NJ SCHOOL PERFORMANCE REPORT

ARDENA ELEMENTARY SCHOOL
(25-2290-010)
Grades Offered: 03-05
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	MONMOUTH
District	HOWELL TWP
Principal Name	DR. PENNELL
Address	355 ADELPHIA ROAD FARMINGDALE, NJ 07727-3528
Phone Number	(732)751-2485
Email Address	DPENNELL@HOWELL.K12.NJ.US
Website	https://ardena.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpArdena

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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
3	115	125	116
4	124	129	115
5	106	124	127
Total	345	378	358

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	54.8%	53.7%	52.0%
Male	45.2%	46.3%	48.0%
Economically Disadvantaged Students	21.4%	23.0%	22.3%
Students with Disabilities	20.3%	20.4%	19.3%
English Learners	9.3%	10.3%	12.8%
Homeless Students		0.8%	1.7%
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	73.6%	71.7%	67.3%
Hispanic	15.7%	14.8%	18.4%
Black or African American	2.9%	2.9%	2.8%
Asian	6.7%	7.7%	8.1%
Native Hawaiian or Pacific Islander	0.3%	0.5%	0.3%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	0.6%	2.4%	3.1%

Enrollment by Home Language

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

Home Language	% of Students
English	82.4%
Spanish	10.9%
Russian	1.4%
Polish	1.1%
Arabic	1.1%
Other Languages	3.1%

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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	50	51	50	Met Standard	51.5	52	50	Met Standard
White	52	51	50	Met Standard	51	51	51	Met Standard
Hispanic	35.5	49	49	Not Met	45.5	54	48	Met Standard
Black or African American	*	52.5	44	**	*	46.5	44	**
Asian, Native Hawaiian, or Pacific Islander	52	63.5	61	**	62.5	54	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	50	49	**	*	62	51	**
Economically Disadvantaged	32	48	48	Not Met	44	51	47	Met Standard
Students with Disabilities	36	45	41	Not Met	36	49	43	Not Met
English Learners	*	44	54	**	*	56	51	**

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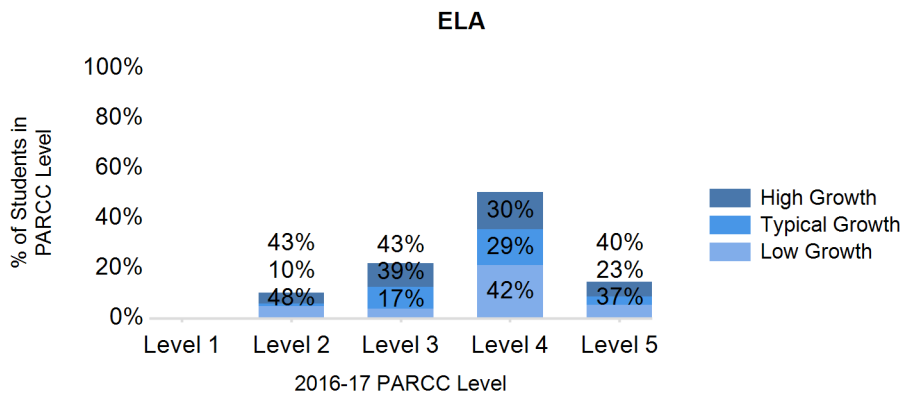
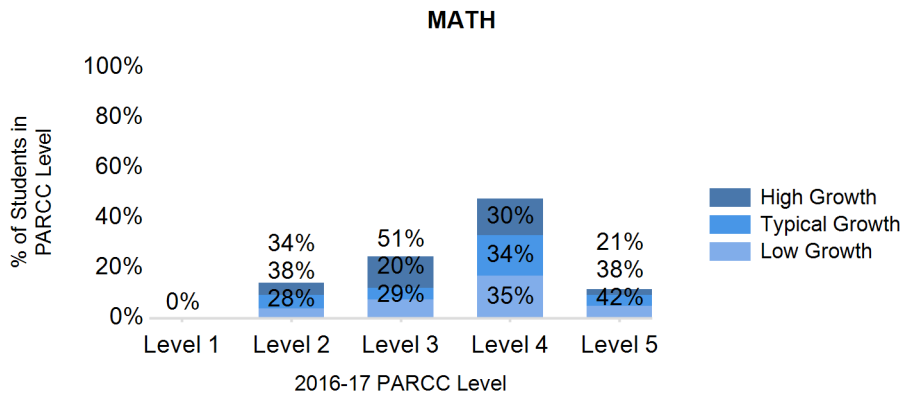
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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 by Performance Level

