

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



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

**GRADES : 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/ Pacific Islander	Native American	Multi racial /Ethnic	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	87.0	0.6	2.8	2.2	0.3	7.1	10.2	0.6	11.5		0.0	7.9	96.3	322
<b>District</b>	83.1	1.3	7.4	4.7	0.4	3.1	8.9	3.7	11.5		0.2	6.9	95.0	13,860
<b>State</b>	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

**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.

**INSTRUCTIONAL SETTING**

<b>PARENTAL CONTACT*</b>	
	Percent
<b>School</b>	100.0
<b>District</b>	98.1
<b>State</b>	96.2

<b>STUDENT-TO-STAFF RATIOS</b>			
Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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18.1	17.0	13.2	264.4
18.2	18.2	13.3	203.8

\* 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
<b>School</b>	26.5	29.0	24.5	25.0	26.5	26.5				
<b>District</b>	21.3	24.5	23.9	25.0	24.5	25.2				
<b>State</b>	20.7	21.2	21.4	22.1	22.6	22.8				

**TIME DEVOTED TO TEACHING CORE SUBJECTS** (Minutes Per Day)

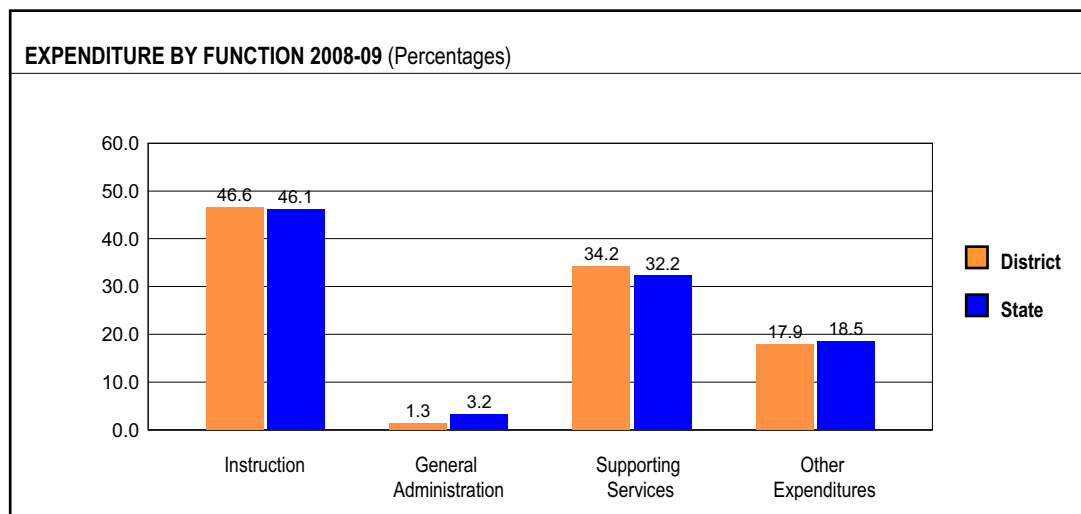
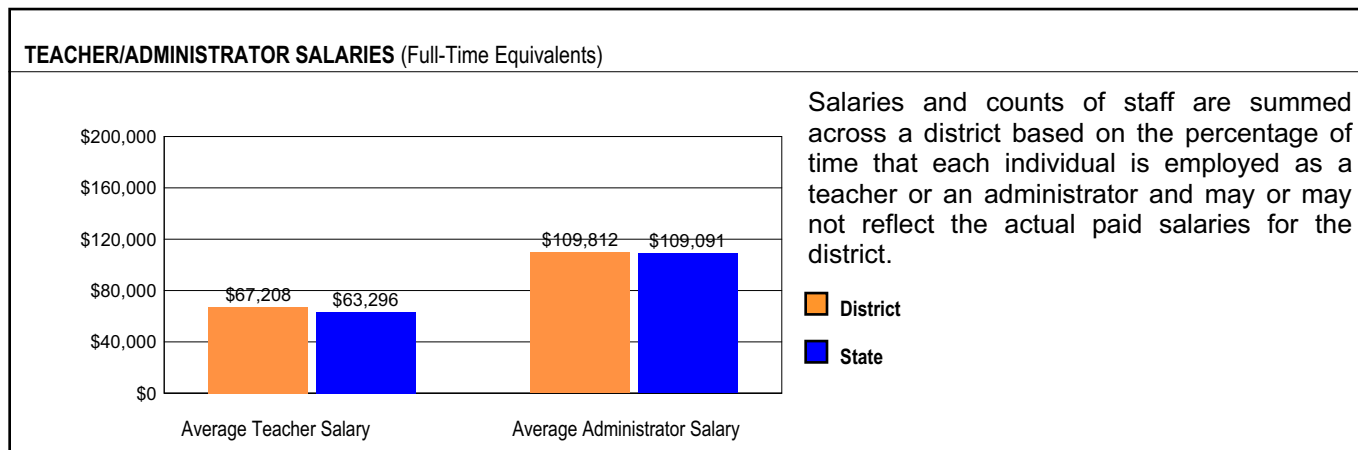
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	50			30			154			30		
<b>District</b>	50			30			154			30		
<b>State</b>	59			30			145			30		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.8	0.4	1.3	0.3	0.1	24.5	75.5	880
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

