION (CLASS OF 2014)

District	81.0
State	49.4

HIGH SCHOOL 4-YEAR GRADUATION RATE

	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	74.0	65.4	82.7	76.9	72.7	86.0					81.3		56.6	74.8
State	85.5	83.0	88.1	90.4	74.6	81.3					71.9		70.6	76.7

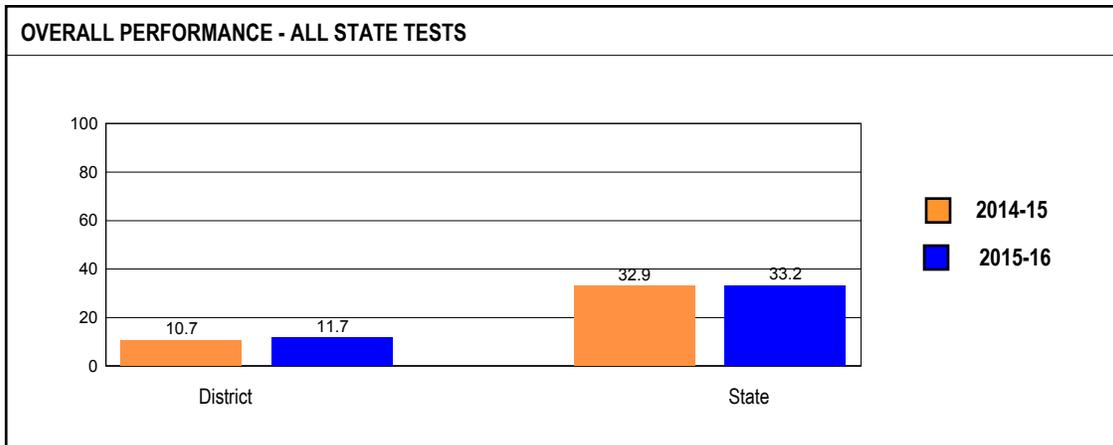
HIGH SCHOOL 5-YEAR GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	80.7	77.1	84.3		79.9	88.6					91.9		60.2	80.9
State	87.7	85.4	90.2		79.2	84.2					77.8		75.1	81.8

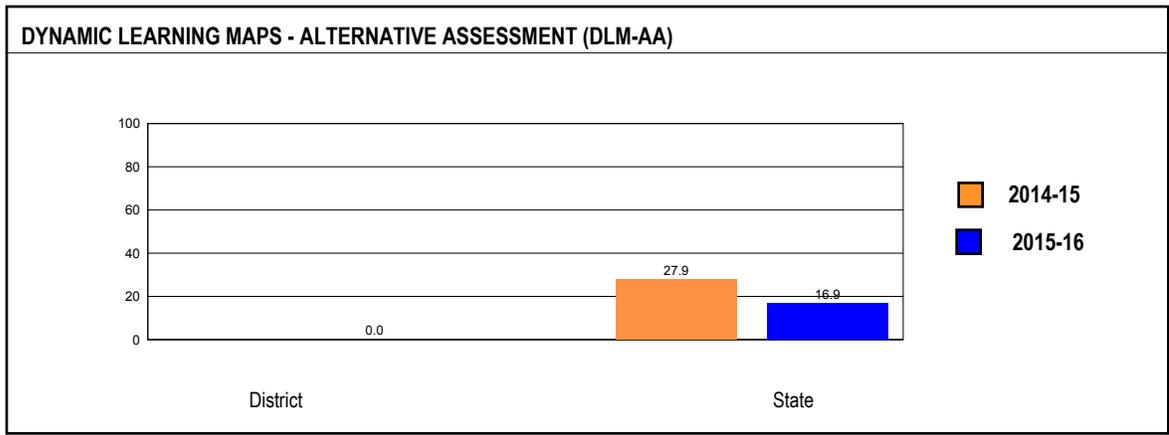
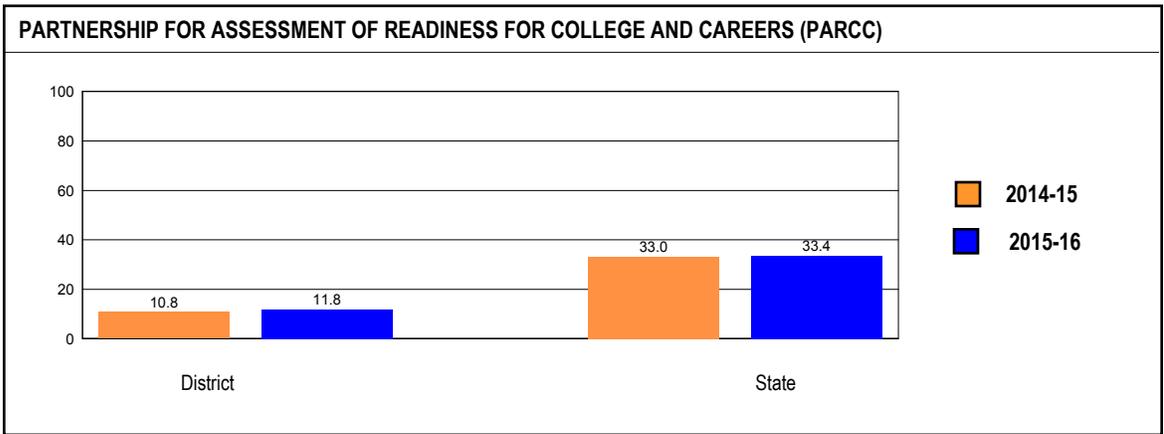
HIGH SCHOOL 6-YEAR GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	71.6	67.4	76.0	68.4	70.4	78.8				95.0	82.6		53.6	71.4
State	88.2	86.0	90.6	91.6	79.8	85.0				88.2	78.8		76.6	82.2

