NJ SCHOOL PERFORMANCE REPORT

LINCOLN SCHOOL
(13-3750-070)
Grades Offered: KG-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	ESSEX
District	NUTLEY TOWN
Principal Name	MRS. RESTEL
Address	301 HARRISON ST NUTLEY, NJ 07110-2614
Phone Number	(973)661-8882
Email Address	LRESTEL@NUTLEYSCHOOLS.ORG
Website	https://nutleyschools.org/schools/lincoln
Facebook	https://www.facebook.com/NutleySchoolsNJ/
Twitter	https://twitter.com/NutleySchoolsNJ

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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	0	0	0
KG	52	68	61
1	78	50	72
2	78	76	55
3	72	79	78
4	68	76	78
5	55	66	78
6	87	56	64
Total	490	471	486

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	46.3%	47.3%	48.4%
Male	53.7%	52.7%	51.6%
Economically Disadvantaged Students	18.2%	26.5%	24.3%
Students with Disabilities	27.8%	30.6%	28.6%
English Learners	3.9%	2.8%	4.7%
Homeless Students		0.0%	0.4%
Students in Foster Care		0.2%	0.0%
Military-Connected Students		0.2%	4.1%
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	60.8%	56.5%	56.6%
Hispanic	24.9%	29.3%	29.2%
Black or African American	3.1%	3.0%	2.3%
Asian	10.4%	9.8%	10.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.4%	0.0%
Two or More Races	0.8%	1.1%	1.9%

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	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	52	68	61

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	89.1%
Spanish	5.1%
Other Languages	5.8%

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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	54	50	Met Standard	50	60	50	Met Standard
White	43	51	50	Met Standard	48	60	51	Met Standard
Hispanic	36.5	57	49	Not Met	47	58	48	Met Standard
Black or African American	*	36	44	**	*	41	44	**
Asian, Native Hawaiian, or Pacific Islander	66	66	61	**	69	66.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	56.5	49	**	*	58	51	**
Economically Disadvantaged	35.5	49	48	Not Met	61	64.5	47	Exceeds Standard
Students with Disabilities	24.5	48	41	Not Met	46	59	43	Met Standard
English Learners	*	63	54	**	*	73	51	**

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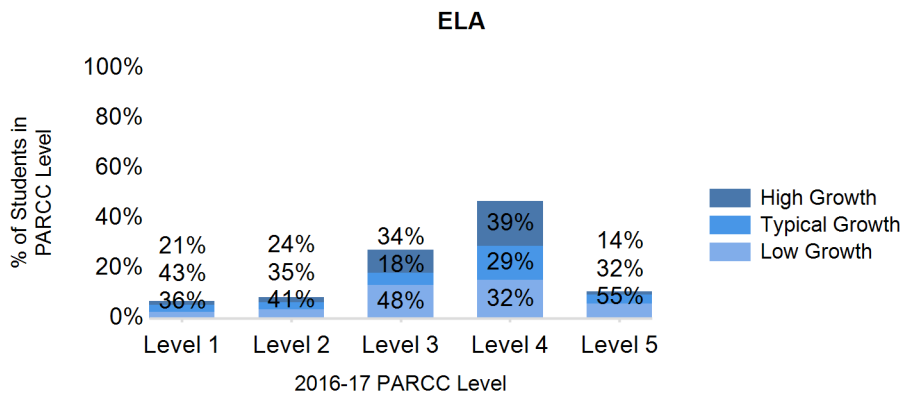
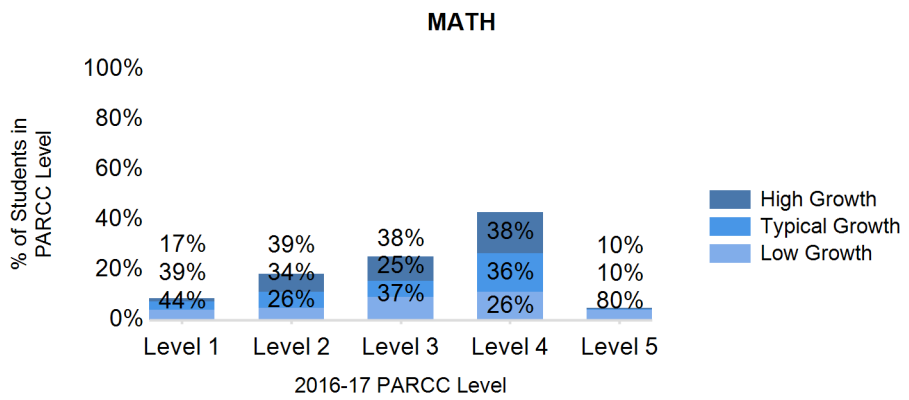
Student Growth by Performance Level