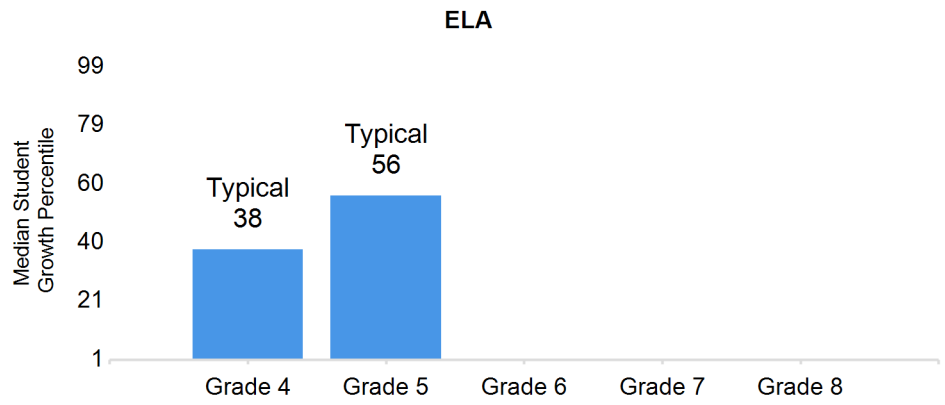
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

