



# HINCKLEY-BIG ROCK 2016-2017 ANNUAL REPORT



## Dear Hinckley-Big Rock Community,

Hinckley-Big Rock CUSD #429 continues to prepare our students to take hold of their tomorrow not only for the near future, but beyond. We strive to help all of our students have the skills and motivation to pursue a self-directed goal, adapt to challenges along the way, and know the options to obtain their post-secondary goals. This third annual report to the community will highlight the ways we focus on this commitment to our students and community. As a District, we create goals to provide direction for each school year. You can see our 2016-17 goals when you visit <https://www.hbr429.org/domain/12>. You can also visit the following sites to see the goal work at each school and our special education department for the 2016-17 school year:

**Hinckley-Big Rock Elementary School -**  
<https://www.hbr429.org/domain/65>

**Hinckley-Big Rock Middle School -**  
<https://www.hbr429.org/domain/158>

**Hinckley-Big Rock High School -**  
<https://www.hbr429.org/domain/282a>

**Hinckley-Big Rock Special Education Department -**  
<https://www.hbr429.org/Page/3520>

Our District goals for the 2016-2017 school year and our related progress is described below:

1. The integration of technology into our learning environments will increase with a focus on measuring the impact of the integration on learning and career readiness.

This was the first year of this multi-year goal focusing our District on appropriate technology integration into the learning process. We completed quite a lot during the first year of this goal. We created and utilized a technology needs assessment of our staff, finalized our technology curriculum, defined what we mean when we say appropriate technology-infused learning, provided professional development for our staff, developed an online bank of resources for our staff that is broken down in categories to meet our definition of appropriate technology-infused learning, and we also budgeted for the upcoming year's technology purchases. As a result of this work, we have seen an increase in the use of technology in our learning environment which meets our District definition of appropriate technology-infused learning - the use of technology as a tool in the learning process which is driven by the curriculum, enhances student learning, engages students, and improves communication, feedback, and/or collaboration between all stakeholders. While we recognize technology is just one tool in our toolbox to provide meaningful and engaging learning opportunities for our students, we know that we must utilize technology in an appropriate way to enhance the learning opportunities of our students. We are excited to see the impact on future learning as we continue to focus on technology integration in our learning environment.

2. Increase our efforts to educate our community through the use of our blog, school newsletters, community newsletters, website, and public forums which will result in community engagement to support our students and their learning.

During two of the last four years, we have had a District goal surrounding our communication efforts. This year's focus was on educating the community using our communication tools. During the 2016-2017 school year, we implemented feedback into our regular communication efforts, developed a list of topics to educate our community, created a community education and engagement plan, and implemented the plan. You are encouraged to view our community education and engagement plan at <https://www.hbr429.org/Page/3521>. One example of our community engagement effort was the opportunity to view our program on internet safety not only live for our students, but to their parents, and the community using Facebook technology. The presentations were viewed more than 190 times. In addition to this, we also used social media during 2016-2017 at HBRES (Facebook - Hbres Royals), HBRMS (Twitter - @hbrmsroyals ; Instagram - hbrmsroyals), and the District level (Twitter - @HBR429Sup); HBRHS will have a Facebook page next year. We also updated our webpage in the 2016-2017 school year for a more visitor friendly experience, while providing more pertinent and timely communication. We know that we will never meet everyone's communication expectations, but we strive to keep our students, parents, and community informed and educated on our current happenings and future endeavors.

Topics for our District goals for the upcoming 2017-2018 school year will be:

1. Technology integration into our learning environment
2. Personalized learning (This is the first year of a multi-year goal)

Looking forward to the 2017-2018 school year, we will be implementing a new student information system that will help us be more efficient, effective, and provide for increased communication opportunities to our families. This will be in place for our first day of school on August 16th. We hope you enjoy reading our Annual Report and find out what is happening in each of our schools and departments, look at the snapshot of our District finances, and review our plans for the future. If you have any questions about any of the contained information, do not hesitate to reach out to the appropriate contact:

**HBRES Principal - Julie Melnyk -**  
815.286.3400 or [jmelnyk@hbr429.org](mailto:jmelnyk@hbr429.org)

**HBRMS Principal - Jeff Strouss -**  
630.556.4180 or [jstrouss@hbr429.org](mailto:jstrouss@hbr429.org)

**HBRHS Principal - Jay Brickman -**  
815.286.7501 or [jbrickman@hbr429.org](mailto:jbrickman@hbr429.org)

**HBR Special Education Director - Dr. Carolyn Beard -**  
815.286.7576 or [cbeard@hbr429.org](mailto:cbeard@hbr429.org)

**HBR Superintendent - Dr. Travis McGuire -**  
815.286.7578 or [tmcguire@hbr429.org](mailto:tmcguire@hbr429.org)

We encourage you to visit <https://www.hbr429.org/> to see our calendar and highlighted communication pieces. We are proud of our continued focus on providing our students the best learning opportunities possible.

