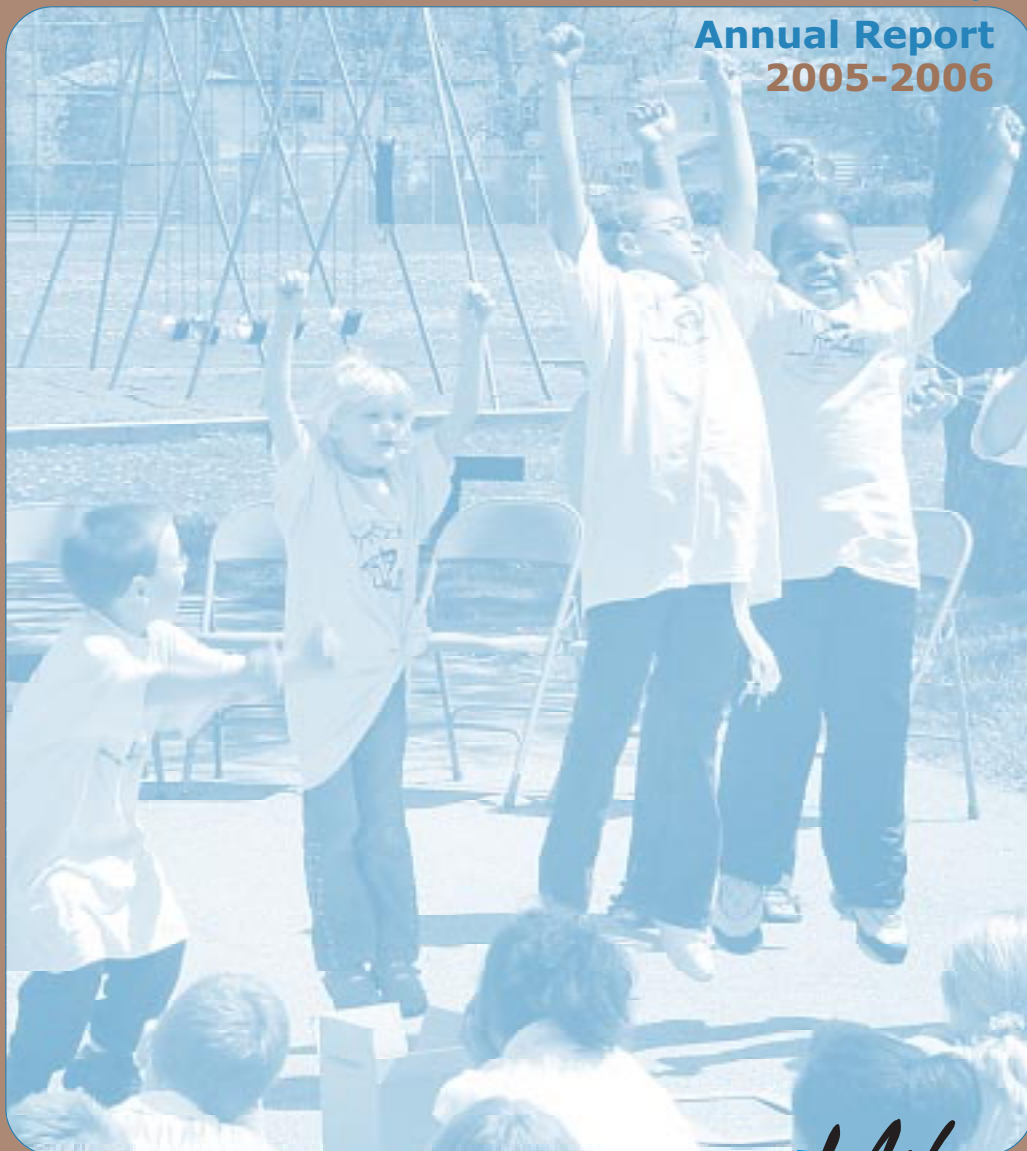


Lincoln Elementary

Annual Report
2005-2006



Welcome to Lincoln!

I take great pride in being principal of such a tremendous school and have an unending admiration for the faculty and staff working with your children as well as you, the parents and families who help bring it all together. Through the tireless efforts of all these groups, we have been able to increase opportunities for the childrens' academic, physical, social, and emotional needs.

