

**HAWTHORNE ELEM SCHOOL  
COMMUNITY UNIT SCHOOL DIST 200  
WHEATON, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES: K 1 2 3 4 5**

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
<b>School</b>	65.8	10.6	14.8	8.8	0.0	21.1	1.8		0.4	26.1	95.8	284
<b>District</b>	83.6	5.1	6.5	4.8	0.1	8.4	1.5		0.4	10.0	95.5	14,301
<b>State</b>	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
<b>School</b>	100.0
<b>District</b>	92.9
<b>State</b>	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
<b>School</b>	19.0	16.7	17.5			
<b>District</b>	20.1	20.2	21.6			
<b>State</b>	20.5	21.1	22.1			

**STAFF-TO-STUDENT RATIOS**

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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18.0	20.2	13.7	285.4
19.1	18.3	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
<b>School</b>	53			27			145			28		
<b>District</b>	53			27			145			28		
<b>State</b>	56			30			147			31		

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

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	97.4	0.9	1.0	0.6	0.0	23.2	76.8	898
<b>State</b>	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

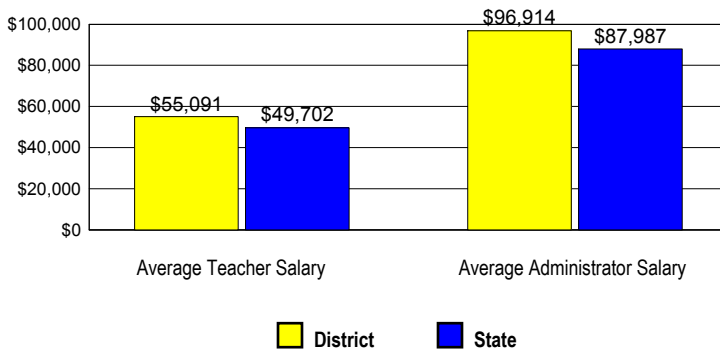
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	13.3	41.3	58.6	0.5	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.

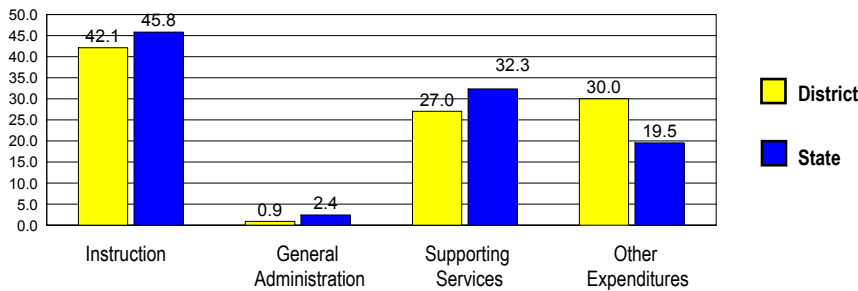
## SCHOOL DISTRICT FINANCES

### 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	\$86,052,645	70.3	54.4
Other Local Funding	\$6,997,040	5.7	7.5
General State Aid	\$10,409,892	8.5	17.9
Other State Funding	\$15,084,288	12.3	12.7
Federal Funding	\$3,833,490	3.1	7.4
<b>TOTAL</b>	<b>\$122,377,355</b>		

### EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$86,384,397	60.4	70.0
Operations & Maintenance	\$11,323,945	7.9	9.2
Transportation	\$5,515,250	3.9	3.4
Bond and Interest	\$6,734,615	4.7	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$2,381,361	1.7	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$30,698,376	21.5	9.3
<b>TOTAL</b>	<b>\$143,037,944</b>		

**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	\$134,012	4.74	\$4,616	\$7,782
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.

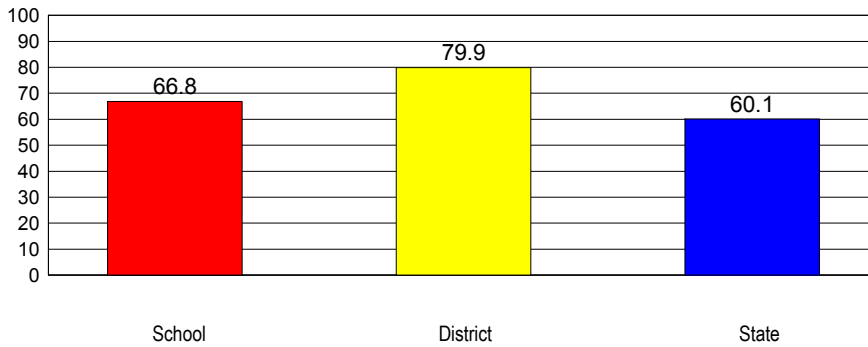
**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

