

U.S. Department of Education November 2002

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

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

School Mailing Address 2 Ralston Place
(If address is P.O. Box, also include street address)

Pittsburgh PA 15216-1524
City State Zip Code+4 (9 digits total)

Tel. 412-344-2147 Fax 412-344-0813

Website/URL http://www.mtlsd.org Email lsnyder@mtlsd.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

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

Name of Superintendent Dr. Glenn F. Smartschan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mt. Lebanon School District Tel. 412-344-2000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Henry J. Kasky
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART I - ELIGIBILITY CERTIFICATION

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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

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

1. Number of schools in the district:
- | | |
|-------------|---------------------|
| <u>7</u> | Elementary schools |
| <u>2</u> | Middle schools |
| <u> </u> | Junior high schools |
| <u>1</u> | High schools |
| <u>10</u> | TOTAL |

2. District Per Pupil Expenditure: \$9976.00
- Average State Per Pupil Expenditure: \$9021.00

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. 10 Number of years the principal has been in her/his position at this school.

N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	39	38	77		7			
1	29	32	61		8			
2	28	39	67		9			
3	30	26	56		10			
4	29	37	66		11			
5	41	41	82		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL								409

6. Racial/ethnic composition of the students in the school: 91% White
1.5% Black or African American
3.5% Hispanic or Latino
4.0% Asian/Pacific Islander
0% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 10.83%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	23
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	38
(4)	Total number of students in the school as of October 1	351
(5)	Subtotal in row (3) divided by total in row (4)	.1083
(6)	Amount in row (5) multiplied by 100	10.83

8. Limited English Proficient students in the school: 2%
10 Total Number Limited English Proficient

Number of languages represented: 7

Specify languages: Serbo Croation Russian Chinese
Japanese Portuguese Arabic
Ukrainian

9. Students eligible for free/reduced-priced meals: 3%

12 Total Number Students Who Qualify

If this method is not a reasonably 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: 14%
58 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>16</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>4</u> Hearing Impairment	<u>28</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including 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>1</u>	<u> </u>
Classroom teachers	<u>20</u>	<u> </u>
Special resource teachers/specialists	<u>6</u>	<u>7</u>
Paraprofessionals	<u>9</u>	<u> </u>
Support staff	<u>2</u>	<u> </u>
Total number	<u>38</u>	<u> </u>

12. Student-“classroom teacher” ratio: 20:1

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.8%	95.6%	95.7%	95.2%	95%
Daily teacher attendance	98.3%	93.4%	95%	94%	95.6%
Teacher turnover rate	4.5%	2.3%	5%	4%	0%
Student dropout rate	N/A				
Student drop-off rate	N/A				

PART III – SUMMARY – Narrative Snapshot of the School

Lincoln Elementary in Mt. Lebanon, PA opened its doors to students in 1925 when the Scopes Trial was in full swing and The Great Gatsby was published. Seventy-eight years later students still walk the tree-lined streets to attend their local school. The world has changed, but Lincoln still maintains its tradition of academic excellence while staying true to its mission of ensuring that all students have the opportunity to learn in a safe and caring environment. A day in the life of Lincoln School is a snapshot of families that are involved in the education of their children, staff who views teaching as a calling rather than a job, and children motivated to be part of something special and exciting.

At 8:35 the students enter the building. The kindergarten children start their day practicing sequencing by using number, color, and geometric patterns to attach the next piece to the classroom calendar. First grade students are learning to read independently. They identify the main idea of a story, apply new information to known information, and construct an oral response. A second grade math lesson has students using manipulative kits to develop skills to analyze a problem, identify the information needed to solve it, and carry out the plan before taking turns explaining the different strategies used. At the same time third graders are using a Venn diagram in social studies to compare and contrast needs and wants in our society in an economics unit.

It is lunchtime at Lincoln Elementary. Some students walk home while others eat in the cafeteria. The hour is filled with responsibilities that help children recognize their roles in the educational process and extracurricular activities that enhance their learning. The Library Helpers are checking in and shelving books, the Music Helpers are typing lyrics for the chorus, the Safety Patrols are at the doors helping children, and the Kindergarten Helpers are awaiting the arrival of the youngsters to assist them. Meanwhile, in classrooms are book clubs and foreign language, computer, and theater classes. In another location the PTA Executive board is sharing lunch with the teachers and discussing a wide range of topics for the betterment of the children.

