

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name Lincoln Middle School
(As it should appear in the official records)

School Mailing Address 200 South Lincoln Avenue
Park Ridge, Illinois 60068-3812

County Cook State School Code Number*14-016-0640-04-1007

Telephone (847) 318-4215 Fax (847) 318-4210

Website/URL <http://www.D64.org> E-mail jblouch@d64.k12.il.us

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

District Name: Park Ridge-Niles School District 64 Tel. (847) 318-4300

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. Chris Mollet: _____

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 for 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *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:
 - 5 Elementary schools
 - 2 Middle schools
 - 0 Junior high schools
 - 0 High schools
 - 1 Other

8 TOTAL

2. District Per Pupil Expenditure: \$9,926.00
 Average State Per Pupil Expenditure: \$8,786.00

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. 17 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
PreK				7	141	118	259
K				8	109	124	233
1				9			
2				10			
3				11			
4				12			
5				Other			
6	131	110	241				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							733

6. Racial/ethnic composition of the students in the school: 93 % White
1 % Black or African American
4 % Hispanic or Latino
2 % 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: 3%

[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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	748
(5)	Total transferred students in row (3) divided by total students in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 0 %
3 Total Number Limited English Proficient
Number of languages represented: 1
Specify languages: Polish

9. Students eligible for free/reduced-priced meals: 1%
Total number students who qualify: 6

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: 13%

98 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.

5	Autism	0	Orthopedic Impairment
0	Deafness	9	Other Health Impaired
0	Deaf-Blindness	77	Specific Learning Disability
6	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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)	2	0
Classroom teachers	46	1
Special resource teachers/specialists	11	1
Paraprofessionals	11	0
Support staff	3	0
Total number	73	2

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 23:1

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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	97%	96%	94%		
Teacher turnover rate	11%	6%	14%	12%	6%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)					

PART III - SUMMARY

Lincoln Middle School is one of two middle schools in Park Ridge, Illinois. The school is comprised of sixth, seventh and eighth graders and there is little diversity in the school. The socioeconomic status of the city is primarily upper middle class. Part of what makes Lincoln an inviting place for students to be educated is the extensive elective program, and its commitment to educating the whole child. The social and emotional development of the child is as important as delivering a rigorous academic curriculum. One of the conclusions that the Association of Illinois Middle Schools reached when they made a three day assessment of our learning program was, "There is a 'kid oriented' perspective and a pervasive sense of caring at the teacher, team and building level. Curriculum experiences in both the core and elective settings appeared to be both interesting and challenging with many activities supporting student interests and exploration."

Staff members who are hired at Lincoln must be knowledgeable and endorsed in the subject they teach. We pursue teachers who want to teach and stretch the minds of young adolescents while being caring, nurturing individuals. We desire individuals who understand that learning will not effectively occur unless appropriate relationships are developed with their students. The atmosphere at Lincoln is one that promotes staff collegiality, group problem solving and the sharing of knowledge.

The mission of Lincoln Middle School is a living document that drives all educational decisions. It is prominently placed on the first floor and is included on the front page of the school's bi-monthly publication for parents. The vision of Lincoln Middle School states: *We are a school community that provides an environment, which continually promotes educational excellence for the early adolescent.* The mission of Lincoln Middle School states: *The mission of our school is to meet the intellectual and developmental needs of young adolescents in a positive, safe and multidisciplinary environment and to prepare them for a socially responsible life in a changing global society*

Curriculum is developed through teachers working with staff from the central office. Improving student achievement is the critical goal of all curriculum development/enhancement efforts. Department chairs and teacher leaders work with teachers at all three grade levels to achieve this goal.

Parents are supportive through their involvement in the Parent Teacher Organization (PTO), parent-teacher conference attendance and family/school activities. They acknowledge the importance and need for their children to receive a meaningful and quality education.

Lincoln's Quality Improvement Team created an academic school improvement goal to "incorporate emotional intelligence into the curriculum". We have now refined that goal's statement to read, "incorporating a social/emotional learning program into the curriculum". Since our first endeavor, which began more than eight years ago, the State of Illinois and our district have both recognized the importance of teaching social and emotional skills to our children and have identified specific objectives. At Lincoln we teach our kids the skills that fall under the domains of Self-Awareness, Self-Regulation, Motivation, Empathy and Social Skills. Within these domains we are teaching our students about service learning. Every student and staff member is involved in a service-learning project, and the program is student led and facilitated by the staff. We call the project Service Over Self (SOS).