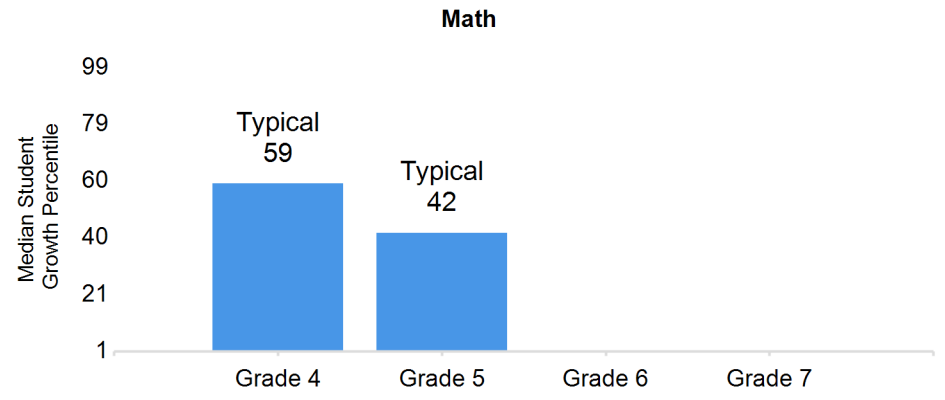




Student Growth by Grade

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	325	97.6	65.2	68.2	56.7	65.2	61.6	Met Target
White	242	97.2	69.9	70.3	65.6	69.9	63.6	Met Target
Hispanic	34	97.4	47.1	57.0	42.5	47.1	41.8	Met Target
Black or African American	12	100.0	41.7	56.7	37.3	41.7	**	**
Asian, Native Hawaiian, or Pacific Islander	26	100.0	65.4	*	82.3	65.4	77.8	Met Target†
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	11	100.0	45.5	*	63.4	45.5	**	**
Female	167	97.7	70.1	75.3	64.5	70.1		
Male	158	97.5	60.1	61.2	49.4	60.1		
Economically Disadvantaged Students	49	92.5	36.8	45.9	38.5	35.7	39.6	Met Target†
Non-Economically Disadvantaged Students	276	98.6	70.3	71.9	67.5	70.3		
Students with Disabilities	78	96.3	34.6	28.9	21.6	34.6	25.7	Met Target
Students without Disabilities	247	98.1	74.9	78.1	63.9	74.9		
English Learners	16	100.0	18.8	32.2	27.3	18.8	**	**
Non-English Learners	309	97.5	67.7	69.6	59.4	67.7		
Homeless Students	*	*	*	37.0	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
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 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	104	755	754	750	*	15%	17%	*	*	59%	52%
White	72	763	756	759	*	*	18%	51%	14%	65%	61%
Hispanic	14	742	*	736	*	*	*	*	*	43%	38%
Black or African American	*	*	732	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	749	758	*	*	*	*	*	*	58%
Female	54	760	759	756	*	*	*	*	*	59%	57%
Male	50	749	748	744	*	*	*	*	*	58%	46%
Economically Disadvantaged Students	17	714	732	733	*	*	*	*	*	24%	34%
Non-Economically Disadvantaged Students	87	763	758	762	*	*	*	*	*	66%	64%
Students with Disabilities	30	738	728	719	*	*	*	40%	0%	40%	24%
Students without Disabilities	74	762	761	756	*	*	*	53%	14%	66%	57%
English Learners	*	*	705	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	756	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	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	101	760	764	756	*	*	22%	48%	19%	66%	58%
White	77	762	767	764	0%	*	25%	*	*	68%	68%
Hispanic	11	732	747	744	*	*	*	*	*	45%	44%
Black or African American	*	*	751	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	756	763	*	*	*	*	*	*	63%
Female	52	762	768	762	*	*	*	*	*	65%	63%
Male	49	757	760	751	*	*	*	*	*	67%	53%
Economically Disadvantaged Students	15	737	743	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	86	764	768	767	*	*	*	*	*	71%	70%
Students with Disabilities	21	733	737	726	*	*	*	*	*	33%	25%
Students without Disabilities	80	766	770	762	*	*	*	*	*	75%	64%
English Learners	*	*	711	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	766	759	*	*	*	*	*	*	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	124	768	764	755	*	*	19%	51%	19%	69%	58%
White	94	774	766	763	*	*	15%	57%	19%	77%	68%
Hispanic	12	745	750	743	*	*	*	*	*	42%	43%
Black or African American	*	*	751	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	757	763	*	*	*	*	*	*	65%
Female	67	778	769	762	*	*	*	*	*	79%	66%
Male	57	757	758	749	*	*	*	*	*	58%	51%
Economically Disadvantaged Students	16	744	747	739	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	108	772	767	766	*	*	*	*	*	72%	71%
Students with Disabilities	25	738	732	724	*	*	*	*	*	32%	22%
Students without Disabilities	99	776	771	762	*	*	*	*	*	79%	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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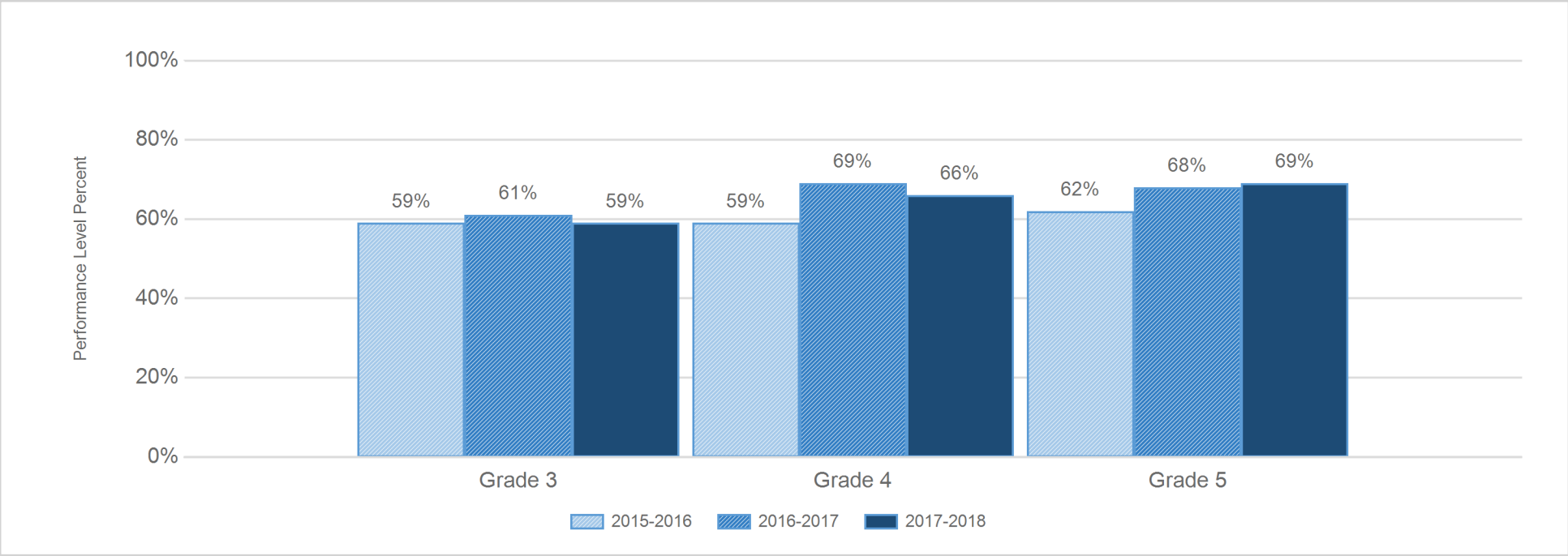
English Language Arts/Literacy Assessment - Performance Trends