Thanks for your continued support!



## Laying the foundation ... Hinckley-Big Rock Elementary School

In 2016-2017, Hinckley-Big Rock Elementary School focused on strategic implementation of the core elements designed to improve the whole child and targeted strategies meant to improve academics, as well as



social and emotional areas. We also focused on learning behaviors that ensure our students are prepared for their next educational level toward college or career readiness. We are excited to share some highlights with you in several of those key areas.

### Academically

On the 2016 state achievement test, PARCC, our students continued to show gains. The number of students scoring proficient or above increased by 7% over the previous year, while the number of students scoring in the “exceeds standards” category increased by 6%.

Our Response to Intervention (RtI) process and the FOCUS team at the elementary school continue to be strengthened with the addition of strong interventions in the areas of reading and math. The creation of the HBRES RtI Manual helped guide our support system. We added an ongoing parent communication piece designed to inform parents of their child’s progress as we continue to build a strong school-parent partnership.

This past school year, our talented and dedicated teachers have focused on creating a strong English/Language Arts curriculum by visiting schools in Lisle that model the same type of reading/writing workshop that we have in our classrooms. They also participated in numerous professional development days including a day of learning with a trained professional during

the first week of summer. Utilizing our Title I grant, two of our teachers spent several days in New York working with teachers from around the country to learn more about the writing workshop process. During 2017-2018 year, these teachers will work with the rest of our staff as they focus on the writing component.



### Character Building/Leadership Skills

HBRES continues to effectively empower students who display grit, a growth mindset, and goal-achieving practices. This year, we included a new piece: Learning Buddies, a partnership between two grades that meet twice a month for shared learning and relationship building activities. We also introduced the “Royal Celebration” on the last day of school to celebrate our kindergarten and fifth grade students as the youngest and oldest student learners in the building.

In addition to a focus on building strong student character, we also continue to look for opportunities for our students to practice and grow their leadership skills. The creation of the Tech Team has been a great opportunity for 5th grade students with skills and interests in technology to take a leadership role within the building. Students were charged with creating the Good Character videos that were displayed on Community Fridays which take place twice per month at 8:30 a.m. Please check our website at the beginning of the school year for dates if you are interested in attending.



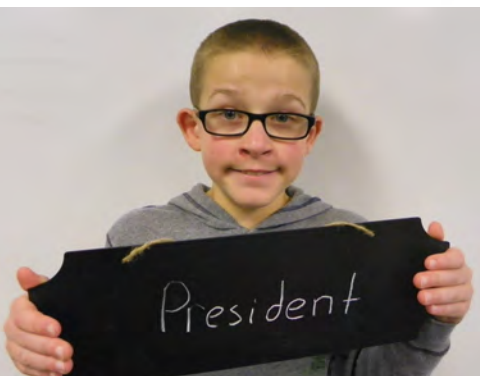
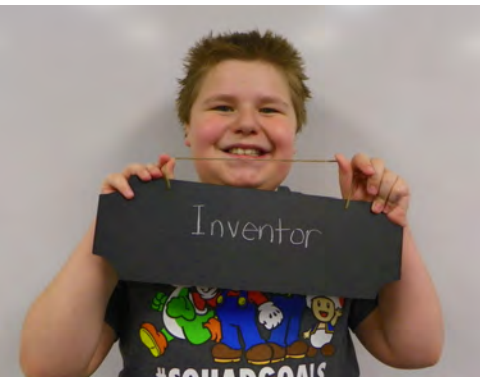


### Career Readiness

The district focus on career readiness was especially important to the teachers and students at the elementary building because we know that building skills in this area has a direct impact on a student's future success. We added careers to the daily announcements and website. Our fifth-grade students discovered their interests and used that information to design a

career project that was presented in class. Two of our third-grade students became principal for a day and had meetings with the Superintendent, read to classrooms, and met the Student Council to discuss new ideas. They learned that a principal's job is rewarding, but also hard work!

