
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 MIDDLE SCHOOL
HAWTHORN C C SCHOOL DIST 73
VERNON HILLS, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES: 5 6

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	70.4	2.3	15.4	11.9	0.0	13.9	3.6		0.0	19.3	95.7	696
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				26.8		
District				26.5		
State				23.6		

STAFF-TO-STUDENT RATIOS

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
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.

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		40			40			80			40	
District		50			40			80			40	
State		51			43			107			43	

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

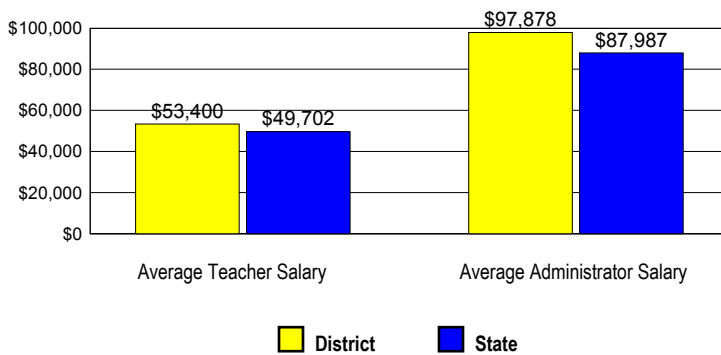
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	14.6	34.4	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.

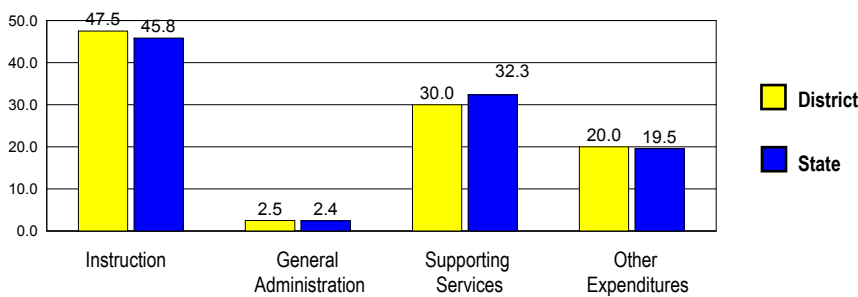
SCHOOL DISTRICT FINANCES

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.

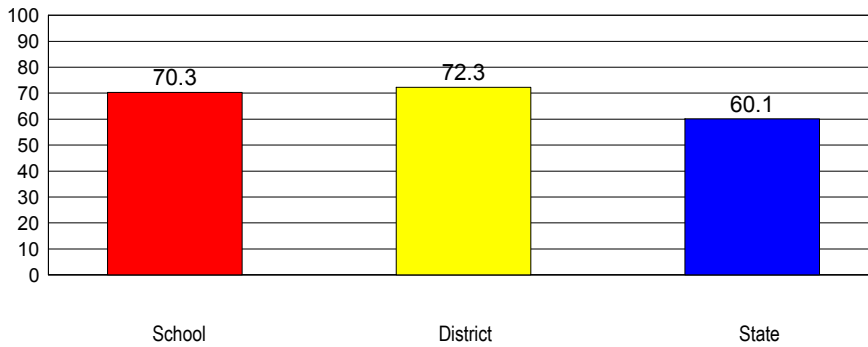
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

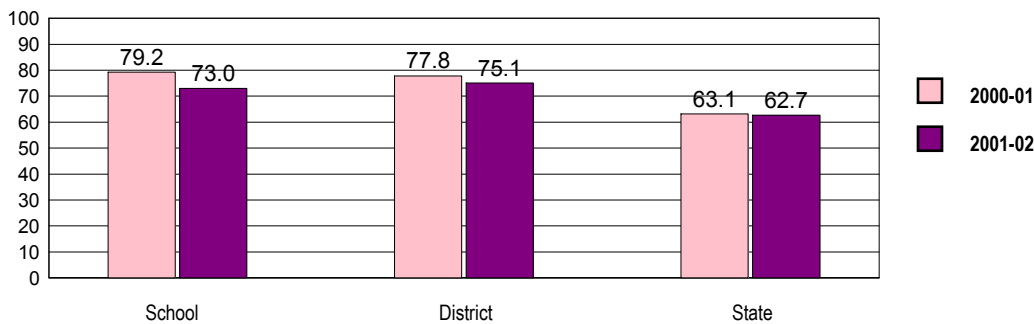
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.

