

**LINCOLN**  
**ANNUAL REPORT**

**2017**



**BUENOS AIRES**  
**ARGENTINA**

*The Mission of  
Asociación Escuelas Lincoln,  
the American International School  
of Buenos Aires,  
is to provide an education based  
on a United States accredited  
curriculum in an environment  
of academic excellence that  
develops ethical, responsible, and  
globally conscious world citizens.*

*October 2001*

***The Philosophy of Lincoln-***  
***The American International School of Buenos Aires***  
*(Asociación Escuelas Lincoln) is a statement of the examined beliefs of the school faculty, administration, and Board of Governors in regards to the education of students and the purpose and goals of the school.*

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We believe students should be provided excellent academic, social, and personal opportunities in order to be successful and contributive members of a culturally diverse society, regardless of race, religion, gender, or ethnic background. The core tenets of our educational program are based upon practices in the better schools of the United States. In recognition of the multinational background of our student population, we also strive to meet the needs of our community by offering Argentine and International Baccalaureate curricular strands to enhance our United States accredited diploma program.

While celebrating the diversity of our school population, we seek to create among parents, students, teaching and non-teaching staff, administration and Board of Governors, a unified and caring community that exhibits mutual respect and understanding wherein the individual feels welcomed and valued.

The school endeavors to develop individuals with healthy self-esteem, confidence and the desire to become life-long learners. To this end, we employ teaching methods that are creative, varied and flexible. We hold that the learning climate, while demanding, should be enjoyable, active, and dynamic. Our classrooms are characterized by inquiry, discovery, creativity, problem solving, and self-direction. The individuality and potential of each student will be maximized in a multi-faceted, high quality learning environment.

We seek to nurture the intellectual, personal, social, physical, and affective characteristics of the whole student. We value and endorse character education, which encompasses responsibility, respect, honesty, cooperation, compassion, and concern for the welfare of the community and the world at large.

We believe that through consistent application of these principles and ideals, a learning community will be fostered in which rational, caring, and intellectually discerning students will develop.

**November 1999**

**Asociación Escuelas Lincoln**  
**Administrative Team**  
**2011-2012**

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**Phil Joslin**  
Superintendent

**Raymond McKay**  
Director of National & Post-Secondary Programs

**Brad McClain**  
Elementary Principal

**Jeff Voracek**  
Middle School Principal

**Joe Hollenbeck**  
High School Principal

**Carlos Patiño**  
Business Manager

**Jane Lowery**  
Assistant to the Superintendent

# *Asociación Escuelas Lincoln*

**Lincoln - The American International School of Buenos Aires**

## **Annual Report**

**November 2011**

### **1. SUPERINTENDENT'S MESSAGE**

This past year at Lincoln has been a very positive and productive one. Mr. Joe Hollenbeck, a respected and experienced international administrator has joined our administrative team as our new High School Principal. Mr. Hollenbeck brings a wealth of educational background that includes previous experience in both Asia and Africa as well as in his home state of Michigan. All of us here in the Lincoln community will certainly benefit from his positive student centered administrative leadership.

Our elementary school, under the administrative direction of Mr. Brad McClain, delivers a well rounded program that clearly supports both the cognitive and affective educational goals which are so essential in the early development of learning principles for our youngest students. Mr. McClain continues to offer leadership support in reviewing and refining our academic curricular offerings with a particular emphasis on the Understanding by Design elements that are key to targeting desired outcomes.

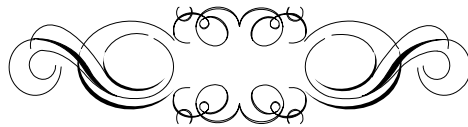
Our middle school, with Mr. Jeff Voracek as the Principal, provides an admirable program of strong academics combined with a wide range of interesting student centered co-curricular programs all carefully designed to meet the challenging developmental aspects of early teenage education. Mr. V. as he is known to his students, has been instrumental in the design and construction of a new Middle School block of classrooms at ground level below the current Middle School "patio" area. These are nicely designed effective instructional spaces that completes our multi-year plan for developing a comprehensive and age appropriate instructional facility for our Middle School.

The high school program, under the new management of Mr. Hollenbeck continues to be an extremely strong college preparatory program. The strength of the program can be clearly noted in the section of this report that outlines the superb results of the International Baccalaureate and Advanced Placement externally assessed examination programs. Additionally another reflection of the academic success of our high school can be found in a review of the section of this report that outlines our most recent university and college placement results. Lincoln enjoys a very strong positive reputation as an outstanding international school. Much of that reputation stems from the excellent academic levels of

our graduates and the positive supportive student to teacher relationships we believe is essential in education.

Last March Lincoln celebrated our 75<sup>th</sup> anniversary by hosting over 700 alumni and their families from around the world. Our alumni clearly loved their time at Lincoln as they reminisced on what for many was a powerful introduction to life as a global citizen. The repeated comments about the values established during their time at Lincoln are clearly reflective of the value statements in our current mission and philosophy statements. It was a rewarding experience to see that the bond established as long ago as the class of 1936- represented by one of our attending alumni- are still present and vibrant today. Lincoln is clearly a school with a strong history, a vibrant and relevant present, and a positive future.

Please read through the various areas included in this annual report and discover the excellence in education that continues to be a Lincoln Hallmark.



## 2. ENROLLMENT

The current enrollment is **821** full-time students.

By division we have (as of November 1, 2011)

Elementary School	365
Middle School	212
<u>High School</u>	<u>244</u>
<b>TOTAL</b>	<b>821</b>

To compare to the past years:

November 2010	-	769
November 2009	-	789
November 2008	-	838
November 2007	-	764
November 2006	-	634
November 2005	-	569

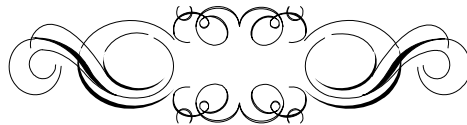
Currently we have students representing **45** nationalities in the following approximate percentages for the top groups:

United States of America	-	25 %
Argentina	-	17 %
Brazil	-	6 %
Korea	-	5 %
Canada, Colombia	-	Each ~3 %
Mexico, Venezuela	-	Each ~2 %
Belgium, Netherlands, Spain, Switzerland, UK	-	Each ~2 %

New enrollments since August 2011 are:

Elementary School	100
Middle School	40
<u>High School</u>	<u>36</u>
<b>TOTAL NEW</b>	<b>176</b>

There are still applications for this semester pending.



### **3. FINANCIAL STATUS**

Our enrollment of 820 students, averaged over the past school year, was slightly below our plan. However, in view of the higher than expected capital assessment on new families during the second semester, we were able to reach our budget goal for the year. Our total operating income amounted to US\$ 14,800,000. The capital assessment ended in US\$ 1,400,000, or US\$ 500,000 above budget. In peso terms the operating revenue was 11% higher than in 2010.

One school related result of the unbalanced national approach to inflation versus devaluation which occurred during the year, was that our annual dollar tuition was increased by an average of 9.3% over 2010.

The actual operating expenses in dollar terms was U\$\$ 17,000.000, which was slightly under the annual budget thus resulting in a total net operating result which was directly in line with the expected budget plan.

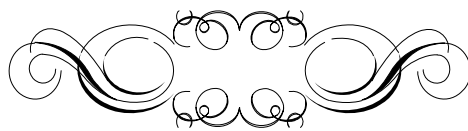
Our medium and long term dollar denominated investments were positively impacted by the recuperation of the world markets, and resulted U\$\$ 500,000 higher than anticipated for in our budget. Losses suffered in the previous year were compensated during the current fiscal year.

The net final result after depreciation showed approximately U\$\$ 900,000 higher than budget.

The total accumulated investments of the school now stand at U\$\$ 10,000,000, which represents 7 months of normal operating expenses. The capital reserve increased by the capital assessment shows a net balance of U\$\$ 2,900,000; it has been applied to finance the large construction/revamping project of 5 new classrooms and 2 laboratories for middle school, along with the retro fitting of 2 elevators which will allow access to all floors of the buildings. This complex project was executed on time, and slightly under the approved amount of U\$\$ 1,900,000 budgeted for the project last year.

Regular capital expenses of almost U\$\$ 180,000 were invested in improvement and security of school facilities and classroom technology for curriculum applications.

Our financial statements were audited by Grant Thornton. A copy of their clean auditor's report and the main statements are accompanying this document.



## 5. PROFESSIONAL DEVELOPMENT

Following is a list of professional development activities that have taken place or teachers have taken advantage of throughout the past year.

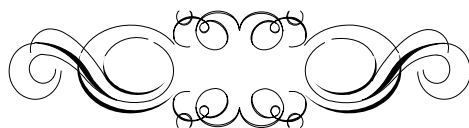
### JANUARY 2011 - December 2011

- January through June 2011 School Year—Rutgers College Coursework, New Jersey, USA (S. Simmons)
- January-March 2010 - University of Wisconsin, Stout. WI, USA. (Online course) *Young Adult Literature in the Classroom* (N. Miller)
- January 2011- Southern Methodist University - Intern in Admissions Office, Dallas, TX, USA (J. Lowery)
- January 2011 – School-to-School Partner – Learning Resource Specialists, Hanover County, VA, USA (C. Erazo, L. Forrester)
- February 2011 - Columbia University Teachers College, Literacy Coaching Institute (Advanced), NY, NY USA, (M. Wiest)
- February 2011 - Association for Advancement of International Education (AAIE) San Francisco, CA, USA (P. Joslin)
- February through March 2011 - Professional Reading Group,  Holding On to Good Ideas in a Time of Bad Ones: Six Literacy Principles Worth Fighting For (led by R. Mari)
- February 2011 - International Baccalaureate (IB) Workshop: Lengua A: Literatura en Español, Category 3, Colegio Eco Mundo, Guayaquil, ECUADOR (S. Lopez Fernandez)
- March 2011 - National Science Teachers Association (NSTA) National Conference, San Francisco, CA, USA (S. Miller)
- March 2011 - Association of American Schools in South America (AASSA) Conference, Campinas, BRASIL (D. Douglas, B. Fezler, L. Forrester, J. Lowery, B. McClain S. Simmons, N. Yaremchuk)

- March 2011 - Association for Supervision and Curriculum Development (ASCD) Annual Conference, San Francisco, CA USA (R. Mari)
- March 2011 - ADIEU Mirror Neuron, Neurology and Learning, Buenos Aires, ARGENTINA. (L. Rock)
- April 2011 – Assessment Summit, Solution Tree, Chicago, IL, USA (J. Hollenbeck)
- April 2011 - National Art Education Association (NAEA) Annual Conference, Seattle, WA, USA (G. Sicotte)
- April 2011 - IB English A Language & Literature (Level 2) Teacher Training Workshops, Buenos Aires, ARGENTINA (L. Venier)
- April - June 2011 - Intervencion Neurocognitiva en los Procesos de Lectura y Escritura Workshops, Buenos Aires, ARGENTINA (V. Ederra)
- May 2011 - Lincoln Educational Technology Conference , Buenos Aires, ARGENTINA **Attendees:** F. Abal, P. Aldazabal, J. Basnight, W. Basnight, L. DeLorey, M. di Paola, G. Dobson, N. Dolce, L. Forrester, C. Goodwin, S. Horst, N. Lopez, J. Lowery, R. Lythgoe, K. Manu, R. Mari, G. Mihelic, B. Milburn, J. Miller, N. Miller, S. Mondria, D. Nolan, M. Oliver, C. Pacha, G. Peate, M. Rattner, L. Rock, G. Rosso, S. Scandella, J.S elf, G. Sicotte, M. Singleton, M. Stone, C. Urcullu, S. Voracek, N. Yaremchuk, A. Young - **Presenters:** P. Giansante, N. Yaremchuk, N. Lopez, W. Basnight, J. Basnight, G. Peate, G. Mihelic - **Volunteers:** L. Segura, J. Masdeu, A. Minotti, N. Abbate
- June 2011 - Orff Level I Certification instruction, Nashville, TN, USA (A. Young)
- June 2011 - New Literature for Children Workshop, Cleveland, OH, USA (C. McClain)
- June 2011 - Teaching Reading to Students Learning English Workshop, Washington DC, USA, (L. DeLorey)
- June 2011 - International Baccalaureate (IB) Language and Literature English Training, Montezuma, NM, USA (C. Jackyra)
- June 2011 - American School Counselors Association, Seattle, Washington, USA (B. Fezler)