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	325	97.6	57.5	57.4	45.0	57.5	57.4	Met Target
White	242	97.2	62.3	59.9	54.1	62.3	61	Met Target
Hispanic	34	97.4	29.4	42.2	29.2	29.4	28.3	Met Target
Black or African American	12	100.0	33.3	35.5	23.4	33.3	**	**
Asian, Native Hawaiian, or Pacific Islander	26	100.0	73.1	*	77.0	73.1	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	11	100.0	27.3	*	53.0	27.3	**	**
Female	167	97.7	56.9	57.7	46.0	56.9		
Male	158	97.5	58.2	57.1	43.9	58.2		
Economically Disadvantaged Students	49	92.5	26.5	33.0	26.6	25.8	37.6	Not Met
Non-Economically Disadvantaged Students	276	98.6	63.0	61.4	55.9	63.0		
Students with Disabilities	78	96.3	33.3	23.3	17.1	33.3	35.3	Met Target†
Students without Disabilities	247	98.1	65.2	65.9	50.5	65.2		
English Learners	16	100.0	31.3	36.2	24.6	31.3	**	**
Non-English Learners	309	97.5	58.9	58.2	46.9	58.9		
Homeless Students	*	*	*	25.9	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
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 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	104	758	759	752	*	*	24%	36%	20%	56%	53%
White	72	764	762	760	*	*	25%	38%	25%	63%	64%
Hispanic	14	742	*	739	*	*	*	*	*	36%	38%
Black or African American	*	*	722	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	755	757	*	*	*	*	*	*	59%
Female	54	757	759	752	*	*	22%	35%	20%	56%	53%
Male	50	758	758	751	*	*	26%	36%	20%	56%	53%
Economically Disadvantaged Students	17	721	735	736	*	*	*	*	*	12%	35%
Non-Economically Disadvantaged Students	87	765	763	762	*	*	*	*	*	64%	66%
Students with Disabilities	30	746	742	730	*	*	*	*	*	40%	29%
Students without Disabilities	74	763	763	756	*	*	*	*	*	62%	57%
English Learners	*	*	724	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	760	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	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

ARDENA ELEMENTARY SCHOOL
(25-2290-010)
Grades Offered: 03-05
2017-2018

Report Key:
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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	101	754	757	748	*	*	29%	*	*	58%	49%
White	77	757	760	755	*	*	32%	*	*	61%	60%
Hispanic	11	723	740	737	*	*	*	*	*	27%	34%
Black or African American	*	*	746	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	756	752	*	*	*	*	*	*	55%
Female	52	751	757	748	*	*	35%	*	*	52%	50%
Male	49	758	758	748	*	*	22%	*	*	65%	49%
Economically Disadvantaged Students	15	735	738	733	*	*	*	*	*	40%	30%
Non-Economically Disadvantaged Students	86	757	761	758	*	*	*	*	*	62%	62%
Students with Disabilities	21	731	735	725	*	*	*	*	*	29%	22%
Students without Disabilities	80	760	762	753	*	*	*	*	*	66%	55%
English Learners	*	*	722	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	758	750	*	*	*	*	*	*	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

