NJ SCHOOL PERFORMANCE REPORT

LINCOLN ELEMENTARY SCHOOL
(03-0300-070)
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
† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	BERGENFIELD BORO
Principal Name	MR. MITCHEL
Address	115 HIGHVIEW AVENUE BERGENFIELD, NJ 07621
Phone Number	(201)385-8759
Email Address	JMITCHEL@BERGENFIELD.ORG
Website	https://www.bergenfield.org/Lincoln
Facebook	https://www.facebook.com/bergenfieldsd
Twitter	https://www.twitter.com/bergenfieldsd

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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	82	99	103
KG	67	50	39
1	54	73	47
2	56	52	76
3	49	52	56
4	61	55	50
5	57	61	52
Total	426	442	423

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	43.4%	44.6%	40.9%
Male	56.6%	55.4%	59.1%
Economically Disadvantaged Students	31.2%	26.7%	26.7%
Students with Disabilities	34.3%	35.3%	35.7%
English Learners	9.2%	9.7%	8.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.2%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	13.8%	14.0%	16.1%
Hispanic	49.3%	48.9%	48.9%
Black or African American	9.2%	9.0%	8.0%
Asian	24.6%	25.1%	23.6%
Native Hawaiian or Pacific Islander	0.7%	0.5%	0.5%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	2.1%	2.3%	2.8%

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	50	61	55
PK - Full Day	32	38	48
KG - Half Day	0	0	0
KG - Full Day	67	50	39

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	48.5%
Spanish	31.7%
Tagalog	5.9%
Filipino	3.1%
Malayalam	2.4%
Other Languages	8.5%

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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	54	52	50	Met Standard	32.5	38	50	Not Met
White	37	40.5	50	**	29	37	51	**
Hispanic	55	49	49	Met Standard	38	37	48	Not Met
Black or African American	*	40	44	**	*	35.5	44	**
Asian, Native Hawaiian, or Pacific Islander	54	59.5	61	Met Standard	18	42	61	Not Met
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	59	49	**	*	50	51	**
Economically Disadvantaged	58	52	48	Met Standard	43	36.5	47	Met Standard
Students with Disabilities	49	37	41	**	40	33	43	**
English Learners	*	63	54	**	*	52.5	51	**

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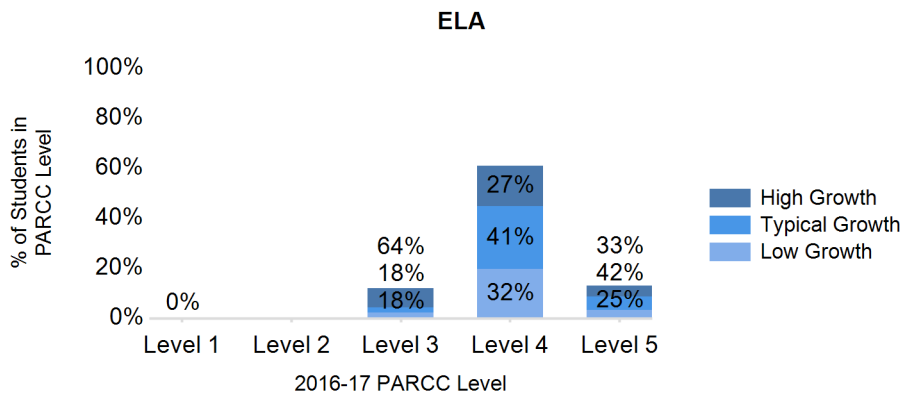
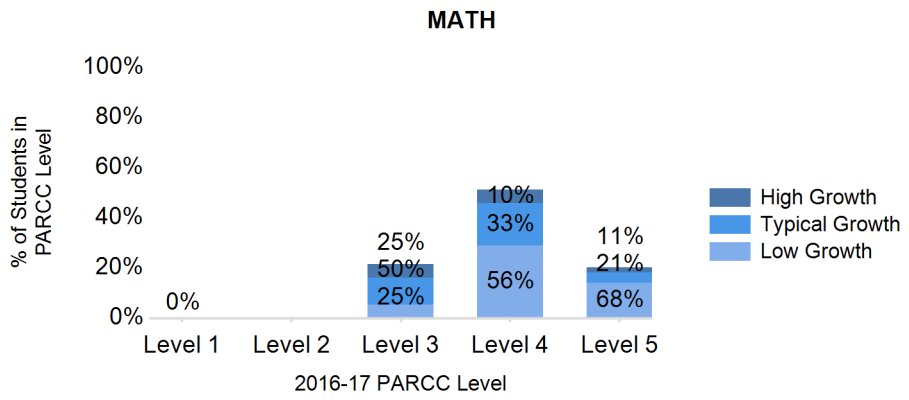
Student Growth by Performance Level

