

**LINCOLN ELEM SCHOOL
CENTRALIA SCHOOL DIST 135
CENTRALIA, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : 5

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

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	72.5	21.1	0.0	0.0	0.0	6.3	66.9	0.0		1.4	17.3	95.5	142
District	70.1	21.7	1.1	0.7	0.3	6.1	70.8	0.0		0.9	23.7	94.2	1,368
State	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6		2.2	16.1	93.9	2,062,912

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*

	Percent
School	100.0
District	100.0
State	95.7

AVERAGE CLASS SIZE (as of the first school day in May)

Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
18.5		13.3	156.9
18.9		13.8	209.5

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

TEACHER INFORMATION (Full-Time Equivalents)

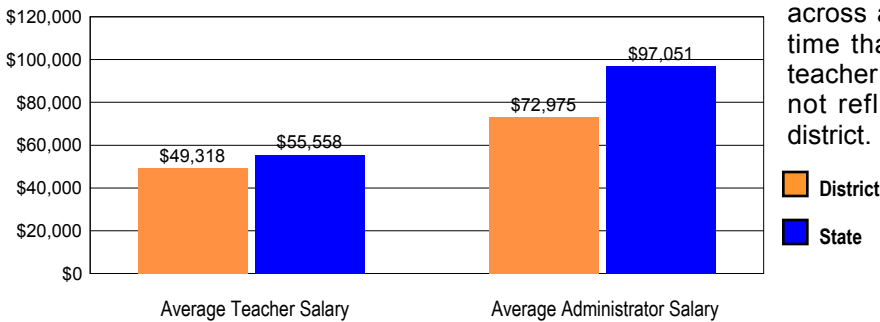
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	93.4	6.6	0.0	0.0	0.0	15.4	84.6	91
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

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	19.0	62.7	37.3	0.0	0.0
State	13.6	50.1	49.1	1.9	1.9

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

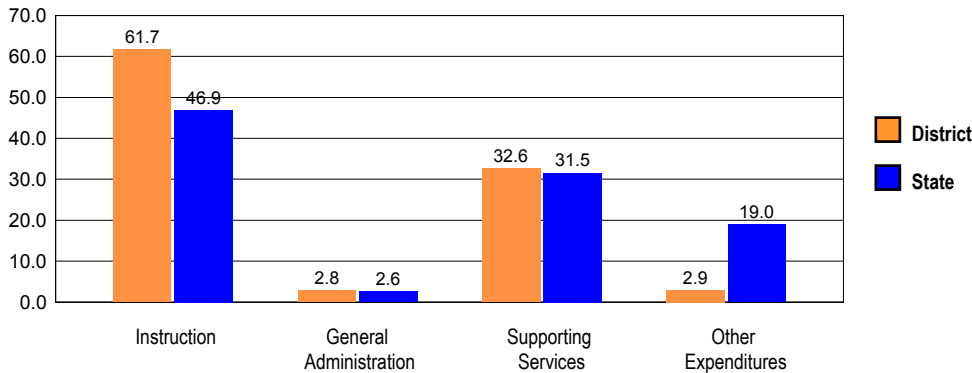
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2003-04 (Percentages)



REVENUE BY SOURCE 2003-04				EXPENDITURE BY FUND 2003-04			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$2,868,411	27.0	57.0	Education	\$9,611,921	88.8	71.5
Other Local Funding	\$270,325	2.5	5.0	Operations & Maintenance	\$277,307	2.6	8.4
General State Aid	\$4,963,326	46.7	18.0	Transportation	\$612,266	5.7	3.6
Other State Funding	\$1,207,673	11.4	11.9	Bond and Interest	\$0	0.0	6.5
Federal Funding	\$1,326,630	12.5	8.0	Rent	\$0	0.0	0.0
TOTAL	\$10,636,365			Municipal Retirement/ Social Security	\$303,008	2.8	1.6
				Fire Prevention & Safety	\$24,175	0.2	0.9
				Site & Construction/ Capital Improvement	\$0	0.0	7.5
				TOTAL	\$10,828,677		

