NJ SCHOOL PERFORMANCE REPORT

NATHAN HALE ELEMENTARY SCHOOL
(23-0750-060)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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 as the top left of the screen to move between pages of the report

Other Resources:

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

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School Contact Info

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	CARTERET BORO
Principal Name	MS. BARRETT
Address	678 ROOSEVELT AVENUE CARTERET, NJ 07008
Phone Number	(732)541-8960
Email Address	ebarrett@carteretschools.org
Website	https://nhs.carteretschools.org
Twitter	https://twitter.com/NathanH_Eagles

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	37	29	33
KG	62	74	78
1	95	76	75
2	90	98	74
3	66	83	85
4	85	73	84
5	66	85	68
Total	501	518	497

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	56.3%	53.7%	53.3%
Male	43.7%	46.3%	46.7%
Economically Disadvantaged Students	82.2%	79.7%	83.9%
Students with Disabilities	8.8%	11.4%	9.7%
English Learners	27.9%	24.3%	27.4%
Homeless Students		0.8%	0.6%
Students in Foster Care		0.4%	0.4%
Military-Connected Students		0.0%	0.2%
Migrant Students		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	2015-16	2016-17	2017-18
White	8.4%	7.3%	7.2%
Hispanic	51.1%	54.4%	55.1%
Black or African American	11.8%	12.7%	10.7%
Asian	27.5%	24.1%	24.9%
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	1.2%	1.4%	2.0%

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	2015-16	2016-17	2017-18
PK - Half Day	33	29	33
PK - Full Day	4	0	0
KG - Half Day	0	0	0
KG - Full Day	62	74	78

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	51.1%
Spanish	27.0%
Panjabi	13.3%
Urdu	4.8%
Hindi	1.2%
Other Languages	2.6%

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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/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (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	47	43	50	Met Standard	50	50	50	Met Standard
White	49	35	50	**	57	45	51	**
Hispanic	42	42	49	Met Standard	45	46	48	Met Standard
Black or African American	41	35.5	44	**	44	43.5	44	**
Asian, Native Hawaiian, or Pacific Islander	52	52.5	61	Met Standard	54	60.5	61	Met Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	39.5	49	**	*	57.5	51	**
Economically Disadvantaged	46.5	42	48	Met Standard	50	50	47	Met Standard
Students with Disabilities	46	30	41	**	34	30	43	**
English Learners	51.5	45	54	Met Standard	57	56.5	51	Met Standard

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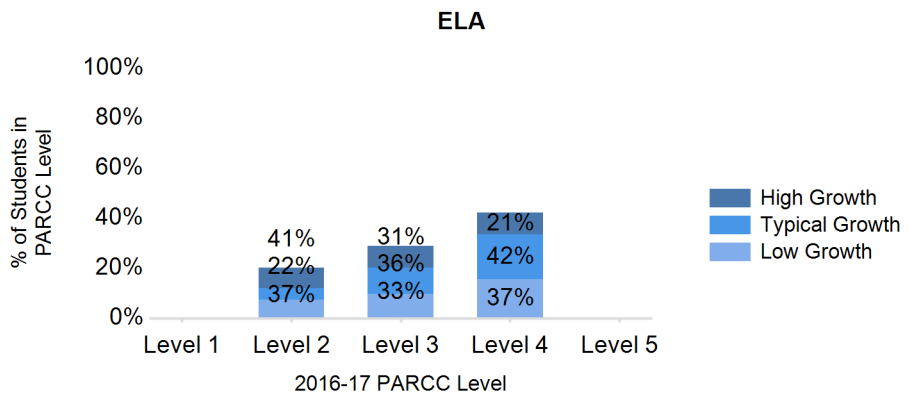
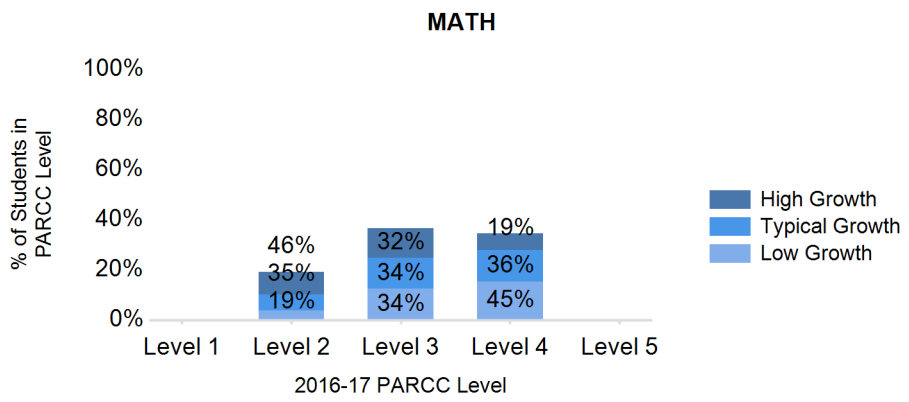
Student Growth by Performance Level