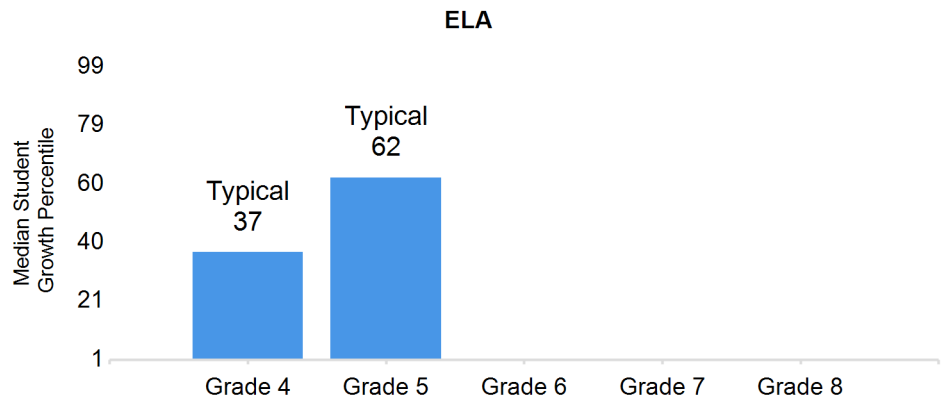
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

