

THORNTON TWP H S DIST 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.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	1.7	93.5	4.6	0.2	0.0	0.0	40.7	1.0	2.5	6.5	23.9	89.8	6,473
State	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6	4.0	2.2	16.1	93.9	2,062,912

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.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

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 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
District	98.3
State	95.7

AVERAGE CLASS SIZE (as of the first school day in May)

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
					19.3
					19.7

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
	21.6	16.1	193.0
	18.4	13.8	209.5

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

TEACHER INFORMATION (Full-Time Equivalents)

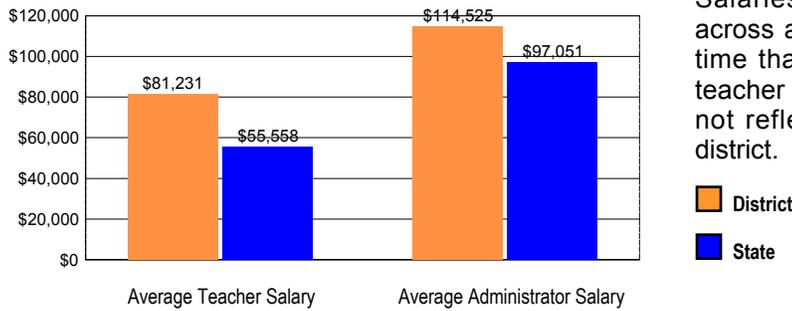
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	66.7	32.1	1.2	0.0	0.0	41.7	58.3	343
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

TEACHER INFORMATION (Continued)

	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
District	18.1	38.5	61.5	0.6	0.0
State	13.6	50.1	49.1	1.9	1.9

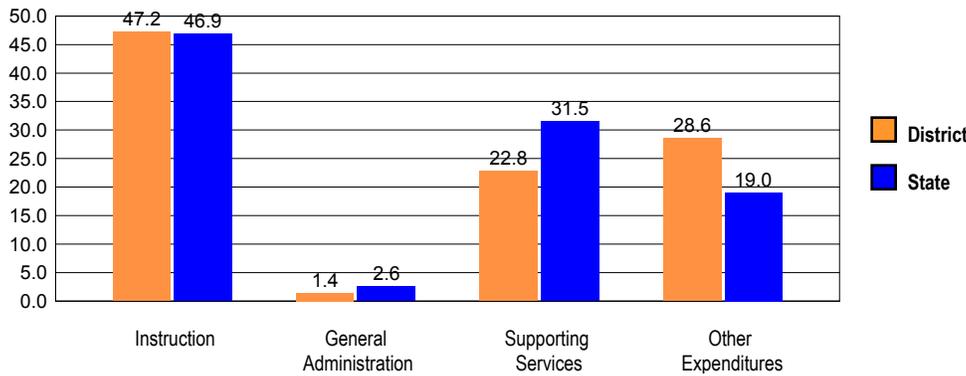
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2003-04 (Percentages)



REVENUE BY SOURCE 2003-04

	District	District %	State %
Local Property Taxes	\$62,117,404	67.6	57.0
Other Local Funding	\$2,651,204	2.9	5.0
General State Aid	\$15,418,169	16.8	18.0
Other State Funding	\$7,210,667	7.8	11.9
Federal Funding	\$4,558,436	5.0	8.0
TOTAL	\$91,955,880		

EXPENDITURE BY FUND 2003-04

	District	District %	State %
Education	\$73,427,804	70.7	71.5
Operations & Maintenance	\$4,382,004	4.2	8.4
Transportation	\$3,344,349	3.2	3.6
Bond and Interest	\$20,881,844	20.1	6.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$985,940	0.9	1.6
Fire Prevention & Safety	\$881,760	0.8	0.9
Site & Construction/ Capital Improvement	\$0	0.0	7.5
TOTAL	\$103,903,701		

OTHER FINANCIAL INDICATORS

	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$245,619	4.61	\$8,569	\$12,621
State	**	**	\$5,216	\$8,786

