



Hawthorne Elementary School 2007 Annual Report

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www.seattleschools.org/area/main/ShowSchool?sid=233

GRADE LEVELS: K – 5

VISION STATEMENT: Preparing strong leaders and learners for a more equitable, compassionate, and sustainable world.

MISSION STATEMENT: To ensure the success of all children, particularly those from ethnic minority groups not previously achieving as well as other groups and to demonstrate and communicate the educational practices that have been successful with students from those groups with other educators.

Hawthorne School is characterized by:

- A total school environment of pervasive caring and nurturing;
- All adults being responsible for all children;
- Firm, fair, consistent and positive discipline
- High expectations for all children and adults;
- A staff that believes that teaching is a calling, a vocation, not just a job;
- Respect for parents and a recognition of the important contribution they make to the development of their children;
- Outstanding instructional practice;
- Teaching each child at his/her most appropriate level of instruction and in the way that the child learns best.

DESCRIPTION OF PROGRAMS/OFFERINGS:

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|--|--|--|
| ★ Full Day Kindergarten (all students) | ★ 90 Minute Literacy Blocks | ★ Computer Lab & Computers in Classrooms |
| ★ CDSA Preschool | ★ 60 Minute Math Blocks | ★ Full Time Counselor |
| ★ CDSA Before and After School Care | ★ 4 th and 5 th Grade Outdoor Education at Islandwood & Olympic Park Institute | ★ Family Support Worker |
| ★ Blended Kindergarten Classroom | ★ National Science Foundation | ★ Friends of Hawthorne |
| ★ Bilingual Services | ★ Instrumental Music & Music in Schools Program | ★ Member of Powerful Schools Consortium |
| ★ Academic Achievement Team | ★ Coast Guard Partnership in Education | • Community Schools' Classes |
| ★ Community Learning Center | ★ Partnership with Emerald City Rotary Club | • Powerful Readers |
| ★ Washington Reading Corps | | • Powerful Writers |
| ★ Afterschool Homework Center | | • Powerful Arts |
| ★ Team READ | | |
| ★ Dance Chance | | |

SCHOOL INFORMATION:

Hawthorne Elementary School's Transformation Process is designed to create the conditions, competencies, and culture that will result in every child achieving academic excellence.

- ◆ School wide focus on Literacy, Mathematics, and Supportive Learning Environment
- ◆ Teachers working collaboratively in grade level data teams to analyze evidence of student learning and develop instructional strategies designed to address individual student learning needs
- ◆ K-5 Alignment Meetings to ensure coherence through the grade levels
- ◆ School Intervention Team working with all school data to ensure appropriate interventions and monitoring are in place for all children not meeting grade level standards
- ◆ Master Schedule that ensures 90 minutes Literacy Block and 60+ minute math blocks
- ◆ Literacy and Math Coaches to support teacher learning in effective instructional practices
- ◆ High Expectations for all children and adults, with particular attention to the complex dynamics of Rigor, Relevance, Relationship, and Results.
- ◆ School Improvement Leadership Team, with representatives from all grade levels, support staff, and parents to monitor and adjust progress towards school-wide goals.
- ◆ Low class size: 22 or less
- ◆ Intensive, Accelerated, and Effective Intervention Strategies

- ◆ Common, Aligned Assessments in Reading, Writing, and Mathematics
- ◆ Integrated Technology, Physical Education, and the Arts
- ◆ School wide Positive Discipline model; shared school values of Safe, Respectful, and Responsible
- ◆ Focused, quality professional development

Student, Parent, and Staff Survey Results for the year were very positive indicating a high degree of satisfaction with the school's climate and overall teaching and learning environment.

Family Involvement and Community Involvement. Hawthorne is a Family Partnership school, focused on increasing our skills to effectively collaborate with families to ensure the success of all students. Current work includes strategic planning of school events to be information rich, engaging, and community building, effective use of school data to partner with families in the work of supporting academic excellence for all children, alignment of resources to support the learning of students, in particular those with multiple barriers to success.

Hawthorne has active partnerships with the Emerald City Rotary Club, Jr. Achievement, the Coast Guard, ReWA, Franklin High School, and Powerful Schools, all geared towards improving student achievement. The Friends of Hawthorne group is focused on building an inclusive community amongst all our parents and families, and providing many opportunities for supporting and celebrating student learning. Hawthorne's Community Learning Center is recognized as a model for the entire district with special recognition for the collaborative CLC Advisory Team, which is made up of our Community Day School Director (CDSA), Powerful Schools, Hawthorne staff including the Principal, the Family Partnership Coordinator, the Family Support Worker, and our ELL Staff.

