

PART I - ELIGIBILITY CERTIFICATION

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: 4 Elementary schools
 0 Middle schools
 1 Junior high schools
 1 High schools
 Other
- 6 TOTAL
2. District Per Pupil Expenditure: \$5,318.00
- Average State Per Pupil Expenditure: \$6,457.00

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. 7 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: **(as of 10/01/06)**

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	46	59	105	7			
K	34	25	59	8			
1	48	37	85	9			
2	31	20	51	10			
3	30	36	66	11			
4	25	27	52	12			
5	25	28	53	Other *	22	13	35
6	30	22	52				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							558

***includes 31 Co-op and 3 yr. old speech students as well as 4 out-of-home students.**

6. Racial/ethnic composition of the school: (as of 10/01/06)
- | | |
|-------|-------------------------------------|
| _____ | 54 % White |
| _____ | 1 % Black or African American |
| _____ | 4 % Hispanic or Latino |
| _____ | 2 % Asian/Pacific Islander |
| _____ | 39 % 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: 20 % (School Year 2005-06)

[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	46
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	66
(3)	Total of all transferred students [sum of rows (1) and (2)]	112
(4)	Total number of students in the school as of October 1	558
(5)	Total transferred students in row (3) divided by total students in row (4)	.20
(6)	Amount in row (5) multiplied by 100	20%

8. Limited English Proficient students in the school: 1 % (as of 10/01/06)
4 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Vietnamese, Spanish

9. Students eligible for free/reduced-priced meals: 58 % (as of 10/31/06)

Total number students who qualify: 320

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: 15 % (as of 10/01/06)
82 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>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>21</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>13</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>2</u>	<u> </u>
Classroom teachers	<u>28</u>	<u> </u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u> </u>
Support staff	<u>9</u>	<u>2</u>
Total number	<u>52</u>	<u>3</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 20:1

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	94%	94%	95%	94%	94%
Daily teacher attendance	94%	95%	95%	95%	95%
Teacher turnover rate	5%	10%	10%	2%	10%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III – SUMMARY

Lincoln Elementary School was established in 1968 to accommodate the growing population of Pryor, Oklahoma. It is one of four elementary schools in Pryor and is currently the largest with 558 students in grades K4 through sixth grade. Pryor is located in northeastern Oklahoma, approximately 45 miles northeast of Tulsa. It serves as the county seat for Mayes County and is home to MidAmerican Industrial Park, the largest industrial park in rural America.

Adapted from a quote by our namesake Abraham Lincoln, the vision of Lincoln Elementary is: “We, the Lincoln Elementary School Community, strive to be wiser today than we were yesterday with a vision of making our world a better place.” We believe our mission is to work hand in hand with parents, creating a community of learning that will prepare our students to be successful in all areas of life. With a belief that all students can learn, we use a multi-faceted and comprehensive approach to teaching in every curriculum area. Methodology and materials are adapted to meet the diverse learning needs of all our students. We are committed to developing a love for learning that will span the lifetime of our students.

With achievement scores on state testing that are often the highest in Mayes County, Lincoln Elementary demographics are diverse. 53% of our students are from economically disadvantaged backgrounds, qualifying for free/reduced lunches. Minority students total 46% of our school population. The Mayes County Coop, located at Lincoln, includes 26 students with multiple disabilities ranging in age from three to eighteen years old. We also have 56 students who are classified as autistic, learning disabled, other health impaired, speech/language impaired, or mentally retarded.

With high expectations for themselves as well as for their students, teachers at Lincoln Elementary are dedicated professionals who are willing to go the extra mile to gain skills to better educate students. Of the 40 certified educators on staff, 33% have advanced degrees. Teachers frequently attend workshops to expand their knowledge of scientifically-based instructional strategies.

Individualized instruction through technology is a valued tool at Lincoln. Two computer labs with a total of 50 state-of-the-art computers are used by our students daily. All classrooms and the library are equipped with two computers which are connected to the computer lab and to the Internet.

In order to achieve our vision, we have initiated partnerships with eighteen community groups. Pizza Hut, Braums, and Taco Bell provide achievement incentive programs for our students. The Methodist Church works with our students in an after school reading program, the Lions Club provides glasses for needy students, and the Sertoma Club challenges our students through a heritage essay contest. The Pryor Chamber of Commerce has organized a Third Graders Go to Work career awareness program. Parents are active in the Parent Teacher Organization and volunteer many hours to help our students by listening to students read, mentoring students with special needs, helping teachers in the classrooms, etc.

We have written many grants to enhance the effectiveness of our school. For example, the Jock Mayer Foundation provided a grant for playground equipment and funded the Knight Character Education Program. The Pryor Academic Excellence Foundation has awarded grants totaling \$78,650 to Lincoln in the past five years which have allowed us to successfully institute many supplemental instructional programs. Wal-Mart has funded grants to buy library books and digital cameras.

Our students actively participate in many service projects that put to use what they have learned in the classroom in a way that can help others. Projects include St. Jude’s Math-a-thon, Jump Rope for Heart, Walk for Diabetes, Relay for Life, etc. Students present programs at the Senior Citizen’s Center, participate in mentoring (students in older grades help students in younger grades), assist in the cafeteria, and write letters and cards to send to the Veteran’s Center in Claremore and to our troops overseas.