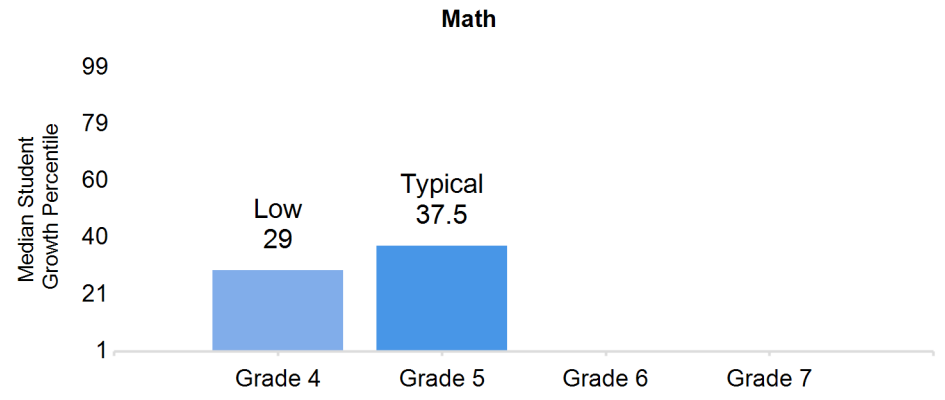




Student Growth by Grade

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	141	100.0	78.0	67.1	56.7	78.0	68.2	Met Target
White	21	100.0	61.9	*	65.6	61.9	70.5	Met Target†
Hispanic	70	100.0	74.3	60.3	42.5	74.3	68	Met Target
Black or African American	*	*	*	55.4	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	38	100.0	94.7	82.4	82.3	94.7	75.5	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	72	100.0	83.3	76.3	64.5	83.3		
Male	69	100.0	72.5	59.0	49.4	72.5		
Economically Disadvantaged Students	38	100.0	65.8	56.2	38.5	65.8	53	Met Target
Non-Economically Disadvantaged Students	103	100.0	82.5	73.6	67.5	82.5		
Students with Disabilities	20	100.0	15.0	18.2	21.6	15.0	34.5	Not Met
Students without Disabilities	121	100.0	88.4	75.8	63.9	88.4		
English Learners	12	100.0	66.7	*	27.3	66.7	**	**
Non-English Learners	129	100.0	79.1	*	59.4	79.1		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	775	761	750	*	*	*	*	*	80%	52%
White	*	*	777	759	*	*	*	*	*	*	61%
Hispanic	20	759	752	736	*	0%	*	*	*	70%	38%
Black or African American	*	*	755	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	14	791	772	777	*	0%	0%	*	*	93%	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	21	783	773	756	*	*	*	*	*	81%	57%
Male	23	768	751	744	*	*	*	*	*	78%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	723	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	767	756	*	*	*	*	*	*	57%
English Learners	*	*	705	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	767	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	764	767	756	*	*	22%	*	*	70%	58%
White	*	*	767	764	*	*	*	*	*	*	68%
Hispanic	17	759	762	744	0%	*	*	*	*	59%	44%
Black or African American	*	*	744	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	13	781	*	782	0%	0%	*	*	*	92%	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	22	766	770	762	*	*	*	*	*	73%	63%
Male	24	761	763	751	*	*	*	*	*	67%	53%
Economically Disadvantaged Students	12	747	760	740	*	*	*	*	*	58%	40%
Non-Economically Disadvantaged Students	34	770	771	767	*	*	*	*	*	74%	70%
Students with Disabilities	*	*	727	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	773	762	*	*	*	*	*	*	64%
English Learners	*	*	734	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	768	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	776	766	755	*	*	*	*	*	87%	58%
White	*	*	774	763	*	*	*	*	*	*	68%
Hispanic	32	776	758	743	*	*	*	*	*	91%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	11	788	*	780	0%	0%	*	*	*	91%	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	28	790	775	762	*	*	*	*	*	96%	66%
Male	24	759	754	749	*	*	*	*	*	75%	51%
Economically Disadvantaged Students	15	777	*	739	*	*	*	*	*	87%	39%
Non-Economically Disadvantaged Students	37	775	*	766	*	*	*	*	*	86%	71%
Students with Disabilities	*	*	716	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	776	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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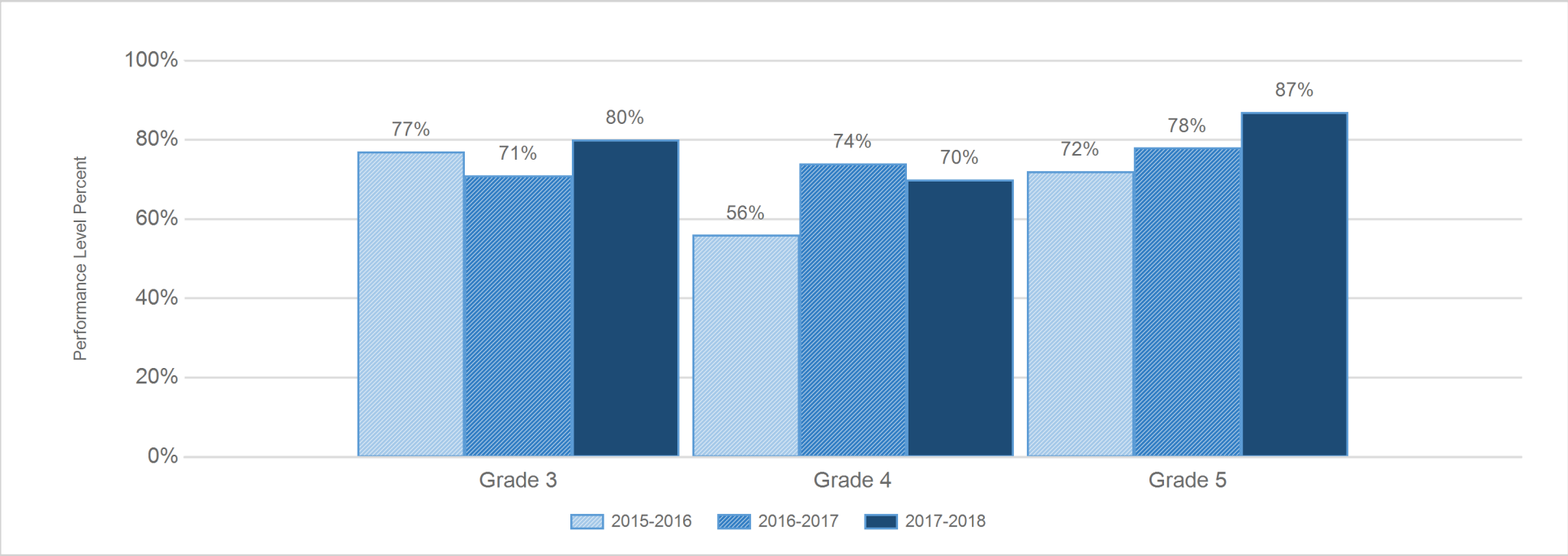
English Language Arts/Literacy Assessment - Performance Trends