STUDENT ACHIEVEMENT PROGRAM FUNDED BY I-728:

- 2006-07 I-728 Allocation \$47,182; 2006-07 Total School Budget \$1,868,326.
- **Amount allocated to each purpose:** class size reduction \$47,182; full day K \$0; extended learning \$0; early assistance/pre/K support \$0; professional development \$0; facility improvements/additions \$0.

★ **How I-728 funds benefited students at our school in 06-07:**

Hawthorne Elementary used I-728 funds in conjunction with the Weighted Student Formula to lower class sizes across the school to an average of 20 students per class.

SCHOOL DEMOGRAPHIC SUMMARY

Diversity is a hallmark of Seattle Schools. The ethnic diversity of our school is shown below. Many students receive special services. Special Education is offered to students with identified disabilities who receive specially designed instruction provided or supervised by a qualified special educator. Bilingual services are offered to students who have limited fluency in English.

A variety of highly trained, capable and dedicated staff provides instruction, counseling, and support to all students. Certificated staff have special certificates to allow them to provide direct instruction to students. Classified staff provide many different support services such as instructional assistance and administrative support.

SCHOOL DEMOGRAPHICS (OCTOBER 2007)

STUDENTS

	School		District	
	No.	%	No.	%
American Indian	11	5%	957	2%
Asian	49	21%	10,059	22%
African American	131	55%	9,760	22%
Latino	32	13%	5,280	12%
Caucasian	15	6%	19,220	42%
Total Students	238	100%	45,276	100%
Female	117	49%	22,248	49%
Male	121	51%	23,028	51%
Special Education	30	13%	4,201	9%
Bilingual Ed.	57	24%	5,052	11%
Free/Red. Lunch	183	77%	17,657	39%

STAFF

CERTIFICATED

	School		District	
	No.	%	No.	%
American Indian	0	0%	23	1%
Asian	3	17%	247	9%
African American	5	28%	227	8%
Latino	0	0%	77	3%
Caucasian	10	56%	2,240	80%
Total Certificated	18	100%	2,814	100%

