

NJSLA Results: Spring 2022 Administrations



October 18, 2022

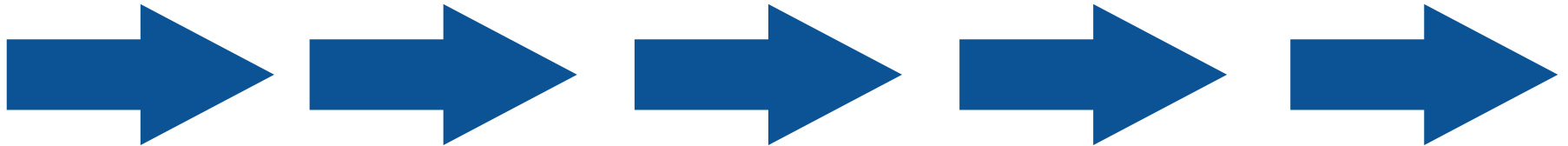


Lincoln Park Public Schools
Michael Meyer, Superintendent

NJSLA Assessment Overview

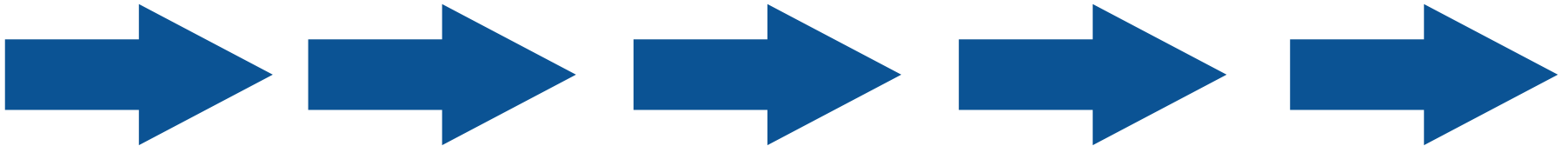
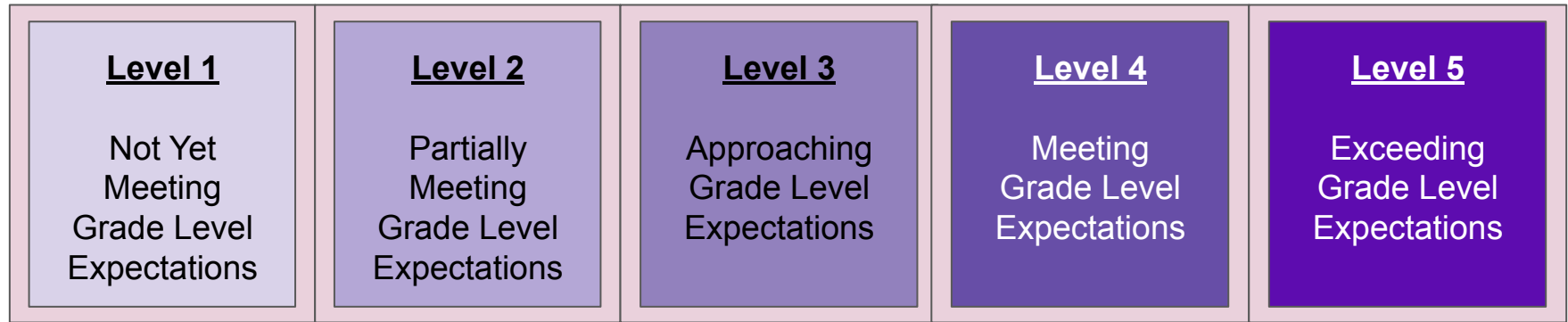
NJ Student Learning Assessments (NJSLA):

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



NJSLA Assessment Overview

Proficiency Levels



English-Language Arts

2021-2022 English-Language Arts (ELA) - District Overall Scores

	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
Grade 3	95	764	740	8%	12%	18%	52%	11%	62%
Grade 4	76	763	746	9%	8%	15%	38%	30%	69%
Grade 5	92	767	748	10%	7%	16%	47%	21%	67%
Grade 6	92	771	746	1%	1%	16%	58%	24%	82%
Grade 7	94	772	751	2%	3%	21%	36%	37%	73%
Grade 8	103	773	750	1%	7%	19%	45%	28%	73%

2021-2022 English-Language Arts (ELA) - District Overall to State Comparison

	% Not Yet Meeting Expectations (Level 1)		% Partially Meeting Expectations (Level 2)		% Approaching Expectations (Level 3)		% Meeting Expectations (Level 4)		% Exceeding Expectations (Level 5)		>= Level 4	
Grade	D	S	D	S	D	S	D	S	D	S	D	S
3	8.4	20.1	11.6	15.5	17.9	22	51.6	36.2	10.5	6.2	62.1	42.4
4	9.2	14.4	7.9	14.3	14.5	21.9	38.2	35.3	30.3	14.1	68.4	49.4
5	9.8	12.5	6.5	14.7	16.3	23.2	46.7	40.4	20.7	9.2	67.4	49.6
6	1.1	10.6	1.1	15.6	16.3	26.3	57.6	37.4	23.9	10.2	81.5	47.5
7	2.1	12.3	3.2	13.5	21.3	21.5	36.2	31.4	37.2	21.3	73.4	52.7
8	1	14.3	6.8	13.2	19.4	21.2	44.7	35.8	28.2	15.6	72.8	51.3

D = District; S = State

2021-2022 English-Language Arts (ELA) - District 5-Year Comparison

The chart below shows the 5 year comparison of the percent of students per grade level that were in each category.

	% Not Yet Meeting Expectations (Level 1)					% Partially Meeting Expectations (Level 2)					% Approaching Expectations (Level 3)					% Meeting Expectations (Level 4)					% Exceeding Expectations (Level 5)				
	'18	'19	20	21	22	'18	'19	20	21	22	'18	'19	20	21	22	'18	'19	20	21	22	'18	'19	20	21	22
3	5.5	3.3	N	N	8.4	6.6	5.4	N	N	11.6	26.4	23.9	N	N	17.9	52.7	56.5	N	N	51.6	8.8	10.9	N	N	10.5
4	0.9	5.5	N	N	9.2	5.5	4.4	N	N	7.9	27.3	23.1	N	N	14.5	50.9	49.5	N	N	38.2	15.5	17.6	N	N	30.3
5	1.9	0.9	N	N	9.8	2.8	0	N	N	6.5	9.4	11.2	N	N	16.3	54.7	68.2	N	N	46.7	31.1	19.6	N	N	20.7
6	2.2	1.8	N	N	1.1	5.4	9.1	N	N	1.1	15.1	11.8	N	N	16.3	52.7	50	N	N	57.6	24.7	27.3	N	N	23.9
7	2.1	2.1	N	N	2.1	3.2	3.2	N	N	3.2	10.5	9.6	N	N	21.3	40	34	N	N	36.2	44.2	51.1	N	N	37.2
8	3.6	2	N	N	1	2.7	5.1	N	N	6.8	19.1	8.1	N	N	19.4	50.9	54.5	N	N	44.7	23.6	30.3	N	N	28.2

Notes: Percentages may not total 100 due to rounding.



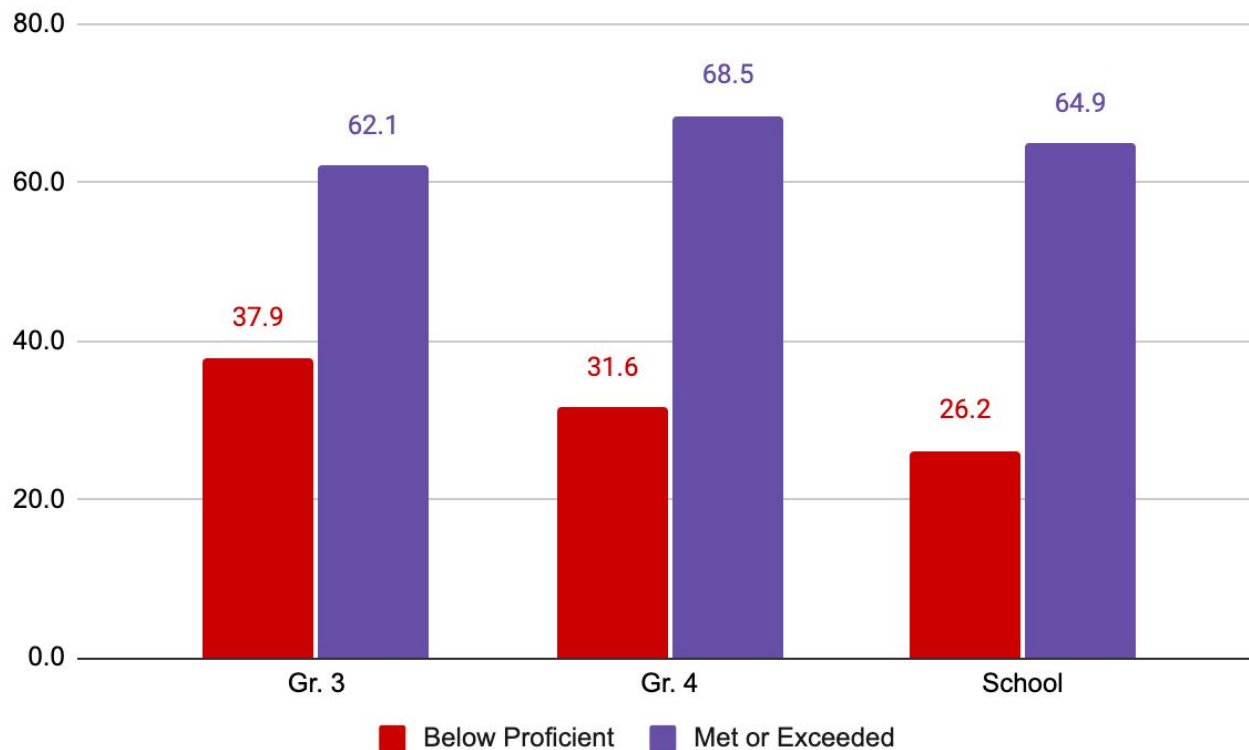
2021-2022 English-Language Arts (ELA) - LPES Results

	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
Grade 3	95	764	740	8.4%	11.6%	17.9%	51.6%	10.5%	62.1%
Grade 4	76	763	746	9.2%	7.9%	14.5%	38.2%	30.3%	68.5%
School	171	---	---	8.8%	9.9%	16.4%	45.6%	19.3%	64.9%