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	143	100.0	62.3	49.3	45.0	62.3	68.8	Met Target†
White	21	100.0	61.9	*	54.1	61.9	75.3	Met Target†
Hispanic	72	100.0	59.7	39.8	29.2	59.7	60.8	Met Target†
Black or African American	*	*	*	32.7	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	38	100.0	76.3	67.1	77.0	76.3	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	74	100.0	66.2	52.2	46.0	66.2		
Male	69	100.0	58.0	46.5	43.9	58.0		
Economically Disadvantaged Students	40	100.0	50.0	36.5	26.6	50.0	49.4	Met Target
Non-Economically Disadvantaged Students	103	100.0	66.9	56.9	55.9	66.9		
Students with Disabilities	20	100.0	20.0	*	17.1	20.0	31.8	Met Target†
Students without Disabilities	123	100.0	69.1	*	50.5	69.1		
English Learners	14	100.0	42.9	30.9	24.6	42.9	**	**
Non-English Learners	129	100.0	64.4	51.3	46.9	64.4		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	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	45	783	763	752	*	*	*	22%	56%	78%	53%
White	*	*	777	760	*	*	*	*	*	*	64%
Hispanic	21	769	755	739	*	*	*	*	*	71%	38%
Black or African American	*	*	742	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	14	798	774	780	*	0%	0%	*	*	93%	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	22	785	770	752	*	*	*	*	*	82%	53%
Male	23	782	757	751	*	*	*	*	*	74%	53%
Economically Disadvantaged Students	10	753	746	736	*	*	*	*	*	50%	35%
Non-Economically Disadvantaged Students	35	792	769	762	*	*	*	*	*	86%	66%
Students with Disabilities	*	*	730	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	767	756	*	*	*	*	*	*	57%
English Learners	*	*	724	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	767	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ELEMENTARY SCHOOL
(03-0300-070)
Grades Offered: PK-05
2017-2018