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	11.7	29.9	70.1	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$136,657,831	82.8	58.4	Education	\$116,599,552	71.2	69.6
Other Local Funding	\$9,537,962	5.8	6.9	Operations & Maintenance	\$15,525,168	9.5	7.9
General State Aid	\$3,861,479	2.3	14.5	Transportation	\$8,623,154	5.3	3.8
Other State Funding	\$10,154,353	6.2	8.3	Debt Service	\$17,445,521	10.7	7.0
Federal Funding	\$4,812,510	2.9	11.9	Tort	\$1,359,734	0.8	1.2
TOTAL	\$165,024,135			Municipal Retirement/ Social Security	\$4,112,621	2.5	1.8
				Fire Prevention & Safety	\$0	0.0	0.8
				Site & Construction/ Capital Improvement	\$0	0.0	7.9
				TOTAL	\$163,665,750		

OTHER FINANCIAL INDICATORS				
	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per \$100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	\$265,167	4.21	\$6,131	\$11,426
State	**	**	\$6,483	\$11,197

\*\* 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.

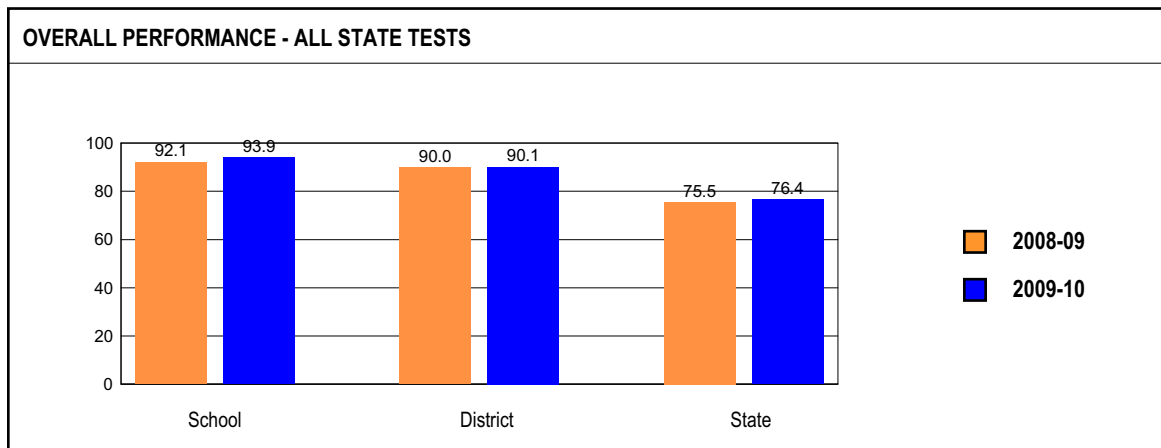
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

