

**Lincoln Elem School
St Charles CUSD 303
St Charles, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : PK K 1 2 3 4 5

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
School	86.3	1.4	5.1	3.4	0.0	0.3	3.4	15.7	1.1	20.2		0.0	4.1	96.3	351
District	82.0	1.4	9.7	4.8	0.1	0.4	1.6	12.8	3.6	14.9		0.2	5.1	95.4	13,836
State	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
School	100.0	--	--	--	--
District	99.2	18.4	18.0	13.5	274.6
State	96.0	18.8	18.9	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
School	25.5	28.0	29.0	23.5	26.5	28.0				
District	22.7	23.1	24.0	24.5	26.4	25.3				
State	20.9	21.6	21.8	22.3	22.9	23.3				

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

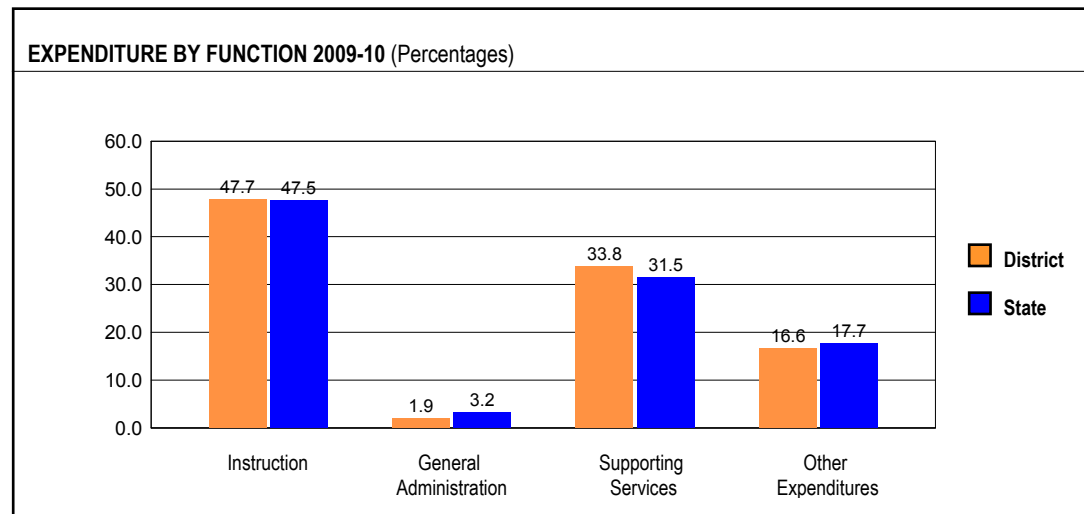
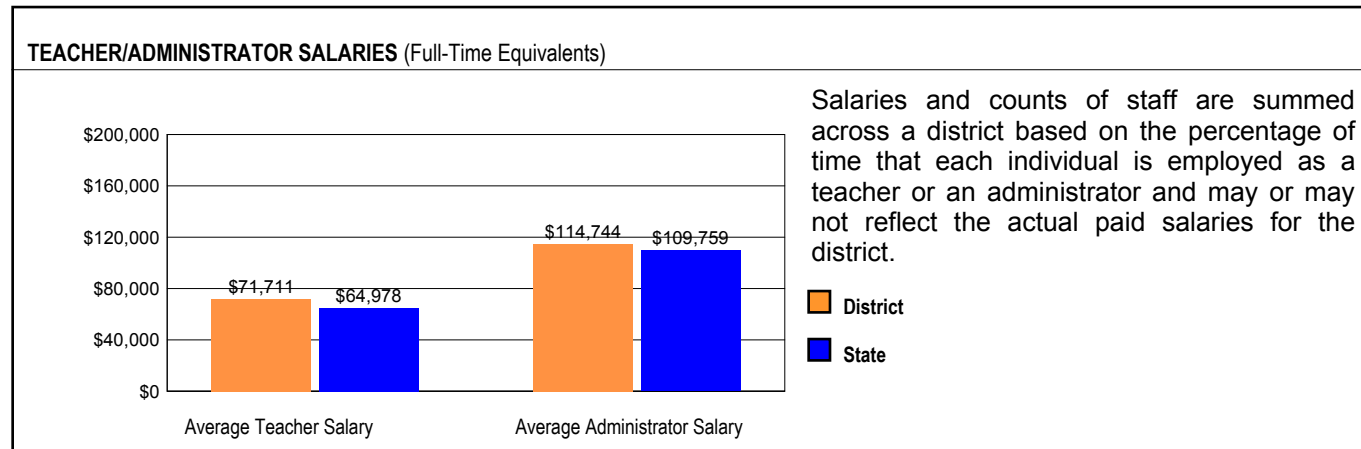
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	50			30			154			30		
District	50			30			154			30		
State	60			30			143			30		

