

Annual Education Report

2021-2022

Lincoln International Studies School

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Kalamazoo, MI 49007

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The mission of Lincoln International Studies School, a magnet school focused on international studies, languages and technology, is to ensure that all children become responsible, self-motivated achievers through a challenging, enriched, integrated curriculum that develops the unique talents of each child and celebrates diversity in partnership with staff, families and community members in a safe, child-centered environment.

Superintendent: Dr. Rita Raichoudhuri

Principal: Mr. Jeremy Andrick

Board of Education

President: Ms. Patti Sholler-Barber

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Kalamazoo Public Schools

Every child, every opportunity, every time!

School Annual Education Report (AER) Cover Letter

January 17, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for our school. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact the school office or the Teaching and Learning Services department at 269-337-0100 for assistance.

The AER is available for you to review electronically by visiting the following web site www.kalamazoopublicschools.com under the Explore KPS heading, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been assigned any of these labels.

This report also contains additional information required by state law. Please contact me if you have any questions regarding this information or your child's education experience.

It should be noted that data for Spring 2020 & Spring 2021 are not available because of the interruption in education due to COVID-19.

We continue to work at our school to meet the needs of our students in partnership with you. Information contained in this report describes some of the many initiatives we have put into place to accomplish this goal.

Sincerely,

Mr. Jeremy Andrick
Principal



Parent Conferences

Parent/Teacher Conferences Lincoln Elementary School		
	2019-2020	2020-2021
# of Hispanic/Latino Conferences	30	20
Hispanic/Latino Enrollment	34	26
Percent %	88.2%	76.9%
# of African American Conferences	148	127
African American Enrollment	210	180
Percent %	70.5%	70.6%
# of Caucasian Conferences	13	12
Caucasian Enrollment	17	15
Percent %	76.5%	80%
# of Multiracial Conferences	17	16
Multiracial Enrollment	20	20
Percent %	85%	80%
# of Male Students	114	91
Male Enrollment	154	128
Percent %	74%	71.1%
# of Female Students	96	85
Female Enrollment	129	114
Percent %	74.4%	74.6%
# of Students with Disabilities Conf.	53	46
Students with Disabilities Enrollment	71	61
Percent %	74.6%	75.4%
# of Total Conferences	210	176
Total Enrollment	283	242
Percent %	74.2%	72.7%

School Description

Lincoln International Studies School emphasizes an international theme, world cultures, and diversity.

School Assignment Process

Students are assigned to schools within the district based on geographic boundaries that are published on the district website:

