NJ SCHOOL PERFORMANCE REPORT

SMALLEY ELEMENTARY SCHOOL
(35-0490-303)
Grades Offered: 04-06
2017-2018

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

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	SOMERSET
District	BOUND BROOK BORO
Principal Name	MR. EDWARDS
Address	163 CHERRY AVE BOUND BROOK, NJ 08805
Phone Number	(732)652-7940
Email Address	nedwards@bbrook.org
Website	https://www.bbrook.org/
Twitter	https://twitter.com/BBSmalleyES

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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
4	122	118	136
5	130	126	123
6	121	126	121
Total	374	370	380

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	44.4%	44.3%	46.1%
Male	55.6%	55.7%	53.9%
Economically Disadvantaged Students	79.4%	78.6%	76.8%
Students with Disabilities	13.6%	11.4%	11.3%
English Learners	7.8%	19.5%	9.7%
Homeless Students		1.1%	2.4%
Students in Foster Care		0.3%	0.3%
Military-Connected Students		0.0%	0.0%
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	10.7%	10.3%	12.1%
Hispanic	73.8%	78.4%	77.1%
Black or African American	12.0%	7.3%	7.1%
Asian	1.3%	1.6%	1.1%
Native Hawaiian or Pacific Islander	0.3%	0.3%	1.1%
American Indian or Alaska Native	0.0%	0.3%	0.3%
Two or More Races	1.9%	1.9%	1.3%

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
Spanish	65.3%
English	30.5%
Other Languages	4.2%

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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	39	40	50	Not Met	47	47	50	Met Standard
White	28	41	50	Not Met	39.5	39	51	Not Met
Hispanic	44	43	49	Met Standard	50	50	48	Met Standard
Black or African American	27.5	31	44	Not Met	34	33.5	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	24	61	**	*	30	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	42	41.5	48	Met Standard	50	50	47	Met Standard
Students with Disabilities	32	31	41	Not Met	34.5	34.5	43	Not Met
English Learners	41.5	39	54	Met Standard	58	57	51	Met Standard

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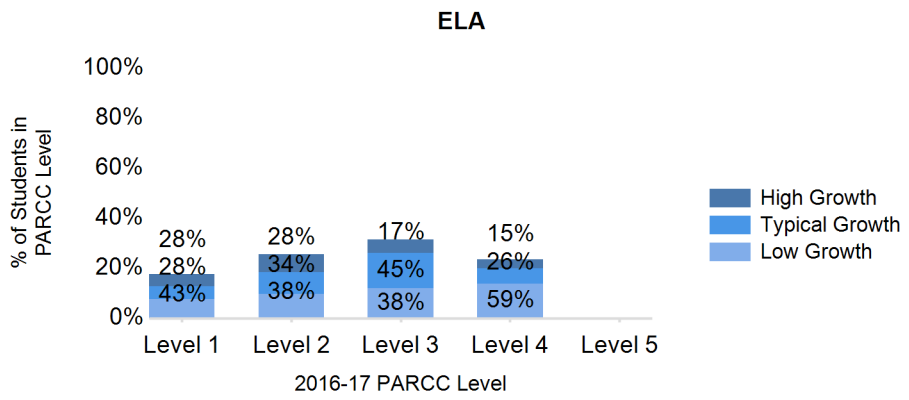
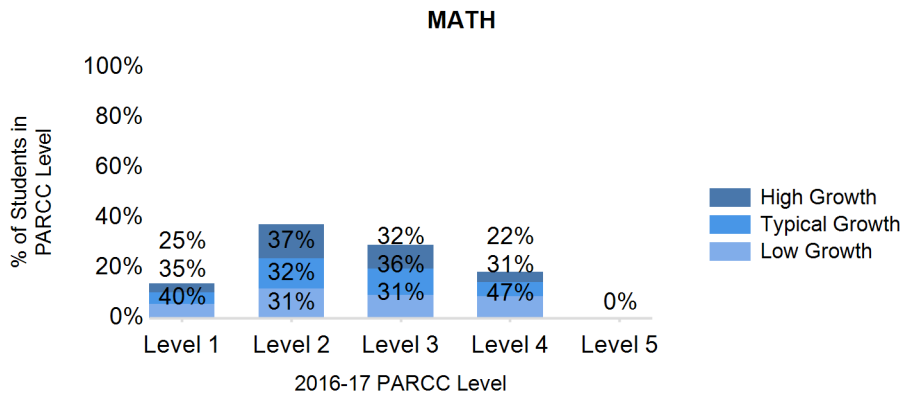
Student Growth by Performance Level

