

Great Schools, Together Executive Summary

The Unit 4 School District's initiative Great Schools, Together was conceived by the Unit 4 School Board and supported by the Administration. This initiative brought community members together to share their vision for our schools, now and in the future. The process began in November 2007 and concluded in September 2008. The goal of the Great Schools, Together was to create a cohesive, long-range strategic plan for Unit 4 schools, using as much community input as possible, so that the Unit 4 School Board and Administration could move forward in ways that truly reflect the vision and goals of those they serve.

In November, 2010, the Board approved the priority goals and the strategic means of measure for each area. A progress report presented in February, 2011, identified trends, current performance levels, short term goals, and three year targets for each of the six main areas of the Great Schools, Together plan. Listed below is a brief synopsis of each area with areas of strength and focus.

Student Achievement and Well Being:

The District continues to have one of the top graduation rates in the Big 12 Conference with both high schools graduating more than 95% of their students in 2010. This rate also surpasses the State of Illinois graduation rate of 88%. Graduating seniors continue to earn substantial scholarships and in 2010, the total received was \$3,405,453, an increase of 1.2 million from the previous school year.

The District continues to closely monitor student achievement and with the increase in standards the number of schools making adequate yearly progress is decreasing. The District will continue to emphasize academic growth and is beginning the process of aligning our curriculum to the Common Core Standards in preparation for the change in 2014-15. District initiatives are also focused on Response to Intervention, the International Baccalaureate (IB) Primary Years Programme at Garden Hills, the STEM magnet at Booker T Washington, and the implementation of the CU Scholars Program.

Diversity:

In addition to the overall high graduation rate, the graduation rate for minority groups is 90-100%. The District continues to focus efforts on the enrollment of underrepresented student groups in self-contained gifted and honors level courses at the middle and high schools. We are also committed to continuing our recruitment efforts to ensure the faculty and staff of our schools reflects the diversity of our student population. Strategic efforts in this area include our involvement with programs such as: Operation Hope, Summer Youth Development Program, Grow Your Own, Latino Forums, and the Truants Alternative Optional Education Program (TAOEP).

Faculty and Staff Excellence:

The Champaign Unit #4 Schools are quite proud of the teachers and staff members that have advanced degrees as well as the number of faculty with state and national awards. Our commitment to excellence is evident through our partnership with the University of Illinois and the Center for Education in Small Urban Communities. In addition to this partnership, we actively participate with the Improving Bilingual an ESL Education Program, the Enlist Grant, and the National Writing Project.

Engagement of Parents and the Community:

With this initial draft of the Great Schools, Together report, baseline data has been generated in the areas of website usage, parent and faculty/staff satisfaction, and media placements. Efforts in this area do include the implementation of School Messenger, along with continued implementation of the Gifted Parent Advisory Council, ESL/Bilingual Parent Advisory Council, and Parent Inclusion Network.

Stewardship and Accountability:

The District continues to be an excellent steward of the fiscal resources as evidenced by the clean or unqualified audit from independent auditors for the last six opinions. The annual presentation of fund balance to revenue remains above the recommended ratio of 10-15%, and actual revenues and expenses consistently outperform the budget. We continue to actively pursue grant funding. Communication with stakeholders is a priority and regularly scheduled meetings are held with the Promises Made, Promises Kept Committee, the Facilities Committee, as well as an annual update of the Capital Improvement Plan.

Facilities:

A major area of focus continues to be energy consumption and efforts in this area have resulted in usage and cost trending downwards. The District has established baseline data for deferred maintenance and, with the annual update of the Capital Improvement Plan, the goal will be to decrease this amount from \$20 million currently to \$14 million in 2015. Focus is also on providing our teachers with essential technology and by 2015, more than 75% of all classrooms should be equipped with smart boards and projectors.

To continue the collaborative framework of the Great Schools, Together initiative we would like to encourage stakeholders to review the attached report and provide input to the Administration and Board of Education. We welcome your comments. Please send comments to GST@champaignschools.org

Annual Report of Great Schools, Together

Student Achievement and
Well Being

Engagement of Parents and
the Community

Diversity

Stewardship and
Accountability

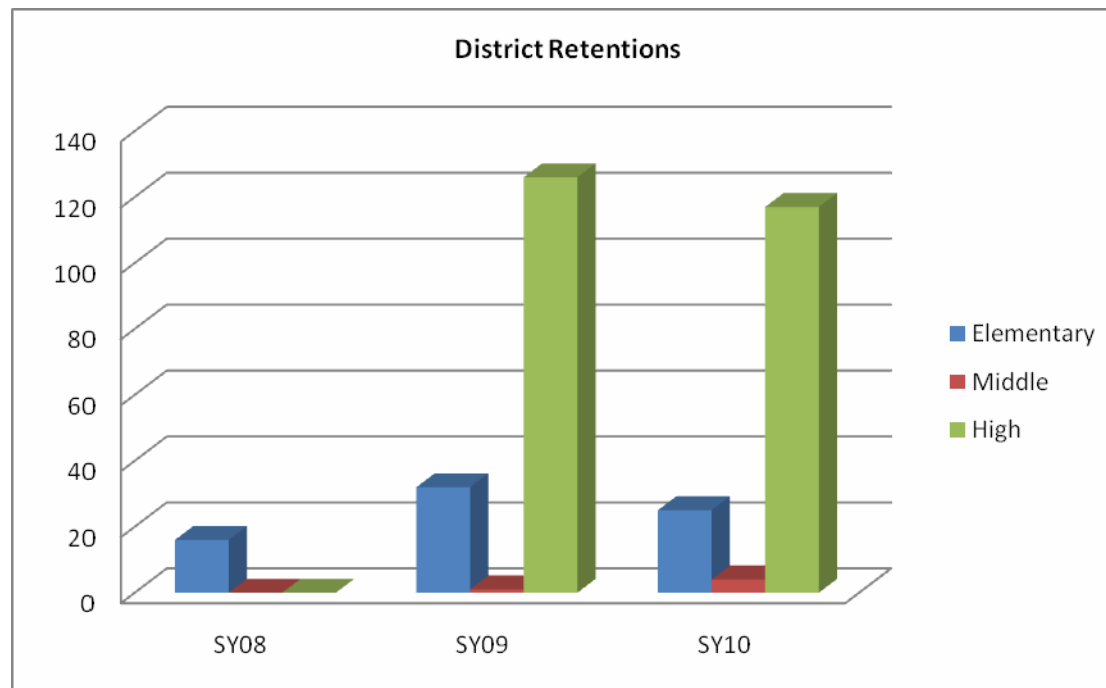
Faculty and Staff Excellence

Facilities



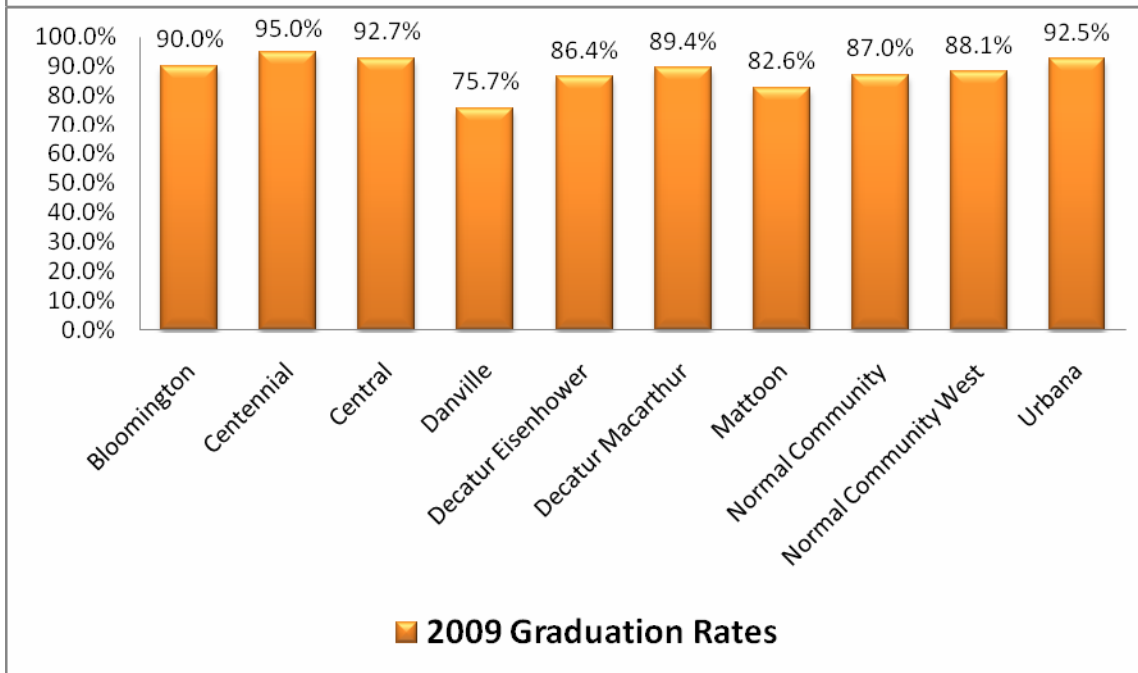
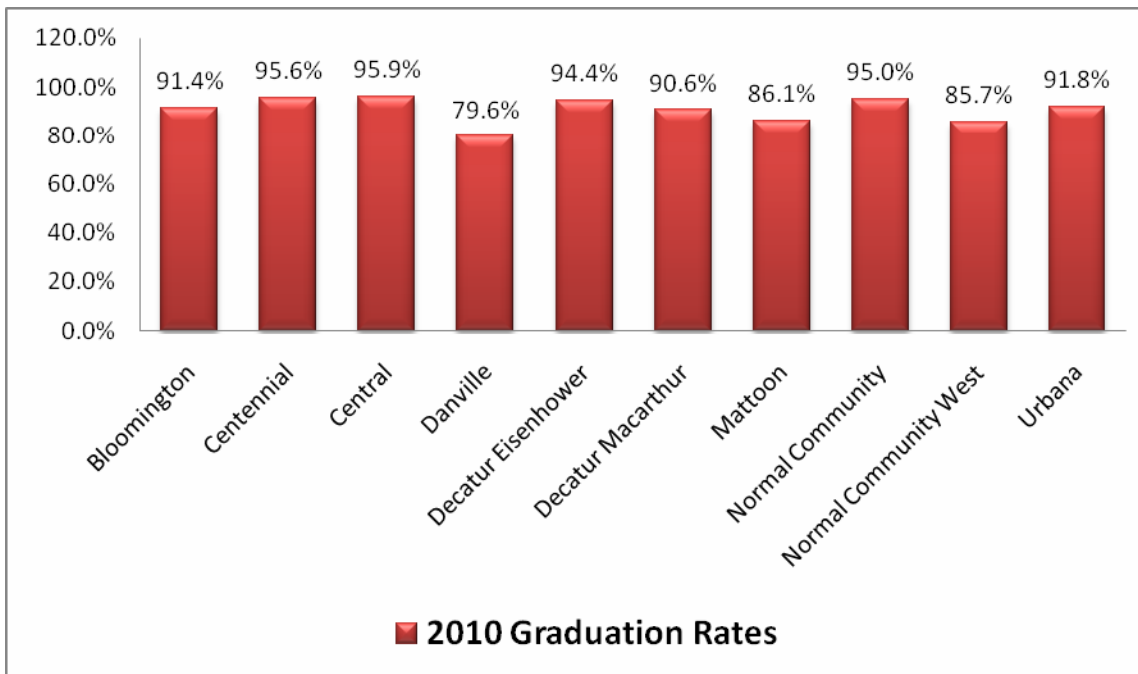
Student Achievement and Well Being

Means of Measure	Trend	Current	2012 Target	2015 Target
Student retention rate	Negative	Elementary: 25 Middle: 4 High School: 117	Elementary: 14 Middle: 0-4 High School: 100	Elementary: 0-7 Middle: 0-4 High School: 80
Student graduation rate	Positive	Central High School: 95.9% Centennial High School: 95.6%	Both high schools should continue to have an overall graduation rate of 95% or higher.	Both high schools should continue to have an overall graduation rate of 95% or higher.
Climate survey (not available)				
Percentage of schools achieving Adequate Yearly Progress	As the standards increase 7.5% yearly, the percentage of schools achieving AYP decreases	5 of 16 or 31% of the schools achieved AYP in 2009-10	Increase to 8 of 16 or 50% of schools achieving AYP	New assessment / baseline data year
Scholarship awards (monetary)	Postive	Amount received in 2010 was \$3,405,543	Targeted amount for 2011 is 3.5 million	Amount of scholarship dollars should be at or above current total.
Number of Illinois State Scholars	Neutral	2009-10 15.1% of the graduates were named Illinois State Scholars	16%	20%



