

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

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

Official School Name Lincoln College Preparatory Academy
(As it should appear in the official records)

School Mailing Address 2111 Woodland Avenue
(If address is P.O. Box, also include street address.)

Kansas City Missouri 64105-3015
City State Zip Code+4(9 digits total)

County Jackson State School Code Number* 048-078-1220

Telephone (816) 418-3000 Fax (816) 418-3015

Web site/URL www.lincolncollegeprep.org E-mail cwright@kcmsd.net

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

Date
Principal's Signature

Name of Superintendent Dr. John A. Martin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kansas City Missouri School District Tel. (816) 418-7000

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

Date
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. David A. Smith
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 45 Elementary schools
 _____ 9 Middle schools
 _____ 0 Junior High Schools
 _____ 7 High schools
 _____ 12 Other
 _____ 73 TOTAL
2. District Per Pupil Expenditure: _____ 13836
 Average State Per Pupil Expenditure: _____ 8687

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 [X] Urban or large central city
 [] Suburban school with characteristics typical of an urban are
 [] Suburban
 [] Small city or town in a rural are
 [] Rural
4. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 2 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	0	0	0	7	50	72	122
K	0	0	0	8	50	65	115
1	0	0	0	9	54	97	151
2	0	0	0	10	63	79	142
3	0	0	0	11	60	108	168
4	0	0	0	12	45	100	145
5	0	0	0	Other	0	0	0
6	39	76	115				
TOTAL STUDENTS IN THE APPLYING SCHOOL							958

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 7 | % Asian or Pacific Islander |
| 61 | % Black or African American |
| 12 | % Hispanic or Latino |
| 20 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 4 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	11
(2)	Number of students who transferred from the school after October 1 until the end of the year	15
(3)	Total of all transferred students [sum of rows (1) and (2)]	26
(4)	Total number of students in the school as of October 1	608
(5)	Total transferred students in row (3) divided by total students in row (4)	0.04
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 10 %
- | | |
|----|---|
| 91 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 11

Specify languages:

- Arabic
- Cambodian
- French
- Haitian-Creole
- Laotian
- Somali
- Spanish
- Tagalog
- Thai
- Vietnamese

9. Students eligible for free/reduced-priced meals 61 %
- Total number students who qualify: 580

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: $\frac{2}{14}$ %
 Total Number of Students Serve

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

_____ Autism	_____ Orthopedic Impairment
_____ Deafness	_____ 2 Other Health Impairment
_____ Deaf-Blindnes	_____ 3 Specific Learning Disabilit
_____ Emotional Disturbanc	_____ 2 Speech or Language Impairment
_____ Hearing Impairment	_____ Traumatic Brain Injury
_____ Mental Retardation	_____ 1 Visual Impairment Including
_____ Multiple Disabilities	_____ Blindness

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>5</u>	_____
Classroom teachers	<u>72</u>	_____
Special resource teachers/specialist	<u>2</u>	_____
Paraprofessionals	<u>0</u>	_____
Support Staff	<u>10</u>	_____
Total number	<u>89</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of 17 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	95 %	94 %	95 %	96 %
Daily teacher attendance	96 %	96 %	97 %	97 %	97 %
Teacher turnover rate	0 %	0 %	0 %	0 %	0 %
Student drop out rate (middle/high	1 %	1 %	0 %	1 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	146	
Enrolled in a 4-year college or university	73	%
Enrolled in a community college	10	%
Enrolled in vocational training	0	%
Found employment	14	%
Military service	2	%
Other (travel, staying home, etc.)	1	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Lincoln College Preparatory Academy is a sixth through twelfth grade college preparatory program within the Kansas City Missouri School District. Originally established as the Lincoln School in 1867 during Civil War Reconstruction, Lincoln School served as the only school throughout the region for African American students for the next 75 years. During the 1980's a state-sponsored desegregation effort created the dynamic, diverse student population that exists today. The goal of the reorganization was to create an atmosphere that prepares students for college. The Academy's mission states, 'Lincoln will provide a comprehensive college preparatory curriculum to a select multi-cultural multi-ethnic student body utilizing a highly motivated and skilled staff committed to superior education, relying on parental and community support.' Toward this goal, Lincoln College Preparatory Academy offers a variety of rigorous courses designed to prepare students for a successful post secondary education.

