

**Lincoln Elem School**  
**Mendota CCSD 289**  
**Mendota, ILLINOIS**



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

**GRADES : 2 3 4**

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

Starting in 2009, charter school information is included in district statistics.

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Percent Low- Income	Percent Limited- English- Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	61.4	0.3	34.0	0.0	0.0	4.3	59.8	15.6	18.2		0.5	12.0	96.0	391
<b>District</b>	61.8	0.5	34.3	0.3	0.0	3.1	57.0	11.9	16.7		0.9	15.5	95.6	1,306
<b>State</b>	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

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

IEP Students are those students eligible to receive special education services.

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

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

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

**INSTRUCTIONAL SETTING**

<b>PARENTAL CONTACT*</b>		<b>STUDENT-TO-STAFF RATIOS</b>			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	98.0	--	--	--	--
<b>District</b>	98.9	18.6		14.1	237.6
<b>State</b>	96.2	18.2		13.3	203.8

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>			22.7	24.5	23.4					
<b>District</b>			22.7	24.5	23.4					
<b>State</b>			21.4	22.1	22.6					

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

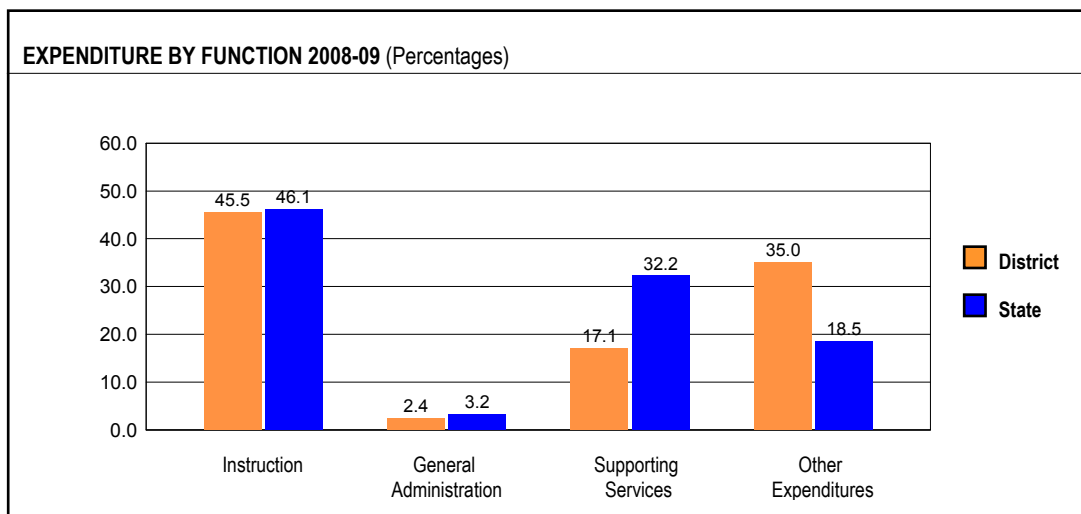
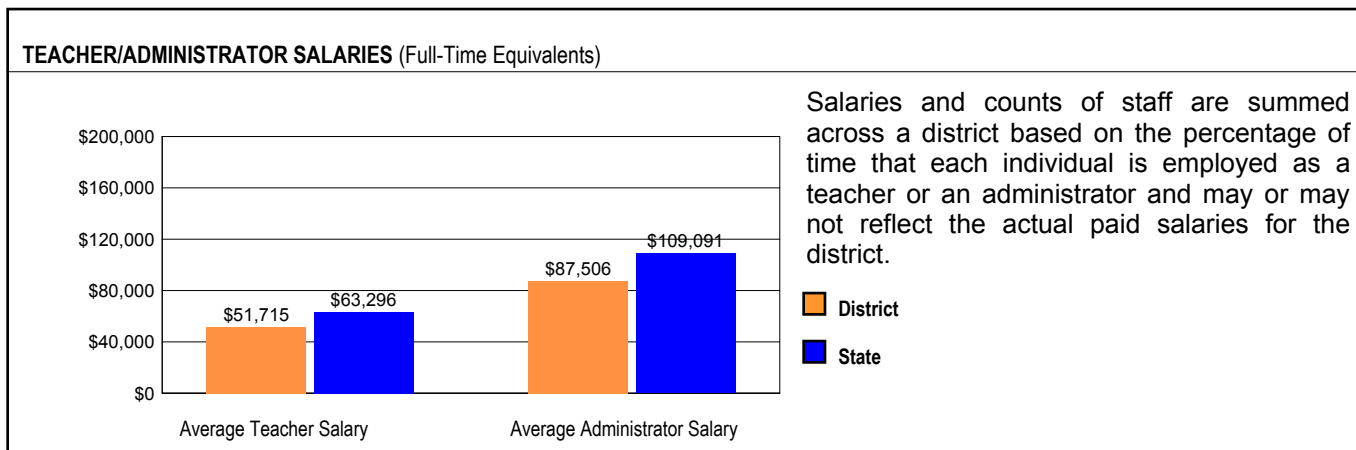
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>	60			30			180			30		
<b>District</b>	60			30			180			30		
<b>State</b>	59			30			145			30		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	13.1	86.9	84
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	17.0	30.7	69.3	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

## SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2008-09				EXPENDITURE BY FUND 2008-09			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$4,799,734	45.0	58.4	Education	\$8,433,835	60.1	69.6
Other Local Funding	\$659,729	6.2	6.9	Operations & Maintenance	\$659,484	4.7	7.9
General State Aid	\$2,588,185	24.3	14.5	Transportation	\$668,698	4.8	3.8
Other State Funding	\$975,606	9.1	8.3	Debt Service	\$439,840	3.1	7.0
Federal Funding	\$1,641,416	15.4	11.9	Tort	\$88,242	0.6	1.2
TOTAL	\$10,664,670			Municipal Retirement/ Social Security	\$291,806	2.1	1.8
				Fire Prevention & Safety	\$3,782	0.0	0.8
				Site & Construction/ Capital Improvement	\$3,445,851	24.6	7.9
				TOTAL	\$14,031,538		

OTHER FINANCIAL INDICATORS				
	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per \$100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	\$139,329	2.46	\$5,391	\$7,633
State	**	**	\$6,483	\$11,197

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

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

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

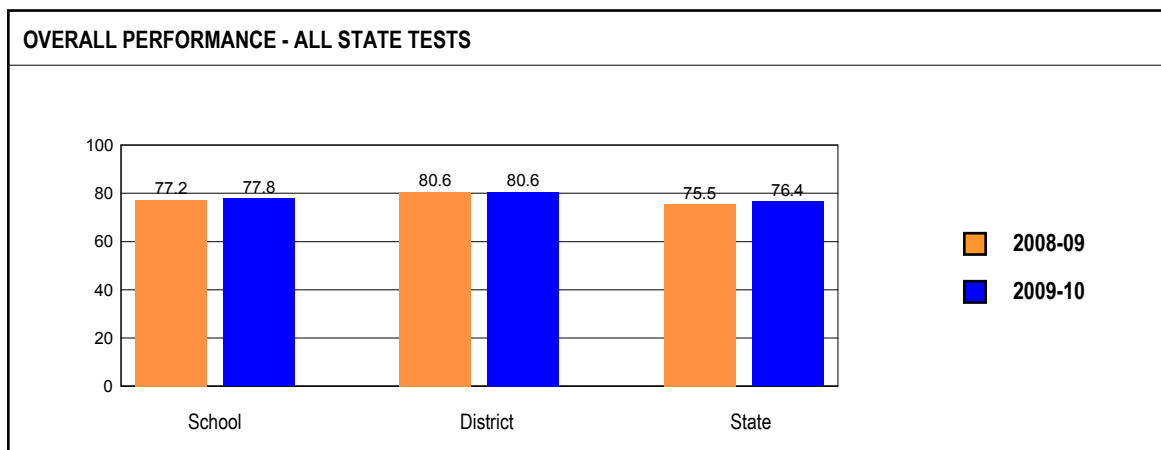
**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

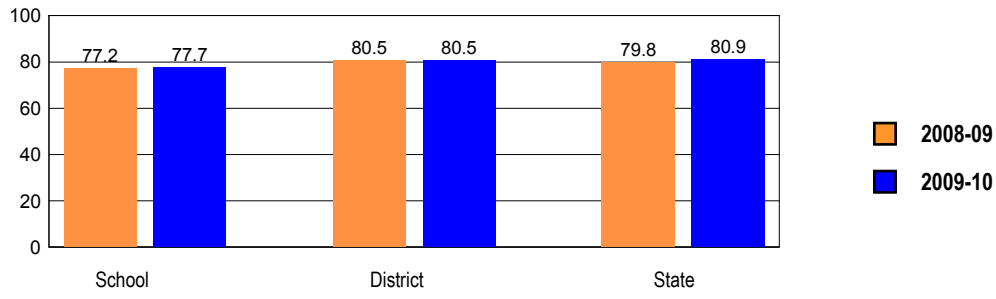
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

