

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 ELEMENTARY SCH (NORTH)
HAWTHORN C C SCHOOL DIST 73
VERNON HILLS, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 1 2 3 4

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	64.7	2.8	21.9	10.2	0.3	21.3	10.1		0.0	18.6	96.2	703
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
	17.4	27.9			
School	19.2	25.3			
District	21.6	22.6			
State					

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
School	60			18			132			18		
District	60			33			114			33		
State	57			30			146			31		

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

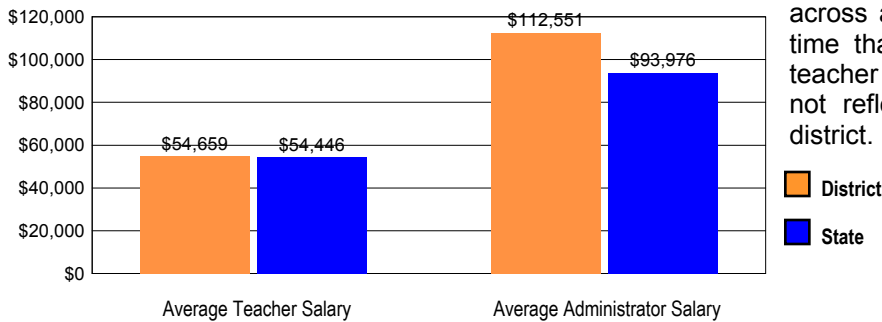
TEACHER INFORMATION (Continued)

	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	--	--	--	0.0	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.

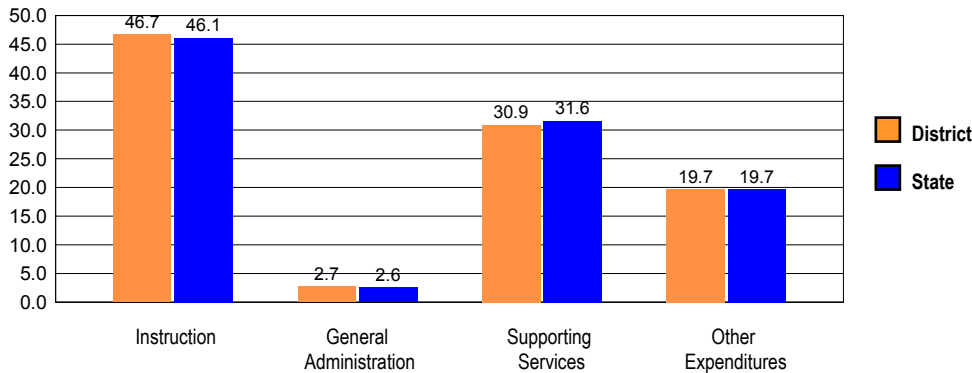
SCHOOL DISTRICT FINANCES

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		

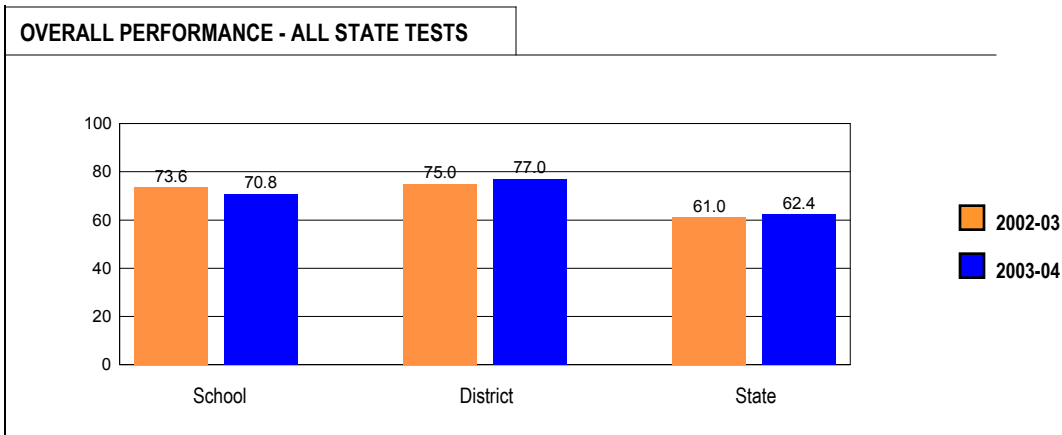
OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$260,106	3.29	\$4,863	\$8,598
State	**	**	\$5,022	\$8,482

