



### Abraham Lincoln Elementary School

(03-5920-010)

Grades Offered: KG-05

2018-2019

#### Report Key:

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#### How to use this report:

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

#### Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

#### Notes from the New Jersey Department of Education:



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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	Bergen
District	Wyckoff Township Public School District
Principal Name	Mr. Patrick Lee
Address	325 MASON AVE WYCKOFF, NJ 07481-2822
Phone Number	201-848-5720
Email Address	<a href="mailto:plee@wyckoffschools.org">plee@wyckoffschools.org</a>
Website	<a href="https://lincoln.wyckoffps.org/">https://lincoln.wyckoffps.org/</a>
Facebook	<a href="https://www.facebook.com/lincolnwps/">https://www.facebook.com/lincolnwps/</a>
Twitter	<a href="https://twitter.com/LincolnWPS">https://twitter.com/LincolnWPS</a>



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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
KG	61	39	45
1	43	66	46
2	56	43	62
3	62	56	42
4	56	61	57
5	57	59	57
Total	336	324	309

### 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	50.3%	52.2%	50.8%
Male	49.7%	47.8%	49.2%
Economically Disadvantaged Students	0.6%	0.0%	0.0%
Students with Disabilities	18.5%	17.3%	19.4%
English Learners	2.1%	1.2%	1.3%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	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	86.6%	84.6%	85.8%
Hispanic	5.4%	5.9%	6.8%
Black or African American	0.6%	0.6%	0.3%
Asian	4.8%	4.6%	4.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.7%	4.3%	2.9%

### 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
KG - Half Day	0	0	0
KG - Full Day	61	39	45

### 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	91.9%
Spanish	2.3%
Arabic	1.6%
Polish	1.0%
Other Languages	3.2%



