

# HAWTHORN SCHOOL DISTRICT #73



Dear Parents and Community Members:

School districts throughout Illinois publish an annual “report card” which provides information about performance and demographics about our schools. It is my pleasure to publish the 2004 Hawthorn District 73 report.

It probably goes without saying that all of our teachers and support staff, administrative team and the Board of Education are committed to the success of each and every student. Our stated goal of “learning for all” is not just a slogan, it’s our mission.

There are many ways of measuring student achievement. State standardized testing is just one example. Throughout all of our school buildings, teachers and principals are using many sources of data to help identify students’ strengths and weaknesses. A new emphasis on this already is beginning to show results. Focused teaching – along with other innovative techniques – helps to raise the floor and eliminate the ceiling for student learning.

We are fortunate to have a diverse learning community at Hawthorn. Did you know our students speak some 44 different languages? And while Hawthorn kids come from different walks of life and cultures, they have one thing in common: a desire and ability to be successful learners.

Please take a few minutes to review the report card information, as well as other measures of academic progress sent home to parents throughout the school year. It is vitally important for the entire community – parents, corporate citizens and other residents – to participate in the education of our kids. We’d like to invite you to visit the “Learning@Hawthorn” section of our website at: [www.hawthorn73.org](http://www.hawthorn73.org) for more information about programs and activities.

On behalf of the Board of Education, administrators and staff, thank you for your interest and support of the Hawthorn learning community.

Sincerely yours,

Richard H. Paul  
President, Board of Education

*Supplement to State Report Card  
December 2004*

# HAWTHORN C C SCHOOL DIST 73

## VERNON HILLS, ILLINOIS



# ILLINOIS DISTRICT REPORT CARD

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

### STUDENTS

#### RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	62.9	2.8	21.4	12.6	0.2	17.0	8.2		0.0	13.1	96.2	3,718
State	57.7	20.8	17.7	3.6	0.2	39.0	6.7		2.1	16.8	94.2	2,060,048

**Low-income** students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

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

**Mobility rate** is based on the number of times students enroll in or leave a school during the school year.

**Chronic truants** are students who are absent from school without valid cause for 18 or more of the last 180 school days.

### INSTRUCTIONAL SETTING

#### PARENTAL CONTACT\*

	Percent
District	100.0
State	96.3

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
19.7	19.2	25.3	25.4	25.2	
21.0	21.6	22.6	23.7	23.1	

#### STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
17.4		13.7	232.4
19.4		14.1	208.7

\* 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
District	60	50	50	33	40	50	114	85	50	33	40	50
State	57	52	50	30	43	44	146	105	93	31	43	44

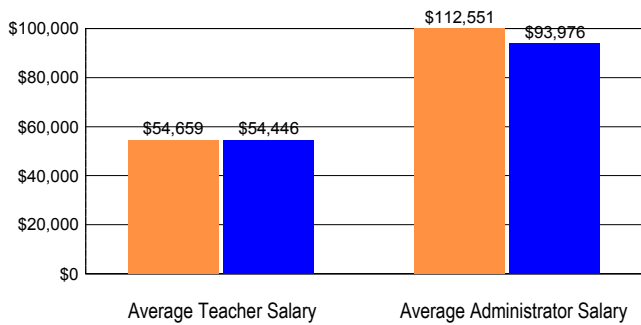
#### TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.6	0.4	2.2	2.8	0.0	14.3	85.7	229
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
District	14.5	34.4	65.6	0.7	0.0
State	13.8	51.3	48.6	1.7	1.8

## SCHOOL DISTRICT FINANCES

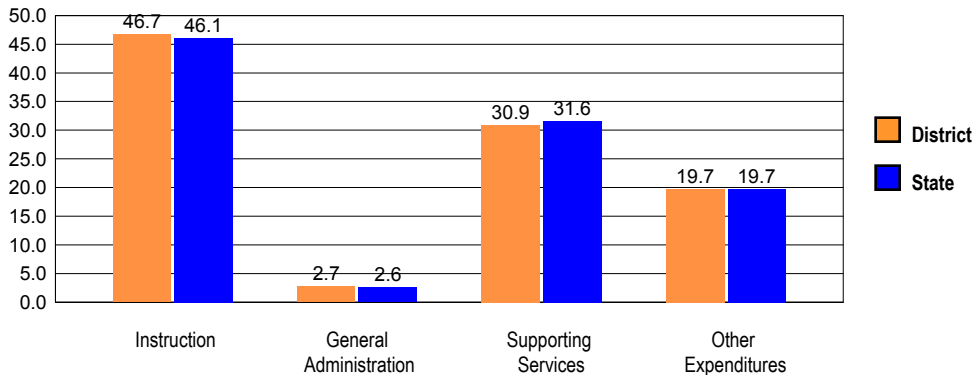
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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.