	Elementary	Middle	High
SY08	16	0	n/a
SY09	32	1	126
SY10	25	4	117

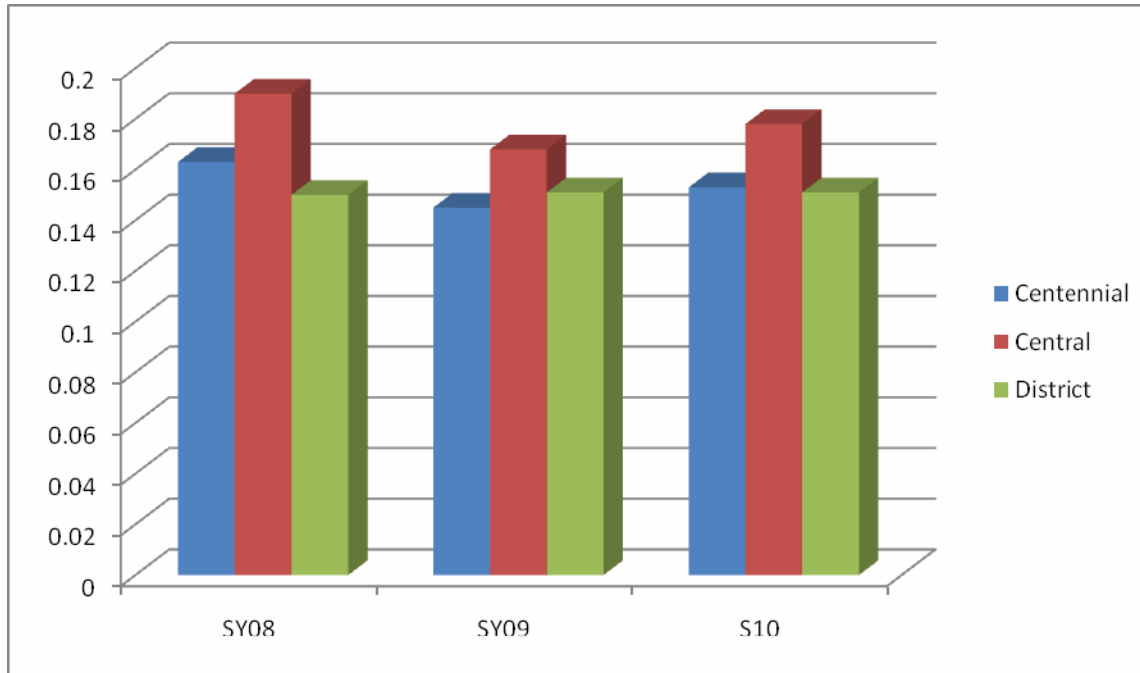
Graduation Rates



Scholarship Dollars

2009	\$2,161,823.00
2010	\$3,405,543.00

Illinois State Scholars



Central	SY08	SY09	SY10
IL State Scholars Graduates	46	50	41
Total Graduates	282	263	273
% of Graduates & State Scholars	16.3%	19.0%	15%
Centennial	SY09	SY10	SY11
IL State Scholars Graduates	51	51	49
Total Graduates	350	303	323
% of Graduates & State Scholars	14.5%	16.8%	15.1%
District	SY09	SY10	SY11
IL State Scholars Graduates	97	101	90
Total Graduates	632	566	596
% of Graduates & State Scholars	15.3%	17.8%	15.1%



Student Achievement and Well Being

Meeting Expectations

- Overall Student Graduation Rate
- Scholarship Awards

In Progress

- Illinois State Scholars
- Student Retention Rate
- Percentage of Schools Achieving Adequate Yearly Progress

Key Initiatives

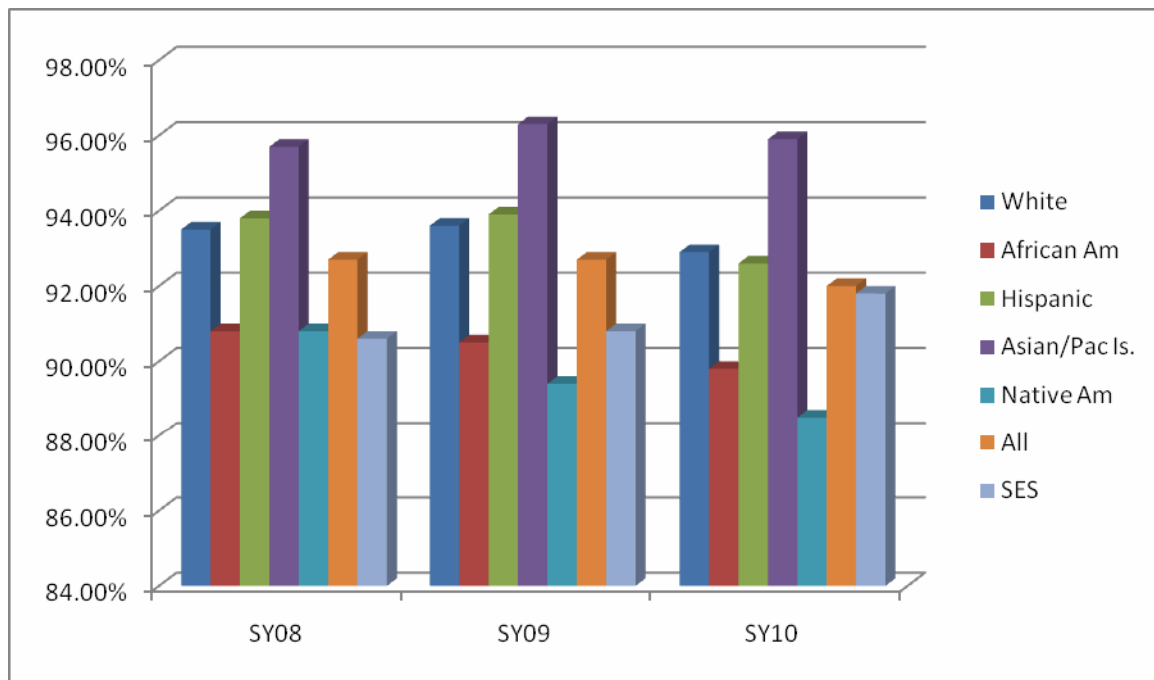
- Magnet Schools
 - Primary Years Program
 - STEM
- High School Restructuring Initiatives
 - 9th grade teams
 - College and Career Counseling Center
 - Instructional Coaching
- CU Scholars
- Response to Intervention (RtI)
- Common Core Standards and Assessment



Diversity

Means of Measure	Trend	Current	2012 Target	2015 Target
Attendance rate of minority students	Neutral/Negative	2009-10: AA:89.8% Hispanic: 92.6% API: 95.9% SES:91.8%	AA: 95% Hispanic: 95% API: 95% SES: 95%	AA: 95% Hispanic: 95% API: 95% SES: 95%
Graduation rate of minority students	Positive	Graduation Rate for AA is 93.9% Graduation Rate for Other Minority groups is 90-100 100%	Increase AA and other minority groups graduation rate to 95%	Increase AA and other minority groups graduation rate to 95%
Retention rate of minority students	Negative	Currently 78% of all District retentions are minority students	Decrease minority retention rate to 50%	Decrease minority retention rate to 30%
Percentage of underrepresented faculty	Negative	17.8%	19%	23%
Percentage of underrepresented staff	Negative	23.8%	26%	29%
Percentage of underrepresented students in self-contained gifted and honors level courses	Elementary: Neutral	Elementary: Enrollment of African American and Hispanic students has	Elementary: Enrollment of underrepresented students will reflect	Elementary: Enrollment of underrepresented students will reflect

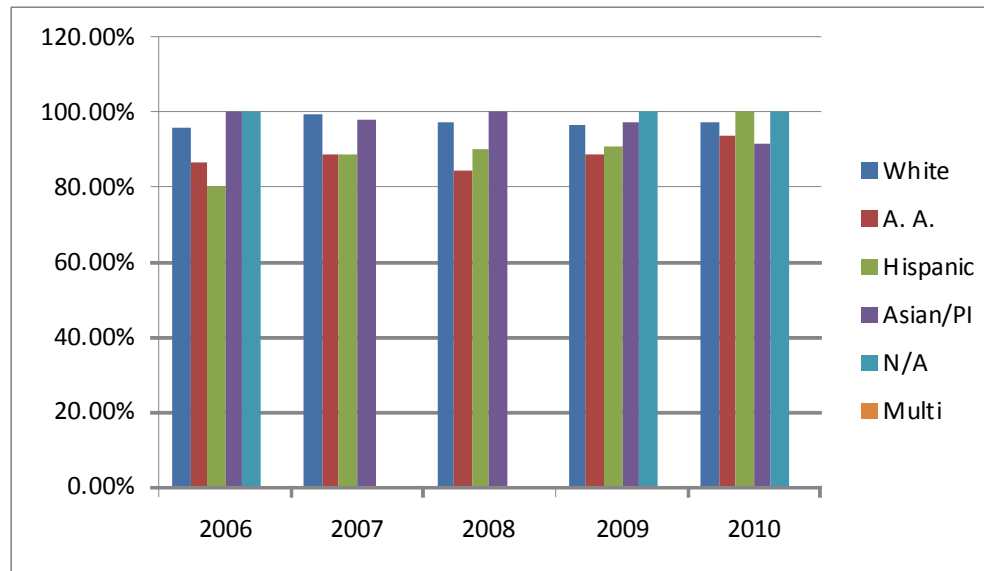
	Secondary: Positive	<p>declined slightly over the last three years, with the enrollment of ses students showing a slight increase.</p> <p>Secondary:Enrollment and performance of minority groups is within the guidelines of +/- 15% of total enrollment for honors level courses.</p>	<p>District demographics.</p> <p>Secondary: Enrollment and performance of minority groups will be within the guidelines of +/- 15% of total enrollment for honors level courses.</p>	<p>District demographics.</p> <p>Secondary: Enrollment and performance of minority groups will be within the guidelines of +/- 15% of total enrollment for honors level courses</p>
Climate survey results (not available)				



Attendance Percentage for Ethnicity/SES by year for Trend

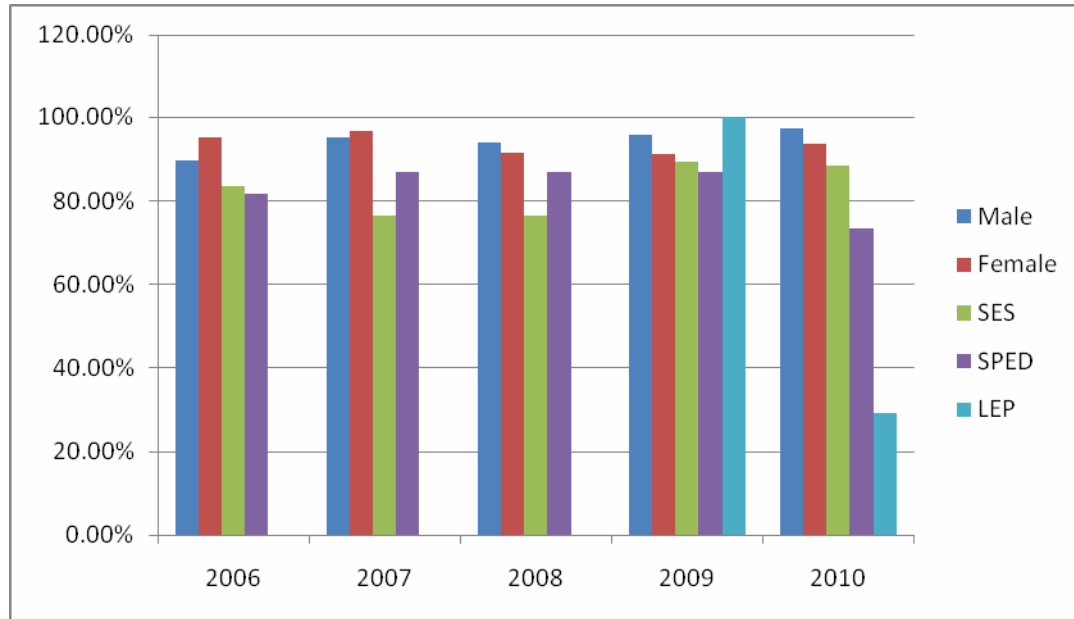
	White	African Am	Hispanic	Asian/Pac Is.	Native Am	All	SES
SY08	93.50%	90.80%	93.80%	95.70%	90.80%	92.70%	90.60%
SY09	93.60%	90.50%	93.90%	96.30%	89.40%	92.70%	90.80%
SY10	92.90%	89.80%	92.60%	95.90%	88.50%	92.00%	91.80%