Report Key:
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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	46	757	759	748	*	*	33%	*	*	61%	49%
White	*	*	768	755	*	*	*	*	*	*	60%
Hispanic	17	753	752	737	0%	*	*	*	*	53%	34%
Black or African American	*	*	739	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	13	768	*	774	0%	0%	*	*	*	77%	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	22	753	757	748	*	*	*	*	*	59%	50%
Male	24	761	760	748	*	*	*	*	*	63%	49%
Economically Disadvantaged Students	12	742	750	733	*	*	*	*	*	50%	30%
Non-Economically Disadvantaged Students	34	762	763	758	*	*	*	*	*	65%	62%
Students with Disabilities	*	*	732	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	762	753	*	*	*	*	*	*	55%
English Learners	*	*	734	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	761	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ELEMENTARY SCHOOL
(03-0300-070)
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	53	752	750	748	*	*	34%	*	*	55%	49%
White	*	*	760	756	*	*	*	*	*	*	60%
Hispanic	33	754	742	736	0%	*	30%	*	*	61%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	11	758	*	777	0%	*	*	*	*	55%	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	29	755	754	749	*	*	*	*	*	62%	50%
Male	24	748	747	747	*	*	*	*	*	46%	48%
Economically Disadvantaged Students	16	757	*	733	*	*	*	*	*	56%	29%
Non-Economically Disadvantaged Students	37	750	*	758	*	*	*	*	*	54%	62%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	758	752	*	*	*	*	*	*	55%
English Learners	*	*	727	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	751	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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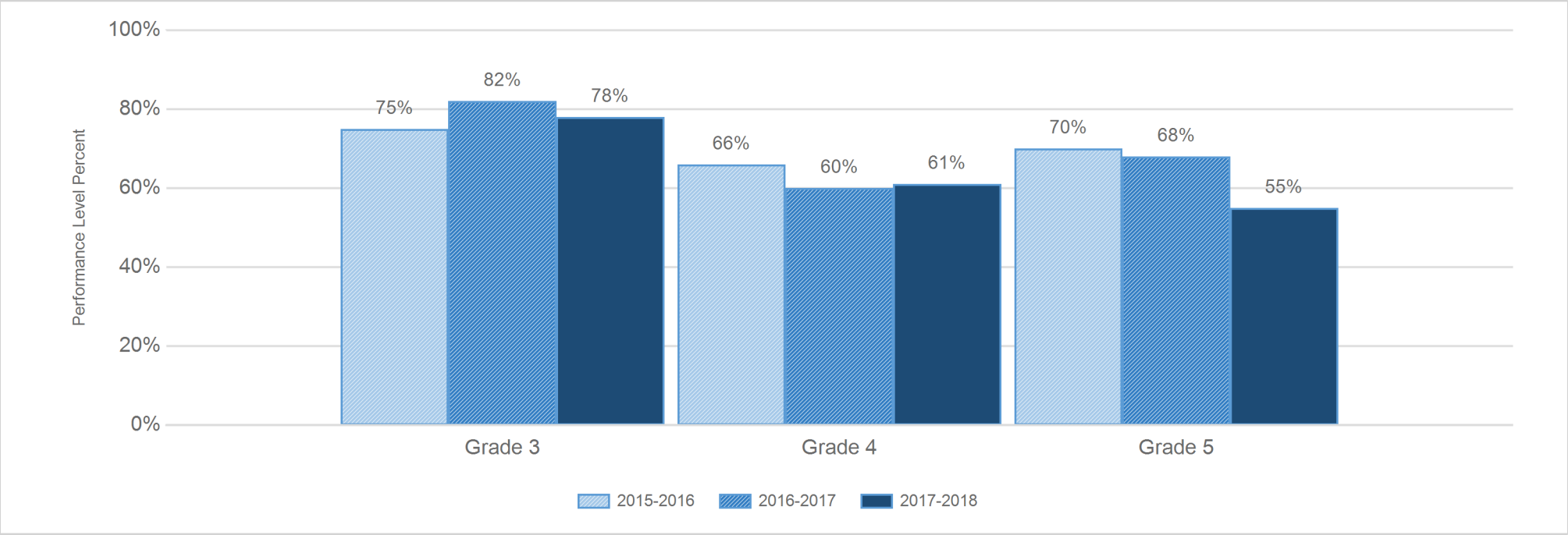
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	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	60.0%	60.7%	Met Target†

