

Thornwood High School
Thornton Twp HSD 205
South Holland, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 9 10 11 12

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	Chronic Truancy Rate	Attendance Rate	Total Enrollment
School	2.7	83.4	11.5	0.0	0.0	0.6	1.8	8.5	6.7	15.1	3.1	13.1	92.7	1,796
District	1.3	85.6	11.7	0.4	0.0	0.2	0.8	12.6	6.4	15.9	2.1	20.1	89.7	5,227
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.2	10.7	13.9	2.1	10.8	94.0	2,028,162

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 *Serving School*.

Homeless students are who do not have permanent and adequate homes.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

STUDENT MOBILITY RATE													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income
School	11.2	12.1	10.2	6.0	12.0	6.7			8.3	12.5	10.5	15.8	59.6
District	15.0	16.6	13.4	16.7	15.6	10.9	0.0		7.1	21.3	12.9	18.2	53.2
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		TOTAL SCHOOL DAYS	
	Percent		Days
School	93.9	School	174
District	96.3	District	174
State	94.9	State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	
State	29.5

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

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

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District		19.2	9.8	137.6
State		19.4	11.2	189.6

HEALTH AND WELLNESS (days per week)	
School	5.0
District	5.0
State	4.0

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School										19.0	19.0
District										17.6	17.6
State										19.5	20.2

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
District	3.5	5.2	1.0	0.3	0.0	0.0	0.0	90.0	41.7	58.3	388	
State	83.3	5.8	5.6	1.5	0.1	0.2	0.8	2.7	23.3	76.7	129,575	

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	12.7	25.2	74.3
State	13.1	38.5	60.9

Some teacher/administrator data are not collected at the school level.

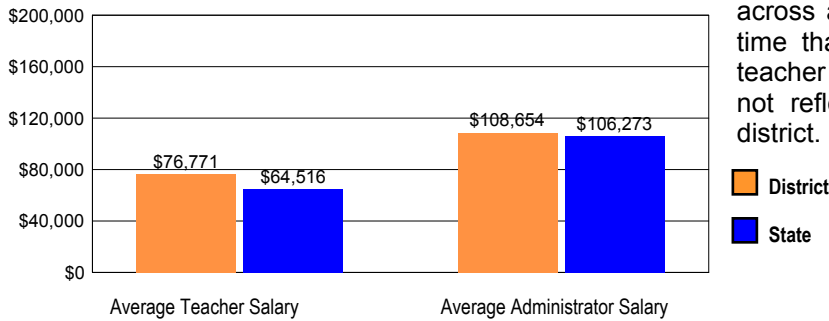
TEACHER RETENTION RATE	
School	88.2
District	88.1
State	86.3

PRINCIPAL TURNOVER (Count)	
School	2.0
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	84.2
District	72.9
State	75.3

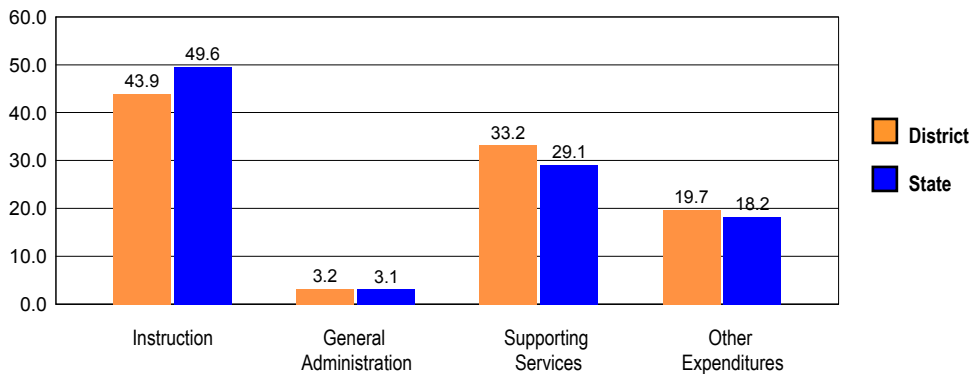
SCHOOL DISTRICT FINANCES

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 2015-16 (Percentages)