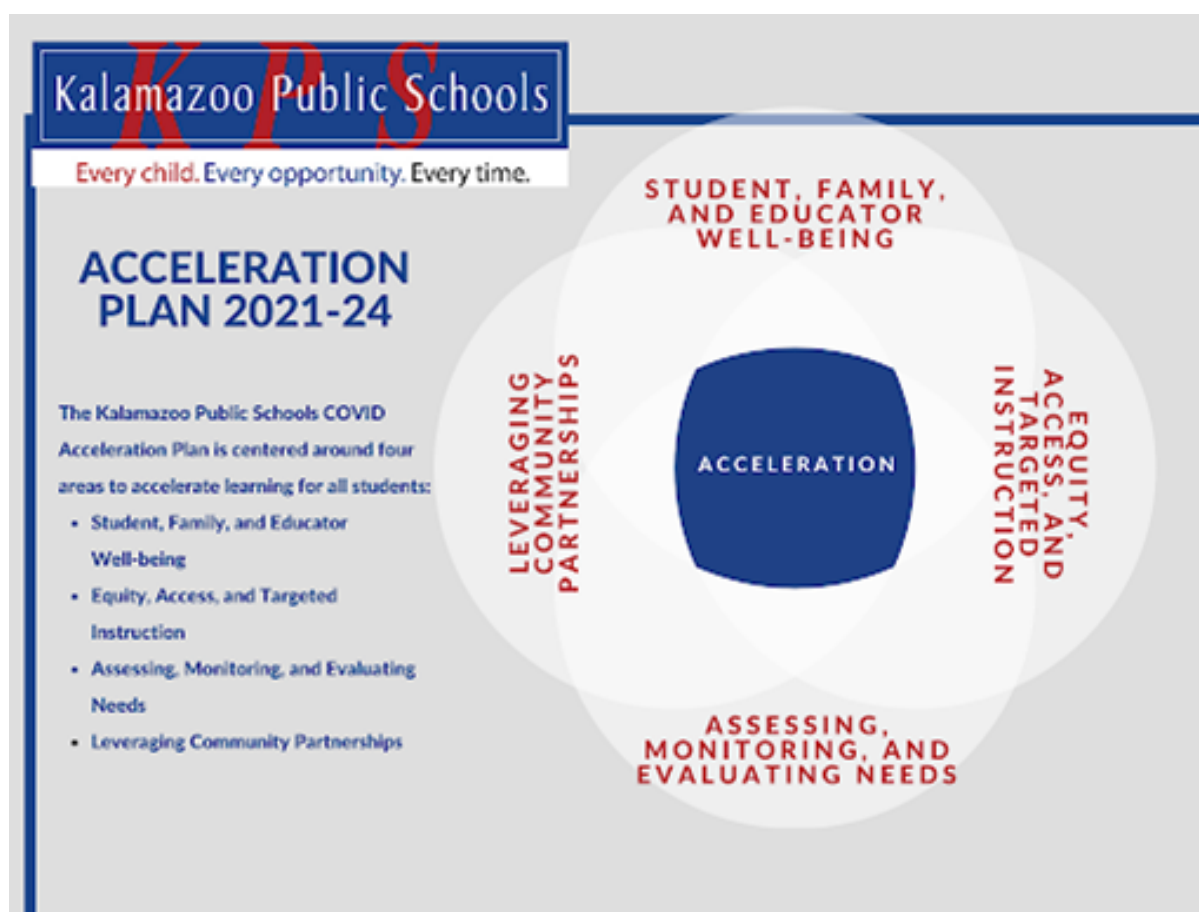
<http://www.kalamazoopublicschools.com>

Students who wish to attend one of our magnet schools must submit an application to enter the magnet lottery.



School Improvement Plan Status

In the wake of more than a year of remote learning, in response to the COVID-19 pandemic, Kalamazoo Public Schools had developed a three-year plan for accelerating learning. The [KPS Acceleration Plan](#) is a comprehensive school improvement framework, built upon research and community stakeholder input. The plan is centered around four focus areas :



Student, Family, and Educator Well-being is well documented in educational research (Child Development, Jan. 2011). Attainment of social-emotional skills is tightly linked to whole-child well-being and positive academic outcomes. Engaging students, families, and educators with the common goal of providing safe and healthy learning environments, through participation in carefully selected activities, supports the well-being of the school community as a whole.

Assessing, Monitoring, and Evaluating Needs as part of a robust Multi-Tiered System of Supports (MTSS) enables school staff to target academic and social-emotional supports to meet the needs of students in a proactive manner (Bernhardt, 2018). School staff will use universal and targeted assessments to inform decision-making related to meeting students' varying needs.

Equity, Access, and Targeted Instruction is a commitment to continue to engage in critical conversation around current practices to ensure that Kalamazoo Public Schools is living up to its philosophy, "Every Child, Every Opportunity, Every Time." Engaging students with a strengths-based approach to learning and growing builds on success as a stepping stone to accelerating learning (Clay, 2019).

Through Leveraging Community Partnerships, Kalamazoo Public Schools is planning several activities to support student needs. Effective community partnerships have long been recognized as a vehicle for promoting positive communication, interaction, and growth within the greater school community (Epstein, 2018). The district recognizes that it "takes a village" to raise our children. The Kalamazoo community continues to work closely with the district to meet the needs of the students. These partnerships will continue to grow and expand for the needs in the transition.

Additional details on the specific of the [KPS Acceleration Plan](#) specifics can be found on the Kalamazoo Public Schools Website.

School Assessment Data

We administer a variety of assessments to help determine student needs and progress. We use the NWEA Measures of Academic Progress to assess reading and mathematics achievement for students in kindergarten through grade 5. The following table shows the percentage of students scoring at or above grade level on the spring assessment.

