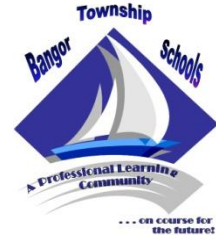


Bangor Lincoln Elementary School

2771 N. Euclid Ave.

Bay City, MI 48706

(989) 686-7639



February 23, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Bangor Lincoln 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 Bangor Lincoln Elementary School for assistance.

The AER is available for you to review electronically by visiting the following web site: www.bangorschools.org, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given one of these labels.

According to our local and state data, the key challenges for our school are in the areas of math, science, and social studies. We are pleased to be adding the position of Math Interventionist to support our struggling students with math skills. Science needs are being addressed through professional development for our teachers on the Next Generation Science Standards and unit development to reflect these standards. Social Studies standards are being addressed through the implementation of common units and adjusting the schedule to provide adequate time to instruct. Bangor Lincoln provides differentiated instruction to meet the needs of all learners in all content areas. These initiatives are all being undertaken to accelerate achievement and to close achievement gaps.

On the following pages you will find information regarding:

- A description of our school
- Student enrollment and assignment to our building
- The core curriculum
- The status of our school improvement plan
- 2015-2016 Student Achievement Data
- Parent-Teacher conference statistics
- College Credit/Enrollment *High Schools only*

We have been working hard at Bangor Lincoln to implement our Multi-tiered Systems of Support and analyzing our data to provide targeted and specific interventions to foster our students' success. I am proud of our partnership with parents and the accomplishments of our students.

Sincerely,

Mr. Kurtis Pake
Principal

- A Brief Description of Our School- Bangor Lincoln Elementary houses twelve general education classrooms, one special education classroom, two intervention areas, a specials classroom, and a multipurpose room (lunchroom and gymnasium). The dome area of the building houses the kindergarten and first grade elementary classrooms, a library area, our special education room, an area for intervention staff, and areas for learning groups as well as some staff offices. There are sixteen certified teachers on staff, a principal, an office secretary, a Student Services Coordinator, a Responsible Thinking Classroom Coordinator, and rotating specialized teachers in the areas of music, integrated technology, and library/media. We also have a library aide, two part time classroom aides in kindergarten, a part time reading and math intervention aide, as well as a staff of four aides that service second through fifth grades in either a one on one or group setting, maintenance staff, kitchen staff, playground and cafeteria aides, and a number of parent and community volunteers who can be seen daily assisting throughout the building in academic and nonacademic functions
- Process for Assigning Pupils to Our School- Bangor Lincoln houses students in kindergarten through 5th grade. Students are placed in the buildings using several criteria: having siblings in the building, proximity to the family's home and balancing class sizes among the three elementary buildings in the district. Parent requests are considered as well.
- Status of the 3-5 Year School Improvement Plan- The school improvement 3 to 5 year plan is in various stages of implementation. MTSS reading and behavior initiatives are established. The focus for the 2015-16 school is to continue to implement a math and ELA workshop model of instruction, math and reading differentiation time, and MAISA writing units. Science instruction is focused and intentional based on the release of the Next Generation Science Standards
- Core Curriculum- Implementation of curriculum is facilitated at the district level in coordination with the BayArenac Intermediate School District. Bangor Lincoln Elementary utilized the Common Core State Standards to establish the curriculum for math and ELA, the Michigan Science Standards for science, and the Michigan Grade Level Content Expectations for social studies. Our curriculum can be found on our district Curriculum website <http://goaleym.wixsite.com/website>. Bangor Lincoln Elementary has implemented programs that follow all state standards. We use Eureka Math, MAISA Writing and Grammar, a Reading Workshop approach, and we are in development of units to support the Michigan Science Standards. Social Studies is taught through the MAISA units.

- Aggregate Student Achievement Results- See Attached Data
- Parent-Teacher Conferences- In 2015-2016 school year, we had 76% of our students represented at winter parent/teacher conferences. In the spring, we had 65% of our students represented at parent/teacher conferences. In the 2016-2017 school year, we had 77% of our students represented at winter parent/teacher conferences. We do not currently have data available for our spring conferences.

