

Annual Report to the Community

Community Consolidated School District 89 is pleased to present its 2005-06 Annual Report to the community. This informative report highlights student achievement and illustrates how CCSD 89 compares to other Illinois public school districts during the 2005-06 school year. The report acknowledges how District 89 has improved year to year as a local district and how our profile compares with state averages and other DuPage County public school districts.

We anticipate this annual report being published in November of each year. However, because of delays in reporting student achievement data from the Illinois State Board of Education, this report was also delayed in its release to the community.

District 89 students have once again scored well above statewide averages on the Illinois Standardized Achievement Tests (ISAT). It is also significant that we recognize ALL District 89 schools and subgroups have achieved Adequate Yearly Progress mandates associated with No Child Left Behind legislation. This hallmark is a testament to our talented staff and students. While we are pleased with this year's results, there are opportunities for improvement that

will not be overlooked. Our dedicated teaching staff and administrators are analyzing achievement data and adjusting programs so that students can continue improving in all academic areas.

When District 89 embarked on its strategic planning process approximately nine months ago, three imperatives for continuous improvement emerged. District 89 is more committed than ever to focusing on these imperatives:

- High levels of student achievement
- High levels of satisfaction
- Effective use of resources

The entire Strategic Plan has been woven around

these fundamental goals, which will serve as a planning guide to extend District 89 services and programs into the future.

One strategy incorporated into the Strategic Plan is a commitment toward improved communication. The creation and delivery of this Annual Report is just one of many steps taken to improve your access to information about District 89.

We hope that as you review this report, you will be delighted with the educational strides CCSD 89 has achieved in its mission of *Learning for Life*. As always, we welcome your feedback and suggestions.

John S. Perdue, Ed. D.
Superintendent



Front Row: BOE Vice President Lori Gaspar, BOE President Gene Gladell and Superintendent John S. Perdue, Ed.D.
Back Row: Jody Selenica, Terry Lachcik, Mike Nelson, Frank Zak and Mary Kataura.

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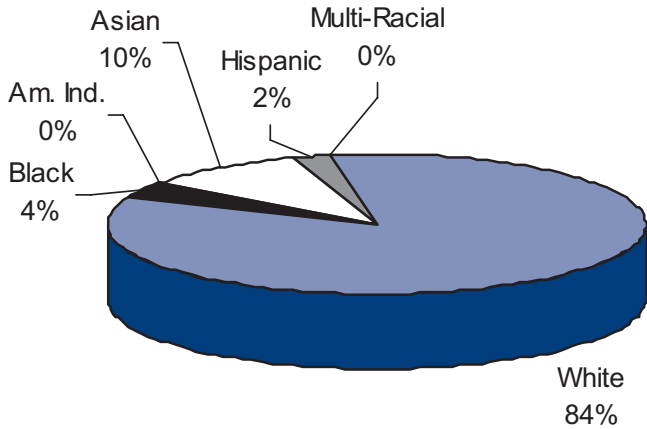
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April, 2007

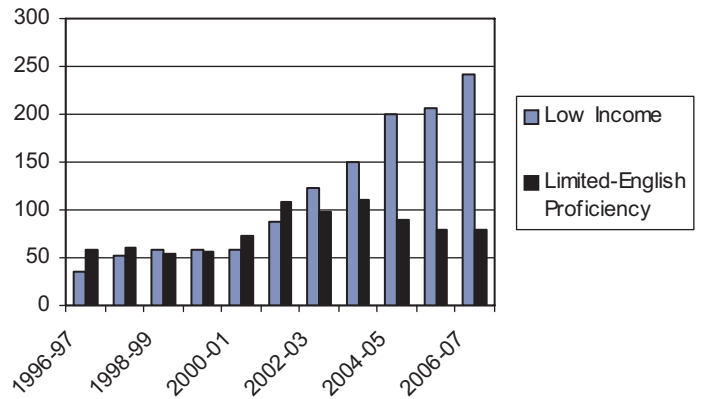


District 89 continues to excel on standardized tests in spite of an ongoing shift in student demographics and enrollment. While enrollment is decreasing by approximately 50 students per year, the student population is becoming more diversified. In addition, the low income and Limited-English-Proficient rates have increased over the last few years.

