NJ SCHOOL PERFORMANCE REPORT

LYNN CREST ELEMENTARY SCHOOL
(23-5850-210)
Grades Offered: PK-05
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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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	MIDDLESEX
District	WOODBRIDGE TWP
Principal Name	MR. CONNELLY
Address	98 IRA AVENUE COLONIA, NJ 07067
Phone Number	(732)499-6558
Email Address	MATTHEW.CONNELLY@WOODBRIDGE.K12.NJ.US
Website	https://www.woodbridge.k12.nj.us/page/27
Twitter	https://twitter.com/lynncresttigers

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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	46	42	45
KG	49	38	48
1	45	61	45
2	42	46	64
3	65	41	45
4	78	68	39
5	60	76	64
Total	385	372	350

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	42.3%	42.2%	41.7%
Male	57.7%	57.8%	58.3%
Economically Disadvantaged Students	23.4%	20.2%	17.7%
Students with Disabilities	39.2%	36.6%	35.7%
English Learners	0.8%	0.5%	0.3%
Homeless Students		0.0%	1.1%
Students in Foster Care		1.3%	1.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	41.0%	41.4%	42.6%
Hispanic	22.9%	17.2%	16.0%
Black or African American	6.8%	8.1%	8.3%
Asian	27.5%	31.2%	30.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.8%	2.2%	2.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	39	36	36
PK - Full Day	7	6	9
KG - Half Day	26	30	32
KG - Full Day	23	8	16

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	81.4%
Gujarati	6.6%
Spanish	4.3%
Urdu	1.4%
Hindi	1.1%
Other Languages	5.1%

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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	47	45	50	Met Standard	41	53	50	Met Standard
White	48	43	50	Met Standard	40.5	46	51	Met Standard
Hispanic	33	40	49	Not Met	37	47	48	Not Met
Black or African American	*	39	44	**	*	46	44	**
Asian, Native Hawaiian, or Pacific Islander	53	55	61	Met Standard	49	64.5	61	Met Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	34.5	49	**	*	50	51	**
Economically Disadvantaged	34	42	48	Not Met	29	46	47	Not Met
Students with Disabilities	34	33	41	Not Met	37	40	43	Not Met
English Learners	*	52	54	**	*	60	51	**

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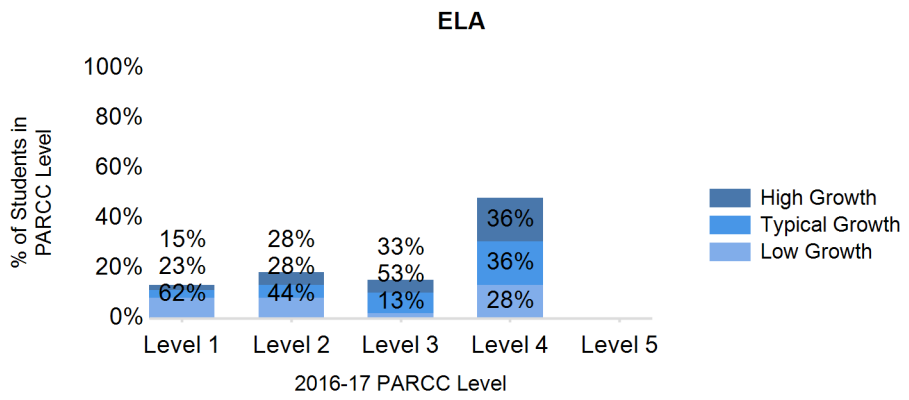
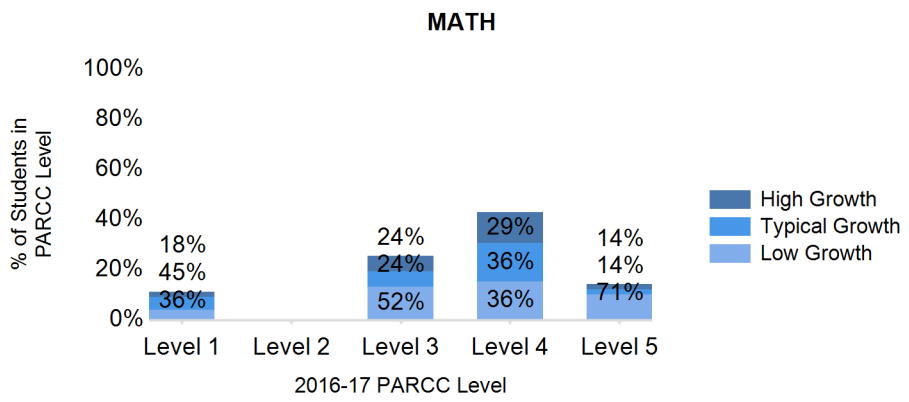
Student Growth by Performance Level