	District	District %	State %
Local Property Taxes	\$69,291,254	62.0	63.2
Other Local Funding	\$1,559,829	1.4	4.8
General State Aid	\$27,152,969	24.3	17.1
Other State Funding	\$6,339,006	5.7	7.1
Federal Funding	\$7,338,510	6.6	7.8
TOTAL	\$111,681,568		

	District	District %	State %
Education	\$87,191,930	75.2	73.4
Operations & Maintenance	\$9,911,917	8.6	6.2
Transportation	\$8,066,368	7.0	3.8
Debt Service	\$6,934,501	6.0	8.2
Tort	\$261,737	0.2	1.2
Municipal Retirement/ Social Security	\$1,863,967	1.6	2.1
Fire Prevention & Safety	\$0	0.0	0.5
Capital Projects	\$1,646,070	1.4	4.6
TOTAL	\$115,876,490		

OTHER FINANCIAL INDICATORS

	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$232,243	6.21	\$10,092	\$18,470
State	**	**	\$7,853	\$12,973

** 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.

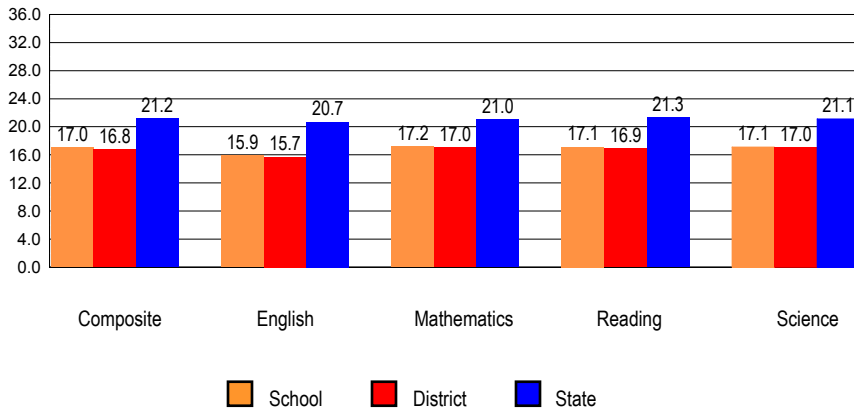
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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 2017



ACT is no longer a component of the state assessment. College and career readiness will be redefined next year due to ESSA. As a result, the college and career readiness measure for the 2016-17 Report Card has not been changed for consistency. Beginning with the 2016-17 school year, grade11 students take the SAT as the high school accountability assessment. However, the College Course Work Readiness data point on the Illinois Report Card reports on the graduating class of the reporting year. The data represents the most recent ACT score earned by a 2017 graduate.

READY FOR COLLEGE COURSE WORK

School	14.7
District	13.0
State	50.5

PERCENT OF STUDENTS MET ACT BENCHMARKS

	English	Math	Read	Science	ALL 4 Subjects
School	32.7	12.9	15.0	7.6	4.3
District	32.4	10.1	14.6	6.1	3.0
State	64.5	42.6	46.2	37.7	28.2

COLLEGE ENROLLMENT

	12 Months	16 Months
School	55.1	60.8
District	54.5	59.3
State	69.5	73.2

FRESHMEN ON TRACK

School	68.7
District	64.3
State	87.1

CTE ENROLLMENT

School	1,111
District	2,959
State	277,461

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)

	GRADE 10	GRADE 11	GRADE 12
School	0	57	69
District	0	154	195
State	30,084	57,402	73,171

