

Lincoln Elem School
Mendota CCSD 289
Mendota, 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/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	62.2	0.4	34.4	0.0	0.4	2.7	54.4	13.1		0.4	10.0	96.4	259
District	62.9	0.9	33.6	0.4	0.1	2.1	50.7	8.2		0.4	13.3	95.8	1,287
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

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.

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.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	99.0	--	--	--	--
District	99.2	18.6		14.0	257.4
State	96.7	18.4		13.3	201.8

* 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
School			24.2	19.5						
District			24.2	19.5						
State			21.3	21.8						

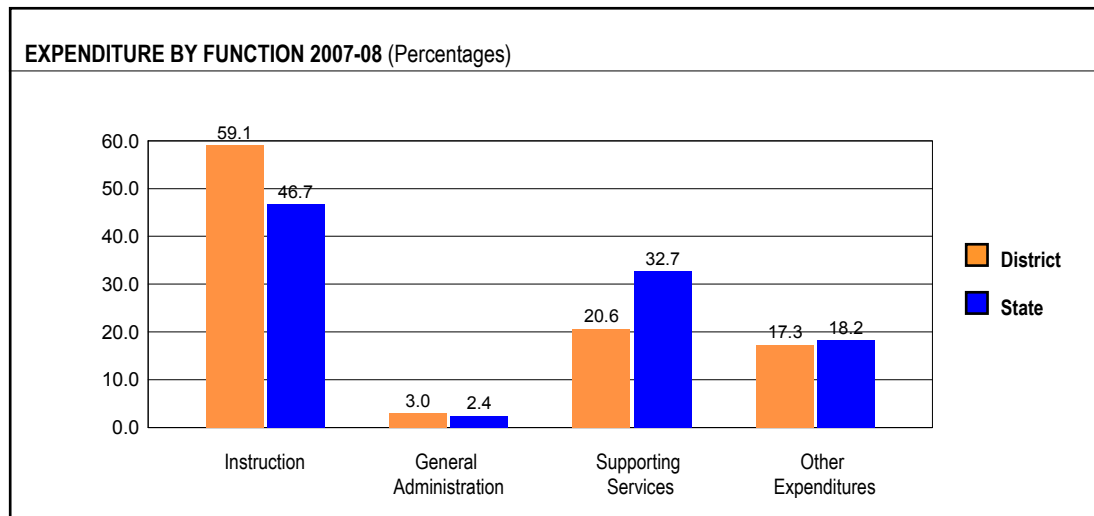
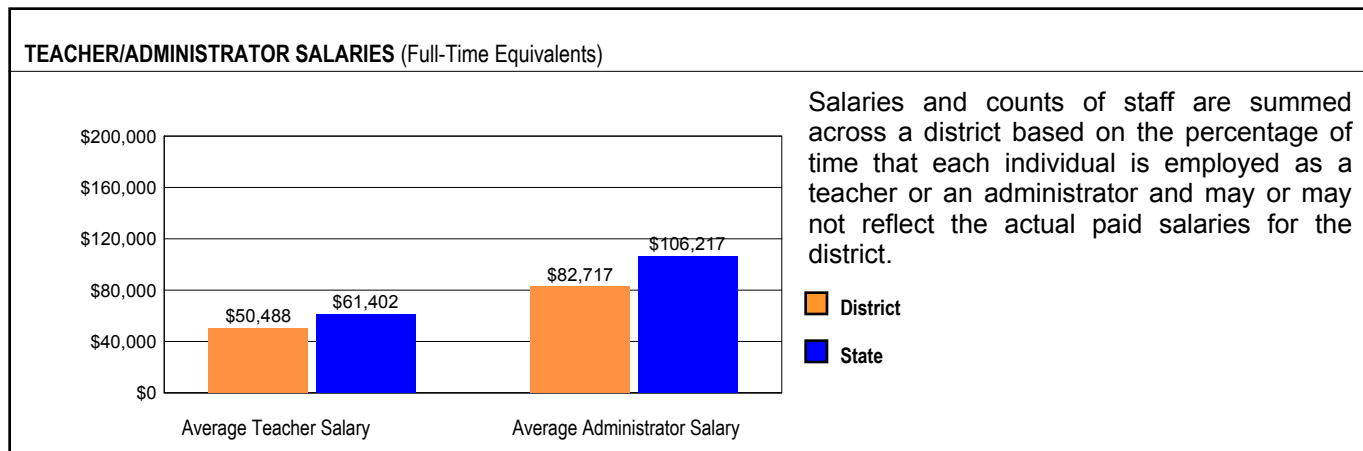
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			43			158			44		
District	60			43			158			44		
State	59			30			145			30		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	98.8	0.0	1.2	0.0	0.0	14.5	85.5	83
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	17.2	29.9	70.1	0.0	0.0
State	12.5	44.1	55.8	0.6	1.2