** 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.

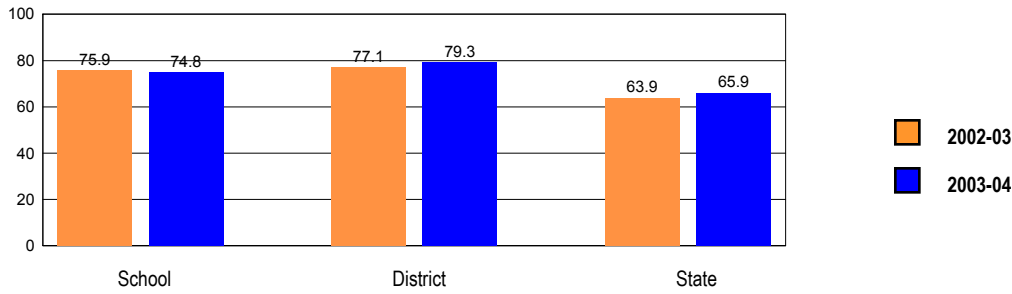
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

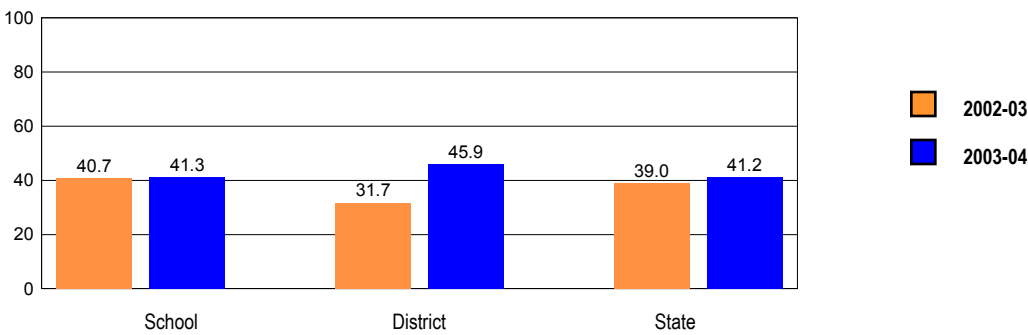
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



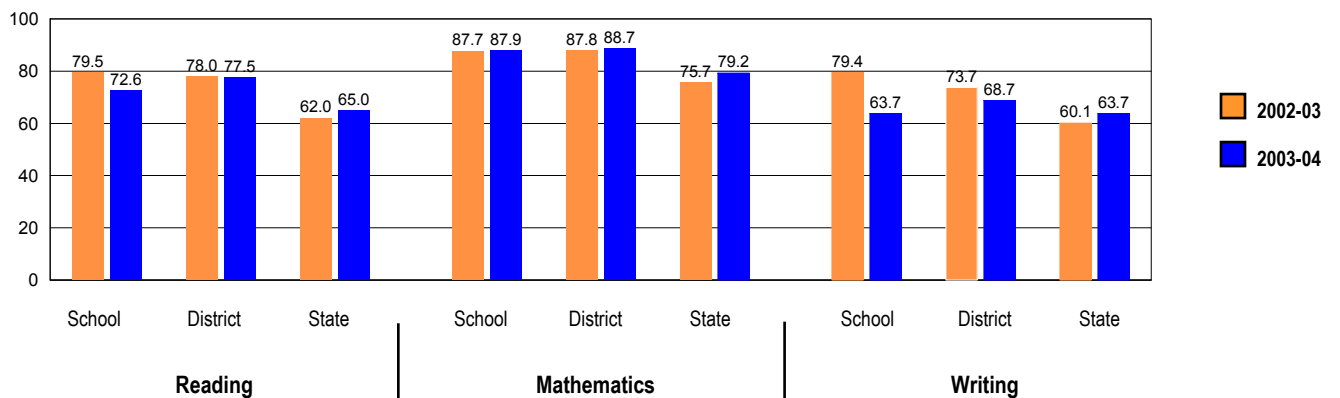
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE

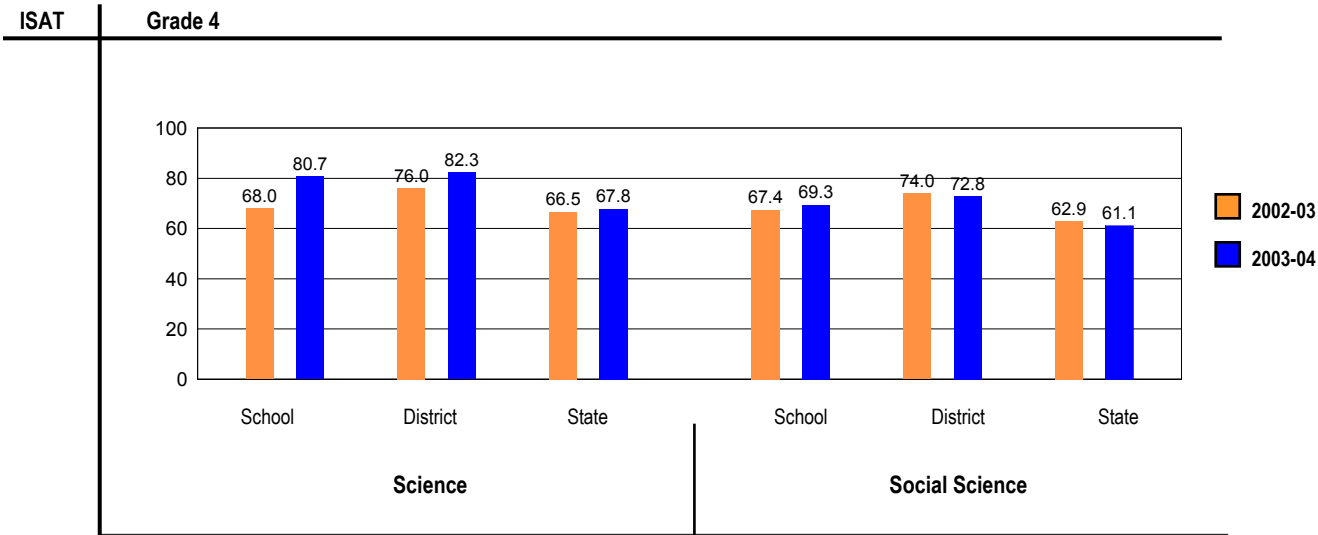


ISAT PERFORMANCE

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





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				
School	*Enrollment	185	94	91	111	4	45	24	1	0	30	0	23	41
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0		2.2 2.2	0.0 0.0			0.0 0.0		0.0 0.0	0.0 0.0
District	*Enrollment	1,242	606	636	808	31	233	167	2	1	108	0	153	197
	Reading Mathematics	0.6 0.6	0.8 1.2	0.3 0.2	0.2 0.2	0.0 3.2	1.7 2.1	0.0 0.0			3.7 4.6		0.0 0.7	2.0 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 Mathematics	0.9 0.9	1.0 1.1	0.8 0.9	0.4 0.4	2.2 2.3	1.2 1.3	0.6 0.6	2.2 1.9	0.9 1.0	0.9 1.3	7.3 6.9	2.4 2.4	1.4 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
School	3.8	23.6	43.3	29.3	2.5	9.6	41.4	46.5	0.6	35.7	60.5	3.2
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	School	4.9	23.5	43.2	28.4	1.2	9.9	40.7	48.1	1.2	35.8	61.7	1.2
	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	School	2.6	23.7	43.4	30.3	3.9	9.2	42.1	44.7	0.0	35.5	59.2	5.3
	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	School	5.6	21.5	39.3	33.6	2.8	7.5	42.1	47.7	0.9	33.6	62.6	2.8
	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	School												
	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	School	0.0	34.8	56.5	8.7	4.3	21.7	52.2	21.7	0.0	47.8	52.2	0.0
	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	School	0.0	22.7	45.5	31.8	0.0	4.5	27.3	68.2	0.0	27.3	63.6	9.1
	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	School												
	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	School												
	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	School	21.1	52.6	15.8	10.5	10.5	26.3	52.6	10.5	5.3	42.1	52.6	0.0
	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	School	1.4	19.6	47.1	31.9	1.4	7.2	39.9	51.4	0.0	34.8	61.6	3.6
	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	School	0.0	31.6	52.6	15.8	0.0	21.1	47.4	31.6	0.0	42.1	57.9	0.0
	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	School	4.3	22.5	42.0	31.2	2.9	8.0	40.6	48.6	0.7	34.8	60.9	3.6
	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
School	0.0	19.3	66.7	14.0	2.0	28.7	64.7	4.7
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	School	0.0	17.9	64.3	17.9	3.6	26.2	65.5	4.8
	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	School	0.0	21.2	69.7	9.1	0.0	31.8	63.6	4.5
	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	School	0.0	11.7	71.8	16.5	2.9	19.4	71.8	5.8
	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	School								
	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	School	0.0	42.9	52.4	4.8	0.0	57.1	42.9	0.0
	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	School	0.0	21.1	68.4	10.5	0.0	31.6	68.4	0.0
	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	School								
	District								
	State	4.1	18.8	59.7	17.4	5.3	22.9	63.0	8.7
Multiracial/Ethnic	School								
	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	School	0.0	55.6	38.9	5.6	5.6	50.0	44.4	0.0
	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	School	0.0	14.4	70.5	15.2	1.5	25.8	67.4	5.3
	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	School	0.0	42.9	52.4	4.8	0.0	47.6	52.4	0.0
	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	School	0.0	15.5	69.0	15.5	2.3	25.6	66.7	5.4
	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

