

# Annual Education Report

2025-2026

## Lincoln International Studies School

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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. Darrin Slade**

**Principal: Ms. Dionna Roberts**

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**Kalamazoo Public Schools**

Every child, every opportunity, every time!

# School Annual Education Report (AER) Cover Letter

February 19, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Lincoln Elementary. 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 Instruction & Student Services at 269-337-0186 for assistance.

The AER is available for you to review electronically by visiting [www.kalamazoopublicschools.com](http://www.kalamazoopublicschools.com) and navigating to the Curriculum, Instruction and Professional Development section under the Departments tab, or you may review a copy in the main office at your child's school.

For the 2025-26 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. 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 2022-23. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in a previous cycle. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not assigned any of these labels.

The AER containing additional information as required by state and federal law can be found at [mischooldata.org/annual-education-report/](http://mischooldata.org/annual-education-report/). Please contact your school's principal if you have any questions regarding this information or your child's education experience.

Sincerely,

Ms. Dionna Roberts  
Principal



## Parent Conferences

| Parent/Teacher Conferences<br>Lincoln Elementary School |              |              |
|---------------------------------------------------------|--------------|--------------|
|                                                         | 2023-2024    | 2024-2025    |
| # of Hispanic/Latino Conferences                        | 22           | 50           |
| Hispanic/Latino Enrollment                              | 34           | 57           |
| Percent %                                               | 64.7%        | 87.7%        |
| # of African American Conferences                       | 123          | 134          |
| African American Enrollment                             | 171          | 167          |
| Percent %                                               | 71.9%        | 80.2%        |
| # of Caucasian Conferences                              | 32           | 32           |
| Caucasian Enrollment                                    | 39           | 48           |
| Percent %                                               | 82.1%        | 66.7%        |
| # of Multiracial Conferences                            | 16           | 11           |
| Multiracial Enrollment                                  | 18           | 19           |
| Percent %                                               | 88.9%        | 57.9%        |
| # of Male Students                                      | 103          | 113          |
| Male Enrollment                                         | 146          | 149          |
| Percent %                                               | 70.5%        | 75.8%        |
| # of Female Students                                    | 98           | 129          |
| Female Enrollment                                       | 127          | 162          |
| Percent %                                               | 77.2%        | 79.6%        |
| # of Students with Disabilities Conf.                   | 32           | 48           |
| Students with Disabilities Enrollment                   | 48           | 54           |
| Percent %                                               | 66.7%        | 88.9%        |
| <b># of Total Conferences</b>                           | <b>201</b>   | <b>242</b>   |
| <b>Total Enrollment</b>                                 | <b>273</b>   | <b>311</b>   |
| <b>Percent %</b>                                        | <b>73.6%</b> | <b>77.8%</b> |

### 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:

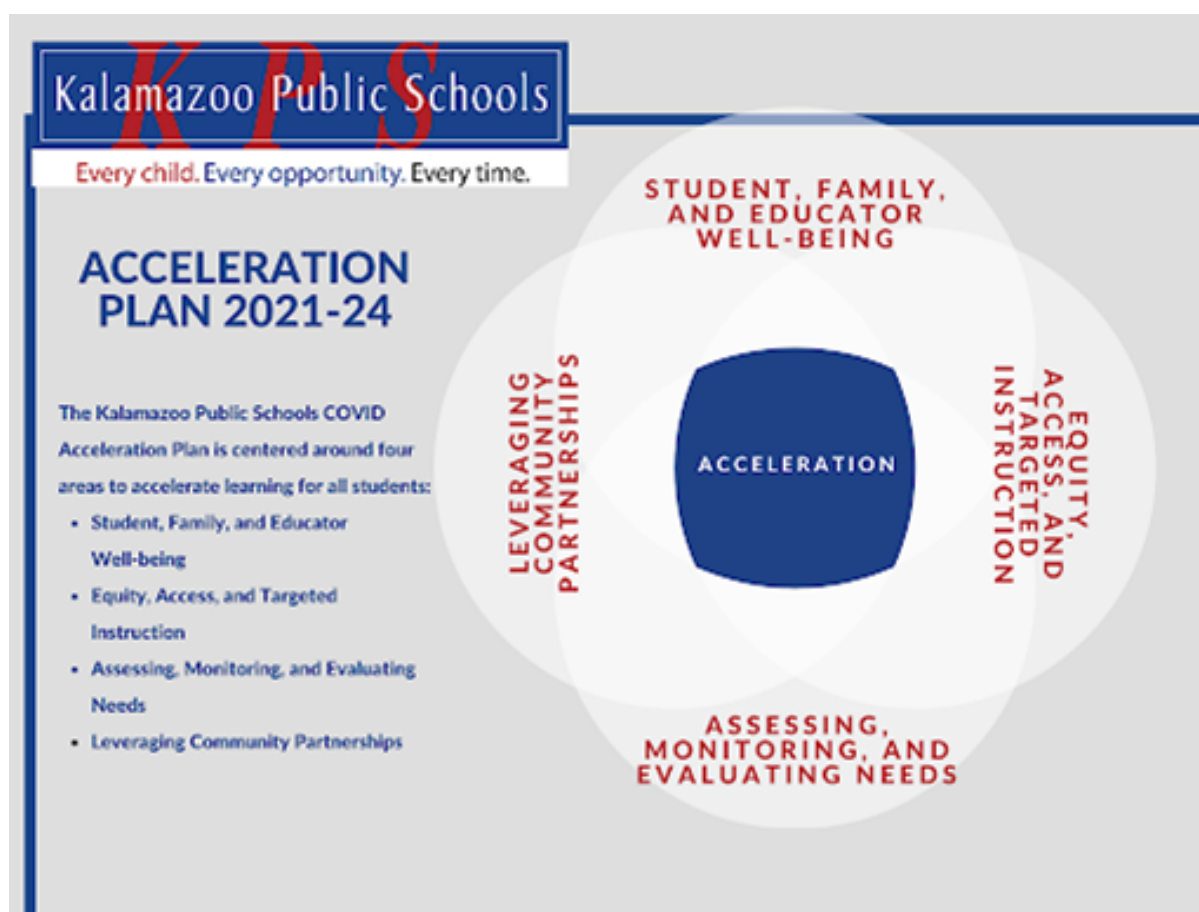
<http://www.kalamazoopublicschools.com>

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 FastBridge aReading and aMath assessments 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.

| FastBridge aReading and aMath                                                                                              |         |       |       |       |
|----------------------------------------------------------------------------------------------------------------------------|---------|-------|-------|-------|
| % of Students At or Above Grade Level                                                                                      |         |       |       |       |
| Grade Level                                                                                                                | Reading |       | Math  |       |
|                                                                                                                            | 23-24   | 24-25 | 23-24 | 24-25 |
| Kindergarten                                                                                                               | 18%     | 28%   | 16%   | 35%   |
| First Grade                                                                                                                | 6%      | 27%   | 18%   | 40%   |
| Second Grade                                                                                                               | 17%     | 11%   | 25%   | 18%   |
| Third Grade                                                                                                                | 8%      | 11%   | 23%   | 18%   |
| Fourth Grade*                                                                                                              | 4%      | 14%   | 27%   | 29%   |
| Fifth Grade**                                                                                                              | 0%      | 5%    | 13%   | 11%   |
| *In 22-23, 4th and 5th grade students used the MAP assessment instead of FastBridge. In 23-24 5th grade students used MAP. |         |       |       |       |

## 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/>

