

2006-2007 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. Alan Charles
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 516 N. Pine
(If address is P.O. Box, also include street address.)

Hoisington KS 67544-2103
City State Zip Code+4 (9 digits total)

County Barton State School Code Number* 6374

Telephone (620)653-4549 Fax (620)653-4384

Web site/URL www.usd431.net E-mail acharles@usd431.net

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

District Name USD #431 Tel. (620)653-4134

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. Mike Kaiser

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.

(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 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 2006-2007 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 2001 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.

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

1. Number of schools in the district: 2 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
- 4 TOTAL
2. District Per Pupil Expenditure: \$10,533
- Average State Per Pupil Expenditure: \$9,624

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. 22 Number of years the principal has been in her/his position at this school.
- NA 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			
K				8			
1				9			
2				10			
3				11			
4	13	20	33	12			
5	13	17	30	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							63

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| 86 | % White |
| 3 | % Black or African American |
| 8 | % Hispanic or Latino |
| _____ | % Asian/Pacific Islander |
| 3 | % 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: 11 %

[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	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	63
(5)	Total transferred students in row (3) divided by total students in row (4)	.11
(6)	Amount in row (5) multiplied by 100	11

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

9. Students eligible for free/reduced-priced meals: 44 %
 Total number students who qualify: 28

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: 23 %
14 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.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 9 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 1 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 2 </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> 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)	<u> </u>	<u> 1 </u>
Classroom teachers	<u> 4 </u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u> 8 </u>
Paraprofessionals	<u> 2 </u>	<u> 1 </u>
Support staff	<u> 2 </u>	<u> 3 </u>
Total number	<u> 8 </u>	<u> 13 </u>

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 16:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	97%	97%	97%	97%
Daily teacher attendance	97%	98%	98%	96%	98%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Lincoln Elementary School is located in Hoisington, in Central Kansas, and is part of USD #431 Schools. Our school is in a rural community setting with approximately 2,600 residents, with an economy historically based on oil and agriculture. Our city sits on the edge of the Cheyenne Bottoms Wildlife area, which is one stop on the major migratory route for birds migrating south.

Lincoln Elementary opened its doors to students in 1927, and has been in operation since that time. It has been a K-6 building, a K-5 building, and now houses the districts 4th and 5th grade students. The building has gone through many remodeling and upgrades through the years with the additions of a gymnasium, new windows, air conditioning, making the bathrooms and building handicapped accessible, new lighting in the classrooms and hallways, and remodeling to classrooms. Even though the building has been in use for almost 80 years, it still provides a very functional and positive learning environment for our district students.

At Lincoln Elementary our mission has always been to “Provide a safe environment in which to motivate students and to expose them to a wide range of experiences.” The Lincoln staff has focused on basic skills and makes sure that all of our students have developed a strong base that will provide a strong foundation for future learning. To make this happen, an after school homework help program was started and continues today to help struggling students after school. Sessions are also provided for students falling behind with mastery of state standards in reading and math for additional practice. A Jump Start Summer School was added two years ago to help targeted students springboard to success by having them come to school three weeks early to refresh skills that may have declined during the summer vacation. In all of these endeavors, the involvement of the Lincoln Staff has made these projects successful, and the willingness of the all staff to work together has been what has made this school special for students and other fellow staff members.

Students enjoy attending our school and they feel it is important to do their best in school. To foster the goal of academic excellence Honor Roll Assemblies are held each nine weeks to honor high achieving students as well as students that have improved their grades. A school-wide student council helps choose fun activities at the end of each nine weeks, as well as school-wide projects and activities. Drawings are held each Friday for Positive Pencil Giveaways as an incentive to promote positive attitudes and enhance the building climate. Students participate in music and physical education every day. These programs are enjoyed by the Lincoln Students.

Technology opportunities for our students have been an ingredient for increasing our students’ success. Students have available a computer lab in the building, as well as a lap top cart, and computers can be accessed in the classroom and in the Lincoln library.