In May, we celebrated our love of reading by sharing a day at school with Amy Logan, author of *A Girl With a Cape*, who shared her message of spreading kindness. The students prepared for her visit by creating a "Random Acts of Kindness" board filled with post-it notes describing acts of kindness they initiated. It was an empowering and inspiring day!



### Additional information of interest

In September, HBRES participated in its 2nd Annual Walk-a-thon which was designed to give our students the opportunity to give back to the school. Students raised just under \$6,000 which was used to purchase several document cameras for classrooms, online learning subscriptions to accompany our curriculum materials, a variety of differentiated seating items, and a new bench for the nurse's office.

In an effort to work toward the district goal of increased communication with our parents and community, HBRES has added more timely and visual presentation of information by our classrooms, our front office has added a Facebook page to communicate updated information, we have begun including our announcements on our website, and have added the "Principal's Blog."

This past year, the elementary school created a committee of school and community members to explore purchasing and installing a new playground for our west grounds by the ball field. This group will continue to meet in 2017-18 and look for ways to raise funding for this project. If you are interested in helping or would like to be included on the committee, please contact the elementary school office.

In summary, at HBRES we are proud to be a part of a truly special school district. Thank you for continuing to support and partner with us as we build a better tomorrow, one student at a time.





## Preparation for the future ... Hinckley-Big Rock Middle School

In 2016-17, Hinckley-Big Rock Middle School teachers and staff continued to work with students every day to ensure our students are "Ready to Go" to the next level of their education. For the third year, middle school staff and students focused



on key "Soft Skills" like accepting responsibility, being a team player, creativity and problem-solving skills, leadership, time management, flexibility, showing commitment and communication skills. It is our belief that these skills and behaviors make our students successful academically and socially. When students are secure in these skills and behaviors, their grades and behaviors also improve.

One of our goals for 2016-17 was for our students to have a better understanding of the community they live in. To support this goal, Social Studies teacher Kirsten Kubala developed a community service project that allows our students the opportunity to be more actively involved with the Hinckley and Big Rock Communities and surrounding areas. Student volunteers assisted with Back to School Night, Career Day, Plowing Match, Breakfast with Santa, Royal Jaunt, Hinckley Food Pantry, Hinckley Public Library, Girls Scouts, and



Feed My Starving Children, to name a few, while developing leadership skills and making a positive difference in the lives of others. Our 8th graders alone volunteered over 1,400 hours throughout the school year!

The 2016-17 school year began with our annual 6th grade orientation. Incoming 6th graders went through a shortened version of their daily schedules and attended a Q and A session with 6th grade teachers and older HBRMS students.

The orientation helps students become familiar with the building and provides some time for working with their locker combinations. We look forward to our new 6th graders becoming part of the HBRMS community with 6th grade orientation occurring on August 10, 2017.

In keeping with the district goal of career readiness, HBRMS hosted our third annual Career Awareness day in February. Prior to participating, our students completed the Oklahoma Career Interest Survey which reported their interest level in 16 different career clusters like Agriculture, Business Management, Finance, Health and Science. Students used the survey to sign up for sessions during career day. This year, 25 speakers from both Hinckley and Big Rock discussed their careers in areas such as computer programming, radio broadcasting, veterinary care, geology and working as an



electrician. This day continues to be a student favorite and gives our students an opportunity to gather more information about potential future careers.

In April, the middle school hosted our first Financial Awareness day with speakers talking about banking, financial planning, realty, and insurance. The rest of the morning the students completed a financial awareness activity focusing on the influence of advertising and spending money. We will continue to work to develop learning opportunities for our students so they can learn how to become more financially aware.

In moving forward with career readiness and financial awareness during 2017-18 school year, we would like to invite parents to come in during our lunch periods to meet with a small group of students and discuss their individual careers. Any one interested in volunteering for any of our special days are encouraged to contact Jeff Strouss at 630-556-4190. We would also like to encourage our students to go to work with their parents to have an additional opportunity to learn what mom and dad do for a living.

