

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education REVISED – 03-23-05

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mrs. Laurie Campbell

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Abraham Lincoln Elementary School

(As it should appear in the official records)

School Mailing Address 380 Greenfield Avenue

(If address is P.O. Box, also include street address)

Glen Ellyn

City

IL

State

60137-5310

Zip Code+4 (9 digits total)

County DuPage

School Code Number* 19-022-0410-02-2001

Telephone (630) 790-6475

Fax (630) 790-6404

Website/URL www.d41.org

E-mail lcampbell@d41.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Jack Barshinger

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Glen Ellyn School District 41

Tel. (630) 790-6400

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. John Vivoda

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 4 Elementary schools
 Middle schools
 1 Junior high schools
 High schools
 Other
- 5 TOTAL
2. District Per Pupil Expenditure: \$7945
 Average State Per Pupil Expenditure: \$8482

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 0.5 Number of years the principal has been in her/his position at this school.
 4 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	8	2	10		7			
K	52	43	95		8			
1	38	58	96		9			
2	49	56	105		10			
3	41	50	91		11			
4	46	41	87		12			
5	42	51	93		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								577

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|------------------------------------|
| _____ | 79 % White |
| _____ | 2 % Black or African American |
| _____ | 10 % Hispanic or Latino |
| _____ | 9 % Asian/Pacific Islander |
| _____ | 0 % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 5%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	27
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	30
(4)	Total number of students in the school as of October 1	577
(5)	Subtotal in row (3) divided by total in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5%

***Note: The information in table above is from the 2004-2005 school year.*

8. Limited English Proficient students in the school: 9%
55 Total Number Limited English Proficient

Number of languages represented: 23

Specify languages: Dutch/Flemish, Urdu, Arabic, Tamil, Gujarati, Malayam, Hindi, Polish, Serbian/Croatian/Bosnian, Korean, Spanish, Italian, Assyrian, Tagalog, Urdu, Swahili, Farsi (Persian), Vietnamese, Somalian, MaiMai, Ebu, Chinese, Greek

9. Students eligible for free/reduced-priced meals: 2%

Total number students who qualify: 12

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10%
63 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>17</u> Multiple Disabilities*	

*Note: The 17 students with multiple disabilities are also included in the individual counts for LD, Sp/L, etc.

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>2</u>
Special resource teachers/specialists	<u>18</u>	<u>4</u>
Paraprofessionals	<u>16</u>	<u>1</u>
Support staff	<u>6</u>	<u>2</u>
Total number	<u>64</u>	<u>9</u>

12. Average school student-“classroom teacher” ratio: 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	99%	96%
Daily teacher attendance	97%	96%	97%	Not available	Not available
Teacher turnover rate	8%	27%	18%	6%	0%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

A walk through the halls of Lincoln School brings alive our vision and mission. Students, teachers and parents are all actively engaged in providing *exceptional learning in a respectful and supportive environment*. Our principal provides both high expectations and empowers her staff to accomplish our goals. Learning is a shared responsibility among all stakeholders.

Abraham Lincoln Elementary School is a suburban elementary school located in Glen Ellyn, Illinois, approximately 35 miles from Chicago. Lincoln School is one of five schools in Glen Ellyn District 41, four of which are K-5 schools. Based in Glen Ellyn, District 41 serves portions of the four neighboring communities of Glendale Heights, Wheaton, Lombard, and Carol Stream. Parents of current students were once themselves students at Lincoln, creating a tradition and connection between a very supportive neighborhood and school.

Our students demonstrate a vested interest in our character education program, Character Counts. We focus on one pillar per month with activities and messages geared towards the pillar. They are responsible and respectful to themselves and others. Our students' behavior extends throughout the community, and into their high school experience.

Our mission is *to advocate for students enabling each one to optimize his/her potential within a culture of continuous improvement*. We service all student needs by embracing them in our community of learners. Our differentiated lessons support, strengthen and extend student learning. We celebrate the vitality and rich diversity of our children. Our growing student population makes us more sensitive, open to change, and increasingly better at educating our students. A wide range of opportunities exists for learning, growth and extending our knowledge in meeting the needs of all our students.

