



SKOKIE/MORTON GROVE SCHOOL DISTRICT 69 2014-2015 ANNUAL REPORT

Letter to the Community

Dear District 69 Community Members,

We are excited to present to you our 2014-2015 Annual Report. Last year was the first time we published such a report and had it distributed throughout the community. We received great feedback! Numerous parents and community members have shared that it was nice to receive a report with so much positive information about our students, our academic performance, and our finances. We also received feedback about how we could improve the annual report in order to provide even better information for the community. We have incorporated many of those suggestions into the annual report this year.

We are keeping the report format much the same as last year's, specifically celebrating our students first. The first several pages are an indication of student performance and academic progress. The next few pages highlight our efforts within the community. We conclude the report with an update on District 69's finances and operations.

Student Achievement: We continue to align our curriculum and classroom assessments to the Common Core. We have been doing this work for several years and our efforts seem to be paying off. Last December we moved from the traditional MAP assessment to the new Common Core aligned MAP assessment. We made this change knowing we could potentially see a decrease in overall student performance (the Common Core MAP is a more rigorous assessment). As it happened, we were surprised and excited to see that our students' scores did not decrease. We remain cautiously optimistic that, as our state assessments align more to the Common Core, we will continue to see improved student performance.

Finance & Operations: Although we were on an unsustainable path forward just five years ago, we have since realized most of our short and medium-range financial goals. We were able to make substantial building renovations this summer and fall while also increasing the number of instructional staff in each of our schools.

Every year, District 69 continues to make great strides forward. We are achieving continued success with our students and concurrently improving our overall financial standing. As we are writing this report, we are also undergoing a revision of our *District 69 Vision, Mission & Strategic Planning* documents. It has been several years since these documents were revised and it is time for an update! With so many new initiatives and programs (Y.O.U Spartans, Community Schools, WIN time in each school, the Classrooms First Consolidation, etc.), a newly revised strategic plan will help us to maintain focus moving forward.

I hope you find the 2014-2015 Annual Report both helpful and informative!

As proud Superintendent of District 69 Schools,



Quintin Shepherd, Ph.D.
Superintendent



Terri Lefler
Board President



Board Members



Mrs. Terri Lefler
Board President



Ms. Maggie Nessim
Board Vice President



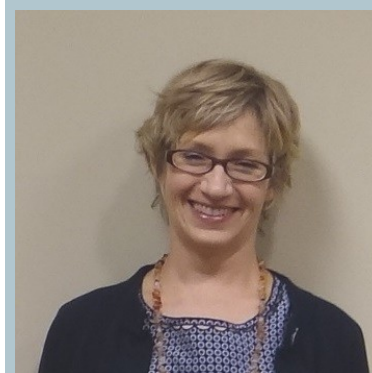
Mrs. Lisa Kaihara
Board Secretary



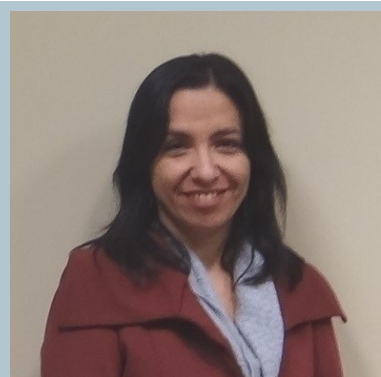
Dr. Mark Chao
Board Member



Mr. Steve Dembo
Board Member



Mrs. Felicia Holtz
Board Member



Dr. Jennifer Waters
Board Member



Letter to the Community

(Translated version of page 2)

عزیز ڈسٹرکٹ ۶۹ کمیونٹی کے ارکان

ہم آپ کو ۲۰۱۵-۲۰۱۴ کی سالانہ رپورٹ پیش کرتے ہوئے بہت پر جوش ہیں۔ گزشتہ سال ہم نے پہلی بار ایسی رپورٹ شائع کی اور اسے تمام کمیونٹی میں تقسیم کیا۔ ہمیں نہایت اچھی رائے موصول ہوئی۔ بے شمار والدین اور کمیونٹی کے ارکان نے طالب علموں، تعلیمی کارکردگی اور مالیات سے متعلق ایسی مثبت رپورٹ کو مشترکہ طور پر پسند کیا۔ ہمیں اپنی سالانہ رپورٹ کو بہتر بنانے کے لیے بھی رائے موصول ہوئی تاکہ کمیونٹی کو بہتر معلومات فراہم کی جا سکیں۔ ہم نے اس سال کی سالانہ رپورٹ میں ایسی بہت سی تجاویز کو شامل کر لیا ہے۔

ہم اس سال بھی گزشتہ سال کی طرح رپورٹ اسی شکل میں رکھتے ہوئے خاص طور پر پہلے ہمارے طالب علموں کی کامیابی کا جشن منانا چاہتے ہیں۔ پہلے کئی صفحات طالب علم کی کارکردگی اور تعلیمی پیشرفت کی طرف اشارہ کرتے ہیں۔ اگلے صفحات ہماری کمیونٹی کے ساتھ کوششوں کو اجاگر کرتے ہیں۔ ہم ڈسٹرکٹ ۶۹ کے مالی معاملات اور آپریشن سے یہ رپورٹ تیار کی ہے۔

طالب علموں کی کامیابی: ہم کلاس روم کا نصاب اور تشخیص کامن کور کے مطابق جاری رکھے گئے۔ ہم یہ کام کافی سالوں سے کر رہے ہیں اور ہماری کوششیں رنگ لا رہی ہیں۔ گزشتہ سال دسمبر میں ہم نے روایتی نصاب میپ کو نئے کامن کور میں منتقل کیا۔ طالب علموں کو مجموعی کارکردگی میں کمی کو دیکھنے کے باوجود ہم نے یہ تبدیلی کی [میپ کامن کور مشکل نصاب ہے]۔ جیسے ہی یہ ہوا، ہم اپنے طالب علموں کے اسکور میں کمی نہ دیکھ کر بہت ہی خوش ہوئے۔ ہم بہت زیادہ پرامید رہتے ہوئے ہم اپنے طالب علموں کی بہترین کارکردگی کو جاری رکھیں گے، بجائے اسکے کہ ہماری اسٹیٹ کا نصاب کامن کور کی طرز کا ہے۔

