

# NJSLA Results: Spring 2023 Administration



October 17, 2023



Lincoln Park Public Schools  
Michael Meyer, Superintendent

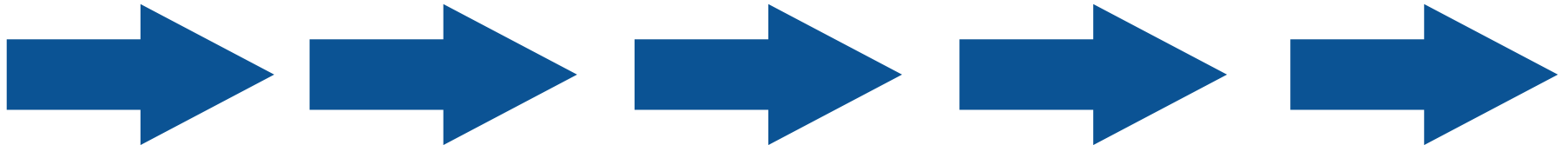
# Parent Resources

- Individual Student Reports were sent home in September
- Parents can get more information about and the Spring New Jersey Student Learning Assessments (NJSLA) at the following site:
  - [New Jersey Assessments Resource Center](#)
  - <https://nj.mypearsonsupport.com/ForParent/>

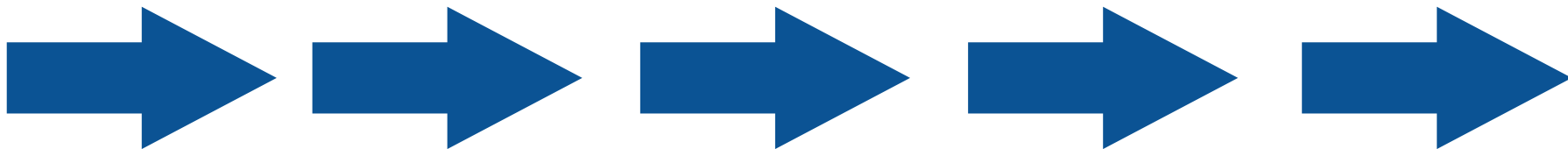
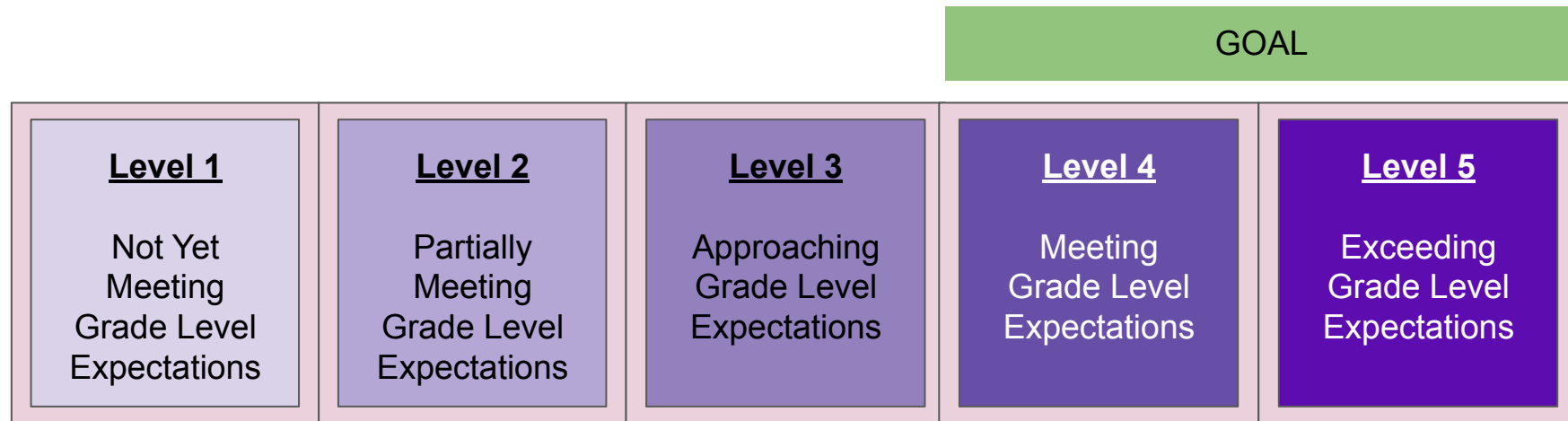
# NJSLA Assessment Overview

## NJ Student Learning Assessments (NJSLA):

- |                         |              |
|-------------------------|--------------|
| • English-Language Arts | Grades 3 - 8 |
| • Mathematics           | Grades 3 - 8 |
| • Algebra 1             | Grade 8      |
| • Science               | Grades 5 & 8 |



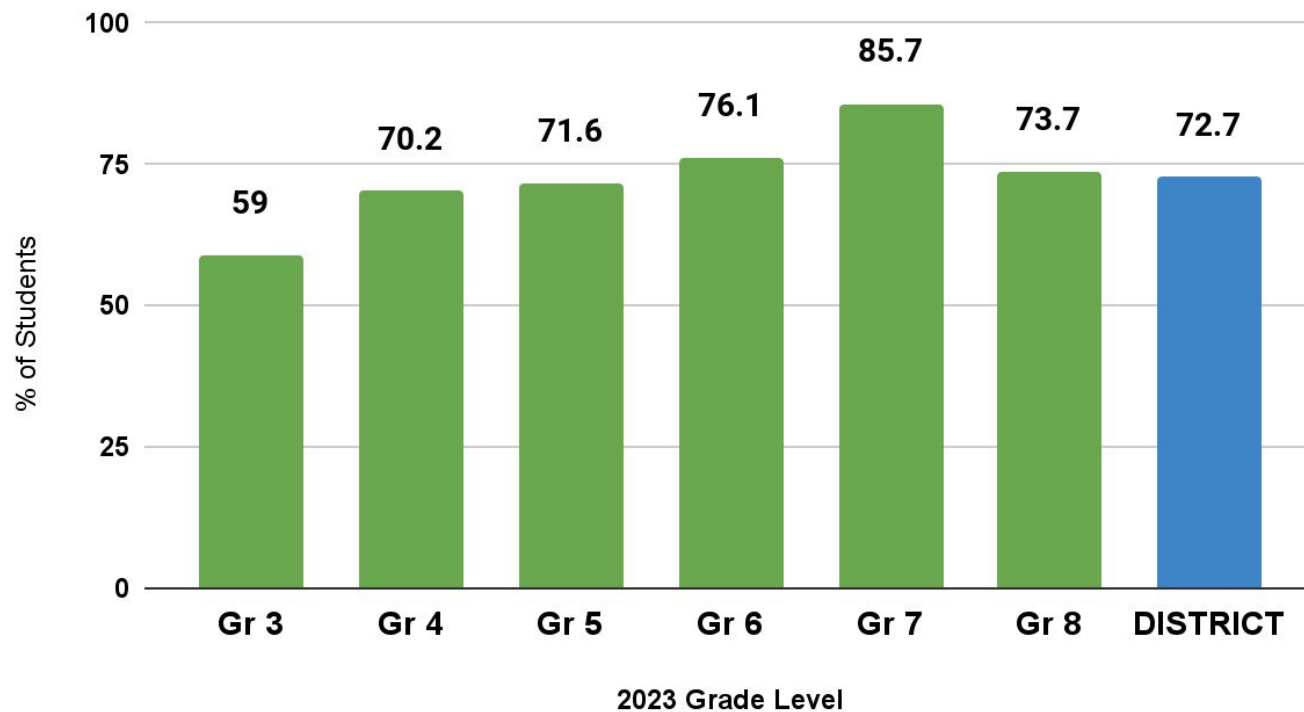
# NJSLA-ELA & Math Proficiency Levels



# English-Language Arts

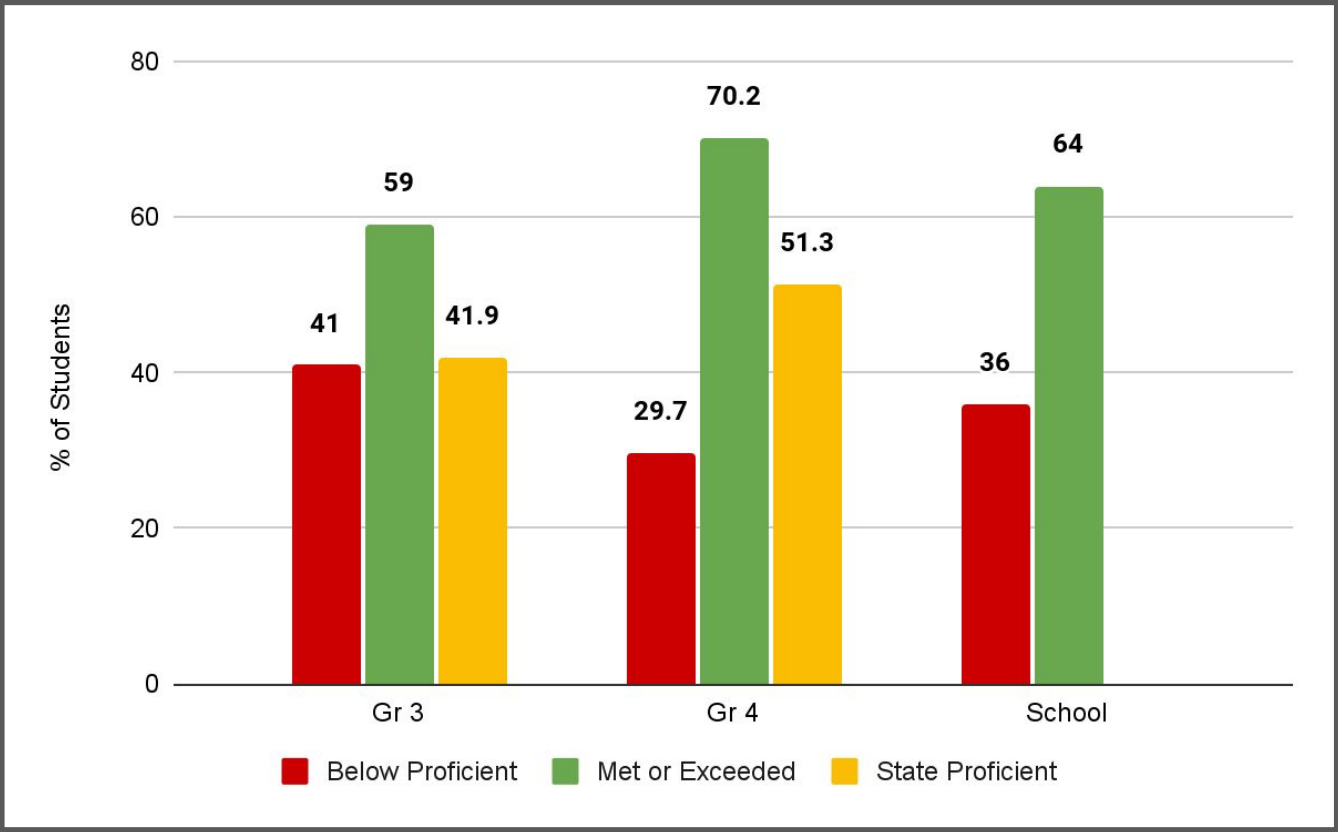
## 2022-2023 English-Language Arts (ELA)

**Percent of Students who Met or Exceeded Expectations (Proficient)**





# 2022-2023 English-Language Arts (ELA) - LPES Overall Percentages



\* Data not displayed to protect student privacy; N - No data to display



## 2022-2023 English-Language Arts (ELA) - LPES Results & State Comparison

	Number of Valid Scores	District Mean Score	State Mean Score	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5 Met or Exceeds
<b>Grade 3</b>	100	<b>753</b>	739	<b>12.0%</b>	<b>13.0%</b>	<b>16.0%</b>	<b>53.0%</b>	<b>6.0%</b>	<b>59.0%</b>
State	--	--	--	20.7%	14.9%	22.5%	36.7%	5.3%	41.9%
<b>Grade 4</b>	94	<b>769</b>	748	<b>3.2%</b>	<b>7.4%</b>	<b>19.1%</b>	<b>44.7%</b>	<b>25.5%</b>	<b>70.2%</b>
State	--	--	--	12.8%	14.6%	21.3%	36.5%	14.8%	51.3%
<b>School</b>	194	--	--	<b>8%</b>	<b>10%</b>	<b>18%</b>	<b>49%</b>	<b>15%</b>	<b>64%</b>

### Number of Valid Scores

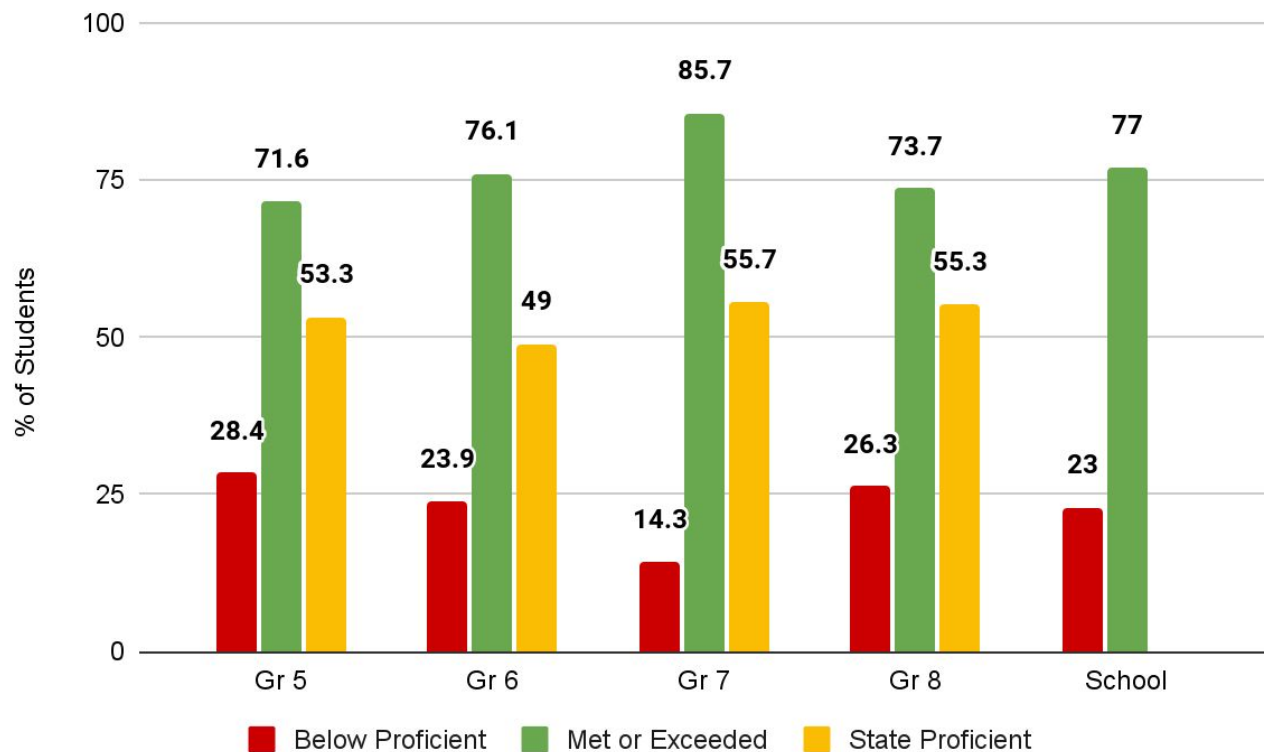
	2022	2023	Difference
<b>Grade 3</b>	95	100	5
<b>Grade 4</b>	76	94	18

\* Data not displayed to protect student privacy; N - No data to display





## 2022-2023 English-Language Arts (ELA) - LPMS Results Overall Percentages





## 2022-2023 English-Language Arts (ELA) - LPMS Results Grades 5 & 6 & State Comparison

	Number of Valid Scores	District Mean Score	State Mean Score	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5 Met or Exceeds
<b>Grade 5</b>	74	<b>767</b>	750	<b>5.4%</b>	<b>8.1%</b>	<b>14.9%</b>	<b>52.7%</b>	<b>18.9%</b>	<b>71.6%</b>
State	--	--	--	12.3%	14.1%	20.3%	43.3%	9.9%	53.3%
<b>Grade 6</b>	88	<b>765</b>	747	<b>6.8%</b>	<b>3.4%</b>	<b>13.6%</b>	<b>54.5%</b>	<b>21.6%</b>	<b>76.1%</b>
State	--	--	--	12.0%	14.4%	24.6%	37.6%	11.4%	49.0%
<b>School</b>	355	--	--	<b>4%</b>	<b>6%</b>	<b>13%</b>	<b>47%</b>	<b>30%</b>	<b>77%</b>

### Number of Valid Scores

	2022	2023	Difference
<b>Grade 5</b>	92	74	-18
<b>Grade 6</b>	92	88	4

\* Data not displayed to protect student privacy; N - No data to display



## 2022-2023 English-Language Arts (ELA) - LPMS Results Grades 7 - 8 & State Comparison

	Number of Valid Scores	District Mean Score	State Mean Score	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5 Met or Exceeds
<b>Grade 7</b>	98	<b>778</b>	752	<b>0.0%</b>	<b>5.1%</b>	<b>9.2%</b>	<b>39.8%</b>	<b>45.9%</b>	<b>85.7%</b>
State	--	--	--	11.7%	12.7%	19.9%	32.5%	23.2%	55.7%
<b>Grade 8</b>	95	<b>774</b>	754	<b>4.2%</b>	<b>7.4%</b>	<b>14.7%</b>	<b>42.1%</b>	<b>31.6%</b>	<b>73.7%</b>
State	--	--	--	12.9%	11.6%	20.1%	35.8%	19.5%	55.3%
<b>School</b>	355	--	--	<b>4%</b>	<b>6%</b>	<b>13%</b>	<b>47%</b>	<b>30%</b>	<b>77%</b>

### Number of Valid Scores

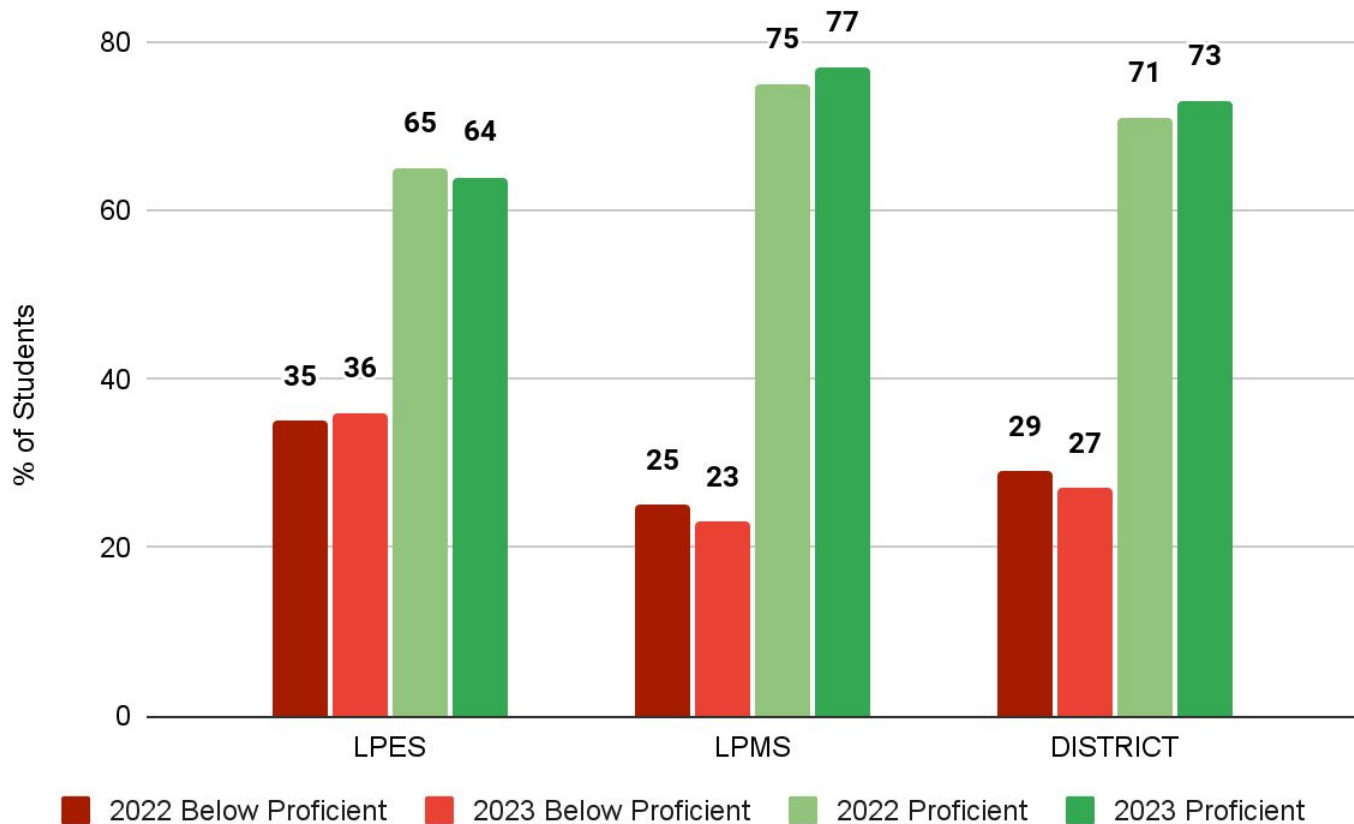
	2022	2023	Difference
<b>Grade 7</b>	94	98	4
<b>Grade 8</b>	103	95	-8

\* Data not displayed to protect student privacy; N - No data to display

# English-Language Arts

## Trend Analysis

## 2022-2023 English-Language Arts (ELA) - District Comparison Spring 2022 to Spring 2023



## Comparison of Spring 2022 and 2023 NJSLA Administrations ELA – Percentages

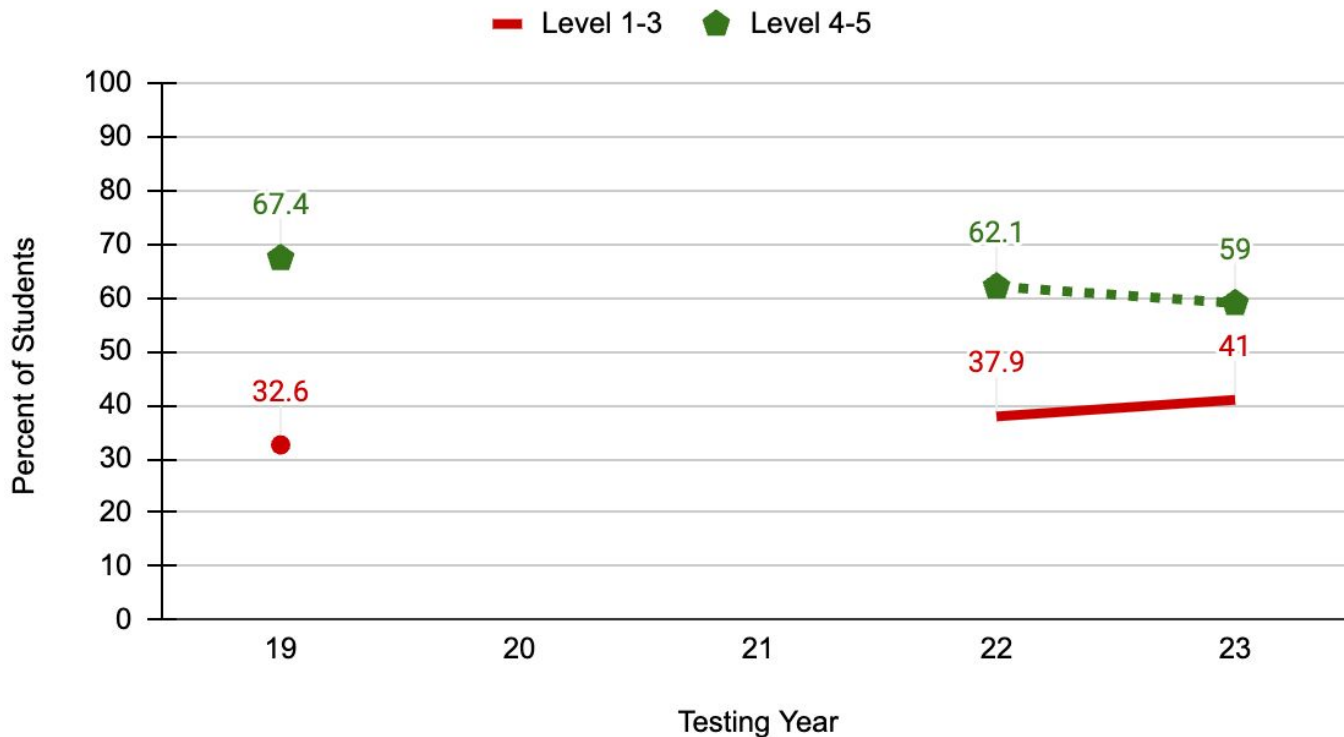
Grade	Level 1 2022	Level 1 2023	Level 2 2022	Level 2 2023	Level 3 2022	Level 3 2023	Level 4 2022	Level 4 2023	Level 5 2022	Level 5 2023	Change in Level 1 and Level 2 from 2022 to 2023	Change in Level 4 and Level 5 from 2022 to 2023
3	8.4	12	11.6	13	17.9	16	51.6	53	10.5	6	5	-3.1
4	9.2	3.2	7.9	7.4	14.5	19.1	38.2	44.7	30.3	25.5	-6.5	1.7
5	9.8	5.4	6.5	8.1	16.3	14.9	46.7	52.7	20.7	18.9	-2.8	4.2
6	1.1	6.8	1.1	3.4	16.3	13.6	57.6	54.5	23.9	21.6	8	-5.4
7	2.1	0	3.2	5.1	21.3	9.2	36.2	39.8	37.2	45.9	-0.2	12.3
8	1	4.2	6.8	7.4	19.4	14.7	44.7	42.1	28.2	31.6	3.8	0.8

