



# Your Schools

## January 2008 • Newsletter

### INSIDE:

Thornridge..Pg 2-3	Community-Corner.....Pg 8-9
Thornton.....Pg 4-5	Survey.....Pg 13
Thornwood..Pg 6-7	Your Schools & Finance.....Pg 15



THORNRIDGE



THORNTON



THORNWOOD

Vol.55 Issue 1

### Superintendent's Message



#### Schools are more than AYP Dr. J. Kamala Buckner, Superintendent

It is an honor to ask you to continue to be a partner for student success. Success is often measured by one test under No Child Left Behind's

(NCLB) Adequate Yearly Progress (AYP), but schools are more than AYP. Research suggests that there are four success indicators that impact whether a school is a success. The first criterion is Student Achievement. This includes graduation rate, daily attendance rate, student participation in school events, and student success in courses, healthy, caring well-mannered learners, as well as students meeting and exceeding Standards in several academic areas, and in technology.

The second criterion is Staff Achievement. This includes students' success in and after school, community contact and involvement, modeling skills including technology, and advanced degrees, recertification, and continuing education.

The third criterion is School and District Achievement. This includes district wide graduation rate, positive trends of attendance and participation of learners. Additionally, are the students engaged in learning that prepares them for the World of Work after graduation? Is the District preparing the learner about other cultures and people? Is the District preparing the student for globalization?

The fourth criterion is Connecting to the Larger Community. This includes involved parents and community members, learning opportunities for the community, 100% Parent/Teacher communication and staff and student participation in community projects. Are we growing and learning together as a learning organization?

Another critical issue for schools is to ensure a positive, safe and. ..

Continued on  
Page 10.

### Thornton Township High Schools District 205 Academic Enrichment Foundation

The Thornton Township High Schools District 205 Academic Enrichment Foundation is a designated 501 (c) 3 not-for-profit organization. The purpose of the Foundation is to draw together the various resources of individuals, businesses and community groups who are interested in enhancing educational opportunities throughout Thornton Township High School District 205. Resource development includes soliciting donations from individuals, corporations and foundations, as well as funding from special events, corporate matching gifts and deferred giving. The District 205 Academic Enrichment Foundation was established in 2001 by community members committed to increasing excellence in education. Since 2001, much progress has been made to restore lost programs and continue assisting District 205 in providing a quality comprehensive education to students.

The Academic Enrichment Foundation is overseen by a Board of Directors that consists of the President of the Board of Education, Superintendent of Schools, civic leaders and members of the business

community. The daily operation of the Foundation is managed by the District 205 Grant Team, which is composed of the Grant Secretary and Grant Coordinator. The majority of funding for the Foundation is obtained through donations at the Annual Star Gala in April. Since its inception, the District 205 Academic Enrichment Foundation has raised and distributed over \$175,000. In the past, the Foundation has funded enlightening educational activities such as: "Journey to Freedom" Visit to the United Nations, Statue of Liberty and Ground Zero for a better understanding of the sacrifices made for freedom; Thornridge Mural Project; and Mississippi River Science Experience: the Mississippi water shed connects to the sea.

Most recently, the Foundation funded three projects of students in District 205.

The Foundation approved the funding request of Chaquita Thompson who was accepted to the prestigious Lead America program in New York City, New York. The Foundation assisted Diwane Shufford with travel and...

Continued on  
Page 11.

### Ron Lawless, Principal Consultant, Illinois State Board of Education Visits District 205

On January 10, 2008 Ron Lawless, Principal Consultant, Illinois State Board of Education (ISBE) and Sarah Ogeto, Coordinator, Illinois Parent Information and Resource Center hosted a meeting with District 205 Parents to discuss Parental Involvement and the No Child Left Behind Act of 2001 (NCLB). As a result of the meeting, many aspects of both the school and parents' rights and responsibilities under NCLB were clarified. Some issues that were clarified include:

1.) District 205 is designated 'Targeted Assistance' in terms of Title I funding, and federal Title I/NCLB funds will only serve identified (targeted) students and their parents.

2.) District 205 must develop and implement a comprehensive Parent Involvement Policy and School-Parent Compact.

The Parental Involvement Policy and School-Parent Compact are mandated under sections 1118 (a) (2) and 1118 (b) of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001. The goal of a School-Parent Compact is to outline how the Parent, the entire school staff and the students will share responsibility for improved student academic achievement. School-Parent Compacts are also a means by which the school and Parents will build as well as develop a partnership that will help children achieve the State's learning standards.



# THORNTRIDGE

## Principal's Message



Principal  
KIM WALLER

At Thornridge High School our teachers and students have had a wonderful first semester. We often hear about the failure of public education and the millions of dollars spent on school reform. There is always room for growth and improvement; however, I would like to dedicate my article to all of the students and staff that have shown me that there are a variety of indicators that measure student success and achievement in addition to PSAE.

At Thornridge High School we are on an educational journey. It is our desire to challenge students academically, socially and emotionally. We want to prepare students to become life long learners and to become contributing members of society. On a daily basis we have over 1800 students in our building. Two minutes before the bell rings I have witnessed eager students walking briskly to their classes. These students know the value of being on time. This skill will pay off one day as our students transition into the real world. Thornridge students care about the quality of their education. Students come to school very early in the morning. Many students and teachers have extended school days. For example, many students stay after school to receive tutoring, practice for competitive sports, attend meetings, present senior projects and rehearse for speech and drama competitions.

Our students are engaged in the learning process and participate in daily activities. Many students participate in clubs, activities

and sports. They are learning the value of being team players. Learning opportunities extend beyond the walls of the classroom.

For example, Mr. Sievers (Physics Instructor) tutors students seven days a week, and our students work every Saturday under his leadership rehabbing houses for Habitat for Humanity. Thornridge High School wants students to know and appreciate the value of community service. Mr. Konkol (English Teacher and National Honor Society Sponsor) is currently working with our students on a service learning project. The students have asked staff, students, and community members to donate one canned good or one dollar. The money and canned goods are donated to the food pantry. Beth Surdyk (English Teacher and Scholastic Bowl Sponsor) works diligently with students to collect clothing. Students are learning the value of developing community relationships. The items collected are donated to Valley Kingdom Church located in South Holland.

Our students and staff are working very hard to ensure that we will see a significant improvement in our 2008 Prairie State Achievement Test Scores. Our students are participating in the After School Tutoring Program, PSAT/ACT test prep strategies, and Princeton Review/Smart Start Program. All students at Thornridge High School are enrolled in a full college prep curriculum. Our graduation rate and attendance rate far exceed the State of Illinois. Our students are admitted into a variety of colleges and universities with selective enrollment! At Thornridge we are producing quality graduates who are able to successfully transition into the college or career of their choice.

