

**LINCOLN ELEM SCHOOL
COMMUNITY UNIT SCHOOL DIST 200
WHEATON, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES: K 1 2 3 4 5

State and federal laws require public school districts to release school report cards to the public each year.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	79.5	5.5	7.3	7.7	0.0	6.9	9.1		0.0	9.2	96.3	492
District	83.6	5.1	6.5	4.8	0.1	8.4	1.5		0.4	10.0	95.5	14,301
State	59.3	20.8	16.2	3.5	0.2	37.5	6.7		2.0	16.5	94.0	2,029,821

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	100.0
District	92.9
State	95.0

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

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
School	20.0	19.0	22.5			
District	20.1	20.2	21.6			
State	20.5	21.1	22.1			

STAFF-TO-STUDENT RATIOS

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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18.0	20.2	13.7	285.4
19.1	18.3	14.0	222.6

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

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	53			27			145			28		
District	53			27			145			28		
State	56			30			147			31		

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.4	0.9	1.0	0.6	0.0	23.2	76.8	898
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

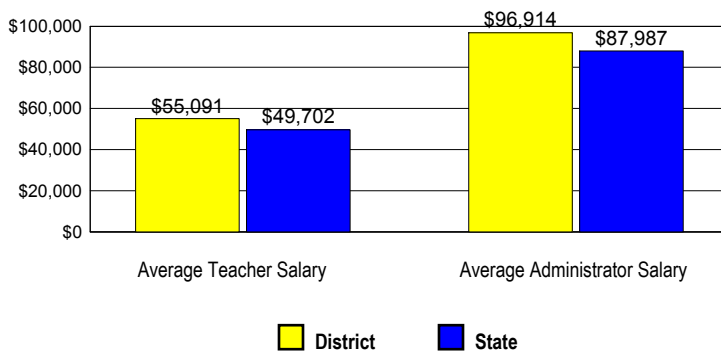
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	13.3	41.3	58.6	0.5	0.0
State	14.2	53.9	46.0	2.4	2.3

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

* Data based on preliminary NCLB definitions.

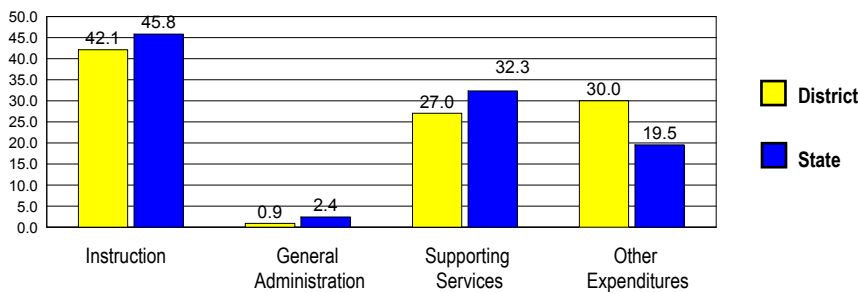
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2000-01 (Percentages)



REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$86,052,645	70.3	54.4
Other Local Funding	\$6,997,040	5.7	7.5
General State Aid	\$10,409,892	8.5	17.9
Other State Funding	\$15,084,288	12.3	12.7
Federal Funding	\$3,833,490	3.1	7.4
TOTAL	\$122,377,355		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$86,384,397	60.4	70.0
Operations & Maintenance	\$11,323,945	7.9	9.2
Transportation	\$5,515,250	3.9	3.4
Bond and Interest	\$6,734,615	4.7	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$2,381,361	1.7	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$30,698,376	21.5	9.3
TOTAL	\$143,037,944		

OTHER FINANCIAL INDICATORS

	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$134,012	4.74	\$4,616	\$7,782
State	**	**	\$4,667	\$7,926

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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

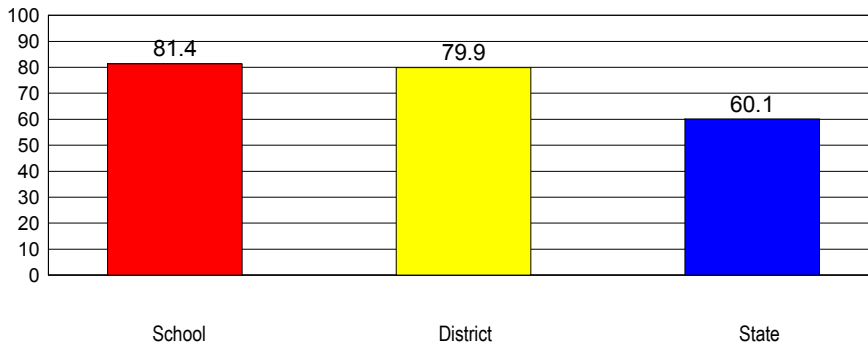
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