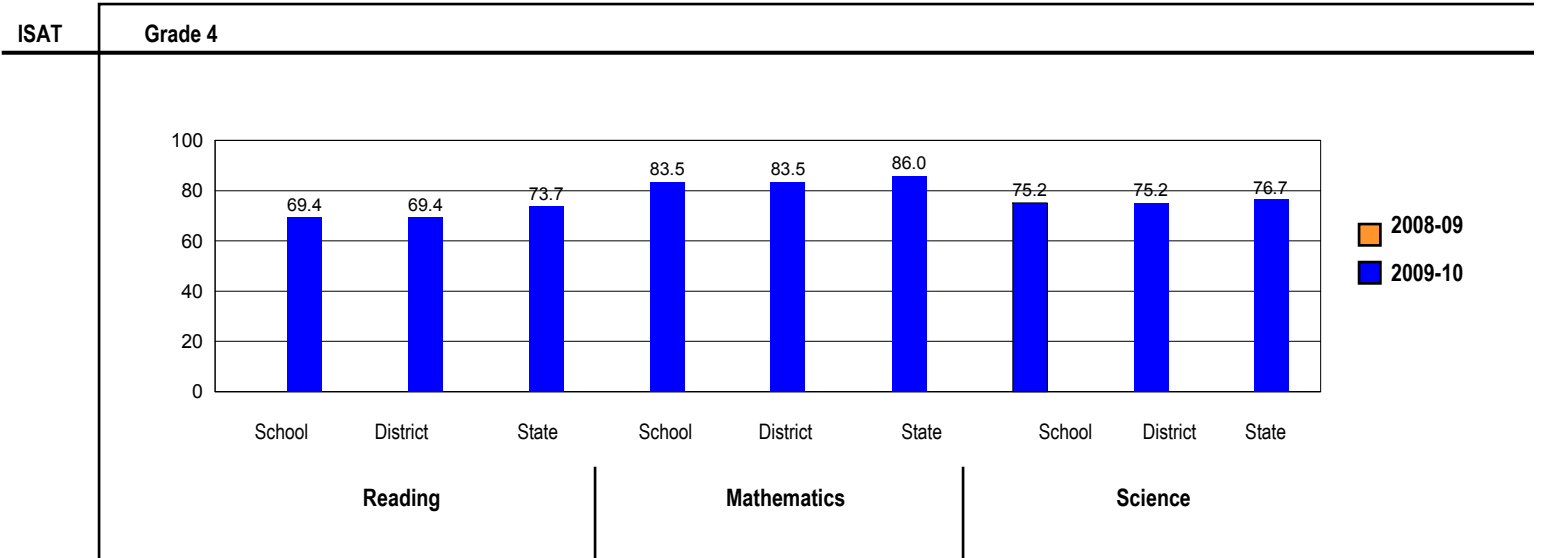
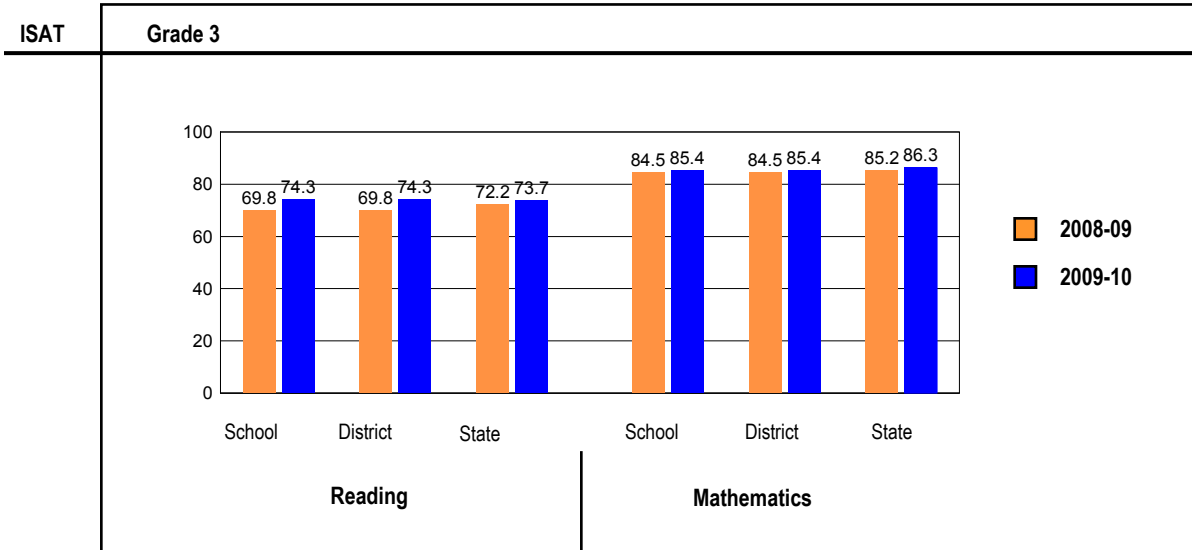