A visit to our classrooms reveals a multitude of materials, resources and strategies employed by our staff for accommodating learning. We nurture our students' strategic skills by teaching them with math manipulatives and a dynamic hands-on science curriculum. We open their minds to fine literature by balancing trade books with the basal reader. We refine their writing by teaching the Six Traits of Writing across the curriculum. We make personal connections to our global society through our social studies curriculum. Technology is woven through all content areas to remediate, explore and enrich curricular programs.

Collaboration and shared learning is evident in Lincoln School on a daily basis. An average of 31 parents per day are in our school as volunteer to support our academic programs. Our Parent Teacher Association boasts a 100% membership rate of parents and teachers. The centerpiece of our celebrations is service-oriented, such as the Halloween Food Drive, the Tsunami Fundraiser, and the creation of placemats for the local senior citizen center. The ties and relationships between Lincoln School and the community ensure the growth and development of our students.

We boast a strong parent-teacher commitment to enriching our academics through activities, programs, and events. Our PTA sponsored artist-in-residence internship integrated reading, writing and the fine arts. Junior Great Books gives students the opportunity to read and interpret classic literature. Lincoln School hosts parent and teacher-sponsored activities such as Chess Club, Family Math Night, and Family Science Night. These programs are joint ventures that parents and teacher plan together to benefit children.

Our school community values learning and is dedicated to instilling in students a love of learning. There is a spirit of love, laughter and consistency of purpose. You will find our children working confidently, cooperatively, and independently – children from many nations with divergent abilities all challenged, all cherished. As learners, teachers and leaders ourselves, we have joined our students in forming a teaching and learning community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: Lincoln School students participate in a variety of assessments. In the spring, third and fifth grade students take the criterion-referenced Illinois Standards Achievement Test (ISAT). The ISAT measures how well students are meeting Illinois Learning Standards in reading, writing, and mathematics. The math test consists of multiple-choice questions and two extended response questions. The extended response questions require the students to solve a problem and record their thinking. The solutions to the extended response questions are scored using a rubric that covers mathematical knowledge, strategy, and communication.

The reading test consists of longer reading passages followed by approximately 15 multiple-choice questions. Students must also complete two extended response questions – one fiction and one non-fiction. The student's written answers are scored on a holistic four-point rubric. Their response must include support from the text as well as their own interpretations.

Student performance results for ISATS are categorized as follows: academic warning, below standards, meets standards, and exceeds standards. Students who score in the meets and/or exceeds levels are considered to have met the state's academic expectations. (Information about the ISATs can be found on the web at <http://www.isbe.state.il.us/assessment/isat.htm>).

The students at Lincoln school have performed quite well on the ISAT tests. Our scores have improved over the past five years. We have scored far above the state averages on a consistent basis. The last five years of data for third grade reading is an example of this increase. Five years ago, 81% of our third graders met or exceeded standards in reading. In 2004, 89% of our third graders met or exceeded standards. This represents an 8% increase in comparison to the 2% increase at the state level. During the same five years, the state average has remained flat at the 62-65% level.

Our third graders performance in math has also improved. In the 1999-2000 testing year, 86% of students met or exceeded standards. Since then we have had over 91% of our students meeting or exceeding standards. The state average has shown a steady increase peaking at 79% in 2004.

We have seen significant increases in the performance of our fifth graders in reading and mathematics over the last five years. Our reading scores have increased by sixteen percentage points. We have maintained this increase for the last two testing years. We now have 88% of our fifth grade students meeting or exceeding standards in reading. For the last five years, the state average in reading has remained stagnant with approximately 60% of students meeting or exceeding standards.

Our fifth graders performed very well on the mathematics portion of the ISAT. In 2004, 97% of our students met or exceeded standards! The performance has improved by 24% since the 1999-2000 school year. Such a substantial increase is noteworthy especially since the state average has only increased 8% during the same time period.

Lincoln School has limited data from the NCLB subgroups. Our student population is such that we receive overall performance data on our students with IEPs only in years when there are more than ten students. This has occurred intermittently over the five-year analysis period. Even though there are not always enough students to appear as a subgroup, we do monitor the individual performance of our students with IEPs.