District Graduation Rate by Ethnicity

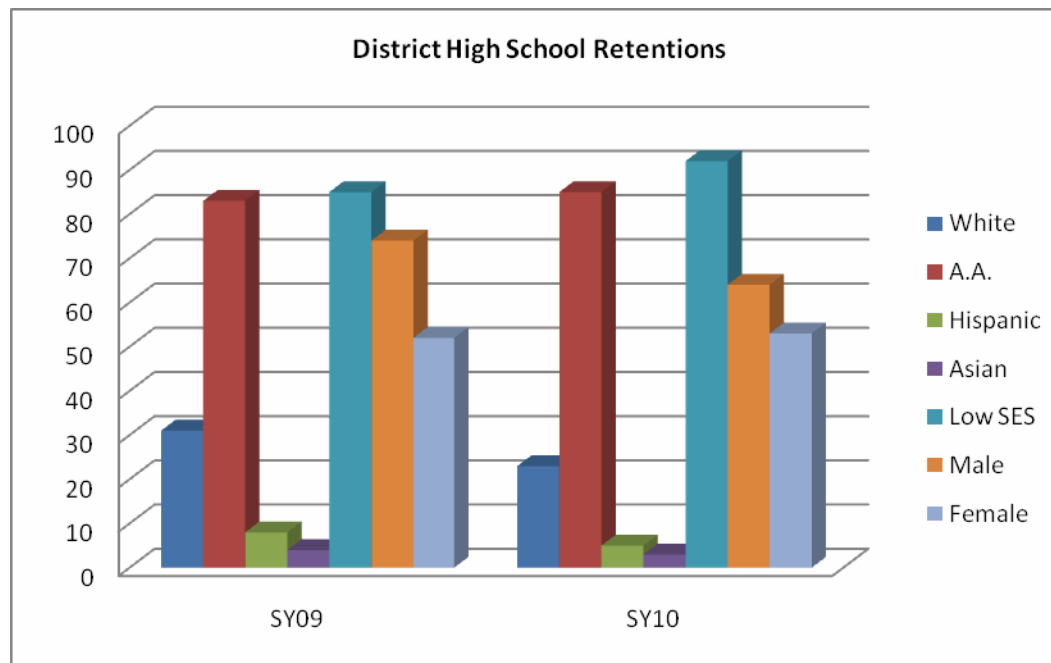


	White	A.A.	Hispanic	Asian/PI	N/A	Multi
SY06	95.5%	86.3%	80.0%	100.0%	100.0%	n/a
SY07	99.0%	88.5%	88.9%	98.0%	n/a	n/a
SY08	96.9%	84.2%	90.0%	100.0%	n/a	n/a
SY09	96.3%	88.8%	90.9%	97.1%	100.0%	n/a
SY10	97.2%	93.9%	100.0%	91.5%	100.0%	n/a

District Graduation Rate by Gender/SES/SPED/LEP



	Male	Female	SES	SPED	LEP
SY06	89.60%	95.20%	83.60%	81.80%	0.00%
SY07	95.10%	96.80%	91.10%	91.70%	0.00%
SY08	93.90%	91.50%	76.50%	87.00%	0.00%
SY09	95.80%	91.20%	89.30%	86.80%	1.00%
SY10	97.40%	93.80%	88.40%	73.40%	29.20%



	White	A.A.	Hispanic	Asian	Low SES	Male	Female
SY09	31	83	8	4	85	74	52
SY10	23	85	5	3	92	64	53



Diversity

Meeting Expectations

- Graduation rate of minority students
- Enrollment of underrepresented student populations in honors at the middle and high school levels

In Progress

- Improving the attendance rate of minority students
- Addressing the retention rate of minority students
- Recruitment of underrepresented faculty and staff

Key Initiatives

- Operation Hope
- Community (Church) After School Tutoring Programs
- Community Liaison (Seniors)
- Summer Youth Development Program
- Project Access Pilot
- Grow Your Own
- At Promise of Success
- Latino Forums
- TAEOP (attendance)



Faculty and Staff Excellence

Means of Measure	Trend	Current	2012 Target	2015 Target
Retention of principals	Positive	89% (lost 2 of 18 in 2009-10)	95% (excluding retirement)	95% (excluding retirement)
Retention of teachers	Positive	10% were not retained in 09-10	9% (excluding retirement)	8% (excluding retirement)
Parent satisfaction (survey instrument)	Survey instrument not developed as of 2/28/11			
Teacher satisfaction (survey instrument)	Survey instrument not developed as of 2/28/11			
Number of teachers with masters degrees	Positive	52%	55 % of all teachers	60 % of all teachers
Number of teachers with state and/or national awards	Positive	31 teachers with state and national awards (National Board Certification, Those Who Excel, Teacher of the Year Finalist)	35 teachers with state and national awards	45 teachers with state/national awards
Staff development opportunities collaboration with the University of Illinois	Baseline	Chancellor's Academy 2010:56 participants, Improving Bilingual and ESL Education(IBEE) 2010: 5 participants, Enlist: 46 participants National Writing Project: 10 participants	Maintain and strengthen collaboration as resources allow	Maintain and strengthen collaboration as resources allow

Faculty and Staff Excellence

Meeting Expectations

- Retention of principals and teachers
- Teachers with masters degrees
- Teachers with state and/or national awards

In Progress

- Teacher Satisfaction Survey
- Staff development opportunities with the University of Illinois

Key Initiatives

- Center for Education in Small Urban Communities at the University of Illinois
- Enlist grant participation, University of Illinois
- Improving Bilingual and ESL Language Instruction, University of Illinois
- Minority Teacher Recruitment Committee



Engagement of Parents and the Community

Means of Measure	Trend	Current	2012 Target	2015 Target
Number of hits on the District website	Baseline year	368,000 over 3 month period	400,000 over 3 month period	460,000 over 3 month period
Parent and faculty/staff satisfaction survey	Baseline year	36.8% use website daily 56.5% find what they want 51.8% parent usage 39.5% employee usage	40% use website daily 59% find what they want 54% parent usage 41% employee usage	43% use website daily 70% find what they want 59% parent usage 44% employee usage
Number of media placements	Baseline year	176 year to date (August 2010 – January 2011)	Increase by 10% over the 2010-11	Increase 5% each year
District enrollment	Positive	PreK-12 for 2010-11 is 9,431 Demographer = (9,410)	9,403 Demographer's projection	9,441 Demographer's projection
Parent/guardian rapid response exit survey data	Baseline year	130 Respondents Satisfaction with welcome: 4.77 out of 5 Satisfaction with information 4.52 out of 5 Overall satisfaction 4.72 out of 5	150 Respondents Welcome: 4.8 Information: 4.6 Overall: 4.8	200 Respondents Welcome: 4.9 Information: 4.7 Overall: 4.9



Engagement of Parents and the Community

In Progress

- Redesign of district and school websites
- Positive media placements
- Parent/guardian satisfaction with customer service at FIC

Key Initiatives

- School Messenger
- Parent Inclusion Network
- Parent Advisory Council (PAC)
- Gifted Parent Advisory Council
- Ongoing response to website survey

Stewardship and Accountability

Means of Measure	Trend	Current	2012 Target	2015 Target
Financial budget projections compared to actual revenues and expenditures	Consistently under budget	Depends on amount of state funding actually received	Under Budget	Under Budget
Financial Profile Rating per the Illinois State Board of Education	2007 Recognition 2008 Recognition 2009 Review 2010 Review	Will be difficult to improve beyond Review with state's fiscal problems	Review (2 nd highest rating available)	Recognition (Highest rating available)
Annual presentation of fund balance to revenue	2004-05 = 11.59% 2005-06 = 18.03% 2006-07 = 19.35% 2007-08 = 24.29% 2008-09 = 21.48% 2009-10 = 19.19% Planned spend down	2010-11 = 16.92% GFOA recommends 10-15% ratio	2011-12 = 15.23%	2014-15 = 13.00%
Clean or unqualified audit from independent auditors	Last six opinions Have been unqualified (best available opinion)	Unqualified	Unqualified	Unqualified

Grants applied for versus received (Baseline data)

School year	Number of grant applications submitted	Number of grants awarded	"Success rate"	Dollar amount of applications submitted	Dollar amount awarded	"Success rate"
2009-2010	15	7	46%	\$1,082,120	\$667,212	61%
2010-2011	22	11*	50%	\$6,965,694**	\$1,060,454	15%***

* 9 grant submissions (\$847,425) are still pending notification

**this number includes a single \$5,007,815 grant application not funded

***This percentage is projected to be 21% if 50% of the pending apps are funded

Target rates for grant applications

School year	Number of grant applications submitted	Number of grants awarded	"Success rate"	Dollar amount of applications submitted	Dollar amount awarded	"Success rate"
2011-2012	26 (20% increase from previous year)	13	50%	\$5,000,000- \$6,000,000 (increase over previous year)	\$1,250,000- \$3,000,000	25-50%
2014-2015	28 (10% increase from 11-12)	14	50%	\$6,000,000- \$7,000,000 (increase over previous year)	\$1,500,000- \$3,500,000	25-50%



Stewardship and Accountability

Meeting Expectations

- Grant funds
- Budget Projections compared to actual revenues and expenditures
- Financial Profile Rating
- Clean or unqualified audit
- Fund balance to revenue ratio

Key Initiatives

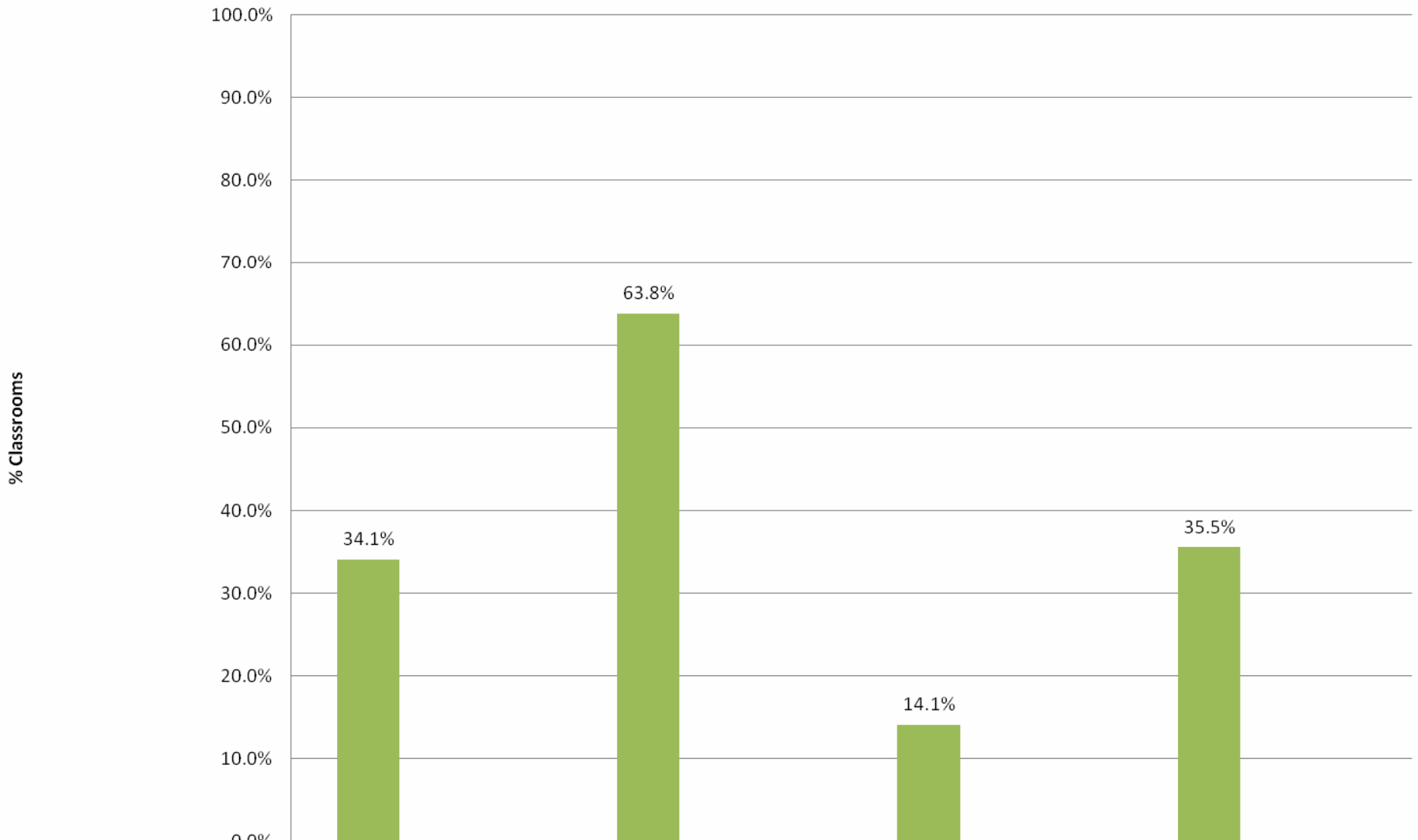
- Promises Made, Promises Kept
- Facilities Committee
- Annual Update of Capital Improvement Plan
- Actively pursuing grant funding