- June 2011 - College Board Institute for International Education, Georgetown University, Washington, DC USA – (J. Lowery Faculty Member)
- June - July 2011 - The College of New Jersey Administrative Coursework, Buenos Aires, ARGENTINA and Mallorca, SPAIN (B. McClain)
- June - July 2011 - Visited Georgia Tech, Georgia State University, Oglethorpe University, Emory University, University of the South, Agnes Scott College, Savannah College of Art and Design, Atlanta & Savannah Campuses, TN, GA, USA (J. Lowery)
- July 2011 - Columbia University Teachers College, Readers/Writers Institute, NY, NY USA, (S. Arsenault)
- July 2011 - Columbia University Teachers College, Readers/Writers Institute (Advanced), NY, NY, USA, (G.Hines)
- July 2011 - AASSA/ LAASBO annual conference. Topic, School Leadership and Emotional Intelligence. Aventura, FL, USA (C. Patiño)
- July 2011 - Overseas Association for College Admissions Counseling- (OACAC) Annual Conference, Calgary, Alberta, CANADA, US (J. Lowery)
- July 2011 - International Baccalaureate (IB) Conference of Americas, San Antonio TX, USA (M. Stone)
- July 2011 - Naviance Training, Austin Texas, USA (C. Goodwin)
- July 2011 - IB Language/Literature Training, New York. NY, USA (S. Fang)
- July 2011 - International Baccalaureate (IB) Theory of Knowledge Training, at United Nations International School (UNIS) , NY, New York, USA (J. Bailey)
- August-Oct 2011 - Children's Literature, University: University of Wisconsin, Stout, WI, USA (on-line class) (M. Daniels)
- August - December 2011 – Insects in the Classroom and Ecology and Diversity, University of Massachusetts at Amherst, MA, USA (on-line class) (N. Dolce)

- September 2011 - National Association for College Admissions Counseling – (NACAC)– Annual Conference, New Orleans, LA, USA, US (J. Lowery)
- September 2011 - AASSA Board meeting and Governance Conference. Miami FL, USA (P. Joslin- President AASSA Board)
- October 2011 - Association for International Schools in Africa (AISA) Annual Teachers Conference, Nairobi, KENYA, (B. Fezler)
- October 2011 - Tecnología y Matemática. Innovación tecnológica en el aula. Universidad de San Andrés. Buenos Aires, ARGENTINA (R. Lythgoe)
- October 2011 - IB Academy – Training Program, Bogotá, COLOMBIA (L. Venier)
- October through November 2011 - Professional Reading Group, Teach Like Your Hair's On Fire, (led by R. Mari)
- December 2011 - AASSA Board meeting and AASSA recruitment and Advanced ED/SACS Chief Administrators Conference. (P. Joslin, President AASSA Board)
- December 2011 - Council of international School /CIS Latin American Committee/ CIS Higher Education Committee Board Meeting – Miami, FL, USA (J. Lowery, Board Member)



## **5. ELEMENTARY SCHOOL**

At the Elementary School level, the 2010-2011 school year included several new faces, a number of school improvements, and continued progress toward strengthening a cohesive and productive stakeholder population. While the total Elementary School population grew by only two students (390 to 392), those students included 70 new student body members! This type of infusion is the norm for the Elementary School maintaining the level of energy and enthusiasm. One additional class section was added in each of Grades K5 and 2. Two new sections were added to Grade 5 while two sections of Grade 4 and one section from each Grade 1 and 3 were eliminated. Enrollment remained strong throughout

the year with a significantly large Grade 5 population of nearly 90 students. Our theme for the year, created by the faculty and staff was “**Learn to Share. Share to Learn.**” Brad McClain led the Elementary School for a third year as principal.

## **Students**

- Kathryn Manu continued in the Counselor position. She remains a very positive force for the children of the Lincoln Elementary School. She has a strong background in both early elementary as well as gifted/talented education. The counseling department continued to provide parenting, individual, small group and in-class support. Classroom lessons focused on “Building a School Community,” “Growing as a Group,” “Making Positive Decisions” “Growing Up Drug Free” and “Celebrating You and Me.” In addition, she continued other, pertinent curriculum ideas. She continues to serve the students through organization and implementation of Random Acts of Kindness, KidsCount (ES Student Council), and Parenting Book Discussions. All have been very popular and well received.
- Consistent and on-going transition support continued to be offered new Lincoln students. The counseling department continues to reach out to new families even before leaving their previous locations providing pre-departure support. Upon arrival, orientation for new students and families occurred with traditional first semester orientation and an innovative second semester orientation involving a welcome and an inclusion activity for the entire family. Transition workshops were provided for the families and new student groups offered familiarity to new students. For those departing Lincoln, pre-departure support for students and families was provided via “Leaving Lincoln” workshops.
- The teachers continued to provide excellent educational opportunities for the children of Lincoln. ITBS results provided a snapshot of grade level equivalent performance. Even though all reported areas showed levels of achievement above grade level expectation, the average growth since the testing the previous year remained nearly a full grade equivalent (GE) or more.
- MAP (Measures of Academic Progress) testing was continued at the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade levels. This test assesses a student’s current level of academic performance. Subsequent testing during the same grade level provides useful data to measure a given student’s academic growth. This testing enhances the school’s ability to make data informed decisions regarding individual and group instruction as well as instructional revisions. Results from this testing indicate above average overall performance and solid academic growth through the school year.

## Academic and Extra-Curricular Areas

- Afterschool activities continued to flourish. Over 85% of Elementary School students participated in one or more of these activities. Nearly 500 student contact sessions were provided each week, each semester.
- The Elementary School Student Council (*KidsCount*) sponsored spirit days in order to involve all students in a form of community service. This organization has a long standing relationship with the San Isidro Hospital Children's Cancer Clinic. The year, *KidsCount* raised over \$15,000 pesos to support the purchase of medicines and supplies.
- Our K4 through Grade 5 music program has continued to flourish. Ms. Amy Young has joined our staff as the Lincoln as our Elementary School Music instructor. She provided a solid program that includes music literacy, music theory, performance, and instrument (Orff, recorder, boom-wacker, Suzuki chime) instruction for grades 1 through 5. Under the supervision of Ms. Young, our youngest students in grades K4 and K5 receive Music instruction from Ms. Virginia Zamorra. All of our students are very engaged in learning as much as they can about music!
- The Lincoln Elementary School Spanish classes continue to provide an excellent level of instruction aimed at raising and solidifying the Spanish language proficiency level of the child. Spanish and Spanish as a Second Language (with varying levels of proficiency) are offered at each grade level. Lincoln School has participated in a standardized testing program (*Aprenda 3*) in order to support data informed decisions regarding instruction and planning.
- Our mathematics program, *Everyday Math*, has continued to prove itself an excellent program to meet our students' needs. In addition to its inquiry based approach, our students have deepened their understanding and facility with numbers through practice with computational skills as well as conceptual understanding. The program is fully aligned with the standards defined by the National Council of Teachers of Mathematics and has the research backing of the University of Chicago. We have provided our teachers and parents with program support via the internet via subscription to "EveryDay Math On-Line." This has proven to be a very valuable asset in supporting learning and connectivity.
- Our language arts and ELL programs continued to use the 6 + 1 Writing Traits, a powerful writing program that is also used by the middle and high schools. 6+1 Writing Traits remains integrated into all the grades levels from Kinder 5 to Grade 5. This provides our teachers and students with a common vocabulary for

developing the tools of writing and implementing them in meaningful ways. A visit from author and educator, Robert Young, supported this effort. Several of our teachers received training in the Columbia University Teacher's College Reading/Writing Method of instruction. These enhanced and student centered teaching methodologies further support the acquisition of language arts.

- Our Learning Center Program continues to serve the Lincoln Elementary School students who have identified learning differences as well as students with “non-identified” differences when possible. Led by Laurie Forrester, the LC Team serves in both English and Spanish classes with both “pull-out” (working with individuals and small groups in the Learning Center) and “push-in” (working with small groups in the regular classrooms) support.
- Our “Leveled Book Room” has grown in volume and use. This leveled book room houses book sets which have been “leveled” specifically by reading level difficulty. These sets are then available for teacher use for small group “guided reading” and “literature circles” instruction. The books are catalogued electronically on the internal “G Drive” so that teachers can have easy access to availability information. Book sets can be check-out for classroom use.
- Harcourt’s *StoryTown* continues to be the Elementary School’s identified Language Arts program. Traditional in design but with interactive capability, this program incorporates robust vocabulary, current literature, and useful student books. This program will form the framework of Language Arts instruction for Kinder 4 through Grade 5.
- Readers & Writers Workshop methodology based on Lucy Calkins’s work at the Teachers College of Columbia University has become the focus of much professional development and classroom instruction. In support of this movement, related professional development requests have been supported including the return of Liliana Zecker as a visiting consultant. Our focus continues to link this “Workshop” methodology with our curriculum using *StoryTown* materials and authentic literature.
- Peer mentoring has continued to serve as an authentic and powerful means of professional development. Teachers who were proficient as well as those growing in proficiency with the Workshop methodology opened their classrooms to one another. Teachers observed and supported each other’s teaching through these scheduled and drop-in sessions.
- Curriculum work by subject area and grade level continued to be a focus for teachers. Revision of unit and lesson plans along with curriculum alignment

continued. Curriculum standards and benchmarks were reviewed to assure alignment with actual instruction. Finally, work began and continued to identify report card expectations (via a rubric) for each standard listed.

- Visual arts continued to be a strong curricular goal for the school. In support of this, Christine Wiest continued in her role as our Art Teacher for Grades 1 through 5. Under Ms. Wiest's supervision, Ms. Alejandra Barra offers instruction to K4 and K5 students. A wide variety of art mediums such as drawing, painting, pastels, construction and ceramics are included in the instruction offered. The connectivity between the Art curriculum and the varied curricula of various grade levels and Spanish classroom instruction has continued to grow and flourish. This has been clearly evidenced through informative and creative displays explaining process and product.
- Technology Committee workshops continued to bring new skills and knowledge to all of the elementary teachers. Continued increase in the use of technology to enforce curricular goals is noticeable. Using technology to enhance access to the curriculum remains a school-wide goal for all of the elementary school teachers.
- In September, several teachers attended the international ESSARP (English Speaking Association of the River Plate) conference which was held in downtown Buenos Aires. Liliana Zecker, Associate Professor from DePaul University, returned to work with all Elementary School teachers in the areas of literacy development. Robert Young also returned to work with both Elementary and Middle School teachers in the area of writing development.
- In-house professional development during staff meetings aimed at focusing on the importance of curriculum redevelopment and lesson planning connected to intended learning. These formed the internal professional development focus for the year. "Understanding by Design" (UbD) and "Four Circles and a Square" lesson planning were introduced and reinforced. Assessment as an evaluative as well as a learning tool was also reinforced. Assessments, both formative and summative were the focus of many staff meeting professional development sessions.
- At the start of the second semester, professional teaching staff members in the Elementary School were challenged to begin development of an individual "professional electronic portfolio." The professional development focus for this challenge was to encourage the creation of a personalized, on-going medium for reflection on professional beliefs, strategies, and areas for growth. The goal date for completion of these electronic portfolios was the end of the first semester of the 2011-2012 school year. Professional development opportunities and direction for

conceptualization, construction, development, revision, and maintenance of professional electronic portfolios was and will continue to be provided.

- Curriculum work continued at the Elementary School level throughout the school year. Curriculum committees (Math, Science, Language Arts, Social Studies, Fine Arts, Physical Education, Argentine Core Program, and ESL) continue to meet on the 3<sup>rd</sup> Tuesday after school every month this year. The use of monthly K-12 Curriculum committee meeting times, as well as monthly department and grade level meeting times are. Even though curriculum development is a continual and ongoing improvement process, the result of this curriculum work is a well-articulated curriculum, which enhances every child's educational experiences at Lincoln. Specifically this year's curriculum time was spent articulating the Lincoln School curricula vertically (from grade to grade), resolving identified gaps and overlaps, and strengthening appropriate curriculum delivery. Lesson and unit plan review and revisions continue as on-going efforts within each division, at each grade level, and within each department. Additionally report card work was undertaken in order to identify (via a collectively developed rubric) grade level expectations for each subject are, report card descriptor. This work supported the consistency with which assessments are made and communicated to parents via the Elementary School report card.

