



Lincoln Elementary School Annual Education Report (AER) Cover Letter

May 11, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Lincoln Elementary 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 Kelly Gaideski, Curriculum Director for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/zc66FB> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state.

Our community was excited to have Lincoln School named as one of the National Blue Ribbon Schools for 2017! The recognition was validation for the multiple years of hard work of the Lincoln School Family. We achieved this elite status through relentless effort to meet the needs of Every Child, Every Day. We were able to earn this title through our focus on continuous improvement and that belief continues to drive us forward. Our data indicates that we have areas we must continue to work on. We've identified the need to focus on our economically disadvantaged students and students with disabilities. Our focus is on developing specified time to meet the needs of all learners to improve student proficiency levels in the areas of reading, writing, math, science, and social studies. For example, What I Need Now, or WINN Time allows teachers and students to focus in on essential skills students must have to move forward.

State law requires that we also report additional information.



PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Lincoln School is one of 3 elementary schools in the St. Joseph Public Schools. Students are assigned by their resident address. In addition, families have the option to request attendance at another in-district elementary and students may also apply for School of Choice from the other school districts during an annual application window.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

St. Joseph Public Schools is a continuous improvement district. Lincoln Elementary School Improvement Plan is revised annually using student achievement data. Our 3-5 Year School Improvement Plan was developed in the spring of 2014 with input from school stakeholders and is reflective of our district strategic plan. As we enter the final year of our plan, many strategies have been implemented and monitored. New strategies are being researched and developed as we are currently creating a new five year plan. Parents and stakeholders are kept informed about the progress of our school plan through electronic communication and updates at our PTO meetings.

SPECIALIZED SCHOOLS

Specialized schools provide educational alternatives and opportunities for handicapped students as well as meeting their special needs. These programs are an integral part of the continuum of educational services available to special students in Berrien County. Following is a brief description of the specialized schools that serve St. Joseph Public School District students.

- **BLOSSOMLAND LEARNING CENTER BERRIEN REGIONAL EDUCATION SERVICE AGENCY BERRIEN SPRINGS, MICHIGAN** The purpose of Blossomland Learning Center is to provide services to students who have been diagnosed as moderately to severely mentally impaired up to age 26 who reside within the Berrien Regional Education Service Agency. The school assists students in preparing for entry into their respective communities. Eighteen (18) St. Joseph Public School District residents attended this program during the 2016-17 school year. Students are placed in the program through an Individual Educational Planning Committee composed of local district and Berrien RESA diagnostic and educational staff.
- **LIGHTHOUSE EDUCATION CENTER BERRIEN REGIONAL EDUCATION SERVICE AGENCY ST. JOSEPH, MICHIGAN** The Lighthouse Education Center program is operated as a therapeutic and educational program for students diagnosed as severely emotionally impaired up to age 26 who reside within the Berrien Regional Education Service Agency. These students exhibit



a severity of emotional difficulties which prohibits them from regular attendance within the resident district. During the 2016-17 school year, eleven (11) St. Joseph Public School District residents attended this program, with the goal being eventual re-integration into the resident district's educational system.

- **HEARING IMPAIRED PROGRAM BERRIEN SPRINGS PUBLIC SCHOOLS BERRIEN SPRINGS, MICHIGAN** The Berrien County Hearing Impaired Program provides educational services for hearing impaired students from Berrien, Cass, and Van Buren counties. During the 2016-17 school year, zero (0) students from St. Joseph Public School District attended the program, which includes children from pre-school age through 26 years. This program is operated by the Berrien Springs Public Schools and is funded by the Berrien Regional Education Service Agency. In addition to classroom and teacher consultant services, the program also serves as a diagnostic center and employs an audiologist for the purpose of assessing severity and type of hearing loss. Some students, when determined educationally appropriate by an Individualized Educational Planning Committee, are educated in their resident district with the support of a teacher consultant provided by the Hearing Impaired Program.
- **SOUTHSIDE PROGRAM NILES COMMUNITY SCHOOLS NILES, MI** Niles operates center based programs for low incidence special education students needing a full time placement. The program for the Severely Emotionally Impaired (SEI) includes students with severe emotional or behavioral problems. These students receive a very strict, highly structured program designed to change inappropriate behavior patterns and allow learning to take place. Expectations for performance are high with the goal being the students successful readmission to their former school. Classroom programs serve students ages 6 through 25. Students in the Pre-Vocational program have below average ability levels, making success in their local high schools extremely difficult. Often their low ability is compounded by a weak self-concept and inadequate social skills. Once at Southside a few may pursue a diploma, but most will follow a curriculum designed to promote independent living. Classrooms are available to serve ages 16 through 25. During the 2016-17 school year, three (3) students from the St. Joseph Public School District attended this program.

