2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[X] Elementary [ ] MIddle [ ] High [ ] K-12
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

Name of Principal Mrs. Jill Deanne Schweiger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Arnett C. Lines Elementary School
(As it should appear in the official records)

School Mailing Address 217 Eastern Avenue
(If address is P.O. Box, also include street address.)

Barrington	Illinois	60010-4627
City	State	Zip Code+4(9 digits total)

County Lake State School Code Number* 34-049-2200-26-2007

Telephone (847) 381-7850 Fax (847) 304-3918

Web site/URL http://li.cusd220.lake.k12.il.us/ E-mail jschweiger@cusd220.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

Principal's Signature

Name of Superintendent Dr. Tom Leonard
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Barrington Community Unit School District 22 Tel. (847) 381-6300

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Brian Battle
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not 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 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. 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 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district:

8	Elementary schools
2	Middle schools
	Junior High Schools
1	High schools
1	Other
12	TOTAL

2. District Per Pupil Expenditure: 11142

   Average State Per Pupil Expenditure: 9488

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 are
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 3 Number of years the principal has been in her/his position at this school.

   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
Pre K	5	1	6		**7**			0
K	47	42	89		**8**			0
1	42	30	72		**9**			0
2	48	42	90		**10**			0
3	68	72	140		**11**			0
4	39	45	84		**12**			0
5	54	43	97		**Other**			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								578

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
5 %	Asian or Pacific Islander
1 %	Black or African American
4 %	Hispanic or Latino
90 %	White
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 4 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	10
(2)	Number of students who transferred from the school after October 1 until the end of the year	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	568
(5)	Total transferred students in row (3) divided by total students in row	0.04
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 3 %

17 Total Number Limited English Proficient

Number of languages represented: 7

Specify languages: Spanish, Mandarin, Polish, Cantonese, French, Farsi(Persian), and Korean

*Note: The number 17 reflects the number of students that are in our attendance boundary area only. However, we host a district-wide dual language program at our building. If we included those students in our figures, we would have an additional 30 LEP students. Also, twenty-five of these students also qualify for free/reduced-price meals, but are not included in the number below.

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 4

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.

Again, this number only reflects the number of students that are in our attendance boundary, which is considered the home school. We have 25 additional students that qualify for free-reduced-price meals in our dual language program. These students attend our school, but Arnett C. Lines School is not their home school.

10. Students receiving special education services: 13 %

77 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	7	Other Health Impairment
0	Deaf-Blindness	7	Specific Learning Disability
2	Emotional Disturbance	53	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	Visual Impairment Including Blindness
7	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	1	0
Classroom teachers	22	4
Special resource teachers/specialists	11	8
Paraprofessionals	8	5
Support Staff	8	0
Total number	50	17

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 — 24 **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	96	%	96	%	96	%	96	%	96	%
Daily teacher attendance	97	%	97	%	96	%	97	%	96	%
Teacher turnover rate	14	%	15	%	26	%	15	%	36	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school)	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

In the year 2002-2003, we had five of our teachers retire, which created for a higher turn over rate then we usually experience.

PART III - SUMMARY

Arnett C. Lines School is a K-5 elementary school situated in Barrington, Illinois. Arnett C. Lines School is part of Barrington Community Unit School District 220, which is comprised of an early childhood center, eight elementary schools, two middle schools and a high school. The district is located approximately 40 miles northwest of Chicago, and covers seventy-two miles of a country-suburban area. Although the majority of the households enjoy mid to high incomes, 11% of district students qualify for free or reduced lunch. In addition to multiple generations that call Barrington home, the community also attracts new families because of its outstanding K-12 unit school district.

Arnett C. Lines Elementary School has been recognized for its quality instruction and educational programs for thirty-eight years since its establishment in the Barrington community in 1969. Our parent community is highly interested and involved in their children's education. Our Parent Teacher Organization (PTO) is very active in fundraising efforts to provide the school with additional resources for our classrooms. Parents commitment to learning is demonstrated by volunteering their time to work with students in the classroom and in the library media center.