## **Technology**

- An upgrade on the wireless connectivity for notebooks and netbooks throughout the Elementary School was implemented. This supported more consistent and steady access for technology use in the classrooms.
- A mobile netbook lab was added to the lower Elementary School hallway for use by teachers on that floor. This greatly enhanced technology access by student class groups.
- Two sets of immediate response "clickers" were purchased for and used in Elementary School classrooms. These technology devices allow for and promote interactive participation with the lesson being delivered. Ongoing formative assessment can take place in order to further support the intended learning. Data derived can be collected and utilized to further inform instruction.
- Consistent multimedia access for each homeroom was enhanced. In addition to a teacher's desktop computer and a video projector, every homeroom classroom has a document camera. This technology enables easy manipulation of static media for easy projection. A great benefit is ease of use by students.

- Many of the teachers' desktop computers were updated in order to handle the technological demands of new software and internet connectivity.
- More classrooms gained the mimeo hardware which enables a teacher's whiteboard to function interactively with the desktop computer.
- At the semester, a new position of Elementary School Technology Aide was created and staffed (Cristian Blanco). This new role enables better student access to technology by decreasing the response time for tech issues, and increasing the availability of the Technology Teacher (Nancy Lopez) to teachers for consultation and planning.

## **Staff**

- Elementary School learning community standards were revised
  - Professional Learning Community Standards**
    - Focus on learning (not just teaching)
    - Collaborate for improvement
    - Focus on results by using assessment data to inform instruction (external/common/ongoing/formative/summative assessments, common rubrics, etc.)
    - Respond to feedback in a professional manner
    - Maintain a positive and respectful attitude and an inclusive atmosphere
    - Maintain flexibility while respecting others
    - Keep open, positive communication· Promote environmental awareness—Be Green!
- New faculty members for the 2010-2011 school year included Ms. Stacey Arsenault as a Grade 3 classroom teacher. She has worked in the USA, Brazil, and Senegal. Heather Fennerty also joined the Grade 3 team as a classroom teacher. She has worked in the USA, Israel, Ireland, and India. Mr. Marc Singleton joined the Lincoln Elementary School professional staff as our newest member of the Learning Center team. He started the year substituting in Grade 5 for Ms. Nan Shorey who was delayed in her return to Argentina due to post-surgery complications. He has taught in the USA and Argentina. Ms. Amy Young has stepped into the Music leadership role. She has taught Music for several years in the USA. Ms. Virginia Zamorra was hired as the Fine Arts aide. She also teaches K4 and K5 Music. She is a trained special needs teacher from Venezuela. Ms. Mariela Oliver was hired as a new K5 Aide. She is from Argentina. Cristian Blanco, an Argentine, was hired for a new position as Elementary School Technology Aide.

- The Elementary School Team Leaders' group remained organized with one teacher representing two grade levels. Facilitating effective communication as well as professional development and team building are consistent goals. The team meets twice monthly and then team leaders meet with assigned grade level and specialist teachers. Aides, Spanish teachers, and specialists are also included in these groups. This group design is then further utilized at staff meetings in order to provide discussion groups within and between grade levels, across English and Spanish curricula, and including specialist teachers and aides.
- Weekly grade level meetings take place in order to foster collaborative communication resulting in common planning of instructional units, assessments, rubrics, and unit timeline guides. This communication enhances consistent curriculum delivery and school cohesiveness.

## **Facilities and Systems**

- New and updated windows were installed in each of the playground facing Kinder 5 classrooms in order to upgrade and improve the environment of the rooms.
- The remainder of the Elementary School playground that had been covered with slippery green plastic tiles was covered with synthetic grass. This artificial turf extends the proactively placed, safe-play-area surface for children. Embedded in this artificial turf are tetherball and foursquare play areas.
- The Elementary School hallways were painted with the school colors of blue and yellow.
- Construction began and continued on the elevator shafts which will greatly simplify and support physical access to all levels of the facility.
- A bright and appealing Kinder 5 homeroom was created in what had been the staff workroom (304).
- The staff workroom was moved to room 507.

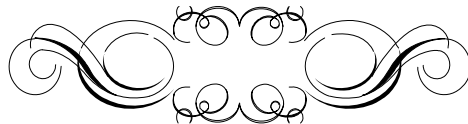
## **Addendum**

The 2011-2012 school year began with vibrant zeal. The theme of the year is “**See the Best in Everyone**” and that is just what we strive to do. While the Elementary School student population dropped by 20 (370) students from the end of the previous semester, this was

primary due to the departure of our anomalous (big!) Grade 5 class. Two sections were eliminated from Grade 5 while one section from each Grade 2 and K5 were eliminated. One additional class section was added in Grade 1. Two new sections were added to Grade 3.

The remainder of the Elementary School playground that surrounded our “gazebo” and sandbox area was covered with synthetic grass. The concrete retaining walls around the large trees adjacent to the Elementary School building were repaired and enlarged. More benches were added and secured around the play areas. All playground equipment was assessed for safety and visual appeal. Padding was added around exposed columns and basketball poles. The bathrooms adjacent to the playground were improved with minimal renovation. The Kinder Atrium was painted with the colors of the Argentine flag: blue and white and bright yellow. These projects have greatly enhanced the positive ambiance of the Elementary School facility.

Many staff received professional development training over the June/July break. New staff included Ms. Elizabeth Meyer and Ms. Cate Hollenbeck in Grade 1, Ms. Erica Wolverton in Grade 3, and Mr. Brenna Williams in Grade 5. Staff changes include Ms. Silvina Tomsin moving from K5 back to Grade 3 and Mr. Brian Milburn moving from Grade 5 to back to Grade 4. Revised placements for aides included Ms. Veronica Hales moving from K5 to K4 and Ms. Sarah Scandella moving from K4 to Grade 1 (filling an additional aide position created at that level responding to the additional class).



## **6. MIDDLE SCHOOL**

The 2010-11 school year was another successful year, with a solid well-rounded middle school program meeting the needs of our diverse middle school population. The Middle School program not only focuses on strong academics but also the social, emotional, and physical aspects of students.

The faculty remains the strength of the middle school program, as teachers continue to demonstrate professionalism and commitment to the students and their learning. We

welcome two new teachers to the middle school for the 2011-12 school year Ms. Nicole Dolce and Ms. Sofia Masutti. Ms. Dolce's teaching responsibilities include grade 6 and 7 Science and Grade 6 and 7 Health. Ms. Masutti will be teaching Spanish as a Second Language. I am very pleased to have Ms. Dolce and Ms. Masutti join the Middle School faculty. The 2011-12 school will be the last year of teaching for Mr. Erik Ortman, Ms. Larisa Masson and Mr. Noah Bohnen, three of the middle veteran teachers. They are all seeking new challenges and will move at the end of the year. I am sad to see them go and wish them the very best in their future endeavors.

Again in 2010 and 2011 our strong academic Middle School Program at Lincoln is validated by the continued first-rate results in the Iowa Tests of Basic Skills (ITBS) students. Middle school students complete the core ITBS tests – reading, language and math. Middle school students continue to achieve excellent results in all three core areas and show marked academic growth during their time at Lincoln Middle School. The 2010-11 results show that Lincoln Middle School is in the 80<sup>th</sup> to 90<sup>th</sup> percentile when compared to the National School Norms. This means that our average 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders are doing better than 80 to 90 percent of the other students taking the ITBS test. The 2010-11 school was the last year we will be using the ITBS test.

In the 2009-10 school year we introduced the Measures of Academic Progress (MAP) test. The MAP test is a computer based test in Math, Language and Reading that measures academic progress in these areas. We administer the MAP test twice a year once in the first semester and once in the second semester. MAP testing enables teachers to follow student academic progress in language arts, reading and mathematics. Map not only shows progress it also identifies students' strengths and weaknesses thus assisting teachers with instruction. The Map test results are presented in a RIT score in each of the tested areas. (RIT – Rasch Unit Test developed by NWEA use the RIT scale to measure student achievement and student growth. RIT scores range from 100 to 300. RIT can also be used to calculate accurate class or school averages.) Lincoln Middle School student's mean RIT scores are above the Northwest Education Association (NWEA) norm mean for each testing area and grade level. Lincoln's mean RIT scores also rank at or above the International norms at each grade level and testing area.

During the 2011-12 school year the middle school has established a Data Team to look at MAP and other data. The objectives of the data team is to synthesize data and identify patterns in the MAP results, report cards, common assessments provided by departments and teams. The goal is to use this data to make informed decisions regarding instructional practices. The data team's objective is not to find more data but how better to use the data we have now by providing evidence for improvements in or for support of the middle schools current practice.

I feel it is important to understand that the ITBS and MAP testing is just one type of measurement used to judge the quality of a school's and students' success. Other equally important instruments include continuous student assessment by teachers, selection of materials and resources, retention of quality teachers and feedback from parents and students.

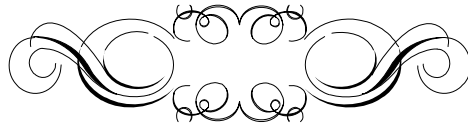
I feel the best way to illustrate the middle school's rich and active environment is to take a snap shot of a two week period in the middle school, October 11 to 22, 2011. During this ten day period fifty – two middle school students traveled and competed in soccer and volleyball in the MS Friendship Meet with Uruguayan American School. The grade 7 students participated in an afternoon of history alive activity called “Greek Mystique.” This was an integrated Language Arts / Social Studies culminating activity based on the Grade 7 Greek unit of study. The grade 8 class sponsored an assembly which showcased the grade 8 Band and Drama classes, grade 8 student talent and multi-media presentations produced by the students showing events and activities in the middle school. Teachers held end of the first quarter parent conferences on Wednesday, Oct. 19 while students attended their specialist classes. And finally Mr. Douglas and Ms. Glas led a group of ten Lincoln Middle School students to the first Global Initiatives Network (GIN) Conference held in Latin American. The conference was held in Lima, Peru at Colegio Franklin Delano Roosevelt campus.

The Lincoln Middle School facilities took a big step forward toward consolidation by opening the lower patio classroom in August of 2011. With the addition of 5 classrooms, 2 science labs and 1 science prep room the middle school now has physical consistency and flow to accompany the academic program. The middle school Spanish teachers now have regular sized rooms and all English academic core classes are on the same level.

Middle School students have also had the opportunity to perform and display their fine art talents in a number of different venues. In 2010-11 Middle School students performed “A Mid-Summers Night Dream” under the director of Mr. Randall Connoly. Mr. Michael Oliver (Band Director) and Mr. Juan Picarel (Choral Director) created the honor band and choir which is part of the after-school activities program. The honor band and choir traveled to Calafate in September 2010 to participate in the Uppsala College Musical Festival. In addition the music department also holds two concerts each year and a Band Festival. At the end of the each semester a Fine Arts Festival incorporating band, chorus, drama and art classes is held. The grade level assemblies in the middle school provide another venue for additional performances, including student bands, dance routines and musical performances.

Middle School sports teams compete against Uruguay American School in two Friendship Meets each year. ADEN League tournaments are scheduled with local schools. The athletic department also sponsored the Lincoln Soccer League (grades 2-8). The league is

coordinated by Mr. Ruben Brancatelli. The after-school activities program enjoyed strong participation last year and again this year. The middle school after-school activities program also includes a chess club, Green Team, homework club and Math Lab.



## **7. HIGH SCHOOL**

The high school at Lincoln includes a high quality educational program that compares favorably with similar international schools worldwide. Performance indicators, including IB and SAT scores, as well as university acceptances in the U.S. and other countries, indicate we are providing an academic program that appropriately challenges our students and prepares them for life after Lincoln. Educational experiences provided outside of the classroom, including clubs, sports, the arts, community service, and student government round out our efforts to educate the “whole” student in our high school.

We are successfully accomplishing the Lincoln mission of providing our students an education in an environment of academic excellence that develops ethical, responsible and globally conscious world citizens!

Following is a summary of activities taking place in major areas related to the Lincoln High School program;

### **TEACHING AND LEARNING**

- A. In the 2<sup>nd</sup> semester of 2010-11, high school faculty agreed on two school-wide goals as part of the accreditation process;
  - 1. All Lincoln Full IB Diploma students will receive 2 or more additional points from the IB matrix (Extended Essay and TOK) toward their overall diploma total.