Lincoln Elementary functions as a community center for cub scouts, after school tutoring, chess club, Senior Citizen Computer Workshop, Summer School to help students with academic weaknesses, and a summer Reading Academy. A parent lending library is available with information on parenting skills, how to help with homework, etc. “Parenting with Love and Logic” classes are provided for interested parents. Family Reading Night allows parents to participate in reading activities with their children. Lincoln has a website that can be accessed by parents and others to gain information about the activities, accomplishments, assessment results, vision, and mission of our school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Oklahoma uses the Academic Performance Index (API) to measure Adequate Yearly Progress (AYP) as required by No Child Left Behind legislation. The API consists of the following components: attendance, dropout and graduation rates, and academic excellence as demonstrated on state-wide Oklahoma State Testing Program (OSTP) results. These components have an API score ranging from 0-1500. The state average in 2005-06 was 1180. The Oklahoma State Department of Education Office of Accountability and Assessment has a website which provides information on the state assessment <http://title3.sde.state.ok.us/studentassessment>

In school year 2001-02 the API score for Lincoln was 1188 which has been our lowest score. By contrast, in 2004-05 Lincoln Elementary had an API score of 1416, an improvement of 228 points in three years. Our score of 1416 was also the highest API score for any elementary school in Mayes County for that school year. In 2005-06 our score was 1395.

Each year our students participate in the Oklahoma State Testing Program (OSTP). Grades three through six are tested in Reading and Math. Fifth graders are also tested in Social Studies and Science. In 2006 sixth grade was included for the first time in OSTP testing, and fourth graders began state testing in 2005. Third and fifth graders have been included in state testing for many years.

The test used in the Oklahoma State Testing Program is the criterion-referenced Oklahoma Core Curriculum Test (OCCT). The test results are reported as Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory. These performance levels are determined by established standards called the Oklahoma Performance Index (OPI) and range from 400 to 990.

Schools are expected to meet a benchmark of 70% or more of their students scoring at the Advanced or Satisfactory levels. Test results are disaggregated into subgroups which are also expected to achieve the 70% benchmark. These subgroups include regular students (excluding non-full academic year), racial subgroups, male/female, economically disadvantaged, and IEP Special Education.

As delineated on the attached data sheets, in 2006 our 6th grade had 98% of all students, 95% of Native American, and 94% of Economically Disadvantaged students scoring Advanced/Satisfactory in Reading. In Math, 96% of all students, 95% of Native American, and 93% of Economically Disadvantaged students scored Advanced/Satisfactory. Because 2006 was the first year that sixth graders participated in the OCCT, we were pleased with their scores and hope to maintain and even exceed that high standard in years to come.

From 2002 to 2006, 5th grade reading scores have improved from 77% to 93% at Advanced/Satisfactory level. Math scores for 5th grade have improved from 74% to 93% during that time span. In examining disaggregated scores, Native American students improved from 76% to 94% in Reading and their Math scores have improved from 71% to 94%. Economically Disadvantaged 5th graders improved in Reading from 65% to 88% and improved in Math from 58% to 75%.

Fourth grade has only taken OCCT tests for two years. In Reading, they scored 92-100% in Advanced/Satisfactory range for all students, Native American and Economically Disadvantaged. In Math, scores have ranged from 93-98% for all students, 86-100% for Native Americans, and 88-90% for Economically Disadvantaged.

Third grade scores in Reading on the OCCT for the past two years ranged from 96% for all students, 91-100% for Native Americans, and 91-92% for Economically Disadvantaged. Math scores were in the 78-86% range for all students in 2005. However, 3rd grade Math in 2006 was 66% for all students, 71% for Native American, and 62% for Economically Disadvantaged. We are concerned about the math scores in the 60% range and are taking steps for intervention during this current school year.

The accompanying data sheets record the number and percentage of students who were alternately assessed with portfolios. Only 1% of a school district's student population can be alternately assessed. We have a much higher percent than 1% due to the fact that we are the school site for Mayes County Co-op. This Co-op includes multi-handicapped (MH) students from all across the district and the county.

We also have the only elementary level mentally retarded (MR) class in the Pryor district. When statistics are compiled across the entire Pryor district, the number of alternately assessed is within the 1% quota.

2. Using Assessment Results:

During staff development meetings in August, Lincoln teachers and administration examine the test results from the state tests that were given the previous April. Strengths and weakness are noted, patterns are examined, priorities are identified, and a plan for intervention is developed. Teachers look at the test results from their class the previous year as well as their incoming class for the new school year. It is very important to look at test results from a longitudinal as well as lateral perspective. If one of the Oklahoma Priority Academic Student Skills (PASS) objectives is consistently not being achieved at any certain grade level, the teachers look closely at the curriculum and their teaching methodology to find reasons for this weakness. On the other hand, if the longitudinal view reveals that the incoming group of students is consistently low in any PASS objective in several previous years, then teachers try to develop supplemental teaching strategies that will be effective with this particular group of students. During August staff development, teachers also collaborate across grade levels to discuss the specific targeted support that students need and what interventions worked with those students in the previous year. We believe that educational strategies should be adopted and utilized with the skill of a fine surgeon. "One size fits all" is not our philosophy. Therefore, the August staff development time of examination of assessment results and collaboration between grade levels is essential in the success of our students.

