



Lynn Crest Elementary School
(23-5850-210)
Grades Offered: PK-05
2018-2019

Report Key:

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- N** No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Woodbridge Township School District
Principal Name	Mr. Matthew Connelly
Address	98 IRA AVENUE COLONIA, NJ 07067
Phone Number	732-499-6558
Email Address	matthew.connelly@woodbridge.k12.nj.us
Website	https://www.woodbridge.k12.nj.us/page/27
Twitter	https://twitter.com/lynncresttigers



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	42	45	68
KG	38	48	23
1	61	45	60
2	46	64	46
3	41	45	72
4	68	39	46
5	76	64	40
Total	372	350	355

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	42.2%	41.7%	39.4%
Male	57.8%	58.3%	60.6%
Economically Disadvantaged Students	20.2%	17.7%	18.3%
Students with Disabilities	36.6%	35.7%	39.4%
English Learners	0.5%	0.3%	1.4%
Homeless Students	0.0%	1.1%	0.3%
Students in Foster Care	1.3%	1.1%	0.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	41.4%	42.6%	43.9%
Hispanic	17.2%	16.0%	14.4%
Black or African American	8.1%	8.3%	7.3%
Asian	31.2%	30.9%	32.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.2%	2.3%	2.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	36	36	56
PK - Full Day	6	9	12
KG - Half Day	30	32	0
KG - Full Day	8	16	23

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	82.0%
Gujarati	6.8%
Spanish	4.5%
Portuguese	1.1%
Other Languages	5.6%



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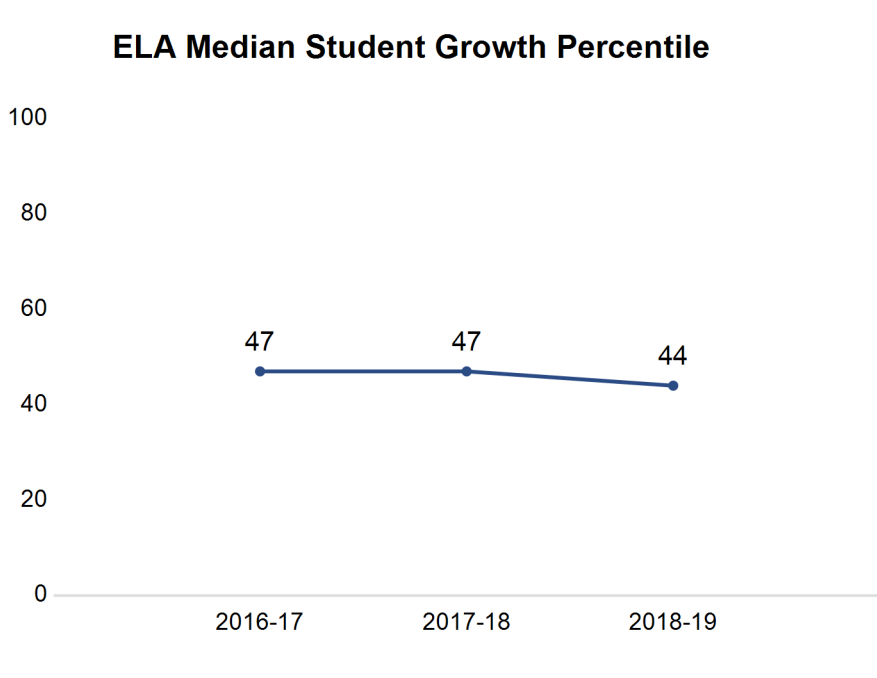
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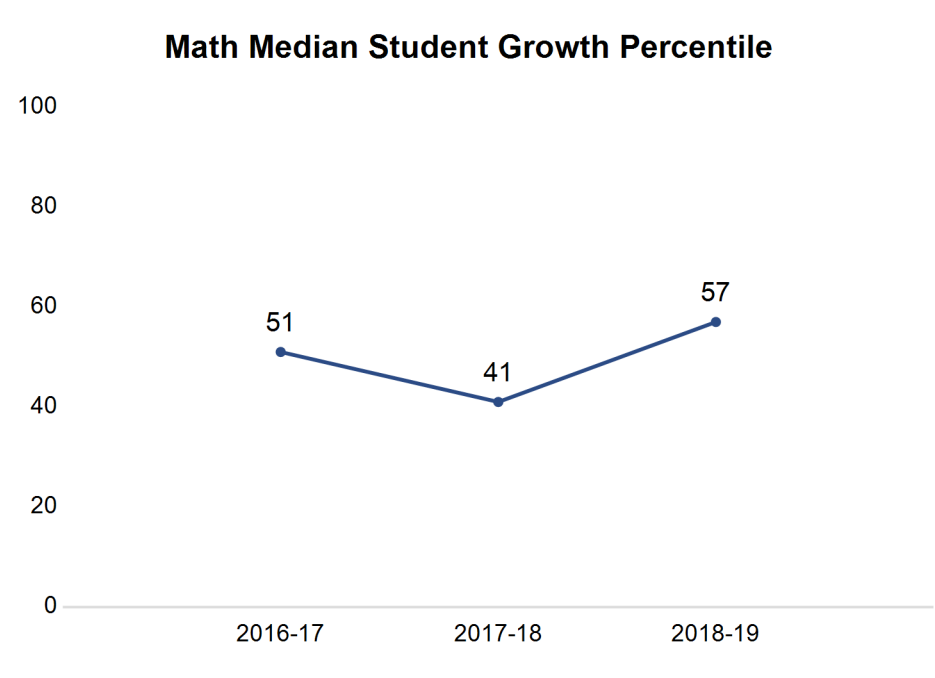
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	47	44	51	41	57
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students. More information and additional data can be found on the [NJDOE Student Growth page](#).

