NJ SCHOOL PERFORMANCE REPORT

LINCOLN ELEMENTARY SCHOOL
(03-4380-070)
Grades Offered: PK-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	BERGEN
District	RIDGEFIELD PARK TWP
Principal Name	MR. NEUBERT
Address	712 LINCOLN AVENUE RIDGEFIELD PARK, NJ 07660
Phone Number	(201)994-1830
Email Address	JNEUBERT@RPSCHOOLS.NET
Website	http://rpps.net

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	32	33	39
KG	6	7	9
1	9	6	8
2	57	58	52
3	58	54	60
4	55	58	53
5	52	54	54
6	54	55	55
Total	323	325	330

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	42.1%	39.4%	41.2%
Male	57.9%	60.6%	58.8%
Economically Disadvantaged Students	42.7%	44.0%	44.5%
Students with Disabilities	26.9%	29.8%	31.2%
English Learners	4.6%	4.9%	6.1%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.3%	0.6%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	23.5%	21.8%	20.9%
Hispanic	58.5%	62.5%	61.8%
Black or African American	7.7%	6.2%	8.2%
Asian	10.2%	9.2%	8.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.3%	0.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	1	1	14
PK - Full Day	31	32	25
KG - Half Day	0	0	0
KG - Full Day	6	7	9

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	60.3%
Spanish	27.6%
Arabic	3.0%
Korean	1.2%
Other Languages	7.9%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	50.5	51	50	Met Standard	39	46	50	Not Met
White	43	47	50	Met Standard	43.5	48	51	Met Standard
Hispanic	47	49.5	49	Met Standard	35	41	48	Not Met
Black or African American	74	66	44	**	33	45	44	**
Asian, Native Hawaiian, or Pacific Islander	46.5	69	61	**	64	72.5	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	44	50	48	Met Standard	35.5	43	47	Not Met
Students with Disabilities	39	41.5	41	**	32.5	33	43	**
English Learners	*	53	54	**	*	39	51	**

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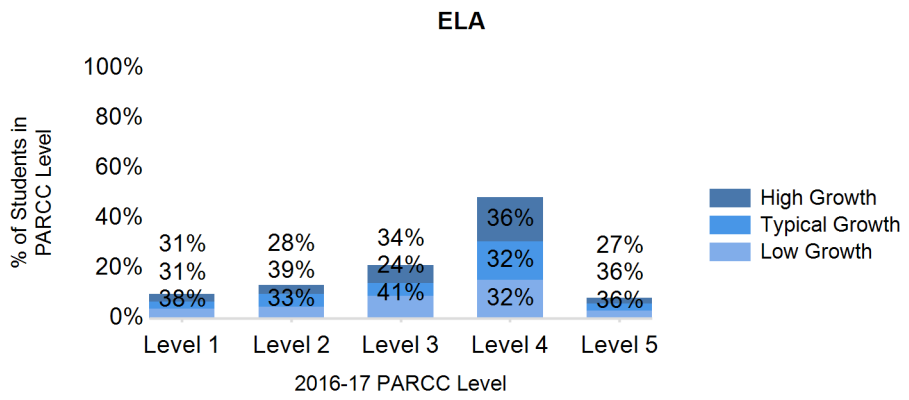
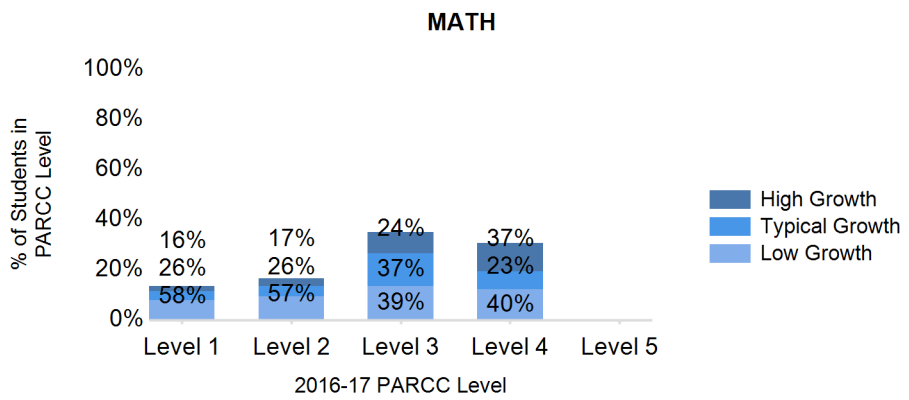
Student Growth by Performance Level

