

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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the 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

MOUNT VERNON SCHOOL DISTRICT

1. Number of schools in the district:
- 11 Elementary schools
 - 2 Middle schools
 - Junior high schools
 - 1 High schools
 - 1 Other
- 15 TOTAL

2. District Per Pupil Expenditure: \$13,807.00

Average State Per Pupil Expenditure: \$13,085.00

LINCOLN ELEMENTARY SCHOOL

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

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	50	54	104	8			
1	73	55	128	9			
2	74	53	127	10			
3	48	60	108	11			
4	40	40	80	12			
5	57	51	108	Other			
6	37	62	99				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							754

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>23</u> % White |
| <u>50</u> % Black or African American |
| <u>25</u> % Hispanic or Latino |
| <u>2</u> % Asian/Pacific Islander |
| <u>0</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 1%

[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.	51
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	29
(3)	Total of all transferred students [sum of rows (1) and (2)]	80
(4)	Total number of students in the school as of October 1	754
(5)	Total transferred students in row (3) divided by total students in row (4)	1%
(6)	Amount in row (5) multiplied by 100	11%

8. Limited English Proficient students in the school: 28 %
213 Total Number Limited English Proficient
 Number of languages represented: 13
 Specify languages: Spanish, Portuguese, French, Haitian Creole, Twi, Japanese, Korean, Chinese, Italian, Arabic, Swahili, Hindi, and Jamaican Creole

9. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 405

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: $\frac{1}{42}$ %
 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>7</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>2</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>37</u>	<u> </u>
Special resource teachers/specialists	<u>13</u>	<u>1</u>
Paraprofessionals	<u>16</u>	<u> </u>
Support staff	<u>9</u>	<u>1</u>
Total number	<u>77</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95 %	93 %	97 %	97 %	96 %
Daily teacher attendance	96 %	96 %	98 %	98 %	97 %
Teacher turnover rate	0 %	1 %	1 %	0 %	1 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

Part III. Summary

Lincoln School is the largest K-6 elementary school in Mount Vernon, New York. It is an urban school located approximately 20 miles from Manhattan. The mission of Lincoln School is to provide every student with an equal opportunity for an excellent education by consistently acting on the belief that all students can, must, and will learn. While providing students with a solid academic foundation, we are deeply committed to developing the “whole child.” Our goal is to ensure that every student becomes a lifelong learner and a socially responsible, productive member of our society.

Lincoln School sustains a nurturing, secure, and stimulating environment that fosters a love of learning. By maximizing on individual talents and abilities, every student and member of our staff is respected and valued. A positive climate and tremendous pride in our school’s diversity pervades throughout the building. At Lincoln every student is provided with countless opportunities to grow through educational experiences that are both challenging and rewarding. It is a school of budding writers, scientists, musicians, actors, athletes, and chess players. It is also a place where meeting and exceeding the State Standards is a top priority. It is a team effort accomplished with great enthusiasm, dedication, and cooperation. A true sense of community and of a shared mission prevails at all times.

Under the dynamic and devoted leadership of our Principal of 26 years, Lincoln School has been continuously profiled as a school of academic excellence and equity. Traditionally, we have been called upon to assist other schools in our district as well as in surrounding districts. We take pride in our school’s reputation and always welcome opportunities to share our successes. On any given day, educators from other schools come to Lincoln to observe our exemplary staff sharing their “best practices” and to experience our students enthusiastically engaged in meaningful activities. Others come to review our innovative programs or to participate in our informative staff development initiatives. Lincoln also encourages strong partnerships with parents and community members. They are invited to attend our science fair, musical productions, multicultural events, and holiday celebrations. They are also asked to support our school-wide reading incentives and chess tournaments. Everyone who visits our meticulously maintained building, in which bulletin boards and displays of our students’ creative and written expression take center stage, realizes our strong commitment to learning.

In response to the NYS Learning Standards, the Principal, in collaboration with his staff, has worked diligently to develop curriculum frameworks in all subject areas that are aligned to the Standards. As a result, we have experienced dramatic gains in student achievement on all NYS Assessments. In more recent years, we have become one of the top performing schools in New York State, successfully closing the achievement gap. We have received national recognition in the media. People from around the nation have come to Lincoln, including a special visit from New York State Commissioner of Education, Richard P. Mills (Nov. 2004), administrators and teaching staff from all over the country, United Nation dignitaries, members of the media, and book authors. Our willingness to share our accomplishments has provided us with positive feedback, and more importantly, it has resulted in the successful replication of our practices in other schools, of which we are truly proud!

