



## OVERVIEW

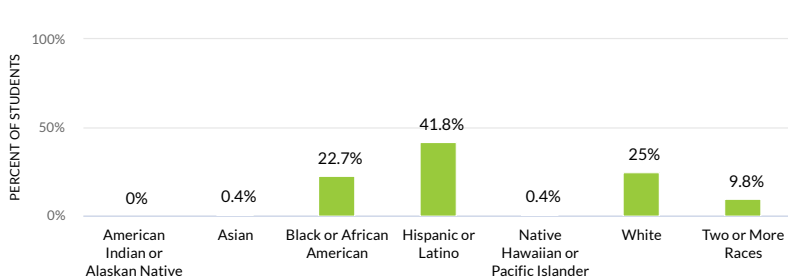
### School Details

Grades : 6-8  
Enrollment : 543  
Percent open enrollment : 0%

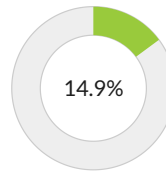
Lincoln Middle School has served the southeast area of the Kenosha Community for over 90 years. At Lincoln Middle School, we have a diverse staff and student population. Our belief is - all students can learn at high levels. Furthermore, students are provided engaging and challenging learning opportunities that not only grow them academically, but positively impact them socially and emotionally.

*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

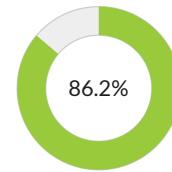
### Student Groups



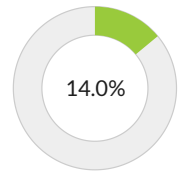
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED

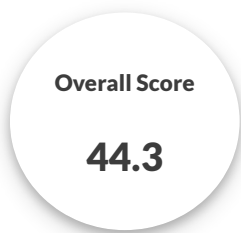


ENGLISH LEARNERS



### Score Summary

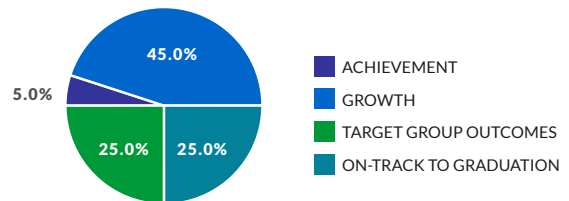
**!** Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Fails to Meet Expectations

