

**LINCOLN ELEM SCHOOL**  
**MAYWOOD-MELROSE PARK-BROADVIEW-8**  
**MAYWOOD, ILLINOIS**



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

**GRADES : K 1 2 3 4 5 6 7 8**

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	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	2.2	22.9	74.2	0.7	0.0	62.6	21.5		0.0	25.6	96.3	724
<b>District</b>	3.4	56.0	40.1	0.4	0.0	72.4	11.6		1.1	43.6	95.8	5,909
<b>State</b>	57.7	20.8	17.7	3.6	0.2	39.0	6.7		2.1	16.8	94.2	2,060,048

**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
<b>School</b>	90.0
<b>District</b>	96.2
<b>State</b>	96.3

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
23.3	25.7	25.5	23.0	19.0	
21.7	21.5	22.7	24.5	23.9	
21.0	21.6	22.6	23.7	23.1	

**STAFF-TO-STUDENT RATIOS**

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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19.1		15.1	181.2
19.4		14.1	208.7

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

**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	60	60	18	59	59	200	122	126	18	43	45
<b>District</b>	60	60	60	18	59	59	200	122	126	18	43	45
<b>State</b>	57	52	50	30	43	44	146	105	93	31	43	44

**TEACHER INFORMATION (Full-Time Equivalents)**

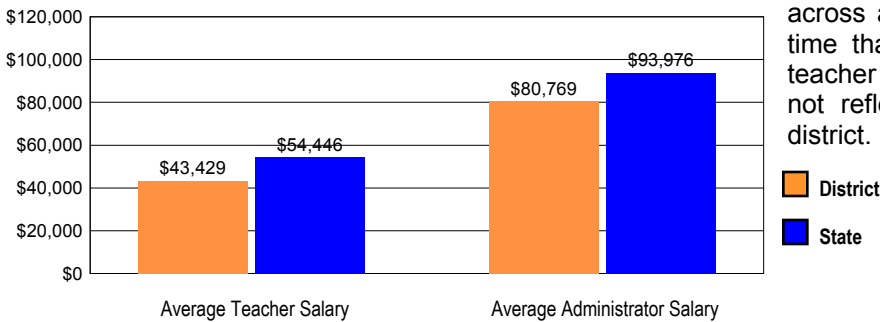
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	65.4	26.6	7.2	0.9	0.0	13.4	86.6	335
<b>State</b>	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

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	--	--	--	14.3	0.0
District	9.7	72.8	26.9	5.1	0.0
State	13.8	51.3	48.6	1.7	1.8

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

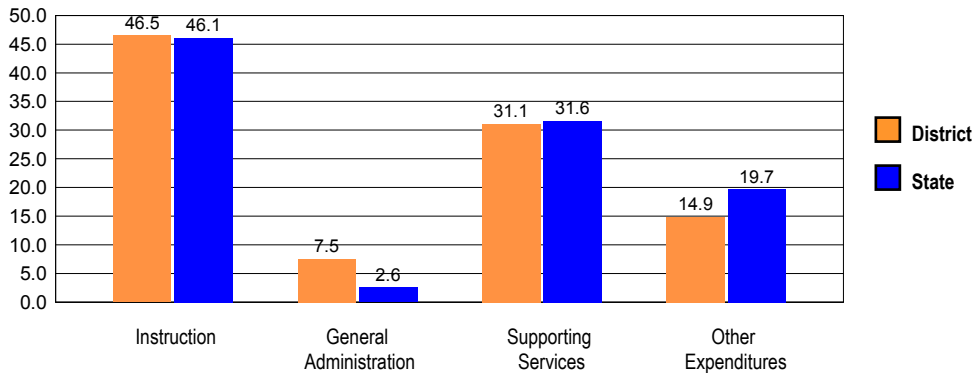
## SCHOOL DISTRICT FINANCES

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 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03				EXPENDITURE BY FUND 2002-03			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$11,384,205	27.4	56.6	Education	\$39,000,975	88.0	70.1
Other Local Funding	\$1,201,545	2.9	5.4	Operations & Maintenance	\$1,029,051	2.3	8.9
General State Aid	\$20,457,823	49.2	17.9	Transportation	\$1,360,716	3.1	3.5
Other State Funding	\$2,766,414	6.7	12.1	Bond and Interest	\$2,102,409	4.7	6.0
Federal Funding	\$5,782,854	13.9	8.0	Rent	\$0	0.0	0.0
TOTAL	\$41,592,841			Municipal Retirement/ Social Security	\$800,223	1.8	1.5
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$14,989	0.0	9.0
				TOTAL	\$44,308,363		

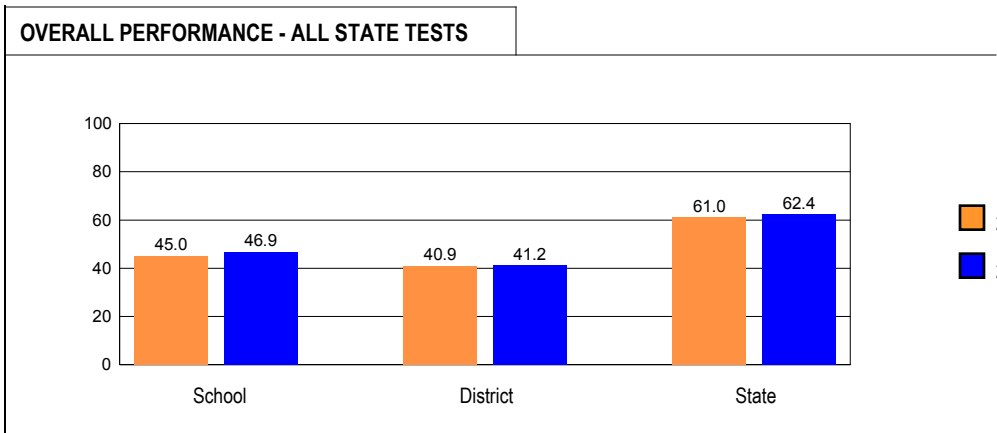
OTHER FINANCIAL INDICATORS				
	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per \$100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	\$60,800	3.14	\$3,427	\$6,292
State	**	**	\$5,022	\$8,482