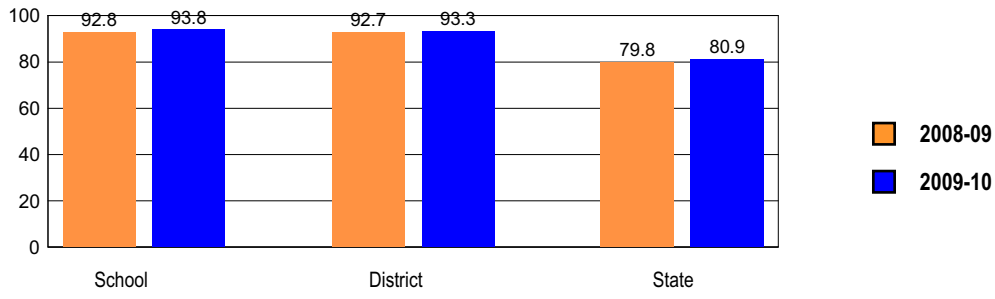
## ACADEMIC PERFORMANCE

### 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.

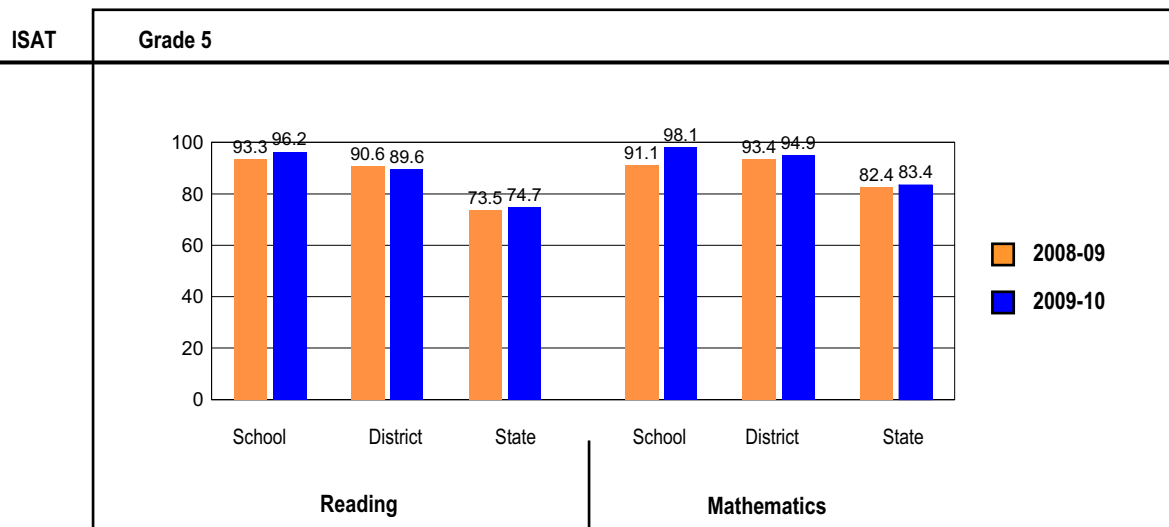
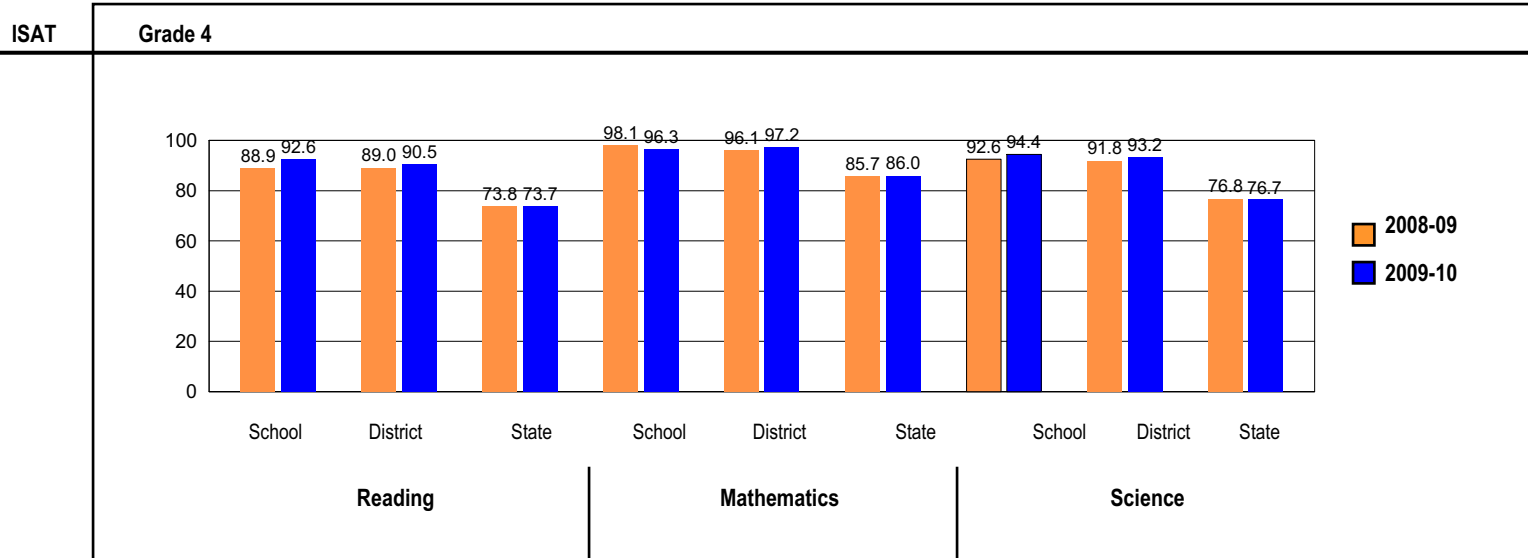
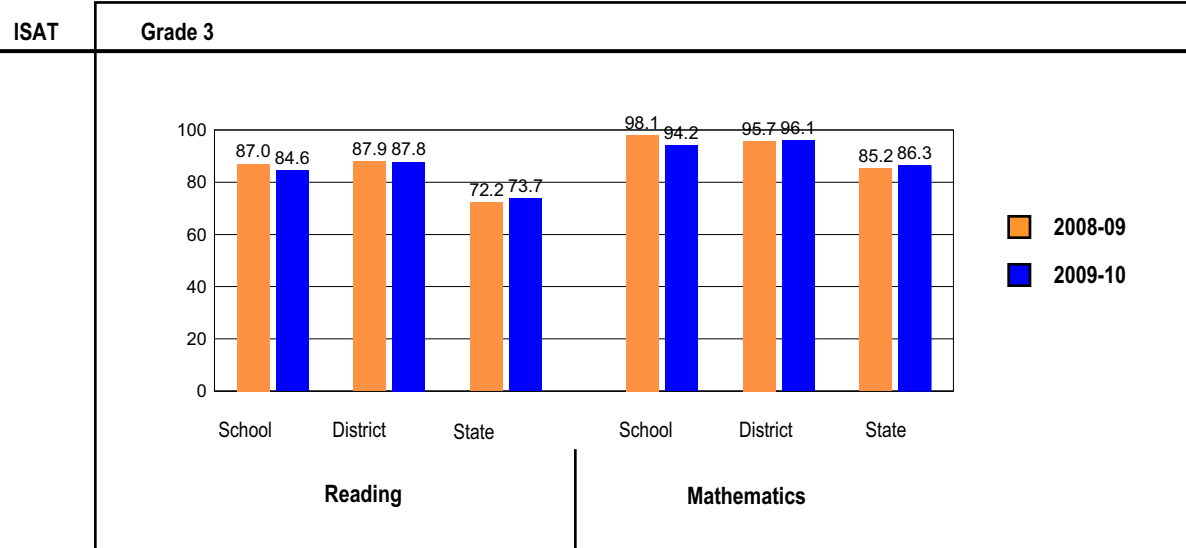