- a. Historically, IB Diploma candidates have not successfully taken advantage of the maximum of three IB points that can be earned through successfully completing the Extended Essay and TOK portions of the program the level where three points can be added to the overall IB score.
  - b. In August IB students attended workshops focusing on Extended Essay and TOK. Our TOK teacher attended a professional development activity in July focusing on the TOK course. The Extended Essay timeline for students has been adjusted to better support their efforts to consistently progress with the paper.
2. By graduation, 75% of all Lincoln students will have taken two or more advanced classes (AP/IB) and participated in at least one community service activity and two sports or extracurricular activities.
- a. In the second semester of the current school year, we will collect baseline data on this goal.
  - b. In September, during our Community Service Week, the program was expanded to include ALL grade 11 and 12 students. A Habitat For Humanity Trip to Paraguay was added to the existing menu of trips to Chaco and Salta. Grade 11-12 students who did not participate in the trips out of Buenos Aires were involved in community service activities during the week with local schools, churches and the Food Bank.
  - c. The high school will soon submit a proposal to expand the Community Service Week activities to include out of town trip options for all students in grades 10-12, with local day trip service opportunities for students in grade 9.
- B. Individual teacher goals for the 2011-12 school year are focusing on the collection of data directly related to student learning. Teachers have chosen to work individually or in small groups to collect data reflecting the performance of students within their class or classes. The long range benefits of this exercise will be realized when the data is collected, reviewed and instructional decisions are informed by the data provided.
- C. Each 3<sup>rd</sup> Tuesday afternoon during the 1<sup>st</sup> semester of 2011-12 teachers have worked with departmental colleagues to update subject curriculum and course overviews. As is typical of most international schools similar to Lincoln, there is a degree of transition as it relates to teachers employed by the school. While the benefit of teacher turnover is the infusion of new ideas and strategies, a

disadvantage is that a new teacher may stray slightly from existing curriculum due to personal experiences, preferences or philosophies. The “Curriculum Tuesdays” are spent reviewing written curriculum and course overviews to ensure consistency in our courses from year to year.

- D. Progress reports in the high school at Lincoln have historically been distributed at the halfway point of each academic quarter ONLY to students who were earning a C- grade or below in a class. In April of 2011, the high school student government (STUCO) requested that ALL students receive progress reports. Teachers agreed to this request and in the first two academic quarters of 2011-12, ALL students in the high school received progress reports at the halfway point of each quarter.

Communication from a number of parents indicates this has been well-received by parents and students.

- E. On Saturday, May 14, 2011, Lincoln hosted an Educational Technology Conference involving more than ninety educators representing fifteen different schools. Five different two-hour workshops were held, each covering a specific area of technology in education. Ten one-hour workshops were also held, each with their own area of focus as it relates to educational technology. Areas of focus for workshops included, but were not limited to:

Animation	Prezi
Podcasting	Web 2.0 Applications
Interactive Whiteboards	Robotics
Professional Portfolios	21 <sup>st</sup> Century Skills
Tablets	Instant Response Devices
Personal Learning Networks	

- F. High School Teachers at Lincoln have engaged in eighteen professional development workshops/training sessions since January 2011. Most of these opportunities took place in the U.S. or other locations outside of Argentina. Teachers and administration greatly appreciate the funding that has been made available to teachers for this purpose. International professional development opportunities such as those participated in by high school teachers ensure that our instructional practice is current, not only as it relates to the use of technology, but in all ways that we approach the learning of our students.

## **STUDENT AND PARENT SUPPORT**

- A. A prevention specialist from Freedom from Chemical Dependency (FCD) on September 6-9 to lead student forums for discussion of social, cultural and personal issues that relate to the choices people make. The specialist met with all students in grades 10 and 11, as well as 12<sup>th</sup> grade students who were new to Lincoln. Post FCD visit surveys indicate the program was well-received by students. Many comments expressed appreciation for the knowledge gained about the harmful physical effects of specific drugs (and alcohol), as well the information that many more students out there are not participating in the substance abuse than it appears, according to confidential surveys given previously at Lincoln. The FCD specialist also met with parents on September 7<sup>th</sup> to discuss the information mentioned above, as well as what parents can do to help their high school students as it relates to chemical dependency.
- B. The transient nature of the international school population is a wonderful component of Lincoln. It means we always have a steady stream of new ideas and strategies to improve. Unfortunately, the transitions associated with this lifestyle can result in emotional struggles for students, parents and teachers as they adapt to a new environment. Recognizing this, the high school counselors provide welcome support to our students with transition. To note:
1. In advance of their arrival to Lincoln, new students receive a booklet consisting of a Welcome Letter and Tips For Settling Into A New Country. Students are also assigned a “buddy” communicate with (e-mail, facebook) over the holiday before school begins.
  2. Individual meetings are held with students prior to the start of school to discuss school culture, expectations, courses, etc. A New Student Orientation is also held with all new students, with returning students present, including get-to-know you activities, team building, etc.
  3. Parallel to the New Student Orientation, there is a New Parent Orientation utilizing current parents to help welcome the new families, to answer questions and to provide a link to the community.
  4. Two weeks and four weeks into the school year, individual and small group meetings are held with new students to monitor adjustment socially, emotionally and academically.
  5. Numerous activities are held in support of Gr. 9 students in support of their transition to the demands of high school. The counseling department meets with

them in the initial stages of each school year to discuss homework demands, strategies, expectations, etc. Academic performance of Gr. 9 students is monitored closely in order to provide support, when needed. The first Friday in August the 9<sup>th</sup> Grade Students participate in a 9<sup>th</sup> Grade Welcome Orientation to the High School. They participate in activities to bond with one another as new 9<sup>th</sup> grade students join their class, while also, acquiring pertinent High School information about programs and their own learning.

- C. In addition to the above, our counseling team offers the following student and parent information nights to assist with the university search process, university financial aid, IB, etc. In addition to what is listed below, many after school sessions are offered to students in support of their IB programs and the university search and application process.

- IB Parent Information Meeting
- Gr. 12 Senior Year Planning Meeting
- Grade 9-11 University “Pre-Planning” Meeting
- International Mobile Families Night
- Financial Aid Night – U.S. Universities- International Students
- Financial Aid Night – U.S. Universities – U.S. Citizens

- D. Parent Coffee Meetings are held the first Wednesday of each month in order to communicate high school issues and events to parents, while also providing an opportunity for parents to inquire about the high school program. All high school parents are invited. Attendance usually ranges from ten to fifteen parents each month. In addition to general items of interest and discussion of parental questions, each Parent Coffee focuses on a special topic. The topics listed below have been the focus of Parent Coffee Meetings in the last year:

- The Adolescent Brain
- How To Talk So Kids Will Listen
- Transitions
- Community Service

- E. A Grade 9 Parent Social, organized by Mr. Hollenbeck in collaboration with a Gr. 9 parent, was held in October 2011. More than forty parents attended this potluck dinner function where the main purpose was to encourage parents to get to know one another, with hopes of facilitating communication among parents regarding issues associated with raising a teen in Buenos Aires.

## CO-CURRICULAR ACTIVITIES

The Co-Curricular Activities program in the high school is designed to round out the educational experience for our students in an effort to educate the whole child. Among other things, these activities provide students with learning experiences related to working within groups/teams, creatively solving problems, appropriately dealing with victory and defeat, and serving others.

- A. The high school Co-Curricular Activities program includes the following Clubs/Organizations that meet regularly:

Community Service Club	Math Lab	GAN Environmental
Movie Club	Anime Club	Model United Nations
National Honor Society	Photo Club	Organic Gardening
Student Government (STUCO)	Prom	Yoga Club

- B. Our school is a member of the South American Activities Conference (SAAC). Through this organization, we participate in sports tournaments in Volleyball, Soccer and Basketball. Participation in SAAC tournaments, where our students host or are hosted by students from similar backgrounds and schools, provides a unique educational experience. Learning the importance of preparation, experiencing the pressure of performing in front of a crowd, reacting appropriately in victory and defeat and meeting new and interesting people are all benefits realized by our students as they participate in SAAC events.

Member schools are:

Lincoln – The American International School of Buenos Aires  
American School of Quito  
Nido De Aguilas International School Santiago  
Roosevelt International School, Lima  
International School of Curitiba  
Uruguay American School

In the last calendar year, Lincoln School varsity teams have participated in tournaments in the sports mentioned in Quito (Basketball), Santiago (Volleyball), Buenos Aires (Soccer).

- C. The high school at Lincoln continues to support a well-rounded Arts program. Students participate in Drama productions, instrumental and vocal Concerts, and show their visual arts work in exhibitions on our campus.

1. High school students have staged three drama productions since January of 2011, *You Can't Take It With You*, *The Dining Room* and *Stage Door*. Students also wrote and recorded their own one act plays as part of a school-wide contest.
  2. The Visual Arts program continues to develop activities that allow students to showcase their work. A wider array of work than ever before was exhibited in April with the High School and IB Art Show. Each month the artwork of a high school student designated as a "Featured Artist" is shown in the entrance to the High School Library.
  3. The High School Choir continues to participate in various venues. Lincoln hosted five other schools from around Buenos Aires in October for the annual High School Choir Festival. The group also performed in October during the intermission of the high school theater production "Stage Door."
  4. The SAAC Fine Arts Festival will be hosted at Lincoln on March 14-18. This will be the inaugural staging of this event within the SAAC organization. Musicians and actors from the other five SAAC schools will travel to Buenos Aires for numerous workshops and performing opportunities on our campus.
- D. Each year Lincoln approximately fifteen students attend a Model United Nations event in Brazil as part of a culminating experience related to their study of the United Nations organization in an after school club. The conference was held in March and our students represented the countries of China, Norway and Croatia. Two Lincoln students were selected to serve as Committee Chairs at the conference.
- E. As mentioned in A. in the Teaching and Learning category, the high school program currently includes a Community Service program that was expanded in September 2011 to include planned activities for all students in grades 11-12. The High School Principal is currently working with a group of teachers on a proposal for the next school year to expand the Community Service program to include all high school students.
- F.

## ADVANCED PROGRAMS

In addition to the US High School - Lincoln diploma, we provide three advanced programs; International Baccalaureate (IB), Advanced Placement (AP) and *Polimodal*. In total we had **100 students** sitting for IB and/or AP exams.

**External Exam Summary May 2011**  
**Advanced Placement & International Baccalaureate**

**Exams Taken: 248 (IB) + 97 (AP)**  
**Total: 345 Exams**  
**Exam Subjects/Levels: 43 (see list below)**  
**Total Students Taking AP Exams: 53**  
**Total Students Taking IB 84**

**AP & IB EXAMS TAKEN IN MAY 2011 WERE:**

**Languages:**

English A1 HL – IB  
English A1 SL – IB  
English A2 HL – IB  
English A2 SL – IB  
English Literature – AP  
Spanish A1 HL – IB  
Spanish A2 HL – IB  
Spanish A2 SL – IB  
Spanish B HL – IB  
Spanish B SL – IB  
Spanish Language – AP  
French Language – AP  
French AB SL – IB  
French B HL – IB

**Mathematics**

Calculus AB – AP  
Calculus BC – AP  
Mathematics HL – IB  
Mathematics SL – IB  
Mathematical Studies SL – IB

**Computer Science**

Computer Science A – AP

**Sciences**

Biology – AP  
Biology HL – IB  
Biology SL – IB  
Chemistry – AP  
Chemistry HL – IB  
Chemistry SL – IB  
Physics SL – IB  
Physics B – AP  
Physics C – AP

**Art**

Art History – AP  
Theatre SL – IB  
Theatre HL – IB  
Visual Arts HL Option A – IB  
Visual Arts SL Option A – IB

**Social Studies**

United States History – AP  
World History – AP  
European History – AP  
History HL – IB  
History SL – IB  
Microeconomics – AP  
Macroeconomics – AP  
Economics SL – IB  
ITGS HL – IB

**INTERNATIONAL BACCALAUREATE**

The **INTERNATIONAL BACCALAUREATE PROGRAM (IB)** is an acclaimed, two-year university preparatory program which is based not on the curriculum of a single country but which amalgamates the best elements of many national curricula. Containing features common to US high school curricula, English A-Levels/GCSE, and the French Baccalaureate to name a few educational systems, the IB program is offered extensively around the world. Last year's statistics said the IB Diploma Programme was offered at 2,292 schools in 139 countries. Students who meet the requirements of the program receive at the end of two years an internationally recognized IB Diploma. For many students applying to universities worldwide, especially those from the European countries, the Diploma is a necessary requirement to assure students' access to universities and will often ensure university course-credit or sophomore status at many U.S. universities and colleges.

