NJ SCHOOL PERFORMANCE REPORT

LINCOLN PARK ELEMENTARY SCHOOL
(27-2650-035)
Grades Offered: PK-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MORRIS
District	LINCOLN PARK BORO
Principal Name	MRS. FLACH-BAMMER
Address	274 PINEBROOK ROAD LINCOLN PARK, NJ 07035
Phone Number	(973)696-5530
Email Address	BAMMER@LINCPK.COM
Website	http://www.lincolnparkboe.org/3/Home
Facebook	https://www.facebook.com/lincolnpark-publicschools-555642661260215/?
Twitter	https://twitter.com/lincolnparkEDU

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	43	47	59
KG	85	81	83
1	94	90	83
2	105	96	90
3	113	110	92
4	96	112	109
Total	536	536	516

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	47.8%	47.8%	46.1%
Male	52.2%	52.2%	53.9%
Economically Disadvantaged Students	15.1%	16.6%	17.4%
Students with Disabilities	19.4%	20.7%	25.0%
English Learners	6.2%	6.7%	4.7%
Homeless Students		0.4%	1.2%
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	71.5%	70.0%	69.0%
Hispanic	17.2%	18.3%	19.0%
Black or African American	2.2%	2.1%	1.9%
Asian	7.8%	8.2%	7.9%
Native Hawaiian or Pacific Islander	1.1%	1.1%	1.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.4%	1.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	31	28	34
PK - Full Day	12	19	25
KG - Half Day	0	0	0
KG - Full Day	85	81	83

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	79.7%
Spanish	7.6%
Polish	2.1%
Albanian	1.9%
Arabic	1.7%
Other Languages	7.0%

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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	30	55	50	Not Met	43	56	50	Met Standard
White	31	55	50	Not Met	41	56	51	Met Standard
Hispanic	27	51.5	49	**	43	50.5	48	**
Black or African American	*	56	44	**	*	66.5	44	**
Asian, Native Hawaiian, or Pacific Islander	*	60	61	**	*	58.5	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	40	56	48	**	24.5	56	47	**
Students with Disabilities	34.5	45.5	41	**	34.5	37	43	**
English Learners	*	66	54	**	44	56.5	51	**

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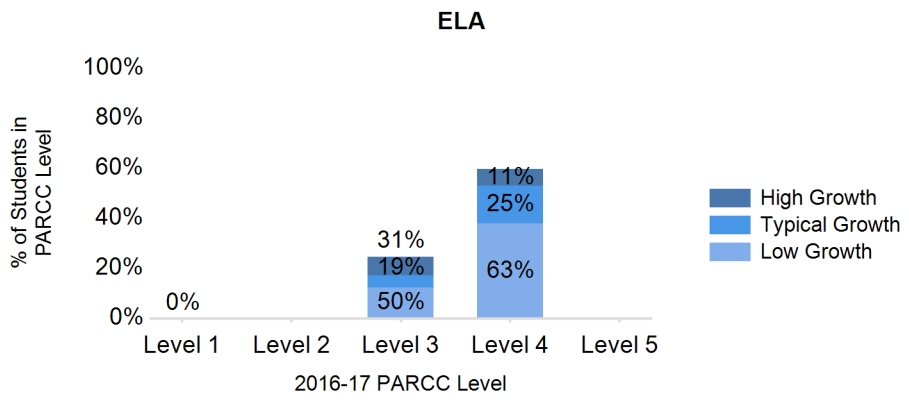
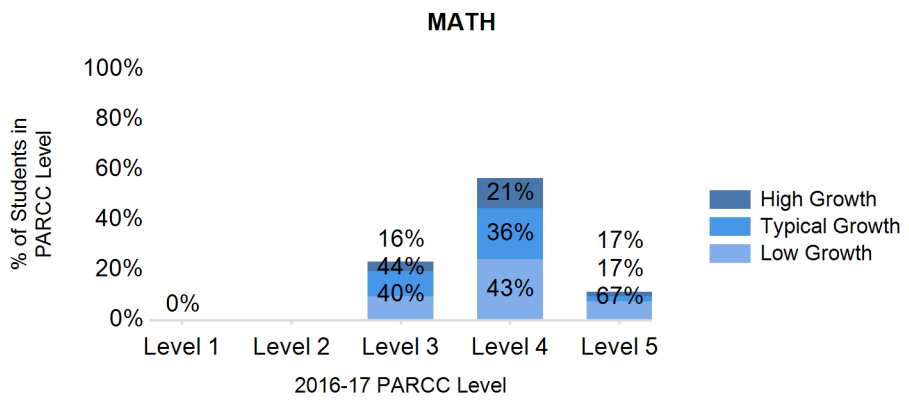
Student Growth by Performance Level