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**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 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	160	81	79	142	0	6	3	0	9	0	0	31	21
	Reading	0.0	0.0	0.0	0.0								0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0								0.0	0.0
District	*Enrollment	7,567	3,896	3,671	6,364	113	516	342	27	205	245	0	1,078	675
	Reading	0.1	0.1	0.2	0.1	0.0	0.2	0.0	0.0	0.5	0.0		0.6	0.1
	Mathematics	0.1	0.1	0.2	0.1	0.0	0.2	0.0	0.0	0.5	0.0		0.6	0.1
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
	Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3

\* 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	54	28	26	48	0	1	1	0	4	0	0	11	7
	Science	0.0	0.0	0.0	0.0								0.0	
District	*Enrollment	3,185	1,628	1,557	2,667	56	227	145	16	74	79	0	423	288
	Science	0.2	0.2	0.3	0.2	0.0	0.4	0.0	0.0	1.4	0.0		1.2	0.3
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

\* 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	3.8	11.5	46.2	38.5	0.0	5.8	50.0	44.2
District	1.5	10.7	40.4	47.4	0.4	3.5	36.6	59.5
State	5.4	20.9	45.9	27.8	2.9	10.7	44.7	41.7

### Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	7.7	3.8	50.0	38.5	0.0	7.7	46.2	46.2
	District	2.3	12.1	42.4	43.2	0.2	3.5	35.3	61.0
	State	6.6	22.7	45.6	25.1	3.1	10.6	43.2	43.0
Female	School	0.0	19.2	42.3	38.5	0.0	3.8	53.8	42.3
	District	0.6	9.3	38.4	51.7	0.6	3.6	37.9	57.9
	State	4.1	19.1	46.2	30.7	2.7	10.9	46.2	40.2

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	4.5	9.1	43.2	43.2	0.0	6.8	45.5	47.7
	District	1.4	9.7	38.7	50.2	0.5	3.6	33.8	62.1
	State	2.2	11.9	46.6	39.3	1.0	5.3	39.0	54.7
Black	School								
	District	0.0	0.0	70.0	30.0	0.0	0.0	70.0	30.0
	State	9.8	31.1	46.2	12.9	7.4	20.0	51.9	20.6
Hispanic	School								
	District	2.8	26.4	54.2	16.7	0.0	2.8	69.0	28.2
	State	9.7	35.1	44.2	11.0	4.1	16.7	54.3	24.9
Asian/Pacific Islander	School								
	District	2.1	8.3	43.8	45.8	0.0	2.1	29.2	68.8
	State	1.7	10.0	43.5	44.9	0.9	3.5	27.3	68.4
Native American	School								
	District								
	State	3.8	19.8	48.3	28.1	2.3	8.0	46.8	43.0
Multiracial/Ethnic	School								
	District	0.0	10.5	42.1	47.4	0.0	5.3	42.1	52.6
	State	3.7	17.3	48.2	30.7	2.1	9.0	45.8	43.1

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	15.4	30.8	38.5	15.4	0.0	15.4	61.5	23.1
	District	6.9	28.0	37.1	28.0	2.3	12.6	43.1	42.0
	State	18.9	36.6	33.4	11.1	9.3	22.4	46.7	21.7
Non-IEP	School	0.0	5.1	48.7	46.2	0.0	2.6	46.2	51.3
	District	0.4	7.2	41.1	51.4	0.0	1.6	35.3	63.1
	State	3.4	18.6	47.7	30.2	2.0	9.1	44.4	44.5

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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	7.4	33.3	59.3	0.0	3.7	46.3	50.0	0.0	5.6	72.2	22.2
District	0.1	9.4	36.5	54.0	0.0	2.8	43.2	54.0	0.1	6.7	66.6	26.6
State	1.2	25.1	44.8	28.9	1.1	12.9	57.7	28.2	2.8	20.5	59.6	17.0

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	10.7	35.7	53.6	0.0	3.6	39.3	57.1	0.0	10.7	60.7	28.6
	District	0.2	12.3	36.0	51.6	0.0	2.9	41.4	55.7	0.0	6.6	62.9	30.5
	State	1.7	27.7	43.9	26.7	1.3	13.3	56.1	29.3	3.2	20.1	57.4	19.4
Female	School	0.0	3.8	30.8	65.4	0.0	3.8	53.8	42.3	0.0	0.0	84.6	15.4
	District	0.0	6.4	37.0	56.7	0.0	2.7	45.2	52.1	0.2	6.7	70.6	22.5
	State	0.7	22.3	45.7	31.2	0.9	12.5	59.5	27.1	2.5	21.0	62.0	14.6



