

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 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 KINDERGARTEN OAKSON CMP
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 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	47.6	2.5	36.1	13.5	0.3	10.1	16.3		0.0	16.7	94.6	355
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
School	100.0
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
19.3					
19.7					
21.0					

STAFF-TO-STUDENT RATIOS

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

TEACHER INFORMATION (Full-Time Equivalents)

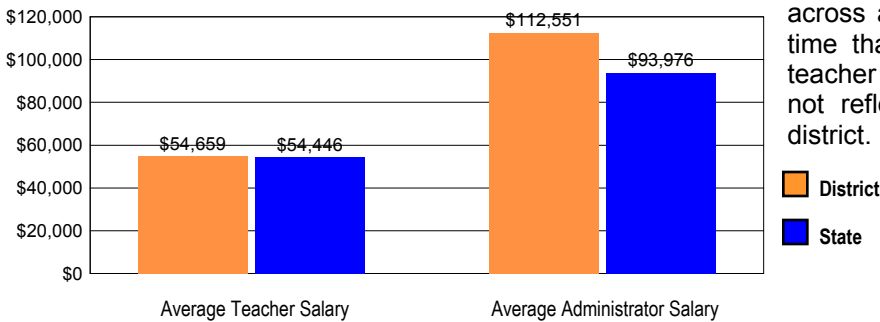
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.6	0.4	2.2	2.8	0.0	14.3	85.7	229
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

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
School	--	--	--	6.3	0.0
District	14.5	34.4	65.6	0.7	0.0
State	13.8	51.3	48.6	1.7	1.8

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

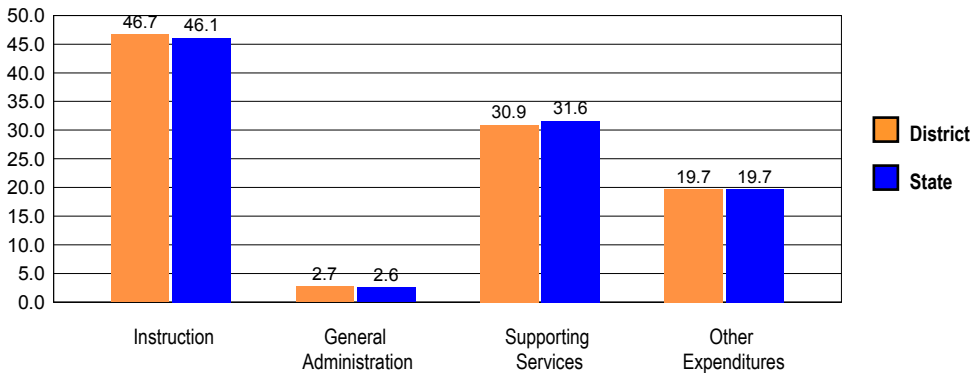
SCHOOL DISTRICT FINANCES

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 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03				EXPENDITURE BY FUND 2002-03			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$25,707,111	82.2	56.6	Education	\$25,063,018	73.0	70.1
Other Local Funding	\$1,836,135	5.9	5.4	Operations & Maintenance	\$2,806,895	8.2	8.9
General State Aid	\$992,919	3.2	17.9	Transportation	\$2,177,599	6.3	3.5
Other State Funding	\$1,909,181	6.1	12.1	Bond and Interest	\$2,948,633	8.6	6.0
Federal Funding	\$829,319	2.7	8.0	Rent	\$0	0.0	0.0
TOTAL	\$31,274,665			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
				TOTAL	\$34,320,904		

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.

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.)

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.