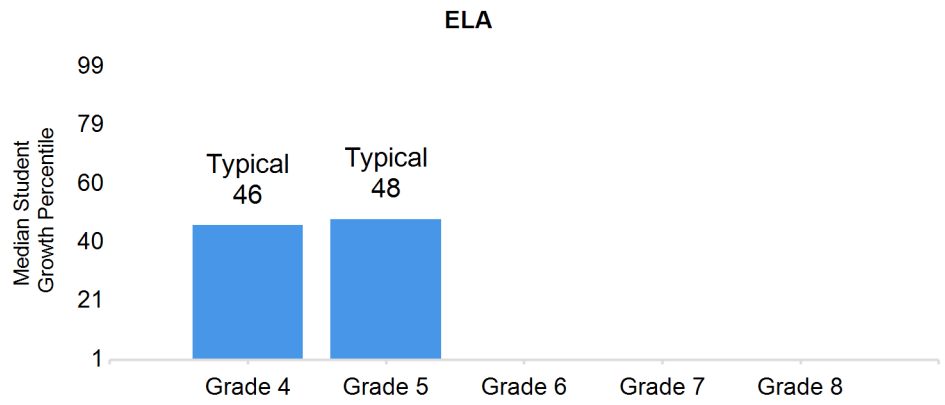
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