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	42.7%	51.7%	10.0%	41.7%	33.3%	15.0%
ELA	3rd Grade Content	All Students	2015-16	46.0%	52.6%	58.8%	27.5%	31.4%	21.6%	19.6%
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	50.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	43.2%	51.9%	9.6%	42.3%	32.7%	15.4%
ELA	3rd Grade Content	White	2015-16	53.9%	56.6%	63.0%	30.4%	32.6%	19.6%	17.4%
ELA	3rd Grade Content	Female	2014-15	54.7%	50.6%	51.7%	10.3%	41.4%	31.0%	17.2%
ELA	3rd Grade Content	Female	2015-16	49.5%	56.3%	59.1%	27.3%	31.8%	27.3%	13.6%
ELA	3rd Grade Content	Male	2014-15	45.5%	35.2%	51.6%	9.7%	41.9%	35.5%	12.9%
ELA	3rd Grade Content	Male	2015-16	42.6%	48.7%	58.6%	27.6%	31.0%	17.2%	24.1%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	32.3%	42.3%	7.7%	34.6%	38.5%	19.2%

M-STEP Grades 3-11

ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	41.8%	41.4%	13.8%	27.6%	27.6%	31.0%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	8.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	21.1%	10.0%	0.0%	10.0%	50.0%	40.0%
ELA	4th Grade Content	All Students	2014-15	46.6%	34.2%	31.5%	11.1%	20.4%	35.2%	33.3%
ELA	4th Grade Content	All Students	2015-16	46.3%	45.2%	46.9%	15.6%	31.3%	35.9%	17.2%
ELA	4th Grade Content	Black or African American	2014-15	21.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	66.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	35.3%	31.9%	12.8%	19.1%	34.0%	34.0%
ELA	4th Grade Content	White	2015-16	53.9%	44.6%	44.4%	13.0%	31.5%	37.0%	18.5%
ELA	4th Grade Content	Female	2014-15	51.5%	35.8%	37.5%	8.3%	29.2%	33.3%	29.2%
ELA	4th Grade Content	Female	2015-16	50.9%	51.7%	43.3%	13.3%	30.0%	36.7%	20.0%

M-STEP Grades 3-11

ELA	4th Grade Content	Male	2014-15	41.8%	32.9%	26.7%	13.3%	13.3%	36.7%	36.7%
ELA	4th Grade Content	Male	2015-16	41.8%	39.2%	50.0%	17.6%	32.4%	35.3%	14.7%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	22.5%	22.9%	5.7%	17.1%	42.9%	34.3%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	35.6%	43.3%	10.0%	33.3%	40.0%	16.7%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	7.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	15.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	48.7%	46.7%	45.9%	4.9%	41.0%	29.5%	24.6%
ELA	5th Grade Content	All Students	2015-16	50.6%	49.7%	63.0%	20.4%	42.6%	24.1%	13.0%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2014-15	47.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	55.7%	47.3%	43.9%	5.3%	38.6%	31.6%	24.6%