## Comparison of Spring 2022 and 2023 NJSLA Administrations ELA – Percentages

Grade	% Changes in Levels 1 and 2 Lincoln Park	% Changes in Levels 1 and 2 State	% Changes in Levels 4 and 5 Lincoln Park	% Changes in Levels 4 and 5 State
3	5.0%	0.0%	-3.1%	-0.4 %
4	-6.5%	-1.3 %	1.7%	1.9%
5	-2.8 %	-0.8 %	4.2 %	3.6%
6	8.0%	0.2%	-5.4%	1.4%
7	-0.2%	-1.4 %	12.3 %	3%
8	3.8%	-3.0 %	0.8%	3.9%

## 2022-2023 English-Language Arts (ELA) - District Five Year Trend Analysis

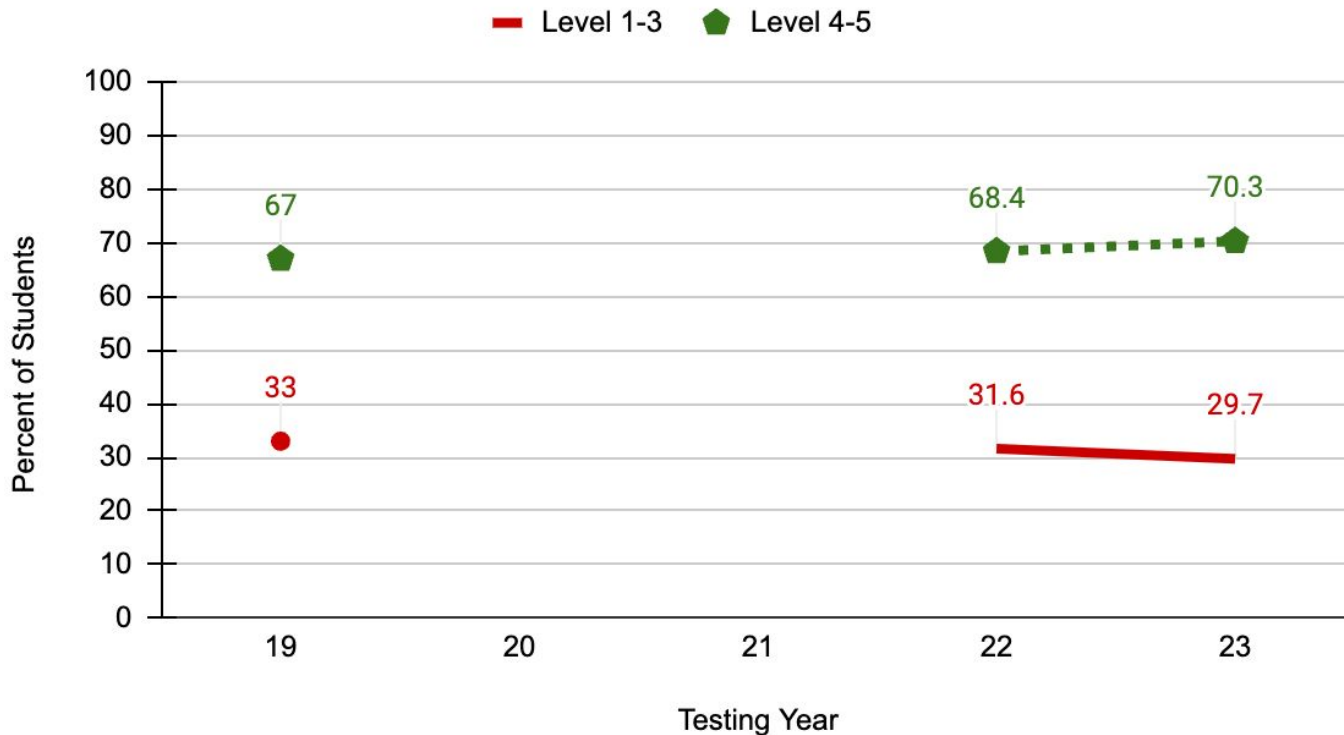
### Grade 3 - Five Year Trend





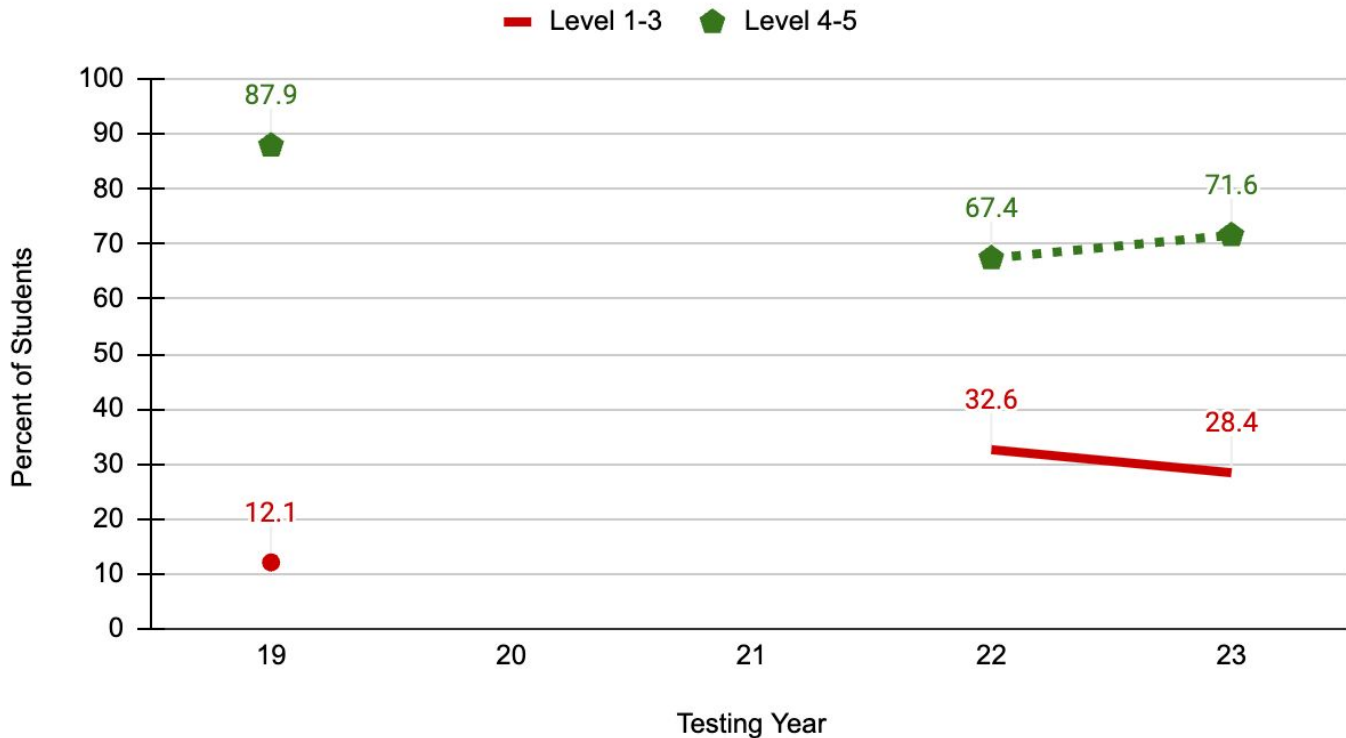
## 2022-2023 English-Language Arts (ELA) - District Five Year Trend Analysis

### Grade 4 - Five Year Trend



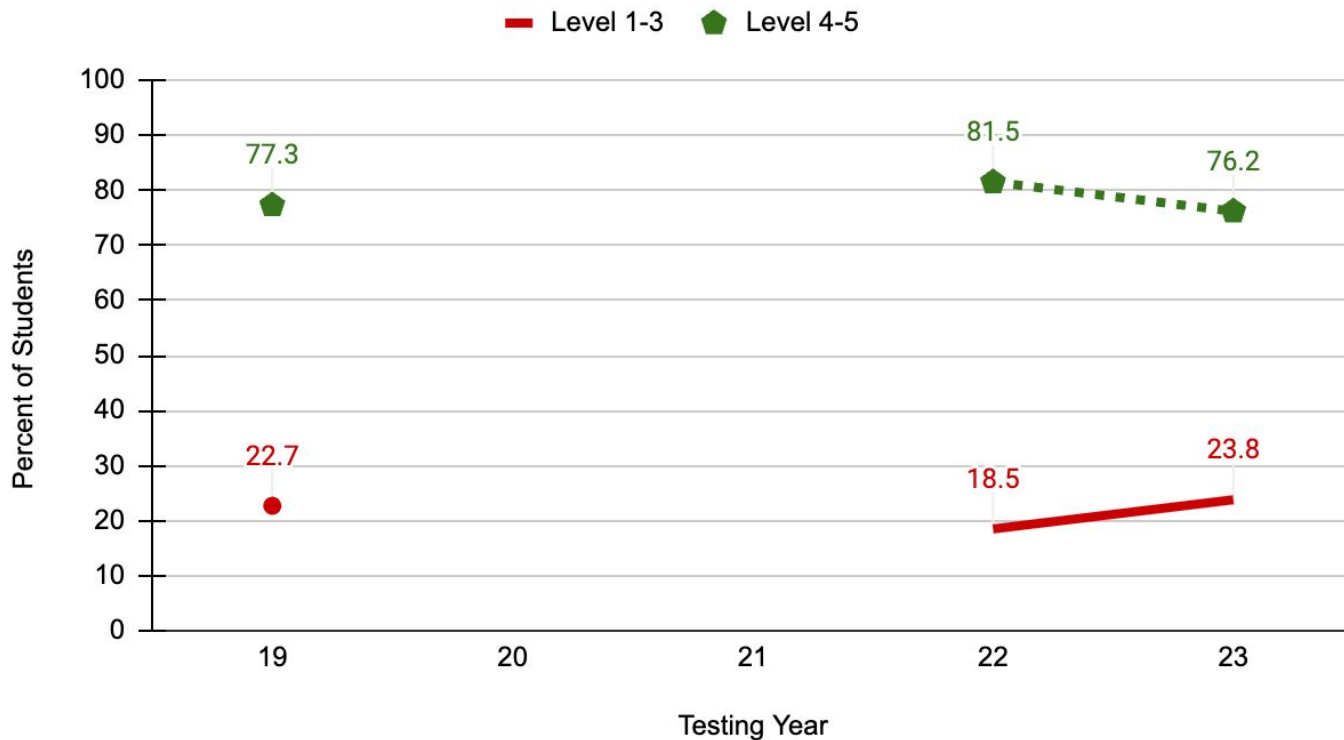
## 2022-2023 English-Language Arts (ELA) - District Five Year Trend Analysis

### Grade 5 - Five Year Trend



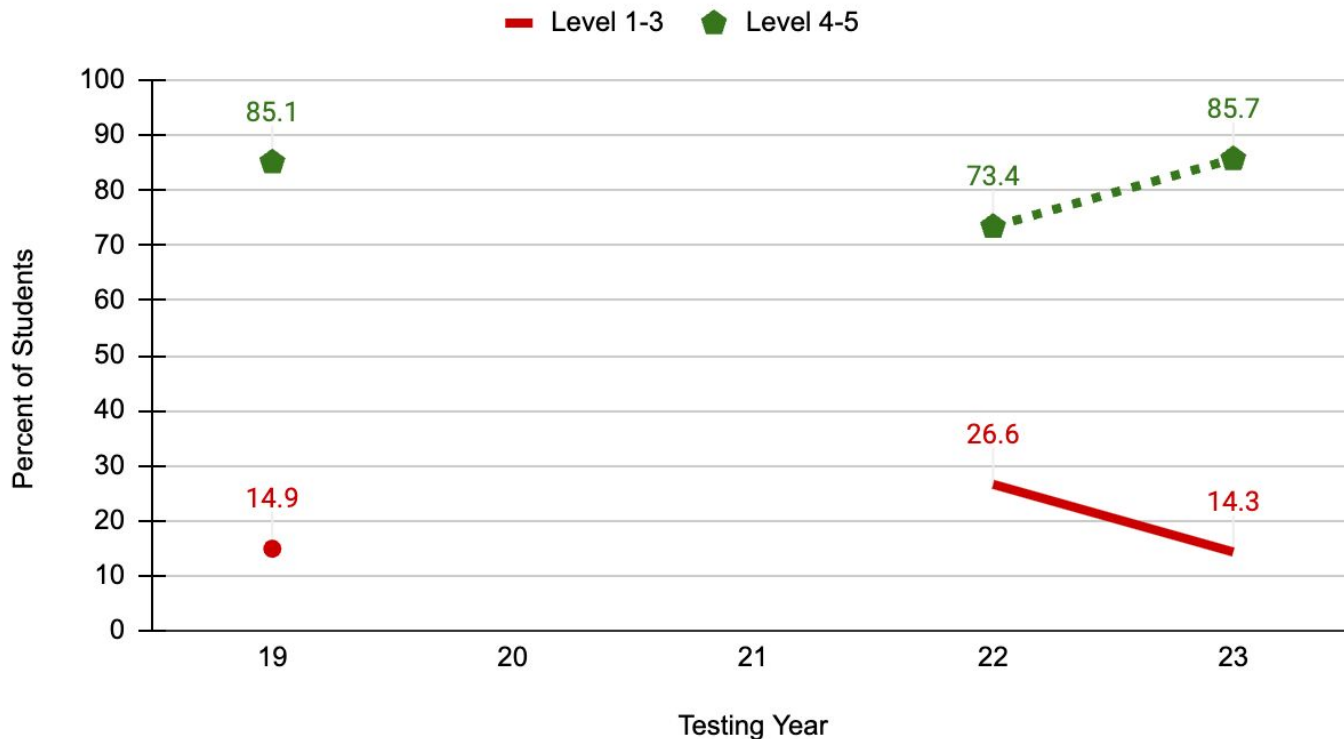
## 2022-2023 English-Language Arts (ELA) - District Five Year Trend Analysis

### Grade 6 - Five Year Trend



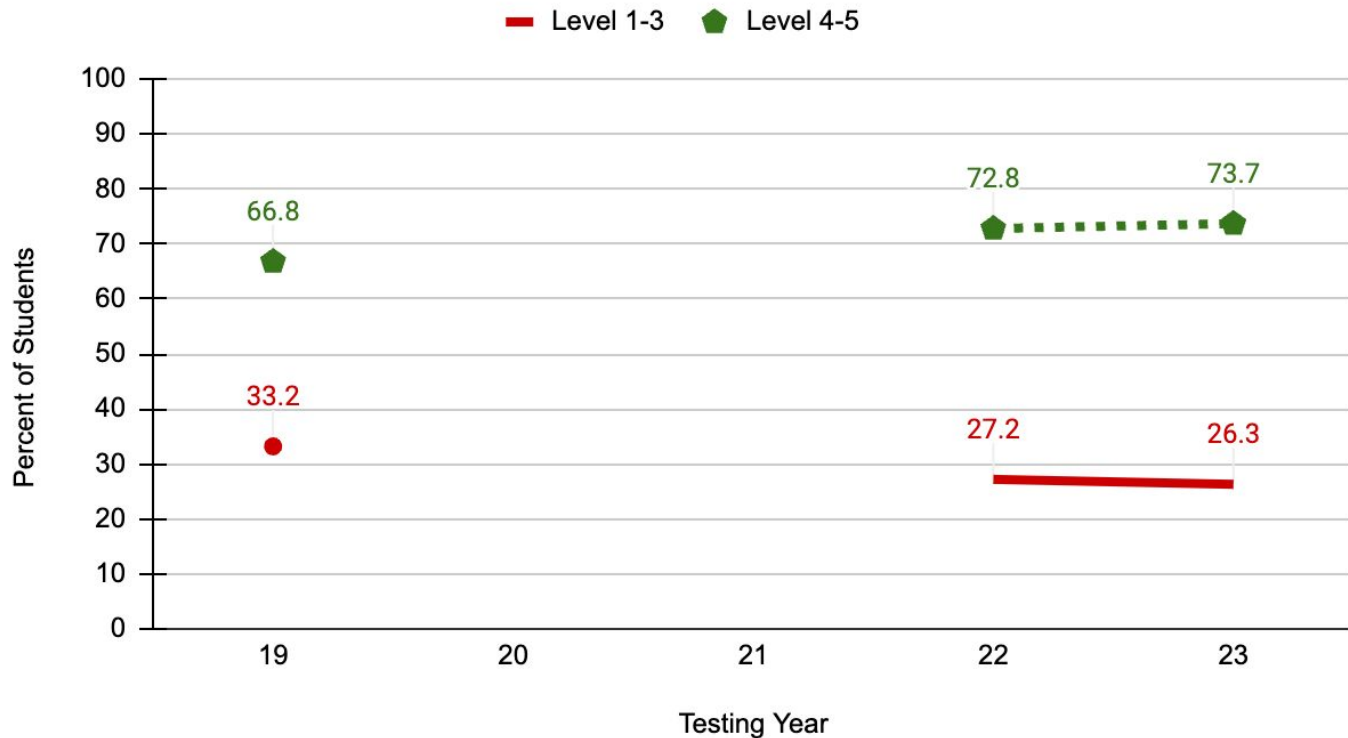
## 2022-2023 English-Language Arts (ELA) - District Five Year Trend Analysis

### Grade 7 - Five Year Trend



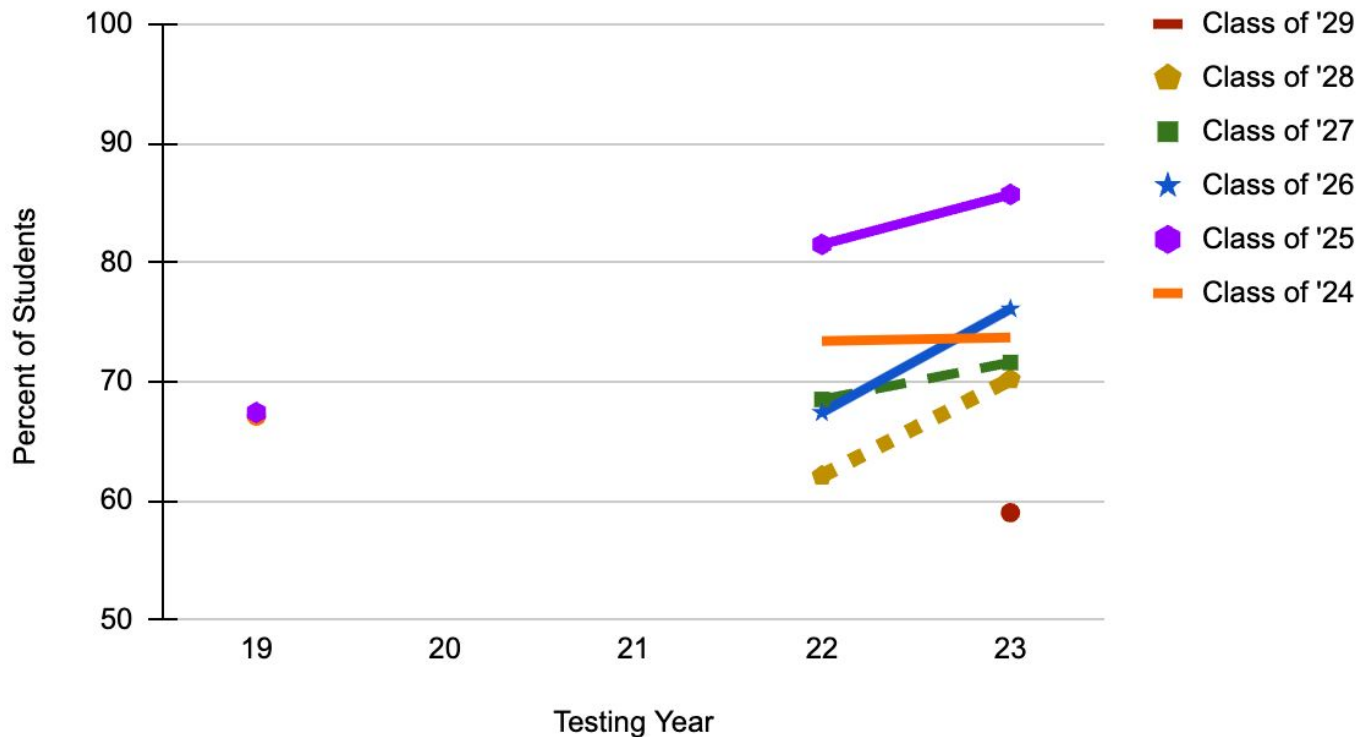
## 2022-2023 English-Language Arts (ELA) - District Five Year Trend Analysis

### Grade 8 - Five Year Trend



## 2022-2023 English-Language Arts (ELA) - District Five Year Trend Analysis

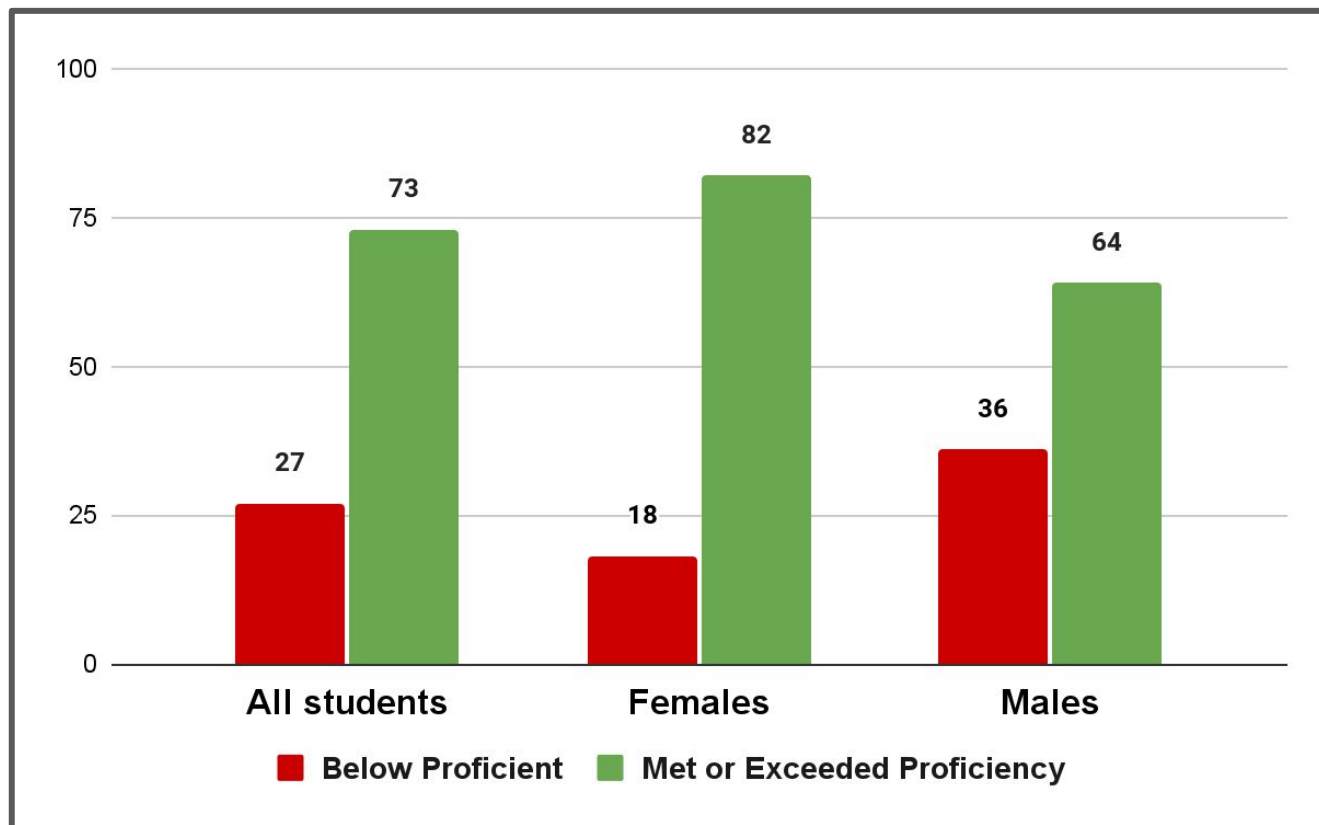
### Grade 3-8 Five Year Proficiency Trend By Cohort