Facilities

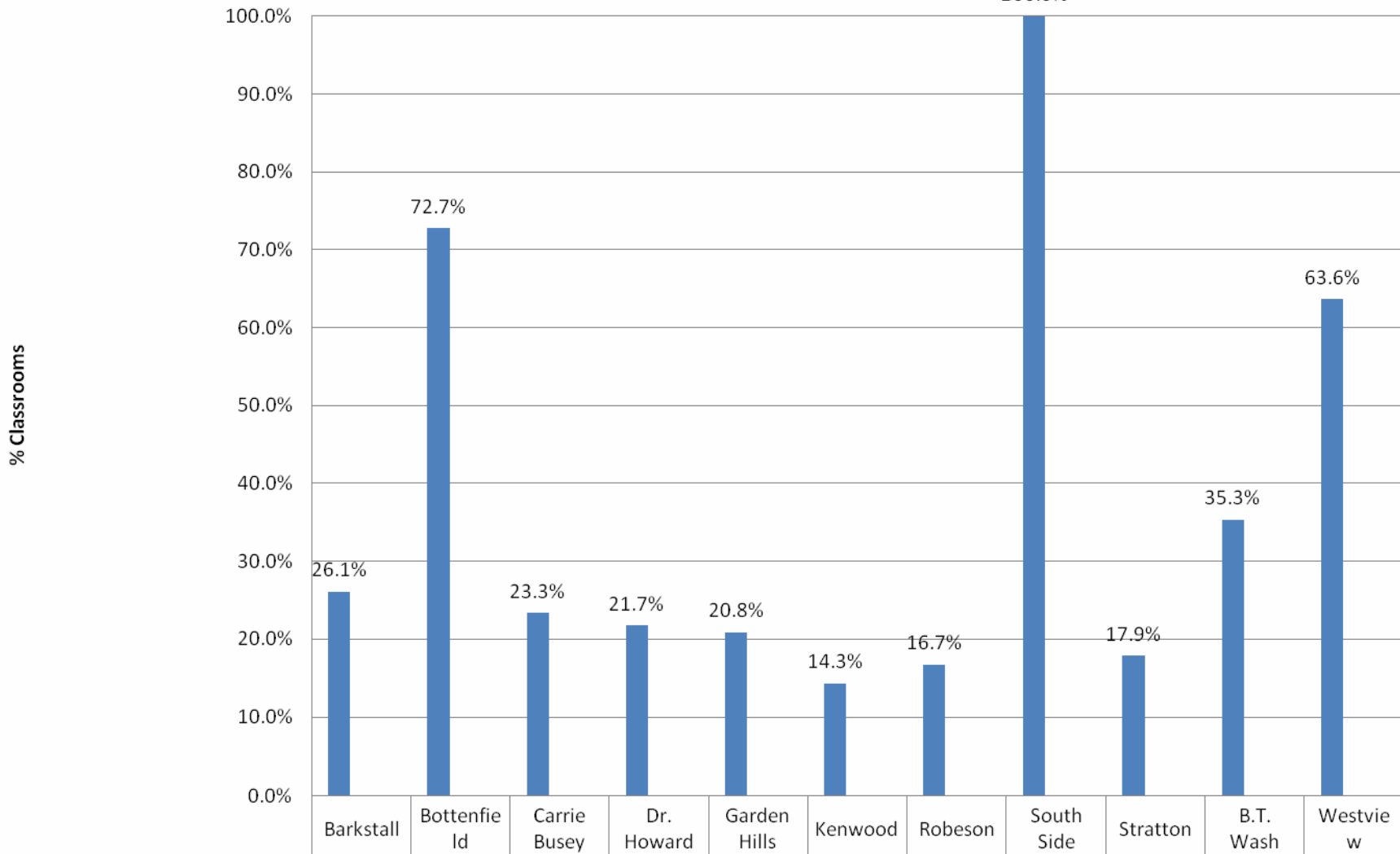
Means of Measure	Trend	Current	2012 Target	2015 Target
Energy consumption and utility cost per building	Usage and cost is trending downwards. Total cost in FY09/10 was 16% lower than in FY08/09	Electrical and gas usage will be close to last year's usage except for some improvements expected at Barkstall.	With the Geothermal addition for BTW, and three of the elementary schools, there will be more efficiency in usage although it is difficult to predict just how much	The target for 2015 will be even higher than for 2012 since the new Carrie Busey school will be up and running. It will be easier to project the savings once we have a full year of billing for BTW.
Amount of deferred maintenance	1 st ever CIP identified approximately \$20 million	\$16 million	Difficult to project as new needs are identified each year – estimate some improvement to \$15 million	Again, difficult to predict with new needs added yearly - estimate slight improvement to \$14 million
Percentage of classrooms with essential technology	Baseline data year	(Smart Boards and Projectors) Elementary = 34% Middle = 64% High School = 14%	(Smart Boards and Projectors) Elementary = 54% Middle = 75% High School = 51%	(Smart Boards and Projectors) Elementary = 78% Middle = 100% High School = 72%

District Smartboards



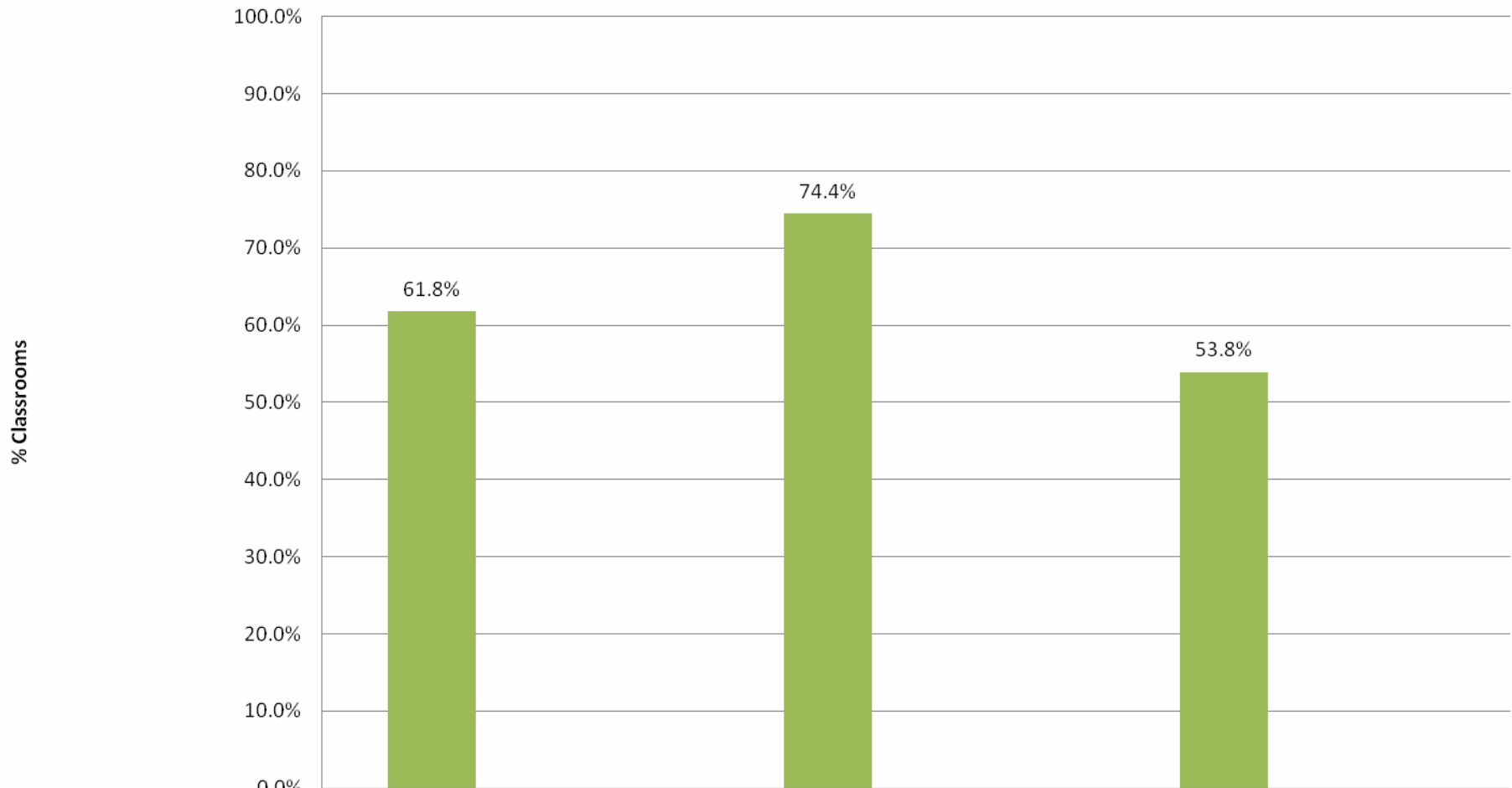
	Elementary	Middle	High	Total
■ % Classrooms w/ Smartboards	34.1%	63.8%	14.1%	35.5%
Smartboards	90	74	19	183
Classrooms	264	116	135	515

Elementary Smartboard Classrooms



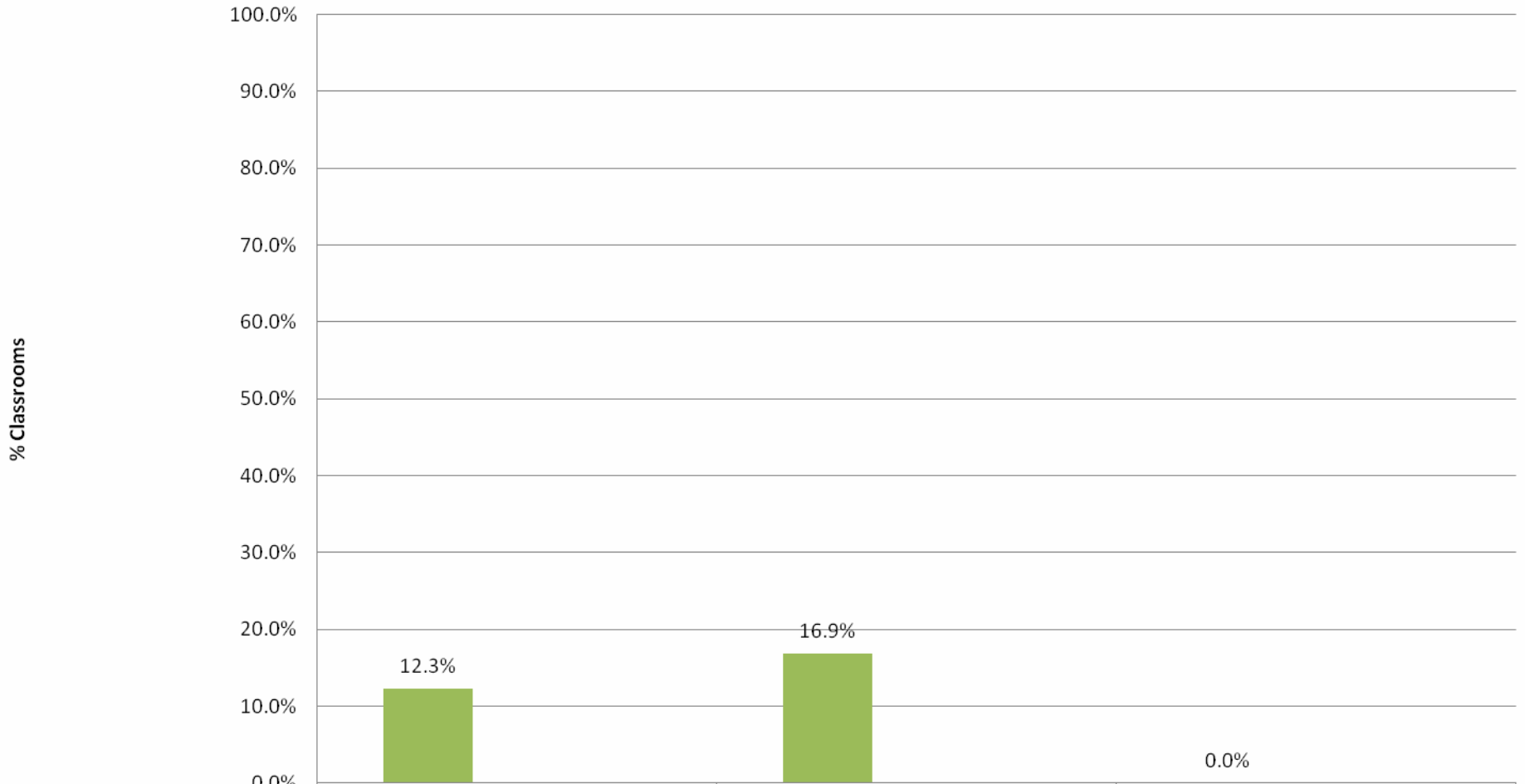
■ % Classrooms w/ Smartboards	26.1%	72.7%	23.3%	21.7%	20.8%	14.3%	16.7%	100.0%	17.9%	35.3%	63.6%
Smartboards	6	16	7	5	5	4	5	17	5	6	14
Classrooms	23	22	30	23	24	28	30	17	28	17	22