M-STEP Grades 3-11

ELA	5th Grade Content	White	2015-16	58.1%	49.3%	57.4%	23.4%	34.0%	27.7%	14.9%
ELA	5th Grade Content	Female	2014-15	54.3%	47.0%	48.6%	2.9%	45.7%	34.3%	17.1%
ELA	5th Grade Content	Female	2015-16	55.8%	49.3%	54.2%	20.8%	33.3%	37.5%	8.3%
ELA	5th Grade Content	Male	2014-15	43.3%	46.4%	42.3%	7.7%	34.6%	23.1%	34.6%
ELA	5th Grade Content	Male	2015-16	45.5%	50.0%	70.0%	20.0%	50.0%	13.3%	16.7%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	39.8%	44.4%	5.6%	38.9%	27.8%	27.8%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	40.0%	63.2%	13.2%	50.0%	21.1%	15.8%
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	4.2%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	21.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	43.0%	61.7%	13.3%	48.3%	25.0%	13.3%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	46.2%	54.9%	21.6%	33.3%	37.3%	7.8%
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	60.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	3rd Grade Content	White	2014-15	57.3%	42.9%	59.6%	13.5%	46.2%	26.9%	13.5%
Mathematics	3rd Grade Content	White	2015-16	53.2%	48.5%	56.5%	23.9%	32.6%	34.8%	8.7%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	44.8%	51.7%	13.8%	37.9%	27.6%	20.7%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	42.5%	54.5%	22.7%	31.8%	40.9%	4.5%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	41.3%	71.0%	12.9%	58.1%	22.6%	6.5%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	50.0%	55.2%	20.7%	34.5%	34.5%	10.3%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	35.1%	61.5%	3.8%	57.7%	23.1%	15.4%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	31.9%	34.5%	10.3%	24.1%	55.2%	10.3%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	13.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	31.6%	40.0%	0.0%	40.0%	50.0%	10.0%
Mathematics	4th Grade Content	All Students	2014-15	41.4%	33.3%	38.9%	7.4%	31.5%	42.6%	18.5%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	31.2%	40.6%	7.8%	32.8%	45.3%	14.1%
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	66.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	35.8%	42.6%	8.5%	34.0%	42.6%	14.9%
Mathematics	4th Grade Content	White	2015-16	52.3%	29.8%	33.3%	7.4%	25.9%	50.0%	16.7%
Mathematics	4th Grade Content	Female	2014-15	40.3%	29.4%	33.3%	4.2%	29.2%	54.2%	12.5%
Mathematics	4th Grade Content	Female	2015-16	42.1%	27.0%	30.0%	3.3%	26.7%	46.7%	23.3%
Mathematics	4th Grade Content	Male	2014-15	42.4%	36.6%	43.3%	10.0%	33.3%	33.3%	23.3%
Mathematics	4th Grade Content	Male	2015-16	45.8%	35.1%	50.0%	11.8%	38.2%	44.1%	5.9%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	23.3%	34.3%	2.9%	31.4%	48.6%	17.1%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	21.8%	40.0%	3.3%	36.7%	40.0%	20.0%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	7.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	15.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	34.2%	27.9%	13.1%	14.8%	31.1%	41.0%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	37.2%	48.1%	13.0%	35.2%	24.1%	27.8%

M-STEP Grades 3-11

Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	33.7%	28.1%	12.3%	15.8%	31.6%	40.4%
Mathematics	5th Grade Content	White	2015-16	41.0%	39.4%	48.9%	14.9%	34.0%	21.3%	29.8%
Mathematics	5th Grade Content	Female	2014-15	32.6%	31.0%	25.7%	14.3%	11.4%	25.7%	48.6%
Mathematics	5th Grade Content	Female	2015-16	31.7%	40.8%	50.0%	8.3%	41.7%	16.7%	33.3%
Mathematics	5th Grade Content	Male	2014-15	34.1%	38.1%	30.8%	11.5%	19.2%	38.5%	30.8%
Mathematics	5th Grade Content	Male	2015-16	35.8%	34.1%	46.7%	16.7%	30.0%	30.0%	23.3%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	25.0%	19.4%	11.1%	8.3%	30.6%	50.0%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	25.3%	47.4%	7.9%	39.5%	21.1%	31.6%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	0.0%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	7.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	12.4%	7.3%	9.3%	5.6%	3.7%	27.8%	63.0%
Science	4th Grade Content	All Students	2015-16	14.7%	7.0%	9.4%	3.1%	6.3%	31.3%	59.4%
Science	4th Grade Content	Black or African American	2014-15	2.0%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	16.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	8.2%	10.6%	6.4%	4.3%	27.7%	61.7%
Science	4th Grade Content	White	2015-16	18.4%	6.5%	7.4%	1.9%	5.6%	31.5%	61.1%
Science	4th Grade Content	Female	2014-15	10.4%	2.9%	4.2%	0.0%	4.2%	20.8%	75.0%
Science	4th Grade Content	Female	2015-16	13.0%	6.7%	3.3%	0.0%	3.3%	30.0%	66.7%
Science	4th Grade Content	Male	2014-15	14.3%	11.0%	13.3%	10.0%	3.3%	33.3%	53.3%
Science	4th Grade Content	Male	2015-16	16.4%	7.2%	14.7%	5.9%	8.8%	32.4%	52.9%

