NJ SCHOOL PERFORMANCE REPORT

RAMTOWN ELEMENTARY SCHOOL
(25-2290-035)
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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† 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	MONMOUTH
District	HOWELL TWP
Principal Name	MR. BOHRER
Address	216 RAMTOWN -GREENVILLE ROAD HOWELL, NJ 07731-0216
Phone Number	(732)751-2493
Email Address	ABOHRER@HOWELL.K12.NJ.US
Website	https://ramtown.howell.k12.nj.us/
Facebook	https://www.facebook.com/howell.township.k8/
Twitter	https://twitter.com/HowellTwpRamtwn

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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	125	136	100
4	125	127	131
5	171	129	128
Total	421	392	359

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	45.4%	49.0%	50.7%
Male	54.6%	51.0%	49.3%
Economically Disadvantaged Students	15.2%	15.3%	12.8%
Students with Disabilities	24.9%	20.2%	18.1%
English Learners	0.0%	0.3%	0.3%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.0%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.6%

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	83.8%	80.1%	78.3%
Hispanic	10.2%	12.2%	15.0%
Black or African American	2.1%	3.6%	2.8%
Asian	2.4%	3.1%	2.2%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.2%	1.0%	1.7%

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	93.0%
Spanish	4.7%
Other Languages	2.2%

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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	53	51	50	Met Standard	58	52	50	Met Standard
White	50	51	50	Met Standard	55.5	51	51	Met Standard
Hispanic	58	49	49	Met Standard	62.5	54	48	Exceeds Standard
Black or African American	*	52.5	44	**	*	46.5	44	**
Asian, Native Hawaiian, or Pacific Islander	*	63.5	61	**	*	54	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	50	49	**	*	62	51	**
Economically Disadvantaged	44.5	48	48	Met Standard	66	51	47	Exceeds Standard
Students with Disabilities	41	45	41	Met Standard	43	49	43	Met Standard
English Learners	61	44	54	**	73	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**

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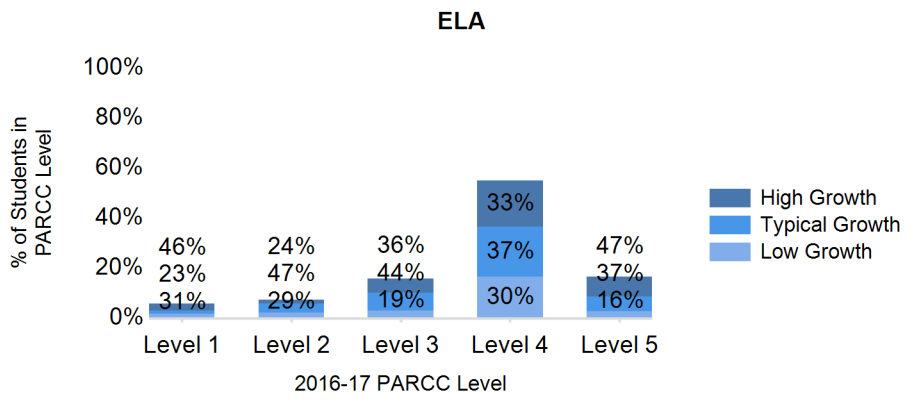
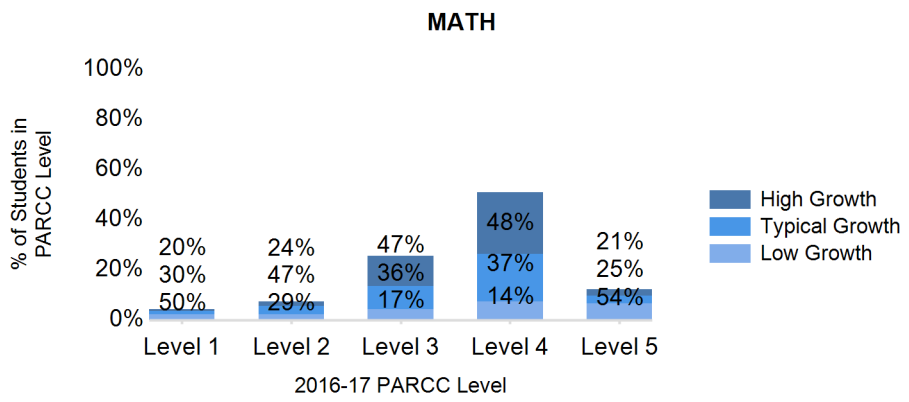
Student Growth by Performance Level