ARDENA ELEMENTARY SCHOOL
(25-2290-010)
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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	124	754	759	748	*	*	23%	45%	13%	58%	49%
White	94	758	760	756	*	*	21%	50%	14%	64%	60%
Hispanic	12	737	747	736	0%	*	*	*	*	25%	32%
Black or African American	*	*	740	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	755	754	*	*	*	*	*	*	55%
Female	67	758	759	749	*	*	27%	*	*	60%	50%
Male	57	750	758	747	*	*	19%	*	*	56%	48%
Economically Disadvantaged Students	16	734	742	733	*	*	*	*	*	31%	29%
Non-Economically Disadvantaged Students	108	757	762	758	*	*	*	*	*	62%	62%
Students with Disabilities	25	735	734	726	*	*	*	*	*	32%	20%
Students without Disabilities	99	759	764	752	*	*	*	*	*	65%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	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%

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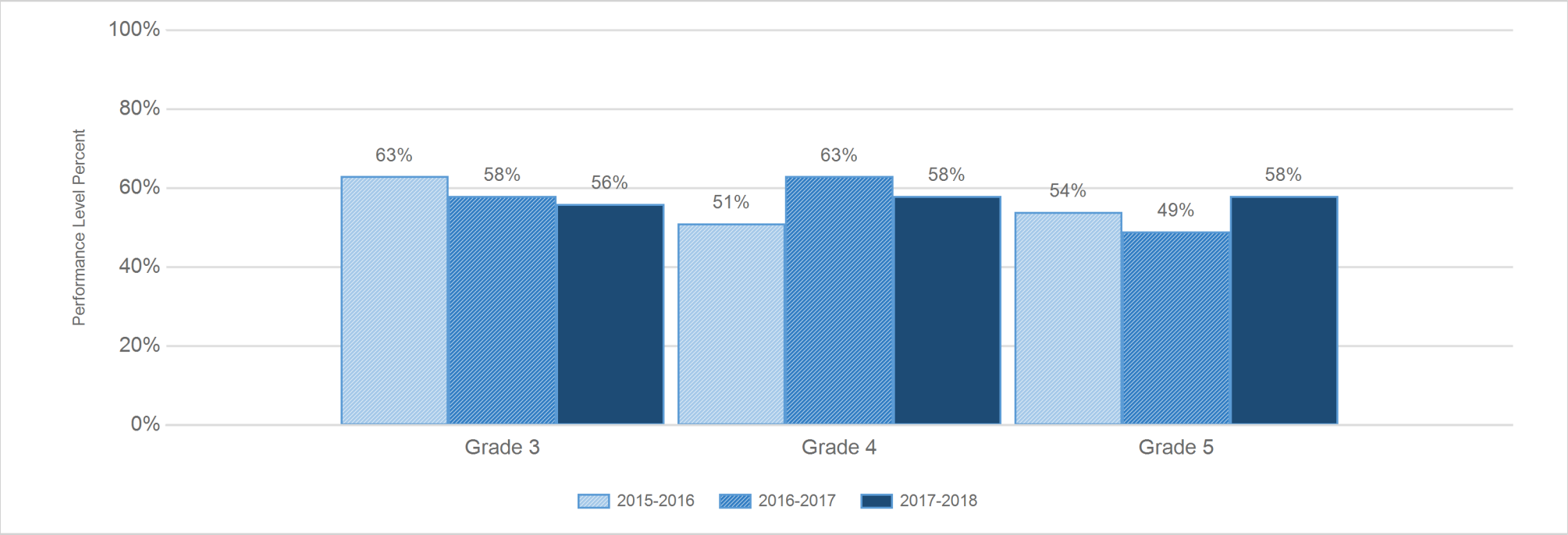
Mathematics Assessment – Performance Trends

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	N	N
5	*	*

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	61.0%	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	20	80.0%	20.0%
3-4	13	61.5%	38.5%
5 or more	13	61.5%	38.5%

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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.