Middle School Smartboards



	Edison	Franklin	Jefferson
■ % Classrooms w/ Smartboards	61.8%	74.4%	53.8%
Smartboards	21	32	21
Classrooms	34	43	39

High School Smartboards



	Central	Centennial	Academy
■ % Classrooms w/ Smartboards	12.3%	16.9%	0.0%
Smartboards	8	11	0
Classrooms	65	65	5

Facilities

Meeting Expectations

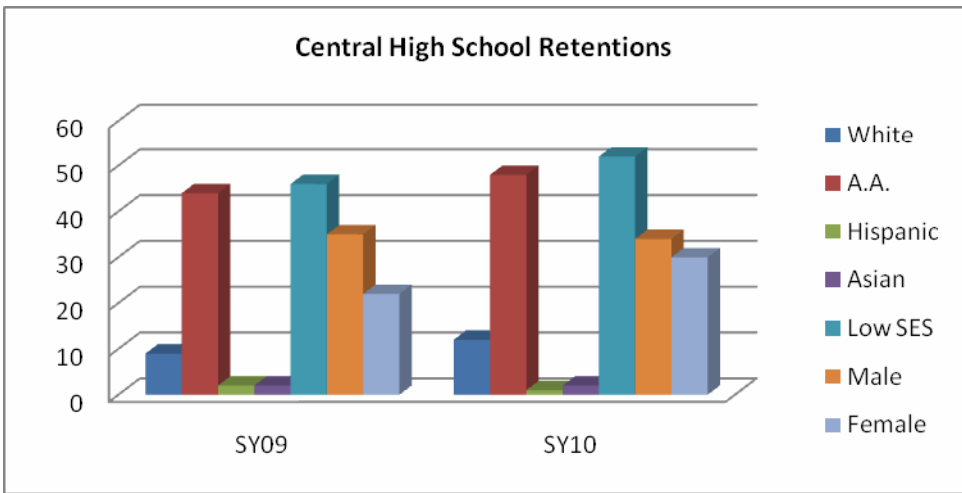
- Decrease in utility usage
- Progress toward reducing deferred maintenance

In Progress

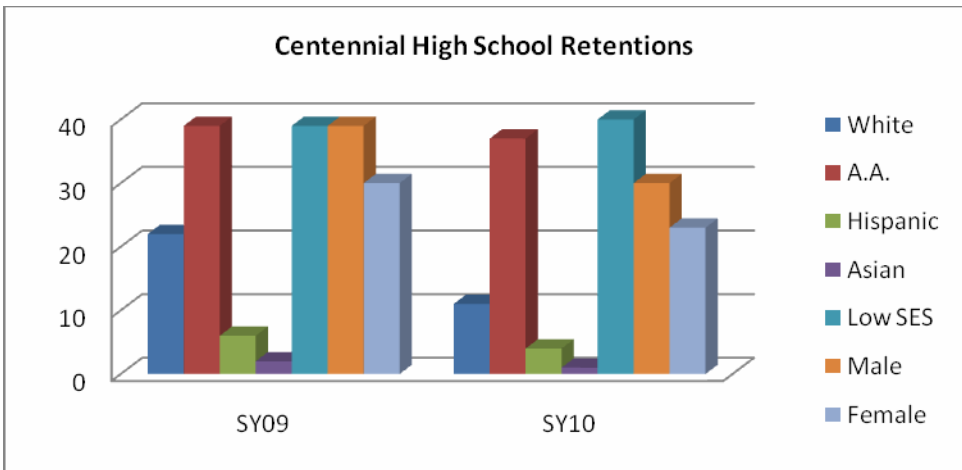
- Identifying and increasing essential classroom technology

Key Initiatives

- Construction projects aimed on reducing energy usage
 - Geothermal systems
 - Window projects
- Continued funding of Fund 61
- Leveraging e-rate funding to improve network infrastructure

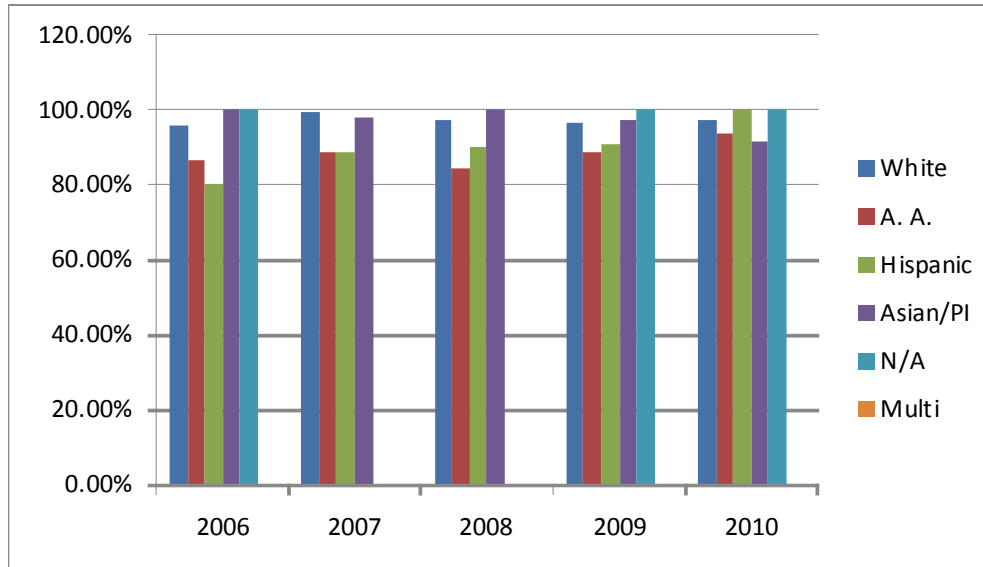


	White	A.A.	Hispanic	Asian	Low SES	Male	Female
SY09	9	44	2	2	46	35	22
SY10	12	48	1	2	52	34	30



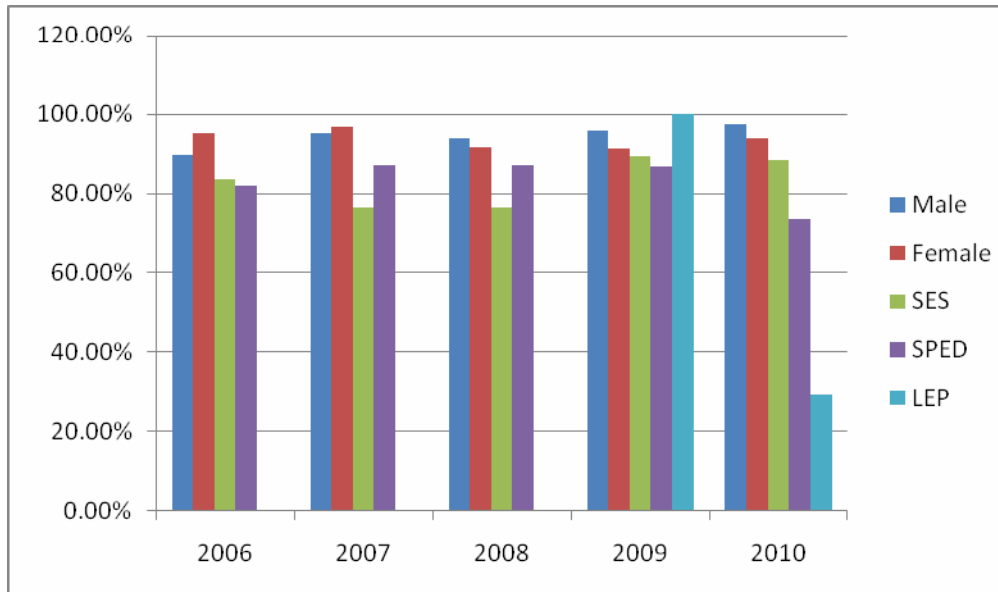
	White	A.A.	Hispanic	Asian	Low SES	Male	Female
SY09	22	39	6	2	39	39	30
SY10	11	37	4	1	40	30	23

District Graduation Rate by Ethnicity



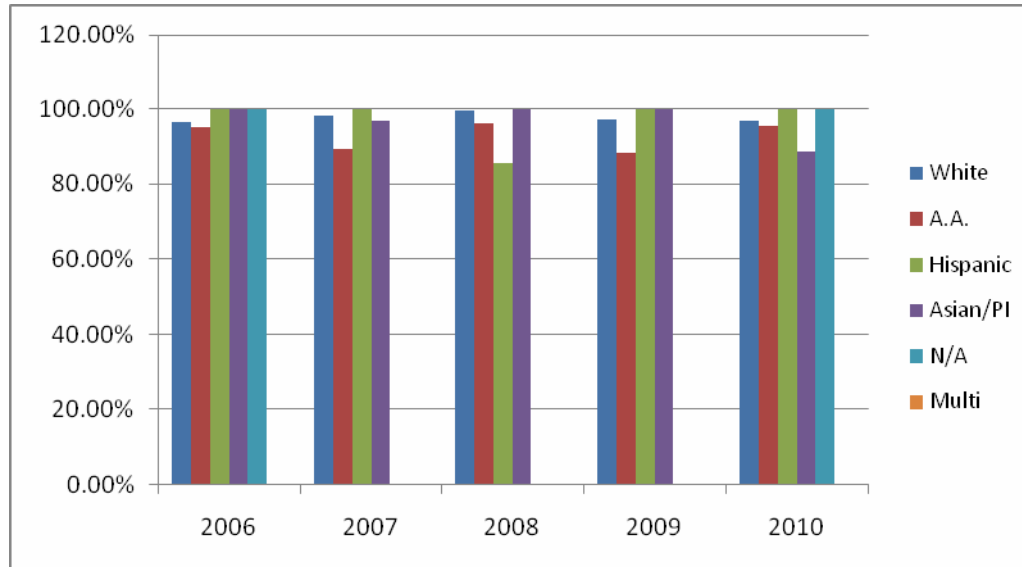
	White	A.A.	Hispanic	Asian/PI	N/A	Multi
SY06	95.5%	86.3%	80.0%	100.0%	100.0%	n/a
SY07	99.0%	88.5%	88.9%	98.0%	n/a	n/a
SY08	96.9%	84.2%	90.0%	100.0%	n/a	n/a
SY09	96.3%	88.8%	90.9%	97.1%	100.0%	n/a
SY10	97.2%	93.9%	100.0%	91.5%	100.0%	n/a

District Graduation Rate by Gender/SES/SPED/LEP



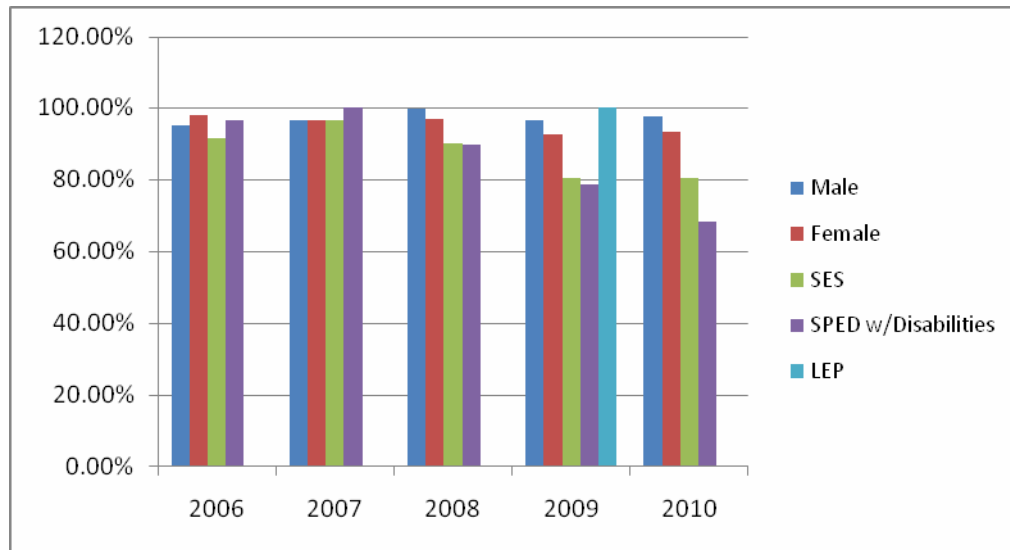
	Male	Female	SES	SPED	LEP
SY06	89.60%	95.20%	83.60%	81.80%	0.00%
SY07	95.10%	96.80%	91.10%	91.70%	0.00%
SY08	93.90%	91.50%	76.50%	87.00%	0.00%
SY09	95.80%	91.20%	89.30%	86.80%	1.00%
SY10	97.40%	93.80%	88.40%	73.40%	29.20%