ADVANCED PLACEMENT COURSE WORK									
	ADVANCED PLACEMENT (AP) COURSE WORK			INTERNATIONAL BACCALAUREATE (IB) COURSE WORK			DUAL CREDIT COURSE WORK		
	Grade10	Grade11	Grade12	Grade10	Grade11	Grade12	Grade10	Grade11	Grade12
All									
School	0	31	45	0	27	24	0	0	0
District	0	65	109	0	93	89	0	1	0
State	22,366	42,705	51,434	3,713	3,305	2,970	5,374	17,055	31,731
White									
School	0	1	1	0	4	1	0	0	0
District	0	1	1	0	5	1	0	0	0
State	12,886	23,938	29,439	524	633	623	3,003	10,921	19,992
Black									
School	0	29	33	0	18	22	0	0	0
District	0	57	80	0	70	77	0	1	0
State	1,413	3,535	4,470	1,158	898	763	815	1,859	3,645
Hispanic									
School	0	0	9	0	3	0	0	0	0
District	0	6	22	0	16	10	0	0	0
State	4,170	9,355	11,234	1,782	1,497	1,317	1,150	2,956	5,737
Asian									
School	0	0	0	0	0	0	0	0	0
District	0	0	3	0	0	0	0	0	0
State	2,992	4,401	4,694	192	217	207	217	799	1,434
Native Hawaiian/Pacific Islander									
School	0	0	0	0	0	0	0	0	0
District	0	0	0	0	0	0	0	0	0
State	34	52	56	7	9	0	5	15	31
American Indian									
School	0	0	1	0	1	0	0	0	0
District	0	0	1	0	1	0	0	0	0
State	51	106	109	10	10	5	25	33	76
Two or More Races									
School	0	1	1	0	1	1	0	0	0
District	0	1	2	0	1	1	0	0	0
State	790	1,312	1,409	40	41	55	159	159	815
LEP									
School	0	0	1	0	1	1	0	0	0
District	0	0	2	0	5	1	0	0	0
State	73	211	161	305	127	11	159	159	264
Non LEP									
School	0	31	44	0	26	23	0	0	0
District	0	65	107	0	88	88	0	0	0
State	22,293	42,494	51,273	3,408	3,178	2,959	5,215	5,215	2,086
IEP									
School	0	0	0	0	0	0	0	0	0
District	0	0	0	0	2	2	0	0	0
State	209	470	861	432	199	189	520	520	29,645
Non IEP									
School	0	31	45	0	27	24	0	0	0
District	0	65	109	0	91	87	0	1	0
State	22,157	42,235	50,573	3,281	3,106	2,781	3,281	15,855	29,645
Low Income									
School	0	3	0	0	0	0	0	0	0
District	0	3	0	0	1	2	0	1	0

State	5,068	11,705	14,549	3,079	2,348	2,108	3,079	5,868	10,553
Non Low Income									
School	0	28	45	0	27	24	0	0	0
District	0	62	109	0	92	87	0	0	0
State	17,298	31,000	36,885	634	957	862	634	11,187	21,178

POST-SECONDARY REMEDIATION (CLASS OF 2015)	
School	77.2
District	74.2
State	46.8

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				
School	80.5	77.6	83.4		81.4	75.5					79.4		55.4	41.4
District	75.6	70.8	80.7	41.7	74.7	83.8					85.3		61.2	44.8
State	87.0	84.5	89.5	90.6	78.9	83.5	94.7	81.8	81.3	86.2	73.6	68.8	71.2	79.4