# English-Language Arts

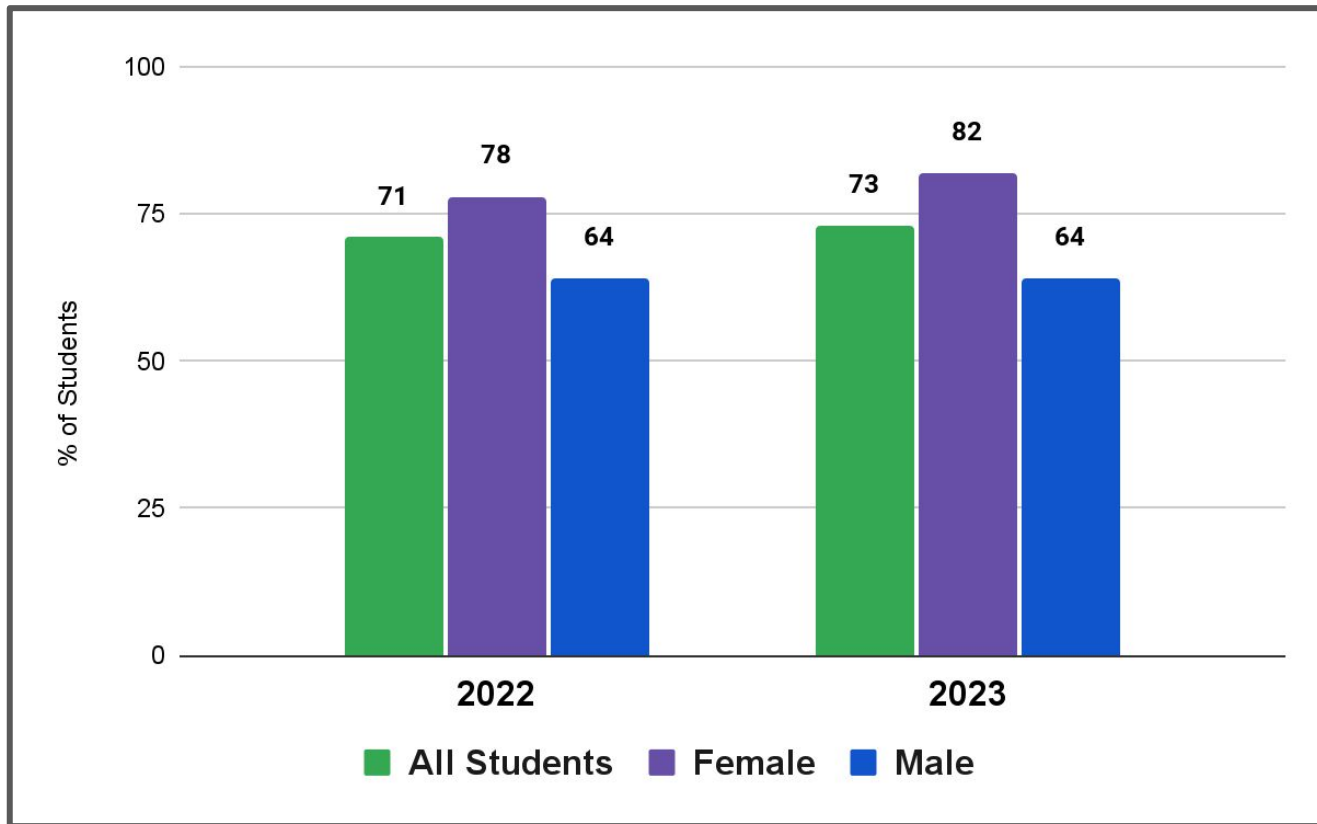
## Subgroup Data

## 2022-2023 English-Language Arts (ELA) - District Subgroup (Gender) By Percent

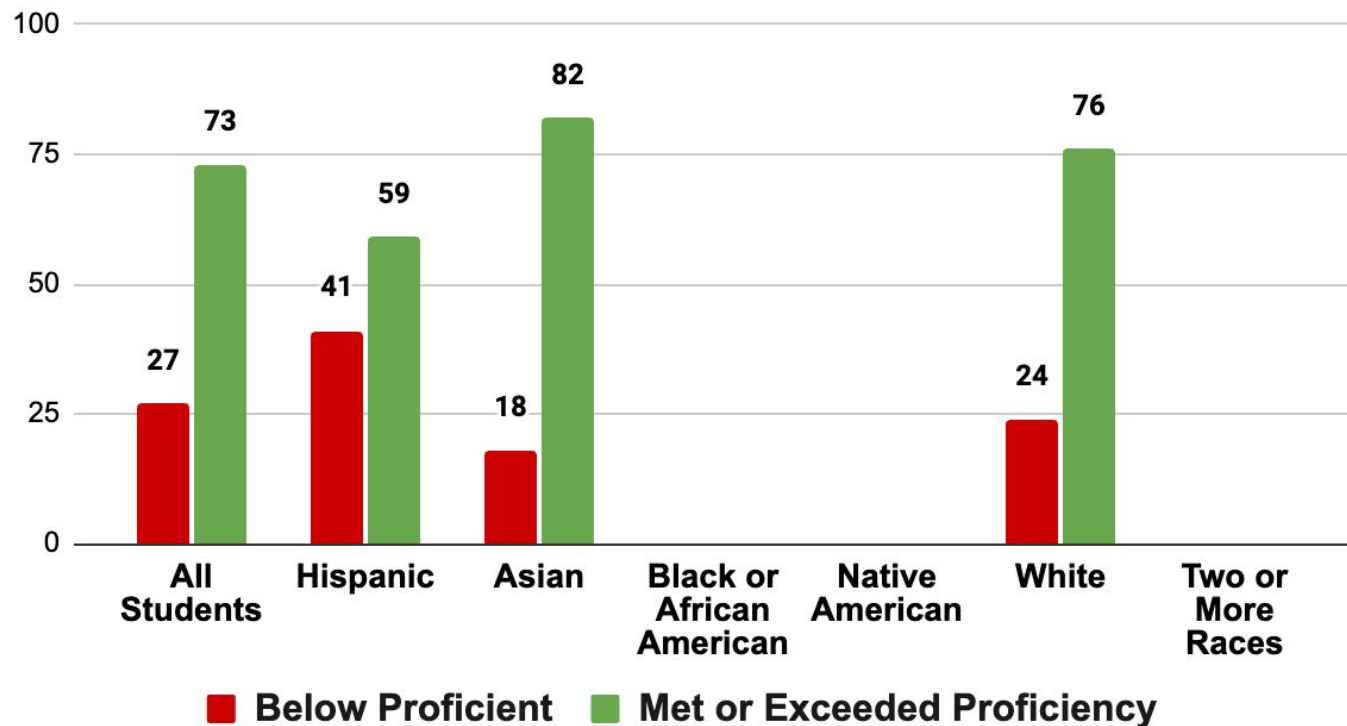




## English-Language Arts (ELA) - Comparison of Subgroup Proficient By Gender Spring 2022 to Spring 2023 - Percentages



## 2022-2023 English-Language Arts (ELA) - District Subgroup (Ethnicity/Race) By Percent



### Note:

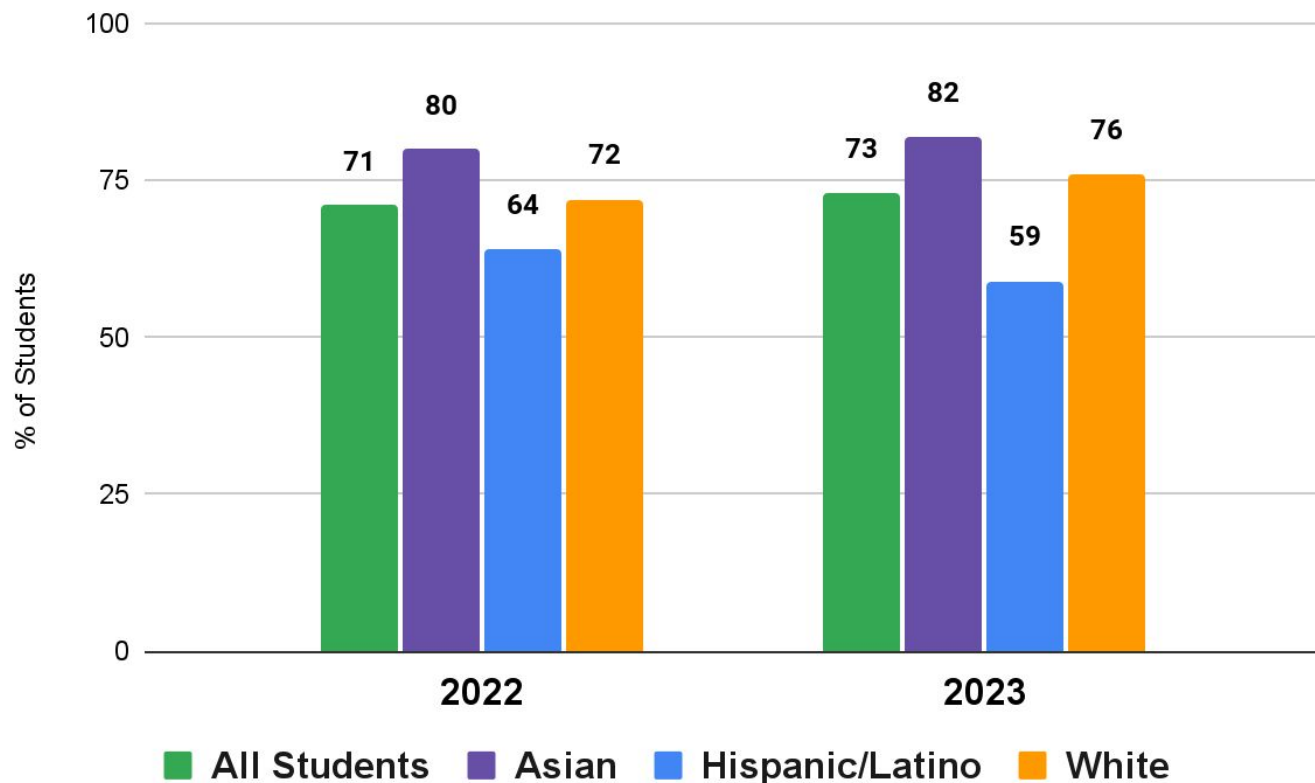
Data not shown for these subgroups due to the sample size being less than 10 students to protect privacy:

\*Black/ African American

\*Native Hawaiian/ Pac Islander

\*Two or more races

## English-Language Arts (ELA) - Comparison of Subgroup By Ethnicity Spring 2022 to Spring 2023 - Percentages



### **Note:**

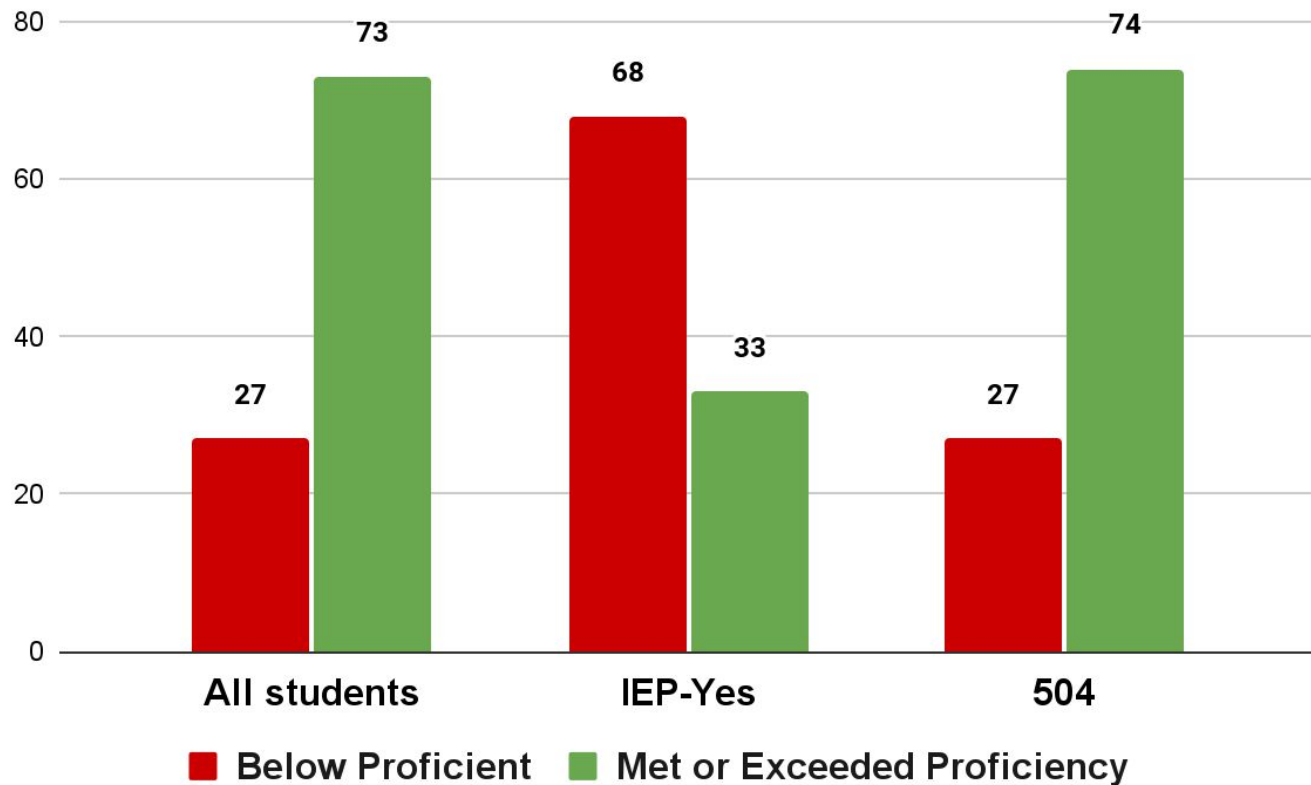
Data not shown for these subgroups due to the sample size being less than 10 students to protect privacy:

\*Black/ African American

\*Native Hawaiian/ Pac Islander

\*Two or more races

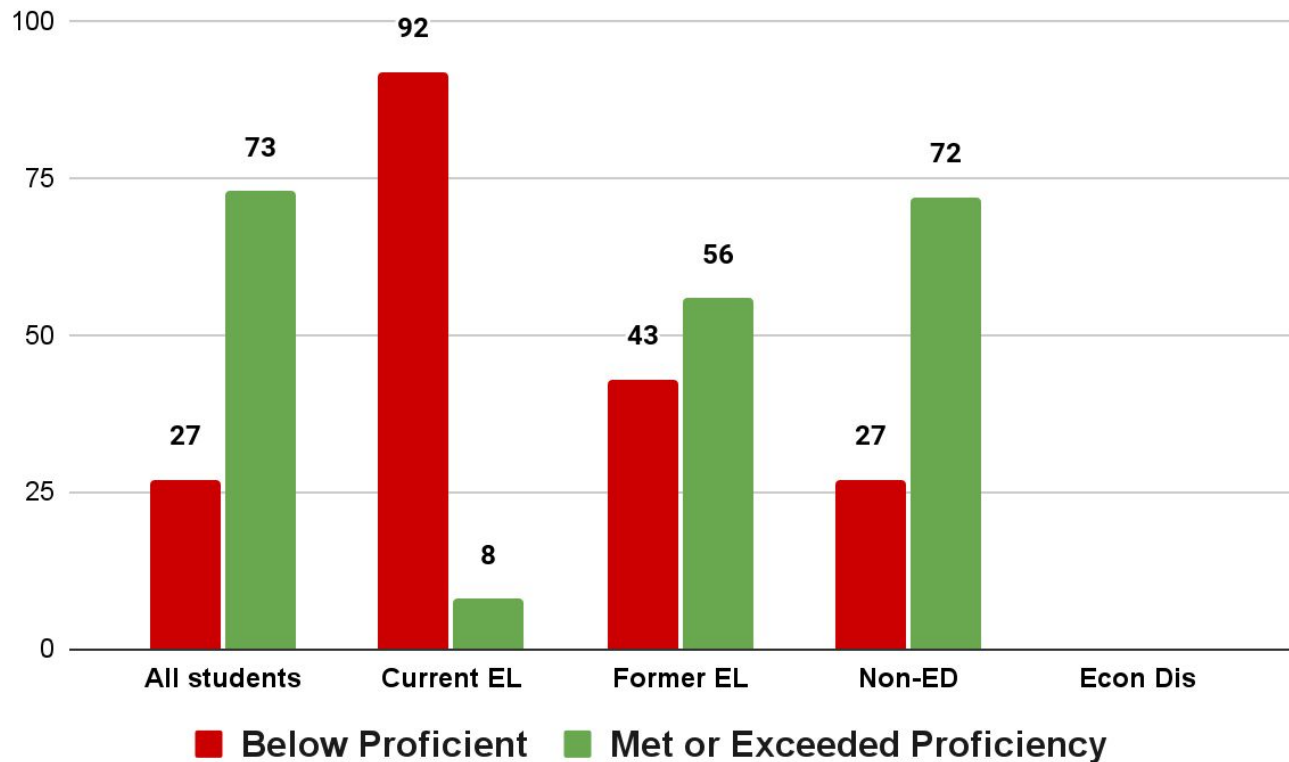
## 2022-2023 English-Language Arts (ELA) - District Subgroup (Students with Disabilities) By Percent



### Key

IEP: Individualized  
Educational Plan

## 2022-2023 English-Language Arts (ELA) - District Subgroup (Other) By Percent



### Notes:

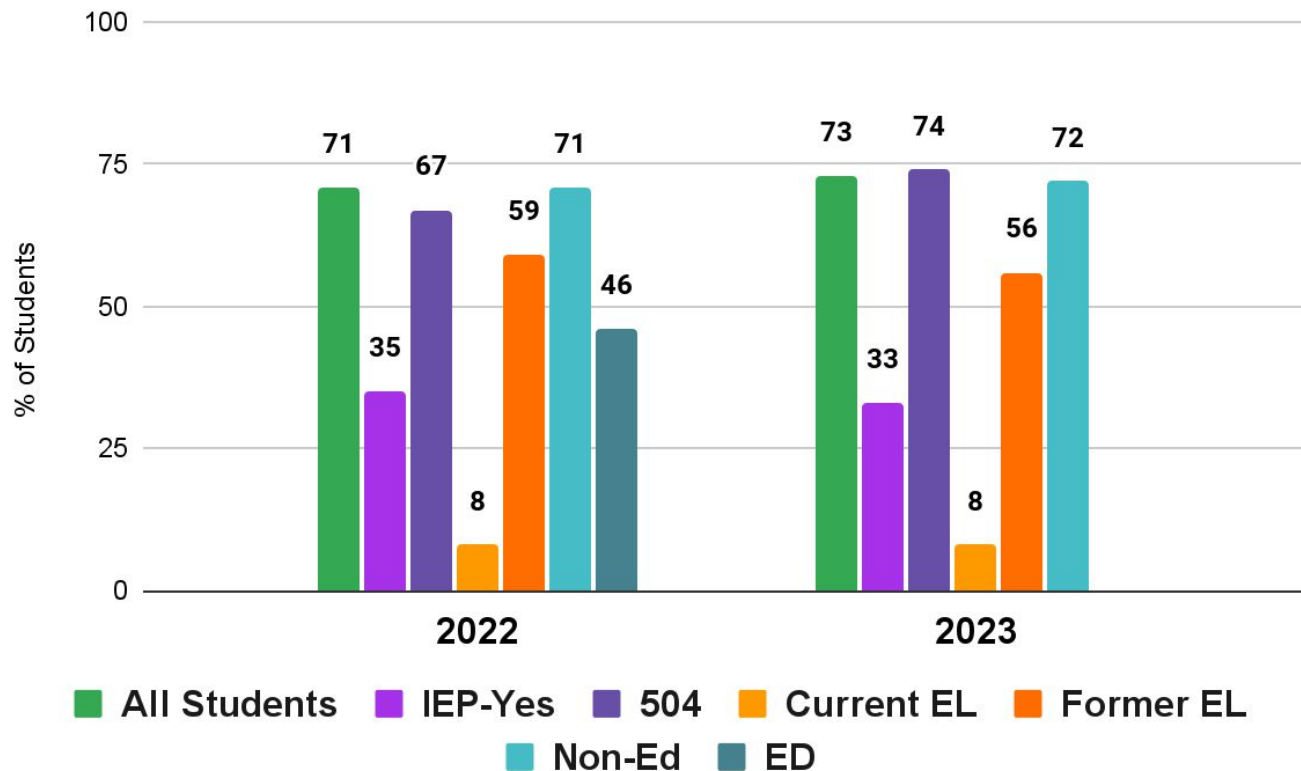
Data not shown for these subgroups due to the sample size being less than 10 students to protect privacy:

\*2023 Economically Disadvantaged (ED)

### Key

EL: English Learner

## English-Language Arts (ELA) - Comparison of Subgroup By Other Groups Spring 2022 to Spring 2023 - Percentages



### Notes:

Data not shown for these subgroups due to the sample size being less than 10 students to protect privacy:

\*2023 ED

### Key

ED: Economically

Disadvantaged

Non-ED: Non Econ Dis

EL: English Learner

## 2022-2023 ELA - DISTRICT SubGroup Data

\* Data not displayed to protect student privacy; N - No data to display

### PROFICIENT

	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
<b>DISTRICT</b>	<b>549</b>	<b>5.3%</b>	<b>7.5%</b>	<b>14.6%</b>	<b>47.5%</b>	<b>25.1%</b>	<b>73%</b>
<b>Female</b>	269	3.0%	4.1%	11.5%	49.8%	31.6%	<b>81.4%</b>
<b>Male</b>	280	7.5%	10.7%	17.5%	45.4%	18.9%	<b>64.3%</b>
<b>Hispanic or Latino</b>	138	10.9%	13.0%	17.4%	40.6%	18.1%	<b>58.7%</b>
<b>Asian</b>	40	0.0%	0.0%	17.5%	55.0%	27.5%	<b>82.5%</b>
<b>Black or African American</b>	<10	*	*	*	*	*	*
<b>Native Hawaiian/ Other Pacific Islander</b>	<10	*	*	*	*	*	*
<b>White</b>	356	3.9%	6.5%	13.5%	49.2%	27.0%	<b>76.1%</b>
<b>Two or More Races</b>	<10	*	*	*	*	*	*
<b>IEP</b>	115	22.6%	21.7%	23.5%	22.6%	9.6%	<b>32.2%</b>
<b>504</b>	30	0.0%	6.7%	20.0%	56.7%	16.7%	<b>73.3%</b>
<b>Current EL</b>	12	16.7%	41.7%	33.3%	0.0%	8.3%	<b>8.3%</b>
<b>Former EL</b>	N	4%	9%	30%	43%	13%	<b>56%</b>
<b>Economically Disadvantaged</b>	<10	N	N	N	N	N	<b>N</b>
<b>Non-economically Disadvantaged</b>	548	5.3%	7.5%	14.6%	47.4%	25.2%	<b>72.6%</b>



## 2022-2023 English-Language Arts (ELA) - Subgroup Data

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### PROFICIENT

LPES	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
<b>SCHOOL</b>	<b>194</b>	<b>7.7%</b>	<b>10.3%</b>	<b>17.5%</b>	<b>49.0%</b>	<b>15.5%</b>	<b>64.4%</b>
Female	88	3.4%	6.8%	15.9%	53.4%	20.5%	73.9%
Male	106	11.3%	13.2%	18.9%	45.3%	11.3%	56.6%
Hispanic or Latino	50	16.0%	16.0%	16.0%	44.0%	8.0%	52.0%
Asian	15	0.0%	0.0%	26.7%	53.3%	20.0%	73.3%
Black or African American	<10	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	<10	*	*	*	*	*	*
White	125	5.6%	9.6%	16.8%	51.2%	16.8%	68.0%
Two or More Races	<10	*	*	*	*	*	*
IEP	45	28.9%	24.4%	22.2%	20.0%	4.4%	24.4%
504	<10	*	*	*	*	*	*
Current EL	<10	*	*	*	*	*	*
Former EL	<10	*	*	*	*	*	*
Economically Disadvantaged	<10	*	*	*	*	*	*
Non-economically Disadvantaged	548	5.3%	7.5%	14.6%	47.4%	25.2%	72.6%





## 2021-2022 English-Language Arts (ELA) - LPMS Results by SubGroup

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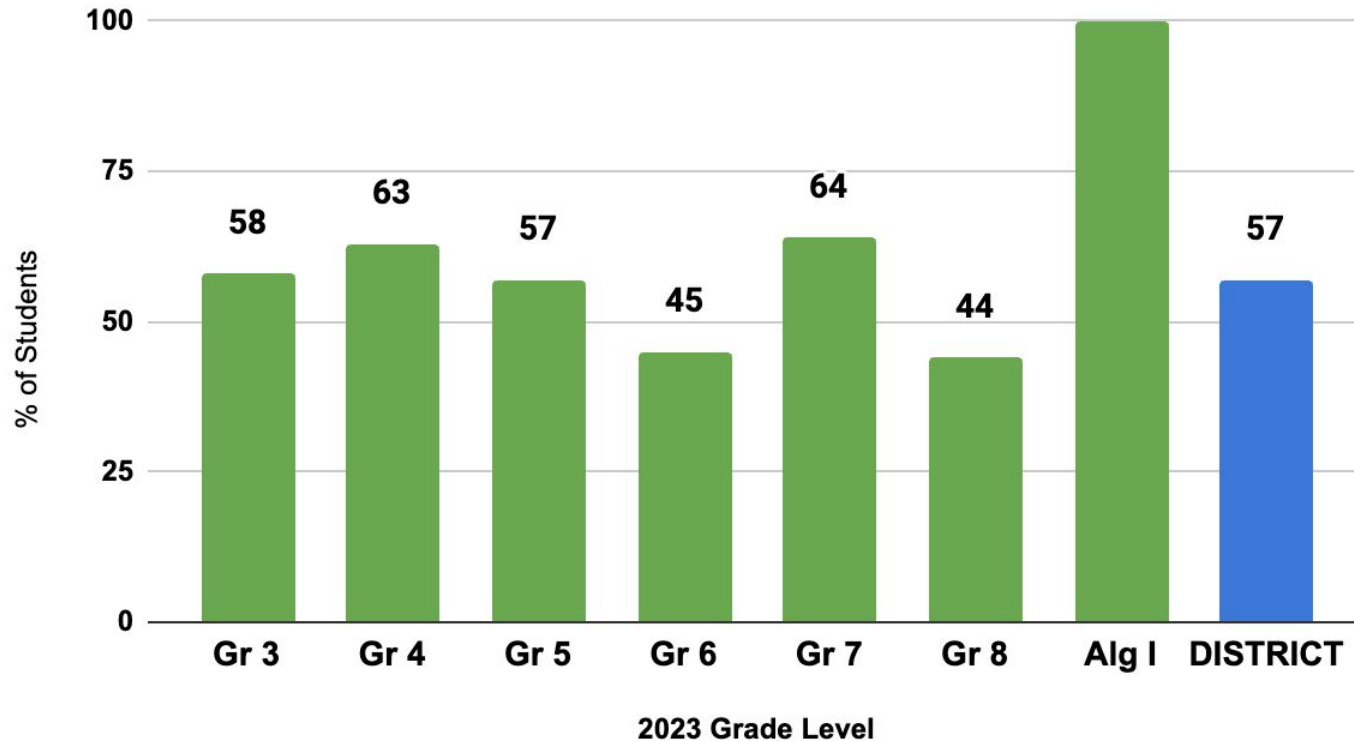
### PROFICIENT

LPMS	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
<b>SCHOOL</b>	<b>355</b>	<b>3.9%</b>	<b>5.9%</b>	<b>13.0%</b>	<b>46.8%</b>	<b>30.4%</b>	<b>77.2%</b>
Female	181	2.8%	2.8%	9.4%	48.1%	37.0%	85.1%
Male	174	5.2%	9.2%	16.7%	45.4%	23.6%	69.0%
Hispanic or Latino	88	8.0%	11.4%	18.2%	38.6%	23.9%	62.5%
Asian	25	0.0%	0.0%	12.0%	56.0%	32.0%	88.0%
Black or African American	<10	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	<10	*	*	*	*	*	*
White	231	3.0%	4.8%	11.7%	48.1%	32.5%	80.5%
Two or More Races	<10	*	*	*	*	*	*
IEP	70	18.6%	20.0%	24.3%	24.3%	12.9%	37.1%
504	21	0.0%	9.5%	19.0%	52.4%	19.0%	71.4%
Current EL	<10	*	*	*	*	*	*
Former EL	N	6.0%	11.0%	39.0%	33.0%	11.0%	44.0%
Economically Disadvantaged	N	N	N	N	N	N	N
Non-economically Disadvantaged	355	3.9%	5.9%	13.0%	46.8%	30.4%	77.2%