فنانش اینڈ آپریشنز: اگرچہ ہم پہلے پانچ سال سے ایک غیر مستحکم راستے پر تھے تب سے ہمیں اپنے مختصر اور درمیانی رینج کے مالی مقاصد کا احساس ہو گیا ہے۔ اس گرمی اور خزاں کے موسم میں ہم اس قابل تھے کہ اپنی عمارت کی تعمیر نو کرسکے اور ساتھ ساتھ اپنی ہر عمارت میں تدریسی عملے کی تعداد کو بھی بڑھایا۔

ہر سال، ڈسٹرکٹ ۶۹ بڑی کامیابی حاصل کرنے کو جاری رکھے گا۔ ہمارے طالب علم مستقل کامیابی حاصل کر رہے ہیں اور ساتھ ساتھ ہم اپنی مجموعی مالی حالت بھی بہتر بنا رہے ہیں۔ جیسا کہ ہم یہ رپورٹ لکھ رہے ہیں ہم ڈسٹرکٹ ۶۹ کے نقطہ نظر، مشن اور حکمت عملی کی منسو بہ بندی کے دستاویزات کی دوبارہ سے نظر ثانی بھی عمل میں لائیں گے۔ کافی عرصہ سے ان دستاویزات کی نظر ثانی نہیں ہوئی اب اس کو نئے کرنے کا وقت آگیا ہے۔ ان تمام نئے اقدامات اور پروگرام کے ساتھ [وائ۔اوبو۔ سپارٹن، کمیونٹی اسکولز، وین کا وقت ہر اسکول میں اور مجموعی وغیرہ]۔ ایک نئی حکمت عملی مستقبل میں ہماری توجہ برقرار رکھنے کے لئے مددگار ثابت ہوگی۔

مجھے امید ہے کہ ۲۰۱۵ - ۲۰۱۴ کی سالانہ رپورٹ آپ کے لیے کافی مددگار اور معلوماتی ثابت ہوگی۔
ڈسٹرکٹ ۶۹ اسکول کے قابل فخر سپرنٹنڈنٹ،

Querido distrito 69 miembros de la comunidad,

Nos complace presentar a usted nuestro 2014-2015 anual Informe. El año pasado fue la primera vez que publicamos un informe y había distribuido en toda la comunidad. Hemos recibido excelentes comentarios. Numerosos padres y miembros de la comunidad han compartido que era agradable recibir un informe con tanta información positiva sobre nuestros alumnos, nuestro rendimiento académico y nuestras finanzas. También hemos recibido comentarios sobre cómo podríamos mejorar el informe anual para proporcionar mejor información para la comunidad. Hemos incorporado muchas de las sugerencias en el informe anual de este año.

Estamos manteniendo el formato del informe lo mismo que el año pasado, específicamente celebrando nuestros estudiantes primero. Las primeras páginas son una indicación de desempeño estudiantil y progreso académico. Las próximas páginas destacan nuestros esfuerzos dentro de la comunidad. Concluimos el informe con una actualización sobre las finanzas y las operaciones del distrito 69.

Logros de los estudiantes: Continuamos alinear nuestras evaluaciones de aula y plan de estudios del Common Core. Hemos estado haciendo este trabajo desde hace varios años y parecen que nuestros esfuerzos están dando frutos. El diciembre pasado pasamos de la tradicional evaluación del MAP a la nueva Common Core alineado evaluación MAP. Hemos hecho este cambio sabiendo que potencialmente podríamos ver una reducción en el rendimiento estudiantil general (el MAP Common Core es una evaluación más rigurosa). Como sucedió, estábamos sorprendido y entusiasmados por ver que las puntuaciones de los estudiantes no se redujo. Seguimos siendo cautelosamente optimistas de que, como nuestras evaluaciones de estado alinean más al Common Core, seguiremos a ver el rendimiento estudiantil mejorada.

Financiar y operaciones: Aunque estábamos en un camino insostenible adelante hace apenas cinco años, hemos desde realizado la mayoría de nuestras metas financieras de cortos y mediano alcance. Hemos sido capaces de hacer renovaciones substancial del edificio este verano y otoño aumentando también el número de personal docente en cada una de nuestras escuelas.

Cada año, distrito 69 sigue haciendo grandes pasos hacia adelante. Estamos logrando éxito continuo con nuestros estudiantes y simultáneamente mejorando nuestra situación financiera global. Como estamos escribiendo este informe, también estamos haciendo una revisión de nuestros documentos distrito 69 visión, mission y la planificación estratégica. Ha sido varios años desde que estos documentos fueron revisados y es hora de una actualización. Con tantas nuevas iniciativas y programas (Y.O.U Spartans, Community Schools, WIN, time in each school, the Classroom First Consolidation, etc.), un plan estratégico revisado recientemente nos ayudará a mantener el foco hacia adelante.

Espero que encuentres el 2014-2015 informe anual tanto útil e informativo.

Como orgulloso Superintendente de distrito 69 escuelas,

Quintin Shepherd, Ph.D.

Terri Lefler

Superintendent

Board President

District Overview

District Vision

Skokie District 69 will be a dynamic education environment that works with all stakeholders to develop students to be 21st century lifelong learners.



District Mission

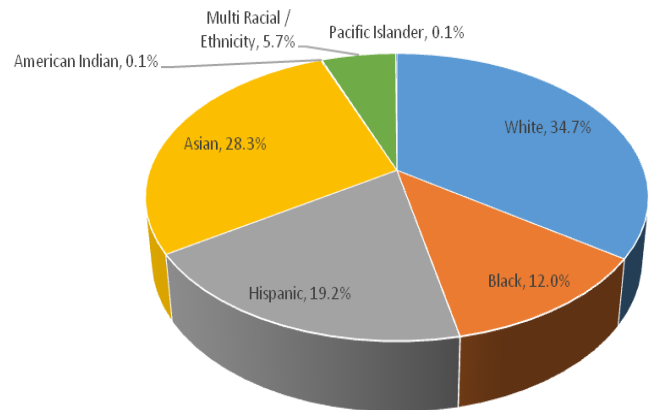
The mission of District 69 is to achieve educational excellence through the active engagement and cooperation of students, teachers, parents and community.

District Stats

1707	Enrollment
MEDIUM	Size
54.7%	Low Income
20.2%	English Language Learners
11.5%	Students with Disabilities
95.3%	Attendance
20	Average Class Size
\$6,533	Instructional Expenditure per Pupil
\$11,355	Operating Expenditure per Pupil

Students

Our student population is diverse, speaking 75 different languages in addition to English.