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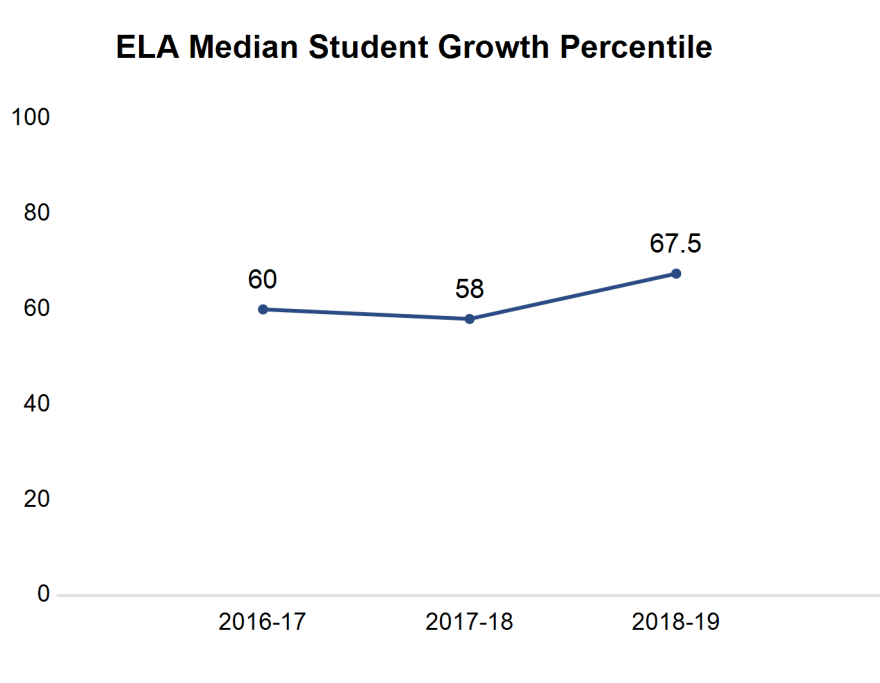
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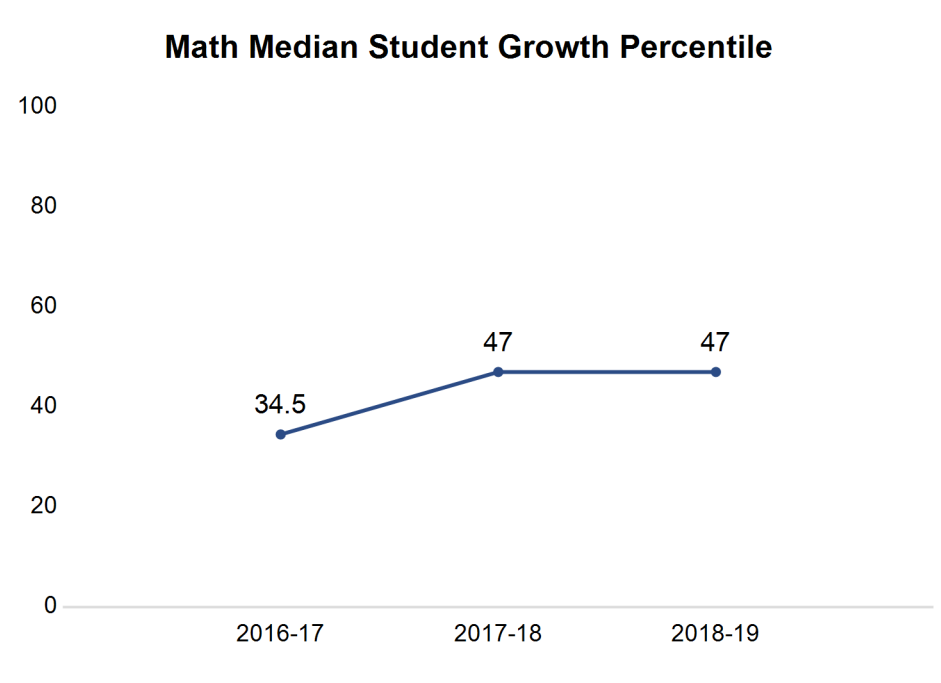
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	60	58	67.5	34.5	47	47
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Not Met	Met Standard	Met 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	67.5	47	50	Exceeds Standard	47	52	50	Met Standard
White	67	47	50	Exceeds Standard	46	50	52	Met Standard
Hispanic	*	40	49	**	*	65.5	47	**
Black or African American	N	*	45	**	N	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	63	59	**	*	65.5	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	40	49	**	*	51.5	52	**
Female	68	50	53	N	42	53	50	N
Male	66	43	47	N	51	52	51	N
Economically Disadvantaged Students	N	*	48	**	N	*	46	**
Students with Disabilities	51	43	43	Met Standard	47	51	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	N	43	N	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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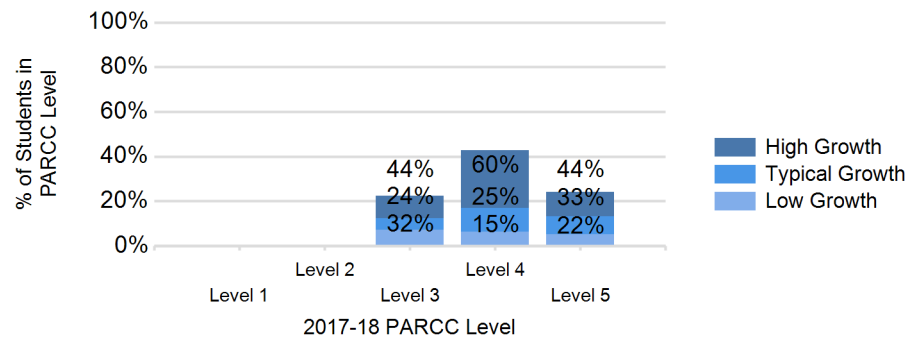
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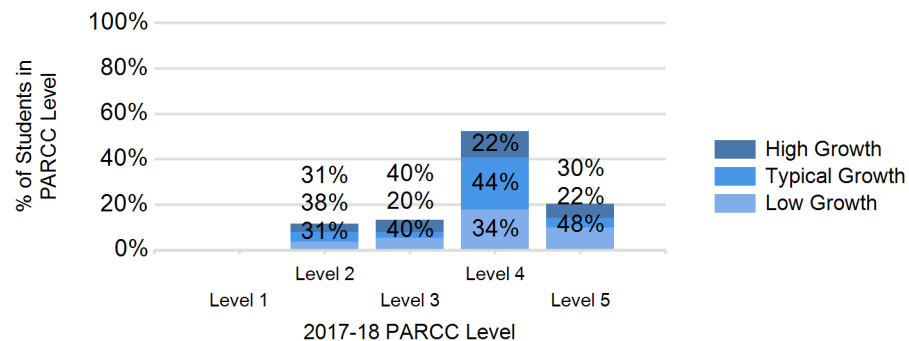
**Student Growth by Performance Level**

