NJ SCHOOL PERFORMANCE REPORT

LINDENEAU ELEMENTARY SCHOOL
(23-1290-103)
Grades Offered: KG-05
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	EDISON TWP
Principal Name	JOHAN ROJAS
Address	50 BLOSSOM STREET EDISON, NJ 08817
Phone Number	(732)650-5320
Email Address	johan.rojas@edison.k12.nj.us
Website	https://www.edison.k12.nj.us/Domain/20

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	50	51	59
1	64	70	69
2	78	78	86
3	79	82	79
4	79	84	86
5	92	78	89
Total	443	443	468

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	44.9%	43.1%	41.5%
Male	55.1%	56.9%	58.5%
Economically Disadvantaged Students	51.0%	51.7%	49.4%
Students with Disabilities	16.7%	20.1%	21.2%
English Learners	0.2%	0.0%	0.4%
Homeless Students		7.7%	4.7%
Students in Foster Care		0.2%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		4.5%	2.6%

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	28.9%	24.4%	23.1%
Hispanic	36.8%	39.7%	40.2%
Black or African American	12.9%	13.3%	13.5%
Asian	18.7%	19.9%	19.4%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.9%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	2.7%	2.5%	2.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	50	45	48
KG - Full Day	0	6	11

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	57.7%
Spanish	22.0%
Chinese	4.5%
Gujarati	2.8%
Urdu	1.5%
Other Languages	11.5%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	44	63	50	Met Standard	29.5	55	50	Not Met
White	51	55	50	Met Standard	21	43	51	Not Met
Hispanic	40	52	49	Met Standard	28	44	48	Not Met
Black or African American	49	51	44	Met Standard	29	43	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	35	68	61	Not Met	44	60	61	Met Standard
American Indian or Alaska Native	N	77	52	**	N	53	53	**
Two or More Races	*	65	49	**	*	43.5	51	**
Economically Disadvantaged	40.5	54	48	Met Standard	30	45	47	Not Met
Students with Disabilities	31	47	41	Not Met	32	41	43	Not Met
English Learners	48.5	62.5	54	**	34	58	51	**

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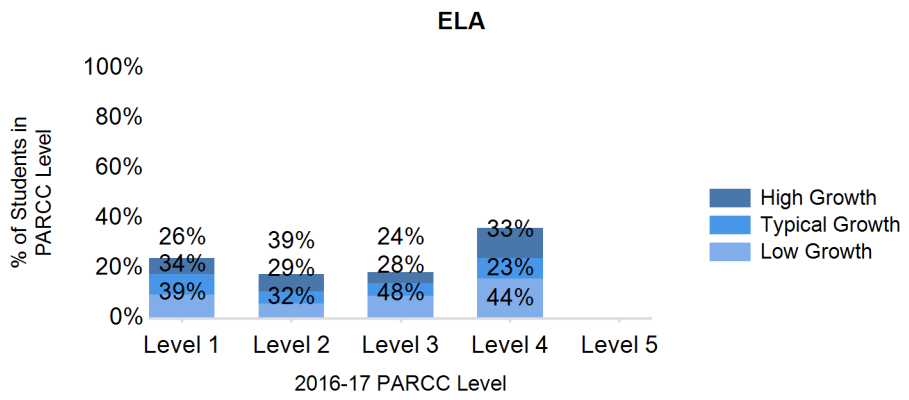
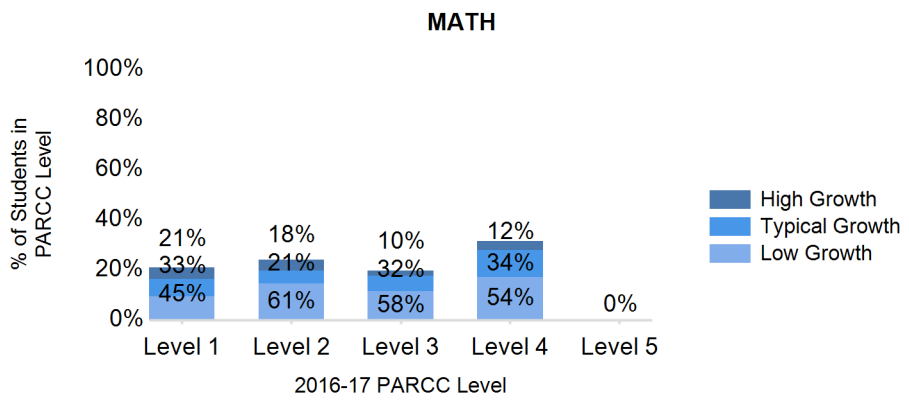
Student Growth by Performance Level