NWEA Measures of Academic Progress % of Students At or Above Grade Level				
Grade Level	Reading		Math	
	19-20	20-21	19-20	20-21
Kindergarten	38%	61%	15%	56%
First Grade	13%	13%	8%	13%
Second Grade	33%	22%	24%	13%
Third Grade	13%	26%	13%	16%
Fourth Grade	23%	12%	20%	2%
Fifth Grade	13%	19%	16%	11%

Curriculum

Overview of District Curriculum

The elementary curriculum for KPS is designed to offer challenge, richness and high academic achievement. The curriculum is based on performance standards aligned to the Common Core State Standards, as well as best practices in teaching for learning. Developmentally appropriate and rich in hands-on experiences, this curriculum motivates students for optimal learning. Extended-day kindergarten sessions are located in 15 of our 17 elementary buildings. For more information on the Common Core State Standards or implementation of the KPS curriculum, please visit the following websites:

<http://www.corestandards.org/>
<http://www.kalamazoopublicschools.com/>

Homework

Students are expected to be engaged in meaningful homework plus spend additional time reading for pleasure each and every day. The guidelines for the amount of time spent on homework are provided in the table below.

Grade	Daily Homework Expectation	Additional Daily Leisure Reading
Kindergarten	10 minutes	20 minutes
First Grade	10 minutes	20 minutes
Second Grade	20 minutes	20 minutes
Third Grade	30 minutes	25 minutes
Fourth Grade	40 minutes	30 minutes
Fifth Grade	50 minutes	30 minutes



Annual Education Report Lincoln International Studies School (02209)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	All Students	2018-19	45.1%	45,457	36.6%	366	10.4%	5	10%	<3	*	*	14.6%	7	75.0%	36
ELA	3rd Grade Content	Black or African American	2018-19	19.9%	3,772	15.6%	*	10%	*	10%	<3	10%	<3	*	4	*	27
ELA	3rd Grade Content	Hispanic of Any Race	2018-19	34.1%	2,873	50%	*	50%	*	50%	<3	50%	<3	<3	<3	*	7
ELA	3rd Grade Content	Two or More Races	2018-19	44.0%	2,157	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	White	2018-19	53.1%	34,149	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Female	2018-19	48.3%	23,876	41.1%	200	20%	5	20%	<3	20%	*	*	6	*	18
ELA	3rd Grade Content	Male	2018-19	42.0%	21,581	32.4%	*	20%	<3	20%	<3	20%	<3	<3	<3	*	18
ELA	3rd Grade Content	Economically Disadvantaged	2018-19	31.3%	17,711	25.3%	191	10.6%	5	10%	<3	*	*	12.8%	6	76.6%	36
ELA	3rd Grade Content	English Learners	2018-19	33.3%	3,220	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Lincoln International Studies School (02209)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	3rd Grade Content	Students With Disabilities	2018-19	19.5%	2,328	50%	*	50%	<3	50%	<3	50%	<3	<3	<3	*	10
ELA	3rd Grade Content	Homeless	2018-19	23.4%	489	*	*	*	*	*	*	*	*	*	*	*	*
ELA	3rd Grade Content	Foster Care	2018-19	22.7%	140	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	All Students	2018-19	45.8%	46,892	37.9%	375	10%	4	10%	<3	10%	*	*	5	*	38
ELA	4th Grade Content	Black or African American	2018-19	20.9%	3,961	17.5%	*	10%	*	10%	<3	10%	<3	*	4	*	26
ELA	4th Grade Content	Hispanic of Any Race	2018-19	34.8%	2,902	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Two or More Races	2018-19	43.4%	2,046	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	White	2018-19	53.4%	35,331	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Female	2018-19	48.8%	24,513	41.8%	*	20%	*	20%	<3	20%	<3	<3	<3	*	17