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**



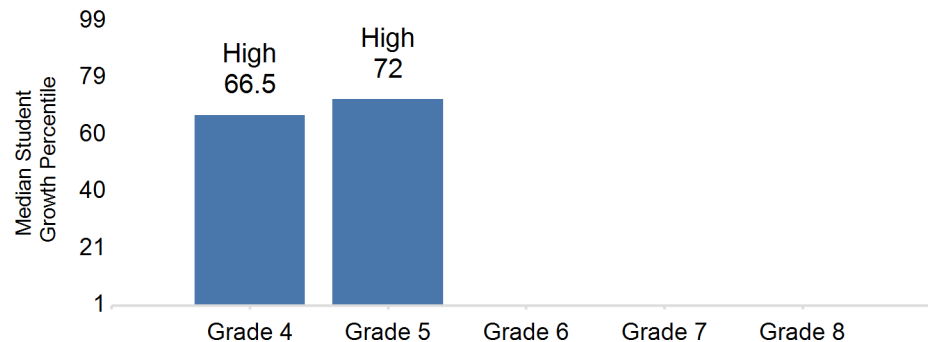
**Math**



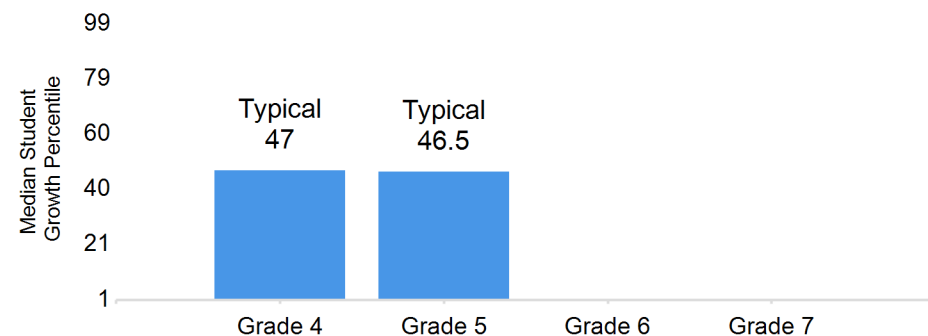
**Student Growth by Grade**

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

**ELA**



**Math**





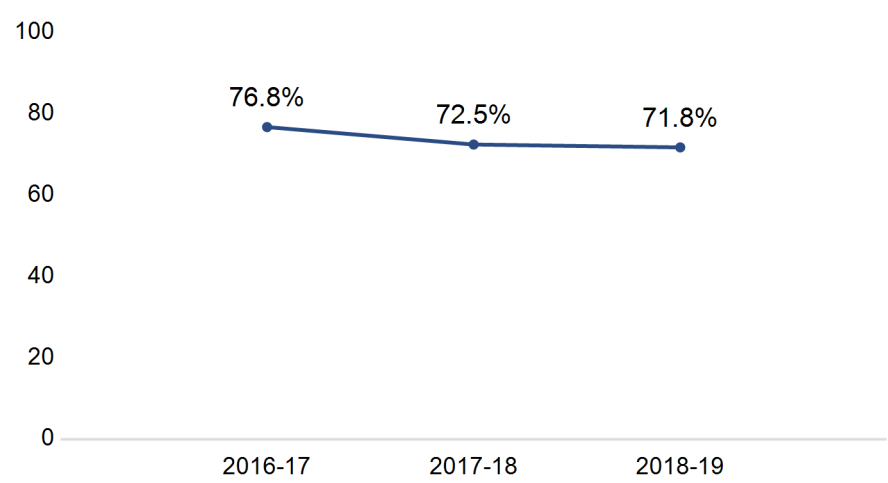
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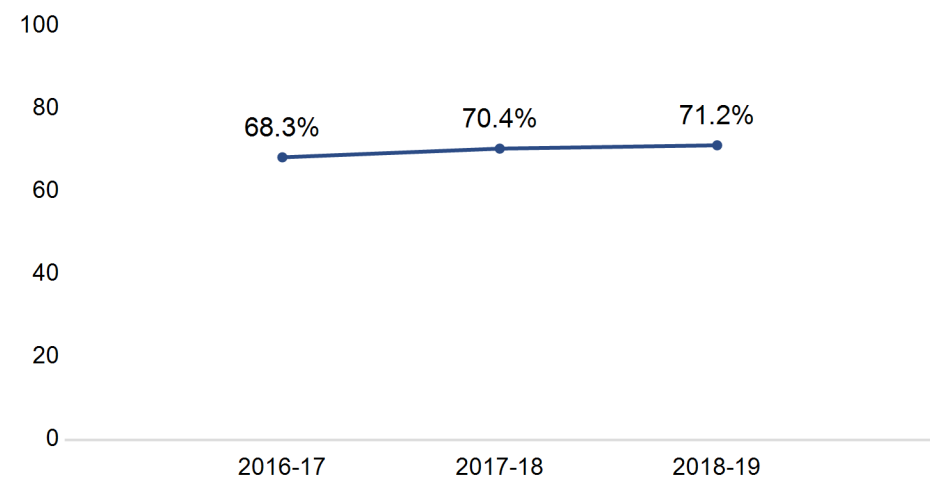
**English Language Arts and Mathematics Performance Trends**

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**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.7%	98.9%	98.7%	97.7%	98.9%	98.7%
Proficiency Rate for Federal Accountability	76.8%	72.5%	71.8%	68.3%	70.4%	71.2%
Annual Target	76.0%	76.2%	76.4%	76.0%	76.2%	76.4%
Met Annual Target?	Met Target	Met Target†	Met Target†	Not Met	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	156	98.7	71.8	77.2	57.9	71.8	76.4	Met Target†
White	139	98.6	71.9	76.2	66.9	71.9	75.7	Met Target†
Hispanic	10	100.0	70.0	71.8	43.9	70.0	**	**
Black or African American	N	N	N	*	38.5	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	98.6	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	80.0	64.4	*	**	**
Female	79	97.5	72.2	85.3	64.8	72.2		
Male	77	100.0	71.4	68.7	51.3	71.4		
Economically Disadvantaged Students	N	N	N	*	40.0	N	**	**
Non-Economically Disadvantaged Students	156	98.7	71.8	*	67.9	71.8		
Students with Disabilities	29	100.0	48.3	41.0	22.7	48.3	67	Not Met
Students without Disabilities	127	98.4	77.2	84.1	65.1	77.2		
English Learners	*	*	*	35.7	29.3	*	**	**
Non-English Learners	*	*	*	77.6	60.6	*		
Homeless Students	N	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		

† Target was met within a confidence interval.