Madison Elementary: Pre-K -2nd grade



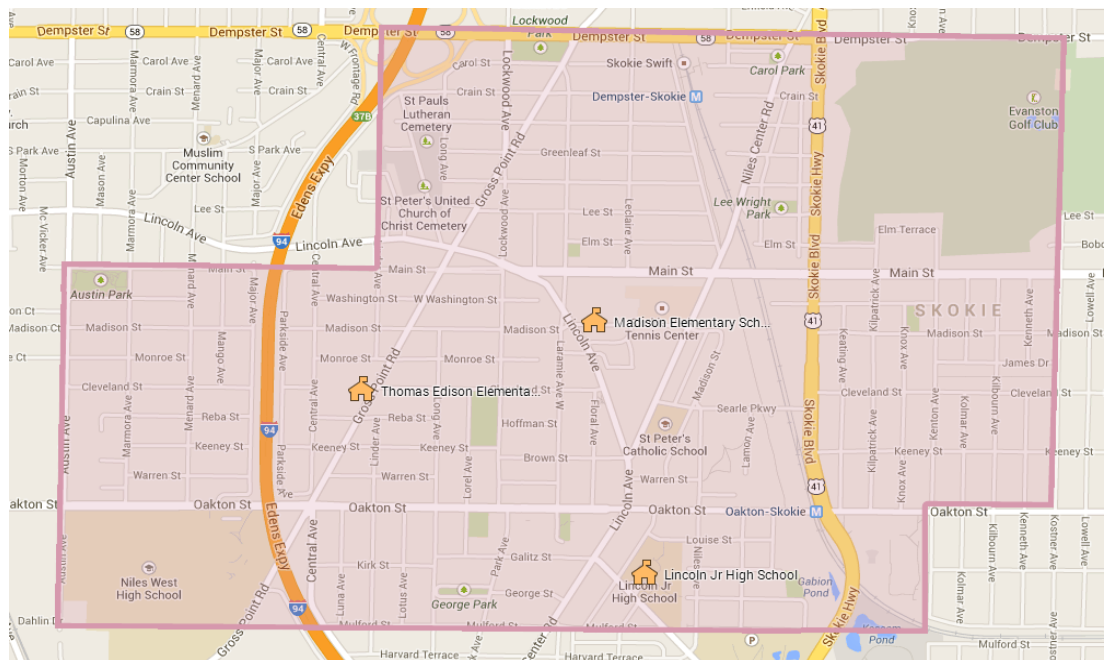
Edison Elementary: 3rd – 5th grade



Lincoln Junior High: 6th – 8th grade

Source-2013 Illinois Interactive Report Card, Northern Illinois University, with support from the Illinois State Board of Education.

Skokie School District 69 is located in Cook County just 17 miles north of Chicago. Our district encompasses parts of the Skokie and Morton Grove communities.



District Overview



Our district is comprised of three schools serving pre-kindergarten through 8th grade.

Madison Elementary

PreK – 2nd grade

602 Students

District 69 offers a Preschool for All program for 3 and 4 year old children residing in district boundaries. In 2013, the Governor’s office of Early Childhood Development kicked off participation in a group called ExceleRate Illinois. The state goal is to have 80% of all Illinois children demonstrating “full readiness at Kindergarten entry by 2021.” Through on site monitoring as well as plans submitted to ISBE, our preschool program was given a Gold Circle of Quality. This is the highest rating a preschool program can receive! Programs who are awarded the Gold Circle of Quality demonstrate high quality on all 15 ExceleRate standards.

Edison Elementary

3rd – 5th grade

543 Students

	Edison Elem School	State Average
Reading Growth Score	108	102
Mathematics Growth Score	106	101

Lincoln Junior High

6th – 8th grade

562 Students

	Lincoln Junior High	State Average
Reading Growth Score	107	102
Mathematics Growth Score	105	101

Student Achievement



Skokie School District 69 provides comprehensive educational services for K-8 students in safe and well-maintained schools staffed by quality teachers and support staff meeting the highest professional standards. Illinois State Report Card information about District 69 shows that we are performing better than state averages in both Reading and Mathematics.

	District 69	State Average
Reading Growth Score	108	102
Mathematics Growth Score	105	101

Student Academic Growth is a measurement of students advancing from one performance level on the ISAT to another performance level (or “growing”) from one year to the next. Unlike test scores, which only show a one-time snapshot of students’ achievement, Student Academic Growth compares students’ achievement from one year to the next to measure improvements over time.

The chart above shows the average academic growth in Reading and Mathematics, by students in the district and the state. The measure is computed for all students based on their performance on state tests and represents the average growth that students are making each year. This growth measure is expressed as a number between 0 and 200 where a value above 100 represents positive growth and/or consistently high achievement, and a value below 100 represents negative growth and/or consistently low achievement.



District 69 offers a wide array of programming, including English language development programs, a robust fine arts education, various special education programs, and after school clubs and activities.

All schools in the District focus on a core curriculum in Reading, Writing, Science, Social Science, and Mathematics, while also recognizing the importance of supplemental educational experiences (Music, Fine Arts and additional electives, specials and/or exploratory courses). Computers and other technologies in classrooms, school libraries, and dedicated laboratories complement the delivery of the basic curriculum and allow for courses in computer applications, technology, STEM and Project Lead the Way.

Student Achievement

Readiness Grouping

Differentiation is a general term that has different meanings in different school systems. In District 69, differentiation has several applications. At the core of our belief is a student-focused way of thinking about teaching and learning; simply put, quality instruction for all children. The application of this belief is a multifaceted/multi-tiered approach to instruction based on content and patterns of student need that include, but are not limited to: whole group, small group, homogeneous ability grouping, heterogeneous grouping, and individual tasks. Our approach is to use grade-level readiness groupings in Mathematics strategically to allow students to move through a continuum of instructional rigor through cycles of differentiation. To create these grade-level readiness groupings, the District's faculty and staff look collaboratively at individual student readiness from an academic and social-emotional standpoint.