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	96.2	0.6	2.2	0.4	0.1	0.0	0.6	0.0	24.1	75.9	855
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	12.4	26.9	73.1	0.0	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	\$140,212,666	83.6	58.9	Education	\$119,468,948	72.1	72.9
Other Local Funding	\$9,052,156	5.4	6.4	Operations & Maintenance	\$14,609,755	8.8	6.0
General State Aid	\$4,326,243	2.6	14.9	Transportation	\$7,943,860	4.8	3.8
Other State Funding	\$8,092,474	4.8	7.5	Debt Service	\$18,182,873	11.0	7.2
Federal Funding	\$5,982,603	3.6	12.4	Tort	\$1,206,696	0.7	1.2
TOTAL	\$167,666,142			Municipal Retirement/ Social Security	\$4,049,782	2.4	1.9
				Fire Prevention & Safety	\$0	0.0	0.7
				Site & Construction/ Capital Improvement	\$228,595	0.1	6.4
				TOTAL	\$165,690,509		

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	\$275,343	4.09	\$6,332	\$11,588
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.

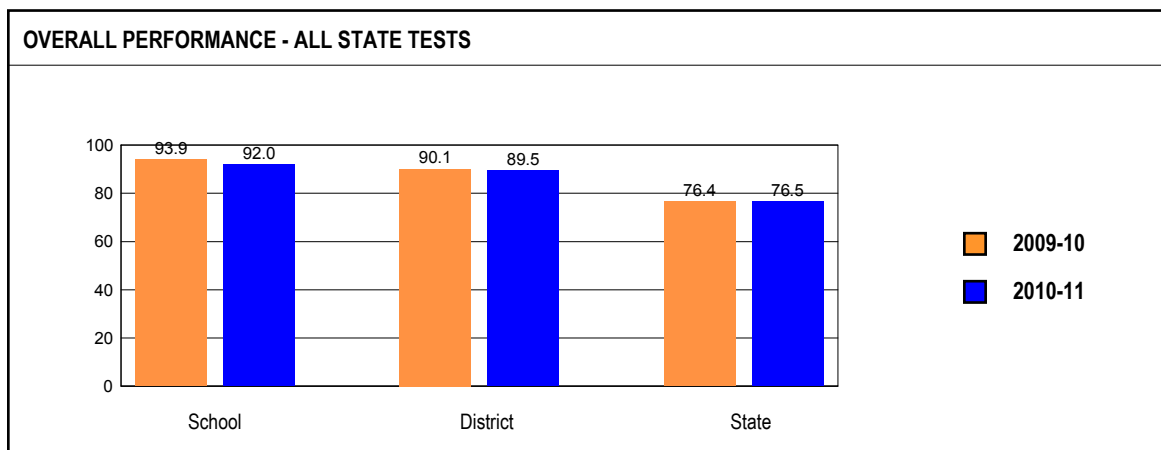
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