Annual Education Report Lincoln International Studies School (02209)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student s Proficient	State Number Student s Proficient	District Percent Student s Proficient	District Number Student s Proficient	School Percent Student s Proficient	School Number Student s Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	4th Grade Content	Male	2018-19	42.9%	22,379	34.3%	*	20%	*	20%	<3	20%	<3	*	4	*	21
ELA	4th Grade Content	Economically Disadvantaged	2018-19	31.6%	17,865	23.6%	166	10%	4	10%	<3	10%	*	*	5	*	37
ELA	4th Grade Content	English Learners	2018-19	29.1%	2,630	*	*	*	*	*	*	*	*	*	*	*	*
ELA	4th Grade Content	Students With Disabilities	2018-19	17.5%	2,130	50%	*	50%	<3	50%	<3	50%	<3	<3	<3	*	9
ELA	4th Grade Content	Homeless	2018-19	21.8%	436	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	All Students	2018-19	46.2%	48,528	37.5%	347	10%	4	10%	<3	10%	*	10%	5	*	42
ELA	5th Grade Content	Black or African American	2018-19	21.7%	4,060	17.6%	65	10%	3	10%	<3	10%	<3	10%	<3	*	33
ELA	5th Grade Content	Hispanic of Any Race	2018-19	35.7%	3,119	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Two or More Races	2018-19	43.5%	2,088	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Lincoln International Studies School (02209)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
ELA	5th Grade Content	Female	2018-19	50.2%	25,866	41.2%	*	20%	*	20%	<3	20%	<3	<3	<3	*	20
ELA	5th Grade Content	Male	2018-19	42.3%	22,662	33.7%	*	20%	*	20%	<3	20%	<3	*	3	*	22
ELA	5th Grade Content	Economically Disadvantaged	2018-19	31.6%	17,978	26.1%	176	10%	4	10%	<3	10%	*	10%	5	*	42
ELA	5th Grade Content	English Learners	2018-19	21.9%	1,708	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Students With Disabilities	2018-19	15.0%	1,885	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Homeless	2018-19	24.1%	480	*	*	*	*	*	*	*	*	*	*	*	*
ELA	5th Grade Content	Foster Care	2018-19	20.8%	106	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	All Students	2018-19	46.7%	47,210	37.5%	376	22.9%	11	10%	<3	*	*	22.9%	11	54.2%	26
Mathematics	3rd Grade Content	Black or African American	2018-19	20.5%	3,884	17.2%	70	18.2%	6	10%	<3	*	*	24.2%	8	57.6%	19

Annual Education Report Lincoln International Studies School (02209)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Hispanic of Any Race	2018-19	35.4%	2,994	50%	*	50%	*	50%	<3	50%	<3	<3	<3	*	6
Mathematics	3rd Grade Content	Two or More Races	2018-19	43.7%	2,140	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	White	2018-19	54.8%	35,297	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Female	2018-19	44.3%	21,930	38.2%	187	34.5%	10	20%	<3	*	*	27.6%	8	37.9%	11
Mathematics	3rd Grade Content	Male	2018-19	49.1%	25,280	36.8%	*	20%	*	20%	<3	20%	<3	*	3	*	15
Mathematics	3rd Grade Content	Economically Disadvantaged	2018-19	32.6%	18,495	25.5%	193	21.3%	10	10%	<3	*	*	23.4%	11	55.3%	26
Mathematics	3rd Grade Content	English Learners	2018-19	41.3%	4,076	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	3rd Grade Content	Students With Disabilities	2018-19	20.9%	2,504	50%	*	50%	*	50%	<3	50%	<3	<3	<3	*	9
Mathematics	3rd Grade Content	Homeless	2018-19	22.4%	469	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Lincoln International Studies School (02209)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	3rd Grade Content	Foster Care	2018-19	24.5%	152	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	All Students	2018-19	41.8%	42,898	33.1%	329	21.3%	10	10%	<3	*	*	34.0%	16	44.7%	21
Mathematics	4th Grade Content	Black or African American	2018-19	15.8%	3,007	14.0%	56	12.5%	4	10%	<3	10%	<3	34.4%	11	53.1%	17
Mathematics	4th Grade Content	Hispanic of Any Race	2018-19	29.4%	2,469	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Two or More Races	2018-19	38.1%	1,795	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	White	2018-19	49.6%	32,851	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Female	2018-19	39.0%	19,618	31.9%	152	25.0%	5	20%	<3	20%	*	30.0%	6	45.0%	9
Mathematics	4th Grade Content	Male	2018-19	44.5%	23,280	34.2%	177	20%	5	20%	<3	20%	*	*	10	*	12
Mathematics	4th Grade Content	Economically Disadvantaged	2018-19	27.0%	15,316	20.3%	143	19.6%	9	10%	<3	*	*	34.8%	16	45.7%	21

Annual Education Report Lincoln International Studies School (02209)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	4th Grade Content	English Learners	2018-19	29.9%	2,776	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	4th Grade Content	Students With Disabilities	2018-19	16.0%	1,955	50%	*	50%	*	50%	<3	50%	<3	<3	<3	*	7
Mathematics	4th Grade Content	Homeless	2018-19	17.5%	352	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	All Students	2018-19	34.8%	36,649	27.3%	253	10%	5	10%	<3	10%	*	*	11	*	35
Mathematics	5th Grade Content	Black or African American	2018-19	10.7%	1,998	10%	*	10%	*	10%	<3	10%	<3	*	5	*	31
Mathematics	5th Grade Content	Hispanic of Any Race	2018-19	22.6%	1,992	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Two or More Races	2018-19	30.7%	1,473	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Female	2018-19	31.7%	16,346	24.0%	*	20%	*	20%	<3	20%	<3	*	6	*	17
Mathematics	5th Grade Content	Male	2018-19	37.8%	20,303	30.7%	140	20%	4	20%	<3	20%	*	20%	5	*	18