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	44	45	50	Met Standard	57	52.5	50	Met Standard
White	45	45	50	Met Standard	56.5	50	52	Met Standard
Hispanic	41	39	49	**	46	52	47	**
Black or African American	*	37	45	**	*	46	43	**
Asian, Native Hawaiian, or Pacific Islander	55	51	59	Met Standard	62	58.5	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	39.5	49	**	*	51	52	**
Female	52.5	48	53	N	61	52	50	N
Male	39	41	47	N	56	53	51	N
Economically Disadvantaged Students	41	43	48	**	38.5	51	46	**
Students with Disabilities	39	37	43	**	54	47	45	**
English Learners	N	53	52	**	N	57	50	**
Homeless Students	N	36.5	43	N	N	43	44	N
Students in Foster Care	*	34	42	N	*	62	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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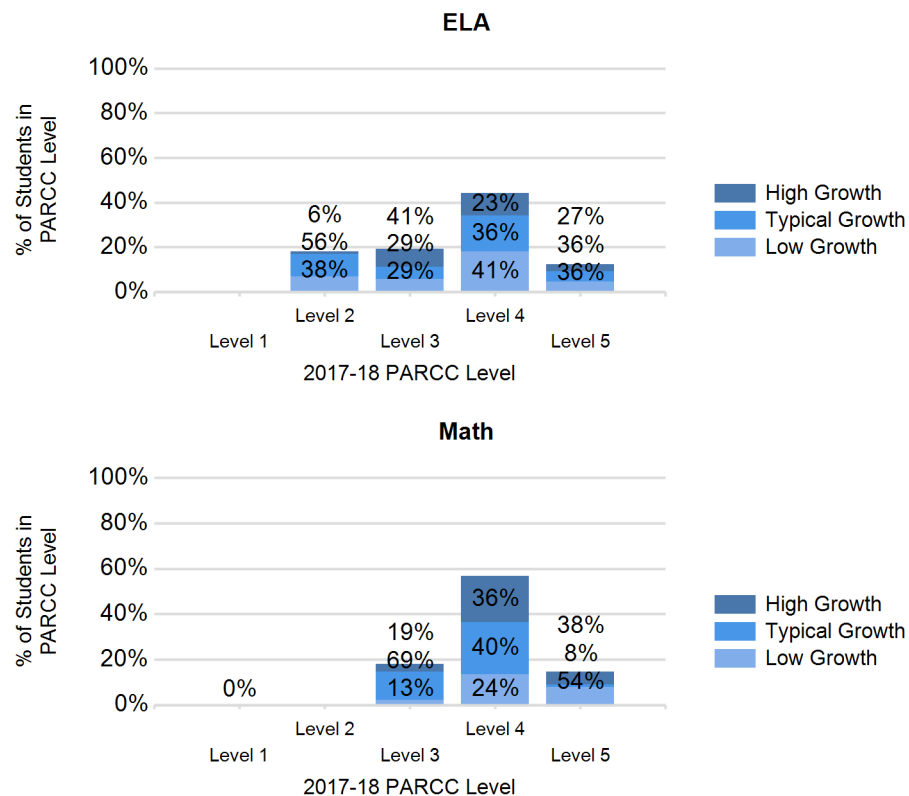
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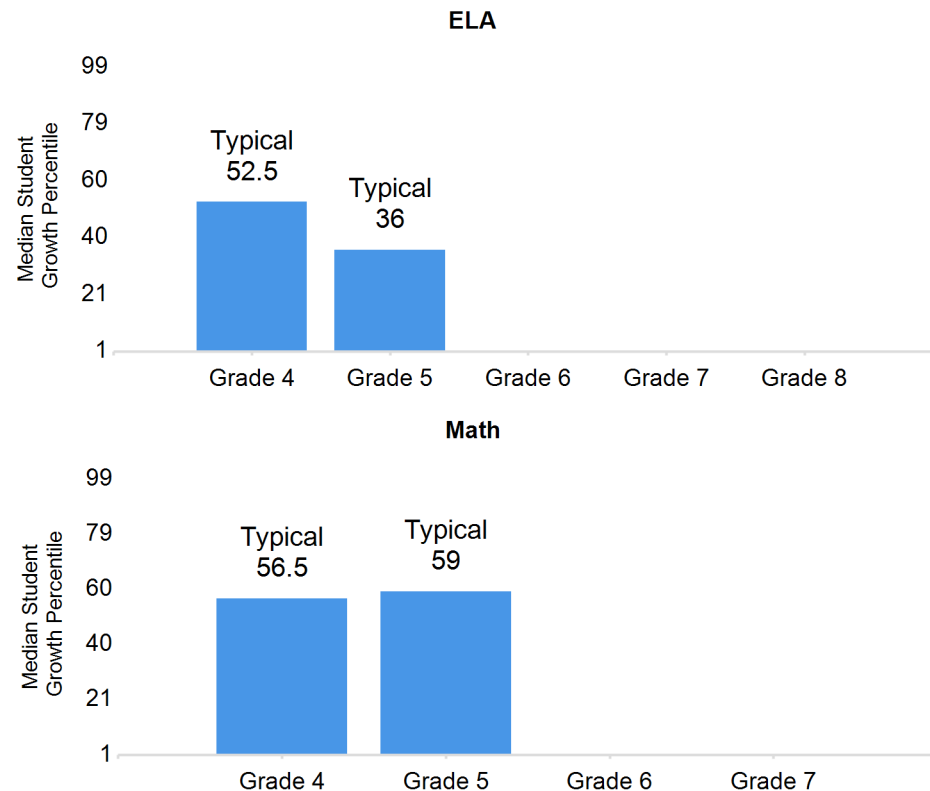
Student Growth by Performance Level