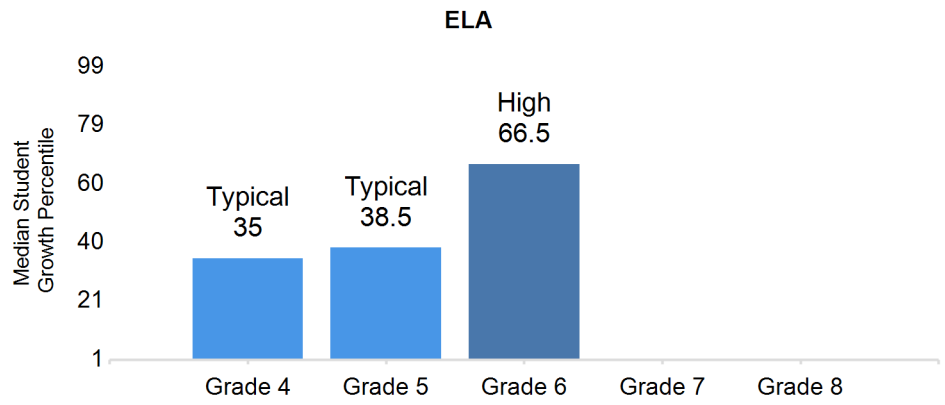
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