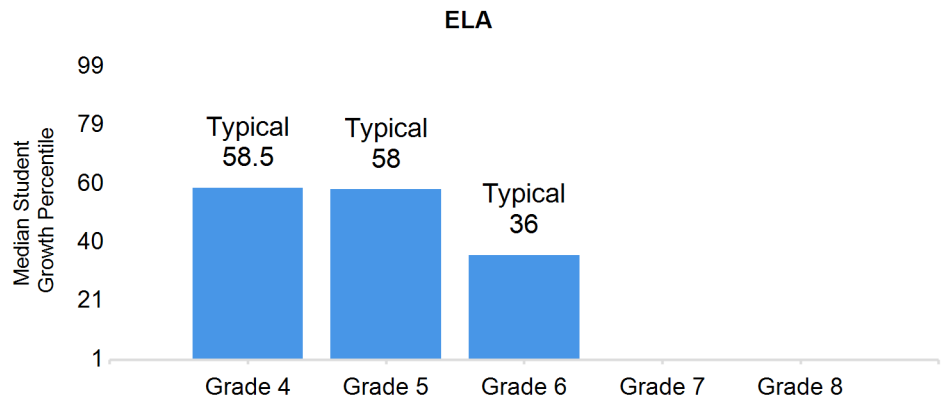
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