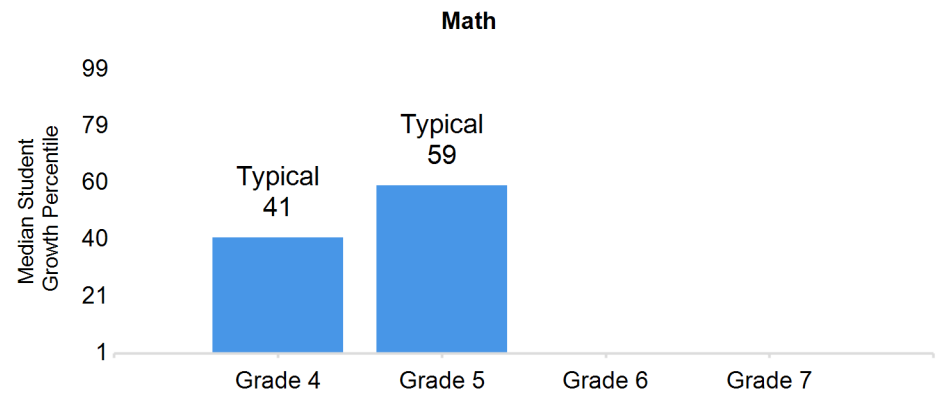




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	220	99.6	47.7	47.1	56.7	47.7	51.3	Met Target†
White	*	*	*	55.3	65.6	*	**	**
Hispanic	113	99.2	46.0	39.3	42.5	46.0	44.9	Met Target
Black or African American	31	100.0	38.7	36.4	37.3	38.7	42.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	57	100.0	56.1	65.1	82.3	56.1	62.9	Met Target†
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	120	100.0	50.0	55.8	64.5	50.0		
Male	100	99.1	45.0	38.9	49.4	45.0		
Economically Disadvantaged Students	195	100.0	45.1	44.5	38.5	45.1	47.8	Met Target†
Non-Economically Disadvantaged Students	25	96.3	68.0	54.9	67.5	68.0		
Students with Disabilities	28	96.8	21.5	*	21.6	21.5	25.1	Met Target†
Students without Disabilities	192	100.0	51.6	*	63.9	51.6		
English Learners	70	100.0	35.8	*	27.3	35.8	33.1	Met Target
Non-English Learners	150	99.4	53.3	*	59.4	53.3		
Homeless Students	*	*	*	37.9	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	84	737	743	750	21%	18%	20%	*	*	40%	52%
White	*	*	761	759	*	*	*	*	*	*	61%
Hispanic	43	733	736	736	*	*	30%	*	*	33%	38%
Black or African American	13	730	*	733	*	*	*	*	*	38%	35%
Asian, Native Hawaiian, or Pacific Islander	19	756	*	777	*	*	*	*	*	63%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	741	758	*	*	*	*	*	*	58%
Female	45	736	749	756	*	*	*	*	*	42%	57%
Male	39	739	736	744	*	*	*	*	*	38%	46%
Economically Disadvantaged Students	72	731	737	733	*	21%	*	*	*	33%	34%
Non-Economically Disadvantaged Students	12	774	761	762	*	0%	*	*	*	83%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	18	708	*	712	*	*	*	*	*	*	15%
Non-English Learners	66	745	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	84	751	744	756	*	*	29%	*	*	56%	58%
White	*	*	753	764	*	*	*	*	*	*	68%
Hispanic	44	750	737	744	*	*	25%	*	*	59%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	26	751	755	782	*	*	*	*	*	54%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	751	763	*	*	*	*	*	*	63%
Female	41	753	750	762	*	*	27%	*	*	56%	63%
Male	43	748	737	751	*	*	30%	*	*	56%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	11	742	715	726	*	*	*	*	*	45%	25%
Students without Disabilities	73	752	749	762	*	*	*	*	*	58%	64%
English Learners	17	726	719	720	*	*	*	*	*	18%	17%
Non-English Learners	67	757	748	759	*	*	*	*	*	66%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	742	747	755	*	21%	28%	*	*	43%	58%