■ District  
■ State

EXPENDITURE BY FUNCTION 2002-03 (Percentages)



■ District  
■ State

REVENUE BY SOURCE 2002-03

	District	District %	State %
Local Property Taxes	\$25,707,111	82.2	56.6
Other Local Funding	\$1,836,135	5.9	5.4
General State Aid	\$992,919	3.2	17.9
Other State Funding	\$1,909,181	6.1	12.1
Federal Funding	\$829,319	2.7	8.0
<b>TOTAL</b>	<b>\$31,274,665</b>		

EXPENDITURE BY FUND 2002-03

	District	District %	State %
Education	\$25,063,018	73.0	70.1
Operations & Maintenance	\$2,806,895	8.2	8.9
Transportation	\$2,177,599	6.3	3.5
Bond and Interest	\$2,948,633	8.6	6.0
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$335,526	1.0	1.5
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$989,233	2.9	9.0
<b>TOTAL</b>	<b>\$34,320,904</b>		

OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$260,106	3.29	\$4,863	\$8,598
State	**	**	\$5,022	\$8,482

\*\* 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.

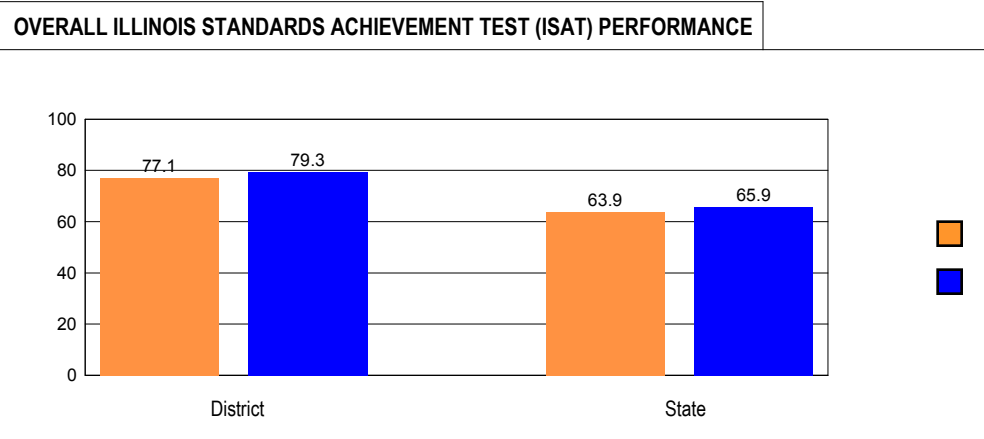
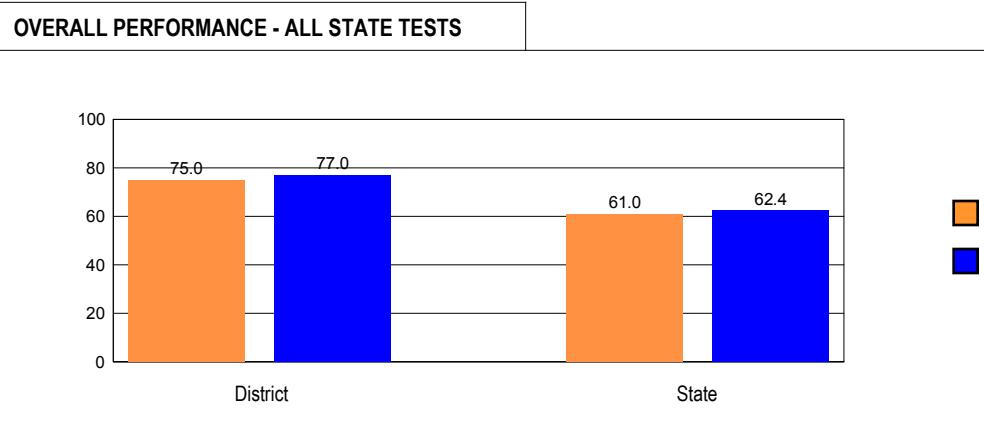
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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 district.



**OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE**

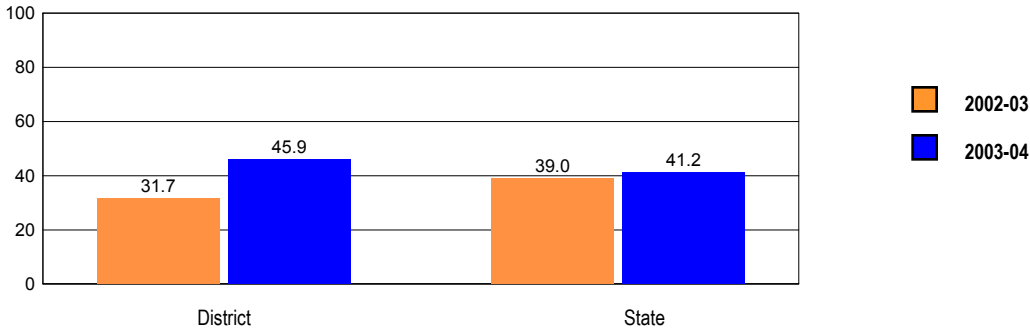
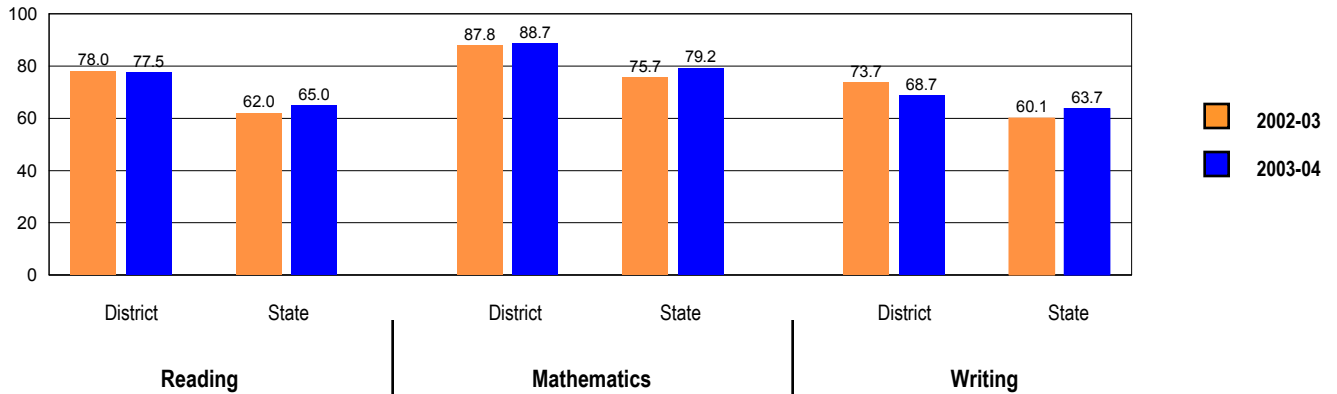


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

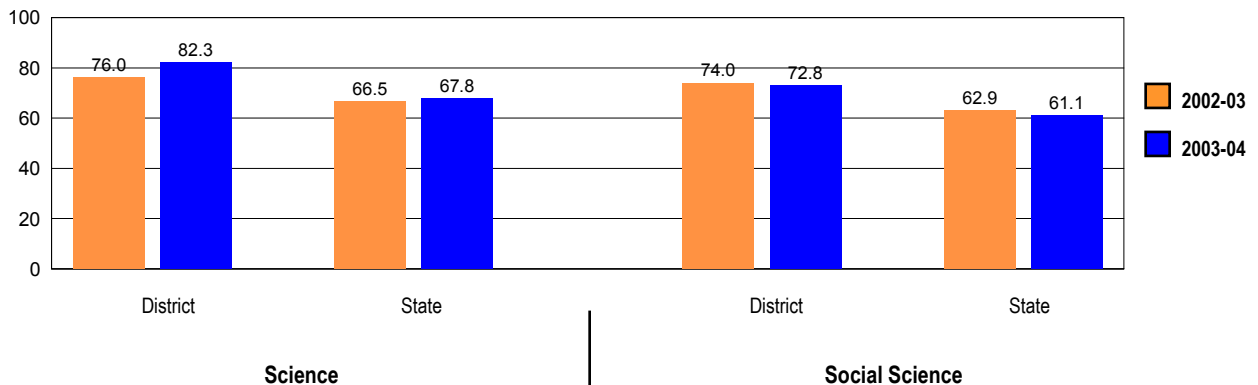
**ISAT PERFORMANCE**

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.

