

2007-2008

Lincoln Annual Report



GREAT FUTURES START RIGHT HERE!

Gregory J. Baracy, Ed.D., Superintendent

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 academic, physical, social, and emotional needs of our children. Continuous progress in the area of student achievement is of the highest importance, and due to that fact, we never stop planning and improving every aspect of our services through Professional Learning Communities (PLCs) and the inclusion of parents/families in each process. Since creating well-rounded citizens is a major focus, we are extremely fortunate to have established community partnerships to meet those needs. 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!



*"For the Kids",
Ms. Jennifer Munson
Lincoln Elementary School 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

- Opening Day “Welcome Wagon”
- “Second to none” in staff teamwork and student support
- NCA Accreditation/ School Improvement Team with parent support
- Parent Liaisons
- Achievement of Adequate Yearly Progress (AYP)
- Family Literacy/ Math/ and Science Nights
- Active Parent/ Teacher Group (PTG)
- Second Step and Responsible Thinking Program (RTP) for discipline
- Four Blocks Literacy program/ Houghton Mifflin/ 6+1 Traits
- Professional Learning Communities (PLCs) for increased student achievement in the areas of Math
- NCA strategies for increased student achievement in Writing and Reading
- Research-based “Thinking Maps” implementation for all learners, including staff
- Everyday Mathematics
- Houghton Mifflin
- Science kits
- In-house Family Resource Center
- Oakwood Hospital Partnership: clinic, Health Fair, education, Social Worker
- Family Holiday Night
- School Music Concerts
- School-wide Field Day
- Kindergarten Round-Up and “Sneak Peek”
- Healthy Kids Dental Program
- Monthly newsletters and calendars
- Social Worker, Psychologist, Speech Pathologist and several programs for Special Needs students
- 3rd- 5th grade Brain Builders Program (focused writing and math program)
- Little Lincoln Learners for Pre-Kindergarten and Kindergarten students and their parents
- Bright Futures program funded through 21st Century Learning Grant for grades 2-5 over 5 years
- Individualized student support plans



Points of Pride (continued)

- Peer Assistants
- Student Study Team with the inclusion of parents
- Big Help Club- 5th grade
- Dell classroom computers
- Newspaper Club
- 1st and 2nd grade Class Reduction Teachers
- Parent and community volunteer opportunities and training
- Accelerated Reading lab
- Paraprofessionals in classes K-5
- Staff professional development
- Paraprofessional staff development
- D.A.R.E.
- Student recognition assemblies
- Field trips per grade level
- Red Wagon book program
- Generous holiday support to Lincoln families
- March is Reading Month- reading challenge
- Fall and Spring Book Fair
- Reading Recovery teacher/ Literacy Coach
- Numerous Community Partnerships



Building Goals

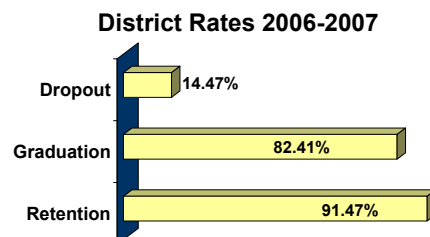
1. All students will improve their ability to write with a purpose across the curriculum.
2. All students will improve their mathematical problem solving ability in a variety of contexts.
3. All students will demonstrate increased comprehension of all texts across the curriculum.

Parent-Teacher Conference Representation

2007-2008 - 76% attendance rate

Lincoln Attendance

2007-2008 – 93%



The 2007-2008 Wayne-Westland District graduation and dropout rates were not available at time of printing.

District Level School Improvement

During the 2007-2008 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 2007-2008 were as follows:

- Goal 1: All Wayne-Westland students will increase their academic achievement in reading and writing (ELA) as defined by the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).
- Goal 2: All Wayne-Westland students will increase their academic achievement in mathematics as defined by the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).
- Goal 3: All Wayne-Westland students will increase their academic achievement in science as defined by the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).
- Goal 4: All Wayne-Westland students will increase their academic achievement in social studies as defined in the Michigan Curriculum Framework (MCF), Grade Level Content Expectations (GLCEs), and High School Content Expectations (HSCEs).

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. Science and Social Studies have been adjusted to address the Grade Level Content Expectations finalized by the Michigan Department of Education (MDE) during the 2007-2008 school year.

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. To promote communication between school and home, parents can contact all teachers through voice mail and email. Parents may also access their student's data via the internet through a web-based service known as ParentConnect.