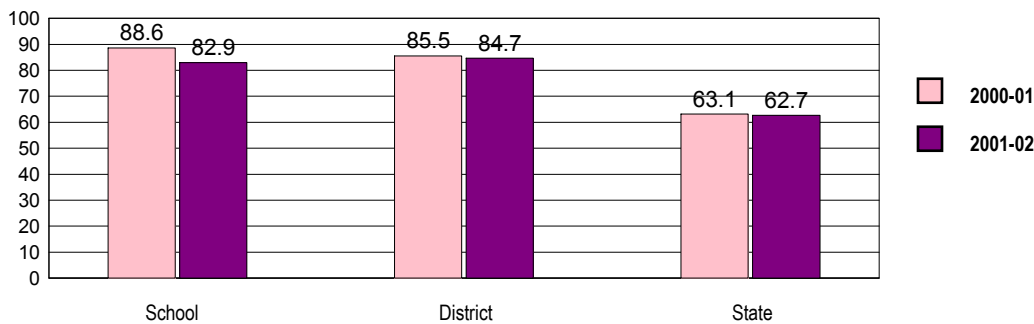
OVERALL STUDENT PERFORMANCE

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

2001-02 OVERALL PERFORMANCE - ALL STATE TESTS



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE 2001-02

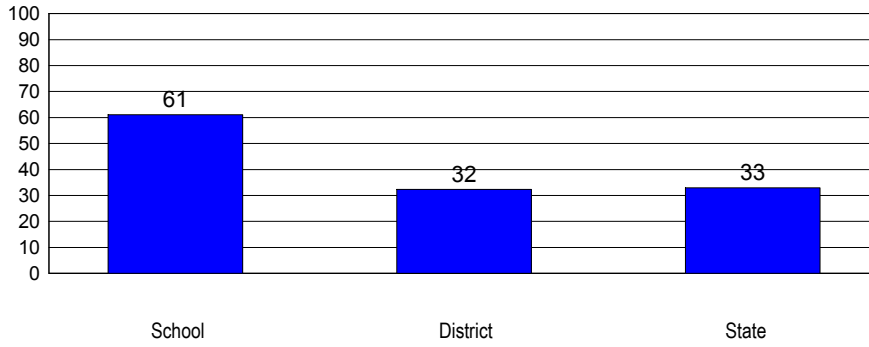
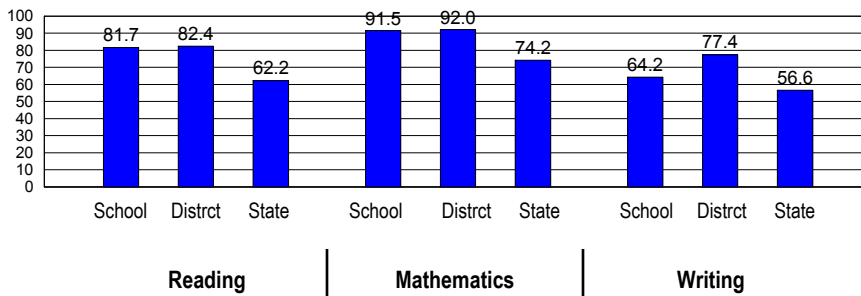


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

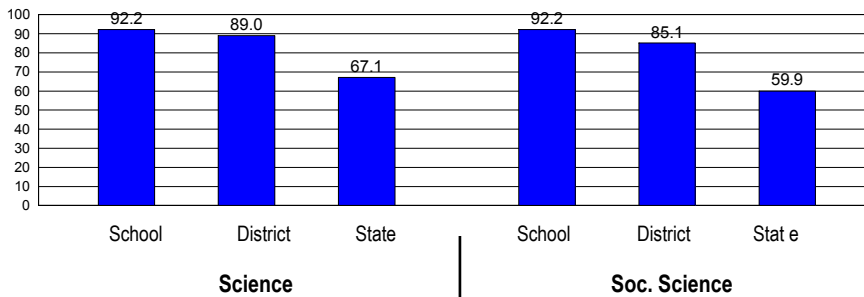
ISAT PERFORMANCE

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.