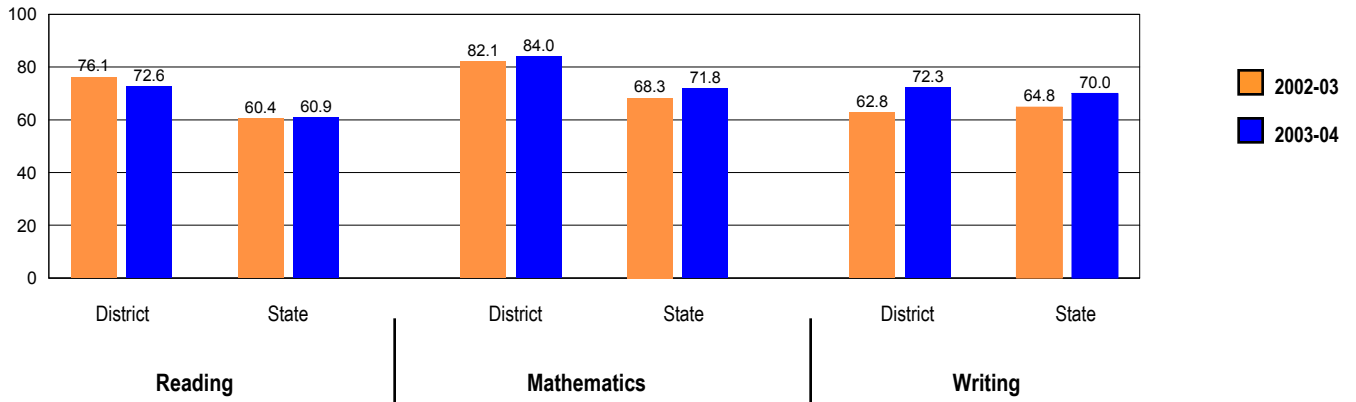
**ISAT Grade 3**



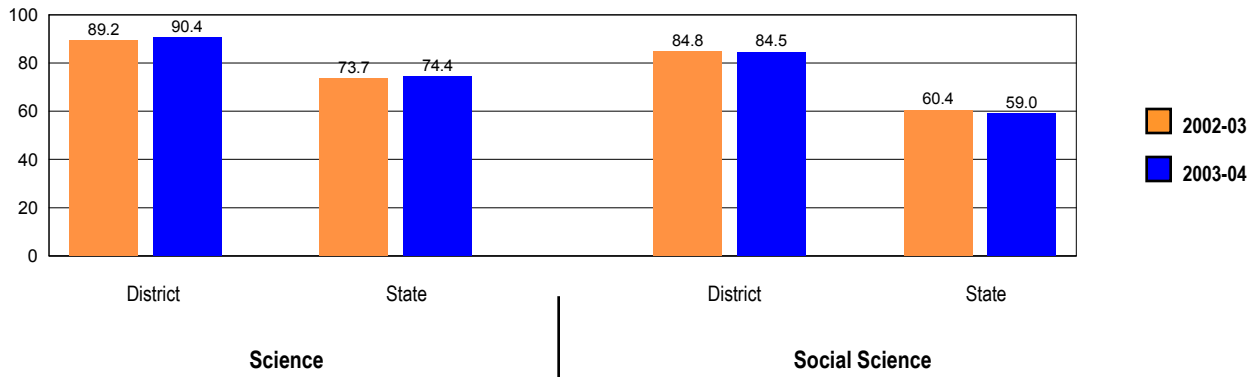
**ISAT Grade 4**



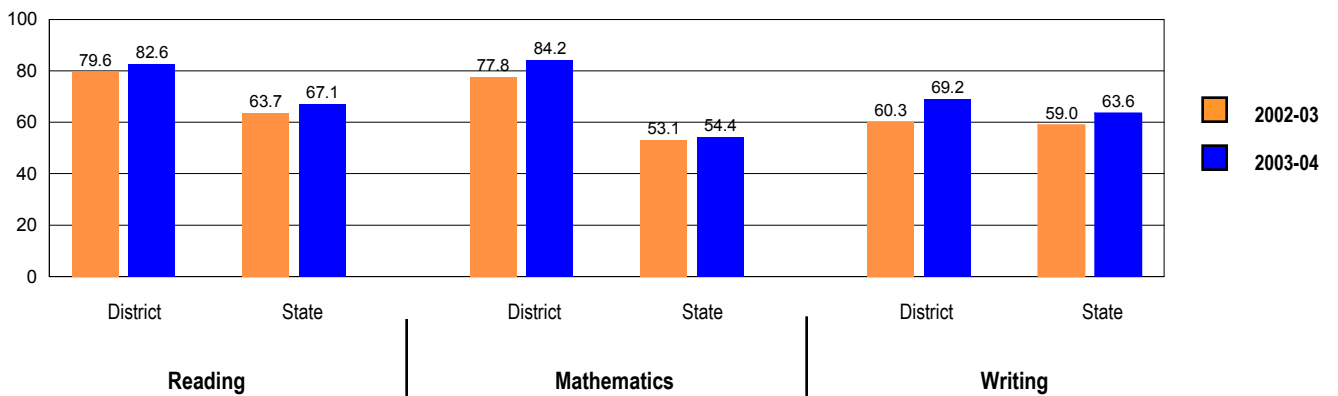
ISAT Grade 5



ISAT Grade 7



ISAT Grade 8



## PERFORMANCE ON STATE ASSESSMENTS

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

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

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

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	*Enrollment	1,242	606	636	808	31	233	167	2	1	108	0	153	197
	Reading	0.6	0.8	0.3	0.2	0.0	1.7	0.0			3.7		0.0	2.0
	Mathematics	0.6	1.2	0.2	0.2	3.2	2.1	0.0			4.6		0.7	2.0
State	*Enrollment	618,424	315,149	303,275	362,539	126,432	103,851	22,724	1,038	1,840	43,501	259	89,417	239,386
	Reading	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.9	0.9	7.3	2.4	1.4
	Mathematics	0.9	1.1	0.9	0.4	2.3	1.3	0.6	1.9	1.0	1.3	6.9	2.4	1.5

\* 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 3****Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	2.5	20.1	43.1	34.3	1.9	9.3	40.9	47.8	2.5	28.8	64.3	4.4
State	7.0	27.9	42.4	22.7	6.8	14.0	46.1	33.0	5.2	31.1	61.0	2.8

**Grade 3 - Gender**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	3.9	23.3	42.8	30.0	2.2	9.4	41.7	46.7	3.9	32.8	61.7	1.7
	State	8.6	29.4	41.7	20.2	7.5	13.4	44.4	34.7	7.1	35.6	55.5	1.8
Female	District	1.1	16.8	43.5	38.6	1.6	9.2	40.2	48.9	1.1	25.0	66.8	7.1
	State	5.4	26.3	43.0	25.3	6.1	14.7	48.0	31.2	3.2	26.4	66.7	3.7