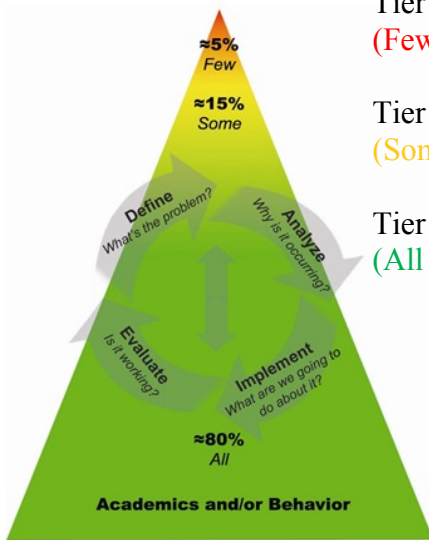
District 69 started aligning to the Common Core Mathematics Standards in the 2012-2013 school year and began aligning to the Common Core English Language Arts Standards in the 2013-2014 school year. Additionally, while the state of Illinois has yet to formally adopt the Next Generation Science Standards, District 69 implemented a new Science series aligned to the NGSS in the 2013-2014 school year. Any curricular alignment process takes several years, when done correctly. Within the District we use NWEA MAP assessments to assess our students on Common Core mastery. Our MAP data indicates our students are performing very well overall on Common Core aligned assessments.

With all these great things happening we bet you are wondering, “How do I get involved with student achievement at District 69?”

There are several in-house ways in which you can support your child’s education! Here is just a short list:

- Curriculum nights
- Student Achievement Sub Committee Meetings
- PTO / FUND69 Meetings
- Family Advisory Committee Meetings
- Bilingual Parent Advisory Council
- Parent Mentor Program (Madison and Edison)
- PLUS program (Lincoln JH)

Student Achievement



Tier III: Intensive Interventions
(Few Students)

Tier II: Targeted Interventions
(Some Students)

Tier I: Universal Instruction
(All Students)

Multi-Tiered System of Supports (MTSS)

Response to Intervention (RtI) has been described as a multi-tiered system of supports for providing high quality instruction and intervention matched to student needs. School District 69's multi-tier system of supports provides the structure to ensure that all efforts of the district are coordinated and consistent. RtI embraces the integration of evidence based instruction, interventions, and assessments to address the full range of student academic and behavioral needs present in today's classroom.

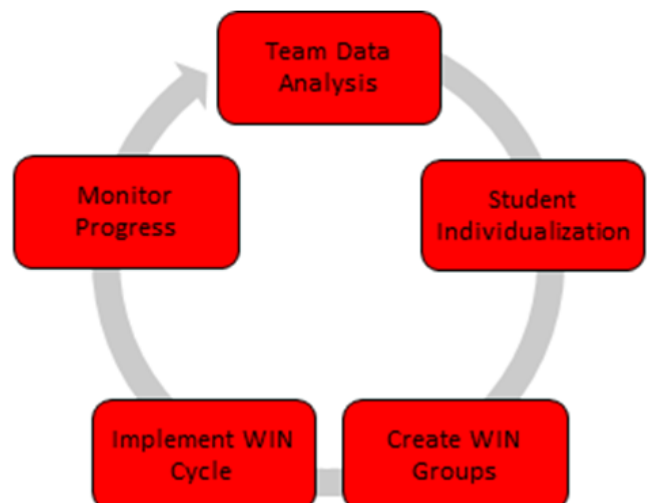
WIN

WIN stands for What I Need, and is a set time in the day where students in grades kindergarten through eighth grade get individualized time. This can include intervention, extension, or enrichment.

Grade level teams along with specialists collaborate to identify individual student needs based on a combination of data, student interest, and teacher input. Students across either the grade level or across grade levels regroup according to their individualized needs. There are multiple cycles throughout the school year, which allows for continued monitoring of student growth and adjustment to each student's plan.

Special Education Services

We embrace and support inclusive instructional practices. These practices are designed to provide special services within the context of the general education classroom to the greatest extent possible. This means all students have membership in a general education classroom and will receive appropriate services with school staff and parents working as a collaborative team. Our goal is to provide appropriate services and supports to allow students to be independent and access the general education curriculum with their neighborhood peers. Our full continuum of services range from accommodations and modifications in curriculum and instructional strategies within the general education classroom to consultation from related services, co-taught classrooms, small group settings to focus on specific knowledge and skills, district-wide self contained programs, and special education schools.





Classrooms First

District 69 and Niles Township High School District 219 (D219) have entered into a historic agreement to ensure that all elementary students will be ready for high school when they enter Niles West. In August, D69 and D219 entered into a Classrooms First Consolidation agreement. This partnership provides all D69 families with a consistent, family-friendly school experience from the time a child enters kindergarten to the day the student graduates high school, and that he/she will be ready for college.

The high school and elementary districts will work together closely to make sure that every student has learned key, specific academic concepts at the appropriate grade level, before moving on to the next grade. Teachers will help students monitor their individual progress so they, and their parents, know if they are on track to succeed. If not, their teachers will implement specific interventions to help the students achieve the targeted outcomes.

“We will be working hand-in-hand with the high school, and from kindergarten through 12th grade, we will all know we are succeeding only if our students are meeting High School And College Readiness Standards,” said D69 Superintendent Quintin Shepherd. “If they are not, then we will reevaluate our programs and curriculum and make whatever adjustments are necessary so our students succeed.”

“We are excited that D69 is partnering with us to ensure a guaranteed and viable curriculum,” said D219 Superintendent Nanciann Gatta.

“This means we have consistent academic standards and expectations, and that, when students achieve those standards, they will be ready to do well in high school, ready for college, and ready to succeed in life.”

As the Classrooms First agreement starts out this year, the districts will focus on the K-12 core curriculum of Science, Technology, Engineering and Math (STEM) and on literacy. D219 has created two new positions, an executive director of K-12 STEM and a director of K-12 math curriculum. These curriculum leaders will work with D69 and D219 to align what is being taught in all math classes with the new Common Core standards and to align what is being taught in science classes to the Next Generation Science Standards (NGSS).

The Classrooms First agreement includes a \$2 million annual budget to fund the strategic initiatives of the partnership, as determined by both Boards of Education. The partnership will result in economies of scale as the districts will share curricular administrators, teachers and staff for human resources, technology and the business office.

D69 will also gain:

- Professional development for teachers
- Student Information System (Infinite Campus)
- Web-based gradebook program
- An Individualized Learning Program (ILP) for every student
- Statistical analysis of student progress in all courses and programs
- Access for students to D219 facilities, including STEM labs, and programs, including off-level literacy support and Response to Intervention (RtI) strategies.
- Access to transportation
- Enhanced summer programming

Classrooms First



Skokie — August 20, 2014. Lt. Governor Sheila Simon celebrated an education reform milestone between Niles Township High School District 219 and Skokie/Morton Grove School District 69. Superintendents signed a “Classrooms First” agreement today that aims to align instruction, reduce high school remediation needs and maximize financial resources at both districts.