The **INTERNATIONAL BACCALAUREATE** courses take place during the students' Junior (11<sup>th</sup>) and Senior (12<sup>th</sup>) years. The full IB Diploma consists of six examinations based on the IB requirements determining the areas of the study. Along with the examinations there are other components (Extended Essay, Theory of Knowledge, C.A.S. Activities) that can add or subtract points towards the total needed to gain a diploma, 24 points minimum. The examinations are given in May and are scored externally. Languages have oral exams and most subjects have an internally assessed component. IB courses are offered at two levels **HL**-Higher Level and **SL**-Standard Level.

### **IB SCORE SCALE:**

The IB exams can be taken for individual certificates or to fulfill the IB Diploma requirements. The scale is 1-7 (7-Highest). An informal scale of interpreting the results is:

- 7**      **Excellent** - Extremely well qualified, equal top A grades\*
- 6**      **Very Good** - Well qualified, still equal A quality work
- 5**      **Good** - Qualified, a "B" grade
- 4**      **Satisfactory** - An average score, at a "C" level
- 3**      **Mediocre** - A low score, conditional pass
- 2/1**    **Poor/Very Poor** - Not acceptable scores, cannot be used for diploma unless compensated for by high grades in the other 5 subjects

\*The HL courses are considered to be at a university level. The SL subjects are Honors level courses. A high score on a HL exam (4 or above) could give the student university credit (in some cases this also applies for SL exams).

Up to 3 additional points may be earned by points awarded for work in Theory of Knowledge and on the Extended Essay.

The May 2011 examination year once again presented strong results. Lincoln had **twenty-nine full diploma candidates and twenty-seven received the full diploma.** Twenty of these diplomas were bilingual which means there were two “A” or native proficiency languages. This is an exceptional performance. Below are some further points of interest in particular the subject averages that vastly exceeded the corresponding world averages.

Subject results - grade distribution															
Subject	#	Grade									Ave grade (school)	Ave grade (World-Wide)	High grade	Low grade	
		7	6	5	4	3	2	1	P	N					
<b>Subject Group 1</b>															
ENGLISH A1 HL	27	8	14	3	2	0	0	0	0	0	0	6.04	4.74	7	4
ENGLISH A1 SL	10	2	2	3	3	0	0	0	0	0	0	5.30	5.06	7	4
SPANISH A1 HL	24	0	8	14	2	0	0	0	0	0	0	5.25	4.93	6	4
<b>Subject Group 2</b>															
ENGLISH A2 HL	7	0	5	2	0	0	0	0	0	0	0	5.71	5.29	6	5
ENGLISH A2 SL	4	0	0	4	0	0	0	0	0	0	0	5.00	5.40	5	5
FRENCH AB. SL	1	0	1	0	0	0	0	0	0	0	0	6.00	4.99	6	6
FRENCH B HL	1	0	0	0	1	0	0	0	0	0	0	4.00	4.97	4	4
SPANISH A2 HL	5	1	1	3	0	0	0	0	0	0	0	5.60	5.39	7	5
SPANISH A2 SL	3	1	2	0	0	0	0	0	0	0	0	6.33	5.46	7	6
SPANISH B HL	2	2	0	0	0	0	0	0	0	0	0	7.00	5.59	7	7
SPANISH B SL	7	2	4	1	0	0	0	0	0	0	0	6.14	4.92	7	5
<b>Subject Group 3</b>															

ECONOMICS SL	31	3	9	12	5	2	0	0	0	0	5.19	4.84	7	3
HISTORY SL	10	0	1	3	4	2	0	0	0	0	4.30	4.59	6	3
HIST AMER. HL	22	1	7	9	3	2	0	0	0	0	5.09	4.11	7	3
ITGS HL	1	0	0	0	1	0	0	0	0	0	4.00	3.98	4	4

#### Subject Group 4

BIOLOGY HL	11	2	3	4	2	0	0	0	0	0	5.45	4.39	7	4
BIOLOGY SL	7	0	2	3	2	0	0	0	0	0	5.00	4.27	6	4
CHEM. HL	4	1	2	1	0	0	0	0	0	0	6.00	4.54	7	5
CHEM. SL	8	1	1	1	2	1	2	0	0	0	4.13	4.08	7	2
PHYSICS HL	5	3	1	1	0	0	0	0	0	0	6.40	4.50	7	5
PHYSICS SL	5	0	1	2	2	0	0	0	0	0	4.80	4.10	6	4

#### Subject Group 5

MATH ST. SL	17	4	2	5	6	0	0	0	0	0	5.24	4.66	7	4
MATH. HL	6	1	0	2	3	0	0	0	0	0	4.83	4.37	7	4
MATH. SL	18	1	7	7	2	1	0	0	0	0	5.28	4.44	7	3

#### Subject Group 6

MUSIC GR.PERF SL	3	0	0	2	1	0	0	0	0	0	4.67	4.45	5	4
MUSIC SO.PERF SL	1	0	0	1	0	0	0	0	0	0	5.00	4.35	5	5
THEATRE HL	1	0	0	0	1	0	0	0	0	0	4.00	4.61	4	4
THEATRE SL	1	0	0	0	1	0	0	0	0	0	4.00	4.71	4	4
VIS ARTS HL	3	0	2	0	1	0	0	0	0	0	5.33	4.92	6	4
VIS ARTS SL	3	0	0	2	1	0	0	0	0	0	4.67	4.47	5	4

## OVERVIEW/SUMMARY IB RESULTS 2011

- Average points obtained by our candidates who passed the diploma in May 2011: **35**
- Highest diploma points awarded to a candidate in May 2011: **42** (out of a total of 45)
- Average grade obtained at the school by candidates who passed the diploma **5.54**

English A1 HL	27/27	French AB SL	1/1	Theatre SL	1/1
English A1 SL	10/10	French B HL	1/1	Mathematics HL	6/6
English A2 HL	7/7	History HL	20/22	Mathematics SL	17/18
English A2 SL	4/4	History SL	8/10	Math Studies SL	17/17
Spanish A1 HL	24/24	ITGS HL	1/1	Biology HL	11/11
Spanish A2 HL	5/5	Economics SL	29/31	Biology SL	7/7
Spanish A2 SL	3/3	Visual Arts A HL	3/3	Chemistry HL	4/4
Spanish B HL	2/2	Visual Arts A SL	3/3	Chemistry SL	7/8
Spanish B SL	7/7	Theatre HL	1/1	Physics HL	5/5
				Physics SL	5/5

**Pass Rate: 96.7%**

### **OVERVIEW/SUMMARY IB RESULTS 2005-2011**

	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Number of students who <b>attempted</b> the IB Diploma	16	12	4	16	20	17	29
Number of students who <b>received</b> the IB Diploma	15	12	4	15	19	16	27
Number of students who received a Bilingual IB Diploma	10	10	0	10	15	9	20

## **ADVANCED PLACEMENT OF THE COLLEGE BOARD**

The **ADVANCED PLACEMENT (AP) Program** is designed to allow academically talented students to take university level courses during their final high school years. The scores of the AP exams are based on a 5-point scale (see chart below) with a 3 considered an acceptable passing grade.

**AP SCORING SCALE:**

The Advanced Placement examination is scored on a 1-5 (5-Highest) scale. The basic interpretation of these scores is:

- 5 Extremely well qualified** - Usually considered equivalent to a high passing grade on a university level course.
- 4 Well qualified** - Usually considered equivalent to a solid pass (High C or B) on a university level course
- 3 Qualified** - Usually considered a pass, minimum C, on a university level course. This is usually the minimum grade considered for credit awards or credit waivers.
- 2 Possibly qualified** - Not usually accepted for credit or waivers but the university will consider that the student has not only taken the AP course but also took the challenge of the external examination.
- 1 No recommendation** - Not accepted for credit or waivers. The university will consider the fact the course was taken and the exam was attempted.

**LINCOLN ADVANCED PLACEMENT 2011 SCORES**

# of candidates awarded grades

<b>SUBJECT</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Average</b>
<b>Art History</b>			1			3.0
<b>U.S. History (5)</b>	2	3				4.4
<b>European History</b>	1					5.0
<b>World History</b>				1		2.0
<b>Computer Science A (1)</b>				1		2.0
<b>Microeconomics (11)</b>	4	4	1	2		3.9
<b>Macroeconomics (11)</b>	3	4	1		3	3.27
<b>English Literature (17)</b>	4	8	2	3		3.77
<b>French Language (4)</b>		1	2	1		3.0
<b>Calculus AB (11)</b>	2	3	2	2	2	3.09
<b>Calculus BC (1)</b>	1					5.0
<b>Physics B (4)</b>	1	1	2			3.75
<b>Physics C (1)</b>	1					5
<b>Spanish Language (23)</b>	16	4	2	1		4.52

There were a total of 97 AP exams taken in May 2011.

Art History 1/1	Microeconomics 9/11	Physics B 4/4
Calculus AB 7/11	English Literature 14/17	Physics C 1/1
Calculus BC 1/1	French Language 22/23	Spanish Language 41/43
Comp Science A 0/1	Biology 1/5	US History 5/5
Macroeconomics 8/11	Chemistry 2/4	European History 1/1
		World History 0/1

Pass Rate: 83.5%

The Advanced Placement examinations are typically about 3 hours long and are externally scored. They have two or three separate sections: a multiple-choice section, a "free response" essay style section, and for the language exams, a listening and speaking section. The "readers" are university professors and expert teachers. These exams are scored using the same criteria as for first year university students.

There are several reasons Lincoln students might take AP examinations. The primary one is to gain university credit for work completed in high school. Students could receive credit for 4's and 5's in most subject areas.

For some other countries this externally scored examination result can help with university admission. For example, the UK universities will honor AP grades for admissions provided they are in appropriate areas for the intended major of study. Several of the Australian universities are using AP exams as they would British A levels. Canada treats AP exam results much like the US universities by enabling students to enter courses at advanced levels or removing prerequisite courses. Many universities in Europe have set standards for admission on an individual basis based on the Advanced Placement examination.

## **FINAL REPORT**

### **UNIVERSITY PLACEMENT OFFICE**

#### **June 2011**

It was an extremely busy year with the Class of 2011. They started quickly and moved forward with a focus I have never seen matched in my 30+ years of working with seniors! In addition we had a couple of gap year applications from the class of 2010 and several of applications from pre-2009 students (including as far back as 2000) that were transferring or returning to university after some time off. All in all it was a busy year with 500+ packages of supporting documents being sent all over the world to promote Lincoln graduates, with more to come as students continue applications to their home countries with different deadlines!

In addition the demographics of this group made 2011 a very diverse year for applications. Of a class of 66 students, the largest in my history at Lincoln, we have 23 nationalities represented. The largest groups are from the United States (21) and Argentina (15). In addition, 2 students were listed dual US/Argentina. The largest nationality group after US and Argentina was Brasil with 4 students. From this point on there each country is represented by only 1 or 2 students each providing for a very interesting and international mixture of students.

The class of 2011 also boasts the largest number of full IB Diploma candidates (29) and the largest ever *Polimodal* groups (27). Eleven students will graduate with all 3 credentials; US High School, *Polimodal* and International Baccalaureate Diploma.

**FOR THE OVERALL STATISTICS:**

**BY APPLICATIONS for the CLASS of 2011**

USA	62 %
Argentina	21 %
Canada	8 %
UK	15 %
LUC	1 %
Other countries	27 %

Australia, Brasil, Chile, Colombia, Germany, Japan, Korea, Kuwait, Mexico, Netherlands, Norway, Singapore Switzerland, UAE (Abu Dhabi)

*NOTE: You will notice that the total percent is larger than 100%. This is because several students applied to more than one country.*

**CURRENT PLANS: ATTENDANCE**

(As the students have reported the final week of school)

USA	48 %
Argentina	19 %
UK	11 %
Canada	3 %
LUC	1 %
Gap Year	3 %
Military	0 %
Other countries	15 %

The final acceptances are still pending for many of our students. A current breakdown of where students are currently planning to attend even though the definite school is not confirmed yet.