We continued the Responsible Thinking Process/ Classroom (RTP/ RTC) this year, beginning with a more intensive training process for all staff members at the beginning of the year, along with the Second Step program, as a way to teach children the steps and value of making appropriate, positive choices to become respectful and responsible citizens. This two year use of the program has resulted in a 67% decrease in suspensions during the two years with RTP versus the average over the nine years prior without RTP. Also of important note is the fact that 51% of students never chose to use RTC. Additionally, activities including field trips, after-school programs for grades two through four, and assemblies enhanced student understanding. In order to accommodate for different learning styles and adapt our teaching for our gifted students to our most at-risk, all teachers including specials staff, were trained in eight Thinking Maps based on brain-research and visuals to increase knowledge and achievement. Three staff members also completed Training of Trainers, including two teachers and the principal, in Thinking Maps.

We are extremely fortunate that we have established community partnerships with The Oakwood Healthcare System, which provides health education to our students and the onsite clinic that provides medical services to the families of Lincoln Elementary. A new addition this year was the availability of a clinic Social Worker several days a week. Also, the YWCA Young Friends after school recreation program continued this year with two sessions for our first through fifth grade students. Extended school year summer programs were provided for second through fifth grade students.

Approximately 260 students attend Lincoln. It is our intent that students who attend Lincoln Elementary are challenged and supported in a safe and caring atmosphere. I hope that you will join us in this undertaking and become a part of the "Lincoln family". It's great to have you with us!

Sincerely,
Jennifer Munson, Principal



Mission Statement

The staff of Lincoln Elementary School will work together with families and the community to provide the best educational environment so that every student achieves academic and personal success in the 21st century.



Points of Pride

- NCA Accreditation
- Family Nights
- Parent/ Teacher group
- Parent to Parent group
- Responsible Thinking Program (RTP) for discipline
- Oakwood Hospital Partnership: clinic, Health Fair, education
- Family Holiday Night
- School chorus concerts
- Kindergarten “Sneak Peek”
- Healthy Kids Dental Program
- New “Thinking Maps” training
- 2nd-4th grade After-School program
- Individualized student support plans
- In-house Family Resource Center
- Student Study Team
- Second Step program
- Big Help Club
- Parent and community volunteers
- Accelerated Reading lab
- Staff professional development
- Reading Buddies
- D.A.R.E.
- YWCA Young Friends after school program
- Student recognition assemblies
- Service learning project
- 5th grade camp
- Field trips
- Red Wagon book program
- Generous holiday support to Lincoln families
- Reading Recovery teacher / Literacy Coach



Adequate Yearly Progress (AYP)

The No Child Left Behind Act of 2001 (NCLB) requires that Title I schools make Adequate Yearly Progress (AYP) in reading and mathematics. AYP is measured by State achievement targets. Schools must disaggregate test results by sub-groups of thirty (30) or more students. Examples of sub-group populations may include ethnicity, economically disadvantaged, limited English proficient, and special education.

Every Wayne-Westland elementary, middle, and high school attained Adequate Yearly Progress (AYP) in the 2005-2006 school year. The Michigan Department of Education has also announced that Wayne-Westland Community Schools, as a district, has attained AYP.

MEAP Information

Under the provisions of No Child Left Behind (NCLB), the MEAP tests are designed to measure student performance in English language arts (ELA) and mathematics. Test results report how well students and schools in Michigan are performing in comparison to curriculum standards established by the Michigan State Board of Education.

The categories below represent the percentage of students whose MEAP scores were classified as: Level 1 (Exceeded State Standards); Level 2 (Met State Standards); Level 3 (Basic Knowledge of State Standards); Level 4 (Apprentice). The state has deemed levels 1 and 2 to meet proficiency.

Due to the changing of the MEAP tests and the testing dates from winter to fall, it is not possible to add a two year achievement trend this year.

Adequate Yearly Progress (AYP) 2005-2006

AYP groups that are applicable to Wayne-Westland are listed as follows.

Grade 3

| Lincoln English Language Arts (ELA) Grade 3 Demographic Analysis of Performance Levels | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|
| Category | % at Level 1 | % at Level 2 | % at Level 3 | % at Level 4 | % not Tested |
| | 6 | 49 | 28 | 17 | 0 |
| Amer. Indian or Alaskan Native | | | | | |
| Asian or Pacific Islander | | | | | |
| Black, not of Hispanic Origin | < | | | | 0 |
| Hispanic | < | | | | 0 |
| White, not of Hispanic Origin | 8 | 50 | 25 | 17 | 0 |
| Multiracial | | | | | |
| Special Education | | | | | |
| Yes | < | | | | 0 |
| No | 5 | 59 | 27 | 8 | 0 |
| Limited English | | | | | |
| Yes | < | | | | 0 |
| No | 7 | 50 | 26 | 17 | 0 |
| Economically | | | | | |
| Yes | 7 | 51 | 29 | 13 | 0 |
| No | < | | | | 0 |