## Thornridge After School Program (TASP)

The purpose of TASP is to give students a place to receive help with their homework from experienced teachers and tutors. TASP runs Monday through Thursday, from 2:40-5:00 p.m. Students gather in the cafeteria from 2:40-2:55 p.m., where a healthy after-school snack is provided, and then move to the library from 3:00-5:00 p.m. for the academic portion of the program.

TASP is able to provide assistance for students in all subject areas. Tutoring and homework help is available in Math daily, Monday through Thursday. Assistance with Science is available Mondays and Wednesdays. English and Social Studies tutorial is available Tuesdays and Thursdays. TASP will also be offering ACT/PSAT prep during the 2nd semester.

TASP has a dedicated team of teachers and staff: Ms. Sasheen Smith is the Coordinator of the program, Ms. Amy Broadway is the Assistant Coordinator, Ms. Jasmine Hardwick oversees students using computers and will work with students during ACT Prep, and Ms. Regina Hanks tutors in English and oversees students using the computers. In the core content areas, Mr. Dwight Perry, Ms. Tinesha Miller, and Ms. Angelica Miller-Black tutor

Math students, Mr. Brian Grublesky, Mr. Brian Sievers and Mr. Bill Hedden tutor Science students, Ms. Jennifer Wishba tutors English students, Mr. Mike Skawinski tutors Social Studies students, and Ms. Laura Wolf tutors in all subject areas.

In addition to the great adults working in the program, there are four wonderful honors students who peer tutor: Chris Griffin, Rommie Johnson, Tykeith King, and Keith Watt.

So far this year, TASP has helped over 330 students, with an average 80 students coming on a consistent daily basis for help. TASP has continued to grow each year, and if the growth trend continues throughout the end of the school year, the number of students served this year will be doubled compared to last school year!

TASP is open to ALL students, and all are encouraged to attend! Registration packets for TASP may be picked up from the Main Office at any time, and students may join at any time throughout the school year.

[www.district205.net/thornridge](http://www.district205.net/thornridge)

# HIGH SCHOOL



## Thornridge Student Board Members



**Name:** Siara Cooper **Year in School:** Senior  
**City of Residence:** Dolton **Activities:** Speech Team, Theater Guild, Stage Crew, National Honor Society, Student Council **College & Major:** DePaul University (Broadcast Journalism)  
**Community Service:** Bible Class Instructor **Goal:** My hope is to graduate from college with a degree in Broadcast Journalism, work for a Chicago television news station, and eventually have my own television program.



**Name:** Tahmeka Kelley **Year in School:** Junior  
**City of Residence:** Calumet City **Activities:** National Honor Society, TR Jammers (captain)  
**College & Major:** University of Illinois at Urbana (Secondary Education- Mathematics)  
**Community Service:** Make-A-Wish Foundation volunteer **Goal:** After completing my degree I would like to become an influential and inspirational educator who helps students achieve their hopes and dreams. I would also like to give back to my community with being involved in many projects dealing with young people, hopefully a community center to teach young people to dance.



**Name:** Kiara Bishop **Year in School:** Junior  
**City of Residence:** Dolton **Activities:** TR Jammers (manager),  
**College & Major:** Texas Southern University (Secondary Education- English) **Community Service:** Serving meals at a homeless shelter. **Goal:** I will earn my degree and become a wonderful English educator who inspires her students to excel beyond even what they can imagine. I also hope to continue my education and eventually earn my doctorate degree.

## Thornridge School Data

School Year		Graduation Rate	Attendance Rate	ACT Composite Score
2004-05		78.90%	91.10%	16.3
2005-06		84.90%	90.30%	16.9
2006-07		81.30%	88.90%	17.1
PSAE AYP Percentages		College Bound	Dropout Rate	Total Expelled
Reading	Math			
32.9	19.4	48%	3.60%	2
47	23.5	60%	1.70%	1
31.7	21.9	77%	2.50%	3

## Extra Help ACT / PSAE Test Prep

Currently, at Thornridge High School we have several programs, classes and daily/weekly activities that offer additional help to all students in the areas of ACT, PSAE, SAT, AP and other test-prep areas. In addition to the regular course curriculum, the following programs, classes and/or activities are in place at Thornridge:

All students in all Math and English classes are scheduled on a rotating basis into one of the PLATO/Work Keys labs (a minimum of twice a month). While in the labs, students work on electronic generated activities that revolve around PSAE math and/or reading by grade level.

All students in all Math and English classes take monthly interim assessments that measure their growth in ACT and PSAE skills. Once students have completed the assessments with their classroom teacher, the assessments are returned for data analysis and the classroom teachers review the assessments with the classes (focusing on those questions and/or areas that the data indicates is in need of improvement).

At the beginning of each week, all teachers in the building are provided with the week's Critical Thinking Activities. These activities are designed as five minute bell ringer type activities that the teachers can use to focus on an area in critical thinking that the assessment data indicates is in need of improvement. Monday's activity is English/Reading based, Tuesday's is Math, Wednesday's is Social Studies and Thursday's is Science based.

At the beginning of each week, all teachers in the building are provided with the week's Strategy Alert. These alerts are reading based and created from the assessment data. They are tips and/or reminders and small activities for teachers to use with the students.

In the fall, all sophomore students are encouraged to join the Smart Start classes. These classes are held after school during the first semester and are run by the Princeton Review Company. These classes are ACT based and are a prelude to the test-prep classes that the juniors take before the spring tests.

During the Second Semester, all juniors are encouraged to join the Princeton Review classes that meet after school and on Saturdays. These classes are rigorous test-prep classes for the ACT.

In English and Science classes, all students are exposed to and learn morphemes (the smallest unit and meaning of a word). Vocabulary building and recognition is a major part of preparing for any test.

For the second semester, each Tuesday and Thursday, all students in all classes will be engaged in five-minute PSAE math and reading activities. These activities will be run by the classroom teachers and each week's activity will build off of the previous week's activity.



# THORNTON

## Principal's Message



Principal  
DR. BETHENY LYKE

Dear Community Members,

It is with great pleasure that I greet you from the distinguished halls of Thornton Township High School. This has been an exciting first semester for our students and staff, and we hope that many of you have visited our building to be a part of creating "The New Thornton." If not, we invite you to experience Wildcat Pride in action. What is Wildcat Pride? Wildcat Pride is when our students and staff show pride in their progress, presence, and partnerships. Progress-We strive to ensure that each student and staff member makes consistent

progress on a daily basis. In doing this, we plan for each student and staff member to leave at the end of each day more enriched than they were when they entered the building in the morning. Presence-We expect each member of our school community to be a positive and uplifting presence at all times. This is shown through our daily activities in and out of the classroom, on or off campus. Partnerships-We expect every stakeholder in our school community to be a partner in the success of our students. We encourage students, staff, parents, community members, and business leaders to participate in activities that promote academic and social success.