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



Student Growth by Grade

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





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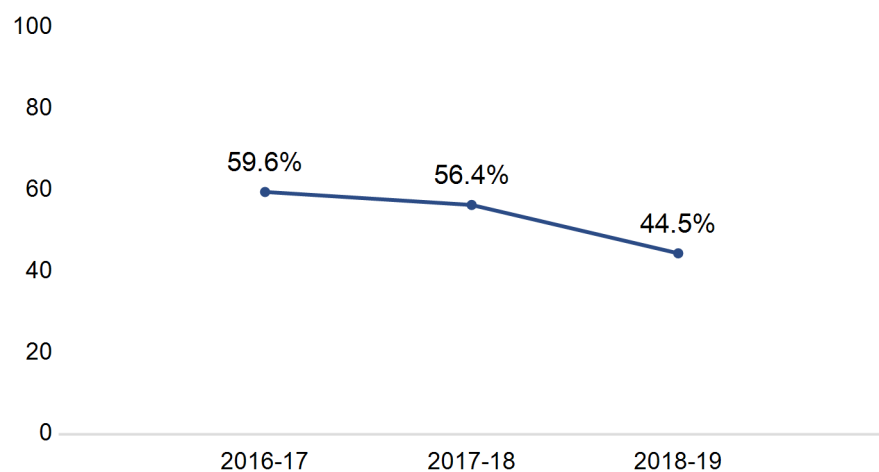
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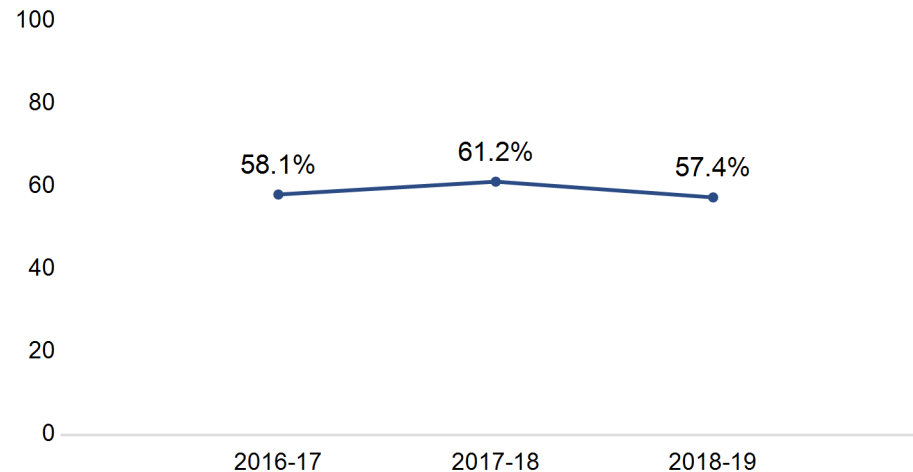
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	97.4%	98.2%	98.0%	97.4%	98.2%
Proficiency Rate for Federal Accountability	59.6%	56.4%	44.5%	58.1%	61.2%	57.4%
Annual Target	48.9%	50.6%	52.2%	60.5%	61.6%	62.6%
Met Annual Target?	Met Target	Met Target	Not Met	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	155	98.2	44.5	47.8	57.9	44.5	52.2	Not Met
White	79	97.6	46.8	46.0	66.9	46.8	55.9	Met Target†
Hispanic	27	100.0	22.2	34.0	43.9	22.2	34	Met Target†
Black or African American	*	*	*	32.7	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	38	100.0	57.9	68.7	82.9	57.9	62.1	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	62	98.5	53.2	55.7	64.8	53.2		
Male	93	98.0	38.7	40.2	51.3	38.7		
Economically Disadvantaged Students	27	93.3	25.9	34.6	40.0	25.4	27.5	Met Target†
Non-Economically Disadvantaged Students	128	99.2	48.4	54.4	67.9	48.4		
Students with Disabilities	46	97.9	21.7	13.1	22.7	21.7	21.7	Met Target
Students without Disabilities	109	98.3	54.1	52.6	65.1	54.1		
English Learners	*	*	*	37.2	29.3	*	**	**
Non-English Learners	*	*	*	48.6	60.6	*		
Homeless Students	*	*	*	15.7	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