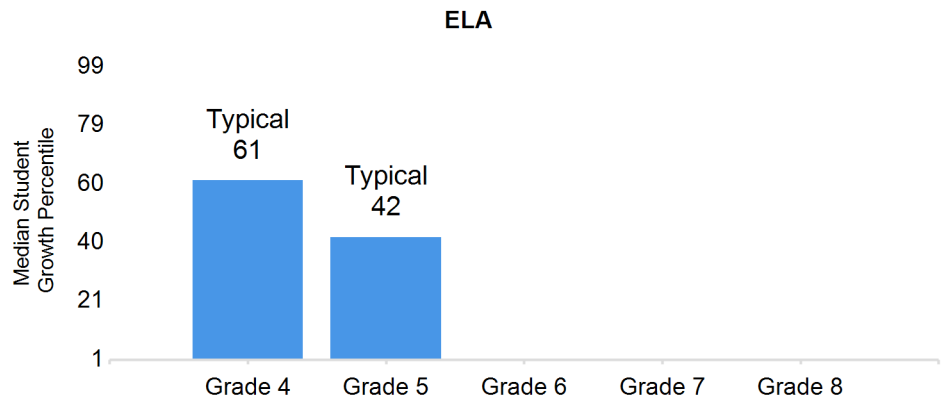
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

