

Lincoln Academy

Principal's Report to the Board

June 2019



The mission of Lincoln Academy is to help all students attain their highest social and academic potential through an academically rigorous, content-rich educational program in a safe orderly, and caring environment.

Update on Enrollment 2019-2020

Grade	Projected Enrollment	May Enrollment Numbers for 2019-20	June Enrollment Numbers 2019-20	Siblings/Staff children Waiting	Number on waitlist as of 5-9-19
Full K	44	46	48	2 staff/3 siblings	94
AM K	44	41	39	2 offers made	3
1	88	92	91		23
2	84	88	88		18
3	84	88	87	1	18
4	84	87	87	1	24
5	84	89	89	1	20
6	84	88	88		39
7	84	84	83		10
8	80	80	80	1	10
Totals	760	783	780	11	259

- According to our 5 year budget, the school's goal is 758 K-8 students. We are over 22 students.
- Our wait list has increased by 19 students since May's report
- Bold & Italicized numbers denote a change from May's report
- 13 students are not returning to Lincoln next year

Staff Update

<u>Staff Not Returning Next Year</u>	<u>Staff Moving to A Different Position</u>	<u>New Staff Members</u>	<u>Positions Open</u>
Michael Cavaleri (DSS 5-6) Lynda Clements (EA) Julie Pollack (6th ELA) Diane Potter (DSS EA) Jennifer Sujansky (EA) Brenda Walls (retiring) (SLP) Andrew Weir (AP) Robin Welsh (retiring)	Kathryn Burns to 2nd grade Maria Jelinek to 4th grade Karen Dwyer to ALP Kimberly Nyquist to 1st grade Bethany Burns to 5/6 STEM Rose Hasz to 5/6 History Debbie McNutt to 5/6 Tech Erin Schettone 6th English Brittany Tomsick 7/8 STEM	Nicole Pitman (2nd) Kayli Cooper (4th) Anna Christopherson (4th) Erin Broadhurst (5th ELA) Mallory Kirkland (7th ELA) Emily Kil (K-4 Tech) Ryan Younkerman (Dean)	Speech Pathologist (PT) Campus Security Operations Mgr.? 5-6 Sped EAs

Suspension Data

Year	# of Suspensions	% of Suspensions based on student enrollment	# of Students Suspended	% of students Suspended based on total enrollment	Greatest # of suspensions for 1 student	Greatest # of school days missed due to suspension	Police Contact
2018-19	31	4.2%	24	3.2%	4	3	0
2017-18	15	1.5%	8	1.1%	4	5	2
2016-17	24	3.3%	22	3%	2	1	0

Year	In School	Out of School	Males	Females	Non Caucasian	Caucasian	Grades K-2	Grades 3-5	MS
2018-19	16	15	16	8	7	17	2	8	14
2017-18	7	8	8	0	2	6	0	2	6
2016-17	13	11	21	1	11	11	4	9	11

Reasons Students have been Suspended

- Tobacco Violation - 11 of the middle school suspensions were for the use or possession of tobacco. This was one incident.
- Detrimental Behavior

- Discrimination/Harassment to another student

Students Repeating Grade

Year	# of Students in Kindergarten	# of Students in Full Day Kindergarten	# of Students in ½ Day Kindergarten	# of Students in 1st Grade
2018-2019	8	3	5	0
2017-18	4			4
2016-17	3			0

MAP Spring Growth Results

- Please see the [Student MAP Growth Summary Report](#) in the June 2019 meeting agendas/minutes board folder for a detail view of the student growth from fall to spring on MAP data
 - Strategic goal is for all grade levels to be at the 50th percentile for student median conditional growth
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 - **MATH** - All grade levels achieved the goal of reaching the 50th percentile in the student median conditional growth with 5 of the 7 grades being significantly above the 50th percentile mark again this year! With 5th grade reaching the 70th growth percentile compared to last year being only at the 38th percentile.
 - **READING** - Most grade levels were at the 50th percentile mark with 2nd, 3rd, and 6th falling slightly below the 50th percentile mark with 48, 47, & 48 percentile rankings. 8th grade achieved being at the 77th percentile growth mark!
 - **LANGUAGE USAGE** - This year, this subject area was more consistent in growth marks as compared to last year's growth. Only one grade level was below the 50th percentile rank versus 3 last year.
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 - **SCIENCE** - Only tested in 5th and 8th and both made the 50th growth percentile. This year 5th grade achieved the 80th growth percentile ranking. Amazing compared 56th percentile last year. We attribute this to the new FOSS curriculum and more consistent Science instruction.