† 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	25	88.0%	12.0%
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

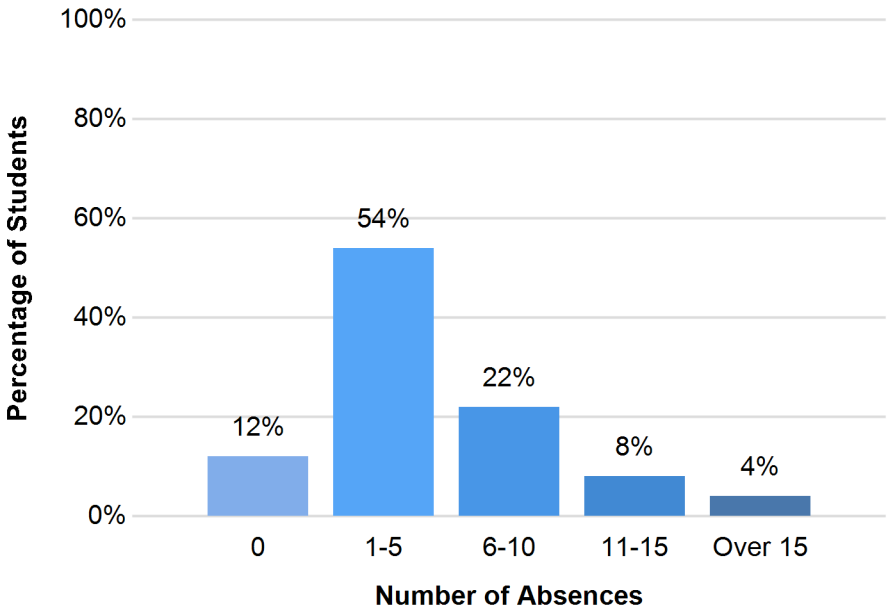
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	12	3.8	8.9	Met
White	3	6.4	8.9	Met
Hispanic	4	2.5	8.9	Met
Black or African American	2	7.1	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	2	2.7	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	8.3	**	**
Economically Disadvantaged Students	9	9.0	8.9	Not Met
Students with Disabilities	6	9.2	8.9	Not Met
English Learners	1	2.9	8.9	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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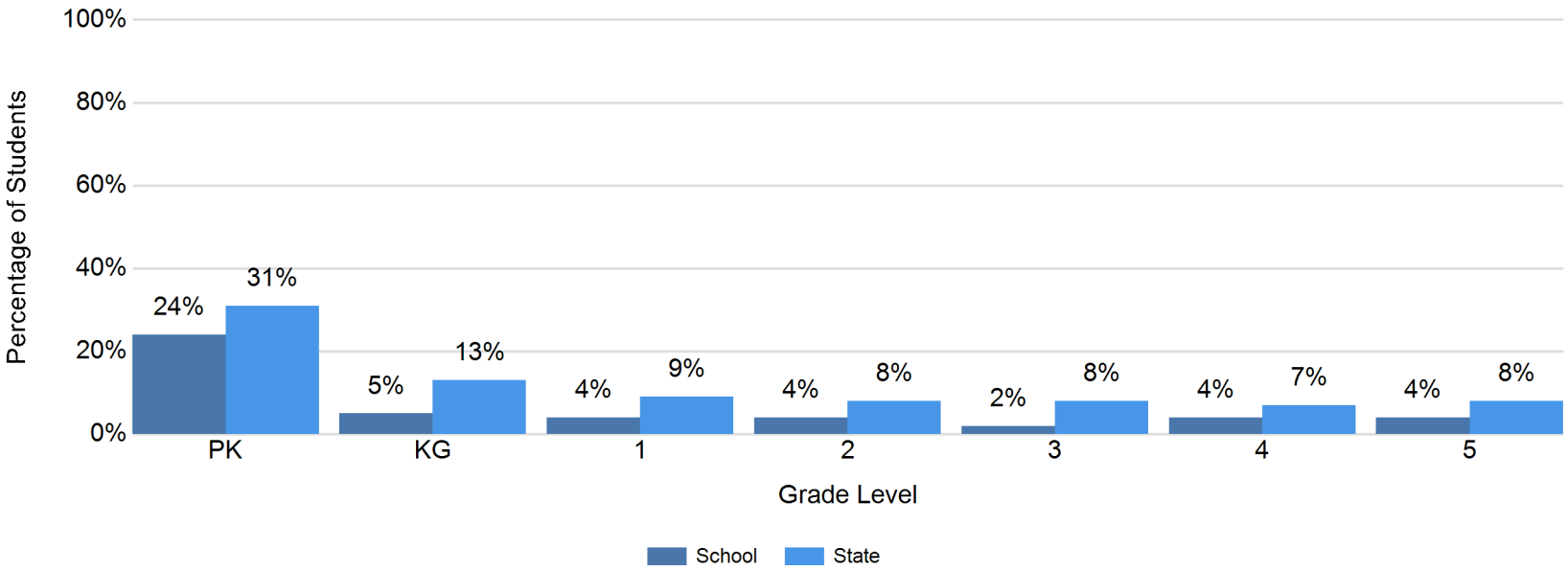
Chronic Absenteeism by Grade