**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



**ISAT PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



**PERFORMANCE ON STATE ASSESSMENTS**

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	269	118	151	166	0	94	0	0	9	44	15	51	162
	Reading	0.4	0.8	0.0	0.0		1.1				2.3	6.7	0.0	0.6
	Mathematics	0.4	0.8	0.0	0.0		1.1				2.3	6.7	0.0	0.6
District	*Enrollment	831	420	411	537	3	263	4	0	24	86	21	134	458
	Reading	0.1	0.2	0.0	0.0		0.4			0.0	1.2	4.8	0.0	0.2
	Mathematics	0.1	0.2	0.0	0.0		0.4			0.0	1.2	4.8	0.0	0.2
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
	Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	122	54	68	66	0	51	0	0	5	22	9	24	78
	Science	0.8	1.9	0.0	0.0		2.0				4.5		0.0	1.3
District	*Enrollment	270	129	141	171	0	90	1	0	8	27	11	46	161
	Science	0.4	0.8	0.0	0.0		1.1				3.7	9.1	0.0	0.6
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

\* Enrollment as reported during the testing windows for grades 4, 7, and 11.

**ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)**

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

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

**Grade 3****Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	3.5	22.2	55.6	18.8	2.1	12.5	72.2	13.2
District	3.5	22.2	55.6	18.8	2.1	12.5	72.2	13.2
State	5.4	20.9	45.9	27.8	2.9	10.7	44.7	41.7

**Grade 3 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	4.8	21.0	56.5	17.7	3.2	6.5	77.4	12.9
	District	4.8	21.0	56.5	17.7	3.2	6.5	77.4	12.9
	State	6.6	22.7	45.6	25.1	3.1	10.6	43.2	43.0
Female	School	2.4	23.2	54.9	19.5	1.2	17.1	68.3	13.4
	District	2.4	23.2	54.9	19.5	1.2	17.1	68.3	13.4
	State	4.1	19.1	46.2	30.7	2.7	10.9	46.2	40.2

**Grade 3 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	3.1	18.4	56.1	22.4	2.0	7.1	74.5	16.3
	District	3.1	18.4	56.1	22.4	2.0	7.1	74.5	16.3
	State	2.2	11.9	46.6	39.3	1.0	5.3	39.0	54.7
Black	School								
	District								
	State	9.8	31.1	46.2	12.9	7.4	20.0	51.9	20.6
Hispanic	School	4.8	31.0	54.8	9.5	2.4	23.8	66.7	7.1
	District	4.8	31.0	54.8	9.5	2.4	23.8	66.7	7.1
	State	9.7	35.1	44.2	11.0	4.1	16.7	54.3	24.9
Asian/Pacific Islander	School								
	District								
	State	1.7	10.0	43.5	44.9	0.9	3.5	27.3	68.4
Native American	School								
	District								
	State	3.8	19.8	48.3	28.1	2.3	8.0	46.8	43.0
Multiracial/Ethnic	School								
	District								
	State	3.7	17.3	48.2	30.7	2.1	9.0	45.8	43.1