"We will use technology and activities in the classroom that are appropriate for each grade, and we will encourage students to collaborate as they carry out scientific investigations and as they learn to engage in argument based on evidence," said Lois Wisniewski, Executive Director of K-12 STEM. "We will bring the excitement of STEM into the classrooms and will also engage students through after-school activities, special family events and summer programming, supported by the Classrooms First Consolidation."

Through this partnership, teachers will build knowledgeable leadership teams that will shape the STEM curriculum. Much of the important foundational work will take place "behind the scenes," as teachers will identify specific concepts that students will learn and as they design assessments (tests) that align to national standards. Students will benefit directly from this work in the classroom, in the form of learning activities that allow them to design and build, to model and create.

For example, children in grades K-2 at Madison School (and their parents!) will work on a fun activity involving robot turtles with the support of D219 Engineering students as part of the new "Kids Can Code!" STEM series of special events. Students at Edison School and Lincoln Junior High School will soon experience the world of coding and robotics within their STEM curriculum.



Parent Engagement

Skokie/Morton Grove School District 69 is fortunate to have three parent organizations and many partnerships that provide supports to students, families, and our community. Our Parent, Teacher Organization (PTO), Fund 69, and Parent Leaders Uniting Skokie (PLUS) provide fundraising, grants, outreach, and networking.

In addition, our District has a formal partnership with Y.O.U., which is a youth development agency that provides services and leadership to meet the emerging needs of young people and their families in the Skokie communities. Currently, we offer the Community School model and afterschool programming through our Y.O.U. partnership at Lincoln Jr. High. We also have a formal partnership with the ELL Parent Center where parent mentors work within our buildings to provide additional resources and experiences to our students at both Madison and Edison schools.

Foundation Uniting Neighbors of District 69 or FUND69 has been a part of the District 69 community for 10 years. We are an education foundation whose board members are all volunteers. We have members who currently have children attending District 69 schools, parents of District 69 grads, a teacher representative from each of the buildings, a school board representative, a community member and former Edison teacher and a representative from the administration. Our goal is twofold: to reach out to our community and to raise money for the classrooms and programs at Madison, Edison and Lincoln. In our ten years we have raised and awarded over \$130,000 in grants to teachers and District 69 classrooms. Our events have included a yearly walk-a-thon with student-designed t-shirts, donated food and live music; an arts-centered day at the Old Orchard Barnes and Noble with student performances throughout the day and a percentage of purchases going back to FUND69; our February Fling dinner and silent auction event as well as dining events with neighborhood restaurants like the Village Inn and Sweetie Pie's. Our community events have allowed us to grant things such as the Birthday Books program at Madison where every child receives a book for his or her birthday, chessboards for every classroom at both Madison and Edison, science models for the 4th grade science classrooms at Edison, summer field trips for the Y.O.U. program at Lincoln and new microscopes for Lincoln's science department (to name just a few).

The District 69 Parent Teacher Organization is a volunteer effort consisting of all parents and teachers in our school district. Because of the generous donations of our District 69 community, the PTO has been able to fund and support enrichment activities for all our students and schools. Recent additions to our schools include the Mosaic Wall and new playground equipment at Madison, an anti-bullying program at Edison, and new uniforms for our girls volleyball team at Lincoln. Of course, we continue to support everything from the Madison book barrel to the Edison science fair to needy student supplies and the 8th grade dance at Lincoln. Our Fine Arts Boosters make sure our student artists, actors and musicians get the support they need to create.

Most important, the PTO is here to bring parents, teachers and the administration together to inform, help and support each other for the good of our students. Our parent volunteers work with many people to accomplish all that we do. The District 69 PTO is proud to be involved with such a great school district and community!

District 69 partners with Y.O.U. to lead a Community School Initiative. Its goal is to transform schools into hubs of community resources to meet the needs of students and families. Y.O.U.'s model for Community School development begins with parent leadership. Through a partnership with COFI (Community Organizing and Family Issues), Y.O.U. facilitated a multi-step parent leadership program. Twenty diverse District 69 parents attended the first phase, a six-week workshop series focused on developing leadership skills. Of the parent participants, 81% had a first language other than English, and 52% of participants had children receiving free or reduced lunch. One of the participants evaluated the workshops, saying "I have learned that no matter my circumstances, if I set a goal, I can achieve it." In the second phase of the program, the graduates of the workshops formed a team called P.L.U.S. (Parent Leaders Uniting Skokie). The goal of this phase was to support parents to develop the relationships and skills needed to collectively plan projects that benefit the school community. P.L.U.S. set and accomplished three goals, including forming a weekly walking and exercise club for families, planning a family board game night, and organizing a multicultural celebration which included an expo of 9 cultures highlighting food, clothing, and traditions. Currently, P.L.U.S. is engaged in the third phase of the program, which focuses on outreach to other community stakeholders. They have gathered 185 surveys and conducted 5 interviews with community leaders. Their goal is to gather wide input about the strengths and needs of the community so that they can set goals for and be leaders of the Community School Initiative.

Technology



Students achieve most when actively engaged in their own learning. Great teachers engage students and technology is one tool great teachers can use to engage students. Our goal, in the Technology Department, is to ensure students have ready access to appropriate, engaging, technology and are exposed to a variety of devices through authentic learning activities.

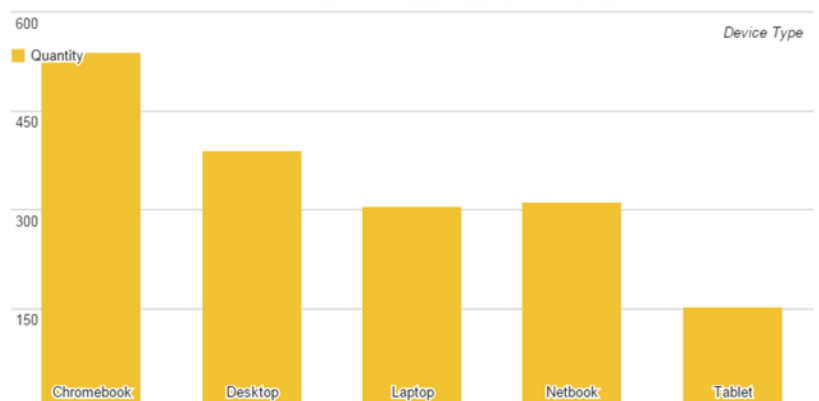
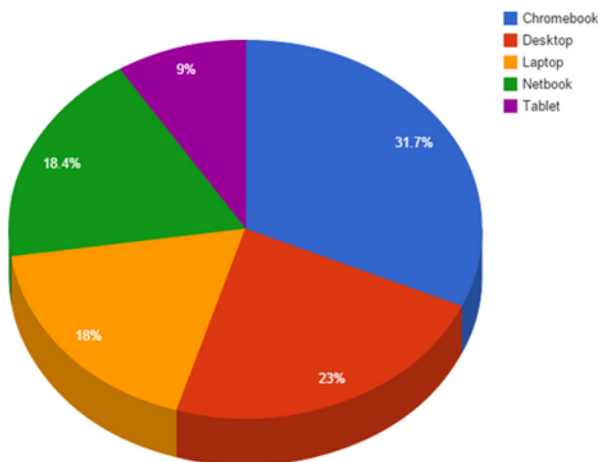


