



# SKOKIE/MORTON GROVE SCHOOL DISTRICT 69 2013-2014 ANNUAL REPORT

# Letter to the Community

District 69 Community,

Our District theme for the 2013-2014 school year is Ignite! We started our school year with staff giving short presentations describing their passion for our schools and our kids. I believe we all have a passion for our schools and I invite you to join us in sharing your passion. Please visit the “Celebrating Success” tab on our District homepage ([www.skokie69.net](http://www.skokie69.net)) to view the videos from our opening day.

We are excited to present our inaugural annual report! As a District, we have made tremendous strides forward and we are thrilled to take this opportunity to share our progress. Our success is built on our relationships amongst parents, teachers, students, community members, administrators and the Board of Education. This report is an opportunity for us to collectively celebrate. This report comes in two major sections:

1) Student Achievement/programming and 2) Finance & Operations. These areas, along with communications are also our major focus areas for the Board of Education and represent our sub-committee structure.

Student Achievement: Our students continue to show great improvement. We have focused our efforts to align our curriculum with the common core. We have adopted new textbooks, implemented new assessments and redesigned our schedules with this focus in mind. We have added math specialists and science specialists to our teaching ranks. These specialists allow us to refine our curriculum and deepen our services for our students (both high performing and those who struggle). Our students have realized unprecedented gains in these areas. At the same time, we have been able to bring back art and music into all of our buildings.

Finance & Operations: Our financial picture has never looked better. Just a few short years ago, we were on an unsustainable path forward. Now, we have accomplished several of our short and medium range financial goals. We are also in the midst of discussions about substantial building renovations at all schools. Over the past 18 months, we have engaged staff and community members in a conversation about school security and the need for a comprehensive approach to our buildings. Those conversations have manifested into designs and we anticipate a Board decision on renovations in the 2013-2014 school year.

We have much to celebrate and this is just a short introduction into the rest of the report. I hope you find this 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)

، ڈسٹرکٹ ۶۹ کمیونٹی

ہمیں اپنی افتتاحی سالانہ رپورٹ پیش کرتے ہوئے بہت خوشی ہو رہی ہے۔ ایک ڈسٹرکٹ کی حیثیت سے ہم نے زبردست ترقی اور مستقبل پیش رفت کی ہے جو ہم آپ کے ساتھ اشتراک کرنا چاہتے ہیں۔ ہماری کامیابی والدین، اساتذہ، طالب علموں، کمیونٹی کے ارکان، منتظمین اور تعلیمی بورڈ کے تعلقات پر بنا ہے۔ یہ رپورٹ ہمارے لئے اجتماعی طور پر خوشی منانے کا موقع ہے۔ اس رپورٹ میں دو بڑے حصے ہیں؛ ۱۔ طالب علم کے اچیومنٹ / پروگرامنگ اور ۲۔ فنانس اور آپریشنز۔ کمیونٹی کیشنز کے ساتھ ساتھ ان شعبوں میں بھی ہمارے تعلیمی بورڈ کا اہم توجہ کا مرکز ہیں اور ہمارے سب کمیٹی کی ساخت کی نمائندگی کرتے ہیں۔

**طالب علم کی اچیومنٹ:** ہمارے طلبا بہتر سے بہتر کارکردگی کا مظاہرہ جاری رکھیں۔ ہمارے درمیان مشترک کور کے ساتھ نصاب تعلیم شامل کرنے کی کوشش اور توجہ کا مرکز رہی ہے۔ ہم نئی نصابی کتابوں، اور نئے جائزوں کو اپنایا اور یہ بات ذہن میں رکھتے ہوئے نیا شیڈول دوبارہ ڈیزائن کیا۔ ہم باقاعدگی سے فنون زبان اور ریاضی میں طالب علموں کو منظم کرتے ہیں۔ ہم اپنی درس و تدریس کے لئے ریاضی اور سائنس کے ماہرین کو اپنے صفوں میں شامل کر لیا ہے۔ یہ ماہرین ہمارے نصاب تعلیم کو بہتر بنانے اور ہمارے طالب علموں کو بہترین خدمات کرنے میں مدد کرتے ہیں۔ [دونوں جو اعلیٰ کارکردگی دکھانے والے اور جدوجہد کرنے والے]۔ ہمارے طلبا کو ان شعبوں میں غیر معمولی فوائد کا احساس ہوا ہے۔ ایک ہی وقت، ہم اپنے تمام اسکولوں میں آرٹ اور موسیقی کو واپس لانے میں کامیاب رہے ہیں۔