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 2007/2008 school year, all of the District's 850+ teachers were teaching in their endorsed area. 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 met the highly qualified standards for the courses and classes they taught for the 2007/2008 school year.

Student Achievement Information

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 and middle school obtained Adequate Yearly Progress (AYP) in the 2007–2008 school year. At the time of printing this annual report, the Michigan Department of Education has not released AYP status for high schools in the district.

LINCOLN ELEMENTARY AYP										
Student Group	English Language Arts				Mathematics				Additional Academic Indicator	
	Percent Tested Target: 95%		Percent Proficient Target: 59%		Percent Tested Target: 95%		Percent Proficient Target: 65%		Attendance Rate Target: 85%	
	School	State *	School	State *	School	State *	School	State *	School	State *
All Students	99.3		72		99.3		81.8		92.9	
Black or African American	100		<		100		<		91	
American Indian or Alaskan Native	<		<		<		<		<	
Asian, Native Hawaiian or Pacific Islander	<		<		<		<		<	
Hispanic or Latino	<		<		<		<		<	
White	98.9		69.8		98.9		79.2		93.3	
Multiracial	<		<		<		<		<	
Students with Disabilities	92.7		42.2		92.7		53.3		94	
Limited English Proficient	<		<		<		<		<	
Economically Disadvantaged	103.1		71.4		103.1		81.7		92.8	

< indicates that fewer than 30 students were enrolled in the building

* indicates that the 2007-2008 State Data is not available at this time.

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 (Advanced); Level 2 (Proficient); Level 3 (Partially Proficient); Level 4 (Not Proficient). The state has deemed levels 1 and 2 to meet proficiency.

MEAP GRADE 3

LINCOLN ELEMENTARY English Language Arts - Grade 3

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	55	77	78	0	6	49	28	17
	2006-07	58	79	79	0	3	55	26	16
	2007-08	63	79	81	0	5	58	29	8
Male	2005-06	52	72	75	0	11	41	37	11
	2006-07	59	72	75	0	0	59	23	18
	2007-08	56	76	78	0	6	50	28	17
Female	2005-06	60	83	81	0	0	60	15	25
	2006-07	56	86	84	0	6	50	31	13
	2007-08	70	82	84	0	5	65	30	0
American Indian / Native Alaskan	2005-06	NA	<	74					
	2006-07	NA	<	76					
	2007-08	NA	<	79					
Asian/Pacific Islander	2005-06	NA	79	87					
	2006-07	NA	85	88					
	2007-08	NA	90	90					
Black, Not of Hispanic Origin	2005-06	<	69	62					
	2006-07	50	70	65	0	0	50	25	25
	2007-08	60	72	67	0	0	60	27	13
Hispanic	2005-06	<	69	65					
	2006-07	<	74	66					
	2007-08	<	56	71					
White, Not of Hispanic Origin	2005-06	58	80	83	0	8	50	25	17
	2006-07	61	82	84	0	4	57	26	13
	2007-08	65	82	85	0	10	55	30	5
Economically Disadvantaged	2005-06	58	71	66	0	7	51	29	13
	2006-07	59	72	68	0	0	59	25	16
	2007-08	61	74	71	0	3	58	31	8
English Language Learners	2005-06	<	39	60					
	2006-07	<	41	59					
	2007-08	<	48	63					
Migrant	2005-06	NA	NA	59					
	2006-07	NA	NA	55					
	2007-08	NA	NA	64					
Students with Disabilities	2005-06	<	50	51					
	2006-07	<	49	50					
	2007-08	<	53	53					