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$4,658,686	44.1	58.7	Education	\$8,591,692	78.8	71.5
Other Local Funding	\$518,480	4.9	6.3	Operations & Maintenance	\$700,973	6.4	8.6
General State Aid	\$3,387,078	32.1	18.6	Transportation	\$560,755	5.1	3.9
Other State Funding	\$1,101,797	10.4	9.0	Bond and Interest	\$528,357	4.8	6.3
Federal Funding	\$899,536	8.5	7.4	Rent	\$0	0.0	0.0
TOTAL	\$10,565,577			Municipal Retirement/ Social Security	\$282,838	2.6	1.8
				Fire Prevention & Safety	\$210,438	1.9	0.9
				Site & Construction/ Capital Improvement	\$33,600	0.3	6.8
				TOTAL	\$10,908,653		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$127,709	2.46	\$5,330	\$7,272
State	**	**	\$6,103	\$10,417

** 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.

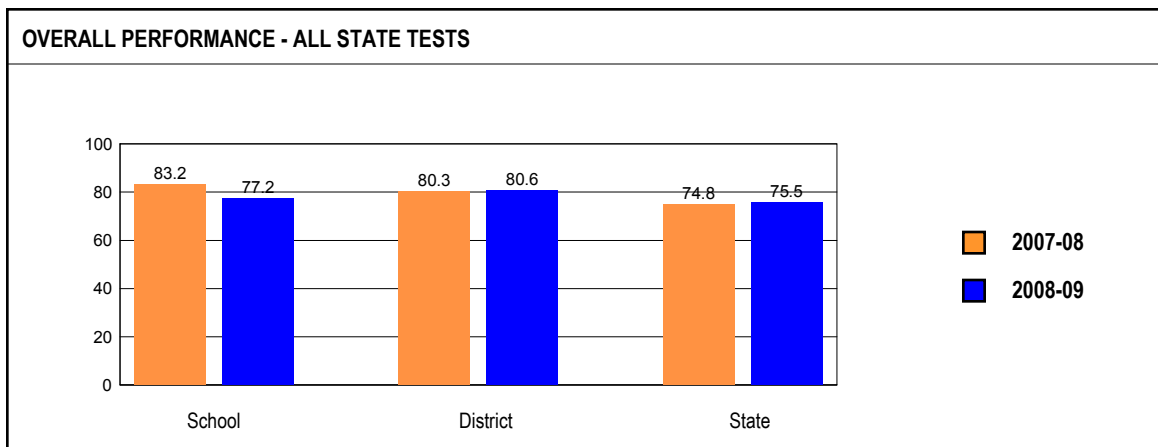
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

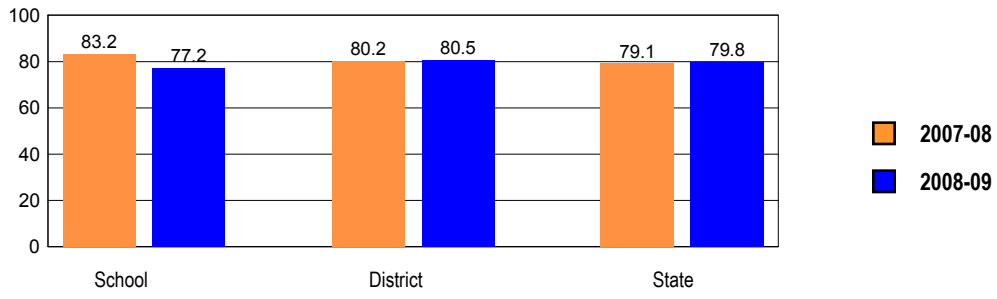
OVERALL STUDENT PERFORMANCE

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.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

