NJ SCHOOL PERFORMANCE REPORT

LINCOLN ANNEX SCHOOL
(23-3530-300)
Grades Offered: 03-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	NEW BRUNSWICK CITY
Principal Name	MRS. DOBSON
Address	165 SOMERSET ST NEW BRUNSWICK, NJ 08901
Phone Number	(732)745-5300
Email Address	SALLY_DOBSON@NBPSNJ.NET
Website	http://lna.nbpschools.net/
Facebook	https://www.facebook.com/Lincoln-Annex-School-800652843454473/
Twitter	https://twitter.com/LincolnAnnex

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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
3	0	144	0
4	0	145	160
5	0	132	174
6	0	116	156
7	0	86	112
8	0	0	82
Total	0	623	684

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	0.0%	47.4%	48.4%
Male	0.0%	52.6%	51.6%
Economically Disadvantaged Students	0.0%	92.8%	86.4%
Students with Disabilities	0.0%	16.9%	16.5%
English Learners	0.0%	6.7%	7.3%
Homeless Students		1.4%	1.5%
Students in Foster Care		0.0%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.0%	0.2%	0.9%
Hispanic	0.0%	96.1%	94.4%
Black or African American	0.0%	3.0%	3.4%
Asian	0.0%	0.5%	1.2%
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	0.0%	0.2%	0.1%

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
Spanish	80.1%
English	19.4%
Other Languages	0.4%

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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	50	55	50	Met Standard	43	48	50	Met Standard
White	*	50	50	**	*	41.5	51	**
Hispanic	51	55	49	Met Standard	43	48	48	Met Standard
Black or African American	47	49.5	44	Met Standard	47	51	44	**
Asian, Native Hawaiian, or Pacific Islander	*	55	61	**	*	29	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	50	55	48	Met Standard	43	48	47	Met Standard
Students with Disabilities	42	41	41	Met Standard	36	40	43	Not Met
English Learners	52	59	54	Met Standard	46	49	51	Met Standard

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A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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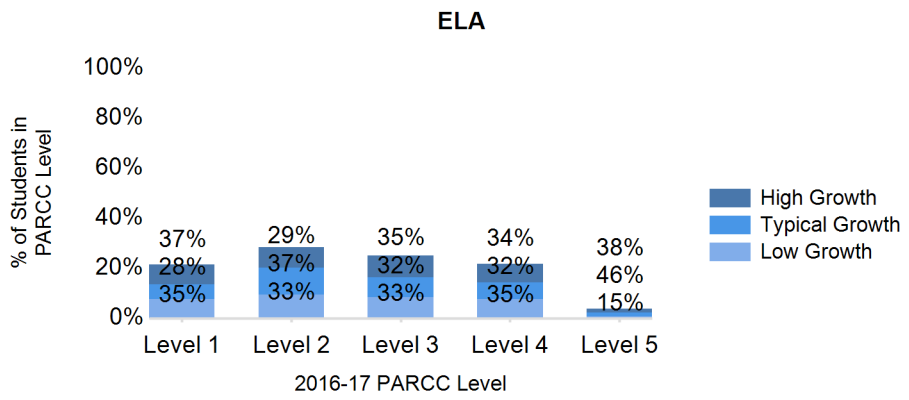
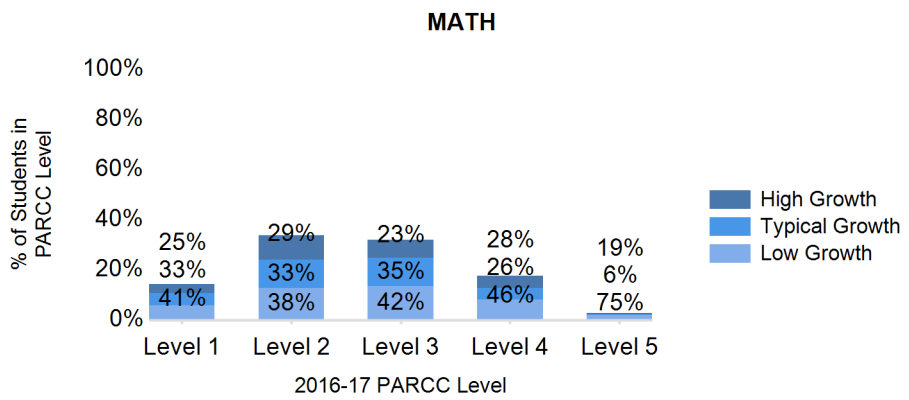
Student Growth by Performance Level

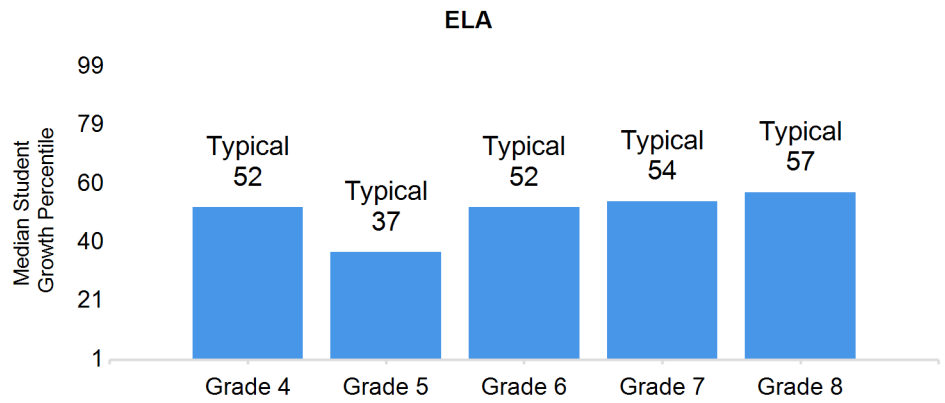
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