Our after school programs include the usual intramural programs, cheerleading, Student Government Association and one interscholastic sport, basketball. In addition, fourteen years ago we introduced the concept of Teen Leisure Clubs (TLC). This concept was created to reach students who were not interested in sport activities and students who may be considered at-risk. Examples of the 18 clubs that have been organized include Remote Control Car Racing, Improv Club, Video Club, Debate Club, Chess Club, and Skateboarding Club.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Lincoln Middle School uses a variety of assessment tests at the national, state, and local level. We use nationally standardized tests to provide insight into student development over time as well as provide guidance on high school course placement. We participate in the state assessment test called the Illinois Standards Achievement Test. The results from these tests provide direction for our school improvement goals that are developed annually.

Grades 3, 5, 8 and 11 took reading and math tests. The reading tests provide us with pertinent information on our students' performance in the areas of vocabulary development, reading strategies, comprehension and literature. Through our students' responses to extended reading passages we learn about their skill development in drawing inferences, conclusions and generalizations about the text, making comparisons across reading passages and distinguishing relevant and irrelevant material.

The state test in math assesses student learning in the five state goal areas: Number Sense and Computation, Algebra, Geometry, Measurement, and Data and Probability. Students respond to multiple choice questions and constructed response tasks that require students to show their work and justify in writing their process and answer.

The State of Illinois has developed four performance level standards that indicate how a student is mastering Illinois' Learning Standards as well as an overall performance level for each public school and district. The four levels are Exceeds Standards, Meets Standards, Below Standards and Academic Warning. In the Exceeds category students demonstrate advanced knowledge and skills in the subject. They can creatively apply knowledge and skills to solve problems. In the Meets category students demonstrate proficient knowledge in the subject. They can effectively apply knowledge and skills to solve problems. Students in the Below Standards category demonstrate basic knowledge and skills in the subject, but have gaps in learning, and applying their knowledge. Students performing in the Academic Warning category demonstrate limited knowledge and skill development in the subject with major gaps in learning.

Since we are a 6-8 middle school only our eighth graders took the reading and math test. The knowledge that was assessed included what they have learned up to and including 8th grade material. The body of knowledge that can be tested in the ISAT is found in The Illinois Assessment Frameworks.

Our students performed very well on the state's tests with 94% of our student body exceeding or meeting state standards. The 8th grade population includes I.E.P. students that the state considers a subgroup of the total group of students. Those students performed exceptionally well with 80% of them exceeding or meeting state standards in reading.

On the 3 math tests 90% of the total eighth grade population exceeded or met state standards. The I.E.P. subgroup had 50% of the students exceeding or meeting the standards. What is promising with this group is there has been a steady incline in their performance level over the past five years.

For further information on the state's assessment tests go to <http://www.isbe.net/assessment/default.htm>

2. Using Assessment Results

Regular analysis of test scores and student performance assessments help set goals for improvement in language arts and reading. By analyzing our state assessment results and local assessments for the last 3 years, vocabulary has been an emphasis of instruction with the addition of curriculum for designated root words. Discussions have occurred around increasing the number of students who exceed state standards in reading. Spending time analyzing data and aligning skills and objectives to State Standards, our reading test scores at or above state standard levels have been on a steady rise from 82% in 2000/01 to 94% in 2004/05. It was decided that I.E.P. students should use authentic literature as an instructional tool. State results have shown more growth by earning steadily rising scores at or above state standards from 37% in 2000/01 to 80% in 2004/05.

The math department uses both state and local assessment data to understand and improve student and department performance. Teachers look at data by state math standards in addition to percentages of students meeting state expectations. Student performance on specific standards is studied to determine areas for increased instructional focus. One example of this is our analysis of student scores on the math extended response tasks on the state math tests. Our analysis revealed that students were proficient at solving the tasks but lacked skills in explaining and justifying their process and solution. Student performance on the explanation portion of the extended response task has shown improvement as a result of these efforts. While students meeting state standards on annual tests have increased by 11 percentage points over the past seven years, the percentage of students exceeding increased from 18% to 47%. In the same time period, the percentage of students failing to meet state standards was cut in half.

3. Communicating Assessment Results

Lincoln Middle School uses a variety of resources to communicate student performance to our parents, students and the community of Park Ridge. The results of the state's assessment test called The Illinois Standards Achievement Test (ISAT) and the national norm referenced test called the California Achievement Test are shared at open Board meetings, copies of the results are mailed home to parents and a copy stored in the students' cumulative folder. The local newspapers will report the school's ISAT results. Team leaders get a copy of the results and will share the scores with their students to encourage them or show them areas that need improvement. The principal also shares the school's results with the Parent Teacher Organization (PTO) at one of their open evening meetings.