Our student enrollment represents a wide diversity in family background, culture and learning styles. We have numerous children who receive specialized support from our student support staff, including reading specialists, an English Language Learning specialist, speech therapists, resource teachers, a psychologist, a social worker, an occupational therapist, vision and hearing itinerants, and paraprofessionals. Additionally, our school houses two district programs, including the first dual language cohort and a special education early childhood classroom which provide even greater student diversity. All our students, with their varying backgrounds and learning styles, make our school an excellent place to learn and grow.

Our staff, students, and parents are dedicated to our school mission statement, 'Committed to lifelong learning in a caring environment.' Our dedication is evidenced by our commitment to preparing students for self-directed lifelong learning and excellence in academics through a well-planned, quality curriculum and proven, best practice instructional strategies. Our attention to social-emotional learning promotes the development of caring, responsible, and respectful citizens. To help guide us in achieving our mission, we have created core value statements. As a school community, WE VALUE:

* Students becoming life-long learners.
* A focus on social and academic development.
* Student involvement in school and school-related activities.
* Developing a learning environment that is safe, nurturing, supportive, and respectful.
* Carefully assessing and reporting student growth and progress to students and parents.

Our value statements guide our school improvement planning as we address the unique academic, social, and emotional needs of all of our students. We continually seek ways to improve and provide our students with quality instruction in a caring atmosphere. We work collaboratively with staff, students, and parents to provide excellent educational opportunities for all of our children.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Public schools in Illinois participate in our state's Illinois Standards Achievement Test, known as the ISAT. Students in grades 3, 4, and 5 are assessed in reading and math. Additionally, fourth grade students are tested in science; and fifth grade students are tested in writing. In Spring 2006, reading and math assessments were added to the fourth grade battery. The writing portion of the fifth grade ISAT assessment was added to the testing battery in Spring 2007. Since there is not three consecutive years of test data for fourth grade students in reading and math, and fifth grade students in writing, those test scores will not be included in this analysis. The ISAT assessments evaluate our students' progress in mastering the Illinois Learning Standards. Students' results are reported in the following four categories:

* Exceeds Standards: Student work demonstrates advanced knowledge and skills.
* Meet Standards: Student work demonstrates proficient knowledge and skills.
* Below Standards: Student work demonstrates basic knowledge and skills.
* Academic Warning: Student work demonstrates limited knowledge and skills.

A more detailed explanation of the ISAT assessment and the reporting categories can be found on the Illinois State Board of Education website at www.isbe.net/assessment.

* 2007 ISAT Reading Grade 3: 94% of the third grade students at Lines School scored at the meets/exceeds level. Ten students in the third grade who participated in the state assessment had Individual Education Plans (IEPs) as identified through the Special Education process. Ninety percent of the third grade students with IEPs scored at the meets/exceeds level.

* 2007 ISAT Reading Grade 5: 97% of the fifth grade students scored at the meets/exceeds level. This was a 9% increase over the past three years, when 88% scored at the meets/exceeds level in 2005. On the 2007 ISAT, twelve students in the fifth grade had IEPs, and 83% scored at the meets/exceeds level.

* 2007 ISAT Math Grade 3 and 5: 100% of the third grade students at Lines School scored at the meets/exceeds level, including all students with IEPs. In fact, over the past four years, our third grade students have achieved 100% at the meets/exceeds level in math. In third grade 74% of the students scored at the exceeds level. Also, in fifth grade, 100% of the students, including those with IEPs, scored in the meets/exceeds level on the 2007 ISAT math assessment.