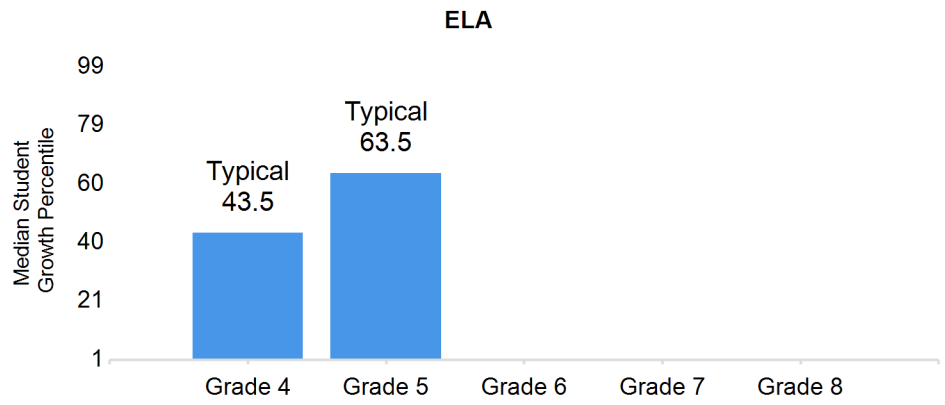
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