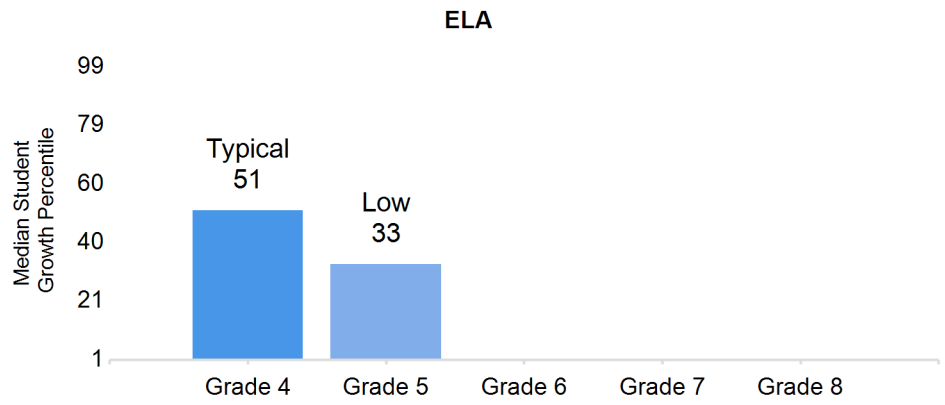
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

