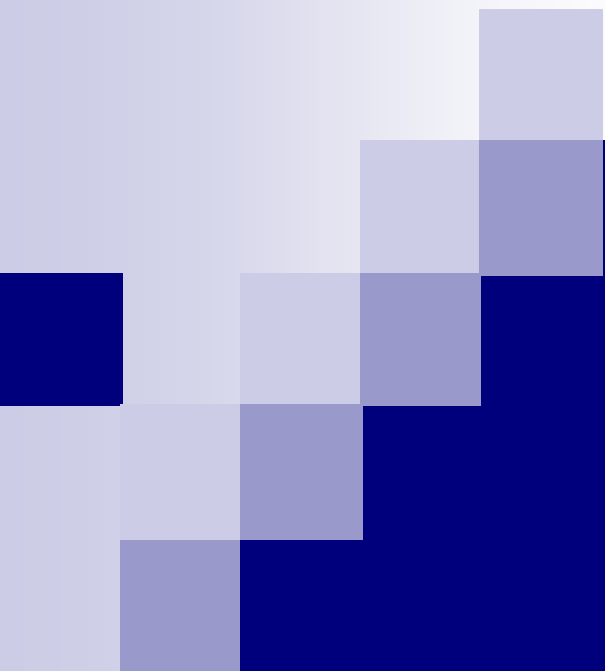


Section 03: Attendance/Enrollment

“The question is not whether we can afford to invest in every child; it is whether we can afford not to.”

-Marian Wright Edelman
The Measure of Our Success



Section 03a: Enrollment Dec SY2005

Enrollment Analysis

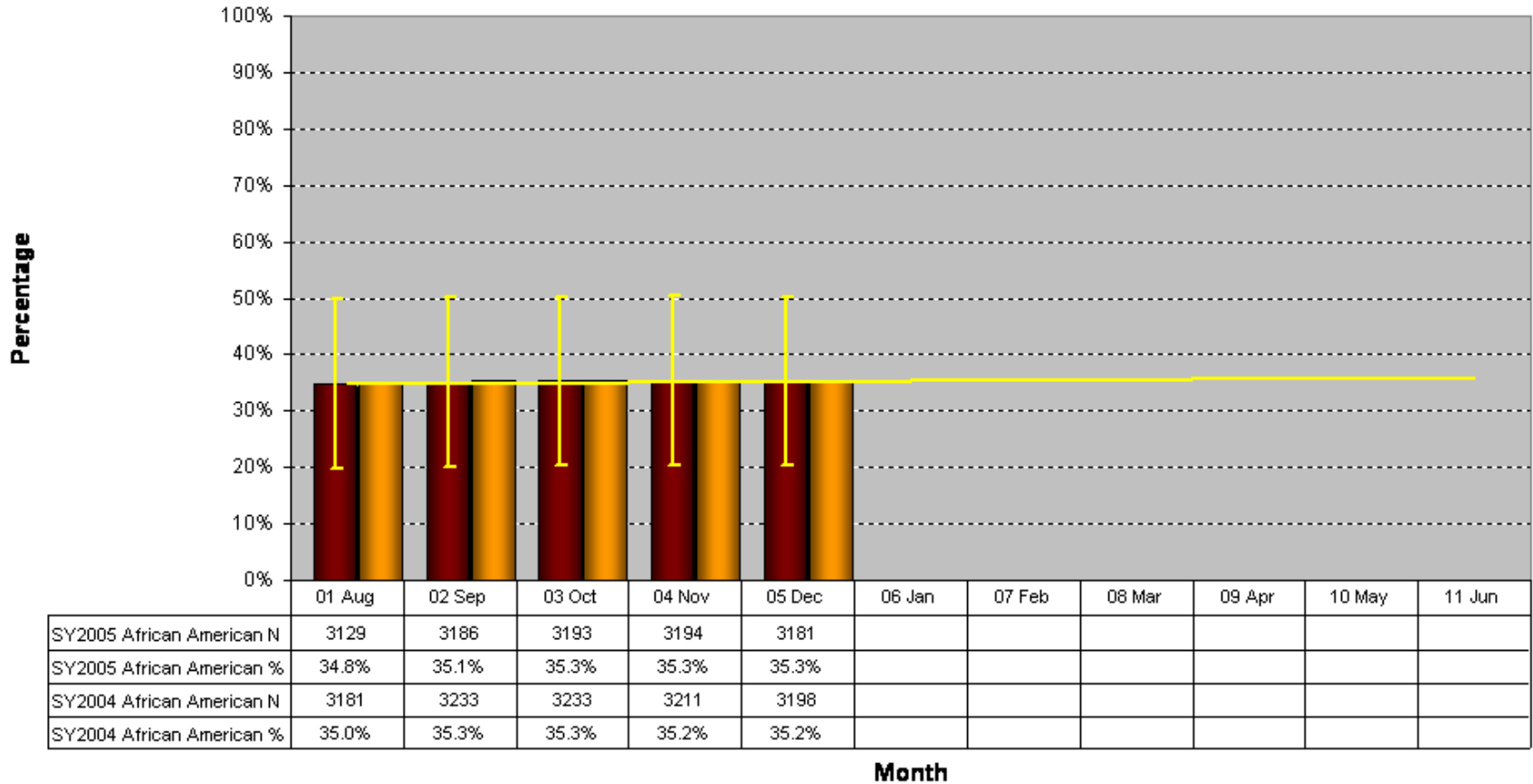
- African American enrollment percentage has increased slightly from 35.1% in June SY2004 (1st Quarterly Report pg. 39) to 35.3% in December SY2005. In the first Quarterly Report the District pointed out a trend that needed to be addressed in which African American student enrollment declines from 9th grade to 12th grade. The high school campuses in collaboration with the Attendance Improvement Staff began to target 9th grade students who have been experiencing attendance problems. Initial efforts indicate that student attendance has improved since initial interventions. Some of these students are currently enrolled into the NOVEL Credit Recovery Program to get them back on track towards graduating. The District will continue to monitor the progress of these students as the year progresses.
- Franklin Middle School continues to be out of compliance with racial fairness guidelines of +/- 15%. Over the next two years we should see a balancing of the African American enrollments between campuses due to the Middle School Cluster Model now in place.
- Columbia Center and Special School African American enrollments are still out of compliance with racial fairness guidelines of +/- 15%.

African American Enrollment Percentage by Month

District Level - Grades K-12

Dec SY2005 YTD

Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"