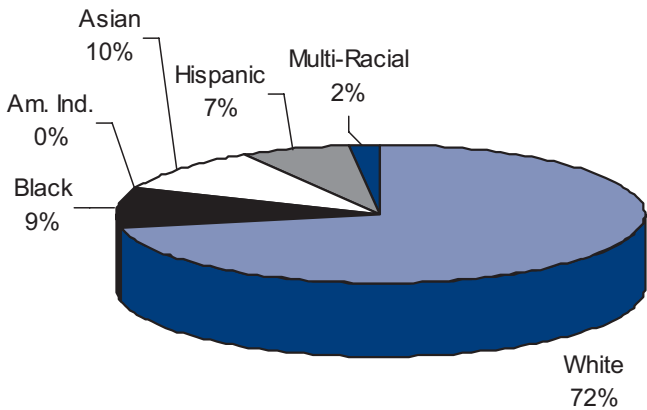
**1996-97 COMMUNITY CONSOLIDATED SD 89
Ethnicity as % of Total Population**



**10-Year History,
Low Income and Limited-English-Proficient Rates**



**2006-07 COMMUNITY CONSOLIDATED SD 89
Ethnicity as % of Total Population**



SCHOOL REPORT CARD SHOWS ONGOING ACADEMIC EXCELLENCE

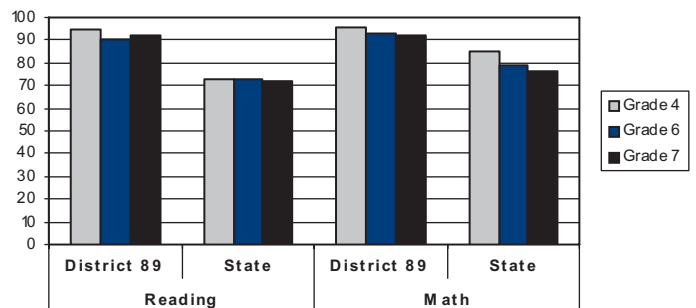
The Illinois Standardized Achievement Test (ISAT) is the testing vehicle by which school districts can compare themselves to other Illinois school districts. District 89 continually scores well above state averages and also fares very well when compared to DuPage County's districts. It is important to also note that for the third consecutive year, 100% of District 89's students have made adequate yearly progress in relation to No Child Left Behind mandates. The following charts illustrate the percentage of students who met or exceeded state learning standards on ISAT tests. For the first time, fourth, sixth and seventh grade students were tested in the areas of reading and math. Those results are also shown below. Yearly comparative data is shown on page 3. The complete District 89 School Report Card for the 2005-06 school year is posted at www.ccsd89.org.

District 89 students fared very well compared to the 35 school districts in DuPage County. Students ranked in the top third in almost all areas, with Grade 3 Reading scores ranking 22nd in the state.

SD 89 Comparison to DuPage County Districts

Grade Level	Reading	Math	Science
3	3rd of 35	5th of 35	
4			7th of 34
5	12th of 35	11th of 34	
7			5th of 34
8	9th of 35	13th of 35	

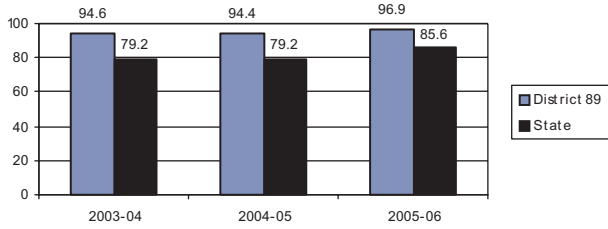
**% Students Meeting or Exceeding Standards on
New ISAT Tests Taken in 2005-06**



