NJ SCHOOL PERFORMANCE REPORT

LINCOLN ELEMENTARY SCHOOL
(17-3610-090)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† 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	HUDSON
District	NORTH BERGEN TWP
Principal Name	MR. SACCO JR
Address	1206 63RD ST NORTH BERGEN, NJ 07047-3408
Phone Number	(201)295-2850
Email Address	NSACCO2@NORTHBERGEN.K12.NJ.US
Website	https://lincoln.northbergen.k12.nj.us
Facebook	https://www.facebook.com/groups/182712672246334/
Twitter	https://twitter.com/LincolnLions4

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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	288	289	293
KG	481	431	421
1	94	113	91
2	86	87	106
3	83	108	109
4	71	91	79
5	79	76	83
6	95	76	83
7	79	90	72
8	89	68	76
Total	1,445	1,429	1,413

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	45.3%	43.5%	44.3%
Male	54.7%	56.5%	55.7%
Economically Disadvantaged Students	69.7%	73.5%	70.8%
Students with Disabilities	21.6%	21.8%	22.9%
English Learners	5.4%	7.9%	9.5%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.3%	0.1%
Military-Connected Students		0.1%	0.2%
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	12.1%	10.2%	9.7%
Hispanic	85.3%	85.8%	86.6%
Black or African American	0.6%	0.9%	1.1%
Asian	1.5%	2.5%	2.5%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.4%	0.5%	0.2%

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	201	269	278
PK - Full Day	87	20	15
KG - Half Day	0	0	0
KG - Full Day	481	431	421

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	63.0%
Spanish	33.5%
Arabic	1.9%
Other Languages	1.6%

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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	45	45	50	Met Standard	53	53	50	Met Standard
White	41	42	50	Met Standard	47	47	51	Met Standard
Hispanic	46	45	49	Met Standard	52	53	48	Met Standard
Black or African American	N	48	44	**	N	45	44	**
Asian, Native Hawaiian, or Pacific Islander	*	47	61	**	*	63	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	43.5	43	48	Met Standard	53	52	47	Met Standard
Students with Disabilities	37	35	41	Not Met	47	47	43	Met Standard
English Learners	42.5	49	54	Met Standard	54	53	51	Met Standard

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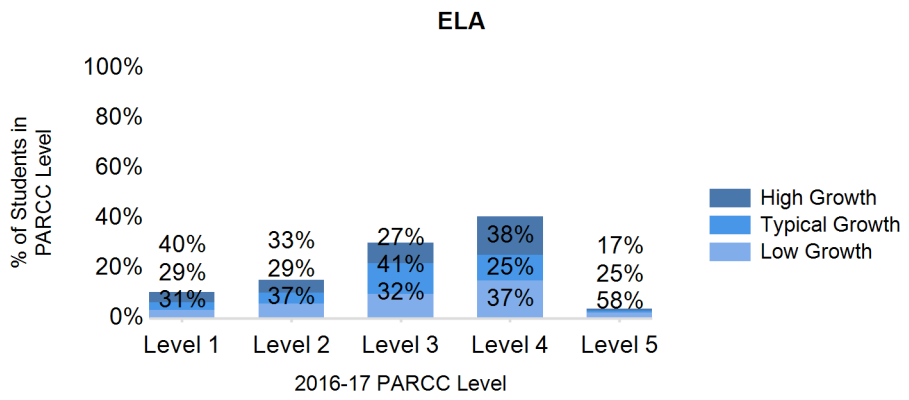
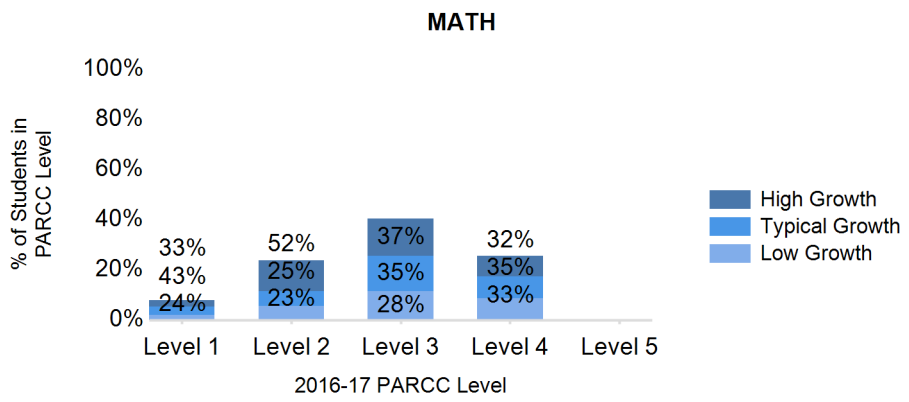
Student Growth by Performance Level