The culture we have created in our school has had significant impact on other educators, inspiring them to “leave no child behind.” As a Blue Ribbon School, we will continue to welcome opportunities to share our formula for success:

- Setting high standards
- Unconditional commitment
- Curriculum alignment with the standards
- Communication and collaboration
- Effective leadership
- Staff, student, and parent accountability
- Staff and student support

Part IV - 1. Assessment Results

In 2001, President George Bush issued a challenge to all United States schools to leave no child behind. Lincoln School welcomed this challenge and has created a school that has successfully closed the achievement gap. It is also a school where students achieve at very high levels. Consistently, Lincoln's 4th graders have met or exceeded the State Standards in all test subjects - English Language Arts, Mathematics, and Science. Reaching an impressive level of accomplishment in 2005, 52% of our 4th graders achieved Level 4 on the NYS English Language Arts Assessment by "consistently demonstrating understanding of written and oral text beyond the literal level." Also in 2005, 44% of our 4th graders earned a Level 3 on the ELA showing that they met the State Standards by being able to "demonstrate understanding of written and oral texts at a literal level." Comprehensively, 96% of Lincoln's 4th graders met or exceeded the State Standards on the ELA Assessment. This high level of performance on the 2005 ELA at Lincoln School was not an exception. In 2004, 99% of our students met or exceeded the State ELA Standards. In equivalent New York State schools, only 10% achieved Level 4 and 47% achieved Level 3 on the 2004 NYS ELA. In 2003, 97% of Lincoln's 4th graders achieved either Level 3 or 4.

On the NYS Mathematics Assessment, Lincoln's students also performed exceptionally well. To achieve Level 4 on this exam, students must be able to demonstrate "ordering decimals; identifying place value; using percents; estimating; applying graphical data; predicting effect of biased samples; describing patterns; explaining reasoning; drawing conclusions; and analyzing situations." In 2005, 84% of Lincoln's 4th graders achieved this high level and 16% achieved Level 3. The students who received Level 3 "consistently solved multi-step problems; identified odds/evens; ordered fractions; applied mathematics in real-world settings; and solved problems through integrated study of number systems, geometry, algebra, data analysis, and probability." Therefore, 100% of Lincoln's 4th grade students met or exceeded the State Standards on the NYS Mathematics Assessment. This high level of achievement in math is consistent at Lincoln School. In 2004, 100% of students tested achieved either Level 3 or 4. In 2003, 97% of Lincoln's 4th graders met or exceeded the State Standards on the NYS Mathematics Assessment. Again, it is important to note that only 76% of students in similar New York schools met or exceeded the State Standards on the NYS Mathematics Assessment.

At Lincoln School the student population is diverse ethnically, socioeconomically, and through the inclusion of students with disabilities in all classes. Yet, this diversity does not impinge on testing results. All student subgroups achieved similarly high levels on state assessments. In 2005, 104 children were administered the NYS ELA – 47 of these students were Black, 23 were Hispanic, and 33 were Caucasian, including 4 with disabilities (Asian or Pacific Islander not reported by state). Of these students 96% met or exceeded the State Standards. In the subgroups, economically disadvantaged and advantaged, 95% of the disadvantaged students and 97% of the advantaged students, met or exceeded the State Standards on this assessment. In a state like New York, where achievement gaps between Caucasian students and their Black and Hispanic classmates are estimated to be 35 percentage points, at Lincoln School these gaps are nonexistent. In the years since the No Child Left Behind Act, 4th graders were given the NYS Assessments with two exceptions: students identified with severe disabilities were assessed using the NYS Alternative Assessment and students regarded as having Limited English Proficiency were assessed using the NYS English as a Second Language Achievement Test. Additional information on the NYS Assessments and Lincoln School's performance may be found online at www.emsc.nysed.gov/irts.