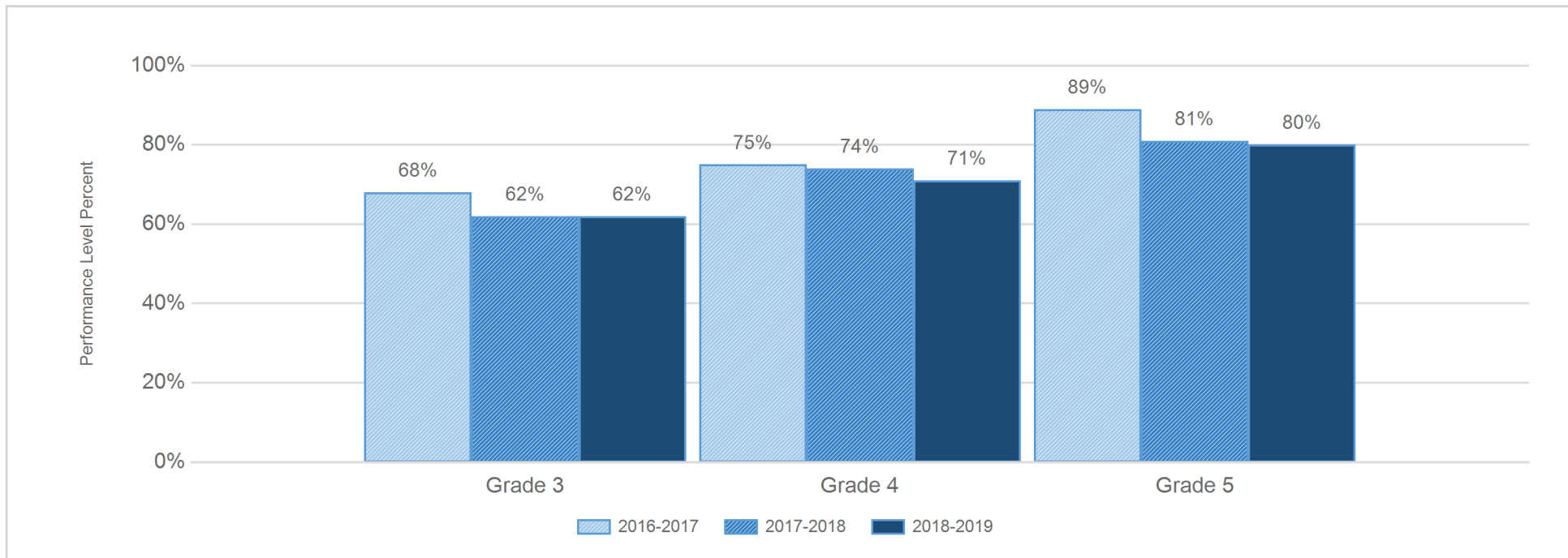
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**English Language Arts Assessment - Performance Trends**

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
<b>Schoolwide</b>	42	757	769	748	*	*	24%	*	*	62%	50%
White	39	758	767	757	*	*	*	*	*	64%	60%
Hispanic	*	*	762	734	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	25	761	773	753	*	*	*	*	*	64%	55%
Male	17	751	766	743	*	*	*	*	*	59%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	42	757	769	759	*	*	24%	*	*	62%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	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
<b>Schoolwide</b>	58	772	779	755	0%	*	*	38%	33%	71%	57%
White	48	771	779	763	0%	*	*	44%	27%	71%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	804	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	27	777	786	760	0%	*	*	*	*	70%	62%
Male	31	769	772	750	0%	*	*	*	*	71%	53%
Economically Disadvantaged Students	N	N	*	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	58	772	*	765	0%	*	*	38%	33%	71%	69%
Students with Disabilities	12	746	751	725	0%	*	*	*	*	33%	25%
Students without Disabilities	46	779	784	761	0%	*	*	*	*	80%	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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### 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
<b>Schoolwide</b>	56	781	776	756	0%	*	*	54%	27%	80%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	806	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	27	789	784	761	0%	*	*	*	*	81%	64%
Male	29	773	769	750	0%	*	*	*	*	79%	52%
Economically Disadvantaged Students	N	N	*	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	56	781	*	766	0%	*	*	54%	27%	80%	69%
Students with Disabilities	13	752	*	724	0%	*	*	*	*	54%	23%
Students without Disabilities	43	789	*	762	0%	*	*	*	*	88%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	56	781	776	758	0%	*	*	54%	27%	80%	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	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	156	98.7	71.2	70.6	44.5	71.2	76.4	Met Target†
White	139	98.6	69.8	69.4	54.1	69.8	77	Not Met
Hispanic	10	100.0	80.0	66.7	28.8	80.0	**	**
Black or African American	N	N	N	*	23.0	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	91.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	75.6	53.3	*	**	**
Female	79	97.5	65.8	69.9	44.9	65.8		
Male	77	100.0	76.6	71.4	44.2	76.6		
Economically Disadvantaged Students	N	N	N	60.0	26.3	N	**	**
Non-Economically Disadvantaged Students	156	98.7	71.2	70.7	54.9	71.2		
Students with Disabilities	29	100.0	44.8	37.6	17.4	44.8	59.5	Met Target†
Students without Disabilities	127	98.4	77.2	77.0	50.0	77.2		
English Learners	*	*	*	43.8	25.0	*	**	**
Non-English Learners	*	*	*	71.0	46.5	*		
Homeless Students	N	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.