To reinforce the concept of being proud of our school and our actions, we have implemented a program that recognizes our students who exhibit a positive presence in our school.

These students are selected by their teachers, provided with the Wildcat Pride Student Award, and are given opportunities to participate in a variety of events. Most recently, some of our awardees were given the chance to attend the Broadway Play "Wicked." The students came back raving about the opportunity to attend the event.

As we continue our intense focus on our students' academic progress, we have implemented a number of new strategies this school year. One new program is our weekly school-wide Stop, Drop, and Read period. During this time all students are to read material of their choice. After a ten minute period, students are given a brief assignment that allows them to reflect on what they read and to show that they comprehended the material. This activity's intent is to continue increasing our students' desire to read and to also provide them opportunities to refine their comprehension skills.

We are also introducing the Wildcat Reading Club this school year. This voluntary student and staff club will meet during our communication period to discuss different literary pieces. The first book that will be read and discussed is *Our America* by Lealan Jones, Lloyd Newman, and David Isay. The culminating activity for the book club will be lunch with one of the authors of the book! We are excited to have great teachers that are partnering with our students to create this new club.

The above mentioned programs are great, but the program that will continue to guide us on the right path is community involvement. We hope to see you soon!

## Strategies for Learning Program (SLP)

The Thornton Township High School's Strategies for Learning Program (SLP) was created to help students enrich their skills in literacy and numeracy. One of our major goals is to prepare our students for the P.S.A.E. This is done in a variety of ways. The coordinators of the SLP work with classroom teachers to assess students on their reading and mathematics skills on a monthly basis. The scores from these assessments are used to alter teachers' daily lessons to meet the academic needs of students. Part of the assessment process includes giving students the opportunity to use computer labs to enhance their skills by using software that closely resembles P.S.A.E. types of questions.

Through the SLP, students participate in our new Stop, Drop and Read initiative, critical thinking skills, and test preparation activities. Students also have the chance to develop their vocabulary through the TTHS "Word of the Week" program in which a new word, its definition, and an appropriate sentence is announced over the PA system. An additional program offered through the Thornton SLP is Princeton Review.

Princeton Review is a test prep program for sophomores and juniors who are preparing for the P.S.A.E. and ACT exams. Princeton Review-Smart Start is a program for sophomore students who want an early start in reviewing for the P.S.A.E. This class helps students build reading, vocabulary, writing, grammar, and math skills in a fun and interactive environment. Princeton Review-ACT Prep assists students in raising their scores on standardized tests, particularly the ACT, an exam that influences college acceptance. This test prep course focuses on proven test-taking methods and breakthrough technology to accomplish extraordinary results for students. The class offers test taking and ACT strategies as well as a focus on English review, reading efficiency, writing review, and three diagnostic/practice tests.

Through these productive components of the Strategies for Learning Program, students will receive additional practice in skills that will improve student achievement. Interested students and parents may contact Mrs. Harris or Ms. LaPapa in room 224 or by phone at 225-4150.

# HIGH SCHOOL



## Thornton Student Board Members



**Name:** Francisco J. Zambrano III **Year in school:** Junior  
**City of residence:** Dixmoor, IL **Activities:** Soccer & Swimming  
**College Major:** Education **Community service:** Help teach soccer S.S.A **Goal:** To be happy, to do my best in school, and make something of myself.



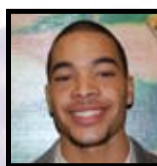
**Name:** Breanna C. Johnson **Year in school:** Junior  
**City of residence:** South Holland, IL **Activities:** Speech **College Major:** Nursing/ Education  
**Community service:** Car wash to support the victims of Hurricane Katrina (2005). **Goal:** To have a successful life by following my dreams and not becoming another statistic, in all areas.



**Name:** Brittany Jackson **Year in school:** Junior  
**City of residence:** Riverdale, IL **Activities:** Big Brother Big Sister, Speech, National Honor Society, Peer Mediation, Book Club (Fr. Yr) **College Major:** Psychology / Education/History **Community Service:** Friendship Bracelets for Troops in Iraq (2007), and a Car wash to support the victims of Hurricane Katrina (2005) **Goal:** My goal in life is to take advantage of all opportunities given to me and to live my life to the fullest. I feel that it is a necessity to follow your dreams and make yourself happy, and if you can help someone else or positively impact another life along the way then it was all worth while.



**Name:** LaDonna Smith **Year in school:** Senior  
**City of residence:** Harvey, IL **Activities:** National Honor Society President, Speech, Mathletes, Science Club, Thornton Township Pharmacy Club. **College Major:** Communications/ Journalism/History **Community service:** I enjoyed after school tutoring in the ARC, Tutoring Ms. Jones's students during Lunch (Jr.), Fundraiser for PADS (homeless organization), visiting Bryant Elementary School and helping the Harvey park district with the senior banquet, community basketball game and the 4th of July parade. I also took part in the National Honor Society's Support the Troops Campaign. **Goal:** To attend Northwestern University and work for the Chicago History Museum.



**Name:** Lamar Hawkins **Year in school:** Sophomore  
**City of residence:** Harvey, IL **Activities:** Band, Speech, SAVE, Principals Advisory **College Major:** Theater/Music I want to attend Valparaiso University, or possibly attend Trinity University in Dublin, Ireland. **Community service:** "Ray Charles Experience" Thornton Alumni Tribute **Goal:** I want to continue to use my oratorical skills to positively impact my school and the world. I take my education seriously and I recognize that I am an important constituent of my community, who has the duty to make my opinions be heard and affect the policies that are being passed and that will affect my community.

