NJ SCHOOL PERFORMANCE REPORT

ABRAHAM LINCOLN ELEMENTARY SCHOOL
(03-5920-010)
Grades Offered: KG-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	WYCKOFF TWP
Principal Name	MR. LEE
Address	325 MASON AVE WYCKOFF, NJ 07481-2822
Phone Number	(201)848-5720
Email Address	PLEE@WYCKOFFSCHOOLS.ORG
Website	https://www.wyckoffps.org/Domain/259
Facebook	https://www.facebook.com/lincolnwps/
Twitter	https://twitter.com/LincolnWPS

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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
KG	42	61	39
1	52	43	66
2	60	56	43
3	52	62	56
4	55	56	61
5	54	57	59
Total	315	336	324

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	49.5%	50.3%	52.2%
Male	50.5%	49.7%	47.8%
Economically Disadvantaged Students	0.3%	0.6%	0.0%
Students with Disabilities	16.2%	18.5%	17.3%
English Learners	1.6%	2.1%	1.2%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
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	88.6%	86.6%	84.6%
Hispanic	4.8%	5.4%	5.9%
Black or African American	0.3%	0.6%	0.6%
Asian	4.1%	4.8%	4.6%
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	2.2%	2.7%	4.3%

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
KG - Half Day	0	0	0
KG - Full Day	42	61	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	92.9%
Spanish	1.9%
Polish	1.2%
Other Languages	4.0%

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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	58	54.5	50	Met Standard	47	49	50	Met Standard
White	57.5	53	50	Met Standard	49	48	51	Met Standard
Hispanic	*	46	49	**	*	41	48	**
Black or African American	*	*	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	*	72	61	**	*	74	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	67.5	49	**	*	50	51	**
Economically Disadvantaged	N	*	48	**	N	*	47	**
Students with Disabilities	54.5	54	41	Met Standard	31	51	43	Not Met
English Learners	*	35	54	**	*	46	51	**

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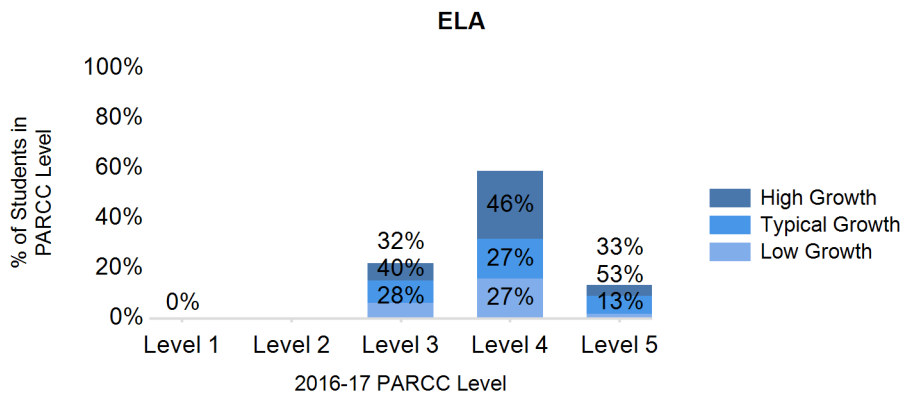
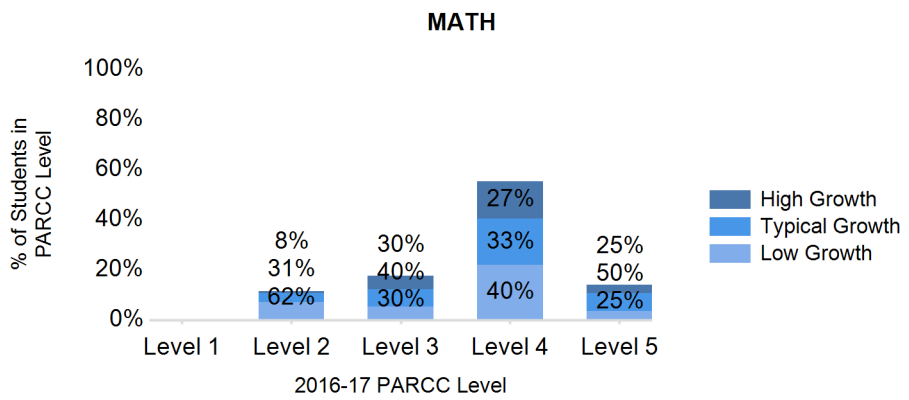
Student Growth by Performance Level

