NJ SCHOOL PERFORMANCE REPORT

ADELPHIA ELEMENTARY SCHOOL
(25-2290-003)
Grades Offered: KG-02
2017-2018

Report Key:
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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	MONMOUTH
District	HOWELL TWP
Principal Name	MRS. PALAZZOLO
Address	495 ADELPHIA ROAD FREEHOLD, NJ 07728
Phone Number	(732)919-1553
Email Address	DPALAZZOLO@HOWELL.K12.NJ.US
Website	https://adelphia.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpAdelph

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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
KG	118	114	102
1	110	126	126
2	135	112	126
Total	363	352	354

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	50.7%	48.9%	49.4%
Male	49.3%	51.1%	50.6%
Economically Disadvantaged Students	29.2%	27.0%	28.0%
Students with Disabilities	17.1%	18.2%	14.1%
English Learners	18.7%	21.3%	25.4%
Homeless Students		0.3%	0.6%
Students in Foster Care		0.0%	0.0%
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	62.5%	61.9%	57.1%
Hispanic	19.8%	23.3%	26.8%
Black or African American	2.2%	1.4%	2.0%
Asian	11.0%	8.8%	9.3%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.1%	4.5%	4.8%

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
KG - Half Day	0	0	0
KG - Full Day	118	114	102

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	75.1%
Spanish	16.9%
Russian	1.7%
Other Languages	6.2%

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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	61.4%	60.7%	Met Target

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	71	*	*
3-4	17	82.4%	17.6%
5 or more	*	*	*

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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.