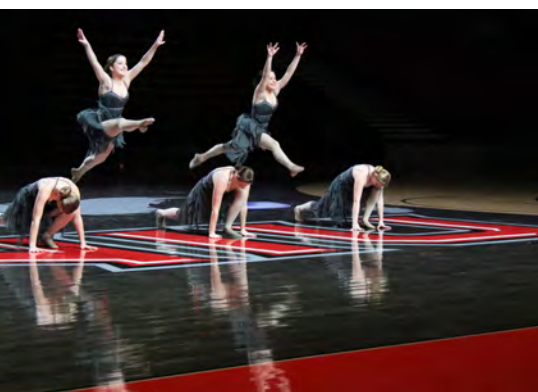
It continues to be an honor to work with all HBR parents, community members, staff and teachers. We are excited about the quickly approaching 2017-18 school year. As always if you have any questions or concerns please feel free to call the office at the above number or email Jeff Strouss at [jstrouss@hbr429.org](mailto:jstrouss@hbr429.org).





## Building relationships ... Hinckley-Big Rock High School

This past year at Hinckley-Big Rock High School has been one of excellent educational experiences for our students and has resulted in considerable recognition and praise for our school. As 2016-17 has drawn to a close, it is a great opportunity to express our sincere



thanks to the students, staff and parents here at HBRHS who have all worked together to build pride in our school and its accomplishments. So, to our wonderfully supportive parents, our

highly qualified and dedicated teachers, our classified and support staff who consistently demonstrate the highest degree of dedication and professional performance, and, of course, our great kids who continue to impress with their abilities and kindness... we say thank you!

As we think about the 2016-2017 school year, there is a realization of just how much we have achieved and how much is still left to do. The school year began with our annual Freshman Academy and closed with Final Exams, but in between, so much happened. Our focus continues to be on helping all students achieve to their maximum potential and a big part of this is helping our students find a way to connect to their high school ex-



perience. Our extra-curricular and co-curricular activities are the primary way that we hope to enhance the quality of a student's overall experience. But, in the end, it really is about relationships. The relationships



that we build with our students, parents, and community have the greatest impact on our success in carrying out our mission.

The relationship building piece can be complex. We hope, through our many events and activities, we get the chance to make these important connections. Some of these include:

- 1) Our athletic program and its focus on coaches as teachers and building community spirit;
- 2) Our FFA chapter and its opportunities for students to provide leadership and build community pride;
- 3) Our clubs and activities that give our students a chance to connect with teachers in new and different ways;
- 4) Our Homecoming Week that garners a great deal of student participation and community pride;
- 5) Our various celebrations of academic and athletic excellence. We believe that celebrations and recognition are a great way to build relationships and support the overall student experience

We also hope to build relationships by improving communication. A district goal focusing on improved communication to enhance community engagement has been very successful. At the high school, we recognize how important regular, effective communication is. Our



parents and community want to know, and deserve to know, what is happening in a timely fashion. We have been exploring what effective communication is, and

what implementing it looks like. Next year, be on the lookout for our brand new Facebook page. We hope to use this platform

to provide you with important, fun and interesting information that further enhances our relationships and provides an avenue for feedback on our effectiveness. Also, we have once again committed to identifying monthly themes where we will focus on communication. Watch for the theme “starting the year strong” in August.

Of course, building relationships and improving our system of communication must co-exist with our mission to help all students achieve to their maximum potential. We find this to be a natural fit. We use our school improvement planning process, along with our commitment to district-wide initiatives, as a way to keep our goal of continuous improvement in the name of helping all students succeed. This year, two very important initiatives took major leaps forward. A district goal to integrate technology into our learning environments has caused us to be more strategic in our approach to utilizing technology. The acquisition and use of Chromebooks as a tool for learning has been embraced by our staff. We can confidently say, through student and teacher feedback, that these devices are changing the way our classrooms look, positively impacting student engagement, and have helped more students than ever interact effectively with our rigorous curriculum. We have also seen a dramatic increase in



the number of teachers utilizing Google Classroom as a platform for organizing their classroom, communicating with students and providing timely and effective feedback on student work. Technology integration will continue to be a focus for 2017-18.

Lastly, we have once again committed to a school improvement goal that we believe will have a very positive impact on the lives of our students. This year was Year 1 of our goal to help our students become college and career ready writers. Writing is a crucial component of literacy, and impacts students’ personal and academic lives in many ways. We want our students to see writing as a way to communicate effectively, both inside and out of the classroom. It will continue to be a major focus in 2017-18.

