

**Lincoln Elementary School**  
**Pontiac CCSD 429**  
**Pontiac, ILLINOIS**



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

**GRADES : 2 3**

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>	82.0	7.6	9.6	0.0	0.0	0.0	0.8	54.4	0.0	23.2		1.2	17.2	95.3	250
<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>			25.0	23.6						
<b>District</b>			25.0	23.6						
<b>State</b>			21.8	22.3						

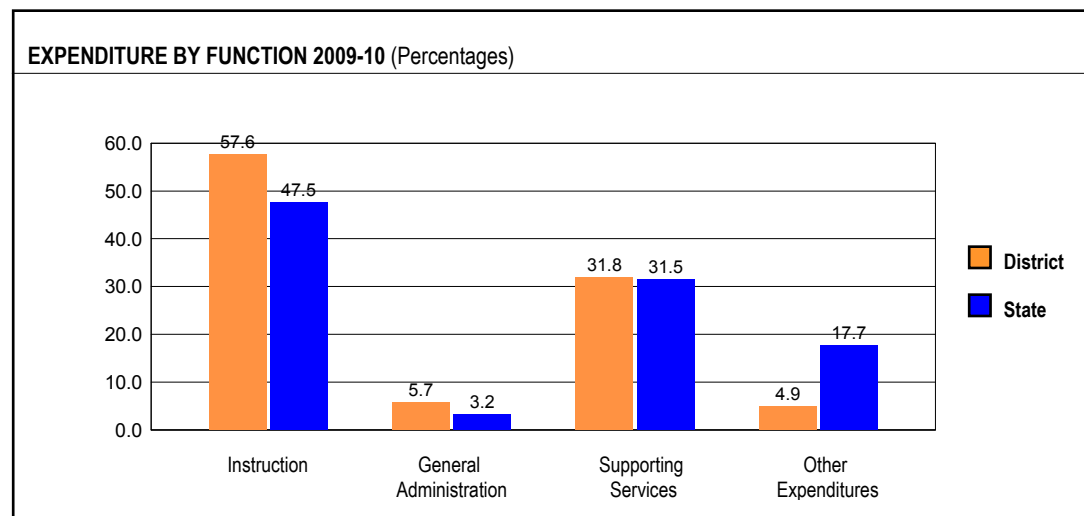
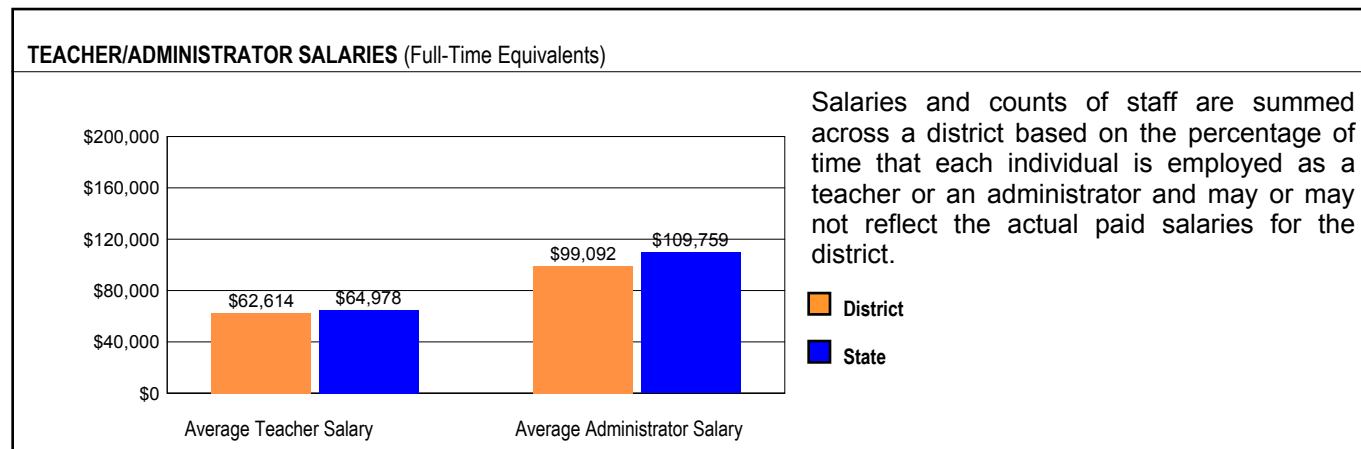
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	60			35			165			35		
<b>District</b>	60			35			165			35		
<b>State</b>	60			30			143			30		

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	98.6	0.0	0.0	0.0	0.0	0.0	1.4	0.0	5.4	94.6	74
State	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
<b>TOTAL</b>	<b>\$12,274,471</b>			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
				<b>TOTAL</b>	<b>\$12,105,790</b>		

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.