During the 2006-07 school year, we have initiated a "mapping" procedure which entails examining test results and charting them from the weakest to the strongest in terms of PASS objectives. Teachers, by grade, then utilize this information to "map out" their strategy as to how they can focus on the weak areas in ways that will improve student skills. Teacher have a district-developed curriculum guide, based on PASS objectives, which they use throughout the year to insure that all PASS skills are effectively taught. Also teachers use a PASS Flip Chart that has references to Bloom's Taxonomy.

In addition to the state testing results, Lincoln teachers use multiple assessments during the school year to identify student strengths and weaknesses, to choose appropriate teaching materials to address unique student needs, and to monitor the progress of our students. On-going assessments include STAR Early Literacy and Reading, Success Maker, Accelerated Reading, BEAR, Gates-McGinitie Reading Test, teacher-made tests, and many other resources depending upon grade level and student need.

3. Communicating Assessment Results:

The Lincoln Elementary mission statement reflects our belief that parents are integral partners in the educational process. As a result of this priority, we frequently communicate with parents in many ways during the school year. At August enrollment, we give to parents the results of their child's scores on the OCCT state testing that was done in April. During the first two weeks of school we host a Back to School Night during which parents meet their child's teacher. Teachers then share with parents how they can be a part of their child's education and ways the teacher will keep them informed about their child's progress. A parent / teacher conference time is scheduled in October that provides parents opportunity to come to school, either during the day or in the evening, and meet with the teacher to discuss how their child is progressing. Progress reports are sent home during the 5th week of each grading period. Reports cards are sent home every nine weeks with information about student achievement.

PTO purchased sturdy homework folders for all students grades K-6. These folders are used as a daily and/or weekly communication method with parents, depending on the grade level. Students take home their completed schoolwork and also homework that needs to be completed. Notes are sent back and forth between parents and teachers about concerns and achievements. Parents know when to expect the folder to be sent home, and it has been very successful in improving student achievement.

A report for each student is sent home every five weeks detailing individual achievement in the computer lab. At enrollment, parents receive information about the Lincoln Website which has up-to-date information about test results, up-coming events, student achievement, vision and mission statements, etc.

A brochure is sent to parents with information about test results, presented in an easy to understand graph format as well as a written summary of the test results. During the year many individual parent / teacher conferences are held whenever teachers and/or parents have a concern about student achievement. When needed, the administrator, counselor, special education director, reading specialist, etc. are also included.

4. Sharing Success:

Effectively educating a diverse population of students in an age of unprecedented access to proposed teaching methods requires the Wisdom of Solomon. There is no shortage of complex problems and no lack of potential solutions. Selecting the most effective strategies to resolve those problems necessitates finding out what other schools have done in similar situations. Administrators can no longer “fly solo” in their efforts to lead their schools toward excellence. Lincoln Elementary actively seeks to share its successful strategies as well as learn from the accomplishments of other schools.

In Pryor Schools, we have weekly meetings involving all six principals and district level administrators. Administrators from the four elementary schools share information regarding current areas of concern and effective methods in curriculum, assessment, and many other areas of school leadership. We also brainstorm with the secondary principals regarding how we can better prepare our students for the secondary level.

Oklahoma Association of Elementary School Principals (OAESP) District 6B involves principals from twenty school districts in three counties who meet several times during the school year to share ideas and strategies for student success. Lincoln Elementary administration is actively involved in these meetings.

Lincoln Elementary has a web site (pryor.k12.ok.us) that is available for anyone in the world to access information about our school. Information on our website includes our mission and vision statements, student achievement, assessment results, etc. Information about Lincoln School achievement is frequently published in the local newspapers, Pryor Daily Times and The Paper, which are distributed throughout Mayes County. A Tulsa television news reporter did a feature spot about a program in our early childhood classes that was aired to all of northeastern Oklahoma.

Several times in recent years other schools have requested on-site visits to gain information about various aspects of Lincoln’s teaching/learning model. During these visits, both teachers and administrators have been made available to answer questions and give information about our school. We have also been able to gain information from our visitors about what is effective in their school. A dialogue is always beneficial, and we seek to learn about other schools while we are sharing our success with them.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Lincoln Elementary is committed to providing a balanced curriculum designed to address the unique needs and individual learning strengths of every student. Lincoln's curriculum is aligned with the standards in the Oklahoma Priority Academic Student Skills (PASS) which have been endorsed by the Oklahoma State Board of Education. Reading, math, language arts, writing, spelling, science, social studies, literature, art, foreign language, physical education / health, and music form a balanced and rigorous curriculum for our students. This curriculum is formally reviewed and revised yearly to appropriately align the curriculum with assessment results, to effectively accommodate the unique individual learning needs of our students, and to properly maintain continuity between grade levels. It is informally evaluated and modified throughout the year.