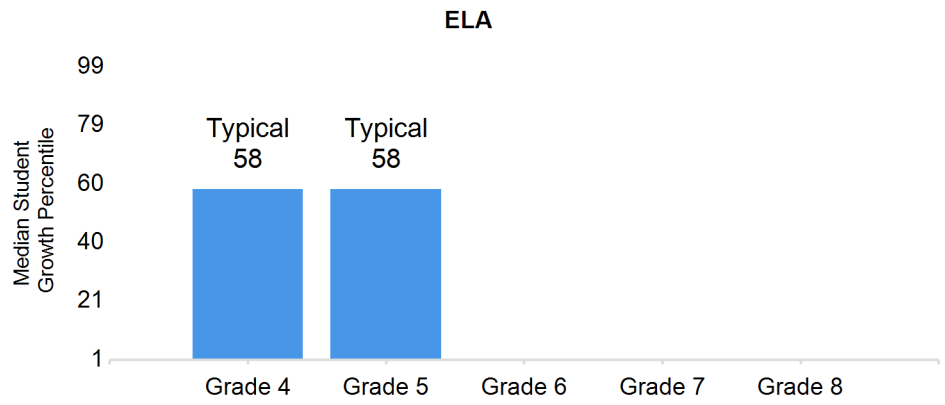
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