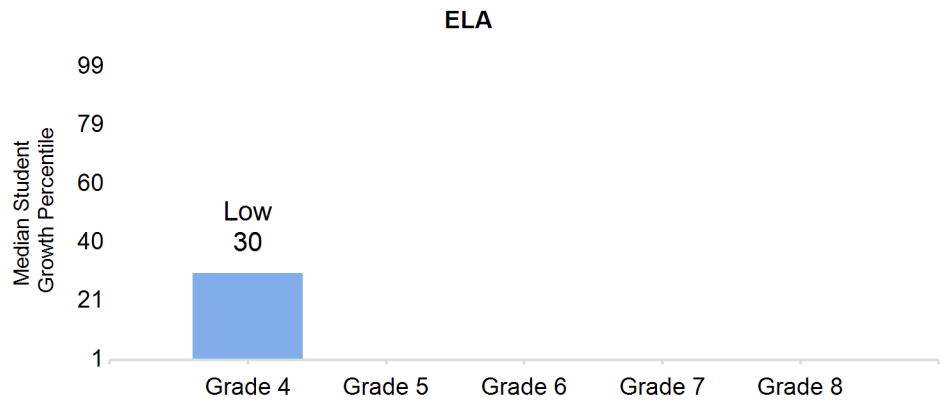
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

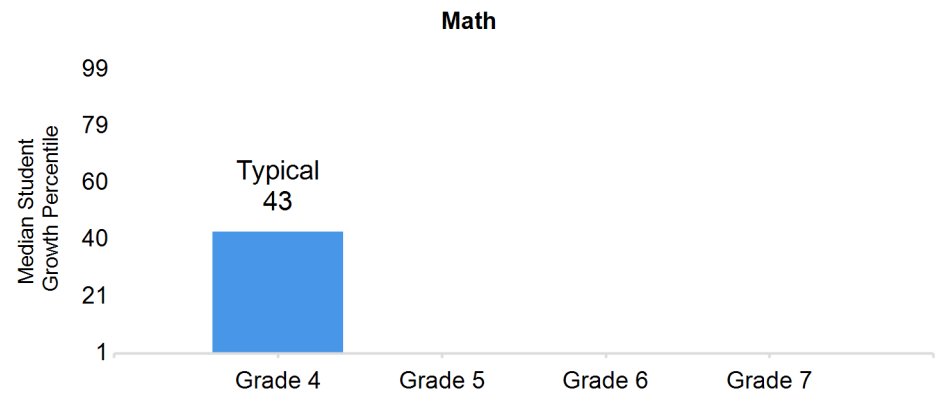




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	202	100.0	63.9	74.6	56.7	63.9	71.5	Not Met
White	140	100.0	64.3	75.6	65.6	64.3	68.9	Met Target†
Hispanic	38	100.0	55.3	66.4	42.5	55.3	75.5	Not Met
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	93	100.0	69.9	83.2	64.5	69.9		
Male	109	100.0	58.7	66.5	49.4	58.7		
Economically Disadvantaged Students	33	100.0	45.4	60.7	38.5	45.4	61.3	Not Met
Non-Economically Disadvantaged Students	169	100.0	67.5	77.4	67.5	67.5		
Students with Disabilities	39	100.0	41.0	36.3	21.6	41.0	36.4	Met Target
Students without Disabilities	163	100.0	69.3	83.2	63.9	69.3		
English Learners	22	100.0	63.6	58.6	27.3	63.6	N	N
Non-English Learners	180	100.0	63.9	75.8	59.4	63.9		
Homeless Students	*	*	*	*	27.7	*		
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		