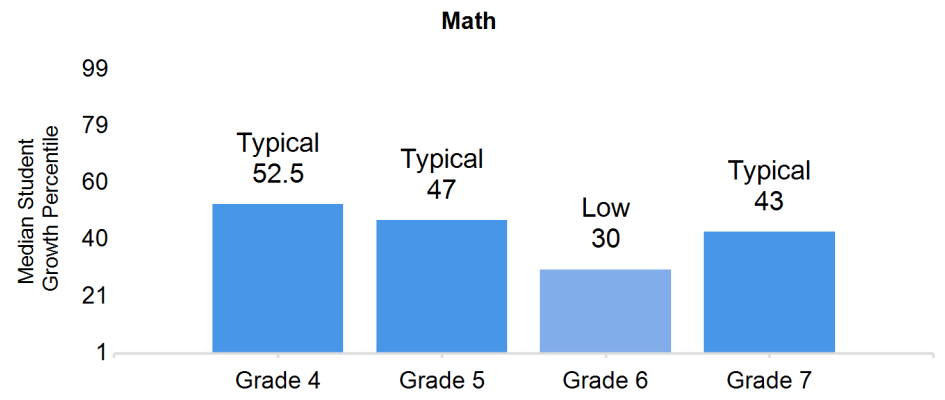




Student Growth by Grade

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	746	99.5	26.9	31.1	56.7	26.9	22.6	Met Target
White	*	*	*	48.6	65.6	*	**	**
Hispanic	710	99.6	26.6	30.6	42.5	26.6	22.9	Met Target
Black or African American	23	100.0	17.4	33.0	37.3	17.4	15.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.3	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	365	99.2	33.2	37.2	64.5	33.2		
Male	381	99.7	21.0	25.4	49.4	21.0		
Economically Disadvantaged Students	633	99.5	26.5	*	38.5	26.5	22.1	Met Target
Non-Economically Disadvantaged Students	113	99.2	29.2	*	67.5	29.2		
Students with Disabilities	128	98.5	*	*	21.6	*	7.7	Not Met
Students without Disabilities	618	99.7	*	*	63.9	*		
English Learners	214	99.1	14.1	15.4	27.3	14.1	15.9	Met Target†
Non-English Learners	532	99.6	32.2	36.7	59.4	32.2		
Homeless Students	12	92.9	16.6	16.9	27.7	28.3		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	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	N	N	721	750	N	N	N	N	N	N	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	N	N	*	736	N	N	N	N	N	N	38%
Black or African American	N	N	733	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	N	N	727	756	N	N	N	N	N	N	57%
Male	N	N	715	744	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	719	733	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	N	N	732	762	N	N	N	N	N	N	64%
Students with Disabilities	N	N	693	719	N	N	N	N	N	N	24%
Students without Disabilities	N	N	726	756	N	N	N	N	N	N	57%
English Learners	N	N	699	712	N	N	N	N	N	N	15%
Non-English Learners	N	N	729	753	N	N	N	N	N	N	55%
Homeless Students	N	N	711	720	N	N	N	N	N	N	21%
Students in Foster Care	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	161	735	735	756	14%	25%	32%	*	*	30%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	154	735	735	744	12%	25%	32%	*	*	30%	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	71	740	738	762	*	27%	25%	*	*	38%	63%
Male	90	730	*	751	*	23%	37%	*	*	23%	53%
Economically Disadvantaged Students	128	735	735	740	*	*	31%	*	*	30%	40%
Non-Economically Disadvantaged Students	33	733	738	767	*	*	33%	*	*	27%	70%
Students with Disabilities	27	712	713	726	*	*	*	*	*	*	25%
Students without Disabilities	134	739	739	762	*	*	*	*	*	*	64%
English Learners	34	718	719	720	*	*	*	*	*	*	17%
Non-English Learners	127	739	740	759	*	*	*	*	*	*	61%
Homeless Students	*	*	722	729	*	*	*	*	*	*	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	*	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	174	727	733	755	21%	31%	27%	16%	6%	21%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	164	727	733	743	21%	30%	28%	*	*	21%	43%
Black or African American	*	*	735	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	88	736	739	762	13%	27%	32%	*	*	28%	66%
Male	86	717	727	749	29%	35%	22%	*	*	14%	51%
Economically Disadvantaged Students	151	726	731	739	*	*	*	*	*	19%	39%
Non-Economically Disadvantaged Students	23	733	742	766	*	*	*	*	*	35%	71%
Students with Disabilities	32	705	707	724	*	*	*	*	*	*	22%
Students without Disabilities	142	732	738	762	*	*	*	*	*	*	65%
English Learners	*	*	705	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	736	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	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 by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	172	733	736	754	15%	26%	34%	19%	7%	26%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	161	731	*	742	16%	27%	34%	*	*	24%	42%
Black or African American	*	*	738	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	85	741	744	761	*	22%	36%	*	*	33%	64%
Male	87	726	730	748	*	29%	31%	*	*	18%	48%
Economically Disadvantaged Students	143	731	*	739	*	*	34%	*	*	24%	37%
Non-Economically Disadvantaged Students	29	745	*	764	*	*	34%	*	*	31%	68%
Students with Disabilities	22	710	710	723	*	*	*	*	*	*	18%
Students without Disabilities	150	737	742	760	*	*	*	*	*	*	63%
English Learners	10	714	717	712	*	*	*	*	*	10%	*
Non-English Learners	162	735	738	755	*	*	*	*	*	27%	*
Homeless Students	*	*	723	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	732	740	760	14%	27%	29%	*	*	29%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	123	732	*	746	14%	28%	29%	*	*	29%	49%
Black or African American	*	*	734	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	60	743	747	769	*	17%	28%	*	*	42%	72%
Male	69	724	733	752	*	36%	30%	*	*	19%	54%
Economically Disadvantaged Students	108	733	739	742	*	*	*	*	*	31%	44%
Non-Economically Disadvantaged Students	21	731	742	771	*	*	*	*	*	24%	73%
Students with Disabilities	34	706	*	721	*	*	*	*	*	*	22%
Students without Disabilities	95	742	*	768	*	*	*	*	*	*	71%
English Learners	11	717	713	705	*	*	*	*	*	18%	11%
Non-English Learners	118	734	742	762	*	*	*	*	*	31%	64%
Homeless Students	*	*	748	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ANNEX SCHOOL
(23-3530-300)
Grades Offered: 03-08
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	734	734	759	11%	29%	32%	*	*	28%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	114	734	735	744	11%	29%	32%	*	*	29%	45%
Black or African American	*	*	730	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	66	732	740	768	*	35%	32%	*	*	24%	69%
Male	53	736	728	751	*	23%	32%	*	*	32%	52%
Economically Disadvantaged Students	108	735	734	740	*	*	*	*	*	29%	42%
Non-Economically Disadvantaged Students	11	720	735	769	*	*	*	*	*	18%	71%
Students with Disabilities	13	704	706	719	*	*	*	*	*	*	19%
Students without Disabilities	106	737	741	766	*	*	*	*	*	*	68%
English Learners	*	*	698	703	*	*	*	*	*	*	*
Non-English Learners	*	*	738	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ANNEX SCHOOL
(23-3530-300)
Grades Offered: 03-08
2017-2018