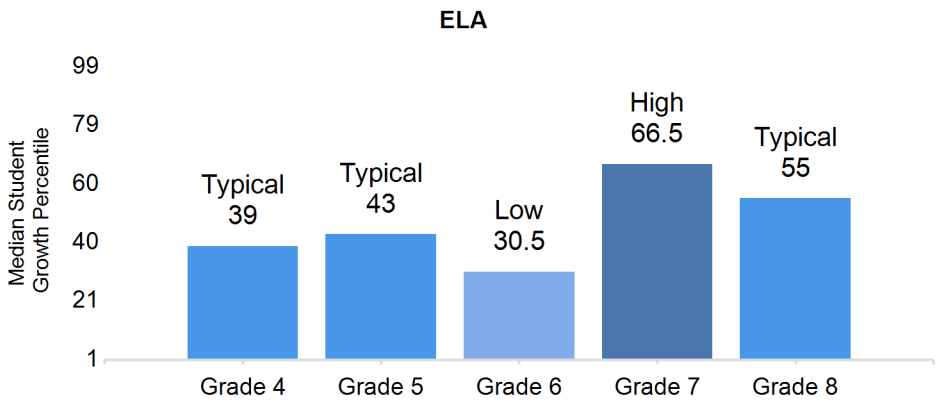
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

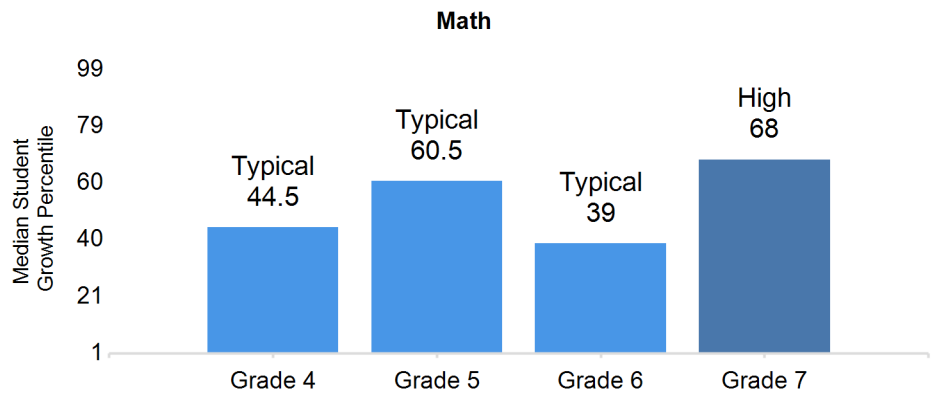




Student Growth by Grade

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	467	98.3	43.2	46.6	56.7	43.2	37.6	Met Target
White	49	100.0	30.6	47.6	65.6	30.6	23.9	Met Target
Hispanic	409	98.1	44.2	45.9	42.5	44.2	39.1	Met Target
Black or African American	*	*	*	44.0	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.2	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	214	97.7	49.5	54.1	64.5	49.5		
Male	253	98.8	38.0	39.6	49.4	38.0		
Economically Disadvantaged Students	359	98.9	42.3	42.7	38.5	42.3	36.3	Met Target
Non-Economically Disadvantaged Students	108	96.5	46.3	54.0	67.5	46.3		
Students with Disabilities	98	97.1	21.4	14.7	21.6	21.4	18.6	Met Target
Students without Disabilities	369	98.7	49.1	52.4	63.9	49.1		
English Learners	57	98.3	19.3	21.5	27.3	19.3	12	Met Target
Non-English Learners	410	98.3	46.5	51.2	59.4	46.5		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	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	75	735	746	750	17%	23%	29%	*	*	31%	52%
White	*	*	743	759	*	*	*	*	*	*	61%
Hispanic	66	735	746	736	17%	23%	29%	32%	0%	32%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	27	736	749	756	*	*	*	*	*	30%	57%
Male	48	735	743	744	*	*	*	*	*	31%	46%
Economically Disadvantaged Students	63	735	*	733	*	*	*	*	*	32%	34%
Non-Economically Disadvantaged Students	12	735	*	762	*	*	*	*	*	25%	64%
Students with Disabilities	*	*	717	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	751	756	*	*	*	*	*	*	57%
English Learners	*	*	711	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	749	753	*	*	*	*	*	*	55%
Homeless Students	N	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	66	749	748	756	*	20%	26%	*	*	50%	58%
White	*	*	749	764	*	*	*	*	*	*	68%
Hispanic	62	747	747	744	*	21%	27%	*	*	47%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	38	756	751	762	*	*	*	*	*	55%	63%
Male	28	739	745	751	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	52	747	*	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	14	755	*	767	*	*	*	*	*	50%	70%
Students with Disabilities	*	*	716	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	762	*	*	*	*	*	*	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	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	79	745	747	755	*	14%	37%	*	*	42%	58%
White	*	*	749	763	*	*	*	*	*	*	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	39	755	752	762	*	*	36%	*	*	54%	66%
Male	40	736	743	749	*	*	38%	*	*	30%	51%
Economically Disadvantaged Students	60	745	*	739	*	*	*	*	*	42%	39%
Non-Economically Disadvantaged Students	19	746	*	766	*	*	*	*	*	42%	71%
Students with Disabilities	15	717	*	724	*	*	*	*	*	*	22%
Students without Disabilities	64	752	*	762	*	*	*	*	*	*	65%
English Learners	*	*	708	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	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	72	738	747	754	17%	14%	38%	*	*	32%	56%
White	*	*	739	761	*	*	*	*	*	*	66%
Hispanic	58	742	748	742	*	17%	40%	*	*	34%	42%
Black or African American	N	N	*	737	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	41	741	754	761	*	*	41%	*	*	34%	64%
Male	31	734	741	748	*	*	32%	*	*	29%	48%
Economically Disadvantaged Students	54	735	742	739	*	*	*	*	*	30%	37%
Non-Economically Disadvantaged Students	18	744	756	764	*	*	*	*	*	39%	68%
Students with Disabilities	11	696	715	723	*	*	*	*	*	*	18%
Students without Disabilities	61	745	753	760	*	*	*	*	*	*	63%
English Learners	*	*	708	712	*	*	*	*	*	*	*
Non-English Learners	*	*	751	755	*	*	*	*	*	*	*
Homeless Students	N	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	*	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 by Grade: Grade 7