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



2021-2022 English-Language Arts (ELA) - LPES Results



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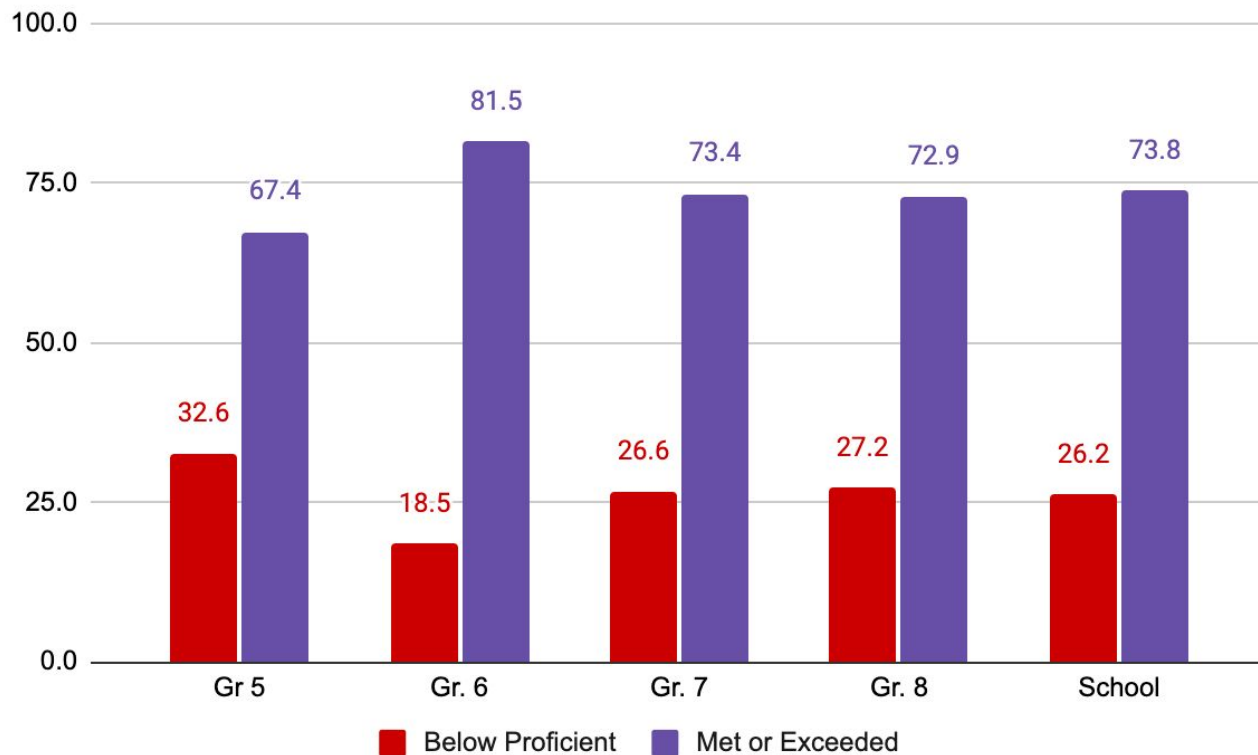
2021-2022 English-Language Arts (ELA) - LPMS Results

	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
Grade 5	92	767	748	9.8%	6.5%	16.3%	46.7%	20.7%	67.4%
Grade 6	92	771	746	1.1%	1.1%	16.3%	57.6%	23.9%	81.5%
Grade 7	94	772	751	2.1%	3.2%	21.3%	36.2%	37.2%	73.4%
Grade 8	103	773	750	1.0%	6.8%	19.4%	44.7%	28.2%	72.9%
School	381	---	---	3.4%	4.5%	18.4%	46.2%	27.6%	73.8%

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2021-2022 English-Language Arts (ELA) - LPMS Results



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2021-2022 English-Language Arts (ELA) - District Subgroup

District	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
Subgroup		% of Total	% of Total	% of Total	% of Total	% of Total	% of Total
Female	263	3%	5%	14%	46%	32%	78%
Male	288	7%	8%	21%	46%	18%	65%
Hispanic or Latino	113	8%	8%	19%	44%	20%	65%
Asian	39	0%	3%	18%	49%	31%	79%
Black or African American	*	0%	11%	33%	44%	11%	56%
Native Hawaiian/ Other Pacific Islander	*	0%	0%	0%	75%	25%	100%
White	382	5%	6%	17%	46%	26%	72%
Two or More Races	*	20%	0%	0%	40%	40%	80%

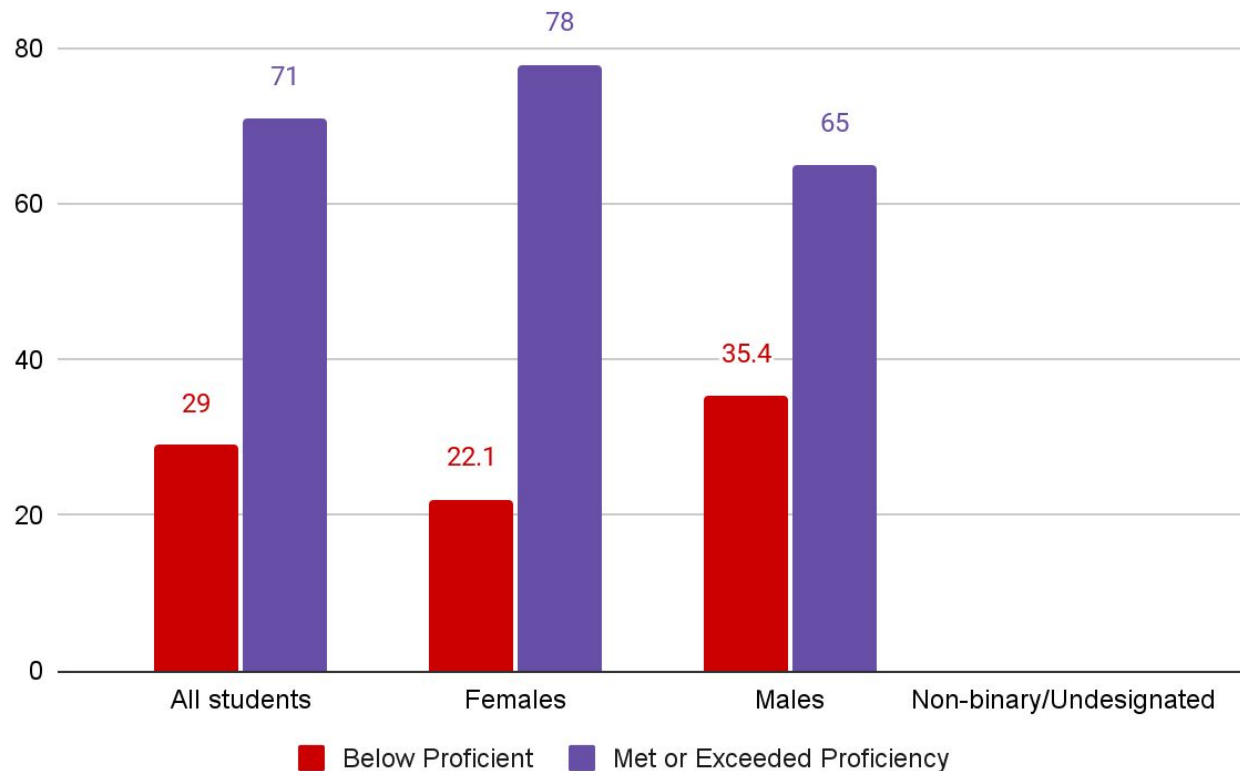
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2021-2022 English-Language Arts (ELA) - District Subgroup

District	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
Subgroup		% of Total	% of Total	% of Total	% of Total	% of Total	% of Total
IEP -Yes	114	20%	18%	28%	25%	10%	34%
IEP - No	438	1%	3%	15%	52%	29%	81%
504	30	3%	10%	20%	50%	17%	67%
English Language Learner	13	23%	46%	23%	8%	0%	8%
EL - No	539	5%	5%	18%	47%	26%	73%
Economically Disadvantaged	13	23%	15%	23%	38%	8%	46%
ED - No	539	5%	6%	18%	46%	25%	72%
Migrant	N	N	N	N	N	N	N

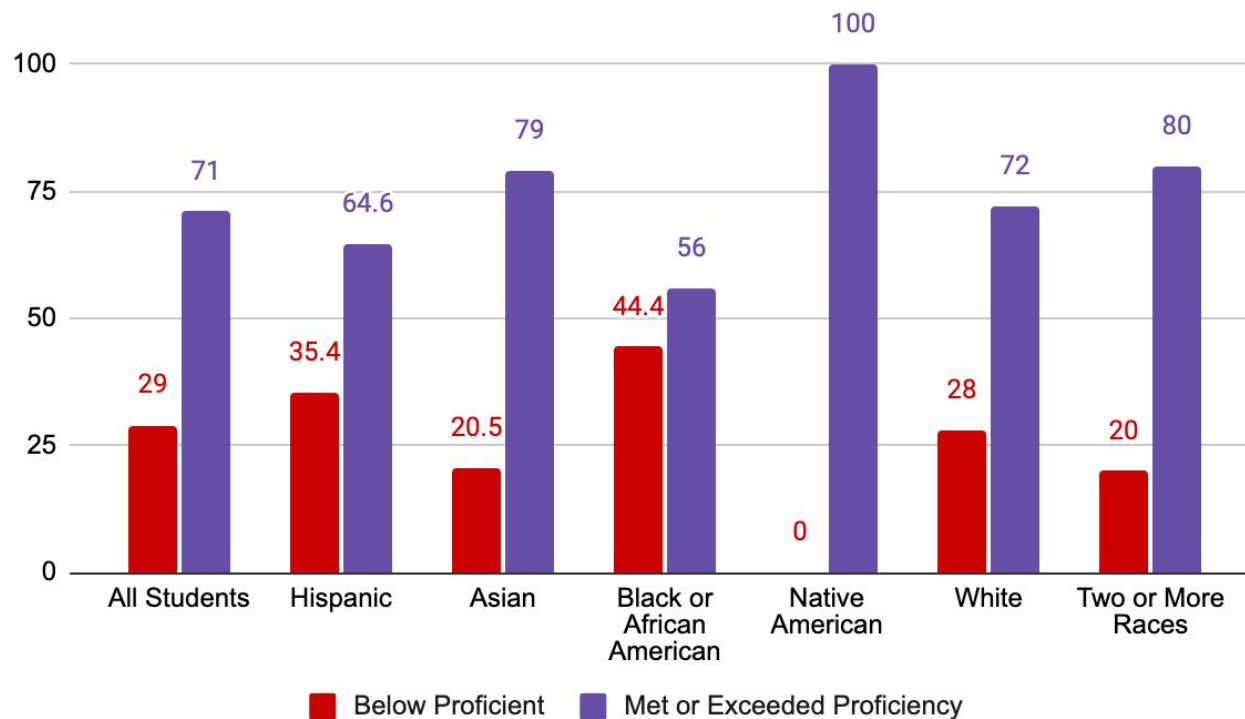
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2021-2022 English-Language Arts (ELA) - District Subgroup By Percent



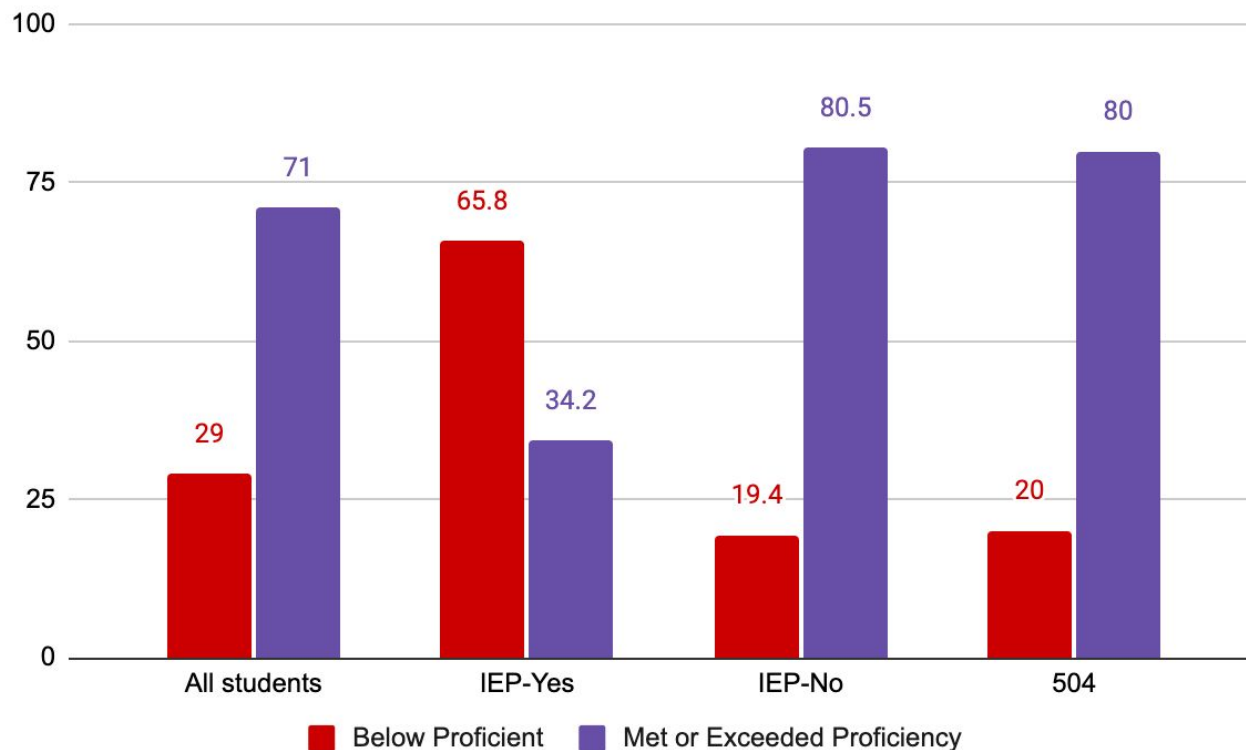
* Percentages for subgroups may represent a very small number of students in comparison to the overall population; percentages may not equal 100 due to rounding.