M-STEP Grades 3-11

Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	3.3%	5.7%	2.9%	2.9%	20.0%	74.3%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	5.0%	6.7%	3.3%	3.3%	23.3%	70.0%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	7.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	0.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	9.2%	6.6%	0.0%	6.6%	62.3%	31.1%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	10.3%	11.1%	0.0%	11.1%	75.9%	13.0%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	10.1%	7.0%	0.0%	7.0%	61.4%	31.6%
Social Studies	5th Grade Content	White	2015-16	23.0%	11.7%	12.8%	0.0%	12.8%	72.3%	14.9%
Social Studies	5th Grade Content	Female	2014-15	20.6%	5.0%	5.7%	0.0%	5.7%	68.6%	25.7%

M-STEP Grades 3-11

Social Studies	5th Grade Content	Female	2015-16	16.7%	4.2%	0.0%	0.0%	0.0%	79.2%	20.8%
Social Studies	5th Grade Content	Male	2014-15	23.8%	14.3%	7.7%	0.0%	7.7%	53.8%	38.5%
Social Studies	5th Grade Content	Male	2015-16	21.0%	15.3%	20.0%	0.0%	20.0%	73.3%	6.7%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	10.2%	11.1%	0.0%	11.1%	61.1%	27.8%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	6.1%	10.5%	0.0%	10.5%	76.3%	13.2%
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	0.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	7.7%	<10	<10	<10	<10	<10

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	5th Grade Content	All Students	2014-15	66.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	65.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	39.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	71.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	68.6%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	45.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2014-15	65.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2014-15	40.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2014-15	66.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	66.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	40.8%	<10	<10	<10	<10	<10



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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	99.4%	71.6%	100.0%	80.5%
All Students	Mathematics	98.6%	62.1%	99.2%	59.0%	100.0%	70.4%
All Students	Science	98.1%	50.0%	99.2%	51.1%	100.0%	23.4%
All Students	Social Studies	98.1%	59.3%	99.1%	65.9%	100.0%	40.7%
Bottom 30%	ELA	N/A	25.1%	N/A	15.5%	N/A	35.3%
Bottom 30%	Mathematics	N/A	19.0%	N/A	9.1%	N/A	13.7%
Bottom 30%	Science	N/A	9.8%	N/A	5.8%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	15.8%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30	N/A	N/A
Asian	Mathematics	99.4%	83.7%	<30	<30	N/A	N/A
Asian	Science	99.3%	65.5%	<30	<30	N/A	N/A
Asian	Social Studies	99.3%	76.0%	<30	<30	N/A	N/A
Black or African American	ELA	97.7%	46.9%	<30	<30	<30	<30
Black or African American	Mathematics	97.4%	37.3%	<30	<30	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30	N/A	N/A
Black or African American	Social Studies	96.6%	33.6%	<30	<30	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	100.0%	76.3%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	57.5%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	97.4%	47.2%	<30	<30



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Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	97.1%	53.1%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	100.0%	64.5%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	97.0%	50.0%	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	<30
White	ELA	99.0%	75.6%	99.3%	71.9%	100.0%	79.6%
White	Mathematics	98.9%	68.4%	99.2%	59.6%	100.0%	68.0%
White	Science	98.6%	57.1%	99.3%	52.4%	100.0%	22.2%
White	Social Studies	98.5%	65.8%	99.2%	68.0%	100.0%	40.4%
Economically Disadvantaged	ELA	98.3%	56.8%	99.2%	64.7%	100.0%	77.3%
Economically Disadvantaged	Mathematics	98.2%	48.5%	98.7%	51.8%	100.0%	67.0%
Economically Disadvantaged	Science	97.5%	35.0%	98.4%	42.0%	100.0%	13.3%
Economically Disadvantaged	Social Studies	97.5%	43.9%	99.0%	56.9%	100.0%	34.2%
English Language Learners	ELA	98.8%	49.5%	<30	<30	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	<30	<30	N/A	N/A



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	N/A	N/A	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	98.1%	35.8%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	96.2%	32.2%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	92.7%	12.2%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	96.9%	33.3%	<30	<30



Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	94.09%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	94.58%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	90.77%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

* All data based on students enrolled for a full academic year.

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Bangor Lincoln School	Green	2	Green	2	Green	2	Green	2	Yellow	28

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	3	15	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

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ 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) 2015 Mathematics Achievement.



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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

‡ 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) 2015 Mathematics Achievement.



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NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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) 2015 Mathematics Achievement.



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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

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), 2015 Reading Assessment.

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	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), 2015 Reading Assessment.



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NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

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), 2015 Reading Assessment.



NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0