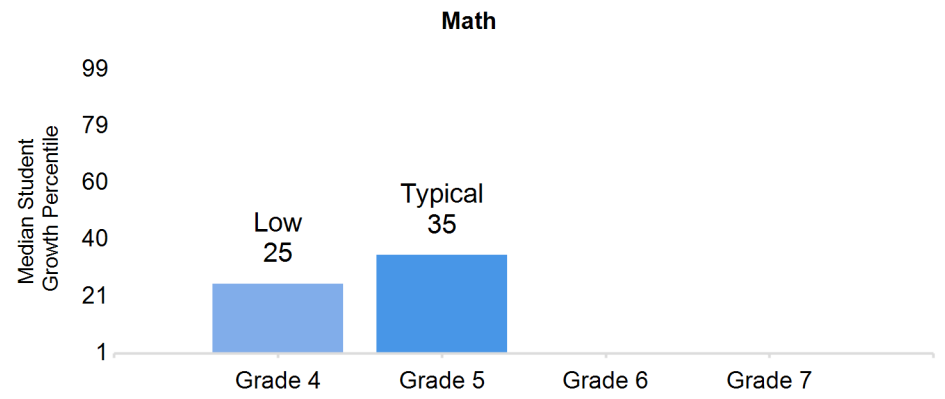




Student Growth by Grade

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	238	94.5	39.1	76.7	56.7	38.9	46	Not Met
White	44	89.8	43.2	62.3	65.6	40.7	48.4	Met Target†
Hispanic	106	93.9	24.5	48.2	42.5	24.2	24.9	Met Target†
Black or African American	*	*	*	49.5	37.3	*	44.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	52	98.1	65.4	88.2	82.3	65.4	77	Not Met
American Indian or Alaska Native	N	N	N	86.2	52.7	N	**	**
Two or More Races	*	*	*	67.4	63.4	*	**	**
Female	107	96.4	45.8	82.0	64.5	45.8		
Male	131	93.1	33.6	71.7	49.4	32.9		
Economically Disadvantaged Students	125	94.7	29.6	50.4	38.5	*	38.2	Not Met
Non-Economically Disadvantaged Students	113	94.3	49.5	82.5	67.5	*		
Students with Disabilities	54	93.2	13.0	20.8	21.6	12.7	22	Not Met
Students without Disabilities	184	94.9	46.8	82.3	63.9	46.6		
English Learners	26	100.0	23.1	41.9	27.3	23.1	24.8	Met Target†
Non-English Learners	212	93.9	41.0	78.5	59.4	40.4		
Homeless Students	*	*	*	45.0	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	*	*	*	83.4	30.1	*		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	730	775	750	27%	16%	18%	*	*	39%	52%
White	15	744	754	759	*	*	*	*	*	53%	61%
Hispanic	31	717	738	736	35%	*	*	*	*	23%	38%
Black or African American	*	*	741	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	17	745	787	777	*	0%	*	65%	0%	65%	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	33	739	779	756	*	*	*	*	*	48%	57%
Male	41	722	771	744	*	*	*	*	*	32%	46%
Economically Disadvantaged Students	39	715	737	733	*	*	*	*	*	26%	34%
Non-Economically Disadvantaged Students	35	746	781	762	*	*	*	*	*	54%	64%
Students with Disabilities	17	707	722	719	*	*	*	*	*	29%	24%
Students without Disabilities	57	736	778	756	*	*	*	*	*	42%	57%
English Learners	*	*	712	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	775	753	*	*	*	*	*	*	55%
Homeless Students	*	*	734	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	*	*	*	741	*	*	*	*	*	*	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	84	744	775	756	*	20%	32%	*	*	38%	58%
White	14	748	756	764	*	*	*	*	*	36%	68%
Hispanic	36	730	743	744	*	33%	28%	*	*	22%	44%
Black or African American	*	*	746	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	20	755	787	782	*	*	*	*	*	55%	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	40	744	779	762	*	*	35%	*	*	38%	63%
Male	44	745	772	751	*	*	30%	*	*	39%	53%
Economically Disadvantaged Students	44	736	*	740	*	*	32%	*	*	30%	40%
Non-Economically Disadvantaged Students	40	754	*	767	*	*	33%	*	*	48%	70%
Students with Disabilities	11	711	721	726	*	*	*	*	*	*	25%
Students without Disabilities	73	750	780	762	*	*	*	*	*	*	64%
English Learners	N	N	725	720	N	N	N	N	N	N	17%
Non-English Learners	84	744	776	759	*	20%	32%	*	*	38%	61%
Homeless Students	*	*	738	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	*	*	*	732	*	*	*	*	*	*	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	734	775	755	25%	12%	23%	*	*	40%	58%
White	15	746	759	763	*	*	*	*	*	40%	68%
Hispanic	39	727	749	743	*	*	31%	28%	0%	28%	43%
Black or African American	13	715	743	738	*	*	*	*	*	23%	38%
Asian, Native Hawaiian, or Pacific Islander	16	754	786	780	*	*	0%	81%	0%	81%	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	33	747	782	762	*	*	*	*	*	55%	66%
Male	50	725	768	749	*	*	*	*	*	30%	51%
Economically Disadvantaged Students	43	726	*	739	*	*	*	*	*	33%	39%
Non-Economically Disadvantaged Students	40	742	*	766	*	*	*	*	*	48%	71%
Students with Disabilities	26	696	721	724	*	*	*	*	*	*	22%
Students without Disabilities	57	751	780	762	*	*	*	*	*	*	65%
English Learners	N	N	711	712	N	N	N	N	N	N	11%
Non-English Learners	83	734	776	757	25%	12%	23%	*	*	40%	60%
Homeless Students	*	*	753	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	*	*	*	732	*	*	*	*	*	*	33%

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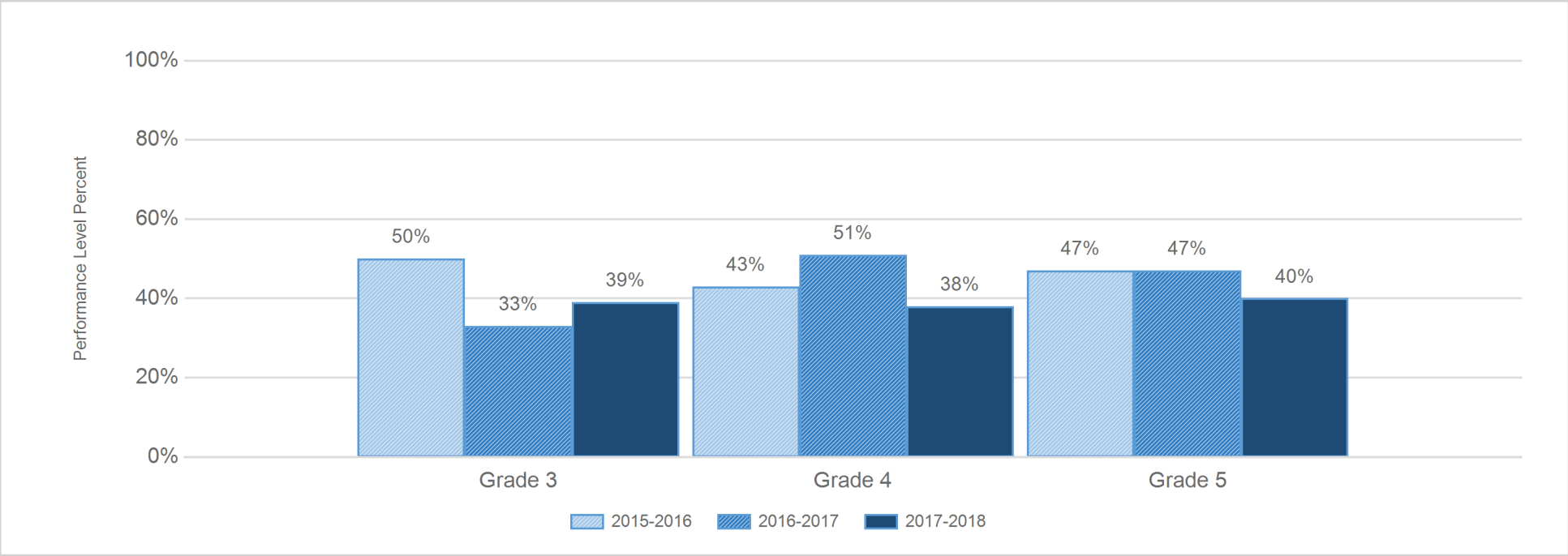
English Language Arts/Literacy Assessment - Performance Trends

