

**Central Elem School**  
**Pontiac CCSD 429**  
**Pontiac, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : PK K 1**

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

**STUDENTS**

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION															
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	82.5	1.6	8.1	1.0	0.0	0.3	6.5	46.9	0.0	22.3		0.0	38.8	94.2	382
<b>District</b>	82.9	3.1	9.2	0.6	0.0	0.3	3.9	50.8	0.0	20.8		0.3	19.5	94.5	1,311
<b>State</b>	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0		3.2	12.8	94.0	2,074,806

**Low-income** students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

**IEP** Students are those students eligible to receive special education services.

**Limited-English-proficient** students are those students eligible for transitional bilingual programs.

**Mobility rate** is based on the number of times students enroll in or leave a school during the school year.

**Chronic truants** are students who are absent from school without valid cause for 18 or more of the last 180 school days.

**Total Enrollment** is based on Home School.

**INSTRUCTIONAL SETTING**

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
<b>School</b>	100.0	--	--	--	--
<b>District</b>	100.0	24.6		15.1	218.5
<b>State</b>	96.0	18.8		13.6	211.3

\* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

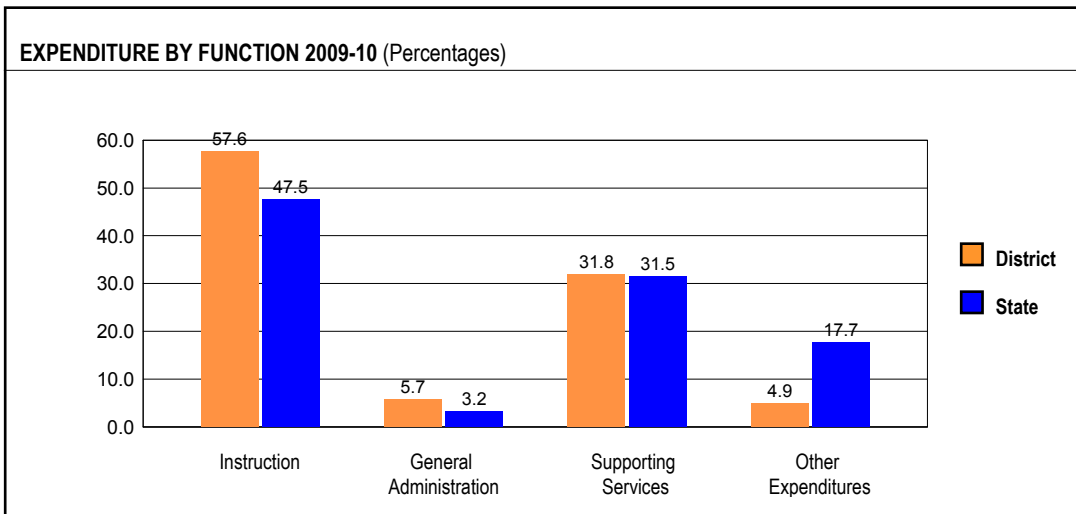
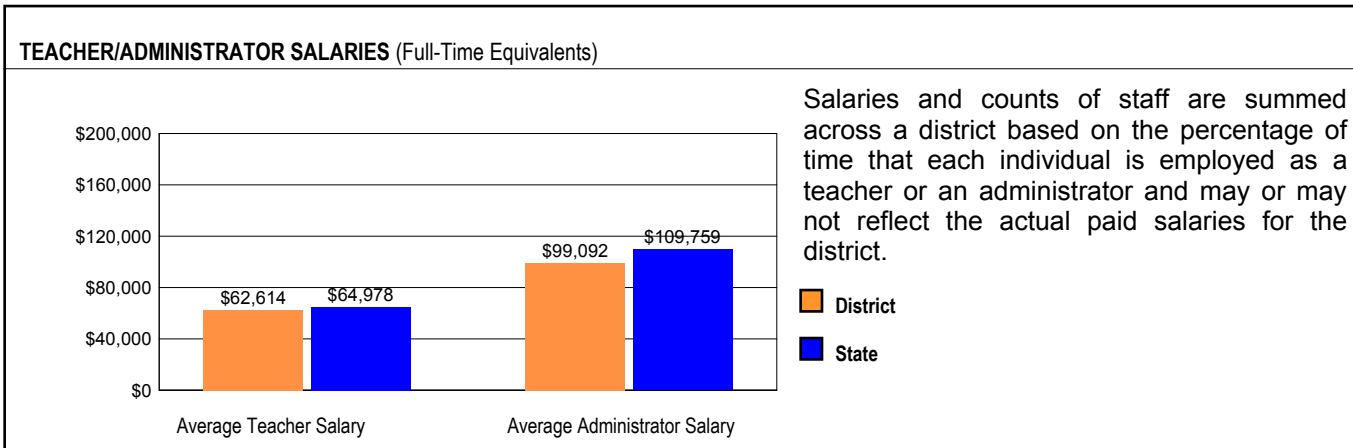
AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>	21.9	21.0								
<b>District</b>	21.9	21.0								
<b>State</b>	20.9	21.6								