Students enrolled in our English Language Learner and Bilingual Programs take the Illinois Measure of Annual Growth in English (IMAGE). Like our IEP students, we do not have enough students taking these tests to receive group reports on a regular basis. We have group results from 2002 only. Again, we monitor the progress of the individual students on the IMAGE. In addition to the IMAGE, our bilingual and ELL staff administers the Language Assessment Scale (LAS) every year. Performance on the LAS is used to determine the level of support required for each student.

Third and fifth graders at Lincoln students participate in the nationally-normed Iowa Tests of Basic Skills (ITBS). The performance of our third and fifth graders have improved in both reading and math over the four to five year period for which test data is available.

2. Use of Assessment Data: Our Building Leadership Team (BLT) sets annual goals based on our assessment data from the ISATs. Our goals are written using the SMART (strategic, measurable, attainable, realistic, and timely) goal model. Two of our goals focus on academics (increase by 10 students the number scoring a 3 or a 4 on the extended response items in reading and math). Our third goal addresses the measurement of student enthusiasm for learning.

Our staff values student academic performance and student enthusiasm for learning. As a school, we feel a child excited about his/her learning is as important as the performance. We want our students to be passionate learners, not just high-performers. To this end, we assess student enthusiasm for learning. In the fall, we administered a student-friendly survey to assess how students felt about school overall and how they felt about writing and math. This data was collected and shared with the staff so that improvements can be made. The same survey will be given in the spring to measure growth.

Over the past three years, our staff has become expert at using fast feedback tools before, during, and after the instructional process. Teachers use this feedback from students to determine instructional plans.

Staff members at Lincoln have access to data from the Illinois Interactive Report Card/Data Warehouse maintained at Northern Illinois University that includes student performance data on the ISATs, ITBS, and CogATs at Lincoln School. Beginning in the fall of 2004, we can now track individual student performance and the performance of groups of students. This tool will help us to monitor those small groups (i.e. IEP students) that do not appear on our state reports.

At Lincoln School our assessment data helps us evaluate trends, set school goals, identify students who need extra assistance, and allocate resources. The staff at Lincoln school has routinely and will continue to analyze, disaggregate, and study student performance data. This process will enable us to plan for improved and exciting learning for all children.

3. Communication: Lincoln School steps beyond its doors to communicate student performance to parents, students and the community. In addition to helping them understand our assessment processes, student achievement goals and NCLB reporting requirements, we involve them directly in our love of learning and in our spirit of getting better together. To reach our diverse community, we partner with social service agencies, host parent education sessions, provide numerous opportunities for conferencing, and leverage a range of resources to share our commitment to the success of our children. Student performance results are discussed at televised public Board meetings, school meetings, and reported by the local media. Parents have ready access to the various teachers that their children have at Lincoln through conferences, informal communication at the classroom door, e-mail, phone calls, etc. Parent communication materials are regularly translated into Spanish and other languages for our bilingual families.

- **Annual Report to the Community and the School Report Card:** provided to community members, posted on Website, placed in schools, public library, and exceed NCLB reporting requirements by providing context, explanations and curricular information.
- **Lincoln parent newsletter:** communicates goals, progress, tips on supporting achievement at home; welcomes diverse cultures; fosters strong relationships; solicits parent feedback.
- **Teacher newsletters, teacher Web sites:** report classroom expectations, provide learning tools, celebrate achievement; solicit parent feedback.
- **Mailings:** individual student scores (ISAT, ITBS, CogAT), explanation of assessment philosophy, score interpretation.
- **PTA meetings, parent-education sessions:** open discussion of curriculum, academic standards, strategies for achievement, school climate.
- **Parent-teacher conferences:** *Lincoln has 100% parent participation.* Conferences focus on individual student performance on standardized and local assessments, classroom performance, social/emotional development. Our upper-grade level students participate in and lead the conference process.
- **Communication to students:** Respectful, appropriate, frequent teacher feedback helps students do

their best every day, improve toward goals. Student-friendly rubrics help students be accountable for goals and progress. Students use quality tools to provide feedback for improved instruction.

4. Sharing Our Success: Abraham Lincoln School shares its successes with and learns from other schools within and outside of District 41. As a result, great ideas for everything from special events to routine processes are continually being exchanged. At our fall Institute Day, members of the District 41 staff offered classes and sessions. Eight members of the Lincoln staff presented information about the use of fast feedback tools, reading strategies, ideas for struggling readers, meeting the needs of bilingual/ELL learners, math enrichment centers, and gifted program sharing.