\*\* 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.

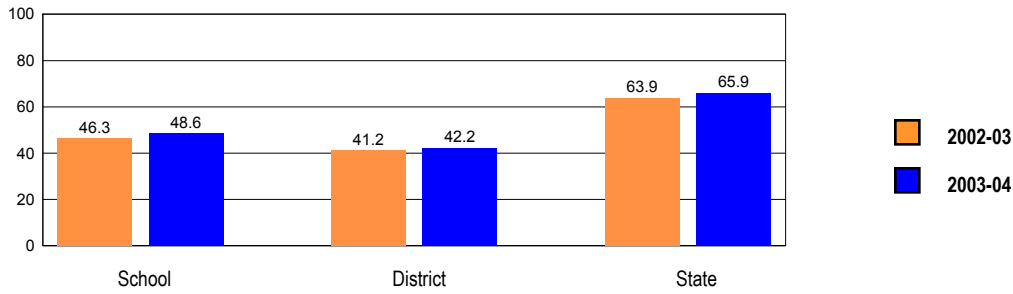
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

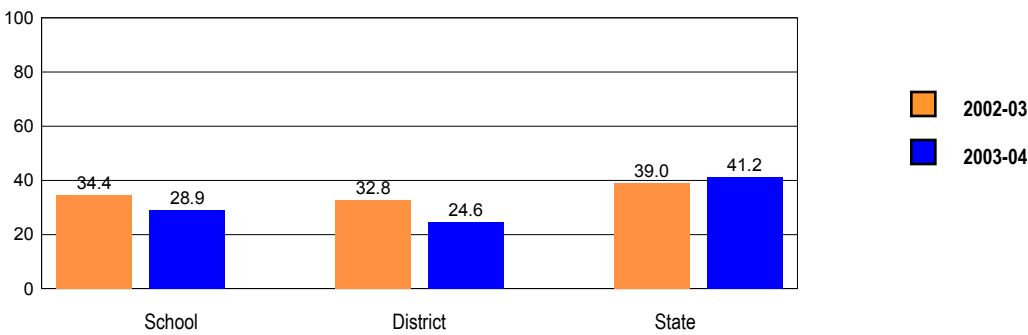
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



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



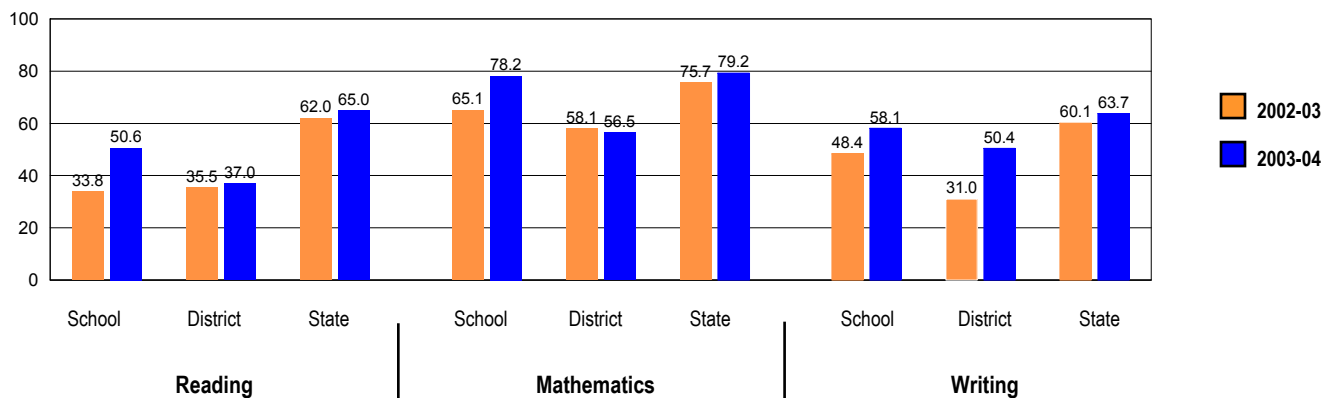
**OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE**