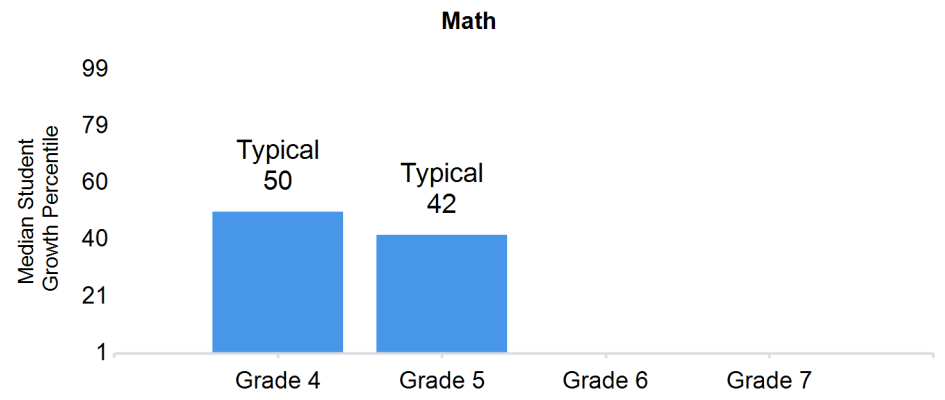




Student Growth by Grade

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	171	98.9	72.5	82.2	56.7	72.5	76.2	Met Target†
White	147	98.7	71.4	82.0	65.6	71.4	75.5	Met Target†
Hispanic	12	100.0	66.7	65.7	42.5	66.7	**	**
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	97.5	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	87.8	63.4	*	**	**
Female	86	98.9	70.9	89.7	64.5	70.9		
Male	85	98.9	74.1	74.6	49.4	74.1		
Economically Disadvantaged Students	N	N	N	69.3	38.5	N	**	**
Non-Economically Disadvantaged Students	171	98.9	72.5	82.4	67.5	72.5		
Students with Disabilities	37	97.4	51.3	52.5	21.6	51.3	66.2	Not Met
Students without Disabilities	134	99.3	78.4	87.7	63.9	78.4		
English Learners	*	*	*	57.9	27.3	*	**	**
Non-English Learners	*	*	*	82.6	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	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	55	766	777	750	*	*	25%	*	*	62%	52%
White	46	765	775	759	*	*	28%	*	*	59%	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	N	N	N	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	805	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	25	769	783	756	*	*	*	*	*	60%	57%
Male	30	763	769	744	*	*	*	*	*	63%	46%
Economically Disadvantaged Students	N	N	*	733	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	55	766	*	762	*	*	25%	*	*	62%	64%
Students with Disabilities	12	739	748	719	*	*	*	*	*	25%	24%
Students without Disabilities	43	773	781	756	*	*	*	*	*	72%	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	55	766	*	753	*	*	25%	*	*	62%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	774	779	756	*	*	18%	39%	34%	74%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	29	779	789	762	*	*	*	*	*	69%	63%
Male	32	770	769	751	*	*	*	*	*	78%	53%
Economically Disadvantaged Students	N	N	*	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	61	774	*	767	*	*	18%	39%	34%	74%	70%
Students with Disabilities	14	753	745	726	*	*	*	*	*	50%	25%
Students without Disabilities	47	780	789	762	*	*	*	*	*	81%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	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	57	772	777	755	0%	*	*	*	*	81%	58%
White	46	771	776	763	0%	*	*	*	*	80%	68%
Hispanic	*	*	758	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	32	777	786	762	0%	*	*	*	*	81%	66%
Male	25	765	767	749	0%	*	*	*	*	80%	51%
Economically Disadvantaged Students	N	N	*	739	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	57	772	*	766	0%	*	*	*	*	81%	71%
Students with Disabilities	11	765	756	724	0%	*	*	*	*	82%	22%
Students without Disabilities	46	773	781	762	0%	*	*	*	*	80%	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	57	772	777	757	0%	*	*	*	*	81%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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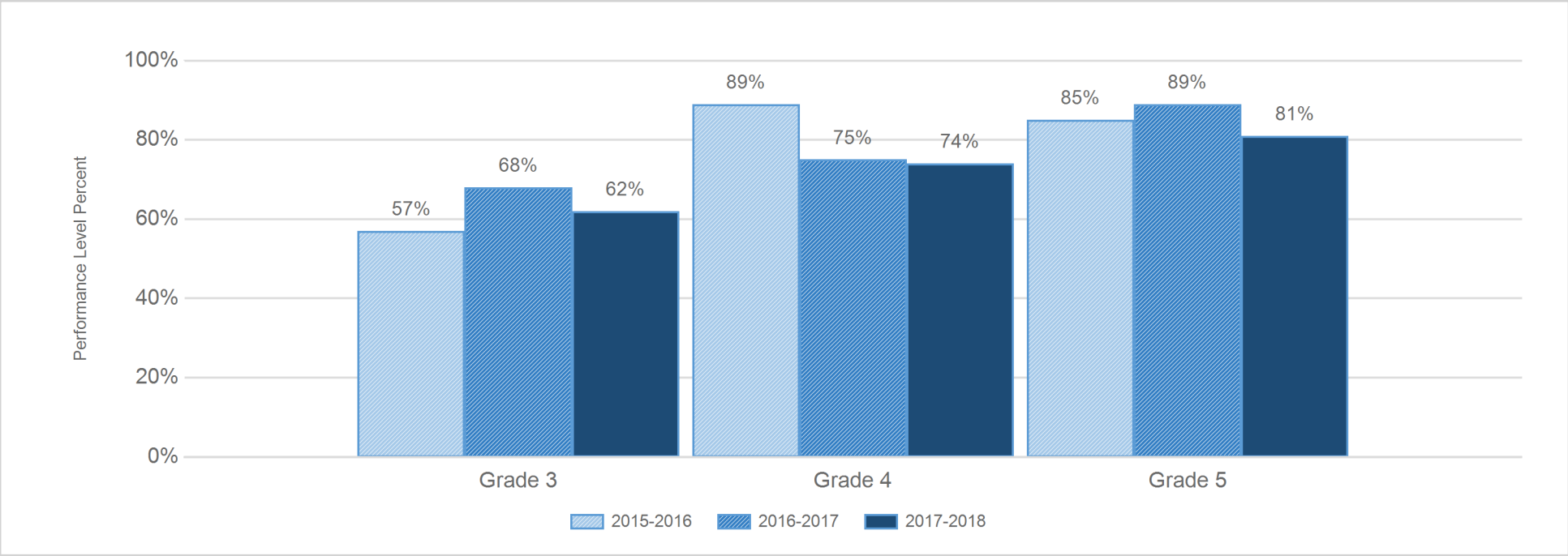
English Language Arts/Literacy Assessment - Performance Trends