HIGH SCHOOL 7-YEAR GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	66.6	58.2	73.8		66.6	65.4				73.8			58.5	67.2
State	85.8	83.7	88.2		74.4	81.0				85.8			75.9	77.7

OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.

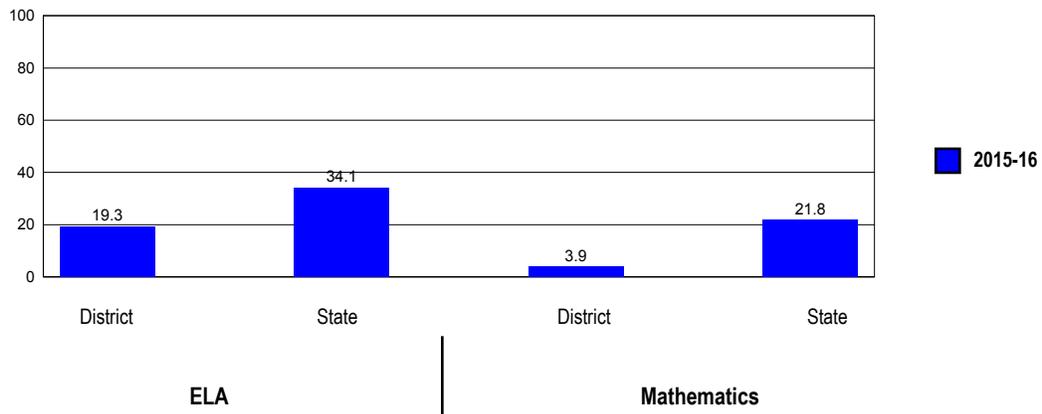




DLM-AA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on PARCC that met or exceeded expectations.