Our bi-monthly parent and student Take Home is another resource used to keep parents informed of student performance. Per parent request this is either e-mailed or their child delivers a hard copy to them.

All parents in sixth and seventh grade must meet with their child's team of teachers at our annual fall parent teacher conferences. In that twenty-minute session parents are informed of their child's performance in the classroom. Every teacher has voice mail and e-mail that makes access to teachers very easy for parents to keep informed of their child's progress in any class. Our teachers also send e-mails or make phone calls to parents on a regular basis updating them on their child's grades in their class.

District 64's web page has a link to Lincoln Middle School in which parents can select the Daily Bulletin. This link gives parents daily information about Lincoln including any meetings that may be held in which student performance may be a topic. There is also a Lincoln parent representative on the District's Curriculum Council. Student performance is often discussed and that parent then has the responsibility to attend our PTO meeting to share what was discussed at the Council meeting.

4. Sharing Success

Lincoln Middle School shares its successes with other schools in the district, local suburban area and throughout the state in a variety of ways. At the local district level, each school improvement team (Quality Improvement Team) provides an overview for the community of its annual goals and plans for

improvement through a presentation at a Board of Education meeting. All of the Districts' Quality Improvement Teams meet annually to exchange ideas and share successful strategies that have been used to guide improvement efforts. The district's principals meet monthly to discuss instructional issues using *Critical Friends* protocols that help participants focus on improvement of student learning. Middle school teachers from across the district meet bimonthly by department to discuss instructional issues and work as professional learning communities. Articulation with the high school and other local elementary districts that feed into the township high schools is also conducted on a regular basis.

Many members of the Lincoln Middle School staff are actively involved in professional organizations related to their specific area of instruction, middle school issues or educational leadership. Staff members use these opportunities to network with other educators in order to gain new ideas as well as share their expertise. Lincoln School teachers have professionally presented at the Illinois Association of Teachers of English conference while others have presented at the annual National Council of Teachers of English. The principal and assistant principal are heavily involved in the state's local principal organization (IPA) having served as Region Director and Membership Chair for the region. Principal Jim Blouch has recently provided a presentation for other area principals and administrators on changes to the 2006 ISAT tests.

Lincoln Middle School also shares its successes by frequently hosting local student competitions and workshops. The instrumental music department, for example, hosted the Illinois Music Educators Association's annual competition this year. As a school, Lincoln is a member of the Association of Illinois Middle-Level Schools whose first goal is to serve as a forum for generating, gathering and sharing ideas regarding exemplary programs, practices and policies in middle-level education. Lincoln encourages school visits from other educators, student teachers and individuals interested in learning about middle school education and the school's focus on educating the whole child.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Lincoln Middle School offers a challenging core program with an extensive elective and support program that gives our students opportunities to meet their developmental needs of curiosity and exploration. During a ten period day students take nine classes. Core classes include reading, language arts, math, science and social studies. In addition they have required trimester classes in art, music, health, and supplementary language arts courses. The sixth graders have an exploratory set of required classes in art, music, health family and consumer science, industrial technology, foreign language and technology. In seventh and eighth grade students have a variety of elective classes as part of their curriculum. Twenty-one elective classes are offered to students in seventh grade and twenty-eight in eighth grade. Students are given the opportunity to choose the elective classes they want to take. Student ability levels are differentiated for math and language arts. A gifted program in math, reading and language arts meets the needs of our highest achieving students. I.E.P. students may be offered self-contained core classes to meet their academic and developmental needs. Inclusion is our method of instruction whenever possible. Several yearlong classes support students who are below grade level in reading or lack sufficient study and/or organizational skills. Curriculum in all core areas as well as the fine arts is aligned with the Illinois Learning Standards and reflects standards established by professional organizations such as the National Council of Teachers of Mathematics and the Illinois Association of Teachers of English. Specific learning objectives are established for each grade level.

Science

The science curriculum is inquiry-based with emphasis on earth science, life science, and physical science in sixth through eighth grades. Students apply scientific knowledge and reasoning in creative and

systematic ways to solve complex problems. They develop the skills to design and create written, oral, and visual products resulting from the synthesis of information gained from hands-on scientific investigation. Along the way students develop an interest and appreciation for the world of science around them.

Social Studies

The social studies curriculum includes the study of Ancient Civilizations, Geography of the Western Hemisphere, and American History. Throughout all the grades, students gain a knowledge and understanding of local, regional, national, and world geography including the distribution of natural resources and environmental connectedness. Lincoln Middle School students know and apply the elements of responsible citizenship including such ideas as the need for a rule of law in society and respect for the rights entrusted to individuals.