# Mathematics

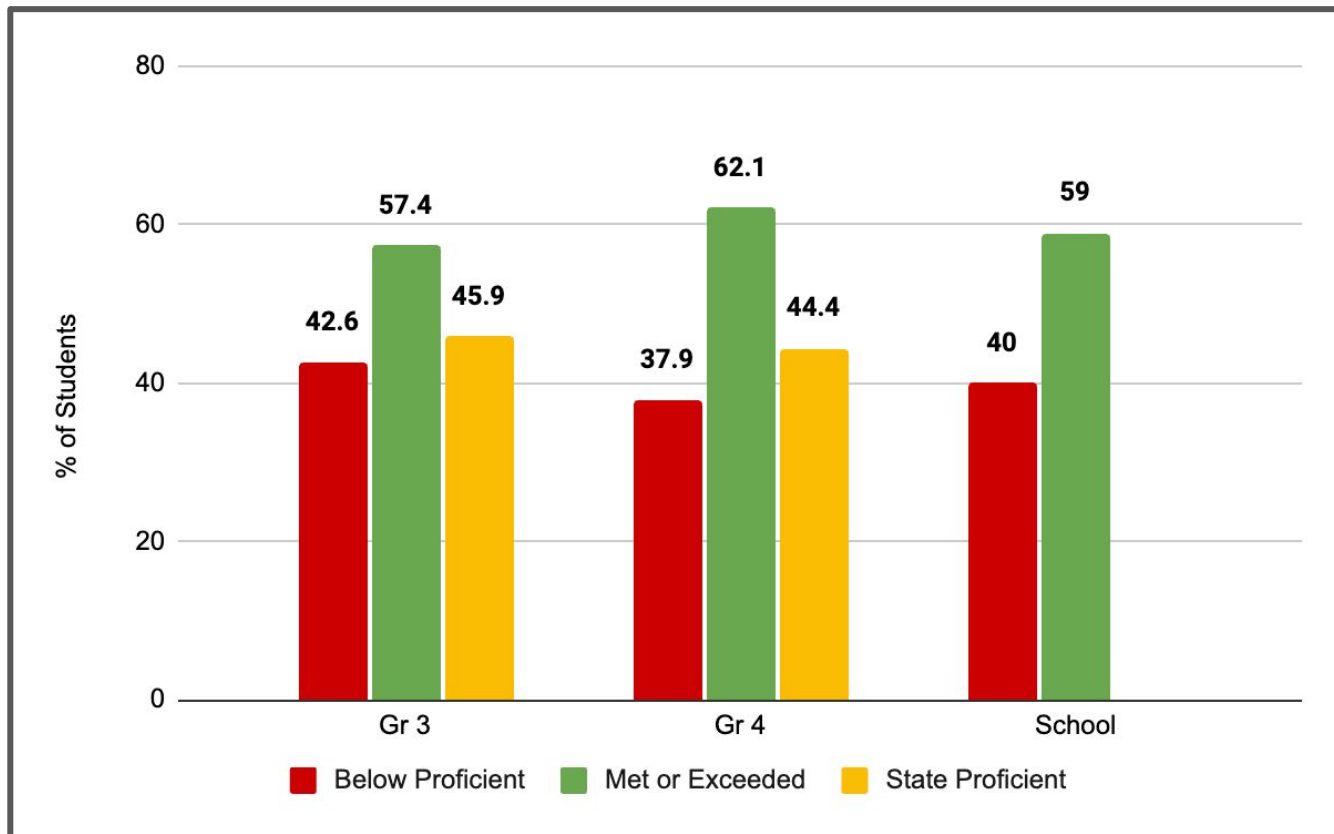
## 2022-2023 MATHEMATICS

**Percent of Students who Met or Exceeded Expectations (Proficient) 100**





## 2022-2023 MATHEMATICS - LPES Overall Percentages





## 2022-2023 MATHEMATICS - LPES Results & State Comparison

	Number of Valid Scores	District Mean Score	State Mean Score	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5 Met or Exceeds
<b>Grade 3</b>	101	<b>756</b>	745	<b>3.0%</b>	<b>9.9%</b>	<b>29.7%</b>	<b>46.5%</b>	<b>10.9%</b>	<b>57.4%</b>
State	--	--	--	12.5%	16.7%	24.8%	34.0%	11.9%	45.9%
<b>Grade 4</b>	95	<b>760</b>	743	<b>5.3%</b>	<b>12.6%</b>	<b>20.0%</b>	<b>50.5%</b>	<b>11.6%</b>	<b>62.1%</b>
State	--	--	--	13.1%	17.8%	24.7%	37.2%	7.1%	44.3%
<b>School</b>	196	--	--	<b>4%</b>	<b>11%</b>	<b>25%</b>	<b>48%</b>	<b>11%</b>	<b>59%</b>

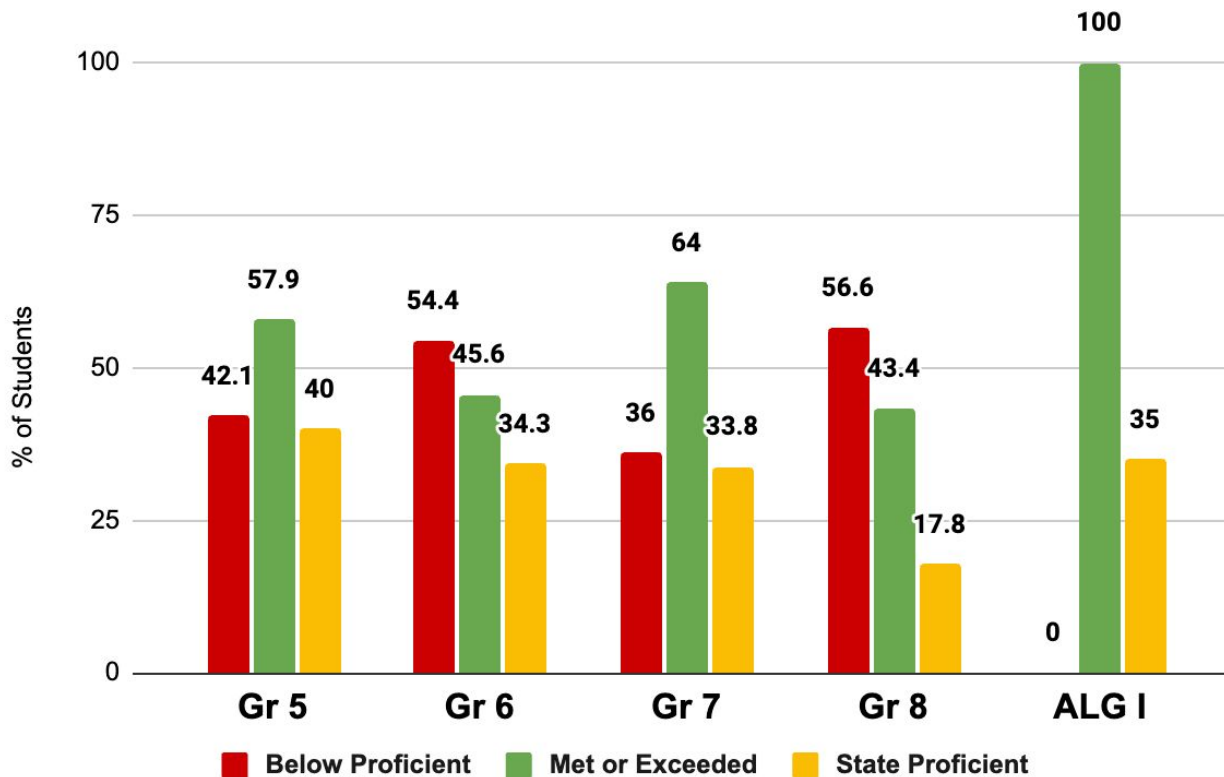
### Number of Valid Scores

	2022	2023	Difference
<b>Grade 3</b>	95	101	6
<b>Grade 4</b>	76	95	19

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## 2022-2023 MATHEMATICS - LPMS Results Overall Percentages





## 2022-2023 MATHEMATICS - LPMS Results Grades 5 - 6 & State Comparison

	Number of Valid Scores	District Mean Score	State Mean Score	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5 Met or Exceeds
<b>Grade 5</b>	76	<b>758</b>	740	<b>1.3%</b>	<b>21.1%</b>	<b>19.7%</b>	<b>39.5%</b>	<b>18.4%</b>	<b>57.9%</b>
State	--	--	--	13.1%	21.4%	25.5%	31.4%	8.7%	40.1%
<b>Grade 6</b>	90	<b>745</b>	735	<b>4.4%</b>	<b>18.9%</b>	<b>31.1%</b>	<b>41.1%</b>	<b>4.4%</b>	<b>45.5%</b>
State	--	--	--	14.2%	23.2%	28.3%	27.7%	6.6%	34.3%
<b>School</b>	361	--	--	<b>6%</b>	<b>16%</b>	<b>23%</b>	<b>43%</b>	<b>12%</b>	<b>55%</b>

### Number of Valid Scores

	2022	2023	Difference
<b>Grade 5</b>	92	76	-16
<b>Grade 6</b>	92	88	4

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## 2022-2023 MATHEMATICS - LPMS Results Grades 7-8 & State Comparison

	Number of Valid Scores	District Mean Score	State Mean Score	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5 Met or Exceeds
<b>Grade 7</b>	100	<b>757</b>	736	<b>3.0%</b>	<b>10.0%</b>	<b>23.0%</b>	<b>49.0%</b>	<b>15.0%</b>	<b>64.0%</b>
State	--	--	--	12.7%	22.8%	30.7%	29.0%	4.8%	33.8%
<b>Grade 8</b>	76	<b>742</b>	716	<b>17.1%</b>	<b>18.4%</b>	<b>21.1%</b>	<b>35.5%</b>	<b>7.9%</b>	<b>43.4%</b>
State	--	--	--	33.9%	26.9%	21.4%	16.7%	1.1%	17.8%
<b>Algebra I</b>	19	<b>795</b>	737	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>68.4%</b>	<b>31.6%</b>	<b>100.0%</b>
State	--	--	--	15.9%	25.9%	23.1%	29.7%	5.3%	35.0%
<b>School</b>	361	--	--	<b>6%</b>	<b>16%</b>	<b>23%</b>	<b>43%</b>	<b>12%</b>	<b>55%</b>

### Number of Valid Scores

	2022	2023	Difference
<b>Grade 7</b>	94	100	6
<b>Grade 8</b>	76	76	0
<b>Alg I</b>	28	19	-9

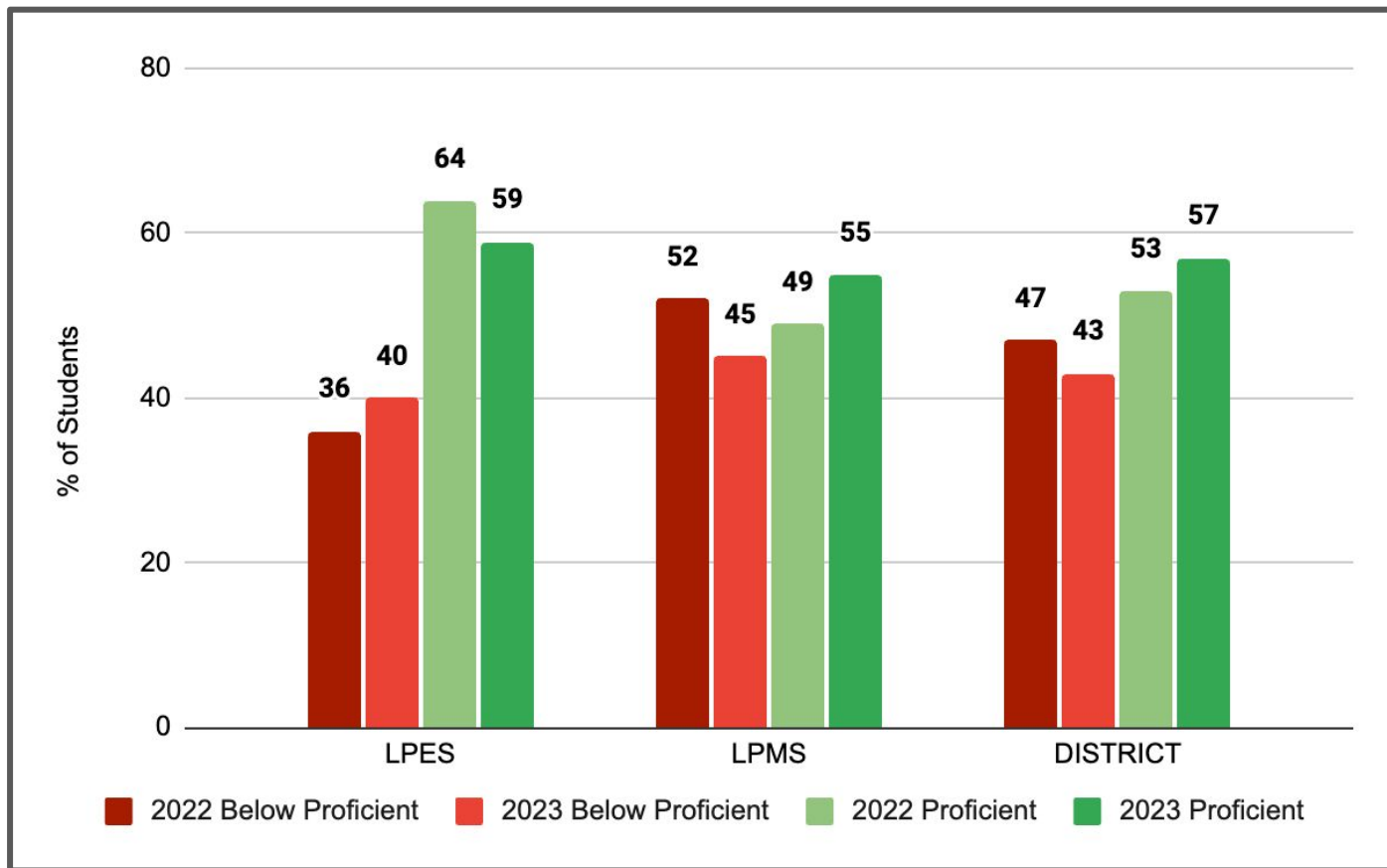
\* Data not displayed to protect student privacy; N - No data to display



# MATHEMATICS

## Trend Analysis

## 2022-2023 MATHEMATICS - District Comparison Spring 2022 to Spring 2023



## Comparison of Spring 2022 and 2023 NJSLA Administrations MATH – Percentages

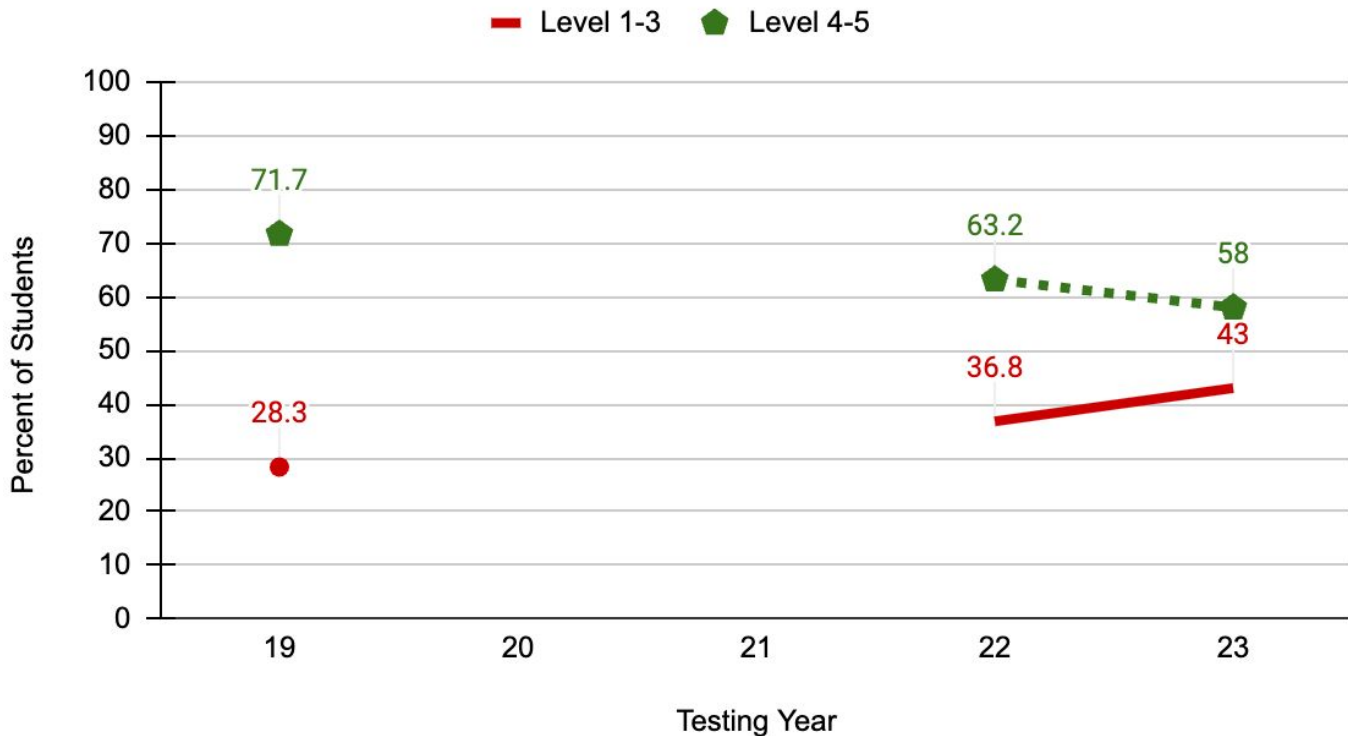
Grade	Level 1 2022	Level 1 2023	Level 2 2022	Level 2 2023	Level 3 2022	Level 3 2023	Level 4 2022	Level 4 2023	Level 5 2022	Level 5 2023	Change in Level 1 and Level 2 from 2022 to 2023	Change in Level 4 and Level 5 from 2022 to 2023
3	2.1	3	12.6	9.9	22.1	29.7	47.4	46.5	15.8	10.9	-1.8	-5.8
4	2.6	5.3	13.2	12.6	19.7	20	46.1	50.5	18.4	11.6	2.1	-2.4
5	12	1.3	15.2	21.1	29.3	19.7	35.9	39.5	7.6	18.4	-4.8	14.4
6	0	4.4	18.3	18.9	41.9	31.1	34.4	41.1	5.4	4.4	5	5.7
7	3.2	3	10.6	10	34	23	44.7	49	7.4	15	-0.8	11.9
8	6.6	17.1	22.4	18.4	31.6	21.1	36.8	35.5	2.6	7.9	6.5	4
ALG	0	0	0	0	0	0	85.7	68.4	14.3	31.6	0	0

## Comparison of Spring 2022 and 2023 NJSLA Administrations MATH – Percentages

Grade	% Changes in Levels 1 and 2 Lincoln Park	% Changes in Levels 1 and 2 State	% Changes in Levels 4 and 5 Lincoln Park	% Changes in Levels 4 and 5 State
3	<b>-1.8%</b>	<b>-2.4 %</b>	<b>-3.1%</b>	<b>0.5%</b>
4	<b>2.1%</b>	<b>-4.8 %</b>	<b>1.7%</b>	<b>4.9%</b>
5	<b>-4.8 %</b>	<b>-3.6 %</b>	<b>4.2 %</b>	<b>4.1%</b>
6	<b>5%</b>	<b>-2.8 %</b>	<b>-5.4%</b>	<b>3%</b>
7	<b>-0.8%</b>	<b>1%</b>	<b>12.3 %</b>	<b>-0.2 %</b>
8	<b>6.5%</b>	<b>-1.5 %</b>	<b>0.8%</b>	<b>2.4%</b>
Alg 1	<b>0%</b>	<b>1.3 %</b>	<b>0%</b>	<b>0.1%</b>

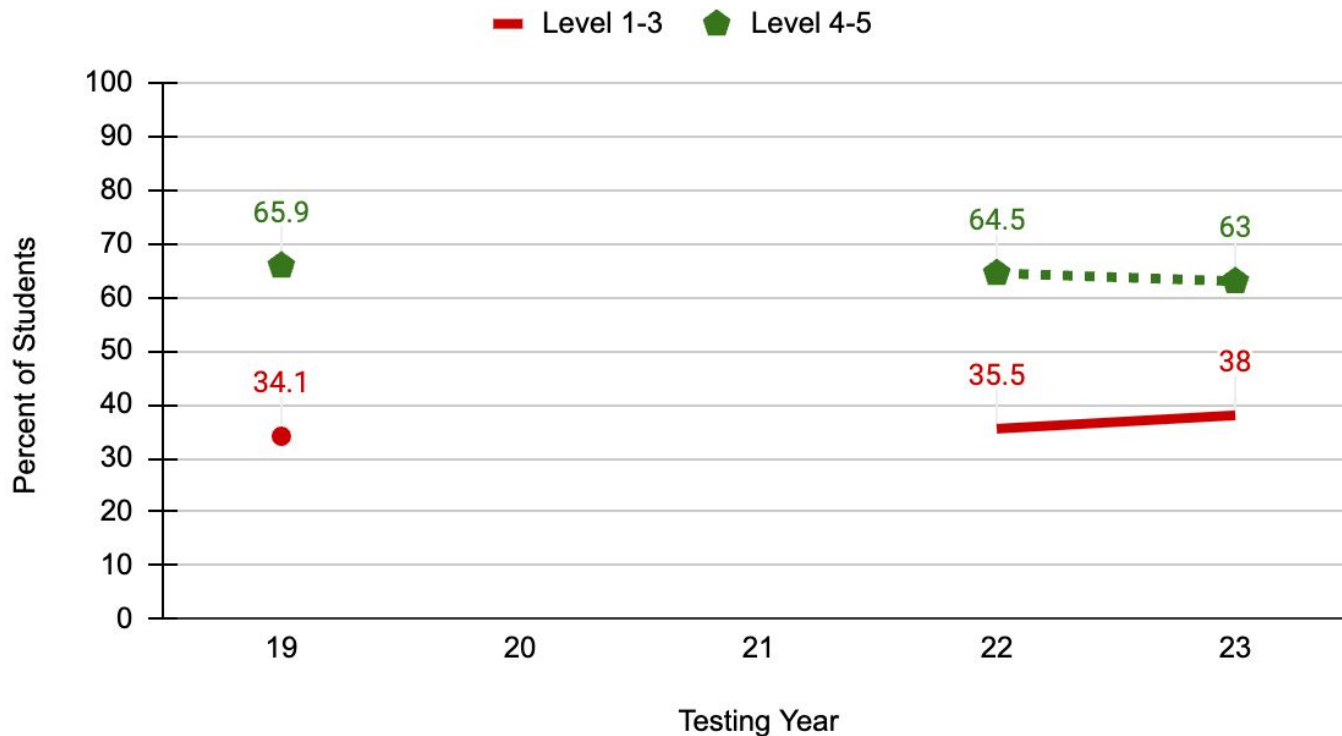
## 2022-2023 MATHEMATICS - District Five Year Trend Analysis

### Grade 3 - Five Year Trend



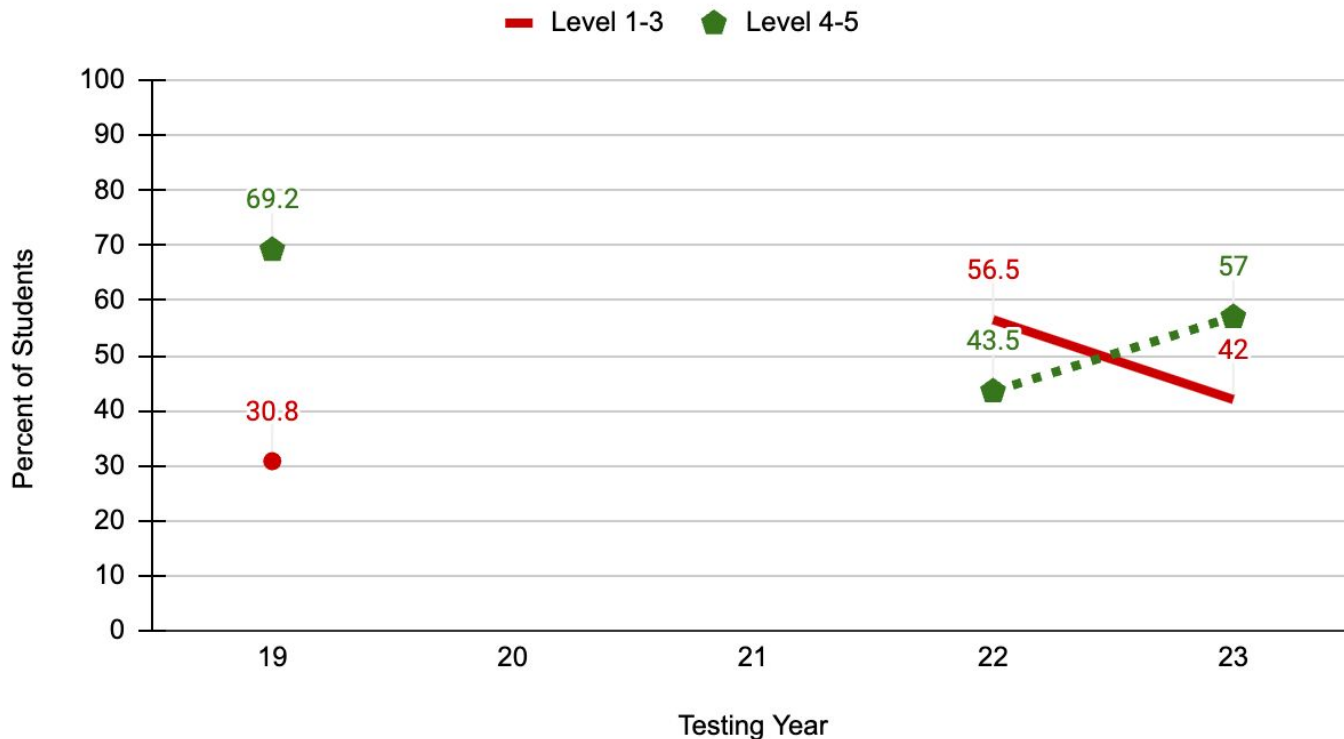
## 2022-2023 MATHEMATICS - District Five Year Trend Analysis

### Grade 4 - Five Year Trend



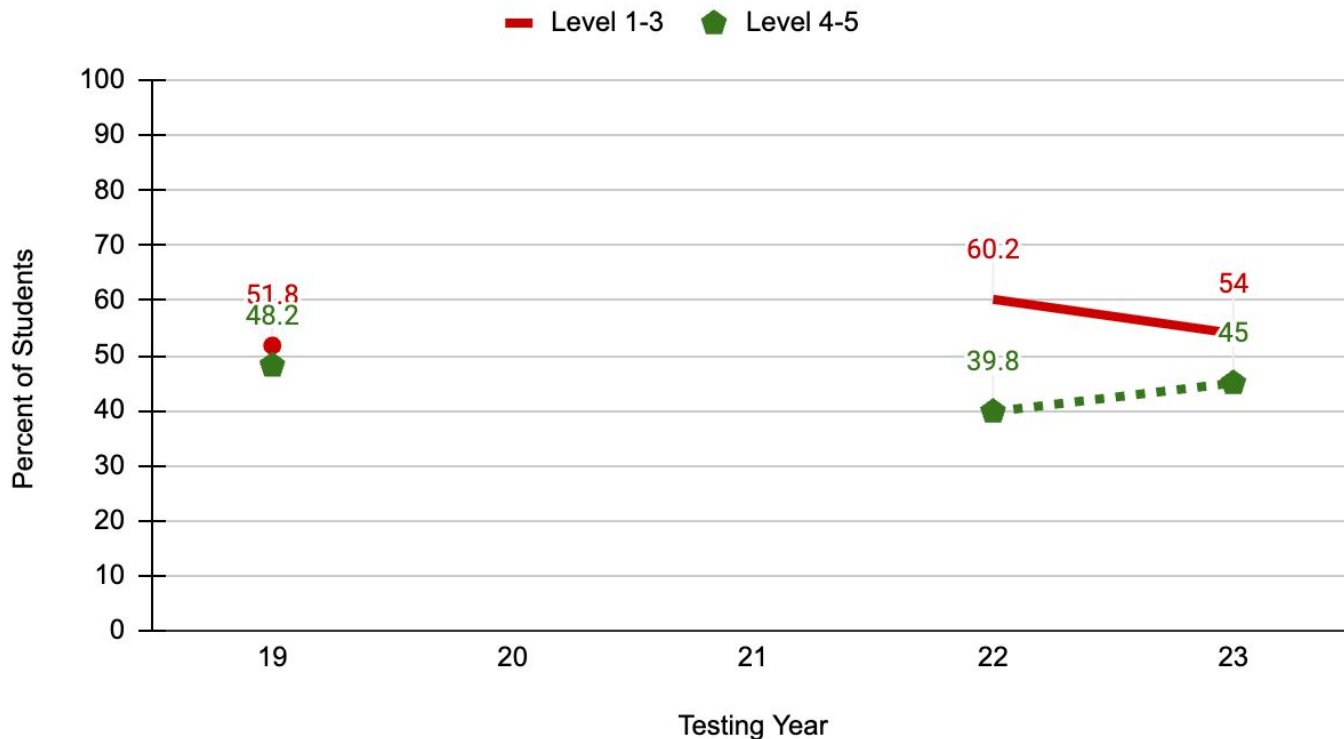
## 2022-2023 MATHEMATICS - District Five Year Trend Analysis

### Grade 5 - Five Year Trend



## 2022-2023 MATHEMATICS - District Five Year Trend Analysis

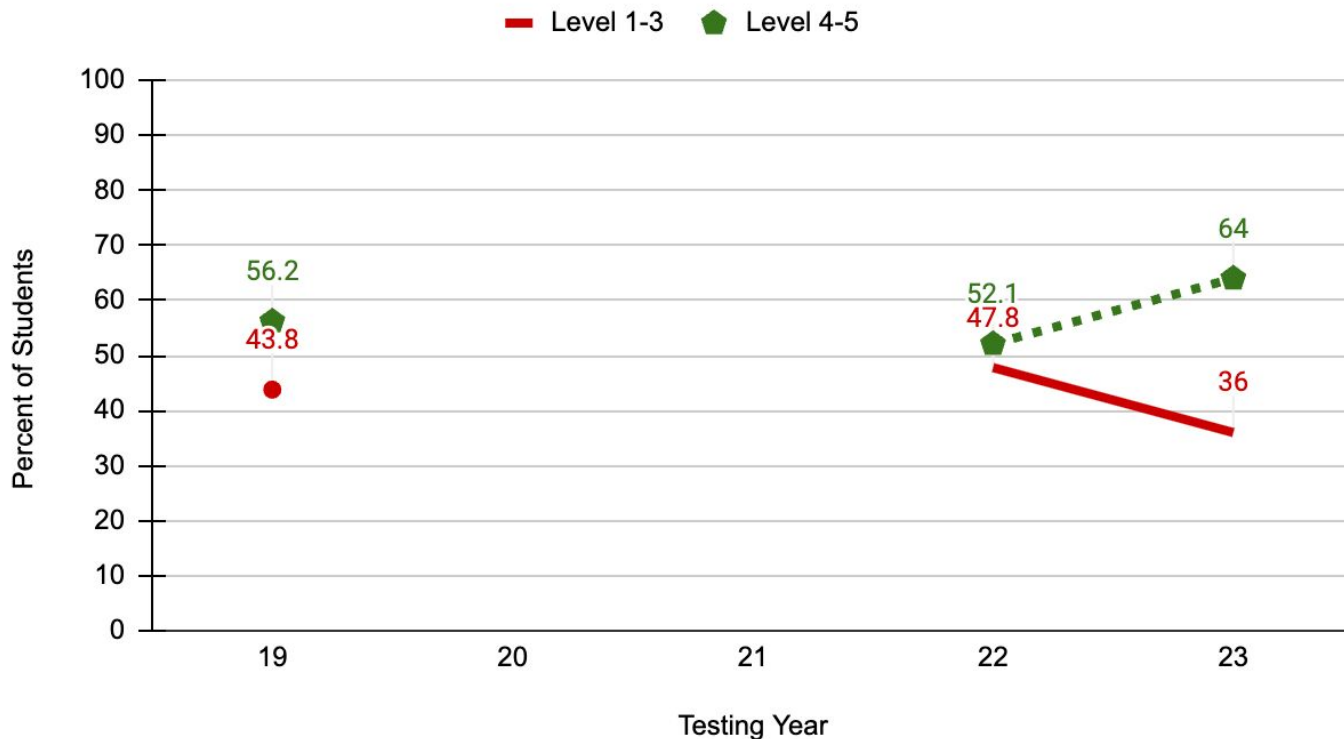
### Grade 6 - Five Year Trend





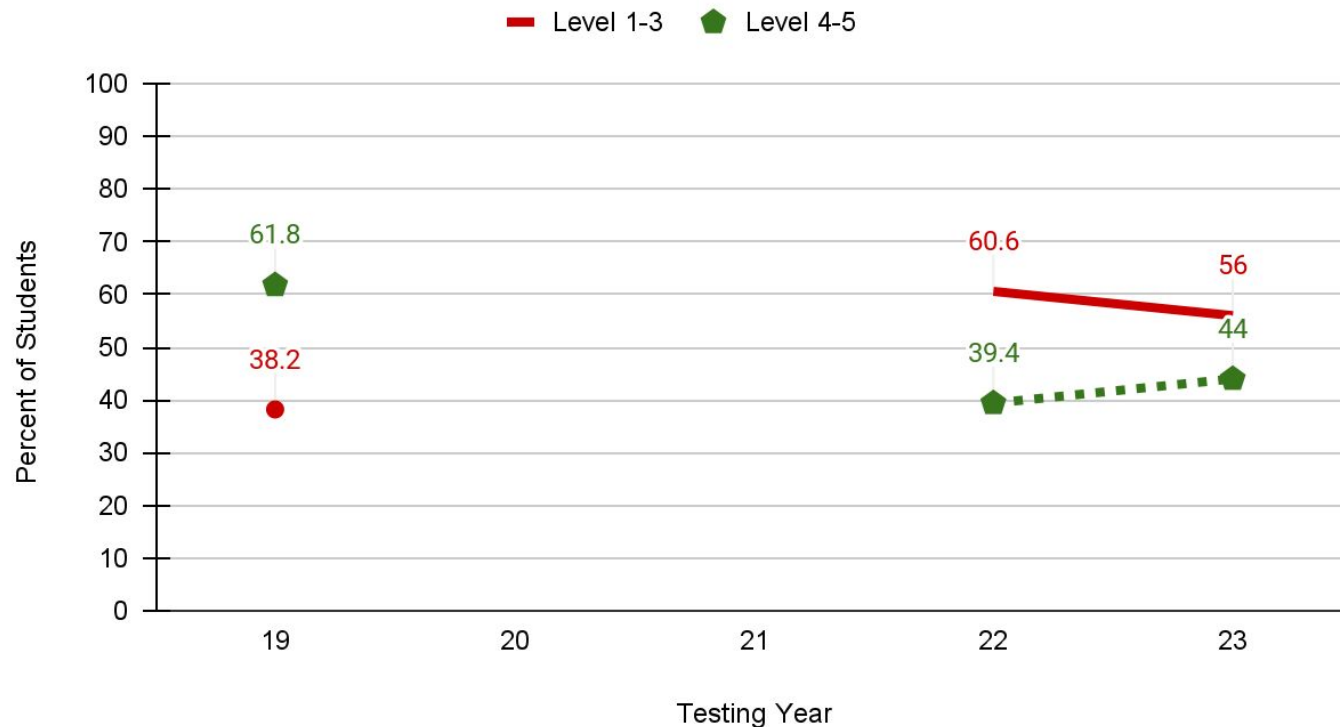
## 2022-2023 MATHEMATICS - District Five Year Trend Analysis

### Grade 7 - Five Year Trend



## 2022-2023 MATHEMATICS - District Five Year Trend Analysis

### Grade 8 MATH - Five Year Trend

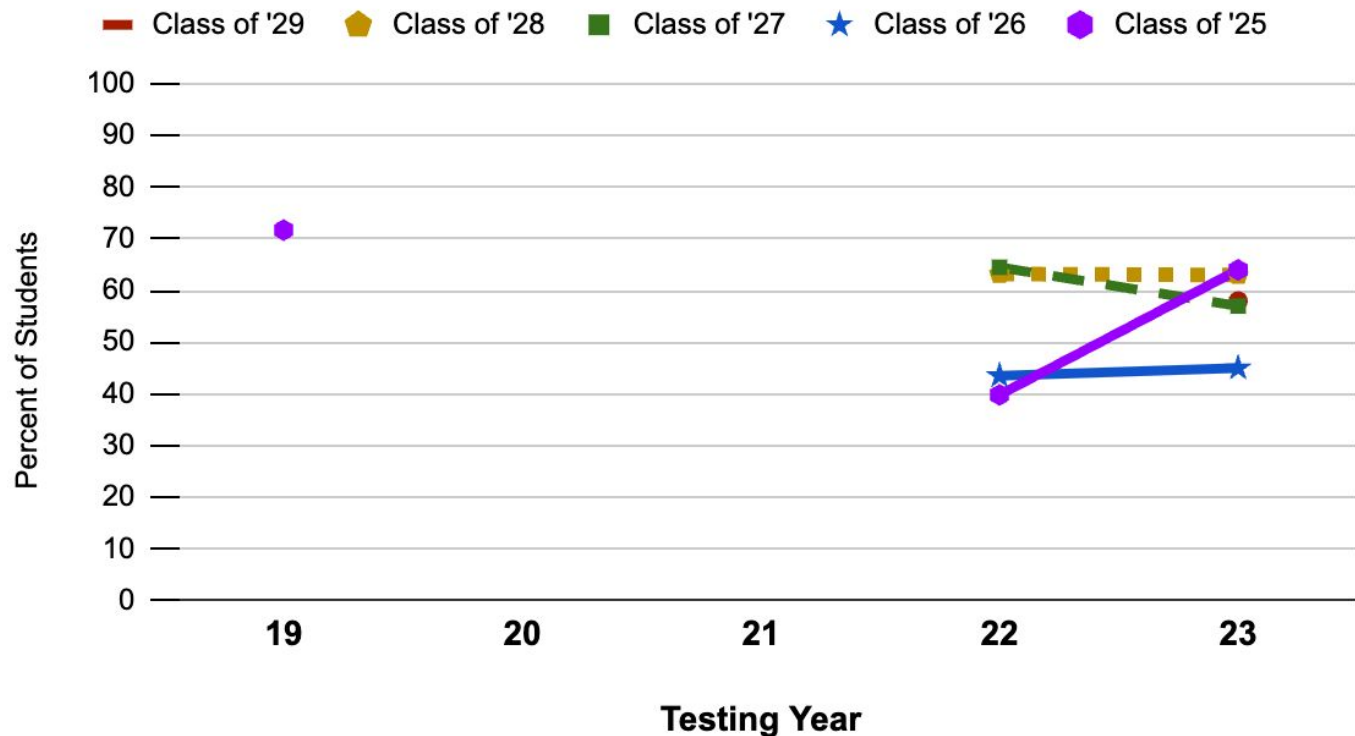


#### NOTE:

100% of Algebra I students have scored proficient in 2019, 2022 & 2023.

## 2022-2023 MATHEMATICS - District Five Year Trend Analysis

### Grade 3-7 Five Year Proficiency Trend By Cohort



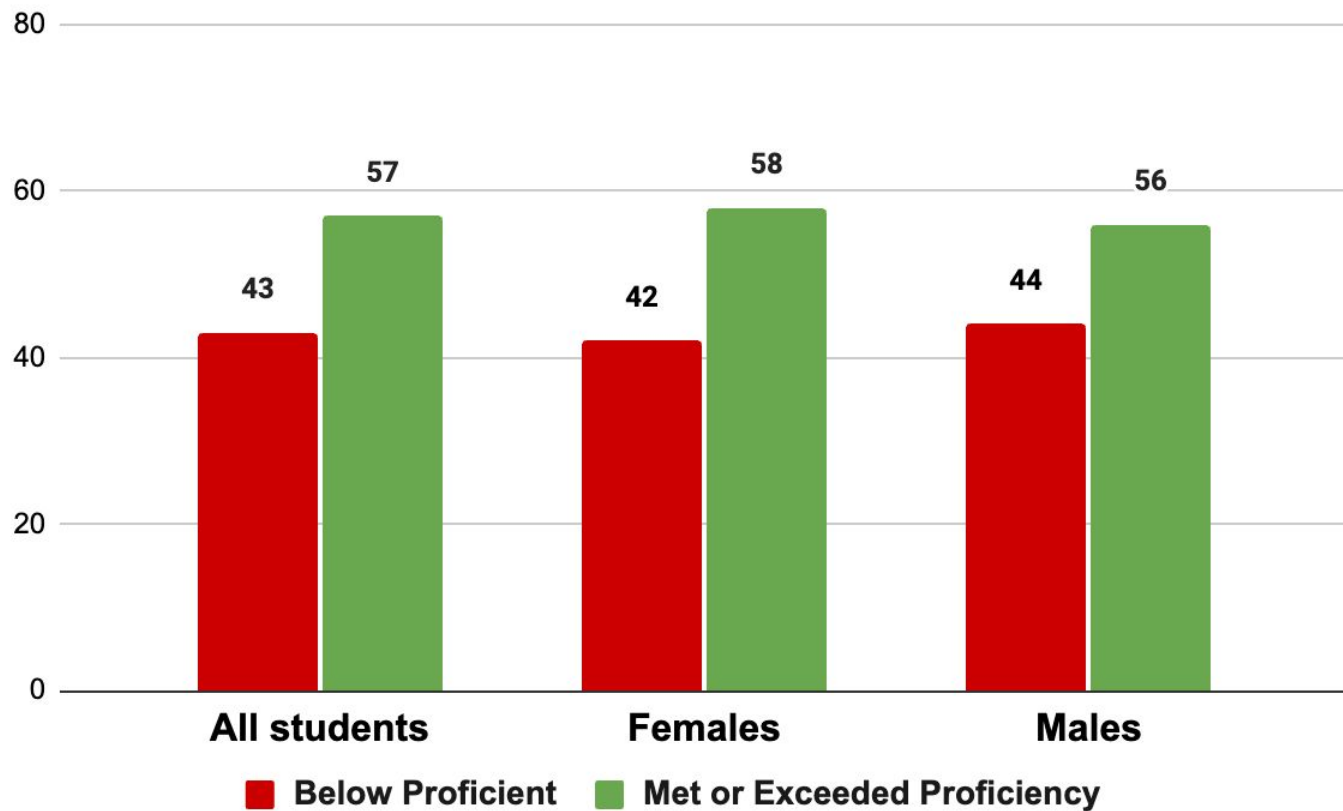
Note:

Gr. 8 not included due to the splitting of 7th grade students between Gr. 8 Math & Algebra I.

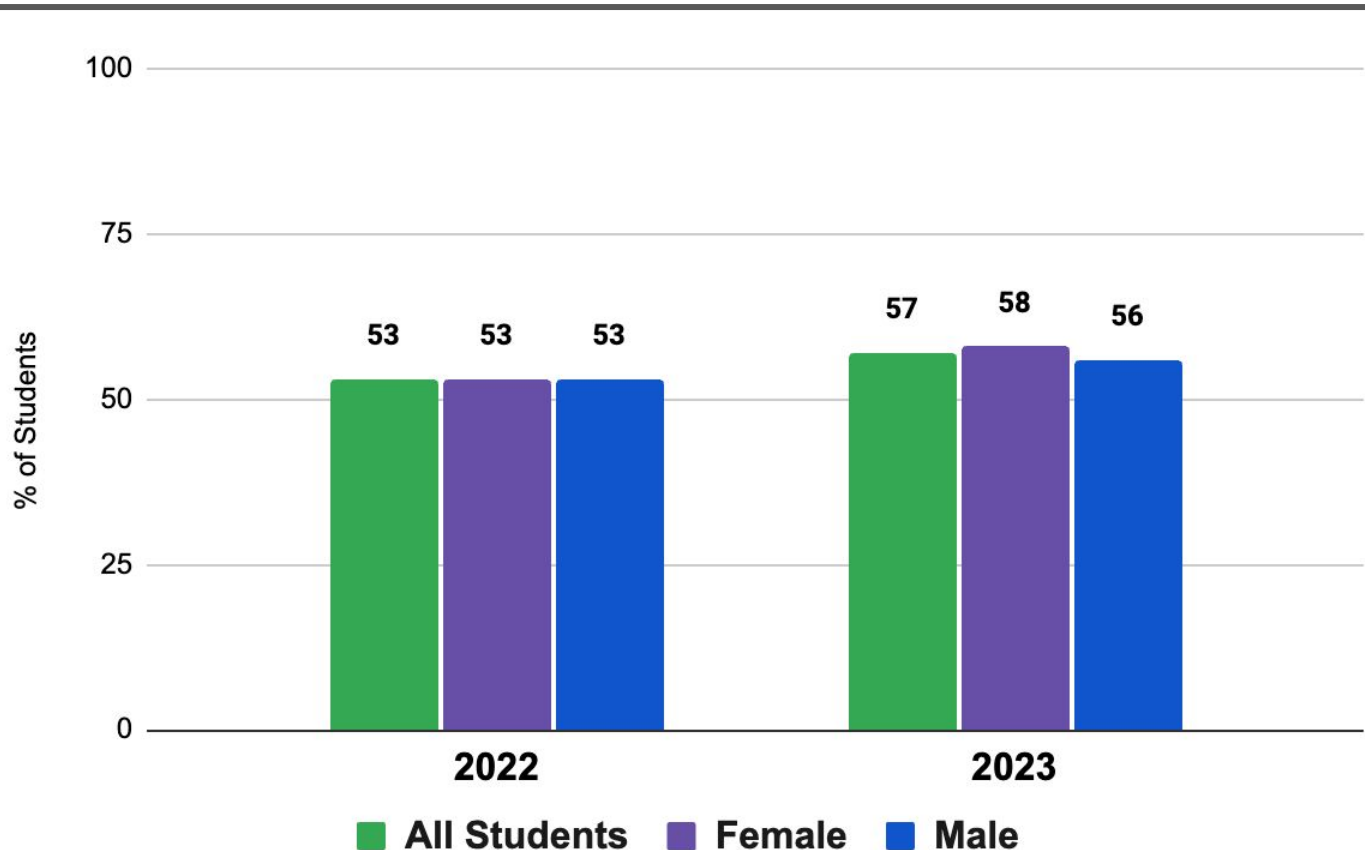
# Mathematics

## Subgroup Data

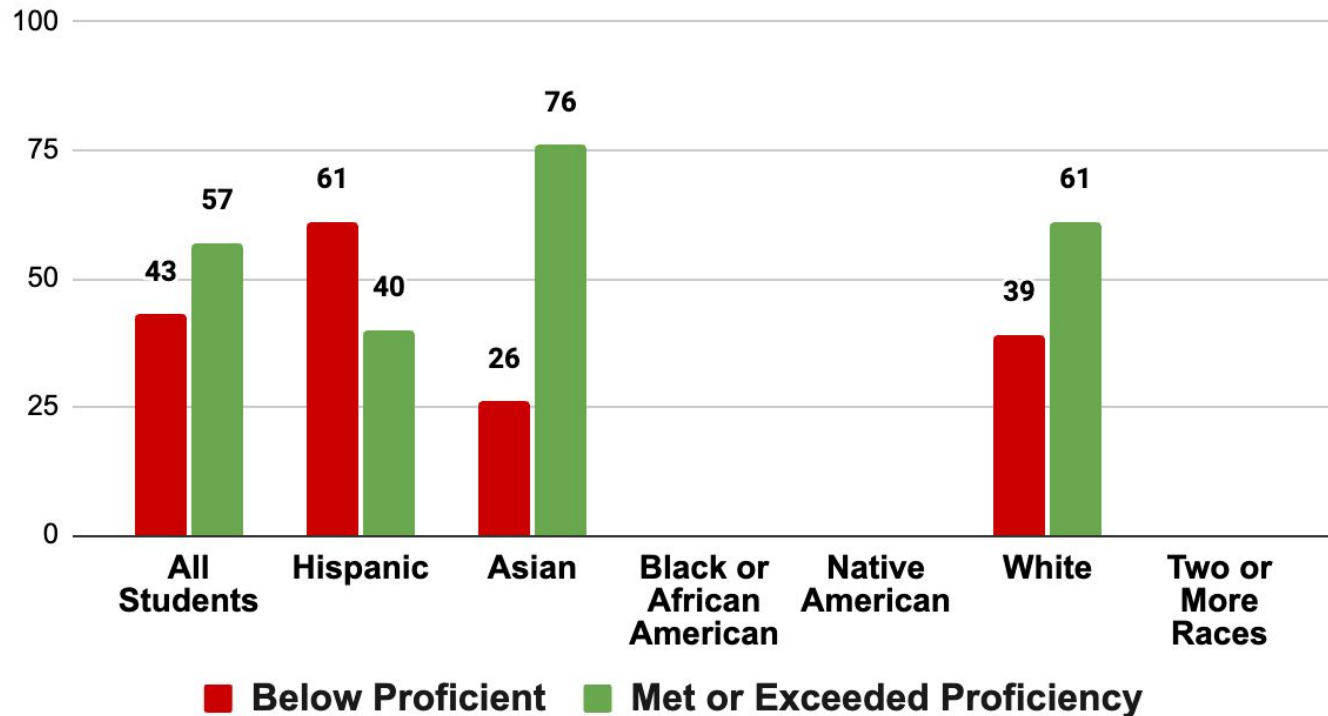
## 2022-2023 MATHEMATICS - District Subgroup (Gender) By Percent



## MATHEMATICS - Comparison of Subgroup Proficient By Gender Spring 2022 to Spring 2023 - Percentages



## 2022-2023 MATHEMATICS - District Subgroup (Ethnicity/Race) By Percent



### Note:

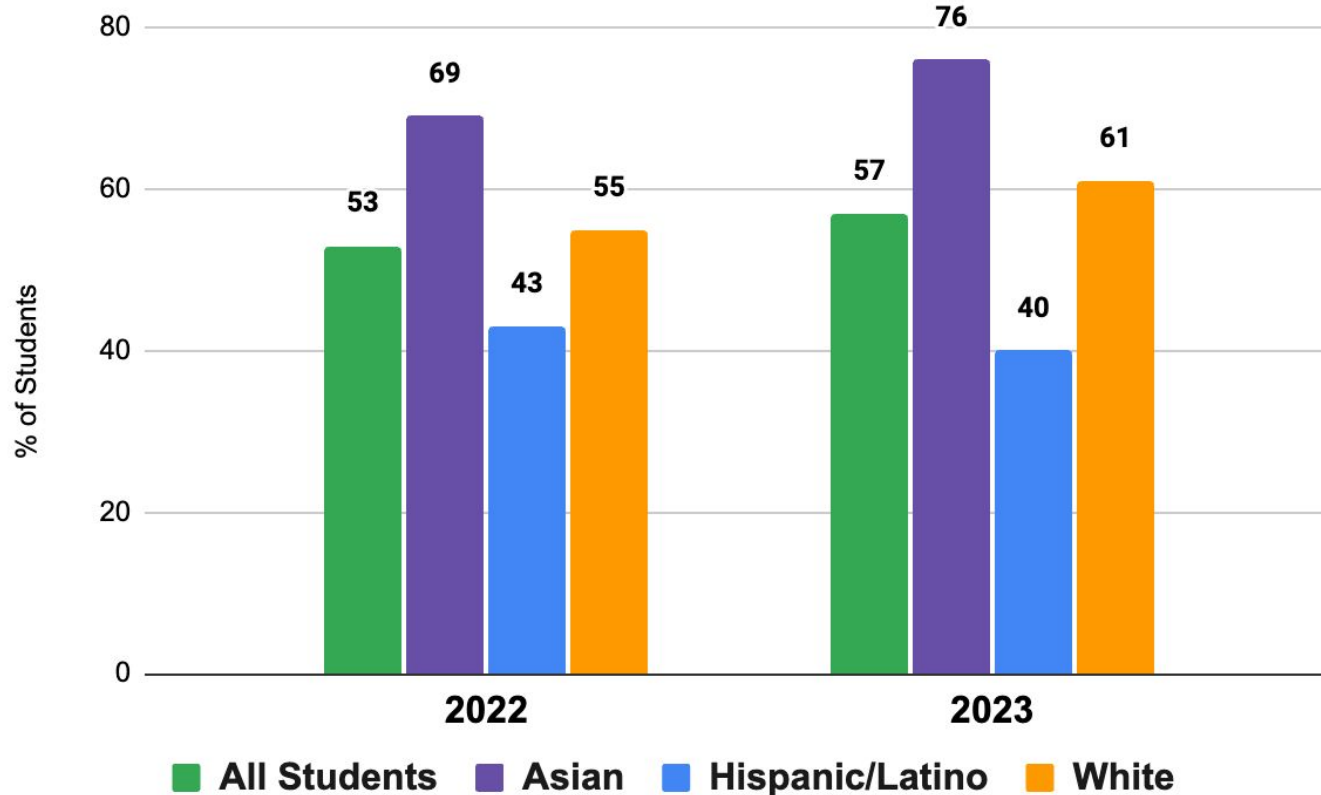
Data not shown for these subgroups due to the sample size being less than 10 students to protect privacy:

\*Black/ African American

\*Native Hawaiian/ Pac Islander

\*Two or more races

## MATHEMATICS - Comparison of Subgroup By Ethnicity Spring 2022 to Spring 2023 - Percentages



### Note:

Data not shown for these subgroups due to the sample size being less than 10 students to protect privacy:

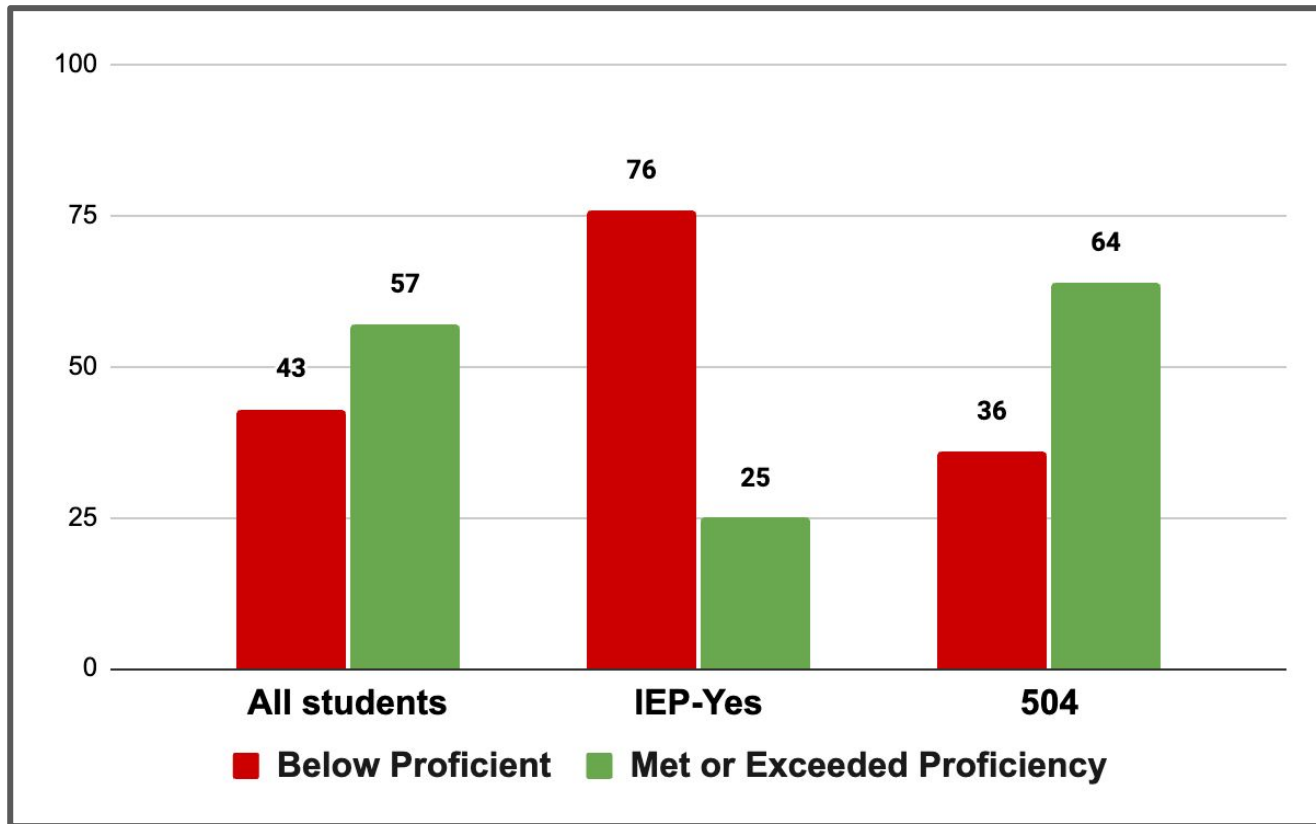
\*Black/ African American

\*Native Hawaiian/ Pac Islander

\*Two or more races



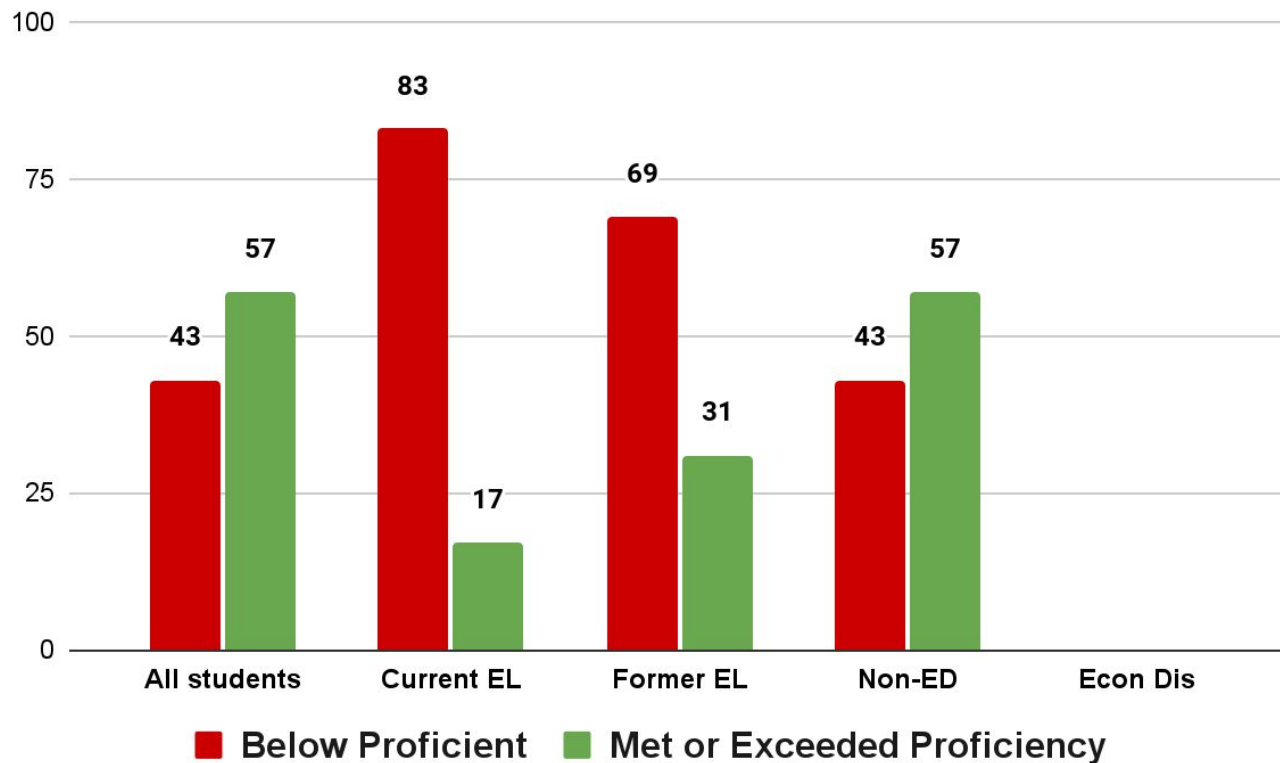
## 2022-2023 MATHEMATICS - District Subgroup (Students with Disabilities) By Percent



### Key

IEP: Individualized Educational Plan

## 2022-2023 MATHEMATICS - District Subgroup (Other) By Percent



### Notes:

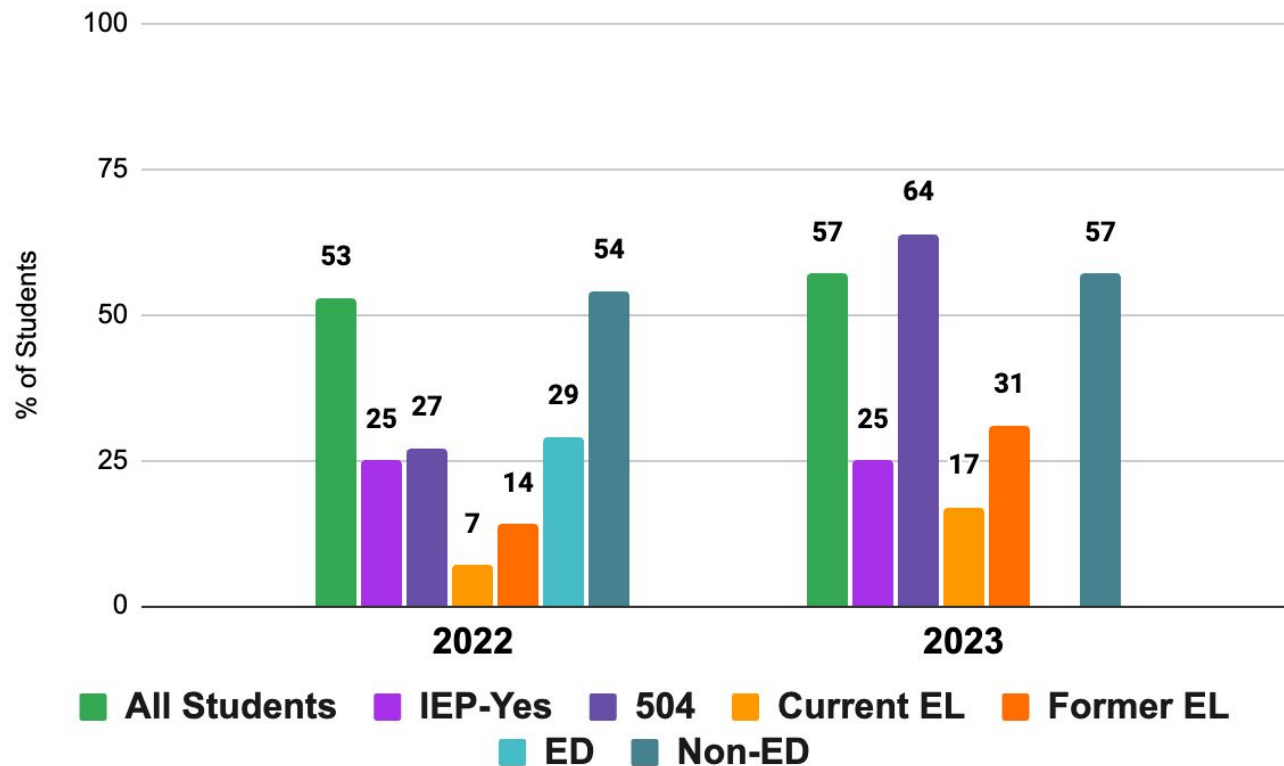
Data not shown for these subgroups due to the sample size being less than 10 students to protect privacy:

\*2023 Economically Disadvantaged (ED)

### Key

EL: English Learner

## MATHEMATICS - Comparison of Subgroup By Other Groups Spring 2022 to Spring 2023 - Percentages



### Notes:

Data not shown for these subgroups due to the sample size being less than 10 students to protect privacy:

\*2023 ED

### Key

ED:Economically

Disadvantaged

Non-ED: Non Econ Dis

EL: English Learner

## 2022-2023 MATHEMATICS - DISTRICT SubGroup Data

\* Data not displayed to protect student privacy; N - No data to display

### PROFICIENT

	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
<b>DISTRICT</b>	<b>557</b>	<b>5.2%</b>	<b>14.2%</b>	<b>23.5%</b>	<b>45.1%</b>	<b>12.0%</b>	<b>57%</b>
<b>Female</b>	273	5.1%	10.6%	25.6%	45.4%	13.2%	<b>58.6%</b>
<b>Male</b>	284	5.3%	17.6%	21.5%	44.7%	10.9%	<b>55.6%</b>
<b>Hispanic or Latino</b>	142	7.7%	23.9%	28.9%	31.7%	7.7%	<b>39.4%</b>
<b>Asian</b>	40	2.5%	5%	17.5%	52.5%	22.5%	<b>75.0%</b>
<b>Black or African American</b>	<10	*	*	*	*	*	*
<b>Native Hawaiian/ Other Pacific Islander</b>	<10	*	*	*	*	*	*
<b>White</b>	360	4.7%	11.9%	21.7%	49.4%	12.2%	<b>61.7%</b>
<b>Two or More Races</b>	<10	*	*	*	*	*	*
<b>IEP</b>	117	19.7%	35.0%	20.5%	20.5%	4.3%	<b>24.8%</b>
<b>504</b>	30	3.3%	13.3%	20.0%	56.7%	6.7%	<b>63.3%</b>
<b>Current EL</b>	18	11.1%	27.8%	44.4%	16.7%	0%	<b>16.7%</b>
<b>Former EL</b>	N	4%	35%	30%	22%	9%	<b>31%</b>
<b>Economically Disadvantaged</b>	<10	N	N	N	N	N	<b>N</b>
<b>Non-economically Disadvantaged</b>	556	5.2%	14.2%	23.5%	45.1%	12%	<b>57.0%</b>



## 2022-2023 MATHEMATICS - Subgroup Data

\* Data not displayed to protect student privacy; N - No data to display

### PROFICIENT

LPES	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
<b>SCHOOL</b>	<b>196</b>	<b>4.1%</b>	<b>11.2%</b>	<b>25.0%</b>	<b>48.5%</b>	<b>11.2%</b>	<b>59.7%</b>
<b>Female</b>	88	3.4%	8%	26.1%	50%	12.5%	<b>62.5%</b>
<b>Male</b>	108	4.6%	13.9%	24.1%	47.2%	10.2%	<b>57.4%</b>
<b>Hispanic or Latino</b>	51	5.9%	15.7%	33.3%	39.2%	5.9%	<b>45.1%</b>
<b>Asian</b>	15	0%	6.7%	13.3%	66.7%	13.3%	<b>80.0%</b>
<b>Black or African American</b>	<10	*	*	*	*	*	*
<b>Native Hawaiian/ Other Pacific Islander</b>	<10	*	*	*	*	*	*
<b>White</b>	126	4%	10.3%	23%	50%	12.7%	<b>62.7%</b>
<b>Two or More Races</b>	<10	*	*	*	*	*	*
<b>IEP</b>	45	13.3%	33.3%	22.2%	24.4%	6.7%	<b>31.1%</b>
<b>504</b>	<10	*	*	*	*	*	*
<b>Current EL</b>	10	0%	10%	60%	30%	0%	<b>30%</b>
<b>Former EL</b>	<10	*	*	*	*	*	*
<b>Economically Disadvantaged</b>	<10	*	*	*	*	*	*
<b>Non-economically Disadvantaged</b>	195	4.1%	11.3%	25.1%	48.2%	11.3%	<b>59.5%</b>



## 2021-2022 MATHEMATICS - LPMS Results by SubGroup

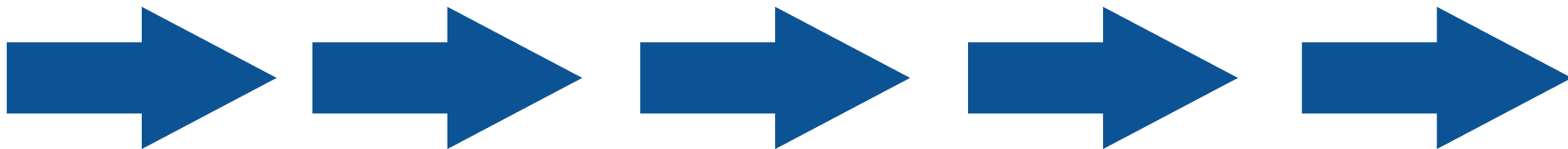
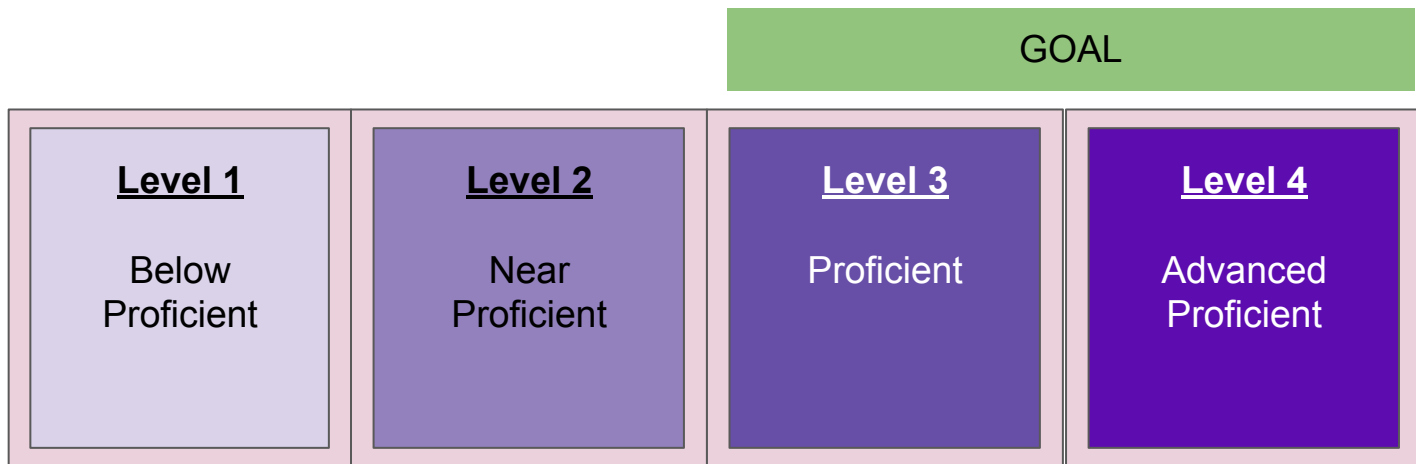
\* Data not displayed to protect student privacy; N - No data to display

### PROFICIENT

LPMS	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
<b>SCHOOL</b>	<b>361</b>	<b>5.8%</b>	<b>15.8%</b>	<b>22.7%</b>	<b>43.2%</b>	<b>12.5%</b>	<b>55.7%</b>
Female	185	5.9%	11.9%	25.4%	43.2%	13.5%	56.8%
Male	176	5.7%	19.9%	19.9%	43.2%	11.4%	54.5%
Hispanic or Latino	91	8.8%	28.6%	26.4%	27.5%	8.8%	36.3%
Asian	25	4%	4%	20%	44%	28%	72%
Black or African American	<10	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	<10	*	*	*	*	*	*
White	234	5.1%	12.8%	20.9%	49.1%	12%	61.1%
Two or More Races	<10	*	*	*	*	*	*
IEP	72	23.6%	36.1%	19.4%	18.1%	2.8%	20.8%
504	21	4.8%	19.0%	28.6%	42.9%	4.8%	47.6%
Current EL	<10	*	*	*	*	*	*
Former EL	N	6%	44%	39%	11%	0%	11%
Economically Disadvantaged	N	N	N	N	N	N	N
Non-economically Disadvantaged	361	5.8%	15.8%	22.7%	43.2%	12.5%	55.7%

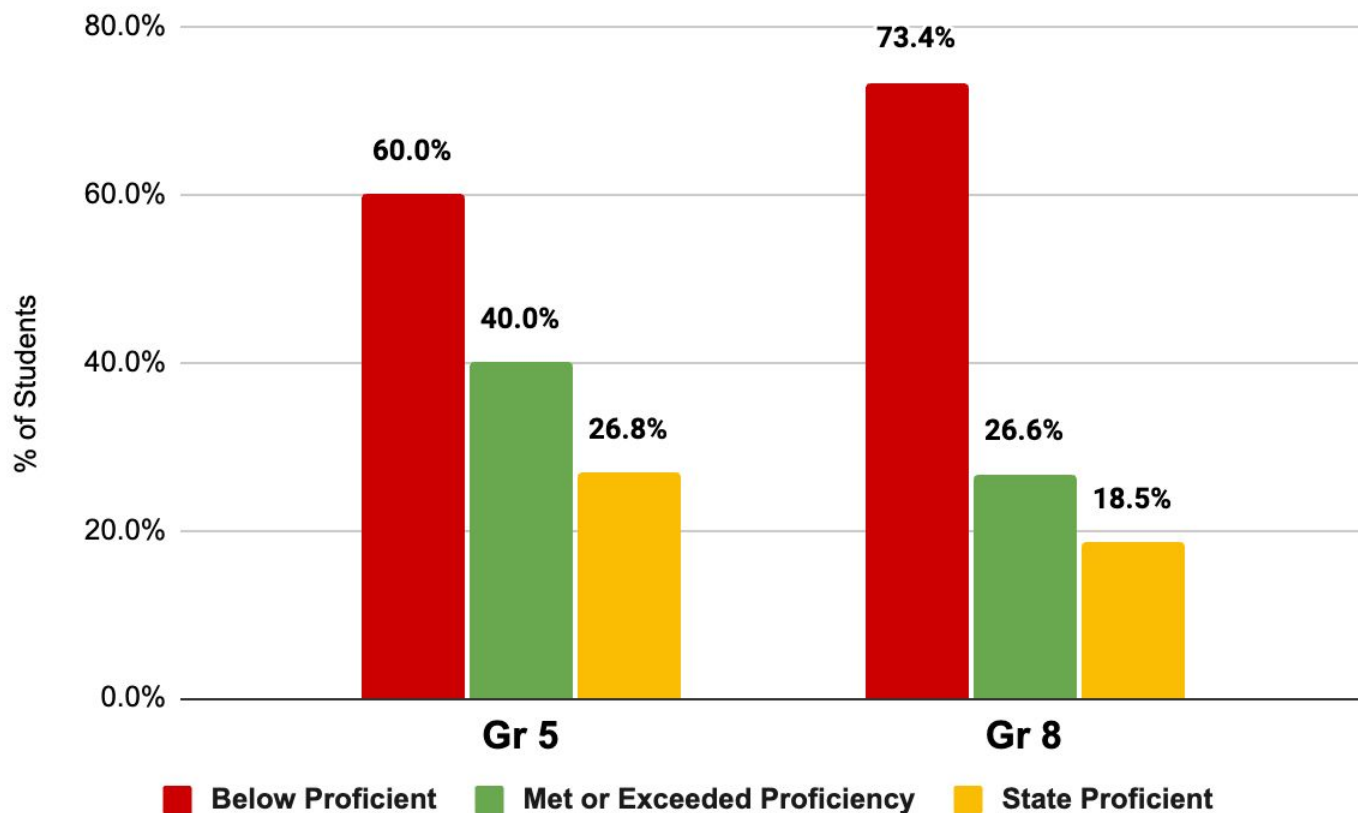
# Science

# NJSLA-Science Proficiency Levels





## 2022-2023 Science - District Overall Scores & State Comparison



## 2022-2023 Science - District Overall Scores & State Comparison

	Number of Valid Scores	District Mean Score	State Mean Score	Level 1	Level 2	Level 3	Level 4	Level 3 & 4 Met or Exceeds	Level 3 & 4 # of Students
<b>Grade 5</b>	75	187	166	22.7%	37.3%	<b>28.0%</b>	<b>12.0%</b>	<b>40.0%</b>	<b>30</b>
STATE	---			38.4%	34.8%	21.0%	5.7%	26.8%	
<b>Grade 8</b>	94	173	162	25.2%	48.9%	<b>19.1%</b>	<b>7.4%</b>	<b>26.6%</b>	<b>25</b>
STATE	---			40.0%	46.0%	14.2%	4.4%	18.5%	