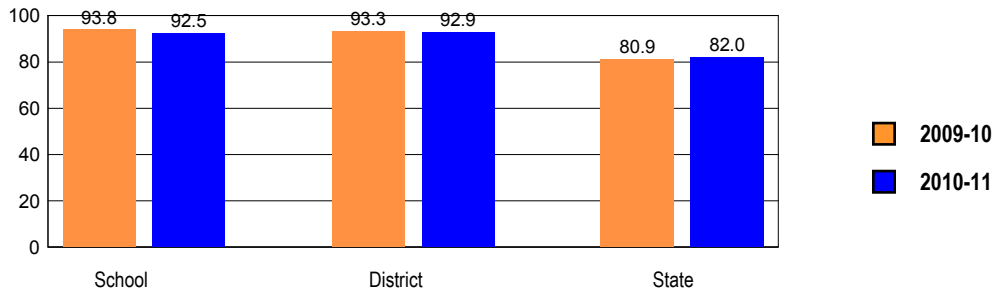
ACADEMIC PERFORMANCE

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.

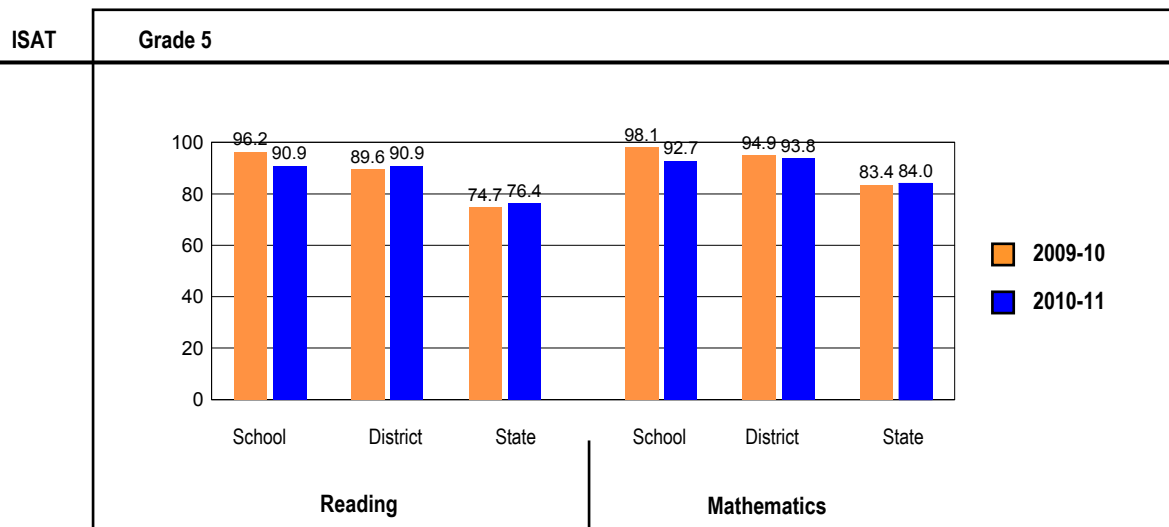
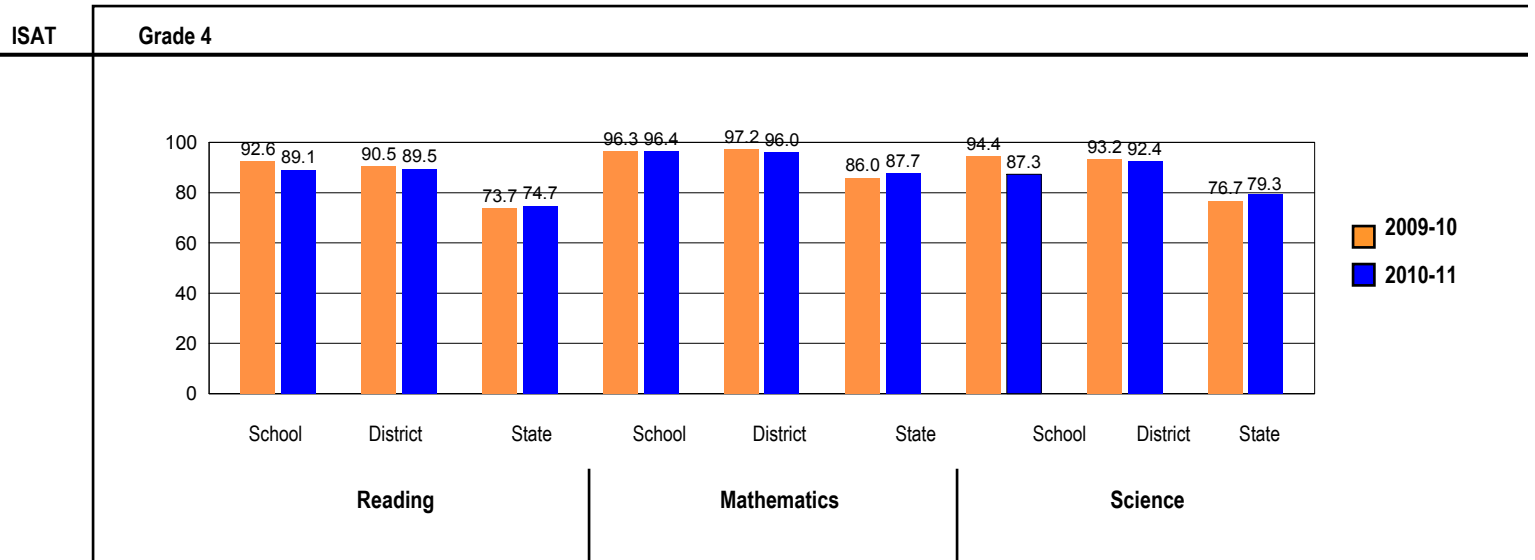
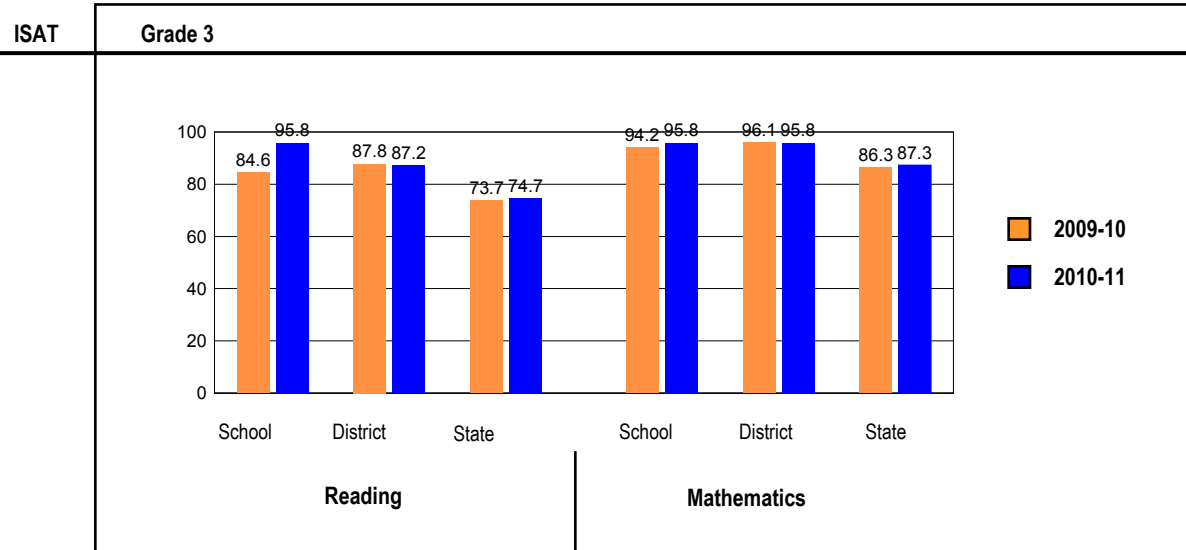