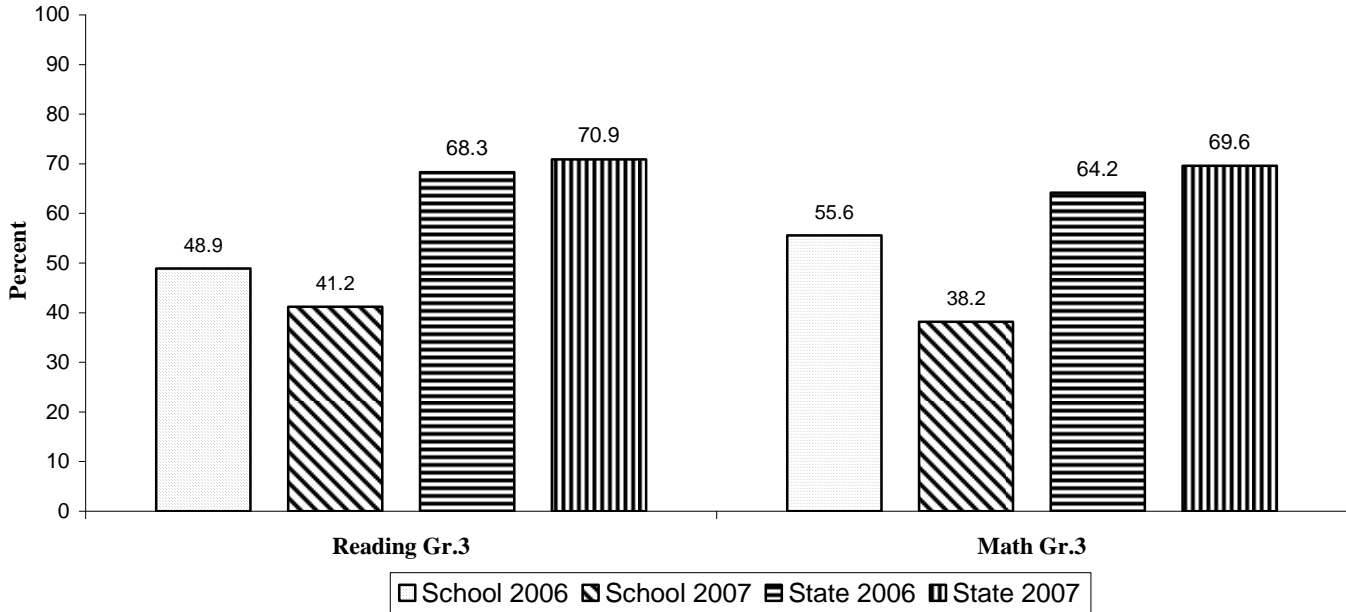
CLASSIFIED

	School		District	
	No.	%	No.	%
American Indian	0	0%	11	1%
Asian	2	17%	199	16%
African American	5	42%	260	21%
Latino	0	0%	86	7%
Caucasian	5	42%	688	55%
Total Classified	12	100%	1,244	100%

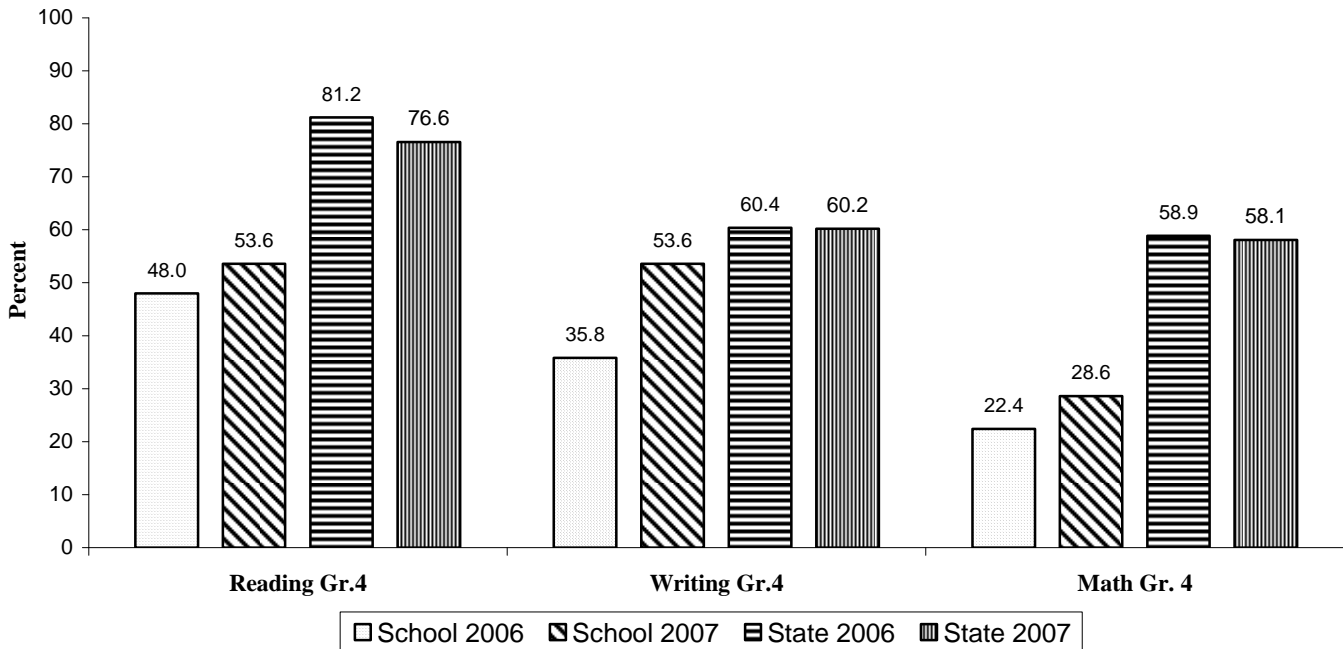
ACADEMIC ACHIEVEMENT IN CORE SUBJECT AREAS
3RD/4TH/5TH GRADE WASHINGTON ASSESSMENT OF STUDENT LEARNING (WASL)

Students' academic performance is assessed throughout the year by each teacher. In addition to the daily and weekly assessment teachers normally perform, students were evaluated on whether they met standards of performance established by the State of Washington in reading and mathematics in 3rd grade, reading, writing, and mathematics in 4th grade, and reading, mathematics and science in 5th grade. Below we show the percent of our students who met the State's standards based on assessments in April of 2006 and 2007. Data are not shown if enrollment is less than 10 students.