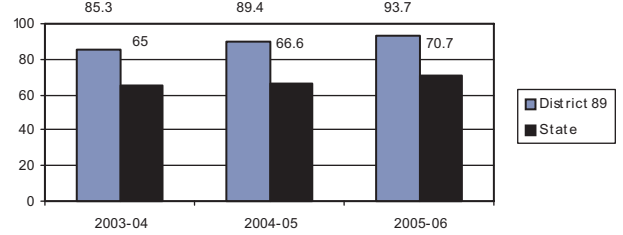
ILLINOIS STANDARDIZED ACHIEVEMENT TEST (ISAT) RESULTS AND COMPARISONS

Graphs Show % of Students Meeting or Exceeding Standards

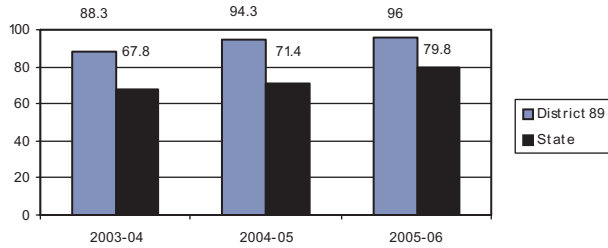
ISAT, Grade 3 Math



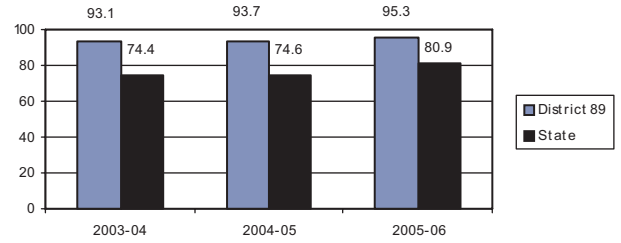
ISAT, Grade 3 Reading



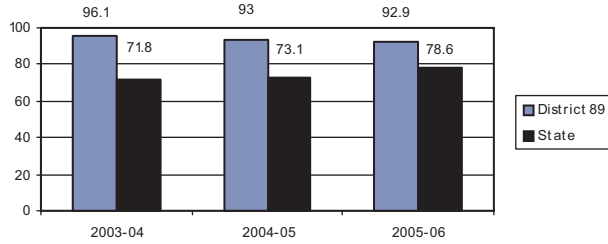
ISAT, Grade 4 Science



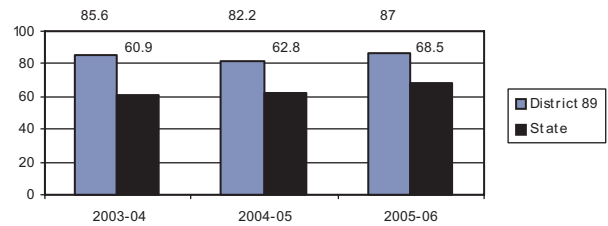
ISAT, Grade 7 Science



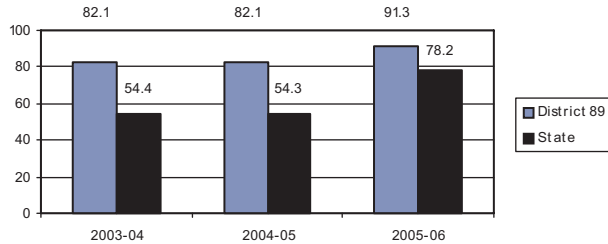
ISAT, Grade 5 Math



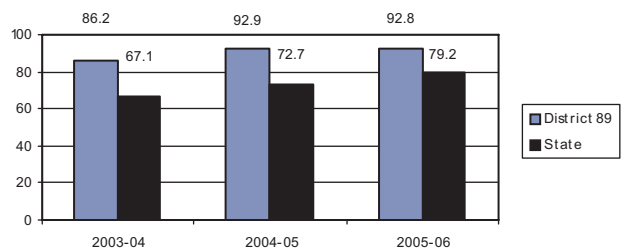
ISAT, Grade 5 Reading



ISAT, Grade 8 Math



ISAT, Grade 8 Reading



District 89 seeks high levels of satisfaction for all of its customers. Members of the community sub-groups are surveyed on a rotating basis, and summary information from two of those groups is listed below. Parent surveys were done from 2002-2005 and the averages of all responses lean heavily toward overall high satisfaction from parents. Summary data is broken down into the areas of instructional, communication, school atmosphere and school procedural satisfaction. Overall, the majority of the survey respondents gave District 89 an "A" quality rating.

Instructional Satisfaction

During the survey period all responses in the area of instruction consistently ranged in or near the 90th percentiles with some questions earning a 100% "agree or strongly agree" mark from parents. The data showed an interest by parents in making sure children are sufficiently challenged by their schoolwork and making certain the math curriculum meets every child's needs. The data also showed concern by parents that computer technology might not be sufficient in helping students learn the age appropriate skills they need.



Communications Satisfaction

During the survey period there was a consistent improvement each year in all areas of communication between teachers, office staff, the building principals, and parents. Improved communications is an ongoing need that is being addressed through the new strategic plan.

School Atmosphere Satisfaction

Survey data for atmosphere satisfaction has been very positive with the exception of some parents feeling it is difficult to talk to their child's teacher easily. While those numbers improved over the survey period, it is a valid issue that the District continues to address.