## **SUMMARY OF UNIVERSITY & COLLEGE ADMISSIONS**

The students that have currently made plans to attend universities in the **United States:**

Anwar **AEMRAN**, Bunker Hill Community College  
Alexis **ALCARAZ**, Loyola Marymount University  
Maria **AMASANTI**, Northeastern University.  
Garima **BATRA**, Mt Holyoke College  
Juan Miguel **BECERRA DIAZ**, Boston College  
Gisela **CHUN**, Fashion Institute of Technology  
Camila **CRESPO ORTEGA**, Davidson College  
Mariah **CUSHMAN**, Washington University in St. Louis  
Carly **FINKLE**, University of California - Berkeley  
Caroline **FINN**, Smith College  
Michelle **GOMEZ**, Boston College  
Gregory **HAWLEY**, Vanderbilt University  
Austin **HAYS**, Massachusetts Institute of Technology  
Sergio **HURTADO**, Louisiana State University (Honors College)  
Hannah **KIELMANOWICZ**, New York University  
Araceli **KIM**, Brown University  
Kyu Yeong (Christine ) **KIM**, Ithaca College  
Cristian **KOCH**, Suffolk University  
Rebecca **LARSON**, Brigham Young University  
Alex **LEE**, University of San Francisco  
Gabriel **LERNER**-University of California – San Diego  
Larisa **MANESCU**, University of Texas, Austin  
Tanya **NEUFELD**, New York University  
Kevin **POCOVI**, University of Tampa  
Nicolas **POL- ADLE**, University of California – Santa Cruz/Las Positas College  
Paula **REYNAL**, Post – graduate year at Kent School  
Lynn **ROBLES**, Trident University  
Yasmeen Fatimah **SHAIKH**, New York University  
Hassan **SHALLWANI**, California State University-East Bay  
Andrea **SIROKI RODRIGUEZ**, Florida International University  
Joseph **ST JAMES**, Davidson College  
Emily **WILLIAMS**, Trinity University

**Other US universities that offered Lincoln graduates admissions are:**

*American University, Barry University, Berkeley College, Boston University, Brandeis University, Chapman University, Clark University, Colgate University, College of William and Mary, College of Wooster, Colorado College, Connecticut College, California State University-San Francisco, DePaul University, DePauw University, Drexel University, Duke University, Elon University, Emerson College, Emory University, Emory University*

*(Oxford), Evansville University, Florida Institute of Technology, Fordham University, George Washington University, Georgetown University, Hampshire College, Hofstra University, Johns Hopkins University, Johnson and Wales University: Denver, Johnson and Wales University: North Miami, Lehigh University, Lewis and Clark College, Loyola University - New Orleans, Lynn University, Manhattanville College, Mary Washington University, University of New Hampshire, New York Institute of Technology, University of North Texas, Northwood University, Nova Southeastern University, Parsons School of Design, Savannah College of Art & Design, School of Visual Arts, St. Edward's University, St. Thomas University, Syracuse University, Texas State University San Marcos, Trinity College, Tufts University, Tulane University, University of California-Davis, University of California-San Diego, University of California-Santa Barbara, University of California-Los Angeles, University of North Carolina-Chapel Hill, University of Central Florida, University of Colorado at Boulder, University of Florida, University of Miami, University of Oklahoma, University of Pennsylvania, University of Redlands, University of Texas at Tyler, University of the South, University of Virginia, University of Washington, Utah State University, Virginia Tech, Webster University, Wheaton College, Worcester Polytechnic Institute*

The following students will be applying to universities here in **Argentina**. Some have already started the process, others are waiting until their Lincoln exams are finished in June to enroll in the course to prepare them for the entrance exams. Currently these students have **TENTATIVE** plans to apply to and attend one of the following institutions in Buenos Aires:

Florencia **ARNERA**, Universidad Nacional de la Plata  
Paula **AVILES SANTISTEVAN**, Universidad Austral  
Estela **BATISTA ROCHA**, Universidad Católica Argentina  
Jorge **DE JACOBIS**, Universidad de Palermo  
Pedro **GALLARDO GARCIA FREIRE**, Universidad Austral  
Ladislao **GOSTUSKI**, Instituto Tecnológico De Buenos Aires  
Carolina **GOTELLI**, Universidad de San Andres  
Bruno **KAUFMAN**, Universidad de Buenos Aires  
Tomas **LESCANO**, Universidad Torcuato Di Tella  
Alejandra **LOPEZ CHALUKIAN**, Universidad de Buenos Aires  
Marina **MARCONDES**, Universidad Argentina de la Empresa  
Julian **MONTI**, Universidad Católica Argentina  
Alejandro **QUESADA**, Lincoln University College  
Ines **VERNA**, Universidad Torcuato Di Tella

This list represents the universities that the students are applying to as their first choice. There are several other schools that are also on their lists in case they do not gain admissions to these institutions.

This year we have several students planning on attending university in the **United Kingdom**. These students have accepted offers to the following universities and their places will be confirmed in July when International Baccalaureate and Advanced Placement exam results are available. This is the largest group to attend the UK since I began working at Lincoln.

Valeria **CADENA NIETO**, University of Manchester  
Saskia **FLUCKIGER**, London Metropolitan University  
Bruna **FONTEVECCHIA**, Chelsea College of Art & Design  
Walter **JOOS**, Richmond, The American University of London  
Mycchaka **KLEINBORT**, Oxford University  
Daniel **MACMILLEN** Cambridge University  
Julian **MODIANO**, University of Exeter

Other United Kingdom universities that offered Lincoln graduates admissions are: *Durham University, HULT International Business School, Lancaster University, Lancaster University Management School, Leicester University, London Southbank University, Newcastle University, Richmond - The American International School in London, The London College, University of Bristol, University of Edinburgh, University of Sheffield, University of St. Andrews, University of Surrey, University of Warwick*

We have two students planning to attend university in **Canada**,

Florencia **FUSTINONI**, University of British Columbia  
Rebecca **HEWITT LOVERA**, University of Calgary

Other Canadian universities that offered Lincoln graduates admissions are: *McMaster University, University of Alberta, University of Toronto, University of Western Ontario*

We have several students that are planning to return to their home countries or in another country to continue their postsecondary studies. Some of these places have been confirmed and some are pending examination results, university entrance exams or completion of the application process. Currently their plans are:

Florencia **CORREA GUTIERREZ**, Pontificia Universidad Católica de Chile **Chile**  
Kristina **KLAKEGG**, Universitet i Oslo **Norway**  
Pieter **FERGUSON**, Avans Hogeschool - University of Applied Sciences, **Netherlands**  
Palmira **OBESO RAMIREZ**, Instituto Tecnológico y de Estudios Superiores de Monterrey **Mexico**  
Maria Isidora **OLAVARRIA**, Universidad Adolfo Ibanez **Chile**  
Suzana **REGINA MOREIRA**, Universidade Estadual de Campinas **Brasil**  
Andreina **NIEVES REQUENA**, American University in Kuwait **Kuwait**

Karl VAN HAUWERMEIREN, Group T-International University College Leuven

Netherlands

Jennifer WALZTHONY, F+F Hochschule Zürich Switzerland

Other Universities that the students have been accepted to are: Jacobs University, Germany  
Macquarie University, Australia

Two students have plans that include a gap year before attending university.

Javier WELSINK HOOGENNOOM, Gap year, then applications to Netherlands

Hirofumi NAKANO, Gap year, then applications to Japan

### STASTICAL SUMMARY

As you see this year's class will scatter to the four corners of the globe to pursue their post-secondary plans. There are many applications still pending and of these several will be depending on the final Advanced Placement and International Baccalaureate examination results that will not be available until late July. In addition most of the applications for universities here in Argentina will not be finalized until much later in the calendar year.

	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11
# students	63	51	58	47	42	50	43	43	51	62	54	66
US	73%	67%	65%	70%	52.5%	56%	65%	35%	50%	47%	50%	48%
Argentina	9%	13%	9%	4%	5%	16%	19%	25%	15%	13%	18%	18%
LUC	-	-	-	-	-	-	-	5%	4%	5%	-0-	2%
Canada	1%	6%	3%	4%	7.5%	6%	2%	7%	4%	10%	9 %	3%
UK	-	-	3%	6%	7.5%	4%	- 0 -	2%	8%	3%	-0-	11%
Military/ Gap Year	1%	1%	3%	4%	7.5%/ 5%	6%/ 2%	-0-/ 5%	-0- / 5%	2%/ 4%	-0-/ 5%	7%/ 2%	-0-/ 3%
Other: % / # countries	16% 8	13% 5	17% 9	12% 4	15% 6	10% 4	10% 4	21%* 8	13% 6	17% 10	14 % 6	15% 7

You may notice some trends. For example the UK and Canada percentages seem to alternate each year on which has the most applications. The overall percent of students that attend university in the United States seems to hold steady at about half of the class with a couple of exceptional years. The number of students that remain in Argentina remains relatively stable. An interesting fact is that all the students remaining in Argentina are not

Argentine citizens. On the reverse side of this Argentine students are also attending university in the UK, US, and Canada.

Our students apply to a wide variety of countries. In the past 5 years alone, along with applications to the US, Canada, UK, and Argentina, we have had applications to: Australia, Brasil, Chile, Colombia, France, Germany, India, Ireland, Italy, Japan, Korea, Kuwait, Malaysia, , Mexico, Monaco Netherlands, New Zealand, Norway, Pakistan, Saudi Arabia, Singapore, Slovenia, South Africa, Spain, Sweden, Switzerland, United Arab Emerites (Abu Dhabi), Uruguay, Venezuela.

### **Summary of Attendance**

	<b>2000-2011</b>
# students	630
<b>US</b>	<b>57%</b>
<b>Argentina</b>	<b>13%</b>
<b>LUC</b>	<b>-0-</b>
<b>Canada</b>	<b>3%</b>
<b>UK</b>	<b>4%</b>
<b>Military</b>	<b>3%</b>
<b>Gap Year</b>	<b>3%</b>
<b>Other Countries:</b>	<b>15%</b>

### **FINANCIAL AID:**

From the Class of 2011 we have a large percent of students that have received financial support offers to attend universities in the US and Canada. A remarkably high amount of over US\$ 2.5 million was awarded. This is also some of the largest awards we have received over the years.

Most of the financial aid offers this year have been from US colleges and universities.

Of the 42 students that have applied to the US:

- 26 of these students have received offers of financial assistance in various forms of scholarships (merit based) and financial aid (need based) awards.
- 24 of these awards have been in excess of US\$15,000 per year. (for all 4 years)
- We have 3 students that will be attending universities on nearly “Full – Ride” scholarships.

### **UNIVERSITY REPRESENTATIVE VISITS:**

This year Lincoln has hosted wide variety of representatives on campus for the convenience of our students and parents. Along with the large group visits sponsored by CIS (Council of International Schools) which brought 31 US universities to our campus in September we also had individual representatives and smaller groups also.

Representatives from universities in Japan, Italy, Australia, UK, Canada, Spain, France, and UAE visited Lincoln through the year. We also hosted our own Argentine University fair focusing on universities here in Buenos Aires.

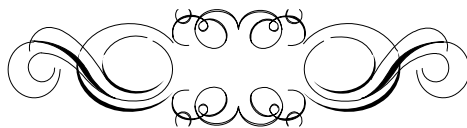
Overall we had close to 100 universities visit our campus this year and we are hoping to continue to grow this number.

The CIS College Fair this year boasted the largest attendance ever at an undergraduate fair in Buenos Aires. Not only were Lincoln students and parents here in full force, there was a significant increase in number of students and parents from other bilingual schools. There were at least 9 other area schools in attendance, some with several students. The reason this is good for Lincoln is two-fold. The other schools see Lincoln as the leader in the context of international post secondary education, second the university reps are now seeing an increase in interest for undergraduate students outside of Argentina therefore it is a viable market for their recruiting. So for Lincoln, it means that when the universities are planning their recruiting trips the extra expense of coming this far south is not only for Lincoln but because other schools are also showing an interest.

After a very successful event at Lincoln hosting representatives from 4 major (and famous!) universities at the end of last school year, where we had a packed aula magna, we now have proven that Buenos Aires is a valuable stop on the circuit of venues for visiting university representatives.

**A PRELIMINARY 2011-2012 UPDATE:**

To date we have had the busiest first semester since my arrival in 1999. We have had a robust list of visitors including 2 large groups in September; CIS College Fair (31) and the EducationUSA Fair (24). This was added to with “small group” and individual visits by another 30 schools representing higher education in not only the US but also Canada, Spain, France, Switzerland, Germany, Abu Dhabi, and Scotland. The Argentine University Fair in November hosted the largest number of local institutions (21) than ever before also.