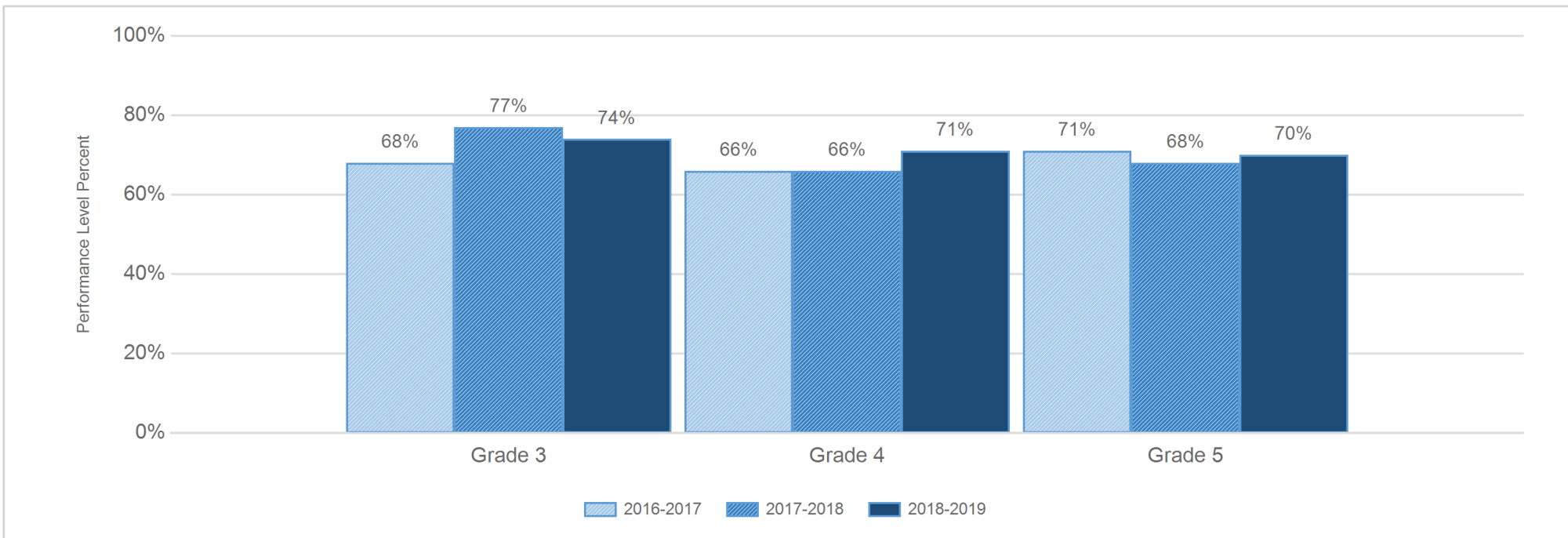
**Abraham Lincoln Elementary School**  
(03-5920-010)  
Grades Offered: KG-05  
2018-2019

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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.



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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
<b>Schoolwide</b>	42	763	770	752	*	*	*	*	*	74%	55%
White	39	765	768	760	0%	*	*	*	*	74%	66%
Hispanic	*	*	764	739	*	*	*	*	*	*	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	25	758	768	751	*	*	*	*	*	68%	54%
Male	17	771	773	752	*	*	*	*	*	82%	56%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	42	763	770	761	*	*	*	*	*	74%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	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%





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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
<b>Schoolwide</b>	58	765	766	749	*	*	*	*	*	71%	51%
White	48	764	766	757	*	*	*	*	*	69%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	N	N	N	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	27	763	767	749	*	*	*	*	*	63%	50%
Male	31	767	766	749	*	*	*	*	*	77%	52%
Economically Disadvantaged Students	N	N	*	734	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	58	765	*	759	*	*	*	*	*	71%	63%
Students with Disabilities	12	749	747	726	*	*	*	*	*	50%	25%
Students without Disabilities	46	769	770	754	*	*	*	*	*	76%	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%