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	66	750	752	760	*	*	27%	35%	21%	56%	63%
White	*	*	757	768	*	*	*	*	*	*	72%
Hispanic	59	749	751	746	*	*	25%	34%	22%	56%	49%
Black or African American	N	N	*	740	N	N	N	N	N	N	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	35	756	760	769	*	*	*	*	*	63%	72%
Male	31	744	744	752	*	*	*	*	*	48%	54%
Economically Disadvantaged Students	48	748	746	742	*	*	*	*	*	56%	44%
Non-Economically Disadvantaged Students	18	757	762	771	*	*	*	*	*	56%	73%
Students with Disabilities	11	719	714	721	*	*	*	*	*	27%	22%
Students without Disabilities	55	756	758	768	*	*	*	*	*	62%	71%
English Learners	*	*	697	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ELEMENTARY SCHOOL
(17-3610-090)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	72	748	746	759	*	18%	19%	*	*	53%	60%
White	11	734	744	767	*	*	*	*	*	36%	70%
Hispanic	61	750	746	744	*	16%	20%	*	*	56%	45%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	761	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	28	756	756	768	*	*	*	*	*	64%	69%
Male	44	743	736	751	*	*	*	*	*	45%	52%
Economically Disadvantaged Students	56	745	740	740	*	*	*	*	*	50%	42%
Non-Economically Disadvantaged Students	16	758	755	769	*	*	*	*	*	63%	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	*	*	701	703	*	*	*	*	*	*	*
Non-English Learners	*	*	749	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ELEMENTARY SCHOOL
(17-3610-090)
Grades Offered: PK-08
2017-2018

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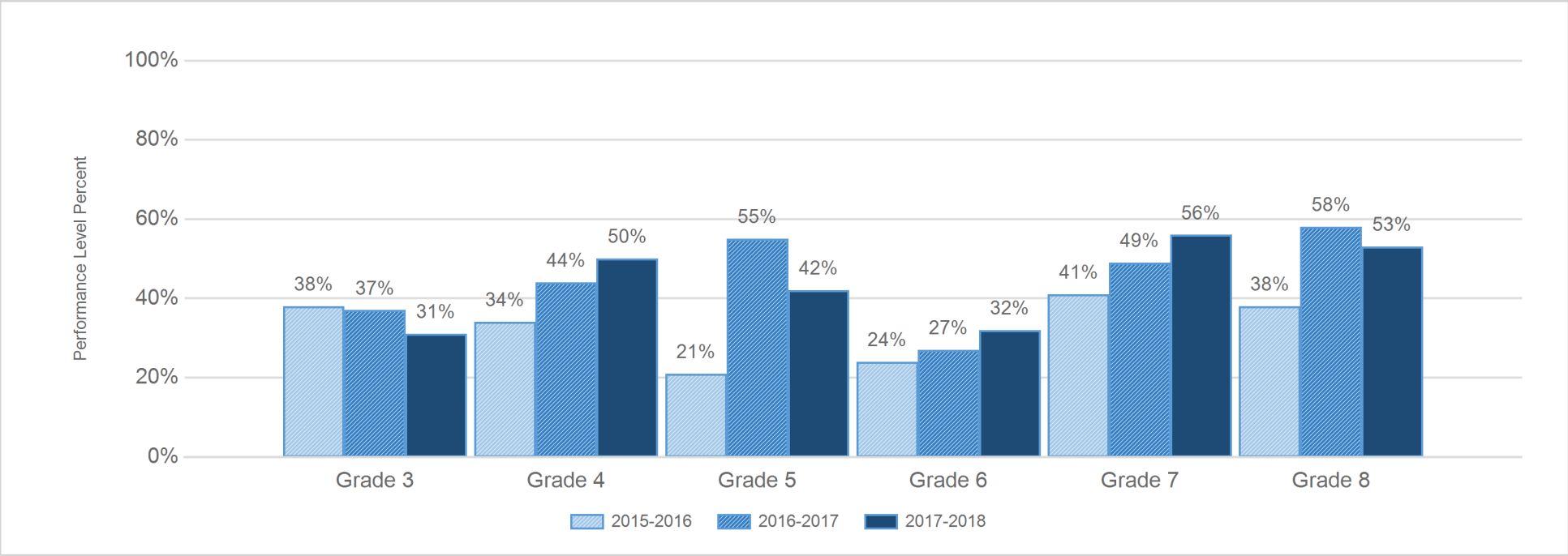
English Language Arts/Literacy Assessment - Performance Trends