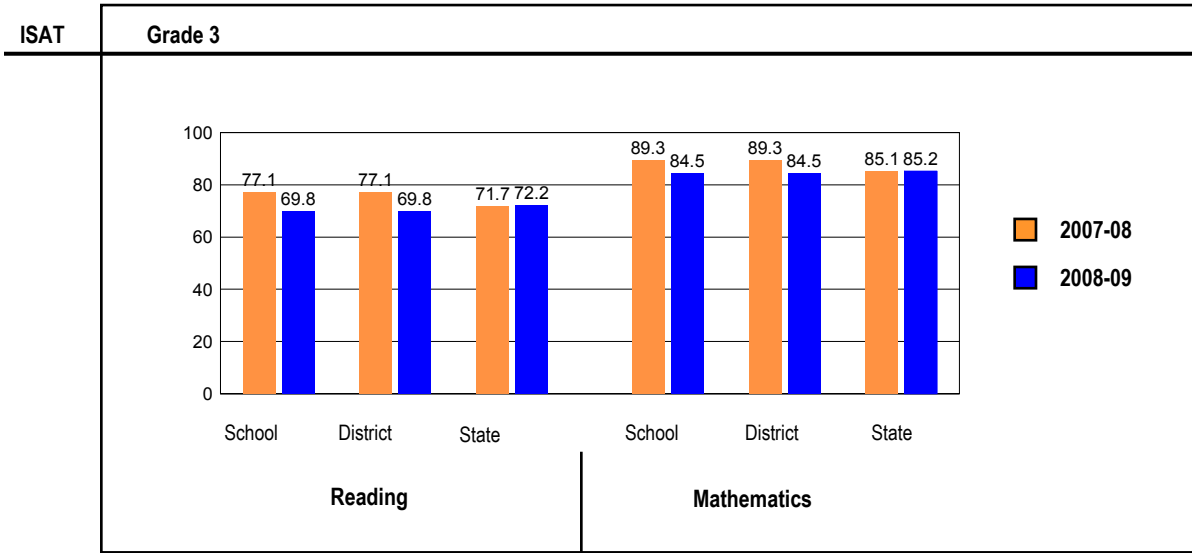


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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 AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	116	52	64	61	0	48	0	1	6	12	5	20	66
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0		0.0 0.0				0.0 0.0		0.0 0.0	0.0 0.0
District	*Enrollment	792	408	384	518	7	245	5	1	16	44	13	126	377
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0		0.0 0.0				0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading Mathematics	0.3 0.3	0.3 0.3	0.2 0.2	0.1 0.1	0.6 0.6	0.3 0.3	0.1 0.1	0.2 0.2	0.3 0.3	0.2 0.2	0.8 0.8	0.4 0.4	0.4 0.4

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment													
	Science													
District	*Enrollment													
	Science													
State	*Enrollment													
	Science													

* Enrollment as reported during the testing windows for grades 4, 7, 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	1.7	28.4	49.1	20.7	0.9	14.7	54.3	30.2
District	1.7	28.4	49.1	20.7	0.9	14.7	54.3	30.2
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	1.9	38.5	42.3	17.3	0.0	13.5	55.8	30.8
	District	1.9	38.5	42.3	17.3	0.0	13.5	55.8	30.8
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	1.6	20.3	54.7	23.4	1.6	15.6	53.1	29.7
	District	1.6	20.3	54.7	23.4	1.6	15.6	53.1	29.7
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	3.3	26.2	41.0	29.5	1.6	11.5	54.1	32.8
	District	3.3	26.2	41.0	29.5	1.6	11.5	54.1	32.8
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School								
	District								
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School	0.0	31.3	60.4	8.3	0.0	20.8	56.3	22.9
	District	0.0	31.3	60.4	8.3	0.0	20.8	56.3	22.9
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District								
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District								
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