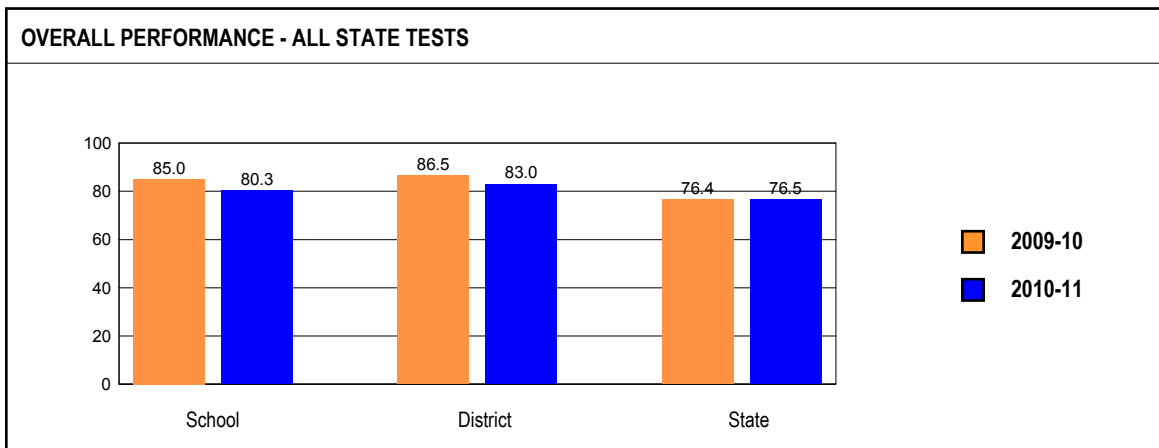
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

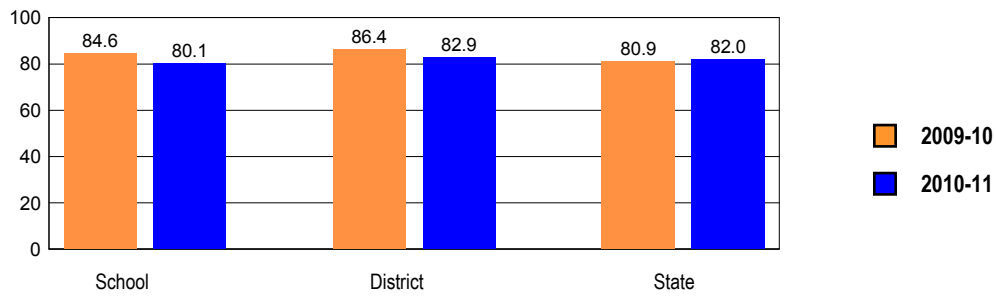
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

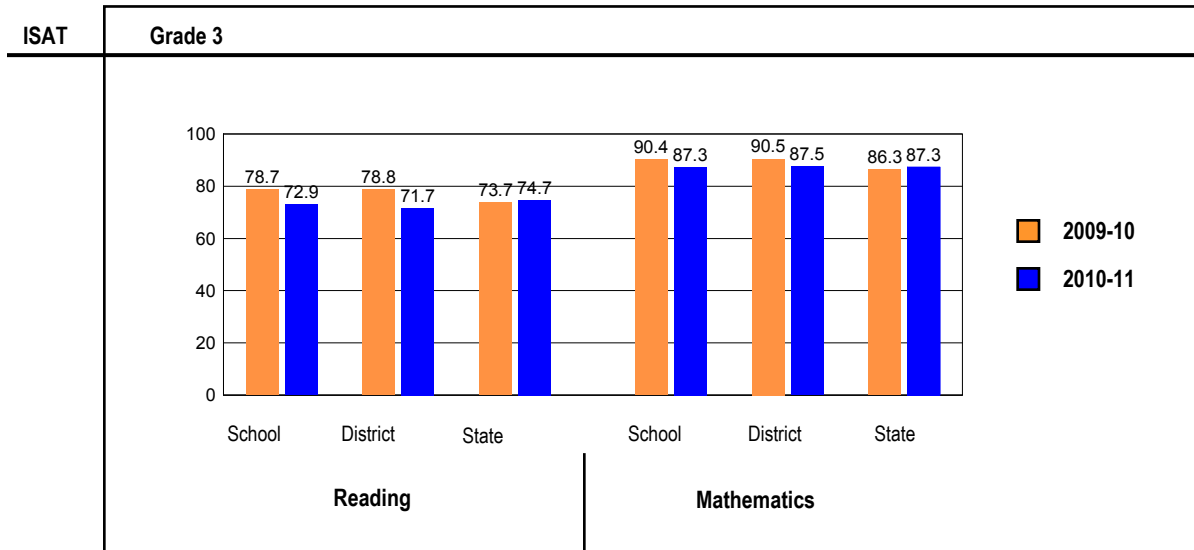


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**ISAT PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

