NJ SCHOOL PERFORMANCE REPORT

Lincoln Park Elementary School
(27-2650-035)
Grades Offered: PK-04
2018-2019

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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2018-2019

School Contact Information

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

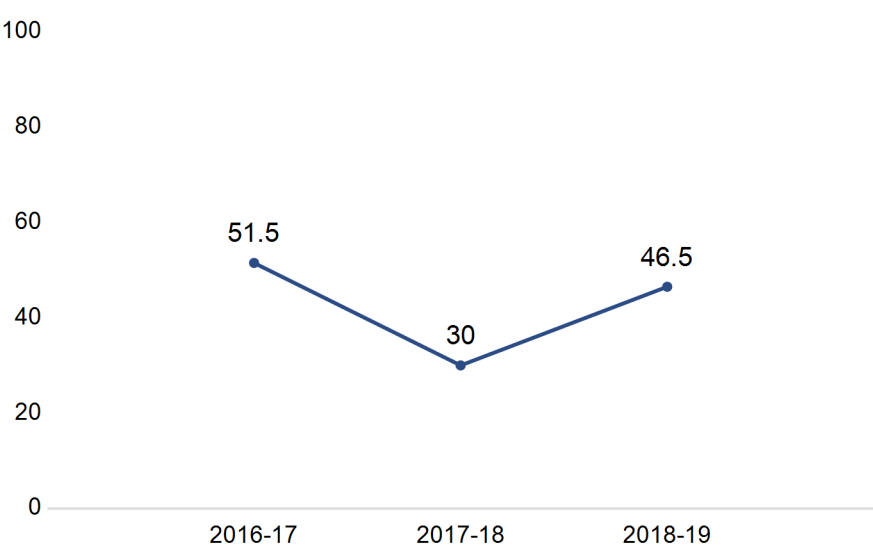| Type	Contact Information
County	Morris
District	Lincoln Park School District
Principal Name	Mrs. Melissa Flach-Bammer
Address	274 PINEBROOK ROAD LINCOLN PARK, NJ 07035
Phone Number	973-696-5530
Email Address	Bammer@lincpk.com
Website	http://www.lincolnparkboe.org/3/Home
Facebook	https://www.facebook.com/lincolnpark-publicschools-555642661260215/?
Twitter	https://twitter.com/lincolnparkEDU

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	47	59	53
KG	81	83	105
1	90	83	80
2	96	90	87
3	110	92	92
4	112	109	92
Total	536	516	509

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.8%	46.1%	46.8%
Male	52.2%	53.9%	53.2%
Economically Disadvantaged Students	16.6%	17.4%	15.7%
Students with Disabilities	20.7%	25.0%	26.5%
English Learners	6.7%	4.7%	5.5%
Homeless Students	0.4%	1.2%	0.2%
Students in Foster Care	0.0%	0.0%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	70.0%	69.0%	68.8%
Hispanic	18.3%	19.0%	19.8%
Black or African American	2.1%	1.9%	1.8%
Asian	8.2%	7.9%	7.9%
Native Hawaiian or Pacific Islander	1.1%	1.0%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.4%	1.2%	1.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	28	34	29
PK - Full Day	19	25	24
KG - Half Day	0	0	0
KG - Full Day	81	83	105

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	74.7%
Spanish	8.6%
Albanian	2.4%
Polish	2.4%
Arabic	2.0%
Other Languages	10.0%

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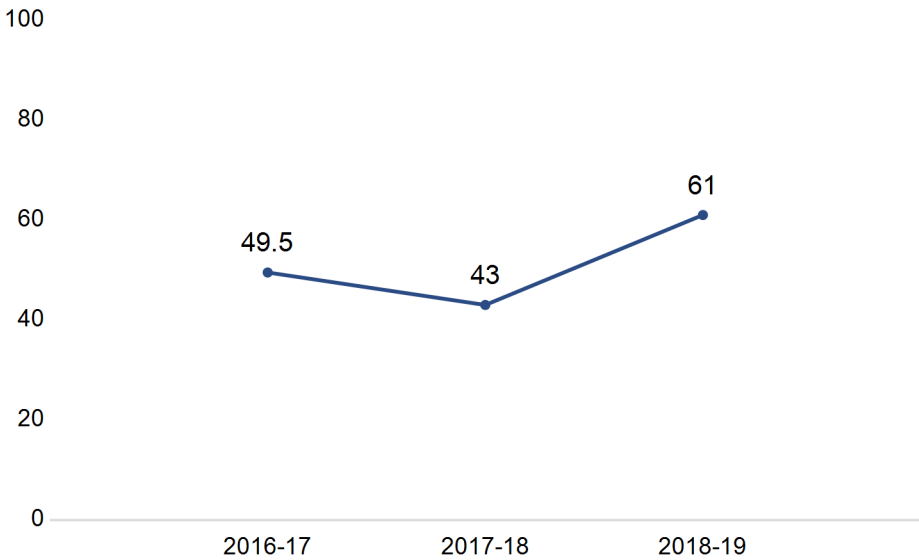Grades Offered: PK-04
2018-2019

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

| | 2016-17 | 2017-18 | 2018-19 |
| ELA | 51.5 | 30 | 46.5 |

Math Median Student Growth Percentile

| | 2016-17 | 2017-18 | 2018-19 |
| Math | 49.5 | 43 | 61 |

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51.5	30	46.5	49.5	43	61
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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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 (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 (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	46.5	59	50	Met Standard	61	62	50	Exceeds Standard
White	52	59	50	Met Standard	60	63	52	Exceeds Standard
Hispanic	29.5	54.5	49	**	56.5	60	47	**
Black or African American	*	68	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	32	72	59	**	61	66	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	N	52	**
Female	39	60	53	N	53	60	50	N
Male	52	59	47	N	68	64	51	N
Economically Disadvantaged Students	16	61	48	**	38	58	46	**
Students with Disabilities	32.5	57	43	**	58	56	45	**
English Learners	21	59	52	**	35	52	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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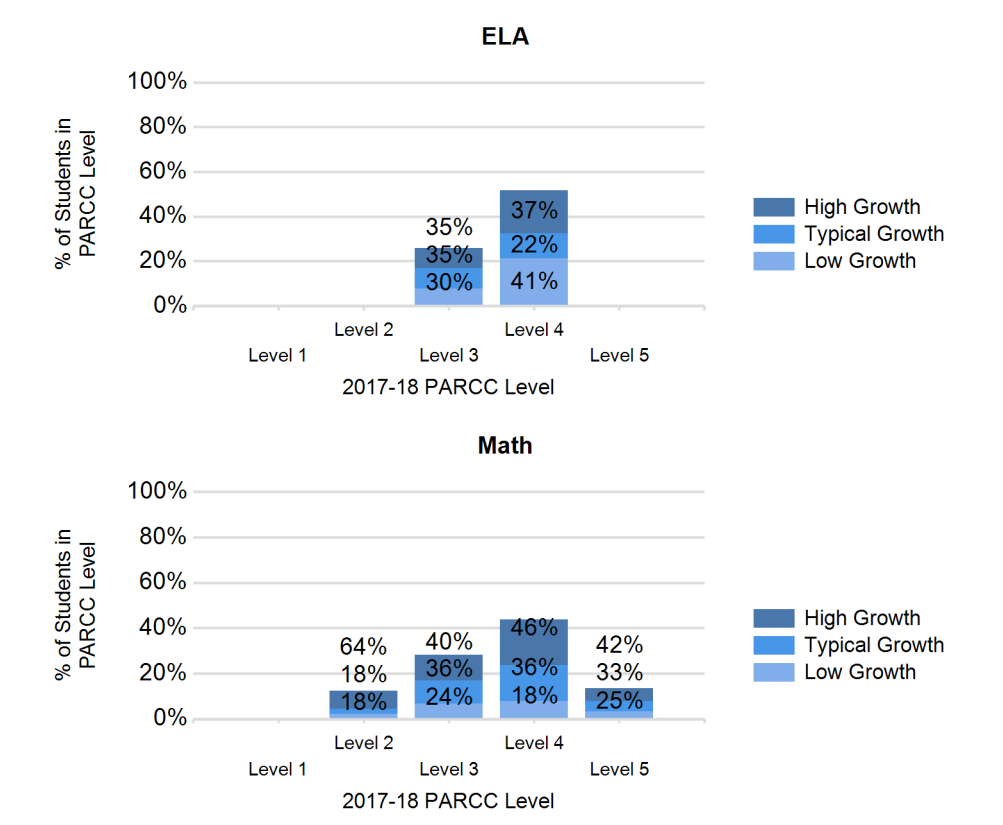- **†** This indicates a table specific note, see note below table