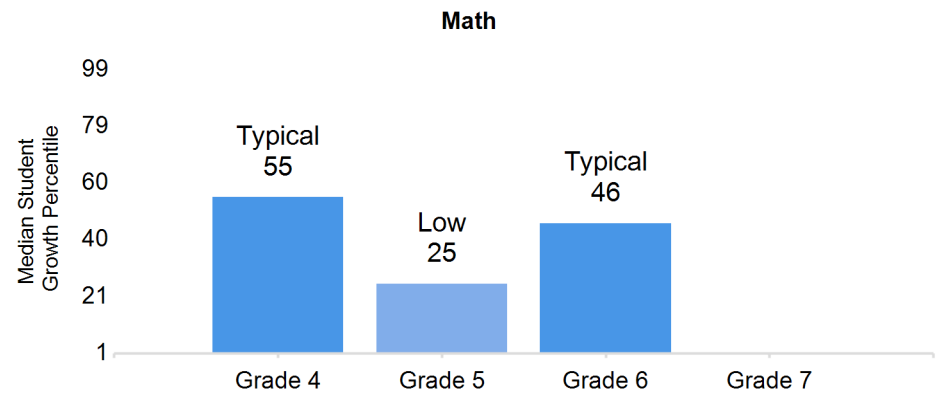




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	210	100.0	57.1	57.0	56.7	57.1	55	Met Target
White	39	100.0	59.0	57.1	65.6	59.0	60	Met Target†
Hispanic	132	100.0	55.3	53.9	42.5	55.3	55.2	Met Target
Black or African American	16	100.0	50.1	53.5	37.3	50.1	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	69.6	74.3	82.3	69.6	62.8	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	87	100.0	66.7	64.5	64.5	66.7		
Male	123	100.0	50.4	50.2	49.4	50.4		
Economically Disadvantaged Students	98	100.0	50.0	51.2	38.5	50.0	50.9	Met Target†
Non-Economically Disadvantaged Students	112	100.0	63.4	60.7	67.5	63.4		
Students with Disabilities	47	100.0	36.2	24.3	21.6	36.2	38	Met Target†
Students without Disabilities	163	100.0	63.2	62.7	63.9	63.2		
English Learners	12	100.0	33.3	26.9	27.3	33.3	**	**
Non-English Learners	198	100.0	58.6	59.2	59.4	58.6		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	745	743	750	*	*	24%	*	*	46%	52%
White	13	733	*	759	*	*	*	*	*	31%	61%
Hispanic	30	750	744	736	*	*	*	*	*	53%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	16	750	744	756	*	*	*	*	*	44%	57%
Male	34	742	743	744	*	*	*	*	*	47%	46%
Economically Disadvantaged Students	25	739	740	733	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	25	750	745	762	*	*	*	*	*	56%	64%
Students with Disabilities	*	*	719	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	745	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	756	756	756	*	*	*	*	*	62%	58%
White	*	*	753	764	*	*	*	*	*	*	68%
Hispanic	27	755	755	744	*	*	*	*	*	63%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	21	768	763	762	*	*	*	*	*	62%	63%
Male	26	746	750	751	*	*	*	*	*	62%	53%
Economically Disadvantaged Students	20	748	742	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	27	762	765	767	*	*	*	*	*	70%	70%
Students with Disabilities	*	*	725	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	760	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	756	753	755	*	*	*	*	*	65%	58%
White	*	*	754	763	*	*	*	*	*	*	68%
Hispanic	32	751	748	743	*	*	*	*	*	59%	43%
Black or African American	*	*	763	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	19	768	758	762	*	*	*	*	*	84%	66%