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	172	98.9	70.4	72.8	45.0	70.4	76.2	Not Met
White	148	98.7	70.3	72.1	54.1	70.3	76.8	Not Met
Hispanic	12	100.0	58.3	58.2	29.2	58.3	**	**
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	92.5	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	83.0	53.0	*	**	**
Female	86	98.9	62.8	74.4	46.0	62.8		
Male	86	98.9	77.9	71.2	43.9	77.9		
Economically Disadvantaged Students	N	N	N	50.0	26.6	N	**	**
Non-Economically Disadvantaged Students	172	98.9	70.4	73.1	55.9	70.4		
Students with Disabilities	37	97.4	43.2	36.5	17.1	43.2	58.3	Not Met
Students without Disabilities	135	99.3	77.8	79.6	50.5	77.8		
English Learners	*	*	*	40.9	24.6	*	**	**
Non-English Learners	*	*	*	73.4	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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	56	774	774	752	*	*	*	43%	34%	77%	53%
White	47	772	773	760	0%	*	*	45%	30%	74%	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	N	N	N	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	802	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	25	776	777	752	*	*	*	*	*	76%	53%
Male	31	773	772	751	*	*	*	*	*	77%	53%
Economically Disadvantaged Students	N	N	*	736	N	N	N	N	N	N	35%
Non-Economically Disadvantaged Students	56	774	*	762	*	*	*	43%	34%	77%	66%
Students with Disabilities	12	757	757	730	*	*	*	*	*	58%	29%
Students without Disabilities	44	779	777	756	*	*	*	*	*	82%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	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

ABRAHAM LINCOLN ELEMENTARY SCHOOL
(03-5920-010)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	61	759	762	748	*	*	20%	*	*	66%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	N	N	N	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	29	761	764	748	*	*	*	*	*	62%	50%
Male	32	758	760	748	*	*	*	*	*	69%	49%
Economically Disadvantaged Students	N	N	*	733	N	N	N	N	N	N	30%
Non-Economically Disadvantaged Students	61	759	*	758	*	*	20%	*	*	66%	62%
Students with Disabilities	14	739	737	725	*	*	*	*	*	29%	22%
Students without Disabilities	47	765	769	753	*	*	*	*	*	77%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	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

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(03-5920-010)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	758	765	748	*	*	23%	*	*	68%	49%
White	46	760	765	756	*	*	*	*	*	72%	60%
Hispanic	*	*	744	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	32	752	763	749	*	*	*	*	*	53%	50%
Male	25	765	766	747	*	*	*	*	*	88%	48%
Economically Disadvantaged Students	N	N	*	733	N	N	N	N	N	N	29%
Non-Economically Disadvantaged Students	57	758	*	758	*	*	23%	*	*	68%	62%
Students with Disabilities	11	744	745	726	*	*	*	*	*	45%	20%
Students without Disabilities	46	761	769	752	*	*	*	*	*	74%	55%
English Learners	N	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	57	758	765	750	*	*	23%	*	*	68%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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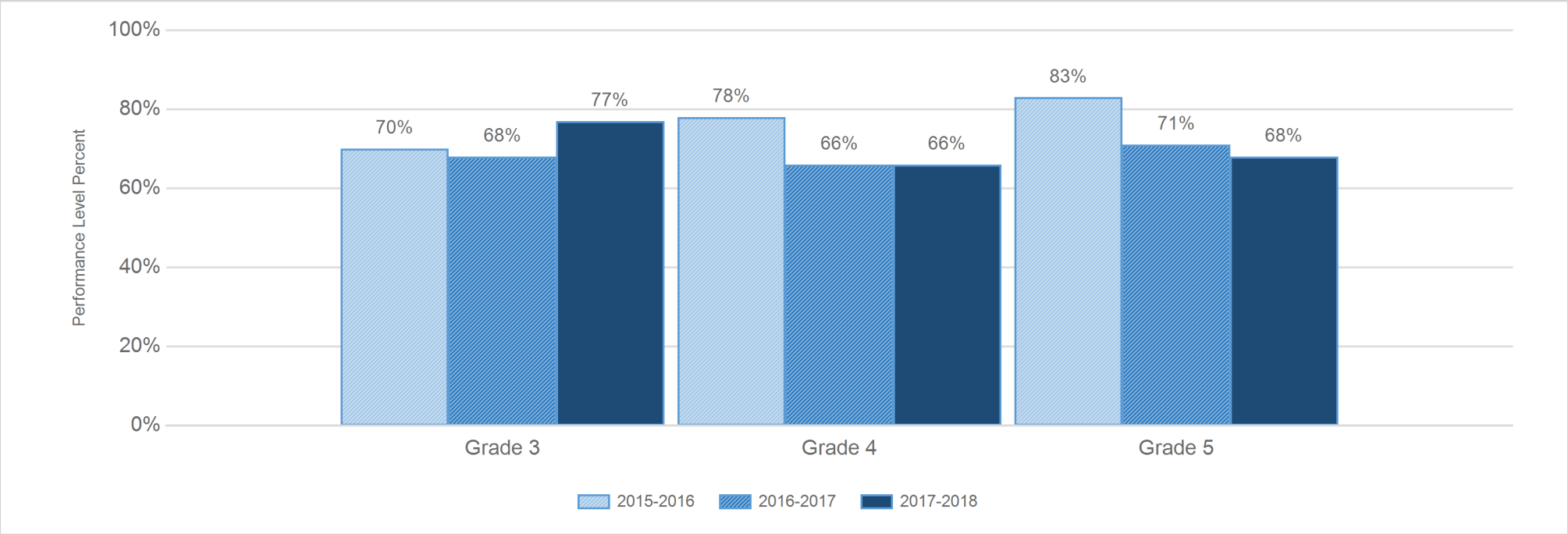
Mathematics Assessment – Performance Trends