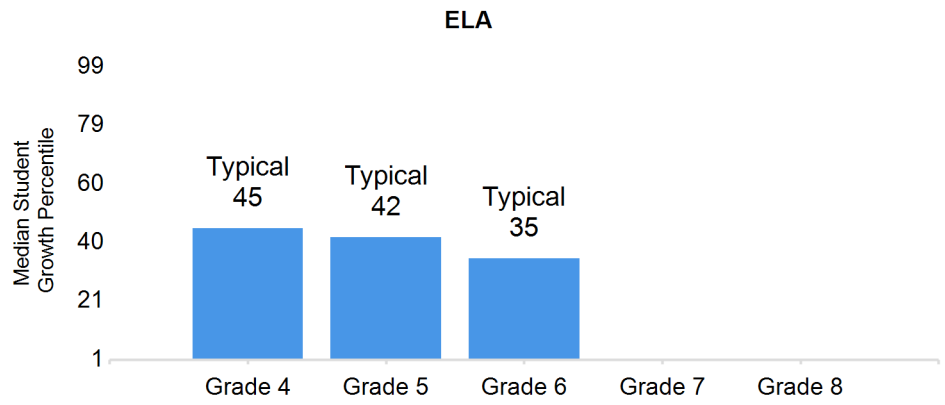
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