**فنانس اور آپریشنز:** ہماری مالیاتی تصویر کبھی بھی بہتر نہیں رہی۔ چند سال پہلے، ہم ایک نئے ریفرنڈم کے مرحلے سے گزرے اور زبردست خسارے میں رہے۔ ہم مستقبل کے حوالے سے ایک نا پائیدار راستہ پر تھے۔ اب، ہم اپنے مختصر اور درمیانی رینج کے مالی اہداف کو حاصل کر لیا ہے۔ ہم نے گزشتہ چند سالوں میں عملے اور پروگرامنگ شامل کر لیا ہے۔ ہم سب تمام اسکولوں کی عمارتوں کی مرمت کے بارے میں بات چیت کے مرحلے میں ہیں۔ گزشتہ ۱۸ ماہ کے دوران، ہم اسکول کی سلامتی اور ہمارے عمارتوں کے لئے ایک جامع نقطہ نظر کی ضرورت کے بارے میں عملے اور کمیونٹی کے ارکان سے ایک بات چیت میں مصروف رہے۔ ہماری بات چیت کے دوران کچھ ڈیزائن ظاہر ہوئے ہیں اور ہم ۲۰۱۴-۲۰۱۳ اسکول سال میں مرمت کرانے پر بورڈ کے فیصلے کا انتظار کر رہے ہیں۔

ہمیں بہت کچھ جشن منانے ہیں یہ اس رپورٹ کا ایک مختصر سا تعارف ہے۔ ہمیں امید ہے کہ یہ رپورٹ مددگار اور معلوماتی ثابت ہوگی۔  
ڈسٹرکٹ ۶۹ سکولوں کا ایک فخریہ سپرنٹنڈنٹ

Estimada Comunidad del Distrito 69,

Nos complace presentarles nuestro reporte anual de inauguración. Como distrito, hemos dado pasos agigantados y nos alegra tener esta oportunidad para compartir nuestros logros. Nuestro éxito se basa en nuestras relaciones con padres de familia, profesores, estudiantes, miembros de la comunidad, administradores y la Junta Directiva. Este reporte es una oportunidad para celebrar unidos. Dicho reporte contiene dos secciones importantes: 1) Logros estudiantiles/Programación y 2) Finanzas y Operaciones. Estas áreas, junto con el área de comunicaciones, son también nuestras áreas de enfoque para la Junta Directiva, y representan nuestra estructura del subcomité.

**Logro Estudiantil:** Nuestros estudiantes continúan desempeñándose cada vez más y mejor. Hemos enfocado nuestros esfuerzos en alinear nuestro currículo con las Normas de Aprendizaje de Núcleo Común. Hemos adoptado nuevos textos, implementado nuevas evaluaciones, y rediseñado nuestros horarios tomando en cuenta este enfoque. Con frecuencia, re-agrupamos a nuestros estudiantes en Lenguaje y Matemáticas. Hemos incorporado especialistas en matemáticas y ciencias a nuestros métodos de enseñanza. Estos especialistas nos permiten refinar nuestro currículo y mejorar nuestros servicios a los estudiantes (tanto a los alumnos sobresalientes, como aquellos que tienen dificultades). Nuestros estudiantes han mejorado notablemente en estas áreas. Al mismo tiempo, hemos reincorporado la enseñanza del arte y música en todas nuestras instituciones.

**Finanzas y Operaciones:** Nuestra imagen financiera no podría estar mejor. Hace sólo algunos años, nos encontrábamos en una fase de referendo y al mismo tiempo creando un déficit enorme. Atravesamos por un camino difícil e insostenible. Ahora, hemos logrado muchos de nuestros objetivos de rango financiero. Hemos incorporado nuevo personal y programación en los últimos años. También nos encontramos en medio de conversaciones para renovar considerablemente todas nuestras instituciones. En los últimos 18 meses, hemos involucrado al personal y miembros de la comunidad en conversaciones sobre la seguridad escolar y la necesidad de un acceso exhaustivo a nuestras instituciones. Estas conversaciones han originado diseños, y anticipamos que la Junta Directiva tome una decisión respecto a nuestras renovaciones en el año escolar 2013-2014.

Tenemos mucho que celebrar y esta es sólo una breve introducción de nuestro reporte. Espero que ustedes encuentren dicha introducción útil e informativa.

Como superintendente orgulloso de las escuelas del distrito 69, me despido de ustedes.

Cordialmente,

Quintin Shepherd, Ph.D.  
Superintendent

Terri Lefler  
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 21<sup>st</sup> century lifelong learners.

## District Mission

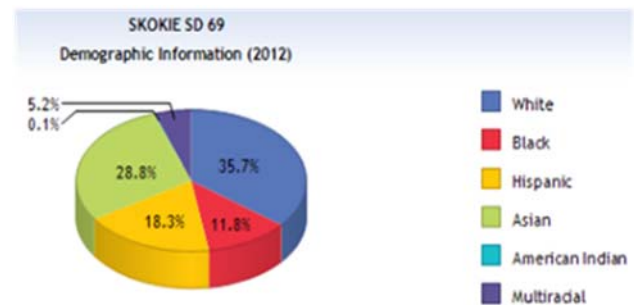
The mission of District 69 is to achieve educational excellence through the active engagement and cooperation of students, teachers, parents and community.