Report Key:
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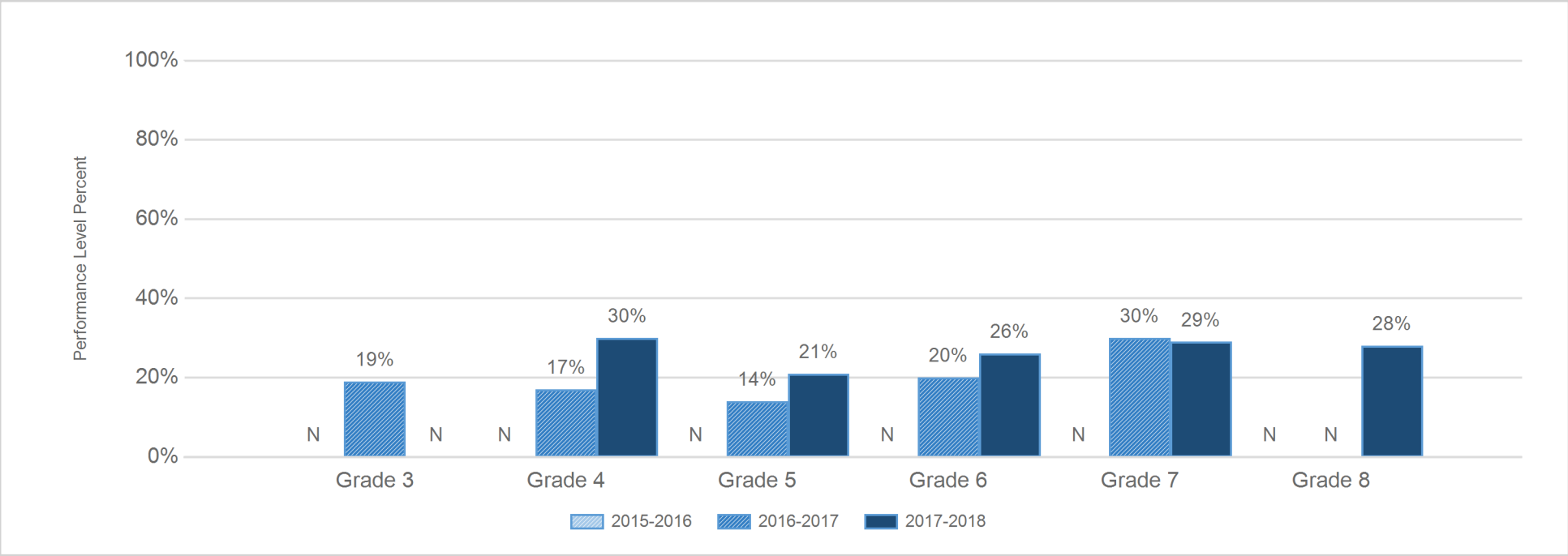
English Language Arts/Literacy Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