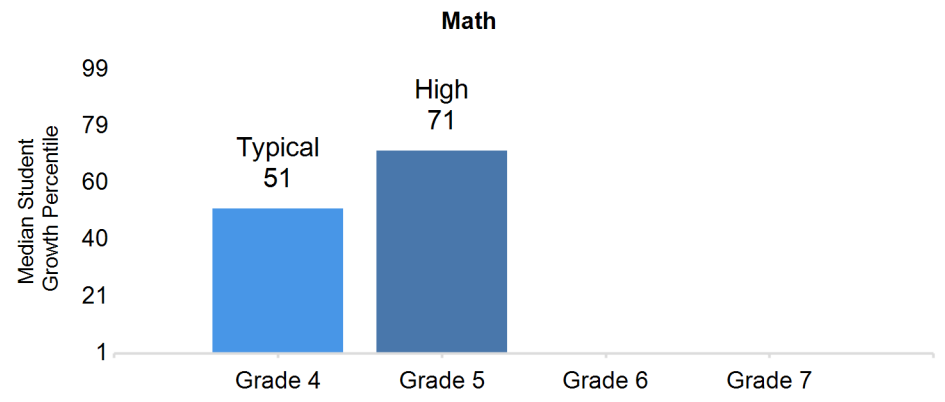




Student Growth by Grade

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	343	97.2	72.0	68.2	56.7	72.0	63.7	Met Target
White	270	97.5	73.4	70.3	65.6	73.4	64	Met Target
Hispanic	53	96.7	64.1	57.0	42.5	64.1	60.5	Met Target
Black or African American	*	*	*	56.7	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	174	97.8	79.3	75.3	64.5	79.3		
Male	169	96.7	64.5	61.2	49.4	64.5		
Economically Disadvantaged Students	37	93.3	48.6	45.9	38.5	47.4	50.9	Met Target†
Non-Economically Disadvantaged Students	306	97.8	74.8	71.9	67.5	74.8		
Students with Disabilities	53	90.3	30.1	28.9	21.6	28.5	27.7	Met Target
Students without Disabilities	290	98.7	79.6	78.1	63.9	79.6		
English Learners	21	100.0	38.1	32.2	27.3	38.1	N	N
Non-English Learners	322	97.1	74.2	69.6	59.4	74.2		
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	100	758	754	750	12%	*	19%	*	*	63%	52%
White	81	757	756	759	12%	*	20%	*	*	63%	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	N	N	732	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	750	777	N	N	N	N	N	N	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	52	766	759	756	*	*	*	*	*	73%	57%
Male	48	749	748	744	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	10	733	732	733	*	*	*	*	*	40%	34%
Non-Economically Disadvantaged Students	90	760	758	762	*	*	*	*	*	66%	64%
Students with Disabilities	18	718	728	719	*	*	*	*	*	22%	24%
Students without Disabilities	82	766	761	756	*	*	*	*	*	72%	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	128	766	764	756	*	*	17%	53%	20%	73%	58%
White	92	771	767	764	*	*	16%	58%	22%	79%	68%
Hispanic	29	750	747	744	*	*	*	*	*	55%	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	64	775	768	762	*	*	*	56%	25%	81%	63%
Male	64	758	760	751	*	*	*	50%	16%	66%	53%
Economically Disadvantaged Students	14	745	743	740	*	*	*	*	*	43%	40%
Non-Economically Disadvantaged Students	114	769	768	767	*	*	*	*	*	77%	70%
Students with Disabilities	16	731	737	726	*	*	*	*	*	31%	25%
Students without Disabilities	112	771	770	762	*	*	*	*	*	79%	64%
English Learners	*	*	711	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	766	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	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	120	772	764	755	*	*	12%	53%	23%	77%	58%
White	96	771	766	763	*	*	11%	53%	23%	76%	68%
Hispanic	13	770	750	743	0%	*	*	*	*	77%	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	61	776	769	762	*	*	*	54%	28%	82%	66%
Male	59	768	758	749	*	*	*	53%	19%	71%	51%
Economically Disadvantaged Students	17	751	747	739	*	*	*	*	*	59%	39%
Non-Economically Disadvantaged Students	103	776	767	766	*	*	*	*	*	80%	71%
Students with Disabilities	19	726	732	724	*	*	*	*	*	32%	22%
Students without Disabilities	101	781	771	762	*	*	*	*	*	85%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	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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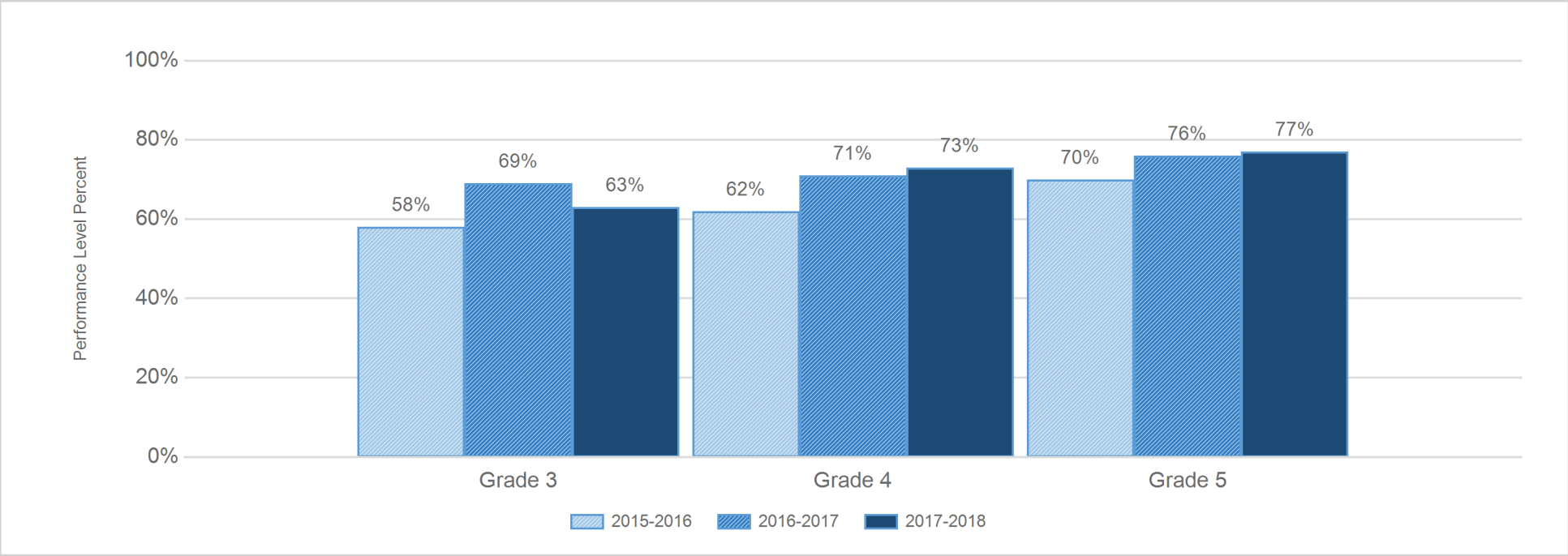
English Language Arts/Literacy Assessment - Performance Trends