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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	91	763	763	750	*	*	26%	*	*	62%	52%
White	59	761	761	759	*	*	32%	*	*	56%	61%
Hispanic	17	758	758	736	*	*	*	*	*	59%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	49	763	763	756	*	*	29%	*	*	59%	57%
Male	42	763	763	744	*	*	24%	*	*	64%	46%
Economically Disadvantaged Students	14	734	734	733	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	77	768	768	762	*	*	*	*	*	66%	64%
Students with Disabilities	20	741	741	719	*	*	*	*	*	35%	24%
Students without Disabilities	71	770	770	756	*	*	*	*	*	69%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	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	110	759	759	756	*	*	27%	51%	15%	66%	58%
White	83	760	760	764	0%	*	28%	*	*	69%	68%
Hispanic	19	756	756	744	*	*	*	*	*	58%	44%
Black or African American	*	*	*	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	N	N	N	763	N	N	N	N	N	N	63%
Female	42	765	765	762	*	*	*	*	*	83%	63%
Male	68	756	756	751	*	*	*	*	*	56%	53%
Economically Disadvantaged Students	21	752	752	740	*	*	*	*	*	52%	40%
Non-Economically Disadvantaged Students	89	761	761	767	*	*	*	*	*	70%	70%
Students with Disabilities	18	750	750	726	*	*	*	*	*	50%	25%
Students without Disabilities	92	761	761	762	*	*	*	*	*	70%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	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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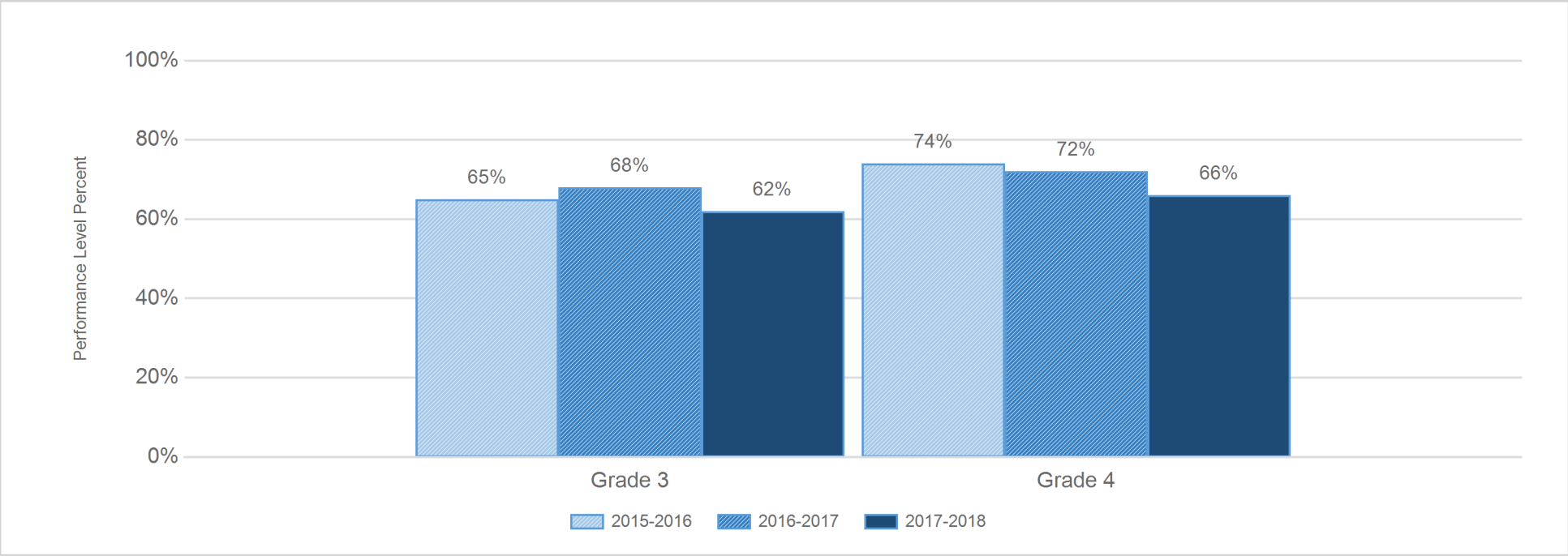
English Language Arts/Literacy Assessment - Performance Trends

