

October 2007

Dear Oak Park Families:

Oak Park Elementary School District 97 has established a strong tradition of educational excellence for all children. We are proud of our collaborative efforts to create a learning environment in which all students are challenged to perform to their highest potential. One measure of our success is our performance on the Illinois Standard Achievement Test, ISAT, which measures individual student achievement and shows how well students and schools are performing relative to the state's learning standards.

Each year the Illinois State Board of Education publishes an Illinois School Report Card for parents and community. This report contains information on ISAT tests taken in the spring of 2007. Also included in this report is information that compares our district and schools to other districts and schools in Illinois in the areas of per pupil expenditures, class size, instructional setting and finances.

This year's report card is a direct result of the support of our community, the dedication of our professional staff, and the efforts of our students and families. All of you have shared in District 97's accomplishments, and together we can move our district to a higher level of excellence.

You can access the state report card by logging on to the District 97 website at www.op97.org. Click on State Report Cards and then click on your child's school. If you prefer, you may request a printed copy of the report card by contacting Penny Sylvester at 524-3017.

Working on behalf of the children,

Constance R. Collins, Ph.D.
Superintendent

**William H. Hatch Elementary School
1000 N. Ridgeland
Oak Park, IL 60302**

(708) 524-3095

October 2007

The Hatch Staff is committed to academic excellence with high expectations for all students. We believe that all children can be successful learners. We continue to be proud of the achievement of our students.

Assessment tests are one means of measuring academic achievement. In the spring of 2007, all students in grades 3, 4, and 5 were tested with the state assessments in math and reading. The fourth grade students were also given the state assessments in science, and fifth grade students were assessed in writing. This report profiles the achievement of our third, fourth and fifth graders. Group data is used for assessing our general instructional program. Individual scores will assist in designing programs for children who require additional academic challenges, and for students who would benefit from support services. Our aim is to decrease the number of students who “do not meet” the state goals, and to increase the number of students who “meet” and “exceed” the state goals.

Hatch students scored well above the state and national average in reading and math assessments. In the fourth grade, our students continued to score well above the state and national average in science. This consistent student profile of progress is linked to strong instructional efforts and innovative programs throughout the grades at Hatch.

Our mission is to educate every child to be academically successful and socially responsible. Our goals will be accomplished by continuing to establish strong partnerships between home, school and the wider community. We are looking forward to a successful school year as parents, teachers and students work together to achieve our educational goals.

Sincerely,

Sheila Y. Carter

**WILLIAM HATCH ELEM SCHOOL
OAK PARK ESD 97
OAK PARK, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : K 1 2 3 4 5

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	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	54.2	29.8	3.4	2.9	0.0	9.7	18.1	0.8		0.0	2.4	96.0	238
District	56.5	28.2	3.8	3.7	0.1	7.8	18.4	1.6		0.0	6.8	95.5	5,001
State	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2		2.5	15.2	93.7	2,077,856

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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	99.8	16.1		11.5	161.3
State	96.1	18.8		13.9	230.6

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	17.3	19.0	21.0	19.0	22.5	24.0				
District	18.9	18.9	18.9	17.4	19.6	19.4				
State	20.9	21.0	21.3	21.8	22.5	22.8				

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			30			150			30		
District	60			30			150			30		
State	58			30			145			31		

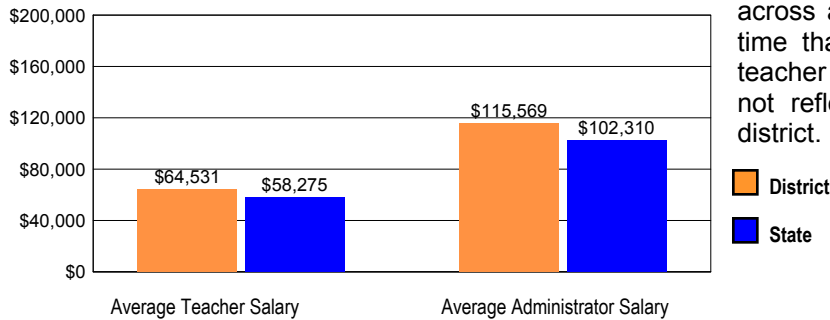
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	79.4	14.4	2.8	3.1	0.3	18.7	81.3	355
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