**ACADEMIC PERFORMANCE**

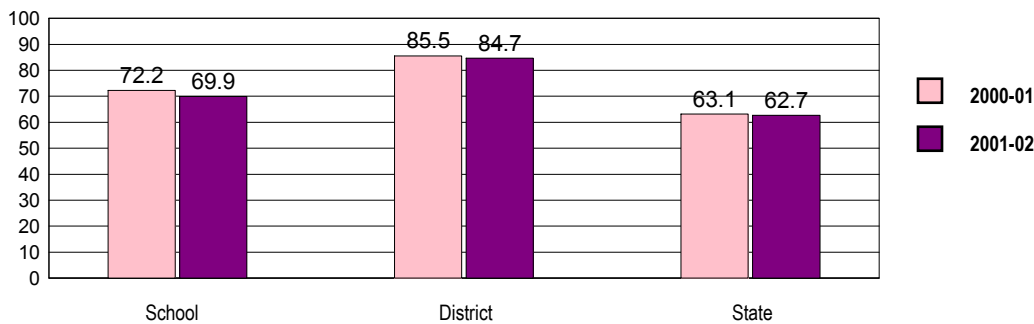
**OVERALL STUDENT PERFORMANCE**

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**

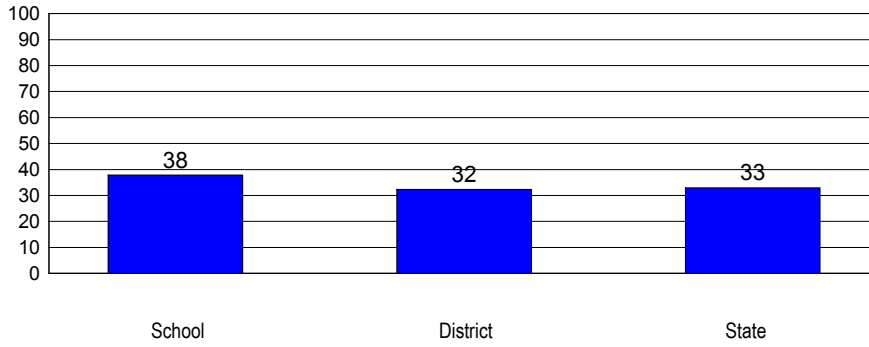
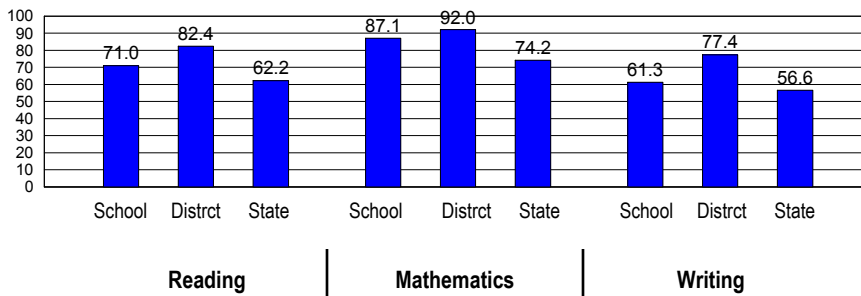


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

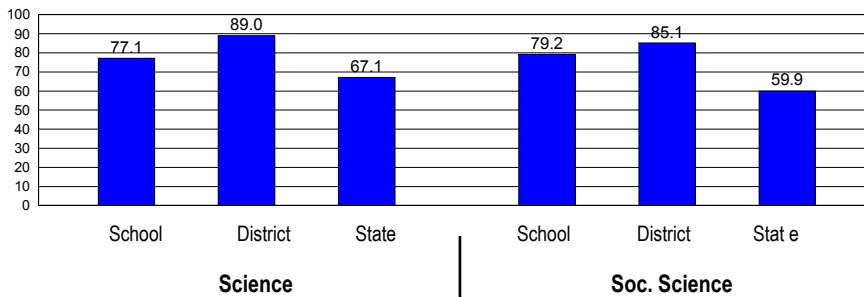
**ISAT PERFORMANCE**

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.