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	203	100.0	55.2	60.9	45.0	55.2	65.8	Not Met
White	140	100.0	57.1	64.0	54.1	57.1	65.5	Not Met
Hispanic	39	100.0	38.4	45.7	29.2	38.4	62	Not Met
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	94	100.0	54.2	63.5	46.0	54.2		
Male	109	100.0	56.0	58.6	43.9	56.0		
Economically Disadvantaged Students	34	100.0	32.4	43.2	26.6	32.4	53.4	Not Met
Non-Economically Disadvantaged Students	169	100.0	59.8	64.7	55.9	59.8		
Students with Disabilities	39	100.0	30.7	18.2	17.1	30.7	36.4	Met Target†
Students without Disabilities	164	100.0	60.9	70.5	50.5	60.9		
English Learners	23	100.0	47.8	40.0	24.6	47.8	N	N
Non-English Learners	180	100.0	56.1	62.7	46.9	56.1		
Homeless Students	*	*	*	*	17.3	*		
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	91	759	759	752	*	*	30%	45%	14%	59%	53%
White	59	756	756	760	*	*	31%	*	*	58%	64%
Hispanic	17	760	760	739	0%	*	*	*	*	47%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	49	757	757	752	*	*	29%	*	*	59%	53%
Male	42	760	760	751	*	*	31%	*	*	60%	53%
Economically Disadvantaged Students	14	742	742	736	*	*	*	*	*	36%	35%
Non-Economically Disadvantaged Students	77	762	762	762	*	*	*	*	*	64%	66%
Students with Disabilities	20	739	739	730	*	*	*	*	*	25%	29%
Students without Disabilities	71	764	764	756	*	*	*	*	*	69%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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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	111	751	751	748	*	14%	32%	*	*	52%	49%
White	83	752	752	755	0%	*	34%	*	*	55%	60%
Hispanic	20	744	744	737	*	*	*	*	*	35%	34%
Black or African American	*	*	*	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	N	N	N	752	N	N	N	N	N	N	55%
Female	43	749	749	748	*	*	30%	*	*	51%	50%
Male	68	752	752	748	*	*	34%	*	*	53%	49%
Economically Disadvantaged Students	22	736	736	733	*	*	45%	*	*	27%	30%
Non-Economically Disadvantaged Students	89	754	754	758	*	*	29%	*	*	58%	62%
Students with Disabilities	18	749	749	725	*	*	*	*	*	39%	22%
Students without Disabilities	93	751	751	753	*	*	*	*	*	55%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN PARK ELEMENTARY SCHOOL
(27-2650-035)
Grades Offered: PK-04
2017-2018