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	*	*	*

† 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	*	*	*
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.

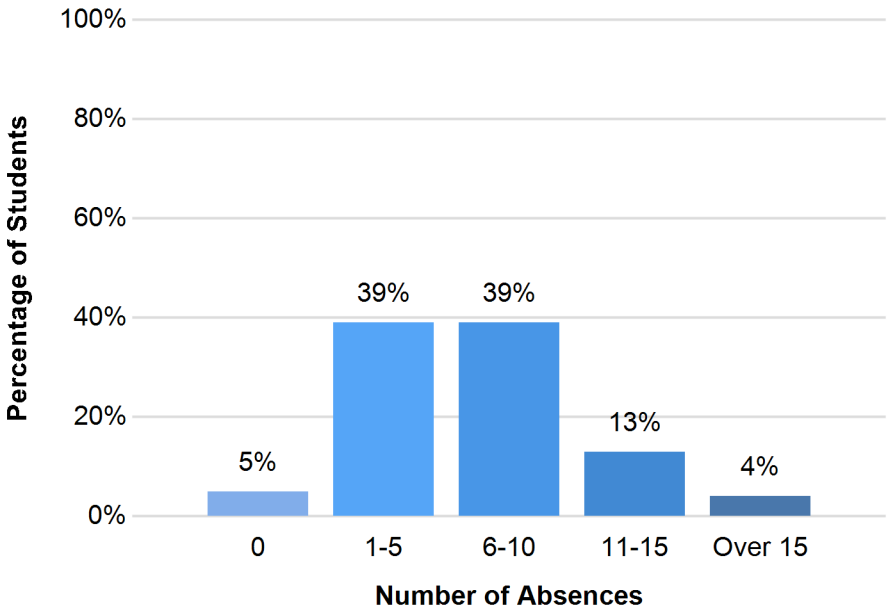
Chronic Absenteeism

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	10	3.1	8.9	Met
White	8	2.9	8.9	Met
Hispanic	1	5.3	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	6.7	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	3	5.3	8.9	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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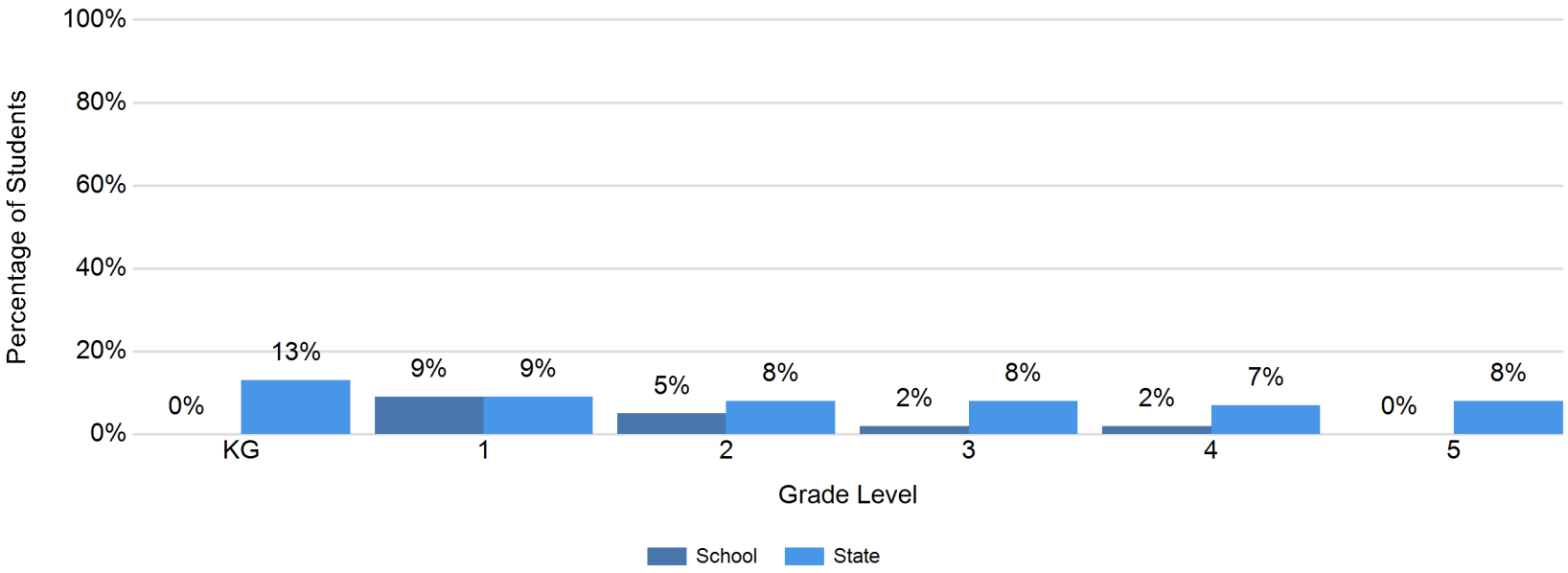
Chronic Absenteeism by Grade

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	1		1

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	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	5.5:1

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)	$276	$16,510	$16,786

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	25	117,464
Average years experience in public schools	11.3	12.0
Average years experience in district	10.1	10.7
Teachers in district for 4 or more years	84.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,374
Average years experience in public schools	16.3	16.0
Average years experience in district	10.7	12.0
Administrators in district for 4 or more years	75.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	11:1
Students to Administrators	324:1	165:1
Teachers to Administrators	25:1	15:1
Students to Librarians/Media Specialists		494:1
Students to Nurses		395:1
Students to Counselors		N
Students to Child Study Team		152:1

NJ SCHOOL PERFORMANCE REPORT

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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

Teacher	4%
Admin	N/A

Master's Degree

Teacher	96%
Admin	100%

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	89.2%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.5%

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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	92.0%	0.0%
Male	8.0%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	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

ABRAHAM LINCOLN ELEMENTARY SCHOOL