SJPS CORE CURRICULUM

St. Joseph Public Schools staff members are working under the direction of our Curriculum Director, Kelly Gaideski, to ensure alignment with the CCSS in ELA and



Math and follow the Michigan expectations for Science and Social Studies. Teachers work to create clarity around the essential standards from the CCSS, MSS, and Michigan expectations in other content areas. Aligned materials and proven instructional strategies which are targeted at achievement of the standards have been implemented. Our report cards and grading practices are revised frequently to reflect student progress towards standards. For a better understanding of the SJPS curriculum, please contact the school office or visit the website (<https://www.sjschools.org/st-joseph-public-schools/curriculum>).

St. Joseph's core curriculum exceeds Michigan Department of Education requirements in all subjects and integrates core national standards. In addition, the district offers opportunities to challenge high achieving students and a comprehensive special education program.

NATIONALLY NORMED ACHIEVEMENT TESTS

St. Joseph Public Schools administers the Northwest Educational Association's (NWEA) Measures of Academic Progress (MAP) tests to all students in Kindergarten through fifth grades. Students in K-1 take reading and math in the fall and in the spring, while student in grades 2-5 take reading, math, and language usage in the fall and reading and math in the spring. Our results are presented in the documents at the end of this AER.

PARENTS AT PARENT-TEACHER CONFERENCE PARTICIPATION

Lincoln School has a supportive and involved parent body. Attendance at Parent-Teacher Conferences is an excellent example of our Parent Involvement. Fall 2016 saw 418 of 419, or 99.7% of Lincoln students were represented at Parent-Teacher Conferences.

The Lincoln School family is dedicated to fulfilling the school mission, "Every Child, Every Day." We celebrate our student achievement as recognition of our continuous school improvement efforts. Our students' achievement is a result of a strong home-school partnership and outstanding commitment to learning on the part of our students, parents, and staff members. Together we strive to make Lincoln School a great place to learn and grow.

Sincerely,

Mr. Craig Hubble
Principal, Lincoln School
St. Joseph Public School



Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
 District: St. Joseph Public Schools

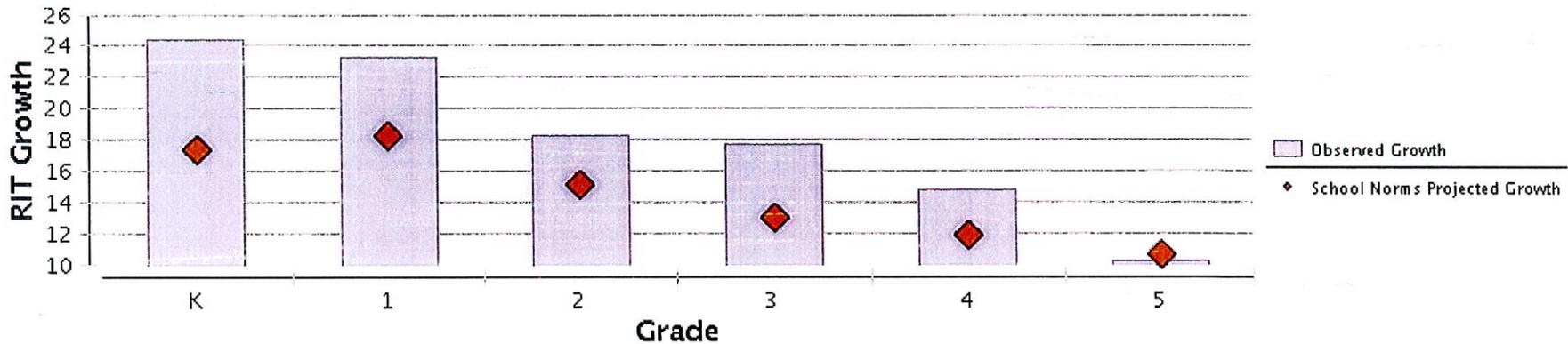
Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2016 - Spring 2017
 Weeks of Instruction: Start - 4 (Fall 2016)
 End - 32 (Spring 2017)
 Grouping: None
 Small Group Display: No