2021-2022 English-Language Arts (ELA) - District Subgroup By Percent



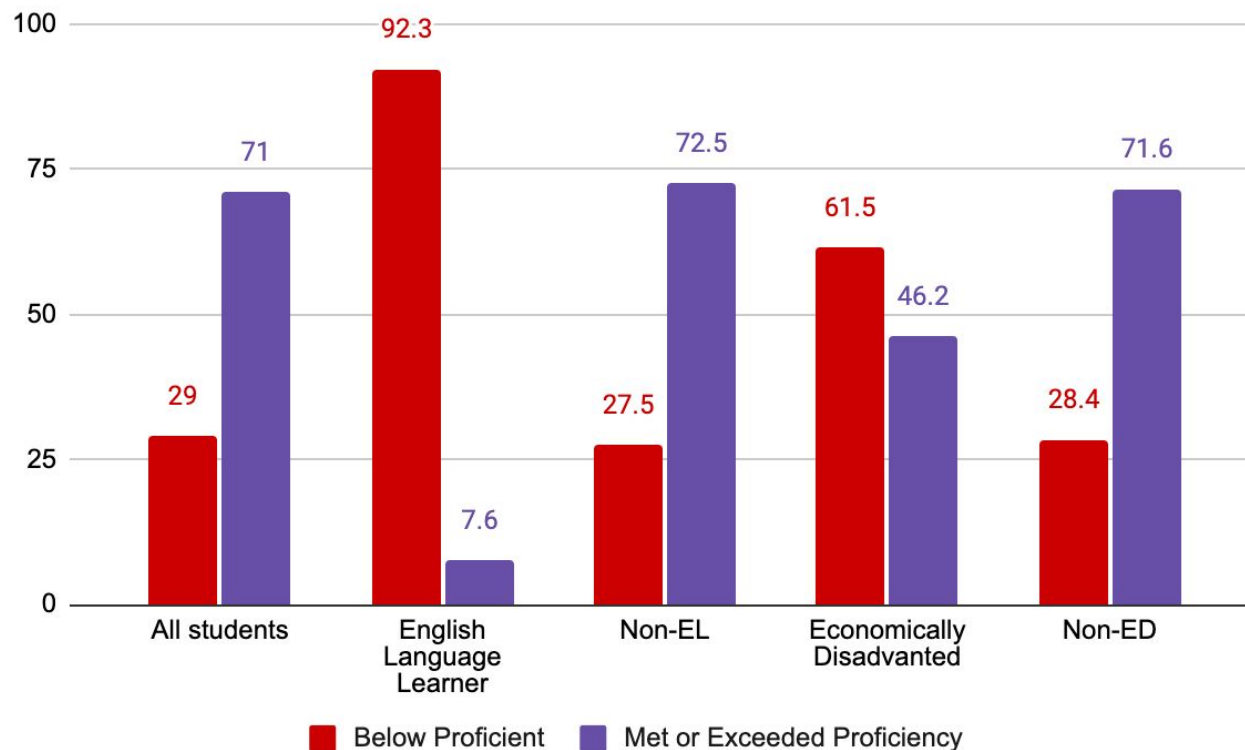
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2021-2022 English-Language Arts (ELA) - District Subgroup By Percent



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2021-2022 English-Language Arts (ELA) - District Subgroup By Percent



* Percentages for subgroups may represent a very small number of students in comparison to the overall population; percentages may not equal 100 due to rounding.

English-Language Arts Subgroup Data by School



2021-2022 English-Language Arts (ELA) - LPES Results by Gender

LPES	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 3							
Female	38	0%	10.5%	18.4%	55%	16%	71%
Male	57	21.1%	19%	28%	72%	21%	93%
GRADE 4							
Female	41	7.3%	4.9%	12.2%	39%	37%	76%
Male	35	11.4%	11.4%	17.1%	37.1%	22.9%	60%
SCHOOL							
Female	79	3.8%	7.6%	15.2%	47%	27%	73%
Male	92	13.0%	12%	17%	45%	13%	58%

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2021-2022 English-Language Arts (ELA) - LPES Results by Subgroup

LPES	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 3							
White	73	9.6%	10%	18%	55%	8%	63%
Hispanic or Latino	11	9.1%	18%	18%	36%	18%	55%
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
GRADE 4							
White	49	6.1%	8%	18%	41%	27%	67%
Hispanic or Latino	20	20.0%	10%	10%	30%	30%	60%
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*

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2021-2022 English-Language Arts (ELA) - LPES Results by Subgroup

LPES	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
SCHOOL							
White	122	8.2%	9%	18%	49%	16%	65%
Hispanic or Latino	31	16.1%	13%	13%	32%	26%	58%
Asian	13	0.0%	8%	15%	46%	31%	77%
Black or African American	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*

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2021-2022 English-Language Arts (ELA) - LPES Results by Subgroup

LPES	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 3							
IEP-Yes	23	17.4%	30.4%	26%	22%	4%	26%
IEP - No	72	5.6%	5.6%	15%	61%	13%	74%
504	*	*	*	*	*	*	*
GRADE 4							
IEP-Yes	18	33.3%	11.1%	22%	22%	11%	33%
IEP - No	58	1.7%	6.9%	12%	43%	36%	79%
504	*	*	*	*	*	*	*
SCHOOL							
IEP-Yes	41	24.4%	22.0%	24%	22%	7%	29%
IEP - No	130	3.8%	6.2%	14%	53%	23%	76%
504	*	*	*	*	*	*	*

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

LPES	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 3							
English Language Learner	*	*	*	*	*	*	*
Non-EL	91	5.5%	11%	19%	54%	11%	65%
Economically Disadvantaged	*	*	*	*	*	*	*
Non-ED	90	6.7%	12%	18%	53%	10%	63%
Migrant	N	N	N	N	N	N	N
GRADE 4							
English Language Learner	*	*	*	*	*	*	*
Non-EL	72	9.7%	5.6%	13%	40%	32%	72%
Economically Disadvantaged	N	N	N	N	N	N	N
Non-ED	76	9.2%	7.9%	14%	38%	30%	68%
Migrant	N	N	N	N	N	N	N
SCHOOL							
English Language Learner	*	*	*	*	*	*	*
Non-EL	163	7.4%	9%	16%	48%	20%	68%
Economically Disadvantaged	*	*	*	*	*	*	*
Non-ED	166	7.8%	10%	16%	46%	19%	66%
Migrant	N	N	N	N	N	N	N



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

LPMS	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 5							
Female	45	6.7%	4%	16%	49%	24%	73%
Male	47	12.8%	9%	17%	45%	17%	62%
GRADE 6							
Female	46	2.2%	2%	9%	54%	33%	87%
Male	46	0.0%	0%	24%	61%	15%	76%
SCHOOL							
Female	184	3.3%	3%	14%	45%	35%	80%
Male	196	3.6%	6%	23%	47%	21%	68%
Non-binary/Undesignated	*	*	*	*	*	*	*

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

LPMS	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 7							
Female	53	3.8%	2%	15%	36%	43%	79%
Male	41	0.0%	5%	29%	37%	29%	66%
GRADE 8							
Female	40	0.0%	5%	15%	43%	38%	80%
Male	62	1.6%	8%	23%	45%	23%	68%
Non-binary/ Undesignated	*	*	*	*	*	*	*
SCHOOL							
Female	184	3.3%	3%	14%	45%	35%	80%
Male	196	3.6%	6%	23%	47%	21%	68%
Non-binary/Undesignated	*	*	*	*	*	*	*

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

LPMS	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 5							
Hispanic or Latino	23	8.7%	13%	17%	52%	9%	61%
Asian	*	*	*	*	*	*	*
Black or African American	N	N	N	N	N	N	N
Native Hawaiian/ Other Pacific Islander	N	N	N	N	N	N	N
White	58	10.3%	5%	16%	43%	26%	69%
Two or More Races	N	N	N	N	N	N	N
GRADE 6							
Hispanic or Latino	18	0.0%	6%	17%	72%	6%	78%
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	N	N	N	N	N	N	N
White	64	1.6%	0%	14%	53%	31%	84%
Two or More Races	N	N	N	N	N	N	N

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

LPMS	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 7							
Hispanic or Latino	19	10.5%	5%	21%	32%	32%	63%
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
White	65	0.0%	3%	23%	38%	35%	74%
Two or More Races	N	N	N	N	N	N	N
GRADE 8							
Hispanic or Latino	22	0.0%	0%	32%	41%	27%	68%
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
White	73	1.4%	10%	15%	44%	30%	74%
Two or More Races	N	N	N	N	N	N	N

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

LPMS	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
SCHOOL							
Hispanic or Latino	82	4.9%	6%	22%	49%	18%	18%
Asian	39	0.0%	3%	18%	49%	31%	79%
Black or African American	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
White	260	3.1%	5%	17%	45%	31%	31%
Two or More Races	*	*	*	*	*	*	*

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

LPMS	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 5							
IEP	19	47%	16%	21%	16%	0%	16%
IEP-NO	73	0%	4%	15%	55%	26%	81%
504	*	*	*	*	*	*	*
GRADE 6							
IEP	20	5%	5%	30%	45%	15%	60%
IEP-NO	72	0%	0%	13%	61%	26%	88%
504	*	*	*	*	*	*	*
SCHOOL							
IEP	73	18%	15%	30%	26%	11%	37%
IEP-NO	308	0%	2%	16%	51%	31%	82%
504	25	0%	12%	20%	48%	20%	68%

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

LPMS	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 7							
IEP	18	11.1%	17%	50%	11%	11%	22%
IEP-NO	76	0.0%	0%	14%	42%	43%	86%
504	*	*	*	*	*	*	*
GRADE 8							
IEP	16	6.3%	25%	19%	31%	19%	50%
IEP-NO	87	0.0%	3%	20%	47%	30%	77%
504	11	0.0%	18%	27%	36%	18%	55%
SCHOOL							
IEP	73	17.8%	15%	30%	26%	11%	37%
IEP-NO	308	0.0%	2%	16%	51%	31%	82%
504	25	0.0%	12%	20%	48%	20%	68%