## District Stats

1721	Enrollment
MEDIUM	Size
53.1%	Low Income
32.9%	Teachers with Bachelor's Degrees
67.1%	Teachers with Master's or More
9.5 years	Avg. Teacher Experience
22.5	Pupil to Teacher Ratio
132	Total Staff
\$6,489	Instructional Expenditure per Pupil
\$11,486	Operating Expenditure per Pupil

## Students

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



## Schools

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



Madison Elementary: Pre-K - 2<sup>nd</sup> grade



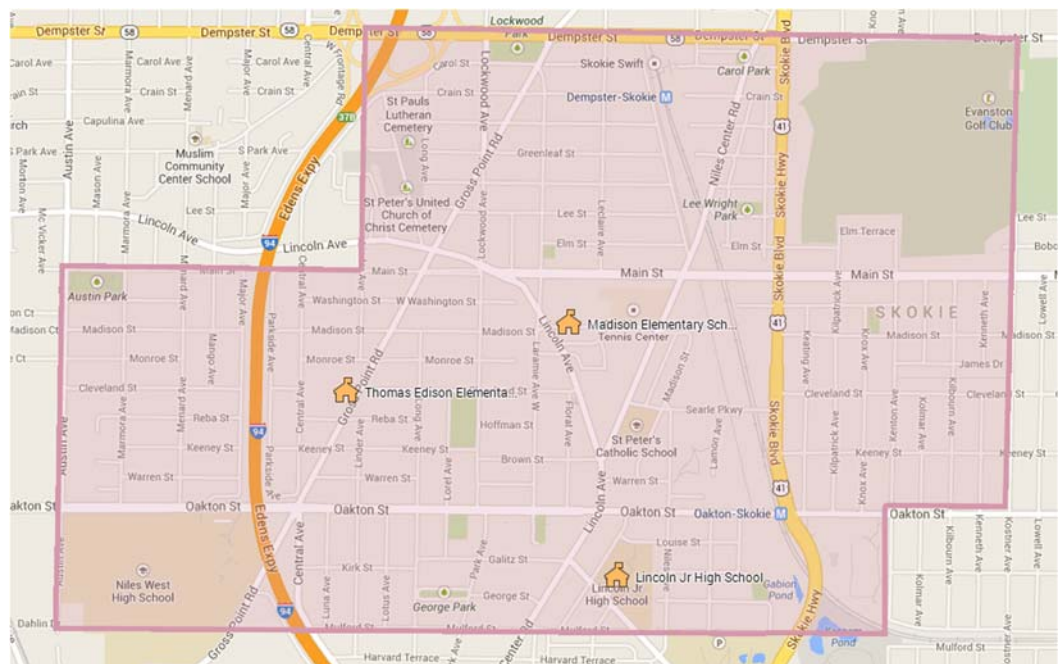
Edison Elementary: 3<sup>rd</sup> - 5<sup>th</sup> grade



Lincoln Junior High: 6<sup>th</sup> - 8<sup>th</sup> grade

Source-2012 Illinois Interactive Report Card, Northern Illinois University, with support from the Illinois State Board of Education.