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	2.4	20.2	40.5	36.9	1.6	9.1	40.5	48.8	2.8	27.0	65.9	4.4
	State	3.2	20.0	46.2	30.7	2.3	8.0	45.8	43.9	2.9	25.3	68.1	3.6
Black	District	20.0	30.0	30.0	20.0					20.0	50.0	30.0	0.0
	State	16.5	44.6	32.2	6.8	18.3	28.0	44.4	9.3	10.8	44.0	44.2	1.0
Hispanic	District	0.0	30.4	54.3	15.2	2.2	15.2	54.3	28.3	0.0	43.5	56.5	0.0
	State	8.0	36.2	43.8	12.0	6.5	17.5	54.5	21.6	5.7	36.4	56.5	1.5
Asian/Pacific Islander	District	1.8	9.1	47.3	41.8	0.0	3.6	34.5	61.8	0.0	20.0	70.9	9.1
	State	1.5	13.2	45.6	39.7	1.1	4.2	34.8	59.9	1.1	18.2	74.8	5.9
Native American	District												
	State	7.3	33.0	41.3	18.3	7.3	14.2	46.8	31.7	5.1	40.7	50.5	3.7
Multiracial/Ethnic	District												
	State	3.8	24.5	46.0	25.6	3.8	10.4	49.6	36.1	3.7	30.6	63.6	2.0

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	12.5	45.8	22.9	18.8	8.3	27.1	37.5	27.1	6.3	41.7	52.1	0.0
	State	22.3	42.1	27.2	8.4	17.3	23.0	43.5	16.2	17.3	41.7	40.0	1.0
Non-IEP	District	0.9	16.1	46.2	36.7	0.9	6.6	41.5	50.9	1.9	26.9	66.1	5.1
	State	4.5	25.6	44.9	25.1	5.1	12.5	46.6	35.8	3.2	29.4	64.4	3.0

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	0.0	37.5	42.5	20.0	2.5	25.0	45.0	27.5	5.0	37.5	57.5	0.0
	State	13.1	40.7	36.9	9.3	13.3	23.3	48.4	14.9	9.1	41.0	48.8	1.1
Not Eligible	District	2.8	17.9	43.2	36.1	1.9	7.4	40.4	50.3	2.2	27.8	65.1	4.9
	State	2.8	18.9	46.2	32.1	2.2	7.5	44.5	45.8	2.4	24.2	69.5	3.9

**Grade 4****Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
District	1.1	16.6	64.9	17.4	2.7	24.5	65.2	7.6
State	6.0	26.2	54.6	13.2	9.7	29.3	53.9	7.1

**Grade 4 - Gender**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Male								
District	1.1	14.8	63.1	21.0	3.4	23.7	64.4	8.5
State	6.4	24.7	53.6	15.2	10.4	27.9	53.5	8.2
Female								
District	1.1	17.9	66.8	14.2	2.1	24.7	66.3	6.8
State	5.5	27.8	55.6	11.1	8.9	30.7	54.4	6.0

**Grade 4 - Racial/Ethnic Background**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
White								
District	0.4	11.8	69.8	18.0	2.3	20.3	68.8	8.6
State	2.0	15.8	62.8	19.4	3.7	20.6	65.4	10.3
Black								
District	0.0	50.0	42.9	7.1	0.0	57.1	35.7	7.1
State	16.5	48.1	33.6	1.8	25.1	45.8	28.0	1.0
Hispanic								
District	4.7	41.9	48.8	4.7	9.3	51.2	39.5	0.0
State	5.5	35.5	54.3	4.7	9.9	40.3	47.4	2.5
Asian/Pacific Islander								
District	0.0	9.6	61.5	28.8	0.0	11.5	78.8	9.6
State	1.2	12.7	63.3	22.8	1.6	15.6	68.1	14.7
Native American								
District								
State	4.1	18.8	59.7	17.4	5.3	22.9	63.0	8.7
Multiracial/Ethnic								
District								
State	3.5	23.7	60.0	12.8	6.0	27.1	60.4	6.5

**Grade 4 - Students with Disabilities**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
IEP								
District	5.4	37.5	46.4	10.7	14.3	35.7	44.6	5.4
State	13.6	38.4	42.1	5.8	22.7	39.7	34.9	2.7
Non-IEP								
District	0.3	12.9	68.2	18.6	0.6	22.4	68.9	8.0
State	4.6	24.1	56.8	14.5	7.4	27.4	57.3	7.9

**Grade 4 - Economically Disadvantaged**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	2.6	47.4	44.7	5.3	7.7	51.3	38.5	2.6
State	11.5	41.3	43.5	3.8	18.3	43.2	36.9	1.6
Not Eligible								
District	0.9	13.1	67.2	18.8	2.1	21.3	68.4	8.2
State	2.2	15.8	62.3	19.8	3.7	19.6	65.8	10.9

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.8	26.6	41.5	31.1	0.8	15.2	61.8	22.2	2.6	25.1	67.4	4.9
State	1.7	37.4	35.9	25.0	2.9	25.2	59.8	12.0	4.4	25.7	65.7	4.3