The high quality and diverse faculty at Lincoln College Prep is proud to offer students over 100 different courses, including four foreign languages, twelve college-credit courses, band, orchestra, choir, JROTC, and a variety of practical and fine arts electives. The faculty, counselors and administrators strive to develop in each student the quest for academic and personal excellence and to become productive members of a global society.

The key components of the success of Lincoln College Prep include the International Baccalaureate Middle Years Programme and the flagship Diploma Programme, student involvement in extra-curricula activities, community service, and the academic probation policy. Lincoln College Prep has awarded twenty full IB Diplomas and four hundred-fifty IB Diploma certificates over the past five years. For the 2007-2008 school year there are currently twenty-seven IB Diploma candidates. The recent implementation of the IB Middle Years Programme will provide for the first certificates to be awarded in 2011. The students' academic success is evident through the recognition of six National Merit finalists over the past five years, and the awarding of \$16.5 million dollars in scholarships over the last three years. In 2007, students earned an average composite ACT score of 22.3, which is above the state average.

The extra-curricular activities at both the middle school and high school are cornerstones to our philosophy of developing the whole child. Teachers willingly sponsor these activities because they enjoy interacting with the students outside the classroom. Students excel in these extra-curricular activities as well. For example, Junior Classical League, Debate and Forensic Squad, the Robotics Team, the Cheerleading Squad and the Tiger Dance Team have all been recognized at the state, regional and national levels. Other students excel in leadership through JROTC, earning the regional 2007 Spirit Team recognition. The student athletes are just as successful in their competitions in football, track, basketball, soccer, tennis, baseball, and swimming. As is evident, Lincoln College Prep encourages students to reach beyond their boundaries not to just achieve but to excel in all endeavors.

The community service requirement provides students with an opportunity to give back to the community by performing 100 hours of volunteer service. These opportunities are in collaboration with numerous civic organizations including the Kansas City Water Garden Society, the Rotary Club of Kansas City and many others. For many students this requirement spurs a life-long dedication of service to others.

As a continuing commitment to academic excellence, all students must maintain a cumulative grade point average of 2.50. Students not maintaining the cumulative average are placed on academic probation for one semester. This policy fosters the belief that students who take responsibility for their own academic growth develop an appreciation for personal achievement and recognize the consequences for lack of application.

Lincoln College Prep, affectionately called 'The Castle on the Hill,' is a school truly connected to the community. Parents are actively involved in many aspects of their students academic education, from parent conferences to chaperoning dances and fieldtrips. Also, numerous alumni of Lincoln continue to support the students through annual scholarships and the 'Girls to Women' and 'Boys to Men' mentoring groups. With this level of support our students will continue to thrive and extend the rich history of academic excellence and success. As is evident, Lincoln College Preparatory Academy is 'A World Class School for World Class Students' and the collaborative efforts of motivated students, dedicated teachers and community involvement all combine to provide a positive experience for all who walk through the doors.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In 2001, the state of Missouri began using the rigorous Missouri Assessment Program (MAP) tests as its performance assessment. The assessment results have demonstrated continuous academic success by our students. At Lincoln College Prep, Communication Arts assessments are administered at 6th, 7th, 8th and 11th grade levels while Mathematics assessments are administered at 8th and 10th grade levels. The state assessments are comprised of three types of items: multiple choice items, constructed response items, and performance events. The multiple choice component includes selected-response items and the survey portion of the Terra Nova, a nationally normed test; the constructed-response items require students to supply, rather than select, appropriate responses; and the performance events are longer, more demanding tasks requiring students to work through problems, experiments, arguments, or extended pieces of writing. Students' scores are identified into five categories listed below. Only students' scores in the Proficient or Advanced category count toward meeting NCLB standards.