Report Key:
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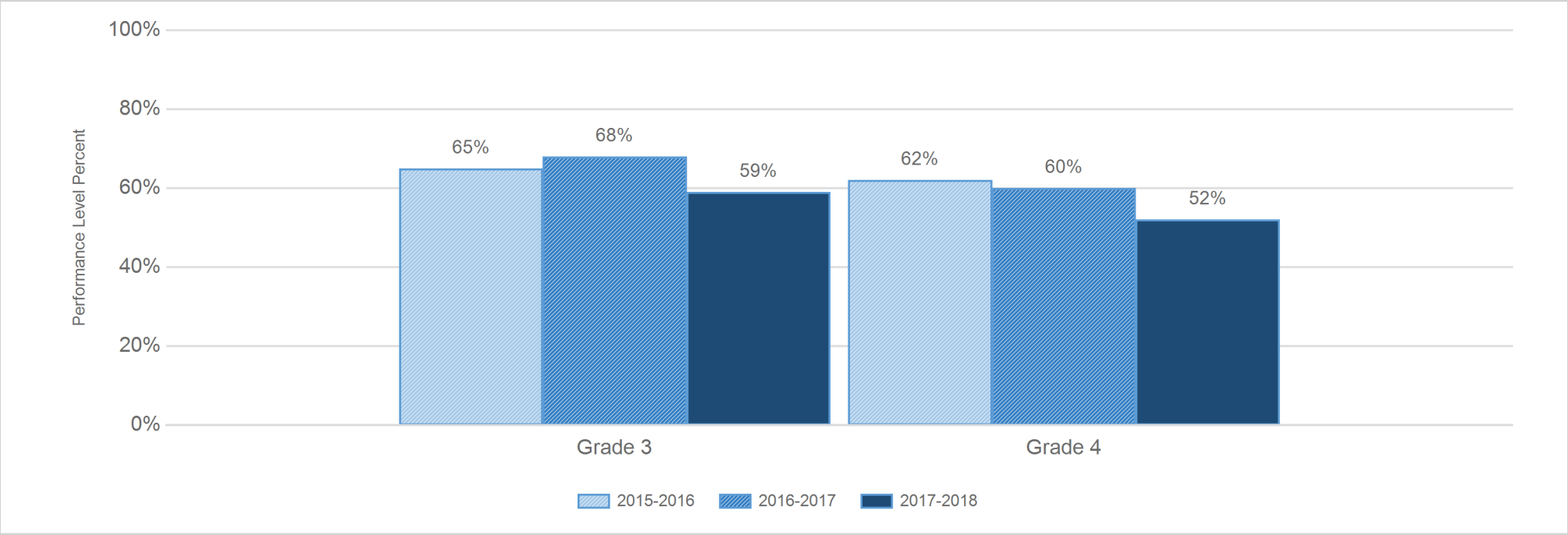
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	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	66.7%	60.7%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	69.2%	30.8%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

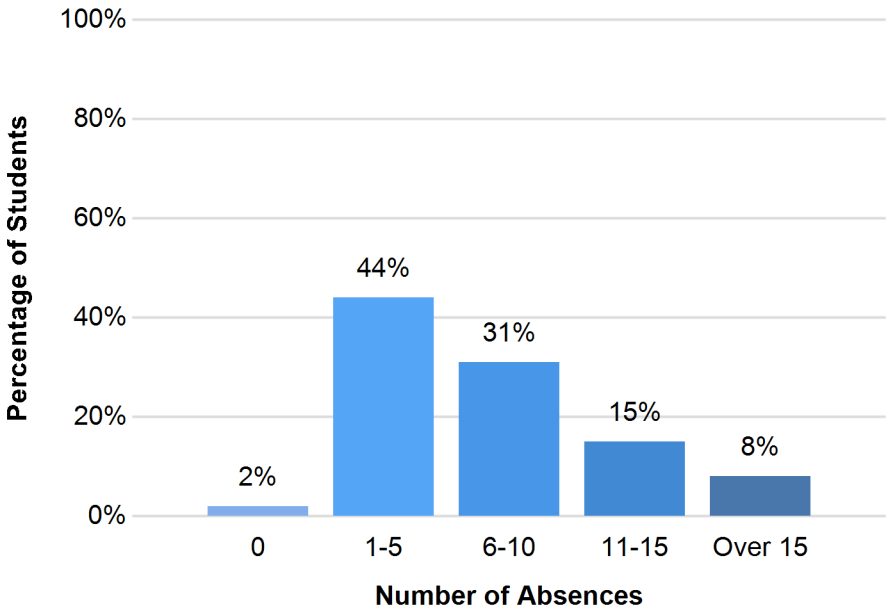
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	23	5.0	9.1	Met
White	17	5.2	9.1	Met
Hispanic	5	5.7	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	2.9	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	7	8.3	9.1	Met
Students with Disabilities	5	5.3	9.1	Met
English Learners	3	12.5	9.1	Not Met