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	238	94.5	25.2	65.7	45.0	25.0	44.8	Not Met
White	44	89.8	20.5	41.3	54.1	19.3	44.6	Not Met
Hispanic	106	93.9	16.0	27.7	29.2	15.8	28.3	Not Met
Black or African American	*	*	*	24.6	23.4	*	44.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	52	98.1	53.8	83.1	77.0	53.8	75	Not Met
American Indian or Alaska Native	N	N	N	82.2	42.5	N	**	**
Two or More Races	*	*	*	49.3	53.0	*	**	**
Female	107	96.4	23.4	66.7	46.0	23.4		
Male	131	93.1	26.8	64.7	43.9	26.1		
Economically Disadvantaged Students	125	94.7	17.6	31.8	26.6	*	42.9	Not Met
Non-Economically Disadvantaged Students	113	94.3	33.6	73.2	55.9	*		
Students with Disabilities	54	93.2	*	14.3	17.1	*	23.7	Not Met
Students without Disabilities	184	94.9	*	70.7	50.5	*		
English Learners	26	100.0	15.3	42.7	24.6	15.3	24.8	Met Target†
Non-English Learners	212	93.9	26.4	66.9	46.9	26.1		
Homeless Students	*	*	*	33.7	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	*	*	*	58.4	23.7	*		

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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	74	722	774	752	27%	27%	23%	*	*	23%	53%
White	15	728	750	760	*	*	*	*	*	20%	64%
Hispanic	31	712	731	739	35%	32%	*	*	*	16%	38%
Black or African American	*	*	737	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	17	743	788	780	*	*	*	*	*	53%	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	33	727	773	752	*	30%	*	*	*	21%	53%
Male	41	718	775	751	*	24%	*	*	*	24%	53%
Economically Disadvantaged Students	39	707	736	736	*	*	*	*	*	15%	35%
Non-Economically Disadvantaged Students	35	739	781	762	*	*	*	*	*	31%	66%
Students with Disabilities	17	698	728	730	*	*	*	*	*	*	29%
Students without Disabilities	57	729	777	756	*	*	*	*	*	*	57%
English Learners	*	*	734	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	775	754	*	*	*	*	*	*	56%
Homeless Students	*	*	736	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	*	*	*	737	*	*	*	*	*	*	46%

NJ SCHOOL PERFORMANCE REPORT

LINDENEAU ELEMENTARY SCHOOL
(23-1290-103)
Grades Offered: KG-05
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	723	765	748	25%	30%	23%	23%	0%	23%	49%
White	14	724	744	755	*	*	*	*	*	14%	60%
Hispanic	36	711	728	737	44%	31%	*	*	*	17%	34%
Black or African American	*	*	732	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	20	738	778	774	*	*	*	*	*	35%	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	40	718	765	748	*	*	*	*	*	15%	50%
Male	44	727	766	748	*	*	*	*	*	30%	49%
Economically Disadvantaged Students	44	714	*	733	*	30%	*	*	*	14%	30%
Non-Economically Disadvantaged Students	40	732	*	758	*	30%	*	*	*	33%	62%
Students with Disabilities	11	698	721	725	*	*	*	*	*	*	22%
Students without Disabilities	73	727	769	753	*	*	*	*	*	*	55%
English Learners	N	N	720	722	N	N	N	N	N	N	16%
Non-English Learners	84	723	766	750	25%	30%	23%	23%	0%	23%	52%
Homeless Students	*	*	729	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	*	*	*	731	*	*	*	*	*	*	32%