LINCOLN ANNEX SCHOOL
(23-3530-300)
Grades Offered: 03-08
2017-2018

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	749	99.5	20.0	23.0	45.0	20.0	16.6	Met Target
White	*	*	*	41.5	54.1	*	**	**
Hispanic	712	99.6	19.6	22.8	29.2	19.6	16.8	Met Target
Black or African American	23	100.0	13.0	21.8	23.4	13.0	4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.2	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	365	99.2	21.6	23.9	46.0	21.6		
Male	384	99.7	18.5	22.2	43.9	18.5		
Economically Disadvantaged Students	635	99.5	19.1	*	26.6	19.1	16.4	Met Target
Non-Economically Disadvantaged Students	114	99.2	25.5	*	55.9	25.5		
Students with Disabilities	128	98.5	*	*	17.1	*	6.8	Met Target†
Students without Disabilities	621	99.7	*	*	50.5	*		
English Learners	217	99.1	11.1	15.5	24.6	11.1	13.4	Met Target†
Non-English Learners	532	99.6	23.7	25.8	46.9	23.7		
Homeless Students	12	92.9	16.7	10.6	17.3	21.0		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ANNEX SCHOOL
(23-3530-300)
Grades Offered: 03-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	734	752	N	N	N	N	N	N	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	N	N	*	739	N	N	N	N	N	N	38%
Black or African American	N	N	737	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	N	N	735	752	N	N	N	N	N	N	53%
Male	N	N	733	751	N	N	N	N	N	N	53%
Economically Disadvantaged Students	N	N	733	736	N	N	N	N	N	N	35%
Non-Economically Disadvantaged Students	N	N	742	762	N	N	N	N	N	N	66%
Students with Disabilities	N	N	716	730	N	N	N	N	N	N	29%
Students without Disabilities	N	N	737	756	N	N	N	N	N	N	57%
English Learners	N	N	722	726	N	N	N	N	N	N	23%
Non-English Learners	N	N	739	754	N	N	N	N	N	N	56%
Homeless Students	N	N	723	723	N	N	N	N	N	N	20%
Students in Foster Care	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 ANNEX SCHOOL
(23-3530-300)
Grades Offered: 03-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	161	732	735	748	11%	27%	37%	*	*	25%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	154	732	735	737	10%	27%	38%	*	*	25%	34%
Black or African American	*	*	726	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	71	732	733	748	*	31%	*	*	*	31%	50%
Male	90	732	*	748	*	23%	*	*	*	21%	49%
Economically Disadvantaged Students	128	734	735	733	*	*	34%	*	*	29%	30%
Non-Economically Disadvantaged Students	33	727	734	758	*	*	45%	*	*	12%	62%
Students with Disabilities	27	719	714	725	*	*	*	*	*	15%	22%
Students without Disabilities	134	735	739	753	*	*	*	*	*	28%	55%
English Learners	34	719	725	722	*	*	*	*	*	*	16%
Non-English Learners	127	736	737	750	*	*	*	*	*	*	52%
Homeless Students	*	*	721	722	*	*	*	*	*	*	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	*	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ANNEX SCHOOL
(23-3530-300)
Grades Offered: 03-08
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	174	730	736	748	13%	32%	31%	*	*	24%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	164	730	736	736	13%	32%	32%	*	*	24%	32%
Black or African American	*	*	733	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	88	734	737	749	*	30%	36%	*	*	26%	50%
Male	86	726	734	747	*	35%	26%	*	*	21%	48%
Economically Disadvantaged Students	151	728	735	733	*	*	*	*	*	19%	29%
Non-Economically Disadvantaged Students	23	744	743	758	*	*	*	*	*	52%	62%
Students with Disabilities	32	711	721	726	*	*	*	*	*	*	20%
Students without Disabilities	142	734	739	752	*	*	*	*	*	*	55%
English Learners	*	*	730	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	737	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ANNEX SCHOOL
(23-3530-300)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	173	721	725	744	20%	41%	23%	*	*	16%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	162	720	*	731	20%	44%	22%	*	*	14%	27%
Black or African American	*	*	727	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	85	725	728	745	16%	34%	32%	*	*	18%	45%
Male	88	717	722	742	24%	48%	14%	*	*	15%	42%
Economically Disadvantaged Students	144	721	*	729	*	40%	*	*	*	15%	24%
Non-Economically Disadvantaged Students	29	724	*	753	*	48%	*	*	*	24%	56%
Students with Disabilities	22	709	708	717	*	*	*	*	*	*	13%
Students without Disabilities	151	723	729	748	*	*	*	*	*	*	49%
English Learners	11	699	706	713	*	*	*	*	*	*	11%
Non-English Learners	162	723	727	745	*	*	*	*	*	*	45%
Homeless Students	*	*	722	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ANNEX SCHOOL
(23-3530-300)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	130	723	728	743	15%	40%	29%	*	*	15%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	123	723	*	732	15%	41%	28%	*	*	15%	27%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	60	723	728	745	17%	40%	23%	*	*	20%	45%
Male	70	723	728	741	14%	40%	34%	*	*	11%	42%
Economically Disadvantaged Students	109	722	728	730	*	*	*	*	*	14%	24%
Non-Economically Disadvantaged Students	21	726	729	751	*	*	*	*	*	24%	55%
Students with Disabilities	34	704	*	717	*	*	*	*	*	*	12%
Students without Disabilities	96	730	*	748	*	*	*	*	*	*	50%
English Learners	12	721	714	716	*	*	*	*	*	*	10%
Non-English Learners	118	723	730	744	*	*	*	*	*	*	45%
Homeless Students	*	*	732	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ANNEX SCHOOL
(23-3530-300)
Grades Offered: 03-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	713	715	728	37%	34%	18%	12%	0%	12%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	99	713	716	722	37%	32%	18%	12%	0%	12%	22%
Black or African American	*	*	706	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	59	710	716	731	*	*	*	*	*	*	31%
Male	45	717	714	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	92	713	716	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	12	711	711	735	*	*	*	*	*	*	35%
Students with Disabilities	13	694	693	705	*	*	*	*	*	*	*
Students without Disabilities	91	716	721	735	*	*	*	*	*	*	*
English Learners	*	*	714	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	715	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ANNEX SCHOOL
(23-3530-300)
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	16	751	726	746	0%	*	*	*	*	50%	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	16	751	725	730	0%	*	*	*	*	50%	27%
Black or African American	N	N	724	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	*	*	728	748	*	*	*	*	*	*	48%
Male	*	*	723	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	16	751	727	729	0%	*	*	*	*	50%	25%
Non-Economically Disadvantaged Students	N	N	722	756	N	N	N	N	N	N	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	16	751	729	752	0%	*	*	*	*	50%	52%
English Learners	N	N	707	710	N	N	N	N	N	N	*
Non-English Learners	16	751	*	749	0%	*	*	*	*	50%	*
Homeless Students	N	N	719	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ANNEX SCHOOL
(23-3530-300)
Grades Offered: 03-08
2017-2018