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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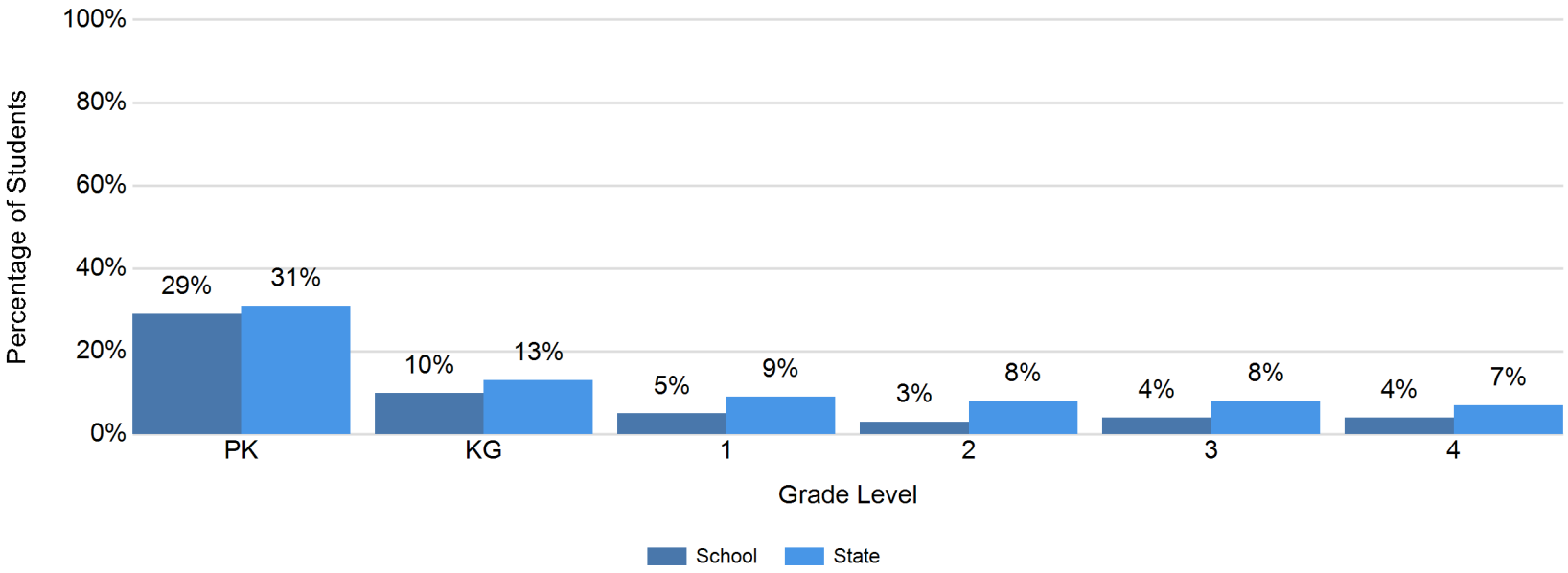
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.78

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	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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	2	2
Other	0	1	1
No Identified Nature	5		5

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	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$412	$14,032	$14,444

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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	45	117,464
Average years experience in public schools	11.9	12.0
Average years experience in district	10.6	10.7
Teachers in district for 4 or more years	75.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,374
Average years experience in public schools	24.2	16.0
Average years experience in district	7.5	12.0
Administrators in district for 4 or more years	83.3%	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	11:1	11:1
Students to Administrators	172:1	157:1
Teachers to Administrators	15:1	14:1
Students to Librarians/Media Specialists		939:1
Students to Nurses		470:1
Students to Counselors		470:1
Students to Child Study Team		235:1