Step 1: Students are substantially behind in terms of meeting the Show-Me Standards. Students in this category demonstrate only a minimal understanding of fundamental concepts and little or no ability to apply that knowledge.

Progressing: Students are beginning to use their knowledge of simple concepts to solve basic problems, but they still make many errors.

Nearing Proficient: Students understand many key concepts, although their application of that knowledge is limited.

Proficient: This is the desired achievement level for all students. Students in this category demonstrate the knowledge and skills called for in the Show-Me Standards.

Advanced: Students in this category demonstrate in-depth understanding of all concepts and apply that knowledge in complex ways.

More information on the Missouri Assessment Program may be accessed at www.dese.mo.gov

The indicators of students meeting the standard are defined by the percentage of students scoring in the top two levels (Proficient and Advanced) as well as, the percentage of students scoring in the Nearing Proficiency category which is at or above grade-level expectations. Lincoln College Prep students have consistently exceeded Missouri's target percentages. It is projected that Lincoln College Prep students will meet the state target for 100% proficiency well in advance of the Missouri target of 2014. To our credit, Lincoln College Prep has met the ambitious standards for Adequate Yearly Progress (AYP) under the No Child Left Behind Act, each year since 2006 (including the category of other indicators) These scores indicate Lincoln College Prep students have exceeded the state average by 30+ percentage points over the last two years and continued to show improvement as a total group. This significant achievement has earned Lincoln College Prep the designation as one of the 'Top-Ten' Highest Performing Schools in the state of Missouri. Schools receive this designation based on having the highest percentage of students scoring at the 'Proficient' and 'Advanced' levels.

2. **Using Assessment Results:**

Assessment of student learning is a top priority at Lincoln College Prep Academy and is considered the most critical element in increasing achievement. Effective data-driven decisions are the cornerstone of our student success. Assessment results guide the focus and planning of instruction and are specifically used to facilitate the implementation of varied instructional intervention strategies. Assessment data is also used in the student selection process and provides a basis for the prediction of student success and performance. Faculty collaboration and clear data analysis provide a means to target students' need for building their skill levels through tutoring, mentoring, and regular evaluations, as well as early identification of at risk students.

In 2007, eighty-four percent of the Lincoln College Prep seniors were accepted to colleges and universities. This success is directly influenced by the data analyzed from numerous assessment tools. Assessment results are collected from numerous sources including, Missouri Assessment Program (MAP), the Terra Nova standardized test, PSAT, ACT, PLAN, AP and IB exams, department diagnostic

tests and teacher-made tests. Assessment discussions and data-driven decisions focus on identifying students' strengths and weaknesses to form a conceptual base for teachers, counselors and administrators to develop strategies that support student success.

Assessment data is used by the IB coordinator, IB teachers, and counselors to recruit IB Diploma candidates. The instructional coach utilizes assessment data to cross-reference curriculum benchmarks and provide support to individual teacher's instructional strategies. Teachers use assessment data as a predictor of probable student success as well as a resource for students to practice the varying types of questions on the standardized tests. Assessment results are also used to provide motivation to students. Students maintain assessment profiles which chart individual strengths and areas needing improvement.

3. Communicating Assessment Results:

Assessment results are shared with parents, students and the community through varied and multiple means. The state of Missouri publishes school and district assessment data via the Department of Elementary and Secondary Education website as well as, providing the district with individual school results. The broader community is informed of the district and school assessment results through the Superintendent's Report during school board meetings. The assessment reports are also published in the newspaper, The Kansas City Star early in the school year. At the campus level, assessment results are communicated to parents with mailed copies of the MAP and Terra Nova standardized test results at the beginning of the school year. The school maintains a website with information links on schoolwide assessment results and an electronic newsletter for parents and the larger community. Assessment results are also communicated to parents during the fall and spring parent conferences. Additionally, the principal communicates assessment results to parents during the first School Advisory Committee (SAC) meeting to review areas of schoolwide growth and academic gains for the year.