* 2007 ISAT Subgroups: In third grade and fifth grade, the only sub group that had 10 or more students was the IEP sub group. Subgroups with less than 10 students are not reported as a group to protect the confidentiality of those students. Our students with IEPs have made tremendous growth on the ISAT assessments over the past five years. In fact, over the past seven years, 100% of our third grade students with IEPS scored in the meets/exceeds level on the math assessment. In 2003, there was a 20% increase in the fifth grade math scores. In fact, in 2004, 2005, and 2007, 100% of our fifth students with IEPs scored in the meets/exceeds level. In 2006, only 64% of third grade students scored at the meets/exceeds level on the reading assessment, compared to 90% on the 2007 reading test, which was an increase of 26%. Our fifth grade reading scores showed steady growth over the past five years, where only 54.6% of students scored in the meets/exceeds level in 2003, compared to 83% scoring at those levels in 2007, which resulted in an increase of 28.4%.

The excellent growth of our special education students can be attributed to earlier intervention, targeting specific areas of growth, and frequent monitoring of progress.

2. **Using Assessment Results**

Our staff understands the important role assessment data plays in guiding our instruction to help all students grow and succeed. Analyzing our ongoing assessment data helps us understand trends in our students' learning. Curricular and instructional adjustments are made based on our conclusions from our data sources.

We administer a variety of both informal and formal assessments to learn more about our students' growth and achievement. In fall, winter and spring of the year, we administer curriculum-based measurements in reading and math to all students in kindergarten through fifth grade. These assessments are general outcome measures and are predictive of future academic success. Additionally, in fall, winter and spring, the Measure of Academic Progress (MAP) assessment is administered to students in grades 3, 4, and 5. MAP tests help to determine each student's instructional level and academic growth in the areas of reading and math. As a staff, we analyze the data to look for trends and gaps in learning. Teachers also use the test results to determine areas of strength for each individual learner as well as areas for improvement. Teachers and students collaboratively set individual goals for learning and review current assessment data to monitor progress. It is extremely meaningful for students to be involved in setting their goals and monitoring their own progress. The general trends of student performance both individually and by clusters of students helps guide our instructional goals. Each fall we also administer the Cognitive Abilities Test (CogAT) to students in grades 3-5, which gives us insight into students thinking processes and abilities. This assessment allows us to compare students' abilities with their academic achievement.

Students in grades three, four, and five are administered the Illinois Standards Achievement Test (ISAT) every spring. The ISAT assessment is closely aligned to our state goals and standards, which guide our curriculum planning. As a staff, we analyze general strengths and weaknesses in the content area and specific skill areas assessed. This information is used to refine our curriculum planning and make adjustments in our instruction. We also study individual student results to monitor growth, and plan our instruction to meet their specific needs.

Our staff utilizes several data sources to identify students who would benefit from additional instruction in particular learning areas. Interventions are designed in collaboration with the classroom teacher, specialists, the principal, and parents to target specific areas for growth. Progress monitoring data is analyzed frequently to ensure that students' interventions are effective and result in academic gains for our students.

Assessment data is also used to identify goals for our school improvement plan and for staff development programs. It is important that we provide teachers with the most current and effective instructional strategies to support their progress in meeting the needs of all students.

3. **Communicating Assessment Results**

Student performance and assessment data is communicated frequently to parents, students, and the community through a variety of venues. Information about student performance on the ISAT assessment is sent home to parents through a prepared school report card. In the school report card, parents receive a comprehensive analysis of test results for Lines school, the Barrington school district, and the state of Illinois. Additional information, such as attendance, class size, demographic data, and per pupil expenditure is also shared within this document. Additionally, information on individual student test performance on the ISAT assessment is mailed home to parents in early fall. The performance booklet contains a thorough explanation to help parents understand information about their child's achievement on the ISAT assessment. Classroom teachers also discuss individual student ISAT results with parents during the fall parent conference. The building principal shares school-wide data and trends over time during a fall PTO meeting. Additionally, the building principal shares the ISAT assessment data to the larger community during a School Improvement Plan presentation at a televised School Board Meeting.

