NJ SCHOOL PERFORMANCE REPORT

LINCOLN PARK MIDDLE SCHOOL
(27-2650-040)
Grades Offered: PK-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	MORRIS
District	LINCOLN PARK BORO
Principal Name	MR. MEYER
Address	90 RYERSON ROAD LINCOLN PARK, NJ 07035-1226
Phone Number	(973)696-5520
Email Address	MEYER@LINCPK.COM
Website	http://www.lincolnparkboe.org/1/Home
Facebook	https://www.facebook.com/Lincoln-Park-Public-Schools-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	0	0	0
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	93	104	111
6	107	100	98
7	88	110	100
8	110	87	114
Total	398	401	423

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	43.0%	45.4%	48.9%
Male	57.0%	54.6%	51.1%
Economically Disadvantaged Students	18.1%	16.2%	18.7%
Students with Disabilities	15.8%	17.5%	17.5%
English Learners	4.5%	2.0%	2.4%
Homeless Students		0.0%	0.5%
Students in Foster Care		0.2%	0.2%
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	76.4%	72.8%	70.0%
Hispanic	12.6%	16.7%	20.1%
Black or African American	1.5%	2.0%	2.4%
Asian	7.3%	6.5%	5.9%
Native Hawaiian or Pacific Islander	2.3%	2.0%	1.7%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

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	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

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	90.3%
Spanish	4.3%
Arabic	2.4%
Albanian	1.2%
Other Languages	1.9%

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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	61	55	50	Exceeds Standard	61	56	50	Exceeds Standard
White	61	55	50	Exceeds Standard	62	56	51	Exceeds Standard
Hispanic	54	51.5	49	Met Standard	56	50.5	48	Met Standard
Black or African American	66	56	44	**	*	66.5	44	**
Asian, Native Hawaiian, or Pacific Islander	60	60	61	Exceeds Standard	63	58.5	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	63	56	48	Exceeds Standard	62	56	47	Exceeds Standard
Students with Disabilities	47	45.5	41	Met Standard	40.5	37	43	Met Standard
English Learners	73	66	54	**	67	56.5	51	**

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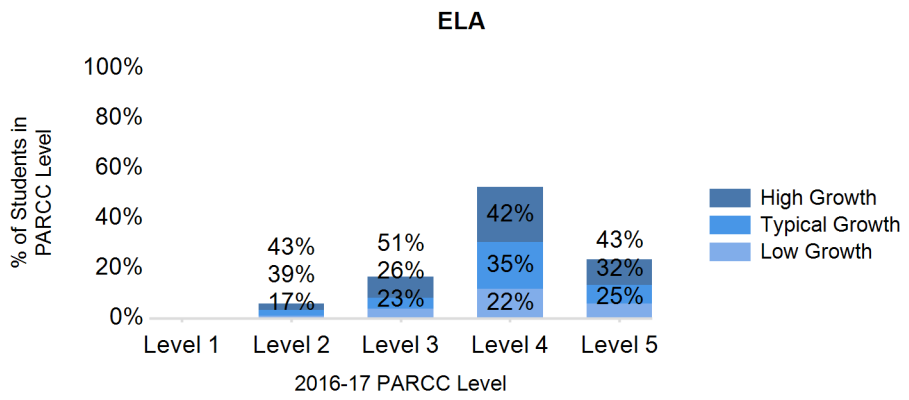
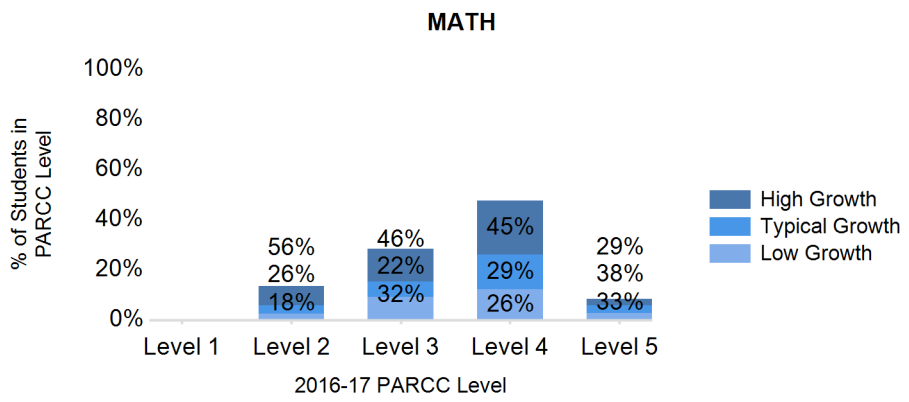
Student Growth by Performance Level