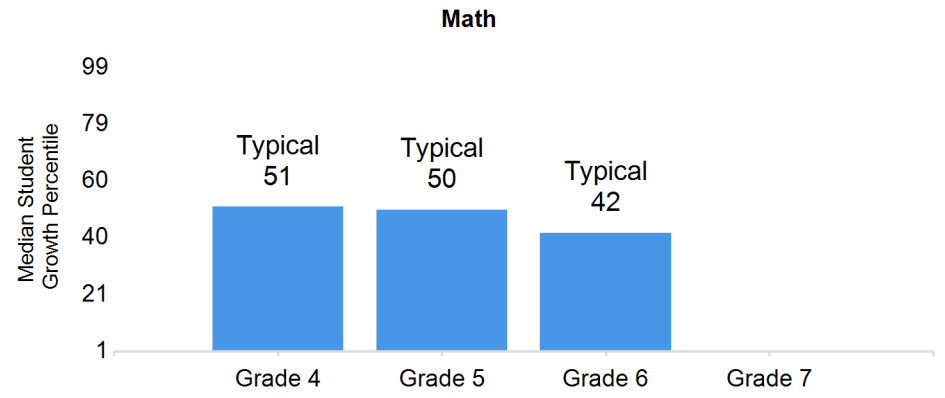




Student Growth by Grade

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	359	97.4	27.3	31.7	56.7	27.3	30.8	Met Target†
White	40	87.2	45.0	56.2	65.6	41.2	51.9	Met Target†
Hispanic	281	99.0	25.3	27.3	42.5	25.3	27.1	Met Target†
Black or African American	25	96.6	16.0	27.0	37.3	16.0	20.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.9	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	168	98.3	31.0	37.3	64.5	31.0		
Male	191	96.6	24.1	27.0	49.4	24.1		
Economically Disadvantaged Students	283	98.6	22.6	25.9	38.5	*	27.3	Not Met
Non-Economically Disadvantaged Students	76	93.1	44.8	47.5	67.5	*		
Students with Disabilities	43	97.9	*	*	21.6	*	14.9	Not Met
Students without Disabilities	316	97.3	*	*	63.9	*		
English Learners	119	99.2	13.5	11.0	27.3	13.5	25.2	Not Met
Non-English Learners	240	96.5	34.2	38.7	59.4	34.2		
Homeless Students	*	*	*	22.7	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	131	733	733	756	20%	18%	27%	*	*	34%	58%
White	14	748	748	764	*	0%	*	*	*	57%	68%
Hispanic	103	733	733	744	18%	22%	26%	*	*	33%	44%
Black or African American	10	720	720	739	*	*	*	*	*	10%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	66	736	736	762	17%	20%	30%	*	*	33%	63%
Male	65	731	731	751	23%	17%	25%	*	*	35%	53%
Economically Disadvantaged Students	105	731	731	740	*	*	*	*	*	30%	40%
Non-Economically Disadvantaged Students	26	742	742	767	*	*	*	*	*	54%	70%
Students with Disabilities	19	701	701	726	*	*	*	*	*	*	25%
Students without Disabilities	112	739	739	762	*	*	*	*	*	*	64%
English Learners	13	693	693	720	*	*	*	*	*	*	17%
Non-English Learners	118	738	738	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	119	731	731	755	15%	29%	34%	*	*	22%	58%
White	11	747	747	763	0%	*	*	*	*	36%	68%
Hispanic	98	729	729	743	17%	27%	35%	*	*	21%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	57	736	736	762	*	26%	32%	*	*	30%	66%
Male	62	726	726	749	*	31%	37%	*	*	15%	51%
Economically Disadvantaged Students	93	728	728	739	*	*	33%	*	*	19%	39%
Non-Economically Disadvantaged Students	26	742	742	766	*	*	38%	*	*	31%	71%
Students with Disabilities	12	701	701	724	*	*	*	*	*	*	22%
Students without Disabilities	107	734	734	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	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 by Grade: Grade 6

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	119	729	729	754	16%	27%	33%	*	*	24%	56%
White	15	741	741	761	*	*	*	*	*	40%	66%
Hispanic	87	727	727	742	14%	30%	36%	21%	0%	21%	42%
Black or African American	11	719	719	737	*	*	*	*	*	18%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	51	736	736	761	*	25%	39%	*	*	27%	64%
Male	68	724	724	748	*	28%	28%	*	*	22%	48%
Economically Disadvantaged Students	91	725	725	739	*	*	*	*	*	18%	37%
Non-Economically Disadvantaged Students	28	742	742	764	*	*	*	*	*	46%	68%
Students with Disabilities	14	704	704	723	*	*	*	*	*	*	18%
Students without Disabilities	105	733	733	760	*	*	*	*	*	*	63%
English Learners	10	700	700	712	*	*	*	*	*	*	*
Non-English Learners	109	732	732	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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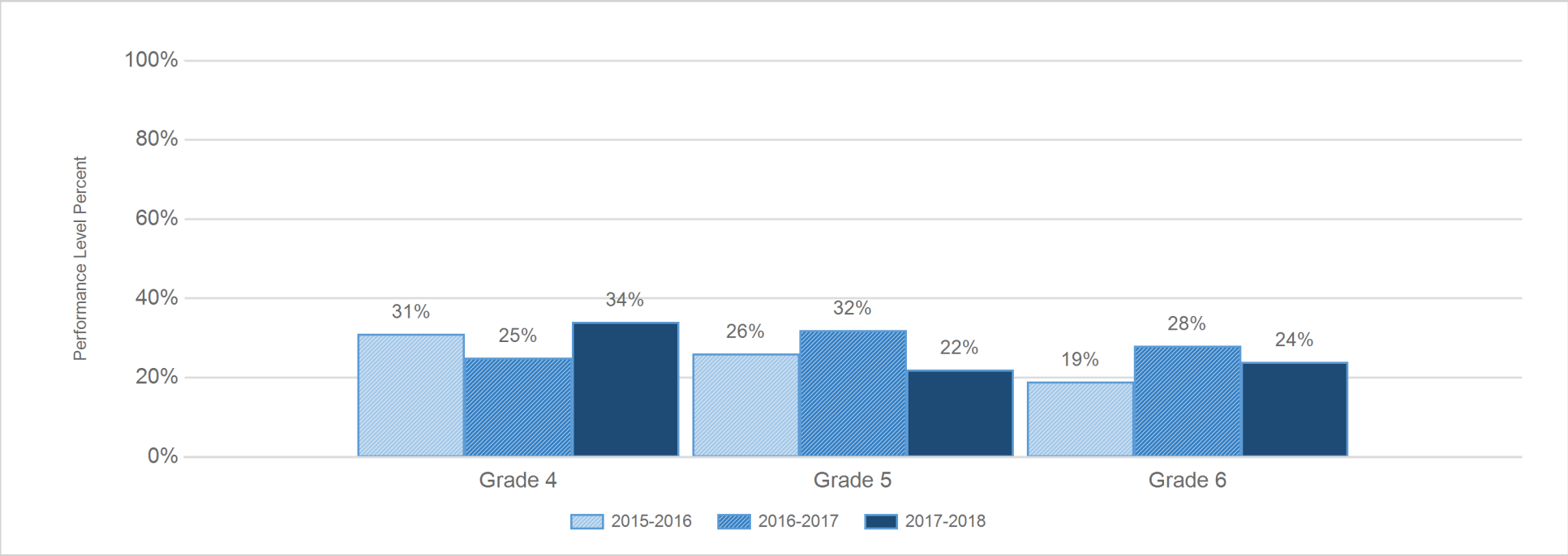
English Language Arts/Literacy Assessment - Performance Trends