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



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	159	87	72	139	0	8	4	0	0	8	0	0	33	28
	Reading	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	7,470	3,838	3,632	6,171	112	667	356	2	28	134	199	0	1,099	875
	Reading	0.3	0.2	0.4	0.3	0.9	0.4	0.0		3.6	0.0	0.0		0.8	0.6
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	159	87	72	139	0	8	4	0	0	8	0	0	33	28
	Mathematics	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	7,474	3,840	3,634	6,171	112	671	356	2	28	134	203	0	1,100	879
	Mathematics	0.3	0.2	0.4	0.3	0.9	0.4	0.0		3.6	0.0	0.0		0.8	0.6
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.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		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	55	29	26	46	0	3	2	0	0	4	0	0	11	12
	Science	0.0	0.0	0.0	0.0									0.0	0.0
District	*Enrollment	3,265	1,682	1,583	2,691	47	299	161	2	12	53	74	0	461	372
	Science	0.6	0.5	0.8	0.6	2.1	0.7	0.0		8.3	0.0	0.0		2.0	1.3
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

* 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	0.0	4.2	50.0	45.8	0.0	4.2	35.4	60.4
District	1.9	10.9	45.1	42.1	0.7	3.5	31.3	64.5
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	0.0	3.7	48.1	48.1	0.0	0.0	29.6	70.4
	District	2.1	12.9	45.4	39.7	1.0	3.2	31.4	64.4
	State	7.4	21.0	46.5	25.1	3.3	9.9	41.2	45.6
Female	School	0.0	4.8	52.4	42.9	0.0	9.5	42.9	47.6
	District	1.7	8.8	44.8	44.8	0.4	3.7	31.2	64.7
	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	0.0	4.7	53.5	41.9	0.0	4.7	37.2	58.1
	District	1.3	8.4	45.6	44.7	0.5	2.3	29.1	68.1
	State	2.6	12.3	48.2	37.0	1.1	4.9	37.2	56.8
Black	School	0.0	41.7	50.0	8.3	0.0	8.3	75.0	16.7
	District	10.8	28.6	47.3	13.2	7.3	18.8	51.0	22.9
	State								
Hispanic	School	7.0	28.0	42.0	23.0	1.0	13.9	48.5	36.6
	District	9.3	29.3	47.6	13.8	3.6	14.3	52.5	29.5
	State								
Asian	School	2.1	10.4	41.7	45.8	2.1	0.0	27.1	70.8
	District	2.5	8.4	42.5	46.6	1.2	3.0	24.3	71.5
	State								
Native Hawaiian/Pacific Islander	School	2.7	14.4	46.8	36.0	0.0	4.4	40.7	54.9
	District								
	State								
American Indian	School	7.1	21.7	51.8	19.4	3.2	12.4	45.8	38.5
	District								
	State								
Two or More Races	School	0.0	6.7	46.7	46.7	0.0	6.7	13.3	80.0
	District	3.9	16.8	47.2	32.0	1.8	8.7	42.2	47.4
	State								

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	9.1	72.7	18.2	0.0	9.1	54.5	36.4
	District	6.1	33.5	39.1	21.2	2.2	9.6	52.2	36.0
	State	20.9	35.2	33.4	10.4	9.2	21.3	46.9	22.5
Non-IEP	School	0.0	2.7	43.2	54.1	0.0	2.7	29.7	67.6
	District	1.0	6.0	46.4	46.6	0.4	2.2	26.8	70.7
	State	3.6	17.2	49.6	29.5	2.0	8.2	42.6	47.2

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	45.5	36.4	18.2	0.0	18.2	54.5	27.3	18.2	18.2	45.5	18.2
	District	1.7	33.0	41.5	23.9	4.0	10.8	55.7	29.5	4.0	17.6	61.4	17.0
	State	4.9	56.0	29.4	9.8	5.7	29.0	55.0	10.3	9.9	31.2	50.1	8.8
Non-IEP	School	0.0	2.3	47.7	50.0	0.0	0.0	56.8	43.2	0.0	6.8	59.1	34.1
	District	0.1	5.5	36.7	57.6	0.1	1.7	43.7	54.5	0.0	4.8	62.7	32.5
	State	0.3	19.6	46.8	33.3	0.5	8.4	60.9	30.2	2.5	15.1	59.6	22.8