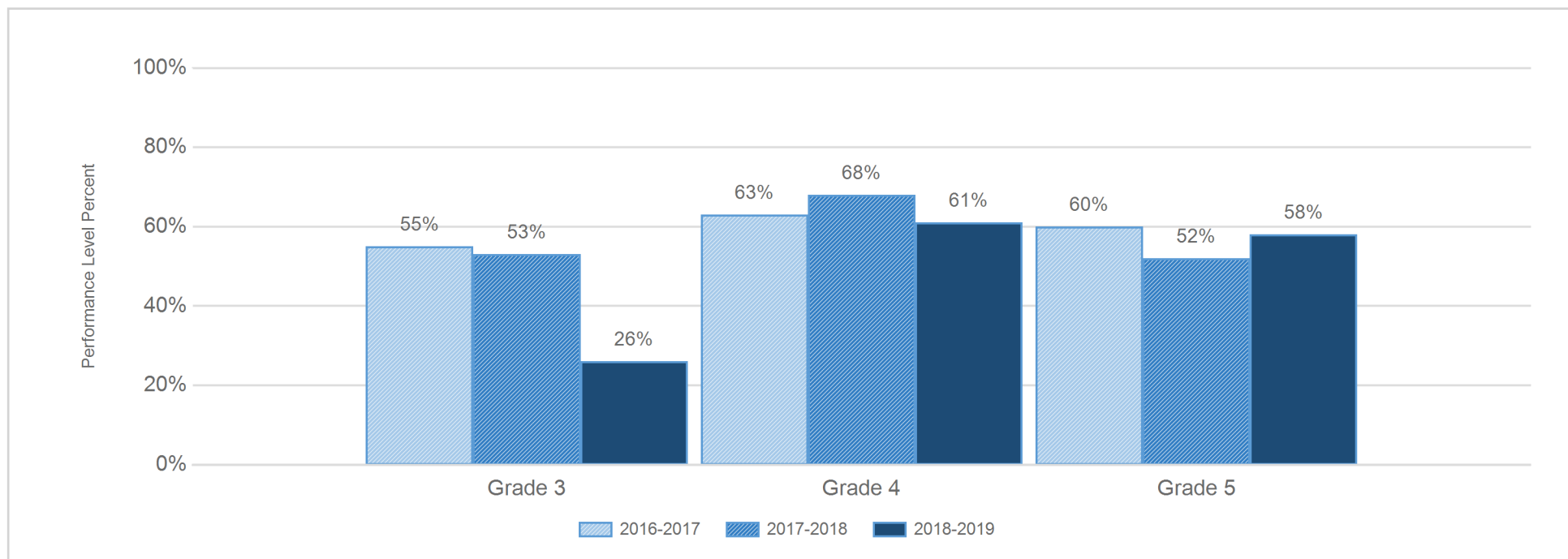
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	723	744	748	32%	15%	27%	26%	0%	26%	50%
White	32	729	741	757	*	*	34%	*	*	25%	60%
Hispanic	*	*	729	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	18	726	761	773	*	*	*	*	*	33%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	25	734	749	753	*	*	*	*	*	36%	55%
Male	41	716	740	743	*	*	*	*	*	20%	46%
Economically Disadvantaged Students	11	707	730	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	55	726	751	759	*	*	*	*	*	*	61%
Students with Disabilities	23	695	710	719	*	*	*	*	*	*	24%
Students without Disabilities	43	738	749	754	*	*	*	*	*	*	56%
English Learners	*	*	717	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	747	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	759	750	755	*	*	20%	*	*	61%	57%
White	26	754	749	763	*	*	*	*	*	62%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	*	*	732	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	724	762	N	N	N	N	N	N	64%
Female	22	767	755	760	*	*	*	*	*	64%	62%
Male	27	752	746	750	*	*	*	*	*	59%	53%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	756	765	*	*	*	*	*	*	69%
Students with Disabilities	11	744	717	725	*	*	*	*	*	45%	25%
Students without Disabilities	38	763	755	761	*	*	*	*	*	66%	64%
English Learners	N	N	727	720	N	N	N	N	N	N	17%
Non-English Learners	49	759	751	758	*	*	20%	*	*	61%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	750	748	756	*	28%	*	*	*	58%	58%
White	20	750	749	764	*	*	*	*	*	60%	68%
Hispanic	*	*	738	743	*	*	*	*	*	*	44%
Black or African American	*	*	734	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	11	755	762	781	0%	*	0%	*	*	73%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	15	763	754	761	*	*	*	*	*	73%	64%
Male	25	742	742	750	*	*	*	*	*	48%	52%
Economically Disadvantaged Students	*	*	736	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	754	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	708	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	753	762	*	*	*	*	*	*	65%
English Learners	N	N	714	713	N	N	N	N	N	N	11%
Non-English Learners	40	750	749	758	*	28%	*	*	*	58%	60%
Homeless Students	N	N	715	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	155	98.2	57.4	42.4	44.5	57.4	62.6	Met Target†
White	79	97.6	63.3	39.5	54.1	63.3	61.8	Met Target
Hispanic	27	100.0	44.4	27.5	28.8	44.4	52.9	Met Target†
Black or African American	*	*	*	22.9	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	38	100.0	60.5	67.4	76.5	60.5	73	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	62	98.5	56.5	43.7	44.9	56.5		
Male	93	98.0	58.1	41.1	44.2	58.1		
Economically Disadvantaged Students	27	93.3	37.0	29.0	26.3	36.2	27.5	Met Target
Non-Economically Disadvantaged Students	128	99.2	61.7	49.0	54.9	61.7		
Students with Disabilities	46	97.9	28.3	11.8	17.4	28.3	21.7	Met Target
Students without Disabilities	109	98.3	69.7	46.7	50.0	69.7		
English Learners	*	*	*	41.5	25.0	*	**	**
Non-English Learners	*	*	*	42.5	46.5	*		
Homeless Students	*	*	*	15.7	17.1	*		
Students In Foster Care	*	*	*	16.7	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Lynn Crest Elementary School