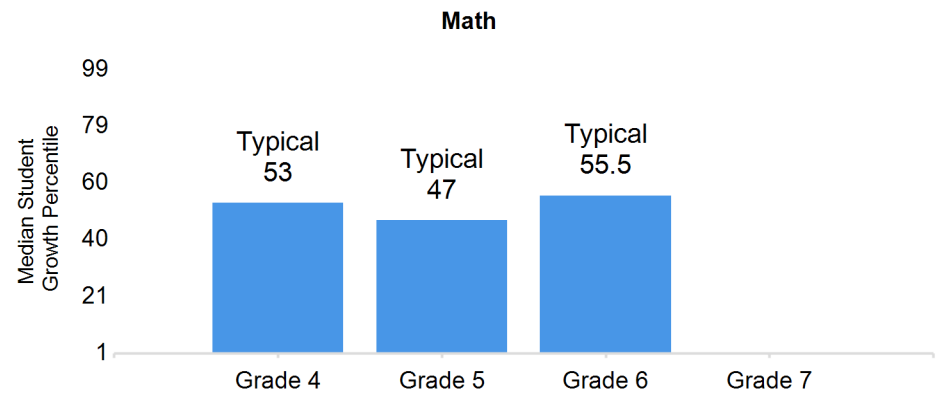




Student Growth by Grade

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	287	96.7	58.6	68.0	56.7	58.6	60.4	Met Target†
White	163	95.4	54.6	67.5	65.6	54.6	59.8	Met Target†
Hispanic	84	97.7	57.2	61.1	42.5	57.2	55.6	Met Target
Black or African American	*	*	*	60.9	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	87.1	86.5	82.3	87.1	70.3	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	141	97.3	63.8	76.7	64.5	63.8		
Male	146	96.1	53.4	59.0	49.4	53.4		
Economically Disadvantaged Students	70	97.2	51.4	*	38.5	51.4	49	Met Target
Non-Economically Disadvantaged Students	217	96.5	60.8	*	67.5	60.8		
Students with Disabilities	83	95.4	15.7	30.7	21.6	15.7	26.1	Not Met
Students without Disabilities	204	97.2	76.0	77.1	63.9	76.0		
English Learners	12	80.0	33.3	47.5	27.3	30.1	**	**
Non-English Learners	275	97.6	59.6	68.9	59.4	59.6		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	53.9	57.4	*		
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	77	748	759	750	19%	*	16%	*	*	56%	52%
White	41	737	754	759	24%	*	*	46%	0%	46%	61%
Hispanic	20	752	*	736	*	*	*	*	*	60%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	12	791	786	777	0%	0%	*	*	*	92%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	33	753	765	756	*	*	*	*	*	61%	57%
Male	44	744	753	744	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	16	723	739	733	*	*	*	*	*	31%	34%
Non-Economically Disadvantaged Students	61	755	762	762	*	*	*	*	*	62%	64%
Students with Disabilities	27	704	721	719	56%	*	*	*	*	11%	24%
Students without Disabilities	50	772	768	756	0%	*	*	*	*	80%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	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	*	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	75	752	767	756	*	17%	*	*	*	56%	58%
White	41	747	764	764	*	*	*	*	*	54%	68%