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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
<b>Schoolwide</b>	56	759	762	747	*	*	*	*	*	70%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	790	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	27	761	763	747	*	*	*	*	*	67%	47%
Male	29	757	760	747	*	*	*	*	*	72%	47%
Economically Disadvantaged Students	N	N	*	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	56	759	*	757	*	*	*	*	*	70%	59%
Students with Disabilities	13	736	*	725	*	*	*	*	*	31%	19%
Students without Disabilities	43	766	*	752	*	*	*	*	*	81%	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	56	759	762	749	*	*	*	*	*	70%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	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%



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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	N	N
5	N	N

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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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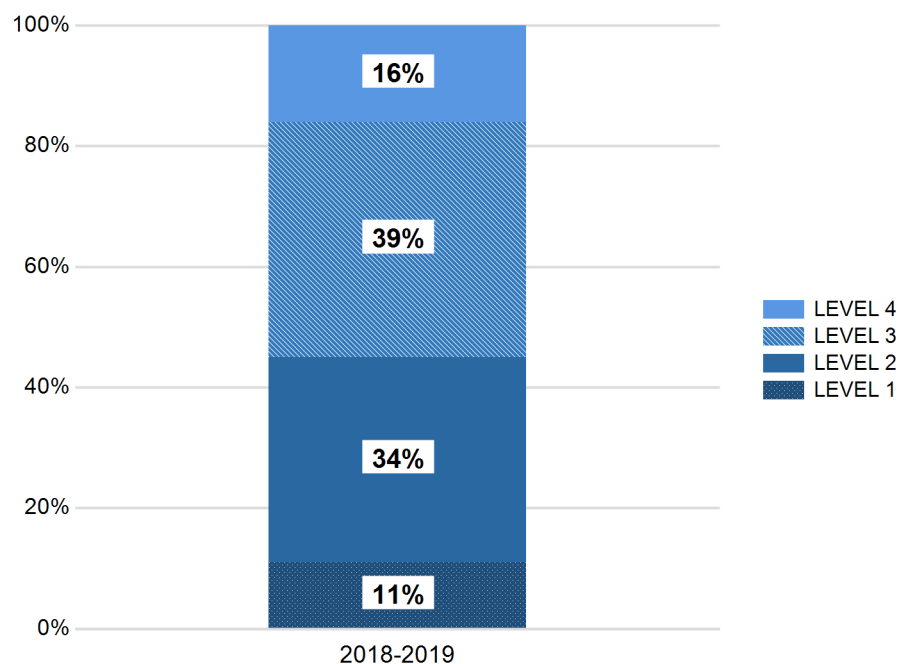
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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
<b>Schoolwide</b>	11	34	39	16
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	7	44	19	30
Male	14	24	59	3
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	38	38	23	0
Students without Disabilities	2	33	44	21
English Learners	N	N	N	N
Non-English Learners	11	34	39	16
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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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.

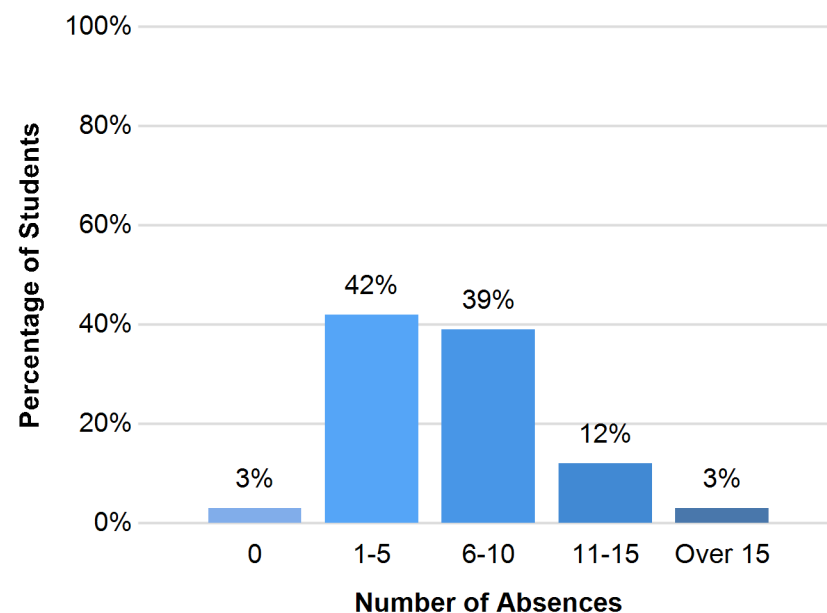
#### Chronic Absenteeism

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	6	1.9	8.9	Met
White	6	2.2	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	3	1.9		
Male	3	1.9		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	2	2.9	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
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.





