Between academic years 1998 and 2002, improving schools increased the percentage of students reaching proficiency by at least 3% (look at purple diamonds in charts below to determine an increase) and decreased the percentage of students in the three lowest categories by at least 3% (look at black circles in charts below to determine a decrease).

Understanding your school’s performance summary:

**High Performing Schools:** 50% or more students performing proficiently

**Low Performing Schools:** 33% or more students performing in lowest categories

Moderately Performing Schools: All others

Understanding your school’s improvement summary:

Between academic years 1998 and 2002, improving schools increased the percentage of students reaching proficiency by at least 3% (look at purple diamonds in charts below to determine an increase) and decreased the percentage of students in the three lowest categories by at least 3% (look at black circles in charts below to determine a decrease).

**High Performing Schools:**

- Performance: This school is HIGH PERFORMING.
- Improvement: This school is IMPROVING IN MATH.

**Low Performing Schools:**

- Performance: This school is LOW PERFORMING.
- Improvement: This school is IMPROVING IN MATH.

**Moderately Performing Schools:**

- Performance: This school is MODERATELY PERFORMING.
- Improvement: This school is IMPROVING IN MATH.

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**Lincoln Central Elementary School**

**Information Works!** School Year 2001-2002

**Progress summary**

**THIS YEAR:**
- Performance: This school is HIGH PERFORMING.
- Improvement: This school is IMPROVING IN MATH.

**LAST YEAR:**
- Performance: This school was HIGH PERFORMING.
- Improvement: This school was IMPROVING IN MATH.

**Understanding your school’s performance summary:**

High Performing Schools: 50% or more students performing proficiently

Low Performing Schools: 33% or more students performing in lowest categories

Moderately Performing Schools: All others

**Understanding your school’s improvement summary:**

Between academic years 1998 and 2002, improving schools increased the percentage of students reaching proficiency by at least 3% (look at purple diamonds in charts below to determine an increase) and decreased the percentage of students in the three lowest categories by at least 3% (look at black circles in charts below to determine a decrease).

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**Financial information (per pupil)**

- **Data source:** InSite

**Key for school expenditures areas**

- Instruction (5 components)
  - Classroom teachers
  - Substitute teachers
  - Paraprofessionals
  - Classroom technology
  - Classroom materials, trips, etc.

- Instructional Support
- Operations
- Leadership

**Per pupil expenditures by program**

- **General Education**
- **LEP**
- **Special Education**
- **Title 1**
- **Vocational Education**

**Selected school indicators**

- **1. SALT Survey Teacher Response Rate (%)**
- **2. SALT Survey Student Response Rate (%)**
- **3. Student Attendance (%)**
- **4. Students Exempted from ELA State Testing (%)**
- **5. Stability Index (%)**
- **6. Mobility Index (%)**
- **7. Suspensions / Total # of Students**
- **8. Teachers with emergency/special provisional certification (%)**

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† Indicates school did not supply this information.