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	343	97.2	68.5	57.4	45.0	68.5	57.5	Met Target
White	270	97.5	69.6	59.9	54.1	69.6	58.3	Met Target
Hispanic	53	96.7	56.6	42.2	29.2	56.6	45.5	Met Target
Black or African American	*	*	*	35.5	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	174	97.8	70.6	57.7	46.0	70.6		
Male	169	96.7	66.2	57.1	43.9	66.2		
Economically Disadvantaged Students	37	93.3	40.5	33.0	26.6	39.5	41.9	Met Target†
Non-Economically Disadvantaged Students	306	97.8	71.9	61.4	55.9	71.9		
Students with Disabilities	53	90.3	30.2	23.3	17.1	28.6	30.4	Met Target†
Students without Disabilities	290	98.7	75.5	65.9	50.5	75.5		
English Learners	21	100.0	47.6	36.2	24.6	47.6	N	N
Non-English Learners	322	97.1	69.9	58.2	46.9	69.9		
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	100	764	759	752	*	*	17%	48%	22%	70%	53%
White	81	766	762	760	*	*	16%	48%	25%	73%	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	N	N	722	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	764	780	N	N	N	N	N	N	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	52	766	759	752	*	*	*	52%	21%	73%	53%
Male	48	762	758	751	*	*	*	44%	23%	67%	53%
Economically Disadvantaged Students	10	738	735	736	*	*	*	*	*	30%	35%
Non-Economically Disadvantaged Students	90	767	763	762	*	*	*	*	*	74%	66%
Students with Disabilities	18	736	742	730	*	*	*	*	*	33%	29%
Students without Disabilities	82	770	763	756	*	*	*	*	*	78%	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

RAMTOWN ELEMENTARY SCHOOL
(25-2290-035)
Grades Offered: 03-05
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	756	757	748	*	*	28%	*	*	64%	49%
White	92	759	760	755	*	*	28%	*	*	67%	60%
Hispanic	29	743	740	737	*	*	*	48%	0%	48%	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	64	759	757	748	*	*	28%	*	*	67%	50%
Male	64	753	758	748	*	*	28%	*	*	61%	49%
Economically Disadvantaged Students	14	738	738	733	*	*	*	*	*	43%	30%
Non-Economically Disadvantaged Students	114	758	761	758	*	*	*	*	*	67%	62%
Students with Disabilities	16	730	735	725	*	*	*	*	*	31%	22%
Students without Disabilities	112	760	762	753	*	*	*	*	*	69%	55%
English Learners	*	*	722	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	758	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	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

RAMTOWN ELEMENTARY SCHOOL
(25-2290-035)
Grades Offered: 03-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	763	759	748	*	*	14%	54%	18%	72%	49%
White	96	761	760	756	*	*	17%	54%	16%	70%	60%
Hispanic	13	759	747	736	0%	*	*	*	*	69%	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	61	764	759	749	*	*	*	*	*	72%	50%
Male	59	761	758	747	*	*	*	*	*	71%	48%
Economically Disadvantaged Students	17	746	742	733	*	*	*	*	*	47%	29%
Non-Economically Disadvantaged Students	103	765	762	758	*	*	*	*	*	76%	62%
Students with Disabilities	19	730	734	726	*	*	*	*	*	26%	20%
Students without Disabilities	101	769	764	752	*	*	*	*	*	80%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	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

