



Shane Malmquist | Principal
Carrie Melcher | Assistant Principal
Regina Winborn | Assistant Principal
Lincoln High School | 7425 Willis Road | Ypsilanti, MI 48197 | (734)484-7000

February 7, 2023

Dear LHS Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Lincoln High 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 Lincoln High School Principal, Shane Malmquist, for assistance. Principal Malmquist can be reached by email at malmquists@lincolnk12.org, or by phone at (734)484-7060 for assistance.

The AER is available for you to review electronically by visiting the following website [LCS Annual Education Reports](#), or you may review a copy in the main office at Lincoln High School.

For the 2021-22 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 in 2021-22. 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 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Targeted Support and Improvement (TSI) school, with one underperforming student subgroup – students with disabilities.

Lincoln High School continues to focus on key outcome areas related to college and career readiness and access. While some of our most recent data shows 60% of our students successfully completing advanced coursework and 83% of our graduates successfully enrolling in a post-secondary option after graduation, we also recognize the opportunities we have to increase our students' overall college readiness skills. Our most recent data related to college readiness reveals that 44.8% and 16.3% of our students demonstrated readiness in evidence-based reading and writing and mathematics respectively.

We have an opportunity to focus on increasing our early interventions and supports for students to build foundational knowledge and skills early in students' high school careers. Focusing on our Multi-Tiered System of Support (MTSS) implementation and Tiered Intervention approach will allow us to target supports to our students and increase student access and success with advanced coursework and ultimately college readiness. We will continue our second phase of this work in 2023-2024.

Additionally, the LHS faculty will continue to focus on utilizing a Professional Learning Community (PLC) system to conduct curriculum review cycles. During this time, curriculum teams will focus on a review of programmatic outcomes, course progression, course standards, course assessments, and essential skills. These reviews will provide our teachers the necessary opportunity to identify the gaps in student achievement, related to skills and college readiness, and skill practice and placement within courses and programs. We will begin our planning phase with our transition to competency-based education in 2023-2024.

Lincoln High School's most recent graduation data show an approximate 92% graduate rate. Our long-term goal over the next three years is to grow our graduation rate to 95%. With respect to the targeted student subgroup, students with disabilities, we have an opportunity to hyper focus in three significant areas in addition to the MTSS and PLC work described:

- Individualized graduation pathways
- Transition plans
- Personal curriculums

Building stronger relationships with students in this identified subgroup will be essential for our team to implement Tiered Interventions aligned to students' transition plans and/or personal curriculums supporting them through successful academic achievement and ultimately high school graduation. Providing increased in-class intervention and support will also be essential in helping students move toward success. We are also continuing to strengthen our collaborative relationships with our consortium programs so that Lincoln students who choose to participate in these programs will continue to receive academic supports.

State law requires that we also report additional information:

- ***Process for assigning pupils to the school***
 - *LHS is a public school. Students who are within the LCS District and eligible for grades 9-12 may enroll. Students outside of the LCS District may also choose to follow the LCS school of choice process to enroll.*
 - *Students eligible for 9-12 grades may also choose to enroll in LHS and participate, through an application process, in one of the school's partner consortium programs.*
- ***The status of the 3-5 year school improvement plan***
 - *The LHS Continuous Improvement Plan and Strategic Plan have been drafted and are in the first year of implementation. The plan overview can be found [HERE](#).*
 - *The District's Portrait of a Graduate initiative will and strategic planning will influence the revisions and implementation changes of the High School's Continuous Improvement and Strategic Plans.*
- ***A brief description of each specialized school***
 - *LHS does not have any specialized schools within the high school program.*

- **Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model**
 - The curriculum for all district courses can be found on the school website under the [Curriculum Guides Tab](#).

- **The aggregate student achievement results for any local competency tests or nationally normed achievement tests**
 - 2021 Class Averages
 - i. Critical Reading & Writing | 468
 - ii. Math | 457
 - 2022 Class Averages
 - i. Critical Reading & Writing | 467
 - ii. Math | 438

- **Identify the number and percent of students represented by parents at parent-teacher conferences**
 - Approximately 30% of our community, or 300 families, attended fall parent/teacher conferences.

- **The number and percent of postsecondary enrollments (dual enrollment)**
 - AY 2019-2020 | 17 students | ~ 2%
 - AY 2020-2021 | 6 students | ~ <1%
 - AY 2021-2022 | 7 students | ~ <1%

- **The number of college equivalent courses offered (AP/IB)**
 - AY 2019-2020 | 12 courses
 - AY 2020-2021 | 13 courses
 - AY 2021-2022 | 13 courses

- **The number and percentage of students enrolled in college equivalent courses (AP/IB)**
 - AY 2019-2020 | 353 students | ~ 35%
 - AY 2020-2021 | 368 students | ~ 37%
 - AY 2021-2022 | 188 students | ~ 20%

- **The number and percentage of students receiving a score leading to college credit**
 - AY 2021-2022
 - i. Score of 3 | 24 students | 19%
 - ii. Score of 4 | 10 students | 9%
 - iii. Score of 5 | 2 students | 1%

Lincoln High School continues to recognize the need for increased focus on community and relational building. We are excited to see our students increase their engagement in our community traditions,

student clubs, and instructional and academic opportunities. The LHS Team is eager to continue our exciting work with our strategic plan, MTSS, PBIS, and competency-based education. Please feel free to contact me if you have any questions. I can be reached by email at malmquists@lincolnk12.org or by phone at (734)484-7060.

Sincerely,

A handwritten signature in black ink, appearing to read "Shane A. Malmquist". The signature is stylized and cursive.

Shane A. Malmquist
Lincoln High School Principal