Student progress on the Measure of Academic Progress (MAP) assessment and Cognitive Abilities Test (CogAT) is similarly shared with parents in the fall during parent conferences and through a prepared report. The MAPs report contains a narrative explanation and graph to compare their child's individual growth over time with the school, district, and national averages. Parents are always encouraged to discuss their child's performance on any assessments with the classroom teacher and the building principal. Additionally, teachers will frequently initiate conversations with parents about their child's performance, especially when the rate of growth is slower than expected.

The building principal shares information about student performance and trends in the data with the school community through PTO meetings and frequent articles in the monthly parent newsletter. We also share student performance data with the larger community through presentations at televised School Board meetings, on our district website, and in the local newspapers.

4. **Sharing Success:**

The staff at Lines School values the importance of sharing our successes and learning from other professionals. School ideas are frequently shared among administrators and teachers. Principals and district curriculum leaders share successes during our weekly principal meetings. The administrators frequently participate in professional study groups in which they read professional books and journals. During these study groups, the administrators discuss research and best practices instruction, and share how their buildings are incorporating these ideas into their practice. These are extremely valuable conversations, and the administrators then have follow up discussion with their staff.

School successes and ideas are also shared among teachers across the district during grade level articulation meetings, curriculum committee meetings and district-wide planning teams. Additionally, staff will present ideas to other buildings during their weekly staff development meetings, in-service days, or summer workshops. Most recently, a select group of Lines staff members gave a presentation about reading and math interventions and our progress monitoring data to a few other schools in our district. It is important that we continue to expand sharing our school successes to schools in other districts through state and national conferences.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Our curriculum, in all content areas, is aligned with the Illinois State Standards. The state standards serve as a guide for our instructional program and ensure that all students are provided with rigorous and equitable educational goals. Our curriculum provides opportunities for teachers to differentiate learning so that all students are provided with appropriate challenge. Below is a brief summary of the core of each curriculum area.

Reading/Language Arts: Our classrooms provide a print rich environment, in which all students read a variety of written text and genres at their individual reading levels. Our reading program focuses on teaching students decoding and comprehension strategies so each child can actively engage with text. They develop critical thinking skills as they interact with text by making predictions and connections, asking questions, summarizing and synthesizing information, comparing and contrasting and inferring. Children develop strong oral and written communication skills and learn to articulate their ideas with clarity for a variety of purposes, which requires mastery of grammar, usage, word choice, punctuation, spelling, and handwriting.

Mathematics: Students study a broad range of mathematical topics including number sense, computation, algebra, geometry, measurement, data interpretation, and probability. They are taught to recognize patterns and numerical relationships in their world. They utilize higher level thinking skills as they solve a problem and then explain their strategy use and mathematical thinking.

Science: The focus of our science curriculum is to teach the concepts and principles of life science, physical science, and earth science through inquiry based learning. Students are involved in hands on/minds on learning experiences to discover these scientific concepts and develop higher level thinking. They learn to predict, create hypotheses, draw conclusions, make inferences, compare/contrast, and generalize through the use of the scientific method. Science concepts are also integrated in the reading/language arts block through the use of nonfiction books.

Social Studies: Through our social studies program, students learn to become responsible citizens and have a global understanding of our world. They learn about their community, state, country, and the world, as well as significant historical events and their impact on the present. Students receive instruction in current events to become more knowledgeable about the world in which they live. The children also become contributing members of their community through school-wide social service projects, such a raising money for UNICEF and organizing a canned food and clothing drive for local residents. Students also learn about different cultures and gain an appreciation for the similarities and differences among them. Our school is also very fortunate to host the first Dual Language cohort, which has had the positive impact of creating a more culturally diverse school community. The students enjoy celebrating special events and holidays with their friends in the dual language program.