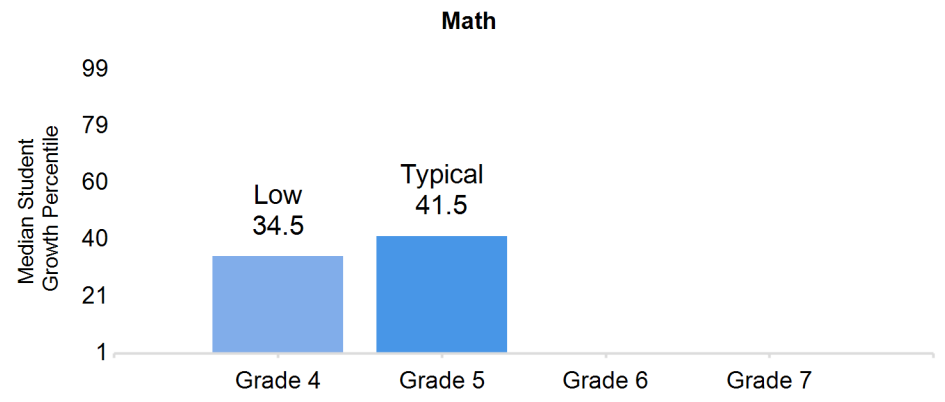




Student Growth by Grade

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	147	97.4	56.4	48.6	56.7	56.4	50.6	Met Target
White	62	96.9	59.7	46.0	65.6	59.7	54.5	Met Target
Hispanic	32	100.0	37.5	*	42.5	37.5	31.3	Met Target
Black or African American	*	*	*	34.9	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	41	97.6	68.3	69.7	82.3	68.3	61.1	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	42.4	63.4	*	**	**
Female	65	97.0	64.6	57.8	64.5	64.6		
Male	82	97.6	50.0	40.0	49.4	50.0		
Economically Disadvantaged Students	32	100.0	28.1	32.1	38.5	28.1	24.4	Met Target
Non-Economically Disadvantaged Students	115	96.6	64.3	56.4	67.5	64.3		
Students with Disabilities	32	94.1	18.8	12.2	21.6	18.6	N	N
Students without Disabilities	115	98.3	67.0	53.7	63.9	67.0		
English Learners	*	*	*	33.1	27.3	*	**	**
Non-English Learners	*	*	*	49.7	59.4	*		
Homeless Students	*	*	*	15.4	27.7	*		
Students In Foster Care	*	*	*	45.5	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	47	751	747	750	*	*	*	*	*	53%	52%
White	24	749	744	759	*	*	*	*	*	50%	61%
Hispanic	*	*	730	736	*	*	*	*	*	*	38%
Black or African American	*	*	728	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	714	758	N	N	N	N	N	N	58%
Female	19	766	754	756	*	*	*	*	*	74%	57%
Male	28	741	741	744	*	*	*	*	*	39%	46%
Economically Disadvantaged Students	*	*	728	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	755	762	*	*	*	*	*	*	64%
Students with Disabilities	11	728	708	719	*	*	*	*	*	27%	24%
Students without Disabilities	36	758	752	756	*	*	*	*	*	61%	57%
English Learners	*	*	716	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	749	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	38	761	749	756	*	*	*	*	*	68%	58%
White	17	762	*	764	0%	*	*	*	*	71%	68%
Hispanic	*	*	736	744	*	*	*	*	*	*	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	12	766	764	782	0%	*	*	*	*	67%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	736	763	*	*	*	*	*	*	63%
Female	14	774	754	762	*	*	*	*	*	86%	63%
Male	24	753	744	751	*	*	*	*	*	58%	53%
Economically Disadvantaged Students	10	738	734	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	28	769	756	767	*	*	*	*	*	75%	70%
Students with Disabilities	*	*	708	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	64%
English Learners	N	N	714	720	N	N	N	N	N	N	17%
Non-English Learners	38	761	751	759	*	*	*	*	*	68%	61%
Homeless Students	N	N	736	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	62	743	751	755	18%	*	18%	*	*	52%	58%
White	21	747	*	763	*	*	*	*	*	62%	68%
Hispanic	17	726	739	743	*	*	*	*	*	29%	43%
Black or African American	*	*	737	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	18	759	768	780	*	0%	*	*	*	67%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	748	763	*	*	*	*	*	*	65%
Female	32	746	758	762	*	*	*	*	*	50%	66%
Male	30	740	745	749	*	*	*	*	*	53%	51%
Economically Disadvantaged Students	16	710	737	739	*	*	*	*	*	13%	39%
Non-Economically Disadvantaged Students	46	755	758	766	*	*	*	*	*	65%	71%
Students with Disabilities	14	690	709	724	*	*	*	*	*	*	22%
Students without Disabilities	48	759	756	762	*	*	*	*	*	*	65%
English Learners	N	N	716	712	N	N	N	N	N	N	11%
Non-English Learners	62	743	752	757	18%	*	18%	*	*	52%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	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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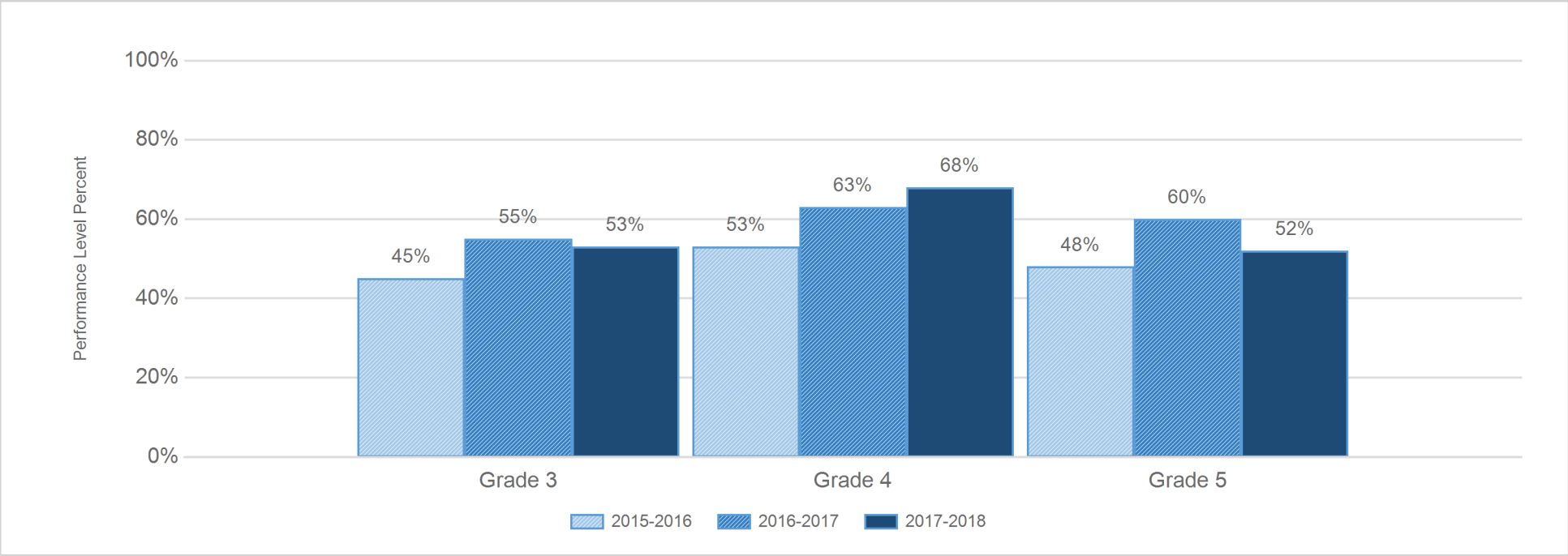
English Language Arts/Literacy Assessment - Performance Trends

