
2002 Illinois School Report Card

Hawthorn District #73

"Learning for all: Whatever it takes."

Dear Parents and Community Members,

Each year, school districts throughout Illinois publish a "report card" which provides information about the performance and demographics of our schools. It is my pleasure to publish the 2002 Hawthorn District 73 report.

Your Board of Education and our entire staff are committed to achieving the goal that all of our students be successful learners. Of course, there are many ways to measure this, and the annual report card is one indicator.

We are fortunate to have a diverse learning community in Hawthorn schools. Our students speak over 40 different languages and come from all walks of life. They have one key thing in common: the desire and ability to learn. Our goal is to raise the floor and eliminate the ceiling. This is an ambitious undertaking, but with the commitment our community has demonstrated, I feel certain our hard work will pay off.

Please take a few minutes to review the report card information, and watch for additional indicators of learning which we provide throughout the year, both for your own children individually and pertaining to the district as a whole. Also, we invite you to visit our "Learning@Hawthorn" website: learning.hawthorn73.org.

As always, the Board of Education, administration and staff greatly appreciate your interest and support for our students. Thank you!

Sincerely yours,

Richard H. Paul
President, Board of Education

Supplement to State Report Card
October, 2002

**HAWTHORN KINDERGARTEN OAKSON CMPS
HAWTHORN C C SCHOOL DIST 73
VERNON HILLS, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES: PK K

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	73.5	1.2	22.1	3.2	0.0	2.2	12.3		0.0	12.8	94.9	408
District	69.5	2.0	17.8	10.7	0.1	14.9	6.5		0.0	16.4	95.5	3,582
State	59.3	20.8	16.2	3.5	0.2	37.5	6.7		2.0	16.5	94.0	2,029,821

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
School	100.0
District	99.3
State	95.0

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

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
School	21.7					
District	21.7					
State	20.5					

STAFF-TO-STUDENT RATIOS

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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17.4		13.8	223.9
19.1		14.0	222.6

* 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	94.6	1.7	2.0	1.7	0.0	13.1	86.9	229
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

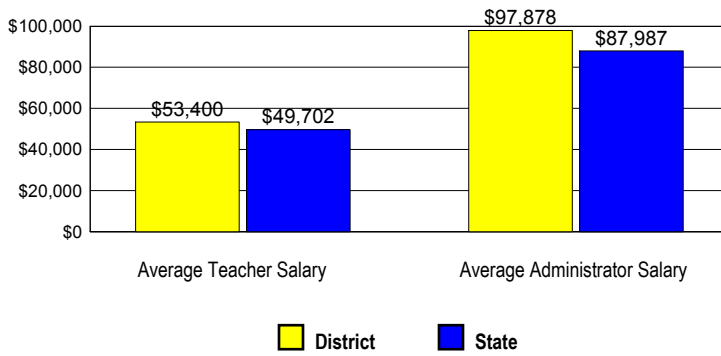
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	3.5	0.0
District	14.6	34.4	65.6	0.2	0.0
State	14.2	53.9	46.0	2.4	2.3

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

* Data based on preliminary NCLB definitions.

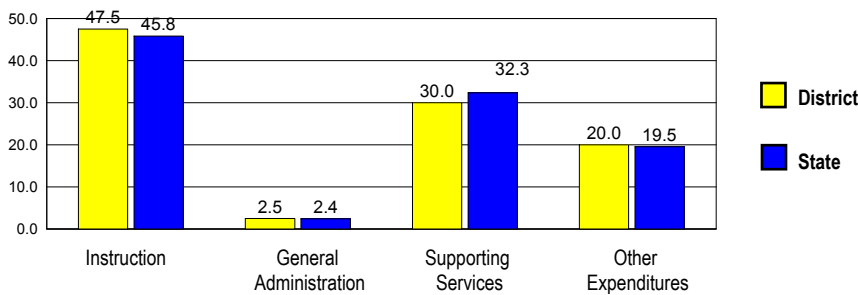
SCHOOL DISTRICT FINANCES

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 2000-01 (Percentages)



REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$25,333,118	81.4	54.4
Other Local Funding	\$1,941,048	6.2	7.5
General State Aid	\$981,034	3.2	17.9
Other State Funding	\$2,133,834	6.9	12.7
Federal Funding	\$737,151	2.4	7.4
TOTAL	\$31,126,185		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$21,183,251	71.3	70.0
Operations & Maintenance	\$3,272,436	11.0	9.2
Transportation	\$1,739,354	5.9	3.4
Bond and Interest	\$3,169,992	10.7	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$332,931	1.1	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$0	0.0	9.3
TOTAL	\$29,697,964		