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	25.0	58.3	16.7	0.0	8.3	83.3	8.3	8.3	16.7	66.7	8.3
	District	1.6	31.7	47.2	19.5	3.3	9.8	70.7	16.3	0.8	22.0	64.2	13.0
	State	1.5	36.3	46.5	15.7	1.9	17.2	66.5	14.3	5.9	26.6	58.4	9.2
Not Eligible	School	0.0	7.0	41.9	51.2	0.0	2.3	48.8	48.8	2.3	7.0	53.5	37.2
	District	0.2	7.3	36.2	56.3	0.4	2.4	42.4	54.9	0.6	4.9	62.2	32.2
	State	0.3	11.8	42.4	45.5	0.4	4.6	53.3	41.6	1.0	7.3	58.4	33.3

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	9.1	43.6	47.3	0.0	7.3	49.1	43.6
District	0.1	9.0	45.8	45.2	0.3	5.9	52.7	41.1
State	0.4	23.2	49.1	27.3	0.5	15.5	64.6	19.4

Grade 5 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	13.3	36.7	50.0	0.0	6.7	50.0	43.3
	District	0.2	10.6	47.6	41.7	0.6	6.5	51.7	41.2
	State	0.5	26.1	48.8	24.6	0.6	16.5	63.0	19.9
Female	School	0.0	4.0	52.0	44.0	0.0	8.0	48.0	44.0
	District	0.0	7.3	43.8	48.9	0.0	5.3	53.7	41.1
	State	0.2	20.1	49.4	30.2	0.4	14.5	66.3	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	8.2	40.8	51.0	0.0	8.2	44.9	46.9
	District	0.1	6.8	43.8	49.2	0.2	3.4	52.6	43.8
	State	0.2	13.7	49.8	36.3	0.2	8.9	64.9	25.9
Black	School								
	District	0.0	21.7	60.9	17.4	0.0	26.1	60.9	13.0
	State	0.8	38.5	48.3	12.4	1.3	29.5	62.5	6.6
Hispanic	School								
	District	0.0	25.8	55.1	19.1	1.1	24.2	54.9	19.8
	State	0.6	34.7	49.5	15.3	0.6	20.8	68.7	9.8
Asian	School								
	District	0.0	8.7	52.2	39.1	0.0	4.3	47.8	47.8
	State	0.2	9.8	41.2	48.7	0.4	5.1	48.0	46.5
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	13.3	49.2	37.5	0.0	10.8	58.5	30.8
American Indian	School								
	District								
	State	0.7	28.7	47.9	22.8	0.2	19.7	62.9	17.1
Two or More Races	School								
	District	0.0	10.0	50.0	40.0	0.0	10.0	50.0	40.0
	State	0.2	18.1	49.4	32.2	0.3	13.4	63.9	22.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	50.0	40.0	10.0	0.0	30.0	60.0	10.0
	District	0.6	36.1	48.8	14.5	1.8	23.4	63.5	11.4
	State	2.2	59.6	31.6	6.7	2.5	42.1	50.4	5.0
Non-IEP	School	0.0	0.0	44.4	55.6	0.0	2.2	46.7	51.1
	District	0.0	3.7	45.2	51.2	0.0	2.5	50.5	47.0
	State	0.1	17.7	51.8	30.5	0.2	11.4	66.8	21.6

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	30.0	50.0	20.0	0.0	20.0	60.0	20.0
	District	0.0	26.6	58.6	14.8	0.8	20.8	60.8	17.7
	State	0.6	35.3	50.2	13.9	0.8	23.7	67.0	8.5
Not Eligible	School	0.0	4.4	42.2	53.3	0.0	4.4	46.7	48.9
	District	0.1	6.4	43.9	49.5	0.2	3.7	51.5	44.6
	State	0.1	10.9	48.0	41.0	0.2	7.2	62.2	30.5

2011 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	2011-12 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	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
State AYP Minimum Target	95.0		95.0		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	91.2		Yes	93.9		Yes	96.3	Yes		
White	100.0	Yes	100.0	Yes	91.5		Yes	93.1		Yes				
Black														
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 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. ***
3. 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.