(03-5920-010)
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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	81.69	17.5%
Mathematics Proficiency	86.85	17.5%
English Language Arts Growth	78.97	25.0%
Mathematics Growth	28.55	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	90.35	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	69.93	n/a
Summative Rating: Percentile Rank of Summative Score	79.44	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†	Not Met	Met Standard	Met Standard	**	Met	No
White	66.83	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	**	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	70.97	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	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:	• Curriculum includes Reading and Writing Workshop, Math in Focus, and Next Generation Science Standards. • Lincoln School begins each day with a Morning Meeting as part of our Responsive Classroom approach. • Students in grades 3-5 utilize 1:1 chromebooks, in addition to technology integration throughout the grade levels.
Mission, Vision, Theme:	Lincoln School focuses on the academic, social, and emotional growth of each student. We utilize a Responsive Classroom approach to education, and begin each day with a Morning Meeting. Schoolwide Morning Meetings are regular features of the school, and we have a strong home-school connection with an active PTO. Our vision statement declares: "Our purpose is to inspire and empower the Lincoln School community to persevere through difficult challenges, demonstrate empathy and respect towards others, and foster a lifelong joy of learning."
Awards, Recognition, Accomplishments:	Lincoln School offers a number of awards to 5th grade students at promotion, including the Dana Hannon Memorial Citizenship Award, Bergen County Caring Award, Lincoln Mentor Award, Lincoln Permanent Art Collection Award, John R. Orr - Physical Education Award, as well as a number of other recognitions. Our students and staff have received a variety of other academic and athletic awards throughout the years, and we have had a number of teachers present at State education conferences.