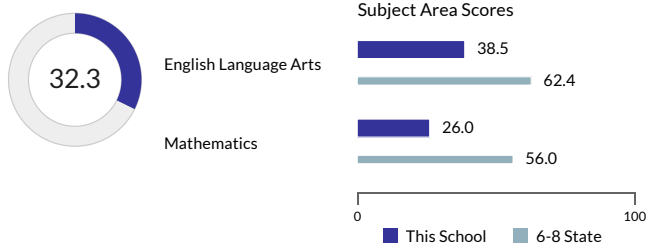


#### PRIORITY AREA WEIGHTS

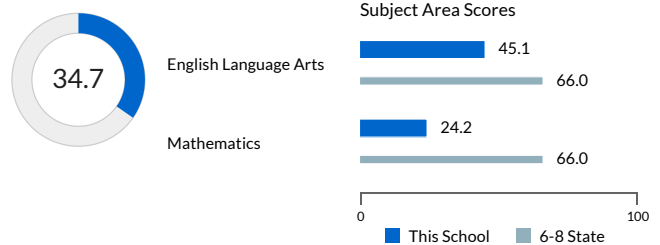


### Priority Area Scores

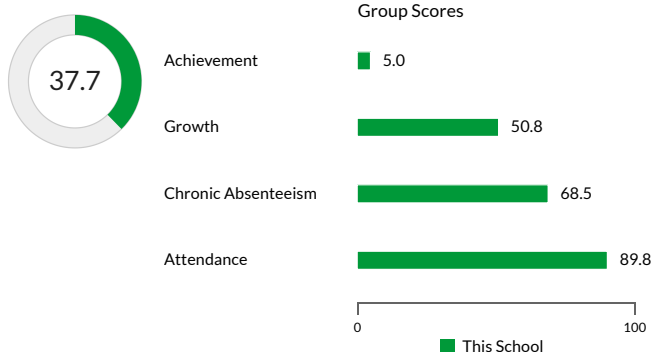
#### ACHIEVEMENT



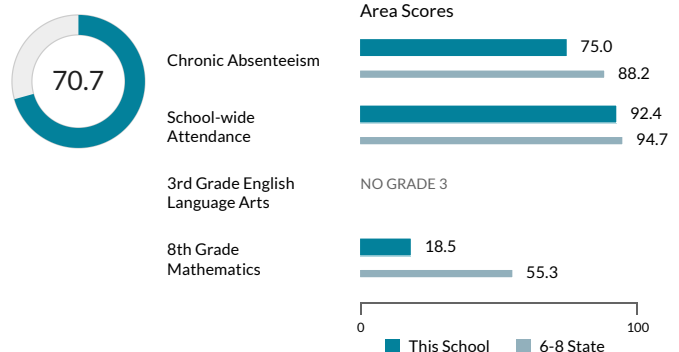
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

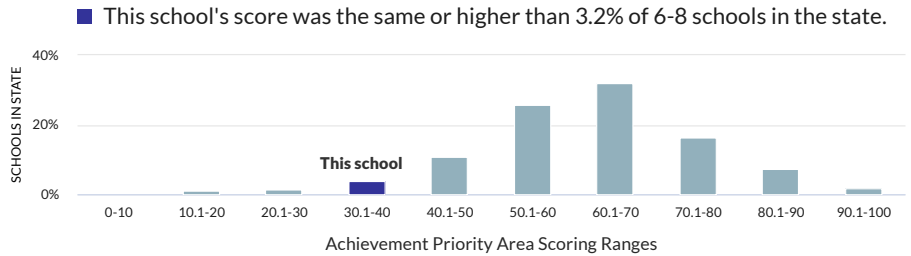
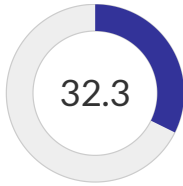




## ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



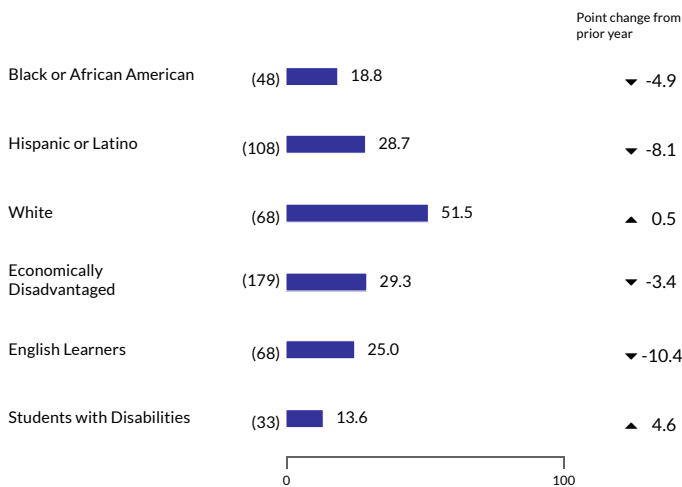
English Language Arts Score: 38.5

Mathematics Score: 26.0

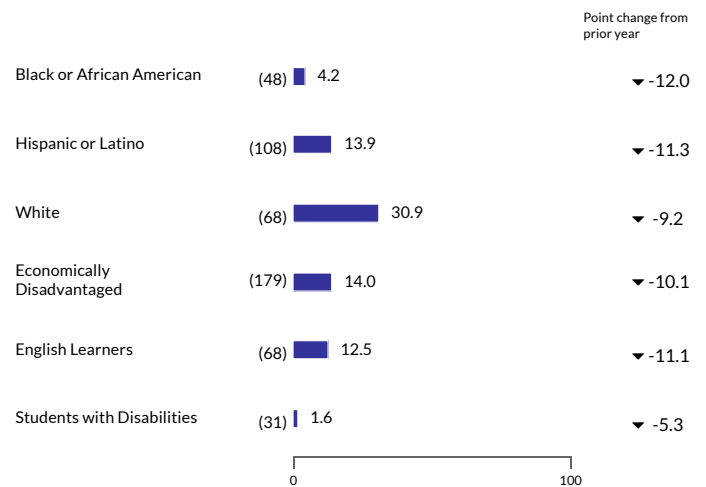
### Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

#### ENGLISH LANGUAGE ARTS



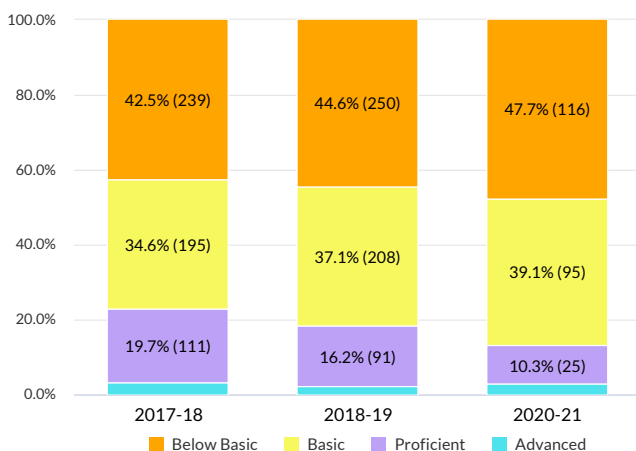
#### MATHEMATICS



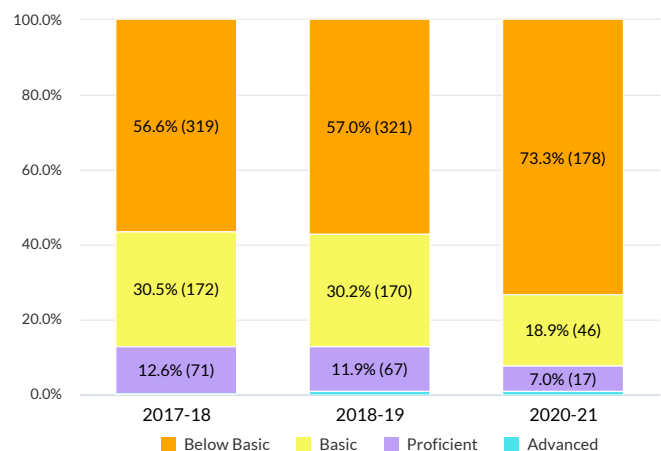
### Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2020-21

#### ENGLISH LANGUAGE ARTS

All students	44.4%	Lowest-participating group: Two or More Races	30.4%
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#### MATHEMATICS

All students	44.2%	Lowest-participating group: Two or More Races	30.4%
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### Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

#### ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	190,517	9.6%	32.0%	35.5%	22.9%	192,400	8.9%	31.8%	35.2%	24.1%	167,493	8.0%	30.7%	36.2%	25.1%
All Students	563	3.2%	19.7%	34.6%	42.5%	561	2.1%	16.2%	37.1%	44.6%	243	2.9%	10.3%	39.1%	47.7%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	137	0.7%	8.0%	28.5%	62.8%	135	0.0%	7.4%	32.6%	60.0%	48	0.0%	4.2%	29.2%	66.7%
Hispanic or Latino	217	0.0%	17.5%	42.4%	40.1%	219	0.5%	14.2%	43.8%	41.6%	108	1.9%	7.4%	37.0%	53.7%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	174	8.6%	29.3%	33.3%	28.7%	157	5.1%	26.8%	33.1%	35.0%	68	4.4%	22.1%	45.6%	27.9%
Two or More Races	32	6.3%	31.3%	18.8%	43.8%	46	6.5%	15.2%	32.6%	45.7%	< 20	*	*	*	*
Economically Disadvantaged	426	1.9%	15.0%	35.4%	47.7%	463	1.1%	12.3%	37.6%	49.0%	179	1.7%	7.3%	39.1%	52.0%
English Learners	115	0.9%	13.9%	40.9%	44.3%	120	0.8%	13.3%	41.7%	44.2%	68	1.5%	2.9%	39.7%	55.9%
Students with Disabilities	97	0.0%	7.2%	16.5%	76.3%	94	0.0%	2.1%	13.8%	84.0%	33	0.0%	0.0%	27.3%	72.7%