OTHER FINANCIAL INDICATORS				
	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$225,514	3.48	\$4,598	\$8,100
State	**	**	\$4,667	\$7,926

** 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

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public. Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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

Students with disabilities have an IEP or Section 504 Plan. 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. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

In order to protect students' identities, test data for groups of fewer than five 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
School	*Enrollment												
	Reading												
	Mathematics												
District	*Enrollment												
	Reading												
	Mathematics												
State	*Enrollment												
	Reading												
	Mathematics												

* Enrollment on the first day of state testing.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

Planned Improvement for the School and District

Based on your school's improvement plan, your school and district are providing information on areas of success and areas for planned improvement below and/or on a separate sheet.

Goal #1: Show continuous improvement toward increasing the percentage of students who *meet or exceed* the state standards to 100% and reduce the percentage designated as *academic warning* to 0% as measured by the Illinois Standards Assessment Test. Further we will maintain or increase the national percentile aggregate score at 70% as measured by NWEA/MAP (Measure of Academic Progress) Assessments.

- (A) Work with teachers to utilize the Essential Learning Standards for the four core academic classes, and the grade level maps created reflecting these standards.
- (B) Provide focussed ongoing staff development using the expertise of our own staff as well as outside speakers and consultants.
 - Writing Across the Curriculum (K-8)
 - TLN Lightspan
 - HOSTS Reading Program
 - Integration of technology - iTroop, mini grants, new teachers
 - New Teacher Induction and Mentoring
 - Understanding by Design (UbD)
 - Bernstein Program
 - Pilot New Science Programs (K-8)
- (C) Provide training and time for teachers to study testing results and other data for the purpose of improving student achievement.
- (D) Monitor the implementation of the Dual Language Program grades K-2 and assess possibility of expanding to K-3 in 2003-04
- (E) Implement components of the district technology plan to support achievement & district operations
- (F) Continue minority staff recruitment program; attract and retain faculty and staff, to address the diversity of our student population.
- (G) Promote and expand the Summer School Enrichment program.
- (H) Implement curriculum review process for Social Studies
- (I) Each building will develop a plan to address the district goals.

Goal #2: Create a productive, collaborative teaching and learning environment.

- (A) Support the mission, vision, goals, charges, and purposes/structure of the Hawthorn Planning Council to build leadership capacity
- (B) Structure CA-6 and AT meetings to promote collaboration, communication, skill and leadership development.
- (C) Implement the recommendations made by the Hawthorn Planning Council to recognize the efforts of staff.
- (D) Promote and support risk-taking and new ideas from teachers and administration to improve and enhance the teaching and learning environments.

Goal #3: Develop effective communication and partnerships with the Hawthorn community to provide the support needed for continual improvement of teaching and learning.

- (A) Produce monthly Hawthorn Highlights and mail to all homes in the community.
- (B) Develop and maintain web pages with information related to the following:
 - Curriculum/Staff Development Initiatives
 - Superintendent's News/Updates
 - Human Resources
 - Finances
- (C) Hold quarterly curriculum coffees for parents and community members.
- (D) Develop monthly calendar & schedule of meetings with teachers to implement UbD, Bernstein, & other curricular activities related to Illinois State Standards.
- (E) Articulate and network with other central office administrators (in the area and nationally) to share ideas.

- (F) Videotape monthly Board of Education meetings
- (G) Hold system-wide meeting with new and other Interested parents to share information about new District initiatives (HOSTS, UbD, MAP, Bernstein, etc.)
- (H)C ommunicate increased student enrollment challenges (focus groups & community info. Meetings).

Goal #4: Maintain financial stability for the district.

- (A) Update the five-year Education Fund Projections to insure that the district remains on course for a balanced budget.
- (B) Adopt a levy in the Building, Transportation and IMRF Funds that will produce the maximum amount the district's tax rates will allow.
- (C) Reduce the interfund loans from the Working Cash Fund to the Education Fund by \$300,000 per year.
- (D) Act upon enrollment patterns and bond and interest obligations to determine when the district should pursue a building referendum.
- (E) Communicate increased student enrollment challenges to the Hawthorn community and plan for the successful passage of a referendum.
- (F) Secure state grants to support various programs:
 - staff development
 - building security
 - summer school
 - special education
- (G) Develop a five-year schedule to modernize each of our schools.
- (H) Create a district capital furniture outlay catalog and establish an ordering timeline and procedure to follow.
- (I) Support newly purchased Skyward school finance and human resources programs for more efficient operations.
- (J) Continue development of a new salary schedule for Educational Support Staff members.