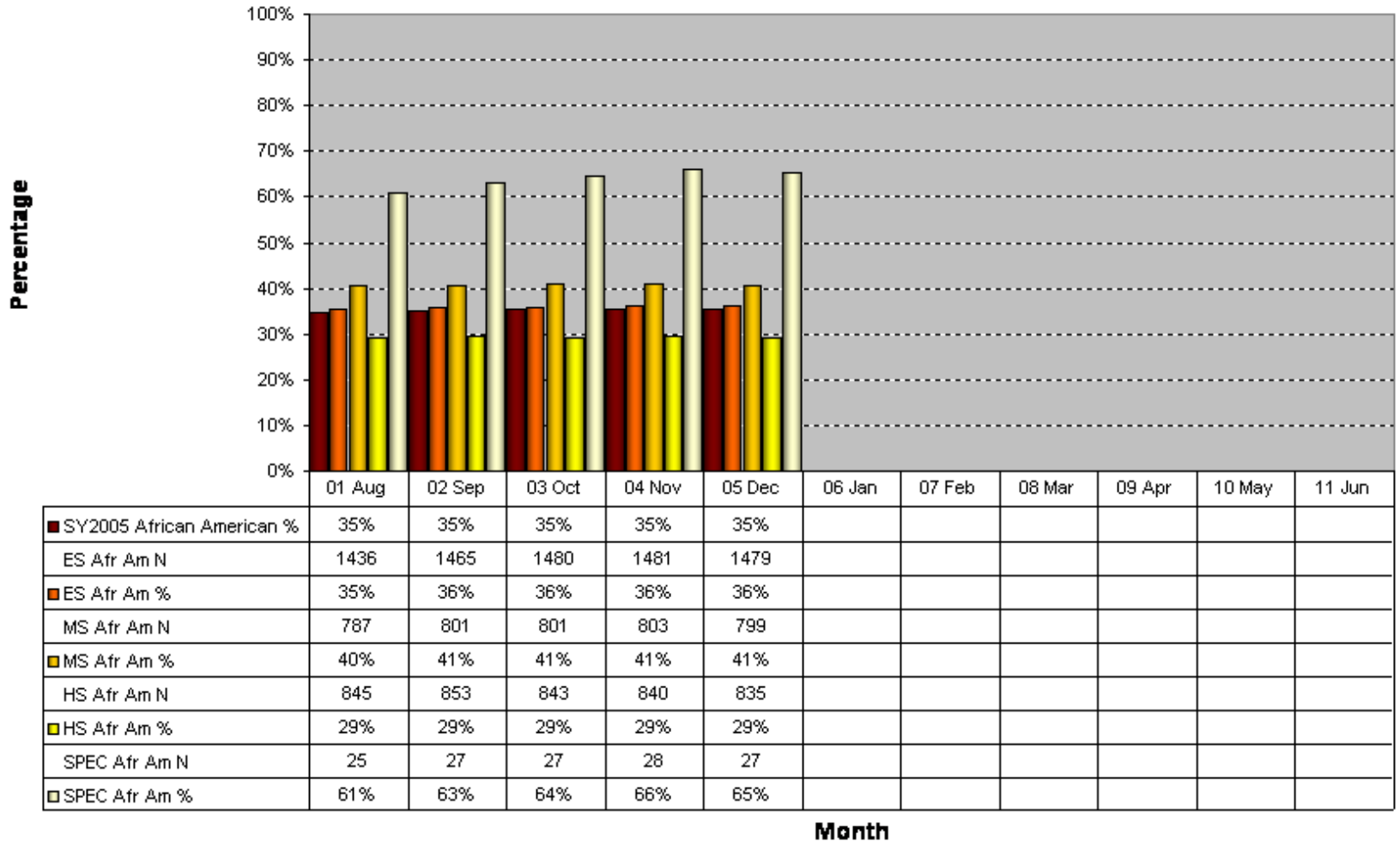


African American Enrollment Percentage by Month

District By School Level - Grades K-12

Dec SY2005

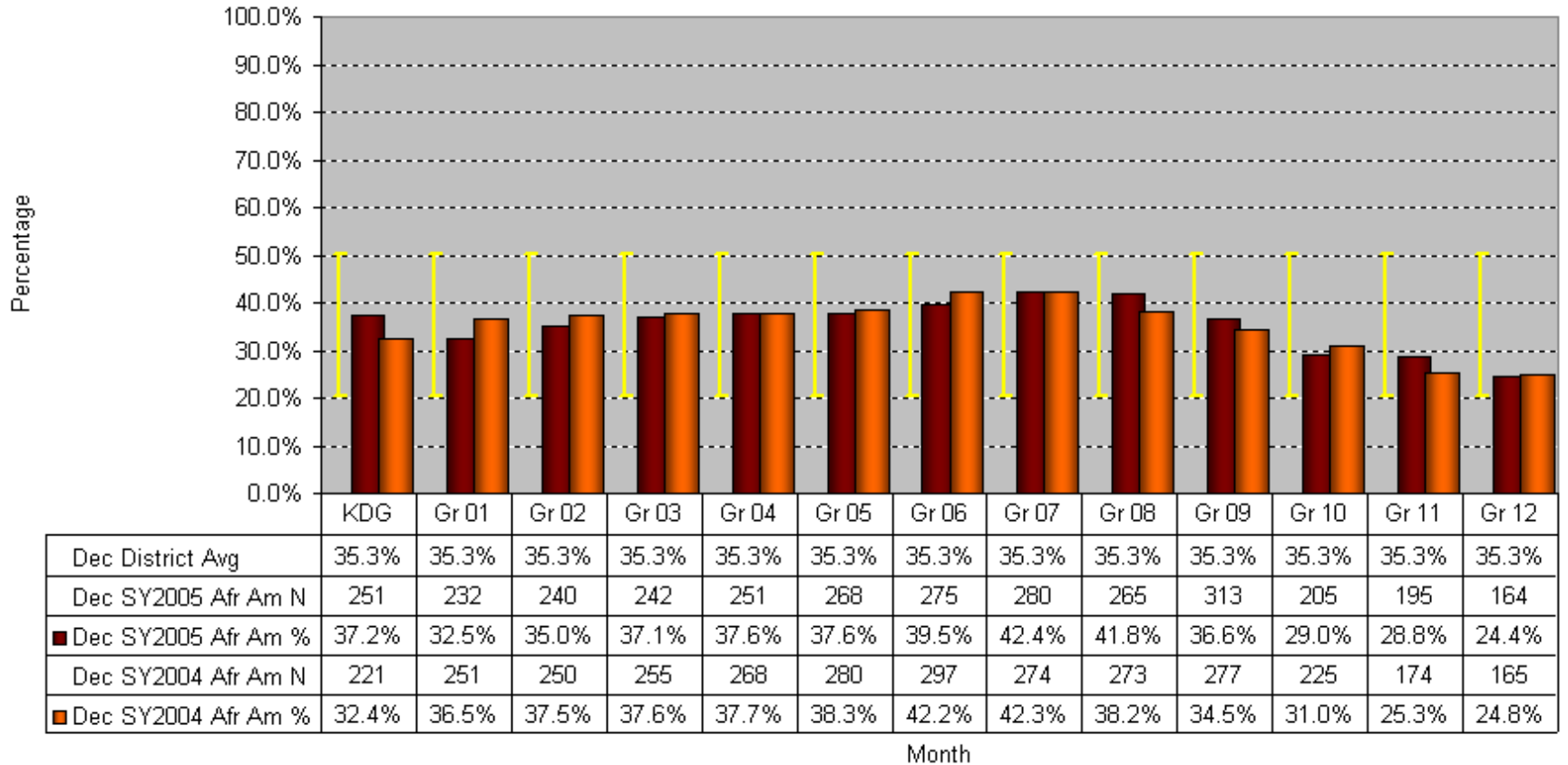
Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"



Grades K-12 African American Enrollment Percentage by Month

Dec SY2005 YTD

District Level Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"