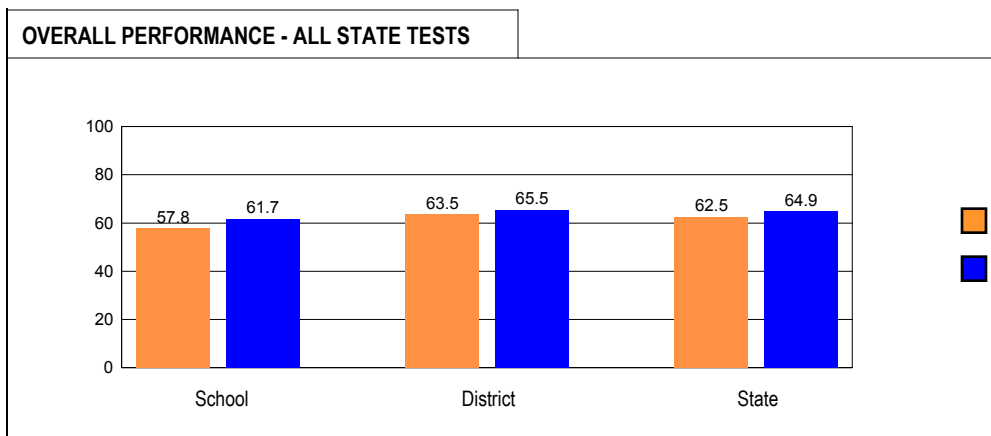
OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$72,770	2.45	\$4,996	\$7,778
State	**	**	\$5,216	\$8,786

** 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.

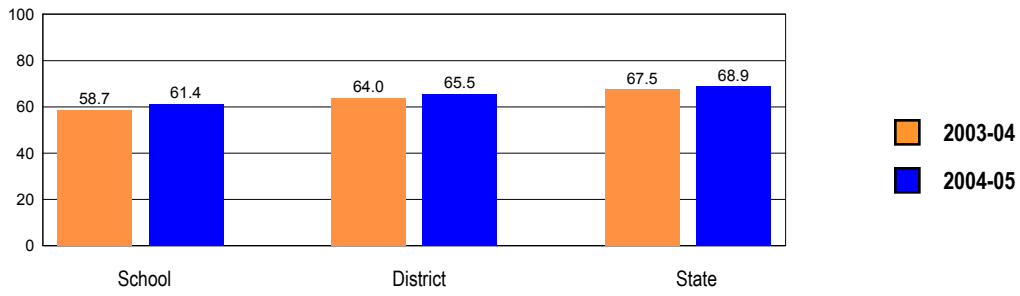
ACADEMIC PERFORMANCE

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. These performance measures include only those test scores for the grades and subjects (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.