Students are scheduled with the counselors to review individual assessment results. The counselor conferences with students to explain the assessment results and continues to draw on the information when consulting students and parents on college and career choices, as well as course selections. The IB Coordinator regularly reviews individual student performance during conferences with IB candidates. These conferences prepare IB candidates for the IB exams and review the focus of the IB student's Extended Essay.

For students and parents, grades earned in classes are a critical form of student performance. Parents and students are consistently informed of student performance in all classes. A progress report is mailed to the parents every six weeks and report cards with the student's cumulative average are mailed each semester. Teachers communicate student performance results relating to individual classes with parents through regular telephone calls and emails.

4. Sharing Success:

The faculty and administrators at Lincoln College Prep have established numerous professional contacts both nationally and internationally through membership and participation in professional and scholarly associations. These associations have afforded various opportunities for fostering continued exchanges of information. As an IB school, networking opportunities are ever present and IB membership provides a vast database of professional colleagues to exchange ideas and best practices.

For the past two years, administrators have been invited to present schoolwide successes at the Annual International Baccalaureate Organization Conference. Attendance at this conference has been an excellent opportunity to share what is working for our students as well as, finding solutions on how we can improve or incorporate strategies that are successful at other IB schools.

The IB Coordinator has paired Lincoln College Prep with another local IB high school. This collaborative effort allows for the sharing of information between teachers and students. As teachers and students travel between schools for joint lessons and project-based learning activities, teachers and students benefit from the consistent exchange of information.

The faculty at Lincoln College Prep consistently attends and presents at state, regional, national and international conferences. Many of the faculty are AP certified by the College Board. These teachers are also provided opportunities to share successes with others. For example, one AP teacher's course syllabus was published nationally by the College Board as the model for other teachers in designing course content with rigorous standards. All of the AP and IB teachers are encouraged to network with other colleagues as these exchanges are extremely worthwhile in improving our craft as educators and

enriching the quality of student learning.

Finally, three members of Lincoln College Prep faculty have been selected to participate as senior mentor teachers in a joint project sponsored by the Missouri University College of Education and the MU Partnership for Educational Renewal (MPER) Teaching Fellows Program. The three teachers will serve as mentor teachers to the Fellows and focus on developing instructional expertise and assist them in designing superior comprehensive approaches to student learning and practice.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

All students attending Lincoln College Prep have chosen to do so with the intent to successfully complete a rigorous college preparatory program. College acceptance is generally based upon a number of factors determined from a student's high school record. These factors may include the student's grade point average, class rank and score on a college admission test such as the ACT or SAT. While all of these factors are important indicators, a review of a student's course of study will make the greatest statement regarding their potential for success in college. To this end, the curriculum at Lincoln College Prep not only exceeds the state requirements, it also exceeds the nationally defined college preparatory core curriculum.

The college preparatory curriculum at Lincoln College Prep begins in the sixth grade with the International Baccalaureate Middle Years Programme (IB/MYP). The core curriculum for students in grades six through ten is the signature IB/MYP. The curricula focus of the program is designed to help students develop an international and global focus of knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world. The IB/MYP curriculum includes Language A (English), mathematics, Humanities (social studies), science, physical education, and 5 years of Language B (foreign language), with 50 hours of embedded technology. The IB/MYP program culminates with the completion of a personal project led by the students with the supervision of a teacher which involves planning, research and a high degree of personal reflection. Students successfully completing the IB/MYP receive the International Baccalaureate Middle Years Programme certificate.

As students move into the high school curriculum, they are provided opportunities to participate in increasingly challenging college preparatory curriculum at the high school level. The high school curriculum includes the flagship, International Baccalaureate Diploma Programme (IB/DP) Advance Placement courses, dual-credit courses, and the A+ Tuition Grant Program.