Part IV - 2. Using Assessment Results

Data derived from assessment results is crucial in improving student and school performance at Lincoln School. A variety of assessments is presently being utilized. Beginning in Kindergarten and continuing through Grade 3, the Developmental Reading Assessment is administered biannually. The results of this individually administered assessment drives classroom reading instruction, initiates intervention services, and assures proper placement of our students in guided reading groups. The NYS ELA and Math Assessments are presently being administered in Grades 3-6. Less formal assessments in use at Lincoln include: portfolio assessments, program assessments, diagnostic tests, and specifically designed rubrics that are correlated to the NYS Standards. Ongoing NYS Replica Tests have proven extremely successful in monitoring students' progress, as well as familiarizing them with the format of the state assessments to reduce anxiety and build confidence in their test-taking abilities.

The results of all our assessments are used to drive instruction toward the Standards, help students progress in the Standards, and identify students "at risk" in order to provide appropriate academic intervention. For example, Reading and Support Specialists work directly in classrooms as co-teachers, targeting their assistance to struggling learners. Standards-based lessons are modeled on prototypes of the NYS Assessments to assure that the required skills and strategies are being developed. Student office folders, containing individual student assessment profiles, are updated regularly and can be accessed by staff members in order to monitor progress and adjust interventions.

In addition, the Principal in collaboration with the staff also analyzes such assessment data to make decisions and plans for the school such as creating instructional policies, directing resources and expenditures, revising curricula, adopting instructional programs, and instituting academic and support services to ensure that the mission and goals of our school are accomplished.

Part IV - 3. Communicating Assessment Results

The communication of student performance and assessment data to all concerned is paramount to Lincoln's success. First, it is the custom at Lincoln to require the parents/guardians of each child to attend conferences each quarter to receive their child's report card and discuss their child's progress with teachers, support staff, and even the Principal. Recognizing that many of our students come from working families or single parent households, Lincoln's staff adjusts and adapts their schedules by holding meetings before and after school, in the evenings, or even on weekends. Teachers also communicate with parents through five-week progress reports, telephone conversations, and in special cases, daily updates in logbooks. Additionally, parent meetings are held throughout the year such as Meet and Greet Night and Standards meetings for parents of children taking state assessments. New Compact meetings, monthly PTA meetings, Child Study Team meetings, CSE meetings, and IEP annual reviews are also held. Parents are invited to attend Open School Week, Class Visitation Day, and are encouraged to volunteer in the classrooms.

Students are made aware of their progress and assessment results through weekly test folders that are sent home and signed by parents/guardians. They are also called upon to give themselves self-assessments based on specifically structured rubrics. Student conferences with teachers are constantly held in order to make students aware of their areas of strength and where improvements are necessary.

Lincoln also uses local cable stations to inform parents and our community of special events, student accomplishments, and other relevant information. Lincoln issues press releases and schedules on-site visits from media to keep our community aware of the school's mission and progress. After the results of the NYS Assessments are received and analyzed by the Lincoln School Principal and staff, presentations are prepared for parents. School results are presented at the PTA meeting and provided in Lincoln's newsletter ([The Lincoln Log](#)). Individual student profiles are sent home to parents. In addition, the results of NYS Assessments are routinely reported in both local and state newspapers. At the end of the school year, the Principal presents a "State of the School" report to the Board of Education at a meeting

that is open to the public and televised on our local cable station. The presentation includes all NYS Assessment results, awards received by students, and special initiatives that took place throughout the school year.

Part IV – 4. Sharing Success

In recent years, Lincoln School has ushered in a new phase of sharing our successes. As a result of our consistent, outstanding performance on all NYS Assessments, our success in closing the achievement gap, and our deep commitment to developing the “whole child,” we have received recognition throughout the country in newspapers, professional journals, and on National television (CBS, FOX, PBS – Jim Lehrer NewsHour, 60 Minutes, etc.). Lincoln has been described as:

“...a school that is a shining example of educational excellence, crossing racial barriers and economic obstacles” – Westchester Parent Magazine, 10/2002

“...he (Mr. Albano) made it his mission to insure that success cuts across lines of race and income.” – PBS-TV – Jim Lehrer NewsHour, 11/12/03

“...a very special school in Mount Vernon where everyone succeeds” – CBS-TV News, 4/26/02

“...Lincoln is a school with Ordinary Kids, Extraordinary Achievement, a Stunning Success Rate...how they do it will amaze and inspire you.” – CBS-TV Half-Hour News Special, 2/22/03

Numerous on-site visitations from educators across the nation have been scheduled continuously. Open discussions after each visit have led to the sharing of our ideas, practices, and valuable information such as our “Success” booklet which includes our most effective strategies for improving student performance levels on the NYS Assessments.