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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LINCOLN ELEMENTARY SCHOOL
(17-3610-090)
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2017-2018

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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	474	98.4	33.7	*	45.0	33.7	28.4	Met Target
White	52	100.0	28.8	*	54.1	28.8	18.2	Met Target
Hispanic	413	98.1	33.9	*	29.2	33.9	29.7	Met Target
Black or African American	*	*	*	24.0	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	52.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	217	97.8	32.3	*	46.0	32.3		
Male	257	98.9	35.0	*	43.9	35.0		
Economically Disadvantaged Students	366	98.9	34.7	*	26.6	34.7	27.6	Met Target
Non-Economically Disadvantaged Students	108	96.5	30.6	*	55.9	30.6		
Students with Disabilities	98	97.1	*	10.3	17.1	*	12.4	Met Target†
Students without Disabilities	376	98.7	*	34.3	50.5	*		
English Learners	64	98.6	23.5	*	24.6	23.5	16.2	Met Target
Non-English Learners	410	98.3	35.3	*	46.9	35.3		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	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
(17-3610-090)
Grades Offered: PK-08
2017-2018

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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	79	740	743	752	*	29%	29%	*	*	35%	53%
White	*	*	743	760	*	*	*	*	*	*	64%
Hispanic	70	741	743	739	*	27%	31%	*	*	36%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	28	738	741	752	*	*	*	*	*	29%	53%
Male	51	741	745	751	*	*	*	*	*	39%	53%
Economically Disadvantaged Students	66	740	*	736	*	*	*	*	*	33%	35%
Non-Economically Disadvantaged Students	13	742	*	762	*	*	*	*	*	46%	66%
Students with Disabilities	*	*	722	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	746	756	*	*	*	*	*	*	57%
English Learners	11	723	729	726	*	*	*	*	*	18%	23%
Non-English Learners	68	743	744	754	*	*	*	*	*	38%	56%
Homeless Students	N	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

LINCOLN ELEMENTARY SCHOOL
(17-3610-090)
Grades Offered: PK-08
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	68	740	741	748	*	19%	47%	*	*	31%	49%
White	*	*	742	755	*	*	*	*	*	*	60%
Hispanic	64	739	740	737	*	20%	50%	*	*	27%	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	38	741	740	748	*	*	42%	*	*	34%	50%
Male	30	740	741	748	*	*	53%	*	*	27%	49%
Economically Disadvantaged Students	54	739	*	733	*	*	41%	*	*	33%	30%
Non-Economically Disadvantaged Students	14	746	*	758	*	*	71%	*	*	21%	62%
Students with Disabilities	*	*	715	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	745	753	*	*	*	*	*	*	55%
English Learners	*	*	731	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	742	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ELEMENTARY SCHOOL
(17-3610-090)
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2017-2018

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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	81	741	741	748	*	21%	37%	*	*	37%	49%
White	*	*	743	756	*	*	*	*	*	*	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	N	N	*	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	764	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	41	740	739	749	*	*	34%	*	*	39%	50%
Male	40	741	743	747	*	*	40%	*	*	35%	48%
Economically Disadvantaged Students	62	742	*	733	*	*	*	*	*	42%	29%
Non-Economically Disadvantaged Students	19	737	*	758	*	*	*	*	*	21%	62%
Students with Disabilities	15	716	*	726	*	*	*	*	*	*	20%
Students without Disabilities	66	746	*	752	*	*	*	*	*	*	55%
English Learners	*	*	726	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	742	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ELEMENTARY SCHOOL
(17-3610-090)
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2017-2018