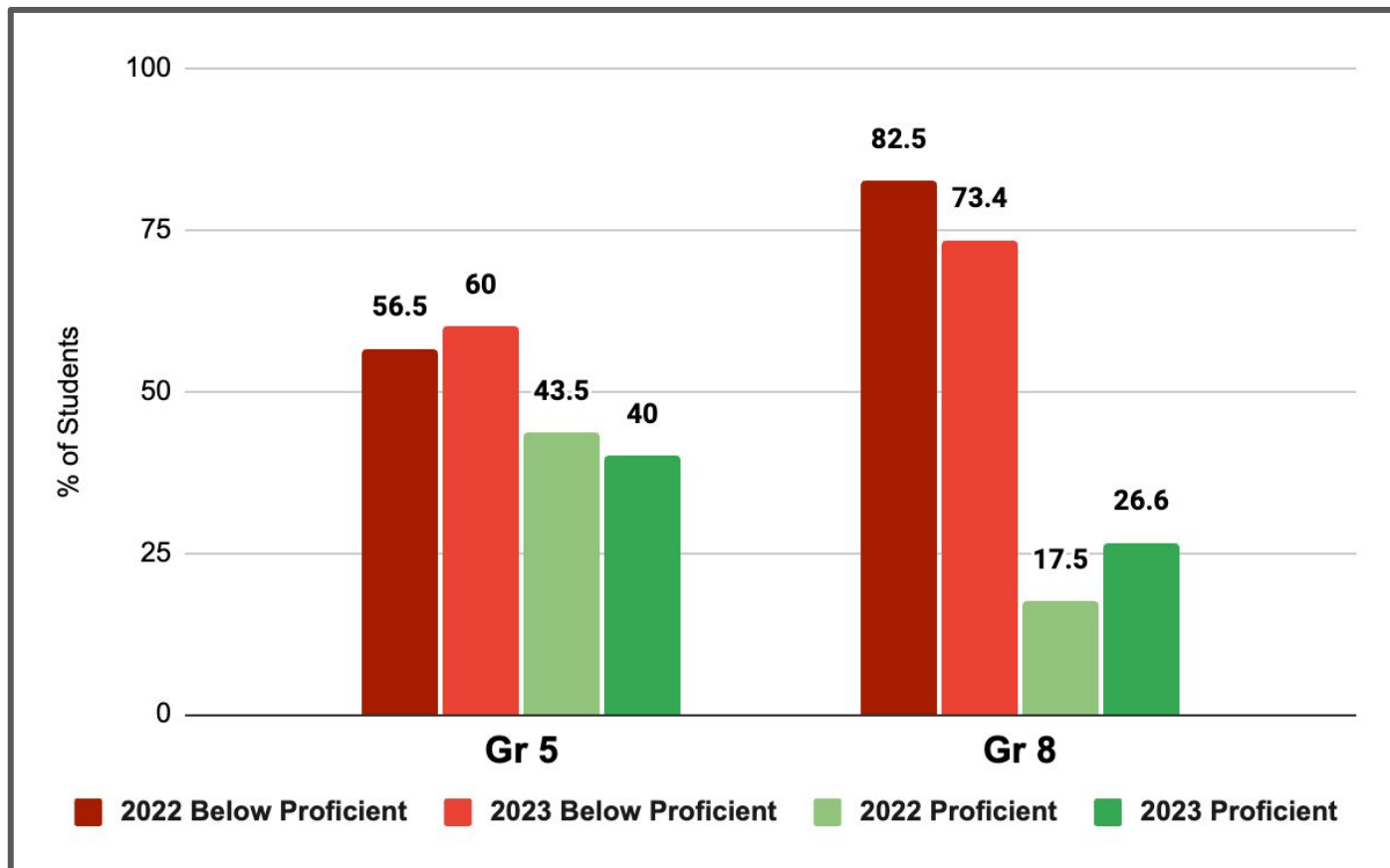
### Number of Valid Scores

	2022	2023	Difference
<b>Grade 5</b>	92	75	-17
<b>Grade 8</b>	103	94	-9

# SCIENCE

## Trend Analysis

## 2022-2023 SCIENCE - District Comparison Spring 2022 to Spring 2023

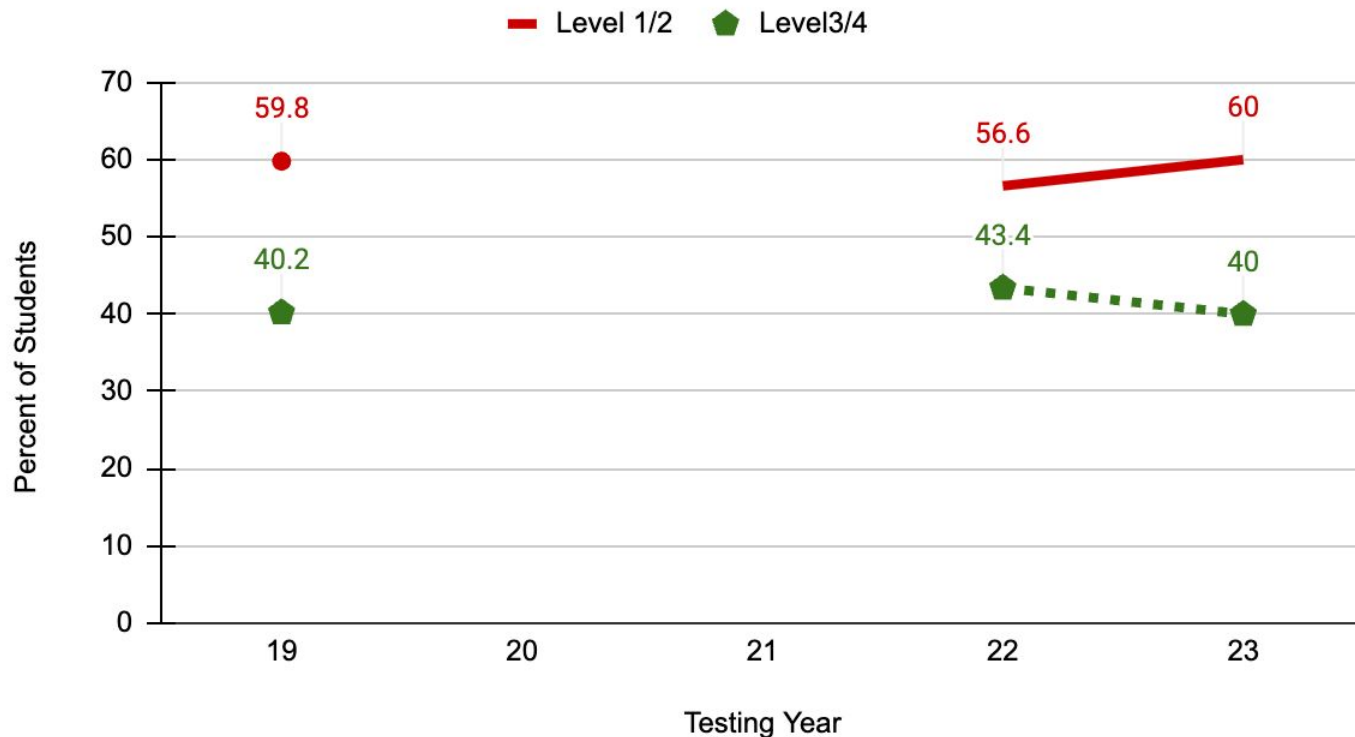


## Comparison of Spring 2022 and 2023 NJSLA Administrations Science – Percentages

Grade	% Changes in Levels 1 and 2 Lincoln Park	Change in Level 1 and Level 2 from 2022 to 2023 State	% Changes in Levels 3 and 4 Lincoln Park	Change in Level 3 and Level 4 from 2022 to 2023 State
5	<b>3.5%</b>	<b>-1.30%</b>	<b>-3.4%</b>	<b>1.2%</b>
8	<b>-9.1%</b>	<b>-2.90%</b>	<b>9.0%</b>	<b>3.0%</b>

Grade	Level 1 2022	Level 1 2023	Level 2 2022	Level 2 2023	Level 3 2022	Level 3 2023	Level 4 2022	Level 4 2023	Change in Level 1 and Level 2 from 2022 to 2023	Change in Level 3 and Level 4 from 2022 to 2023
5	32.6	22.7	23.9	37.3	30.4	28	13	12	3.5%	-3.4%
8	25.2	24.5	57.3	48.9	13.6	19.1	3.9	7.4	-9.1%	9.0%

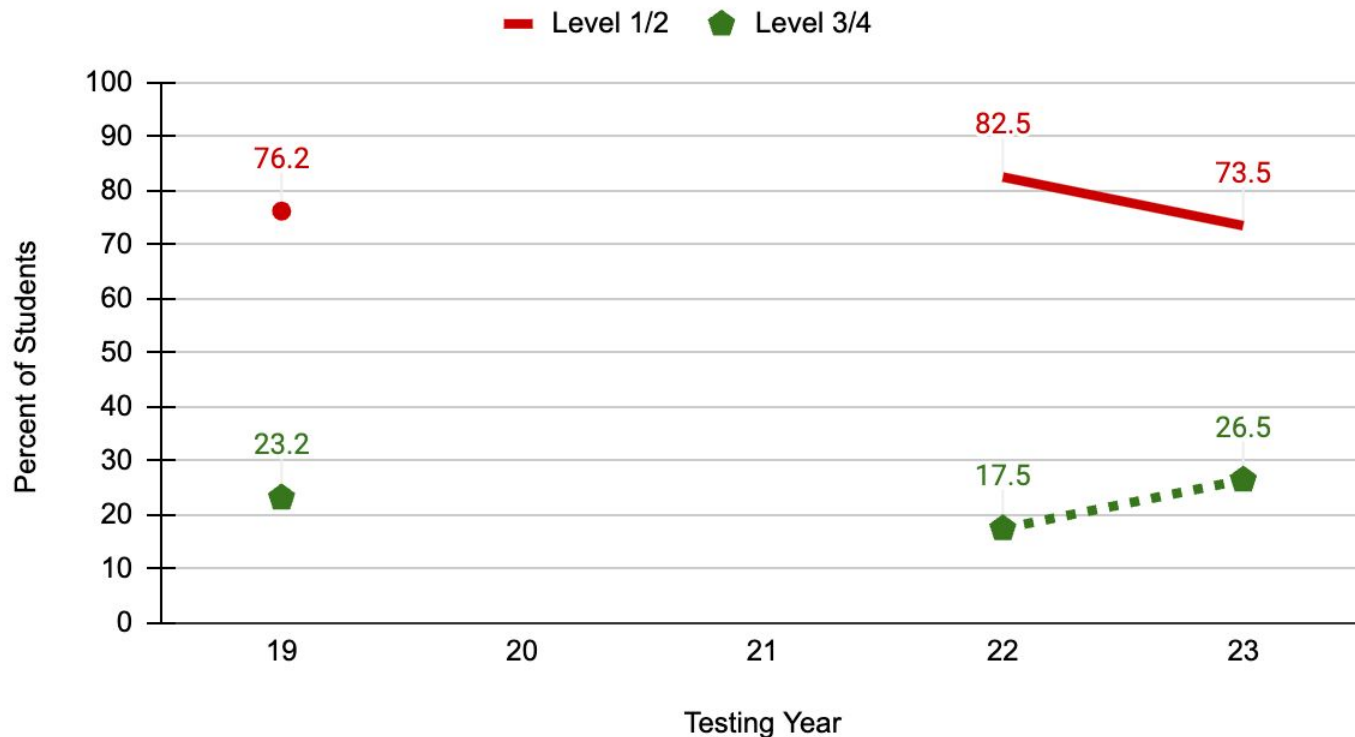
### Grade 5 - Five Year Trend



### Highlight:

If the trend continues where Level 1 (red) decreases and Level 2 (pink) increases, it is anticipated that more students will move into scoring proficient at Level 3 (green).

### Grade 8 - Five Year Trend



#### Highlight:

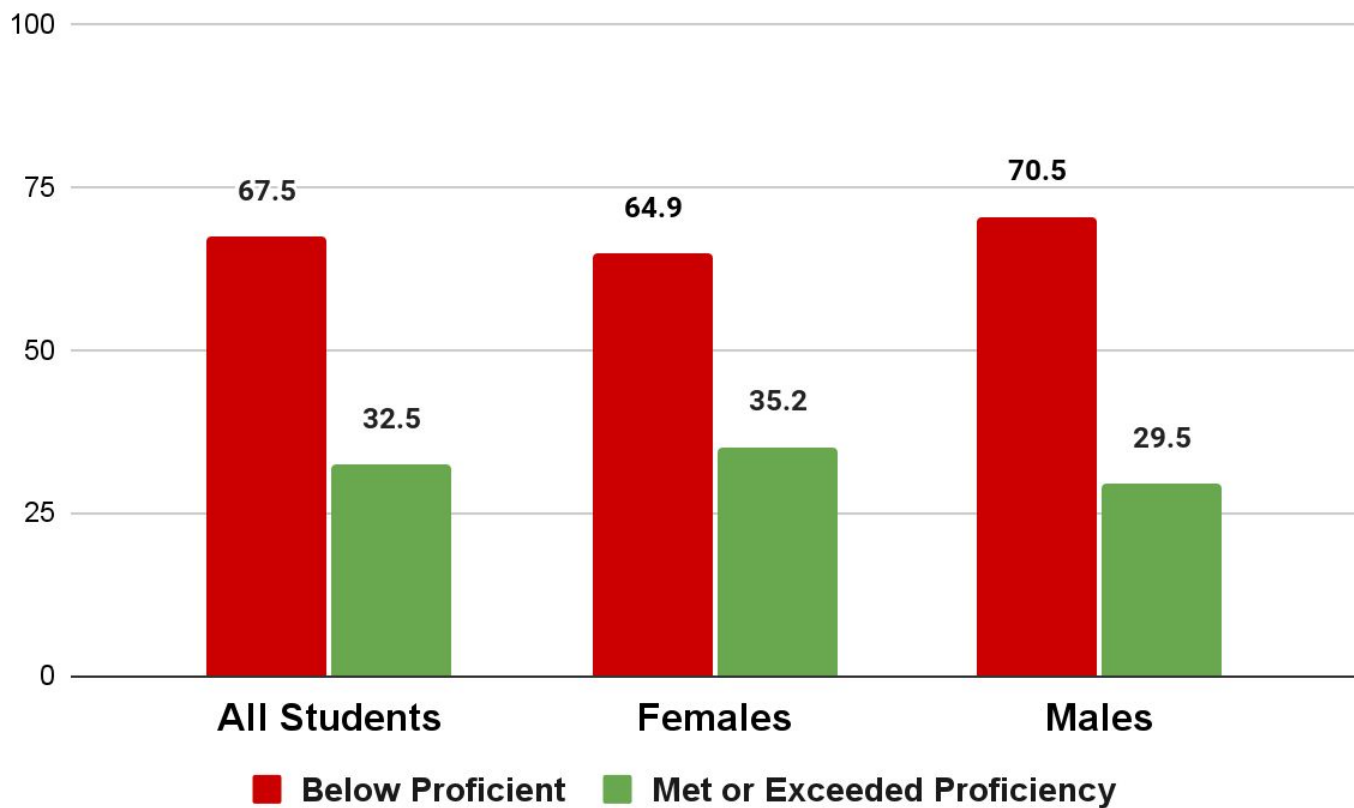
Trends moving in the right direction.

# SCIENCE

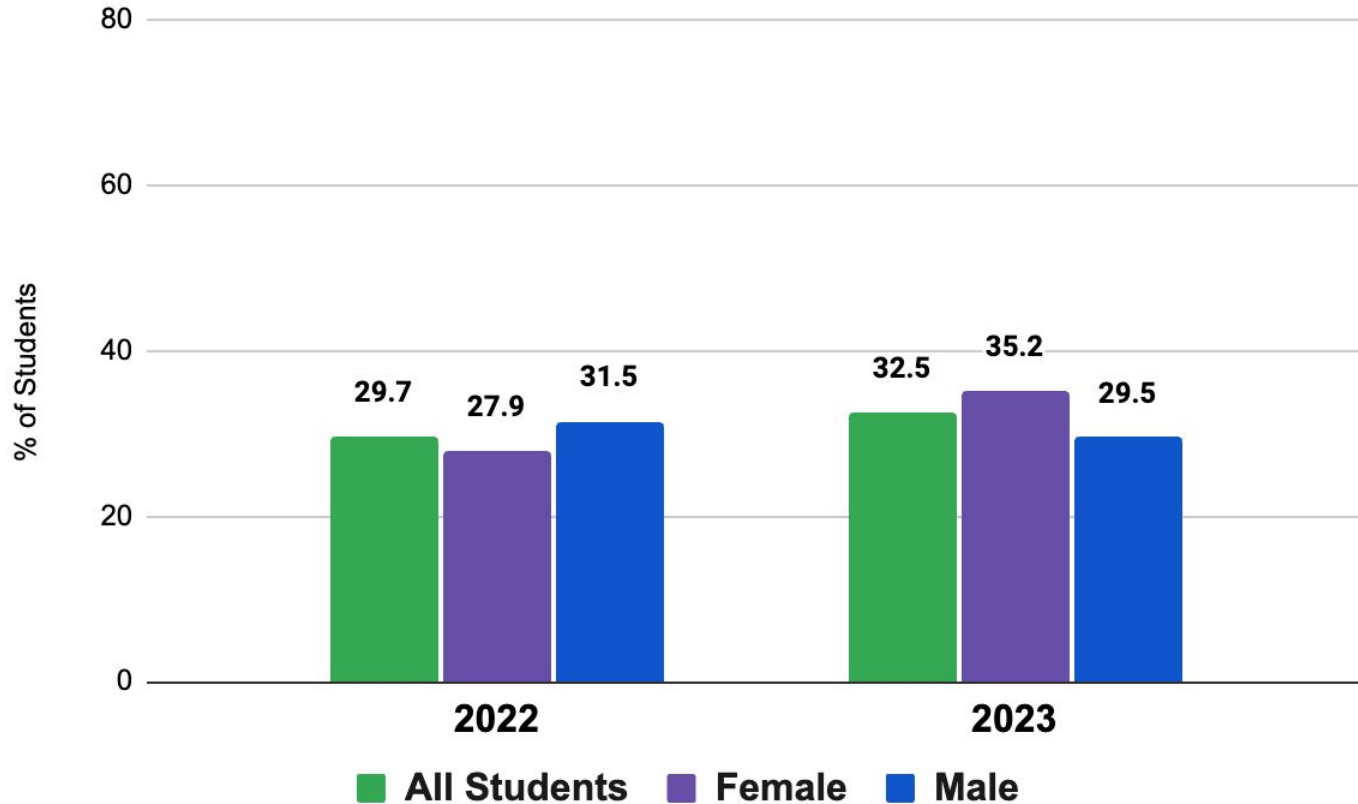
## Subgroup Data



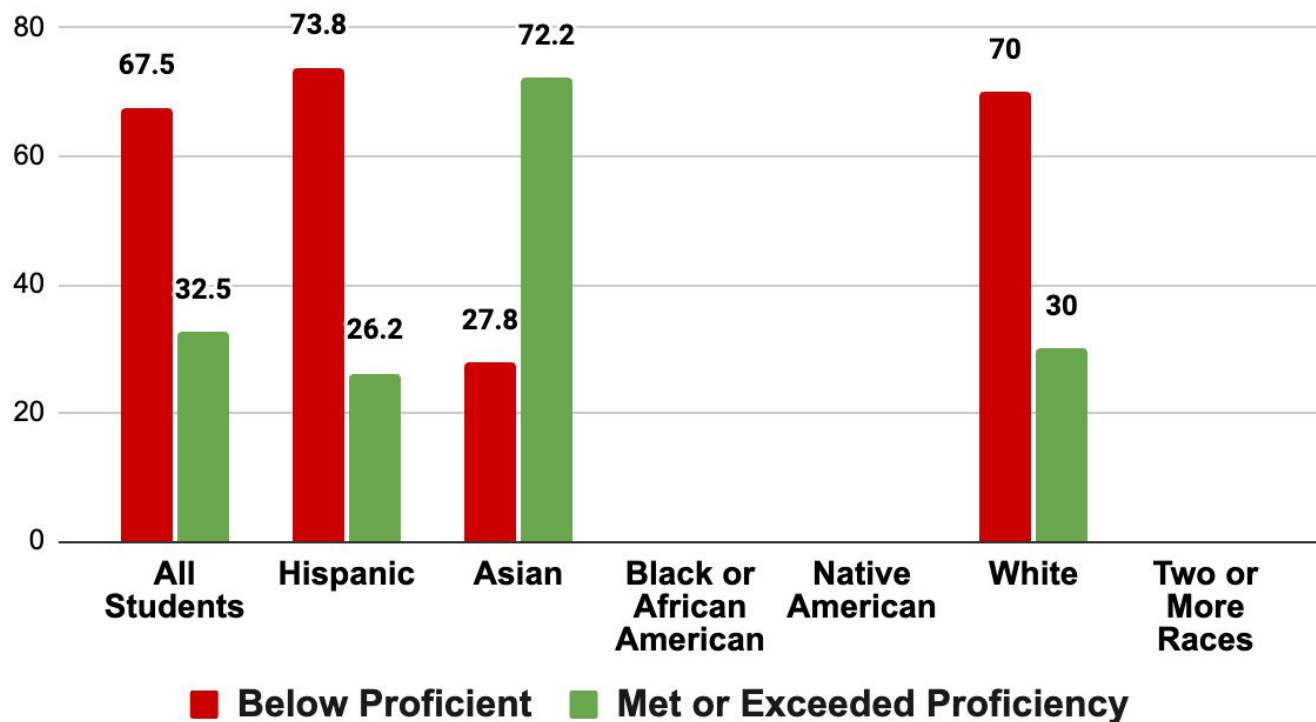
## 2022-2023 SCIENCE - District Subgroup (Gender) By Percent



## SCIENCE - Comparison of Subgroup Proficient By Gender Spring 2022 to Spring 2023 - Percentages



## 2022-2023 SCIENCE - District Subgroup (Ethnicity/Race) By Percent



### Note:

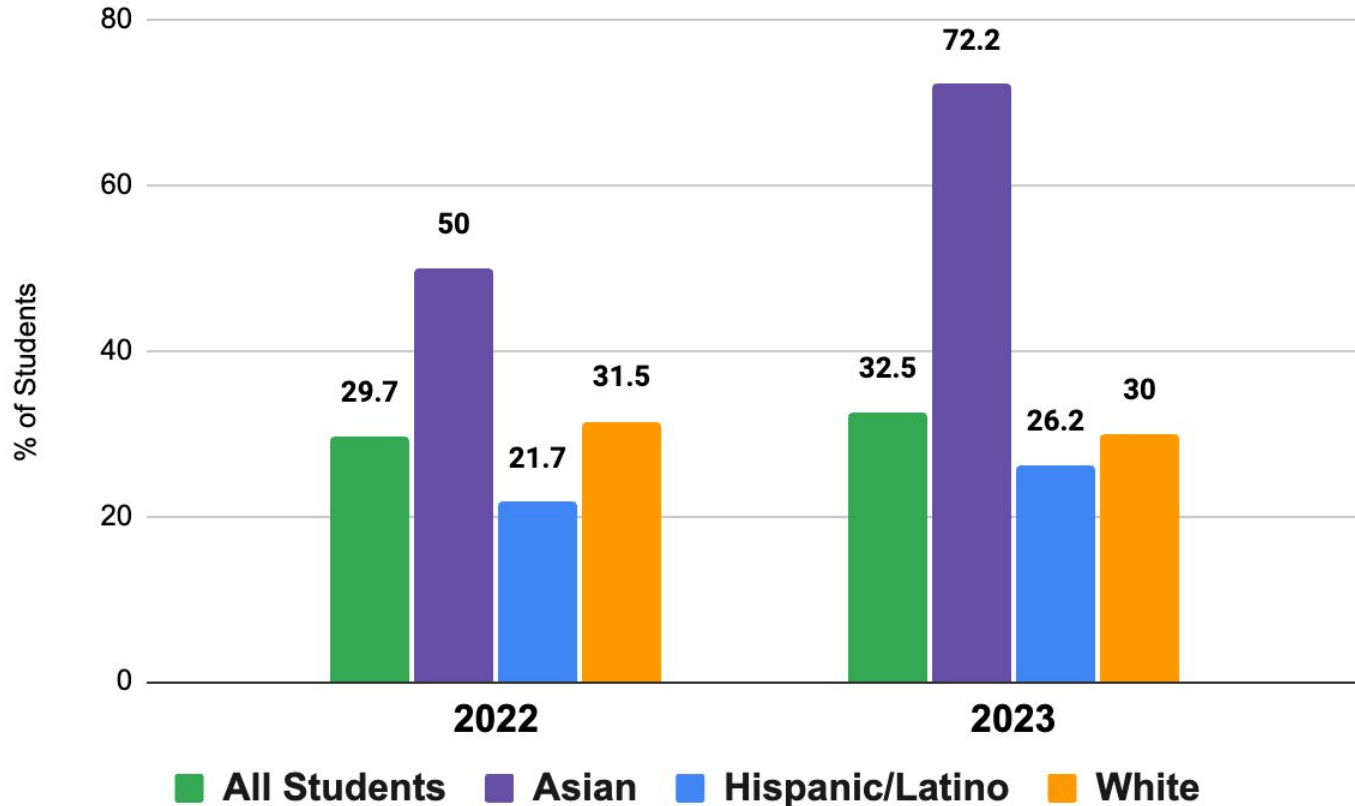
Data not shown for these subgroups due to the sample size being less than 10 students to protect privacy:

\*Black/ African American

\*Native Hawaiian/ Pac Islander

\*Two or more races

## SCIENCE - Comparison of Subgroup By Ethnicity Spring 2022 to Spring 2023 - Percentages



### Note:

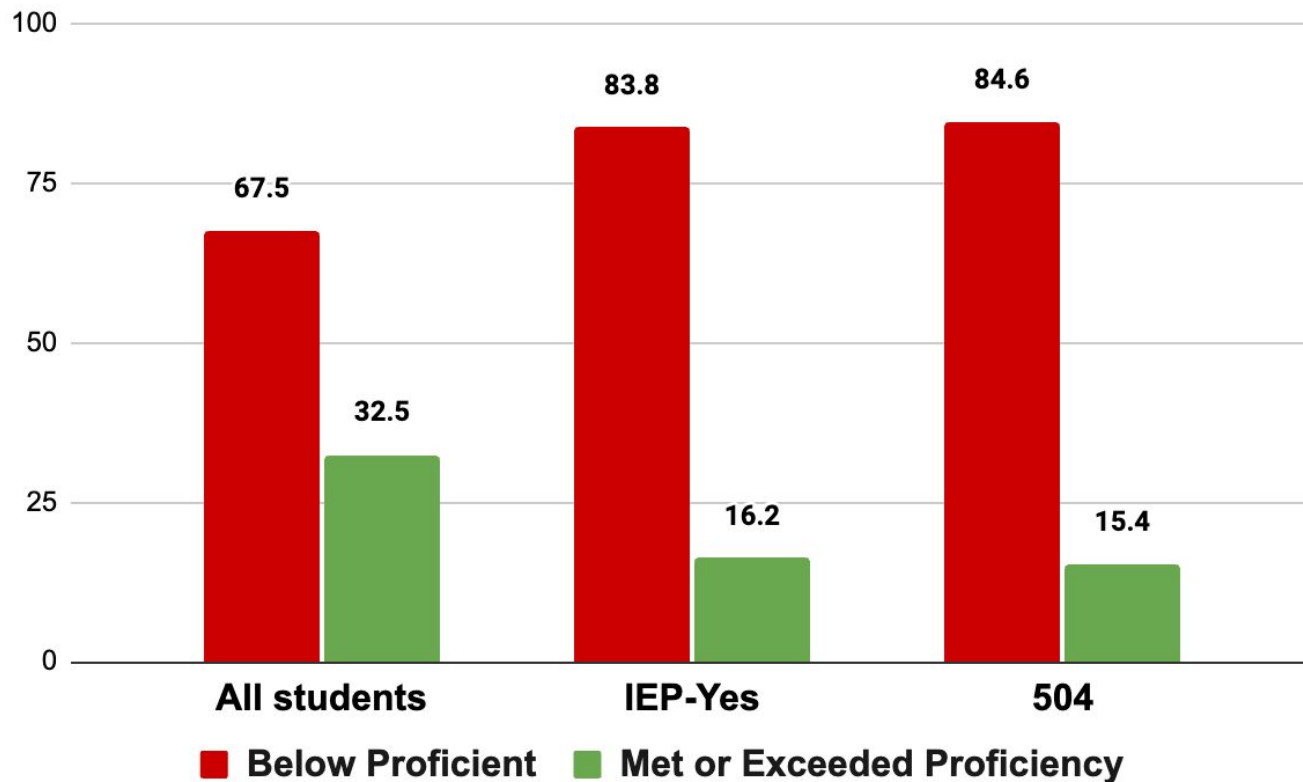
Data not shown for these subgroups due to the sample size being less than 10 students to protect privacy:

\*Black/ African American

\*Native Hawaiian/ Pac Islander

\*Two or more races

## 2022-2023 SCIENCE - District Subgroup (Students with Disabilities) By Percent



### Key

IEP: Individualized  
Educational Plan

### NOTE:

There is not enough data  
to show subgroup data  
for the following:

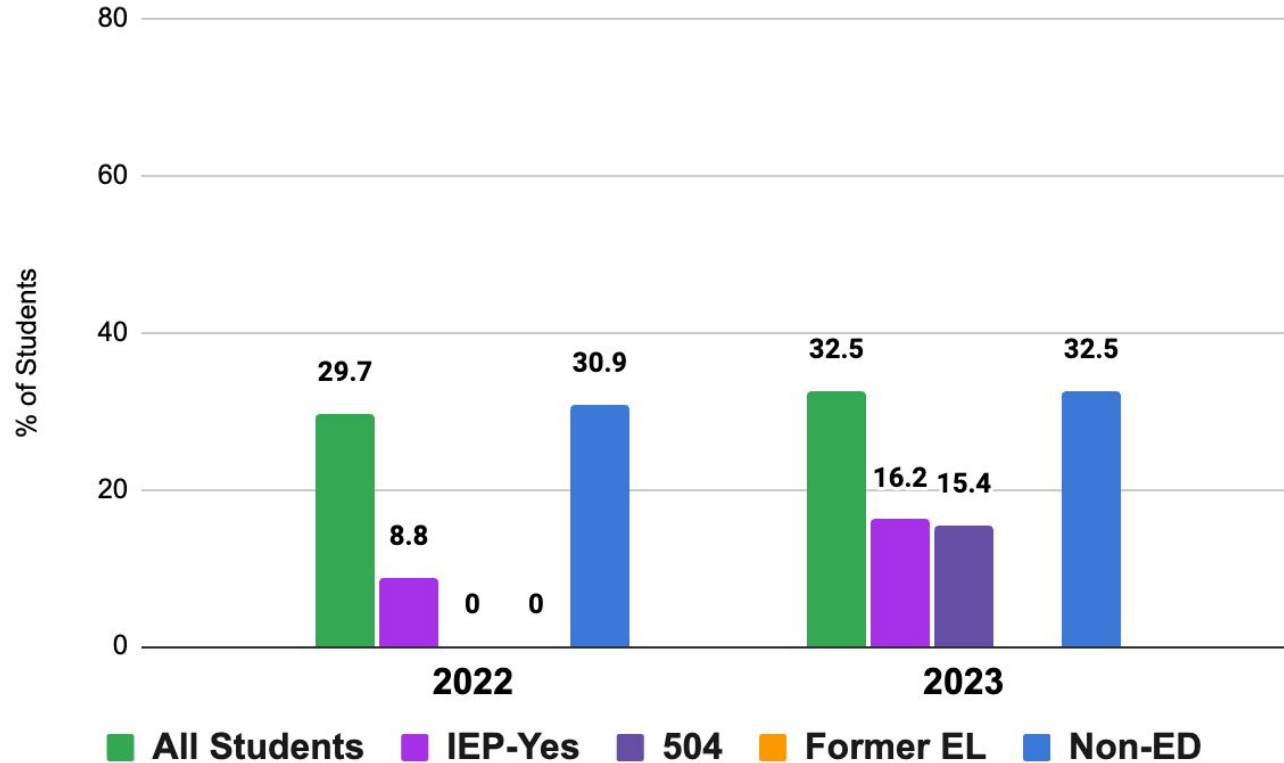
\*Current English Learner

\*Former English Learner

\*Economically  
Disadvantaged(ED)

\*Non-ED

## SCIENCE - Comparison of Subgroup By Other Groups Spring 2022 to Spring 2023 - Percentages



### Notes:

Data not shown for these subgroups due to the sample size being less than 10 students to protect privacy:  
\*2022 & 2023 ED  
\*2023 Former EL

### Key

ED: Economically Disadvantaged  
Non-ED: Non Econ Dis  
EL: English Learner

## 2022-2023 SCIENCE - DISTRICT SubGroup Data

\* Data not displayed to protect student privacy; N - No data to display

**PROFICIENT**

	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
<b>DISTRICT</b>	<b>169</b>	<b>5.3%</b>	<b>7.5%</b>	<b>14.6%</b>	<b>47.5%</b>	<b>73%</b>
<b>Female</b>	91	17.6%	47.3%	26.4%	8.8%	<b>35.2%</b>
<b>Male</b>	78	30.8%	39.7%	19.2%	10.3%	<b>29.5%</b>
<b>Hispanic or Latino</b>	42	40.5%	33.3%	16.7%	9.5%	<b>26.2%</b>
<b>Asian</b>	11	0.0%	27.3%	45.5%	27.3%	<b>72.7%</b>
<b>Black or African American</b>	<10	*	*	*	*	*
<b>Native Hawaiian/ Other Pacific Islander</b>	<10	*	*	*	*	*
<b>White</b>	110	20.0%	50.0%	23.6%	6.4%	<b>30.0%</b>
<b>Two or More Races</b>	<10	*	*	*	*	*
<b>IEP</b>	37	56.8%	27.0%	10.8%	5.4%	<b>16.2%</b>
<b>504</b>	13	15.4%	69.2%	15.4%	0.0%	<b>15.4%</b>
<b>Current EL</b>	<10	*	*	*	*	*
<b>Former EL</b>	<10	*	*	*	*	*
<b>Economically Disadvantaged</b>	N	N	N	N	N	<b>N</b>
<b>Non-economically Disadvantaged</b>	169	23.7%	43.8%	23.1%	9.5%	<b>32.5%</b>

# Notables & Improvement Efforts



# Notables

## **ELA & Math**

- Our district ELA scores continue to be strong with an overall average of about 73% of the students scoring proficient or higher.
- The 7th grade class had an impressive proficiency average of 85.7% in ELA.
- All grade levels scored about an average of 20 percentage points higher than the state ELA average for their respective grade level.
- Though our district Math average is about 57% proficient, all grade levels are scoring well above the state average for the respective tests. This includes students who took the Gr 8 Math assessment, scoring an average proficiency rate of about 23 points higher than the state average.

## **Subgroup analysis:**

- A gap appears to exist between males & females for ELA overall (64% proficient vs. 82% proficient) but not in math (56% proficient vs. 58% proficient).
- Hispanic students seem to be performing lower than other ethnicities/races and is an area for discussion, and may be related to the number of students who also are English Language (EL) learners.
- Current EL students and students with IEPs scored at a lower proficiency rate compared to grade level peers.

# ELA & Math Improvement Efforts

Improvement efforts in 22-23 will continue in 23-24 and include:

- Training and discussions utilizing all the NJSLA reports available to help teachers identify areas of instruction in which individuals and/or whole grade level needs improvement.
- Teachers analyzing & utilizing released items from previous state assessments found on the newly developed NJ Digital Item library to develop activities in the classroom to make sure we are teaching to the level of rigor expected on the assessments.
- Developing grade level documents in Math to provide more resources and instructional guidance to the teachers in order to help boost achievement. In 6th grade, we saw improvement in the proficiency rate, which was the first grade in which we provided additional support and training utilizing a guidance document.
- Dir. of Curriculum provided in-service training on instructional strategies in Math to better support student achievement and will continue to provide training this year.
- Analyze subgroup data for trends and to see how subgroups can be supported more effectively.
- I-Ready Training : More teacher training was provided in 22-23 on i-Ready assessments and lesson resources by the company to improve our use of those resources for all students.
- Utilized the Multi-Tiered System of Support model to identify and support students in math and ELA. In 2022-2023

# Notables

## Science

- The grade 5 science assessment is based on concepts learned in grades 3 - 5 and the grade 8 science assessment is based on concepts learned in grades 6 - 8.
- Overall, Grade 5 students continue to perform significantly better than the state average.
  - (40% compared to the state average of 26.8%)
- Overall, Grade 8 students continue to trend upward in the percent of students who score proficient or higher.
- District to State Mean Score Comparison:
  - Both grades outperformed the State Mean
  - Grade 5 - Increased from 179 in 2022 to 187
  - Grade 8 - Increased from 168 in 2022 to 173



# Science Improvement Efforts

Over the next 3 years, we will look to improve students success in science through the following means:

- The grade NJSLA-Science assessments are developed with a new, 3-Dimensional design. The district is seeking & identifying resources for training and instruction to help teachers and students understand and achieve on these type of assessments.
- Teachers will analyze & utilize released items from previous state assessments found on the newly developed NJ Digital Item library to develop activities in the classroom that will support student understanding of how to read, analyze and interpret diagrams & other visual representations that appear on the state assessments.
- From grades 3 - 8, the district, including teachers & administration, is analyzing the vertical alignment of topics and concepts, as well as, time available to teach the science curriculum.
- Besides science content, the Scientific & Engineering Practices are also assessed. We are analyzing how these practices are incorporated into science lessons & regular classroom assessments.
- Analyze subgroup data for trends and to see how subgroups can be supported more effectively.

*The District will continue to analyze the NJSLA data in conjunction with local data to improve academic achievement.*

# State of Our Schools

# Department of Curriculum

# Curriculum & Instruction

## School Year 2022-2023

### LPES & LPMS - New Reading & Writing Program for Grades K - 5 & Special Ed in Grade 6 & 8

- The district purchased the *Into Reading* program from Houghton Mifflin Harcourt (HMH).
- Training for teachers in the 2022-2023 school year included 5 days of on-site and additional virtual off-site training by an HMH specialist.
- The new Teacher-Coach was instrumental in supporting the implementation and in training teachers in small group instruction in classrooms with students throughout the school year.

## Curriculum Implementation & Review

- Teachers across content areas were provided multiple professional development sessions throughout the year to review and plan for their first year of implementation of the 2020 NJSLS in their content area.

# Curriculum & Instruction

## School Year 2022-2023

### MTSS - Multi-tiered system of support

- The Teacher Coach was instrumental in helping to facilitate the Basic Skills program, providing teacher training on
  - data analysis
  - identification of students for the program
  - how to monitor the progress of students
- In addition, the Teacher Coach modeled how to lead small groups for students in need of more intensive phonics instruction in classrooms throughout the year.
- Revised and updated our Intervention & Referral Services process to include more defined Tier 2 support documentation and grade level intervention meetings.



# Curriculum & Instruction

## **2023-2024 Major Focus**

- NJ approved the new 2023 English-Language Arts and Mathematics Standards on October 4, 2023. The new standards will be implemented in September 2024.
- QSAC review of all curriculum documents
- We will continue to update and improve instruction in ELA by focusing on our district goals of improving Tier 1 (whole class) and Tier 2 (small group instruction) within our regular classrooms and adapting our Basic Skills program (Tier 3) to meet the needs of more students at this time.
- We are analyzing the pacing and instructional strategies used for math in various grade levels to identify areas for improvement and providing job-embedded coaching from the Director of Curriculum.



# Lincoln Park Elementary School



# LPES Objectives in Review 2022 - 2023

## **Objective 1: Communication**

While LPES regularly communicates with parents weekly through our weekly emailed messages, we will aim to expand on our means of communication in order to reach more parents and increase engagement with the school community. Existing means of communication will continue, but there will be an increase in the school's social media presence, as well as the utilization of the district's messaging services with text messages regarding important events and reminders.

As a school we will create additional opportunities to reach out to parents based on academic and societal trends. Additional communication and tools meant to engage parents will be utilized.

## **Objective 2: Student and Staff Engagement**

The COVID-19 Pandemic had a traumatic effect on the relationships that had once flourished at the Lincoln Park Elementary School. Student interactions were inhibited by a six-foot social distancing rule and efforts to keep students in cohorts. In keeping a six-foot distance and avoiding group gatherings, relationships among the staff became difficult as new teachers had a more challenging time connecting with their colleagues. During the course of the school year, Panther Pride meetings will continue to take place. Additionally, we will:

- administer a climate survey to students, staff, and parents to assess the climate of the district
- hold events/activities in the school with the effort of increasing school spirit among staff and students
- reinstitute the student climate team and continue to implement our five Houses

# *LPES: A Look Back at the 2022 - 2023 School Year*

- We continued to welcome everyone back into the building, opening up for parents more than during the 2021 - 2022 school year
- Panther Pride meetings were held monthly with the whole school in attendance
- Climate Teams for staff and students were active
- Teaching staff utilized various assessments to gather data on student progress
- "Data Chat" meetings were held with grade level teams and the Teacher Coach
- PLCs and PD days were also used for data discussions
- Communication was steadily increased amongst all stakeholders
- Continued one-to-one technology initiative with some improved technology
- Grade-level intervention periods (MTSS) were revised somewhat (used for targeted, leveled instruction)
- Team meetings held weekly (all grades and RA Team)
- Morning SEL homeroom continued
- Continued incorporation of mindfulness activities in classrooms - in addition to "Mindfulness at LPES" week

# *LPES: A Look Back at the 2022 - 2023 School Year*

- Continued activities for students and parents with lessened “restrictions” (including but not limited to):
  - Halloween parade
  - Parent - Teacher Conferences
  - Class parties
  - Student assemblies
  - Field trips for grades 1 through 4
  - Guest readers and “Hop on Pop” during RAA Week
  - Classroom guest readers throughout the year
  - Kindergarten Orientation and Screening
  - Spelling Bees
  - Book Character Shows (2nd grade)
  - Jump Rope for Heart
  - PTO Walk-a-Thon
  - Art Show and 4th grade concert

# LPES: A Look Back at the 2022 - 2023 School Year

- Continued activities for students and parents with lessened “restrictions” (including but not limited to):
  - 4th grade Awards Assembly
  - 4th grade Orientation
  - Winter and spring concerts
  - Board of Education meetings to recognize LPES Students of the Month
  - Fire department visit in October (first graders)
  - Rotary Club donation of dictionaries for our 3rd graders
- New activities that were introduced
  - Color run for LPES and LPMS with partnership with various groups in LP
  - LPPD taught LEAD to our 2nd graders
  - preK ShopRite dietician visits
- School spirit/school pride activities implemented throughout the year

# LPES Current Objectives 2023 - 2024

## **Objective 1: Parent Engagement**

During the development of the district strategic plan, the need to increase community, parent, and student engagement was identified. Parents play a vital role in providing students with increased opportunities to succeed. LPES will focus on increasing parental engagement through meaningful community-based projects, grade-level projects, and continuing to utilize district social media outlets. Furthermore, the elementary school will seek to take advantage of the updated version of Blackboard in order to reach and connect with parents with regard to emergent information.

As a school we will continue to create additional opportunities to outreach to parents based on academic and societal trends. Additional communication and tools meant to engage parents will be utilized.

## **Objective 2: School Climate**

LPES will utilize data collected from the spring administration of the NJSCI climate survey to create initiatives to improve the climate and culture of the school. Building administration will coordinate three separate committees to address the needs of all of the school's stakeholders. These committees will first be broken into student, staff, and parent committees. As the committees evolve, if a need arises to combine efforts, realignment of the committees will take place. Each committee will create an action plan which will encompass goals and objectives to be accomplished by the end of the school year.

# LPES: Current Year and Beyond

- Another successful start to the school year!
- Teachers are continuing to use various assessments to help target instruction
- Grade-level intervention periods (MTSS)
  - reviewed over the summer
  - guidance for teachers provided by Teacher Coach / Director of Curriculum and Instruction / Principal
- BSI program continues to evolve (new staff member)
- SEL Homeroom in AM and PM continued
  - 18 minutes in the morning
  - 2 minutes in the afternoon
    - end of day "check in" prior to dismissal
- Continuing to work with the technology department with regard to tech needs for staff and students
- Working with the LPS PTO to determine if LPES can get a gaga pit like LPMS
- Having the LPMS band teacher come speak to the fourth graders during the year



# *LPES: Current Year and Beyond*

- Continuing to incorporate:
  - mindfulness activities
  - positive school climate initiatives for students and staff
- Reviewed daily schedule over the summer to help maximize instructional time
  - discussions throughout year with possible "tweeks" for next year
- Curriculum and new programs
  - lots of discussion, training, and PD
- Will be adding more in-person activities and events this year for parents
- Panther Pride meetings held with whole school inside as well as outside
- Weekly grade-level team meetings continuing
- "Data chats" continuing with Teacher Coach and grade level teams
- Climate survey that was conducted last year
  - meetings with staff and student climate teams
  - discussions with non-student climate team students
  - data discussions with Lead Teachers / teacher teams

# LPES: Current Year and Beyond

- Continuing improved communication between staff/administration/parents
  - school and district goal with social media posts to highlight all the great things happening at LPES
  - community-based projects (donation drive, etc.)
  - grade-level projects
  - whole-school initiatives
- Looking at more ways to implement LPES school spirit/pride
  - climate goal
  - climate survey review
    - taking an in-depth dive into the data to determine strengths and weaknesses
      - parents
      - staff
      - students
- New "positions"
  - Advisor of Discipline
  - Lead Teachers



# LINCOLN PARK MIDDLE SCHOOL



# LPMS OBJECTIVES IN REVIEW 2022-2023

## **Objective 1**

### **Communication**

While the school regularly communicates with parents weekly through our emailed messages, we aimed to expand on its means of communication in order to reach more parents and increase engagement with the school community. Existing means of communication will continue, but there will be an increase in the schools' social media presence, as well as to utilize messaging services through text messages of important events and reminders.

As a school we will create additional opportunities to outreach to parents based on academic and societal trends. Additional communication and tools meant to engage parents will be utilized.

## **Objective 2:**

The COVID-19 pandemic had a traumatic effect on the relationships that had once flourished at the Lincoln Park Middle School. Student interactions were inhibited by a six-foot social distancing rule and efforts to keep students in cohorts. In keeping a six foot distance and avoiding group gatherings, relationships among the staff became difficult as new teachers had a more challenging time connecting with their new colleagues. During the course of the school year, Gryphon News will continue to take place. The following will also take place to ensure this goal is achieved:

- A climate survey will be administered to students, staff and parents to assess the climate of the district
- Events/activities will take place in the school with the effort of increasing school spirit among staff and students
- Re-creation of the middle school student climate team and realignment of school houses.

# LPMS: A LOOK BACK

- We exceeded our social media goal, whereas all of our departments made use of our districts' social media pages and made at least 2 posts per week.
- Our staff really rallied around our strongertogther hashtag, as we saw our staff morale increase due to this.
- Our annual art show included presentations from our Tech department, Jazz band, and World Languages.
- Through our collaborative partners in the Borough we coordinated a color run, which benefited mental health.
- Implemented our climate survey in the Spring. This data will assist us this school year in creating initiatives.
- We brought back all of the seasons' pep rallies.
- Had multiple house days, where students from all grade levels participated and got to know each other.
- Realigned our houses
- All of our grade level field trips were reintroduced
- Our Zen garden and deck was completed in our courtyard, which is now available for staff to utilized as an outdoor space.

# LPMS CURRENT OBJECTIVES 2023 - 2024

## **Objective 1: Parental Engagement**

It was identified during the development of the strategic plan the need to increase community, parent, and student engagement. Parents play a vital role in providing students with increased opportunities to succeed. LPMS will focus on increasing parental engagement through meaningful community-based projects, grade-level projects, and continuing to utilize district social media outlets. Furthermore, the middle school will seek to take advantage of the updated version of Blackboard in order to reach and connect with parents with regard to emergent information.

As a school, we will continue to create additional opportunities to outreach to parents based on academic and societal trends. Additional communication and tools meant to engage parents will be utilized.

## **Objective #2 School Climate**

As a school, the Lincoln Park Middle School will utilize data collected from the spring administration of the NJSCI climate survey to create initiatives set forth to improve the climate and culture of the school. Building administration will coordinate three separate committees to address the needs of all of the school's stakeholders. These committees will first be broken into student, staff, and parent committees. As the committee evolves if a need arises to combine efforts realignment of the committees will take place. Each committee will create an action plan which will encompass goals and objectives to accomplish by the end of the school year.

# LPMS: A LOOK AHEAD

- This year, the staff at LPMS are looking at utilizing non-traditional ways of increasing parental involvement. We aim to accomplish this by:
  - Continuing to utilize our district's social media accounts to showcase to the parents and community all of the great things that we do in and around our school
  - Plan and implement community-based or community service-based projects throughout the school year, by involving different civic resources. Some of the organizations and groups that we may involve include the local veterans, seniors, as well as borough run groups.
  - Implementing projects and assignments that incorporate parental involvement and/or feedback.
  - We are considering doing an academic showcase, in which students will be able to present and showcase their work from their core classes.
  - We will continue to work with the Lincoln Park Police Department, specifically the community policing unit, to provide programs to both our students and parents through the school year to address current trends within the community.
  - We are also making use of the upgraded version of Blackboard connect to push important messages to parents via text, email, and voice, when necessary.

# LPMS: A LOOK AHEAD

- The staff at LPMS will also be making use of the data collected from the spring administration of our climate survey to address the needs of our school and to create new initiatives that seek to improve different highlighted aspects of our climate. We are focused to implement the following activities:
- Creating Climate Teams for the students, staff, and parents
- Our climate teams will do an in-depth dive into the data that was collected and highlight areas that they feel are in need of improvement based on the data collected.
- We will create a student advisory committee in each grade level (Grades 5-8)
- We are in the process of creating a school store to sell student supplies and spirit wear.
- We are looking at having multiple climate events, which includes our house days, as well as different types of events to get students working with peers that they normal don't have a chance to.
- Our different clubs and sports team will offer different spirit wear options for the students and parents to purchase.



# LPMS: WHAT ELSE IS IN STORE FOR US!

- Our Student Council are being more active in focusing on events aimed at improving and enriching student-life here at LPMS.
- Our Gryphon Goals Classes continue to evolve to best meet the needs of all of the students.
- Our Climate committee is looking at doing a food drive as well as a toy drive.
- As a school we will look to partner with our community partnerships to run another color run.
- We are currently in the process of updating our sports uniforms, which have hit the age of replacement.
- Our Drama Club will be performing Moana this year.
- Our Band and Performing Arts Teachers are actively pursuing opportunities to participate in community events by having their students perform at them.
- We are working with Boonton to plan additional activities and events for our 8th grade to assist with their transition to high school.
- We are utilizing our newly installed gaga pit for recess and PE classes.
- Our trip advisors are already planning our grade level trips for this school year.
- We are making use of the county RSVP3 reporting system, as well as our school run Stopit system. To provide outlets for students to report issues to.



#LPMSTRONGERTOGETHER



# Department of Special Services

# Department of Special Services

## 2022-2023

- ❖ RTI-
  - First Grade - assisted the transitional first grade program
  - Speech therapy for kindergarten students
- ❖ Classification Rate - continued to increase in the area of preschool child with a disability
- ❖ Communication/Engagement
  - Provided parent group
  - Student input in IEP meetings
  - Provided professional development for aides and teachers
- ❖ CST attended grade level team meetings
  - The case managers attended grade level team meetings when discussions occurred about struggling students.

# Department of Special Services

## 2023-2024

- ❖ Communication/Engagement
  - Continue to participate in monthly team meetings
  - Student input in IEP meetings
  - Provide parent groups, with a possibility of also being a part of the special ed parent group in Pequannock
  - Provide professional development to staff/faculty
- ❖ Classification Rates/Areas:
  - Will continue to analysis the areas of deficit that are seen when evaluating students for eligibility
- ❖ RTI:
  - Targeted Speech Therapy for Kindergarteners
  - OT~ Yoga and Handwriting
- ❖ New Teachers:
  - Phonics First Training ~ Orton Gillingham approach to teaching reading

# Department of Special Services Testing Data

# Dynamic Learning Maps (DLM)

DLM Assessments are designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. The District had two 3rd graders, four 4th graders, and one 7th grader eligible for this test in the Spring of 2023. Students are rated as emerging, approaching the target, at target, or advanced. Most of students scored at approaching the target in Math and English Language Arts.

ACCESS for ELLs results  
presentation presented in  
summer 2023



# Lincoln Park Schools



2023 Climate Survey Administration

# Domain-Level Mean Scores by School

Domain	Total Mean Scores			
	Students 3-5 261	Students 6-12 265	Staff 123	Parents/Caregivers 349
Academic Culture and Classroom Practices	2.98	2.68	3.01	3.26
Behavioral Expectations	3.21	2.85	3.19	3.12
Negative Student Interpersonal Behaviors 	2.44	2.51	2.60	2.66
Prosocial Student Interpersonal Behaviors	3.08	2.61	2.97	2.96
Sense of Physical Safety	3.41	3.18	3.41	3.28

# Domain-Level Mean Scores by School

Domain	Total Mean Scores			
	Students 3-5 261	Students 6-12 265	Staff 123	Parents/Caregivers 349
Student Voice and Involvement	2.86	2.66	3.16	3.01
Supportive Staff-Student Relationships	3.37	3.08	3.35	3.21
Supports for Student Social and Emotional Learning	3.34	2.83	3.21	3.01
Family Support and Engagement			2.98	3.16
Student Sense of Belonging	3.38	2.87		

# Domain-Level Mean Scores by School

Domain	Total Mean Scores			
	Students 3-5	Students 6-12	Staff	Parents/Caregivers
	261	265	123	349
Collegial Support	3.18			
Leadership Support	2.95			
Organizational Resources and Supports	2.88			

# Questions & Comments

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