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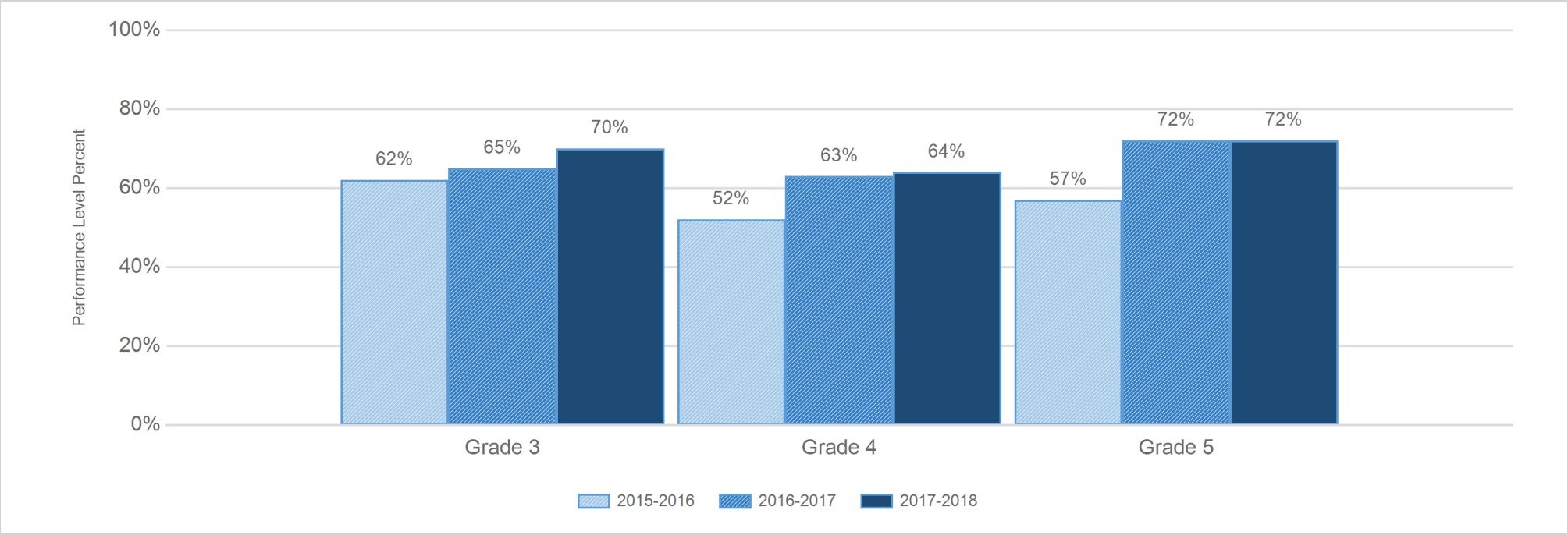
Mathematics Assessment – Performance Trends

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	N	N
4	*	*
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	*	*	*

† 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	N	N	N
3-4	*	*	*
5 or more	N	N	N

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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.