Lincoln Elementary

Mathematics

Grade (Spring 2017)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2016			Spring 2017			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	50	148.9	10.2	90	173.3	8.1	99	24.4	1.2	17.4	2.49	99	50	45	90	82
1	51	170.6	14.9	92	193.9	16.3	98	23.3	1.4	18.2	1.72	96	51	36	71	74
2	74	182.9	12.5	85	201.0	11.7	92	18.2	0.8	15.1	1.12	87	74	50	68	63
3	56	191.3	12.6	56	209.0	10.0	81	17.7	1.2	13.0	2.13	98	56	44	79	71
4	76	206.1	11.3	75	220.9	11.7	85	14.8	0.8	11.9	1.30	90	76	55	72	71
5	83	219.0	11.8	86	229.2	13.4	83	10.2	0.7	10.7	-0.20	42	83	43	52	50

Mathematics



Explanatory Notes

- † Growth counts for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
- ‡ Growth counts are not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
- § Growth counts provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Aggregate by School

Term: Spring 2016-2017
District: St. Joseph Public Schools

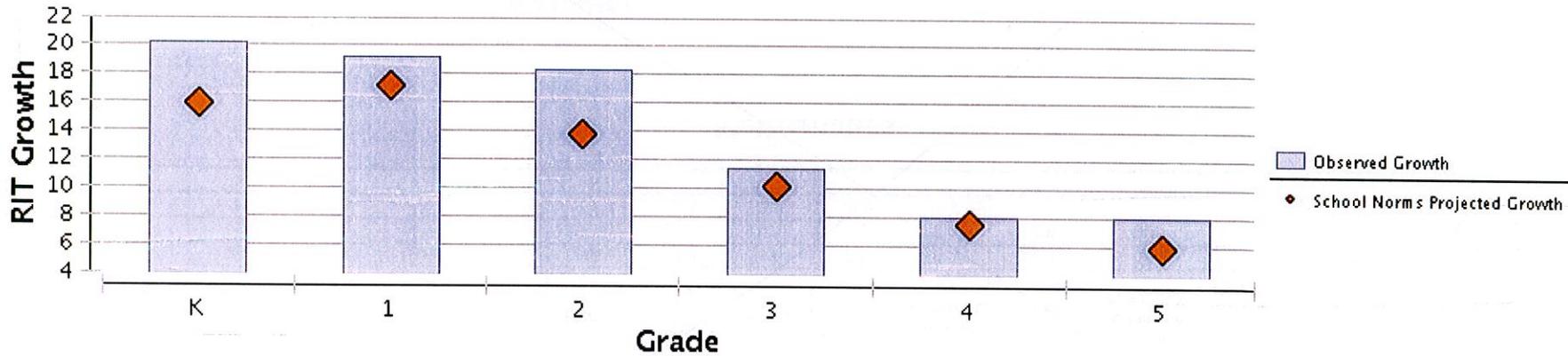
Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2016 - Spring 2017
Weeks of Instruction: Start - 4 (Fall 2016)
 End - 32 (Spring 2017)
Grouping: None
Small Group Display: No

Lincoln Elementary

Reading

Grade (Spring 2017)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2016			Spring 2017			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	50	149.1	8.4	91	169.3	8.7	97	20.2	1.0	15.9	1.50	93	50	41	82	73
1	51	170.1	14.2	95	189.3	12.7	96	19.2	1.3	17.2	0.72	76	51	32	63	62
2	74	182.7	17.5	89	201.0	12.7	97	18.3	1.2	13.8	1.80	96	74	58	78	70
3	56	192.2	16.2	72	203.6	12.0	77	11.4	1.6	10.1	0.64	74	56	30	54	54
4	76	205.6	12.6	87	213.5	10.7	88	8.0	0.8	7.5	0.24	59	76	46	61	55
5	83	212.8	12.9	87	220.7	10.9	92	8.0	0.7	5.9	1.15	87	83	57	69	62

Reading



Explanatory Notes

† Data is not shown for groups of fewer than 10 students as the sample size may be too small for acceptable statistical reliability.
 ‡ Data is not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ††† Growth count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.