White	*	*	756	763	*	*	*	*	*	*	68%
Hispanic	33	737	739	743	*	*	*	42%	0%	42%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	17	756	757	780	0%	*	*	*	*	53%	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	42	748	752	762	*	*	*	*	*	50%	66%
Male	26	731	741	749	*	*	*	*	*	31%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	752	762	*	*	*	*	*	*	65%
English Learners	*	*	712	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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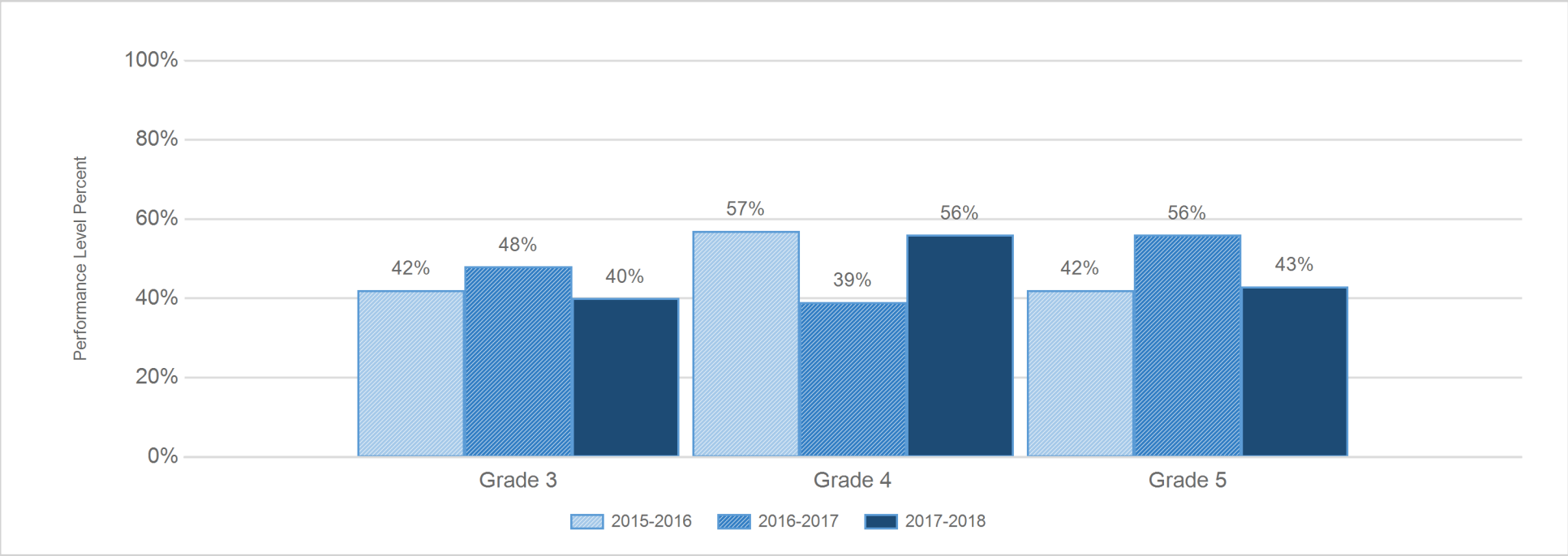
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	222	100.0	37.8	32.8	45.0	37.8	41.7	Met Target†
White	*	*	*	42.7	54.1	*	**	**
Hispanic	114	100.0	32.4	23.9	29.2	32.4	33.7	Met Target†
Black or African American	31	100.0	25.8	21.6	23.4	25.8	31.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	58	100.0	55.2	53.2	77.0	55.2	56.8	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	121	100.0	41.4	35.6	46.0	41.4		
Male	101	100.0	33.7	30.2	43.9	33.7		
Economically Disadvantaged Students	196	100.0	35.8	29.9	26.6	35.8	39.3	Met Target†
Non-Economically Disadvantaged Students	26	100.0	53.8	41.2	55.9	53.8		
Students with Disabilities	29	100.0	10.3	*	17.1	10.3	29.4	Not Met
Students without Disabilities	193	100.0	41.9	*	50.5	41.9		
English Learners	71	100.0	32.4	26.2	24.6	32.4	37.3	Met Target†
Non-English Learners	151	100.0	40.4	34.1	46.9	40.4		
Homeless Students	*	*	*	17.9	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	87	737	738	752	11%	23%	32%	*	*	33%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	44	734	732	739	*	23%	41%	*	*	25%	38%
Black or African American	13	723	*	734	*	*	*	*	*	15%	32%
Asian, Native Hawaiian, or Pacific Islander	21	751	*	780	*	*	*	*	*	62%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	740	757	*	*	*	*	*	*	59%
Female	46	736	742	752	*	*	33%	*	*	33%	53%
Male	41	737	733	751	*	*	32%	*	*	34%	53%
Economically Disadvantaged Students	74	733	734	736	*	27%	*	*	*	28%	35%
Non-Economically Disadvantaged Students	13	758	753	762	*	0%	*	*	*	62%	66%
Students with Disabilities	10	712	704	730	*	*	*	*	*	*	29%
Students without Disabilities	77	740	743	756	*	*	*	*	*	*	57%
English Learners	20	725	*	726	*	*	55%	*	*	10%	23%
Non-English Learners	67	740	*	754	*	*	25%	*	*	40%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