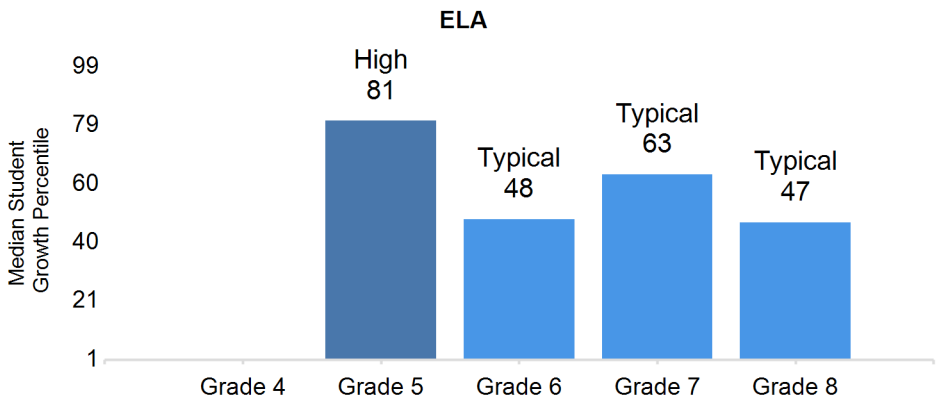
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

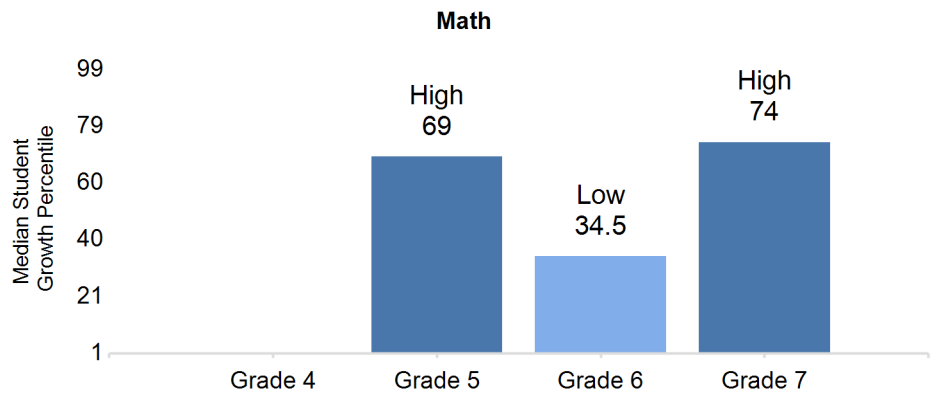




Student Growth by Grade

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	401	96.0	80.0	74.6	56.7	80.0	76.4	Met Goal
White	282	95.6	81.2	75.6	65.6	81.2	77.4	Met Goal
Hispanic	78	96.5	71.8	66.4	42.5	71.8	61.6	Met Target
Black or African American	10	100.0	90.0	*	37.3	90.0	**	**
Asian, Native Hawaiian, or Pacific Islander	31	96.9	87.1	*	82.3	87.1	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	199	96.6	89.5	83.2	64.5	89.5		
Male	202	95.4	70.8	66.5	49.4	70.8		
Economically Disadvantaged Students	69	89.9	68.1	60.7	38.5	64.2	52.4	Met Target
Non-Economically Disadvantaged Students	332	97.4	82.5	77.4	67.5	82.5		
Students with Disabilities	71	98.6	33.8	36.3	21.6	33.8	32.8	Met Target
Students without Disabilities	330	95.5	90.0	83.2	63.9	90.0		
English Learners	19	95.0	52.7	58.6	27.3	52.7	N	N
Non-English Learners	382	96.0	81.4	75.8	59.4	81.4		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	106	780	780	755	*	*	9%	55%	31%	86%	58%
White	74	782	782	763	*	*	*	51%	34%	85%	68%
Hispanic	24	771	771	743	*	*	*	*	*	83%	43%
Black or African American	*	*	*	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	N	763	N	N	N	N	N	N	65%
Female	53	787	787	762	*	*	*	49%	40%	89%	66%
Male	53	773	773	749	*	*	*	60%	23%	83%	51%
Economically Disadvantaged Students	21	766	766	739	*	*	*	*	*	71%	39%
Non-Economically Disadvantaged Students	85	784	784	766	*	*	*	*	*	89%	71%
Students with Disabilities	23	745	745	724	*	*	*	*	*	52%	22%
Students without Disabilities	83	790	790	762	*	*	*	*	*	95%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance 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	93	769	769	754	*	*	15%	53%	25%	77%	56%
White	59	772	772	761	*	*	17%	47%	31%	78%	66%
Hispanic	24	759	759	742	*	*	*	*	*	75%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	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	54	778	778	761	*	*	*	*	*	87%	64%
Male	39	757	757	748	*	*	*	*	*	64%	48%
Economically Disadvantaged Students	18	767	767	739	*	*	*	*	*	78%	37%
Non-Economically Disadvantaged Students	75	770	770	764	*	*	*	*	*	77%	68%
Students with Disabilities	16	735	735	723	*	*	*	*	*	31%	18%
Students without Disabilities	77	776	776	760	*	*	*	*	*	87%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	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	95	778	778	760	*	*	11%	40%	44%	84%	63%
White	71	778	778	768	*	*	*	41%	44%	85%	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	11	777	777	790	0%	*	0%	*	*	91%	87%
American Indian or Alaska Native	N	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	44	783	783	769	*	*	*	41%	50%	91%	72%
Male	51	772	772	752	*	*	*	39%	39%	78%	54%
Economically Disadvantaged Students	15	772	772	742	*	*	*	*	*	73%	44%
Non-Economically Disadvantaged Students	80	779	779	771	*	*	*	*	*	86%	73%
Students with Disabilities	13	726	726	721	*	*	*	*	*	15%	22%
Students without Disabilities	82	786	786	768	*	*	*	*	*	95%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	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%