Male	29	748	748	749	*	*	*	*	*	52%	51%
Economically Disadvantaged Students	17	752	745	739	*	*	*	*	*	65%	39%
Non-Economically Disadvantaged Students	31	758	757	766	*	*	*	*	*	65%	71%
Students with Disabilities	*	*	714	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	759	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	743	754	754	*	22%	*	*	*	48%	56%
White	*	*	760	761	*	*	*	*	*	*	66%
Hispanic	33	738	751	742	*	*	*	*	*	39%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	30	754	761	761	*	*	*	*	*	67%	64%
Male	20	727	748	748	*	*	*	*	*	20%	48%
Economically Disadvantaged Students	30	739	747	739	*	*	*	*	*	40%	37%
Non-Economically Disadvantaged Students	20	750	759	764	*	*	*	*	*	60%	68%
Students with Disabilities	*	*	713	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	759	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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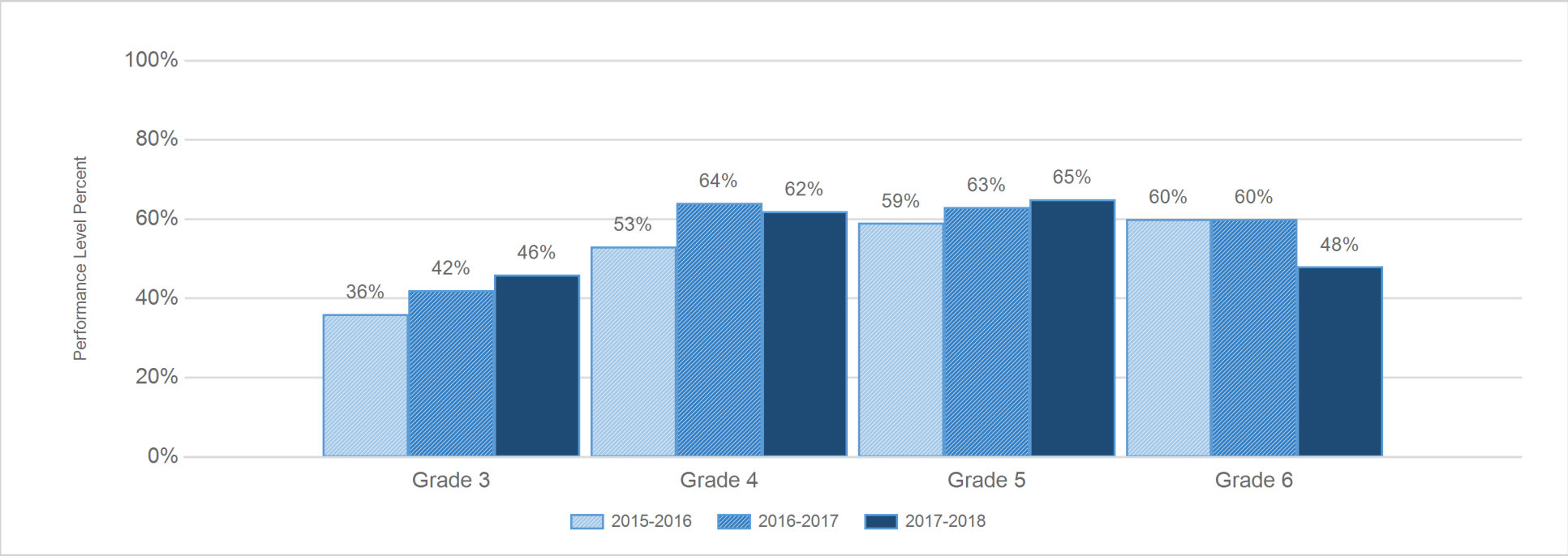
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	213	100.0	38.5	31.6	45.0	38.5	43.7	Met Target†
White	41	100.0	39.0	32.1	54.1	39.0	45.2	Met Target†
Hispanic	133	100.0	36.1	28.1	29.2	36.1	40.1	Met Target†
Black or African American	16	100.0	31.3	22.2	23.4	31.3	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	56.5	52.6	77.0	56.5	74.5	Not Met
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	87	100.0	40.2	29.7	46.0	40.2		
Male	126	100.0	37.3	33.2	43.9	37.3		
Economically Disadvantaged Students	100	100.0	34.0	26.2	26.6	34.0	36.3	Met Target†
Non-Economically Disadvantaged Students	113	100.0	42.5	34.9	55.9	42.5		
Students with Disabilities	47	100.0	38.3	*	17.1	38.3	44	Met Target†
Students without Disabilities	166	100.0	38.5	*	50.5	38.5		
English Learners	15	100.0	26.7	*	24.6	26.7	N	N
Non-English Learners	198	100.0	39.4	*	46.9	39.4		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ELEMENTARY SCHOOL
(03-4380-070)
Grades Offered: PK-06
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	744	741	752	*	*	32%	*	*	43%	53%
White	14	733	*	760	*	*	*	*	*	21%	64%
Hispanic	32	745	739	739	*	*	*	*	*	47%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	17	742	738	752	*	*	*	*	*	41%	53%
Male	36	745	744	751	*	*	*	*	*	44%	53%