** 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.

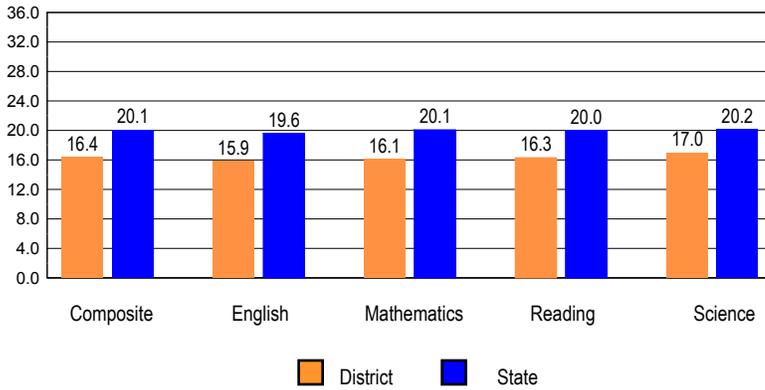
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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 2005*



ACT TEST TAKERS

	Number	% Class
District	1,256	97.9
State	120,729	93.9

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

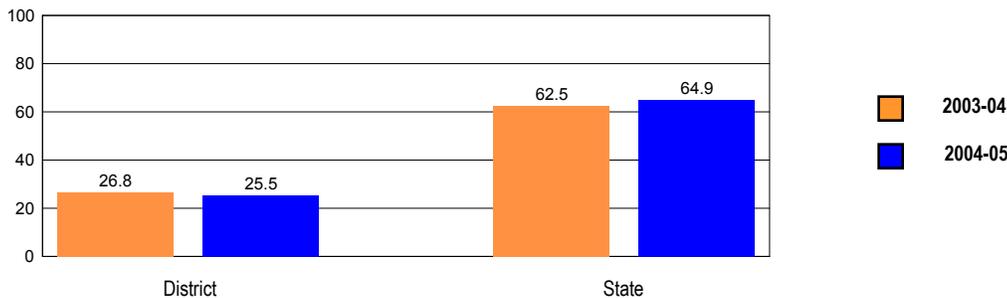
HIGH SCHOOL GRADUATION RATE

	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged	
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American					Multi racial /Ethnic
District	80.8	76.9	84.8	92.6	81.2	69.1	100.0	0.0		0.0		71.1	78.6
State	87.4	85.4	89.4	92.2	77.7	76.0	93.4	86.0		62.8		76.1	75.8

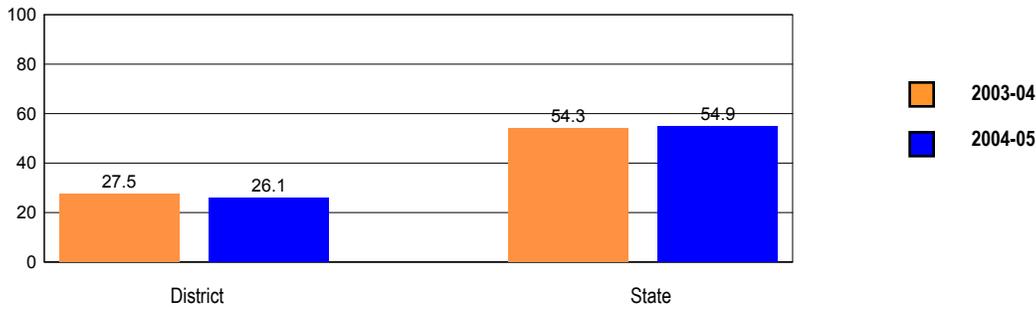
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects (reading, mathematics and science) included in your district. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.