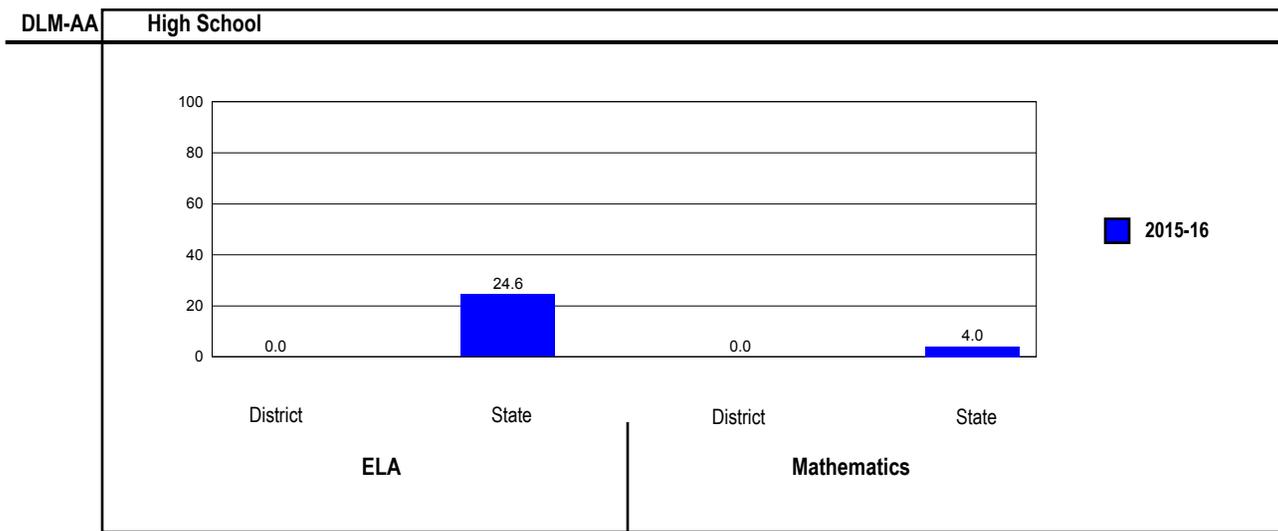
PARCC

High School



DLM-AA PERFORMANCE

These show the percentage of student scores meeting or exceeding Standards for the grades and subjects tested on DLM-AA



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public.

The PARCC is administered to students in grade 3 through 8 and high school. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	1,210	605	605	8	1,069	114	6	0	6	7	30	0	155	726
	Reading	5.3	5.0	5.6		5.3	6.1					3.3		8.4	1.8
State	*Enrollment	1,050,307	537,851	512,454	512,582	177,823	272,642	49,633	1,043	2,886	33,656	87,711	198	147,577	527,950
	Reading	2.5	2.5	2.6	2.2	3.0	2.9	2.0	3.5	3.0	2.7	2.5	1.0	3.6	2.7

* Enrollment as reported during the testing windows for grades 3-8 and high school.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	1,110	536	574	9	967	114	8	0	5	7	37	0	126	662
	Mathematics	1.9	2.6	1.2		1.9	1.8					0.0		7.1	1.8
State	*Enrollment	1,025,813	525,396	500,415	494,198	176,422	271,200	47,430	1,046	2,841	32,624	91,569	202	145,620	524,025
	Mathematics	2.5	2.5	2.6	2.1	3.2	3.0	1.5	3.5	3.0	2.6	2.0	1.0	3.8	2.8

* Enrollment as reported during the testing windows for grades 3-8 and high school.

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at <http://avocet.pearson.com/PARCC/Home>.

High School

High School- All

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	29.1	26.6	25.0	16.8	2.6	58.1	26.5	11.5	3.8	0.1
State	19.2	20.9	25.8	28.3	5.8	21.5	29.5	27.2	21.1	0.7

High School - Gender

Levels	ELA					Mathematics					
	1	2	3	4	5	1	2	3	4	5	
Male	District	37.5	29.7	22.6	9.6	0.7	62.7	24.5	9.6	3.1	0.0
	State	25.0	22.9	24.9	23.4	3.7	23.8	29.9	25.6	19.8	0.8
Female	District	20.9	23.5	27.4	23.9	4.4	53.9	28.3	13.3	4.4	0.2
	State	13.1	18.8	26.7	33.4	8.0	19.1	29.1	28.8	22.4	0.6