Hispanic	26	757	*	744	*	*	*	*	*	58%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	795	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	36	766	776	762	*	*	*	*	*	64%	63%
Male	39	740	758	751	*	*	*	*	*	49%	53%
Economically Disadvantaged Students	22	756	761	740	*	*	*	*	*	59%	40%
Non-Economically Disadvantaged Students	53	751	768	767	*	*	*	*	*	55%	70%
Students with Disabilities	22	714	739	726	*	*	*	*	*	14%	25%
Students without Disabilities	53	768	776	762	*	*	*	*	*	74%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	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	76	753	769	755	*	13%	26%	*	*	54%	58%
White	46	751	768	763	*	*	28%	*	*	52%	68%
Hispanic	*	*	766	743	*	*	*	*	*	*	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	780	*	*	*	*	*	*	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	37	760	776	762	*	*	*	*	*	54%	66%
Male	39	747	763	749	*	*	*	*	*	54%	51%
Economically Disadvantaged Students	18	751	756	739	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	58	754	771	766	*	*	*	*	*	55%	71%
Students with Disabilities	17	715	739	724	*	*	*	*	*	*	22%
Students without Disabilities	59	764	776	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	*	728	N	N	N	N	N	N	27%
Military-Connected Students	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	60	762	767	754	*	*	18%	*	*	73%	56%
White	35	760	767	761	*	0%	*	*	*	71%	66%
Hispanic	18	764	759	742	*	*	*	*	*	72%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	35	766	772	761	*	*	*	*	*	80%	64%
Male	25	757	761	748	*	*	*	*	*	64%	48%
Economically Disadvantaged Students	12	763	763	739	*	*	*	*	*	75%	37%
Non-Economically Disadvantaged Students	48	762	768	764	*	*	*	*	*	73%	68%
Students with Disabilities	13	732	743	723	*	*	*	*	*	38%	18%
Students without Disabilities	47	771	772	760	*	*	*	*	*	83%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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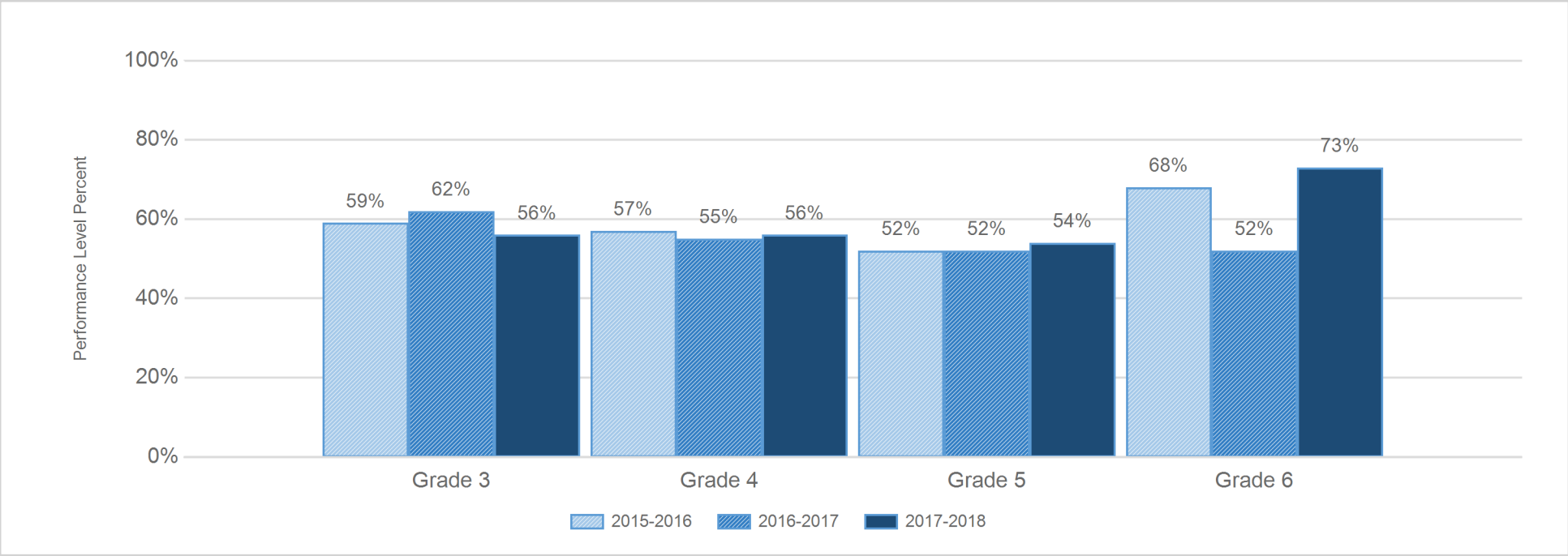
English Language Arts/Literacy Assessment - Performance Trends