NATHAN HALE ELEMENTARY SCHOOL
(23-0750-060)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	84	743	735	748	*	*	39%	40%	0%	40%	49%
White	*	*	737	755	*	*	*	*	*	*	60%
Hispanic	44	742	729	737	*	*	36%	41%	0%	41%	34%
Black or African American	*	*	728	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	26	748	751	774	*	*	42%	46%	0%	46%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	741	752	*	*	*	*	*	*	55%
Female	41	742	737	748	*	*	*	*	*	41%	50%
Male	43	745	733	748	*	*	*	*	*	40%	49%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	11	740	710	725	*	*	*	*	*	27%	22%
Students without Disabilities	73	744	740	753	*	*	*	*	*	42%	55%
English Learners	17	732	720	722	*	*	*	*	*	18%	16%
Non-English Learners	67	746	738	750	*	*	*	*	*	46%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

NATHAN HALE ELEMENTARY SCHOOL
(23-0750-060)
Grades Offered: PK-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	740	744	748	*	25%	32%	*	*	37%	49%
White	*	*	750	756	*	*	*	*	*	*	60%
Hispanic	33	734	736	736	*	*	33%	30%	0%	30%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	17	755	757	777	0%	*	*	*	*	47%	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	42	744	747	749	*	*	26%	*	*	45%	50%
Male	26	733	741	747	*	*	42%	*	*	23%	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	705	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	749	752	*	*	*	*	*	*	55%
English Learners	*	*	722	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	746	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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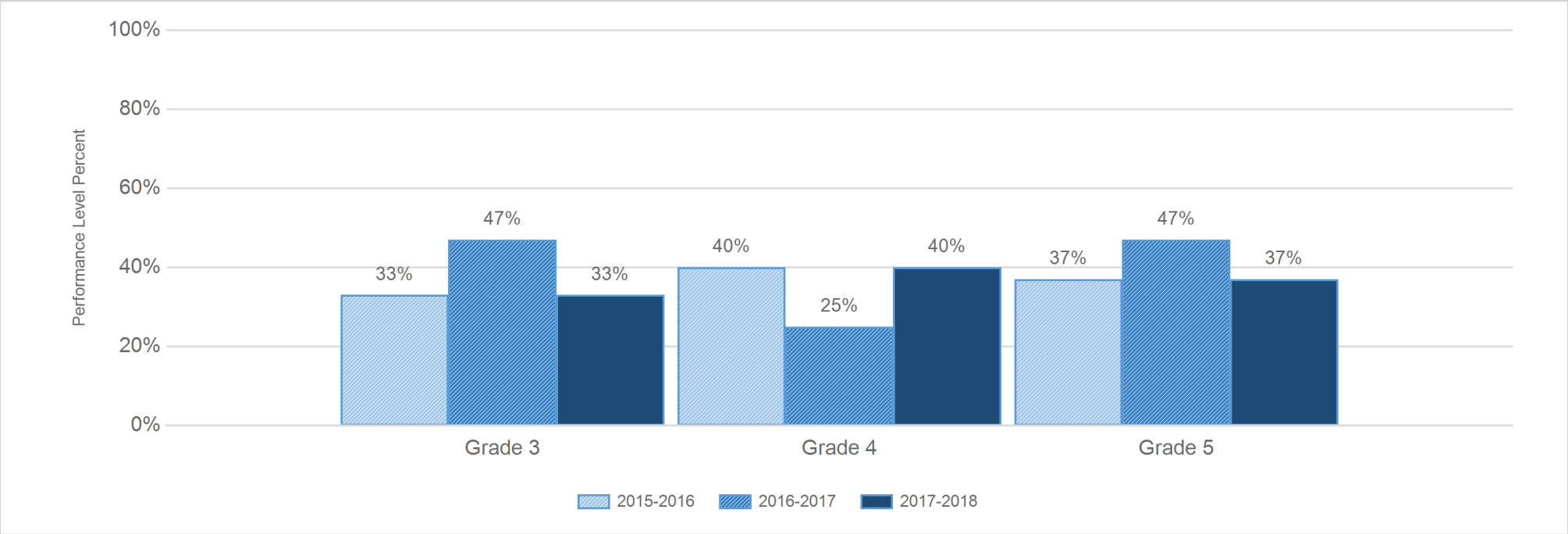
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps 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	*	*
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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	65.8%	60.7%	Met Target

† 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	63	88.9%	11.1%
3-4	34	82.4%	17.6%
5 or more	14	78.6%	21.4%

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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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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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.

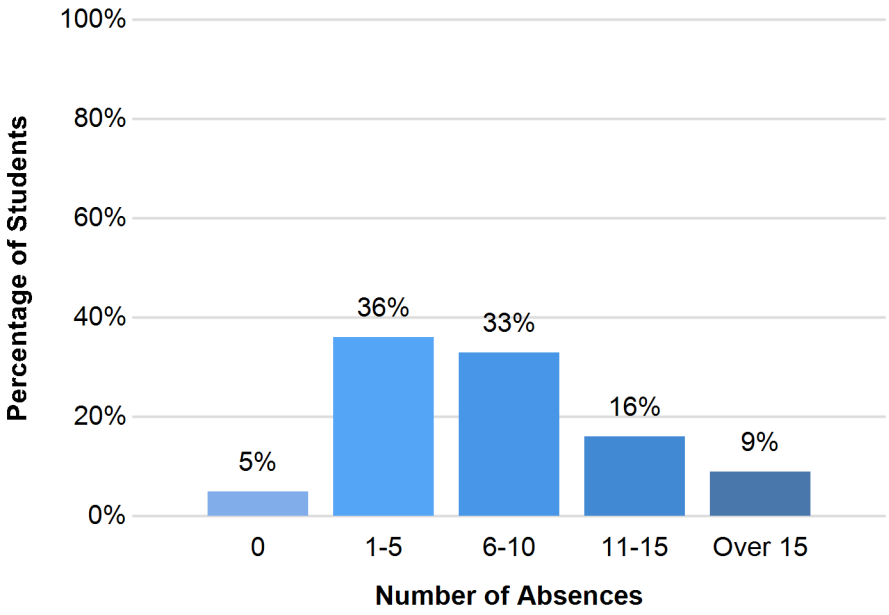
Chronic Absenteeism

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	35	7.4	8.9	Met
White	*	*	8.9	Not Met
Hispanic	27	10.2	8.9	Not Met
Black or African American	4	7.4	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	29	7.1	8.9	Met
Students with Disabilities	13	24.1	8.9	Not Met
English Learners	5	4.2	8.9	Met