MEAP GRADE 3

LINCOLN ELEMENTARY									
Mathematics - Grade 3									
Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	76	90	87	0	40	36	17	6
	2006-07	71	89	88	0	29	42	24	5
	2007-08	82	91	90	0	37	45	18	0
Male	2005-06	89	91	87	0	52	37	4	7
	2006-07	77	90	88	0	36	41	23	0
	2007-08	78	91	90	0	39	39	22	0
Female	2005-06	60	89	87	0	25	35	35	5
	2006-07	63	89	88	0	19	44	25	13
	2007-08	85	90	90	0	35	50	15	0
American Indian / Native Alaskan	2005-06	NA	<	87					
	2006-07	NA	<	87					
	2007-08	NA	<	90					
Asian/Pacific Islander	2005-06	NA	93	94					
	2006-07	NA	93	95					
	2007-08	NA	100	97					
Black, Not of Hispanic Origin	2005-06	<	81	71					
	2006-07	58	82	73	0	8	50	33	8
	2007-08	73	81	76	0	20	53	27	0
Hispanic	2005-06	<	86	79					
	2006-07	<	84	80					
	2007-08	<	97	85					
White, Not of Hispanic Origin	2005-06	75	93	92	0	47	28	17	8
	2006-07	78	92	92	0	35	43	17	4
	2007-08	85	93	94	0	50	35	15	0
Economically Disadvantaged	2005-06	78	85	79	0	42	36	16	7
	2006-07	69	85	80	0	28	41	25	6
	2007-08	81	87	84	0	36	44	19	0
English Language Learners	2005-06	<	74	78					
	2006-07	<	86	78					
	2007-08	<	88	83					
Migrant	2005-06	NA	NA	76					
	2006-07	NA	NA	81					
	2007-08	NA	NA	85					
Students with Disabilities	2005-06	<	76	72					
	2006-07	<	75	73					
	2007-08	<	76	77					

MEAP GRADE 4

LINCOLN ELEMENTARY English Language Arts - Grade 4

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	58	72	76	0	0	58	42	0
	2006-07	62	78	78	0	6	56	38	0
	2007-08	58	76	76	0	3	55	27	15
Male	2005-06	54	67	72	0	0	54	46	0
	2006-07	62	74	74	0	8	54	38	0
	2007-08	58	71	73	0	0	58	26	16
Female	2005-06	60	77	80	0	0	60	40	0
	2006-07	64	82	81	0	5	59	36	0
	2007-08	57	82	80	0	7	50	29	14
American Indian / Native Alaskan	2005-06	NA	<	71					
	2006-07	NA	<	69					
	2007-08	<	<	74					
Asian/Pacific Islander	2005-06	NA	71	86					
	2006-07	NA	67	88					
	2007-08	NA	82	86					
Black, Not of Hispanic Origin	2005-06	<	64	59					
	2006-07	50	70	61	0	10	40	50	0
	2007-08	36	66	56	0	0	36	45	18
Hispanic	2005-06	<	48	62					
	2006-07	<	69	66					
	2007-08	<	65	64					
White, Not of Hispanic Origin	2005-06	54	75	81	0	0	54	46	0
	2006-07	69	81	83	0	6	63	31	0
	2007-08	74	81	82	0	5	68	16	11
Economically Disadvantaged	2005-06	54	64	63	0	0	54	46	0
	2006-07	61	72	65	0	5	56	39	0
	2007-08	54	71	63	0	0	54	32	14
English Language Learners	2005-06	NA	23	55					
	2006-07	<	36	56					
	2007-08	<	36	49					
Migrant	2005-06	NA	NA	54					
	2006-07	NA	NA	57					
	2007-08	NA	NA	58					
Students with Disabilities	2005-06	NA	56	43					
	2006-07	<	51	45					
	2007-08	<	52	43					

MEAP GRADE 4

LINCOLN ELEMENTARY Mathematics - Grade 4

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	73	81	82	0	18	55	24	3
	2006-07	69	82	85	0	31	38	23	8
	2007-08	64	85	86	0	27	36	36	0
Male	2005-06	69	81	82	0	31	38	31	0
	2006-07	69	82	85	0	27	42	27	4
	2007-08	68	85	86	0	42	26	32	0
Female	2005-06	75	82	82	0	10	65	20	5
	2006-07	68	81	85	0	36	32	18	14
	2007-08	57	84	86	0	7	50	43	0
American Indian / Native Alaskan	2005-06	NA	<	82					
	2006-07	NA	<	82					
	2007-08	<	<	85					
Asian/Pacific Islander	2005-06	NA	94	92					
	2006-07	NA	100	93					
	2007-08	NA	92	95					
Black, Not of Hispanic Origin	2005-06	<	67	60					
	2006-07	50	72	67	0	20	30	30	20
	2007-08	64	77	69	0	0	64	36	0
Hispanic	2005-06	<	70	71					
	2006-07	<	73	76					
	2007-08	<	73	79					
White, Not of Hispanic Origin	2005-06	73	85	88	0	13	58	25	4
	2006-07	75	85	90	0	34	41	22	3
	2007-08	68	88	91	0	42	26	32	0
Economically Disadvantaged	2005-06	72	73	70	0	18	54	25	4
	2006-07	66	74	85	0	32	34	24	10
	2007-08	61	79	77	0	25	36	39	0
English Language Learners	2005-06	NA	88	68					
	2006-07	<	64	75					
	2007-08	<	70	74					
Migrant	2005-06	NA	NA	70					
	2006-07	NA	NA	69					
	2007-08	NA	NA	81					
Students with Disabilities	2005-06	NA	81	59					
	2006-07	<	70	64					
	2007-08	<	70	65					