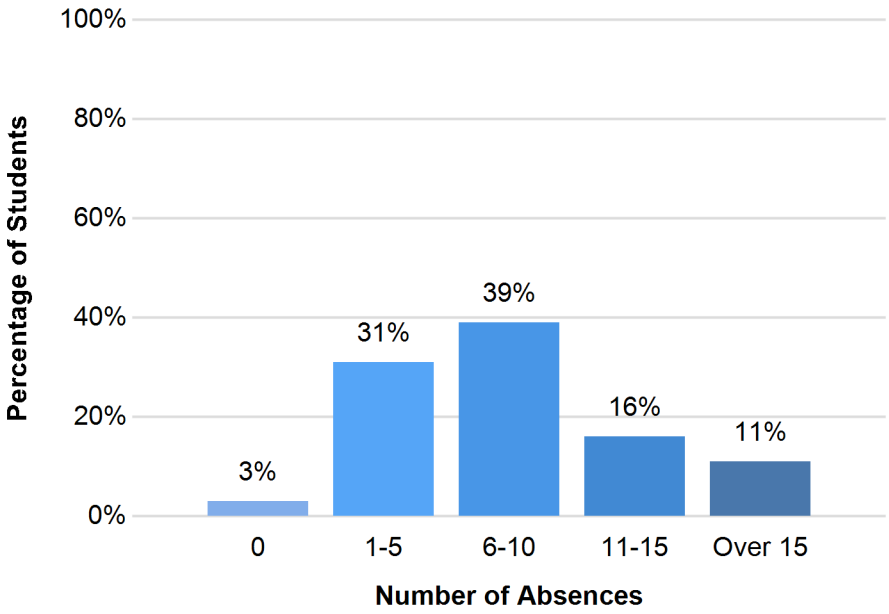
Chronic Absenteeism

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	29	8.2	10.2	Met
White	11	5.4	10.2	Met
Hispanic	13	13.7	10.2	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	3.0	10.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	18	18.0	10.2	Not Met
Students with Disabilities	5	9.8	10.2	Met
English Learners	11	12.2	10.2	Not 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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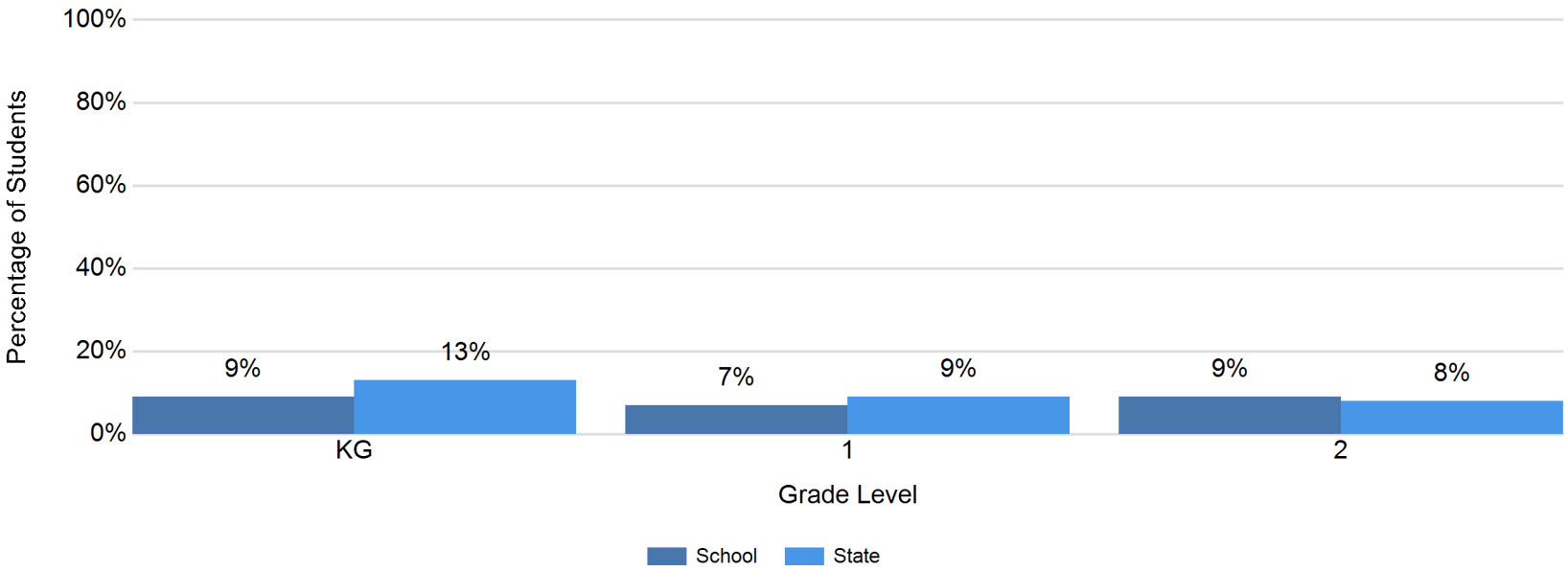
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.28

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	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	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

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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	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	N

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)	$380	$15,433	$15,813

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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	35	117,464
Average years experience in public schools	14.8	12.0
Average years experience in district	13.9	10.7
Teachers in district for 4 or more years	80.0%	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	37	9,374
Average years experience in public schools	16.3	16.0
Average years experience in district	15.1	12.0
Administrators in district for 4 or more years	91.9%	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	12:1
Students to Administrators	177:1	157:1
Teachers to Administrators	18:1	13:1
Students to Librarians/Media Specialists		580:1
Students to Nurses		446:1
Students to Counselors		527:1
Students to Child Study Team		207:1

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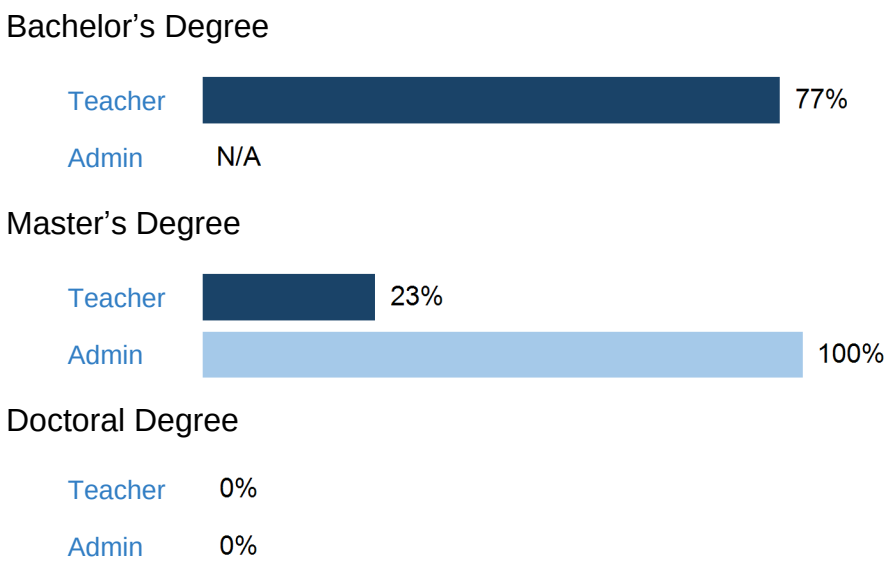
Teachers and Administrators - Level of Education