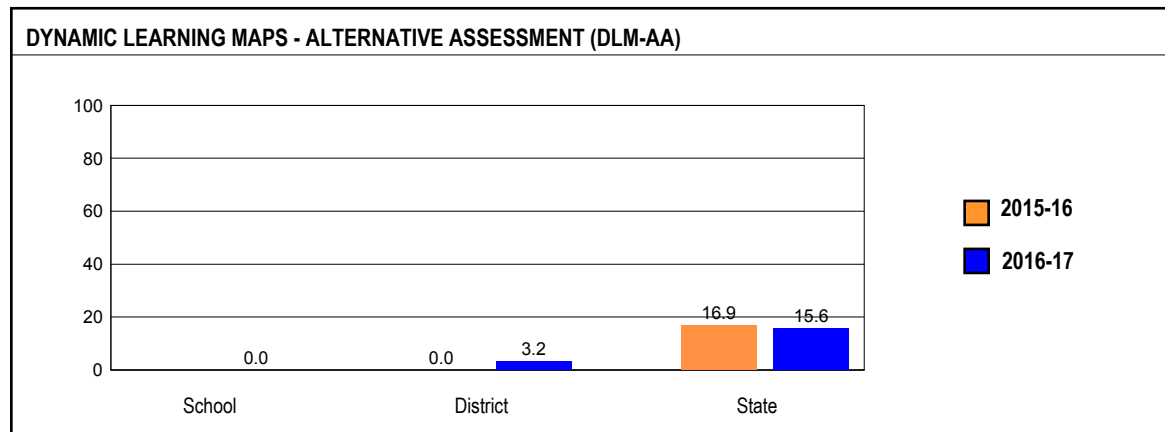
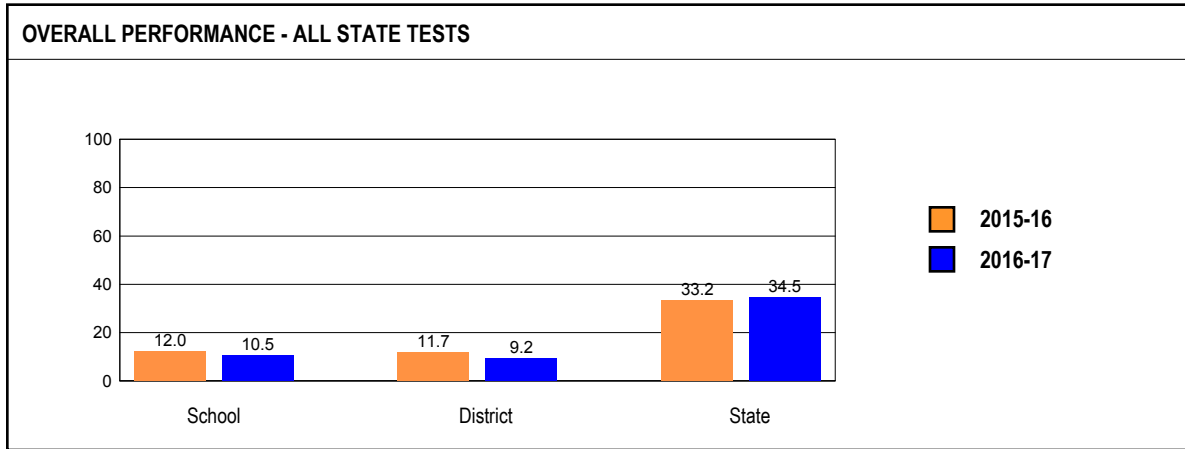
HIGH SCHOOL 5-YEAR GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races				
School	82.1	73.2	91.1	90.9	81.7	84.6					80.0		72.4	80.2
District	75.0	66.8	83.2	71.4	74.1	83.3					82.9		63.7	75.6
State	88.4	86.3	90.7	91.7	80.9	85.5	95.8	88.4	83.8	87.6	79.0	82.6	75.5	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				
School	96.3	96.3	96.3		96.3	97.9							89.4	96.2
District	82.0	78.3	85.6		81.1	91.1					92.1		62.8	82.2
State	88.6	86.4	90.8	91.6	81.3	85.7	95.7	89.1	84.6	87.9	80.4	40.0	76.9	83.3

DROP OUT RATE BY RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	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				
School	0.3	0.3	0.2	0.0	0.3	0.5			0.0	0.0	0.8		0.0	0.0
District	0.9	0.9	0.9	0.0	0.9	0.8	0.0		0.0	0.0	1.2		0.5	2.1
State	2.1	2.3	1.8	1.2	4.2	2.7	0.4	1.2	2.7	2.1	3.6	2.5	3.6	3.6