**Grade 5 - Gender**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	1.0	29.5	44.0	25.4	0.5	17.9	61.2	20.4	4.1	32.5	61.3	2.1
	State	2.3	38.9	35.4	23.4	3.7	25.5	58.0	12.8	6.2	30.8	60.5	2.4
Female	District	0.5	23.7	38.9	36.8	1.0	12.6	62.3	24.1	1.0	17.7	73.4	7.8
	State	1.1	35.9	36.3	26.7	2.2	25.0	61.6	11.2	2.4	20.4	71.1	6.1

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	0.4	21.4	42.4	35.9	0.4	11.4	64.3	24.0	1.9	21.4	71.8	5.0
	State	0.9	27.4	38.7	33.0	1.3	16.2	66.1	16.4	2.7	19.9	71.7	5.7
Black	District												
	State	3.9	59.4	27.7	8.9	7.9	48.0	42.1	2.0	9.3	40.4	49.1	1.2
Hispanic	District	3.1	55.4	35.4	6.2	3.0	38.8	52.2	6.0	7.6	42.4	48.5	1.5
	State	1.8	48.3	36.3	13.6	2.5	30.5	61.7	5.3	4.3	30.3	63.6	1.8
Asian/Pacific Islander	District	0.0	12.5	47.9	39.6	0.0	2.0	59.2	38.8	0.0	22.4	67.3	10.2
	State	0.4	19.9	38.5	41.1	0.4	8.1	60.8	30.7	1.1	12.1	77.9	8.9
Native American	District												
	State	0.8	32.9	41.2	25.1	1.6	22.6	66.3	9.5	2.1	26.6	67.2	4.1
Multiracial/Ethnic	District												
	State	2.0	34.9	37.8	25.4	1.2	30.0	53.2	15.6	3.4	22.9	68.7	4.9

**Grade 5 - Limited-English-Proficient**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	7.7	76.9	15.4	0.0	0.0	69.2	30.8	0.0	25.0	58.3	16.7	0.0
State	1.5	49.0	37.6	11.9	1.9	28.7	63.5	5.9	4.0	32.4	61.6	2.0

**Grade 5 - Students with Disabilities**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	1.8	63.6	30.9	3.6	3.6	42.9	48.2	5.4	9.1	41.8	49.1	0.0
	State	8.8	66.3	18.7	6.2	13.5	47.4	36.3	2.7	19.4	42.4	37.2	1.0
Non-IEP	District	0.6	20.4	43.3	35.7	0.3	10.6	64.0	25.1	1.5	22.4	70.4	5.7
	State	0.5	32.4	38.8	28.3	1.1	21.4	63.8	13.7	1.9	22.9	70.4	4.8

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	3.8	59.6	34.6	1.9	3.7	40.7	53.7	1.9	9.3	51.9	38.9	0.0
	State	3.1	54.7	31.6	10.6	5.6	40.2	50.8	3.5	7.7	36.9	53.9	1.5
Not Eligible	District	0.3	21.5	42.6	35.6	0.3	11.1	63.1	25.5	1.5	20.8	72.0	5.7
	State	0.8	25.6	38.8	34.9	1.1	15.0	65.9	17.9	2.1	18.1	73.6	6.1

**Grade 7****Grade 7 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
District	3.3	6.3	66.1	24.3	0.3	15.3	53.4	31.1
State	10.4	15.2	57.8	16.6	1.7	39.3	44.3	14.7

**Grade 7 - Gender**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Male								
District	4.3	7.2	62.2	26.3	0.5	13.9	54.5	31.1
State	11.4	14.3	55.1	19.2	2.1	37.7	43.1	17.1
Female								
District	2.2	5.4	70.4	22.0	0.0	16.8	52.1	31.1
State	9.4	16.1	60.6	13.9	1.3	41.0	45.6	12.1

**Grade 7 - Racial/Ethnic Background**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
White								
District	1.8	4.4	67.0	26.7	0.0	12.3	54.2	33.6
State	5.0	9.3	62.2	23.6	0.8	26.2	51.9	21.2
Black								
District	0.0	18.2	72.7	9.1	0.0	27.3	45.5	27.3
State	22.8	27.5	46.9	2.8	4.1	67.3	26.3	2.3
Hispanic								
District	15.1	18.9	60.4	5.7	1.9	39.6	49.1	9.4
State	15.8	22.7	55.8	5.7	2.1	55.5	37.8	4.5
Asian/Pacific Islander								
District	0.0	1.8	64.9	33.3	0.0	5.3	54.4	40.4
State	3.0	6.8	58.8	31.4	0.3	17.9	55.3	26.5
Native American								
District								
State	11.7	15.0	58.6	14.7	1.3	45.1	45.1	8.4
Multiracial/Ethnic								
District								
State	8.6	15.2	59.2	17.0	1.0	38.2	46.3	14.4

**Grade 7 - Students with Disabilities**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
IEP								
District	16.7	16.7	58.3	8.3	2.8	58.3	36.1	2.8
State	32.9	24.4	38.8	3.9	7.9	67.2	21.8	3.0
Non-IEP								
District	1.9	5.3	66.9	25.9	0.0	11.0	55.1	33.9
State	6.6	13.6	61.1	18.8	0.6	34.5	48.2	16.7