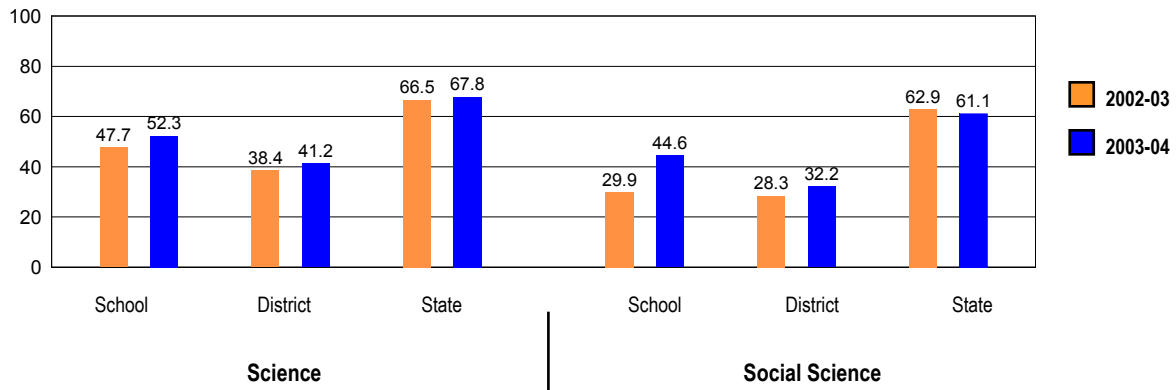
**ISAT PERFORMANCE**

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.