## 8. NATIONAL PROGRAMS & SERVICES

The Director of this office supervises the national academic programs as well as locally-provided support services. He reports directly to the Superintendent.

Programs & Services provided. The National Programs include Nivel Inicial (Kinder 4 & 5), Primaria (Grades 1-6), Secundaria (grades 7-12), and a small postsecondary program in the Mansion. The National Services include the following areas: facilities, security, technology, personnel, procurement, external contracts, and expat services.

### **I. K-12 Programs**

**The extension of compulsory education through all levels of Lincoln School.** Beginning with the full incorporation of our 12<sup>th</sup> grade in the Argentine *Secundaria* in August 2012, all students at Lincoln will be registered in a program that is fully accredited in Argentina as now required by law. This is the last stage in a process of extending official education down into Kindergarten and up through High School that began more than 15 years ago.

Until 1994, official education was only compulsory through the seventh grade in Argentina. The Ley Federal of 1994 extended compulsory education through the ninth grade, and the Ley Nacional of 2006 mandated the progressive extension of compulsory education through the twelfth grade.

In 1998, we began developing the National Programs Office to manage the incorporation of the Argentine programs. In the years since we have been fortunate in developing good relations with the Argentine educational authorities and making the arrangements necessary for continuing to carry out our mission. These arrangements include the granting of a special northern-hemisphere calendar and approval for hiring foreign educators to teach Argentine-accredited courses.

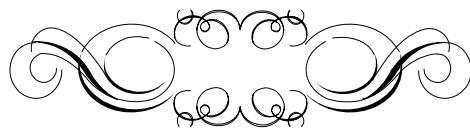
**Governor's visit to Lincoln.** As part of the continuing effort to build good relations with our host province, on October 14<sup>th</sup> Lincoln acted as host for a conference on bilingual education. The conference was attended by some 500 officials from local schools and by the top educational authorities in Buenos Aires Province. Among the authorities who attended the conference were; Education Minister Mario Oporto, Private Schools Director Nestor Ribet, Vicente Lopez Governor Enrique Garcia and Buenos Aires Provincial Governor Daniel Scioli.

## **II. Other Programs & Services**

**Postsecondary programs.** Lincoln University College (LUC) offers a small number of undergraduate courses in English accredited in Argentina through an association with the Universidad Nacional de San Martín. It is also a center for a U.S. program that allows students to earn university credit through testing (CLEP) and a laboratory-based program in environmental research. This environmental research program fulfills obligations under an agreement with the City of Vicente Lopez that permitted the inclusion of public land in the building of Lincoln's riverside sports field.

**Alumni Office.** As part of, and follow-up to, the highly successful Alumni Reunion of last March (700 participants from 31 countries) in celebration of Lincoln's 75<sup>th</sup> anniversary, we have added an Alumni Office to the LUC responsibilities. The office will maintain an alumni data base and blog and will collaborate in the formation of a local alumni group as an associate of the U.S.-based alumni association.

**New management for expanded facilities .** During the past year we unified the security and facilities departments under a new Facilities Manager, Matias Olivera, formerly head of Security only. The new Facilities manager is being assisted by a Head of Maintenance so that technical expertise has been separated from management expertise. Our objective is to strengthen management in the area of facilities and planning. Since 1998 Lincoln's physical plant has been essentially doubled with the building of a new high school, a new gym, a substantial addition to the Middle School, and the assumption of important new responsibilities under the riverside agreement s with the City of Vicente Lopez made during the 1990`s. To include the public land necessary for the building of the riverside sports field, Lincoln had to build and maintain a river wall and assume a major role in the building and maintenance of a public park and an ecological reserve (including the environmental research project mentioned above). The preservation of the School's valuable sports field adjacent to the main campus in a changing legal and political environment is a major priority of National Programs and Services.



## 9. FINE ARTS DEPARTMENT

In concerts and in the classroom, in performances and in practice, in shows and in the studio, the Fine Arts Department continues to play a vital role in each area of the Lincoln school giving students the opportunity to participate in a wide variety of activities throughout the year. The Fine Arts Team is committed to sharing their ideology of developing creativity through the arts by allowing our Lincoln students to create and perform at the highest level possible while simultaneously developing a deep appreciation for the arts and what they stand for. Pushed by student interest and continual growth this new school year saw the inauguration of Juan Martín Picarel as the high school choir teacher and Eduardo Tamaro as the high school media arts instructor. It has been a good year for the Lincoln Fine Arts.

The Lincoln Fine Arts Staff 2011:

- Amy Young – Elementary Music
- Christine Wiest – Elementary Art
- Eduardo Tamaro – Middle School Art and High School Multimedia & Computer Graphic Arts
- Leila Awada– Middle School Art
- Gina Sicotte – High School Art
- Juan Martín Picarel – Middle School Choir and High School Choir
- Michael Oliver – Middle School Band and High School Band
- Randall Connoly – Middle School Drama and High School Drama

### **Elementary Art**

In Elementary art, Ms. Christine Wiest, continues to connect the classroom curriculum with the visual arts often. The connection is evident in the artwork displayed throughout the Elementary School building on bulletin boards and in the display case. Students also learn about different media techniques, a variety of cultures, and a mixture of artists. As in years past the fifth graders painted a mural on the wall of the Elementary School playground featuring the current school year theme “See the Best in Everyone”. Fifth graders planned, designed, drew, and painted the mural under Ms. Wiest’s supervision.

In February 2011, Ms. Wiest organized and managed Arts Day. Arts Day is an afternoon filled with arts related activities. It is an opportunity for parents, teachers, and community members to demonstrate their talents by instructing an arts related activity. Every elementary student spent the afternoon participating in various activities, such as mural painting, cooking, recycled art, musical games, Taekwon Do, and many more. All Elementary School parents were invited to spend the afternoon with their child or children to actively participate in Arts Day. In May 2011, student artwork was showcased by an end

of the semester art show located in the ES lobby and library. Artwork was chosen by the student. Students also helped in creating props and background scenes for the Elementary School music concerts and shows. In December 2011, the students will again be choosing artwork to be displayed in the end of semester art show. Parents and Lincoln community members are invited to come see the 2- and 3-dimensional work. Arts Day is planned again for February 2012.

## **Middle School Art**

The students in the middle art classes are continuously provided with opportunities to express themselves through the visual arts. The 6th and 7th grade students learned the fundamental skills and concepts of the 2D animation process using the latest digital technologies. By drawing characters and backgrounds using traditional art techniques and combining the results with computer technologies the students created short films. The 6<sup>th</sup> graders also paint in the style of modern artists such as Joan Miro and Paul Klee and worked on collages inspired in Roman Mosaic and observational drawings. The 7<sup>th</sup> graders learned the history of, and painted in, the Cubism style of Picasso and the surreal movement of Dali.

The 8th grade middle school students learned the fundamental skills and concepts of 3D movies via the clay animation process by exploring stop-motion techniques. Through these newly acquired skills they write, direct, film, and edit their animated short films using audio, visual, and computer technologies. Additionally, the students created sculptures using cardboard, wire, and papier-mâché.

The Middle School Art/Film animation classes are being held in a brand new facility, which consists on an art studio, a film animation studio fully equipped with computers, tablet PCs, light boxes, scanners, digital drawing tablets, video cameras and a sound recording booth.

## **High School Visual Arts**

This year the High School Visual Arts department continues to see many changes and refinements as well as a continuation of several successful displays.

### **Courses:**

Art classes have been combining Art 1 and 2 and now this year there has been a greater interest and separating the levels became necessary. Therefore there are now five studio blocks of art; two Art 1, one Art 2 and two IB Year 1 and year 2 combined courses. IB year one and year two courses are combined so that students at various points in their training can focus on appropriate themes and projects and be inspired by each other. The continuation of 'Open Studios' provides advanced students the opportunity to come to the

art room for Saturday sessions when needed. Ms. Sicotte has also been working on the possibility of incorporating ceramics into the Lincoln art program and is working with maintenance to get the unused kiln functioning in a safe environment and to develop curriculum to incorporate ceramics.

### **Galleries:**

Coordinating with the Lincoln Webmaster, the High School Online Art Gallery pages continue to showcase the talents and projects of each Studio Art class, IB student portfolios in progress, and Multimedia & Computer Graphics projects. The High School and IB Art show in April 2011 was a huge success exhibiting for the first time in a multi area format occupying the HS Gym lobby, the HS Foyer, the Aula Magna and the HS patio. This enabled an even wider array of student work to be displayed from all classes with plenty of room to showcase the IB seniors. Videos in the Aula Magna, projections of Multi Media projects, children's table, plenty of food and drinks, and a constant stream of class visits over four school days made the exhibit a huge success.

### **International Baccalaureate:**

The HS Art Department saw 6 candidates successfully sit the IB Visual Arts exam in April of 2011, exhibiting a wide range of talents, media, styles, and viewpoints. In IB art year one, there are 8 candidates which have blossomed with last year's restructuring of curriculum which consists of several guided projects to introduce students to various forms of art making. Students are guided to a point where they are able to begin working independently. They are taught a variety of techniques when working with media, research skills, using the language of art, art critiques, journaling, media tests, writing about art, etc.

### **Displays:**

The Art classes have continued to supply a "Featured Artist" rotating exhibit in the Library, expanding further into the HS Auxiliary lab to display more work. The library is also used as an area to display sculptures. Displays have also expanded into the HS foyer. Currently there are two large spaces to display artworks throughout the year. The Lincoln Photography Club also continues to blossom and expand into new projects, creating their own fashion shoots, stop motion videos and journalist work for various school events. The Photography club also presents their work at various venues throughout the school such as BA Film Festival Night, Coffee House and the Art Show.

The art room continues to be an organized and productive environment. The IB studio space in the adjoining room continues to be a positive workspace for the senior IB art students allowing them to have their own studio space to personalize and to come to during study hall.

## **Elementary Music**

The music program at Lincoln Elementary School is based off of the US National Standards for elementary music. Students meet these standards through singing, playing various instruments, dance, study of world music and music history, musical theory and aural skills. Incorporating cross curricular concepts is of high importance, creating a dynamic music classroom that supports all areas of education. All Kindergarten 5 through 5th grade students are involved in at least two performances, one being a large scale musical production. Students are exposed to the Orff-Schulwerk approach, which includes singing, chant rhymes, body percussion, instrument play and dance.

Music teacher Amy Marie Young has been at Lincoln Elementary School from August 2010 and is in her 2<sup>nd</sup> school year at Lincoln. She recently received her Orff Level I certification.

School wide performances for the fall semester of 2011 were “Music Spectacular” for Kindergarten 4 and 5, 1<sup>st</sup> and 2<sup>nd</sup> grades. This program incorporated an ocean theme and included instrumental performances per grade level. 3<sup>rd</sup> through 5<sup>th</sup> grades performed “Pirates, The Musical” by John Jacobson

Performances set for spring 2011 are a Kindergarten 4 holiday program, Kindergarten 5 and 1<sup>st</sup> grade performing “Aesop’s Fables”, 2<sup>nd</sup> and 3<sup>rd</sup> grades performing “Seussical the Musical” and 4<sup>th</sup> and 5<sup>th</sup> Grades performing John Jacobson’s “Circus, Circus”

Students in 3<sup>rd</sup> grade will begin learning the basics of recorder playing, while 4<sup>th</sup> and 5<sup>th</sup> grades will continue with recorders this year using the Recorder Karate method. 2<sup>nd</sup> grade will continue working with various rhythm instruments and will continue developing their music literacy. Kindergarten classes and 1st grade will be working on building music vocabulary (loud, soft, high, low, fast, slow, etc) and will build ensemble skills and instrument etiquette.

All students will be exposed the Orff-Schulwerk approach, playing both pitched and non-pitched rhythm instruments. The focus will be on improvisation on various pentatonic scales, ensemble playing and mallet techniques.

## **Middle School Band and Middle School Choir**

In practice and performance the middle school music ensembles this year provided our middle school students with the opportunity to discover, create, and enjoy the music making process through active participation. This hands-on approach allowed every

student to be a member of the creative process, allowing for a deeper appreciation of the arts and related cultures in their lives.