**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	6.3	33.3	60.4	0.0	4.2	43.8	52.1	0.0	4.2	70.8	25.0
	District	0.0	7.3	34.1	58.6	0.0	2.3	39.9	57.8	0.1	5.0	65.4	29.4
	State	0.5	15.1	45.0	39.4	0.5	6.6	54.4	38.5	0.8	10.2	63.7	25.4
Black	School	0.0	15.8	57.9	26.3	0.0	10.0	75.0	15.0	0.0	40.0	55.0	5.0
	District	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
	State												
Hispanic	School												
	District	1.6	31.3	45.3	21.9	0.0	7.7	69.2	23.1	0.0	15.4	80.0	4.6
	State	2.1	38.8	45.3	13.9	1.5	18.7	65.5	14.2	4.5	31.2	58.6	5.7
Asian/Pacific Islander	School												
	District	0.0	11.1	48.9	40.0	0.0	2.2	40.0	57.8	0.0	6.7	71.1	22.2
	State	0.4	10.7	39.6	49.2	0.5	4.2	41.2	54.1	1.3	9.1	57.7	31.9
Native American	School												
	District												
	State	0.7	21.7	44.9	32.6	0.4	13.0	59.8	26.8	3.3	17.4	58.7	20.7
Multiracial/Ethnic	School												
	District	0.0	12.8	48.7	38.5	0.0	2.6	59.0	38.5	0.0	10.3	71.8	17.9
	State	0.5	21.0	47.2	31.2	0.6	11.4	59.9	28.0	1.7	17.2	63.0	18.1

**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	18.2	54.5	27.3	0.0	9.1	72.7	18.2	0.0	18.2	63.6	18.2
	District	0.0	30.8	42.4	26.7	0.0	11.6	59.3	29.1	0.6	18.6	69.2	11.6
	State	5.9	54.4	29.8	10.0	5.3	31.9	51.6	11.2	8.1	35.8	48.6	7.4
Non-IEP	School	0.0	4.7	27.9	67.4	0.0	2.3	39.5	58.1	0.0	2.3	74.4	23.3
	District	0.1	4.9	35.2	59.7	0.0	1.0	39.9	59.1	0.0	4.2	66.1	29.7
	State	0.5	20.6	47.1	31.8	0.5	10.0	58.7	30.9	2.0	18.2	61.3	18.5

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	3.8	32.1	64.2	0.0	1.9	50.9	47.2
District	0.0	10.4	36.3	53.3	0.1	5.0	58.3	36.6
State	0.3	25.0	44.7	30.0	0.3	16.3	65.8	17.6

**Grade 5 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	3.8	46.2	50.0	0.0	0.0	53.8	46.2
	District	0.0	12.8	38.8	48.4	0.2	5.8	56.4	37.6
	State	0.4	28.5	44.1	27.0	0.4	17.1	64.4	18.0
Female	School	0.0	3.7	18.5	77.8	0.0	3.7	48.1	48.1
	District	0.0	7.9	33.7	58.4	0.0	4.2	60.2	35.6
	State	0.2	21.3	45.5	33.1	0.3	15.4	67.3	17.1