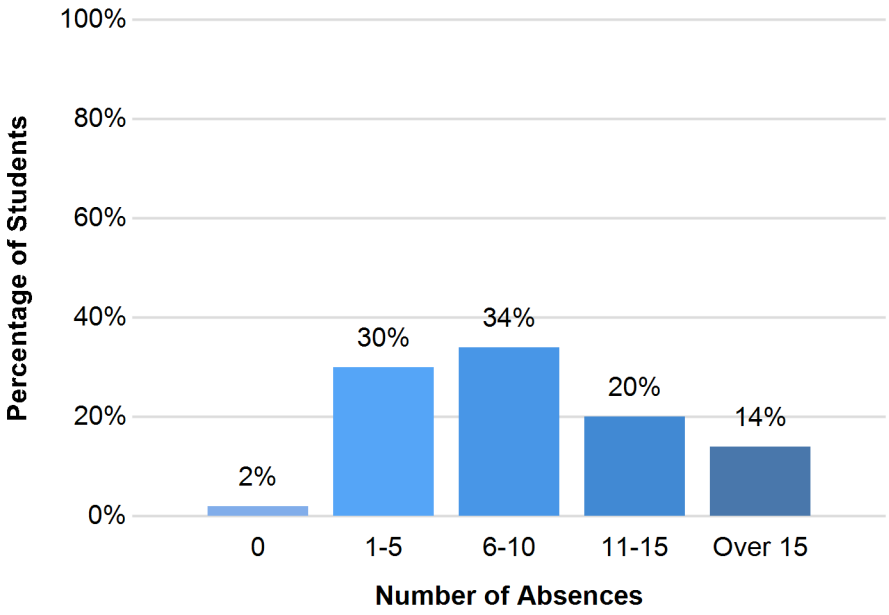
Chronic Absenteeism

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	34	9.5	7.6	Not Met
White	19	7.9	7.6	Not Met
Hispanic	9	13.8	7.6	Not Met
Black or African American	2	20.0	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	7.6	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	36.4	**	**
Economically Disadvantaged Students	12	15.0	7.6	Not Met
Students with Disabilities	7	10.0	7.6	Not Met
English Learners	6	13.0	7.6	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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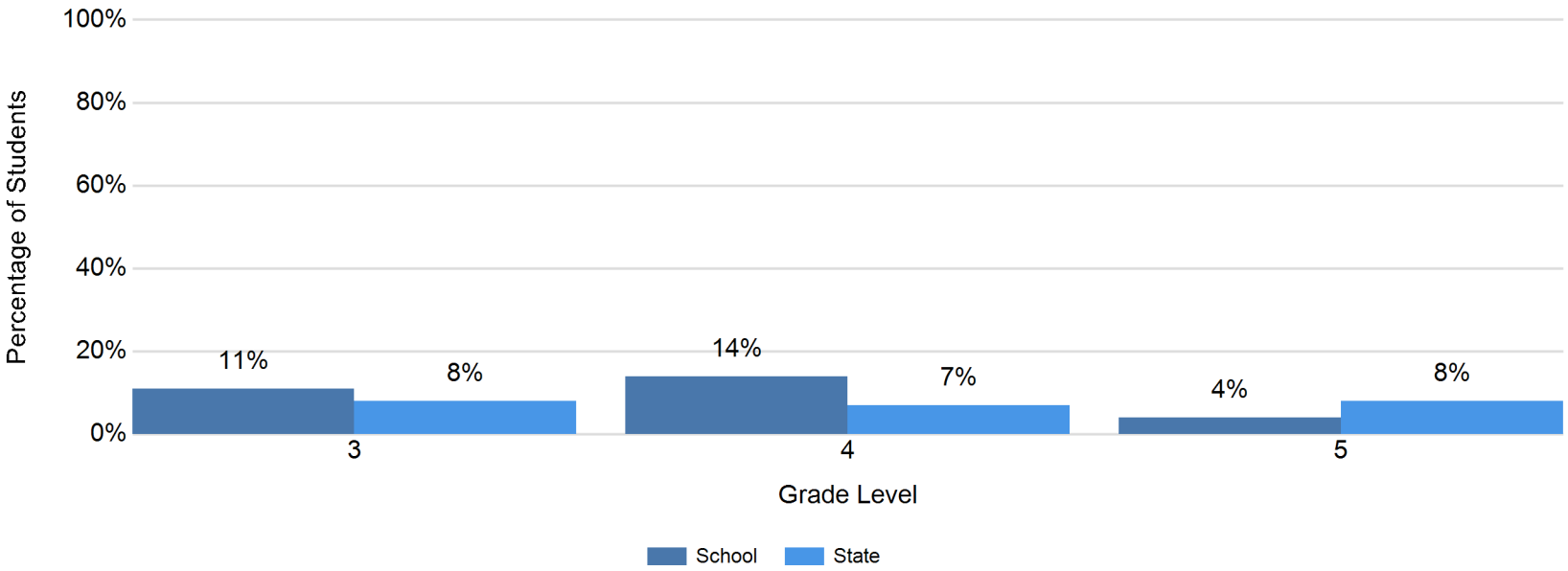
Chronic Absenteeism by Grade