The IB Diploma Programme is a rigorous pre-university course of study leading to examinations meeting the needs of highly motivated secondary school students. This year Lincoln College Prep credits twenty-seven IB Diploma candidates. The IB Diploma candidates follow a comprehensive two-year curriculum that allows the graduates to demonstrate through objective and universal exams that their education and academic preparation is the equal of any offered in the world. All IB students fulfill the Creative, Action, Service (CAS) component of the program which requires a minimum of one hundred-fifty extra curricular hours involved in leadership, physical fitness and social service. During grades eleven and twelve students are required to complete:

2 additional years of English with a choice of IB or AP courses; 2 additional years of higher level mathematics culminating with Calculus I or II, or IB Math Studies; 2 additional years of Science with strands ending with IB Physics II, IB Chemistry III, or IB Biology III; 2 additional years of Humanities which may include IB History Of the Americas, IB Psychology and IB Theory of Knowledge; 2 additional years of Language B (foreign language) that include level 4 and above; and additional requirements in the areas of computer science, business and fine arts.

Many students exceed the minimum requirements of the core curriculum and choose to take several IB or AP courses during their junior and senior years. Students may take AP courses in grades ten through twelve. These courses are taken for a full year and are equivalent to a first-year college course. The AP courses offered include, English: Literature & Composition and American Literature; Social Studies: World Cultures, Government/Economics, Psychology/Sociology; Science: Biology, Chemistry 1, Chemistry 2, and Chemistry 3; Foreign Languages: Latin 4, Latin 5, Spanish 4 and Spanish 5; Mathematics: Calculus I and Calculus II. The success of the Lincoln AP program is rooted in the collaborative efforts of motivated students and dedicated teachers.

The dual credit program is conducted in collaboration with Rockhurst University and the University of Missouri at Kansas City (UMKC). Lincoln College Prep offers several courses for college credit through an advanced dual college credit program. Students take the courses at Lincoln College Prep and earn both high school credit and college credit. Courses designated as ACCP credit courses are conducted by teachers trained through the university and are taken for the full year. Students are able to transfer the earned college credits to the college and universities they will attend.

Lincoln College Prep students also participate in the Missouri A+ Tuition Program. This program includes

applied courses that allow students to apply what they learn to real-life situations. The program provides for extensive career guidance for students, which includes activities for at-risk students. Possibly the most important part of the A+ Program is the financial incentive available to students for continuing their education after high school. Students meeting all of the program requirements at graduation qualify for two years of tuition at any public community college, vocational, or technical school in the state of Missouri. Foreign language is an extensive component of the college preparatory curriculum at Lincoln College Prep. Students are required to take a foreign language each year in grades sixth through twelve. Sixth grade students take a semester-long foreign language exploratory course. In the second semester of their sixth-grade year, students choose their foreign-language course of study for the next six years.

Lincoln's extensive offering of foreign languages includes, Latin, French and Spanish at levels one through five including IB and AP courses. Beginning in the 2007-2008 academic year, Mandarin Chinese was introduced at the middle school, and will be continued at the high school in the future. The foreign language curriculum has a strong emphasis on language fluency in reading, writing, speaking and listening at all levels. Additionally, students develop an understanding and appreciation of cultural diversity and gender equity concepts that are imbedded in the entire foreign language curriculum.

While Lincoln College Prep is well known for its academic successes, the Fine Arts Department is also a highly accomplished component of the curriculum. The music programs consist of a Wind Ensemble, Symphonic Band, Jazz Ensemble, String Orchestra, and Choir. Over 55% of the Lincoln student body is involved in the music program. The band program provides MYP, IB and AP courses. The Wind Ensemble has received the highest rating possible in the state competition for the past eleven years. The band students consistently receive district, state, and regional awards, honors, and recognitions. Many have been selected and participated in the Missouri Fine Arts Academy. Band students have received national recognition by being selected to perform with the Wind Ensemble at Carnegie Hall.

The visual arts program offers MYP courses at the middle school level which prepare students for the IB and AP courses in Studio Drawing, Portfolio, and Art History at the high school level. These courses challenge students to demonstrate the ability to perform at the highest levels of proficiency. The visual arts students continue to accomplish city, regional, and state awards, including students being accepted into the Missouri Fine Arts Academy and summer internship programs each year. For the past two years, top awards have been presented to students entered in the Fifth District Congressional Art Competition. The 2007 winner currently has art pieces on display in the Cannon Tunnel of the United States Capitol in Washington D.C.