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	289	97.7	50.1	54.7	45.0	50.1	45.8	Met Target
White	164	96.0	43.9	53.4	54.1	43.9	43	Met Target
Hispanic	85	100.0	51.8	47.0	29.2	51.8	41.6	Met Target
Black or African American	*	*	*	44.9	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	31	100.0	80.6	77.8	77.0	80.6	73.8	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	141	97.3	51.1	55.8	46.0	51.1		
Male	148	98.1	49.3	53.4	43.9	49.3		
Economically Disadvantaged Students	70	97.2	48.6	*	26.6	48.6	34.8	Met Target
Non-Economically Disadvantaged Students	219	97.8	50.7	*	55.9	50.7		
Students with Disabilities	83	95.4	18.1	23.6	17.1	18.1	20.4	Met Target†
Students without Disabilities	206	98.6	63.1	62.2	50.5	63.1		
English Learners	14	100.0	35.7	40.2	24.6	35.7	**	**
Non-English Learners	275	97.6	51.0	55.3	46.9	51.0		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	61.5	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

LINCOLN SCHOOL
(13-3750-070)
Grades Offered: KG-06
2017-2018

Report Key:
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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	78	739	756	752	21%	13%	15%	*	*	51%	53%
White	41	728	750	760	27%	*	*	*	*	39%	64%
Hispanic	21	745	*	739	*	*	*	*	*	52%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	12	777	785	780	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	33	740	760	752	*	*	*	*	*	52%	53%
Male	45	738	753	751	*	*	*	*	*	51%	53%
Economically Disadvantaged Students	16	715	737	736	*	*	*	*	*	25%	35%
Non-Economically Disadvantaged Students	62	745	760	762	*	*	*	*	*	58%	66%
Students with Disabilities	27	699	722	730	59%	*	*	*	*	19%	29%
Students without Disabilities	51	760	765	756	0%	*	*	*	*	69%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	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	*	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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(13-3750-070)
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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	76	743	754	748	*	13%	25%	*	*	50%	49%
White	42	739	751	755	*	*	24%	*	*	45%	60%
Hispanic	26	747	*	737	*	*	*	*	*	58%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	36	751	756	748	*	*	*	*	*	58%	50%
Male	40	737	752	748	*	*	*	*	*	43%	49%
Economically Disadvantaged Students	22	745	748	733	*	*	*	*	*	55%	30%
Non-Economically Disadvantaged Students	54	743	755	758	*	*	*	*	*	48%	62%
Students with Disabilities	22	717	738	725	*	*	*	*	*	18%	22%
Students without Disabilities	54	754	759	753	*	*	*	*	*	63%	55%
English Learners	*	*	716	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	755	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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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	76	745	755	748	14%	*	30%	*	*	45%	49%
White	46	744	755	756	*	*	28%	*	*	48%	60%
Hispanic	*	*	750	736	*	*	*	*	*	*	32%
Black or African American	N	N	*	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	777	*	*	*	*	*	*	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	37	747	755	749	*	*	30%	*	*	43%	50%
Male	39	743	755	747	*	*	31%	*	*	46%	48%
Economically Disadvantaged Students	18	745	744	733	*	*	*	*	*	44%	29%
Non-Economically Disadvantaged Students	58	745	757	758	*	*	*	*	*	45%	62%
Students with Disabilities	17	712	735	726	*	*	*	*	*	*	20%
Students without Disabilities	59	754	760	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	*	722	N	N	N	N	N	N	20%
Military-Connected Students	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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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	61	746	754	744	*	18%	16%	*	*	57%	44%
White	35	744	754	751	*	*	*	*	*	49%	54%
Hispanic	19	744	743	731	*	*	*	63%	0%	63%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	35	743	754	745	*	*	*	*	*	54%	45%
Male	26	750	754	742	*	*	*	*	*	62%	42%
Economically Disadvantaged Students	12	747	752	729	*	0%	*	*	*	75%	24%
Non-Economically Disadvantaged Students	49	746	754	753	*	22%	*	*	*	53%	56%
Students with Disabilities	13	716	728	717	*	*	0%	*	*	31%	13%
Students without Disabilities	48	754	759	748	*	*	21%	*	*	65%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	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	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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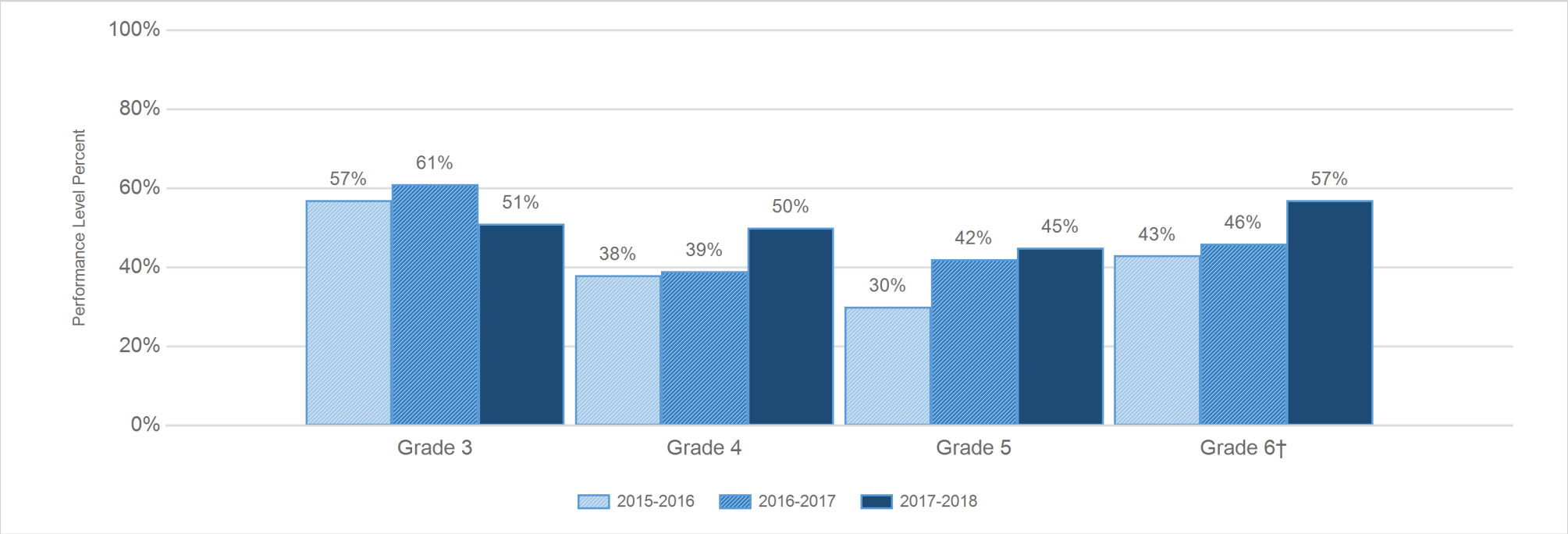
Mathematics Assessment – Performance Trends

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	N	N
4	*	*
5	N	N
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	64.3%	**	**

† 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	17	88.2%	11.8%
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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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.