The Principal continues to share Lincoln’s success through numerous presentations at various professional conferences, including State and National Associations such as:

- The International Center for Leadership in Education – The 13th Annual Model Schools Conference, June 26-29, 2005 – Nashville, TN
- Phi Delta Kappa International 2004 Conference, October 21-24, 2004 - Las Vegas, NV
- The 14th Educational Trust National Conference, November 6-8, 2003 – Washington, DC
- Columbia University, Hechinger Institute on Education and the Media Conference, March 6-7, 2004 – Washington, DC
- National Education Association (NEA) “On the Wings of Change” Conference, March 21-23, 2004 - Colorado Springs, CO
- The Texas State Teachers’ Association (TSTA) and the National Education Association (NEA) of Dallas – Annual “Challenge to Change” Conference. “Each Child’s Success is Our Victory.” Conference, August 6-7, 2004 – Dallas, TX
- “A Celebration of the Art and Science of Life” Discovery Forum, 4/29/05 – Peoria, IL

The outcome of sharing our success has led to generous donations to Lincoln, such as the funding of our award-winning chess program; a gift of more than 40 computers for our technology lab; and sponsorships from local businesses, corporations, and private benefactors. The Principal encourages this support so that we may better serve our students.

The Principal has also created a website (www.georgealbano.com), highlighting Lincoln School’s accomplishments and “recipe for success.”

Part V – 1. Curriculum

The Lincoln School Staff has worked diligently to develop curriculum frameworks that are aligned to the NYS Standards in all subject areas. These frameworks are used as tools for organizing and planning Standards-based instruction. To ensure that all of our students meet or exceed the State Learning Standards, several strategies have been implemented, including the development of effective and equitable scheduling, the use of current and comprehensive instructional programs, and the planning of staff development initiatives. Flexible grouping within the classrooms, academic intervention and support services, as well as after school tutoring programs and enrichment clubs based on students' needs and/or interests, are instrumental in meeting the federal requirements of the NCLB Act. In addition, the Principal and Assistant Principal carefully monitor the planning and delivery of instruction of all staff members throughout the school year by formal and informal visitations to further ensure that instruction is appropriate to the development of each child and incorporates a variety of strategies and learning styles.

The core of Lincoln's language arts curriculum is our Balanced Literacy Program which focuses on using language for "information and understanding, literary response and expression, critical analysis and evaluation, and social interaction." Speaking, reading, writing, listening, and thinking are integrated into all subjects and at every grade level. Students listen to and read a variety of literary genres including fables, myths, poetry, newspaper articles, novels, and non-fiction books. Students write in a variety of genres such as friendly letters to pen pals in other school districts and to soldiers stationed in Iraq, persuasive letters to local officials, seasonal poems, personal narratives, daily journal entries, research papers, and document-based essays. Grade level benchmarks and rubrics aligned to the Standards are the foundation for instruction and assessment.

Lincoln's math curriculum requires students not only to master basic computation skills, but to think mathematically and to use a vast array of strategies to solve problems. Students are learning to communicate and reason mathematically by keeping journals, by writing their own word problems about real-life situations and solutions, and by sharing their ideas through cooperative learning lessons in decision making. Motivational activities and hands-on strategies using a variety of manipulatives and technology are some of the ways we help our students develop confidence in their ability to understand math skills and concepts.

Lincoln's science curriculum was developed to meet the goals of the National Science Education Standards and includes the study of Life, Earth, and Physical Science. The tools and processes of scientific inquiry and hands-on investigations are incorporated into every lesson to enhance our students' understanding of the concepts and skills described in the NYS Learning Standards for Math, Science, and Technology. Our extensive science inventory includes a multitude of materials for conducting experiments, an inflatable planetarium, and a traveling library to assist students in developing science projects. The extent of our accomplishments is reflected by the confidence, enthusiasm, and competence our students demonstrate during our annual science fair and on the NYS Science Assessment.