Even though we have seen declining enrollment, and increasing numbers of free and reduced students over the last few years, our test scores have increased. We have strong support from our parents, and many parents are highly involved with their students’ education as we had 98 % of our parents attend our last conferences. Even with all the changes in student population we have been able to keep our teacher to student ratio low with a 16 to 1 ratio this past year. The staff at Lincoln Elementary is constantly looking for ways to make our students successful today and in their future educational years.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results. During the 2005-2006 school year all Lincoln Elementary fourth and fifth grade students were administered the Kansas State Reading and Math Assessment. Each grade level was required to take both of these tests, which are prepared by the Center for Educational Testing and Evaluation (CETE) at the University of Kansas, during the same calendar school year. Prior to the 2005-2006 school year only the fifth grade took the Kansas State Reading Assessment, while the fourth grade was administered the Kansas State Math Assessment. These Kansas Assessments are not only used to determine our Adequate Yearly Progress (AYP), but also to determine our school's accreditation (QPA). The State Assessments are related directly to the Kansas State Standards and can be found on the Kansas State Department of Education web page, www.ksde.org.

Categories for the 2005-2006 Kansas State Assessments have changed somewhat to better identify students and to give guardians a clearer understanding of how their child and child's school is performing. There are still five categories in which students' scores are reported. These include Exemplary (Exemplary), Exceeds Standard (Advanced), Meets Standard (Proficient), Approaches Standard (Basic), and Academic Warning (Unsatisfactory). A certain percentage of our students' scores must be at or above the cut score, the score that the state has set for each category, for Meets Standard in order to make AYP.

School performance data for the General Reading Assessment is reported using the following performance levels and cut points:

- Exemplary – 4th (89-100) / 5th (88-100) – student independently demonstrates the ability to go beyond the text consistently.
- Exceeds Standard – 4th (81-88) / 5th (80-87) – student independently demonstrates inferential understanding within a text.
- Meets Standard – 4th (68-80) / 5th (68-79) – student demonstrates a literal understanding of text with instructional support before, during an/or after reading.
- Approaches Standard – 4th (57-67) / 5th (57-67) – student requires extensive support in decoding text. Application of knowledge and skills is limited, inconsistent, or incomplete. Intervention is necessary.
- Academic Warning – 4th (0-56) / 5th (0-56) – student does not meet any of the preceding criteria.

Fifth grade students have steadily shown improvement on the reading assessment over the past five years. In 2006, 95% of the students at Lincoln Elementary scored "Meets Standard" or above. Because of the high percentage of students accomplishing these scores, our fifth grade met the Kansas Standard of Excellence. The results from 2002-2005, (67%, 63%, 75%, 85%), also show how our students have progressed. Students in the low socio-economic subgroup scored 95% "Meets Standard" or above in 2006 compared with 45%, 60%, 57%, and 76%, during the years 2002-2005.

Student performance data for the General Kansas State Math Assessment, which measure understanding in number sense, algebraic concepts, geometry, and data, is reported using the following performance levels and cut points:

- Exemplary – 4th (89-100) / 5th (88-100) – student demonstrates superior knowledge and a comprehensive understanding of all four standards.
- Exceeds Standard – 4th (80-88) / 5th (78-87) – student demonstrates a high level of knowledge and comprehension understanding within at least three of the four standards.
- Meets Standard – 4th (63-79) / 5th (62-77) – student demonstrates sound knowledge and understanding within four areas of the standards, but may not be able to apply his or her understanding within each of the four areas.

- Approaches Standard – 4th (54-62) / 5th (54-61) – student is having difficulty consistently demonstrating basic skills, concepts, and procedures across one or more standards.
- Academic Warning – student does not demonstrate understanding of facts, concepts, or procedures across one or more standards.