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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.24

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	1	1
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	3		3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	0	0.0%
Any Suspension	*	*
Removal to other education program	*	*
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	3:10 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 55 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)	$495	$15,354	$15,849

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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	33	117,464
Average years experience in public schools	11.6	12.0
Average years experience in district	11.0	10.7
Teachers in district for 4 or more years	81.8%	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	19	9,374
Average years experience in public schools	14.2	16.0
Average years experience in district	10.5	12.0
Administrators in district for 4 or more years	73.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	423:1	188:1
Teachers to Administrators	33:1	15:1
Students to Librarians/Media Specialists		1791:1
Students to Nurses		512:1
Students to Counselors		358:1
Students to Child Study Team		239:1

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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.

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher	0%
Admin	0%

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	92.1%	90.2%
2016-17 Administrators: Same district 2017-18	88.9%	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	96.2%

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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	87.9%	0.0%
Male	12.1%	100.0%
White	87.9%	100.0%
Hispanic	3.0%	0.0%
Black or African American	3.0%	0.0%
Asian	3.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	3.0%	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

LINCOLN ELEMENTARY SCHOOL
(03-0300-070)
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	79.50	15.0%
Mathematics Proficiency	70.97	15.0%
English Language Arts Growth	62.32	20.0%
Mathematics Growth	4.45	20.0%
Progress Towards English Language Proficiency	64.89	20.0%
Chronic Absenteeism	80.04	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	56.91	n/a
Summative Rating: Percentile Rank of Summative Score	60.66	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Not Met	Met Target†	Met	No
White	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
Hispanic	69.68	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	36.86	14.08	No	Met Goal	Met Target†	Met Standard	Not Met	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	74.30	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	Not Met	Met Target†	**	**	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	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:	• Balanced Literacy, Everyday Math, Science, and Social Studies • Each Classroom contains a Smartboard and every child has access to a computer • Top Level Music Education Students in 4th and 5th Grade Choir, Band, and Orchestra
Mission, Vision, Theme:	Our teachers continue to seek educational opportunities to advance their knowledge to help them reach their students. Our focus on individual needs allows early diagnosis and prompt intervention when learning problems arise. Our faculty is dedicated to working with each child to foster creativity, integrity, respect, and the academic skills necessary to become a good citizen and productive member of the community.
Awards, Recognition, Accomplishments:	Everyone wants our schools to do a better job of educating our kids. When some schools do just that, it is cause for celebration. At Lincoln School, we have: Lincoln School Students of the Week, Accelerated Reader Luncheons, Citizen of the Month (Based on Character), District Spelling Bee, End of the Year Awards Celebration, and more