NJ SCHOOL PERFORMANCE REPORT

LINDENEAU ELEMENTARY SCHOOL
(23-1290-103)
Grades Offered: KG-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	732	767	748	20%	22%	28%	*	*	30%	49%
White	15	735	742	756	*	*	*	*	*	27%	60%
Hispanic	39	726	735	736	*	28%	36%	*	*	15%	32%
Black or African American	13	714	730	730	*	*	*	*	*	15%	26%
Asian, Native Hawaiian, or Pacific Islander	16	757	782	777	*	*	0%	*	*	81%	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	33	730	768	749	*	*	*	*	*	36%	50%
Male	50	733	767	747	*	*	*	*	*	26%	48%
Economically Disadvantaged Students	43	729	*	733	*	*	28%	*	*	23%	29%
Non-Economically Disadvantaged Students	40	735	*	758	*	*	28%	*	*	38%	62%
Students with Disabilities	26	709	725	726	*	*	*	*	*	12%	20%
Students without Disabilities	57	742	772	752	*	*	*	*	*	39%	55%
English Learners	N	N	726	718	N	N	N	N	N	N	13%
Non-English Learners	83	732	768	750	20%	22%	28%	*	*	30%	51%
Homeless Students	*	*	745	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	*	*	*	728	*	*	*	*	*	*	29%

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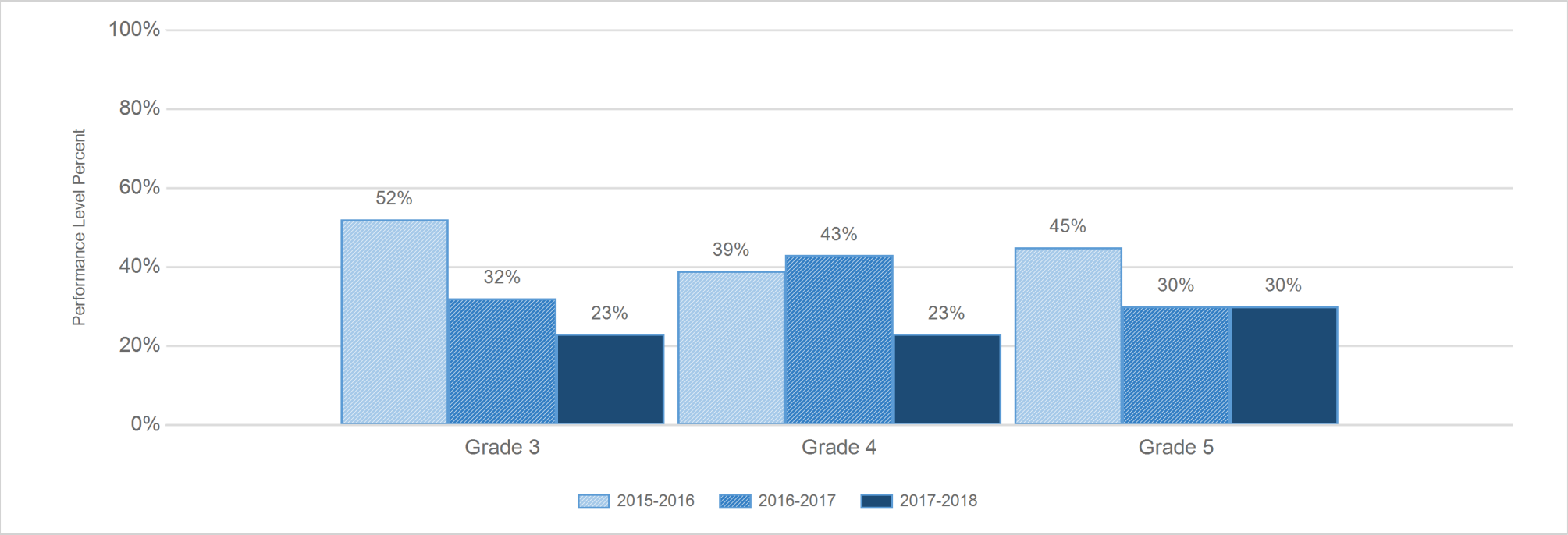
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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	N	N	N
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