Lincoln Elementary fifth grade students have demonstrated continuous improvement on the General Kansas State Math Assessment. During the 2006 testing window our students also met the Kansas Standard of Excellence in Math due to 100% of our students testing “Meets Standard” or above. This includes 55% of our students testing “Exemplary”. In the years 2002-2005 the percentage of students testing in the “Proficient” category gradually increased. These scores were 53%, 76%, 78%, and 98% respectively. Students in the low socio-economic subgroup scored 95% “Meets Standard” or above in 2006 compared with 39%, 72%, 77%, and 94% during the years 2002-2005.

Although state assessments have been administered for a number of years, comparisons between this year’s results and prior years do not produce reliable conclusions and would not be valid. This year Kansas students were given new assessments developed from new State Board of Education approved curricular standards. This will make 2006 the beginning of a new baseline for assessment data.

2. Using Assessment Results

Focusing on the data, and using it to drive the instruction in the classroom has certainly been a key factor in improving test scores. Lincoln Elementary educators use various forms of assessments to guide instruction. In order to do this, the district first aligned its curriculum to the state standards incorporating curriculum mapping to coordinate efforts throughout the district. In addition to the state assessments, local assessments and checklists were developed in order to assess instructional needs.

Local criterion referenced tests, along with checklists are used to continually analyze student needs and drive instruction. Prompt intervention is provided for those struggling with a specific standard. Students who are repeatedly struggling are provided extra assistance in various forms. One means of providing this assistance is in the form of an After School Program. In addition to the classroom teacher, paraprofessionals, Title I instructors, and special education instructors are available to provide individual or small group assistance. A Student Intervention Team (SIT) is used to diagnose and plan additional intervention strategies for these students as well.

All district teachers have been trained in analyzing State Assessment scores. Through this practice, scores are not only used to determine individual student needs, but also to guide instruction. Teachers look at specific standards that may show the need to modify instruction. It also provides positive feedback on those standards that are covered and comprehended well.

Data is also used to determine needs in the area of staff development. In order to use the data effectively, teachers at Lincoln Elementary have been trained in analyzing State Assessment data. Teachers are also trained in understanding the State Standards and provided with strategies to teach them. Additional training is provided to meet needs as they arise.

3. Communicating Assessment Results: Lincoln Elementary communicates student performance to students, parents, and the community in a variety of ways. Students interact with teachers to receive feedback in their performance by conferencing with classroom teachers as well as having access to power school to look at grades at any time during the nine week grading period. Students receive feedback on state assessments very quickly as all assessments are taken online.

Parents receive state assessment score printouts provided on the CETE website mailed to their home each year. Conferences are held twice a year and grades and progress reports are sent home eight times per year. The last Parent-Teacher Conferences had a 98% parent participation rate. Parents are informed if their student is not mastering state standards and remedial practice sessions are scheduled. All students take the STAR (Standardized Test for Assessment of Reading) and parents receive these results.

The Board of Education is given a yearly report on state assessment scores as well as a yearly

presentation made to all students achieving exemplary status at our Winter Jam Basketball Tournament in January. Building Report Card information is sent home to parents on a yearly basis and test results are published in local newspaper. Classes meeting the Standard of Excellence have their class posted on a banner updated each year at the district community building.

Site Councils are used extensively to share information and to also receive valued feedback from parents and community as to how we can work with our community to keep them informed about our educational progress.

4. Sharing Success: The staff and administration has always felt it is very important for both us and other schools to share successes they have had at their individual schools. We have borrowed many successful ideas from other educators and schools and adapted or modified them to make them successful at Lincoln Elementary.

In the last five years we have had numerous schools contact us about student achievement and how we were able to obtain the gains that we have made. We have been able to accommodate them with visits or suggestions by phone as to what we are doing and what might work for them. Lincoln Elementary has also been able to share many of these ideas with the other buildings in our district at staff inservices and at district site council meetings as well as board meetings.

The building principal as well as 50% of the Lincoln Staff has been part of visiting accreditation teams for districts outside of USD #431. This process has allowed us to share ideas with other buildings and districts that have been successful and might work for their building or district.