2b. (Secondary Schools) English:

The English curriculum provides students a means for gaining insight into the universal concepts of life. Through the sequential progression of courses students develop an appreciation and enjoyment of the written word and learn to express themselves creatively with self-confidence. In grades 8 through 10, the curriculum lays a strong foundation for advanced reading and writing. During the junior and senior years students take either Advanced Placement or International Baccalaureate English, with a majority of the students choosing the IB option. Additionally, students are required to take a one semester Speech and Debate course.

Required Courses: Language I, IB/MYP Language A (grade 6)

Language II, IB/MYP Language A (grades 7)

Reading, IB/MYP Language A (grades 8)

English I, IB Language A

English II, IB Language A

English III, IB Literature and Composition

Or AP Literature and Composition

English IV, IB Language AI

Or IB Language HL

Speech/ Debate and Forensics I (one semester)

Elective Courses

ACT Preparation (one semester/juniors and seniors)

College Admissions (one semester/ junior and seniors)

Speech/ Debate and Forensics II (one semester) Yearbook Preparation and Design (two semesters)

Newspaper/Journalism (one semester)

In the study of these courses, students in the Middle Years Programme (MYP) are introduced to the study of the novel, literary elements, interdisciplinary units, writing strategies, and test taking skills. Building upon the MYP, the high school program continues to allow students to make personal connections with the text, to develop more sophisticated writing at the collegiate level, and to finalize courses with reflective writing, project based learning, and critical writing essays.

The English program at Lincoln College Prep makes a specific contribution toward enabling each student to realize his uniqueness as an individual, to experience a sense of accomplishment, and to develop a strong sense of personal and social responsibility. The English department encourages enrichment opportunities through assigned and suggested summer reading, book clubs, Power Hour tutoring, technology use, and the reading of current events. Our English teachers collaborate with the reading specialist and gifted and talented resource teachers to aid in planning for those who might need additional assistance.

Any student identified as needing additional assistance in any aspect of the English curriculum is provided tutorial support from the teacher as well as peer tutoring. Students identified as having deficiencies in reading are provided differentiated instructional activities and with the collaboration of parents are provided supplemental learning supports. These supportive efforts consistently build reading confidence and give the student a sense of accomplishment.

3. Additional Curriculum Area:

The mathematics department is committed to increasing achievement for all students. The sequential mathematics curriculum is designed to ensure all students benefit from a successful foundation in mathematical literacy. As we move further into the 21st century, the ability to relate higher level mathematics to real-world connections is critical for this generation of students. The rigorous math curriculum provides an integrated approach encouraging students to develop a sense of various methods of problem solving and interpretations. Students learn the theoretical concepts needed to examine functions and patterns, analyze data, and develop methods of analytical problem solving.

Individual learning styles and assessment data guide each student's progression through the extensive math curriculum. Each course is designed with students' needs in mind and enhanced by providing whole group as well as small group instructional activities. The MYP curriculum builds a solid math literacy foundation for students beginning at sixth grade. Mathematical concepts are introduced in the context of their most common uses in everyday life and students are taught to apply these concepts on a consistent basis. In eighth grade students take Algebra I. Students are provided a traditional course in elementary algebra designed for college preparatory students. This course builds a foundation for future study in mathematics, science, or technical fields.

The rigorous course sequence continues with ninth and tenth grade students progressing through Geometry, Advanced Algebra or Trigonometry. These courses lay the foundation for preparing students for college entrance examinations and specific college programs such as Engineering. During the junior and senior years students continue with Pre-Calculus, IB or AP Calculus 1 and 2, or Math Studies for IB candidates. This course challenges students in advanced problem-solving and builds on skills mastered in algebra, geometry, and trigonometry. Students will prepare individual math projects and take the IB exam in Math Studies as a course requirement.