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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	73	728	736	744	14%	27%	38%	21%	0%	21%	44%
White	*	*	726	751	*	*	*	*	*	*	54%
Hispanic	58	731	736	731	*	*	41%	*	*	24%	27%
Black or African American	N	N	*	726	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	764	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	42	728	737	745	*	*	40%	*	*	19%	45%
Male	31	727	734	742	*	*	35%	*	*	23%	42%
Economically Disadvantaged Students	55	727	731	729	*	*	33%	*	*	24%	24%
Non-Economically Disadvantaged Students	18	730	742	753	*	*	56%	*	*	11%	56%
Students with Disabilities	11	695	708	717	*	*	*	*	*	*	13%
Students without Disabilities	62	734	740	748	*	*	*	*	*	*	49%
English Learners	*	*	709	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	45%
Homeless Students	N	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	*	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ELEMENTARY SCHOOL
(17-3610-090)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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	66	739	738	743	*	*	33%	36%	0%	36%	43%
White	*	*	741	750	*	*	*	*	*	*	54%
Hispanic	59	737	738	732	*	*	34%	34%	0%	34%	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	35	738	739	745	*	*	*	*	*	37%	45%
Male	31	740	738	741	*	*	*	*	*	35%	42%
Economically Disadvantaged Students	48	738	735	730	*	*	*	*	*	35%	24%
Non-Economically Disadvantaged Students	18	741	744	751	*	*	*	*	*	39%	55%
Students with Disabilities	11	720	714	717	*	*	*	*	*	*	12%
Students without Disabilities	55	743	742	748	*	*	*	*	*	*	50%
English Learners	*	*	714	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	741	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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(17-3610-090)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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	68	730	732	728	*	*	25%	40%	0%	40%	28%
White	11	719	728	736	*	*	*	*	*	36%	36%
Hispanic	57	732	732	722	*	*	26%	40%	0%	40%	22%
Black or African American	N	N	*	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	737	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	24	732	732	731	*	*	*	*	*	33%	31%
Male	44	729	732	725	*	*	*	*	*	43%	26%
Economically Disadvantaged Students	55	731	730	719	*	*	*	*	*	38%	20%
Non-Economically Disadvantaged Students	13	728	735	735	*	*	*	*	*	46%	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	*	*	723	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	733	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ELEMENTARY SCHOOL
(17-3610-090)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course 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	*	*	724	746	*	*	*	*	*	*	46%
White	*	*	723	755	*	*	*	*	*	*	57%
Hispanic	*	*	724	730	*	*	*	*	*	*	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	*	*	728	748	*	*	*	*	*	*	48%
Male	*	*	721	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	722	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	729	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	*	*	728	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	*	*	728	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ELEMENTARY SCHOOL
(17-3610-090)
Grades Offered: PK-08
2017-2018

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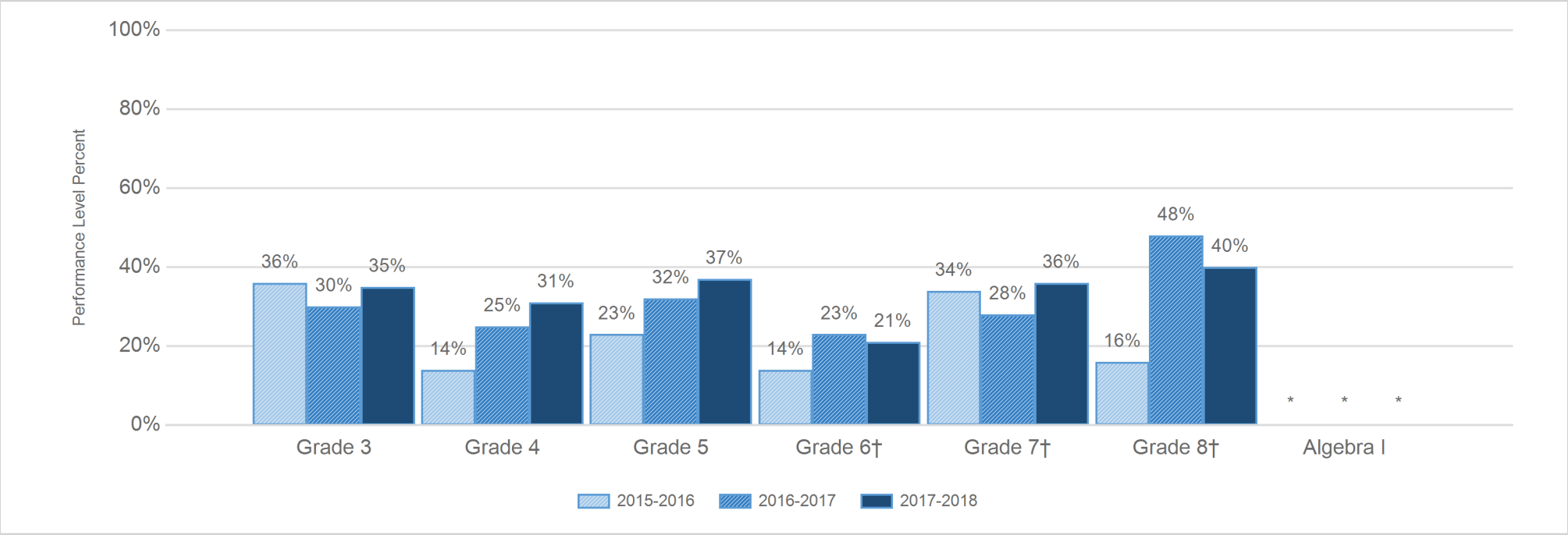
Mathematics Assessment – Performance Trends