Our district and building work very closely with our district service center ESSDACK (Education Services and Staff Development Association of Central Kansas), to receive training in successful practices. We also have had the opportunity to share ideas with other ESSDACK members in Workshops or in Administrator forums.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: Lincoln Elementary’s curriculum in each of the content areas is directly guided by the Kansas State Standards. Instructors follow a comprehensive program that guides our curriculum with the integration of communication, higher-level thinking skills, problem solving strategies, and real-world application in the content areas.

Math instruction follows the Kansas State Standards which is broken into four main categories; numbers and computation, algebra, geometry, and data. In addition to basic mathematical concepts, an emphasis is placed on problem solving and real world application. An 80 minute block allows instruction to be enhanced through the use of technology, games, manipulatives, graphic organizers, and cooperative learning. Technology is also an integral part of the math curriculum and other content areas.

Teachers use Leveled Guided Reading groups to provide students instruction and interaction in a smaller setting. Students are given the opportunity to enhance reading accuracy, fluency, and comprehension due to reading and working on the level where they can become more successful. The Question Answer Relationship strategy has been adopted district wide. This strategy helps students access prior knowledge and provides a behavior for students when reading and answering questions. The use of graphic organizers is another research based strategy that the district has adopted.

The library specialist assists instructors with integrating literature into the content areas. She is also very interactive with the children, helping with research skills and selecting literature at their appropriate levels.

Writing skills are taught using the Six -Trait Writing Model made up of six key qualities. Included are ideas, organization, voice, word choice, sentence fluency, and conventions. Students begin by choosing a topic and brainstorming. Writing samples begin as rough drafts which are revised and edited before producing the final copy. Rubrics are used as tools to enhance their writings. Writing samples are produced across the curriculum.

Our elementary science program emphasizes a hands-on approach. Inquiry based, hands-on units are used to allow students to investigate important issues in the world. Working in small groups allows students to learn effectively while actively engaged in the discovery process. This allows students to practice problem-solving skills, develop positive science attitudes, learn new science content, and increase their scientific literacy. Active investigations nurture student curiosity and develop positive attitudes toward science.

The social studies teachers use technology and library media to enhance the curriculum, encompassing civics, government, history and geographic regions.

In order to develop the whole child, our music curriculum builds lifelong enjoyment and skills in singing, playing instruments, performing, analyzing and evaluating music. Students demonstrate their skills by performing in concerts at school, and around the community. Band is offered to 5th grade students.

Our physical education program encourages all students to participate and have success. We help develop motor skills, physical fitness levels, and healthy life choices. All activities promote sportsmanship, self confidence, and social skills. We also participate in the “Presidential Physical Fitness Challenge” and the “Jump Rope for Heart” program which helps our fitness level and the community.

A counselor provides classroom instruction covering various topics. Students are trained in small groups to serve as peer mediators in order to assist peers in day to day problem solving. Individual support is provided on an as needed basis.

Art lessons are developed to extend the curriculum. Experiences are designed to strengthen the students’ abilities to create original artwork. Student work is displayed throughout the school.

2a. (Elementary Schools) Reading: The reading curriculum at Lincoln Elementary is based on a balanced literacy approach. We chose this curriculum because each element is essential in building a successful reader. This approach is based on reading TO, WITH, and BY. Students are read “TO”

everyday and teachers model reading strategies while teaching state standards. Our read aloud program utilizes rich literature by notable authors with a variety of text. Exposure to, interaction with, and analysis of literature occurs in all curricular areas and is an instructional strategy used by all teachers. Reading WITH students during whole and small group lessons provides explicit skills instruction. Whole class instruction is frequently selected by the teacher when new material is being presented. Shared Reading is a type of whole class instruction that allows students with varying reading abilities exposure to and interaction with grade level literature. Small group lessons allow teachers to form groups of mixed-ability students and often include cooperative learning structures. Guided Reading groups also provide teachers with time to work with small groups who demonstrate similar abilities. In our reading “WITH” students, a standards-based model of teaching for learning is in place at each grade level, with essential state indicators outlined in the bench mark areas. Independent reading “BY” all students occurs during a specific silent reading time at school. Students are tested three times during the school year to determine their independent reading levels. Students are taught how to select literature appropriate to their independent reading level.