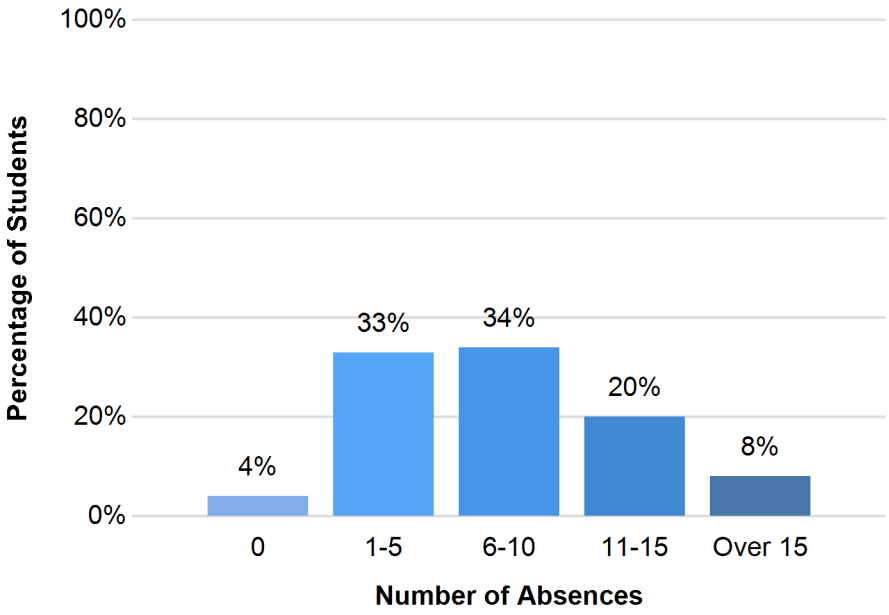
Chronic Absenteeism

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	22	6.1	7.6	Met
White	15	5.3	7.6	Met
Hispanic	7	13.0	7.6	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	8	17.8	7.6	Not Met
Students with Disabilities	10	15.4	7.6	Not Met
English Learners	*	*	**	**

Days Absent

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



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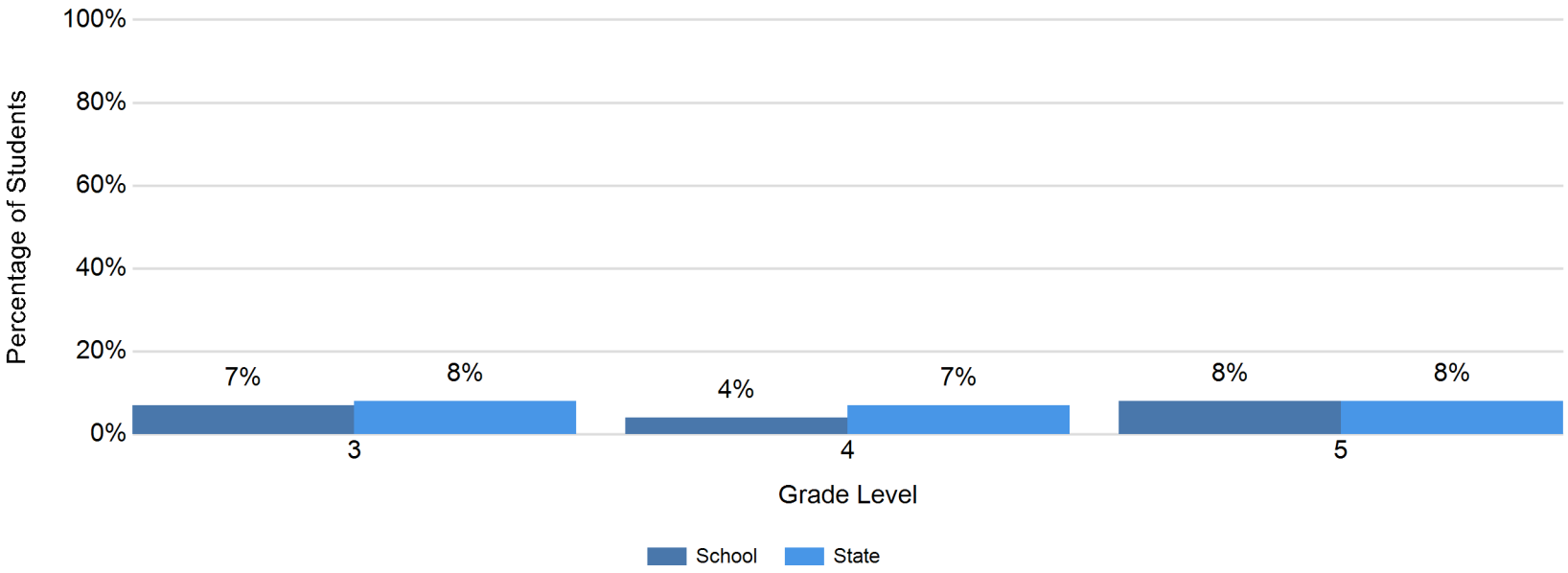
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
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	1	1	2
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	3		3