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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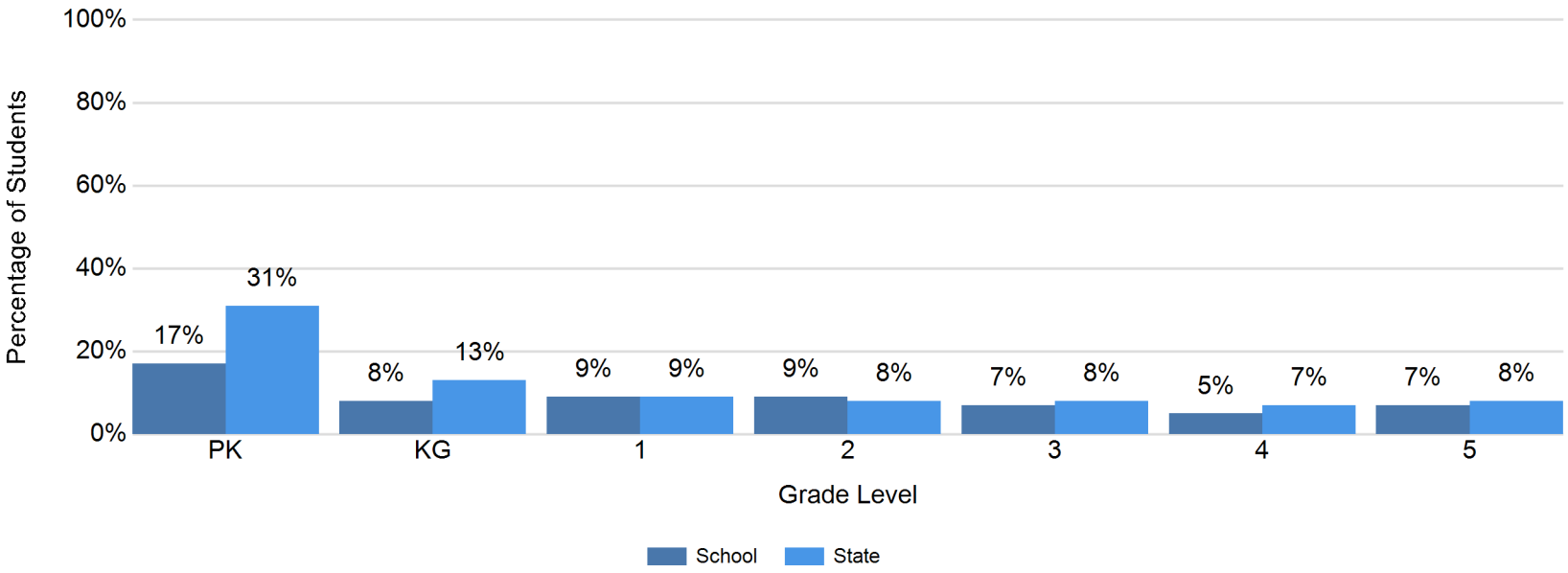
Chronic Absenteeism by Grade

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), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

NJ SCHOOL PERFORMANCE REPORT

NATHAN HALE 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	8:30 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 31 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 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 3-11. 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
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$652	$12,435	$13,087

NJ SCHOOL PERFORMANCE REPORT

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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 experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	51	117,464
Average years experience in public schools	11.8	12.0
Average years experience in district	11.6	10.7
Teachers in district for 4 or more years	72.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,374
Average years experience in public schools	18.7	16.0
Average years experience in district	17.9	12.0
Administrators in district for 4 or more years	73.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	13:1
Students to Administrators	249:1	201:1
Teachers to Administrators	26:1	16:1
Students to Librarians/Media Specialists		N
Students to Nurses		955:1
Students to Counselors		764:1
Students to Child Study Team		255:1