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

LPMS	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 5							
English Language Learner	*	*	*	*	*	*	*
Non-EL	89	10.1%	5	16%	47%	21%	69%
Economically Disadvantaged	*	*	*	*	*	*	*
Non-ED	87	9.2%	5	15%	48%	22%	70%
Migrant	N	N	N	N	N	N	N
GRADE 6							
English Language Learner	N	N	N	N	N	N	N
Non-EL	92	1.1%	1	16%	58%	24%	82%
Economically Disadvantaged	N	N	N	N	N	N	N
Non-ED	92	1.1%	1	16%	58%	24%	82%
Migrant	N	N	N	N	N	N	N

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

LPMS	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 7							
English Language Learner	*	*	*	*	*	*	*
Non-EL	93	2.2%	2%	22%	37%	38%	74%
Economically Disadvantaged	*	N	N	N	N	N	N
Non-ED	93	2.2%	3%	22%	35%	38%	73%
Migrant	N	N	N	N	N	N	N
GRADE 8							
English Language Learner	*	*	*	*	*	*	*
Non-EL	102	1.0%	6%	20%	45%	28%	74%
Economically Disadvantaged	*	N	N	N	N	N	N
Non-ED	101	1.0%	7%	20%	44%	29%	72%
Migrant	N	N	N	N	N	N	N

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

LPMS	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
SCHOOL							
English Language Learner	*	*	*	*	*	*	*
Non-EL	376	3.5%	4%	18%	47%	28%	74%
Economically Disadvantaged	*	*	*	*	*	*	*
Non-ED	373	3.2%	4%	18%	46%	28%	74%
Migrant	N	N	N	N	N	N	N

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Mathematics

2021-2022 Mathematics - District Overall Scores

	Number of Valid Scores	District Mean Scale Score	State Mean Scale Score	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
Grade 3	95	758	745	2.1%	12.6%	22.1%	47.4%	15.8%	63.2%
Grade 4	76	761	740	2.6%	13.2%	19.7%	46.1%	18.4%	64.5%
Grade 5	92	746	736	12.0%	15.2%	29.3%	35.9%	7.6%	43.5%
Grade 6	93	745	733	0.0%	18.3%	41.9%	34.4%	5.4%	39.8%
Grade 7	94	750	737	3.2%	10.6%	34.0%	44.7%	7.4%	52.1%
Grade 8	76	743	716	6.6%	22.4%	31.6%	36.8%	2.6%	39.4%
Alg I	28	788	735	0.0%	0.0%	0.0%	85.7%	14.3%	100.0%

2021-2022 Mathematics (MAT) - District Overall to State Comparison

	% Not Yet Meeting Expectations (Level 1)		% Partially Meeting Expectations (Level 2)		% Approaching Expectations (Level 3)		% Meeting Expectations (Level 4)		% Exceeding Expectations (Level 5)		>= Level 4	
Grade	D	S	D	S	D	S	D	S	D	S	D	S
3	2.1	13.3	12.6	18.3	22.1	23	47.4	32.8	15.8	12.6	63.2	45.4
4	2.6	13.1	13.2	22.6	19.7	24.8	46.1	33.2	18.4	6.2	64.5	39.4
5	12	15.1	15.2	23	29.3	25.9	35.9	28.9	7.6	7.1	43.5	36.1
6	0	15.3	18.3	24.9	41.9	28.5	34.4	26	5.4	5.3	39.8	31.3
7	3.2	10.9	10.6	23.6	34	31.5	44.7	28.9	7.4	5.1	52.1	34.1
8*	6.6	30.4	22.4	31.9	31.6	22.3	36.8	14.6	2.6	0.8	39.5	15.4
A	0	17.8	0	22.7	0	24.7	85.7	31.9	14.3	2.9	100	34.8

A = Algebra; D = District; S = State

*Some students in grade 8 participated in the NJSLA Algebra I assessment in place of the 8th grade Math assessment. Thus, NJSLA Math 8 outcomes are not representative of grade 8 performance as a whole. Percentages may not total 100 due to rounding.

2021-2022 Mathematics (MAT) - District 5-Year Comparison

The chart below shows the 5 year comparison of the percent of students per grade level that were in each category.

	% Not Yet Meeting Expectations (Level 1)					% Partially Meeting Expectations (Level 2)					% Approaching Expectations (Level 3)					% Meeting Expectations (Level 4)					% Exceeding Expectations (Level 5)				
	'18	'19	20	21	22	'18	'19	20	21	22	'18	'19	20	21	22	'18	'19	20	21	22	'18	'19	20	21	22
3	2.2	0	N	N	2.1	8.8	8.7	N	N	12.6	29.7	19.6	N	N	22.1	45.1	56.5	N	N	47.4	14.3	15.2	N	N	15.8
4	1.8	3.3	N	N	2.6	13.5	11	N	N	13.2	32.4	19.8	N	N	19.7	48.6	59.3	N	N	46.1	3.6	6.6	N	N	18.4
5	0.9	0	N	N	12	5.6	9.3	N	N	15.2	23.4	21.5	N	N	29.3	54.2	50.5	N	N	35.9	15.9	18.7	N	N	7.6
6	3.2	2.7	N	N	0	14	16.4	N	N	18.3	35.5	32.7	N	N	41.9	38.7	35.5	N	N	34.4	8.6	12.7	N	N	5.4
7	2.1	2.1	N	N	3.2	14.9	11.5	N	N	10.6	13.8	30.2	N	N	34	56.4	38.5	N	N	44.7	12.8	17.7	N	N	7.4
8	13.8	8.8	N	N	6.6	10	10.3	N	N	22.4	16.3	19.1	N	N	31.6	57.5	60.3	N	N	36.8	2.5	1.5	N	N	2.6
A	0	0	N	N	0	0	0	N	N	0	3.3	0	N	N	0	76.7	95.5	N	N	85.7	20	6.5	N	N	14.3

A = Algebra I

*Some students in grade 8 participated in the NJSLA Algebra I assessment in place of the 8th grade Math assessment. Thus, NJSLA Math 8 outcomes are not representative of grade 8 performance as a whole. Percentages may not total 100 due to rounding. Percentages may not total 100 due to rounding.



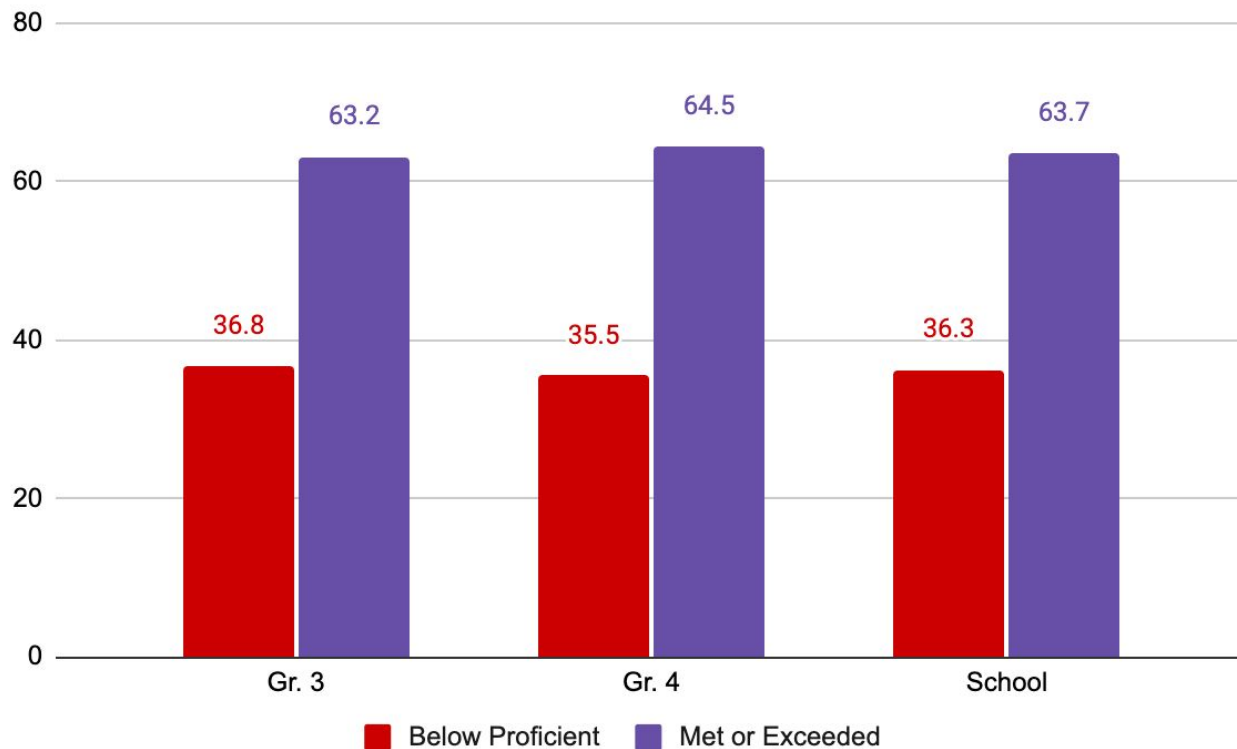
2021-2022 English-Language Arts (ELA) - LPES Results

	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
Grade 3	95	2.1%	12.6%	22.1%	47.4%	15.8%	63.2%
Grade 4	76	2.6%	13.2%	19.7%	46.1%	18.4%	64.5%
School	171	2.3%	12.9%	21.1%	46.8%	17.0%	63.7%

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



2021-2022 Mathematics (MAT) - LPES Results



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



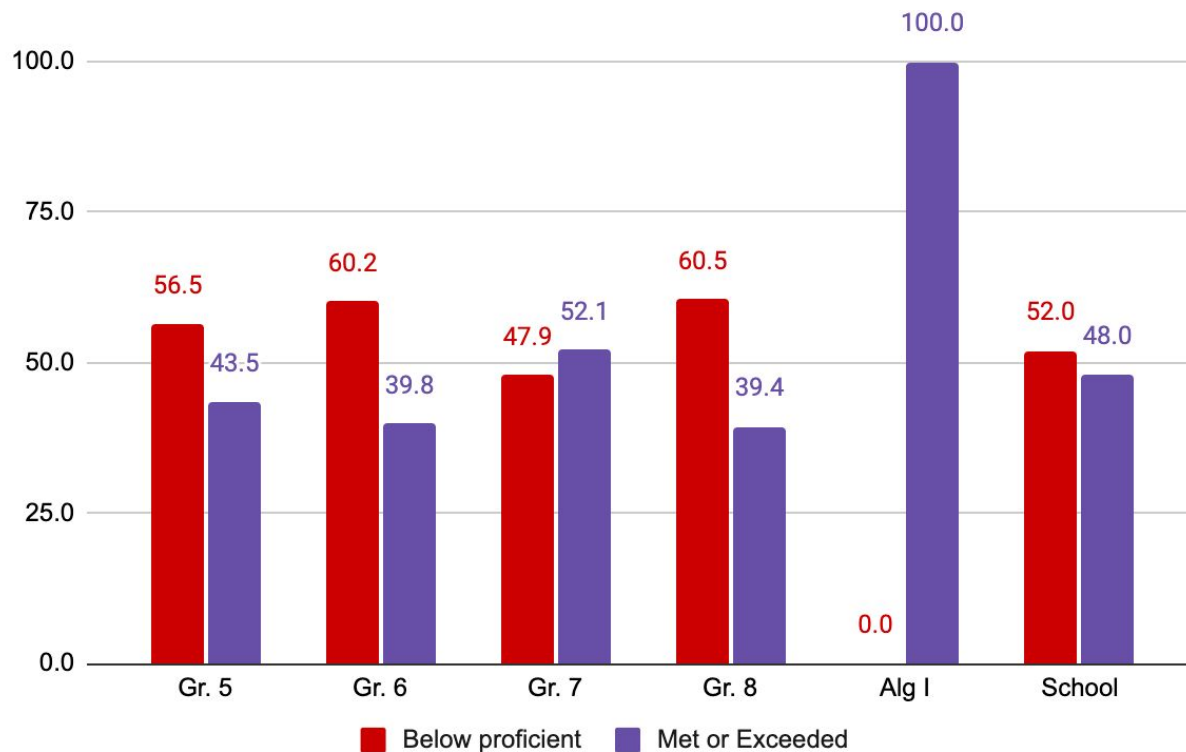
2021-2022 Mathematics (MAT) - LPMS Results