We at the high school are proud of what we do, and are proud to be associated with such a well-informed, supportive community. We hope that this has given you a glimpse into the year that was. Of course, we would love to hear from you should you have any thoughts on what you would like to see in the year to come. Thanks for your support!





## Learning outside the classroom ... HBRHS Athletics

At HBR, we value our student athletic programs and our student athletes. Our criteria for being successful is not based on the win-loss record of the sport or the trophy at the end of the season, but in our student participation, improvement of student skills, sportsmanship, camaraderie and the enjoyment of those involved. In the 2016-2017 school year, Hinckley-Big Rock High School had 128 students who participated in at least one of our 14 athletic programs throughout the year. These students occupied 213 roster spots on our various teams. Hinckley-Big Rock Middle School had 178 roster spots in the 7 athletic programs throughout the 2016-2017 school year. The breakdown is as follows:

### HBRHS

Girls Cross Country	1
Boys Cross Country	1
Girls Golf	9
Boys Golf	22
Boys Soccer	22
Volleyball	24
Boys Basketball	28
Girls Basketball	23
Cheerleading	6
Dance	7
Boys Track	13
Girls Track	6
Baseball	15
Softball	<u>13</u>

### 213 Roster Spots

### HBRMS

Co-Ed Soccer	32
Volleyball	34
Boys Basketball	28
Girls Basketball	25
Cheer	23
Boys Track	22
Girls Track	<u>14</u>

### 178 Roster Spots

### FALL HIGHLIGHTS

Our fall sports season included boys soccer, girls volleyball, boys and girls cross country and golf at HBRHS and co-ed soccer and girls volleyball at HBRMS.

**HBRHS boys soccer** finished the season with an overall record of 11-11. The young team brought home a Little 10 Tournament Championship and a third overall standing in the conference. This team will be return-

ing in 2017 under the new coaching leadership of Brad Phillips, assisted by Ryan Salazar. As a side note, we will be able to watch alumni Alex Perales as he continues on with his soccer skills at North Central College in the fall.

**Girls volleyball** at HBRHS was a season of growth and improvement with an overall record of 7-23-2. The 2017-2018 Lady Royals will compete under new coach Stefanie Rich and look to improve their skills and record.

**HBRHS boys golf** continued to grow with a 22 member roster and earned a record of 10-5 for the season. The Royals welcome the coaching direction of Larry King for the upcoming 2017-2018 season and we look forward to the team continually showing improvement.

**HBRHS girls golf** was led by the returning powerhouse, Erin Lyons who led a young team to a 14-3 record. She once again was a Sectional qualifier this year. Erin's leadership and skills will be greatly missed as the young Lady Royals get ready for a new season under veteran coach Greg Jourdan.

**Cross country** at HBRHS for both the boys and girls was a highlight for HBR in 2017-2018 with Audrey Harrod and Tanner Chada both becoming state qualifiers. Audrey placed 35th while Tanner placed 4th at the Illinois High School Association (IHSA) Class 1A Cross Country Meet.

**Co-ed soccer** at HBRMS had a regular season record of 7-3 and placed 3rd in the Junior Ten Tournament. **7th grade volleyball** finished the season at 3-7 while **8th grade volleyball** had a 1-9 regular season record and did not place in the Junior Ten Tournament.

### WINTER HIGHLIGHTS

Both our **boys and girls basketball teams** enjoyed some successes during the season at HBRHS. They played competitively and showed progress.

The girls team had a record of 10-19 overall, a conference record of 6-2, placed third in the conference, and advanced to the second round of games in their Regional. With 4 seniors graduating, the upcoming younger team will be interesting to watch in 2017-2018.





The boys basketball team at HBRHS had 10 players on the varsity squad and every player started at least 4 games during the season. The boys had a 5-22 record and have a promising future in 2017-2018 with 6 returning letterman showcasing their talents under new coach Seth Sanderson, a former rival Indian Creek graduate.

Our [cheer and dance teams](#) were busy again this year at HBRHS. We are the only Little 10 School to perform in both competitive cheer and dance. Throughout the past five seasons, we have been to state competitions three times in dance and once in cheer. The Dance team again was a state qualifier which shows the strength of their commitment to their program. The cheer team, though smaller in number this year, did a great job supporting the basketball team and competing in local competitions.