Along with formal presentations, we routinely share success through media: the Web, newsletters and the local press. The district website features news about Lincoln, from spotlighting outstanding classroom projects to promoting and covering events, such as a recent program on diversity. This news is also included in a regular email newsletter that reaches hundreds of subscribers in the community. The district supports highly professional teacher websites, making it easy for Lincoln teachers to communicate goals and results and celebrate successes.

Our staff has shared their learning and expertise beyond District 41. Two members of our staff are adjunct faculty at local universities. They teach classes on a regular basis to practitioners and teacher candidates. Members of our staff demonstrated their use of technology in the recent Online Technology Fair. A team of Lincoln staff members presented at the last two National Quality in Education Conventions (NQEC). In the fall of 2004, Lincoln School was accepted as a school site visit for NQEC. Approximately 40 educators from across the country came to see the use of fast feedback tools. They visited classrooms, heard a presentation from our math and literacy specialists, viewed our gallery of feedback tools, and visited with staff informally after the observations. Other members of our staff have presented at local, state and national conferences and have written articles for professional journals like Teaching Children Mathematics.

Our professional connections with others occur regularly, systematically and result in vigorous cross-pollination as our schools adopt, refine and improve each other's ideas.

PART V – CURRICULUM AND INSTRUCTION

1. School Curriculum: The Lincoln School staff is committed to a strong subject matter program. Our curriculum is in alignment with the Illinois Learning Standards, National Council of Teachers of Mathematics (NCTM) Standards and National Science Teachers Association (NSTA) Standards.

Mathematics instruction is a priority at Lincoln School. Six hours per week have been designated as the math block at every grade level. Our mastery objectives at every grade level are based on NCTM and state standards. We have many resources to support these objectives such as hands-on materials, games, and texts. Students are exposed to a variety of teaching techniques designed to accommodate all levels of learning. The use of manipulatives, technology and problem solving strategies is an integral part of our math program. Problem solving is woven through the strands of numbers and operations, geometry, algebra, measurement, and data collection and probability.

The teaching of literacy (reading and writing) is integrated throughout the curriculum by providing exposure to many types of text and literacy experiences. Six to eight hours a week are dedicated to the teaching of literacy. A balanced approach to literacy instruction includes a combination of guided, self-selected reading, writing, and working with words on a daily basis. The library program supports the literacy program at all grade levels.

We support reading at all levels by providing students with classroom libraries. Teachers use class sets of novels for literature circle discussion and whole class novel study. Our older students mentor our younger students as reading buddies. This cross-grade level support brings the students within our community together to improve reading confidence and model a passion for reading.

The writing program at Lincoln School incorporates the Six-Traits approach and instruction in the

writing process. Writing is taught as a form of effective communication as well as personal expression. For example, our Artist-in-Residency Program integrated art and writing poetry. Students write for a real-world audience through articles, letters, and published materials. Students are engaged in significant content-based reading and writing based on state standards.

The science curriculum gives students an opportunity to construct and share their own knowledge of scientific principles through a series of inquiry-based experiences. Through a multi-text approach, expository literature, and experimentation, students work in cooperative groups for active participation and demonstrations. The curriculum also provides exposure to a myriad of topics in science.

Social studies lessons focus on the use of guiding principles to compare modern U.S. Societies to other cultures and civilizations. Our social studies kits include literature, music, and art that help students connect history to the present. The primary purpose of the curriculum is to help students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Lincoln school's music curriculum is centered on a variety of experiences that contribute to the well-balanced social and artistic development of the child and produce musically literate adults. The basic elements of music teach students' social interaction and the fundamentals of music through hands-on activities based on Kodaly methodology. The unique quality of art at Lincoln is our integration with classroom curricula through themes, skills, processes, and products which all reflect state goals for visual arts. Our physical education curriculum provides a high quality program that is challenging, enjoyable, and rewarding for each student. Students are provided with a sequence of developmentally appropriate loco motor, non-loco motor, and manipulative skills in selected activities and sports in a physically and emotionally safe environment. It also provides opportunities for students to practice leadership, sportsmanship and teamwork.

High expectations drive and motivate our student achievement. The students at Lincoln School are engaged, responsible, and active participants in their learning in all curricular areas.