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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	110	771	771	759	*	*	19%	51%	24%	75%	60%
White	79	771	771	767	*	*	18%	53%	23%	76%	70%
Hispanic	22	762	762	744	*	*	*	*	*	68%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	50	784	784	768	*	*	*	*	*	92%	69%
Male	60	760	760	751	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	16	748	748	740	*	*	*	*	*	56%	42%
Non-Economically Disadvantaged Students	94	775	775	769	*	*	*	*	*	78%	71%
Students with Disabilities	16	723	723	719	*	*	*	*	*	19%	19%
Students without Disabilities	94	779	779	766	*	*	*	*	*	84%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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%

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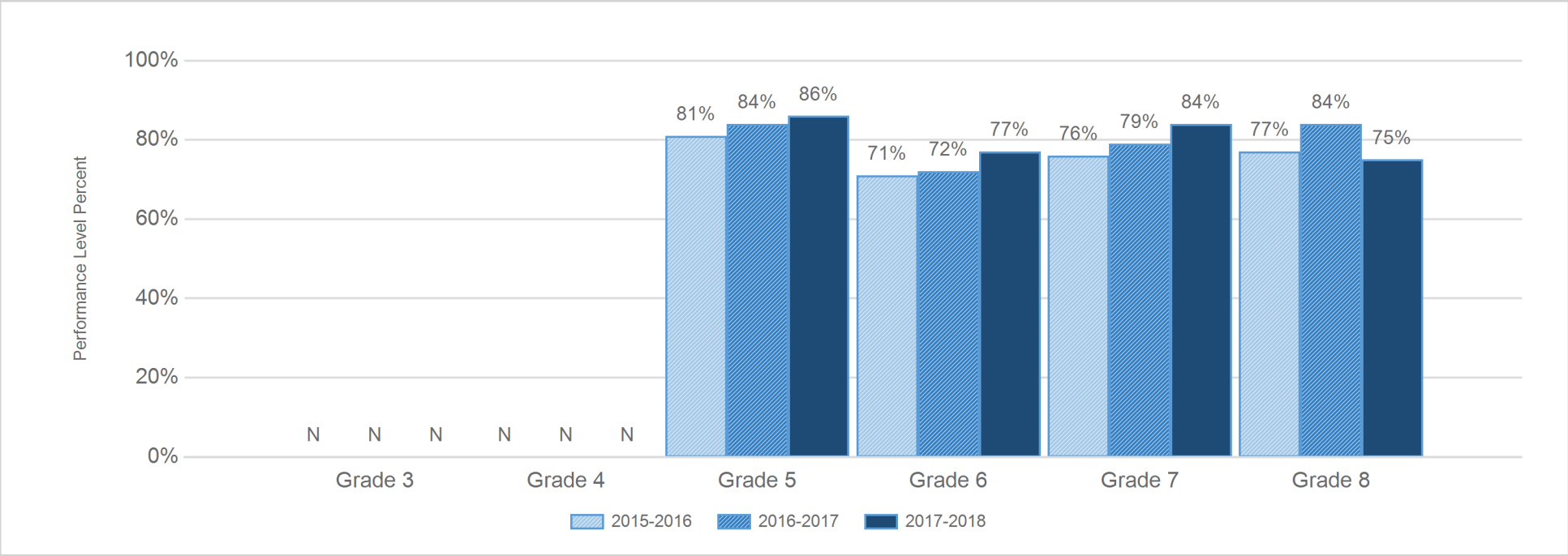
English Language Arts/Literacy Assessment - Performance Trends