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	13.4	29.9	70.1	1.1	0.0
State	12.9	47.6	52.3	1.5	3.2

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

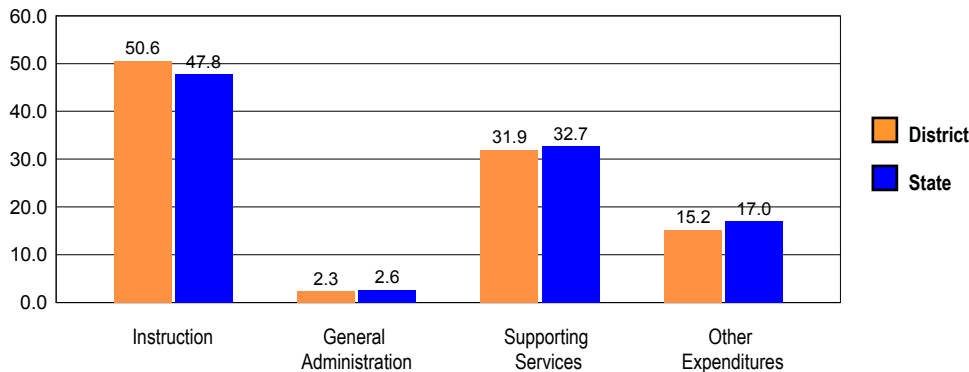
SCHOOL DISTRICT FINANCES

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 2005-06 (Percentages)



REVENUE BY SOURCE 2005-06			
	District	District %	State %
Local Property Taxes	\$47,281,978	77.0	58.8
Other Local Funding	\$2,426,349	4.0	6.0
General State Aid	\$5,093,818	8.3	18.2
Other State Funding	\$4,177,240	6.8	9.3
Federal Funding	\$2,391,255	3.9	7.7
TOTAL	\$61,370,640		

EXPENDITURE BY FUND 2005-06			
	District	District %	State %
Education	\$45,604,091	70.5	73.0
Operations & Maintenance	\$5,663,921	8.8	8.6
Transportation	\$2,321,886	3.6	3.9
Bond and Interest	\$7,520,503	11.6	6.2
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$1,461,203	2.3	1.8
Fire Prevention & Safety	\$1,893,857	2.9	1.1
Site & Construction/ Capital Improvement	\$178,942	0.3	5.4
TOTAL	\$64,644,403		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$256,451	3.73	\$7,285	\$12,213
State	**	**	\$5,567	\$9,488

** 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.

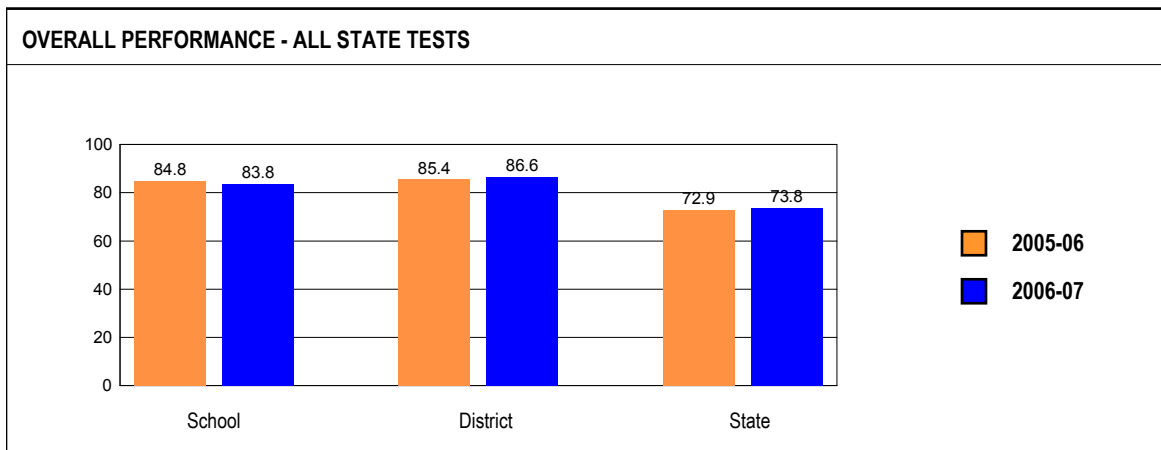
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