Lunchtime is over. Teachers and students return to their classrooms. Fourth grade students begin their observations of the structural characteristics and behaviors of their live dwarf African frogs, fiddler crabs, and land snails in their science classes. They record their findings in their logs, develop questions, and answer them through behavioral observations and research. A fifth grade class is in the computer lab. The objectives of the lesson are to recognize and draw radii, circumferences, and diameters of circles. For evaluation students use the computer to create a printed document including a text box that demonstrates knowledge of the geometry concepts.

Lincoln School is an island of familiarity and consistency with high expectations. Parents, faculty, and staff work together to make Lincoln a place where all families feel welcome and all children feel positive about their learning environment as is witnessed on the smiling faces at dismissal.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Meaning of assessment results

The purpose of the Pennsylvania System of School Assessment includes providing (1) an understanding of the school's achievement of the academic standards to students, parents, educators, and community citizens, (2) a measure of the degree to which school programs enable students to attain the academic standards, (3) results to the school districts for use in their strategic plans, (4) information to the general public and state policymakers regarding school achievement of academic standards, and (5) aggregated results for all students.

Scaled scores allow comparisons of a school's results with the statewide average across the schools of Pennsylvania. For example, Lincoln's scaled score of 1590 in reading in the 2001-02 school year was 270 points above the statewide average. A difference of 50 scaled points is considered to be educationally meaningful.

Performance levels are divided into four categories. For the 2001-02 school year, Lincoln had 63.3% of all fifth grade students in reading performing at the advanced level, 32.7% performed at the proficient level, 4% at the basic level, and 0% at the below basic level. The performance level of all fifth grade students in Pennsylvania taking the State System of School Assessment in reading for the 2001-02 school year was 18.2% advanced, 38.8% proficient, 22.7% basic, and 20.3% below basic. To summarize this information, 96% of Lincoln's students were at or above proficient, and 0% were below basic in the area of reading for the 2001-02 school year while 57% of the students in Pennsylvania were at or above the proficient level and 20.3% were at the below basic level. Five years of data has been provided on pages 13 and 14 in the areas of reading and math using the Pennsylvania System of School Assessment.

The school also administers the Stanford Achievement Test to grades one through five in the spring of each year. While we recognize that we always need to seek improved achievement for our children, we are pleased that test results from the Stanford Achievement Test show our students performing significantly above the NCE national standard mean over the past five years in all five grades. This is another indicator of academic excellence.

The scores reflect the high academic achievement based on tools that measure national and state standards. 14% of the Lincoln School students receive special education services. For the last two years all students were required to take the state assessment; therefore, all special education students' scores are included in the aforementioned numbers. No student at Lincoln is excluded. Lincoln is an example of where the "No Child Left Behind" philosophy is in place and where all students are expected to and do learn.

2. Show how the school uses assessment data to understand and improve student and school performance.

Assessment data holds little value if the results are not used to understand and improve student and school performance. Every nine weeks the building principal reviews all student progress reports. Students who are experiencing difficulty in the academic, task-related, or personal interactions areas are identified. Students who need additional support are referred to the Instructional Support Team for development of an action plan. The students could receive individual or small group instruction from the instructional support teacher, the Title I teacher, a parent volunteer, a high school volunteer tutor, or, in the case of social or emotional needs, counseling from our school psychologist or school counselor. Support for students needing additional services can also begin with a parent or teacher referral. Individual Stanford

Achievement Tests, the Pennsylvania System of School Assessment, and Otis-Lennon results are provided to parents each spring. A letter explaining the testing information is included with the results. The parent letter invites them to contact the school if they need additional information. All results are analyzed to determine if students are performing up to their ability or if further testing is warranted to develop an individualized plan for gifted education. Identification systems for students needing extra support are in place. The instructional support teacher evaluates all kindergarten students in the area of math and provides remediation where it is needed. All first grade students are screened in the area of reading by the Title I teacher. Cut-off scores on the Stanford Achievement Test and the district cut-off levels in key areas on the integrated language arts theme tests, skills tests, and daily work are established and used to monitor the understanding of concepts.