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	402	95.8	63.9	60.9	45.0	63.9	66.1	Met Target†
White	282	95.3	67.4	64.0	54.1	67.4	68.8	Met Target†
Hispanic	79	96.5	49.4	45.7	29.2	49.4	40.1	Met Target
Black or African American	10	100.0	50.0	*	23.4	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	31	96.9	74.2	*	77.0	74.2	78	Met Target†
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	199	96.6	67.9	63.5	46.0	67.9		
Male	203	95.0	60.1	58.6	43.9	60.1		
Economically Disadvantaged Students	70	90.0	48.6	43.2	26.6	45.9	39.1	Met Target
Non-Economically Disadvantaged Students	332	97.1	67.2	64.7	55.9	67.2		
Students with Disabilities	71	97.3	11.3	18.2	17.1	11.3	25.1	Not Met
Students without Disabilities	331	95.5	75.2	70.5	50.5	75.2		
English Learners	22	95.7	31.8	40.0	24.6	31.8	N	N
Non-English Learners	380	95.8	65.7	62.7	46.9	65.7		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

LINCOLN PARK MIDDLE SCHOOL
(27-2650-040)
Grades Offered: PK-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
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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	107	764	764	748	*	*	23%	54%	16%	70%	49%
White	74	767	767	756	0%	*	20%	*	*	74%	60%
Hispanic	25	756	756	736	*	*	*	*	*	60%	32%
Black or African American	*	*	*	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	N	754	N	N	N	N	N	N	55%
Female	54	766	766	749	*	*	20%	*	*	72%	50%
Male	53	763	763	747	*	*	26%	*	*	68%	48%
Economically Disadvantaged Students	21	756	756	733	*	*	*	*	*	52%	29%
Non-Economically Disadvantaged Students	86	766	766	758	*	*	*	*	*	74%	62%
Students with Disabilities	23	737	737	726	*	*	48%	*	*	22%	20%
Students without Disabilities	84	772	772	752	*	*	17%	*	*	83%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

LINCOLN PARK MIDDLE SCHOOL
(27-2650-040)
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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	93	749	749	744	*	14%	35%	*	*	47%	44%
White	59	750	750	751	*	*	32%	*	*	49%	54%
Hispanic	24	741	741	731	*	*	42%	*	*	42%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	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	54	753	753	745	*	*	31%	*	*	56%	45%
Male	39	743	743	742	*	*	41%	*	*	36%	42%
Economically Disadvantaged Students	18	740	740	729	*	*	*	*	*	28%	24%
Non-Economically Disadvantaged Students	75	751	751	753	*	*	*	*	*	52%	56%
Students with Disabilities	16	714	714	717	*	*	*	*	*	*	13%
Students without Disabilities	77	756	756	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	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%

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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	94	758	758	743	*	15%	14%	*	*	69%	43%
White	71	758	758	750	*	14%	*	*	*	70%	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	11	763	763	767	0%	*	*	*	*	73%	75%
American Indian or Alaska Native	N	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	43	757	757	745	*	*	*	*	*	74%	45%
Male	51	758	758	741	*	*	*	*	*	65%	42%
Economically Disadvantaged Students	15	748	748	730	*	*	*	*	*	60%	24%
Non-Economically Disadvantaged Students	79	759	759	751	*	*	*	*	*	71%	55%
Students with Disabilities	13	717	717	717	*	*	*	*	*	*	12%
Students without Disabilities	81	764	764	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
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%

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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	80	748	748	728	14%	*	16%	*	*	60%	28%
White	56	752	752	736	*	*	*	*	*	64%	36%
Hispanic	20	733	733	722	*	*	*	*	*	45%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	37	756	756	731	*	*	*	*	*	59%	31%
Male	43	741	741	725	*	*	*	*	*	60%	26%
Economically Disadvantaged Students	15	730	730	719	*	*	0%	*	*	53%	20%
Non-Economically Disadvantaged Students	65	752	752	735	*	*	20%	*	*	62%	35%
Students with Disabilities	14	702	702	705	*	*	*	*	*	14%	*
Students without Disabilities	66	758	758	735	*	*	*	*	*	70%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	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%