Lincoln's social studies curriculum follows the content understandings recommended by the NYS Education Department. In Grades K-3 students learn about themselves, their family, and their community. In Grades 4-6 our curriculum focuses on the history of New York State, American History, and World History. During the last five years, 97-100% of our students have met or exceeded the Standards on the NYS Social Studies Assessment. Interrelationships between geography, economics, and government are explored. Field trips are an integral part of our curriculum and enable students to extend and enhance their studies. In addition, the staff is deeply committed to developing an appreciation for the cultural diversity of our student population. Multicultural events are scheduled throughout the school year. We take great pleasure in sharing the many ethnic customs and traditions of our school community and the world during holiday celebrations. We have created a school store run by the ESL students, which provides them with hands-on experience in the way American business is conducted.

The integration of academic content into art, music, and physical education provides students with creative ways to enjoy what is learned in the classroom. Literature from our reading programs is

integrated into our art and music classes on every grade level. For example, in art class, fourth grade students created their own illustrations for a chapter in Van Gogh Café by Cynthia Rylant. In physical education classes, students enhance their understanding of scientific concepts such as participating in physical exercises combining velocity and force.

In conclusion, the success of our rigorous curriculum and motivational instruction in all subject areas is reflected in our students' consistently high levels of performance on **all** the NYS ELA, Math, Science, and Social Studies Assessments.

Part V – 2a. Reading

At Lincoln School the NYS ELA Standards influence every aspect of literacy – skills, instruction, diagnosis, and assessment. As a result, a comprehensive Balanced Literacy Program has been implemented which enables teachers to continually engage students in a variety of meaningful literacy experiences to help them develop into successful readers, writers, listeners, and thinkers. It consists of six major processes: teacher read aloud, shared reading, guided reading and writing, and independent reading and writing, which occur during uninterrupted literacy blocks. It combines teacher-directed instruction with student-centered activities. Based on data collected from the individually administered Developmental Reading Assessment, students in the primary grades are placed in small guided reading groups at their level of success. Literacy centers provide students with numerous opportunities to read, write, explore, and create independently and efficiently while teachers are working with groups. Additional support for struggling readers is provided through special intervention programs such as Reading Recovery and Preventing Academic Failure, as well as after school ELA tutoring/enrichment programs.

Classrooms are rich literate environments where instructional materials include trade books, leveled readers, multicultural anthologies, and supplementary workbooks. Strong emphasis is placed on vocabulary development, phonemic awareness, word analysis, and comprehension skills and strategies. An on-site Teacher Resource Center provides teachers with additional materials. We have also instituted a very successful “Book-in-a-Bag” take-home reading program and a Summer Reading Program (available to parents on our district’s website), which provide students with appropriate books to read, and include written or creative responses, a log, and a parent sign-off. All of our reading programs and instructional practices are chosen to meet the diverse needs and developmental differences of our students in order to help them progress in the Standards.

At Lincoln School, we are deeply committed to fostering the love and habit of reading in all our students in hopes that they will become lifelong active readers. Throughout the year, we stage numerous school-wide reading incentive programs such as “Reading is a Gift You Give Yourself” in December, “Reading is at the Heart of Everything We Do” in February, and “Read and Race Across America” in June, which reward students who accomplish goals that are set. These programs are sponsored by the PTA and/or local businesses such as McDonalds and Domino’s Pizza, and organizations such as Reading is Fundamental. The creation of a “Book Swap Shop” in the school and the scheduling of “Celebrate Reading” activities such as designing T-shirts with reading slogans, further support our efforts to promote literacy.

Part V – 3. Technology

Technology is an integral part of education at Lincoln. We believe that technology is a critical teaching and learning tool for a twenty-first century education. All classrooms are computer equipped, and they are used daily by students and teachers. In addition, every student uses the computer lab, which has 40 eMAC computers, for a minimum of 60 minutes a week. The availability of computers allows students to support their learning with technology. Our classrooms and computer lab feature the latest hardware and software, including supervised Internet access and integration of technology throughout the curriculum. Students learn to develop web pages, conduct research on the Internet, and create multimedia presentations. Lincoln students can explore “how people create, use, and control technology; apply knowledge in mathematics, language arts, social studies, science, health, and fine arts; in solving problems associated with technology; use tools and materials to explore personal interests with technology; exhibit self-confidence through the use of technology.” Technology is of great assistance to our students with special needs for whom learning, reading, and writing often come easier when presented through multisensory activities.