Centennial Graduation Rate by Ethnicity



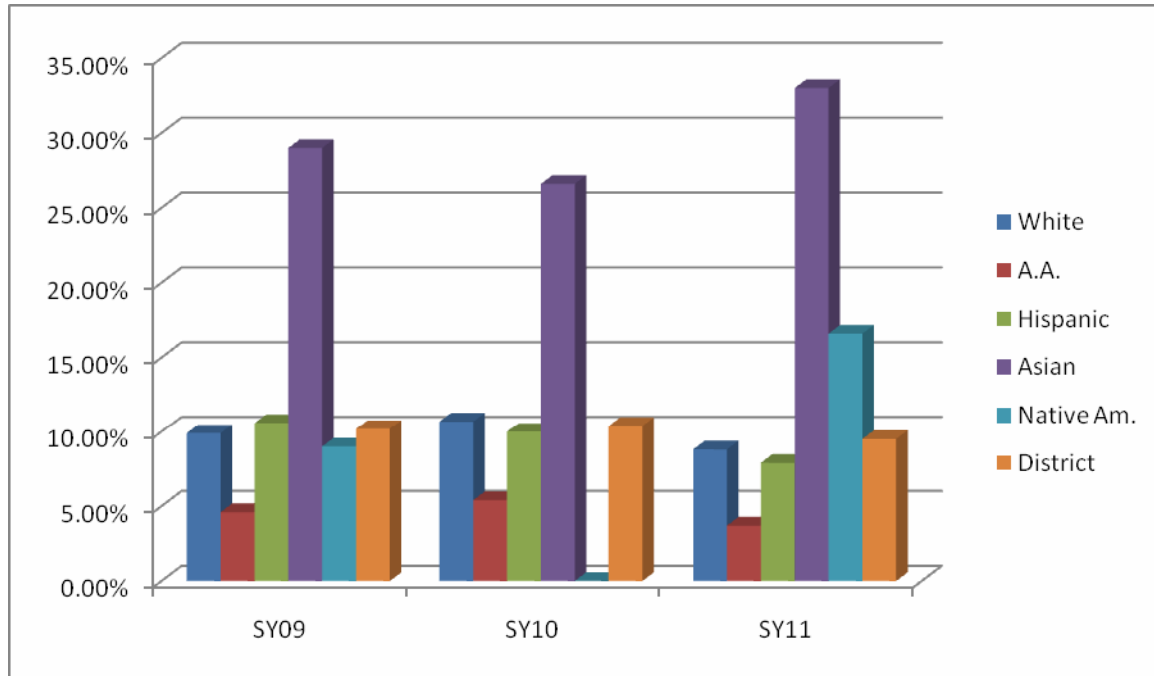
	White	A.A.	Hispanic	Asian/PI	N/A	Multi
SY06	96.40%	95.20%	100.00%	100.00%	100.00%	n/a
SY07	98.20%	89.30%	100.00%	96.80%	n/a	n/a
SY08	99.50%	96.10%	85.70%	100.00%	n/a	n/a
SY09	97.10%	88.40%	100.00%	100.00%	100.00%	n/a
SY10	96.80%	95.90%	100.00%	88.60%	100.00%	n/a

Centennial Graduation by Gender/SES/SPED/LEP



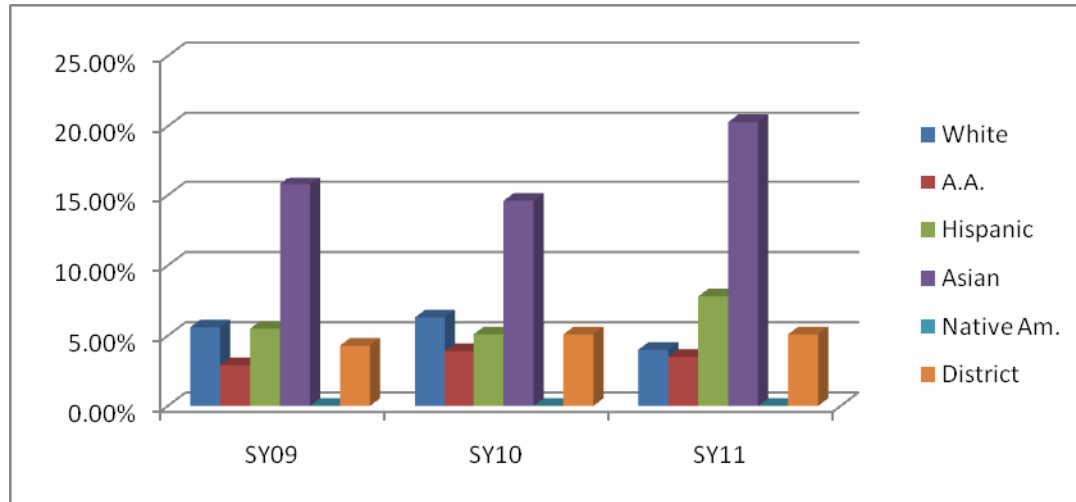
	Male	Female	SES	SPED	LEP
SY06	94.90%	97.80%	91.30%	96.30%	0.00%
SY07	96.50%	96.50%	96.40%	100.00%	0.00%
SY08	99.50%	96.70%	89.90%	89.70%	0.00%
SY09	96.50%	92.40%	80.30%	78.60%	100.00%
SY10	97.70%	93.30%	80.40%	68.10%	0.00%

Gifted Enrollment



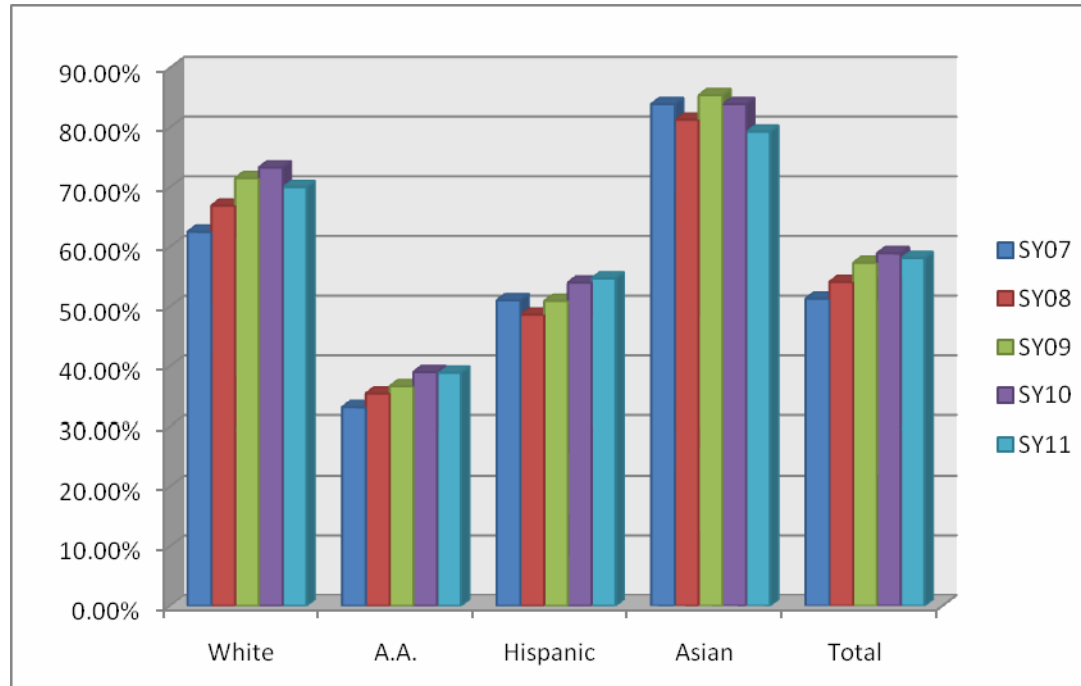
White	SY09	SY10	SY11
Gifted Enrollment	122	128	101
Total White Enrollment	1227	1196	1142
% of Enrollment	9.9%	10.7%	8.8%
African American	SY07	SY08	SY09
Gifted Enrollment	48	60	40
Total A.A. Enrollment	1041	1092	1063
% of Enrollment	4.6%	5.4%	3.7%
Hispanic	SY07	SY08	SY09
Gifted Enrollment	24	23	20
Total Hispanic Enrollment	225	229	253
% of Enrollment	10.6%	10.0%	7.9%
Asian	SY07	SY08	SY09
Gifted Enrollment	96	87	104
Total Asian Enrollment	331	327	314
% of Enrollment	29.0%	26.6%	33.0%
Native American	SY07	SY08	SY09
Gifted Enrollment	1	0	2
Total N.A. Enrollment	11	11	12
% of Enrollment	9.0%	N/A	16.6%
Total	SY09	SY10	SY11
Gifted Enrollment	291	298	267
Total Enrollment	2835	2855	2784
% of Enrollment	10.2%	10.4%	9.5%

SES Gifted



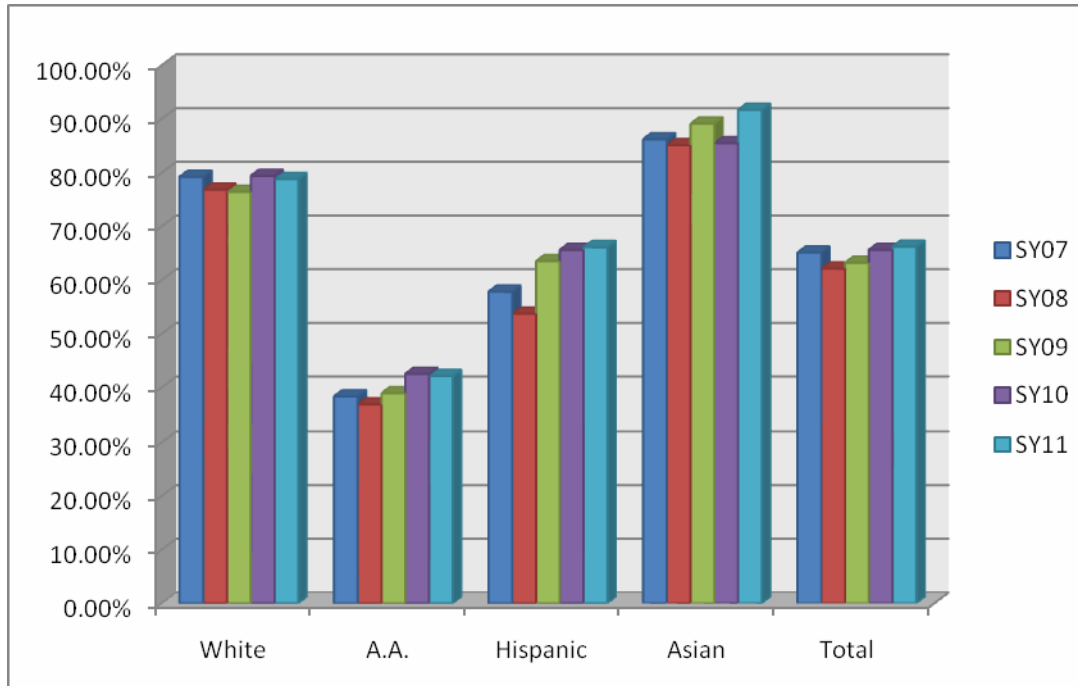
White	SY09	SY10	SY11
Gifted SES Enrollment	18	22	11
Total White SES Enrollment	317	349	269
% of Enrollment	5.6%	6.3%	4.0%
African American	SY07	SY08	SY09
Gifted SES Enrollment	26	37	31
Total A.A. SES Enrollment	885	937	876
% of Enrollment	2.9%	3.9%	3.5%
Hispanic	SY07	SY08	SY09
Gifted SES Enrollment	9	9	13
Total Hispanic SES Enrollment	163	175	166
% of Enrollment	5.5%	5.1%	7.8%
Asian	SY07	SY08	SY09
Gifted SES Enrollment	10	11	11
Total Asian SES Enrollment	63	75	54
% of Enrollment	15.8%	14.6%	20.3%
Native American	SY07	SY08	SY09
Gifted SES Enrollment	0	0	0
Total N.A. SES Enrollment	4	4	4
% of Enrollment	N/A	N/A	N/A
Total	SY09	SY10	SY11
Gifted SES Enrollment	63	79	70
Total SES Enrollment	1432	1540	1369
% of Enrollment	4.3%	5.1%	5.1%