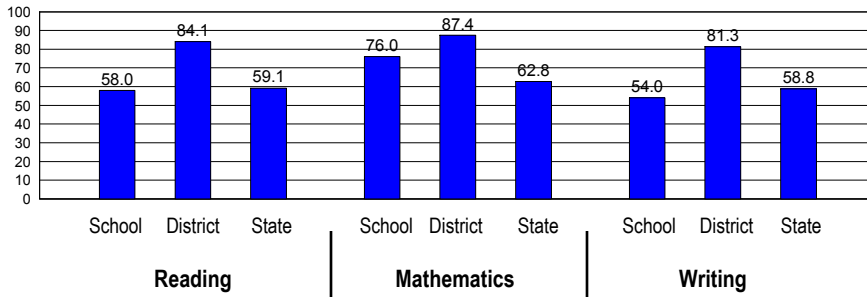
**Grade 3**



**Grade 4**



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

		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	90	49	41	58	9	8	15				14	22
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0		7.1	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0		7.1	0.0
District	*Enrollment	4,430	2,311	2,119	3,748	214	261	203				578	406
	Reading	2.2	2.5	1.9	2.2	8.9	8.4	0.0		0.0		5.9	18.5
	Mathematics	1.7	1.8	1.6	1.7	8.9	7.7	0.0		0.0		5.2	19.0
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444				78,455	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8		6.4		0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7		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.

<b>GRADE 3</b>													
<b>All</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	29.0	35.5	35.5	3.2	9.7	48.4	38.7	0.0	38.7	61.3	0.0
	District	1.5	16.0	44.8	37.6	1.0	7.0	37.9	54.1	4.0	18.6	70.6	6.8
	State	6.8	31.0	43.6	18.6	7.2	18.6	43.9	30.3	9.0	34.3	53.6	3.0
<b>Gender</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
<b>Male</b>	School	0.0	47.1	17.6	35.3	5.9	11.8	47.1	35.3	0.0	52.9	47.1	0.0
	District	1.5	20.0	45.5	33.0	1.5	6.7	34.5	57.3	5.8	19.8	69.0	5.4
	State	8.2	32.8	42.5	16.5	7.9	18.0	42.4	31.7	11.9	37.1	49.0	2.1
<b>Female</b>	School	0.0	7.1	57.1	35.7	0.0	7.1	50.0	42.9	0.0	21.4	78.6	0.0
	District	1.5	11.7	44.1	42.7	0.4	7.3	41.6	50.6	2.1	17.3	72.3	8.2
	State	5.2	29.2	44.8	20.9	6.4	19.2	45.5	28.9	6.0	31.5	58.5	4.0
<b>Racial/Ethnic Background</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
<b>White</b>	School	0.0	20.0	30.0	50.0	0.0	10.0	40.0	50.0	0.0	35.0	65.0	0.0
	District	0.8	13.2	44.3	41.7	0.5	4.9	37.0	57.6	3.1	16.6	72.7	7.6
	State	2.6	21.3	50.2	26.0	2.1	10.4	45.9	41.6	5.2	28.3	62.6	3.9
<b>Black</b>	School												
	District	7.5	49.1	34.0	9.4	7.5	26.4	52.8	13.2	11.5	32.7	55.8	0.0
	State	16.1	49.9	29.3	4.8	19.2	35.4	37.7	7.7	18.1	47.1	33.9	0.9
<b>Hispanic</b>	School												
	District	6.3	31.3	51.6	10.9	3.1	20.3	37.5	39.1	10.9	29.7	56.3	3.1
	State	9.0	42.9	39.9	8.2	7.6	26.2	49.5	16.7	10.2	40.9	47.2	1.8
<b>Asian/ Pacific Islander</b>	School												
	District	0.0	6.1	66.7	27.3	0.0	3.0	39.4	57.6	0.0	27.3	69.7	3.0
	State	1.2	17.1	49.9	31.8	1.0	6.3	38.0	54.7	2.5	22.0	68.9	6.6
<b>Native American</b>	School												
	District												
	State	3.3	31.0	47.3	18.4	3.0	19.8	48.9	28.2	6.9	36.1	54.5	2.4

<b>Students with Disabilities</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>IEP</b>	<b>School</b>	0.0	66.7	16.7	16.7	0.0	16.7	83.3	0.0	0.0	83.3	16.7	0.0
	<b>District</b>	9.5	51.8	27.7	10.9	5.8	25.2	45.3	23.7	18.4	31.6	48.5	1.5
	<b>State</b>	21.2	47.7	25.5	5.5	18.9	29.3	39.1	12.6	26.3	40.9	32.0	0.9
<b>Section 504</b>	<b>School</b>	0.0	22.2	55.6	22.2	0.0	0.0	77.8	22.2	0.0	44.4	55.6	0.0
	<b>District</b>	7.5	37.3	43.6	11.6	8.1	22.2	45.3	24.4	11.2	42.0	45.0	1.8
	<b>State</b>	0.0	20.8	41.7	37.5	4.2	8.3	41.7	45.8	0.0	25.0	75.0	0.0
<b>Non-disabled</b>	<b>School</b>	0.2	10.2	47.5	42.1	0.2	4.1	36.3	59.4	1.8	16.3	74.3	7.7
	<b>District</b>	4.6	28.6	46.2	20.6	5.5	17.0	44.6	32.9	6.6	33.4	56.8	3.3
	<b>State</b>												