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	2
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.12

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	1
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	1	1	2
Disability	1	1	2
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
10

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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

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	1.1:1

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)	$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	36	117,464
Average years experience in public schools	9.3	12.0
Average years experience in district	9.2	10.7
Teachers in district for 4 or more years	77.8%	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	179:1	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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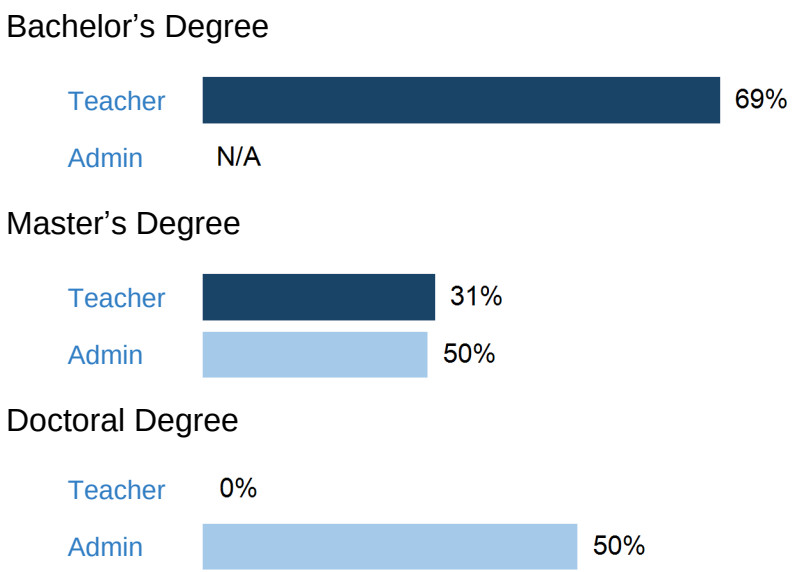
Teachers and Administrators - Level of Education

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	97.3%

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Key terms for staff data:
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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	91.7%	100.0%
Male	8.3%	0.0%
White	100.0%	100.0%
Hispanic	0.0%	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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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