Foreign Language

Students at Lincoln Middle School study either French or Spanish. Students in sixth grade receive instruction in French or Spanish every other day. The specific language studied is a continuation from the language in the districts' elementary program. The seventh and eighth grade foreign language program is a selective choice in which students may elect to take French or Spanish for two years. This equates to taking French/Spanish I at the high school level.

Art

Art education at Lincoln Middle School promotes students' exploration and understanding of visual creativity. At Lincoln every student is challenged through carefully crafted lessons and art projects to think creatively and solve problems with ingenuity and imagination. Our curriculum differentiates for the special needs of our students, both cognitively and physically. The art curriculum has high expectations and standards of performance that are derived from knowledge of the students, research within the field of art education, and state and national goals and standards. Lincoln provides art experiences that are authentic and appropriate to the intellectual, social, physical, and aesthetic development of our students.

Health

Health classes are mandatory each year for one trimester (12 weeks) during sixth, seventh, and eighth grade. Sixth grade health classes demonstrate an understanding of total health including a person's physical, mental, and social growth and well-being. Seventh grade health classes apply refusal and negotiation skills to potentially harmful situations, and students analyze and critique their own dietary habits for nutritional value and deficiencies. Eighth grade health classes investigate how the various body systems interact, explore issues which challenge teens in today's society.

Physical Education

The physical education curriculum at Lincoln offers a combination of fitness, movement and sport skills, and social development with emphasis on the importance of a lifetime of physical activity. Fitness and wellness are emphasized using a variety of both team and individual activities along with technology. It is developmentally appropriate with a detailed scope and sequence that aligns with the Illinois Learning Standards. Our physical education curriculum was recently recognized by the State of Illinois as being exemplary and awarded the Blue Ribbon Award for an outstanding physical education program.

2. Reading

Deeply rooted in philosophy and nurtured by best practice strategies, the school's reading curriculum is built upon several themes incorporated with early adolescent issues. Authentic literature, found in a variety of novels, is the primary resource for reading instruction. Novels, targeted for the instruction of designated skills or exposure to specific topics, are used interchangeably to accommodate whole class, literature circles and independent reading. Student choice is a vital part of the reading program; it

empowers students to know themselves as readers; serve as a motivational tool, promote a lifelong love of reading and provide ownership of their own learning. Teachers play an active role in the selection of books by encouraging challenging book choices, which suit both the varying reading levels and interests of their students. Balanced by observations of Lincoln Middle School students and current research, the value of providing choice to students is evident when untapped enthusiasm is sparked, opinions emerge, and students begin to take pride in their accomplishments. Likewise, real world connections to the lives of book characters help students understand their own emotional and social well being as they embark on their adolescent years. Skill instruction is embedded into the reading and writing process. Students practice their abilities to predict, increase vocabulary, question, infer, analyze and synthesize text by applying skills to both formal and informal writing pieces. A common culmination activity requires students to write a paper linked to curriculum themes such as the coming of age, acceptance, self-discovery, peer pressure and injustice. Additionally, journal and short answer written responses, artistic interpretations of the text, and role-playing activities often lay the foundation for lively classroom debates and discussions. The reading process is modeled and valued by parents of the community, administrators, and teachers, who simply have an amazing gift for putting a luring book in the hands of their students.

3. Mathematics

The Lincoln Middle School mathematics program strives to meet the intellectual and developmental needs of young adolescents by promoting high levels of mathematics achievement for all students. Four years ago the program made a commitment to increase the number of students taking Algebra 1 in 8th grade. To date, we have increased that number by 50% while maintaining successful placement of students into high school Algebra 2 at 95%. This goal built on our successful decision eight years ago to include more students in our pre-algebra program by eliminating basic level math classes. Our commitment to the success of our struggling students is supported by collaboration with the Special Education staff, which provides support services in the Pre Algebra math classes. This ongoing collaboration supports the implementation of differentiated teaching strategies and the achievement of all students. From 2000 to 2004, members of the Lincoln math department participated in the district math curriculum review. The result of that process was the development of a coherent K-8 math curriculum and the adoption of rigorous text and support materials. The current curriculum is aligned with state standards and high school expectations. This also aligns very well with our mission and vision of our school. Incorporation of technology to support student learning includes online support for our textbooks and increased use of graphing calculators and computer programs to extend student understanding. Teachers in the department have a clear focus on monitoring student progress toward high levels of achievement. The math department uses a variety of opportunities for collaboration within and across grade levels to improve instruction and meet our goal of increasing student learning. Department meeting and staff development time is routinely used to examine practices, content, and results.