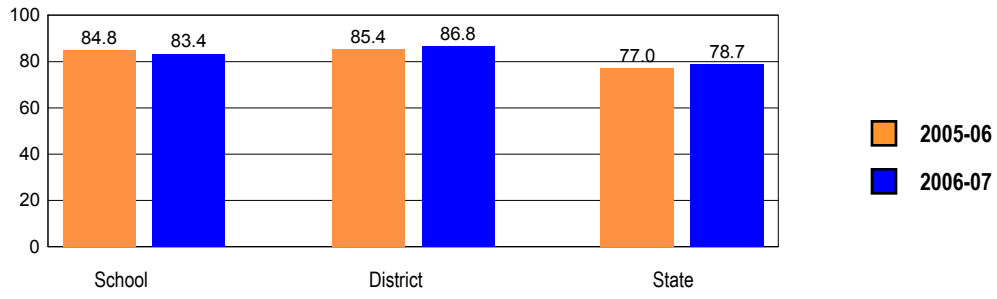
ACADEMIC PERFORMANCE

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. They represent your school's performance in reading, mathematics and science.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE

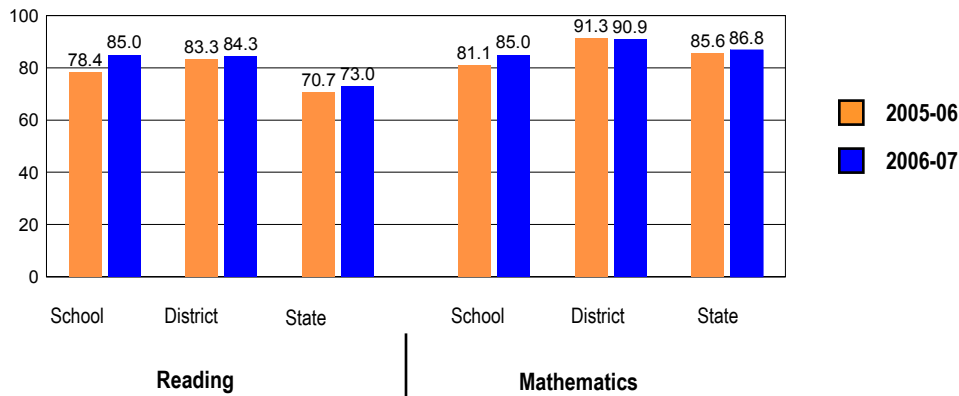


ISAT PERFORMANCE

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.