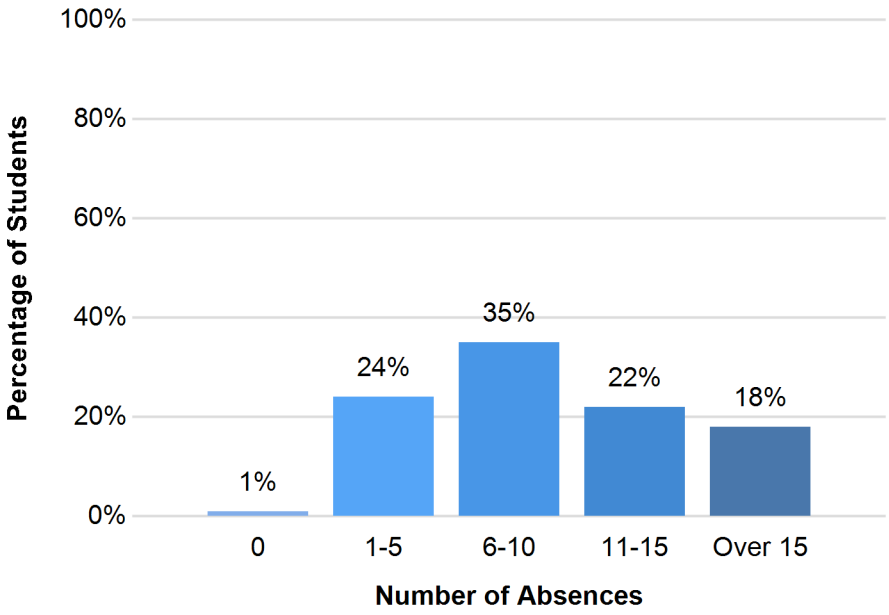
Chronic Absenteeism

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	58	11.9	8.9	Not Met
White	40	14.4	8.9	Not Met
Hispanic	11	7.7	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	5	10.2	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	16	13.4	8.9	Not Met
Students with Disabilities	26	18.3	8.9	Not Met
English Learners	6	25.0	8.9	Not 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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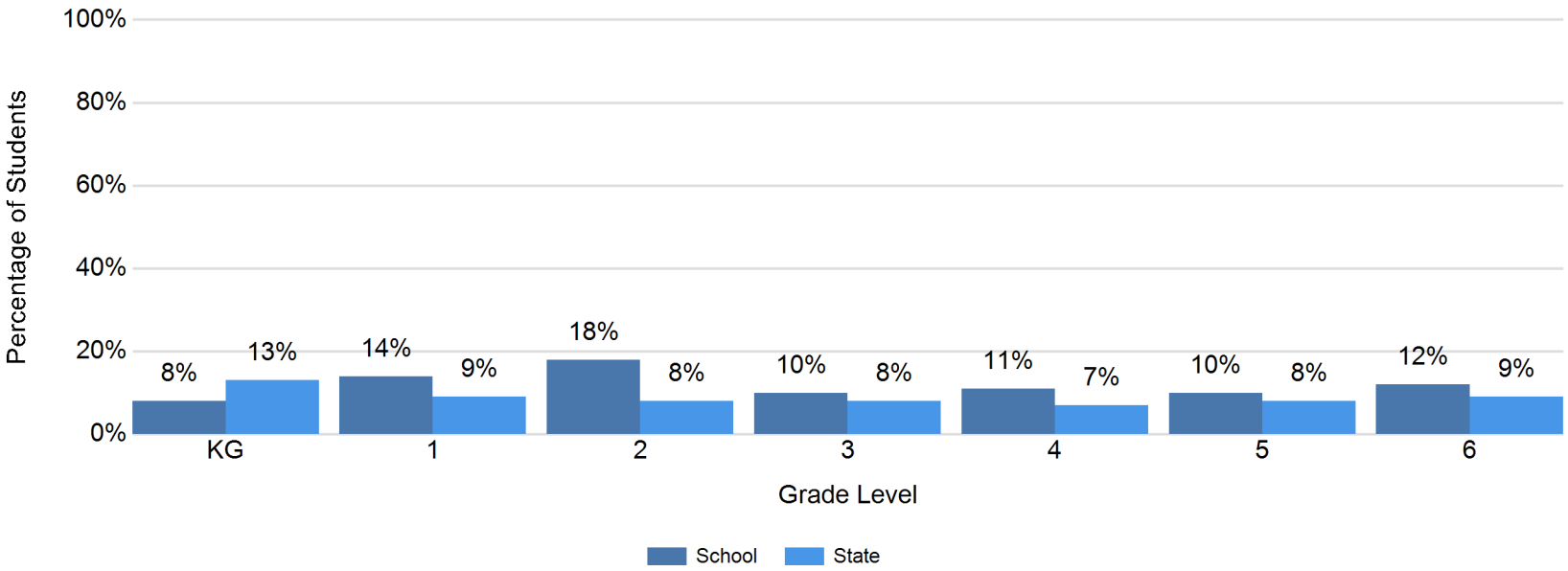
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	5	0	5
No Identified Nature	2		2

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	8:30 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 50 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	1.7:1

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)	$324	$13,662	$13,986

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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	47	117,464
Average years experience in public schools	9.2	12.0
Average years experience in district	8.6	10.7
Teachers in district for 4 or more years	59.6%	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	27	9,374
Average years experience in public schools	13.3	16.0
Average years experience in district	11.9	12.0
Administrators in district for 4 or more years	74.1%	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	10:1	12:1
Students to Administrators	486:1	150:1
Teachers to Administrators	47:1	12:1
Students to Librarians/Media Specialists		675:1
Students to Nurses		579:1
Students to Counselors		368:1
Students to Child Study Team		253:1