| Lincoln Math Grade 3 Demographic Analysis of Performance Levels | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|
| Category | % at Level 1 | % at Level 2 | % at Level 3 | % at Level 4 | % not Tested |
| | 40 | 36 | 17 | 6 | 0 |
| Amer. Indian or Alaskan Native | | | | | |
| Asian or Pacific Islander | | | | | |
| Black, not of Hispanic Origin | < | | | | 0 |
| Hispanic | < | | | | 0 |
| White, not of Hispanic Origin | 47 | 28 | 17 | 8 | 0 |
| Multiracial | | | | | |
| Special Education | | | | | |
| Yes | < | | | | 0 |
| No | 43 | 38 | 16 | 3 | 0 |
| Limited English | | | | | |
| Yes | < | | | | 0 |
| No | 41 | 35 | 17 | 7 | 0 |
| Economically | | | | | |
| Yes | 42 | 36 | 16 | 7 | 0 |
| No | < | | | | 0 |

Grade 4

| Lincoln English Language Arts Grade 4 Demographic Analysis of Performance Levels | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|
| Category | % at Level 1 | % at Level 2 | % at Level 3 | % at Level 4 | % not Tested |
| | 0 | 58 | 42 | 0 | 0 |
| Amer. Indian or Alaskan Native | | | | | |
| Asian or Pacific Islander | | | | | |
| Black, not of Hispanic Origin | < | | | | 0 |
| Hispanic | < | | | | 0 |
| White, not of Hispanic Origin | 0 | 54 | 46 | 0 | 0 |
| Multiracial | | | | | |
| Special Education | | | | | |
| Yes | | | | | |
| No | 0 | 58 | 42 | 0 | 0 |
| Limited English | | | | | |
| Yes | | | | | |
| No | 0 | 58 | 42 | 0 | 0 |
| Economically | | | | | |
| Yes | 0 | 54 | 46 | 0 | 0 |
| No | < | | | | 0 |

| Lincoln Math Grade 4 Demographic Analysis of Performance Levels | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|
| Category | % at Level 1 | % at Level 2 | % at Level 3 | % at Level 4 | % not Tested |
| | 18 | 55 | 24 | 3 | 0 |
| Amer. Indian or Alaskan Native | | | | | |
| Asian or Pacific Islander | | | | | |
| Black, not of Hispanic Origin | < | | | | 0 |
| Hispanic | < | | | | 0 |
| White, not of Hispanic Origin | 13 | 58 | 25 | 4 | 0 |
| Multiracial | | | | | |
| Special Education | | | | | |
| Yes | | | | | |
| No | 18 | 55 | 24 | 3 | 0 |
| Limited English | | | | | |
| Yes | | | | | |
| No | 18 | 55 | 24 | 3 | 0 |
| Economically | | | | | |
| Yes | 18 | 54 | 25 | 4 | 0 |
| No | < | | | | 0 |

Grade 5

| Lincoln English Language Arts (ELA) Grade 5 Demographic Analysis of Performance Levels | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|
| Category | % at Level 1 | % at Level 2 | % at Level 3 | % at Level 4 | % not Tested |
| | 3 | 56 | 36 | 5 | 0 |
| Amer. Indian or Alaskan Native | | | | | |
| Asian or Pacific Islander | | | | | |
| Black, not of Hispanic Origin | 0 | 55 | 45 | 0 | 0 |
| Hispanic | | | | | |
| White, not of Hispanic Origin | 4 | 59 | 30 | 7 | 0 |
| Multiracial | < | | | | 0 |
| Special Education | | | | | |
| Yes | < | | | | 0 |
| No | 3 | 64 | 33 | 0 | 0 |
| Limited English | | | | | |
| Yes | | | | | |
| No | 3 | 56 | 36 | 5 | 0 |
| Economically | | | | | |
| Yes | 3 | 57 | 34 | 6 | 0 |
| No | < | | | | 0 |

| Lincoln Math Grade 5 Demographic Analysis of Performance Levels | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|
| Category | % at Level 1 | % at Level 2 | % at Level 3 | % at Level 4 | % not Tested |
| | 15 | 49 | 28 | 8 | 0 |
| Amer. Indian or Alaskan Native | | | | | |
| Asian or Pacific Islander | | | | | |
| Black, not of Hispanic Origin | 0 | 45 | 55 | 0 | 0 |
| Hispanic | | | | | |
| White, not of Hispanic Origin | 22 | 48 | 19 | 11 | 0 |
| Multiracial | < | | | | 0 |
| Special Education | | | | | |
| Yes | < | | | | 0 |
| No | 18 | 45 | 33 | 3 | 0 |
| Limited English | | | | | |
| Yes | | | | | |
| No | 15 | 49 | 28 | 8 | 0 |
| Economically | | | | | |
| Yes | 17 | 46 | 29 | 9 | 0 |
| No | < | | | | 0 |