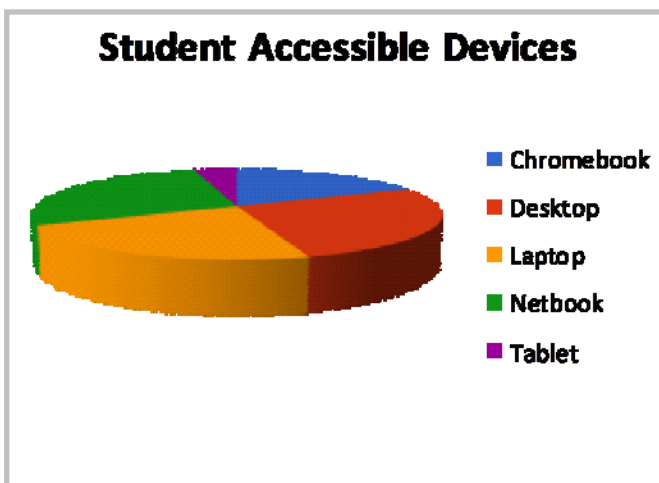
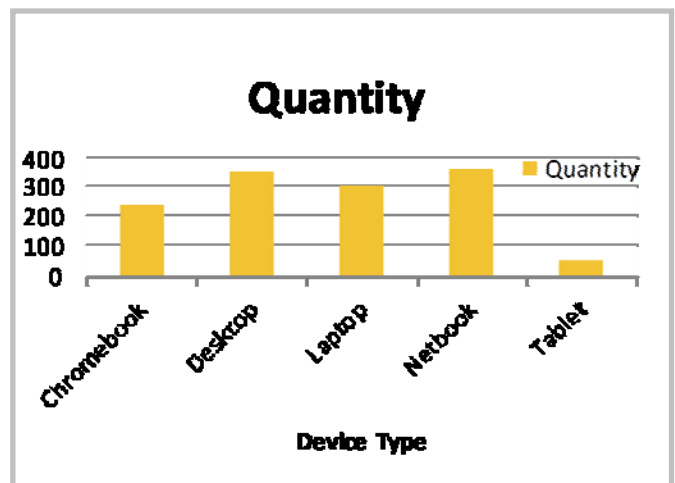
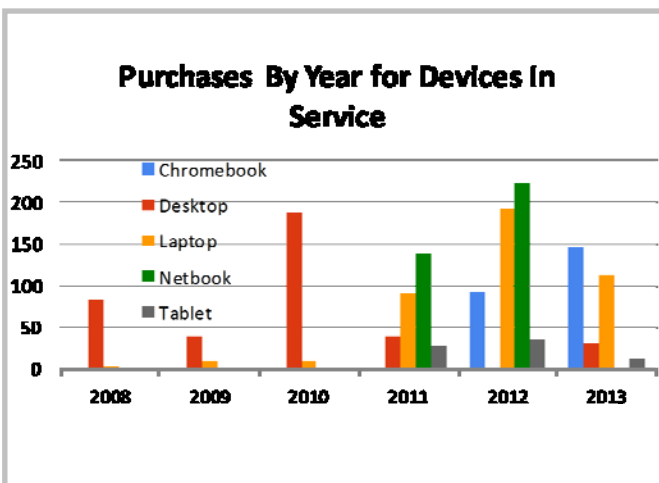
Skokie School District 69 is located in Cook County just 17 miles north of Chicago. Our district encompasses parts of the Skokie and Morton Grove communities.