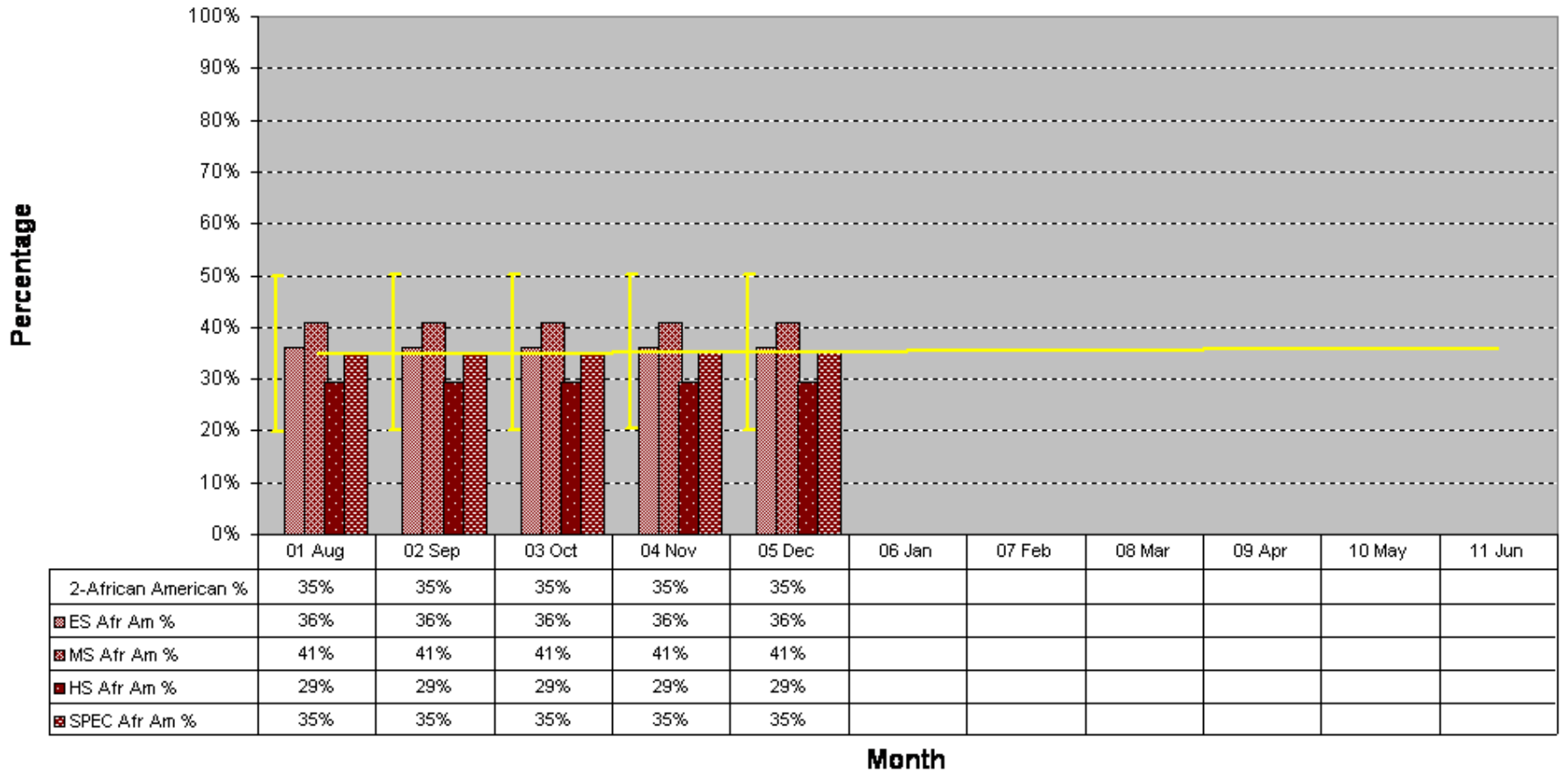


African American Enrollment Percentage by Month

District By School Level - Grades K-12

Dec SY2005 YTD

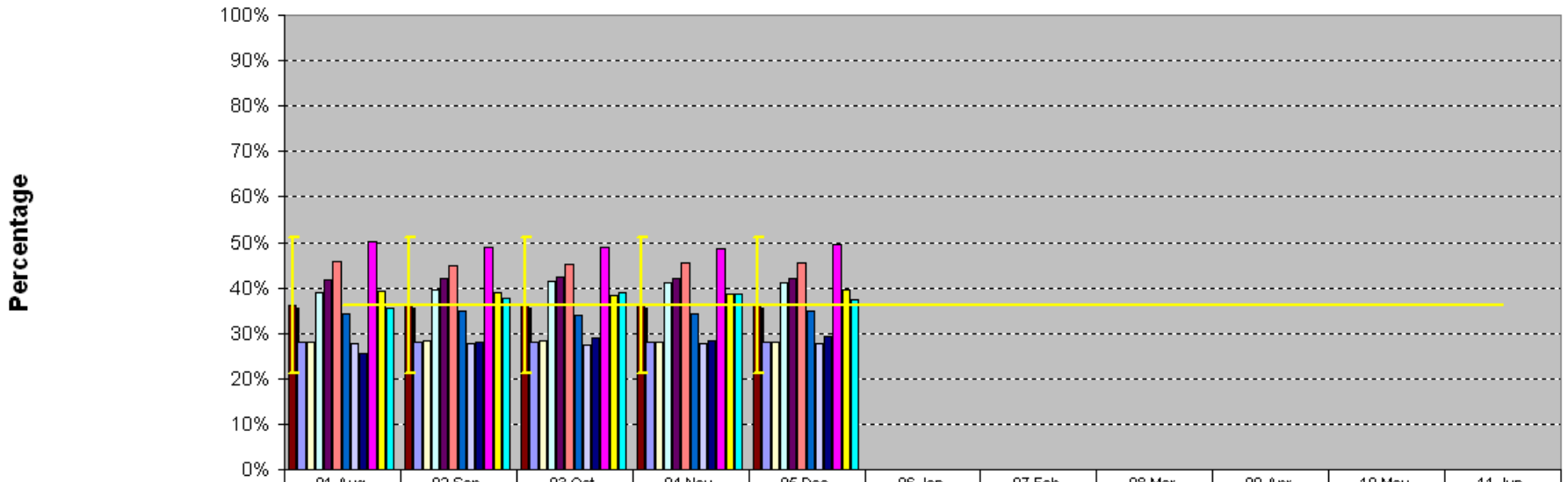
Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"



African American Enrollment Percentage by Month

Elementary Schools - Grades K-5
Dec SY2005 YTD

Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"



	01 Aug	02 Sep	03 Oct	04 Nov	05 Dec	06 Jan	07 Feb	08 Mar	09 Apr	10 May	11 Jun
■ ES Afr Am Avg %	36%	36%	36%	36%	36%						
■ Dec SY2005 BARKSTALL %	28.0%	28.0%	28.0%	28.1%	28.2%						
□ Dec SY2005 BOTTENFIELD %	28.2%	28.4%	28.5%	28.1%	27.9%						
□ Dec SY2005 CARRIE BUSEY %	38.9%	39.6%	41.3%	41.2%	41.3%						
■ Dec SY2005 DR HOWARD %	41.7%	42.1%	42.2%	42.2%	41.9%						
■ Dec SY2005 GARDEN HILLS %	45.8%	44.7%	45.0%	45.3%	45.6%						
■ Dec SY2005 KENWOOD %	34.3%	35.0%	33.9%	34.3%	35.0%						
□ Dec SY2005 ROBESON %	27.8%	27.7%	27.4%	27.7%	27.7%						
■ Dec SY2005 SOUTH SIDE %	25.7%	27.9%	29.0%	28.5%	29.3%						
■ Dec SY2005 STRATTON %	50.2%	48.8%	49.0%	48.7%	49.5%						
■ Dec SY2005 WASHINGTON %	39.4%	38.8%	38.5%	38.8%	39.6%						
■ Dec SY2005 WESTVIEW %	35.4%	37.8%	38.8%	38.6%	37.5%						

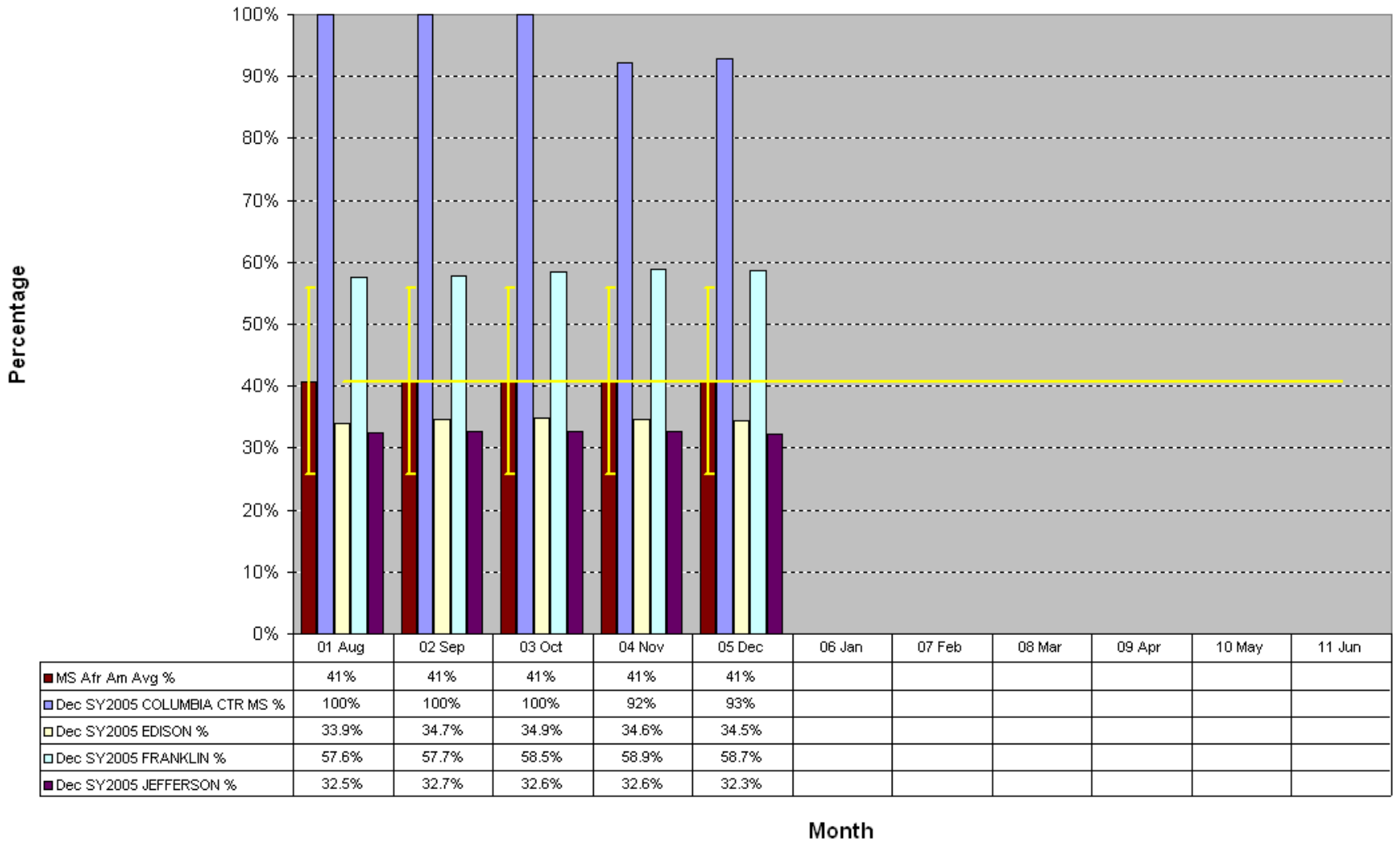
Month

African American Enrollment Percentage by Month

Middle Schools - Grades 6-8

Dec SY2005 YTD

Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"