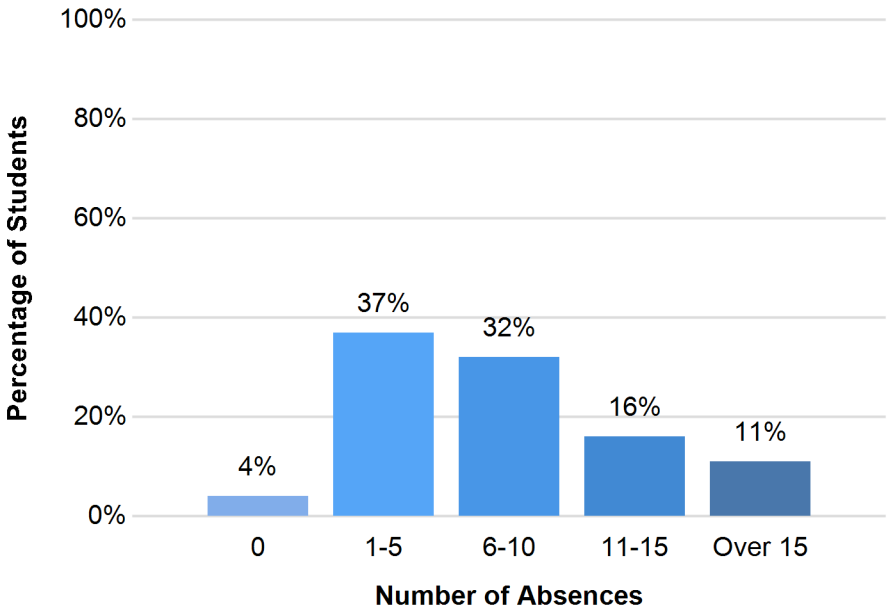
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	42	8.9	8.9	Met
White	9	8.2	8.9	Met
Hispanic	11	5.8	8.9	Met
Black or African American	9	14.3	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	9	9.5	8.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	21	9.0	8.9	Not Met
Students with Disabilities	9	8.8	8.9	Met
English Learners	*	*	**	**

Days Absent

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



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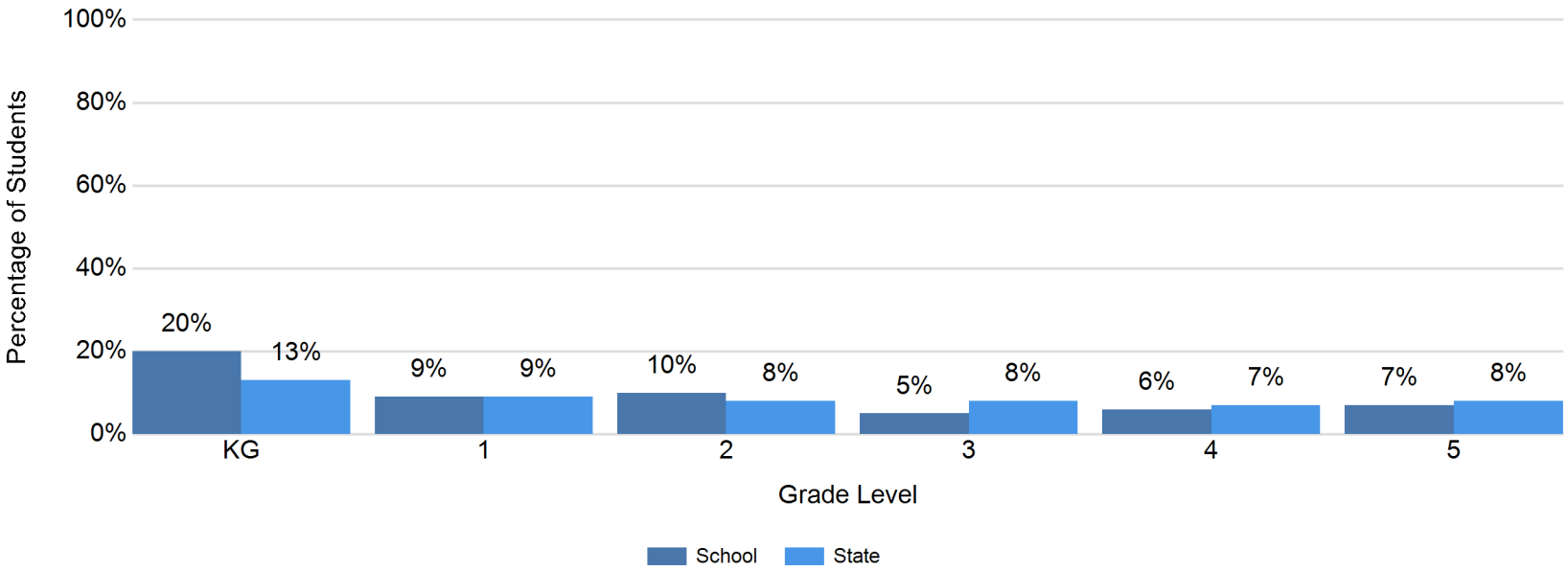
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.64