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	147	97.4	61.2	42.8	45.0	61.2	61.6	Met Target†
White	62	96.9	66.2	39.6	54.1	66.2	60.7	Met Target
Hispanic	32	100.0	40.6	26.0	29.2	40.6	51.3	Met Target†
Black or African American	*	*	*	23.0	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	41	97.6	78.1	68.7	77.0	78.1	72.6	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	35.4	53.0	*	**	**
Female	65	97.0	60.0	45.1	46.0	60.0		
Male	82	97.6	62.2	40.6	43.9	62.2		
Economically Disadvantaged Students	32	100.0	28.1	26.6	26.6	28.1	24.4	Met Target
Non-Economically Disadvantaged Students	115	96.6	70.4	50.5	55.9	70.4		
Students with Disabilities	32	94.1	18.8	10.6	17.1	18.6	N	N
Students without Disabilities	115	98.3	73.1	47.1	50.5	73.1		
English Learners	*	*	*	35.9	24.6	*	**	**
Non-English Learners	*	*	*	43.3	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	27.3	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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	47	766	753	752	0%	*	*	51%	21%	72%	53%
White	24	762	749	760	0%	*	*	*	*	75%	64%
Hispanic	*	*	735	739	*	*	*	*	*	*	38%
Black or African American	*	*	732	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	717	757	N	N	N	N	N	N	59%
Female	19	771	754	752	0%	*	*	*	*	74%	53%
Male	28	763	751	751	0%	*	*	*	*	71%	53%
Economically Disadvantaged Students	*	*	733	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	760	762	*	*	*	*	*	*	66%
Students with Disabilities	11	747	723	730	0%	*	*	*	*	55%	29%
Students without Disabilities	36	772	756	756	0%	*	*	*	*	78%	57%
English Learners	*	*	734	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	754	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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

LYNN CREST ELEMENTARY SCHOOL
(23-5850-210)
Grades Offered: PK-05
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
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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	38	762	749	748	0%	*	*	*	*	71%	49%
White	17	763	*	755	0%	*	*	*	*	71%	60%
Hispanic	*	*	734	737	*	*	*	*	*	*	34%
Black or African American	*	*	733	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	12	770	768	774	0%	0%	*	*	*	83%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	742	752	*	*	*	*	*	*	55%
Female	14	765	750	748	0%	*	*	*	*	71%	50%
Male	24	760	749	748	0%	*	*	*	*	71%	49%
Economically Disadvantaged Students	10	742	734	733	0%	*	*	*	*	40%	30%
Non-Economically Disadvantaged Students	28	769	757	758	0%	*	*	*	*	82%	62%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	754	753	*	*	*	*	*	*	55%
English Learners	N	N	728	722	N	N	N	N	N	N	16%
Non-English Learners	38	762	751	750	0%	*	*	*	*	71%	52%
Homeless Students	N	N	715	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