School Procedure Satisfaction

According to the data, procedural issues have improved over the years with the exception of the layout of the school handbook and the understanding by students of the school rules that are expected to be followed. Improvement plans for both of these areas are being discussed.

District 89 teachers, support staff members and administrators were surveyed in 2006 and the results showed that staff members enjoy working in District 89 and feel a strong sense of professionalism.

Based upon the survey data gathered from employees, areas for improvement will be:

- Communication
- School Improvement Plans and Imperatives making staff feel their job is important
- Staff Development



New Mission and Vision Statements Reflect Community Values

“The **MISSION** of Community Consolidated School District 89 is to prepare our students for a successful future through continuous improvement of learning, satisfaction and resource utilization.”

“It is the **VISION** or **AIM** of Community Consolidated School District 89 that all of our students learn to the best of their abilities, have strong feelings of self-worth, and enjoy attending school each day. The educational experience shall be challenging, rewarding and result in a high level of student, staff, parent and community satisfaction. All resources shall be directed toward the accomplishment of this aim.”

Input from stakeholders was utilized in 2006 when the Board of Education created and approved a comprehensive Strategic Plan for District 89. Several defining statements emerged during this six-month process. In addition to the three imperatives that guide district improvements, District 89’s educational program will now center around the motto *Learning for Life*. This motto will be embraced in the classroom, and by extending learning into real world applications, the district’s mission of preparing students for a successful future can be realized.

The strategic plan is organized into three, one-year cycles. At the end of each year of implementation, the results are reviewed and any necessary modifications are made before embarking on the next year of the plan. The three-year document is further divided into eight strategies with corresponding action steps.

Read the Strategic Plan at www.ccsd89.org

Guest Speakers Enhance the Students’ Learning Experiences

One of the important ways District 89 helps students with *Learning for Life* is through the use of guest speakers who can share their own personal experiences. This is done through school-wide assemblies and through simple classroom visits. In February of 2007 Westfield Elementary 5th graders received a visit by Reverend Jessie Jackson. Jackson spoke with students about the earlier days of segregation in our country and of his own personal experiences. He also discussed his work alongside civil rights leaders such as Dr. Martin Luther King Jr. and Rosa Parks. He stressed the importance of learning about and respecting each other’s cultures, heritages and languages and left students with a very important life lesson: While a person cannot choose their race or culture, they CAN choose their character.



Students from Nadia Bardack’s 5th grade class at Westfield Elementary School pose for a photo with Reverend Jessie Jackson after a classroom visit during Black History Month.

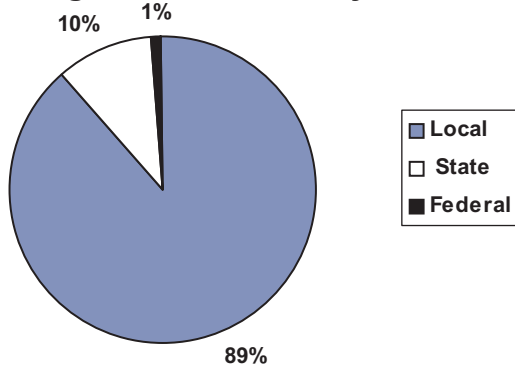
District 89 Values/Beliefs

To achieve our mission and vision, we commit to the following:

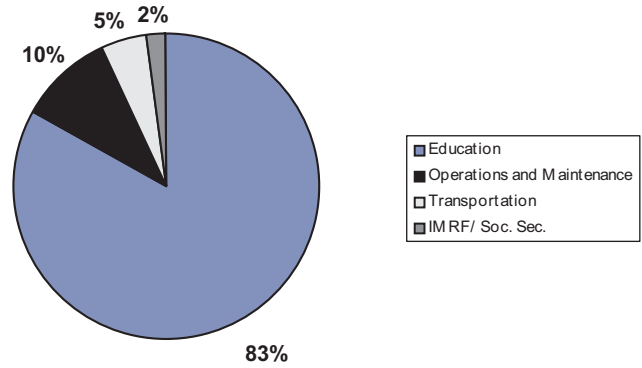
- ◆ Learning is the responsibility of the partnership among home, school and the community
- ◆ It is our responsibility to educate the “whole” child
- ◆ It is our responsibility to provide the critical skills and knowledge which contribute to the success as both students and citizens
- ◆ It is our responsibility to guide students toward self-sufficiency, responsibility, and accountability
- ◆ Members of our learning community must treat one another respectfully
- ◆ People are our most valuable resource
- ◆ All stakeholders must contribute to the decision-making process and be held accountable
- ◆ Two-way communication is essential between school, families and community partnerships
- ◆ High levels of satisfaction are essential to continuous improvement
- ◆ Data drives decision-making for continuous improvement
- ◆ Efficient use of resources enhances learning
- ◆ Systems must change to enable growth
- ◆ Technology enables and enriches teaching and learning
- ◆ Resources must be aligned to support improvement goals