**PERFORMANCE ON STATE ASSESSMENTS**

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	119	62	57	103	5	11	0	0	0	0	0	0	27	62
	Reading	0.0	0.0	0.0	0.0		0.0							0.0	0.0
District	*Enrollment	801	418	383	670	21	79	4	0	3	24	0	0	157	418
	Reading	0.0	0.0	0.0	0.0	0.0	0.0				0.0			0.0	0.0
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	0.9	0.5

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	119	62	57	103	5	11	0	0	0	0	0	0	27	62
	Mathematics	0.0	0.0	0.0	0.0		0.0							0.0	0.0
District	*Enrollment	800	418	382	669	21	79	4	0	3	24	0	0	157	417
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0				0.0			0.0	0.0
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	0.9	0.5

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

**Grade 3****Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	5.1	22.0	48.3	24.6	0.0	12.7	43.2	44.1
District	5.8	22.5	47.5	24.2	0.0	12.5	44.2	43.3
State	5.8	19.5	47.6	27.1	2.9	9.8	43.2	44.1

**Grade 3 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	6.6	26.2	49.2	18.0	0.0	16.4	42.6	41.0
	District	7.9	27.0	47.6	17.5	0.0	15.9	44.4	39.7
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	School	3.5	17.5	47.4	31.6	0.0	8.8	43.9	47.4
	District	3.5	17.5	47.4	31.6	0.0	8.8	43.9	47.4
	State	4.2	17.8	48.8	29.2	2.4	9.8	45.2	42.6

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	4.9	20.6	49.0	25.5	0.0	12.7	41.2	46.1
	District	4.9	21.4	48.5	25.2	0.0	12.6	41.7	45.6
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	School								
	District								
	State	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
Hispanic	School	0.0	36.4	36.4	27.3	0.0	0.0	63.6	36.4
	District	0.0	36.4	36.4	27.3	0.0	0.0	63.6	36.4
	State	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
Asian	School								
	District								
	State	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
American Indian	School								
	District								
	State	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
Two or More Races	School								
	District								
	State	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	11.5	30.8	42.3	15.4	0.0	23.1	42.3	34.6
	District	14.3	32.1	39.3	14.3	0.0	21.4	46.4	32.1
	State	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5
Non-IEP	School	3.3	19.6	50.0	27.2	0.0	9.8	43.5	46.7
	District	3.3	19.6	50.0	27.2	0.0	9.8	43.5	46.7
	State	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>Free/Reduced Price Lunch</b>								
<b>School</b>	8.2	36.1	44.3	11.5	0.0	23.0	50.8	26.2
<b>District</b>	9.5	36.5	42.9	11.1	0.0	22.2	52.4	25.4
<b>State</b>	9.4	28.2	48.3	14.1	4.8	15.3	51.7	28.2
<b>Not Eligible</b>								
<b>School</b>	1.8	7.0	52.6	38.6	0.0	1.8	35.1	63.2
<b>District</b>	1.8	7.0	52.6	38.6	0.0	1.8	35.1	63.2
<b>State</b>	1.8	9.9	46.8	41.4	0.8	3.8	33.7	61.6

## 2011 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	No
Is this school making AYP in Mathematics?	No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2011-12 Federal Improvement Status	
2011-12 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		85.0			85.0			91.0		82.0	
<b>All</b>	100.0	Yes	100.0	Yes	72.6		No	86.7		Yes	95.3	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	74.2	80.3	No	86.6		Yes	95.6			
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian</b>														
<b>Native Hawaiian/ Pacific Islander</b>														
<b>American Indian</b>														
<b>Two or More Races</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>	100.0	Yes	100.0	Yes	54.4	77.9	No	75.4		No	94.5			

**Four Conditions Are Required For Making Adequate Yearly Progress (AYP):**

- At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
- At least 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
- At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2010.

\*\* Safe Harbor Targets of 85% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

## 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