There is a technology specialist in every building to support existing technology and investigate emerging technology. Each building has multiple computer labs – a blend of desktop and mobile devices, multiple devices in the classroom and an Interactive White Board or equivalent in every learning space. We use Google Apps for Education district wide and students in grades three through eight have district provided email accounts.

The department focus has evolved into supporting a flexible learning environment. Classroom teachers direct instructional tech purchasing through Technology Refreshment Innovation Grants. This affords staff the opportunity to select the amount and types of devices that they feel would add the most value to their instruction, with the assistance of the tech staff. The first year of grants funded the purchase of nearly 200 Chromebooks and 50 iPads to enhance or replace existing technology. An additional 150 Chromebooks were added through Title funding. The physical computer labs at Edison and Madison were updated with 30 Chromebase units each.

Device - Student Ratio

1 : 1.06



Fund Accounting

School district funding is divided into nine different categories, or funds. Fund based accounting is used by non-profit organizations and governments. Each fund is separate and accounts for a specific purpose in accordance with governing policies and laws. In September, the Board of Education approved the 2014-2015 budget with a total of \$29.9 million in revenues which is represented by the width of each arrow on this page.

10-Educational Fund: The most varied and the largest volume of transactions will be recorded in the Educational Fund. Approximately 67% of revenues/expenses come from the educational fund. Expenditures that must be charged to this fund include the direct cost of instruction, health and attendance services, lunch programs, and most costs for administration. Revenues that must be credited to this fund include the educational tax extension, tuition and textbook rentals.



66%

50-Municipal Retirement/Social Security Fund: The purpose of this fund is to provide resources for the District's share of Social Security, Medicare and IMRF retirement payments for classified employees. 2%

90-Fire Prevention and Safety Fund: The money received from the tax extension or the proceeds of a bond issue may only be used for the purposes described under the State Life Safety Code, like fire prevention, safety, energy conservation or school security purposes.

0%

80-Tort Fund: This fund is used for tort immunity or tort judgment purposes: property liability, workers compensation, unemployment and other risk management expenditures.

1%

Funds

20-Operations and Maintenance Fund: All costs of maintaining, improving, or repairing school buildings and property, renting buildings and property for school purposes, or for the payment of premiums for insurance on school buildings shall be charged to the Operations and Maintenance Fund and paid from the tax levied for that purpose.

6%

30-Bond and Interest Fund: Bonds are generally issued to finance the construction of buildings and may be issued for other purposes, but is kept separate by each individual bond. Property tax extensions are deposited into this fund to pay the interest and principle on each bond.

9%

40-Transportation Fund: Transportation costs, including the purchase of vehicles and insurance on buses, are to be paid from this fund. Money received for transportation purposes from any source must also be deposited into this fund.

15%

60-Site and Construction/Capital Improvements Fund: This fund is used for specific construction expenditures that are directly related to the construction projects that bonds are issued for, like architect's fees, legal fees, actual construction costs, purchase of land and other site costs, landscaping, parking lots, sidewalks, and utility connections.

0%

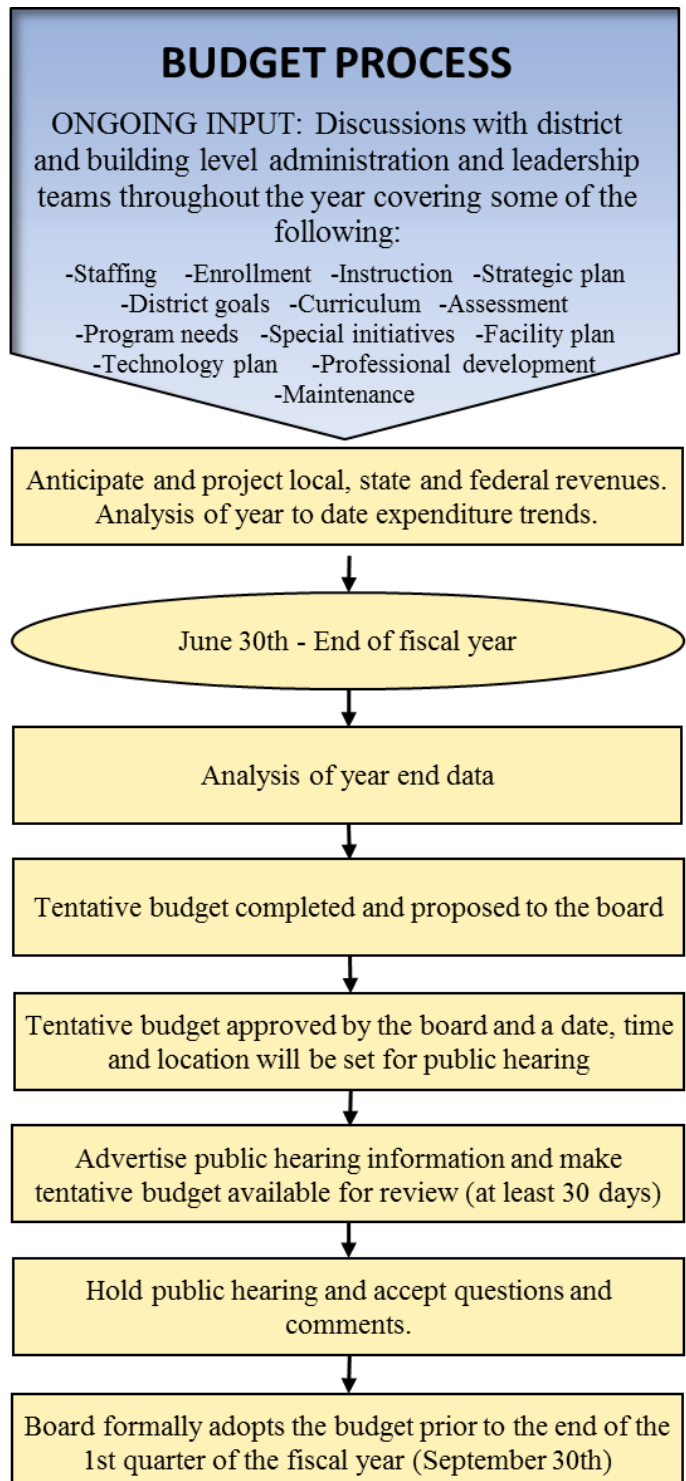
70-Working Cash Fund: This fund supports other funds with cash flow concerns. Inter-fund loans from a district's Working Cash Fund may be made to any fund for which taxes are levied.