Economically Disadvantaged Students	26	745	740	736	*	*	*	*	*	46%	35%
Non-Economically Disadvantaged Students	27	744	742	762	*	*	*	*	*	41%	66%
Students with Disabilities	*	*	732	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	742	756	*	*	*	*	*	*	57%
English Learners	*	*	732	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	742	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	741	746	748	*	*	26%	*	*	40%	49%
White	*	*	750	755	*	*	*	*	*	*	60%
Hispanic	27	741	744	737	*	*	*	*	*	37%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	21	745	747	748	*	*	*	*	*	48%	50%
Male	26	737	746	748	*	*	*	*	*	35%	49%
Economically Disadvantaged Students	20	735	737	733	*	*	*	*	*	30%	30%
Non-Economically Disadvantaged Students	27	745	753	758	*	*	*	*	*	48%	62%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	750	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	732	732	748	*	27%	24%	*	*	33%	49%
White	*	*	730	756	*	*	*	*	*	*	60%
Hispanic	32	730	730	736	*	*	*	*	*	28%	32%
Black or African American	*	*	727	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	19	744	731	749	*	*	*	*	*	47%	50%
Male	30	725	733	747	*	*	*	*	*	23%	48%
Economically Disadvantaged Students	18	727	725	733	*	*	*	*	*	28%	29%
Non-Economically Disadvantaged Students	31	735	736	758	*	*	*	*	*	35%	62%
Students with Disabilities	*	*	704	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	737	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	726	734	744	*	26%	38%	*	*	20%	44%
White	*	*	740	751	*	*	*	*	*	*	54%
Hispanic	33	720	729	731	*	30%	36%	*	*	12%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	30	732	734	745	*	*	*	*	*	20%	45%
Male	20	716	734	742	*	*	*	*	*	20%	42%
Economically Disadvantaged Students	30	723	730	729	*	*	*	*	*	17%	24%
Non-Economically Disadvantaged Students	20	730	737	753	*	*	*	*	*	25%	56%
Students with Disabilities	*	*	700	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	738	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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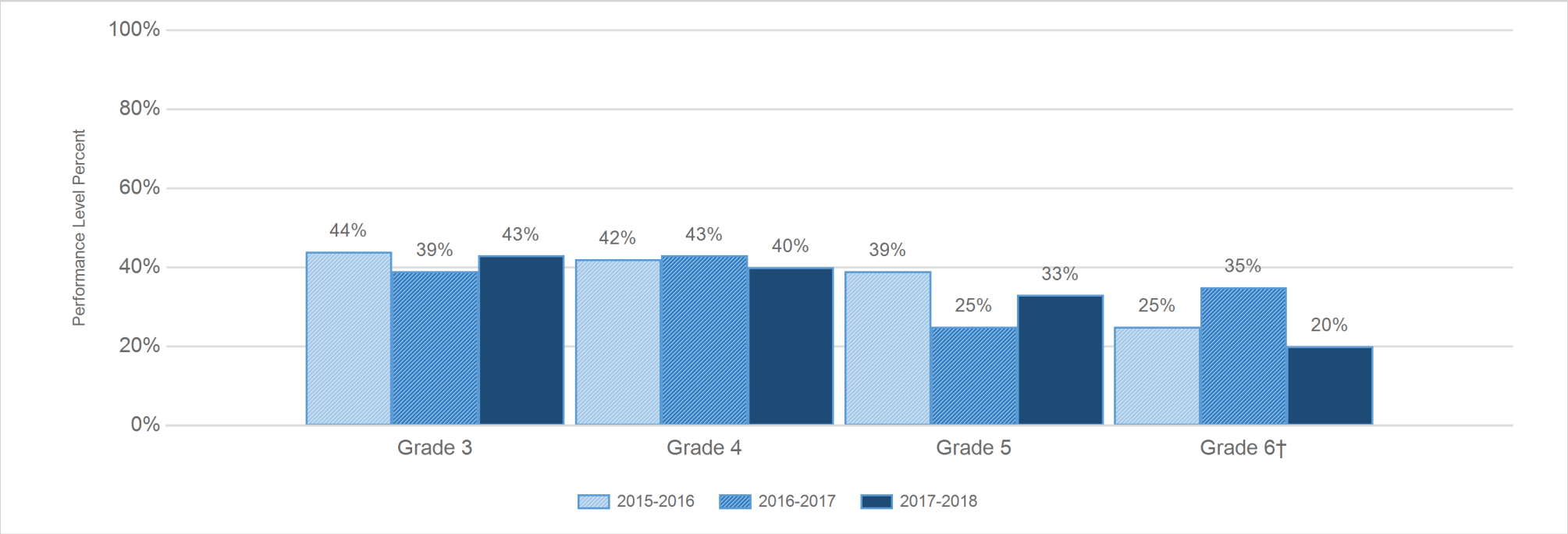
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	81.8%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	12	66.7%	33.3%
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