## Thornton School Data

School Year		Graduation Rate	Attendance Rate	ACT Composite Score
2004-05		79.70%	86.40%	15.7
2005-06		76.70%	86.90%	16.9
2006-07		74.00%	87.20%	16.8
PSAE AYP Percentages		College Bound	Dropout Rate	Total Expelled
Reading	Math			
28.6	9.6	61%	3.20%	3
40.2	21.9	50%	2.00%	1
31.7	18.8	60%	2.60%	0

## Academic Resource Center (ARC)

Thornton Township High School is committed to providing our students with quality after school programs. The Academic Resource Center (ARC) provides safe, challenging, engaging, and fun learning experiences to help students develop their social, emotional, physical, cultural, and academic skills. We believe that learning should continue after 2:30 p.m., particularly if the alternative is unsupervised time in front of a television set, or any of the unsafe or unhealthy conditions that can ensnare our children. We provide homework assistance, mentoring and tutoring, computerized learning tutorial in mathematics in the I Can Learn Lab, computerized reading tutorial in our Plato Lab, and enrichment activities. This year, we have teamed up with South Suburban College work study students, Vista Volunteers, the Thornton Big Brother and Big Sister program, and Governor State Universities-American Heritage Youth Foundation, Inc. All of these activities are in place to ensure academic success for all of our students. We also are building stronger communities by involving our students, parents, businesses leaders, and adult volunteers in the lives of our young people, thereby promoting positives relationships among children, adults and families. The four "C's" have been incorporated into our after school program for optimal success: Co-operation, Communication, Cohesiveness, and Commitment. The program runs Monday- Thursday from 2:45 pm - 4:45 pm in the Thornton Library. Bus transportation is available at 4:00p.m and also at 5:00p.m. Applications for the ARC are available in the offices of all TTHS Counselors. Referrals are accepted from parents, teachers, and support staff.



# THORNWOOD

## Principal's Message



Principal  
TIM TRUESDALE

Message from the Principal  
Tim Truesdale, Thornwood High School

Thornwood High School is working to help every student to be prepared for success beyond high school. Although Thornwood is facing the challenge to make Adequate Yearly Progress under NCLB, every day success stories are taking place. In the meantime, ACT scores of Thornwood students have held steady over time, and have increased in English.

The graduation rate at Thornwood remains high, at over 80%. Our graduates are enrolling in colleges, universities and other

postsecondary programs. Students are gaining great opportunities to get experience in their careers of interest through our Smaller Learning Communities, and through their senior projects.

Academically, students are showing success through improved attendance and grade point average. Thornwood has elective options for students to match their interests including courses such as Forensic Science, Theater Arts and Principles of Engineering. We are working to improve student achievement by aligning our instruction to the state and ACT standards, setting high expectations for students to perform at proficient and advanced levels in their courses, and by assessing students each month on important skills for success on the Prairie State Achievement Exam.

Junior students also participate in PSAT and ACT preparation activities, instruction to the state and ACT standards, setting high expectations for students to perform at proficient and advanced levels in their courses, and by assessing students each month on important skills for success on the Prairie State Achievement Exam.

Extracurricular programs provide students the chance to get involved, and often to become competitive at the local, state and national levels. This includes everything from athletics to speech and drama. The Speech team has already won the SICA Novice Championship and placed second at the SICA Varsity Tournament. Scholastic Bowl has won its first meet of the school year. Mathletes has earned two 1st place and one 2nd place finish in their season, so far. Both Football and Girls Volleyball teams boasted all-conference athletes this fall. In addition, programs such as the Lettermen's Club, French Club, and the After School Assistance Program are more ways students can extend their school experience.

Parents have demonstrated their investment in their students by increasing attendance at parent teacher conferences for the past two years, and by attending Back to School Night with record attendance. Thornwood parents are always encouraged to be involved and communicate with their children's teachers and counselors.

At Thornwood High School we are committed to the success of every student, and will work to prepare every student for a successful future.

## Thornwood's I-MPACT program



Thornwood's I-MPACT program was designed by Assistant Principal Dorith Johnson, Math Teacher Alexandra Hay, Guidance Counselor Dennis Gutowski, Science Area Leader, Cindy Morris, English Teacher

Stephanie Wayne, Special Programs Teacher Judy Peterson and Social Studies Teacher Alisha May to focus on upperclassmen developing relationships with freshman students and helping them improve their academic achievement. Mentors for the program were selected from teacher recommendations. They received intensive training in establishing relationships and supporting their protégés.

The freshman protégés were also recommended by their teachers to be mentored. This school year, although operating as a pilot program, more than 60 freshmen are involved in I-MPACT. Mentors and protégés meet once each week. They engage in large groups, and in individual mentor/protégé activities facilitated by Freshman Academy staff. Students' grades and attendance are monitored, and students in the program are provided recognition throughout the year for their successes.

## Thornwood Student Board Members



**Name:** Jasmine Wilson **Year in school:** Senior  
**City of Residence:** Calumet City, IL **Activities:** Health and Human Services House Office Aide  
**College and Major:** Ball State University, Education  
**Goal:** To become a high school teacher and to start a group that specializes in teen issues.



**Name:** Shambre Chambers **Year in school:** Senior  
**City of Residence:** Calumet City, IL **Activities:** Girls Varsity Tennis Captain, Cheerleading, Femme 2 Demoiselle, National Honor Society **College:** Bradley University **Goal:** To be as successful as possible by completing college and pursuing a career as a pharmacist. In addition, she would like to graduate in the top 2% of her class. **Community Service:** Captain, Wildfire Dance Ministry, Gift of Hope Walk for National Kidney Foundation, Thanksgiving Dinner Distribution



**Name:** Katherine Chandler **Year in school:** Senior  
**City of Residence:** South Holland, IL **Activities:** Member of the State Champion Performance in the Round team, school newspaper, volleyball, National Honor Society, track and basketball  
**College and Major:** University of Missouri or Marquette University, Radio/TV Broadcasting **Goal:** Obtain a Master's degree in radio/TV broadcasting and become a radio personality/anchor **Community Service:** Arts and crafts assistant at a local retirement home

# HIGH SCHOOL



## Art II students at Thornwood High School

Art II students at Thornwood High School recently were able to splash some color – literally – into two blockbuster movies. While learning about how to work in the media of colored pencil, students in Mr. Evans' class were challenged to recreate two movie posters completely in colored pencil. The class received a poster, which was cut up into many different puzzle pieces. Each student was given one piece. They were charged with the goal of recreating that one piece completely in colored pencil. In order to have overall success, the students would need to work together with their classmates who had surrounding puzzle pieces to make sure that everything matched well. The students learned through this project the importance of every piece and the effort needed by every person to have success in the project, and that no matter what their personal skill level is, without their piece there can't be success. – And it was superior success that was accomplished in both Pirates of the Caribbean, and Spiderman 3.