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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.
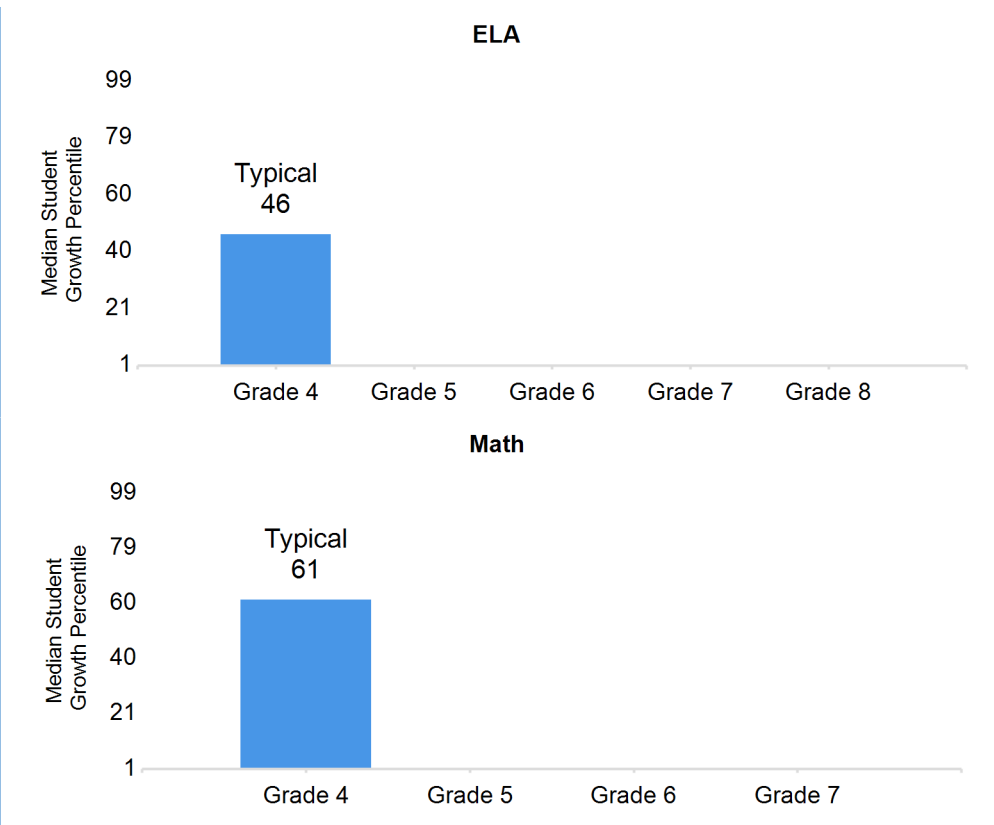
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

Student Growth by Grade

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

ELA — Student Growth by Performance Level (% of Students in PARCC Level by 2017-18 PARCC Level): Level 3 — 35% High Growth, 35% Typical Growth, 30% Low Growth; Level 4 — 37% High Growth, 22% Typical Growth, 41% Low Growth. Legend: High Growth, Typical Growth, Low Growth.

Math — Student Growth by Performance Level (% of Students in PARCC Level by 2017-18 PARCC Level): Level 2 — 64% (18% High Growth, 18% Typical Growth, 24% Low Growth); Level 3 — 40% (18% High Growth, 36% Typical Growth, 24% Low Growth); Level 4 — 46% (36% High Growth, 18% Typical Growth); Level 5 — 42% (33% Typical Growth, 25% Low Growth). Legend: High Growth, Typical Growth, Low Growth.

ELA — Student Growth by Grade (Median Student Growth Percentile): Grade 4 — Typical 46.

Math — Student Growth by Grade (Median Student Growth Percentile): Grade 4 — Typical 61.

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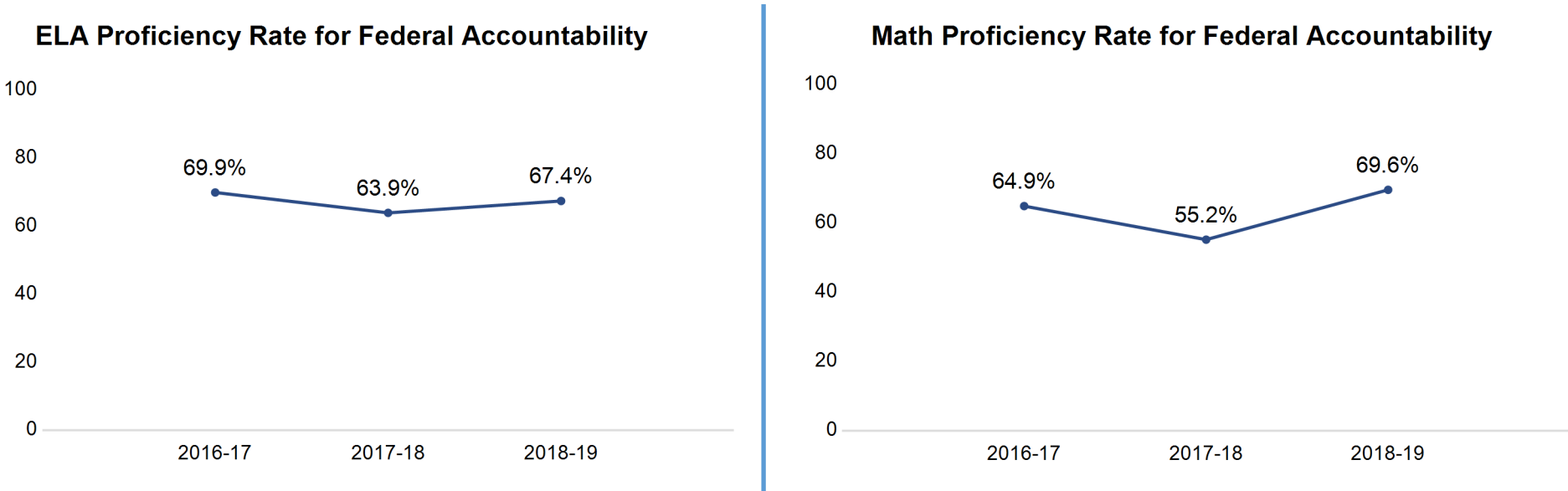**Lincoln Park Elementary School**

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 69.9%
- 2017-18: 63.9%
- 2018-19: 67.4%

Math Proficiency Rate for Federal Accountability

- 2016-17: 64.9%
- 2017-18: 55.2%
- 2018-19: 69.6%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.3%	100.0%	100.0%	97.3%	100.0%	100.0%
Proficiency Rate for Federal Accountability	69.9%	63.9%	67.4%	64.9%	55.2%	69.6%
Annual Target	71.0%	71.5%	71.9%	65.0%	65.8%	66.6%
Met Annual Target?	Met Target†	Not Met	Met Target†	Met Target†	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