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	363	97.4	21.5	17.9	45.0	21.5	28.6	Not Met
White	40	87.2	40.0	*	54.1	36.6	49.7	Not Met
Hispanic	285	99.0	19.0	*	29.2	19.0	24.9	Not Met
Black or African American	25	96.6	*	*	23.4	*	20.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.1	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	169	98.3	25.5	*	46.0	25.5		
Male	194	96.6	18.0	*	43.9	18.0		
Economically Disadvantaged Students	287	98.7	17.8	*	26.6	*	25.5	Not Met
Non-Economically Disadvantaged Students	76	93.2	35.5	*	55.9	*		
Students with Disabilities	43	97.9	*	*	17.1	*	14.8	Not Met
Students without Disabilities	320	97.3	*	*	50.5	*		
English Learners	123	99.2	10.6	*	24.6	10.6	27.9	Not Met
Non-English Learners	240	96.5	27.1	*	46.9	27.1		
Homeless Students	10	91.7	10.0	*	17.3	22.2		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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	132	730	730	748	14%	23%	40%	22%	0%	22%	49%
White	14	743	743	755	*	0%	*	*	*	43%	60%
Hispanic	104	729	729	737	13%	28%	38%	21%	0%	21%	34%
Black or African American	10	720	720	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	67	729	729	748	*	22%	39%	*	*	24%	50%
Male	65	730	730	748	*	25%	42%	*	*	20%	49%
Economically Disadvantaged Students	106	728	728	733	*	*	40%	*	*	19%	30%
Non-Economically Disadvantaged Students	26	736	736	758	*	*	42%	*	*	35%	62%
Students with Disabilities	19	707	707	725	*	*	*	*	*	11%	22%
Students without Disabilities	113	733	733	753	*	*	*	*	*	24%	55%
English Learners	14	711	711	722	*	*	*	*	*	*	16%
Non-English Learners	118	732	732	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	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

SMALLEY ELEMENTARY SCHOOL
(35-0490-303)
Grades Offered: 04-06
2017-2018

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

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	123	727	727	748	15%	36%	32%	*	*	18%	49%
White	11	748	748	756	0%	*	*	*	*	27%	60%
Hispanic	102	725	725	736	17%	37%	28%	*	*	18%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	58	727	727	749	*	34%	28%	*	*	22%	50%
Male	65	727	727	747	*	37%	35%	*	*	14%	48%
Economically Disadvantaged Students	96	724	724	733	*	*	29%	*	*	16%	29%
Non-Economically Disadvantaged Students	27	741	741	758	*	*	41%	*	*	26%	62%
Students with Disabilities	12	710	710	726	*	*	*	*	*	*	20%
Students without Disabilities	111	729	729	752	*	*	*	*	*	*	55%
English Learners	11	706	706	718	*	*	*	*	*	*	13%
Non-English Learners	112	730	730	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	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%