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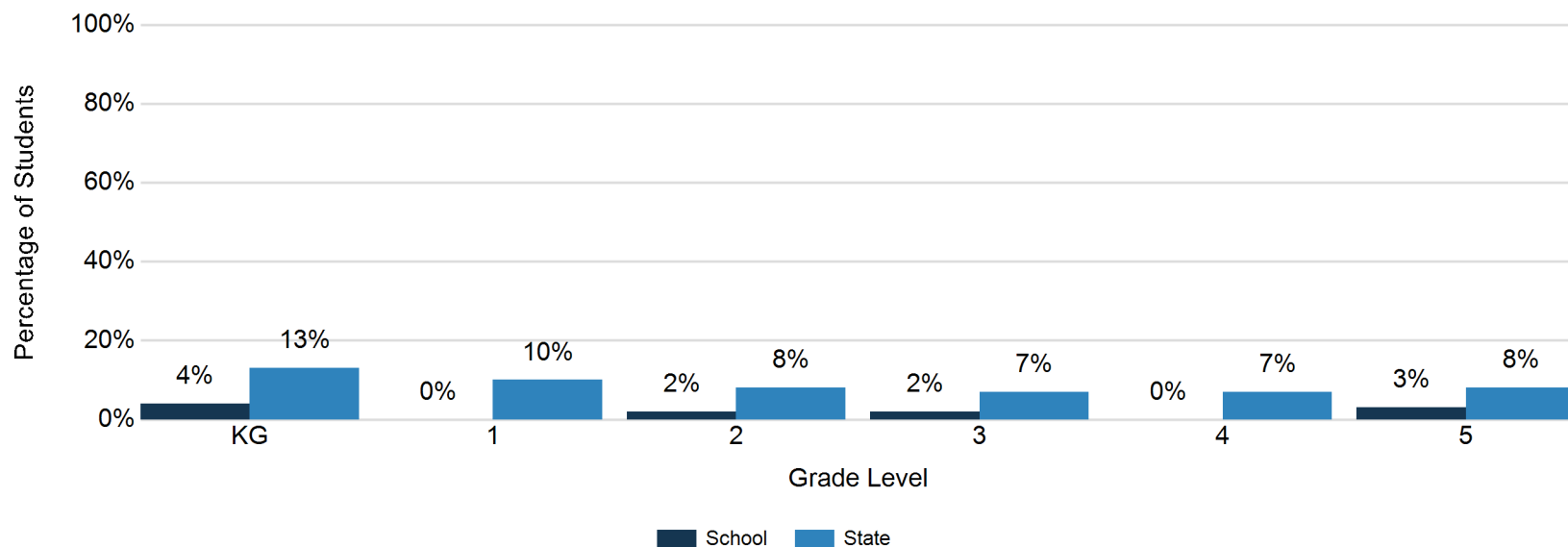
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### 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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

N



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### School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 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	30	118,214
Average years experience in public schools	10.4	12.1
Average years experience in district	9.4	10.8
Percentage of Teachers with 4 or more years experience in the district	76.7%	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	12	9,530
Average years experience in public schools	17.3	16.0
Average years experience in district	11.7	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	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	10:1	10:1
Students to Administrators	309:1	159:1
Teachers to Administrators	30:1	16:1
Students to Librarians/Media Specialists		477:1
Students to Nurses		381:1
Students to Counselors		N
Students to Child Study Team Members		147:1





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**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	50.8%	93.3%	0.0%	48.4%	77.1%	54.9%
Male	49.2%	6.7%	100.0%	51.6%	22.9%	45.1%
White	85.8%	96.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.3%	3.3%	0.0%	15.0%	6.6%	13.9%
Asian	4.2%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.9%	0.0%	0.0%	2.1%	0.2%	0.2%



## Abraham Lincoln Elementary School

(03-5920-010)

Grades Offered: KG-05

2018-2019

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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 - 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 7%

Admin N/A

#### Master's Degree

Teacher 93%

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	90.6%	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	96.9%



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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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### 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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	76.8%	72.5%	71.8%
Math Proficiency	68.3%	70.4%	71.2%
ELA Growth	60	58	68
Math Growth	34	47	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	2.4%	3.1%	1.9%

† 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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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.



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

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



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## School Narrative

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



### Highlights:

- A robust, student-centered curriculum includes Reading & Writing Workshop, a math curriculum built on the Math in Focus program, and district-developed Next Generation Science units.
- Lincoln School begins each day with a Morning Meeting as part of our Responsive Classroom approach.
- Students in grades 2-5 utilize 1:1 chromebooks, in addition to technology integration throughout the grade levels.



### Mission, Vision, Theme:

Lincoln School focuses on the academic, social, and emotional growth of each student. We utilize a Responsive Classroom approach to education, and begin each day with a Morning Meeting. Schoolwide Morning Meetings are regular features of the school, and we have a strong home-school connection with an active PTO. Our vision statement declares: "Our purpose is to inspire and empower the Lincoln School community to persevere through difficult challenges, demonstrate empathy and respect towards others, and foster a lifelong joy of learning."