4. Instructional Methods:

Lincoln College Prep faculty has a diversity of backgrounds and experiences. This diversity contributes to a sharing of professional knowledge and best practices from numerous countries around the world. Each teacher is provided with a collaborative planning period to exchange with other teachers or meet individually with students and parents. In the classroom, teachers utilize a variety of instructional methods that continually improve student learning. Teachers are required to thoroughly plan for instruction and a variety of instructional methods are used to continually improve student learning.

The teaching methods incorporated into the courses at Lincoln College Prep are vast in both depth and complexity. Teachers access a repertoire of instructional methods to continually engage students. These methods include cooperative learning, team teaching across the curriculum, performance-based projects and activities, individualized instruction, higher order thinking and questioning strategies, journaling, direct instruction, facilitating and coaching, peer and teacher tutoring, teacher/student and parent/teacher conferences, and small group instruction. Quality instructional methods engage students as active participants in their own learning and allow them to construct meaning from the various curricula.

5. Professional Development:

The state of Missouri provides the opportunity for teachers to create their own individual professional development plans (PDP). Teachers develop the PDP using student achievement data as a gauge for their own professional growth. This autonomy affords teachers the opportunity to develop expertise specific to their need for maintaining rigorous, global lessons. In addition, teachers are provided monthly early release days which focus on specific professional activities. On these professional development days faculty meet collectively and develop strategies for implementation of interdisciplinary units, increasing the use of technology in the classroom, discussing accountability measures and building relationships with students.

Teachers have the opportunity to share their expertise from individual PDP by presenting to other staff. Teachers also participate in district level staff development one day per month. This time is designated for reviewing district data of assessments, and discussing how this information will improve student achievement. Each month the department chairs meet collectively district wide to disseminate information pertinent to their departments. Additionally, teachers meet weekly in small learning communities to discuss strategies and curriculum concerns for MYP implementation. A current campus professional development emphasis has been for all teachers to be trained in the IB Diploma Programme, the Middle Years Programme and the Advanced Placement Program. To this end, teachers regularly attend national conferences, workshops and trainings.

Teachers are also encouraged to become mentors to new teachers and beginning teachers. This ensures a smooth transition into our rigorous program while building a cohesive staff. The most effective professional development continues to be daily peer-to-peer sharing of challenges, success stories, shared professional reading and collegial problem-solving.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 6 Test Missouri Assessment Program

Edition/Publication Year Multiple Publica Publisher CTB-McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards %Proficient and Advanced	78	72			
% "Exceeding" State Standards %Advanced	11	19			
Number of students tested	134	158			
Percent of total students tested	100	99			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard %Proficient and Advanced	69	66			
% "Exceeding" State Standards %Advanced	14	11			
Number of students tested	79	97			
2. White					
% "Meeting" plus % "Exceeding" State Standard %Proficient and Advanced	89	90			
% "Exceeding" State Standards %Advanced	35	39			
Number of students tested	34	31			
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard %Proficient and Advanced	70	67			
% "Exceeding" State Standards %Advanced	15	0			
Number of students tested	13	21			
4. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard %Proficient and Advanced	68	75			
% "Exceeding" State Standards %Advanced	17	14			
Number of students tested	93	93			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Proficient and Advanced	78	72	58	61	55
% "Exceeding" State Standards					
%Advanced	12	19	3	3	3
Number of students tested	127	176	148	214	218
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	79	71	49	47	46
% "Exceeding" State Standards					
%Advanced	13	16	1	1	1
Number of students tested	80	103	140	147	115
2. White					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	100	90	63	94	75
% "Exceeding" State Standards					
%Advanced	46	49	5	6	9
Number of students tested	22	39	27	34	31
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	76	81	50	67	57
% "Exceeding" State Standards					
%Advanced	24	15	0	7	0
Number of students tested	17	26	10	15	14
4. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	81	70	50	57	48
% "Exceeding" State Standards					
%Advanced	21	14	1	4	1
Number of students tested	80	84	93	127	127