Grade 3 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	58.3	41.7	0.0	0.0	25.0	75.0	0.0
District	0.0	58.3	41.7	0.0	0.0	25.0	75.0	0.0
State	10.4	46.2	38.4	5.0	6.0	20.8	53.3	19.9

Grade 3 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	5.0	55.0	35.0	5.0	0.0	10.0	65.0	25.0
	District	5.0	55.0	35.0	5.0	0.0	10.0	65.0	25.0
	State	17.0	41.2	31.8	10.0	10.4	23.4	44.8	21.4
Non-IEP	School	1.0	22.9	52.1	24.0	1.0	15.6	52.1	31.3
	District	1.0	22.9	52.1	24.0	1.0	15.6	52.1	31.3
	State	2.8	20.5	48.3	28.3	2.3	9.7	44.1	43.9

Grade 3 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	1.5	36.4	53.0	9.1	1.5	18.2	51.5	28.8
	District	1.5	36.4	53.0	9.1	1.5	18.2	51.5	28.8
	State	7.8	34.6	45.9	11.8	5.9	18.2	51.6	24.4
Not Eligible	School	2.0	18.0	44.0	36.0	0.0	10.0	58.0	32.0
	District	2.0	18.0	44.0	36.0	0.0	10.0	58.0	32.0
	State	1.7	12.4	46.5	39.3	0.9	5.1	37.2	56.8

2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 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
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	72.6		Yes	85.8		Yes	96.4	Yes		
White	100.0	Yes	100.0	Yes	72.4		Yes	87.9		Yes				
Black														
Hispanic	100.0	Yes	100.0	Yes										
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	66.1		Yes	82.1		Yes				

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

1. 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.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% 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.)

Based on the data from the School Improvement process, Lincoln School's area of successes are:

- The 2009 ISAT scores for grade 3 showed that our students once again made Annual Yearly Progress in both reading and math. 81 out of 116 students (69.8%) met or exceeded the ISAT reading scores while 98 out of 116 students (84.5%) met or exceeded the ISAT math scores.
- Second grade again did well on the Stanford Achievement test during the 2008-2009 school year. Their scores continue to be at the 5th stanine.
- Students who were tested using the Developmental Reading Assessment (DRA) last year showed consistent growth and performed above benchmark expectations. The benchmark level for second grade students in the spring is a DRA reading level of 28. At Lincoln School, the second grade group average reading level was 36.5. For third grade students, the spring benchmark DRA reading level is 38. The third grade group average reading level was 52.4.
- Lincoln School administered the AIMSweb screener three times during the 2008-2009 school year. Overall almost every student showed growth in their words read per minute from the fall screener to the 3rd screener administered in the spring.
- As a school we added reading interventions to address student's needs in the five areas of reading ~ phonemic awareness, phonics, vocabulary, fluency, and comprehension. Students receiving these intensive interventions were monitored utilizing the AIMSweb progress monitoring probes. The Response to Intervention team utilized this data to increase or decrease intervention time based on monitoring results.

Based on the data from the School Improvement process, Lincoln School needs to plan for improvement in the following areas:

- Continue evaluating student's reading levels by utilizing the DRA (Developmental Reading Assessment) and then using these levels to form appropriately leveled guided reading groups
- Continue with the implementation of guided reading and offer assistance to teachers needing extra support
- Organize the book room to make it more user friendly for teachers to use when implementing guided reading
- Implement the SRA Direct Instruction reading program with our students with disabilities
- Train our LEP paraprofessionals on using the SRA Direct Instruction program with our Limited English Proficient students
- Continue to find ways to support our students who are Economically Disadvantaged
- Utilize the data gathered from the DRA, AIMSweb screener, AIMSweb progress monitoring, etc. to make important decisions on student instruction
- Evaluate the new math series after using it for one year and make adjustments to benefit student success
- Continue to implement the BEST program as our character education program and analyze how it is affecting our behavioral referrals