2. Reading Curriculum: At Lincoln School, students celebrate and enjoy reading at all grade levels. The successes we see in our children are due to our focus on identifying and supporting students at all levels.

Our reading curriculum is a balanced approach to teaching literacy, which meets the diverse needs, skill levels, and learning styles of all our students. Our students know that they are expected to read with fluency as well as think about and comprehend what they have read. During our literacy block, lessons are designed for working with words, silent sustained reading, and reading comprehension strategies.

Our teachers use whole group and flexible small group instruction to teach comprehension skills, word attack strategies, and vocabulary development. Differentiated reading lessons offer a variety of leveled texts, teaching techniques, and comprehension strategies to match students' readiness levels. Children are exposed to authentic, rich literature through an array of formats and resources.

Data is collected from many sources such as running records, teacher observation, and formalized testing results. This information is used to plan instruction and measure student growth. We also use data to determine remediation and enrichment opportunities for students. Our *Reading Improvement Program* offers one-on-one and small group remediation and intervention for students needing additional support in decoding, comprehension, and fluency. Our gifted program identifies students who would benefit from enrichment and extended language arts activities. Our special education staff services students who have identified special needs in the area of reading. Lincoln's English Language Learners are surrounded by rich literacy experiences through immersing students in both written and oral language.

Lincoln families have a strong commitment and involvement in their children's reading. We find this home connection a key component of Lincoln's reading curriculum. Our students read at home daily, parents volunteer in classrooms to support literacy activities, attend Literacy Education Nights, and support the procurement of additional reading materials through fundraising activities. Our children's

reading success is due to all stakeholders' attention and vested interest in supporting our students' reading needs.

3. ELL/Bilingual Curriculum: Lincoln School's English Language Learner and Spanish Bilingual Program serves a changing population of students. Last year, there were 37 students in our Spanish Bilingual and ELL Programs. This year, the group has grown to 55 representing 9% of our total population. The new students joining our program are refugees from Africa with no formal schooling experience. As a result of our growing numbers and the addition of a group of students with increased needs, we have made enhancements to our ELL and bilingual instruction.

The children receive language arts and math instruction in the ELL/bilingual classroom. The ELL teacher and Spanish bilingual teacher work together to instruct the students. The classroom is a language rich environment. The teachers use the word wall to introduce and teach new vocabulary. Items around the room are labeled in English (i.e. door, board, etc.) The children have access to a classroom library with beginning level English and Spanish books. The ELL/bilingual classroom is a secure environment for our new immigrant students as well as those second language students who have already acclimated to American schools and culture.

The children have large group and small group instruction every day. The children learn the days of the week and months of the year during calendar. This is also the time of day for language experience activities such as singing, cooking, etc. The remainder of the bilingual/ELL time is spent learning in language level groups. Children at level 1 (very limited English) work with one of the teachers or aides in the ELL/bilingual classroom. Our ELL and bilingual staff also work on differentiation within the regular classroom setting by collaborating with general education staff. This differentiation incorporates English proficiency and /or academic levels of performance.

Lincoln School subscribes to the mission of our district by advocating for each of our ELL/bilingual students and optimizing each child's potential.

4. Instructional Methods: The philosophy of differentiated instruction is ingrained in our instructional practice across every grade level. Our teachers and ancillary staff have been trained in how to differentiate instruction to meet the wide variety of students' needs. We identify student's readiness, interest and learning styles to drive our lesson design. Our formal and informal assessments are on going, resulting in flexible groupings, which promote a strong community of learners.

Classroom teachers, building specialists, and content area committees differentiate our curriculum through the content, process or product. Materials we provide, activities we design, and performance assessments are differentiated so that each child can be successful. We use a variety of strategies including, but not limited to, scaffolding, tiering and small group instruction. Teachers and specialists collaborate and co-teach to best modify and/or extend the curriculum for each student.

We are fortunate to have personnel resources such as reading and math specialists who are available to help with remediation and differentiation, gifted specialists to extend lessons for our high achieving students, and ELL staff to name a few. Our music, art, library, and technology support personnel assist with enrichment and to integrate curricular areas.

At Lincoln School, differentiation is a philosophy, a way of thinking about our students and how we approach instruction. In Lincoln's learning community, we believe it is our responsibility that every student has the opportunity to learn and to realize his or her potential, and we believe that differentiation is the process to meet that goal.