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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	30	788	788	746	0%	0%	*	*	*	97%	46%
White	22	787	787	755	0%	0%	*	*	*	95%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	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	13	790	790	748	0%	0%	*	*	*	100%	48%
Male	17	787	787	745	0%	0%	*	*	*	94%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	30	788	788	749	0%	0%	*	*	*	97%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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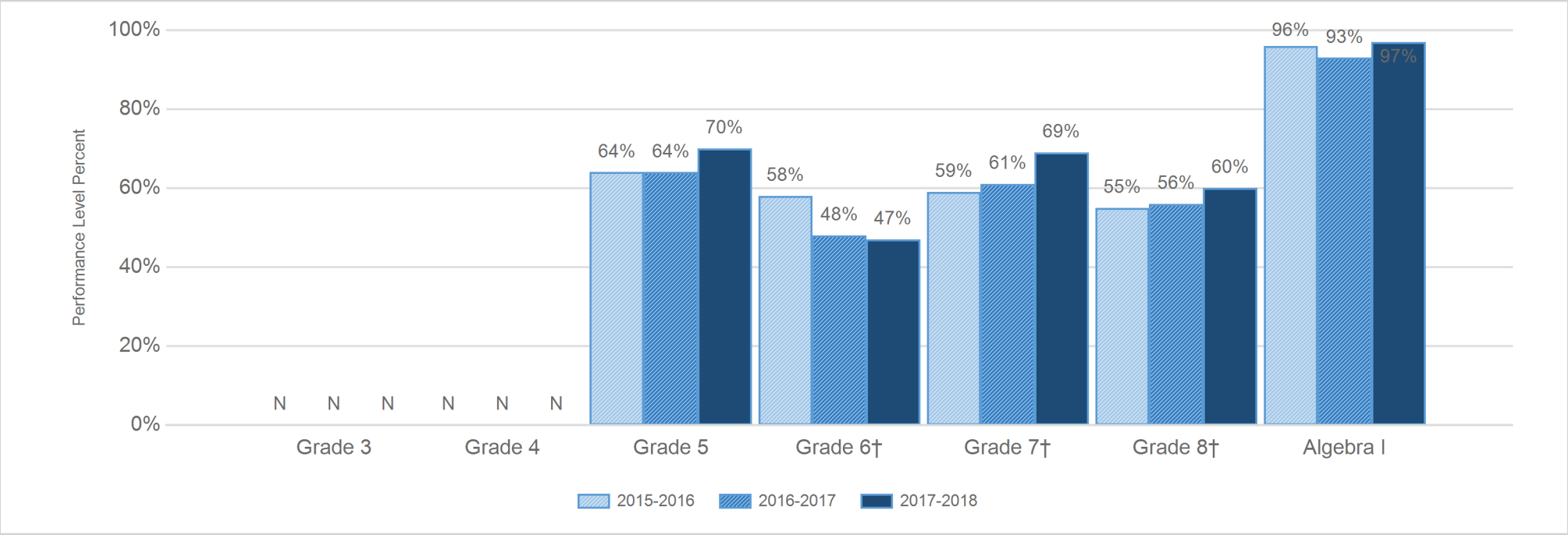
Mathematics Assessment – Performance Trends

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.

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
5	N	N
6	*	*
7	*	*
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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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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	102
7	0	0	101
8	31	0	84
Total	31	0	287

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	48	50	0	0	0	0	0
7	57	41	0	0	0	0	0
8	71	42	0	0	0	0	0
Total	176	133	0	0	0	0	0

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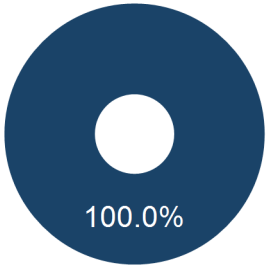
Visual and Performing Arts – Course Participation

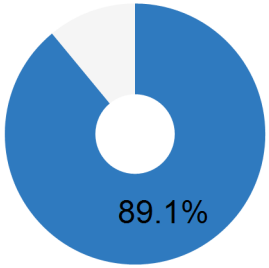
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

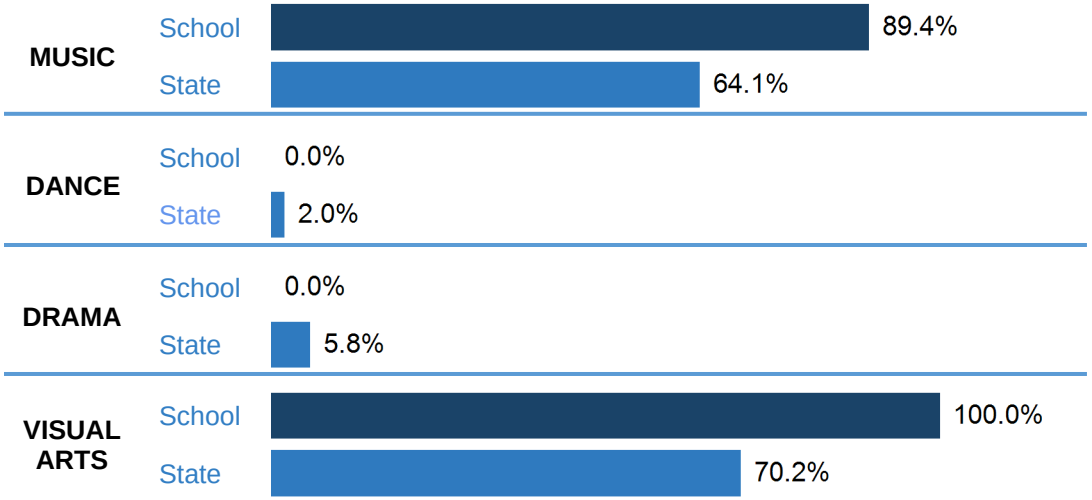


School



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.