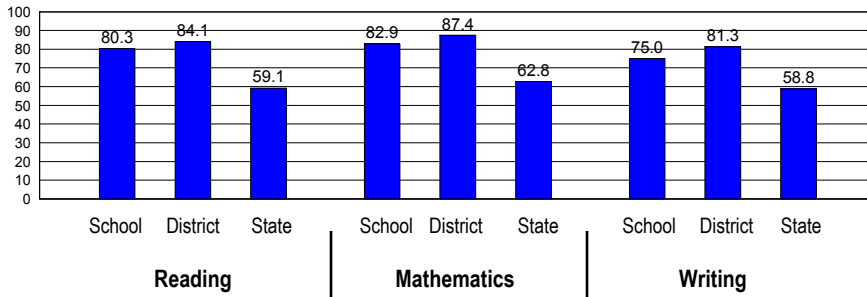
Grade 3



Grade 4



Grade 5



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public. Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the

Students with disabilities have an IEP or Section 504 Plan. 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. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

In order to protect students' identities, test data for groups of fewer than five students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS

		Gender		Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged	
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander					Native American
School	*Enrollment	166	79	87	132	9	13	12		11		10	15
	Reading	0.0	0.0	0.0	0.0	0.0	7.7	16.7		81.8		0.0	60.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	7.7	8.3		81.8		0.0	60.0
District	*Enrollment	4,430	2,311	2,119	3,748	214	261	203		74		578	406
	Reading	2.2	2.5	1.9	2.2	8.9	8.4	0.0		0.0		5.9	18.5
	Mathematics	1.7	1.8	1.6	1.7	8.9	7.7	0.0		0.0		5.2	19.0
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444		37,080		78,455	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8		6.4		0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7		6.9		0.6	16.3

* Enrollment on the first day of state testing.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning -** Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards -** Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards -** Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards -** Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

GRADE 3													
All		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School	2.4	15.9	47.6	34.1	1.2	7.2	56.6	34.9	6.2	29.6	55.6	8.6
	District	1.5	16.0	44.8	37.6	1.0	7.0	37.9	54.1	4.0	18.6	70.6	6.8
	State	6.8	31.0	43.6	18.6	7.2	18.6	43.9	30.3	9.0	34.3	53.6	3.0
Gender		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	21.1	52.6	26.3	0.0	0.0	68.4	31.6	5.4	27.0	59.5	8.1
	District	1.5	20.0	45.5	33.0	1.5	6.7	34.5	57.3	5.8	19.8	69.0	5.4
	State	8.2	32.8	42.5	16.5	7.9	18.0	42.4	31.7	11.9	37.1	49.0	2.1
Female	School	4.5	11.4	43.2	40.9	2.2	13.3	46.7	37.8	6.8	31.8	52.3	9.1
	District	1.5	11.7	44.1	42.7	0.4	7.3	41.6	50.6	2.1	17.3	72.3	8.2
	State	5.2	29.2	44.8	20.9	6.4	19.2	45.5	28.9	6.0	31.5	58.5	4.0
Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	1.4	15.3	48.6	34.7	1.4	6.8	57.5	34.2	5.6	33.8	50.7	9.9
	District	0.8	13.2	44.3	41.7	0.5	4.9	37.0	57.6	3.1	16.6	72.7	7.6
	State	2.6	21.3	50.2	26.0	2.1	10.4	45.9	41.6	5.2	28.3	62.6	3.9
Black	School												
	District	7.5	49.1	34.0	9.4	7.5	26.4	52.8	13.2	11.5	32.7	55.8	0.0
	State	16.1	49.9	29.3	4.8	19.2	35.4	37.7	7.7	18.1	47.1	33.9	0.9
Hispanic	School												
	District	6.3	31.3	51.6	10.9	3.1	20.3	37.5	39.1	10.9	29.7	56.3	3.1
	State	9.0	42.9	39.9	8.2	7.6	26.2	49.5	16.7	10.2	40.9	47.2	1.8
Asian/ Pacific Islander	School												
	District	0.0	6.1	66.7	27.3	0.0	3.0	39.4	57.6	0.0	27.3	69.7	3.0
	State	1.2	17.1	49.9	31.8	1.0	6.3	38.0	54.7	2.5	22.0	68.9	6.6
Native American	School												
	District												
	State	3.3	31.0	47.3	18.4	3.0	19.8	48.9	28.2	6.9	36.1	54.5	2.4