Lincoln's early childhood curriculum for four year olds is designed to lay the foundation for a successful educational experience that will start our students on the path to becoming life-long learners. Students participate in experiential learning experiences designed to develop problem solving, number sense, phonetic awareness, and communication skills through hands-on experiences, group instruction, learning centers, music, movement, and storytelling.

Kindergarten utilizes Harcourt curriculum as a starting point and guide for instruction in reading and math. Students are immersed in rich literature experiences as well as phonics and sight word instruction. Literacy centers, learning centers, and journal activities provide opportunities for real life application of new skills. Morning Meeting time promotes review and application of reading and math concepts. Science and social studies are addressed with thematic units and student art work.

First through third grade teachers use Harcourt Reading, Science and Social Studies series in addition to Saxon Math and Phonics as the basis for instruction. Reading is taught using phonics, sight words, whole language, and learning experiences that build literacy skills. Supplemental instruction is accomplished through SRA Reading Labs, Accelerated Reader, Read Naturally, Reading Rainbow, computer-based learning, etc. Curriculum Press Phonics, which has a foreign language component, is used in conjunction with studies of other countries. Writing activities are geared to coordinate with the basal reading story or special events. The local newspaper is also used in supplemental reading experiences.

In grades four through six the focus changes from teaching students "how to read" to a focus on "reading to learn new content." Toward this end, teachers use the McGraw-Hill reading series that is integrated with language arts objectives. Students are exposed to a variety of reading, writing, grammar, and spelling skills as well as visual literacy. Our students "buddy" with classrooms in the lower grades to apply these skills. Novels are used to supplement the basal reading program. In addition, we use the Spectrum reading program which concentrates on comprehension, critical thinking and study skills. Thematic units are utilized to expand our curriculum. For example, the story "Number the Stars" was combined with a social studies unit on the holocaust. Grades four and five use Harcourt Math and sixth grade uses McDougal Middle School Math to build mastery and deepen understanding of the math objectives outlined in the Oklahoma PASS skills. Our teachers utilize the web-based Brain Pop program which provides instructions in science, math, social studies, and English through a variety of instructional activities. Students create power point presentations to share information with their classmates.

Every student at Lincoln is enrolled in the Success Maker computer program. This program gives daily practice in four of the five areas of reading and in math. Reports are generated to help give the teacher insight to problem areas. It also provides "strands" of supplemental instruction to help students develop skills in their areas of weakness in reading and math.

Art is integrated into the curriculum both in specific units and as supplementary activities in basic curriculum areas of reading and social studies. Activities are designed to increase student awareness of different types of art and the seven elements of art: line, shape, color, value, texture, form and space. Students are exposed to artists and their styles with the goal of enhancing the students' knowledge of art.

Instruction in foreign language is provided in the regular classroom with the assistance of high

school students who are taking advanced courses in German and Spanish. Classroom teachers collaborate with German and Spanish teachers to develop an effective curriculum which is grade level appropriate.

2a. Reading:

The reading curriculum at Lincoln Elementary is a balanced instructional program that includes the five areas of reading: phonemic awareness, alphabetic principles (phonics), vocabulary, comprehension and fluency. Teachers address phonemic awareness using Saxon Phonics, learning centers, movement and music. Phonics is presented using Saxon Phonics, Curriculum Press, and skills practice in the Harcourt reading series. Vocabulary is introduced through various activities in Saxon Phonics, Harcourt, and McGraw Hill series. Special vocabulary words are introduced in the context of social studies and science in the upper grade levels.

Comprehension and fluency are essential in reading. Teachers use the Accelerated Reader program and Harcourt Series in grades first through third grades. In grades four through sixth the Accelerated Reader program and McGraw Hill reading series are used. To improve skills in fluency, the Read Naturally program is used when appropriate. SRA Reading Labs are utilized at all levels.

All students in K-3rd grade are tested in the fall for reading proficiency. Using a multi-criteria approach, students who are not achieving satisfactorily in reading are placed on a Reading Sufficiency Plan and monitored closely. Parents have a part in developing this plan and meet with the teacher at regular intervals to discuss the reading progress of their child. In all grades, the STAR Program is used to evaluate student reading levels.

Our reading specialist works very closely with the classroom teachers to assist in developing appropriate individualized curriculum and instructional strategies for students having difficulty in reading. Each nine weeks our specialist charts the progress of our struggling readers with information such as current reading level, grades, computer lab achievement, Accelerated Reader scores, and attendance. This information is given to the classroom teacher and the principal to assist in individualized planning.

The reading curriculum is supported by many special curriculum activities. We have participated in the Dr. Seuss Read Across America project. Author visits are scheduled which stimulate a high level of interest in reading for our students. School-wide reading “challenges” spark student interest in reading.

In the past five years, nine Lincoln teachers have attained the status of Model Classroom, as certified by Accelerated Reader/Renaissance. Five of those teachers have also attained Master Classroom status. In addition, our library has attained Master Library status. As a result of this emphasis on reading, the Lincoln library checked out 39,169 books last year. Over the school year, that averages out to 224 books per day that were checked out. Reading is alive and well at Lincoln Elementary School.