	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
Grade 5	92	12.0%	15.2%	29.3%	35.9%	7.6%	43.5%
Grade 6	93	0.0%	18.3%	41.9%	34.4%	5.4%	39.8%
Grade 7	94	3.2%	10.6%	34.0%	44.7%	7.4%	52.1%
Grade 8	76	6.6%	22.4%	31.6%	36.8%	2.6%	39.4%
Alg I	28	0.0%	0.0%	0.0%	85.7%	14.3%	100.0%
School	383	5.0%	15.1%	31.9%	41.5%	6.5%	48.0%

*Some students in grade 8 participated in the NJSLA Algebra I assessment in place of the 8th grade Math assessment. Thus, NJSLA Math 8 outcomes are not representative of grade 8 performance as a whole. Percentages may not total 100 due to rounding. Percentages may not total 100 due to rounding.



2021-2022 Mathematics (MAT) - LPMS Results



*Some students in grade 8 participated in the NJSLA Algebra I assessment in place of the 8th grade Math assessment. Thus, NJSLA Math 8 outcomes are not representative of grade 8 performance as a whole. Percentages may not total 100 due to rounding. Percentages may not total 100 due to rounding.

2021-2022 Mathematics (MAT) - District Subgroup

District	Total Number of Students Tested	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
Female	266	2.3%	15%	30%	41%	11%	52.3%
Male	287	5.9%	14%	27%	45%	8%	53.3%
Non-Binary/Undesignated	*	*	*	*	*	*	*
Hispanic or Latino	115	5.2%	21%	31%	37%	6%	42.6%
Asian	39	2.6%	10%	18%	51%	18%	69.2%
Black or African American	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
White	382	3.9%	12%	29%	45%	10%	54.7%
Two or More Races	*	*	*	*	*	*	*

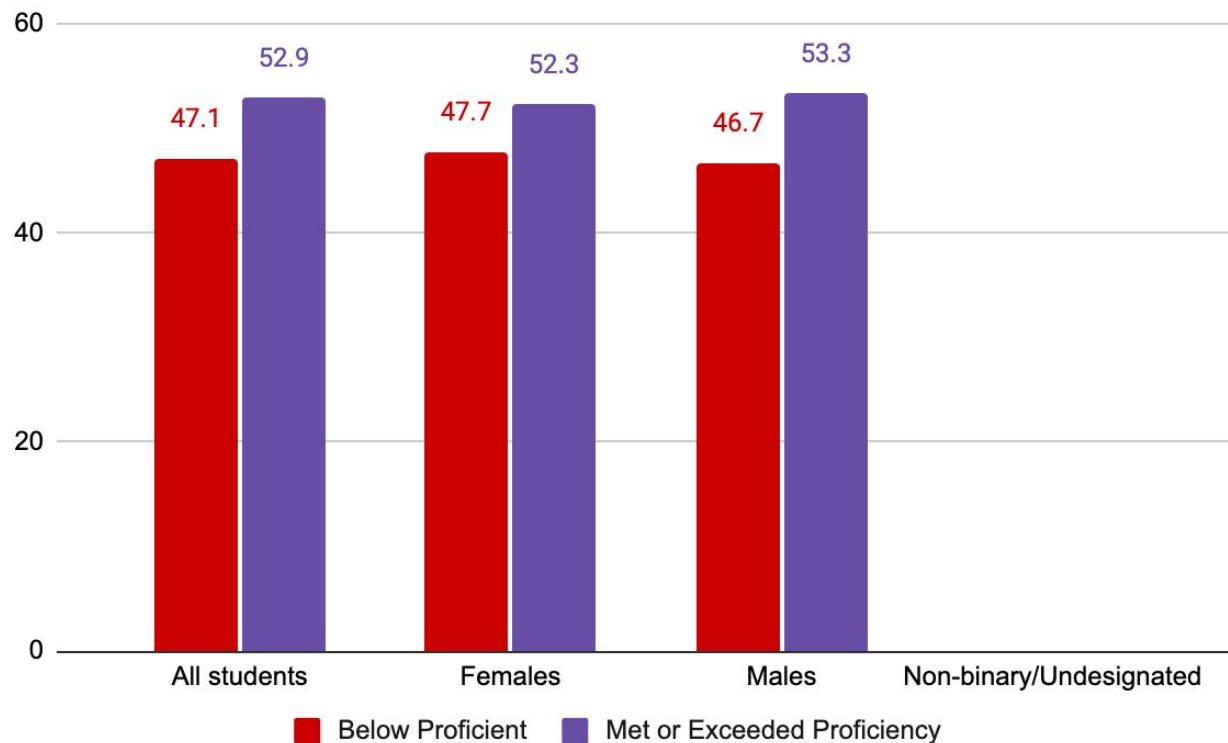
* Data not displayed to protect student privacy; N - No data to display

2021-2022 Mathematics (MAT) - District Subgroup

District	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
IEP	113	15.0%	31%	29%	19%	6%	24.8%
IEP-No	441	1.4%	10%	28%	49%	11%	60.1%
504	30	3.3%	23%	47%	27%	0%	26.7%
English Language Learner	15	6.7%	33%	53%	7%	0%	6.7%
EL-No	539	4.1%	14%	28%	44%	10%	54.2%
Economically Disadvantaged	14	21.4%	14%	36%	29%	0%	28.6%
Non-ED	540	3.7%	14%	28%	44%	25%	10.0%

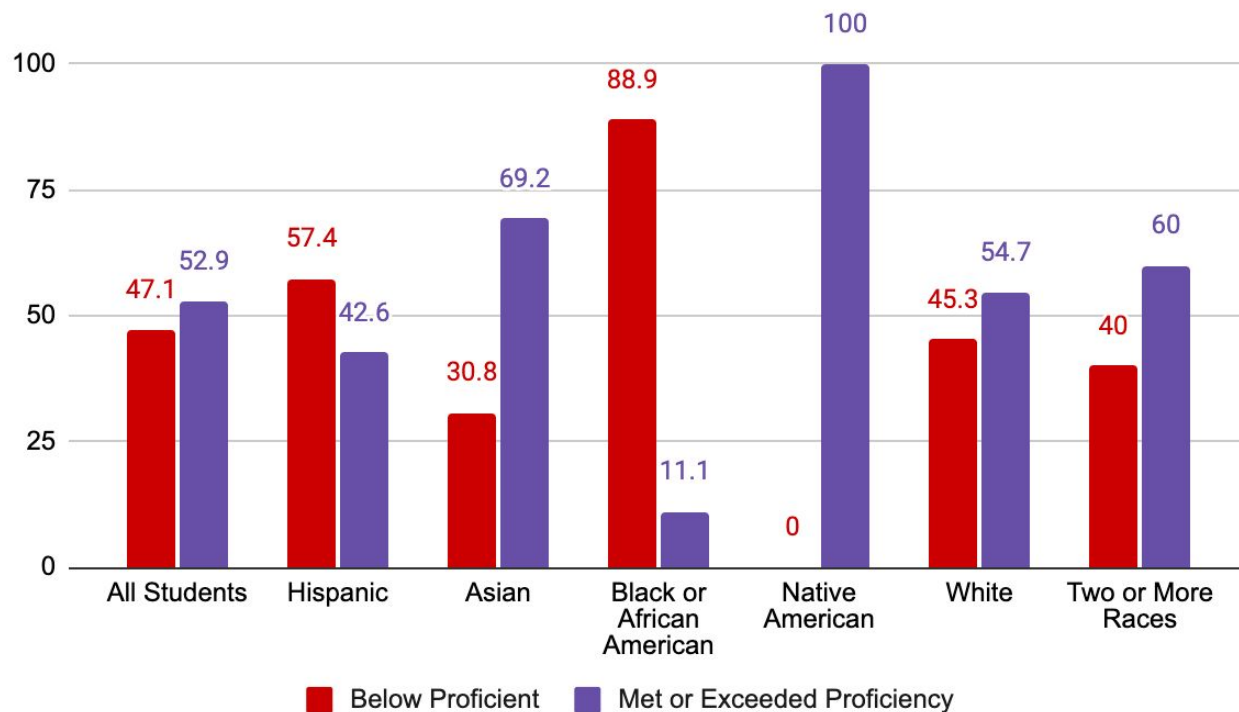
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2021-2022 Mathematics (MAT) - District Subgroup



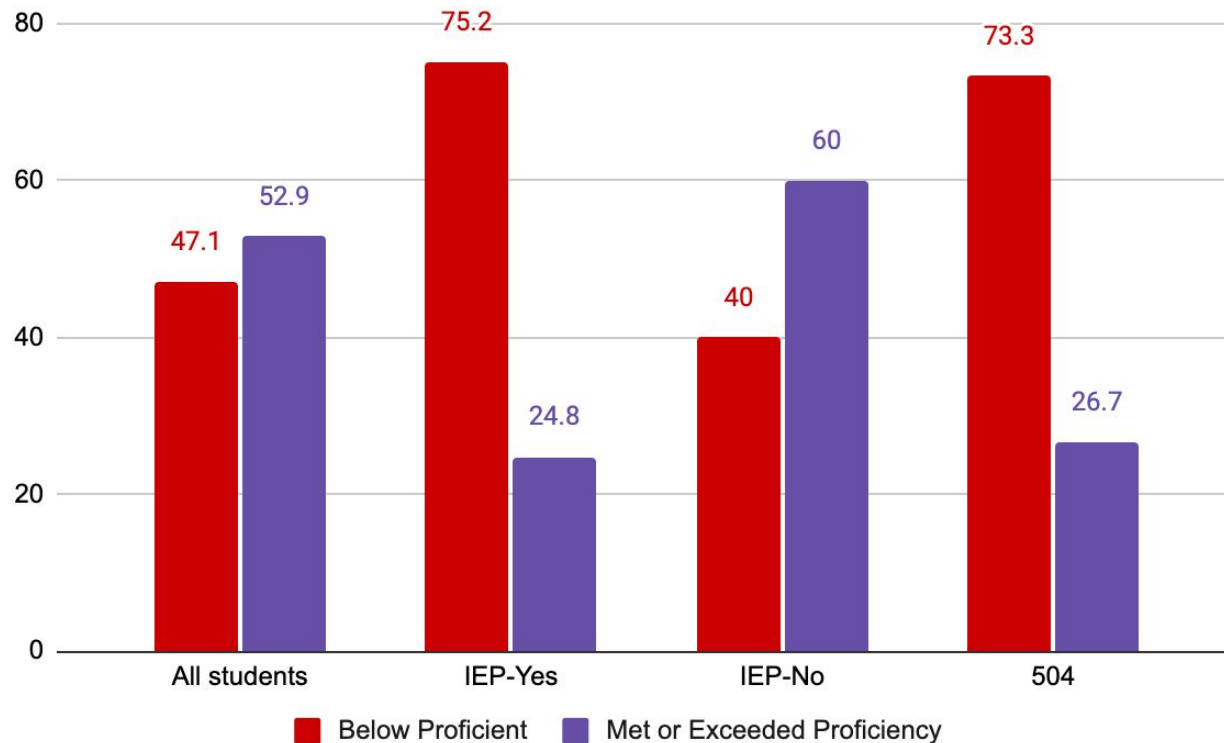
* Percentages for subgroups may represent a very small number of students in comparison to the overall population; percentages may not equal 100 due to rounding.