Report Key:
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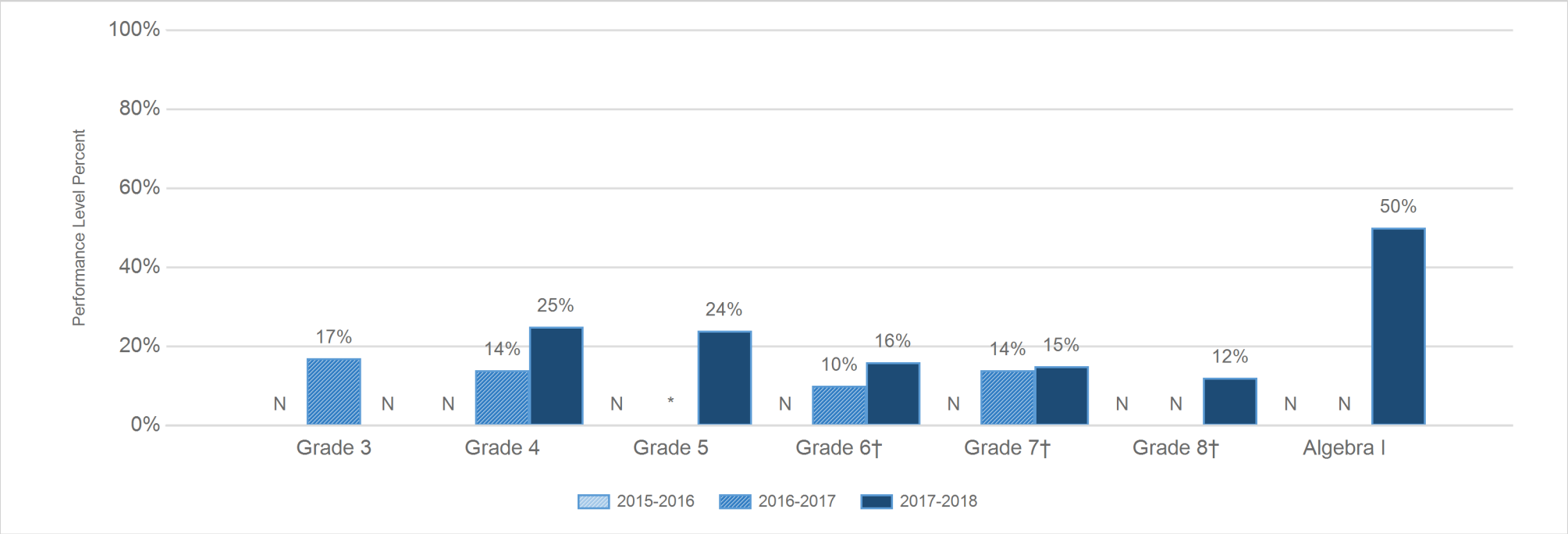
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

NJ SCHOOL PERFORMANCE REPORT

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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	*	*
6	N	N
7	N	N
8	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	81.8%	46.8%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	37	62.2%	37.8%

NJ SCHOOL PERFORMANCE REPORT

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	164
7	0	0	118
8	12	0	70
Total	12	0	352

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	164	0	0	0	0	0	0
7	118	0	0	0	0	0	0
8	82	0	0	0	0	0	0
Total	364	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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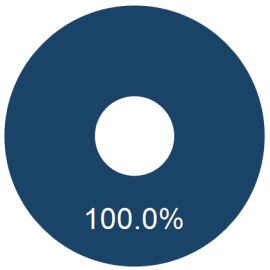
Visual and Performing Arts – Course Participation