OVERALL STUDENT PERFORMANCE

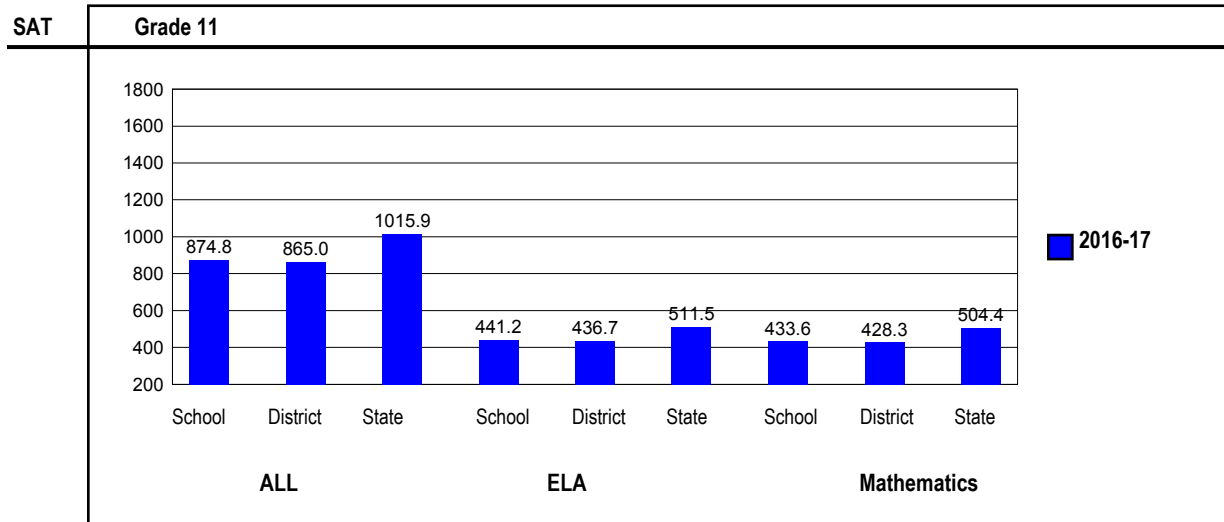
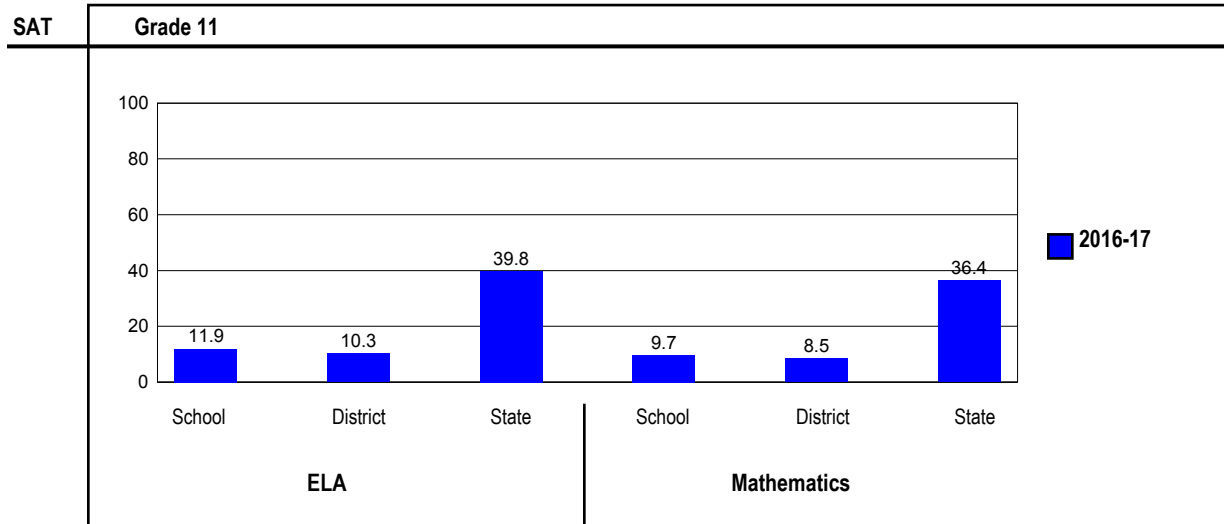
These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations, SAT standards or DLM-AA Standards for your school, district, and the state. School-level data are based on serving school. In order to protect students' identities, test data for groups of fewer than ten students are not reported.



DLM-AA scores in the Progressing and Attaining performance levels count the same, respectively, as meeting or exceeding state standards.