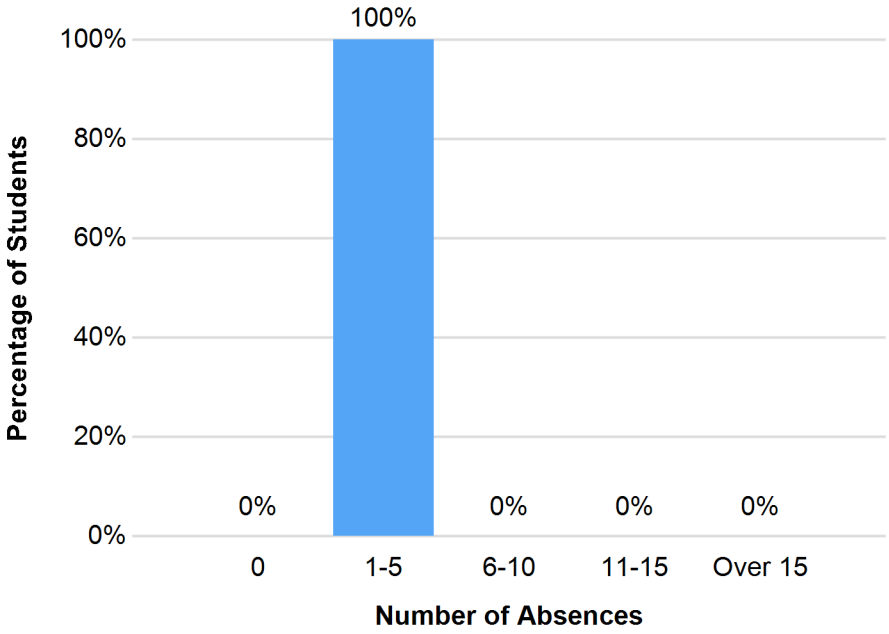
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	*	*	**	**
White	N	N	N	N
Hispanic	*	*	**	**
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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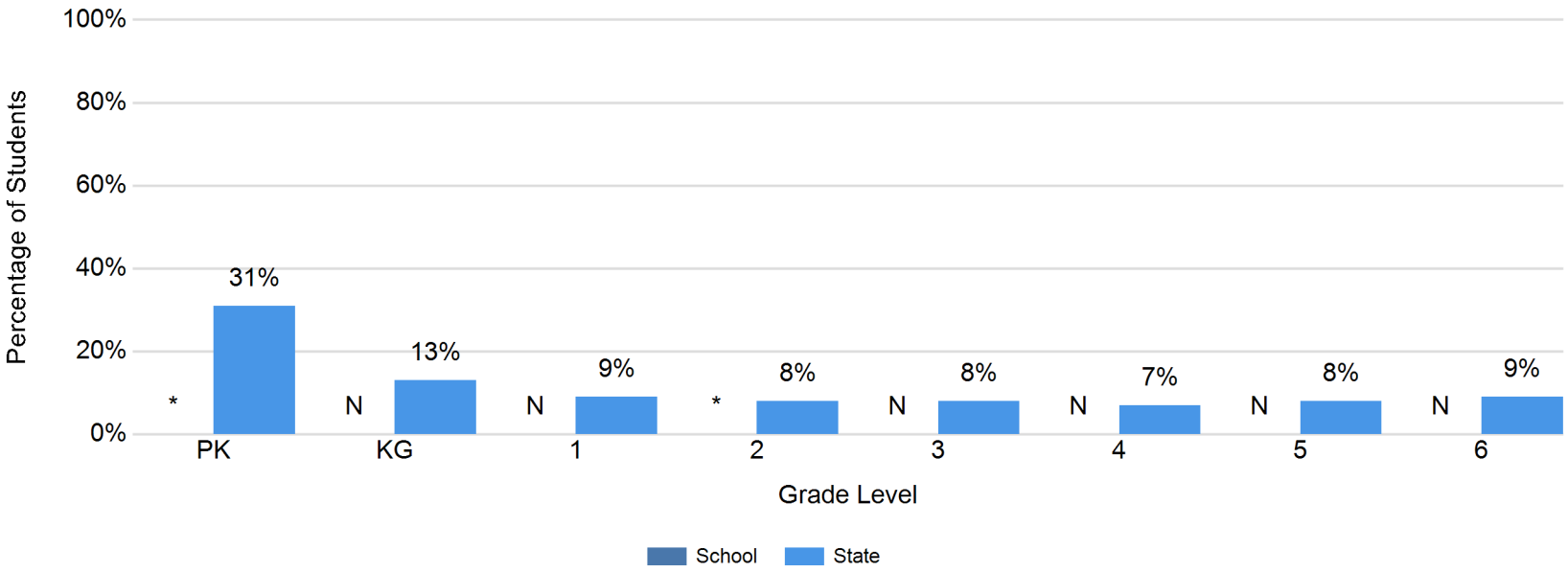
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.61