NJ SCHOOL PERFORMANCE REPORT

SMALLEY ELEMENTARY SCHOOL
(35-0490-303)
Grades Offered: 04-06
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	120	727	727	744	18%	31%	28%	23%	0%	23%	44%
White	15	740	740	751	*	*	*	*	*	47%	54%
Hispanic	88	725	725	731	17%	33%	33%	17%	0%	17%	27%
Black or African American	11	710	710	726	*	*	*	*	*	18%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	51	731	731	745	*	33%	*	*	*	27%	45%
Male	69	724	724	742	*	29%	*	*	*	20%	42%
Economically Disadvantaged Students	92	724	724	729	*	*	*	17%	0%	17%	24%
Non-Economically Disadvantaged Students	28	736	736	753	*	*	*	43%	0%	43%	56%
Students with Disabilities	14	713	713	717	*	*	*	*	*	*	13%
Students without Disabilities	106	729	729	748	*	*	*	*	*	*	49%
English Learners	11	718	718	713	*	*	*	*	*	*	11%
Non-English Learners	109	728	728	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

SMALLEY ELEMENTARY SCHOOL
(35-0490-303)
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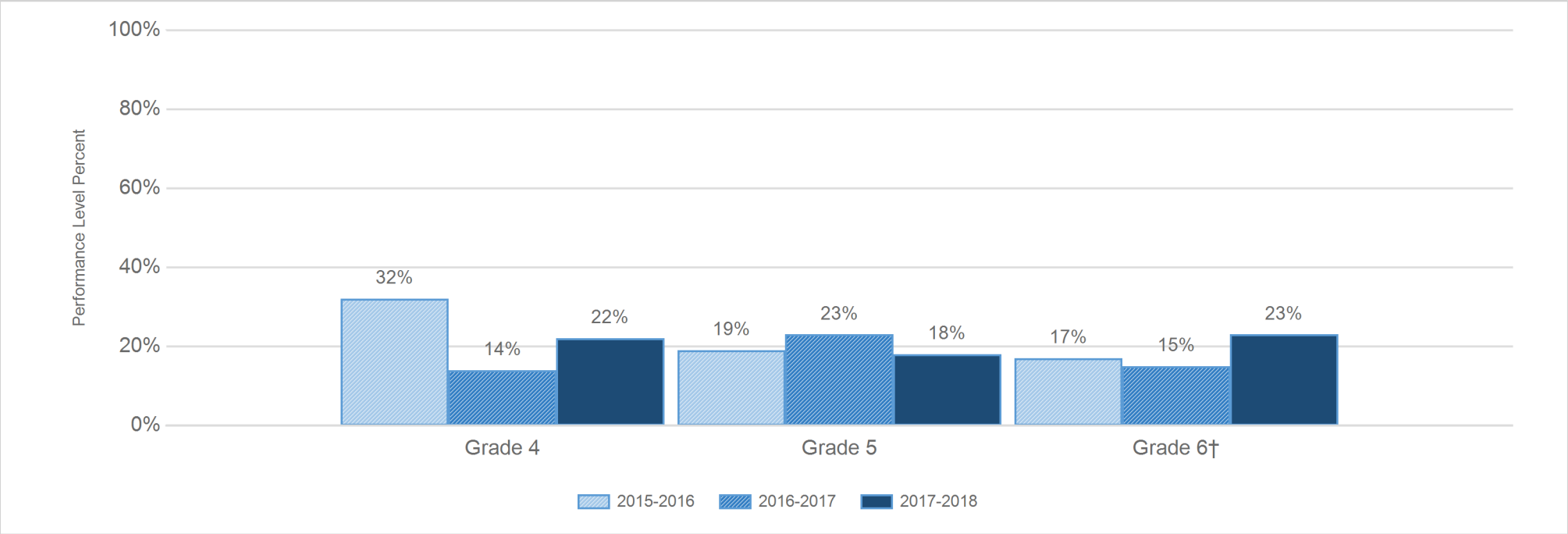
Mathematics Assessment – Performance Trends

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
4	N	N
5	*	*
6	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	75.0%	46.8%	Exceeds

† 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	23	*	*
3-4	*	*	*
5 or more	*	*	*

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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.