2001-02 OVERALL PERFORMANCE - ALL STATE TESTS



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE 2001-02

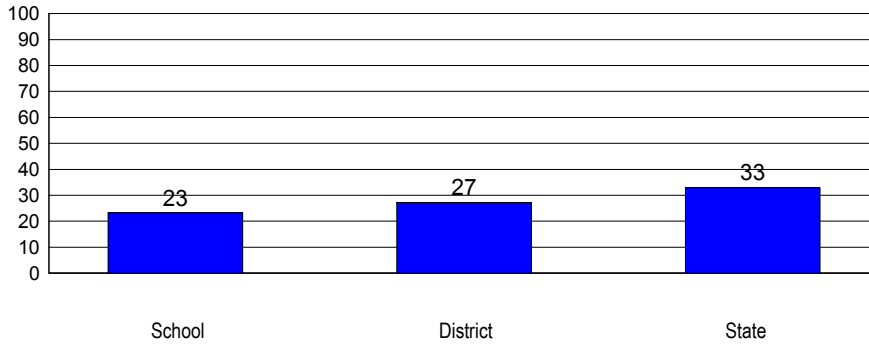
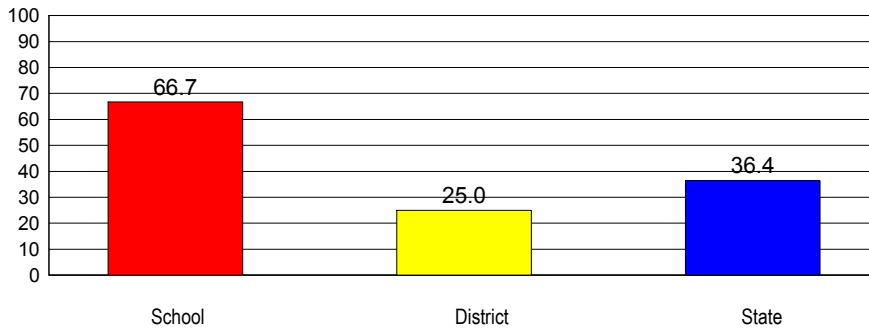


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE 2001-02

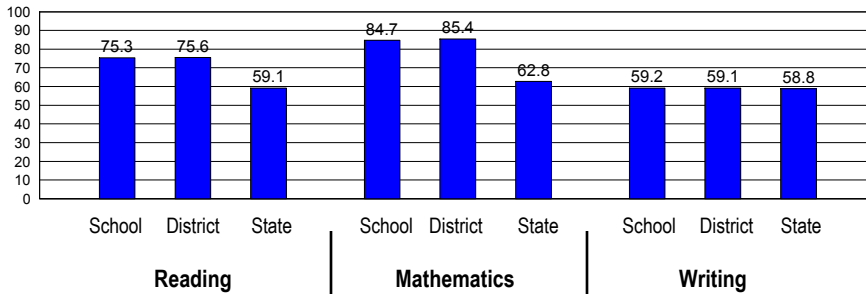


IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

Grade 5



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

School		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	342	178	164	243	4	50	42	3	10		2	99
	Reading	0.9	2.8	0.0	22.2	25.0	20.0	11.9	100.	100.		0.0	99.0
	Mathematics	0.0	1.7	0.0	21.4	25.0	20.0	11.9	100.	100.		0.0	99.0
District	*Enrollment	1,145	577	568	806	26	180	129	4	79		118	320
	Reading	0.0	0.0	2.3	11.9	0.0	3.3	2.3	25.0	97.5		11.9	81.6
	Mathematics	0.0	0.0	2.3	11.5	0.0	6.1	3.1	25.0	97.5		12.7	81.6
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444	1,216	37,080		78,455	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8	0.0	6.4		0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7	0.0	6.9		0.6	16.3

* Enrollment on the first day of state testing.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

- Level 1 -- Academic Warning -** Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards -** Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards -** Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards -** Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

GRADE 5

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	24.8	43.7	31.6	0.9	14.4	68.7	16.0	5.5	35.3	55.5	3.7
	District	0.0	24.4	43.2	32.4	0.8	13.8	68.4	17.0	5.1	35.9	54.8	4.3
	State	1.5	39.4	36.8	22.3	5.2	32.0	54.9	7.9	5.8	35.4	53.9	4.9