#### MATHEMATICS

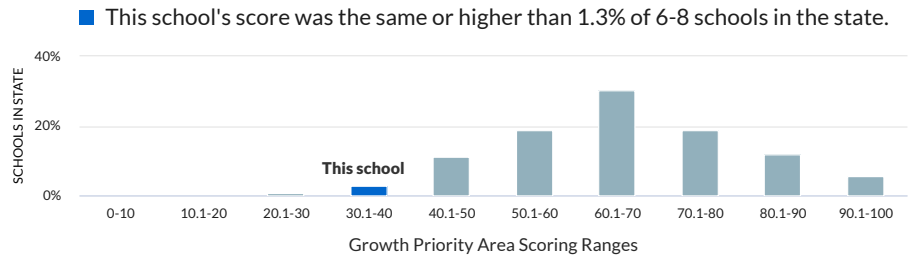
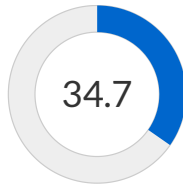
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	190,739	6.2%	33.3%	32.1%	28.4%	192,634	6.5%	32.3%	31.7%	29.5%	167,370	4.8%	28.3%	33.1%	33.8%
All Students	564	0.4%	12.6%	30.5%	56.6%	563	0.9%	11.9%	30.2%	57.0%	243	0.8%	7.0%	18.9%	73.3%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	137	0.0%	0.0%	16.8%	83.2%	136	0.0%	5.1%	22.1%	72.8%	48	0.0%	2.1%	4.2%	93.8%
Hispanic or Latino	218	0.0%	10.1%	35.3%	54.6%	220	0.0%	9.1%	32.3%	58.6%	108	0.0%	5.6%	16.7%	77.8%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	174	0.6%	25.9%	36.2%	37.4%	157	1.9%	21.7%	31.2%	45.2%	68	0.0%	14.7%	32.4%	52.9%
Two or More Races	32	3.1%	12.5%	21.9%	62.5%	46	4.3%	13.0%	39.1%	43.5%	< 20	*	*	*	*
Economically Disadvantaged	427	0.0%	8.7%	28.1%	63.2%	465	0.2%	10.1%	27.3%	62.4%	179	0.6%	4.5%	17.3%	77.7%
English Learners	116	0.9%	8.6%	29.3%	61.2%	121	0.0%	9.9%	27.3%	62.8%	68	1.5%	0.0%	20.6%	77.9%
Students with Disabilities	97	0.0%	3.1%	12.4%	84.5%	94	0.0%	2.1%	9.6%	88.3%	31	0.0%	0.0%	3.2%	96.8%



## GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

### Priority Area Score



English Language Arts Score: 45.1

Mathematics Score: 24.2

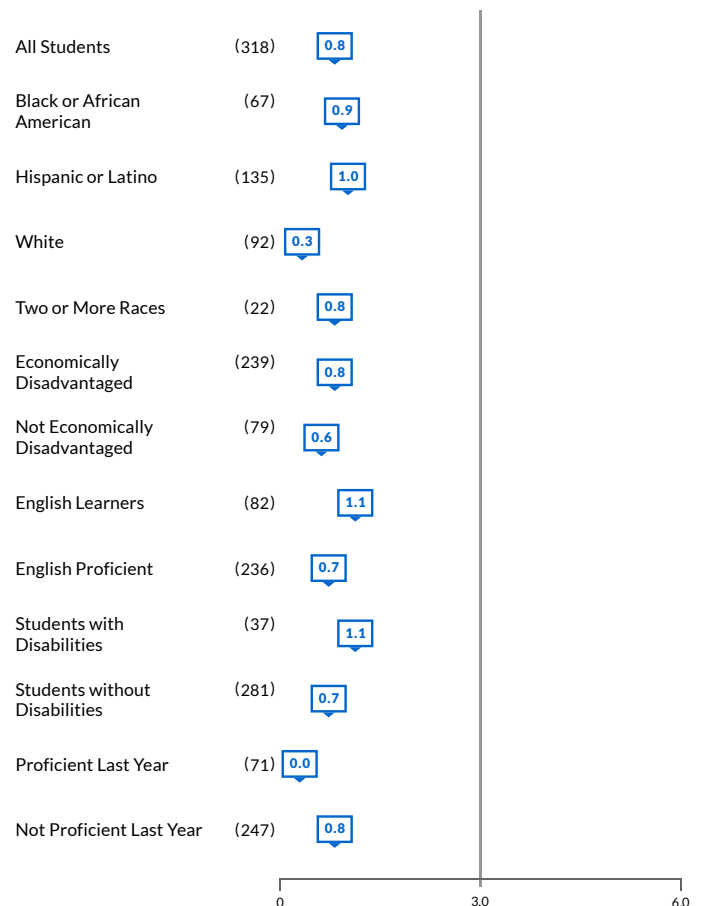
### Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

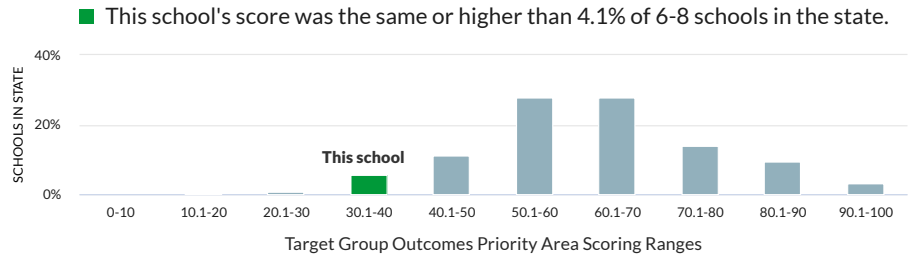
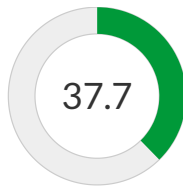




## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores – the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

### Priority Area Score



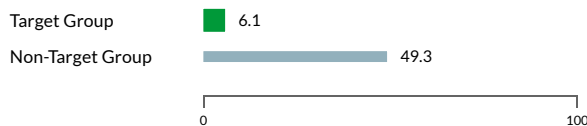
## Component Scores

### ACHIEVEMENT

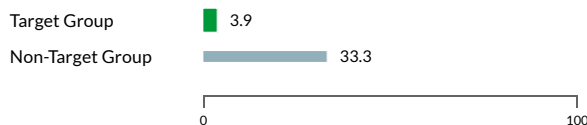
Score: 5.0

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

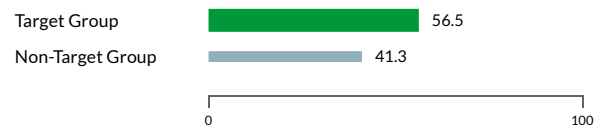


### GROWTH

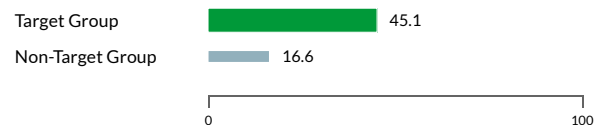
Score: 50.8

Value-added scores converted onto a 0-100 growth scale.