### Awards, Recognition, Accomplishments:

Lincoln School offers a number of awards to 5th-grade students, including the Dana Hannon Memorial Citizenship Award, Bergen County Caring Award, Lincoln Mentor Award, Lincoln Permanent Art Collection Award, John R. Orr Physical Education Award, as well as a number of other recognitions. Our students and staff have received a variety of other academic and athletic awards throughout the years, and we have had a number of teachers present at State education conferences.





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### Courses, Curriculum, Instruction:

Lincoln School uses a balanced literacy approach to English Language Arts, employing Reading and Writing Workshop. Our math program, Math in Focus, utilizes a Singapore-based approach with a focus on problem-solving and communication. We follow Next Generations Science Standards in an inquiry-based science curriculum, and have a wide range of special area offerings.



### Clubs and Activities:

The following clubs and activities are available to Lincoln students: Band, Chorus, Intramurals, STEM Clubs, Safety Patrol, Student Council, and Studio Art. Summer Academies is offered to our children during the early part of the summer.



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 <p><b>Before and After School Programs:</b></p>	<p>Several before and after school programs exist at Lincoln School, including Studio Art, Chorus, Instrumental Band, Student Council, and Intramurals. In addition, Daisies, Brownies, Girl Scouts, and Boy Scouts hold meetings after school and during the evenings at Lincoln School. The YMCA has morning and after-care services held in our school, as well as after school program classes for Lincoln School students that are held on-site once a week. Literary Lions, a student-developed journal, is offered once a month at Lincoln. Local recreational sports utilize our facilities on a regular basis.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Teachers collaborate in Professional Learning Communities and meet during common planning time to discuss curriculum, instruction, and assessment. In-service offerings are provided after school to teachers in addition to regularly infused coaching and consulting. Lincoln School utilizes a dedicated Instructional Coach who works with our staff on a daily basis to improve instruction and assist teachers in their professional growth.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>Lincoln School offers the following student supports and services: ESL, Guidance, Nurse, Reading Specialist, Math Interventionist, Occupational Therapy, Special Services, Speech and Language Services, and I&amp;RS.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Lessons are provided in hand washing, medicine safety, stranger danger, body hygiene, nutrition, and cyberbullying. Guidance lessons are given throughout the year in classrooms. Lunches are provided through outside vendors. Students at Lincoln School receive physical education classes, regular brain breaks, and 20 minutes of recess each day.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our parents are involved in a number of activities, including Masterpiece Art, Media Center volunteers, a Gardening Club, Dad's Night, serving on school pizza day, etc. Our PTO holds monthly meetings, and is actively involved in school community events. Parents have access to our Genesis Parent Portal, and report cards are provided online, as well as other important forms and documents.</p>



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### Facilities:

Lincoln School is 65 years old and has undergone several renovations. The most recent one was approximately 13 years ago. We have several playgrounds and a number of athletic fields on site.



### School Safety:

Lincoln School has a dedicated school safety team, comprised of the principal, a school social worker, teaching staff members, and a parent liaison. The team meets several times yearly to discuss and analyze school safety issues, including the physical and emotional safety and security of students. A school crisis team meets regularly to plan responses to potential crises, and performs tabletop exercises to brainstorm how to respond to potential issues of school safety and security. Lincoln School uses a Lobbyguard visitor management system and a single entry system to enhance security and manage access to the building.



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### Technology and STEM:

Lincoln School has a strong focus on STEM and an integrated educational technology curriculum. Students in grades 2-5 have access to Chromebooks on a 1:1 basis. Primary students utilize iPads and interactive software in the classroom, in addition to SmartBoard technology. Students in K-2 receive regularly scheduled pull-out technology instruction, and a dedicated technology instructor facilitates instruction with our grade 3-5 classrooms. STEM lessons are integrated into our Science curriculum, which follows the Next Generation Science Standards. Students perform hands-on inquiry-based science explorations, and make interdisciplinary connections in the classroom as well as through the use of our Makerspace.



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### Other Information

Abraham Lincoln Elementary School is a Grades K-5 school with a history of excellence and a focus on developing the academic, social, and emotional competencies of our students. Students are at the center of active learning experiences across content areas, supported by a rich and diverse curriculum. A true commitment to building a supportive and respectful school setting is held by all stakeholders, including staff, students, and families. Students and staff begin each day with a Responsive Classroom morning meeting, and form bonds through school traditions and a shared pride in Lincoln School. Learning is enhanced through extensive educational technology and an environment in which students use creativity and problem-solving to develop and strengthen essential skills. Our school is one in which students and staff strive to do their personal best each and every day, and work collaboratively to set and achieve goals. I am proud to serve as Principal of Abraham Lincoln School, the home of the Lions!