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	92.0%	90.2%
2016-17 Administrators: Same district 2017-18	94.6%	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	96.5%

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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	91.4%	100.0%
Male	8.6%	0.0%
White	94.3%	100.0%
Hispanic	5.7%	0.0%
Black or African American	0.0%	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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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:	• NJDOE ESL Model Program 2018-2020. Our staff works collaboratively to provide the best possible learning environments for our English Language Learners on a daily basis. • Future Ready: New Jersey Silver Lead Certification. As a Future Ready School all students are encouraged to explore areas of interest and develop a passion for learning. • Adelphia School is proud to offer school wide enrichment opportunities that are interest based and student focused in the areas of art, music, physical education, media,technology and guidance.
Mission, Vision, Theme:	At Adelphia School we take full responsibility for educating the whole child. This requires dedication and collaborative practices. All members of the Adelphia Staff and Administrative Team work collaboratively to meet the individual needs of all learners. We are proud to engage learners in school wide learning experiences that are interest and STEM based as well as personalized to assure that both students and staff engage in high end teaching and learning. It is through a continued educational partnership that we are able to support the needs of students not only intellectually, but socially and emotionally as well.
Awards, Recognition, Accomplishments:	The administration and staff at Adelphia School have a shared vision of high academic achievement and success for all children. The educational programs that exist in our school portray our commitment to student learning and exemplify our belief that every child can reach their potential. Through differentiated learning activities that are standards based and developmentally appropriate for learners, teachers are providing meaningful and rigorous instruction in all content areas.

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Courses, Curriculum, Instruction:	Adelphia teachers have high expectations for all learners. All learning experiences are aligned to New Jersey Student Learning Standards and individual learning goals are established based on student need and readiness. Students are able to track their own progress within individual learning progressions. Classroom teachers also integrate technology into daily learning experiences to extend learning beyond the classroom setting. http://www.howell.k12.nj.us/curriculum_landing.aspx
Sports and Athletics:	N/A
Clubs and Activities:	N/A

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Before and After School Programs:	Adelphia School offers an after school Book Buzz Program for improved student academic achievement. Through a home school partnership students are afforded with an opportunity to deepen understanding of literacy through after school small group targeted instruction. In addition, students are provided with books to reinforce reading skills at home. This program services students in the kindergarten through second grade and is facilitated by teachers as well as the district instructional coach.
Staff and Professional Learning:	The leadership at Adelphia School creates opportunities and supports staff in their efforts to provide personalized learning experiences for students. All members of the Adelphia Staff and Administrative Team work collaboratively to meet the individual needs of all learners. A staff survey is utilized to identify staff professional development needs in alignment with building goals. The results from the survey are reviewed by the ScIP Team and action plans are then created based on building needs. Through a variety of in-service opportunities the professional development afforded to staff is an on-going effort to best support teachers in establishing optimal learning environments to improve overall student achievement.