#### English Language Arts



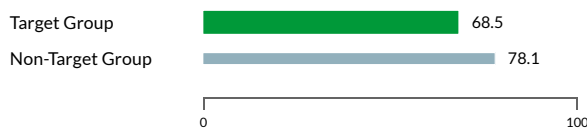
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 68.5

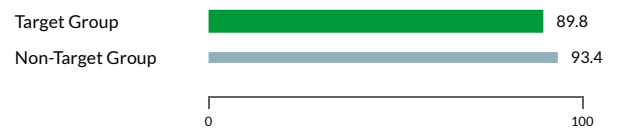
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



### ATTENDANCE

Score: 89.8

This score is the overall attendance rate for the Target Group in 2019-20.

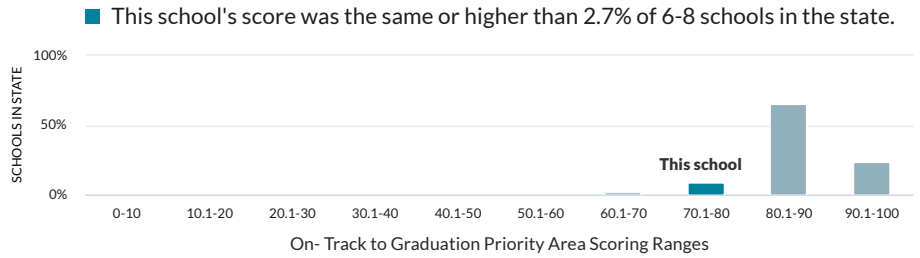
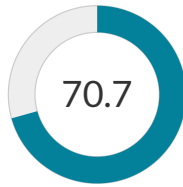




## ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

### Priority Area Score

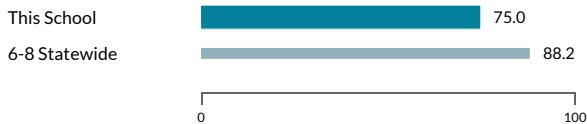


## Component Scores

### CHRONIC ABSENTEEISM

Score: 75.0

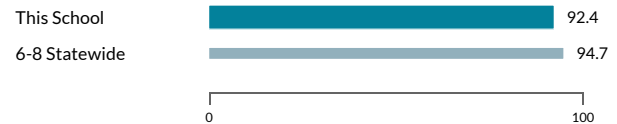
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 92.4

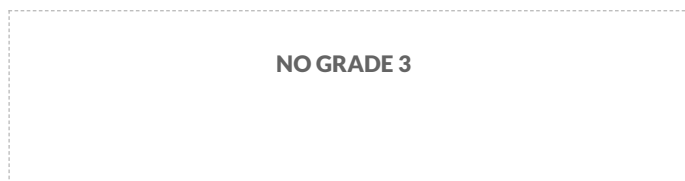
This score is the overall attendance rate for the school in 2019-20.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

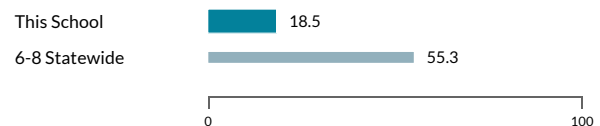
Average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: 18.5

Average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

### Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	192,724	11.6%	194,612	11.9%	196,299	11.9%
All Students	609	24.3%	607	27.5%	549	23.1%
Asian	< 20	*	< 20	*	< 20	*
Black or African American	154	33.8%	154	33.1%	127	24.4%
Hispanic or Latino	233	22.3%	232	21.6%	216	22.7%
Native Hawaiian or Pacific Islander	< 20	*	< 20	*	< 20	*
White	185	20.0%	165	28.5%	159	22.6%
Two or More Races	34	20.6%	52	36.5%	43	25.6%
Economically Disadvantaged	480	27.5%	508	30.5%	463	25.7%
English Learners	118	17.8%	125	17.6%	129	19.4%
Students with Disabilities	110	36.4%	100	34.0%	87	36.8%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade