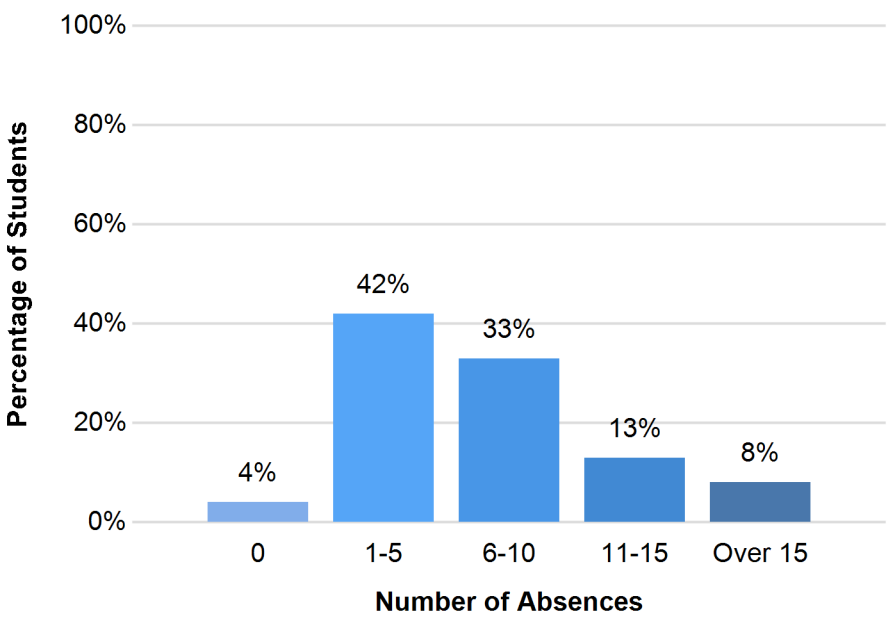
Chronic Absenteeism

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	29	6.8	9.1	Met
White	20	6.8	9.1	Met
Hispanic	6	7.0	9.1	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific Islander	3	9.1	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	7	8.9	9.1	Met
Students with Disabilities	8	10.5	9.1	Not Met
English Learners	0	0	**	**

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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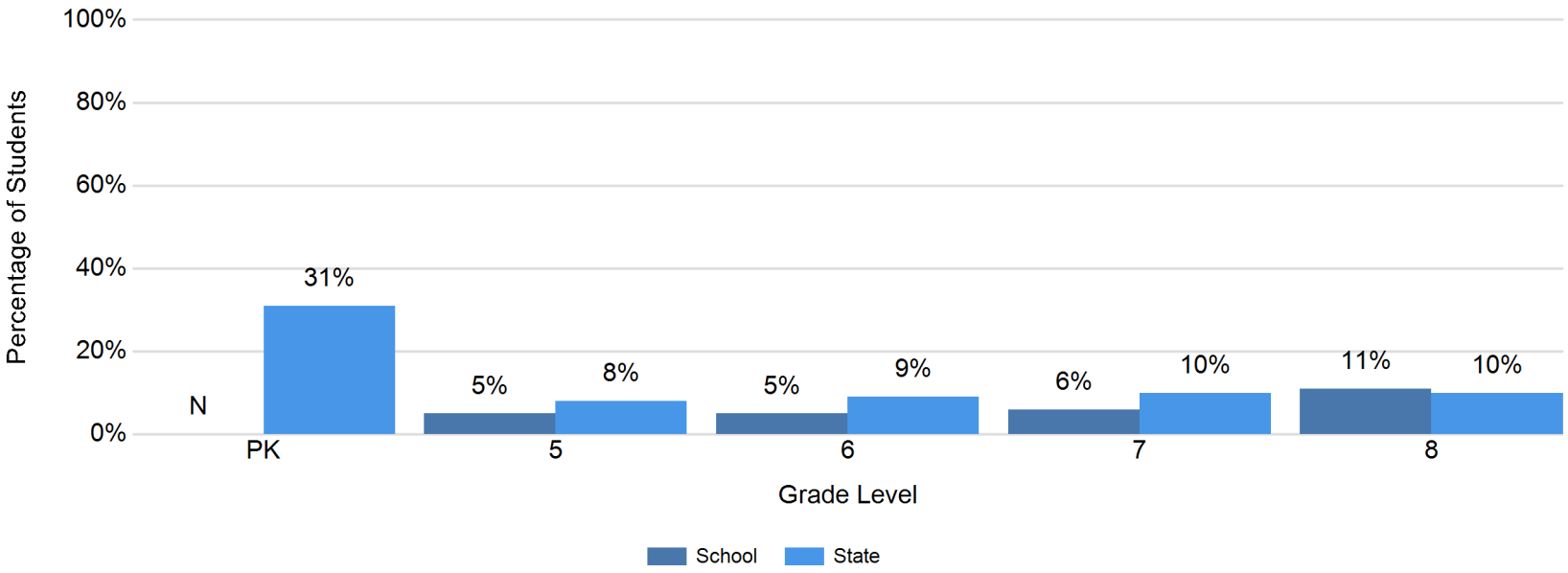
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality 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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