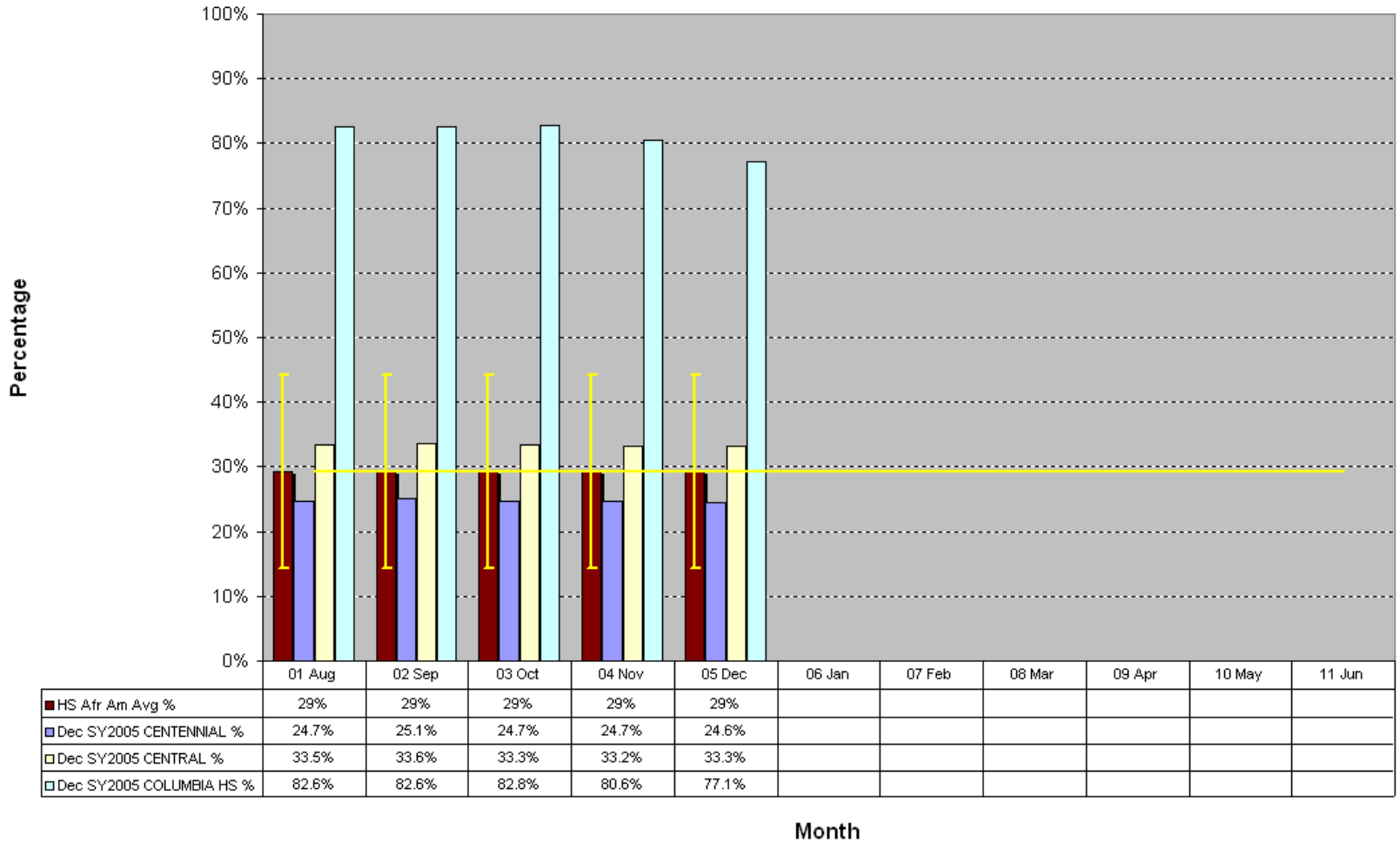


African American Enrollment Percentage by Month

High Schools - Grades 9-12

Dec SY2005

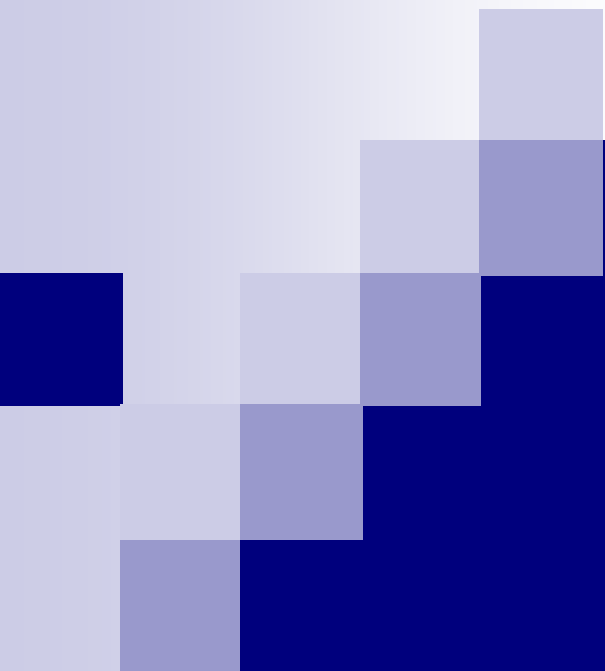
Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"



ATTENDANCE

Attendance Update

Truants' Alternative and Optional
Education Program Update



Section 03b: Truant's Alternative Optional Education Program (TAOEP)

TAOEP Interventions

(Period Ending 12/17/04)

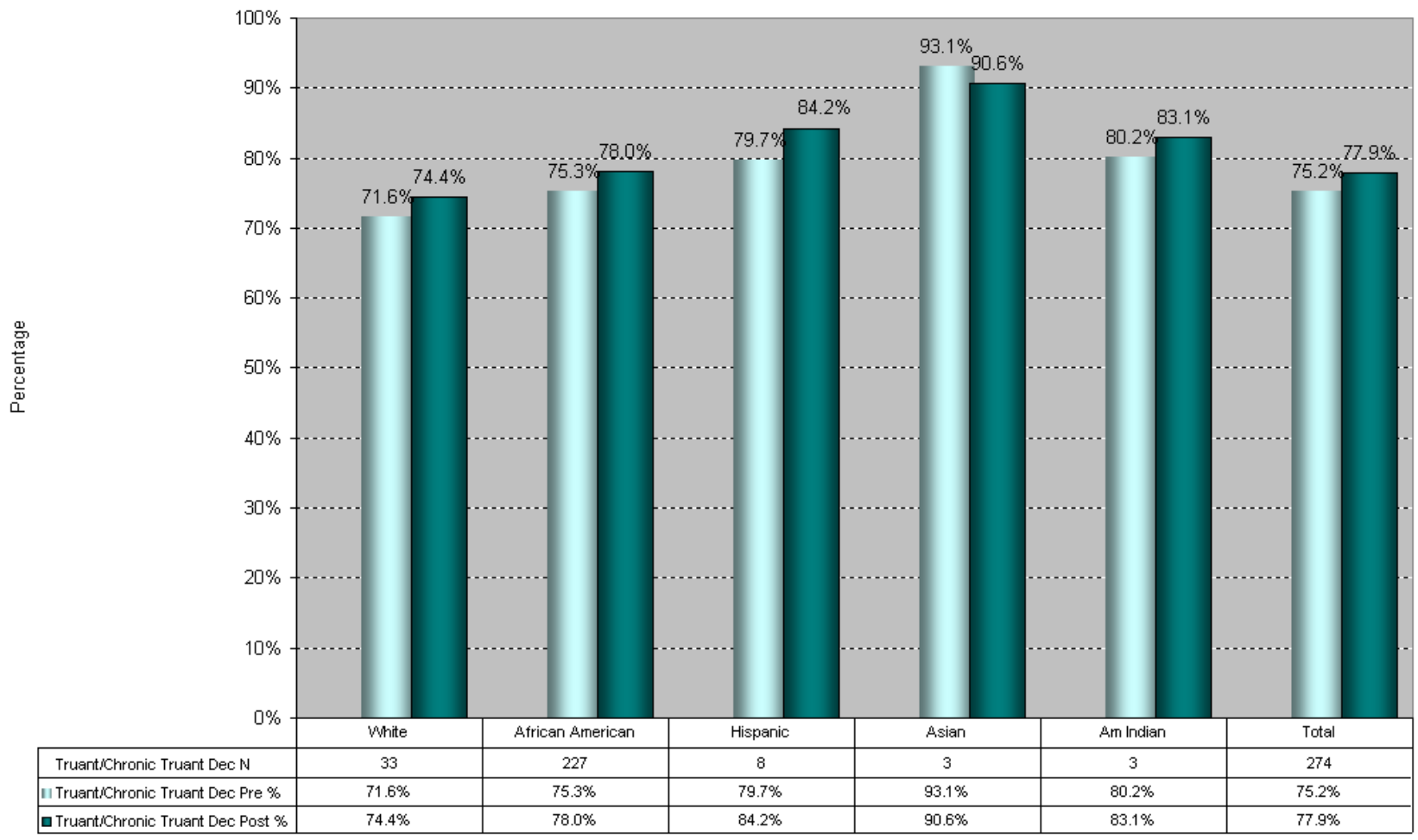
- To date, there are 356 students identified as program participants (an increase of 95 students since the 1st Quarterly Report).
- Of the 356 students identified, the ethnic breakdown is as follows:
 - 67 White
 - 270 African American
 - 12 Hispanic
 - 4 Asian
 - 3 Native American
- Average overall attendance for those students receiving intervention services during this period has increased:
 - 2.5% increase for all students receiving interventions.
 - 2.6% increase for African American students receiving interventions.
 - 2.8% increase for Truant and Chronic Truant students receiving interventions.