Understanding the importance of reading, our school has designated a larger amount of time to be spent on reading instruction and an emphasis has been placed on teaching reading strategies cross curricular. Our goal is to not only teach them to be better readers, but to promote the lifelong desire to read independently.

3. Additional Curriculum Area: (Math): Students at Lincoln Elementary are provided a balanced curriculum that promotes learning at each student’s instructional level. Lincoln Elementary teachers have used the Kansas State Mathematic Standards to align the fourth and fifth grade curriculums. Two years ago Lincoln staff members and administration identified the need for extended amounts of time in subject areas that were assessed by the state. Subsequently, class periods were reorganized and increased from 60 to 80 minutes per day. This additional time allows teachers to provide students with authentic practice of real world math situations and emphasize the district problem solving model. Math instruction has also been enhanced by the use of hands-on games, increased use of manipulatives, graphic organizers, and cooperative learning. After attending several workshops focusing on the state standards, teachers began designing lessons. These creative lessons reinforced students’ development to process at higher levels.

Individualized student progress is frequently monitored with the use of a standards/benchmark checklist. In addition to the checklist, student performance is evaluated with paper- pencil/computerized formative assessments prior to the state assessment testing window. After analyzing the standards checklist, formative assessment scores, and grade performance, teachers recommend low performing students for an after school program. The 60 minute after school sessions are an integral part of attaining individual student success. Guided practice and one-on-one instruction are key components to this successful program.

A school wide emphasis is placed on each student achieving a high level of learning and reaching optimal potential. The use of incentives throughout the school year for successfully meeting mathematical goals has been well received by the student population at Lincoln Elementary. Dodge-ball and kickball tournaments, bingo bash, a raffle, and a public awards ceremony help inspire students to perform at their highest level on standardized testing.

4. Instructional Methods: Lincoln Elementary uses research-based instructional methods and provides staff training so that all the students that attend this building have the opportunity to be successful. Through the use of whole-group, small-group, and individual instruction students have risen to the challenge to be successful.

Lincoln staff use curriculum mapping strategies to make sure that all students are being taught all standards and taught uniformly throughout the building. Graphic Organizers and QAR (Questioning-Answer-Response) are used across the curriculum with district training provided to all staff.

Reading and math instruction are both based on the premise that students must have enough time to digest what is being taught and for instructors to have enough time to teach all that students must know.

Both reading and math sessions have been lengthened to 80 minutes per day, with not all of that instruction at one continuous time.

Students receive instruction in the Six-Trait Writing Model as well as a 5 step problem solving model as both are used district-wide. Technology instruction is provided to students with keyboarding skills, online testing, internet access, a stationary lab, a mobile laptop cart, and math and language programs.

Instruction is provided to students outside the normal educational day by providing an after school help program for students needing additional instruction and remediation. After school sessions are provided for students falling behind in their master of grade level standards. A jump start summer school starting three weeks before school provides more one-on-one instruction to allow students to sharpen skills before school starts in the fall. In all of these settings one to one instruction is taking place with teachers and paras to help our students be successful.

5. Professional Development: Lincoln Elementary has a Results Based Staff Development Plan in place which links staff development to goals set in the School Improvement Plan. These documents, along with individual staff members' Professional Development Plans are all linked together to promote student learning. Student achievement is improved by enhancing teaching techniques and focusing on a curriculum that addresses the needs of the children. As they arise, training on research based strategies are sought out to address these needs. The area service center, ESSDACK, has provided great assistance on researching strategies and providing training at many levels for our district. Training may take place on an individual level, a building level, or a district level. Individuals attending training are encouraged to share information gained with colleagues. Two full days and five early release days are built into the district calendar to be used for professional development. A district level Professional Development Council determines how these days will be used. Some of the previous district-wide training offered has included Understanding the Kansas State Standards, Data Analysis with the Kansas State Standards, Curriculum Mapping, Technology in the Classroom, DIBELS, Six Trait Writing, and Guided Reading. The district has also supported attendance at national and state conferences with attendees sharing information gained with colleagues.