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Student Supports and Services:	At Adelphia School there are many levels of support in an effort to reach the needs of all learners.Through Response to Intervention student learning is supported based on the needs of the child. To further support student needs a Student Intervention Plan is utilized for goal setting and tracking progress. All established plans are created by a collaborative team assuring that relevant specialists are included in this process. In addition, our staff is SIOP trained to support the needs of English Language Learners. To support students in the area of emotional and social wellness, monthly classroom focuses are planned and are inclusive of teaching students skills. Examples include; greetings, active listening, and peer conflict.
Student Health and Wellness:	Student health and wellness is supported by health and physical education standards. All students engage in twenty minutes of recess time as well as daily health walks. Our school counselor supports both students and staff with peer groups, social skills groups, as well as classroom lessons. By taking time to instruct our students through both social and emotional experiences, we empower children to learn critical life skills to be successful in any endeavor they choose to pursue.
Parent and Community Involvement:	The Adelphia School Administration and Staff are committed to deepening our educational partnerships with various members of the school community. The Parent Teacher Association meets monthly with administration to continually involve parents and families in school-wide events. Parent evening sessions are offered for families to learn more about how to support their child's educational experiences. Additionally, we take great pride in working closely with other members of the school community such as the local Howell Food Pantry, Police, Fire, and EMT departments. Our efforts also include working cohesively with our Sister School Ardena to afford students and families with similar experiences. This further supports our students in a successful transition to third grade. It is through various parent evenings, PTA sponsored events, and family challenges that our community has partnered collaboratively to achieve what is best on behalf of children.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers A school culture and climate survey is administered two times per school year for staff, parents, and students. The survey for parents and students focuses on safety, teacher interactions, peer relationships and overall feelings about Adelphia School. A staff survey is utilized to assess staff needs, rapport with administration and colleagues, as well as feeling inclusive in school based decision making. The staff survey also identifies staff professional development needs in alignment with building goals. The results from the survey are reviewed by the ScIP Team and action plans are then created based on building needs.
Facilities:	Adelphia School opened in 2003. Adelphia School is a primary school with a current enrollment of 351 students in kindergarten through second grade. Our school has an established literacy lab with resources designed to captivate and engage students in literacy based learning experiences. A 2:1 iPad ratio enhances and enriches learning experiences in support of progressive learning environments. The computer lab affords another opportunity for students to engage in technology classes as well as enrichment clubs.
School Safety:	School safety and security is our greatest priority. We follow specific procedures and all of our staff, students, and administration participate in monthly safety drills. These practices provide an awareness towards security and help prepare students in a calm and orderly manner should an unexpected emergency situation occur. We constantly collaborate with the Special Law Enforcement Officer III, the Howell Township Police Department, and our District Security Director. ID badges are worn by all staff members and doors to the school remain locked throughout the day. Staff are included in different school drills to educate and inform all members of the school community of the different practices in place to maintain a safe school environment.

NJ SCHOOL PERFORMANCE REPORT

ADELPHIA ELEMENTARY SCHOOL
(25-2290-003)
Grades Offered: KG-02
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

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.

Technology and STEM:	We are proud to engage learners in school wide learning experiences that are interest and STEM based as well as personalized to assure that both students and staff engage in high end teaching and learning. Our school has an established literacy lab with resources designed to captivate and engage students in literacy based learning experiences. A 2:1 iPad ratio enhances and enriches learning experiences in support of progressive learning environments. With a variety of innovative tools, staff is able to incorporate the use of various digital resources to meet the needs of all students. Students have access to technology throughout their school day to support personalized learning experiences as well as to extend learning beyond the walls of a classroom. In addition, our school assures students have subscriptions to both math and literacy web based programs which are accessible from home.
Early Childhood Education:	Adelphia is a Title I School. Through Title I funds we are able to offer an after school Book Buzz Reading Program for eligible students in kindergarten through second grade. This program is designed to strengthen student understanding of literacy through after school small group targeted instruction and also provides students with books on their individual reading levels. Another component of this program is the parent evening where parents are afforded with an opportunity to visit our school and learn more about how to further support their child with reading.

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Other Information:	School success is very important to us. We believe that strong instructional leadership and challenging curriculum is essential. Adelphia School emphasizes personalized learning and standard aligned student achievement. By taking time to instruct our students through rigorous academic and creative experiences, we build resiliency and empower children with critical life skills. Our P.A.W.S Program is a key component in the development of our school environment. The program develops leadership and strong character in our students. In all grade levels, students engage in a read aloud every month that focuses on a specific Leader in Me Habit. Students work towards a specific goal in order to become a kinder and more responsible person. Each day morning announcements consist of quotes and positive daily thoughts. Adelphia School is a place where students are proud to be. This is evident by the students' smiling faces and the positive energy that lives within our school.