5. Professional Development Program: Lincoln School's staff demonstrates a strong commitment to professional development. These needs are based upon Lincoln's school improvement goals, implementation of new curriculum, and the ever-changing needs of our students. Our focus is on

improving student learning and helping every child to achieve his/her very best. Our professional development is aligned with promoting the growth and development of our vision and is based on measurable goals for accountability.

Our professional development plan is committed to the ongoing growth of our teachers. For example, all teachers participate in the Understanding Teaching Course. Its purpose is to stimulate collegiality and experimentation as well as examining and refining our teaching repertoires. As our student population continues to grow and change, we recognized and acknowledged the need for differentiated instruction. Twenty-four percent of our staff members received extensive training in differentiation. These “catalysts” function as peer coaches and model differentiation techniques for other staff members. This year, the focus is on understanding the needs and providing services for ELL and refugee students.

Our staff puts into practice this knowledge and training by sharing and implementing methodologies through collaborative efforts. We participate in monthly SIP days, where we work in grade-level, cross-grade level, or building wide teams. Using data from various assessment sources to determine needs, teams participate in modifying and extending curriculum to accommodate students’ learning. Topics include Six Traits Writing strategies and lessons, assessing students’ reading progress using running records, creating and sharing differentiated lessons to reach students’ varying needs. Our assessments drive our instruction. In addition, our Building Leadership Team members trained colleagues on the use of fast feedback tools to assess student enthusiasm for learning and student perception of Lincoln’s learning environment.

Our staff’s commitment to teacher growth and development is the cornerstone of our students’ learning as it positively impacts the range of academic achievement.

PART VII – ASSESSMENT RESULTS

State Criterion-Referenced Test

Grade: 3 READING

Test: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly

Publisher: Illinois State Board of Education

What groups were excluded from testing? Why and how were they assessed? The state of Illinois has specific guidelines for students that may be excluded from the ISAT testing. Students who are enrolled in an ELL or bilingual program for less than three years take the Illinois Measure of Annual Growth in English (IMAGE) and are excluded from the ISAT. The Illinois Alternative Assessment (IAA) is administered to students with Individual Education Plans for whom all other state assessments are inappropriate, even with accommodations, because of their disabilities.

Number Excluded: Number of students who took no state assessments

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	April	April	April	April	February
SCHOOL SCORES					
% Meets or Exceeds	89%	86%	83%	83%	81%
% Exceeds Standards	31%	41%	36%	30%	39%
% Meets Standards	58%	45%	47%	53%	42%
Number of students tested	84	90	91	60	83
Percent of total students tested	100%	100%	100%	100%	93%
Number of students excluded	0	0	0	0	6
Percent of students excluded	0%	0%	0%	0%	7%
SUBGROUP SCORES					
IEP students (students receiving special education services)					
% Meets and Exceeds Standards	40%	**	22%	**	10%
% Exceeds Standards	10%	**	0%	**	20%
% Meets Standards	30%	**	22%	**	10%
Number of students tested	10	7	9	5	10
STATE SCORES					
% Meets & Exceeds Standards	65%	62%	63%	62%	62%
% Exceeds Standards	23%	22%	19%	19%	21%
% Meets Standards	42%	40%	44%	43%	41%

** There are fewer than 10 students in this category, so no results are reported by the state to protect their privacy.

Figure 1

State Criterion-Referenced Test

Grade: 3 MATHEMATICS

Test: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly

Publisher: Illinois State Board of Education

What groups were excluded from testing? Why and how were they assessed? The state of Illinois has specific guidelines for students that may be excluded from the ISAT testing. Students who are enrolled in an ELL or bilingual program for less than three years take the Illinois Measure of Annual Growth in English (IMAGE) and are excluded from the ISAT. The Illinois Alternative Assessment (IAA) is administered to students with Individual Education Plans for whom all other state assessments are inappropriate, even with accommodations, because of their disabilities.

Number Excluded: Number of students who took no state assessments

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	April	April	April	April	February
SCHOOL SCORES					
% Meets or Exceeds Standards	91%	94%	97%	95%	86%
% Exceeds Standards	57%	52%	31%	48%	34%
% Meets Standards	34%	42%	66%	47%	52%
Number of students tested	85	90	91	60	83
Percent of total students tested	100%	100%	100%	100%	93%
Number of students excluded	0	0	0	0	6
Percent of students excluded	0%	0%	0%	0%	7%
SUBGROUP SCORES					
IEP students (students receiving special education services)					
% Meets and Exceeds Standards	45%	**	78%	**	70%
% Exceeds Standards	9%	**	0%	**	30%
% Meets Standards	36%	**	78%	**	40%
Number of students tested	10	7	9	5	10
STATE SCORES					
% Meets & Exceeds Standards	79%	76%	74%	74%	69%
% Exceeds Standards	33%	31%	30%	28%	23%
% Meets Standards	46%	45%	44%	46%	46%

** There are fewer than 10 students in this category, so no results are reported by the state to protect their privacy.

Figure 2

State Criterion-Referenced Test

Grade: 5 READING

Test: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly

Publisher: Illinois State Board of Education

What groups were excluded from testing? Why and how were they assessed? The state of Illinois has specific guidelines for students that may be excluded from the ISAT testing. Students who are enrolled in an ELL or bilingual program for less than three years take the Illinois Measure of Annual Growth in English (IMAGE) and are excluded from the ISAT. The Illinois Alternative Assessment (IAA) is administered to students with Individual Education Plans for whom all other state assessments are inappropriate, even with accommodations, because of their disabilities.

Number Excluded: Number of students who took no state assessments

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	April	April	April	April	February
SCHOOL SCORES					
% Meets or Exceeds	88%	88%	75%	78%	72%
% Exceeds Standards	48%	36%	29%	42%	40%
% Meets Standards	40%	52%	46%	36%	32%
Number of students tested	89	64	83	74	84
Percent of total students tested	100%	100%	98%	100%	98%
Number of students excluded	0	0	2	0	2
Percent of students excluded	0%	0%	2%	0%	2%
SUBGROUP SCORES					
IEP students (students receiving special education services)					
% Meets and Exceeds Standards	**	**	32%	**	41%
% Exceeds Standards	**	**	8%	**	33%
% Meets Standards	**	**	24%	**	8%
Number of students tested	6	6	13	7	12
STATE SCORES					
% Meets & Exceeds Standards	61%	60%	59%	59%	59%
% Exceeds Standards	25%	23%	22%	25%	20%
% Meets Standards	36%	37%	37%	34%	39%

** There are fewer than 10 students in this category, so no results are reported by the state to protect their privacy.

Figure 3

State Criterion-Referenced Test

Grade: 5 MATHEMATICS

Test: Illinois Standards Achievement Test (ISAT)

Edition/publication year: Yearly

Publisher: Illinois State Board of Education

What groups were excluded from testing? Why and how were they assessed? The state of Illinois has specific guidelines for students that may be excluded from the ISAT testing. Students who are enrolled in an ELL or bilingual program for less than three years take the Illinois Measure of Annual Growth in English (IMAGE) and are excluded from the ISAT. The Illinois Alternative Assessment (IAA) is administered to students with Individual Education Plans for whom all other state assessments are inappropriate, even with accommodations, because of their disabilities.

Number Excluded: Number of students who took no state assessments

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	April	April	April	April	February
SCHOOL SCORES					
% Meets or Exceeds	97%	91%	81%	87%	73%
% Exceeds Standards	35%	22%	8%	9%	11%
% Meets Standards	62%	69%	73%	78%	62%
Number of students tested	89	64	83	74	82
Percent of total students tested	100%	100%	98%	100%	98%
Number of students excluded	0	0	2	0	2
Percent of students excluded	0%	0%	2%	0%	2%
SUBGROUP SCORES					
IEP students (students receiving special education services)					
% Meets and Exceeds Standards	**	**	31%	**	33%
% Exceeds Standards	**	**	0%	**	0%
% Meets Standards	**	**	31%	**	33%
Number of students tested	6	6	13	7	12
STATE SCORES					
% Meets & Exceeds Standards	72%	68%	63%	61%	57%
% Exceeds Standards	12%	10%	8%	6%	5%
% Meets Standards	60%	59%	55%	55%	52%