3. Math:

Saxon math is the chosen math curriculum for grades kindergarten through third. This curriculum was selected because it uses many manipulatives as reinforcement to the daily lessons taught. Spiraling is used in reviewing and introducing skills to be learned which continually reinforces math concepts. Math facts are completed in speed drill fashion with variations to practice such as fact cards, partner check, oral recitation, etc. Connections are made between classroom experiences and real-life uses of math.

Grades four and five use Harcourt Math and sixth grade uses McDougal Middle School Math. These two series were chosen because of the emphasis on building mastery through a strong focus on Oklahoma PASS objectives. Our students are challenged by more complex mathematics skills such as pre-algebra and geometry concepts. Word problems are an important skill in our math curriculum, and students are exposed to math word problems daily. Lessons are planned to incorporate creative problem solving and divergent thinking.

Extensive math skill building is a part of our computer lab Successmaker program, which instructs, remediates, and challenges students with skill objectives. Teachers can monitor students’ progress with information such as total correct percentages, total attempted, and number of skills in remediation.

Many supplemental units in math have been developed by our teachers to reinforce math concepts in unique ways for students. For example, one teacher has developed a unit on probability, using the stock market to model real-world situations that use math. Students apply mathematics in the context of real-life situations, building analytical problem solving skills and reinforcing math concepts. Our math curriculum supports our mission of preparing our students to be successful in all areas of life.

4. Instructional Methods:

All students can learn, but all students do not learn in the same way. Therefore, instructional methods must be diversified to meet the unique learning needs of our students. At Lincoln, our teachers use a variety of effective and research-based instructional methods such as cooperative learning groups and literacy centers. Lessons are planned to incorporate creative problem solving.

We strive to challenge our students with critical thinking activities according to the higher levels of Bloom's taxonomy. Students apply information that has been learned in different formats. We want our students to be able to transfer the knowledge they have attained to nontraditional settings and figure out solutions to problems that require higher order thinking skills.

Technology is used when appropriate to supplement the basic curriculum. Our teachers utilize the web-based Brain Pop program which provides instruction in science, math, social studies, and English through animated stories and interesting supplemental activities. Teachers also use information from the Internet to enhance lessons. PowerPoint presentations are used to make lessons more interesting for students with visual learning strengths. Web quests permit students to research topics of interest.

Our teachers encourage students to show their mastery of curriculum objectives through a variety of methods including projects, reports, oral presentations, performances, visual art, teacher-made tests, writing, music, art, etc. Our hallways are filled with examples of student work that shows their understanding of curriculum concepts. Great Expectations methods are used in many classrooms to enhance the learning process.

Students in the upper grades have formed "buddy" relationships with students in younger grades. Activities include Book Buddies, Poetry Pals, and Art Buddies. Teachers from the upper and lower grades plan cooperatively for thematic units that pair older students with younger ones. Often field trips are planned, with older students helping the younger students during these "outside the school walls" learning experiences. Many of our teachers have included our multi-handicapped Co-op students into their classroom activities when it is appropriate. Our regular students as well as our handicapped students have benefited greatly from this partnership.

To encourage the artistic talents of our students, we are participating in the web-based Artsonia project which gives world-wide exposure for the art our students create. Parents are involved in this program and, as a result, Artsonia has stimulated interest in art outside of the school setting.

5. Professional Development:

Learning does not stop when the bachelor's degree is obtained. In fact, the learning process has only begun when the diploma is conferred. Teachers at Lincoln realize the need for continual up-grading of their skills. We are constantly searching for ways to make the learning process more effective for all our students. Multi-criteria is considered when planning our staff development activities for the year.

We realized that our math scores are not as high as we would like in some grade levels. Therefore, we wrote a grant this year that has allowed us to purchase the Accelerated Math program for every classroom, grades 1-6. This program necessitates extensive staff development in order to have the results that we desire. Our staff is currently being trained in the Accelerated Math program, and it will be implemented in the near future.

The Great Expectations program has been effective at Lincoln. Many of our teachers have been trained in this program during the summer months. Implementation of Great Expectations has resulted in higher test scores and improved student behavior, especially in the lower grades.

Literacy First training has been completed by many of our lower grade teachers. The concepts of Literacy First have made the kindergarten through third grade reading program much more productive for our students. Teachers have returned from this training with renewed enthusiasm for teaching reading. As a result, many new methods have been implemented that have been successful with our emerging readers.

One of our teachers applied for and received a multi-thousand dollar grant from Fund for Teachers which allowed her to travel to San Diego last summer to do research to enhance her classroom curriculum. Other Lincoln teachers are interested in pursuing a similar research-based professional development grant from Fund for Teachers, and we hope that many more of them can participate in this program.

PART VII - ASSESSMENT RESULTS

Subject - Reading

Grade - 3

Test - Oklahoma Core Curriculum Test

Edition/Publication Year - State Owned Test

Publisher – Harcourt

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	April
SCHOOL SCORES			(see Stanford)
% Scoring Satisfactory and Advanced	96	96	
% Scoring Advanced	2	19	
Number of students tested*	48	43	
Percent of total students tested	100	100	
Number of student alternatively assessed	3	8	
Percent of students alternatively assessed**	6	16	
SUBGROUP SCORES			
1. Native American (subgroup)			
% Scoring Satisfactory and Advanced	100	91	
% Scoring Advanced	0	18	
Number of students tested	14	11	
2. Economically Disadvantaged (subgroup)			
% Scoring Satisfactory and Advanced	92	91	
% Scoring Advanced	0	17	
Number of students tested	24	23	
3. Special Education (IEP) (subgroup)			
% Scoring Satisfactory and Advanced	*	*	
% Scoring Advanced	*	*	
Number of students tested	6	5	

*Number of students tested does not include the number of students alternately assessed.