<b>Economically Disadvantaged</b>		<b>Reading</b>				<b>Mathematics</b>				<b>Writing</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Free/Reduced Price Lunch</b>	<b>School</b>	0.0	42.9	42.9	14.3	0.0	14.3	71.4	14.3	0.0	57.1	42.9	0.0
	<b>District</b>	4.9	45.1	37.8	12.2	3.7	25.6	50.0	20.7	13.8	30.0	53.8	2.5
	<b>State</b>	13.2	46.5	34.2	6.1	14.6	31.1	42.7	11.7	15.7	45.4	37.8	1.0
<b>Not Eligible</b>	<b>School</b>	0.0	25.0	33.3	41.7	4.2	8.3	41.7	45.8	0.0	33.3	66.7	0.0
	<b>District</b>	1.2	13.4	45.5	39.9	0.8	5.3	36.8	57.1	3.2	17.7	72.0	7.1
	<b>State</b>	3.2	22.4	48.9	25.6	3.1	11.6	44.6	40.7	5.3	28.2	62.3	4.1

**GRADE 4**

<b>All</b>		<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>School</b>	2.1	20.8	50.0	27.1	6.3	14.6	62.5	16.7
	<b>District</b>	1.1	9.8	57.1	31.9	1.9	13.0	67.0	18.1
	<b>State</b>	7.6	25.2	53.3	13.8	9.6	30.5	53.7	6.2

<b>Gender</b>		<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Male</b>	<b>School</b>	3.4	17.2	48.3	31.0	6.9	10.3	58.6	24.1
	<b>District</b>	1.3	9.3	51.9	37.6	2.3	12.5	65.1	20.0
	<b>State</b>	7.9	23.5	52.2	16.3	10.4	29.1	53.4	7.1
<b>Female</b>	<b>School</b>	0.0	26.3	52.6	21.1	5.3	21.1	68.4	5.3
	<b>District</b>	1.0	10.5	63.0	25.5	1.4	13.6	69.2	15.8
	<b>State</b>	7.2	27.0	54.6	11.2	8.8	32.0	54.0	5.2

<b>Racial/Ethnic Background</b>		<b>Science</b>				<b>Social Science</b>			
<b>Levels</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>White</b>	<b>School</b>	3.1	12.5	46.9	37.5	6.3	12.5	59.4	21.9
	<b>District</b>	0.6	6.5	57.9	35.0	1.1	10.1	69.2	19.6
	<b>State</b>	2.5	15.1	61.9	20.5	3.3	20.8	66.8	9.1
<b>Black</b>	<b>School</b>	0.0	40.0	60.0	0.0	0.0	20.0	80.0	0.0
	<b>District</b>	7.5	35.8	54.7	1.9	5.7	41.5	49.1	3.8
	<b>State</b>	18.4	44.0	35.4	2.2	22.9	47.7	28.5	1.0
<b>Hispanic</b>	<b>School</b>	0.0	50.0	50.0	0.0	12.5	12.5	75.0	0.0
	<b>District</b>	4.3	24.3	55.7	15.7	8.6	24.3	58.6	8.6
	<b>State</b>	12.7	39.0	44.7	3.6	16.0	45.8	36.8	1.3
<b>Asian/Pacific Islander</b>	<b>School</b>	0.0	18.6	48.8	32.6	2.3	18.6	55.8	23.3
	<b>District</b>	1.8	14.6	61.6	22.1	2.6	18.3	66.2	12.9
	<b>State</b>								
<b>Native American</b>	<b>School</b>								
	<b>District</b>								
	<b>State</b>	3.4	19.9	62.3	14.4	7.1	24.1	61.9	6.9