Teachers at Lincoln Elementary understand that education and children are ever changing and are willing to grow with them. The successes they've had in implementing research based strategies in the classroom show their commitment to meeting the instructional needs of the children.

PART VII – ASSESSMENT RESULTS

Kansas State Math Assessment Subject-Math Grade-4th (2002-2006)

LINCOLN ELEMENTARY-ALL STUDENTS Testing month	2006 March	2005 March	2004 March	2003 March	2002 March
% At or Above Meets Std. (Proficient 2002-2005)	97%	95%	78%	76%	53%
% At or Above Exceeds Std. (Advanced 2002-2005)	88%	81%	53%	56%	19%
% Exemplary (Exemplary 2002-2005)	37%	43%	30%	16%	0%
Number of students tested	34	37	53	45	47
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					
LINCOLN-ECONOMICALLY DISADVANTAGED					
% At or Above Meets Std. (Proficient 2001-2005)	100%	94%	77%	72%	39%
% At or Above Exceeds Std. (Advanced 2001-2005)	93%	69%	50%	48%	9%
% Exemplary (Exemplary 2001-2005)	33%	31%	30%	24%	0%
Number of students tested	15	16	30	25	23

Subject Math Grade 5 Assessment – Kansas State Assessment

LINCOLN ELEMENTARY-ALL 5TH GRADE STUDENTS Testing month	2006 March
% At or Above Meets Std. (Proficient 2002-2005)	100%
% At or Above Exceeds Std. (Advanced 2002-2005)	98%
% Exemplary (Exemplary 2002-2005)	55%
Number of students tested	47
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
LINCOLN ELEMENTARY-ECONOMICALLY DISADVANTAGED	
% At or Above Meets Std. (Proficient 2002-2005)	95%
% At or Above Exceeds Std. (Advanced 2002-2005)	81%
% Exemplary (Exemplary 2002-2005)	38%
Number of students tested	21

Subject Reading Grade 5th ('02-'06) Kansas State Reading Assessment

LINCOLN ELEMENTARY SCORES	2006	2005	2004	2003	2002
Testing month	March	March	March	March	March
% At or Above Meets Std. (Proficient 2002-2005)	95%	85%	75%	63%	67%
% At or Above Exceeds Std. (Advanced 2002-2005)	75%	61%	40%	41%	54%
% Exemplary (Exemplary 2002-2005)	41%	37%	7%	19%	15%
Number of students tested	46	54	48	49	39
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					
LINCOLN ECONOMICALLY DISADVANTAGED					
% At or Above Meets Std. (Proficient 2002-2005)	95%	76%	57%	60%	45%
% At or Above Exceeds Std. (Advanced 2002-2005)	81%	59%	29%	32%	34%
% Exemplary (Exemplary 2002-2005)	38%	31%	5%	8%	12%
Number of students tested	21	29	21	25	18

Subject Reading Grade 4 Assessment – Kansas State Assessment

LINCOLN ELEMENTARY-ALL 4TH GRADE STUDENTS	2006
Testing month	March
% At or Above Meets Std. (Proficient 2002-2005)	91%
% At or Above Exceeds Std. (Advanced 2002-2005)	60%
% Exemplary (Exemplary 2002-2005)	23%
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
LINCOLN ELEMENTARY-ECONOMICALLY DISADVANTAGED	
% At or Above Meets Std. (Proficient 2002-2005)	93%
% At or Above Exceeds Std. (Advanced 2002-2005)	60%
% Exemplary (Exemplary 2002-2005)	27%
Number of students tested	15