TAOEP Interventions

(Period Ending 12/17/04)

- The TAOEP staff will be coordinating efforts with the CU One-to-one mentoring program to ensure program participants can benefit from mentoring. Future initiatives include the expansion of the grant partnership to incorporate the TAKS mentoring program created by Rev. Davis.
- Members of the Attendance Improvement Committee and the Community Resource Committee (sub committee of the AIC), have begun soliciting over 90 businesses to assist Champaign Unit 4 campuses by providing coupons, donations, etc. for attendance incentives.

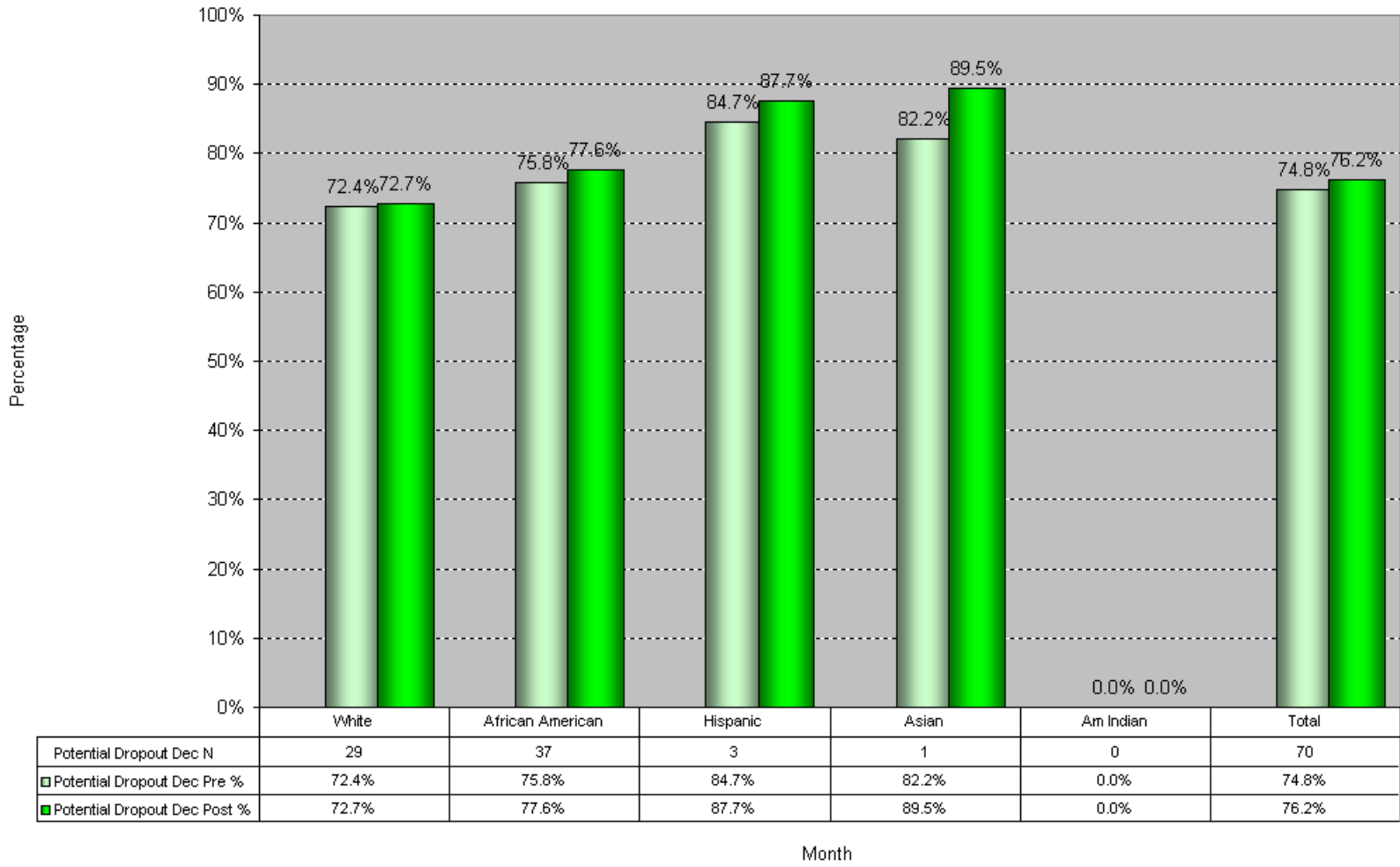
Truants Alternative Optional Education Program
 Truants and Chronic Truants
 Pre-intervention Attendance Rate vs. Post-intervention Attendance Rate
 December SY2005 YTD



Month

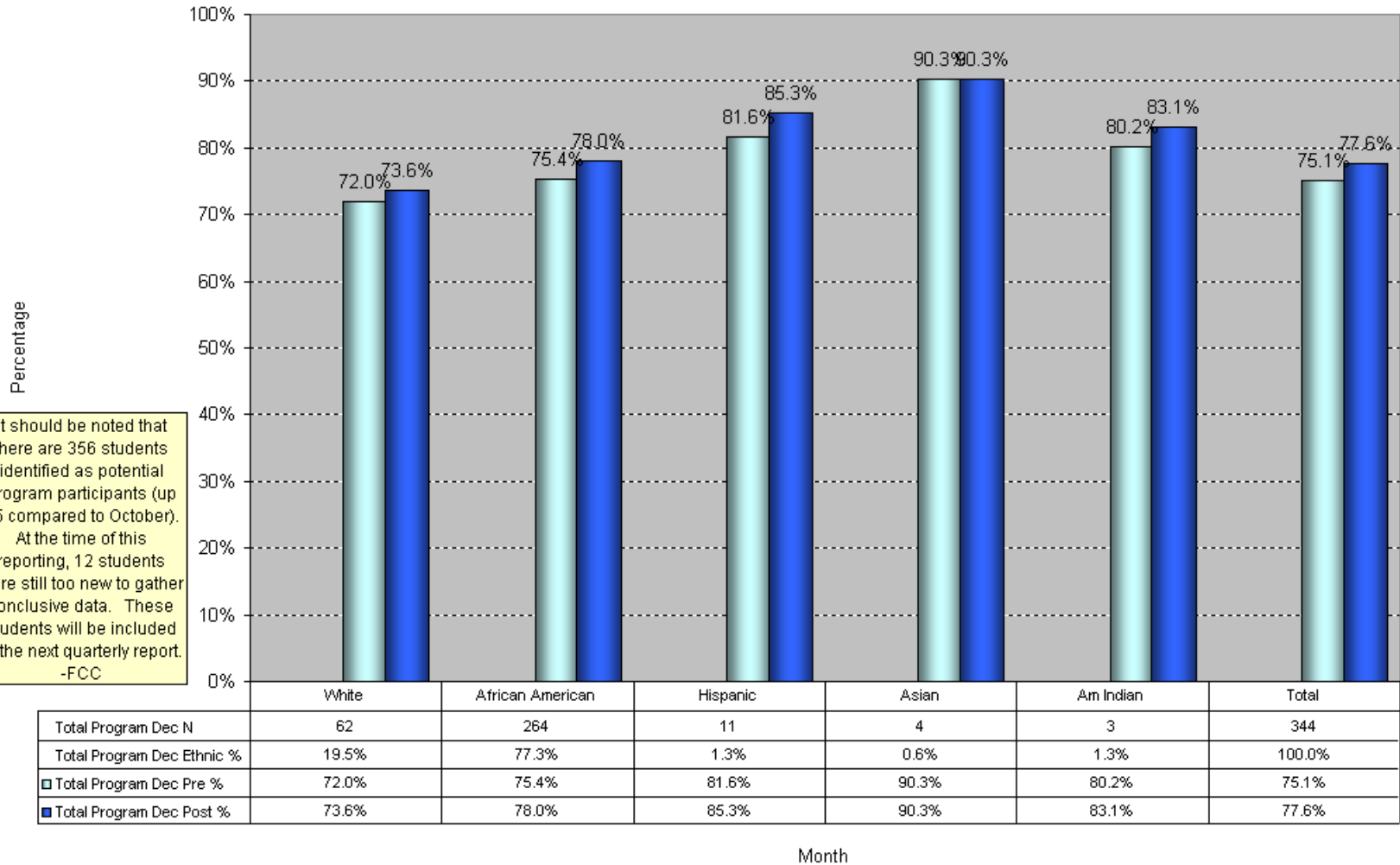
Truants Alternative Optional Education Program