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.

- Level 1 -- 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.
- Level 2 --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.
- Level 3 -- 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.
- Level 4 -- 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.

For Mathematics see ISAT or PSAE descriptions of the performance levels.

Grade 3**Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	30.8	53.8	11.5	3.8	25.9	37.0	37.0	0.0	0.0	26.9	46.2	26.9
District	20.0	54.0	24.0	2.0	20.4	32.7	46.9	0.0	2.0	16.0	54.0	28.0
State	25.6	41.0	25.2	8.2	17.5	30.6	44.7	7.2	3.9	8.3	35.6	52.2

Grade 3 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	46.2	46.2	0.0	7.7	30.8	38.5	30.8	0.0	0.00	41.7	41.7	16.7
	District	29.6	44.4	22.2	3.7	19.2	34.6	46.2	0.0	3.8	19.2	57.7	19.2
	State	27.1	40.1	24.4	8.5	17.7	29.2	44.5	8.7	4.9	10.3	40.2	44.6
Female	School	15.4	61.5	23.1	0.0	21.4	35.7	42.9	0.0	0.0	14.3	50.0	35.7
	District	8.7	65.2	26.1	0.0	21.7	30.4	47.8	0.0	0.0	12.5	50.0	37.5
	State	24.1	41.9	26.1	7.9	17.4	32.1	45.0	5.5	2.9	6.2	30.8	60.1

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
School													
District													
State	15.0	38.2	31.9	14.9	11.0	20.8	52.7	15.5	1.5	6.0	33.6	58.8	
Black													
School													
District													
State	33.3	27.1	31.3	8.3	26.0	31.4	35.3	7.8	7.0	11.6	36.0	45.3	
Hispanic													
School	40.0	45.0	10.0	5.0	29.0	38.1	33.3	0.0	0.0	30.0	50.0	20.0	
District	25.0	50.0	22.5	2.5	23.0	33.3	43.6	0.0	2.5	17.5	52.5	27.5	
State	27.3	41.7	24.0	7.1	19.0	32.1	43.7	5.6	4.3	8.6	36.1	51.1	
Asian/Pacific Islander													
School													
District													
State	13.3	34.9	34.6	17.3	7.0	19.9	51.7	21.2	1.6	7.5	30.4	60.5	
Native American													
School													
District													
State													
Multiracial/Ethnic													
School													
District													
State													

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	38.1	42.9	14.3	4.8	31.8	36.4	31.8	0.0	0.0	28.6	42.9	28.6	
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													
School													
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	

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
Is this School making AYP in Reading?	Yes
Is this School making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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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
State AYP Minimum Target	95.0		95.0		40.0			40.0			89.0		66.0	
All	100.0	Yes	100.0	Yes	64.8		Yes	80.8		Yes	96.2	Yes		
White	100.0	Yes	100.0	Yes	71.3		Yes	88.0		Yes				
Black														
Hispanic	97.8	Yes	97.8	Yes				52.5		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	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 Non-High Schools or at least 66.0% Graduation Rate for High Schools

* 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 schools and graduation rate for high schools) for the subgroup. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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.