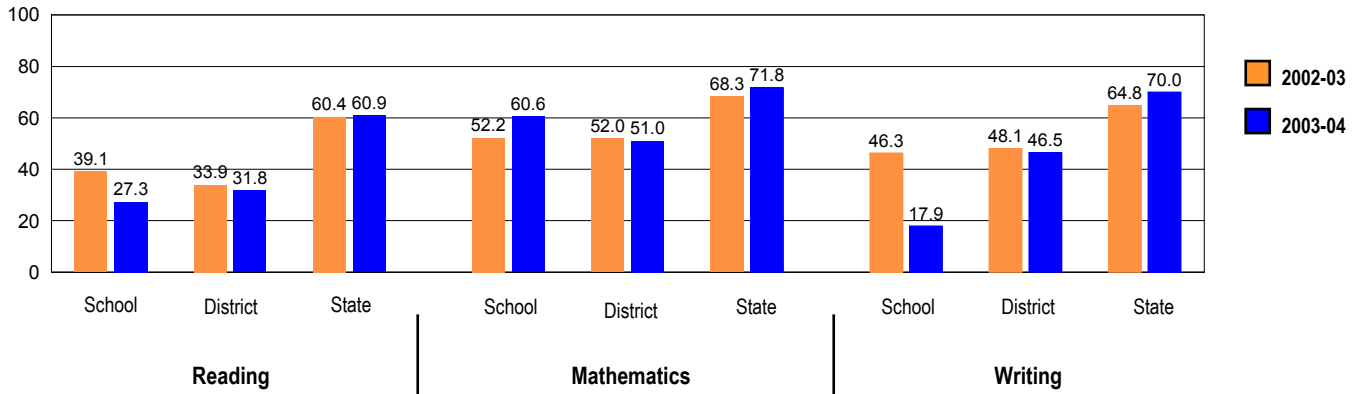
**ISAT Grade 3**



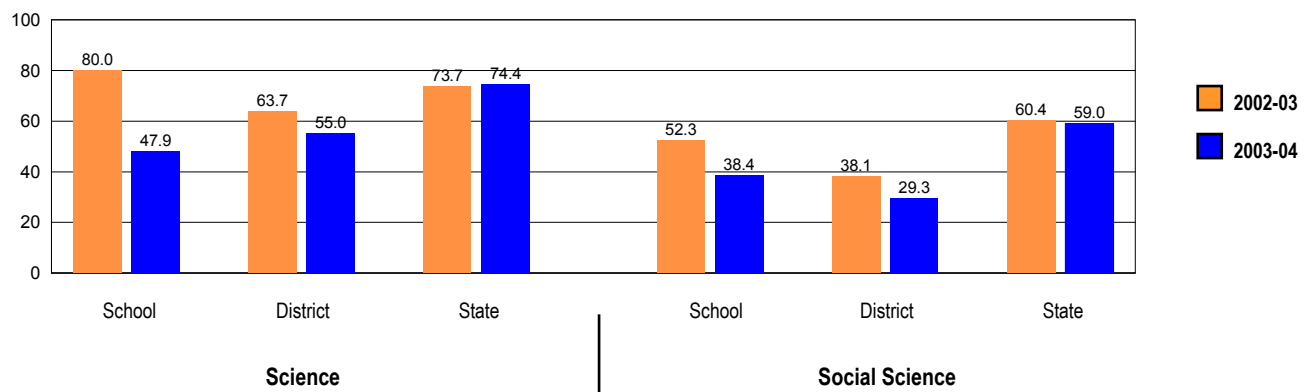
ISAT Grade 4

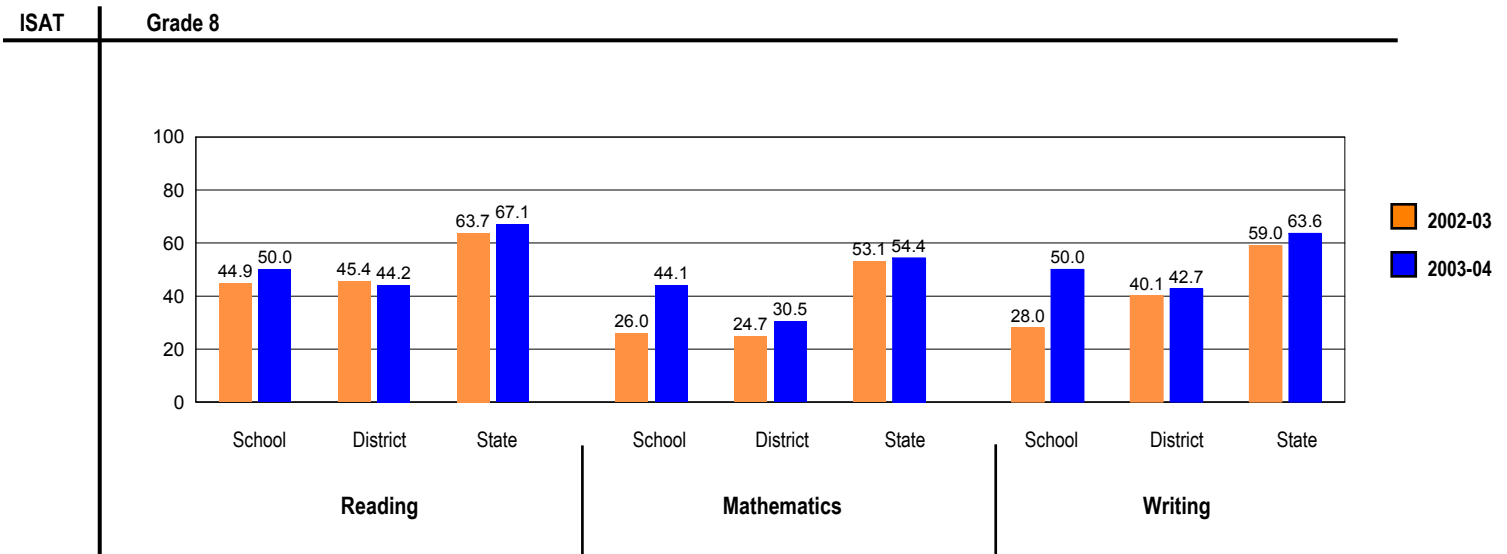


ISAT Grade 5



ISAT Grade 7





### PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results 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	253	144	109	2	58	189	4	0	0	24	0	14	204
	Reading	1.6	1.4	1.8		1.7	1.6				0.0		0.0	1.0
	Mathematics	1.6	1.4	1.8		1.7	1.6				0.0		0.0	1.0
District	*Enrollment	2,043	1,058	985	70	1,191	764	8	2	8	126	0	250	1,546
	Reading	0.5	0.8	0.2	0.0	0.3	0.8				0.8		0.0	0.3
	Mathematics	0.5	0.7	0.3	0.0	0.4	0.7				0.0		0.4	0.3
State	*Enrollment	618,426	315,150	303,276	362,539	126,432	103,851	22,726	1,038	1,840	43,504	259	89,425	239,387
	Reading	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.7	0.9	7.3	2.4	1.4
	Mathematics	0.9	1.1	0.9	0.4	2.3	1.3	0.6	1.9	0.8	1.3	6.9	2.5	1.5

\* Enrollment on the first day of state testing.

**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				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	8.0	41.4	39.1	11.5	3.4	18.4	58.6	19.5	5.8	36.0	58.1	0.0
District	16.9	46.1	30.7	6.4	16.6	26.8	47.0	9.6	8.1	41.5	49.9	0.5
State	7.0	27.9	42.4	22.7	6.8	14.0	46.1	33.0	5.2	31.1	61.0	2.8

**Grade 3 - Gender**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	8.0	40.0	40.0	12.0	6.0	12.0	58.0	24.0	8.2	28.6	63.3	0.0
	District	20.8	43.9	30.0	5.3	18.5	26.9	43.6	11.0	12.1	44.1	43.8	0.0
	State	8.6	29.4	41.7	20.2	7.5	13.4	44.4	34.7	7.1	35.6	55.5	1.8
Female	School	8.1	43.2	37.8	10.8	0.0	27.0	59.5	13.5	2.7	45.9	51.4	0.0
	District	12.3	48.6	31.5	7.5	14.4	26.8	50.9	7.9	3.4	38.6	56.9	1.0
	State	5.4	26.3	43.0	25.3	6.1	14.7	48.0	31.2	3.2	26.4	66.7	3.7

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School												
	District	5.9	17.6	52.9	23.5	11.8	11.8	58.8	17.6	11.8	23.5	64.7	0.0
	State	3.2	20.0	46.2	30.7	2.3	8.0	45.8	43.9	2.9	25.3	68.1	3.6
Black	School	20.0	35.0	35.0	10.0	15.0	20.0	50.0	15.0	20.0	30.0	50.0	0.0
	District	24.0	45.3	26.1	4.5	23.7	30.6	40.6	5.1	11.7	48.5	39.8	0.0
	State	16.5	44.6	32.2	6.8	18.3	28.0	44.4	9.3	10.8	44.0	44.2	1.0
Hispanic	School	4.8	44.4	38.1	12.7	0.0	17.5	61.9	20.6	1.6	40.3	58.1	0.0
	District	6.5	49.6	35.7	8.3	6.1	22.2	56.1	15.7	2.2	32.0	64.5	1.3
	State	8.0	36.2	43.8	12.0	6.5	17.5	54.5	21.6	5.7	36.3	56.5	1.5
Asian/Pacific Islander	School												
	District												
	State	1.5	13.2	45.6	39.7	1.1	4.2	34.8	59.9	1.1	18.2	74.8	5.9
Native American	School												
	District												
	State	7.3	33.0	41.3	18.3	7.3	14.2	46.8	31.7	5.1	40.7	50.5	3.7
Multiracial/Ethnic	School												
	District												
	State	3.8	24.7	45.9	25.6	4.0	10.4	49.5	36.1	3.7	30.6	63.7	2.0