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	12	12
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

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	69.6%	46.8%	Exceeds

† 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	86	*	*
3-4	*	*	*
5 or more	*	*	*

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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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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	79
7	0	0	73
8	9	0	70
Total	9	0	222

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	79
7	0	0	0	0	0	0	73
8	0	0	0	0	0	0	79
Total	0	0	0	0	0	0	231

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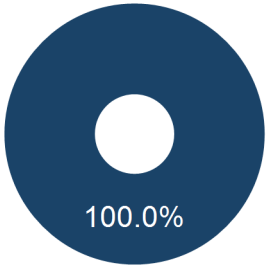
Visual and Performing Arts – Course Participation

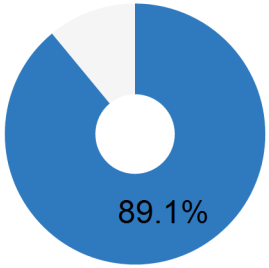
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

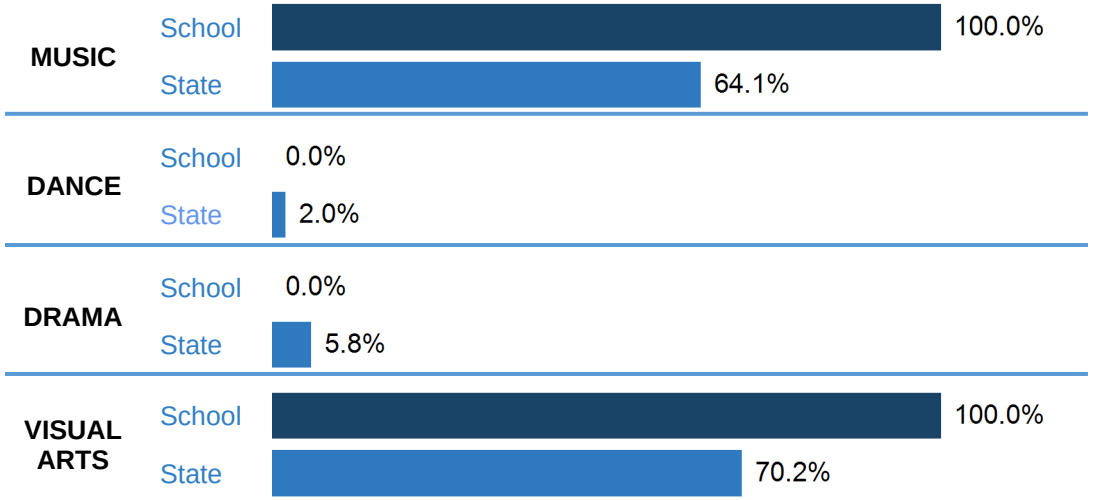


School



State

Students enrolled in one or more classes by discipline:



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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.

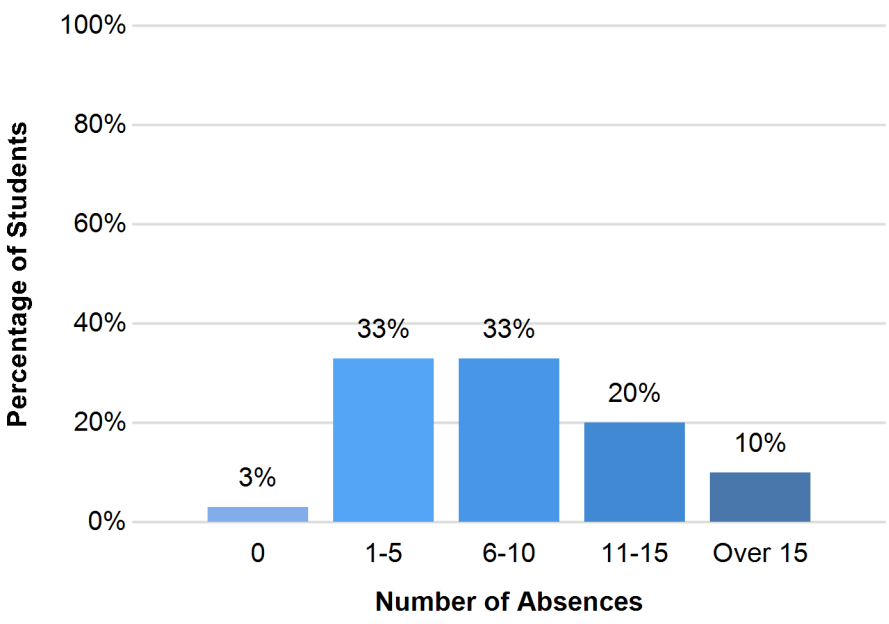
Chronic Absenteeism

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	74	6.6	9.1	Met
White	9	8.3	9.1	Met
Hispanic	63	6.4	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	4.3	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	58	6.7	9.1	Met
Students with Disabilities	28	12.6	9.1	Not Met
English Learners	6	6.3	9.1	Met