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	8:05 AM
Typical End Time	2:35 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	1.0:1

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)	$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	16.3	12.0
Average years experience in district	16.3	10.7
Teachers in district for 4 or more years	97.1%	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	180:1	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: All classroom teachers
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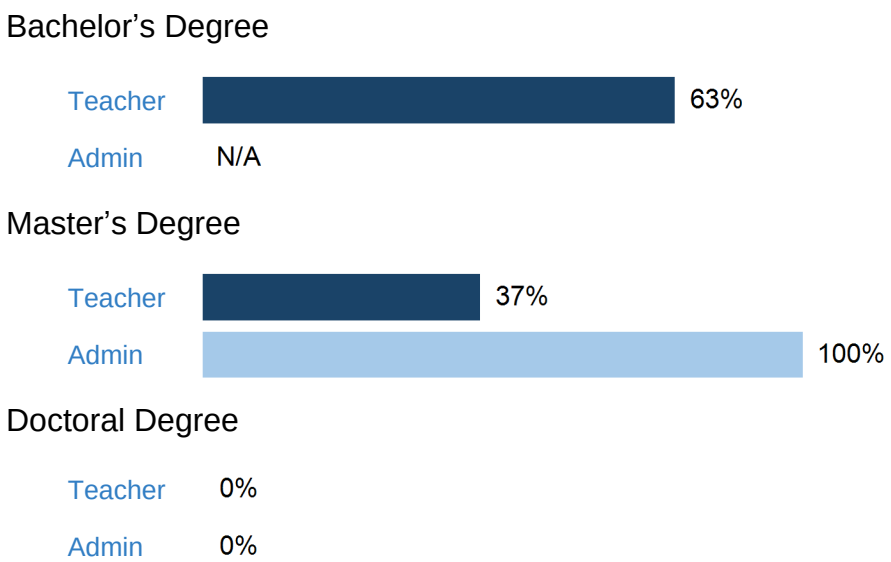
Teachers and Administrators - Level of Education

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	96.2%

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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	88.6%	0.0%
Male	11.4%	100.0%
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

RAMTOWN ELEMENTARY SCHOOL
(25-2290-035)
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	70.14	17.5%
Mathematics Proficiency	80.27	17.5%
English Language Arts Growth	55.81	25.0%
Mathematics Growth	77.86	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	43.29	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	66.23	n/a
Summative Rating: Percentile Rank of Summative Score	75.18	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	No
White	62.45	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	76.54	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	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	62.93	14.08	No	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	55.55	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	**	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:	• Recognized as a Future Ready School for technological excellence. • Strong partnership with community stakeholders and Parent Teacher Organization. • Active school wide engagement in digital learning and stem-based academic experiences.
Mission, Vision, Theme:	At Ramtown School, we believe that a truly outstanding educational program is built upon a solid foundation of high expectations, academic rigor, innovative instructional practices, positive social interactions, and ongoing parental involvement. This composition of beliefs comprises the cornerstone on which our school operates.
Awards, Recognition, Accomplishments:	High levels of academic success are attained through a collaborative review of student achievement data and through the analysis of learning trends associated with state standardized assessments and district-administered diagnostic testing results. The majority of our students continued to score above state and district factor group norms on these assessments. We are proud to be recognized as a Silver Tier-Certified Future Ready School by the state of NJ.