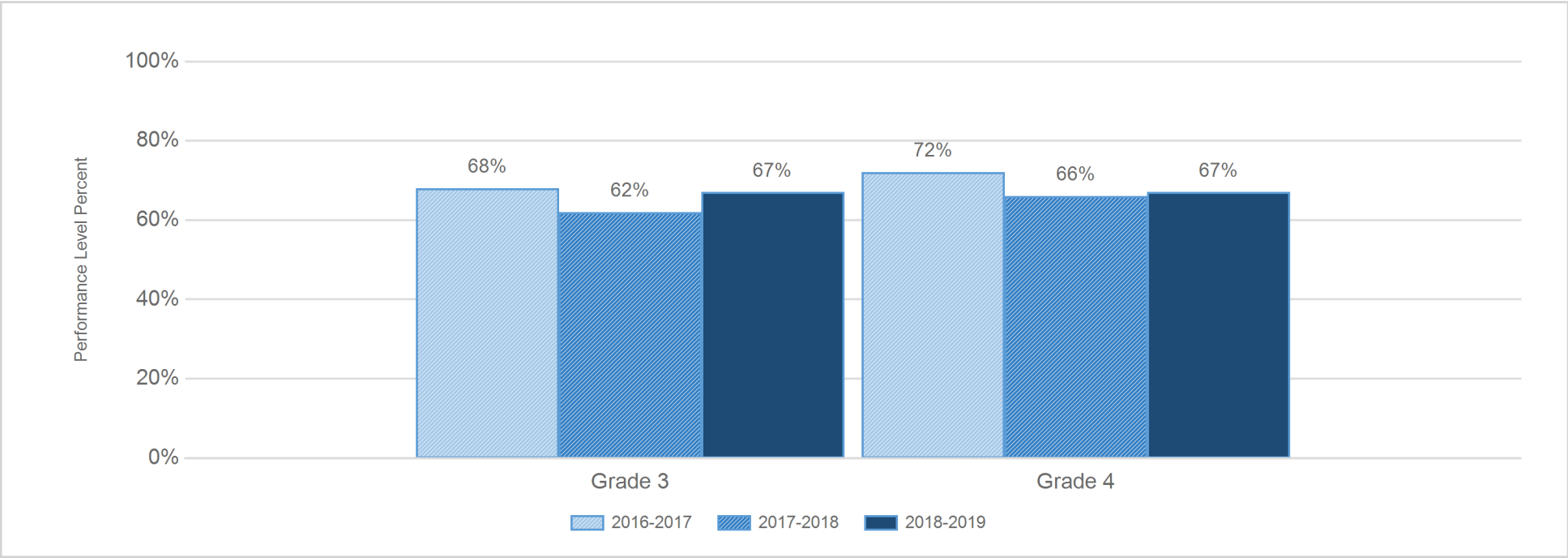† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	181	100.0	67.4	79.2	57.9	67.4	71.9	Met Target†
White	127	100.0	69.3	80.7	66.9	69.3	69.5	Met Target†
Hispanic	34	100.0	50.0	70.3	43.9	50.0	75.7	Not Met
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	82.4	83.7	82.9	82.4	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	95	100.0	67.4	81.1	64.8	67.4		
Male	86	100.0	67.4	77.4	51.3	67.4		
Economically Disadvantaged Students	29	100.0	58.6	75.8	40.0	58.6	62.3	Met Target†
Non-Economically Disadvantaged Students	152	100.0	69.1	79.8	67.9	69.1		
Students with Disabilities	47	100.0	42.6	50.4	22.7	42.6	38.9	Met Target
Students without Disabilities	134	100.0	76.1	86.1	65.1	76.1		
English Learners	24	100.0	54.2	56.9	29.3	54.2	64.4	Met Target†
Non-English Learners	157	100.0	69.4	81.3	60.6	69.4		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	92	766	766	748	*	*	24%	57%	11%	67%	50%
White	66	768	768	757	*	*	21%	*	*	71%	60%
Hispanic	17	752	752	734	*	*	*	*	*	41%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	47	768	768	753	*	*	*	*	*	72%	55%
Male	45	764	764	743	*	*	*	*	*	62%	46%
Economically Disadvantaged Students	19	761	761	731	*	*	*	*	*	68%	33%
Non-Economically Disadvantaged Students	73	767	767	759	*	*	*	*	*	67%	61%
Students with Disabilities	28	757	757	719	*	*	39%	*	*	46%	24%
Students without Disabilities	64	770	770	754	*	*	17%	*	*	77%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	764	764	755	*	*	23%	49%	18%	67%	57%
White	62	763	763	763	*	*	29%	*	*	65%	67%
Hispanic	17	754	754	743	*	*	*	*	*	65%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	50	764	764	760	*	*	*	*	*	62%	62%
Male	41	764	764	750	*	*	*	*	*	73%	53%
Economically Disadvantaged Students	13	736	736	740	*	*	*	*	*	46%	40%
Non-Economically Disadvantaged Students	78	769	769	765	*	*	*	*	*	71%	69%
Students with Disabilities	18	741	741	725	*	*	*	*	*	33%	25%
Students without Disabilities	73	770	770	761	*	*	*	*	*	75%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	181	100.0	69.6	64.5	44.5	69.6	66.6	Met Target
White	127	100.0	70.9	66.3	54.1	70.9	66.3	Met Target
Hispanic	34	100.0	58.8	54.2	28.8	58.8	63	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	82.4	74.4	76.5	82.4	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	95	100.0	68.4	64.6	44.9	68.4		
Male	86	100.0	70.9	64.4	44.2	70.9		
Economically Disadvantaged Students	29	100.0	65.5	57.6	26.3	65.5	54.8	Met Target
Non-Economically Disadvantaged Students	152	100.0	70.4	65.9	54.9	70.4		
Students with Disabilities	47	100.0	55.3	36.5	17.4	55.3	38.9	Met Target
Students without Disabilities	134	100.0	74.6	71.2	50.0	74.6		
English Learners	24	100.0	45.8	46.2	25.0	45.8	49.4	Met Target†
Non-English Learners	157	100.0	73.2	66.2	46.5	73.2		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

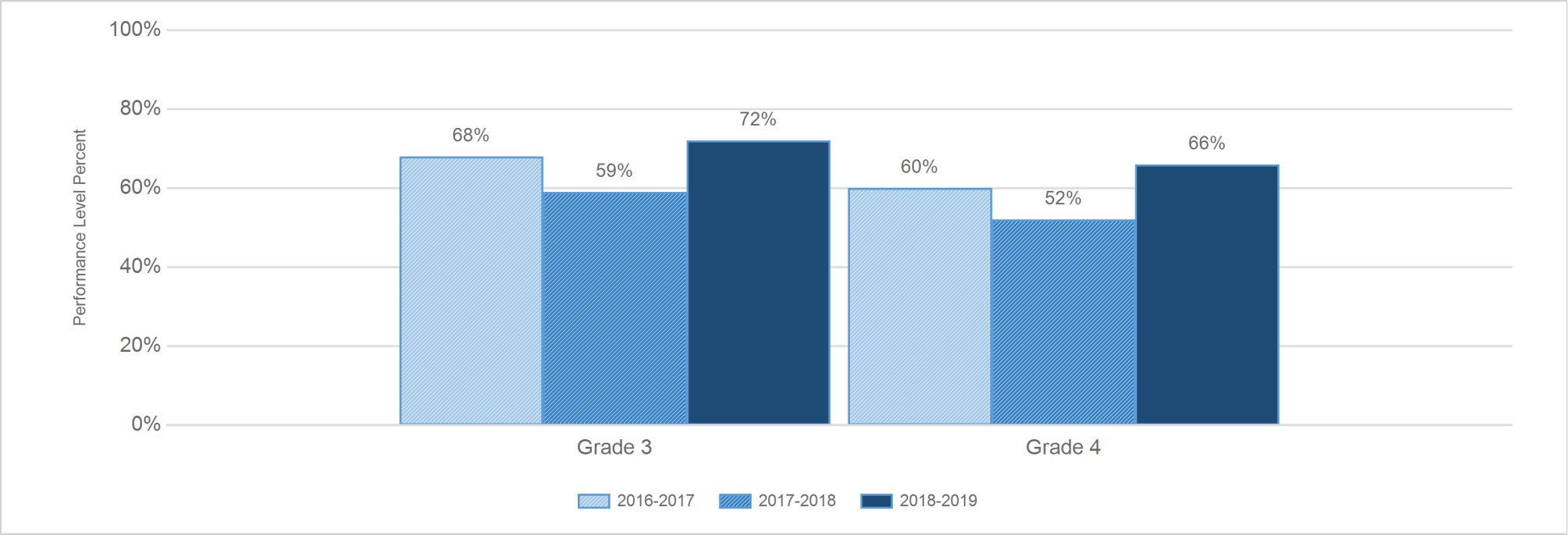**NJ SCHOOL PERFORMANCE REPORT**

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Lincoln Park Elementary School

(27-2650-035)

Grades Offered: PK-04

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	92	763	763	752	0%	*	20%	*	*	72%	55%
White	66	765	765	760	0%	*	17%	*	*	73%	66%
Hispanic	17	756	756	739	0%	*	*	*	*	65%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	47	758	758	751	0%	*	*	*	*	68%	54%
Male	45	768	768	752	0%	*	*	*	*	76%	56%
Economically Disadvantaged Students	19	761	761	737	0%	*	*	*	*	74%	37%
Non-Economically Disadvantaged Students	73	763	763	761	0%	*	*	*	*	71%	67%
Students with Disabilities	28	759	759	731	0%	*	*	*	*	64%	31%
Students without Disabilities	64	765	765	756	0%	*	*	*	*	75%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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(27-2650-035)

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	759	759	749	*	11%	20%	*	*	66%	51%
White	62	756	756	757	*	*	24%	*	*	66%	62%
Hispanic	17	756	756	737	*	*	*	*	*	53%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	50	757	757	749	*	*	*	*	*	66%	50%
Male	41	761	761	749	*	*	*	*	*	66%	52%
Economically Disadvantaged Students	13	739	739	734	*	*	*	*	*	46%	32%
Non-Economically Disadvantaged Students	78	762	762	759	*	*	*	*	*	69%	63%
Students with Disabilities	18	742	742	726	*	*	*	*	*	39%	25%
Students without Disabilities	73	763	763	754	*	*	*	*	*	73%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