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Courses, Curriculum, Instruction:	The curriculum and instruction can be described as the “engine” that drives teaching and learning in our school district. Programs are assessed on a yearly basis through the analyzing of the student data. We have: Fountas and Pinnell Balanced Literacy, Reading and Writing Workshop, Everyday Math, Social Studies, Studies Weekly, Science, Homeworknow.com, Learning A-Z, Renaissance Learning
Clubs and Activities:	Many extracurricular activities provide a chance to learn real-world skills. Lincoln School offers: Choir, Band, Orchestra, ALP-Accelerated Learning Programs, Safety Patrol, and Fire Patrol. Sports are provided through the town.

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Before and After School Programs:	Maintaining good grades is important for getting into college, but after-school activities reveal a great deal about your interests, your readiness for college, and demonstrate your ability to: Make a meaningful contribution to something, Maintain a commitment, and Manage your time and priorities. At Lincoln, we offer: Academic Extended Day, PARCC Prep, Homework Club, and Before and After Care (SACC) through the town
Staff and Professional Learning:	Well crafted and delivered continuing professional development is important because it delivers benefits to the students, individual teacher, their profession and the public. Lincoln School Staff partake in many forms of PD including: EduPlanet 21, External/Internal Consultants, Lynda.com, New Teacher Academy, SIOP Training, Sheltered Instruction Training, Administration Retreat, Teachers teaching teachers, Teacher Coaching Model, Attendance at workshops/conferences

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Student Supports and Services:	In its support of the district's mission to afford the highest level of teaching and learning, and build an effective and efficient community of learning and character, Lincoln School has a cadre of intervention and referral programs and services readily available: Bilingual Instructional Program, English Language Learners Classes, Child Study Team, School Counselor, Basic Skills, Nurse, I&RS Team, 504 Team, Harassment, Intimidations, and Bullying Specialist
Student Health and Wellness:	It is our hope that the services provided enhances the health and well-being of students to foster their learning and success: Full time nurse on site-also provides classroom lessons, Fire Safety and Bullying Programs, Daily Breakfast Served, Peer Groups
Parent and Community Involvement:	The Lincoln School Parents' Association (LSPA) is a group of parents working together to improve the quality of our children's education. We run the Plant Sale, Book Fair, Holiday Gift Fair, the Helping Hands program, and more. Through our fundraising activities (Cherrydale Farms, Gertrude Hawk Chocolates, Box Tops for Education, etc.), we are able to purchase needed items for our school and sponsor enrichment programs which are educational as well as fun.

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Facilities:	Built in 1932 with an addition added in the 1950's. Currently, the school had all the windows and univents replaced. Air condition units in mandated classrooms.

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Other Information:	Academic excellence is occurring at Lincoln School. The statistical data paints only a numerical portrait of the Lincoln Elementary School. These numbers represent enthusiastic, successful students, involved parents, and an outstanding group of teachers and support staff. These individuals, coupled with a solid, well-balanced academic program, create a positive and productive environment in which to work and learn. There are many wonderful things happening at Lincoln Elementary School this year that are aligned with district initiatives and goals. The implementation of our Balanced Literacy program has further shaped the learning culture of our school and has shifted the focus from teaching to student evidenced-based learning. Our classrooms are using Renaissance Programs (Star Literacy/Math and Accelerated Reading/Math) to identify our children's instructional levels. Recent enhancements to the Renaissance programs offer more options for teaching in an interactive, engaging classroom environment. For example, students now have the option to access and work math and literacy assignments online using computers, laptops, or tablets instead of printing out their assignments. The Lincoln School staff is using data to differentiate instruction at all grade levels through the use of formative and summative assessments. Our focus on individual needs allows early diagnosis and prompts interventions so that all students continue to thrive in their educational setting. Our Bergen County Special Services/Bergenfield Tri-Valley Program for Pre School and Primary school students with autism continues to be an exemplary model.