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2017-2018

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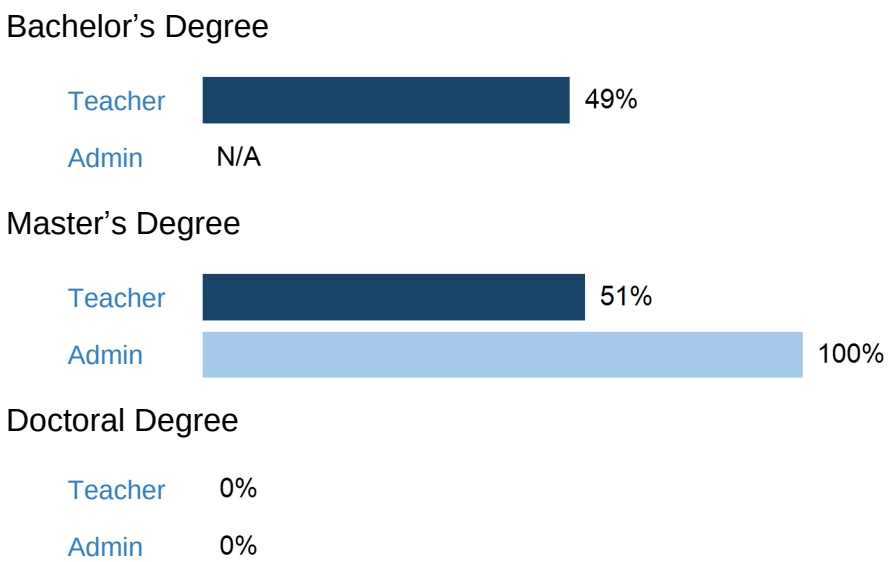
Teachers and Administrators - Level of Education

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	89.4%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	95.1%

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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	87.2%	100.0%
Male	12.8%	0.0%
White	95.7%	100.0%
Hispanic	4.3%	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	50.00	17.5%
Mathematics Proficiency	53.61	17.5%
English Language Arts Growth	17.89	25.0%
Mathematics Growth	52.05	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	15.11	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	37.88	n/a
Summative Rating: Percentile Rank of Summative Score	30.27	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	**	Not Met	No
White	23.34	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	52.18	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	61.81	14.08	No	Met Target	Met Target	Not Met	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	35.58	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	Not Met	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:	• Lincoln School houses approximately 500 students in grades K-6. The school houses the LLD special education classes for the district in grades K-6 as well. • Lincoln School students in grades 4-6 participate in Enrichment Clusters, a part of the gifted and talented program each year. • Students in grade 6 are given their own chromebook as a part of their curricular materials and the district's 1:1 initiative.
Mission, Vision, Theme:	The staff, parents, and community of Lincoln School continue to join together to create a respectful and stimulating learning environment which is conducive to academic achievement, as well as social growth. We are cognizant of the potential of all of our students and strive to provide each with a researched-based curriculum, tailored to fit their individual needs.
Awards, Recognition, Accomplishments:	Lincoln School students participated in and were recognized for their participation in the Law Fair, Forensics, and Challenge 24 Math Competitions. The Nutley school district is recognized as one of the top 100 school districts for its music program.

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Courses, Curriculum, Instruction:	The faculty infuses current instructional strategies, methods, and materials into all subject areas. The Computer Technology curriculum provides our students with a wide range of application programs and websites that correlate with, and enhance student learning. Our library media center and classrooms are fully wired and Internet accessible allowing students in Grades K-5 to access mobile laptop computer and iPad carts, and utilize Smart Boards and document cameras. In grade 6 each student receives a Chromebook. Students work with the robotics program in the library-media center as well as in Enrichment Clusters and the Robotics Club.
Clubs and Activities:	Students in grades 4, 5 & 6 participate in Enrichment Clusters in the Spring. Clusters include computer coding, robotics, the science of candy, sports broadcasting, under the sea studies, artwork from recycled materials, scrapbooking, sign language, tennis, and exercise and healthy eating. The program culminates with a showcase for parents, teachers, and peers where students share what they’ve learned. Students also have the opportunity to participate in School Safety Patrols, the art club, Kindness Club, Robotics, Law Fair, Forensics, Math Club, Garden Club, Lincolnaires, band, LEAD, PALS lunches, Junior Olympics and the Third Half Club basketball tournament. Students in the sixth grade participate in a three day over night camping trip each year. Lincoln School students feed breakfast to the homeless one morning a month. They also bring clothing and other supplies collected through the efforts of the Kindness Club to be distributed to those who are less fortunate.