Potential Dropouts
Pre-intervention Attendance Rate vs. Post-intervention Attendance Rate
December SY2005 YTD



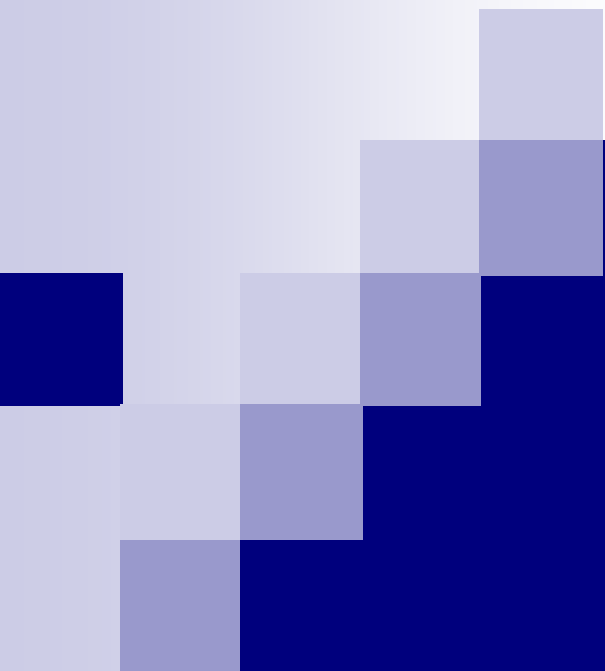
Truants Alternative Optional Education Program

Total Program Participants
Pre-intervention Attendance Rate vs. Post-intervention Attendance Rate
December SY2005 YTD



It should be noted that there are 356 students identified as potential program participants (up 95 compared to October). At the time of this reporting, 12 students were still too new to gather conclusive data. These students will be included in the next quarterly report.
-FCC

	White	African American	Hispanic	Asian	Am Indian	Total
Total Program Dec N	62	264	11	4	3	344
Total Program Dec Ethnic %	19.5%	77.3%	1.3%	0.6%	1.3%	100.0%
Total Program Dec Pre %	72.0%	75.4%	81.6%	90.3%	80.2%	75.1%
Total Program Dec Post %	73.6%	78.0%	85.3%	90.3%	83.1%	77.6%



Section 03c: Attendance Rate District Dec SY2005

Attendance Analysis

- Attendance rates at all three levels have improved compared to October SY2004.
- There was a 1% increase in average attendance rate at the elementary level.
 - South Side increased African American attendance by 3%.
 - Carrie Busey, Dr. Howard, and B.T. Washington increased African American attendance by 2%.
 - Botttenfield, Garden Hills, Kenwood, Robeson, and Westview increased African American attendance by 1%.
- There was a 1% increase in average attendance rate at the middle school level.
 - Columbia Middle School increased African American attendance by 1%.
 - Edison had a decrease in African American attendance by 1%. Edison staff is currently working on a targeted approach to improving African American attendance rates.
- There was a 3% increase in average attendance rate at the high school level.
 - Central High School showed the greatest improvement compared to last year (4% for all student groups). African American attendance at Central has improved from 86% to 90%.
- Some of the early success in attendance initiatives may be attributed to each campus now having a specialist whose sole emphasis is improving attendance. Due to the District receiving the Truants Alternative Optional Education Program Grant, the Attendance Outreach Staff has been able to focus efforts on all schools. Staffs at each campus have been working diligently to increase attendance.