Pictured in the photos are some of the students who worked on the project. Students shown are: Katrice Buckley, Byron Byrd, Olasupo Fowowe, Michael Goodlet, Kendra Harris, Triston Harris, Kevin Muse, Darnell Richardson, and Charles Thomas,



## Thornwood School Data

School Year		Graduation Rate	Attendance Rate	ACT Composite Score
2004		82.6%	89.8%	16.5
2005		83.3%	92.5%	17.4
2006		81.8%	93%	16.9
2007		82.1%	91.7%	17.1
PSAE AYP Percentages		College Bound	Dropout Rate	Total Expelled
Reading	Math			
38	27	79%	3%	0
49	25	76%	0.9%	0
49	29	85%	0.3%	0
34	24	74%	1.5%	

## Thornwood's ASAP (After School Assistance Program)

What can Thornwood students do when they need a place to work on homework? Need to type up components of their senior projects? Need to do research for Biology? Need a tutor for Algebra I? The place where they can do all of these things is ASAP. Thornwood's ASAP (After School Assistance Program) is open to all students and runs Mondays through Thursdays from 2:40-4:10 p.m. ASAP is located in the library and the PLATO lab (room 1637). Staff and student tutors are available in all subjects, and special programs staff provide assistance at ASAP, as well. Bus transportation is available each day. Incentives for strong attendance at ASAP include periodic celebrations, prize drawings, seasonal field trips to athletic events, and our annual roller skating party. For more information please contact the ASAP coordinator Mrs. Katherine Metro-Craig at (708) 225-4775.



# COMMUNITY

## THORNTON TOWNSHIP HIGH SCHOOL DISTRICT 205 STRATEGIC PLAN UPDATE • DECEMBER 12, 2007

**Phase I** began with three public forums on September 24, 26 and October 1. Each was held at a different building to get as many people from the District involved. Notices were sent out through the schools using robo call as a primary method. All households in the communities served were contacted.

What was intended to be a discussion about what was good with our schools turned into a forum of the stakeholders concerned about the educational levels and the District's ability to fix it. These meetings were facilitated by the Strategy Consultant.

Because of the tight deadline for submitting the restructuring plan, there was a need to hold sessions simultaneously during the month of October. It was decided that the three Building Principals would facilitate each of the committees. The consultant led a training session on facilitation to prepare them.

**Phase II** began on October 15 with the meetings of the Finance and Community Relations Committees, and on the sixteenth with the curriculum group. These meetings were held for four subsequent weeks, culminating in the presentation and discussion of the four restructuring plans.

The key issues were:

### Curriculum and Personnel

- Concern about block scheduling
- Teacher/student/parent classroom relationships
- Lack of sequence of coursework
- Poor test scores

### Finance and Facilities

- Outdated classrooms
- Inability to retrofit for technology
- Lack of air conditioning at Thornton
- High debt service
- Reduction of staff due to finances
- Finding alternative funding sources
- Needs of over \$120 million in Life/Safety issues

### Community Relations

- Working closely with local businesses
- Opening schools for community programs
- Student internships and training

Further sessions were held in November with Board President, Ray Banks facilitating. He showed a video on how people can work together. The next steps include finishing the strategic planning portion, and beginning the restructuring plan.

## Board of Education Hosts: Conversation with the Community

On Tuesday, November 13th and 20th, Thornton Township High Schools District 205 (District 205) Board of Education President Ray C. Banks hosted a Conversation with the Community focusing on the theme "Working From Our Strengths." The event was held at the Thornwood High School Performing Arts Center. The meeting was well attended by faculty, parents and community members.

The meeting began by viewing a presentation on 'Working From Our Strengths' by Marcus Buckingham. After the presentation, participants were invited to make comments and discuss issues pertaining to District 205 and restructuring with the President of the Board of Education and other Board members that were present. This meeting also represented the inauguration of the third phase of the Strategic Planning Restructuring Process. The third phase will be parent/community focused/driven. The anticipated outcome of the Board of Education's discussion with the

community was to encourage all stakeholders to consider District 205's strengths when contemplating strategic planning and restructuring in the coming weeks and months.

Some of the strengths that were highlighted by meeting attendees were: highly qualified National Board Certified faculty members, top ranked academic and athletic programs and involved and caring alumni base. The District 205 school community has an awesome task to complete by April 30th to conform to federal state mandates under the No Child Left Behind Act. Board President Banks and the members of the Board of Education would like to build from our strengths to sustain long-term teaching and learning.

[www.district205.net](http://www.district205.net)

## Ready to Learn

### Help your teen make learning resolutions

Encourage your teen to make a few New Year's resolutions that will help him do his best for the remainder of the school year:

Learn the difference between homework and study. Homework is when your teen answers the five questions at the end of the chapter. Study is when he makes an effort to learn the material for himself. Is your teen studying enough? If not, ask his teachers how he can improve his study skills.

### Accept the challenge.

Some teens just coast by, taking the easiest courses and doing the least work possible. But to prepare for college and a good job, they need to step up. Is your teen taking challenging classes? Is he doing his best? If not, how can he increase the challenge level?

Manage your time. Does your teen always put things off until the last minute? Can you help him break down those big projects into smaller parts?

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# CORNER

## What is the Prairie State Achievement Exam?

The Prairie State Achievement Exam (PSAE) is taken by all juniors in Illinois. This exam is used to determine if students are below, meeting or exceeding state standards, and to determine if schools are making Adequate Yearly Progress (AYP) toward the NCLB goal of 100% of students being proficient in reading and math by the year 2014. It is also a requirement for students to earn a high school diploma in Illinois.

Under NCLB, the state has set annual targets for schools in terms of the percentage of juniors meeting or exceeding standards on PSAE, moving toward the 100% goal. In 2008, 62.5% of juniors must meet standards on the exam for the school to meet AYP.

The PSAE consists of two days of testing. The first day is the ACT exam, a college entrance test. Students can report their ACT scores from Day One to colleges and universities, so this is usually students' first opportunity to earn that ACT score for college admission. The second day includes the Work Keys Reading for Information and Applied Mathematics exams. Work Keys exams are also ACT products. A state-developed science exam is also administered on Day Two.

A student is determined to have met state standards based on the combination of the scores from the two days of exams.

For example, in reading, the number of correct answers on the ACT reading test and the Work Keys Reading for Information test are combined into a total PSAE score between 120 and 200 for the two days. A total of 155 or higher was required in 2007 for a student to meet state standards.

Since the total PSAE score is based on the number of questions correct between the two days, sometimes students with the same ACT and Work Keys scale scores may have different PSAE scores. In some cases, for example, a scale score of 21 on ACT reading paired with a 4 on Work Keys reading resulted in a student meeting standards on PSAE. However, for other students, these same scale scores of 21 and 4 fell below state standards on PSAE because fewer total questions were answered correctly on the two tests.