1%

Budget Highlights

Each year the Board of Education adopts a budget for the fiscal year, which begins on July 1, and ends on June 30. Below are some highlights from this year's budget and some explanation on the budget process.

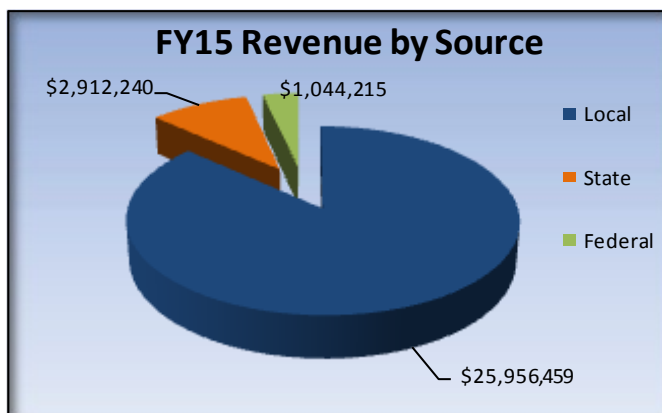
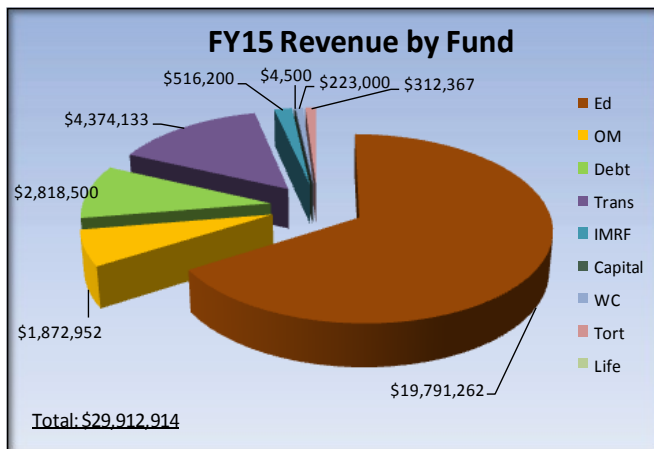
- **Board Adopted the 2014-2015 FY15 budget on September 16th, 2014**
- **Revenues: \$29,912,914**
- **Expenditures: \$32,055,046**
- Budget supports the areas of STEM, Math, PE, Music, and Special Education by both increasing expenditures and adding the following new positions: 5 new certified positions, 10 classified and 1 administrator.
- Budget includes \$7,300,000 for building safety and security upgrades at all schools and mitigates moisture issues at Lincoln Jr. High.
- District has achieved mid to long-term fund balance goal—30% of expenditures in each operating fund at the low point in the year.
- Earned highest financial profile designation of recognition in FY 14 from Illinois State Board of Education.
- In FY15 State and Federal Revenues are down 2% and 1% from FY14 respectively.



Revenues

Revenues

For the 2014-2015 school year, the District estimates approximately \$29,912,914 in total revenues. Of these funds, approximately 87% come from local sources, 10% from state sources and 3% from federal sources. It has become increasingly more difficult to calculate the estimated district revenues. Not only is it a “best guess,” but it is also an issue of timing. Some revenue payments come in the form of reimbursement. Many arrive on time, however some are late and some do not come at all.



Factors considered in Illinois General State Aid calculations:

- Foundation Level set by the State
- Enrollment
- Low Income
- Local Resources

As seen to the right, Skokie 69 has seen a slight increase in enrollment over the past 10 years. This increase does help provide additional General State Aid, which accounts for approximately 6% of the total revenue.

Local

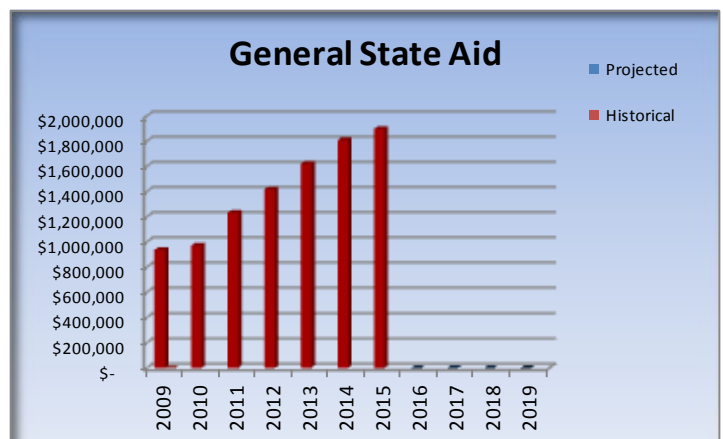
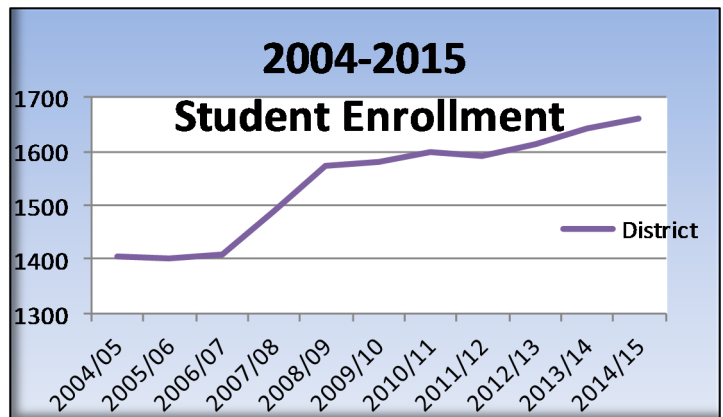
Property taxes are the primary source of local revenue and are determined by the county based on the district's levy, rates and property values. The district's local tax revenue is limited by the Property Tax Extension Limitation Law or “Tax Cap”.