Physical Education and Health: Students participate in a rigorous and daily physical education program to help them sustain high standards of health and fitness. Students learn about the importance of good nutrition and regular exercise as part of a balanced lifestyle. They also set goals related to strength, flexibility, and endurance and frequently monitor their progress on these goals. Our health curriculum focuses on the importance of nutrition, exercise, proper hygiene, drug prevention, safety, and overall physical and emotional well-being. Our Physical Education and Health curriculum supports our school's wellness initiatives, developed by our Wellness Committee, which is comprised of parents and staff.

Visual and Performing Arts: On a weekly basis, our students receive over one hundred minutes of instruction by specialists in the visual and performing arts. In music class, students learn about rhythm, melody, pitch, harmony, form, texture, style, and well known composers. Performance learning is also integrated into the music curriculum, and every child participates in a grade level performance each year. Fourth and fifth grade students

also have the opportunity to join the band and/or orchestra. In art class, students explore the elements of design, including line, shape, form, color, texture and space. They also learn about art composition through perspectives of different cultures.

2a. **(Elementary Schools) Reading:**

While academic achievement in all content areas is important, our staff believes that teaching reading is the most essential component in an elementary school and has an enormous impact on all the other subject areas. The most important goals for our reading program, which is guided by the Illinois State Standards, include: providing numerous opportunities for students to interact with a variety of texts; teaching our students to make connections between reading and thinking; and fostering the love of reading in all of our students. Reading instruction not only occurs during our language arts block, but also is a part of instruction in all content areas.

We utilize a balanced approach to teach reading because we feel that students need to use multiple strategies to become proficient readers. In a balanced reading approach, teachers model reading through the use of read alouds and shared reading, which helps students understand story structure, build vocabulary, listen to fluent reading, build repertoire of strategies, and motivate students to read.

Students also have the opportunity to practice reading in small guided reading groups, which are formed flexibly based on students' reading levels, skill instruction, and/or interests. During guided reading, students construct meaning from leveled text by applying learned decoding and comprehension strategies before, during, and after reading. Students are immersed in the highest quality and variety of print, including our basal series, leveled reading sets, Junior Great books, novels, National Geographic for Kids, and many more reading materials. Instruction in guided reading groups is differentiated so that students are reading text at their instructional level and working on individualized skills.

Finally, our students have opportunities to practice reading independently during Sustained Silent Reading and at home because students become strong readers with practice. During SSR, the teacher holds conferences with individual students to monitor their comprehension. All children are also expected to read at home daily for a minimum of twenty minutes. Our school partners with our PTO to provide additional reading support through incentive programs and our Jr. Great Books reading initiative. Parent volunteers facilitate Jr. Great Book discussions, work with small groups, and read aloud in classrooms.

Reading progress is monitored frequently by the classroom teacher through a variety of assessment tools, including curriculum-based measurement, running records, DRA assessment, Measure of Academic Progress (MAPs), Cognitive Abilities test (CogAT) and teacher observation. Data is utilized to inform instructional decisions, flexibly group students, differentiate instruction and provide targeted intervention for struggling readers. The data is also utilized to identify students in grades 3-5 for our gifted reading class. The data, especially reading levels, is also communicated frequently to parents so that they can support the reading instruction at home. We partner with the local library, in which books are leveled using the Fountas/Pinnell leveling guide, so that students and parents can easily find reading material at their independent and instructional levels.

3. **Additional Curriculum Area:**

The concepts and principles of mathematics are such a large part of our natural world. The language of mathematics is what students use to identify, label, describe and investigate the patterns and numerical relationships in their life. The world of mathematics helps us to understand past events so that we can predict and prepare for future events and live more successfully in daily life. This compliments our school's mission of instilling lifelong learning in our students.