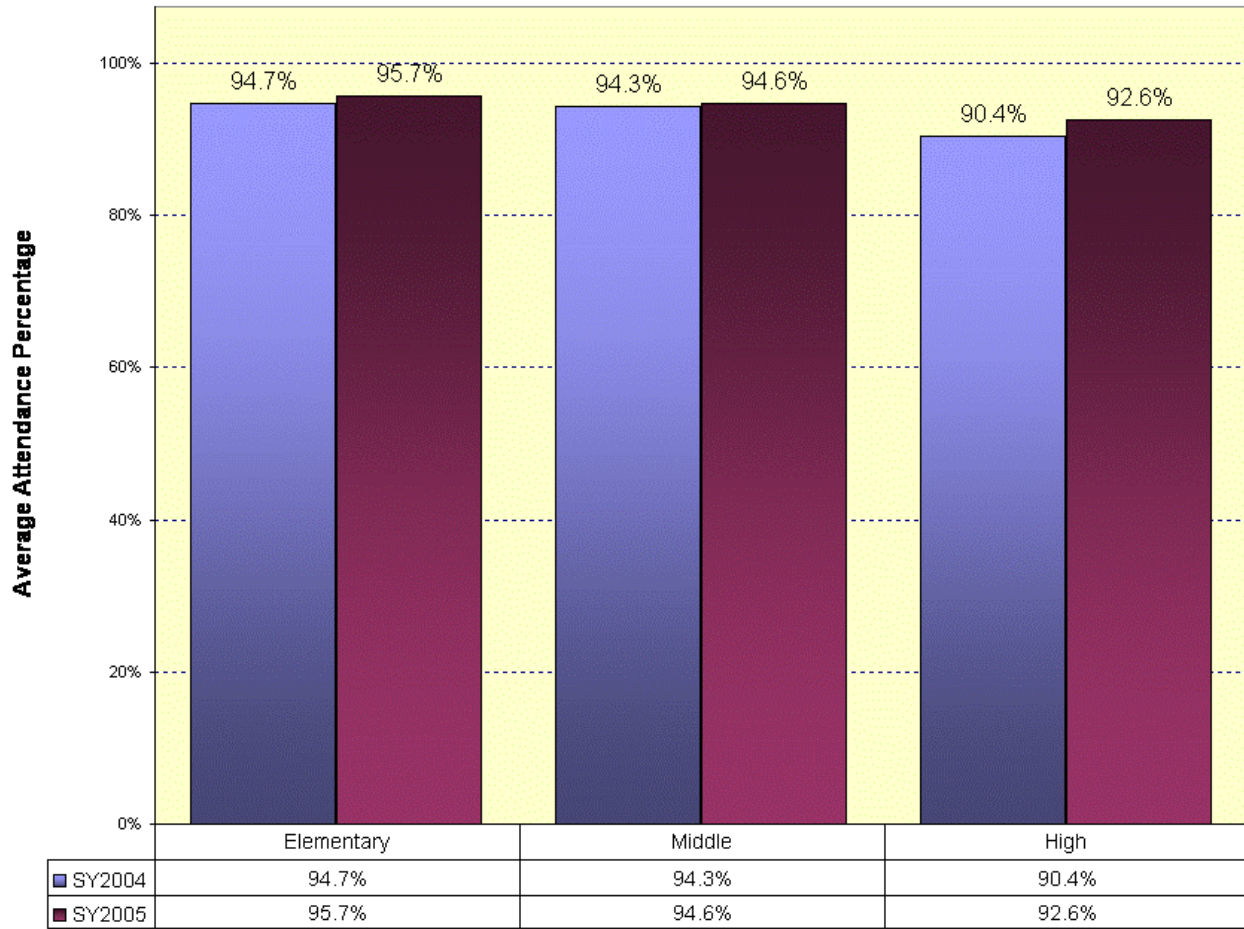
Central High School Cluster Analysis

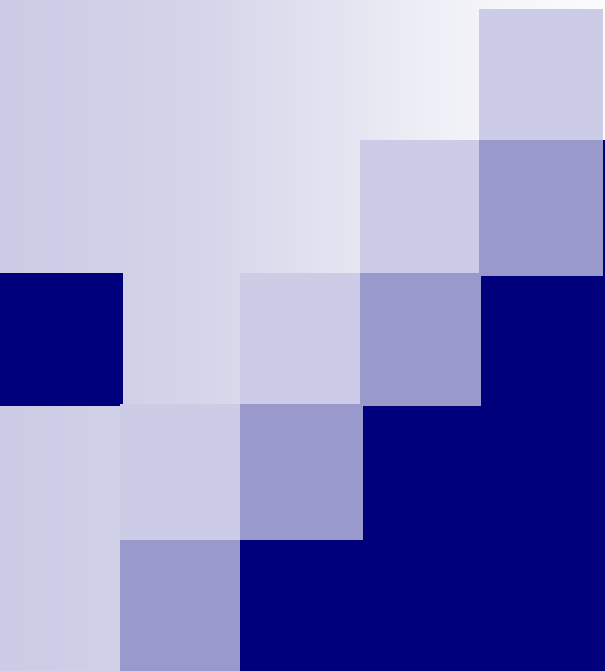
- Central High School utilized the cluster model approach to attendance improvement. They identified 12 clusters of students with high attendance (15 or more instances):
 - African American students with 15 or more absences
 - African American students who receive bus passes and are late to 1st or 2nd period
 - African American students who walk to school and are late to 1st or 2nd period
 - Asthmatic students with 15 or more absences
 - Students missing immunization records or physicals
 - Students living with mother only and qualify for Free/Reduced lunch
 - Tardy students living with mother only and qualify for Free/Reduced lunch
 - Students living in disorganized/chaotic households
 - Students missing 10 or more school days due to suspension
 - Students who are teen parents
 - Transition students from Columbia, READY, DOC, or on parole/probation
 - Students living with a foster parent

- Targeted interventions include, but were not limited to, small group discussions, counselor/social worker/attendance staff interventions, providing additional bus passes, modifying schedules, assisting with day care needs, consultation with a nurse from the American Lung Association, providing computers and tutors in holding rooms, and monitoring/modifying transition plans.

**District Avg Attendance Percentage Comparison
Dec**

SY2004 vs. SY2005
By School Level





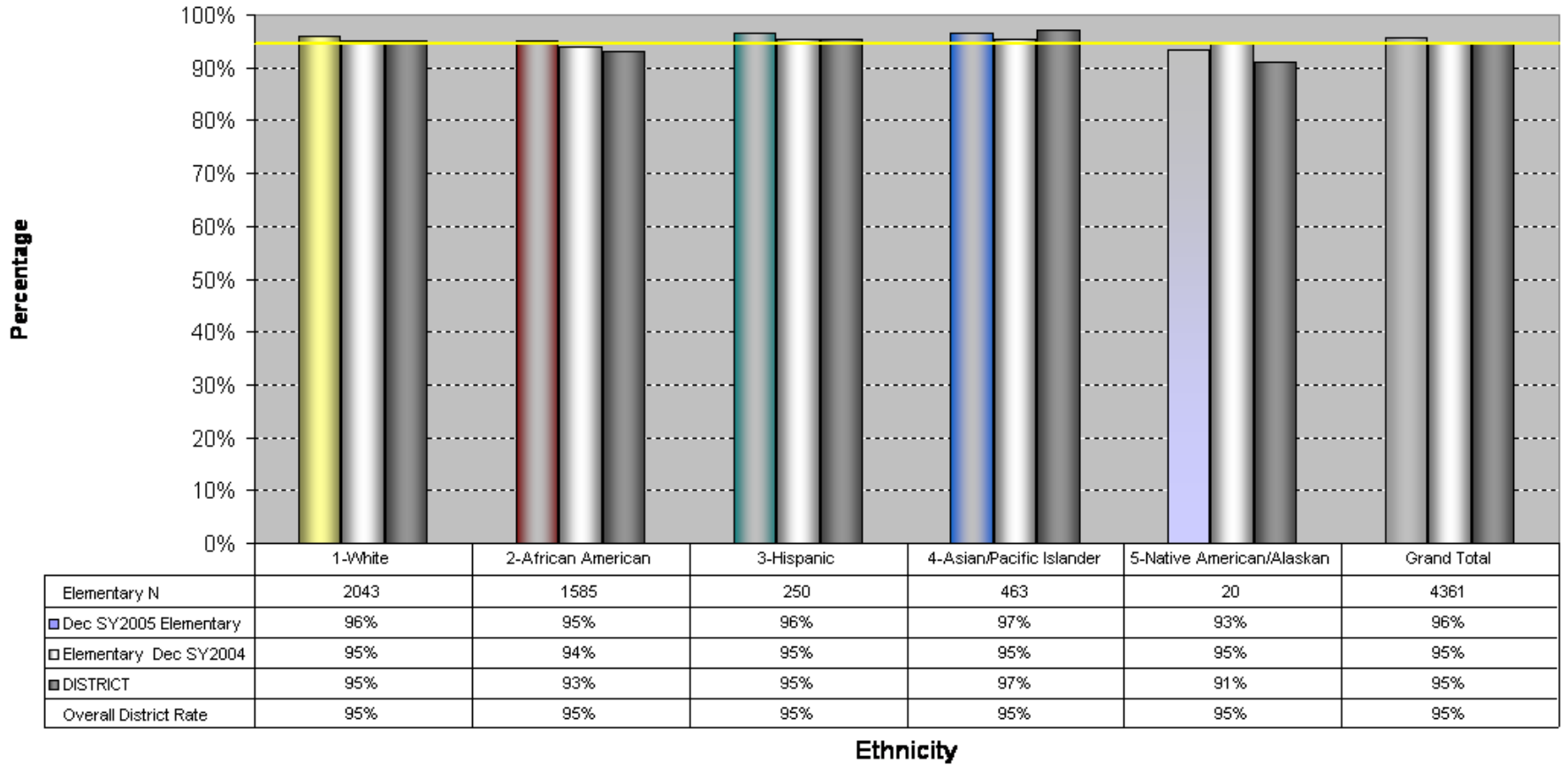
Section 03d: Attendance Rate Elementary Dec SY2005

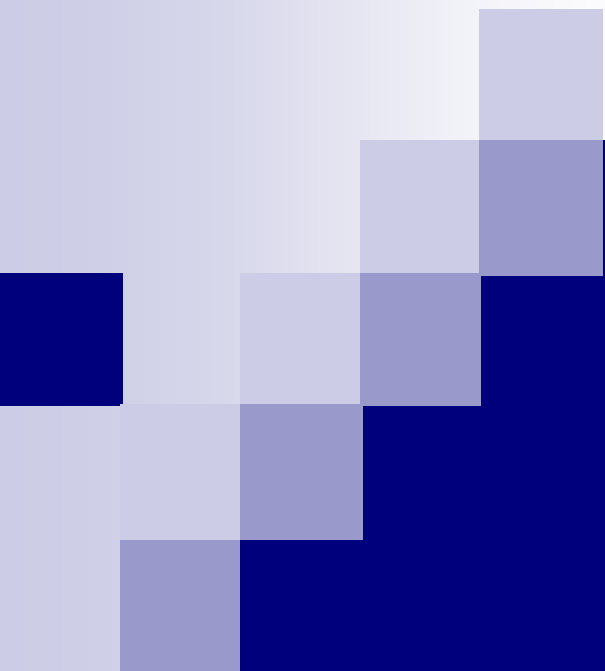
Elementary Schools Average Attendance Rate

Elementary - Grades K-5

Dec SY2005 YTD

District Attendance Rate Indicated by Yellow "Trend Line"