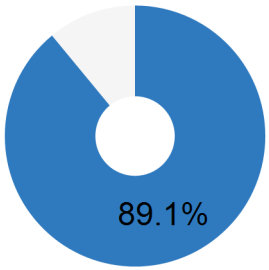
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

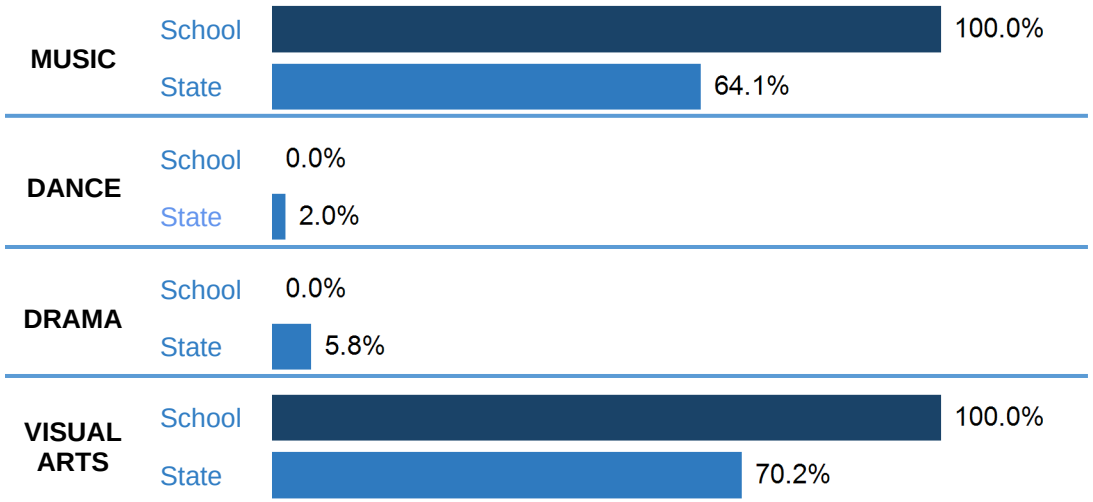


School



State

Students enrolled in one or more classes by discipline:



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

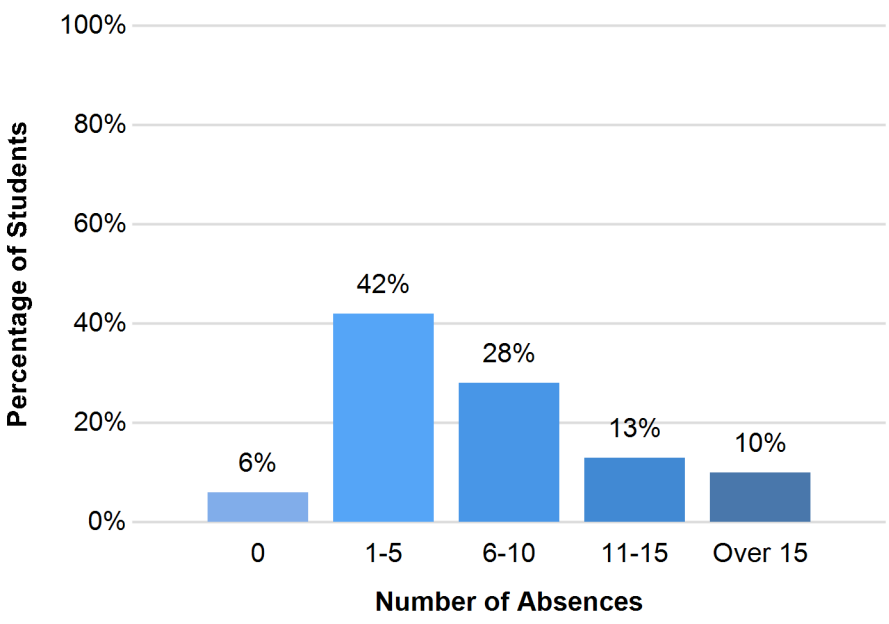
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	57	8.3	8.5	Met
White	*	*	**	**
Hispanic	49	7.5	8.5	Met
Black or African American	6	26.1	8.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	44	7.4	8.5	Met
Students with Disabilities	15	12.7	8.5	Not Met
English Learners	3	6.0	8.5	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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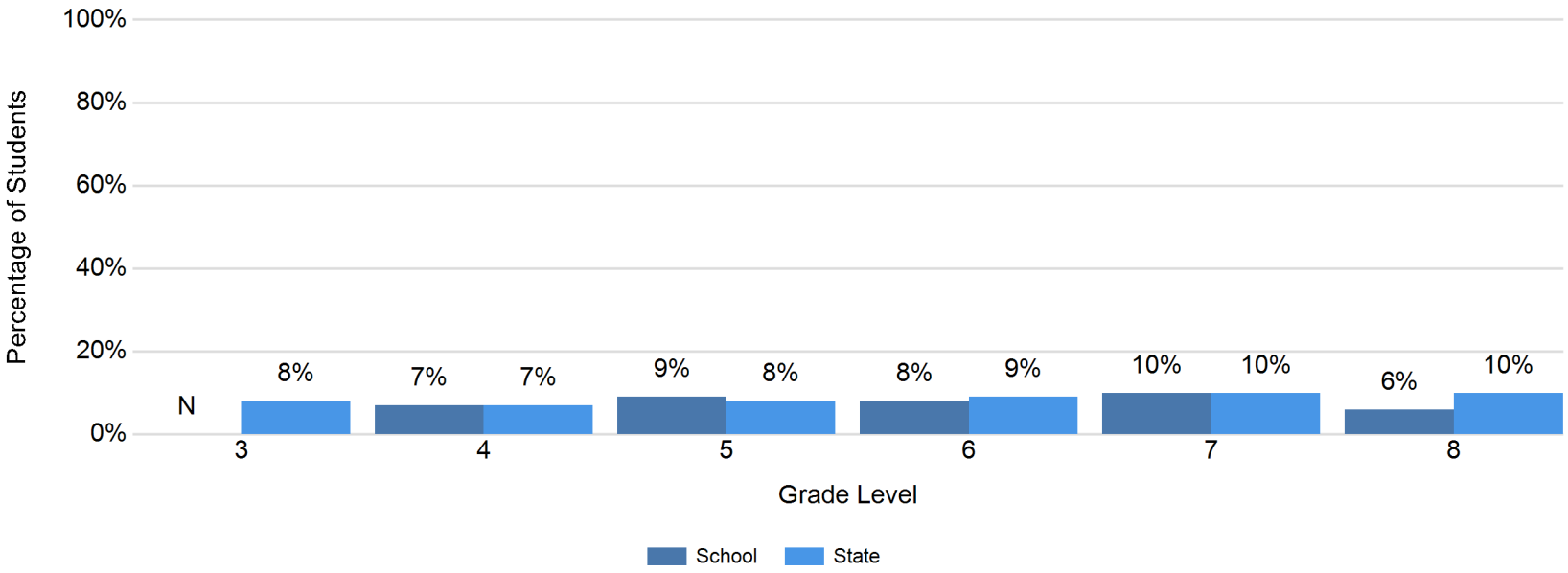
Chronic Absenteeism by Grade