Winter sports at HBRMS included boys basketball, girls basketball, and cheer. The [7th grade boys basketball](#) team finished the season at 7-4 placing second in the Junior Ten Conference. The [8th grade boys basketball](#) team finished the regular season at 4-6 and placed 3rd in the Junior Ten Conference Tournament. The [cheer team](#) actively supported and grew in their skillset with 8 7th graders and 15 8th graders making up the squad. [7th grade girls basketball](#) team finished the seasons at 4-7 while the [8th grade girls basketball](#) team finished the regular season at 3-8 and placed 4th in the Junior Ten Conference Tournament.

## SPRING HIGHLIGHTS

[Boys baseball and girls softball](#) at HBRHS struggled a bit in 2016-2017 ending their seasons with a 1-17 record and 0-16, respectively. Both young teams continued to persevere and showed signs of growth, improving their individual skills and team mechanics.

[HBRHS girls soccer](#) continued their partnership with Somonauk this spring. The 23 member roster included 7 Somonauk and 16 HBR athletes. The program continues to grow and we hope to be able to field both JV and Varsity teams in the not too distant future. 2017 HBRHS graduates, Tanner Prellberg and Meghan Menzel, will both continue to compete at Waubensee Community College next year.



[Boys and girls track and field](#) at HBRHS both compete in the spring. In 2016-2017, HBR had the honor of being home to the first place finisher in the 1600 Meter Race at the IHSA Boys' State Track Meet, Tanner Chada. Tanner finished 1st in the 1600 meter run after placing 2nd in the 3200 meter run only a few hours



earlier that same day. The girls team also made us proud at the IHSA State Track meet with Olivia Sauce-do qualifying in the high jump and the podium finishes of Audrey Harrod. Audrey placed 2nd in the 800 meter run and 3rd in the 400 meter run in Charleston. 2017 HBRHS graduates Audrey and Tanner will continue their running careers at Illinois State University and Grand Valley State, respectively. Good luck to both as they embark on this new journey!

[Boys and girls track and field](#) at HBRMS also both compete in the spring. Both teams competed in 7 meets this year. The boys track team placed 2nd at the Junior Ten Conference Meet. The girls track team boasted a state qualifier in Ally Mills. Ally represented HBR in the long jump.

## Dallas Waldschmidt and Charles Hillman Award Winners

Congratulations to Corey Maercker, recipient of the Dallas Waldschmidt Award and Audrey Harrod, recipient of the Charles Hillman Award. Both students were members of the National Honor Society and multiple sport athletes. Throughout his high school career, Corey competed in soccer, basketball, and track and field. Audrey competed in cross country, and track and field, earning state level awards in both programs. We wish both of them the best as they pursue their post-secondary endeavors!



## Ongoing improvements in supports and services ... Special Education Department

Special Education is defined in the Individuals with Disabilities Education Act (IDEA) as specially designed instruction, support, and services to increase the student's chances for success.

The fundamental purposes of special education are the same as those of regular education: the optimal development of the student as a skillful, free, and purposeful person, able to plan and manage his or her own life and to reach his or her highest potential as an individual and as a member of society. Special education developed as a highly specialized area of education in order to provide children with exceptionalities with the same opportunities as other children for a meaningful, purposeful, and fulfilling life. (1997). CEC Policy Manual.

The goals of the special education department are two-fold: (1) the improvement of supports and services to our students with disabilities and (2) continued compliance with the high standards of compliance from the federal and state government.

Professional learning is critical for the continued improvement of special education supports and services to our students identified with disabilities. This year we continued professional learning (coaching) for all certified and non-certified staff within our district.

Professional learning enables our staff to increase their skills in working with children with disabilities and allows us to build local capacity so that we will rely more on our district staff instead of outside expertise and services.

Strategic Instructional Model (SIM) instruction focused our

staff learning on specific strategies that assist students' improvement in reading and writing. The STAR/Links curriculum is primarily for students identified on the Autism Spectrum. Our internal coaches provided professional learning to our certified and support staff to enable them to work with students with autism. Infinitec is an organization that provides specific professional learning for our paraprofessional staff. Our paraprofessionals participated in 5 days of training throughout this past school year.