LYNN CREST ELEMENTARY SCHOOL
(23-5850-210)
Grades Offered: PK-05
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	62	743	752	748	*	*	27%	*	*	47%	49%
White	21	748	*	756	0%	*	*	*	*	52%	60%
Hispanic	17	724	736	736	*	*	*	*	*	29%	32%
Black or African American	*	*	733	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	18	757	774	777	*	*	*	*	*	67%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	751	754	*	*	*	*	*	*	55%
Female	32	741	753	749	*	*	*	*	*	47%	50%
Male	30	745	750	747	*	*	*	*	*	47%	48%
Economically Disadvantaged Students	16	717	736	733	*	*	*	*	*	13%	29%
Non-Economically Disadvantaged Students	46	752	759	758	*	*	*	*	*	59%	62%
Students with Disabilities	14	704	721	726	*	*	*	*	*	*	20%
Students without Disabilities	48	754	755	752	*	*	*	*	*	*	55%
English Learners	N	N	723	718	N	N	N	N	N	N	13%
Non-English Learners	62	743	753	750	*	*	27%	*	*	47%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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	*	728	N	N	N	N	N	N	29%

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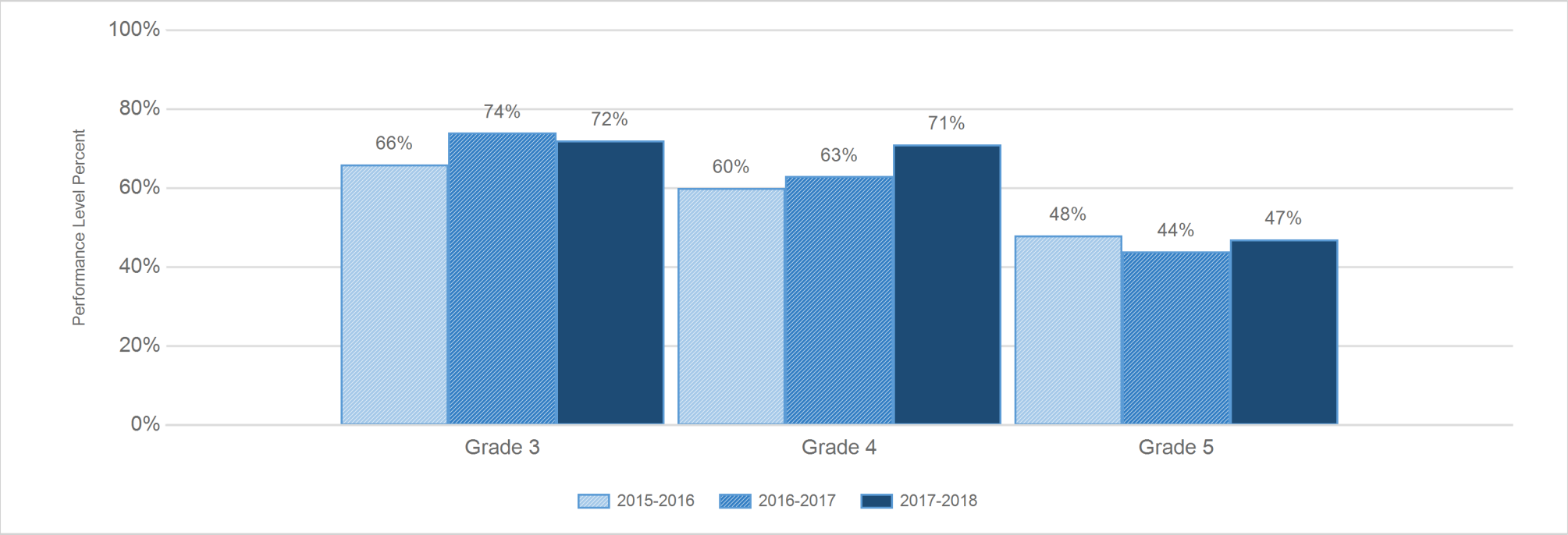
Mathematics Assessment – Performance Trends