High School - Racial/Ethnic Background

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
White										
District	13.5	17.5	26.2	35.1	7.8	16.0	25.5	30.2	27.3	1.0
State										
Black										
District	30.8	27.2	24.5	15.7	1.8	60.2	25.6	10.8	3.4	0.1
State	33.3	28.6	23.3	13.4	1.3	35.5	36.2	19.6	8.7	0.1
Hispanic										
District	12.4	20.0	32.4	25.7	9.5	45.5	34.5	13.6	6.4	0.0
State	24.5	25.0	27.5	20.8	2.1	23.2	33.4	27.0	16.1	0.3
Asian										
District	6.3	11.4	21.1	43.4	17.8	8.3	18.3	29.1	40.8	3.5
State										
Native Hawaiian/Pacific Islander										
District	7.2	18.0	29.7	37.8	7.2	11.2	31.8	23.4	31.8	1.9
State										
American Indian										
District	23.7	19.7	30.6	21.2	4.8	25.6	31.9	24.2	18.1	0.3
State										
Two or More Races										
District	16.7	19.2	25.1	30.2	8.8	21.3	27.9	26.5	23.3	0.9
State										

High School - Limited-English-Proficient

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
District	21.4	32.1	35.7	10.7	0.0	58.3	33.3	5.6	2.8	0.0
State	51.4	31.3	14.1	3.1	0.1	36.9	40.7	16.4	5.9	0.1

High School - Students with Disabilities

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
IEP										
District	68.2	24.8	3.9	3.1	0.0	86.5	11.5	0.0	1.9	0.0
State	51.5	28.1	14.1	5.8	0.5	44.7	37.6	13.2	4.4	0.1
Non-IEP										
District	24.1	26.8	27.7	18.5	2.9	55.0	28.1	12.8	4.0	0.1
State	15.2	20.0	27.2	31.1	6.5	18.6	28.5	29.0	23.2	0.8

High School - Economically Disadvantaged

Levels	ELA					Mathematics				
	1	2	3	4	5	1	2	3	4	5
Free/Reduced Price Lunch										
District	29.4	26.6	25.5	16.1	2.4	59.8	26.1	10.3	3.8	0.0
State	28.0	26.1	25.6	18.4	1.9	28.0	34.3	24.2	13.3	0.2
Not Eligible										
District	28.6	26.5	24.2	17.9	2.8	55.5	27.1	13.3	3.9	0.2
State	12.4	16.8	25.9	36.0	8.9	15.3	25.0	30.0	28.5	1.2

Dynamic Learning Maps - Alternative Assessment (DLM-AA)

DLM results are not based on raw or scale scores; all data is based on diagnostic classification modeling.1 Standard setting allows us to look at patterns of number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance are reported using the four performance levels approved by the consortium:

- Level 1 -- The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 -- The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
- Level 3 -- - The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- Level 4 -- The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

High School

High School - All

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
District	84.6	15.4	0.0	0.0	92.3	7.7	0.0	0.0
State	43.9	31.5	22.8	1.8	71.1	24.9	4.0	0.0

High School- Gender

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Male	District	83.3	16.7	0.0	0.0	91.7	8.3	0.0	0.0
	State	43.7	32.7	21.6	2.0	70.8	24.7	4.5	0.0
Female	District								
	State	44.3	29.5	24.8	1.4	71.8	25.1	3.1	0.0

High School - Racial/Ethnic Background

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
White								
District								
State	42.7	31.1	24.0	2.2	68.5	27.4	4.2	0.0
Black								
District	90.0	10.0	0.0	0.0	100.0	0.0	0.0	0.0
State	47.1	30.2	21.4	1.3	72.7	24.7	2.7	0.0
Hispanic								
District								
State	45.2	32.3	21.0	1.5	75.4	19.8	4.8	0.0
Asian								
District								
State	41.0	39.3	18.0	1.6	73.3	23.3	3.3	0.0
Native Hawaiian/Pacific Islander								
District								
State								
American Indian								
District								
State								
Two or More Races								
District								
State	25.8	35.5	35.5	3.2	64.5	32.3	3.2	0.0

High School - Economically Disadvantaged

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	80.0	20.0	0.0	0.0	90.0	10.0	0.0	0.0
State	44.0	32.0	22.3	1.8	73.2	22.9	3.9	0.0
Not Eligible								
District								
State	43.8	31.0	23.4	1.8	68.8	27.2	4.1	0.0