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	3		3

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	2.4:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$482	$13,806	$14,288

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	25	117,464
Average years experience in public schools	14.4	12.0
Average years experience in district	12.5	10.7
Teachers in district for 4 or more years	88.0%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,374
Average years experience in public schools	23.1	16.0
Average years experience in district	16.6	12.0
Administrators in district for 4 or more years	93.3%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	14:1
Students to Administrators	330:1	156:1
Teachers to Administrators	25:1	11:1
Students to Librarians/Media Specialists		1167:1
Students to Nurses		467:1
Students to Counselors		333:1
Students to Child Study Team		389:1

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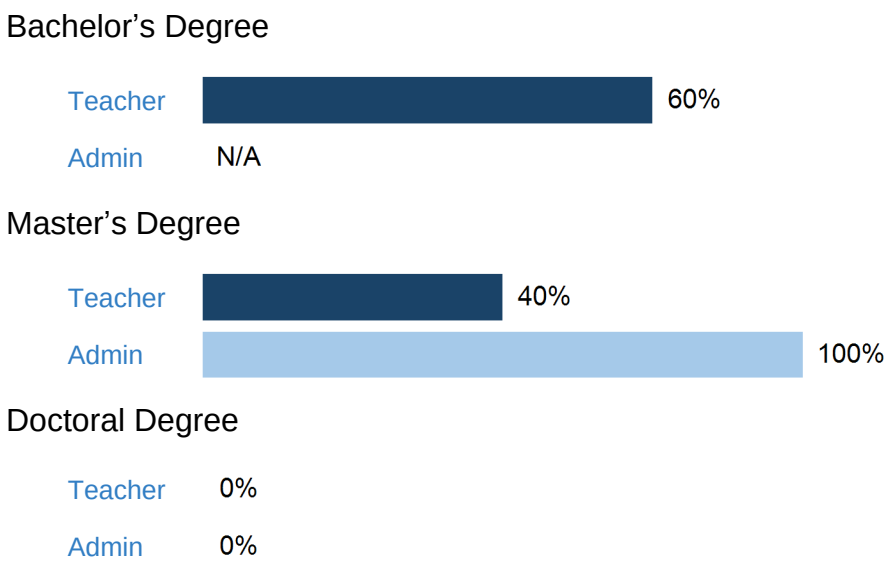
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	90.4%	90.2%
2016-17 Administrators: Same district 2017-18	93.3%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	98.6%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	84.0%	0.0%
Male	16.0%	100.0%
White	92.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	8.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	47.99	20.6%†
Mathematics Proficiency	33.18	20.6%†
English Language Arts Growth	40.11	29.4%†
Mathematics Growth	13.35	29.4%†
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	**	**
Summative Score: Sum of all indicator scores multiplied by indicator weights	32.44	n/a
Summative Rating: Percentile Rank of Summative Score	22.16	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Not Met	**	**	No
White	22.62	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	**	No
Hispanic	43.29	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	**	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Not Met	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	44.76	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	**	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	**	**	n/a	**	No
English Learners	**	**	No	**	N	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Comprehensive Guidance and Character Education programs support social and emotional learning for all students. • Lincoln School offers extensive programs to support students with autism and multiple disabilities. • Supplemental academic instruction is provided to students through Lincoln School's Title I After School and Summer School Programs.
Mission, Vision, Theme:	The mission of Lincoln School is to provide an interactive learning environment that encourages students to develop understanding, skills, and confidence by engaging them in a variety of student-centered learning experiences that promote academic excellence, responsibility, respect, ethical values, critical thinking, and a lifelong commitment to learning.
Awards, Recognition, Accomplishments:	In 2011, Lincoln School was recognized as Blue Ribbon School of Excellence by the United States Department of Education.