**Grade 7 - Economically Disadvantaged**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
District	13.7	17.6	62.7	5.9	2.0	35.3	52.9	9.8
State	18.6	24.2	52.2	5.0	3.1	60.7	32.5	3.7
Not Eligible								
District	1.7	4.7	66.6	27.0	0.0	12.4	53.4	34.2
State	5.3	9.6	61.3	23.8	0.8	26.0	51.7	21.5

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.3	17.1	66.6	16.1	0.8	15.0	45.0	39.3	3.4	27.5	64.0	5.2
State	1.6	31.3	57.4	9.7	5.6	40.0	37.5	16.9	4.9	31.5	58.7	4.9

**Grade 8 - Gender**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District	0.0	20.3	67.8	11.9	1.1	14.1	43.5	41.2	5.6	36.7	53.7	4.0
State	2.3	35.2	54.6	7.9	6.7	39.4	36.0	17.8	7.5	38.8	50.7	3.0
Female												
District	0.5	14.4	65.6	19.6	0.5	15.7	46.2	37.6	1.4	19.6	72.7	6.2
State	0.8	27.3	60.3	11.5	4.4	40.5	39.0	16.1	2.2	24.0	66.8	6.9

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
District	0.4	13.8	68.0	17.8	0.7	11.6	45.7	42.0	3.3	24.4	67.6	4.7
State	0.9	22.8	63.2	13.1	3.1	30.2	43.8	22.9	3.6	26.4	63.6	6.4
Black												
District	0.0	33.3	58.3	8.3	0.0	50.0	41.7	8.3	0.0	58.3	33.3	8.3
State	3.4	48.3	45.7	2.6	13.3	62.1	21.6	3.0	9.1	44.7	45.0	1.3
Hispanic												
District	0.0	38.3	57.4	4.3	2.1	40.4	48.9	8.5	6.4	46.8	46.8	0.0
State	2.0	46.7	48.3	3.0	6.2	55.1	32.7	6.0	5.3	38.2	54.5	2.0
Asian/Pacific Islander												
District	0.0	9.8	70.6	19.6	0.0	2.0	37.3	60.8	2.0	19.6	66.7	11.8
State	0.4	18.1	62.1	19.4	1.2	17.8	39.4	41.6	1.4	16.7	69.9	12.0
Native American												
District												
State	0.8	27.2	61.9	10.1	5.8	38.8	43.5	11.9	7.3	30.9	57.1	4.6
Multiracial/Ethnic												
District												
State	1.8	31.7	57.7	8.8	6.2	47.4	31.3	15.1	4.4	33.4	59.1	3.1

**Grade 8 - Students with Disabilities**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP												
District	2.7	59.5	27.0	10.8	5.4	56.8	27.0	10.8	10.8	51.4	37.8	0.0
State	9.0	66.8	23.1	1.1	27.2	59.0	11.9	2.0	25.2	51.6	22.9	0.4
Non-IEP												
District	0.0	12.6	70.8	16.6	0.3	10.6	46.9	42.3	2.6	24.9	66.8	5.7
State	0.3	25.2	63.4	11.2	1.9	36.7	42.0	19.5	1.5	28.2	64.6	5.7

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch												
District	0.0	42.9	50.0	7.1	0.0	47.6	38.1	14.3	4.8	45.2	50.0	0.0
State	2.9	47.3	47.1	2.7	10.3	57.2	27.5	5.0	8.3	42.3	47.8	1.6
Not Eligible												
District	0.3	14.0	68.6	17.2	0.9	11.0	45.8	42.3	3.2	25.3	65.7	5.8
State	0.8	22.3	63.2	13.7	2.9	30.2	43.2	23.7	3.0	25.4	64.7	6.8



**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
District	24.3	51.4	21.6	2.7	27.8	33.3	38.9	0.0	2.7	18.9	43.2	35.1	
State	27.2	41.0	24.4	7.3	18.5	31.5	43.9	6.2	4.2	8.8	35.5	51.5	
Not Eligible													
District	7.7	61.5	30.8	0.0	0.0	30.8	69.2	0.0	0.0	7.7	84.6	7.7	
State	18.1	40.6	28.8	12.5	13.1	26.1	48.8	12.0	2.7	6.2	35.7	55.4	

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
District	45.0	30.0	25.0	0.0	30.0	45.0	25.0	0.0	5.3	21.1	57.9	15.8
State	27.7	46.2	18.9	7.1	10.0	57.9	30.9	1.1	10.0	14.6	53.4	22.0

**Grade 5 - Gender**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male													
District													
State	29.7	46.0	18.0	6.3	11.0	56.7	31.1	1.1	12.3	18.8	53.6	15.3	
Female													
District	36.4	36.4	27.3	0.0	25.0	41.7	33.3	0.0	0.0	18.2	54.5	27.3	
State	25.7	46.5	19.9	7.9	9.0	59.2	30.6	1.1	7.7	10.3	53.2	28.8	