MS Unduplicated Count of Honors Enrollment vs Total Enrollment by Ethnicity



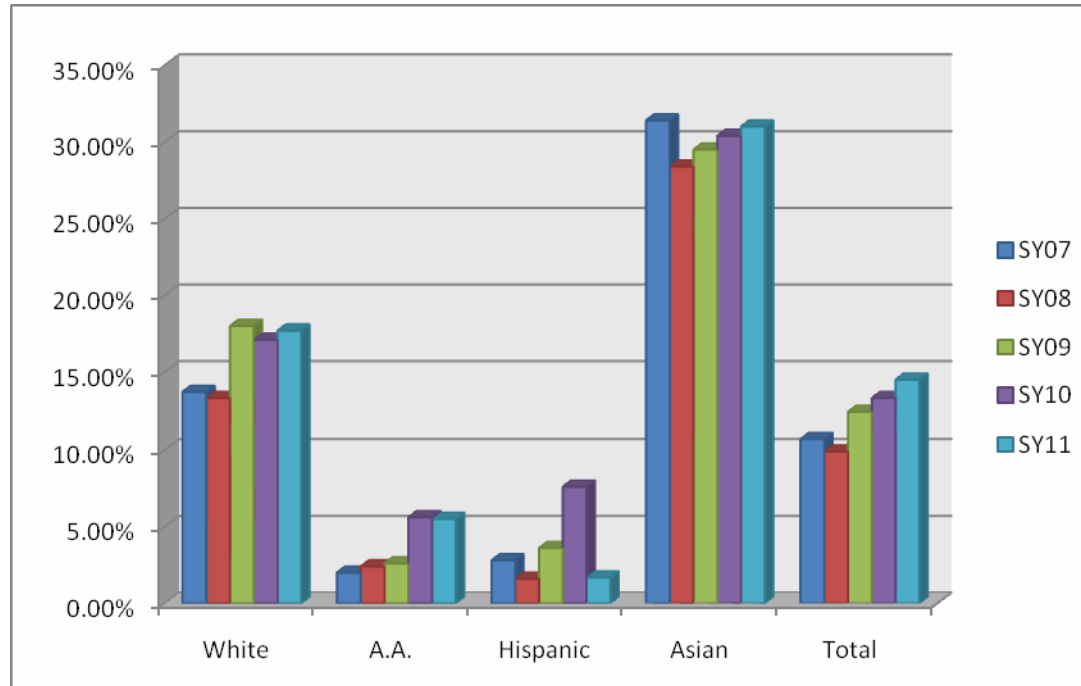
White	SY07	SY08	SY09	SY10	SY11
Honors Enrollment	563	563	594	610	589
Total White Enrollment	901	841	831	832	841
% of Enrollment	62.5%	66.9%	71.5%	73.3%	70.0%
African American	SY07	SY08	SY09	SY10	SY11
Honors Enrollment	275	280	287	288	277
Total A.A. Enrollment	830	791	784	738	712
% of Enrollment	33.1%	35.4%	36.6%	39.0%	38.9%
Hispanic	SY07	SY08	SY09	SY10	SY11
Honors Enrollment	49	51	59	74	81
Total Hispanic Enrollment	96	105	116	137	148
% of Enrollment	51.0%	48.6%	50.9%	54.0%	54.7%
Asian	SY07	SY08	SY09	SY10	SY11
Honors Enrollment	130	135	152	141	134
Total Asian Enrollment	155	166	178	168	169
% of Enrollment	83.9%	81.3%	85.4%	83.9%	79.3%
Total	SY07	SY08	SY09	SY10	SY11
Honors Enrollment	1020	1033	1096	1108	1129
Total Enrollment	1988	1909	1914	1881	1942
% of Enrollment	51.3%	54.1%	57.3%	58.9%	58.1%

HS Level 3 Enrollment vs Total Enrollment by Ethnicity



White	SY07	SY08	SY09	SY10	SY11
Level 3 Enrollment	1212	1140	1089	1067	964
Total White Enrollment	1531	1485	1425	1343	1224
% of Enrollment	79.2%	76.8%	76.4%	79.4%	78.8%
African American	SY07	SY08	SY09	SY10	SY11
Level 3 Enrollment	362	369	384	417	375
Total A.A. Enrollment	945	1003	987	982	891
% of Enrollment	38.3%	36.8%	38.9%	42.5%	42.1%
Hispanic	SY07	SY08	SY09	SY10	SY11
Level 3 Enrollment	63	66	87	103	111
Total Hispanic Enrollment	109	123	137	157	168
% of Enrollment	57.8%	53.7%	63.5%	65.6%	66.1%
Asian	SY07	SY08	SY09	SY10	SY11
Level 3 Enrollment	181	165	163	177	198
Total Asian Enrollment	210	194	183	207	216
% of Enrollment	86.2%	85.1%	89.1%	85.5%	91.7%
Total	SY07	SY08	SY09	SY10	SY11
Level 3 Enrollment	1826	1748	1731	1769	1728
Total Enrollment	2807	2816	2741	2697	2609
% of Enrollment	65.1%	62.1%	63.2%	65.6%	66.2%

HS AP Enrollment vs Total Enrollment by Ethnicity



White	SY07	SY08	SY09	SY10	SY11
AP Enrollment	209	198	256	229	217
Total White Enrollment	1531	1485	1425	1343	1224
% of Enrollment	13.7%	13.3%	18%	17.1%	17.7%
African American	SY07	SY08	SY09	SY10	SY11
AP Enrollment	19	24	26	55	49
Total A.A. Enrollment	945	1003	987	982	891
% of Enrollment	2.0%	2.4%	2.6%	5.6%	5.5%
Hispanic	SY07	SY08	SY09	SY10	SY11
AP Enrollment	3	2	5	12	28
Total Hispanic Enrollment	109	123	137	157	168
% of Enrollment	2.8%	1.6%	3.6%	7.6%	16.7%
Asian	SY07	SY08	SY09	SY10	SY11
AP Enrollment	66	55	54	63	67
Total Asian Enrollment	210	194	183	207	216
% of Enrollment	31.4%	28.4%	29.5%	30.4%	31%
Total	SY07	SY08	SY09	SY10	SY11
AP Enrollment	299	280	341	360	379
Total Enrollment	2807	2816	2741	2697	2609
% of Enrollment	10.7%	9.9%	12.4%	13.3%	14.5%

2009-2010 Grants awarded				
Grant	Date submitted	Program	Ask/award	Time
East Central Illinois Community Foundation – Marajen Stevick Grant	Spring 2009	Education to Careers Program in the Middle School (Career Cruising site license, stipends for school-based coordinators)	\$8505	Awarded for 2009-2010 school year
COPS Secure our Schools	May 2009	Additional surveillance cameras for Jefferson and Centennial. Grant was submitted through the CPD, Training and Development Officer	\$10,950 (50% of project budget of \$21,900)	Awarded October 2009
Target Arts in the Classroom	June 2009	Kids Plus program for Artist-in-Residence program on Egyptian Art	\$3000 (awarded \$2000)	Awarded August 2009
Workforce Investment Act (ARRA funding— Summer Youth Employment)	May 2009	Summer Jobs program and AP Scholars Academy	\$225,000 (total); \$67,634 to district to run program/ remainder-wages for participants	Awarded for summer 2009
Technical Assistance for Student Assignment Plans (U.S. Department of Education)	August 2009	technical assistance and evaluation of development and refinement of the Socio-Economic Student Assignment Plan	\$250,000 over two years	Awarded October 2009
Truant’s Alternative and Optional Education Program (TAOEP)—ISBE	March 2009	Unit 4 Truancy program—4.25 Truant Interventionists and support	\$221,337/ \$199,239 awarded	Awarded August 2009
ISBE Beginning Teacher Induction	August 2009	This was a continuation proposal for the Teacher Mentor program. Grant written by Beth Shepperd beginning 2006 for 2006-1007 school year	\$128,884	
Total awarded in 2009-2010: \$667,212				
Grants applied for but NOT awarded 2009-2010				
Motorola Innovation Generation	February 2009	Summer algebra and science program for seventh graders	\$24,151.76	
American Honda Foundation	March 2009	Central restructuring teacher professional development	\$59,780	
Musak Heart and Soul	February 2009	Drums for BTW (Bob Smith)	\$11,002.18	

Braitmayer Foundation		Central restructuring teacher professional development	\$40,000	Letter of Inquiry submitted, no full proposal requested
Music is Revolution mini-grant	May 2009	Guest artists for BTW	\$500	
US Green Building Council LEED for existing buildings	May 2009	Commissioning process for Stratton	Process valued at \$50,000	
PEP Susan B. White	March 2009	Workout equipment—Fitness Centers for middle schools	\$219,000	
American Psychological Foundation	June 2009	Lighted School House program—Violence Prevention and Intervention Program grant	\$10,475	
Total applied for NOT received: \$414,908.94				
2010-2011 Grants awarded				
Illinois Clean Energy Community Foundation (ICECF) Design and Commissioning Grant	April 5, 2010	for the extra Design and Commissioning work for BTW LEED Certification and energy efficiency and sustainability	\$150,000	Awarded 4/30/2010
ICECF Small Scale Solar PV array	March 27, 2010	To put small-scale solar PV arrays on the three middle schools and the two high schools; curriculum integration required	\$50,000 (for 5 arrays)/ awarded up to \$10,000 for one array. 10% matching funds provided by community member	Awarded 5/2010; One PV array for Centennial to be installed 10-11 school year
Truant's Alternative and Optional Education Program (TAOEP)—ISBE	April 14, 2010	Unit 4 Truancy program—4.25 Truant Interventionists and support	\$199,239/ \$155,406 awarded (78% funding)	Awarded August 2010
National School Lunch Program Equipment	April 23, 2010	To reimburse district for 27 pieces of Food Service Equipment at 6 different schools	Just over \$200,000 requested / \$44,150 awarded	For 10-11 school year. GH and BTW

Assistance Program--ISBE				equipment (2 hot pan servers, milk cooler, fridge/freezer and holding cabinet)
East Central Illinois Community Foundation—Marajen Stevick Foundation	June 30, 2010	Education to Careers and Profession Program in the middle schools. (coordinator stipends)	\$4500	Awarded August 2010
National Association of Secondary School Principals/Metlife Breakthrough Schools Award	June 10, 2010	Award to recognize Franklin’s solid three year upward trend data and Principals’ “breakthrough strategies”	\$5000 and national recognition, trip to NASSP conference	November 25, 2010
DCEO Public Service Electrical Efficiency Incentives—“Standard” Bottenfield	Fall 2010	for energy efficient “retro-fitting”	\$10,073.30	Check arrived August 10, 2010
DCEO Incentives – Public Service Electrical Efficiency “standard” Southside	March 2010	for energy efficient “retro-fitting”	\$8,636.62	Check arrived August 10, 2010
ICECF “Geothermal” grant—BTW	Submitted 7/20/10	up to 1/3 rd the incremental cost (additional cost for the energy efficient system) of a Geothermal system	\$90,000/\$90,000	Awarded November 2011
ISBE Beginning Teacher Induction	August 2011	This was a continuation proposal for the Teacher Mentor program.	\$102,689/102,689	Proposal was accepted and funds are being drawn down.
DCEO Geothermal Systems	Summer 2010	Geothermal systems: Westview, Bottenfield, Robeson	\$480,000	CTS submitted this on behalf of the district
Total for 2010-2011: \$1,060,454.90				