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Proficient and Advanced	78	72			
% "Exceeding" State Standards					
%Advanced	12	19			
Number of students tested	159	139			
Percent of total students tested	100	99			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	74	84			
% "Exceeding" State Standards					
% Advanced	23	32			
Number of students tested	90	92			
2. White					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	82	97			
% "Exceeding" State Standards					
%Advanced	51	45			
Number of students tested	39	31			
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	86				
% "Exceeding" State Standards					
%Advanced	38				
Number of students tested	21	8			
4. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	73	88			
% "Exceeding" State Standards					
%Advanced	23	35			
Number of students tested	86	68			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Proficient and Advanced	78	72			
% "Exceeding" State Standards					
%Advanced	12	19			
Number of students tested	135	153			
Percent of total students tested	100	99			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	65	49			
% "Exceeding" State Standards					
%Advanced	6	2			
Number of students tested	80	94			
2. White					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	94	83			
% "Exceeding" State Standards					
%Advanced	27	21			
Number of students tested	34	29			
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	77	67			
% "Exceeding" State Standards					
%Advanced	23	0			
Number of students tested	13	21			
4. Free and Reduced Lunc					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	70	56			
% "Exceeding" State Standards					
%Advanced	11	7			
Number of students tested	93	90			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Proficient and Advanced	78	72			
% "Exceeding" State Standards					
%Advanced	12	19			
Number of students tested	127	177			
Percent of total students tested	100	99			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	66	65			
% "Exceeding" State Standards					
%Advanced	8	7			
Number of students tested	80	101			
2. White					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	86	71			
% "Exceeding" State Standards					
%Advanced	41	29			
Number of students tested	22	34			
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	82	60			
% "Exceeding" State Standards					
%Advanced	12	7			
Number of students tested	17	27			
4. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	70	58			
% "Exceeding" State Standards					
%Advanced	10	11			
Number of students tested	80	84			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Proficient and Advanced	78	72	21	15	18
% "Exceeding" State Standards					
%Advanced	12	19	2	1	0
Number of students tested	160	139	194	195	189
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	63	67	12	7	7
% "Exceeding" State Standards					
%Advanced	12	11	0	0	0
Number of students tested	91	92	117	129	122
2. White					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	85	81	35	36	38
% "Exceeding" State Standards					
%Advanced	41	29	6	2	0
Number of students tested	39	31	51	45	48
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	76		27	14	
% "Exceeding" State Standards					
%Advanced	5		0	0	
Number of students tested	21	8	15	14	8
4. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	59	74	17	16	9
% "Exceeding" State Standards					
%Advanced	9	12	0	0	0
Number of students tested	87	68	108	99	92

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Proficient and Advanced	87	72	23	11	16
% "Exceeding" State Standards					
%Advanced	20	12	1	3	0
Number of students tested	174	165	176	167	133
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	84	67	8	6	7
% "Exceeding" State Standards					
%Advanced	17	5	1	0	0
Number of students tested	110	117	107	113	84
2. White					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	94	85	50	31	27
% "Exceeding" State Standards					
%Advanced	33	30	9	0	0
Number of students tested	34	27	44	32	37
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	94	77	30	9	
% "Exceeding" State Standards					
%Advanced	18	23	0	0	
Number of students tested	18	13	10	11	6
4. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	87	67	18	15	9
% "Exceeding" State Standards					
%Advanced	20	7	4	0	0
Number of students tested	86	69	0	69	48

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Proficient and Advanced	78	72	35	32	47
% "Exceeding" State Standards					
%Advanced	12	19	1	2	1
Number of students tested	147	155	156	126	110
Percent of total students tested	100	99	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	76	69	30	25	38
% "Exceeding" State Standards					
%Advanced	11	10	0	0	0
Number of students tested	103	103	110	80	69
2. White					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	88	86	66	47	65
% "Exceeding" State Standards					
%Advanced	24	40	4	6	3
Number of students tested	25	35	27	34	31
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	67				
% "Exceeding" State Standards					
%Advanced	0	3			
Number of students tested	12	8	9	6	6
4. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	79	60	35	30	46
% "Exceeding" State Standards					
%Advanced	11	11	0	0	0
Number of students tested	66	48	58	51	33