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	1	1
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 35 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)	$358	$12,243	$12,601

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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	37	117,464
Average years experience in public schools	13.5	12.0
Average years experience in district	12.8	10.7
Teachers in district for 4 or more years	89.2%	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	53	9,374
Average years experience in public schools	19.6	16.0
Average years experience in district	13.9	12.0
Administrators in district for 4 or more years	86.8%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	16:1
Students to Administrators	234:1	305:1
Teachers to Administrators	19:1	19:1
Students to Librarians/Media Specialists		4042:1
Students to Nurses		1011:1
Students to Counselors		415:1
Students to Child Study Team		490:1

NJ SCHOOL PERFORMANCE REPORT

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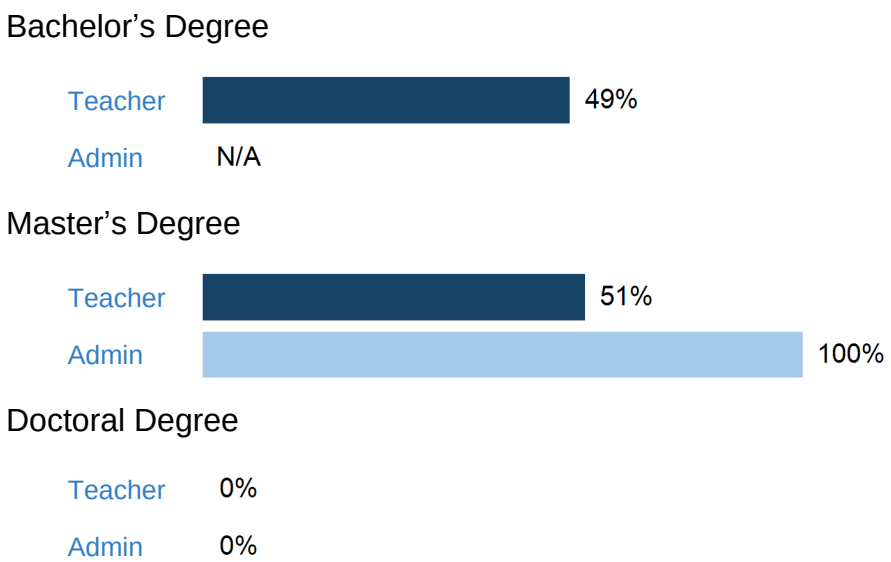
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	89.4%	90.2%
2016-17 Administrators: Same district 2017-18	79.0%	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	80.6%

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Key terms for staff data:
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Teachers: All classroom teachers
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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	89.2%	100.0%
Male	10.8%	0.0%
White	89.2%	100.0%
Hispanic	5.4%	0.0%
Black or African American	2.7%	0.0%
Asian	2.7%	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	Yes	Yes	No
White	Yes		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	Yes		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

LINDENEAU ELEMENTARY SCHOOL
(23-1290-103)
Grades Offered: KG-05
2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	14.10	17.5%
Mathematics Proficiency	8.06	17.5%
English Language Arts Growth	22.99	25.0%
Mathematics Growth	3.32	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	37.53	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	16.08	n/a
Summative Rating: Percentile Rank of Summative Score	5.45	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	Yes	Not Met	Not Met	Met Standard	Not Met	N	Met	No
White	18.93	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Hispanic	21.34	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	34.77	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	5.81	14.08	Yes	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	25.35	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	26.46	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
English Learners	**	**	No	Met Target†	Met Target†	**	**	**	**	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:	• Lindeneau School is working to establish a school culture of leadership and accountability. We are entering our third year as a Leader in Me School. • Cooperation, collaboration, and communication continue to be an important part of our school. We believe in fostering a caring school culture where students feel VALUED, APPRECIATED, and LOVED. • At Lindeneau Elementary School, we offer various co-curricular activities and reinforce the concept that an “active mind is a powerful mind."
Mission, Vision, Theme:	Lindeneau School is working to establish a school culture of Leadership and accountability. We are entering our third year as a Leader in Me School. The Leader in Me is aligned with the "Seven Habits of Highly Effective People". It teaches 21st century leadership and life skills to students and creates a culture of student empowerment. The process also teaches students the skills needed for academic success in any setting. This year all Seven Habits of Highly Effective people have been aligned to curriculum and instruction as well as goal setting for students.
Awards, Recognition, Accomplishments:	Lindeneau hosts awards assemblies for students who earned High Honor Roll, Honor Roll and Perfect Attendance throughout the 1st- 3rd Marking Periods. Additionally Lindeneau annually honors a teacher nominated by his/her colleagues for the Governor’s Teacher of the Year award.