NJ SCHOOL PERFORMANCE REPORT

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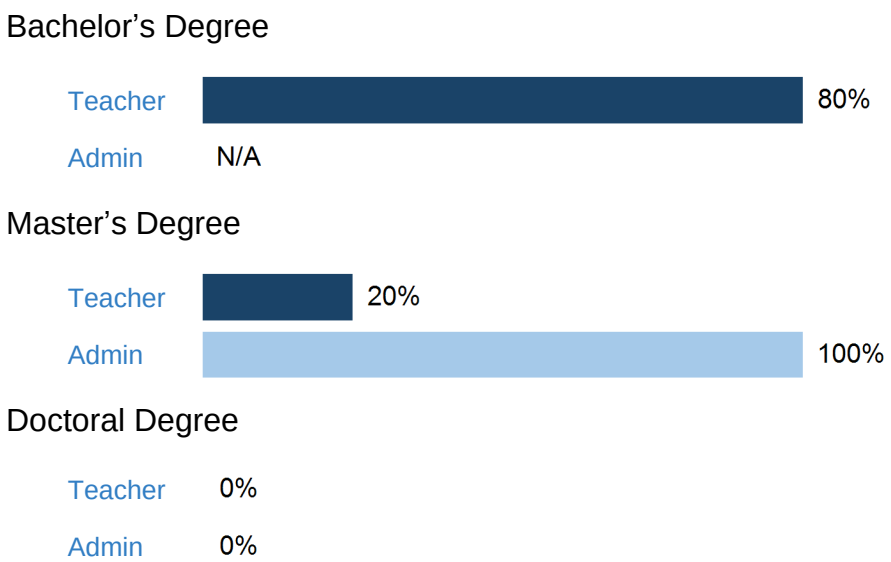
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the 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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	90.8%	90.2%
2016-17 Administrators: Same district 2017-18	81.0%	86.2%

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
2017-18	96.7%

NJ SCHOOL PERFORMANCE REPORT

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

Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	94.1%	50.0%
Male	5.9%	50.0%
White	72.5%	50.0%
Hispanic	17.6%	50.0%
Black or African American	0.0%	0.0%
Asian	9.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

NATHAN HALE ELEMENTARY SCHOOL
(23-0750-060)
Grades Offered: PK-05
2017-2018

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has 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. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	30.04	15.0%
Mathematics Proficiency	29.86	15.0%
English Language Arts Growth	33.18	20.0%
Mathematics Growth	45.34	20.0%
Progress Towards English Language Proficiency	76.17	20.0%
Chronic Absenteeism	49.40	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	44.86	n/a
Summative Rating: Percentile Rank of Summative Score	40.82	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing 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	n/a	n/a	No	Met Target†	Met Target†	Met Standard	Met Standard	Met Target	Met	No
White	**	**	No	**	**	**	**	n/a	Not Met	No
Hispanic	39.93	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	28.88	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	63.03	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	**	**	No	Met Target†	Not Met	**	**	n/a	Not Met	No
English Learners	68.14	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	Met Standard	Met	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 your school directly.

Highlights:	• Curriculum includes full day Pre-K Tools of the Mind Pre-K & Kindergarten, RTI (K-3), Ready Math, Balanced Literacy, STEM projects created in T.H.I.N.K. Tank. • Teacher, Nicole Silva, is the recipient of the Milken Educator Award and received a $25,000 prize. • Our school is a member of the National Elementary Honor Society and offers a GT SPARK program.
Mission, Vision, Theme:	Nathan Hale pledges to help students acquire the knowledge, skills and positive attitudes necessary for student achievement and success in life. It will instill the idea that the acquisition of positive character values promotes healthy student development and will encourage students to become responsible, contributing members of society. These universal values affirm basic human worth and dignity and will support a healthy school community while pairing with families and the community.
Awards, Recognition, Accomplishments:	Nathan Hale has is engaged in philanthropic endeavors including the Susan G. Komen Zumba-thon, Nathan Hale Mini-Walkathon for Carteret Conquers Cancer, Caps for Kids, and Helping Hands Fundraiser for Hurricane Victims. Teacher, Nicole Silva, is the recipient of the Milken Educator Award and received a $25,000 prize.

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Courses, Curriculum, Instruction:	All K-5 students are immersed in a blended learning environment through the Ready and I-Ready Math program providing all students access to rigorous math instruction and personalized learning opportunities. Our school offers a S.P.A.R.K. program to provide opportunities for identified students to participate in varying units of study that incorporate humanities, independent investigation, and STEM. Students participate in Google Classroom, online programs that enrich the curriculum, and utilize technology to create multi-media presentations and STEM projects. RTI Model Program for Grades K-3 is fully implemented providing interventions including Orton Gillingham, iRead, & Fountas and Pinnell LLI.
Clubs and Activities:	Nathan Hale offers a variety of clubs and activities including Asian Heritage Club, Elementary National Honor Society, Student of the Month program, Student Council, Choir concerts, Title I, Title III, Zumba-thon, Walk-a-thon, Safety Patrols, School Store, Instrumental Band, and Flutophones for grade 3. Each year, instrumental band students in the fourth and fifth grade participate in a concert.