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Courses, Curriculum, Instruction:	Ramtown remains committed to the advancement of technology and "21st Century Learning" within the classroom setting. Each student has their own Mac laptop, engages in the creation and development of algorithms in the “coding” process, and collaborates in Maker Space learning opportunities. A school-wide S.T.E.M. Bowl was held, along with multiple School Enrichment Days. Schoology was implemented school-wide to further the evolution of our digital learning.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls) Our 5th graders have the opportunity to participate in basketball and compete against other 5th grade teams in our district.
Clubs and Activities:	Students were given opportunities to participate in a variety of after school activities sponsored by the PTO, as well as other school sponsored activities such as basketball, Student Council, and Coding Club. Ramown School has proudly offered a Coding Club and Student Council after school. PTO sponsored after school activities include Theater Week, Mad Science, Zumba, Stembotics, and Hip Hop Dance. A welcoming partnership between home and school ensures these programs for our students.

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Before and After School Programs:	Ramtown School has proudly offered a Coding Club and Student Council after school. PTO sponsored after school activities include Theater Week, Mad Science, Zumba, Stembotics, and Hip Hop Dance. A welcoming partnership between home and school ensures these programs for our students.
Staff and Professional Learning:	School Improvement Panel (ScIP), Professional Learning Community (PLC), faculty, grade level, and data analysis meetings were held to further the schoolwide benefits associated with collegiality, collaboration, and specified goal setting. Professional learning opportunities occur in an ongoing fashion at classroom, school, and district levels.

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Student Supports and Services:	Ramtown School proudly houses a fully inclusive educational program in 3rd through 5th grade. The school also has a comprehensive Response to Intervention framework with tiered services that effectively uses data and staff collaboration to specifically target various student needs. A Character Counts character education program is overseen by the school's guidance counselor. This program recognizes the various pillars of character through a school wide assembly and various celebrations.
Student Health and Wellness:	The physical education teachers oversee various physical activities such as Jump Rope for Heart and lunchtime Walking Club for all students. They also engage 5th graders to wellness activities for Family Life. Breakfast programs are available for all students. A "Bucket Filler" character education program is overseen by the school's guidance counselor. Select students are recognized at monthly PTO meetings. Make a Difference Day, Anti-Bullying Day, and Red Ribbon Week are also recognized.
Parent and Community Involvement:	The school's PTO is extremely active and generous. Each year the PTO gives a donation to the school, as well as provides Family Nights, Cultural Arts Assemblies, holiday presents, gift cards to families in need, and meals to staff on various days. The school provides a monthly newsletter to parents, updates parents through Twitter and School Messenger. Grades are communicated through the parent portal.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students Climate surveys were used as a barometer to gauge students' sense of safety, success, and well-being. The school-wide Character Counts program uses students' responses to reflect on areas of success and those for potential improvement. Additionally, classroom & grade level based character programs (including the statewide Law Enforcement Against Drugs (L.E.A.D.) Program is infused into our fifth grade classrooms.
Facilities:	Our school is nearly 55 years old. The media center has been recently transformed, thanks in large part to the PTO's donations and fundraising efforts, into an open learning lab with access to ongoing MakerSpace and STEAM related endeavors. Most recently we have had multiple security upgrades, solar panel installation and the roof and parking lots updated.
School Safety:	Recently, the district's Board of Education and the township's police department made a commitment to hire School Law Enforcement Officers to serve and protect schools within the community. Security upgrades, monthly security drills, and ongoing programs and meetings occur to further ensure the safety of our students, staff, and parent community.

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Technology and STEM:	Our school is committed to the immersion of technology in all facets of the school curriculum. Each student in the school is provided with a Mac Air as part of district's 1:1 commitment to student learning. The school provides an after-school Coding Club for interested students. Students also have routine access to a wide range of STEAM and Maker Space-based activities. Schoology remains the district's platform to provide student and staff access to a seemingly endless amount of information and resources.

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Other Information:	Ramtown School houses grades 3-5 and a fully inclusionary special education model. At Ramtown School, we recognize that we have a responsibility to set challenging goals, design innovative lessons, and engage students in meaningful learning experiences. The comprehensive contributions of time, effort, and energy have unquestionably exhibited the Ramtown School's dedication to routinely promote an educational vision in which all stakeholders strive to make students life-long learners. In doing so, we continue to seek ways to effectively provide the opportunities necessary for them to succeed in an ever-changing society.