2021-2022 Mathematics (MAT) - District Subgroup



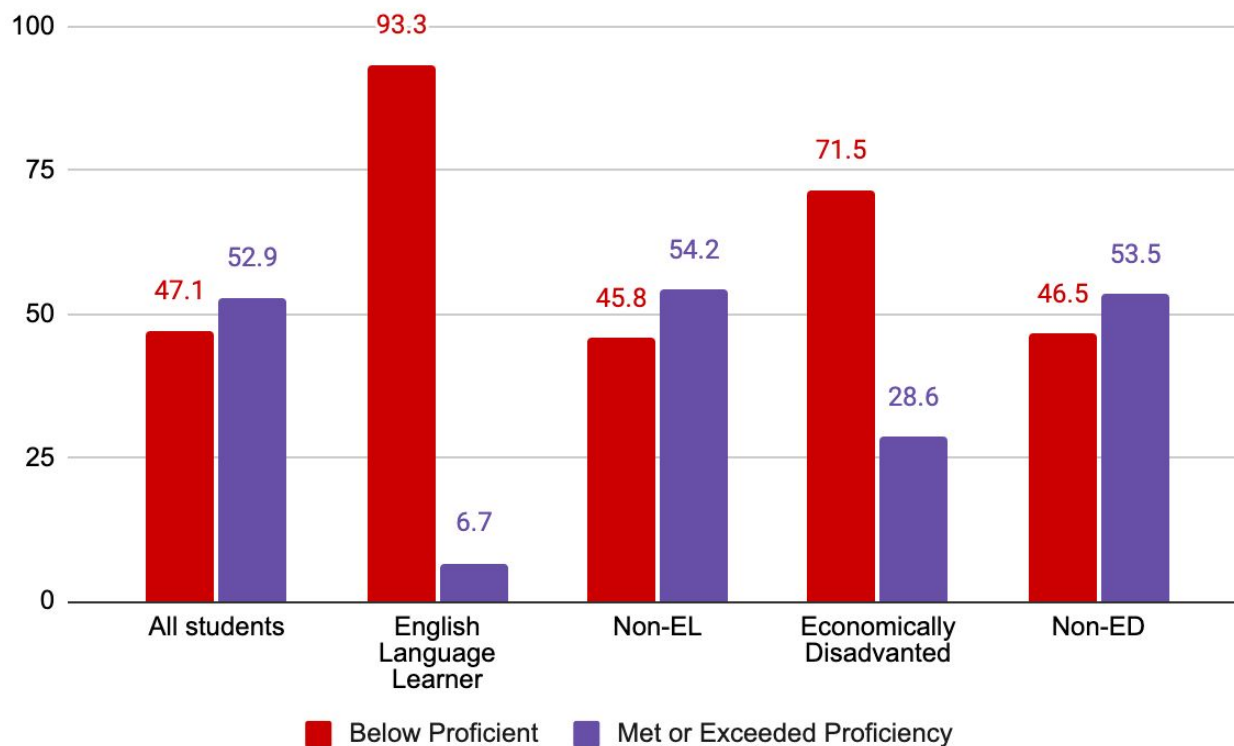
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2021-2022 Mathematics (MAT) - District Subgroup



* Percentages for subgroups may represent a very small number of students in comparison to the overall population; percentages may not equal 100 due to rounding.

2021-2022 Mathematics (MAT) - District Subgroup



* Percentages for subgroups may represent a very small number of students in comparison to the overall population; percentages may not equal 100 due to rounding.

Mathematics Subgroup Data by School



2021-2022 Mathematics - LPES Results by Subgroup

LPES	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 3							
Female	38	0%	10.5%	26.3%	47%	16%	63%
Male	57	3.5%	14%	19%	47%	16%	63%
GRADE 4							
Female	41	2.4%	9.8%	19.5%	37%	32%	68%
Male	35	2.9%	17.1%	20.0%	57.1%	2.9%	60%
SCHOOL							
Female	79	1.3%	10.1%	22.8%	42%	24%	66%
Male	92	3.3%	15%	20%	51%	11%	62%

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



2021-2022 Mathematics - LPES Results by Subgroup

LPES	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 3							
White	73	2.7%	10%	25%	48%	15%	63%
Hispanic or Latino	11	0.0%	18%	27%	45%	9%	55%
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
GRADE 4							
White	49	0.0%	12%	24%	45%	18%	63%
Hispanic or Latino	20	10.0%	20%	10%	55%	5%	60%
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*

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2021-2022 Mathematics - LPES Results by Subgroup

LPES	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
SCHOOL							
White	122	1.6%	11%	25%	47%	16%	63%
Hispanic or Latino	31	6.5%	19%	16%	52%	6%	58%
Asian	13	0.0%	15%	0%	54%	31%	85%
Black or African American	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*

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2021-2022 Mathematics - LPES Results by Subgroup

LPES	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 3							
IEP-Yes	23	0.0%	21.7%	35%	22%	22%	43%
IEP - No	72	2.8%	9.7%	18%	56%	13.9%	69%
504	*	*	*	*	*	*	*
GRADE 4							
IEP-Yes	18	11.1%	27.8%	33%	28%	0%	28%
IEP - No	58	0.0%	8.6%	16%	52%	24%	76%
504	*	*	*	*	*	*	*
SCHOOL							
IEP-Yes	41	4.9%	24.4%	34%	24%	12%	37%
IEP - No	130	1.5%	9.2%	17%	54%	18%	72%
504	*	*	*	*	*	*	*

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2021-2022 Mathematics - LPES Results by Subgroup

LPES	Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 3							
English Language Learner	*	*	*	*	*	*	*
Non-EL	91	2.2%	13%	20%	48%	16%	65%
Economically Disadvantaged	*	*	*	*	*	*	*
Non-ED	90	2.2%	12%	21%	48%	17%	64%
Migrant	N	N	N	N	N	N	N
GRADE 4							
English Language Learner	*	*	*	*	*	*	*
Non-EL	72	2.8%	10%	19%	49%	19%	68%
Economically Disadvantaged	N	N	N	N	N	N	N
Non-ED	76	2.6%	13%	20%	46%	18%	64%
Migrant	N	N	N	N	N	N	N
SCHOOL							
English Language Learner	*	*	*	*	*	*	*
Non-EL	163	2.5%	12%	20%	48%	18%	66%
Economically Disadvantaged	*	*	*	*	*	*	*
Non-ED	166	2.4%	13%	20%	47%	17%	64%
Migrant	N	N	N	N	N	N	N

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2021-2022 Mathematics - LPMS Results by SubGroup

LPMS	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
SCHOOL							
Female	187	2.7%	18%	33%	41%	6%	47%
Male	195	7.2%	13%	31%	42%	7%	49%
Non-binary/Undesignated	*	*	*	*	*	*	*

GRADE 5							
Female	45	8.9%	16%	36%	31%	9%	40%
Male	47	14.9%	15%	23%	40%	6%	47%
GRADE 6							
Female	47	0.0%	21%	43%	30%	6%	36%
Male	46	0.0%	15%	41%	39%	4%	43%

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2021-2022 Mathematics - LPMS Results by SubGroup

LPMS	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 7							
Female	53	1.9%	13%	30%	51%	4%	55%
Male	41	4.9%	7%	39%	37%	12%	49%
GRADE 8							
Female	30	0.0%	30%	33%	37%	0%	37%
Male	45	11.1%	18%	31%	36%	4%	40%
Non-binary/Undesignated	*	*	*	*	*	*	*
ALGEBRA I							
Female	12	0.0%	0%	0%	83%	17%	100%
Male	16	0.0%	0%	0%	88%	13%	100%

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2021-2022 Mathematics - LPMS Results by SubGroup

LPMS	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 5							
Hispanic or Latino	23	8.7%	22%	43%	26%	0%	26%
Asian	*	*	*	*	*	*	*
Black or African American	N	N	N	N	N	N	N
Native Hawaiian/ Other Pacific Islander	N	N	N	N	N	N	N
White	58	12.1%	12%	28%	36%	12%	48%
Two or More Races	*	*	*	*	*	*	*
GRADE 6							
Hispanic or Latino	19	0.0%	32%	47%	21%	0%	21%
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	N	N	N	N	N	N	N
White	64	0.0%	14%	39%	41%	6%	47%
Two or More Races	*	*	*	*	*	*	*

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2021-2022 Mathematics - LPMS Results by SubGroup

LPMS	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 7							
Hispanic or Latino	19	5.3%	26%	26%	32%	11%	42%
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
White	65	3.1%	8%	38%	46%	5%	51%
Two or More Races	N	N	N	N	N	N	N
GRADE 8 & ALGEBRA I							
Hispanic or Latino	22	4.5%	9%	32%	45%	5%	50%
Asian	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
White	73	5.5%	18%	21%	52%	4%	56%
Two or More Races	N	N	N	N	N	N	N

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2021-2022 Mathematics - LPMS Results by SubGroup

LPMS	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
SCHOOL							
Hispanic or Latino	84	4.8%	21%	37%	31%	6%	37%
Asian	26	3.8%	8%	27%	50%	12%	62%
Black or African American	*	*	*	*	*	*	*
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*
White	260	5.0%	13%	31%	44%	7%	51%
Two or More Races	*	*	*	*	*	*	*

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2021-2022 Mathematics - LPMS Results by SubGroup

LPMS	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 5							
IEP	19	42.1%	21%	26%	11%	0%	11%
IEP-NO	73	4.1%	14%	30%	42%	10%	52%
504	*	*	*	*	*	*	*
GRADE 6							
IEP	20	0.0%	35%	40%	20%	5%	25%
IEP-NO	73	0.0%	14%	42%	38%	5%	44%
504	*	*	*	*	*	*	*
GRADE 7							
IEP	18	16.7%	44%	28%	11%	0%	11%
IEP-NO	76	0.0%	3%	36%	53%	9%	62%
504	*	*	*	*	*	*	*
GRADE 8/ALGEBRA 1							
IEP	15	26.7%	40%	7%	20%	7%	27%
IEP-NO	89	1.1%	12%	26%	55%	6%	61%
504	11	0.0%	36%	45%	18%	0%	18%

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2021-2022 Mathematics - LPMS Results by SubGroup

LPMS	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
SCHOOL							
IEP	72	20.8%	35%	26%	15%	3%	18%
IEP-NO	311	1.3%	11%	33%	48%	7%	55%
504	25	4.0%	24%	48%	24%	0%	24%