Our math curriculum focuses on understanding and solving problems to develop higher level thinking skills. Students study a broad range of mathematical topics including number sense, computation, algebra, geometry, measurement, data interpretation, and probability

through the Everyday Math program from the University of Chicago and other supplementary materials. Students use manipulatives, such as unifix cubes, pattern blocks, Hands-on Equation program, to make abstract concepts more concrete. Students also use computer software and web-based programs to reinforce computational skills and basic concepts, including Math Facts in a Flash, Fun Brain, Jumpstart Math, and many more. Teachers utilize data from classroom tests, Measurement of Academic Progress (MAPs), and curriculum-based measurement to assess mastery of the concepts. Teachers and students use this data to identify areas of strength and growth and set individual goals for improvement. Teachers cluster students in groups flexibly to target areas for growth.

Math class, however, is not solely about learning specific skills, but rather it is about understanding how to approach a problem, use strategies to find a solution, and communicate understanding. Students are encouraged to discover alternate ways to solve a problem. Students write during math class, explaining how they solved problems. They are actively engaged in constructing new understanding, using a variety of strategies and materials to solve problems. Students frequently work collaboratively with peers to solve problems and discuss alternative solutions to construct meaning.

In summary, our students learn to recognize mathematical principles in their everyday living, solve problems, and communicate their understanding, which all contribute to establishing skills for life long learning.

4. **Instructional Methods:**

The teachers at Arnett C. Lines School utilize instructional practices that are research-based and considered 'best practices' in the field of education. Our staff has high expectations for student achievement, and we provide varying levels of grouping and support to ensure that all students make progress. Students receive instruction in the whole group, in small groups, and individually, especially in the areas of reading, writing and math. Groupings within classes remain flexible and are based on student's strengths, skill needs, and interests.

Data from a variety of sources is utilized to drive decisions about groupings, instruction, and monitoring progress. Assessment data guides the teacher in their instructional planning and ensures that students are meeting specific benchmark goals. Assessment data, including MAPs, ISAT, Cognitive Abilities Test (CogAT), Curriculum-based measurement, running records/reading levels and classroom performance, is shared frequently with parents so that learning can be supported at home.

Learning is differentiated for students to match their strengths and needs and to provide appropriate challenges for all students. Intervention is provided by the teacher, specialists, and paraprofessionals to students who are not meeting benchmark goals. Students who are diagnosed with special education needs are included in the general education curriculum to the greatest extent possible and receive additional assistance from the classroom teacher, resource teachers, and paraprofessionals.

Extension of the curriculum is also provided by the teacher, extended resource teacher, and paraprofessionals to students who have mastered benchmark goals. Gifted students in mathematics and reading receive daily accelerated instruction in grades 3-5 from our extended resource teacher.

In summary, our teachers utilize best practice strategies and match instruction and groupings to meet the needs of individual students. They also utilize curricular materials that are research-based, high quality, and provide for active and minds-on learning. The teachers understand that the best learning takes place when students are highly engaged in their education.

5. **Professional Development:**

Our staff is very dedicated to the pursuit of continual growth, and they enthusiastically seek out opportunities for professional development. The staff prides itself on staying current in the latest educational research and best practices strategies. Arnett C. Lines School has established a rigorous program for staff development. Staff development occurs on multiple levels, including district wide inservices, building work, and individualized growth

plans.

At the district level, professional development work occurs during five Inservice days, curricular committee meetings, and during the summer. Our school district has a comprehensive summer staff development program, in which over fifty courses are available for all district staff, including teachers, administrators, and paraprofessionals.

At the building level, our staff meets every week for seventy minutes for staff development. Our building staff development is linked to our school improvement goals and action plans, which is driven by our school achievement data. Our school improvement plan focuses on improving reading comprehension, writing skills across all content areas, and establishing a safe, caring and respectful school community. During the beginning of this school year, the staff has studied the research and instructional recommendations in the book, Strategies That Work, 2nd edition, by Stephanie Harvey and Anne Goudvis. Reading and discussing this book has led us to closely examine our practices and resources in reading, including incorporating instructional lessons from the Making Meaning comprehension program. During the second part of the year, the staff will participate in a professional study about writing based on the work by Ralph Fletcher and Lucy Calkins. Additionally, our staff development has been linked to our Wellness Plan, which was created in collaboration with parents and staff members. Our school has been focusing on increasing physical activity, developing healthful eating habits, and promoting positive social-emotional health for all students and staff.