# 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.

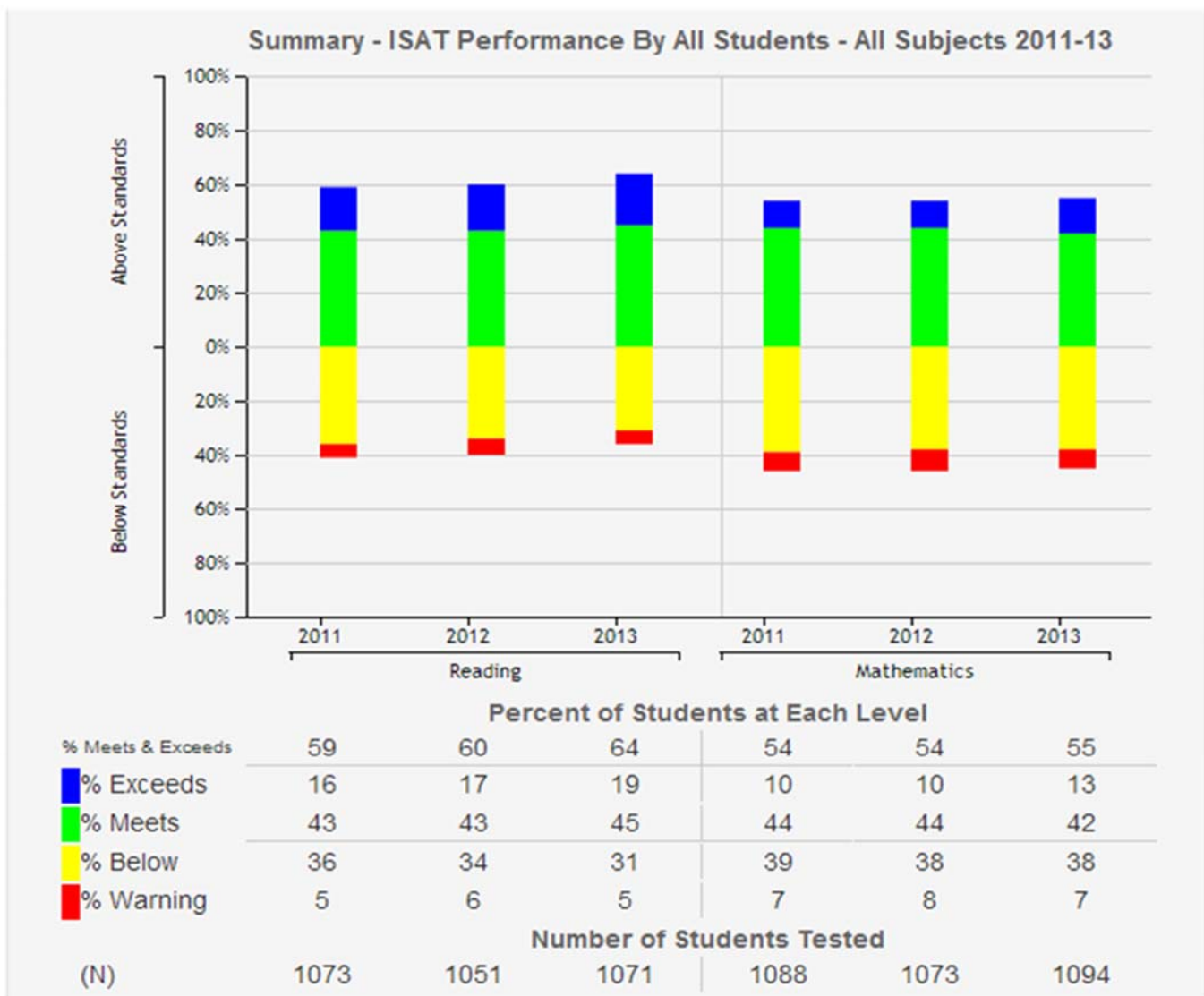


Device - Student Ratio

**1 : 1.4**

# Student Achievement

In the last three years we have seen tremendous success for all students as measured by the ISAT (annual assessment of student mastery of Math and Reading standards). This test is given in March to all students in grades 3-8. In the 2012-2013 school year, the state superintendent, Dr. Chris Koch, drastically raised the scores needed in order to meet or exceed standards. Due to this increase, schools and districts across the state saw what appears to be a decline in the number of students meeting or exceeding standards. Our students continue to grow and make significant progress, even in the face of new challenges. The chart below has been recalibrated to show the last three years of District 69's composite scores (all grades and subject areas added together):



# 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. Additionally, the District offers a Preschool for All program for 3 and 4 year old children residing in district boundaries as well as English language development programs, fine arts education, and various special education programs.

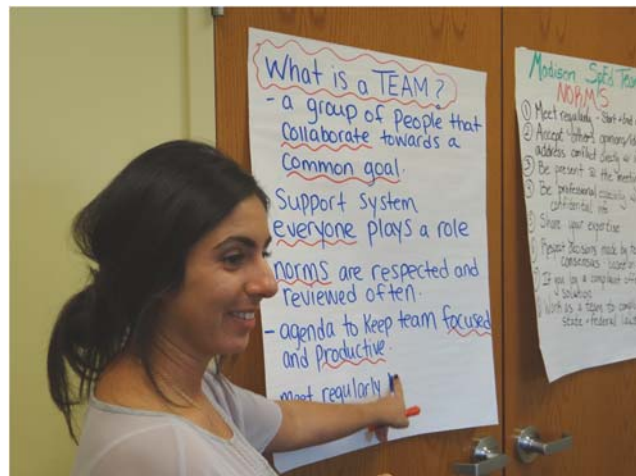
All schools in the District focus on a core curriculum in Reading, Writing, Science, Social Science, and Mathematics, while also recognizing the importance of supplemental educational experiences (Music, Fine Arts and additional electives, specials and/or exploratory courses). Computers and other technologies 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.

District 69 was aligned to the Common Core Mathematics Standards in the 2012-2013 school year and will be aligned to the Common Core English Language Arts Standards by the 2014-2015 school year. Additionally, while the state of Illinois has yet to formally adopt the Next Generation Science Standards, District 69 has moved forward and implemented a new Science series aligned to the NGSS in the 2013-2014 school year.

## **Get involved with student achievement!**

There are several in-house ways in which you can support your child's education!

- Curriculum nights
- Student Achievement Sub Committee Meetings
- Family Advisory Committee Meetings
- Bilingual Parent Advisory Council
- Parent Mentor Program