(23-5850-210)

Grades Offered: PK-05

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

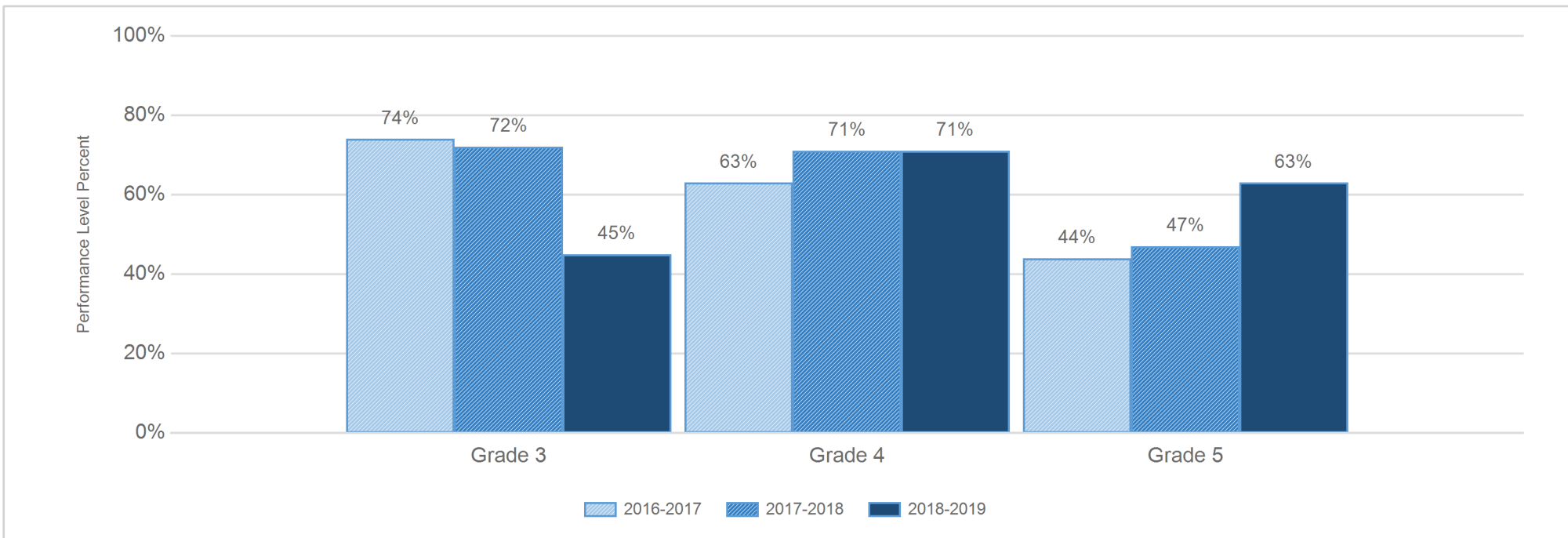
** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment – Performance Trends