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	N	N
5	N	N

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	N	N	N

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

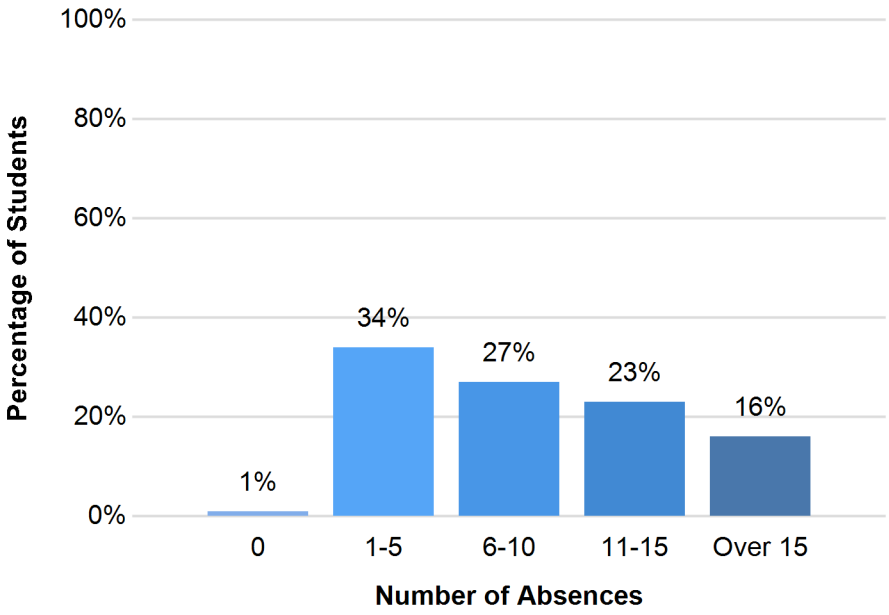
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	33	10.9	8.9	Not Met
White	10	7.6	8.9	Met
Hispanic	4	8.0	8.9	Met
Black or African American	*	*	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	14	14.9	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	13	22.8	8.9	Not Met
Students with Disabilities	15	19.0	8.9	Not Met
English Learners	*	*	**	**

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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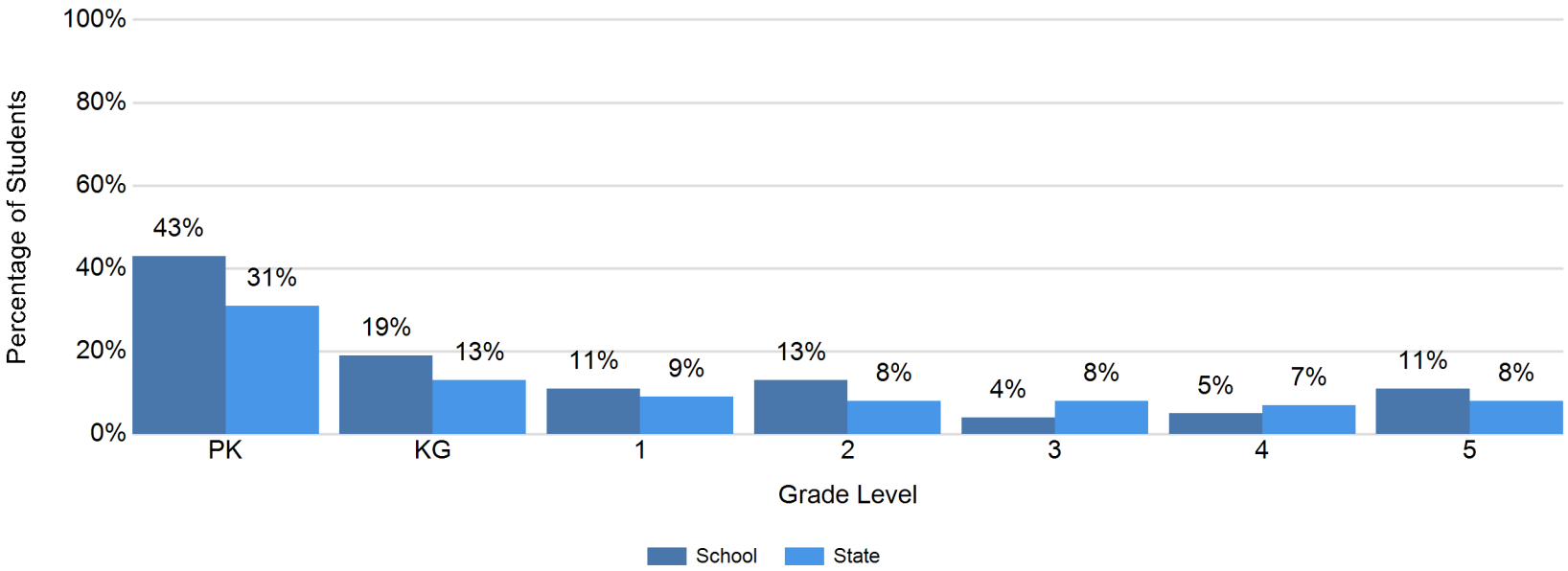
Chronic Absenteeism by Grade