In June of 2011 the musicians from the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades presented over two days at the Bi-Annual Fine Arts Festivals. Music from all genres were performed at this event including jazz, rock, classical, original band compositions, and pop. In November of 2011 the Bi-Annual Fine Arts Festival was held in the evening for the 8th Grade Band, 8th Grade Choir, Honor Band, and Honor Choir. This evening performance allowed for a more formal event and it gave our top performing middle school musicians a chance to shine on their own. Additionally, the 6<sup>th</sup> and 7<sup>th</sup> Grade Fine Arts festival in November carried on the tradition of excellent sounds from our young middle school musicians.

In June of 2011 the Lincoln Middle School Band Program hosted the annual Middle School Band Festival where 10 middle school bands from the Buenos Aires area all gathered together in the Auditorium for a showcase of musical excellence. Each band played a selection individually and then all 11 bands (over 300 band students!) joined together for the *Land of One Thousand Dances* and *William Tell Overture*. At the conclusion of the event each band received a framed full group picture taken earlier in the morning to commemorate this special day.

As an extracurricular activity the Honor Band and Honor Choir continue to create exceptional music at the middle school level. These two afterschool classes allow students who excel musically to be a part of an ensemble with like minded individuals. This coming year, in April 2012, the Honor Band and Honor Choir will travel to Mar del Plata to present music and act as cultural ambassadors for Lincoln. This will be an excellent opportunity for our student musicians to meet with other students in the Argentine school system. Further concerts for these honor groups can be seen throughout the year in the 8th Grade Promotion, International Day, Friendship Meet ceremonies, PTO Meetings, and middle school assemblies.

## **High School Band and High School Choir**

Throughout this past calendar year the High School Band and Choir programs showed continued grow evident in the involvement of more and more student musicians and the in the performance of higher level music. Juan Martín Picarel began his work as the High School Choir director starting in August 2011. The Lincoln community is now afforded his expertise and energy at the middle school level as well as the high school level.

The High School Band Department continues to offer a tiered level band program. The higher level Gold Band is offered to students who desire to make music at a high level. The intermediate level Blue Band is offered to any student of the Lincoln High School who desires to make music with an instrument. Whereas both bands are very good, the separate

levels allow for equal challenges at each respective stage in a student's musical development.

In April of 2011 the High School Bands and High School Choir travelled to San Antonio de Areco in the province of Buenos Aires, performing as musical cultural ambassadors for the Lincoln community. In three wonderful concerts, two for student groups and one for the general public, our wonderful high school music ensembles offered their gifts of music to welcoming audiences. These concerts provided for excellent performance opportunities. This tour also gave the high school musicians the chance to meet and socialize with students from other Argentine schools.

In May the High School Concert Band participated in the annual High School Band Festival held in the Lincoln Auditorium. This music extravaganza brought together six school bands from around the Buenos Aires area onto the Lincoln campus for two days of rehearsals and two nights of extraordinary concerts. Each individual school band presented a selection on their own and then united together to make one mass band comprised of over 200 band musicians. The Lincoln High School Band performed a well received, unique composition entitled *Distant Thunder of the Sacred Forest* that combined traditional concert band instrumentation and West African drumming.

This past year also saw, for the first time in Lincoln's 75 years, a select group of Lincoln High School music students sit the IB Music exam. The IB Music grade for each IB Music student was compiled from their achievements in a written exam based on the music of Mozart/Copland/world music, the successful completion of a music culture research paper, and the recordings from two live performances. The IB Music students did very well on their exams. The Standard Level IB Music course continues through this current school year with three new candidates.

In October, the High School Concert Choir performed as participants of the 6<sup>th</sup> annual Lincoln Choir Festival in conjunction with five other schools from the Buenos Aires area. This annual event featured a full day of rehearsal and then provided each participating choir the opportunity to sing a song individually. The event culminated with the combination of all choirs which formed one mass choir. With selections ranging from spirituals to pop songs to classical arias to musicals the students were given the occasion to sing with other excellent musicians from Buenos Aires. Not only did the 230 singers have a great time in rehearsal but the large audience thoroughly enjoyed the final Gala Concert. The High School Gold Band also took part in this event, directed by Mr. Oliver, performing the festival's closing selection *West Side Story*.

The High School Choir also had the good fortune to take participate in the EPEA's Conference (Argentine Private Schools association) which was held on the Lincoln campus in October of this year.

In November the High School Choir joined the High School Drama production *Stage Door* performing American songs from the 30's during the play's intermission. Incidental music of *Stage Door* was performed by a small jazz ensemble including involvement from the High School Gold Band.

The annual Spring Concert this year took place on Thursday November 17<sup>th</sup> in the Walter Liebling Theatre. This event brought together the musical skills of the High School Blue and Gold Bands, High School Rock Bands, and High School Choir. Additionally, a number of solo and small ensembles were presented in the evening's events, showcasing the individual talents of our fine young musicians.

Additional performances for both the High School Bands and High School Choir throughout the year included the High School graduation ceremony, assemblies, pep rallies for Friendship meets, Opening Ceremony for SAAC football at Lincoln, International Day, and impromptu performances within the school day for the students and staff of the Lincoln American School.

## **MS Drama**

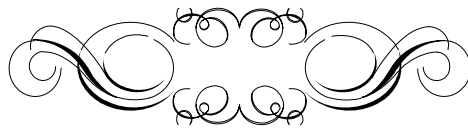
The Middle School followed up their success in *A Midsummer Night's Dream* with two other full length plays! *Cut!* a great experimental comedy by Ed Monk and *Homework Eats Dog (and other woeful tales)* a hilarious take on homework and excuses. Both plays had a combined cast of 25 students and were warmly received. The MS also participated in the MS Fine Arts Assembly for Grade 6, 7, and 8. The grade 6 and 7 presented original short plays, including *The Beauty and the Geek*, *Night at The Wax*, *Clothesing Time* and *Sound of Rap Music*. The MS Drama has been participating in every MS assembly with short original sketches and are currently preparing for the Fine Arts Assemblies by creating original short plays in Grade 6 and 7 and an evening of sketch comedy for the Grade 8 complete with short original sketch comedy videos. The MS Drama program continues to write and produce their own work. The Grade 8 Advanced Drama class proves to be one of the most popular classes on campus and this year's crop of talent are anxiously awaiting the MS musical.

## **HS Drama**

The High School Drama program produced some of its most popular and successful plays in years in April with the hit comedy *You Can't Take It With You* and in November with the *Stage Door*; both full length classics of the modern American stage written by the great George Kaufman. The combined casts of the two plays were close to 50 students, giving a great number of our Lincoln students the valuable opportunity of acting in a main stage play, honing their skills, and developing their confidence. In addition to this play the Drama

1 classes produced the full length play *The Dining Room*, which took to the stage with a cast of over 40 students. Students also wrote and recorded radio plays, (some of which are available online for listening pleasure) and created original one act plays for our annual Lucky Cat Awards, a short play contest.

Our High School Drama classes continue to be very popular with our students. Both sections of HS Beginning Drama were full for both the 2010/2011 year and the 2011/2012 year with waiting lists on all classes. The Advanced Drama classes have strong numbers of select students and IB theatre Arts continues to be offered in the High School at both SL and HL levels. Drama Curriculums have been moving to a more comprehensive acting program involving writing and various aspects of theatre to keep in line with National Standards as well as preparing students for the rigors of IB Theatre Arts.



## **10. ATHLETIC DEPARTMENT**

Participation continues to be the focus of the athletic program at Lincoln. Lincoln does not cut or hold try-outs in order to participate in the after school sports program. All students that go out for a sport have the opportunity to participate. The athletic department holds the belief that students should have the opportunity to participate in a variety of activities and that these activities are a vital part of the educational experience. The athletic program's success has been achieved through the dedication of the Lincoln Physical Education Teachers and a variety of organizations that include the SAAC (South American Activities Conference) A.D.E.N. (Agrupación Deportiva de Escuelas Norte), Friendship Meets, international and local competitions and Intramural Programs. I am very pleased at the level of student participation and competitive spirit, our program has achieved.

The success of Lincoln's athletic program is support by its participation statistics, with 80% of middle schoolers involved in athletics and 50% of high school students. The Middle school program emphasizes participation, sportsmanship and skill development. Middle school sports practice two times a week and practices are scheduled between 3:45 and 5:00pm. Competitions/Games are scheduled with local schools and clubs, and include intramural leagues, like the soccer league. The middle school has two Friendship Meets with Uruguayan American School (UAS), one each semester. In the May 2009 the

International School of Curitiba was invited to join Lincoln and UAS in a triangular second semester Friendship meet. Last year the International School of Curitiba hosted the event and this school year 2012 Lincoln will be hosting the event.

The high school program is competitive but at the same time provides athletes a number of opportunities for participation. Last year the JV Soccer and Volleyball teams travel to Mar Del Plata to compete against two local schools. We will continue to sponsor and promote the JV trips with the intention of providing the grade 9 and 10 students with an end of the season trip.

Our varsity soccer, volleyball and basketball team continue to compete in the South American Activities Conference (SAAC) Tournaments as well as ADEN Tournaments and local games. Last April the boys basketball team won the championship for the first time since the formation of SAAC. We recently returned from the SAAC Volleyball Tournament held at Nido in September 2011. The boys' team placed fourth and the girls' team placed 6<sup>th</sup>. The SAAC conference has added another school to the conference. The International School of Curitiba, Brazil will start competing in SAAC Tournaments in the 2011-12 school year. During the 2010-11 school year Lincoln did not host a SAAC event. In November 2011 we will be hosting the SAAC Soccer tournament we have 6 American International School participating with 200 boys/girls soccer players competing over three days (November 10-12).

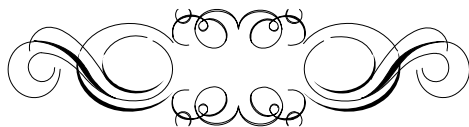
Local competitions through the ADEN Tournaments (Agrupación Deportiva Escuelas del Norte) are coordinated by Ms. Alejandra Blanco. Lincoln organizes and sponsors the ADEN Tournaments for our middle school and high school teams in order to insure local competitions. Lincoln Saturday Soccer League for grades 2-8 continues under the direction of Ruben Brancatelli.

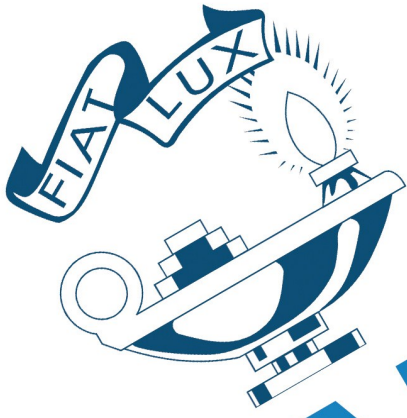
## **2011-12 HIGH SCHOOL ATHLETIC PROGRAM**

<b>Season 1 - First Semester</b>	<b>Season 2 - Semester Two</b>
Swimming – ADEN	Basketball – SAAC / ADEN / JV Trip
Football/Soccer – SAAC / ADEN/JV Trip	Futsal – Intramural
Volleyball - SAAC / ADEN / JV Trip	Softball – ADEN
Tennis – Local Competitions	Tennis - Local Competitions
Aerobics – No Competitions	

## **2011-12 MIDDLE SCHOOL ATHLETIC PROGRAM**

<b>Season 1 – First Semester</b>	<b>Season 2 - Second Semester</b>
Swimming – ADEN	Soccer –ADEN, Friendship Meet ( Lincoln Host, UAS, ISC)
Soccer League – Grades 2 – 8	Basketball –ADEN, Friendship Meet (Lincoln Host, UAS, ISC)
Soccer – Friendship Meet (UAS Host)	Softball – ADEN
Volleyball – Friendship Meet / ADEN	Tennis - Local Competitions
Tennis – Local Competitions	





# FIAT LUX

## LET THERE BE LIGHT

From earliest times, the lighted torch has been symbolic of knowledge.

The flame and words Fiat Lux on the Lincoln seal are symbolic of knowledge, truth and responsibility to search for and pursue the highest ideals throughout life.

Asociación Escuelas Lincoln  
Andrés Ferreyra 4073  
B1637 AOS La Lucila  
Buenos Aires, Argentina  
Tel: (54)(11) 4851-1700  
[www.lincoln.edu.ar](http://www.lincoln.edu.ar)