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



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



Lynn Crest Elementary School
(23-5850-210)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	742	751	752	*	15%	26%	*	*	45%	55%
White	32	747	748	760	*	*	*	*	*	59%	66%
Hispanic	*	*	737	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	18	745	768	778	*	*	*	*	*	33%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	25	746	750	751	*	*	*	*	*	40%	54%
Male	41	740	752	752	*	*	*	*	*	49%	56%
Economically Disadvantaged Students	11	726	737	737	*	*	*	*	*	27%	37%
Non-Economically Disadvantaged Students	55	746	758	761	*	*	*	*	*	49%	67%
Students with Disabilities	23	715	724	731	*	*	*	*	*	17%	31%
Students without Disabilities	43	757	755	756	*	*	*	*	*	60%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	753	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	763	752	749	*	*	22%	*	*	71%	51%
White	26	760	750	757	0%	*	*	*	*	69%	62%
Hispanic	*	*	737	737	*	*	*	*	*	*	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	731	754	N	N	N	N	N	N	58%
Female	22	763	753	749	*	*	*	*	*	68%	50%
Male	27	763	752	749	*	*	*	*	*	74%	52%
Economically Disadvantaged Students	*	*	740	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	758	759	*	*	*	*	*	*	63%
Students with Disabilities	11	750	726	726	*	*	*	*	*	55%	25%
Students without Disabilities	38	767	756	754	*	*	*	*	*	76%	56%
English Learners	N	N	737	722	N	N	N	N	N	N	18%
Non-English Learners	49	763	753	751	*	*	22%	*	*	71%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	762	748	747	0%	*	25%	*	*	63%	47%
White	20	760	749	755	0%	*	*	*	*	65%	58%
Hispanic	*	*	737	735	*	*	*	*	*	*	30%
Black or African American	*	*	732	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	11	774	765	775	0%	0%	*	*	*	73%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	15	765	749	747	0%	*	*	*	*	73%	47%
Male	25	760	748	747	0%	*	*	*	*	56%	47%
Economically Disadvantaged Students	*	*	736	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	755	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	753	752	*	*	*	*	*	*	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	40	762	750	749	0%	*	25%	*	*	63%	49%
Homeless Students	N	N	706	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N



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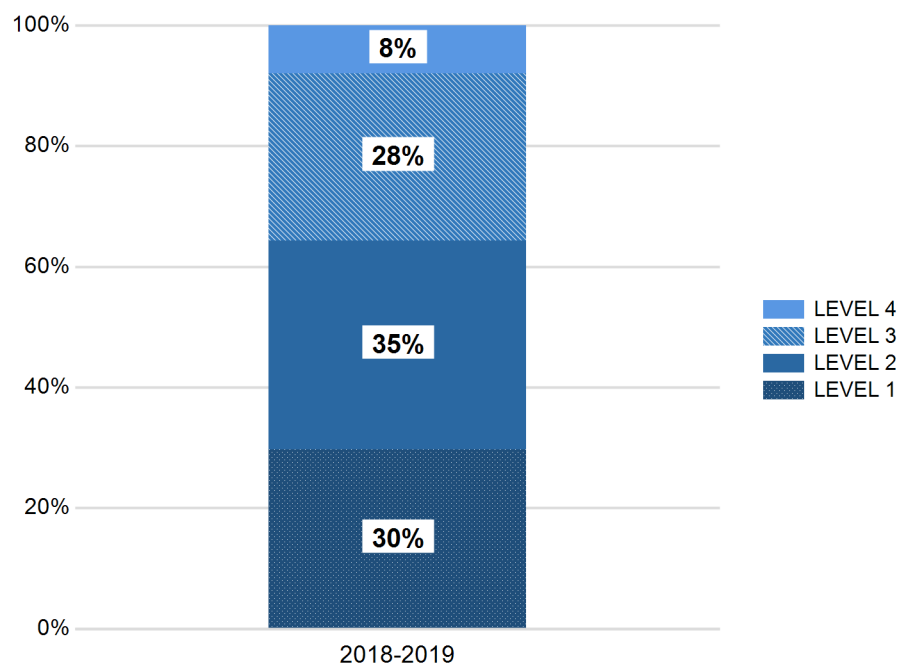
Report Key:

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	30	35	28	8
White	30	40	25	5
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	18	27	45	9
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	33	27	13
Male	32	36	28	4
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	30	35	28	8
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

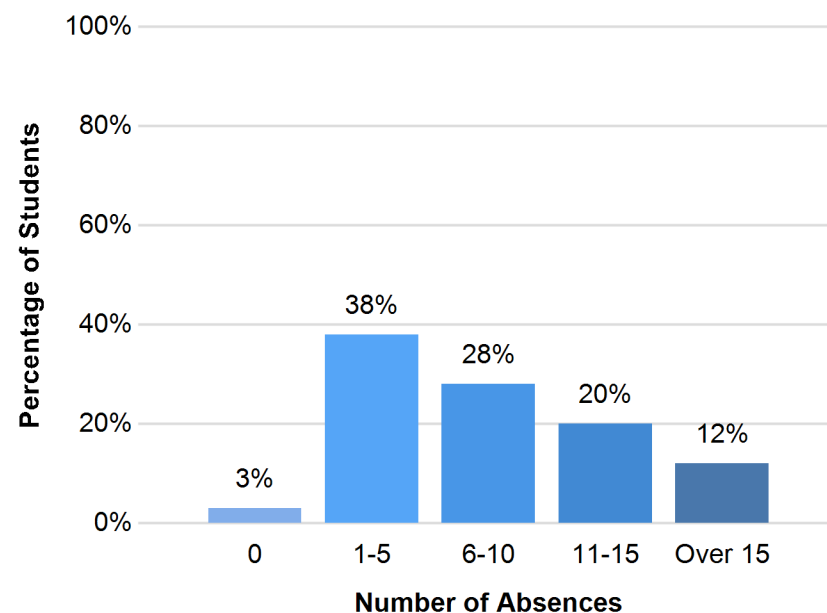
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	18	7.1	8.9	Met
White	9	6.9	8.9	Met
Hispanic	3	10.3	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	4	5.5	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	6	5.0		
Male	12	9.0		
Economically Disadvantaged Students	6	13.3	8.9	Not Met
Students with Disabilities	7	21.9	8.9	Not Met
English Learners	3	27.3	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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2018-2019