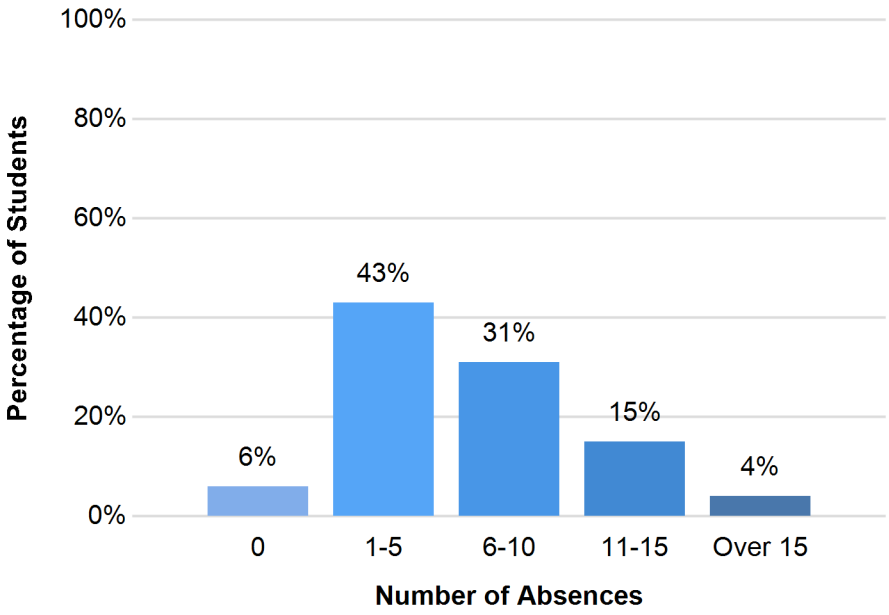
Chronic Absenteeism

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	15	3.9	7.9	Met
White	2	4.3	7.9	Met
Hispanic	10	3.4	7.9	Met
Black or African American	3	11.1	7.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	15	5.1	7.9	Met
Students with Disabilities	7	15.2	7.9	Not Met
English Learners	0	0	7.9	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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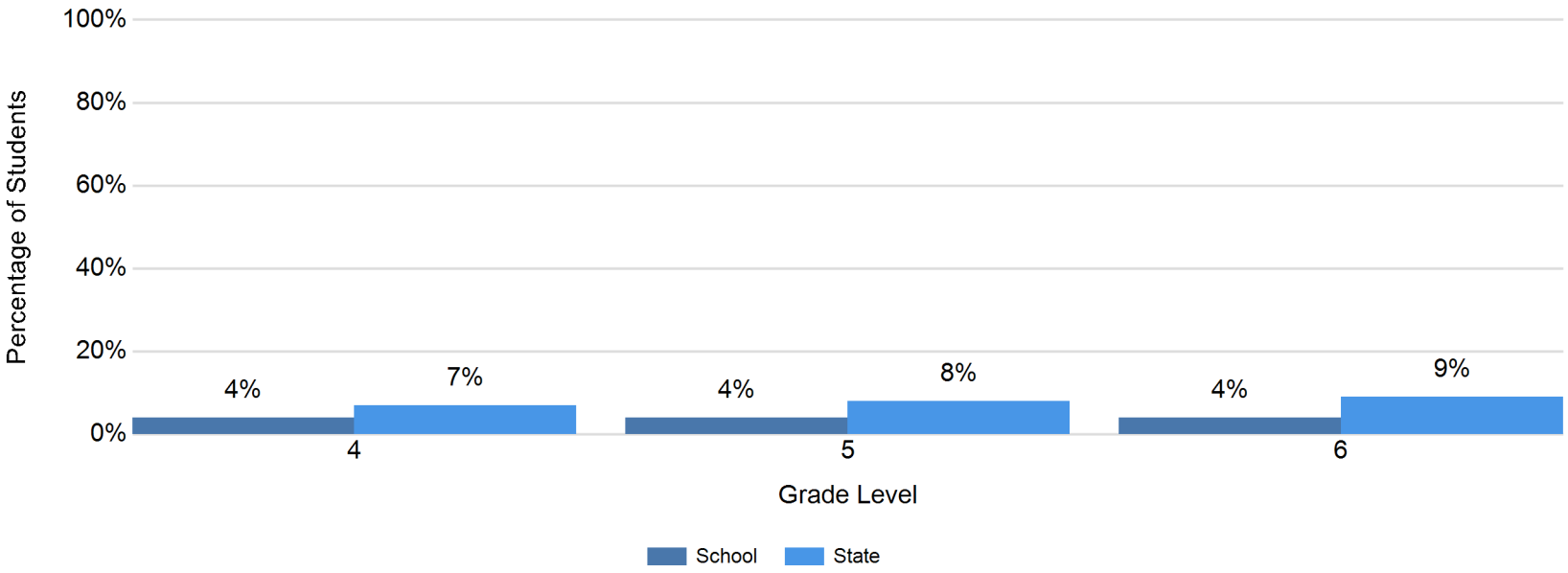
Chronic Absenteeism by Grade