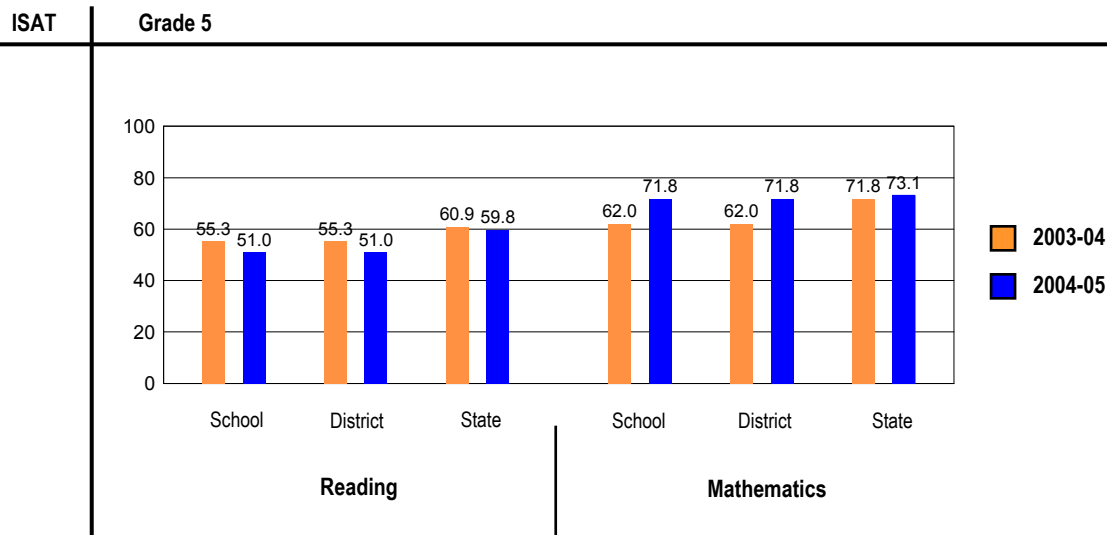


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. 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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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														
		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	158	80	78	112	37	0	1	0	8	0	0	37	106
	Reading Mathematics	0.0	0.0	0.0	0.0	0.0							0.0	0.0
District	*Enrollment	455	233	222	315	103	4	2	0	31	0	0	107	293
	Reading Mathematics	0.2	0.0	0.5	0.0	1.0				0.0			0.0	0.0
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,978	43,196	194	89,769	248,030
	Reading Mathematics	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
		0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

* Enrollment as reported by schools/districts during the testing window.

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 5

Grade 5 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.6	48.4	40.6	10.3	1.3	26.9	67.9	3.8
District	0.6	48.4	40.6	10.3	1.3	26.9	67.9	3.8
State	1.8	38.3	40.4	19.4	3.2	23.6	60.8	12.4

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	1.3	53.2	35.4	10.1	1.3	31.6	64.6	2.5
	District	1.3	53.2	35.4	10.1	1.3	31.6	64.6	2.5
	State	2.3	39.7	40.1	18.0	4.0	23.8	59.0	13.1
Female	School	0.0	43.4	46.1	10.5	1.3	22.1	71.4	5.2
	District	0.0	43.4	46.1	10.5	1.3	22.1	71.4	5.2
	State	1.4	36.9	40.8	21.0	2.4	23.4	62.6	11.6

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	43.6	44.5	11.8	0.0	23.4	71.2	5.4
	District	0.0	43.6	44.5	11.8	0.0	23.4	71.2	5.4
	State	0.8	28.2	45.4	25.5	1.4	14.8	67.1	16.8
Black	School	2.8	58.3	30.6	8.3	5.6	33.3	61.1	0.0
	District	2.8	58.3	30.6	8.3	5.6	33.3	61.1	0.0
	State	4.4	60.1	28.4	7.1	8.6	45.1	43.9	2.5
Hispanic	School								
	District								
	State	1.9	47.7	39.0	11.5	2.7	28.1	63.3	5.9
Asian/Pacific Islander	School								
	District								
	State	0.4	19.9	42.8	36.8	0.7	7.2	57.9	34.3
Native American	School								
	District								
	State	1.6	35.9	42.3	20.2	2.0	21.1	66.8	10.1
Multiracial/Ethnic	School								
	District								
	State	2.3	36.0	43.8	17.9	3.4	22.6	63.3	10.8

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	2.9	71.4	25.7	0.0	5.7	51.4	42.9	0.0
	District	2.9	71.4	25.7	0.0	5.7	51.4	42.9	0.0
	State	8.6	65.3	21.1	5.1	14.7	43.6	38.5	3.2
Non-IEP	School	0.0	41.7	45.0	13.3	0.0	19.8	75.2	5.0
	District	0.0	41.7	45.0	13.3	0.0	19.8	75.2	5.0
	State	0.7	33.7	43.8	21.9	1.3	20.1	64.6	14.0

Grade 5 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	1.0	54.4	36.9	7.8	1.9	32.7	61.5	3.8
	District	1.0	54.4	36.9	7.8	1.9	32.7	61.5	3.8
	State	3.3	54.3	33.7	8.6	6.0	37.4	52.7	3.9
Not Eligible	School	0.0	36.5	48.1	15.4	0.0	15.4	80.8	3.8
	District	0.0	36.5	48.1	15.4	0.0	15.4	80.8	3.8
	State	0.7	26.6	45.3	27.3	1.2	13.5	66.7	18.6

2005 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this School making Adequate Yearly Progress (AYP)?	Yes
Is this School making AYP in Reading?	Yes
Is this School making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2005-06 Federal Improvement Status	
2005-06 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		47.5			47.5			89.0		67.0	
All	100.0	Yes	100.0	Yes	54.1		Yes	74.5		Yes	95.5	Yes		
White	100.0	Yes	100.0	Yes	60.0		Yes	79.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	48.0		Yes	67.7		Yes				

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

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.***
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

* Includes only students enrolled as of 9/30/2004.