Lincoln Park Elementary School
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DLM Alternate Assessment - Participation

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

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

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	41.2%	**	**

† 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	15	*	*
3-4	12	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4

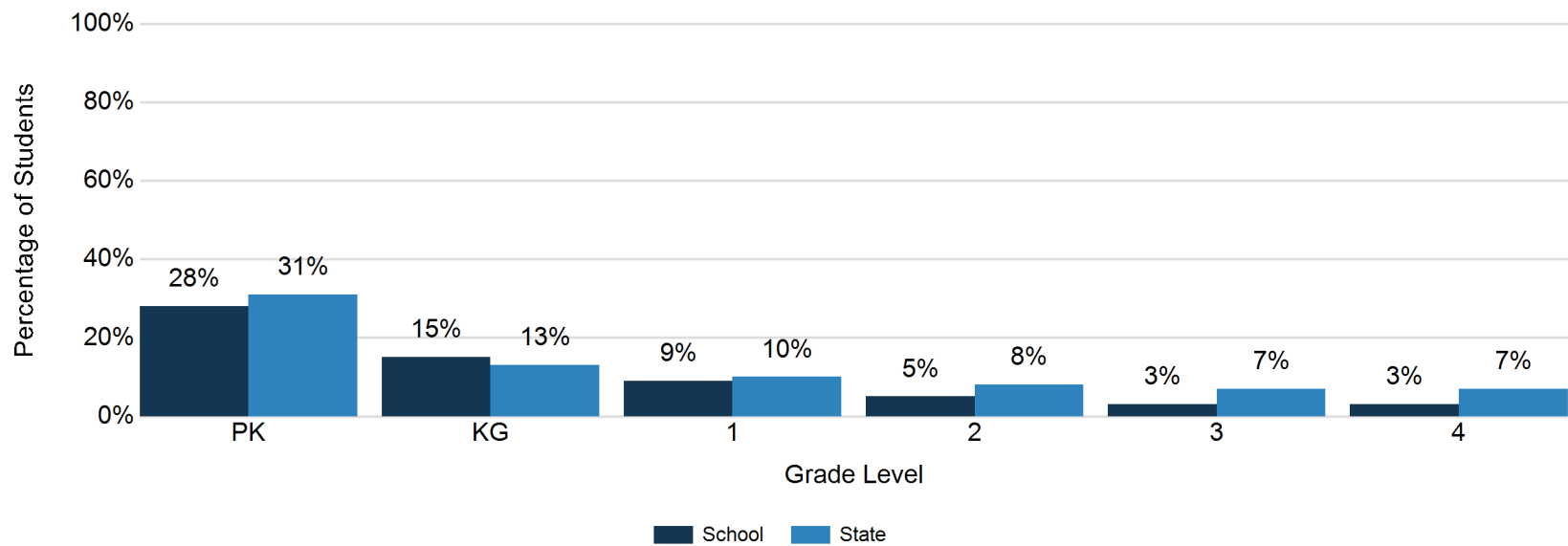**NJ SCHOOL PERFORMANCE REPORT**

Lincoln Park Elementary School

(27-2650-035)

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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

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	33	7.2	9.2	Met
White	20	6.3	9.2	Met
Hispanic	8	9.0	9.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	3	7.9	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	14	6.4		
Male	19	8.0		
Economically Disadvantaged Students	10	12.8	9.2	Not Met
Students with Disabilities	11	10.6	9.2	Not Met
English Learners	1	3.6	9.2	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Percentage of Students by Number of Absences:
- 0: 2%
- 1-5: 35%
- 6-10: 33%
- 11-15: 18%
- Over 15: 12%

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2018-2019

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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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Lincoln Park Elementary School
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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	1	0	1
Other	0	0	0
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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1

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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
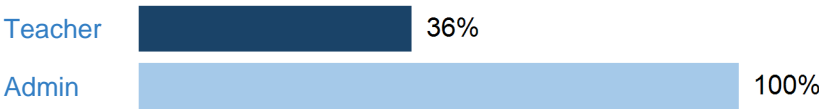
Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	70.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,530
Average years experience in public schools	24.2	16.0
Average years experience in district	7.5	12.0
Percentage of Administrators with 4 or more years experience in the district	83.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	170:1	155:1
Teachers to Administrators	15:1	14:1
Students to Librarians/Media Specialists		927:1
Students to Nurses		464:1
Students to Counselors		464:1
Students to Child Study Team Members		185:1

Lincoln Park Elementary School

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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.8%	90.9%	66.7%	48.4%	77.1%	54.9%
Male	53.2%	9.1%	33.3%	51.6%	22.9%	45.1%
White	68.8%	97.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	19.8%	2.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 64%
Admin N/A

Master's Degree

Teacher 36%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.2%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

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
2018-19	97.2%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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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.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	69.9%	63.9%	67.4%
Math Proficiency	64.9%	55.2%	69.6%
ELA Growth	52	30	46
Math Growth	50	43	61
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		66.7%	41.2%
Chronic Absenteeism	4.1%	5.0%	7.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

Lincoln Park Elementary School

(27-2650-035)

Grades Offered: PK-04

2018-2019

Report Key:
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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target†	Met Target	Met Standard	Exceeds Standard	**	Met	No
White	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	Not Met	Met Target†	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Not Met	No
English Learners	Met Target†	Met Target†	**	**	**	Met	No

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

Lincoln Park Elementary School

(27-2650-035)

Grades Offered: PK-04

2018-2019

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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 the school or district directly.

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

Lincoln Park Elementary School

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Courses, Curriculum, Instruction:	We offer highly academic programs in ELA, math, science, social studies, related arts, writing, Spanish, character education, Phonics First, Handwriting without Tears, ESL, and our Gifted & Talented program. Each students individual needs are met through creative, differentiated, and engaging classroom activities; the focus of all of our programs is for every student to reach his/her maximum potential.
Clubs and Activities:	During the school day, students can participate in our Climate Committee, which plans various fun, character education-type activities for the children. The students help run our monthly school-wide Panther Pride meetings. Fourth grade students may also become a member of the Safety Patrol, as well as the Lincoln Park Elementary News.

Lincoln Park Elementary School

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

NJ SCHOOL PERFORMANCE REPORT

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

Lincoln Park Elementary School

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

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

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Other Information

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

Lincoln Park Middle School

(27-2650-040)

Grades Offered: PK-08

2018-2019

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Lincoln Park Middle School

(27-2650-040)

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2018-2019

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School Contact Information

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 School District
Principal Name	Mr. Michael 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 data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
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	104	111	105
6	100	98	113
7	110	100	97
8	87	114	103
Total	401	423	418

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.4%	48.9%	46.2%
Male	54.6%	51.1%	53.8%
Economically Disadvantaged Students	16.2%	18.7%	17.7%
Students with Disabilities	17.5%	17.5%	16.3%
English Learners	2.0%	2.4%	3.1%
Homeless Students	0.0%	0.5%	0.2%
Students in Foster Care	0.2%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	72.8%	70.0%	70.8%
Hispanic	16.7%	20.1%	20.3%
Black or African American	2.0%	2.4%	2.4%
Asian	6.5%	5.9%	4.3%
Native Hawaiian or Pacific Islander	2.0%	1.7%	1.9%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	N	N	N
PK - Full Day	N	N	N
KG - Half Day	N	N	N
KG - Full Day	N	N	N

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.