The Stanford Achievement Test results and the Pennsylvania System of School Assessment results along with goals and objectives in our courses of study are used to measure student and school performance. This type of information plays a very important role in determining curriculum development goals and providing for individual reinforcement or enrichment where it is appropriate.

3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.

The Lincoln faculty uses assessment to increase student understanding of concepts. Discussions of why an answer is correct, why more than one answer is accepted, and being able to provide reasons for an answer go hand-in-hand with our mission of developing thinkers and problem solvers. Rubrics used in evaluation are shared with students so they can develop insight into divergent responses and crafting effective replies.

Every nine weeks report cards are provided to show student progress. Twice a year a parent conference is scheduled with the teacher. Student work is sent home on a daily basis, and parent and teacher communication is on-going.

The Otis-Lennon School Ability Test is administered to grades one and three to measure scholastic aptitude. The Stanford Achievement Test is given in grades one through five in the spring of each year to measure student performance. Fifth grade students also take the Pennsylvania System of School Assessment Test which measures achievement in reading and mathematics.

Individual results from the Otis-Lennon School Ability Test, the Stanford Achievement Test, and the Pennsylvania System of School Assessment are sent to parents. The results are accompanied with a letter from the principal to assist parents in understanding and interpreting results. Building test data is shared each October at a parent meeting. District test data is shared with the community via the superintendent. The district outcomes report presented to the board of school directors and the annual performance report mailed to every household in the community ensures that all stakeholders receive and understand our assessment information.

4. Describe how the school will share its successes with other schools.

Education is about helping others in and out of the classroom. The Title I teacher has lead district in-service for principals and teachers in the area of reading, classroom teachers have opened their doors to others in the district to observe instruction, and our special education teacher, school counselor, and classroom teachers have in-serviced others in the district on the inclusion of special needs children into the mainstream classroom. But, one of our most valuable opportunities to share our success was when Lincoln Elementary School was recognized as a Blue Ribbon School of Excellence during the 2000-01 school year. A strong curriculum area that was in place was the character education program. The Blue

Ribbon site evaluator, Mr. Al Grote from St. James School in Cincinnati, Ohio, after observing the quality of the character education curriculum and personally experiencing the positive learning climate at Lincoln School, asked the faculty and the principal to work with his school in establishing a similar program. Lincoln School has provided suggestions, materials, and a workshop for the St. James staff. The willingness to share and help other schools in developing programs is a responsibility the Lincoln staff and administration accepts and sees as a way to contribute. In education, we should all be sharing what works to help others so that we may all improve.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school's curriculum and show how all students are engaged with significant content, based on high standards.

The curriculum is comprehensive and well-designed. It engages students with significant content based on high standards. Each of our curricular areas is described in this section with the exception of language arts which will be explained in detail later in the document. **Mathematics:** The curriculum is designed to teach children the skills and concepts necessary for meeting national, state, and district standards. Specifically, the goal is to provide a sequential program in each grade level in the areas of number theory, computation, estimation, measurement, reasoning, problem solving, algebra, geometry, probability, and statistics. The program also develops the students' abilities to communicate mathematics, use technology as an investigative and problem-solving tool, and to recognize connections between mathematics and other curricular areas. **Science:** The program recognizes the students' natural inquisitive nature and stresses in-depth learning of content, along with reasoning in an inquiry-based hands-on environment. Teachers work from a scope and sequence that is aligned with the National Science Education Standards. It is designed to provide a structured learning experience that enables all students to uncover concepts in a logical way at a developmentally appropriate pace, to develop critical thinking skills, and to increase their ability to understand and solve problems. **Social Studies:** The curriculum has an expanding horizons design and teaches historical perspective, geographic concepts, operations of systems, map skills, and current events. Special attention is paid to the values and responsibilities in the American way of life and the mastery of research skills. Instruction is focused around seven conceptual themes for developing knowledge about how people live in social groups and carry out human activity. The seven themes are: change, citizenship, conflict, culture, interdependence, scarcity, and spatial relations. **Computer Technology:** The goals of the program are to assist students to acquire the skills needed to use a computer as an instructional tool. To become effective computer users students need to: 1. understand the general make up and functions of computers, 2. learn to follow directions related to computer interaction, 3. develop appropriate keyboarding skills, 4. develop an understanding of the proper use of computer hardware and software, 5. interact with a variety of programs, 6. develop higher level thinking skills through the use of simulation and problem solving programs, and 7. use computers to gather information both locally and globally. **Special Subject Areas:** Students meet with certified instructors weekly who use course guides that follow professional standards in the areas of health, physical education, library, vocal and instrumental music, and art. The goals are to provide all children with opportunities to receive instruction and acquire the knowledge and skills necessary to become well-rounded, healthy, and productive individuals in an ever-changing society.