In Illinois, the primary funding source for public education is local property taxes. Additional funding is received from state and federal sources. In District 89, the majority of revenues are allocated to the Education Fund, which is the primary fund used for the education of students. The Board of Education and Administration continually seek efficiencies for wise resource utilization.

**2006-07 District 89
Budgeted Revenues by Source**



**2006-07 District 89
Budgeted Expenditures by Fund**



The Tax Cap's Impact on District 89

District 89 is one of several school districts in Illinois that are subject to the tax cap. This legislation, approved in 1992, has resulted in a gradual, yet steady decline in the tax rate paid to District 89. While this legislation benefits taxpayers, it creates a significant challenge for school districts which must provide mandated services at a time when costs continue to increase. Since 1992, the total tax rate paid to District 89 has decreased by 77.4 cents per \$100 of EAV, from \$3.39 in 1992 to the \$2.61 which appeared on 2005 tax bills.

YEAR	Total Tax Rate per \$100
1992	\$3.39
2000	\$3.15
2001	\$3.09
2002	\$2.94
2003	\$2.83
2004	\$2.71
2005	\$2.61

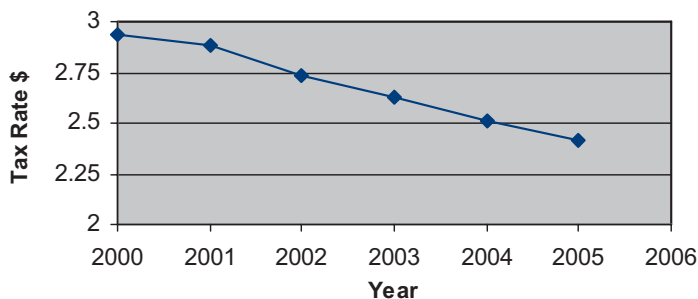
Operational Costs Per Pupil

	District 89	State
2002-03	\$8,637	\$8,482
2003-04	\$9,341	\$8,786
2004-05	\$9,766	\$9,099

District 89 Staff Ratios and Teacher Experience

Pupil to Teacher Ratio	District 89: 1: 17.4
	State: 1: 19.1
Pupil to Administrator Ratio	District 89: 1: 187.5
	State: 1: 222.3
Percentage of Teachers with Masters	District 89: 64.5%
	State: 50.6%
Average Years Experience	District 89: 14.1
	State: 13.0
% Teachers Meeting "Highly Qualified" Standards	District 89: 100%
	State: 96.1%

Total Tax Rate History



District 89 has always worked diligently to effectively use its resources to maintain high-quality educational programs for its students. For example, many services, including transportation, food service, human resources and communications, are outsourced or done on a contractual basis to save money. However, there becomes a point at which reducing expenditures to match existing resources negatively impacts the educational programs and therefore student learning.