**Grade 3 - Limited-English-Proficient**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	9.5	42.9	47.6	0.0	0.0	28.6	71.4	0.0
District	9.5	42.9	47.6	0.0	0.0	28.6	71.4	0.0
State	14.9	47.0	34.1	4.1	5.9	22.6	55.1	16.4

**Grade 3 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	16.7	50.0	33.3	0.0	4.2	25.0	70.8	0.0
	District	16.7	50.0	33.3	0.0	4.2	25.0	70.8	0.0
	State	18.9	36.6	33.4	11.1	9.3	22.4	46.7	21.7
Non-IEP	School	0.8	16.7	60.0	22.5	1.7	10.0	72.5	15.8
	District	0.8	16.7	60.0	22.5	1.7	10.0	72.5	15.8
	State	3.4	18.6	47.7	30.2	2.0	9.1	44.4	44.5

**Grade 3 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	4.9	29.3	53.7	12.2	2.4	17.1	76.8	3.7
	District	4.9	29.3	53.7	12.2	2.4	17.1	76.8	3.7
	State	9.0	30.9	46.4	13.7	5.0	16.8	52.7	25.5
Not Eligible	School	1.6	12.9	58.1	27.4	1.6	6.5	66.1	25.8
	District	1.6	12.9	58.1	27.4	1.6	6.5	66.1	25.8
	State	1.6	10.4	45.3	42.7	0.8	4.3	36.2	58.7

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

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	30.6	44.6	24.8	0.0	16.5	67.8	15.7	2.5	22.3	62.8	12.4
District	0.0	30.6	44.6	24.8	0.0	16.5	67.8	15.7	2.5	22.3	62.8	12.4
State	1.2	25.1	44.8	28.9	1.1	12.9	57.7	28.2	2.8	20.5	59.6	17.0

**Grade 4 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	39.6	41.5	18.9	0.0	22.6	66.0	11.3	3.8	20.8	60.4	15.1
	District	0.0	39.6	41.5	18.9	0.0	22.6	66.0	11.3	3.8	20.8	60.4	15.1
	State	1.7	27.7	43.9	26.7	1.3	13.3	56.1	29.3	3.2	20.1	57.4	19.4
Female	School	0.0	23.5	47.1	29.4	0.0	11.8	69.1	19.1	1.5	23.5	64.7	10.3
	District	0.0	23.5	47.1	29.4	0.0	11.8	69.1	19.1	1.5	23.5	64.7	10.3
	State	0.7	22.3	45.7	31.2	0.9	12.5	59.5	27.1	2.5	21.0	62.0	14.6

**Grade 4 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	31.8	36.4	31.8	0.0	15.2	62.1	22.7	4.5	19.7	59.1	16.7
	District	0.0	31.8	36.4	31.8	0.0	15.2	62.1	22.7	4.5	19.7	59.1	16.7
	State	0.5	15.1	45.0	39.4	0.5	6.6	54.4	38.5	0.8	10.2	63.7	25.4
Black	School												
	District												
	State	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
Hispanic	School	0.0	32.0	54.0	14.0	0.0	20.0	74.0	6.0	0.0	28.0	64.0	8.0
	District	0.0	32.0	54.0	14.0	0.0	20.0	74.0	6.0	0.0	28.0	64.0	8.0
	State	2.1	38.8	45.3	13.9	1.5	18.7	65.5	14.2	4.5	31.2	58.6	5.7
Asian/Pacific Islander	School												
	District												
	State	0.4	10.7	39.6	49.2	0.5	4.2	41.2	54.1	1.3	9.1	57.7	31.9
Native American	School												
	District												
	State	0.7	21.7	44.9	32.6	0.4	13.0	59.8	26.8	3.3	17.4	58.7	20.7
Multiracial/Ethnic	School												
	District												
	State	0.5	21.0	47.2	31.2	0.6	11.4	59.9	28.0	1.7	17.2	63.0	18.1

**Grade 4 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	47.6	47.6	4.8	0.0	33.3	61.9	4.8	0.0	33.3	61.9	4.8
District	0.0	47.6	47.6	4.8	0.0	33.3	61.9	4.8	0.0	33.3	61.9	4.8
State	4.3	59.7	32.1	3.9	3.0	30.1	60.0	6.9	8.9	45.2	44.2	1.7