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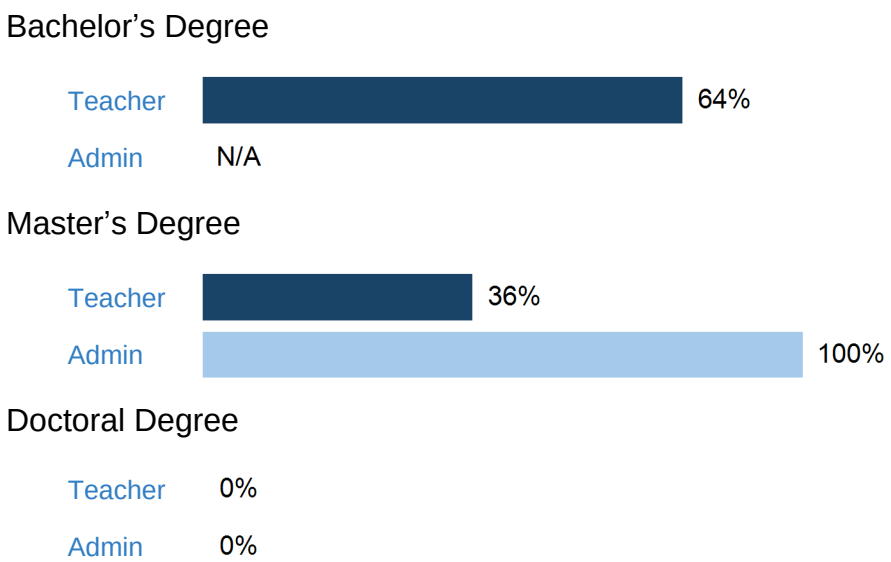
Teachers and Administrators - Level of Education

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	91.8%	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	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	91.1%	66.7%
Male	8.9%	33.3%
White	97.8%	100.0%
Hispanic	2.2%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	66.17	15.0%
Mathematics Proficiency	60.78	15.0%
English Language Arts Growth	1.95	20.0%
Mathematics Growth	17.39	20.0%
Progress Towards English Language Proficiency	78.72	20.0%
Chronic Absenteeism	68.05	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	45.46	n/a
Summative Rating: Percentile Rank of Summative Score	41.71	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	Not Met	Not Met	Not Met	Met Standard	Met Target	Met	No
White	29.83	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Met	No
Hispanic	**	**	No	Not Met	Not Met	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	Not Met	Not Met	**	**	n/a	Met	No
Students with Disabilities	**	**	No	Met Target	Met Target†	**	**	n/a	Met	No
English Learners	**	**	No	N	N	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• LPES is proud of our 1:1 laptop initiative. Each 3rd through 4th grade student has access to his/her own laptop. Additionally, 2 iPad carts and 2 laptop carts are available for all students to use. • Students are exposed to challenging and engaging curriculum throughout their day including the enVision Math program, NJSLS for science, and the Reading Street Balanced Literacy Program. • Our School Counselor conducts monthly classroom lessons on various character education topics in concert with our weekly character education classes built into each elementary teacher's schedule.
Mission, Vision, Theme:	The mission of the Lincoln Park Elementary School: The Lincoln Park Elementary School will inspire and empower its children with opportunities that positively shape their lives and help them to become successful, life-long learners who possess the critical thinking, academic, and leadership skills required for the 21st Century.
Awards, Recognition, Accomplishments:	The Lincoln Park Elementary School created a mostly student-run news channel - the LPEN (Lincoln Park Elementary News). The students, with the assistance of our school counselor/music teacher, produced three episodes that were made available to all students, staff, and parents.

NJ SCHOOL PERFORMANCE REPORT

LINCOLN PARK ELEMENTARY SCHOOL
(27-2650-035)
Grades Offered: PK-04
2017-2018

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N No Data is available to display
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School Narrative

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Courses, Curriculum, Instruction:	We offer highly academic programs in ELA, math, science, social studies, related arts, writing, Spanish, character education, Phonics First, Handwriting without Tears, ESL, and our ACCESS program. Spanish is taught via distance learning with a teacher in a neighboring district providing the instruction. Each student's individual needs are met through creative, differentiated, and engaging classroom activities; the focus of all of our programs is for every student to reach his/her maximum potential.
Clubs and Activities:	During the school day, students can participate in our Climate Committee, which plans various fun, character education-type activities for the children. The students help run our monthly school-wide Community Meetings.