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
District													
State	20.5	37.1	25.2	17.2	6.7	43.7	45.5	4.1	6.9	11.6	53.3	28.2	
Black													
District													
State	32.5	41.6	24.7	1.3	26.3	52.6	21.1	0.0	9.1	27.3	40.9	22.7	
Hispanic													
District	52.9	29.4	17.6	0.0	35.3	47.1	17.6	0.0	6.3	18.8	62.5	12.5	
State	29.2	47.8	17.7	5.4	10.5	61.2	28.0	0.3	10.5	15.0	54.0	20.5	
Asian/Pacific Islander													
District													
State	17.1	38.5	26.3	18.1	6.2	34.5	51.3	8.0	7.8	12.2	47.0	33.0	
Native American													
District													
State													
Multiracial/Ethnic													
District													
State	30.0	60.0	10.0	0.0									

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
District	40.0	40.0	20.0	0.0	25.0	50.0	25.0	0.0	6.7	26.7	46.7	20.0	
State	29.5	47.1	17.6	5.8	10.6	60.5	28.4	0.5	10.5	14.9	54.0	20.6	
Not Eligible													
District													
State	19.8	42.3	24.8	13.2	7.3	46.7	42.3	3.8	7.8	13.3	50.9	28.0	



## 2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this district making Adequate Yearly Progress (AYP)?	No
Is this district making AYP in Reading?	No
Is this district making AYP in Mathematics?	Yes

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
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	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		40.0			40.0			89.0		66.0	
<b>All</b>	99.4	Yes	99.4	Yes	74.9		Yes	82.6		Yes	96.2	Yes		
<b>White</b>	99.8	Yes	99.8	Yes	80.9		Yes	88.4		Yes				
<b>Black</b>														
<b>Hispanic</b>	98.3	Yes	97.9	Yes	47.0		Yes	55.5		Yes				
<b>Asian/Pacific Islander</b>	100.0	Yes	100.0	Yes	86.0		Yes	94.6		Yes				
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>	96.3	Yes	95.4	Yes	31.7		No	40.6		Yes				
<b>Students with Disabilities</b>	100.0	Yes	99.3	Yes	39.6		Yes	53.7		Yes				
<b>Economically Disadvantaged</b>	98.0	Yes	98.0	Yes	43.6		Yes	53.0		Yes				

### Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements\*\*\*
3. At least 89.0% Attendance Rate for elementary school districts or at least 66.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

\* Includes only students enrolled as of 9/30/03.

\*\* Safe Harbor Targets of 37% or above are not printed.

\*\*\* Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

## **SCHOOL IMPROVEMENT STATUS**

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

Number of schools in this district: 6

Number of Title I schools: 3

Number of Title I schools in School Improvement Status: 0

Percent of schools in School Improvement Status: 0%

**School ID**

**School Name**

**Years in School  
Improvement**

**Guiding Beliefs:** We believe that:

1. Education begins at home and that the relationship between family and school must be continuously nurtured.
2. Embracing changes, intelligent risk-taking; and shared decision-making create a catalyst for improvement.
3. The community shares accountability for the success of every child.
4. A differentiated curriculum allows students to reach high standards.
5. Inspiring a life-long ambition for learning enables students to become productive citizens.

**Mission Statement:** Hawthorn District 73 is united in achieving academic excellence. We believe in "Learning for all... whatever it takes."

**Vision Statement:** Hawthorn District 73 is dedicated to meeting the academic, social, physical, and emotional needs of every child. We support an atmosphere that fosters and values individual talents. Our guiding belief is that all children will succeed. With that in mind, our vision is the following.

By June 2010, all Hawthorn District 73 students will demonstrate proficiency in reading, language arts/writing and mathematics. Student proficiency will be demonstrated by: 1) achieving/attaining a designation of *meets* or *exceeds* on the Illinois Standards Achievement Test (ISAT) or Illinois Measure of Annual Growth in English (IMAGE); and/or 2) achieving/attaining *typical* growth on the NWEA Measures of Academic Progress (MAP) tests in reading and math (Grades 2-8) or attaining expected growth on the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) in grades K-1 and an average score of at least "4" in writing on the District's 6-Traits Writing rubric (Grades K-8); and/or 3) achieving/attaining expected individual improvement on instructionally supportive assessments; i.e., common assessments, performance tasks and authentic assessments in the student's individual portfolio or individual education plan.

**Power Standard(s)/Goal(s):**

We will...

1. develop, improve, and refine a clear and consistent curriculum (power standards/ safety net curriculum), instructionally supportive assessments, and instructional practices that are aligned with the State Standards and promote student success in achieving these standards.
2. develop implementation plans in which objectives and strategies to achieve the vision are clearly articulated.
3. provide professional development that is focused on student learning consistent with the district vision and goals.
4. utilize assessment and other data to achieve the vision.
5. design and manage operational procedures to maximize opportunities for successful learning.
6. use knowledge of learning, teaching, and student development to inform management decisions.
7. seek out effective means of engaging the entire district school community in all aspects of the educational process.
8. engage in activities that inspire others to higher levels of performance using a variety of current and emergent technologies.