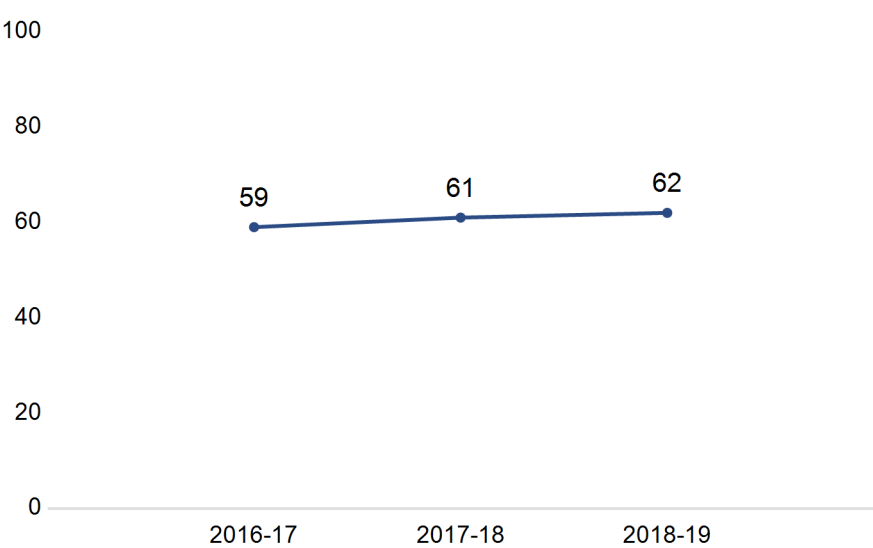| Home Language	% of Students
English	86.6%
Spanish	6.0%
Arabic	3.1%
Turkish	1.0%
Albanian	1.0%
Other Languages	2.4%

NJ SCHOOL PERFORMANCE REPORT

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile
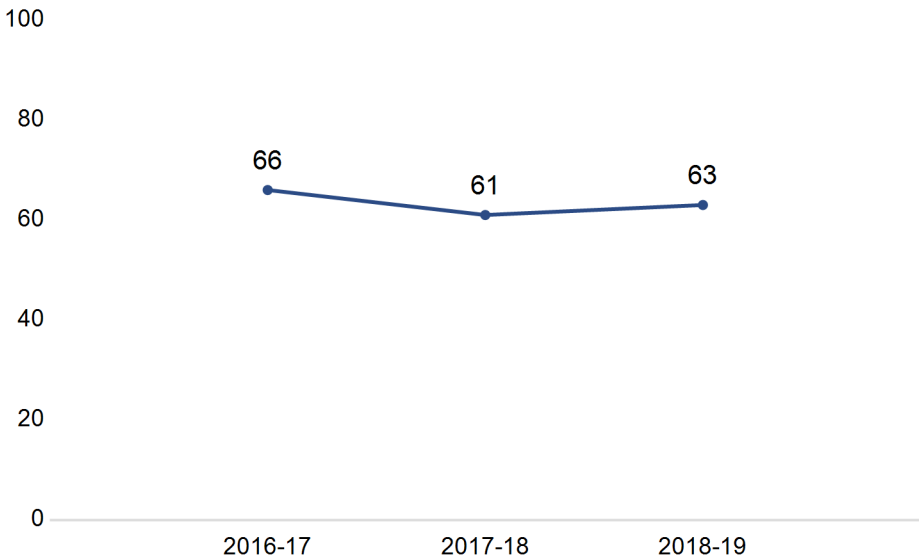
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	61	62	66	61	63
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

Lincoln Park Middle School

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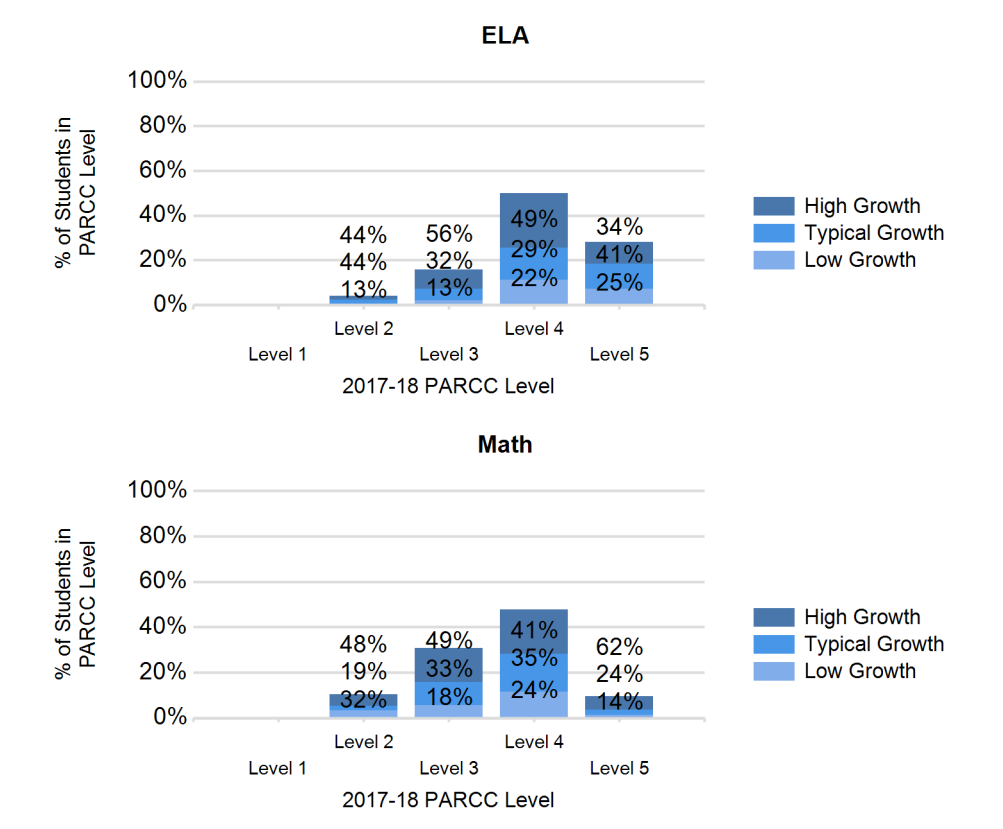* **†** This indicates a table specific note, see note below table

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 (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 (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	62	59	50	Exceeds Standard	63	62	50	Exceeds Standard
White	61	59	50	Exceeds Standard	63	63	52	Exceeds Standard
Hispanic	57.5	54.5	49	Met Standard	60	60	47	Exceeds Standard
Black or African American	57.5	68	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	76.5	72	59	Exceeds Standard	69	66	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	N	N	52	**
Female	63	60	53	N	61	60	50	N
Male	59.5	59	47	N	64	64	51	N
Economically Disadvantaged Students	68	61	48	Exceeds Standard	67.5	58	46	Exceeds Standard
Students with Disabilities	62	57	43	Exceeds Standard	56	56	45	Met Standard
English Learners	78	59	52	Exceeds Standard	67.5	52	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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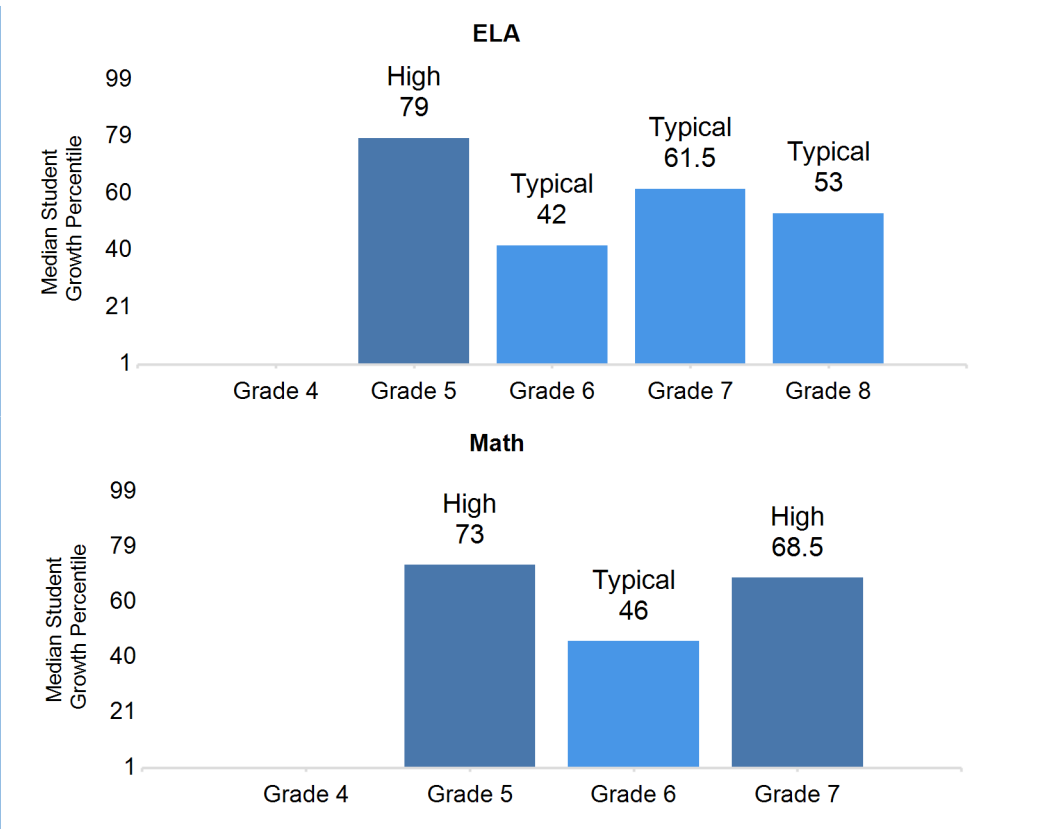
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Math