2. **(Elementary Schools)** Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.

The reading curriculum at Lincoln Elementary is based on an integrated framework. We believe that all students must have the opportunities and resources to develop the literacy of reading, writing, listening,

speaking, viewing, and thinking to become lifelong learners. These skills do not develop separately and should not be taught as separate subjects. The instructional course reflects the integrative framework suggested by Lytle and Botel in The Pennsylvania Framework for Reading, Writing, and Talking Across the Curriculum. Reading is a dynamic process in which the student interacts with the text to construct meaning. Inherent in constructing meaning is the reader's ability to activate and use prior knowledge, use strategies, and adapt the situation. We believe a good reader applies learned strategies independently and uses flexibility rather than mastering a series of isolated skills. In addition, good readers read for a variety of purposes such as: for literacy experience, for information, to perform a task, or for pleasure. Reading is part of the larger complex of communications skills and is closely related to writing. Assuming that readers have a certain amount of background knowledge which they will use to infer the intended meaning, writers never state explicitly all of the information needed to comprehend text. To construct meaning readers connect what they already know with the new information in the text. The following standards are the core of Lincoln's reading curriculum: learning to read independently, reading critically in all content areas, reading, analyzing, and interpreting literature, producing various types of quality writing, developing speaking and listening skills, mastering characteristics and functions of the English language at an appropriate level, and conducting research. Our well-designed reading curriculum engages all students as it monitors their progress and evaluates their understanding.

3. Describe one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Lincoln School uses the Heartwood Program as a basis for our character education curriculum. Based on the belief that quality literature speaks to the head, heart, and hand, we use multi-cultural literature with ethical content to help children define the universal attributes of respect, honesty, love, justice, courage, loyalty, and hope. Attributes are featured on a month-by-month basis in a pre-established order to allow for community-wide participation. In addition to listening to the stories and discussing the content and concepts illustrating the attribute, students have opportunities to tie in activities which are integrated with all of the other disciplines.

In 1990 Lincoln School piloted the Heartwood Program in our district and refined its elements. In 1995 The New York Times featured one of our fourth grade classes in an article about character education in public schools. In 2000 the Mt. Lebanon School District was the only district in the nation to be recognized as a National District of Character Education. The award was given by the Character Education Partnership in collaboration with the Center for the Advancement of Ethics and Character at Boston University. The primary goal of character education comes from the district's mission statement, "Through educational excellence, Mt. Lebanon School District will inspire all students to learn, seek a fulfilling life, explore new frontiers, and contribute responsibly to society with competence, confidence, and compassion."

4. Describe the different instructional methods the school uses to improve student learning.

Decisions about instructional methods are a very important aspect of the educational process. Grouping is a key element in the decision making. While it is recommended that classes be grouped heterogeneously, flexible groups within the class are assembled and change continually. We have six basic types of flexible groups; however, there is overlap among the groupings. They are: (1) interest groups, (2) strengths and needs groups, (3) mini-lesson groups for teaching concepts needed by certain students, (4) discussion groups that follow the reading of parts of books or complete books for the sharing of ideas, (5) project groups to develop activities related to any aspect of the curriculum, and (6) modeling groups when certain skills or strategies need to be reinforced.

At Lincoln School many different instructional methods are used to enhance learning. The approach to teaching science, for example, is one of inquiry and discovery through investigative experiences. The “Focus-Explore-Reflect-Apply” learning cycle incorporated into the planned course is based on research findings about children’s learning. These findings indicate that knowledge is activity constructed by each learner, and the way children learn science best is in a hands-on experimental environment where they can make their own discoveries. They are then guided by the teacher to reflect their discoveries and to construct a system of understanding which can be shared with others and applied to new situations.