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Courses, Curriculum, Instruction:	With the New Jersey Student Learning Standards (NJSLS) at its core, our K-5 curriculum focuses on the whole child by developing a strong academic foundation by building social emotional learning competencies and implementing 21st century skills. To ensure our curricula meets the needs of our diverse student population, as well as state and federal mandates, we routinely revisit our curriculum and update accordingly. Our one-to-one technology allows us to facilitate meaningful learning experiences for students. Within each of our 11 elementary schools, students are afforded a variety of extracurricular events, community service projects, programs, and resources.
Clubs and Activities:	Lindeneau School offers a wide array of clubs and co-curricular activities including Student Council, Safety Patrols and the Lindeneau News. Students have the opportunities to express their creativity in Art Club, Chorus, Band, Odyssey of the Mind, Strings, Tiger's Zen, and Yearbook.

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Staff and Professional Learning:	Components of the professional development program include mandated staff development for all non-tenured teachers, including classroom observation and coaching visits over a four-year period. In addition, an intensive mentoring program is provided to all provisional first year teachers, with workshops and follow-up sessions for each mentor/protégé team. The District also provides Professional Development Institute (PDI), which offers certificated and non-certificated staff PDI hours, for their voluntary participation in an array of curriculum and instructionally relevant workshops offered after school and during the summer. All teachers, at the elementary level, have an added resource of coaching from the district's reading specialists, math specialists and gifted and talented teachers.

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Student Supports and Services:	The district is dedicated to the success of all students. Grade 1-5 students are given a screener to identify whether or not academic support is needed. Student progress is monitored through multiple measures by the classroom teacher and members of the student response team. Every school in the district conducts Intervention and Referral Service Meetings as an additional method in which to support student learning. The district has a number of Self Contained Autism Classrooms, Integrated Preschool, Learning and/or Language Disabled, and Multiply Disabled classrooms in order to service all students in a least restrictive environment. English as a Second Language Students are given support in small groups by an ESL teache
Student Health and Wellness:	Elementary students are supported holistically through health & physical education course work, counseling, assembly programming, school initiatives, clubs, mentoring, and an overarching commitment to social-emotional learning woven into daily instruction. Mindfulness breaks are encouraged throughout the school day, and students are provided a daily recess to practice learning through play. Positive behaviors are affirmed and recognized by staff to promote responsible student actions. Students are provided a reliable, engaging, and structured environment that they can depend on to improve upon their goals. Each building creates a caring community of trusted adults who model the spirit of collegiality, professionalism, and enthusiasm which makes our students feel secure and ready to learn. These strategies, along with strong anti-bullying policies, promote a safe and favorable climate for students to thrive in academically, physically, and emotionally.
Parent and Community Involvement:	Our school community is strengthened by its rich cultural diversity which we embrace and support. Our dedicated Parent Teacher Organization is committed to building the home-school connection by sponsoring many academic and social events for the entire community. The collaboration between school and families enables our dedicated staff to build strong relationships with the children as we learn from one another to ensure their growth

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Facilities:	Lindeneau Elementary School is a K-5 school. The facility was built in 1967 and is nestled between two township parks. The classrooms are student-friendly with literacy rich displays, word walls, classroom libraries, chromebooks, ipads and promethean boards. The school's media center is visited weekly by each class and houses 25 desktop computers. Students attend music, art and Spanish class once a week and gym twice a week.
School Safety:	Each school in the Edison Township Public School System has video survillance, security personnel, a district director and follows all local, state & federal laws in regards to ensuring student safety.

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Technology and STEM:	Lindeneau instituted a STEM academy collaboratively designed to help student's mastery of key mathematical standards. Students in grades 2nd – 5th were invited to participate based on interest and identified need. The academy is anchored on the use of the Lego Education WeDo 2.0 Core set. This is a hands-on STEM solution that combines the LEGO brick, classroom-friendly software, engaging standards-based projects and a discovery based approach. Designed with collaboration in mind, the 2.0 core set supports students and introduces them to computational thinking and engineering principles in a fun and engaging way. The purpose of the STEM academy is to raise student understanding of conceptual mathematics while also enhancing student's curiosity and science skills.