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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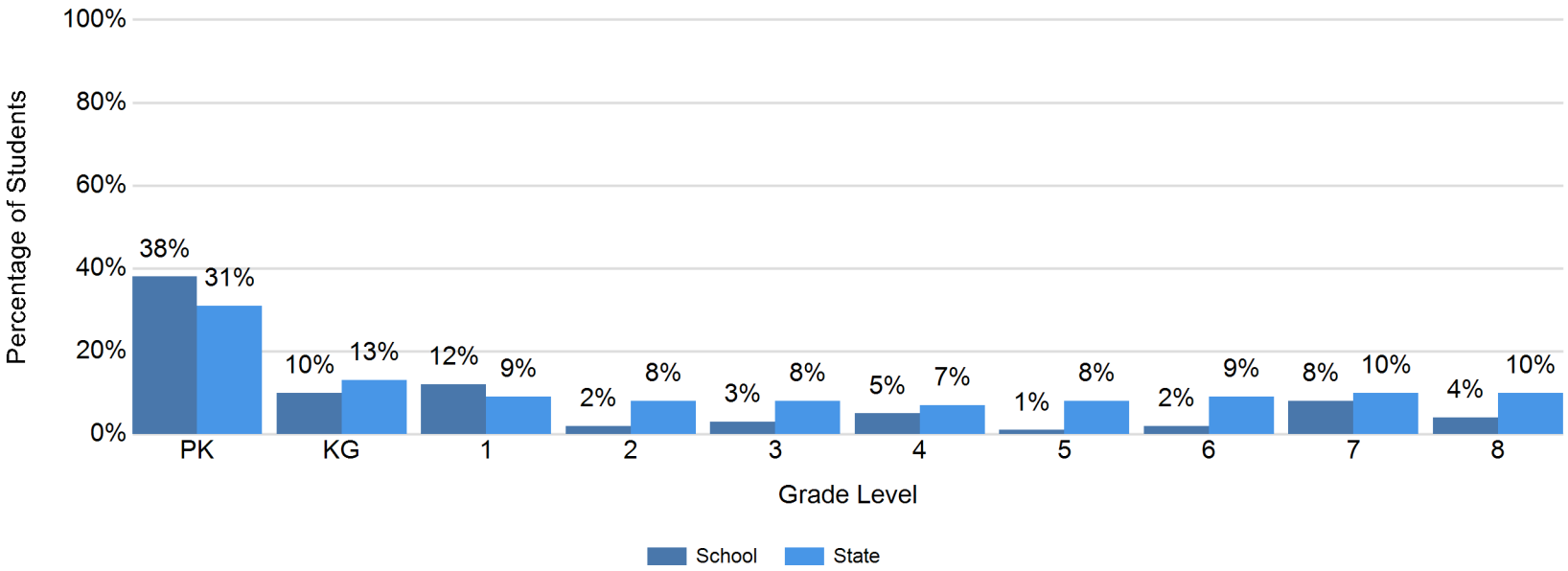
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	0.64

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	2	3	5
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	6	8
No Identified Nature	0		0

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	42	3.0%
Any Suspension	42	3.0%
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
81

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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	N

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	1.1:1

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)	$817	$13,416	$14,233

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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	112	117,464
Average years experience in public schools	11.3	12.0
Average years experience in district	10.7	10.7
Teachers in district for 4 or more years	81.3%	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	42	9,374
Average years experience in public schools	21.8	16.0
Average years experience in district	21.7	12.0
Administrators in district for 4 or more years	100.0%	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	13:1
Students to Administrators	471:1	183:1
Teachers to Administrators	37:1	14:1
Students to Librarians/Media Specialists		7666:1
Students to Nurses		639:1
Students to Counselors		479:1
Students to Child Study Team		284:1