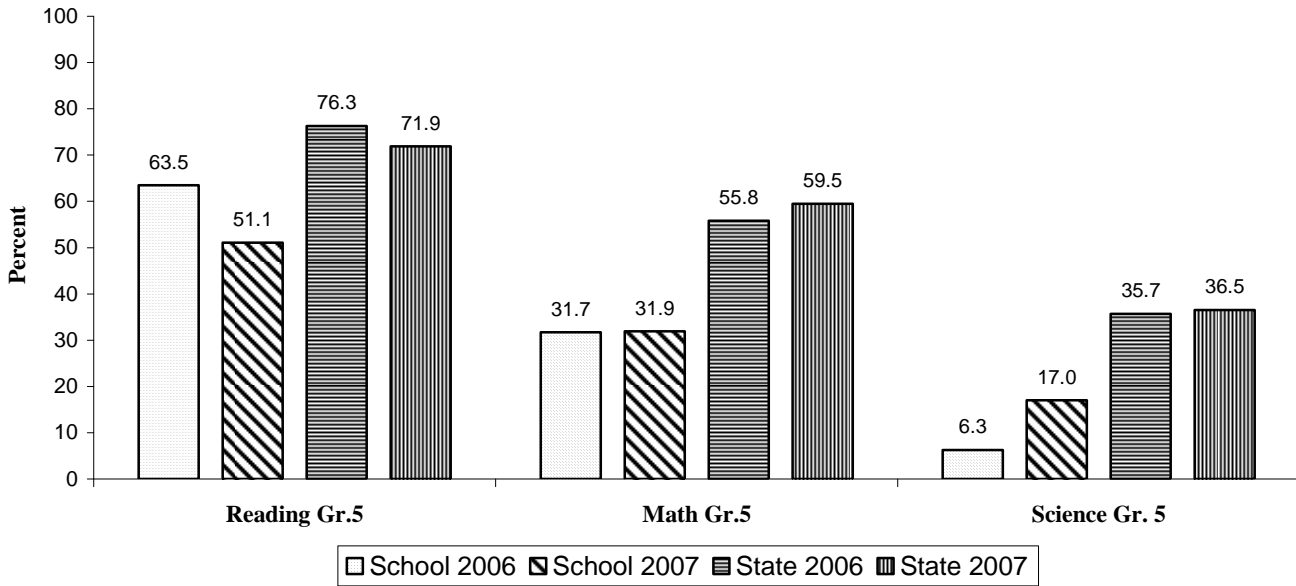
Grade 3 - Percent Meeting State Standards



Grade 4 - Percent Meeting State Standards



Grade 5 - Percent Meeting State Standards



More extensive breakdowns of WASL scores that comply with the School Report Card requirements of the Federal Elementary and Secondary Education Act of 2002 No Child Left Behind can be found at <http://reportcard.ospi.k12.wa.us/default.aspx>.

DISCIPLINARY ACTIONS

We believe that a safe and positive school environment is important to both a student's learning and academic achievement and to his or her growth as a citizen. We seek to maintain a safe and secure learning environment. While there are many measures of success in this area, we have included data related to suspensions and expulsions.

<u>School Year</u>	SUSPENSIONS				EXPULSIONS			
	Our School		District		Our School		District	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
2004-2005	22	6.1%	3,308	7.1%	0	0.0%	49	0.1%
2005-2006	22	6.1%	2,918	6.4%	0	0.0%	45	0.1%
2006-2007	26	10.0%	2,808	6.2%	0	0.0%	34	0.1%

Note: Percents are based on October 1 student enrollment for that school year.

Principal's Name: Sumiko Huff

Further information concerning this annual report is available at the school.

POLICY

The Seattle Public Schools is an equal opportunity employer. The Seattle Public Schools provides equal employment opportunities to all applicants and employees without regard to race, creed, color, national origin, age, gender, sexual orientation, religion, pregnancy, marital status, or disability, except as may be necessary to meet a bona fide occupational qualification.

The Seattle Public Schools also provides equal educational opportunities for all students without regard to race, creed, color, national origin, gender, sexual orientation, religion, pregnancy, marital status, disability, economic status, previous arrest, or previous incarceration.

The Director of Equity and Race Relations is responsible for monitoring and ensuring internal compliance with non-discrimination laws. To request an accommodation or to file an internal discrimination complaint, contact Caprice D. Hollins, Director of Equity and Race Relations, P.O. Box 34165, Seattle, WA 98124. Phone: (206) 252-0138.