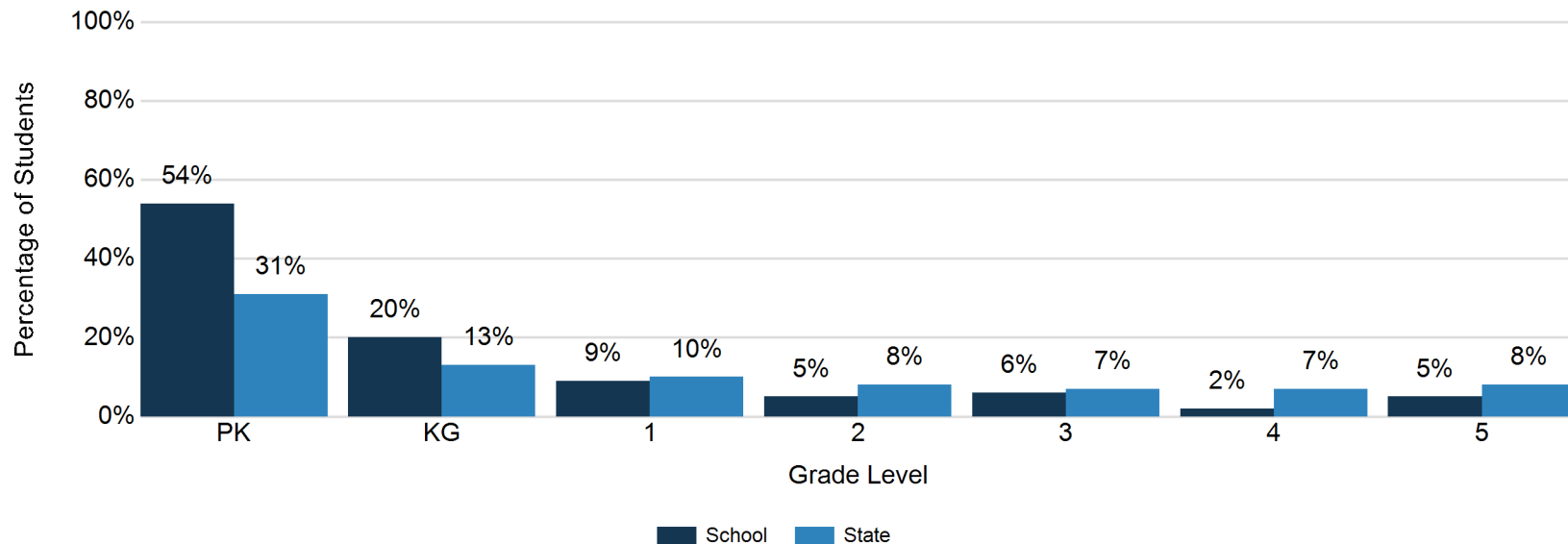
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA*, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.56

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	1	1	2
No Identified Nature	0		0

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

*



Lynn Crest Elementary School

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	12.7	12.1
Average years experience in district	11.8	10.8
Percentage of Teachers with 4 or more years experience in the district	86.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	66	9,530
Average years experience in public schools	22.2	16.0
Average years experience in district	20.9	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	355:1	209:1
Teachers to Administrators	29:1	17:1
Students to Librarians/Media Specialists		13769:1
Students to Nurses		574:1
Students to Counselors		430:1
Students to Child Study Team Members		362:1



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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	39.4%	96.6%	0.0%	48.4%	77.1%	54.9%
Male	60.6%	3.4%	100.0%	51.6%	22.9%	45.1%
White	43.9%	96.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	14.4%	3.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	32.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Lynn Crest Elementary School
(23-5850-210)
Grades Offered: PK-05
2018-2019

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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

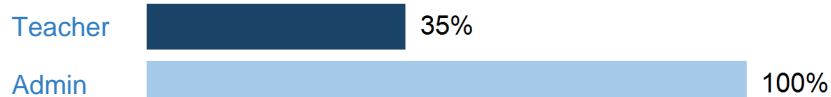
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.0%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	97.0%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [Statewide Progress toward Long-Term goals](#), see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.6%	56.4%	44.5%
Math Proficiency	58.1%	61.2%	57.4%
ELA Growth	47	47	44
Math Growth	51	41	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	8.8%	10.9%	7.1%

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



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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [Statewide Progress toward Long-Term goals](#), see these [accountability resources](#).

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target†	Met Standard	Met Standard	**	Met	No
White	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Met Target†	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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School Narrative

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



Highlights:

- In addition to LA, Math, Science & Social Studies, students receive weekly Art, Music, PE & Technology instruction.
- Our student population represents a dynamic blend of ethnic, racial, linguistic, economic and developmental diversity.