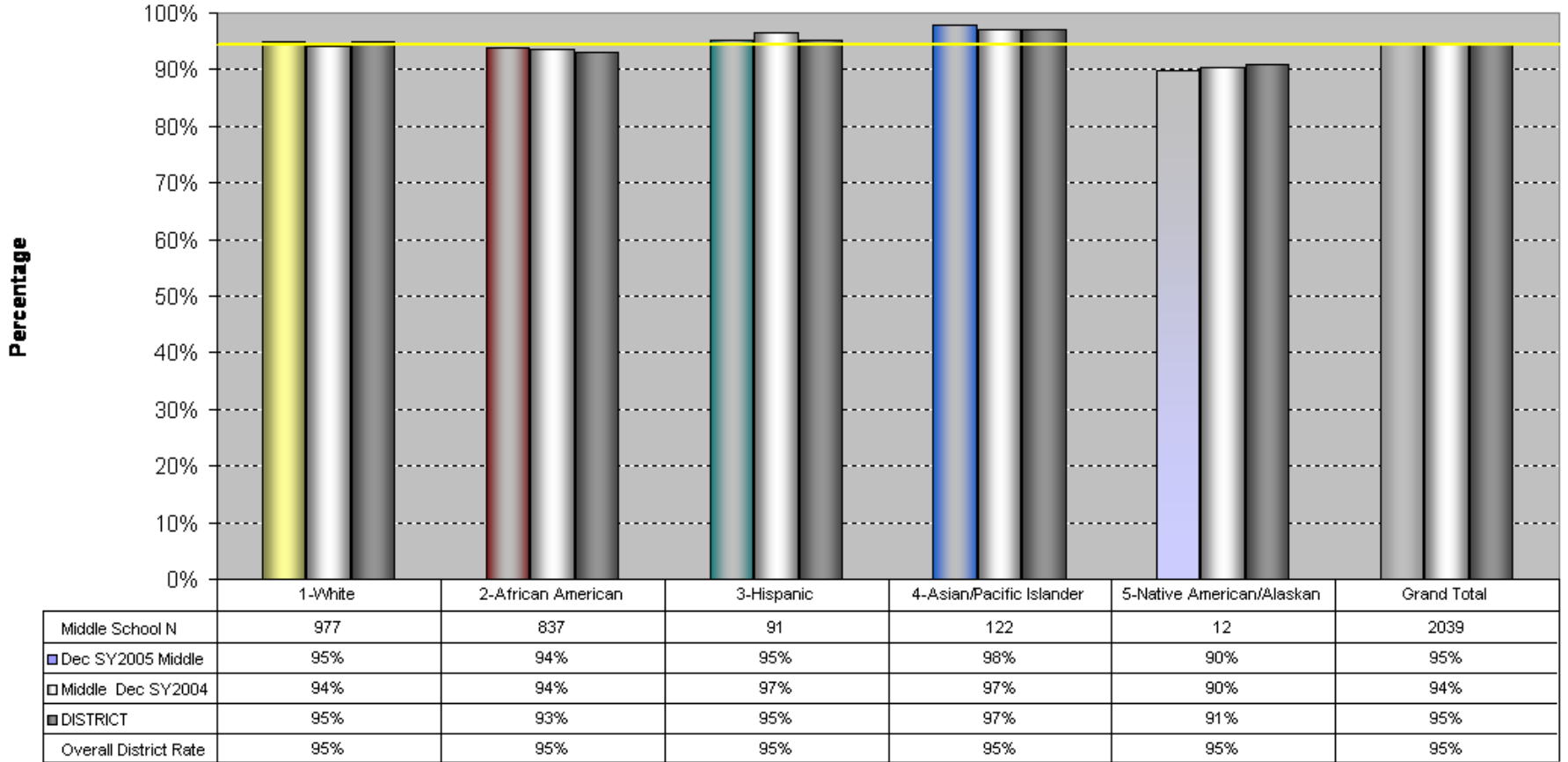
Section 03e: Attendance Rate Middle Schools Dec SY2005

Middle Schools Average Attendance Rate

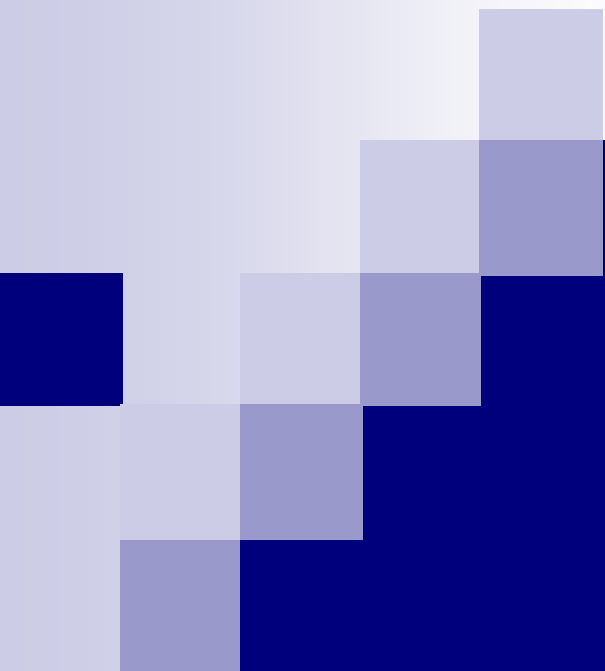
Middle - Grades 6-8

Dec SY2005 YTD

District Attendance Rate Indicated by Yellow "Trend Line"

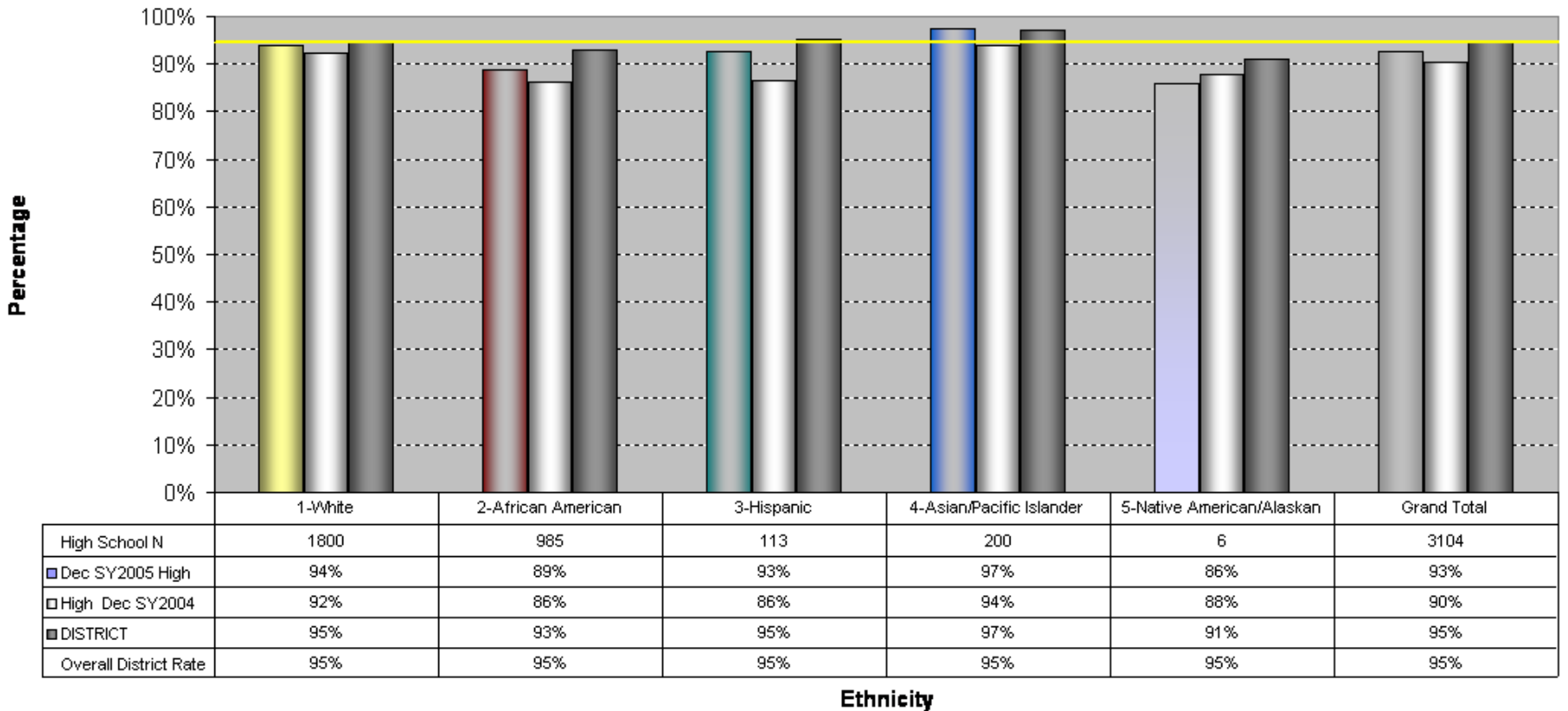


Ethnicity



Section 03f: Average Attendance High School Dec SY2005

High Schools Average Attendance Rate
 High Schools - Grades 9-12
 Dec SY2005 YTD
 District Attendance Rate Indicated by Yellow "Trend Line"





Section 03g: Drop Out Prevention

Drop Out Reduction

- An analysis of W07 codes in the Pentamation database indicated that there are 48 dropouts at this time in Champaign Unit #4. This number is higher than last year's number of 32 at this time.
- A comprehensive search and follow-up has been initiated by the Attendance Improvement Staff in collaboration with the Family Information Staff. To date, four students have been located who would have otherwise remained as dropouts for the District. In addition, students who are enrolled in the Parkland College GED program have been contacted by the Attendance Improvement Staff to provide assistance to those who may wish to continue with higher education or return to the District to receive a diploma.
- The District continues to monitor and update the Dropout Prevention Plan.