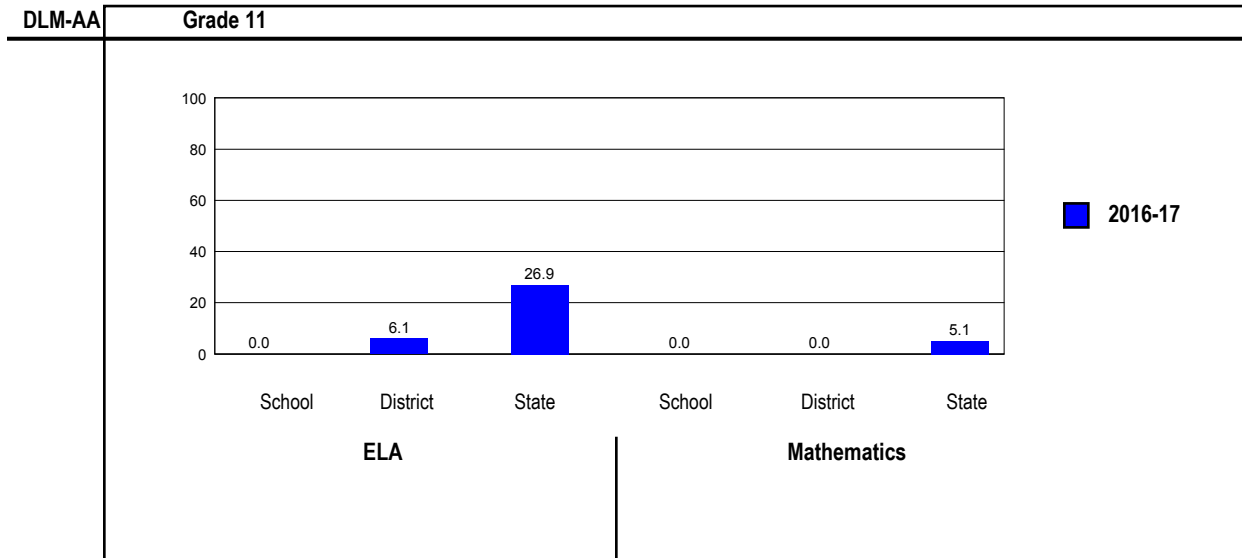
SAT PERFORMANCE

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



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. SAT is administered to students in grade 11. 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 or SAT would not be appropriate.

Students with disabilities have an IEP. 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				
School	*Enrollment	391	203	188	26	335	23	0	0	1	6	13	0	61	39
	Reading	2.6	3.9	1.1	0.0	2.7	4.3					7.7		1.6	2.6
District	*Enrollment	1,160	561	599	32	998	118	2	0	2	8	55	0	184	135
	Reading	3.5	4.5	2.7	3.1	3.7	2.5					1.8		11.4	9.6
State	*Enrollment	1,044,459	533,974	510,468	505,668	175,154	271,875	51,312	1,081	4,730	34,569	90,576	126	143,863	530,039
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

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				
School	*Enrollment	391	203	188	26	335	23	0	0	1	6	13	0	61	39
	Mathematics	2.6	3.9	1.1	0.0	2.7	4.3					7.7		1.6	2.6
District	*Enrollment	1,160	561	599	32	998	118	2	0	2	8	55	0	184	135
	Mathematics	3.9	4.8	3.0	3.1	4.1	2.5					1.8		13.6	10.4
State	*Enrollment	1,046,615	535,114	511,484	506,264	175,213	272,641	52,002	1,091	4,739	34,592	93,048	127	143,785	531,314
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

* Enrollment as reported during the testing windows for grades 3 - 8 and grade 11.

SAT

Each Performance Level is a broad, categorical level defined by a student's 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 scores for the assessment. There are four Performance Levels for SAT:

Level 1 -- Partially Meets Standards	The student has only partially met standards & demonstrates a minimal understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 2 -- Approaching Standards	The student is approaching the proficiency level & demonstrates an incomplete understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 3 -- Meets Standards	The student has met the proficiency level & demonstrates adequate understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 4 -- Exceeds Standards	The student has exceeded the proficiency level & demonstrates a thorough understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

SAT

SAT - All

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
School	46.4	41.8	10.8	1.1	58.5	31.8	9.4	0.3
District	50.2	39.5	9.2	1.1	61.7	29.8	8.2	0.3
State	22.8	37.4	26.7	13.1	31.0	32.6	28.5	7.9

SAT- Gender

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	53.7	36.3	10.0	0.0	60.0	30.0	9.5	0.5
	District	57.1	35.0	8.0	0.0	63.5	28.2	8.0	0.4
	State	26.1	36.4	25.0	12.5	30.6	31.0	28.9	9.5
Female	School	38.7	47.5	11.6	2.2	56.9	33.7	9.4	0.0
	District	44.0	43.6	10.3	2.1	60.1	31.3	8.4	0.2
	State	19.5	38.4	28.5	13.6	31.3	34.3	28.2	6.2