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	0	0	0
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	*	*
Any Suspension	*	*
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
*

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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	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 45 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

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)	$420	$12,528	$12,948

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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	29	117,464
Average years experience in public schools	13.4	12.0
Average years experience in district	12.6	10.7
Teachers in district for 4 or more years	82.8%	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	63	9,374
Average years experience in public schools	21.5	16.0
Average years experience in district	20.3	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	12:1	12:1
Students to Administrators	350:1	216:1
Teachers to Administrators	29:1	17:1
Students to Librarians/Media Specialists		13598:1
Students to Nurses		544:1
Students to Counselors		425:1
Students to Child Study Team		349:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers: All classroom teachers
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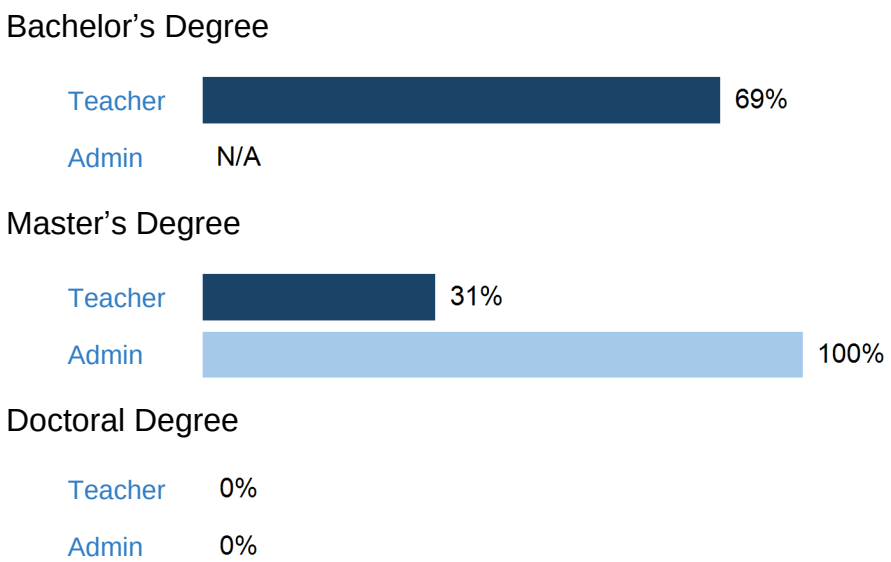
Teachers and Administrators - Level of Education

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	95.5%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	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	96.6%

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	96.6%	0.0%
Male	3.4%	100.0%
White	96.6%	100.0%
Hispanic	3.4%	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		

NJ SCHOOL PERFORMANCE REPORT

LYNN CREST ELEMENTARY SCHOOL
(23-5850-210)
Grades Offered: PK-05
2017-2018

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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	32.29	17.5%
Mathematics Proficiency	61.37	17.5%
English Language Arts Growth	25.59	25.0%
Mathematics Growth	15.13	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	17.51	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	29.20	n/a
Summative Rating: Percentile Rank of Summative Score	17.59	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	N	Not Met	No
White	36.84	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	32.11	14.08	No	Met Target	Met Target†	Not Met	Not Met	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	19.35	14.08	No	Met Target	Met Target	Met Standard	Met Standard	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	16.90	14.08	No	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	34.38	14.08	No	N	N	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• In addition to LA, Math, Science & Social Studies, students receive weekly Art, Music, PE & Technology instruction. • Our student population represents a dynamic blend of ethnic, racial, linguistic, economic and developmental diversity.
Mission, Vision, Theme:	A well-rounded education means outstanding instruction from exceptional teachers, as well as opportunities and supports that enable students to develop character and cultivate passions. Our teachers "know" their students, identifying strengths, challenges and passions while striving for a positive school experience and love of learning. Our dedicated staff works very hard to meet the individual needs of all students, and maintain personal connections with their families. In cooperation with parents and the community, Lynn Crest School seeks to meet each child's needs for social, emotional and academic growth.
Awards, Recognition, Accomplishments:	Lynn Crest School is recognized as a ""Blue Ribbon School"" by the US Department of Education.