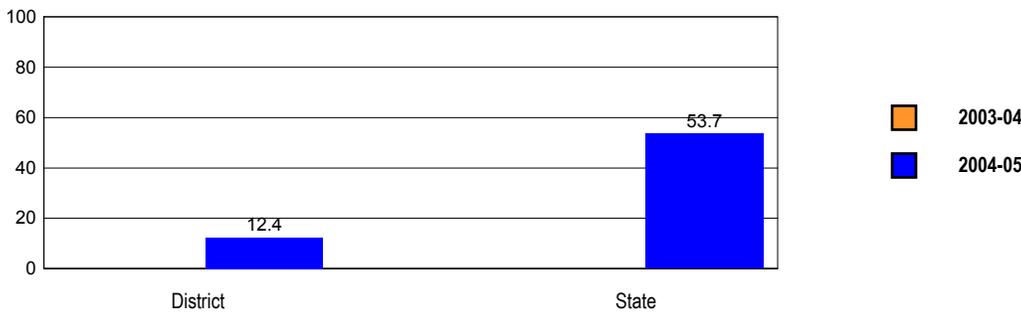
OVERALL PERFORMANCE - ALL STATE TESTS



OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE

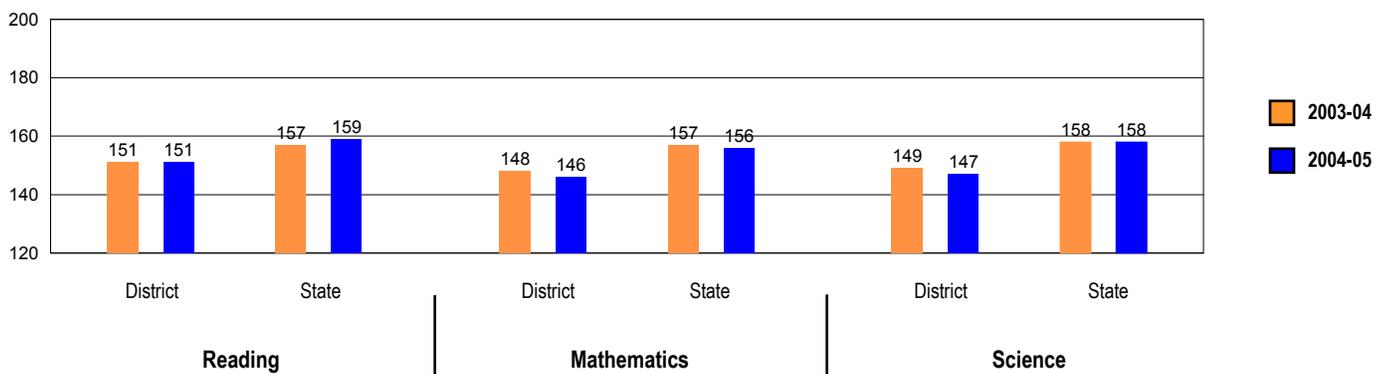


OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE

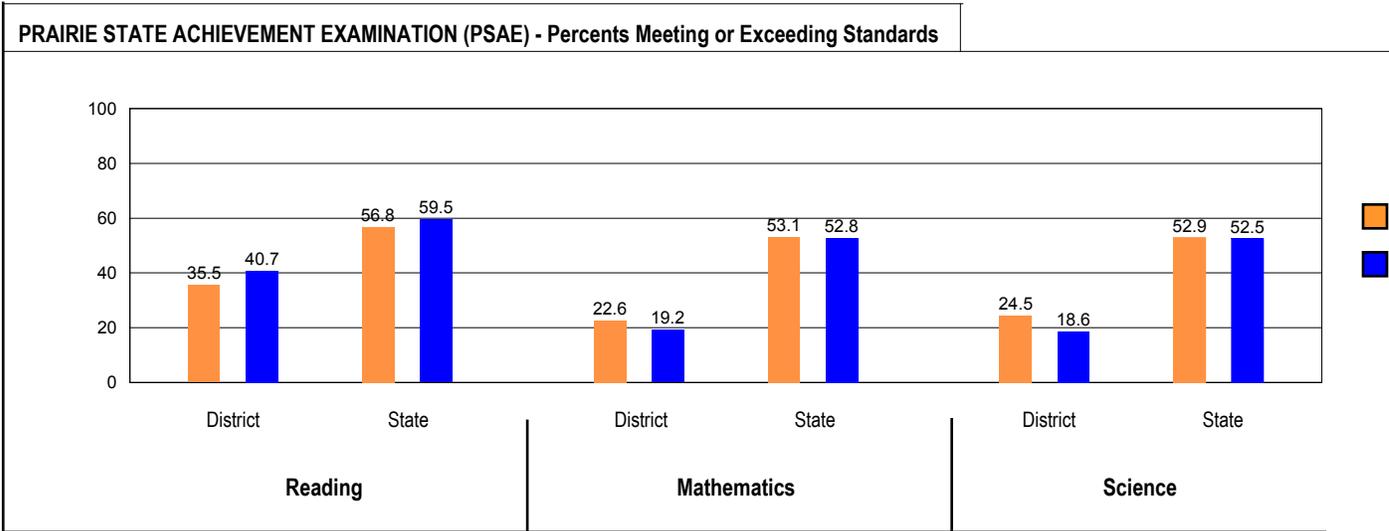


IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



PSAE scores range from 120 to 200.