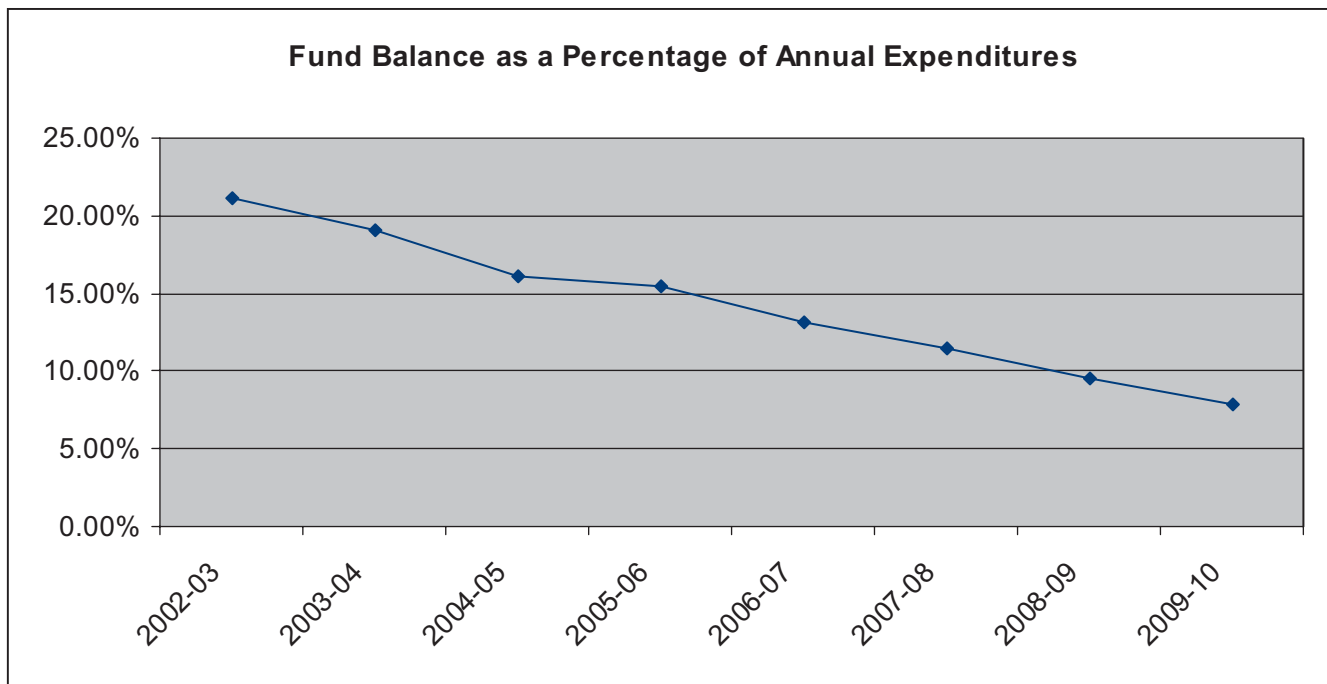
Because the preservation of existing programs, compliance with No Child Left Behind mandates and improved technology offerings for students are priorities, board members and administrators have begun to explore the feasibility of seeking additional revenue for the Education Fund.

REVENUE & EXPENDITURE SUMMARY

(As listed in District 89 Annual Financial Reports)

	2006-07 (Budgeted)	2005-06 (Actual)	2004-05 (Actual)	2003-04 (Actual)	2002-03 (Actual)
Revenue	\$23,976,459	\$22,987,620	\$22,012,953	\$21,511,849	\$21,208,239
Expenditures	\$24,222,490	\$22,761,226	\$22,325,353	\$21,751,588	\$20,905,060

Healthy school districts generally maintain a fund balance to cover unanticipated expenditures and revenue shortfalls. This fund would act much like your savings account that you use to cover unanticipated expenditures at your home, such as when an appliance breaks or when a roof leaks. For this purpose, the District 89 Board of Education believes it is prudent to maintain a fund balance of no less than 10% of annual operational costs. The chart below illustrates how District 89’s fund balance is slowly eroding due to tax cap restrictions and increased costs associated with maintaining quality educational programs. Financial projections indicate that District 89’s fund balance will dip below a 10% fund balance during the 2008-09 school year.



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<u>Vice President</u>		
Lori Gaspar	2003-2007	lgaspar@ccsd89.org
<u>Members</u>		
Mary Kataura	2005-2007	mkataura@ccsd89.org
Terry Lachcik	2003-2007	tlachcik@ccsd89.org
Mike Nelson	2005-2009	mnelson@ccsd89.org
Jody Selenica	2005-2009	jselenica@ccsd89.org
Frank Zak	2005-2009	fzak@ccsd89.org

"Our superintendent, administration, board members, teachers and staff all work very hard as one team to do what is best for our kids and our community with the resources we have been given and within the constraints imposed on us by law. I truly believe that we have done the best possible job that could be done in that regard. We know we have new challenges before us and we are working to address them head-on in this cooperative spirit."

Gene Glaudell
BOE President

District Office Administrators

Superintendent of Schools Dr. John S. Perdue

Assistant Superintendent for Learning Dr. Jamie Reilly

Assistant Superintendent for Finance and Operations Dr. Bernard Madden