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	8.8	44.1	36.8	10.3	4.4	19.1	60.3	16.2	6.0	35.8	58.2	0.0	
District	16.6	47.5	30.7	5.3	16.5	28.1	47.7	7.7	7.5	43.2	48.7	0.6	
State	13.1	40.7	36.9	9.3	13.3	23.3	48.4	14.9	9.1	41.0	48.8	1.1	
Not Eligible													
School	5.3	31.6	47.4	15.8	0.0	15.8	52.6	31.6	5.3	36.8	57.9	0.0	
District	17.9	40.2	30.8	11.1	17.1	21.4	43.6	17.9	10.3	34.5	55.2	0.0	
State	2.8	18.9	46.2	32.1	2.2	7.5	44.5	45.8	2.4	24.2	69.5	3.9	

**Grade 4****Grade 4 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	10.8	36.9	50.8	1.5	12.3	43.1	44.6	0.0
District	15.5	43.3	38.7	2.5	26.6	41.3	30.9	1.3
State	6.0	26.2	54.6	13.2	9.7	29.3	53.9	7.1

**Grade 4 - Gender**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male									
School	7.3	36.6	56.1	0.0	17.1	36.6	46.3	0.0	
District	17.9	40.6	39.1	2.4	30.0	37.9	30.6	1.5	
State	6.4	24.7	53.6	15.2	10.4	27.9	53.5	8.2	
Female									
School	16.7	37.5	41.7	4.2	4.2	54.2	41.7	0.0	
District	12.7	46.7	37.9	2.6	22.8	45.3	30.9	1.0	
State	5.5	27.8	55.6	11.1	8.9	30.7	54.4	6.0	

**Grade 4 - Racial/Ethnic Background**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White									
School									
District	5.6	27.8	66.7	0.0	11.1	27.8	61.1	0.0	
State	2.0	15.8	62.8	19.4	3.7	20.6	65.4	10.3	
Black									
School	9.5	42.9	47.6	0.0	19.0	42.9	38.1	0.0	
District	19.3	47.3	32.6	0.7	33.5	43.4	21.9	1.2	
State	16.5	48.1	33.6	1.8	25.1	45.8	28.0	1.0	
Hispanic									
School	12.5	32.5	52.5	2.5	10.0	42.5	47.5	0.0	
District	9.1	36.4	49.0	5.6	14.1	37.9	47.5	0.5	
State	5.5	35.5	54.3	4.7	9.9	40.3	47.4	2.5	
Asian/Pacific Islander									
School									
District									
State	1.2	12.7	63.3	22.8	1.6	15.6	68.1	14.7	
Native American									
School									
District									
State	4.1	18.8	59.7	17.4	5.3	22.9	63.0	8.7	
Multiracial/Ethnic									
School									
District									
State	3.5	23.7	60.0	12.8	6.0	27.1	60.4	6.5	

**Grade 4 - Economically Disadvantaged**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
<b>Free/Reduced Price Lunch</b>								
School	11.4	36.4	50.0	2.3	11.4	43.2	45.5	0.0
District	16.3	42.3	39.2	2.2	25.9	41.2	32.1	0.7
State	11.5	41.3	43.5	3.8	18.3	43.2	36.9	1.6
<b>Not Eligible</b>								
School	9.5	38.1	52.4	0.0	14.3	42.9	42.9	0.0
District	14.0	45.2	37.6	3.2	27.8	41.3	28.7	2.2
State	2.2	15.8	62.3	19.8	3.7	19.6	65.8	10.9

**Grade 5****Grade 5 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.5	71.2	24.2	3.0	0.0	39.4	60.6	0.0	11.9	70.1	17.9	0.0
District	3.1	65.1	24.0	7.8	3.3	45.7	49.1	1.9	8.9	44.6	46.2	0.3
State	1.7	37.4	35.9	25.0	2.9	25.2	59.8	12.0	4.4	25.7	65.7	4.3

**Grade 5 - Gender**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Male</b>												
School	2.7	81.1	13.5	2.7	0.0	48.6	51.4	0.0	13.2	71.1	15.8	0.0
District	3.7	66.4	20.9	9.0	4.0	45.2	48.6	2.2	13.0	47.5	39.1	0.3
State	2.3	38.9	35.4	23.4	3.7	25.5	58.0	12.8	6.2	30.8	60.5	2.4
<b>Female</b>												
School	0.0	58.6	37.9	3.4	0.0	27.6	72.4	0.0	10.3	69.0	20.7	0.0
District	2.5	63.9	27.1	6.5	2.5	46.3	49.7	1.6	4.8	41.6	53.3	0.3
State	1.1	35.9	36.3	26.7	2.2	25.0	61.6	11.2	2.4	20.4	71.1	6.1