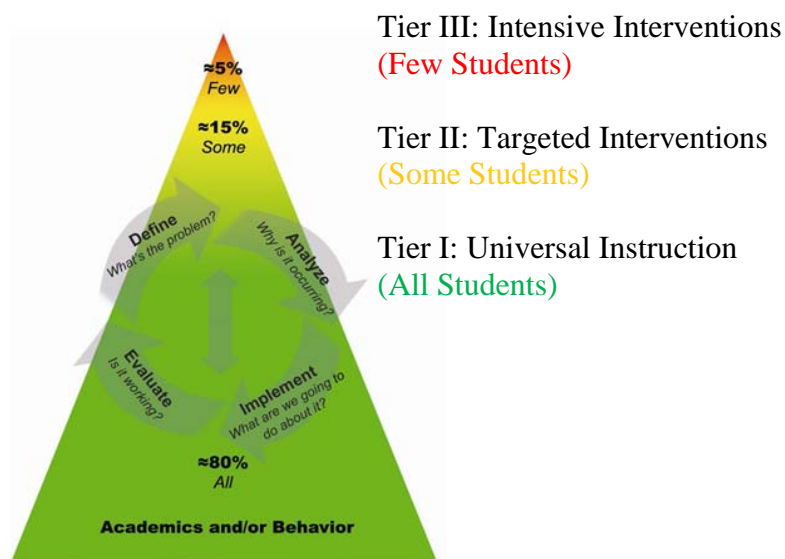
District 69 operates as a Professional Learning Community (PLC) at each level (Board, administrative team and grade level/content area teams). The following questions are essential questions of a PLC and drive all of the work we do in our district:

- What do we want our students to know and be able to do?
- How will we know when they have learned?
- What will we do when students experience difficulty in learning?
- How will we enrich and extend learning for students already proficient?





# Student Achievement



## 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.

## English Language Learners (ELLs)

District 69 offers some of the most innovative and supportive programming for English Language Learners (ELLs) in the state. We offer sheltered classrooms with native language support and/or instruction in grades K-5, a Newcomer Academy for students in grades 6-8 as well as co-taught Language Arts classes in grades 6-8. ELLs are tested for English language progress and proficiency yearly via the ACCESS test (produced by WIDA). WIDA projects an average yearly growth of .5 (students can score anywhere from a 1.0 to a 6.0 on the test) and District 69 students far surpass that with an average yearly growth of over 1.0. Additionally, our ELLs have made AYP the last two school years with several ELLs even outperforming their monolingual peers.

## 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.



# 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 2013-2014 budget with a total of \$27.5 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.



67%

**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.

8%

**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.

12%

**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.

5%

**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.

5%

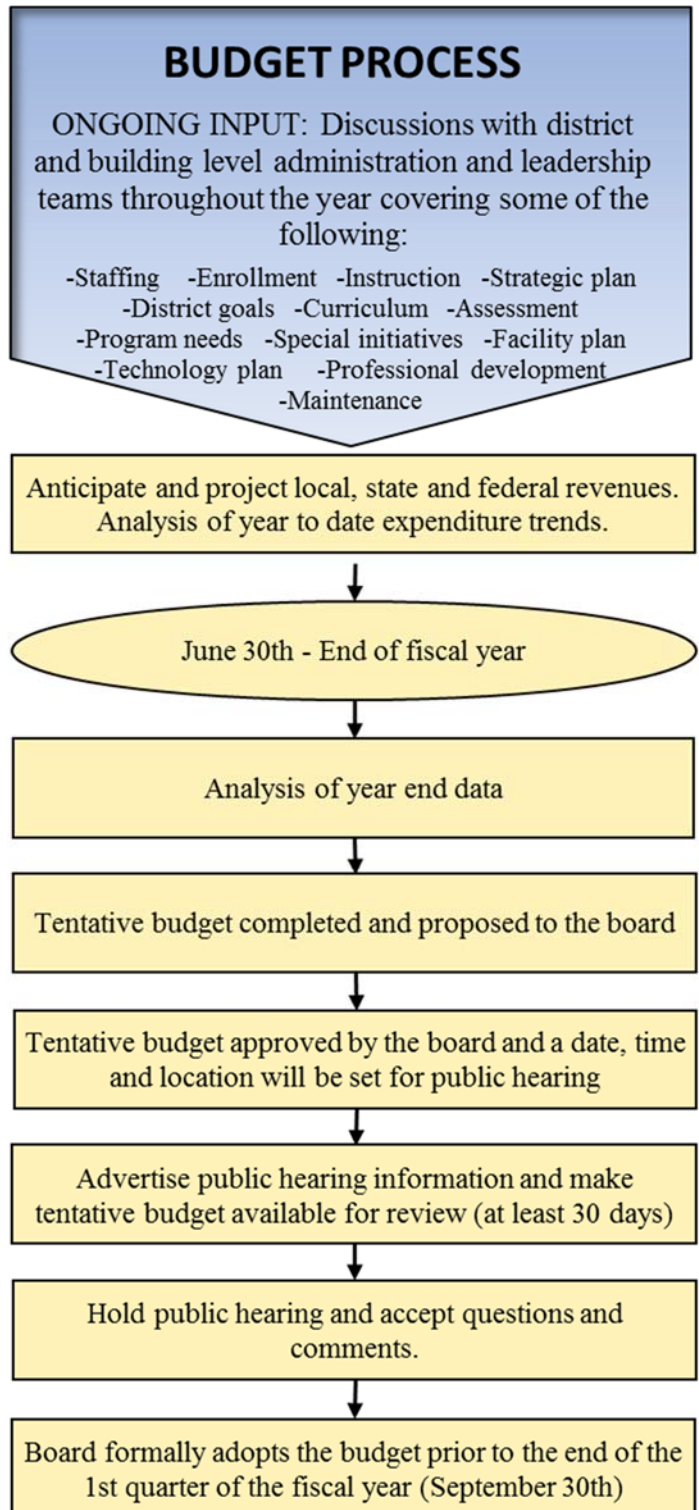
**70-Working Cash Fund:** This fund supports other funds with cash flow concerns. Inter-fund loans from a district's Working Cash Fund may be made to any fund for which taxes are levied.