- Also posted in the June 2019 meeting agendas/minutes board folder is the MAP Median Growth Percentile Summary. Growth percentiles in MAP are calculated by comparing growth of students to like peer groups (i.e., same grade, same starting RIT score, and the same number of instructional weeks between benchmark periods). This report can be used as a snapshot of growth for all students, as well as for subgroups within specific buildings. For a complete picture of student performance, consider both student growth and achievement.
 - [Elementary Reading](#)
 - [Elementary Language Arts](#)
 - [Elementary Math](#)
 - [5th grade Science](#)
 - [MS Reading](#)
 - [MS Language Arts](#)
 - [MS Math](#)
 - [8th grade Science](#)
- Additionally see the [2018-2019 DIBELS and MAP Growth Fall to Spring](#) document also in the June 2019 meeting agendas/minutes board folder for more information
 - The Dynamic Indicators of Basic Early Literacy Skills® (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

My Professional Goals for 2018

This year's theme, *Believe*, is wrapped up in the idea of collective teacher efficacy. Teacher efficacy meaning "teachers' confidence in their ability to promote students' learning. The research states collective teacher efficacy has a strong and positive correlation with student achievement. With that thought in mind, I will have teachers take a survey three times (September, January, & April) this school year rating their belief in their capabilities in various areas of teaching.

- Survey was actually completed in November and May for teachers
 - 33 responses in the fall
 - 26 responses in the spring
- Click [here](#) for the example of the survey
- Below are the results of the Spring Teacher Efficacy Survey displaying areas of belief of teacher growth as well as some decline in teacher's beliefs.
 - Purple = 10% or greater growth
 - Blue = 5% - 9.9% growth
 - Green = .1%-4.9% growth
 - Yellow = -1%- 4.9% or less growth
 - Red = 5% or less growth

Percentage of Staff that have a very strong or strong believe in their capabilities		Percentage Difference or increase	Question in the survey
Fall	Spring		
97.7	100	2.3	Get students to believe they can do well in school
95.6	100	4.4	Maintain a classroom climate that is fair and impartial
95.6	96.1	0.5	Monitor students' involvement during learning tasks
95.5	96.2	0.7	Provide a positive influence on the academic development of students
93.4	96.2	2.8	Successfully maintain a positive classroom climate
93.3	96.2	2.9	Maintain a classroom climate of courtesy and respect
93.3	100	6.7	Communicate to students content knowledge that is accurate and logical
93.3	92.3	-1	Clarify students misunderstanding or difficulties in learning
93.3	92.3	-1	Adjust teaching and learning activities as needed
93.3	84.6	-8.7	Maintain a classroom environment in which students work cooperatively
91.1	92.3	1.2	Plan activities that accommodate the range of individual differences among your students
91.1	92.4	1.3	Clarify directions for learning routines
88.9	92.4	3.5	Maintain high levels of student engagement during learning tasks
88.9	96.1	7.2	Gauge student understanding of what you have taught
88.8	92.3	3.5	Use allocated time for activities that maximize learning
88.8	96.1	7.3	Provide a learning environment that accommodates students with a variety of needs
86.7	92.3	5.6	Motivate students to perform to their fullest potential
86.6	96.1	9.5	Utilize teaching aids and learning materials that accommodate individual differences among your students
86.6	80.8	-5.8	Manage student discipline/behavior
84.5	88.4	3.9	Provide students with suggestions for improving learning
84.4	96.1	11.7	Effectively manage routines and procedures for learning tasks
84.4	80.8	-3.6	Communicate to students the purpose and/or importance of learning tasks
82.3	88.5	6.2	Use a variety of assessment data to understand your students' academic needs
82.2	76.9	-5.3	Communicate to students the specific learning objective(s) of the lesson
82.2	96.1	13.9	Help your students value learning
80	76.9	-3.1	Actively involve students in critical analysis and/or problem solving
79.7	84.6	4.9	Implement teaching methods at an appropriate pace to accommodate difference among your students
77.8	96.1	18.3	Improve the academic performance of students, including those with learning disabilities
77.7	83.5	5.8	Plan evaluation procedures that accommodate individual difference among your students

73.4	80.8	7.4	Redirect students who are persistently off task
73.4	76.9	3.5	Assist families in helping their children be successful in school
73.3	73.1	-0.2	Foster student creativity
71.2	80.7	9.5	Provide students with specific feedback about their learning
68.9	80.8	11.9	Provide appropriate challenges for very capable students
62.2	69.2	7	Solicit a variety of questions throughout the lesson that enable higher order thinking