Students with Disabilities		Science				Social Science			
		1	2	3	4	1	2	3	4
IEP	School	0.0	42.9	42.9	14.3	14.3	14.3	57.1	14.3
	District	3.0	23.2	53.6	20.2	5.4	31.0	53.6	10.1
	State	17.0	36.6	41.0	5.4	24.1	40.7	33.4	1.8
Section 504	School								
	District	12.5	0.0	50.0	37.5	0.0	12.5	62.5	25.0
	State	8.3	31.9	50.2	9.6	9.6	40.5	45.0	4.8
Non-disabled	School	2.4	17.1	51.2	29.3	4.9	14.6	63.4	17.1
	District	0.7	7.4	57.8	34.1	1.3	9.5	69.7	19.5
	State	6.1	23.4	55.3	15.2	7.3	28.9	56.9	6.9

Economically Disadvantaged		Science				Social Science			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	9.1	36.4	45.5	9.1	27.3	18.2	45.5	9.1
	District	7.4	34.7	49.5	8.4	10.5	38.9	47.4	3.2
	State	14.6	40.1	41.7	3.7	18.5	45.9	34.3	1.2
Not Eligible	School	0.0	16.2	51.4	32.4	0.0	13.5	67.6	18.9
	District	0.5	7.4	57.8	34.3	1.1	10.4	69.0	19.6
	State	3.5	16.7	60.1	19.7	4.5	21.7	64.8	9.0

**GRADE 5**

All		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Levels	School	0.0	42.0	24.0	34.0	0.0	24.0	68.0	8.0	4.0	42.0	50.0	4.0
	District	0.5	15.4	35.2	48.9	0.6	12.0	66.3	21.1	1.6	17.2	67.2	14.1
	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	56.0	16.0	28.0	0.0	16.0	72.0	12.0	4.0	56.0	36.0	4.0
	District	0.5	16.6	36.6	46.2	0.2	11.0	63.1	25.7	2.2	20.8	68.7	8.4
	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	28.0	32.0	40.0	0.0	32.0	64.0	4.0	4.0	28.0	64.0	4.0
	District	0.4	14.1	33.8	51.8	0.9	13.0	69.6	16.4	0.9	13.4	65.6	20.0
	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			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	38.9	19.4	41.7	0.0	16.7	75.0	8.3	5.6	36.1	55.6	2.8
	District	0.2	12.4	34.7	52.7	0.4	9.1	67.8	22.6	1.1	15.0	68.9	15.0
	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	0.0	40.0	60.0	0.0	0.0	80.0	20.0	0.0	0.0	60.0	40.0	0.0
	District	3.6	38.2	47.3	10.9	1.8	47.3	49.1	1.8	7.5	32.1	60.4	0.0
	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												
	District	0.0	33.3	38.9	27.8	1.9	25.9	66.7	5.6	3.7	29.6	63.0	3.7
	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	71.4	14.3	14.3	0.0	28.6	57.1	14.3	0.0	71.4	14.3	14.3
	District	2.3	27.3	27.3	43.2	0.0	11.4	59.1	29.5	2.3	27.3	45.5	25.0
	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



Mathematics\*

Grades		Academic Warning	Below Standards	Meets Standards	Exceeds Standards
3	School	40.0	40.0	20.0	0.0
	District	21.3	40.4	36.2	2.1
	State	17.8	40.8	36.9	4.5
5	School	33.3	50.0	16.7	0.0
	District	14.3	52.4	33.3	0.0
	State	21.9	56.0	21.3	0.8
8	School				
	District				
	State				
11	School				
	District				
	State				

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

Dear Hawthorne School Parents,

The annual school report card provides information for parents and our community about Hawthorne School. Results from the assessments given last April give us one indication of how our students are performing in the areas of reading, writing, math, social studies, and science. These results, in addition to other assessment measures, assist our school improvement team in creating goals for our students. Although we saw gains in some areas of the state assessments, we also saw some areas of needed growth. These goals become our school improvement plan for the year.

This year we will continue our reading comprehension goal. Specific reading strategies have been targeted and are taught and reinforced through collaborative efforts of our classroom teachers and our reading specialists. Proficient readers use these strategies while reading.

We will also continue our goal to improve the writing skills of our students. The state assessment measure targets persuasive, narrative, and expository writing. Through district and building resources, we now use common writing organizers. We also give students opportunities to learn and practice the three types of writing beginning in kindergarten and extending through fifth grade. Although the assessment measure is geared to third and fifth grade students, we believe that the teaching of the three types of writing is a school-wide effort.

This school year we will be also investigating the need for a math goal. The state assessment shows growth in some areas, but a decline in other areas. We see some trend data that suggests a math goal would be appropriate.

Our hope is that all students will meet or exceed state standards on these assessments. We also know that many factors contribute to a student's performance on state tests. Local assessments, nationally standardized tests, and daily performance in school collectively give us information on student progress.

Sincerely,

Mr. Patterson, Principal