Students with Disabilities		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	16.7	83.3	0.0	0.0	0.0	42.9	57.1	0.0	66.7	33.3	0.0	0.0
	District	9.5	51.8	27.7	10.9	5.8	25.2	45.3	23.7	18.4	31.6	48.5	1.5
	State	21.2	47.7	25.5	5.5	18.9	29.3	39.1	12.6	26.3	40.9	32.0	0.9
Section 504	School	0.0	22.2	55.6	22.2	0.0	0.0	77.8	22.2	0.0	44.4	55.6	0.0
	District	7.5	37.3	43.6	11.6	8.1	22.2	45.3	24.4	11.2	42.0	45.0	1.8
	State	1.3	10.5	51.3	36.8	1.3	3.9	56.6	38.2	1.3	29.3	60.0	9.3
Non-disabled	School	0.2	10.2	47.5	42.1	0.2	4.1	36.3	59.4	1.8	16.3	74.3	7.7
	District	4.6	28.6	46.2	20.6	5.5	17.0	44.6	32.9	6.6	33.4	56.8	3.3
	State												

Economically Disadvantaged		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School												
	District	4.9	45.1	37.8	12.2	3.7	25.6	50.0	20.7	13.8	30.0	53.8	2.5
	State	13.2	46.5	34.2	6.1	14.6	31.1	42.7	11.7	15.7	45.4	37.8	1.0
Not Eligible	School	2.5	15.0	47.5	35.0	1.2	6.2	58.0	34.6	5.1	30.4	55.7	8.9
	District	1.2	13.4	45.5	39.9	0.8	5.3	36.8	57.1	3.2	17.7	72.0	7.1
	State	3.2	22.4	48.9	25.6	3.1	11.6	44.6	40.7	5.3	28.2	62.3	4.1

GRADE 4

All		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
School	School	1.1	6.7	58.9	33.3	2.2	5.6	74.4	17.8
	District	1.1	9.8	57.1	31.9	1.9	13.0	67.0	18.1
	State	7.6	25.2	53.3	13.8	9.6	30.5	53.7	6.2

Gender		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
Male	School	2.0	5.9	51.0	41.2	3.9	3.9	66.7	25.5
	District	1.3	9.3	51.9	37.6	2.3	12.5	65.1	20.0
	State	7.9	23.5	52.2	16.3	10.4	29.1	53.4	7.1
Female	School	0.0	7.7	69.2	23.1	0.0	7.7	84.6	7.7
	District	1.0	10.5	63.0	25.5	1.4	13.6	69.2	15.8
	State	7.2	27.0	54.6	11.2	8.8	32.0	54.0	5.2

Racial/Ethnic Background		Science				Social Science			
Levels		1	2	3	4	1	2	3	4
White	School	0.0	6.6	56.6	36.8	1.3	6.6	71.1	21.1
	District	0.6	6.5	57.9	35.0	1.1	10.1	69.2	19.6
	State	2.5	15.1	61.9	20.5	3.3	20.8	66.8	9.1
Black	School								
	District	7.5	35.8	54.7	1.9	5.7	41.5	49.1	3.8
	State	18.4	44.0	35.4	2.2	22.9	47.7	28.5	1.0
Hispanic	School								
	District	4.3	24.3	55.7	15.7	8.6	24.3	58.6	8.6
	State	12.7	39.0	44.7	3.6	16.0	45.8	36.8	1.3
Asian/Pacific Islander	School	0.0	0.0	60.0	40.0	0.0	0.0	100.0	0.0
	District	0.0	18.6	48.8	32.6	2.3	18.6	55.8	23.3
	State	1.8	14.6	61.6	22.1	2.6	18.3	66.2	12.9
Native American	School								
	District								
	State	3.4	19.9	62.3	14.4	7.1	24.1	61.9	6.9

Students with Disabilities		Science				Social Science			
		1	2	3	4	1	2	3	4
IEP	School	10.0	20.0	50.0	20.0	20.0	10.0	60.0	10.0
	District	3.0	23.2	53.6	20.2	5.4	31.0	53.6	10.1
	State	17.0	36.6	41.0	5.4	24.1	40.7	33.4	1.8
Section 504	School								
	District	12.5	0.0	50.0	37.5	0.0	12.5	62.5	25.0
	State	8.3	31.9	50.2	9.6	9.6	40.5	45.0	4.8
Non-disabled	School	0.0	5.1	61.5	33.3	0.0	5.1	76.9	17.9
	District	0.7	7.4	57.8	34.1	1.3	9.5	69.7	19.5
	State	6.1	23.4	55.3	15.2	7.3	28.9	56.9	6.9

Economically Disadvantaged		Science				Social Science			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	12.5	12.5	75.0	0.0	12.5	0.0	87.5	0.0
	District	7.4	34.7	49.5	8.4	10.5	38.9	47.4	3.2
	State	14.6	40.1	41.7	3.7	18.5	45.9	34.3	1.2
Not Eligible	School	0.0	6.1	57.3	36.6	1.2	6.1	73.2	19.5
	District	0.5	7.4	57.8	34.3	1.1	10.4	69.0	19.6
	State	3.5	16.7	60.1	19.7	4.5	21.7	64.8	9.0

GRADE 5

All		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Levels	School	1.3	18.4	34.2	46.1	0.0	17.1	67.1	15.8	2.6	22.4	61.8	13.2
	District	0.5	15.4	35.2	48.9	0.6	12.0	66.3	21.1	1.6	17.2	67.2	14.1
	State	1.5	39.4	36.8	22.3	5.2	32.0	54.9	7.9	5.8	35.4	53.9	4.9

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	2.7	13.5	40.5	43.2	0.0	16.2	62.2	21.6	5.4	32.4	56.8	5.4
	District	0.5	16.6	36.6	46.2	0.2	11.0	63.1	25.7	2.2	20.8	68.7	8.4
	State	1.9	41.1	36.4	20.6	6.0	31.7	53.6	8.6	8.2	40.4	48.6	2.9
Female	School	0.0	23.1	28.2	48.7	0.0	17.9	71.8	10.3	0.0	12.8	66.7	20.5
	District	0.4	14.1	33.8	51.8	0.9	13.0	69.6	16.4	0.9	13.4	65.6	20.0
	State	1.1	37.4	37.2	24.3	4.2	32.1	56.5	7.2	3.2	30.2	59.5	7.0

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	1.6	14.8	32.8	50.8	0.0	18.0	63.9	18.0	1.6	16.4	67.2	14.8
	District	0.2	12.4	34.7	52.7	0.4	9.1	67.8	22.6	1.1	15.0	68.9	15.0
	State	0.7	26.8	41.6	31.0	1.8	20.9	66.1	11.2	3.8	28.5	61.0	6.7
Black	School												
	District	3.6	38.2	47.3	10.9	1.8	47.3	49.1	1.8	7.5	32.1	60.4	0.0
	State	3.4	63.2	26.8	6.6	13.4	54.4	31.3	0.9	10.6	49.7	38.3	1.4
Hispanic	School	0.0	80.0	20.0	0.0	0.0	40.0	60.0	0.0	20.0	40.0	40.0	0.0
	District	0.0	33.3	38.9	27.8	1.9	25.9	66.7	5.6	3.7	29.6	63.0	3.7
	State	2.1	57.4	31.9	8.6	7.1	46.6	44.2	2.1	7.4	44.6	46.0	2.0
Asian/Pacific Islander	School	0.0	20.0	20.0	60.0	0.0	0.0	80.0	20.0	0.0	40.0	40.0	20.0
	District	2.3	27.3	27.3	43.2	0.0	11.4	59.1	29.5	2.3	27.3	45.5	25.0
	State	0.3	24.3	40.1	35.4	0.9	13.8	63.8	21.5	1.8	23.4	64.4	10.3
Native American	School												
	District												
	State	1.1	36.6	43.4	18.9	4.3	31.8	57.2	6.7	6.0	37.1	54.0	2.9

Mathematics*

Grades		Academic Warning	Below Standards	Meets Standards	Exceeds Standards
3	School	11.1	33.3	55.6	0.0
	District	21.3	40.4	36.2	2.1
	State	17.8	40.8	36.9	4.5
5	School				
	District	14.3	52.4	33.3	0.0
	State	21.9	56.0	21.3	0.8
8	School				
	District				
	State				
11	School				
	District				
	State				

*See ISAT or PSAE description of the four performance levels.