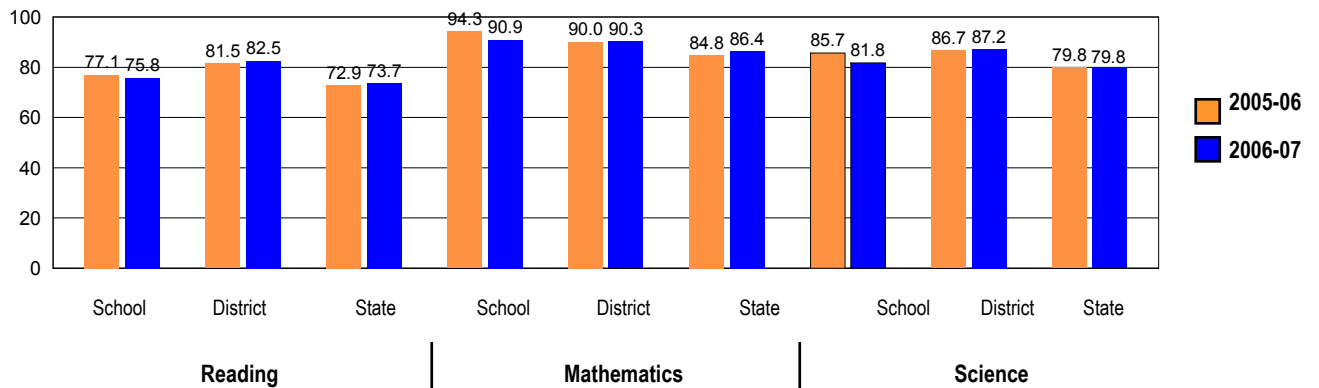
ISAT

Grade 3



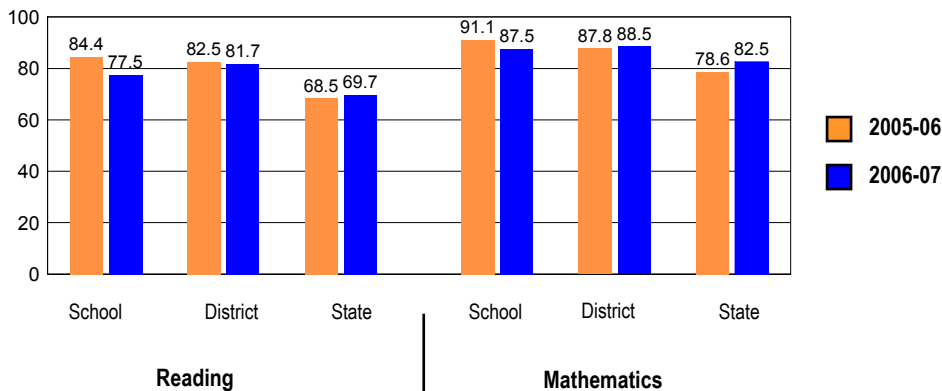
ISAT

Grade 4



ISAT

Grade 5



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics and science 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 through 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 limited-English-proficient students. 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.

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	116	63	53	58	42	4	2		10	1		36	20
	Reading	0.0	0.0	0.0	0.0	0.0				0.00			0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0				0.00			0.0	0.0
District	*Enrollment	3,303	1,706	1,597	1,807	1,024	135	109	3	225	39		608	649
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1
	Mathematics	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1

* Enrollment as reported during the testing windows.

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			
		1	2	3	4	1	2	3	4
School		0.0	15.0	32.5	52.5	2.5	12.5	12.5	72.5
District		1.7	13.9	37.5	46.8	1.9	7.2	28.2	62.7
State		5.3	21.7	48.8	24.1	3.7	9.5	44.7	42.0

Grade 3 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	17.4	39.1	43.5	4.3	17.4	13.0	65.2
	District	2.3	17.4	40.3	39.9	2.7	7.4	30.6	59.3
	State	7.0	24.3	47.5	21.2	4.3	9.4	43.2	43.1
Female	School	0.0	11.8	23.5	64.7	0.0	5.9	11.8	82.4
	District	1.2	10.4	34.7	53.7	1.2	6.9	25.9	66.0
	State	3.6	19.0	50.2	27.2	3.1	9.7	46.4	40.9