State

A large portion of state funding is calculated through the General State Aid formula which is based on student enrollment and poverty counts.

Federal

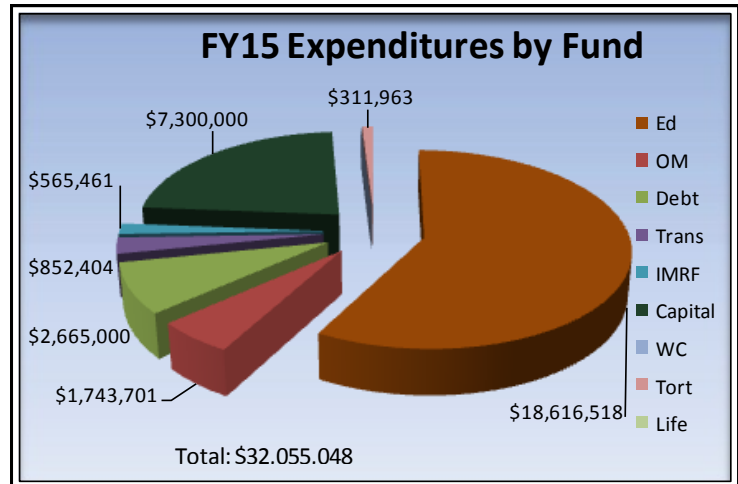
Additional Federal funding is available primarily through annual grants.



Expenditures

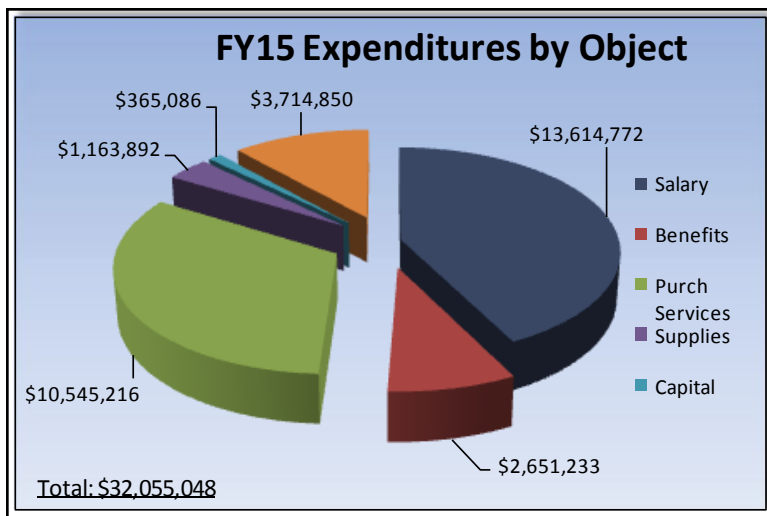
Fund

The district's total budgeted expenditures are approximately \$32,000,000. These expenditures can be broken down by the funds that were discussed on previous pages (seen to the right). As expected, the Ed Fund has the largest expense flowing through it, followed by Debt Service and O&M.

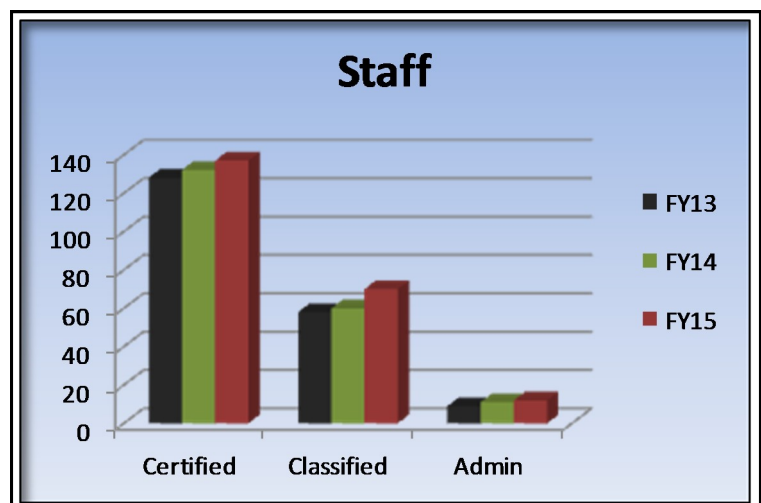


Object

Within each fund, expenditures are separated and categorized according to their purpose. The chart below includes all funds and breaks down the expenditures by the "object" category. Salaries and benefits are the district's largest expenses, and account for 51% of the total expenses. In order to attain and sustain financial health, District 69 has transitioned from traditional salary schedules to a sustainable compensation model which ties annual salary increases to property tax increases.



Salaries and benefits account for the largest expenses. Thus, staffing plays a large role in creating the budget and must be discussed and anticipated early on in the budgeting process. For the 2014-2015 year, the District is pleased to be increasing math, science, art and music into all of our buildings.



Construction

Over the past several years the District has been identifying, discussing and planning to address ongoing facility needs. This multifaceted approach involved several groups that tackled different aspects of the project. The Board formed the Security/Facility Advisory Committee to explore facility needs in regards to security given the increased number of school incidents in the past number of years. The District architect's focused on ideas to remediate water that continued to make its way through the walls of Lincoln Jr. HS. The Board's Finance and Operations Sub Committee met regularly to focus on creating methods to fund the construction project. Overall the three buildings are in good shape, however, it quickly became apparent that there was work to be done. All three schools main offices needed to be reconfigured to improve student safety, Lincoln was in need of major repairs to stop the water intrusion, and needed some additional parking and a running track.



Edison

The Board went out for public bid for construction in the spring of 2014, and awarded bids to several companies to complete the list of projects by the end of December. Construction began in June at all three schools once the students and teachers went on summer break. While the work at Edison was complete by the start of school, both Lincoln and Madison's work isn't scheduled for completion until the new calendar year. So far, so good! Edison School is up and running and overall the consensus is that the main office looks great and is more inviting and secure. We're excited about the work at the other two schools and can't wait to show off our new and improved main offices. On this page are various pictures of the ongoing construction and the new and improved Edison School main office. Please check the website for more updates in the coming months... <http://www.skokie69.k12.il.us/index.php/district/finance/facilities>.



Madison



Lincoln

Skokie School District 69
Maier Administration Center
5050 Madison Street
Skokie, Illinois 60077

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