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Before and After School Programs:	Before and After School Extended Day programs are offered by the district in the school each day, during teacher professional development days, and holiday breaks. The program is primarily supervised and staffed by teachers and staff from Lincoln School. Extended programming and enrichment programs are also offered during the summer. A supervised breakfast is available each morning. Students are given the opportunity to participate in Yoga and can learn to play chess while attending the program.
Staff and Professional Learning:	Staff members participate in professional learning related to best practice in curriculum, instruction and assessment. This includes meeting regularly during grade level meetings and workshops developed by the district, teacher leaders, and consultants related to designing instruction and unit planning. Topics for professional learning include Conquer Math, Math lesson studies, Reading and Writing Workshop, data analysis, using formative and summative assessments, Dyslexia training, Handle with Care, Balanced Literacy, Health and Wellness, and co-teaching. Staff also engage in professional growth as delineated in Danielson Framework for Professional Practice.

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Student Supports and Services:	Our goal is to provide a safe, supportive, and caring environment where all students will achieve success. The Child Study Team, Intervention and Referral Service (I&RS), and 504 committee work with school counselors to meet individual student needs. A Strategies program for academic remediation, and a gifted and talented program provide supplemental resources. The Leveled Literacy Intervention Program is used with students who are struggling in reading. Additionally, Lincoln School is proud to serve its English Language Learners who come to us from a wide variety of countries and speak many languages.
Student Health and Wellness:	Students in Lincoln School are screened yearly for their hearing, vision, height, and weight. Character Education is taught as a part of the health classes and is infused throughout the building. Inspirational messages have been posted throughout the building including the girls and boys bathrooms to encourage positivity. Students from Lincoln School travel to nearby Newark monthly to serve breakfast to the homeless. They also bring food, clothing and supplies to be distributed to those who are less fortunate. Upon return to the school, the students write an essay on their experience. Students have the opportunity to practice Yoga in their classrooms, during Enrichment Clusters, and as a part of the Extended Day Program. Breakfast is provided for the students of Lincoln School to those families who are interested in participating.
Parent and Community Involvement:	Parents and community members continue to play an integral role in the education of our students. Staff members are diligent in disseminating information through classroom newsletters and building notices and reminders. The PTO provides valuable assistance by organizing social events such as storytelling and dances, book fairs, assemblies, author visits, enrichment activities, and various fundraising opportunities. Monies raised have supplied us with additional technology, as well as requested items for the various classrooms. Students meet with the local police department through the Law Enforcement Against Drugs (LEAD) program and the Police and Lunch with Students (PALS) programs each month. Students from Lincoln School also serve breakfast to the homeless once a month. They bring donations of food, clothing, and other necessities that have been collected through the Kindness Club to be given to those who are less fortunate.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	Lincoln School was constructed in 1915 with additions in 1919 and 1928. The building is equipped with a dedicated cafeteria, auditorium, gymnasium, art room, and library/media center. The building has a tempered air HVAC system throughout. There is a field behind the school that is used for recess as well as outdoor gym instruction.
School Safety:	Lincoln School is equipped with a secure entrance. Students and staff wear identification badges throughout the day. Fire and security drills are held monthly. Cameras have been installed throughout the building.

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Technology and STEM:	Lincoln School is fully wired. Staff members are equipped with a laptop and have access to a Smartboard and document camera for instruction. Students have access to laptops and iPads throughout the school. The sixth grade students each have a chrome book for their academics as a part of the district's 1:1 initiative. Students utilize robotics in the library/media center, the robotics club and in Enrichment Clusters.

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Other Information:	Communication with parents is ongoing through email, School Messenger, and the school website. Many teachers also utilize the Remind app and Google to inform parents of upcoming events and activities. Critical thinking, problem-solving strategies, problem design and the fundamental skills to support integrated instruction are included across content areas. Spanish is taught in grades two through six. Our guidance counselor provides lessons in conflict resolution to small groups, as well as to the whole class. Lincoln School received a grant from the NEF for the purchase of a greenhouse for the school. Staff and students, with the support of the PTO, garden and harvest plants and vegetables in and around the school. Additionally, students in grade 6 participate in a three day overnight camping experience highlighting aspects of the science curriculum and team building. Students at Lincoln School also participate in numerous community service activities throughout the year.