Grade 3 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	9.1	27.3	63.6	0.0	4.5	13.6	81.8
	District	0.6	6.5	31.8	61.0	0.3	2.9	22.0	74.8
	State	2.7	14.9	50.5	31.9	1.2	4.9	41.6	52.3
Black	School	0.0	25.0	41.7	33.3	0.0	33.3	8.3	58.3
	District	4.3	33.6	47.4	14.7	7.0	19.1	46.1	27.8
	State	12.3	37.2	42.4	8.1	10.8	21.0	49.7	18.4
Hispanic	School								
	District	0.0	17.2	62.1	20.7	0.0	6.9	34.5	58.6
	State	6.1	28.2	52.2	13.5	3.5	11.7	53.8	31.0
Asian/Pacific Islander	School								
	District	5.3	15.8	47.4	31.6	0.0	5.3	21.1	73.7
	State	1.1	9.2	48.4	41.4	0.5	2.4	27.8	69.2
Native American	School								
	District								
	State	4.7	16.4	56.9	22.0	1.7	7.8	50.2	40.3
Multiracial/Ethnic	School								
	District	2.2	11.1	31.1	55.6	2.2	6.7	24.4	66.7
	State	4.9	22.3	50.0	22.8	2.8	9.9	47.9	39.5

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	33.3	33.3	33.3	8.3	16.7	25.0	50.0
	District	7.5	37.6	32.3	22.6	6.5	22.6	40.9	30.1
	State	19.9	37.2	32.7	10.2	11.2	18.8	47.0	23.0
Non-IEP	School	0.0	7.1	32.1	60.7	0.0	10.7	7.1	82.1
	District	0.5	8.7	38.7	52.1	0.9	3.8	25.5	69.8
	State	3.0	19.2	51.5	26.4	2.5	8.0	44.4	45.1

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	24.2	39.4	36.4	0.0	9.1	51.5	39.4	0.0	18.2	63.6	18.2
District	0.6	16.9	40.1	42.4	1.0	8.8	44.4	45.9	2.1	10.7	56.6	30.5
State	1.1	25.2	48.3	25.4	1.2	12.5	56.9	29.5	3.5	16.7	61.5	18.2

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	29.4	41.2	29.4	0.0	11.8	41.2	47.1	0.0	35.3	35.3	29.4
	District	0.8	19.6	41.2	38.5	1.5	10.4	43.8	44.2	2.7	12.7	51.2	33.5
	State	1.5	27.9	47.2	23.5	1.5	13.1	55.2	30.3	4.0	16.5	59.0	20.5
Female	School	0.0	18.8	37.5	43.8	0.0	6.3	62.5	31.3	0.0	0.0	93.8	6.3
	District	0.4	14.2	39.0	46.5	0.4	7.1	44.9	47.6	1.6	8.7	62.2	27.6
	State	0.6	22.5	49.5	27.4	0.8	11.9	58.7	28.7	3.0	17.0	64.2	15.8

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	16.7	38.9	44.4	0.0	0.0	44.4	55.6	0.0	5.6	61.1	33.3
	District	0.3	5.8	34.4	59.4	0.6	1.3	34.7	63.3	0.6	1.6	52.6	45.1
	State	0.5	17.0	49.4	33.2	0.5	6.8	55.1	37.6	1.1	8.6	64.4	25.8
Black	School	0.0	41.7	33.3	25.0	0.0	25.0	58.3	16.7	0.0	41.7	58.3	0.0
	District	1.4	35.2	48.6	14.8	1.4	20.4	61.3	16.9	4.2	28.9	59.9	7.0
	State	2.7	47.1	41.9	8.3	3.4	28.7	58.2	9.8	10.8	37.4	48.5	3.2
Hispanic	School												
	District												
	State	1.1	30.5	53.7	14.8	0.9	13.5	66.4	19.1	3.3	21.9	67.8	7.0
Asian/Pacific Islander	School												
	District	0.0	16.7	66.7	16.7	0.0	0.0	66.7	33.3	0.0	0.0	91.7	8.3
	State	0.2	9.2	48.6	42.0	0.2	3.1	40.6	56.1	0.6	6.1	64.5	28.8
Native American	School												
	District												
	State	1.7	27.1	47.6	23.6	0.9	14.4	57.6	27.1	3.1	14.9	65.8	16.2
Multiracial/Ethnic	School												
	District	0.0	32.6	44.2	23.3	2.3				7.0	16.3	60.5	16.3
	State	1.0	25.7	49.4	23.9	1.2	12.9	59.8	26.1	3.2	16.3	65.4	15.1