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Before and After School Programs:	Through the YMCA, a Kids Club program is offered to parents for before school care and after school care. Additionally, we have a two-day a week after school ESL homework club for children who receive ESL services. An academic assistance program is offered before school for a portion of the school year as well.
Staff and Professional Learning:	The school calendar has five full days for in-house staff development. These days provide the staff with professional development opportunities to improve their classroom instruction. Besides these full-day programs, the staff is encouraged to participate in workshops and seminars throughout the county and state. We also collaborate with other school districts with regard to professional development programs.

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Student Supports and Services:	Our school counselor is available to provide academic/emotional support to our students. In addition to group sessions, the counselor provides character education lessons to students in their classrooms. Our ESL teacher provides language arts replacement for those who need assistance with learning the English language. We also have basic skills instruction in reading, writing, and math, and a program for our gifted students. Children with special needs are served through specialized programs.
Student Health and Wellness:	The school nurse (and select students) serve on a committee that meets yearly with our food service provider to provide input to help improve school lunch offerings. She also works with the middle school nurse and borough health department to ensure that students are up-to-date with vaccinations, health plans are current, and all health office procedures are followed. A before-school breakfast program is offered through our food service provider for those students who wish to participate.
Parent and Community Involvement:	The PTO provides various academic and fun activities for the students and materials for the teachers. Teachers can put in a grant request at the end of each year for materials to benefit their classrooms/students. Through one of these grants, the principal and guidance counselor were able to secure a “buddy bench” for the students. The Municipal Alliance and rec. department provide many activities for our students and their parents. Additionally, the LPPD are frequent visitors to our school.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The District worked with the United Way to conduct a climate survey and analyze the data. During the last administration of the surveys, the data showed that both students and staff enjoyed coming to school/work and there was a feeling of safety amongst both staff and students. Parents responded favorably to their experiences with teachers, administrators, and other school staff members.
Facilities:	Recently, improvements to the school added two classrooms - a large group room that is utilized for music and a small group instruction room that is utilized for a special education class. We have a Mac lab where students receive instruction once a week in their computer classes.
School Safety:	School safety and security are always a top priority at the elementary school. We continue to work closely with the LP Police to upgrade our procedures as well as the security measures already in place. The safety of our students and staff are very important to us, and we will continue to look for ways to improve the security of the building.

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Technology and STEM:	Our students engage in various coding activities during the year in their computer classes. Additionally, our media specialist provides instruction to our kindergarten, first, and second grade students in a weekly STEM class. Third and fourth grade students engage in bi-weekly STEM classes with their homeroom teachers. Two carts with new iPads are available for all students to use, and laptop carts are available for our kindergarten, first, and second grade students to use throughout the day.
Early Childhood Education:	The LPES offers an integrated preschool program for three and four year old regular and special needs children.

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Other Information:	The Lincoln Park Elementary School serves pre-k – 4th grade students. We take pride in the fact that we offer a wide variety of opportunities to ensure the social, emotional, and academic development of our children. Our students are taught in traditional self-contained classrooms, and our pre-k program includes services for our preschool disabled population. At LPES we work together as a team – from our secretaries who tirelessly assist with myriad inquiries; to our custodians who always lend a helping hand; to our teachers who constantly go above and beyond to provide our students with enriching learning experiences, serve our community with pride and dedication, and are committed to excellence. Each month, two students from each grade level who exhibit a particular character trait are selected and recognized as our “Students of the Month.” The staff and student climate team works hard each year to help improve the climate/culture of our school. We promote a school climate based on acceptance and respect. Data such as test scores, STAR assessments, report cards, formal and informal assessments, attendance records, and teacher feedback is continually analyzed to determine areas of strength and weakness and to identify future directions for our school. We work closely with the middle school to ensure the continuity of the educational program, as well as to ensure the quality of the District’s curriculum, goals, and objectives. Our staff is enthusiastic and highly motivated and work together to maintain an environment conducive to academic excellence. Emphasis is placed on continual growth and development, and our faculty takes advantage of many professional development opportunities. Teachers consistently look for strategies and new instructional methodology to better meet the needs of each and every unique child.