Number of students in this District taking the PSAE in 2005: 1,024

PERFORMANCE ON STATE ASSESSMENTS

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

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE 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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	1,150	511	639	21	1,069	56	4	0	0	10	0	144	569
	Reading	3.6	3.3	3.8	4.8	3.5	5.4				0.0		4.9	3.7
	Mathematics	3.6	3.3	3.8	4.8	3.5	5.4				0.0		4.9	3.7
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,978	43,196	194	89,769	248,030
	Reading	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
	Mathematics	0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

* Enrollment as reported by schools/districts during the testing window.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 11**Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	10.5	48.9	38.1	2.5	17.8	63.0	18.8	0.4	19.5	61.9	17.8	0.8
State	7.9	32.6	46.4	13.1	9.8	37.4	45.6	7.2	10.2	37.3	41.4	11.1

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	14.1	50.7	33.9	1.3	17.3	63.5	18.8	0.4	20.4	59.6	18.8	1.1
	State	10.5	33.7	43.7	12.2	9.9	35.7	45.8	8.7	10.9	34.4	40.7	14.0
Female	District	7.6	47.5	41.4	3.5	18.2	62.7	18.7	0.3	18.9	63.7	17.0	0.5
	State	5.4	31.5	49.0	14.0	9.8	39.1	45.5	5.7	9.6	40.1	42.0	8.3

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
District	20.0	30.0	40.0	10.0	5.0	50.0	40.0	5.0	10.0	45.0	40.0	5.0	
State	5.5	26.6	51.3	16.5	5.6	31.3	54.1	8.9	5.7	30.9	48.9	14.5	
Black													
District	10.1	49.5	38.1	2.3	17.9	63.7	18.0	0.3	19.8	62.6	16.9	0.6	
State	14.8	50.1	32.4	2.7	25.5	55.9	18.1	0.5	26.0	55.5	17.6	0.9	
Hispanic													
District	10.9	45.7	39.1	4.3	19.6	58.7	21.7	0.0	17.0	55.3	25.5	2.1	
State	13.8	46.0	35.9	4.4	15.3	54.0	29.5	1.3	17.6	53.8	26.3	2.4	
Asian/Pacific Islander													
District													
State	3.9	25.1	50.0	21.0	3.8	20.6	55.4	20.2	3.5	26.9	50.3	19.3	
Native American													
District													
State	8.9	34.6	42.2	14.3	10.5	38.4	46.0	5.1	10.5	37.8	42.0	9.7	
Multiracial/Ethnic													
District													
State	9.1	34.7	41.6	14.7	10.8	41.4	42.0	5.8	11.0	38.0	41.9	9.1	

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP													
District	46.5	43.7	9.9	0.0	47.9	50.7	1.4	0.0	51.4	43.1	5.6	0.0	
State	39.6	44.5	14.0	1.9	43.2	44.4	11.8	0.6	42.6	44.4	11.1	1.8	
Non-IEP													
District	7.8	49.3	40.2	2.7	15.5	64.0	20.1	0.4	17.1	63.3	18.7	0.8	
State	4.1	31.1	50.3	14.4	5.8	36.6	49.7	7.9	6.4	36.4	45.0	12.2	

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
District	10.7	53.1	34.9	1.4	18.0	66.7	14.9	0.4	22.9	62.8	13.0	1.2	
State	15.1	47.5	34.1	3.3	20.9	53.6	24.6	0.9	22.2	53.4	22.5	1.9	
Not Eligible													
District	10.2	44.8	41.3	3.7	17.6	59.5	22.6	0.4	16.2	61.0	22.4	0.4	
State	5.6	27.6	50.5	16.3	6.2	32.1	52.5	9.2	6.3	32.0	47.5	14.1	

ILLINOIS ALTERNATE ASSESSMENT (IAA)

The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 -- Attempting - Student work does not demonstrate progress in the knowledge and skills in the subject through connections to the Illinois Learning Standards. Students do not generalize their knowledge and skills.
- Level 2 --Emerging - Student work demonstrates limited progress in the knowledge and skills in the subject through minimal connections to the Illinois Learning Standards. Students exhibit an emerging ability to generalize their knowledge and skills.
- Level 3 -- Progressing - Student work demonstrates moderate progress in the knowledge and skills in the subject through minimal connections to the Illinois Learning Standards. Students exhibit an emerging ability to generalize their knowledge and skills.
- Level 4 -- Attaining - Student work demonstrates extensive progress in the knowledge and skills in the subject through multiple connections to the Illinois Learning Standards. Students exhibit a broad ability to generalize their knowledge and skills.