Instructional decisions may result in the application of one approach or a combination of approaches dependent on the needs of students and the objectives being taught. Teachers plan experiences for individual students, pairs, triads, small groups, or the whole class. For the high achieving students, enrichment and/or acceleration is provided while additional practice is made available for students who have not yet mastered the objectives.

5. Describe the school’s professional development program and its impact on improving student achievement.

Each year eight full professional days are devoted to staff development. National authorities and in-house experts are utilized to provide the most current scientific research on teaching strategies, learning styles, new materials, and any other topic that might help improve student achievement. The desire of Lincoln’s professional staff to always keep learning has enabled our students to perform at the highest achievement levels when compared with students of other schools.

Some examples of recent staff development topics include: using technology in the classroom, the inquiry approach to science, differentiated instruction, drug awareness, character education, strategies for teaching math, using the best practices in writing, recent math initiatives, workshops on the Pennsylvania State System of Assessment, early literacy training, and writing ideas for the classroom.

The Lincoln School faculty has a strong commitment to professional development by not only attending the programs provided by the school district, but all professional staff has earned external credits in a variety of academic areas which augments the educational experiences of our students.

STATE CRITERION-REFERENCED TESTS

PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 5 Reading & Math

Test Pennsylvania System of School Assessment

Edition/publication year 1997 thru 2002

Publisher Commonwealth of Pennsylvania

What groups were excluded from testing? Why, and how were they assessed? No students were excluded in the 2001-02 and 2000-01 school years. In the 1999-00 school year 4 students or 5.6% were excluded, in the 1998-99 school year 8 students or 9.5% were excluded, and in 1997-98 2 students or 2.7% were excluded. Students were excluded because of IEP requirements or because ESL students had limited English skills.

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced as defined by the state. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

1. The Basic Level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania Academic Content Standards. This work is approaching satisfactory performance, but has not yet reached it.
2. The Proficient Level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Academic Content Standards.
3. The Advanced Level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Academic Content Standards.

STATE CRITERION-REFERENCED TESTS

**PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT
FIFTH GRADE READING**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	March	March
LINCOLN SCALED SCORES	1590	1460	1490	1460	1450
LINCOLN PERFORMANCE LEVELS					
At or Above Basic	100	97.1	97.1	98.7	94.5
At or Above Proficient	96	82.8	82.4	84	75.3
At Advanced	63.3	45.7	69.1	52	49.3
Number of students tested	50	70	68	76	73
Percent of total students tested	100	100	94.4	90.5	97.3
Number of students excluded	0	0	4	8	2
Percent of students excluded	0	0	5.6	9.5	2.7
STATE SCALED SCORES	1320	1310	1320	1310	1310
TOTAL					
At or Above Basic					
State Mean Score	79.7	77	77.7	77	75.8
At or Above Proficient					
State Mean Score	57	56.1	54.9	48.5	48.9
At Advanced					
State Mean Score	18.2	19.8	29.2	22.2	24.4

STATE CRITERION-REFERENCED TESTS

**PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT
FIFTH GRADE MATHEMATICS**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	March	March
LINCOLN SCALED SCORES	1580	1460	1530	1480	1440
LINCOLN PERFORMANCE LEVELS					
At or Above Basic	98	95.7	98.5	97.4	98.7
At or Above Proficient	91.8	85.7	91.1	89.5	74
At Advanced	79.6	51.4	67.6	56.6	52.1
Number of students Tested	50	70	68	76	73
Percent of total students tested	100	100	94.4	90.5	97.3
Number of students excluded	0	0	4	8	2
Percent of students excluded	0	0	5.6	9.5	2.7
STATE SCALED SCORES	1320	1310	1310	1300	1310
STATE PERFORMANCE LEVELS					
At or Above Basic					
State Mean Score	74.8	77.6	77.8	77	75.8
At or above Proficient					
State Mean Score	56.1	53	51.9	48.5	48.9
At Advanced					
State Mean Score	25.8	22.5	26.7	22.2	24.4