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Courses, Curriculum, Instruction:	A dynamic curriculum includes the ELA Readers and Writers Workshop, Go Math, Knowing Science, student computer and literacy skills, an extensive Fine Arts Program and a variety of programs that support students with special needs including Music & Movement, Occupational and Physical Therapy, and a Speech and Therapy Language Program.
Sports and Athletics:	Sports Offered: Cross Country (Boys & Girls), Track and Field - Spring (Boys & Girls) Fall Cross-Country and Spring Track and Field are offered for 6th Grade Boys and Girls.
Clubs and Activities:	Ecology Club, Friendship Club, Newcomer's Club, Humanitarian Association, Safety Patrol and Intramurals.

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Before and After School Programs:	The district currently contracts with the Ridgefield Park After-Care program to provide paid before-care and after-care services to district families. In addition, supplemental academic instruction is provided to students through Lincoln School's Title I After School Programs for Math and English Language Arts.
Staff and Professional Learning:	The staff of Lincoln School is committed to ongoing and sustainable professional growth. Professional development opportunities include involvement in Professional Development Communities, in-house and off-campus professional development workshops, peer to peer professional development, and regularly scheduled staff meetings.

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Student Supports and Services:	Lincoln School offers a wide range of student services: Basic Skills Instruction (BSI), English as a Second Language (ESL), Resource Room, Gifted and Talented instruction (G&T), and a comprehensive Guidance Program. Students with special needs are supported by a full Child Study Team, OT/PT programs, and a Speech and Language program.
Student Health and Wellness:	Developing the "whole" child is an important aspect of each child's education at Lincoln School. Lincoln School students participate in a robust health curriculum. Physical activity is offered in physical education and the recess program. Additionally, many classes participate daily in the "Get Ready to Learn" yoga program and the district's Music and Movement program. The breakfast program, which includes "After the Bell," is available to all students.
Parent and Community Involvement:	The involvement of the community at Lincoln School is truly special. The Lincoln School PTA provides our students with multiple educational programs and activities throughout the school year that enhance both the educational and social experiences of our students. Annual events such as the beginning of the year Ice Cream Social, school-wide dances, and grade level Field Days promote a positive culture for all students.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	Lincoln School was originally built in 1912. In 1999, the building underwent extensive reconstruction. Additions at that time included a new gymnasium, a building elevator, a new media center, and air conditioning for all classrooms.

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Early Childhood Education:	In February of 2018, Lincoln School added a half-day Pre-K inclusive program. The applicants were selected through a lottery system. A monthly tuition fee is charged.

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Other Information:	The Staff of Lincoln School is dedicated to developing each student socially, emotionally, physically, and cognitively utilizing research-based strategies and differentiated instruction. Each child is seen as an intricate, unique individual. We work hard to improve children's challenges, support their strengths, and care for their needs. The goal is to engage each student with challenging and exciting lessons, interactive group discussions, and hands-on student-centered projects that will lead to a lifetime of learning.