Dear Parents,

Each year, all Illinois students measure their progress relative to the Illinois State Learning Standards through the Illinois Standard Achievement Test (ISAT). In the elementary school, progress in Reading, Math, and Writing is assessed in grades three and five. Progress in Social Studies and Science is assessed in grade four. The data from these tests are studied at the state, district, and school level. At the school level, a team reviews demographic and test data from the previous school year, and formulates the School Improvement Plan (SIP). Lincoln's SIP team is composed of teacher representatives from all grades, as well as the Reading Specialist, Special Education teacher, Title I teacher, and principal. The SIP Plan charts our course for instructional improvement. Based on this year's data analysis, our School Improvement Plan continues to focus on the three goals set last year:

- Increase the percentage of students meeting or exceeding State Standards in reading, especially in word analysis (grade 3), comprehension, and open-ended responses.
- Increase the percentage of students meeting or exceeding State Standards in math especially related to algebraic concepts and relationships, and open-ended responses.
- Increase the percentage of students meeting or exceeding State Standards in writing especially related to focus and support.

Let me summarize Lincoln's performance on the 2002 ISAT, the data that led to the creation of these SIP goals. On the fourth grade Science test, ninety-two percent of Lincoln students met or exceeded State Standards. This was an increase of three percent from the previous year. Credit for this improvement in part goes to the new science curriculum adopted last year. Likewise, in Social Studies, ninety-two percent of Lincoln students met or exceeded State Standards. The percent remained constant from the previous year. Based on these excellent scores, these content areas were not addressed in our SIP plan for this year.

In reading, the percentage of third graders who exceeded State Standards increased from twenty-eight to thirty-four percent. However, the percentage of students who met State Standards decreased from fifty-seven to forty eight percent. Therefore, the total of those meeting or exceeding State Standards fell by three percent to eighty-two percent. A similar decrease was noted at fifth grade where the total percentage of students meeting or exceeding State Standards dropped from eighty-six to eighty percent. In order to improve our reading scores we will focus on improving word analysis, comprehension, and open-ended responses. The September inservice was used to train teachers on writing responses to open-ended reading questions. Other strategies to improve include using the weekly periodical, *Time for Kids*, in grades one through five to increase student exposure to non-fiction text, providing reading support to primary and intermediate students not reading at grade level, and sharing current word study practices used by teachers.

In math, the percentage of third graders who met or exceeded State Standards increased from eighty-nine to ninety-two percent. However, the percentage of fifth graders meeting or exceeding State Standards dropped from ninety to eighty-three percent. After reviewing the subcategories of the test, the areas of algebraic concepts and relationships as well as the written open-ended responses to math problems will be the targets for improvement. Strategies to improve math performance include providing staff development related to algebra, increasing practice of problem-solving strategies, and developing graphic organizers to help students formulate better open-ended written responses.

An analysis of writing scores revealed a dramatic decrease in percentage of students meeting or exceeding State Standards at both third grade (from seventy-eight to sixty-five percent) and fifth grade (from ninety-six

to seventy-five percent). Improving writing performance requires an all-school effort. We plan to increase the amount of daily time spent writing as well as increasing the number of scored writing samples in student portfolios. First and second grade teachers will develop uniform writing prompts for the three types of writing tested on ISAT, expository, persuasive and narrative. We have targeted improvement in the areas of focus and support as the means to raise overall scores.

The SIP Team spent time analyzing data related to specific subgroups of our population. One group, Limited English Proficiency (LEP) students, appeared to be performing below the rest of the population. This data is understandable as it takes many years for a second language learner to acquire the depth to fully understand content-area material. Yet, we will initiate specific strategies to help improve LEP performance. These strategies include offering an extended day program in reading or math for at-risk students including LEP, and providing training to all teachers on effective ways to work with LEP students.

As you can see, the ISAT data shows our present level of performance and our SIP Plan provides a map for improvement. During 2002-03, Lincoln staff will commit its energies, resources, and staff development to the SIP goals. Should you have any questions about ISAT data or our SIP Plan, I would be happy to discuss them with you.

Sincerely,

Kathy DeMarzo, Principal