While the PSAE is a challenging exam that includes the rigorous ACT test, meeting state standards on PSAE is an achievable goal. Participating in a rigorous curriculum and putting forth the necessary effort to be successful in school can help every student meet or exceed standards. PSAE is the bar by which students and their schools are measured under No Child Left Behind. It is vital that every stakeholder commit to student success on PSAE to support their future and the future of their schools.



## Parent Quiz

### Are you helping your teen handle after-school time?

Teens spend twice as much time out of the classroom as in it. Teens who use those after-school hours wisely can do better in school and prepare for a good job. Teens who don't make good choices about this time may end up knowing the words to the latest rap song—but not much else.

### Are you helping your teen make the most of after-school hours?

Answer **yes** or **no** to each statement:

\_\_\_1. I know where my teen goes after school. If I am at work, he must check in with me.

\_\_\_2. I encourage my teen to join a school club or sport he enjoys. Research shows that teens who do more than just study are more successful after high school.

\_\_\_3. I limit the time my teen can watch TV after school.

\_\_\_4. My teen has a regular study time. I check to see that homework is finished.

\_\_\_5. I check in to see what sites my teen is visiting when he's online.

### How well are you doing?

Each **yes** means you're helping your teen use after-school hours wisely. For **no** answers, try those ideas from the quiz.

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# IDEA Prevention Conference

On Sunday, November 18th and Monday, November 19th, 2007, students from Thornton, Thornridge and Thornwood High Schools represented District 205 at the 25th Annual Illinois Drug Education Alliance's (IDEA) Annual Prevention Conference in Springfield, IL. In all, twenty-one (21) students and four (4) parent/teacher chaperones made the trip to the State Capital. The students that represented the District at the conference were members of the various student leadership and community service organizations at each of District 205's three high schools. The organizations that were represented included: Students Against Violence Everywhere (SAVE), Peer-mediation, Student Board of Education Members and Student Council.

The theme of this year's prevention conference was advocating for "Drug-Free" communities. Furthermore, the overall goal of IDEA is to unite all young people to work together, so that they would return to their communities ready and committed to work and develop effective prevention strategies. The two day conference was well organized and packed with informative workshops and seminars for students as well as adults. In all there were fifteen (15) presenters and 25 facilitators that conducted the conference. Some of the workshops students attended were: Pump UP Your People; After High School, Intro to the College Social Environment; Teens and Media; and Gaining Community Success with Alcohol Enforcement Programs.

District 205 was awarded a grant from IDEA to send students to the conference this year. The only cost to the District was transportation. The IDEA grant the District received paid for the hotel and all meals while students participated in the conference. The IDEA conference was very informative, and gave students from District 205 an opportunity to meet their counterparts from across the State of Illinois and be exposed to new techniques in community organizing and prevention. The District will apply again next year to send more students to build strong leaders and well rounded students.



## Superintendent's Message Continued,

Continued  
from Page 1

secure environment. This requires each member of the school community to assist in the process. Examples of community participation are supporting student growth by attending the students' activities, back-to-school nights, and ensuring that the students' behavior is appropriate while in school and the community. Student distracters rob students who want to learn of valuable time from their teachers. Additionally, the community must assist in the monitoring of students who do not live within the District. Some students may be removed from a school outside of the District and friends or relatives allow non-resident students to use their addresses, adding stressors to the school system. There are additional concerns with non-resident students. What is their academic preparation? Are they prepared to meet or exceed standards on the Prairie State Achievement Exam, which unfortunately is often used as the only indicator of a school's success?

Throughout this newsletter, each of the areas will be discussed by school; Strategic Planning has begun to identify and address strengths and challenges across the District. Also included is a survey that will allow the community to provide input and guidance on these very critical issues. Please fill it out and return it to your local high school or District 205 Administrative Offices via the return postage on the back of the survey.

### Restructuring

Based on the last PSAE results, School District 205 is required to restructure each of the schools. For five years the schools have not met the annually increased benchmark for students required to meet standards. District 205 has until April 30, 2008 to develop a plan that will best offer the students an opportunity to meet the State benchmarks. As you may be aware, Illinois is only one of four

states that use the ACT, a college admissions test, to measure Adequate Yearly Progress or AYP. The test standards are tougher, but not impossible. To support restructuring the District has:

- Held over thirteen meetings to date to address our strengths and challenges as we prepare for the 'next step.'
- Conducted parent meetings to discuss partnerships.
- Restructured administration in an effort to make a difference for the students.

The purpose of restructuring is to improve student academic achievement and enable the school to make AYP as defined in the state's accountability system. Restructuring is a federally mandated process outlined in the No Child Left Behind Act. The legislation that governs restructuring, NCLB, gives local education agencies four options to choose from to reorganize the structure of schools. The four choices are:

- Reopen the school as a public charter school Article 27A-School Code (105 ILCS 5/27A).
- Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make AYP.
- Contract with outside entity.
- Engage in another form of major restructuring.

Restructuring is an issue that affects the entire community. In order to develop a quality comprehensive plan input and cooperation is needed from all stakeholders. Working together is the key to progress. More information will be forthcoming regarding future Strategic Planning/Restructuring meeting dates and locations. Please pay close attention to the District 205 website, local newspapers, ROBO CALLS, emails and public access cable and attend regularly scheduled principal/parent advisory meetings to remain informed of upcoming meetings and community focused activities.

# Project Lead the Way: Pre-Engineering

Project Lead the Way pre-engineering curriculum is designed to increase and diversify the number of students going into the fields of science, engineering, and engineering technology. In just 3 years after the implementation of the Project Lead the Way into our school district, it has grown into a learning community at Thornton of approximately 200 students with graduates going on to study engineering at institutions of higher education. Students in the program have been accepted to engineering programs at West Point, Notre Dame, and the University of Illinois. The Thornton PLTW program also boasts an enrollment of over 50% female students, which has been a historically underrepresented group in fields of engineering and technology.

The success of Thornton's Project Lead the Way program is be

ing nationally recognized this year as a Model School. As a Model School, Thornton's program, teachers, and students will be 1 of only a handful of the 2000 or so schools in the country featured in a national yearbook. This yearbook will be distributed to schools in all 50 states as well as in London, England. Not only will Thornton be featured in a national yearbook for being a model school, schools looking to start Project Lead the Way will be encouraged to visit Thornton so that they can learn how to implement such a successful program. Mr. Michael Sinde, lead instructor of Thornton PLTW program, would like to thank Dr. Buckner, Dr. Lyke, and all members of the District and building administrative teams for their ongoing support for making the PLTW program such a success.