**Grade 5 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	4.1	28.6	67.3	0.0	2.0	49.0	49.0
	District	0.0	8.0	36.6	55.3	0.1	4.0	57.6	38.3
	State	0.2	14.8	45.1	40.0	0.1	9.1	67.0	23.8
Black	School								
	District	0.0	18.8	12.5	68.8	0.0	12.5	75.0	12.5
	State	0.6	41.8	43.4	14.2	0.9	32.2	61.2	5.7
Hispanic	School								
	District	0.0	37.3	43.3	19.4	0.0	22.4	64.2	13.4
	State	0.4	38.6	45.9	15.0	0.4	22.5	69.4	7.7
Asian/Pacific Islander	School								
	District	0.0	11.4	27.3	61.4	0.0	0.0	52.3	47.7
	State	0.0	10.8	38.4	50.8	0.1	4.8	51.1	44.1
Native American	School								
	District								
	State	0.0	24.9	44.6	30.5	0.0	13.4	70.6	16.0
Multiracial/Ethnic	School								
	District	0.0	13.9	33.3	52.8	0.0	0.0	61.1	38.9
	State	0.3	21.4	47.1	31.2	0.2	14.6	68.6	16.5

## 2010 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
2010-11 Federal Improvement Status	
2010-11 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
<b>State AYP Minimum Target</b>	95.0		95.0		77.5			77.5			91.0		80.0	
<b>All</b>	100.0	Yes	100.0	Yes	92.9		Yes	96.8		Yes	96.3	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	93.5		Yes	96.4		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<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>														

### 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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% 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 80% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2009.

\*\* Safe Harbor Targets of 77.5% 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. 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 2010-2011**

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 No Child Left Behind Act of 2001 (NCLBA) required states to establish annual achievement targets which are used to calculate Adequate Yearly Progress (AYP). The purpose of this "School Report Card" is to communicate the school's and district's performance on the annual targets.

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 2010-11 School Improvement Plan is based partially on the following information that was collected during the 2009-10 school year. Using state, local, and classroom-based assessments, student growth and progress was measured and analyzed to develop the foundation for the Lincoln School Improvement Plan.

**ISAT:** In March 2010, students in grades 3, 4 and 5 participated in the Illinois Standards Achievement Test. Students in grades 3, 4 & 5 were administered tests in reading and math. Students in 4<sup>th</sup> grade were also given tests in science, and 3<sup>rd</sup> and 5<sup>th</sup> grade students were assessed in writing.

#### Reading

- 84.6 percent of Lincoln 3<sup>rd</sup> graders met or exceeded state standards in Reading
- 92.6 percent of Lincoln 4<sup>th</sup> graders met or exceeded state standards in Reading
- 96.2 percent of Lincoln 5<sup>th</sup> graders met or exceeded state standards in Reading

#### Math

- 94.2 percent of Lincoln 3<sup>rd</sup> graders met or exceeded state standards in Math
- 96.3 percent of Lincoln 4<sup>th</sup> graders met or exceeded state standards in Math
- 98.1 percent of Lincoln 5<sup>th</sup> graders met or exceeded state standards in Math

#### Science

- 94.4 percent of Lincoln 4<sup>th</sup> graders met or exceeded state standards in Science

#### Writing

- 73.1 percent of Lincoln 3<sup>rd</sup> graders met or exceeded state standards in Writing
- 81.1 percent of Lincoln 5<sup>th</sup> graders met or exceeded state standards in Writing

### **Goals for the Current Year**

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

- Increase the performance of all students on the ISAT Reading by 3%
- Increase the performance of all students on the ISAT Math by 1%
- The Lincoln School Community will maintain positive interactions in a supportive and caring environment for students, staff and parents.

Based on trend data and current baseline data, our focus in achieving our reading and math goals will be to strengthen each student's ability to utilize and develop vocabulary, compare and contrast skills, and improve writing in reading, and to improve number sense and measurement in math.

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 Tungsten 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.

### **Lincoln School Improvement Plan**

Using our core literacy program, 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.

To achieve success in the affective domain of the Lincoln School Improvement Plan, staff members have successfully implemented the Social Decision-Making and Problem Solving Program during classroom Morning Meetings and as a school we have integrated these skills into the daily routine. 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.

### **Contact Information**

As always, Lincoln School values input and feedback! Please contact [Adam.Zbrozek@d303.org](mailto:Adam.Zbrozek@d303.org) or write: Adam Zbrozek, Principal; Lincoln Elementary School; 211 S. 6<sup>th</sup> Ave. St. Charles, IL 60174. Log on to our website at [www.d303.org](http://www.d303.org) to access other information and links related to Community Unit School District 303.