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
<b>White</b>												
School	0.0	41.4	34.5	24.1	0.0	27.6	65.5	6.9	3.4	24.1	72.4	0.0
District	0.9	27.4	38.7	33.0	1.3	16.2	66.1	16.4	2.7	19.9	71.7	5.7
<b>Black</b>												
School	0.0	64.3	35.7	0.0	0.0	35.7	64.3	0.0	14.3	64.3	21.4	0.0
District	4.3	64.1	25.5	6.1	4.8	49.9	43.9	1.5	10.0	40.9	48.6	0.5
State	3.9	59.4	27.7	8.9	7.9	48.0	42.1	2.0	9.3	40.4	49.1	1.2
<b>Hispanic</b>												
School	2.0	72.0	22.0	4.0	0.0	42.0	58.0	0.0	9.8	74.5	15.7	0.0
District	0.9	70.1	20.4	8.5	0.9	40.3	57.3	1.4	8.1	54.5	37.4	0.0
State	1.8	48.3	36.3	13.6	2.5	30.5	61.7	5.3	4.3	30.3	63.6	1.8
<b>Asian/Pacific Islander</b>												
School												
District												
State	0.4	19.9	38.5	41.1	0.4	8.1	60.8	30.7	1.1	12.1	77.9	8.9
<b>Native American</b>												
School												
District												
State	0.8	32.9	41.2	25.1	1.6	22.6	66.3	9.5	2.1	26.6	67.2	4.1
<b>Multiracial/Ethnic</b>												
School												
District												
State	1.9	35.1	37.5	25.4	1.2	30.0	53.3	15.5	3.4	23.0	68.5	5.1

**Grade 5 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
School	1.7	72.4	24.1	1.7	0.0	43.1	56.9	0.0	11.9	74.6	13.6	0.0	
District	2.7	65.9	25.1	6.4	2.7	46.1	50.0	1.2	9.1	46.3	44.4	0.2	
State	3.1	54.7	31.6	10.6	5.6	40.2	50.8	3.5	7.7	36.9	53.9	1.5	
Not Eligible													
School													
District	4.5	62.6	20.6	12.3	5.2	44.5	46.5	3.9	8.5	39.2	51.6	0.7	
State	0.8	25.6	38.8	34.9	1.1	15.0	65.9	17.9	2.1	18.1	73.6	6.1	

**Grade 7****Grade 7 - All**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	23.3	28.8	43.8	4.1	0.0	61.6	32.9	5.5
District	23.3	21.7	50.9	4.1	2.4	68.3	27.8	1.6
State	10.4	15.2	57.8	16.6	1.7	39.3	44.3	14.7

**Grade 7 - Gender**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male									
School	27.0	24.3	45.9	2.7	0.0	56.8	37.8	5.4	
District	25.5	18.7	51.7	4.0	3.1	65.4	29.6	1.9	
State	11.4	14.3	55.1	19.2	2.1	37.7	43.1	17.1	
Female									
School	20.0	31.4	42.9	5.7	0.0	65.7	28.6	5.7	
District	20.5	24.7	50.6	4.2	1.6	71.0	26.1	1.3	
State	9.4	16.1	60.6	13.9	1.3	41.0	45.6	12.1	

**Grade 7 - Racial/Ethnic Background**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White									
School									
District	9.1	3.0	78.8	9.1	0.0	56.3	40.6	3.1	
State	5.0	9.3	62.2	23.6	0.8	26.2	51.9	21.2	
Black									
School	21.1	26.3	47.4	5.3	0.0	63.2	31.6	5.3	
District	29.1	24.9	44.6	1.4	3.1	75.8	20.8	0.3	
State	22.8	27.5	46.9	2.8	4.1	67.3	26.3	2.3	
Hispanic									
School	22.9	33.3	39.6	4.2	0.0	60.4	33.3	6.3	
District	16.7	19.7	56.4	7.3	1.7	59.0	36.3	3.0	
State	15.8	22.7	55.8	5.7	2.1	55.5	37.8	4.5	
Asian/Pacific Islander									
School									
District									
State	3.0	6.8	58.8	31.4	0.3	17.9	55.3	26.5	
Native American									
School									
District									
State	11.7	15.0	58.6	14.7	1.3	45.1	45.1	8.4	
Multiracial/Ethnic									
School									
District									
State	8.6	15.2	59.2	17.0	1.0	38.2	46.3	14.4	

**Grade 7 - Students with Disabilities**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	School	20.0	20.0	60.0	0.0	0.0	70.0	30.0	0.0
	District	59.3	19.8	20.9	0.0	4.4	91.2	4.4	0.0
	State	32.9	24.4	38.8	3.9	7.9	67.2	21.8	3.0
Non-IEP	School	23.8	30.2	41.3	4.8	0.0	60.3	33.3	6.3
	District	17.2	22.0	56.0	4.8	2.0	64.5	31.7	1.8
	State	6.6	13.6	61.1	18.8	0.6	34.5	48.2	16.7

**Grade 7 - Economically Disadvantaged**

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	22.4	29.3	43.1	5.2	0.0	63.8	31.0	5.2
	District	26.3	21.1	48.4	4.2	1.8	71.0	25.3	1.8
	State	18.6	24.2	52.2	5.0	3.1	60.7	32.5	3.7
Not Eligible	School	26.7	26.7	46.7	0.0	0.0	53.3	40.0	6.7
	District	18.7	22.6	54.8	4.0	3.2	64.1	31.5	1.2
	State	5.3	9.6	61.3	23.8	0.8	26.0	51.7	21.5

**Grade 8**

**Grade 8 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.5	48.5	48.5	1.5	2.9	52.9	36.8	7.4	1.5	48.5	50.0	0.0
	2.6	53.2	43.0	1.2	9.9	59.6	26.5	4.0	5.7	51.6	41.7	1.0
	1.6	31.3	57.4	9.7	5.6	40.0	37.5	16.9	4.9	31.5	58.7	4.9