MEAP GRADE 5

LINCOLN ELEMENTARY English Language Arts - Grade 5

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	59	79	75	0	3	56	36	5
	2006-07	74	78	78	0	4	70	26	0
	2007-08	67	80	78	0	10	56	29	4
Male	2005-06	53	75	71	0	0	53	41	6
	2006-07	67	73	74	0	0	67	33	0
	2007-08	65	76	75	0	9	57	35	0
Female	2005-06	64	83	79	0	5	59	32	5
	2006-07	80	83	82	0	7	73	20	0
	2007-08	68	84	81	0	12	56	24	8
American Indian / Native Alaskan	2005-06	NA	70	69					
	2006-07	NA	NA	72					
	2007-08	NA	<	73					
Asian/Pacific Islander	2005-06	NA	88	86					
	2006-07	NA	100	88					
	2007-08	NA	80	86					
Black, Not of Hispanic Origin	2005-06	55	71	56	0	0	55	45	0
	2006-07	<	70	61					
	2007-08	55	71	58	0	9	45	36	9
Hispanic	2005-06	NA	66	63					
	2006-07	<	60	65					
	2007-08	<	77	63					
White, Not of Hispanic Origin	2005-06	63	82	81	0	4	59	30	7
	2006-07	76	81	83	0	0	76	24	0
	2007-08	70	82	84	0	12	58	27	3
Economically Disadvantaged	2005-06	60	71	61	0	3	57	34	6
	2006-07	73	71	65	0	4	69	27	0
	2007-08	64	72	65	0	11	53	31	4
English Language Learners	2005-06	NA	85	56					
	2006-07	NA	46	54					
	2007-08	<	53	44					
Migrant	2005-06	NA	NA	52					
	2006-07	NA	NA	60					
	2007-08	NA	NA	45					
Students with Disabilities	2005-06	<	58	40					
	2006-07	<	47	42					
	2007-08	<	47	42					

MEAP GRADE 5

LINCOLN ELEMENTARY Mathematics - Grade 5

Student Group	School Year	School Percent of Students Proficient (Levels 1 & 2)	District Percent of Students Proficient (Levels 1 & 2)	State Percent of Students Proficient (Levels 1 & 2)	Percent Not Tested in School	Percent of Students in School at Each Achievement Level			
						Level 1	Level 2	Level 3	Level 4
All Students	2005-06	64	77	77	0	15	49	28	8
	2006-07	56	78	76	0	19	37	33	11
	2007-08	69	76	74	0	33	35	23	8
Male	2005-06	65	78	78	0	18	47	29	6
	2006-07	67	80	77	0	25	42	25	8
	2007-08	87	77	75	0	30	57	13	0
Female	2005-06	64	76	76	0	14	50	27	9
	2006-07	46	76	75	0	13	33	40	13
	2007-08	52	75	73	0	36	16	32	16
American Indian / Native Alaskan	2005-06	NA	90	75					
	2006-07	NA	<	74					
	2007-08	NA	<	68					
Asian/Pacific Islander	2005-06	NA	94	85					
	2006-07	NA	100	90					
	2007-08	NA	100	90					
Black, Not of Hispanic Origin	2005-06	45	61	50	0	0	45	55	0
	2006-07	<	64	52					
	2007-08	73	61	51	0	55	18	9	18
Hispanic	2005-06	NA	60	62					
	2006-07	<	68	64					
	2007-08	<	73	62					
White, Not of Hispanic Origin	2005-06	70	82	85	0	22	48	19	11
	2006-07	58	81	83	0	19	29	43	10
	2007-08	70	80	81	0	27	42	24	6
Economically Disadvantaged	2005-06	63	68	62	0	17	46	29	9
	2006-07	57	69	62	0	19	38	31	12
	2007-08	71	68	60	0	36	36	20	9
English Language Learners	2005-06	NA	39	54					
	2006-07	<	46	57					
	2007-08	<	84	54					
Migrant	2005-06	NA	NA	51					
	2006-07	NA	NA	61					
	2007-08	NA	NA	58					
Students with Disabilities	2005-06	<	69	46					
	2006-07	<	57	46					
	2007-08	<	52	44					