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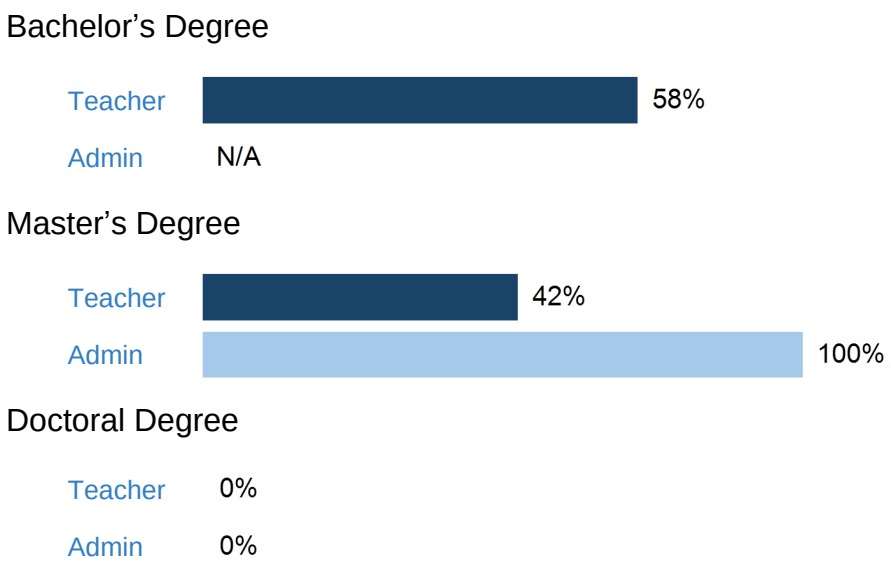
Teachers and Administrators - Level of Education

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	95.6%	90.2%
2016-17 Administrators: Same district 2017-18	93.2%	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	95.9%

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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	92.0%	0.0%
Male	8.0%	100.0%
White	60.7%	100.0%
Hispanic	39.3%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	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	21.50	15.0%
Mathematics Proficiency	22.16	15.0%
English Language Arts Growth	27.49	20.0%
Mathematics Growth	56.38	20.0%
Progress Towards English Language Proficiency	83.19	20.0%
Chronic Absenteeism	56.24	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	45.58	n/a
Summative Rating: Percentile Rank of Summative Score	41.82	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	Met Standard	Exceeds Target	Met	No
White	18.94	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	53.99	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	60.83	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	45.10	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	50.88	14.08	No	Met Target	Met Target	Met Standard	Met Standard	Met Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ELEMENTARY SCHOOL
(17-3610-090)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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:	• Implemented a Blended Learning Environment to maximize student achievement. • Organized numerous community oriented family events. • High performing level extracurricular activities(including an undefeated Basketball and Flag Football teams)
Mission, Vision, Theme:	Lincoln School is a safe and cooperative learning community that fosters critical and innovative thinking for all students. Our faculty and staff work diligently to create a positive classroom environment that will benefit all student academic levels and learning styles.
Awards, Recognition, Accomplishments:	Championship Boys Basketball Team. Championship Flag Football Team. Save Latin America Essay Contest. Fire Prevention Poster Contest, Science Fair, NB Art Calendar Contest

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Courses, Curriculum, Instruction:	Lincoln School services students from grades Prek-8, and provides all academic subject areas, Art, Music, PE, World Language, and Computer Tech.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Football (Coed), Track and Field - Spring (Boys & Girls) Basketball, Flag Football, Track, Cheer
Clubs and Activities:	Student Council, Band, Chorus, Safety Patrol, Modeling, Technology, Year Book, Newspaper, After School Tutoring

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Before and After School Programs:	Club Ed, Homework Program, Title 1 Math and Ipad.
Staff and Professional Learning:	The professional staff at Lincoln will address the Student Learning Standards in all subjects via committee meetings, PLCs, and in- service workshops.
Postsecondary Information:	n/a

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Student Supports and Services:	BSIP, ESL/Bi Lingual, Reading, Gifted and Talented, Special Services, SARP, and Medical Services
Student Health and Wellness:	Nutricious Lunch, Health-Based Posters Posters, Regular Recess, Health Classes, Physical Education Classes, and regular staff meetings.
Parent and Community Involvement:	Concerts, Free Movies, Free Events at Local Recreation Center are all heavily promoted. Our School also has a strong presence on all Social Media Platforms.

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Facilities:	Our School is broken into a Lincoln Grades 1-8, and our Kindergarten Annex. We have two Gym/Auditorium Spaces, as well as a Music Room, and large Media Center. We also provide students with numerous outdoor play areas.
School Safety:	Lockdown Drills, Emergency Response Team, Active Shooter Drills, Fire Drills, Evacations, Shelter in Place, and regular meetings with Crisis Management Team

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Technology and STEM:	Daily Chrome Book use create a Blended Learning Environment. Robotic Classes are provided students in Gifted and Talented Program. Smart Boards, Ipads, Projectors and more are in constant use for students.
Early Childhood Education:	Our Early Childhood Program is currenlty housed at our Preschool Center site located in North Hudson Braddock Park. The program is a half-day program with 2 sessons per day from 8:30 a.m. to 11:30 a.m and from 12:30 p.m. to 3:00 p.m. Class size averages at 14 students in each class per session. Our program is funded by PEA funds. Their is currently no waiting list and we do not contract outside/private providers at this time.

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Other Information:	Lincoln provides itself on having a positive School Climate, and has regular spirit activities to foster an atmosphere of a fun learning environment.