**Grade 8 - Gender**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	2.6	48.7	48.7	0.0	2.6	59.0	33.3	5.1	2.6	48.7	48.7	0.0
	District	3.2	55.7	40.4	0.6	10.3	60.0	26.5	3.2	8.7	54.4	35.9	1.0
	State	2.3	35.2	54.6	7.9	6.7	39.4	36.0	17.8	7.5	38.8	50.7	3.0
Female	School	0.0	48.3	48.3	3.4	3.4	44.8	41.4	10.3	0.0	48.3	51.7	0.0
	District	2.0	50.5	45.7	1.7	9.4	59.2	26.5	4.9	2.4	48.6	47.9	1.0
	State	0.8	27.3	60.3	11.5	4.4	40.5	39.0	16.1	2.2	24.0	66.8	6.9

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	8.3	37.5	50.0	4.2	8.3	16.7	66.7	8.3	12.5	45.8	41.7	0.0
	District	0.9	22.8	63.2	13.1	3.1	30.2	43.8	22.9	3.6	26.4	63.6	6.4
	State												
Black	School	4.8	38.1	52.4	4.8	4.8	61.9	23.8	9.5	4.8	42.9	52.4	0.0
	District	3.1	54.5	41.0	1.3	12.8	68.4	16.8	2.1	7.2	54.7	36.5	1.6
	State	3.4	48.3	45.7	2.6	13.3	62.1	21.6	3.0	9.1	44.7	45.0	1.3
Hispanic	School	0.0	53.2	46.8	0.0	2.1	48.9	42.6	6.4	0.0	51.1	48.9	0.0
	District	1.0	52.8	45.6	0.5	4.1	47.7	40.9	7.3	2.1	46.1	51.8	0.0
	State	2.0	46.7	48.3	3.0	6.2	55.1	32.7	6.0	5.3	38.2	54.5	2.0
Asian/Pacific Islander	School												
	District												
	State	0.4	18.1	62.1	19.4	1.2	17.8	39.4	41.6	1.4	16.7	69.9	12.0
Native American	School												
	District												
	State	0.8	27.2	61.9	10.1	5.8	38.8	43.5	11.9	7.3	30.9	57.1	4.6
Multiracial/Ethnic	School												
	District												
	State	1.8	31.7	57.7	8.8	6.2	47.4	31.3	15.1	4.4	33.4	59.1	3.1

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	2.1	45.8	50.0	2.1	2.1	47.9	39.6	10.4	2.1	41.7	56.3	0.0
	District	2.0	57.9	38.8	1.3	10.8	60.6	25.3	3.4	7.2	51.7	40.3	0.8
	State	2.9	47.3	47.1	2.7	10.3	57.2	27.5	5.0	8.3	42.3	47.8	1.6
Not Eligible	School	0.0	55.0	45.0	0.0	5.0	65.0	30.0	0.0	0.0	65.0	35.0	0.0
	District	3.8	44.6	50.7	0.9	8.1	57.9	28.7	5.3	2.9	51.4	44.3	1.4
	State	0.8	22.3	63.2	13.7	2.9	30.2	43.2	23.7	3.0	25.4	64.7	6.8

**ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)**

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Beginning - Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
- Level 2 --Strengthening - Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
- Level 3 -- Expanding - Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
- Level 4 -- Transitioning - Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

For Mathematics see ISAT or PSAE descriptions of the performance levels.

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

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	60.0	40.0	0.0	0.0	33.3	40.0	26.7	0.0	13.3	33.3	40.0	13.3
District	62.9	37.1	0.0	0.0	31.9	47.8	20.3	0.0	12.3	16.9	64.6	6.2
State	25.6	41.0	25.2	8.2	17.5	30.6	44.7	7.2	3.9	8.3	35.6	52.2

**Grade 3 - Gender**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School					30.0	30.0	40.0	0.0	10.00	40.0	30.0	20.0
District	76.7	23.3	0.0	0.0	42.4	36.4	21.2	0.0	13.3	26.7	53.3	6.7
State	27.1	40.1	24.4	8.5	17.7	29.2	44.4	8.7	4.9	10.3	40.2	44.6
Female												
School												
District	50.0	50.0	0.0	0.0	22.2	58.3	19.4	0.0	11.4	8.6	74.3	5.7
State	24.1	41.9	26.1	7.9	17.4	32.1	45.0	5.5	2.9	6.2	30.8	60.1

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School												
District												
State	15.0	38.2	31.9	14.9	11.0	20.8	52.7	15.5	1.5	6.0	33.6	58.8
Black												
School												
District												
State	33.3	27.1	31.3	8.3	26.0	31.4	35.3	7.8	7.0	11.6	36.0	45.3
Hispanic												
School	60.0	40.0	0.0	0.0	33.0	40.0	26.7	0.0	13.3	33.3	40.0	13.3
District	62.9	37.1	0.0	0.0	32.0	47.8	20.3	0.0	12.3	16.9	64.6	6.2
State	27.3	41.7	24.0	7.1	19.0	32.1	43.7	5.6	4.3	8.6	36.1	51.1
Asian/Pacific Islander												
School												
District												
State	13.3	34.9	34.6	17.3	7.0	19.9	51.7	21.2	1.6	7.5	30.4	60.5
Native American												
School												
District												
State												
Multiracial/Ethnic												
School												
District												
State												