SAT - Racial/Ethnic Background

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	23.1	65.4	11.5	0.0	46.2	34.6	19.2	0.0
	District	25.8	61.3	12.9	0.0	45.2	32.3	22.6	0.0
	State	14.7	34.2	33.2	17.8	20.9	31.9	36.8	10.4
Black	School	48.6	39.7	11.0	0.6	60.3	31.5	7.9	0.3
	District	52.2	38.1	8.8	1.0	62.7	29.9	7.3	0.1
	State	41.4	41.8	13.8	3.0	56.3	32.0	10.9	0.8
Hispanic	School	42.9	52.4	4.8	0.0	57.1	33.3	9.5	0.0
	District	40.7	46.9	11.5	0.9	60.2	28.3	9.7	1.8
	State	31.5	44.4	19.4	4.7	41.1	37.3	19.5	2.1
Asian	School								
	District								
	State	10.2	24.5	33.5	31.8	10.7	22.1	38.8	28.3
Native Hawaiian/Pacific Islander	School								
	District								
	State	16.2	39.7	26.5	17.6	28.7	27.2	33.1	11.0
American Indian	School								
	District								
	State	28.2	41.7	20.4	9.7	40.9	29.6	24.7	4.8
Two or More Races	School								
	District								
	State	18.8	35.9	27.9	17.5	28.1	31.6	29.8	10.6

SAT - Limited-English-Proficient

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
School	75.0	16.7	8.3	0.0	66.7	25.0	8.3	0.0
District	66.7	27.8	5.6	0.0	75.9	18.5	5.6	0.0
State	83.2	15.1	1.5	0.2	81.0	15.4	3.2	0.4

SAT - Students with Disabilities

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	90.0	10.0	0.0	0.0	94.0	6.0	0.0	0.0
	District	87.7	12.3	0.0	0.0	90.8	8.5	0.8	0.0
	State	66.1	25.6	6.3	2.1	76.0	17.1	5.8	1.1
Non-IEP	School	39.6	46.7	12.5	1.2	53.0	35.8	10.9	0.3
	District	45.1	43.2	10.5	1.3	57.7	32.7	9.2	0.3
	State	17.5	38.8	29.2	14.4	25.5	34.5	31.3	8.7

SAT - Economically Disadvantaged

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	60.0	34.3	5.7	0.0	65.7	28.6	5.7	0.0
	District	62.7	34.3	2.9	0.0	75.5	19.6	4.9	0.0
	State	36.1	42.9	17.1	3.9	47.0	34.6	16.5	1.9
Not Eligible	School	44.9	42.6	11.3	1.2	57.7	32.1	9.8	0.3
	District	48.9	40.0	9.9	1.2	60.3	30.9	8.5	0.3
	State	13.2	33.4	33.8	19.7	19.3	31.2	37.3	12.2

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. 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 -- Entry - The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 --Foundational - 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 -- Satisfactory - The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
- Level 4 -- Mastery - 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
School	80.0	20.0	0.0	0.0	80.0	20.0	0.0	0.0
District	69.7	24.2	6.1	0.0	82.8	17.2	0.0	0.0
State	41.2	31.9	24.1	2.8	67.8	27.1	5.1	0.0

High School - Gender

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School								
	District	66.7	28.6	4.8	0.0	84.2	15.8	0.0	0.0
	State	41.1	32.1	23.8	3.0	66.8	27.2	6.0	0.0
Female	School								
	District	75.0	16.7	8.3	0.0	80.0	20.0	0.0	0.0
	State	41.4	31.5	24.7	2.4	69.9	26.7	3.4	0.0

High School - Racial/Ethnic Background

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
White								
School								
District								
State	38.3	31.3	27.2	3.2	65.4	28.3	6.4	0.0
Black								
School								
District	71.0	22.6	6.5	0.0	85.2	14.8	0.0	0.0
State	41.6	33.4	22.4	2.6	68.0	29.4	2.6	0.0
Hispanic								
School								
District								
State	44.4	33.9	19.8	1.9	72.8	22.0	5.3	0.0
Asian								
School								
District								
State	52.8	25.0	18.1	4.2	69.4	27.8	2.8	0.0
Native Hawaiian/Pacific Islander								
School								
District								
State								
American Indian								
School								
District								
State								
Two or More Races								
School								
District								
State	44.2	30.2	23.3	2.3	69.8	25.6	4.7	0.0