LINCOLN PARK MIDDLE SCHOOL
(27-2650-040)
Grades Offered: PK-08
2017-2018

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	2.36

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
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	5	5
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	4	4
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	12	2.8%
Out-of-School Suspensions	*	*
Any Suspension	12	2.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 58 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	2.5:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$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	38	117,464
Average years experience in public schools	13.9	12.0
Average years experience in district	12.4	10.7
Teachers in district for 4 or more years	81.6%	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	423:1	157:1
Teachers to Administrators	38:1	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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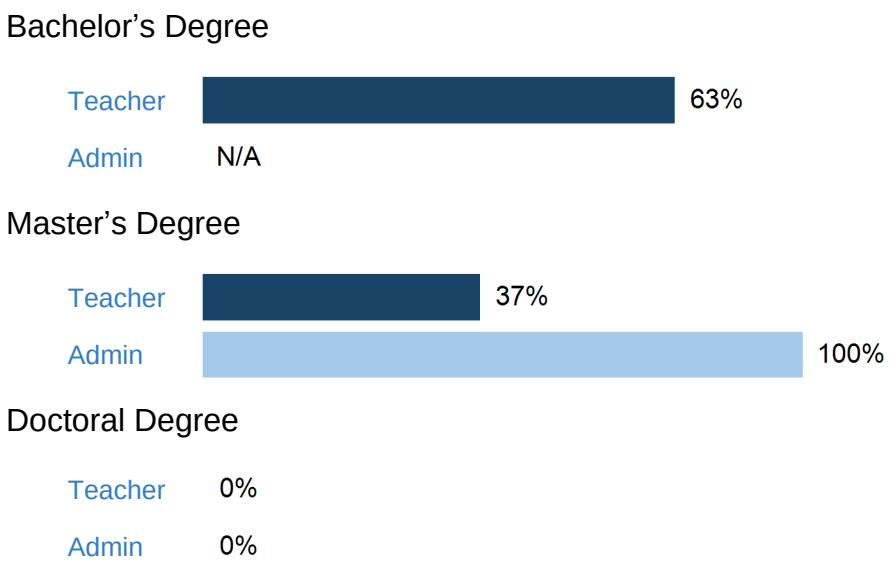
Teachers and Administrators - Level of Education

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	97.0%

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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	81.6%	0.0%
Male	18.4%	100.0%
White	89.5%	100.0%
Hispanic	5.3%	0.0%
Black or African American	0.0%	0.0%
Asian	5.3%	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	86.26	17.5%
Mathematics Proficiency	67.24	17.5%
English Language Arts Growth	79.92	25.0%
Mathematics Growth	78.64	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	47.72	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	73.66	n/a
Summative Rating: Percentile Rank of Summative Score	84.30	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 Goal	Met Target†	Exceeds Standard	Exceeds Standard	**	Met	No
White	75.93	14.08	No	Met Goal	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	77.25	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	43.31	14.08	No	Met Goal	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	88.57	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	55.92	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	**	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:	• LPMS has a 1:1 initiative with iPads for students in grades 5 -8. • Students in grades 6 - 8 choose an elective course from STEM, band and performing arts. • LPMS offers ten sports and eleven clubs and extra-curricular activities.
Mission, Vision, Theme:	The mission of Lincoln Park Middle School is to provide our students with learning experiences and skills that will enable them to achieve their maximum potential as productive citizens of the 21st century. In providing a challenging curriculum that integrates the arts and technology into the core academic subjects, we provide our students with opportunities to grow as learners in an environment that is accepting of individual differences where all students can learn and work together.
Awards, Recognition, Accomplishments:	Lincoln Park Middle School's climate committee was highlighted by the United Way in their vignette showcasing their support of public schools. LPMS has also sought and earned several grants, including Project Fit America and numerous other STEM and science grants.