Grade 11**Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	79.1	7.0	4.7	9.3	67.4	18.6	7.0	7.0	79.1	11.6	4.7	4.7
State	36.6	14.2	27.3	21.9	27.3	31.6	23.4	17.7	31.8	34.0	20.9	13.3

Grade 11 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District	90.0	5.0	0.0	5.0	65.0	25.0	5.0	5.0	80.0	15.0	5.0	0.0
State	34.8	13.8	28.4	23.0	25.1	32.8	24.6	17.5	31.5	33.9	22.0	12.6
Female												
District	69.6	8.7	8.7	13.0	69.6	13.0	8.7	8.7	78.3	8.7	4.3	8.7
State	39.2	14.7	25.8	20.3	30.3	29.9	21.8	17.9	32.2	34.3	19.2	14.3

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
District													
State	33.8	14.9	27.8	23.5	22.1	32.8	24.9	20.3	30.0	33.1	23.3	13.6	
Black													
District	78.6	7.1	4.8	9.5	69.0	16.7	7.1	7.1	78.6	11.9	4.8	4.8	
State	44.9	13.2	23.3	18.6	38.1	31.8	18.4	11.8	39.5	35.1	14.8	10.7	
Hispanic													
District													
State	27.0	12.5	36.8	23.7	25.0	28.9	25.0	21.1	21.1	34.9	26.3	17.8	
Asian/Pacific Islander													
District													
State	38.5	15.4	15.4	30.8	23.1	19.2	34.6	23.1	23.1	38.5	11.5	26.9	
Native American													
District													
State													
Multiracial/Ethnic													
District													
State	50.0	14.3	28.6	7.1	35.7	21.4	35.7	7.1	42.9	35.7	17.9	3.6	

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
District	83.3	12.5	0.0	4.2	83.3	12.5	0.0	4.2	91.7	0.0	4.2	4.2	
State	38.5	15.1	27.2	19.2	31.1	32.0	20.1	16.8	31.7	36.6	18.2	13.4	
Not Eligible													
District	73.7	0.0	10.5	15.8	47.4	26.3	15.8	10.5	63.2	26.3	5.3	5.3	
State	34.7	13.2	27.5	24.6	23.4	31.2	26.8	18.5	31.9	31.4	23.5	13.2	

2005 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this district making Adequate Yearly Progress (AYP)?	No	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this district making AYP in Reading?	No	2005-06 Federal Improvement Status	District Improvement
Is this district making AYP in Mathematics?	No	2005-06 State Improvement Status	Academic Early Warning

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
All	96.4	Yes	96.4	Yes	40.3		No	19.5		No			80.8	Yes
White														
Black	96.5	Yes	96.5	Yes	40.2	41.4	No	18.8	29.0	No			81.2	
Hispanic	94.6	Yes	94.6	Yes	39.2		Yes	19.6	38.3	No			69.1	
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	95.1	Yes	95.1	Yes	13.0		No	7.0		No				
Economically Disadvantaged	96.3	Yes	96.3	Yes	35.0	39.5	No	15.0	30.5	No			78.6	

Four Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.***
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for elementary school districts or at least 67.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

* Includes only students enrolled as of 9/30/2004.

** Safe Harbor Targets of 47.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups of 45 or more. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 3

Number of Title I schools: 3

Number of Title I schools in School Improvement Status: 3

Percent of schools in School Improvement Status: 100%

School ID	School Name	Years in School Improvement
140162050170001	THORNTON TOWNSHIP HIGH SCHOOL	2
140162050170002	THORNRIDGE HIGH SCHOOL	2
140162050170003	THORNWOOD HIGH SCHOOL	2