The Lincoln Staff receives training on a regular basis by attending workshops in and out of district. Their expertise in using technology with instruction allows students to take virtual field trips to any place in the world and at any time period, to create their own projects retrieving necessary facts while discarding extraneous information, use word processing, and to conduct research projects. For example, in the upper grades students are required to complete extensive research projects, often related to social studies and science. Computer use in the classroom and the lab allows students to delve deeper into certain aspects of their studies such as visiting the NASA website when studying astronomy. All students taking the NYS Assessments are exposed to online activities that support their preparation for these assessments. In addition, the computer lab provides a wealth of information that would not be available to many of our students.

Part V – 4. Instructional Methods

At Lincoln School we are deeply committed to meeting the needs of all our students. Due to the cultural and socioeconomic diversity of our student population, we are faced with the ever growing challenge of reaching every child. To meet this challenge, differentiated instruction is incorporated into every subject area. Precise tools and instructional programs are utilized to help students of all ages, learning styles, abilities, and backgrounds meet or exceed the NYS Standards.

Through differentiation of instruction, teachers first diagnose individual needs and then employ a variety of strategies to address those needs. Hands-on activities using manipulatives, audio visual aids, supplementary workbooks for practice, and the use of computers for reinforcement and enrichment are some of the materials and strategies that are utilized. Instructional format varies: modeled instruction, whole group instruction, small and individualized direct instruction, take place as needed. Flexible groups; cooperative learning groups; and learning centers based on ability, interest, and/or choice further develop academic as well as social skills that are essential for success. The Principal continually encourages teachers to embrace more innovative instructional strategies that stimulate and engage students in the learning process.

In developing study units and plans, teachers use Bloom’s Taxonomy to develop higher order thinking skills. In addition, specifically designed rubrics tied to the Standards are created to enable students to understand what is expected of them and to help them reach their highest level of performance.

Careful attention is given to students having special challenges – academically, socially, and/or emotionally. Academic intervention programs are provided such as Preventing Academic Failure, which employs a multisensory approach to learning to read and write. Counseling and support groups such as the “Banana Splits” are offered by the school psychologist and social worker. Additionally, after-school homework clubs for English as a Second Language learners and tutoring programs in ELA and Math are

also provided.

Part V – 5. Professional Development

At Lincoln School high quality professional development is provided throughout the year to empower teachers with the knowledge of current research and practice in order to maintain effective teaching and improve student performance. Before the Principal embarks on a professional development initiative, he gathers information such as assessment data, and with input from the staff, develops a plan. Implementation of the plan and evaluation of the results are part of the process.

Administrators and specialists support professional development by attending workshops, conferences, and training sessions in their field. They share their newly acquired knowledge with the rest of the staff. As a result, on-site curriculum meetings and workshops are held on a wide variety of relevant topics such as NYS Standards/Assessments, curriculum mapping, Balanced Literacy, flexible grouping, learning centers, and technology. For example, the reading specialists participated in the AUSSIE Balanced Literacy Workshop and, in turn, trained teachers on guided reading strategies. The Principal also capitalizes on the expertise of our talented staff members to share their “Best Practices.” For example, one of our sixth grade teachers, a former chemical engineer for NASA, had a profound influence on our faculty. He provided training in cognitive strategies, in which teachers acting as facilitators, allowed students to teach themselves through guided inquiry and investigations.

In addition, monthly faculty meetings routinely address educational issues and allow time for sharing of ideas. New teachers attend district orientation programs and also receive support from mentor teachers throughout their first year. Specialists (called Curriculum Coaches) are assigned a specific grade level. They are required to monitor and assist all teachers with the planning and delivery of instruction, to facilitate testing and analysis of data, and to provide support services to students in need. Our effective scheduling affords grade level teachers the opportunity to meet with their coaches during common prep time.

Staff members are encouraged to establish networks outside the school and district. These include partnerships with local teacher centers, universities, and professional organizations. In addition, visitations to other schools enable staff members to bring back innovative ideas, programs, and strategies that have a significant impact on our school. For example, after investigating the Blind Brook School District Support Service Program, we were able to minimize interruptions and maximize teacher class time by learning the mechanics of developing common pull-out times. After observing the PAF multisensory reading program in another district’s first grade class, we decided to pilot it; after proven success, we adopted it. Several teachers attended training sessions over the summer in order to effectively implement the program.