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	5
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	41
Total Unique Incidents	47
Incidents Per 100 Students Enrolled	12.37

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	4
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

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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	2	11	13
Religion	0	0	0
Ancestry	0	2	2
Gender	1	2	3
Sexual Orientation	3	5	8
Disability	1	2	3
Other	6	22	28
No Identified Nature	8		8

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	*	*
Out-of-School Suspensions	34	8.9%
Any Suspension	35	9.2%
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
133

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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	8:10 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 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	1.0:1

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)	$1,006	$11,433	$12,439

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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	31	117,464
Average years experience in public schools	10.6	12.0
Average years experience in district	8.9	10.7
Teachers in district for 4 or more years	61.3%	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	12	9,374
Average years experience in public schools	12.8	16.0
Average years experience in district	6.7	12.0
Administrators in district for 4 or more years	66.7%	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	12:1	12:1
Students to Administrators	380:1	156:1
Teachers to Administrators	31:1	13:1
Students to Librarians/Media Specialists		469:1
Students to Nurses		375:1
Students to Counselors		312:1
Students to Child Study Team		312:1

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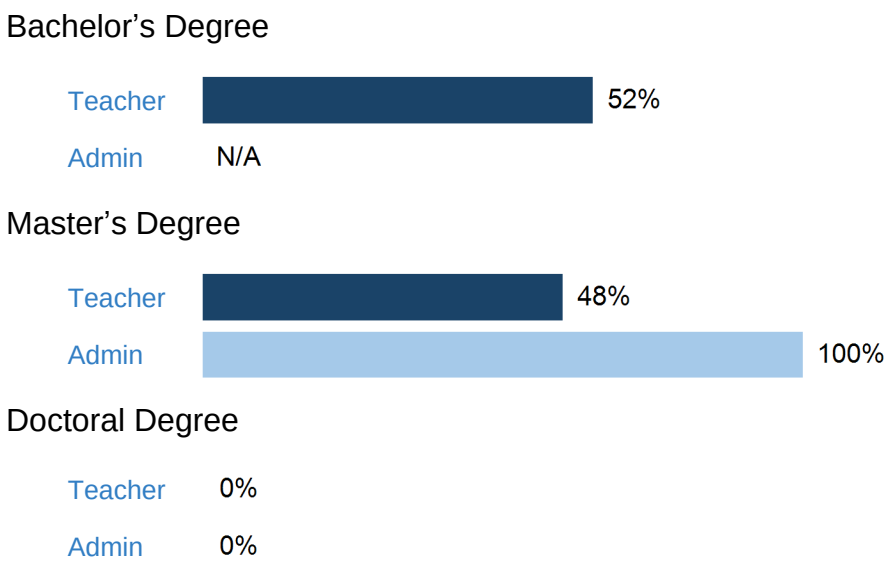
Teachers and Administrators - Level of Education

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	86.9%	90.2%
2016-17 Administrators: Same district 2017-18	84.6%	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	97.3%

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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	87.1%	100.0%
Male	12.9%	0.0%
White	93.5%	100.0%
Hispanic	0.0%	0.0%
Black or African American	6.5%	0.0%
Asian	0.0%	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