**To obtain an accurate percent, the # of alternately assessed students (3) was added to the # of students tested (48) for a total of 51 to compute an accurate percent; i.e. $3 \div 51 = 6\%$ of students alternately assessed. Although only 1% of a school district's student population can be alternately assessed, we have a higher percent because we are the only school site in our district with multi-handicapped (MH) and mentally retarded (MR) classes. When statistics are compiled across the entire Pryor School District, the number of alternately assessed students is within the allowed 1% quota.

Subject - Math

Grade - 3

Test - Oklahoma Core Curriculum Test

Edition/Publication Year - State Owned Test

Publisher – Harcourt

	2005-2006	2004-2005	2003-2004
Testing Month	April	April	April
SCHOOL SCORES			(see Stanford)
% Scoring Satisfactory and Advanced	66	86	
% Scoring Advanced	8	12	
Number of students tested*	48	43	
Percent of total students tested	100	100	
Number of student alternatively assessed	3	8	
Percent of students alternatively assessed**	6	16	
SUBGROUP SCORES			
1. Native American (subgroup)			
% Scoring Satisfactory and Advanced	71	82	
% Scoring Advanced	14	9	
Number of students tested	14	11	
2. Economically Disadvantaged (subgroup)			
% Scoring Satisfactory and Advanced	62	78	
% Scoring Advanced	8	13	
Number of students tested	24	23	
3. Special Education (IEP) (subgroup)			
% Scoring Satisfactory and Advanced	*	*	
% Scoring Advanced	*	*	
Number of students tested	6	4	

*Number of students tested does not include the number of students alternately assessed.

**To obtain an accurate percent, the # of alternately assessed students (3) was added to the # of students tested (48) for a total of 51 to compute an accurate percent; i.e. $3 \div 51 = 6\%$ of students alternately assessed. Although only 1% of a school district's student population can be alternately assessed, we have a higher percent because we are the only school site in our district with multi-handicapped (MH) and mentally retarded (MR) classes. When statistics are compiled across the entire Pryor School District, the number of alternately assessed students is within the allowed 1% quota.

Subject - Reading Grade - 3 Test – Stanford Achievement Test

Edition/Publication Year - 2001 Publisher - Harcourt

Scores are reported as (check one): NCEs___ Scaled scores___ State Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	April	April	April	March	Feb
SCHOOL SCORES	(see OCCT)	(see OCCT)			
Total Reading Score			69	72	63
Number of students tested*			45	50	60
Percent of total students tested			100	95	100
Number of student alternatively assessed			8	0	0
Percent of students alternatively assessed**			15	0	0
SUBGROUP SCORES					
1. Native American (subgroup)			68	64	52
Number of students tested			19	22	12
2. Economically Disadvantaged (subgroup)			58	52	49
Number of students tested			13	18	32
3. Special Education (IEP) (subgroup)			*	*	*
Number of students tested			3	4	3

Explanation of alternative assessment – The State of Oklahoma administered nationally normed achievement tests to third grade students many years before the Oklahoma Core Curriculum Test (OCCT) was developed. Third graders began taking the OCCT in April 2005.

*Number of students tested does not include the number of students alternately assessed.

**To obtain an accurate percent, the # of alternately assessed students (8) was added to the # of students tested (45) for a total of 53 to compute an accurate percent; i.e. $8 \div 53 = 15\%$ of students alternately assessed. Although only 1% of a school district's student population can be alternately assessed, we have a higher percent because we are the only school site in our district with multi-handicapped (MH) and mentally retarded (MR) classes. When statistics are compiled across the entire Pryor School District, the number of alternately assessed students is within the allowed 1% quota.

Subject - Math Grade - 3 Test – Stanford Achievement Test

Edition/Publication Year - 2001 Publisher - Harcourt

Scores are reported here as (check one): NCEs___ Scaled scores___ State Percentiles X

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	April	April	April	March	Feb
SCHOOL SCORES	(see OCCT)	(see OCCT)			
Total Math Score			51	67	54
Number of students tested*			45	51	60
Percent of total students tested			100	96	100
Number of student alternatively assessed			8	0	0
Percent of students alternatively assessed**			15	0	0
SUBGROUP SCORES					
1. Native American (subgroup)			48	67	46
Number of students tested			19	22	12
2. Economically Disadvantaged (subgroup)			41	58	43
Number of students tested			13	18	32
3. Special Education (IEP) (subgroup)			*	*	*
Number of students tested			3	4	3

Explanation of alternative assessment – The State of Oklahoma administered nationally normed achievement tests to third grade students many years before the Oklahoma Core Curriculum Test (OCCT) was developed. Third graders began taking the OCCT in April 2005.