District Level School Improvement

During the 2005-2006 school year the Wayne-Westland Community School District continued the school improvement process in accordance with Public Acts 25, 335 and 339. The district mission statement guided the work of the District School Improvement Team.

The District School Improvement Goals for 2005-2006 were as follows:

- Goal 1:** All Wayne-Westland students will increase their academic achievement in English Language Arts (ELA) as defined by the Michigan Curriculum Framework (MCF) and Grade Level Content Expectations (GLCEs).
- Goal 2:** All Wayne-Westland students will increase their academic achievement in mathematics as defined by the Michigan Curriculum Framework (MCF) and Grade Level Content Expectations (GLCEs).
- Goal 3:** All Wayne-Westland students will increase their academic achievement in science as defined by the Michigan Curriculum Framework (MCF).
- Goal 4:** All Wayne-Westland students will increase their academic achievement in social studies as defined by the Michigan Curriculum Framework (MCF).

District Accreditation

All seventeen elementary schools, four middle schools and four district high schools (two comprehensive high schools, a career-technical center, and an alternative high school) are fully accredited by the North Central Association Commission on Accreditation and School Improvement (NCA-CASI). All schools within the Wayne-Westland District are also accredited through the Michigan Accreditation Plan as indicated in the Education Yes! School Report Card.



Core Curriculum

The Wayne-Westland Community Schools' Board of Education has adopted a K-12 curriculum in all content areas. Each curriculum reflects the Michigan Curriculum Framework. At the elementary and middle school levels, Mathematics and English Language Arts have been adjusted to address the Grade Level Content Expectations (GLCEs). Science and Social Studies will be modified once the Grade Level Content Expectations have been finalized.

At the high school level, Core Content Expectations are being finalized by the Michigan Department of Education. Once these are approved, the district will review and adjust the high school curriculum.



Highly Qualified Staff

The Wayne-Westland Community School District is committed to making sure that all of its teachers are Highly Qualified in accordance with the No Child Left Behind (NCLB) Act of 2001.

Currently each of the District's teachers holds a valid State of Michigan teaching certificate, permit or vocational authorization valid for the position to which he or she is assigned. During the 2005/2006 school year, approximately nine of the District's 825+ teachers were teaching outside of their endorsed area because of the scarcity of teachers in those particular areas.

NCLB states that parents must be informed of their right to know a teacher's qualifications. According to information submitted to the Michigan Department of Education's Registry of Educational Personnel (REP), 100% of the District's high school, middle school and elementary teachers will meet the highly qualified standards for the courses and classes they will teach during the 2006/2007 school year.

Lincoln School Improvement

1. All students will improve their ability to write with a purpose across the curriculum.
2. All students will improve their mathematical problem solving ability in a variety of contexts.
3. All students will demonstrate increased comprehension of expository text across the curriculum.

Lincoln Parent-Teacher Conference Representation

72% of the total student population, had parent / guardian representation.

Lincoln Attendance

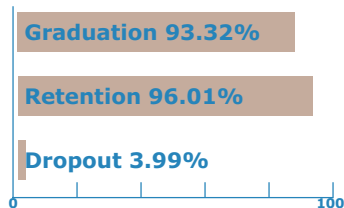
2005 / 2006—92%

District Parent Involvement

Extensive parent involvement is a hallmark of all Wayne-Westland Community Schools. Board policy is in place to support volunteers, parent organizations, and other parent and school partnerships. Parent support is a key component of every student's success. Parents and community volunteers help students at home and also support school events, special projects, and assist in classrooms.

Parents and community members are encouraged to participate in school programs and activities. Parent organizations include PTA and PTO groups, parent advisory councils, and extra-curricular booster organizations.

District Rates for 2004 - 2005



The 2005-2006 graduation and dropout rates were not released as of the time of printing.

Great...

Futures Start Right Here!

wwcsd.net

Wayne-Westland Community Schools

Gregory J. Baracy, Ed.D., Superintendent