SMALLEY ELEMENTARY SCHOOL
(35-0490-303)
Grades Offered: 04-06
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	6.34	15.0%
Mathematics Proficiency	8.12	15.0%
English Language Arts Growth	11.61	20.0%
Mathematics Growth	34.84	20.0%
Progress Towards English Language Proficiency	90.64	20.0%
Chronic Absenteeism	81.12	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	37.70	n/a
Summative Rating: Percentile Rank of Summative Score	29.98	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†	Not Met	Not Met	Met Standard	Exceeds Target	Met	No
White	16.70	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
Hispanic	40.35	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	16.95	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	41.10	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	17.64	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	51.07	14.08	No	Not Met	Not Met	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:	• Creating a well-rounded 21st century learner • Integration of technology within all content areas-one-to-one Chromebooks throughout all grade levels. • Building positive community relationships with programs such as Adopt-A-Cop
Mission, Vision, Theme:	Smalley School, in collaboration with Bound Brook School District and the Community, strive to instill a desire for lifelong learners, productive citizens and contributing members of society; accomplished by recognizing strengths, talents and importance of the academic, social and emotional growth, while providing a safe and nurturing environment that celebrates diversity of all students in promoting academic excellence and challenges them to be responsible and committed to their own learning.
Awards, Recognition, Accomplishments:	2016-2017 Awarded Silver Level Recognition for New Jersey Safe Routes to School Program.

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Courses, Curriculum, Instruction:	Curriculum has been developed for all courses based on the Standards set by the NJDOE - ELA, Math, Social Studies, Science, Health/PE, Technology, Media, Fine/Performing Arts. Advanced coursework opportunities are provided any students who complete the G&T selection process. All text/work books are electronic and hardcopy: HMH Journeys, Go Math, and Science Dimensions. Homework is given nightly for all core subject areas with an average time of 20-40 minutes for each subject.
Clubs and Activities:	School Culture and Climate Initiative Student Ambassadors

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Before and After School Programs:	Before and After-school tutoring opportunities for students through Title I and McKinley Vento Initiatives. Middle Earth After School Program, grades 4-6
Staff and Professional Learning:	In-District PD offerings, such as SIOP, Responsive Classroom, Mental Health, Technology-based (Google Drive, Google Classroom, ThinkCentral and .Ed Platforms) and Data, Out-of-District PD offerings through a partnership with Rutgers's University and RVCC, Weekly grade level Team Planning meetings, Faculty Meetings twice per month with PD focus.

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Student Supports and Services:	ELLs: Push-in/Pull-out with ESL Teacher; SIOP PDs. Students with Disabilities: Inclusion support with SE Staff; Self-Contained settings (BD and LLD settings), Instructional Aides, Speech Therapy, PT/OT sessions. Supports/Services for struggling students: After school tutoring, Push-in support with certified Reading Specialist, Orton and Wilson Reading. I&RS designed to assist students who experience learning, behavior, or health difficulties. Counseling Services within the school setting.
Student Health and Wellness:	Rutgers Grow Healthy Grant and Parent Session on Nutrition offered. Breakfast After the Bell program offered to all students. School Climate and Culture Initiative. School Counseling Lessons. Physical Education & Health class once per week. 25-minute Recess daily. Brain Breaks/Energizers daily.
Parent and Community Involvement:	Parent Teacher Organization. District partnerships with RWJ to provide parent information sessions. District Parent Academy for Student Success (P.A.S.S.) information sessions. School Safety Team. Genesis Parent Portal online. Blackboard messaging for communication with stakeholders. Partnership with local Police and Fire Departments. Municipal Alliance and Youth Services Commissions.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Partnership with the School Culture and Climate Initiative (United Way and the College of Saint Elizabeth) three-year program. Staff, students, and parents were surveyed in 2015 and the data was utilized to prioritize programming and needs with respect to culture and climate. Staff and student climate teams meet monthly to discuss trends and design programs and school-wide initiatives.
Facilities:	New playground and play space built Fall 2017. Renovations to the nurse's suite, faculty bathroom, main entrance, main office, cafeteria. Addition of a gymnasium. All classrooms are air-conditioned.
School Safety:	Safe Schools, School Climate Teams. New Camera system put in 2018.

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Other Information:	Technology: 1:1 Chromebooks for all students. Smalley Elementary School, is a part of Bound Brook School District which is a District-wide Title I, houses grades 4 through 6 with a total enrollment of 404 students. The breakout by population at Smalley Elementary School is approximately 76% Hispanic, 16% White, 11% Black or African American, and less than 2% Asian, Hawaiian Native/Other Pacific Islander, and/or Other (though some students are classified in multiple categories.