Mission, Vision, Theme:

A well-rounded education means outstanding instruction from exceptional teachers, as well as opportunities and supports that enable students to develop character and cultivate passions. Our teachers "know" their students, identifying strengths, challenges and passions while striving for a positive school experience and love of learning. Our dedicated staff works very hard to meet the individual needs of all students, and maintain personal connections with their families. In cooperation with parents and the community, Lynn Crest School seeks to meet each child's needs for social, emotional and academic growth.



Awards, Recognition, Accomplishments:

Lynn Crest School is recognized as a ""Blue Ribbon School"" by the US Department of Education and is recognized as a ""Future Ready School"" by the New Jersey Department of Education.



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 <p>Courses, Curriculum, Instruction:</p>	<p>Lynn Crest School provides opportunities for students to acquire knowledge and skills in core academic areas. Our school employs a structured and inquiry-based program in Pre-K and K, while Grades 1-5 provide balanced curricula that are aligned with the New Jersey Student Learning Standards. Our Language Arts curricula utilize Journeys and our Mathematics curricula employ Everyday Math. Writing City is utilized in grades 1-3. Benchmark Literacy and Foundations are used in Kindergarten. Additional research- and inquiry-based instruction is received in Science and Social Studies, while students receive periodic Art, Music, Physical Education and Technology lessons each week.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Track and Field - Spring (Coed)</p> <p>Intramural Track exists as our only athletic program at the elementary level.</p>
 <p>Clubs and Activities:</p>	<p>As part of a comprehensive educational program, Lynn Crest School offers students several extracurricular opportunities for participation, such as the Book Club, Elementary National Honor Society, Safety Patrol, and Student Council. Instrumental and Vocal Music exist as co-curricular programs with periodic performances outside of school.</p>



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Before and After School Programs:

The Woodbridge Township Board of Education sponsors an After School Child Care program for public elementary school-age children. There are dedicated and experienced teachers and a registered nurse to supervise our children's activities. After eating a snack, students enjoy both indoor and outdoor activities that include arts and crafts, board and computer games, and sports. Our "family nights" are offered for parents and students in Science ("Family STEM"), Math ("Wild About Math") and Language Arts ("Read, Write, Excel") several times throughout the school year.



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 <p>Student Supports and Services:</p>	<p>Students with disabilities are supported in the grades Pre-Kindergarten through 5 with Individualized Education Programs (IEPs) in both pull-out and in-class resource settings. Leveled Literacy Intervention (LLI) and Orton-Gillingham are used to meet the needs of our struggling readers. Additional services include Speech therapy, Occupational and Physical therapy, and an off-site Gifted and Talented program to address the needs of our diverse student population.</p>
 <p>Parent and Community Involvement:</p>	<p>An excellent education is not possible without a significant cooperation and collaboration between stakeholders. Our Parent-Teacher Organization (PTO) organizes and hosts many school- and community-based events such as our Book Fair, Field Day, and Family Night, for example. School-to-home communication is facilitated through the use of our Genesis Parent Portal, where parents can access grades, attendance, discipline records and schedules for their students. Our students also benefit from our partnership with community organizations such as the Henry Inman Public Library and Iselin Fire Department.</p>



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Facilities:

Located in the Colonia section of Woodbridge, Lynn Crest School has a student population of 340 students. The 37,764 square foot campus-style school was built in 1959 and consists of four one-story buildings. Every classroom is equipped with a smartboard, DLP projector, desktop computer, Apple TV and Chromecast. All 26 classrooms are air conditioned. The former library has recently been divided and converted into an Art/Technology classroom and a Makerspace.



School Safety:

Our School Safety Team meets bi-annually to evaluate our safety and emergency protocols, and to evaluate, update and submit our School Emergency Response Plan. One "Emergency Drill" and one "Fire Drill" are conducted each month. Our campus is equipped with 8 security cameras which broadcast to our district's security office 24 hours/day. Each classroom is equipped with a bulletin board maintaining safety and emergency response information. Additionally, each classroom has a "Safety Bucket" containing various items of use in case of an emergency.



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 <p>Technology and STEM:</p>	<p>Every classroom is equipped with a smartboard, DLP projector, desktop computer, Apple TV and Chromecast. Each teacher is issued an iPad. The school maintains 260 devices (159 Chromebooks, 74 iPads and 27 Laptops), with 9 classroom maintaining a 1:1 device ratio. Part of the former library has been converted into an Art/Technology classroom and a Makerspace. Our "Family STEM" night has been expanded from 4 to 8 nights and now includes STEM-related activities for parents and students to complete.</p>
 <p>Early Childhood Education:</p>	<p>Lynn Crest School houses two half-day and two full-day Preschool classrooms. All four rooms are for students with disabilities and are staffed with both teachers and paraprofessionals.</p>



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Other Information

Lynn Crest School utilizes a character development program called Bucket Filling. Bucket Filling is an easy-to-understand concept: Everyone carries an invisible bucket that holds our good thoughts and feelings. When our buckets are full, we feel happy and when our buckets are empty, we feel sad. Children quickly understand that they can fill buckets when they do and say things that are kind, considerate, caring, and respectful. They also learn that when they are mean, inconsiderate, uncaring, or disrespectful, they dip into buckets and remove those good feelings. Even the youngest child understands that actions and words can either fill a bucket or dip into it.