



Wyandotte Public Schools

“Educate – Inspire - Empower”

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Kenneth Laub, Director of Finance
734-759-6026; laubke@wy.k12.mi.us
Bernard A. Bowers, Jr., Director of Operations
734-759-6020; bowersb@wy.k12.mi.us

February 4, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Lincoln Center. 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 Lauren Feigel for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2Io2ITm>, or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

At the Lincoln Center, we are a Professional Learning Community (PLC). We have grade level teams that meet multiple times a month to foster a collaborative culture, develop meaningful common assessments, and continue to grow as educators. All staff come together to increase student achievement. Our staff have been working diligently to move our mission and vision forward, impacting both culture and student achievement. Grade level teams continue to ensure that our students receive a guaranteed and viable curriculum.

State law requires that we also report additional information. The Lincoln Center serves students from the seventeen downriver school districts. Students are referred by their local school district's special education director per Michigan Special Education Administrative Rule 340.1702 (Students with a Disability).

The School Improvement Leadership Team meets frequently throughout the school year to move our school forward. Our School improvement plan (SIP) incorporates Michigan Department of Education's Common Core Essential Elements for English language arts and mathematics. The

639 Oak Street • Wyandotte, Michigan • 48192 • 734.759.5000 • FAX 734.759.6009 • www.wyandotte.org

It is the policy of the Wyandotte Board of Education that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination with respect to any educational program, activity, or employment.

Lincoln Center continues the use of school wide curriculums to address the state standards and allows us to develop meaningful goals and objectives. A school-wide Positive Behavior Intervention Support program continues to be integrated into the SIP. In 2021, we are shifting from using a school improvement plan through the ASSIST platform to MICIP which is a more comprehensive district needs assessment that focuses on the whole child. We look forward to the implementation of this new plan.

The Lincoln Center is a center-based program for students with Autism Spectrum Disorder and Cognitive Impairment/Emotional Impairment. The focus of the school's curriculum is on academic skills, positive behavior support, social skills, vocational skills, community skills, and adult daily living skills. We help to prepare our students for transitioning to adult life by teaching them to become as independent as possible. We provide families with resources and information related post-secondary training and adult life. Lincoln Center staff members, students, and parents work together to develop an individualized educational plan to meet each student's individual needs and to help them achieve their personal goals.

The District and County have transitioned to the Common Core State Standards (CCSS) as its curriculum. The Wyandotte Center Programs are using the Common Core Essential Elements in the areas of reading and mathematics, which were designed to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities. Report cards include grade specific standards. Each teacher must plan lessons and learning experiences with the CCEE in mind. All lesson plans and IEP's must coordinate with the Common Core Essential Elements. Documents of these standards can be found at https://www.michigan.gov/mde/0,4615,7-140-22709_28463-410070--,00.html. Our transition classrooms are creating their own guaranteed and viable curriculum based on the ESTR to give students the necessary skills to become as independent as possible when they leave our program.

Student achievement is measured in many ways by the Lincoln Center Staff. All of our 3rd-8th and 11th grade students participate in the MI-Access assessment.

ELA	Grades 3-8 and 11
Math	Grades 3-8 and 11
Science	Grades 4, 7 and 11
Social Studies	Grades 5, 8 and 11

Another way student achievement is measured is progress on all student's IEP goals and objectives in the areas of reading, math, vocational/functional, affective, speech and language, speaking and mobility.

For the past three school years, 90-95% of parents attended the annual IEP meetings. There is constant communication between school staff and parents through phone, email, IEPT meetings (virtual), tours and communication folders.

The Lincoln Center continues with a school-wide positive behavior intervention support plan (PBIS). A matrix of behavior expectations was developed by staff. The behavior expectations are continuously reviewed and taught to students through various teacher-developed lesson plans. Students are rewarded and recognized for positive behavior on a consistent basis. Tier 2 and Tier 3 interventions are used for students with more challenging behaviors. These interventions include: check-in/check-out, alternatives to suspension, take a break, mentoring, functional behavior assessments, behavior intervention plans, monthly wrap-around meetings, etc. The implementation of the PBIS plan has led to a much more consistent approach to



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734-759-6020; bowersb@wy.k12.mi.us

handling student behavior throughout the school. The expectations are made very clear to students in all of their classes.

Another notable achievement at the Lincoln Center in the last three years is our growth in the area of academic instruction. We have focused on our use of data to drive academic and behavioral instruction, implementing the strategies to increase students' achievement in the Common Core Essential Elements, and providing exciting and challenging opportunities for all students. We have also continued to develop, implement and evaluate our school-wide positive behavior intervention support program to foster a positive and safe environment while ensuring that students continue to receive targeted instruction in the areas of math and language arts. The Lincoln Center will strive to further develop an academic curriculum that is aligned to the Common Core. We are striving to help our students improve in the areas of reading and math. We also plan to continue to improve student behavior through the use of our PBIS plan.

Sincerely,

Lauren Feigel

The Lincoln Center
891 Goddard
Wyandotte, MI 48192
734-759-5901

Annual Education Report The Lincoln Center (08828)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	<10	86.30%	89.56%	94.44%
Black or African American	67.31%	<10	79.37%	85.40%	94.44%
White	83.48%	<10	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	<10	79.46%	85.46%	94.44%
Students With Disabilities	57.12%	<10	73.71%	82.00%	94.44%

Annual Education Report The Lincoln Center (08828)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
The Lincoln Center (08828)	0	22	9	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

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
The Lincoln Center (08828)	29.70	4.00	13.5%	N/A	N/A	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
The Lincoln Center (08828)	2.00	1.00	50.0%	N/A	N/A	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
The Lincoln Center (08828)	29.70	0.00	0.0%	N/A	N/A	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
The Lincoln Center (08828)	29.70	1.00	3.4%	N/A	N/A	N/A	N/A

Annual Education Report The Lincoln Center (08828)

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
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
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
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ 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 The Lincoln Center (08828)

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
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	†	†	†	†	†
Race/Ethnicity					
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
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	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 The Lincoln Center (08828)

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
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
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	‡	‡	‡	‡	‡
5	33	67	35	8	
Native Hawaiian or Other Pacific Islander					
Two or More Races					
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
Not ELL					

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 The Lincoln Center (08828)

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
National Lunch Program Eligibility					
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	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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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	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 The Lincoln Center (08828)

Sec. 1003 School Improvement Fund

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