Grants pending for 2010-2011 School year

DCEO Incentives – Public Service Electrical Efficiency “standard” Kenwood	January 2011	for energy efficient “retro-fitting”	\$21,219.48	“Final application” submitted January 11, 2011— payment is pending
DCEO Incentive—New Construction BTW	October 2010	After review of building specifications, we will be eligible for a per kWh saved incentive amount. Program manager says \$60,000 is a reasonable and conservative estimate of eventual funding.	At least \$60,000-up to \$88,000	Pre-application submitted; design documents submitted for review
DCEO Incentive—New Construction GH	June 2, 2010	After review of building specifications, we will be eligible for a per kWh saved incentive amount. Program manager says \$36,000 is a reasonable and conservative estimate of eventual funding.	At least \$36,000	Pre-application submitted; design documents submitted for review
ISBE School Energy Efficiency block grant	Submitted November 2010, due January 15, 2011	50% matching funds for the Kenwood window and tuck-pointing project, project is projected to cost \$498,400. Additional electrical incentive funding from DCEO may further defray our costs.	\$249,200	Will hear in February 2011
DCEO Solar-Wind Renewable energy incentive	October 2011	If we receive incentive funds, our proposed Solar and Wind systems on BTW would receive \$13,000, based upon the size and energy generated.	\$13,000	Awaiting notification.
Illinois EPA—IGIG (Investing in Green Infrastructure Grant)	December 2011	In collaboration with the city, proposal was written to put in rainwater gardens at Mellon Administration Building	\$108,675 (75% of total project costs)	Submitted December 14, 2010. Notification in first quarter of 2011
ISBE 2010 Children’s Low-cost Laptop Program	December 2011	One to One Laptop initiative for 3 rd -4 th -5 th grade classes at BTW and Stratton	\$275,250	Mid to late January 2011. Program to begin asap in 2011.
Toshiba Science Grant	January 2011	Lab equipment for the Microbiology classes	\$38,675.90	Submitted electronically

				1-24-11
American Honda Foundation	February 2011	STEM Studio equipment for BTW STEM Magnet School	\$45,404.94	Submitted electronically 2-1-11
Total pending: \$847,425.32				
2010-2011 Grants applied for but NOT received				
Magnet Schools Assistance Program (MSAP); U.S. Department of Education	May 2010	Three year grant to support professional development, staff and supplies to develop Magnet schools at Garden Hills, Stratton and Booker T. Washington Elementary schools	Y1: \$1,782,878 Y2: \$1,675,703 Y3: 1,549,234 Total ask: \$5,007,815	Did not receive funding for Y1 of the grant cycle
Lowe's Educational Foundation-Historic Preservation	May 2010	Funds to help pay for updating the drainage situation at Doctor Howard Elementary School	\$50,000	Did not receive
Total not received:\$5,057,815				

Summary charts

Year	Amount
2009-2010 applied for and received	\$667,212**
2010-2011 applied for and received	\$1,060,454.90***

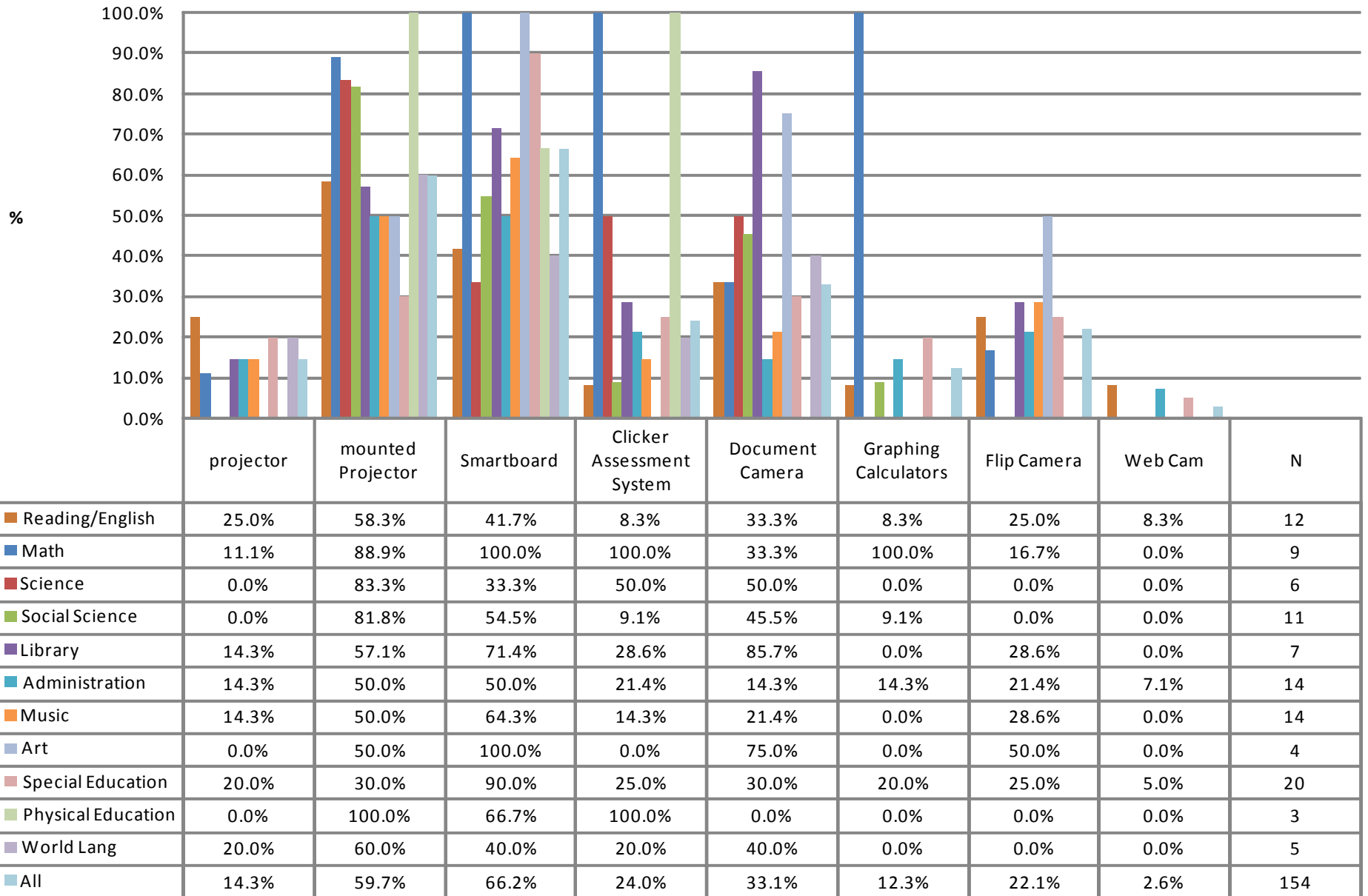
**The amount includes two ISBE grants that were "continuation grants" from previous years: Truant's Alternative and Optional Education Program (TAOEP) (Year 3 of 3) and Novice Teacher Induction (Year 4 of ?).

*** This amount includes the ISBE Novice teacher grant (Year 5); a full proposal for the TAOEP grant was submitted and received for the 2010-2011 school year (Year 1 of 3).

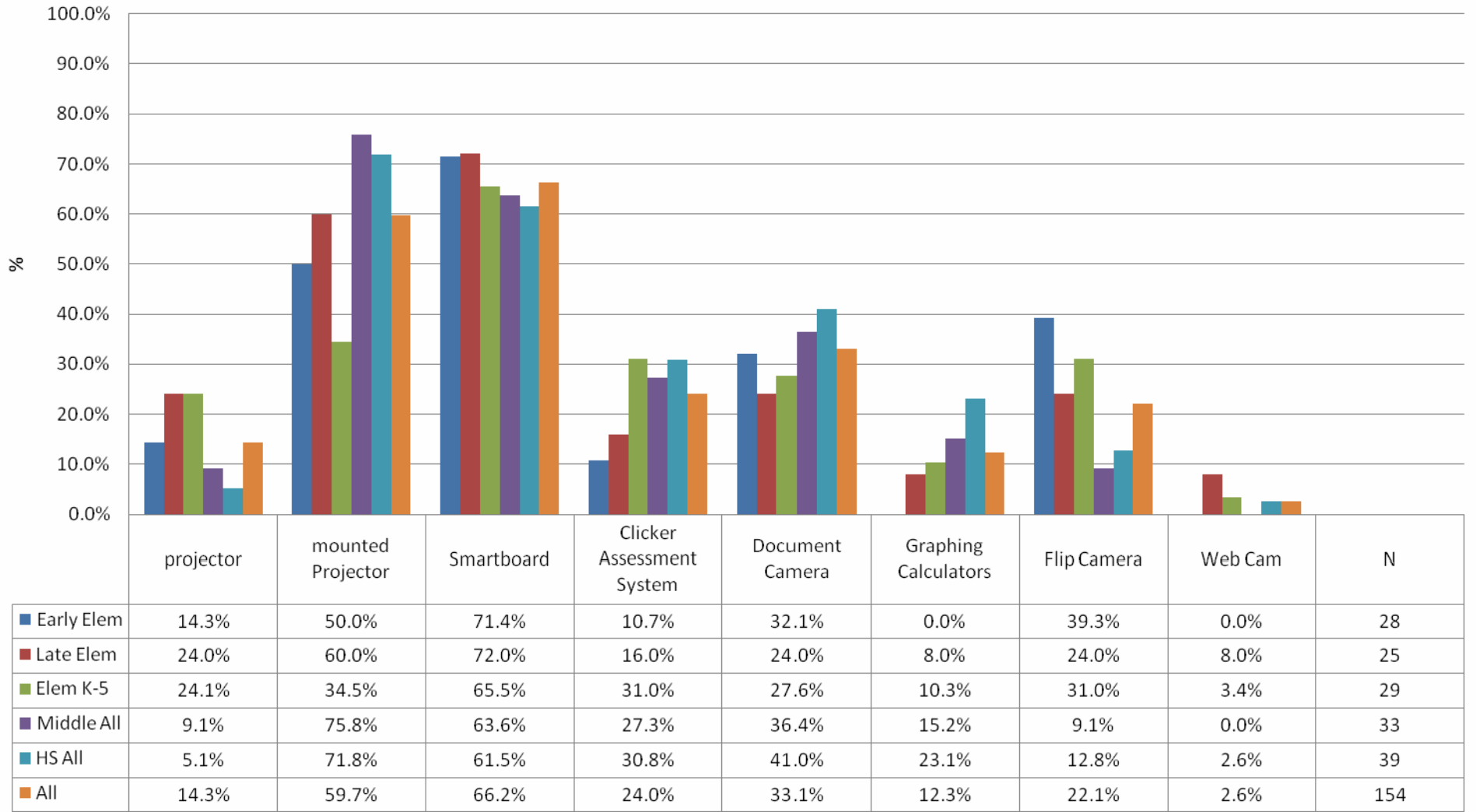
Year	Amount
2009-2010 applied for and NOT received	\$414,908.94
2010-2011 applied for and NOT received	\$5,057,815

Year	Amount
2010-2011 applied for and Pending	\$847,425.32

Teacher Survey by Department - "Essential Classroom Technology"



Teacher Survey School Level - "Essential Classroom Technology"



Great Schools, Together

Glossary of Terms

Student Achievement and Well-Being

Illinois State Scholars: To be eligible, you must:

- Be a U.S. citizen or an eligible non-citizen
- Be a resident of Illinois
- Attend an approved high school
- Take the ACT, SAT or Prairie State Achievement Exam between September 1 and June 30 (by the end of the third semester before high school graduation*)
- Perform in the top one-half of your high school class at the end of the third semester prior to graduation*, and/or score in the 95th percentile on the ACT, SAT or Prairie State Achievement Exam
- Graduate from high school during the academic year in which you were selected as a State Scholar

Retention Rate: Grade retention or grade repetition is the process of having a student repeat an educational course, usually one previously failed. Students who repeat a course are referred as "repeaters". Repeaters can be referred to as having been "held back".

Adequate Yearly Progress: Adequate Yearly Progress, or AYP, is a measurement defined by the United States federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests. Private schools do not have to make AYP.

Socio Economic Status (SES): Socioeconomic status is typically broken into three categories, high SES, middle SES, and low SES to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories any or all of the three variables (income, education, and occupation) can be assessed (Wikipedia). When SES is used in the Great Schools Together (GST) report it refers to the category of low SES.

The Champaign Unit #4 Schools uses the variable of income to define someone as low SES. One method for determining this status is Direct Certification. Direct Certification is a simplified process under which local educational agencies (LEAs) certify children who are members of households receiving assistance under the Supplemental Nutrition Assistance Program (SNAP) (formerly the Food Stamp Program) and/or the Temporary Assistance to Needy Families (TANF) as eligible for free school meals, without further application, based on information provided by the State/local agency administering those programs.

Another method to qualify for free/reduced meals is by completing an application. The criteria used to determine eligibility are from the United States Department of Agriculture and income levels used for the 2011-12 school year can be found at <http://www.fns.usda.gov/cnd/governance/notices/iegs/iegs.htm>

Students that qualify for free **or** reduced meals are categorized as low SES.

Stewardship and Accountability

GFOA: Government Finance Officers Association

Clean/Unqualified Audit: This type of report is issued by an auditor when the financial statements presented are free of material misstatements and are represented fairly in accordance with the Generally Accepted Accounting Principles (GAAP), which in other words means that the company's financial condition, position, and operations are fairly presented in the financial statements. It is the best type of report an auditee may receive from an external auditor.