*Number of students tested does not include the number of students alternately assessed.

**To obtain an accurate percent, the # of alternately assessed students (8) was added to the # of students tested (45) for a total of 53 to compute an accurate percent; i.e. $8 \div 53 = 15\%$ of students alternately assessed.

Although only 1% of a school district's student population can be alternately assessed, we have a higher percent because we are the only school site in our district with multi-handicapped (MH) and mentally retarded (MR) classes. When statistics are compiled across the entire Pryor School District, the number of alternately assessed students is within the allowed 1% quota.

Subject - Reading Grade - 4 Test - Oklahoma Core Curriculum Test

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	(2005 was the first year state testing was given to fourth grade.)	
SCHOOL SCORES				
% Scoring Satisfactory and Advanced	95	100		
% Scoring Advanced	12	17		
Number of students tested*	42	41		
Percent of total students tested	100	100		
Number of student alternatively assessed	5	6		
Percent of students alternatively assessed**	11	13		
SUBGROUP SCORES				
1. Native American (subgroup)				
% Scoring Satisfactory and Advanced	92	100		
% Scoring Advanced	21	13		
Number of students tested	14	15		
2. Economically Disadvantaged (subgroup)				
% Scoring Satisfactory and Advanced	92	100		
% Scoring Advanced	4	0		
Number of students tested	26	10		
3. Special Education (IEP) (subgroup)				
% Scoring Satisfactory and Advanced	*	*		
% Scoring Advanced	*	*		
Number of students tested	4	1		

*Number of students tested does not include the number of students alternately assessed.

**To obtain an accurate percent, the # of alternately assessed students (5) was added to the # of students tested (42) for a total of 47 to compute an accurate percent; i.e. $5 \div 47 = 11\%$ of students alternately assessed. Although only 1% of a school district's student population can be alternately assessed, we have a higher percent because we are the only school site in our district with multi-handicapped (MH) and mentally retarded (MR) classes. When statistics are compiled across the entire Pryor School District, the number of alternately assessed students is within the allowed 1% quota.

Subject - Math

Grade - 4

Test - Oklahoma Core Curriculum Test

Edition/Publication Year - State Owned Test

Publisher – Harcourt

	2005-2006	2004-2005	2003-2004	2002-03
Testing Month	April	April	(2005 was the first year state testing was given to fourth grade.)	
SCHOOL SCORES				
% Scoring Satisfactory and Advanced	93	98		
% Scoring Advanced	26	27		
Number of students tested*	42	41		
Percent of total students tested	100	100		
Number of student alternatively assessed	5	6		
Percent of students alternatively assessed**	11	13		
SUBGROUP SCORES				
1. Native American (subgroup)				
% Scoring Satisfactory and Advanced	86	100		
% Scoring Advanced	36	13		
Number of students tested	14	15		
2. Economically Disadvantaged (subgroup)				
% Scoring Satisfactory and Advanced	88	90		
% Scoring Advanced	19	20		
Number of students tested	26	10		
3. Special Education (IEP) (subgroup)				
% Scoring Satisfactory and Advanced	*	*		
% Scoring Advanced	*	*		
Number of students tested	4	1		

*Number of students tested does not include the number of students alternately assessed.

**To obtain an accurate percent, the # of alternately assessed students (5) was added to the # of students tested (42) for a total of 47 to compute an accurate percent; i.e. $5 \div 47 = 11\%$ of students alternately assessed. Although only 1% of a school district's student population can be alternately assessed, we have a higher percent because we are the only school site in our district with multi-handicapped (MH) and mentally retarded (MR) classes. When statistics are compiled across the entire Pryor School District, the number of alternately assessed students is within the allowed 1% quota.

Subject - Reading

Grade - 5

Test - Oklahoma Core Curriculum Test

Edition/Publication Year - State Owned Test

Publisher – Harcourt

	2005-2006	2004-2005	2003-2004	2002-2003	2001-02
Testing Month	April	April	April	March	Feb/Mar
SCHOOL SCORES					
% Scoring Satisfactory and Advanced	93	91	90	82	77
% Scoring Advanced	13	32	5	19	15
Number of students tested*	40	41	41	43	66
Percent of total students tested	100	100	98	100	100
Number of student alternatively assessed	5	4	3	0	0
Percent of students alternatively assessed**	11	8	7	0	0
SUBGROUP SCORES					
1. Native American (subgroup)					
% Scoring Satisfactory and Advanced	94	85	100	95	76
% Scoring Advanced	13	21	0	24	19
Number of students tested	16	14	13	21	21
2. Economically Disadvantaged (subgroup)					
% Scoring Satisfactory and Advanced	88	77	95	75	65
% Scoring Advanced	13	8	6	0	3
Number of students tested	8	13	18	12	29
3. Special Education (IEP) (subgroup)					
% Scoring Satisfactory and Advanced	*	*	*	*	*
% Scoring Advanced	*	*	*	*	*
Number of students tested	1	0	1	7	9

*Number of students tested does not include the number of students alternately assessed.