## 2007 Wildcat Open a HUGE Success!!

### Wow!!! What memories we created at the golf outing and dinner on September 10th!

The golf course was sold out and the dining room was filled to its utmost capacity. By every definition, the entire day was a huge success. Best of all, we surpassed our net goal of \$100,000 for the day!!! Event partner, Navistar, led by their CEO and TTHS alum Dan Ustian ('68), graciously provided the resources to plan and execute the day alongside the steering committee. Plus, Navistar purchased half of the foursomes as gifts for their vendors. Their effort was incredible!

Highlights were plentiful, but here are a few of the happenings that day at Calumet Country Club in Homewood, IL:

- Greeters staffed by TTHS football players.
- Lunchtime entertainment provided by the SophistiCats, a new TTHS girls dance troupe that was started with TALF's funding.
- The cheerleaders sold \$2700 worth of raffle tickets.
- The winner donated back his half so TALF took in 100% of the funds.
- John Toigo ('67) donated his family's excellent wine for dinner, offered a wine tasting table, and allowed TALF to auction a trip to his family's winery in Montepulciano, Italy, which sold for over \$3000.
- The Ray Charles Experience performed an amazing set.
- Tom Dreesen had the crowd in stitches with a top-notch stand-up performance.
- Fred Furth ('52) added an impromptu live auction item - a luxurious stay at his Chalk Hill Winery - and Fred himself auctioned it for more than \$3000!
- The silent and live auctions grossed more than \$21,000!
- 32 sponsorships were purchased for a total of more than \$33,000!

**Thank you, thank you, thank you to all who gave time and money to make our Open dreams come true!**

## Thornton Township High Schools District 205 Academic Enrichment Foundation

Continued  
from Page 1

meal expenses to Washington, D.C. to participate in the National Young Leaders Conference sponsored by the United States Congress. The Foundation also assisted Brianna Walker with tuition and travel expenses to attend the Illinois National Leadership Conference that will be held in Chicago, IL.

The Foundation considers requests for funding throughout the year. Faculty is encouraged to submit project proposals that further the Foundation's core goals of promoting student development, encouraging teacher and staff creativity and excellence, promoting the school district as a center for parent involvement and community learning and strengthen school community partnerships. The Foundation Board of Directors meets once a month to consider requests for funding. Requests for proposals can be found on the District 205 website: [www.district205.net](http://www.district205.net). Requests are submitted to the Board of Directors upon approval of the local building principal.



# **TTHS NATIONAL HONOR SOCIETY SUPPORT U. S. TROOPS**

## **LADONNA SMITH, PRESIDENT NATIONAL HONOR SOCIETY**

**Thornton High School** National Honor Society has begun a campaign to support the troops in Iraq. Our sponsor, Mrs. Zaneta Ruff, came up with the idea. She realized that the cause overseas was too great to ignore. Furthermore, she understood that regardless of varying opinions about the war in Iraq, there are thousands of American lives at stake – fathers, mothers, brothers, sisters. National Honor Society began its campaign in November. We have made a great deal of progress thus far. In the beginning, we decided that it was important to learn more about the situation and about the soldiers serving. What better way than to speak to those serving directly? First, we interviewed our career counselor, Mrs. Veronica Peppers, whose son, Captain Joseph Peppers, is actively serving in Iraq as we speak. She was able to give us a mother's perspective on having a child serving not only in the military, but also overseas. Then, through word of mouth, one of our history teachers, Mr. Brad Ablin, helped out with the campaign by telling us about his brother who was just coming home from serving in Iraq. He was gracious enough to be our next interviewee. His job was to handle the Improvised Explosive Devices (I.E.D's.), roadside bombs. He showed us pictures and gave us first-hand accounts of his adventures in Iraq. Then, via conference call from Baghdad, we interviewed Captain Joseph Peppers. An insightful, positive soul, Captain Peppers discussed his role in Iraq, which is helping the Iraqis themselves. He also gave an encouraging message about how our youth must cherish their lives and make the most of them by going out and making a difference. We will have a face-to-face interview with Captain Peppers over the holiday break.

Besides our interviews, NHS has raised money for the troops with our well-known and well-liked Krispy Kreme Doughnut sales. Our members were ambitious and prosperous in their endeavors, and as a result, the troops will receive a great deal of items. We have also spent countless time making friendship bracelets and raising awareness about this issue throughout our school.

Our ultimate goals are to 1) support the troops in whatever way we can and 2) educate our students, faculty, and community about the urgency of this matter. Please help us by donating funds or materials that would help including eye drops, fabric softener, foot powder, hand lotion, toothbrushes, toothpaste, pain relievers, baby wipes, shaving cream, razors, and phone cards. Let's make a difference in our school, our community, and overseas.

**Thank you!**



**Captain Peppers  
dines with the  
Thornton Township High School  
National Honors society students**

# District 205 Public Opinion Survey

1 = Agree

2 = Disagree

RANK (1 , 2)	NUMBER	FACTOR
	1	District 205 schools have a range of educational programs to meet the needs of all students.
	2	District 205 schools have academic expectations that require students to use their best abilities.
	3	District 205 schools prepare students for careers and the world of work.
	4	District 205 schools have a safe and secure school environment.
	5	District 205 schools have competent, dedicated, caring teachers, counselors and support personnel.
	6	District 205 schools have parent, community and school relationships that foster open communication and cooperation.
	7	District 205 schools students have adequate preparation for performance on local and state tests and on college entrance exams.
	8	District 205 schools have adequate facilities and equipment that are clean and well maintained.
	9	District 205 schools have a variety of out-of-class programs, clubs, sports and activities for interested students.
	10	District 205 schools have effective school administration and financial management.
	11	District 205 schools have instructional processes that meet the diverse learning needs of all students.
	12	District 205 schools have regular school attendance and high graduation rates.
	13	District 205 schools have experiences that promote positive and productive membership in school and society.
	14	District 205 schools prepare students for education beyond high school.
	15	District 205 schools have an environment where relationships are positive and based on mutual respect.
	16	District 205 schools have adequate instructional materials and technology that are up-to-date and available to students.

Please mark your affiliation with  
School District 205

- |   |   |
|---|---|
| <input type="checkbox"/> Parent                 | <input type="checkbox"/> Staff/Faculty Member |
| <input type="checkbox"/> Interested Non-Parent- | <input type="checkbox"/> Business Community   |
| <input type="checkbox"/> -Community Member      | <input type="checkbox"/> Religious Community  |
| <input type="checkbox"/> Student                |   |

Please list the number of the 4 factors of the 16 items above, you believe to be most important.