Student Growth by Grade

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

ELA
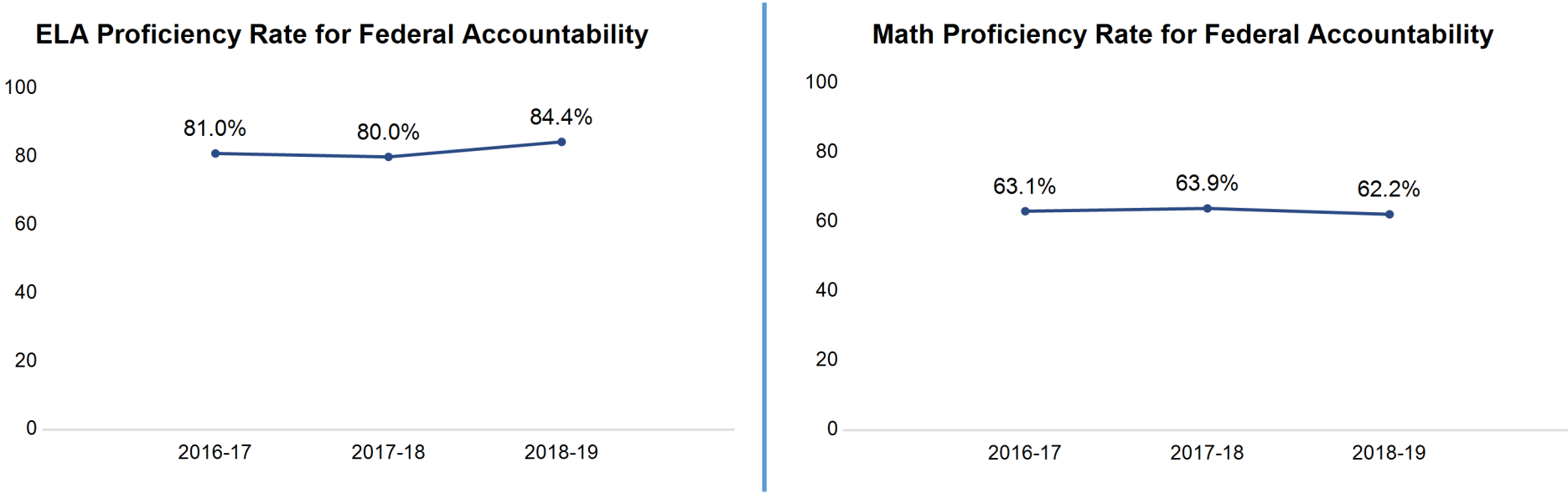

Math

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	81.0%	80.0%	84.4%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	63.1%	63.9%	62.2%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.7%	96.0%	98.6%	97.8%	95.8%	98.6%
Proficiency Rate for Federal Accountability	81.0%	80.0%	84.4%	63.1%	63.9%	62.2%
Annual Target	76.2%	76.4%	76.6%	65.4%	66.1%	66.9%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
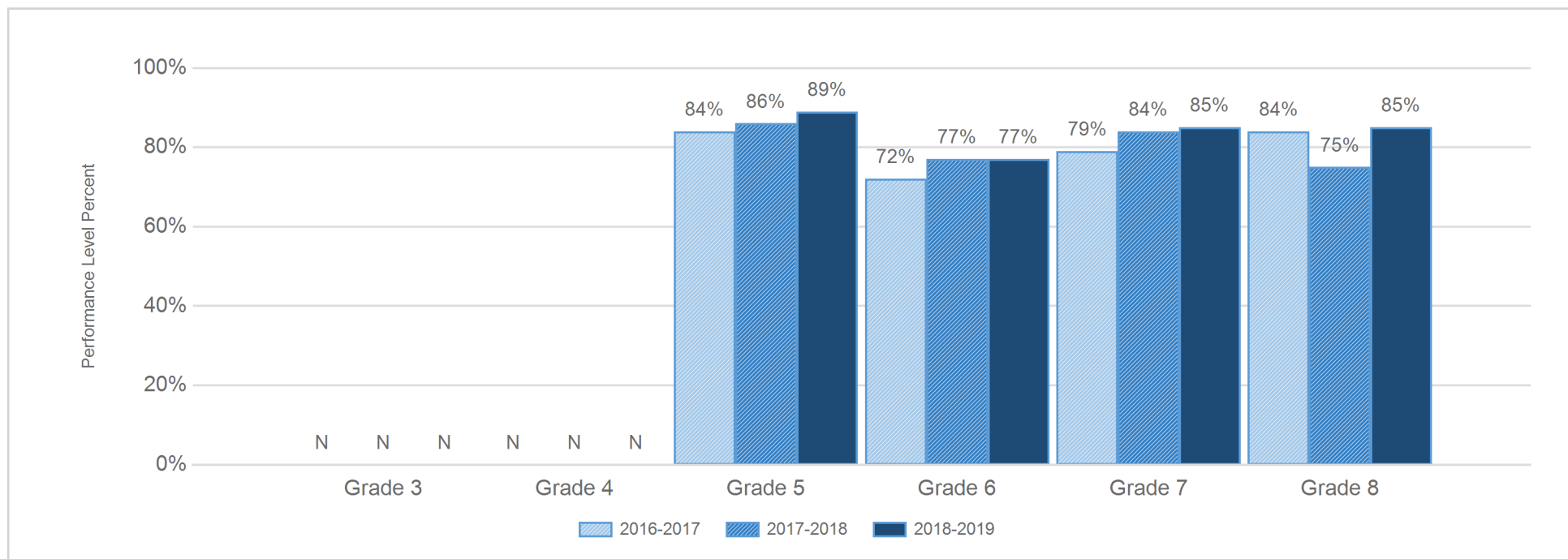
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	409	98.6	84.4	79.2	57.9	84.4	76.6	Met Goal
White	288	98.0	85.8	80.7	66.9	85.8	77.5	Met Goal
Hispanic	84	100.0	78.6	70.3	43.9	78.6	62.6	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	26	100.0	84.6	83.7	82.9	84.6	80	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	190	98.4	87.9	81.1	64.8	87.9		
Male	219	98.7	81.3	77.4	51.3	81.3		
Economically Disadvantaged Students	70	95.9	82.9	75.8	40.0	82.9	53.9	Met Goal
Non-Economically Disadvantaged Students	339	99.1	84.7	79.8	67.9	84.7		
Students with Disabilities	68	100.0	55.9	50.4	22.7	55.9	35.5	Met Target
Students without Disabilities	341	98.3	90.0	86.1	65.1	90.0		
English Learners	27	100.0	59.3	56.9	29.3	59.3	N	N
Non-English Learners	382	98.5	86.1	81.3	60.6	86.1		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Lincoln Park Middle School
(27-2650-040)
Grades Offered: PK-08
2018-2019

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

NJ SCHOOL PERFORMANCE REPORT

Lincoln Park Middle School
(27-2650-040)
Grades Offered: PK-08
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	105	778	778	756	*	0%	*	69%	20%	89%	58%
White	77	778	778	764	*	0%	*	70%	18%	88%	68%
Hispanic	21	776	776	743	0%	0%	*	*	*	90%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	39	786	786	761	*	0%	*	*	*	92%	64%
Male	66	773	773	750	*	0%	*	*	*	86%	52%
Economically Disadvantaged Students	15	771	771	740	*	0%	*	*	*	93%	39%
Non-Economically Disadvantaged Students	90	779	779	766	*	0%	*	*	*	88%	69%
Students with Disabilities	15	771	771	724	*	0%	0%	*	*	93%	23%
Students without Disabilities	90	779	779	762	*	0%	12%	*	*	88%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Park Middle School

(27-2650-040)

Grades Offered: PK-08

2018-2019

English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	754	*	*	12%	50%	27%	77%	56%
White	80	773	773	762	0%	*	*	46%	31%	78%	65%
Hispanic	24	760	760	743	*	*	*	*	*	71%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	54	777	777	762	*	*	*	52%	33%	85%	64%
Male	56	764	764	748	*	*	*	48%	21%	70%	48%
Economically Disadvantaged Students	21	758	758	740	*	*	*	*	*	62%	39%
Non-Economically Disadvantaged Students	89	774	774	763	*	*	*	*	*	81%	67%
Students with Disabilities	22	739	739	722	*	*	*	*	*	36%	19%
Students without Disabilities	88	779	779	761	*	*	*	*	*	88%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Park Middle School