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



2021-2022 Mathematics - LPMS Results by SubGroup

LPMS	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 5							
English-Language Learner	*	*	*	*	*	*	*
EL-NO	89	12.4%	15%	28%	37%	8%	45%
Economically Disadvantaged	*	*	*	*	*	*	*
Non-economically Disadvantaged	87	9.2%	15%	30%	38%	8%	46%
Migrant	N	N	N	N	N	N	N
GRADE 6							
English-Language Learner	*	*	*	*	*	*	*
EL-NO	92	0.0%	18%	41%	35%	5%	40%
Economically Disadvantaged	*	*	*	*	*	*	*
Non-economically Disadvantaged	93	0.0%	18%	42%	34%	5%	40%
Migrant	N	N	N	N	N	N	N

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2021-2022 Mathematics - LPMS Results by SubGroup

LPMS	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
GRADE 7							
English-Language Learner	*	*	*	*	*	*	*
EL-NO	93	2.2%	11%	34%	45%	8%	53%
Economically Disadvantaged	*	*	*	*	*	*	*
Non-economically Disadvantaged	93	3.2%	11%	34%	44%	8%	52%
Migrant	N	N	N	N	N	N	N
GRADE 8/ ALGEBRA I							
English-Language Learner	*	*	*	*	*	*	*
EL-NO	102	4.9%	16%	23%	51%	6%	57%
Economically Disadvantaged	*	*	*	*	*	*	*
Non-economically Disadvantaged	101	5.0%	17%	22%	50%	6%	56%
Migrant	N	N	N	N	N	N	N

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2021-2022 Mathematics - LPMS Results by SubGroup

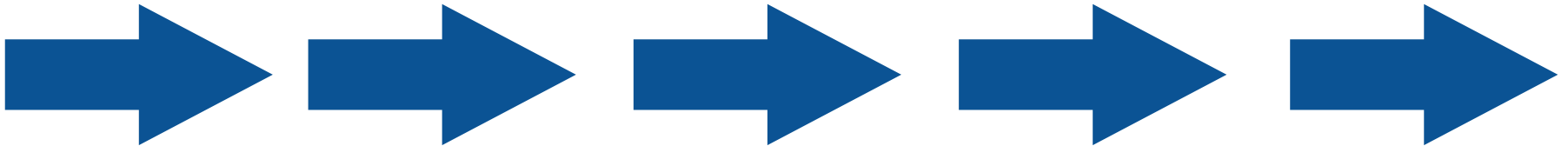
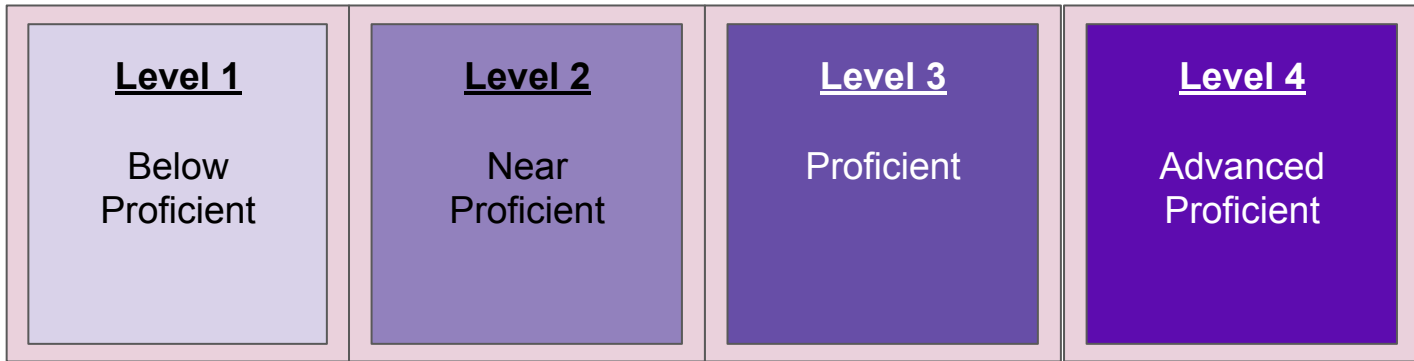
LPMS	Total Number of Valid Scores	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
SCHOOL							
English-Language Learner	*	*	*	*	*	*	*
EL-NO	376	4.8%	15%	31%	42%	7%	49%
Economically Disadvantaged	*	*	*	*	*	*	*
Non-economically Disadvantaged	374	4.3%	15%	32%	42%	7%	49%
Migrant	N	N	N	N	N	N	N

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Science

NJSLA Assessment Overview

Proficiency Levels



2021-2022 Science - District Overall Scores

	Number of Valid Scores	District Mean Score	State Mean Score	Level 1	Level 2	Level 3	Level 4	Level 3 & 4 Met or Exceeds
Grade 5	92	179	163	32.6%	23.9%	30.4%	13.0%	43.5%
Grade 8	103	168	161	25.2%	57.3%	13.6%	3.9%	17.5%

2021-2022 Science - District Overall Scores

	% Below Proficient (Level 1)		% Near Proficiency (Level 2)		% Proficient (Level 3)		% Advanced Proficiency (Level 4)		>= Level 3	
Grade	D	S	D	S	D	S	D	S	D	S
5	32.6	41.6	23.9	32.9	30.4	18.2	13	7.4	43.5	25.5
8	25.2	40.9	57.3	43.5	13.6	12	3.9	3.6	17.5	15.6

Analysis

Analysis

Given that the NJSLA was not administered in the years of 2019-2020 and 2020-2021, trends can not be analyzed with integrity due to the disruption in education.

We are viewing 2021-2022 as a new “baseline” from which we are planning and providing instructional strategies and interventions to support students and meet them where they are currently at.

In addition, some subgroup populations are a very small number of students in the district or school, which may lead to misinterpretation of the impact of the numbers when viewed as a percentage.

ELA Analysis

Some notable achievements on the NJSLA in Reading & Writing:

- Lincoln Park students performed significantly higher on average than the state in **all levels** in ELA.

Notable:

- Lincoln Park students on average outperformed the state mean scale score in all grades.
- 82% of all 6th grade students scored in Levels 4 & 5
- 78% of female students scored proficient or above across the district.
- 93% of male students in grade 3 scored proficient or above.
- 81% of students without an IEP scored proficient or above across the district.

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

Math Analysis

Some notable achievements on the NJSLA in Math:

- Lincoln Park students performed significantly higher on average than the state in almost all levels in Math, with the exception of Level 3 in grades 5 - 8.

Notable:

- Lincoln Park students on average outperformed the state mean scale score in all grades.
- 100% of all Algebra I students scored in Levels 4 & 5
- By utilizing the Foundations period to support the expected dip in math scores, grade 4 was able to maintain a proficiency level (64.5%) similar to the 2018-2019 scores (65.9%).
- In both schools, there was not a significant difference between the percentage of male and female students scoring proficient.

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

Analysis - Interventions

- Math results were impacted more than ELA results across the district.
- More students have been identified for our Basic Skills Instruction/Intervention team in Math than in ELA and are receiving support at both LPES and LPMS.
- While more students in Grades 5 - 8 scored at Level 3 (Approaching) versus the state average for the same level, significantly fewer students in these grades performed in levels 1 & 2, indicating that we had more students closer to proficiency than the state average overall.
- At the middle school, the new Gryphon Goals period will be used by intervention teachers to support more students and work on targeted skills identified through the data.
- Data chats with the Teacher Coach will be held with teams on a regular basis to monitor student progress in these subjects.

Science Analysis

Notes on 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.
- Grade 5 students performed significantly better than the state average. (43.5% compared to the state average of 25.5%)
- We are analyzing the vertical alignment of topics and concepts and the alignment to the science practices as well as standards in order to determine how best to teach and review ahead of the spring assessments.

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

Parent Resources

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



Lincoln Park Elementary School



LPES Objectives in Review 2021 - 2022

Objective 1:

The Multi-Tiered System of Supports goal was planned to be continued into the 2021-2022 school year, due to the Hybrid instructional format that was in place for the 2020-2021 school year. The goal continues to be for the district to design, structure, and implement a Multi-Tiered System of Supports, district-wide, over a three-year period.

LPES will have instructional time built into grade level schedules to allow for additional remediation and enrichment activities based on student needs according to their tiered placement. During the 2021 - 2022 school year, at least two professional development sessions, two faculty meetings, and various PLC meetings will be focused on MTSS data assessment and collaboration.

Objective 2:

While there has been a focus on academic loss due to the COVID-19 Pandemic, research shows that the social-emotional well-being of students has a significant impact on their academic performance. Research also suggests that the Pandemic has impacted the social-emotional well-being of teachers and other school staff.

Historically, the Lincoln Park School District has invested in Social Emotional Learning (SEL) with our climate and culture initiatives (Houses, climate committees, etc.). In concert with what we have done in the past, we will continue to strive to incorporate SEL this school year. As such, the District has recently purchased the Second Step and Responsive Classroom programs for both schools. Time for SEL has been built into grade level schedules (a daily 30 minute SEL homeroom period). Additionally, time will be provided for staff SEL activities during meetings and professional development days.

LPES: A Look Back at the 2021 - 2022 School Year

- We were excited to welcome everyone back into the building for a regular, full day of instruction!
- Panther Pride meetings were held - outside for the most part
- Climate Teams were slowly restarted at the end of the year (staff and students)
- Teachers utilized different types of assessments to gather data on students' progress
- Increased communication between all stakeholders
- Continued one-to-one technology initiative with some improved technology
- Grade-level intervention periods (MTSS) were used for targeted, leveled instruction
- Team meetings held weekly for all grades and Related Arts Team
- PLCs and parts of PD days were used for data discussions
- 30-minute SEL homeroom implemented for students
 - SEL initiatives for both students and staff throughout the year
- Continued incorporation of mindfulness activities in classrooms - in addition to "Mindfulness at LPES" week

LPES: A Look Back at the 2021 - 2022 School Year

- Brought back activities that had been sidelined due to previous restrictions (including but not limited to):
 - Halloween parade
 - Class parties
 - Parent - Teacher Conferences
 - Assemblies and field trips
 - Guest readers and "Hop on Pop" during RAA Week
 - Kindergarten Orientation and Screening
 - 4th grade Orientation at LPMS
 - Spelling Bees
 - Book Character Shows (2nd grade)
 - Jump Rope for Heart
 - PTO Walk-a-Thon
 - "In-person" Art Show and 4th grade concert
- Continued to implement school spirit and having pride in LPES

LPES Current Objectives 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: Current Year and Beyond

- We have hit the ground running!
- Teachers are continuing to use various assessments to help target instruction
- Grade-level intervention periods (MTSS) have been reviewed and guidance is being given by Teacher Coach / Director of Curriculum and Instruction / Principal
- BSI program with two new staff members
- SEL Homeroom has been added to the end of the day
 - 20 minutes in the morning
 - 10 minutes in the afternoon
 - SEL homeroom "check in" coupled with dismissal
- Working with the technology department with regard to tech needs for staff and students
- Continuing to incorporate mindfulness activities

LPES: Current Year and Beyond

- Will continue to review daily schedule to see how we can maximize our instructional time
- New reading program!
 - Lots of discussion, training, and PD
- Adding more in-person activities and events this year (i.e. concerts)
- Panther Pride meetings held with whole school inside as well as outside
- Weekly grade-level team meetings continuing
- Always working on communication between staff/administration/parents
 - School and district goal with social media posts to highlight all the great things happening at LPES
- Looking at more ways to implement LPES school spirit/pride
 - School goal of engagement for staff and students
 - Climate survey
- Both LPES and LPMS will be focused on initiatives as a result of the Strategic Planning Committee



LINCOLN PARK MIDDLE SCHOOL



LPMS OBJECTIVES IN REVIEW 2021-2022

Objective 1

The Multi-Tiered System of Supports goal was planned to be continued into the 2021-2022 school year, due to the Hybrid instructional format that was in place for the 2020-2021 school year. The goal continues to be for the district to design, structure, and implement a Multi-Tiered System of Supports, district-wide, over a three-year period.