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch												
School	60.0	40.0	0.0	0.0	33.3	40.0	26.7	0.0	13.3	33.3	40.0	13.3
District	62.9	37.1	0.0	0.0	31.9	47.8	20.3	0.0	12.3	16.9	64.6	6.2
State	27.2	41.0	24.4	7.3	18.5	31.5	43.9	6.2	4.2	8.8	35.5	51.5
Not Eligible												
School												
District												
State	18.1	40.6	28.8	12.5	13.1	26.1	48.8	12.0	2.7	6.2	35.7	55.4

## 2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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?	Yes
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	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		40.0			40.0			89.0		66.0	
<b>All</b>	98.4	Yes	98.4	Yes	48.4		Yes	62.1		Yes	96.3	Yes		
<b>White</b>														
<b>Black</b>	98.3	Yes	98.3	Yes	48.9		Yes	46.7		Yes				
<b>Hispanic</b>	98.4	Yes	98.4	Yes	47.4		Yes	66.9		Yes				
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>	99.0	Yes	99.0	Yes	46.2		Yes	61.5		Yes				

### Three 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 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements\*\*\*

3. At least 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

\* Includes only students enrolled as of 9/30/03.

\*\* Safe Harbor Targets of 37% or above are not printed.

\*\*\* Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. 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

An analysis of the 2004 Illinois School Report Card as compared to the 2003 Illinois School Report Card for Lincoln School in Maywood, Illinois revealed, overall, continued school improvement. In Grade 3 there was an increase in the reading scores for those students who met or exceeded standards. This was an increase of 17% (from 34% to 51%). Grade 8 students also showed an increase in reading. Those students who met or exceeded standards increased 5% (from 45% to 50%). These results made it possible for the school to meet its Adequate Yearly Progress (AYP) in reading. Grade 5 showed a decrease in reading scores. This is because the greatest number of students (41.4%) tested into level 2 (below standards – students' work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways). Therefore, students in grades 4 and 5 will receive extra help from the administrators, literacy coaches, and teachers during the 2004-2005 school year in order to move from level 2 to level 3 (meets standards). The trend in reading scores at Lincoln School from the 2001 ISAT to the 2004 ISAT shows that it is on the upswing.

Scores in mathematics increased greatly for students in Grades 3, 5, and 8. In a comparison with the 2003 Illinois School Report Card there were tremendous gains. Grade 3 students had an increase of 11% (from 66% to 77%). Grade 5 students had an increase of 9% (from 52% to 61%) and Grade 8 students had an increase of 18% (from 26% to 44%). These were the highest scores ever recorded for the students taking the ISAT in mathematics at Lincoln School. We will continue working with our existing programs to make ever-greater gains.

Grades 3 and 8 showed considerable improvement in writing. Students in Grade 3 improved by 10% (from 48% to 58%), and students in Grade 8 improved by 22% (from 28% to 50%). Only Grade 5 students had a decrease in their writing scores. This decrease was 29% (from 47% to 18%). Here, once again, the largest percentage of students scored in level 2 (70.1%). We will concentrate on moving these students to level 3 this school year. This will be accomplished by working with reading and writing together in the District literacy program.

Grade 4 students have shown remarkable improvement in social science. They increased their scores by 15% on this year's Illinois School Report Card (from 30% to 45%). This was the highest score achieved since the 2000-2001 ISAT. Grade 7 students lowered their scores by 14% (from 52% to 38%). Most of the students fell into the level 2 group (61.6%). Increased attention to teaching based on the Illinois State Standards will be necessary to bring up these scores. In addition, the strong thrust in the reading program will help with the reading and understanding of the textbooks.

The results of the Grade 4 science ISAT showed improvement. Students achieved an increase of 4% (from 48% to 52%) on the 2004 Illinois School Report Card. Grade 7 students dropped their scores by 32% (from 80% to 48%). Students in this grade scored in both level 1 (academic warning) and level 2. Although these science scores were high enough to meet the state requirements, we need to give more attention to supporting these students in the lower levels. This can be accomplished partly through the after-school program and by teaching science with the Illinois State Standards in mind.

Specifically, we will continue to improve the education of all our students by:

- Refining our balanced literacy approach in both reading and writing
- Providing professional development for the K-3 teachers through the Reading First Academy course
- Continuing to use leveled readers in Grades K-6
- Re-evaluating the reading curriculum for Grades 4-6
- Continuing with the "Bag-it" book program for Grades K-3
- Employing literacy coaches to in-service and resource the teachers
- Equipping each classroom with age appropriate books and furniture for independent reading
- Using assessments to drive instruction
- Monitoring the Classworks program
- Training teachers in the Creating Independence Through Student-owned Strategies (CRISS) program
- Enriching the All-Stars after school tutoring program
- Continuing with the Saxon Math program
- Involving parents in workshops and family reading night
- Continuing with the Peer Mediation program
- Initiating the PAX (the Latin word for "peace") game through the Cook County Department of Mental Health for Grades K-4
- Initiating The Teens Learning to Choose (TLC) program for Grade 8 through the Cook County Department of Mental Health
- Continuing with "first Tuesdays of the month" when students have a half-day off of school and the staff spends the afternoon involved in staff development

The Lincoln School family is intent on building a professional learning community where we work together in order that each individual is able to reach his or her highest goal. Our academic focus will continue to be in the core subjects of reading, mathematics, and science.

Diane Weitzman, Ed.D., Principal  
Lincoln Elementary School