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Courses, Curriculum, Instruction:	Grades 6 - 8 are departmentalized in heterogeneously grouped classes, with the exception of advanced math and algebra. The 5th grade is taught in a self-contained setting, although students change classes for science and social studies as an introduction to middle school. All subjects are taught in 58 minute blocks on an A/B rotating schedule for all courses, except for the core subjects, which meet daily. Tablets are assigned in our 1:1 program, allowing access to all textbook electronically.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Boys & Girls), Soccer (Boys & Girls), Softball (Girls) Sports Offered: Baseball, Basketball, Cross-Country, Field Hockey, Soccer, Softball In addition to the above mentioned extra-curricular sports offered in the Gryphons Sports program, cheerleading is also offered during basketball season. Performing alongside our cheerleaders is a Gryphon mascot, occupied by students in grades 6 - 8. Boys as well as girls are eager to perform as the Gryphon mascot during home games.
Clubs and Activities:	A number of clubs are available for the students of LPMS. The drama club puts on a musical each spring and is available to students in grades 5 - 8. Indoor soccer is a club that takes place each spring for students of all grades. The broadcast club records the daily announcements and broadcasts the daily via YouTube. We also offer a yearbook club, jazz band, select choir, Student Council, Green Team, Maker-Space Club and Climate Committee.

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Before and After School Programs:	The LPMS offers academic assistance programs after school for the students as well as clubs and intramural programs.
Staff and Professional Learning:	The school calendar has five full-days 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 in professional development programs.

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Student Supports and Services:	The guidance counselor provides support for both academic and emotional issues with which students cope. Guidance is available throughout the day and helps to implement the extended homeroom character education program, in conjunction with the health & PE department. Teachers provide additional assistance for students whenever possible: before and after school hours.
Student Health and Wellness:	The school nurse serves on a committee that meets yearly with the food service provider to improve school lunches. She also works with the borough health department to provide supplemental health instruction programs and workshops for the student of LPMS. She also supports the PE/health teachers as they provide health instruction throughout the year.
Parent and Community Involvement:	LPMS partners with the borough police, recreation department and Municipal Alliance to provide many opportunities for our students and their parents. The police work with the school to ensure the best security is in place. The LP Schools PTO works with the middle school to improve the educational experience for students and teachers. Whenever possible, programs for parents are provided with the help of these groups.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers LPMS worked with the United Way to administer a climate survey and analyze the data. Last administered in 2015, the data showed both students and staff are happy coming to school at LPMS and there is a feeling of safety among both students and teachers. Parents responded favorably to their experiences with teachers and administrators.
Facilities:	Lincoln Park Middle School features the Rose M Patania Media Center which houses the Maker-Space lab. It is adjacent to the STEM lab & the computer lab where students gain experience with desktops, supplementing their daily use of tablets. The band room includes a soundproof room where small group lessons are provided. The gym boasts a forty-foot rock traverse wall used in our PE classes.
School Safety:	School safety is always a top priority at the LPMS. Emergency drills are performed, assuring the students and staff are well prepared in case of an emergency. The LP police attend the majority of our drill and give continuous guidance and assistance on ways to improve the security of the building.

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Technology and STEM:	The LPMS has a dedicated computer lab as well as a STEM classroom. The students have the opportunity to take a STEM elective and STEM activities are infused into the schools curricula. The LPMS also offers a MakerSpace program to their students. The 8th grade students are provided with an engineering program before leaving the middle school.

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Other Information:	Lincoln Park Middle School is an educational community that serves approximately 400 students in grades five through eight and pre-K. We challenge our students with a curriculum that is academically rigorous in an environment that is nurturing and supportive. We also offer our students a wide variety of learning opportunities during their middle school experience. LPMS is divided into houses, ACC, SEC, PAC12 & BIG10. This encourages friendly competition while fostering a sense of community across grade levels via our annual House Day and Field Day. Our fundraisers and pep rallies are run through the houses as well. Every classroom has an interactive white board and has full Wi-Fi for our 1:1 initiative. Students in our 6th, 7th and 8th grades are able to bring a school-issued tablet home with them. Our 5th graders' tablets remain in school. Through continuous and open communication among the staff, we are able to keep abreast of all of our students' needs, both academically and emotionally. We also present lessons or programs addressing substance abuse awareness, anti-bullying and violence, as well as tolerance activities. Every Thursday and Friday our teachers provide a 40 minute extended HR program for students, where they can discuss their life experiences & perceptions and complete character building lessons. Cooperative efforts with our community enable our school to keep our students involved in the world around them. Our band and chorus perform at community events beyond our school. Our broadcast crew records the daily announcements and share them with the larger community via the internet. The broadcast crew also works with our climate committee to produce PSA's for our students. The staff of LPMS strives to create an environment that allows children to recognize and achieve their full potential. We work hard to teach our students to respect diversity and the rights of others, preparing them to become active citizens in a rapidly changing society.