(27-2650-040)

Grades Offered: PK-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	785	785	761	*	*	*	34%	51%	85%	63%
White	58	789	789	769	*	*	*	29%	59%	88%	72%
Hispanic	26	772	772	747	0%	*	*	*	*	81%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	53	796	796	769	*	*	*	21%	66%	87%	71%
Male	41	771	771	753	*	*	*	51%	32%	83%	55%
Economically Disadvantaged Students	17	777	777	743	*	*	*	*	*	88%	45%
Non-Economically Disadvantaged Students	77	787	787	771	*	*	*	*	*	84%	73%
Students with Disabilities	15	747	747	720	*	*	*	*	*	47%	22%
Students without Disabilities	79	792	792	769	*	*	*	*	*	92%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Park Middle School

(27-2650-040)

Grades Offered: PK-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

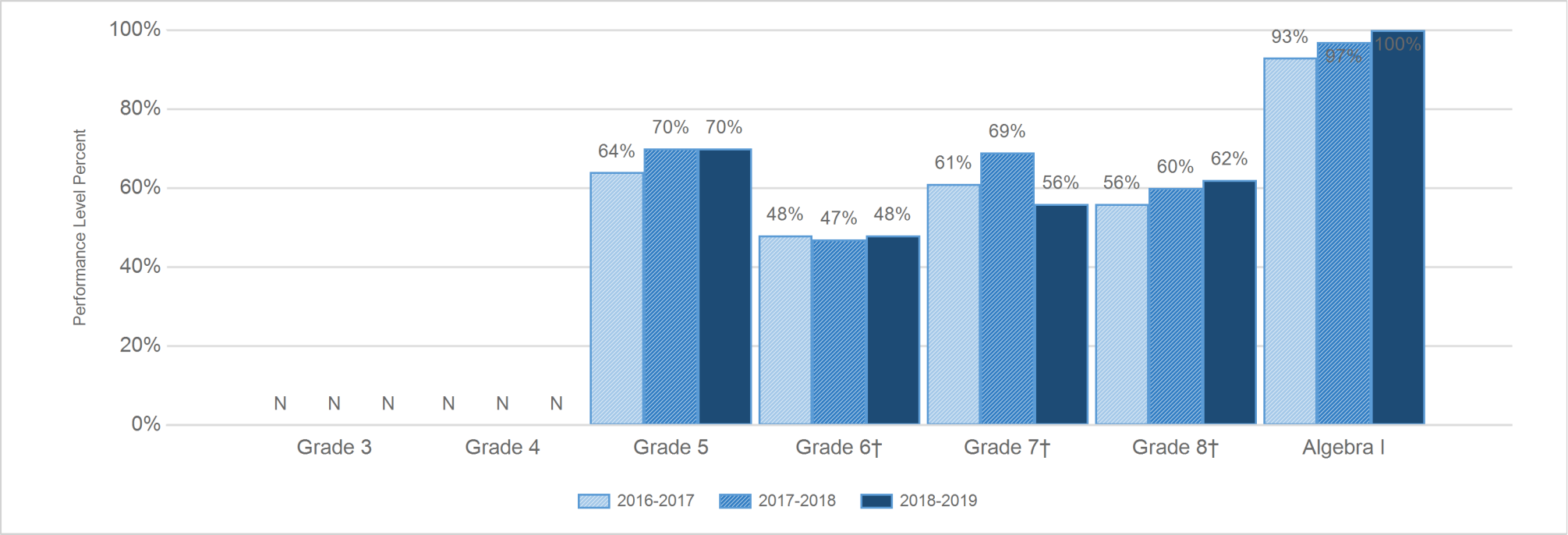| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	777	777	762	*	*	*	55%	30%	85%	63%
White	72	779	779	770	*	*	*	58%	31%	89%	72%
Hispanic	12	761	761	747	*	*	*	*	*	67%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	11	780	780	794	0%	*	*	*	*	82%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	44	783	783	771	*	*	*	50%	39%	89%	71%
Male	55	772	772	753	*	*	*	58%	24%	82%	55%
Economically Disadvantaged Students	17	776	776	743	*	*	*	*	*	88%	45%
Non-Economically Disadvantaged Students	82	777	777	772	*	*	*	*	*	84%	72%
Students with Disabilities	14	733	733	721	*	*	*	*	*	43%	22%
Students without Disabilities	85	784	784	770	*	*	*	*	*	92%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

Lincoln Park Middle School
(27-2650-040)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	410	98.6	62.2	64.5	44.5	62.2	66.9	Not Met
White	289	98.0	64.4	66.3	54.1	64.4	69.5	Not Met
Hispanic	84	100.0	52.4	54.2	28.8	52.4	42.3	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	26	100.0	69.2	74.4	76.5	69.2	78.1	Met Target†
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	190	98.4	62.6	64.6	44.9	62.6		
Male	220	98.7	61.8	64.4	44.2	61.8		
Economically Disadvantaged Students	70	95.9	54.3	57.6	26.3	54.3	41.3	Met Target
Non-Economically Disadvantaged Students	340	99.1	63.8	65.9	54.9	63.8		
Students with Disabilities	68	100.0	23.5	36.5	17.4	23.5	28.2	Met Target†
Students without Disabilities	342	98.3	69.9	71.2	50.0	69.9		
English Learners	28	100.0	46.4	46.2	25.0	46.4	34.2	Met Target
Non-English Learners	382	98.5	63.4	66.2	46.5	63.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Lincoln Park Middle School
(27-2650-040)
Grades Offered: PK-08
2018-2019

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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Lincoln Park Middle School

(27-2650-040)

Grades Offered: PK-08

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	105	763	763	747	0%	*	22%	*	*	70%	47%
White	77	765	765	755	0%	*	*	51%	21%	71%	58%
Hispanic	21	760	760	735	0%	0%	*	*	*	67%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	39	760	760	747	0%	*	*	*	*	67%	47%
Male	66	765	765	747	0%	*	*	*	*	71%	47%
Economically Disadvantaged Students	15	758	758	732	0%	*	*	*	*	67%	27%
Non-Economically Disadvantaged Students	90	764	764	757	0%	*	*	*	*	70%	59%
Students with Disabilities	15	760	760	725	0%	*	*	*	*	53%	19%
Students without Disabilities	90	764	764	752	0%	*	*	*	*	72%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Lincoln Park Middle School

(27-2650-040)

Grades Offered: PK-08

2018-2019

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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	110	751	751	741	*	16%	33%	*	*	48%	41%
White	80	753	753	749	*	*	31%	*	*	51%	51%
Hispanic	24	744	744	729	*	*	*	*	*	38%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	54	754	754	742	*	*	31%	*	*	54%	42%
Male	56	748	748	740	*	*	34%	*	*	43%	40%
Economically Disadvantaged Students	21	746	746	726	*	*	*	*	*	38%	21%
Non-Economically Disadvantaged Students	89	752	752	750	*	*	*	*	*	51%	53%
Students with Disabilities	22	727	727	716	*	*	*	*	*	18%	12%
Students without Disabilities	88	757	757	746	*	*	*	*	*	56%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Park Middle School

(27-2650-040)

Grades Offered: PK-08

2018-2019

Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	96	759	759	744	*	*	30%	39%	18%	56%	42%
White	59	759	759	751	0%	*	31%	*	*	54%	53%
Hispanic	27	753	753	733	*	*	*	*	*	56%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	53	762	762	744	*	*	30%	*	*	58%	42%
Male	43	754	754	743	*	*	30%	*	*	53%	42%
Economically Disadvantaged Students	17	746	746	731	*	*	*	*	*	53%	24%
Non-Economically Disadvantaged Students	79	761	761	751	*	*	*	*	*	57%	53%
Students with Disabilities	15	720	720	718	*	*	*	*	*	*	13%
Students without Disabilities	81	766	766	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Lincoln Park Middle School

(27-2650-040)

Grades Offered: PK-08

2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	68	752	752	728	*	*	19%	*	*	62%	29%
White	46	754	754	737	*	*	*	*	*	65%	38%
Hispanic	12	744	744	722	*	*	*	*	*	50%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	30	753	753	731	*	*	*	*	*	63%	31%
Male	38	750	750	726	*	*	*	*	*	61%	27%
Economically Disadvantaged Students	15	745	745	719	*	*	*	*	*	60%	20%
Non-Economically Disadvantaged Students	53	753	753	735	*	*	*	*	*	62%	36%
Students with Disabilities	14	712	712	707	*	*	*	*	*	*	10%
Students without Disabilities	54	762	762	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