LPMS will have instructional time built into grade level schedules to allow for additional remediation and enrichment activities based on student needs according to their tiered placement. A L.P.M.S Foundations Course and Flex time has been integrated into the schedule. At least two professional development sessions, two faculty meetings, and various PLC meetings will be focused on MTSS data assessment and collaboration.

Objective 2:

While there has been a focus on academic loss due to the COVID-19 Pandemic, research shows that the social-emotional well-being of students has a significant impact on their academic performance. Research also suggests that the Pandemic has impacted the social-emotional well-being of teachers and other school staff.

Historically, the Lincoln Park School District has invested in Social Emotional Learning (SEL) with our climate and culture initiatives (Houses, climate committees, etc.). In concert with what we have done in the past, we will continue to strive to incorporate SEL this school year. As such, the District has recently purchased the Second Step and Responsive Classroom programs for both schools. Time for SEL has been built into grade level schedules (a daily 48 minute Foundations Course). The focus of the LPMS Foundations course will be academic three days a week and SEL twice a week. Additionally, time will be provided for staff SEL activities during meetings and professional development days.

Each foundations teacher will engage in appropriate SEL activities during their daily scheduled homeroom time, and, with regard to the staff, at least four staff-focused SEL opportunities will be provided during the course of the 2021-2022 school year.

LPMS: A LOOK BACK

- Our staff utilized opportunities during Foundations and Flex time that assisted with addressing learning gaps. During professional development days, grade level meetings and PLCs our staff utilized this time to partake in data chats and trends.
 - Foundations time was used to work with students in a small group setting to give students the assistance that they needed based on data that was collected.
- Our Foundations teachers made use of our Second Step resource to provide our students with character education and SEL.
- Our staff utilized several different mindfulness techniques during instruction.
- Last year we brought back our in-person concerts, grade level field trips, dances, sports and end of the year 8th grade events back.
- We also started, what we hope to be an annual fundraiser, our 8th graders facing the LPPD in basketball.
- Started our Gryphtastic acknowledgements

LPMS CURRENT OBJECTIVES 2022 - 2023

Objective 1

Communication

While the school regularly communicates with parents weekly through our emailed messages, it aims 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 AHEAD

- This year, the staff at LPMS are tasked with showcasing all of the great things that we do in and around the classroom. We aim to accomplish this by:
 - Increasing our social media presence
 - Increasing communication with our parents
 - Utilizing blackboard connect to send text messages, email, and voice calls.
 - Providing seasonally updates of our extracurricular and sports activities.
 - Having a night of the arts event
 - Working with our community partners to provide informational evenings
 - Have daytime coffee chats with parents and specific groups
 - Keeping the district's website up to date
- Bringing back our School Climate Team which we aim to accomplish the following:
 - Bringing back the 4 house system at the middle school
 - Having a student led climate team
 - Focusing on different approaches to keep staff morale high
 - Bringing back our seasonal pep rallies and having different climate events
 - Creating an 8th grade principal advisor committee
 - Implementing a climate survey to provide real-time data on the current state of our climate

LPMS: WHAT ELSE IS IN STORE FOR US!

- Gryphon Goals Class: This is a 23 minute class that all 6th through 8th graders are receiving this year. It has taken the concepts of foundations and flex time combined them and updated our approaches to best meet the needs of the students.
- We are looking into and forward to participating in different community events, such as our window painting.
- We have planned our 5th & 6th grade field trips for the fall and our 7th and 8th grade trips will be in the spring.
- In the Spring our Band and Performing Arts students will be participating in the Festival at the Parks at Dorney Park
- We are once again tracking our house points.
- Will be having at least two 7th & 8th dances this year.
- Student Council will be running several different drives and events throughout the year.
- We are excited over the the upcoming referendum projects.
- We are also focused on the different initiatives that have come out of the Strategic Planning Committee.



#LPMSTRONGERTOGETHER



Department of Curriculum

Curriculum & Instruction

School Year 2021-2022

- The curriculum listed below was revised during the 2021-2022 school year to include the updated 2020 Standards for each content area.
- Teams of teachers worked together throughout the year to build curriculum that integrates technology, career readiness, climate change and other requirements mandated by the state.

- Science
- Social Studies
- Comprehensive Health & Physical Education
- Computer Science
- Design Thinking
- Career Readiness, Life Literacies & Key Skills*
(*integrated into other content areas*)

- World Languages
 - *Spanish K-4, 6-8*
 - *French 5 - 8*
- Visual & Performing Arts
 - *Visual Art*
 - *General Music*
 - *Ensembles (Choir/Band)*
 - *Dance*
 - *Media Art*

Curriculum & Instruction

School Year 2021-2022

MTSS - Multi-tiered system of support

- A new Teacher Coach/MTSS Coordinator position was established. The Teacher Coach worked with both schools and administration to help support the implementation of the intervention periods.
- In both LPES and LPMS, intervention periods were utilized to support all students.
- At LPES, teachers identified skills and topics in ELA & Math that students needed to help reduce gaps in instruction from Covid. Teams used the time to work with groups of students to meet the needs. Basic Skills Instructors and Special Ed teachers also worked with students during the intervention periods.
- At LPMS, Basic Skills Instructors led intervention periods called “Foundations” and pulled small groups during the day to help meet the needs of students.

Curriculum & Instruction

School Year 2021-2022

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

- A committee of teachers and administration met to review new programs for reading & writing.
- Programs were vetted for alignment to the standards as well as their strength in Phonics, Reading and Writing.
- A group of teachers visited another school district to help with the vetting process.
- In the end, the district purchased the *Into Reading* program from Houghton Mifflin Harcourt (HMH).
- The district also purchased training for teachers in the 2022-2023 school year which will include on-site and off-site training by an HMH specialist.
- In addition to identifying a new reading program, teams of teachers met last year across K - 8 to analyze and review writing standards and benchmarks.

Curriculum & Instruction

The program is highly rated by the consumer group: Edreports.org.

Quick Glance at grade level ratings							
	K →	1 →	2 →	3 →	4 →	5 →	6 →
GATEWAY 1 ⓘ Text Quality	58/58	57/58	57/58	39/42	40/42	40/42	35/36
GATEWAY 2 ⓘ Building Knowledge	30/32	28/32	30/32	30/32	32/32	32/32	32/32
ALIGNMENT ⓘ	Meets	Meets	Meets	Meets	Meets	Meets	Meets
GATEWAY 3 ⓘ Usability	33/34	33/34	33/34	32/34	32/34	32/34	32/34

Curriculum & Instruction

2022-2023

- The state is currently in the revision process to update the 2016 English-Language Arts and Mathematics Standards.
- 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.
- Our contract with Amplify Science & Into Social Studies will end this year so we will be meeting to determine if we would like to continue with the program or find another program.

Department of Special Services

Department of Special Services

2021-2022

- ❖ RTI-
 - First Grade - assisted in developing a transitional first grade pilot program
 - BSI- intense targeted instruction during the school year and into a summer program
 - Speech therapy for kindergarten students
- ❖ Classification Rate - continues to increase in the area of preschool child with a disability

Department of Special Services 2021-2022

- ❖ Communication/Engagement
 - Provided parent group
 - Student input in IEP meetings
- ❖ CST attending grade level team meetings:
 - The case managers attended grade level team meetings when discussions occurred about struggling students.

Department of Special Services

2022-2023

- ❖ Communication/Engagement
 - Continue to participate in monthly team meetings
 - Student input in IEP meetings
 - Provide parent groups
 - 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

Department of Special Services 2022-2023

❖ RTI ~

- Phonics First - continue with professional development and implementation of this Orton Gillingham based program
- Transitional First Grade - provide needed support to the class

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 three 4th graders and one 7th grader eligible for this test in the Spring of 2022. Students are rated as emerging, approaching the target, at target, or advanced. Most of students scored at approaching the target.

Access for ELLS 2.0

Proficiency Levels

1. **Entering**-knows and uses minimal social language and minimal academic language with visual and graphic support
2. **Emerging**-Knows and uses some social English and general academic language with visual and graphic support
3. **Developing**-Knows and uses social English and some specific language with visual and graphic support.
4. **Expanding**-Knows and uses social English and some technical academic language
5. **Bridging**-Knows and uses social and academic language working with grade level material.
6. **Reaching**-Knows and uses social academic language at the highest level measured by this test.

Access for Ells 2.0

2021-2022 School Year

Areas Tested

1. Listening
2. Speaking
3. Reading
4. Writing
5. Oral Language
6. Literacy
7. Comprehension

K-4 Access for Ells results

Proficiency Level	Listening	Speaking	Reading	Writing	Oral Language	Literacy	Comprehension	Overall Score
1-Entering	0	2	5	1	1	4	4	2
2-Emerging	1	10	6	4	2	7	1	4
3-Developing	2	7	4	19	9	11	4	12
4-Expanding	6	0	3	2	7	4	5	8
5-Bridging	4	1	5	0	3	0	8	0
6-Reaching	15	6	4	0	4	0	5	0

K-4 Access for Ells results

Kindergarten	Listening	Speaking	Reading	Writing
Highest Score	348	392	280	305
Lowest Score	279	349	100	246
Total Number	7			

1st Grade	Listening	Speaking	Reading	Writing
Highest Score	411	297	327	299
Lowest Score	239	156	281	218
Total Number	6			

2nd Grade	Listening	Speaking	Reading	Writing
Highest Score	377	308	400	352
Lowest Score	289	224	321	284
Total Number	6			

K-4 Access for Ells results

3rd Grade	Listening	Speaking	Reading	Writing
Highest Score	388	328	358	300
Lowest Score	346	224	308	284
Total Number	4			

4th Grade	Listening	Speaking	Reading	Writing
Highest Score	437	305	408	359
Lowest Score	414	270	324	319
Total Number	4			

5-8 Access for Ells results

Proficiency Level	Listening	Speaking	Reading	Writing	Oral Language	Literacy	Comprehension	Overall Score
1-Entering	1	0	2	0	1	1	2	0
2-Emerging	0	2	2	1	1	1	0	2
3-Developing	1	2	0	2	0	2	2	1
4-Expanding	0	3	0	2	3	0	0	1
5-Bridging	1	0	1	1	1	1	0	2
6-Reaching	4	0	2	1	1	2	3	1

5-8 Access for Ells results

5th Grade	Listening	Speaking	Reading	Writing
Highest Score	493	374	436	440
Lowest Score	407	318	377	395
Total Number	3			

6th Grade	Listening	Speaking	Reading	Writing
Highest Score	*	*	*	*
Lowest Score	*	*	*	*
Total Number	1			

5-8 Access for Ells results

7th Grade	Listening	Speaking	Reading	Writing
Highest Score	*	*	*	*
Lowest Score	*	*	*	*
Total Number	1			

8th Grade	Listening	Speaking	Reading	Writing
Highest Score	443	392	337	394
Lowest Score	302	212	332	330
Total Number	2			

Trends, Comparative Analyses, and Intervention Strategies DLM and Access for Ells students

- DLM individual results give instructional areas for each student
- ELL- Most of the students fell within the developing and expanding proficiency levels
- ELL students who qualify will be given intervention time that focuses on the development of their English Language skills.

Questions & Comments

Instagram: LincolnParkPublicSchools

Facebook: Lincoln Park Public Schools

<https://www.facebook.com/Lincoln-Park-Public-Schools-55564266126021>