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.

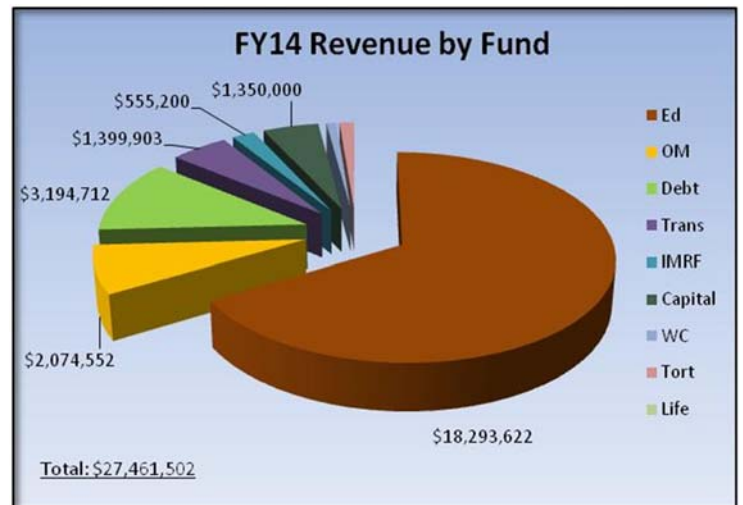
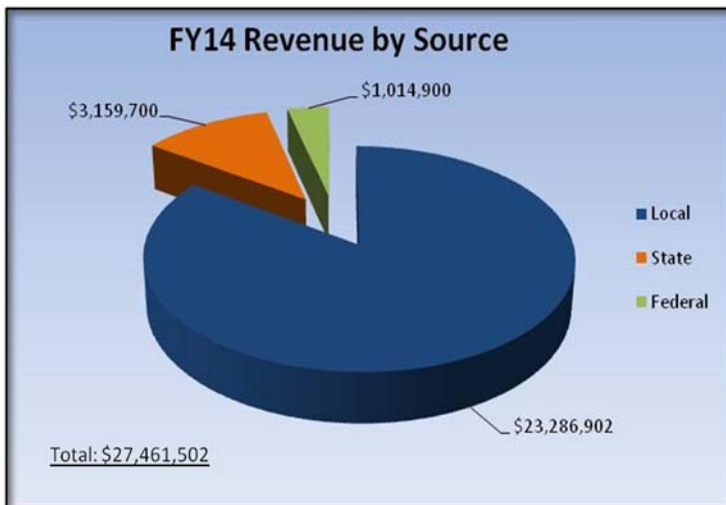
- **Board Adopted the 2013-2014 FY14 budget on September 17th, 2013**
- **Revenues: \$27,461,502**
- **Expenditures: \$26,004,987**
- Budget supports Math, Science and Special Education areas of improvement by adding 6 new certified positions, 2 classified, and 2 assistant principals.
- Budget includes \$1,350,000 for building safety and security upgrades at all schools and mitigates moisture issues at Lincoln Jr. High.
- During the 2012-2013 year the District met short-term fund balance goals.
- District is hopeful to achieve 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 13 from Illinois State Board of Education.



# Revenues

## Revenues

For the 2013-2014 school year, the District estimates approximately \$27,461,502 in total revenues. Of these funds, approximately 70% come from local sources, 20% from state sources and 10% 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.



## Local

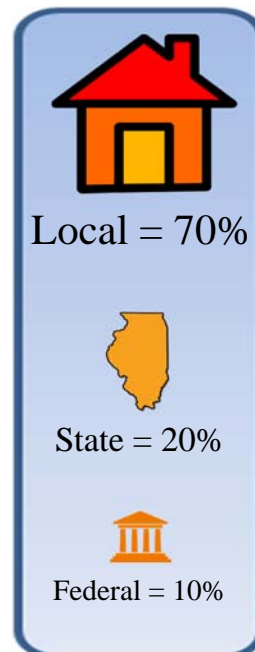
Property taxes are the primary source of local revenue and are determined by the county based on the district’s levy, rates and property values. The district’s local tax revenue is limited by the Property Tax Extension Limitation Law or “Tax Cap”.