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Courses, Curriculum, Instruction:	Lynn Crest School provides opportunities for students to acquire knowledge and skills in core academic areas. Our school employs a structured and inquiry-based program in Pre-K and K, while Grades 1-5 provide balanced curricula that are aligned with the New Jersey Student Learning Standards. Our Language Arts curricula utilize Journeys and our Mathematics curricula employ Everyday Math. Writing City is utilized in grades 1-3. Benchmark Literacy and Fundations are used in Kindergarten. Additional research- and inquiry-based instruction is received in Science and Social Studies, while students receive periodic Art, Music, Physical Education and Technology lessons each week.
Sports and Athletics:	Sports Offered: Track and Field - Spring (Coed) Intramural Track exists as our only athletic program at the elementary level.
Clubs and Activities:	As part of a comprehensive educational program, Lynn Crest School offers students several extracurricular opportunities for participation, such as the Book Club, Elementary National Honor Society, Safety Patrol, and Student Council. Instrumental and Vocal Music exist as co-curricular programs with periodic performances outside of school.

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Before and After School Programs:	The Woodbridge Township Board of Education sponsors an After School Child Care program for public elementary school-age children. There are dedicated and experienced teachers and a registered nurse to supervise our children's activities. After eating a snack, students enjoy both indoor and outdoor activities that include arts and crafts, board and computer games, and sports. Our "family nights" are offered for parents and students in Science ("Family Science"), Math ("Wild About Math") and Language Arts ("Read, Write, Excel") several times throughout the school year.

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Student Supports and Services:	Students with disabilities are supported at the Grades Pre-Kindergarten through 5 with Individualized Education Programs (IEPs) in both pull-out and in-class resource settings. Leveled Literacy Intervention (LLI) and Orton-Gillingham are used to meet the needs of our struggling readers. Additional services include Speech therapy, Occupational and Physical therapy, and an off-site Gifted and Talented program to address the needs of our diverse student population.
Parent and Community Involvement:	An excellent education is not possible without a significant cooperation and collaboration between stakeholders. Our Parent-Teacher Organization (PTO) organizes and hosts many school- and community-based events such as our Book Fair, Field Day, and Family Night, for example. School-to-home communication is facilitated through the use of our Genesis Parent Portal, where parents can access grades, attendance, discipline records and schedules for their students. Our students also benefit from our partnership with community organizations such as the Henry Inman Public Library and Iselin Fire Department.

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Facilities:	Located in the Colonia section of Woodbridge, Lynn Crest School has a student population of 340 students. The 37,764 square foot campus-style school was built in 1959 and consists of four one-story buildings. Every classroom is equipped with a smartboard, DLP projector, desktop computer, Apple TV and Chromecast. All 26 classrooms are air conditioned. The former library has recently been divided and converted into an Art/Technology classroom and a Makerspace.
School Safety:	Our School Safety Team meets bi-annually to evaluate our safety and emergency protocols, and to evaluate, update and submit our School Emergency Response Plan. One "Emergency Drill" and one "Fire Drill" are conducted each month. Our campus is equipped with 8 security cameras which broadcast to our district's security office 24 hours/day. Each classroom is equipped with a bulletin board maintaining safety and emergency response information. Additionally, each classroom has a "Safety Bucket" containing various items of use in case of an emergency.

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Technology and STEM:	Every classroom is equipped with a smartboard, DLP projector, desktop computer, Apple TV and Chromecast. Each teacher is issued an iPad. The school maintains 260 devices (159 Chromebooks, 74 iPads and 27 Laptops), with 9 classroom maintaining a 1:1 device ratio. Part of the former library has been converted into an Art/Technology classroom and a Makerspace. Our "Family Science" night has been expanded from 4 to 8 nights and now includes STEM-related activities for parents and students to complete.
Early Childhood Education:	Lynn Crest School houses two half-day and two full-day Preschool classrooms. All four rooms are for students with disabilities and are staffed with both teachers and paraprofessionals.

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Other Information:	Lynn Crest School utilizes a character development program called Bucket Filling. Bucket Filling is an easy-to-understand concept: Everyone carries an invisible bucket that holds our good thoughts and feelings. When our buckets are full, we feel happy and when our buckets are empty, we feel sad. Children quickly understand that they can fill buckets when they do and say things that are kind, considerate, caring, and respectful. They also learn that when they are mean, inconsiderate, uncaring, or disrespectful, they dip into buckets and remove those good feelings. Even the youngest child understands that actions and words can either fill a bucket or dip into it.