4. Instructional Methods

Instructional practices stress active learning and active teaching. Authentic project work, cooperative learning, hands-on learning, demonstrations, active research and the use of higher order thinking skills represent a few of these practices. Student voice is encouraged through active conversations where all or nearly all the students are engaged in the conversation. All relevant student ideas are encouraged and discussed. The discussions are teacher led, but not teacher directed. You will observe students engaged in bookwork, individual reading, independent work, tests and quizzes while the teacher provides assistance to individuals or groups.

Teacher led instructional practices include lecture but this type of practice, though necessary, is kept to a minimum. More frequent teacher led instructional practices include questions and answers, teachers giving directions, the use of technology such as PowerPoint presentations and video instruction with teacher interaction.

On most days teachers will prepare at least three different activities within a lesson to insure that students move about the room. Through brain research teachers understand that their students' attention span is reignited each time they change an activity within a class period.

Individual teams are given forty minutes of common team planning on a daily basis. During these meetings, the team of teachers has the opportunity to plan integrated units of instruction. Natural connections and cross-curriculum connections are employed to foster integrated learning. Our state assessment tests (ISAT) and the California Achievement tests (CAT), our national standardized norm referenced tests, have shown improvement in our students' learning because of what is now expected in our instructional practices.

5. Professional Development

Lincoln Middle School is fortunate to be in a district that supports professional development for its teaching and support staff. Every Wednesday throughout the school year students have early dismissal so that the faculty can spend one and a half hours on professional development. Twice a month at our building meetings one hour at is set aside for professional growth. Our Quality Improvement Team through input given by our teachers plans these activities. Guest speakers, our own teachers' expertise and videos are used to help our staff become better educators. The knowledge gained often will have a direct impact on increasing our students' achievement levels.

Other Wednesday activities include department or grade level meetings. Often the central theme of these meetings is the improvement of student instruction or performance. Teachers will often share materials that they have used effectively in the classroom. As an example the math department at Lincoln is working on creating a server where teachers can store lesson plans, quizzes, tests, and instructional practices and strategies that the teachers have used in their classrooms. Every math teacher can access the server to use the materials that have effectively increased student performance in the classroom. Their plans are to expand access to the other math teachers at the other middle school.

We have nine Professional Learning Days in which each staff member must team up with a minimum of one other staff member to focus on professional development. Creating or revising units of study or individual lessons, learning new instructional methods or practices, discussing strategies for reaching at-risk or underachieving students and differentiating instruction for all student ability levels are examples of how this time is being used.

PART VII - ASSESSMENT RESULTS

LINCOLN MIDDLE SCHOOL ASSESSMENT FOR STATE CRITERION-REFERENCED

Subject: Reading

Grade: 8

Test: Illinois Standards Assessment Test

Edition/Publication Year: 1999

Publisher: Pearson Educational Measurement

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	94%	91%	86%	90%	82%
% At Exceeds State Standards*	21%	19%	22%	26%	16%
Number of students tested	258	268	254	242	205
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	2	1	0	5	1
Percent of students alternatively assessed by the IMAGE test	1%	.5%	0%	5%	.5%
SUBGROUP SCORES					
1. I.E.P.					
% At or Above Meets State Standards	80%	61%	49%	52%	37%
% At Exceeds State Standards	3%	0%	3%	0%	5%
Number of students tested	59	69	35	36	22

The Illinois Measure of Annual Growth in English (IMAGE) measures the progress of students with limited English proficiency (LEP). In 2005, the tests were administered in reading and mathematics in grades 3, 5, 8.

Subject: Math

Grade: 8

Test: Illinois Standards Assessment Test

Edition/Publication Year: 1999

Publisher: Pearson Educational Measurement

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% At or Above Meets State Standards*	90%	89%	85%	91%	82%
% At Exceeds State Standards*	47%	43%	35%	44%	27%
Number of students tested	258	268	254	242	205
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	2	1	0	5	1
Percent of students alternatively assessed by the IMAGE test	1%	.5%	0%	5%	.5%
SUBGROUP SCORES					
1. I.E.P.					
% At or Above Meets State Standards	50%	46%	49%	46%	37%
% At Exceeds State Standards	10%	6%	3%	9%	14%
Number of students tested	59	69	35	36	22

The Illinois Measure of Annual Growth in English (IMAGE) measures the progress of students with limited English proficiency (LEP). In 2005, the tests were administered in reading and mathematics in grades 3, 5, 8.