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Before and After School Programs:	Students in need of additional support in Language Arts and/or Mathematics in grades first through fifth participate in Title 1 After School programs. English Language Learners in need of additional support participate in after school programs focused on English language development. Our district offers a fee for service, Before and After School Program for students in grades kindergarten through fifth grade. The program offered in our school provides homework assistance to students and focuses on developing positive interpersonal relationships.
Staff and Professional Learning:	The results of state and local assessments are continuously analyzed by our faculty and school-level data teams to assist in guiding instructional improvement. Focused upon identified district goals and school needs, our faculty participates in mentorship programs and professional learning communities. Staff also shares research-based instructional practices at grade level meetings, attends workshops and conferences, conducts and shares action research, and completes graduate level courses.

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Student Supports and Services:	School resources include a Child Study Team, Intervention and Referral Services, a Reading Specialist, a Math Coach, a school based social worker, a behavioral consultant, and specific intervention programs in Response to Intervention. A program for students with behavioral disabilities is supported by mental health professionals, a psychologist, and a psychiatrist. High Intensity programs in English as a Second Language and a Bilingual Punjabi tutorial program support the needs of ELL students in mainstream classrooms. Students identified in need of supports for Literacy and Mathematics receive Title 1 services during and after school.
Student Health and Wellness:	Students participated in the Fresh Fruit and Vegetable Program to improve their dietary quality and their exposure to new items. A breakfast program is offered in the classroom during homeroom. Physical education, recess, teachers use GoNoodle and give breaks throughout the day. LEAD program for 5th grade students. Officer Phil Program offered for the whole school to promote safety. Gym teachers/ Nurse educate students in 4th and 5th grade on body changes.
Parent and Community Involvement:	The PTO works collaboratively with school staff to enrich the learning of our students. Parents engage in Family Literacy Nights, Family Math Night, Student of the Month events, Book Fairs, dances, Bingo events, and family movie nights. Our school uses Class Dojo, Realtime Parent Portal, a School Twitter Account, and Robocalls to keep parents informed. We also host a Grandparents Day, Career Day, and cultural events such as Hispanic Heritage and Asian Heritage celebrations in the evening to allow for community involvement.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers A school survey is completed once a year and then it is reviewed through the School Safety & Climate Committee to highlight positive comments and to review areas that need development. Suggestions are discussed on how to improve upon these areas for the following year. Results show that 82% of students are proud of our school and 88% feel safe in their classroom. 92% of parents indicated that the school provides opportunities to get involved in school activities. Overall, our school is considered a safe learning environment where families are welcome.
Facilities:	Our building is a well maintained facility offering students a bright, inviting and clean learning environment. Air conditioning units have been installed in all classrooms. A T.H.I.N.K. Tank room, which focuses on creative design using STEM activities was recently added, enriching our curriculum. We also offer an iRead reading intervention room.
School Safety:	Full time security personnel are on staff. All staff and students are required to wear school identification. New cameras and door buzzers have been purchased to enhance our security protocols. We have also purchased LobbyGuard, a 7 ID security system allowing us to monitor visitors to the building. Annual training is provided to staff on the topics of Safety and Security. Students and staff participate in monthly security/safety drills. An Anti-Bullying Specialist provides programs and resources to parents, students, faculty and staff. Student safety patrols assist with the monitoring of passing students.

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Technology and STEM:	Technology is embedded into all curricula and each teacher uses Google Classroom for interactive lessons. Grades one to five classrooms are equipped with an interactive white board and a cart with 30 chrome books for student use. Students are also scheduled into the T.H.I.N.K. Tank every week to complete STEM related activities and projects, which include Robotics, Coding, Circuits, Design and Structures.
Early Childhood Education:	Preschool and kindergarten teachers utilize the Tools of the Mind curriculum within a full day program. Intense professional development combined with a comprehensive curriculum that helps young children to develop cognitive, social-emotional, self-regulation, and foundational academic skills. Within the program teachers incorporate the use of technology using IPads to present Power Tools to students which aids in teaching reading strategies. Teachers report on student progress on a trimester basis utilizing the Teaching Strategies Gold Assessment which is an observation based assessment that includes all areas of development and content based learning in literacy and mathematics.

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Other Information:	Students in all grades attend school from 8:30am-2:55pm. Students participate in academic subjects as well as related arts on a daily basis. Students are required to wear uniforms to school. Communication with parents is on-going through the Realtime Parent portal, the district website, the Remind app, and Class Dojo.