**Grade 4 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	66.7	25.0	8.3	0.0	41.7	54.2	4.2	4.2	45.8	50.0	0.0
	District	0.0	66.7	25.0	8.3	0.0	41.7	54.2	4.2	4.2	45.8	50.0	0.0
	State	5.9	54.4	29.8	10.0	5.3	31.9	51.6	11.2	8.1	35.8	48.6	7.4
Non-IEP	School	0.0	21.6	49.5	28.9	0.0	10.3	71.1	18.6	2.1	16.5	66.0	15.5
	District	0.0	21.6	49.5	28.9	0.0	10.3	71.1	18.6	2.1	16.5	66.0	15.5
	State	0.5	20.6	47.1	31.8	0.5	10.0	58.7	30.9	2.0	18.2	61.3	18.5

**Grade 4 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	40.3	41.6	18.2	0.0	22.1	71.4	6.5	1.3	28.6	62.3	7.8
	District	0.0	40.3	41.6	18.2	0.0	22.1	71.4	6.5	1.3	28.6	62.3	7.8
	State	2.1	37.9	45.7	14.2	1.9	20.4	63.9	13.8	5.0	32.3	56.6	6.2
Not Eligible	School	0.0	13.6	50.0	36.4	0.0	6.8	61.4	31.8	4.5	11.4	63.6	20.5
	District	0.0	13.6	50.0	36.4	0.0	6.8	61.4	31.8	4.5	11.4	63.6	20.5
	State	0.3	12.3	43.9	43.5	0.3	5.4	51.6	42.6	0.7	8.8	62.7	27.8

## 2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	No
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2010-11 Federal Improvement Status	
2010-11 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		77.5			77.5			91.0		80.0	
<b>All</b>	99.6	Yes	99.6	Yes	73.6		Yes	85.0		Yes	96.0	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	76.5		Yes	87.9		Yes				
<b>Black</b>														
<b>Hispanic</b>	98.9	Yes	98.9	Yes	67.0		No	79.5		Yes				
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes										
<b>Economically Disadvantaged</b>	99.4	Yes	99.4	Yes	63.7	69.5	No	78.8		Yes	95.6			

### Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

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

\*\* Safe Harbor Targets of 77.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

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**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

**Based on the data from the School Improvement process, Lincoln School's area of successes are:**

- The 2010 ISAT scores for 3<sup>rd</sup> and 4<sup>th</sup> grade showed that our students once again made Annual Yearly Progress in math in all subgroups. The State AYP Minimum target for Math was 77.5%. The following were our subgroup scores ~ All 85%, White 87.9%, Hispanic 79.5%, and Economically Disadvantaged 78.8%.
- All of our students were tested three times throughout the year using the Developmental Reading Assessment (DRA). Every student showed growth throughout the year and our overall data showed that as an entire grade level, we were performing above the benchmarks set. At Lincoln School, the second grade's average reading level was 32.9 in the spring with a goal of 28. The third grade had an average of 49.0 with a spring goal of 38.
- Lincoln School administered the AIMSweb screener three times during the 2009-2010 school year. Overall almost every student showed growth in their words read per minute from the fall screener to the 3<sup>rd</sup> screener administered in the spring.
- We continued to progress monitor student's who were receiving an intervention so we could determine if they were making growth. The Response to Intervention team utilized this data to increase or decrease the intervention time based on these progress monitoring results.

**Based on the data from the School Improvement process, Lincoln School needs to plan for improvement in the following areas:**

- Continue to find ways to support our Economically Disadvantaged and Hispanic population as these two groups did not make AYP in Reading on the ISATS this year.
- Evaluate and make necessary revisions to the new core Reading program called Storytown. This is our first year of implementing this and we will need to make revisions as the year progresses.
- Continue with the implementation of guided reading through our core reading program Storytown.
- Continue to implement the SRA Direct Instruction program to our students with disabilities and our ELL population that fell in the yellow or red after our fall CBM Reading screener was given.
- Utilize the data gathered from the AIMSweb Reading and Math screeners, AIMSweb Reading progress monitoring, and the Developmental Reading Assessment that is given to our students who fall in the yellow and red to make important decisions on student instruction.
- Evaluate and make necessary revisions to the new behavior system we are using called Positive Behavior Support System. This was implemented at the beginning of the year and revisions will need to be made as we analyze our Minor Incident Referrals, as well as our Office Discipline Referrals.
- Continue to implement the BEST program as our character education program and analyze how it is affecting our behavior referrals.