Annual Education Report Lincoln International Studies School (02209)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student s Proficient	State Number Student s Proficient	District Percent Student s Proficient	District Number Student s Proficient	School Percent Student s Proficient	School Number Student s Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Mathematics	5th Grade Content	Economically Disadvantaged	2018-19	20.2%	11,502	16.3%	110	10%	5	10%	<3	10%	*	*	11	*	35
Mathematics	5th Grade Content	English Learners	2018-19	18.1%	1,448	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Students With Disabilities	2018-19	10.3%	1,300	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Homeless	2018-19	12.4%	248	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	5th Grade Content	Foster Care	2018-19	11.1%	57	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	All Students	2018-19	17.4%	18,265	14.2%	*	10%	*	10%	<3	10%	<3	*	15	*	34
Social Studies	5th Grade Content	Black or African American	2018-19	4.4%	812	10%	*	10%	<3	10%	<3	10%	<3	*	8	*	28
Social Studies	5th Grade Content	Hispanic of Any Race	2018-19	8.8%	776	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Two or More Races	2018-19	14.6%	698	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Lincoln International Studies School (02209)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	5th Grade Content	Female	2018-19	15.3%	7,868	20%	*	20%	<3	20%	<3	20%	<3	*	7	*	17
Social Studies	5th Grade Content	Male	2018-19	19.4%	10,397	20%	*	20%	*	20%	<3	20%	<3	*	8	*	17
Social Studies	5th Grade Content	Economically Disadvantaged	2018-19	8.1%	4,614	10%	*	10%	*	10%	<3	10%	<3	*	15	*	34
Social Studies	5th Grade Content	English Learners	2018-19	4.3%	344	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Students With Disabilities	2018-19	5.0%	632	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Homeless	2018-19	4.5%	89	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	5th Grade Content	Foster Care	2018-19	4.9%	25	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Lincoln International Studies School (02209)

PSAT

Subject	Grade	Student Group	School Year	State Percent Student's Proficient	State Number Student's Proficient	District Percent Student's Proficient	District Number Student's Proficient	School Percent Student's Proficient	School Number Student's Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
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No Data to Display

Annual Education Report Lincoln International Studies School (02209)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

Annual Education Report Lincoln International Studies School (02209)

MI -Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Lincoln International Studies School (02209)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
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No Data to Display

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High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report Lincoln International Studies School (02209)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.07%	N/A	71.04%

* All data based on students enrolled for a full academic year.

** More information regarding the Michigan School Index System can be found at the following link:

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Lincoln International Studies School (02209)	13.26	1.41	10.6%	1.41	10.6%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Lincoln International Studies School (02209)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Lincoln International Studies School (02209)	13.26	0.00	0.0%	0.00	0.0%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Lincoln International Studies School (02209)	13.26	0.00	0.0%	0.00	0.0%	N/A	N/A

Annual Education Report Lincoln International Studies School (02209)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
Info not available	‡	‡	‡	‡	‡
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Students With Disabilities	11	60	29	10	1
Students Without Disabilities	89	19	42	31	7
English Language Learners	10	37	46	14	2
Not English Language Learners	90	22	40	31	7

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Lincoln International Studies School (02209)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Students With Disabilities	10	75	25	5	0
Students Without Disabilities	90	27	73	34	9
English Language Learners	6	60	40	8	1
Not English Language Learners	94	30	70	32	9

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Lincoln International Studies School (02209)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Students With Disabilities	10	74	26	10	1
Students Without Disabilities	90	31	69	34	8
English Language Learner	11	57	43	14	3
Not English Language Learner	89	33	67	34	8

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Lincoln International Studies School (02209)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	23	77	40	5
Students With Disabilities	11	71	29	5	0
Students Without Disabilities	89	21	79	35	3
English Language Learner	6	57	43	6	0
Not English Language Learner	94	25	75	33	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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Annual Education Report Lincoln International Studies School (02209)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	86.9 85.4	2.25 2.57	97 98	0.97 1.04
8	Math Reading	81.9 83.3	2.48 2.41	95 91	1.79 3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Lincoln International Studies School (02209)

Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display