## 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.



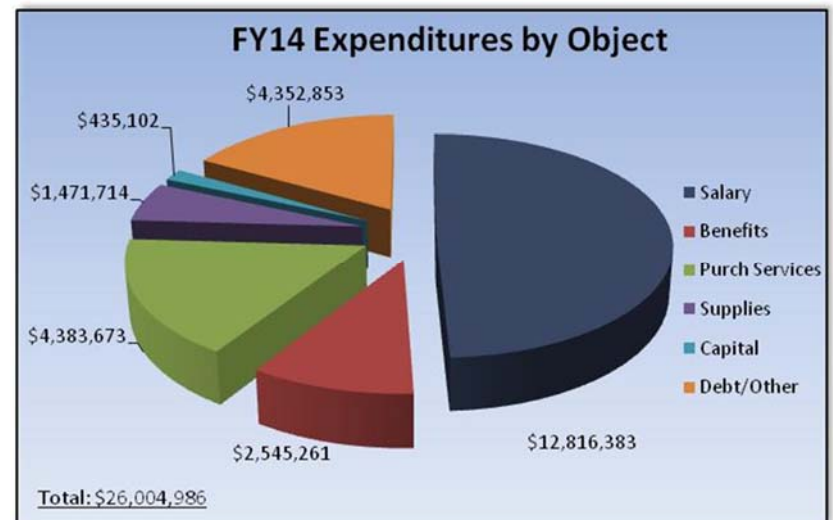
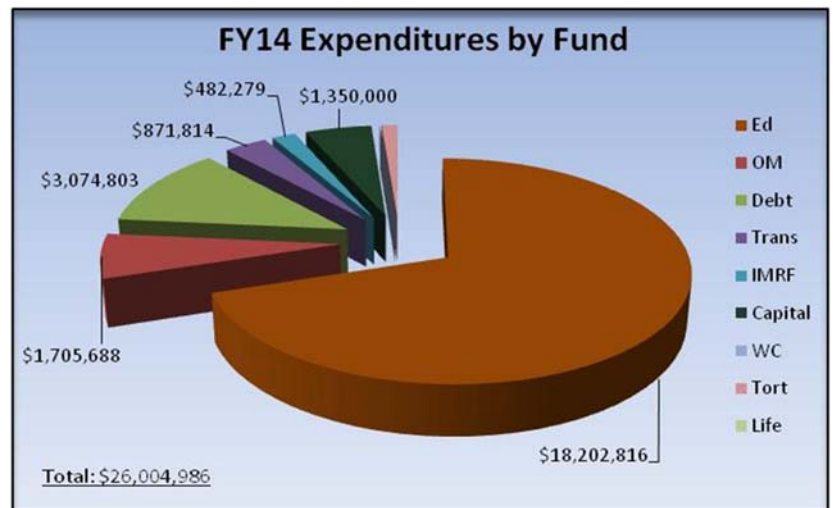


# Expenditures

The district's total budgeted expenditures are approximately \$26,000,000. 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 60% 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.

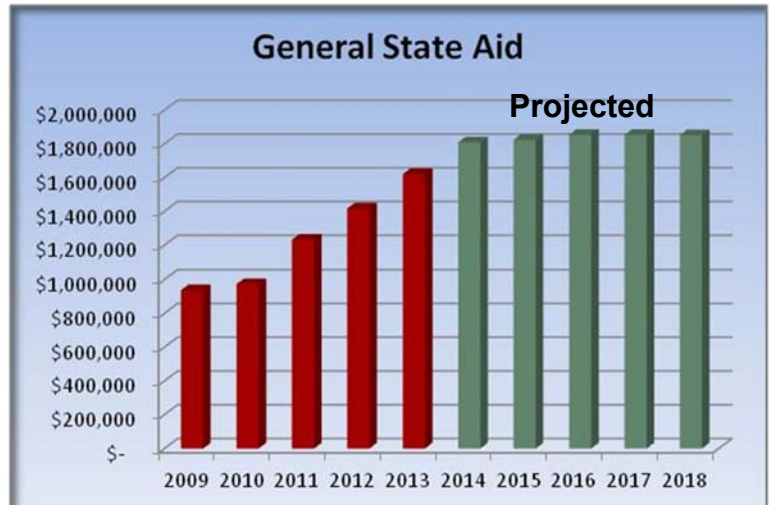


# Other Budget Factors

Factors considered in Illinois General State Aid calculations:

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

As seen below, 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 7% of the total revenue.



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 2013-2014 year, the District is pleased to be adding back art and music into all of our buildings. Additionally, we have added math and science specialists which help assist in meeting our academic achievement goals.