Lincoln Elementary School Improvement Plan for 2011-2012

This "School Report Card" has been compiled by the Illinois State Board of Education as a means by which school districts communicate local and statewide information to the public.

The mission statement of Lincoln School is *People, Our Pride; Learning, Our Pledge; Integrity, Our Core*. The Lincoln community of staff, students, and parents continue to work toward our goals focusing upon ALL students learning at high levels, increasing achievement and success for every student, and to move more students from meeting expectations to exceeding expectations.

Findings for the Improvement Plan

Our 2011-12 School Improvement Plan is based partially on the following information that was collected during the 2010-11 school year. The foundation of our plan for school improvement was driven by state, district, and school testing results, as well as teacher and parent perception data. The following tables identify the percentage of 3rd-5th graders at Lincoln School who met or exceeded expectations on the Illinois Standards Achievement Test in 2011.

ISAT:

Reading

	2008	2009	2010	2011
3 rd	89	87	85	96
4 th	88	89	93	90
5 th	98	93	96	93

Math

	2008	2009	2010	2011
3 rd	96	98	94	96
4 th	98	98	96	98
5 th	100	91	100	93

Goals for the Current Year

The Lincoln School Improvement Team analyzed this longitudinal data to determine strengths and areas for improvement. Based on that work, the Lincoln School Improvement Plan was developed to focus on two goals:

1. Lincoln students will be equipped with the skills and dispositions necessary for success in the 21st Century.
2. Student learning will continue to be accelerated and deepened with regard to varying achievement levels.

To address each Lincoln SIP goal, the Lincoln Staff will:

- Regularly meet in collaborative teams as professional learning communities to systematically analyze student data, establish student learning goals, create action plans and formative assessments to evaluate student progress;
- Use Acuity Benchmarks Assessments to guide instructional planning and practice, targeting areas needing improvement;
- Use the DRA2 (Developmental Reading Assessment), as well as other assessment measures, to obtain an individual comprehensive literacy profile for each student to guide the teacher to plan for small group reading instruction targeted at each student's zone of proximal development.
- Students and staff members have been implementing our grass roots version of a Town Hall meeting, where the entire community focuses on one affective/academic domain per quarter. Each of these domains is consistent with the Lincoln's goals for school improvement. For the 2011-2012 school year, Lincoln will focus on the following areas: 1. Accountability for Learning and Behavior, 2. Empathy and acceptance, 3. Critical Thinking and Problem Solving, and 4. Leadership in Technology Literacy.
- A fundamental component of the long-standing success at Lincoln School is the close-knit and caring community that is established and maintained year after year, as well as the involvement of the parent population. This year, we are making a concerted effort to capitalize on parental involvement by inviting the parents to participate in a book study, actively support the application of learned skills through our Take-Home BINGO cards, and to dedicate a portion of each PTO meeting to educating parents about specific pieces of school functioning.

Lincoln School Improvement Plan

The entire Lincoln Staff is working diligently to combine best practices in literacy instruction and differentiation methods to support all students' learning needs. Throughout the year and on institute days, staff members are actively participating in professional learning activities aligned with school improvement goals and plans. In addition, staff members are continually strengthening their data interpretation skills to assist them in analyzing student data while monitoring student growth and achievement.

Contact Information

As always, Lincoln School values input and feedback! Please contact Mary.Mills@d303.org or write: Mary Mills, Principal; Lincoln Elementary School; 211 S. 6th Ave. St. Charles, IL 60174. Log on to our website at www.d303.org to access other information and links related to Community Unit School District 303.