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	10
Weapons	3
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	2.92

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	3
Weapons	3
Vandalism	1
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	3	3	6
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	1	1	2
Disability	0	1	1
Other	1	2	3
No Identified Nature	12		12

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	20	2.9%
Any Suspension	20	2.9%
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
50

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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	3:15 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	2 Hrs. 53 Mins.

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	1.0:1

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)	$919	$15,490	$16,409

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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	55	117,464
Average years experience in public schools	8.1	12.0
Average years experience in district	6.8	10.7
Teachers in district for 4 or more years	57.4%	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	56	9,374
Average years experience in public schools	13.6	16.0
Average years experience in district	8.8	12.0
Administrators in district for 4 or more years	67.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	342:1	182:1
Teachers to Administrators	28:1	14:1
Students to Librarians/Media Specialists		1130:1
Students to Nurses		509:1
Students to Counselors		565:1
Students to Child Study Team		221:1

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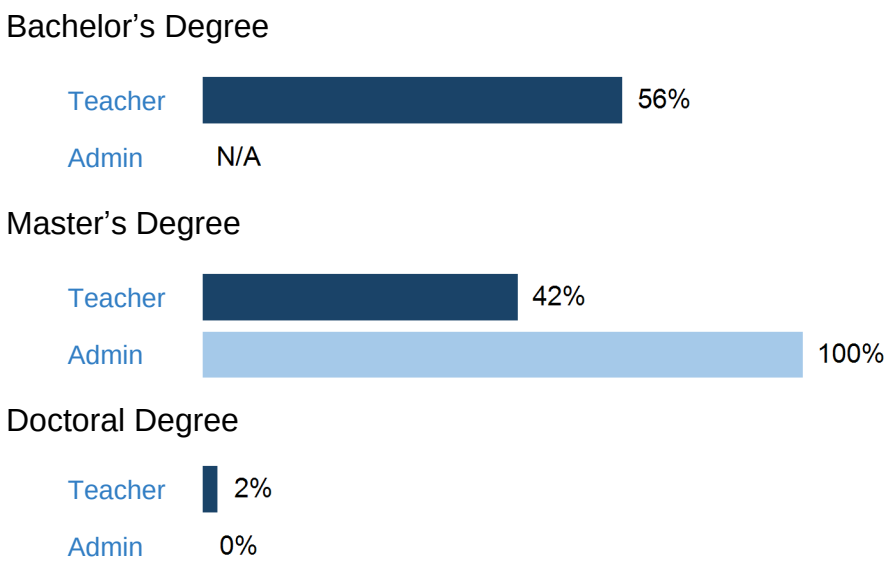
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.5%	90.2%
2016-17 Administrators: Same district 2017-18	85.7%	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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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	76.4%	50.0%
Male	23.6%	50.0%
White	87.3%	100.0%
Hispanic	7.3%	0.0%
Black or African American	5.5%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	7.35	15.0%
Mathematics Proficiency	9.00	15.0%
English Language Arts Growth	49.70	20.0%
Mathematics Growth	24.63	20.0%
Progress Towards English Language Proficiency	95.74	20.0%
Chronic Absenteeism	41.07	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	40.57	n/a
Summative Rating: Percentile Rank of Summative Score	33.59	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	Exceeds Target	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	37.05	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	30.11	14.08	No	Met Target	Met Target	Met Standard	**	n/a	Not Met	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	43.02	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	30.48	14.08	No	Not Met	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	47.78	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	Met Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