--	--	--	--

Please cut-out and send to:

**Thornton Twp. High School District 205**  
**465 E. 170th St. South Holland, IL 60473-3481**

SEAL HERE

PLACE  
STAMP  
HERE

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**465 E. 170th St.**  
**South Holland, IL 60473-3481**

Fold so address is visible

Fold so address is visible

# YOUR SCHOOLS AND FINANCE

Two documents profoundly affect the finances of Illinois public school districts. One is the annual budget and the second is the aggregate tax levy. Most people are familiar with the budget concept. Simply put, a budget is a financial plan of operation which includes an estimate of revenues and expenditures for a given fiscal year. Preparing a school district budget is a team effort involving the use of input from within and outside the school district. The budget calendar below illustrates the involvement and interaction of the Superintendent, Administrators, Board of Education and Director of Business Operations.

The School Code of Illinois (105 ILCS 5/17-1) controls and directs actions of boards of education, in districts with fewer than 500,000 inhabitants, in regards to budgets and budget related matters.

An annual budget must be adopted before or within the first quarter of a fiscal year.

The budget shall be entered upon a form prepared and provided by the State Board of Education.

The Budget must contain a statement of cash on hand at the beginning of the fiscal year, an estimate of the cash expected to be received and expended during the fiscal year, and the estimated cash on hand at the end of the year.

The board of education establishes the fiscal year (usually July 1 to June 30) and designates a person or persons (usually the Superintendent) to prepare a budget in tentative form.

The tentative budget shall be available for public inspection at least 30 days before final action.

There must be at least one public hearing prior to final action on the budget. Notice of availability for public inspection of the budget, and of public hearing on the budget, shall be printed in a newspaper published in the district at least 30 days before the hearing.

At the November 14th Board meeting, the District 205 Board of Education was asked to adopt a tentative or estimated aggregate tax levy. Several questions may occur to you. Three questions immediately come to mind:

1. What is a levy?
2. Why is a tentative or estimated levy being adopted?
3. Why is the tentative levy being adopted now? (as opposed to December or January)

What is a levy?

A levy is simply the amount of money a school district, (or for that matter, any taxing body) certifies to be raised from the property tax. In the case of the levy, we ask for funds and funds will be given, but no more than what we requested and are entitled to by law. Indeed, in virtually all cases, a school district will be given less than what it asks.

The tax levy for the current tax year represents taxes that are payable the next calendar year and given to the district over a period of months. We are currently receiving taxes for the levy that was filed in December 2006.

Why was a tentative or estimated levy adopted?

The answer is that:

The estimated levy amount determines what the legal requirements are for subsequent actions under the Truth in Taxation Act.

The Truth in Taxation Act affects all units of local government, including school districts, community colleges, and home rule units, which are authorized to levy property taxes. Under this Act, "At least 20 days prior to the adoption of its aggregate levy, the local board of education shall estimate the dollar amount of the aggregate levy for the current year."

In Cook County, if the estimated levy is greater than 105% of the previous year's extension, the school district must publish a notice in a local newspaper stating the increased amount and schedule and conduct a public hearing on the increase. Only after doing this can a Board formally adopt the final levy and file the appropriate documents with the County Clerk. The final Certificate of Tax Levy must be filed with the County Clerk on or before the last Tuesday in December.

The levy is an estimate. The levy extension is the actual dollar amount to be raised by property taxes.

The total final levy and loss amount as recorded by the County Clerk for 2006 was \$59,548,500. The amount extended – i.e. the amount the district is entitled to receive was \$52,439,967, a decrease of about 12% or \$7,208,533. This is important because in no case will you get more than you ask for or more than you are entitled to receive. Historically, you always receive less than you ask for. Our collection rate is 80 – 92% resulting in a further decrease in the taxes the district eventually receives.

The levy presented for Board consideration, \$64,860,000 was 4.87% higher than the total 2006 extension. Adjustments to the levy are made by the County Clerk's office due to the prior year Equalized Assessed Valuation (EAV), rate limitations, maximum allowable levy and tax caps. There is protection for the taxpayers built into the process. For example, tax caps limit the total taxes on prior year EAV to 2.5% growth except for new property. Because the proposed levy was less than 105% greater than last year's extension, we did not have to publish a notice and conduct a hearing prior to the December Board meeting.

By approving the estimated levy, the Board of Education took the first step in ensuring that the district will receive the funds that it is legally entitled to so that it can continue to provide its students with the education they have a right to receive and that residents expect.

In keeping with brevity, I summarize as follows:

1. This levy process is something every taxing body accessing property taxes goes through. What we are doing and proposing is in keeping with legal requirements.
2. The district can never get more than what it is entitled to.
3. The district never gets what it requests (unless it does not ask for enough).

This proposed or tentative levy was not cast in concrete. By approving it, the Board of Education simply adheres to the requirement to estimate the levy 20 days prior to adoption of a final levy. At the December 12, 2007 Board meeting, the certificate of tax levy was adopted.

# District 205 MISSION STATEMENT

## We believe:

- The individual has intrinsic value.
- Learning and teaching should be guided by high expectations.
- Learning is a life-long process.
- All students can learn.
- Education is a shared responsibility of the school, student, family and community.
- Students learn best in and have a right to have a safe, positive and supportive environment.
- Diversity enriches the school community.
- Schools foster social responsibility.

# Board of Education

**Mr. Ray C. Banks / President**

mail to:banks.ray@district205.net

**Mr. Arthur Burton / Vice President**

mail to:burton.arthur@district205.net

**Mrs. Bernadette Lawrence / Secretary**

mail to:lawrence.bernadette@district205.net

**Rev. Dr. Carl E. King Sr. / Member**

mail to:cking46842@aol.com

**Mr. Julius Patterson / Member**

mail to:patterson.julius@district205.net

**Mrs. Elizabeth Ware / Member**

mail to:ware.elizabeth@district205.net

**Mrs. Sharon G. Voliva / Member**

mail to:voliva.sharon@district205.net

## District Administration

**Dr. J. Kamala Buckner / Superintendent**

**Mr. Gary Lester / Master Principal**

**Mr. John Blakey / Interim Director of Business Operations**

**Mr. John Daniel / Chief Technology Officer**

## CONTACT INFO

**Thornton Twp. High School** [www.district205.net](http://www.district205.net)

**District 205**

**Phone:**

**465 E. 170th St.**

**(708)225-4000**

**South Holland, IL**

**Fax:**

**60473-3481**

**(708)225-4004**

## Calendar of Events

**January 21**  
No School  
**Dr. Martin Luther King Jr's Birthday**

**February 7 & 8**  
**Parent Teacher Conferences**

**February 18**  
No School  
**Presidents' Day**

**March 3**  
No School  
**Casmir Pulaski Day**

**March 21-30**  
No School  
**Spring Break**

**April 23 & 24**  
**PSAE Testing**



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