Lincoln Park Middle School

(27-2650-040)

Grades Offered: PK-08

2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
 N No Data is available to display
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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	31	783	783	744	0%	0%	0%	*	*	100%	42%
White	26	781	781	752	0%	0%	0%	*	*	100%	53%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	14	776	776	745	0%	0%	0%	*	*	100%	44%
Male	17	789	789	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	31	783	783	748	0%	0%	0%	*	*	100%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	31	783	783	745	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
7	*	*
8	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
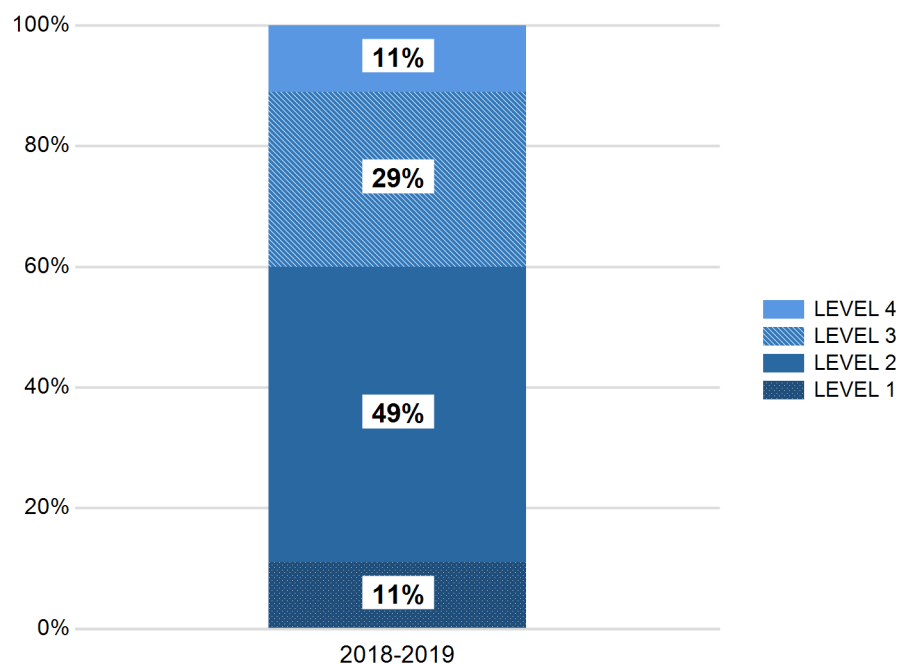
NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	11	49	29	11
White	10	48	29	13
Hispanic	10	57	24	10
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	13	58	25	5
Male	10	43	31	15
Economically Disadvantaged Students	13	60	27	0
Non-Economically Disadvantaged Students	11	47	29	13
Students with Disabilities	18	53	6	24
Students without Disabilities	10	48	33	9
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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2018-2019

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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1
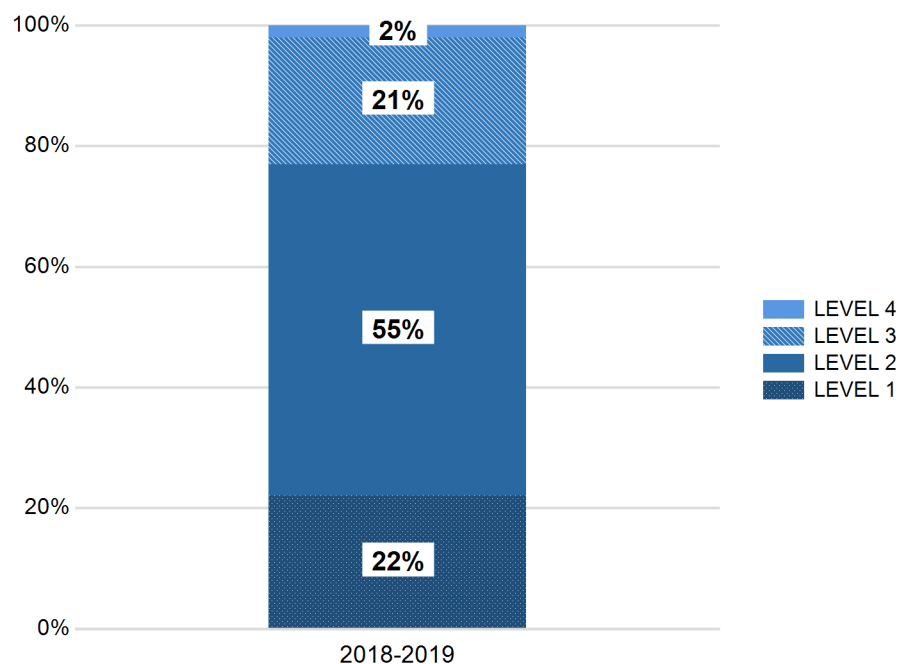
NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	22	55	21	2
White	17	58	24	1
Hispanic	50	33	17	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	27	45	18	9
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	18	64	18	0
Male	25	47	24	4
Economically Disadvantaged Students	35	47	18	0
Non-Economically Disadvantaged Students	20	56	22	2
Students with Disabilities	79	14	7	0
Students without Disabilities	13	61	24	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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2018-2019

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	116
7	0	0	102
8	33	0	72
Total	33	0	290

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	61	52	0	0	0	0	0
7	51	45	0	0	0	0	0
8	62	40	0	0	0	0	0
Total	174	137	0	0	0	0	0

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2018-2019

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* **N** No Data is available to display
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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

100.0%
School
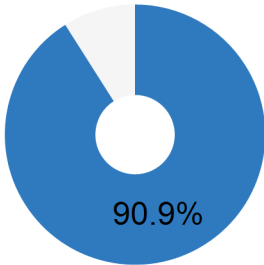
90.9%
State

Students enrolled in one or more classes by discipline:

MUSIC
School 88.5%
State 65.1%

DANCE
School 0.0%
State 2.2%

DRAMA
School 0.0%
State 7.1%

VISUAL ARTS
School 100.0%
State 70.0%

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2018-2019

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. Students with fewer than 45 days in membership are excluded from attendance calculations.

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	26	6.2	8.7	Met
White	17	5.7	8.7	Met
Hispanic	7	8.2	8.7	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	3.8	8.7	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	10	5.2		
Male	16	7.1		
Economically Disadvantaged Students	4	5.4	8.7	Met
Students with Disabilities	7	10.3	8.7	Not Met
English Learners	1	7.7	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Days Absent bar chart — Percentage of Students vs. Number of Absences: 0 = 3%, 1-5 = 39%, 6-10 = 32%, 11-15 = 16%, Over 15 = 9%

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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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2018-2019

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.91

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	15	3.6%
Out-of-School Suspensions	*	*
Any Suspension	15	3.6%
Removal to other education program	*	*
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	5 Hrs. 58 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	11.6	10.8
Percentage of Teachers with 4 or more years experience in the district	79.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,530
Average years experience in public schools	24.2	16.0
Average years experience in district	7.5	12.0
Percentage of Administrators with 4 or more years experience in the district	83.3%	76.9%

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	418:1	155:1
Teachers to Administrators	39:1	14:1
Students to Librarians/Media Specialists		927:1
Students to Nurses		464:1
Students to Counselors		464:1
Students to Child Study Team Members		185:1

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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.2%	84.6%	0.0%	48.4%	77.1%	54.9%
Male	53.8%	15.4%	100.0%	51.6%	22.9%	45.1%
White	70.8%	92.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.3%	2.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.3%	5.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.9%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%

Lincoln Park Middle School
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2018-2019

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Teachers: All classroom teachers
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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 62%
Admin — N/A

Master's Degree

Teacher — 39%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.2%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

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
2018-19	97.3%

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(27-2650-040)

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2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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Lincoln Park Middle School

(27-2650-040)

Grades Offered: PK-08

2018-2019

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

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).

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	81.0%	80.0%	84.4%
Math Proficiency	63.1%	63.9%	62.2%
ELA Growth	59	61	62
Math Growth	66	61	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.0%	6.8%	6.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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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.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Goal	Not Met	Exceeds Standard	Exceeds Standard	**	Met	No
White	Met Goal	Not Met	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Exceeds Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Goal	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
English Learners	N	Met Target	Exceeds Standard	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

Lincoln Park Middle School
(27-2650-040)
Grades Offered: PK-08
2018-2019

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 the school or district 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 three Fall, two Winter, and two Spring sports programs 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 textbooks 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 students 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 drills 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 preschool. 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 shares 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 fullest 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.