It is also important that teachers have opportunities to participate in professional development to meet their individual needs. Teachers, like students, have varying experiences and learn at different rates. Over sixty-four percent of our staff have earned a masters degree or course work beyond this degree. In collaboration with National Louis University, our school also hosts an ELL endorsement program, in which several of our staff members are working toward earning this additional credential to best work with students with limited English proficiency. One member of our staff is working toward earning his National Board Certification. Since teachers have different knowledge bases and levels of experience, they develop individualized student impact plans, which serves as a guide for their professional work. Teachers take advantage of professional development funds to attend workshops and conventions at the local, state and national level. They also read professional resources and collaborate with colleagues who are working on similar plans. Many of our paraprofessionals are certified teachers who also attend workshops and district inservice opportunities.

In summary, the high levels of student achievement are closely linked to the professional development program at the district, building, and individual level. Our staff is highly dedicated to expanding their knowledge and repertoire of instructional strategies, and truly live our school's mission of being 'committed to lifelong learning'.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test ISAT

Edition/Publication Year 2006-2007 (upd Publisher ISBE & Harcourt-Brace for 2007, ISBE & Pe

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meets/Exceeds	94	91	96	91	95
% "Exceeding" State Standards Exceeds	44	51	46	52	62
Number of students tested	79	94	103	103	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard Meets/Exceeds	90	64	92	82	
% "Exceeding" State Standards Exceeds	30	27	23	55	
Number of students tested	10	11	13	22	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 3 Test ISAT

Edition/Publication Year Publisher

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meets/Exceeds	94	91	96	91	95
% "Exceeding" State Standards Exceeds	44	51	46	52	62
Number of students tested	79	94	103	103	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard Meets/Exceeds	90	64	92	82	
% "Exceeding" State Standards Exceeds	30	27	23	55	
Number of students tested	10	11			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 5 Test ISAT

Edition/Publication Year 2006-2007 (upd Publisher ISBE & Harcourt-Brace for 2007, ISBE & Pe

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meets/Exceeds	97	95	88	92	88
% "Exceeding" State Standards Exceeds	64	51	48	74	58
Number of students tested	107	102	100	124	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard Meets/Exceeds	83	80	64	87	55
% "Exceeding" State Standards Exceeds	58	33	27	67	20
Number of students tested	12	15	11	15	11
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 3 Test ISAT

Edition/Publication Year 2006-2007 (upd Publisher ISBE & Harcourt-Brace for 2007, ISBE & Pe

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meets/Exceeds	100	100	100	100	97
% "Exceeding" State Standards Exceeds	74	64	72	71	74
Number of students tested	80	94	103	102	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard Meets/Exceeds	100	100	100	100	
% "Exceeding" State Standards Exceeds	55	36	70	60	
Number of students tested	11	11	13	22	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 5 Test ISAT

Edition/Publication Year 2006-2007 (upd Publisher ISBE & Harcourt-Brace for 2007, ISBE & Pe

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meets/Exceeds	100	99	98	99	98
% "Exceeding" State Standards Exceeds	56	44	44	51	41
Number of students tested	107	102	100	124	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard Meets/Exceeds	100	93	100	100	80
% "Exceeding" State Standards Exceeds	42	27	0	40	20
Number of students tested	12	15	11	15	11
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 5 Test ISAT

Edition/Publication Year Publisher

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Meets/Exceeds	100	99	98	99	98
% "Exceeding" State Standards Exceeds	56	44	44	51	41
Number of students tested	107	102	100	124	95
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard Meets/Exceeds	100	93	100	100	80
% "Exceeding" State Standards Exceeds	42	27	0	40	20
Number of students tested	12	15			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					