TEACHER INFORMATION (Full-Time Equivalents)												
	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number	
<b>District</b>	98.6	0.0	0.0	0.0	0.0	0.0	1.4	0.0	5.4	94.6	74	
<b>State</b>	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262	

TEACHER INFORMATION ( Continued )					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	19.7	33.8	66.2	1.4	0.0
State	13.2	39.5	60.4	0.6	0.8

Some teacher/administrator data are not collected at the school level.

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2009-10				EXPENDITURE BY FUND 2009-10			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$5,227,663	42.6	58.9	Education	\$10,002,073	82.6	72.9
Other Local Funding	\$1,012,974	8.3	6.4	Operations & Maintenance	\$505,483	4.2	6.0
General State Aid	\$2,780,810	22.7	14.9	Transportation	\$746,293	6.2	3.8
Other State Funding	\$1,158,276	9.4	7.5	Debt Service	\$271,804	2.2	7.2
Federal Funding	\$2,094,748	17.1	12.4	Tort	\$244,454	2.0	1.2
TOTAL	\$12,274,471			Municipal Retirement/ Social Security	\$287,272	2.4	1.9
				Fire Prevention & Safety	\$48,411	0.4	0.7
				Site & Construction/ Capital Improvement	\$0	0.0	6.4
				TOTAL	\$12,105,790		

OTHER FINANCIAL INDICATORS				
	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per \$100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	\$134,012	3.10	\$5,842	\$9,510
State	**	**	\$6,773	\$11,537

\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.

**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.

**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

## PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

### Planned Improvement for the School and District

In the past few years, Pontiac School District #429 has greatly increased co taught classes offered within our district. Originally at the Junior High, we began with four classes offered that were co-taught. After seeing what a success we were, we increased that number offered the following year to nine, and then the next year to sixteen classes co taught. We then brought in a trainer from outside the district to in-service our teachers on effective methods of co-teaching, and included the elementary teachers. Schedules were re-structured at the elementary buildings to include co-taught instruction in Core reading and math. At this time, all grade levels at Pontiac School District #429 have co taught reading, math, and in some cases science offered. We credit co-teaching and exposing special education students to the general education curriculum greatly with helping to increase scores on ISAT tests and for our Junior High meeting AYP in 2009 and 2010.

Our district is in continual RtI development. All district schools are utilizing universal assessments (Aimsweb, CBMS and Maze). The assessments are instrumental in implementation of interventions and instructional planning. The expansion of Math screeners and interventions are currently being implemented.

With the move to grade level centers in 2009-2010 each school expanded intervention materials and programs that focus on specific grade levels. The use of Aimsweb as data management software is utilized in district 429. District 429 acquired an independent license in 2009-2010 and has also created internal processes for management of data. Continued Aimsweb training for staff for the purpose of data management, progress monitoring, system management, and screening tools is ongoing.

State of the art technology will continue to enrich instruction in our classrooms. We are very fortunate as our Education Foundation and local community groups along with a substantial lease program through our school board have provided a multitude of technology. In 2008-2009 we were able to add over fifty technology carts and over fifty projection screens to our classrooms. Four Flip Digital cameras were also supplied to the district and are available in a checkout format. We have also been able to update all staff machines to laptops which also can function with any of our technology carts. Due to an economic situation with both county and state we will be unable to continue this type of funding. Additional funding will need to be procured in order to continue the excellent technology instruction in our classrooms. The plan is to contact local resources/businesses, in addition to our current processes, who may be able to step up and assist in lue of our state's shortage of monies. The goal is to provide all District 429 classrooms with access to technology carts, handheld digital video, and continued state of the art technologies.

Student behaviors in all our attendance centers will also be addressed by implementing a Positive Behavior Intervention and Systems (P.B.I.S.) program throughout the district. All faculty and staff, including support staff, will be trained on the fundamentals of this program. Each building will have a universal system to engage and reward positive student behaviors. All students will be taught the expected behaviors for identified areas. All staff will observe and reward students who demonstrate these expected behaviors. As students understand the universal building expectations and strive to receive rewards, office referrals should decrease. The reduction in office referrals will improve classroom attendance and provide a more conducive learning environment