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	70.0	20.0	10.0	0.0	30.0	50.0	20.0	0.0	40.0	50.0	10.0
	District	2.0	43.1	34.3	20.6	3.9	27.5	48.0	20.6	7.8	25.5	47.1	19.6
	State	5.1	53.8	31.8	9.3	5.4	30.1	52.5	12.0	9.4	28.9	53.2	8.5
Non-IEP	School	0.0	4.3	47.8	47.8	0.0	0.0	52.2	47.8	0.0	8.7	69.6	21.7
	District	0.2	10.4	41.5	47.8	0.2	4.1	43.4	52.2	0.7	7.0	59.0	33.3
	State	0.4	20.4	51.2	28.1	0.4	9.5	57.7	32.5	2.5	14.7	63.0	19.9

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	2.5	20.0	40.0	37.5	0.0	12.5	47.5	40.0
District	0.7	17.6	38.2	43.6	0.2	11.3	52.1	36.4
State	0.8	29.6	44.1	25.6	0.5	17.0	62.8	19.7

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	4.8	23.8	38.1	33.3	0.0	19.0	38.1	42.9
	District	1.0	22.3	37.0	39.7	0.0	13.7	51.7	34.6
	State	1.0	33.0	42.8	23.2	0.7	18.0	60.7	20.7
Female	School	0.0	15.8	42.1	42.1	0.0	5.3	57.9	36.8
	District	0.4	12.8	39.4	47.5	0.4	8.9	52.5	38.3
	State	0.5	26.0	45.5	28.1	0.4	15.9	64.9	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	0.0	35.3	64.7	0.0	0.0	41.2	58.8
	District	0.3	4.6	33.0	62.0	0.0	2.3	45.5	52.1
	State	0.4	20.5	45.3	33.8	0.2	9.7	64.3	25.8
Black	School	6.3	50.0	37.5	6.3	0.0	31.3	62.5	6.3
	District	1.6	39.2	46.8	12.4	0.5	26.3	62.4	10.8
	State	2.0	53.2	36.6	8.2	1.6	38.2	55.1	5.1
Hispanic	School								
	District	0.0	15.6	59.4	25.0	0.0	9.4	81.3	9.4
	State	0.7	35.0	49.6	14.7	0.3	18.1	70.5	11.1
Asian/Pacific Islander	School								
	District	0.0	13.3	26.7	60.0	0.0	6.7	26.7	66.7
	State	0.1	12.2	44.8	42.8	0.1	3.7	49.7	46.5
Native American	School								
	District								
	State	0.0	29.6	43.5	26.9	0.4	18.8	67.3	13.5
Multiracial/Ethnic	School								
	District	0.0	18.4	23.7	57.9	0.0	13.2	39.5	47.4
	State	0.8	28.9	45.7	24.7	0.4	16.6	64.7	18.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	9.1	36.4	18.2	36.4	0.0	18.2	72.7	9.1
	District	3.7	48.6	30.3	17.4	0.0	35.8	51.4	12.8
	State	4.2	62.2	26.1	7.6	2.6	41.5	50.0	5.9
Non-IEP	School	0.0	13.8	48.3	37.9	0.0	10.3	37.9	51.7
	District	0.0	10.3	40.0	49.7	0.2	5.6	52.3	41.9
	State	0.2	24.1	47.1	28.6	0.2	12.9	64.9	22.0

2007 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2007-08 State Improvement Status	

	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		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	79.4		Yes	87.3		Yes	96.0	Yes		
White	100.0	Yes	100.0	Yes	90.0		Yes	98.0		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 72% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2006.

** Safe Harbor Targets of 55.0% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. 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. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.