ARDENA ELEMENTARY SCHOOL
(25-2290-010)
Grades Offered: 03-05
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	52.13	15.0%
Mathematics Proficiency	55.27	15.0%
English Language Arts Growth	32.17	20.0%
Mathematics Growth	42.26	20.0%
Progress Towards English Language Proficiency	65.96	20.0%
Chronic Absenteeism	34.95	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	47.68	n/a
Summative Rating: Percentile Rank of Summative Score	45.56	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	Not Met	No
White	52.04	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	31.68	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	29.72	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	52.36	14.08	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	Not 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:	• The first "Lighthouse" School recognized by Franklin Covey in the State of NJ. • Department of Education ELL Award Winning School for over 10 years. • 2018 Certified Silver Future Ready Status.
Mission, Vision, Theme:	Mission Statement - " Empowering Leaders with Love". Ardena School is a dynamic community of teachers, children and families with a diverse population of approximately 330 students in grade levels ranging from three through five. Our children stem from a wide range of racial and national origins. We believe that this diversity is a particular advantage; it helps us grow, learn and work with each other in what has become a truly global neighborhood.
Awards, Recognition, Accomplishments:	2018 Certified Future Ready Silver Status School. First Leader in Me Lighthouse School in the state of New Jersey. State recognized school serving our English Language Learners. First School in the State of NJ recognized as a del PLC by Solution Tree.

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Courses, Curriculum, Instruction:	Curricular focus in the core areas of language arts and mathematics provide children with opportunities to develop skills in reading, writing, speaking, listening, viewing, understanding, and applying mathematical concepts and problem solving. On-going evaluation of our children's progress informs and guides instruction for each child. Coupled with our strong focus on standards, the results of national, state, and local assessments are analyzed to help guide instructional improvement.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls) Our 5th graders have the opportunity to play basketball and compete against other 5th grade teams in our district.
Clubs and Activities:	We value giving students voice and choice with their learning opportunities and therefore varied courses are developed to achieve this goal. Students are offered art classes, chorus choices performing through dance and/or song, STEM options, as well as student and staff developed courses that vary based on who is presenting the course. Additionally, students have the opportunity to assume all types of leadership roles throughout the school day.

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Before and After School Programs:	Newspaper Club is offered after school as well as a Student Lighthouse Team for our 4th and 5th grade students. Teacher facilitators organize these two clubs. Additional clubs such as Robotics, Mad Science, STEM club are offered throughout the year and provided for by our PTA.
Staff and Professional Learning:	Ardena School is recognized by Solution Tree as a Model PLC. Professional learning occurs throughout the school year. Designated professional development days as well as grade level meetings, and PLC learning opportunities are just some of the collaborative learning opportunities made available for the staff.

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Student Supports and Services:	Ardena School is a model ELL school as recognized by the Department of Education. Ardena School is a dynamic community of teachers, children and families with a diverse population of approximately 330 students in grade levels ranging from three through five. Our children stem from a wide range of racial and national origins. We believe that this diversity is a particular advantage; it helps us grow, learn and work with each other in what has become a truly global neighborhood.
Student Health and Wellness:	Breakfast is offered each day prior to the beginning of the instructional periods. Additionally, students have a built in recess period each day in addition to their physical education periods that occur twice a week for each grade level.
Parent and Community Involvement:	A strong partnership exists between home and school. Parents participate through the Ardena Parent Teacher Association (PTA,) as well as individually, to enhance the education of our students. The PTA has graciously brought cultural arts assemblies and stimulating programs to our children and provide funds to send our students on one field trip per grade each year. Parent involvement in supporting our school is one of our greatest strengths.Their active involvement attests to the high value that they place on an effective and meaningful program for their children.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Survey are given throughout the year and are analyzed during our School Improvement Panel meetings. The surveys vary depending on the need and the results are communicated to all stakeholders.
Facilities:	Our school was built in 1938 and is beautifully maintained by our highly skilled and dedicated custodial staff.
School Safety:	Our School has a School Resource Officer as well as strict protocols for entering the building. Our students are aware of the protocols for entering the building and as such they do not open any doors for visitors and follow all protocols in place. We have a strong relationship with our local police department and count on them for extra support during school-wide events and the like. We conduct monthly safety drills which include but are not limited to lock-down drills, evacuation drills, fire drills, etc.

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Technology and STEM:	Our students each have their own computer and utilize technology throughout the day.
Early Childhood Education:	N/A

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Other Information:	We believe in a high quality education for all of Ardena's children and this belief embraces a philosophy of all children being able to learn at high levels. Together with our students, parents, and teachers, we will make the difference needed in students' educational, social, and emotional lives. This difference will assist our students in becoming productive and contributing citizens.