Lincoln School’s professional development has been extremely effective as reflected by our students’ outstanding performance on all NYS Assessments.

DATA DISPLAY TABLE

Subject Reading
Edition/Publication Year 2000-2005

Grade 4

Test English Language Arts
Publisher CTB/ McGraw- Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	February	February	February	February	February
School Scores					
% meeting and exceeding State Standards (Levels 3 and 4)	96%	99%	97%	99%	87%
% exceeding state standards (Level 4)	52%	27%	58%	60%	30%
Number of students tested	104	90	79	85	101
Percent of total students tested	99%	100%	100%	98%	100%
Number of students alternatively assessed	1	0	0	2*	0
Percent of students alternatively assessed	1%*	0%	0%	2%*	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
% meeting and exceeding State Standards (Levels 3 and 4)	95%	100%	94%	97%	88%
% exceeding State Standards (Level 4)	45%	22%	68%	53%	27%
Number of students tested	66	41	34	36	52
2. Not Disadvantaged					
% meeting and exceeding State Standards (Levels 3 and 4)	97%	98%	100%	100%	86%
% exceeding State Standards (Level 4)	63%	31%	51%	65%	33%
Number of students tested	38	49	45	49	49
3. Black					
% meeting and exceeding State Standards (Levels 3 and 4)	96%	100%	97%	98%	85%
% exceeding State Standards (Level 4)	45%	19%	46%	52%	23%
Number of students tested	47	48	39	42	52
4. Hispanic					
% meeting and exceeding State Standards (Levels 3 and 4)	100%	100%	100%	100%	100%
% exceeding State Standards (Level 4)	74%	30%	67%	56%	17%
Number of students tested	23	11	10	18	6
5. White					
% meeting and exceeding State Standards (Levels 3 and 4)	94%	100%	97%	100%	88%
% exceeding State Standards (Level 4)	45%	40%	69%	76%	40%
Number of students tested	33	30	29	25	42
6. Asian or Pacific Islander**					

* The state and local assessments that were administered to general education students were not appropriate for these students. The student's disabilities required the use of alternate performance indicators to appropriately assess abilities and needs.

** Asian or Pacific Islander population not reported by state.

DATA DISPLAY TABLESubject MathGrade 4Test MathematicsEdition/Publication Year 2000-2005Publisher CTB/ McGraw- Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	May	May	May	May	May
School Scores					
% meeting and exceeding State Standards (Levels 3 and 4)	100%	100%	97%	99%	92%
% exceeding State Standards (Level 4)	84%	56%	67%	68%	57%
Number of students tested	109	97	98	81	112
Percent of total students tested	99%	100%	100%	98%	100%
Number of students alternatively assessed	1	0	0	2*	0
Percent of students alternatively assessed	1%*	0	0	2%*	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% meeting and exceeding State Standards (Levels 3 and 4)	100%	100%	100%	97%	93%
% exceeding State Standards (Level 4)	83%	45%	70%	49%	54%
Number of students tested	66	47	47	35	57
2. Not Disadvantaged					
% meeting and exceeding State Standards (Levels 3 and 4)	100%	100%	94%	100%	91%
% at exceeds State Standards (Level 4)	86%	66%	65%	83%	60%
Number of students tested	42	50	51	46	55
3. Black					
% meeting and exceeding state standards (Levels 3 and 4)	100%	100%	95%	98%	89%
% exceeding State Standards (Level 4)	72%	44%	60%	63%	46%
Number of students tested	46	48	40	41	57
4. Hispanic					
% meeting and exceeding state standards (Levels 3 and 4)	100%	100%	100%	100%	100%
% at exceeds State Standards (Level 4)	88%	43%	56%	76%	40%
Number of students tested	26	14	18	17	10
5. White					
% meeting and exceeding State Standards (Levels 3 and 4)	100%	100%	97%	100%	98%
% at exceeds State Standards (Level 4)	97%	75%	79%	70%	75%
Number of students tested	33	32	39	23	44
6. Asian or Pacific Islander**					

* The state and local assessments that were administered to general education students were not appropriate for these students. The student's disabilities required the use of alternate performance indicators to appropriately assess abilities and needs.

** Asian or Pacific Islander population not reported by state.