LINCOLN ANNEX SCHOOL
(23-3530-300)
Grades Offered: 03-08
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Lincoln Annex School was certified as a Bronze Future Ready School in 2017 and a Silver Future Ready School in 2018. • Lincoln annex School has been designated as the district Health and Wellness Theme School. • Technology is a part of each school day, with all students utilizing 1:1 personal Chromebooks, with students in grades 6-8 taking devices to and from home beginning in the spring of 2019.
Mission, Vision, Theme:	At Lincoln Annex School our staff strives to reflect our District Mission by “preparing, inspiring, and empowering lifelong learners and leaders.” We endeavor to fulfill our District Vision by “inspiring students to become engaged in their own learning… and to develop their creative problem-solving and critical thinking skills.” Lincoln Annex School has been designated as the District Health and Wellness Theme School.
Awards, Recognition, Accomplishments:	Lincoln Annex School has been certified as a Silver Future Ready School. Students are training to be 21st Century Learners through interaction with strong, research-based curricula that are aligned with the New Jersey Student Learning Standards, use of technology, and opportunities to solve real-world problems through inquiry-based learning.

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Courses, Curriculum, Instruction:	Staff members engage students with current best practices including guided reading and readers' and writers' workshop models. Students work consistently to analyze their reading and strengthen their writing with strategic use of text evidence. Students engage in real-world math, approaching math problems through collaborative, inquiry-based learning experiences. The goal of this approach is to build powerful mathematical thinkers and capable problem solvers.
Sports and Athletics:	6th - 8th grade students who attend Lincoln Annex School are transported by bus to the New Brunswick Middle School to participate in all sports offered to the middle school students of the New Brunswick School District.
Clubs and Activities:	Middle School students may choose to participate in Student Council, Yearbook, 8th Grade Activities Club, and The Environmental & Gardening Club.

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Before and After School Programs:	Elementary grade students are invited to participate in our early morning Extended School Day Instructional program. Middle School Students may participate in a variety of Leadership programs provided through the Greater New Brunswick Civic League. All students may attend the New Brunswick City Youth Services System after-school program.
Staff and Professional Learning:	Professional Development is ongoing throughout the school year and into the summer months. An overarching theme of all staff training is centered on strategies and practices designed to enhance students' critical thinking skills in all subject areas. Staff have engaged in learning experiences geared toward improving questioning and discussion techniques to assist students in exploring rigorous, high-level tasks.

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Student Supports and Services:	English Language Learners receive daily targeted instruction. Special education services include in-class resource, pull-out resource, and self-contained special education classrooms. Response to Intervention (RTI) instruction is provided multiple times throughout the week. This approach identifies at-risk students as early as possible and provides us with an array of options to ensure student success. Intervention and Referral Services assist students who are experiencing learning difficulties.
Student Health and Wellness:	At Lincoln Annex School, our curricula are infused with learning activities designed to strengthen our students' awareness of health and wellness issues. Students created projects on monthly health and wellness themes, learned about healthy eating and competed to create healthy snacks, wrote musicals on the topics of famous women in the health field, and created capstone projects on health and wellness themes for our year-end Academic Fair and Festival of the Arts. Partnering with NJ Food Corps and Community Foodbank of NJ, Lincoln Annex School is committed to addressing healthy living and lifestyles with our families.
Parent and Community Involvement:	The Lincoln Annex PTO meets monthly to engage parents in a variety of activities and events. Our school also hosts a number of Literacy and Math Family Nights throughout the school year. Parents can access the Parent Portal through our Realtime Student Data system. In addition, we have developed partnerships with community agencies such as the Civic League of Greater New Brunswick, George Street Theater, and Rutgers University, just to name a few.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Students, staff, and parents complete a yearly School Climate Survey. Results from the survey are examined, shared with stakeholders, and used to make necessary school improvements.
Facilities:	Lincoln Annex School first opened its doors to 620 third through seventh grade students in September of 2016 in the newly refurbished, former Saint Peter's School at 165 Somerset Street, New Brunswick, New Jersey. All rooms have been renovated and are air conditioned. Each classroom is equipped with wall-mounted LCD projectors which are connected to a computer, and all students are provided with laptops. We have a library, art room, computer lab, gym, stage, and cafeteria.

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Other Information:	As a Future Ready certified school, many of our staff members have participated in Google Certification trainings and have earned multiple levels of Google Educator certifications. Lincoln Annex is also home to the district's Academy of the Gifted and Talented program. The New Brunswick Public School District believes that students should have a comprehensive articulated educational program, designed to maximize their unique abilities and to enhance personal and social growth. The Gifted and Talented program nurtures multiple intelligences and allows students to demonstrate skills in self-directed learning, thinking, research, and communications that include the different modalities of learning, rather than a single general ability. This will be evidenced by the development of innovative performance-based tasks which utilize and develop higher-level thinking skills. This model is researched-based and uses evidence-centered design to stimulate active learning inquiry, critical thinking skills, and creativity to engage learners in constructing meaning. Fourth and Fifth grade students with gifts and talents in Language arts and Math as well as Visual Arts will be provided with enrichment and acceleration to challenge and further develop their specific gifts and talents as well as respond to their unique needs.