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	26.5	41.4	32.1	1.2	14.6	67.1	17.1	8.5	42.7	45.7	3.0
	District	0.0	25.7	40.8	33.5	1.0	13.5	67.4	18.1	7.8	42.5	45.6	4.1
	State	1.9	41.1	36.4	20.6	6.0	31.7	53.6	8.6	8.2	40.4	48.6	2.9
Female	School	0.0	23.1	45.6	31.3	0.6	14.3	70.2	14.9	2.5	27.3	65.8	4.3
	District	0.0	23.2	45.3	31.5	0.5	14.3	69.2	15.9	2.2	28.6	64.8	4.4
	State	1.1	37.4	37.2	24.3	4.2	32.1	56.5	7.2	3.2	30.2	59.5	7.0
Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	17.8	51.4	30.8	1.1	7.5	74.3	17.1	4.3	31.2	59.7	4.8
	District	0.0	18.4	47.9	33.6	0.9	8.2	71.2	19.6	4.1	31.7	58.7	5.5
	State	0.7	26.8	41.6	31.0	1.8	20.9	66.1	11.2	3.8	28.5	61.0	6.7
Black	School												
	District	0.0	40.0	40.0	20.0	0.0	40.0	40.0	20.0	20.0	40.0	20.0	20.0
	State	3.4	63.2	26.8	6.6	13.4	54.4	31.3	0.9	10.6	49.7	38.3	1.4
Hispanic	School	0.0	58.1	29.0	12.9	0.0	45.2	51.6	3.2	12.9	51.6	35.5	0.0
	District	0.0	54.1	35.1	10.8	0.0	40.5	56.8	2.7	10.8	48.6	40.5	0.0
	State	2.1	57.4	31.9	8.6	7.1	46.6	44.2	2.1	7.4	44.6	46.0	2.0
Asian/ Pacific Islander	School	0.0	22.2	30.6	47.2	0.0	11.1	58.3	30.6	2.8	33.3	61.1	2.8
	District	0.0	21.4	33.3	45.2	0.0	9.5	64.3	26.2	2.4	35.7	59.5	2.4
	State	0.3	24.3	40.1	35.4	0.9	13.8	63.8	21.5	1.8	23.4	64.4	10.3
Native American	School												
	District												
	State	1.1	36.6	43.4	18.9	4.3	31.8	57.2	6.7	6.0	37.1	54.0	2.9
Students with Disabilities		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	70.0	30.0	0.0	5.0	40.0	55.0	0.0	30.0	35.0	35.0	0.0
	District	0.0	64.3	28.6	7.1	3.6	35.7	57.1	3.6	21.4	46.4	28.6	3.6
	State	7.3	68.4	19.2	5.1	18.5	50.2	29.7	1.6	23.2	48.1	27.8	0.9
Section 504	School												
	District												
	State	1.3	47.7	35.7	15.3	6.0	41.1	48.4	4.5	7.4	43.7	45.9	3.0
Non- disabled	School	0.0	21.8	44.6	33.7	0.7	12.7	69.6	17.0	3.9	35.3	56.9	3.9
	District	0.0	21.2	44.3	34.5	0.6	12.1	69.3	18.1	3.7	35.1	56.9	4.3
	State	0.5	34.6	39.7	25.2	3.0	28.9	59.1	9.0	3.0	33.4	58.0	5.5
Economically Disadvantaged		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School												
	District	0.0	60.0	40.0	0.0	0.0	20.0	80.0	0.0	0.0	40.0	60.0	0.0
	State	2.7	59.9	30.0	7.5	9.9	49.3	39.1	1.6	9.5	48.1	41.0	1.5
Not Eligible	School	0.0	24.8	43.7	31.6	0.9	14.4	68.7	16.0	5.5	35.3	55.5	3.7
	District	0.0	23.9	43.2	32.9	0.8	13.7	68.2	17.3	5.1	35.8	54.7	4.3
	State	0.8	27.8	40.6	30.7	2.5	22.2	63.9	11.5	3.7	28.4	61.1	6.8

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Beginning -** Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
- Strengthening -** Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
- Expanding -** Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
- Transitioning -** Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

Grades	Reading				Writing			
	Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning	Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning
3 School District State								
5 School District State	7.1 7.1 42.3	35.7 35.7 27.2	50.0 50.0 18.7	7.1 7.1 11.8	14.3 14.3 26.3	64.3 64.3 28.3	21.4 21.4 37.0	0.0 0.0 8.5
8 School District State								
11 School District State								

Mathematics*

Grades	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
3 School District State				
5 School District State	14.3 14.3 21.9	71.4 71.4 56.0	14.3 14.3 21.3	0.0 0.0 0.8
8 School District State				
11 School District State				

*See ISAT or PSAE description of the four performance levels.

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.