** There are fewer than 10 students in this category, so no results are reported by the state to protect their privacy.

Figure 4

Nationally Norm-Referenced Test

Grade: 3 READING

Test: Iowa Test of Basic Skills (ITBS)

Edition/publication year: 1996

Publisher: Riverside Publishing Company

What groups were excluded from testing? Why and how were they assessed? If students take the state tests, our practice has been to have them participate in the ITBS testing. Due to language barriers, students who are enrolled in an ELL or bilingual program for less than three years do not participate in the ITBS. They are assessed every spring using the LAS (Language Assessment Scale). Our students with IEPs take the ITBS with any accommodations as listed on the IEP. Students with severe disabilities are also excluded from this testing. Their service providers use individually administered tests and/or curriculum-based measures to assess progress. We have not disaggregated our ITBS data so no data on subgroups is available.

Scores reported here as (check one): NCEs Scaled Scores Percentiles

Scores are reported as national percentile rank for schools.

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	January	January	January	January	Not assessed
SCHOOL SCORES					
National Percentile Rank	92	89	84	79	
Number of students tested	85	80	87	63	

Figure 5

Nationally Norm-Referenced Test

Grade: 3 MATHEMATICS

Test: Iowa Test of Basic Skills (ITBS)

Edition/publication year: 1996

Publisher: Riverside Publishing Company

What groups were excluded from testing? Why and how were they assessed? If students take the state tests, our practice has been to have them participate in the ITBS testing. Due to language barriers, students who are enrolled in an ELL or bilingual program for less than three years do not participate in the ITBS. They are assessed every spring using the LAS (Language Assessment Scale). Our students with IEPs take the ITBS with any accommodations as listed on the IEP. Students with severe disabilities are also excluded from this testing. Their service providers use individually administered tests and/or curriculum-based measures to assess progress. We have not disaggregated our ITBS data so no data on subgroups is available.

Scores reported here as (check one): NCEs Scaled Scores Percentiles

Scores are reported as national percentile rank for schools.

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	January	January	January	January	Not assessed
SCHOOL SCORES					
National Percentile Rank	70	89	78	53	
Number of students tested	85	52	87	63	

Figure 6

Nationally Norm-Referenced Test

Grade: 5 READING

Test: Iowa Test of Basic Skills (ITBS)

Edition/publication year: 1996

Publisher: Riverside Publishing Company

What groups were excluded from testing? Why and how were they assessed? If students take the state tests, our practice has been to have them participate in the ITBS testing. Due to language barriers, students who are enrolled in an ELL or bilingual program for less than three years do not participate in the ITBS. They are assessed every spring using the LAS (Language Assessment Scale). Our students with IEPs take the ITBS with any accommodations as listed on the IEP. Students with severe disabilities are also excluded from this testing. Their service providers use individually administered tests and/or curriculum-based measures to assess progress. We have not disaggregated our ITBS data so no data on subgroups is available.

Scores reported here as (check one): NCEs Scaled Scores Percentiles

Scores are reported as national percentile rank for schools.

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	January	January	January	January	April
SCHOOL SCORES					
National Percentile Rank	97	92	82	82	76
Number of students tested	90	65	80	75	84

Figure 7

Nationally Norm-Referenced Test

Grade: 5 MATHEMATICS

Test: Iowa Test of Basic Skills (ITBS)

Edition/publication year: 1996

Publisher: Riverside Publishing Company

What groups were excluded from testing? Why and how were they assessed? If students take the state tests, our practice has been to have them participate in the ITBS testing. Due to language barriers, students who are enrolled in an ELL or bilingual program for less than three years do not participate in the ITBS. They are assessed every spring using the LAS (Language Assessment Scale). Our students with IEPs take the ITBS with any accommodations as listed on the IEP. Students with severe disabilities are also excluded from this testing. Their service providers use individually administered tests and/or curriculum-based measures to assess progress. We have not disaggregated our ITBS data so no data on subgroups is available.

Scores reported here as (check one): NCEs Scaled Scores Percentiles

Scores are reported as national percentile rank for schools.

	2003-04	2002-03	2001-02	2000-01	1999-00
Testing month	January	January	January	January	April
SCHOOL SCORES					
National Percentile Rank	95	93	87	79	82
Number of students tested	90	65	80	75	84

Figure 8