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Courses, Curriculum, Instruction:	Lincoln School uses a balanced literacy approach to English Language Arts, employing Reading and Writing Workshop. Our math program, Math in Focus, utilizes a Singapore-based approach with a focus on problem-solving and communication. We follow Next Generations Science Standards in an inquiry-based science curriculum, and have a wide range of special area offerings.
Sports and Athletics:	Lincoln School has a number of after-school intramural activities, including soccer, speed ball, and scooter football. The scooter football season culminates in a "Scooter Bowl," a popular event in which the entire school unites to view the championship game of the intramural season.
Clubs and Activities:	The following clubs and activities are available to Lincoln students: Band, Chorus, Intramurals, STEM Clubs, Safety Patrol, Student Council, and TAP (Talented Arts Program). Summer Academies is offered to our children during the early part of the summer.

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Before and After School Programs:	The following before and after school programs are offered to Lincoln students: Daisy's, Brownies, Girl Scouts, and Boy Scouts. The YMCA has morning and after care held in our school. The YMCA also has after school program classes for Lincoln School students that are held at Lincoln School once a week. Literary Lions is offered once a month at Lincoln. Recreational sports utilize our facilities on a regular basis.
Staff and Professional Learning:	Teachers collaborate in Professional Learning Communities and meet during common planning time to discuss curriculum, instruction, and assessment. In-service offerings are provided after school to teachers in addition to regularly infused coaching and consulting. We have an Instructional Coach who works with our staff on a daily basis to improve instruction and assist teachers in their professional growth.

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Student Supports and Services:	Lincoln School offers the following student supports and services: ESL, Guidance, Nurse, Reading Specialist, Math Specialist, Occupational Therapy, Special Services, Speech and Language Services, a Consultancy Model, and I&RS.
Student Health and Wellness:	Lessons are provided in hand washing, medicine safety, stranger danger, body hygiene, nutrition, and cyberbullying. Guidance lessons are given throughout the year in classrooms. Lunches are provided through outside vendors. Students at Lincoln School receive physical education classes, regular brain breaks, and 20 minutes of recess each day.
Parent and Community Involvement:	Our parents are involved in a number of activities, including Masterpiece Art, Media Center volunteers, Gardening Club, Dad's Night, school pizza day, etc. Our PTO holds monthly meetings, and is actively involved in school community events. Parents have access to our Genesis Parent Portal, and report cards are provided online, as well as other important forms and documents.

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Facilities:	Lincoln School is 64 years old and has undergone several renovations. The most recent one was approximately 12 years ago. We have several playgrounds and a number of athletic fields on site.
School Safety:	Lincoln School has a dedicated school safety team, comprised of the principal, a school social worker, teaching staff members, and a parent liaison. The team meets several times yearly to discuss and analyze school safety issues, including the physical and emotional safety and security of students. A school crisis team meets regularly to plan responses to potential crises, and performs tabletop exercises to brainstorm how to respond to potential issues of school safety and security. Lincoln School uses a Lobbyguard visitor management system and a single entry system to enhance security and manage access to the building.

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Technology and STEM:	Lincoln School has a strong focus on STEM and an integrated educational technology curriculum. Students in grades 2-5 have access to Chromebooks on a 1:1 basis. Primary students utilize iPads and interactive software in the classroom, in addition to SmartBoard technology. Students in K-2 receive regularly scheduled pull-out technology instruction, and a dedicated technology instructor facilitates instruction with our grade 3-5 classrooms. STEM lessons are integrated into our Science curriculum, which follows the Next Generation Science Standards. Students perform hands-on inquiry-based science explorations, and make interdisciplinary connections in the classroom as well as through the use of our Makerspace.

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Other Information:	Abraham Lincoln Elementary School is a Grades K-5 school with a history of excellence and a focus on developing the academic, social, and emotional competencies of our students. Students are at the center of active learning experiences across content areas, supported by a rich and diverse curriculum. A true commitment to building a supportive and respectful school setting is held by all stakeholders, including staff, students, and families. Students and staff begin each day with a Responsive Classroom morning meeting, and form bonds through school traditions and a shared pride in Lincoln School. Learning is enhanced through extensive educational technology and an environment in which students use creativity and problem-solving to develop and strengthen essential skills. Our school is one in which students and staff strive to do their personal best each and every day, and work collaboratively to set and achieve goals. I am proud to serve as Principal of Abraham Lincoln School, the home of the Lions!