** Safe Harbor Targets of 47.5% 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. 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.)

LINCOLN INTERNAL REVIEW (2005 – 2006)

GOALS **(Building)**

ACTIVITIES

MET/DID NOT MEET

- | | | |
|--|--|------------------|
| 1) To improve instructional equipment | A) Install dry erase boards or replace current chalk boards to best meet the needs of various teaching and learning styles in appropriate classroom locations at age appropriate heights | A). MET |
| | B) Acquire a computer projection Unit and portable screen | B). MET |
| 2) To improve physical learning environment for students | A) Install phones in each room for better communication with parents | A). Did Not Meet |
| | B). Install screens on windows to Help prevent insects | B). Did not meet |

(Curriculum and Instruction)

- | | | |
|--|--|------------------|
| 1) To provide professional development in various areas of curriculum and technologies | A) Continue to provide professional development in the area of new technologies | A). MET |
| | B) Receive training and professional Development in Saxon Math | B). pending |
| | C) Allow for teacher input in Developing and scheduling Professional development topics | C). MET |
| 2) Strive to improve Language Arts and Math by Addressing areas of weakness | A) Receive training and professional development in Saxon Math | A). pending |
| | B) Continue to develop the Accelerated Reading Program through additional Materials and awards | B). MET |
| | C) Continue to align the Illinois Learning Standards with the curriculum | C). MET |
| | D) Continue Princeton Review Practice | D). Did not meet |
| | E) Continue daily word problems with Extended responses | E). MET |
| | F) Continue daily oral language curriculum | F) MET |

GOALS

ACTIVITIES

MET/DID NOT MEET

(Climate)

1) Improve school climate for students and home/school communication	A) Further improve the design of planners to better serve the needs of students and teachers	A). MET
	B) Increase time and use of Our school counselor	B). MET
2) Plan for the further implementation and development of the Student Data Management Software	A) Continue to revise and develop procedures to align with the Student Data Management Software, Including report cards and grade books	A). MET

ASSESSING OF GOALS AND ACTIVITIES

The Building Goals and Activities set by Lincoln's School Improvement team are devised with instruction and safety in mind. Lincoln had dry erase boards installed in every room this summer, which was an absolute necessity. The chalkboards were barely usable. The faculty once again wanted to purchase screens for the windows to help prevent insects coming in (especially bees!). They also wished for each room to have a phone installed for communication with parents, and/or with the office in case of emergency. However, due to the lack of funds available, this is not feasible at this time. With the increasing pressure to keep students safe from harm, We are hoping that this can be accomplished in the future.

The Curriculum and Instruction Goals and Activities were for the most part met, largely by the district's own Staff Development. Saxon Math becomes part of the curriculum in the 2006-2007 school year, and training will happen this school year. Lincoln has increased the Math curriculum time by ten minutes per day last year, and our Math scores were outstanding! Also, new books and quizzes for the Accelerated Reader Program were purchased through Title I funds. Accelerated Reader has shown great successes in raising test scores at Lincoln, and the students and staff truly enjoy the program!. The staff at Lincoln is continuously working on aligning their curriculum with the standards. The staff is also involved more than ever in their own professional development plans, despite the recent changes in legislation. Aligning the curriculum continues to be a main goal of the district, as evident with Saxon Math. Losing Princeton Review (due to the lack of use) was a big disappointment, however, we are making strides in the use of other strategies as evident by our scores.

The Climate Goals and Activities continue to move forward in the further advancement of the use of student planners and the district's Student Management System, better known as "S.I.R.S.". It is planned to do report cards and teacher's grade books using SIRS, but this plan is in the preliminary

stages, with the Junior High the first ones to implement. Parents and students continue to adapt to the use of the planners, and they are becoming a more useful tool in communication each year. Another useful resource is our school counselor. Another counselor has been hired for this school year making access easier. With the needs of our student population, this was an absolute necessity.

Overall, the Lincoln 5th grade center is continuing to improve in the areas of curriculum, instruction, professional development, and overall school climate. Our test scores continue to increase, but we must continue searching for new strategies, as the stakes get higher each year under NCLB. We must also look at ways to adapt to our school climate, with the shortage of funds and options. The option of K-5 under one roof could solve a lot of the fore-mentioned climate problems.