While our main focus continues to be providing best practice support and services to our students, we still are held to a high standard of compliance by federal and state mandates. The federal and state government has identified indicators that each district must meet. We continue to rate 4's (the highest category) which means that we meet the requirements and don't need intervention from the Illinois State Board of Education. The professional learning (coaching) for the 2017-18 school year will reinforce this year's learning and further develop our skills to meet the needs of our students. We will continue to meet in our special education small groups during department meeting times, with the groups arranged by building. During these meetings staff continue to brainstorm, discuss, plan, and implement ongoing improvements in supports and services to students with disabilities.

The professional learning and collaboration will assist our staff to support the development of students as career ready graduates with skills and motivation to pursue a self-directed goal, adapt to challenges along the way, and know the options to obtain their post-secondary career.





## Monitoring the numbers ... The Financials

As of our last audit for the 2015-2016 school year, we had an operating fund balance of \$5,911,448 with 248 days of cash on hand. Hinckley-Big Rock CUSD #429 has been prudent in our financial spending with the provided local, state, and federal resources. The information below is meant to describe the 2016-2017 financial picture since our audit will not be complete until the fall of 2017. Additionally, a brief picture of the 2017-2018 tentative budget is provided.



### **2016-2017 Financial Summary**

The entire document can be viewed at <https://tinyurl.com/y8zgyg3y>. The approved Fiscal Year (FY) 17 budget can be viewed at <https://tinyurl.com/ya3rsp9>.

### **Purpose of this overview:**

Discuss the revenue and expenses to date to portray our current financial standing as we end FY 17.

### **FY17 Revenue:**

We budgeted \$11,352,205 in revenue for FY17. Our actual revenue, as of July 13th, was \$11,208,537.35 (98.73% of our budgeted revenue). Some key factors in the difference are a direct reflection on the loss of revenue from the State of Illinois. We only received 2 of the 4 mandated categorical payments from the state. This resulted in a loss of an approximated \$306,800 in mandated payments by the state. In total, we received 67.02% of our anticipated revenue from the State of Illinois.

### **FY17 Expenditures:**

We budgeted \$11,873,966 in expenses for FY15. Our actual expenditures, as of July 13th, totaled \$10,958,502.49 (97.35% of our budgeted expenses).

We spent \$298,114.51 less than was initially budgeted through thorough initial planning and spending based on need. We closely monitor our expenses throughout the year with monthly reports to the Board of Education and quarterly reviews with leaders of schools and departments.

### **FY17 Final Summary Results:**

Our FY17 budget had a projected surplus of \$95,588. Our unaudited surplus for FY17, as of July 13th, is \$250,034.86. Hinckley-Big Rock CUSD #429 continues to plan with the known information. The revenue changes from the State of Illinois, sometimes sudden and often with a negative impact, continues to influence our finances and is overall concerning.

### **2017-2018 (FY18) Tentative Budget Summary**

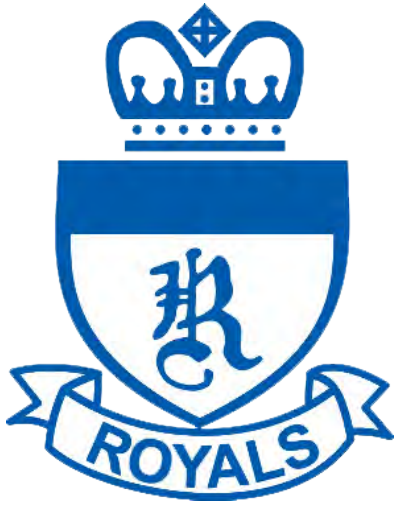
The entire document can be viewed at <https://tinyurl.com/yc6wzv8k>.

The prepared tentative budget, as of July 19, 2017, shows an overall surplus of \$101,835. When comparing FY17 to FY18, there is an overall increase in budgeted revenue of 0.74% (\$84,060) and an overall increase in expenditures of 0.74% (\$82,980). This budget was created utilizing multiple hypothetical situations since the State of Illinois has yet to provide us with revenue projections. The FY18 budget has been created with fiscal responsibility taking current and long term needs into consideration.

This tentative budget will be placed on display after our August 2, 2017, Board meeting. A budget hearing will be held on September 20th at 6:15 p.m. in the Hinckley-Big Rock High School Library. The budget will be formally adopted at the September 20th Board meeting at 6:30 p.m. in the Hinckley-Big Rock High School Library.







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