**To obtain an accurate percent, the # of alternately assessed students (5) was added to the # of students tested (40) for a total of 45 to compute an accurate percent; i.e. $5 \div 45 = 11\%$ of students alternately assessed. Although only 1% of a school district's student population can be alternately assessed, we have a higher percent because we are the only school site in our district with multi-handicapped (MH) and mentally retarded (MR) classes. When statistics are compiled across the entire Pryor School District, the number of alternately assessed students is within the allowed 1% quota.

Subject - Math

Grade - 5

Test - Oklahoma Core Curriculum Test

Edition/Publication Year - State Owned Test

Publisher – Harcourt

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	April	April	April	March	Feb/Mar
SCHOOL SCORES					
% Scoring Satisfactory and Advanced	93	93	87	72	74
% Scoring Advanced	28	54	24	19	30
Number of students tested*	40	41	41	43	66
Percent of total students tested	100	100	98	100	100
Number of student alternatively assessed	5	4	3	0	0
Percent of students alternatively assessed**	11	8	7	0	0
SUBGROUP SCORES					
1. Native American (subgroup)					
% Scoring Satisfactory and Advanced	94	93	92	81	71
% Scoring Advanced	38	57	15	29	33
Number of students tested	16	14	13	21	21
2. Economically Disadvantaged (subgroup)					
% Scoring Satisfactory and Advanced	75	85	83	66	58
% Scoring Advanced	25	31	11	8	17
Number of students tested	8	13	18	12	29
3. Special Education (IEP) (subgroup)					
% Scoring Satisfactory and Advanced	*	*	*	*	*
% Scoring Advanced	*	*	*	*	*
Number of students tested	1	0	1	7	9

*Number of students tested does not include the number of students alternately assessed.

**To obtain an accurate percent, the # of alternately assessed students (5) was added to the # of students tested (40) for a total of 45 to compute an accurate percent; i.e. $5 \div 45 = 11\%$ of students alternately assessed. Although only 1% of a school district's student population can be alternately assessed, we have a higher percent because we are the only school site in our district with multi-handicapped (MH) and mentally retarded (MR) classes. When statistics are compiled across the entire Pryor School District, the number of alternately assessed students is within the allowed 1% quota.

Subject - Reading

Grade - 6

Test - Oklahoma Core Curriculum Test

Edition/Publication Year - State Owned Test

Publisher – Harcourt

	2005-2006	2004-2005	2003-2004
Testing Month	April		
SCHOOL SCORES		2006 was the first year that state testing was administered to sixth grade.	
% Scoring Satisfactory and Advanced	98		
% Scoring Advanced	27		
Number of students tested*	48		
Percent of total students tested	100		
Number of student alternatively assessed	1		
Percent of students alternatively assessed**	2		
SUBGROUP SCORES			
1. Native American (subgroup)			
% Scoring Satisfactory and Advanced	95		
% Scoring Advanced	28		
Number of students tested	18		
2. Economically Disadvantaged (subgroup)			
% Scoring Satisfactory and Advanced	94		
% Scoring Advanced	7		
Number of students tested	15		
3. Special Education (IEP) (subgroup)			
% Scoring Satisfactory and Advanced	*		
% Scoring Advanced	*		
Number of students tested	1		

*Number of students tested does not include the number of students alternately assessed.

**To obtain an accurate percent, the # of alternately assessed students (1) was added to the # of students tested (48) for a total of 49 to compute an accurate percent; i.e. $1 \div 49 = 2\%$ of students alternately assessed. Although only 1% of a school district's student population can be alternately assessed, we have a higher percent because we are the only school site in our district with multi-handicapped (MH) and mentally retarded (MR) classes. When statistics are compiled across the entire Pryor School District, the number of alternately assessed students is within the allowed 1% quota.

Subject - Math

Grade - 6

Test - Oklahoma Core Curriculum Test

Edition/Publication Year - State Owned Test

Publisher – Harcourt

	2005-2006	2004-2005	2003-2004
Testing Month	April		
SCHOOL SCORES		2006 was the first year that state testing was administered to sixth grade.	
% Scoring Satisfactory and Advanced	96		
% Scoring Advanced	71		
Number of students tested*	48		
Percent of total students tested	100		
Number of student alternatively assessed	1		
Percent of students alternatively assessed**	2		
SUBGROUP SCORES			
1. Native American (subgroup)			
% Scoring Satisfactory and Advanced	95		
% Scoring Advanced	67		
Number of students tested	18		
2. Economically Disadvantaged (subgroup)			
% Scoring Satisfactory and Advanced	93		
% Scoring Advanced	53		
Number of students tested	15		
3. Special Education (IEP) (subgroup)			
% Scoring Satisfactory and Advanced	*		
% Scoring Advanced	*		
Number of students tested	1		

*Number of students tested does not include the number of students alternately assessed.

**To obtain an accurate percent, the # of alternately assessed students (1) was added to the # of students tested (48) for a total of 49 to compute an accurate percent; i.e. $1 \div 49 = 2\%$ of students alternately assessed. Although only 1% of a school district's student population can be alternately assessed, we have a higher percent because we are the only school site in our district with multi-handicapped (MH) and mentally retarded (MR) classes. When statistics are compiled across the entire Pryor School District, the number of alternately assessed students is within the allowed 1% quota.